

SUNBURST



1

Primary

Teacher's Guide

Mario Herrera

 Pearson



Ciclo 1

Lengua extranjera. Inglés

Teacher's guide

Estimado(a) maestro(a):

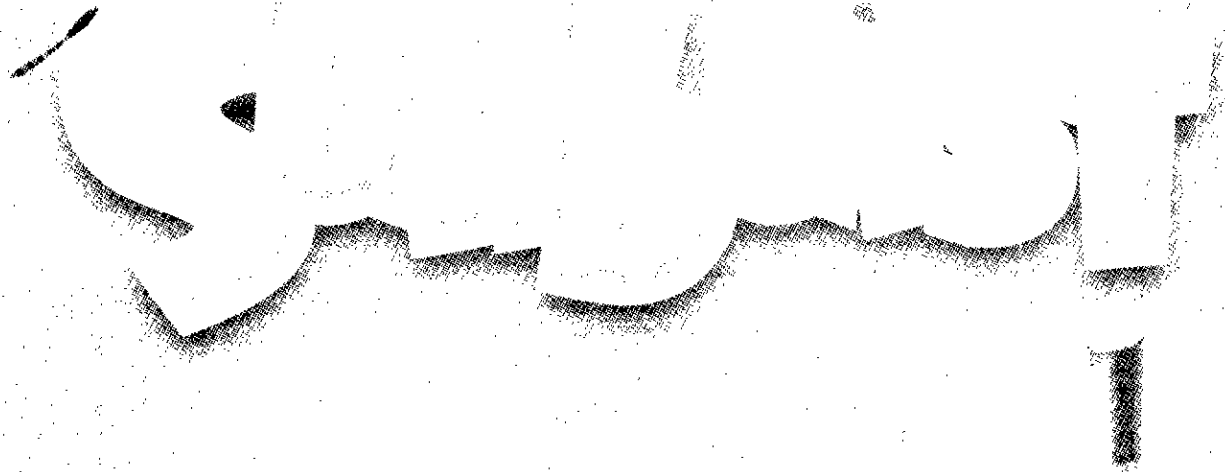
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Los materiales educativos que conforman el paquete didáctico le ayudarán a que los(as) estudiantes de esta asignatura logren familiarizarse, conocer, comprender y comunicarse en Inglés como lengua extranjera.

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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Primary

Teacher's Guide

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Dear Teacher,

Welcome to **Sunburst**.

We planned and designed this book to provide you with interesting social situations that will engage your students in learning English as a second language. We selected different contexts within the learning environments that may be attractive, and in which your students will naturally use the language to communicate.

Sunburst aims towards communicative interaction using the language as a cognitive and reflexive tool. At the end of this cycle, your students will be able to express and exchange ideas, talk about themselves and their emotions, give information about others, build up knowledge, organize their thoughts, and reflect on the new language.

Here you will find suggestions on how to work each of the activities provided in 10 units. Reading skills will also be developed with activities designed for the Big Books.

You will also find opportunities to develop research abilities and cooperative work with your students which will enhance *critical thinking* skills and, very important, they will *learn to learn*.

Thank you in advance for your enthusiasm and commitment. We really hope that you and your students will enjoy **Sunburst**.

Sincerely,
The Authors



Contents

Introduction to the course	v
Course Components	viii
Pronunciation Guide	xii
Useful Expressions in the Classroom	xiii
Scope and Sequence	xiv
Unit 1	
Hello	T6A
Family and Community Environment	
Unit 2	
It Rhymes!	T16A
Recreational and Literary Environment	
Unit 3	
Let's Do It!	T26A
Academic and Educational Environment	
Unit 4	
Safe in the Street!	T36A
Family and Community Environment	
Unit 5	
My Story!	T46A
Recreational and Literary Environment	
Unit 6	
My Week!	T56A
Academic and Educational Environment	
Unit 7	
Who Are You?	T66A
Family and Community Environment	
Unit 8	
How Do You Feel?	T76A
Recreational and Literary Environment	
Unit 9	
My Country's Animals	T86A
Academic and Educational Environment	
Unit 10	
Community Workers	T96A
Family and Community Environment	
Audio Scripts	T107
Worksheets	T112
Bibliographic References	T120
Diploma	T121



Introduction to the Course

The Learning Experience

Nowadays the learning process should be focused on the development of skills and abilities in students that may help them solve problems creatively and respond to daily situations applying what they know.

Objectives are not longer isolated but integrated and lead students to accomplish this goal. Students should be able to develop the ability to adapt and continue learning by themselves throughout their lives (*learning to learn*). Students should also be conscious that they are part of a community and they should contribute with these skills, always guided by democratic values.

Our role is to provide them with a learning environment in which they may be able to have significant experiences that can help them develop the skills they need. Specifically, in a second language acquisition process, they should have opportunities to communicate and interact in real-life situations. For that purpose, **Sunburst** series has focused on building an appropriate context for their age interests, choosing relevant materials; this gives students the chance to perform social practices, interacting among themselves and with their teacher, who will act as a guide to reach specific achievements. Activities are designed to help them through this process, practicing the four language abilities (reading, writing, listening and speaking) to express ideas, organize their thoughts, develop critical thinking, and participate in cultural interactions in different learning environments:

- Family and community environment
- Recreational and literary environment
- Academic and educational environment

Each lesson offers a wide range of guided and semi-guided activities that model what students have to do to finally prepare the *product* of the unit, which reflects their accomplishment according to the social practice of the language. The role of the teacher is to facilitate and support students, making them feel confident.

Collaborative learning is a key element so it is very important to build a respectful atmosphere where your students can commit to work together towards achieving common goals. *Collaborative learning* helps you and your students identify strengths and the areas of opportunity for each.

Organization

Sunburst is organized into 10 units. We suggest that each of them should be covered in 12 sessions. Each unit is divided into 4 lessons (see the suggested table below.) Each lesson is planned to cover a 50-minute class.

Each lesson will guide students to develop the skills they need to acquire the language. Also, at the end of every lesson, students will self-evaluate to find out which are their achievements and which their areas of opportunity.

At the end of Lessons 1-3, the book provides guidelines for the product and a self-evaluation. After Lesson 4, the book provides instruction for the product presentation and a Review.

Suggested lesson schedule for teaching a unit

	Session 1	Session 2	Session 3
Week 1	Lesson 1	Lesson 2	Lesson 3
Week 2	Lesson 4	Lesson 5	Lesson 6
Week 3	Lesson 7	Lesson 8	Lesson 9
Week 4	Product Preparation	Product Presentation	Review



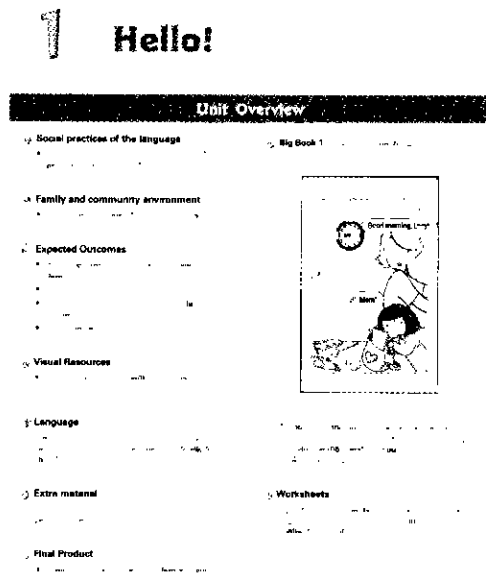
Introduction to the Course

Features

Unit Overview

At the beginning of each unit, you will find a *Unit Overview* with useful information for the teacher: the social practices of the language, the environment, and the expected outcomes. It also suggests what resources you need and the language that is covered in the unit.

Finally, it contains references to the Big Book story and to the worksheet you can use as extra activity.



Warm Up suggestions

They include chants, songs and games. However, feel free to use whichever activity you find useful; more over, you can also repeat the ones your students like the most.

When the warm-up activity suggests a song, bear in mind the following:

- Introduce the song using mime, TPR or cards to convey the meaning.
- Play the audio once and give students a chance to listen while you model the sentences.
- Play the audio once again and ask students to repeat and imitate you.

Wrap Up suggestions

As above, this is a fun way to reinforce what was learned during the lesson. Use the activities you feel more comfortable with. Here's a suggestion:

- Words and letters: Write on the board the new vocabulary. Write the first letter with one color and the last letter with another color. This will help students to visually distinguish which words have the same letters at the beginning and at the end. It can also help them to recognize, identify and reflect on how words are formed.

Warm Up and Wrap Up Activities

Sunburst suggests activities you can use for opening and for closing your English lessons. For this cycle, we suggest activities that can become a routine because routines give children more confidence. These activities can also be adapted and used to practice what was taught in the previous lessons, to introduce the new lesson, or to learn vocabulary in a fun way. The warm-up activities are a useful icebreaker, too.



Introduction to the Course

Features

Developing your class

You might find the following suggestions useful while developing the lesson in the classroom:

- Rhyming words: Clap each time words rhyme and encourage students to do the same every time they hear them.
- If your students are restless, make four groups and name each group with a similar word, for example, *bat*, *rat*, *cat*, *hat*. Make sure each group recognizes their name. Say each word slowly. When the group with that name listens to the word, they stand up. If they listen to the word again, they sit down. Say the words faster and faster each time. You can play this game for 3 minutes, more or less. It will help with discrimination of sounds.
- Pronunciation and repeating activities: When students need to repeat a word or expression to practice how it is pronounced, have them say it in different voices, for example, whispering, or in a loud voice, "singing"; in a "tiger's" voice, etcetera.

Be Curious

We know many of your students may have different cultural backgrounds so these tasks will allow them to share with their classmates a little bit of themselves.

These activities will guide students to reflect upon the diversity of cultures and be aware of the differences between their contexts and the world.

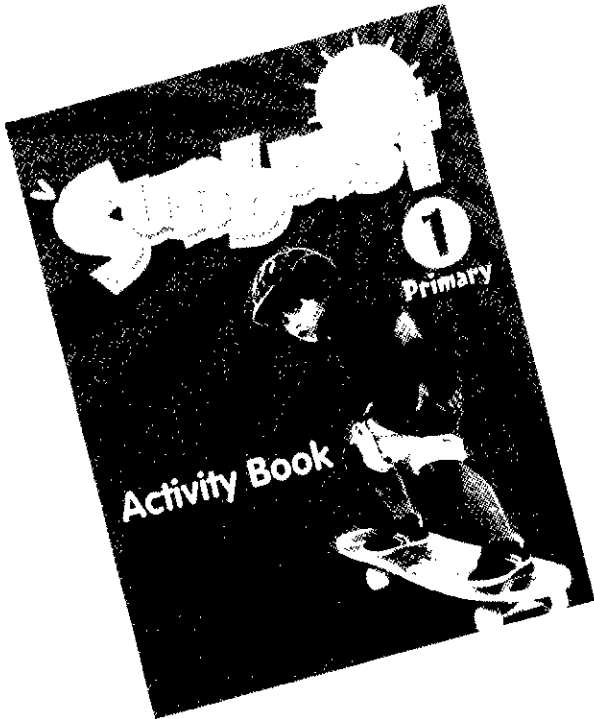
Time to Shine

This activity will give students the opportunity to reflect upon the way they learn by contributing with extra information related to the theme of the unit. It is also important to mention that the knowledge is continually recycled, so as you start to advance, you will find activities that were developed previously. There are suggestions so students can transform these *Time to Shine* activities into significant experiences that will allow them to be more responsible for their learning process.

Evaluation Tool

At the end of each unit, there is an evaluation tool, which may help you to evaluate your students individually. This tool has been adapted to cover the achievements that your students should reach, so we hope this tool we designed makes evaluation a lot easier for you.

Course Components



Activity Book

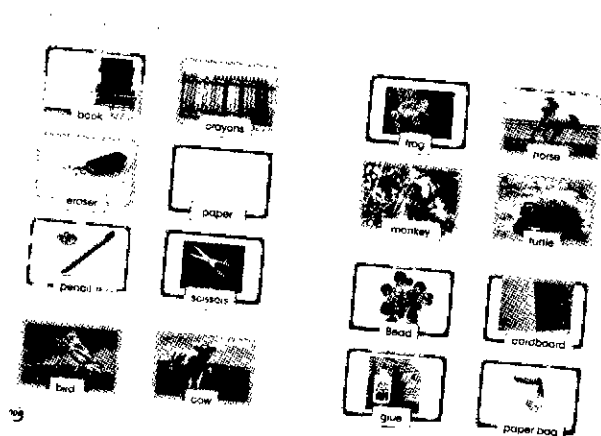
The activities in each lesson follow a sequence that goes from controlled activities to semi-controlled ones and free practice. This is to promote a gradual development of student's skills.

The book has 10 units, with 4 lessons each, to be divided into three sessions, plus the product development and a review.

Every unit includes:

- A *Unit Opener* which includes the social practice of the language, a reading text or a listening activity.
- Activities that foster the practice of the four skills (with less emphasis on the writing skills for Cycle 1);
- Teaching guidelines to reach the *Achievements* of the unit;

- On-line references to encourage students to go beyond their books, using technology;
- Critical thinking and practice problem solving abilities;
- Cross-curricular activities;
- Cooperation activities which promote different ways of interaction;
- Language structures that will be familiar to students in real-life situations;
- Reflection on students' learning process;
- Pair or work-group activities;
- A step-by-step process to elaborate the product, result of the skills developed in each of the lessons;
- Big Book icon that links the activity to the text;
- A self-evaluation box easy to use;
- *Time to Shine!* activities: Learning to learn;
- *Be Curious* activities: Critical thinking;
- Cut-outs;
- Picture Dictionary that can be used to practice the new vocabulary and play word-games.





Course Components

Lesson 1

Read the text and answer the questions.

1 Look at the book below. Circle the correct answer.

Ask the teacher what the book is about. Then read the text and answer the questions.

2 What is the story about? Circle the title. Point to the frog photo.

At 10:00 a.m. on Monday, the frog was in the pond. It was very happy. It was singing and jumping. It was very happy. It was singing and jumping. It was very happy. It was singing and jumping.

3 Listen and point.

Play the audio and point to the frog in the photo.

4 Circle the correct option.

What is the frog doing? (The frog is jumping.)

Expected Outcomes

Students will be able to:

- Recognize and understand the text.
- Listen and understand the audio.

Students will be able to:

- Identify the main idea of the text.
- Identify the details of the text.

Materials

Book, audio, photo, frog, pond.

Warm Up

Play the audio and listen to the frog. Then answer the questions.

1 Look at the book below. Circle the correct answer.

Ask the teacher what the book is about. Then read the text and answer the questions.

2 What is the story about? Circle the title. Point to the frog photo.

At 10:00 a.m. on Monday, the frog was in the pond. It was very happy. It was singing and jumping. It was very happy. It was singing and jumping. It was very happy. It was singing and jumping.

3 Listen and point.

Play the audio and point to the frog in the photo.

4 Circle the correct option.

What is the frog doing? (The frog is jumping.)

Wrap Up

Summarize the story in your own words. Write a short paragraph about the frog.

What did you learn from the story? Write a short paragraph about the frog.

Read the text and answer the questions.

1 Look at the book below. Circle the correct answer.

Ask the teacher what the book is about. Then read the text and answer the questions.

2 What is the story about? Circle the title. Point to the frog photo.

At 10:00 a.m. on Monday, the frog was in the pond. It was very happy. It was singing and jumping. It was very happy. It was singing and jumping. It was very happy. It was singing and jumping.

3 Listen and point.

Play the audio and point to the frog in the photo.

4 Circle the correct option.

What is the frog doing? (The frog is jumping.)

Expected Outcomes

Students will be able to:

- Recognize and understand the text.
- Listen and understand the audio.

Students will be able to:

- Identify the main idea of the text.
- Identify the details of the text.

Materials

Book, audio, photo, frog, pond.

Warm Up

Play the audio and listen to the frog. Then answer the questions.

Time to Shine

1. Listen to the audio and answer the questions.

2. Read the text and answer the questions.

3. Listen and point.

4. Circle the correct option.

Big Book 2: Juice and the Midge Close!

Students will be able to:

- Recognize and understand the text.
- Listen and understand the audio.

Students will be able to:

- Identify the main idea of the text.
- Identify the details of the text.

Materials

Book, audio, photo, frog, pond.

Warm Up

Play the audio and listen to the frog. Then answer the questions.

Teacher's Guide

A comprehensive guide that contains plenty of suggestions and information to successfully guide students through their learning process, such as:

- Daily plans with a step-by-step description on how to guide students to perform each of the activities included in their books;
- Answer key provided in a reproduction of the Activity Book;
- A *Warm Up* and a *Wrap Up* for each session that will help teachers open and close the lessons with interesting activities including songs, chants and games;
- Suggestions per lesson and per unit on how to work with the Big Books;
- An evaluation tool per unit that corresponds to the aspects to be assessed;
- An introduction of the program which explains the methodology to be used and how the components are linked to create appropriate environments to perform the social practices of the language;
- A scope and sequence section which gives an overall view of each of the units;
- A pronunciation guide to help the teacher with the phonetics of the English language (included in the audio CD);

- A list of useful expressions in the classroom to make teacher and students more comfortable with the language (included in the audio CD);
- Audioscripts of the audios used in the books;
- Ten photo-copiable worksheets to sum up the contents of each unit

CD

It includes authentic material recorded with different pronunciations for the listening and reading activities to help students:

- Improve pronunciation;
- Practice listening skills and language abilities;
- Track list for a quick reference. It also includes PDF files with:
- Flashcards for useful vocabulary words in the units;
- An evaluation tool;
- Instructions for the evaluation tool;
- Diagnostic rubrics;
- 10 worksheets, one per unit, that may help you expand your work





Course Components

Big Books

Big Books are a flexible resource that can be used throughout the course. They can be used to present the topic, reinforce concepts or to close a unit. We suggest you use them with the CD to help with pronunciation and intonation. Each level has two Big Books.

Big Books are designed to present linguistic resources and contents of the program in a natural way. Besides using them in the planned sessions, you may use them whenever you need an additional activity or for additional practice, especially if students like the text. They can be presented using different strategies (keep in mind that the guide presents you with suggestions on how to use them, but you have the final word and can use them as you see fit. A lot depends on your students and what they need to help them learn.).

- Before showing the corresponding text to students, present a situation similar to that in the book so students begin thinking about it and relate it to their own experiences and knowledge. Have students work in pairs or small groups to share their ideas with the whole group, they can also imagine a scene and draw it.
- Show the title, sub-title (if there is one) and illustrations on the title page and ask students to predict what the story is about. Allow them to speculate and accept all ideas.
- You can show students the text and illustrations and ask if they know anything about the topic.
- Ask one or two questions related to the text, so students listen for the answers or can infer them.
- Ask students to work in pairs or trios; give each pair or group the printed text. Have them scan to find specific information as quickly as possible.
- Once students have become familiarized with the text, ask them to summarize the text briefly using their own words in English (or their own language) orally.
- Put the text on construction paper or cardboard and cut out the sentences so students can put the text in order. Have students work in pairs for this activity.

**Wow! Am I dreaming?
No! Someone's singing.**



**- Monsters! Are you good or bad?
- We are good, but you are bad!
You made Mom feel sad.**



Course Components

Game Bank

Young students love games. However, it is important to maintain control in class while students play. Before you begin any game, keep this in mind:

- Remind students of classroom rules.
- Emphasize that they must wait their turn.
- Explain that students who shout a lot will not be taken into account (a certain level of noise is acceptable during play).
- Always use the same signal to indicate that the game is over. It's a good idea to have a poster or use a hand sign for this purpose (for example, hands in the air),
- Use these phrases in games: *It's your turn. That's right. That's wrong. Raise your hand when you finish.*

Before you begin any activity you should make sure that students clear the floor of their belongings. Remind them not to leave pencils or other objects on the floor. If the room is small, we suggest playing in the yard. This will change the dynamics of your class. The most important thing is for accidents to be avoided when doing any type of activity.

Hot Potato: Have students form a circle. Crumple up a sheet of paper or use a soft ball and throw it to a student, while saying a word in English. The students must throw the ball to another student and say a different word in English. You may use specific categories or words that begin with a specific letter, etc. Students who do not say a correct word, must sit down. The last one standing wins.

Colors and numbers: Ask students to form a circle. In the center of the circle, on the floor, put different objects, some of the same color. For example, two red pens, three blue books, one yellow pen, etc. Say to a student: *red pen*. The student counts and says how many red pens there are. Repeat with different students and objects.

Miming: Divide the group into two or more teams. Have one student from each team come to the front of the class and whisper a word or phrase to both of them to mime/act out for the rest of the students to guess. The first team to answer is the winner. Playing this game in pairs (even from opposite teams) helps children understand that a game should be played for fun.

Follow the Leader: Mime the following actions, while you say them out loud: *open your book, close your book, and any other command you think appropriate*. Give the commands. Students carry out the actions. Repeat the commands faster. Follow this procedure for as long as students are having fun. For variety you can play music and/or march at the same time.

Numbers, Numbers: You need a soft ball or a paper ball. Say *one!* and throw the ball to a student; the student says the next number: *two!* This student throws the ball to another for him/her to say the next number, and so on. Continue the activity until all the numbers students know have been said. To make it more challenging speed up the pace as the game progresses.

Pronunciation Guide

Consonants

p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	get	/get/
tʃ	chain	/tʃeɪn/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	see	/si:/
z	zoo	/zu:/
ʃ	shoe	/ʃu:/
ʒ	vision	/'vɪʒn/
h	hat	/hæt/
m	man	/mæn/
n	now	/naʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

Vocals and diphthongs

i:	see	/si:/
ɪ	happy	/'hæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	cat	/kæt/
ɑ:	father	/'fɑ:ðə(r)/
ɑ	got	/gɒt/ (British English)
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	actual	/'æktʃuəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/'fɜ:(r)/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/ (British English)
oʊ	go	/goʊ/ (American English)
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/'niə(r)/ (British English)
eə	hair	/'heə(r)/ (British English)
ʊə	pure	/'pjʊə(r)/ (British English)



Useful Expressions in the Classroom



Classroom Language for the Teacher

Act out. • Actúa.
Mime. • Haz con mímica.
Ask questions. • Haz preguntas.
Check the spelling. • Revisa la ortografía.
Check the punctuation. • Revisa la puntuación.
Check your partner's work. • Revisa el trabajo de tu compañero.
Check your work. • Revisa tu trabajo.
Clap. • Aplauda.
Come to the board. • Pasa al pizarrón.
Come to the front. • Ven al frente.
Complete the sentences. • Completa las oraciones.
Copy this. • Copia esto.
Count. • Cuenta.
Describe. • Describe.
Do this exercise as homework. • Haz este ejercicio de tarea.
Follow the instructions. • Sigue las instrucciones.
Help your partner. • Ayuda a tu compañero.
How are you today? • ¿Cómo estás el día de hoy?
Identify. • Identifica.
Line up. • Haz fila.
Listen carefully. • Escucha cuidadosamente.
Look at the flashcards. • Mira las tarjetas.
Look at the pictures. • Mira las ilustraciones.
Look at the board. • Mira el pizarrón.
Look. • Mira.
Name. • Nombra.
Open your books. • Abran sus libros.
Pay attention. • Pongan atención.
Play. • Juega.
Point. • Señala.
Show. • Muestra.
Read aloud. • Lee en voz alta.
Read. • Lee.
Remember to do your homework. • Recuerda hacer tu tarea.
Remember to pay attention. • Recuerda poner atención.
Remember to show respect. • Recuerda mostrar respeto.

Repeat the words. • Repite las palabras.
Repeat. • Repite.
Review your work. • Revisa tu trabajo.
Settle. • Serénate.
Calm down. • Cálmate.
Sing. • Canta.
Sit down. • Siéntate.
Stand up. • Ponte de pie.
Take out your homework. • Saca la tarea.
Take out your pencils. • Saquen sus lápices.
Take out your notebook. • Saquen sus cuadernos.
Take turns. • Tórnense.
Talk. • Habla.
Think of... • Piensa en...
Work in pairs. • Trabajen en parejas.
Work in trios. • Trabajen en tríos.
Work in groups of four. • Trabajen en grupos de cuatro.
Work on your own. • Trabaja tú solo.
Write in your notebook. • Escribe en tu cuaderno.
Write on the board. • Escribe en el pizarrón.
Write some sentences. • Escribe algunas oraciones.

Classroom Language for the Student

Can I borrow a pencil? • ¿Me puedes prestar un lápiz?
Can I borrow an eraser? • ¿Me puedes prestar una goma?
Can I have a piece of paper? • ¿Me pueden dar un pedazo de papel?
Can you repeat that? • ¿Puede repetir?
Excuse me. • Disculpe.
Good morning. • Buenos días.
Good afternoon. • Buenas tardes.
Hello / Hi • Hola
How do you say? • ¿Cómo se dice?
How do you spell? • ¿Cómo se escribe?
I don't understand. • No entiendo.
May I go to the bathroom? • ¿Puedo ir al baño?
Please • Por favor
Speak slowly. • Hable más lentamente.
Thank you. • Gracias.



Scope and Sequence

Unit 1 Hello! Family and Community Environment	Communicative Activities Exchanges associated with specific purposes. Understand and respond to expressions of greeting, politeness and farewell.
Achievements <ol style="list-style-type: none">1. Explore expressions of greeting, politeness and farewell.2. Recognize words.3. Respond to expressions of greeting, farewell, and courtesy.4. Distinguished writing expressions.	Teaching Guidelines <ol style="list-style-type: none">1. Identify purpose. Indicate sender and receiver. Detect non-verbal language: gestures, postures, etc.2. Detect similarities and differences between words used in expressions. Review repertoire of words and expressions.3. Complete exchanges with expressions to greet farewell and to be polite. Reply to expressions of greeting, farewell, and politeness with non-verbal language and expressions with which the student feels more confident. Expand the expressions repertoire of greetings, farewells and politeness. Be polite with the other students.4. Observe directionality of writing: left/right, up/down. Find similarities and differences between words: beginnings, endings, quantity and variety of letters, etc.
Product Illustrated cards with greeting, farewell and courtesy expressions	Evaluation <ul style="list-style-type: none">• Find evidence such as: lists with greeting, farewell and courtesy expressions. Pictures of polite expressions.• Descriptive Valuation Scale.
Time to Shine (Learn to learn) How do we write?	Be Curious (Critical thinking) How do people say "hello" in a different language?

Unit 2 It Rhymes! Recreational and Literary Environment	Communicative Activity Literary Expression Understand rhymes and stories in verse.
Achievements <ol style="list-style-type: none">1. Explore rhymes and tales in verse.2. Listen to the reading of rhymes and tales in verse.3. Explore pronunciation.4. Write rhymes and tales in verse..	Teaching Guidelines <ol style="list-style-type: none">1. Activate previous knowledge from images. Distinguish topic, purpose and recipient. See graphic and textual components.2. Clarify the meaning of words. Detect words that rhyme. Complete words that rhyme. Recognize rhythm and rhyme with sound resources. Identify changes in intonation. Share concerns.3. Repeat aloud words that rhyme and practice their pronunciation. Spell words that rhyme.4. Recognize that it is written from left to right and top to bottom. Notice composition of words. Make correlations between parts of writing and orality. Compare similarities and differences between words with and without rhyme. Complete the writing of words that rhyme. Review repertoire of words and expressions. Compare with others writings.
Product Words that rhyme for a pictorial file	Evaluation <ul style="list-style-type: none">• Find evidence such as: selection of rhymes and stories, list of words that rhyme.• Anecdotal record
Time to Shine (Learn to learn) What rhymes do children listen to in other places?	Be Curious (Critical thinking) In English do letters in words always sound the same?



Scope and Sequence

Unit 3

Let's Do It!

Academic and Educational Environment

Achievements

1. Explore instruction sheets.
2. Participate in reading instructions.
3. Participate in writing instruction sheets.

Product

Illustrated instruction sheet for assembling a flying robot

Time to Shine (Learn to learn)

When do we use the word "and"?

Communicative Activities

Interpret and follow instructions.

Read illustrated instructions for assembling an object.

Teaching Guidelines

1. Recognize topic, purpose and intended audience. Detect, with graphic support, instruction sheets related to their daily live. Keep the attention during the exploration of instruction sheets. Distinguished title, instructions and lists of materials. Count steps of instructions. Identify the meaning of words that bind expressions. Recognize ordinal and cardinal numbers. Differentiate the order of steps in a sequence.
2. Follow the text while listening to its reading. Keep the attention. Connect experiences and knowledge with the reading. Anticipate steps.
3. Compare writing of words. Search known letters. Select words to complete steps. Order steps in a sequence. Establish correspondences between the writing and reading of words. Review repertoire of words and expressions.

Evaluation

- Find evidence such as: list with steps, drawings and illustrations.
- Assessment rubric

Be Curious (Critical thinking)

Learn to make something new from something old.

Unit 4

Safe in the Street!

Family and Community Environment

Achievements

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

Product

Illustrated Dictionary of Signs

Time to Shine (Learn to learn)

When you learn new words, it can help to learn opposites.

Communicative Activities

Exchanges associated to communication media.

Interpret public signs.

Teaching Guidelines

1. Identify purpose, sender and receiver. Recognize the value of signs to participate in the life of the community. Anticipate the utility to follow signs with graphic support.
2. Indicate specific words to indicate actions when listening. Distinguish intonation, volume, etc.
3. Discover the meaning of new words used to indicate actions, when listening. Associate sounds with letters. Relate words with signs. Classifying images of signals according to their function.
4. Compare similarities and differences when writing words. Complete the writing of words and numbers. Correspondence between parts of writing and orality. Formulation of words and statements. Review repertoire of words and expressions.

Evaluation

- Find evidence such as: follow directions from signs, list of words, color signs.
- Observation guide

Be Curious (Critical thinking)

Look around you. Find out what other signs mean.



Scope and Sequence

Unit 5 My Story! Recreational and Literary Environment	Communicative Activities Recreational expression Compare words in a children's story
Achievements <ol style="list-style-type: none">1. Explore stories.2. Listen to reading stories aloud.3. Practice the pronunciation of words.4. Review the writing of a story.	Teaching Guidelines <ol style="list-style-type: none">1. Encourage students to adopt an attentive and interested attitude to explore stories. Identify where they can read and where not. Differentiate between letters of numbers and punctuation. Identify the text structure with support images: beginning, middle and denouement.2. Activate previous knowledge to recognize characters, objects and places. Associate the reading of names, characters, objects and places, with writing.3. Review repertoire of words and expressions. Spell words.4. Classify names according to what they refer. Compare writing of words. Detect some words that indicate actions in progress or to replace others. Group similar words from a writing.
Product <i>Illustrated Story</i>	Evaluation <ul style="list-style-type: none">• Find evidence such as: scene selection, chart of assorted names and illustrations.• Checklist
Time to Shine (Learn to learn) <i>Try to read in a quiet place so you can concentrate. Tell your group about your favorite place to read in.</i>	Be Curious (Critical thinking) <i>Read a children's story in a book or online. Try to remember the people and things in the story. Tell the class about what you read.</i>
Unit 6 My Week! Academic and Educational Environment	Communicative Activities Exchanges associated to specific purposes. Interpret information about units of time, with support of a graph.
Achievements <ol style="list-style-type: none">1. Explore weekly calendars.2. Listen to the reading aloud of information about hours and days of the week.3. Participate in the exchange of questions and answers for information about units of time.4. Check writing.	Teaching Guidelines <ol style="list-style-type: none">1. Anticipate topic and purpose. Identify components of a weekly calendar. Locate school and weekend days in a calendar. Distinguish periods of the day. Recognize hours in periods of the day.2. Use previous knowledge to recognize hours and days of the week. Differentiate hours from days of the week. Complete beginning or the end of the names of the days of the week. Point out on a calendar days of the week when hearing their name. Associate hours with the numbers. Read and locate the hours on a clock.3. Point out pictures of activities that are carried out on specific days and hours. Identify days and hours in which there are routine activities at school to answer questions. Complete, with graphic support, answers to questions about hours and days of the week. Play to ask and tell the time.4. Identify written information on a calendar. Rewrite names of days of the week. Confirm the absence or presence of unnecessary letters in script names for days of the week. Write numbers of hours, based on a model. Review repertoire of words and expressions.
Product <i>Calendar with days of the week, hours of class and recess</i>	Evaluation <ul style="list-style-type: none">• Find evidence such as: weekly calendar scheme, list of the names of the days of the week.• Observation guide
Time to Shine (Learn to learn) <i>Importance of school routines.</i>	Be Curious (Critical thinking) <i>Do children in other countries have the same school activities?</i>



Scope and Sequence

Unit 7
Who Are You?
Family and Community Environment

Communicative Activities
Exchanges associated with information of oneself and of others.
Give information on personal data, likes and preferences.

- Achievements**
1. Explore information about data and personal preferences.
 2. Listen and acknowledge questions for information.
 3. Review writing questions and answers

- Teaching Guidelines**
1. Recognize personal data. Detect numbers in ages. Identify preferences.
 2. Clarify the meaning of words. Complete questions and answers to get information. Point out and repeat words to practice pronunciation. Provide feedback so that the students can ask polite questions.
 3. Compare words such as (which one is long, which one is short, etc.). Group words from their similarities. Improve word tracing. Complete words from one of its parts. Read questions aloud to recognize "question words".

Product
Card with personal information

- Evaluation**
- Find evidence such as: list with information that will include the card, register of personal data.
 - Illustrated card of self and peer assessment

Time to Shine (Learn to learn)
We all learn in different ways. How do you like to learn?

Be Curious (Critical thinking)
What personal information can you share online?

Unit 8
How Do You Feel?
Recreational and Literary Environment

Communicative Activities
Understanding oneself and others.
Understand tales to relate with personal experiences.

- Achievements**
1. Explore illustrated children's books.
 2. Follow the reading aloud of a tale.
 3. Explore writing statements.
 4. Assessment statements script.

- Teaching Guidelines**
1. Recognize and draw images and titles. Activate previous knowledge to predict topic and purpose. Notice the text structure with support images: beginning, middle and denouement.
 2. Clarify meaning of words which express actions, with graphic support. Point out illustrated characters when hearing their name. Recognize characters experiences and compare them with their own, using expressions to show shared experiences. Detect, with graphic support, experiences of others reflected in stories. Represent actions of characters with body language.
 3. Recognize and spell words expressing states of mind. Separate words in sentences. Compare similarities and differences between statements. Complete statements.
 4. Detect absences or unnecessary presence of letters when writing words. Verify readability of writing of words from reading aloud. Review codes of words and expressions.

Product
Illustrated statements of feelings and states of mind

- Evaluation**
- Find evidence such as: statements that express states of mind, drawings or illustrations.
 - Self-assessment

Time to Shine (Learn to learn)
We use spaces to separate words. Without spaces words are very difficult to read.

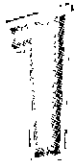
Be Curious (Critical thinking)
What other feelings can you have?



