

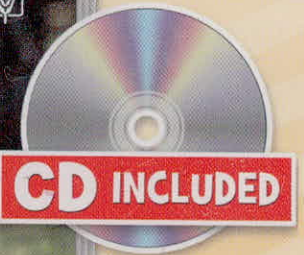
Teacher's Book

Side 4 by Side

Yulene Galera
Maribel Dosal

Activity Book

trillas 



Ciclo 2

trillas 

Lengua extranjera. Inglés

Activity book

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.

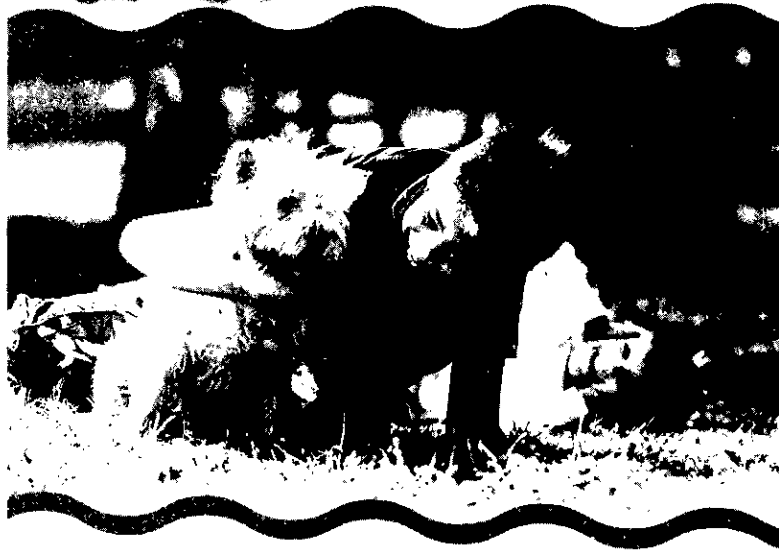
Esta Guía didáctica contribuirá también a su formación docente, pues en ella encontrará recomendaciones metodológicas y disciplinares para generar mejores ambientes de enseñanza y aprendizaje de la lengua inglesa; además, cuenta con un disco que contiene modelos orales e imágenes fijas que le apoyarán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

Le deseamos éxito.

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Teacher's Book

Side 4 by Side Activity Book



Yulene Galera · Maribel Dosal

EDITORIAL
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México



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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 4, 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.

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Content

Social Practice	Achievements	Module	Pages	Readers	Final Product
Describe everyday activities to make others discover them. 	<ul style="list-style-type: none"> Explore and listen to descriptions. Interpret descriptions. Make descriptions and play describing activities. Play to describe activities. 	1	7-17	"I need to Talk to You" Pages 5 to 19	Guessing game from descriptions.
Ask and answer questions to obtain information about a specific topic.	<ul style="list-style-type: none"> Define aspects of a topic of interest. Ask questions to obtain information. Choose information that answers questions on aspects of a topic. 	2	18-28	"The Importance of Renewable Energies" Pages 20 -32	Questionnaire to get information.
Exchange concerns in a dialogue.	<ul style="list-style-type: none"> Explore dialogues expressing concerns. Examine ways of expressing concerns in dialogues. Express and respond to concerns in brief dialogues. 	3	29-39	"Any Other Afternoon" Pages 33-46	Box of worries.
Read legends from different cultures to compare similarities and differences.	<ul style="list-style-type: none"> Explore children's legends. Participate in the reading of legends. Compare the components of writing legends. 	4	40-50	"Unknown Legends" Pages 47-60	Comparing legends.
Identify and understand expressions to get what one wants or needs.	<ul style="list-style-type: none"> Explore letters where personal experiences are exchanged. Interpret personal experiences in letters. Write and answer to letters with personal experiences. 	5	51-61	"Writing Letters" Pages 61-74	A letter.
Give and follow instructions about health care.	<ul style="list-style-type: none"> Explore instructions on health care. Interpret actions. Write instructions with graphic support. 	6	62-72	"Why Health Campaigns Matter" Pages 75-88	Poster
Interpret and use expressions to ask and offer help.	<ul style="list-style-type: none"> Explore dialogues in which expressions to offer and ask help are used. Examine ways to offer and ask for help. Exchange expressions used to offer and ask for help. 	7	73-83	"We Need Help!" Pages 89-103	Box with problems and solutions.
Interpret and compare given information in an image.	<ul style="list-style-type: none"> Explore illustrated texts about ingredients of Mexican cuisine. Interpret the information written in illustrated texts. Write statements that describe information for infographics. 	8	84-94	"Infographics: A Powerful Visual Tool" Pages 104-116	Mexican cuisine.
Comment and compare ads.	<ul style="list-style-type: none"> Explore advertisements of products of children. Understand advertisements. Write information. 	9	95-105	"History of Advertising and Classified Ads." Pages 117-130	My classified ads.
Narrate a story from and image	<ul style="list-style-type: none"> Explore and listen to imagined stories from a photograph. Propose stories with photographic support. Tell stories from pictures. 	10	106-116	"The Family Album" Pages 131-144	My family album.

Modules	Tracks	Images
Module 1	2- Page 14	1. Page 7
Module 2	3- Page 20	2. Page 18
Module 3	4- Page 29	3. Page 29
Module 4	5- Page 40 6- Page 41 7- Page 43	4. Page 40
Module 5	8- Page 56 9- Page 59	5. Page 51
Module 6	10- Page 62 11- Page 64	6. Page 62
Module 7	12- Page 73 12- Page 74 13- Page 75 14- Page 77 15- Page 82	7. Page 76
Module 8	16- Page 91 17- Page 92	8. Page 84
Module 9	18- Page 98 19- Page 103	9. Page 95
Module 10	20- Page 106 20- Page 107	10. Page 106

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 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 This is My Life



ACHIEVEMENTS

- Explore and listen to descriptions.

TEACHING GUIDELINES

- Continue reading descriptions about daily activities without mentioning the name of the activity (e.g. partial descriptions of children's encyclopedias, riddles, etc.).
- Suggest plausible alternatives to infer which activity is (*People read when... they are travelling/they are sleeping*).
- Contrast purpose and intended audience of descriptions.
- Consider differences between ways in which daily activities develop between their culture and others.

- Write descriptions, using repertoires of words and expressions.
- Determine rules for play to describe and guess activities.
- Practice saying descriptions for adjusting intonation patterns and improve fluency.
- You could ask and answer questions for further descriptions.
- Propose activities based on descriptions.
- You could ask for clarification when something is not understood.
- Use strategies to offer clarification.



ACHIEVEMENTS

- Interpret descriptions

TEACHING GUIDELINES

- Make questions about issues raised in descriptions.
- Compare composition of sentences in descriptions.
- Complete descriptions from repertoires of words and expressions.
- Organize words and expressions employed from their role in descriptions.

MATERIALS

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

M1 LESSON 1



ACHIEVEMENTS

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

TEACHING GUIDELINES

- Select activities to formulate descriptions.
- Classify ideas on issues that involve the activities (e.g. time, place, instruments or utensils required).
- Organize information from the most general to the most specific idea to compose the description.
- Examine ways of expressing descriptions, based on the described aspects (*You could have to use an apron, Children can do it, etc.*)

OPENER ACTIVITY

To contextualize the social practice of this module, which is to describe everyday activities to make others discover them, you may want to encourage children to share the activities they do every day. You could help them by asking them these questions: *What are your daily activities? Which one is your favorite? What activities do you do on Mondays? What activities do you do only on weekends? Which ones do you carry on with your family? Which ones do you carry on with your friends?* You can elicit their answers. These questions will generate interest in the context of this module and will set the ground to introduce the story in the Readers Book.

Readers Activity



In the reading "I Need to Talk to You" students will find a story about two friends who like to talk to each other and describe

their activities daily. But suddenly something goes wrong, their communication gets interrupted and they have to discover what is going on with each other.

This could be a perfect time to introduce the Readers Lecture for this module: *I Need to Talk to You!* You may instruct children to take out their Readers Book and open it to page 5. You could ask them to read the title and discuss what they think the story will be about. You can elicit their answers. Then you could ask them to read until page 8. You could have them discuss the story with their classmates and you could ask them these questions to direct them: *What do you think happened next? Have you been in a similar situation? If you had to talk to a friend, what activities would you describe to them?* You can tell them they will continue to read next sessions.

Look at the pictures and discuss the questions.

You can exploit image 1 to set this activity. With the picture still projected on the board you can ask the children: *What activities do we carry on every day?* You should encourage children to discuss them with the class. You could arrange children by groups and you could ask each group to discuss their favorite activity of the day and at what time they do it. You should encourage them to think: *why some activities are carried on during the morning, others during the afternoon and others at night?* You can elicit their answers. Then you can tell them to open their Activity Books to page 7 and read the questions. Then you could ask them to take a look at the images there. You could have children discuss them with the class. You may allow children to compare their answers with their classmates. As the answers may vary you should make sure they answer with complete answers.

Work in pairs. Read the descriptions below and match them with the correct picture from Activity 1.

It might be a good idea for the children to look at the images again. You could ask them to tell you: *What do you think the characters are doing? Have you done that before? At what time?* You can elicit answers from your learners. Then you may point to Activity 2 and instruct the children to read the descriptions. You can divide the class into pairs and tell them to match the descriptions with the pictures in Activity 1. You should go around the classroom and help if necessary. You may allow some time for the children to compare their answers with their classmates. To check, you could write the answers on the board.

ANSWER KEY

a) 3, b) 1, c) 2.

Circle the correct option to complete the sentences.

You might like to write some different places where daily activities take place on the board, like "school", "living room", "cinema" and then you could ask the children to read them aloud. Then you could ask the children to discuss with a partner what activities would take place in these places. You could have some volunteers come up front and you could ask them to share their thoughts. Now you may point at Activity 3 and you could ask the children to read the three sentences and the two options for both sentences. Then they should decide together which option is appropriate to the place and circle it. You should go around the classroom and check the children's answers. You should encourage them to compare their answers with another pair. To check, read the sentence aloud and you could ask volunteers to complete it.

ANSWER KEY

a) study b) read c) sleep d) buy things

Read the descriptions of everyday activities. Discuss and decide which activity each text is describing. Write your ideas on the lines.

The purpose of this activity is to give learners a first model for the descriptions they will develop for the final product of this module. Before conducting this activity, you could do a brainstorming task on the board for activities that your students are familiar with. If you decide to do this, you can write the name of an activity on the board, e.g. 'have breakfast' and ask children some questions to get information they associate with the activity, for example: *What time do you do this activity?, do you need to wear special clothes or tools?, can you do it alone?, etc.* You may write the answers on the board around the phrase you wrote before and repeat the procedure for one or two more activities familiar to your children. After that, you can conduct the activity as proposed in the Activity Book, it is important not to check answers yet since children will do that in the following activity.

ANSWER KEY

1. cooking
2. cleaning

Compare your answers in Activity 4 with another pair of students. Discuss how you can act the activities the texts are

describing. **Brainstorm everyday activities you know. In your notebook, write a list.**


If you would like to help your students complete this activity more successfully, it can be useful to breakdown the activity in steps. First, you can arrange the class in groups of four (two pairs working together) and ask children to compare their answers in Activity 4, after that you may elicit their answers. Next, you could tell learners that you are going to act an activity and they have to guess it, you can act an activity familiar for children, for example: 'take a shower'. Then, you may invite children to continue working in their groups and talk about how they can act the activities from the texts in Activity 4, you might want to invite some volunteers to share their ideas with the class and invite them to act the activities. After that, you can ask children to brainstorm names of everyday activities they know and write a list in their notebooks. Alternatively, you may do this part of the activity as a whole class brainstorm activity on the board.

ANSWER KEY

Answers may vary.

Step to Final Product


You may start this step for the final product of this module by telling learners to look at the activities in their list in Activity 5. Then, you can ask them to discuss and decide in pairs or groups which activity they think they can describe with a short text like the ones in Activity 4. After that, you can invite children to work individually and select three activities from their lists that they think they can describe and if you think it is necessary, you may ask children to write the r selections on cards for them to complete later on with a short description.

 **Work with a different group of classmates. Take turns to act an everyday activity from your list in Activity 5. Guess the activity your classmate is acting.**

You may start this activity by telling children that you are going to act one everyday activity and they have to guess it. Then, you can act and invite children to guess. After that, you can arrange the class in groups (making sure that children work with new classmates this time) and ask them to take turns to act an activity from their list in Activity 5. At this point, you might want to monitor children's work around the classroom. Additionally, you may invite some volunteers to act some activities for the whole class to guess.

ANSWER KEY

Answers may vary.


 **Read the description of an everyday activity. Check (✓) the picture that represents the activity.**

You might want to model this activity for children. Write on the board: "My favorite breakfast". Then you could ask children if they know which is your favorite breakfast. Then write on the board a description about your favorite breakfast. Example: *My favorite breakfast is chilaquiles. They are a typical Mexican plate, they are made with fried tortillas, green spicy sauce, cheese and sour cream. Sometimes people add meat, chicken, or even some eggs to it.*

Then you could ask them to take out their notebook and write a description about their favorite breakfast there. They could take your descriptions as an example or the ones on Activity 5. Then you could have them compare their breakfast with the English breakfast. You could have some volunteers come up front and share their answers. As answers may vary, make sure they used the right punctuation, capital letters and right use of words. 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.

ANSWER KEY

Cooking.

 **Work in pairs and answer the questions about Laura's activity. Discuss if you like the activity or not and why.**

Before starting this activity, it might be useful to have the children read the description in Activity 7 again. Then you can divide your class into pairs and read the questions aloud together as a class. Now direct the children to work in pairs to answer the questions. You might like to answer the first one together as a group, to give them an example of the language structures they should use to answer completely: The activity is cooking. Now let the pairs answer together. You may give the children some time to compare their answers with another pair. To check the answers, you could have some volunteers come up front and answer a question, using a full sentence.

ANSWER KEY

The activity is cooking.
She does it every week.

She/Laura has the necessary abilities to do it alone.

Sometimes her mum helps her.

What she likes the most is desserts.



Complete the description of the different things. Use the words from the box.

You might like to start this activity by reading through the words in the box together aloud. You could ask the children give you some examples of how they would describe these things. You could ask a few volunteers to suggest a description for one of the things. Now you can divide your class into pairs and you could ask the pairs to read through the descriptions together and decide which thing goes with which description. It might be a good idea to give the children some time to compare their answers with another pair. You should go around and monitor the children's work and provide extra guidance if needed. To check, invite some volunteers up front to give the thing and its description.

ANSWER KEY

- a) A chef
- b) Scissors
- c) A friend
- d) A school
- e) A pencil
- f) A hospital

REMEMBER

You might want to make some cards with objects or bring several magazines with different activities, places and people with their description pasted behind to use them throughout Lesson 2.

M1 Lesson 2

OPENER ACTIVITY

To activate all the concepts just learned, you might want to play a lottery game but with descriptions and activities instead of only objects. You could arrange the class into pairs. Hand each pair the same 5 cards with pictures of objects, people or places: school, homework, doctor, breakfast, chef and dancing. Then read the description for one of these objects, places or people. Children could have to guess which one you are referring to. The first pair to get all the cards correct wins.

Readers Activity



You may instruct children to take out their Readers Book and continue reading "I Need to Talk to You" until page 12. You could ask them some questions like: What do you think will happen next? How could you describe the museum? Have you had a video call before? You can elicit their answers. You can tell them they will continue reading during next sessions.



Look at the picture. Discuss the questions with a partner.

You could ask children to open their Activity Book to page 10. You could ask them to take a look at the picture there. You should encourage them to discuss with their classmates: *what do they think the girl is thinking about? How could they describe the objects and person there?* You can elicit their answers. Then you may instruct children to read the question there and think about what is the girl going to describe. Suggest children to compare their answers with a classmate.

ANSWER KEY

Answers may vary.



Read Diana's description and check your guess in Activity 1.

You could ask the children to open their Activity Books to page 10 and read Diana's description. You can tell the children to see if their guess was accurate. Invite some volunteers to come up front and share their answer.

ANSWER KEY

Dog.




Look at the bold words in Activity 2 and use them to complete the chart below.

It might be helpful to write a sentence like this on the board: My cat, Misifus, is my best friend. He is big and has a white spot on his nose. You can tell the children to read the sentence aloud. Now you could ask them: *Which word is a characteristic? Which is a name?* You might like to direct the children to read Diana's description again and you could have them pay special attention to the words in bold. If you think it is necessary, you could write the words in bold up on the board. Next, you may point to the chart in Activity 3 and read the headers aloud. You could ask the children to classify the bold words into the chart. If you feel this will be challenging for them, you could do the

first one together: Name. Things, persons or animals – Diana. You could ask the children to tell you: *Why is "Diana" in the first column?* Next, direct the children to complete the table with the rest of the words. You should go around the classroom to make sure they have understood the instructions. You could ask them to compare their answers with the classmate sitting in front of them. To check, copy the chart on the board and you could have some volunteers help you fill it out.

ANSWER KEY


Name, Things, persons or animals	Actions	Characteristics
Diana, father, puppy, Trax	asked, want, gives	beautiful, white, black, soft.

 Complete the chart below with the ideas in the text in Activity 2 that express time, place or utensils. Compare your answers with a partner.

Before you give the instructions, you may point to the chart on Activity 4 and read the column there. You should encourage children to tell you a word that refers to time like: next week, tomorrow. They can tell you a word that refers to a place like: the park, the shop or the market. Finally you could ask them to tell you a word that refers to utensils like: a fork, a glass or a bottle. Then, request children to open their Activity Book to page 10. You may point to Activity 2 and you could ask them to read Diana's description again. You could have them complete the chart with the correct words. You should go around the classroom and help if necessary or praise their work. You may suggest them to pick a partner and compare answers with them. To check, write the three columns on the board and you could ask some volunteers to come up front and complete it.

ANSWER KEY

Time: next month
Place: pet shop, the corner
Utensils: collar, bed, plate


 Read the description for a celebration. Circle the best option.

You could ask children to think about their favorite celebration and all the things that this involves for making an accurate description. Write these words on the board: time, people, place, food or objects. You could have children read these

classifications. You might want to set an example: *My favorite celebration is The Independence Day. Time: It is celebrated on September 15th. People: all Mexicans celebrate it. Place: This celebration is in Mexico. Food or objects: on that day we eat typical Mexican food such as: pozole, enchiladas, chilaquiles and molletes.* Then you could have some volunteers to come up front and share their favorite celebrations with the class. Remind them about the importance of the complete answers. Then you can request children to open their Activity Book to page 11. You may point to the text there and you could have them read it aloud. Then you could ask them to read the sentences below and circle the best option to complete them. You should go around the class and help if necessary. You may allow some time to have children compare their answers with their partner. To check, you can read the sentences with their answers.

ANSWER KEY


b), b), c), a).

 Go to page 127. Cut and paste the pictures for another celebration in the spaces below. Discuss the questions below. Share your conclusions with the class.

You could ask the children to go to page 127 and take a look at the pictures there. You could ask them to cut them out and then go back to page 11 and paste the pictures in the correct order. You should go around the classroom and make sure the children are using their scissors in a responsible way. To check you could have some volunteers come up front and share their answers.

ANSWER KEY

1. Mexican Independence Day.
- 2 and 3. Answers may vary.


 Look at the chart of one more celebration. Complete it with the missing information.

You could ask the children to open their Activity Books at page 12 and look at the chart there. Read through the headers aloud. If you have the time, it might be useful to write the chart up on the board and you could ask them to help you complete it for another celebration, like Children's Day, so that they have already identified the type of information they will need to complete when they do this activity. Now you can read the answer section together aloud and you could ask them to use the chart on the board to help them think about the sort of answer they will need and fill out the chart. You should go around the classroom and help if necessary. You may give the children some time to compare their chart with a classmate's.

To check, you could ask some volunteers to come and fill out the information on the board.

ANSWER KEY

Time	-	May 10th
People who celebrate	-	mothers
Activities	-	events in school, dinners

8  In your notebook, write a description for a celebration you know and like. If necessary, use the description in Activity 5 as a model.

Before having the children start writing their own description, it might be helpful to go back to Activity 5 on page 11 and read through the description there again aloud as a class, so that they can use it as a guide for their descriptions. You should go around the classroom and help the children with their descriptions. You should give the children some time to compare their work with a partner. To check, you could have some children come up front and read their descriptions to the class.

ANSWER KEY

Answers may vary.

9 Look at the sets of rules and chose one to play 'Guess the Celebration'.


Before you give any instructions, you might want to ask children about game rules. You can use these questions: *Do you like to play games? Which one is your favorite one? Do you know the rules? Can you tell me at least two? Why do you think rules are important? Do we need to respect them? What happens if we don't?* You can elicit their answers. Then you can instruct them to go to page 12 on their Activity Books. You may point to the three set of rules there and you could ask them to read each set aloud. Then you could ask them to think about the one that could be useful to play "Guess the celebration" and to choose it. You may allow some time to compare their choice with a classmate. To check, you may point to the set of rules that works best.

ANSWER KEY

Answers may vary.

Intermediate Assessment

You could ask children to complete these activities, you might like to go over Lessons 1 and 2 and identify those activities they did confidently and those that were more difficult to complete. You could ask them to review all the celebrations, words, classifications, characteristics, names, charts 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.

10  Choose one of the pictures and write a short description about the activity. Do not include the name of the activity.

You could introduce this Activity by asking the children to share their favorite activities and describe them. You could start by setting the example: *My favorite activity is.... you do it with... you can do in....* Then you could have the children open their Activity Book to page 13 and you may point to the pictures there. Arrange the class into pairs and you can tell them to analyze the pictures and you should encourage them to describe one of them to their partner. You could have the other one guess which one was, you can remind them to take turns. Then you can tell the children to describe one of the activities and write it in the space given. You could have them take the note there as a guide. You should go around the class and help if necessary. As answers may vary you should make sure everyone wrote about a description.

ANSWER KEY

Answers may vary.

Step to Final Product

You can start this step for the final product of this module by reminding learners that they have already chosen three activities they thought they can describe. Then, you can invite children to work individually and write a short description for their three activities in their notebooks. At this point it is important to monitor children's work in order to provide help when necessary, you can also use this opportunity to make sure that children do not write the name of the activity in their descriptions.



Work in pairs. Take turns to read your description and guess which activity your classmate chose.

You could arrange the class into pairs and have each pair read their description to their partner and take turns. You could have the other person guess which activity they are describing. Go turns. You should encourage them to change pairs and repeat the game.



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.

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 could arrange the class into pairs and you could have them discuss with their partner what they think about their progress in this module so far. You should 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 could ask them to continue with the rest by themselves. You should go around the classroom and help if needed and praise their effort.

ANSWER KEY

Answers may vary.

MI Lesson 3

OPENER ACTIVITY

To contextualize this lesson and reintroduce the language seen previously in past lessons you might want to arrange the class into a circle. You may stand in the middle and you can tell children you will say the name of a category aloud and they will have to think of a word that belongs there. You can remind them to raise their hands before they give the answer and to keep the volume in control. An example could be: category- place: school. You can give them as many categories as you think necessary.



Listen to the conversation. Put a tick in the corresponding picture.

You might want to ask children to open their Activity Book to page 14 and take a look at the pictures. You could ask them to tell you: *What do they think these activities are? Have they done it before? Where can you carry on these activities?* Then play

track once for them to listen to it. Then, you can request them to listen to it again and tick the image that corresponds to the picture. You may allow them some time before checking the answers to compare their answers with a classmate. To check, play the track one more time and you may point to the picture.

ANSWER KEY

3.



Complete the extracts from the conversation. Practice saying them.

You may point to the sentences on Activity 2. You could ask children to read them aloud. Then play track one more time for them to listen. You could ask them to complete the sentences. If you consider it necessary, play track one more time to make sure everyone got the answers. Finally you can tell children to practice saying the dialogues aloud, you can remind them about the volume. You should go around the class to make sure everyone is listening and practicing. You could ask them to compare their answers with a partner. To check, you could write the complete sentences on the board. You could have some volunteers come up front and practice their conversations.

ANSWER KEY

- a) pairs.
- b) music
- c) chair game
- d) special
- e) dancing



Look at the pictures. Match them with the conversations below. Practice the conversations.

You could ask two volunteers to come up front. Hand one of them a picture of an activity: riding a bike. Then you could ask him or her to describe the activity to his or her classmate. You could ask the classmate to guess the activity based on the description. You can help them by asking questions about the activity being described like: *Can we do it alone? Do we have to wear shoes? Can it be practiced indoors?* Then, you could have children open their Activity books to page 14 and you may point to the pictures there. You could ask them to guess the activity they are doing. Then you may allow them some time to read the conversations below, You could have

them match these conversations with the pictures. Then you may arrange the class into pairs and request them to practice the conversations taking turns. You can remind them about the volume. To check, you can read the conversations and ask children to point to the correct picture.

ANSWER KEY

2, 3, 1.



Readers Activity

You might instruct children to take out their Readers Book and read the last pages until the end. You could ask them to discuss with their classmates if they guessed the end of the story and if they liked it. You could ask them if they would like to make an activity like the one Macaria does with her friend. You can elicit their answers.



Look at the pictures and complete the chart with the expression from the box.

You can tell children to open their Activity Book to page 15 and read the words in the box. Then you could have them look at the pictures there and read the incomplete charts below. You can tell them to complete the charts with the words from the box. You may remind them there are words that could be used twice and others that they won't use at all. You could ask them to compare their answers with a classmate. To check, copy the charts on the board. You could have children read both charts with a partner to practice some more.

ANSWER KEY

1. sport, pool, alone, special clothes.
2. profession, school, in a group, special clothes.



Look at the bold expressions in Activity 4. Classify them in the chart below.

You can write a conversation for describing an activity like: *It is a sport. You do it with another person. You wear special clothes. You can do it inside or outside. You need a racket. Are you talking about tennis? Yes, it is tennis. You could ask children to*

read it and underline the words in bold. You could ask children to tell you which is the difference between underlined words or expressions? When can we use them? Which ones can we use to ask for information? Which ones can we use to give information? Then you may point to chart on Activity 5. You could ask them to read both conversations on Activity 5 again and classify them on the chart. You should go around and help if necessary. You could have them compare their charts with a classmate's chart. To check, you can copy the chart on the board.

ANSWER KEY

Give information: it is a, you can do it, you do it,

You could ask for clarification of information: Are you talking about swimming? You are talking about a student.



Work in pairs. Brainstorm words that are useful for describing the activities in the chart (special clothes, objects, places, etc.). Write your ideas in the correct column.

You can write an activity on the board: to cook. You could ask children to read it and then you could ask some of these questions: What do we need to cook? Do we have to dress appropriately? What utensils do we need? Can we do it outside? Can we do it with more people? Who can do it? You could write all the answers on the board and you could ask children to open their Activity Books to page 16. You can tell them to read the headers of the chart there. Then you could ask them to write all the characteristics, clothes, objects, utensils and details they can think of to complete the description of each activity. You should go around the classroom and check children's answers. You can invite some students to come up front and share their answers. As answers may vary you might want to make sure they wrote the correct characteristics for each activity and they used the proper language structure.

ANSWER KEY

Answers may vary.

CULTURAL BOX

This could be a nice time to talk to children about different activities around the world. You can tell them that in all the countries there are some activities or celebrations that only happen there. For example: camel races only happen in some Arabic countries because only there they use camels instead

of horses and camels can only race in the sand so they need a desert. You could ask them to think or investigate another activity that is special on a different country in the world. You should encourage the children to share with the class.



Work in pairs. Choose one of the activities in Activity 6. Write a short description with the help of the words in your chart. Use the example to help you and remember not to include the name of the activity.

You could set the example to the children for this activity by sharing with them one of your favorite activities. You can describe it to them using name of objects, clothes, places, etc. Then you may arrange the class in pairs and you could have them write a description about your favorite activity using the words you used to describe it. You could have some of the pairs to come up front and share it with the class. Then, you could have the pairs to open their Activity Books to page 16 and you may point to the activity 6. You can tell the children to take another view at the chart there. Then you could have them choose one the Activities there and write a short description using the space below. You should remind them they can use the example as a guide and not to write the name of their activity. As answers may vary you should make sure they used the correct language structure.

ANSWER KEY

Answers may vary.



Work with another pair of students. Take turns to read your description in Activity 7 out loud. Guess which activity your classmates chose.

You can arrange the class into pairs and you should encourage them to read their description from Activity 7 out loud to another pair of students and you could have them guess which activity your classmate chose. You should go around the class and make sure everyone is participating. You can invite several pairs to come up front and share their Activities to the class and you could have them guess which activity it was.

Step 3: Final Product

You can talk to the children about all the steps they've accomplished until now: a list of everyday activities, a description for three activities. Now you should tell them how they will play their game with a different group. You can arrange the class into groups and you could have them to take turns and read one of their descriptions from Step 2. You should encourage the other students to guess which activity their classmate is describing like they did in Lesson 3, Activity 8. You might remind them they are one step closer to their final product.





Final Product Lesson

The guessing game.


MATERIALS

Paper clips, glue stick, 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 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 completed the first three steps in the process.

4  Work with your same group. Share your other 2 descriptions from Step 2. Choose 3 descriptions to play a guessing game with another group.

You could have the children work with the same group from Step 3. You should encourage them to choose another activity from their list and describing it to their classmates. You could have the children of the group guess which activities are. You might remind them to take turns and not to say the name of the activity.

5 Join another group of students. Take turns to read the descriptions you chose in Step 4. Guess your classmates' activities like you did in Lesson 3, Activity 8.

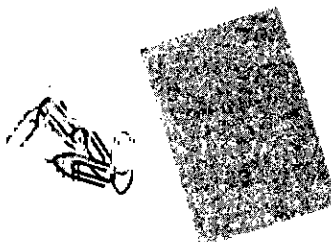
You should encourage the children to shuffle and pick another group. You could have them repeat the same process as in Step 4. You can tell them to pick another activity and describe it to their new group. You could have the rest of the classmates guess which was it like they did in Lesson 3, Activity 8. You may remind them to take turns.

TEACHING NOTE

This could be a good moment to talk about respecting everyone's preferences, not everyone likes the same and not everyone should, that what's makes us special.

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 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 7 and go through all Module 1 until page 17. 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 17 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 17 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 could ask the children to take out their Readers. You could ask them to read the whole Readers one more time, from page 5 to page 19. You could ask them to tell you *if there is anything they would like to discuss. If there are any doubts.* You could go through the glossary together. Then you could ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

1. f, t, t, f
2. 1, 2, 3, 4
3. Kimbomba, she couldn't speak to Laura, a video
4. A-4, c-1, c-3, d-2

Portfolio evidence	Page	Activity	Check
Write a description for a celebration	12	8	
A list of everyday activities	17	1	
Write a short description	17	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 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. You could 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 could ask them to keep it in their special folder.

Extra evaluation

MODULE 1

Name:

Progress Test Date: Group:

1. Match the description with the activities. 4 pts.

- | | |
|---|-----------|
| a. To prepare food. | Breakfast |
| b. One of the meals, regularly the one you have in the morning. | To swim |
| c. To move inside water. | Teacher |
| d. A person who teaches something and helps us learn. | To cook |

2. Read the description and complete the chart. 5 pts.

Birthday parties are celebrated all around the world. It is used to celebrate someone's birthday. Usually it is on the day of the birth. These parties can take place indoors or outdoors and are full of family and friends. They get together to eat cake, break piñatas, dance, and play games.

Celebration

Place

Time

People

Activities

3. Complete the chart with activities, characteristics, special clothes, etc., to make a description of your favorite activity. 3 pts.

Favorite activity

Clothes	.....
Description	.....
Utensils	.....
Time	.....
Alone/group	.....

Total Score: 12 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
Explore and listen to descriptions			
Interpret descriptions			
Make descriptions			
Play to describe activities			

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.
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Module 2 How Can We Know More?

Activity Book pages 18-28

L1 ACHIEVEMENTS

- Define aspects of a topic of interest

TEACHING GUIDELINES

- Choose topics that cause curiosity and interest from a list with the support of visual resources.
- Use keywords to recognize issues and expand repertoires of words.
- Explore aspects of a topic displayed on a poster made by the teacher.
- Clarify the meaning of unknown words.
- Analyze forms of enunciate aspects (e.g. modern transport).

- Examine textual structure (e.g. lists of steps, problem, solution, etc.).
- Recognize keywords.
- You may ask questions from a model.
- Answer questions with selected information.

MATERIALS

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

M2 LESSON 1

Activity Book pages 18-20

L2 ACHIEVEMENTS

- You may ask questions to obtain information.

TEACHING GUIDELINES

- Analyze intonation of questions.
- Compare questions with other statements (e.g. declarative or imperative).
- Review question words (e.g. *What?*, *How?*, *Which?*).
- You may ask questions about aspects of a topic from a model. (e.g. *Which parts do cars have?*, *How do they work?*)
- Practice pronouncing words in questions.
- Classify questions according to their type (e.g. open or closed).
- Clarify meaning of words.
- Corroborate the intonation when reading questions.

OPENER ACTIVITY

To contextualize the social practice of this module, which is to ask and answer questions to obtain information about a specific topic, you should encourage your learners by pasting a picture about a strange insect on the board. Then suggest children to inquire about the insect by asking them these questions: *Have you seen this insect before? Do you know it's name? Do you want to know more about it? What questions would you make?* You can elicit their answers. You can change the topic as needed, maybe repeat the exercise with the picture 2 and project it on the board and you may ask them some questions about these different insects or a technological device like a drone or a special phone.

Readers Activity



"The Importance of Renewable Energies" covers four renewable energies, their importance, their process and their technology using to produce energy. This informative text will likely raise questions and answers about this specific topic as well as an strategy to use it on other topics such as: insects, animals, ecology and others. This could be a great moment to introduce the lecture from the Readers Book for this module at page 20,

L3 ACHIEVEMENTS

- Exchange expressions to get what is needed.


TEACHING GUIDELINES

- Analyze textual organization (e.g. index, sections, headers, etc.).

"Importance of Renewable Energies". You may ask children to read the title and tell you: *What do they think the reading is about? Do they know about Renewable Energies? Can you imagine what it is?* You should encourage them to read from page 20 to page 23. You may have them discuss: *What do they think of Solar Energy? Have they heard about it before? You can tell them they will be reading more in the following sessions.*

1  **Look at the pictures and discuss the questions with a partner.**

You may use image number 2 to introduce this Activity. With the image still projected on the board you should encourage children to discuss about insects. You could help them by asking them some questions like: *Do you know any of these insects? Have you seen them before? Would you like to read more about them?* Then suggest children to open their activity books to page 18 and take a look at the books on Activity 2. Then you may ask them to read the questions there. You can arrange the class into pairs and you may ask them to discuss these questions. If you have time, you may ask some of the pairs to come up front and share their answers. As answers may vary, you might want to guide children to use complete answers.

2  **Read the extract from a book and tick the corresponding picture.**

You may ask children to read the text at the bottom of the page, and you may ask them the following questions: *What is the text about? What kind of book does it come from? Is it talking about characteristics? Would you like to read a book like that? Who would read that book?* Then you can have them take a look at the pictures and tick the one that corresponds to the text. You may ask some volunteers to share their work with the class. To check, you can read the text aloud and you may ask the children to point at the picture.

ANSWER KEY

"The world of insects".

3 **Read the text again and check if the sentences are true (T) or false (F). Circle the correct option. Discuss which information about insects is interesting for you and why.**

You could talk to children about true or false statements. You could paste a picture of a lady bug. Then write next to it two

sentences: this insect is red and black. This insect is big as a lion. You may ask children to read both sentences, then you may ask them to tell you which one is correct or true and which one is incorrect or false. You can talk to them about how we can see if a statement is true or false, by reading the information and looking at the pictures. Indicate children to open their Activity Book to page 19 and you may point to the sentences on Activity 3. You should encourage them to read the text on page 19 again. Then suggest them to read the statements and tick T for true and false for F. You should allow some time to compare their answers to a classmate. "You can arrange the class into a circle and you should encourage the children discuss if they find the information interesting and why". To check, you can, read the statements and if they are true or false aloud.

