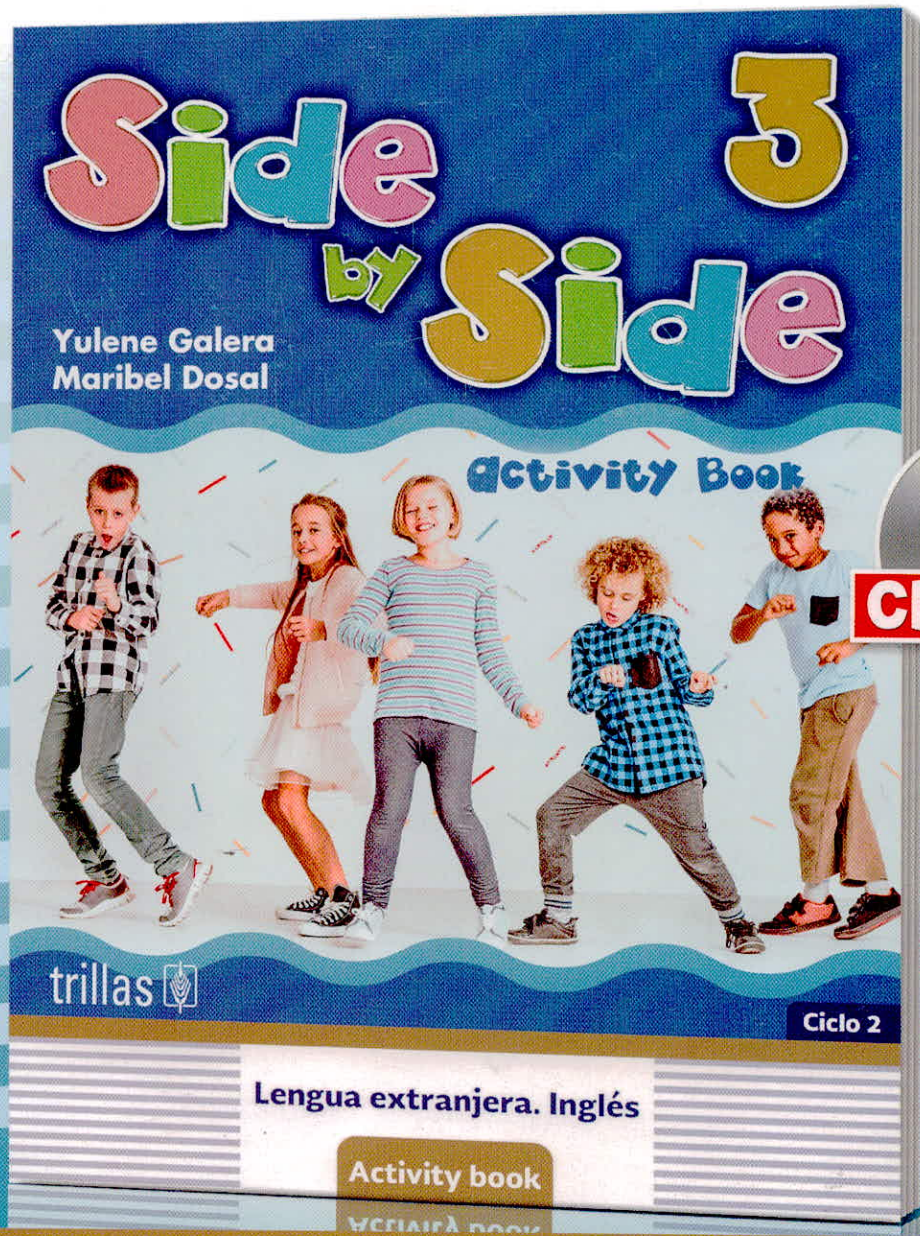


Teacher's Book



CD INCLUDED

trillas 

Lengua extranjera. Inglés

Activity book

Ciclo 2

Ciclo 2

Lengua extranjera. Inglés

Teacher's guide

Estimado(a) maestro(a):

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

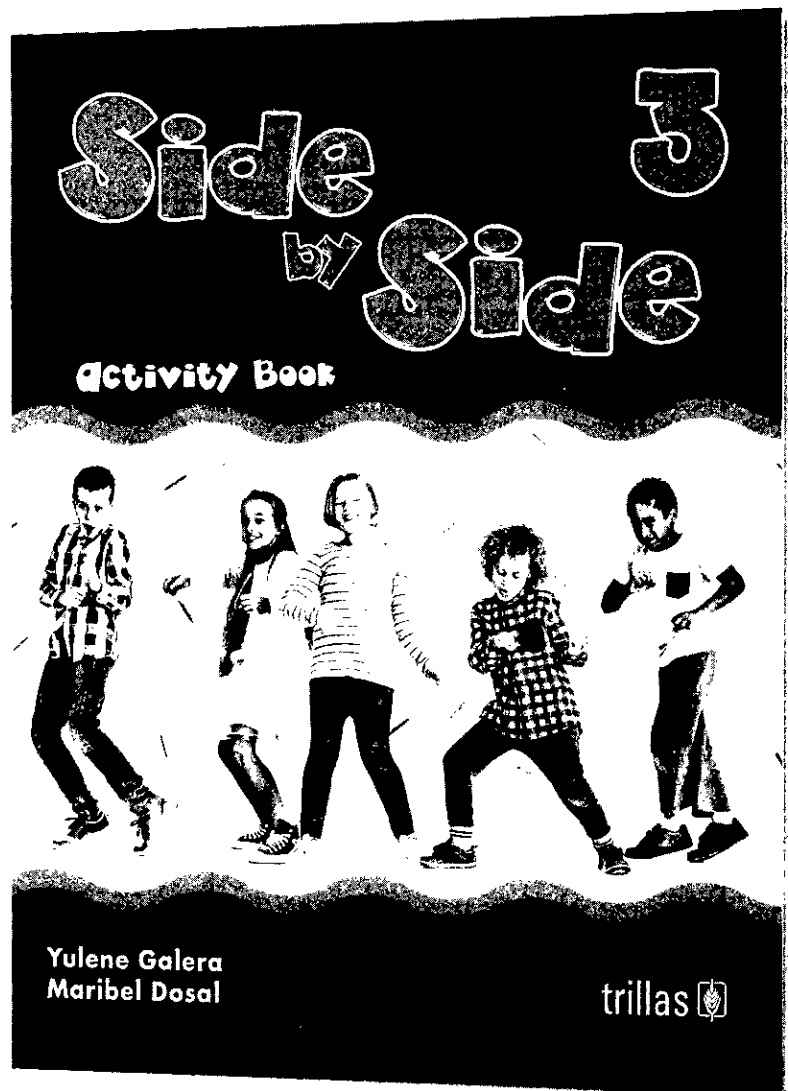
Los materiales educativos que conforman el paquete didáctico le ayudarán a que los(as) estudiantes de esta asignatura logren familiarizarse, conocer, comprender y comunicarse en Inglés como lengua extranjera.

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

Le deseamos éxito.

Distribución gratuita. Prohibida su venta.

Teacher's Book



Yulene Galera · Maribel Dosal

**EDITORIAL
TRILLAS**
México



Catalogación en la fuente

Galera, Yulene

Side by side 3 : teacher's book / Maribel Dosal. -- México : Trillas, 2019 (reimp. 2020).

151 p. : il. ; 20.5 x 27 cm.

ISBN 978-607-17-3716-8

1. Inglés - Estudio y enseñanza - Estudiantes extranjeros. 2. Educación primaria. I. Dosal, Maribel, coaut. II. t.

D- 372 6521'G524st LC- LB1576'G3.83 7133

La presentación y
disposición en conjunto de
SIDE BY SIDE 3. Teacher's Book
son propiedad del editor.

Ninguna parte de esta obra puede ser
reproducida o transmitida, mediante ningún
sistema o método, electrónico o mecánico
(incluyendo el fotocopiado, la grabación
o cualquier sistema de recuperación y
almacenamiento de información),
sin consentimiento
por escrito del editor

Derechos reservados
© 2019, Editorial Trillas, S. A. de C. V.

División Administrativa,
Av. Río Churubusco 385,
Col. General Pedro María Anaya,
C. P. 03340, Ciudad de México
Tels. 56884233
56884007
churubusco@trillas.mx

División Logística,
Calzada de la Viga 1132,
C. P. 09439, Ciudad de México
Tels. 56330995, 56331122
laviga@trillas.mx

 **Tienda en línea**
www.etrillas.mx

Miembro de la Cámara Nacional de
la Industria Editorial Mexicana, reg. núm. 158

Primera edición TO
ISBN 978-607-17-3716-8

Reimpresión, noviembre 2020

Impreso en México
Printed in Mexico

Esta obra se imprimió
el 20 de noviembre de 2020, en los talleres de
Corporación en Servicios Integrales de
Asesoría Profesional, S. A. de C. V.

B 62 IASS 

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

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

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

Dear Colleague

We welcome you to this challenge that you are about to begin: help children learn English as a foreign language. Throughout Side by Side 3, Activity Book, Readers Book and CD, they will learn how to communicate with their classmates and the people around them, they will use new words, understand different sounds and work in teams. Everything in a fun and communicative way.

We understand the challenge that implies learning a new language, but with the communicative approach followed by Side by Side, learning and speaking will be much easier. It will help the student to be more confident about building their own knowledge, learning how to learn more effectively, but with you by their side.

In each and every module there is a variety of activities that include writing, listening, reading, sharing, cutting and pasting, but the most important part of this book is that they will learn how to communicate in English.

There are 10 modules which are divided into 3 lessons each. At the end of each module, students will have to make a final product, which will be achieved and worked on one activity per lesson, these three activities will help them develop the final product of the module. By the time you get to the product lesson, students will have completed most of the process, which makes the process for completing the product much simpler to fulfill without getting lost in the way.

In this series you will also find a Readers Book. This is formed of stories (adventures and family related) and facts (informative texts); each one of them is designed to provide further exposure and examples for the Social Practice of the corresponding Module.

At the end of each Lesson 2 you will find an Intermediate assessment. In this section, students will have to do some activities to see how much they have progressed and identify areas they need to work on. These activities will help you evaluate and reinforce some concepts in the lessons if needed.

At the end of each module, you will also find a self-assessment chart that will help students reflect on their work in the module.

All over the book you will find different icons, which will help you understand the activities and how to carry them on.

Index















Dear Colleague	3
Content	5
CD	6
Icons	7
Module 1 I Need, I Want, I Wish!	9
Module 2 Read Me a Fable!	21
Module 3 How Are You?	35
Module 4 This Is the Story Of....	47
Module 5 The Events	61
Module 6 Sing With Me!	75
Module 7 I Love Music!	88
Module 8 All About Ads	102
Module 9 My Instruction Sheet	116
Module 10 Animals Are Great!	128
Bibliography	143
Audioscript	145


Content

Social Practice	Achievements	Module	Pages	Readers	Final Product
Identify and understand expressions to get what one wants or needs.	<ul style="list-style-type: none"> Listens to dialogues in which expressions to get what you want are used. Understand and express desires or needs. Exchange expressions to get what is needed. Write a note to get what is needed. 	1	6-16	"Mysterious Notes" Pages 5-18	Note
Listen to stories to order them.	<ul style="list-style-type: none"> Explore illustrated sequences of a table in disorder. Listen to fables corresponding to an illustrated sequence. Order illustrated sequences in a fable. 	2	17-27	"Grandma's Stories" Pages 19-32	Game of illustrated sequences.
Share expectation in a dialogue.	<ul style="list-style-type: none"> Listen to expressions related to the expectations. Understand the content of a dialogue. Participate in oral exchanges. 	3	28-38	"Human Communication and Language" Pages 33-46	Mobile
Read children's stories and appreciate cultural expression.	<ul style="list-style-type: none"> Explore brief stories. Interpret the content of a story. Record an audio story. 	4	39-49	"Kite's Stories" Pages 47-60	Audio story
Describe activities in a celebration or party.	<ul style="list-style-type: none"> Listen to brief descriptions of a celebration or party with images support. Understand descriptions of activities. Describe activities from images. 	5	50-60	"The New Kid" Pages 61-74	Audio description
Sing songs.	<ul style="list-style-type: none"> Listen to lyrics of songs. Identify parts in the writing of songs. Participate in the intonation of songs. 	6	61-71	"The Day We Became Famous" Pages 75-88	Concert
Find and interpret information in a graphic resource.	<ul style="list-style-type: none"> Explore illustrated information about musical instruments. Read aloud and understand information from graphs. Participate in the design and writing information of a musical instrument graph. 	7	72-82	"Representing Information Visually" Pages 89-102	Graph
Interpret messages in advertisements.	<ul style="list-style-type: none"> Explore ads and signs in public spaces. Understand messages in ads and signs. Write sentences for an ad or a message. 	8	83-93	"History of Advertising" Pages 103-116	Advertisement
Give and receive instructions to make an object.	<ul style="list-style-type: none"> Explore instructions to make an object. Understand illustrated instructions. Participate in the writing of an instructive. 	9	94-104	"What Is a User Manual?" Pages 117-130	Instructive
Identify and ask questions to look for information about specific topic.	<ul style="list-style-type: none"> Explore illustrations about science topics. Listen and understand questions. Participate in writing questions to search and obtain information. Ask questions. 	10	105-115	"The Secrets of Mars" Pages 131-144	Questionnaire

Modules	Tracks	Images
Module 1	2- Page 6 3- Page 9 4- Page 10	1. Page 6
Module 2	5- Page 17 6- Page 19 7- Page 19 8- Pages 20 8- Pages 21 9- Page 24	2. Page 24
Module 3	10- Page 29 11- Page 32	3. Page 28
Module 4	12- Page 40 13- Page 42 14- Page 44 15- Page 44 16- Page 46 17- Page 46 17- Page 47	4. Page 39
Module 5	18- Page 50 18- Page 51 19- Page 53 20- Page 54 21- Page 57 22- Page 58	5. Page 50
Module 6	23- Page 61 24- Page 62 25- Page 63 26- Page 64 27- Page 65 28- Page 66 29- Page 68 30- Page 69 31- Opt. activity	6. Page 68
Module 7	32- Page 72 33- Page 74 34- Page 75 35- Page 75 36- Page 79	7. Page 72
Module 8		8. Page 83
Module 9	37- Page 96	9. Page 94
Module 10	38- Page 107 39- Page 112 40- Page 113	10. Page 105

Icons

	Children have to work with another classmate.
	Children have to work with other classmates.
	The activity serves as portfolio evidence.
	Whenever you see this icon it means it is time to use the Readers Book.
	This icon means it is time to do a listening activity. The number indicates which track you need to use in the CD.
	This icon means there is an image, which is on the CD, that you will project it and ask children to observe it.
	This means that children are working on a step to complete the final product of each module.
	This indicates the steps to complete the final product for each module.
	This means it is time for students to check their progress.
	This means it is time for students to evaluate their achievements in the module.
	This icon indicates that there are some words on that activity that children can find in the Picture Dictionary.
	These letters indicate that there are some words on that lecture that children can find at the end of the lecture.
	This icon means children will have to go to the cut-out section and cut an element to paste it on the corresponding page.
	This means there are some Internet references for you to check.



This guide is intended to help you throughout the process of teaching and helping children get the best out of each activity; we will be with you Side by Side all along the process.

In this Teacher's Book, you will find:

1. **Achievements and teaching guidelines:** These are the objectives that children will achieve in each module.
2. **Materials:** A list of resources that you will need per Module.
3. **Opener Activity:** This is an activity to help you start and contextualize your class.
4. **Teaching notes:** Suggestions on how to conduct the activities in the Student's Book.
5. **Answer Key:** The answers for each activity.
6. **Readers Activity:** A suggested procedure to use the Readers Book.
7. **Optional Activity:** Extra activities for when you have some time to spare or if you feel the children require additional help.
8. **WWW:** Internet references for you to check.
9. **Don't forget:** Reminders about what to prepare in advance for the next class.
10. **Step to final product:** The suggested procedure for completing a step towards the final product of the module.
11. **Cultural Box:** Tips on how to approach this subject when pertinent.
12. **Intermediate Assessment:** Suggestions on how to carry out the activities in this section in the Student's Book.
13. **Final Product Lesson:** The procedure for the last steps to complete the final product of the module.
14. **Side by Side:** Suggested procedure for completing the Self Assessment section in the Student's Book.
15. **Portfolio Evidence:** A chart to record the activities you set in class that can be used as evaluation tools.
16. **Extra evaluation:** An extra evaluation tool for the module with a suggested procedure.
17. **Evaluation Instrument:** The suggested evaluation instrument to be used in the module along with a procedure.
18. **Bibliography:** References about teaching and learning that you might find interesting.

Module 1 I Need, I Want, I Want

Activity Book pages 6-16

1 ACHIEVEMENTS

- Listen to dialogues in which expressions to get what you want are used.

TEACHING GUIDELINES

- Analyze interlocutors and turn taking.
- Examine non-verbal language.
- Understand purpose and intended audience
- Define dialogue structure.
- Discriminate consonant sounds.

2 ACHIEVEMENTS

- Understand and express desires or needs.

TEACHING GUIDELINES

- Clarify the meaning of words.
- Classify expressions used to start and end exchange.
- Contrast expressions which express desires or needs.
- Examine words used to refer to others
- Analyze ways to express wishes or needs.
- Establish use of connectors to link ideas.
- Compare vowel sounds in words.
- Contrast use of non-verbal language and acoustic features.

3 ACHIEVEMENTS

- Exchange expressions to get what is needed.
- Write a note to get what is needed.

TEACHING GUIDELINES

- Decide which needs and/or desires to express.
- Define expressions to start an exchange.
- Determine words to refer to the intended audience.
- Compose expressions to express needs and /or desires.

- Express and respond to needs and/or desires.
- Employ strategies to improve the understanding with the interlocutor.
- Use suitable verbal language and volume.
- Explore notes to plan for writing notes.
- Compose notes from models.
- Read notes to check clarity.

MATERIALS

Audio CD, Reader, Activity Book, colors, photocopiable
Extra Evaluation, Evaluation Instrument.

M1 LESSON 1

Activity Book pages 6-8

OPENER ACTIVITY

To contextualize the social practice of this module, which is to identify and understand expressions to get what one wants or needs, you might like to start this lesson by asking the children to think about the difference between wanting something and needing something. You could ask them to share a thing they want and a thing they need. You may ask the children why they think this is important to know and understand. You could also project image 1 on the board and ask children: *What do you think the boy needs?* Let them answer and then you may ask: *What does the boy want?* Or *What does the boy desire? Can they relate to this?* If they seem to know the difference, you can elicit from them what is different about wanting and needing.


Readers Activity



The story "Mysterious Notes" talks about two siblings, one of which doesn't speak because he is a little boy. As he needs to communicate with her sister about something he wants, he thinks of expressing himself with drawings.

With this story students will discover how they can express themselves to get what they want or need.

You can ask children to take out their Readers and read the title aloud "Mysterious Notes". Consider asking them if they know what notes are and if they have written one before and what for. You could arrange the class in groups of three and ask them to read the story all together. Then ask them to discuss what does Roberta want and what does Juan need. You can ask the children to share their point of view with the rest of the class.

1  **Look at the teacher and the students in the picture and discuss the questions below.**



You could have the children to open their Activity Book to page 6 and point to the image there. You may have the children observe it. If you think it is necessary you could explain to them the image and its context by asking them some questions: *What do you think it is happening in the picture? Who do you think the people in the picture are? What do you think they are doing? Have you done something similar before?* Then, if you think your group need it, give them a little more time to observe the image and read the dialogue in the picture. Next, point to the questions below the image and read them aloud. If you feel your group needs it, you could help them read them more than once. Arrange the class into pairs or groups if you have a large group and you may ask them to discuss the questions. Go around the class and make sure the learners are working together.

OPTIONAL ACTIVITY

You may have the students interview their parents, siblings and friends about their needs and wishes for the week. You could give them a guide of questions such as: *What do you wish for? What do you need to do this weekend? What do you want to do/eat today?* You could ask them to turn the answers they get into different dialogues using different language according to who they are talking to and who is expressing their needs and bring the dialogues to class. You can ask the rest of the class to say what the purpose of the dialogue is, who the intended audience is and what gestures there were in these dialogues. For example: He used his hands, he made a funny face, and he was talking to his family...

ANSWER KEY


Answer may vary.

2   **Listen to the conversations and put the dialogues in the correct order. Practice the conversations with a partner.**

To set the Activity, consider having the children open their Activity Book to page 6. To give instructions and explain the class how the activity works, you can point to the children and you may have them notice that they are in a different order by reading the conversations first. If you think they might need further explanation of the conversations, take some extra minutes to do so. Tell them they will listen to the track and number the phrases according to the correct order. Play track 2 and you could have the children listen to it. Play track 2 one more time and you can have them order the conversations. You might want to play track 2 one more time to make sure everyone listened to the conversations. Go around the class and help the children if necessary. To check the correct order, you can play track 2 again and read it aloud together.

ANSWER KEY


- Conversation 1 - 2, 4, 3, 5, 1
- Conversation 2 - 2, 3, 1
- Conversation 3 - 2, 1, 3, 4

3  **Complete the chart with notes from the conversations in Activity 2.**

You may want to help learners with this Activity by asking them to read the previous conversation in page 6. You could even play the track again to help the children have the conversations fresh in their minds. Then you could ask the children to complete the charts by taking into consideration who is speaking in each dialogue, where they interlocutors are, and how they feel. You may ask the children to read the examples in each column for further reference. You may wish to check your learners answers by asking them to compare there answers with the classmate, then you may write down the correct answers on the board.

ANSWER KEY

- 1 students, teacher, school, calm
- 2 two friends, movies, excited
- 3 mother and son, home, worried

4  **Work in pairs and look at the picture. Who seems to be worried? Why?**

To introduce this activity and if you think your class needs it, you might want to ask the children about the emotions they know and how do we express them. You could write on the board different emotions like: *worried, sad, happy*. Tell the children to read them aloud and you can have some volunteers come up front and make a face expressing that emotion and you could have the rest of the class guess which emotion it is.

Next, you may want to ask the children to open their Activity Book to page 7 and take a look at the picture there. Arrange the class into pairs and you can ask them to discuss *Who seems to be worried? Why?* To check, you may have some pairs come up front and share their answers. As answers may vary, make sure they used the correct language structure: I think... because...

ANSWER KEY

Answers may vary.



5 Go back to Activity 4 and complete the conversation between Luis and Laura using the words on the box. Compare your answer with a partner.

You could have the children open their Activity Book to page 8. Point to the words in the box and read them aloud. Then tell the children to go back to page 7 and point to the empty bubbles and ask them to complete the conversation in the bubbles according to the expression on each character. If you think the class might need it, you could copy the words from the box on the board. Allow them to compare their answers with the class by reading them aloud. You can ask them to give you an example, help them by giving you an example such as: *When someone has his/her arms crossed it might mean he/she is angry.*

ANSWER KEY

- a) I am very worried! I have an exam next class.
- b) Do you want me to help you?



6 Work in pairs. Read the following situations and decide in which ones you can ask for or offer help. Check (✓) your selections.

To set this Activity and help the children understand it better, encourage them to think about some situations in which they felt sad, angry or worried and share it with the class. If you think it might be helpful you could set the example with a situation that made you feel that way: *When... This happened I felt.....* Then tell them to think if they asked for help in those situations or if someone offered them help and how it did happen. You could help them by setting the example using your situation: *When I felt worried, I asked a friend for help.* Invite some volunteers to come up front and share their situations. Then, you may have the children open their Activity books to page 8. Point to the chart there and read it aloud. If you think it might be useful, read it twice and you can ask them if they need some clarification on some of the terms. Next, arrange the class into pairs, and you could ask each pair to read the chart once more and decide in which of the following situations they think one can ask or

offer some help. Consider having them check their selections. Go around the class and offer some guidance or examples if needed.

ANSWER KEY

- You lost your keys.
- You forgot to do your homework.
- You don't understand a difficult subject.

EXTRA ACTIVITY

If you think it might benefit the students you might want to have the children make a list of all the situations that happened in a few days at home in which they offered or asked for help.



7 Compare your answers in Activity 6 with another pair of students. In your notebook, write a list with at least 5 situations where you can ask for or offer help.

You might want to encourage the children to compare their work from Activity 6 with another pair of students. Then you may have them take out their notebook and make a list of at least 5 situations where they can ask or offer help. If you think it might be helpful and you have some time to spare, you could make a quick review of the ones they've already seen in class. Invite some of the children to come up front and share their list. As answers may vary, make sure their list had 5 situations and the situations were accurate. This activity will be used to evaluate the child's progress at the end of the module. Make sure they kept it somewhere safe.

Step to Final Product

To introduce the product of this module which is "writing a note" you can ask the students if they know *What a note is? Have they written one before? And, to whom? What do they think they need to create a note?* You can elicit their answers. Then tell them they will be working on the product all along the Module. Next, have the children choose one of the situations from the list they wrote in their notebook in Activity 7. Ask them to compare their selection with a classmate. Remind them they are one step closer to their final product.

REMEMBER:

Prepare some flashcards or post-its with different words to start or end with the same letter, and give them to the children for example: hey, hello, thank you, ok, hi, tell, oh. You can include

a picture that represents each expression. You could use them to reinforce vocabulary or in other activities.

M1 Lesson 2

Activity Book pages 9-12

OPENER ACTIVITY

You may wish to write a small dialogue on the board for your learners and you may have them read it aloud. You could have some students come up front and you could ask them to identify the purpose of the dialogue, the verbs used in it and the subjects that intervene in the dialogue.

Example:

Hey Maria, what do you want to do this Sunday?

Hey Robert, I would like to go to the movies.

You can also ask them to change the sentence to be a need instead of a desire.



Listen to 3 more requests and offers and complete them with the missing information. Compare your answer with a partner.

To introduce this activity you could encourage children to think about all the requests and offers seen so far, you could help them by reminding them one: *do you need my help to study?* Then, you could ask children to open their Activity Book to page 9. Tell children they will listen to different dialogues between several people in which they will be listening about more requests and offers. Before you play the track 3 it might be good to ask the learners to read through the dialogues and make predictions in their notebooks about what the answers could be, based on the conversations they saw in Activity 1 and 2 of Lesson 1. Then, before they answer play the track once so they can familiarize with it first. Play track 3 a second time and consider asking children to listen to it again and complete the conversations. If you think the class needs it, you could play track 3 one more time to make sure everyone listened to it. You may ask the children to compare their answers with a partner. To check, write the answers on the board.

ANSWER KEY

Conversation 1: pencil

Conversation 2: milk

Conversation 3: want, Sorry.

OPTIONAL ACTIVITY

You can ask the learners to try and reverse the answers – make positive replies negative, see how this affects the structure. Give them an example:

Original: Hey John, Can I borrow your pencil? Of course!

Negative: Hey John, Can I borrow your pencil?

Sorry I don't have one.

Also, help the children identify where can they use these expressions by asking them: Where do they think these dialogues happened? And if they can recall a time when they asked for something similar.



Work with a partner. Complete the chart using conversations in Activity 1.

You could introduce this activity by playing the conversations again and you may ask the children to repeat after the people in the recording. Then you may divide the class into pairs and you might ask them to complete the chart according to the beginning and ending of the conversations. You might want to ask them to write down an expression of their own and of their partner. Go around the classroom and help when necessary. To check, you could ask volunteers to come to the front and share their answers.

ANSWER KEY

1. Hey, Thanks
2. Mom, Sorry
3. Hi, Sorry



Read the following OFFERS (o) and REQUESTS (R) in different contexts. Write O or R in the checkbox of each conversation.

If you think it might benefit the children, you could introduce this activity by copying the dialogues in Activity 3 on the board and reading them aloud. Then you could ask the learners: *What do you think these dialogues are about? What are they expressing? What do you think the main difference between them is? Have you been on a similar situation?* You can elicit their answers. You could ask children to open their books to page 10. Then, you could tell the children they could read the dialogues and you can tell them to write an O or an R depending on if it is an offer or a request. If you think it might be necessary you could re-read the dialogues to ensure all learners have the answers. You might want to allow some time for children to compare answers in pairs. To check, you could write the answers on the board.

ANSWER KEY

- a) O b) R c) R d) R



Underline in green the phrases used to make a request and their answer, and underline in blue the phrases used to make offers and their answers in the conversations in Activity 3. Listen to the audio and check your answers.

You could explain the children they will be listening to some conversations and could have them read the dialogues in Activity 3 once more for them to have them fresh. Then you could play track 4 once and you can ask the children to just listen to it. You may ask them to share if there are any words they don't understand. Then, you could play track 4 again and you could ask them to listen to it and underline in green the phrases used to make requests and their answers and underline in blue the phrases used to make offers and their answers in Activity 3. If you think it might be necessary you could re-play the track to ensure all learners have the answers. You might want to allow some time for the children to compare answers in pairs. To check, you may write the answers on the board. Then, you could play the track one more time and you could ask the children to read aloud while listening to it.

ANSWER KEY

Green:

I want more soda please! Sure!

I need you to finish homework, Tom! Ok dad, I will do it this afternoon! Could you take me to the library? Sure, I'll take you after lunch.

Blue:

What would you like for dinner? Just cereal!

Would you like anything to drink? I want more soda please!



Use the sentences you circled in Activity 3 to complete the columns below. Discuss with a partner if the ideas refer to a desire or a need.

To introduce this activity, you could arrange the class into pairs and you could allow some time to have each pair read the dialogues in Activity 3 one more time. Then, you can ask some volunteers to come up front and you can encourage them to share with the class something they need and something they want. You may ask the class to think about the difference between a need and a desire, you could ask them: What do you think the main difference is? What is something you need? What is something you desire? Give me an example. Then, you

can read aloud the example on Activity 4. Next, you could ask them to complete the chart using the expressions they've circled in Activity 3. You could go around the classroom while children write their answers, you may help when necessary or praise their work. To check, if you think it might benefit the students you could ask the children on the first row to share their answers while the others correct theirs.

ANSWER KEY

Desire:

What would you like for dinner?

Would you like anything to drink?

Needs:

I need you to clean up your room.

Dad, I need to ask you a favor.



Work with a partner. Look at the pictures and discuss: What is the problem? Match the columns.

You might ask children to open their books to page 11. You could ask them to take a look at the picture and try to imagine what they are about: What are the similarities and the differences between the characters' attitudes? How can you tell? Maybe give them a hint to look at the gestures and body language such as the hands or the face. Then, you may divide the class into pairs, you could ask them to read the sentences next to the pictures and match the columns. You may ask each pair to come up front and share their answers and you could have them explain with their own words, which is the difference between what both characters needed and wanted.

ANSWER KEY

1. b 2. a



Complete the sentences with one of the verbs in parenthesis.

You may ask children to read the sentence and the options at the end of each sentence. Then you might want to ask them to think about something they want, something they need and something they wish and write it down in their notebook and share it with the class. Then you could ask them to complete the sentences with the verbs in parenthesis. You may have them compare their answers with a partner. To check answers, read the sentences with the correct answer aloud.

ANSWER KEY

- a. want b. needs c. want
d. want e. wants

- 8** Look at the following list. Write N if it is a need or D if it is a desire. Compare your answers with another pair of students.

If you think it is necessary you could introduce this Activity by asking the children to open their Activity Book on page 11 and you could ask them to re-read Activity 7. Then you could tell them to think about more needs or desires and you could write them on the board. If you think it might benefit the students you could provide them with some examples like: I need to go to the doctor. I want a chocolate. Then, you could point to the sentences in Activity 8 and you could encourage the children to read them and write N if it is a need or D if it is a desire. You might want to go around the class and provide some guidance if necessary. You can allow some extra time for the children to compare their answers with their classmate sitting in front of them. To check, you may read the answers aloud.

ANSWER KEY


N, D, N, D, D, N

- 9** Complete the sentences with **and**, **or**, **but**. Compare your answer with a partner.

The purpose of this activity is to help students use connectors. Before you start this activity you may write the connectors on the board and elicit their meaning from students. You could write some examples on the board. Then you could ask students to complete the activity.

ANSWER KEY

- a) but
- b) or
- c) and

- 10**  In your notebook make a list of words and phrases in the conversations in Lesson 1 and Lesson 2 to express needs and desires.

You may ask children to go back to page 6 in their Activity Books. You might ask them to go through all the conversations seen on these pages until page 12 and look for words expressing needs and desires. Every time they read one, ask them to write it down. It could be useful to play the conversations once again to reinforce the learning. Then you might ask some of the children to come up front and share their list. Go around and praise children's effort. This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio.

Step to Final Product

The purpose of this icon is to help students remember they are already working on the second step of the Final Product. You could tell them that they will use this list later on the process of the final product.

Intermediate Assessment


You may encourage the class to think about what could be the next step to complete their note. You could help them by asking them: *Do you think you need more ideas about situations? Do you think you need expressions to use in your situation?* Remind the class that this Activity is one more step to complete their note for their final product and it is important to explain them that having different phrases and words it essential to create a note. Encourage them to write a list of phrases to express needs or desires based on the situation they chose in Step 1 of their final product. If you think it might be useful you could think of two or three as a group and then invite them to think some more on their own.

- 1** Look at the picture and complete the conversation.

You might ask the children to take a look at the picture and to say: What they think both girls are talking about? What do the expressions on their faces say? Then you may ask them to complete the globe with a sentence that answers the first girl's question. Go around the classroom and help if necessary. You could ask some volunteers to come up front and share their answers.

ANSWER KEY

Answers may vary.

- 2**  Read and complete the chart with a tick (✓) or a cross (X).

Then you could ask them to read and complete the chart with a tick or a cross. This activity will be useful to plan your next lesson. You can use this as an assessment tool to evaluate children's progress at the end of this module and to show progress to the children's parents or caregiver.

ANSWER KEY

Answers may vary.

M1 Lesson 3


Activity Book pages 13-15

OPENER ACTIVITY

To give children more opportunities to use the vocabulary introduced in previous sessions, you can follow this Opener Activity. Paste a picture of a doctor with a child on the board. Then write these sentences:

I wish I could go to the doctor. I want to go to the doctor. I need to go to the doctor.

You might ask the students to tell you what do they think the picture is about. Then you might also ask them to read the sentences and point at the sentence that fits best. You can paste another image and write down another three sentences for them to decide if it is a need, desire or wish and for them to relate it with their day to day activities.

1  **Look at the pictures and circle in green the ones you need and with blue the ones you want or wish.**

You may ask children to open their Activity Book to page 13. Point at the pictures, then you could ask them to look at the pictures and discuss what are they and what they think they'll have to do with them. Point to the images and give instructions, you could ask them to circle in green the picture that represents the thing they need and in blue the ones they want or wish. Allow some time to compare answers in pairs. To check you can paste a green square on one side of the board and a blue square on the other side of the board. You can ask some volunteers to come up front and write down the answers circled in green and the answers circled in blue.

ANSWER KEY

Green: **Need:** math book.

Blue: **Want/Wish:** videogame console, hamburger, salad.

2 **Complete the ideas with your choices from Activity 1.**

You might ask children to read the three incomplete sentences and complete the sentences.


Consider having learners discuss their answers with their classmates using the language structure: We use this expression for... For further reinforcement, you could ask the children to read the sentences aloud and see if they can

substitute the verbs without having to change the sentences. For example, original: I need to go to school. Changed: I want to go to school.

ANSWER KEY

2a. I need my math book


2b. I want a hamburger / a salad

3  **Work in pairs. Look at the expressions in column 1 and match them with the people in column 2. Discuss who (A or B) should say 'Thank you' 'You're welcome' 'Yes, please!' to finish the conversation. Practice the conversations.**

You could have the children open their Activity Book to page 13. You may point to the expressions in column 1. Then, you can ask children to read them aloud. You could divide the class into pairs and you can ask each pair to discuss where do they think the expressions are being told and to whom. Then, you could tell the children to match column 1 to column 2. You might want to arrange the class in a circle and you could have the children discuss who (A or B) should say 'Thank you' 'You're welcome' 'Yes, please!' to finish the conversation. If you think it might be useful you could copy the conversations on the board and you can ask the children: What do you think could be an answer for the first conversation? What do you think Mary answered the teacher? What do you think the mother answered the child after offering the hamburger? You can elicit their answers. Finally, you could allow some extra time to have the children practice these conversations taking turns. You may go around the class and make sure all the pairs are taking turns. To check, you could copy the conversation on the board and you can have some volunteers come up front and you may ask them to match the conversations.

ANSWER KEY

- A. Two friends. B. A student and a teacher.
C. A mother and her child.

4  **Compare your answers in Activity 3 with another pair of students. Then, discuss how you can express the same ideas of the expressions in bold with your own words.**

Before giving any instructions to the class you might want to review the conversations in Activity 3. Read them aloud one more time. Then arrange the class into pairs and you could have each pair work with another pair and compare their answers to Activity 3. Next, encourage the children to discuss how could

they express the same ideas if the expressions in bold with their own ideas. If you think your class could benefit, you could think about the first conversation together as a class and invite them to do the next ones with their pairs. To check, invite some pairs to come up front and share their answers with the class. As answers may vary, make sure their ideas express the same thing as the ones in the Activity Book.

OPTIONAL ACTIVITY

You could divide the class into groups of three or four and hand them different pictures of different things and places like: a doctor, a piece of candy, a ball, a doll, school, car, etc. Then write on the board: I wish, I need, I want. You could ask each group to pick up one picture that represents a need, a wish or a desire and write it down on a sentence. You could have each group come up front and share their needs, desires and wishes.

5 Look at the beginning of some conversations and complete with your own ideas.

It might benefit your learners if you write on the board several expressions:

Hello

How are you?

Bye

See you

Excuse me

Then you could ask two or three children to come up front and select the words that are used to start an exchange. Then you could have them explain with their own words what does that word mean. You might want to ask children to take out their Activity Book to page 14. Point to the incomplete sentences and ask them to read them aloud. Then you might want to ask them to complete them with their own ideas. Go around the classroom and help if necessary or praise their work. Check by asking some volunteers to come up front and share their answers, ask them to explain them. As answers may vary, be careful with the expressions used and pay attention to how the children use them.

ANSWER KEY

Answers may vary.

6 Exchange books with a partner. Mime one situation and ask your partner to guess which situation it is. Remember to be clear with your body language.

If you have some time it could be useful to write down three different sentences using the expressions seen in Activity 5 on the board. *Excuse me, could you help me with my bags. Hello, how*

are you? How are you? Fine and you? Good morning mom, how did you sleep? You could ask the children to read them aloud. Then mime one of them, without telling them which one it is. You may ask the children to guess which expression it is. Then have one student come up front and repeat the same procedure with another sentence, have the rest of the class guess it. Then you could divide the class into pairs and you may ask them to exchange books and pick up a situation and mime it, remind them that the more expressive the action is, the easier it is for the other children to guess it.

OPTIONAL ACTIVITY

If you have 5 minutes to spare after Activity 6, you may ask the children to write down the sentences they guessed and transform them into a dialogue.

Excuse me, could you help me with my bags?

Sure, where do I put them?

In my car, thank you.

7 Work in pairs and complete the conversations with words from the box.

You may review the conversations by asking the children to read them aloud. Then have them try and guess what goes in the gaps and finally get them to check the box to see if that word is there. You could divide the group into pairs and you may ask the children to complete the conversations. Go around the classroom and help if necessary. Then rotate the pairs to compare answers with another pair to make checking answers faster and more interactive.

ANSWER KEY

Conversation 1A: Hello.

Conversation 1B: my grades, study more.

Conversation 2A: take your pencil.

Conversation 2B: no problem.

8 Work with a partner. Use the previous conversations as a model to express the following ideas. Write your conversations in your notebook.

You might ask the children to read the conversations aloud one more time. Then you could ask them to pick a partner and read the ideas for conversations and write a conversation for each one of them. You could ask each pair come up front and share their conversations, answers may vary but be careful with the expressions they used for the conversations, make sure they

were used correctly. Example: Excuse me Miss Lulu, can I go out of the classroom?


Sure Diego, where do you want to go?

I need to go to the library to return this.

Ok, but hurry.

ANSWER KEY

Answers may vary.

9  Look at the messages and complete the chart. Compare your answer with a partner.

You could ask children to open their Activity Book to page 15. To give instructions and explain to the class how the activity works, you can point to the children to both notes. Tell them they have to read the notes and then complete the chart below. You may ask the children to read the notes aloud first. To check, you can point to the chart and read it column by column, letting the class answer it.

ANSWER KEY

1. Mom, to go to the doctor, 5 p.m.
2. Sam, go to the park, after class.

Step to Final Product

You may have the children take another look at the chart in Lesson 3 Activity 9. Then encourage them to think about the steps they've taken to create their note and invite them to think about the details they might need to include in order to complete it. Remind them they could take the chart they've just reviewed as a guide. You may have the children compare their work with a classmate.

Final Product page 16

Final Product Lesson

My note.

MATERIALS

Clips, rulers, color pencils, pencils, watercolors, scissors, sharpener, notebook.

BEFORE COMPLETING FINAL PRODUCT:

This could be a great moment for you to look back through all the sub-products with the students in case there are any doubts or questions about the topic and social practice of this module. This will help them feel fully supported in the creation of the final product in terms of confidence in their ability to do it.

1, 2, 3 Remind children that they have already been working on the final product for this module and have completed the first three steps in the process.

4 Write your note in a piece of paper and show it to a partner. Read your classmates notes.

You may divide the class into pairs. Explain children this will be the final step into their Final Product: a note. Ask children to use the situation they've selected, the words or phrases they chose and the details they wanted to include and write a note similar to the ones seen in Lesson 3 Activity 9 on a piece of paper. Then arrange the class into pairs and ask them to show it to their partner. Then have them take turns and read their classmates notes.

5 Read your classmates note.

Arrange the class into a circle and have them give their notes to the classmate sitting on their right. Ask them to say who is writing the note, what they need, want or wish and the place and time that is happening.

CLOSING

To wrap all the good work done in this Module, you can ask the children how they feel about their results and about how they achieved their final product. Let them discuss how they could improve their performance for the following Product on the next Module or comment on some strategies to have a better team work.