Scope and Sequence

Unit 9 My Country's Animals Academic and Educational Environment	Communicative Activities Search and selection of information. Ask questions to obtain information on a topic of nature.
Achievements <ol style="list-style-type: none">1. Explore illustrated materials about living beings.2. Participate making questions3. Explore writing questions and answers.	Teaching Guidelines <ol style="list-style-type: none">1. Activate previous knowledge. Encourage their curiosity to learn more about interesting living things. Identify characteristics and graphical layout of charts. Establish a relationship between graphics resources and writing.2. Distinguish questions by their intonation. Clarify meaning of words of questions. Answer closed questions about living beings with sight words. Complete questions. Point out pictures to answer questions about characteristics of living beings.3. Recognize composition of words. Identify words when writing questions. Make correlations between parts of writing and reading. Review repertoire of words and expressions. Produce and interpret their own writings. Make questions about unknown expressions.
Product <i>Illustrated chart of animals</i>	Evaluation <ul style="list-style-type: none">• Find evidence such as: graphic organizer with living beings, questions and answers.• Picture Journal
Time to Shine (Learn to learn) <i>We can use charts to help us read and write information clearly.</i>	Be Curious (Critical thinking) <i>Learn more about animals where you live and in other countries.</i>

Unit 10 Community Workers Family and Community Environment	Communicative Activities Exchanges associated with the environment. Describe and interpret information about people of the community and their activities.
Achievements <ol style="list-style-type: none">1. Explore illustrated materials, with information about occupations or professions.2. Participate in the oral expression of information.3. Explore writing of words.	Teaching Guidelines <ol style="list-style-type: none">1. Anticipate theme from previous knowledge and images. Recognize intended audience. Identify parts of books. Indicate names of objects, clothing, and tools. Link images of occupations and professions with their name. Discover cultural differences in occupations and professions.2. Complete statements to describe people. Classifying images of occupations and professions of places of the community. Point out images of occupations and professions when hearing their name. Share information from visual and auditory stimuli.
Product <i>Names and illustrations of occupations</i>	Evaluation <ul style="list-style-type: none">• Find evidence such as: graphic organizers with occupations and professions, drawings or illustrations.• Questionnaire
Time to Shine (Learn to learn) <i>Most words that end in -er and -ist are names of people.</i>	Be Curious (Critical thinking) <i>Why do we think of some occupations more for women or men?</i>



Hello!

Unit Overview

🎯 Social practices of the language

- Understand and respond to expressions of greeting, politeness and farewell.

🎯 Family and community environment

- Exchanges associated to specific purposes.

🎯 Expected Outcomes

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

🎯 Visual Resources

- *Hello, good morning, thank you, please, good afternoon, good night, good-bye*

🎯 Language

Hello! Hi! Good morning. Thanks! You're welcome. please, by, good-bye, sure, one, two, three, four, five My name is..., Can I use...?

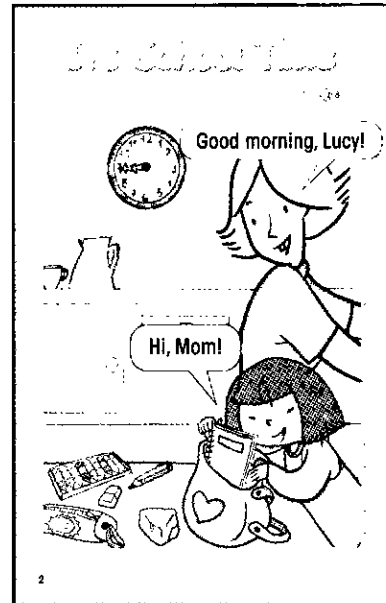
🎯 Extra material

construction paper, index cards, crayons, colored pencils, glue stick

🎯 Final Product

Illustrated cards with greetings, farewells and courtesy expressions.

🎯 Big Book 1, *It's School Time*, pp. 2-7

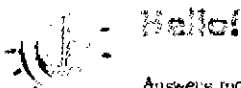


At the end of the unit you can have a reading session with your students and discuss the story; you can use the questions suggested on the Big Book, on page 32.

🎯 Worksheets

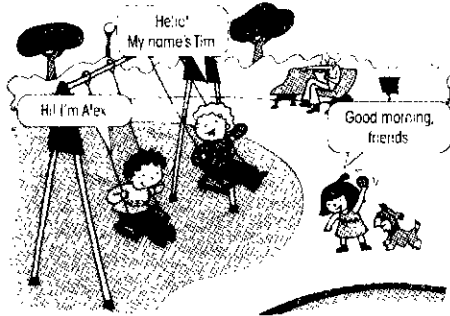
If you have time, use the worksheet provided on page T112. They are fun activities and they are related to the unit.

Lesson 1



Answers may vary
1 When do you say "hello" to friends?

2 Listen and point. Who says "hello"?
Tim says hello



3 Use the cutouts on page 119. Work in groups. Listen and act out.

4 Circle the word that is different.



Expected Outcomes

Identify purpose.
Indicate sender and receiver.

Materials

Activity Book, p. 6, CD tracks 2, 9, crayons or pencils, scissors

Warm Up

Say, *Hello, children. Hello!* Wave your hand and encourage students to reply the same way.

Point to yourself and say, *My name's...* Point to students and ask, *What's your name?* Encourage them to complete the sentence, *Hello, my name's...*

Ask students to open their books to page 6. Point to the illustration and say, *Look. This is Tim. Say "Hello" to Tim.* Repeat with the other characters (Alex and Lynn).

Point to the dog. Say, *Look at the dog. Its name is...* Elicit a name from the students. Say "Hello" to...

1 When do you say "hello" to friends?

Use gestures: ask students when they say hello to friends? Provide an example that you act out. *In the morning, when I get to school, I say hello to friends.* Ask students for more examples. Ask them to act out their situations and provide language. *Kevin says hello to friends when he plays football.*

2 Listen and point. Who says "hello"?

Play the track and stop after each character speaks. Ask students to point to the character who speaks with their finger. Play the track once more and this time have students repeat after each character. 3 Use the cutouts on page 119. Work in groups. Listen and act out.

Ask students to cut out the different characters on page 119. Then, ask them to work with three classmates and choose a character (Tim, Alex, Lynn or the dog). Tell them to listen one more time and then, practice the dialogue together. The aim is for students to use non-verbal communication to act out the dialogue, and for students who feel confident enough to read the dialogue. Have several groups come to the front and act out the dialogue. Praise students: *Very good! Excellent!*

3 Listen and number the pictures.

Introduce numbers 1 to 3. Draw them on the board and have students repeat. Have some students come to the front and draw the numbers.

Ask students to look at the pictures. Have them say what they think each picture represents (*Good morning, hello, thanks*). Play the track and ask students to number each picture after they hear the sentence. Check the answers with the group.

4 Circle the word that is different.

Read the words aloud. (*Hi. Thanks. Hello. Good morning.*) Write the words on the board: *Hello. Hi.* Finally, have students circle the different word and "read" the greetings.

Wrap Up

Song: Hello/Goodbye

This is a nice way to introduce more numbers. Write the numbers from 1 to 10 on the board and have students repeat the numbers after you.

Play the track and have students listen to the song. Don't ask them to sing; give students a chance to get familiar with the song. Play it one more time and ask students sing if they are ready. Play it one more time and encourage students to sing and wave, following the rhythm. If your students do not sing, it's okay. Remember that at this stage, students have to get familiar with the language.

5 Listen and number the pictures. 



6 Look and circle. Who talks? Who listens? 



Illustrated cards with greetings, farewell and courtesy expressions

Step:
Take 3 cards. Draw a boy or girl and a greeting on each card.

Self-evaluation
Can I say hello?

 indicate sender and receiver  Detect non-verbal language 

Expected Outcomes

- Identify purpose.
- Indicate sender and receiver.
- Detect non-verbal language.

Materials

Activity Book, p. 7, Big Book 1, CD tracks 3, 8, 9, crayons or pencils, 3 cards per student

Warm Up

Song: Hello/Goodbye

Use this section to practice greetings.

Play the track and have students listen to the song. Ask students if they remember the song. Play it one more time and encourage students to sing or wave, following the rhythm. If your students do not sing, it's okay. Remember that at this stage, students have to get familiar with the language.

5 Listen and number the pictures. 

Introduce numbers 1 to 3. Draw them on the board and have students repeat. Have some students come to the front and draw the numbers.

Have students open their books to page 7. Ask students to look at the pictures. Have them say what they think each picture represents (Good morning, hello, thanks). Play the track and ask students to number each picture after they hear the sentence. Check the answers with the group.

6 Look and circle. Who talks? Who listens?

Point to the picture and ask students what they see. Ask them how many children are in each picture. Draw two squares on the board. Write 1, 2 in each square. Ask students what the boys are doing. Have them say someone is talking. Ask this time in English: *Is boy number 1 talking or listening?* Mime *talking* and *listening*. Now point to the *talk* and *listen* drawings and tell students to circle the corresponding sign for each child in the picture. Repeat the procedure for the next picture.

Big Book 1: It's School Time

Take out Big Book 1 and show your students the first page of the story. Ask them to say what this story is about. Play the track and point to the illustrations throughout the pages as students listen. Play the track again. Have a student turn the pages of the Big Book.

Be Curious

Have students look at the picture and talk out about nights and days in the North Pole. Have them decide whether the photograph represents a day or a night. Encourage them to find out about aurora borealis.

Illustrated cards with greetings, farewell and courtesy expressions step 1

Ask students if they remember different ways to say hello. Tell them that they are going to make three drawings of people greeting each other. They do not need to write the words yet. Check that learners have understood instructions before you hand out the materials (3 cards per student and crayons or pencils).

Self-evaluation

Ask students if they can say hello? Act out short conversations with individual students and ask them to respond. *Hi, Sandra. Hello, Jaime.*

Wrap Up

Song: Hello/Goodbye

Play the track and encourage students to sing or clap or wave, following the rhythm. Encourage students to sing, but remember that if they do not, it's okay. Remember that at this stage, students have to get familiar with the language.

Lesson 2

What things do you need to use in class?

2 Read and underline the words you know.

1 Hello! Can I use your pencil?
Sure.
Thank you.
You're welcome.

3 Listen and act out.

4 Classify the words.

by one can three four thanks

2 letters
3 letters
4 letters
5 letters

Expected Outcomes

Detect similarities and differences in words used in expressions.

Review repertoire of words and expressions.

Materials

Activity Book, p. 8, Big Book 1, CD tracks 4, 7, 8

Warm Up

Song: *The Magic Words!*

Use this section to introduce the concept of being polite. Play the track and have students listen to the song. Put your hands together and ask them what the magic words are (*please* and *thanks*). Play it one more time and encourage students to sing or clap following the rhythm. If your students do not sing, it's okay. Remember that at this stage, students have to get familiar with the language. Ask them what it means to be polite (to say please and thanks is a good example).

1 What things do you need to use in class?

Ask students what things they need to use in class? Ask them to show you or use gestures. Describe the things that students show you. *Roberto needs to use paper. Wendy needs to use a pencil.*

2 Read and underline the words you know.

Ask students to look at the pictures. Point to the picture on the left and ask who the characters are (let students invent names). Ask them to say "hello" to the characters.

Pick a student and say: *Hello. Can I use your (pencil).* Point to the pencil and mime the whole action. When the student agrees, encourage them to say *Sure.* Thank the student and have them say *You're welcome.*

Repeat the same procedure with another student.

3 Listen and act out.

Have students work in pairs. Play the track again and have students act out the dialogues. Provide positive feedback. Invite some volunteers to act out the dialogues for the rest of the class.

4 Classify the words.

Ask students to look at the activity. Read the words and remind them of their meaning. Ask them to count the letters in each word: *2 letters, 3 letters, 4 letters, 5 letters.* Have students count along with you. Point to the word *one*. Count each letter and say, *How many letters are in can? Three.* Point to the word *bye* and repeat the process. Tell students to write *bye* in the row that corresponds to three letters. Continue until students have written the remaining words where they belong. Ask students which word has more than 5 letters.

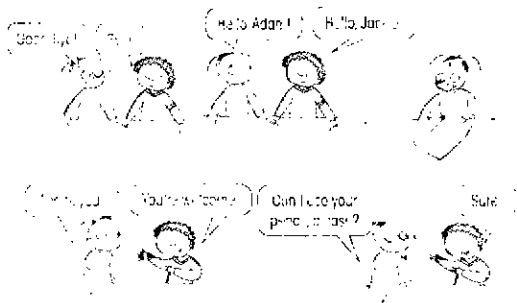
Big Book 1: It's School Time

Take out Big Book 1 and show your students the first page of the story. Ask them if they remember the story. Tell them this time they are going to imagine how the story could be different. Each time Lucy asks her mom for something, elicit a different reason for her not leaving; e.g. instead of "My sandwich!," what did Lucy leave?

Wrap Up

Tell students they are going to make words with their bodies. Write the word *can* on the board. Ask students how many letters there are in *can*. Count each letter and say one, two, three. Then point to yourself and say one, point to a student close to you and say two, and point to a third student and say three as you form a group of three. Tell students they have to get in groups with the same number of people as letters in a word. Write a word from the previous activity on the board and say it. Ask students to quickly form groups. Then count the letters and check that the groups have been formed correctly. Repeat with other words.

3 Listen and number the pictures. Act out the dialogues. 4, 5, 6



Illustrated cards with greetings, farewell and courtesy expressions

1. Good-bye!
2. Hi, I'm Adam!
3. Hi, I'm Jan...

Self-evaluation

Can I use your pencil?



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Expected Outcomes

- Review repertoire of words and expressions.
- Be polite with other students.

Materials

Activity Book, p. 9, CD track 5, one card per student.
Realia: scissors, pencil, eraser, crayon, book.

Warm Up

Use *realia* to reinforce vocabulary. Hold up a dictionary and say what it is. Have students repeat chorally. Repeat the procedure using a book, scissors, a pencil, and an eraser. Say, *These are school supplies.*

Ask students to form pairs. Tell students to ask questions about their school supplies: *Can I use your (crayons)?* or *Can I take the (book)?* Encourage them to answer using *Sure* or *Of course!*

5 Listen and number the pictures. Act out the dialogues. 4, 5, 6

Ask students to open their books to page 9 and tell them to listen to the dialogue. Play Track 5. Tell students there are two ways to answer the questions: *Sure* and *Of course*.

Ask for the meaning of *You're welcome*. Play Track 5 again and ask students to number the pictures according to the dialogue. Check with the group. Have students work in pairs and act out the dialogue. Have two or three pairs come to the front to act out.

Illustrated cards with greetings, farewell and courtesy expressions Step 2

Ask students to draw a boy or a girl saying thank you on their card. Tell them they do not have to write anything yet. Ask them what we can say back. *You're welcome*.

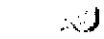
Self-evaluation

Act out a situation where you ask a student for a classroom object. Make emphasis in the end of the sentence, saying "please". Wait for the child to give it to you and respond accordingly. Then reverse the role by taking back the object and thanking the student. Ask students to tick the box if they can say please.

Wrap Up

Make two groups. Have a student from each group come to the front and whisper a courtesy expression into their ear. They have to act the word for their group. The first group to guess is the winner. For example: *Good-bye, Hi, Thank you, You're welcome, Can I use your...?*

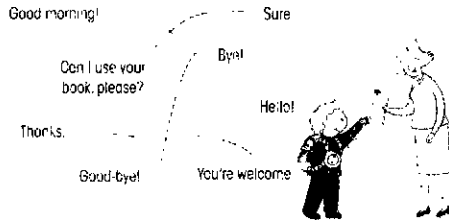
Lesson 3



1 When do you say "please"?

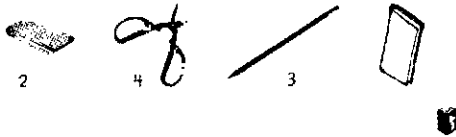
Answers may vary.

2 Read and match the expressions.



3 Read the questions. Number the pictures.

- Can I use your book?
- Can I take your eraser?
- Is this your pencil?
- Can I use your scissors?



10

Repeat the expressions repertoire of greetings, farewells and politeness. Reply to expressions of greeting, farewell and politeness with non-verbal language and expressions with which the student feels confident.

Expected Outcomes

Expand the expressions repertoire of greetings, farewells and politeness.

Reply to expressions of greeting, farewell and politeness with non-verbal language and expressions with which the student feels more confident.

Be polite with other students.

Materials

Activity Book, p. 10, Big Book 1, CD tracks 8, 9, pencils

Warm Up

Song: Hello/Goodbye

Play the track and encourage students to sing or clap or wave, following the rhythm. Encourage students to sing, but remember that if they do not, it's okay. Remember that at this stage, students have to get familiar with the language.

1 When do you say "please"?

Use gestures: ask students when they say please.

Provide an example that you act out. *In the morning, when I buy a coffee, I say "A coffee, please."* Ask students for more examples. Ask them to act out their situations and provide language. *Sarah says please to her mom when she wants to eat something.*

2 Read and match expressions.

Point to the first pair of courtesy expressions. Say, Good morning. Encourage the class to respond: Hello. Do this with each expression on the left and ask students to respond using the corresponding expression. Ask students to match the expressions on the left to the expressions on the right. Check answers and have students practice the dialogues in pairs. Walk around the classroom to check pronunciation and give positive feedback. Have some volunteers come to the front and represent their dialogues.

3 Read the questions. Number the pictures.

Ask students the first question. *Can I use your book?* Walk up to a student and repeat the question. Use gestures to get students to show you what you are asking them for. (So that someone gives you their book.)

Do the same with the other three questions. Draw a book, eraser, pencil and scissors on the board. Write number one next to the book. Ask students what the question is for each other picture. Write a number next to each picture. Drill the questions so they become a little bit more automatic before you ask students to practice asking them in small groups. Walk around and provide help where needed. Make sure students remember to respond with *Sure*.

Big Book 1: It's School Time

Take out Big Book 1 and ask your students what they remember about the story. Tell them this time they are going listen and act out the story. They can try to act out all the characters, or choose one character throughout.

Wrap Up

Ask students to work in groups of four. Ask students to take out their school supplies and ask each other for different things. Help with the words they don't know.

4 Look and circle.



5 Listen, check and say.

- Good morning!
- Can I use your book? ✓
- Hello!
- Thanks. ✓
- Good night! ✓

Illustrated cards with greetings, farewell and courtesy expressions

Step 4
 Take 2 cards
 Draw a boy or girl saying: 'Can I use your book?'

Self-evaluation
 Can I ask for something in class?

Use all the cards to practise greetings, farewells and courtesy expressions with other students.



Expected Outcomes

- Expand the expressions repertoire of greetings, farewells and politeness.
- Be polite with other students.

Materials

Activity Book, p. 11, CD tracks 6, 7, flashcards 4, 5, 7, 8, 9 in CD additional resources

Warm Up

Song: The Magic Words

- Play Track 7. Have students listen carefully. Have them count how many times they hear the word *polite* in the chant and elicit its meaning.
- Have students work in pairs and act out polite situations. Walk around helping when needed.
- Encourage students to use the new language or just mime if they aren't ready to speak.
- Invite students to perform their role-plays for the class. Finally, play the track and sing again.

4 Look and circle.

Have students open their books. Ask students to look at the photographs. Have them describe each photo (they can use their own language). Tell them that there are more things we can say to be polite: *Good morning; Good afternoon; Good night.*

Show them the flashcards and reinforce the language. Ask students to repeat after you.

Read each phrase aloud. Ask students which is the correct one and have them circle the answer: *Look at the first photo. What is it? Good morning? Good night? Yes, very good. It is Good morning. Circle Morning.*

Repeat the procedure with the rest of the pictures.

5 Listen, check and say.

Ask students to focus their attention on the example. Play Track 6 and ask students to repeat *Good morning*. Do the same with the second expression and ask students to put a check next to the second expression. Then have them repeat after listening to the audio. Repeat the procedure with all the expressions.

Play the track again and have students repeat.

Illustrated cards with greetings, farewell and courtesy expressions Step 3

Tell students that they are going to make two more drawings of children in class asking for something. Check instructions before you hand out the materials. They do not need to write anything on the cards yet.

Self-evaluation

Walk around the class and look at students' drawings. Ask them what the children on their cards are saying. (Can I use your scissors?) Then ask students to tick the box if they can ask for something in class.

Wrap Up

Play Track 7 again and act out the song.

Lesson 4

Complete the words.

Be prepared to greet, say farewell, be polite, thank, welcome.



12

Expected Outcomes

Complete exchanges with expressions to greet, say farewell and be polite.

Understand direction of writing.

Materials

Activity Book, p. 12, Big Book 1, CD track 8, Flashcards 4, 5, 7, 8, 9 in CD additional resources, paper, crayons

Warm Up

Use a greeting that is not appropriate for the time of day. Use a questioning intonation. (*Good night?*) Ask students what the correct greeting is.

1 Complete the words.

Show students the necessary flashcards in the CD. Practice polite expressions: *Good morning; Good afternoon*. Ask students to open their books.

Point to each picture in turn and encourage students to describe them: *Who is in the picture? Is it morning? Etcetera*.

Have students look at the speech bubbles. Tell students to trace the missing letters to complete the remaining expressions. Invite students to come to the board and write the completed words. Check with the group. Focus your students' attention towards writing from left to right.

Big Book 1: It's School Time

Take out Big Book 1 and tell students this time they are going to help you read the story. You're going to be Mom, and they're going to be Lucy. Give students clues using gestures and the pictures in the book to help them remember what Lucy says. If they need more help, whisper her lines to them.

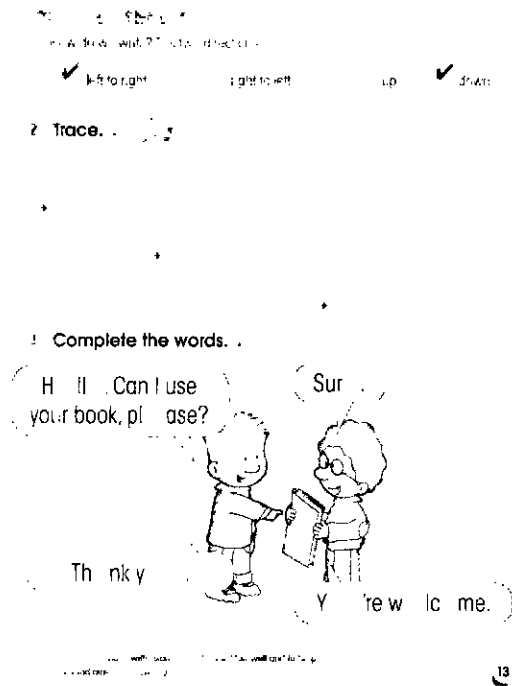
As a possible extension, read the story, but elicit a different reason for not leaving each time. *Mom! My _____, please! and Mom! _____!*

Wrap Up

Give students a sheet of paper each. Ask students to write one phrase on the paper: *Good morning, Thank you, You're welcome, or Good bye*. Have them find other students who wrote the same phrase and stand together in a group.

Additional Activity

For more practice on courtesy expressions, visit the suggested web page and practice with your students.



Expected Outcomes

- Complete exchanges with expressions to greet farewell and to be polite.
- Understand direction of writing.

Materials

Activity Book, p. 13, colored pencils or crayons, paper

Warm Up

- Point to the sky. *Is that up or down?* Repeat with down, left and right.
- Tell students that you are going to say a word and they have to move in the same direction. Start slowly and speed up as students become more confident.

Time to Shine

Have students open their books to page 13. Ask them how we write: up, down, left or right? Let them tick two directions (left to right, down).

2 Trace.

Ask different volunteers to read the expressions. Then have students trace the expressions. Monitor and check.

3 Complete the words.

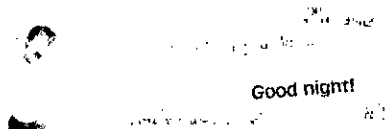
Wave. Ask students what they think the first word is. Write *hello* on the board and ask students to copy the missing letters. Then do the same with the other missing words. Then start reading the dialogue and ask students to respond (*Sure. You're welcome.*) Then ask them to practice the dialogue in pairs. You can also ask them to act out a dialogue of their own, or to make their own drawing of a similar dialogue on a piece of paper.

Wrap Up

Have different pairs of students come to the front and act out a dialogue.

Product

Write greetings, farewell and courtesy expressions on your illustrated cards. Use your cards to play Charades.



Listen to others. Hold up a card. Display the cards on the classroom wall.

Self-evaluation

Can I understand and exchange greetings, farewells and courtesy expressions?



Materials

Activity Book, p. 14, index cards, cardboard paper (1 sheet every 3 students), glue, colored pencils or crayons

Warm Up

Divide the class into two teams. Have the teams line up so they are facing each other about half a meter apart. Tell the students of one team to say one courtesy expression for the student opposite them to repeat. Ask teams to change roles and repeat.

1 Write greetings, farewell and courtesy expressions on your illustrated cards.

Give students back their illustrated cards from this unit. Ask students to choose different greetings, farewell and courtesy expressions. Help them to write the courtesy expressions, greetings or farewells on their illustrated cards.

2 Use your cards to play Charades.

Students take turns picking up a card and act it out. The other students in their group have to guess what the expression on their card is.

3 Listen to others. Hold up a card.

Have students take turns and read an expression from one of their cards. The rest of the students listen and hold up an appropriate response if they have one. Ask students to hold cards up so you can check their responses and offer suggestions.

4 Display the cards on the classroom wall.

Have students assemble their cards, pasting them on the cardboard. Ask students to find places to hang the expression cards around the classroom for other students to see.

Self-evaluation

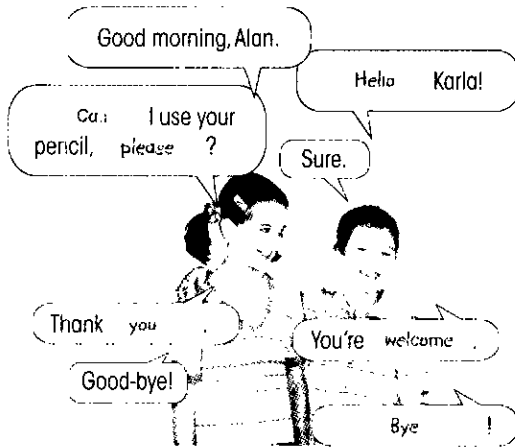
Can I understand and exchange greetings, farewells and courtesy expressions?

If students have successfully completed today's activities, they can tick. Ask students to think and discuss in groups of other polite expressions they would like to know in English.

Review

1 Complete the dialogues. Write words from the box.

Bye Can Hello please you welcome



2 Act out the dialogue.

1 Complete the dialogue. Write words from the box.

Ask students to look at the dialogues. Explain that words are missing. Tell them to complete the dialogue with the missing words in the box.

Have them compare their completed dialogues with a friend and then take turns role-playing the dialogue. Walk around the classroom and monitor students' conversations. Praise and encourage students whenever possible.

2 Act out the dialogue.

Have a few volunteers come to the front and act out the dialogue. They can read from their books.

Evaluation Tool

Use the evaluation tool provided on the next page to assess learners' achievement during this unit. Take into consideration all evidences collected for the Portfolio in this unit, as well as Product work and class participation.

Wrap Up

Ask students to talk about how they felt during the unit and their achievements. Ask them what their favorite expressions were from this unit.

Materials

Activity Book, p. 15, pencils

Warm Up

Divide the class into two teams. Have the two teams stand in two lines. Play broken telephone by whispering an expression from the unit to the first student, who passes it on to the person next to them and so on. The teams try to repeat the expression correctly first at the other end. After each expression, the person at the front of the line has to move to the back.

Evaluation Tool 1

Descriptive valuation scale

Tick the appropriate boxes.

Name _____

Expected outcome	Can do this well with little support.	Can do this with some support.	Requires a lot of support to do this.
Identify the purpose of expressions of greeting, politeness and farewell and identify senders and receivers in communicative situations.			
Recognize and identify differences in expressions of greeting, politeness and farewell.			
Respond to expressions of greeting, farewell, and courtesy in short polite interactions with other students.			

Name _____

Expected outcome	Can do this well with little support.	Can do this with some support.	Requires a lot of support to do this.
Identify the purpose of expressions of greeting, politeness and farewell and identify senders and receivers in communicative situations.			
Recognize and identify differences in expressions of greeting, politeness and farewell.			
Respond to expressions of greeting, farewell, and courtesy in short polite interactions with other students.			

2

It Rhymes!

Unit Overview

🕒 Social practices of the language

- Understand rhymes and stories in verse.

🕒 Recreational and Literary Environment

- Literary expression.

🕒 Expected Outcomes

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

🕒 Visual Resources

- *Purple, turtle, dog, frog, black, Jack, bed head, sack, black*

🕒 Language

Rhyme, then, hen, clap, rhythm, fish

🕒 Extra material

sheets of paper or cardboard, colored pencils, crayons or markers

🕒 Final Product

Words that rhyme for a pictorial file

🕒 Big Book 1 *Five Happy Monkeys*, pp. 8–13





At the end of the unit you can have a reading session with your students and discuss the story; you can use the questions suggested on the Big Book, on page 32.

🕒 Worksheets

If you have time, use the worksheet provided on page T113. They are fun activities and they are related to the unit.

Lesson 1

1 Do you like stories and rhymes about animals? Draw an animal from a story or rhyme you know. 
Answers may vary.

- 2 Read and listen. Circle the correct animal.** 
What is the rhyme about?



My Pet
My horse is black.
His name is Little Jack.
Every now and then,
We play with the brown hen.

16

Activate previous knowledge by looking at images. Distinguish topic, purpose and intended audience. Foster in students appreciation for literary expressions.

Expected Outcomes

Activate previous knowledge by looking at images.
Distinguish topic, purpose and intended audience.
Foster in students appreciation for literary expressions.

Materials

Activity Book p. 16, CD tracks 10, 14, flashcards in the additional resources in the CD


Warm Up

Song: *The Fat Cat*

Tell students they are going to listen to a rhyme about an animal. Ask them to identify the animal. Play track 14 and ask students to clap.

- 1 Do you like stories and rhymes about animals? Draw an animal from a story or rhyme you know.**


Ask students to open their books to page 16. Ask students the first question. Give them an example of your own to help them understand (*I like The Three Bears / Baa baa black sheep / Three Blind Mice, etc.*). If they are not sure what a rhyme is, ask them to look at the example on page 16. Ask students for some examples so stronger students can help provide models. Then draw an animal from the example you gave (*a bear / a sheep*). Ask students to draw an animal from one of their favorite rhymes or stories in their book. After students have drawn their pictures, ask them to stand up with their books and walk around the classroom. Ask them to try and find someone with a similar animal.

- 2 Read and listen. Circle the correct animal.** 
What is the rhyme about?

Introduce the animal words (you can use the flashcards in the CD). Have students circle the animal that is in the rhyme. Play the track again. Ask What is the horse's name? What color is it? What color is the hen? Have individual students answer and help with the new vocabulary.

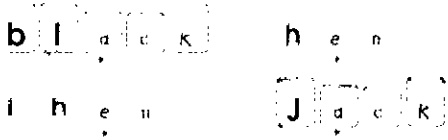
Wrap Up

Ask students where they can find rhymes and poems. Elicit a few answers (English books, poetry books.) Organize students in small groups. Use some books from your classroom library. Distribute them around the groups. Encourage students to explore the books.

3 Listen again and clap. 

4 Underline the words that rhyme.

5 Complete the words below.



6 Say the rhyme with a partner. 

Words that rhyme for a pictorial file

Step 1

Take 2 cards

On one card, draw a hen

On the other card, draw the color black.

Write a word that rhymes on the back of each card



Self-evaluation

Can I read and complete words that rhyme?

1. Detect words that rhyme with sound resources. 2. Complete words that rhyme. 3. Recognize rhythm and rhyme with sound resources. 4. Recognize that we write from left to right.



Expected Outcomes

Detect words that rhyme. Complete words that rhyme.

Recognize rhythm and rhyme with sound resources.

Recognize that we write from left to right.

Materials

Activity Book, p.17, Big Book 1, CD tracks 10, 12, 13, colored pencils or crayons, and blank cards

Warm Up

Song: Colors

Introduce the words for colors using colored pencils. Say the name and then, have students show their color: *Purple*. (Students show their color). Say *purple* and have students repeat the word. Repeat the procedure with the remaining colors (*red, blue, black, yellow, brown*).

3 Listen again and clap.

Play the track again. Ask students to listen and clap as if it was music. Ask them if the words are louder or softer when they clap (louder).

My Pet

My **horse** is **black**

His **name** is **Little Jack**

Every now and **then**

We **play** with the **brown hen**

4 Underline the words that rhyme.

Ask students which words sound the same. If they need help, tell them that the words with claps. Elicit *black, Jack, then* and *hen*.

5 Complete the words below.

Write the beginning of the words on the board. Have individual students pass to the front of the class and write the missing letters. Say the words aloud. Ask students to work individually and complete the words. Monitor and check.

6 Say the rhyme with a partner.

Have students group in pairs to say the rhyme: when one child says the rhyming word, the other claps. Then change roles. Don't worry if they can't pronounce the words correctly. Remember that they are beginning to practice the language.

Big Book 1: *Five Happy Monkeys*

Organize students in a circle. Show the class the story. Ask students what color the monkeys are. Play the track and have students say the rhyme.

Words that rhyme for a pictorial file Step 1

Get students to draw two of the four words on two cards (black and hen). Then get them to write Jack and then on the back of those cards. Allow other responses if students know other words that rhyme.

Self-evaluation

If students successfully completed the activities on this page, get them to tick the box.

Lesson 2

1 Listen. Clap to the rhythm.

What animal is a surprise?

My fish is purple.
 My mother has a turtle.
 My sister has a dog.
 A friend of mine has a frog.



2 Underline the name of the rhyme. Circle the text blue. Circle the picture

3 Number the animals you see in the picture. Circle the words that rhyme.

1 dog 2 turtle 3 frog

18

Expected Outcomes

Recognize rhythm and rhyme with sound resources. Identify changes in intonation. See graphic and textual components. Detect words that rhyme. Clarify the meaning of words.

Materials

Activity Book p.18, CD tracks 11, 14

Warm Up

Draw two columns on the board. In the column on the right write, *blue, four, red, black, then*. In the left-hand column write, *door, you, bed, hen, Jack*. Say each word and have students repeat.

Ask students to match the rhyming words on the board.

1 Listen. Clap to the rhythm.

Have students look at the picture and ask what they think it is: *A poem? A recipe? A newspaper article?* Ask students what they think this poem is about and say what animals they recognize. Help students with the new vocabulary.

Play Track 11 and ask students to clap to the rhythm. Play the track again and encourage students to "read" the poem.

Ask them what animal is a surprise. Tell them we know that the frog is a surprise because the way the woman's voice goes up. Ask them to repeat the intonation with sounds, not words.

2 Underline the name of the rhyme. Circle the text blue. Circle the picture green.

Ask students what the name of the rhyme is. Ask them to underline it. Make sure all the students underline the green title. Ask them to circle the text of the rhyme in blue and the picture(s) in green.

3 Number the animals you see in the picture. Circle the words that rhyme.

Ask students what numbers the animals are one by one. Ask them if they know what the other animal is (a fish).

Wrap Up

Song: *The Fat Cat*

Tell students they are going to listen to the rhyme about the fat cat again. Ask them to listen and clap. Play it again and ask them to say the words that rhyme.

Be Curious
What rhymes do children listen to in other places?

- 4 Complete the words. Circle the letters that sound the same.

There is a gr n fr .

I s a brown d .

The f tle is not p p .

Words that rhyme for a pictorial file

Take a new card. Choose two animals that rhyme. Draw one animal on each side of the card. Write the words.

Self-evaluation

Can I write and say words that rhyme?

Non-sequential words that rhyme

Expected Outcomes

Notice composition of words. Make correlations between parts of writing and orality.

Materials

Activity Book, p. 17, Big Book 1, CD track 12, cards, crayons or colored pencils. Flashcards in the CD digital resources

Warm Up

Ask students to take out a red pencil and a blue pencil. Tell them you are going to say some words and they should show you thumbs-up if the words rhyme or thumbs-down if they don't rhyme.

Say different words: *purple – turtle; Jack – black; fish – brother*, etcetera. Praise students who hold up the correct pencil.

Be Curious

What rhymes do children listen to in other places?

You can set this as a homework activity, or if you have access to a computer, you can ask students to search for rhymes from other countries.

- 4 Complete the words. Circle the letters that sound the same.

Ask students to trace. Write the words on the board. Then ask students to come and circle words that sound the same on the board.

Big Book: Five Happy Monkeys

Take out the big book. Ask students if they can remember the story from the unit. Ask them how many little monkeys there were. Ask students to shout out the number of monkeys each time they are mentioned in the track.

Words that rhyme for a pictorial file Step 2

Prepare a model card to use as an example. Hand out one new card to each student. Ask them to choose two animals that rhyme. In the last lesson they saw frog and dog, but if they can think of another rhyming pair, ask them to check with you. Ask students to draw each animal on each side of the card and write the animal's names.

Self-evaluation

Can I write and say words that rhyme?

Once students have created their cards, ask them what they have drawn and written. If they can tell you what is on their card (and it rhymes) they can tick the box.

