

Sunburst

2

Primary

Teacher's Guide

Mario Herrera

 Pearson

Ciclo 1

Lengua extranjera. Inglés

Teacher's guide



La Patria (1962).
Jorge González Camarena.

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Teacher's Guide

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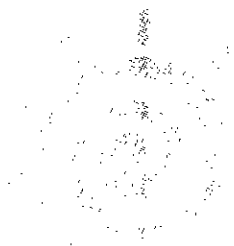
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Dear Teacher,

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

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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 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			
Week 2			
Week 3			
Week 4			

Introduction to the Course

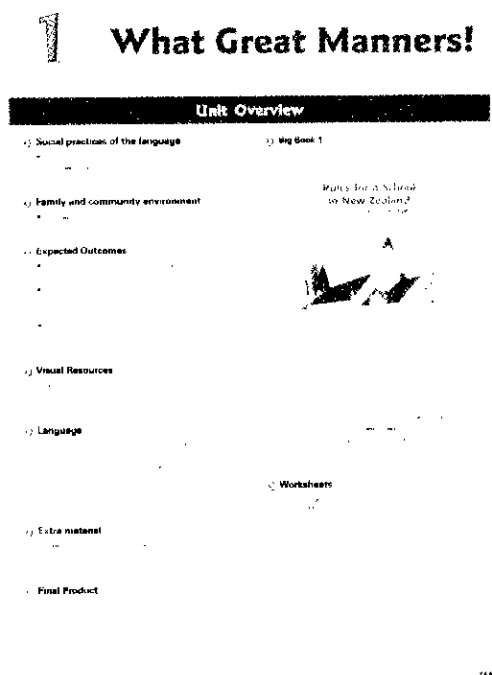
Features

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 *Recommendations* for the teacher to specifically apply while teaching this unit.

Finally, it also contains references to the Big Book and the worksheet you can use as an additional 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.

The last tracks of your CD are songs and chants for these activities.



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



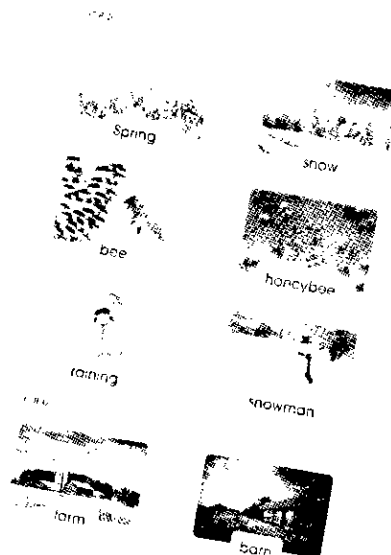
Activity Book

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

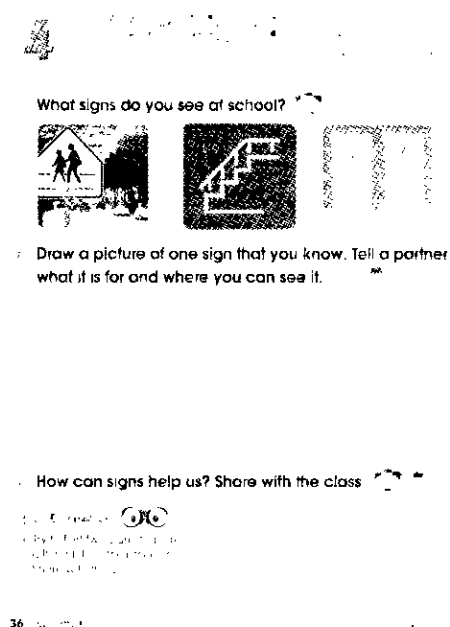
Every unit includes:

- 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;



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Course Components



Listen and check the correct sign. In pairs, talk about where you can see these signs.

- Bicycle parking
- Go to the library
- Be quiet, please
- Go to the entrance
- Be quiet, please
- Go to the entrance
- Be quiet, please



Listen and look at the sign. Circle T for (True) or F for (False).

- The sign is for the library.
- The sign is for the entrance.
- The sign is for the library.



Illustrated Signs for Your School

Self evaluation

How much do you know about the signs?

How much do you know about the signs?

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

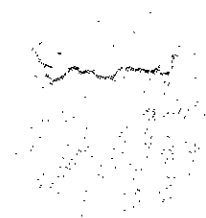
CD

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;
- Evaluation tools (two games)
- 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.



Charlie is on the bus.
His backpack is open.
His book and key are
not there! He is sad.



The street sweeper is sweeping
the street. He sees a book and a
key on the ground. He picks them
up. He opens the book and reads
Charlie Smith.

The street sweeper knows
Charlie Smith. He takes the book
and key with him.



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.

Tic-Tac-Toe: draw a 9 square grid on the board and use vocabulary or grammar (question words, there is/there are, colors, etc.) in the unit you wish to review. Divide students in two teams and have each team choose the X or the O to play. Every time the team says a sentence correctly, you erase the word and write the corresponding symbol on the square (X or O). You can ask questions such as: *What does your mother do? How old are you?* Etc.

Spelling Bee: Do this with the whole group or in two or three teams. Choose words and have students spell. When a student misspells a word, they must sit down. The game ends when only one team has at least one person still standing. Give the team a prize. *Variation:* Form pairs. Student A says a word. Student B spells the word.

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.

Line Up According To: Divide classroom into 3 or 4 teams. Explain that they must line up in order using only English to communicate with each other. Teams caught cheating will have to sit out the round. When a team finishes, the person at the front of the line puts their hand up and you check that they are in the right order.

Give one point to the first successful team. You can ask students to line up according to height, shoe size, birthday, time they woke up this morning, time they went to bed last night, number of brothers and sisters, number of pets, etc.

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

Useful Expressions in the Classroom

These expressions are for you. Practice them before class to gain more confidence.

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. • Abren 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 lapices.
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 trios.
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

What Great Manners!

Family and Community Environment

Communicative Activities

Exchange greeting, farewell and courtesy expressions in dialogues.

Achievements

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

Product

Classroom Rules Poster

Time to Shine (Learn to learn)

Students practice courtesy expressions with peers.

Teaching Guidelines

1. Identify participants and purpose of a dialogue. Identify contextual factors such as time of day. Value attitudes and body language. Identify turns. Predict courtesy expressions through body language. Point to words. Compare similarities and differences among words and expressions.
2. Choose, with graphic support, courtesy expressions for senders and communication situations. Classify courtesy expressions. Contrast with graphic support, courtesy expressions and body language. Associate non-verbal language with words and expressions. Take turns in dialogues.
3. Point to illustrated courtesy expressions. Associate expressions with pictures. Dictate words to complete sentences. Read courtesy expressions with teacher's help. Agree on classroom rules.

Evaluation

- Find evidence such as: lists with greeting, farewell and courtesy expressions. Classroom rules. Pictures.
- Anecdotal notes

Be Curious (Critical thinking)

Students find out about other students' birthdays and use courtesy expressions.

Unit 2

Rhyme Time!

Recreational and Literary Environment

Communicative Activities

Literary Expression

Understand rhymes and stories in verse.

Achievements

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

Product

Illustrated Rhymes

Time to Shine (Learn to learn)

Students use movement to say their rhymes emphasizing rhythm.

Teaching Guidelines

1. Anticipate topic, purpose and receiver through titles and previous knowledge. Identify textual components. Reflect on the use of pictures
2. Discover the meaning of words. Identify words that rhyme. Express emotions or opinions. Relate stanzas and verses. Practice pronunciation of verses. Identify stanzas and verses.
3. Compare spelling of words. Complete words. Contrast similarities and differences in verses. Complete verses with rhyming words. Write verses. Relate letters and sounds.

Evaluation

- Find evidence such as: rhyming words, texts, pictures.
- Descriptive valuation scale

Be Curious (Critical thinking)

Students discover a Japanese poem and express their opinion.



Scope and Sequence

Unit 3 Growing Plants Academic and Educational Environment	Communicative Activities Interpret and follow instructions. Follow and give instructions to grow a plant.
Achievements <ol style="list-style-type: none"> 1. Explore illustrated instructions. 2. Understand and say instructions. 3. Participate in the writing of texts of experiments. Product <i>Illustrated Instructions for Planting Seeds</i> Time to Shine (Learn to learn) <i>Students bring an illustrated manual and predict what it is by looking at the pictures</i>	Teaching Guidelines <ol style="list-style-type: none"> 1. Anticipate contents through previous knowledge, title and instructions. Identify parts of the text. Differentiate instructions and materials. Recognize graphic components (bullets) and textual components (headings). 2. Identify words in instructions. Complete instructions. Select pertinent instructions after listening to opinions. Follow instructions to perform an experiment. Practice pronunciation. 3. Identify and rewrite names. Complete instructions. Compare similarities and differences in instructions. Identify the order in a sequence. Ask to solve doubts. Check punctuation, capital letters and small-case letters. Evaluation <ul style="list-style-type: none"> • Find evidence such as: lists of materials, instructions • Peer-evaluation card Be Curious (Critical thinking) <i>Students find out how to grow plants in water.</i>
Unit 4 I See Signs! Family and Community Environment	Communicative Activities Exchanges associated to communication media. Produce signs and signals for public spaces.
Achievements <ol style="list-style-type: none"> 1. Explore different signs and signals in public spaces. 2. Identify words when spoken out loud. 3. Examine signs and words related to them. 4. Participate in writing names related to signs and signals. Product <i>Illustrated Signs for your School</i> Time to Shine (Learn to learn) <i>Students discover the importance of punctuation.</i>	Teaching Guidelines <ol style="list-style-type: none"> 1. Discover purpose and receiver. Clarify the meaning of signs through pictures and their location in public spaces. Recognize characteristics, such as colors, silhouettes, etc. 2. Interpret text in signs and follow instructions. Use signs as models to create signs and instructions. Give instructions to others. 3. Write instructions after a model. Complete instructions. Compare with other's writing. Point to specific words. Review small and upper-case letters. Evaluation <ul style="list-style-type: none"> • Find evidence such as: text for signs, pictures. • Evaluation rubric Be Curious (Critical thinking) <i>Students find out about two different signs and find out their meaning.</i>

Scope and Sequence

Unit 5 Poems Recreational and Literary Environment	Communicative Activities Ludic Expression Change verses in a poem for children.
Achievements <ol style="list-style-type: none"> 1. Explore illustrated rhymes and tales in verse. 2. Listen to and participate in the reading of rhymes and tales in verse. 3. Complete written verses Product Verses in Poems Time to Shine (Learn to learn) Students learn a poem and say it by heart.	Teaching Guidelines <ol style="list-style-type: none"> 1. Activate previous knowledge to predict topic and purpose. Recognize graphic and textual components (verses, stanzas). 2. Discover the meaning of words. Differentiate verses and stanzas. Distinguish rhyming words. Recognize changes in intonation. Practice spelling and pronunciation of rhyming words. Complete, orally, incomplete verses. 3. Recognize words in verses. Compare written verses (number of words, rhyming words, etc.) Evaluation <ul style="list-style-type: none"> • Find evidence such as: poems, verses for children • Descriptive valuation scale Be Curious (Critical thinking) Students find out about famous poets in their countries and share one poem with the class.
Unit 6 On the Farm Academic and Educational Environment	Communicative Activities Exchanges associated to specific purposes Write questions to get information about country products.
Achievements <ol style="list-style-type: none"> 1. Explore illustrated books for children about country products. 2. Participate in questions and answers about the country and its products. 3. Review writing questions to get information. Product Farm Product Survey Time to Shine (Learn to learn) Students identify big and small animals on a farm.	Teaching Guidelines <ol style="list-style-type: none"> 1. Anticipate contents through previous knowledge and illustrations. Identify covers, title, contents and back cover. Determine purpose and receiver. Distinguish graphic resources and text. Compare words and text to check contents. Identify components such as title, paragraph, etc. 2. Identify characteristics of products. Understand questions about the country. Answer questions about characteristics of products: What color is it? Is it big? etc. Evaluation <ul style="list-style-type: none"> • Find evidence such as: country products, questions. • Checklist Be Curious (Critical thinking) Students find out what other products are produced on a farm.



Scope and Sequence

Unit 7 My Hobbies Family and Community Environment	Communicative Activities Exchange information about personal information. Give personal information.
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Achievements

1. Review how personal information and pastimes are written.
2. Understand questions about personal information and hobbies.
3. Participate in writing questions about personal information and pastimes.

Product

Illustrated Graph About Hobbies

Time to Shine (Learn to learn)

Students learn how to interpret a bar graph and how to make one.

Teaching Guidelines

1. Identify when listening, personal information: name, age, country of residence, etc. Spell names. Recognize writing and numbers in ages. Relate personal information with their peers'. Associate pictures of pastimes with a brief description. Clarify meaning of words in an illustrated bilingual dictionary.
2. Answer questions about personal information. Recognize names of pastimes and hobbies. Identify differences in pastimes in other cultures with graphic support. Answer questions with one word. Ask questions about personal information following a model. Complete questions about personal information.
3. Recognize structure of questions about pastimes and personal information. Compare answers and questions about personal information. Write personal information. Select and rewrite names of hobbies to ask and answer. Write, following a model, questions about hobbies. Review names and cardinal and ordinal numbers.

Evaluation

- Find evidence such as: surveys and results.
- Questionnaire

Be Curious (Critical thinking)

Students find out the difference between ordinal and cardinal numbers.

Unit 8 Stories Recreational and Literary Environment	Communicative Activities Understand about themselves and others. Read stories to compare feelings.
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Achievements

1. Explore illustrated storybooks.
2. Listen and follow the reading of a tale.
3. Compare feelings after reading a story.
4. Participate in writing sentences.

Product

How I Feel

Time to Shine (Learn to learn)

Students analyze how they feel and make a graph.

Teaching Guidelines

1. Activate previous knowledge to predict topic, purpose and receiver. Identify parts of a book. Recognize graphic components in a book.
2. Understand the structure of a text (beginning, climax, end.) Find the meaning of words in an illustrated dictionary. Identify beginning sentences: Once upon a time... Recognize characters by their name. Express creativity to represent actions.
3. Compare actions and feelings of characters with theirs. Express feelings about actions and characters. Share questions and answers about feelings. Express sympathy.
4. Identify words in sentences. Recognize words with capital letters. Complete sentences about characters and their actions. Complete list of actions. Compare words. Review use of capitals and small-case letters. Verify how words can be divided.

Evaluation

- Find evidence such as sentences and pictures.
- Evaluation rubric

Be Curious (Critical thinking)

Students analyze which words have a capital letter.



Scope and Sequence

Unit 9 **The Americas** Academic and Educational Environment

Achievements

1. Explore illustrated maps of the American continent with specific information (language, money, flag).
2. Understand information after reading aloud.
3. Participate in writing information.

Product

Map Puzzle of the Americas

Time to Shine (Learn to learn)

Students produce written information about peers.

Communicative Activities

Research and select information.

Register information about Geography with graphic support.

Teaching Guidelines

1. Recognize topic, purpose and receiver. Identify graphic components (lines, colors) and text components (abbreviations). Locate regions in a map of America. Point to countries when listening to their information.
2. Identify words and expressions when said. Identify a country in a map after listening to the information. Recognize cognates. Say names of countries and nationalities to practice pronunciation.
3. Write names of regions and countries in America after a model. Rewrite specific information about America. Complete sentences with specific information about America. Complete graphs with specific information about countries in America. Review capitals and small-case letters.

Evaluation

- Find evidence such as lists and information of countries in America.
- Questionnaire

Be Curious (Critical thinking)

Students find out about food.

Unit 10 **Maps** Family and Community Environment

Achievements

1. Explore illustrated diagrams or maps.
2. Exchange information about locations in the community.
3. Write information about the community.

Product

My Community Map

Time to Shine (Learn to learn)

Students ask and answer about places in their community.

Communicative Activities

Exchange opinions about their environment.

Understand and register information about locations in the community..

Teaching Guidelines

1. Recognize the purpose of plans. Differentiate graphic and textual components in a map. Recognize locations by their name. Differentiate natural and built environment. Distinguish symbols and relate them with names.
2. Clarify meaning in an illustrated bilingual dictionary. Point to names after reading them. Complete questions. Answer questions and give information.
3. Classify words according to their meaning. Compare how words are written. Find similarities and differences in words in English and their mother tongue (similar letters, combination of letters, etc.) Complete maps with names of different locations. Review writing.

Evaluation

- Find evidence such as: table with names of locations, pictures.
- Control checklist

Be Curious (Critical thinking)

Students find out about the different services in the community.

1

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.

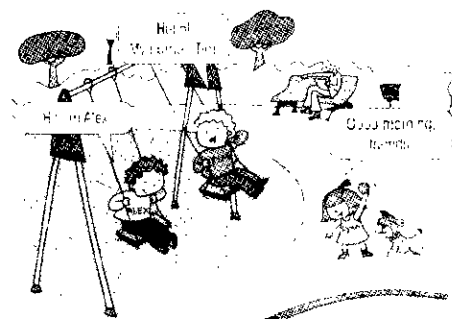
🌀 Worksheets

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

Lesson 1

When do you say "hello" to friends?

- Listen and point. Who says "hello"? 4:24



- Use the cutouts on page 119. Work in groups. Listen and act out. 1:18

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"? 4:24

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. 4:36

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 4:46

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.

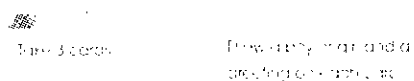
Listen and number the pictures. 1, 2, 3



Look and circle. Who talks? Who listens?



Illustrated cards with greetings, farewell and courtesy expressions



Self-evaluation

Could I say hello?

Could I say goodbye?

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 1, 2

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. 1, 2, 3

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 1, 2

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 1, 2

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?

Read and underline the words you know.



Listen and act out.

Classify the words.

by: hello, bye, sure, can, 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.

Take a card.
Draw a box or just say the number.

Self-evaluation
Can I say, think, or do?



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

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

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!*

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.

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.*

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.

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

When do you say "please"?

Read and match the expressions.



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

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.)

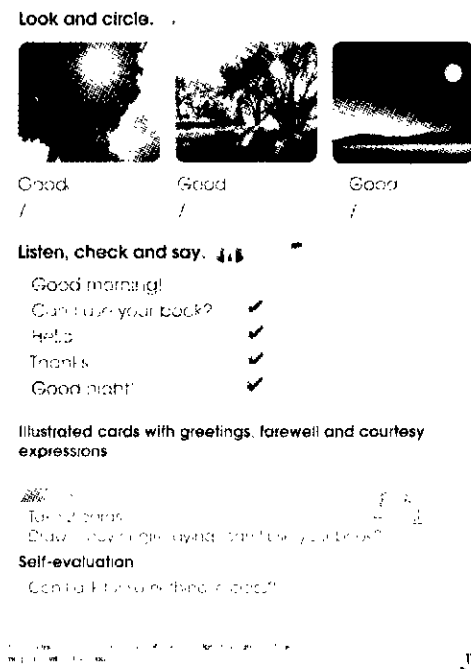
Do the same with the other three questions. Draw a book, eraser, pencil and scissors on the board. Write number one next to the book. Ask students what the question is for each other picture. Write a number next to each picture. Drill the questions so they become a little bit more automatic before you 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.



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.

Bye morning Hello You're Thank Good thank you welcome



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.

How do we write? ... two directions

✓ left to right right to left up ✓ down

Trace. . .

Complete the words. . .

H...ll... Can I use
your book, please?

Sur...

Th...nky

Y...re welcome.

13

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?

14,

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.

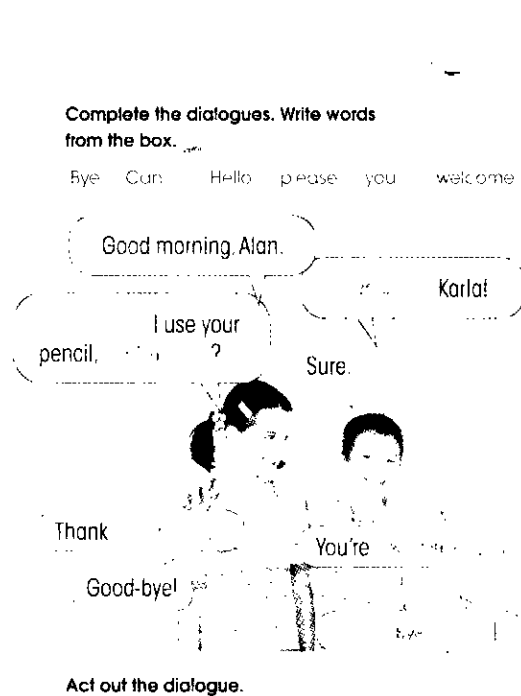
Have students assemble their cards, pasting them on the cardboard. Ask students to find places to hang the expression cards around the classroom for other students to see.

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



15

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.

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.

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

Rhyme Time!

Unit Overview

⦿ Social practices of the language

Read rhymes and stories in verse.

⦿ Recreational and literacy environment

Literary expression

⦿ Expected outcomes

Explore illustrated rhymes and stories in verse.

Listen to and participate in reading rhymes and stories in verse.

Participate in writing verses.

⦿ Visual Resources

CD Flashcards: *angry, sad, bad, hungry, mad, surprised, bored, happy, shy*

⦿ Language

rhyme, stanza, verse,

⦿ Extra material

cardboard, colors, scissors, glue, paper

⦿ Final Product

Rhymes

⦿ Big Book 1, *Pretty Cow* pp. 8-12



Thank you, pretty cow, that makes
Lovely milk to soak my bread.
Every day and every night,
Warm and fresh and sweet and white.

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

2 Rhyme Time!

You are going to ...
shoes, gloves and boxes

1 Look at the picture.

Circle the answers.