Side By Side



Self Assessment

Before completing this section, ask children to open their Activity Book to page 6 and go through all Module 1 until page 16. Ask them to think of all the things they've learned and all the activities they've done. You can go over the lessons quickly to help children remember. Then, you could ask the children to go to page 16 and you could point to the questions at the end of the page. If you think it might be necessary you could read them together and clarify if needed. Next, you could encourage the children to circle the best option to answer them. Then, you could arrange the class into pairs and you could have them compare their answers and discuss with their partner if the objectives in this module can help you become a better member of your family and community. You could go around the classroom and help if needed and praise their effort.



Readers Activity

You may want to have your learners re-read the Readers story. You could ask the children to take out their Readers. Consider asking them to read the whole Readers one more time, from page 5 to page 15. You may ask them to tell you if there is anything they would like to discuss. If there are any doubts. If you have time to spare you could go through the glossary together. Then consider asking them to answer the activities at the end of the Readers Book individually.

After they've finished their reading you could encourage them to think about different ways in which the little boy could have expressed his needs in the notes or if he should have expressed his needs in another way. Encourage them to share it with the class.

ANSWER KEY

1. b
2. a
3. b
4. f, t, t
5. oldest, watch, adventures stories
6. answers may vary

Portfolio evidence	Page	Activity	Check
List of situations in which they could offer and ask for help.	8	7	
List of words and phrases in conversations.	12	9	
Conversation mentioning needs and desires.	14	8	

OPTIONAL EVALUATION

This optional evaluation will help you get a clear vision of your students' progress in each module. It's important to have in mind that this optional evaluation it is a summative test, which means that it will help you to determine each student's level and give you as a teacher, a general scope to each student's progress and the strategies that you might decide to use in each case.

Methodology:

1. Make copies of the test depending of the number of children you have in class.
2. Have them answer the test individually.
3. We suggest you, to give the students 20 minutes to answer the tests.
4. Collect the tests
5. Grade them.
6. Keep them as a record of the children's progress.

EVALUATION INSTRUMENT

Make copies of the evaluation instrument depending on the number of learners you have in class. Before handing out the evaluation instrument you can provide further support to learners by copying it on the board and show them how to complete it using yourself as an example. It's a good idea to monitor students' work in case they have questions while filling in their evaluation instrument. When students are done completing the evaluation instrument ask them to keep it in their special folder.

Optional evaluation

MODULE 1

Name:

Progress Test

Date: Group:

1. Complete the chart with the expressions in the box. 6 pts.

I need to be there * I want to go to Paris * I wish I was famous
She needs help * He wants to have pasta * They wish to go to the movies

Needs

Desire

Needs	Desire
.....
.....
.....
.....
.....

2. Check the expressions used to start a conversation. 5 pts.

Hello

Thank you

Sorry

Hi

Good morning

3. Circle the linker on each sentence. 4 pts.

- I need to go to the dentist but first I need to brush my teeth.
- I want to be an artist and be famous.
- Do you need to be there at 5 or at 6?
- She wishes to go to Paris and go up the Eiffel Tower.

Total Score: 14 pts.

Evaluation Instrument

Instructions:

1. Read the objectives in the first column in the chart.
2. Read the performance descriptors below the chart. Choose the number that you think best describes your performance for each objective in the chart.
3. Write the numbers you chose for each objective in the 'My score' column.
4. Work with a classmate you collaborated with during this module.
5. Evaluate each other's work by choosing the number of the performance descriptor that you think best describes your classmate's work for each objective in the chart.
6. Write the numbers your classmate chose for your work in the 'My classmate's score' column.
7. Add the scores and write your total in the final column.

Descriptive Assessment Scale

Student's Name:

Teacher's Name:

Date: Grade: Module:

Objectives	My score	My classmate's score	Total score
Listen to dialogs in which expressions to get what you want are used.			
Understand and express desires or needs.			
Exchange expressions to get what is needed.			
Write a note to get what is needed.			

Performance descriptors

1 I can rarely do this. I don't feel confident about it and have some difficulties.	2 I can sometimes do this. I can do it with some confidence.	3 I can frequently do this. I can do it easily and with confidence.
--	---	--

Module 2 Read Me a Fable!

Activity Book pages 17-27

L1 ACHIEVEMENTS

- Explore illustrated sequences from a fable in disorder.

TEACHING GUIDELINES

- Compare topic, purpose and intended audience.
- Examine illustrated events in each image of a sequence.
- Suggest statements for each image of a sequence.
- Analyze some features of objects, characters, places, etc.
- Compare actions represented in the images of a sequence.
- Propose an order of images of a sequence.

L2 ACHIEVEMENTS

- Listen to the fable of an illustrated sequence.

TEACHING GUIDELINES

- Listen, attentively, several times a fable.
- Compare words and expressions that are already part of their repertoire or which resemble words of their native language.
- Contrast ways to start and finish a fable.
- Classify characters (e.g. fox, ant, tortoise, etc.), actions (e.g. The crow was eating... / The hare ran, etc.), actions (past, past continuous) and scenarios (e.g. forest, river, etc.).
- Associate characters, actions and scenarios with images in a sequence.
- Link characters' actions with the moral.
- Evaluate the moral.
- Tell if they liked a fable or not and why.

L3 ACHIEVEMENTS

- Exchange expressions to get what is needed.
- Write a note to get what is needed.

TEACHING GUIDELINES

- Encourage and collaborate with students, so that they by teams and in an atmosphere of respect and

collaboration, narrate a tale from a sequence of images. In this way they will be able to:

- Analyze and discuss an illustrated sequence of a fable to sort it.
- You may ask for words and expressions that they do not know in English.
- Propose statements to describe each image in a sequence.
- Suggest morals and value which one explains the fable the best.
- Practice in team how to tell a fable.
- Keep rhythmic patterns of statements, when practicing.
- Propose and decide gesture, intonation and repetition changes.
- Tell a fable to the whole group, by teams and with a sequence of images.

MATERIALS

Audio CD, Reader, Activity Book, colors, photocopiable Progress Test, Evaluation Instrument.

M2 LESSON 1

Activity Book pages 17-19

OPENER ACTIVITY

To contextualize the social practice of this module, which is to listen to stories to order them, you may want to begin by investigating what your learners already know about fables, by asking them to look at the picture at the top of the page and read the dialogues. You could ask them if they have heard the stories *The Lion and the Mouse*, *The Rabbit and the Turtle*, *The Fox and the Crow*?... and if they know what these stories might have in common.

You might have the learners to tell you: *What is a fable?*

You could guide the learners by explaining that a fable is a short story which teaches a moral lesson, often with animals

as characters. Give them an example using the *The Rabbit and the Turtle* and its moral: Slow but steady wins the race.

These questions should generate interest in the children about this module and set the groundwork for doing the activities.



Readers Activity



The story "Grandma's Stories" is about a grandmother who is telling her grandson some stories about the history of chocolate. But suddenly the grandmother falls asleep and her grandson has to continue the story and gets it all mixed up. This story will encourage them to listen to stories and order them to understand them perfectly.

Consider having the children take out their Readers Book and open it to page 19. You may ask them to read the title: Grandma's stories. Encourage them to predict what the story is about by asking them: *What do you think the story would be about? What do you think it will happen? What do you think are grandma's stories about?* You can elicit their answers. Then encourage them to read the first pages of the story. After the reading you may ask the children to think about the order of the elements of the story they are reading.

1



Look at the pictures of fables on this page and discuss the questions.

You may want to arrange the class in pairs. Before they begin the activity, explain them again what is a fable, emphasizing that is a story in which characters are animals that always teach you a lesson. You could ask the children to read.

Then, you may ask children to share with their partner the fables they know, what they are about, if they like them and why. When they are finished you may ask the children to share the fables they know and make a list on the board so that they can learn there are many different fables.

ANSWER KEY

Answers may vary.

2



Listen to the fable and circle the corresponding image. Compare your answers with a partner.

You could tell the children they will listen to a fable and they will have to circle the image that matches the fable they heard. Point to the images and you may ask children to describe out loud what they can see in each picture and make their predictions about what each fable is about. You could set the example and say:

*I can see a little mouse and a lion. The mouse doesn't seem afraid and the lion is paying attention, so maybe the little mouse will be discussing something with the lion about their size. Play track 5 and you might have the students listen to the fable. You could ask them: *What the story is about? Were your predictions right?* You could have them circle the corresponding image.*

You could arrange the group in pairs, play the track again if necessary and you may ask the children to compare their answers with their partner.

ANSWER KEY

2. The Fox and the Crow.

3



Work in pairs. Read the sentences and underline the correct option.

It might be helpful to have the learners read the questions out loud and suggest possible answers. You could ask them to explain each option and make sure they understand the words e.g., *flattered* by suggesting some synonyms: praise, say nice things about someone. To reinforce the social practice of this module, divide the group into pairs. This strategy will allow them to orally order the sequence of events in the fable to answer questions and share it with each other. You could tell them to read the sentences again, discuss them and underline the correct answer.

ANSWER KEY

- a
- b

4



Listen to the fable again and number the pictures 1-3 in the order you hear them.

You could introduce this Activity by having the children look at the pictures in page 18. Then you may ask them: *What do you think is happening in the pictures? What fable do you think it is? What do you think happened first?* You can elicit their answers. Now try introducing them to some of the sequencing words: first, next, then, and last. Explain that these words help tell us the order in which events happened. Then explain to the children they will be listening to the fable once again. Play track 5 one more time and you might have the children listen to it first. Play track 5 one more time and you might have the children listen to it and order the pictures from 1 to 3 in the order they've listened to. If you think it might be necessary you could play track 5 one more time to make sure everyone got the answers correctly. Go around the class and

provide some guidance if needed. Allow some time and you might have the children to compare their work with a friend. To check, play track 5 one more time and write the correct order on the board.

ANSWER KEY

1. 2; 2. 3; 3. 1

You may like to read the group a different fable: *Belling the cat*. You could use this new fable to reinforce the language and elements seen until this activity. You could also read it to the children in a different order and have them order it after listening to it once or twice according to your classroom needs. You can find it at the following link:

- <http://www.read.gov/aesop/003.html>

Sit the learners in a circle and have them identify the fable's topic, purpose and intended audience by asking them these questions:

- Have you heard the story of *Belling the cat*?
- What is it about?
- Where does it take place?
- Who are the main characters?

5 Listen to the fable and underline the correct title.

It could be helpful to have the learners carefully read the options before they listen to the track to try and predict what they might hear, this could be helpful for them to understand better. Then you can play the track and you may ask the children to listen to the fable. You could ask them to share if there are any words they don't understand. Play the track again and you may ask them to listen to it and underline the title that matches what they just have heard. You may like to you may ask the students to share their answers and have them explain to each other how they knew this was the correct answer.

ANSWER KEY

b) The Boy who Cried Wolf.

6 Listen again and complete the chart with information about the fable.

Before you play the track again, discuss with the students what the table headers mean:

Character: is an animal, person or thing in a story.

Actions: are the things done by the characters.

Objects: things that are important in a story.

Places: the physical environment where the story takes place.

You might have them think of a story everyone knows like Red Riding Hood and use it as an example to identify and clarify these elements.

Then, you may ask them to think of the fable *The Boy who cried Wolf* and try to recognize these items from what they remember. You might have them take a look at the examples in the chart. Play the track again and tell them to listen to it and identify the characters and their actions. Give them time to fill out their answers in the chart. Play the track another time and you might have them identify the objects and places and write them down. If you think it is necessary you might want to play track 6 one more time to ensure all learners have the answers. If there is time, you could have them compare answers in pairs. To check the answers, you may like to write a brief summary of the fable on the board.


ANSWER KEY

Characters	Actions	Places
Shepherd boy	He was bored and decided to play a joke crying out: wolf, wolf. He laughed at the villagers who came to help him.	Village-mountain
Villagers	Came to help the boy. The last time they didn't believe the shepherd.	Village
Wolf	Ate the boy	Village

It may be useful to have the written fable as a guide to help the learners to identify the elements of a story.

There was a boy who look after his sheep at the foot of a mountain. Sometimes when he felt bored he screamed "Wolf, Wolf," and the people from the village ran to help him. This made the boy laugh so much that a few days after he tried the same trick, and again the villagers came to his help. One day a Wolf came to the village. The boy cried out "Wolf, Wolf," but this time the villagers thought the boy was playing again, and nobody came to his help. So, the Wolf ate the boy.



Moral: Nobody believes a liar, even when they really are telling the truth.

7  Listen to the fable *The Lion and the Mouse* and answer the questions.

It could benefit the children if you could have them think about the fable they are going to listen to. Write on the board the title: *The lion and the mouse*. Then you could have the children read it aloud. You could ask them: *What do you think this fable would be about? Have you heard it before? Do you think is it going to be about a lion who eats the mouse? Do you think the mouse will escape?* You can elicit their answers. Next, you could tell the children to open their Activity Books to page 19 and read the questions in Activity 8. Explain to the children they will listen to a fable. Play track 7 once and you might have the children listen to it. Play track 7 one more time and you may have the children listen to it and answer the questions. If you think it necessary for the characteristics of your class, you could play track 7 one more time to make sure everyone listened to it. Go around the class and make sure everyone is working in the correct page. Arrange the class into pairs or small groups according to the number of students and you might have them compare their answers. To check, write the answers on the board.

ANSWER KEY

- a) Lion and mouse.
- b) Jungle.

8   Listen to the fable again. In your notebook make 3 pictures in the correct sequence to illustrate it. Compare your pictures with a partner.

Before you play track 7 one more time you may wish to review the fable. Invite some of the children to come up front and you could have them share the fable with the class. If you think it necessary you could help them by asking them: *What was the fable about? Who were the characters? What happened? How did it end?* You can elicit their answers. Then play the track 7 again and you may ask the students to listen to it. Play track 7 once more. If you think it might be needed, you could re-play the track to ensure all learners listened to the fable and have the correct order. Next, you may ask the students to take out their notebooks and draw 3 pictures to illustrate this fable in

the correct sequence. Remind the children that the pictures should represent the beginning, the middle and the end of the story in the right order. Arrange the class into small groups and allow some time to let the learners share their work with the group. This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio.

Step to Final Product

To introduce the product of this module which is "Game of illustrated sequence", you may ask the students: *Have you played any board games? Have you ever made one? What was it about? Do you know what a sequence is? How can you make a sequence?* You can elicit their answers. If you think it might be necessary give them an example about what is a sequence. You could use the pictures of the fables in page 20 or draw some pictures on the board. Then tell them they will be working on the product throughout Module 2. The first step consists of them choosing the fable they liked the most from the fables that they have already read and answer some questions about it. Once they've chosen a fable, encourage them to take out their notebooks and answer the questions, have them take the questions form Lesson 1, Activity 8. Go around and help if necessary. Have the children compare their questions with the classmate sitting behind them.

M2 Lesson 2

Activity Book pages 20-23

OPENER ACTIVITY

To contextualize this lesson and reintroduce the social practice seen in Lesson 1, which is listen to stories to order them, you may like to re-focus your learners on what they have seen and done in the first lesson by asking: *Which fable did you like the most? Who was your favorite character? Which moral is most useful?* You can elicit as many opinions as possible and make sure your learners are using complete language structures to discuss the questions.



1 Look at the scenario of two fables. Go to page 127. Cut and paste the corresponding characters in each fable.

Your learners may benefit if you split them into groups and get them to review the fables and their characters, places, actions and when they happened. You could ask the children to write down this information to complete the characters, place, actions and when of each fable. Then you could have the students go to page 127, cut out the pictures and paste them in the Activity Book on page 20 in the scenario of the fable that they belong to. You could have some volunteers come up front and share their work with the group.



2 Work with a partner and complete the message for the fables in Activity 1. Compare with another pair of students.

If you think it necessary you could allow the children some extra time for them to review both fables seen so far: "The Lion and the mouse" and "The boy who cried wolf". You could help them by asking them some questions: *Remind me what were the fables about? Who were the characters? What is the most important thing of the fable? What can we learn from it?* You can elicit their answers. Arrange the class into pairs and you can tell them to open their Activity Books to page 20. Point to the part where it says *message*. You could have them think about the message for each fable and write it down. Go around the class and make sure everyone is working as part of a team. Encourage each pair to compare their work with another pair. To check, invite some pairs to come up front and share their answers with the class. It could benefit the children to think about the messages, encourage them to explain these with their own words and even give

an example. If you think it necessary you could give an example yourself.

ANSWER KEY

1. One good action deserves another.
2. Nobody believes a liar, even when telling the truth.



3 Listen to the fable *The Ant and the Grasshopper* and underline the correct option to complete the sentences. Compare your answers with a partner.

Before you play track 8 you may want to ask the learners to read both sentences on page 20 in their Activity Book. You might want to make sure everybody understands them and clarify if needed. Then, you could read the fable's title out loud and you can have the children make some predictions about what might happen in the fable. You can play the track and you could tell the students to listen to it and you could encourage them to identify what the fable is for and its message. You may give them time to underline their answers. If you think it is necessary you could support this activity by re-playing the track to ensure all learners have the answers.

ANSWER KEY

Hard work.
There is a time to work and a time to play.

OPTIONAL ACTIVITY

It might be useful to support learners who may not have performed well in this activity by having them read the paragraphs again and circle the words that indicate a sequence or give a hint of what happened first. Then, you might have the children order the sentences and read them out loud to a classmate to see if the story makes sense.

Readers Activity

You could tell the children to take out their Readers and open it to *Grandma's Stories*. Have them read it and you may ask them:

What is the story about?

What words are used to start the story?

What words are used to finish the story?

What are the characters, actions and places in the story?

You may need to remind your students to compare their answers with a partner.



4 Work with a partner. Listen again and read. Put the paragraphs in the correct order.

It might be convenient to ask the learners to read and discuss the headings of the chart so that they understand the required information. You may have them work in pairs to read and identify the bold phrases in the paragraphs in Activity 3. Then, you may ask the children to classify the phrases as character, verb, place-time, beginning, ending or moral and fill out their chart. Instruct the students to choose another fable they like and you might have them identify these types of information and write them down. Working in pairs reinforces the social practice of this module because it gives them the opportunity to listen to stories and develop the ability to order them.

ANSWER KEY

4, 2, 3, 1, 5



5 Work in pairs. Look at the bold phrases in the fable in Activity 4 and complete the chart.

You may want to have the learners complete the second chart in their notebooks. You can tell them to think of another fable they like, identify the required information and write it down in the chart to complete it. Choose a partner and you could have them compare their work.

ANSWER KEY

Fable	Characters	Present, past, future.	Places / time	Beginning	Ending	Moral (message)
The Ant and the Grasshoper	Ant Grasshoper	Sing Store food Working	Autumn Forest	On an autumn day	When the winter came	There is a time for work and a time for play
Another fable						



6 Choose a fable from this lesson. In your notebook copy the chart in Activity 5 and complete it with the fable you chose.

You could allow the children to review all the fables in this lesson. Then you could have them choose the one they like the most. Encourage them to take out their notebook and copy the

chart from Activity 5 and complete it with the information from the fable they've just chosen. You may want to have the learners complete the second chart in their notebooks.

Go around the class and help if necessary. If you think it might help, you could help them by completing the *characters* column all together. This activity will be used at the end of the module to evaluate the child's progress. Invite some volunteers to come up front and share their answers with the class. Make sure they keep it in their portfolio.

Step to Final Product



This activity is another step towards the final product. Consider telling the children to re-read the fable they chose in step 1. Then have them copy one more time the chart they've made in Lesson 2 Activity 5 and complete it with the information from this fable. Arrange the class into groups and you may ask them to compare their charts. Remind them they are now one step closer to their Final product.



7 Match the fables' moral (message) with the characters. Compare your answer with a partner.

You may want to you may ask the group to quickly look through Lesson 1 and Lesson 2 so far to review what fables they have seen. You can tell them to say the fable's names out loud and write them down on the board. You could have some students to read out loud the questions and clarify their meanings. Divide the group into small teams and you may ask each team to discuss the questions. Then, you may ask them to write down their own answers in their notebooks.

If there is time, you might have the groups share their thoughts with each other. Remember that discussions in a group reinforce the social practice of this module.

This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio.

ANSWER KEY

Picture 1: Nobody believes a liar, even if he tells the truth.

Picture 2: Do not trust flatterers.

Picture 3: There is time for work and time for play.



8 Read the fables "The Golden Egg" and "The fox and the grapes". Go to page 127. Cut and paste the corresponding image for each fable.

It may benefit your learners to have the instructions very

clear to them. Before you ask children to cut out the pictures, you can have some of them read the fables out loud. Then you could have a group discussion: *Who are the characters? Which are the places and the actions?* You can encourage the students to read the fables on their own. Then you may tell them to open the book on page 121, cut out the pictures and paste them on the corresponding fable on page 22. If there is time, you may ask the children to share their work with the partner.

ANSWER KEY

- a) hen b) fox and grapes

Intermediate Assessment

Before you tell the children to answer Activity 1 you can ask them to go through Lessons 1 and 2 and identify those activities they easily solved and those that required more effort. This will help reflect on their performance and learning process.



Discuss the following questions with your group and answer them using the examples as a guide.

You may ask the children to open their Activity Book to page 23. Point to the examples there and you may have the children take a look at the questions and answers. Then point to the question above, arrange the class into groups, there might be big groups or small groups, and you may have them discuss the questions. You could help them by asking them: *What fables do you know? Do you know the message on them? What was the thing that captured your attention?* You can elicit their answers. Then invite the children to answer those questions on their own using the examples as a guide.

ANSWER KEY

Answers may vary.

2 Discuss with a classmate what you think about your progress in this module so far. Use the questionnaire to help you and complete the chart with notes.

Before giving any instructions to complete this activity it might be helpful to talk to the children about all the progress they've been making and all the things they've been learning. Then, arrange the class into pairs and you might have them discuss with their partner what do they think about their progress in this module so far. Encourage them to use the questionnaire

to help them complete the chart with the notes. You can help them by answering the first one all together and you may ask them to continue with the rest by themselves.

ANSWER KEY

Answers may vary.

M2 Lesson 3

Activity Book pages 24-26

OPTIONAL ACTIVITY

To contextualize this lesson and reintroduce the social practice, which is to listen to stories to order them, you can arrange the group in small teams and hand them out one of the fables they read previously, written down in several index cards. You could ask the teams to read out loud the paragraph in each index card and order them to complete the fable correctly. You could tell them to read out loud the index cards in the order they decided and see if the fable is complete and in order.



Work in pairs. Listen to the fable "The Rabbit and the turtle" and answer the questions.

It may be convenient to give time for the learners to read the questions and discuss them to clarify its meaning. Then, divide the group into pairs and play the track. Tell the children to listen to the fable and write down the answers to every question. Support this activity by re-playing the track to ensure all learners have the answers.

You may consider having some students share their answers with the group and contrast them with their own.

ANSWER KEY

- Who are the characters? A Rabbit and a Turtle.
- What happened in the story? A Rabbit and a Turtle raced to see who was the fastest. As the Rabbit confided and slept, the Turtle won the race.
- Did you like the fable? Why? This answer may vary.



Work with a partner. Listen again and number the images 1-3 in order you hear them.

It may be helpful to point to the images in Activity Book page 24 and you could have the children take a look at them. You could ask them: *Do you think these images are in the correct or-*

der? Why? How would you order them? You can elicit their answers. Arrange the class into pairs. Remind them that in every story there is a beginning, a middle and an end. Then play track 9 one more time and have the children listen to it. Play it one more time and tell the students to number the images from 1 to 3 according to the order in which they've listened to it. If you think it is necessary play track 9 one more time to make sure everyone got the answers. Go around the class and make sure everyone is listening to the audio. To check, play track 9 one more time and write the order on the board. It might be useful to tell them to leave the lines blank as they will be using them in Activity 3.

ANSWER KEY

3, 2, 1

3 Write the sentences from the box that best describe each image in Activity 2.

It may be convenient to divide the group into small teams and you may ask the learners to read the sentences in the box out loud and discuss them to clarify their meanings, if you think is necessary help them by giving some examples. Then you could ask the students to go to page 24 Activity 2 in their Activity Book. They should review the images and choose the sentence that best describes each one. You could have them write their sentence on the lines next to the images in Activity 2. Go around the class and make sure everyone is working. Tell the children to share and compare their answers with a partner. To check, you could have some children come up front and share their answers with the class.

ANSWER KEY

1. The rabbit slept longer than he thought.
2. The turtle challenged him to a race.
3. He was laughing at the turtle for being so slow.

4 Circle the best moral in the fable of *The Rabbit and the Turtle*.

You may have some students read out loud the possible morals for the fable. Discuss them in group, clarifying their meaning. Make sure all the learners understood them by eliciting examples. Then, you may ask them to think of the fable and circle the moral that corresponds to it.

ANSWER KEY

- a) Perseverance wins race.

5 Work in pairs and discuss which values from the box (or others you know) best describe the characters in the fable. Then, complete the chart with your ideas.

You may want to ask some students to read the words in the box out loud. Discuss the meaning of those words with the group. You can elicit for examples just to be sure they understood them.

You could have the children work in pairs, you may ask them to think about what the turtle is like and what the Hare is like. Now have the children write down the words that best describe each character. If there is time, you might have each pair share their answers and contrast them with other teams.

This activity reinforces the social practice of this unit as students have to work in pairs, listen to a story, order it and work with the characters.

ANSWER KEY

The Turtle showed: perseverance, tolerance, determination.

The Rabbit was: lazy, overconfident, pretentious.

6 Compare your answers in Activity 5 with another pair of classmates. Then, discuss which values are important to have and why.


You might want to begin asking the learners the difference between values and characteristics. You can help them by suggesting that a value is a strong belief about what is important and a characteristic is a special quality of a person. You might have them think for themselves and give you an example of a personal characteristic and a value. Arrange the class into pairs, encourage the children to compare their work from Activity 5 with another classmate. Next, invite the children to think which values from the box or other they might know best describe the characters in the fable. Finally, you may have the complete the chart in Activity 6 with their own ideas. Go around the class and help if necessary. Invite some students to come up front and share their answers and thoughts.

ANSWER KEY

Values: perseverance, tolerance, determination.

Characteristics: lazy, overconfident, pretentious.

The values and characteristics students have to add may vary.

7  In your notebook make a list of the fables in this module. Write the name of the characters and the values that they showed.

You could have the learners review all the fables they read during this Module and make a list in their notebooks. Then you might have them make a chart with the name of the fable, its characters and the values they showed. You may want to make a similar chart on the board so that the group understands what they are required to do.

Divide the group into small teams and you might have the students compare and contrast their charts.

This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio.

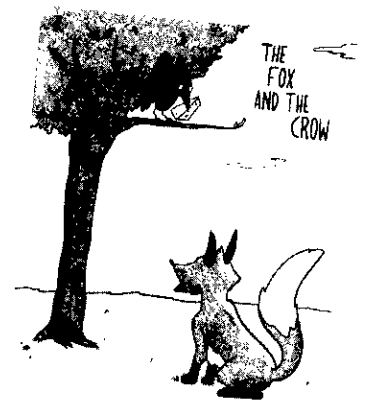
8 Choose a fable from this module and practice saying it. Follow the guidelines:

You could ask the students to read the 4 guidelines out loud and clarify the guidelines by giving an example of each one. Provide a model for the group by saying a fable aloud and following the guidelines.

It might be useful to write the checklist with all the guidelines on the board so that they don't forget anything covered so far. Let them know how much time they have to prepare.

ANSWER KEY

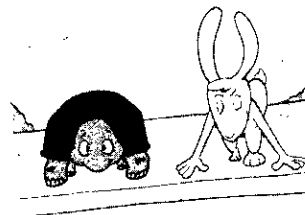
Fable	Characters	Values
1. <i>The Fox and the Crow.</i>	Fox, Crow	Answers may vary.
2. <i>The Boy who cried Wolf</i>	Boy, villagers, Wolf	
3. <i>The Lion and the Mouse</i>	Lion, Mouse	
4. <i>The Ant and the Grasshopper</i>	Ant Grasshopper	
5. <i>The golden egg</i>	Cloth merchant, hen	
6. <i>The Fox and the grapes</i>	Fox	
7. <i>The Rabbit and the Turtle</i>	Rabbit, Turtle	



Step to Final Product

This activity is another step towards the final product. It will help students get prepared to be able to make their own board game. Tell the learners to write a moral for the fable they chose and the values the characters present in their notebooks, just as they did in Lesson 3 Activity 7.

The Rabbit and the Turtle





Readers Activity

You may ask children to take out their Readers and open it to *Grandma's Stories*. Divide the group into pairs and have one of them read the story out loud to the other one. The reader must keep to the guidelines and the listener must assess if he accomplished the guidelines successfully. Then, change roles.



Final Product page 27



Final Product Lesson

Game of Illustrated sequences.

MATERIALS

Notebook, pencil, eraser, sharpener, ruler, pencil colors, 6 cards.

BEFORE COMPLETING FINAL PRODUCT:

This could be a great moment for you to look back through all the sub-products with the students in case there are any doubts or questions about the topic and social practice of this module. This will help them feel fully supported in the creation of the final product in terms of confidence in their ability to do it.

1,2

Remind the children that they have been working towards the final product for this module and that they have already completed the first three steps in the process.

3

In your notebook, draw a sequence of at least 3 images for the fable you chose. Remember to show the information from your charts in Steps 1 and 2 in your images. Then, cut the images and paste them on pieces of cardboard.

Have the children take another read at the fable they chose. You may ask them to draw at least 3 images that could represent the fable in a sequence. Then have them include the information from step 1 and 2 and cut the images and paste them on a piece of cardboard.

4

Work with another pair of classmates. Place your images in disorder on your desk. Take turns to tell your fable with the help of your charts in Steps 1 and 2. Your classmates need to put the images in the correct order.

Arrange the class into pairs and encourage them to work with another pair. Tell them to place the images in disorder on their desk. Then tell the children to say their fable to their classmates, taking turns, with the help of the information from step 1 and 2. Encourage them to order the images and then they will be doing the same with their fable taking turns. If there is time to spare you could repeat the same activity but changing the pairs.

CLOSING

To wrap all the good work done in this Module, you may ask the children how they feel about their results and about how they achieved their final product. Let them discuss how could they improve their performance for the following Product on the next Module or comment on some strategies to have a better team work.

Side By Side



Self Assessment

Before completing this section, ask children to open their Activity Book to page 17 and go through all Module 2 until page 27. Ask them to think of all the things they've learned and all the activities they've done. You can go over the lessons quickly to help children remember. Then, you could ask the children to go to page 27 and you could point to the questions at the end of the page. If you think it might be necessary you could read them together and clarify if needed. Next, you could encourage the children to check the ones they can do. Then, you could arrange the class into pairs and you could have them discuss the questions with their partner. You could allow some extra time to have the children discuss the questions with another pair. Finally, you could invite the children to go back to their Activity Book to page 27 and work individually on the third question. You may tell them to circle the strategy they think will help them most. You could go around the classroom and help if needed and praise their effort.



Readers Activity

If you have time at the end of this Module, you may want to have your learners re-read the Readers story. You may ask the children to take out their Readers. You may ask them to read the whole Readers one more time, from page 19 to page 32. You may ask them to tell you if there is anything they would like to discuss? If there are any doubts? If you have time to spare you could go through the glossary together. Then you may ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

1. Answers may vary
2. a)2; b)3; c)4; d)1.
3. Answers may vary.

Portfolio evidence	Page	Activity	Check
Picture with a different ending.	19	5	
Pictures to illustrate a fable.	19	9	
Copy the chart and complete with the information.	21	6	
List of fables, characters and values.	26	7	

OPTIONAL EVALUATION

This optional evaluation will help you get a clear vision of your students' progress in each module. It's important to have in mind that this optional evaluation it is a summative test, which means that it will help you to determine each student's level and give you as a teacher, a general scope to each student's progress and the strategies that you might decide to use in each case.

Methodology:

1. Make copies of the test depending of the number of children you have in class.
2. Have them answer the test individually.
3. We suggest you to give the students 20 minutes to answer the tests.
4. Collect the tests.
5. Grade them.
6. Keep them as a record of the children's progress.

EVALUATION INSTRUMENT

Make copies of the evaluation instrument depending on the number of learners you have in class. Before handing out the evaluation instrument you can provide further support to learners by copying it on the board and show them how to complete it using yourself as an example. It's a good idea to monitor students' work in case they have questions while filling in their evaluation instrument. When students are done completing the evaluation instrument you may ask them to keep it in their special folder.

Optional evaluation

MODULE 2

Name:

Progress Test

Date: Group:

1. Read the fable and circle the correct answer. 3pts.

"The Boy who cried Wolf"

There was a boy who looked after his sheep at the foot of a mountain. Sometimes when he felt bored he screamed "Wolf, Wolf," and the people from the village ran to help him. This made the boy laugh so much that a few days later he tried the same trick, and again the villagers came to his help. One day a Wolf came to the village. The boy cried out "Wolf, Wolf," but this time the villagers thought the boy was playing again, and nobody came to his help. So the Wolf ate the boy.

1. What is the fable about?
 - a) It is about a boy who lied to the villagers, for fun, that the wolf was coming.
 - b) It is about a boy who was afraid of the wolf so he cried: wolf, wolf!

2. This fable is for?
 - a) Pets
 - b) Children

3. Which is this fable's moral?
 - a) Always be afraid of a wolf.
 - b) Nobody believes a liar, even when telling the truth.

2. Order the paragraphs.

No.	The golden egg <i>"Those who have plenty want more and so lose all they have"</i>
1	Once upon a time there was a cloth merchant who owned a hen which laid a golden egg every day. To his surprise, there were no eggs. He became poorer and poorer because of his greed. He wanted to get all the golden eggs from his hen at one single go. So, he decided to kill the hen and take out all the eggs.

3. Read the fable and complete the chart

"The Fox and the Grapes"

One afternoon a Fox saw a bunch of grapes hanging from a tall bench.
 "Just what I need to quench my thirst", he thought. The Fox jumped to get the grapes,
 but he missed them. Again, he tried to reach them, but he failed. Finally, he gave
 up and turned away saying: "They're probably sour, anyway".
 "It's easy to despise what you can't have".

Characters	Places	Actions	Moral

Total Score: 10 pts.

Evaluation instrument

Instructions:

1. Read the questions in the first column in the chart.
2. Check ✓ the column that best answers the questions about your performance.

Observation Guide

Student's Name:

Teacher's Name:

Date: Grade: Module:

Questions	I can often do this	I can sometimes do this	I can rarely do this
Can you explore illustrated sequences from a fable in disorder?			
Can you listen to fables corresponding to an illustrated sequence?			
Can you order illustrated sequences in a fable?			



1. Work with a classmate you collaborated with during this module.
2. Evaluate each other's work by checking ✓ the column that best answers the questions about your classmates' performance.

Questions	My classmate can often do this	My classmate can sometimes do this	My classmate can rarely do this
Can your classmate explore illustrated sequences from a fable in disorder?			
Can your classmate listen to fables corresponding to an illustrated sequence?			
Can your classmate order illustrated sequences in a fable?			

Module 3 How Are You?

Activity book pages 28-38

L1 ACHIEVEMENTS

- Listen to expressions related to expectations.

TEACHING GUIDELINES

- Understand the purpose and intended audience.
- Differentiate intervention shifts.
- Search the structure of dialogues (beginning, development, closing)

L2 ACHIEVEMENTS

- Understand the content of a dialogue.

TEACHING GUIDELINES

- Predict general sense.
- Interpret non-verbal language.
- Contrast expectation topics with usual expectations in their own culture.
- Compare acoustic characteristics.
- Analyze expressions used to share expectations (e.g. The movie will be available next week, I hope that he arrives early, etc.).
- Examine acoustic features (e.g. intonation, speed, etc.).

L3 ACHIEVEMENTS

- Participate in oral exchanges.

TEACHING GUIDELINES

- Use expressions to enunciate expectations.
- Use non-verbal language (e.g. eye contact, body posture, etc.).
- Use relevant non-verbal language when expressing expectations.
- Control some acoustic features (e.g. intonation, speed, etc.).

MATERIALS

Audio CD, Reader, Activity Book, colors, photocopiable progress Test, Evaluation Instrument

M3 Lesson 1

Activity book pages 28-31

OPENER ACTIVITY

To help learners contextualize the social practice of this module, which is sharing expectations in a dialogue, you can start this lesson by writing an everyday dialogue to greet someone and you might ask the children to read it aloud. Then you could have two of them come up front and act out the dialogue, you might set the example by reading it first with one of the students. You may ask the children to discuss how certain dialogues are expected to make a conversation flow or to indicate to the other person when it is their turn or when the conversation is ending, like a pause or certain words. For example: *Whenever you say someone hello! You expect them to answer you hi! Or hello!* You can also project image 3 on the board and ask children to tell you *What do you think the boy needs? What does he want? Or the boy desires? Can they relate to this?* You might elicit their answers.

Readers Activity



This reading is about the history of the human communication and language. This informative text will introduce the students into all the different kinds of communications and languages there have been emphasizing in the personal communication as a basic need dialogue as the way to exchange ideas.

You may ask children to take out their Readers book and open it to Module 3, "Human Communication and Language". You can ask them *what they think this reading will be about? What do they think of when they listen to the words 'communication' and 'language'?* You could read it together. Then you could ask them: *Do you think the dialogues in Activity 1 count as communication as mentioned in the Readers book? Finally, you can ask them to discuss: What other types of communication and languages do you know?*

1 Look at the pictures and complete the conversation with the phrases below.

You could introduce this activity by telling the children to open their Activity Book to page 28 and point to them the images there. You may ask them: *What do the people in the pictures seem to be doing? What do you think they are talking about? Have you been in a similar situation?* You may elicit their answers. Then you might have the children read the questions aloud and ask them to complete the bubble of dialogues according to what they think the people there might be saying. Go around the class and help the children if necessary. To check, copy the answers on the board. You can invite some volunteers to come up front and practice the dialogues aloud.

ANSWER KEY

Hey what's up? How are you?

Good morning Jorge, come in. Good morning teacher.

OPTIONAL ACTIVITY

You can paste some pictures of different places like a playground, cinema or a house. Then you may ask the students to read the dialogues from Activity 1 again and you could ask them some questions to make them think how the conversations may change according to the context or place. *What do you think both girls would be talking about in the cinema? What would a woman ask a boy at the playground?* You might also have some volunteers think of a different place familiar to them.

2 Discuss the following questions.

You can write on the board several dialogues to greet someone. For example: *Hey! How are you? Good morning! Hey Good morning!* You could have the children read them aloud. Then invite some volunteers come up front and read the different greetings and you may tell them to say if they know any more ways of greet and to share it with the class you might elicit their answers. Then, you can tell the children to open their Activity Book to page 28 and point to the questions there. You could have them read them aloud. Then you may tell them to answer those questions. Arrange the class into small groups and have them compare their answers. To check, read the questions aloud and you might have the children answer them.

ANSWER KEY

- a) At school
- b) Greeting each other
- c) No, they say it in different ways.

OPTIONAL ACTIVITY

Using the answers you wrote on the board, you can ask some children to come up front and identify which of the answers are used as a *beginning* or as an *ending* of the dialogue. You can also write different expressions, or use the ones from Activity 1 and you could ask them to identify which are which.

3 Look at the pictures and complete the conversations with words from the box.

To help get your learners ready to listen for the information they need to fill in the chart, you might like to give them 5 minutes to read through the dialogues on the chart. Play track 10 for the first time and you could ask the children to listen to it. After they've read and heard the conversations you might ask them to discuss what happened first and what happened next. To give them instructions, you can point to the chart, focusing their attention on the first two columns. Then arrange the class into pairs and play the track a second time and you can have them write the numbers on the first column according to the order the conversation took place. To check the answers, play the track one more time and you may have them read along to the audio.

ANSWER KEY


1. Bye mom! 2. Can you tell me the time? 3. Good morning Mr. Perez.

4 Listen to the conversation 1 and 2 and put them in the correct order in the chart. Compare your answer with a partner.

Consider pointing to Activity 3 before you set this activity. You could ask the students to discuss the order they've already written. Then you can play both conversations once more for them to have them fresh. You might ask them to discuss *why did they write a number 1, number 2 and number 3 on the first column?* Then point to the third column on both charts and read the words aloud. You can ask them to pay attention to their previous answer and then write down what part of the conversation it is. Go around the classroom and help if necessary. To check, copy both charts on the board with the first column completed. Then play both conversations, stopping at each sentence and you can ask some volunteers to come up front and write the correct answer in the third column.

ANSWER KEY


- Conversation 1: 2, 1, 3
Conversation 2: 3, 1, 2

5  Listen again to the conversations in Activity 4 and complete the sentences below with the numbers of the conversations 1 and 2.

In order for your students to understand in a better way this activity you may talk to them about the difference in a formal conversation and an informal conversation. You might explain them with an example: *How would you talk with the principle of the school? How about with your friends? What changes? Is it the tone? Is it the words that we use?* You could elicit their answers. Then, you can write some examples on the board: *Hey Maria what's up!! How are you? Hey Mike good thanks! Good morning Mr., Mario, How are you this morning? Hello Daniel, I am good, and you?* You may have them tell you which one is formal and which one is informal. Then invite them open their Activity Book to page 29 and 30 and you might have them read both conversations once again. Then play track 10 once again and you could have the children listen to it one more time. If you think the class might benefit from it, you can play track 10 one more time in order to make sure everyone listened to the conversations. Finally, you may have the children to write number 1 or 2 to complete the sentences according to which conversation is formal or informal.

ANSWER KEY


- a) 2
- b) 1

6  Complete the chart below with the underlined expressions in the conversations in Activity 4.

You might help the children understand this activity better if you could write on the board the following: *beginning, request, ending, development*. Then you can have the children read it aloud. Then you may ask them: *Do you know what these mean? Do you know what is the beginning of a story? How would you know it is the beginning? How would you know it is the ending?* You might elicit their answers. Then give them an example using another story or even the one on the Readers Book. Next, you could have the children open their Activity Book to page 29 and you can tell the children to re-read the conversations in Activity 4. You may have them to pay attention to the underlined words. Then point to the chart in page 30 and read it aloud. You might have the children complete it with the underlined words. If you think it might help the students you could write the words on the board. You can allow some extra time for the children to compare their answers with their classmates. To check, copy the chart on the board and you can have some volunteers to come up front and complete it.