Wrap Up

Organize students in small groups. Assign each team one of the rhymes on the previous lessons. Students have to stomp their feet or clap their hands when they say the rhyming words.

Lesson 3

- 1 Look at the picture. What do you think the problem is?

Answers may vary.

Five Happy Monkeys

Jumping on the bed
One fell off.

And bumped his head
Mother called the doctor.

and the doctor said
'No more happy monkeys

jumping on the bed.

- 2 Listen and complete the missing words. Do the words rhyme? Yes, the words rhyme.
- 3 Listen and act out the rhyme. Repeat the words that rhyme.

20

Share concerns. Repeat aloud words that rhyme and practice their pronunciation.

Expected Outcomes

Share concerns.

Repeat aloud words that rhyme and practice their pronunciation.

Materials

Activity Book, p. 20, Big Book 1, CD track 12, colored crayons or pencils, Big Book 1

Warm Up

Review the words for colors using colored pencils. Say the name and then, have students show their color: *Purple*. (Students show their color). Say *purple* and have students repeat the word. Repeat the procedure with the remaining colors (*red, blue, black, yellow, brown*).

- 1 Look at the picture. What do you think the problem is?

Hold up the Big Book and ask students what they think the problem is. There is no right or wrong answer. Get students to share their ideas.

- 2 Listen. Complete the missing words. Do the words rhyme?

Write *bed, head, said*, on the board. Ask students if the words rhyme.

Have some students come to the front and write the words.

Tell students they are going to write the rhyming words. Play the track and ask students to read along. Play the track again and pause it after each word the students need to write. Monitor and check while the students write.

Organize students in pairs. Have pairs read the words aloud several times.

Check as a class.


- 3 Listen and act out the rhyme. Repeat the words that rhyme.

Play the track again. Ask students to listen. Pause before you get to the rhyming words and ask students to say the words that rhyme. Play the rhyme again, this time ask students to stand up and act it out in groups of five. Have volunteers come to the front and act the rhyme. Praise your students' efforts.

Wrap Up

Big Book 1: Five Happy Monkeys

Form groups of 7 students and ask them to play a role: 1 mother, 1 doctor or 5 happy monkeys. Use the Big Book and read the rhyme slowly. Ask students to act out the poem.

4 Color the words that rhyme. Say the rhyming words out loud. 

bed turtle purple Jack
 hat black head then

Words that rhyme for a pictorial file

Step 3

Take 2 cards

Write two words that rhyme from this lesson

Write one word on each side.

Make a drawing to help you remember the word.

Make another card if you have time.



Self-evaluation

Can I repeat words that rhyme and practice their pronunciation?

Repeat words that rhyme out loud and practice their pronunciation.

21

Expected Outcomes

Repeat words that rhyme out loud and practice their pronunciation.

Materials

Activity Book, p. 21, CD track 14, colored pencils, crayons and blank cards

Warm Up

Song: The Fat Cat 

Play Track 14 and ask students to listen and clap. Ask them to try to sing if they can.

4 Color the words that rhyme. Say the rhyming words out loud.

Have students open their books to page 21. Group them in pairs. Explain to students there are four pairs of rhyming words. Have them identify the pairs of rhyming words. Ask students to color each pair of words in a different color.

Monitor and help as needed.

Have volunteers come to the front of the class and say the rhyming words.

Ask students to say repeat the words after the volunteers.

Words that rhyme for a pictorial file Step 3

Prepare two more model cards to show students.

Tell them that they have to write two more rhyming words on each card, one on each side. They also have to illustrate their cards. They can use words from any pages of the unit.

Self-evaluation

Ask students to show you their cards. Read the words on their cards and ask them to repeat the words. If they can do so, ask them to tick the box.

Wrap Up

Rhyming Words: Divide the group into two teams. Say a word. The team that says the a word that rhymes with the one you said, wins a point. Try to recycle words from this unit.

Lesson 4

1 Complete the words.

I s _ a gr _ n b rd.

Or is it yell _ ?

I kn _ a br _ a _ .

2 Use different colors to circle words that rhyme.

3 Write the rhyming words.

turtle

purple

Jack

black



22

1 Complete the words.

Ask students to trace the missing letters in the words. Write the sentences on the board and ask volunteers to write the missing letters.

2 Use different colors to circle words that rhyme.

Read the words that students have traced. Ask them to repeat the words. Say two words at a time and ask them if they rhyme or not. If necessary, break the words into smaller pieces (green, een).

3 Write the rhyming words.

Remember the rhyming words from Lesson 4: *bed-hed / turtle-purple / Jack-black / hen-then*. Then ask students to write the rhyming words.

Big Book 1: Five Happy Monkeys

Form groups of 7 students and ask them to play a role: 1 mother, 1 doctor or 5 happy monkeys. Play the track.

Ask students to act out the poem.

Wrap Up

Ask students to work with a classmate. Distribute magazines, scissors and glue. Ask students to choose two words that rhyme, find the letters in the magazine and cut them out. Ask them to paste the words in their notebooks. Monitor and check.

Expected Outcomes

Compare similarities and differences between words with and without rhyme. Spell words that rhyme. Promote respect among students by what others do and know how to do in English.

Materials

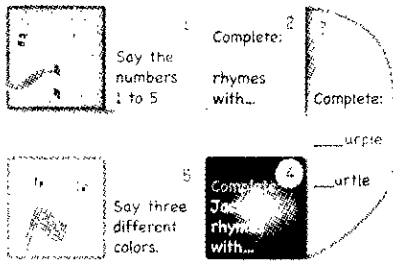
Activity Book, p. 22, Big Book 1, CD track 12, old magazines, scissors, glue

Warm Up

Tell students they have to guess some animals from the unit. Then just silently mouth animal names without using sound. They have to look at your mouth and guess the animal you're "saying".

Task 1: Rhyme
 Look at the words.
 Do they rhyme?
 head said bed
 In English do letters in words
 always sound the same?

3 Play Let's Collect Balloons.



3 Complete the words. Underline one letter that is different.

p _____ t _____

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Expected Outcomes

Compare similarities and differences between words that rhyme and words that don't rhyme.

Complete words that rhyme.

Materials

Activity Book, p. 23, CD track 52, beans and coins (one bean or coin per student), one dice per pair of students (optional)

Warm Up

Song: If You Are Happy

Divide students into groups of 4. Tell them that they are going to sing. They have to do their best. Play Track 52, *If You re Happy...* and have students sing and act out the song.

Ask students to read and repeat the words after you.

Time to Shine

Ask them if the words rhyme.

Then ask them what this tells us about how we read and say different letters in English.

4 Play Let's Collect Balloons.

Have students play in pairs. Read out the activities in the game and explain, if needed. Give one student a bean and give a coin to the other; put them on the START square. Tell students to take turns reading the task aloud and completing it. If they complete the task correctly, tell them to move their token to the next square and do that task. If they do not perform the task correctly, they miss a turn. You can use a dice and have each student throw it, and move their token according to the number they got.

Walk around the classroom and help students as they play the game.



5 Complete the words. Underline one letter that is different.

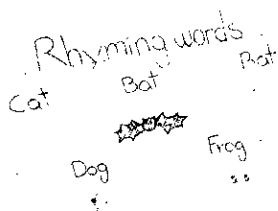
Ask students to complete the words. Ask students to come up to the board and write one letter each. Then ask students which letter is different. Say "T" and "P" and ask them to repeat.

Wrap Up

Shout some letters that students know and ask them to show you the letters using their bodies (*Give me a T!*... students form a "T" with their arms).

Product

Compare your cards with others. 
Listen to others. Hold up a card.
Say a word that rhymes. 
Display the cards on the classroom wall.



Self-evaluation

Can I explore rhymes and stories in verse?

29

Materials

Activity Book, p. 24, the cards students have made and some more blank cards if they have time to add to their illustrated cards, colored pencils, crayons or markers

Warm Up

Divide the class into two teams. Have the teams line up so they are facing each other about half a meter apart. Tell the students of one team to say one word to the student opposite them and encourage the other student to respond with a word that rhymes. Ask teams to change roles and repeat.

1 Compare your cards with others.

Ask students to take their cards with words that rhyme. Ask them to find other people with the same words. Ask them to compare how their words are different.

2 Listen to others. Hold up a card.

Ask students to take turns and read one of their cards. The rest of the students listen, and if they have a card with a word that rhymes, they hold it up.

3 Say a word that rhymes.

Repeat the same procedure, but this time, students have to say a word that rhymes with each others' words.

4 Display the cards on the classroom wall.

Have students punch holes in their cards and use strings to hang them around the classroom.

Self-evaluation


Ask students if they remember what rhyme and verses are. If they do, ask them to check the box.

Wrap Up

Ask students what their favorite rhyme or story was from this unit. Get students to try to say their favorite rhyme in pairs. Walk around and offer help. If you have time, ask volunteers to say their rhyme to the rest of the class.

1 Color the rhyming words.

pet black hen Jet

2 Look at the picture. What do you think the rhyme is about?  *Answers may vary*

I have a pet
 His name is Jet
 He is a horse, he is black
 But when I sit on his back
 To go to town
 My legs are brown



3 Complete the story with words that rhyme. Write words from the box.

brown black pet yellow

4 Act out the rhyme.

25

Materials

Activity Book, p. 25, Big Book 1, CD track 12

Warm Up

Big Book 1: Five Happy Monkeys

Open the Big Book 1 to page 8, *Five Happy Monkeys*. Show your class the first page and ask them if they remember what the story is about. Play the track and have students listen first while you or another student turns the pages. Ask students what the rhyming words are: *bed, head, said*. Play the track again and have students say the story along with the audio.

1 Color the rhyming words.

Ask students if they recognize the words. Ask students to read the words with you and repeat. Then give students time to color the rhyming words. Ask students to come and write them on the board.

2 Look at the picture. What do you think the rhyme is about?

Ask students for their predictions. There really are no wrong answers, but ask students why they make their predictions based on the picture.

3 Complete the story with words that rhyme. Write words from the box.

Ask students to read the rhyme. Ask them to circle the words at the end of each line to help them.

Then ask them to try to complete it on their own.

Read the rhyme out loud, stressing the last word in each line. Ask students to complete the rhyme with the words they think rhyme. Check the answers with the class.

4 Act out the rhyme.

First read the rhyme and ask students to act it out. Then ask students to work in pairs and read and act out the rhyme on their own.

Wrap Up

Ask students to talk about how they felt during the unit and their achievements.

Assessment

Use the evaluation tool provided on the next page to assess learners' achievement during this unit. Take into consideration all evidences collected in the Portfolio in this unit, as well as Product work and class participation.

Evaluation Tool 2

Anecdotal record

Name _____

Make notes of the following throughout the unit.

Lesson 1

Is there evidence that the student can...

- detect words that rhyme.
- complete words that rhyme.
- recognize rhythm and rhyme with sound resources.
- recognize that we write from left to right.

Notes:

Lesson 2

Is there evidence that the student can...

- recognize rhythm and rhyme with sound resources.
- identify changes in intonation.
- see graphic and textual components.
- detect words that rhyme.
- clarify the meaning of words.
- make correlations between parts of writing and orality.

Notes:

Lesson 3

Is there evidence that the student can...

- share concerns.
- repeat aloud words that rhyme and practice their pronunciation.

Notes:

Lesson 4

Is there evidence that the student can...

- compare similarities and differences between words with and without rhyme.
- spell words that rhyme.
- respect other students for what others do and know how to do in English.
- complete words that rhyme.

Notes:

3

Let's Do It!

Unit Overview

🕒 Social practices of the language

- Read illustrated manuals for assembling an object.

🕒 Academic and Educational Environment

- Interpretation and follow-up of instructions.

🕒 Expected Outcomes

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

🕒 Visual Resources

turn on, turn off, cut, draw, glue, push, ball, robot, cars, batteries, 5 paper, scissors, colored pencils, glue, first, second, third, fourth, fifth.

🕒 Language

Turn on the camera. Push the green button. Let's take a picture!

🕒 Extra Material

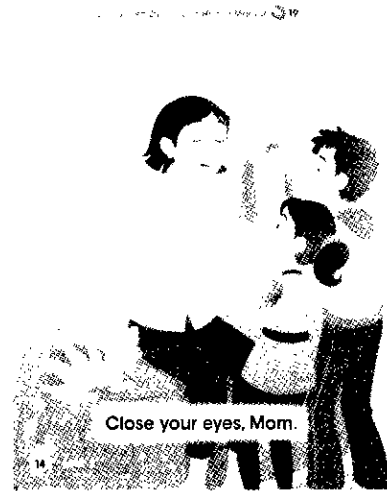
construction paper, sheets of paper, crayons, colored pencils, markers, tape, string, colored paper strips, one-hole punch, 30 cm stick

🕒 Final Product

Illustrated instruction sheet for assembling a flying robot

🕒 Big Book 1 *Mom Follows Instructions*, pp. 14–19

Mom Follows Instructions

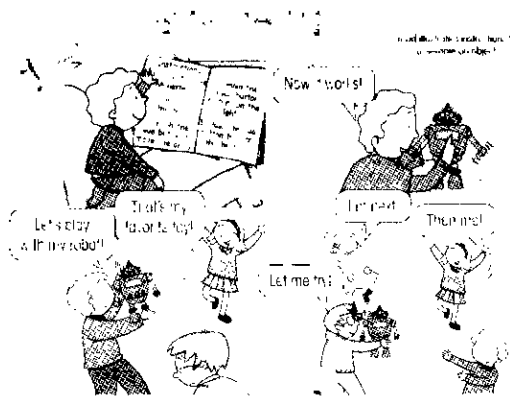


At the end of the unit you can have a reading session with your students and discuss the story; you can use the questions suggested on the Big Book, on page 32.

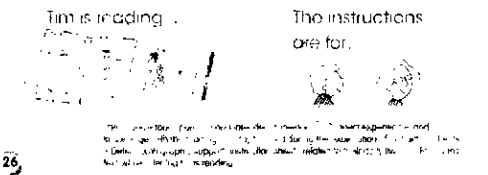
🕒 Worksheets

If you have time, use the worksheet provided on page T114. They are fun activities and they are related to the unit.

Lesson 1



- 1 When do you need to follow instructions?
Do your toys have instructions? Answers may vary.
- 2 Listen, read, and point.
- 3 Circle the correct option.



1 When do you need to follow instructions? Do your toys have instructions?

Now ask learners when else they need to read and follow instructions. Ask them to think of examples of toys (like in the pictures on page 26) that have instruction manuals. Some toys might have instructions online.

2 Listen, read and point.

Ask students to look at the story on page 26, but not to read. Have students work in pairs to describe what they see. Elicit some of their ideas. Tell students you are going to play a recording. Play Track 15 and ask them to listen and point to the corresponding picture.

Play the recording again and point to an item in the pictures. Ask, *What is this?* Pause the recording after the question for students to answer. Ask one or two more questions.

3 Circle the correct option.

Focus attention on the pictures. Ask, *Is Tim reading a story?* (No) *Is Tim reading an instruction manual?* (Yes). Ask students to circle the book that Tim is reading. Ask students to look at the next two pictures and decide who the instructions are for. Call on a volunteer for the answer.

Expected Outcomes

- Recognize topic, purpose and intended audience.
- Connect experiences and knowledge with the reading.
- Stay focused during the exploration of instruction sheets.
- Detect, with graphic support, instruction sheets related to their daily lives.
- Follow the text while listening to its reading.

Materials

Activity Book, p. 26, Big Book 1, CD track 15

Warm Up

- Have students get into teams. Ask them about things they do at home. Then ask each team to choose one activity and write the steps that they follow to do it.
- Have students exchange their work with another team and discuss their answers.
- Explain that they wrote an instruction manual and elicit other places where they can find them.

Big Book 1: Mom Follow Instructions

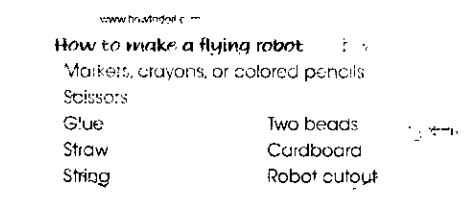
Open the BB to page 14 and ask students to predict what the story is about. Flip through the pages for students to describe.

Wrap Up

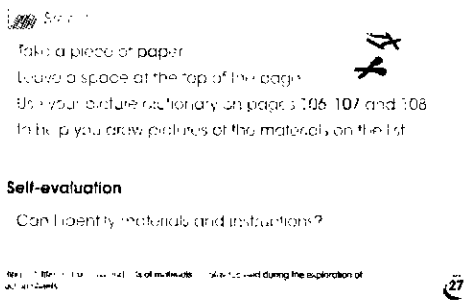
Have students get into groups of four to role-play the story on page 26. Tell them to switch roles so that they all get a turn at each role. Monitor as they work and help if necessary.

- 4 Look at a page from a website. Circle the title in blue. Circle the materials in green.

(Handwritten blue and green circles around the title and materials in the image below)



Illustrated instruction sheet for assembling a flying robot



- 4 Look at a page from a website. Circle the title blue. Circle the materials green.

Ask students to look at the website. Ask them what the title is. Then ask them to circle it blue. Then ask them what the materials are. Ask them to draw a green circle around the bullets.

Illustrated instruction sheet for assembling a flying robot Step 1

Tell students they are going to make drawings of these materials. Ask them to use their picture dictionaries to find out what the materials are. Then get them to draw these materials on a piece of paper, leaving a space at the top to write a heading later.

Self-evaluation

If students successfully circled the title and the materials, get them to tick the box.

Wrap Up

Ask students to draw a picture of a robot in their notebooks. Tell them to compare their drawings with a friend.

Expected Outcomes

- Distinguish title, instructions and lists of materials.
- Stay focused during the exploration of instruction sheets.

Materials

Activity Book p. 27, paper, crayons and coloring pencils

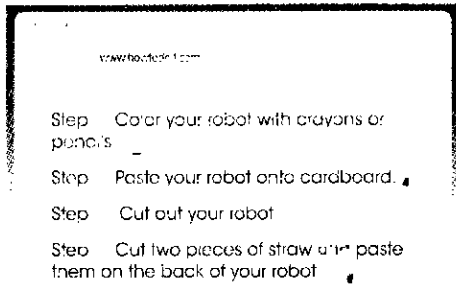
Warm Up

Play *Simon Says*. Students should only follow instructions that begin with *Simon says*. For example, if you say: *Simon says open your book*, students open their books. If you say: *Open your book*, students should not move.

Students that do an action when you don't say *Simon says*, sit down. The last pupil standing wins.

Lesson 2

- 1 Listen to the instructions. Write the numbers of the steps.



- 2 How many steps are there? Circle the correct number.
- 1 2 3 4
- 3 Look at the word in green in the instructions. Circle the correct option.
- is for / or more things or actions
- 4 Now follow the steps! What do you think you need to do next?

20

Expected Outcomes

- Count steps of instructions
- Identify the meaning of words that bind expressions.
- Anticipate steps.
- Identify the meaning of words that bind expressions.
- Anticipate steps.

Materials

Activity Book p. 28, CD track 16 and 20, scissors, glue, coloring pencils or crayons, photocopies of robot cutout, one per student with some spares. You can use this example: <https://buggyandbuddy.com/robot-craft-for-kids-free-printable-gliding-robot/> One finished model flying robot to use with instructions.

Warm Up

Song: *The Things We Can Make*

Play Track 20. Ask students to listen and mime the actions they know. Ask them to listen again, this time model all the actions with big gestures in the air.

- 1 Listen to the instructions. Write the numbers of the steps.

Ask students to read and listen to the instructions. Then ask them to trace the numbers.

- 2 How many steps are there? Circle the correct number.

Elicit how many steps there were in this part. It's the same number as the numbers students wrote.

- 3 Look at the word in green in the instructions. Circle the correct option.

First ask students which word is green. Then ask them what actions it talks about (*cut and paste*). Ask them for more examples they can think of where they need to use *and*; e.g. *wash and dry your hands*. Then, tell them to circle the correct option.

- 4 Now follow the steps! What do you think you need to do next?

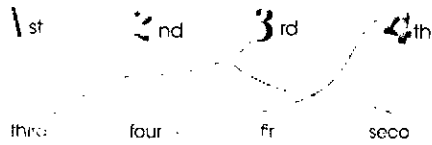
Then guide them through the steps, one by one. Let everyone in the class work together on the same steps. If some students work ahead, that's fine, just don't leave anyone behind. When everyone has finished the first four steps, ask students what they think they will have to do next.

Wrap Up

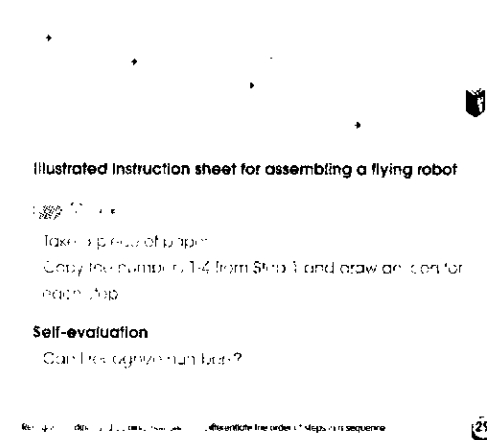
Draw a red button on the board. Tell students they are going to play a game called *Robot On / Robot Off*. They are going to pretend to be robots. You are going to push the imaginary button to turn on the robots, but when you push the button again, the robots must turn off immediately.

Push the button on the board and say, *Turn on*. Let the students pantomime the motions of a robot. Then push the button and say *Turn off*. Students that don't stop have to sit down. The last one standing wins.

3 Match the numbers to the words.



4 Write the words.



Expected Outcomes

- Recognize ordinal and cardinal numbers.
- Differentiate the order of steps in a sequence.

Materials

Activity Book p. 29, paper, crayons or coloring pencils

Warm Up

Draw a red button on the board. Tell students they are going to play a game called *Robot On / Robot Off*. They are going to pretend to be robots. You are going to push the imaginary button to turn on the robots, but when you push the button again, the robots must turn off immediately. Push the button on the board and say, *Turn on*. Let the students pantomime the motions of a robot. Then push the button and say *Turn off*. Students that don't stop have to sit down. The last one standing wins.

5 Match the numbers to the words.

Ask students to match the numbers and the words. Then ask students to compare what they have matched with a friend.

6 Write the words.

Students trace the words in their books. Write the number equivalents on the board and ask students to come up and write the words.

Big Book 1: *Mom Follows Instructions*

Open to page 14 of Big Book 1 and point to the title. Read the title with the class. Play Track 19 and turn the pages so students can follow. Pause at the end of each page to check that students understand. Ask them if they think it will be easy to make. Ask who will try to make it.

Illustrated instruction sheet for assembling a flying robot Step 2

Students write numbers 1-4 and draw an icon (color, paste, cut, cut and paste) next to each number to represent the instruction.

Self-evaluation

If the students wrote the correct number in the previous activity, ask them to tick the box.

Wrap Up

Have students get in two lines and face each other. You say a cardinal or ordinal number and the first student in one line says the equivalent; e.g. say, *two*. Student says, *Second*. Then that student says another number and the first student in the other row says the equivalent. Continue till everyone has had a turn.

Lesson 3

1 Continue to make your robot. Listen to the instructions.

www.Learn2Dance.com

Step 1 Cut a piece of string. Put it through the straws.

Step 2 Tie a bead to each end of the string.

Step 3 Hang your robot.

Step 4 Pull the beads to make it fly!

2 Circle the step that uses scissors.

first second third fourth

3 Write the words next to the pictures.

4 Follow the instructions and complete your robot.

30

1 Continue to make your robot. Listen to the instructions.

Before you ask students to take out their books, ask them to take out their robots. Ask them what they think they will have to do next. Ask them to point and read as they listen to the instructions.

2 Circle the step that uses scissors.

To check understanding, ask them in which step they will need scissors. Ask them what we do with scissors to elicit the verb.

3 Write the words next to the pictures.

Give students some time to read the sentences. Then, ask them to write and say the words.

4 Follow the instructions and complete your robot.

Once again, in lockstep, get everyone to complete the remaining steps together. Before you say the next step, ask students what they will need to do first.

Wrap Up

Draw a sheet of paper, colored pencils, glue and scissors on the board. Make two teams and have one student from each team come to the front. Say an instruction (glue, fold, cut, color) and the student who touches the corresponding drawing wins.

You can make it more exciting by asking students to race to the board if you have a safe running space in the classroom for them to do so.

Expected Outcomes

Review repertoire of words and expressions.
Compare writing of words.

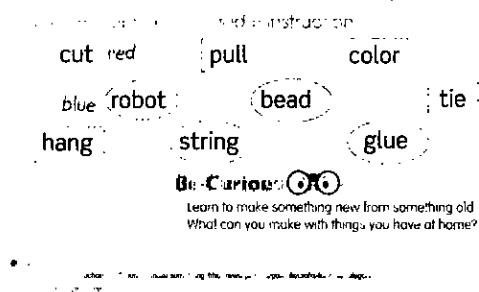
Materials

Activity Book, page 30, CD track 17, robots completed in Part one, straws, beads, glue, scissors

Warm Up

Divide the class into groups of three. Tell students to think of a classroom activity and write three or four steps for it. For example, Draw a picture. 1. Take out your notebook and crayons. 2. Draw a picture. 3. Color the picture. 4. Display the picture in class. Elicit some ideas: read the Big Book or a story, play a game, do an activity, etc.

3 Circle the boxes using the correct color.



Illustrated instruction sheet for assembling a flying robot

Step 3

- Take a piece of paper
- Copy the numbers 1-4 from Step 2 and draw an icon for each step
- Write the instruction words next to each icon

Self-evaluation

Can I differentiate the order of steps?

Expected Outcomes

- Distinguish title, instructions and lists of materials.
- Differentiate the order of steps

Materials

Activity Book, page 31, CD track 20, paper, crayons or coloring pencils, their existing illustrated instruction sheets

Warm Up

- Write the following words on the board: *color, draw, write, glue, fold, cut, insert, push.*
- Point to the words and have students read them aloud and mime the activities.
- Invite a student to come up and mime an action for the class to guess. Have the first student that guesses correctly take the next turn.

5 Color the boxes using the correct color.

Ask students what kind of words you wrote on the board in the Warm up activity. Confirm that they are all actions or instructions. Ask them to open their books and draw a red box around all the instructions, and a blue box around all the things or materials.

Illustrated instruction sheet for assembling a flying robot Step 3

Ask students to take out their illustrated instructions sheets that are in progress. Ask them to do the same for Part 2 as they did for Part 1. They need to number the steps, then draw an icon for each step and this time also write an instruction word next to each icon. Fast finishers can go back to their other sheets and write more words in Materials and Part 1.

Self-evaluation

If students successfully numbered the steps and drew the icons, they can tick the box.

Wrap Up

Song: The Things We Can Make

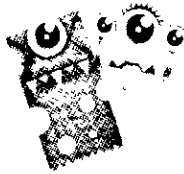
Play Track 20. Students should be more familiar with the instructions now. Ask them to listen and mime. Ask them to listen again and repeat the words as they mime them.

Lesson 4

- 1 Look at the picture. What is it? What do you think you need to make it? → Answers may vary.
- 2 Read and check what you need.

Paper Bag Monster

- Materials**
- One small paper bag ✓
 - Acrylic paint (any color of your want) ✓
 - Colored cardboard paper ✓
 - Scissors ✓
 - Markers ✓
 - Glue ✓



- 2 Listen, read and point. Number the steps.

Instructions

- 2 With a marker, mark where the eyes, nose and mouth are. *When do we use the word and?*
 - 4 Glue the cardboard paper and complete the monster.
- Point the front and bottom of your paper bag with any color you want and let it dry.
- 2 Cut the colored cardboard paper to make the face.
 - 2 Put your hand inside the bag and play with a friend.

32

Expected Outcomes

- Order steps in a sequence.
- Follow the text while listening to its reading.
- Review repertoire of words and expressions.

Materials

Activity Book, p. 32, Big Book 1, CD tracks 15, 19

Warm Up

- Draw a Tic-Tac-Toe grid on the board. In each square write an instruction (turn on, push, insert) or a material (tube, button, battery) that students have seen in the unit.
- Divide the class into two teams. Explain that the players have to say the word in the box and say if it is an instruction or a material before they put their team's symbol (X/O) in the box.
- Have teams take turns starting. Have different students choose a square and classify the word.
- You can adapt this by asking them to name a material or instruction before they get a turn to play.

- 1 Look at the picture. What is it? What do you think you need to make it?

Ask students what they think it is. Use your hand to mime a talking puppet. Ask students for their ideas of materials that will be needed. Write their ideas on the board.

- 2 Read and check what you need.

Ask students to read and check if they were right. Ask the class if each of the things on the board will be needed and tick them off. Add anything that was missing.

- 3 Listen, read and point. Number the steps.

Ask students what the first and last steps are. Then ask them which two steps they have to order. Ask them to circle a word in each step that they are going to listen out for. Ask students to listen, read and point and number the missing steps. Play it again so they can check their answers.

Time to Shine

Ask students if they remember when to use and. Refer back to page 28 if necessary. For homework, encourage students to follow instructions and learn to make something new using the link. Ask them to take photos of the process.

Big Book 1: Mom Follows Instructions

Open to page 14 of Big Book 1 and point to the title. Read the title with the class. Play Track 19 and turn the pages so students can follow. Pause at the end of each page to check that students understand. Ask them if they think it will be easy to make. Ask who will try to make it.



Wrap Up

Make rows of four. Each student represents a cardinal number according to his / her place in the row. When you say an ordinal number he/she has to come to the front and say what number his / her classmates are. For example: *Andrés is first, Ana is third, Luis is fourth, I am second.* Repeat until all students have had a turn.

4 Follow the instructions.

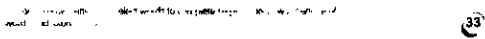
Find and circle the materials in the word search.
Label the materials.

paper scissors colored pencils glue

s c i s s o r s r
 c o l o r e d z
 x p e n c i l s w  scissors
 h b z l y s r n q  colored pencil
 i p a p e r y m

5 Complete the instructions with one of the words from the word search.

Take a piece of paper.
Draw an animal on it with colored pencil.
Cut eyes in it with scissors. Cut out the mask.
Use glue to paste string on the back.
Wear your mask!



4 Follow the instructions.

Call on volunteers to read the steps aloud. Ask, *What are you going to do?* Ask students to work in pairs so they can share the crayons. Give students enough time to complete their drawings. Monitor as they work. Encourage students to speak to each other in English. Ask students to show their drawings to other pairs.

5 Complete the instructions with one of the words from the word search.

Ask students what a mask is. Mime putting a mask on your face to illustrate the concept. Ask students to work in groups and to try to decide which words are missing. Then, read and demonstrate the instructions for students to check their answers. Pause between steps so students have enough time to write. If you have time, you can ask students to follow the instructions and make masks.

Wrap Up

Ask students what they enjoyed making the most from this unit. Also ask them what they want to learn to make in the future and how they could learn to make it.

Expected Outcomes

- Search known letters.
- Select words to complete steps.
- Review repertoire of words and expressions.

Materials

Activity Book p. 33, index cards (four per group of four), crayons

Warm Up

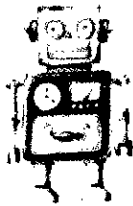
Divide the class into teams of four. Give each team four index cards and tell them to write number one through four on each card. Tell teams to turn the cards face down on a table and mix them up.

Explain that when you say, *Go!*, each student has to take a card, form a line according to the number they got and call: *first, second, third, and fourth*. The first team to call out all the ordinal numbers correctly wins a point.

Repeat several times. The team with the most points is the winner.

Product

Complete your materials page. Write the names of the materials.
Write instruction words next to your first four steps.
Read and act out the instructions.
Display your robot and instructions on the classroom wall.



Self-evaluation

Can I read illustrated instructions to assemble an object?

34

Materials

Activity Book, p. 34, Illustrated instruction sheets for assembling a flying robot (in progress), flying robots, paper, pencils, crayons

Warm Up

Open the Big Book to page 14. Play the audio and have students listen to the text. Ask a volunteer to turn the pages. Have groups of three or four students “read” a page in a loud voice. Help them “read” the text.

1 Complete your materials page. Write the names of the materials.

Students should have drawn the materials on an initial page. They can now write “Materials” at the top and label their drawings using their Activity Books.

2 Write instruction words next to your first four steps.

They need to repeat this step for Part 1, just like they did for Part 2 in Lesson 3. Monitor and offer help where needed.

3 Read and act out the instructions.

Ask students to work in small groups and pretend that they are on a children’s TV show. They have to take turns to read and act out the instructions.

4 Display your robot and instructions on the classroom wall.

You can try to be creative and paste them in the form of a robot. Ask students how their drawings and writing are similar or different. Elicit positive feedback and ask what they like about each other’s work.


Self-evaluation


If students successfully completed the previous steps, they can tick the box.

Wrap Up

Have students walk around the classroom to look at the manuals. Take a vote on the one they like most. Congratulate everyone on a job well done.

Review



Color the materials blue and the instructions red. Match the instructions and materials needed. 

glue materials instructions paste scissors materials cut instructions draw instructions tie instructions string materials colored pencils materials

Complete the instructions with the words in the box.

and out draw first glue

First, _____ take a piece of paper.

Second, _____ draw an animal on it with colored pencils

Third, _____ cut eyes in it with scissors and cut out the mask.

Fourth, use _____ glue _____ to paste string on the back.

Now wear your mask _____ and _____ play with a friend!

Act out the instructions.

1 Color the materials blue and the instructions red. Match the instructions and materials needed.

Ask students to categorize the things and actions. Write materials / things in blue on the board and instructions / actions in red. Provide an example to help students; e.g. write / pencil.

Then draw a line between them to show that they can be matched.

2 Complete the instructions with the words in the box.

If students need help with this one, ask them to mime the words in the box one by one to check understanding and help students remember the words.

3 Act out the instructions.

When students have finished, read the instructions together. Ask students to work in groups and act out the instructions.

Wrap Up

Make two teams. Have students choose one of the words from the Picture Dictionary. Students have to come to the front and mime one word for their team to guess what the thing or action is.

Assessment

Use the evaluation tool provided on the next page to assess learners' achievement during this unit. Take into consideration all evidences collected in the Portfolio in this unit, as well as Product work and class participation.

Materials

Activity Book p.35, paper

Warm Up

Remind students that materials are needed to make things. Invite volunteers to name the materials they use in the classroom to make pictures and models. Ask students to draw one of the materials. Have them label their drawings and share them with the class.

Evaluation Tool 3

Assessment rubric

Name _____

Tick the appropriate boxes.

Learning achievement	Can do this well with little support.	Can do this with some support.	Requires a lot of support to do this.
Pay attention and follow basic classroom and craft instructions as I listen.			
Identify and differentiate between different steps, and recognize ordinal and cardinal numbers.			
I can complete steps with words.			
I can order steps in a sequence.			

4

Safe in the Street!

Unit Overview

🕒 Social practices of the language

- Interpret public signs.

🕒 **Big Book 1** *Signs, Signs, Everywhere*, pp. 20–25

🕒 Family and Community Environment

- Exchanges associated with media.

🕒 Expected Outcomes

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

🕒 Visual Resources

- *stop, go, school zone, hospital, restaurant, library, don't cross/park/run/eat/push, no pets*

🕒 Language

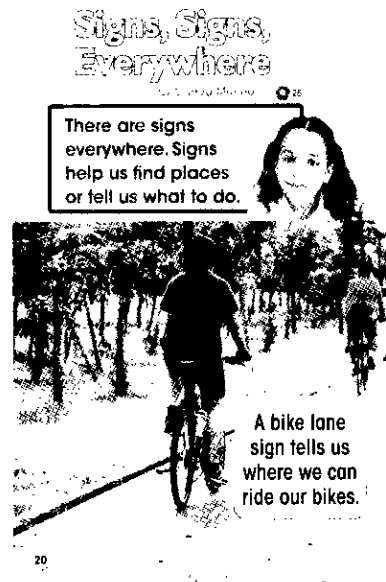
Quiet, silence, throw the trash in the trash can, wear the seat belt, keep clean, pick up, throw away

🕒 Extra Material

index cards

🕒 Final Product

Illustrated dictionary of signs



At the end of the unit you can have a reading session with your students and discuss the story; you can use the questions suggested on the Big Book, on page 32.