What are they? shoes gloves boxes
What color are they? green blue purple
How many are they? five one two

2 Read and underline the words that rhyme.

Little Betty Blue

Little Betty Blue
Lost her favorite shoe
What can Little Betty do?
Give her another
To match the other
Pick the one that is blue
So she may walk with two!



3 Listen. Check (✓) the correct picture. Compare the answers with a friend.



16 Lesson 1

Expected Outcomes

Anticipate topic, purpose and intended audience by reading the title and previous knowledge.

Distinguish textual components (rhyming words).

Reflect on the purpose of images.

Materials

Activity Book p. 16, CD, Track 6, Big Book 1: Pretty Cow, pp. 8–12, CD, Track 10; Picture Dictionary p. 107 (key, ants)

Warm Up

Use the Picture Dictionary section for key, ants to introduce Rhyming words. Read out the words. Paste the cards on the board and have students identify the column each word you say, should be placed.

Read out the words mixing the groups 1 and 2.

1 key, bee, me, sea, knee, pea, tea, we

2 ants, pants, plants, aunts, dance, chants, fans, glance

Check the words as a group. Practice choral repetitions.

1 Look at the pictures. Circle the answers.

Say, *Please, open your books to page 16.* Point to the picture and ask, *What are they? What color are they? How many are they?* Have students circle the correct answer to each question. Say the words *shoes, blue, two*, out loud. Have students repeat the words after you. Ask students, *How do these words sound?* Tell students these three words are rhyming words because the ending sound is similar. Have students listen to them again.

2 Read and underline the words that rhyme.

Focus attention on the picture and encourage students to describe it. Have students use the words *shoe* and *blue* to describe the picture.

Read out *Little Betty Blue*. Tell students to underline the words that rhyme. Walk around the class and provide help if necessary. Check the answers as a group. Correct pronunciation. Say, *Excellent!* or *Good job!* to motivate students to continue participating.

3 Listen. Check (✓) the correct picture. Compare the answers with a friend.

Ask students to look at the pictures. Point to the first picture and ask, *What are these?* (Two elephants singing) Point to elephants' clothes and ask, *What are they wearing?* (White and blue pants). Ask, *Are they funny?* Point to the second picture and ask, *What can you see?* (A girl, a cat and dog in a house / hut).

Tell students they will listen to a recording. Play **Track 6** and ask them to identify the picture corresponds to the rhyme.

Check the answer. Play the track again and ask students identify the words that rhyme in the recording. Write the words on the board. Practice with choral repetitions.

Open the BB 1 to page 8 and show students the title page and ask them to predict what the text will be about. Play the track and flip the pages. Pause to ask some comprehension questions: Page 8: *Where are the children putting their bread?* Page 9: *What color is the grass?* Page 10: *What is the cow eating?* Page 11: *What colors can you see?* Page 12: *What does the boy carry in the bucket?*

Wrap Up

Say, *I spy with my eye something that rhymes with look.* Encourage students to look around and find items in the classroom that rhyme with *look*. *Book.*

Repeat with words that rhyme with other classroom objects. *Floor/door, cord/board, fable/table, where/chair, etc.*

4 Match the pictures to the words.



5 Listen to the rhyme. What is the rhyme about?

6 Work with a friend. Write a word from the box to complete the rhyme.

grass blue sword another eat pass

Grass is green and blue.

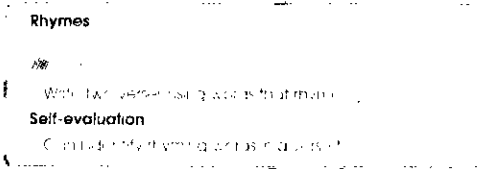
Grass is green and blue.

Grass is green and blue.

Grass is green and blue.

Grass is green and blue.

Grass is green and blue.



Rhymes

Self-evaluation

With two verses using words that rhyme.

Self-evaluation

Complete only if you have finished the activity.

Unit 2 17

Expected Outcomes

Discover the meaning of words.

Identify rhyming words.

Materials

Activity Book p. 17, CD, Track 6, Big Book 1: Pretty Cow; old magazines

Warm Up

Form groups of five and give out a magazine to each group. Ask students to cut out magazine pictures of objects that rhyme with one another. Have them make a rhyme collage with the pictures. Help students to label the pictures names if necessary.

Display the collages on the classroom walls. Ask for some volunteers to read out the rhyming words to the class. Provide help with pronunciation. Praise students when they pronounce the word correctly.

4 Match the pictures to the words.

Say, Please, open your books to page 17. Read out the words and have students look at the pictures. Tell students to match the words to the picture. Invite volunteers to check the answers.

Check pronunciation. Praise and encourage students accordingly.

5 Listen to the rhyme. What is the rhyme about?

Tell students they are going to listen to a recording. Ask them to listen carefully. Play **Track 7**. Ask, *What is the rhyme about?* Have students identify clue words (cow, milk, grass, flowers, bread). Accept answers that contain at least two of the clue words.

Invite students to listen **Track 7** again and clap every time they hear words that rhyme. Check the answer as a group.

6 Work with a friend. Write a word from the box to complete the rhyme.

Read out the rhyme and have students follow in their book. Invite a volunteer to read the words in the box. Check pronunciation. Provide help if necessary. Have students work in pairs and ask them to write a word from the box to complete the rhyme. Walk around helping, encouraging and praising students as appropriate.

Check the answers as a class.

Rhymes Step 1

Tell students they are going to write two verses to be presented. Elicit several words that rhyme and write a list on the board. (*shoe, glue, blue, two, grass, pass, eat, sweet, bee, key, another, other, brother*).

Have students work in groups of three. Give them three sheets of paper (or cards) each, and ask them to choose and write two verses (per sheet).

Encourage them to work together. When they finish, keep their work in a file.

Self-evaluation

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

Wrap Up

Tell students to stand up. Write a word on the board. Explain that you are going to say different words and students should sit down when you say a word that rhymes with the one on the board. If students make a mistake, they are out and should help you watch for other students who make a mistake. Change the word on the board from time to time. Choose words that are familiar to the students: *red/bed, blue/you*, etc.

Lesson 2

Lesson 2

1 Read about Matt and his dog, then number.

How many verses are there in each stanza?

How many verses are there in each stanza?

Stanza	2	Matt is a boy	verse
		He has a dog	verse
		He also has a cat	verse
		Which is black.	verse
		His name is Tack.	verse
Stanza	3	How beautiful they are!	verse
		He takes them in the car	verse
		Look. What a big bat!	verse
		Can't take it in the car	verse
		Because we're driving far	verse

2 Match the pictures to the corresponding stanza.



18

Matt is a boy. He has a dog. He also has a cat. Which is black. His name is Tack. How beautiful they are! He takes them in the car. Look. What a big bat! Can't take it in the car. Because we're driving far.

Expected Outcomes

Identify stanzas and verses.

Practice pronunciation of verses.

Match images to stanzas and verses.

Materials

Activity Book p. 18, crayons, paper

Warm Up

Show students pictures of a cat and a dog. Ask them to make the sound each animal makes. Say: *Can you think of a word that rhymes with cat? Can you think of a word that rhymes with dog?* Encourage students to participate. Elicit the answer: *cat-fat, hat, rat; dog-log, fog.* Use phrases like: *Good job! Great! Excellent!* to motivate students when they answer correctly.

1 Read about Matt and his dog, then number.

Say, *Please, open your books to page 18.* Ask students to look at the rhyme in activity 1. Explain that a stanza is a block of lines in a rhyme or poem. Ask, *How many stanzas are there?* Have students number the stanzas.

Ask students to point to Stanza 1. Explain that a line of words in a rhyme or poem is called a verse. Ask, *How many verses are there in Stanza 1?* Ask students to number the verses.

Ask students to number the verses in each stanza.

Check answers by asking individual students to read out specific lines in the poem by saying the stanza and verse. *David, can you read out Stanza 3, verse 1 please?* Praise the students who participate and encourage the ones that don't.

2 Match the pictures to the corresponding stanza.

Encourage students to describe the pictures.

Read out the poem in Activity 1. Pause after each stanza and have students point to the corresponding picture. Encourage students to tell you the word or words that link the stanza to the picture.

Have students number the pictures with the number of the corresponding stanza.

Have students compare their answers in pairs. Have one student read out the stanza while the other points to the corresponding picture. Monitor the activity, correcting, encouraging, and praising where appropriate.

Check answers as a class.

Wrap Up

Write on the board incomplete words so students can write the missing letter to form rhyming words.

Possible answers.

___ hoe	___ lue	shoe, glue
___ at	___ at	cat, rat, fat, mat
___ ook	___ ook	book, look, hook,
___ rass	___ ass	grass, pass, class, glass, gas
___ ox	___ ox	fox, box, rocks, clocks
___ en	___ en	ten, pen, hen, men, then
___ at	___ weet	eat, sweet, beat, sheet, heat
___ ey	___ ee	key, bee, me, knee, sea, tea
___ ther	___ rother	other, brother, another, mother

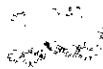
Divide the class into two groups. Have students of each team take turns to compete and complete the words.

The team who has more complete words will be the winner.

Motivate students to continue participating, giving positive feedback.

2 Read and underline the words that rhyme.

Look at the poem.
Wearing green
They are like
One is not



Look at the poem.
Wearing green
They are like
One is not



4 Work with a friend. Look at the pictures and complete the words.

cat

bat

cat

bat

5 Match the words that rhyme in Activity 4.

Rhymes

BB1

Choose a piece of paper with two words that rhyme and illustrate them. Write a verse with the words.

Self-evaluation

Can I identify a stanza from a verse that rhymes?

Read the poem and complete the words.

Unit 2 19

Expected Outcomes

Identify rhyming words.

Complete words based on one of its parts.

Materials

Activity Book p.19, crayons; BB1 pp. 10-11 Pretty Cow

Warm Up

Ask students to look at the groups of letters on the board.

1 hyrem 2 wlfoser 3 clakb 4 hoses 5 ether

Divide the class into two. Ask students to unscramble the letters to form a word they already know. Give students ample time to complete the task. Give positive feedback to the winners. Invite students to read out the unscrambled words at the end.

(1 rhyme, 2 flowers, 3 black, 4 shoes, 5 three)

1 Read and underline the words that rhyme.

Have students open *Activity Book* to page 17. Encourage students to describe the pictures. *What can you see?*

Where are they? What are they doing? Focus attention on the rhyme. Ask, *How many stanzas are there? How many verses are there in the first/second stanza?*

Read out the rhyme while students follow in the book. Tell students to listen again and raise their hands when they hear words that rhyme. Stop after each rhyming word. Elicit the words that rhyme and have students underline them. Check answers as a class. Praise their efforts and encourage them to continue working hard.

2 Work with a friend. Look at the pictures and complete the words

Ask students to look at the pictures. Point to the letter at the beginning of each word. Have students complete the words. Call on students to read their answers to the class. Ask them to match the rhyming words. Praise or encourage students accordingly.

Teaching Tip

When reading poems to the students, draw their attention to the rhythm of the poem. Read the poem slowly emphasizing the stressed syllables. Then read the poem again and encourage students to clap to the rhythm (students should clap on the stressed syllables).

Rhymes Step 2

Tell students they are going to write and illustrate two rhyming words on a piece of paper. Explain they will use these words to write a verse. Read the verses out in BB1 on pages 10 and 11. Point to the words *eat* and *sweet*. Have students work with a friend to share their verses.

When they finish, keep their work in a file.

Self-evaluation

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

Wrap Up

Draw a big shape of a heart full of rhyming words inside. Have students guess it's a heart.

Have students pass to the front and identify the rhyming words inside.

Check the answer as a class. Encourage the students to read the rhyming words. Praise the students who participate.

Lesson 3

Lesson 3

Listen and complete the verses. 

Sunburst Ring

When I go to school
I play outdoors
I read my books
I am never late
I sleep by then.
I like Sunburst Ring.



A Big Fellow!

My, no, how
A big, big fellow
I like to play
How do you like?



2 Read *Sunburst Ring* again. Answer the questions. 

- How many stanzas are there?
- How many verses are in each stanza?
- How many words are in each verse?

3 Work in groups. Practice saying the rhymes out loud. 

Time to Shine

Use your hands and feet to add some movements to your rhyme. Show the moves to your class.

20

Expected Outcomes

- Complete verses with words that rhyme.
- Practice pronunciation of verses.
- Contrast the writing of verses (number of words, words that rhyme).

Materials

Activity Book p. 20, CD Track 7, Big Book 1: *Pretty Cow*, CD, Track 10

Warm Up

Write the numbers 1-10 on the board. Read them out and have students repeat after you. Say, *We start out fun with numbers*. Read the rhyme out. Encourage students to use numbers to complete the rhyme. Hold up two fingers showing 1 and 2. Have students say the numbers to complete the line. Continue in the same way with the rest of the rhyme.

_____, _____ I go to school
_____, _____ I play outdoor
_____, _____ I read my books
_____, _____ I am never late
_____, _____ I sleep by then.

1 Listen and complete the verses

Have students open *Activity Book* to page 18. Encourage students to describe the pictures.

Ask students to listen carefully to the rhymes. Play **Track 8** and have them follow in their books.

Play the track again. As students to complete the verse with the correct word. Pause the recording after each missing word, to give students time to complete the task. Ask students to compare their answers with a classmate's. Play the track again and ask students to check their answers.

2 Read *Sunburst Ring* again. Answer the questions.

Read out the questions while students follow them in their books. Elicit what is a stanza and a verse. Remind students that a line of words in a rhyme or poem is called a verse and a stanza is a block of lines.

Read out the questions one by one and ask students to raise their hands if they know the answer. Give students time before calling on a student to say the answer. Praise the students who participate and encourage the ones that don't.

3 Work in groups. Practice saying the rhymes out loud.

Divide the class into groups. Play **Track 8** again and encourage students to join in with the rhymes.

Ask students to practice saying the rhymes in their groups. Monitor the activity. Encourage and praise students accordingly.

Time to Shine

Use your hands and feet to add some movements to your rhyme. Show the moves to your class.

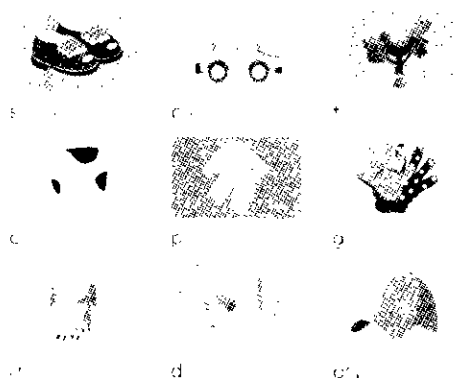
Wrap Up

Write the following words on the left side of the board: *orange, yellow, green, blue, grey, red, white, brown*. And on the right side the following: *queen, igloo, eraser, day, night, crown, pencil, play, hello, pajamas, shampoo, clown, book, gloves, clean, village, message, pants, head, jello, light*.

Read out the words and have students repeat after you.

Ask students to work in groups. Tell them to choose the words that rhyme with the colors. Invite groups to share their answers with the class. Praise or encourage students accordingly.

4 Listen and point.



5 Listen and repeat. Then write the word under each picture.

Rhymes

Self-evaluation

21

Expected Outcomes

- Practice pronunciation of rhyming words.
- Identify rhyming words.
- Contrast the writing of verses.

Materials

Activity Book p. 21. CD Track 9, crayons, index cards

Warm Up

Draw a tic-tac-toe grid on the board. Write a word from the unit (that has been used for a rhyme) in each square. Divide the class into two teams and assign them a letter O or X. Tell students they have to say a word that rhymes with the word in the box before they can place their letter there. Teams take turns placing their letters and the first team to place three letters in a row wins the game. Change the words from time to time and make sure every student has a turn.

1 Listen and point.

Ask students if they identify the objects in the pictures. Encourage them to name the objects they know. Tell them to listen **Track 9** to identify the object and point to each of them when they hear it.

2 Listen and repeat. Then write the word under each picture.

Play **Track 9** again. Ask students to listen and repeat the words. Have them complete the words using the first letter as a clue. Walk around the classroom praising or encouraging students accordingly. Check spelling on the board.

Invite students to write pairs of rhyming words in their notebooks. Have students compare their answers with a friend and correct mistakes. Check the answers as a class. Give positive feedback once they have participated.

Big Book 1: *Pretty Cow*

Open the BB 1 to page 8. Elicit details students remember of this story. Tell them they are going to listen to a recording about the *Pretty Cow*. Ask them to listen carefully. Play **Track 10**. Ask, What is the story about? Have students follow the story.

Rhymes Step 3

Tell students they are going to write a rhyme of two stanzas on a piece of paper. Explain they can continue working with the verses they already have and add a new stanza. Have students work with a friend to share their stanzas. When they finish, keep their work in a file.

Self-evaluation

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

Wrap Up

Play *Rhyming Bingo*. Write the following words on the board: *cap, pajamas, sing, doves, sing, three, cat, shoe*. Hand out three index cards to each student. Tell students to choose three words and copy them onto the index cards. Have them place the index cards in front of them with the words facing up. Say out loud words that rhyme with the words on the board. Tell students to turn over a card if it has a word that rhymes with the word you said. The first student to turn over all three cards and shout *Bingo!* is the winner. Repeat the activity changing the order in which you say the rhyming words.

Lesson 4

Lesson 4

1 Look at the pictures.

Which place do you like the most? Do you know where these places are located?



2 Underline the words about these places.

beach, view, delicious, sea, beautiful, city, lovely, nice, wall, little, quiet, sky, mountain, sunny, sun, pretty

3 Choose the correct word to complete the verse.

Find a city, mountain
It's really big, pretty
Come and see, have a look / can
I have a more beautiful view!

4 Write a title for the rhyme.

My title is: _____

22

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Expected Outcomes

Contrast the writing of verses (number of words that rhyme).

Identify textual components (title).

Materials

Activity Book p. 22, Big Book 1, Pretty Cow, CD Track 10

Warm Up

Divide the class into two groups. Use the list of words students have learned throughout the unit to mime them. Ask students to take turns to participate. Praise students answer correctly.

Teaching Tip

When picture reading a story, encourage students to come up and point to the objects and activities they know. *Do you know who this is? It's a boy. David come up and point to the boy. Who else can you see? Come up and point to her. What's she doing? Etc. .*

1 Look at the pictures.

Say, *Please, open your books to page 22. Point to the pictures and ask, Which places do you like the most? Do you know where these places are located?* Have students answer to each question. Tell students these places are located in Mexico. (Rock of El Sumidero in Chiapas, Guanajuato City and Tulum, Ruins in Quintana Roo). Have students give ideas about these places.

3 Choose the correct word to complete the verse.

Read out the rhyme line by line and have students repeat after you. Explain that they have to circle the correct word to complete the rhyme. Ask them to practice their lines once they have completed the rhyme. Give the class time enough to read and choose the correct word.

Invite volunteers to come up and read out the rhyme. Praise each student that participated saying, *Excellent job! Great!*

4 Write a title for the rhyme.

Have students to identify the main topic of the rhyme. Ask, *What is the rhyme about? Please, write a title to the rhyme.*

Monitor students' work checking spelling. Provide help if necessary. Check the answer as a class. Have students participate reading aloud their titles. Check pronunciation. Congratulate those students who participated.

Wrap Up

Big Book 1: Pretty Cow

Display *Big Book 1* page 8 Point to the title of the story and have students identify it: *What's the title of the story? Pretty Cow.*

Picture read the story with the class. On each page point to and identify the characters, objects, and activities.

- 5 Read the rhyme about one of the places in Activity 1. Circle the words that rhyme.

My good friend The Mountain is a great walk to the
you can see the city from the top of the hill
The mountain is so big
and the view is so good
My old friend The Mountain
is always there for you

- 6 Complete the rhyme about one of the places in Activity 1.

My friend The

The

My

- 7 Work in pairs. Share your rhyme.

Be Curious

- A Haiku is a Japanese poem formed by 17 syllables only.
- Listen to your teacher reading the Haiku out loud. What is it about? Do you like it?

Unit 2 23

Expected Outcomes

- Identify words to complete a paragraph.
- Complete a rhyme using a model.

Materials

Activity Book p. 23, crayons, paper

Warm Up

Have students do picture dictation. Hand out the crayons and paper. Read out key words from the unit and have students illustrate them.

Invite students to come up, show their drawings and say the words.

- 5 Read the rhyme about one of the places in Activity 1. Circle the words that rhyme.

Have students open the Activity Book to page 22. Point to the pictures. Elicit as much information as you can from these places. Ask, *Have you seen these places before? Would you like to visit these places?* Have them go to page 23. Tell students the rhyme is about one of these places. Read out the rhyme while students follow in their books. Ask, *Can you identify the place?*

Read the rhyme again slowly. Pause after the words that students might find difficult and check comprehension. Model or explain words that students don't understand.

Have students circle the words that rhyme. Walk around helping, encouraging and praising students accordingly. Ask volunteers to read out the rhyme to the class. Check pronunciation.

- 6 Complete the rhyme about one of the places in Activity 1.

Brainstorm students' favorite place to visit from pictures in Activity 1. Go through pictures and elicit or suggest features, sounds, and emotions associated with the places. Have students use the words they undelined in Activity 2.

Read out the rhyme in Activity 5 again. Use a different place replacing the word *mountain* for *beach* or *city* and check comprehension.

Have students write a rhyme about their favorite place. Remind students that a rhyme is made up of stanzas, and each stanza has verses. Monitor the activity helping, encouraging, and praising where appropriate.

Hand out the crayons and have students illustrate their rhyme in their notebook.

- 7 Work in pairs. Share your verses.

Have students work with a partner. Ask them to take turns reading their rhymes to one another. Monitor the activity, helping with pronunciation, spelling, and intonation where needed.

Be Curious

A Haiku is a Japanese poem formed by 17 syllables only.