ANSWER KEY

a) T; b) F; c) T; d) T

Readers Activity

You could use the Readers Book page 23 "Solar Energy" and you should encourage children to read it again. You can arrange the class into pairs and have them say statements that could be T or F to each other. They can also practice formulating questions from this information.

REMEMBER

On this lesson there are going to be moments when children will require a dictionary. You should make sure they have access to one by taking them to the library or by looking it up on the internet or by having even one dictionary for them to use as a group.

4 **Match the two columns to form sentences about the book in Activities 1 and 2.**

Before you give any instructions about this activity you might want to allow children to go through activities 1 and 2 and read the text and the books titles. Then you can talk to children about why we would like to have more information on subjects, you may ask them these questions: *When do you need to know more information about any subject? What do you do when you have to talk about a specific subject? What do you do if you like a subject? Where do you investigate?* Then you may point to them to both columns on page 19. You may ask them to read them aloud and then match them. You should go around the class and help if necessary. You can have some volunteers share their answers. To check, you can read the sentences from both columns.

ANSWER KEY

- a) I am very interested in insects.
- b) to give information about relevant aspects of insects.
- c) because I have to write a report about it.
- d) different insects.



Look at the diagram and complete it with the words from the box. Use the dictionary if you need it.

You may ask children to open their books to page 19. You may ask them to take a look at the picture there and tell you *what is the name of that insect? Ant!* Then You may ask them if they remember from the text on Activity 2, *what are the parts of an insect?* If they can't remember you can allow them some time to go to activity number 2 and look into the text. Then draw a big insect on the board. You may ask them if they could help you by telling you the parts or the insect. You can have some volunteers come up front to help you. You might instruct children to read the words from the box. Most of them are already seen in Activity 2 or in other modules but if there are words they don't know you can ask them to look them up in the dictionary or help them deduce what do they mean. You may ask children to complete the diagram with the words from the box. You may ask them to share their work with their classmates. To check, you can draw an ant on the board and have some volunteers come up front and write their answers.

ANSWER KEY

Eye, mandibles, leg, thorax, abdomen, head.



Circle a proper title for the diagram in Activity 5.

You might want to use the diagram you draw on the board and you may ask children to tell you: *What would be a good name for this diagram? What should they call it? What is the name of the insect? What is the information about?* You can elicit their answers. Then you may ask them to read the titles on Activity 6 and circle the best options. You should encourage them to compare their answers with a partner. To check, you can write the title on the board.

ANSWER KEY

The structure of an insect.

Step 2: The Module

To introduce to the children to this Module's final product you could ask them: *Do you know what is a questionnaire? Do you know what do we use it for? Have you answered one before? Could you tell me what are the elements in a questionnaire? What do you think it the first step?* You can elicit their answers and talk to them about how a questionnaire could help us have more information about a topic. Then you can have the children take out their notebook and write down the animal or insect they would like to learn more about. You could have them compare their animal or insect to their classmates. You should remind them they are one step closer to their Final product.



Listen to the museum guide and number the pictures in the order you see them.

Before giving any instructions you may point to the pictures on page 20 and you may ask children to look at them and ask them these questions: *What do these pictures tell you? What do you think the audio will be about? What do you think they will tell you?* Then you can tell them they will listen to the audio once. You can play track 3 and have them listen to it. You may play track 3 another time and have them order the pictures as they listen to them. You might want to play it another time to make sure they all listened. You can have them compare their answers to their classmates. To check, you can play the audio one more time and you may point to the picture.

ANSWER KEY

Beetle, Butterfly, Bee, Widow spider, Dragon fly.



Listen again and answer the questions about insects with a partner.

Before you play the track 3 again, you might want to have children read the questions first. You can arrange the class into pairs. Then you can play track 3 once more and tell them to listen to it, you might have to play it more than once to make sure everyone got the answers. You may ask them these questions: *Was it easier to get information by just listening? Was it easier by listening and looking to a picture? Which one would you prefer?* You can elicit the answers. To check, you can write the answers on the board.

ANSWER KEY

- a) honeycombs
- b) widow spider
- c) 4
- d) They help insects to feel things around.



Classify the extracts from the listening in Activities 7 and 8 in the columns below.

Before you start giving instructions for this Activity, you might want to ask children the following questions: *How do they know when a sentence is a question? Do all questions have question mark? Are there different types of questions? How about instructions? How do we know we are given an instruction? And information? How can we give and receive information?* You can elicit their answers on the board. Write three sentences on the board: *What is the name of this insect? Do not touch that insect! This insect is called an ant.* You may ask them to read the sentences aloud and tell you which is a question, which is an instruction and which are sentences giving information. Then you may ask them to open their books to page 20 and have them read the extracts on the box. You can ask them if they can recognize any of those. Then you may ask them to classify the extracts on the chart. You should encourage them to compare their answers with a classmate. To check, you can copy the chart on the board.

- b) Activity/thing
- c) An option
- d) Place
- e) Time

M2 Lesson 2

OPENER ACTIVITY

To contextualize this lesson and reintroduce the language seen in previous lessons, you can write some questions on the board without the question word: *_____ is the name of that insect? _____ does it live? _____ is your favorite insect?* Then you can arrange the class into groups and you may ask each group to discuss which question word would be better for each question. You may ask each group to come up front and you can elicit their answers. You may ask them to discuss: *Why questions are essential?*

ANSWER KEY

Questions	Giving instructions	Giving information
Do you like science?	Be careful with the beetle!	I love insects
What is the talk about?	Don't touch that butterfly!	Antennae are sensorial

Match the question words with their purpose.

You might want to make a review on question words. Start by writing them on the board: *what, which, where, when, how many?* Then you can have children read them aloud and tell you what are these. Then you may ask them if they know what do they mean. *What do they ask?* You can paste some pictures representing their purpose such as: a watch, a school, a girl dancing, a teddy bear, letter A and B. Then you can have some volunteers to come up front and paste the picture right next to the question words. You might tell children to open their Activity Book to page 20 and you may ask them to read both columns and then match the question word with their purpose.

ANSWER KEY

- a) A number



Readers Activity

You might want to continue with the lecture of Readers Book. You may ask children to take it from page 23 to page 26. You may ask them to discuss: *Which are the main differences from Solar energy and Wind Power? What questions could they ask about both subjects? Is it interesting?* You can elicit their answers. You can tell them they will continue reading on the next sessions.



Work with a partner. Write the correct question word from the box.

Before you give any instructions for this activity you could have a quick review on question words. You may ask children to go to page 20 and review Activity 10. You can arrange the class into pairs. Then you may ask them to read the words in the box from page 21 and complete the questions below. Have them compare their answers with another pair. To check, you can write the question words on the board.

ANSWER KEY

- a) How
- b) Where
- c) Why



Go to page 127. Cut and paste the answers for the questions in Activity 1. Take turns to ask and answer the questions.

You might want to ask children to go to page 127 and read the answers there. You may ask children to guess: *Which could be the question for those answers? How do they know? What question word could fit?* Then you may ask them to cut them out and go to page 21. You should encourage children to re-read questions on Activity 1 before pasting the answers. You should go around the classroom and make sure they are using the scissors correctly. You can arrange the class into pairs and have them practice the questions and answers taking turns. Have some volunteers come up front and share their answers with the class. To check, you can write both the questions and answers on the board.

ANSWER KEY

- a) A fly has two eyes composed by hundreds of mini eyes.
- b) Tarantulas live in humid and hot places.
- c) Because they help flowers grow and produce honey.
- d) I love big fat beetles.

OPTIONAL ACTIVITY

This could be a great time to talk about yes and no questions. Write two questions on the board: *Is this a beetle? What is the name of that insect?* Then you may ask children to read them aloud. You may ask them to tell you. *What is the difference between both questions? How can you answer them?* You can explain to them that yes or no questions can only be answered by yes or no, this is why we call them "Closed questions" and they don't use questions. The wh questions can be answered with many words and sentences this is why we call them "open questions" because the answer is opened. They need the wh words, you can have them write examples and try with different questions. You could make a list on the board of yes or no questions and wh questions and you can arrange the children into groups. Then you may have them read the list and by groups classify the questions. Then you can have each group come up front and classify them.



Work with a partner. Complete the sentences with "WH Questions" or "Yes/no questions"

Before you give any instructions for this activity it would benefit the children if you could write the wh words on the

board and have the read them aloud. Then you may ask them: *How are yes or no questions answered? Do they have wh words? How can we differentiate them?* Then you may ask them to read the statements on page 21 Activity 3 and have them complete the sentences with "WH Questions" or "Yes/no questions". You should go around the classroom and help if necessary. You should allow them some time to discuss their answers with their classmates. To check, you can read the complete sentences aloud.

ANSWER KEY

- a) WH Questions
- b) Yes/no questions
- c) WH Questions
- d) Yes/no questions
- e) WH Questions
- f) Yes/no questions




Work in pairs. Circle the correct option to complete the question.

To introduce this activity and if you think it might benefit the students you could explain to them the main differences between Many and Much. To do so you can write on the board these two sentences: *I like many different insects. I like insects so much.* You can have the children read the sentences and you may ask them: *What do you think is the difference between these sentences? Do you know how to use many? Do you know how to use much? What would they mean?* You can elicit their answers. Then you can tell them how we use the word many when there are countable objects and we use much when we talk about uncountable. You should encourage them to think about some examples. Next, have the children open their Activity Book to page 21 and read the questions there. You can tell them to circle the best option to complete them. You should go around the classroom and offer some guidance if needed. You can arrange the class into groups and allow them some time to compare their answers. To check, you can write the circled options on the board.

ANSWER KEY


- a) big
- b) Do
- c) size
- d) Are
- e) How
- f) What

5  **Read the text about a butterfly. Underline the sentence that describes best the text.**

You may ask children to open their Activity Book to page 22. You should encourage them to read the butterfly text. Then you may ask them: *What did the text talk about? Did it talk just about butterflies? Did it talk about other insects? Was it interesting? Was it just about a type of butterfly?* You can elicit their answers. Then you may point to both sentences next to the text and have children underline the best option to describe the text. Suggest them to share their answers with a classmate. To check, you can read the option aloud.

ANSWER KEY


a)

6  **Read the text again and complete the diagram with the stages.**

Before giving any instructions about this activity you should encourage children to tell you: *What do they remember about the stages of the butterflies?* You can have some volunteers come up front and write the stages, you may ask them to draw a picture about them. Then you may ask them to open their Activity book to page 22 and have them read the text again and to look at the illustration there. You may ask them to see if they recognize any of the stages read before. Then suggest them to complete the diagram next to the text with the stages mentioned in it. You can have some volunteers share their answers with the class. To check, you can copy the diagram on the board.

ANSWER KEY

- Stage 1: The egg
- Stage 2: Caterpillar
- Stage 3: Pupa
- Stage 4: The butterfly

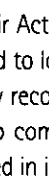

7  **Work in pairs. Complete the questions with the correct question word. Then answer the questions.**

You could write some incomplete questions on the board: _____ many eyes does a fly have? _____ do beetles live? Then you may ask children to read the questions and tell you *What are the questions referring to?* A place? Time? Thing? and have them tell you the best question word for each sentence. You can have them open their activity book to page 22. You

may ask them to read the incomplete questions and pay attention to the information they are asking about. If you think it is too challenging then you may ask them to re-read the text on Activity 5. Then you can arrange the class into pairs and you should encourage them to complete the questions and answer them using the information on the text on Activity 5. To check, you can have each pair come up front and share a question and an answer.

ANSWER KEY

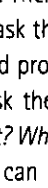

- a) How many. 4.
- b) What. Egg, Caterpillar, Pupa, The butterfly.
- c) What. Metamorphosis.
- d) Which. Butterfly.
- e) Are. Answers may vary.
- f) Do. Answers may vary.

8   **Read the text about caterpillars. Decide which of the questions below you can answer with the information in the text. Check (✓) your selections.**

To introduce this Activity you could have the children open their Activity Book and open it to page 23. Then read all together the text about the caterpillars. You may ask the children if there are any words they didn't understand and provide some guidance if needed. Then you could you may ask them: *What information does the text give us? What is it about? What things did you learn about caterpillars? Was it clear?* You can elicit their answers. If you think it is necessary for the children to understand better, you could read the text once again. Then, you may point to the questions below and have the children tick the questions that could be answered with the text they just read. You should go around the classroom and make sure everyone understood. You should encourage the children to compare their answers with a friend. To check, you can read the answers aloud.

ANSWER KEY

a), c)

9   **Brainstorm additional questions that you can answer with the text in Activity 8. Write your ideas in the space below.**

You could read the caterpillar text once again. Then you should encourage children think of different questions about the text. You could set the example by writing one or two questions like: *Do caterpillars have soft body?* You can arrange the children

into pairs and you should encourage them to brainstorm for more questions about the text. You can tell them to write their ideas in the space provided in page 23 Activity 9. You should go around the class and help if necessary and allow some extra time for the pairs compare their answers with other pairs. To check, you can invite some pairs to come up front and share their answers. As answers may vary, you should make sure the questions are written in the correct form.

ANSWER KEY

Answers may vary.

Step to Final Product

You can remind the children that they have already chosen an insect or an animal they would like to know more about. Then you may invite them to think about some possible questions about their insect or animal to know more about it. If you think it is too challenging you could give them some examples like: *Where does it live? Is it big or small? What do they eat?* Or allow them some time to review all the questions seen so far in this module to take them as a guide. You can have the children write down these questions in their notebook. This activity will be used as an evaluation to review child's progress at the end of the module. You should make sure they keep it somewhere safe.

REMEMBER

For the next Lesson, children might need some informative texts for them to understand the distributions and their parts, you might want to bring some science magazines or print out some documents and researchs on insects for them to look at.

Intermediate Assessment

OPENER ACTIVITY

Before you ask children to complete these activities, you might like 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 may ask them to review all the celebrations, words, classifications, characteristics, names, charts 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.



Look at the pictures. Discuss which of the insects below is the most interesting to learn more about and why. Check (✓) your selection.

You can have the children open their Activity Book to page 24. You may point to the pictures there and you may ask them: *Which one of these insects do you think is more interesting? Which one would you like to know more about? Are bees interesting for you? Why?* You can elicit their answers and provide an example: *I think beetles are really interesting because they are a really old species and there are many kinds.* Then you can arrange the class into pairs and have them discuss which of these insects do they find interesting and why? Then you can have the children tick their selection. You should allow them some time to compare their answer with another pair. You can invite some pairs to come up front and are their thoughts. As answers may vary you should remind them to use the proper language structure as the one you used before.

ANSWER KEY

Answers may vary.




Brainstorm questions that can help you obtain more information about the insect you choose in Activity 1. Write your ideas in the space below.

You can have the children go through Module 1 and 2 and review all the questions. If you think it is necessary provide them with more examples about questions: *How big it is? Do they fly? Do they eat plants? What color are they?* Then you can arrange the class into pairs. You can invite them to brainstorm about all the questions they would like to make in order to obtain more information about the insect they chose in Activity 1 and write their ideas on the space provided in Activity 2 page 24. You should go around the classroom and make sure they are all participating. You can have some of the pairs come up front and share their answers. As answers may vary, make sure they used the correct structure.

ANSWER KEY

Answers may vary.

 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 they think about their progress in this module so far. You should 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. You should go around the classroom and help if needed and praise their effort.

ANSWER KEY

Answers may vary.

CULTURAL BOX

This could be a perfect time to talk to children about how in many different cultures insects have played an important role. For example in ancient Egypt, the beetle had an important place, for they believed beetles were sacred, so emperors had them as protection and as pets. You should encourage them to investigate more about insects in different cultures around the world.

M2 Lesson 3



Activity Book pages 25-27

OPENER ACTIVITY

To contextualize this lesson and to reintroduce the use of language previously seen you can arrange children into groups and hand each group a picture of an insect. Then you can tell them to write all the information they know about this insect such as: body parts, what do they eat, where do they live, their size, and some extra information they might know. Then you should encourage each group to come up front and you may ask the rest of the class to ask them questions about their insect, you may ask the group to answer those questions using complete answers.

Readers Activity



This could be the perfect time for children to finish their lecture on "The importance of Renewable Energies". You may ask them to go through all the lecture. You can arrange the class into groups and you may ask them to discuss the title, the pictures, the text and the conclusions. You may ask each group to come up front and share their findings.

  Look at the page of a science magazine. Complete with the parts of the text. Use the words from the box.

You could use one of the magazines or the informative texts and you can arrange the class into groups. Hand each group a text or a magazine and have them analyze their parts. You may ask them these questions: *Do all of them have a title? Do they have pictures or illustrations? How do articles start? How do they finish? What is an introduction?* Then you can have each group share their findings. Talk to them about all of these parts: title, pictures, introduction, conclusion, development and why are all of these parts important and what can we find on each part. Then you may ask children to go to page 25 on their Activity Books and read the text there. Then you may point to the words on the box and read them aloud. You can have children complete the parts of the article using the words from the box and allow some time for them to compare their work with their classmates. To check, you can write the words on the board.

ANSWER KEY

Title, Introduction, Development, Conclusion, Pictures.

  Discuss the questions with a partner.

Before giving any instructions for Activity 2 you might want to talk to children about magazines. You may ask them if they like magazines, if they know many of them: *What are they about? Do they read them often?* You could tell them about your preferences: *I do/don't know magazines like these one. I like reading....* You may ask them to share their answers with the class by using the correct language structure and complete answers. Then you can arrange the class into pairs and you may ask each pair to read the questions at the bottom of page 25 on their Activity Book and discuss them together. You should go around the class and make sure each pair is working

on their questions. You can save some time at the end for pairs to compare their thoughts on the questions.

Step to Final Product

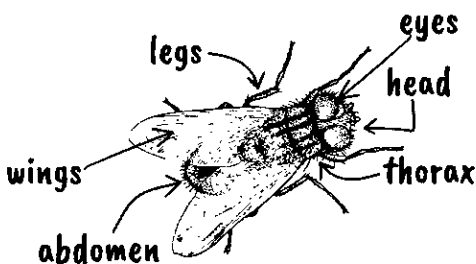
To fulfill the following step, you could take the children to the school library, to the tech lab or you may ask them to bring some books to the school or even you may tell them to ask for help at home. You should encourage the children to those information sources to look for the answers to their questions in Step 2. You can have the children write them in their notebook. You should encourage them to compare their answers with a classmate. You should remind them they are one step closer to the final product.

3 Look at the text in Activity 1 complete the information with the vocabulary used in Activity 2.

You may talk to children about the parts of an article by asking them: *How do we call the part that names the article? How about the part that introduce us to the article? And how do we call the part that closes the article or text?* You can have children read the article on Activity 1 again and you might want to write these words on the board: *title, pictures, introduction, development, conclusion.* Then you may tell them to go to page 26 and you may ask them to read the statements there and complete them with the words on the board or Activity 1. You may ask them to compare their answers with a classmate. To check, you can read the complete sentences aloud.

ANSWER KEY

Title, introduction, development, conclusion, picture.



4 Look at the investigations of some students of 4th grade.

You may ask children to open their Activity Book to page 26 and you may point to the fly diagram there. You may ask them to tell you *what do they think it is? What can we use this for? What animal is this?* Then you can tell them to read it and ask them: *What is it about? What kind of information it talks about? Is it interesting? Could we use it to formulate some questions?* You can elicit their answers, make sure they give you complete answers.

5 In pairs answer the questions. Compare your answers with another pair of students.

You can arrange the class into pairs and you may ask them to read the text on Activity 4 again. Then you may ask them to read the questions there and answer them using the information about the fly. You should go around the class and make sure they are working together, help if necessary. You should allow them some time to compare their answers with another pair. You may ask some pairs to come up front and share their answers. You may ask them if there were closed questions or just opened questions. To check, you can write the answers on the board.

ANSWER KEY

- a) Fly
- b) Fruit and some vegetables
- c) City and the country
- d) Small
- e) Big
- f) Yes
- g) Eyes, head, thorax, abdomen, wings, legs.

6 Write the name of the parts of the following insects.

Before you give any instructions for this Activity you might want to allow the children have some time to review all the insect charts in previous lessons. You could even paste a picture of an insect on the board and review the part with

them. Then you may ask them to open their Activity books to page 27 and take a look at the insects there. You may ask them to tell you which are the names of the insects. Then you may ask them to write down the names of the parts and complete the diagrams. You should go around the classroom and help if necessary or praise their work. You should encourage them to compare their work with a partner. To check, you can copy the diagrams on the board and read them aloud.

ANSWER KEY

- a) legs, head, wings, eyes
- b) wings, thorax, abdomen, head

7 Look at the information in the chart and match with the correct picture.

You could use the insect diagram you draw on the board with its parts. Then you can tell the children to read it and tell you more information about the insect like: *What's its name? Where does it live? What does it eat?* If it's big or small. You can elicit their answers. Then you can indicate children to open their Activity book to page 27. You may point to the insect diagrams and then to the chart below. You may ask them to read both charts and then match each one of them to the corresponding picture. You should go around the class and help if necessary. You can have them compare their answers with a classmate. To check you can copy the diagrams on the board and have some volunteers come up front and say which ones belong to which insect.

ANSWER KEY

Picture A	Question
Name: Dragonfly	What's its name?
Eats fruit	What does it eat?
Lives near lakes	Where does it live?
It's small	What's its size?
It's parts are...	Which are its parts?

Picture B	Question
Name: Mosquito	What's its name?
Eats fruit	What does it eat?
Lives near lakes	Where does it live?
It's small	What's its size?
Its parts are...	Which are its parts?



Work in pairs. Look at the information and write the corresponding question in the chart in your notebook draw a picture using the information on the chart.

You may ask children to open their Activity Book to page 27. You may ask them to review both insects diagram and both charts. Then you can arrange the class into pairs and tell them to look at the information and to write the corresponding question in the chart. You could help them with the first question to set the example. *Name. Dragonfly: What's its name?* And then you can have them continue on their own. Then they can take out their notebook and draw a picture to illustrate the information they've just learned. You may ask them to compare their answers with another pair and to share their picture with the class. To check, you can use the chart on the board and you may ask some volunteers to come up front and complete it. This activity will be used at the end of this module to evaluate child's progress, make sure they keep it in their portfolio.

ANSWER KEY

Picture A	Question
Name: Dragonfly	What's its name?
Eats fruit	What does it eat?
Lives near lakes	Where does it live?
It's small	What's its size?
It's parts are...	Which are its parts?

Picture B	Question
Name: Mosquito	What's its name?
Eats fruit	What does it eat?
Lives near lakes	Where does it live?
It's small	What's its size?
It's parts are...	Which are its parts?

You can have the children draw a picture about their animal or insect. You should remind them to include as many details as possible and to take into consideration the information they investigated. You should go around the class and help the children if you think it might be necessary. You can have some of them come up front and share their answers. They are now one step closer to their final product.

Final Product Lesson

MATERIALS

Paper, glue stick, scissors, color pencils, newspaper, magazines.

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.

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

Use your materials from Steps 1, 2 and 3 to make a poster on a cardboard.

You can have the children paste all the materials they created: name of the animal or insect, list of questions, list of answers and their drawing to a cardboard to make a poster about their animal or

insect. You should go around the class and make sure everyone understood the activity and help if necessary. You should encourage the children to compare their posters with their classmates sitting next to them.

Paste your questionnaires on the classroom walls. Discuss and decide which 3 questionnaires show the most interesting information. Share your conclusion with the class.

You can invite the children to paste their questionnaires somewhere visible on the class and have them go around the class and observe all of them. Then you can arrange the class into a circle and have the children vote for their favorite 3, based in which is the most interesting for them. Then help them count the votes and announce the winners. Invite the children to share their thought and conclusions about their questionnaires with the class.

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 they could improve their performance for the following Product on the next Module or comment on some strategies to have a better team work.

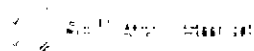


You can find more activities and information on insects on these sites:

- <https://learnenglishkids.britishcouncil.org/en/category/topics/bugs-and-insects>. <https://kids.nationalgeographic.com/animals/hubs/insects/>

It's advisable that you check first which ones can be relevant and suitable for your learners.

Side By Side



Before completing this section, ask children to open their Activity Book to page 18 and go through all Module 2 until page 28. 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 classmate's 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. You may ask the children to take out their Readers. You may ask them to read the whole Readers one more time, from page 20 to page 20-32. 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. c, c, c
2. T, T, T
3. electricity, to cook, to develop
4. Answers may vary

Portfolio evidence	Page	Activity	Check
Picture about information	27	8	
Name of an insect or animal	28	1	
List of questions about an animal or insect	28	2	
List of answers to questions	28	3	
Image of an animal or insect	28	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 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

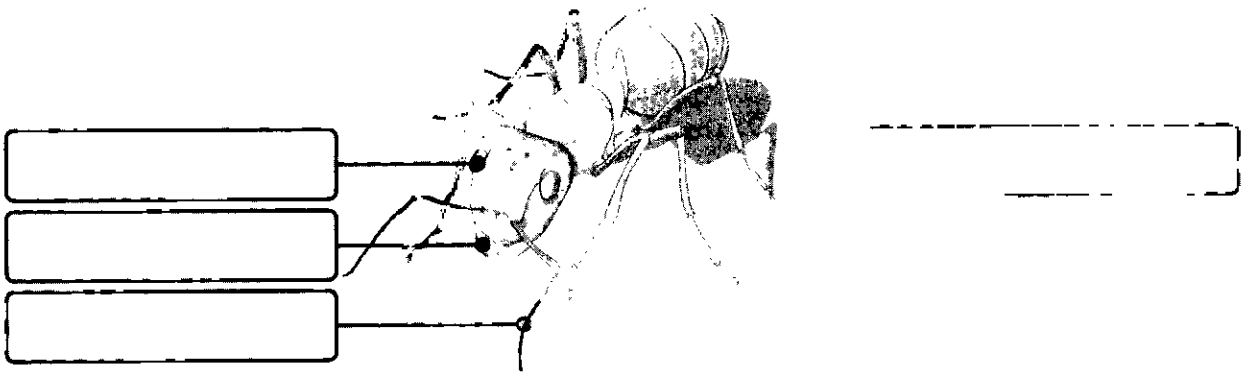
Name:

Progress Test

Date:

Group:

1. Look at the diagram and write the correct word from the box. 6 pts.



2. Complete the questions. 4 pts.

- a) many legs do insects have?
- b) do butterflies live?
- c) do ants eat?
- d) is your favorite insect?

3. Write if it is an open question (OQ) or a closed question (CQ). 5 pts.

- a) Is this a widow spider?
- b) What is the size of a grasshopper?
- c) Where can I find ladybugs?
- d) Do you like dragonflies?
- e) How many types of butterflies are there?

Total Score: 15 pts.

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:

Objectives	I feel satisfied	I don't feel satisfied	Reasons
How do you feel about your performance when choosing a topic of interest?			
How do you feel about your performance when asking questions to obtain information?			
How do you feel about your performance when choosing information to answer questions about a topic of interest?			



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.

Objectives	I feel satisfied	I don't feel satisfied	Reasons
How do you feel about your classmate's performance when choosing a topic of interest?			
How do you feel about your classmate's performance when asking questions to obtain information?			
How do you feel about your classmate's performance when choosing information to answer questions about a topic of interest?			

Module 3

ACHIEVEMENTS

- Explore dialogues expressing concerns.

TEACHING GUIDELINES

- Anticipate general sense from contextual clues.
- Identify interlocutors and differentiate intervention shifts.
- Compare acoustic characteristics in dialogs (e.g. volume, tone, fluidity).
- Evaluate whether or not concerns expressed in the dialogues are shared in their own culture.
- Recognizing structure of dialogues from conversations of own routines.

ACHIEVEMENTS

- Examine ways of expressing concerns in dialogues.

TEACHING GUIDELINES

- Ask questions to determine topic.
- Associate concerns with people expressing them.
- Re-phrase expressions to analyze the string sound.
- Compare elements in different expressions to establish guidelines for construction of concerns.
- Organize plausible options of answers based on concerns raised.
- Dictate words and expressions to expand repertoire and knowledge of the graphic form.

ACHIEVEMENTS

- Express and respond to concerns in brief dialogues.

TEACHING GUIDELINES

- Establish initial contact and empathy with others.
- Express concerns.
- Explore expressions to give back the word after receiving answers or to express doubts about (e.g. *I felt, how do you say...er?, Yes, as I told you, etc.*).

- Answer concerns, showing empathy and solidarity (e.g. *Why don't you...?/Count on me/Everything will turn all right/I'm behind you*).
- Verify patterns of rhythm and stress in words.

MATERIALS

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



This are some extra web sites for more resources on expressing your concerns. You might want to review these sites first to make sure they are suitable for your students.

- https://en.islcollective.com/resources/projectables/powerpoints_ppt_pptx/expressing_doubt/preintermediate-a2-clt/33009
- <http://www.eslhelpdesk.com/Library/areyouokay.htm>

M3 LESSON 1

OPENER ACTIVITY

To contextualize the social practice of this module, which is to exchange concerns in a dialogue, you may ask children if they know what a worry is. If they know, what makes them nervous, or worried? You can ask them to think about the last time they were worried. *What were they worried about? Did they tell anyone? What happened?* You can elicit the answers. Then project picture three on the board and them to take a look at it and tell you what they think the child is worried about. You can elicit their answers about why they think the child is worried.

Readers Activity




The story "Any Other Afternoon" is about a young lady "Carmen" who lives in a small town and likes to go to the park and eat ice cream. One afternoon she has such a strange experience with a dog and an old man, she feels concerned, preoccupied and worried. At the end she feels more comfortable expressing her concerns to other people through dialogues. This is great time to use the Readers Story.

You can ask the students to take their Readers Book out. You can ask them to open it to page 33 and read the title and predict the content. What do they think it is about? What do they think will happen in the story? Elicit their answers. Then ask them to read from pages 33 to page 36. You can ask them what they think about Anita and the "Secret Mission Club"? Do they have a secret club? What do they think will happen? Then tell them they will read more later.

 **Look at the pictures. Discuss the questions.**


You can exploit image three to set this activity. You can ask them to take another look and tell you if they've felt this way before. *Can they tell you when? Why? What did they do to feel better?* You can ask them to share with the class and ask children to open their Activity Book to page 29. You may point to the images and them to tell you what they think the images are about. *Why do they think the children are upset?* You can elicit their answers. Then you can ask them to read the questions aloud and discuss them with their classmates. Answers may vary. You might want to remind them to use complete answers.

 **Listen to the conversations and match them with the corresponding picture in Activity 1.**

You can ask the children to take a look at the pictures in Activity 1 again. Then you can tell them they are going to listen to a track with two conversations. You might play the track again and you can ask them to listen to it. You can play it once more and to match the conversations they've just heard to the pictures in Activity 1. You can ask them to share their answers with the class. You might want to play the track once more to make sure all children got the correct answers. To check, you can play the track once again and you can ask them to you may point at the conversations.

ANSWER KEY

1, 2.


 **Listen again and write the name of the speaker: Felix or Gael.**

You can ask the children to take a look at the images again and discuss the stories with their class. You can ask them: *What they think happened next? Did the boy find the cat? Did Sofia pass the exam?* You may point to page 29 and ask them to read the sentences there. Then you can ask them to listen to the track again and write the name Felix next to the sentences

that Felix says and write the name Gael next to what Gael says. You might want to play it more than once for them to hear it clearly. You should go around the class and help if necessary. To check, you can write the names on the board.

ANSWER KEY


Sofia, Sofia, Gael, Gael, Ariadna, Gael.

 **Look at the feelings and match them with the words from the box.**

You might want to show the children different pictures about different people with different facial expressions like angry, sad, happy, worried. Tape them on the board and you can ask the children to look at them. Then you may ask some volunteers to come up front and say what they think these people are expressing with their faces. You could also ask them questions like: *What face do you make when you are surprised? What face does your little sister make when she is angry? Or even model by being an example yourself: When I am scared, I do make this face...* Talk to them about the importance of facial expressions and the different ways we express how we feel without using words. You can ask the children to open their Activity Book to page 30. You can ask them to take a look at the pictures there and discuss what they think those people feel. You can elicit their answers and then you can ask them to read the words from the box and write them under each picture. You should go around the class and help if necessary. You can ask children to compare their answers with their classmates. To check, you can write the words on the board.

ANSWER KEY

Angry, surprised, worried, happy.

 **Look at the pictures. Write the dialogues using the phrases from the box.**

For this activity, you might want to ask the children to open their Activity books to page 30. You may point to the pictures in Activity 5. You can ask them to take a look at them. You can ask them to discuss what they think the characters are saying. *What do seems to be the problem? What would they say to the characters? How could they offer some advice? Or would they offer some help?* You can elicit their answers. Then you can ask them to read the sentences in the box. You can ask them to use the correct sentences to complete the dialogues for

each picture. You should go around the classroom and check children's answers. You can ask them to compare their pictures with a partner. To check, you can ask some volunteers to come up front and share their answers.

ANSWER KEY

I feel terrible we lost.

Hey! Don't worry, we'll win next time.

Mariana is mad at me! I made a joke about her dress!

Just say you are sorry and don't make fun of your friends.



Discuss the question with a partner. How does your voice change when you have different feelings?

You could write both conversations from Activity 5 on the board. You can ask them to read both of them. Then read the first conversation with a happy voice. You may read the second conversation with a sad voice. Then you may go the other way around. You can ask them to tell you what they think was different. *What do they think changed? Which one seemed happy? Which one sad?* You can ask some volunteers to come up front and you can ask them to read the dialogues with a different emotion: excited, surprised, angry... You can ask the rest of the class to guess which emotion was used. Then you can arrange the children into pairs. You can ask them to read the question and discuss the answer. You should go around the class and make sure they understood. You can ask some pairs to come up front and share their ideas with the class. As answers may vary, you might want to make sure they construct the sentences correctly.



Look at the conversations in Activity 5 and discuss the questions. Use vocabulary from Activity 4 to discuss.

You could write a conversation on the board. For example: *Hey Harry! Don't feel bad, we all break things sometimes. I know, but it was my mom's favorite.* You can ask the children to read it and you can ask them the following questions: *What they think Harry is feeling? Is he happy? Sad? Worried? Excited?* You can write these on the board and you can ask the children to pick from them. You can ask two volunteers to come up front and read the conversation using the correct intonation according to the feeling. You can ask children to open their books to page 31 and read both questions. Then you can ask them to go back to page 30 and read the

conversation in Activity 5. Next, go to Activity 4 and read the words in the box. You can ask them to pick the words from the box that match the character in each conversation. If you think this activity is challenging, you could write the conversation from Activity 5 on the board and write the words in the box from Activity 4 on the board as well. You can ask them to discuss the answers with their classmates. To check, you can have volunteers come to the front and share their answers. As answers may vary, you might want to remind them to use complete sentences like: *I think that the children felt... I would feel...*

ANSWER KEY

Answers may vary.



Act out the conversations in Activity 5. Use gestures and body language to express feelings in each situation.

Before giving any instructions for this activity, you might want to talk about emotions and body language a little bit more. Using the conversation you wrote before on the board: *Hey Harry! Don't feel bad, we all break things sometimes. I know, but it was my mom's favorite.* You can model for the children how we use body language. For example, crossing our arms when we are angry, putting our hands on our the face and mouth when we are surprised or even how we jump when we are excited. You can ask them how they react: *What body language do they use? What about the tone in their voice? Do they raise it? Or lower it?* You can elicit their answers. You can arrange the class into a circle. You can ask each child to use the conversation in Activity 5 to act out different emotions using correct gestures and body language. As answers may vary, you should make sure they vary their intonation and body language.



Complete the chart. Use expressions from the box. Compare your answer with a partner.

You can ask the children to go to page 31 again and read the headers of the chart. You can ask them to read the expressions above the chart. Then you can ask them to classify them. You can model for them. Hello-Greetings to say hello. You should go around the class and give them examples if needed. To check, you can copy the chart on to the board.

ANSWER KEY

Greetings (saying hello)

Asking or expressing feelings

Farewells (saying goodbye)

Hello	think I am going to fail	Bye
Hi Gael	I feel terrible	See you!
What's up?	What's the problem?	Good bye, Sofia!