🕒 Worksheets

If you have time, use the worksheet provided on page T115. They are fun activities and they are related to the unit.

Lesson 1



- 1 Why are there signs? What signs are there at your school or in your street? Answers may vary.
- 2 Look at the picture. Circle the signs.
- 3 Look at the officer holding the Stop sign. Circle the correct answer. Who needs to stop?



36

Activity purpose: Identifying the signs in the picture and understanding the meaning of the signs. Activity: Look at the picture and follow the instructions with pupils' support.

Expected Outcomes

- Indicate specific words to indicate actions when listening.
- Distinguish intonation, volume, etc.
- Discover the meaning of new words used to indicate actions, when listening.
- Relate words with signs.
- Complete the writing of words and numbers.

Materials

Activity Book p. 36, Big Book 1, CD track 25

Warm Up

Draw a big STOP signal on the board. If possible, use a red marker. Ask students: *What is this? Where do you see it? Who uses this sign? Who reads this sign? Children or adults?*

1 Why are there signs? What signs are there at your school or in your street?

Ask students to reflect on the reasons why we use signs: To give us important information in a quick way that everyone can recognize, to keep us safe, etc. Ask students for examples of signs they can remember. If possible, look at signs in the school.

Direct students to p. 36 of their Activity Books and have them explore the illustration.

2 Look at the picture. Circle the signs.

Encourage students to list all the objects and people they can mention: street, school, boy, girl, sky, police officer, etc. Ask students why there are signs on the street. Explain to students that signs tell us about places and actions. Have them look at the different shapes and colors of signs.

Ask students to circle all the signs they can see in the picture. Organize students in pairs and have them compare their answers.

3 Look at the officer holding the Stop sign. Circle the correct answer. Who needs to stop?

Ask students to explain why the officer is holding up a Stop sign. Talk about the importance of taking turns and following instructions.

Big Book 1: Signs, Signs, Everywhere

Ask students where we can find signs. Open Big Book 1 to page 20, ask students to follow and listen and see if any of the places they mentioned are in the book.

Wrap Up

Ask students *Are street signs important? Why?* Have students reflect on the importance of signs. Make them imagine a city without signs. Could they know where are the places? Could they know what things are allowed and what things are forbidden?

Lesson 2

1 Look at the pictures. Complete the words.



2 Match each place to a sign.

3 Look at these signs. What do they mean? Tick the correct answer.



Silence
 No silence

Pets
 No pets

Running
 No running

4 Listen and repeat.

38

Relate words with signs. Complete the writing of words and numbers. Use the pictures to help you.

1 Look at the pictures. Complete the words.

You can ask students how these words are different in their own language. You can ask students to repeat the words after you, emphasizing the stress in: hospital and restaurant.

2 Match each place to a sign.

Check that everyone has correctly matched the signs.

3 Look at these signs. What do they mean? Tick the correct answer.

Ask the class what each sign means. You can provide the opposites also to check understanding: *No talking. Only people, please. Walk, please.*

4 Listen and repeat.

Ask students to listen and repeat. Then point to a sign and ask students to say what the sign means.

Big Book 1: *Signs, Signs Everywhere*

Open the Big Book 1 on page 23. Play Track 25 and encourage students to follow along. Have students point to the signs on the pictures. Write *street, park and school* on the board. Go over the pages of the story and have students tell you the place where they can find the signs.

Expected Outcomes

- Relate words with signs.
- Complete the writing of words and numbers.
- Correspondence between parts of writing and orality.

Materials

Activity Book, p. 38, Big Book 1, CD tracks 21, 22, 25

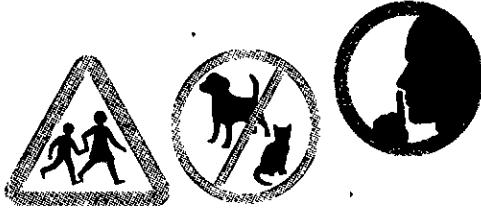
Warm Up

Play Track 21 again. This time show students the actions they didn't know. Play it again and ask students to follow the instructions.

Wrap Up

Make simple drawings of the places students learned the previous lesson. Paste them around the classroom. Say *March to the restaurant! Hop to the hospital!* Change the places and actions as students keep having fun.

5 Complete the words. Draw the signs.



6 Practice saying the instructions.

Illustrated dictionary of signs

Draw a sign on a card.
Write the words for each sign.
Read your words and check that the letters are the same as above.



Self-evaluation

Can I read and complete signs and instructions?

39

5 Complete the words. Draw the signs.

Tell students to look at Activity 5 on page 39. Explain that they need to complete the words. Write the words on the board and have volunteers complete them.

6 Practice saying the instructions.

Organize students in pairs or groups of three. Ask them to say the instructions. To make it more fun, have students say the instructions in different intonations, volumes and speeds.

Illustrated dictionary of signs Step 2

Students add the three signs and the words for each sign to their portfolio. Students help each other to check that the words have been written correctly.

Self-evaluation

If students have completed the activities successfully, they can tick the box.

Wrap Up

Arrange students in small groups. Have them act out one of the two situations from Activity 5. Walk around the classroom and help students with language.

Expected Outcomes



- Relate words with signs.
- Complete the writing of words and numbers.
- Formulation of words and statements.





Materials


Activity Book p. 39, CD track 21, paper or cards, coloring pencils or crayons

Warm Up

Play Track 21 and ask students to follow the instructions.

3 Go to page 117. Paste the cutouts on the left if they are actions, or on the right if they are places.  

<p>Actions</p>  	<p>Public Spaces</p>  
--	--

Illustrated dictionary of signs  Step 1

Draw a sign for a public space. Write the word below it.

Draw a second sign for a public space. Write the word below it.

Practice saying the words.

Self-evaluation

Can I read and complete signs for places?

Use only signs already drawn in their function. Do not make any new signs or statements.

41

Expected Outcomes

- Classify signs according to their function
- Formulation of words and statements.

Materials

Activity Book, p. 41, Big Book 1, paper or cards, coloring pencils or crayons.

Warm Up

Ask students to tell you some examples of public spaces and actions. To review vocabulary, have students stand up if you say a public space and clap if you say an action.

5 Go to page 119. Paste the cutouts on the left if they are actions, or on the right if they are places.

First ask students to cut out the squares on page 119. Then ask them to hold up the actions. Check that all students are holding up the correct cards. Ask them to paste those two on the left. Then ask them what the other two cards are. Get them to paste them on the right.

Big Book 1: Signs, Signs, Everywhere

Open the Big Book on page 20. Ask students about the characteristics of signs; the color, shape and size. Write *Actions* and *Public Spaces* on the board to form two columns. Have volunteers go to the board and organize the signs under the corresponding label.

Illustrated dictionary of signs Step 3

Ask students to write and illustrate at least two public place signs. Ask them to work in groups of three and practice saying the words.

Self-evaluation

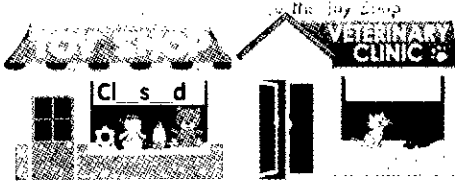
If students have successfully completed the activities on this page, they can tick the box.

Wrap Up

Organize students in a circle. Play a few rounds of *Simon Says*. Use the actions students have been learning during the unit.

Lesson 4

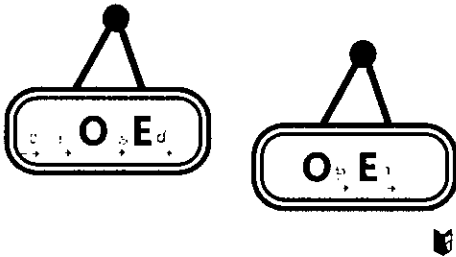
Look at the pictures. Where can't you go now?



1 Complete the words. Count the letters in each word.

2 Listen and repeat.

Complete the signs.



42

1. Complete the words. Count the letters in each word. 2. Listen and repeat. 3. Complete the signs.

Expected Outcomes

- Compare similarities and differences when writing words.
- Complete the writing of words and numbers.
- Correspondence between parts of writing and orality.

Materials

Activity Book, p. 42, Big Book 1, CD tracks 24 and 25

Warm Up

Select some of the students' illustrated signs. You need duplicates of all signs. You can select a number that you consider an appropriate challenge for your group. Place the cards face down on the floor. *Divide the class into two teams.* Ask them to take turns to turn over cards and find pairs. They have to read the sign out loud every time they match a pair.

1 Look at the pictures. Where can't you go now?

Ask students why they can't go to the toy shop now. (It's closed.)

2 Complete the words. Count the letters in each word.

Ask students to trace the missing letters.

3 Listen and repeat.

Students listen and repeat. Make sure students pronounce the "O" in open and closed as a double vowel. Show them that they need to open their mouths at the beginning of the sound and purse their lips into an "O" as the sound progresses.

4 Complete the signs.

Ask students to write the missing letters on the board. Ask them of examples of places that are open and closed right now.

Big Book 1: Signs, Signs, Everywhere

Ask students to listen and read. After they have read, elicit one word to describe each sign: bike, (no) parking, gas, school, (no) pets.

Wrap Up

Organize the class in two teams. Allow time for students to review the vocabulary they have learned. Have students close their books. Dictate some words and have a volunteer from each team pass to the board and write it. The student who writes it correctly wins a point for his/her team.

This can be made more exciting by combining Chinese whispers and dictation by getting students to stand in two lines. You whisper the word to the person in the back, who passes on the message until it gets to the front. The student in the front runs and writes the word on the board.

Find the Opposite!

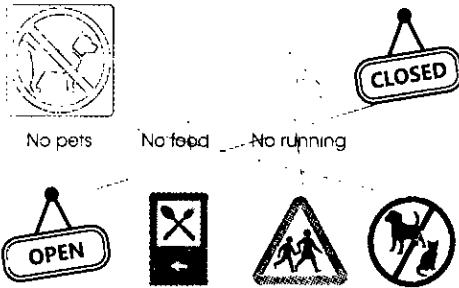
When you learn new words, it can help to learn opposites. For example,

Open is the opposite of closed.

Do you know any other opposites?

Answer: ready vs. not ready

5 Match the signs with their opposites.



6 Color all the signs you can find at a library.

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43

Expected Outcomes

Review repertoire of words.

Composition of words and sentences.

Materials

Activity Book p. 43, colored pencils

Warm Up

Use the set of cards you played memory with and show them to students as they say the meaning as a class.

Time to Shine

Ask students what the opposite of closed is. Ask them if they know another opposite. Write it on the board.

Ask students to find one more opposite in their books. Elicit and add examples to the board.

5 Match the signs with their opposites.

Ask students to work in small groups and decide which signs to match. Elicit answers as a class and draw simplified signs on the board.

6 Color all the signs you can find at a library.

Go over the signs and for each sign ask students if it would be usual to find it in a library. Tick all the signs that they answer "Yes" to.

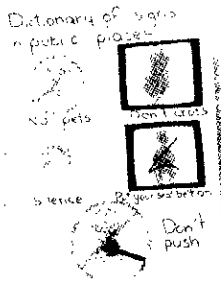
If you have time at the end of this lesson, you can ask students to add some more illustrated signs to their illustrated dictionaries of signs.

Wrap Up

Organize students in pairs. Have them choose a public space and draw a scene with the appropriate signs. Have students share their work with their classmates.

Product

Use your signs to play Charades.
Listen to others. Hold up a sign.
Get in groups. Say where you can find signs.
Write the meaning of the signs.
Display the cards on the classroom wall. Walk around the class and follow the signs.



Self-evaluation
Can I understand street signs?



Materials

Activity Book, p. 44, CD track 21, sheets of paper, colored pencils, crayons or markers

Warm Up

Play Track 21 and ask students to follow the instructions.

1 Use your signs to play Charades.

Put students in groups of four. Ask them to take turns to take one of their cards without showing it to their group and to act out what is on their card. Their group has to guess.

2 Listen to others. Hold up a sign.

Ask the whole class to work together. They each get a turn to say something written on a sign. Everyone else in the class has to hold up their own sign if they have the same one.

3 Get in groups. Say where you can find signs.

Write the meaning of the signs.

Students work together in small groups and talk about where you could find the signs on their cards: school, hospital, etc. Walk around and help students describe places they lack vocabulary for.

4 Display the cards on the classroom wall. Walk around the class and follow the signs!

Monitor students while they display their cards and walk with them around the classroom.

Self-evaluation

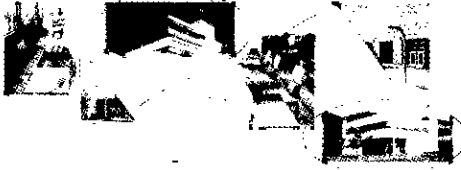
Ask students if they understand street signs. If they do, ask them to check the box.

Wrap Up













Ask students what their favorite game was from this unit. Play it again.

Review

Match the pictures. Circle the hospital.



2 Look at these signs in a hospital. What do they mean? Write words from the box next to each sign.

No running Restaurant	Silence please Hospital	No pets Hospital
 → Silence	 → No	 → No
 → please	 → running	 → pets
 → No	 → No	 → Restaurant
 → pets	 → Restaurant	 → No

45

Materials

Activity Book p. 45, Big Book 1, CD track 26

Warm Up

Play Track 26 and ask students to listen. Play the track again and encourage students to sing and mime the song. Play the audio once again and sing the song, but this time whispering.

1 Match the pictures. Circle the hospital.

Have students match the puzzle pieces individually. After, ask them to tell you the places the images form. Ask students to circle the hospital.

2 Look at these signs in a hospital. What do they mean? Write words from the box under each sign.

Ask students to imagine they are in a hospital and they can see the signs. Ask students what each sign means. Then give students time to write the words next to the signs. Students can work in pairs to help each other check they have written the words correctly.

Wrap Up

Open the Big Book 1 on page 20. Point to the title *Signs, Signs, Everywhere* and ask students what they think of it now. Help them reflect on the importance of signs in everyday life.

Assessment

Use the evaluation tool provided on the next page to assess learners' achievement during this unit. Take into consideration all evidences collected in the Portfolio in this unit, as well as Product work and class participation.

Evaluation Tool 4

Observation guide

Make notes of the following throughout the unit. Try to include evidence of the following. This can be taken from warm ups, classroom activities or product work.

Name: _____

Identifying meaning of signs and places:

Reading words related to signs:

Writing words related to signs:

Saying words related to signs:

Name: _____

Identifying meaning of signs and places:

Reading words related to signs:

Writing words related to signs:

Saying words related to signs:

5

My Story!

Unit Overview

🌀 Social practices of the language

- Compare words in a children's story.

🌀 **Big Book 1** *Four Kittens at Play*, pp. 26–31

🌀 Recreational and Literary Environment

- Recreational expression.

🌀 Expected Outcomes

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

🌀 Visual Resources

Flashcards 34–38 in audio CD Little Red Riding Hood

🌀 Language

princess, castle, fairy, dwarfs, witch, dolphin, wolf, star, beginning, middle, ending, grandma, baking, character.

🌀 Extra Material

construction paper, sheets of paper, crayons, colored pencils, markers, tape, string, colored paper strips, one-hole punch, 30 cm stick

🌀 Final Product

Illustrated story

This is the story of a family of very active kittens. They live with their mom.

Go out and play, but don't climb the trees.



At the end of the unit you can have a reading session with your students and discuss the story; you can use the questions suggested on the Big Book, on page 32.

🌀 Worksheets


If you have time, use the worksheet provided on page T116. They are fun activities and they are related to the unit.

Lesson 1

My Story!

Answers may vary.


1 What are your favorite stories? Do you know the stories of the people in the pictures? Color them.



2 Listen to their names and number them. Listen again and repeat. Circle the name of an animal.

1 Puss in Boots 2 Hansel and Gretel
3 Snow White 4 Jack

3 Look at the story! Who is in the story?



4 Think of names for them. Write their names in the boxes.

Answers may vary.

Use simple words to ask an attentive and interested attitude to explore stories. Use simple words to ask an interested attitude to explore stories. Use simple words to ask an interested attitude to explore stories. Use simple words to ask an interested attitude to explore stories.

1 What are your favorite stories? Do you know the stories of the people in the pictures? Color them.

Before students open their books, ask them the first question. Then ask them to look on page 46 and tell you if they know anything about those characters or the stories they're from. Ask them to color (they start with their favorite character and color more if they have time later).

2 Listen to their names and number them. Listen again and repeat. Circle the name of an animal.

Students listen to the characters' names and number them.

Then they practice saying the names. Ask them what their favorite characters on the page are, this time they have to answer in English.

3 Look at the story! Who is in the story?

Open the Big Book to p. 26. Ask them who the story is about. (Point to the title.)

4 Think of names for them. Write their names in the boxes.

Work together as a class and write some ideas on the board. Then get students to vote for their favorites. Circle the four names that are chosen. Ask students to copy the names.

Expected Outcomes

Encourage students to adopt an attentive and interested attitude to explore stories.

Use formulas to encourage and introduce the reading of stories.

Activate previous knowledge to recognize characters, objects and places.

Associate the reading of names, characters, objects and places, with writing.

Classify names according to what they refer to.

Materials

Activity Book p. 46, Big Book 1, CD tracks 27 and 28

Warm Up

Write *Fairy Tale* on the board. Elicit titles of famous fairy tales (*Snow White and the Seven Dwarves*, *Sleeping Beauty*, *Cinderella*, etc.) and write them under the heading. Encourage students to tell which ones they like and the names of their favorite characters. Translate titles student don't know if necessary.

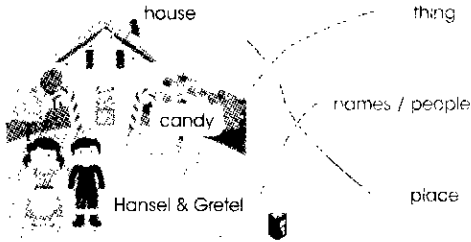
Wrap Up

Have students act out one of the stories mentioned in the class. Let the other students guess what story it is. If you erased the names on the board, elicit them and write them again to help students remember.

3: Curious

Read a children's story in a book or online. Try to remember the people and things in the story. Tell the class about what you read.

5 Look at the picture. Match the words and descriptions.



Illustrated story

Step 1

You are going to tell a story.
Who are in your story? What place are they in?
Draw a picture of them and write their names.

Self-evaluation

Can I identify people in a story?

All the pictures show words to represent characters, objects and places.
Draw a picture of your own story. Use words to label it with names.
Can you match the words to what they refer to?

47

Expected Outcomes

Activate previous knowledge to recognize characters, objects and places.

Associate the reading of names, characters, objects and places, with writing.

Classify names according to what they refer to.

Materials

Activity Book p. 47, Big Book 1, CD track 28, paper, crayons or coloring pencils

Warm Up

Draw a candy cane on the board, ask students if they remember a fairy tale that involves candy. Ask them what they remember about Hansel and Gretel.

Be Curious

Tell students to read a story online and tell the class about the people and things in the story.

5 Look at the picture. Match the words and descriptions.

Ask students what each element of the story is. Write them on the board and match them.

Big Book 1: *Four Kittens at Play*

Ask students what kind of activities they like to do with their brothers and sisters. As students get excited, tell them they are going to read a story about a very special family. Open Big Book 1 on page 26. Have students explore the spread. Ask some questions: *How many kittens are there? What are their names?* Play Track 28 and encourage students to follow along. Pause after page 27 and tell students they are going to continue with the story next class.

Illustrated Story Step 1

Tell students that they are going to invent their own story. If you feel that students will more easily complete this in groups, ask them to work together. They have to define the place and the characters in their story. They have to draw a picture of them and write their names.

Self-evaluation

If students have completed today's activities successfully, they can tick the box.

Wrap Up

Have students work in groups. Give each group a set of five or six index cards with an object, an animal, a person and a place. Be sure that each group has flashcards that represent actions, animals and people. Draw a mind map on the board with the headings Actions, Animals and People. Have members from each team come to the front of the class and paste the flashcards in the corresponding space.

Lesson 2

- 1 Think of the books you read. Do they have one story or many stories in them? Circle the correct word. †

one many
underline the correct word

- 2 Look at two pages from a book. Does the book have more stories in it? †

Snow White and the Seven Dwarfs

A king and queen have seven children. The youngest is Snow White. She is very beautiful. One day, a bad witch comes to the house. What is the witch's name? Snow White calls her the witch.



24

25

- 3 Underline the name of the story. Color the illustration and circle the page numbers.

- 4 Let's read! Listen and point. †

46



underline the name of the story, color the illustration, and circle the page numbers

Expected Outcomes

Encourage students to adopt an attentive and interested attitude to explore stories.

Identify what can be read.

Differentiate between letters and numbers.

Use formulas to encourage and introduce the reading of stories

Materials

Activity Book p. 46, CD track 28, 29

Warm Up

Ask students if they know any of the seven dwarfs' names (Grumpy, Happy, Sleepy, Dopey, Bashful, Sneezy, Doc). Ask them to come up with a name for themselves that describes them like the dwarfs, or which of the dwarfs they'd be...

- 1 Think of the books you read. Do they have one story or many stories in them? Circle the correct word.

This is to activate previous knowledge about different kinds of books: single stories versus anthologies or fairy tale books.

- 2 Look at two pages from a book. Does the book have more stories in it?

Ask them what clues we have.

- 3 Underline the name of the story. Color the illustration and circle the page numbers.

Monitor students as they do the activities.

- 4 Let's read! Listen and point. †

Use the phrase "Let's read!" to invite students to start reading. At this point you can elicit what they think happens next in the story.

Big Book 1: Four Kittens at Play †

Ask students if they remember the beginning of the story. Elicit answers from volunteers. Open Big Book 1: *Four Kittens at Play*, go through the pages as students tell you the events. Play Track 28. Go through pages 28 and 29. Ask students the order of the events. *What did the kitten do first? Play outside?* Go over the structure of the story with students. Have volunteers help you by saying what happened in the beginning and middle of the story. Ask students to predict what is going to happen next. Ask *How are the kittens? Is their mom going to be angry?* Tell students they are going to finish the reading next class.

Wrap Up

Ask students to imagine one more page to the Big Book story. What are the kittens doing?

- 3 Complete the words. Circle something that isn't a letter.

What is the _____?

How many _____?

- 4 Listen again to what she says. Repeat.

Illustrated story

What is the _____?

What thing is important in your story?
Write the question. What is that?
Then draw the answer to the question.

Self-evaluation

Can I differentiate between letters and numbers?

Can I differentiate between letters and numbers?

49

Expected Outcomes

Differentiate between letters and numbers.

Materials

Activity Book p. 47, CD tracks 29, 30

Warm Up

Say: *Mirror, mirror, on the wall, who's the fairest of them all?* Ask students if they know which story the mirror is from (Snow White). Ask them what objects they associate with other fairy tales or stories.

- 5 Complete the words. Circle something that isn't a letter.

Students trace the missing letters. Ask them what in the sentences are not letters (punctuation marks).

Ask them why we use punctuation marks and how these are different in English. (In English we only use ! and ? at the end of an exclamation or question and not at the beginning.)

- 6 Listen again to what she says. Repeat.

Ask students to emphasize the intonation of an exclamation and question.

Big Book 1: *Four Kittens at Play*

Ask students if they remember the beginning of the story. Elicit answers from volunteers. Open Big Book 1: *Four Kittens at Play*, go through the pages as students tell you the events. Play Track 28. Go through pages 28 and 29. Ask students the order of the events. *What did the kitten do first? Play outside?* Go over the structure of the story with students. Have volunteers help you by saying what happened in the beginning and middle of the story. Ask students to predict what is going to happen next. Ask *How are the kittens? Is their mom going to be angry?* Tell students they are going to finish the reading next class.

Illustrated story Step 2

Ask students to think about the people they chose for their story and to come up with the thing that is important to their stories. *What is that? A(n) _____!*

Self-evaluation

If students have completed today's activities successfully, they can tick the box.

Wrap Up

Divide the class in two teams. Have a spelling contest. Write verbs and characters from the story and have individual students spell the words aloud. Give a point to a team each time they spell a word correctly.

Lesson 3

- 1 Look at the story. What do you think the story is about? Answers may vary.

The Dolphin and the Star



"Look!" says Maria.



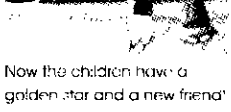
"Let's fish a golden star," says Dante. The children want a star.



"Let's help him."



The children help the dolphin.



Now the children have a golden star and a new friend!

- 2 Let's read! Listen and point.

- 3 Work in pairs, say if you like the story. Answers may vary.

50

Expected Outcomes

- Listen to a story.
- Use formulas to encourage and introduce the reading of stories.
- Encourage students to adopt an attentive and interested attitude to explore stories.

Materials

Activity Book p. 50, CD track 31

Warm Up

Draw a star on the board. Elicit the name from students. Ask the class where you can find stars (the sky). Tell students to imagine other places they would like to see stars.

- 1 Look at the story. What do you think the story is about?

Provide basic vocabulary if students are referring to the things in the picture: dolphin, star, sea, swim, children, boy, girl, want, friend, etc.

- 2 Let's read! Listen and point.

Invite students to start reading with the phrase "Let's read!" Get them to listen and point.

Then ask students if they were right about the story. Ask them what the differences were between their predictions and the story. Say "Let's read again!" to give them another chance to read the story.

- 3 Work in pairs, say if you like the story.

Encourage students to respect each other's opinions. It's fine to like or not like the story, try to explore their reasons.

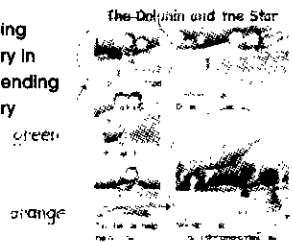
Wrap Up

Organize students in small groups. Give pieces of paper to each team. Write a scrabbled word on the board. Take words from the story. Explain to students they need to write the word correctly on their paper. When they are done, they need to raise the paper and show it. The first to have the correct word is the winner. Do a few rounds.

4. **Stories have a beginning, middle and ending. Match the order.**

first second third
 middle beginning ending

5. **Circle the beginning of the dolphin story in green. Circle the ending of the dolphin story in orange.**



Illustrated story

Step 1

Your story begins with the people in your story. In the middle of your story they do a thing. Draw the ending of your story.

Self-evaluation

Can you identify the beginning, middle and ending of a story?

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4. **Stories have a beginning, middle and ending. Match the order.**

Ask students to match the parts of the story.

5. **Circle the beginning of the dolphin story in green. Circle the ending of the dolphin story in orange.**

Ask when we usually learn about the people in the story: The beginning. Ask when a problem is solved or when things change and we can imagine what happens after the story: The end

Illustrated story Step 3

Ask students to remember who the people in their story are. Ask them to remember the object that is important in their story. Now ask students to think of an end for their story and to illustrate it.

Self-evaluation

If students have completed today's activities successfully, they can tick the box.

Wrap Up

Arrange students in small groups. Tell students to draw a different ending to the dolphin and star story.

Expected Outcomes

Identify the text structure with support images: beginning, middle and ending.

Materials

Activity Book p. 51, paper, coloring pencils or crayons

Warm Up

Ask students if they know the story of *Little Red Riding Hood*.

Tell them the story:

Little Red Riding Hood goes to visit her grandma.

(draw a stick figure girl walking in the forest)

Her grandma looks funny. Her eyes, ears, nose and teeth look funny!

(draw big eyes, big ears, a big nose, and lastly wolf teeth!)

It's not her grandma, but a wolf! A woodcutter saves Little Red Riding Hood.

(draw an ax)

Ask students which picture represents the first part or the beginning of the story. Elicit the same for the middle and the end.

Lesson 4

1 Read and listen.

2 Read the sentences. What do they describe? Number the pictures.

They are taking a bath.
They are jumping.
The little kitten is playing with yarn.
Leo is climbing a tree.
They are sleeping.



3 Circle the letters that are the same in the words.

jumping playing
climbing sleeping

4 Act out the pictures.

59

Expected Outcomes

- Compare writing of words.
- Detect some words that indicate actions in progress.

Materials

Activity Book p. 52, Big Book 1, CD track 28

Warm Up

Depending on the number of students you have, make two or three sets of index cards with the vocabulary of the lesson. Give each student a card. Explain to students they need to find a partner with the same word. Once students find their partners, have them work together for the rest of the lesson.

1 Read and listen.

Ask students what they remember about the kittens in the story. What were they doing?

Tell students you are now going to read the whole story. Invite them to start reading with "Let's read!"

2 Read the sentences. What do they describe? Number the pictures.

Read the sentences one by one and ask students which picture corresponds to each sentence.

3 Circle the letters that are the same in the words.

Ask students to find the same letters. Ask them why they think all those words have *-ing*. Don't get too technical! But you can ask students if they are people, actions or things.

4 Act out the pictures.


Get students to remember the action words by acting them out in small groups.

Wrap Up

Write the verbs you have worked (sleeping, eating, reading, baking, swimming, fishing, looking) on small pieces of paper. Play a miming game with the class. Have volunteers pass to the front of the class and pick a paper. Have them act out the verb so their classmates guess the action.

You can also do this in two teams simultaneously.

Time to Shine
 Try to read in a quiet place so you can concentrate.
 Tell your group about your favorite place to read in.


5 Complete the words. Listen and repeat. 

The dolphin is _____.

The children are _____.

The children are _____.



6 Spell i-n-g. 

7 Write and draw one more action word from your Big Book. 

Answers may vary.

Use words to improve pronunciation of words. Detect some words that indicate actions in progress. Use the repertoire of words and expressions.

Expected Outcomes

- Spell words.
- Improve pronunciation of words.
- Detect some words that indicate actions in progress.
- Review repertoire of words and expressions.

Materials

Activity Book p. 53, Big Book 1, CD track 32

Warm Up

Write *Actions* and *People* on the board. Explain to students they need to stand up if you say an action and clap their hands if you say a person. Use the verbs from the previous lesson as actions and names of your students as "people."

Time to Shine

Ask students where they like to read and why. Ask students to work in small groups and share their answers. Ask them if they like to listen to music when they read or if they like it to be quiet. Ask them why they think it is easier to work in a quiet environment.

5 Complete the words. Listen and repeat. 

Give students time to trace the words. Then ask them to listen and repeat.

6 Spell i-n-g.

Ask students to repeat the spelling of *-ing*.

7 Write and draw one more action word from your Big Book.

Ask students to look for another action word that they haven't written or drawn in their books in the story. Turn to p. 26 of Big Book 1. Page through the story slowly and give them enough time to find a word: *drinking, trying, laughing*.

Wrap Up

Have students walk around the classroom sharing their pictures with their classmates. Ask students to congratulate their partners.

Product

Add actions to the middle of your story. Write and draw.

Look at each other's stories. How are they different?

Act out your stories in groups.

Self-evaluation

Can I associate hours with numbers?

59

1 Add actions to the middle of your story. Write and draw.

Write sentence stems on the board that students can use: *He / She is... ing / They are... ing.*

Ask students to think of some actions for the middle of their story. Walk around and help students with the verbs that they need.

2 Look at each other's stories. How are they different?

Put students into different groups so that they can share their stories with different students.

Ask students to notice similarities and differences between their stories. Encourage them to give each other positive feedback and say why they like each other's stories.

3 Act out your stories in groups.

Put students in new groups. Tell them that they can decide if they want to act out their own stories or if they want to work together and all act out each other's stories.

Materials

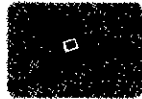
Activity Book, p. 54, markers, colored pencils or crayons, sheets of paper.

Warm Up

Have students work in small groups. Ask them to tell each other about the parts of their stories they have already illustrated.

Review

Cut out the pictures on page 117. Paste them in the correct place. ✂



Read the sentences. Draw each sentence. ✂

The kitten is playing.

The children are sleeping.

Answers may vary.

Answers may vary.

55

Expected Outcomes

Identify and name characters, places and objects.
Follow and illustrate a story.

Materials

Activity Book, p. 55

Warm Up

Ask students if they remember the stories they wrote. Have students work in trios and talk about their favorite stories. Divide the group in half. Ask pairs to act out a scene from their favorite story. Mention that it's OK if they don't do it exactly the same.

1 Cut out the pictures on page 119. Paste them in the correct place.

First ask all students to cut out the pictures. Then ask them to hold up people, animals and then objects. Check that students hold up the correct cards each time. Then give them time to paste the pictures.

2 Read the sentences. Draw each sentence.

Read each sentence to the class. Ask students to act out the sentences. Then give them time to draw each sentence.

You can ask fast finishers to write to more actions at the bottom of the page for "extra points."

Wrap Up

Make two teams. Have students choose one of the words from the Picture Dictionary. Students have to come to the front and mime one word for their team to guess what the thing or action is.

Assessment

Use the evaluation tool provided on the next page to assess learners' achievement during this unit. Take into consideration all evidences collected in the Portfolio in this unit, as well as Product work and class participation.

Evaluation Tool 5

Checklist

In this unit, _____ has:

- identified the beginning, middle and end of a story.
- recognized characters, places and objects in stories.
- spell and write some action words with support.
- found similarities and differences in how words are written.

In this unit, _____ has:

- identified the beginning, middle and end of a story.
- recognized characters, places and objects in stories.
- spell and write some action words with support.
- found similarities and differences in how words are written.

6

My Week!

Unit Overview

🕒 Social practices of the language

- Interpret information about time in illustrated works.

🕒 **Big Book 2** *The Birthday*, pp. 2–7

🕒 Academic and Educational Environment

- Interpret information about units of time with the help of a graph.

🕒 Expected Outcomes

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

🕒 Visual Resources

- *calendar, week, afternoon, morning, night, wake up*

🕒 Language

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, What time...? It's...o'clock

🕒 Extra Material

colored pencils, crayons, markers, cardboard paper

🕒 Final Product

Calendar with days of the week, hours of class and recess



At the end of the unit you can have a reading session with your students and discuss the story; you can use the questions suggested on the Big Book, on page 32.

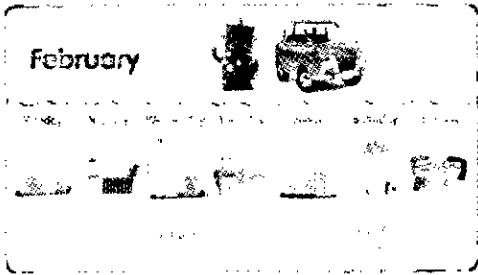
🕒 Worksheets

If you have time, use the worksheet provided on page T117. They are fun activities and they are related to the unit.

Lesson 1

1 Look. Circle the correct option.

This is a... story (calendar) manual



2 Why do people use calendars? Answers may vary.

3 Does your family have a calendar at home? Answers may vary.

4 What day is today? Circle the day of the week on the calendar. Answers may vary.

5 How many days are there in a week? Write a number in the box. 7

56

Expected Outcomes

Anticipate topic and purpose.
Identify components of a weekly calendar.

Materials

Activity Book p. 56, Big Book 2, CD tracks 34, 39

Warm Up

Play Track 34. Have students listen to the song. Play the song again and encourage students to sing. Don't put any pressure on the students.

1 Look. Circle the correct option.

Have students describe the picture. Ask students, *Who do you think this belongs to?* Elicit students' answers.

2 Why do people use calendars?

Ask students why people use calendars: To help us remember, to be organized, to use our time well.

3 Does your family have a calendar at home?

Ask students if anyone at home uses a calendar and ask what kinds of things they write on the calendar.

4 What day is today? Circle the day of the week on the calendar.

Ask students what day it is and get them to circle the day.

5 How many days are there in a week? Write a number in the box.

Have students point to each day as you say them aloud again. Have students say the days after you. Ask students the meaning of the illustrations. Have them identify the three activities on the calendar. Ask them how many days each activity is present.




Have students answer the exercise as a class.