Listen to your teacher reading the Haiku out loud. *What is it about? Do you like it?*

Read the following Haiku to the students:

Cows, a field, green grass,
Sweet milk, tastes cool, delicious,
I watch as they pass.

Encourage students to find more Haikus on the Internet with their parents help.

Wrap Up

Invite students to come up, share their drawings and read their rhymes from activity 6. Encourage students to clap after each reading.

Congratulate each student. Say, *Excellent, Good Job, Great!* once they have presented their rhymes.

Product

Product

Rhymes

- Cardboard paper
- Colored pens

Check your stanzas for words that rhyme.
Glue the rhyme with the rhyming words on the cardboard.

Make a poster that shows the stanzas.

1. Illustrate the rhyme.
2. Display the rhyme on the classroom wall.
3. Read the rhyme out loud to the class.

Self-evaluation

Choose the words that rhyme to complete the poem.

Look at the rhyming words.

Write the words that rhyme.

Write the words that rhyme.

On a tree

known to rhyme with

known to rhyme with

24

Expected Outcomes

Participate in the writing of verses.

Materials

Activity Book p. 24, construction paper, crayons

Warm Up

Explain that students are going to illustrate a rhyme in small groups. Say: *A rhyme is written with words that sound alike. Many words around us rhyme. Let's write rhyming words on the board. Write: clock, sock on the board. Invite students to raise their hand and say two other rhyming words.*

Rhymes

Tell students that they are going to continue working with their product. *Write verses in a rhyme.* Ask students what they can do with the rhyming words they already know. Elicit answers (for example, students can write a rhyme; they can understand the meaning of words reading the rhyming words in a verse, etcetera). Tell them they can put up their final products outside their classroom or on the common board at school so everybody can read their rhymes.

1. Check the students' works have words that rhyme.
2. Ask students glue the rhyme on the cardboard.
3. Have students make a poster that shows the rhyme.
4. Have students illustrate the rhyme.
5. Display the rhyme on the classroom wall.
6. Invite students to read the rhyme out loud to the class.

WrapUp

Have students mime their classmates' rhymes. Have different teams come to the front and mime the rhymes. The team that guesses the rhyme first, will win.

Self-evaluation

Read the poem and the words out loud. Ask students to circle the rhyming words to complete the poem. Encourage them to check an icon, depending on how they feel.

Review

1 Write a rhyming word.

dove
ang
three
two
and

2 Choose the correct word to complete the rhyme.

Write the words in the space.
The cat sat on the mat.
The dog sat on the rug.
The pig sat on the pig.
The cow sat on the cow.
The horse sat on the horse.
The bird sat on the bird.
The fish sat on the fish.

3 Work in pairs and say the rhyme.

Unit 2 25

Expected Outcomes

- Identify words that rhyme.
- Identify rhyming words to complete a paragraph.

Materials

Activity Book p. 25, CD Track 66, crayons

Warm Up

Write on the board, *Write Time*. Have students identify the words that rhyme with words on the board. Write the first word *Ride*. Count 10 second for students to raise the hand and say a rhyming word. Write the word on board next to the other and check pronunciation.

1 Write a rhyming word..

Ask students to read the words. Have them write a rhyming word for each one. Monitor the activity, helping, encouraging, and praising as appropriate.

Check answers as a class. Ask students to practice saying the rhyming words. Check pronunciation.

Praise students who participate.

2 Choose the correct word to complete the rhyme.

Read out the rhyme line by line and have students repeat after you. Explain to students that they have to underline the correct word to complete the rhyme. Ask them to practice their lines once they have answered the rhyme. Give the class time enough to read and choose the correct word. Invite volunteers to come up and read the rhyme out. Praise each student for participating saying *Excellent job! Great!*

3 Work in pairs and say the rhyme.

Have students work with a partner. Ask them to take turns reading their rhyme to one another. Monitor the activity, helping with pronunciation and intonation where needed.

Wrap Up

Tell students they are going to practice the ABCs. Play **Track 66** ABC and have students listen. Play the track again and encourage students to join in. Repeat several times until students are comfortable saying the ABCs. Encourage students to recite the song without the audio.

Choose key words from the unit and have students spell the words chorally.

If the group has an overall strong level, have a class spelling bee. Ask students to stand up. Say words from the unit and ask students to spell them. If a student spells the word incorrectly ask him or her to sit down. The students standing at the end of the spelling bee are the winners.

Evaluation Tool

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

Evaluation Tool 2

Self-evaluation Card

Name _____

Aspect	Yes	No	Comments
I identify rhyming words in a verse.			
I identify rhyming words in a stanza.			
I know how to complete a stanza with rhyming words.			
I know how to write verses in a rhyme.			
I know the difference between a verse and a stanza.			



Growing Plants

Unit Overview

- Social practices of the language**
Follow and give instructions to plant a seed.

- Academic and Educational environment**
Interpretation and follow-up of instructions.

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

- Visual Resources**
CD Flashcards: *plant, flower, leaf, stem, root*

- Language**
Put the soil in the pot.

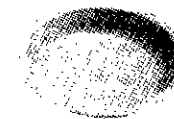
- Extra material**
cardboard, scissors, colored pencils, glue

- Final Product**
Illustrated Instructions for Planting Seeds

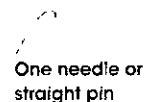
- Big Book 1**, *How to Make a Compass*, pp. 13-16

How to Make a Compass

Materials:



A plastic lid



A bar magnet

A slice of cork or
Styrofoam

Some water

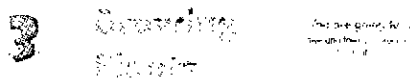
13

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 T112. They are fun activities and they are related to the unit.

Lesson 1

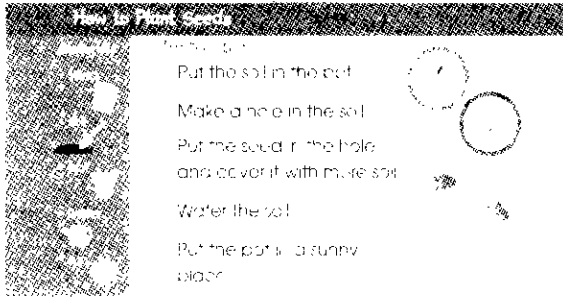


1 Circle where you can find instructions.



2 Look. What is it?

A story Instructions to plant seeds



3 Listen and find the words. Say them out loud.

soil

26

1 Circle where you can find instructions.

Have students open their books to page 26. Read the instructions and have students circle their options. Elicit answers. Ask how instructions can help them play a game or plant a seed.

2 Look. What is it?

Have students look at the illustration. They should decide whether it shows a story or instructions to plant seeds. Ask them to identify the title materials and instructions in pairs. Elicit answers from different volunteers.

3 Listen and find the words. Then say them out loud.

Tell students that they are going to hear some materials, and that they should find the illustrations that represent the materials on the page. Play the track twice. Students should then point to the different pictures and say the words.

Wrap Up

Ask students to get into small groups and talk about how they feel when following instructions.

Expected Outcomes

Anticipate content by looking at the title, images and previous knowledge.

Identify parts of the text.

Materials

Activity Book p. 26, CD, Track 11

Warm Up

Bring in illustrated instructions, preferably something students are probably familiar with (a game, construction set, a recipe, etc.). Display it, and ask students to work in pairs to determine what it is and what it is for. Elicit answers.

4 Write the words in the correct places.

Illustrations Materials Instructions

Leaf Pattern

Paper and pencil
Scissors
A paper clip
A tree with leaves

Draw a triangle
Cut it out
Fix your triangle
on a leaf
Wait four days

5 Follow the instructions to make a leaf pattern. Share it with your class.

6 Write M for materials and I for instructions.

Illustrated Instructions for Planting Seeds

Put groups of four with friends together. You need to plant seeds in front of the class. You will need to write a list of materials and instructions.

Self-evaluation

Check your partner's work.

Unit 3 27

Expected Outcomes

- Recognize textual components.
- Identify parts of text.
- Differentiate the list of materials from instructions.

Materials

Activity Book p. 27

Warm Up

Open *Big Book 1* to page 13. Ask students to say if the pictures show materials or instructions. Then read the title and read the words on the page pointing to the materials as appropriate. (Check they know what a compass is and what it's used for.)

4 Write the words in the correct places.

Have students open their books to page 27 and look at the words in the box. Ask if they know what they mean. Have students who know the meanings tell others. If no one knows, help them understand. Model the words if necessary to help them with pronunciation.

Put students in pairs. Have them look at the list of things they need to do the experiment. They should point at the pictures and take turns saying the words.

Next, ask them to look at the illustrated instructions, describe the steps of the experiment and find the text that corresponds to each picture.

Finally, have students write the sub-headings in the correct place. Call on volunteers for answers.

5 Follow the instructions to make a leaf pattern. Share it with your class.

Hand out the materials and have students cut out their triangles and write their names. Have students fix their triangles to the leaves. Four days later ask everyone to collect their triangle and see what happened. Have them display their leaf patterns on a classroom wall.

6 Write M for materials and I for instructions.

Hold up a white board marker pen. Ask What's this? When you have the answer, call a student out to the front, give them the marker and say, Draw a plant on the board. When the student has done this, hold up the marker and ask Is this a material or an instruction? Material. Then say, Draw a plant on the board. And ask, Material or instruction? (Instruction.) Have students complete the activity.

Have students check their answers with a partner.

Wrap Up

Illustrated Instructions for Planting Seeds

Step 1

Put students into groups of four. Ask them to go to page 26 to check the materials they need to plant a seed and write a list.

Encourage them to talk about where they would like to put their plants in the classroom or maybe somewhere else in school. If possible, they could even make a small garden.

Self-evaluation

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

Lesson 2

Lesson 2

How to Plant Seeds

1 Look at the pictures. Match with a partner.

- Put the soil in the pot.
- Make a hole in the soil.
- Plant the seed in the soil.
- Water the seed with your watering can.



2 Work in pairs. Tell your partner how to plant a seed.



Time to Shine

- Bring illustrated instructions to class. Have the class guess what the instructions are for by looking at the pictures.

28

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Expected Outcomes

- Identify words that indicate instructions.
- Complete instructions.

Materials

Activity Book p. 28, Big Book 1, How to Make a Compass

Warm Up

Big Book 1: How to Make a Compass

Open *Big Book 1* to page 13. Elicit what the product is and what it is for. Ask if they remember some of the materials and have students tell you. Point to the materials as they say them. Go to the next page and ask students to describe what they think is happening. Continue flipping the pages for students to infer the actions.

1 Look at the pictures. Match with a partner.

Ask students to work in pairs. Read the instructions, and ask them to do the task. Have them check their answers with another pair.

2 Work in pairs. Tell your partner how to plant a seed.

Ask a student to read the instructions out loud. Clear up any doubts. Tell them get into pairs to take turns telling each other how to plant a seed.

After a few minutes, call on volunteers to say the instructions in front of the class.

Wrap Up

Tell students to close their *Activity Books* and open their notebooks. Have them write the names of the materials for planting seeds in their notebooks. Tell them to write as many as they can in two minutes. Allow time to complete the activity. Then ask students to compare their lists in groups.

Elicit the names of the materials from the students and write them on the board. Check spelling.



Time to Shine

Tell students to ask their parents to help them find illustrated instructions to take to the next class.

Have students work in small groups to show the instructions they brought in and guess what they are for.


Listen to the instructions. In pairs, put them in order. 



Listen and sing.  

Seeds and pots
The soil and the sun
Are material words
Learn them – It's fun!
Plant and water
And cut and stand
Are instruction words
We understand!





In your groups, write the instructions for planting a plant or seed.

Self-evaluation

Can I remember the steps to plant a seed or plant?

Unit 3 29

Expected Outcomes

- Choose the right action while listening to instructions.
- Identify the material needed to make an experiment.

Materials

ActivityBook p 29, CD Tracks 12 and 13, Big Book 1:
How to Make a Compass, CD, Track 14

Warm Up

Tell students to read while they listen to the chant. Play the track. Play the track again and have them clap and say the chant. Repeat a few more times, encouraging students to join in.

Seeds and pots

The soil and the sun
Are material words
Learn them – It's fun!
Plant and water
And cut and stand
Are instruction words
We understand!

3 Listen to the instructions. In pairs, put them in order.

Ask a student to read the instructions out loud. Clear up any doubts.

Tell students to get into pairs and look at the pictures. Elicit what the illustrations show. Ask them to listen to the instructions carefully. Play the track a second time if necessary. Have students put the illustrations in order based on what they remember. Play the track one last time for students to check their answers. Call on volunteers to say the steps one by one.

4 Listen and sing.

Tell students to listen to the song and read along in their books. Play the song again and encourage them to sing along. Do this a few times to give students the opportunity to feel comfortable with the song.

Illustrated Instructions for Planting Seeds

Step 2

Open *Big Book 1* to page 13. Have students identify the title and the author. Play the track pausing after each page to ask if it is materials or instructions.

Have students take out their list of materials they are going to need. Invite students to read out their lists. Write the materials on the board as they say them. Give students the opportunity to make any additions or changes to their lists.

Have students work in their groups to write the instructions for planting a plant or seed.

Self-evaluation

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

Wrap Up

Tell students to take out the illustrated instructions they brought in. Have them work in small groups to guess what the instructions are for by looking at the pictures.

Remind students of the importance of respecting each others opinions and ideas inside and outside the classroom.

Lesson 3

Lesson 3

1 Read and listen. Sing!

Put the soil in the pot.
One, two, three.
Put the soil in the pot.
Just like me.



Make a hole in the soil.
One, two, three.
Make a hole in the soil.
Just like me.



2 Look at the pictures. Write the materials you see.



3 Complete the instructions. Say them with a partner.

Make a hole in the soil.
Put the seed with your watering.
Put the pot in the soil.

30

Expected Outcomes

- Practice pronunciation of words and instructions.
- Identify and rewrite list of materials.
- Complete instructions with one or more words.

Materials

Activity Book p. 30, CD Track 15, crayons

Warm Up

Have students get into pairs. Tell them to think of an animal and write it down, but to not show their partner. Ask them to take turns giving instructions to help their partner draw the animal with eyes closed. Call on volunteers to show their drawings and say what animal it is.

1 Read and listen. Sing!

Have the students open their books to page 28. Encourage students to describe the pictures. Play the track, stopping the recording after the first two verses, and have students follow in their books. Play the track again and encourage students to join in. Continue till students can sing the whole song confidently.

2 Look at the pictures. Write the materials you see.

Ask a student to read the instructions out loud.

Clear up any doubts and elicit materials from the first picture. Have students complete the task individually. Finally, ask students to check their list of materials in pairs.

3 Complete the instructions. Say them with a partner.

Have students work in pairs to complete the written instructions. Ask students to take turns saying the instructions to each other. When they have finished, have three volunteers come out to the front and write the instructions on the board. Ask the rest of the class to suggest corrections, or make corrections in their own Activity Books.

Wrap Up

Ask students to look at you while you pantomime a sequence of actions. Ask students to identify the actions. For example: *make a hole in the soil, water the seed, put the soil in the pot, etc.* Have students raise their hands to make a guess.

Then have students mime their own actions. The student who guesses correctly does the next mime. Provide positive feedback.

4 Look at the sentences. Circle the correct answer.

- Sentences start with ...
lower-case letters: c. cap to letters: C
Sentences end with ...
a period: . a comma: ,

5 Write the sentences correctly.

then plant the seed in the pot
Then put the soil in the pot
water the plant
Add soil to the pot

6 Read. What are the first three steps when you plant a plant? Talk about it with a partner.

Plant Your Put Plant in the Yard

- 1 Put the plant in the hole.
- 2 Make a hole in the soil in the yard.
- 3 Water your plant.
- 4 Put soil around your plant.



Illustrated Instructions for Planting Seeds

Draw a picture of your instructions. Tell your partner where you will put your plant.

Self-evaluation

Can you put instructions in order?

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Unit 3 31

Expected Outcomes

Compare similarities and differences in instructions.
Identify the order of instructions in a sequence.

Materials

Activity Book p. 31, CD Track 65

Warm Up

Play **Track 65** and have the students join in with the alphabet rhyme.

4 Look at the sentences. Circle the correct answer.

Ask students to open their books to page 31. Ask a student to read the instructions out loud. Have students complete the task. As they work, write a sentence with no capital letters or period on the board.

Once they finish call on a volunteer to write the sentence on the board correctly. Finally, read the sentences from the book and have students yell out the answers.

5 Write the sentences correctly.

Have students read the sentences. Ask them what's wrong. (There are no capital letters or periods.) Ask students to write the sentences correctly. Finally, have them switch their books with a partner to check.

6 Read. What are the first three steps when you plant a plant? Talk about it with a partner.

Tell them to decide, in pairs, the order of the steps. Ask them to number them. Call on volunteers to read the first three steps out loud for the rest of the class to check.

Wrap Up

Illustrated Instructions for Planting Seeds

Step 3

Have students take out their instructions and draw pictures to illustrate them. Ask them to decide where they will put their plants.

Self-evaluation

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

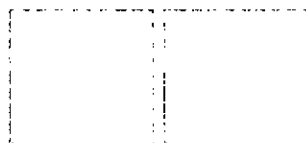
Lesson 4

Lesson 4

- Look at the cut outs on page 115. Cut them out. Glue them in the right order. 🐞



Make a hole in the soil in the yard
Take the soil out of the hole
Put the plant in the hole



Put soil around your plant.
Water your plant with a watering can.

- In pairs, complete the instructions. 🐞
- Check your answers with another pair. Talk about why plants are important. 🐞

32

Unit 3: Plants, Animals and the Environment

Expected Outcomes

Identify order of instructions in a sequence.
Rewrite names of materials.

Materials

ActivityBook p.32, glue sticks, scissors, CD Tracks 65

Warm Up

Play **Track 65** and have the students sing the alphabet song.

Say key words from the unit *plant, soil, water etc.* and ask individual students to spell them out orally.

- Look at the Cut-outs on page 115. Cut them out. Glue them in the right order.

Have students turn to page 115. Ask them to say what the cut-outs show.

Have students cut out the cut-out pictures and lay them on their desks. Make sure everyone has a glue stick. Ask students which cut out they think should come first. Wait while they identify the picture of *Making a hole in the ground.*

Have students open their books to page 32. Tell them to glue this picture in the first square on the left hand side of the page. Have students place the other cut outs in a logical order for planting a plant. Check students have placed them correctly before having them glue them in place.

- In pairs, complete the instructions.

Have students compare the instructions on page 31 with the pictures on page 32. Call on volunteers to say what the instructions should be, picture by picture.

Ask students to complete the sentences.

- Check your answers with another pair. Talk about why plants are important.

Have students get together with another pair to check their answers. Have students share some ideas about the importance of plants at home, school, etc.

Wrap Up

Play **Track 15** and have students sing along. Encourage them to mime the actions as they sing.

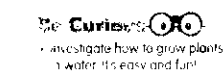
4 Look at the pictures. Write the words.



5 Have a Spelling Bee contest using the words in Activity 4.

6 Write the sentences correctly. Circle the first word in each sentence.

make a hole in the soil
put the seeds in the soil
cover the seeds with soil
watch the seeds grow



Be Curious
investigate how to grow plants
in water it's easy and fun!

Unit 3 33

Expected Outcomes

Rewrite the names of materials. Check punctuation and use of capital and lower-case letters.

Materials

Activity Book p. 33, Big Book 1, How to Make a Compass

Warm Up

Start drawing a picture of one of the different materials used in the unit: *bottle, soil, pot, etc.* on the board. Ask *Who can guess what the picture is first?*

Invite the first student to guess correctly come to the front and start drawing another picture. Continue the activity.

1 Look at the pictures. Write the words.

Have students open their books to page 31. Encourage students to describe the pictures. Have students write the words under the corresponding pictures. Monitor the activity. If students are having problems have them refer to the previous lesson to find the words.

2 Have a Spelling Bee contest using the words in Activity 4.

Ask students to stand up. Ask individual students to spell a word from Activity 1. If they spell the word incorrectly ask them to sit down.

Make sure every student has a chance to spell a word. The students still standing at the end of the activity are the winners.

3 Write the sentences correctly. Circle the first word in each sentence.

Write: *open the packet* on the board. Ask students what is wrong. Have volunteers come up and correct the sentence by changing the first letter to a capital 'O' and finishing the instruction with a period.

Have students re-write the sentences correctly.

Check answers by having volunteers come out to the front to write the sentences on the board.

Be Curious

Ask students if plants can only grow in soil. Tell them it's also possible for some to grow in only water. Encourage them to investigate how to do it. In the next class, have them share what they find out.

Wrap Up

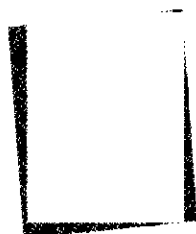
Encourage students to talk about the different things they have learned in the unit such as *instruction words, material words, How to plant a plant in a pot / bottle / yard, and How to make a leaf pattern.*

Product

Product

Illustrated Instructions for Planting Seeds

- Cardboard paper
- Colored pencils



1. Write the title at the top of the cardboard paper.
2. Make a list of the materials.
3. Draw the steps.
4. Write the instructions under each picture.
5. Check your writing carefully.
6. Plant the seeds.
7. Put your plants in your classroom and around the school. Enjoy!

Self-evaluation

1. I know how to follow directions to plant a plant.

34

Expected Outcomes

- Explore illustrated instructions.
- Understand and say instructions.
- Participate in writing texts for experiments.

Materials

Activity Book p. 34, poster paper, crayons, paper, glue sticks, scissors

Warm Up

Tell the class they are going to use the material they have already prepared to create a poster showing how to plant a plant or seed. Advise them to follow the instructions for the product.

Create illustrated instructions for planting seeds.