Step to Final Product

To introduce the product of this module you can ask the class to tell you what they know about expressing concerns. *How do they do it? How do their friends do it? What type of expressions do they use? When?* You may ask them to talk about their final product: Box of worries. You may tell them that the most important step is choosing which worries they are going to put there and how to express them (like they did in Activity 9, Lesson 1). You may remind them that this is one step closer to their final product.



In your notebook write about a problem you had and the way you felt about it. Share your text with a partner.

You might want to ask children to think about something that worries them, it can be big or it can be small. You might want to talk about something that worries you. For example, about your pet or the country... You could write it on the board using the expressions you've just seen on past activities: *I am worried about my...* Then you can ask them to take out their notebook and write down their worries using the expressions and words seen on the lesson. You can ask them to share their text with a partner they choose. You should go around the classroom and make sure they understood the assignment. To check, you can have some volunteers come up front and share their worries.

TEACHING NOTE

You might want to talk about the importance of respecting everyone's feelings, no matter how silly or serious it seems to us, we must always listen to them and respect them. If you think it is pertinent you might want to talk about bullying and how can make someone feel sad or angry.

OPTIONAL ACTIVITY

You might want to prepare the children for the mime game. You may put on a cup some papers with these words written down: sad, worried, excited, happy. Then you can take one of the papers and act the word for the children. You can ask them to guess which word it is. Then you can ask some volunteers to come up front and do the same thing, the rest of the class will have to guess. You may remind them the importance of body language and posture, and that they can't talk. Then you could take it one step forward and write on those papers a different situation. For example: surprise party, lost my pet, failed the test. You can ask children to do the same, but this time you can ask them to mime the situation as well. They can use classroom objects if they need to.



Play a mimic game. Act out one of the situations in this lesson. Use gestures and body language. You can ask your partners to guess what the feelings and the situation are.

You can arrange the children into pairs. You can ask them to pick a situation from Lesson 1 and an emotion. You can ask them to take turns and mime it to their partners and have the partner guess the emotion and the situation. You should go around the classroom and make sure both children get their turn. You can ask some volunteers to come up front and mime for the class.

REMEMBER

You might want to make some cards with the question words for the next lesson. You could search for pictures with different situations expressing worries, happiness, or sadness.

M3 LESSON 2

OPENING ACTIVITY

To reintroduce the children to this Module's language about worries, you could tape the pictures with different situations on the board. For example, a girl looking for her dog or a little boy crying. You can ask them to tell you what they would you can ask these characters: *What would they say? Would they offer some help? How?* You can ask them if they remember the question words. If they do, you can ask some of the children to come up front and write them on the board. Then help them formulate a question offering some help. For example: *Why are you sad? Can I help you look for your dog?*



Readers Activity

This could be a great time to continue reading "Any Other Afternoon." You can ask the children to take out their Readers Book and open it to page 36 and read until page 39. You can ask them to discuss the story with their classmates. What do they think will happen with the dog? Do they think the dog is really talking? you can tell them they will continue reading it in the next session.



Work in pairs. Match the columns to make questions.

You could tape one of the pictures of the different situations on the board. You can ask the children to look at it. Then you can ask them what questions they would ask the girl who is looking for her dog. *How can they formulate the question? Which question word would they use? Would they offer some help? How?* You can elicit their answers. Then you can ask them to open their Activity Book to page 32 and read both columns. Then, you can arrange the class into pairs and match the columns to complete the sentences. You can ask them to compare their answers with a partner. To check, you can write the complete sentences on the board.

ANSWER KEY

- What is the problem?
- Can I help you?
- How are you?
- Why are you sad?



Work in pairs. Write the letter of a question in the corresponding answer.

Before you give any instructions you may point to the sentences in Activity 2. You can ask children to read the questions in the first column on Activity 1 aloud. Then you can ask them to read the sentences in Activity 2 aloud. You can ask the children to pick a partner and write the letter of the corresponding question word next to each sentence to complete it. You can ask them to share their answers with their classmates. To check, you can read the complete sentences aloud.

ANSWER KEY

- a), b), d), c).



Read the list of questions below and tick the ones that refer to worries.

You can ask the children to work individually to put a check mark next to the sentences that refer to worries. Then, have them check their answers with a partner. Finally, you can ask the whole class to share the questions that relate to worries.

ANSWER KEY

- Are you Ok?
What's the problem?
Do you need any help?



Work in pairs. Choose a question of concern from Activity 3 or from Activity 1. You can ask and answer the question you selected. Follow the example below.

You can ask the children which questions refer to worry in Activity 1 and 3. You should write the questions on the board. Tell the children to choose a partner. With their partner, you can ask them to choose one of the questions on the board and create a short dialogue. You can ask one student the question, and the other student will answer it. You may invite some pairs to share their question and answer in the front of the class. If you still have more time, the children can repeat the activity for each question.

ANSWER KEY

Answers may vary.

Step 10: Final Product

You can ask them to review this last activity and talk to them about the importance of knowing how to offer help or how to ask to other's about their concerns. You can ask them to tell you what they know about questions: *How do we ask questions? What words do we use? What punctuation do you use for a question?* You may talk to them about the box of worries. They should already have expressions to express concern now, but they also need to add expressions of concern or asking the other person if they want some help. So, ask them to go over Activities 2 and 3 and review the questions and add to their final product. You should explain to them that now one step closer to their final product.



Work with a partner. Circle the best option to complete the sentence.

You should write a sentence with different options on the board. For example: *I am worried. I can't find my pet/ I love my pet.* Then you can ask children to read it aloud. Then you can ask them what they think is the best option. She lost her pet or she loves her pet? You can ask them to read both options and tell you the best option to complete the sentence. Then you can ask them to go to page 33 in their Activity Book and read all the sentences there. You can arrange the children into pairs and circle the best options. You can ask them to compare their work with a partner. To check, you can have some students share their answers.

ANSWER KEY

1. I, Susan
2. worried
3. father
4. The team, terrible
5. friend, help



Work in pairs. Read the following conversations. Follow the guidelines.

You can ask children to open their Activity Book to page 33. As a class, you can ask students to read the guidelines aloud. You can ask them what their voice and tone should be if they are sad or worried (quiet), if they are excited (loud and happy). You can ask them what body language they can use if they are sad (face looks sad, shoulders low). You can ask them what body language they can use if their friend is sad (a pat on the back).

You may tell the children to work in pairs and read each conversation and switch roles. You may remind them to use the correct voice, tone, body language, and gestures. You can ask different pairs of students to act out the conversations in front of the class.



Match the following problems with the suggestions.

You can tell the students that every problem has a solution. You could write these sentences on the board: *I was walking, and it started to rain! I am cold and wet.* You can ask the students what can help keep you dry in the rain (an umbrella). Then write: *You should get an umbrella!*

You could tell the students to match the problems on the left with the answers on the right. You may put the students in pairs to check their answers. You can ask the whole class for the answers.

ANSWER KEY

c, a, b.



Practice the problems and solutions in Activity 7 using the guidelines in Activity 6. In your notebook, make a list of the problems on this page and add two more. Include suggestions to the problems you included.

You can ask the children to read the guidelines from Activity 6 aloud. Then you can tell them to work in pairs and act out the conversations in Activity 7. You can ask some pairs to share their acting in front of the class. You can ask the children to open their notebooks. They should work individually to make a list of the problems on page 33 and add two more. Then you can ask the children to work with a partner to compare their lists. If a problem is missing, they should add it to their list. Then you can ask the class to share their lists of problems aloud. Write the lists on the board.



Read a conversation between two friends. Answer the questions below.

You can ask the students to raise their hand if they have a pet at home. You can ask them how they would feel if they lost that pet. You can ask them what they would do. You may tell the students to read conversation 1 quietly. Then, you may read conversation 1 as a class. You can ask students to answer questions a and b individually. You could tell the students to check their answers in pairs. Check the answers as a class.

You can ask the students to imagine going to another school. They would not know anyone. *How would they make friends?* You could tell the students to read conversation 2 quietly. Then, you could read conversation 2 as a class. You can ask students to answer question c individually. You may tell the students to check their answers in pairs. You may check the answers as a class.

ANSWER KEY

- a) A girl lost a dog. A girl is scared of going to a new school.
- b) A dog
- c) Calm



Read the bold phrases in the conversation in Activity 9. Discuss with a partner which activities in the chart below might express similar ideas.

You might want to talk to the children about synonyms. You should write a list of synonyms on the board like: little-tiny, fastquick. Then you can ask children to read them You can ask them the following questions: *Do you know what synonyms are? Can you give an example? What can you use them for?* Then you can ask them to read the conversations in Activity again and underline the bold words. You can ask them to match them by writing them right next to their synonym. You can ask some volunteers to come up front and share their answers. To check, you can copy the chart on the board.

ANSWER KEY

Phrase	Synonym
I looked for him everywhere!	checked at school, the park, your house
Firulais is lost!	I can't find him anywhere.
What is wrong?	What's the problem?
You won't have any friends?	No one will talk to me.

Before you can ask the children to complete these activities, you can ask them to look at Lessons 1 and 2 and identify the activities they did confidently and those that were more difficult to complete. You can ask them to review all of the phrases, situations, emotions, actions, words, and even the Readers Book, for both lessons. You can use this as an assessment tool to evaluate the children's progress at the end of this module.

Write an expression to complete the chart.

You can ask children to open their Activity book to page 35. You may point to the chart and read the left column. Then you can ask them following questions: *What do the words there mean? What are farewell expressions? What do they use them for? What are greeting expressions and what do they use them for?* Then you can ask them to review Lessons 1 and 2 and you can ask them to complete the chart. You should go around the class and help if necessary. You can ask some of them to come up front and share their answers. As answers may vary, you might want to check that the expressions are correct.

ANSWER KEY

Greeting: hi, hello, what's up?

Farewell: bye, goodbye, see you later

Questions about feelings: How are you? Can I help? What's the matter? What's the problem?

Telling your feelings: I am worried, I am sad, I feel happy...

Look at the situations and write on the lines below how the images make you feel.

You can tape some situations on the board like: a boy crying, a girl looking for her pet, a lady feeling sick. Then you can ask children to look at them and you can ask them the following questions: *How you feel when you look at these situations? Have you felt like this before? What happened?* Then you can ask them to look at the pictures in the Activity Book and write in the lines below how the pictures make them feel. You can ask some volunteers to share their answers with the class. As answers may vary, you should check that they have shared complete answers.

ANSWER KEY

Answers may vary.

Write the corresponding words to complete the questions. Use the words from the box.

You may point to the words in the box and you can ask the children to read them aloud. Then you can ask them to read the

questions below. You can ask them to complete the questions with the words in the box. You can ask them to compare their answers with a classmate. To check, you can write the words on the board.

ANSWER KEY

Can, What, Why.



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

You can ask the children to read all the statements on the chart. You may explain to them that they will be answering and thinking about their progress and how they worked during Lessons 1 and 2. Then, you can ask them to think about their progress. It's a good moment to go to lessons 1 and 2 and review them again and you could ask them to pay attention to all of the activities, noticing the ones that they solved without any problem and the ones that need to improve. It might take a while. Then you can ask them to complete the chart.

REMEMBER

It could be beneficial for the children to have a morning routine in which they can express their feelings and you could hand them a chart like this one:

Today I feel: Great More or less Bad
Because

If it is possible you can ask them to complete the chart everyday after their routine. This could also help you monitor the moods of the children and how they feel in the classroom.

M3 LESSON 3

OPENING ACTIVITY

To contextualize this lesson and reintroduce the language seen in previous lessons, you could arrange the class into a circle and ask them to take out the emotions chart in the remember box. You may ask them to think about something that bothers them or something that is making them nervous. If they cannot think of something in their lives, you may want to tell them to imagine something a kid might worry about. You can ask

students to write it down and you may have some volunteers share how they feel. You can model your worries or something that makes you nervous to set the example. Remind students to use complete sentences like: *I feel sad, happy, nervous, concerned... because...*

Readers Activity

You could ask children to open their Readers Book to page 39 and continue reading until the end of the story. Then you could arrange them in groups and ask them the following questions: *Why did Carmen feel exhausted? Do they think she imagined everything? Do they think she should tell her mom about the dog?* You may ask each group to come up front and share their answers with the class.



Work in pairs and look at the pictures. Discuss the questions.

You could tape a set of images on the board. You could use some familiar situations, like a boy with a broken toy or a girl angry at her best friend or parents. You can ask the children to take a look at the images and answer the following questions: *What do they think the characters feel? What is happening in the scene? What do they think happened before? What would they ask them? How could they offer help?* Then you may arrange the class into pairs and ask the children to open their Activity Book to page 36 and you can ask them to look at the images there. Then you may point to the dialogues. You can ask them to read them aloud. Then you can ask each pair to read the questions and discuss them. You should go around the class and make sure they understood the answers.

As answers may vary, you might want to pay attention to the language structure, you may want to remind students they have to give you complete answers like: *We think the problem is... I feel worried when... I get angry when... It makes me angry when...*

ANSWER KEY

Answers may vary.

OPTIONAL ACTIVITY

Act out the Readers Story with the class. You can arrange the class into groups of 4. You can ask children to choose a character: Mom, Manchas, Carmen, or Tadeo. Read the story again with the class. Then, you can ask each group to play their

part. You can ask the groups to come up front and act their part, then you can ask students the following questions: *How would they react if they were Carmen? How would they feel? Would they be exhausted? Would they feel angry? Sad? Excited?*



Look at the list of situations. Tick the ones that refer to worries.

You can ask the children to work individually or in pairs depending on the size of your class to put a check mark next to the sentences that refer to worries. Then, have them check their answers with a partner or another pair of students. Finally, you can ask the whole class to share the questions that relate to worries.

ANSWER KEY

I'm afraid that I lost my homework!
I'm worried because I lost my keys!
I'm afraid we need to study for our exam!
I'm afraid I have the flu!



In your notebook, write the situations that you ticked in Activity 2. Include a suggestion for each worry. Practice saying your worries and suggestions. Follow the guidelines.

You can ask the children to read the dialogues in Activity 1 and the worries in Activity 2. You can ask students to copy the worries from Activity 2 into their notebooks. Then you can ask the children to work in pairs to create a suggestion for each worry. You may point out the guidelines chart in Activity 3. You could invite different pairs of students to the front to act out the worry and suggestion in a conversation. You may want to remind them to use gestures and changes in voice.

ANSWER KEY

Answers will vary.

You may ask students to review this last activity and you may want to talk about the importance of expressing their worries with the correct words. You can ask them what would happen if they used the wrong words. You may talk to them about how making a list with worries about school problems is another step closer to the final product: box of worries.



Look at the problems in Activity 2. In your notebook, answer the following questions. Compare your answers with a partner.

Before you ask the children to complete this activity you may write the following questions on the board:

- What kind of problems do you have at school?
- What would you do if you had a similar problem?

You might want to answer them yourself first to set the example. I would have... I have... Then you can ask them to read the questions from the Activity Book and then take out their notebooks and write the answers. You should go around the classroom and make sure children are using the correct language structure. You can ask them to compare their answers with a classmate. Then you can ask some volunteers to come up front and share their answers. This activity will be used at the end of this module to evaluate students' progress. As answers may vary, you might want to check their grammar and punctuation.

ANSWER KEY

Answers may vary.



Look at some suggestions. Match them with the problems in Activity 2.

Before you give any instructions, you might want to copy the problems from activity 2 on the board. You can ask the children to read them aloud. You could ask them the following questions: *Have these problems happened to them before? How did they solve them? What happened next? How did they feel?* Then you may point to the chart in activity 5 and read the solutions aloud. You can ask the children to tell you what they think about the solutions: *Do they seem appropriate? Did they think of something similar? Would they do them?* You can ask them to match them with the problems on the board. If you think it is challenging, you might want to solve the first one with them. *"Why don't you ask the teacher for an extension?" What might this be adequate for? The boy who forgot his assignment.* You should go around the classroom and help if necessary or praise their work. You can ask children to compare their answers with a partner. To check, you can read the answers aloud.

ANSWER KEY

- I'm afraid that I forgot my homework!
- I'm afraid we need to study for our exam!
- I'm afraid I have the flu.
- I'm worried because I lost my keys.

OPTIONAL ACTIVITY

You could ask the children to give some extra solutions for the problems you just saw, and you can elicit their ideas and write them on the board. You can ask them the following questions: *What happened before the problems? What could they have done to prevent them?*



Work with a partner. Select one of the problems in Activity 2 and write your advice in the space below.

You can ask the children to take a look at the problems in Activity 2 again and read them aloud as a whole class. Then you can arrange the class into pairs and you can ask them to select a problem each. Then you could ask them to write their advice in the space below Activity 6. You can ask them to discuss their solutions with their partner. Then, you may have some volunteers share their solutions to the class. You can ask them if they considered thinking of a solution with someone else was easier or more difficult: *Did they feel better? As answers may vary, you might want to check that the solution matches the problem. Also, you may want to be careful with the punctuation and grammar.*

ANSWER KEY

Answers may vary.



Work with a partner and circle the best piece of advice for every situation.

You can ask children to open their Activity Book to page 37. You may point to the sentences in Activity 7. You could read the sentences aloud. You can ask them to tell you what they recommend for each situation. You may elicit their answers and write them on the board. Then you can arrange the class into pairs and you can ask them to read the problems and the solutions there and circle the best option. You can ask each pair to compare their answers with another pair. To check, you can write answers on the board.

ANSWER KEY

1-a, 2-a, 3-a.



Look at the picture and discuss the question.

Before you ask students to complete this activity you may write the following questions on the board: *What is the problem? What should they do?* You may have students brainstorming ideas, then you can ask them to read the questions there and discuss them. You can ask some volunteers to come up front and share their answers. As answers may vary, you might want to you can ask for complete answers.

ANSWER KEY

Answers may vary.

OPTIONAL ACTIVITY

You might want to talk to the children a little bit more about the stress on words. Write some words on the board: *worries, problems, help.* You can ask them to read the words aloud. You can ask some volunteers to come up front and divide the words in syllables. You can help them with the first one.



Look at the bold words and classify them in the following stress chart.

You can do another activity to reinforce the syllable division. You can use the same words you wrote on the board and have them clap for each syllable. If you want, you can ask them to write new words on the board, so they can keep practicing. Then you can ask them to look at the words in Activity 8 and classify them in the following chart according to the number of syllables. You can ask them to compare their work with their classmates. To check, you can ask them to spell the words of each column, you can ask them to clap again.

ANSWER KEY

- 1 syllable: new, toy, car, how, say
- 2 syllables: worried, worry



Select 10 words from this module. In your notebook make a chart like the one in Activity 9 and classify the words you selected. Compare your list with a partner.

You might want to read the chart and spell the words. You can ask children to review the words in Lessons 1, 2, and 3. You can ask them to pick words they like. Then you can ask them to make a chart like the one in Activity 9. Then you can ask them to classify the words they picked in to one syllable and 2 syllables or even more than 2 syllables. You can ask them to compare the list with their partners. This activity will be used at their end of the module to review children's progress. You may want to make sure they keep it in their notebook. Answers may vary, so you might want to review the words they wrote to make sure they fit into the classification.

Final Product


Final Product Lesson

MATERIALS

White paper, colored paper, colored pencils, scissors, 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.

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

Make a final draft of your conversation. Fold it and put it in a box or a plastic bag in which the other teams will put their papers too.

It's a good idea to ask the children to bring an empty Kleenex box or a plastic bag. You could ask them to decorate it. Then you can ask the children to write a final draft of their conversation. You can tell them to fold it and put it in the box or the plastic bag. You could repeat the same with all the teams.

Take out a piece of paper from the box and act out the conversation following the guidelines in step 3.

To introduce this step you could ask the children to review the guidelines seen in step 3. Then you can arrange the class into a circle and you may encourage the children to come to the center and act out their conversations following the guidelines previously seen. Repeat until all the class has participated.

Vote on the best 3 performances.

You could encourage the children to vote on the best 3 performances and help them count the votes.

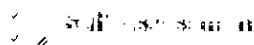
TEACHING NOTE

This could be a great moment to talk about respecting everyone's feelings and worries, talk to them about empathy and how we must try to understand everyone's feelings and respect them.

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 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 29 and go through all Module 3 until page 39. 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 39 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. You may ask the children to take out their Readers. You could ask them to read the whole Readers one more time, from page 33 to page 43. You may want to tell them to share with you if there is anything they would like to discuss. If there are any doubts. You could go through the glossary together. Then ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

Before reading: Answers may vary.

1. b, c, a, b, a.
2. Characters: Anita, Anita's grandma, Carmen, Carmen's mom, Manchas, Tadeo; Setting: Park, bus.
Plot: Carmen meets a talking dog and an old man, she feels confused.
3. Carmen: curious, girl Anita: best friend, plays soccer.
Manchas: small, golden hair, brown eyes, talking dog.
Tadeo: old man, interesting, wrinkled.
4. Answers may vary.

Portfolio evidence	Page	Activity	Check
Write about a problem	31	10	
Answer questions	37	4	
List of words and classify them into syllables	38	10	

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:

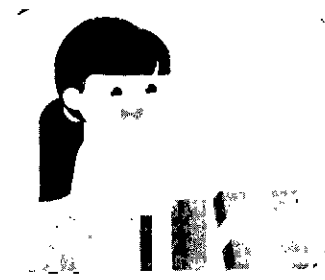
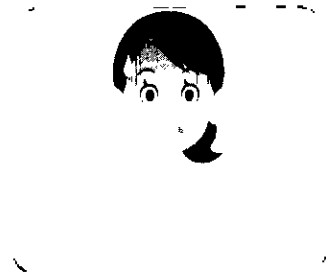
Progress Test

Date:

Group:

1. Look at the pictures and write the word from the box to describe them. 4 pts

worried : angry sad .. surprised



Hello

Goodbye

What's the problem?

Can I help you?

See you later

Greeting

Farewell

Asking or expressing feelings

2. Match the words in the left column with the ones in the right column. 5 pts

3. Choose the best solution for each problem. 4 pts.

a) I don't feel very well...

1. You must call the doctor.

2. You must play with your friends.

b) I am worried, I can't find my science homework.

1. You should take a look in your backpack.

2. You should buy candy.

c) I am so angry at my friend, he made fun of me.

1. If you want I can yell at him.

2. You should talk to him about how you feel.

d) She's worried about next week's exam.

1. She must go out to have fun.

2. She should study every day.

Total Score: 13 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 dialogues expressing concerns?			
Can you examine ways of expressing concerns in dialogues?			
Can you express and respond to concerns in brief dialogues?			



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 dialogues expressing concerns?			
Can your classmate ways of expressing concerns in dialogues?			
Can your classmate express and respond to concerns in brief dialogues?			

Module 4

ACHIEVEMENTS

- Explore children's legends.

TEACHING GUIDELINES:

- Activate previous knowledge to anticipate content.
- Follow reading out loud.
- Compare the structure of legends.
- Check function of graphic and textual components.
- Express personal experiences and emotions in relation to the content of a legend.

- Dictate and write similarities and differences of one aspect of a legend.
- Relate similarities and differences to make descriptions.
- Check spelling (of adjectives, connectors, etc.) and punctuation (period, colon, etc.).
- Adjust typographical and graphic resources in descriptions.
- Produce and incorporate images to illustrate a comparison.

ACHIEVEMENTS

- Participate in the reading of legends.

TEACHING GUIDELINES

- Create images from what is heard.
- You can arrange sequence of events in a legend.
- Use various strategies to define words and new expressions.
- Classify types of characters (main, secondary) from their actions.
- Contrasting features of the speech of the narrator of the speech of characters.
- Compare composition of expressions in present (e.g. I am Lord...) and in past (The night was cold and nobody was outside..., etc.).

MATERIALS

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

M4 LESSON 1

ACHIEVEMENTS

- Compare the components of writing legends.

TEACHING GUIDELINES

- Select aspects to compare (characters, scenarios, actions, etc.).
- Make comparisons from characteristics of characters, scenarios, objects, etc.
- Express orally similarities and differences (This character does the same as... / The most important difference between...).

OPENER ACTIVITY

To contextualize the social practice of this module, which is to read legends from different cultures to compare similarities and differences, you may want to ask them about legends. To help them you may want to ask them some of these questions: *Do you know what a legend is? What do you know about legends? do you know any? What do legends teach us? You can elicit their answers. You can project the image 4 on the board and you can ask them to take a look at it. You could ask them if it sounds familiar. Have they seen this image anywhere else? When? What do they know about Quetzalcoatl?*

Readers Activity



"Unknown Legends" is a compilation of three different legends from different countries about the Sun, the Moon and the stars. This reading will help the children compare the similarities and differences between these legends and their cultural origins and backgrounds. This could be the perfect

opportunity to use the Readers Book. You can ask children to take out their Readers Book and open it to page 47. You may point to the title "Unknown Legends". You can ask them to read it aloud. *What do they think the title means? What is going to be the story about?* You can elicit their answers. Then you can ask them to read from page 47-60 and discuss the first legend. You can ask them to tell you what is the legend about. *Have they heard it before? Where?*



Listen to the legend again. Number the sentences in the correct order. Discuss which part of the legend you like the most and why.

Before you play the track one more time, you can ask children to read the sentences they have to order. By doing this, you might help students to develop their listening for specific information sub-skill. You can play the track one more time and you could ask them to check their answers in pairs. You could write the correct order on the board to check answers with the whole class.

ANSWER KEY

3, 5, 2, 4, 1.

Read the sentences aloud in the correct order.

You can ask children to take a look at the sentences on the board one more time. You could ask them if there are any words they don't know how to pronounce or how to read. If it is the case you might want to help them with the pronunciation. Then you could ask them to read the sentences aloud. You could ask them to come up front one by one so you can check their pronunciation and word stress.



Listen to the legend of *The tooth Fairy* and order the pictures. Compare your answers with a partner.

You may ask children to open their Activity Book to page 41. You could ask them to read the instructions on Activity 5. You can tell them they are going to listen to the legend of "The tooth Fairy". Then you could ask them what do they think the legend will be about. *Have they heard it before? Do they know who "The Tooth Fairy is"?* You can elicit their answers. Then play the track once and you can ask them to listen to it. Then you could ask you may point to the pictures on Activity 5 and you could ask them to take a look at them and order them from 1 to 3 according of the order of the story. Then you could ask them to compare their answers with a partner. Don't you can ask them to check right away as it is part of Activity 6.

ANSWER KEY

3, 2, 1.

Look at the pictures and discuss the questions.

Before you give any instructions you may point to the pictures on page 40 activity 2. You can ask them to take a look at both images. Then you may ask them to tell you what do they think the images are about? What kind of story do they tell? Have they seen the characters before? Where? Then you could ask them to read the questions on activity 1 and discuss them with their classmates. You can ask answers may vary you might want to ask them to give you complete answers.

CULTURAL BOX

You might want to talk to children about how as legend are part of countries and towns tradition you can find all kinds of different legends that talk about the same topic. For example: the moon, the stars, love, animals, etc... You could ask them to investigate with their caregivers a legend about the moon in another country and then compare it with the legend of "The Rabbit in the moon". You should encourage them to look up for the differences and similarities and to think why do they think each country changed it.



Listen to the legend and tick the corresponding picture.

Before doing the main activity you might want to play the track once for them to listen to it and you can ask them to picture the characters. *How do they imagine them? What do they think they look like? What is the legend called?* Then you may point at the pictures on Activity 2. You can ask them to look at them again. You may play track number 5 again and you could ask them to listen to it. You can play it one more time and you may ask them to tick the picture of the legend they've just listened. You could ask them to compare their answers with a partner's. To check you may point at the correct picture.

ANSWER KEY

A.



Listen again as you read. Check your answers in Activity 5. Read it aloud.

Before you ask children to complete this activity, you might ask some questions to trigger students' curiosity. You could write on the board the following questions: *Did you like the legend? Who are the characters of the story? Now is a good moment to you may ask students to complete activity 6. You might ask students to read out loud.*



Go to page 127. Cut and paste the pictures that go with each box of "The legend of the Unicorns".

You could ask children if they know anything about unicorns? Do they think they are just a legend or they do existed? Have they seen one? What other legend about unicorns do they know? Then you could ask them to open their activity book to page 42. You could ask them to read all the text on the chart. You can ask children to tell you what kind of picture do they imagine could fit with the story? How do they think the unicorns in this legend look? Then you could ask them to go to page 127 and take a look at the pictures there. You can ask them to cut them out and then go back to page 42 and paste them where they think they belong. You could ask them to share their answers with a partner. To check, you can have some of the children to come up front and share their work with the class.

ANSWER KEY



Look at the Mexican legends below and discuss the questions.

The purpose of this activity is to help students to interact with each other as it leads the to the final product. Before the children discuss the questions, you might ask them to look at the pictures and describe what they can see. You can ask students to work in groups and discuss the questions. To check answers, you may you could ask some volunteer groups to share their answers with the class.

ANSWER KEY

Answers may vary.

Step 6: 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 comparative chart. You might let students know that they are going to work with these legends and some more later during the elaboration of the final product.

REMEMBER

For this next lesson, you might want to have several different legends printed out. This will help students learn to compare, find differences and similarities between legends. You can have some from different countries and cultures as well.



M4 Lesson 2

OPENER ACTIVITY

To reintroduce the children to the language they've learned and to help set the next activities you could use one of the legends we suggested on the Remember box and you can arrange the class into groups. Hand each group a copy of the new legend and you could ask them to read it. Then you can ask them to pick another legend from lesson 1 and compare them. You can write these questions down on the board: *What are the stories about? What are the things that are alike? What are the unique things from each legend? Which one you prefer? Why? Who were the main characters? Which was the scenario?* You can elicit their answers.



Readers Activity

This might be the perfect timing for them to continue with the reading of the legends on Readers Book. You can ask them to take it out and continue reading until page 56. You can ask them to tell you what was this legend about. *What do they think happened? Have they heard it before?* Then you can ask them to pick a partner and discuss the differences and similarities about each legend. You can ask each partner to come up front and tell the class their findings.



Listen to the legend "The happy shoemaker". Discuss the questions.

To set the activity you could write the title of the legend they are about to listen to on the board "The happy shoemaker". You could ask them to read it aloud. Then you can ask them what do they think the legend will talk about. *Which would be the characters? How about the scenario? Have they heard it before?* Then you could ask them to open their Activities Book to page 43. You could ask them to read the questions in Activity 1. Tell them they are going to listen to the story of this legend. Then play track once for them to listen. You can play it another time and you could ask them to discuss the questions. As answers may vary, remind them to give complete answers like: *The attitude of the shoemaker was...*

ANSWER KEY

Answers may vary.



Go to page 127. Cut and paste the pictures in the correct order to complete the sequence of the story.

You might want to play the track again to help children to have the story fresh. Then you could ask them to tell you which was the beginning of the story? Then the end of the story? And how about the characters? Then you could ask them to go to page 127 and take a look at the images there. You could ask them to cut them and turn back to page 43 and paste them in the correct order. You should go around the classroom and help if necessary or praise their work. If you may consider it necessary play the track again. Don't ask them to check it yet, they are going to do so in Activity 4.

OPTIONAL ACTIVITY



Write the events in the order they happened.

To set this activity and if you have extra time, you could play track once more or you could ask some volunteers to tell you the story about "The legend of the shoemaker". You could ask them to use the words: first, then, finally for telling the story. *You might want to model for them: First the shoemaker was...* Then you may point to the Activity number 3 on page 43 and you can ask them to read the sentences there and order them on the space below. You may ask children to compare their work with the class. Don't ask them to check it yet, they are going to do so in Activity 4.

ANSWER KEY

First: He was always singing, laughing, and showing kindness to everyone around him.

Then: One day he realized how unhappy he became and went to see the lord.

Finally: The lord was very moved, so he gave him some gold coins and left.



Read the complete legend and check your answers in Activities 2 and 3.

You may ask children to open their Activity Book to page 44. You may point to the text there. Then you can ask them to read the text aloud. You could ask them to tell you what do they think about this legend. *What did they learn? What do they think about the shoemaker.* Then you can ask them to go back to Activities 2 and 3 and review their answers. You could ask them to compare their answers with their classmates. To check, you might want to write down both answers on the board as well.

OPTIONAL ACTIVITY

Use one of the legends from the past lesson or the ones you brought. You can ask some volunteers to come up front and play the narrator and the characters. You could ask them to read the legends taking their role and reading their parts.

Write these questions on the board: *Who is telling the story in both legends? Who is talking? Whose experiences are we talking about?* To help them understand better the role of characters hand each student white papers. You can ask them to describe each character. You can ask them to describe them physically, their actions and what do they think about them.

Then have them draw a picture representing each character. You could ask them to come up front and share their work with the class. Once they've done sharing their work you can ask them if they know which one is the main character and which ones are the secondary characters. You can ask them to tell you how did they got to the conclusion using language structure: *He/she/it is the main character because... He/she/it is/are the main character/s because...*

You may ask them to tell you which is the difference between the intervention of the narrator and the interventions of different characters. Help them understand that in most cases the narrator talks in general and in third person, he or she doesn't intervene in the story while the characters do, they talk in first person, they experience the story.



Circle the best option to complete the sentences.

Before you give instructions, you may point to the text on page 44. You could ask them to read the Legend one more time. Then you can ask them to read only the color words. Then you can ask them to read only the blue ones, then only the orange ones. You could ask them to tell you: *What do they think these words are? Do they mean something special? Are they verbs?* You might want to review the use of the past tense before going to Activity 5. You should go around the classroom and help if necessary. You can ask children to read sentences on activity 5 and circle the best option. You could ask them to compare their answers with their partners. To check, you can write the letters on the board.

ANSWER KEY

1b, 2b, 3a, 4a, 5b.

TEACHING NOTES

This might be a good time to review the past tense. Remind children how there are regular verbs and irregular. The regular verbs in the paste we use the verb plus an **ed** at the end. Example: learn + ed = learned. The irregular verbs have different forms so we need to remember them. Example: sing-sang. You can also paste a chart with this rules somewhere visible on the classroom.



Match the elements of legends with their definition.

You may you can ask students to complete this activity in pairs or in groups depending on the size of your class. Once they have completed the activity, you could write the answers on the board to check with the whole class. If you have some time to spare, you could consolidate this activity, by you can asking students to identify the aspects checked in this activity in other legends in this module. You could listen to some volunteer students give their ideas to the whole class.

ANSWER KEY

a3, b1, c4, d2.



Discuss the following questions about the legends in this module and share your conclusions with the class.

It is advisable to group students to complete this activity. You could give the children enough time to discuss the questions as you monitor the class' work in order to provide the support they need at any time.

ANSWER KEY

Answers may vary.

Discuss the following questions and share conclusions with the class.

You could ask students to work in pairs or in groups, depending on the size of your class. You might tell students to read the questions and follow the model to discuss with their classmates.

ANSWER KEY

Answers may vary.



Share the work you have completed for your final product with another pair of classmates. Complete the chart with notes.

You might read the instruction of this activity out loud in order to catch students' attention on the fact that they will need to share their sub products to complete this activity. To check answers you could draw the chart on the board and you can ask some volunteer students to say their answers for the whole class.

ANSWER KEY

Answers may vary.

OPENER ACTIVITY

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 could ask them to review all the phrases, situations, emotions, actions, 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.

Tell children this is another step into their Final Project. You can ask them to think about their main character and their secondary characters. You can ask them to describe them. To tell their main characteristics, what makes them special and unique and they did in Lesson 2, Activity 7. Talk to them about the importance of the characters on the stories or legends.

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 use a chart like this one later during the elaboration of the final product.



Think about the work you have completed for your final product so far. Evaluate your work. Use the questionnaire to help you and complete the chart with notes.

Before you you may ask students to complete the chart in this activity you may you could ask students to answer the questions to evaluate their own progress in their notebook. After doing this, you may 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.

M4 Lesson 3



Look at the titles of the legend and discuss the questions.