ANSWER KEY

	Formal	Informal
Beginning	Good morning!	Hi, mom!
Request	I was wondering if you could help me.	Can I go to Maria's house?
Ending	Thanks a lot, sir.	See you later!

7  In your notebook copy the chart in Activity 6 and complete it with more expressions from the conversations in this lesson.

If you think it might benefit the children you might encourage them to make a quick review of all the conversations in lesson 1. You could guide them through it and read them all together or you can have them do it individually. You may have the children take out their notebook and copy the chart from Activity 6. Then encourage them to complete it with more expressions from the conversations seen in this lesson. Invite the children to pick up a partner and compare their charts. Then you might have some volunteers come up front and share their work with the class. This activity will be used at the end of this module to evaluate the child's progress. Make sure they keep it somewhere safe.

Step to Final Product

To introduce to the children this Module's final product a Mobile, you can talk to them about the different expressions they will be using, like the ones they used in Activity 6 and explain to them this activity is a step to achieving the final product. Ask them about the importance of understanding different kinds of expressions. You could paste a picture of a man with a suit and a briefcase and another picture of a little girl. Ask students to point at the picture to which they should speak with formal expressions, then to the one with which they can use informal expressions. Then have them add two more expressions for each column in the chart they've completed in their notebook as part of Lesson 1, Activity 7. Then have them come up front and share it with the class.

M3 Lesson 2

Activity book pages 31-34

OPENER ACTIVITY

To reintroduce the activities already presented in Lesson One, you

might like to use the pictures from Activity 1 and Activity 2 in page 31 of their Activity book. Point at them and you could ask the children to discuss *how they think the people in them look?* You can give them an example by making a face or a gesture yourself. You could make a smile or a pout and you might have them tell you looking at your face how do they think you feel. You may also write some emotions on the board: *excited, happy, sad, angry, worried...* And ask them to make a face that represents each emotion. Then you can have the children think if the conversation should change according the emotion or if it doesn't. You could read a sentence to them with a happy tone or a sad tone: *I like music.*

REMEMBER

You might want to prepare pictures of faces showing different emotions mentioned in Activity 1 Lesson 2. You can use these pictures to reinforce the importance of emotions, gestures and body languages in communication and dialogues. You can use these for creating a daily routine for the children to express how do they feel today and how they are going to express their feelings.



1 Look at the pictures and match them with the words in the box below. Discuss the questions below.

To introduce this Activity it might be helpful to use the same words written on the board and you might have the children read them once again. Then you may ask them: *When you go to a party how do you feel? When someone tells you nice things, How do you feel? When you lose something, How do you feel? When you fight with your siblings or friends, How do you feel?* You can elicit their answers and encourage to think more examples about situations that makes them happy and situations that makes them sad and invite them to share them with the class. Then, you can tell the children to open their Activity Book to page 31 and read the words in the box. Then you might have them take a look at the pictures in Activity 1. You could ask the children to match the words with the pictures. Finally, point to the questions there and read them aloud.

ANSWER KEY

- a) scared
- b) excited
- c) happy
- d) sad
- e) angry

The answers to the questions may vary.

Readers Activity



Consider arranging the class into pairs. Consider asking them to take out their Readers Book and read it from page 33 to 46. Then you could ask them to think about how do emotions affect our communication with others. You could give them some examples such as: *When we are happy we use a different tone or different words and the message is given in a different way to the other person.* Encourage them to think about some other examples. Encourage them to come up front and share their ideas to the class.



2 Take turns and mime the feelings and ask your partner to guess what the feeling is.

Before starting the activity, write the words from the box on the board. Then mime them for the class and you may ask them to guess which emotion it was. Then arrange the class into pairs and you might ask them to pick a few emotions and mime them to their partner, the partner has to guess the emotion and then have their own turn to mime. Go around the classroom to monitor and help if necessary. You could select a few pairs and you can ask them to mime the emotions for the class and you could have them all guess.



3 Look at the pictures C, D and E in Activity 1 and discuss with a partner.

Before you give further instructions you might point to the pictures C, D, and E in Activity 1 and you may ask the children: *Do you think they are arguing? Do you think they might be angry at each other? What do you think the conversation is about? How do you think the boy feels?* You can elicit their answers. Then, arrange the class into pairs. You could ask the students to take a look at the picture and then discuss the questions in Activity 3 with their partner. You might ask them to compare their answers with their classmates; this would help them understand the importance of physical gestures and expressions. You may wish to see the **Optional Activity box** right after this for more suggestions.


ANSWER KEY

Answers may vary, see suggestion above.

OPTIONAL ACTIVITY

If you have time, it might benefit learners better understanding of Lesson 2 activities to focus on the meaning of words *will, wish, hope*. Write the three words on the board. Then write down three different sentences using these words: *I will be at*


the party. I wish to travel the world. I hope to see you soon. You could ask the children to read them aloud. You can ask some volunteers to come up front and explain in their own words what they think these words mean. You may ask them to draw a picture of something they wish and share with the class how it makes them feel: *angry, sad, excited, happy...*

4  **Match the pictures with the corresponding sentence. Compare your answers with a partner.**

You might ask children to open their Activity Book to page 32. Then write the same three words as before on the board: *wish, hope, will*. Arrange the class into a circle and ask the students to take a look at the pictures and discuss what they think is going on. *What is the picture about?* Then you could ask them to link each picture with one of the three words on the board and tell you *why*. Give them a few minutes to read the sentences on the right and you can ask them to match the picture to the sentences that correspond. Go around the classroom and help if necessary. To check, you could ask the children to pick a partner and compare their answers.

ANSWER KEY


- a) Geography is my favorite subject. I wish I might pass the exam. I hope not to fail the test.
- b) The movie will come out soon! I love fantasy stories.

5  **Listen to the conversations and match them to the pictures.**

Before giving instructions play track 11 and you may ask the children to listen to it. You can ask them to discuss what the conversations were about. Then play the track again and you might ask them to write down which picture belongs to which conversation. Play the track again if necessary. To check, play the track again and point at the picture that corresponds.

ANSWER KEY

Conversation 1: A
Conversation 2: B


6  **Listen again and pay attention to the emotions of the speakers. Complete the statements about the conversations in Activity 4.**

To set the example for this Activity you could use one of the conversations from Lesson 1 and copy it on the board. Then read it with a happy voice. After that read it with a sad voice. You may ask

the children: *Did you notice something different? What was it? How do you think I was feeling the first time a read the conversation? How about the second time?* You can elicit their answers. Invite some volunteers to come up front and act the conversations using different emotions and you might have the rest of the class guess which emotions they are using. Then play track 11 once more time and you could have the children to listen to it, but this time you could have them pay attention to the emotions of the speakers. You might want to play it more than once if you consider it necessary to make sure the learners listened to it closely. Then you can have the children answer the questions in Activity 6. Go around the class and make sure everyone got the instructions correctly. Invite the children to get together with a friend and compare their answers. To check, you might ask some volunteers to come up front and share their answers with the class.

ANSWER KEY


- a) Worried
- b) Happy and excited

7  **Look at the pictures and complete the sentences below with the words from the box. Compare your sentences with a different pair of classmates.**

You may want to invite the children to open their Activity Book to page 33 and point to the picture and you may ask the children: *What do you think is happening? How does the boy seem? Do you think he wants to go to the stadium? How about the woman? What do you think they are talking about? What do you think will happen?* You could elicit their answers. Then, point to the incomplete conversation and you can have them read it aloud. Then, you might have them read the words from the box and complete the sentences with these. Go around the class and give some guidance to the children if necessary. If you think it might be useful you may answer the first one all together as a class. You could tell the children to compare their answers with the classmate sitting behind them. To check, copy the complete dialogue on the board.

ANSWER KEY

- 1. this stadium
- 2. team
- 3. I'll try

8  **Imagine a dialog for the following picture and write it on the lines.**

Before giving instructions, write down the beginning of the sentences on the board: *I love... I wish I can.... I like... My favorite...*

I hope... Then complete the sentences with information about you, their teacher. You might ask some fellow students what they think: *Did they imagine this about you?* Then you may ask them to complete their sentences in the Activity Book. Go around the classroom and help if necessary. To check you could arrange the class into a circle and you can have all children share with the class at least one or two sentences. This might help them build trust and get to know each other better.

ANSWER KEY

Answers may vary.

TEACHING NOTES


It is important to make every student feel safe in the classroom. So, every now and then, remind your learners that we must never make fun of our classmates' answers, even if they are wrong. Talk about sharing feelings, how this may be good for them, how it could make them feel better, talk about asking for help, and the important of building trust. This can be a good moment to talk about respect as well.

Step to Final Product

To introduce this step for creating their mobile, have the children to choose some expressions from the chart they wrote in their notebook as step 1 and have them write a short conversation like the one they did in Lesson 2, Activity 8. If you think it might be helpful you might copy another conversation from Lesson 1 or 2 on the board and have them take a look at it to use it as another guide. Ask the children to compare their conversation with another classmate. Talk to the students how this activity will take them one step closer to completing their mobile.

Intermediate Assessment


Before you ask the children to complete Activities 1, 2 and 3, you might ask them to go over Lesson 1 and 2 so far to review the words and expressions they've seen and also to identify the activities they did confidently and those that were more difficult for them to complete. This will help them reflect on their performance. You can use this as an assessment tool to evaluate children's progress at the end of this module. It will be useful to see their responses and use this to help plan the last lesson in Module 3.

1  Complete the dialogue in the picture in box A. Expressions in lessons 1 and 2 will help you to complete your work.


You could ask children to open their Activity Book to page 34. You may ask them to take a look at the image in box A. You can ask them to discuss *What do you think the image is about? What do you think the boys are talking about?* You might ask them to go through Lessons 1 and 2 and review all the expressions and dialogues there. Then you could ask them to complete the dialogues according to the picture. Go around the classroom to monitor. To check, write some possible answers on the board.

ANSWER KEY

Answers may vary.

2  Draw the picture for the dialogue in box B. Remember to include gestures that match the dialogue.

Before you give instructions, paste pictures of different hand and face gestures on the board. You could ask the children to take a look at them and tell you, as you point them, what they think the pictures express. Then you can ask them to read dialogue in box B Activity 1 and draw a picture including gestures that represents this dialogue. Go around the classroom to monitor the production. To check, you might ask some children to come up front and share their work with the class.

3  Compare your dialogue with a partner. Take turns and act it out. Use clear body language and changes in your voice to make your message clear.

You might copy the dialogue from box B Activity 1 on the board. Then you may ask one child to come up front. You could ask the class to read aloud the dialogue. Then you might ask them to propose the correct intonation in which this should be read. You can ask the child up front to act it out with you. Show him or her first by reading your part. Then arrange the class into pairs. You could ask them to share their dialogues with each other and then act them out, taking turns and emphasizing the correct body language, gestures and intonation. Go around the class to monitor, help if necessary and praise their efforts. You may wish to see the **Optional Activity box** right after this for more suggestions.

OPTIONAL ACTIVITY

You could paste pictures of different characters on the board. Then you might ask several volunteers (one per picture) to come up front. You can ask them to pick a character and then

mime the way this character would act according to their facial expression and body language. You could give an example by acting one of the characters yourself first.

4 Complete the chart with a tick if you did it. If not, go back to lessons 1 and 2 and review.

Point to chart on page 34 Activity 4. Give students a few minutes to read all the statements on the chart. You could ask them to complete the chart with a tick if they think they did it. Go around the classroom and help if needed. Take the time to go through each student's chart to understand the need of each person. If the learner didn't have a tick for one of the statements, ask them to review Lessons 1 and 2. It will be useful to see their responses, to help you to plan your last lesson. You can use this as an assessment tool to evaluate children's progress at the end of the module as a whole.

M3 Lesson 3

Activity book pages 35-36

OPENER ACTIVITY

You might introduce this module by making a daily routine in which children review the expressions seen so far in Lessons 1 and 2 and also use this to express how they feel on that particular day. You can make up a dialogue like this one: *Teacher: Good morning children. Children: Good Morning Teacher. Teacher: How are you today! Children: fine and you? Teacher: I am fine too.* Then you could ask some volunteers to come up front and share how they feel: *Teacher: Juan how do you feel today? Juan: I feel happy...* This daily routine may help them build trust, review both lessons and feel more confident and comfortable.

CULTURAL BOX

Even though gestures, body language and facial expressions are an important element of human interaction, they may vary from culture to culture and country to country. In Mexico, we say thank you with a smile and a hand shake, in Japan they say thank you by putting their hands together and bowing their heads - they don't even have to say a word. In China, they use their eyes to express their emotions, in Mexico we use words to express them, Italians do it with their hands. Ask children questions about the way they express their emotions and expectations, if they use body

language or if they prefer to express how they're feeling with words.

1 Complete the dialog with one of the pictures or your own ideas. Then, practice the dialog.

You could ask the children to open their Activity Book to page 35. Arrange the class into pairs. Point to the mobile there and you might have them read it. Then you can ask them: What do you think Paco wants? Where do you think they are? How do you think Paco feels? You could elicit their answers. Read the hole conversation aloud and write it on the board if needed. Then point to the pictures on top and you could have them complete the conversation with one of them or with another object they would like. You can set the example: *Can I have a candy?* Invite the children to compare their answers with a friend. As answers may vary make sure everyone wrote them in the correct space.

ANSWER KEY

Answers may vary.

Step to Final Product

Before starting this activity, have the children read the conversation they wrote on their notebook. Then, hand each child different pieces of cardboard to write the conversation. Remind them to divide the conversation into lines, each line into a piece of cardboard to make their mobile. They can use the diagram in Lesson 3, Activity 1 as a guide. Have them share their work with the class. Remind them they are one step closer to finish their final product.

2 Look at the situations in the pictures. Choose one to prepare a dialogue.

You might ask children to open their books to page 36. Point to Activity 4 and you could ask them to take a look at the pictures and ask them to discuss *What are the situations in the pictures? What do you think is happening?* You could ask some volunteers to come up front and write a sentence or an expression that would describe the situation on the board. Then read the situations below the pictures aloud. You can ask learners to choose one of them and prepare a dialogue. As answers may vary, make sure the students understood the instructions.

ANSWER KEY

Answers may vary.

- 3** Follow the conversations in this module to help you. Make a short script for your dialogue in the space below.

You might ask the learners to go through Lessons 1 and 2 to review all the dialogues in them and to review the expressions and words.

You could ask students to read one more time the situation they chose from Activity 4 and write a script. Walk around the classroom and help if necessary. You could ask some volunteers to come up front and share their scripts. As answers may vary, make sure to check up the grammar and spelling on the dialogues.

If the students are finding this challenging, you can support them by pasting a picture with a specific situation. It might be two boys looking at a dog with a confused face. Then you could ask one child to come up front and help you create a dialogue. Model the dialogue for the whole class.

Boy 1: Hey Miguel what's wrong?

Boy 2: I want to help this dog but I can't find his collar.



Boy 1: Don't worry I will help you!

Boy 2: Thank you!

By doing this you are making them more comfortable about their own skills so that they can then continue with their individual dialogues. It is also highly relevant to what they will be doing in Activity 6.

ANSWER KEY

Answers may vary.

- 4**   Act your conversation for the class. Remember to use clear body language and change tone in your voice.

Before giving instructions, give the children an example. Act out the conversation you put up on the board. Remind them of the importance of body language and the tone of voice. Then ask the children to give you loud clap or a not so loud clap according on how good the performance was.

Then ask each child to come up front and share his or her conversation to the class. Ask the rest of the class to use the clapometer to rate the performance.

Step to Final Product

Arrange the class into pairs and encourage each pair to practice the conversation they've just created on the third step. Remind them about the importance of body language, postures, voice and tone. Invite the children to have their mobile nearby in order to guide their conversation with it. Then have each pair look for another pair of students and practice their conversation with the new pair as well. Go around the classroom and make sure everyone is taking turns.

Readers Activity



You may want to ask children to open their Reader to page 33 and read "Human Communication and Language" all together. Discuss how dialogues help us communicate better and what type of body language and gestures do they think has changed over time. You can give an example: some time ago, we used to put our thumb up to indicate by gesturing that something was OK, meaning everything was fine, but maybe now children are using another gesture like their fingers making an O. If you have more time during this Module you could also ask them to compare all the different members of their family and the different gestures they make when talking to each other or expressing an emotion and have them share it with the class.



Final Product Lesson

A Mobile.

MATERIALS LIST

Scissors, glue stick, cardboard cards, colour pencils, markers.

BEFORE COMPLETING FINAL PRODUCT:

This could be a great moment for you to look back through all the sub-products with the students in case there are any doubts or questions about the topic and social practice of this module. This will help them feel fully supported in the creation of the final product in terms of confidence in their ability to do it.

SESSION 1

OPENER ACTIVITY

At this point it is advisable that you recapitulate, or formally review if necessary, what the children have done so far either in M3, both in class and to develop their skills for the product of this module. This will help the children be able to reflect more effectively on their progress.

- 1, 2, 3** Remind children that they have already been working on the Final Product during the lessons in this module and that the first three steps in the process have already been completed.

SESSION 2

- 4** Write a dialogue in 3 parts: *Beginning, development and ending* on different cards.

Hand each child 3 cardboard cards. Ask them to review the dialogue they wrote in Activity 5, Lesson 3. Then ask them to choose another situation and write another dialogue on three different cards, one for the beginning, one for the development and one for the ending. Ask them to draw a picture on the other side representing each part - beginning, development and ending.

This activity may take a while but to get the best results, you should ask children to do it in the classroom instead of at home. Go around the classroom and help if needed or praise their effort. Ask some volunteers to come up front and share their dialogues with the class.

- 5** Perform your conversation to the class with the help of your mobile.

Arrange the class into a circle and have each student to come up front and practice their conversation to the class by using the mobile as a guide.

CLOSING

To wrap all the good work done in this Module, you can ask the children how they feel about their results and about how they achieved their final product. Let them discuss how can they improve their performance for the following Product on the next Module or comment on some strategies to have a better team work.



Side By Side



Self Assessment

Before completing this section, ask children to open their Activity Book to page 28 and go through all Module 3 until page 38. Ask them to think of all the things they've learned and all the activities they've done. You can go over the lessons quickly to help children remember. Then, you could ask the children to go to page 38 and you could point to the questions at the end of the page. If you think it might be necessary you could read them together and clarify if needed. Next, you could encourage the children to circle the best option to answer them. Then, you could arrange the class into pairs and you could have them compare their answers and discuss with their partner if the objectives in this module can help you become a better member of your family and community. You could go around the classroom and help if needed and praise their effort.



Readers Activity

If you have time at the end of this Module, you may want to have your learners re-read the Readers story. You may ask the children to take out their Readers. Ask them to read the whole Readers one more time, from page 33 to page 43. You could ask them to tell you if *there is anything they would like to discuss?* If there are any doubts? If you have time to spare you can go through the glossary together. Then ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

Instructions:

1. Answers may vary.
2. T, t, t
3. Mankind, dialogues, philosophers.
4. Answers may vary.
5. Thank you/enjoy.
6. French, italian, french.

Portfolio evidence

List with formal and informal expressions.

Page

30

Activity

6

Check

OPTIONAL EVALUATION

This optional evaluation will help you get a clear vision of your students' progress in each module. It's important to have in mind that this optional evaluation it is a summative test, which means that it will help you to determine each student's level and give you as a teacher, a general scope to each student's progress and the strategies that you might decide to use in each case.

Methodology:

1. Make copies of the test depending of the number of children you have in class.
2. Have them answer the test individually.
3. We suggest you to give the students 20 minutes to answer the tests.
4. Collect the tests.
5. Grade them.
6. Keep them as a record of the children's progress.

EVALUATION INSTRUMENT

Make copies of the evaluation instrument depending on the number of learners you have in class. Before handing out the evaluation instrument you can provide further support to learners by copying it on the board and show them how to complete it using yourself as an example. It's a good idea to monitor students' work in case they have questions while filling in their evaluation instrument. When students are done completing the evaluation instrument ask them to keep it in their special folder.

Optional evaluation

MODULE 3

Name:

Progress Test

Date: Group:

1. Match the expressions. 5 pts.

1. Hey! What's up?	a) Good morning Sam.
2. Can you help me?	b) Cool, and you?
3. Good morning Joe.	c) Bye Mary.
4. Take care mom.	d) Sure, what do you need?
5. Thank you a lot!	e) Sure, no problem.

2. Answer the questions using the words in the box. 3 pts.



Worried * Happy * Surprised

- How do the girls feel?
- How does the boy feel?
- How does the boy feel?

3. Circle the correct answer to complete the dialogues. 2 pts.

a) **Sir:** Good morning Paty.

Paty: sir.

Paty: Can I have a soda please?

Sir: Sure! Here you have!

Paty: Thank you!

1. Good morning

2. Sure mom

3. Sorry

b) **Mom:** Nacho, I need you to come here.

Nacho: What's up mom?

Mom: I need you to help me with this.

Nacho: I'll help you.

1. Ok

2. Sure mom

Evaluation Instrument

Instructions:

1. Read the questions in the first column in the chart.
2. Check ✓ the column that best answers the questions about your performance.

Observation Guide

Student's Name:

Teacher's Name:

Date: Grade: Module:

Questions	I can often do this	I can sometimes do this	I can rarely do this
Can you listen to expressions related to expectations?			
Can you understand the content of a dialogue?			
Can you participate in oral exchanges?			



1. Work with a classmate you collaborated with during this module.
2. Evaluate each other's work by checking ✓ the column that best answers the questions about your classmates' performance.

Questions	My classmate can often do this	My classmate can sometimes do this	My classmate can rarely do this
Can your classmate listen to expressions related to expectations?			
Can your classmate understand the content of a dialogue?			
Can your classmate participate in oral exchanges?			

Module 4 This Is the Story Of...

Activity Book pages 39-49

1 ACHIEVEMENTS

- Explore short stories.

TEACHING GUIDELINES

- Activate previous knowledge.
- Anticipate content based on title and illustrations (graphic and textual components).
- Compare topic, purpose and intended audience.
- Point out words and expressions that already are part of their repertoire.
- Compare stories actions to establish their structure (approach, knot, development and denouement).
- Classify story elements (Story teller, main character, scenarios, etc.).
- Ask for words and new expressions and propose possible meanings from context.
- Select, from a set of words, those that describe characteristics of characters.
- Discriminate main characters and main actions.

2 ACHIEVEMENTS

- Interpret the contents of a story.

TEACHING GUIDELINES

- Relate stories with personal experiences.
- Answer questions about characteristics (adjectives) and characters actions in the time they happened (past and present).
- Notice the importance of pronouns (personal and relative: that, whose, etc.) in reading comprehension.
- Compare similarities and differences of behaviors, values, and scenarios in stories.
- Differentiate between ways of expression of storyteller and characters.
- Locate sound effects that are possible and relevant to an audio-story.

3 ACHIEVEMENTS

- Record and audio story.

TEACHING GUIDELINES

- Decide and assign different interventions for an audio-story (storyteller, characters, sound effects, etc.).
- Practice the reading of an audio-story.
- Propose and decide intonation changes.
- Keep, when practicing, rhythmic patterns of statements.
- Record an audio-story.

M4 LESSON 1

Activity Book pages 39-41

OPENER ACTIVITY

To contextualize the social practice of this module, which is to read children's stories and appreciate cultural expressions, you could ask children to share what they know about children's stories. You may want to bring some children's books to the class. Then you could ask some volunteers to come up front and share a story they like to read or that they've read with their parents or caregiver. If your learners cannot answer these questions or you don't have any volunteers for this activity you might want to open the children stories that you brought to the class and ask them to take a look at them and share what they think about them or what they think the stories are about and if they've read them before. Then, you can project image 4 on the board and ask children to take a look at it: *Does it seem familiar? What is the child doing? Where can you do this?*


Readers Activity



"Kite's Stories" narrates different stories about the invention of kites around the world. This reading will provide the children with an opportunity to appreciate different cultures and its expressions.

Ask children to take out their Readers Book. Ask them to open it to page 47 and read the title. Ask them: *What do you think this might be about?* Encourage them to think about a possible story.

Later ask: *Do you know any kite stories?* Tell the children you will read the first part of the story together. Then you can ask some volunteers to read a page per person. Next ask them these questions: *Where was the kite invented? Have you flown a kite? Have you ever made one?*

D  **Look at the cover of the books on this page. Underline the best option for each question.**

To introduce this activity, you could ask children to open their Activity Book to page number 39. You can point at the pictures there and ask them some questions like: *What do the pictures have in common? How are they different? Do you recognize the stories? Have you read them before?* Then you may encourage them to observe the pictures again and ask them to analyze whether the stories are for children or for adults. You can help them by asking more questions like: *Are the images colorful? Is it a suitable story for adults? Would the story be interesting for adults? Yes, no and why?* If you think this is a very challenging activity you could paste different pictures on the board with different cover books, include two for adults (without any pictures, a black cover full of text). Then you could ask the students to describe the covers on the board and tell you what makes them attractive and what makes them boring. *Which one would they like to read?* Once they've picked one ask them to tell you why. Then you may point at the questions on Activity 1 and ask them to read them and underline the best option for each question. It's a good idea to go around the classroom and help if necessary. You can encourage the children to pick a partner and compare their answers. To check, write the answers on the board.


ANSWER KEY

1. b, 2. a

TEACHING NOTES:

Remember it is very important to help students with language structures to help them communicate the best possible way. You should remind them always to give complete answers looking for the correct language structure. For example, in the questions for Activity 1 *"Do you know the stories in the pictures?"* They should answer: *Yes/no, I know/I don't know the stories in the*

picture. You could help them by giving an example and writing it on the board.

2  **Match the stories with the corresponding title. Compare your answers with a partner.**

ANSWER KEY

- a) 2
- b) 3
- c) 1

OPTIONAL ACTIVITY

Asking the students to bring their favourite books to class could be a nice way to keep them interested in reading. You could also bring different storybooks to class. You can arrange the class into a circle, stand in the middle and show them the different covers of three or four books. Then you could pass them around, ask the children to analyse the cover and to read the titles. Then you may want to ask them to discuss: *What do you think the story is about? Is it for children or for grown-ups?* You might want to help them by asking them some questions: *Is the book interesting for children? Does it have colourful pictures? Would you like to read it?* Then you may arrange the class into small groups and hand them a book to read. You could ask each group to come up front and share their story and if their predictions about the title and content were correct.

3  **Listen and circle the story you listen.**

You can ask children to open their Activity Book to page 40 and point at both pictures. You could ask them to think about both stories and maybe have some volunteers to share their predictions about both stories based on the picture. Then play the track one time, asking the children to listen carefully. At the end, you might want to ask them if there were words or expressions that they didn't understand. Clarify if you need to. You can play track one more time and ask children to circle the story they listened to. To check, you may play the track once more and point at the correct picture.

ANSWER KEY

2



4 Listen to the story again and put the paragraphs in the correct order in column A. Compare your answers with a partner.

Before you give an instruction you can play the track again and ask the children to listen to it. Then you may have some volunteers come up front and ask them to tell you more or less what happened in the story. If you have time you can even write the story on the board. Then you could point to the activity, ask them to read all the paragraphs on the box. Then you can ask them to read the last one: "Once upon a time..." and to look at column A and see there is a number 1. You may ask them to tell you why they think there is a number 1 there. You can help them by asking something like: *Do you think it is because it is the beginning of the story?* Next you can ask them to listen to the track and continue numbering according the order they hear. You might have to play the track twice for them to have all the answers. You may go through the classroom and help if needed. To check, you can play the track once again and ask them to make a number with their fingers from 1 to 4 according the order of the paragraph they listen to. If there are some wrong answers you could point to the book and ask them: *Was that before or after....?*

ANSWER KEY

3, 4, 2, 1



5 Read the story in Activity 4 again. Match the parts of the text with the definitions.

To continue with this activity, you might want to take the time to read the story from Activity 4 once again. Then you can have them think about the beginning, the development, the climax and the ending. If you think the class might need it, copy the story on the board and tell you *to point the part where the story starts, where the characters are presented. Then, have them point the part of the story where you get to know a little more about the characters and the story. Have them point to the part of the story where there is a problem or something really interesting happening. Finally have the children point to the part where the story gets resolved and it finishes.* You could help them relate these steps into the proper name: *beginning, development, climax and ending.* Then you can have the children go back to the Activity Book to page 40 and read the Activity 5 both columns, you could

read it aloud with them. You may encourage the children match the first column to the second column by following the example. You can go around the class and offer some help if necessary. To check, you could copy both columns on the board and have some volunteers come up front and answer them.

ANSWER KEY

Development: establish the problem.

Climax: something important happens.

Ending: gives the conclusion of the story.




6 Write the name of the participants in the story in the correct place. Use the words from the box.

You can ask children to open their Activity Book to page 41. You could point at the word box and ask them to read them aloud. You may ask some volunteers to come up front and explain these words to the class. Then you can point to the pictures and ask them to discuss among themselves what the pictures are about. You might want to ask them to look for the details and notice the characters in them. Next you can have the children write the name of the participants in the story under each corresponding picture. For understanding the activity better, you could solve the first picture with them. Ask them to tell you what they see: *Who is this character?* Then read the words aloud and ask them: *Which one should be under this picture?* You may write it down on the board. Next you can ask them to continue on their own. You might want to go around the classroom and provide guidance if needed. To check, point at the pictures and ask them to say the word aloud.

ANSWER KEY

1. Princess
2. Knight
3. Dragon
4. The tower
5. Narrator

7  Complete the chart with words from the box about *The princess and the diamond*.

You can point to the words in the box and ask the children to read them aloud. You may write on the board: *lives in the castle, is really beautiful, is the main character*. Then you could arrange the class into pairs and ask them to read the columns in the chart. Next you might want to ask them to read the words on the board and to decide which of the characters in the columns would match to these words. You may ask them to come up front and explain. If you think this activity is very challenging you can take a few moments and ask the children to re-read the story "*The princess and the diamond*" or play the track again. Then you could have them do the same with the rest of the words in the word box and the rest of the characters in the columns. You may copy the chart on the board and have some volunteers to come up front and write the words on each column to check.

ANSWER KEY

<i>The princess</i>	<i>The knight</i>	<i>The dragon</i>	<i>The tower</i>
Lives in a castle, is really beautiful, is the main character.	Fought the dragon, has a sword, is very strong and brave.	Is big and dangerous, is the guardian of the castle.	Is far, far away, is on a mountain.

Step to Final Product 

To introduce this module's final product which is an Audio story, you could ask them: *What would you need to create an audio story? Where would we need to start? What elements do we need to have?* Elicit their answers. Then encourage the children to select one story they know and like. You could set the example by showing them one story that you really like. Then have the children take out their notebook and make a similar chart as the one in Lesson 1, Activity 7 about the characteristics of the main characters in their story. Have the children share it with the class. Remind them they are one step closer to their Final Product.

OPTIONAL ACTIVITY

You might want to review the past story once again. Then you can ask some volunteers to come up front and tell you: *Who were the characters in the story?* You can ask them some more questions like: *Was there a dog? Was there a diamond? Was there a prince? And what about a princess?* Then you could hand each child a piece of white cardboard and a wooden stick. You may ask them to make a mask of their favorite character. Then you can have some of them come up front and share their answers.

To make the mask:

1. Draw the desired character's face on the cardboard. It should be as big as your face.
2. With help make two holes at the eyes level. And one more at the mouth level.
3. Paste the wooden stick at the end of the mask, on the back of it.

When everyone has their own mask, you could read the story aloud and ask them to wear the mask every time their character comes up.

You can repeat the Opener Activity with the Readers story. You might want to ask them to build a kite and every time the kite comes up, they show theirs.

TEACHING NOTES

During this activity you might want to pay attention to the pronunciation on the words in the box particularly Narrator and possibly on the silent "K" in Knight. To make sure children understand how are the words pronounced, you could model for them.

It might be important to remind them again about giving complete answers, for the volunteers to come up front and explain the meaning of the words ask them to say the complete phrase: *This word means...*

REMEMBER


The more story books and children stories you have the easier it will be for you and for the children to move on in this Module. If you have time to spare and your school has a library, you can even take the children to pick a storybook or ask them to bring one from home.

M4 Lesson 2

Activity Book pages 42-45

OPENER ACTIVITY


To reintroduce the activities already presented in Lesson 1, you can use the storybooks you or the children brought to class or the ones you picked up at the library and ask the children to read them in pairs. You can ask them to analyze the title of the story, the pictures and all the characters in the story they read and then have each pair come up front and share their analysis of the story. You could help them by asking them some questions like: *What did you think about the title? Did you imagine the story from it? Are the pictures for children? Why? Who are the characters? Can you describe them to me? What is the story about? Have you read it before?* You may need to model the complete structures for their answers.

1  Listen to the story. Look at the pictures and write the names of the characters.

You can ask the children to open their Activity Book to page number 42. You could have them to take a look at the pictures in Activity 1 and ask them some of these questions: *What do you think the story is about? What do you think these characters are called? Have you seen them before? Do you think this girl looks happy or sad?* Then you may play the track once for them to listen to it. You might want to play it another time and ask them to write the names of the characters under each picture. If you want, you can play it once more and ask them to point at a character every time they are mentioned. To check, you could write both names on the board.

ANSWER KEY

Susy, Puffy.



2  Work with a partner and answer the following questions.

Before you give the activity instructions, you might want to play the track once and ask the children to listen to it. Then you could ask them to read the questions aloud. While reading the questions you could emphasize the question words for them to understand what is being answered. If you consider it necessary, you can write the question words on the board: **what, when, where, how**. You might want to explain to them what these words are asking for. Then you can arrange the class into pairs and play the track once again and ask them to go through the questions and answer them in their Activity Book. You might want to go around the classroom and help if necessary. To check you can ask some volunteers to come up front and share their answers. Remember that the last question is open, so you might have many different answers, so help the children to form their answers completely: *Yes I have.../No I don't have...* If you find the last question challenging give them an example about yourself: *No I don't have a pet/ Yes I have a pet and I take him for a walk.*

ANSWER KEY

- a) Snow angels
- b) When it snowed
- c) Happy girl
- d) Hiding
- e) Answers may vary



- 3**   Complete the chart with the information about the two stories from this module. Then, discuss the questions below.

If you think it might be useful, you could have the children read both stories seen on this Activity, *Sussy and Puffy* and *The princess and the diamond*, once again. If necessary you could read them aloud all together. You could ask them: *What do you think about the stories? Where do you think they happened? Do you think there are values on the stories? What good things and bad things happened in them? Which characters do you liked the most? Why?* You can elicit their answers. Next, you can ask the children to open their Activity Books to page 42 and point to the chart there. You could have them take a look at the headers and read them aloud. Then, you may tell the children to complete the chart using the information from the stories. Finally you might want to have the children read the questions and the bottom and arrange the class into small groups or pairs and have them discuss the questions. You can go around the class and make sure everyone is participating. To check, you could copy the chart on the board.


ANSWER KEY

Sussy and puffy- Scenario- snow.
The princess and the diamond- Values- being brave.

Answer may vary.

Step to Final Product

Remind the students that they've accomplished the first step to creating an Audio story; choose one story and describing its characters and elements. Now they will be describing more elements of their story. You can ask the children to copy in their notebook a similar chart as the one they used in Lesson 2, Activity 3 and complete it with the information about their story. You might want to remind them that details are important to creating a perfect story. You could arrange them in groups and have them compare their charts. You may remind them they are one step closer to their Final Product.

- 4**  Read the story of *Sussy and Puffy* again and circle the correct option to complete the sentences below.

Before you give any instructions it could benefit your students to copy the *Sussy and Puffy* story or any other short children's story into the board. Underline the pronouns: who, she, he, it (or more if you are using another story). Then you can ask some volunteers to come up front and ask them to read the story and emphasize the underlined words. You could ask them: *Do you know what these words are called? And what are they for?* You may write the following sentences on the board:


He is a white cat. She is a white cat.

She is a happy girl. He is a happy girl.

You can ask them to read both sentences aloud and tell you which one is correct. You might want to explain to them the importance of pronouns, how they let us know who or what we are talking about. Then you can arrange the class into pairs and ask them to read the story once again and to circle the correct option in order to complete the sentences using the words in bold from the story. You could go around the class and make sure everyone is participating. You might want to allow some extra time to have the children compare their answers with the classmate sitting in front of them. To check, you could read the sentences aloud.

ANSWER KEY

- a) girl
- b) boy
- c) person

- 5**  Work in pairs. Read the sentences and cross out the corresponding answer. Compare your answers with another pair.

Before you give any instructions, you can copy the *Sussy and Puffy* story or any other short children's story into the board and underline the pronouns: *who, she, he, it* (or more if you are using another story). Then you can ask some volunteers to come up front and ask them to read the story and emphasize the underlined words. You may ask them: *Do you know what these words are called? And what are they for?* You could write the following sentences on the board:


He is a white cat. She is a white cat.

She is a happy girl. He is a happy girl.

You can ask them to read both sentences aloud and tell you which one is correct. You might want to explain to them the importance of pronouns, how they let us know who or what we are talking about. Then you can arrange the class into pairs and ask them to complete the sentences using the words in bold from the story. To check, you could read the sentences aloud.

ANSWER KEY

- a) she
- b) who
- c) who
- d) he
- e) who



6  Listen to the sound effects of a story. Circle the picture of the story you think corresponds to the sounds.

You might want to bring a copy of a Mexican story for each child and ask them to follow the story as you read it aloud. Then you could ask them: *What kind of sounds would it be in this story? Can you make it for me?* You may ask them to tell you where would the sounds be on the story and made by which character.

Then you can ask some volunteers to come up front and ask them to make the sounds previously discussed when needed. Next you could ask them to open their Activity Book to page 44 and point at both pictures. You may ask them to think about the sounds there might be in each story. You can play the track once and ask them to identify the sound effects. You might want to play the track once again and ask them to circle the story that corresponds to those sounds. You could play a third time if needed. To check, you may play track again and point to the picture in the Activity Book.

ANSWER KEY


Image of Ogre.

7   Listen to the full story and complete with a character from the box.

Before you give instructions it might be helpful to review all of the elements used to predict a story and to understand the story better, such as pictures, sounds, the title, the characters... Then you can play the track and ask the children to listen to it. You could ask them to discuss what the story was about and how many characters there were. Also you may ask them if there are any words or expressions they didn't understand. You might want to ask them if they think there was a narrator or not. You can play the track again and ask them to listen again and complete the sentences with the characters from the box. You might need to play it more than twice. You may go around the class and help if needed. To check, you could ask some volunteers to come up front and read their answers.

ANSWER KEY

- a) Narrator
- b) Narrator
- c) Ogre
- d) Goat
- e) Ogre

8  Practice saying the story and remember to use sound effects.

You could play the track again and ask them to think of more sounds that could be used in this story. Then you can arrange the class into pairs and ask them to practice saying the story aloud, one time as the goat, one time as the ogre and then change, including the sound effects. To make the activity more communicative across the group as a whole, you might want to invite some groups to perform their conversations in front of the class, or come up with another idea of your own. You may go around the class and ask some of the groups to act the story for you. You might want to remind them about the importance of pronunciation. If you find a student having problems with a word, you could offer him or her, some guidance.

You can find more stories on: <https://learnenglishkids.britishcouncil.org/en/short-stories>. It is advisable that you check first which ones are relevant, more interesting and suitable for this grade.



Intermediate Assessment

Before you ask the children to complete activities 1, 2, 3 and 4, you can ask them to go over Lessons 1 and 2 and review what they've learned; all the questions, pronouns, and elements in a story. Then you can ask them to take a look at the activities they did very well and the ones they need to improve, this will help them reflect on their performance. You can go around the classroom while they answer. Their responses will be useful for planning your next lesson. Remember you can use these activities as an assessment tool to evaluate their progress at the end of Module 4.

1 Complete the story with phrases from the box.

You can ask children to open their Activity Book at page 45. You could point at the words in the box and ask them to read them, then ask them to read the sentences. You may ask them to complete the story by writing the words in the blank space. To check, you could ask some volunteers to raise their hands and read their answers aloud.

ANSWER KEY

- Once upon a time
- One day
- He found a fortune teller, 'You will found love'
- In the end

2 Complete the following chart with the story *The Lonely king* in Activity 1.

You can ask the children to review the chart on page 42 of their Activity Book and read it again and to discuss how they filled it out? How did they know the characters and the scenarios? Then you could ask them to go back to page 45 and read the story of *The Lonely king* again. You may ask them to fill out the chart with the correct answers. To check, you could ask some of them to come up front and read their answers.

ANSWER KEY

Characters	Scenario	Good or bad actions	Characteristics
King, fortune teller	Palace, river	Go looking for adventures, found a fortune teller, he would find love, he had no friends	Lived alone in a mountain

3 Discuss with a classmate what do you think about your progress in this module so far. Use the questionnaire to help you and complete the chart with notes.

Before giving any instructions to complete this activity it might be helpful to talk to the children about all the progress they've been making and all the things they've been learning. Then, you can arrange the class into pairs and have them discuss with their partner what do they think about their progress in this module so far. You may encourage them to use the questionnaire to help them complete the chart with the notes. You can help them by answering the first one all together and ask them to continue with the rest by themselves. You may go around the classroom and help if needed and praise their effort.

M4 Lesson 3

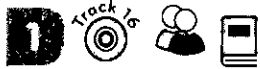
Activity Book pages 46-48

OPENER ACTIVITY

To contextualize this lesson and reintroduce the language and content seen in previous lessons, you might want to find two stories which are similar but different. You can arrange the group into teams and ask one child from each team to come up front. You may hand each one of them a story. After all of them have done reading, you can hand each group a piece of white paper and ask them to write down all the similarities and differences they could think of in the two stories. You may

have one volunteer from each group come up front and share their group's work with the class.