Have students open their books to page 34. Have students get into their groups. Make sure that every team has the material they will need *construction paper, pencils, crayons, etc*

Tell them to write the title of the project at the top of the paper *Planting Seeds (or Planting Plants- whatever the case may be).*

Remind teams to include their list of materials and to check spelling and punctuation before writing the final instructions.

Have teams finish drawing and coloring steps on half sheets of paper, then glue them onto the poster in the correct sequence.

The students then write the instructions under the cards. Monitor the activity, making sure that everyone is participating.

Tell them to check their instructions carefully, making sure there are no spelling mistakes and that the punctuation is correct.

When all the teams have finished, display their posters on the classroom walls.

Finally, have students place their plants or pots with seeds in their designated places. Remind them that they will now be responsible for watering the plants to keep them healthy.

Review

Review

Write the names of the materials.

2 Write the sentences correctly.

plant the seeds in the soil
 put the pot in a sunny place
 make a hole in the soil
 water the seeds with your watering can
 put the soil in the pot

3 Act out the instructions in the correct order.

35

Expected Outcomes

- Identify and write names of materials.
- Check punctuation and use of capital and lower-case letters.
- Identify the order of instructions in a sequence.

Materials

Activity Book p. 35

Warm Up

Spell out words (material words and command words)
 e.g. W-A-T-E-R-I-N-G C-A-N. Encourage students to listen carefully and call out the words.

1 Write the names of the materials.

Have students open their books to page 35. Ask a student to read the instructions to the first task. Clear up any doubts and have students do the task. Have students check their answers in pairs.

2 Write the sentences correctly.

Have a student read the instructions out loud. Ask students to look at the example and complete the rest of the task.

Call on volunteers to write the sentences correctly on the board for the rest of the class to check.

3 Act out the instructions in the correct order.

Have students get into groups of five. Each student chooses one of the steps and they then, take turns acting out the actions in order.

Call on volunteers to say the steps in order.

Wrap Up

Have different students come to the front and give the class commands e.g. *Make a hole in the soil.* Encourage the rest the class to mime the command.

Assessment

Copy the Peer Evaluation Chart on the following page and give one to each student. Assign each student a partner from their product teams and ask them to evaluate each other. Ask them to switch papers once they have finished and talk about their evaluations. Remind them of the importance of respecting one another.

Evaluation Tool

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

*This tool is based on SEP's suggestions for evaluation and the Didactic Orientations.

Evaluation Tool 3

Peer Evaluation Chart

Name _____

Aspect	Yes	No	Comments
My classmate can follow instructions.			
My classmate helps other classmates.			
My classmate participates in group activities.			
My classmate can give instructions.			
My classmate respects other classmates.			

4

I See Signs

Unit Overview

⦿ Social practices of the language

Produce signs and signals for public spaces.

⦿ Family and Community Environment

Exchanges associated to public spaces.

⦿ Expected Outcomes

Explore different signs and signals in public spaces.

Identify words when spoken out loud.

Examine signs and words related to them.

Participate in writing names related to signs.

⦿ Visual Resources

CD Flashcards: *Open your book. Close the door. Stand up. Sit down. Line up. Wash your hands. Be careful. Pick up the trash. Come to the board.*

⦿ Language

Don't run on the stairs. Don't step on the grass. Turn left.

⦿ Extra material

cardboard, scissors, glue, colored pencils, sheets of paper

⦿ Final Product

Illustrated Signs for your School.

⦿ Big Book 1, *The Maze* pp. 17-25



Dina and Paul are in a maze race.
The idea is to finish the maze in thirty minutes to win a prize.

17

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



I See Signs!

You are going to...
...learn to see signs.

1 What signs do you see at school?



2 Draw a picture of one sign that you know. Tell a partner what it is for and where you can see it.

Activity 1: Draw a picture.

3 How can signs help us? Share with the class.

Try to find two signs that are different. Find them in the class.

Share with the class.

36 Lesson 1

Expected Outcomes

Discover purpose and intended audience.

Materials

Activity Book p. 36

Warm Up

Draw two lollipop signs on the board. Color the first one red. Color the second one green. Draw the outline of a figure walking on the green sign.

Ask the students: Where do you see these? What does the red sign tell you? What does the green sign tell you?

1 What signs do you see at school?

Ask students to open their books to page 36. Ask a student to read the instructions. Have students get into small groups, talk about the pictures. Elicit answers from different groups.

2 Draw a picture of one sign that you know. Tell a partner what it is for and where you can see it.

Read the instructions out loud. Clear up any doubts. Elicit some signs and where they can see them. Once they have finished, have students get into pairs to show their signs and say where they are found.

3 How can signs help us? Share with the class.

Ask students to get into small groups and talk about how signs help us. Call on volunteers to share their ideas with the class.

Wrap Up

Write the code on the board beside the lollipop signs. Have the students break the code and find out what the two signs in the warm up are called.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
z	y	x	w	v	u	t	s	r	q	p	o	n	m	l


16	17	18	19	20	21	22	23	24	25	26
k	j	i	h	g	f	e	d	c	b	a

15/12/15/15/18/11/12/11 8/18/20/13/8/

Lollipop signs.

Be Curious

Read the information in the box. Tell students to look for signs that are different. They can also ask their parents or someone in their family about signs that are different. Mention that they will share their signs with the class in lesson 3.

- 1 Listen and check the correct sign. In pairs, talk about where you can see these signs. 

Boy: Where can we cycle?

Girl: Look at the sign.

Boy: Which sign?


Girl: The green sign.

Boy: The one with the arrow?

Girl: No! The one with the bicycle!

Boy: Oh, Great! Come on!




- 2 Listen and look at the sign. Circle T for (True) or F for (False). 

They are in a book store. T F

The sign has a red circle and a red line. T F



Illustrated Signs for Your School



Signs are everywhere. Think of a sign you can find in your school. Write the message.

Self-evaluation

Can you put a sign in your school? (Yes/No)

Can you make a sign? (Yes/No)

Can you make a sign? (Yes/No)

Unit 4 37

Expected Outcomes

Understand the meaning of a sign by noticing its location and looking at the image.

Materials

Activity Book p. 37, CD tracks 16, 17

Warm Up

Ask students what the last lesson was about. *Public signs*. Teach students the following chant which should be said rhythmically, students clapping their hands as they say it.


There are signs, signs everywhere

They tell us what to do


There are signs, signs everywhere

Signs for me

And signs for you

- 4 Listen and check the correct sign. In pairs, talk about where you can see these signs. 

Have students open their book to page 37. Tell students they are going to hear a conversation, and they have to decide which of the signs on the page it refers to. Play the track and have students follow the dialogue in their books. Play the audio a second time and have students look at the signs. Give students time to choose the correct sign and check (✓) it.

- 5 Listen and look at the sign. Circle T True or F False. 

Have students look at the sign. Tell them they are going to hear a conversation. Have students read the sentences so they know what they are listening for. Play the track and have students complete the activity. It may be necessary to play the track more than once. Check answers orally.

Illustrated Signs for Your School Step 1

Ask students to get into groups of four. Tell them to think about places around the school where they can put a sign. For example, like the stairs: *Don't run*. Or the library: *Quiet please*. It can even be something like a happy face.

Self-evaluation

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

Wrap Up

Tell students you are going to dictate three words to them from Activity 4. Give them 2 minutes to read the conversation. Dictate these words: *sign, arrow, green*. Check spelling by having different students go to the board and write them.

Lesson 2

Lesson 2

- 1 Where can you find these signs? Match. Check with a partner.



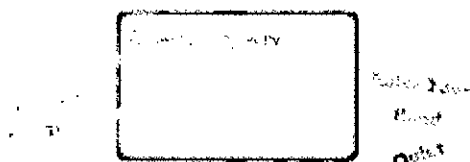
Don't walk on the grass



Don't feed the monkeys.



- 2 Work in pairs. Design a sign for your classroom. Think of the message, color and illustration. Draw a picture.



- 3 What did you put in your sign? Show it to the class and describe it.

38

Activity Book p. 38, 113

Materials

Activity Book p. 38, 113

Warm Up

Have students open their book to page 113. Help students learn the words street, school, park, shopping mall, bike lane and book store by looking at the words in the picture dictionary and seeing how they are spelled.

- 1 Where can you find these signs? Match. Check with a partner.

Have students go to page 38 and have one student read out the instructions. Ask them to work in pairs to do the task. Tell them to think about why the signs are necessary. Elicit answers.

- 2 Work in pairs. Design a sign for your classroom. Think of the message, color and illustration. Draw a picture.

Ask different students to read out the different messages and check comprehension. Clear up any doubts. Have different students read the messages out loud. Ask students to work in pairs to design a sign for the classroom. Mention they should keep it simple. They can do something similar to the signs in the previous activity. For example: *Don't dance on the desk. Don't eat in the room.* Tell them they can be creative. Walk around providing suggestions and help.

- 3 What did you put in your sign? Show it to the class and describe it.

Invite students to share their signs with the class. Encourage them to explain the reason they chose that sign. For example: *Red usually means don't do something.* Encourage students to ask questions about each other's signs.

Wrap Up

Write the following in mirror writing on the board. *teerts, loohcs, krap, llam gnippohs.* Ask students to find out what the words are, and come and write them on the board. The first person to discover all the words is the winner. *street, school, park, shopping mall*

- 4 Look at the signs. Complete the messages. In pairs, talk about where you can find these signs.



crossing.



Walk! Don't



Throw the
in the trash can.



Wash
your hands

- 5 Talk about where you can put these signs in school.

- 6 In pairs act out scenes with the signs.

Illustrated Signs for Your School

1. Your group has read the messages you wrote. Decide which ones can help you in the classroom. Draw the illustrations.

2. Self-evaluation

Can I interpret signs and follow instructions?

Unit 4 39

Expected Outcomes

Interpret the text in signs to follow instructions.

Materials

Activity Book p. 39, Flashcards 7, 24, 25, 26, 27, 31, 32

Warm Up

Play *Simon Says*: Give students instructions commonly used in the classroom. Start with students standing up, and books on desk closed. Say: *Simon says Sit down*. All students sit down. *Simon says : Open your English book*. Students open their books. *Simon says Find page 41*. Encourage Students to follow the instruction. Say *Close your books*. Explain that students who close their books are out because Simon did not say it. Play the game with classroom instructions for several minutes.

- 4 Look at the signs. Complete the messages. In pairs, talk about where you can find these signs.

Have students open their books to page 39. Read the instructions and ask students to do the task in pairs. Elicit answers.

- 5 Talk about where you can put these signs in school.

Have a short class discussion on where these signs would go in school. Accept any logical suggestions. Write them on the board.

- 6 In pairs act out scenes with the signs.

Ask students to think of a situation in which these signs could help. Have them work in pairs to act them out. Call on different pairs to do act out their situations. The rest of the students should try to guess which sign is appropriate for the situation. Once they guess, another pair has a turn.

Illustrated Signs for Your School

Step 2

Tell students to get into their groups and take out their messages from the previous session. Ask them to choose which ones can help in the classroom and draw the illustrations.

Self-evaluation

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

Wrap Up

Use flashcards: 7, 24, 25, 26, 27, 31, 32. Hold up a flashcard, e.g. *Open your book*. Students read or look at the picture and follow the instruction. Continue with the other flashcards, going faster and faster.

Remind students to bring in the signs they found that are different to the next session.

Lesson 3

Lesson 3

- Look at the signs. Talk about what they mean and how they help us.



- Look at the texts. Draw a sign for one of them.



- In groups, talk about your signs and where you can put them to help.

40

Expected Outcomes

Use model signs to make own indications to do or stop concrete actions.

Materials

Activity Book p. 40, CD, modelling clay

Warm Up

Give a piece of modeling clay to each student. Say: *Make a snake!* Count to ten mentally while students make snakes. Then say *Stop! Don't make a snake.* *Make a monkey.* Count to ten, then say *Stop! don't make a monkey* *Make a flower.* Continue with , for example, *house, pencil, stop light, etc.*

- Look at the signs. Talk about what they mean and how they help us.

Have students get into groups of three to look at the signs and decide what they mean. After a few minutes. Call on volunteers to share their ideas with the class.

- Look at the texts. Draw a sign for one of them.

Ask a student to read the instructions. Ask different students to read out the messages one by one. Clear up any doubts and have them do the task.

Monitor as they work.

- In groups, talk about your signs and where you can put them to help.

Ask students to get into groups of four to share their signs. Have them talk about where they would put them and why. Call on volunteers to share their signs with the rest of the class.

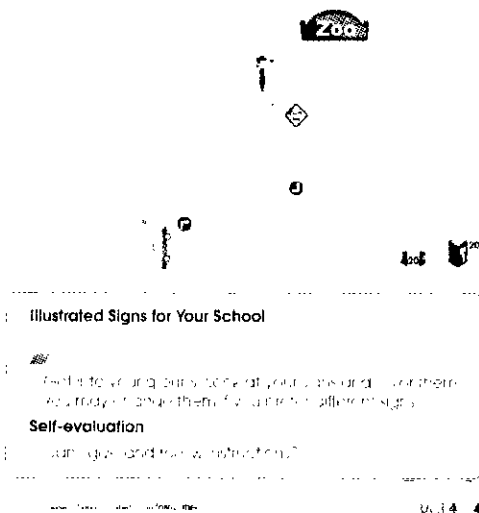
Wrap Up

Ask students to share the signs they found that are different with the class. Have them show the signs for the rest of the students to guess their messages.

- 1 Listen and point. Play a game with the signs. 1.1.4



- 2 Listen again. Follow the instructions with your finger. 1.1.4



Expected Outcomes

Give oral instructions so others can follow them.

Materials

Activity Book p. 41, Big Book p. 17, The Maze, CD Tracks 18, 19, 20

Warm Up

Repeat the following chant, which should be said rhythmically, students clapping their hands as they say it.

There are signs, signs everywhere

They tell us what to do

There are signs, signs everywhere

Signs for me

And signs for you

Repeat several times until students are comfortable with the rhythm and pronunciation of the language.

3 Listen and point. Play a game with the signs. 1.1.4

Tell students to listen to the track and point to the signs as they are mentioned.

Have students line up facing the front of the class. Tell them you will say the signs and they should move accordingly. Ex. Go (students move forward) Stop, Turn right, Go, Slow, Turn Left, etc.

Begin slowly and go faster gradually. Students who do not follow the instruction correctly get to become statues where they make the mistake.

4 Listen again. Follow the instructions with your finger. 1.1.4

Tell students to find the car on the map. Ask: *Where is it? At the stop light.* Ask *What color is it? Green.* Ask students *What does green mean? Go.* Tell students you are going to play the audio again. Play the track and have students follow the route the car is going to take. In pairs, have them give each other the directions.

Extra activity

If possible, take the class outside to the playground. Draw roads and crossroads across the playground with chalk. Students pretend to be cars. Give them instructions. *Go! Turn right! Stop! etc.*

Illustrated Signs for Your School

Step 3

In their groups, have students take out their signs and color them. Allow students to make different signs if they want.

Self-evaluation

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

Wrap Up

Big Book 1: The Maze 1.2.0

Open *Big Book 1* to page 17, The Maze. Have students point to the title. Picture read the story and have students come up and point to the signs.

Play the track and turn the pages as children listen. Ask simple questions about the story, e.g. *What type of a race is it? How many minutes are there for the race?, etc.* Go to page 32 and use the questions to have a class discussion.

Lesson 4

Lesson 4

Look at the signs. Complete the instructions. Check with a partner.

Don't ... the birds.
Don't ... on the grass.
Don't ... on the stairs.
... left.



2 Draw one of these signs. Where can you put it?

Put your material away.

No soccer balls in the playground.

42

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Expected Outcomes

- Complete written instructions.
- Compare written instructions with others.
- Use previous models to create new sign.

Materials

Activity Book p. 42, Big Book 1 p. 17, flashcards: 7, 24, 25, 26, 27, 31, 32

Warm Up

Use flashcards 7, 24, 25, 26, 27, 31, 32 again. Give one out to a student and tell him to look at it without letting the other students see it. Tell the student to return the flashcard and mime the sign for the other students to guess what the sign is. The first student to guess the sign is the next one to be given a flashcard. Do several cards.

1 Look at the signs. Complete the instructions.

Have students open *Activity Book 2* to page 42. Point to each sign in turn and elicit the corresponding instructions.

Have students work in pairs to complete the instructions. Monitor the activity. If students are having problems encourage them to refer to a previous lesson to find the appropriate words.

Check answers by inviting students to read out the completed instructions.

2 Draw one of the signs. Where can you put it?

Write on the board *No dogs in the store*. Invite a student to come up and draw a sign to illustrate the instructions.

Read out the instructions and check comprehension. Have students complete the activity. Walk around checking the signs while they work. Students then leave their Activity Books open and walk around the class looking at each other's signs.

Invite several students to come up and draw their signs on the board.

Ask students to say different places where they can put the signs. Accept all suggestions.

Wrap Up

Open *Big Book 1* to page 17, *The Maze*. Have students point to the title. Read the story. After each page, ask students comprehension questions and have them point to signs and say what the signs mean.

Encourage students to talk about the story. *What was your favorite part? Do you like the puppy? Etc.*

3 Read what the officer says. Circle the missing word.



climb
the trees.



Don't
on the grass.



the trash in
the trash can



Don't
the ducks.

4 Listen and sing along. Complete the sentences.

In the park
You have to be
As good as good
As you can be
Don't walk on the flowers
Don't throw trash on the
ground
Don't miss the signs
They're all around!

Time to Shine!

Write three instructions using correct punctuation.

Unit 4 43

Expected Outcomes

- Point out specific words.
- Review use of capital and lower-case letters.

Materials

Activity Book p. 42, CD track 21

Warm Up

Teach students the following chant. Have them say it rhythmically, tapping out the beat on their desks.

In the park
You have to be
As good, as good
As you can be!
Don't walk on the flowers
Don't throw trash on the ground
Don't miss the signs
They're all around!

Repeat several times until students are comfortable with the rhythm and pronunciation of the language.

3 Read what the officer says. Circle the missing word.

Have students open their books to page 43. Have them describe the pictures. Tell them to complete the task and check their answers in pairs. Ask where they used capital letters. Monitor as they work. Call on volunteers to read the sentences out loud.

4 Listen and sing along. Complete the sentences.

Play the track. Encourage students to listen and join in when they feel comfortable. Play the track several times. Have students complete the sentences and read the stanza out loud to check.

Time to Shine

Tell students to write three instructions using correct punctuation. Ask them to switch their notebooks with a partner to check what they wrote. Call on volunteers to share their instructions with the class.

Wrap Up

Place a trash can at the front of the class. Have the group line up so the front student is about two meters from the trash can. Give a soft ball to the student at the front of the line. Have students, one by one, try to throw the soft ball into the trash can. If they get it in, say a location, like *shopping mall*, *zoo*, *park*, *street*, *school*, etc). If the student can draw a sign on the board that is suitable for the location, that student wins 2 points. The game continues. The student with the most points, wins.

Pr duct

Pr duct

Illustrated Signs for your School

- Construction paper
- Scissors
- Colored pencils and markers



Work in groups.

- Choose your signs and where to put them.
- Check the illustrations and words.
- Finish drawing the signs and coloring.
- Place your signs in your classroom or around the school.

Self-evaluation

Think about what you made and how it helped.

44

Expected Outcomes

- Complete writing of signs.
- Revise use of capital and lower case letters.

Materials

Activity Book, p. 44, construction paper, scissors, colored pencils, markers

Warm Up

Tell the class they are going to follow instructions to create signs to indicate what to do and what not to do around school.

Tell students to follow the instructions carefully.

Make Illustrated Signs for your School

Help students form groups of four.

Make sure every group has enough construction paper to make their signs, as well as scissors and markers.

Tell students to take out their signs and choose four of them if they have more. Ask them to talk about where they will put them again.

Have them complete the signs and check spelling and punctuation.

Display students signs around the classroom for everyone to see. Tell them to mention if they see a mistake that can be fixed.

Help students place their signs in the classroom or other places around the school.

Wrap Up

Ask students to vote on their favorite signs. Finally, ask if they think signs help us in different places.

Self-evaluation

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

Review

Review

- 1 Look at the signs. What do they mean? Write.



Don't throw trash



No walking



Don't pick flowers

- 2 Match the characteristics of the sign to the parts.



message
illustration
colors

- 3 Draw a picture of your favorite sign. Write the message.

Unit 4 Review

Unit 4 45

Expected Outcomes

Reinforce the language used for public signs

Materials

Activity Book p. 43, CD

Warm Up

Repeat the following chant. Encourage students to say it rhythmically tapping out the beat on their desks.

In the park

You have to be

As good, as good

As you can be!

Don't walk on the flowers

Don't throw trash on the ground

Don't miss the signs

They're all around!

- 1 Look at the signs. What do they mean? Write.

Ask a student to read the instructions. Tell students to complete the task. To check, call on volunteers to say what the signs mean.

- 2 Match the characteristics of the sign to the parts.

Have another student read the instructions and tell students to complete the task. Draw a similar sign on the board with the characteristics. Call on volunteers to check answers.

- 3 Draw a picture of your favorite sign. Write the message.

Ask students to think about their favorite sign, draw it and write the message. Have students walk around looking at the signs they just drew.

Monitor as students work.

Wrap Up

Have students tell you their favorite sign. Keep score on the board to see which is the most popular.

Assessment

Evaluation Tool

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

*This tool is based on SEP's suggestions for evaluation and the Didactic Orientations.