OPENER ACTIVITY

To activate the language and concepts just introduced in Lessons 1 and 2 you could ask children to talk about the legends on Lessons 1 and 2. You could ask them to tell you: *What did they learn about these? Are there any other similar legend in their town?* This could be a good moment to get their caregivers involved or you can do it on the library. You can ask them to investigate a typical legend in their town and tell you why do they think it exists. *Do they think it is true?* You could ask them to make the analysis they've been doing on the characters and the story.



Readers Activity

This might be a great moment to finish the lecture of the Readers Book. You can ask children to open their book to page 57 and finish reading it. You can arrange them into groups. Write a chart on the board like these one:

Legend	.....
Scenario	.....
Main character	.....
Description	.....
Second character	.....
Description	.....

Hand each group a white piece of paper and you can ask them to copy that chart into the paper and complete it with one of the legends. The one that was their favorite. Then you can ask each group to come up front and explain why did they choose that legend and to explain their chart.

You could write these two titles on the board: *The headless horseman, La llorona*. You can ask children to read them. Then you could ask them to tell you if they've heard them before. *When? What do they think they are about? Are they scary?* Then you can ask children to open their Activity Book to page 47 and read the questions in Activity 1. You may ask them to look at the titles below and discuss the questions. As answers may vary, make sure they give complete answers: *I know that... I don't know anything. I do/ do not know any other scary legend.*



Read the legends. Go to page 127. Cut and paste the corresponding pictures under each legend.

You may point to the legends on page 47. You could ask children to read the aloud. You can ask them if they've hear them before. *Were their predictions accurate? How do they image the characters? How about the scenarios?* Then you could ask them to go to page 127 and take a look at the pictures there. You can ask them to cut them and go back to page 47. You could ask them to paste them on the legend they belong.

ANSWER KEY

Headless soldier. Crying lady.





Work in pairs. Answer the question about the legends in Activity 2.

You may point to the legends on page 47. You may ask them to read them again. After that you can ask children the next questions: *What happens when you read more than once a same text? Is it easier to get the details? Is it much more fun? Do you learn more things? What happens when you read just one time the text? Do they get to understand everything? Do they see the details of each character or the story?* Talk to them about how important is to view all the details in the stories and how reading consciously can help doing that but also reading the text several times. You could ask them to go to page 48 and you can ask them to read the first column. Then you could ask them to read the headers on the other two columns. You can arrange the class into pairs. You can ask them to complete the chart with the legends information. You should go around the class to check children's answers. You may ask each pair to compare their answers with another pair. To check, you can copy the chart on the board.

Questions	The Headless Horseman	La Llorona
Where did it happen?	New York	Mexico city
When did it happen?	During American revolutionary war	16th century
What happened?	He was shot in a battle	She took her kids to a near river
What do ghosts do now?	He is seeking his lost head	She is looking for her children
Did you liked the legend?	Answers may vary	Answers may vary



Look at the pictures. Write similarities or differences in the correct column.

You might want to divide the students into groups. Hand each group two legends, you can pick two from the ones you brought, with images on them. You could ask them to compare both legends and tell which are the differences and which are

the similarities. Then you can ask them to search for words that are important for the legends and to tell you if the illustrations help them understand it better. Then you can ask them to take a look at Activity 7 and to read the sentences on each column. Then you could ask them to write as the headers of each column if they are differences or similarities. You should go around the class and make sure they understood the activity. You may ask some volunteers to come up front and share their work with the class. To check, you can you may point to each column and you can ask them to tell you the name aloud.

ANSWER KEY

Similarities, differences.



Go to page 125. Cut out and paste the pictures in the corresponding box in Activity 4.

You could ask children to open their activity books to page 125. You can ask them to take a look at the pictures there. You can ask them: *What do they think they are? To which legend could they belong to? What do they remind them of?* Then you can ask them to cut them out and then go back to page 49 and paste the pictures on the column where they belong. You should go around the classroom and make sure they are using the scissors in a safe way. To check, you can you can arrange the class into a circle and you could ask children to exchange their books to their classmate sitting on the right.

ANSWER KEY

Horseman, La Llorona.



Discuss the following questions about The Headless Horseman and La Llorona. Share your conclusions with the class.

You should give students enough time to discuss the questions. You could also draw students' attention to the interaction model on this activity, in order to provide a model. Monitor students' work to provide any help at any moment they need.

ANSWER KEY

- They died tragically, they go out at night.
- Scenario, main characters.
- Answer may vary.

You can find more legends on:

- <http://www.planetozkids.com/oban/index.html>
- <http://superbrainybears.com/english/topics/myths-and-legends/>.

It's advisable that you check first which ones can be relevant and suitable for your learners.

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 use a chart like this one later during the elaboration of the final product.



Complete the comparative chart with sentences to describe similarities and differences between "The Headless Horseman" and "La Llorona". Use the example to help you.

The purpose of this activity is to lead students to another step to the final product. You could mention to the children that they can expand their answers in the previous activity to complete this one. You should give students enough time to discuss the differences and similarities in pairs and exchange ideas then with another pair. To check answers, you could draw the chart on the board and you may ask to some volunteer students to come to the board and complete it.



ANSWER KEY

Comparative chart for "The Headless Horseman" and "La Llorona"

Similarities

The main characters in both legends suffered a tragedy. "The Headless horseman" was a soldier who died in war and "La Llorona" was a mother who lost her children. Their ghosts go out always at night to look for something they lost.

Differences

The scenario for both legends is different. The character in the legend of 'La Llorona' is a woman and 'The headless horseman' is a man.



Final Product Lesson

MATERIALS

Color pencils, cardboard, white paper, scissors, 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.

Remind the children that they have already been working on the Final Product for this module and have done similar work throughout the lesson.

Work with another pair of classmates. Take turns to compare your legends with the help of your comparative chart. Choose the most interesting legend and share your conclusion with the class.

Before students start with this step, you should you can ask students to work with another pair of students. Monitor students work in order to provide any help with vocabulary, guidance or any support they need at any moment. You might remind students they they have to be respectful with their classmates' work. Give enough time for students to come up with their conclusions. To check students' conclusions, you could nominate groups to share their conclusions to the class.

TEACHING NOTE

This could be a great moment to talk about respecting everyone's work and their opinions even though we don't agree we them.

CLOSING

To wrap all the good work done in this Module, you can you can 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 40 and go through all Module 4 until page 50. 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 50 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 50 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 can ask the children to take out their Readers. You can ask them to read the whole Readers one more time, from page 47 to page 60. You can ask them to tell you if there is anything they would like to discuss. If there are any doubts. You could go through the glossary together. Then you can ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

1. Answers may vary
2. a) So he came up with an idea.
b) And that is how he became the Sun.
c) That day the Moon was created.

Portfolio evidence

Page

Activity

Check

Make a chart like the one you did in the intermediate assessment.

50

Step 3, final product

3. magical/happy/big/good
4. c, a, b

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 you can ask them to keep it in their special folder.

Optional evaluation

MODULE 4

Name:

Progress Test

Date: Group:

1. Read the legend and write T for true or F for false. 4 pts.

The legend of La Llorona begins in Mexico City in the 16th century. It is said that a beautiful woman went crazy and took her kids to a near river. Ever since, she comes out at night all dressed in a white dress and very long black hair, crying her children's names all over the city. She is looking for them. Some people say that they have seen her walking near the river, but you don't have to follow her or she would catch you.

1. La llorona legend comes from the 16th century.
2. She was a horrible woman.
3. She had three kids.
4. It happened in Mexico City.

2. Read the legend and order the sentences. 4 pts.

A long long time ago there were the most beautiful and amazing creatures on Earth. They were white horses with a horn. They were called unicorns. Unicorns' horn was magic, for they have healing powers. They could heal any illness. They lived in peace at the green and blue forest, until evil hunters heard about unicorns' healing powers. They began hunting them down to sell their horns. When unicorns saw what was happening, they used their powers and became invisible, only seen by those with a pure heart and good intentions. Have you ever seen one?

- They lived in peace at the green and blue forest, until evil hunters heard about unicorn's healing powers.
- Unicorn's horn was magic, for they have healing powers. They could heal any illness.
- A long time ago there were the most beautiful and amazing creatures on Earth. They were white horses with a horn. They were called unicorns.
- When unicorns saw what was happening, they used their powers and became invisible.

3. Match the words with their definition. 4 pts.

Character	A horse with a horn.
Unicorn	A traditional popular story regarded as historical but not factual.
Legend	A person in a novel, story or movie.
Horn	Sharpened protuberance in the head.

Total Score: 12 pts.

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 and co-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 children's legends?			
How do you feel about your performance when participating in the reading of legends?			
How do you feel about your performance when comparing the components of writing legends?			



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 children's legends?			
How do you feel about your classmate's performance when participating in the reading of legends?			
How do you feel about your classmate's performance when comparing the components of writing legends?			

Module 5 Dear Friends

ACHIEVEMENTS

- Explore letters where personal experiences are exchanged.

TEACHING GUIDELINES

- Compare elements of letters and position (e.g. greeting and farewell formulas).
- Establish differences with ways to write letters in mother tongue.

ACHIEVEMENTS

- Interpret personal experiences in letters.

TEACHING GUIDELINES

- Employ strategies to determine topic.
- Classify letters depending on whether or not they are replies to other letters.
- Relate emotions transmitted with the nature of described events.
- Compare ways of expressing events in past.
- Contrast letters on experiences with letters on other issues.
- Recognize language and statements formulas that express personal experiences.

ACHIEVEMENTS

- Write and answer to letters with personal experiences.

TEACHING GUIDELINES

- Allow students share their texts with others and help them understand the advantages of offering and requesting feedback to improve texts. In this way, students will be able to:
- Select intended audience and events to be told.
- Define the order in which expressions are related.

- Include greetings (e.g. *Dear aunt Zara, Katy*) and opening formulas (e.g. *I hope you're well/How is it going?*)
- Write statements that describe personal experiences.
- Specify events with information on actions and emotions that cause (e.g. *Everybody felt happy / When I arrived at the school, there was a big sign outside*) to expand repertoire of words and expressions.
- Use connectors (e.g. *and, then, etc.*) and punctuation (e.g. *comma, period*) to give progression in a letter.
- Choose appropriate finals and relevant farewell formulas, depending on the intended audience (e.g. *Keep in touch, Lots of love, All the best, etc.*).
- Consider answers to letters about personal experiences, where interest in maintaining communication is shown (e.g. *Ann, Thank you for your letter. It was so great to hear from you, etc.*).
- Enter data on recipient, subject and sender.
- Review punctuation (e.g. use of colon).

MATERIALS

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

M5 LESSON 1

OPENER ACTIVITY

To contextualize the social practice of this module, which is to share and compare personal experiences, you can start this lesson by asking children about letters. You could ask them questions like: *Have you ever received a letter? Have you ever written a letter? Would you like to send one? Do you know how they travel?* If they do not know what a letter is or they've never written one, you can show them one or at least a picture of one you can project image 5 on the board and encourage them to take a look at it. Then ask them some questions like: *What do you think the letter is about? Would you like to write one like that someday? Who do you think send it? To whom?*



Readers Activity

"Writing Letters" is an informative text that talks about the history of sending and receiving messages between people to communicate and exchange information, decisions and personal experiences. This is a great opportunity to use the Readers Book "Writing Letters". Have children open their Readers Book to page 61 and ask them to read the title. Have them discuss what do they think the story would be like. *Would they like to know more about it?* Then request them to read to page 66 and ask them to discuss with their classmates *what did they think about? Did they know about this?* Tell them they will continue reading on next sessions.

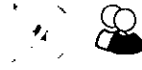
REMEMBER

Prepare some postcards, e-mails and letters for this lesson. You might bring them in Spanish and in English. If you can't find real ones, you could print them from the Internet. For Activities 2 and 3 in Lesson 1, the learners will use one.



Look at the letters below. Discuss the following questions.

You might exploit image 5 to set this activity. With the picture still projected on the board you could ask children: *How is this letter different from an e-mail? Have they seen an e-mail? To who would they like to send one?* You may elicit their answers. Then point to page 51 and have children take a look at the images there. You might ask them to tell you: *What do they think these are? Which are the similarities and the differences?* Then have them read the questions there and discuss them with their classmates. Have some of the children come up front and share their answers. As answers may vary, make sure they are using the correct language structure: *this is a... it has... It doesn't have...*



Read the letters in Activity 1 and the ones below. Discuss the following questions.

If you think it might benefit the students you could introduce this activity by re-reading both letters in Activity 1 and 2 once again. Then you could arrange the class into small or big groups according to the necessities of your groups. Then you might tell the children to think about the content of both letters. You could help them by asking them these questions: *Which is the main reason for the letters? What is the difference between them? What do they talk about? Which one is more fun? Why? Which one would you like to read better? Why?* You can elicit their answers and you can invite some of the volunteers to come up front. Then, you could have the children to open their Activity Books to page 52 and point to the questions in Activity 2 and read them aloud. You may encourage the children to discuss these questions and then they could compare their answers with another group. If you think it necessary, go around the class and you could make sure that everyone is participating.

ANSWER KEY

Answer may vary.



Discuss and decide which of the following experiences you would like to share in a letter. Check (✓) your selections.

This could be a great opportunity to invite the children to think about some experiences they had recently. You may want to write on the board different topics like: *funny, scary, school, friends*. Then you could share one experience you recently had that you wish to turn into a letter to set the example. You could invite the children to come up front and share the experiences they would like to turn into a letter. Next, you can invite the children to open their Activity Book to page 52 and point to Activity 3. You may want to read all the experiences there. Then, you may arrange the class into pairs and you might have

each pair to discuss and decide which one of those experiences they would like to share in a letter. You might want to remind them to check with a tick their selection. You could go around the class and help if necessary. You might allow the children some extra time to compare their answers with another pair. You can invite some volunteers to come up front and share their experiences with the class. As answers may vary, you could make sure that they used the correct language structure while sharing their answers: *I would like to...*

ANSWER KEY

Answer may vary.



Brainstorm experiences that you could share in a letter. Write a list in your notebook.

If you think your group could benefit from it, you could write a list of different experiences on the board such as: *New friend, new place, something funny, family trip, Sunday, school work, park, picnic.* You might have the children read it aloud and you could encourage them to think about new experiences they could think of and brainstorm together. You can invite them to come up front and add new ideas to the list. Then, you can encourage them to take out their notebook and make a list with the experiences they could share in a letter. This activity will be used as an evaluation for the child's progress at the end of this module, you could make sure they keep it somewhere

Step to the Product

To introduce the final product of this Module which is A letter, you can have the children think about all the elements they need to create a letter, an email or a postcard. You could remind them that the first of those elements is to have an experience or an idea to share. You can have them go back on lesson 1 and review all the letters there and you can have the students tell you which was the topic or the different experiences shared on each letter. You may elicit their answers. Then, you could have the students choose from the list they've created in Lesson 1, Activity 5, what experience they would like to write about. You can remind them they are one step closer to their final product.

safe. If you think it might benefit the children, you could invite some students to the front and you might have them share their lists.



Discuss which emotions the people in the letters you read probably feel. If necessary, read the letters in Activity 1 and 2 again.

You can ask children to go to page 51 and read both letters and e-mails again. Encourage children to tell you: *How did the senders feel? How did Lily feel? How about Susan? Were they happy or sad? How could they tell?* Finally you can ask them to open their Activity Book to page 53 and read the examples. You can have the children to work in small groups and you may ask them to discuss the emotions the people in the letter felt. You may wish to tell them to use the examples in the examples in the AB as a guide. Go around the classroom and help if necessary. You can ask children to compare their answers with a partner. To check, you can have some volunteers come up front and share their thoughts.

ANSWER KEY

Answer may vary.



Read the following letters. Complete the chart below with information of the letters.

You could introduce this activity by having the children open their Activity Books to page 53. You might have them read the letters there and if you think it could benefit the students you could ask them: *What do you think the letters have in common? What are the differences? What do they talk about? Do they have the same elements?* You may elicit their answers. Then point to the chart below and read the headers aloud and the examples. Then you can have them complete the chart with the information from the letters. Go around the class and make sure everyone understood the instructions. You may tell the children to choose a partner and compare their work. To check, copy the chart on the board.

ANSWER KEY

Mail a: Cameron, Emilio
Mail b: Emilio, Cameron

M5 LESSON 2

OPENER ACTIVITY

To contextualize this lesson and reintroduce the language and learning's seen on previous lessons you might arrange the class into groups and hand a letter to each group. You might ask children to read it and then discuss. *Which parts would they change? What would they write about? What would they answer?* Then divide each group into senders and receivers. You might ask senders to think of a message they would like to give and write a letter about it. Then you might ask the receivers to answer to that letter. You can have each group come up front and read their letters to the rest of the class.



Readers Activity

Ask children to take their Readers Activity and open it to page 66 and continue reading to page 69. You could tell them to take special notice of how the language was used and how it has changed nowadays. Have them discuss this with their classmates. You may tell them they continue reading more next sessions.



Read the e-mails and answer the questions.

You could use one of the e-mails you printed and pass it around or read it aloud. You might have children tell you what information could they take out from it. You can help them by writing on the board the following: *sender, receiver, message, greeting, farewell; and ask them the following questions: Who wrote the e-mail? What was the reason? How did the sender feel?* Then you can ask them to open their Activity book to page 54 and read both e-mails there. You might ask them to read the questions as well and to answer them with the information from the mails. Go around the classroom and help if necessary or praise their work. To check, read the questions aloud and have children say the answers.

ANSWER KEY

- Congratulating Debby
- Telling some news
- Lucy
- Sandy

TEACHING NOTE:

You could review the past tense and the present tense, to do so you can write on the board a present simple sentence: *I visited her. We watched TV. She cooked lunch. We listened to music.* You might ask children: *which is the difference? How did the verb change?* Then talk to them about the verb plus adding the ed at the end. You could paste a chart like this on the board.

Spelling rules for regular verbs

Infinitive	Past	Spelling
Watch	Watched	ADD -ed
Live	Lived	ADD -d
Stop	Stopped	2 consonant + -ed
Study	Studied	consonant + Y > ied

You could explain them that in the simple past on regular verbs, the verb is the same for all persons. Keep practicing with the regular verbs. Then you might want to write a sentence in past continuous on the board. You might have children read it aloud and discuss which is the difference between this kind of past tense and the one seen before.

Your mom called while you were taking a shower.

Then make emphasis on the formula:

simple past + was/were + infinitive + ing.

Subject + was/were + infinitive + -ing

Singular	I	was	going
	you	were	doing
	he	was	seeing
	she		playing
Plural	it	were	fighting
	you		telling
	we	were	reading
	they		



Circle the best answer to complete the sentences.

It might be good to talk to children about the past continuous. You could ask them: *Do you know what does the past continuous tense express? Which is the difference with the simple past?* Explain to them that it is an interruption to another activity or actions in the past. Arrange the children in pairs and you can ask the students to work in pairs and you could ask each other the

questions: *What were you doing when...?* They have to complete the sentence and then you can have the other students answer. If they don't remember, they can make up an answer. Example: *What were you doing Tuesday morning? Or What were you doing when your mom entered the kitchen? I was having breakfast when my mom walked into the room. Or When my mom walked into the room I was having breakfast.* You could ask some of them to come up front and share their work with the class. Then you can have children open their Activity Books to page 54 and read the e-mails again. Then point to the sentences at the bottom. You could ask them to read them and circle the best answer. Go around the classroom and help if necessary. Allow some time for children to compare their answers with a classmate. To check, write the letters on the board.

ANSWER KEY

1. b; 2. b; 3. a



Go back to the messages in Activity 1. Read only the phrases in bold and discuss with a partner if they refer to the present of the past. Complete the chart below using those phrases.

If you think it might be helpful and your class requires it, you could review the simple past and the past continuous with them. Encourage them to think about some more examples. Then you can have them go back to page 54 in their Activity Book and read the letters paying attention to the words in bold. Then you could have them go to page 55 and point to the charts. You can ask them to complete the charts with the words in bold. Go around the class and help them if necessary. Allow them to compare their work with another classmate. To check, copy the complete chart in the board

ANSWER KEY

Short and complete action in the past.

You went, I called you, I visited,
She looked very surprised.

Action in progress in the past.

you were practicing, I was
travelling, you were taking
a shower, I was walking, she
was shopping.



Look at the letters below and discuss with a partner which one looks formal and which one looks informal. Write the type of letter Formal or informal in the spaces below each letter.

This could be a great moment to talk to children about all different types of letters. You could talk to them about letters that inform, letters that offer you a service, letters for asking you to do something, etc... You could give them several examples and paste these or write one of them on the board. For example: and acceptance letter from a University or a required payment from a bank. You could ask children to read it and tell you the message; *is it personal or not personal, what changed? What was the difference? Did the message was expressed differently?* How about the greetings and farewells? Then indicate them to open their Activity Book to page 55 and read the three letters there. Encourage them to pay attention to the elements previously seen: sender, receiver and message. You can ask them to write Personal or Not Personal on each letter. Go around and make sure everyone understood the instructions. Allow them some time to compare their answers with a classmate. To check, read the letter aloud and you can have children say the answer aloud.

ANSWER KEY

Not personal, personal, personal.

REMEMBER

As children will be asked to underline elements of a letter in different colors in Activity 5 you might want to make sure they have their own colors or that you have them available.



Underline the correct option to complete the sentences.

You might want to ask children to tell you: *What could be the greetings and openings in a letter? How about the farewells? And how could we express personal experiences?* You may elicit the answers on the board. Point to Activity 4 on page 55. You could ask children to read three letters again. Then point to the sentences in Activity 5 and you may tell them to circle the correct option to complete them. Go around the classroom and review children's answers. Suggest children to compare your answers with a partner. To check, write the answers on the board.

ANSWER KEY

1. a
2. b

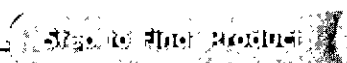


In your notebook make a list of openings and closing in the letters so far in this module.

You could have children take out their notebook and tell them they will be making a list of all openings and closings in their notebook. Allow them some time to review all the letters seen through Lesson 1 and 2 so far. You can ask them to pay attention on the openings and closings and to make the list. Go around the class and help if necessary. You could ask some volunteers to come up front and share their list. This activity will be used at the end of the module to evaluate the child's progress, so make sure they save it in their portfolio. As answers may vary, you could make sure they write the correct expressions as openers and the correct expressions as closing lines.

ANSWER KEY

Answers may vary.



You could remind the children that the opening and closings are essential elements for writing a letter. If you think it might benefit the children you could allow them some time to review all the letters seen so far in Lesson 1 and 2 and you could point to all the openings and closings. You can encourage them to choose the best opening or closing for their letter from their list they wrote in Lesson 2, Activity 6. You could go around the class and you can help if necessary. You might want to encourage the children and you can tell them to compare their work with a partner. You could remind them they are one step closer their final product.

missing? You can have them complete the letter. Allow them compare their letter to their partner's. To check, copy the letter on the board. As answers may vary you would want to review the language structure.

ANSWER KEY

How's it going? / and after that we have a soda / Please write to me and tell me your news



Read the letter in Activity 7 again. Follow the instructions below. Compare your answers with another pair of students.

Encourage the children to read the letter in Activity 7 once again. If you think it is necessary you could read it with them and you can ask them: *What is the letter about? Who is writing the letter? To whom? What is she asking or telling?* You may elicit their answers. Next, you may tell the children to open their Activity Book to page 56 and point to the sentences there. Read them all aloud. Then you can have them follow the instructions and underline in the different colors shown there the opening, the closing and the purpose. Go around the class and help if necessary. To check, read the letter again and mention the color that should be used to underline an expression.

ANSWER KEY

- a) Green: dear aunt Kaitlyn
- b) Blue: Love, Kim
- c) Purple: So next time you visit we can go and have a swim and then eat some ice cream.



Listen to the response to the letter in Activity 7. In your notebook write the correct version of the response, check periods (.), commas (,) and CAPITAL letters. Include then/and in the correct place.

You could talk to children about the correct use of connectors such as: then, and. Write two sentences on the board: *Come with me to the movies and we can eat ice-cream. Come with me to the movies and then we go for ice-cream.* Underline words and/then. You could have children read them aloud. You can ask them to tell you: *what do words 'and/then' serve on each sentence?* You could ask them to tell you another example. Then indicate them to open their books to page 56 and read Kim's letter. You can ask them: *What could be Kaitlyn's response? What do they think it could be?* Suggest them to read



Look at the following letter. Complete it with the phrases below.

You could write an incomplete (missing the sender, receiver or missing a closing line) letter or e-mail on the board and you can have children read it and you can ask them: *What is missing? Is it missing the subject? The sender? Is the receiver there? How could you complete it?* You can have some volunteers come up front and complete it with the help of their classmates. Then indicate children to open their Activity Book to page 56 and read the letter there. You could ask them: *What parts are they*

Kaitlyn's response at the bottom of the page. Ask them: *What is wrong with that answer? What is missing? Are there commas? How about capital letters?* Play track 8 once and have them listen to it. Play track 8 again and you can ask children to open their notebook and write the correct version of the response by checking periods, commas and capital letters and writing 'then/and' in the correct place. You can have them compare their work with a classmate. To check, you can have a volunteer come up front and write the correct version. This activity will be used at the end of this module to evaluate child's progress, make sure they keep it in their portfolio. Play track 8 again and read it aloud with the children.

ANSWER KEY

Hi Kim,
How are you?
Of course I want to visit you and go to the pool with you. Next weekend I will visit my cousin in Dallas then, I could go to your house.
See you next weekend,
Love, Kaytlin.



OPENER ACTIVITY

Before you ask children to complete these activities, you might like 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 could ask them to review all the celebrations, words, classifications, characteristics, names, charts 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.



Look at the diagram completed by a student in 4th grade. He made some mistakes. Tick the correct answers and correct the mistakes. Compare your answers with a partner.

You could have children open their Activity Book to page 57. To introduce this activity read the letter aloud and you can ask the children: *What do you think is wrong with it? Who is sending the letter? To Whom? What is it about?* You may elicit their answers. Point to the words in the left and you can ask the students to read them. Then, you can ask the children to tick the correct answers and to cross out the ones that are

mistaken and write the correct answer. Allow some time for children to compare their answers with classmates. To check, write the answers on the board.

ANSWER KEY

Opening, Greeting, Personal experience, connectors, farewell.



Complete the chart below using information of the letter in Activity 1.

Before you give instructions for this activity you might want to ask children to review chart on page 52 for them to review all the elements on a letter. Then indicate them to go to page 57 and read the chart their. You could have them read Laura's letter again and complete the chart with the information they've just read. Go around the classroom and make sure everyone understood the instructions. Arrange the class into a circle and have them compare their work with the classmate sitting on their right. To check, you can ask them to exchange books with their classmate sitting on the left.

ANSWER KEY

Sender: Laura / Receiver: Ben / Reason for letter: To share news / Emotion: thoughtful, happy.



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

You could ask the children to read all the statement on the chart. Explain to them that they will be answering this in order for them to think about their progress and how they worked during lessons 1 and 2. Then you can ask them to think about their development, they can also go back to lessons 1 and 2 and review them again and pay attention to all the activities they've done, noticing the ones that they solved without any problem and the ones that they need to improve. It might take a while. Then you can ask them to complete the chart.

M5 LESSON 3



OPENER ACTIVITY

To reintroduce activities already presented in lessons 1 and 2 you can use the letters you prepared for previous sessions. Arrange children into pairs. Hand each pair a copy of a letter but in pieces, you can cut it in 4 or 5 pieces, you can have children paste the pieces, like a puzzle, and make their letter. Remind

them about the elements of a letter, you can write them on the board: sender, receiver, message, greeting, farewell. You can have each pair come up front and read their letter.



Readers Activity

This could be a great opportunity to have children finish reading the Readers book. You can ask them to open it to page 70 and continue reading to the ending. Then arrange the class into groups and ask each group to discuss all the difference from letters in the past to letters in the present. You could ask them: *Which one is better? Which one do they like best?*



Look at the following personal experience. Discuss and decide which of the questions below are useful to get details about the experience. Check (✓) your selections.

You may want to introduce this activity by writing on the board one personal experience: Family trip. Then you could encourage the children to think about all the things they would like to include in the letter like: *Where it was? Who came with me? What did we do? Was it fun? What was the best part?* You can you may elicit their answers. Then you can invite the children to open their Activity Book to page 58 and you could point to the personal experience in Activity 1. Then you could ask the children: *What details do you think we could include about this experience?* You could you may elicit their answers. Then, you could read all the questions there and encourage the children to tick the ones that are useful to get details about the experience. You could allow the students some time to compare their answers with a classmate. You can go around the classroom and you could make sure everyone is participating. To check, you could write the questions on the board.

ANSWER KEY

a), c), d), f), g).



Choose one of the following personal experiences. Check (✓) your selection. Brainstorm questions that can help you get details about the personal experience. Write your ideas on the space below.

If you think it might be helpful you could introduce this Activity by making a quick review about questions. You could have the children read the questions in Activity 1 once again and then you can write the question words on the board: *When, what, whose, where, which, how.* You could have the children read them aloud and they can tell you what is each question word

about. You may elicit their answers. Then, you may ask the children to open their Activity Books to page 58 and you can ask them to look at the personal experiences in activity 2. You can arrange the children into pairs and you could tell the students to tick the one they would like to talk about. Then you could encourage them to brainstorm about the questions they would like to make to help them get the details about the personal experience and you could tell them to write them on the space below. It might be a good idea for you to go around the class and you may make sure everyone is participating.

ANSWER KEY

Answers may vary.



Compare your questions in Activity 2 with another pair of students. Choose the most interesting ones and use your imagination to answer them. Write notes in your notebook.

For this activity, you could allow the children to compare their answers on Activity 2 with another pair. Then, you could have the children choose a few questions they find interesting and you could tell them to answer those questions using their imagination. You may invite the children to take out their notebook and write notes about the questions and answers they've chosen. You might want to invite some of the pairs to come up front and you could encourage them to share their questions and answers and notes with the class. This activity might be used as an evaluation at the end of this module to see child's progress. You could make sure they keep it somewhere safe.

Step • Final Product

To introduce this step to their final product, you could have the children review all the questions they've seen so far in Lesson 2, you could do it together as a class and you might even write those questions on the board if you think it might benefit the children. Then, you could encourage the children to think about some questions like they did in Lesson 3, Activity 2 that could help them give some details about the personal experience they chose in step 1 and you may ask them to write on their notebook a list of those questions. Next, you could encourage the children to make notes about those questions as they did in Lesson 3, Activity 7. You might allow some extra time to have the children compare their list of questions and notes with a classmate. You can remind the children they are now one step closer to their final product.



Match the events below in the letter. Discuss with a partner where to put the events according to the order of importance.

If you have five minutes to spare, you could arrange the class into groups of three. Hand each group a letter but with missing sentences. Then write on the board those missing sentences and you might ask children to read the sentences, read the letter and then complete it in order. Have each group come up front and read their letter aloud. Indicate children to open their Activity Book to page 59. Ask them to read the sentences on the left and you can ask them: *What do you think the letter will be about? What could be the answer?* Arrange the class into pairs and have them discuss where would they put the events according to the order of importance. Encourage them to match the events with the letter. Go around the class to make sure everyone is participating. Suggest children to compare their answers with a partner.

ANSWER KEY

I want to tell you about my visit to Mexico City. We went to Zócalo, then, we visited Xochimilco. I felt really happy and excited, sorry you couldn't come.



Work with a partner. Listen to the conversation and answer the questions about the letter in Activity 4.

If you have five minutes to spare you could ask children to take another look at the letter on page 59. Then you can ask them: *What new elements are there? Is there an address? From the sender or the receiver? Why do they think they need this? What are the coons for?* Then, arrange the class into pairs, to make it more fun you could have them choose their partner. Then, point to the questions at the bottom of the page. Play track 9 and have the students listen to it. Play it one more time and indicate them to answer the questions. You might want to play track 9 once again to make sure everyone listened to it. Go around the class and help if necessary or praise their work. Have some pairs come up front and share their answers. To check, read the questions and the answers aloud.

ANSWER KEY

a) Mexico City; b) Jalapa, Veracruz; c) On the top and on the bottom; d) from, to; e) Tell me about your news.

Use your notes in Activity 3 to write a letter to share a personal experience you chose in Activity 2. Use the space below.

Before you give any instructions, you could make a quick review. You could tell the children to go back to Activity 2 and see the

personal experience they chose. Then, you could go back to Activity 3 and you could tell the children to re-read the notes they wrote. Next, you can have the children to open their Activity Book to page 60 and you might encourage them to use the personal experience they chose and the notes they made and write about it on the space below. You could go around the classroom and you could make sure everyone understood. You might have some students to come up front and share their work with the class. As answers may vary, you may want to pay special attention to all the details the students have seen so far: *opening, greeting, personal experience, farewell and closing.*

Step to the Product

You may want to review all the steps the children have taken so far to complete their Final Product such as: *choosing one personal experience to share, choosing an opening and a closing and thinking about questions to get more details and making notes about those.* Now, you may encourage the children to use their notes in Step 3 to write a letter to share the personal experience they chose in Step 1 just as they did in Lesson 3, Activity 7. If you think it necessary, you could make a quick review about all the letters seen through the modules and you can have the children to pay attention to the different elements. You may want to go around the class and you could make sure everyone knows what they should be doing, you could help if necessary. You could have some volunteers to come up front and share their work with the class. You could remind them they are one step closer to their final product.



Exchange books with another classmate. Read your classmate's letter in Activity 6 and write a response in the space below. Remember to show interest in the other person's experience.

For this activity, you might want to arrange the class into pairs. You might have each pair exchange books between them and read their classmate's letter in Activity 6. You could encourage them to write a response for that letter in the space below in Activity 7. You may remind them to show interest in their classmate's experience. If you think it might benefit the children you could set the example by having one of the students to come up front and have him or her read his or her note. Finally, when all of the students have finished, you could invite some of the students to come up front and read both letters to the class.

Final Product Lesson

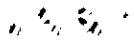
Final Product

MATERIALS

Paper, pencil, pen, colors, scissors, stamps, glue stick, envelope.

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



Share your letters from step 4 with a group of classmates. Choose the one with the most interesting experience and details. Share your conclusion with the class.

Before you give instructions for this step you could encourage the children to re-read the letter they wrote in step 3. Then, you can arrange the class into small groups and have the children share their letters. You can ask the children to choose the most interesting experience and details. You could invite some students to come up front and share their conclusions with the class.



Exchange your letter with another pair of students and check the punctuation and capital letters. Use the diagram from step 4 to check your partners work. Paste your letter around the classroom and go through it to read your classmate's work.

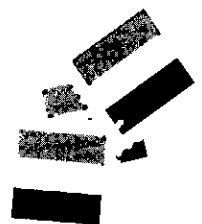
Arrange the class into pairs and invite them to exchange letters and read their partners letter and check punctuation and capital letters. Then encourage them to choose another pair and repeat the same process. Remind them they could use the diagram in Step 4 as a guide. After everyone has finished encourage them to paste their letters somewhere visible in the classroom and have them read their partners letter.

TEACHING NOTE

This could be a good moment to talk about respecting everyone's preferences and different interests and personal experiences, not everyone likes the same and not everyone should, that what's makes us special.

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 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 51 and go through all Module 5 until page 61. 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 61 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. Arrange them into pairs and ask them to decide if they have any questions about the reading or if they would like to discuss something in particular. *What do they think is the most important thing to learn about letters?* Ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

1. a), a), b)
2. F, F, T
3. a) around 500 BC, b) around 500 BC, c) polite language
4. Answers may vary

Portfolio evidence	Page	Activity	Check
List of ideas for personal experiences	52	5	
List of openings and closings	55	6	
Correct version of a response	56	9	
Notes about questions and answers of a personal experience	58	3	
List of questions about personal experiences	61	3	
Letter to share personal experiences	61	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. Circle the correct option. 5 pts.