You can ask the children to take out their Readers and open it to page 47. You might want to read the story aloud. You could draw a chart with the following characteristics on the board: sounds, characters, beginning, development, climax, ending, and scenario. You can ask some volunteers to come up front and write the answers.



1 Work in pairs. Listen to the sound effects to the story of *Three brothers* and check the pictures as you listen. Look at the example below. Then, discuss with a partner what type of story it is and underline it in the box.

You could play the track once. Then, you may ask the children to identify the sounds, you could ask them questions like: *What was that sound? What did it make you image? Where can we find that sound? In which story might we find it?* Then, you might want to play track again and you can ask children to open their Activity Book to page 46 and look at the pictures. Then, you can play the track once again and you might ask them to tick the pictures in the order in which they listen to them. Finally, you could tell the children to look at the box on the top of the page and you may tell them to underline the type of story it is. To check, you could play the track once again and pause after each sound, asking the children to tell you the sound.

ANSWER KEY

Storm, horses, night, morning.
Underline Story.



2 Work in pairs. Listen to the complete story *Three brothers* and discuss the questions below.

You can play the track and ask children to listen to it. Then you could ask them questions about the stories. For example: *If the story is called "Three Brothers", how many characters must it have? What do you think the story is about? Do you think there are many different characters? Where do you think the story takes place?* You can elicit their answers. Then you might want to play the track and ask them to discuss among their classmates if their predictions were correct. You can arrange the group in pairs and ask them to read the questions and discuss them, and after listening the track

one more time they answer them. To check, you could ask each pair to come up front and share their answers.

ANSWER KEY

- a) Three brothers
- b) Mountain
- c) Magic lamp



3 Work in pairs. Read the story *Three brothers* again and brainstorm ideas for a possible ending.

You could point out the image of the open book on page 47 and ask the children to read along with you. Then you can ask them to discuss: *What would be a nice ending for the book? Would there be more characters? Would the three brothers still be together? Would the genie grant them three wishes?* You may elicit their answers. Next, you can arrange the class into pairs and encourage each pair to think about their alternative and make a brainstorm for a new ending. Then, you might want to arrange the class into a circle and have the children come up front and share their new ending.



4 Work in pairs and discuss the questions.

You can arrange the class in pairs and have them open their Activity Book to page 47. You could point to the questions at the bottom of the page. It might be beneficial if you have the children read the example to take it as a guide in order to discuss the questions better. You might want to go around the class and make sure everyone is participating. You could have each pair compare their answers with another pair. You may invite some of the pairs to come up front and share their thoughts with the class. You can encourage them to tell you which sound effects they would include and to show you an example of the sound made by themselves.



5 Copy the story if the *Three Brothers* in your notebook with instructions for the sound effects. Share your script with your classmates and compare who has the best descriptions of sound effects.

If you think it might help, you could have the children re-read the story of the *Three brothers* from page 47 once again. Then you can encourage the children to take out their notebook and copy the story there. Then you may invite them to include some instructions about the sound effects they would like to add

to the story. You might want to remind them to be descriptive about those sounds. Then, you can arrange the class into pairs and have them compare their scripts and decide who has the best descriptions. You could invite some of the pairs to come up front and share their scripts with the class.

Step to Final Product



Talk to the children about the importance of sound effects in an audio story. You could ask them: Why would the sound effects help in an audio story? Do you think they are necessary? Why? Elicit their answers. Then arrange them into small groups or large groups according to the necessity of your class and have them brainstorm about the sound effects they would include in their stories. Have each child to make a list in their notebook as the one they did in Lesson 3, Activity 5. If you have the possibility you can help the children record their stories with the sound effects. Have them come up front with you one by one. If you cannot record it, you could ask each student to come up front and share their story aloud using the sound effects.

6 Work in groups of three. Read the story out loud. Follow the guidelines.

You might want to read the *Princess and the diamond* one more time. You can ask 4 volunteers to come up front and give each volunteer a role: narrator, princess, prince and dragon. You will be the sound effect master. You can read the story again but this time make each one of the volunteers take their place and change their voice as needed for the character; you will be making the sounds as needed. After the story has ended, you could ask each volunteer what their role in the story was and how it affected the story. Then you may read the guidelines aloud and ask the children to read the *Three Brothers* story one more time, this time aloud. You can arrange the students into groups of three. You might want to talk to them about volume one more time. To better monitor this activity, you could try to walk through the classroom to maintain control. Then you can ask them to follow the guidelines. Once they've all finished the guidelines, you may ask each group to come up front and show the rest of the class their version of the story.

7 Select one of the stories in this module. Read it in groups, using sound effects and changes in the tone of voice depending on the character.

You can arrange the class into groups. You might want to paste

pictures of every story in this module on the board. You can ask each group to select one of the stories and decide which one of them is going to be the narrator, the different characters and which one is going to be the sound effects master. Then you can ask them to read the story they chose again but this time with the required voices for each character and with the sound effects. You may ask each group to see which of the other groups has the same story as theirs. If there are several, you could have them act it out one after the other and contrast the different versions.

Final Product page 49



Final Product Lesson

An audio story

MATERIALS LIST

Musical instruments, tape recorder, colour pencil, white piece of paper, colour papers, scissors and glue stick.

BEFORE COMPLETING FINAL PRODUCT:

This could be a great moment for you to look back through all the sub-products with the students in case there are any doubts or questions about the topic and social practice of this module. This will help them feel fully supported in the creation of the final product in terms of confidence in their ability to do it.

1, 2, 3 **Remind children that they have already been working on the final product for this module and have completed the first three steps in the process.**

4 **Take turns to share your story with the class with the help of your script or recording from step 3. Follow the guidelines in Lesson 3, Activity 6.**

You can have each child come up front and share their story with the class invite them to take turns to share their story using their script or recording from the Step 3. and follow the guidelines in Lesson 3, Activity 6.

5 Have a class vote on the 3 stories with the best sound effects.

Once the class have listened to all of the stories, you can ask them to vote for the best 3. They could use the claptometer, this is decide over the quantity of claps a story receives.

6 Make a class vote to pick the top three stories.

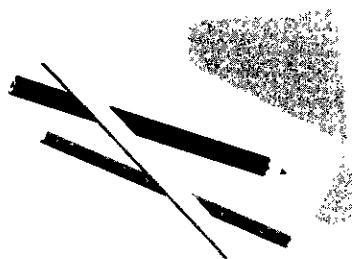
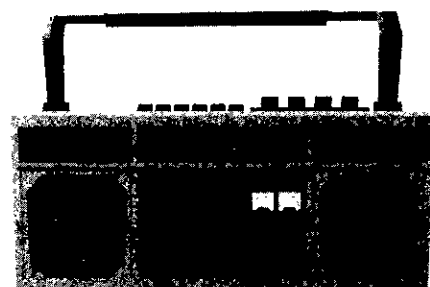
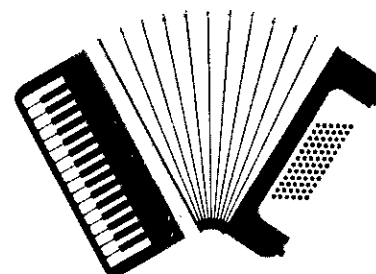
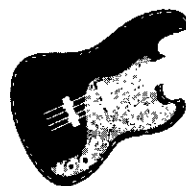
You could hand each group a piece of white paper for them to vote on the best three stories, writing 1 for the best, 2 for the second best and 3 for the third best. They will vote after all of the stories have been performed and you will count the vote openly.

TEACHING NOTES

This could be a great moment to talk about accepting someone else's victory, being a good sport and supporting one another without focusing on comparing your results.

CLOSING

To wrap all the good work done in this Module, you can ask the children how they feel about their results and about how they achieved their final product. You could let them discuss how could they improve their performance for the following Product on the next Module or comment on some strategies to have a better team work.



Side By Side

Before completing this section, ask children to open their Activity Book to page 39 and go through all Module 4 until page 49. Ask them to think of all the things they've learned and all the activities they've done. You can go over the lessons quickly to help children remember. Then, you could ask the children to go to page 49 and you could point to the questions at the end of the page. If you think it might be necessary you could read them together and clarify if needed. Next, you could encourage the children to check the ones they can do. Then, you could arrange the class into pairs and you could have them discuss the questions with their partner. You could allow some extra time to have the children discuss the questions with another pair. Finally, you could invite the children to go back to their Activity Book to page 49 and work individually on the third question. You may tell them to circle the strategy they think will help them most. You could go around the classroom and help if needed and praise their effort.



Readers Activity

If you have time at the end of this Module, you may want to have your learners re-read the Readers story. Ask the children to take out their Readers. Ask them to read the whole Readers one more time, from page 47 to page 60. Ask them to tell you if there are any doubts. If you have time to spare you could go through the glossary together. Then ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

1. Answers may vary.
2. China, Benjamin Franklin, Nahuatl.
3. China, Mexico, United States of America.

Portfolio evidence	Page	Activity	Check
Copy the instructions for the sound effects.	48	5	



Self Assessment

Before completing this section, ask children to open their Activity Book to page 39 and go through all Module 4 until page 49. Ask them to think of all the things they've learned and all the activities they've done. You can go over the lessons quickly to help children remember. Arrange the class into pairs and have them discuss with a classmate what do they think about their success in achieving the objectives in this module. Encourage them to use the questionnaire to help them complete the chart with notes. You can help them by answering the first one all together and ask them to continue with the rest by themselves. Go around the classroom and help if needed and praise their effort.

OPTIONAL EVALUATION

This optional evaluation will help you get a clear vision of your students' progress in each module. It's important to have in mind that this optional evaluation it is a summative test, which means that it will help you to determine each student's level and give you as a teacher, a general scope to each student's progress and the strategies that you might decide to use in each case.

Methodology:

1. Make copies of the test depending of the number of children you have in class.
2. Have them answer the test individually.
3. We suggest you to give the students 20 minutes to answer the tests.
4. Collect the tests.
5. Grade them.
6. Keep them as a record of the children's progress.

EVALUATION INSTRUMENT

Make copies of the evaluation instrument depending on the number of learners you have in class. Before handing out the evaluation instrument you can provide further support to learners by copying it on the board and show them how to complete it using yourself as an example. It's a good idea to monitor students' work in case they have questions while filling in their evaluation instrument. When students are done completing the evaluation instrument ask them to keep it in their special folder.

Optional evaluation

Activity book page 67

MODULE 4

Name:

Progress Test

Group: Date:

1. Answer the questions Yes or No. 4 pts.

- a) Was Susy the main character? Yes – No
- b) Was Puffy a cat? Yes – No
- c) Was Puffy black? Yes – No
- d) Did Susy go missing? Yes – No



2. Circle the correct answer to complete the sentences. 4 pts.

- a) The ogre was green. He/She felt alone all the time.
- b) Suzy is always smiling. She/Who is always happy.
- c) The genie was angry. He/She said: who woke me up?
- d) He is the knight who/what saved the princess.

3. Match the sentence to the word on the right.

- a) He was walking near to the river when suddenly...
- b) Once upon a time there was a king who lived alone in a big place. He had servants but no friends.
- c) He said 'you will find love' and he lived happily ever after.
- d) He decided to leave his kingdom and look for adventures.

beginning * climax
development * ending

Evaluation Instrument

Instructions:

1. Read the questions in the first column in the chart.
2. Check ✓ the column that best represents how you feel about your performance.
3. Write notes in the last column to explain your reasons for your feelings.

Self-evaluation card

Student's Name:

Teacher's Name:

Date: Grade: Module:

Questions	I feel satisfied	I don't feel satisfied	Reasons
How do you feel about your performance when exploring brief stories?			
How do you feel about your performance when interpreting the content of a story?			
How do you feel about your performance when telling or recording a story?			



1. Work with a classmate you collaborated with during this module.
2. Evaluate each other's work by checking ✓ the column that best represents how you feel about your classmate's performance.
3. Write notes in the last column to explain your reasons for your feelings.

Questions	I feel satisfied	I don't feel satisfied	Reasons
How do you feel about your classmate's performance when exploring brief stories?			
How do you feel about your classmate's performance when interpreting the content of a story?			
How do you feel about your classmate's performance when telling or recording a story?			

Module 5 The Events

Activity Book pages 50-60

L1 ACHIEVEMENTS

- Listen to short activity descriptions of a celebration or party with images

TEACHING GUIDELINES

- Anticipate topic from key words.
- Classify names of activities, using criteria.
- Understand purpose and intended audience.
- Relate activities with images.
- Recognize lyrics by name or common sounds.

- Experiment with alternatives to describe and evaluate effect on receiver.
- Refine pronunciation of words within descriptions.

MATERIALS

Audio CD, Reader, Activity Book, colors, photocopiable Extra Evaluation, Evaluation Instrument.

M5 LESSON 1

Activity Book Pages 50-52

L2 ACHIEVEMENTS

- Understand activities descriptions.

TEACHING GUIDELINES

- Compare names of activities and objects by name.
- Analyze how to express some characteristics of activities and objects of activities.
- Clarify the meaning of new words.
- Examine letters by name and sound.
- Compare some acoustic features.
- Spell words out loud.
- Point out activities and objects when hearing the description of some of their features.

OPENER ACTIVITY

To contextualize this module's social practice, which is to describe activities in a celebration or a party, you could start this lesson by asking children what they do at birthday parties. You can ask them questions like: *What do you do at a birthday party? Do you have cake? Do you sing "Las Mañanitas"? Do you hit the piñata?* You might start by giving an example and answering these questions yourself. You may ask the children why they think this information is important and what we can use it for. Then you could explain that celebrations are big part of culture and traditions around the world, that they help us stay together and also that in many places, there are different traditional celebrations. Next you could project image 5 on the board and ask the children to take a look at it and discuss it with their classmates. You could help them by asking questions like: *What are the children doing? Where are they? Have you been to a party like that?* These questions should generate interest in the context of this module and lay the groundwork for introducing the story in the Readers.

L3 ACHIEVEMENTS

- Describe activities from images.

TEACHING GUIDELINES

- Use names to complete expressions to describe activities and objects.
- Use expressions to describe characteristics of activities and objects with visual support.

Readers Activity

The reading "The New Kid" is a story about a Spanish boy who arrives at a new school just in time to celebrate the teacher's birthday. Students will be able to read about the activities in a celebration or a party.

You can ask children to open their Readers book to page 61. You might want to read the title out and have them to take a look at the image there. You could ask the class: *What do you think is the story about? What do you think will happen? Do you think there are many characters?* You may elicit answers. You can tell children to read the story and then discuss it with their classmates. You could ask them if they liked it.



1 Match the name of the party from the box with the correct picture. Then, discuss the questions below.

If you consider it necessary, you could ask children to think about another celebration besides a birthday party. You can ask them to think about what they do on that special occasion. You can help them by giving them an example like: *There is a celebration called a "Baby shower" in which we celebrate the coming of a baby. We give the mother some presents and advice. We play games and eat cake.* Before giving any instructions, you can point to the pictures on page 50 of the Activity Book. You may ask the children to take a look at them. Then you could ask them these questions: *Have you ever been to a wedding? What was it like? What kind of activities did you do? Does your family put on up an altar on Day of the Dead? What else does your family do on that special day? Do you know what a graduation is? What do you think happens at that celebration?* Then you might want to ask them to read the words in the box out loud. Then, you can read instructions and match the first picture as a group. Before checking answers, you could tell them to look at the questions underneath the pictures. You may ask your students to work with a partner and answer the questions in pairs. You might want to ask them to compare their answers with their classmate sitting on their right. To check, you can point at the pictures and ask the children to say the name of the celebration aloud. Also you could give them an example of your favorite party, to act as model for the language structure they should use to answer completely.

ANSWER KEY

- a) *Wedding*
- b) *Day of the Dead*
- c) *Birthday party*
- d) *Graduation party*
- e) *Answers may vary*

TEACHING NOTE

This could be a good moment to remind the children how to answer questions. You can write your answer on the board: *My favorite party is...* You can ask them to answer with complete answers and try to push them past one-word answers.



2 Listen to Santiago and Uriel talking about a party. Answer the questions. Compare your answer with a partner.

You can ask the children to open their Activity Book to page 50, and point to the questions and ask them to read them aloud. You might want to clarify the meaning of the expression "having a good time". You could ask them if they know what it means. If they do, you can ask a volunteer to come up front and explain it in their own words. If they don't know, you could use an example to explain it. Example: *When you are laughing, dancing, playing and hanging out with your friends and don't want to go home, it means you're having a good time. When you are sad or mad, or you don't feel like playing any more, you're not having a good time.* Then you may tell the children they are going to listen to a conversation between two boys, Santiago and Uriel. Now you could ask them: *What do you think the track will be about? What are Santiago and Uriel going to talk about?* Then you can play Track 18 one time and ask the children to listen to it carefully. After that first time you could ask them to share if they have any questions about words or expressions. Then you can play Track 18 one more time, this time you could ask them to answer the questions. You might have to play it one more time if some children didn't get the answers. You can ask them to choose a partner and compare their answers. To check, you could write the answers on the board.

ANSWER KEY

- a) Birthday party
- b) Yes

Readers Activity



You can ask them to take out their Reader and read the story that starts on page 61. Then you can arrange the class into small groups and ask them to make a list of the activities that are going to happen at Miss Bea's Party. You may have them compare Miss Bea's activities to what they usually do at their birthday parties. You could ask them to share their answers. You can help them by asking: *What activities are the children planning for Miss Bea's party? Have you done those activities at your birthday parties? Which ones would you like to do?*



Listen again and number the images in the order you hear them.

You can ask the children to open their Activity Book to page 51. Then you may point at the pictures. You could ask them to tell you: *What do you think the pictures are about? Have you been to a party like that? Have you played the chair game before? How does it work? Which one of the pictures do you think goes first? Why?* Then you might want to explain to them they will listen to the track again and they will have to write from 1 to 8 on the pictures to order them according to the audio. You can answer the first one to model what they have to do. You may play the track and point to the chocolate cake's picture and tell them that picture is number one. Then you can ask them to answer the rest on their own.

ANSWER KEY

1. Chocolate cake
2. Piñata
3. Chairs game
4. Dancing
5. Singing
6. Eating cake
7. Presents
8. Balloon



Work in pairs. In your notebook, classify the vocabulary from Activity 3 into objects and actions.

You might want to paste a picture of an altar from the Day of the Dead. You could ask the children to take a look at it and elicit some objects they can see and some activities. Then you could write two columns on the board: *Objects and Activities*. You may have the children discuss among their classmates which pictures are activities and which are objects. You can help them by writing one example per column: *Objects: Candles. Activities: Eating*. Then you could have some volunteers come up front and write more about the altar. Now you can ask the children to take a look at the pictures in Activity 4. You may arrange the class into pairs ask the students to copy the columns in their notebook and ask them to decide which are objects and which are activities and write them in the appropriate columns. You might want to go around the class and help if necessary or praise their work. To check, you could ask some pairs to come up front and share their answers.

ANSWER KEY

Objects: piñata, cake, balloons, chairs, presents, candles.

Actions: sing, dance, eat, play, break the piñata.



Discuss the questions about the actions in Activity 4.

You can direct the students' attention to the "Actions" column from Activity 4. You could ask them which action they like doing with their family, with their friends or alone. You could model the activity by giving some examples and mimicking the actions: *I love singing with my best friend, I like eating with my family, I like dancing alone in my room*. You can divide the class in pairs and tell them to answer the questions. If you consider integrating the entire group, you may encourage them to compare their answers with at least 5 more people. To check answers you could copy the "Actions" column on the board and add 4 more categories: groups, individually, indoors and outdoors. If you decide to follow this suggestion, you could ask some volunteers to come to the board and write one action in one of the categories.

ANSWER KEY

Answers may vary.




Match the words in the box with the correct picture. Then, discuss which of these people you would invite to a party and why.

You can ask children to open their Activity Book to page 52. You can point to the pictures. You could give the instructions for the activity pointing to the words in the box. Now you may get the class to discuss the pictures by asking them questions like: *What are the children doing in the park? Do you think they are friends? Family? What do we call someone who lives next door or in the same street as us? And, what do we call people who are in class with us?* You may allow some time for them to compare their answers with their classmates. Children may need a bit more time if they are not sure about their answers. To check, you could write the answers on the board. After you checked the answers with the group, you could ask them to think of their favorite celebration, for example, Christmas. You could tell them to answer all together only yes or no if they would invite their family, friends, classmates, teachers, or neighbors. You could ask some volunteers to tell you why they


would or wouldn't invite these people. For example: *Would you invite your teacher to your house for a Christmas party? Why? Why not?* If you prefer, you could divide the class into pairs and tell them they are going to plan a party and they have to decide who to invite. To check, you can ask some volunteers to share their answers with the class or you could copy the box on the board and do a survey. As answers may vary, you might want to make sure your students are using the correct structure: *I would invite... because/I wouldn't invite...because*

ANSWER KEY

- a) Friends
- b) Classmates
- c) Family
- d) Neighbors
- e) Teachers

7  **Look at the notes with information about a party. Discuss if you think the party was fun or not and why.**

To introduce this activity, you could ask your students to pick again their favorite celebration, for example, last Christmas. You can ask them where they celebrated, who they celebrated with, what they ate and drink, and if they had any decorations. You could elicit answers from your students and write them on the board. You can tell your students to raise their hand if they think those answers are fun and if they say no, ask them why. After that, you could ask them to read the note in Activity 7 and then decide with a partner if the party was fun or not. You may encourage them to express their opinion and to give a reason for their answer. You could go round the classroom and help if necessary. As answers may vary, you might want to make sure they use the correct structure: *I think this party was/wasn't... because...*

8  **In your notebook write notes about a party you attended. Use the notes in Activity 7 as a model.**

You could introduce this Activity by asking them: *What types of parties do you know? Have you attended to many of them? How was it? What kind of activities were there? Was it fun?* You can elicit their answers. Then, you can tell the children to take out their notebook and you can encourage them to make a note about a party they attended. If you think it might be necessary you could write on the board this list: Time, place, kind, activities, people. You may remind them to use this list as a guide and to use note in Activity 7 as a guide. You might invite the children to compare their notes with another classmate.

This evaluation may be used at the end of the module to review child's progress. Make sure they keep it somewhere safe.

Step to Final Product

To introduce the product of this module, you might ask the class: *What do you think an audio description is? What do you think you will need to make one?* Then you can explain to the class that for this module you are going to make an audio description and this step, writing notes with information about a party is essential to helping them pick an event to describe later. You could ask students to review the notes in Activity 8 and pay close attention to the information it contains. As an example, you might want to copy on the board the categories date, guests, activities, food and drinks and decoration, and a special party for you, like your graduation party. You can ask students to help you fill out the categories on the board with this topic and then tell them to start thinking on their own special party or celebration. You could remind them that this activity takes them a step closer to their final product.

REMEMBER


To help the children remember all the parties seen so far and their different objects and activities, you could print out three pictures of different parties: wedding, birthday party, Halloween. You can paste each picture on a piece of cardboard. Then you may ask the children to come up front and help you write the activities and objects you could find at each party. You might want to put their answers up somewhere visible in the classroom.

M5 Lesson 2

Activity Book Pages 53-56

OPENER ACTIVITY

To contextualize this lesson and reintroduce the language seen in Lesson 1, you could arrange the class in a circle and stand in the center. You can show them the pictures you printed before and have them to tell you which are the objects and the activities for each event. Then you could ask the children to think of other parties and what their activities and objects would be. Finally you could ask them to discuss which event is their favorite.

1  Look at the words. Cross the one that does not belong to the set.


You might want to write a set of words like: *candies, disguise, children, presents* on the board. You could even paste a picture of Halloween on the board. Then you can ask the children to read the words aloud. You may get some volunteers to come up front and cross out the word that does not belong with Halloween and ask them to tell you why. Then you could have the children open their Activity book to page 53 and ask them to read the words on the first column, then you can ask them to read the rest of the words. You may ask them to cross out the words that do not belong. You might want to go around the classroom and help if necessary or praise their work. To check, you can write the words that do not belong on the board and briefly discuss why the word that was crossed out doesn't belong.

ANSWER KEY

- a) dance
- b) balloon
- c) eat
- d) friend

Readers Activity

You might like to use the Readers Book to help re-introduce some words and expressions as well. Arrange the class into groups and ask them to read the story in Module 5 again. Ask each group to discuss with their classmates what they would change about that party. Ask them: What activities would you like to do instead? Have the children share their ideas with the class.

2  Match the two columns. Compare your answer with a partner.

Before giving instructions you could write the following nouns on the board: *Balloons, candies, games*. Then you can ask the children to read these words from the board and get some volunteers to come up front and describe one of the nouns for the class. You could model one for them so that they know how to answer and have heard and see the complete answer's language structure. If you feel this activity is challenging for your learners, you could write some of the words from box on the board like: *exciting, delicious, fun, beautiful, colorful*, and have the children pick the one that

describes the noun best. *Balloons- colorful. Candies-delicious. Games-fun*. You can ask the children to read the words in the left side column from their Activity book and then read the ones in the right column. It might be useful to help the learners understand that each column has a different type of words in it and try and see if they can tell you that the left hand column are nouns – naming words while the right hand column are all adjectives – words that we use to describe nouns, words that say something about another word. You can ask them to match the nouns with the most appropriate adjective and compare their answers with a partner. To check, you can read the word on the left column and ask them to say the word that corresponds to it.

ANSWER KEY

Presents-Exciting; Costume-Colorful; Cake-Delicious; Games-Fun.

3 Look at the pictures and write 2 characteristics to describe them.

If you have a little time to spare, it might be useful to stop for a moment and explain to the children what characteristics are. You could do this by pasting a picture of a balloon or a present on the board and asking the children to think of a word to describe the balloon or present. You should give an example like *Presents colorful, shiny, big, small, etc...* Then you can ask them to think about all the other characteristics that a party has – objects and activities, how would they describe those elements of an event? If you think another model is needed, you could personalize the idea of characteristic by describing yourself: *I am tall, small, strong, cheerful, etc...* Now you may ask the children to take a look at the pictures in Activity 3. You could ask them some guiding questions to help them pay attention to the characteristics like: *Is the piñata big? Is it colorful? Small? Are the children tall? Do the hamburgers look tasty? Delicious? Big? Is the altar colorful? Are the people happy?* Then you may ask them to write down another two characteristics about each picture. To check, you could ask some volunteers to come up front and share their answers. As answers may vary, you might want to pay special attention to the words they use to describe things, they must be adjectives.

ANSWER KEY

Answers may vary. Options

- a) Colorful, fun
- b) Delicious, big
- c) Happy, beautiful

4  

Listen to the audio and write the missing letters according to the sound. Then, take turns to say a word related to parties letter by letter.

You could write the alphabet on the board and ask the children to take a look at it. You could read it aloud, stressing the pronunciation of each letter. You can play Track 19 for them to listen to the pronunciation. Then you could ask them to read it aloud taking time over each letter. You might want to write down groups of letters that sound similar. Then you can ask the students to read them aloud by group instead of in the order of the alphabet, make sure everyone understands each sound. Then you may point to them the chart in Activity 4 and ask the children to read the letters aloud. Some are missing. To fill out the chart they need to find the letter with same sound that is missing. You could remind them about respecting their fellow students by keeping the volume low, before having them pronounce the letters that are in the chart grouped together to try and identify the ones that are missing. You can go around the classroom and help if necessary. To check, you could copy the chart on the board and have some volunteers to come up front and fill it out with the missing letters. You may play Track 19 again if needed. To close this Activity, you could divide the class in pairs and tell them that they have to say one word related to parties to their partner and their partner has to say it letter by letter. You could model the Activity with one student. If you feel the Activity is too challenging or the students are having a difficult time remembering words related to parties, you could tell them to use one word from the Activities 1 and 2. To check answers, you could ask some pairs to come up front and share their word.

other words. You may find it useful to help your learners spell effectively by clapping on each letter to help them remember each one. Next you could arrange the class into a circle. You may ask the students to read the words aloud and ask them to spell the words all together, it might also be useful to have them try one by one.



In your notebook, write 5 words from this module related to parties. Work in pairs and take turns to say your words letter by letter.

You can ask students to go through Lesson 2 and review all the words they've learned such as *cake, sing, game, fun, play, piñata, etc...* You might want to help them by going through the lesson with them and reading the words aloud. Next you can arrange them into pairs and ask them to select a few words and write 5 on their notebook. Then you could tell them that they have to ask their partners to spell their words. To check, you may ask each pair to come up front and spell them for you. This activity will be used at the end of this module to evaluate the child's progress, so you should make sure they keep it in their portfolio.



Look at the pictures and discuss what you think the people are saying and which pictures are probably related to a celebration or party. Then, listen to the audio and check if your ideas were right or not.

You can point to the pictures in the Activity Book on page 54. Then you could ask the children to discuss what they think the people are talking about and what they are celebrating. You could ask: *What do you think the pictures are about? What celebration might it be? What descriptions might you hear?* You can divide the class in pairs and ask them to choose only one picture. You could assign different pictures to different pairs so that they can focus on doing only one dialogue well. Alternatively, you could ask some volunteers to choose to be one of the characters in the pictures. You may encourage them to try and portray the feelings too. To check answers, you could write Picture 1, Picture 2, Picture 3, Picture 4 on the board and brainstorm ideas with your students. You don't need to play the track yet, as they are doing a listening activity on the next section.

ANSWER KEY

/e/ - H
/I/ E-T
/e/ M,N
/a/ Y
/U/ W

5 Practice saying the following words related to celebrations. Check the chart in Activity 4 to help you remember sound and names.

With the chart from Activity 4 still on the board, you can ask the children to repeat the sound of the letters again. Then you could write some words, easy ones to start with like *hat, cake, play*. You might want to spell them out first, to make sure your students understand **how** to complete the activity. You can read the complete word and then spell it and finish it by repeating the complete word again: Hat- H-A-T- Hat. Then you could ask some students to come up front and spell the

ANSWER KEY

Answers may vary.



8 Listen again and complete the conversations with the words from the box.

This might be a good time to play Track 20 again for your learners to check their dialogues in Activity 7. To check quickly you could ask them if their predictions were correct or not. After this, you could tell them to read the instructions for Activity 8. Your learners should be familiar with gap fills and word boxes from other Activities in earlier Modules but it could be a useful moment to remind them. You can point to the sentences and the gaps. You may ask children to read the sentences once and then read the words in the box. Next you can play Track 20 again and ask the children to complete the sentences with different words from the box. You could go around classroom to make sure children complete conversations accurately.

ANSWER KEY

1. happy, beautiful
2. big
3. delicious
4. pink



9 Work in pairs. Practice the conversations with a partner. Check the tone and the intonation in every situation.

You might want to play Track 20 one more time for the children to have it fresh in their minds. Then you can ask a volunteer to come up front and them to practice a dialogue with you for the class to see. Next, you could arrange the class into pairs and ask them to practice the conversations in Activity 8. As this is a speaking activity you may remind them that even though they are practicing the dialogues aloud, they need to keep noise to a certain volume. You can go around the class and make sure the children are following the activity. If there's enough time, you could get the pairs to perform the dialogues to each to the class and rate each other from 1 to 5 on tone and intonation on a separate piece of paper. The best rated pair wins.



10 Read the following description of an activity at a party and discuss which activity you think it is.

To set this activity, you could ask them to look back at Lesson 1 Activities 3 and 4 and remember the kind of celebrations and actions they have seen so far. Now you could divide the class in pairs and tell them to read the text in silence. Alternatively, you could read the text out loud emphasizing words and phrases like birthday, outdoors, hit an object, and candies and then you could

ask them to guess what the activity is. To check answers you can ask students to say the activity out loud at the same time.

ANSWER KEY

Hit or break a piñata.



11 Choose an activity that normally happens at a celebration or party and write a short description like the one in Activity 10. Remember not to include the name of the activity.

To set this activity, you could divide the group in groups of three or four. Then you can ask the students to think of an activity that they normally do in parties or celebrations. You could write on the board the words "party/celebration" "indoors/outdoors" "how you do it/what you do" to help your students think of the order of their writing. You may go around the classroom and help when necessary. You might want to encourage your students to use Activity 10 as a model. Do not check answers yet, because the students will do it in the next Activity.

ANSWER KEY

Answers may vary.



12 Exchange your description in Activity 11 with another pair of classmate. Read the description and take turns to say the activity your classmates described.

You can ask your students to give their description to another group. You could encourage them to try to say the Activity. Alternatively, to check answers, you could ask each group to come up front and share their activity and invite the other groups to guess it.

ANSWER KEY

Answers may vary.

Step to Final Product

You can ask your students to review the last activity and talk to them about the importance of both steps for producing an audio-description. You might want to explain to them that now they have chosen the event and made plans for it. They are one step closer to their final product.

Intermediate Assessment

Before you ask children to complete these activities you could ask them to go back over Lesson 1 and 2. They should identify those activities they did confidently and those that were more difficult to complete. You can ask them to review all the concepts, elements, expressions, letters and words they've learned in both lessons. You may use this as an assessment tool to evaluate children's progress at the end of this module.

1 Complete the chart with the vocabulary review in lessons 1 and 2.

You can ask children to read all five columns and fill out each column with the corresponding words. As their answers may vary, you might want to make sure the words written on each column are the appropriate to the headings by monitoring the learners as they fill out their charts. You can go through the class and make sure children understood the instructions.

ANSWER KEY

Possible answers

Celebrations	Objects	Activities	People	Characteristics
Halloween	Pumpkin	Eating candy	Children	Scary
Wedding	Wedding cake	Dancing	Woman and man	Romantic
Birthday party	Presents	Eating cake	Friends	Fun
The Day of the Death	Candles	Honoring	Family	Beautiful

2 Go to page 127. Cut and paste the pictures in the corresponding place.

You can ask children to open their Activity Books to page 127 and point to the images there. You could ask children to cut them out, then go back to page 56 and point at the words and the blank spaces. You may ask them to identify the activity or object and paste the picture with the corresponding word. To check, you could write the answers on the board.

ANSWER KEY

Picture of a cake, picture of a hat, picture of a person singing, picture of a present, picture of candles.

3 Discuss with a classmate what you think about your progress in this module so far. Use the questionnaire to help you and complete the chart with notes.

You can ask the children to look at the words in Lesson 1, Activity 4 and have them read the words aloud. Now you could ask them to come back to page 56 and complete the words. If they can't tell what word is being asked for, they can ask one of their class mates for suggestions.

M5 Lesson 3


Activity Book Pages 57-59

OPENER ACTIVITY

To reintroduce the activities already presented in Lesson 1 and 2, you could use the pictures you printed before with all the celebrations, activities, objects and elements names for each celebration. You can arrange the class into 3 groups and hand each group a different picture and have them discuss in their group the activities they would like to do, the objects and especially ask them to describe both activities and objects. You can ask each group to come up front and share their descriptions, their likes and dislikes about the celebration. You might help them by asking questions like: *Do you like this celebration? Which one would you prefer? What kind of activity would you like to do? What about the objects, what can you tell us about them?*

CULTURAL BOX


You might want to talk to the children about how celebrations are different in different countries. This could be an appropriate time to talk about traditions and different cultures, how we can learn about them and how we respect them as well. You could use the Readers Module 5 reading as an example of these differences.

1  Complete the sentences with the words from the box.

You can write down three incomplete sentences on the board: *I love birthday parties, they are so _____.* *The Day of the Dead is my favorite celebration, I get to eat _____ pan de muerto.* *The piñata was so _____, it had many candies.* You could write different adjectives on the other side of the board and ask children to read them both. Then you may have some volunteers come up front and complete the sentences. You could complete the first one to give your learners an example of the possible language structures they will need to use. You can ask children to open their Activity Books to page 57 and read the sentences. Now you could ask them some questions like: *What do you think dancing is like? Do you think the piñata is big or small? Do they like chocolate?* Next you may ask the children to read the words in the box and have them complete the sentences. You could go around the classroom and help if necessary. You can ask them to compare their answers with their classmates. To check you may read the complete sentences aloud.


ANSWER KEY

- a) exciting
- b) colorful
- c) delicious
- d) enormous
- e) beautiful


2  Listen and repeat the sentences. Put more emphasis to the bold words. Practice the pronunciation saying them.

You can ask children to read the sentences and tell them to pay special attention to the words in **bold**. Then you can play Track 21 and ask them to listen to it. You may play it again and ask them to repeat the statements aloud paying attention to how the words in the sentence are pronounced. You could play Track 21 once more and ask the children to read the sentences and afterwards read the sentences aloud, saying the bold words at a different volume so they emphasize them. You might want to copy one sentence on the board and change the bold word, then read both aloud, changing the stress. Example: *It is my **birthday** party!* *It is **my** birthday party.* After reading them, ask students: *What was the difference in the sound? What do you think changed? Did it change the meaning*


or intention? You may want to explain to the children that putting stress or emphasis on a particular word or words in a sentence can change the intention of the sentence. In the first example sentence, the person is making a statement about the party being for a **birthday** and in the second sentence, the most important element is it being **their birthday party**.

3  Take turns saying these sentences by putting more emphasis on the words in bold like you did in Activity 2.

You might want to repeat some of the activities you did in Activity 2 to help your learners experience how changing the stress changes the intention of the sentence. You can copy the first sentence on the board: *This is a wedding dress.* You could ask a volunteer to come up front and ask them: *What do you want to emphasize in this sentence? That it is a dress and not a hat? That it is a wedding dress and not a cocktail dress?* The sample sentences could be: *This is a **wedding** dress.* *This is a **wedding** dress.* You may ask the children to repeat the sentence aloud with the correct stress. Then you could arrange them into pairs and ask them to read the next examples putting emphasis on the words in bold. You may go around the class and make sure the students are emphasizing the words in bold. To check, you could ask them to come up front and share their answers.

4  In your notebook make a list of your favorite activities at parties. Compare your work with a partner.


You can ask your students to think about their favorite activities at parties. You might want to write the different celebrations and the different activities the learners have seen so far on the board or to ask them to review lessons 1 and 2. You can show the children the structures they need to answer the question by asking: *What is the thing you like the most when you are at a birthday party? Do you prefer to play or to dance? Do you like dancing or singing? Do you like to break the piñata or to decorate a place?* You could then answer first, remember to use writing some of the answers and using complete answers like: *I prefer to...,* on the board. You can ask the children to do the same thing in their notebooks. You may get them to share their answers with their classmates. To check, you could arrange the classroom into a circle and ask one by one to share their answers. You might want to remind them to use complete answers.

5  Listen to Santiago talking about a recent celebration. Answer the questions.

You can ask students to open their Activity Book to page 58 and point at the questions in Activity 5. You could ask them to read the questions aloud. Next you may tell them they will listen to Track 22, where Santiago is talking about a celebration. You can ask them to make some predictions by asking them questions like these: *What do you think the celebration might be? Do you think he liked it? Did he have fun? What activities do you think there were?* Then you can play Track 22 one time. You could ask them to listen carefully. You may play Track 22 once again and ask them to answer the questions. You might have to play it again in order to help students get the correct answers. To check, you could have the children compare their answers with a classmate before playing the track one more time and having the students answer aloud.

ANSWER KEY

- a) Birthday party
- b) At his house

6  Listen again and circle the image Santiago mentions in his description. Compare your answers with a partner.

Before going through the instructions with the children, you can point at the pictures on page 58 and ask your students what they think are the pictures about. Then you can play Track 22 again and ask them to circle the picture that fits with Santiago's description. You could ask them to compare their answers with their classmates. To check, you may have a volunteer suggest the answers to the activity.

ANSWER KEY

- a), b), c)

7 Read Santiago's description about the celebration. Look at the underlined phrases.

You might want to talk to the children about the past tense. You could write a phrase from the story on the board: *Last weekend there was a party in my house.* You can underline the past tense verb and ask a volunteer to read the sentence. You may ask him or her if the verb is in the past or in the present and how they know. Then, you can change the sentence to the


present: *Last weekend there is a party in my house.* You could ask another volunteer to tell you if it sounds correct and why not. You might want to explain to them that as the party was **last weekend** as it is in the past, we must use the past tense. Then you can ask them to read the text on the Activity Book and take a look at the underlined phrases and discuss them with their classmates.

8 Match the underlined phrases in Activity 7 with the ones with similar meaning in the chart below.

You can ask students to read the text on Activity 7 again. You could write down one underlined phrase: *Last weekend there was a party in my house.* Then you can write next to it: *Last weekend we had a party.* You may ask questions to compare both sentences: *Are both sentences in past tense? How do you know?* Then you can ask the learners to write the underlined sentences down and match them with the phrases on the chart. You could walk around the classroom and help if necessary. To check, you may copy the chart on the board and ask some volunteers to come up front and fill it out.

ANSWER KEY

- a) Everybody had fun.
- b) There was a party.
- c) My brother got a lot of presents.
- d) All my family went to the party.
- e) There was chocolate cake.

9  Read the following information and discuss which words in the description in Activity 7 you would emphasize to make the description more interesting. Circle your selections.

To set this activity, you could read the note in Activity 9 with your students. You could write on the board the words: *people, location, actions, objects, and characteristics* and explain your students that these words are usually emphasized in a description to make it more interesting. With these categories in mind, you can ask your students to return to page 58 and read the text again. You could divide the class in pairs now and tell the students to find examples of people, location, actions, objects and characteristics and circle them. Then you could ask 2 pairs to work together and compare their answers. You could check this Activity as a group.



You could remind the students that this is the third-step to the Final Product. You might tell them that they will have to write a description and emphasize the actions they decide and that they will use this activity as a project.

TEACHING NOTES

As you are introducing the past tense, it is important to make sure the children understand how it is different from the present tense and how it works. You might want to make a chart with some of the regular verbs such as this one:

Walk + ed = Walked

Dance + ed = Danced

And then you could make another one for the irregular verbs:

Run = Ran

Sing = sang

You might also want to talk about the auxiliary verbs

Be	Do	Have
Was	Did	Had
Were		



Final Product Lesson

An audio description

MATERIALS

Musical instruments, tape recorder, colour pencil, white piece of paper, colour papers, scissors and glue stick.