Big Book 2, *The Birthday*

Open Big Book 2 on "The Birthday". Explore the illustrations with your class. Ask students What is the boy holding? What do you think the circle on October 16 means? Play Track 39 and have students follow along. Stop at page 3. Ask What is Dave's mom doing on Saturday? What is Dave's dad doing on Saturday? How is Dave? Have students predict what is going to happen in the story. Continue and at the end of the story ask how Dave felt compared to the middle of the story.

Wrap Up

Play Track 34 again and ask students to try to sing along to the words they can.

6 Listen and read. Listen again and sing.   

Mon Tues
Wednes
Thurs Fri



7 Complete the days of the week.

8 Write the days.

Calendar with days of the week, hours of class and recess

Step 1

Make a calendar. You can use this cut out on page 115.
Turn your page on its side. Draw a picture at the top.
Write Monday and Tuesday above the first two boxes.

Self-evaluation

Can I identify different parts of a calendar?

Can I write the endings of days of the week?

Identify and write the beginning and end of the names of the days of the week. Rewrite names of days of the week.

157

Expected Outcomes

Identify components of a weekly calendar.

Complete beginning or the end of the names of the days of the week.

Rewrite names of days of the week.

Materials

Activity Book p. 57, CD tracks 34, 40, cut outs on page 115, paper, coloring pencils or crayons

Warm Up

Prepare index cards with the days of the week.
Organize your class in small groups. Make enough sets of cards to give one to each group. Give each team a set of mixed up cards. Have students put the days in order. Then, ask students to point to each day of the week as you say it aloud.

6 What day is today? Circle the day of the week on the calendar.

Direct students to Activity 8 on page 57 of their Activity Books.

Play Track 34 and have students point to each word. Play the track again and have students sing the words with the recording.

Write the days of the week with missing letters on the board, have volunteers pass to the board and complete the words.

7 Complete the days of the week.

Have students trace the letters by themselves.

Write the days of the week with missing letters on the board, have volunteers pass to the board and complete the words.

8 Write the days.

Ask students to practice writing the complete words.

Calendar with days of the week, hours of class and recess Step 1

Tell students they're going to make a calendar. You can use the cut out template on page 115.

Self-evaluation

If students have completed today's activities successfully, they can tick the boxes.

Wrap Up

Song: Months of the Year

Play track 40. Ask students to listen. Ask them what the song was about. Let students listen again and ask them to try and identify a month.

Lesson 2

1 Look and match. Circle the time of day.



2 Listen and read. Say the hours.

Emily wakes up at 6:00 o'clock in the morning from Monday to Friday.

She has English class on Wednesdays at 10:00 o'clock.

On Tuesdays, she takes Karate lessons at 4:00 o'clock.

On Saturdays, she goes to the park at 5:00 o'clock.

3 Read again. Underline the days of the week and circle the hours.

58 Do not forget to underline the days of the week and circle the hours in the text.

Expected Outcomes

- Distinguish parts of the day.
- Use previous knowledge.
- Distinguish times and days of the week.
- Associate times with numbers.

Materials

Activity Book p. 58, Big Book 2, CD tracks 33, 35, 39, set of index cards with days of the week on them

Warm Up

Use one set of the index cards of the days of the week you used last class. Paste them around the classroom. Have students stand in the middle of the room. Explain to students that as you shout out the day of week, they need to run to where the card is. Do this with all the days of the week. You can do it in the correct order or at random. Play Track 33 and have students sing along.

1 Look and match. Circle the time of day.

Write *Good morning*, *Good afternoon* and *Good night* on the board. Elicit the meaning of the phrases from students. Ask the class at what moment of the day they use these phrases. Ask them what time of day it is now.

2 Listen and read. Say the hours.

Direct students' attention to the illustrations. Have students identify what Emily is doing in each one. Play Track 35 and have students follow along. Ask students if their routine is similar or different to Emily's. Ask, *Do you have extracurricular activities? Do you go to the park?* Encourage students to tell you more about their routines. Elicit students' extracurricular activities (*soccer practice, swimming lessons, painting classes, karate lessons, etc.*). At this point, it is not important if they can't tell the time they do the activities, this will be explored in the next lesson.

3 Read again. Underline the days of the week and circle the hours.

Organize students in pairs. Have them identify the days of the week and the hours in the text. Walk around the classroom and monitor students' progress. Write a table with the headings *days* and *hours* on the board. Have volunteers fill the table.







Big Book 2: The Birthday

Have students remind you what day is Dave's birthday and what his parents are doing. Open the Big Book and go over the story and encourage students to follow along. Ask students *What is Dave doing? Where is he? What is Ana doing? What about Dave's grandparents?* Play Track 39 for students to follow.

Wrap Up

Ask students what activities they do during the day (wake up, brush their teeth, come to school, play with their friends, take a shower, go to sleep). Write morning, afternoon and night on the board. Have students mime their routines at the different moments of the day as you point to each word.

Read and match the pictures and the clocks. Circle the days.

		
wake up at 6:00 Monday to Friday	English class at 10:00 Wednesdays	
		
go to the park at 5:00 Saturdays		Karate lessons at 4:00 Tuesdays

Calendar with days of the week, hours of class and recess

Write the names of days of the week on the calendar.
Draw your English class on the calendar.
Write the times of your lessons.

Self-evaluation

Can you read the times on the clock?

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Expected Outcomes

- Rewrite names of days of the week.
- Review repertoire of words and expressions.
- Read and locate the hours on a clock.
- Associate hours with the numbers.
- Point out pictures of activities that are carried out on specific days and hours.

Materials

Activity Book p. 59, paper clock with movable hands

Warm Up

Show students the paper clock. Show students different times, like 8:00. Explain to students that the short hand tells the hours. Have students say eight o'clock after you. Change the time on the clock face and have students say the time after you. Change the time a few more times for class to say. Ask volunteers to pass to the front and move the hand to the times you tell them.

4 Read and match the pictures and the clocks. Circle the days.

Ask students to look at Emily's pictures again. Ask them to circle the number on the clock that the little hand is pointing to. Then ask students to match the clocks with the texts below the pictures by matching the numbers on the clock and the numbers in the text. Ask them to look for the days quickly and circle them.

Calendar with days of the week, hours of class and recess Step 2

Ask students to write the three remaining days on their own calendar. Then ask them to add a drawing on the days they have their English class and write the time of their class. Write the days and times on the board to provide support.

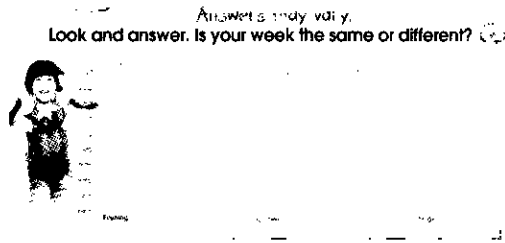
Self-evaluation

Tell students that they can tick the box if they were able to identify the times in the text.

Wrap Up

Remind students of the activities they mentioned last class. Have students say the day and time they do the activities. Have them write and illustrate a sentence that is true for them. Walk around the class and help when needed.

Lesson 3



2 Underline the days of the week that Gina goes to school. Circle the days of the weekend.

3 Look at the calendar again and write the information.

Gina has school band on Tuesday and Wednesday.

Gina has recess at 11:00-12:00 every week day.

Gina plays football on Wednesday and Saturday.

Gina sees her grandparents on Sunday.

Gina plays football on Wednesday and Saturday evening.

60

Expected Outcomes

- Locate school and weekend days in a calendar.
- Distinguish periods of the day.
- Recognize hours in periods of the day.
- Identify written information on a calendar.
- Rewrite names of days of the week.
- Write numbers of hours, based on a model.
- Review repertoire of words and expressions.

Materials

Activity Book p. 60, flashcards 30 and 32

Warm Up

To consolidate the hours draw three clock faces with the hours 8:00, 3:00 and 7:00. Have students say the words aloud. Ask students to classify the hours in morning, afternoon and evening.

1 Look and answer. Is your week the same or different?

Have students look at the weekly calendar on page 60. Ask students how Gina organizes her calendar. Elicit a few answers (weekdays and weekend, extra activities, moments of the day).

Have students look at the calendar for 1 minute and close their books.

Ask students, *How many times does Gina have English class? When does she visit her grandparents? What class does she have in the evenings?*

Have volunteers answer.

Ask students to open their books again and do the exercise individually.

Monitor and walk around the classroom. Check answers as a class.

Ask students if their week is similar or different. Elicit similarities and differences.

2 Underline the days of the week that Gina goes to school. Circle the days of the weekend.

Ask students what days of the week are school or work days. Write and ask students to underline them on the board. Then elicit what days make up the weekend. Add them on the board and ask students to circle them.

3 Look at the calendar again and write the information.

Read the sentences one by one and give students time to write. Ask them to work in pairs to help each other check their words.

Tell students to stand up when you say the hour they wake up on Sundays.

Wrap Up

Use flashcards 30 and 32. Paste them on the board and ask students *What time do you brush your teeth? and, What time do you put on your clothes?* Have volunteers answer the questions aloud. Have students write and illustrate the answers in their notebooks.

4 Complete the sentences about your week. *Answers may vary.*

I wake up at _____ on Monday to Friday.
 I have English classes on _____ and _____.
 I have recess at _____ every week day.
 I play _____ on Saturday or Sunday.
 I see my family on _____.

Time to Shine
 Look at the text. Circle the correct option.
 We write the first letter of days of the week and months of the year with _____.



Calendar with days of the week, hours of class and recess

Write English words on your calendar.
 Write the days of the week on your calendar.
 Write recess and its time.
 If you have time, write one more activity on your calendar.

Self-evaluation

Can I rewrite days of the week?

Write names of the days of the week. Rewrite names of days of the week. Write the days of the week on the calendar. Write the days of the week on the calendar. Write the days of the week on the calendar. Write the days of the week on the calendar.



Expected Outcomes

- Write numbers of hours, based on a model.
- Rewrite names of days of the week.
- Identify days and hours in which there are routine activities at school to answer questions.
- Review repertoire of words and expressions.

Materials

Activity Book p. 61, Big Book 2, CD Tracks 39, 40, index cards with one of students' subjects written on each card

Warm Up

Write a simple weekly calendar on the board. Make cards with subjects your students have, such as *Spanish, English, Science, Math*, etc. Paste the cards on different days on the calendar. Have students look at the calendar for 30 seconds. Ask students to close their eyes, change the order or remove some of the cards. Have students open their eyes and tell you the differences they find.

4 Complete the sentences about your week.

Ask students what time they wake up during the week. Ask them what they like to do on weekends that is different from their activities on school days. Ask them which days they see their family.

Then go over the sentences again one by one, giving students time to write. Provide support on the board.

Time to Shine

Ask students to look at the days of the week in the text and tell you if the first letters are lowercase or CAPITALS. Elicit what other words we write with capitals (names, languages, months, countries, cities, etc.).

Big Book 1: The Birthday

Write the names of the characters on the board and have students tell you the activities they do on Saturday. Go over the story and stop on page 6. Ask, *How is Dave feeling? What would you do?* Go to page 7 and ask, *How is David feeling now? What happened?*

Did you like the ending?

Tell students they were invited to Dave's party and they need to plan the activities. Have them list the activities and games they like to play at parties and create a simple timetable. Alternatively, have students write and illustrate an invitation to Dave's party, remind them to include the day, place and time.

Calendar with days of the week, hours of class and recess Step 3

Students take out their calendars. Have them write English in the squares where they drew their English class. Then ask them to write the days of the weekend on their calendar. Ask them to add Recess as well as time of recess.

Fast finishers can also add other activities to their calendars. They can use activity 4 on this page to help them.

Self-evaluation





Tell students that they can now tick the box after they have written all the days of the week on their calendars.



Wrap Up



Song: Month of the Year

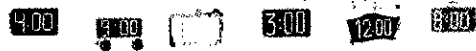
Play track 40. Have students listen and remember the song. Play the song again and encourage them to sing along.

Lesson 4

- 1 Read the calendar. Cross out 5 extra letters. Listen to the activities and repeat. Match the activities and days you do them. Use your picture dictionary to help you.    

- 2 Listen and repeat. Work in pairs. Ask and answer. Listen and point.  

- 3 Listen and repeat. Work in pairs. Ask and answer. Listen and point.  



62 

Expected Outcomes

Point out pictures of activities that are carried out on specific days and hours.



Review repertoire of words and expressions.

Materials

Activity Book p. 62, Big Book 2, CD tracks 36-40


Warm Up

Have students take out their blue and red colored pencils. Explain to students they need to show you their blue pencil if you write the day of the week correctly, and their red pencil if you write the day of the week incorrectly. Whenever you write a mistake, have volunteers pass to the board and correct the spelling.

- 1 Read the calendar. Cross out 5 extra letters. Listen to the activities and repeat. Match the activities and days you do them. Use your picture dictionary to help you.  

First ask students to look at the days of the week and to cross out/scratch out the extra letters. Then ask them to listen and point to the subjects. Ask them to listen and repeat.

Write the days on the board. Ask the whole class on which days they have each subject. Write the subjects on the days accordingly. Ask students when they play with their friends. Give students time to match.

- 2 Listen and repeat. Work in pairs. Ask and answer. Listen and point.  

Ask students to work in pairs. Tell them that they're going to practice saying the different days of the week, but not in the right order. Ask students to take turns saying a day of the week and listening and pointing. Model this with a student.

- 3 Listen and repeat. Work in pairs. Ask and answer. Listen and point.  

Ask students to work in pairs again. Tell them that they're going to practice saying the different times on the clocks, but not in the right order. Ask students to take turns saying a time and listening and pointing to the clocks. Model this with a student.

Big Book 2: *The Birthday*

Ask students if they can remember which day of the week is missing from the story. Ask students to listen and check their answers. (The story happens Monday to Saturday.)

Wrap Up

Song: *Months of the Year*

Divide the class in groups of four or five students.

Play Track 40 and have the groups practice the song. Play the track again and have each group sing, but in a different way each: whispering, aloud, sitting down, humming, etc.

- 4 Complete the words. Write at least three activities from the box on the days you have them. Write the times.

Activity: Karate

- 5 Work in pairs. Ask about the activities from the box. Answer your partner's questions.

When do you go to school?



Art is on Tuesday at 9:00.

Be Curious

Do children in other countries have the same school routines? Find out more about children from other countries here. Hope it helps you think about the school routines in your home country.

Time to Shine

Why are school routines important? How do they help you learn better? What are your favorite school routines?

- 4 Complete the words. Write at least three activities from the box on the days you have them. Write the times.

Write the weekly calendar on the board. Ask students When have you got...? Add the subjects to the board. Ask students what time they've got each subject. Give students time to trace the words before they write them in the boxes.

- 5 Work in pairs. Ask about the activities from the box. Answer your partner's questions.

First model the activity with a student by asking them about an activity on their calendar. Encourage students to use "on + day" and "at + time," but don't correct them if they don't use prepositions correctly.

If there is time, students can add some of these to their own calendars that they have been working on.

Be Curious

Do children in other countries have the same school activities?

Ask students to visit the website and see if children around the world have similar routines.

Time to Shine

Why are school routines important? How do they help you learn better? What are your favorite school routines?

Ask students to discuss the questions in small groups and to share their most important ideas with the rest of the class if they want.

Expected Outcomes

Identify days and hours in which there are routine activities at school to answer questions.

Review repertoire of words and expressions.

Materials

Activity Book p. 63, flashcards

Warm Up

Write the activities students have learned on small pieces of paper (*karate, yoga, cello, soccer, swimming, ballet*). Have volunteers pass to the front of the class and mime the actions as their classmates guess the word. If you can, project flashcards that represent actions on the board and help students to say the word in English.

Wrap Up

Have students think about their perfect dream week. What would their calendar look like? Ask them to imagine.

Product

Write one or two more activities on your calendar.

Work in groups. Ask each other questions about your activities.

Work in different groups. Find similarities and differences.

Display your calendar on the classroom wall.



Self-evaluation

Can I interpret information about time?



Materials

Activity Book, p. 64, cardboard paper, markers, colored pencils or crayons

Warm Up

Use the paper clock to practice telling the time again. Also elicit time of day; e.g. *This is when I go to sleep.* *What time is it?* Students read the clock: *Is it in the morning or the evening?*

1 Write one or two more activities on your calendar.

Give students time to add more activities, times and illustrations to their calendars.

2 Work in groups. Ask each other questions about your activities.

Ask students to work in groups of three and to ask and answer questions about their activities. They can use language from the previous lesson to help them. Write the following on the board: *When do you...?*

On _____ day at _____ o'clock.

3 Work in different groups. Find similarities and differences.

Regroup students into different groups of four. Ask them to find similarities and differences on their calendars.

4 Display your calendar on the classroom wall.

Ask students to walk around and look at each other's calendars.

Self-evaluation

Ask students if they can interpret information about time. If they do, ask them to check the box.

Review

What time is it? Write numbers.



It's 10 o'clock



It's 2 o'clock



It's 5 o'clock



It's 7 o'clock

Complete the days on Mike's calendar.

Mike's calendar

Look at the calendar and circle the correct answer.

Mike has English class in the evening.

Mike plays football in the morning.

Mike visits his grandparents in the morning.

65

1 What time is it? Write numbers.

Ask students to circle the numbers that the short hand of the clock is pointing to. Ask students to then write the number under each clock.

2 Complete the days on Mike's calendar.

Ask students to say the days of the week together as a class. Then give students some time to write the missing days of the week on the calendar. Students can work in pairs to check that they have written them correctly.

3 Look at the calendar and circle the correct answer.

Ask students to look at the calendar and tell you if 8:00, 5:00 and 9:00 is in the morning, afternoon or evening.

Give students some time to circle the correct answers.

Wrap Up

Ask students to write activities on their calendar for the perfect day / birthday.

Assessment

Use the evaluation tool provided on the next page to assess learners' achievement during this unit. Take into consideration all evidences collected in the Portfolio in this unit, as well as Product work and class participation.

Materials

Activity Book p. 65

Warm Up

Ask students what they learned in the unit (days of the week, hours and routines). Write three scrambled sentences on the board (example: *Monday is Today, It's o'clock ten, I soccer lessons have on Tuesdays*). Organize students in pairs and have them unscramble the words.

Evaluation Tool 6

Observation guide

Name _____

- The student recognizes and can point to school days and weekend days on a calendar.
- The student can identify different times of day.
- The student can read times on a clock with some support.
- The student can provide some information about routine activities with visual support.
- The student can write numbers.
- The student can write some days of the week with some support.
- The student can ask what time it is.

Name _____

- The student recognizes and can point to school days and weekend days on a calendar.
- The student can identify different times of day.
- The student can read times on a clock with some support.
- The student can provide some information about routine activities with visual support.
- The student can write numbers.
- The student can write some days of the week with some support.
- The student can ask what time it is.

7

Who are you?

Unit Overview

⦿ Social practices of the language

- Give information on personal data, likes and preferences.

⦿ Family and Community Environment

- Exchanges associated with information of oneself and of others.

⦿ Expected Outcomes

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

⦿ Visual Resources

- *toy, dancing, I am...years old, doll, yo-yo, teddy bear, train, marbles, puzzle*

⦿ Language

*What's your favorite toy? My favorite toy is my (doll).
What's your name?
Where are you from? How old are you?*

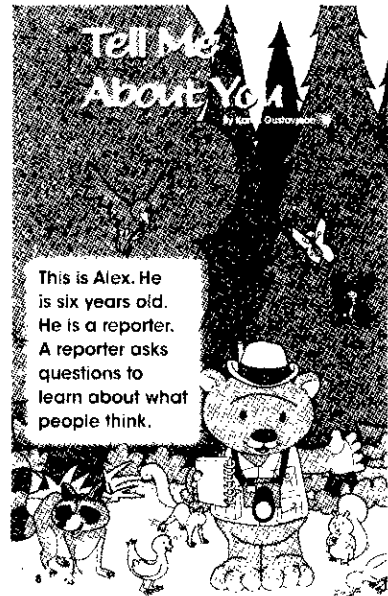
⦿ Extra Material

index cards

⦿ Final Product

Card with personal information

⦿ Big Book 2 *Tell Me About You*, pp. 8-13

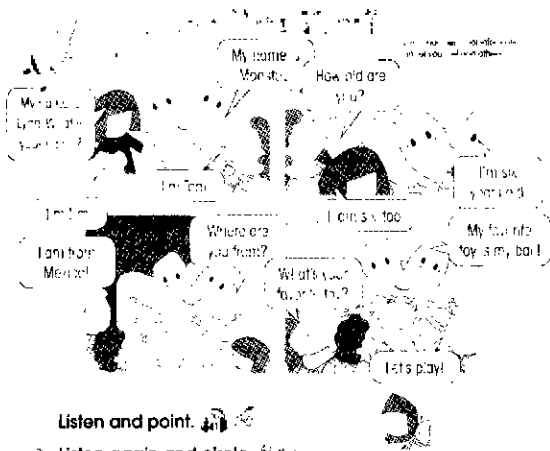


At the end of the unit you can have a reading session with your students and discuss the story; you can use the questions suggested on the Big Book, on page 32.

⦿ Worksheets

If you have time, use the worksheet provided on page T118. They are fun activities and they are related to the unit.

Lesson 1



Listen and point.

2 Listen again and circle.

is Lynn.

is Monstee.

Monstee is 7 years old. Lynn is 6 years old too.

is from Mexico.

66

1 Listen and point.

Have students open their books to page 66. Ask students to describe the situation. Ask students what they do when they meet new people. Ask students to listen and follow the pictures. Play Track 41. Ask students if this is really happening. (No, it's a dream.) Play the recording again, pausing after each dialogue. Have students point to the corresponding picture in their books. Ask some questions. E.g. *Who are Lynn and Tom talking to? Do they know Monstee? How old is Monstee? Where is Tim from? What is Monstee's favorite toy? What is Lynn doing? (Sleeping.)*

2 Listen again and circle.

Have students look at the pictures. Name each character and ask students to point to the corresponding picture. Elicit the first one: *Lynn is...* Ask students to complete the sentence. Repeat for Monstee. Have students check answers in pairs. Walk around and provide positive feedback.

Wrap Up

Have students play *Find Someone Who*. Write on the board *6 years old*, *7 years old* and *8 years old*. Elicit the question for age. Tell students to go around the classroom asking their classmates' ages. The first one to find someone of each age wins.

Expected Outcomes

- Recognize personal data.
- Detect numbers in ages.

Materials

Activity Book p. 66, CD track 41, index cards

Warm Up

- Hand out index cards and ask students to draw a picture of an activity they like doing in their free time.
- Encourage students to hold up their cards and tell the class what their name is and what they like doing: *My name is Alicia. I like playing.* Help with vocabulary where needed.
- Collect the index cards and save for another time.

3 How old are you? Write a number.

I am _____ years old. Answers may vary.

4 Listen and repeat. Complete the words.

_____ is your name?

My _____ is _____

_____ old are you?

I am _____ old.

Mr. Currier
What personal information can you share online? Ask your parents to help you register on the LearnEnglish Kids website. Learn more here: <https://learnenglishkids.britishcouncil.org/en/user/register/kids>

Card with personal information

Step 1

You are going to make a card with your personal information.

At the top write Name:

Write your name:

Write Age:

Write how old you are:

Self-evaluation

Can I write my name and age?

1. Write questions and answers. Repeat words to practice pronunciation.



3 How old are you? Write a number.

Ask a few students to answer the question. Ask until you have more than one model answer. Write the number on the board. Ask students to write their age in their book.

4 Listen and repeat. Complete the words.

Ask students to listen and repeat. Then give students some time to write the words. Ask them to read the questions again after they have traced the words.

Ask students to work in pairs and to ask and answer the two questions.

Be Curious

What personal information can you share online? Ask your parents to help you register on the LearnEnglish Kids website. Learn more here <https://learnenglishkids.britishcouncil.org/en/user/register/kids>

Big Book 2: Tell Me About You

Open the Big Book to page 8. Point and read the title and ask students what they think the story is about. Display the pages and tell them to look at the pictures as you go along. Have students tell you as much information as they can. Return to p. 8.

Play Track 47 and turn the pages as students listen. Pause after each page to ask simple questions: *What's his / her name? How old is he / she? What does he / she like doing?*

Card with personal information Step 1

Hand out cards or cardboard. Ask students to copy the first two lines of the form from the Warm up on the board. Ask them to write their name and age.

Wrap Up

Take out the students' index cards from the warm up from the previous class. Show the pictures to the class one by one and ask: *Who likes (dancing)?* When a student raises his or her hand ask the class: *What is her / his name? How old is he / she?*

Expected Outcomes

Complete questions and answers.

Repeat words to practice pronunciation. Improve word tracing.

Materials

Activity Book p. 67, Big Book 2, CD tracks 42, 47, index cards or cardboard

Warm Up

Write the following "form" on the board:

Name:


Age:

Address:

Telephone:


Ask students what information they should keep safe. (All their information!) They should always check with their parents before giving anyone, including adults, their personal information. This is even more important online!

Lesson 2

Listen and point. Read again and match. 



Underline the activities that Erik and Anita like doing. 

Listen and match more activities. 

eating ice cream

playing soccer

swimming



68

1 Listen and point. Read again and match. 

Play Track 43 and ask students to follow in their books. Ask them *What is her name?* and *What is his name?* to elicit the answers.

2 Underline the activities that Erik and Anita like doing.

Ask students to identify Erik and Anita's favorite activities. Ask your class if anyone has the same favorite activity.

3 Listen and match more activities. 

Play Track 44. Ask students to match the activities. Ask students to mime the activities to check their understanding. Ask students to listen again and repeat.

Wrap Up

Play Chinese whispers. Divide the group into two teams that stand in two lines. Say an action from the lesson and ask students to pass it along. The person in the front has to act out, say or write the word.

Expected Outcomes

- Recognize personal data.
- Identify preferences.
- Point out and repeat words to practice pronunciation.

Materials

Activity Book p. 68, CD tracks 43, 44, a variety of colored board markers

Warm Up

Divide the group into teams of four or five. Tell students to think about their favorite activity. One by one they should act out the activity for the rest of their team to guess. When everyone in a team has had a turn they should stand up. The first team to stand up wins.

- 3 Circle the activities that you like doing.
- 5 Complete the words. Use your picture dictionary to help you. Answers may vary.

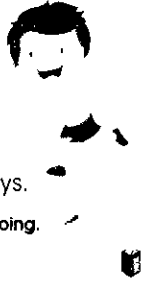
I like _____

I like _____

I like riding my bicycle.

I like reading books.

I like playing with my toys.



- 6 Tick () the activities that you like doing. Answers may vary.

Card with personal information



Write two things you like doing on your personal information card.

Self-evaluation

Can I identify an activity?

69

Expected Outcomes

- Improve word tracing.
- Complete words from one of its parts.

Materials

Activity Book p. 67, Big Book 2, CD tracks 47, 48

Warm Up

Use the index cards with favorite activities from the previous lesson to play a game of Memory.

4 Circle the activities that you like doing.

Ask students to look at all the activities on the previous page and circle the ones they like doing. Then get students to work in pairs and tell each other what activities they like.

5 Complete the words. Use your picture dictionary to help you.

Give students some time to trace the words and then to find the missing letters in their picture dictionaries. Ask volunteers to write the words on the board. Ask students to work in pairs to check that they have written everything correctly.

6 Tick the activities that you like doing.

Ask students to tick the activities they like doing. Put students in groups of four and ask them to share with each other the activities they like doing. If it arises, you can also introduce *I don't like...*

Big Book 2: Tell Me About You

Open the Big Book and ask students what they remember about the story. Ask them who their favorite character is. Play Track 47. Turn the pages as they listen and ask some questions at the end of each one.

Card with personal information Step 2

Ask students to add two activities they like on their personal information cards.

Self-evaluation

Tell students to tick the box if they can tell you an activity they like doing.


Wrap Up

Song: Making Friends

Play track 48, ask students to walk around and shake someone's hand when the song talks about meeting someone.

Lesson 3

1 What do you know about your classmates?

Tick () the answers.  Answers may vary
names ages favorite activities

2 Look at the words. Circle the question words.

Where What
old name
How favorite are

3 Listen and repeat. Write the question words.

is your name?
old are you?
are you from?
do you like doing?



70

Practice the questions and answers with your partner. Write the question words in the box.

1 What do you know about your classmates. Tick (✓) the answers.

Ask students to think about all of their classmates and what they know about them. Ask them to tick the box only if it is true about everyone in the class.

2 Look at the words. Circle the question words.

Ask students to circle the words that we use to ask questions. Tell them they can look at the other questions on the board to help them.

3 Listen and repeat. Write the question words.

First ask students to listen and repeat the questions. Then give them some time to trace the missing words.

Wrap Up

Big Book 2: Tell Me About You

Ask students if they remember the story. Ask, *What is Alex?* (a reporter). Tell students to imagine they are reporters like Alex. Ask them to work in pairs and interview each other. Point to the questions on the board and indicate they can use them to help ask the questions. In their notebooks, have them write the answers and draw a picture of the person they interviewed just like Alex. Call on pairs to show their work to the class. Praise them for a job well done.

Expected Outcomes

- Complete questions to get information.
- Group words with similar words.
- Promote diversity and inclusion in the classroom.

Materials

Activity Book p. 70, Big Book 2, CD tracks 45, 47

Warm Up

Ask students if they can remember the questions that Alex the reporter asks his friends...

Play track 47 and have students identify the questions.

Write them on the board.

What is your name? How old are you? What is your favorite color? What is your favorite toy?

4 Does each word start with W or H? Write a letter.

Then read and match.

What is your name? . My name is Rita.
How old are you? . I'm from Mexico.
Where are you from? . I like playing soccer.
What do you like doing? . I'm six years old.

Card with personal information

Step 3

Where are you from?

Write your answer on your personal information card.

Self-evaluation

Can I complete questions and answers to obtain information?

Level 1 questions lead to information "question words" Complete words from one of its parts. **71**

4 Does each word start with W or H? Write a letter. Then read and match.

Ask students to work in pairs and decide if they need to write an H or a W at the beginning of each word.

Elicit answers from the class and write the questions on the board so that students can check their answers.

Then read the questions and ask students to read the option they think answers that question.

Card with personal information Step 3

Ask students where they are from. If they want, they can also write their city.

Self-evaluation

Tell students they can check the box if they are able to share some of their personal information.

Wrap Up

Do some varied pronunciation drills by asking students to repeat the questions from this lesson in different voices (loud, tired, quickly, slowly, or even ask different animals).

Expected Outcomes

- Read questions aloud to recognize "question words"
- Complete words from one of its parts similarities.
- Compare words.

Materials

Activity Book p. 71, CD track 48

Warm Up

Song: Making Friends

Play Track 48 and ask students to try and say some of the words. Ask them what kinds of things you normally ask someone who you hve just met.

Lesson 4

1 What does the question ask about?

Read and tick (✓).

How old are you?

activity age

What do you like doing?

activity age

2 Learn more about your classmates. Ask three friends questions. Write their answers.

What do you like doing?

I like eating biscuits.

1 What does the question ask about? Read and tick (✓).

Ask students that you are a reporter and you're going to ask them a question. Ask them How old are you? Ask them what information it is you want. Repeat for the second question.

2 Learn more about your classmates. Ask three friends questions. Write their answers.

Read each question and ask students to repeat before you put them into groups of four. Students work together and take turns to ask and answer the questions and complete the table.

Wrap Up

Ask students to walk around and compare their tables. Ask them to see how many similarities and differences they can find.

Expected Outcomes

- Read questions aloud to recognize "question words".
- Complete questions and answers to get information.
- Promote diversity and inclusion in the classroom.

Materials

Activity Book p. 72

Warm Up

Ask students to work in groups of three and tell each other about their best friends. They have to tell their group about their name, age and favorite activity.

3 Listen and point. Then listen and mime.

- I like dancing, dancing, dancing
- I like dancing with my fingers.
- I like dancing, dancing, dancing.
- I like dancing with my hands.
- I like dancing, dancing, dancing
- I like dancing with my arms.
- I like dancing, dancing, dancing.
- I like dancing with my legs.



4 Write the words. Draw a picture for the song.

Answers to page 73

l i k e d a n c i n g

Time to Shine!

We all learn in different ways. How do you like to learn? Circle your favorite action.

- listening
- reading
- speaking
- writing

Answers to page 73

3 Listen and point. Then listen and mime.

Ask students to open their books to page 73 and listen and read the song. Then ask students what the song is about. Play it again and ask students to mime.

4 Write the words. Draw a picture for the song.

Give students time to draw their own interpretation of the song.

Time to Shine

We all learn in different ways. How do you like to learn? Circle your favorite actions.

Ask students if they have noticed that they like certain types of activities more in class. Try to give some concrete examples of activities you have recently done for each of the senses. Then ask them to circle their own preferences.

Big Book 2: Tell Me About You

Play Track 47, without showing students the pictures as you play the track. While the track plays, have them raise their hands every time they hear *wh-* words.

Expected Outcomes

- Practice pronunciation.
- Identifying learning preferences.

Materials

Activity Book p. 73, Big Book 2, CD tracks 46, 47

Warm Up

Play track 46. Ask students to listen and clap.

Wrap Up

Have students choose one of their favorite characters. Ask them to note down their name, age and favorite activity, but not to show it to anyone.

Ask students to work in pairs and interview each other, pretending to be their favorite characters.

Write the three questions and sentence stems on the board to help students.

Product

Add any other information that you want to share about yourself.
Read your classmates' cards. Find similarities and differences.
Say what you remember about your classmates' cards.
Make a personal information tree with everyone's cards.

Self-evaluation

Can I exchange personal information about myself and others?

Materials

Activity Book p. 74, index cards, colored pencils or crayons

Warm Up

Ask students what they have learned about sharing personal information.

Suggestions:

Do not use your real name online.

Do not give strangers your name.

Do not share your address or telephone number with strangers!

Do not share your personal information on websites.

1 Add any other information that you want to share about yourself.

Remind students that there is some information that we shouldn't share. Tell them to ask you if they are not sure. Give students time to write and illustrate.

2 Read your classmates' cards. Find similarities and differences.

Ask students to walk around in a "Find someone who..." activity where they find other students with the same and different ages and favorite activities.

3 Say what you remember about your classmates' cards.

Ask students to sit down and elicit some information about everyone in the class.

4 Make a personal information tree with everyone's cards.

Display everyone's cards in a united way. This can be done visually by creating a tree where the cards are the leaves.

Self-evaluation

Ask students if they can exchange personal information. If they do, ask them to check the box.

Wrap Up

Ask students to read the information on their cards if they want.



Complete the questions. answ.

- W h a t is your name?
- H o w old are you?
- W h e r e are you from?
- W h a t do you like doing?

Complete the card with your information. answ.

name	Answers may vary.
age	years old
address	
likes	



1 Complete the questions.

Elicit the missing words from the class. Ask students to complete the words. Then write the questions on the board. Ask students to work in pairs and help each other check their spelling.

2 Complete the card with your information.

Ask students to complete the information cards. Students can illustrate the cards if they finish first.

Wrap Up

If you have time, you can read the Big Book story again, but this time, get the students to read the questions that Alex asks his friends. You can also ask them to work in groups and act out the story.

Assessment

Use the evaluation tool provided on the next page to assess learners' achievement during this unit. Take into consideration all evidences collected in the Portfolio in this unit, as well as Product work and class participation.

Expected Outcomes

Identify one's own or other's name, age, and preferences.

Materials

Activity Book p. 75, drawing paper

Warm Up

Tell students to draw a picture of a friend. Have them use their notebooks or drawing paper that you provide. Have students also write their friend's name, age, favorite activity and where they are from. Ask students to work in pairs to ask questions about their partner's friend. Monitor.

Evaluation Tool 7

Illustrated card of self and peer assessment

Your name: _____

• Your partner's name: _____

• Name: _____ ask 😐 😊 answer 😐 😊

• Age: _____ ask 😐 😊 answer 😐 😊

• Country: _____ ask 😐 😊 answer 😐 😊

• Favorite activity: _____ ask 😐 😊 answer 😐 😊

Your name: _____

• Your partner's name: _____

• Name: _____ ask 😐 😊 answer 😐 😊

• Age: _____ ask 😐 😊 answer 😐 😊

• Country: _____ ask 😐 😊 answer 😐 😊

• Favorite activity: _____ ask 😐 😊 answer 😐 😊

8

How Do You Feel?