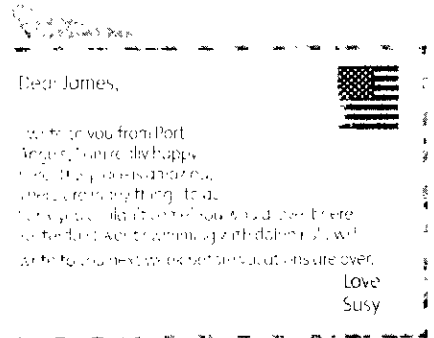
- a) "Hi Mary" is a(n):
 opener greeting farewell
- b) "Miss you" is a(n):
 opener greeting farewell
- c) "Hope to hear from you soon" is a(n):
 opener closing greeting

2. Read the letter and answer the questions. 3 pts.

- a) What is the reason for the letter? _____
- b) Who wrote the letter? _____
- c) For whom is the letter? _____

3. Complete the letter by writing its parts from the box. 6 pts.

Total Score: 14 pts.



- * greeting
- * opening
- * personal experience
- * closing
- * showing interest in your receivers

From:
 María Sánchez Esteban
 Reforma 114, int. 3 col. Reforma
 C.P. 11767
 CDMX, Mexico

Dear Julio,
 How are you? I hope you are fine.

I'm writing to you because
 There was a beautiful park and a big zoo.

What about you? Tell me about your news.

Love
 María.

To:
 Julio Maldonado
 Anahuac 213, col. Jardines
 C.P. 60713
 Jalapa, Veracruz

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:

Objectives	I feel satisfied	I don't feel satisfied	Reasons
How do you feel about your performance when exploring letters where personal experiences are exchanged?			
How do you feel about your performance when interpreting personal experiences in letters?			
How do you feel about your performance when writing and answering to letters with personal experiences?			



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.

Objectives	I feel satisfied	I don't feel satisfied	Reasons
How do you feel about your classmate's performance when exploring letters where personal experiences are exchanged?			
How do you feel about your classmate's performance when interpreting personal experiences in letters?			
How do you feel about your classmate's performance when writing and answering to letters with personal experiences?			

Module 6 Health Goes First



ACHIEVEMENTS

- Explore instructions on health care.

TEACHING GUIDELINES

- Contrast place and means of issuing instructions from contextual clues (e.g. environmental sounds, natural sound of the voice or change of sound caused when speaking with a microphone or telephone, etc.).
- Compare instructions symbols and purpose of graphic resources (e.g. symbol of medical care, colors, symbols as drops of water or a flame to indicate complex actions such as cooking or washing, etc.).
- Evaluate common elements in instructions (e.g. tone of voice, speed, volume, color, etc.) and effects caused when heard or seen (e.g. disposition to act, apprehension, etc.).
- Identify differences in the way of expressing instructions in different countries.



ACHIEVEMENTS

- Interpret actions.

TEACHING GUIDELINES

- Detect sounds and prosodic resources (e.g. breaks, groups of enunciation), to help segment the sound chain.
- Sort words with sounds and expressions and expand repertoire.
- Classify instructions depending on actions (e.g. actions that must be performed / actions that should be avoided).
- Link instructions with graphical support that represents them.
- Rearrange words and groups of words to make instructions.
- Express instructions from physical representations.
- Follow instructions.



ACHIEVEMENTS

- Write instructions with graphic support.

TEACHING GUIDELINES

- Select topic for instructions according to purpose and intended audience.
- Write instructions from graphics resources.
- Design graphic resources linked to instructions.
- Employ strategies to clarify doubts when writing (e.g. consult dictionaries, ask others, take advantage of materials previously written, etc.).
- Organizing instruction into logical sequences.
- Adjust textual resources (e.g. font, bullets and numbering), to clarify instructions.

MATERIALS

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

M6 LESSON 1

OPENER ACTIVITY

To contextualize the social practice of this module, which is give and follow instructions about health care you might want to talk about children's healthy habits. You could ask them the following questions: *What is it they do to maintain a good health? Do they exercise? Do they eat a lot of candies? Do they wash their hands before eating? How do you do that? Who taught you?* You may elicit their answers. Then encourage them to think about other healthy habits they do and discuss them with their classmates. Then, you can project image 6 on the board and tell children to take a look at it and talk about it you could ask them some questions like: *What is the girl doing? How often do you brush your teeth? How do you do it? why do they do it?* Have some volunteers come up front and show you how they do it.



Readers Activity

"Why Health Campaigns Matter" this informative text will help students understand wellness and its benefits and also the risk of to have an unhealthy lifestyle; the goal of the text is explaining why health campaigns have to be followed.

This could be a great moment to introduce children to the Readers Book. Direct your learners to open their Reader at page 75, "Why Health Campaigns Matter", you may ask them to read the title and discuss: *What do they think the reading will be about? What does the title say? Does it sound interesting? Have they heard about health campaigns before?* Then you may have them read from page 75 until page 81. Tell them they will continue reading on the following lessons.



Look at the posters and discuss what you think the images in each poster represent.

Before you start this activity you may have the children to take a look at them and ask them: *What do you think the pictures are about? What do you think they talk about? What do you think is the message? Who do you think would be interested in looking at them?* You may elicit their answers. It's a good moment to arrange the class into groups and have them discuss it with their classmates. You should go around the class and make sure everyone is participating. You may invite some volunteers to come up front and share their thought with the class.



Listen to two conversations. Discuss the questions below.

You may want to have the children open their Activity Book to page 62 and if you think it necessary tell them to take a look at the images again and you could ask them: *What do you think a conversation about this image would be? Do you think they would talk about water? What do you think they will say about teeth?* Then you may tell them they will be listening to a conversation. First track 10 once and have them listen to it. It's a good moment to play track 10 once again and you may have the children listen to it and answer the questions there. You might need to play track 10 once again to ensure everyone listened to it. You should go around the class and make sure everyone got the answers. To check, you could play track 10 once again and write the answers on the board.

ANSWER KEY

- a) School
- b) Nurse Paty and school principal
- c) To brush teeth and take care of water
- d) Answers may vary



Match the following instructions with the signs below.

It might be helpful if you paste different signs on the board like: close the water, don't throw away trash, etc. You could have children take a look at them and then ask them: *Have you seen these signs before? Where? Do you know what they mean? Can you tell me more signs like these?* You could elicit their answers. After that you may want to tell them to open their Activity Books to page 63, point to the signs there and ask them if they recognize any of them? Where have they seen them? Then you could tell children to read the instructions on Activity 3. You may have them match the signs with their instruction. You could suggest them to compare their answers to a classmate. To check, you may write the letters on the board.

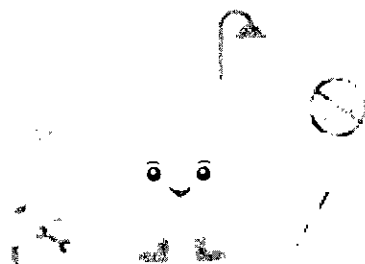
ANSWER KEY

- 1-a, 2-b, 3-c, 4-d.



Work in pairs. Answer the following questions.

Before giving any instructions you may point to page 63, activity 4. You could ask children to read the questions there, then, have them look at the signs again you could ask them: *What do you think is the difference between the signs? What is the purpose for each one of them? Do colors mean something? How about shape? What is the message?* You may arrange the class into pairs and ask them to answer the questions there. You should go around the class and make sure they are working together. Have some of the pairs come up front and share their answers. You may want to remind them to use complete answers. To check answers, you could write the complete questions on the board.



ANSWER KEY

- a) 1, 4
- b) 2, 3
- c) blue
- d) red

OPTIONAL ACTIVITY

You could take a moment to talk about the colors and shapes for public signs, this could help children understand that signs are universally the same, no matter what language they speak. For example you may talk to them how the color red is used on signs that prohibit some action or that want to prevent people of doing something. Yellow signs are used to warn something, some danger or some action. Green signs are used for roads and nature. You could ask them to think about some examples of signs they've seen around and have them describe them to you and why do they think those signs used a specific color.

REMEMBER

As children will need color pencils for Activity 5 you may want to make sure they all have color pencils or that you have them ready to provide them.



Listen to the instructions. Tick (✓) the way each instruction makes you feel.

You might want to tell children they will listen to a track in which there are different instructions related with health and emergencies. Before you continue you could to ask them these questions: *In which cases should we act with caution? Can you think about situations in which we must take health precautions? For example in cold weather what do you think we should do? How about in hot weather?* Then play the track once for them to listen. After that you may ask them if they understood everything or if there is any doubt. Then you could play it another time and have them answer at the bottom of the chart how did that instruction made them feel. You should go around the classroom and make sure they understood the instructions. You may have some volunteers share with the class their Answers.

As answers may vary according to children's feelings, you should make sure they use complete sentences while they share.

ANSWER KEY

Answers may vary.



Go to page 125. Cut and paste the signs for each instruction in Activity 5.

You may ask children to go to page 127 and look at the pictures there. You may ask them if they've seen those signs before. *Do they recognize them? Where have they seen them? Which instructions could they put?* Then you could ask them to go back to page 64 and play the track again. It's a good moment to have children paste the signs according to the instruction they've listened. You may allow them some time to have them compare their work with the class. To check, you could play track once again and point to the pictures.

ANSWER KEY

Elevator, thermometer, food.



Discuss and decide which of the following habits are healthy. Check (✓) your selections.

To introduce this activity you could ask the children: *Do you know any healthy habits? Which ones do you know? Which ones do you follow? Which ones do you wish to follow?* You may elicit their answers. You might tell the children to say some healthy habits. You could set the example by saying some aloud: *Washing your hands. Taking a bath everyday.* Now it's a good moment to tell the children to open their Activity Book to page 64. You may arrange the class into small groups and you should encourage them to discuss and decide which of the habit in page 64 are healthy. You can tell the children to check their selection. You could go around and make sure everyone is participating.

ANSWER KEY

1, 3, 4, 5.



Step to Final Product

This is a good moment to introduce the Final Product which is a poster to promote a healthy habit. You could ask students the following questions: *What healthy habit would they like to promote? What do they think they a poster needs to have? Do they think it needs a title? Do they think it needs some steps to follow?* You could elicit answers from students. Then you could tell the children to take out their notebook and make a list of healthy habits. You may have them compare their list with a partner.

M6 LESSON 2

OPENER ACTIVITY

To reintroduce the language and concepts seen on previous lesson you might want to arrange the class into groups. You could hand each group an image of a poster for some health instruction such as: drinking water instead of soda. You could ask each group to analyze it and write the instructions they think it should say. You could tell them to discuss why is this poster important? *Why do they have to drink water? Where could they paste this poster? Who should read this poster?* You may ask each group to come up front and share their poster and their instructions. It is advisable to paste posters somewhere visible on the classroom.



Look at the following instruction sheets promoting a healthy habit. Discuss the questions below.

Before you give any instructions you could have the children open their Activity Book to page 65 and take a look at the instructions sheet there. Then you could ask them: *What do you think are these instruction sheets about? Which do you think is the message? Have you seen something like these before? Where? What do you think is the benefit of following healthy habits?* Elicit their answers. Then you could ask the children to take another look at both instruction sheets and as a group read the questions there. You should arrange the class into

pairs and have each pair discuss the questions. Then you may allow them some time to compare their answers with another pair. You could invite some of the pairs to come up front and share their thoughts.

ANSWER KEY

- a) Drink water b) control calories, lose weight, help your organs
- c) answers may vary



Discuss and decide which of the following benefits are relevant for the healthy habit of brushing your teeth. Check (✓) your selections.

If you think it could benefit the class you could have the children think about one healthy habit they do on their daily basis like: brush their teeth, brush their hair or take a bath. Then you may want to arrange the class into small groups and you could encourage the groups to think the benefits of following one of the healthy habits they chose. You could set the example by choosing one healthy habit and you can tell the children the benefits. You may invite one of the groups to come up front and share their work with the class. Next, you may have the children open their Activity books to page 65 and you could tell them to read the benefits in Activity 2 and you could ask them: *What do you think are these benefits for? Do you think they are for brushing your hair or taking a bath?* You can elicit their answers. Then, you may encourage the children to tick the benefits for brushing their teeth. You could go around the classroom and you could make sure everyone understood the instructions. You could check by writing the benefits on the board.

ANSWER KEY

- 1, 2, 4, 6.

Step to Final Product

You may want to encourage the children to think about the benefits of the healthy habits they've been studying through Lesson 1 and 2. You could help them by giving an example or if you think it is necessary you could allow them time to review everything. Then, you can have the children to choose one healthy habit and you could tell them to take out their notebook and write a list of benefits of following them. You can encourage them to compare their lists.

OPTIONAL ACTIVITY

You could talk to children some more about rhymes. It's a good idea to write on the board a list of words that rhyme like: *town, brown, doc, floor, bed, red*. You could tell them to read them aloud and ask: *Is there something particular to these words? Do they sound similar? How do we call that?* If you think they are ready you could even give them some tongue twisters like: *She sells sea shells on the sea shore*. You could ask children to listen to you saying it aloud and when they listen to a word that rhymes they can clap or jump. You could remind them that words that rhyme are words that sound similar, even though they are written in different ways or that mean different things.



Look at the following text promoting a healthy habit. Discuss and decide if the text gives information about benefits or instructions to help you take care of your skin. Share with the class.

Before you give any instructions, you may want to write an example of a benefit and an example of an instruction on the board: *Pre-vent cavities, apply every 10 minutes*. You may want to have the children read both examples and decide which one is an instruction and which one is a benefit. You could ask the children to open their Activity Book to page 66 and you could encourage them to take a look at the poster there and you may ask the students: *What do you think is the poster about? What is the message about? What do you think the instructions would be? Have you done it before? Do you follow these healthy habits? Do you know any of the benefits?* You can elicit their answers. Then you could point to the list under the poster and could have them read it aloud. You may arrange the class into pairs and could tell them to discuss and select if the text gives information about benefits or instructions to help you take care of your skin. You could go around the class and you could make sure they understood the instructions. To check, you might want to have some volunteers to come up front and share their answer with the class.

ANSWER KEY

Instructions.



Look at the healthy habits below. Brainstorm instructions to promote each habit. Write the instructions on the lines below.

Before you start this activity you could copy the chart on the board. Then you could arrange the class into groups and have them brainstorm what is this healthy habit about, and what would they include if it was a poster. You should go around the groups and help them if necessary. Then you could have each student go back to the Activity Book and write down the instructions they think someone should follow to promote each habit. You may ask the groups to come up front and complete the chart on the board with their instructions.

ANSWER KEY

As answers may vary make sure the instructions match the habit.

Step 10: 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 may have the children to take out their notebook and make a list of instructions to promote the habit you chose in Step 1. You may ask them to compare their list with their classmates.



Look at the images for a poster. Match the words in the box with the correct image.

You might want to paste two pictures of two different signs on the board. One of 'not running' and one of 'wash your hand.' You could ask children the following questions: *Why do they think some signs have the circle and the cross on them? What does that mean? Have they seen these signs? Where? What do they mean?* You could explain to them about the banned sign being universal for don't or mustn't it means a prohibition or a limitation. You may ask volunteer students to give you an example. You could then, have them go to page 67. You could point to the signs there and ask them: *Have you seen them before? Do you know what they mean?* Then you may have them read the words in the box and then write them under each sign. If you think it is challenging you could help them by answering the first one together. It doesn't have a banning cross or circle... *What is the person doing? Where is the arrow pointing?* You should go around the class and guide if necessary. You may allow them some time to compare their instructions with a classmate. To check answer, you could write the instructions on the board.

ANSWER KEY

Drop, Cover, Hold on, Don't shout, Don't run, Don't push.



Answer the questions about the instruction in Activity 5.

Before giving any instructions you might want to arrange the class into groups. You may read the instructions on Activity 6 again, pick one per group and discuss them. Then you could ask each group to come up front and share with the class what they thought about their instruction. For example: *Where have they seen it? who should know this instruction? Why is it important?* You may elicit answers from students. Then you could point to the question at page 67 and tell children to read them and answer them. You could have some volunteers come up front and share answers. As answers may vary, you may want to make sure they are complete and they correspond to each question.

Informational Words

Before you ask children to complete these activities, you might like 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 could ask them to review all the celebrations, words, classifications, characteristics, names, charts 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.



Look at the following picture. Discuss which healthy habit the picture represents.

Before you give any instructions, you could have the children open their Activity Book to page 68 and you could point to the picture there. You may have the children take a look at it and you could ask: *What is the family doing? Is it a healthy habit? Have you done it before? What is it?* You can elicit their answers. Then, you might want to arrange the class into pairs and you could tell them to discuss what healthy habit is it and the benefits. You could go around the class and make sure everyone is participating. If you think it might benefit the class you could invite some volunteers to the front and you could ask them to share their thoughts with the class.

ANSWER KEY

Exercise.



M6 Lesson 3



Discuss and decide which sentences express benefits and which ones give instructions for the healthy habit in Activity 1. Write B (benefits) or I (instructions) in the spaces.

You could ask the children to open their Activity Book to page 68 and you could read the sentences in Activity 2. If you think it might be necessary you could even write them on the board. Then you may have the children read them aloud and you could ask them: *What do you think are these sentences expressing? Are these instructions? Are these benefits?* You can elicit their answers. Next, you could tell the children to decide which ones are benefits and write a B and which ones are instructions and write an I. You might go around the class and you could make sure everyone understood the instructions and help if necessary. To check, you could invite some volunteers to come up front and write B or I on the list there.

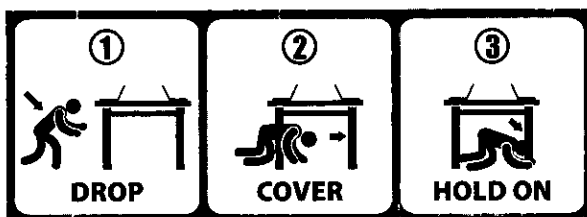
ANSWER KEY

1-B, 2-I, 3-B, 4-B, 5-B, 6-I.



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 have them discuss with their partner what 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 ask them to continue with the rest by themselves. Go around the classroom and help if needed and praise their effort.



OPENER ACTIVITY

To contextualize this lesson and activate the language used previously you could ask children to think of health problems they've seen on their family, friends, school or even at tv programs. You may arrange students into groups and you may ask them to think about a poster with several instructions to prevent or help those people get better. You could have each group come up front and share their poster and instructions with the class. You may ask each group these questions: *Where could they put the poster? Which people should it read it? Why is it important? Which are the most important instructions for that poster?* You could elicit their answers.

REMEMBER

You might want to ask children to have their dictionary ready or take them to the library for Activity 4, children will need to use them. If there is no possibility of getting several dictionaries you could have one and use it as a group.



Look at the pictures. Match them with the place where you can see them and the people who see them compare with the partner.

You can paste a picture of a school on the board. You may have children take a look at it and ask them the following questions: *What poster have you seen in school? Which health problems have you heard happen in school? Who will see the posters here? Which type of poster should be here?* Elicit their answers. Then you could ask them to open their Activity Books to page 69 and point at the pictures there. You may ask them to match the places with the people that will see the ads. You may ask them to compare their answers with their classmates. To check, you could name the picture and ask them to elicit the answers.

ANSWER KEY

- School, students and teachers.
- Hospital, patients, doctors and nurses.
- School, students and teachers.
- Hospital, patients, doctors and nurses.



Readers Activity

You may ask children to finish their lecture on "Why Health Campaign Matter" have them open their Readers Book to page 83 and continue up to 88. You could ask them to discuss: *Which of the bad habits mentioned there are the most dangerous? Which ones have they seen on their family? What could they make to change them? You could elicit their answers.*



Match the instructions with the signs in Activity 1.

Before you give any instructions you might give some time for children to look at the pictures in Activity 1. You could ask them: *What do you think the instructions should be? In which one should it say do? In which one should imply don't do?* Then you might point to the instructions at the bottom of the page and ask them to read them aloud. Then you could ask them to match the instructions with each picture. You should go around the classroom and make sure they understood the instruction, repeat if necessary. You could have them exchange their notebooks with a partner. To check answer you may ask some volunteer students to write their answer on the board.

ANSWER KEY

1-c, 2-d, 3-a, 4-b.

Use the graphic elements below to complete the poster.

You could paste a health poster on the board and then a white cardboard right next to it. You may have children take a look at the poster before and ask them these questions: *What can you say about this poster? What elements does it have? Does it have*

*illustration? Does it have letters? How about punctuation and bullets? What kind of letters it has? You may elicit their answers. Then you may ask children to help you create a poster on the white cardboard. You may remind students they can pick a topic, you could ask volunteers to come up front and help you write one instructions, draw a picture, add punctuation. You may read the poster aloud. Then you could have children open their activity book to page 70 and have them take a look at the poster there. You could point to the words and elements in the box and ask them: *What do they think these are? What can we use them for?* You could tell students to use these elements to complete the poster below. You should go around the classroom and help if necessary. You may ask children to compare their work with a partner. To check, you may copy the poster on the board.*

ANSWER KEY

Fight the flu



Get your flu shot



AAA-
CHOO!!

→ The magic C's

COVER

CLEAN

CONTAIN

Cover your mouth

Wash your hands

Stay home if you are sick



Match the words with their definition. Use a dictionary or your picture dictionary if you need it.


Before starting this activity you might want to get the dictionary ready. You may ask children to read the words on the left column. And you may ask them to tell you in their own words: *what do they think they mean? Have they seen them before?*



Then you may ask them to read the other column and match both columns. You can ask them if there are any words which they couldn't match. If so, help them looking for them in the dictionary and read their meaning aloud. You should go around and help if necessary. To check, you may write both columns on the board and have some volunteers come up front and match them with the help of their classmates.

ANSWER KEY

- a) Wash
- b) Sweeping or scrubbing hair or teeth
- c) Wait
- d) An injection
- e) Use water to remove soap, shampoo or impurities

 **Look at the images and instructions. Discuss and decide the correct order of the instructions. Number the images.**

You could write this sentence on the board: brush your hair. You could have children to read it aloud and then have a volunteer to come up front and explain: *How is the process of brushing their hair?* You may ask him or her to use their own words and even body movement. You could repeat this activity with different instructions. You may arrange the class into pairs and have them discuss the correct order of the instructions. Then you could have them number the images according to the order they thought. Then share their answers with a classmate. To check answer, you could write the correct order on the board.

ANSWER KEY

- A-4
- B-3
- C-2
- D-1



Brainstorm ideas for images that are clearer and more useful to reinforce the instructions in Activity 5. Write the instructions in the correct order and make drawings in the spaces below.

You could have the children to take another look at the images in Activity 5. Then you could ask them: *What do you think would be better images to reinforce this habit? What is missing? What image would you add?* You may elicit students answers. Then, you could arrange the class into small groups and have them brainstorm ideas for images that are clearer and more useful to reinforce the instructions in Activity 5. Then, you could tell children to order instructions from Activity 5 and write them on the space in Activity 6. You could have some volunteers come up front and share their answers as they act them out. To check answer, you could read the instructions loud and act them out.

ANSWER KEY

- a) Get into the shower and wet your hair.
- b) Put a little amount of shampoo on the top of your hair. Massage well.
- c) Rinse well and dry with a towel.
- d) Brush your hair. Style it!

Step 3: Final Product

The purpose of this icon is to help students remember they are already working on the third step of the Final Product. Now they will be choosing the perfect images to reinforce their habit. You may have the children choose images from magazines, the internet or make drawings that you can use to reinforce the benefits in Step 2 and their instructions in Step 3.



Final Product Lesson

A poster to promote a healthy habit

MATERIALS

White Cardboard, scissors, color pencils, 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.



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



Make your poster

Hand each child their own white cardboard and ask them to put all the previous elements there to create their poster. Remind them to consider the space and order of all the graphic elements, punctuation, words, instructions, images, etc.



Use your materials on Steps 1, 2, 3, and 4 to prepare a instruction sheet to promote a healthy habit in a cardboard.

Have the children to use all the materials they created in steps 1, 2, 3 and 4 to prepare their poster to promote their healthy habit. Encourage them to paste them on the cardboard in a creative way. Invite them to compare their poster with a classmate.



Take turns to promote a healthy habit in class with the help of your instruction sheet. As a class, discuss and choose the 3 most useful instruction sheets.

To take this final step, you could arrange the class into a circle and you could have each student come at the center and you can promote their healthy habit using their poster as a guide. You might want to make sure everyone participates. Still in the circle you could have the children discuss with their classmates which were the most useful 3 posters and encourage them to tell you 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. 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 teamwork.



Side By Side

Self-Assessment

Before completing this section, ask children to open their Activity Book to page 62 and go through all Module 6 until page 72. 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 72 and you could point to the Module's objectives. If you think it is 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 compare their answers and discuss with their partner the questions at the bottom of the page. You can help them by answering the first one all together and ask them to continue with the rest by pairs. 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

1. c, c, a
2. T, T, T
3. not Seasonal, very harmful, smoking
4. Answers may vary

Portfolio evidence	Page	Step
List of healthy habits.	72	1
List of benefits of following habits.	72	2
List of instructions.	72	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

You should 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. Match the following signs with their instructions. 4 pts.

Recycle

Don't run

Wash your hands

Don't push



2. Order the sentences. 4 pts.

- a) in / case/ fire/ use.
- b) not / touch/ hot / do.
- c) 30 / exercise / do / minutes /day / a
- d) lots / of/ drink / water.

3. Read the instruction and tick if you must do it or if you mustn't do it. 5 pts.

Portfolio evidence

Do

Don't

Play under the sun without protection

Drink lots of soda instead of water

Wash our hands constantly

Brush our teeth at least 3 times a day

In case of an emergency shout and push

Total Score: 13 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
Explore instructions on health care			
Interpret instructions			
Write instructions with graphic support			

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 7 Are You OK?

Activity Book pages 70-85

ACHIEVEMENTS

- Explore dialogues in which expressions to offer and ask for help are used.

TEACHING GUIDELINES

- Compare situations in which it is requested and offered help, from contextual clues (e.g. environmental sounds, number of participants, etc.).
- Establish relationship between participants (e.g. family members, friends, unknown people, etc.).
- Contrasting elements present in the structure of dialogue (e.g. opening greetings, farewells in closures, etc.).
- Differentiate between effects of tone, speed, and volume, of the people who receive and offer help.
- Generate ideas on the role of the silences.

ACHIEVEMENTS

- Examine ways to offer and ask for help.

TEACHING GUIDELINES

- Detect words and expressions known as clues to segment the sound chain.
- Paraphrase reason to request for assistance.
- Compare composition of questions and answers in exchanges to request or offer help.
- Review ways to accept or reject help.
- Sort expressions to offer and ask for help, on the basis of courtesy and empathy.
- Compare ways to show attention, support and gratitude in different cultures.

ACHIEVEMENTS

- Exchange expressions used to offer and ask for help.

TEACHING GUIDELINES

- Select situations to consider exchanges of expressions of help.

- Plan what to say and answer questions about words and expressions.
- Offer or ask for help and adjust gestures, body language and facial expressions to assist the meaning.
- Explore solutions to problems in communication (e.g. remote interlocutor, incomprehension by the interlocutor, rejection of the request or offering help, etc.).
- Adjust pronunciation of specific sounds in words for a better understanding.
- Reflect on achievements.

MATERIALS

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

You can find more activities and concepts at:

- <http://languagelearningbase.com/85079/expressions-for-asking-for-or-offering-help-and-responding>.
- <https://www.thoughtco.com/how-to-offer-help-1211127>. You might want to review it first to make sure the content is suitable for 4th graders.

M7 LESSON 1

Activity Book pages 72-75

OPENER ACTIVITY

To contextualize the social practice of this module, which is to interpret and use expressions to ask and offer help, you may want to tell the children to look at the scene on top of page 73 and imagine what happened. You may ask the group if they have had a similar experience and how they solved it. You may elicit opinions.



Readers Activity

In "We Need Help" children will find a story about some tourists who get lost and a little boy has to help them. This story you may ask the students to explore all the different expressions to ask and offer help and how to use them.

You may ask the children to take out their Readers Book and open it on page 89. Ask them to read the title: "We need help!". Before they start reading, you may tell them to predict what the story is about by asking them: *Who can tell me what the story is about?* Then, you may tell the children to read all together aloud. You could ask them: *Where were the tourists from? What happened to Pascual? How did Pascual help the tourists?* You may elicit answers. You could have the children discuss in pairs if they liked the story and which parts of the story they liked the best. You may tell them to share their opinions.



Work in pairs. Read the following situations and discuss if you have experienced any of them and what you did.

You could set the example of the activity by sharing one of your experiences with the class. You may want to give an example of one similar situation you've experienced and how did you solve it: *When I lost my wallet, I had to call a friend to come and help me.* Then you could arrange the class into small groups and you may tell them to share a similar situation and what they did. If you think it is necessary, you could write on the board the language structure: *When I.... I called, I had to, I went....* You may ask some of the groups to come up front and share their situations with the class. Then you may ask the children to open their Activity Book to page 73 and point to the situations there. Read the aloud. Then you could arrange the class into pairs and have them discuss if they've been in a similar situation and what they did about it. You should go around the class and make sure everyone is participating and help if necessary. You may ask the children to compare their situations with another pair.

ANSWER KEY

Answers may vary.

REMEMBER

Don't forget to establish rules for peer work: respect others opinions, take turns to talk, use the appropriate voice volume...



Work in pairs. Listen to two conversations and discuss the questions below.

You could start this activity by telling the children they will be listening to two conversations. You could play track 12 once and you could have the children listen to it. You may ask them to tell you if there are some words that need clarification. Then you may tell them to open their Activity Book to page 73. Point to the questions there and read them aloud. You could arrange the class into pairs. You could play track 12 once again and you could have them listen to it. You may ask each pair to discuss the questions there. You should go around the class and make sure they are taking turns to participate. You may ask the children to compare their answers with another pair. You could have some volunteers to come up front and share their answers with the class.

ANSWER KEY

Conversation 1. A boy can't open a can. Ask for help.

Conversation 2. The person need help with math. Ask for help.

Step to Final Product

To introduce the children to this Module's final product which is: Box with problems and solutions you could have the children think about all the problems they have. You could make a brainstorm and write down on the board all the problems the children tell you and their solutions. You could remind them this is the first step to make the Box with problems and solutions. Then you may ask them to take their notebook out and you may ask them to make a list of the problems and solutions.



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

It might be useful to ask the children to read the sentences out loud and you may ask them to predict the order in which they go based on the previous times they have listened the audio. You could play the track and you may tell the children to listen to the audio and verify their answers. You should go around the class and make sure everyone understood the instructions. You could have some students share their answers. To check answers, read the answers aloud.

ANSWER KEY

3 Could you help me please?

- 4 I can help you if you want.
- 1 Can you open this for me?
- 2 Let me try

OPTIONAL ACTIVITY

To help children distinguish between asking for and offering help you can do a role play in which you assign the situation in which some students should ask for help and others offer it.



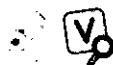
Classify the sentences in Activity 3 in the following categories. Compare your answers with a partner.

Before you ask the students to do the activity you may want to say out loud sentences and you may tell the children to tell if they are to offer help or to ask for help. E.g.: *I am lost, can you tell me where is Cervantes Street please?, Don't worry, how can I help you?*

You may ask the learners to read out loud the sentences in Activity 3 and have them classify each sentence in the categories: offer help, ask for help. Then, you may tell the children to compare their answers with a partner. To check answers, you could copy the chart on the board.

ANSWER KEY

Offer help	I can help you if you want Let me try
Ask for help	Could you help me please? Can you open this for me?



Look at the following conversation. Write a number to put them in the correct order. Match the columns.

It might be useful to ask the children to imagine when they have been in a store and they have asked for help, *what does the sales assistant might say and what does the costumer might answer?* You could elicit opinions.

You may ask two students to read the dialogues out loud, one as the sales assistant and the other as the costumer. You could have the group order the dialogues from 1 to 3. Then, you may tell them to match each dialogue to the type of conversation. You should clarify the children the difference between greeting, ask for help or offer help, farewell; give them examples: *hello, how may I help you? goodbye.*

You could have the learners discuss and compare their answers with a partner. To check answers, read the answers aloud.

ANSWER KEY

- 3 SA: of course!, sure You should go to aisle 4. Farewell
There you can find it.
C: thank you very much! bye bye!
SA: you're welcome and come back soon!
- 1 SA: You should good morning. Welcome Greeting
to "The game Shop"
C: You should good morning sir.
- 2 SA: How can I help you? Ask for help and offer help
C: Can you help me find a videogame?
It's zombies vs aliens.

Look at the pictures and discuss the questions.

It might be beneficial to brainstorm with the learners about the pictures: *What are these boys doing?, would you like to play this videogame? Why? Why not?, What do you think they are saying?*

You could have the children discuss their answers with a partner. As answers may vary you should make sure they use complete sentences and the word "because" to answer the questions why or why not?

ANSWER KEY

Answers may vary.



Listen to the conversation and complete. Compare your answers with a partner.

It might be benefit the learners to go through the conversation before listening, You may ask them to predict what the boys might be talking about, you might want to ask them: *What are the boys talking about? What do you think is You should going to happen?* Elicit opinions.

You could play track 13, you could have the children listen to the audio and try to complete the conversation. You should support this activity by re-playing track 13 to ensure all learners have the answers.

You could have the students compare their answers with a partner. To check answers, you could play track 13 again.

ANSWER KEY

- Aldo: Hi Edgar, **how** are you my friend?
Edgar: Oh... Aldo, **what's** up?

Aldo: Not much, you know, I was wondering if you could lend me your new videogame 'zombies vs aliens'.

Edgar: I don't know man, I'm playing it right now!

Aldo: Oh! Come on, **can** I use it just for one hour? Please? Very, very please?

Edgar: Scrry I **can't** but hey, why don't you come and play with me?

Aldo: Oh: sounds great! I'll be there in a minute!

Aldo: *Not much, you know, I was wondering if you could lend me your new videogame 'zombies vs aliens'.*

Edgar: *I don't know man, I'm playing it right now!*

Aldo: *Oh! Come on, can I use it just for one hour? Please? Very, very please?*

Edgar: *Sorry I can't but hey, why don't you come and play with me?*

Aldo: *Oh sounds great! I'll be there in a minute!*



Work in pairs. Answer the following questions about conversation in Activity 7.

It might be useful to have children review the questions together to make sure they understand them. You could arrange the group in pairs and suggest them to read again the dialogue between Aldo and Edgar. Then, ask the couples to answer the questions using complete sentences. E.g.: *What was Aldo doing? He was playing videogames.* You should go around the classroom and help if necessary. You could have the pairs share their answers with other pairs. To check answers, read the questions aloud and have some volunteers answer them.

ANSWER KEY

- What did Aldo ask Edgar? **He could lend him his new videogame "zombies vs aliens".**
- Did Edgar want to help Aldo? **Yes he wanted**
- How do you know? **Because he asked Aldo to play with him.**
- How did they feel about the solution? **Both felt happy.**

OPTIONAL ACTIVITY

Make a role play with the students, ask them to act a situation where some children ask for help and others offer help. E.g.: customers buying at a store, ordering at a restaurant. The rest of the group should analyze and discuss all together their expressions, their tone of voice, the pauses they make when speaking.

REMEMBER

Don't forget to have the dialogue at hand to be able to work the next activity.

Aldo: *Hi Edgar, how are you my friend?*

Edgar: *Oh... Aldo, what's up?*



Act out the conversation. Use the proper tone of voice and pauses as they do in the original conversation.

You may want to write down on the board the dialogues between Aldo and Edgar. Then, choose two students to act out the conversation they had. You may ask them to use the same tone of voice and pauses as in the audio they heard.

You should ask two or three more couples to act out the same scene. You may want to discuss with the group which couple was the most similar to the original conversation for using the correct tone of voice and the appropriate pauses.

M7 Lesson 2



OPENER ACTIVITY

To contextualize the social practice of this module, which is to interpret and use expressions to ask and offer help, you may want to project the image 7 on the board and have the children to look at it and think of expressions to offer help and to ask for help. Write them down on the board.

CULTURAL BOX

This could be a great opportunity to talk to children about how in different cultures they express gratitude, offer and ask for help in many different ways. For example in Japan they say thank you by putting their hands together and bowing their head a little. You could ask them to tell you if they know any other culture's way of saying thank you?

D Look at the pictures and complete the conversation with the sentences below.