BEFORE COMPLETING FINAL PRODUCT:

This could be a great moment for you to look back through all the sub-products with the students in case there are any doubts or questions about the topic and social practice of this module. This will help them feel fully supported in the creation of the final product in term of confidence in their ability to do it.

1, 2, 3

Remind the children that they have already been working towards the final product throughout this module and have already completed the first three steps in the process.

4

Take turns to read your description or share your recording with the class. Try guessing which activity your classmates described.

You can ask children to take out the text they wrote in Lesson 2, Activity 11. You could divide the class in pairs and tell them to take turns to read their descriptions. Their partners will try to guess which activity they describe. To finish this final product, you could ask the students to vote for the 3 most interesting descriptions.

CLOSING

To wrap all the good work done in this Module, you can ask the children how they feel about their results and about how they achieved their final product. You could let them discuss how could they improve their performance for the following Product on the next Module or comment on some strategies to have a better team work.

Side By Side



Self Assessment

Before completing this section, ask children to open their Activity Book to page 50 and go through all Module 5 until page 60. Ask them to think of all the things they've learned and all the activities they've done. You can go over the lessons quickly to help children remember. Then, you could ask the children to go to page 60 and you could point to the questions at the end of the page. If you think it might be necessary you could read them together and clarify if needed. Next, you could encourage the children to circle the best option to answer them. Then, you could arrange the class into pairs and you could have them compare their answers and discuss with their partner if the objectives in this module can help you become a better member of you family and community. You could go around the classroom and help if needed and praise their effort.



Readers Activity

If you have time at the end of this Module, you may want to have your learners re-read the Readers story. Ask the children to take out their Readers. Ask them to read the whole Readers one more time, from page 61 to page 74. Ask them to tell you if there is anything they would like to discuss? If there are any doubts? If you have time to spare you could go through the glossary together. Then ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

1. Answers may vary.
2. c, b, a
3. a, b, c
4. At first he was a little shy, but then.
No, we don't have piñatas.
We go to the patio and hang the piñata.

Portfolio evidence	Page	Activity	Check
Write a note about a party.	52	8	
Write 5 words from the lesson.	54	6	
List of favorite activities at parties.	58	4	

OPTIONAL EVALUATION

This optional evaluation will help you get a clear vision of your students' progress in each module. It's important to have in mind that this optional evaluation it is a summative test, which means that it will help you to determine each student's level and give you as a teacher, a general scope to each student's progress and the strategies that you might decide to use in each case.

Methodology:

1. Make copies of the test depending of the number of children you have in class.
2. Have them answer the test individually.
3. We suggest you to give the students 20 minutes to answer the tests.
4. Collect the tests.
5. Grade them.
6. Keep them as a record of the children's progress.

EVALUATION INSTRUMENT

Make copies of the evaluation instrument depending on the number of learners you have in class. Before handing out the evaluation instrument you can provide further support to learners by copying it on the board and show them how to complete it using yourself as an example. It's a good idea to monitor students' work in case they have questions while filling in their evaluation instrument. When students are done completing the evaluation instrument ask them to keep it in their special folder.

Extra evaluation

MODULE 5

Name:
 Progress Test Date: Group:

1. Look at the pictures and write the name of the party from the word box. 4 pts.

Wedding * Birthday party * Day of the Death * Graduation party



2. Match the columns. 5 pts

Cake	Colorful
Sing	Enormous
Balloon	Fun
Costume	Delicious
Piñata	Exciting

3. Complete the chart with the correct form from the word box. 4pts.

I had a birthday party	
We ate vanilla cake	
It was full of balloons	
My friends had a great time	

Evaluation instrument

Instructions:

1. Read the questions in the first column in the chart.
2. Write notes in the second column to answer the questions.

Anecdotal record

Student's Name:

Teacher's Name:

Date: Grade: Module:

Questions	Answers
Which activities did you do that helped you to listen to brief descriptions of a celebration or party with images support?	
Which of these activities did you find the easiest and the most difficult? Why?	
Which activities did you do that helped you to understand descriptions of activities?	
Which of these activities did you find the easiest and the most difficult? Why?	
Which activities did you do that helped you to describe activities from images?	
Which of these activities did you find the easiest and the most difficult? Why?	



1. Work with a classmate you collaborated with during this module.
2. Evaluate each other's work by discussing the questions below.
 - a) How well can your classmate listen to brief descriptions of a celebration or party with images support? Why?
 - b) How well can your classmate understand descriptions of activities? Why?
 - c) How well can your classmate describe activities from images? Why?

Module 6 Sing With Me!

Activity Book pages 61-71

1 ACHIEVEMENTS

- Listen to songs.

TEACHING GUIDELINES

- Compare topic, purpose and intended audience.
- Follow the rhythm of a song with sound resources.
- Classify words that rhyme.
- Repeat and use rhyme to recognize sounds.
- Identify words and phrases that are familiar.
- Follow changes in intonation.

- Practice intonation and gesture changes to sing the song.
- Sing songs.

MATERIALS

Audio CD, Reader, Activity Book, colors, photocopiable
Extra Evaluation, Evaluation Instrument



- https://busyteacher.org/classroom_activities-listening/songs_and_lyrics/
- <https://www.britishcouncil.org/voices-magazine/how-use-songs-english-language-classroom>

M6 LESSON 1

Activity Book pages 61-63

2 ACHIEVEMENTS

- Identify parts in the writing of songs.

TEACHING GUIDELINES

- Find textual components (title, name of the author, etc.) and differentiated structure of songs (stanzas, chorus, verses).
- Ask for the meaning of new or unknown words.
- Organize answers to questions, according to words used to ask (e.g. What...?, Who...?, How...?, etc.).
- Write words containing infrequent or absent letters and consonant groups in the mother tongue.
- Establish relations between spelling and pronunciation.
- Vocalize specific phonemes.
- Reread stanza by stanza to increase comprehension.
- Dictate song fragments and verify the use of uppercase and lowercase letters.

OPENER ACTIVITY

To contextualize the social practice of this module, which is to sing songs, you may want to have your learners think about their favorite song and what it means. You can encourage them to sing it and share it with the group. You could have them tell the class who taught them that song and why it is their favorite.

Readers Activity



"The Day We Became Famous" talks about five friends who love music and their adventure at Veracruz's famous carnival and how they get to sing several songs. You may ask the children to take out their Reader and open it to *The day we became famous*. You can tell them to read the story on their own and discuss the following questions with a partner: *What did you like? What was your favorite part? What role did music play in the characters' lives?* You may have them share their opinions.

3 ACHIEVEMENTS

- Participate in the singing of songs.

TEACHING GUIDELINES

- Relate a song with experiences or personal emotions, through short statements.
- Rehearse the song individually and by team.



Listen to a song and check (✓) the picture that correspond to the song. Then underline the correct answer for the questions below.

You could introduce this Activity, by having the learners look at the pictures in Activity Book page 61 and ask them to think

of songs they know in English and in Spanish. You may use questions like: *Are the songs you know in English and Spanish the same or are they different? Do they talk about the same topics? Do you know any songs with little bears? How about different animals?* You can elicit their answers. You may tell the children they will be listening to a song. You can play track 23 once and have the children listen to it. You may play track 23 and have the children tick the picture that corresponds to the song. Then you can encourage them to read the questions below and underline the correct answer. If you think it could benefit your students, you could play track 23 once more to make sure everyone got the answers. You may go around the class and help if necessary.

ANSWER KEY

Second picture.

- a) numbers
- b) children



Read and listen to the song and sing along. Pay attention to the rhyming words.

Before you give any instructions to the children you could write on the board: *sell – tell. Cat-rat.* You can have the children read them aloud and identify why do they sound similar. You can encourage them to think about different words that rhyme. Then if you think it is necessary to help the students understand better, you could read the song along with them. You could have them identify words that are new for them or they don't know. You might want to clarify their meanings so that everybody understands the song. You can play track 23 again and direct the learners to sing the song, you could play it one more time to have the children get used to the tone and rhythm of the song. Once they are able to sing the song, you could hand out different instruments like maracas, rattles, clefs and you might want to have your learners use them to follow the rhythm. You might remind them to take special attention to the rhyming words.



Listen to the song about colors and write the name of the color they mention.

To set this activity you might want to point to the little colored pencils in Activity 62 and have the children say their names aloud and look for some objects in the classroom of the same color. Then you can tell them they will be listening to a song about colors. You could play track 24 once and have the chil-

dren listen to it. You may play track 24 once again and have the children listen to it and write the names of the colors. You might want to play it one more time to make sure all the learners got the names. You can go around the classroom and help if necessary. To check, you could copy the names on the board.

ANSWER KEY

- a) green
- b) blue
- c) orange
- d) red

OPTIONAL ACTIVITY

To reinforce the social practice, which is to sing songs, you could make a small orchestra and have the students make their own simple instruments and play them when singing the song.



Listen again and complete the song with the name of a color that rhyme from Activity 3.

You may want to read the song aloud with the learners and clarify the meaning of any new words for them. You can invite them to look at the words in bold and ask your learners what those words have in common. You may play track 23 and have the group follow the song. You could play track 23 one more time and tell the learners they are looking for the name of a color that rhymes with the words in bold and direct them to write it on the line to complete the phrase. If you think it necessary you could play the track again and have all your learners check if the words they wrote rhyme with the ones in bold or not. You may go around the class and make sure everyone is working on the correct Activity. You can ask some students to share their answers and have the group say if they rhyme or not.

ANSWER KEY

1. new...blue
2. serene...green
3. bed...red
4. orange, orange



Listen again and sing along.

To help the children be successful in this Activity, you can play Track 24 and ask your learners to sing along with the song – you may remind them they can read it in Activity 4. Once they are able to sing the song, you could add some movements and

hand students' different instruments like maracas, rattles, clefs and use them to follow the rhythm with them, if you don't have the possibility, maybe you could encourage them to follow the rhythm with their hands. You may have them sing along the song several times. Remember that group singing helps the children to learn to work cooperatively, while strengthening their social skills to achieve a common goal. It also builds confidence, as they learn to take risks when performing for others.

OPTIONAL ACTIVITY

To prepare the children for the rhyming activities in the next part of the lesson, you might want to write several words on the board and have your students search for words that rhyme with them, before writing them up on the board too. You could start your learners off with some examples so that they understand what a rhyme is: *hen-pen, cake-bake, pot-hot, pan-can, day-hay*. You could analyze those words with the learners to help them notice they have the same ending sound.

6 Match the words that rhyme from the song in Activity 6.

It might be useful to review what a rhyme is with the children: *What do words need to have in order to rhyme? Do they have the same ending sound?* You can elicit their answers and give the children several examples: *kite-bike, nose-rose, boat-coat, box-socks*.

You might invite the group to read the words in Activity 6 out loud and then to draw a line to match the ones that rhyme. You can have some students share their answers with the group.

ANSWER KEY

song - along
line - rhyme
go - know
red - bed
green - serene
blue - new
wrong - strong

7 Listen to the songs and follow as you clap. Pay attention to intonation and the pauses that you have to make.

It might be useful to have the learners read the song out loud and clarify the meaning of any new words to them. You can ask the children to look at the picture next to it and encourage the group to make predictions about the missing words. You could elicit their opinions. You may want to play the song again and have the learners sing along. You might want to ask them

to clap when there is a change in intonation, you could show them how to do this. If there is time, you could all sing it several times. Then you can play the track and have your learners try to identify the missing words and write them down on the lines to complete the song. You could re-play the song to make sure everyone has got the answers. You may ask some students to share their answers with the group.

ANSWER KEY

1. Daddy, Daddy
2. Mommy, Mommy
3. Brother, brother
4. Sister, sister
5. Baby, baby

8



In your notebook make a list of the songs in this lesson and the rhyming words in each song. Compare your list with another pair of students.

You might want to encourage the children to go back in Lesson 1 and re-read the songs once again. If you think it might be helpful, and you have time, you could play all the tracks with songs and have the children listen to them one more time. You can ask the children to take out their notebook and make a list of all the songs and the rhyming words in the songs. If you think this activity is challenging, you could help them with some of the rhyming words like: *red-bed*. You may allow some extra time to have the children compare their list with another classmate. To check, you could invite some of the children to come up front and share their list. This activity will be used to evaluate child's progress at the end of the module, you should make sure they keep it somewhere safe.

Step to Final Product



To introduce the final product of this module to the children, which is a concert, you can have the children tell you: *What do they think a concert is? What elements are there? What are the most important things in a concert?* You may elicit their answers. You could tell the children the first step is going to be choosing a song. You might want to encourage the children to think about one more song they like and have them add it to the list the list they created in Lesson 1, Activity 8. You may tell them to search for any rhythm words and have them practice them. You could remind them they are one step closer to their Final Product.

M6 LESSON 2

Activity Book pages 64-67

OPENER ACTIVITY

To contextualize the social practice of this module, which is to sing songs, you may want to ask your learners to choose a song they liked from this Module. You can have the group sing it aloud and direct the children to clap or make a funny noise wherever there is a change in intonation. This could be an appropriate moment to help your learners understand there can be humor in music.



Readers Activity

To reinforce the social practice, you can direct the children to take out their Reader and open it to *The day we became famous*. You may have them read the story out loud and then they could discuss these questions like these: *Why is music important to people? How is music related to a country's culture and traditions?* You can elicit your learners' opinions. You may ask the children to identify in which parts of the story there was a change in intonation and why.



1 Read the title. Discuss with a partner. What part of the body does it mention? Circle the corresponding picture.

You may want to ask the learners to look at the two pictures and think of what words they might find in the title of the song they will listen in the next Activity. You can arrange the class into pairs and request children to read the title of the song and discuss it with a partner. You could invite some of your learners to share their answers with the group. Don't check just yet, they will have to do it in the next Activity.

ANSWER KEY

1. The ear.



2 Work in pairs. Listen to the music. Underline the words that rhyme and create a song using some of the questions.

It might benefit your learners to pre-read the sentences before using them, so you can allow some time to read the questions in page 64. Then you could remind them what rhyming words are, what it is to have the same ending sound - give your learners

some examples: ear- tear. When- ten. Now you may play the track, on this track they will only listen to the rhythm, they will have to sing the lyrics in the Activity Book, you could model singing the song to the children. You may ask them to follow your lead and sing the song by reading the lyrics in their Activity Book and following the rhythm. You could invite them to identify the rhyming words and underline them. You can arrange the group into pairs and have them discuss and compare their answers. This Activity will help them identify parts of the writing in a song by understanding that an important part of the song is the music and it is complemented by the lyrics.

ANSWER KEY

1. high-sky-dry
2. neighbor-labor




3 Practice saying the rhyming words you underlined in the song in Activity 2 and classify them in the chart below. Discuss with a partner if you know other words that you can add to the chart.

You may want to direct the children to look again at the words they underlined in Activity 2, page 64 and then write them up on the board. You can read them aloud to the group and have your learners repeat them after you, observing the correct pronunciation. If you think it might be necessary you could arrange the class into pair and have them practice the words among them taking turns. You may invite the children to look at the chart and read the words emphasizing the sound the letters in bold have and relating them to the IPA (International Phonetic Alphabet) sound. You can give the children some examples: *sky: cry, my...labor: flavor* to help them understand the sounds. Then you may have the learners sort the words on the board according to its sound and fill out the chart. You can arrange the class into pairs and have them compare their work with a partner. You could offer some of your learners the chance to share their answers and have the group say if they are correct.

ANSWER KEY

/ai/	/3:/
sky	labor
high	neighbor
dry	

4  Listen to the song and **circle** the correct option.


You may want to ask the learners to read the question and its possible answers and have them predict the information they will have to identify when they are listening. You should check that everyone is clear on the question's meaning. Then you can play the track and have your learners listen to the song and circle the correct option. You could support this activity by re-playing the track to ensure all your learners have the answer. You may allow some time for the class to compare their answers in pairs.

ANSWER KEY

This song is about...friends

REMEMBER

In the next activity, the learners will cut and paste some images from the back of the book so you should make sure you have scissors and glue or tape available for them.

5  Go to page 127. Cut and paste the song extracts in the correct place.

It may help your learners if you explain that they have to sort the song extracts into a title, chorus and stanza. You may wish to discuss the difference between chorus (a part of a song that is repeated between verses, a refrain), stanza (a group of lines) and a verse (is a line in a song) with the group. Then you can direct them to page 127 in the cut out section, you may have the children read the song extracts and cut them out. They should then return to page 65 to paste the extracts where they belong. You can invite some of your learners to share their answers and have the group say if they are correct and why.

ANSWER KEY

'The more we get together'	Title
The more we get together, the happier we'll be.	Chorus 1
'Cause your friends are my friends and my friends are your friends. The more we get together, the happier we'll be.	Stanza
Oooh, the more we get together, together, together. The more we get together, the happier we'll be.	Chorus 2

6 Look at the songs in this module and answer the following questions.

You can ask the children to open their Activity book to page 65. Then you could have them re-read Activity 5 one more time. Then you may ask them to think about their favorite song and ask them: *What parts of that song do you know? Do you know if it the title, the chorus, the verse or the chorus 2? How could you know?* You can elicit their answers. If you think it might be helpful you could use another song in this Lesson and copy it to the board and have some volunteers to come up front and write next to each part if it is a Chorus, verse or title. Then, you can have the children read the questions in Activity 6 and encourage them to review the past activities in this module and answer the questions using the examples as a guide. You may allow some time for the children to compare their answers with a partner. You could invite some learners to come up front and share their answers with the class.

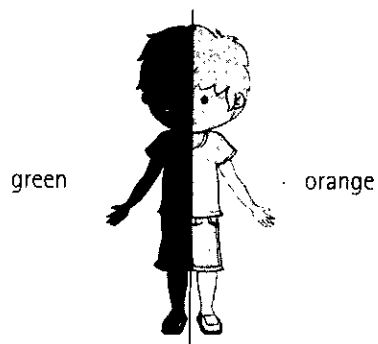
REMEMBER



You should remind learners to have their green and orange colors ready. They will need them for the next Activity.

7 Look at the picture. Color the left part in green and the right part in orange.

It might be a good moment to review your learners' understanding of the concept of right and left. You could play a simple game with them, where they raise their left or right hand whenever you say it out loud. Then you can ask your learners to look at the picture, and help them notice it's divided in half. You could direct them to color the left part green and the right part orange. You may have some students share their work with the group.

ANSWER KEY



8   Listen and complete the song with the words from the box.

You may want to have your learners read the song out loud and indicate any new or unknown words so you can clarify their meaning. You can check the children's understanding of the words in the box by asking them to shake the relevant body part when you say it. You can play the track and have the children listen to it while they follow the lyrics in their Activity Books. You could have them complete the missing words and write them on the line. You may want to re-play the track to ensure all your learners have the answers. You can play the track again and have the children shake the body part indicated in the song.

ANSWER KEY

right foot, left foot, right hand, left hand.

9 Sing the song in Activity 8 in pairs. Follow the guidelines.

If you think it might be necessary you could have the children go back to page 66 and have the children sing the song in Activity 8 one more time following your rhythm and movements. Then you can arrange the class into pairs and have the children go to page 67 and read the guideline in Activity 9. You may have them choose who is going to be A first and then take turns. You can give them some time to sing the song in Activity 8 by following the guidelines. If there is some extra time you could repeat this activity by changing the pairs. You may invite some students to come up front and sing in front of the class and have the rest of the class follow their movements.

Step to Final Product

You can tell the children they are going to take another step toward their Final Product. You could tell them how another step to the having a concert is deciding who will sing each part of the songs and what the choreography will be. You can arrange the class into groups and have them decide who will sing the first verse and who will sing the chorus. Also you could have them think of movements they could include in their part of the song, as they did in Lesson 2, Activity 9. Then you may allow them some time to practice their song and their movements as a group.

Intermediate Assessment

Before having the children answer Activity 1, you might want to invite them to go through Lessons 1 and 2 and identify the activities they solved easily and those that required more effort. This will help the children to reflect on their performance and learning process. You can go around the classroom while they answer. It might be useful to see their responses and plan your next lesson. Remember you can use these activities as an assessment tool to evaluate their progress at the end of Module 6.

1 Complete the pairs with the rhyming words.

You may want to explain to your learners they have to write down a word that rhymes with the words on the left. You might want to remind the children that to rhyme, the word should have the same ending sound. You can have the children read the words, think of a word that rhymes and write it down. You may ask some of the group to share their answers with everyone. You could help the children to notice that there are many possible answers.

ANSWER KEY


Answers may vary.

2 Choose a song you liked from Lessons 1 or 2. Complete the boxes below.

To help the learners be successful in this activity, you might want to remind them of the titles of the songs they have seen in Module: *6 in a bed*, *The color that rhyme*, *Finger family*, *Do your ears hang low?*, *The more we get together*, *The hokey pokey*. You can ask the learners to choose the song they liked the most, read it again in their Activity Books and identify its title, stanza and chorus. You may have them write it down in the corresponding box. You could invite some of the children to share their answers with the group.

ANSWER KEY

Answers may vary.

3  In pairs sing the song you chose in Activity 2 as you clap.

It may be useful to put the children that chose the same song into pairs and have them sing the song together as they clap whenever there is a change in intonation. You could walk around the group to ensure that pronunciation during singing is adequate and that all learners are participating. For this activity to be successful, you might want to set some clear rules: sing at an appropriate volume, be respectful to your peers. It might be useful to do this activity in a patio space to avoid the classroom getting too noisy.

4 Discuss with a classmate what you think about your progress in this module so far. Use the questionnaire to help you and complete the chart with notes.



Before giving any instructions to complete this activity it might be helpful to talk to the children about all the progress they've been making and all the things they've been learning. Then, you can arrange the class into pairs and have them discuss with their partner what do they think about their progress in this module so far. You could encourage them to use the questionnaire to help them complete the chart with the notes. You can help them by answering the first one all together and ask them to continue with the rest by themselves. You may go around the classroom and help if needed and praise their effort.

M6 LESSON 3

Activity Book pages 68-70

OPENER ACTIVITY

To contextualize the social practice of this Module, which is to sing songs, you could start this lesson by asking the children what type of songs they like to sing. You might like to ask: *Who taught you those songs?* You could start by giving an example answer. Next you could invite volunteers to come up front and share their answers with the class. You may project the image 6 and ask some learners to describe it. You could ask the group: *Why is singing important?* You can elicit their opinions.


1   Listen to the song *I had a little nut tree* and number the pictures in the order you hear them.

To help the children be successful in this activity, you can have your learners take a look at the pictures there and ask them: *What do you think the song will be about? What do you think about the characters? What do you think the correct order is?*

Then you can play track 29 and have your learners listen to it. You could play track 29 one more time and have the learners order the pictures according to the track. You might want to support this activity by re-playing the track to ensure all your learners have the answers. You could have some of the children share their answers with the group. Do not check, they will be asked to do so in the next Activity.

ANSWER KEY

4, 1, 2, 3.

2  Listen again and check if you put the images in the correct order. Underline the words that rhyme in the song. Compare your work with a partner.


Before giving instructions to this Activity, you could play track 29 one more time and have the children check their answers to the previous activity. You may want to explain to the group they are going to identify words that rhyme from the song in Activity 1. You can play the track and have your learners listen as they follow the lyrics and try to identify the rhyming words. Then you could ask the children to identify words that rhyme and underline them. You may invite some of the group to share their answers with everyone.

ANSWER KEY

I had a little nut
tree, nothing
would it bear but
a silver nutmeg
and a golden
pear.

The King of
Spain's daughter
came to visit me,
and all for the
sake of my little
nut tree.

Her dress was
made of crimson,
jet black was her
hair, she asked
me for my nutmeg
and my
golden pear.
I said, "so fair a
princess never
did I see, I'll give
you all the fruit
from my little nut
tree."

3  In pair answer the questions.

You might want to have your learners read the questions and discuss them to clarify their meaning. You can divide the group into pairs and ask the children to re-read the questions and answer them using complete language structures. Now you can have the children share their answers with another pair or with the class.

ANSWER KEY

Answers may vary.

4 Listen to the song. Select the correct option.

Before your learners listen to Track 30, it might be useful for them to look at the pictures and identify what they feel the song could be about. Next, you can play the track and have the children listen to the song. Then they can take a second look at the pictures and select the one that represents what the song's meaning. You could support the children's success by re-playing the track to ensure all learners have the answers. You may invite the children to share their answers with a partner.

ANSWER KEY

The song is about a frog.

5 Listen again and read. Look at your teacher and pay attention to the movements that go with the song.

It might benefit the learners to quickly read through the lyrics in their Activity Books before you play the track again. You can have your learners listen to the song and read as they listen. You could play the song again and add some movements. You may help the children practice them. You could play the song one last time and ask the children to mime all the movements.

6 Read the song again and match the columns. Compare your answers with a partner.

You can take your learners back through the song that they have just heard, read and made movements to, *My little frog*, in Activity 5. You could read the questions out loud together before discussing them with the group and clarifying any new vocabulary. Then you may have the children answer the questions by matching the columns. You could get the children compare their answers with a partner and call for volunteers to share their answers with the group.

ANSWER KEY

1. b, 2. f, 3. c, 4. a, 5. d, 6. e

7 Follow the guidelines to practice the song *London Bridge*.

You may want to go over the guidelines and explain them to the group. You can divide the group into 5 teams or less according to your class, and have them think of appropriate movements for a specific verse. You may give each team time to teach the movements to the rest of the group. Then, you can practice together lyrics and movements until they master them. You could invite another group to your classroom and show them your choreography.

OPTIONAL ACTIVITY

You could ask the children some questions about the song in Activity 7, like: *What is the song about? What is London? Where is it? Have you ever been there? What happens to the bridge? What materials do they want to build it with?* You can help your learners to answer using complete sentence structures by eliciting these from each other if possible and if not, be prepared to model these for the children. You can have your students make instruments with recycled materials and use them to follow the song's rhythm.

8 In your notebook make a list of the songs in this module. Draw pictures in the spaces below for 3 songs in your list. Show the pictures to a partner but don't say what song is each picture about and ask your partner to guess the song. Change roles.

You can have the children review all the songs they've been reading and listening to through this Module. If you consider it necessary you could play some of the tracks one more time and have the children listen to them. Then, you may ask the children to take out their notebook and make a list of the songs in this module. Then you can have them go back to the Activity Book page 70 and draw three pictures for three different songs. You could arrange the class into pairs and have the children share each other's pictures and guess what song they are about. You may go around the class and make sure everyone is taking turns. You can have some of the pairs to come up front and share it with the class. This activity will be used at the end of this Module to evaluate child's progress. You should make sure they keep it somewhere safe.

Step to Final Product



You could make a review of all the step they've completed to have a concert: Select the song, practice saying it, decide who will sing what parts of the song and making a choreography. Now you can tell the students they will be making a picture in a cardboard to illustrate the song they selected in the step 1. You can invite them to use the pictures they made in Lesson 3, Activity 8 or to make new ones. Then you may encourage them to present the pictures to the class and ask them to guess what the sing was.

Final Product page 71



Final Product Lesson

A concert.

MATERIALS

Colored pencils, white sheet of paper, colored sheets of paper, scissors and glue stick.

BEFORE COMPLETING FINAL PRODUCT.

This could be a great moment for you to look back through all the sub-products with the students in case there are any doubts or questions about the topic and social practice of this module. This will help them feel fully supported in the creation of the final product in terms of confidence in their ability to do it.

1, 2, 3

Remind children that they have already been working on the final product for this module and have completed the first three steps in the process.

- 4** Once the class know the song you selected, perform your song to your classmates as you practice it in step 2. Remember to include the movements you practiced.

You can have the children perform the song to their classmates as they practiced in step 2. You could remind them to include the movements they practiced. You may have the rest of the class follow their movements and their song.

- 5** Make a vote on the best 3 performances in the class.

After every group performed in front of the class, you could have them vote for the best 3 performances. You may hand each child a white piece of paper and write the name of the group that they thought was the best. Then you could ask them to give you the papers and you may help them count the votes. You could announce the three best.

TEACHING NOTE

This could be a great moment to talk about accepting someone else's victory, being a good sports and supporting one another without caring about the results.

CLOSING

To wrap all the good work done in this Module, you can ask the children how they feel about their results and about how they achieved their final product. You could let them discuss how could they improve their performance for the following Product on the next Module or comment on some strategies to have a better team work.

Side By Side



Self Assessment

Before completing this section, ask children to open their Activity Book to page 61 and go through all Module 6 until page 71. Ask them to think of all the things they've learned and all the activities they've done. You can go over the lessons quickly to help children remember. Then, you could ask the children to go to page 71 and you could point to the questions at the end of the page. If you think it might be necessary you could read them together and clarify if needed. Next, you could encourage the children to check the ones they can do. Then, you could arrange the class into pairs and you could have them discuss the questions with their partner. You could allow some extra time to have the children discuss the questions with another pair. Finally, you could invite the children to go back to their Activity Book to page 71 and work individually on the third question. You may tell them to circle the strategy they think will help them most. You could go around the classroom and help if needed and praise their effort.



Readers Activity

If you have time at the end of this Module, you may want to have your learners re-read the Readers story. Ask the children to take out their Readers. Ask them to read the whole Readers one more time, from page 75 to page 88. Ask them to tell you if there is anything they would like to discuss. If there are any doubts. If you have time to spare you could go through the glossary together. Then ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

- 3, 2, 1.
- yes, no, yes, yes,
- marimba, singer, guitars, violin / Los tres huastecos,
El hidalguense, La rosa, El querreque, La bamba / Burning of the bad mood, parade.
- Answers may vary.

Portafolio evidence	Page	Activity	Check
List of songs.	63	8	
Draw a picture of songs.	70	8	

OPTIONAL EVALUATION

This optional evaluation will help you get a clear vision of your students' progress in each module. It's important to have in mind that this optional evaluation it is a summative test, which means that it will help you to determine each student's level and give you as a teacher, a general scope to each student's progress and the strategies that you might decide to use in each case.

Methodology:

- Make copies of the test depending of the number of children you have in class.
- Have them answer the test individually.
- We suggest you to give the students 20 minutes to answer the tests.
- Collect the tests.
- Grade them.
- Keep them as a record of the children's progress.

EVALUATION INSTRUMENT

Make copies of the evaluation instrument depending on the number of learners you have in class. Before handing out the evaluation instrument you can provide further support to learners by copying it on the board and show them how to complete it using yourself as an example. It's a good idea to monitor students' work in case they have questions while filling in their evaluation instrument. When students are done completing the evaluation instrument ask them to keep it in their special folder.

Optional evaluation

MODULE 6

Name:

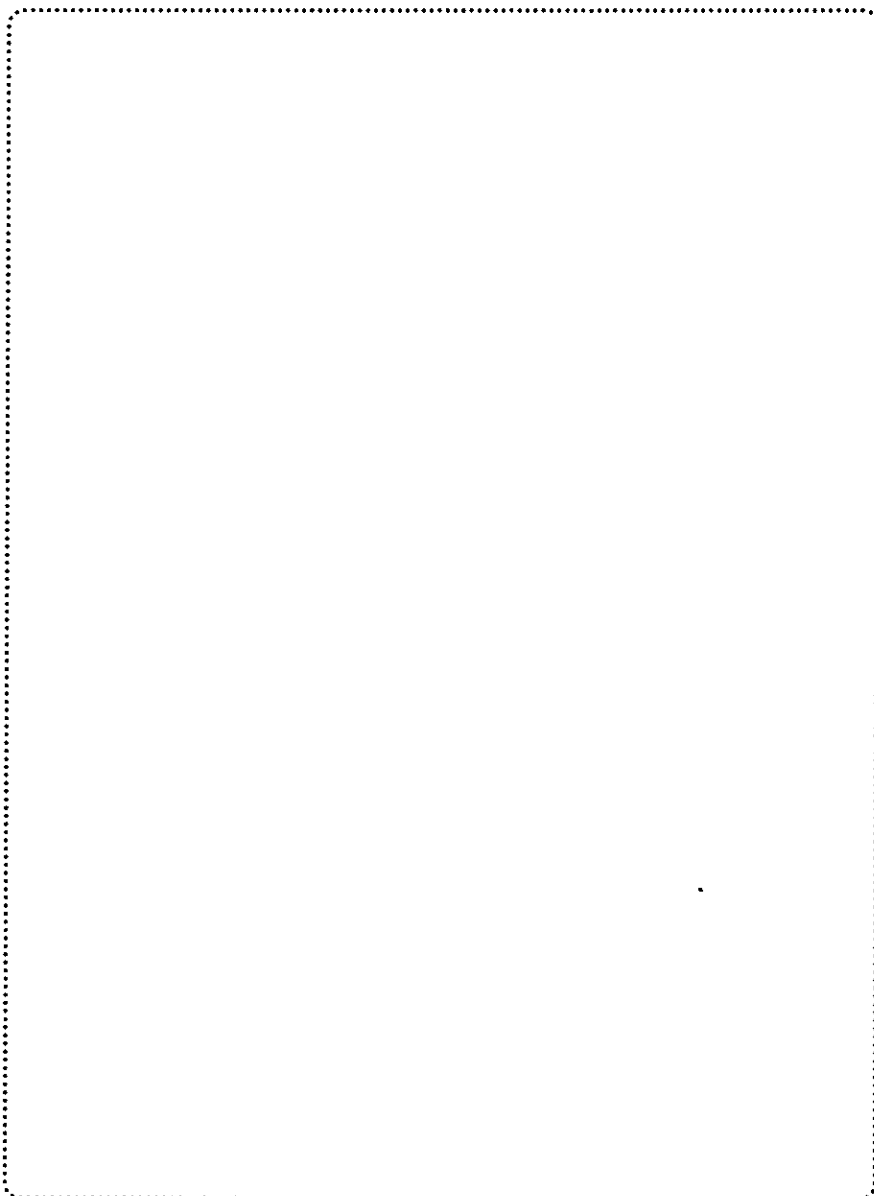
Progress Test

Date: Group:

1. Read the song and draw a picture to illustrate it. Add movements and sing it all together. (1 point)

5 in a Bed

There were five in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out
There were four in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out
There were three in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out
There were two in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out
There was one in a bed
And the little one said
"Good night!"



2. Read the song and identify words that rhyme with the given words below. (3 points)

This is the color song

This is the color song
 come on and sing along.
 Even if you sing it wrong
 sing it loud and sing it strong.
 At the end of every line
 write the color that could rhyme.
 there's a few you might not know
 it gets harder as you go.
 I feel new when I see blue.
 I feel serene when I see green.
 I stay in bed when I see red.
 I open the door (sshhh) when I see orange, orange.

This is the color song
 come on and sing along.
 Even if you sing it wrong
 sing it loud and sing it strong.
 At the end of every line
 write the color that could rhyme.
 there's a few you might not know
 it gets harder as you go.

Long:
Bread:
Queen:

3. Read the song and tick the correct answer. (4 points)

London bridge

London Bridge is falling down, falling down, falling down.
 London Bridge is falling down, My fair lady.
 Build it up with iron bars
 Iron bars, iron bars.
 Build it up with iron bars, My fair lady.
 Iron bars will bend and break
 Bend and break, bend and break.
 Iron bars will bend and break, My fair lady.

Build it up with gold and silver
 Gold and silver, gold and silver.
 Build it up with gold and silver, My fair lady.
 London Bridge is falling down, falling down, falling down.
 London Bridge is falling down, My fair lady.

a) What is the song about?

..... a river

..... a bridge

b) Where is the bridge?

..... in London

..... in France

c) What is happening with the bridge?

..... it is breaking

..... it is falling down

d) What is the bridge made of?

..... with gold and silver

..... with bricks

Total Score: 8 pts.

Evaluation Instrument

Instructions:

1. Read the objectives in the first column in the chart.
2. Read the assessment rubrics below the chart. Choose the number that you think best describes your performance for each objective in the chart.
3. Write the numbers you chose for each objective in the 'My score' column.
4. Work with a classmate you collaborated with during this module.
5. Evaluate each other's work by choosing the number of the assessment rubric that you think best describes your classmate's work for each objective in the chart.
6. Write the numbers your classmate chose for your work in the 'My classmate's score' column.
7. Add the scores and write your total in the final column.

Assessment Rubric

Student's Name:

Teacher's Name:

Date: Grade: Module:

Objectives	My score	My classmate's score	Total score
Listen to lyrics of songs			
Identify parts in the writing of songs			
Participate in the intonation of songs			

Assessment Rubrics

1 I need help to do this, I sometimes understand it.	2 I sometimes need help to do this, I often understand it.	3 I can frequently do it by myself, I generally understand it.	4 I can do it by myself and help others, I almost always understand it.
---	---	---	--

Module 7 I Love Music.

Activity Book pages 72-82

L1 ACHIEVEMENTS

- Explore illustrated monographs on musical instruments.

TEACHING GUIDELINES

- Anticipate topic from graphic and textual components (titles, illustrations, data, abbreviations, etc.), and previous knowledge.
- Recognize topic, purpose and intended audience.
- Anticipate names and information about musical instruments.
- Organize groups of musical instruments according to their similarities and differences.
- Invite students to appreciate and show curiosity and respect for artistic expressions of their culture and other cultures.

L2 ACHIEVEMENTS

- Read and understand information from reading illustrated monographs aloud.

TEACHING GUIDELINES

- Identify words and phrases when listening to them.
- Compare words similar to the native language, confirm them and make them part of their repertoire.
- Find data in illustrated monographs, from questions and answers.
- Reread monographs to refine reading comprehension.
- Identify names and characteristics of musical instruments using demonstratives and adverbs of place (This is a guitar / Those are some drums, etc. / Here we have some maracas / There is a piano over there, etc.).

L3 ACHIEVEMENTS

- Participate in the design and writing of information in a graph about musical instruments.

TEACHING GUIDELINES

- Propose criteria to create a graph about musical instruments, either by type (strings, percussion, wind, etc.), origin (instruments of their community, from another country or from another culture) or specific interest in a type of music (regional, classical, pop, etc.).
- Suggest the design of a graph.
- Write names and brief descriptions of musical instruments from a model.
- Review the use of uppercase and lowercase letters, and periods.

MATERIALS

Audio CD, Reader, Activity Book, colors, photocopiable Extra Evaluation, Evaluation Instrument.

M7 LESSON 1

Activity Book pages 72-74

OPENER ACTIVITY

To contextualize the social practice of this module, which is to find and interpret information in a graphic resource you could start by asking the children: *What do you think a graphic is? Have*

you seen one before? What information did it show? What do they think the graphic is for? Then you can exploit image number 7 and project it on the board. You may ask children to take a look at it and ask them different questions like: *What do you see in this graphic? Do you recognize some of the instruments? Do you play any? Would you like to play? What information can you get from this graphic?* You could ask them to discuss it with their classmates. Then you may point to the projected image and ask them if they know how many kinds of instruments there are. If they say yes, you can ask them to tell you which ones they know. If they say no, you could explain to them that there are four types of instrument families: – percussion, woodwind, strings and brass, and these have different characteristics that you will be learning in this module, as well learning about different genres of music. You can even ask them to pick a partner and draw a picture about their favorite musical instrument and write down its name, if they play it or wish to play it and if they know to what instrument family it belongs. You can ask them to share it with the class.



Readers Activity

"Representing Information Visually" is an informative text that explains how in human kind history the information or data has been transmitted in different ways and how could be simplified through strategies such as infographics, histogram or an image.

You could ask the children to take out their Readers Book and open it to page 89. You can point at the title "*Representing information visually*". You can ask them: *What do you think the title is about? How many ways of representing information do they know?* You may ask them to share their ideas with the class, you can model an example: cave paintings. If you consider it necessary you could ask them to read from page 89 to page 91 and discuss the different ways of presenting information. You may tell children they will read more in the next sessions.



Listen and label the images with the words from the box. Then discuss the questions below.

The purpose of this activity is to trigger students' previous knowledge therefore you could start this activity by asking students which of the instruments in this activity were in the image projected previously. You could ask students then, to

complete the first part of the activity and check answers on the board with the whole class. You might give students a couple of minutes to discuss the questions below. You could check their answers as a whole class or ask for some volunteer students to answer.

ANSWER KEY

Flute, guitar, tambourine, drum.

OPTIONAL ACTIVITY

You could talk to the children about the characteristics of different musical instrument families by pasting four cards on the board to make a chart with 4 columns:

Woodwind	Brass	Strings	Percussion
----------	-------	---------	------------

Then you can read them some characteristics for example: *Woodwind instruments are played by forcing air past a vibrating reed or across an opening are made mainly from wood and metal. Brass instruments are made of brass, the player pushes air through the mouthpiece and all of them have three valves to create different sounds. The string family of instruments are usually made of wood and have strings attached to them. Finally, percussion instruments are instruments that make a sound when they are hit or struck.*

Then with image number 7 projected on the board or by pasting different musical instruments with their names on the board, you may ask your students to take a look at those instruments and decide which instrument families those pictures are from. You can arrange them into groups and have the children discuss it and then share their answers.



2 ✂ Go to page 127. Cut and paste the musical instruments to illustrate the monographies below.

Before you ask students to complete this activity, you could write the word 'monography' on the board and elicit meaning from students with the following questions: *Does a monography contain only text? Does a monography include pictures? When do you use a monography? What topics can you find in monographies?* After doing this, you might ask them to complete activity 2 and compare answers with a partner. You can check the answers from volunteer students. You could write the following questions on the board to lead students to the search of information: *Which instruments are made of metal? Which instruments are big? Which instruments are in the wind family?* You can ask these questions as a whole class and check answers at the moment.

3 👤 Look at the following musical instruments and write their names using the words from the box. Then, complete the chart in the following page.

Before you ask students to complete this activity, you could ask them to answer the same questions you used in the previous activity. *Which instruments are made of metal? Which instruments are made of wood? Which instruments are big? Which instruments are small?* After doing this, you could ask students to complete activity 3 in pairs. You could write answer on the board to check them.

ANSWER KEY

Drum, violin, clarinet.

4 🎧 Listen to the following musical pieces and discuss the questions with a partner.

The purpose of this activity is to help students to interact, so you could ask students to read the questions before they listen to the track, to trigger curiosity about the track. You might play the track and give students a couple of minutes to discuss the questions, then you could ask for volunteer students to answer the questions for the whole class.