Unit Overview

🌀 Social practices of the language

- Understand tales to relate with personal experiences.

🌀 **Big Book 2** *Jake and the Magic Closet*, pp. 14–19

🌀 Recreational and Literary Environment

- Understanding oneself and others.

🌀 Expected Outcomes

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

🌀 Visual Resources

- *prince, princess, frog, kitten, duckling, lost, scared, happy, sad, angry, tired, excited*

🌀 Language

main character, How do you feel when...? I feel..., beginning, middle, end

🌀 Extra Material

markers, colored pencils, crayons, sheets of paper

🌀 Final Product

Illustrated statements of feelings and states of mind



At the end of the unit you can have a reading session with your students and discuss the story; you can use the questions suggested on the Big Book, on page 32.

🌀 Worksheets

If you have time, use the worksheet provided on page T119. They are fun activities and they are related to the unit.

Lesson 1

How Do You Feel?

1 Look at the book below. Circle the correct answer.

understand stories and relate them to personal experiences

It is a ... story book.

The Frog Prince

A frog lives in a pond. He is sad. He wants to be a Prince again.



With a true-love kiss I can become a prince again.



He kisses a princess.

2 What is the story about? Circle the title. Point to the Frog Prince.

3 Listen and point.

4 Circle the correct option.

The beginning of a story is the ... part. In the beginning, the Frog Prince feels ...

Use the title and images to activate previous knowledge to predict topic and purpose. Notice the text structure with supporting images: beginning, middle and end. Point out illustrated characters when hearing their name. Detect with graphic support, when students relate to their own experiences.

76

Expected Outcomes

Recognize titles and images.

Activate previous knowledge to predict topic and purpose.

Notice the text structure with supporting images: beginning, middle and end.

Point out illustrated characters when hearing their name.

Detect, with graphic support, experiences of others reflected in stories

Materials

Activity Book p. 76, CD tracks 49, 52, Flashcards 14-20 on CD

Warm Up

Play hangman with the words *bedtime story*. Explain to students the concept of *bedtime*. Ask the class if they like to read before going to sleep. Tell students they will read the first part of *The Frog Prince*, a popular bedtime story. Ask students if they are familiar with this story. Elicit a few answers.

1 Look at the book below. Circle the correct answer.

Ask students what kind of a book it is. Ask them why. (There are no steps, the pictures are of characters.)

2 What is the story about? Circle the title. Point to the Frog Prince.

Write pictures, text and title on the board. Have students look at the storybook on page 76. Ask What is this? As you point to the title. Have students answer. Do the same with the rest of the elements. Have students answer the exercise as a class.

3 Listen and point.

Pay Track 49 and ask students to follow along in their books.

4 Circle the correct option.

Go over the sentences with the class. Have volunteers complete the sentences. You can ask students to predict what happens next in the story.

Wrap Up

Remind students the meaning of *happy*, *sad* and *angry*. Tell students they will act out the story using the different feelings. Divide students by rows or work groups. Have students read a sentence of the story as you point to them. Read the story as a class using different intonations.

52 Play track 52. Have students listen while you mime the song. Ask them what feelings are mentioned in the song. Play the track again and encourage them to sing.

Time to Shine!

- We use spaces to separate words. Without spaces words are very difficult to read.
- Read the sentences. Separate the words with lines /.

A frog lives in a pond. He is sad. He wants to be a prince again.

- 5 **Imagine you are a frog like in the story. How do you feel? Circle your answer.** Answers may vary.

- 6 **Complete the words.**

- 7 **The end of a story is the last part of the story. Draw the end "The Frog Prince".**

Answers may vary.

Illustrated statements of feelings and states of mind

Step 1

- Draw the sad Frog Prince.
- Draw the happy Frog Prince.

Self-evaluation

Can I recognize how characters feel?

• Recognize characters' experiences and compare them with their own. Notice the text structure with support images: beginning, middle and end. • Separate words into sentences.



Expected Outcomes

Recognize characters' experiences and compare them with their own.

Notice the text structure with support images: beginning, middle and end.

Separate words into sentences.

Materials

Activity Book p. 77, Big Book 2, CD tracks 52, 54, a story book, paper, coloring pencils or crayons

Warm Up

Ask students to try to remember the story of the Frog Prince. Ask them what happens at the beginning of the story. (He is sad, he wants to be a prince again.) Ask them what happens in the middle. (He meets a princess.) Ask them what happens in the end. (He is a prince again.)

- 5 **Imagine you are a frog like in the story. How do you feel? Circle your answer.**

Let students imagine anything. Both answers are correct, but ask them to try and tell you the reason.

Time to Shine

We use spaces to separate words. Without spaces words are very difficult to read. Read the sentences. Separate the words with lines /.

Copy the story of the Frog Prince on the board, but without spaces. Ask students to try and read it. Ask them why it is difficult. Tell students that we also use spaces to show when we pause between words when we speak. Read the story slowly and ask students to draw lines to indicate spaces. Ask volunteers to draw lines on the board.

- 6 **Complete the words.**

Ask students to trace the words. Ask them to compare their words with the person sitting next to them.

- 7 **The end of a story is the last part of the story. Draw the end of "The Frog Prince".**

Ask students if the story has a happy or sad ending. Ask them to illustrate it in the box.

Big Book 2: Jack and the Magic Closet

Ask students what kind of things they can find inside their closet. Elicit a few answers. Take out the Big Book and open it on page 14. Ask students what Jack is doing. Have them describe what they see. Play the track. Go through the pages as the audio advances. Pause on page 16. Ask *How does Jack look? Happy? Sad? Worried? Scared?* Ask students what they think Jack will find inside the closet. Elicit a few answers. Tell students they will listen to the rest of the story the next class.

Illustrated statements of feelings and states of mind Step 1

Ask students to draw the happy Frog Prince on a card and write "happy" below their drawing.

Ask students to draw the sad Frog Prince on a card and write "sad" below their drawing.

Self-evaluation


If students have completed today's activities successfully, they can tick the boxes.

Wrap Up

Have students look at each other's endings to the story and decide if the Frog Prince looks happy or sad. Play Track 52 and ask students to listen and mime to the song.

Lesson 2

1 Look at the pictures. What do you think the story is about? *Answers may vary.*

2 Listen to the story. Circle the title.  *Big Book*



Lily loves reading. "The Frog Prince" is her favorite book.



One day she goes out to play. Lily is excited to be with her friends.



"Where is my book?" says Lily. She is worried.

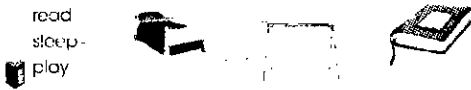


Lily's friend Kiki has the book under the bed. Now Lily is happy to have her book back.

3 Circle the correct answer.

The ending of the story is happy / sad.

4 Match the action words to the objects. Underline two of the action words in the story.



78

Recognize characters' experiences and compare them with their own.
Clarify meaning of words which express actions with drawings.
Represent actions of characters with body language.

Expected Outcomes

Recognize characters' experiences and compare them with their own.

Clarify meaning of words which express actions with drawings.

Represent actions of characters with body language.

Materials

Activity Book p. 78, Big Book 2, CD tracks 50, 54, a story book

Warm Up

Bring a storybook to class. Explain to students this is your favorite book and you like to take it everywhere. Ask students about their favorite stories. Ask how would they feel if they lost a favorite book or toy. Encourage students to mention feelings in their answers.

1 Look at the pictures. What do you think the story is about?

Have students look at page 78. Explain that illustrations can help us know what the story is about. Give students time to explore the illustrations. Ask students details about the illustrations. This is a good way to develop students' attention to detail. Ask the class to say predictions about the story. Write the ideas on the board.

2 Listen to the story. Circle the title. 

Play the track and have students follow along. When the audio is over, ask students if their predictions were right or wrong. Ask some comprehension questions: *What does Lily like to do? What happens to her book? Who is Kiki?* Write both titles on the board. Have students decide the correct one. Encourage them to give you reasons for their choice.

Point to the first illustration and say *Lily is happy!* and mime the emotion. Have students repeat after you. Do the same with the rest of the illustrations.

3 Circle the correct answer.

Have volunteers read the sentence and answer as a class. Ask comprehension questions. *Which picture is the end of the story? Does Lily have her book? How does she feel?*

4 Match the action words to the objects. Underline two of the action words in the story.

Organize students in small teams. Ask them to match the actions and the objects. Then elicit the objects. You read a... (book). You sleep in a... (bed). You play on... (swings).

Big Book 2: *Jack and the Magic Closet* 

Ask students if they remember the beginning of the story. Elicit answers from volunteers. Open the BB to page 14, go through the pages as students tell you the events. Play the track. Go through pages 17 and 18. Ask *Which monster do you like most?* Have students name the monsters Jack meets. Ask them if they would like to have a magic closet. Ask *How does Jack feel about the monsters? How does Jack feel about his mom?* Finish the reading by asking *How does this story make you feel? Happy? Sad?*

Wrap Up

Have teams illustrate an alternative ending for Lily's Book. Paste the drawing on the walls and have students look at their classmates' work. Encourage students to praise their partners' efforts.

3 Look at the pictures and number them. ... 7.

and -beginning ---> -middle --> -end



5 Write the word. ...

She is

7 How do you feel when you lose something? Circle your answer. ... Ans: words may vary

Happy Sad

Illustrated statements of feelings and states of mind

Write

Write: She is worried.

Draw a picture to help you remember the meaning.

Self-evaluation

Can I compare others' feelings with my own?

79

Expected Outcomes

Notice the text structure with support images: beginning, middle and ending.

Recognize characters' experiences and compare them with their own

Materials

Activity Book p. 79, Flashcards 14 to 20, paper, coloring pencils or crayons

Warm Up

Look at students' drawings of alternative endings to Lily's story from last class. Show the class the different groups' pictures and elicit what kind of an ending it is: happy / sad / angry.

5 Look at the pictures and number them.

Ask students to cover Activities 3 and 5 on page 78 with a piece of paper. Ask students to look at the pictures in Activity 2. Ask students if they remember the names of the characters. Explain to students they need to order the events of the story. Organize students in pairs and give them time to order the sequence of the story. Walk around the classroom and monitor. Check answers as a class.

6 Write the word.

Give students time to trace the word "worried". Ask students when they feel worried. Provide an example of your own to clarify the concept.

7 How do you feel when you lose something? Circle your answer.

Note that in this case there is no wrong answer if students can give a reason. There might be things that they are happy to lose.

Illustrated statements of feelings and states of mind Step 2

Ask students to add another feeling to their illustrated statements. This time they are going to draw Lily when she is feeling worried. Ask them to write "She is worried" below their illustration.

Self-evaluation

Students can tick the box if they were able to identify Lily's feeling and how they would feel in her situation.

Wrap Up

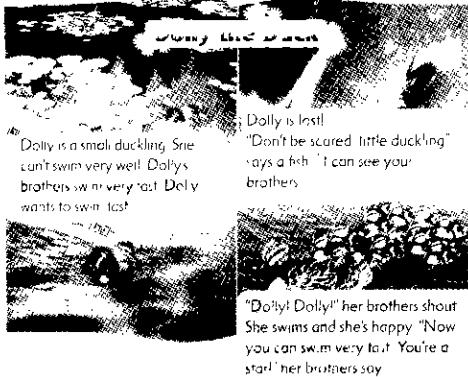
Have students form pairs. Ask different students: How do you feel? Encourage students to respond. Have students take turns asking each other the question and responding with, I am ... Ask students if they want to share their answers with the class: I am happy.

Social and Emotional Development

Have students form groups of 3 or 4. Ask them to think of the old people they know and how they think the old people feel (emotions). Talk together about the idea of making old people feel happy all the time.

Lesson 3

1 Look at the story. Who is Dolly? Answer: I may vary.



2 Listen and read. Circle the correct answer. (51)

Dolly is afraid / fast.

She is worried / scared because she is lost.

She is excited / surprised.

3 Work in pairs. Play *Guess How I Feel*. (54)

80

80
Dolly is a small duckling. She can't swim very well. Dolly's brothers swim very fast. Dolly wants to swim fast.
Dolly is lost! "Don't be scared, little duckling," says a fish. "I can see your brothers."
"Dolly! Dolly!" her brothers shout. She swims and she's happy. "Now you can swim very fast. You're a star!" her brothers say.

Expected Outcomes

Recognize characters' experiences and compare them with their own.

Clarify meaning of words which express actions with pictures.

Represent actions of characters with body language.

Materials

Activity Book p. 80, Big Book 2, CD tracks 51, 54, index cards

Warm Up

Bring a photo or drawing of a duck. Elicit the name from students. Ask students if they know any stories with ducks (It is possible students are familiar with *The Ugly Duckling*). Tell students they are going to read a story about a brave duckling. Explain that brave is when you do something even though you are scared.

1 Look at the story. Who is Dolly?

Ask students to look at the pictures and the title and point to who they think Dolly is.

2 Listen and read. Circle the correct answer. (51)

Have students look at the photos in Activity 1. Have them guess what happens in the story. Play track 51 aloud for students and encourage them to follow along. Ask the class if they liked the story and why.

Have students circle the answers. Check answers as a class.

Ask students to draw *Dolly* with different emotions in their notebooks and label their drawings.

3 Work in pairs. Play *Guess How I Feel*.

Have students get into groups of four. Tell them that they will take turns miming different feelings for their teammates to guess. E.g. Mime, *sad*. Have students guess as a class. Elicit the feelings they know. Tell students to make sure everyone has a turn at miming and guessing. Monitor as they play.

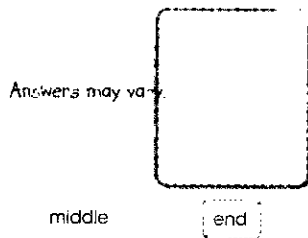
Big Book 2: *Jake and the Magic Closet* (54)

Ask students what they remember about the story *Jake and the Magic Closet*. Play the track. As the audio advances, have students tell you all the feelings the characters have. Say, *Jack is happy!* Have students answer *So am I! Me too!* Explain that stories make us remember events from our lives so sometimes we feel happy, sad or angry with a certain story.

Wrap Up

Have students form groups of five and sit in circles. Have students write *afraid, tired, worried, happy, sad, excited* and *angry* on the index cards and give one set of each to the groups, with the words facing down. Have students take turns picking up the cards and miming the feeling on the card. Help them get started by miming *worried*. Walk around the classroom and help students demonstrate the feelings as necessary.

- 4 Read the story again, draw a picture that describes each part.



- 5 How does she feel when she is lost? Correct the sentence.

Sh is scaireded. She is scared.

- 6 How does she feel in the end? Write the letters.

She is h a p p y .

Illustrated statements of feelings and states of mind

Step 3

Draw Dolly when she is scared.
Write "She is scared" under your drawing.

Self-evaluation

Can I complete statements about feelings?

Can I detect extra and missing letters?



Expected Outcomes

- Complete statements.
- Detect extra and missing letters.

Materials

Activity Book p. 81, paper, coloring pencils or crayons

Warm Up

Ask students if they have pets. Ask what pets they have. Ask: *Who has furry pets?* Mime the word furry to convey the meaning. Repeat with funny, big, small, beautiful, strange.

- 4 Read the story again. Draw a picture that describes each part.

Write *beginning*, *middle* and *end* on the board.

Encourage students to explain the meaning of the words and the order they appear in a story.

Have students open their books on page 81. Organize students in pairs. Explain they need to draw pictures that describe the different parts of *Dolly the Duck*.

Remind students they can look at the story if they need to check the sequence.

Let pairs of students decide their drawings as you walk around the classroom supervising.

Have volunteers show their drawings to the class.

- 5 How does she feel when she is lost? Correct the sentence.

First ask students to answer the question. Then ask them to look in their book. Tell them there is one letter missing and two extra letters to cross out. Write the sentence on the board and ask them to check their answers.

- 6 How does she feel in the end? Write the letters.

First ask students to answer the question. Then ask them to look in their books and write the two missing letters. Elicit the letters to practice spelling.

Illustrated statements of feelings and states of mind Step 3

Ask students to add an illustration of Dolly when she is scared. Ask them to write "She is scared" below their illustration.

Self-evaluation

If students have completed today's activities successfully, they can tick the boxes.

Wrap Up

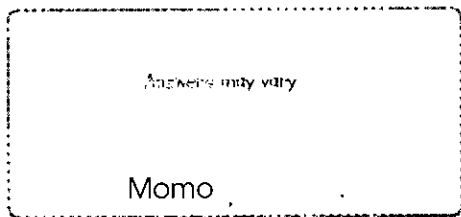
Act out the story *Dolly the Duckling*. Organize students in small groups. Have students organize the roles for each student. Give students time to practice the story. Walk around the classroom and help when needed. Have volunteers pass to the front of the class and act out the story.

Lesson 4

1 Look at the picture and read. Circle the correct word.



2 Why is Momo angry? Draw your idea.



3 Listen to a song and match.

If you are happy and you know it stomp your feet.
If you are angry and you know it clap your hands.



82

Complete statements. Detect experiences of others.

Expected Outcomes

- Complete statements.
- Detect experiences of others.

Materials

Activity Book p. 82, Big Book 2, CD tracks 51, 52, 54

Warm Up

Song: If You Are Happy

Play track 52 and ask students to clap their hands and stomp their feet as they listen to the song.

1 Look at the picture and read. Circle the correct word.

Elicit the feeling "angry". Ask them if you ever get angry in class and why. Ask them of other reasons why people get angry.

2 Why is Momo angry? Draw your idea.

Ask students to imagine why Momo is angry. Ask them to draw the situation that made Momo angry. Encourage students to look at each other's drawings.

3 Listen to a song and match.

Students should be more familiar with the song now. Ask them to listen and match the feeling with the action. Write "happy" and "angry" on the board and "stomp your feet" and "clap your hands". Ask students what matches. Play the song again and ask students to try and sing along.

Big Book 2: Jake and the Magic Closet


Read the story again. This time, ask students to identify feelings on each page. On page 14, ask students how Mom feels and why (angry, Jake drew on the wall). On page 15, ask how Jake feels and why (curious, worried, strange; something is strange). On page 17, how do the monsters say Mom felt (sad). On page 18, how does Jake feel? (sorry, he didn't want to make mom sad). On page 19, how do mom and Jake feel? (happy, because Jake said he was sorry).

Wrap Up

Arrange students in teams and organize a *spelling bee* game. Have students close their books. Use the feelings vocabulary students have learned this unit.

Social and Emotional Development

Have students form groups of 3 or 4. Ask them to think of the old people they know who feel sad. Talk together and give ideas on how to make people feel happy. Encourage them to perform these actions and make the old people feel happier.


4 Listen and complete. Compare your words with a classmate's. 

She feels h a p p y .
He feels s a d .
They are e x c i t e d .

5 Tick ✓ the correct words.

When we talk about feelings we can use:

✓ is ✓ are ✓ am ✓ feel ✓ feels

6 How do you feel today? Think first. Draw and write. Use your picture dictionary. 

Today I feel.

Answers may vary.

7 Interview your classmates. Tick ✓ the boxes.

How do you feel?

Tick ✓

Answers may vary.

✓

✓

✓

✓

What other feelings can you have? Learn more about feelings here <http://www.kidsmentalhealth.org/>

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83

4 Listen and complete. Compare your words with a classmate's. 

Play Track 53. Pause after each sentence. Have students listen and say the sentences. Play the track again and have students complete the words. Organize students in pairs and have them check the spelling of each other's words.

5 Tick the correct words.

Write examples of the above on the board. *He is... She is... We are... I am... I feel... He feels... happy!*

Ask students which one we can use. Tick them all on the board.

6 How do you feel today? Think first. Draw. Use your picture dictionary.

Show students the flashcards and have them repeat them after you. Then give students at least two minutes of silent thinking time before you ask them to draw. Ask them to draw how they feel.

7 Interview your classmates. Tick the boxes.

Remind students the way to ask about people's feelings. (*How do you feel?*) Explain they will interview as many classmates as they can within the time limit you set. Say that they should just write a tick next to the feeling every time a classmate answers with that feeling. Write the feelings on the board and demonstrate with a few students. Have students stand up and walk around the classroom interviewing their classmates. Monitor and encourage students to work in English.

Expected Outcomes

- Compare statements.
- Read words out loud.
- Review repertoire of words and expressions.
- Promote self awareness

Materials

Activity Book p. 83, CD tracks 53, 55, flashcards

Warm Up

Song: If You Are Happy 

Divide the group in 2. Have one group sing the first half of the song in a happy way. Have the second group sing the second half of the song in an angry way.

Wrap Up

Ask students to count the ticks they have for each feeling. Together, make a graph with the class findings.

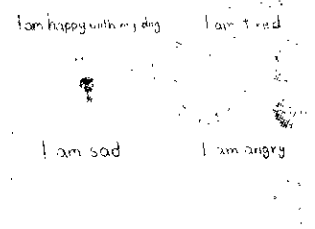
Product

Use your cards to play Charades!

Use your cards to say how you feel today.

Act out one of the stories from this unit with your cards.

Display the cards on the classroom wall.



Self-evaluation
Can I understand stories and relate them to personal experiences?

84

Materials

Activity Book p. 84, markers, colored pencils, crayons, sheets of paper,

Warm Up

Give students slips of paper. Ask them to write a feeling and draw an action. For example, happy, soccer drawing. Collect the slips of paper and put them in a pile on your desk/table. Invite students to come up, choose a piece of paper and mime the sentence. Encourage students to guess the sentence. Invite the first student to guess correctly to take the next turn.

- 1 Use your cards to play Charades!**
Put students in groups of four. Ask them to take turns to take one of their cards and act it out. The rest of the group has to guess.
- 2 Use your cards to say how you feel today.**
Model the activity. Tell students you feel happy, but a little bit tired and also a little bit worried about something you need to do for work. Ask them to tell their group how they feel.
- 3 Act out one of the stories from this unit with your cards.**
Put students into new groups of four and ask them to choose a story from the unit. They have to act it out and use their cards for different parts of the story. Monitor and ask How does *Dolly* / *Lily* / *The Frog Prince* / *Jake* feel now?
- 4 Display the cards on the classroom wall.**

If you have time, ask students to make one more card with another feeling from the unit.

You can display all the cards together, or ask them to put up positive emotions on one wall and negative emotions on another wall.

Ask students if it is Ok to feel negative emotions. Remind them of the website links in this unit's Be Curious (page 83) to help them talk and learn more about feelings.

Self-evaluation
Ask students if they can understand stories and relate them to their experience. If they do, ask them to check the box.

Review

Read and number the pictures.

Lily loves reading.
One day Lily plays outside.
Her book is lost
Her book is under the bed.



Circle the correct words.

The first part of a story is the beginning.
The last part of a story is the end.

Write the words.

First Lily is excited.
Then she is worried.
In the end, she is happy.

1 Read and number the pictures.

Ask students to work in pairs and number the pictures. Check as a class.

2 Circle the correct words.

Write numbers 1-3 on the board. Ask students if they can remember the three different parts of a story. Write beginning, middle and end on the board. Ask students to circle the correct words.

3 Write the words.

Ask the class what the three words are. Ask students to listen and to repeat the words. Give students time to write the words. Ask students to work with a friend to check each other's letters.

Wrap Up

Make small groups. Have each student write a sentence about a feeling, and then have them put their sentences together and arrange a poem. Ask students to share their poems.

Assessment

Use the evaluation tool provided on the next page to assess learners' achievement during this unit. Take into consideration all evidences collected in the Portfolio in this unit, as well as Product work and class participation.

Materials

Activity Book p. 85

Warm Up

Write *read, excited, Lily, sleep, happy, play, sad, swim, Dolly, afraid, and tired* on the board. Say the words and have students repeat them. Explain that we can place these words in different groups. Point out that to place something in a group is to classify it. Say, *Let's classify these words.* Circle Lily and Dolly and explain to students that these are characters. Encourage students to help you. Repeat the procedure with happy, excited, afraid, and tired (feelings) and read, play, swim, and sleep (actions).

Evaluation Tool 8

Self assessment

Name _____

- I can recognize how characters feel. 😊 😐 😞
- I can compare others' feelings with my own. 😊 😐 😞
- I can complete statements about feelings. 😊 😐 😞
- I can say how I feel. 😊 😐 😞
- I can write words that describe feelings. 😊 😐 😞

Name _____

- I can recognize how characters feel. 😊 😐 😞
- I can compare others' feelings with my own. 😊 😐 😞
- I can complete statements about feelings. 😊 😐 😞
- I can say how I feel. 😊 😐 😞
- I can write words that describe feelings. 😊 😐 😞

9

My Country's Animals

Unit Overview

🌀 Social practices of the language

- Ask questions to obtain information on a topic of nature.

🌀 **Big Book 2** *Animals in the School*, pp. 20–25

🌀 Academic and Educational Environment

- Search and selection of information.

🌀 Expected Outcomes

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

🌀 Visual Resources

- *cactus, snake, pine tree, butterfly, tree, monkey, jaguar whale, dolphin, coyote, bear, north, south, center*

🌀 Language

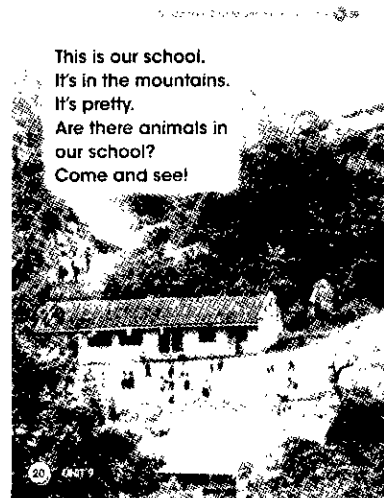
There are (monkeys) in the (south) of Mexico. Are there whales in the (north) of Mexico?

🌀 Extra Material

picture dictionary

🌀 Final Product

Illustrated chart of animals



At the end of the unit you can have a reading session with your students and discuss the story; you can use the questions suggested on the Big Book, on page 32.

🌀 Worksheets

If you have time, use the worksheet provided on page T120. They are fun activities and they are related to the unit.

Lesson 1

My Country's Animals

1 What do you know about these animals? Do you know their names?
Answers may vary.



2 Listen and write. Then sing.

Animals jaguars wolves snakes
deer monkeys butterflies

Animals, animals, animals everywhere

Animals in the north, south and center

There are jaguars and wolves
in the north

There are monkeys and snakes
in the south

There are deer and butterflies
in the center

Animals, animals, animals everywhere!

3 Work in pairs. Ask each other how to say the names of the animals.

86

1 What do you know about these animals? Do you know their names?

Ask students if they know the names of the animals. They might provide some in Spanish. That's Ok. Don't tell them the names in English yet.

2 Listen and write. Then sing.

Play the track while students listen. Explain that some of the lyrics are missing. Play the track again and ask them to complete the lyrics with the words they hear. Explain that the first one has been done as an example. Play the track again and ask students to check their answers as they listen.

Help students understand that the song is about more than one of each kind of animal. Remind them about irregular plurals and point to the words butterflies, wolves and deer. Ask questions about the song to check students' comprehension, such as: *Which animals are in the north? Where are deer and butterflies? Does just one monkey live in the south?* Play the track several times encouraging students to sing along.

3 Work in pairs. Ask each other how to say the names of the animals.

Ask students to work together and take turns to say *How do you say...?* Tell them they can simply point to an animal after the question and ask their classmate to answer.

Wrap Up

Ask students to look at their lists of animal names from the beginning of the lesson. Give them an opportunity to ask you how to say some of the animals in English. You can also give them a few to look up for homework.

Expected Outcomes

- Activate previous knowledge.
- Encourage their curiosity to learn more about interesting living things.
- Ask questions about unknown expressions.
- Make correlations between parts of writing and reading.

Materials

Activity Book p. 86, CD track 56

Warm Up

Ask students to work in groups of four. Tell them it's a race. They have to write down as many animals as they can think of. Tell them they are allowed to use their books. Ask students what a wild animal is. Elicit examples. Ask students if they have seen a wild animal and where they saw it.

Time to Shine

We can use charts to help us read and write information clearly. Charts have columns, where we write the headings. Each row contains information about something different.

4 Read the song again and tick (✓) the correct column to show where the animal lives.

	Column 1	Column 2	Column 3	Column 4
	North	Center	South	
1. A butterfly		✓		
2. A deer		✓		
3. A monkey				✓
4. A snake	✓			
5. A bear	✓			

Illustrated chart of animals Step 1

- Take a piece of paper.
- Draw a chart. Draw 4 columns and 7 rows. Use the whole page.
- Write "Animal" in the first column.
- Draw a picture of the five animals like in the above chart.

Self-evaluation

Can I identify the information shown on a chart?

Identify characteristics and graphical layout of charts. Invite students to think about the value of language to disseminate information, with graphic supports.

87

Expected Outcomes

- Identify characteristics and graphical layout of charts.
- Invite students to think about the value of language to disseminate information, with graphic supports.

Materials

Activity Book p. 87, Big Book 2, CD track 59, crayons or colored pencils, paper

Warm Up

Ask students to work in teams of four. Tell them to think about wild animals that they know. Have them choose one and mime it for their group for them to guess the animal. They should all have a turn miming. Walk around as they work.

Time to Shine

Ask students to look at page 87. Ask them what is shown on the page (a chart). Ask students why we use charts. (They make it easier for us to show a lot of information together, to put similar and different information together and to compare information.)

We can use charts to help us read and write information clearly.

Charts have columns, where we write the headings. Each row contains information about something different.

4 Read the song again and tick (✓) the correct column to show where the animal lives.

Draw the chart on the board. Do the butterflies and deer together as a class. Then ask students to work in pairs and try to find monkeys. Check answers one by one and add them to the chart on the board.

Big Book 2: *Animals in the School*

Open the Big Book to page 20. Point to the title and call on a volunteer to read it aloud. Ask students what animals they think they could find in a school. Elicit what they think the story is about. Play the track and ask students to listen as you turn the pages. Ask students if their prediction about the story was true. Play the track again, this time pausing at the end of each page, such as: *What is this? What color is it? What does it eat? Is it big/small?*

Illustrated chart of animals Step 1

Ask students to draw a chart. Give them step by step instructions. First ask them to turn their page horizontally. Tell them to use a ruler to draw row 4 columns and then 7 rows. Use the whole page. Then ask them to write "Animal" in the first column. Get them to draw a picture of the five animals like in the above chart.

Self-evaluation

Tell students to tick the box if they can identify the information in the chart.

Wrap Up

Ask students to stand up. Tell them to look at their charts. Tell them that if the animal you say lives in the north, they should jump. If the animal lives in the center, they should keep on standing, and if the animal lives in the south, they should bend their knees. Do an example together and act it out.

Lesson 2

- 1 Look at the map below. Does it show the same or different things as the chart in Lesson 1? Complete the words.



- 2 Look at the map and circle the correct answer.
- Are there butterflies in the north? Yes / No
Are there jaguars in the south? Yes / No
Are there deer in the center? Yes / No
Are there snakes in the north? Yes / No
Are there wildcats in the south? Yes / No
Are there monkeys in the south? Yes / No

- 3 Complete the words. Underline the word we need to ask a question.

88

- 1 Look at the map below. Does it show the same or different things as the chart in Lesson 1? Complete the words.

Ask students to look at the map. Ask them what it shows. Ask them to look at the chart in Lesson 1 and ask them what it shows. Get students to compare information to come to the conclusion that the map and the chart both show the same information, but in different ways. You can ask them what they think is the easiest to read.

Ask students to trace the words.

- 2 Look at the map and circle the correct answer.

Ask students each question and ask them to look at the map. Check the answer as a class and then ask students to circle the correct answer.

- 3 Complete the words. Underline the word we need to ask a question.

Ask students to trace the missing words. Then ask students what words all the questions have in common. Ask students if they can ask you another question starting with Are there...

Wrap Up

Song: *Animals* 60

Play track 60 and ask students to listen. Play the song again and ask students to try to sing along.

Expected Outcomes

Establish a relationship between graphics resources and writing.

Answer closed questions about living beings.

Invite students to think about the value of language to disseminate information, with graphic supports.

Materials

Activity Book p. 88, CD track 60

Warm Up

Draw or stick map of Mexico on the board. You can also use the cut out on p. 119 of the Activity Book. Ask students what the map shows. Ask them if they know where different animals live. Elicit some examples. Write them on the map.

4 Look at the map. Write a word from the box in each space.

butterflies center monkeys north snakes south

There are wolves and snakes in the north of Mexico.

There are butterflies and deer in the center of Mexico.

Monkeys live in the south of Mexico.

5 Read the text. Does it contain the same or different information as the map?

Both the text and the map have

illustrated chart of animals



In the heading for column 2 write "Region."

Look at the map to find where each animal lives.

In each row write one region (north / center / south).

Self-evaluation

Can I write information on a chart?

4 Look at the map. Write a word from the box in each space.

Ask students which animals live in the north. Elicit the missing word in the sentence. Give them time to write. Repeat with the center and south. Ask students to compare their writing with a friend.

5 Read the text. Does it contain the same or different information as the map?

Ask students to check the information in the text and tick it on the map one by one. Help them conclude that the same information is included in the text, but that some information is missing.

Big Book 2: Animals in the School

Ask students if they remember the story about animals in a school. Elicit some answers. Open the Big Book to page 20. Flip through the pages and elicit the names of the animals. Write the names on the board. Play the track and pause after each page. Ask students to tell you something about the animal on the page. Call on volunteers. Have students work in pairs to talk about which animals they like or don't like.

Illustrated chart of animals Step 2

Ask students to complete the second column of their chart. Help them by giving them step by step instructions. Ask them to start by writing the heading "Region." Then they are going to write north/center/south for each animal, according to the map and the text.

Self-evaluation

If students have completed the second column of their charts, they can tick the box.

Expected Outcomes

Produce and interpret their own writings.

Materials

Activity Book p. 89, Big Book 2, CD tracks 59, 60, paper, coloring pencils or crayons

Warm Up

Divide the class into three teams. Assign a different region (north, center, south) to each team.

Tell students you are going to say the names of some plants and animals and teams should put their hands up if the plant or animal can be found in their region.

Start with familiar plants and animals seen in the unit and then add others that students should know.

Draw them on the board if students don't know the words in English.

Wrap Up

Song: Animals

Play track 60 and ask students to listen and sing along. Listen again and ask them to act out the song to check their understanding of the adjectives in the song.

Lesson 3

- 1 Look at the pictures. Read the questions below. Underline the answers you think are correct.



wolves and jaguars small? Yes / No
deer big? Yes / No
butterflies and jaguars orange,
black, and white? Yes / No
deer brown? Yes / No
wolves gray and black? Yes / No
all snakes green? Yes / No

- 2 Listen and point. Listen again and circle the answers.
3 Listen and repeat the sounds.
4 Complete the questions. Circle the color words in their own colors.

90 Identify words. Complete questions. Clearly say each word.

- 1 Look at the pictures. Read the questions below. Underline the answers you think are correct.

Read the questions and ask students to give you an answer based on the pictures on page 90. Tell them not to circle anything yet.

- 2 Listen and point. Listen again and circle the answers.

Ask students to listen and point. Then ask them to listen again and circle the answers provided in the audio.

- 3 Listen and repeat the sounds.

Ask students to listen to the questions again and to try to repeat the "sounds"; not the words of the questions. They can do this by replacing syllables with "la" or whatever sound you choose. They just need to copy the intonation of each question.

- 4 Complete the questions. Circle the color words in their own colors.

Ask students to trace the missing words. Then ask students to identify the colors in the sentences. They need to show that they know what each color means by circling it in its own color.

Expected Outcomes

Distinguish questions by their intonation.
Complete questions.
Clarify meaning of words of questions.
Identify words when writing questions.
Recognize composition of words.