You may want the children to look at the pictures and read the dialogues on page 76, then ask them to read the sentences out loud. You may tell them to identify the new or unknown words so that you clarify their meaning. You should ask the learners to complete the dialogues with the correct sentences. You could arrange the group into pairs and have them compare their answers. If there is time, ask each couple to act out the dialogues and verify that the answers they chose are the correct ones.

ANSWER KEY

1. I didn't understand the homework, I just couldn't finish it!
What's the problem? Do you need some help?
2. **That would be great! Can I borrow your notes?** Do you mean lend you my notebook? Sure no problem!
3. **Could you help me with geography too?** Do you want my geography notes too? Ok!

REMEMBER

Don't forget to explain to the students what are request phrases. Also, it would be a good idea to write them down on the board the complete dialogues to work the next activity.



Complete the chart with request phrases in the conversation in Activity 1. Compare your work with a partner.

You may want to ask the learners to look at the complete dialogues you wrote down on the board. You could have them identify which ones are request phrases and you may tell the group to write them down in the chart. Then, you may allow the children compare their work with a partner. You could have some volunteers share their work with the whole class.

ANSWER KEY

Request phrases

Can I borrow your notes?

Could you help me with geography too?

OPTIONAL ACTIVITY

It might be a good idea to write down on the board some requests phrases and teach the students how to rephrase them. Changing the pronoun "you" for "I". Give them some examples: *Can I wear your sweatshirt? Do you mean if I can lend you my sweatshirt?* You could have the learners practice with different phrases.



Rephrase the following requests.

You may want to remind the learners how to rephrase a request, elicit for examples. You could ask the group to read out loud the phrases and identify new or unknown words so that you clarify their meaning. You may tell them to rephrase the request and write down in the line the missing part. You could have some students share their answers and ask the group to say if the phrases are correct or not. To check answers, you may write the answers on the board.

ANSWER KEY

- a. Can I borrow your boots?
Do you mean if I can lend you my boots?
- b. Could you help me with the dishes?
Do you want me to wash the dishes?
- c. Can I borrow your bike?
Do you want me to lend you my bike?
- d. Could you help me with the housework?
Do you want me to do the housework?

Readers Activity



You may ask children to open their Readers Book to page 89 and have them read the story *We Need Help!* You may have the learners write down questions to offer and to ask for help. You could arrange the group into pairs and you may tell the children to compare and discuss the questions they wrote down. You could have each pair share their work with the group.



Listen to the conversation and underline the answer that you hear.

It might be useful to ask the learners to read the dialogues and identify the new or unknown words so that you clarify their meaning. You may ask them to predict which would be the answer to each question. You could play the track and you may tell the learners to listen to the audio and underline the answer they hear. You should re-play the track to ensure all learners have the answers. To check answers, you could have some volunteers come up front and share their answers.

ANSWER KEY

- a) Miss, do you need a hand to order the books?
Oh! Yes please! Thank you so much!
- b) I have so many things to do! Would you mind helping me with this project?
Sorry, I don't have time now!
- c) Do you need some help to carry those bags?
That would be great, thank you!

OPTIONAL ACTIVITY

You may want to write different questions on the board asking for help and then show the children how to rewrite them in a polite way.

Example:

Would you help me?

Would you be so kind to give a hand?

Then, you could write: *I can* and *I can't* next to the questions.

You could have some children come up front and read the questions aloud and give their answers both in accepting and denying help in a polite way.



Complete the list below with the answers in Activity 4.

It may be convenient to write the answers in Activity 4 on the board. You could have the learners look at them and identify the phrases into ways to accept help politely and ways to say no to help. You may tell them to write down the phrases in the chart. You could have some children share their answers with the group.

ANSWER KEY

Ways to accept help politely

Oh! Yes please! Thank you so much!

That would be great, thank you!

Ways to say no to help politely

Sorry, I don't have time now!

OPTIONAL ACTIVITY

You can paste a chart with different ways of asking and offering help. Then ask the children to read them aloud. You could have some of them come up front and point at the sentences that are expressed in a polite way. You could have some other children come up front and circle the sentences expressed in an impolite way. Finally you could ask other children to come up front and underline the sentences that show empathy.



Match the pictures of different gestures in different cultures with their meanings below. Discuss the questions below.

You may want to ask the children to read the sentences and identify the new or unknown words so that you clarify their meaning. Then you could allow them some time look at the pictures and match them to the corresponding sentence. You could arrange the group into small teams and ask them to discuss the questions. You could have each team share their answers with the rest of the class. To check answers, you may say the answers aloud.

ANSWER KEY

c, a, b.



Work in pairs. Read the following situations. Brainstorm expressions you could use to ask for, offer, accept or reject help in each situation. Write your ideas in the chart below.

You could make 4 columns on the board and write the following headers: ask for, offer, accept, reject. You could have the children read them. Then you may ask them to think about some expressions used to ask for, offer, accept or reject help. You may give them some time to review all the activities seen

so far if they need to, to look for some ideas. You may ask some volunteers to come up front and write their ideas and you may tell them to use these ideas in an example. You could start by giving your example: *Hey! Do you need a hand?* No thank you, I am fine. Next, ask the children to open their books to page 78 and point both situations there. You should read them aloud. You could arrange the class into pairs and have them brainstorm to come up with expressions used to offer, ask, accept or reject help with each situation. If you think this activity is challenging you could help them with the first situation: Situation 1- *Ask for help: Hey! Would you share your lunch with me?* You should go around the class and make sure understood what to do. You may ask teach pair to compare their work with another pair. To check answers, you should use the chart on the board and ask the children to come up front and complete it.

Step 10: Final Product

You could introduce this step of the final product by reviewing the list of situations they created in Step 1 in their notebook. Have the children read them. Then, You may ask the students to choose two situations from their list in their notebook. Hand each student some color papers and have them write expressions to ask for and offer help in each one of them. Remind them they are one step closer to their final product.

ANSWER KEY

Answers may vary.

Let's Our Role: 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.

Complete the chart below with two examples of each category in Lessons 1 and 2.

It may be convenient to review with the children some phrases used as greeting, farewell, ask and offer help. Give them some examples: *Good morning, how can I help you?, Thank you for coming, see you soon; Can you help me find...?*

You could have the learners to You should go through lesson 1 and 2 and find some examples, you may tell them to write them down. Ask some volunteers to share their work with the group. To check answers, you may copy the chart on the board. As there are plenty of examples along lesson 1 and 1, children may find different ones, so make sure the ones they wrote belong to the chart.

ANSWER KEY

Answers may vary.

Greeting: Good morning, welcome to the "Game shop". /

Farewell: Thank you very much! Bye, bye! / You're welcome, and come back soon.

Ask help: Can you help me find a videogame? / Can you open this for me?

Offer help: How can I help you? / Do you want my geography notes too? Ok!

Rephrase the following request.

It might be useful to review with the students how they rephrase a request. You could write down on the board a requests and ask some students to rephrase it. Eg.: *Can I borrow you bike?... Do you want me to lend you my bike?* If they still have doubts you may tell them to go through relate activities in lesson 2. You could have learners rephrase the requests and write down the answers on the line. If there is time divide the group into pairs and you may tell them to compare their answers. To check answers, you may write the answers on the board.

ANSWER KEY

- Can I borrow your English book?
Do you mean if I can lend you my English book?
- Can you help me repair the car?
Do you want me to help you repair the car?
- Can I borrow your pencil?
Do you mean if I can lend you my pencil?

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

Before you start this activity, you could copy the chart on the board you may give students a few minutes to read all the statements on the chart. You may ask them to complete the chart with a tick if they think they did it. You should go around the classroom and help if needed. Take the time to go through each student's chart to understand the need of each one of them. If they didn't have a tick on one of the statements ask them to review Lesson 1 and 2. This can be useful to see their responses and plan your last lesson. You can use this as an assessment tool to evaluate children's progress at the end of this module.

M7 Lesson 3

OPENER ACTIVITY

To contextualize the social practice of this module, which is to interpret and use expressions to ask and offer help, you may want to ask learners to make a review of gestures and tone of voice and link them to facial expressions of clues as to how someone is feeling. You could play mimic with the children, ask some students to make a gesture and say a phrase, you could have the group guess what feeling are they representing.



Readers Activity

You may ask children to take out their Readers book and open it to Module 7, "We need help!" on page 89. Read it together and ask them several questions: *What was their favorite part? Why? How do you think tourists would have felt when they were lost? What gestures would they have done?* You could have them share and discuss their opinions.



Match the name of each emotion with the picture below.

It may be convenient to model some facial expressions and have the learners guess or write the words on the board. Then, you could have the students read out loud the feelings and look at the boy's faces and match them. You may ask some volunteers share their answers with the group. To check answers, read the answers aloud.

ANSWER KEY

1. worried
2. confused
3. angry
4. happy

Look at the pictures. Write an emotion from Activity 1 in each situation.

You may want to review with the students the emotions in Activity 1. You could say out loud the emotion and have them mime it. You could ask the learners to look at each situation and try to figure out what emotions are they representing, you may tell them to write the emotion on each picture. You could arrange the group into pairs and have them compare and discuss their answers. You could have the couples exchange their answers with other couples.

ANSWER KEY

1. angry
2. happy
3. worried
4. confused

Tick the situations in Activity 2 in which you can offer help.

It may be convenient to review the pictures with the students and mime the emotions they are representing. You could have the learners imagine what is happening in each situation, ask them some questions: *What is going on? What are they doing? Do you see a problem? Can you help them? How?* You could ask the children to tick those pictures in which they can offer help. You may ask some students to share their work with the group. To check answers, you may write the answers on the board.

ANSWER KEY

- 1, 3, 4

Match the questions with the pictures you ticked in Activity 3.

You may want to ask the learners to look at the pictures they ticked in Activity 3 and you may tell them to describe

what is happening in each situation, ask them: *How can you offer help?* You could elicit examples.

Then, you may tell the students to match the questions to each situation and write down the number.

You could have some volunteers share their answers with the group. To check answers, read the answers aloud.

ANSWER KEY

- 3 Are you lost? Do you need help?
- 1 Would you like a new one?
- 4 Do you need extra help at school?



Write a question from Activity 4 to complete the conversations. Compare with your partner.

It might be convenient to read out loud the dialogues with the children and you could have them identify the new or unknown words so that you clarify their meaning. You may ask the learners to go back to Activity 4 and read the questions. Then, you may tell the children to write a question that matches the dialogues. To check answers, you can ask some students to share their answers with the group and read the complete dialogues to see if they make sense.

ANSWER KEY

- A: **Do you need extra help at school?**
- B: I think so, I pay attention but this is just too difficult.
- A: Ok, let's see if we can get you a tutor.

- A: **Would you like a new one?**
- B: Of course, this one is dirty. I need a new one.
- A: No problem. Give me a moment.

- A: **Are you lost? Do you need help?**
- B: Yes, please. Could you tell me where the bus to calle Bolivar is?
- A: Sure, You should go straight and then to the left?



Act out the conversations. Remember to use the proper tone of voice and include gestures to express the emotion in each situation.

It might be useful to have the children look at the dialogues in Activity 5 and make a role play with them. You may divide the group into pairs and distribute each situation to a couple and have them act it out. You can remind the children to use proper tone of voice and gestures to express the emotion in each situation. You could have the rest of the group guess the emotion that couple is acting out.

Step to Final Product

To continue working their final product, You may ask the children to review all the situations, their solutions and the expressions they wrote down on the colored papers. Then, You could arrange the class into pairs and you may ask them to discuss and decide which emotions they should express with their voice for each sentence they wrote in Step 2. You could have them take turns in saying the sentences. You can remind them about using the correct intonation and body language. If you think it might be challenging you could set the example by reading one of the sentences aloud and using the correct intonation and body language according to the expression selected. Remind them, they are one step closer to their Box with problems and solutions.

Look at the situation and complete the chart.

You may want the learners to look at the picture and describe it: *What is going on? What is the problem? Can his friend offer him help? What would he say?* You may tell the students to complete the chart. You could have some children share their answers with the group. To check answers, you can write down the answers on the board.

ANSWER KEY

- Answers may vary but they should be similar to this one.
- Problem:** School presentation
- Emotion:** Nervous
- Greeting:** Hi friend, what's wrong?
- Offer help:** Do you want me to help you?
- Accept help:** Yes please, can you help me with the presentation?
- Farewell:** Sure! I can help you tomorrow.



In your notebook write the complete conversation of the situation in Activity 7. Compare your conversation with another pair of students.

It might be useful to have the learners look at the chart they completed in Activity 7 and ask them to write it down on their notebooks. You could arrange the group into pairs and have the students compare and discuss their conversations. Then, you could ask the couples to compare their conversations with a different pair of students.



Listen to the phone conversation and answer the questions.

You may want the learners to read out loud the questions and you may ask them to make predictions about the conversation they are about to listen. You may tell them to identify the new or unknown words so that you clarify their meaning. You could play track 15 once to let children familiarize with it. You could play track 15 again and have the children listen to the audio and try to complete the questions. You could support this activity by re-playing the track to ensure all learners have the answers. You could have some volunteers share their answers with the group.

ANSWER KEY

What is the problem?

The daughter calls her dad on the phone but there is interference and he does not listen to her well.

Where are they?

They are at home.

How does he offer help?

He offers her money.

Did she accept the help offered?

No, because she didn't need money.



Listen again and underline the stressed words.

It might be convenient to remind the children what a stressed word is and give them some examples. You may want to play again the track to the group and have the students identify the

stressed words. You may tell them to underline those words. You may ask some students to write on the board the correct answers.

ANSWER KEY

I don't have any money.

Do you need money?

That's the reason I can't visit you.

Do you want me to visit you?

I'm going to school now.



Work in pairs and circle the correct options to answer the questions.

It might be useful to have the children read out loud the questions and their answers and identify the new or unknown words so that you clarify them. You could arrange the group into pairs, you may tell them to read again the questions and discuss with their partner the correct answer. You could have the couples circle them and then share their answers with a different couple. To check answers, write the answers on the board.

ANSWER KEY

a) Why do they stress these words?

To help the other person understand.

b) What other thing do they do to clarify meaning?

Repeat words slowly.



Final Product Lesson

Box with problems and solutions.

MATERIALS

Sheet of white and colored paper, pencil, colored pencils, scissors, 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.



Remind children that they have already been working on the final product for this module and have completed the steps 2,3 and 4 in the process.



Work with another pair of classmates. Put your color papers in a box.

You could arrange the class into the same pairs as before and you may ask them to practice saying their sentences with another pair. You should go around the class and make sure everyone is taking turns to say their sentences. Then, you could give the children a box and ask them to put their papers in the box.



Take turns to take one paper from the box and say the sentence. Your classmates improvise an answer to the sentence. Repeat until everybody in the group has had a chance to take a paper from the box.

You could arrange the class into a circle. Put the box with problems and solutions in the center of the circle. Then You may ask the children to step into the

middle, one by one, take out a piece of paper and read only the problem. Then, have the rest of the class improvise an answer using the expressions seen so far. If you think is necessary you could make a quick review of all the expressions learned in this module. Repeat this activity until everyone has participated.



Put in a box that will be placed in the front desk. Take out another dialogue.

You can place a box in the front of the class and allow the students to place their dialogue in it and take out another dialogue. Have them read it and discuss it with the group.



Discuss with your partners if you would do something different in each situation you take out of the box.

You may want the children to discuss with some partners if they would do something different in the situation they took out from the box. Have them share and compare their answers with the group.

CLOSING

To wrap all the You should 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 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 73 and go through all Module 7 until page 83. 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 89 to page 100. Ask them to tell you *if there is anything they would like to discuss? If there are any doubts?* 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. a, c, b
3. Yes, Yes, No, Yes
4. Answers may vary.

Portfolio evidence	Page	Activity	Check
Conversations completed.	82	8	
List of solutions and problems.	83	1	
List of expressions to ask for and offer help.	83	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 7

Name:

Progress Test

Date: Group:

1. Match the columns to the right answer. 4 pts.

- | | |
|---|--------------|
| a) Hi, can you help me find the right shoe size please? | Offer help |
| b) Of course, let me get it! | Greeting |
| c) Good morning, how may I help you? | Ask for help |
| d) See you soon! | Farewell |

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

1. Can I borrow your car?
Do you mean if ?
2. Could you help me with my homework?
Do you want me to ?
3. Can you walk the dog?
..... walk the dog?

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

1.
A: Yes, I would like some scrambled eggs and a glass of milk.
B: Right away!
2.
A: You look worried, what's going on?
B: I am worried because I failed my Math exam.
3.
A: Are you coming to the party or not?
B: Sure! I'll pick you up.

Total Score: 10 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
Explore dialogues in which expressions to offer and ask for help are used			
Examine ways to offer and ask for help			
Exchange expressions used to offer and ask for help			

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.
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Module 8 *My Favorite Food*



ACHIEVEMENTS

- Explore illustrated texts about ingredients of Mexican cuisine.

TEACHING GUIDELINES

- Anticipate topic, purpose and intended audience from graphic and textual components.
- Differentiate the relation between visual and written information.
- Establish patterns of textual organization (e.g. general definition, characteristics, etc.).
- Ask questions about words and new expressions to incorporate them into their repertoires.
- Locate graphics connectors and determine the information that they link.



ACHIEVEMENTS

- Interpret the information written in illustrated texts.

TEACHING GUIDELINES

- Understand the general sense from the visual and graphic information.
- Listen to the reading of textual information and establish correspondences with visual information.
- Classify ways of expressing present time (affirmative, negative, singular, plural, present simple, present continuous, etc.).
- Compare ways to enunciate descriptions (e.g. *Mole is a famous staple food in the state of Oaxaca / A famous staple food of Oaxaca is mole*, etc.).
- Ask questions to check understanding.



ACHIEVEMENTS

- Write statements that describe information for infographies.

TEACHING GUIDELINES

- Define or choose key words (e.g. names of dishes and ingredients).
- Sorts words in a statement.
- Link words and statements using connectors (e.g. and, then, etc.).
- Arrange sentences in a paragraph.
- Check use of uppercase and lowercase letters and punctuation (e.g. period, comma, etc.).
- Select a graph to present information: infography.
- Include graphic resources based on descriptions.

MATERIALS

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

M8 LESSON 1

OPENER ACTIVITY

To contextualize the social practice of this module, which is to interpret and compare given information in an image, you may want to encourage your students to think about what information they may take out from an image. You can exploit image 8 and project it on the board. You might have children to take a look at it and then you may ask them: *What can you tell from this image? Can you recognize any of the elements on it? Have you seen it before? Where?* Then arrange the groups into groups and hand each group another Mexican cuisine image. You might tell the children to compare both images and then discuss: *Which elements are present in both and what information could they interpret from both pictures?* Talk to them about how from every image we may interpret different information, we just need to take a look for the different elements.



Readers Activity

"Infographics: A Powerful Visual Tool" this text goes through the history of the infographics as a tool to reunite different kind of data, for example: timelines, flow charts and maps. Children will learn how to get information from an image. This is a great time to introduce children to the Readers Book in this Module. Have children take out their Readers book and open it to page 104, *INFOGRAPHICS: A Powerful Visual Tool*, and ask them to read the title and discuss what the lecturer might be about, you could help them by asking them these questions: *Have you heard the word infographics before? Do you know what these are? What do you think it would be about? Would you like to know more?* Then have them read from page 104 to 108. You can tell them they will continue reading in coming sessions.

Look at the dishes. Answer the questions below and write one extra ingredient for each dish.

You could exploit image 8 to introduce this activity. With the image still projected on the board you might ask children to tell you if they know any of the dishes there. If they have tried it. *When? Do they know how is it prepared? Do they recognize any of their ingredients? Which is their favorite Mexican food? You can share yours first: my favorite Mexican food is.... Because....* You may ask children to take out their Activity Book and open it to page 84. Point to the images there, allow them some time to observe them. Then you can ask them to read the questions there and encourage them to discuss them with a classmate. Go around the classroom and make sure they are talking about the dishes. As answers may vary, make sure they use complete answers and the correct language structure. To check the extra ingredient, you could write the name of the dishes on the board and brainstorm some ideas with your students or you could ask some volunteers to say the ingredients they wrote on the lines.

Read the text and circle the best title. Answer the questions.

You might want to bring a Mexican cuisine book or print out a recipe. Arrange children into a circle and read the text aloud for them. Then you may ask them these questions: *What was the text about? Did you find it interesting? Which part? What would you call the text?* You may elicit their answers. Then encourage them to open Their Activity Book to page 85. Point to the titles at the top of the page and then the questions at the bottom of the page, you can tell them to read them. You might ask them the following questions: *What do you think the text would talk*

about? Then suggest them to read the text, you might want to suggest them to read it twice or even read it the first time with them and then encourage them to read it one more time by themselves. You may have them circle the best title option. Then answer the questions. Go around the classroom and help if necessary. You might have them to compare their answers with a classmate. To check, write the answers on the board.

ANSWER KEY

- a) 1. Hominy is a type of corn; 2. Jalisco; 3. Mexican Independence Day; 4. Christmas and New year's Eve.

Step to Final Product

To introduce the Final Product of this module you can talk children about Mexican Cuisine and how they've just learned about a typical Mexican dish. Encourage them to think about their favorite Mexican plate and ask them to investigate a little more and share their findings with the class. You can take them to the library, on the internet or ask them to do it at home with their caregivers. Have them share their findings with the class. They are now one step closer to their Final Product.

Write on the line if the sentence refers to Paragraph 1 (P1) or Paragraph 2 (P2).

You might want to introduce children to the concept of paragraph. Using a cuisine text, you may copy the text into the board, at least two paragraphs. You could have children to read it aloud. You might ask them: *Why do you think there are two separated phrases on the board? Have you seen this order in other place? What does it mean? What is a paragraph? Do they help understand the information better? Do they give any extra information?* Elicit their answers. Then talk to them what a paragraph is, how when we change ideas on a same text we need to start a new paragraph. You may have your students open their Activity Book to page 85 and read the pozole text once more. Then ask them to go to page 86 and point to the sentences there. You can have them read the sentences there and write if it is referring to Paragraph 1 or Paragraph 2. Encourage them to compare their answers with a classmate. To check, copy the sentences on the board and have some volunteers complete them.

ANSWER KEY

P2
P2
P1



Readers Activity

You might want children to practice a little more about the understanding of paragraphs and images, so you could ask them to take out their Readers Book and read page 109 and describe what does each paragraph talks about. Ask them to discuss it with their classmates.



Ask and answer questions about the dishes in Activity 1. In your notebook record your partners' answers. Use the template questions and the chart below.

You could paste the picture of pambazos on the board. You could have children look at them and try to describe them to you, help them by asking some questions like: *Do you like pambazos? When do you eat pambazos? What are some ingredients to prepare them? Where can you eat them?* Then you may have some volunteers to come up front and try it themselves. You might tell children to open their Activity Book to page 86 and take a look at the pictures in Activity 4. Then divide the class into pairs, you may tell them to ask and answer questions about the dishes in the pictures, you might want to write the model questions on the board: *Do you like _____? Yes, I do/ no, I don't, and When do you eat _____? I eat _____ on _____.* You can have them practice these questions and answers for some time, go around the classroom and make sure they are doing it correctly. Then you could have children to take out their notebooks and copy the chart on it and complete it with their partner's answers. Then, you could ask a pair of students to work with another pair to fill out the rest of the chart. If you have time, you may ask some partners to come up front and share their questions and answers. This activity will be used at the end of the Module to evaluate child's progress. Make sure they keep it somewhere safe.

ANSWER KEY

Answers may vary.

REMEMBER

As in the following lesson you will be using several recipes you might want to have some recipes from the typical Mexican cuisine ready for the children to use. You could print them from the Internet and have several copies.

M8 Lesson 2

OPENER ACTIVITY

To reintroduce the language already seen on Lesson 1 you might want to arrange the class into pairs or groups, depending on how many copies of a recipe you have. Hand each group or pair a copy of the same recipe and you might have them take a look at it. You may ask them these questions: *What can you tell me about that text? Have you seen it before? What is it for? What kind of information do you see in it? Do you recognize the ingredients? From where?* You could elicit their answers. Talk to them about recipes and how they work, how steps are important, measurements and also ingredients. This is another type of interpreting information.

REMEMBER

On the next Activities children are going to be introduced to new words, it might be useful to have a dictionary on hand for them to look up for these words.

Readers Activity



This could be a great time to have them read another piece of the Readers Book *Infographics: A Powerful Visual Tool*. Have them open it to page 109 and continue reading. Then have them compare the recipe they've just seen to the kind of visual tools they read about on the readers Book. You may elicit their answers.

Look at the following text. Circle the type of text in the options below.

You could ask children to think about all the type of texts and information they know, you could write on the board these: *articles, recipes, encyclopedia, dictionary, story, advertisements, etc...* You may ask them to read these words and try to describe how the information is displayed in each type of text and to think about the elements that they could find on each one of

them. You could elicit their answers. Then you may tell them to open their Activity Books to page 87 and point to the recipe there. You might ask them to take a look at it, to observe it and analyze it. You can help them by asking: *What kind of information do you see here? What is the text about? What can we use it for? Who can use it?* Then you may ask them to read the options on top and circle the correct one. You might have them compare their answer with their classmates. To check, read the three options and write the answer on the board.

correct answer. Go around the class and make sure children are following the instructions. Allow them some time to compare their answer with a classmate. To check, read the text aloud and write the answer on the board.

ANSWER KEY

c).

Write the corresponding letter of the ingredients in the boxes under the pictures.

Before you give any instructions for this activity you might want to ask children if they recognize any of the ingredients on the recipe they've just seen? If it is necessary allow them some time for them to read them again. Then point to the pictures and have them write the letters on the boxes to match the picture with the name of the ingredient. Go around the classroom and help if necessary. Encourage some children come up front and share their answers. To check, write the letters on the board.

ANSWER KEY

C, D, A, E, F, B.

Look at the writing of a 4th grade student about her favorite dish. Underline the word that complete the sentence below.

This might be good moment to remind children about the present, past and future. You could write three sentences on the board: *I eat lots of tomatoes. I ate lots of tomatoes. I will eat lots of tomatoes.* You can have the children read the sentences and you may ask some volunteers to tell you which one is in the present, which one is in the past and which one is in the future. Remind them that when we talk in the present we are referring to an act on that is happening in these moments. When we talk in the past tense is about an action that has already happened yesterday, last month or even few minutes ago and finally when we talk in the future tense we are referring to a thing that still hasn't happened yet! You can tell them to take a look at the text of a 4th grade student and analyze if it is in the present, past or future, you might have them underline the

ANSWER KEY

a).

Complete the chart with the phrases in bold. There is an example to help you.

You could talk to children about negative and affirmative sentences or expressions. Paste two card on the board: *I do want to go. I don't want to go. I like lettuce. I don't like lettuce.* You can have them read the sentences and ask them: *What is the difference between them? Which one is referring to a thing a person do not wished to do? What about a thing a person do wants to do? What is something you like? How about something you don't like?* You may ask them to think about some example and you could elicit their answers. You might use an example about yourself: *I like guacamole, I don't like onion.* You can ask them to analyze and tell you which one is expressing something positive and which one is expressing something negative and How do they know? Then you may tell them to read the text about Tinga in page 88 again, paying especial attention to phrases in bold. Then point to the chart and read the examples there and encourage children to complete the chart with the phrases in bold classifying them in affirmative and negative. Go around the class and help if necessary. Suggest children to compare their answers with a classmate. To check, copy the chart on the board.

Affirmative sentences

Tinga is a Mexican dish

It is served on a tostada

My mother always makes it for me

Negative sentences

I don't want to eat

I don't eat salsa

My mother doesn't let me eat

TEACHING NOTE

Talk to children about how to transform a positive sentence into a negative sentence this could be easier with example: *I do like to eat - I do not like to eat- I don't like to eat.* You might tell them it is about a contraction of the words *do + not= don't.* The same happens to *doesn't.* It is a contraction of *does + not.*

We need to look who is talking to see if we need to use do or does. Encourage them to think about examples.

Complete the following sentences about some typical dishes from Mexico.

For this activity you might want to review with children how there is always different ways to construct the same sentence. You may write these example on the board: *Avocado is my favorite ingredient. My favorite ingredient is avocado.* You can ask them: *What changed? Do they mean the same? Do they have the same subject?* You might tell them how by changing the subject we don't change the meaning but changed the emphasis, for example on the first sentence we make especial emphasis by using avocado as the subject, we are talking about avocado. On the other hand on the second sentence we are talking about my favorite ingredient. Encourage them to think about some examples and share them with the class. You may tell them to open their Activity Book to page 89 and read the sentences there. You can have them complete by changing the subject. Go around the classroom and help if necessary. Encourage them to compare their answers with the classmate sitting behind them. To check, read the sentences aloud.

ANSWER KEY

- a) love
- b) from Jalisco
- c) delicious, is horchata
- d) drink from Oaxaca is chocolate

Answer the following questions about your favorite dish.

You could write on the board "*My favorite dish*" and give children some time to think about it. You can ask them to think about its ingredients, where is it from, how do you prepare it, then encourage some volunteers to come up front and share it with the class. Then point to Activity 6 on page 89 and have children read the questions there and answer them with the information of their favorite dish. Suggest some volunteers to come up front and share their answers. As answers may vary, you might want to pay attention to the structure of their sentences and to remind them to use complete answers.

Complete the notes using the information you obtain from your questions. You can use the words in parenthesis to help you.

You could remind children how we can obtain information from questions. You may have them review the questions they answered on Activity 6. Then point to the notes in Activity 7 and read the title. You might ask them to complete the chart using the information they've learned. Allow them some time to compare their notes with a partner. This is a good moment to go around the classroom and help if necessary. As answers may vary, make sure they use complete answers and the correct language structure. To check, copy the chart on the board and you can have some volunteers come up front and complete it with their own information.

Step to Final Product

Talk to children how to understand a special cuisine and its ingredients they have to obtain information about it so they can answer the questions and get to know everything there is to know about the Mexican cuisine, encourage them to think about more questions and look up for the answers. They are now one step closer to their Final product.

Intellectual Assessment

OPENER ACTIVITY

Before you ask children to complete these activities, you might like 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 may ask them to review all the celebrations, words, classifications, characteristics, names, charts 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.


Look at the text and write a proper title the line provided.

You might want to remind children how titles help us understand better the information we are about to read. You could paste a picture on the board like a molletes plate and write a phrase next to it. You may ask children: *How would you call this article?* You

could elicit their answers. Then you might have them open their Activity Book to page 90 and read the text there. You can tell them to write a title on the line that would suit the text and the picture. Go around the class and help if necessary. Encourage them to compare their answer with a partner. As answer may vary, make sure the title is related to the text and picture.

ANSWER KEY

Answers may vary.

 Write the following information in the corresponding place in the text in Activity 1.

You may ask children to read the text on Activity 1 again. Then you might ask them to tell you it's different parts and what is each part talking about. Then you may ask them to read the information on the box and write it in Activity 1 text's. You can ask them to compare their answers with the classmate sitting on their right. To check, read the text aloud and you might ask children to say the sentences that correspond there.

ANSWER KEY


Specific information about the ingredients. Information about origin. Information about the appearance.

 Answer the following questions about mole.

You might want to allow children some time to read the mole text again. Then you may have them read the questions on Activity 3 and answer them using the information they read before. Go around the classroom and make sure they understood the instructions. Encourage some volunteers to come up front and share their answers. To check, read the text aloud, read the questions and you can have children answer them.

ANSWER KEY

- Sauce,
- Puebla,
- Fruit chilli pepper, nut and spices such as black pepper, cinnamon, cumin and chocolate.

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

You might ask the children to read all the statement on the chart. Explain to them that they will be answering this in order

for them to think about their progress and how they worked during lessons 1 and 2. Then you can ask them to think about their development, they might also go back to lessons 1 and 2 and review them again and pay attention to all the activities they've done, noticing the ones that they solved without any problem and the ones that they need to improve. It might take a while. Then you may ask them to complete the chart.


M8 Lesson 3

OPENER ACTIVITY

To reintroduce the previous learning, language and concepts to this new lesson you could arrange children into groups and hand each group several pictures of Mexican dishes. You might ask each group to select one dish and write some questions about it, for example: *Where is it from? What are its ingredients? Have they eaten it? Do they like it?* You may ask them to write the answers as well. As there might be some dishes that they might not know you could hand them as well some informative texts about those dishes and have them look up for the right information. You can have each group come up front and share their dish with their classmates. Encourage the class to ask more questions if they feel like it.


Readers Activity

You can tell children to take out their Readers Book and open it to page 104. Have them discuss. *How is it that they could use infographics in the Mexican cuisine? Maybe to present a recipe? Or to make an article with information about a dish?* You may elicit their answers.

 Look at the pictures and answer the questions below.

Before introducing this activity and giving any instructions you might want to remind children about affirmative and negative sentences for them to use as answers. So you could write these question on the board: *Do you like tacos? Do you eat them often? Which is your favorite taco?* Then you may have a volunteer come up front and answer in an affirmative way, you might have another volunteer come next and change that answer into negative. You can ask them to open their Activity Book to page 91 and you may have them take a look at the


pictures. You can tell them: *What are these dishes? Have they seen them before? What information can they obtain from these pictures? You could elicit their answers.* Then you can tell them to read the questions there and answer them. Encourage them to compare their answers with a partner. As answers may vary, make sure they use the correct language structure and structure. You could remind them to use complete answers.

 **Listen to the conversation. Tick the dish they are describing.**

You may tell children they will listen to a track describing a dish. You might ask them to take another look at the pictures on Activity 1. Then play track once for them to familiarize with it. Play it a second time and you can ask them to tick the picture they are talking about in the track. You might need to play it a third time to make sure everyone got the answer. You may have children to share their answers with the class. To check, point to the correct picture.

ANSWER KEY


B.

 **Order the extracts from the listening Activity 2. Listen again and check.**

You can have the children read through the jumbled sentences and start to see what order they might go in. Then play the track again and perhaps do the first sentence with the children to model how to go about this and then play that track again and let them try by themselves and compare with some classmates before going through this with some volunteers to help you.

ANSWER KEY

- a) This is a traditional dish from Puebla.
- b) I'm making a very old dish.
- c) You have to wait until they are ready.
- d) Where is it from?
- e) I prepare them with meat.


 **Listen to the conversation and discuss the questions.**

You might want to practice the listening with the children. Read them aloud a recipe and you might tell them to listen to it. Then

you may ask them the following questions: *What do you need to do with this? Do we need to follow the steps? What was the recipe about? Is it easy? Would you like to make it?* You could elicit their answers. Then you can tell them they will listen to an audio. Play it once for them to familiarize with it. Play it a second time and have children to take a look at the questions there and discuss them with the class. You could even arrange them into groups of the ones they like cooking with the ones who don't like cooking and have them say why they like it or not. As answers may vary make sure they used complete answers and the proper language structure, you could model with your own answers: *I do like cooking, I don't like cooking.*

ANSWER KEY

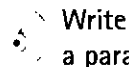
Answers may vary.

 **Listen again and number the paragraph in the order you hear.**

Before they listen again, you might have the learners read through the five sentences to get them familiar with them. You may ask them if they notice anything about them. Draw their attention to the sign posting words at the beginning of some of the sentences, which might be clues as to the order. You might want to ask them some of these questions: *What word would you use to indicate the order of steps or actions to follow? Would you use first or then? How about when it is the last step in the process?* Then play the track again, maybe a couple of times, so that all the learners have the answers. You can have them compare their answers with a partner. To check, play the track again and write the order on the board as you listen to it.


ANSWER KEY

3, 2, 1, 4, 5.

 **Write the sentences in the correct order to make a paragraph.**

You could arrange the class into groups, hand them some recipe with the instructions shuffled and paste some pictures on the board with the correct order of steps to follow in the recipe. You might have each team read the instructions and look at the pictures on the board. Then you may have them order the instructions. You can ask each team to write the correct order of instructions at the back of the paper. You can have each team come up front and read their instructions. If you think

it might help, you could play the track one more time or have them read the chart in order from Activity 5. Then you may ask children to write the instructions in the correct order at the space in Activity 6. Go around the class and make sure they are going in the right direction, help if necessary. Arrange the class into pairs and you might have them compare their recipe. To check, you can have each pair come up front and read their answer aloud.