Evaluation Tool 4

Rubric

Name _____

	Achievement Attained	Needs Reinforcement	Needs Help
Signs	Student can make signs for public spaces.	Student forgets some elements of signs.	Student rarely identifies messages in signs.
Identifies characteristics of signs by name.	Student knows the different characteristics of signs.	Student identifies a few characteristics of signs by name.	Student does not identify characteristics of signs.
Gives and follows instructions.	Student can give and follow instructions to do or stop specific actions.	Student sometimes gives and follows instructions correctly.	Student does not give and follow instructions correctly.
Writes messages on signs.	Student can write messages using capital and lower-case letters and punctuation.	Student sometimes uses capital and lower-case letters and punctuation.	Student does not use capital and lower-case letters and punctuation.
Product	Student participated and completed tasks in in completion of product.	Student partially completed tasks and sometimes participated in completion of product.	Student did not complete tasks nor participate much in completion of product.

5

Poems!

Unit Overview

☀ Social practices of the language

Change verses in a poem for children.

☀ Recreational and Literary Environment

Recreational expression

☀ Expected Outcomes

Explore illustrated rhymes and tales in verse.

Listen to and participate in the reading of rhymes and tales in verse

☀ Visual Resources

CD Flashcards: *flute, boots, serpent, old, sailor, boat, sea, see*

☀ Language

How many verses does each stanza have?

☀ Extra material

Cardboard, glue, scissors, colored pencils, sheets of paper

☀ Final Product

Verses in Poems.

☀ Big Book 1, *Poems* 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 T112. They are fun activities and they are related to the unit.

Lesson 1



Work in pairs. Look at the title and the pictures. What is the poem about?

What's the weather like?

Windy and cold,
Not at all sunny,
The weather today
Ain't no funny!

Sun, very hot and dry,
Some days is cold,
When the wind is blowing,
My head is sore!



It's sunny.



It's not.



It's snowing.



It's cold.



It's windy.

Look at the poem. Answer the questions. Tell a partner the answers.

How many stanzas are there?

How many verses are in each stanza?

Listen and read the poem.

46 Lesson 1

Listen and read the poem. Answer the questions. Tell a partner the answers.

Expected Outcomes

Anticipate theme, purpose and target by looking at the title and using previous knowledge.

Identify textual components.

Materials

Activity Book, p. 46, CD Track 22

Warm Up

Ask students to look outside and say, *Today we are going to talk about weather.* Write the words *sky*, *sun*, *cloud* in a column at the edge of the board. Read out the words. Ask, *Where is the sky?* Allow students to just point if they are not sure how to explain. Ask, *What color is the sky?* Students should now understand, and say *blue*. Do a simple drawing on the board.

Ask, *Where is the sun?* Elicit *in the sky*. Ask a volunteer to add the sun to the drawing on the board and write the word *sun* inside it. Ask, *What color is the sun?* *Yellow, gold, etc.*

Ask another volunteer to draw a cloud in the picture and write *cloud* inside it. Ask, *What color are clouds?* *White, gray, etc.*

1 Work in pairs. Look at the title and the pictures. What is the poem about?

Have students open to page 46. Ask them to read the title and look at the pictures. Elicit what it is about. Then ask students to say what the weather is like today. Finally, have students point to the pictures and say the weather.

2 Look at the poem. Answer the questions. Tell a partner the answers.

Elicit what a stanza is and what a verse is. Have students do the task and check answers with a partner.

3 Listen and read the poem.


Tell students to close their eyes and listen to the poem. Play the track and elicit what they understood at the end. Ask students to read and listen to the poem. Play the track. Finally, have students read the poem out loud as a group.

Big Book 1: *There Was an Old Man with a Flute*

Open the BB to page 26. Elicit students' ideas on the text. Tell them that in this case, it is a poem. Play the track and flip the pages, pointing to the text as students listen. Ask students what the man was doing at the beginning and then what happened, show pages so students can remember. Help with unknown vocabulary.



Wrap Up

Ask students to look at the pictures on page 44. Point to what the children are wearing in each, reviewing terms like *shorts*, *coat*, *gloves*, *boots*, *umbrella* and *hat*. Then point to the *Say, This is a snowman. He is made of snow. What is he wearing? A hat and a scarf.* Ask, *What does he have for a nose? A carrot.*

- 2 Listen to the poem. Listen and circle words that rhyme. 

A Friend in the Snow

A snowman is a little boy
 with a red nose and a top hat.
 He is made of snow and ice
 and is very cold and dry.
 When he is made, he is
 a little boy in the snow.


- 3 Read the poem and find the meaning of the words with a partner. Match.  

scarf

hat

snowman



- 4 Circle the stanzas and underline the verses. Read a verse to a partner. 

Verses from Children's Poems

Ask students to read the verses and underline the words that rhyme. Then, have them read the verses to a partner.

Self-evaluation

I can identify stanzas and verses. I can find words that rhyme.

Unit 5 47

Expected Outcomes

- Discover the meaning of words.
- Identify stanzas and verses.
- Identify words that rhyme.

Materials

Activity Book p. 47, CD Track 24

Warm Up

Have students go to page 46 to the poem. Tell them you are going to read the poem out loud and they should act out what the poem says. Read it several times going faster each time.

- 4 Listen to the poem. Listen and circle the words that rhyme. 

Tell students they will hear a recording of a poem about a snowman. Tell them to look at the poem and count the verses (five). Play the track as students read along. Then have the class read the poem chorally. Have students circle the words that rhyme. Play the track again and have students check their answers.

- 5 Read the poem and find the meaning of the words with a partner. Match.

Ask students to read the verses. Then, have them match the words to the pictures. Ask volunteers to go to the board and draw the pictures. Have the rest of the class call out what they are.

- 6 Circle the stanzas and underline the verses. Read a verse to a partner.

Elicit again, the difference between stanzas and verses. Have students do the task. Call on volunteers to say the answers.

Wrap Up

Verses from Children's Poems

Step 1

Have students get into groups of three. Tell them to cut out the verses on page 117. Ask them to take turns reading the verses out loud.

Self-evaluation

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

Lesson 2

Lesson 2

1 Listen and draw a picture for the poem.

A Sunny Day

At a sunny, windy day.

A sunny day
A yellow ball
A golden eye
Shinies down on us all
From up in the sky

2 Listen again. Do all the verses sound the same? How are they different? Say the verses using the same intonation.

3 Use the words to change the verses. Read them to a partner.

orange nose puppy looks hat

I'm a little _____, short and fat
Here is my _____, here is my _____
An orange _____ ball
Shinies down on us all

4 Find the words that rhyme and spell them with a partner.

Time to Shine
Learn one of the poems in the unit by heart and say it to the class.

48

Expected Outcomes

Practice spelling and pronunciation of words that rhyme.

Materials

Activity Book p.48, CD Track 25, crayons, 24 squares of paper per group for memory game

Warm Up

Write on the board: "The Leaf"

It is _____ and the leaf blows in the air.

It is _____ and the leaf drips water everywhere.

It is _____ now and dry

And the leaf is blowing in the sky.

Write the following words next to the poem on the board: *sunny, windy, raining*

Read the verses and help students understand the meanings. Go to the first verse again. Read it out loud and ask students which of the words completes the verse. (*windy*) Have students complete the rest of the verses in pairs. Call on volunteers to read the verses. Finally, have the whole class say the poem.

1 Listen and draw a picture for the poem.

Have students open to page 48. Play the track and have students follow in their books. Read out the poem line by line. Mime each line and check comprehension. Have students illustrate the poem. Monitor the activity helping, encouraging, and praising as appropriate.

Play the track again and encourage students to join in. Repeat until all students are comfortable saying the poem. Have students practice saying the poem in pairs.

2 Listen again. Do all the verses sound the same? How are they different? Say the verses using the same intonation.

Ask students to listen to the track again. Elicit the differences (some go up, some go down). Play the track again. Pause after each verse so students can imitate the intonation as they say them.

3 Use the words to change the verses. Read them to a partner.

Ask a student to read the instructions out loud. Tell students these are verses from two poems. Have students read the words and verses and clear up any doubts. Do the example with them and ask what word they think goes in the next blank. Remind them that the end words usually rhyme. Have them complete the task. Monitor as they work.

4 Find the words that rhyme and spell them with a partner.

Ask students to look at the verses again and identify the words that rhyme and underline or circle them. Elicit the words. Have them work in pairs to take turns spelling the words that rhyme. Monitor and help as they work.

Wrap Up

Time to Shine

Tell students to go through the poems in the unit, choose one and learn it by heart. Mention that they should practice saying it so they can recite it to the class at a later date.

- 4 Complete the poem. Circle the words that rhyme. With a partner, say how they are different from words that don't rhyme.

A sunny _____
yellow ball
A golden _____
down on us all
From up in the _____

- 5 Listen and read the poem. Write two verses that rhyme. Share with a partner.
- Clouds in Spring**

Verses from Children's Poems

In your groups put the verses in order. Match each of the verses to the poem that it belongs to.

Self-evaluation

Circle the words that rhyme in each verse.

Unit 5 49

Expected Outcomes

- Identify stanzas.
- Identify words in verses.

Materials

Activity Book p. 49, CD Track 26, crayons

Warm Up

Write on the board: *hot, spot*. Say the words aloud. Ask, *Do the words rhyme?* (yes) Say, *Words that sound alike, rhyme. For example, cold, old.*

Write on the board: "The Snowman"

One little snowman
sitting in the snow.

One little snowman
with nowhere to go.

Ask students to listen and read the poem. Tell students to read the poem out loud with you and read it again. Invite students to underline the rhyming words on the board. Ask how many stanzas there are. Ask how many verses are in the first stanza and then ask about the second stanza. Tell students they will continue learning about poems, stanzas and verses.

- 5 Complete the poem. Circle the words that rhyme. With a partner, say how they are different from words that don't rhyme.

Tell students to look at the poem. Remind them that they practiced this poem on page 48. Ask them to work in pairs to complete the poem and decide how words that rhyme are different from others. To check call on volunteers to read individual verses. Elicit their ideas on the differences between rhyming words and words that don't rhyme.

- 6 Listen and read the poem. Write two verses that rhyme. Share with a partner.

Ask students to listen to the track as they read. Clear up any doubts. Have them choose two verses that rhyme and write them in their books. Ask them to recite their verses to a partner.

Verses from Children's Poems

Step 2

Ask students to get into their groups and take out the cut out verses. Tell them to put the verses in order and list them. (They can put a number on the back of each one. Recommend they go to page 54 for help if necessary.)

Self-evaluation

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

Wrap Up

Write on the board:

When I look at clouds up in the sky,
I can see a _____ and a _____,
Oh my oh my!



Read the verses to the class. Elicit what they think can go in the blanks. Have them write the poem with something they think they can see in the clouds. Call on volunteers to read their versions.

Eg. When I look at clouds up in the sky,
I can see a **rabbit** and a **dog**,
Oh my, oh my!

Tell students they will recite the poems they are memorizing in the next session.

Lesson 3

Lesson 3

- 1 Listen and point. Match the words that rhyme. Say the words that rhyme with a partner.  



- 2 Complete the poem. Practice saying the poem out loud using different intonations.  

I sail the ocean in my yellow boat
 Looking for gold at the rainbow's end
 It's cold, I'm wearing my blue coat
 Hello rainbow, will you be my friend?



50

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Expected Outcomes

- Identify words that rhyme.
- Practice changes of intonation.

Materials

Activity Book p.p. 50, CD Track 27

Warm Up

Divide the class into small teams. Tell them you are going to say some words and they have to think of words that rhyme and write them down. Give students time to think between words. Say, *blue, gold, red, cat, boat*. Have teams read out their words. The team with the most rhyming words is the winner.

- 1 Listen and point. Match the words that rhyme. 

Have students open their books to page 50. Encourage students to describe the pictures. Play the track and have students point to the corresponding pictures as they hear them.

Have students say the words and match the ones that rhyme. Point to the pictures as you check answers chorally.


- 2 Complete the poem. Practice saying the poem out loud using different intonations.

Have students complete the poem using the words they heard in Activity 1. Invite students to read out the completed poem to check answers.

Read out the poem several times using different intonations. Encourage students to comment on the different intonations and ask them to choose their favorite. Have students work in pairs and read the poem to each other using different intonations. Monitor the activity helping, encouraging, and praising as appropriate.

Wrap Up

Ask students if they have memorized their poem from the **Time to Shine**. Have students recite their poems to the group. If they get very nervous, allow them to recite from their seats. Have the group applaud once they have all had their turns.


- 3 In pairs, choose the words to complete the poem. Listen and check your answers. 

that play away hat

Goodbye, Hat!

It flew away
 Sunlight from my back
 And the melted butter
 And the butter
 Buttered the butter
 Buttered the butter
 Buttered the butter
 Buttered the butter



- 4 In pairs, count the words in each verse. How many words rhyme? Write the words that rhyme. 

Verses from Children's Poems

1. I was going to write the verses and draw pictures, but I forgot to write the verses.

Self-evaluation

Check the poem for verses with words that rhyme.

Unit 5: The Night Is A Black Cat 51

Expected Outcomes


- Compare the writing of verses.
- Choose words to complete written verses.

Materials

Activity Book p. 51, Big Book 1 p. 26, CD Tracks 28, 23, Paper squares with the following words written on the (one per square): ran, can, sun, fun, met, pet, bow, row, car, jar, bat, cat, hug, bug, cab, lab, bag, tag, cup, pup, sit, hit, saw, paw

Warm Up

- Hand out one paper square to each student.
- Tell students you are going to say a word aloud. Ask the student who has the word to raise his or her card and write the word on the board. Have the student say the word and ask the student who has a rhyming word to raise his or her card, come to the front, and write the word next to the word it rhymes with. Repeat until all rhyming word pairs have been written on the board.
- Have the whole class say the words together as you point to the pairs.

- 3 In pairs, choose the words to complete the poem. Listen and check your answers. 

Have students open their books to page 51. Ask them to get into pairs. Tell them to read the poem and decide which words complete the poem.

Once they have finished, play the track for them to check their answers. Play it again, pausing after every two verses for students to recite the poem.

- 4 In pairs, count the words in each verse. How many words rhyme? Write the words that rhyme.

Have three students read the instructions. Have students do the tasks in pairs. Ask how many words rhyme (5: today, play, away, hat, that). Call on volunteers to write the rhyming words on the board.

Verses from Children's Poems

Step 3

Ask students to take out their cut out verses and put them in order in their groups. Tell them to write the verses and draw pictures to illustrate it.

Self-evaluation

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

Wrap Up

Big Book 1: The Night Is A Black Cat

Open Big Book 1 to page 31.

Tell students this is a different poem. Elicit what they think it is about from the picture. Ask students to read and listen to the poem. Play the track. Clear up any doubts. Elicit words that rhyme. Play the track again and ask students to read out loud with the track.

Lesson 4

Lesson 4

Choose a word to complete the poem. Listen and check your answers. Listen again and read out loud.

Spring

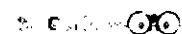
Spring is big
Clouds are snow.
Now it is so much
and flowers

open, and the
bees are
listen for the buzz
Of honeybees.



- Write a stanza from one of the previous poems. Read it to a partner.

Activity Book p. 52



Find an important place from your country. Share it with one of your partners with the class.

52

Activity Book p. 52, CD Track 23, drawing paper, crayons

Expected Outcomes

- Choose a word to complete written verses.
- Rewrite words in verses and stanzas.

Materials

Activity Book p. 52, CD Track 23, drawing paper, crayons

Warm Up

Hand out drawing paper and coloring materials. Brain storm ideas about what students see in the spring and make a list of the words on the board. Ask students to draw a picture of spring. Invite students to share their drawings with the class. Encourage students to read out any words on the board that correspond to the drawings.

- Choose a word to complete the poem. Listen and check your answers. Listen again and read out loud.

Have students open their books to page 52. Read out the poem and have students choose the best words to complete the poem. Have them write the words in their activity books. Play the track and have students check their answers.

Have students read the poem out loud along with the track.

- Write a stanza from one of the previous poems. Read it to a partner.

Have a student read the instructions out loud. Tell them they can choose a stanza from any poem in the unit. Have them get into pairs to complete the task.

Be Curious

Have a student read the instructions. Tell them they can ask their parents to help them find the information. Ask them to copy the title and a stanza of the poem they choose to read in class.

Wrap Up

Play **Track 23**. Have students listen and mime the actions: *Waving good-bye, imitating flowers growing, imitating bees, listening for the buzz of honeybees.*

Play the track again and encourage students to say the poem along with the recording.

Play the track a third time and encourage students to say the poem as they mime the actions.

- 2 Read and listen to the poem. Write the missing words. 🎧 🗣️

There was an old man with a _____

A serpent ran into his _____

But he played day and _____

Till the serpent took _____

And avoided that man with a flute.

- 4 Read the poem again. Write two verses that rhyme. Check the space between words. Read them to your partner. 🗣️

- 5 In groups, talk about which poems you like. 🗣️



Unit 5

Unit 5 53

Expected Outcomes

Rewrite words in verses.

Materials

Activity Book p. 53, Big Book 1. CD Track 23

Warm Up

Big Book 1: *There Was an Old Man with a Flute* 🎧

Open the BB to page 26. Elicit information about the poems. Play the track. Have students say the poem with the track. Go to page 32. Have students answer the questions as a group. Ask which poem they liked.

- 3 Read and listen to the poem. Write the missing words. 🎧

Have students open their books to page 53. Ask them to read as they listen to the poem. Have them complete the task. Elicit the words they wrote.

- 4 Read the poem again. Write two verses that rhyme. Check the space between words. Read them to your partner.

Have students read the poem and write two verses that rhyme. Tell them to check the spaces between words and correct if necessary. Have them read their verses to a partner.

- 5 In groups, talk about which poems you like.

Have a group discussion about the poems students liked or disliked. Elicit reasons.

Wrap Up

Say *I spy with my eye something that rhymes with look*. Encourage students to look around and find items in the classroom that rhyme with *look*. *Book*.

Repeat with words that rhyme with other classroom objects. *Floor/door, cord/board, fable/table, where/chair, etc.*

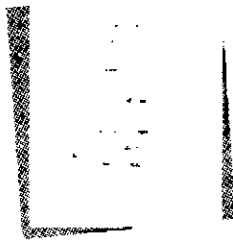
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Verses from Children's Poems

- Cutouts
- A sheet of paper

Gather your cutouts.
Look for the words that rhyme.
Put the verses in the correct order.
Glue them to the paper.
Illustrate the poem.
Take turns reading your poem to another group.



Self-evaluation

How well did you work with your group?

54

Expected Outcomes

Verses from Children's Poems

Materials

Activity Book 1 p. 54, cutouts, sheets of paper, glue stick, crayons

Warm Up

Have students who did not recite the poem they memorized recite it to the class.

Arrange verses to make a poem.

Have students open their books to page 54.

Tell them to get into their groups, and take out all the material they have prepared.

Hand out sheets of paper and glue sticks.

Tell students to follow the instructions carefully.

Once they are finished have students read their poems to another group. Then display their work around the classroom.

Monitor and help if necessary as they work.

Wrap Up

Ask students to walk around looking at the illustrated poems. Ask them to choose the illustrated poem they liked more. Take a vote at the end. Have students applaud for themselves for a job well done.

Self-evaluation

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

Review

Review

- Look at the poem. Underline the title in green. Circle the stanzas. Underline the verses in blue.

What's the weather like?

We have a lot of
 information about
 the world around us,
 but we don't know
 how to use it.

The world is a very
 complex place, and
 we need to know
 how to use it.

We need to know
 how to use it.

We need to know
 how to use it.

4. Now find the words that rhyme and write them.

Read a stanza aloud to the class. Use different intonation.

224 55

Expected Outcomes

Reinforce the language used for poems.

Materials

Activity Book 2 p. 55

Warm Up

Tell the students they are going to play a game called *Rhyme Time*. Ask them to stand up. Invite a student to name two rhyming words. Invite another student to name two different rhyming words. Continue until all students have participated. Select weaker students to participate earlier on, leaving stronger students towards the end when the more common rhyming pairs have already been said.

- 1 Look at the poem. Underline the title in green. Circle the stanzas. Underline the verses in blue.**

Have students read the instructions out loud. Clear up any doubts and have them do the task. Have students switch their books with a partner to check answers.

- 2 Now find the words that rhyme and write them.**

Ask students to read the instructions. Clear up any doubts and have them do the task. Call on volunteers to write the rhyming words on the board to check.

- 3** Read a stanza aloud to the class. Use different intonation.

Read the instructions out loud. Tell students to choose a stanza. have them work in groups of four to read it out loud. Encourage them to change the intonation each time. Monitor as they work.

Wrap Up

Tell students to stand up. Write a word on the board. Explain that you are going to say different words and students should sit down when you say a word that rhymes with the one on the board. If students make a mistake, they are out and should help you watch for other students who make a mistake. Change the word on the board from time to time. Choose words that are familiar to the students; *red/bed*, *blue/you*, etc.

Assessment

Copy the Self-Evaluation Chart on the following page and give one to each student. Ask students to read the chart carefully and evaluate their work in the unit.

Evaluation Tool

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

*This tool is based on SEP's suggestions for evaluation and the Didactic Orientations.

Evaluation Tool 5

Self-Evaluation Chart

Name _____

Aspect	Yes	No	Comments
I explored illustrated Children's poems.			
I can identify textual and graphic components.			
I listened to and participated in reading rhymes and stories in verse.			
I wrote verses using a model.			
I can complete written verses.			
I can identify rhyming words.			

6

On the Farm!

Unit Overview

⦿ Social practices of the language

Write questions to obtain information about farm products.

⦿ Academic and Educational Environment

Search and selection of information.

⦿ Expected Outcomes

Explore illustrated children's books about farm products.

Participate in the exchange of questions and answers about farm products.

Review writing questions to get information

⦿ Visual Resources

CD Flashcards: *cauliflower, butter, lettuce, tomatoes, celery, potatoes*

⦿ Language

Are tomatoes red? Yes, they are.

Where do apples grow? On apple trees.

What do... give us?

⦿ Extra material

Glue, scissors, cardboard, sheets of paper, colored pencils

⦿ Final Product

Farm Products Survey.