ANSWER KEY

Answers may vary.

5 🎧 Listen again to the musical pieces. Pay special attention to the instruments they use in each piece. Choose one of the instruments you listen in the musical pieces to complete the chart. Compare your chart with a partner.

Before you play the track again, you could ask students if they could recognize any musical instrument in particular. You should play the track again and ask students to complete activity 5 in pairs. You should give students enough time to complete the chart and if it is necessary, you can play the track again. It is advisable to draw the chart on the board and ask some volunteer students to come to the board and complete the chart to check answers with the whole class.

ANSWER KEY

Wood: piano, violin, guitar

Wind: clarinet, flute

Percussion: drum, marimba, tambourine, piano

String: guitar, violin

Metal: marimba



M7 LESSON 2

Activity Book pages 75-78

- 6** In your notebook copy the chart in Activity 7. Make a list of musical instruments in this lesson and complete the chart. Compare your chart with a partner.

This activity leads to the final product. To model the activity, you could add one more instrument on the chart that you have already on the board and add one more with the help of students. At this point students are ready to complete the chart with the rest of the musical instruments in this lesson.

Step to Final Product



The purpose of this icon is to help students remember that they are already working on the first step of the final product. It is a good moment to introduce the final product, which will be a graph. You might let students know that they are going to use the chart they just wrote in activity 6 later during the elaboration of the final product.

REMEMBER:

To help the children better understand different kinds of music, you could bring in some pictures of people dancing to different kinds of music. You could paste them on the board or arrange the children into groups. You can ask them: *What type of music do you think the people are dancing to? What kinds of instruments are being played?* Then you may ask the children to come up front and share their thought on the pictures. You might want to paste them somewhere visible on the classroom.

OPENER ACTIVITY

To reintroduce the activities and concepts already seen in Lesson 1, you could use the pictures you prepared for Lesson 1. You could arrange the children into three groups and give each group a picture to study, then ask them to analyze it and share as much information as they can with their classmates such as: *What type of music is it? Where might it be from? What type of instruments does it involve?* You may ask each group to come up front and explain their information to the class.




Listen to the music and discuss with a partner what type of music it is. Then, write the name of the country they belong to.

In order to link this lesson to the previous one, you could write the following questions on the board: *Can you see any musical instrument in the pictures? In which picture? Which musical instruments are they? What is the material and the family or category of the instruments?* Once students answered these questions as a whole class, you might play the track and ask them to complete activity 1. You could ask answers to some volunteer students and check with the whole class.

ANSWER KEY

1. Spain
2. Mexico
3. Argentina





2  Listen to a teacher talking about one of the music types in Activity 1. Discuss with a partner the question below.

Before you play the track, you might ask students to read the question they have to answer to help them predict what they have to pay attention to. You should play the track and give them enough time to discuss and come up with the answer. To check answers, you could ask the question to the whole class.

ANSWER KEY

Picture number 3.



3   Listen again and complete the sentences below.

Before you play the track, you could ask students to read the text before they listen to help them predict the kind of information they will be looking for. After they finish reading, you can ask them to work in pairs and to complete the exercise together. After the track is over, you should give students enough time to complete and compare answers. If it is necessary, you may play the track again to complete the activity or check the answers students already have. You could write the correct answer on the board and ask student to check their answers in pairs.

ANSWER KEY

- a) Tango, traditional
- b) parties, festivals
- c) Accordion, piano
- d) beautiful




4   In your notebook, draw the instruments mentioned in the history of tango. Compare your picture with a partner.

The purpose of this activity is to prepare students to illustrate a monography, so your support is important. You could elicit some physical characteristics of the instruments such as color, size, material, etc., if you notice students are struggling to remember these characteristics, you could project image 7 again to help them remember. You could ask students to compare their pictures.

ANSWER KEY

Answers may vary.

5  Look at the history of flamenco and match the parts of the text with a picture.

Readers Activity

Ask the children to take out their Readers book and read it. Ask them to select one of the kinds of representation shown there which fits with the Activity they just did.

Before you ask students to complete this activity you could ask them to look at the text and say if it has the characteristics of a monography (informative text with illustrations). After doing this, you could ask students to complete activity 5. It is advisable to let them do it individually, but if you consider they can do better with company or if you have a large class, they can do it in pairs or in groups.

You could ask them to check answers in pairs and as they do so, you could write the answers on the board and ask them to check if their answers match with those on the board.

ANSWER KEY

Answers may vary.



6 Work in pairs. Read the text again and answer the question. Compare your answers with another pair of students.

The purpose of this activity is to help students to look up information in a monography. At this point it is advisable to ask students to work in pairs or even in groups of three, if you have a large class. You may ask students to complete the activity and compare answers with another pair of students. To check answers, you may nominate students for each question.

ANSWER KEY

- a) In Europe
- b) Guitar
- c) Festivals and parties
- d) Answers may vary
- e) Answers may vary

7 Discuss with a partner if you would like to listen to flamenco.

You could write this question on the board and ask your students to discuss with a partner or in groups, depending on the size of your class. After you give students enough time to discuss, you could ask volunteer students to answer the question to the whole class. It is advisable to bring to the classroom a piece of music of flamenco, and after the discussion you might let your students listen to it.

8 Look at the example of the text and complete the sentences.

The purpose of this activity is to provide students with practice for the demonstrative adjectives *this* and *that*. Before you ask student to complete the activity you might ask students to look at the pictures and say which one is close and which one is not close. Once you ask this, you could bring students attention to the word they have to use to point at things that are close (*this*) and the words they have to use to point at things that are not close (*that*). Now it is a good moment to ask students to complete the activity 8. To check answers, you could ask volunteer students to come to the board and write the correct answers.

ANSWER KEY

This, that.
This, that.



9 Complete the following chart with the information about Tango and Flamenco.

The purpose of this activity is to lead to the next step to the final product. It is advisable that students do this activity individually since they concrete some answers before they compare answers in pairs, but it depends on your class profile or size if you decide to do it so or not.

ANSWER KEY

What type of music is it?	Where is it from?	What are the instruments played? What materials and family do they belong to?	Time and place	What songs do you know of this type of music?
Flamenco	Spain	Guitar, wood, strings.	Parties and festivals.	Answers may vary
Tango	Argentina	Accordion, wood, wind	Parties and festivals.	Answers may vary



Intermediate Assessment

OPENER ACTIVITY

Before you ask children to complete these activities you might want to ask them to go over Lesson 1 and 2 and identify those activities they did confidently and those that were more difficult to complete. You can ask them to review all the concepts, instruments, words, pronouns, topics, charts, graphs and even the Readers Book, they've seen in both lessons so far. You can use this as an assessment tool to evaluate children's progress at the end of this module.

1 Read the following text about a type of music and answer the questions below.

The purpose of this activity is to provide some extra practice to look up information in a monography. You may ask students to complete activity 1 individually first, and compare answers with a partner later.

ANSWER KEY

- Mariachi
- Mexico
- Guitars, violin and trumpets
- Guitar: wood and strings, violin: wood and strings, trumpet: metal and wind
- Parties and Garibaldi

Step to Final Product



The purpose of this icon is to help students remember that they are already working on the second step of the final product. You might let students know that they are going to use a type of music from this chart or that they will probably will have to include a new one later during the elaboration of the final product.

2



Discuss with a classmate what you think about your progress in this module so far. Use the questionnaire to help you and complete the chart with notes.

Before you ask students to complete the chart in this activity you may ask students to answer the questions about their own ad in their notebook. After doing this, you may ask them to complete activity 2 and compare the notes they wrote about their ad with the notes their classmates wrote and check the differences and similarities, in order to have solid feedback.

ANSWER KEY

Guitar, Wood, Wind.

Accordion, Percussion, Plastic.

M7 Lesson 3

Activity Book pages 79-81

OPENER ACTIVITY

To reintroduce the language and concepts seen in the previous two lessons, you could arrange the children in teams. You may give each team a name. You can write an instrument chart on the board with different columns: *name*, *materials*, *country*, *type*. You could ask the teams to come up front, one person per team, and write a word in each column. The teams with most words wins.



CULTURAL BOX

You might want to talk to the children about how each country has its own music, its own musical instruments and how in every country music is part of the culture and traditions. You could ask the children to investigate another country's music and make a graph with that information. You can ask them to bring it to the class and share it with the class. You may ask the children if it is easy or difficult to represent information visually. You could ask them to read the title of the Readers Story for this Module "Representing information visually". You can ask them if they think it is a good title, yes/no and why. You may ask them what would they call it instead and elicit their ideas. You can open the Readers Book to page 89 and tell them to read the passage again. Then you may ask them: *Which kind of representation they think is easier?* and *Why?* You can elicit their ideas.



Listen again and complete the chart with the missing information.

The purpose of this activity is to provide students with opportunities to look up information, this time in an audio, in order to gather information to create an illustrated text. You might ask students to complete this activity individually to concrete some answers before they compare answers with a partner, however it is up to you if you do it so or not. You could draw the chart on the board and ask some volunteer student to come to the board and complete the chart.

ANSWER KEY

Guitar	Strings	Spain	Body, sound hole, neck, head stock
--------	---------	-------	------------------------------------



Listen to the following story of a musical instrument and select the corresponding title.

You can ask the children to open their Activity Books to page 79 and read both titles there. You could ask them what they think the story they will be listening to will be about. You may have them make some predictions. Then you can play Track 36 one time and have them listen to it. You could play it again and ask them to select the best title for the story they've just heard. You may ask them to compare their answer with a classmate. To check, you can write the answer on the board.



Look at the guitar diagram and complete it with the name of its parts.

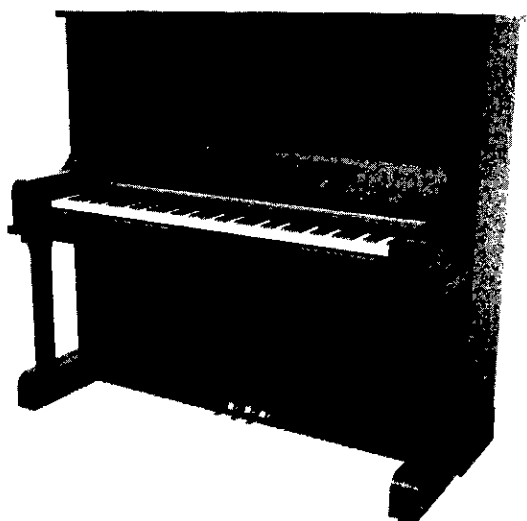
The purpose of this activity is to provide students with the model of a diagram as part of an illustration for a monography. You could tell students that in monographies they might find diagrams like this. You could ask students to work in pairs to complete the diagram and then compare their answers with another pair of students. To check answers, you could nominate some students to tell you the parts of the guitar in the diagram.

ANSWER KEY

a) A guitar

ANSWER KEY

Body, sound hole, neck, head stock.





4 Read the information about the piano. Check the mistakes marked by a teacher and discuss with a partner how to correct them. Write the corrected version of the text below. Compare your version with another pair of students.

The purpose of this activity is to make students aware of the importance of the use of punctuation and capital letters when writing a text for a monography. You may ask students to work in pairs and complete activity 4. Once they finish students might exchange their paper with another pair of students and check how well they did in their attempt to correct the text. To check answer you may write the correct version of the text on the board and ask students to check their work.

ANSWER KEY

The piano is an instrument with strings. It comes from Italy and it is made of wood. Its parts are: top, keyboard, pedals and music rack.



5 Using information of the text in Activity 4 complete the diagram in the piano.

You may ask students to complete this activity individually, since they have done it before, they are ready to work it out on their own.

ANSWER KEY

Top, keyboard, pedals, music rack.



6 Read the following chart with information of 2 musical instruments. Use this information to complete the monographies below.

This activity is intended to lead students to produce text for a monography. You may ask students to complete the activity in pairs and after that compare their answers with another pair of students. To check answers, you may ask for volunteer students to read their texts to the whole class.

MATERIALS:


Trumpet-brass, violin-wood.

The trumpet is an instrument that comes from Egypt. It belongs to the family of wind. Its parts are mouth piece and finger buttons, and it's made of metal. It is played in mariachi music, jazz and rock music. Some famous songs with this instrument are (answers may vary) and (answers may vary).	The violin is an instrument that comes from Italy. It belongs to the family of strings. It is played in classical music and in mariachi music. Some famous songs with this instrument are (answers may vary) and (answers may vary).
--	--



TEACHING NOTES

If you think it is necessary to explain a little deeper, it might be a good idea to talk to the children about punctuation and the use of capital letters a bit more. For example: capital letters are used at the beginning of a new sentence, after a point and for names. Comas are used when we want to make a pause while periods are used when we finish an idea and begin another one.

- 7**  **Make a picture for the violin in Activity 6.**
Compare your chart with another pair of students.

This activity is intended to lead students to produce an illustration for a monography. You may ask students to complete the activity in pairs and after that compare their answers with another pair of students. To check answers, you may ask for volunteer students to share their pictures to the whole class.

- 8** **Exchange your text with a partner and check punctuation.**

This activity provides students with an opportunity to remember the importance of punctuation when writing a text for a monography.

You may write the complete text on the board and ask the whole class to check their work.





Final Product Lesson

A graph.

MATERIALS

Glue stick, scissors, color pencils, white paper, color paper.

BEFORE COMPLETING FINAL PRODUCT:

This could be a great moment for you to look back through all the sub-products with the students in case there are any doubts or questions about the topic and social practice of this module. This will help them feel fully supported in the creation of the final product in term of confidence in their ability to do it.

1, 2, 3 Remind the children that they have already been working on the Final Product for this module and have done similar work throughout the lesson.

4 Write text using information.

You can ask them to take a piece of paper and write the information they've been gathering and they've just used in the chart about the musical instrument they've picked. Next you may ask them them to write their text using the correct punctuation, grammar and CAPITAL letters.



Share your monography with another pair of students.

This activity is intended to help students to socialize their final product. You should ask them to be respectful all the time to refer to the work of other groups.

CLOSING

To wrap all the good work done in this Module, you can ask the children how they feel about their results and about how they achieved their final product. You may let them discuss how could they improve their performance for the following Product on the next Module or comment on some strategies to have a better team work.



Side By Side

Before completing this section, ask children to open their Activity Book to page 72 and go through all Module 7 until page 82. You could ask them to think of all the things they've learned and all the activities they've done. You can go over the lessons quickly to help children remember. You could invite the children to check the objectives from his module that they are able to do. Then, you might want to arrange the class into pairs and have them compare with their classmates work and could discuss the questions there. Go around the classroom and help if needed and praise their effort.



Readers Activity

If you have time at the end of this Module, you may want to have your learners re-read the Readers story. Ask the children to take out their Readers. Ask them to read the whole Readers one more time, from page 89 to page 102. Ask them to tell you if there is anything they would like to discuss? If there are any doubts? If you have time to spare you could go through the glossary together. Then ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

1. c
2. b
3. t, t, t
4. funny, magazines
5. a) They were the first graphic representation we know.

Portfolio evidence

	Page	Activity	Check
Draw an instrument for tango	75	4	
Chart about Tango and Flamenco	77	9	
Diagram of the piano	80	5	

- b) Because it is an exaggerated portrait of famous people and facts important to society.
- c) It is easy to draw. Helps us understand data quickly. They are precise.

OPTIONAL EVALUATION

This optional evaluation will help you get a clear vision of your students' progress in each module. It's important to have in mind that this optional evaluation it is a summative test, which means that it will help you to determine each student's level and give you as a teacher, a general scope to each student's progress and the strategies that you might decide to use in each case.

Methodology:

1. Make copies of the test depending of the number of children you have in class.
2. Have them answer the test individually.
3. We suggest you to give the students 20 minutes to answer the tests.
4. Collect the tests.
5. Grade them.
6. Keep them as a record of the children's progress.

EVALUATION INSTRUMENT

Make copies of the evaluation instrument depending on the number of learners you have in class. Before handing out the evaluation instrument you can provide further support to learners by copying it on the board and show them how to complete it using yourself as an example. It's a good idea to monitor students' work in case they have questions while filling in their evaluation instrument. When students are done completing the evaluation instrument ask them to keep it in their special folder.

Optional evaluation

MODULE 7

Name:

Progress Test

Date: Group:

1. Write the name of the instruments. 5 pts.



2. Complete the information of the musical instruments. 8 pts.

Name	Material	Category
Guitar		
Accordion		
Violin		
Trumpet		

3. Circle the correct answer. 3 pts.

a) This/That is a piano.



b) This/That is a guitar.



c) This/That is a violin.



15 pts.

Evaluation instrument

Instructions:

1. Identify and select the desired achievements to be evaluated.
2. Complete the chart for each child.
3. Use this instrument to evaluate child's progress.

Checking and matching lists

Student's Name:

Date:

Teacher's Name:

Grade:

Module:

Lesson:

Achievement / Descriptors

✓

X

Explore illustrated monographs on musical instruments.

Anticipates topic from graphic and textual components and previous knowledge.

Recognizes topic, purpose and intended audience.

Organizes groups of musical instruments according to similarities and differences.

Read and understand information from reading aloud illustrated monographs.

Identifies words and phrases, when listening to them.

Compares words similar to the native language, confirm them and make them part of their repertoire.

Finds data in illustrated monographs, from questions and answers. Examines words used to refer to others.

Rereads monographs to refine reading comprehension.

Participate in the design and writing of information in a graph about musical instruments.

Suggests the design if a graph.

Writes names and brief descriptions of musical instruments from a model.

Reviews the use of uppercase and lowercase letters and full stop.

Express and respond to needs and/or desires.

Write a note to get what is needed

Explores notes to plan writing notes.

Module 8 All About Ads

Activity Book pages 83-93

L1 ACHIEVEMENTS

- Explore advertisements and signs in public spaces.

TEACHING GUIDELINES

- Activate previous knowledge to anticipate topic.
- Compare purpose and intended audience from the images and contextual links.
- Link images with message.
- Contrast graphic resources (e.g. bullets, hyphens, colors, images, etc.).
- Establish similarities and differences with advertisements used with similar purposes in the mother tongue.

- Use knowledge of names of letters to represent words.
- Define words and expressions to make statements.
- Sort words and expressions to make statements.
- Verify appropriate use of capital letters (e.g. In proper nouns, at the beginning of sentences).

MATERIALS


Audio CD, Reader, Activity Book, colors, photocopiable Extra Evaluation, Evaluation Instrument.

L2 ACHIEVEMENTS

- Understand messages of advertisements and public signs.

TEACHING GUIDELINES

- Ask questions about the message (e.g. *What does it say? How do you say it?*).
 - Clarify the meaning of words.
 - Organize explicit information in advertisements and advertisements (e.g. animals, places, people, objects, actions, etc.).
 - Link two explicit ideas in message and advertisements (e.g. action and result).
 - Contrast beginnings and endings in words that compose messages (e.g. opening, ceremony, street, block, etc.).
 - Examine use of capital letters and exclamation points.
- Associate familiar letters with regular sounds (e.g. *M* says 'mmm' in *mall*, *A* say 'a' in *Ann*, etc.).

-  For more examples about different types of advertising you can explore these web sites: https://en.islcollective.com/resources/search_result?Tags=signs&searchworksheet=GO&type=Printables <https://www.fredisalearns.com/unit-3-public-notices/>. We recommend you exploring them first and make sure they are suitable for your learners.

M8 LESSON 1

Activity Book pages 83-85

L3 ACHIEVEMENTS

- Write statements for an ad or message.

TEACHING GUIDELINES

- Plan writing (e.g. *What do I mean? How am I going to say it? What do I need to know and do to achieve it?*).

OPENER ACTIVITY

To help learners contextualize the social practice of this module which is to interpret messages in advertisements, you could start this lesson by showing the image 8 on the board and ask them questions about the colors, the objects and other things they can tell about the picture. After doing this, you may elicit the type of text from students, which is advertisement. You could ask them some of these questions to help them reflect on the purpose of the advertisement: *Have you seen these kinds of advertisements before? What do you think the ad is about? Where could you find ads like this? What kind of message is the ad giving? Is it easy or difficult to interpret?*



Readers Activity

This informative text explains how advertising has been present along history for different kinds of audience, including kids. This text will guide children through the history of advertising and its importance in the world until today. You can ask children to open their Readers to page 103. You could point at the title *History of Advertising* and ask them to predict the content of the story. You could ask them to think about: *What the reading will be about? Do they know anything about the history of advertising?* You can elicit their ideas. Then you may ask them to pick a partner and read the first two pages. You can ask them to discuss what they've learned.



1 Work with a partner and discuss. Where can you see these images?

Before giving any instructions, you might want to exploit the picture 8 projected on the board. You can ask the children to tell you where they could find this kind of advertisement, you can help them with some questions like: *Have you seen it on the streets? Could you see it at the super market?* You can ask them to think about the message on the poster and ask them: *What do you think these signs are for? Who are they directed to? Cars, people?* Then you could arrange students into pairs and ask them to take a look at the images in Activity 2 and ask them to discuss where they might see these images. You may go around the class and help if necessary. You can ask some pairs to come up front and share with their classmates.

REMEMBER

You can bring in some magazines or ask children to bring some magazines into class so you can ask them to take a look at them or to look for some advertisements throughout Lesson 1. Before using any magazines, you might want to check its appropriacy for the learners.



2 Look at the pictures and match the images with the correct sentences.

You can ask children to open their Activity Book to page 83. You can point at the images there and ask them to think about the different places they could find these situations, advertisements and signs. You can ask them to tell you what they think the messages are. Then you could ask them to read the 4 sentences at the bottom of the page. You could ask some

volunteers to come up front and tell you where they think they could see these sentences. A mall? The movies? The park? Then you may ask them to relate the sentences to each image. You can ask them to compare their answers with their classmates. To check, you may point at the image and ask some volunteers to tell you the answer.

ANSWER KEY

1. Best shoes in the world
2. Welcome to the market
3. No cellphone
4. Recycle




3 Look at the posters and with a partner decide if it is an AD (A) or a SIGN (S). Write A or S in the checkbox. Discuss with a partner which ad or sign you like and why.


Before giving any instructions you might want to talk about the main differences between a sign and an ad. You can paste one ad (best shoes in the world) and one sign (no cellphone) on the board. You could ask the children to take a look at them and discuss which the differences are between the two. You can help them by asking: *What is similar about these two pictures? What is the message on the one about shoes? What is the message on the one about the cellphone? Do you think both are trying to sell something? Or are both trying to give an order?* You may ask them to think about more signs and ads. Then you can ask some volunteers to come up front and say which one is the ad and which one is the sign. You can explain to them that signs try to communicate a warning, prohibition or order and ads are always trying to sell you some product or service, they try to convince you need it. You may ask them to open their Activity Book to page number 84 and point at the images. You can arrange the class into pairs and ask them to mark the ads with an A and the signs with an S. Then they compare their answers with another pair. Now you may have volunteers come up front to share what they thought and reiterate the difference between an ad and a sign.

ANSWER KEY

1. S, 2. A, 3. A, 4. S

- 4**  Find 3 ads or 3 signs in a magazine. Cut and paste them on your notebook.


You could take out the magazines you or the children brought to class and hand one to each child. You can ask them to find three ads or 3 signs. You may ask them to cut them and paste them into their notebook. You could go around the classroom and make sure they are cutting in a safe way and help if necessary. Then you can have some of them come up front and explain the difference between the ads or signs they chose. As answers may vary, you should pay attention to the message they thought the ad or sign was giving, to ensure their interpretation is correct and that they explained it using complete answers: *This one is an ad... this one is a sign... it talks about...* This activity will be used at the end of this module to evaluate children's progress. You should make sure they keep it in their portfolio.

- 5**  Complete the ad with the phrases from the box and compare with a partner.

You might want to paste a picture of an ad on the board. You can ask the children look at the ad in detail. *What comes at the top of the ad? Why is this positioned where it is? What do you think is it offering or selling? Have you seen one before? Where?* You can elicit their answers. Then you can ask them to open their Activity Book to page 85 and point at the images there, repeating the same questions. Then you could point at the box with words and go through the box with your learners and as a group decide which element goes at the top. Then you may arrange the class into pairs and then let them decide the rest themselves. You can ask them to compare with another pair. To check, you could ask some of them to come up and share their ideas with the class. As answers may vary, you should make sure they tell you why they put those words in a particular position instead of somewhere else.

ANSWER KEY

Best shoes in the world! 40% discount! Super comfortable, go everywhere you want, walk to your destiny.

- 6**  Brainstorm products or services that you can promote with ads. Then write a list in your notebook.

Before students complete this instruction, you may write on the board the words 'services' and 'products' in two columns and ask students to classify the ads they have seen so far in the

lesson and you may add one more for each column in order to model the activity they are about to complete. After modeling, you can ask students to complete Activity 6.

Step to Final Product

The purpose of this icon is to help students remember that they are already working on the first step of the final product. It is a good moment to introduce the final product, which will be an advertisement. You might let students know that they are going to use the list they just wrote in activity 6 later during the elaboration of the final product.

REMEMBER

To help the children better understand about different kinds of ads, you might want to bring some pictures and signs to paste on the board. This will help you have as many examples as you need and will help them better understand the main elements.

OPTIONAL ACTIVITY

You might want to help the children make a review of all the things they've learned in this lesson. You could hand each child white piece of paper and ask them to invent an ad, they can pick up any topic, but tell them they must use the expressions seen in Lesson 1. You could have some of them come up front and explain the message their ads express and ask them where it should be displayed and why.

M8 Lesson 2

Activity book pages 86-89

OPENER ACTIVITY

To reintroduce the activities seen in Lesson 1, you can divide your group into pairs and hand each pair the same two images: a) A sign with people on it talking about recycling. b) A picture about an advertisement that sells recycled cups. You can ask them to take a look at them both and think about these questions: *Are these ads or signs? Why? What is the message? If it is an ad, what is the product? Will you buy the product? Which is the main difference between them? Where can you find them?* You may write these questions on the board. Then you could ask each pair to come up front and share their thoughts and answers. You can elicit the answers. You might want to ask them to use complete sentences: *This one has... This message is about...*

REMEMBER

For this lesson the children will need to use some new magazines and a dictionary. You could ask your learners to help with this by bringing magazines and even a dictionary to class or you could bring them too. If it is not possible to bring a dictionary, you could borrow one from the library.

1 Look at the ads and discuss the questions below.

In order to establish the connection with this lesson and the previous one, you may ask students to look at the ads on this page and ask as a whole class the following questions: *Are these ads for products or services? How do you know?* after doing this, you may ask students to complete Activity 1. You could ask for volunteer students to check answers.

ANSWER KEY

- a) B, a bottle of water.
- b) A, stationary.
- c) A, 30%.
- d) A, 30% OFF. B, Hydra. They are very effective because they are colorful and in big letters.

2 Look at the ads and complete the chart with notes to answer the question. Discuss which ad will probably have the biggest impact on its audience and why.

Before students complete this activity, you could ask as a whole class to take a quick look to the ads and you may ask the following questions in order to trigger students' curiosity: *How do you think the boys in the ads feel? Why do you think so?* You may ask students to work in pairs and complete Activity 2. You may check answers as whole class.

ANSWER KEY

	Ad1	Ad2
<i>What is the purpose of the ad?</i>	To promote dog food	To prevent bullying
<i>Who will probably find the ad interesting?</i>	People who have dogs	Students at school
<i>Which slogan is used in the ad?</i>	Super-dog	Prevent bullying

3 Cut an ad from a magazine and write 3 questions about it in your notebook. Ask your questions to a partner.

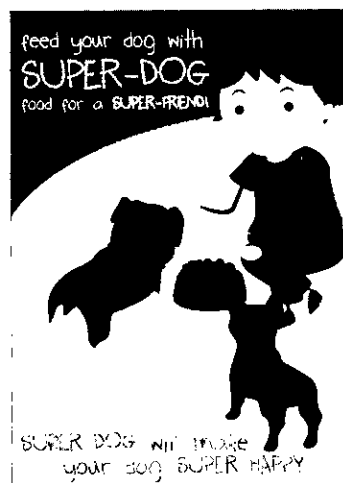
The purpose of this Activity is to provide practice to students using the previous activity as a model. In order to consolidate the activity successfully you may show a picture of an ad on the board, elicit the questions from students and answer them as a whole class. After doing this, you can ask students to work in pairs and complete Activity 3. You may ask for volunteer students to check answers and write them on the board.

4 Look at the slogans from some ads and discuss the questions.

In this activity students have to focus on slogans, which is a word they already checked in Activity 2, however, before you ask them to complete the activity you may write the word slogan on the board and elicit meaning from students. You could bring some ads to the classroom and ask students to identify the slogans, products or services they promote. After doing this, you may ask student to work in pairs and complete Activity 4. Monitor students in case they need help with vocabulary or pronunciation for their interactions. You may check answers as a whole class.

ANSWER KEY

- a) 1 a museum, in some museums you can play, 2 a zoo, some animals are amazing, 3 a shampoo, it will make my hair shine, 4 a toothpaste, if you brush your teeth you don't have to go to the dentist, 5 a toy shop, they have toys and more, 6 a hospital, they promote staying healthy.
- b) Answers may vary.





5 Look back at the ads in this module and brainstorm slogans that could make the ads more attractive. Choose one ad and write your slogan in your notebook.

The purpose of this activity is to lead students to the second step of the final product. You may ask student to review the ads so far in the module and identify the original slogan. After doing this, you may model how to improve or change the slogan of one of the ads in the module. At this point you could ask student to complete activity 5. In order to check answers, you may ask student to compare their slogans for the ads. To close the activity you could ask for volunteer students to share their slogans with the class.

ANSWER KEY

People: Prevent bullying. 37% of kids suffer from bullying at school.

Animals: Feed your dog with super-dog food for a Super Friend.



Readers Activity

You might want to point to chart on page 87. You could read the headers and ask children to take a look at both ads again. Then you can ask them to complete the chart by writing the messages in the different columns. You may go around the classroom and help if necessary. To check, you could copy the chart on the board and ask children to take a look at the chart.

OPTIONAL ACTIVITY

You can ask the children to open their Activity Books to page 86 and review Activity 100. You may have them look at the pictures and review the message from each ad. Then you could ask them to pick a message from that activity and to draw two pictures that represent it. Next they should pick a partner and show each other their drawings without sharing the message, to see if their partner can guess what the message was. You might want to

model this activity for them. You could paste three ads on the board and ask children what the messages on each ad are. Then you can choose one without telling your learners which one you've chosen. You may draw a picture on the board and have them guess which one it was. You could go around the class to check children's answers. You can ask some volunteers to come up front and show their pictures to the class and have the class guess the message. This activity will be used at the end of this module to evaluate children's progress. You should make sure they keep it in their portfolio.

Step to Final Product

The purpose of this icon is to help students remember that they are already working on the second step of the final product. You might let students know that they are going to use a slogan from Activity 5 or that they will probably will have to write a new one later during the elaboration of the final product.



Intermediate Assessment

Before you ask children to complete these activities you can ask them to go over Lessons 1 and 2 and identify those activities they did confidently and those that were more difficult to complete. You can ask them to review all the concepts, ads, messages, words, letters, question words and even the Readers Book, they've learned and seen through both lessons. You can use this as an assessment tool to evaluate children's progress at the end of this module.





Discuss which 3 of the following points should be included in the ad. Check (✓) your selections.

The purpose of this activity is to help students discriminate information that should be included in an ad from the one that shouldn't. You may ask student to do the activity in pairs and encourage them to discuss and support their answers. You can monitor the class as students work in order to provide help when necessary. You may ask for volunteer students to check answers.

ANSWER KEY

A slogan, the price, the name of the place, best time to visit.

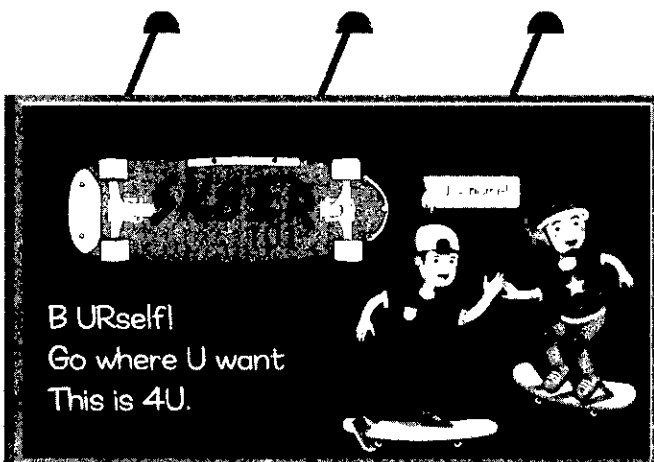


Brainstorm ideas for the points you chose in Activity 1 and complete the ad. Write your ideas on the lines.

This activity promotes the creativity in students, so interaction is crucial. In order to help your student to interact you may ask them to work in pairs and to come up with ideas that they consider to be catchy, as if they were working on a catalogue or in an advertisement agency. It is important that you monitor students' work as this activity leads to a step to the final product. You may ask students to compare their answers with another pair of students to check their work and ask some volunteer student to say their answers to the whole class.

ANSWER KEY

Answers may vary.



Step to Final Product



The purpose of this icon is to help students remember that they are already working on the third step of the final product. You might let students know that they are going to include additional information like this later during the elaboration of the final product.



Exchange your ad in Activity 2 with another pair of classmates. Evaluate each other's work. Use the questionnaire to help you and complete the chart with notes.

Before you ask students to complete the chart in this activity you may ask students to answer the questions about their own ad in their notebook. After doing this, you can ask them to complete activity 3 and compare the notes they wrote about their ad with the notes their classmates wrote and check the differences and similarities, in order to have solid feedback.

M8 Lesson 3

Activity Book pages 90-92

OPENER ACTIVITY

To contextualize this lesson and reintroduce the language seen in previous lessons, you could paste an ad on the board. You can arrange your learners into groups and ask each group to analyze the ad. You can encourage them to think about the message by asking these questions: *Is it about people, animals, an activity or a place? Where could the ad be? Have they ever done that or bought that?* You can ask each group to come up front and share their answers. You might want to remind them to give complete answers.



Readers Activity

You could ask the children to open their Readers Book to *History of Advertising* and read it completely. You can ask them to discuss with their classmates what the reading was about. *Which was the best way of advertising? Have they seen advertising with a social purpose? Where? Have they seen propaganda? What was it about? How is it different?* Then you may have them share their thoughts with the class.



1 Look at the ad and discuss the questions below.

Before you ask students to complete activity 1, you may write on the board the words: *product, services and slogans*. You could ask students to brainstorm as many words as they remember related to these concepts in order to link this lesson with the previous ones. After doing this, you may ask students to complete activity 1. To check answers, you could ask the answers to students as a whole class and write them on the board.

ANSWER KEY

- a) A skateboard
- b) SK8ER 101
- c) Children doing stunts (possible answer)

CULTURAL BOX

This might be a good time to talk about different kinds of ads around the world. You can tell your learners how every country and culture has their own kind of advertising because they have their own products and services that are not necessarily available or needed around the world. In places where it is cold and it snows, they might have some ads about snow and products for snow. You could ask them to think of some ads that could only exist in Mexico. One example could be "Visit the pyramids of Teotihuacan". Ask them: *Why is it only possible in Mexico?*

2

Find expressions in the ad that mean:

You can point to the ad on page 90 of the Activity Book. You may ask the children to read the message. Then you could write some of the words on the board: *B URself*. Next you can ask your learners to read it again and ask them: *Do you know what it means? Have you seen it before? Where? What does it sound like?* You might want to explain to them that in some languages, there are some words that can be shortened, because their sound is very similar to the sounds of the letters or letters and numbers used to replace the real words – you could indicate the title of the activity being advertised – *SK8ER- Skater* to show the children how this works. Next you can ask them to read the words at the bottom. You could ask them to write the expressions from the ad that mean those words. You may ask them to compare their answers with their partners. To check, you could write the answers on the board.

ANSWER KEY


- 1. U
- 2. B
- 3. 4
- 4. UR
- 5. CU
- 6. @



3

Think of more examples like those in Activity 2. Write them in your notebook. Compare your answers with a partner.

You could write more letters and numbers on the board which when pronounced together sound like the words they replace for your learners to read like: *GRB (great), BT (but), IC (I see)* then you can ask the children to think about what they mean. You could have some volunteers come up front and write their meanings. You may ask the children to think of some more examples and take out their notebooks and make a list of them. You may need to have some additional ideas for them. You can ask children to compare their list with their partners'. You could ask some of your learners to come up front and share their answers. This activity will be used at the end of this module to evaluate the child's progress. You should make sure they keep it in their portfolio.

- 4**  Complete these slogans from ads using the words from the box. Then, discuss which images could be used to reinforce the message in each slogan.


Before you ask students to complete this activity you may ask them to read quickly the lines and try to imagine what images can go with each line, after doing this, you may ask students to complete activity 4. To check answers students could compare their work with another pair of students. You could write the answer on the board and you may ask students to check their answer themselves.

ANSWER KEY

- a) healthy
- b) sale
- c) adopt
- d) Answers may vary

OPTIONAL ACTIVITY

You might want to encourage the children to keep writing and thinking about new messages. You can arrange the class into groups of 4. You could ask each group to select a message from Activity 4. You may hand out a piece of cardboard to each group and ask them to use it to create the message they were planning. You can ask them to draw a picture and decorate it. You could ask them to come up front and share it with the class explaining why that message is important and where they would like to see the ad and to whom it is directed. You could select the best ads by using the clapometer and paste them in a special place in the classroom. You might want to make that the *Advertisement Wall*.

- 5**  Choose one of the slogans in Activity 4. Write it on the line and draw an image that could be used to reinforce this message in an ad.


The purpose of this activity is to lead students to the final product, so your monitoring plays an important role to carry it out. You should ask students to work in pairs and think of all the graphic elements they might need to illustrate their ad. You should make clear that graphic elements are not just pictures, but also bullets, letters in different colors and sizes. You could write a list of this elements on the board and ask students to copy it and use it as a check list, in order to make sure they cover all the points in their ad. You may monitor students' work to provide any kind of support they need at any moment.

Message	Intention	Key words	The tower
a)	Healthy lifestyle	Fruits and vegetables	An apple and a carrot
b)	Sale	Sale, 50%	A big number 50
c)	Animal Adoption	Animals	A dog and a cat
d)	Answers may vary	Answers may vary	Answers may vary


Step to Final Product

The purpose of this icon is to help students remember that they are already working on the fourth step of the final product. You might let students know that they are going to illustrate an ad later during the elaboration of the final product.



- 6**  Go to page 125. Cut and paste the ad and discuss the questions below.

The purpose of this activity is to help students review the features of the ad. You may ask student to cut and paste the image and then you could ask students to answer the questions in pairs. You may monitor students' work so you can notice if some students are struggling, and then, you could ask the questions as a whole class, since this has been done before and students are at this point, able to answer confidently.

- 7**  Compare your answers in Activity 6 with another pair of students. Brainstorm ideas to make the ad better. Make a new version of the ad in the space below.

This activity will help students to improve material already done. You may ask students to work in groups of 4 or 5, depending on how large your class is. You may encourage them again with the idea proposed before, they are working on a catalogue or in an advertisement agency. You could monitor students' work to provide vocabulary, help searching information or any support they need at any time. To check answers, you could ask students to compare their answers with another group and then you could ask volunteer groups to share their ad with the class.

ANSWER KEY

1. All toys are 50% off.
2. The perfect gift for the next Christmas.
3. Come visit the Frida Kahlo's Museum.
4. The best cereal in the world.



TEACHING NOTE

This could be a great moment to talk about accepting someone else's victory, being a good sport and supporting one another without focusing on your own ranking. The important thing is the process and all the learning they've been doing.

Final Product page 93

Final Product Lesson Advertisement

MATERIALS LIST

Glue stick, white paper, color pencils, scissors, color pencils.

BEFORE COMPLETING FINAL PRODUCT:

This could be a great moment for you to look back through all the sub-products with the students in case there are any doubts or questions about the topic and social practice of this module. This will help them feel fully supported in the creation of the final product in term of confidence in their ability to do it.

- 1, 2, 3** Remind the children that they have already been working on the Final Product for this module and have done similar work throughout the lesson.

- 4** Brainstorm ideas for images that you can included in your ads. Select images or make drawings for your ads like you did in Lesson 3, Activity 5.

You can ask children to work and think of images they can included in their ads to make them more attractive. You may monitor and provide help as necessary.

5 Make the final version of your ads on a cardboard. Paste them on the classroom walls.

Before students start with this step, you could ask them to make sure they have the material they are going to use, in order to complete their ad successfully. You may monitor students work in order to provide any help with vocabulary, guidance or any support they need at any moment. When learners have finished, you may invite them to display the ads on the walls.

6 Choose the 3 most effective slogans and share your conclusions with the class.

In order to complete this activity, ask students to reflect on the features of ads that they have been checking throughout this module. You could also mention that besides the features ads must accomplish, they also have to decide if the graphic elements are catchy. After doing this, you can ask students to complete activity 6. You could check answers as a whole class, asking group by group.

CLOSING

To wrap all the good work done in this Module, you can ask the children how they feel about their results and about how they achieved their final product. You may let them discuss how could they improve their performance for the following Product on the next Module or comment on some strategies to have a better team work.



Side By Side



Self Assessment

Before completing this section, ask children to open their Activity Book to page 83 and go through all Module 3 until page 93. Ask them to think of all the things they've learned and all the activities they've done. You can go over the lessons quickly to help children remember. Then, you could ask the children to go to page 93 and you could point to the questions at the end of the page. If you think it might be necessary you could read them together and clarify if needed. Next, you could encourage the children to circle the best option to answer them. Then, you could arrange the class into pairs and you could have them compare their answers and discuss with their partner if the objectives in this module can help you become a better member of you family and community. You could go around the classroom and help if needed and praise their effort.