 **Complete the sentences using the words in bold in Activity 5.**

Before giving the instructions for this activity, you might want to allow children some time to review the text in Activity 5. You might want to ask: *Have you seen these words before? Where? What can we use them for? What do they indicate?* You could elicit their answers. You might ask them to take notice of the words in bold. Then go to page 93 and point to the sentences on Activity 7. You may have them complete the sentences with the correct option. Allow them to compare their answers in groups. To check, write the correct letter on the board.

Step to Final Product

This is another step into their final product. Hand each child a card for them to write information about the dish they selected. They could use the information they've got from the questions previously made. Have them use the words they seen on Activity 5 Lesson 2: *first, then, after, later*. They are now one step closer to their Final product.

Look at the pictures and select the one you like the most.

You may have children open their Activity Book to page 93. Point to the pictures there and ask children to select the one they like the most. You may have some volunteers come up front and share their answers. You could ask them: *Why is it liked more? Have you tried it? Would you like to try it? Do you know what's its name? Do you know how is it prepared?* You could elicit their answers.

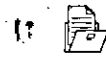
Choose the card with the corresponding information for the picture you selected.

You may have children look again at the picture they selected. Then you can ask them to read the chart below. Maybe you

could read with them aloud. You may have them choose the one fits with the plate they chose. Arrange the class into a circle and have children share which plate they chose and which ones is the chart with it's information. If you have time to spare you could encourage children to ask their classmates some questions about the dish they chose for example: *Why did you choose it? Do you like chilaquiles as well? Would you like them with cheese and sour cream? Have you tried them with cheese instead of chicken? Do you prefer tacos?*

ANSWER KEY

Answers may vary.

 **In your notebook write a paragraph using the information of the dish you selected. Use the text in Lesson 2 Activity 3 to help you and words from Lesson 3 Activity 7. Check punctuation and CAPITAL letters.**

Before you give instructions to children about this activity you might want to take five minutes to review Lesson 2 Activity 3 and Lesson 3 Activity 7. You might want to review all the texts seen so far in the Module. Talk to them about how capital letters and punctuation are very important while writing a paragraph because we are using ideas and sentences together and punctuation helps us separate in a proper way these ideas. You could write a checklist for them to take into considerations: *CAPITAL LETTERS- at the beginning of a sentence, when writing a proper name. Period: when ending an idea and we want to start a new one. Comma: when we want to separate two ideas that belong to the same sentence.* Have them review all the texts about dishes so they can take ideas for their paragraph. Then have them take their notebook out and write the paragraph about the dish they selected. Remind them to use the information from the chart on page 93 that corresponds to their dish. Go around the classroom and stop with each child and make sure they are going in the right direction, help if necessary. Have children come up front and share their paragraph with the class. As answers may vary, you might want to make sure the points in the checklist have been reached. This exercise will be used at the end of this module to evaluate child's progress, make sure they keep it in their portfolio.

Step to Final Product

To introduce this step you could ask the children to review the card from step 3. You may encourage the students to write sentences to form a paragraph to describe the dish they selected. You could remind them to use the card from step 3.

and arrange it in the order they like the best. Have all children paste their poster on to a visible place in the classroom. If you have time have each child come up front and explain his or her poster to the class. Encourage the rest of the class to ask questions about their classmate's dish.

Final Product

Final Product Lesson CLOSING

MATERIALS

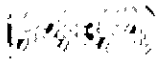
Paper, scissors, color pencils, glue stick, magazine, cardboard.

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 could they improve their performance for the following Product on the next Module or comment on some strategies to have a better team work.

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



Make a picture of your dish or get a photo of it to include it in a poster with the information you wrote.

Now that they have the information written, ask children to draw a picture or even get an illustration from a magazine or newspaper to illustrate their dish. Have them paste all these elements into the poster



Side By Side

Before completing this section, ask children to open their Activity Book to page 84 and go through all Module 8 until page 94. 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 104 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, a, a
2. F, T, T
3. in just seconds, right information, several types.
4. Answers may vary.

Portfolio evidence	Page	Activity	Check
Record of a partner's answers	86	4	
Writing a paragraph of a dish	93	10	

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

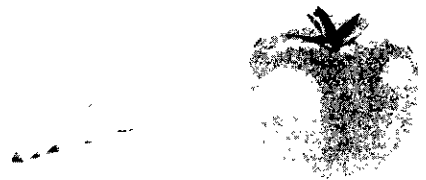
Make copies of the evaluation instrument depending on the number of learners you have in class. Before handing out the evaluation instrument you can provide further support to learners by copying it on the board and show them how to complete it using yourself as an example. It's a good idea to monitor 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: _____ Date: _____ Group: _____
 Progress Test

1. Look at the ingredients and write their name using the words from the box. 4 pts.



2. Write if the following statements are true or false. 5 pts.

1. Pozole comes from France.
2. Tinga is made with carrots.
3. Mole means dark chocolate.
4. Pozole is usually eaten on the Mexican Independence day.
5. Mole is made with chocolate, cinnamon, pepper and cumin.

3. Read the text and complete the chart. 4 pts.

Name	
Place	
Ingredients	
Ocations	

Pozole comes from the nahuatl word *pozolli* which means "hominy". Homini is a type of corn. Pozole is a traditional soup from Mexico. It is made from hominy, with meat (typically pork), and can be seasoned with shredded lettuce, onion, tomatoes, avocado and limes.



It is a typical dish in various states such as Nayarit, Sinaloa, Michoacán, Guerrero, Zacatecas but it is originally from Jalisco. Pozole is served in Mexican restaurants worldwide. Pozole is frequently served in celebrations including Mexican Independence Day, birthdays, Christmas and New Year's Day.

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.

Checklist

Student's Name:

Teacher's Name:

Date: Grade: Module:

Objectives	Yes	Sometimes	No
Can you explore illustrated texts about ingredients of Mexican cuisine?			
Can you interpret information written in illustrated texts?			
Can you write statements that describe information for infographics?			



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 do the activities she / he marked in the chart as yes or sometimes? Why?
 - b) What can your classmate do to improve in the activities she / he marked in the chart as no?

Module 9 *My Class of Kids Ads*

ACHIEVEMENTS

- Explore advertisements of products for children.

TEACHING GUIDELINES

- Contrast advertisements' function, purpose and intended audience.
- Compare similarities and differences in the distribution and use of graphic and textual elements.
- Classifying products advertised based on categories (e.g. stationery, toys, home, etc.).
- Recognize use and proportion of typography and punctuation.
- Interpret abbreviations and signs indicating price.
- Evaluate the effect of advertisements on readers (e.g. *Which one is more attractive? Which one is flatter? In which one the image reinforces the content or replaces it?* etc.).
- Reflect on differences with forms of disseminating information of products in their own culture.

ACHIEVEMENTS

- Understand advertisements.

TEACHING GUIDELINES

- Employ strategies to reinforce the understanding (e.g. predict, reread, search for similar words to the mother tongue, etc.).
- Contrasting ways of synthesizing information.
- Ask questions to get information from advertisements (e.g. *Is there a phone number? Which is it? /How much does it cost?* etc.).
- Make links between sounds with a graphic solution (e.g. *ea/ie, ay/a*, etc.).
- Check the reliability of advertisements through closed questions and answers.

ACHIEVEMENTS

- Write information.

TEACHING GUIDELINES

- Select products and relevant features for advertisements.
- Write prices, features, phone numbers and electronic or postal addresses.
- Reorganize previously disjointed advertisements.
- Complete statements to form the content of advertisements.
- Choose graphic information for making an advertisement.
- Check spelling (e.g. of vowels, of groups of initial consonants) and punctuation (e.g. of abbreviations, uppercase and lowercase letters, etc.).

MATERIALS

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

M9 LESSON 1

OPENER ACTIVITY

To contextualize the social practice of this module, which is to comment and compare ads, you may want to encourage your learners to remember what they know about ads. You can help them by asking them these questions: *What are ads for? Do they give information? Do they help people? What types of ads are there? Which ones do you know? Where have you seen one?* You might elicit their answers. You can exploit image 9 by projecting it on the board and you may ask children to discuss it, you can help them by asking them some questions like: *Is this ad different from others you have seen? Why? What is this ad saying?* You could elicit their answers.



Readers Activity

"History of Advertising and Classifieds Ads". In this informative text, the students will study former advertising through different strategies, topics and audiences. They will be able to compare and comment ads through history.

This could be a great time to introduce children to the readers Book for this Module: *The History of Advertising and Classified Ads*. Direct your learners to open their Reader to page 117, Ads and you could tell them to read the title. What do they think is the reading about? *What do they think they will find there?* Then ask them to read up to page 122 and discuss the content with their classmates. You might tell them they will be reading more on next sessions.



Look at the pictures. Answer the questions.

You can exploit image number 9 to introduce this activity. With the picture still projected on the board you might ask: *Who would read this ad? What do you think this ad is selling? Where could we find it? Would you call?* You could elicit their answers. You can ask children to go to page 95 and take a look at pictures of the different ads there and you might ask: *what differences do you see in these ads? What do you think they talk about? Where could you see them? Which is the topic of each?* You could elicit their answers. Then you might ask them to read the questions on Activity 1 and you could have them answer them. Arrange the class into pairs and you can tell them to compare their answers. As answers may vary, make sure they used complete answers.

REMEMBER

For Activity 8 the learners will need to see advertisements from local newspapers or magazines into their notebooks and do a chart so make sure that you have asked the children to bring these materials in or collected them yourself so that they will be available.



Write S for service and P for product in the box in each picture.

Before you give any instructions for this Activity you might want to help children understand the difference between a service ad and a product ad. You might paste on the board two different ads for example: *an ad for a plumber service and an ad selling shampoo*. You could tell them to read and observe both ads and draw a chart on the board with similarities and

differences. You can have children think about these you might help them by asking: *What does the ad with the bottle shampoo sell? What can you buy there? Where could you see it? Who might read it? How about the plumber? What does a plumber do? Could you buy it at a supermarket? Where then?* Talk to them about the difference about a service and a product. A service is an action you offer to help people in different aspects. A product is a thing you offer for people to buy. Then you can ask children to open their Activity Book to page 95 and point to the ads there. You might have children to take a look at them and write an S for service or a P for product on each ad. Allow them some time to compare their answers with a classmate. To check, write the letters on the board.

ANSWER KEY

a) S, P, P, S.



Discuss with a partner the following questions.

You could repeat with them one more time which ads offer a service and which ads offer a product. You may ask a volunteer to read the questions, then divide the class into pairs and you might ask them to answer the questions. Alternatively, you can ask your students to answer the questions as a class.

ANSWER KEY

Teacher, clothes, drink, pet care.



Look at the ads and complete the sentences below.

Use the ads you pasted on the board and you could have children look at them again. You might have children describe them, you can help by asking them: *Which ad is more colorful? Which one is more serious or formal? What does the first ad offers? What could people buy? How about the pictures? Which ones are nicer? Which ones you prefer?* You could elicit their answers. Then direct children to page 96 and point to the ads there, you might have them analyze them and then read the sentences on Activity 4 and complete them with the letters from the ads. You can have some children come up front and share their answers. To check, write the complete sentences on the board.

ANSWER KEY

a) 2

b) 1

- c) 1
d) 2


5 Discuss the questions with a partner.

You might want to direct the children to look at the column on the left and read the headers for the information they are looking for about the ads in Activity 4. You could have them look at the ads again and look for elements or clues that will help them understand where is some information, for example: *If you are looking for the price, where could you find it? Is there a sign for price? How about web page? Or social media? Talk to them about the different clues, signs or elements they can find in the ads as \$, @, 555.* Then you might have them read all the messages there and you can ask them: *Which one do you think is the message that attracts people to each ad?* You could ask them to complete the chart with the information and share it with a classmate. Go around the classroom and help if necessary. To check, call for volunteers to fill out the chart on the board to check.

	1	2
Name of the product	Andy's dolls	Neon Bikes
Characteristics presented	Handmade, beautiful	New model
Price	\$15	\$35
Person who might be interested	Children	Boys and girls
Image	Dolls	Bike
Colors used	Pink, yellow, blue, orange, green	Green, white, yellow
Phrase used to contact	Beautiful best friend ever	Order yours today!

Step to Final Product



To make their own classified ad they choose a product they wish to make an ad about and they should also select the correct words, clues, elements and expressions used in ads as they did in this past activity. Explain to them the importance of this step, if they don't know these how can they express what they want to sell? Now they are one step closer.

6  Go to page 127. Cut and paste the missing parts of the ads in the corresponding place.

Before giving the instructions for this Activity, you might want to have children open their Activity Books to page 97 and look at the ads there and you might ask them: *What do you think are the ads for? What are they selling? What message would you put in there? Would you put the price? How about the contact? What would be your phrase to contact or your punch line?* You can elicit their answers. Then you may ask them to go to page 127 and look at the elements there. Go around the class and make sure everyone got the instructions right. Remind them to use the scissors carefully and with responsibility. You might have children compare their work with a partner. To check you can have some volunteers come up front and share their work with the class.

ANSWER KEY

Notebook, lamps, roller skate, soda.

7   Work in pairs and answer the following questions.

Before you give any instructions for this activity it would benefit the learners to go through the questions on page 97 together as a class to identify any unknown vocabulary. Remind them about the structure for complete answers, you could elicit some examples by writing them on the board: *The best ad is... The ad that I like the most is... Other symbols are... The ad with the best images is...* You might answer the first answer together: *The most attractive ad for me is... Because... You can have them answer the rest of them by themselves.* You could write a checklist for them to go through while writing answers such as: *capital letters, commas, periods, extract from question.* Go around the classroom and help if necessary. You can have children pick a partner to compare their answers with. To check, you might have some volunteers come up front and share their answers. As answer may vary make sure they you may have complete answers and are using the correct language structure

ANSWER KEY

Answers may vary.



In your notebook copy the chart in Activity 5 ad complete it with information of two ads from a local newspaper or a magazine that you will cut and paste.

You can have children take out their local newspapers and magazines or distribute the ones you have to them. Encourage them to look up for two ads they liked cut them and paste them into their notebook. Then allow children some time to go back to page 96 of their Activity Books to copy the information from the chart into their notebook and then complete it with the information about the ads they have chosen. Arrange the class into a circle and have them compare their ads with a classmate sitting on their left. Still arranged in a circle you could have some volunteers come up front and share their work with the class.

M9 Lesson 2

Activity Book pages 98-101

OPENER ACTIVITY

In order to contextualize this new lesson, reintroduce language and concepts seen previously you might use the magazines you brought or you could ask children to take their magazines out and look up for an ad they find interesting. Arrange them into pairs and you can ask them to discuss the ad they picked with their partner. You can help them by asking them these questions: *What does the ad talk about? Why did you like it? how are the images? Is it offering a service or a product?* You may elicit their answers.



Readers Activity

This could be a great time to encourage children to continue reading their Readers Book. Have them open it to page 123 and continue to page 125. Ask them to discuss about: *How is advertising different now? What kind of advertisements have they seen? Where?* You might elicit their answers. You might tell them they continue reading on the next sessions.

REMEMBER

In Activity 2 children might need to use a dictionary because of the new vocabulary introduced. Make sure you have a dictionary or you might ask children to bring one or even you can take them to the school library.



Look at the image in the ad and discuss the questions with a partner.

Before you give the instructions for children to follow in this activity point at the picture on page 98. You could have them analyze it. You might ask them the following questions: *What do they think is the ad about? Where could they find this kind of ad? Have they seen this kind of ad before? Who might be interest in this ad?* Then point to the questions there and read them aloud. Arrange the class into pairs and you can ask them to discuss the questions. You may have them compare their answers with other pair. As answer may vary make sure they use complete answers.

ANSWER KEY

1. On the tv, magazines.
2. Rubber duck.
3. Playing in the bathtub.



Listen to the ad on TV and complete it with the missing information. Compare your answers with a partner.

Before playing the track, you might have children think about what information might be missing in the ad by suggesting them to lookk at it once more and help them by asking them: *What information is missing in the ad? Does it have a price? Does it have an address? Does it have a message?* You could elicit their answer. Play track once for children to familiarize with it. Play it twice and you can have them complete the ad. You might have to play it more than twice to make sure all children get the answers. Go around the class and make sure the children understand the track, help if necessary. Encourage children to compare their answers with a classmate. To check, play the track once more and stop it at every answer and write it on the board.

ANSWER KEY

Rubber ducks
4 years old or more
5 pesos
Make bath time a special time!
555943-17-7
425



Listen again. Read the ad and check if the sentences are true or false.

Before you play track once more, you could have children look at the ad one more time and you might ask them: *If I say that the ad is about a dog, would it be true or false? How about I tell you the product price is 25 pesos? How do you know?* You can elicit their answers. Direct children to go through sentences on page 98, read them aloud all together and remind them, if they don't hear the information as it is written or an effective paraphrase of it, they should tick F for False. Play track once more and you could have children listen to it. You might have to play it more than once to make sure everyone got the answers. Go around the class and help if necessary. You can have children exchange their activity book with a partner to compare answers. To check, write the answers on the board.

ANSWER KEY

F, T, F, F, T.

Look at the following ads and answer the questions below.

Before giving instructions to children for this activity, you might want to have them look at the ads in page 99. Arrange the class into two groups and ask each group the following questions: *What is the ad about? What does it sell, a service or product? Where would you buy it? Is it for children or for adults? How about the images? Are they attractive?* You might have each group discuss the answers and then come up front and answer them. Remind them to use complete answers. Direct children to page 99 and point to the chart there. Read the first column aloud. Then you could tell them to complete the chart with the information from the ads. Encourage children to compare their answers with their group. To check, copy the chart on the board and you may have some volunteers come up front and write the answers.

Question	1	2
What is the name of the product?	Wandy Handy ToolBox	Toys
How much does it cost?	\$30	It doesn't say
Where can you buy it?	It doesn't say	150 North street, Walden Texas
What is the phone number?	557-87993	789-007321

What are the characteristics?	Childproof, plastic made, huge space, for girls and boys	New, second hand, cheap and in good shape.
Does it include any other contact? Which one?	wandy@wandyhany.com	No

Look at the words in bold in the ads in Activity 4 and complete the table below with the words that rhyme. Look at the example.

You might want to remind children what are words that rhyme, for example: *red-bed, car-jar*. These are words that are similar on the way they sound. You can ask them the following: *How do you know a word rhymes? Does stamp and clamp rhyme? Do they mean the same?* Then you can ask them to open their Activity Book to page 99 and read the ads there paying attention to the words in bold. Then you might have them go to page 100 and point to the chart here. Read the headers aloud and you may have them complete the chart with the words that rhyme. Go around the class and help them if necessary. Arrange the class in pairs and ask them to compare their answers with another pair and practice saying it aloud. To check, read the words aloud.

ANSWER KEY

Make: made, shape
Cheap: peep, leave

Look at the ads in this lesson and complete the checklist below. Use a tick (✓) to select the answer.

Allow children to make a review of all the ads on Lesson 2. Remind them to look at the words, images, signs and clues needed to get as much information as possible, you could help them by making a check list on the board such as: *images, colors, signs, size, color, message, text*. Then you can ask them to go to page 100 and point to the chart there. Read the headers and the questions aloud. You might have them complete the chart, if you think it is challenging for them you can answer the first question for the rubber duck together: *Does it have an image of a good size? What do you think children? Are the ducks in the ad big or small? The answer is yes!* Then ask children to continue on their own. Encourage them to compare their answers with a partner. To check, copy the chart on the board.

ANSWER KEY

- Does it have an image of a good size? Yes, Yes, No
- Does it include a contact? Yes, Yes, Yes
- Is the message of the ad clear? Yes, Yes, Yes
- Does it include a description of the product? No, Yes, Yes
- Does it include the price of the product? Yes, Yes, No



In your notebook make a list of the characteristics of the products in the ads of this lesson. Remember the products are: rubber ducks, wandy handy toolbox, and toys for sale.

You might want to paste an ad on the board. You could tell children to look at it and then you can ask them: *Which are the characteristics of this product? Is it big? Is it colorful? Is it expensive or cheap? Is it made from plastic?* You might want to allow children to review all the ads seen on this lesson. You might ask them to pay attention to the characteristics of the products there. Then you could have them take out their notebook and write all the characteristics of the products seen. Remind them the products are: Rubber ducks, Wandy Handy Toolbox, Toys for sale. Go around the class and review children's answers. Arrange the class into groups and you could have them compare their answers with their group. As answers may vary, make sure the characteristics they wrote match the product.

Steps to Final Product

To continue with the steps toward their final product ask children to make a list of all the characteristics of the product they selected, just as the list they made in Lesson 2, Activity 6. You should remind them how they arrived to that list. They are now one step closer to their Final Product.

OPENER ACTIVITY

Before you ask children to complete these activities, you might like 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 might ask them to review all the celebrations, words, classifications, characteristics, names,

charts 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.



Use the information in the chart to complete the ad.

You can ask children to open their Activity Book to page 101 and point to the chart there. You could ask them to read it aloud. You might tell them to complete the ad using that information. They can go back to previous lessons and take a look at the ads there. Go around the class and make sure children understood the instructions. Arrange the class into groups of threes and have them compare their answers. Don't check yet, because they will have to do it next activity. As answers may vary, make sure the ads have all the elements shown in the chart.

ANSWER KEY

Answers may vary.

Use the checklist to evaluate the ad in Activity 1.

You could have children take a look at the checklist on page 101. Ask them to read it aloud. Then you can have them look at the ad they've created on Activity and ask them to cross out yes or no depending the question. Arrange the class into pairs and you might have them compare their checklist. You could have some volunteers come up front and share their work with the class and how many questions did they answer yes and how many did they answer no. As answers may vary, make sure they ticked the right column according to their ad.

ANSWER KEY

Answers may vary.

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

You could ask the children to read all the statement on the chart. Explain to them that they will be answering this in order for them to think about their progress and how they worked during lessons 1 and 2. Then you might ask them to think about their development, they can also go back to lessons 1 and 2 and review them again and pay attention to all the activities they've done, noticing the ones that they solved without any problem and the ones that they need to improve. It might take a while. Then you could ask them to complete the chart.

M9 Lesson 3

OPENER ACTIVITY

To reintroduce all the concepts seen in previous lessons you could arrange the class into groups of four and hand each group two different ads. You might ask them to compare both ads taking into consideration these elements: *image, message, product, offers a product or a service, image size, description, characteristics*. You could ask them to write these behind each image, you can have each group come up front and share their findings with the class. Remind them to use complete answers and sentences.



Readers Activity

Consider having children take out their Readers Book "History of Advertising and Classified" and continue reading it until they reach the end. Ask them to discuss with the class: *What did they like about ads? Did they know any of the things in there? How are ads nowadays different from the ones at the beginning?* You could elicit their answers.

CULTURAL BOX

This could be a great time to remind your children about cultural differences. Explain to them that not all countries and cultures have the same type of ad, for example in Mexico there are a lot of ads in the news paper which advertise Mariachi Service, this might only happen in Mexico because Mariachis are from Mexico. Encourage them to think of another example or to investigate with their caregivers about cultural differences.



Look at the pictures and write their names in the lines below. Use a dictionary if you need.

You could tell children to open their Activity Books to page 102. Point to the images there and you can ask them: *Have you seen these products before? Do you use them? When? How often? Do you know how are they called?* You could elicit their answers. Then ask them to write the name of the products under them. Allow them to use the dictionary if they need to. Go around the classroom and help if necessary or praise their work. You might have children choose a partner and suggest them to compare their answers. To check, write the name on the board.

ANSWER KEY

Football, skaters.



Write 3 characteristics of the objects in Activity 1. Use the vocabulary below to help you. You can add more if you want.

You can use a school object like a book to practice with the children before the activity. Show them a book and have them describe it aloud, you could ask them: *What would you say about this book? How could you describe it?* If they can't think of any word you might write some on the board and have them pick from there like: *big, small, colorful, fun, beautiful, horrible*. You could elicit their answers. Then point to the chart on page 102 and read the words in the box aloud. You can have them use such words to describe the pictures from Activity 1. You could ask them to write them under each image. You might ask them to compare their answers with a classmate. To check, you could have some volunteers come up front and share with the class. As answers may vary, make sure they wrote them correctly.

ANSWER KEY

Answers may vary.



Complete the sentences with the characteristics you chose in Activity 2.

Using the book again and the characteristics they said about it, you can ask children to help you write a sentence using those characteristics: *The book is _____ and _____*. You could ask them to say the characteristics aloud. You can repeat this activity with different objects. Then direct children to page 102 and point to the sentences at the bottom of the page. Read them aloud. Then, you might tell children to use the objects on Activity 1 and the characteristics they used for each one of them to create sentences. Go around the classroom and make sure all children understood the instructions. Arrange the class into groups and you could have them compare their answers.

ANSWER KEY

Answers may vary.



Listen to 2 conversations of people making a commercial transaction. Pay attention and complete the chart with the missing information.

Before giving instructions for this activity you might want to take five minutes and you could tell children to take a look at the products on page 102. You can ask children the following

questions: *How could you sell this product? How much could it cost? Who would buy it? Where could you find an advertisement like that? Which colors would you put into it?* You might elicit their answers. Then you could tell children they will listen to a track but before direct them to page 103 and point to the chart there. Read it together so they have a notion of what is the information they need to listen to. Play track once for them to familiarize with it. Play it another time and have children complete the chart with the information they've just listened to. You might have to play it one more time to make sure all children got the answers. Go around the classroom and help if necessary or praise their work. To check, copy the chart on the board and you may have some volunteers come up front and complete it.

ANSWER KEY

\$90 pesos

5552- 65-67.

Fun, new and very cheap

Fun and modern



Listen again and complete the sentences.

Before giving instructions for this activity you might want take five minutes and you may tell children to take a look at the products on page 102. You might ask children the following questions: *how could you sell this product? How much could it cost? Who would buy it? Where could you find an advertisement like that? Which colors would you put into it?* You could elicit their answers. Then you might tell children they will listen to a track but before direct them to page 103 and point to the chart there. Read it together so they have a notion of what is the information they need to listen to. Play track once for them to familiarize with it. Play it another time and you may have children complete the chart with the information they've just listened to. You might have to play it one more time to make sure all children got the answers. Go around the classroom and help if necessary or praise their work. To check, copy the chart on the board and have some volunteers come up front and complete it.

Step to Final Product

For them to continue with their final product they must understand the characteristics of the product they want to sell, so ask them to transform the characteristics they wrote about their product into sentences they could use to advertise their product. They might review the one they did in Lesson 3, Activity 5. They are closer to their Final Product.

ANSWER KEY

- a) football b) order
c) real fun d) home



Complete the sentences about the products with the correct letter.

You might want to allow children to read the chart on Activity 4 once again and even if you think it might be necessary listen to the track once more. You could ask them to read the sentences on Activity 5 once again. Then point to Activity 6 and you could have them write the letter it corresponds according to the products which they are talking about. You might ask children to compare their answers with a partner. To check, write the letters on the board.

ANSWER KEY

- a) and b)
c) and d)




Look at the ad for the skates in Activity 1 and complete it with the missing information. Use the information in Activities 4 and 5 and the graphic element in the box.


Before you give any instructions for this activity you could ask children: *What are the elements we have seen are important for Ads? Do they have to have price? How about name? Contact? What would you think is important to have in your ad?* You may elicit their answers and create a checklist and perhaps write it on the board: *name, service or product, price, contact, address, characteristics, clear message.* Then you could ask them to look at the skates ad from Activity 1 and complete it on page 104 with the missing information, using the checklist on the board and the graphic elements on the box. You might tell them they can review ads on other lessons to get an idea. Go around the classroom and make sure children are on the right track. You could ask them to compare their work with a partner. As answers may vary, make sure they included all the elements on the checklist.

ANSWER KEY


Answers may vary.

-  **Exchange your ad with a partner and check punctuation and CAPITAL LETTERS.**

You might want to write another checklist to review punctuation and Capital letters. You may ask children: *When do we use periods? When do we use commas? When do we use Capital Letters.* You could elicit their answers and create the checklist for them to take into consideration as they review their partner's work. Then let children work in their pairs to review each other's ad. You might ask each pair to come up front and share their word.

-  **In your notebook copy a chart like the one in Lesson 2, Activity 6 to evaluate your ad.**

You may tell children to go back to lesson 2 activity 6 and you could have them copy that chart into their notebook. Then you might have them take another look at their ad created on Activity 7 and evaluate it on their notebook. You could ask children to compare their work with a classmate. As answers may vary, you might want to make sure they evaluated the right element.

-  **In your notebook make an ad for the football using the information from activities 4 and 5. Remember to include graphic in Activity 7.**

Encourage children to go to Activity 1 lesson 3 and take a look at the football there. Then direct them to Lesson 3, activities 4 and 5 and review all the information there. You could ask children to take out their notebook and create an ad for the football. Tell them they can use the questions on the chart on Lesson 2, Activity 2 and 5 as a guide to how they should advertise the football and which elements to include. Then ask them to include graphic elements seen on Lesson 3, Activity 7. Ask them to compare their ad with their classmates. To check, have each child come up front and share their work with the class. As answers may vary, make sure they used all the elements necessary, use chart on Lesson 2, Activity 2 as a guide.

This Module

Final Product Lesson

My description

MATERIALS

Glue stick, cardboard, scissors, paper, 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 the children that they have already been working on the Final Product for this module and that they have completed the first four steps in the process.



Use all previous information to make your ad. Remember to use graphic elements and correct punctuation marks.

Have children review all previous elements such as: the words and expressions used in ads, the characteristics and the sentences describing their products and hand them a piece of paper or cardboard and have them create their ad. Remind them to take into consideration the punctuation, use of Capital Letters and graphic elements they might need.



Paste your ad in the classroom. Use the chart from Lesson 2, Activity 5 to evaluate your ad and your partners' ad. Vote on the top 3 of the class.

Encourage children to paste their ads somewhere visible in the classroom. Arrange the class into pairs. Then ask them to use the chart seen on Lesson 2, Activity 5 to evaluate their ad. Ask the class to take a look to all the ads on the wall and vote for the best three. Count the voting's and acknowledge the best three ads on the class.

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 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 95 and go through all Module 9 until page 105. 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 105 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 117 to page 130. 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 might go through the glossary together. Then ask them to answer the activities at the end of the Readers Book individually.

ANSWER KEY

1. a
2. a
3. a
4. F, F, T
5. a person, 15th century, magazines and newspapers
6. Answers may vary

Portfolio evidence	Page	Activity	Check
Chart with information on ads	97	8	
Chart to evaluate ad.	104	9	
Football ad	104	10	

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:

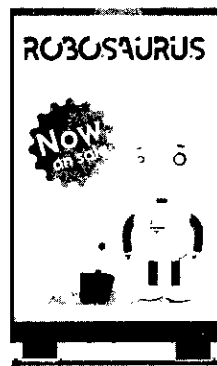
Group:

1. Observe the ads and circle the correct option. 3 pts.

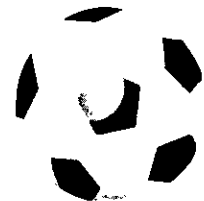
- a) clothes
- b) food
- c) bike



- a) food
- b) service
- c) electronic device



- a) drink
- b) toys
- c) clothes



2. Observe the ad and complete the chart. 7 pts.

Name of the product

Characteristics presented

Price

Person who might be interested

Image

Colors used

Phrase used to contact

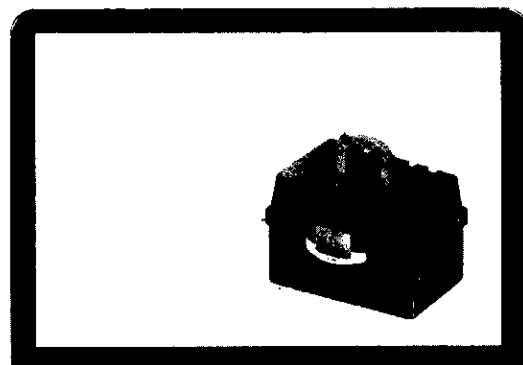
3. Observe the ad and complete the elements missing from the box. 4 pts.

child proof

only \$30

wandy@wandhandy.com

Call now!



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
Explore advertisements of products for children			
Understand advertisements			
Write information			

Performance descriptors

<p>1</p> <p>I can rarely do this. I don't feel confident about it and have some difficulties.</p>	<p>2</p> <p>I can sometimes do this. I can do it with some confidence.</p>	<p>3</p> <p>I can frequently do this. I can do it easily and with confidence.</p>
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Module 10

ACHIEVEMENTS

- Explore and listen to imagined stories from a photograph.

TEACHING GUIDELINES

- Follow stories read only from an image.
- Imagine oral texts from a photograph.
- Discriminate specific absent sounds in their mother tongue.
- Compare ways of start and end stories.
- Express emotions transmitted through story.

ACHIEVEMENTS

- Propose stories with photographic support.

TEACHING GUIDELINES

- Sort events in stories according to the moment in which they occur (at the beginning, middle, end).
- Reread to clarify meaning of words and expressions.
- Contrast (previously, concurrency, later) relations between events, from tenses used.
- Make connections with personal experiences.
- Make inferences from different aspects of a photograph.
- Select plausible events that complement a story.
- Establish links between image and story.

ACHIEVEMENTS

- Tell stories from pictures.

TEACHING GUIDELINES

- Choose creative titles for stories.
- Resolve early missteps, using expressions to resume (e.g. *When John, I mean, When he was at school...*).
- Enriching events with details, deepening in the description of the images and the inferences from them.
- Use strategies to restart, after doubts (e.g.: *As I was saying, etc.*).
- Make transitions to continue stories.

- Practice settings for tone, volume and intonation to convey emotions.
- Provide feedback on the moments in which the lack of words or expressions stops abruptly communication.

MATERIALS

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

M10 LESSON 1

OPENER ACTIVITY

To contextualize the social practice of this module, which is to narrate a story from an image, you could bring some pictures of different families and pass them around for children to look at them. Then ask them the following questions: *Whom do you think are these pictures from? What do you think is the story of this family? Where do you think they are from? Could you tell a story? What details could you tell from the pictures?* Elicit their answers. You could exploit image 10 and project it on the board. Have children to look at the image and question them: *Where do you think this family is going? Do you think they are a family? What do you think the father does? How about the mother?* Elicit their answers.

Readers Activity



"The Family Album" is a story about two boys who are looking at family album when suddenly the pictures fall out and get mixed. They have to put all the images back together and in the correct order. This story will help the children narrate a story from images by following the boys' adventure. This could be a perfect time to introduce the lecture for this module on their Readers Book: *The Family Album*. Ask children to take out their Readers book and open it to page 131. Point to the title and read it aloud. Ask them to discuss: *What do they think the lecture will be about? Do they have a family album? Have they seen it?* Elicit their answers. Then have them read from page 131 to page 135 and ask them the following questions: *What happened to the pictures? What are the pictures about?* Tell them they will continue reading one next sessions.

REMEMBER

It could be helpful if you ask children to bring a picture from their family to use it as part of this Lesson. If they don't have a picture encourage them to draw one.



Look at the photograph and discuss the questions with a partner.

You can exploit image 10 and use it to introduce children to this activity. With the image still projected on the board you can ask children to take a look at it again and question: *How many years do you think the father has? Do you think he is funny? How about the mother? Who do you think is the youngest child?* Elicit their answers. Then tell children to go to page 106 on their Activity Book and look at the picture there and question them: *What is the family doing? Where do you think they are going? What is the grandma disguised as? Would you wear any of those costumes? To where?* Elicit their answers. Then arrange the class into pairs and encourage them to read the questions there and discuss them with a partner. Remind them to use complete answers.



Listen to the story about the photo and answer the following questions.

Mention to the class to listen a track but first ask them to look at the image again and analyze it. Question them: *What do you think the story will be about?* Point to the questions on Activity 2 for them to understand what information they need to get from the audio. Then play track 20 once for them to familiarize with it. Play it twice and have children answer the questions. Go around the class and make sure everyone got their answers, you might want to play it once more. Suggest children to compare their answers with their classmates. To check, play track 20 one more time and write the answers on the board.