⦿ Big Book 2, *On a Farm* pp. 2-5

On a Farm



Tom lives on a farm in the country.
He is happy because his cousin Bo is
arriving for a visit. Bo lives in the city.
- "Tom! Here I am!", Bo says, "Your
farm is beautiful."

2

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

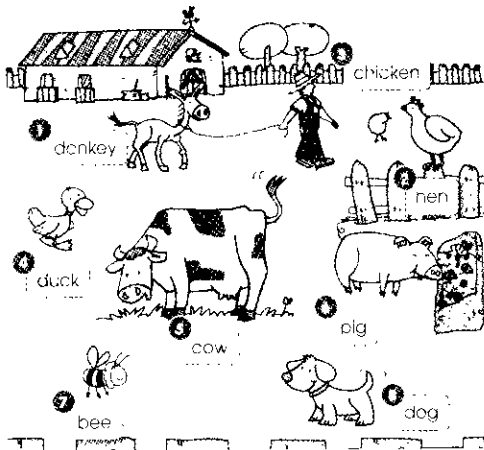
6

Go to the farm!

What animals live on the farm? Circle the animals you know.

1 Circle the animals you know.

The animals in the picture live



2 Listen and point.

56

1 Circle the animals you know.

Give students time to look at the picture on page 56 and ask them to circle the animals they know. Have different students share their answers. Then, ask students where they think the animals are and encourage them to circle the answer.

2 Listen and point.

Focus attention on the illustration. Have students look at the animals and the names. Say each name and ask students what sounds the animal makes. Now tell students they are going to listen to a farmer. Ask them to look at the pictures as they listen. Play the track. Then ask, *What animal names did we hear?* Invite volunteers to say the names they remember from the recording. Play the track again and have students point to the animals as they are mentioned.

Wrap Up

Divide the class into eight groups and assign each group an animal. Explain that when you make the sound of the animal, that group has to say the name of the animal.

Expected Outcomes

Anticipate content based on previous knowledge and illustrations.

Materials

Activity Book, p. 56, CD Track 30, pictures of farms and farm animals

Warm Up

Have students sit in groups of three. Give each group, if possible, the picture of a farm or farm animals. If not, paste the pictures you have on the board and have students come to the front and look at the pictures. Ask the groups to discuss what that place is (a farm), which animals live there, what are the differences between these farm animals and the animals in the city, etcetera. Have each group share their answers with the rest of the class.

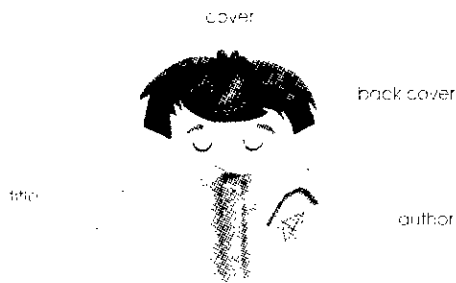
3 This book is about... Lesson 1

Life in the city. Life on a farm.

4 We can find answers to our questions in...

A book. The store.

5 Match the words to the parts of the book.



Farm Products Survey

Step 1

Draw three animals that live on a farm. Write their names.

Self-evaluation

Count how the names of the animals on a farm.

Expected Outcomes

Identify parts of a book.

Identify purpose and intended audience.

Materials

Activity Book p. 57, cards or sheets of paper

Warm Up

Ask students if they have a favorite book or story. Call on students to say the title of the book.

3 This book is about...

Ask students to look at the picture on the page. Ask them to look at the book they boy is reading and have them say what they think the book is about. Have them circle the answer on the page.

4 We can find answers to our questions in...

Have students sit in groups of three. Ask them to reflect on what they do when they need answers. Encourage them to think about books and elicit the answer: books.

5 Match the words to the parts of the book.

Read out the parts of a book. Show students the parts with a real book. Point to the different parts of the book and encourage students to repeat the name and then, say the names by themselves. Ask students to look at the picture on the book. Have them match the parts of the book and compare their answers with a classmate's. Check answers orally.

Farm Products Survey Step 1

Tell students they are going to prepare a survey about farm products. Elicit several names of farm animals. Write them on the board. Have students work in groups of three. Give them three sheets of paper (or cards) each, and ask them to choose and draw three animals (one per sheet). Encourage them to use as many colors as possible. When they finish, keep their work in a file.

Self-evaluation

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

Wrap Up

Have students work in pairs. Ask them to look at their activity book. Tell them to draw a picture of their book in their notebooks. Have them write the title and the author. If time allows, have different pairs come to the front to talk about their activity books:

The title of the book is Sunburst.

The author of this book is Mario Herrera.

Lesson 2

Lesson 2

- Read the page of the book and match the products to the animals.

On the Farm!

Animals give us many things.



Cows give us meat and milk.



Pigs give us meat.



Hens give us eggs.



Bees give us honey.

And we harvest carrots and potatoes.



58

Expected Outcomes

- Identify footnotes and textual components.
- Compare words and parts of the text to check the content.

Materials

Activity Book p. 58

Warm Up

Begin drawing an animal from the previous lesson on the board. Draw it line by line. Encourage students to guess what it is.

1 Read the page of the book and match the products to the animals.

Ask students if they remember the book the boy was reading in the previous lesson. Tell them this is a page of the book. Ask students to look at the pictures and the text. Ask them to point to the title and read it.

Read out the text and have students follow in their books. Encourage them to say the names of the animals. Have volunteers read the different sentences.

Have students look at the pictures at the bottom of the page and elicit the names of the animals and the products. Ask students to match the product with the animal.

Tell them to exchange their activity book with a partner and check each other's answers.

Once students have checked their answers, ask questions and encourage students to answer. Say:

T: Look at the cows. Cows give us...

SS: Milk.

T: Excellent. And what do hens give us...?

SS: Eggs!

T: Very good! And what do bees give us?
Honey!

Etcetera.

Wrap Up

Invite students to work in pairs and write the name of two animals in their notebook.

Encourage them to ask each other about their animals, and guess what the animals are.

S1: What do your animals give us?

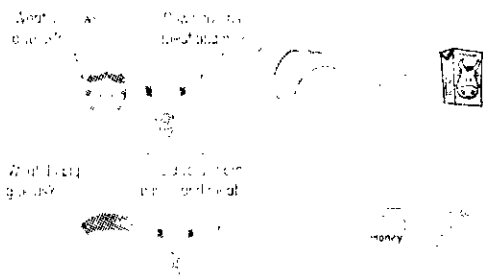
S2: Meat and milk.

S1: Cows!

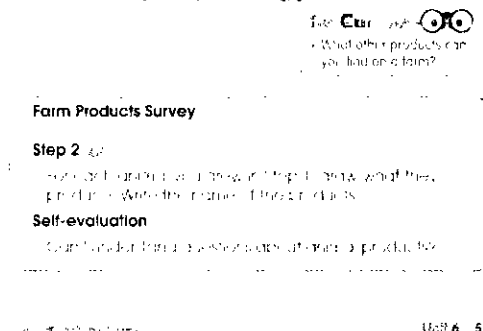
Have students switch roles and repeat with the other animals.

When they finish, they can join another pair and ask questions about their animals.

2 Read again. Circle the answers.



3 Listen and say the questions.



Expected Outcomes

Understand questions and answer questions with one word.

Materials

Activity Book p. 59, CD Track 31

Warm Up

Ask: *What foods are on the farm?* Write students' answers on the board.

To provide additional support you may write the name of an animal on the board. For example: *cow*, and ask, *What does the cow produce that we drink?* *Milk*.

As an alternative, you may show a picture of an animal. For example, show a cow. Ask, *What does a cow produce that we drink?* Repeat the procedure with the rest of the animals.

2 Read again. Circle the answers.

Ask students to look at page 58. Have volunteers read the text out loud. Correct their pronunciation if necessary.

Tell them to look at *Activity 2*. Ask them aloud: *What do cows give us?* Elicit the answer.

Have students read the exercise and circle the pictures that correspond to the answers.

To check student's answers, ask questions about the dialogues:

T: *Do cows give us meat and milk?*

S: *Yes.*

T: *What do pigs give us?*

S: *Ham, bacon and meat.*

3 Listen and say the questions.

Focus attention on the dialogues in *Activity 2*. Tell students they are going to listen to the dialogue. Play the track and have students listen to the recording. Play the track again and pause it after every question. Have students repeat the questions.

Invite some students to act the dialogue with you first. Then, have students work in pairs and act out the dialogues by themselves.

Walk around helping with pronunciation and intonation. Invite students to act out the dialogues in front of the class. Have the class give a round of applause to every pair that participates. Say phrases like *Good job! Excellent! Very good!*

Farm Products Survey Step 2

Tell students they are going to continue working on the product. Have students work in groups of three. Give them the animals they drew previously. Ask them to draw what their animals produce and help them write the name of the products. Encourage them to use as many colors as possible. When they finish, keep their work in a file.

Self-evaluation

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

Wrap Up

Look at the *Be Curious* box. Ask questions before your students leave the class.

T: *Jorge, what other products come from farms?*

S: *Cheese!*

Lesson 3

Lesson 3

Read about farm products and check in the table below.

This egg is white. It is small. This potato is yellow. It is small. This carrot is orange. Look at the honey. It is yellow. Yummy!

	white	orange	yellow
egg	<input checked="" type="checkbox"/>		
potato			<input checked="" type="checkbox"/>
honey			<input checked="" type="checkbox"/>

Work in pairs. Ask questions and answer.



Complete the questions about farm products. Write the answer.

What color is the carrot?

It

is orange.

What color is the

potato?

It is yellow.

60

1 Read about farm products and check in the table below.

Have students open their book to page 60. Tell them they are going to read another page from the book the boy was reading in Lesson 1.

Ask about the pictures in the text: *What is this? Egg! Is it big or small? Small! Etcetera.*

Read slowly while students follow with their finger. Ask students to look at the table below and ask them about the first product. *What color is the egg? White.* Ask them to check the corresponding box. Repeat the procedure with potato and honey.

2 Work in pairs. Ask questions and answer.

Have students look at the mini dialogue in this activity. Ask them to work in pairs and ask each other questions about different products and their characteristics. Ask different pairs to say their mini dialogues aloud. Praise students.

3 Complete the questions about farm products. Write the answer.

Tell students to look at Activities 1 and 2, and complete the questions and write the answers. Monitor and help students if necessary. Have some students come to the board to write the answers.

Expected Outcomes

Identify characteristics of products.

Answer questions about characteristics of products.

Materials

Activity Book p. 60

Warm Up

Ask, *What products come from the farm?* Brainstorm ideas and write students' ideas on the board as the students say them.

Introduce the words *big* and *small* and some colors. Ask about the products:

Are eggs small or big? Are eggs white? Yes. Are eggs red? Yes. Etcetera.

Wrap Up

Play a game with your students. Tell them that you are going to think of a farm product or animal, and they have to guess. They have to ask questions, but you can only answer yes or no. They can only ask 5 questions. The student that guesses can take your place.

S: *Is it big?*

T: *No.*

S: *Is it yellow?*

T: *No.*

S: *Is it an animal?*

T: *No.*

S: *Is it orange?*

T: *Yes.*

S: *Carrot!*

T: *Yes! Very good!*

Time to Shine
 • Say one question after the other.
 • Form questions together.



- 4 Read the questions. Circle the question words. Write the question marks.

What is it?
 Where does milk come from?
 What color is the carrot?
 What do pigs give us?

- 5 Read about a farm. Circle the correct answer.

Where do pigs and chickens come from?
 The farm. The beach.
 Where do chickens and turkeys come from?
 The farm. The store.
 What do bees give us? Milk. Honey.

Farm Products Survey

Step 3

Ask students to write questions about farm products and where they come from.

Self-evaluation

Circle with a partner who made the most questions.

Write the number of questions in the box.

Expected Outcomes

- Identify words to write questions.
- Identify question marks.
- Organize words to make questions.

Materials

Activity Book 61, Big Book 2, On a Farm, CD Track 32

Warm Up

Time to Shine

Have students work in groups of three and give them three minutes to think of as many animals as they can that live on the farm. Then, have them say the little ones first, and the big ones after. Ask as many groups as time allows.

- 4 Read the questions. Circle the question words. Write the question marks.

Remind students of question words. Say the word and have different volunteers make a question.

T: What?

S: What color is the carrot?

T: Very good!

Repeat the exercise a couple of times.

Ask students to look at Activity 4. Say that, besides a question word, all questions in English have a question mark at the end. Ask them to circle the question words and then complete the questions with a question mark. Have students check with a classmate.

- 5 Read about a farm. Circle the correct answer.

If possible, sit students in a circle, near you.

Show students the Big Book. Open it to page 2 and turn the pages. Ask students what they think the story is about.

Have them describe the pictures. Ask questions: What animals do you see? What color is the cow? What color is the pig?

Repeat the procedure with all the pages. Play Track 32 and turn the pages as students listen. Ask them if they liked the story.

Ask children to do the exercise on their own. Have them circle the correct answer to the question. Check the answers out loud with the group.

Wrap Up

Farm Products Survey Step 3

Tell students they are going to continue working on the product. Have students work in groups of three. Give them the pictures they have made. Ask them to write similar questions to those on activities 4 and 5 about the animals and their products. Monitor the students' work. When they finish, keep their work in a file.

Self-evaluation

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

Lesson 4

Lesson 4

1 Unscramble the words to make questions. Then answer.

Where / grow / do / ? / apples

Where do apples grow?

grow / ? / potatoes / Where / do

Where do potatoes grow?

What / pigs / ? / do / give / us

What do pigs give us?

do / give / bees / ? / What / us

What do bees give us?

2 Listen and circle the correct picture in each row.

Tomatoes are round and red.



Chickens are small.



Milk is white.



Corn is yellow.



62

Expected Outcomes

- Organize words to make questions.
- Complete questions to obtain information.

Materials

Activity Book p. 62, CD Track 32- 33, Big Book 2, p. 2

Warm Up

Distribute drawing paper and coloring materials. Have students draw an animal or farm produce they have seen in the unit so far. Invite students to come up and share their pictures with the class. Ask simple questions about each picture, *Is it big? Is it red?*

1 Unscramble the words to make questions. Then answer.

Write on the board: *What do animals produce?*

Underline, *What*. Point to *What* and elicit where the word is placed in a question (*at the beginning*). Ask students to look at the groups of words. Explain that each group of words is a question that is out of order. Help students identify the wh-word and the auxiliary verb *do*. Elicit where the question mark goes (*at the end of the question*).

Ask students to unscramble the words and write the questions on the lines. Monitor the activity helping, encouraging, and praising as appropriate.

Invite students to read out the unscrambled questions and encourage the class to answer them. Have students write the answers under the questions. Check on the board with the group.

Call on students to read the questions and answers, ensuring that proper intonation is used for each. Give positive feedback when students answer correctly.

Big Book 2: On a Farm

Have students say if they have relatives either in the city or the country and if they have visited them.

Tell students they are going to listen to Tom's story again. Play the track and have a volunteer help you turn the pages of the book. For more comprehension, you can ask the questions in the BB, on page 32.

2 Listen and circle the correct picture in each row.

Give students two minutes to look at the pictures and choose the correct answer. Play the track to check their answers.

Check answers by having pairs of students ask and answer about the pictures: *Are tomatoes round and red? Yes they are. Is milk yellow? No, it isn't.*

Wrap Up

Ask students to write a question in their notebook and then, scramble the words (as in Activity 1). Have them work with a partner and exchange their notebooks. Each student has to unscramble the words to make a question. Monitor and help if needed.

3 Work in pairs. Ask and answer about the farm.

Read and answer.



Are tomatoes red?

Yes, they are. No, they aren't.



Is it big?

Yes, it is. No, it isn't.



Is it small?

Yes, it is. No, it isn't.



Are carrots orange?

Yes, they are. No, they aren't.

7 Unscramble the words to make questions.

Is / yellow / corn / ?

tomatoes / Are / red / ?

Are / small / chickens / ?

8 Work in pairs. Ask and answer the questions in

Activity 4.

3 Work in pairs. Ask and answer about the farm. Read and answer.

Ask students to work in pairs and look at the picture on page 56. Have them ask and answer about the farm. Ask a couple of pairs to come to the front and perform a mini dialogue with a question and an answer.

Have students open the *Activity Book 2* to page 63. Tell students to look at the pictures, read the questions and circle the answers.

Check answers by pointing to each picture and inviting some students to read out the question and some others to read the answer.

4 Unscramble the words to make questions.

Have students work in pairs and unscramble the questions. Invite students to read out the unscrambled questions and write them on the board. Read the questions out and encourage students to answer them. Write the correct answers on the board next to the corresponding questions. Leave the questions and answers on the board for the next activity.

5 Work in pairs. Ask and answer the questions in Activity 4.

Ask students to work in pairs. Have them ask and answer the questions in activity 2. Then ask the pairs to substitute some of the words with other farm products and write as many questions as they possibly can in 5 minutes. Ask for examples out loud.

Expected Outcomes

Answer to closed questions based on a model.

Rewrite answers to closed questions.

Materials

Activity Book p. 61, index cards, paper, crayons.

Warm Up

Write the name of an animal or produce from the unit on each index card. Write the following questions on the board: *Is it (white)? What color is it? Where does it live?* Invite a student to come up and take an index card. Encourage the class to ask the student questions. Help the student answer them if needed. The first student to guess the animal or produce correctly takes the next turn.

Wrap Up

Ask students if they have been on a farm or if they live on a farm. Encourage them to talk about the farm. Ask, *What animals do you see? What food do you eat?*

Hand out the paper and crayons. Have students draw a picture of the animals and food they see on a farm. Tell students to show their pictures to the class and say something about them.

Product

Product

Farm Products Survey

- Pencil
- Sheets of paper

Work in groups of 3.
Use the pictures you made about the animals and their products.
Draw another picture if you want.
Write questions to obtain information about farm products.
Check spelling and word order.
Play a game. Ask and answer questions in teams.

Self-evaluation

What questions do you obtain information about products in the country?

64

Expected Outcomes

Questionnaire to get information on agricultural products.

Materials

Activity Book, p. 64; students' materials that have been collected in their files; cardboard, crayons, glue, magazines, scissors, etcetera.

Warm Up

Tell students that they are going to continue working with their product. Write the title of the project on the board: *Farm Products Survey*. Ask students what they can do with this questionnaire; elicit answers (for example, people that haven't been to farms can find out about more products; they can find out about products they don't know, etcetera). Tell them they can put up their final products outside their classroom or on the common board at school so everybody can read and find out about the country.

Farm Products Survey

- 1: Have students work in groups of 3.
- 2: Give students the work they have been developing through the unit and it's in the file.
- 3: Give students cardboard paper, crayons, old magazines, scissors, etcetera. Ask them to draw another product they would like to talk about.
- 4: Have them write the question for the new product (as they have produced other questions and drawings in previous classes). Ask them to write the answer.
- 5: Once they have written their questions and answers, ask them to make sure that the spelling is correct as well as the word order.

Have them paste their cards with their drawings and their questions on the cardboard. Encourage them to decorate their posters with magazine cut outs.

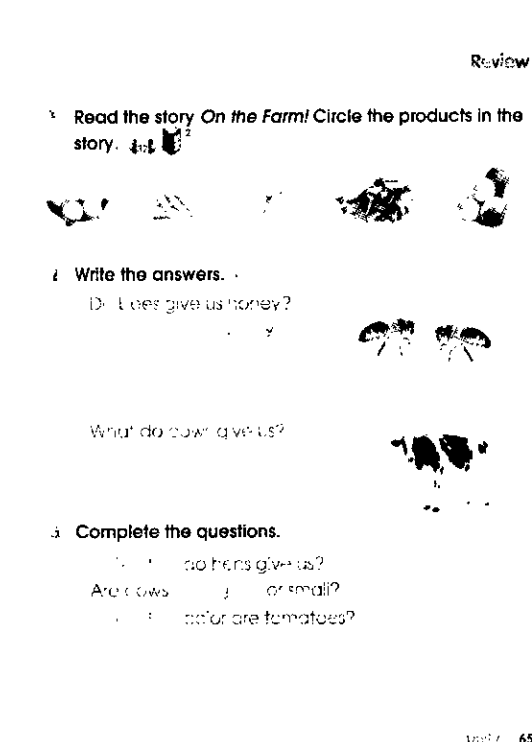
Self-evaluation

If students have completed the unit's activities successfully, they can check the box.

Wrap Up

Play a game with the students products'. Have different teams come to the front and play Yes/No questions. The team that guesses one of their oponents' product first, comes to the front.

Review



Expected Outcomes

- Explore children's illustrated books about the country
- Exchange questions and answers about country products
- Write questions to obtain information

Materials

Activity Book p. 65, Big Book 2 p. 2, CD Track 32

Warm Up

Have students take out their notebooks. Tell them they are going to write questions according to the answers you say. For example:

T: I am a black and white cow.

Students write *Are cows black and white?* or *What color are cows?*

I give milk. Moo, moo

Other suggested answers are:

I grow on farms. I am orange. (What color are carrots?)

Bees give us honey. (What do bees give us?)

Pigs give us ham and bacon. (What do pigs give us?)

1 Read the story *On the Farm*. Circle the products in the story.

Have students sit in a circle near to you. Open the Big Book 2 on page 2 and turn the pages slowly. Tell students to look carefully at the products.

Have them answer Activity 1. Check the answers with the class. Play the track and have a volunteer turn the pages over.

2 Write the answers.

Ask a volunteer to read the first question. Ask another one to give you the answer. Have students write the answer in their books. Repeat the procedure with the next question.

Have a student come to the board to write the answer and check spelling.

3 Complete the questions.

Ask students to do the exercise on their own. Monitor and then, check the answers with the group.