Materials

Activity Book p. 90, CD track 57

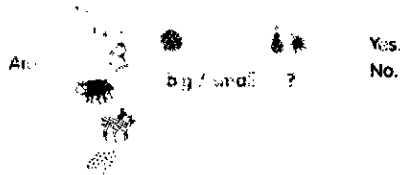
Warm Up

Read a description of an animal and have students guess what the animal is. (*It is very big, and has big ears. It is gray. It lives in Africa. What is it? An elephant.*) Ask if someone wants to try to describe an animal for the rest of the class to guess.

Wrap Up

Put students into groups of four. Assign each group an animal from the lesson to describe. They have to include: color, size, where it lives. The groups take turns to describe and guess the animals.

5 Work in groups. Ask and answer questions.



Illustrated chart of animals

Step 1

In the heading for column 3, write: Size.
 In each row, write if the animal is big or small.
 In the heading for column 4, write: Color.
 Use a coloring pencil to show the colors of the animals in each row.

Self-evaluation

Can I point to pictures to answer questions about animals?

5 Work in groups. Ask and answer questions.

Draw the table on the board. Point to each column as you write a question on the board. (Are butterflies big?) Ask students to work in groups of three. Get them to take turns to ask questions using the table. The other two students have to answer yes or no.

Illustrated chart of animals Step 3

Ask students to continue working on their charts. Today they are going to complete two more columns: size and color. Provide step by step instructions so they first write the headings and then write big or small and scribble the color.

Self-evaluation

Ask students to tick the box if they were able to answer their classmate's answers.

Wrap Up

Tell students they are going to try to remember words from the unit. They will have to pay attention, because they are going to form word chains. First model the game.

I say a word, "butterfly." The next person has to repeat my word and add a word, "butterfly, orange." The next person has to repeat all the previous words and add another word... until someone forgets.

Put students in groups of three. Ask them to play the game. Monitor and provide help with pronunciation.

Expected Outcomes

Point out pictures to answer questions about characteristics of living beings.

Materials




Activity Book p. 91, paper, coloring pencils or crayons

Warm Up

Play *Simon Says*. Remind them of the rules of the game. Say things like, *Act like a jaguar. Move your mouth like a fish. Jump like a cricket.* Give the commands as quickly as possible to make the game exciting. The last student standing wins.

Lesson 4

1 Match. Write the words and say.

	ja	flies	butterflies
	mon	guars	jaguars
	buifer	keys	monkey

2 Draw one of the animals.

Answers may vary.

3 Complete the words that are true for the animal you drew. Then write a color in the space.

It is _____ . It is _____ . Answers may vary.

92

1 Match. Write the words and say.

Read the instructions to Activity 1 on page 92 aloud. Explain that the words are divided in two parts. Students have to match them and write the words on the right. Have them work individually. Call on volunteers to come to the board and write the completed words on the board.

2 Draw one of the animals.

Ask students to draw one of the animals from the previous activity.

3 Complete the words that are true for the animal you drew. Then write a color in the space.

Write an example of a different animal on the board to illustrate that they have to only write one of the two words and then write a color or colors.

Big Book 2: *Animals in the School*

Play the track. Flip through the book, pointing to the different animals. Have students ask and answer questions about the animals. For example, *What color are crickets? Crickets are green (and brown). Are they big?* Encourage students to say complete sentences whenever possible. Help students with questions if necessary. Continue with the rest of the pages. Play the track at the end.

Expected Outcomes

- Make correlations between parts of writing and reading.
- Review repertoire of words and expressions.
- Produce and interpret their own writings.

Materials

Activity Book p. 92, Big Book 2, CD track 59, sheets of paper for each student

Warm Up

Write two scrambled words on the board from the unit; e.g. *raajgu, ykmemo*: *jaguar, monkey*. Ask students to try to unscramble the words as quickly as possible.

Wrap Up

Make small groups. Write these questions on the board: *What animals are green? What are some animals that live in the ocean? What animals have long tails? What animals live in the jungle?* Tell students to work together to make a list of animals that answer a question. They can write their own question if they prefer. Call on groups to read out their answers. Write the animals under the corresponding question.

- 4 Look at the pictures. Do you know their names? Underline their names in the questions. Complete the questions.



color are pumas? do salamanders live? do you spell owl?

- 5 Complete the questions. Listen and repeat.

- 6 Complete the answers to the questions.

They are large wild cats. There are in the south of Mexico.

This salamander lives in in the center of Mexico.

Owl sleep in the day. There are owls in the north of Mexico.

- 4 Look at the pictures. Do you know their names?

Underline their names in the questions. Complete the questions.

Ask students to look at the questions and identify the names of the animals in the pictures.

- 5 Complete the questions. Listen and repeat.

Ask students to trace the words. Then play Track 58 and ask them to listen and repeat.

- 6 Complete the answers to the questions.

Read the answers to the questions one by one. Ask students questions to check their understanding. What is a lake? Trace OWL in the air with your hand.

Wrap Up

Divide students into groups of three. Tell them that they will be playing Pictionary in groups of six. Each small group of three have to take turns to draw and guess an animal. Let everyone in the class play at the same time while you time them and tell them to start drawing and when time's up.

Expected Outcomes

Practice writing.

Review repertoire of words and expressions.

Materials

Activity Book p. 93, CD track 58, small pieces of paper with animal names on them, one set per each group of six.

Warm Up

Tell students it's a competition. Put them into groups of 5. They have to answer three questions about animals. They will get two correct points for each correct answer and lose two points for an incorrect answer. They can choose not to answer a question.

Write the three questions on the board. You can modify them to make it more appropriate for your group. Students have to write their answers on a piece of paper and give it to you.

1. What color are zebras when they're born? (black and white)
2. Where do tigers live? (Asia)
3. How do you spell lion? (Lion)

Product

Listen to a description and say an animal. Use your cards to help you.

Use your cards to play Charades.

Answer questions about animals using your cards.

Display the cards on the classroom wall.



Curious

Learn more about animals where you live and in other countries. Read more or watch videos on <https://kids.nationalgeographic.com/>

Self-evaluation

Can I ask questions to get information about animals and nature?

94

Materials

Activity Book p. 94, one sheet of white construction paper per group, magazines with plants and animals, colored pencils

Warm Up

This is a good time to do this activity.

Be Curious

Learn more about animals where you live and in other countries. Encourage students to learn more about other animals. If students have access to the internet at school, ask them to look for an animal to tell the class about. Then ask them to tell each other about animals they learned about on the website.

1 Listen to a description and say an animal. Use your cards to help you.

Ask students to work in groups of four. Tell them to take turns to describe and guess animals. They can use their tables to help them if they want. By now they have had some practice doing this, so they should be able to complete the activity without too much support. You can write some useful words on the board if you think it is needed.

2 Use your cards to play Charades.

In the next round, students play Charades in the same groups.

3 Answer questions about animals using your cards.

You can ask students to page back to p. 91 to help them remember how to ask questions about animals. They take turns asking their groups questions and answering. They can ask questions about animals that are not on their charts.

4 Display the cards on the classroom wall.

Encourage students to find similarities and differences.

Self-evaluation

Ask students if they can ask questions to get information about animals. If they do, ask them to check the box.

Wrap Up

Encourage students to say what they liked best about making their tables. Elicit what animals and plants they found the most interesting and why. Praise all students who participate.

Review

1 Look at the chart. Complete the questions.



Are there butterflies in the center? Yes / No

Are jaguars big? Yes / No

Are deer brown? Yes / No

2 Circle the correct answers.

3 Look at the chart. Complete the sentences with words from the chart.

	Region	Size	Colors
	center	small	orange, black, white
	center	big	brown
	south	small	black, brown
	north	big	gray, black
	north	small	black, green, red, brown
	south	big	orange, black, white

Butterflies and deer live in the center of Mexico.

Deer, wolves and jaguars are big.

Wolves are gray and black.

1 Look at the chart. Complete the questions.

First ask the class what the questions are. Elicit the missing words. Give students time to write the missing letters.

2 Circle the correct answers.

Then ask students each question and wait for a response. Ask them to circle their answer.

3 Look

Tell students to work in pairs and look for the names of animals that are being described in the three sentences.

Monitor and provide help where needed.

Wrap Up

Ask students to work in groups of five. Ask them to sit in a circle and put their alebrijes in the center. Tell them to take turns to describe an alebrije and for their classmates to guess which one they're describing.

Assessment

Use the evaluation tool provided on the next page to assess learners' achievement during this unit. Take into consideration all evidences collected in the Portfolio in this unit, as well as Product work and class participation.

Materials

Activity Book p. 95

Warm Up

Have students draw an *alebrije* (a colorful creature made of different animal parts) using animals from each region of Mexico. Have them write the names of the animals and the place where they are from under their drawing. Make pairs and have students compare their drawings and check each other's spelling.

40 Evaluation Tool 9

Picture journal

Name _____

Did you do the following? Draw a picture of each activity that you completed.

- Identify information shown on a chart.

- Write information on a chart.

- Point to pictures to answer questions about animals.

- Ask questions to get information about animals.

10

Community Workers

Unit Overview

⦿ Social practices of the language

- Describe and interpret information about people of the community and their activities.

⦿ Family and Community Environment

- Exchanges associated with the environment.

⦿ Expected Outcomes

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

⦿ Visual Resources

- *teacher, police officer, fire fighter, doctor, mail carrier, chef, deliver, fight, cure, teach, cook, apron, bag, scissors, hose, helmet, cap, radio, saucepan*

⦿ Language

The (doctor) wears a (white coat). The (fire fighter) puts out fires).

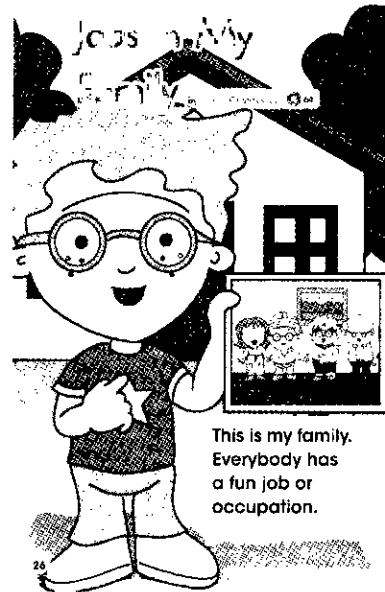
⦿ Extra Material

big index cards (1 per student), small index cards (9 per student), seeds, colored pencils, crayons

⦿ Final Product

Names and illustrations of occupations

⦿ **Big Book 2** *Jobs in My Family*, pp. 26–31



At the end of the unit you can have a reading session with your students and discuss the story; you can use the questions suggested on the Big Book, on page 32.

⦿ Worksheets

If you have time, use the worksheet provided on page T121. They are fun activities and they are related to the unit.

Lesson 1

Community Workers

1 Look at the pictures. Circle the correct option. Describe the action of people and activities in the community.

They are talking to the teacher.

2 Listen and number.

1 Write and then say their occupations. Write the name of the person in the picture and say what they do. Use the words in the box to help you.

p l i c f f i c m , l c a r r ,

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1 Look at the pictures. Circle the correct option.

Ask students to look at the pictures. Ask them to point to the adults in the pictures. Ask them where they are and who they are talking to. Get students to circle the correct option.

2 Listen and number.

Tell students you are going to play a recording. Play the track and have them listen. Play it again and ask students to number the community workers in the order they hear them. Play once again if necessary and then, one more time for them to check their answers. Call on volunteers to go to the board and write the community workers in order.

3 Write and then say their occupations.

Ask students to trace the missing letters. Then practice reading the words together as a class and repeating them. Emphasize the correct word stress: poLlce, Officer, CARRIER.

Wrap Up

Song: *What Do You Want to Be?*

Play track 65. Ask students to listen. Play it again and ask students to try and identify jobs.

Expected Outcomes

Link images of occupations and professions with their name.

Anticipate theme from previous knowledge and images.

Recognize intended audience.

Note the conventional sound value of letters.

Materials

Activity Book p. 95, CD tracks 61, 65

Warm Up

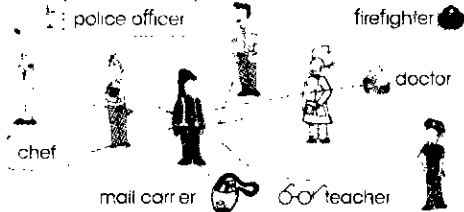
Have students look at the picture and elicit what they know about occupations. Point to yourself and say, *I am a teacher.* Say: *Put your hand up if you know a teacher.* Repeat with cognates such as doctor, dentist, engineer, carpenter, mechanic, etc.

Lesson 1

1 Read and match. Say the occupation.

- I keep people safe.
- I give people their mail.
- I put out fires.

2 Look at more occupations below. Match the words to the pictures.



3 Circle the words that end in er.

Names and illustrations of occupations

Write and draw: police officer, firefighter, mail carrier

Self-evaluation
Can I identify occupations?

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69

Expected Outcomes

- Link images of occupations and professions with their name.
- Answer questions about writing of words

Materials

Activity Book p. 97, Big Book 2, CD tracks 64, 65, pictures of occupations, paper or cards, coloring pencils or crayons

Warm Up

Song: What Do You Want to Be?

Play track 65. Play it again. Ask students to listen and to try to sing along where they can.

4 Read and match. Say the occupation.

Ask students who they can see in the pictures. Then ask students to read the three sentences. Tell them to go find the sentences and underline them on the previous page. Give students time to do this. Then read each sentence and ask students to shout out the name of the occupation.

5 Look at more occupations below. Match the words to the pictures.

Ask students to match the jobs they already know. Then ask students Who is the man with a white hat? etc. Write the words with little icons to describe them on the board.

6 Circle the words that end in er.

Ask students to identify the words that end in -er, practice saying them with a weak sound.

Big Book 2: Jobs in My Family

Open the Big Book to page 26. Read the title to the class and flip the pages while you elicit the meaning of the word jobs.

Play Track 64 and point to each picture that corresponds to the text as you hear it. Pause regularly to ensure that students understand the text.

Names and Illustrations of occupations Step 1

Ask students to work on cards / paper squares or cardboard. They are going to write and draw three occupations on each card or square: police officer, firefighter, mail carrier.

Self-evaluation

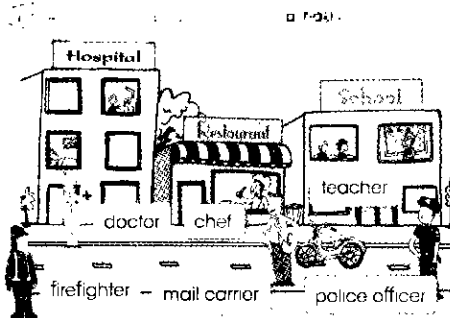
Students can tick the box if they successfully completed the activities on this page.

Wrap Up

Ask students which of the jobs they think they would want to do when they grow up. Ask them why. To let everyone participate, you can tell students, *Raise your hand if you want to be...* And then ask if there are any other jobs that you didn't say.

Lesson 2

Look at the picture. What is it?



2 Say the words you know.

3 Match the people from the picture with what they say.

I work in a _____ doctor

I work in a _____ teacher

4 Complete the words.

98

1 Look at the picture. What is it?

Ask students what they can see in the picture. Elicit the word town. Ask them to name other things in a town that they know.

2 Say the words you know.

Ask students to work in groups of three and tell each others which words in the picture they know. Get them to say the words.

3 Match the people from the picture with what they say.

Read each statement separately and elicit who says it. Give students time to match before moving on to the next statement.

4 Complete the words.

Give students time to trace the words.

Wrap Up

Use a game to revise the job and place names students have seen so far in this unit. Give students the choice between Chinese Whispers (combined with writing on the board), Naughts and Crosses, and Hangman.

Expected Outcomes

Classifying images of occupations and professions of places of the community. Note the conventional sound value of letters.

Relate writing and orality.

Point out images of occupations and professions when hearing their name.

Materials

Activity Book p. 98, index cards, counters, small prizes, online resources

Warm Up

Ask students if they can think of places where people work. Tell them to think of examples, like where their parents or other family members work. *In an office? In a factory? On a farm? In a hospital?*, etc. Write the examples on the board.

Lesson 2

- 5 Work in pairs. Take turns to say the words. Listen and point.
- 6 Circle the last two letters in each word. Choose the best option.

doctor teacher
firefighter mail carrier police officer

They sound the same.

- 7 Circle the best option.
- The names of occupations on this page are all for women / men and women.

Be Curious

Why do we think of some occupations more for women or men? Watch a video about women and jobs.

Names and illustrations of occupations

Write and draw doctor, teacher, chef.

Self-evaluation

Can I interpret writings of names of occupations and professions?

Interpret writings of names of occupations and professions. Discover cultural differences in occupations and professions. Promote actions that encourage gender equality.

99

- 5 Work in pairs. Take turns to say the words. Listen and point.

Ask students to take turns to read the words on the previous page. They have to read the jobs and the places. The person whose turn it is to listen has to point to the word that the other person reads.

- 6 Circle the last two letters in each word. Choose the best option.

Help students to notice that *-er* and *-or* are all pronounced with the same weak sounds. Ask students if they can think of any other jobs that end in *-er*. (waiter, farmer, singer, writer, manager, driver, cleaner)

- 7 Circle the best option.

Tell students that now there are neutral words for almost all professions: firefighter instead of fireman; actor for both men and women, etc.

Be Curious

The video asks students from around the world to make the same drawings as in the warm up. Then students get to meet women with the jobs.

Encourage them to watch the video in the link, or show them the video if you can.

Expected Outcomes

- Interpret writings of names of occupations and professions.
- Discover cultural differences in occupations and professions.
- Promote actions that encourage gender equality.

Materials

Activity Book p. 99, paper or cards, coloring pencils or crayons

Warm Up

- Ask students to make three quick drawings.
- A quick drawing of a pilot. Then to write the pilot's name.
- A quick drawing of a firefighter. Then to write the firefighter's name.
- A quick drawing of a doctor/surgeon. Then to write the doctor's name.
- Count how many drawings are men and how many drawings are women. Ask the students why they have chosen to draw a man or a woman.

Names and illustrations of occupations Step 2

Students draw and write three more occupations on their cards: doctor, teacher, chef.

Self-evaluation

Ask students to read what they have written to you and then tick the box.

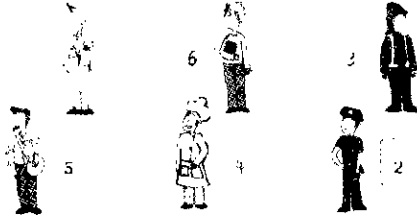
Wrap Up

Have students draw themselves dressed as the occupation they want. Then have some volunteers share their drawings and explain what they want to be.

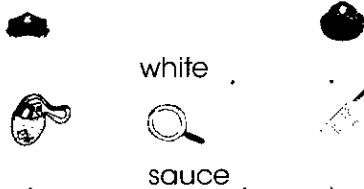
Lesson 3

What occupations can you see in the pictures?
What things do these people need to do their jobs?

2 Listen and number.



3 Complete the words.



4 Tell a friend. Take turns. Say the object. Listen and say the job.

100

and to recognize names of items and tools. Write writing and orally

1 What occupations can you see in the pictures?
What things do these people need to do their jobs?

Ask students to work in groups of three. Ask them to name the jobs. Then ask them to think about the things the people need to do their jobs.

2 Listen and number.

Ask students to listen to those people talking about their jobs and what they need. Ask students to compare their answers with the others in their group. Then play the track again and check with the whole class.

3 Complete the words.

Give students time to trace the words.

4 Tell a friend. Take turns. Say the object. Listen and say the job.

Ask students who wears a cap, etc., to reinforce the words. Then ask students to read and repeat the words. Get students to work in pairs. They take turns to say objects and listen to their partner and point to an object.

Wrap Up

Song: *What Do You Want to Be?*

Play track 65 and invite students to sing along.

Expected Outcomes

Indicate names of objects, clothing, and tools.
Relate writing and orality.

Materials

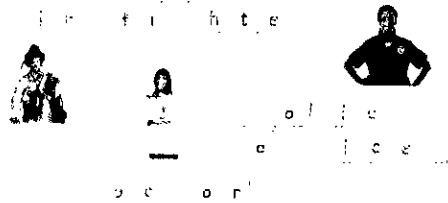
Activity Book p. 100, CD tracks 62, 65

Warm Up

Ask students to take out the drawings they made of themselves dressed as an occupation. Ask them what tools or things they will need to do their job. Write some examples on the board.

Lesson 3

5 Write the occupations. Use your picture dictionary to help you.



Time to Shine!

Look at the words above. Circle the correct option.
Most words that end in *-er* and *-ist* are names of

Names and illustrations of occupations

Step 1

What else do you know about the occupations on your cards?
Write or draw places, objects, tools and clothing on your cards.

Self-evaluation

Can I identify things, places and tools used for different occupations?

101



Expected Outcomes

Form words from some of their parts.

Materials

Activity Book p. 101, Big Book 2, CD track 64,
flyswatters, paper or cards, coloring pencils or crayons

Warm Up

Attach the pictures of the occupations on the board. Divide the class into two teams. Ask one student from each team to come to the front and give each of them a flyswatter. Tell them you are going to describe an occupation and the first student to "swat" the corresponding picture gets a point for their team. Begin by saying the names of the professions. Then in the next turn, describe what they do. Finally describe the tools they use. Change students after each turn.

5 Write the occupations. Use your picture dictionary to help you.

Tell students that they have already practiced writing two of the occupations. Ask them to look for the third in their picture dictionary. Ask volunteers to write the words on the board. Encourage students to help each other check their work.

Time to Shine

Look at the words above. Circle the correct option.
Ask students what these words describe. Elicit more jobs that end in *-ist*: archeologist, specialist, pianist, scientist.

Big Book 2: Jobs in My Family

Play Track 64. Turn the pages of the Big Book while students

read the story and listen. Elicit what jobs some members of students' families have.

Names and illustrations of occupations Step 3

Ask students to add more information on their cards. They can write and draw the places where these people work as well as the objects or clothing they need for their jobs.

Fast finishers can make cards with other occupations on them.

Self-evaluation

Ask students to name an object or place related to an occupation and then tick the box.

Wrap Up

Have students draw one of the members of their family working and imitate one of the sentences from the story. Have some students share their work with the class.

Lesson 4

Look at the pictures. Say the names of the occupations.

2 Listen and read. Then complete.

I'm a firefighter dressed in red, with my yellow helmet in my head.

I'm a doctor dressed in white, sometimes I work at night.

I'm a police officer with my yellow star. I guard the streets in my police car.

I am a chef with my white tall hat, and my apron. Oh, no, I look a bit fat.

I am a teacher. I work at a school. We learn, sing and play. It is so cool.

I am a motorcyclist dressed in brown. I ride my motorcycle around the town!

102

Do as written and orally. Review repertoire of words and expressions.

Expected Outcomes

- Relate writing and orality.
- Review repertoire of words and expressions.
- Share information from visual and auditory stimuli

Materials

Activity Book p. 102, Big Book 2, CD tracks 63, 64, slips of paper with the names of occupations seen in the unit

Warm Up

Divide the class into five or six groups. Ask one student from each group to come up and give each of them a slip of paper with the name of an occupation on it. Tell students not to show the paper to their classmates and to go back to the group.

Tell the group to ask questions to guess the occupation: *What do you do? What tools do you use?*

When a student in a group guesses correctly tell him or her to bring the slip of paper back to you.

1 Look at the pictures. Say the names of the occupations.

Ask students to work in groups of three. Ask them to point and name the occupations on page 102. Monitor and offer corrections or help where needed.

2 Listen and read. Then complete.

Ask students to listen and read. Play it a second time, pausing after each space to give students time to write.

Write each missing word on the board so students can check their spelling.

Play the track again, and ask students to try and read out loud. Ask the class to pick another job and try to add a verse of your own: *I'm a _____ dressed in _____* (activity that rhymes).

Big Book 2: Jobs in My Family

Open the book to page 28. Ask students to look at the picture and elicit as much information as you can. Point to grandpa and ask, *Who's he? What's his occupation? What does he do?* Encourage students to tell about the special things he can do: *Grandpa drives a school bus with big windows.*

Ask about the other family members. Use expressions like *Good job!* or *Excellent* when students answer correctly. You can use the questions on page 32 to have a group discussion.

Wrap Up

Ask students if they think some jobs are more important than others. Ask students what would happen to the world if those jobs disappeared. Try to encourage students to see the value in all jobs.

Lesson 4

3 Read and circle the correct image.

This is Sue. She is a vet. She works at an animal hospital. She wears a white coat. She helps dogs and cats who are sick.



This is Paul. He is a singer. He works at schools. He wears normal clothes. He has a guitar. He loves music.



4 Use the words to help you describe someone you know. Draw or write the missing information.

This is _____ (name)
He / She is a _____ (occupation)
He / She works at _____ (place)
He / She wears _____ (clothing)
He / She has _____ (object or tool)
He / She _____ (activity)

5 Tell a friend.

3 Read and circle the correct image.

Read the text out loud and ask students to point. Then ask students which picture is correct.

4 Use words to help you describe someone you know. Draw or write the missing information.

Ask students to choose someone to talk about. They need to know about their work. Complete the information with an example on the board. Then tell students to write or draw their person's information in their book. Walk around and provide language where needed. Encourage students to ask each other for help.

5 Tell a friend.

Group students into pairs or groups of three. Ask them to tell each other about their person. If there is time, students can add to their illustrated cards of occupations.

Wrap Up

Put students into new groups of four. Ask them to tell their group about the person they have chosen.

Expected Outcomes

Complete statements to describe people.

Materials

Activity Book p. 103, paper (one sheet per student)

Warm Up

Call on students and say: *Hello, (Lucinda). How old are you? What do you want to be?* Encourage students to reply with: *I am (7) years old. I want to be a (doctor).*

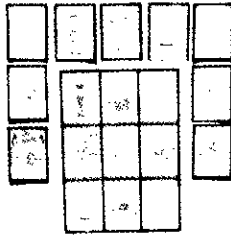
Product

Listen to a description and hold up a card.

Use your cards to play Charades.

Play "What Occupation?" with friends. Say one word to help the others guess.

Display the cards on the classroom wall.



Self-evaluation

Can I describe information about people and activities in the community?

103

Materials

Activity Book p. 104, paper or cards, coloring pencils or crayons

Warm Up

Review the occupations that students learned in this unit. Make two teams. Have students come to the front and mime one of the occupations at the same time. The team that guesses first the most wins.

1 Listen to a description and hold up a card.

Describe a job from the unit by referring to the activities, places, objects or clothing related to that job. Ask students to hold up the card of the job they think you are describing.

2 Use your cards to play Charades.

Put students into groups of four. Ask them to take turns to act out a job on one of their cards and for the rest of the group to guess.

3 Play What Occupation? with friends. Say one word to help the others guess.

Ask students to work in the same groups, but this time they can only give ONE clue. The other students have to guess. Walk around and remind students that they can only give a one word clue.

4 Display the cards on the classroom wall.

You can ask students to be creative when categorizing the cards. They can be divided into groups like "people who work outside," "people who work at night," "people who sit a lot," etc.

Self-evaluation

Ask students if they can describe information about people and activities in the community. If they do, ask them to check the box.


Wrap Up

Ask students to think of a reason to say thank you to someone who works in the community. For example, Thank you police officer, you keep us safe.

Ask students to look at the cards on the wall and say more thank you messages.

Review

Write the names of the occupations.



chef mail carrier teacher firefighter police officer

doctor

2 Read the descriptions. Write an occupation from the box below.

firefighter mail carrier teacher dentist singer

He works in a school. He likes children. He carries markers in his bag. He helps children to learn.
teacher

She walks a lot. She gives people their mail.
mail carrier

She puts out fires. She likes to help people. She wears a uniform.
firefighter

105

Materials

Activity Book p.105, pictures of occupations, online resources

Warm Up

Find pictures in magazines, books or on the Internet of the occupations from the unit.

Hold the pictures up one at a time and ask the class to name the occupations, say what they do, and name any tools that they use. Do this as quickly as possible. Repeat the full set in random order several times.

1 Write the names of the occupations.

Ask students to say the names of the occupations. Give students time to write. Write the words on the board and ask students to check.

2 Read the descriptions. Write an occupation from the box below.

Read the descriptions out loud one by one. Emphasize the key words like places and objects related to the job. Ask students to write the word they think it is. Ask students to compare their answers in small groups.

Check answers as a class.

Wrap Up

Ask students to play a "job chain" vocabulary memory game. Ask them to play in groups of three. They have to repeat the words that have been said before them and add one more word.

Monitor and offer pronunciation corrections.

Assessment

Use the evaluation tool provided on the next page to assess learners' achievement during this unit. Take into consideration all evidences collected in the Portfolio in this unit, as well as Product work and class participation.

Evaluation Tool 10

Questionnaire

Name _____

Who says the following? Circle the correct answer.

1. I always have a radio.

- a) teacher
- b) firefighter
- c) police officer
- d) mail carrier

2. I wear a helmet to protect my head.

- a) teacher
- b) firefighter
- c) police officer
- d) mail carrier

3. I have a big bag to carry letters.

- a) teacher
- b) firefighter
- c) police officer
- d) mail carrier

4. I work in a school.

- a) teacher
- b) firefighter
- c) police officer
- d) mail carrier

5. What do you want to be? _____

Audioscripts

UNIT 1

Track 2

Listen and point. Who says "Hello"?

TIM: Hello! My name's Tim.

ALEX: Hi! I'm Alex.

LYNN: Good morning, friends.

DOG: Woof! Woof!

TOM, ALEX, & LYNN: Ha, ha, ha.

Track 3

Listen and number the pictures.

1. Good morning!
2. Hello!
3. Thanks!

Track 4

Listen and act out.

GIRL: Hello. Can I use your scissors?

Boy: Sure.

GIRL: Thanks!

Boy: You're welcome.

Track 5

**Listen and number the pictures.
Act out the dialogues.**

1. **GIRL:** Hello, Adam!

Boy: Hello, Jackie.

2. **GIRL:** Can I use your pencil, please?

Boy: Sure.

3. **GIRL:** Thank you.

Boy: You're welcome.

Track 6

Listen, check, and say.

WOMAN: a) Good morning!

GIRL: b) Can I use your book?

MAN: c) Hello!

Boy: d) Thanks

GIRL: e) Good night!

Track 7

The Magic Words

Thanks and please are two magic words

It's good to be polite!

It's good to be polite!

Say it one more time,

It's good to be polite!

Track 8

**Big Book 1, It's School Time,
pages 2-7**

Track 9

Hello/Goodbye

Hello, hello, how do you do?

Hello, hello, I'm fine thank you!

Goodbye, goodbye, bye bye bye.

Goodbye to you.

Goodbye, goodbye, goodbye.

UNIT 2

Track 10

Read and listen. Circle the correct animal.

My Pet

My horse is black,

His name is Little Jack,

Every now and then,

We play with the brown hen.

Track 11

Listen clap to the rhythm.

Our Pets

My fish is purple,

My brother has a turtle.

My sister has a dog,

And my cousin has a frog!

Track 12

Listen and complete the missing words.

Five Happy Monkeys

Five happy monkeys,

Jumping on the bed.

One fell off and bumped his head.

Mother called the doctor and the doctor said,

"No more happy monkeys jumping on the bed!"

Track 13

Sing and color.

Red, yellow, green,

Orange and blue.

Colors, colors.

For me and you!

Track 14

The Fat Cat

The cat wears a hat.

The cat with the hat sits on the mat.

The cat on the mat with the hat is so fat.

That is a fat cat with a hat on a mat!

UNIT 3

Track 15

1. **TIM:** One, insert three AA batteries.

Two, turn on the toy.

Three, push the blue button to move the arms.

Four, push the green button to turn on the lights.

Five, push the red button to turn off the toy.

Audioscripts

2. TIM: Now it works.

3. TIM: Let's play with my robot!

SANDY: That's my favorite toy!

4. MIKE: Let me try!

SANDY: I'm next.

LIZ: Then me!

Track 16

Listen to the instructions. Write the numbers of the steps.

How to make a flying robot (Part One)

Step 1 Color your robot with crayons or pencils.

Step 2 Paste your robot onto cardboard.

Step 3 Cut out your robot.

Step 4 Cut two pieces of straw and paste them on the back of your robot.

Track 17

Continue to make your robot. Listen to the instructions.

How to make a flying robot (Part Two)

Step 1 Cut a piece of string. Put it through the straws.

Step 2 Tie a bead to each end of the string.

Step 3 Hang your robot.

Step 4 Pull the beads to make it fly!

Track 18

Paper Bag Monster Puppets Instructions

1 Paint the front and bottom of your paper bag with any color you want and let it dry.

2 With a marker, mark where the eyes, nose and mouth are.

3 Cut the colored cardboard paper to make the face.

4 Glue the cardboard paper and complete the monster.

5 Put your hand inside the bag and play with a friend.

Track 19

Big Book 1, *Mom Follows Instructions*, pages 14-19

Track 20

The things we can make

Listen!

Cut!

Tie!

Color!

Paste!

All the things that we can make!

UNIT 4

Track 21

Listen to the song, read and point.

The officer says: Go! Go! Go!

We, the children

Walk, walk, walk!

The officer says: Go! Go! Go!

We, the children

Cross, cross, cross!

Track 22

Listen and repeat.

Silence

No pets

No running

Track 23

1 MAN: Let's go in this restaurant.

Boy: Yes! I am hungry. Come, Spot!

Dog: Woof, woof!

WAITER: Sorry! No pets, please.

2 CHILD 1: Do you like my book?

CHILD 2: Wow! Let me see!

WOMAN: Shh! We are in a library. Silence, please!

Track 24

Listen and repeat.

Closed

Open

Track 25

Big Book 1, *Signs, Signs, Everywhere*, pages 20-25

Track 26

Do as I say

Walk and walk and walk and stop!

Jump and jump and jump and hop!

Turn, and turn, and turn, and drop!

UNIT 5

Track 27

Listen to their names and number them.

Puss in Boots

Hansel and Gretel

Snow White

Jack

Track 28

Big Book 1, *Four Kittens at Play*, pages 26-31

Audioscripts

Track 29

Let's read! Listen and point.

Snow White and the Seven Dwarfs

A beautiful princess lives in the forest with seven dwarfs.

Her name is Snow White. She is very happy.

One day, a bad witch comes to the house.

What is that? An apple!

Snow White eats the apple.

Track 30

Listen again to what she says.

What is that?

An apple!

Track 31

Let's read! Listen and point.

Daniel and Maria are watching the lagoon. You can see the golden stars on the lagoon's surface.

"Let's fish a golden star," says Daniel. The children want a star.

They see a dolphin. He can't swim!

"Look!," says Maria. "Let's help him." The children help the dolphin.

The dolphin is very happy. He swims to the bottom of the lagoon and takes a golden star. Now the children have a golden star and a new friend!

Track 32

Complete the words.

The dolphin is jumping.

The children are playing.

The children are sleeping.

Track 33

What do you want to do today?

What do you want to do today?

Do you want to run or jump?

Eat or sleep or swim or play?

What do you want to do today?

UNIT 6

Track 34

Listen.

Song: Days of the Week

Monday Tuesday

Wednesday

Thursday Friday

Saturday

Sunday Sunday

Let's go to play!

Sunday Sunday

Hurray, hurray!

Track 35

Listen and read. Say the hours.

Emily wakes up at six o'clock in the morning from Monday to Friday.

Six o'clock... Six o'clock

She has English class on Wednesdays at ten o'clock.

Ten o'clock... Ten o'clock

On Tuesdays, she takes karate lessons at four o'clock.

Four o'clock... Four o'clock

On Saturdays, she goes to the park at five o'clock.

Five o'clock... Five o'clock.

Track 36

Art

P.E.

Science

Maths

Play with friends

Track 37

What day is today?

Today is Monday.

Track 38

What time is it?

It's four o'clock.

Track 39

Big Book 2, *The Birthday*, pages 2-7

Track 40

Months of the year

January, February, March, April, May, June...

July and August will be over soon.

September, October, November, and the last month is December.

UNIT 7

Track 41

Listen and point.

LYNN: My name is Lynn. What is your name?