ANSWER KEY

1. In their house
2. Family
3. Fathers birthday - Costume party
4. Yes



You can find more activities and information about photographs and family pictures on:

- <http://learnenglishkids.britishcouncil.org/en/grammar-chants/family-photo>.

You might want to check the content first to make sure it is suitable for 4th graders.



Work in pairs and write the name of the emotions in the picture. Then, answer the question below.

It could be beneficial if you wrote some emotions on the board: happy, sad, angry, afraid... Then propose some volunteers to come up front. Have them read the emotions and tell them to make a facial expression representing those emotions and have the class guess which emotions from the board might be. You could do it first and make children guess which emotion you are representing. Then direct children to page 107 on their Activity Book and point to the images there. Tell them to analyze them and write the name of the emotion under each picture. Then point to the question below and review the picture on Activity 1, and suggest them to respond the question there. Go around the classroom and make sure they review picture from page 106. Encourage them to compare their answers with their classmates. To check, point to the pictures and have them answer aloud.

ANSWER KEY

Happy, sad, surprised, angry
Happy and surprised




Listen again and number the sentences in the order you hear.

Before you give any instructions for this activity it could be great if you asked children to try and remember what the audio said. Suggest some volunteers come up front and question them: *What was the audio about? Do you remember the order of events? What happened first? What happen at the end?* Elicit their answers. Then play track 20 one more time and tell children to write the number from 1 to 4 and order the events on activity 4. You might have to play track 20 more than once to make sure children got the order. Suggest children to compare their answers with a partner. To check, play track 20 one more time and write the correct order on the board.

ANSWER KEY

2, 1, 3, 4.

5  Practice the pronunciation of the words in bold in Activity 4 and complete the chart. Look at the examples.

You could practice some sounds with the children first. Write on the board two words: *thank you, ran*. Question children to read them aloud and question them: *What do you think the sound is like? Is it similar? Is it different?* Encourage them to think of words with similar sounds. Then direct them to page 107 of their Activity Book. Propose to read the bold words in Activity 4 aloud. Then point to the chart on Activity 5 and ask them to read the words aloud. Then have them complete the chart with the words that correspond according to the sound. Address some volunteers come up front and share their answers with the class.

To check, read the words aloud.

ANSWER KEY

/θ/: Thank, mother, birthday, father,

/ŋ/: Sang, wearing, sang, songs

6 Match these words in the corresponding column in the chart in Activity 5. Practice them. Discuss the question below.


Propose to the class to open their Activity Book to page 107. Have them read the chart on Activity 5 aloud. Then direct them to the box with words and tell them to read the words aloud. Advice them to write the words on Activity 5's chart, depending on the sound and pronunciation of each word. Point to the question below and have them answer it. Ask children to compare their answers with the class.

ANSWER KEY

/θ/: Mouth, with, month, third

/ŋ/: King, Ring, Young, Long

No



7  Look at the photo and discuss the questions below.

Have children open their Activity Book to page 108. Point to picture in Activity 7 and ask children: *Where do you think this family is? What are they doing? What do you think happened to the family? Have you been to the sea? What happened?* Elicit their answers. Then point to the pictures there and question

them to discuss them with their classmates. To check, have some volunteers come up front and share their answers. As answers may vary, make sure they give you complete answers and the correct answer according to the question.

ANSWER KEY


Answers may vary.

8   Read the text below and order the paragraphs. Write the name of each part of the story: beginning, development and ending.

Before you give any instructions for this activity you may want to discuss with the children about the meanings of Beginning, Development and Ending. Write a story on the board, it could be a short story, or you could take the story from the family in a costume party. Read the story aloud. Then write on the board 1, 2, 3 and have children come up front and write 1, for the first part, 2 for the second part and 3 for the last part. Then write the words: beginning, development and ending on the board. Ask them to read these words and tell you if they know what do they mean. *What do we use them for? Is the beginning of a story what happened first? So beginning could take the place of number 1? How about ending?* Have other volunteers come up front and write next to numbers beginning, development and ending. Then point to chart on Activity 2 and tell the children to read the paragraphs aloud. Then question them write from 1 to 3 to order them and write the part of the story that it is: beginning, development and ending. Go around the classroom and help if necessary. To check, copy the chart on the board and have some volunteers come up front and complete it.

ANSWER KEY


No.	Paragraph	Part
3.	We ate seafood, went to see dolphins, had lunch in front of the sea, I couldn't swim but it was a fun weekend anyway.	Ending
1.	There is a photo of my last vacation to the beach. In here I am with my mom and my grandma. We went to Acapulco.	Beginning
2.	One week before I broke my arm playing basketball. My mother said we had to cancel the trip, but my grandma said it would be ok if I was careful.	Development

 **Read again and answer the questions.**

Before giving any instructions, point to the questions on page 108 of their Activity Book and remind the learners to look at the questions carefully and remember to think of the kind of information a question word is looking for, you could write them on the board: *where, what, why, how, when* and ask them: *what is this word referring to? What kind of information do we need to look up for? Is it a place? A person? Time?* Elicit their answers. Then have them answer the questions. Arrange the class into pairs and encourage them to compare their answers. To check, read the questions aloud and say the answers.

ANSWER KEY

- a) Happy
- b) He broke it playing basketball
- c) Acapulco
- d) Seafood

 **In your notebook make a list of the events in which people regularly take photographs.**

Check if you can benefit the children, and propose the to brainstorm where photographs are regularly taken as a group. You could write on the board: *Where do we take photographs? And you could give them the first two examples: parties, trips.* Then encourage volunteers to write up the words on the board so that they can be corrected together.

Then ask them to take their notebook out and make a list of the events where people take photographs. Have them compare their lists as a group. This activity will be used at the end of this module to evaluate child's progress. Make sure they keep it in their portfolio.

To introduce the final product of this module: My family album, you could ask children to think about: *Which steps are necessary to create it? Which is the most important part?* Selecting the pictures they want to put and specify the event and date in which it was taken, just as they did in Activity 10. They could bring different pictures from home or if they don't have any they could draw a picture of the event and classify them by event. They are now one step closer to their Final Product.

REMEMBER

For the next activities children will be asked to look at pictures and photographs, you could ask them to bring their photographs and you could also bring some magazines for them to look at different pictures from different events.

M10 LESSON 2

OPENER ACTIVITY

To reintroduce the language and concepts of the previous lesson you could arrange the class into groups and hand each group a magazine and ask children to select one picture. Write these questions on the board: *What is the picture about? Where are they? Do they look happy or sad? What event is it? What do you think happened? Can you make a story?* Tell each group to answer these questions and make up a story from the picture. Have each group come up front and share their answers. Remind them to use complete answers.

Readers Activity

Have children take out their Readers Book to page 136 and continue reading the story up to the end. Ask children to discuss the pictures they mention in the story: *What are they about? How do the boys react? Do they recognize the pictures? How about the people in them?* Elicit their answers.

Look at the photo. Answer the questions.

Before giving any instructions, point to page 109 and suggest children take a look at the picture. Ask them these questions: *What do they see in the picture? What is the picture about?* Have them talk in general sense and then ask them questions about the details such as: *What does the girl have in her hands? Is she alone? Where is she? What do you think happened?* Elicit their answers. Remind them about the structure used in answers: *I think the occasion is... People in the photo look...*

Ask children to read the questions there and answer them with the information they get from the picture. Go around the class and help if necessary and make sure everyone understood the instructions. Have some volunteers come up front and share their answers. Remind them to use complete answers. As an-

swers may vary you might want to pay attention to the language structure used by the children. Don't check the answers yet, they will do it in Activity 1.

ANSWER KEY

Answers may vary.



Read the text and check your answers in Activity 1.

If you have five minutes to spare, you might want to ask children to read the text from page 109 all together and make sure everyone understands it. Then have them check their answers from Activity 1 using the text they just read. Have some volunteers come up front and question them: *What was your answer to question a? How do you think the people felt? How did they feel?*

ANSWER KEY

- a) Last day in 3rd grade
- b) Very happy
- c) Answers may vary



Complete the sentences with present or past.

This could be a great time to review present and past tense with children. You could write some sentences on the board like: *I was with my mom. I am with my mom.* Have children read them aloud and ask them to tell you which is the difference. *Which one is happening right now? Which one has already happened?* Elicit their answers. Then write some more sentences like: *I am happy. I was sad. I love school. I loved school. Here we were on the beach.* Encourage some volunteers to come up front and write the sentence on the past tense or on the present tense. Have the rest of the class help them. Then direct children to page 109 and have them re-read the text on Activity 2. Ask them to notice the sentences in blue and the ones in black. Then tell children to complete the sentences in Activity 3 with present or past. Go around the classroom and make sure children understood the instructions and help if necessary. Suggest children to pick up a partner and compare their answers. To check, read the text aloud and complete the sentences.

ANSWER KEY

Blue: Present
Green: Past



Look at the photos. Discuss with a partner if you have seen photos this old. Mention where and when you have seen them. Say what other things you know about that time.

Before giving any instructions about this activity you might want to ask them to open their Activity Books to page 110 and look at the pictures there. Have them describe it, you might want to question: *Are these pictures modern? Do you recognize the clothing? Do you think these pictures were taken recently? What tell you they haven't been taken recently? Have you seen pictures in black and white before? Where? When?* Elicit their answers. Then arrange the class into pairs and ask them to discuss these things among them and to say if they know what time are these pictures from? Have each pair come up front and share their answers. As answers may vary make sure they use the correct language structure like: *This picture is... I have... I haven't...* To close this activity you might want to show children more pictures from this time, maybe even make a time line for them to understand the context.

ANSWER KEY

Answers may vary.



Read the stories and write the number of the corresponding photo.

You might want to start this activity by asking children to take a look at the pictures in Activity 4 again and look into the details. You could help them by asking them: *What are the people in the pictures wearing? Is he a boy or a girl? Is she a woman? Where do you think they are? What do you think they are doing?* Elicit their answers. Then direct them to the text in Activity 5. Read it all together aloud. Question them to say if they have any doubt about any words or expressions. Have them write the number of the photo in the text that corresponds. Have children exchange their activity book with a partner to compare their answers. To check, read the text aloud and ask children to say which picture it corresponds.

ANSWER KEY

2, 1.



Read the texts again, look at the photos and complete the chart below. Compare with a partner.

Have children open their Activity Books to page 110 and read

both texts there. Then direct them to page 111 and point to the chart there. Read the headers and the left column aloud. Tell them to complete the chart with the information from the texts. If you think it is challenging you could answer the first one together. *People in the photo 1: a man and a boy.* Ask them to continue on their own. Go around the classroom and make sure children understood the instructions and help if necessary. Encourage them to compare their answers with a classmate. To check, copy the chart on the board and have some volunteers come up front and complete it.



Work in pairs and look at the following photo. Complete a chart like the one in Activity 6 using only the photo. Imagine the phrases to start, continue and finish the story. Compare your answers with another pair of students.

If you have five minutes to spare you could have children practice this Activity together by pasting one picture on the board and have them take a look at it. Then ask them these following questions: *How are the people on the picture? What could you say about them? What story could you tell? How are they dressed? What are they doing? Elicit their answers.* Then ask some volunteers to come up front and write sentences to create a story, help them by writing some phrases to open and to end a paragraph. Have children open their Activity Books to page 111 and take a look at the picture there. Then ask them to review the chart on Activity 6 and read it. Then point to the chart below the picture and have them complete it with the information from the picture. Observe they can take texts in page 110 as a model to use for the phrases to start, continue and end their story. Go around the class and make sure everyone got the instructions. Have children compare their answers with a partner. To check, have some of them come up front and help you copy the chart on the board. As answers may vary make sure they used the correct language structure and that the answers correspond to the chart.

ANSWER KEY

	Photo and story 1	Photo and story 2
People in the photo	A man and a boy	A woman and two girls
Action in the photo	Standing in the field	Carrying a basket.
Phrase to start the story	This is a photo of my father's father.	This is a photo of my father's father.
Phrase to start the second paragraph	He and my father worked together in the fields.	They lived in a small town in the center of Puebla.
Phrase to finish the story	I really like this photo because I didn't know my great grandmother and I like to imagine life in those days.	I close my eyes and imagine I live in that time

ANSWER KEY

People in the photo	Group of people
Action in the photo	Laughing
Phrase to start the story	This is a photo of a birthday party.
Phrase to start the second paragraph	We pushed the birthday boy to the cake...
Phrase to finish the story	I really like this photo because

Step to the Product

In order to create their Family album they must select the information for each paragraph for their story. Ask them to take chart from Activity 6 lesson 2 as a model. They are one step closer to their final product.

OPENER ACTIVITY

Before you ask children to complete these activities, you might suggest to go over Lessons 1 and 2 and identify those activities they did confidently and those that were more difficult to complete. Ask them to review all the celebrations, words, classifications, characteristics, names, charts 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.



Complete the information about the photograph.

Ask children to open their Activity Books to page 112. Point to the picture and have children analyze it, you can help them by asking these questions: *Who are the people in the picture? What are they doing? Do you think they are happy? What is the event? Where are they?* Elicit their answers. Then point to the incomplete information and have them complete it with the information they can obtain from the picture. Go around class and help if necessary or praise their work. Ask children to exchange their books with a partner to compare their answers. To check, read the answers aloud.

ANSWER KEY

Two boys
Carrying a puppy
Happy and excited



Complete the sentences with your ideas.

If you have time to spare it might be a good idea to allow children to review texts on page 110 Activity 5 to take them as a model. Then direct children take a look at the picture on Activity 1 again. Point to the sentences on Activity 2, tell them to complete them with their ideas. Go around the class and help if necessary. Arrange the class into a circle and have some volunteers come up front and share their ideas. Remind them to use complete answers and the correct language structure.

ANSWER KEY

Answers may vary.



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

Ask the children to read all the statement on the chart. Explain to them that they will be answering this in order for them to think about their progress and how they worked during lessons 1 and 2. Then ask them to think about their development, they can also go back to lessons 1 and 2 and review them again and pay attention to all the activities they've done, noticing the ones that they solved without any problem and the ones that they need to improve. It might take a while. Then ask them to complete the chart.

M10 LESSON 3

Activity 1: Read pages 117-118

OPENER ACTIVITY

To reintroduce the concepts and language previously seen, you might want to ask children to think about a special event in which they would like to take a picture. Ask them to discuss: *Why? What story would they like to tell? Who would it be in their picture? Is it a happy event? Where would it be? Who would take the picture? What would the picture be called?* Elicit their answers. Encourage some volunteers to come up front and share their answers with the rest of the class. Remind them to use complete answers.

Readers Activity



If you have time you could direct children to Readers Book "Family Album" page 131. Arrange the class into pairs and tell them to re-read the lecture. Write these questions on the board: *What is the story about? What are the pictures about? Which one was your favorite picture? Why? Why are the boys worried? What happened at the end? Do you think family albums are important? Why? What story do the pictures tell? Elicit their answers. Have each pair compare their answers with another pair. Talk to them how Family albums tell a story using pictures. They tell us the story of each family.*



Look at the photos and select a title for each photo from the ones below. There is one extra you don't need to use.

If you have five minutes to spare you might want to arrange the class into groups. Hand each group a photo and ask them

to discuss the name they would like to give to their picture and to think why. Have each group come up front and share their title using language structure: *We would like to name this picture... because...* Propose the class to open their Activity Books to page 113 and point to the pictures and ask them these questions: *What are the pictures about? How are the people in them? What do you think is the story? Where are they? Are they happy?* Elicit their answers. Then point to the titles on top of them and tell them to pick a title for each and write it down, remind them there will be one title they won't have to use. Go around the class and help if necessary. Encourage children to compare their answers with a friend. To check, write the titles on the board.

ANSWER KEY

Me and my pets
A special day at school

Answer the questions about the pictures.

Have children to take another look at pictures on Activity 1. Ask them to look into the details and analyze them. Then read the questions aloud and tell children to answer them. Go around the class and praise their work of help if necessary. Have some volunteers come up front and share their answers. You might want to remind them to use complete answers like: *The people in the school are at...* To check, read the answers aloud.

ANSWER KEY

- a) At home, at school
- b) A girl, a boy
- c) Playing with her pets, it is a special day at school

Read the text and match it with a photo in Activity 1.

If you have five minutes to spare you might want to paste a two pictures on the board. Then with the class, read a text or make up a story about one of the pictures there. In the story make sure you mention details about the picture and the people in it. Have children tell you which photo you are talking about and why. You could help them by asking them these questions: *Which details did I mention? Which picture has those details? How about the people in it?* Direct them to page

113 to Activity 3. Read the texts all together. Then ask them to take a look at the pictures in Activity 1 and complete the text by matching the text they just read and the picture. Go around the classroom to check children's answers. Encourage them to exchange books with a classmate to compare their answer. To check, read the text aloud and say the name of the picture.

ANSWER KEY

A special day at school.

Complete the sentences with words in bold in the text in Activity 3.

You might want to allow children extra time to re-read the text on page 113. If you want you can read it aloud all together. Ask them to pay special attention to the words in bold. Then direct them to page 114 and have them read the incomplete sentences on Activity 4.

As a suggestion you could write down the words in bold on the board and ask them: *What do you think this word means? Have you heard it before? Where? How do we use it?* Elicit their answers. Then tell them to complete the sentences with the words on the board. Go around the classroom and make sure they are on the right track or help if necessary. Suggest them to compare their answers with the classmate sitting in front of him. To check, read the complete sentences.

ANSWER KEY

- a) mean
- b) anyway

Match the two columns about information in a description of a photo.

Before you give any instructions for this activity you might direct children to page 110 and have them review the texts there, you could ask them these questions: *What does paragraph 1 describe? How about paragraph 2? What does paragraph 3 say?* Remind them about the paragraphs and how each one of them helps tell different ideas. Then point to Activity 5 on page 114 and read the descriptions on the right column. Ask them to match both columns. Encourage children to compare their answers with a classmate. To check, write both columns on the board, and have some volunteers come up front and match them.

ANSWER KEY

Paragraph 1	Describes the people in the photo
Paragraph 2	Describes the action in the photo and the person who took the photo
Paragraph 3	Describes how I feel about the photo

Complete the paragraphs to tell the story about picture 1 in Activity 1.

You might want to read the text on page 114 aloud. Have children read it with you. Question them: *What is the text describing? Where is the person? What other details can you get about the text? How do you imagine the picture?* Elicit their answers. Direct them to Lesson 3 Activity 1 and ask children to take a look at the picture of the little girl with her pets. Tell children to analyze the picture. You could help them by asking them these questions: *Who else is in the picture? How does she feel? What are the names of those animals? Why do you think she loves this picture? Is it daylight? Is she in the park?* Mention them to go back to page 114 and complete the text there, using the information from the picture. Go around the class and make sure everyone understood. Have children compare their work with a classmate. To check, have several volunteers come up front and write a complete sentence each.

ANSWER KEY

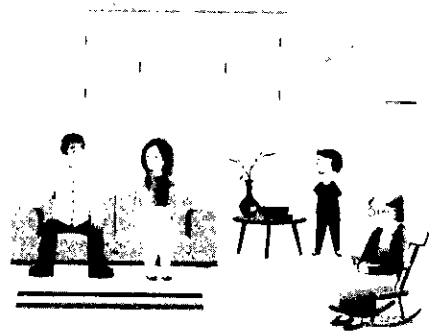
cat, dog, happy
anyway
answers may vary

Go to page 127. Cut and paste the missing images on the photo. Read the text and follow the directions.

Before giving any instructions for this activity you might want to read the text on Page 115 aloud. Have children read it again and then ask them: *How is it mentioned on the text? What is the photo about? What was the event? Who took the photo? What is missing on the photo?* Elicit their answers. Then direct children to page 127 and look at the pictures there, cut them and go back to page 115 and paste the pictures where they belong. Go around the classroom and make sure children are being safe with the scissors, remind them how we must use them. Arrange the class into groups and have children compare their

work with their group. To check, have a few volunteers come up front and share their work.

ANSWER KEY



Read the text. Think about the feeling of the person to adjust your voice to transmit the emotion. Practice with a partner.

If you have five minutes to spare you might want to paste a picture on the board and ask children tell you what do they think the person in the picture feels. Write the answers on the board. Then write two sentences on the board about the picture. Have some volunteers come up front and encourage them to read both sentences with the voice matching the emotion. So if they chose happy, they should read the sentence with a perky tone, if they chose sad volunteers should lower their voice. You can model for them. Suggest them to open their Activity Book to page 115 and read the text aloud. You might want to ask them if they were having a good time: *Was it happy? How does happy people sound?* Encourage them to read the text with a happy tone! Arrange the class into pairs and have them practice using different emotions and tones. Remind them about the volume.

Step to Final Product

They are now one step closer to completing their family album! Another important step is to write the story for each picture. So encourage them to do it so. Then ask them to check their punctuation and the use of Capital Letters. Arrange the class into pairs and have children tell their stories to their partners taking turns and modulating their voice depending on the emotions they wish to transmit. You could have some volunteers to share their story.

Final Product Lesson

My family album.

MATERIALS

Scissors, color pencils, paper, glue stick, color papers.

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



Change partners.

For this final step arrange the class into new partner, so everyone gets to practice with different classmates. Remind them about the tone in the voice.

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 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 106 and go through all Module 10 until page 116. 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 116 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 116 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 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. b
- 2. c
- 3. a
- 4. b
- 5. a
- 6. Answers may vary
- 7. Answers may vary

Portfolio evidence	Page	Activity	Check
List of events	108	10	

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: _____

Progress Test

Date: _____

Group: _____

1. Look at the picture and answer T (true) or F (false). 4 pts.

- a) The girl in the picture looks sad.
- b) The pets are a lizard and a rabbit.
- c) She is in the school.
- d) She is jumping.



Text

Part

That was a very exciting day and I had a lot of fun.

That day I got a 1st place diploma I was very happy and my mom was very surprised because she didn't know that I was doing great at school.

This is a photo of my last day in 3rd grade. The lady next to me is my teacher. She is Miss Adriana she is very nice and very good teacher. My mom took the photo at school.



People in the photo

Action in the photo

Phrase to start the story

Phrase to start the second paragraph

Phrase to finish the story

2. Read the text below and write beginning, development and ending. 3 pts.

3. Complete the letter by writing its parts from the box. 6 pts.

Total Score: 12 pts.

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 and co-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 and listening to imagined stories from a photograph?			
How do you feel about your performance when proposing stories with photographic support?			
How do you feel about your performance when telling stories from pictures?			




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 and listening to imagined stories from a photograph?			
How do you feel about your classmate's performance when proposing stories with photographic support?			
How do you feel about your classmate's performance when telling stories from pictures?			

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Web resources

M2. Lesson 1. Activity 10.

<http://learnenglishkids.britishcouncil.org/en/archived-word-games/make-the-sentences/questions>

M3. Lesson 1. Activity 1

https://en.islcollective.com/resources/projectables/powerpoints_ppt_pptx/expressing_doubt/preintermediate-a2-clt/33009

<http://www.esihelpdesk.com/Library/areyouokay.htm>

M4. Lesson 3. Activity 6.

<https://www.planetozkids.com/oban/index.html>

<https://superbrainybeans.com/english/topics/myths-and-legends/>.

M7. Lesson 1. Activity 1.

<https://languagelearningbase.com/85079/expressions-for-asking-for-or-offering-help-and-responding>

<https://www.thoughtco.com/how-to-offer-help-1211127>.

M10. Lesson 1. Activity 3

<http://learnenglishkids.britishcouncil.org/en/grammar-chants/family-photo>

Audioscript

Track 02, Module 1, Lesson 3, Activity 1

Mónica: Let's play the guessing game!

Mary: OK, you describe something and I guess!

Mónica: Listen, you can do it alone or pairs, even in groups. You have to do it with music.

Mary: You are talking about a chair game!

Mónica: Well, close, but, no!

Mary: Do you have to wear special clothes?

Mónica: Not really, but you need to be comfortable.

Mary: The activity is dancing.

Mónica: Yes! You are right!

Track 03, Module 2, Lesson 1, Activities 7 & 8

Guide: Good morning to the Science museum children. Do you like science?

Children: Good morning! Yeah!

Guide: So, do you know what is the talk about?

Child: 2 insects! I love insects.

Guide: Be careful with the beetle! Don't touch that butterfly! Remember that you are not allowed to touch anything and questions will come at the end of the visit. Let's start. Over here we have some samples of bees. Bees live in honeycombs. On the right you can see a widow spider, they are black and very dangerous. On the left you can see the butterflies, look at their colors. Butterflies have four wings, two front and two back.

Child 1: Are those butterflies?

Guide: No, those are dragonflies. They have similar antennae. Antennae are sensorial. They help insects to feel things around.

Track 04, Module 3, Lesson 1, Activities 2 & 3

Conversation 1

Ariadna: Hello Felix! What's the problem? Why are you so sad?

Gael: Hello Ariadna! My cat went missing.

Ariadna: Oh no! What can I do to help?

Gael: I want to go out and look for it, would you come with me?

Ariadna: Sure! Let's meet after school!

Gael: Ok! See you later.

Ariadna: Hey, and don't worry, we will find it!

Gael: Thank you!

Conversation 2

Sofía: Hi Gael! Hey! What's wrong?

Gael: Hi Sofía! I think I am going to fail miss Shawn's class.

Sofía: Why?

Gael: Because I don't understand any of it.

Sofía: Do you want me to help you?

Gael: Would you do that?

Sofía: Of course! We will study together.

Gael: Oh! Thank You! Thank you! Good bye Sofía!

Track 05, Module 4, Lesson 1, Activities 2 & 3

Narrator: "The Moon Rabbit"

God Quetzalcoatl was traveling the world in his human shape. After hours and hours of walking in the cold desert sand, he got tired and hungry. When the moon and the stars were shining he sat down to rest. A little rabbit was eating dinner next to him, he asked:

Quetzalcoatl: What are you eating?

Rabbit: Hay grass, do you want?

Quetzalcoatl: No. I don't eat that, thank you.

Rabbit: What are you going to eat?

Quetzalcoatl: Well, probably I will starve to death.

Narrator: The little rabbit thought a long time and said:

Rabbit: If you want, you can eat me. I am nothing but a rabbit.

Narrator: Quetzalcoatl took him, held him high over the moon and kept it like that for a while, and said:

Quetzalcoatl: You are a brave rabbit and everyone will remember you always. There is your portrait stamped on the moon. For all men to see it for the eternity.

Track 06, Module 4, Lesson 1, Activities 5 & 6

Narrator: "The Tooth Fairy"

Once upon a time in a magic land where trees are cotton candy and bees make ice-cream, there was a fairy queen and her three little fairies. The two oldest fairies were very responsible. But the youngest fairy only wanted to play

around the kids. The queen was worried for the little fairy, so she decided to give her daughters a job. To the first fairy, she said:

Queen: You will be in charge of turning the planets around. You will give humans days and nights.

Narrator: To the second fairy, she said:

Queen: You will help humans find love, helping them find their soul mates.

Narrator: To the youngest fairy, she said:

Queen: You my dear, will be in charge of the stars. Every time a child loses one tooth, you will take it to the sky and turn it into a star, keeping their memories and innocence alive.

Narrator: And that is how she became the tooth fairy.

Track 07, Module 4, Lesson 2, Activities 1 & 2

Narrator: "The Happy Shoemaker"

Once upon a time in a small town lived the happiest man alive, he was a shoemaker. Even though he was poor, he was always singing, laughing, and showing kindness to everyone around him. One day a rich lord came to his shop, he was surprised to see how happy this poor man was so he asked:

Richman: Excuse me, Mister shoemaker. How are you always so happy being this poor?

Narrator: The shoemaker answered:

Shoemaker: I have everything I need, my family.

Narrator: The lord was very moved, so he gave him some gold coins and left. From that moment the shoemaker became worried, angry and stressed. The only thing he could think about was keeping his coins safe. One day he realized how unhappy he became and went to see the lord and said:

Shoemaker: Thank you for your coins my lord. But I don't want them, I just want my life as a poor shoemaker.

Track 08, Module 5, Lesson 2, Activity 9

Hi Kim, How are you? Of course I want to visit you and go to the pool with you.

Next weekend I will visit my cousin in Dallas then I could go to your house.

See you next weekend.

Love, Kaytlin.

Track 09, Module 5, Lesson 3, Activity 5

Julio: Hey mom, look, I have a letter from Maria.

Mom: Oh really? And what does it say?

Julio: Let me open it. well, it says: 'Dear Julio, how are you?

I hope you are fine. I'm writing to you because I want to tell you about my visit to Mexico City. There was a beautiful park and a big zoo. We went to Zócalo, then we visited Xochimilco. I felt really happy and excited, sorry you couldn't come. What about you? Tell me about your news. Love, María.

Mom: Oh Maria is really nice.

Julio: I'm going to call her now!

Mom: Give her my regards.

Track 10, Module 6, Lesson 1, Activity 2.

Conversation 1.

Teacher: Kids attention please! Nurse Paty is going to explain how to brush your teeth correctly.

Nurse: Good morning kids!

Children: Good morning.

Nurse: To have healthy teeth you need to brush your teeth 3 times a day. This is how you have to do it. First, brush all your teeth from the front to the back. Then the top to the bottom. Now back and forth, round and round. Spit out and rinse.

Teacher: Thanks nurse Paty. Ok, children all together one more time.

Children and Teacher: Front to the back, top to the bottom, back and forth, round and round.

Teacher: Very good kids!

Conversation 2

Principal: Good morning students!

Children: Good morning principal Ortiz!

Principal: Remember this week is "the water care week" so please don't waste water in the bathrooms and don't waste water when you wash your hands. You can also bring your posters and proposals to save water to the principal's office. Thanks for your attention and continue with your break.

Children: Thanks principal Ortiz.

Track 11, Module 6, Lesson 1 , Activity 6

Instruction 1.

Man: Remember children, in case of emergency don't run, don't push and don't yell! Walk in a line and if you are NOT on the ground floor, DO NOT USE THE ELEVATOR.

Instruction 2.

Woman in the radio: In this cold season wear warm clothes. A jacket, gloves, a scarf and a hat are the best way to keep you safe from the flu.

Instruction 3.

Teacher: This is the 'Eat well plate' to help you eat healthy. So children, please, it IS IM-POR-TANT to include fruits and vegetables E-VERY-DAY. Remember to drink WA-TER, only water, no soda, no bottled juice, ONLY water. Is that clear?

Children: Yes teacher!

Track 12, Module 7, Lesson 1 Activities 2 & 3

Conversation 1

Boy: Mom! moooom! Can you open this for me? I can't open this.

Mom: Ok, Ok, take it easy. Here, let me try.

Conversation 2

George: Hi Katya! How are you?

Katia: Not good! I can't understand this! Math is difficult!

George: No, they aren't.

Katia: That's easy for you! You are very intelligent. Could you help me please? Pleeaaassee!

George: Ok, I can help you if you want! Look. First you have to...

Track 13, Module 7, Lesson 1, Activity 7

Aldo: Hi Edgar, how are you my friend?

Edgar: Oh... Aldo, what's up?

Aldo: Not much, you know, I was wondering if you could lend me your new videogame 'zombies vs aliens'.

Edgar: I don't know man, I'm playing it right now!

Aldo: Oh! Come on, Can I use it just for one hour? Please? Very, very please?

Edgar: Sorry I can't, but hey, why don't you come and play with me?

Aldo: Oh sounds great! I'll be there in a minute!

Track 14, Module 7, Lesson 2, Activity 4

One

Boy: Miss, miss, do you need a hand to order the books?

Woman: Oh! Yes please! Thank you so much!

Two

Woman: I have so many things to do! Would you mind helping me with this project?

Man: Sorry, I don't have time now!

Three

Boy: Do you need some help to carry those bags?

Woman: That would be great, thank you!

Track 15, Module 7, Lesson 3, Activities 9 & 10

Laura: Hello?

Dad: Hi Laura, How are you?

Laura: Hi dad, I'm fine! Sorry I haven't visited you, I don't have time now!

Dad: What? Do you need money?

Laura: No, I said , I don't have time, That's the reason I can't visit you. I didn't said that I don't have any money.

Dad: Repeat again! What? Do you want me to visit you?

Laura: That would be great dad! I'm going to school now. Bye!

Track 16, Module 8, Lesson 3, Activity 2

Boy: Hey mom, smells delicious, what is that?

Mom: I making a very old dish.

Boy: What is it? Where is it from? How do you do it?

Mom: Wait, to many questions, but don't worry, I have answers for all of them. This is a traditional dish from Puebla. My mother taught me how to do it.

Boy: Wooow! How is it prepared?

Mom: I prepare them with meat, tomatoes, dry fruit and cream.

Boy: Can I have one right now?

Mom: No, you have to wait until they are ready.

Boy: Please, please!

Track 17, Module 8, Lesson 3, Activities 4 & 5

Mom: Are you ready to start?

Girl: Yes I am.

Mom: Let's check that we have all the ingredients together.
What do you have over there?

Girl: Over here I have onions, garlic, tomatoes and rice.

Mom: Over here I have oil, chicken and rice. We are ready. First you have to heat the oil in the cacerole, then we put the rice in the cacerol and let it change color.

Girl: Then the tomatoes?

Mom: No, not yet. After that we have to put the chicken in hot water and let it boil.

Girl: And then the tomatoes?

Mom: No, not yet. Later we put some onion to the chicken soup and let it boil a bit more. And the the tomatoes.

Girl: Yeah, I love tomatoes.

Mom: We put the tomatoes in the blender with some garlic and water and pour it in the cacerol with the rice.

Girl: And what about the chicken soup?

Mom: It goes in the end, when the tomato soup dries we add chicken soup and let it dry again.

Girl: It looks delicious mom!

Mom: It is delicious.

Track 18, Module 9, Lesson 2, Activities 2 & 3

Boy: Hey! What time is it?

Mom: It's bath time!

Narrator: Make bath time a special time with Rubber ducks!
If you are 4 years old or more go and get your rubber duck
NOW! Special Price just this weekend 5 pesos per piece!

Boy: Mom, where can we get one?

Narrator: They are now available in our shop, on 180 Wood Harbor, Weather Ford, OK 77 425 or call to our home delivery 555943-17-74! Get yours now!

Track 19, Module 9, Lesson 3, Activities 4 and 5 **Conversation 1**

Girl: Good morning sir.

Mr. Good morning little girl, how can I help you?

Girl: How much is this football?

Mr. The football is 90 pesos, look, it's a new, fun and very cheap football!

Girl: Oh, this football is really nice, but I don't have 90 pesos now!

Mr. Don't worry little girl, you can order on line. Order at football@soccer.com. **Girl:** Great! Thanks sir.

Conversation 2

Boy: Hey those are really nice skates, Are they new?

Girl: Yes, they are real fun and modern!

Boy: I can see that? How much were they?

Girl: They were 125 pesos!

Boy: Oh my! They were really cheap! Where did you buy them?

Girl: In a shop in the city center.

Boy: Oh no! That's very far.

Girl: Don't worry, you can call. The phone is 5552- 65-67. They have home delivery!

Boy: Home delivery? That sound great!

Track 20, Module 10, Lesson 1, Activities 2 and 3

Teacher: Who wants to come to the front and describe a photograph?

Julio: Me, me teacher I want to come first!

Teacher: Ok Julio come to the front, attention, please!

Julio: This is a photo of me and my family in my house. That day was a happy day because we had a party. It was my father's birthday. We all decided to have a costume party. My father is the one wearing a police officer costume, my mother is wearing a chicken costume, my sister is wearing a clown costume and I am wearing a cow bow costume. Even my grandmother wore a costume, she was a witch. We were very surprised. We sang songs and had fun!

Teacher: Thank you very much Julio, who wants to be next?



PROGRAMA NACIONAL
DE INGLÉS
PRONI



SECRETARÍA DE EDUCACIÓN PÚBLICA
EDUCACIÓN

Esta Guía del maestro forma parte del paquete didáctico denominado *Side by Side 4*, dirigido a alumnos de cuarto 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 acordados 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.

Yulene Galera • Maribel Dosal

Side by Side 4
Teacher's Book

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