Wrap Up

Play a game. Ask students to sit down. You are going to say a sentence. If it is a question, everybody stands up and sits down. If it is an answer, nobody moves.

T: *What is yellow and sweet?* (Students stand up and sit down).

T: *Corn.* (Students remain seated.)

Evaluation Tool

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

*This tool is based on SEP's suggestions for evaluation and the Didactic Orientations.

Evaluation Tool 6

Checklist

Name _____

Product: <i>Farm Products Survey</i>	Yes	No	Comments
Are the sentences logical?			
Are the words in the sentences in the correct order?			
Is the spelling correct?			
Are the pictures colorful and attractive?			
Is the final product clear and useful?			

7

My Hobbies!

Unit Overview

Social practices of the language

Exchange personal information

Family and Community Environment

Exchanges associated with information of oneself and of others.

Expected Outcomes

Revise the writing of personal information and hobbies.

Understand questions about personal information and hobbies.

Participate in writing questions about personal information and pastimes.

Visual Resources

CD Flashcards: *physical characteristics*

Language

I like reading. She likes dancing. We like painting.

What's your favorite sport? My favorite sport is soccer.

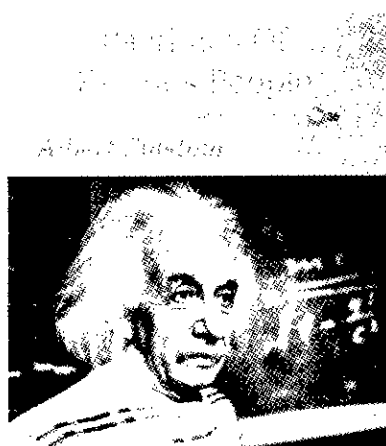
Extra material

Cardboard, glue, scissors, colored pencils, sheets of paper, ruler

Final Product

Illustrated Graph about Hobbies.

Big Book 2 *Pastimes of Famous People* pp. 6.12



This is Albert Einstein. He was a very intelligent man. He was a scientist. He was very good at science and mathematics.

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

7 my hobbies: These are some hobbies. Circle your favorite and tell a friend.

1 These are some hobbies. Circle your favorite and tell a friend.

reading painting playing music singing making models playing soccer

2 These are more hobbies. Listen and number the pictures.

I'm Paula from Australia. I'm seven years old. I like dancing.

I'm Carlos from Ecuador. I'm nine years old. I like reading.

I'm Lin from Japan. I'm eight years old. I like swimming.

I'm Steve from Kenya. I'm six years old. I like painting.

3 Circle the correct answer. Spell the children's names.

Paula is 7 years old. Carlos is 7 years old.

66

Expected Outcomes

- Identify personal information while listening.
- Recognize written names and numbers.
- Spell names.

Materials

Activity Book p. 66, CD Track 34, pictures of different activities (nice ones and not very nice ones)

Warm Up

Tell students you are going to hold up some pictures of activities and they should give you a "thumbs up" if they like doing it and a "thumbs down" if they don't. Show students the pictures while saying the activity at the same time: *Playing ball. Going to the dentist.*

1 These are some hobbies. Circle your favorite and tell a friend.

First have students say what activities they like to do in their spare time. Then, ask students to point to the pictures while you say the name of the activity. Have them repeat after you so they get familiar with the pronunciation.

Tell your students what you like, for example, *I like singing.*

Ask them to work in pairs. Have them look at the pictures in Activity 1 and circle the activity they like the most. Encourage them to say *I like...* (name of the activity) to their partner. Ask different students to say their preferences.

2 These are more hobbies. Listen and number the pictures.

Ask students to look at the pictures. Say the children in the pictures are from other parts of the world, and that they are performing more hobbies. Ask students if they know them.

Tell students to listen and point to the pictures when they hear them. Play Track 34 and ask students to number the pictures in the order they hear them. Have students check the answers by exchanging their books.

3 Circle the correct answer. Spell the children's names.

Ask students to point to Paula. Ask questions about her: *Where is she from? How old is she? What does she like?*

Ask them to read the sentence 1 and to circle the correct answer.

Repeat the procedure with Carlos.

Wrap Up

Have students work in pairs. Ask them to write their partner's name in their notebook. Model the dialogue: *What's your name? Manuel.*

Can you spell it, please? M-a-n-u-e-l.

Encourage different pairs of students to come to the front and perform their dialogues.

4 Match the hobbies to the pictures.

cycling

swimming



5 Ask two classmates what their favorite hobby is.

What is your
favorite hobby?



My favorite
hobby is...

Name	Hobby

6 Share your information with the class.

Illustrated Graph About Hobbies

Step 1

Write a list of five hobbies on a piece of paper (use the list of hobbies in the box).

Self-evaluation

Write down the number of people who like each hobby.

Activity Book p. 67; Big Book 2 p. 6, sheets of white paper (2 per student), colored pencils

Expected Outcomes

- Match pictures of hobbies with short descriptions.
- Link lists of personal information to classmates

Materials

Activity Book p. 67; Big Book 2 p. 6, sheets of white paper (2 per student), colored pencils

Warm Up

Give students a sheet of white paper each. Ask them if they know what a hobby is. Accept different definitions. Tell students that a pastime is similar to a hobby.

Write on the board *I like...* and encourage students to complete the sentence with the name of their hobby or pastime.

Praise the students who participate and make a list of their hobbies on the board.

Ask students to draw their hobby on the sheet of paper you gave them. Encourage them to use many colors. When they finish, put up their drawings on the wall. Have each say what they drew: *I like playing football.*

4 Match the hobbies to the pictures.

Ask students to look at the pictures and match them to the word. Monitor and check.

5 Ask two classmates what their favorite hobby is.

Have a volunteer come to the front and ask him/ her: *What's your favorite hobby?* Encourage an answer. Have the volunteer ask you the same question and give an answer.

Tell students to work in groups of three. Encourage students to ask their names and what their favorite hobby is. Tell them to record their answers in the table below.

6 Share your information with the class.

Tell students they are going to share information about their classmates. Have students get into groups of four to share what they wrote down. Call on some volunteers to share with the whole class. Monitor and help if necessary.

Illustrated Graph About Hobbies Step 1

Tell students they are going to make a graph at the end of the unit to show how many people in the classroom share the same pastimes or hobbies.

Ask students to work in groups of three. Distribute the sheets of paper and ask them to write a list of five hobbies each. When they finish, tell them to exchange their lists and check if the spelling is correct. Keep the students' work in a file.

Self-evaluation

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

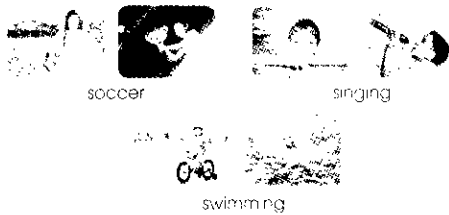
Wrap Up

Tell students they are going to see some pictures of pastimes (or hobbies). Open the Big Book and just show them the different hobbies there are.

Lesson 2

Lesson 2

1 Listen and circle the correct hobby.



2 Read and choose the correct answer.

What does Ram play?

He plays cricket.

He plays soccer.

What does Ana play?

She plays baseball.

She plays hockey.

What does Pablo play?

He plays soccer.

He plays soccer.

3 Work in pairs. Give information about yourself.

What do you like? I like playing basketball.

68

1 Listen and circle the correct hobby.

Give students a minute to look at the pictures and the text. Play Track 35 and have students circle the picture that corresponds to the sentence.

Check the sentences by asking: *Number 1. What does Cindy like? Playing soccer.*

Ask about John (*singing*) and Barbara (*swimming*).

2 Read and choose the correct answers.

Have students look at the pictures. Invite individual students to read out the texts next to the pictures. Have students read the questions and circle the correct answers. Read out the questions and encourage students to read out the answers they circled.

Have students practice asking and answering the questions in pairs.

3 Work in pairs. Give information about yourself.

Ask students to work in pairs. Have each pair exchange information about themselves, using the samples in Activity 3. Then, have them join another pair and exchange information with them.

Wrap Up

Ask students to work in groups of three. Have them write different hobbies from the ones they have seen so far. Ask them to exchange the information with their classmates.

Expected Outcomes

Identify names of hobbies while listening.

Answer questions about personal information.

Contrast hobbies between one's country and foreign countries using images.

Materials

Activity Book p. 68; CD Track 35

Warm Up

Play a game with your students. Say *I like...* and mime a hobby. The first student to guess, comes to the front and does the same. Play 5 or 6 minutes.

1 Look at the chart and complete the sentences.

	dancing	skateboarding	playing baseball
Karla	likes	likes	likes
Rubén	likes	likes	likes
Alfonso	likes	likes	likes

2 Answer the questions using the information in Activity 5.

Does Karla like skateboarding?	Yes	No
Does Rubén like playing baseball?	Yes	No
Does Alfonso like dancing?	Yes	No

3 Read about famous people. Do you have something in common with them?

Illustrated Graph About Hobbies

Step 2

Draw a similar chart in your notebook. Interview three classmates and fill in the chart.

Self-evaluation

Check that you have completed the chart and that you have answered the questions.

Unit 7 69

Expected Outcomes

Answer questions with one word.

Materials

Activity Book p. 69, Big Book 2 p. 6, CD Track 36

Warm Up

Write the first letter and the last letter of sports and hobbies students have seen in the unit. Draw a space for the missing letters in between. Have students form teams of three or four. Give teams two minutes to write the names of as many of the sports and hobbies as they can. After two minutes, have teams read out their lists. Declare the team with the longest list, the winner.

4 Look at the chart and complete the sentences.

Ask students to look at the chart and see what things Karla, Rubén and Alfonso like doing. There are also some things they have in common. Ask the first question and then have students ask and answer after you: *What does Karla like? She likes ... Does she like...? No, she doesn't.*

5 Answer the questions using the information in Activity 5.

Answer the questions using the information in Activity 4. Have students complete the activity in pairs. Check answers orally.

6 Read about famous people. Do you have something in common with them?

Have students sit in a circle, near you. Ask them if they remember the text about pastimes they saw before.

Open Big Book 2 to page 6. Turn the pages. Ask students if they know any of the people in the book. Explain these people were very famous. Play Track 36 and have a volunteer turn the pages as students listen. Go back to page 6. Ask, *What did Albert Einstein like doing? Science, math, and sailing.* Ask, *Who likes science?* Repeat with math and sailing.

Repeat the procedure with Leonardo da Vinci, Mark Twain, and Marie Curie.

Ask students to get in groups of three. Have them share if they have anything in common with the famous (same pastimes or same interests).

Wrap Up

Illustrated Graph About Hobbies Step 2

Tell students they are going to continue working on their product. Have them draw a similar chart than the one on page 69 (they can use sheets of paper or their notebook). Then, ask them to work in groups of four and have them interview each other about their likes. Keep the students' work in a file.

Self-evaluation

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

Lesson 3

Lesson 3

Work in pairs. Underline the question words.

- A: Hi! What's your name?
B: I'm Laura.
A: How old are you?
B: I'm seven years old.
A: Where are you from?
B: I'm from Mexico.
A: What's your hobby?
B: I like dancing.



Photo: iStockphoto
Photo: iStockphoto
Photo: iStockphoto
Photo: iStockphoto

Act out the dialogue.

Work in pairs. Complete the questions. Write the answers.

1. What's your name?
2. How old are you?
3. Where are you from?
4. What's your hobby?



70

Expected Outcomes

- Ask questions about personal information.
- Complete questions about personal information.

Materials

Activity Book p. 70

Warm Up

Ask a student, *What's your name? Pedro. How old are you? Seven.* Repeat with other students. Have students ask each other the same questions and find three classmates that have a name that begins with the same letter and are the same age.

Tell students to walk and share their name and age with other classmates.

1 Read and underline the question words .

Ask the group what question words they know (what, how, where). Tell students to work in pairs and read the dialogue in Activity 1. Ask what the dialogue is about (*an interview*). Encourage them to underline the question words. Ask them to read the dialogue taking turns.

2 Act out the dialogue.

Tell students to work in pairs. Say that Laura is a famous dancer. Ask them to pretend that one of them is Laura (or any other name they want), and the other is a TV journalist. Have them act out in their places for one minute. Then ask several pairs to come to the front and act out. Encourage the group to clap after each performance. Praise your students: *Very good! Excellent! Good job! Well done!*

3 Work in pairs. Complete the questions. Write the answers.

Keep students working with the same partner. Ask them to complete the questions and then, answer with Laura's information. Check the answers on the board.

Wrap Up

Play a game. Imagine you are somebody famous the student's know. Have them interview you and guess, at the end, who you are. Encourage them to use WH words to make their questions. The student who guesses, comes to the front and takes your place. For example:

SS: Are you a man or a woman?

T: I am a man.

SS: How old are you?

T: I am 35.

SS: Where are you from?

T: I am from Mexico.

SS: What's your hobby?

T: Oh, I like playing football. I am a famous football player!

SS: Are you Chicharito Hernández?

T: Yes, very good! Your turn.

Help students with words and ideas.

4 Choose the correct question for each answer.

I'm Roberto.

I like playing hockey.

I'm eight years old.

5 Unscramble the words to make questions.

you / baseball / like / Do / playing / ? /

Do you like playing baseball?

Do / you / video games / playing / like / ? /

Do you like playing video games?

like / playing / Do / you / soccer / ? /

Do you like playing soccer?

Illustrated Graph About Hobbies

Step 3

Working in groups of three, Ask and answer questions and take notes.

What's your name? How old are you? What are your hobbies? Do you like...? What's your favorite hobby?

Self-evaluation

Can I ask and write about my friends' personal information?

Unit 7 71

Expected Outcomes

Recognize composition of questions about hobbies and personal information.

Materials

Activity Book p. 71, Big Book 2 p. 6 CD Track 36

Warm Up

Write scrambled sentences on the board (one by one). Students are not allowed to write this time.

your / name / What / is / ?

you / old / are / How / ?

your / hobby / is / What / ?

4 Choose the correct question for each answer.

Ask students to circle the correct question for each answer. Have them exchange their books with another student and check if the answers are correct.

5 Unscramble the words to make questions.

Ask students to look at the groups of words. Explain that each group of words is a question that is out of order. Ask, *What word can we use if there isn't a question word? Do/Does.* Ask students to unscramble the words and write the questions on the lines. Monitor the activity helping, encouraging, and praising as appropriate. Have different students come to the board to write the answers.

Illustrated Graph About Hobbies Step 3

Tell students they are going to continue working on their product. Have students interview different students now and write the answers in their notebooks.

Self-evaluation

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

Wrap Up

Big Book: Write on the board:

Albert Einstein: maths, sailing

Marie Curie: chemistry, cycling

Leonardo Da Vinci: painting, birds

Tell students they are going to listen to the pastimes or hobbies of famous people. Play Track 36 and turn the pages of the Big Book as they listen.

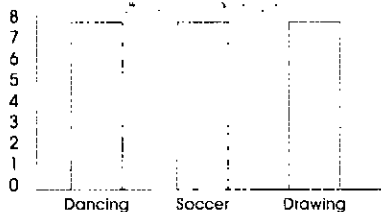
Listen to the story again if time allows. Ask students to fill in the information of Mark Twain.

Mark Twain: writing, sailing on the river

Lesson 4

Lesson 4

Ask three classmates their hobbies. Color in the bar chart.



2 Look at your graph. Write the hobbies your friends like.

Friend 1 likes _____
 Friend 2 likes _____
 Friend 3 likes _____

3 Listen and circle the numbers you hear.

4th 3rd 6th 10th 1st 2nd

Be Curious

What is the difference between ordinal and cardinal numbers?

72

Expected Outcomes

Revise the writing and numbering of cardinal and ordinal numbers.

Compare answers about personal information.

Materials

Activity Book p. 72: CD Track 37

Warm Up

Write the words for the numbers, from one to 10 on the board: eight two four one six three nine five ten seven.

Ask different volunteers to come to the front and write the corresponding number. Do not erase the board.

1 Ask three classmates their hobbies. Color in the bar chart.

Elicit the question: *What hobby do you like?* and give them an answer: *I like dancing.* Ask students to work in groups of three. Have them look at the graph in the book. Tell them to ask the members of their group which hobby they like out of the three options and color the graph accordingly. Have them mingle and ask two more groups about their preferences.

2 Look at your graph. Write the hobbies your friends like.

Have students write the hobbies their teammates like.

Be Curious

Ask students if they know what cardinal numbers are and give you some examples. Focus their attention to the board (where the numbers they wrote at the beginning of the class are). Ask them when you use them (*to count, to add, to multiply, etcetera*). Elicit ordinal numbers in the student's language. Ask students what they are for (*to order things*). Write the ordinal numbers beside the cardinal numbers on the board. Repeat the numbers with students: *one- first; two- second...*

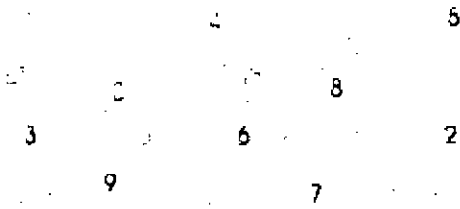
3 Listen and circle the numbers you hear.

Ask students to look at the board and say the numbers out loud, once more. Then play track 37 and have students listen first. Play the track again and have students circle the numbers they hear. To check the answers, ask what numbers were missing.

Wrap Up

Play a game. Ask students to stand in a line before they leave the classroom. Give each a place, from 1st to 10th (repeat as many times as necessary). Then, say: *First, you can go!* (All the first students leave the classroom). Repeat with the rest of the numbers.

- 4 Match the cardinal numbers with the ordinal numbers. Check with a friend.



- 5 Circle the correct word. Listen and check your answers.

- 1 How old are you?
 2 What is your hobby?
 3 What is your name?
 4 Where are you from?

- 6 Work in groups. Ask and answer questions and complete the chart.

Name	Age	Country	Hobby

- 4 Match the cardinal numbers with the ordinal numbers. Check with a friend.

Ask students to match the cardinal numbers with the ordinal numbers. Have them check with a classmate. Check the answers out loud: *One, first...*

- 5 Circle the correct word. Listen and check your answers.

Tell students they are going to ask others about personal information. Have them look at the questions and circle the correct question word. Play Track 38 and tell them to check their answers.

- 6 Work in groups. Ask and answer questions and complete the chart.

Tell students to pretend they are a famous person. Have students work in groups of 3. Ask them to use the questions in Activity 5 and interview the famous people. Tell them to write their answers in the chart. If anybody wants, they can look at the *Big Book* as a reference.

Wrap Up

Play a game with your students. Have them sit down. Call out different numbers. If the number is a cardinal, they stand up and if it is an ordinal, they sit down. For example:

T: *Two* (Students stand up.)

T: *Four* (Students remain standing up.)

T: *Tenth* (Students sit down.) Etcetera.

Expected Outcomes

Revise the writing and numbering of cardinal and ordinal numbers.

Identify questions about personal information.

Materials

Activity Book p. 73; CD Track 38

Warm Up

Have students make lines of 10. Ask them to say their place out loud:

S1, First; **S2**, Second, **S3**, Third, etcetera.

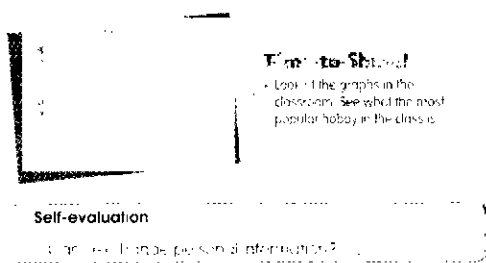
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Illustrated Graph About Hobbies

- Construction paper
- Colored pencils
- Ruler

- Write a list of five hobbies.
- Interview some classmates. Ask them *Do you like ...?*
- Make notes.
- Draw a bar graph using your notes.
- Share your graph with the class.



74

Expected Outcomes

Information about hobbies for an illustrated graphic.

Materials

Activity Book p. 74, construction paper, colored pencils, rulers

Warm Up

Ask students if they remember what a bar graph is. Remind them they used it to draw their friends' ages. Ask them if it was easy to use. Explain again if they have any problems (see page T72).

Illustrated Graph about Hobbies

1 Give students their work, recollected through the different lessons in the unit. Ask students to take out their notes (some of them were written in their notebooks).

2 Distribute the cardboard. Help students trace a graph first. On the left, write the numbers from 1 to 10 (as indicated in the picture), and in the bottom the name of 5 hobbies.

According to their notes, they have to fill in (color) how many students like the same hobby.

Time to Shine

Finally, ask students to put up their bar graphs on the classroom walls and say which is the most popular hobby at school.

Self-evaluation

If students have completed the unit's activities successfully, they can check the box.

Wrap Up

When the activity is over, have students put up their graphs outside the classroom and invite other students and teachers from other groups to see which is the most popular pastime or hobby in your class. Encourage students to ask students from other classes what their favorite hobby is.

Review

Review

- Look at the chart. Complete with information about yourself.



Name	Luis	Helen
Country	Mexico	Canada
Age	seven	eight
Hobby	cooking	playing the drums

- Complete the text with information from Activity 1.

Luis is from _____ and Helen is from _____.
 Helen likes to _____ and Luis likes to _____.
 and he is _____ years old.

- Write questions for each answer.

_____ is eight years old.
 _____ is from Argentina.

Unit 7 75

Expected Outcomes

- Check spelling of personal information and hobbies.
- Understand questions about personal information.
- Writes questions about personal information.

Materials

Activity Book p. 75

Warm Up

- Say a hobby. Students stand up if they like that hobby.
- Count (between you and the group) the students that stood up. Have a volunteer write the name of the hobby and how many students like it.
- Repeat with three other pastimes or hobbies.

- Look at the chart. Complete with information about yourself.

Ask students to read about Luis and Helen. Then have them complete the chart with their personal information.

- Complete the text with information from Activity 1.