MONSTEE: My name is Monstee.

TOM: I'm Tom.

TIM: I'm Tim.

TOM: How old are you?

MONSTEE: I'm six years old.

LYNN: I am six, too.

MONSTEE: Where are you from?

TIM: I am from Mexico.

LYNN: What's your favorite toy?

MONSTEE: My favorite toy is my ball!

TIM and Tom: Let's play!

TIM: Good morning Lynn

Audioscripts

Track 42

Listen and repeat.

What is your name?

How old are you?

Track 43

Listen and point.

Boy: Hello, I'm Erik. I am six years old. I like dancing. My favorite color is red.

GIRL: Hi, I'm Anita. I'm seven years old. I like studying. My favorite color is green.

Track 44

Listen and match.

Playing football

Swimming

Eating ice cream

Track 45

Listen and repeat.

What is your name?

How old are you?

Where are you from?

What do you like doing?

Track 46

Listen and point.

I like doing things.

I like dancing, dancing, dancing.

I like dancing with my fingers.

I like dancing, dancing, dancing.

I like dancing with my hands.

I like dancing, dancing, dancing.

I like dancing with my arms.

I like dancing, dancing, dancing.

I like dancing with my legs.

Track 47

Big Book 2, *Tell Me About You*, pages 8-13

Track 48

Making friends

Pleased to meet you.

Let us be friends.

I want to know about you.

Let us be friends.

UNIT 8

Track 49

Listen and point.

The Frog Prince

A frog prince lives in a pond. He is sad. He wants to be a prince again.

FROG PRINCE: With a true-love kiss, I can become a prince again.

Track 50

Listen to the story.

Lily's Book

Lily loves reading. "The Frog Prince" is her favorite book.

One day she goes out to play. Lily is excited to be with her friends.

"Where is my book?" says Lily. She is worried.

Lily's kitten Kiki has the book under the bed. Now Lily is happy to have her book back.

Track 51

Listen and read.

Dolly the Duck

Dolly is a small duckling. She can't swim very well.

Dolly's brothers swim very fast.

Dolly wants to swim fast.

Dolly is lost!

"Don't be scared, little duckling," says a fish, "I can see your brothers."

"Dolly! Dolly!" her brothers shout. She swims and she's happy.

"Now you can swim very fast. You're a star!" her brothers say.

Track 52

Listen to the song.

If You Are Happy

If you are happy and you know it clap your hands,

If you are happy and you know it clap your hands,

If you are happy and you know it,

Then your face will surely show it.

If you are happy and you know it clap your hands.

If you are angry and you know it stomp your feet,

If you are angry and you know it stomp your feet,

If you are angry and you know it,

Then your feet will surely show it.

If you are angry and you know it stomp your feet.

Track 53

Listen and complete.

She feels happy.

He feels scared.

They are excited!

Track 54

Big Book 2, *Jake and the Magic Closet*, pages 14-19

Track 55

Feelings

How are you today?
Good or bad?
Are you happy?
Are you sad?
Are you excited, or are you mad?
How are you today?
How are you?

UNIT 9

Track 56 Animals

Animals, animals, animals everywhere.
Animals in the north, south and center.
There are snakes and wolves, in the north.
There are jaguars and monkeys, in the south.
There are deer and butterflies, in the center.
Animals, animals, animals everywhere.

Track 57 Listen and point.

Are wolves and jaguars small? No, they're big.
Are deer big? Yes.
Are butterflies and jaguars orange, black, and white? Yes.
Are deer brown? Yes.
Are wolves gray and black? Yes.
Are all snakes green? No. Snakes can be red, black, brown and other colors.

Track 58

Complete the questions.

What color are pumas?
How do you spell owl?
Where do salamanders live?

Track 59

Big Book 2, *Animals in the School*, pages 20-25

Track 60 Animals

Animals, big and small.
Animals, short and tall.
Animals, wild and tame.
How many animals can you name?

UNIT 10

Track 61 Listen and number.

TEACHER: Let's talk about occupations.
POLICE OFFICER: Hello, children! I am a police officer. I keep people safe.
FIREFIGHTER: Hi, everyone. I am a firefighter. I put out fires.
MAIL CARRIER: Good morning! I am a mail carrier. I give people their mail.

Track 62 Listen and number.

1 I am a doctor. I wear a white coat and have a stethoscope.
2 I am a police officer. I wear a blue cap and have a radio.
3 I am a firefighter. I wear a uniform and boots and use a hose.
4 I am a chef. I wear an apron and I use a saucepan.

5 I am a mailcarrier. I carry letters in my bag.

6 I am a teacher. I carry markers in my bag and I like children.

Track 63

Listen and read, then complete.

Occupations

I'm a firefighter dressed in red, with my yellow helmet on my head.
I'm a doctor dressed in white, sometimes I work at night.
I'm a police officer with my yellow star. I guard the streets in my police car.
I am a chef with my white, tall hat and my apron! Oh no, I look a bit fat!
I am a teacher. I work at a school. We learn, sing, and play. It is cool!
I am a mail carrier dressed in brown, I ride my motorcycle around the town.

Track 64

Big Book 2, *Jobs in My Family*, pages 26-31

Track 65

What do you want to be?

I love school. A teacher!
I like to help. A police officer!
I like walking. A mail carrier!
To make you feel better. A doctor!

Track 66

Teacher's Guide, page xii

Pronunciation Guide

Track 67

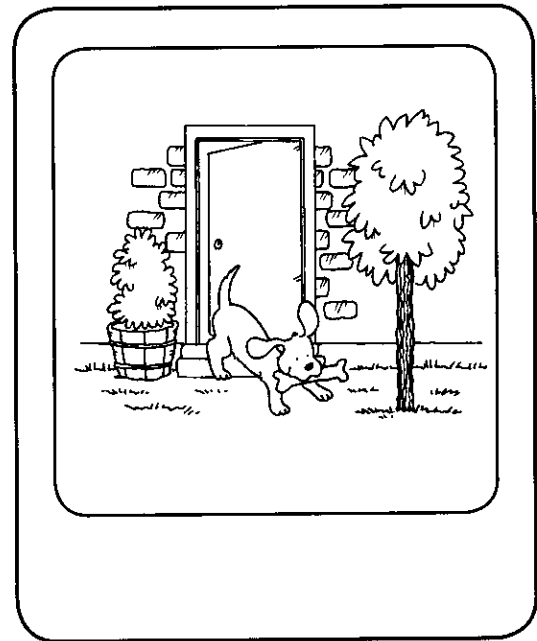
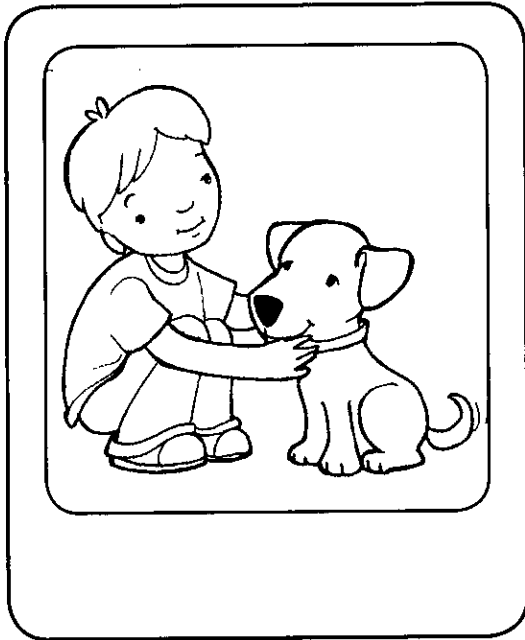
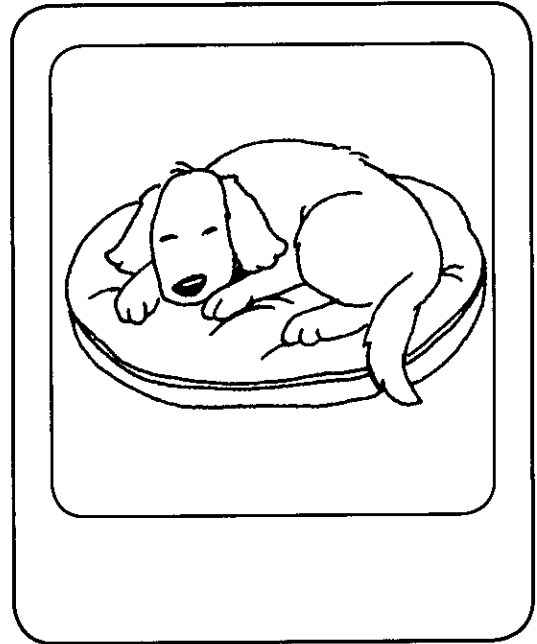
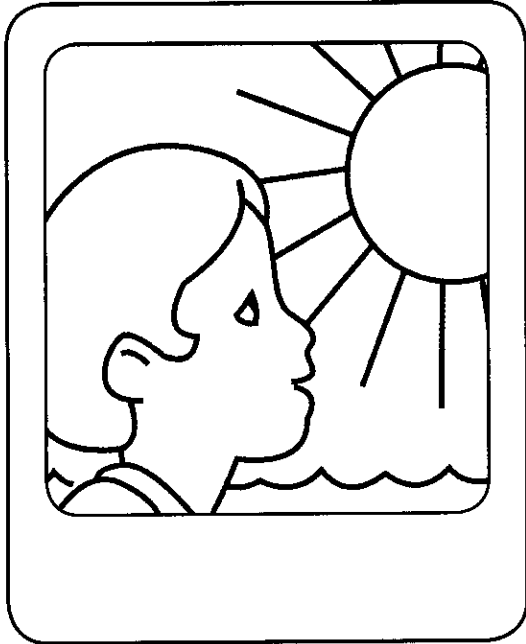
Teacher's Guide, page xiii

Classroom Language for the Teacher

Worksheet

Unit 1

Cut out and glue the correct phrase.



Hello

Good night

Good morning.

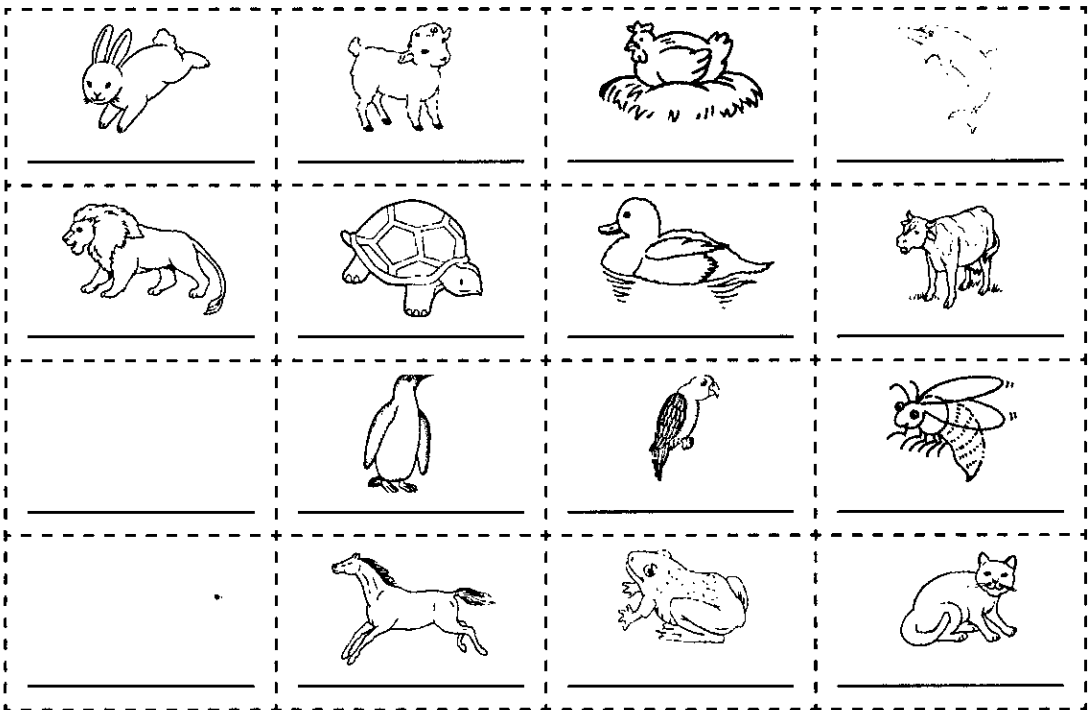
Good-bye



Worksheet

Unit 2

1. Cut out and glue the correct phrase.



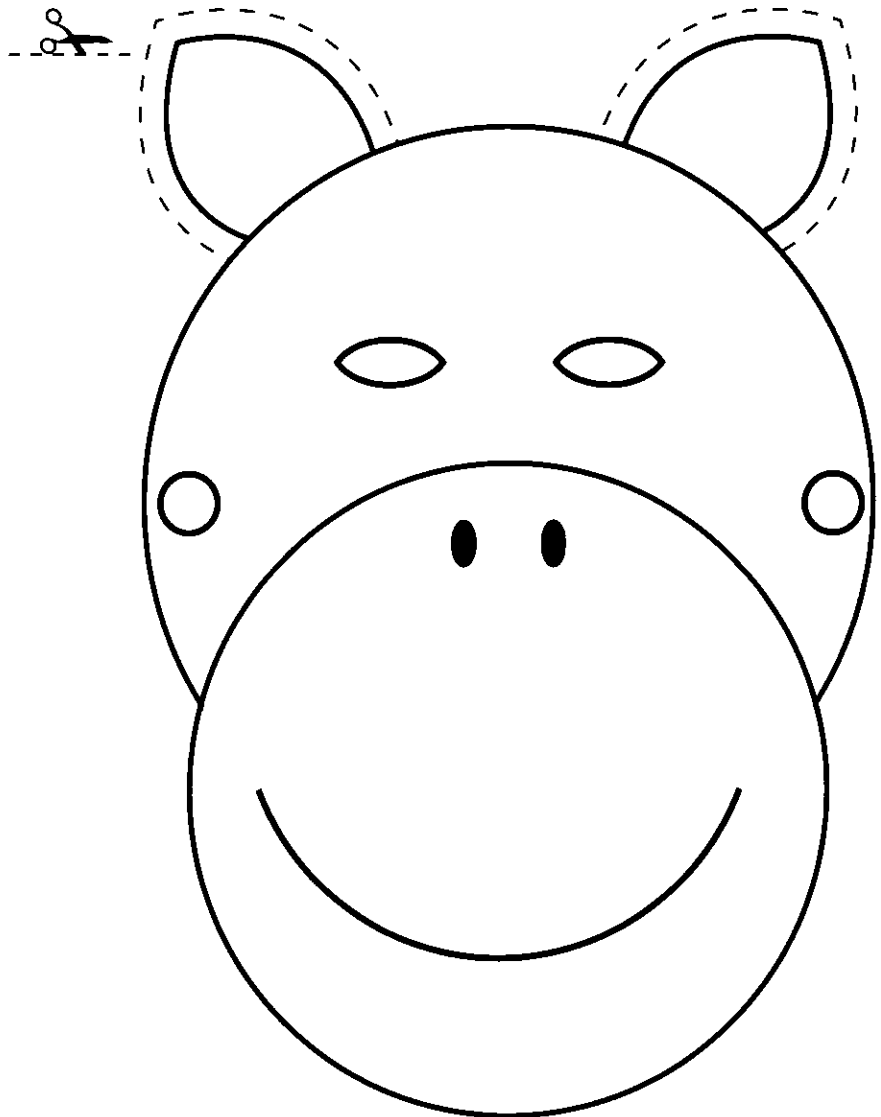
2. Glue the animals in the correct box.

Fly	
Swim	
Run	
Walk	
Jump	

Worksheet

Unit 3

Horse Mask



You will need:

- 1 big paper plate
- 1 small paper plate
- Brown* paint
- Brush
- Brown* and black paper
- Glue
- Scissors
- Black pen
- Elastic

* The color depends on the color you choose for your horse.

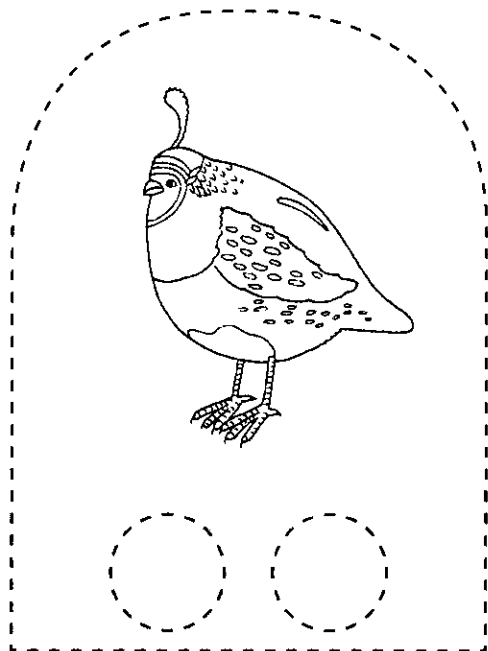
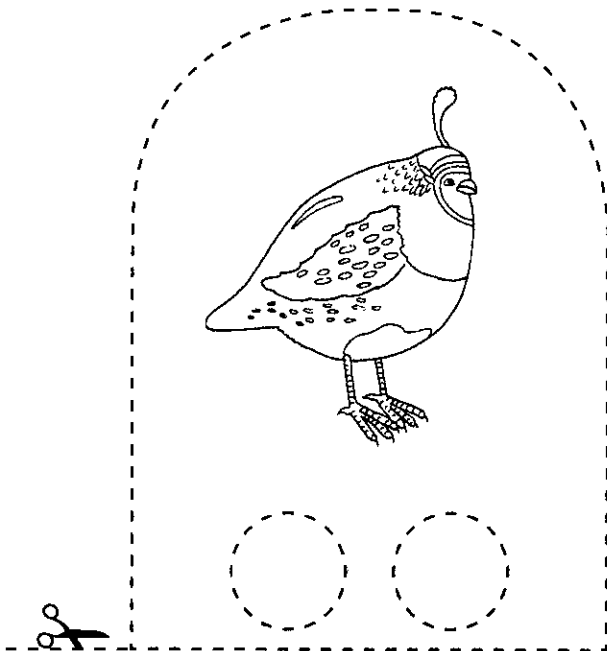
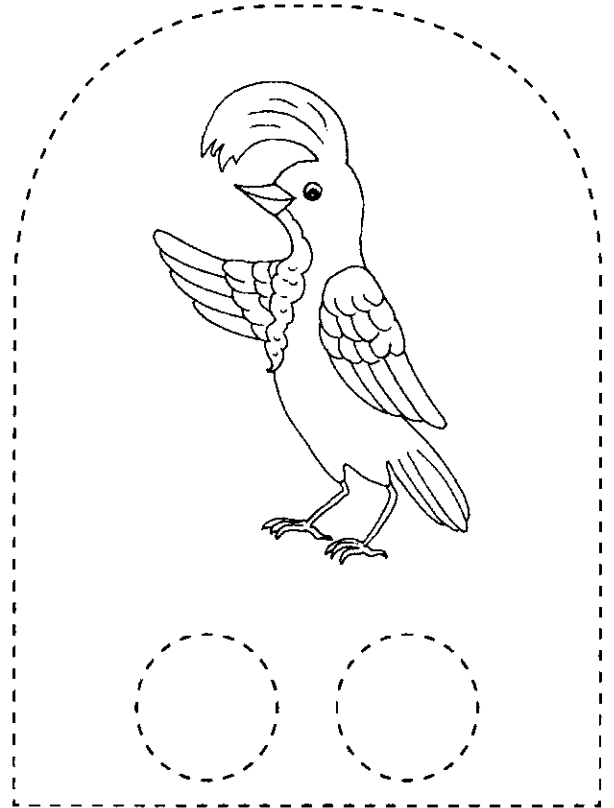
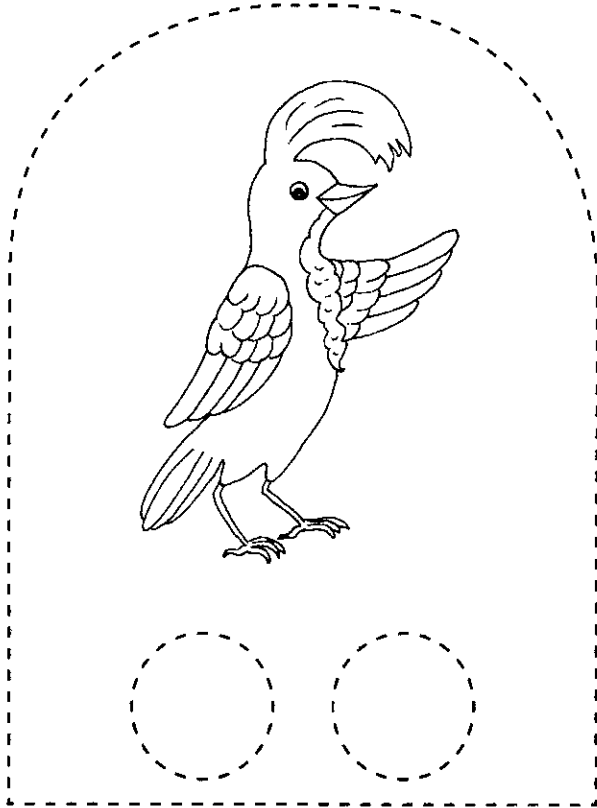
Instructions:

1. Paint the plates brown. Leave to dry.
2. Cut out the eyes on the big plate.
3. Glue the small plate onto the edge of the large plate to form the horse's nose.
4. Draw the nostrils and the mouth.
5. Cut two ears from the brown paper. Glue them to the top of the head.
6. Use a rectangle of black paper for the forelock. Cut strips along one edge. Glue the strip between the ears.
7. Punch a hole on either side of the big plate. Tie some elastic through it to hold the mask on your head.

Worksheet

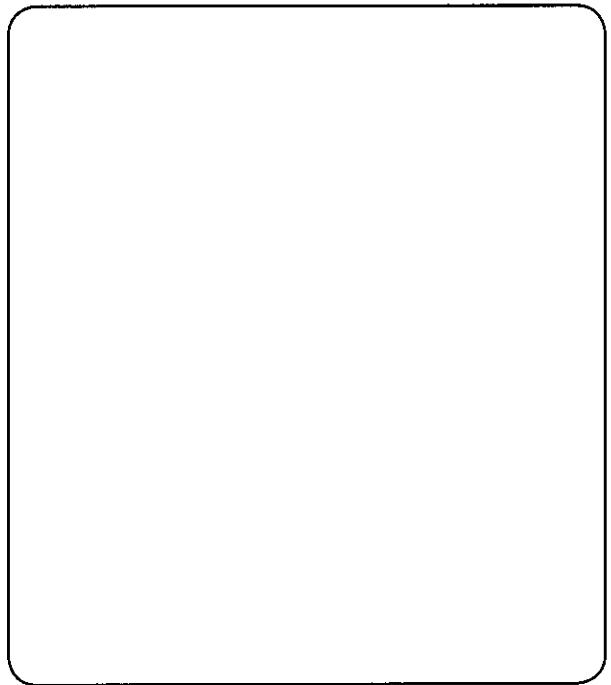
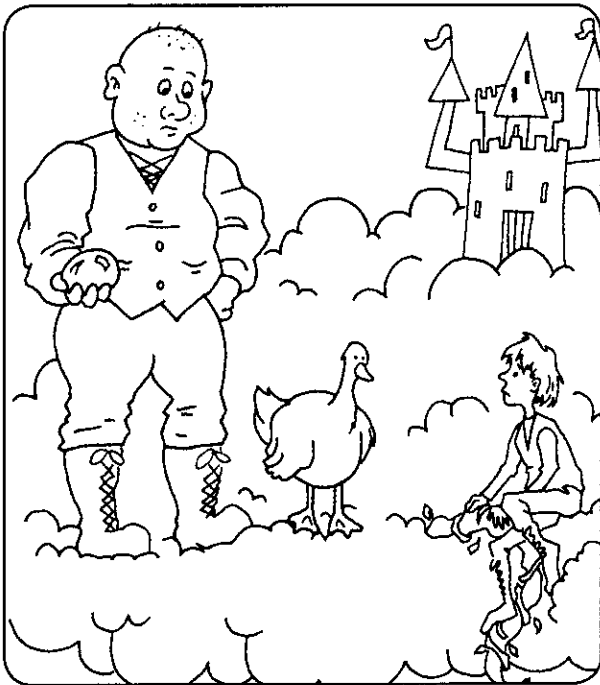
Unit 4

Cut out and make the finger puppets.



Worksheet

Unit 5



Look at the picture above. Imagine the story and draw another picture.

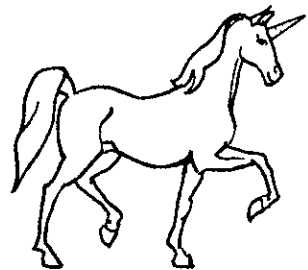
Color the pictures. Invent a fairy tale and play.



wizard



princess



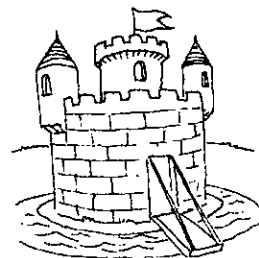
unicorn



prince



dragon

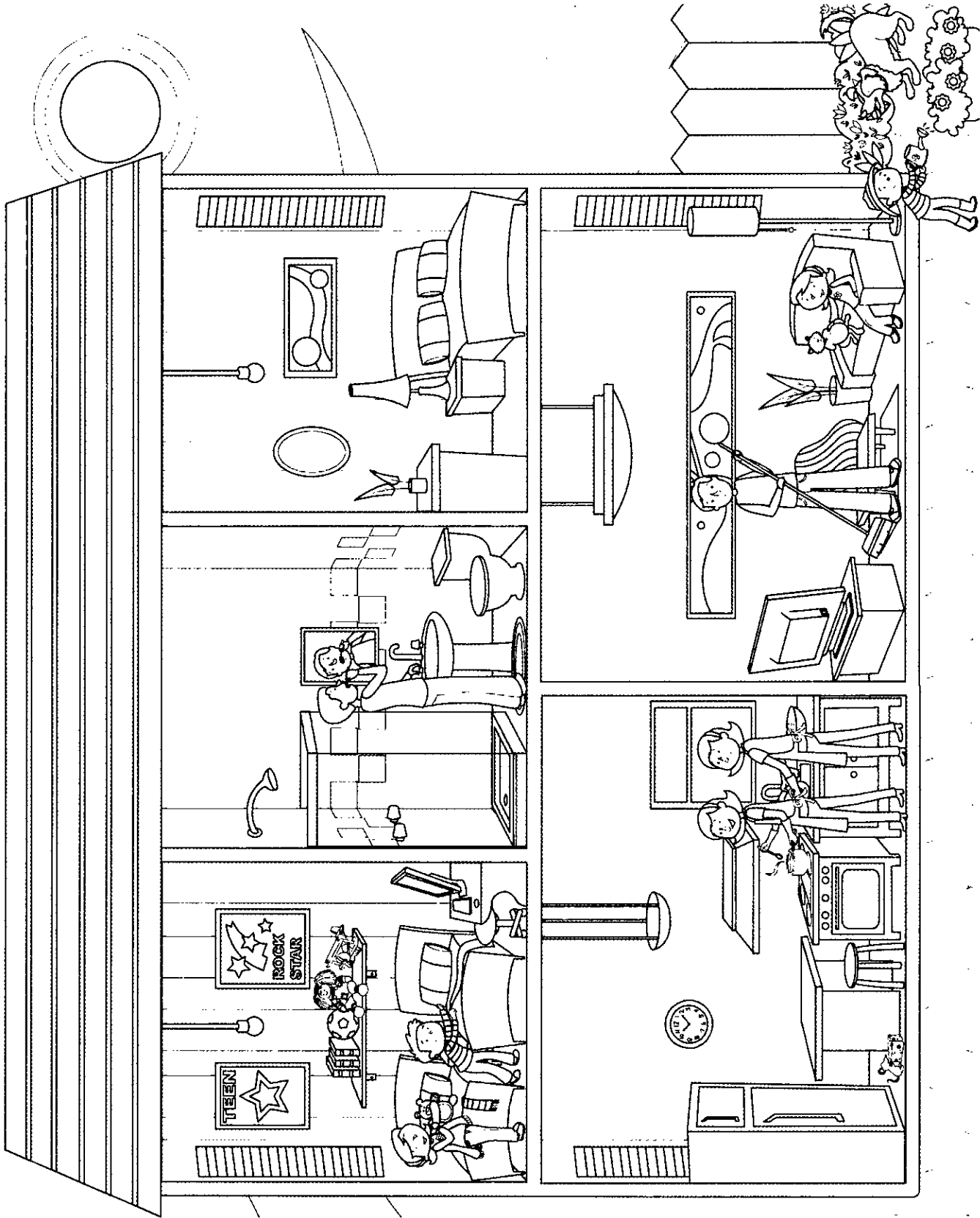


castle



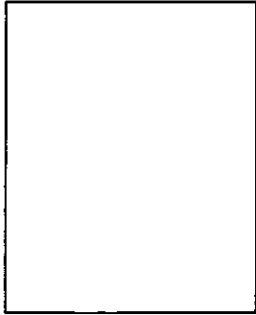
Worksheet

Unit 6



Worksheet

Unit 7



My name is _____.

I am _____ years old.

My favorite color is _____ and _____

I like _____.



His name is _____.

He is _____ years old.

His favorite color is _____ and _____

he likes _____.



Her name is _____.

She is _____ years old.

Her favorite color is _____ and _____

she likes _____.

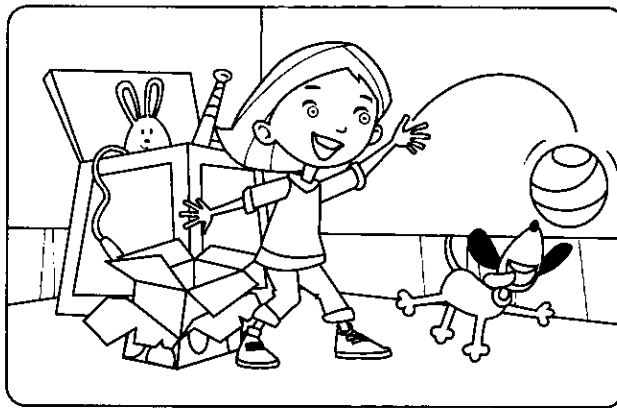
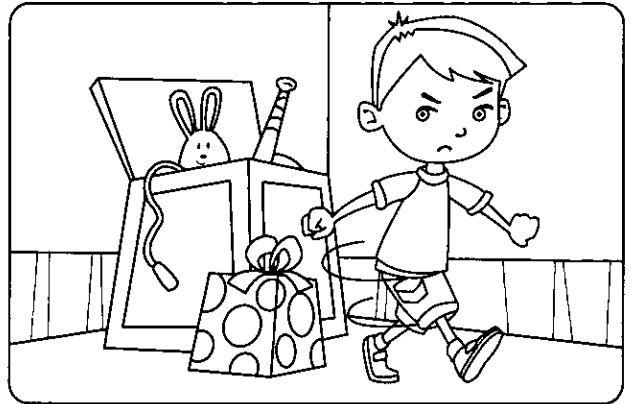


Unit 8

1. Choose a title for the story and write it.

The Dog

The Box



2. Choose a text for each picture and glue them.

I'm **Angry** Lee.
I found a box.
Is it for me?
I don't want to see!

I'm **Happy** May.
I found a box.
Oh, I can't wait.
A ball! Let's play!

I'm Penny **Bored**.
I found a box.
What's in there?
Who cares!

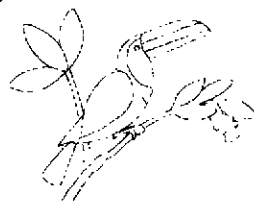
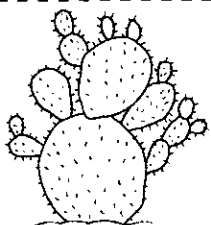


3. Color the pictures.

Worksheet

Unit 9

Color the drawings. Glue them on the map.



MEXICO

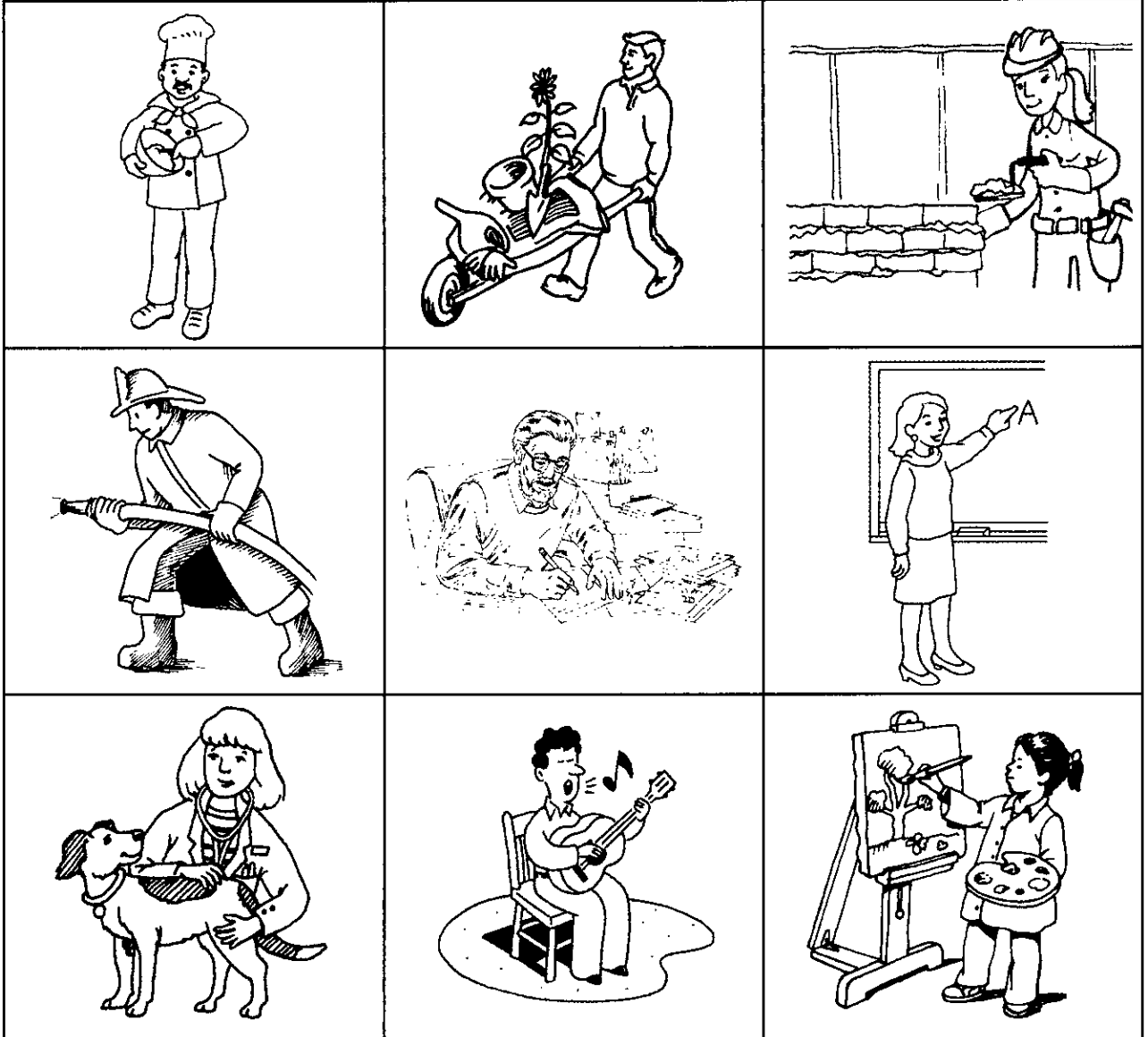


Worksheet

Unit 10

Color the pictures.

Cut out the words and glue them.



cook	gardener	builder
firefighter	writer	teacher
vet	singer	painter



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completed Level 1

Teacher:

Student:

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