Readers Activity

If you have time at the end of this Module, you may want to have your learners re-read the Readers story. Ask the children to take out their Readers. Ask them to read the whole Readers one more time, from page 103 to page 116. Ask them to tell you if there is anything they would like to discuss. If there are any doubts. If you have time to spare you could go through the glossary together. Then ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

1. a, c, c
2. t, f, t
3. magazines, people, all places
4. Answers may vary

Portfolio evidence	Page	Activity	Check
Find and paste 3 ads and 3 signs	84	4	
List of key words and phrases used in ads	85	6	
Cut and ad and write 3 questions about it	87	3	
Choose one ad and write your slogan	88	5	
Write 2 questions about an ad	89	2	

OPTIONAL EVALUATION

This optional evaluation will help you get a clear vision of your students' progress in each module. It's important to have in mind that this optional evaluation it is a summative test, which means that it will help you to determine each student's level and give you as a teacher, a general scope to each student's progress and the strategies that you might decide to use in each case.

Methodology:

1. Make copies of the test depending of the number of children you have in class.
2. Have them answer the test individually.
3. We suggest you, to give the students 20 minutes to answer the tests.
4. Collect the tests
5. Grade them.
6. Keep them as a record of the children's progress.

EVALUATION INSTRUMENT

Make copies of the evaluation instrument depending on the number of learners you have in class. Before handing out the evaluation instrument you can provide further support to learners by copying it on the board and show them how to complete it using yourself as an example. It's a good idea to monitor students' work in case they have questions while filling in their evaluation instrument. When students are done completing the evaluation instrument ask them to keep it in their special folder.

Optional evaluation

MODULE 8

Name: _____

Progress Test _____

Date: _____

Group: _____

1. Match the picture with the correct sentence. 4 pts.



Drive safely

The best watches in the world



Come have fun with

us this summer!

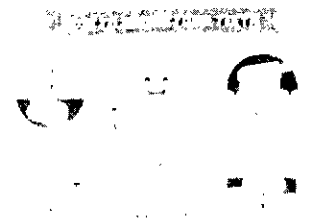


Take care of nature



2. Look at the ad, read the messages and circle the correct ones. 2 pts.

- a) Adopt pets, don't buy them!
- b) Eat healthy food, stay healthy.
- c) Keep the dentist away by brushing your teeth.
- d) We must always brush our teeth three times a day.
- e) Frida Kahlo's Museum, come visit us!



3. Order the following sentences. 5 pts.

- a) to / the / welcome / market
- b) nature / take / of / care
- c) fruits / and / eat / vegetables
- d) will / you / toy / find / the / dreams / of / your
- e) chocolate / best / world / the / of

- 1. ...the best chocolate in the world.
- 2. ...take care of nature.
- 3. ...eat fruits and vegetables.
- 4. ...welcome to the market.
- 5. ...will you find the toy of your dreams?

Evaluation Instrument

Instructions:

1. Read the questions in the first column in the chart.
2. Write notes in the second column to answer the questions.

Questionnaire

Student's Name: _____

Teacher's Name: _____

Date: _____

Grade: _____

Module: _____

Questions	Answers
How well can you explore ads and signs in public spaces? Why?	
How well can you understand messages in ads and signs? Why?	
How well can you write sentences for an ad or a message? Why?	



1. Work with a classmate you collaborated with during this module.
2. Evaluate each other's work by writing notes in the chart below to answer the questions about your classmates' performance.

Questions	Answers
How well can your classmate explore ads and signs in public spaces? Why?	
How well can your classmate understand messages in ads and signs? Why?	
How well can your classmate write sentences for an ad or a message? Why?	

Module 9 My Instruction Sheet

Activity Book pages 94-104

L1 ACHIEVEMENTS

- Explore instructions for making an object.

TEACHING GUIDELINES

- Activate previous knowledge to recognize topic, purpose and intended audience.
- Associate instructions with illustrations.
- Examine graphic distribution.
- Clarify meaning of words.
- Analyze structure of instructive texts: list of materials, sequence of instructions and illustrations.
- Analyze structure of instructive texts: list of materials, sequence of instructions and illustrations.
- Compare statements (e.g. declarative, imperative and interrogative).
- Contrast absent or rare consonant sounds in native language (e.g. enjoy, five, etc.).
- Recognize expressions to link ideas (e.g. and, or) and type of relation established (e.g. to add information, offer alternatives).

L2 ACHIEVEMENTS

- Understand illustrated instructions.

TEACHING GUIDELINES

- Make connections with personal experiences.
- Anticipate instructions from images.
- Value accentuation of words (e.g. in the word together, the second syllable is different from the other, etc.).
- Compare some common and simple patterns of letters (e.g. tr, ch).
- Compare cardinal and ordinal numbers.
- Analyze ways of writing instructions.
- Recognize actions given in instructions.
- Practice reading instructions.

L3 ACHIEVEMENTS

- Participate in writing an instruction sheet.

TEACHING GUIDELINES

- Differentiate instructions from lists of materials.
- Write ordinal and cardinal numbers.
- Write words to complete instructions.
- Rewrite instructions.
- Check correct use of capital letters.

MATERIALS

Audio CD, Reader, Activity Book, colors, photocopiable Extra Evaluation, Evaluation Instrument.

M9 Lesson 1

Activity Book pages 94-96

OPENER ACTIVITY

To contextualize the social practice of this module, which is to give and receive instructions to make an object, you could begin by asking your learners if they've ever seen an instruction sheet and ask them to tell you where, you can ask them: *What was the instruction sheet about? Why do they think these are important? What can we use them for? Is following instructions important?* You might want to project image number 9 on the board. You could ask them to take a look and tell you: *What do you think it is? What is its purpose? What object can we make if we follow the instructions?*

You could have some volunteers come up front and tell you: *What kind of instructions would they write on the panda origami instruction sheet?* These questions will generate interest on instruction sheets and will help your learners think more deeply about this.



Readers Activity

"What is a User Manual?" covers the different kinds of text to explain how to use, how to make, how to construct an object. The focus on the user manual and their parts and steps to follow. You can have the children take out their Readers Book and open it on page 117. You may ask them to read the title aloud and discuss these questions: *Have they seen a user's manual? Have they read one? Where? What were they trying to build?* Then you may ask them to read from page 118 to 121. You could ask them if they remember an example of instruction sheet they can share with the class. You may ask them: *Is following instructions easy or difficult? What would make it easier?* Then, you may tell the children they will read more about *What is a User Manual?* in the next classes.



Read the instruction sheet and circle the best option to complete the sentence. Discuss the questions below.

You could introduce this activity by having the children open their Activity Books to page 94. You can point to the image and ask them to tell you what they think it is. Then you may read the sentences aloud. You can arrange the class into pairs and ask them to circle the correct answer. Then you could point to the questions below, arrange the class into pairs and have them discuss the questions. You may allow some extra time and have the children compare their answers with another pair. To check, you can write the answer on the board and invite some pair to come up front and share their thoughts with the class.

ANSWER KEY

c)

Answer may vary.

OPTIONAL ACTIVITY

You could have the children explore how following instructions turns into an object in origami by giving them squares of paper and having them make the origami cat. This will allow them to experience putting what is written into practice. This kind of extra activities help the children to connect how when they follow instructions they come to an outcome and see exactly how they did that. You can ask them to share their origami cats with the class.

2



Read the instruction sheet and discuss the questions below.

You might want to ask the children to take a look at the picture in Activity 2 page 95. You can allow them some time to read the instruction sheet or if you think it necessary read it with them. Then you could help them understand by asking them the following questions: *What are the instructions about? What are the instructions for? Do you think it is easy? Do you think it is difficult? Have you done something similar before?* You can elicit their answers. You may go around the class to make sure everyone is participating. Then you can point to the questions above the instruction sheet and have them discuss them with a partner. You could allow them some time to compare their thoughts with another pair. You may invite some of the pairs to come up front and share their answers with the class.

ANSWER KEY

Answer may vary.

3




Compare the instructions sheets in Activities 1 and 2. Discuss the questions below and in your notebook make notes with your answers. Look at the example to help you.

You can have the children go through Activities 1 and 2 and ask them to read both instructions sheet and make a comparison. You could help them by asking: *Which one seems easier? What do they talk about? Which one has materials? Which one has the best images?* You can elicit their answers. Then you may have the children read the questions in Activity 3. You could allow them some time to discuss the questions with their classmates. Next, you can ask them to take out their notebook and make notes with the answers about the questions. You could point to them the note at the end of the page and invite them to take it as a guide. To check you may invite some volunteers to come up front and share their answers.

ANSWER KEY

Answers may vary.

 **4** Compare your answers in Activity 3 with another pair of students. Find similarities and differences.



Before you give any instructions, you could talk to the children about the similarities and differences. You could help them by asking some questions: *What elements do they have in common? What elements does one have that the other one hasn't? What do you find that is more less the same in both cases?* You can elicit their answers. Next, you could arrange the class into pairs and have the children compare their answers with another pair of students. Then you can encourage the children to find some similarities and differences. You may invite some of the pairs to come up front and share what they found of similarities and differences.

ANSWER KEY

Answer may vary.

Step to Find Product

You can tell the children they will be making an instruction sheet. You could tell them to think about the elements they know they will need in order to make one. You could ask them: *What elements do you need to make an instruction sheet? What are you going to do the instruction sheet about? Do you think you need pictures? Do you think you need information?* You can elicit their answers. You may tell them the first step is to choose an object they know how to make and prepare a poster with instructions. You could encourage them to write the list of materials they will need in their notebook. This step will be used to evaluate the child's progress at the end of the module. You should make sure they keep it somewhere safe. You may remind them they are one step closer to the final product.



 **5**  Listen to the teacher giving instructions and say which object from this lesson the students will make.

You can tell the children they will be listening to a teacher giving some instructions. You could help the students by playing track 38 once and have them listen to it. You may encourage them by asking if there is something they didn't understand or if they need guidance. Then you can play track 38 one more time and have the children tell you which object from this lesson will

the students be doing. If you think it might be necessary, you could play track 38 one more time. You may have the children compare their answers with a friend. To check, you can write the answer on the board.

ANSWER KEY



Can, drum.

 **6**  Listen again and complete the extract from the listening with *and / or*.

Before giving any instructions, you might want to write different sentences on the board using *and / or*, for example: *Do you need scissors or a ruler? Do you need scissors and a ruler? Do you need pencils and markers? Do you need pencils or markers?* You can ask some volunteers to come up front and read the sentences. You may ask them to discuss when we use *or* and when we use *and*. Then you can ask them to read the text in Activity 6 aloud. You may play Track 38 again for them to have it fresh in their minds and then play it one more time for them to complete the sentences. You could ask them what would happen if we changed the *ors* for *ands* in every sentence. You might want to write the sentences on the board and go through the differences it would make in meaning. You may ask your learners to compare their answers with the classmate sitting behind them. To check, you could read the sentences aloud with the correct answer.

ANSWER KEY

and, or, And, and.

 **7**  Take turns to be the teacher who gives instructions to make an object. Follow the guidelines. Change roles until everybody in the group has a chance to be the teacher.

You could have the students open their Activity Book to page 96 and point to the chart there. You can have the students read it aloud. You might want to explain each point to them in order for them to be able to follow the guidelines. You could tell them: *There will be some of you who start by being the teacher and some of you who will be the students. Then you will use the instruction sheet in Activity 1 to guide your students. If you think it might be better, you can copy the instructions on the board.*

Then the person who plays the student will listen to the teacher and follow the instructions. The students will ask if they have any doubts. The teacher will answer the questions to the students. Then you can arrange the class into groups and have each group decide who will start by being the teacher and who will start by being the students. You could remind them that everyone will have the opportunity to play the teacher and the student. You may go around the classroom and make sure everyone has played both characters. You can invite one group to come up front and role play to the class.

M9 Lesson 2

Activity Book pages 97-100



Readers Activity

You can have the children take out their Reader Books and open them on page 117. You could get them to read from page 122 to the end. Now you can ask your learners: *Have you seen the other kinds of manuals? Where? What is the main difference? Are they easier or more difficult to follow?* You can elicit the answers. You may ask children if they liked the reading and if it was clear.

OPENER ACTIVITY

You might want to ask children to take out the drum they made. You can arrange the class into a circle and ask them to think about the steps they needed to take to make their drums. You may ask them about something else they've made, maybe at home or in another class and how they followed instructions. You could have them share their experience with their classmates. Next, you may ask them: *What would happen if you inverted the steps or if you missed one? Would you get the same drum? Why not?*



Read the instruction sheet and say which words help you follow the sequence of the steps.

To introduce this activity you could write some words on the board: *first, second, third*. You can invite the students to read them aloud and ask them: *What do you think are these words for? Where have you seen them before? Could you give me an*

example? You could elicit their answers. In case no one provides you with an example you could write one on the board: *First we need to call grandma. Second, we need to buy her some flowers. Third we need to go visit her.* You may encourage them to think of more examples. Then you may tell the children to open their Activity Book to page 97 and have them read the instruction sheet aloud. You could ask them to identify which words help them follow the sequence in steps. You may have them discuss their answers with the class. To check, you could write the words on the board.

ANSWER KEY

First, second, third, fourth, fifth.



Discuss and decide which ordinal numbers have the same ending.

You could write the ordinal numbers on the board, both written and abbreviation (first/1st). Then you can have the children read them aloud and ask them: *Have you seen these numbers before? What do you think we use them for?* You can elicit their answers and give them an example: *He was first place in the race.*

You can encourage them to think about more examples and share them with the class. Next, you may have the children open their Activity Books to page 97 and have them take a look at the table there and have them read both columns. You could arrange the class into pairs and have them discuss which ordinal numbers have the same ending. You may go around the class and help if necessary. You can allow them some extra time to have them compare their thought with another pair. To check, you may invite a pair to come up front and share their answer.

ANSWER KEY

4th, 5th, 6th, fifth, sixth, fourth, third, second.



Complete the instructions with the actions from the box. There is one action that you will have to use more than once.

You can ask the children to open their Activity Books to page 99 and have them read the instructions sheet title: *Strawberry and cucumber water*. Then you can ask them to read the ingredients and ask the following questions: *What do you think you might have to do to make strawberry water? Do you have to maybe cut some fruit? Maybe mix both fruit*

with water? Do you always wash the fruit? You can elicit the answers. Now you may ask your learners to take a look at the words on the box. You could ask them to read the instructions and have them complete the instructions by writing the actions from the box. You may ask them to compare their answers with a partner. To check, you can write the answers on the board.

ANSWER KEY

Cut, Wash, Wash, Mix, Put.



Write the ordinal number for the instructions in the box. Compare your answers with a partner.

You can ask the children to go to Activity 6 on page 97 and ask them to review all the ordinal numbers there. You could even write them on the board. Next, you may ask your learners to read the instructions on page 99 again and then write the ordinal numbers next to each step to order them. You could go around the classroom and help if necessary or praise their work. You can ask them to share their answers with a partner. To check, you may write the answers on the board.

ANSWER KEY

1st, 2nd, 3rd, 4th, 5th, 6th.

Step to Final Product



You can encourage the children to think about the next step they need to make their instruction sheet like write the steps they need to follow to make the object they chose in step 2. If you think it is necessary, you may encourage them to read the instructions sheet seen so far in this Module as a guide.



Look at the instruction sheet and discuss the questions below. Share your conclusions with the class.

You can invite the children to take a look at the instruction sheet in page 99 and encourage them to analyze the elements by asking them: *What object is the instruction sheet about? What elements are there? Are the instructions easy or difficult to follow? Do the images help understanding the*

instructions? You can elicit their answers. Then you may point to the questions below and read them aloud. You might want to read the example as well. Then you can arrange the class into pairs and have the children discuss the questions. You may allow some time for each pair to compare their thought with another pair. You can invite some pairs to the front and have them share their conclusions with the class.

ANSWER KEY

Answers may vary.



Look at the instructions sheet in Activity 3 again and brainstorm ideas for images you can use for the list of material and the steps. In your notebook, make drawings with your ideas.

You can have the children open their Activity Book to page 3 once again and read the instruction sheet once more. Then you may ask them: *What do you think is missing? What could we add to make it clearer? Do you think is it complete? Why not?* You can elicit their answers. Then you could arrange the class into small or big groups and have them brainstorm ideas for images they could use for the list of materials and steps in the instructions they've just read in Activity 3. You can have them compare their thoughts with another group. Next, you may invite the children to take out their notebook and make the drawings using their ideas. You could invite some of the children to come up front and share their drawings with the class. This activity will be used as an evaluation at the end of the module, you should make sure they keep it somewhere safe.

Step to Final Product



You can invite the children to think about all the steps they've accomplished so far in order to create their Final Product: They have chosen an object, and make a list of the materials they will be needing, they have written all the steps to follow and now they will be selecting the images or make the drawings in their notebook to reinforce the instructions from the previous steps.

Intermediate Assessment

Before you ask children to complete these activities, you might want to ask them to go over Lessons 1 and 2 and identify those activities they did confidently and those that were more difficult to complete. You can ask them to review all the instructions sheets, actions, words, numbers and even their Readers Book to see what they've learned and seen in both lessons. You can use this as an assessment tool to evaluate children's progress at the end of this module.



Discuss which 3 of the following points are the most important for a good instruction sheet. Check (✓) your selections.

To introduce the children to this Activity you could ask them: *What are the most important elements in all instruction sheet? Which elements are the ones that can change?* You can elicit their answers. Then you may invite the children to open their Activity Book to page 100 and point to the list of elements there. You may read them aloud and if necessary explain each one further. Then, you could have the children select the three that are the most important. You may go around the class and offer some guidance if needed. You can ask the children to choose a partner and have them compare their answers. To check, you could copy the answers on the board.

ANSWER KEY

- A list of materials.
- An image of the final result.
- A clear sequence of steps to follow.



Exchange the work you have completed for your final product with another pair of classmates. Evaluate each other's work. Use the questionnaire to help you and complete the chart with notes.

You can arrange the class into pairs and encourage each pair to take out all the work they've accomplished in the steps toward their final product. Then you may tell them to exchange that work with their partner and have them evaluate each other's work. You can point to them the questionnaire in Activity Book page 100 and tell them to use this as a guidance and complete

the chart with notes. You may invite some of the pairs to come up front and share their notes. If you think it is necessary, you could help the classroom with one example.



Use the comments you received in Activity 2 to think of how to improve your final product. In your notebook, write a list of things you need to change to make your final product the best you can.

You may allow some extra time for the students to review the comments they received. You may have them take another look at the steps they've accomplished and tell them to think how could they improve them. You can tell them to take out their notebook and make a list about the things they need to change to improve their Final product. You could encourage them to compare their list with another classmate. You may go around the class and make sure everyone is working on the correct activity. This activity will be used at the end of this module to evaluate child's progress. You should make sure they keep it in their portfolios.

M9 Lesson 3

Activity Book pages 101-103

OPENER ACTIVITY

To contextualize this lesson and reintroduce the language seen in the previous lessons, you can arrange the class into three groups and hand each group an incomplete instruction sheet and the materials to make the object. Group 1: an instruction sheet without the materials. Group 2: an instruction sheet without the instructions. Group 3: an instruction sheet without the illustrations. Then you can ask each group to make the project and have them come up front and share their final object and their experience trying to follow the instructions with one part missing. You may ask them: *Was it easy? Was it difficult? What kind of object was the final product? What happens when the instruction sheet is not complete? What happens when we don't follow instructions?* You can elicit their answers.



**Work in pairs. Look at the information below:
Write M if it's a Material and S if it's a Step.**

For this activity, you might want to print an instruction sheet for making an object or use the one about musical instruments and hand one to each child. You can ask your learners to read the materials and the steps and ask the children: *What is the difference between the step and the material. What are the materials? What do you do with them? How about the steps? What do you use them for?* You may elicit their answers. You might want to write on the board: *scissors – cut the paper in a circle.* You could ask children: *Which one is the step and which one is the material?* Then you may ask them to open their Activity Books to page 101 and read all the sentences there. You can ask them to write an M for materials or an S for steps. You may go around the class and help if necessary or praise their work. You can ask them to share their answers with a partner. To check, you could write the answers on the board.

ANSWER KEY

M, S, S, M, M, S, M.



Complete the following instructions with the missing information. You can look back at the instructive in the previous lessons to help you.

For this activity, you might want to ask children to go back to Lesson 1 and 2 and look at all the instruction sheets there. You can ask them to pay attention to all the elements and parts they've been studying. You could ask them to pay attention to the names as well. Then you may ask them to go back to Activity 2 on page 101 and complete the instructions. You can go around the class and help if necessary. To check, you may say the missing information aloud.

ANSWER KEY

Materials, Steps, 1st, 2nd, 3rd, 4th, 5th.



Match the columns to complete the instructions.

You could write three incomplete instruction steps on the board like: *Paste the feathers in..... Slice the strawberry and..... Cut the paper in.....* You can ask students: *Would it be easy to follow the steps? What is missing? Is the action missing? Or the object of action?* Next, you may ask the children to read the sentences aloud. Then you could ask some volunteers to

come up front and to try to complete each step. You may ask the class to help the volunteers and elicit their answers. You can ask them to discuss the importance of complete and clear steps. Then you may ask the children to open their Activity Books to page 102 and point at the sentences in Activity 3, you could ask them if they know what a sock puppet is. Then, you can ask them to read the sentences in both columns aloud for the *Socket puppet* and match both columns to complete the steps. You may have them compare their answers with a partner. To check, you could write the complete steps on the board.

ANSWER KEY

Paste the googly eyes to the medium pompoms.
Then paste the eyes on the sock.
Cut some pieces of yarn and paste them as the hair.
Paste small pompon as the nose.
Play with it.



In pairs answer the following questions.

You can point to Activity 4 and ask the children to read the questions. Then you may arrange the class into pairs and ask the pairs to review Activities 1 and 3 and the instructions for Paper Roll Dragon. If you think this activity is too challenging, you might want to answer the first question: *What is the object they are working on?* You can ask them to read the title of the instruction sheet: *Paper Roll Dragon*, then you can ask them to tell you what the object might be - *a Paper Roll Dragon*. Then you may ask them to answer their questions. You can have them compare their answers with another pair. To check, you could read the answers aloud.

ANSWER KEY

- Sock puppet
- 1 sock, yarn, googly eyes, medium pompoms, small pompoms, glue, scissors
- 5



Write the complete instructions for sock puppet in order. Compare your answers with a partner.

You might want to ask the children to review Activities 3 and 4 before completing this exercise. You can ask them to look at the instructions in the activities. Then you can ask them to go to page 102 and write the instructions for the Sock puppet in order. You could ask them to compare their answers with the class. To check, you may write the instructions on the board.

ANSWER KEY

1. Paste the googly eyes to the medium pompons.
2. Then paste the eyes on the sock.
3. Cut some pieces of yarn and paste them as the hair.
4. Paste small pompon as the nose.
5. Play with it.



Complete the instructive for sock puppet with the instructions and materials in Activities 3 y 4.

You can ask children to open their Activity Books to page 103. You could point at the blank Instruction Sheet and ask them: *What is missing? What do they think they should do?* If you think this activity is challenging, you could help them by writing down the first material: *Sock*. Then you can ask them to go to page 102 and review the instructions again. You could ask them to write down the materials they will need and the instructions they will need to follow in order, using ordinal numbers. You might want to write the ordinal numbers on the board: 1st, 2nd, 3rd, 4th, 5th, 6th to remind them. You may ask your learners to compare their work with a classmate. To check, you can copy the Instruction Sheet on the board and have some volunteers come up front and write the answers into it.

ANSWER KEY

Materials: sock, googly eyes, yarn, small pompoms, medium pompoms, scissors, glue.

Instructions:

- 1st Paste the googly eyes to the medium pompons.
- 2nd Then paste the eyes on the sock.
- 3rd Cut some pieces of yarn and paste them as the hair.
- 4th Paste small pompons as the nose.



Go to page 125. Cut and paste the images for the instructions in the correct order.

You can ask the children to open their Activity Books to page 125 and have them take a look at the images there and ask them: *What do you see? What kind of object do you think it is? Are these Steps? Or Materials? Will it be easy or difficult to follow?* Then you can ask them to cut out the images and go back to page 103 and paste them where they belong in the blank spaces, following the correct order. You could arrange your learners in a circle and ask them to share their work with the class. To check, you may point at the blank spaces and describe the image that should go there.

ANSWER KEY

1. A sock puppet with googly eyes being pasted.
2. Sock Puppet with googly eyes and yarn hair being glued on.
3. Sock Puppet with yarn hair and a pompom nose being glued to.
4. Kid playing with the sock.

Step to Final Product



You can encourage the children to think about all the steps they've accomplished and how are they closer to their final product. You may remind them one of the steps missing is to prepare the information about the instruction sheet. You can have the children create a poster on a cardboard with the help of information from Steps 1, 2 and 3. You may tell the children they can bring the materials they will need to the class to show your classmates how to make the object, but it is not necessary. You could remind the children they are a few steps away from their final product.



In pairs check the final set of instructions. Revise punctuation and CAPITAL letters

You can write two sentences on the board: *Paste small pompons as the nose. Paste small pompons as the nose.* You could ask the children to read both sentences. Then you may have some volunteers come up front and tell you what they think is missing. Then you may ask them to remind you when you use CAPITAL letters, commas and periods in English.

You may elicit their answers. Then you can arrange the class into pairs and ask them to review the instructive they've just written and check the punctuation and the CAPITAL letters. You could go around the classroom to check children's answers.

Final Product page 104



Final Product Lesson

MATERIALS

Scissors, sharpener, paper clips, rulers, eraser, paint, notebook, color pencils.

BEFORE COMPLETING FINAL PRODUCT.

This could be a great moment for you to look back through all the sub-products with the students in case there are any doubts or questions about the topic and social practice of this module. This will help them feel fully supported in the creation of the final product in terms of confidence in their ability to do it.

Remind children that they have already been working on the final product for this module and have completed the first three steps in the process.

Take turns to give instructions to the class with the help of your poster like you did in Lesson 1, Activity 7. If you brought the materials, show your classmates how to make the object.

You can encourage the children to come up front and share their instructions to the class using the poster they did in Lesson 1, Activity 7. You may invite them to show their classmates how to make the object if they brought the materials.

Discuss and choose the 3 posters with the clearest instructions and share your conclusions with the class.

You can arrange the class into groups and have them vote which of the instructions were the best. Then you could have each group come up front and share the conclusions about their votes.

TEACHING NOTE

This could be a good moment to talk about respecting everyone's work and being supportive as a class. It is important to help each other and to recognize each other's effort.

CLOSING

To wrap all the good work done in this Module, you can ask the children how they feel about their results and about how they achieved their final product. You may let them discuss how they could improve their performance for the following Product on the next Module or comment on some strategies to have a better team work.



Side By Side



Self Assessment

Before completing this section, ask children to open their Activity Book to page 94 and go through all Module 9 until page 104. You could ask them to think of all the things they've learned and all the activities they've done. You can go over the lessons quickly to help children remember. You could invite the children to check the objectives from this module that they are able to do. Then, you might want to arrange the class into pairs and have them compare with their classmates work and could discuss the questions there. Go around the classroom and help if needed and praise their effort.



Readers Activity

If you have time at the end of this Module, you may want to have your learners re-read the Readers story. Ask the children to take out their Readers. Ask them to read the whole Readers one more time, from page 119 to page 128. Ask them to tell you if there is anything they would like to discuss. If there are any doubts. If you have time to spare you could go through the glossary together. Then ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

1. A, b, Introduction, index, ways, glossary
2. B
3. Text instruction Manual, Mixed instruction manuals, Audiovisual Instruction Manuals

After: Answers may vary

OPTIONAL EVALUATION

This optional evaluation will help you get a clear vision of your students' progress in each module. It's important to have in mind that this optional evaluation it is a summative test, which means that it will help you to determine each student's level and give you as a teacher, a general scope to each student's progress and the strategies that you might decide to use in each case.

Methodology:

1. Make copies of the test depending of the number of children you have in class.
2. Have them answer the test individually.
3. We suggest you, to give the students 20 minutes to answer the tests.
4. Collect the tests
5. Grade them.
6. Keep them as a record of the children's progress.

EVALUATION INSTRUMENT

Make copies of the evaluation instrument depending on the number of learners you have in class. Before handing out the evaluation instrument you can provide further support to learners by copying it on the board and show them how to complete it using yourself as an example. It's a good idea to monitor students' work in case they have questions while filling in their evaluation instrument. When students are done completing the evaluation instrument ask them to keep it in their special folder.

Optional evaluation

MODULE 9

Name:

Progress Test

Date: Group:

1. Write Q for Question and I for Instruction. 4 pts.

- a) Can you cut the box first?
- b) Wash the strawberry before slicing it.
- c) Do you know how to slice?
- d) Paste the eyes on to the sock.

2. Write the cardinal numbers for the different steps. 6 pts.

- Fold the paper in half.
- Fold in half again.
- Fold in the dotted line.
- Fold the upper part in the dotted line.
- Turn over.
- Draw a face.

3. Complete the instructions by writing the correct action from the word box. 4 pts.

Paste * Cut * Tie * Wrapping

- the yarn to the ring, leave about an inch of yarn sticking out.
- Use a different color yarn to create a design by it around the outer edges,
- small pieces of yarn (different color) and tie them at the bottom of the ring.
- the feathers to the end of the small yarn.

Evaluation instrument

Instructions:

1. Read the questions in the first column in the chart.
2. Write notes in the second column to answer the questions.

Questionnaire

Student's Name:

Teacher's Name:

Date: Grade: Module:

Questions	Answers
How well can you explore instructions to make an object? Why?	
How well can you understand illustrated instructions? Why?	
How well can you participate in the writing of an instructive? Why?	



1. Work with a classmate you collaborated with during this module.
2. Evaluate each other's work by writing notes in the chart below to answer the questions about your classmates' performance.

Questions	Answers
How well can your classmate explore instructions to make an object? Why?	
How well can your classmate understand illustrated instructions? Why?	
How well can your classmate participate in the writing of an instructive? Why?	

Module 10 Asking Questions



ACHIEVEMENTS

- Explore illustrations about science topics.

TEACHING GUIDELINES

- Connect previous knowledge with images to identify the subject.
- Discover purpose from images.
- Compare similarities and differences between illustrations.
- Classify illustrations according to the topic.

ACHIEVEMENTS

- Listen to and understand questions.

TEACHING GUIDELINES

- Examine words that make up questions (e.g. Which is the..., How many... do...?).
- Clarify meaning of words and expressions.
- Analyze ways to express questions in present tense (e.g., What is the...? What do we...?).
- Compare auxiliaries in questions (e.g., do, does, etc.).
- Associate images with questions.
- Examine the use and position of question mark.
- Contrast statements (e.g., interrogative, declarative, etc.).
- Understand questions.

ACHIEVEMENTS

- Participate in writing questions to seek and obtain information.
- Formulate questions.

TEACHING GUIDELINES

- Analyze order of words in questions.
- Use question words in interrogative statements.
- Complete questions.
- Value intonation of questions.
- Check spelling and punctuation.
- Complete interrogative statements with question words.
- Ask questions orally from a model.
- Repeat questions to practice pronunciation.
- Dictate questions to seek information.

MATERIALS

Audio CD, Reader, Activity Book, colors, photocopyable Extra Evaluation, Evaluation Instrument.

M10 LESSON 1

Activity Book pages 105-107

OPENER ACTIVITY

To contextualize the social practice of this module, which is to identify and ask questions to look for information about a specific topic, you may want to ask the children to discuss what different ways of looking for information they know. *What about questions? How do you know it is a question and not an affirmation? How do we formulate questions?* Elicit their answers. Then you can project image 10 on the board and ask the children: *What are you looking at? Do you know any of those animals? Would you like to know them? How could you look for information about them? What kind of questions do you think you should ask?* You can elicit their answers.

Readers Activity



This informative text will very likely raise interest, curiosity and willingness to learn about how could students ask and answer

specific questions about other topics, such as: planets, animals, plants, countries, etc. You can ask the children to take out their Readers Book and open it to page 133. You could point at the title and ask them to read it: *The Secrets of Mars*. You may ask them to tell you what they think the reading will be about. Then you can ask them to read from page 134 to 136 and to discuss with their classmates: *How could you look for more information about Mars? What kind of questions would you like to ask about Mars?* You can elicit their answers. Then you may tell them they will read more in the next sessions.



In pairs look at the pictures and discuss the questions.

You can exploit image 10 projected on the board and ask your learners to take a look at it. You can ask them to name the animals they recognize there. You may ask: *Do you see your favorite animal? Why is it your favorite animal? What do you know about it? And what about the rest of the animals there?* You can elicit their answers. Then you can ask them to open their Activity Books to page 105 and ask them to look at the pictures and read the names and tell you if they recognize them. You may ask them: *What do you know about these animals? Have you ever seen any of them? Where?* Then you can arrange the class into pairs and ask them to read the questions aloud and then discuss their answers. As answers may vary, you might want to pay attention to their answers and have them give a complete answer: *My favorite animal is...* You can model this for them by answering the questions yourself. Now you may have them work in pairs to discuss the questions and then have some volunteers share their work with the class. You can ask them to compare their answers with some other pairs.



Write M if the animal is mammal or R if it is a reptile. Compare your answers with a partner.

It could be beneficial to talk to the children about the main differences between mammals and reptiles and how to differentiate them. You could paste some pictures on the board: an alligator, a rabbit, a snake, and a dog. You can ask them if they recognize these animals. You may ask them: *What things do they have in common? What things differentiate them? What is a mammal? Which are their characteristics? And how about reptiles?* Then you may talk to them about how mammals have 5 main characteristics: *They always have hair or fur on their bodies, they have mammary glands, all mammals, just like humans, are fed with mother's*

milk when they are little, they have one-time tooth replacement, just like us, they are warm blooded. On the other hand reptiles main characteristics are: *They have all 4 legs except for snakes, they lay eggs, their skin is covered with scales, they have a cold-blooded metabolism, they breathe through their lungs just like humans.* Next you could ask your learners if they can give you an example of a mammal and of a reptile. You may ask them to take another look at the image on page 105 and look at the animals there. You can ask them to look at their hair, fur or skin. If they have 4 legs. Then you can ask them to write an M if the animal is a mammal and an R if it is a reptile. You can model this for them by answering the first one: *Look at the elephant, do elephants have some hair? Yes! They are warm blooded! And they do not lay eggs, so elephants are mammals!* You may walk around the classroom and help if necessary. You could ask them to compare their answers with a classmate. To check, you may write the names of the animals on the board and write the letter M or R.

ANSWER KEY

Elephant- M, Crocodile-R, Rabbit-M, Turtle-R, Dog-M, Snake-R, Wolf-M, Iguana-R.



Look at the type of skin some animals have.

You could arrange the children into groups of four or five and hand each team three pictures of animals with different type of skin like: crocodile, a wolf and an elephant. You can ask them to discuss: *Which is the main difference about their skin? How does it look? How do they think it would feel?* Then you may ask each group to share their thoughts. You can ask the children to open their Activity Books to page 106 and point at the pictures there. You could tell them to look at the animals' skin and ask: *What do they think? Which one looks softer? Which one looks kind of wet? Which one is fur or hair? Which ones have scales?* You can ask them to discuss this with their classmates. As answers may vary, you should try to make them give you complete answers: *this one looks softer, this one looks wet...*



Complete the sentences with fur or scales. Compare your answers with a partner.

Before you give any instructions, you can write the words: *scales* and *fur* on the board. You may ask them to tell you what the difference is between the two. You can ask them to think about animals who have fur or hair and animals who have scales, you may elicit their answers. Then you can point to the

sentences in Activity 4 and ask the children to read them aloud. You could have them complete the sentences with *fur* or *scales* and compare their answers with a partner. To check, you may write the complete sentences on the board.

ANSWER KEY

Dogs, wolves and rabbits have fur.

Crocodiles, iguanas and turtles have scales.



Look at the set of words and cross the one that does not belong. Compare your answer with a partner.

You could write these animals on the board: *dog, cat, iguana, penguin, crocodile, snake*. You can ask the children to read them aloud. Then you may ask some volunteers to come up front and cross out the word that does not belong. You could ask them to tell you why they think it does not belong. Then you may point to the chart on page 106 and read the words aloud. You can ask them to cross out the word that doesn't belong. You may go around the classroom to check children's answers and help if necessary. You can ask them to compare their answers with a partner. To check, you may copy the chart on the board.

ANSWER KEY

eagle, cat, iguana, elephant.



Go to page 125. Cut and paste the animals in the corresponding place.

You can ask the children to open their Activity Books to page 106. You may point to the chart and read the headers. Now you can have the children go to page 125 and ask them to take a look at the images there. You could have them tell you the names of the animals they can see. Then you may ask them to cut them out and go back to page 106 and paste them in the correct place. You can ask some of the children to come up front and share their work with the class. To check, you may write the chart on the board with the correct names.

ANSWER KEY

Reptile: lizard, salamander.

Mammal: Cat, giraffe.



Listen to Uriel's presentation. Check (✓) the animals he mentions. Compare answers with a partner.

You can have the children open their Activity Books to page 107. You may point to the pictures there and ask them: *What do you think about these animals? Do you know their names? Do you know anything about them? What would you like to know? What questions would you like to ask about them?* You can elicit their answers. Then, you could tell them they will listen to Uriel's presentation. You can play Track 40 one time and ask them to listen to it and check the animals mentioned by Uriel. You may play track 40 another time and ask them to listen to it and if you think it is necessary, you could play the track another time to make sure everyone has the answer. You may ask your learners to compare their work with their classmates'. To check, you can write the names on the board.

ANSWER KEY

Elephants and crocodiles.



Work in pairs. Listen again and complete the information.

Before you give any instructions, you can point to the sentences in Activity 8. You may ask the children to read them aloud and tell them they will listen to the track again but this time they have to complete the sentences. You can play the track again and ask them to listen to it. You may play the track another time and ask your learners to complete the text. You could go around the classroom and make sure everyone got their answers. You might need to play it one more time to make sure. You can ask some volunteers to come up front and share their answers. To check, you may write the complete sentences on the board.

ANSWER KEY

a) reptiles, 4

b) mammals, 4





Classify the animals in this lesson in the following chart.

You can ask the children to think about the animals they've seen in this lesson. You may elicit the animals from your learners. You can help them by asking these questions: *What animal has 4 legs and many people have it as a pet? What animal has no legs? What animal makes this sound (can you howl like a wolf)?* Then you can ask your learners to review from page 105 to page 107 and look at all the animals they've seen. You can ask the children to write the names on the board.

Then you may have some volunteers come up front and write how many legs they have next to the first three animals. Example: elephant-4 legs. Then you can point to Activity 9 on page 107 and ask them to read the chart and write down the animals from the board depending on their number of legs. You could ask your learners to compare their answers with a partner's. To check, you may arrange the class into a circle and ask them to give their Activity Books to the person next to them and copy the chart on the board.

ANSWER KEY

4 legs	2 legs	No legs
elephant, crocodile, rabbit, turtle, dog, wolf, iguana, cat, salamander, lizard	Eagle	Snakes

10  **10**  **Choose an animal. Complete the information about that animal. In your notebook make a picture about it.**

You can ask the children to open their Activity Books to page 107 and ask them to read the chart from Activity 9 and review all the animals they've seen so far. You may have the children tell you their favorites and why. You can elicit their answers. Then you may ask your learners to pick one animal and complete the information shown in Activity 10. You could ask them to draw a picture of their animal in their notebook. Next you may get them to compare their answers with a partner. This activity will be used at the end of this module to evaluate children's progress. You should make sure they keep it in their portfolio. As answers may vary, you should make sure every child picked an animal and wrote the correct information. You could model a full answer for them as an example: *Rabbit. Rabbits are mammals, and they have 4 legs.*

ANSWER KEY

Answers may vary.

Student Final Product



To introduce this Module's final product which is a questionnaire you could ask the children: *What do you know about a questionnaire? Have you used one? Where? What can we use it for? How could we create one?* You can elicit their answers. Then you may have the children think about the steps they think should be taken to create a questionnaire. You can encourage them to choose an animal they like and know about. They could look for images in magazines or make a drawing. Then you may have them paste their drawing in their notebook. You can have them compare the animal they selected with a classmate. You could remind them they are now one step closer to the final product.

REMEMBER...

To help the children better understand how to obtain information, you can print some animal pictures of a big size and paste them onto cardboard. Then you could make an infograph about the animal characteristics: type of skin, number of legs, ears, teeth, etcetera.

M10 Lesson 2

Activity Book Pages 108-111

OPENER ACTIVITY

To reintroduce the activities already presented in Lesson 1, you could use the pictures you prepared and divide the children into groups of 4 or 5 and hand each group a picture and information. You can ask the children to observe their animal and read its characteristics. Then they should discuss if there are any other things about the animal that they notice. Next you can have each group come up front and share the information they noticed.

Readers Activity



You can ask the children to take out their Reader Book and open it to page 131 and read until page 143. You may ask them about any questions they can think of about the information they just read. You could ask your learners to discuss whether they have more questions about Mars. What would those questions be? You may tell the children they will read more in the next sessions.

1 Look at the picture and the information. Answer the questions below.

You can put the children back into their previous teams and write the following questions on the board: *What is its name? How many legs does it have? What type of skin does it have? Where does it live?* You may ask your learners to take a look at their animal and its characteristics. You can ask them to discuss the questions. You could have each group come up front and answer the questions. You may remind them to answer with complete sentences: *The name of this animal is...* Then you can ask children to open their Activity Books to page 108 and have them read the chart and look at the wolf diagram. Next they should read the questions below the diagram aloud and ask your learners to answer the questions and share their answers with the class. To check, you may write the answers on the board.

ANSWER KEY

- a) Grey wolf
- b) The forest
- c) Small animals
- d) Fur
- e) 4
- f) Big

2 Look at the picture and complete the missing information.

You can ask the children to open their Activity Books to page 109 and point to the crocodile diagram. You may ask the children to look at it and tell you what they can see: *What information can you tell me? Is it easy or difficult to obtain information when there's an image?* Then you may ask your learners to look at the chart next to the crocodile and fill out the missing information. You can go around the classroom and help if necessary or praise their work. You may ask the pairs to compare their answers with another pair. To check, you can copy the chart on the board.

ANSWER KEY

Name: crocodile. Lives in: swamp. Food: animals. Skin type: scales. Size: big.

1 tale, 4 legs

3 Complete the questions about the crocodile using the words from the box.

You might want to write some incomplete questions about animals on the board, like: _____ *do penguins live?* _____ *many stripes does a tiger have?* _____ *color is panda's fur?* Then you could give each child a card with different question word: *What, where, how, who* or if you prefer write different question words on the other side of the board. You may ask your learners to read the incomplete questions and ask them: *Why do you think these are questions? How do you know? What is missing?* You may have some volunteers come up front and complete the questions. Next you could ask children to open their Activity Books to page 109 and point to the incomplete questions and read them aloud. Then you can point to the question words in the box and read them aloud too. You may ask the children to use the words in the box to complete the questions. You could go around the classroom to check children's answers. You can ask them to compare their answers with a partner. To check, you may write the complete questions on the board.

ANSWER KEY

- a) What
- b) Where
- c) Does
- d) Is
- e) How many

4 Answer the questions. Compare your answers with another pair of students.


Before giving any instructions, you can point to Activity 2 on page 109 and ask the children to review the information. You can ask them look at the chart there and read the questions in Activity 3 one more time. To help them be able to answer fully, you might want to model an answer for them, like: *What's its name? Its name is crocodile.* You could remind them to write complete answers. Then you may ask them to continue on their own. You can go around the classroom and help if necessary. You can ask the children to compare their answers with another two students. To check, you could read the answers aloud.

ANSWER KEY

- a) It is a crocodile.
- b) It lives in a swamp.
- c) No, it has scales.
- d) It is a big animal.
- e) It has 4 legs.

TEACHING NOTE

This could be a good moment to talk about how answers are structured. For example, you could write this on the board: **How many legs does it have? It has four legs. Is it big? Yes, it is.** You may talk to your learners about how when we ask a question we must invert the subject and verb and start the sentence with the verb.

 Look at the questions in Activities 1 and 3 and match the columns.


You might want to write the question words on the board and ask the children to read them aloud. Then you can ask them what the words refer to. For example: *Is what talking about kind or number? Is how talking about a way or a person?* You could even write some examples to make it clearer: *How many legs does it have?* In this case *how many* is referring to the number of legs or the kinds of legs? You could write these two columns on the board and have some volunteers come up front and match the columns:

What	Place
How	Number-quantity
How many	Thing or action
Where	Way

Then you can point to Activity 5 on page 109 and ask your learners to read both columns. Then you may tell the children to go to Activity 3 on page 108 and read the questions. You can ask the children to match the columns and compare their answers with their classmates. To check, you may copy the chart on the board.

ANSWER KEY

What	A wolf
Where	In the forest
How many	Four
Is / Does	Yes/No

 Look at the cards with the questions about animals and answer the questions below. Compare your answers with a partner.

You could introduce this Activity by asking the children to open their Activity Books to page 110 and point to the pictures there and have the children look at them. Then you can ask them: *What could you tell about the animal in the picture? Do you know its name? Do you what do they eat? Do you know where do they live?* You can elicit their answers. If you think it might be useful, you could talk to the children about plural and singular, you could give them some examples as: *rabbit, rabbits, elephant, elephants.* You might want to explain to them that **plural** means many and **singular** means one. Then, you can have the children read the questions in each card and then read the questions below, you may encourage them to answer them. You could go around the classroom and help if necessary and give more examples if needed. You may allow some extra time for children to compare their answers with a partner. To check, you can write the answers on the board.

ANSWER KEY

- Card A
- Does
- Card B
- Do

TEACHING NOTE:

You might want to spend some time into explaining the difference between auxiliary verbs in questions and how to use them. You could write this chart on the board:

Auxiliary verbs	Be	Have	Do
I	am	have	do
He/ she/ it	is	has	does
You (plural)	are	have	do
We (Plural)	are	have	do
They (plural)	are	have	do



Select the correct option to complete the questions.

You can ask the children to open their Activity Books to page 110. You could ask them to identify the animals in the questions. Then you can ask your learners: *When there is more than one element, do we have to use plural or singular? Do we change the question? How?* Then you may ask the children to look at the questions and read them aloud. You may ask the children to choose the correct option to complete the questions. You may have them discuss their answers with their classmates.

ANSWER KEY

- a) do
- b) does
- c) do
- d) do

Step to Find Product

You can encourage the children to take another look at the animal they chose in Step 1. Then you can have them write a list of questions that they know the answer for in their notebook. If you think they will benefit from it, you could allow them some extra time to make a review of all the questions seen so far through the module. Then you may encourage them to compare their questions with their classmates.

In Module Assessment

Before you ask the children to complete these activities, you might ask them to go over Lessons 1 and 2 and identify the activities they did confidently and those that were more difficult to complete. You can ask your learners to review all the questions, charts, animal graphs, words and information and even the Reader Book to see what they've learned and seen throughout the module so far. You can use this as an assessment tool to evaluate children's progress at the end of this module.



Go to page 125. Cut and paste the 2 animals and complete a diagram for each. Include name, type of skin, size and parts of the body.

You can ask the children to go to page 125 in their Activity Books and look at the pictures there. You could ask them to tell you what kind of animals they can see. Next, you may have them cut the animals out. Now you can ask your learners to look at the two blank spaces on page 111 in Activity 1 and have them paste the animals in the correct spot. Then you can direct them to go to pages 108 and 109 to look at the diagrams there. The children should pay attention to the information shown there. Then they should include that information on each of their diagrams, including name, type of skin, size and parts of the body. You can get your learners to compare their answers with their classmates. To check, you may write the information for both animals on the board.

ANSWER KEY

Name: crocodile
Type of skin: scales
Size: big
Lives in: swamp
Food: animals
4 legs, 1 tale

Name: bear
Type of skin: fur
Size: big
Lives in: forest
Food: animals and fruits
4 legs, 2 ears



Select the correct option that describes the purpose of the questions.

You can ask the children to open their Activity Books to page 111 and have your learners read all three columns. Then you may ask them to select the option that best describes the purpose of the questions. If you feel this is a challenging activity, you might want to model your own answer to the first question, *What? a)* kind. Next, you can ask the children to continue on their own. You may go around the classroom and help if necessary. You could ask the children to share their answers with a classmate. To check, you may write the answers on the board.

ANSWER KEY

- 1. a)
- 2. b)
- 3. a)
- 4. b)
- 5. a)



Complete the chart with a tick (✓) if you did it. If not go back to Lessons 1 and 2 and review.

You can ask the children to read all the statements on the chart. You might want to explain to them that, as they've been doing it in the other modules, they will be answering this in order to help them think about their progress and how they worked during Lessons 1 and 2. To help them understand their development, you might ask them to go through Lessons 1 and 2 and review them again and pay attentions to all the activities, noticing the ones that they solved without any problems and the ones that they need to improve. It might take a while. Then you can ask the children to complete the chart.

M10 Lesson 3

Activity 2: Reptiles and Snakes

OPENER ACTIVITY

To contextualize this lesson and reintroduce the language seen in previous lessons, you can project image number 10 once again on the board and ask the children to take a look at them. Then you can arrange the class into groups or by row and ask your learners to pick one animal from the picture and obtain its information, as they have done in the previous lessons. Have each team come up front and share their animal and the information they obtained from the image.

REMEMBER

Since your students will be learning new words and new animals, it would be useful to have a dictionary with them, maybe from home. If they can't bring one in, you might borrow one from the library and have your learners share it.



Readers Activity

You can ask the children to take out their Reader Book and read this Module's reading from the beginning to the end. You can ask them to discuss with a partner what information they can obtain from the readers: *What questions can you ask? Is it interesting? Do the pictures help? Would you like to know more about Mars?* You can elicit their answers.



Look at the pictures and write the name of the animals. Use the dictionary if you need it.

You can ask the children to open their Activity Books to page 112 and look at the images there. You may ask them to think about the name of the animal. If they can only think of it in Spanish, you could ask your learners to look it up in the dictionary and have them write it down. Now you may ask them to compare their answers with a partner. To check, you can write both names on the board.

ANSWER KEY

lion, snake



Work in pairs. Discuss and decide in which book you can find the information to answer the questions below. Check (✓) your selections.

You could paste different images of different types of books on the board and have the children take a look at them and ask them: *What kind of books are these? Have you used them before? When? What for? What is the information you can get in each of them?* You can elicit their answers. Then you could have them go to page 112 in their Activity books and take a look at the questions in activity 2 and read them aloud. Then you can have them take a look at the pictures below and read the different type of books. You may have them tick the type of book in which they could find the information to answer the questions in the box. You could go around the class and help if necessary. You may have the children compare their answers with their classmate sitting in front of them. Then, you can invite some volunteers to come up front and share their answer.

ANSWER KEY

- Where does the lion live?
- What type of skin does the snake have?
- Is the lion big or small? (Big must come first).
- What does the snake eat?



Listen to Aldo talking to Adriana. Answer the questions.

You can ask the children to open their Activity Books to page 112 and point at the questions at the bottom of the page. You could ask your learners to read them aloud and have them tell you what they think the track will be about: *What animal will be mentioned?* Then you can play the track and ask the children to listen to the track. You may play it a second time and have your students answer the questions. You might have to play it another time to give everyone time to answer. You could have them compare their answers to the classmate sitting on their left. To check, you could play the track one more time.

ANSWER KEY

- The topic of their presentation
- Reptiles



Listen again and complete the questions.

You can ask the children to open their Activity Books to page 113 and read the questions. Next you can play the track one more time and ask your students to listen to it to refresh their memories. You may play it again and ask your learners to answer the questions. You might have to play the track one more

time. You could ask the children to compare their answers with their partner. To check, you may have the children exchange their Activity Books with a partner and then write the words on the board.

ANSWER KEY

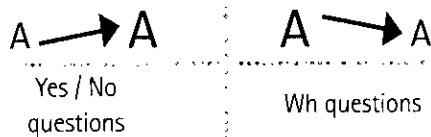
What, Do, What, Is.



Listen to the questions one more time and put them in the correct column according to the intonation.

The purpose of this activity is to provide an intonation model. You may play the track and ask the children to imitate the intonation. You could imitate the intonation exaggeration a bit to help students notice. To check answer you could draw the chart on the board and ask volunteer students to complete it.

ANSWER KEY



Work in pairs. Take turns to practice the questions in Activity 6. Remember to use the correct intonation.

You can arrange the class into pairs and encourage them to practice the questions in Activity 6. If you feel it necessary, you can model it for the children and show them how the voice goes up at the end of the question and sometimes the voice goes down at the end of the question. You could go around the class and make sure everyone got the intonation, repeat if needed. You may invite some pairs to come up front and practice in front of the class.

ANSWER KEY

Rise: Do they live in water? Is the presentation on Wednesday?
Fall: What animal do you want to talk about for the presentation? What information can we include in the presentation?



Work in pairs. Discuss and decide which words you need to complete the following questions about animals. Write the words on the lines.

You could write one incomplete question on the board: *Do they _____ in water?* Then you can have the children read it. You can point out to them how we can know from a part of the question what is missing, for example: *In this case the water is a place, so what could they be doing there? Live.* You could encourage them to go through the module and see how some words in the questions are essential. Then you may have the children open their Activity Book to page 113 and read the questions in Activity 7. You could have them pay attention to the question words and complete them with the missing word. You can go around the class and help if necessary or provide more examples. To check, you may write the words on the board.

ANSWER KEY

- a) *live*
- b) *food*
- c) *skin*
- d) *big*



In your notebook write the questions you asked and the questions your classmate asked you.

You can ask the children to take out their notebooks and write down the questions they asked their partner and the ones their partner asked them. You could go around the classroom to look at the children's work and remind your learners about using CAPITAL letters and punctuation, particularly question marks. This activity will be used at the end of this module to evaluate children's progress. You should make sure they keep it in their portfolio.



Go to page 125. Cut and paste the missing information.

Before giving the children any instructions, you can point at the animals on page 113 and ask your learners to take a good look at them and choose one. Next, you can arrange the class into pairs and get them to tell each other which animal they chose. Then you could ask the learners to ask each other questions about their chosen animals. You could model this activity for them and get a volunteer to come up front and be your partner. You can ask the volunteer to choose an animal and ask: *Where do fish live? What do they eat? Do they have feet?* Then you can ask the learner to do the same with their animal. You can go around the classroom and make sure the children understood the instructions. You could have some volunteers to come up front and practice their questions in front of the class.

Step to Final Product



You may make a quick review about all the steps the children have taken towards their Final Project: They chose an animal they like and illustrated it, wrote a list of questions that they knew the answer about. Now they will be making a chart with all the information about the animal like the one they did in Lesson 3, Activity 8. You can have them copy it on their notebook and compare it with a classmate.



Work in pairs. Take turns to ask and answer the questions in Activity 7 about the animals in Activity 8. Follow the guidelines.

If you think it might be helpful you could copy the guidelines on the board and have the children read them. You can arrange the class into pairs and tell the children to open their Books to page 114 and take a look at the guidelines there. Then you can ask them to go back to page 113 and read the questions one more time. If you think it is too challenging you could copy the questions on the board. You can have them ask and answer questions about the animals in Activity 8, fish and monkey, taking turns. You could remind them about the importance of the intonation. If needed, you can model the intonation for them. You may go around the class and make sure the children are taking turns. You could invite some of the children to come up front and ask the questions to the class.

OPTIONAL ACTIVITY

Since these will be the last two lessons of this module, it is advisable that you review with your learners what they have learned and done so far in this module, especially regarding their steps towards the Final Product. This will help them feel fully supported in creating their Final Product, in terms of their confidence in their ability to create it. When it comes to using scissors, remind the children to use them responsibly and safely.

Final Product page 115



Final Product Lesson

Activity 9

MATERIALS

Recorder machine, microphone, color pencils, scissors, glue stick, white paper.

BEFORE COMPLETING FINAL PRODUCT:

This could be a great moment for you to look back through all the sub-products with the students in case there are any doubts or questions about the topic and social practice of this module. This will help them feel fully supported in the creation of the final product in terms of confidence in their ability to do it.

1, 2, 3

Remind the children that they have already been working on the Final Product for this module and that they have already completed the first three steps in the process.

4

Work in groups. Take turns to show your pictures. Ask and answer question about your animals like you did in Lesson 3, Activity 9. Use your chart in Step 3 to help you answer your classmates' questions.

You can arrange the children into groups and have them show their pictures to their groups taking turns. Then you could have the other children of the group ask and answer questions about their animals like they did in Lesson 3, Activity 9. You may remind them they could use their chart in Step 3 to answer their classmates' questions. You can go around the class and make sure everyone is taking turns.

5

Discuss and decide which person in the group chose the most interesting animal and share your conclusion with the class.

Once all the members of the group have shown their animal and answered all the questions you may have them decide which animal was the most interesting and why. You could invite one member of each group to the front and have them share their conclusions.

CLOSING

To wrap all the good work done in this Module, you can ask the children how they feel about their results and about how they achieved their final product. You may let them discuss how was their performance in this Module individually and as a team work.

Side By Side



Self Assessment

Before completing this section, ask children to open their Activity Book to page 105 and go through all Module 10 until page 115. You could ask them to think of all the things they've learned and all the activities they've done. You can go over the lessons quickly to help children remember. You could invite the children to check the objectives from his module that they are able to do. Then, you might want to arrange the class into pairs and have them compare with their classmates work and could discuss the questions there. Go around the classroom and help if needed and praise their effort.



Readers Activity

If you have time at the end of this Module, you may want to have your learners re-read the Readers story. Ask the children to take out their Readers. Ask them to read the whole Readers one more time, from page 131 to page 143. Ask them to tell you if there is anything they would like to discuss. If there are any doubts. If you have time to spare you could go through the glossary together. Then ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

1. A, b, a
2. F, T, F
3. Comic magazine, Phobos and Deimos, Solar System
4. Answers may vary

Portfolio evidence	Page	Activity	Check
Make a picture about an animal	107	10	
Write questions you asked and the questions your classmates asked	113	8	
List of questions	115	2	
Chart with answers for questions	115	3	

OPTIONAL EVALUATION

This optional evaluation will help you get a clear vision of your students' progress in each module. It's important to have in mind that this optional evaluation it is a summative test, which means that it will help you to determine each student's level and give you as a teacher, a general scope to each student's progress and the strategies that you might decide to use in each case.

Methodology:

1. Make copies of the test depending of the number of children you have in class.
2. Have them answer the test individually.
3. We suggest you to give the students 20 minutes to answer the tests.
4. Collect the tests.
5. Grade them.
6. Keep them as a record of the children's progress.

EVALUATION INSTRUMENT

Make copies of the evaluation instrument depending on the number of learners you have in class. Before handing out the evaluation instrument you can provide further support to learners by copying it on the board and show them how to complete it using yourself as an example. It's a good idea to monitor students' work in case they have questions while filling in their evaluation instrument.

When students are done completing the evaluation instrument ask them to keep it in their special folder.

Optional evaluation

MODULE 10

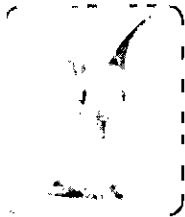
Name:

Date: Group:

Progress Test

1. Look at the picture and answer Yes or No. 4 pts.

1. Do rabbits have 4 legs? Yes/No



2. Do salamanders have fur? Yes/No



3. Are wolves mammals? Yes/No

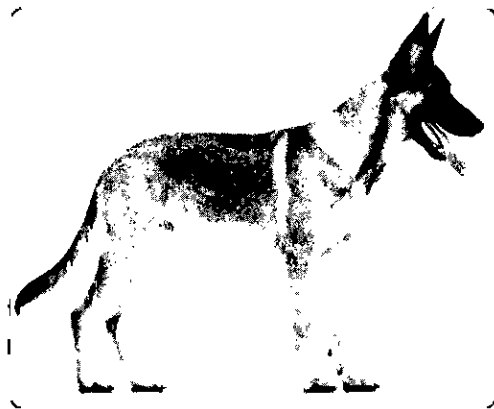


4. Are snakes cold blooded? Yes/No



2. Look at the graph and complete the chart. 4 pts.

Name:
Lives in: houses
Food: dog food
Skin type:
Size: all sizes



3. Circle the correct answer. 5 pts.

1. What does/do lions eat?
2. Where do/does rabbits live?
3. How many legs do/does the raccoons have?
4. Which animal do/does you prefer?
5. What type of skin do/does snakes have?

Evaluation instrument

Instructions:

1. Read the questions in the first column in the chart.
2. Write notes in the second column to answer the questions.

Anecdotal record

Student's Name:

Teacher's Name:

Date: Grade: Module:

Questions	Answers
Which activities did you do that helped you to explore illustrations about science topics?	
Which of these activities did you find the easiest and the most difficult? Why?	
Which activities did you do that helped you to listen and understand questions?	
Which of these activities did you find the easiest and the most difficult? Why?	
Which activities did you do that helped you to participate in writing questions to search and obtain information?	
Which of these activities did you find the easiest and the most difficult? Why?	
Which activities did you do that helped you to ask questions?	
Which of these activities did you find the easiest and the most difficult? Why?	



1. Work with a classmate you collaborated with during this module.
2. Evaluate each other's work by discussing the questions below.
 - a) How well can your classmate explore illustrations about science topics? Why?
 - b) How well can your classmate listen and understand questions? Why?
 - c) How well can your classmate participate in writing questions to search and obtain information?
 - d) How well can your classmate ask questions? Why?

Bibliography

1. Reid, J., ed. 1998. *Understanding learning styles in the second language classroom*. New York: Longman. ISBN: 0-13-281636-9.
2. Cohen, A. D. 1998. *Strategies in learning and using a second language*. New York: Longman. ISBN: 0-582-30588-8.
3. NAVARRO, José César Lenin y FA- VILA, Antonio, "La desigualdad en la educación en México, 1990-2010: el caso de las entidades federativas", en *Revista Electrónica de Investigación Educativa*, vol. 15, núm. 2, 2013.
4. HATTIE, John, *What are the attributes of excellent teachers? Teachers make a difference. What is the research evidence? [¿Cuáles son los atributos de los maestros excelentes? Los maestros hacen una diferencia, ¿qué dice la evidencia?]*, Melbourne, Australian Council for Educational Research, 2003.
5. Brown, H. D. 2001. *Strategies for success: A practical guide to learning English*. White Plains, NY: Longman. ISBN: 0-13-0411392-5.
6. Christison, M. A. 2002. *Multiple intelligences and language learning: A guidebook of theory, activities, inventories, and resources*. Burlingame, CA: Alta Book Center. ISBN: 1-882483-75-3.
7. Robbie, S., T. Ruggirello, and B. Warren. 2001. *Using drama to bring language to life: Ideas, games and activities for teachers of languages and language arts*. Ontario: Captus Press. ISBN: 1-55322-005-6.
8. Milburn, D. 1998. *Alarm clocks: Weird and wonderful exercises for English language learners*. Burlingame, CA: Alta Book Center. ISBN: 1-882483-56-1.
9. Graham, C. 1992. *Singing, chanting, telling tales: Arts in the language classroom*. New York: Pearson Education. ISBN: 1-887744-19-3.
10. Finegan, E. 1999. *Language: Its structure and use*. 3rd ed. Fort Worth, TX: Harcourt Brace. ISBN: 0-15-507827-5.
11. McNamara, T. 1996. *Measuring second language performance*. New York: Longman. ISBN: 0-582-08907-7. P
12. Celce-Murcia, M., ed. 2001. *Teaching English as a second or foreign language*. 3rd ed. Boston: Heinle & Heinle. ISBN: 0-8384-1992-5.
13. Baker, J., and J. Westrup. 2000. *The English language teacher's handbook: How to teach large classes with few resources*. New York: Continuum. ISBN: 0-304-70642-6.
14. Harmer, J. 1998. *How to teach English: An introduction to the practice of English language teaching*. New York: Longman. ISBN: 0-582-29796-6.
15. Barron, Brigitt y DARLING-HAM- MOND, Linda, "Perspectivas y desafíos de los enfoques basados en la indagación", en Aguerrondo, Inés (coord.), *El aprendizaje bajo la lupa: Nuevas perspectivas para América Latina y el Caribe*, Panamá, UNICEF, 2015.
16. Ausubel, D., *The acquisition and retention of knowledge: a cognitive view*. Boston, Kluwer Academic Publishers, 2000.

17. Inmujeres-Pnud, ABC de género en la administración pública, México, INMUJERES-PNUD, 2007.
18. Muñoz, Carlos y Ulloa, Manuel, "Cuatro tesis sobre el origen de las desigualdades educativas. Una reflexión apoyada en el caso de México", en Revista Latinoamericana de Estudios Educativos 21, núm. 2, 1992.
19. Real Academia Española, Diccionario de la lengua española (23° ed.), 2014.
20. Santizo Rosall, Claudia A., Gobernanza y Cambio Institucional en la Educación Pública Básica en México, México, UAM, 2012.
21. Tuirán, Rodolfo y Quintanilla, Susana, 90 Años de Educación en México, México, Fondo de Cultura Económica, 2012.
22. Tedesco Juan Carlos, OPERTTI, Renato y Amadio, Massimo, Por qué importa hoy el debate curricular, Ginebra, UNESCO, 2013.
23. Reimers, Fernando, "Educación, desigualdad y opciones de política en América Latina en el siglo XXI", en Revista Latinoamericana de Estudios Educativos, vol. 30, núm. 2, 2000.

Web Resources

M2. Lesson 1. Activity 4.

<https://www.read.gov/aesop/003.html>.

M4. Lesson 2. Activity 10.

<https://learnenglishkids.britishcouncil.org/en/short-stories>.

M6. Lesson 1. Activity 1.

https://busyteacher.org/classroom_activities-listening/songs_and_lyrics/

<https://www.britishcouncil.org/voices-magazine/how-use-songs-english-language-classroom>.

M7. Lesson 1. Activity 7.

<https://learnenglishkids.britishcouncil.org/en/archived-word-games/paint-the-words/musical-instruments>.

M8. Lesson 1. Activity 1.

https://en.islcollective.com/resources/search_result?Tags=signs&searchworksheet=GO&type=Printables

<https://www.fredisalearns.com/unit-3-public-notices/>.

Audioscript

Track 02. Module 1. Lesson 1. Activity 2

One

Teacher: Ok, children, tell me, what are your plans for the week?

Boy: I need to clean up my room!

Girl: I want to go to the zoo.

Boy: I have to go to the dentist.

Girl: I have to help my dad.

Two

Girl: What kind of movie would you like to watch?

Boy: I don't know, I like drama!

Girl: Drama? No! Let's watch a comedy.

Three

Samuel: Mom! I need some help, please!

Mom: What do you need, Samuel?

Samuel: I don't understand my homework!

Mom: Don't worry. Let's do it together.

Track 03, Module 1 Lesson 2, Activity 1

Conversation 1

Miguel: Hi John, Can I borrow your pencil?

John: Of course

Miguel: Thanks J.!

Conversation 2

Julio: Mom, I want some milk for my cereal!

Mom: Sorry baby, we don't have any.

Conversation 3

Customer: Hi Miss, I want a glass of soda, please!

Waitress: Sorry, we don't have soda.

Track 04, Module 1 Lesson 2. Activity 3

A

Mom: What would you like for dinner?

Boy: Just cereal!

B

Dad: I need you to finish your homework, Tom!

Tom: Ok, Dad, I will do it this afternoon

C

Waiter: Would you like anything to drink?

Customer: I want more soda, please

D

Girl: Could you take me to the library?

Dad: Sure, I'll take you after lunch.

Track 05, Module 2 Lesson 1 Activity 2 & 4

Narrator: "The fox and the crow"

Once a Fox saw a Crow fly off with a piece of cheese in its beak. He thought "That's for me, as I am a Fox,"

Fox: Good-day, Miss Crow. How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must almost be magic let me hear one song so I can be very happy.

Narrator: The Crow put her head and began to sing a song, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. Moral: Do not trust flatterers.

Track 06. Module 2 Lesson 1, Activities 6 & 7

"The boy who cried wolf"

There was a boy who look after his sheep at the foot of a mountain. Sometimes when he felt bored he screamed "Wolf, Wolf," and the people from the village ran to help him. This made the boy laugh so much that a few days after he tried the same trick, and again the villagers came to his help. One day a Wolf came to the village. The boy cried out "Wolf, Wolf" but this time the villagers thought the boy was playing again, and nobody came to his help. So the Wolf ate the boy. Moral: Nobody believes a liar, ever when telling the truth.

Track 07. Module 2. Lesson 1, Activity 8 & 9

Narrator: "The lion and the mouse"

Once upon a time there was a lion sleeping when a little mouse began running up and down on him. This soon awakened the lion.

Mouse: I'm sorry my King!

Narrator: Cried the little mouse.

Mouse: Forgive me this time. I will never repeat it and who knows, I may be able to do you a favor one of these days!

Narrator: The lion thought it was ridiculous that the mouse could help him one day but he lifted his paw and let him go. Sometime later, a few hunters captured the lion with a net to take him to the zoo. The little mouse passed by the place and he ran up to help the king of the jungle.

Mouse: Was I not right?

Narrator: Said the little mouse. Moral: One good action deserves another.

Track 08. Module 2. Lesson 2, Activities 3 & 4 **“The ant and the grasshopper”**

On an autumn day an ant was drying out the grain she had stored up during the summer. Meanwhile a grasshopper was chirping and singing aloud. “Why not come and sing with me?,” asked the grasshopper to the ant. “I am helping to store food for the winter,” said the ant, “and I recommend you to do the same.” “Why bother about winter?,” said the grasshopper. “We have plenty of food.” But the ant continued working. When the winter came, the grasshopper had no food and found itself dying of hunger while he saw the ants distributing the corn and grain they stored during the summer. Then the grasshopper realized it is best to prepare for days of need. There is a time for work and a time for play.

Track 09. Module 2. Lesson 3, Activity 1 & 2 **“The rabbit and the turtle”**

A rabbit was boasting how fast he could run. He was laughing at the turtle for being so slow. The turtle challenged him to a race. As the race began, the rabbit was way ahead of the turtle, so he decided to rest and take a nap. He thought that even if the turtle passed him, he would be able to get first to the finish line.

Meanwhile, the turtle kept walking and never stopped. The rabbit slept longer than he thought. He woke up and couldn't see the turtle, so he ran very fast to the finish line to find the turtle there waiting for him. Moral: Perseverance wins the race.

Track 10. Module 3. Lesson 1, Activity 4 & 5 **Conversation 1.**

Rossy: Hi, Mom, I wanted to ask you something.

Mom: Yes, Darling, what do you need?

Rossy: Can I go to Marina's house?

Mom: Alright, but be home by 6!

Rossy: Ok, Mom. See you later!

Mom: Take care, Honey! Have fun!

Conversation 2

Boy: Hi, Sir. Good Morning. I was wondering if you could help me.

Security Man: Sure! What can I do for you today?

Boy: I can't find the video games store, could you tell me where it is.

Security Man: Of course! It is in aisle number 4, right next to the hot sauces.

Boy: Thanks a lot sir.

Security Man: No problem young man.

Track 11. Module 3. Lesson 2, Activity 5 & 6 **Conversation 1**

Teacher: Are you ready for your exam?

Children: Yes teacher!

Boy: Geography is my favorite subject.

Teacher: That is great! Now, please silence and start your exam.

Boy: I wish I could pass the exam. I hope not to fail the test.

Conversation 2

Girl: Mom, look! The new princess movie!

Mom: Oh! The movie will come out soon!

Girl: Great! I love fantasy stories!

Track 12. Module 4. Lesson 1, Activities 3 & 4 **“The princes and the diamond”**

Once upon a time there was a beautiful princess who lived alone in a big tower. ‘I wish somebody come and rescue me’ she said. She was very sad all the time because she couldn't leave the tower because a big bad dragon was the guardian of the princess and a diamond. One day a brave knight fought the dragon with his magic sword to win the diamond. He defeated the dragon and could get the diamond. When the

knight saw the princess he said 'Oh what a beautiful princess'. The princess saw the knight and said 'Oh I'm in love'. They got married and lived happily ever after.

Track 13. Module 4. Lesson 2, Activity 1

Susy and puffy

Once upon a time there was a small white cat who loved hiding. Susy was a pretty and happy girl who smiled all the time. They were always together. 'Hey Puffy, look it's snowing'. When it snowed, they went out and made "snow angels" and snow men, and even chased each other. One day, Puffy went missing, Susy couldn't find him. She went outside looking for him, but she didn't find Puffy. She sat in front of the fire to warm herself while she thought of places where he could be! In the end, she heard a noise, she picked up a pot from the floor, and there he was! Puffy was trying to get out.

Track 14. Module 4. Lesson 2, Activity 6

Sound effects

1. Sonido de croar de sapos, de búho y de grillos, que parezca que es un bosque de noche.
2. Sonidos de gritos de varias personas, niños, jóvenes y adultos.
3. Sonidos de pisadas sobre hojas secas.
4. Sonidos de cabalgar cortito, como de un caballo chiquito.

Track 15. Module 4. Lesson 2, Activity 9

Narrator: Once upon a time there was an ogre who lived alone in a swamp. One day he said:

Ogre: I feel really lonely, I want to have a friend.

Narrator: It was very difficult because everybody felt scared when they met the Ogre. One day he started to walk to see if could find somebody who liked him. Suddenly he saw something.

Ogre: 'Hello, what's your name?'

Narrator: It was a baby goat. She seemed confused and lost, but she didn't run when she saw Ogre.

Goat: I'm Goat, Can you help me find my mom?

Narrator: Ogre said happily...

Ogre: Of course I will

Narrator: They walked together and found Mother goat very soon. Ogre finally found two friends.

Track 16. Module 4. Lesson 3, Activity 1

Sound effects

1. Storm
2. Horses
3. Night
4. River
5. Morning

Track 17. Module 4. Lesson 3, Activity 3

Narrator: "The three brothers"

This is the story of three brothers who loved adventures. One beautiful morning they went to their favorite mountain. They got there riding a horse. When they got to the top, they found a shining lamp next to a beautiful river.

Raul: "Look! It's gold!".

Sam: "No, it looks like a magic lamp! Why don't we shake it?"

Tom: "No, we need to rub it so that a genie comes out!".

Narrator: So, they rubbed it carefully and it started to rain heavily. Indeed a genie came out. They were really excited and scared at the same time.

Genie: "Who woke me up?"

Narrator: The three brothers looked at each other, but none of them knew what to say...

Track 18. Module 5. Lesson 1, Activities 2 & 4

Santiago: Hello Uriel, did you go to Ivan's birthday party?

Uriel: Oh yeah! It was great! There was a delicious chocolate cake, and everybody had a great time. What happened to you? Where were you?

Santiago: I had a doctor's appointment... but tell me, what about candies? Were there candies?

Uriel: Sure, there were lots of candies in a huge piñata, we broke it and then we played 'the chairs game', we danced and sang songs, ate cake...

Santiago: Sounds like it was a great party... and what about presents? Did he get good presents?

Uriel: Well, he got some, but not many. Anyway, you should have gone but don't worry, I got you a balloon as a souvenir.

Track 19. Module 5. Lesson 2, Activity 4

A-B-C-D-E-F-G-H-I-J-K-L-M-N-O-P-Q-R-S-T-U-V-W-X-Y-Z

Track 20. Module 5. Lesson 2, Activities 7 & 8

Girl: I feel so happy! I love you so much!

Man: I love you too! You look beautiful in that white dress!

Boy: Oh my God! What's this?

Mom: It looks so big! I think is a new video game!

Girl: Mmmm...It smells delicious grandma!

Grandma: I know, Turkey is ready!

Teacher: Hello Linda! Your dress is so pink and shiny!

Girl: Thanks teacher, my mom did it for me.

Track 21. Module 5. Lesson 3, Activity 2

- A. It is my birthday party!
- B. I love singing.
- C. This is my favorite cake.
- D. Come dance with us.
- E. Let's ride together.
- F. Here are your presents.

Track 22. Module 5. Lesson 3, Activity 5 & 6

Santiago: Last weekend there was a party in my house. It was a birthday party. All my family went to the party. It was my brother's birthday party. I also invited some friends. There was chocolate cake, my favorite. We sang and my cousins danced a lot, they love dancing. Everybody had fun. My brother got a lot of presents and we ate a lot of candies.

Track 23. Module 6. Lesson 1, Activities 1 & 2

There were five in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out
There were four in a bed
And the little one said
"Roll over, roll over"
So they all rolled over

And one fell out
There were three in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out
There were two in a bed
And the little one said
"Roll over, roll over"
So they all rolled over
And one fell out
There was one in a bed
And the little one said
"Good night!"

Track 24. Module 6. Lesson 1, Activity 3, 4 & 5

This is the color song
come on and sing along.
Even if you sing it wrong
sing it loud and sing it strong.
At the end of every line
write the color that could rhyme.
There's a few you might not know
it gets harder as you go.
I feel new when I see blue.
I feel serene when I see green.
I stay in bed when I see red.
I open the door (sshhh) when I see orange, orange.
This is the color song
come on and sing along.
Even if you sing it wrong
sing it loud and sing it strong.
At the end of every line
write the color that could rhyme.
There's a few you might not know
it gets harder as you go.

Track 25. Module 6. Lesson 1, Activity 7

'Finger family'

Daddy finger, daddy finger, where are you?

Here I am, here I am

How do you do?

Mommy finger, mommy finger, where are you?

Here I am, here I am

How do you do?

Brother finger, brother finger, where are you?

Here I am, here I am

How do you do?

Sister finger sister finger, where are you?

Here I am, here I am

How do you do?

Baby finger, baby finger, where are you?

Here I am, here I am

How do you do?

Track 26. Module 6. Lesson 2, Activities 1 & 2

Do your ears hang low?

Do your ears hang high?

Do they reach up to the sky?

Do they droop when they're wet?

Do they stiffen when they're dry?

Can you semaphore your neighbor

With a minimum of labor?

Track 27. Module 6. Lesson 2, Activity 4

The more we get together
together, together.

The more we get together,
together, together.

The more we get together,
the happier we'll be.

'Cause your friends are my friends
and my friends are your friends.

The more we get together,
the happier we'll be.

Oh, the more we get together,
together, together.

The more we get together,
the happier we'll be.

Track 28. Module 6 Lesson 2, Activity 8

The hockey pockey

'The hockey pockey'

You put your right foot in

You put your right foot out

You put your right foot in

And you shake it all about

You do the hokey pokey

And you turn yourself around

That's what it's all about

Left foot

You put your left foot in

You put your left foot out

You put your left foot in

And you shake it all about

You do the hokey pokey

And you turn yourself around

That's what it's all about

Right arm

You put your right arm in

You put your right arm out

You put your right arm in

And then you shake it all about

You do the hokey pokey

And you turn yourself around

That's what it's all about

Left arm

You put your left arm in

You put your left arm out

You put your left arm in

And then you shake it all about

You do the hokey pokey

And you turn yourself around

That's what it's all about.

Track 29. Module 6. Lesson 3, Activities 1 & 2

I had a little nut tree, nothing would it bear but a silver nutmeg and a golden pear. The King of Spain's daughter came to visit me, and all for the sake of my little nut tree. Her dress was made of crimson, jet black was her hair, she asked me for my nut tree and my golden pear.

Track 30. Module 6. Lesson 3, Activities 4 & 5

I went to the forest
on an autumn day
to search for my frog
whose name was Rog.
Croac, croac, he made.
Croac, croac, my green frog.
Croac, croac, he swam
like a big clam!

Track 31. Module 6. Lesson 3, Activity 7

London Bridge is falling down, falling down, falling down.
London Bridge is falling down, My fair lady.
Build it up with iron bars
Iron bars, iron bars.
Build it up with iron bars,
My fair lady.
Iron bars will bend and break
Bend and break, bend and break.
Iron bars will bend and break,
My fair lady.
Build it up with gold and silver
Gold and silver, gold and silver.
Build it up with gold and silver,
My fair lady.
London Bridge is falling down, falling down, falling down.
London Bridge is falling down, My fair lady.

Track 32. Module 7. Lesson 1, Activity 1

Teacher: Good morning kids.
Children: Good morning teacher!

Teacher: Welcome to your music class. Ok, let me hear the guitar? Very good Manuel! Now let me hear the tamborine... Great Karla! And now let me hear the flute...Excellent, now I need to hear the drums... Are you ready kids?

Children: Yes we are teacher!

Teacher: Ok, 1, 2, 3.

Track 33. Module 7. Lesson 1, Activity 9

1. Sounds of a concert. Drum solo
2. Classic music
3. Banda music

Track 34. Module 7. Lesson 2, Activities 1 & 2

1. Mariachi
2. Flamenco
3. Tango

Track 35. Module 7. Lesson 2, Activities 3 & 4

Teacher: Now kids, open your books on page 54, What is the text about?

Children: Music teacher!

Teacher: Yes, very good! Let's read the text... Tango is the traditional music from Argentina.

People listen to it in parties and festivals. Accordion and piano are the main instruments played in Tango. Tango is beautiful and I like it. Any questions?

Children: No, teacher!

Track 36. Module 7. Lesson 3, Activity 1 & 2

Teacher: Please Joshua, read the next about the guitar.

Joshua: Yes teacher, the guitar is a strings instrument. It comes from Spain and it is made of wood. Its parts are: the body that is the big rounded part, the sound hole, the neck and the head stock.

Teacher: Thanks Joshua! Now let's continue with...

Track 37. Module 9. Lesson 1, Activities 5 & 6

Teacher: You need paint, glue stick, 2 cans , balloons and markers.

Mary: Teacher I don't have markers! Can I use color pencils?

Teacher: Yes Mary, you can use markers or color pencils... And you need scissors to cut the balloon... Be careful and pay attention...

Track 38. Module 10. Lesson 1, Activities 7 & 8

Teacher: Time for presentations! Uriel you go first!

Uriel: Ok teacher, My presentation is about animals I like, first Crocodiles. Crocodiles are reptiles and have 4 legs. The next are Elephants. Elephants are mammals and have 4 legs too. Finally birds, Parrots are birds and have only 2 legs. Thanks for your attention.

Teacher: Very good Uriel. Tomorrow presentations by Aldo and Adriana. Now let's check...

Track 39. Module 10. Lesson 3, Activities 4 & 5

Aldo: What animal do you want to talk about for the presentation at school?

Adriana: I don't know, what about reptiles?

Aldo: Sounds great, reptiles are the best! Do they live in water?

Adriana: Yes , and also in land. What information can we include in the presentation?

Aldo: Information about size, type of skin, food and parts of the body, we have time, I think, is the presentation on Wednesday?

Adriana: No, it's on Monday!

Track 40. Module 10. Lesson 3, Activity 6

Do they live in water?

Is the presentation on Wednesday?

What animal do you want to talk about for the presentation?

What information can we include in the presentation?

Distribución gratuita • Prohibida su venta

Side by Side 3

Teacher's Book

Yulene Galera • Maribel Dosal

Esta Guía del maestro forma parte del paquete didáctico denominado *Side by Side 3*, dirigido a alumnos de tercer grado de primaria.

Los materiales que conforman dicho paquete están basados en el enfoque comunicativo que le permitirán al alumno comunicarse de una manera más sencilla y de forma divertida. Este libro proporciona al profesor diversas herramientas que le ayudarán en su labor docente, ya que en cada actividad se le dan sugerencias adicionales.

La obra contiene, entre otros recursos: los aprendizajes esperados acordes con el programa de estudios oficial; orientaciones didácticas; notas para el docente; claves de respuestas; actividades para apoyo de las lecturas; referencias de internet, pasos a seguir para la elaboración del producto final, y evaluaciones.

Asimismo, incluye un CD con grabaciones en las que los estudiantes escucharán diversas formas de pronunciación en inglés, por medio de diálogos y narraciones. Además, posee 10 imágenes fijas que el maestro puede utilizar en cada módulo.



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA



PRONI
PROGRAMA NACIONAL
DE INGLÉS



ISBN-978-607-17-3716-8

9 786071 737168