Ask students to complete the paragraph with information from Luis and Helen. Ask them to check with another classmate.

- Write questions for each answer.

Tell students to look at the answers. Have them write the question for each answer. Check their answers on the board.

Wrap Up

Write the following on the board:

I am from _____. I like _____. I am _____ years old.

Have different students come to the front and read the paragraph, filling it in with their personal information. Erase the students' information every time another one comes to the front.

Evaluation Tool

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

*This tool is based on SEP's suggestions for evaluation and the Didactic Orientations.

Evaluation Tool 7

Questionnaire

Name _____

Use the following questions to evaluate how students exchange personal information and hobbies.

When listening, can the student identify personal information? (Name, age, nationality)	yes	no
Does the student spell names?	yes	no
Does the student recognize numbers?	yes	no
Can the student write questions to obtain personal information?	yes	no
Are the questions precise?	yes	no
Does the student avoid spelling mistakes?	yes	no
Is the bar graph visually attractive?	yes	no
Does the student participate actively with the group?	yes	no
Can the student provide written personal information?	yes	no
Can the student ask others about their hobbies and pastimes?	yes	no



Stories!

Unit Overview

Social practices of the language

Understanding oneself and others.

Recreational and Literary Environment

Read stories to compare emotions.

Expected Outcomes

Explore illustrated storybooks

Listen and follow the reading of a tale

Compare feelings after reading a story

Participate in writing sentences

Visual Resources

CD Flashcards: *blow, fly, move, stop, go, shout, sleep, climb, study, play, watch, listen*

Language

Once upon a time, happily ever after, How do you feel today?

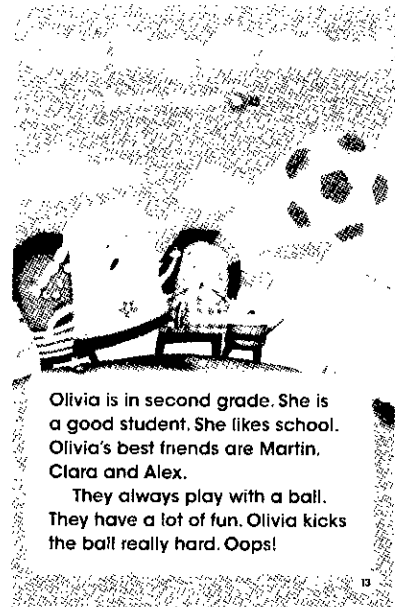
Extra material

Cardboard, glue, scissors, magazines, newspapers, colored pencils, sheets of paper

Final Product

How I Feel

Big Book 2, *One Day at School* pp. 13-18



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

8 Stories You are going to...
...the book... the author...

1 **Work in groups. Talk about your favorite books.**

2 **Look at the pictures. The children are...**

reading a book following instructions

What is the title of the book? Who is the author?

Is it a fiction or non-fiction book? Stories from Mars Jim Red

What does it look like? What does it look like?

Yes, it is a story.

3 **Listen and follow.**

4 **Read and match.**

The name of the book is... the cover
The author of the book is... Stories from Mars.
There's a spaceship on... Jim Red.

76 Lesson 1

Expected Outcomes

Activate previous knowledge to anticipate topic, purpose and intended audience.

Identify title and author.

Materials

Activity Book, p. 74, CD Track 39

Warm Up

Take a photocopy of any student's book cover. Tear a piece out of the photocopy at random. Stick it on a white sheet of paper and take out copies for the students. Distribute the copies to the students. Have students form groups and talk about what it might be. Invite groups to share their ideas. Write the ideas on the board. When they have guessed it is a student's book, have them guess at the age group it's for, title, topic, etc.. Then hold up the book you took the picture from and ask how many of their ideas were correct.

1 Work in groups. Talk about your favorite books.

Ask students if they have any favorite stories or books. Elicit a few. Have students get into small groups. Tell them to talk about their favorite stories or books. Encourage them to say what they like about them. Monitor as they work.

2 Look at the pictures. The children are...

Read the instructions out loud. Ask students to look at the pictures and circle the corresponding answer. Call on a volunteer to read the answer out loud.

3 Listen and follow.

Tell the students they are going to hear a conversation. Ask them to follow the conversation in the picture story. Play the track. It may be necessary to play the audio more than once.

Have the students close their books and brainstorm all the things they remember from the conversation







4 Read and match.

Explain to the students that they have to find the correct endings in the right hand column for the sentences beginning in the left hand column, and then match them. Check by asking the class *What is the name of the book?* *The name of the book is Stories from Mars.* *Who is the author of the book?*, etc.

Wrap Up

Throw a ball to someone in the class. The student who catches the ball has to say something about the lesson, for example. *The book has stories about Mars.*

5 Read. Use the color key to circle the parts of the story.

-  Title
-  Beginning of the story
-  Middle of the story
-  End of the story
-  Illustration
-  Page numbers


Stories From Mars


Zodiac Cosmos lives on Mars.
Zodiac Cosmos is a happy boy.
He likes to play and having fun.
Zodiac has a new Galaxy
Spinner. Whizz Whizz Whizz!
Wow! Look at those colors!
Zodiac's sister Star doesn't have
a galaxy spinner. She's sad. She
wants to play too.

Zodiac is a good brother. He says,
"Come and play with me Star!
It's good for brothers and sisters
to share."





How I feel


 I feel happy because I have a new galaxy spinner.

 I feel sad because I don't have a galaxy spinner.

Self-evaluation

 I can identify the parts of the story.

 I can identify the parts of the story.

 I can identify the parts of the story.

Unit 3 77

Expected Outcomes

- Identify parts of the book.
- Identify graphic and textual components

Materials

Activity Book p.77

Warm Up

Play a game with students. Form four teams. Ask for something, and the first team to bring it to you wins a point.

Say: *Bring me something blue.* (Students give you something blue). *Bring me something yellow.*

Make it more complicated: *Give me something small and red, etcetera.*

5 Read. Use the color key to circle parts of the story.

Have students open *Activity Book 2* at page 75. Have students look at the color key. Explain that they are going to read a story and that they must mark the title in red, the beginning of the story in green, the middle in yellow, the end in blue. Ask, *What color are you going to use for illustrations?* Orange. Ask, *What color are you going to use to show page numbers?* Purple. Ask, *Are you going to use purple or pink for the table of contents?* Pink. Walk around and check they are using the color code correctly.

Read out the story. Have students listen and follow in their books. Ask simple questions to check comprehension: *What's the name of the boy in the story?* *Who does he live with?* *Where is their house?*

Have students read the story again silently. Give them time to mark the story using the color code. Then check by asking them: *What's the title?* *What's the beginning of the story?* etc.

How I feel Step 1

Ask students how they feel today. Elicit more feelings (happy, sad, sick, angry). Ask students to draw themselves and how they feel today. Save students's pictures in a file.

Self-evaluation

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

Wrap Up

Hand out the crayons. Ask students to choose two colors from the song. Play **Track 60** and have students hold up the corresponding colors when they hear them. Play the track again and encourage students hold up the colors and sing along.

Lesson 2

Lesson 2

- 1 Read the beginning of the story. Circle the correct answer.

Ricky is happy tired sad

The wind is blowing! It is

Ricky is a raccoon. He lives on

Mars. Today, he is resting

he is tired

Knock, knock, knock! There is

someone knocking at the door

Look! It is Sammy, the squirrel!

Hi, Ricky! says Sammy.

Sammy! says Ricky. What's

the matter?

'The wind is blowing! It is

driving. I am cold and hungry.'

'Come in!', says Ricky. 'Let's

have some tea and cookies!'

Sammy and Ricky are drinking

tea and eating cookies.

Now Sammy is warm and happy.



- 2 Work in pairs. Read the rest of the story. Underline the end.

- 3 Is it a happy or a sad story? Why? Tell a friend.

78

Read the beginning of the story and choose the correct answer. Circle the correct answer.

- 1 Read the beginning of the story. Circle the correct answer.

Have students open their books to page 78. Ask a student to read the instructions out loud. Tell students to only read the beginning of the story and choose one of the three options for an answer. Elicit the answer.

- 2 Work in pairs. Read the rest of the story. Underline the end.

Tell students they can now read the rest of the story. Have them work in pairs. Ask them to underline the end of the story. Call on a volunteer to read out the answer.

- 3 Is it a happy or a sad story? Why? Tell a friend.

Have students get together in pairs to talk about the story is happy or sad. Ask them to give reasons for their conclusions. Monitor and help if necessary as they work. Call on volunteers to check their conclusions and reasons. Accept anything logical.

Wrap Up

Ask students to draw a picture of Sammy's face at the beginning and end of the story. Have them explain what he is feeling to a partner and why he feels that way.

Expected Outcomes

- Identify the beginning, middle and end of a story.
- Find the meaning of words in a Picture Dictionary.
- Identify characters by their name.

Materials

Activity Book p. 78, 115, sheets of paper

Warm Up

Give each student an index card. Have them draw a happy face on one side and a sad face on the other. Ask students to put the cards on their table in front of them. Call out the words *happy* or *sad* quite quickly in any order. E.g. *Happy, sad, sad, happy, happy, happy, sad, sad, etc.* Have students hold up the corresponding side of the card facing you.

Ask students to put away the cards. Continue calling *happy* or *sad* as before. Encourage students to change the expression on their own faces.

4 Read and listen to another Story from Mars. 🎧

Three astronauts are playing with the Cosmos. Their names are Jack, Andy, and Mike. Jack is walking to Mars Market with Mrs. Cosmo to buy food for lunch. Andy is playing soccer in the yard with Zedee. Mike is sleeping on the sofa in the Cosmos' living room.

5 Look at the astronauts. Listen and circle the correct action. Check your answers with a friend. 🎧



sleeping /
playing soccer



sleeping /
walking



walking /
playing soccer

How I feel

Make a mood calendar. Find out how you feel every day of the week.

How I feel

Read the story *A Happy Solution on Mars*. On a sheet of paper, draw Sammy and Ricky and how they feel. Write their names in pairs next to the story.

Self-evaluation

Circle your feelings and perform them.

4 Read and listen to another Story from Mars. 🎧

Read out the instructions. Tell students to close their eyes and just listen to the story. Play the track. Have students tell you what they understood. Do not correct anything. Now have them open their books to page 79. Tell them to read and listen to the story. Play the track.

Ask if what they understood the first time is the same as what is in the story. Elicit any differences.

5 Look at the astronauts. Listen and circle the correct action. Check your answers with a friend. 🎧

Read the instructions and ask students to look at the pictures. Elicit the actions they see. Explain that they are going to listen to the track and choose one of the two actions. Play the track. Have students check their answers with a partner.

How I feel Step 2

Tell students to read *A Happy Solution on Mars*. Once they have finished, ask them to draw Sammy and Ricky and how they feel. Tell them to also write their names.

Self-evaluation

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

Expected Outcomes

Identify actions and feelings.
Perform actions.

Materials

Activity Book p. 79, Big Book 2, p. 13, CD Tracks 40, 41

Warm Up

Big Book 2: One Day at School

Open the BB to page 13, *One Day At School*. Encourage students to say the title and the name of the author. Picture read the first three pages. Encourage students to describe the pictures. Ask, *Where does the story take place? What are the students playing? What happens? Who is the adult? What is the adult saying?*

After the students have talked about the pictures, read the first three pages to them. Ask the students why they think Olivia says "It was Clara!"

Time to Shine

Ask students to make a mood calendar in their notebooks. Tell them to include every day of the week. Explain that they should write how they feel on each day. They can compare with friends after a few days.

Wrap Up

Open *Big Book 2* to page 13, *One Day At School*. Display the first three pages of the story. Point to the different people in the story. Ask the students what the different characters names are. Then ask the students what the students in the pictures are doing. Tell them that they will hear more of the story in another class.

Lesson 3

Lesson 3

Look at the pictures from *Story From Mars*. What do you think the story is about?

2. Read. Underline the actions. Circle the feelings.



Little Miss Mars is walking to her grandmother's house. She's singing. She's very happy.



Oh no! It's a monster! Little Miss Mars is very scared, but the monster's crying. He's very sad.



I'm hungry, he says. Little Miss Mars feels sad for the monster. But a minute she says. But the monster eats all the cookies!



The monster laughs and runs away. Little Miss Mars is very angry! Now she has no cookies for her grandmother!

80

Expected Outcomes

Ask and answer questions about feelings.

Materials

Activity Book p. 80, bean bag or soft ball

Warm Up

Play a game with students. Tell students to stand up in a circle. If you say happy students clap; if you say sad, they stomp their feet. Play this as quickly as possible.

1 Look at the pictures from *Story from Mars*. What do you think the story is about?

Ask students to look at the pictures and say what they think the story is about. Ask and answer questions about the pictures, for example: *What do you think is in the basket? Who is that with the girl? Is the monster sad? What is the monster doing in picture 3? Etcetera.*

2 Read. Underline the actions. Circle the feelings.

Have students work in pairs. Ask them to read the story. Tell them to identify the actions and underline the words. Ask students what the answers are: *walking, singing, crying, eat, laugh, run.*

Ask students to identify the feelings and circle them: *happy, scared, sad, angry.* Check the answers out loud.

Have students work in pairs. Have them talk about the characters' feelings in the story:

S1: *Little Miss Mars is happy. She's going to visit her grandma.*

S2: *Little Miss Mars is scared. The monster is sad. Etcetera.*

Wrap Up

Write *happy, sad, scared, angry* on the board. Ask students to think what makes them happy; ask a volunteer. Then ask what makes them sad; ask another volunteer. Repeat the procedure with *scared* and *angry*.

Throw a soft ball to one student and say *happy*. The student makes a happy face. Then the student throws the ball to another student and says *angry*. That student has to make an angry face. Repeat with all the feelings.

- 3 Read again and complete the sentences.
- Little Miss Mars is very _____ because she's visiting her grandmother.
 She feels _____ when she sees the monster.
 But the monster looks very _____.
 Little Miss Mars feels very _____ when the monster eats all the cookies.

- 4 Read about Little Miss Mars again. Circle how she feels.



- 5 Work in pairs. Ask and answer how you feel.

How do you feel? I feel _____.

How I feel

88

Read the story and write Little Miss Mars and a friend's feelings at each part of the story. How do you feel when Little Miss Mars says the monster is how you feel when the monster eats the cookies.

Self-evaluation

Can you identify my feelings and use them with the story in the story?

Unit 8 81

Expected Outcomes

Compare actions and feelings of the characters in a story.

Use expressions to show empathy.

Materials

Activity Book p. 81, Big Book 2 p. 13

Warm Up

Ask students to say *hello* in a happy way. Then in an angry way. Repeat with *scared* and *sad*.

3 Read again and complete the sentences.

Have students look at the sentences. Have them work with a partner and guess the missing words. Read out the story on page 80 again. Read out the incomplete sentences and elicit the missing words. Have students complete the sentences in their books. Invite students to read out the completed sentences and check answers.

Have the students close the book and talk about the story. Check by having the students read the sentences aloud. Write the missing words on the board.

4 Read about Little Miss Mars again. Circle how she feels.

Tell students that Miss Mars has different feelings; have them identify how she feels along the story: *happy, scared, angry*.

5 Work in pairs. Ask and answer how you feel.

Have students look at the faces and choose the way they are feeling today. Have them work in pairs and ask and answer each other: *How do you feel today? I am happy.*

How I feel Step 3

Tell students to draw Little Miss Mars and the monster and their favorite part of the story. Ask them to draw the characters feelings. Encourage them to write how they feel after reading the story. Keep their work in a file.

Self-evaluation


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

Wrap Up




Open *Big Book 2* to page 13. Turn the pages and ask students to tell you what the story is about. After every page, ask about the feelings of the characters. *Are they happy? Are they scared? Is the principal angry?* Etcetera.

Lesson 4

Lesson 4

1 Work in pairs. Complete the story. Listen and check. 




Once upon a time there was a beautiful princess

A: What are you doing Princess?
B: I'm playing my guitar.

A: Are you playing guitar?
B: No, I'm not. I'm playing the guitar.

A: Now the princess is playing guitar in the woods.
B: Yes, she is.

A: What's this? It's a monster. The monster's under a tree.
B: Yes, it is.

A: Poor monster. He looks very sad.
B: Yes, he is.

A: Wow! He isn't a monster. He's a handsome prince!
B: Yes, he is.

The prince and the princess lived happily ever after.

82

Expected Outcomes

Ask and answer questions about feelings.
Complete sentences that refer to actions and emotions.

Materials

Activity Book p. 82; CD Track 42, Big Book 2 p. 13 CD Track 43

Warm Up

Mime a feeling. Don't say a word. The first student to ask you; *Are you (feeling)?* comes to the front and acts a feeling. repeat with 4 or 5 students.

1 Work in pairs. Complete the story. Listen and check.

Ask students to look at the pictures. Have them work in pairs and try to complete the story in their notebook.

Have them check their answers by listening to the track. Play the track once more if necessary. Ask for the answers out loud.

Write these questions on the board.

How does the princess feel?

How does the monster feel?

How does the princess feel when she sees the handsome prince?

Have students work with the same partner and answer the questions in their notebook. Monitor and check. When students finish the activity, have different students come to the board to write the answers.

Big Book 2: One Day at School

Tell students they are going to listen to the story. Play Track 43 and turn the pages as they listen. Play the track once more. Have students express how they feel and to talk about a similar situation.

Wrap Up

Divide the students into groups of four. Have them practice reading the story, with each person in the group taking one of the parts e.g. the narrator (for the first and last sentences), the princess's mother, the princess and the monster/prince.

Have several groups act out the story for the class without their books. Tell them not to worry if they can't remember all of the words. Encourage the class to applaud after each performance.

2 Read and complete. Circle the capital letters.

doing crying walking playing

What is the princess doing?

She's crying the guitar.

Is the princess walking in the woods? Yes, she is.

Poor monster! He is crying.

3 Rewrite the sentences using capital letters and correct punctuation.

I like reading.

the monster is sad.

cosmo's sister is star.

the monster is crying.

cosmo's sister is star.

the monster is crying.



Be a Question!
Which words have capital letters in a sentence?

Unit 8 83

Expected Outcomes

- Identify words that are written with capital letters.
- Compare words in sentences.
- Review use of capital and lower case letters.

Materials

Activity Book p. 83, newspapers or magazines, scissors, glue

Warm Up

Distribute newspapers and magazines. Ask students to find out words that begin with capital letters. Have them cut out 5 words and paste them in their notebook.

2 Read and complete. Circle the capital letters.

Write A and a on the board. Point to the 'A' and say, *This is a capital letter.* Point to the 'a' and say, *This is a small case letter.* Have a student come up to the board and write his/her name e.g. *Diego*. Ask, *Which is the capital letter?* D. Elicit that the first letter in a name is always a capital letter.

Write a sentence on the board. *We live in Mexico.* Ask, *Which are the capital letters?* W and M. Elicit that you always start a new sentence with a capital letter, and that you always start the name of a place with a capital letter because a place is a name just like Diego.

Tell students to complete the sentences about the Princess story. Then, ask students to circle the capital letters.

2 Rewrite the sentences using capital letters and correct punctuation.

Read out the instructions and check comprehension. Have students do the exercise. When they have finished writing the sentences, have volunteers come out and write the sentences on the board, so that everyone can check their work and make any corrections they need to make.

Ask volunteers to circle the capital letters and say why they are capital letters. Finally underline all the periods in the sentences in red, and ask students why the periods are there. *Because they mark the end of sentences.* Circle the question mark in green. Point out that you always need a question mark when you are writing a question, but in English, unlike Spanish, there is only one question mark at the end of the question. This visual approach is very helpful for students because most students have visual memories.

Wrap Up

Give each student a piece of paper. Have them draw a scene of their favorite book and write three sentences about how the characters feel, using correct punctuation.

Product

Product

How I Feel

- Sheets of paper
- Colored pencils or crayons



Draw a picture from one of the stories in the unit.
Fix your pictures onto a large piece of construction paper.

Write how the characters in the story feel and how you feel.

- Display your posters on the classroom wall

Self-evaluation

I know how to feel when I read a story.

84

Expected Outcomes

Compare feelings brought about by the reading of a story

Materials

Activity Book p. 84, sheets of paper, colored pencils, crayons, glue, scissors

Warm Up

Ask students how they feel today.

T: Hi, Maria. How do you feel today?

S: Happy.

Ask your students: Can you tell me the name of a sad story? Of a happy one?

How I Feel

- 1 Distribute your students' work done through the unit.
- 2 Have them paste the picture from one of the stories they chose onto a piece of cardboard.
- 3 Ask them to paste their work on how some of the characters feel. Tell them to write sentences about how the characters feel.
- 4 Tell them to paste the drawings on how they feel. Ask them to write sentences about their feelings.
- 5 Encourage them to decorate their work.

Help your students distribute their pictures on the cardboard. Remind them to write capital letters and use punctuation.

Self-evaluation

Ask students if stories make them feel different things. Have them check the icons accordingly.

Wrap Up

Help them put up their work outside the classroom, on the door or the walls. Encourage your students to share their work with other teachers and students in the school.

Have your students talk to others about the stories they read and how they felt about the stories.

Review



Review

1 Choose a beginning for a story.

They lived happily ever after.
Once upon a time.

2 Draw the story you liked most and how it makes you feel.

Activity Book p. 85

3 What is the character doing in your favorite part of the story?

Unit 8 85

Expected Outcomes

Recognize textual components in a book.
Express feelings when reading a story.
Writes sentences with correct spelling and punctuation.

Materials

Activity Book p. 85

Warm Up

Have two volunteers come to the front. Whisper a feeling they have to act.
Give them 1 minute to think. The volunteers need to invent a situation and act it out. The group has to guess the situation and the feeling.

1 Choose a beginning for a story.

Have students look at the stories in their book and find out which sentences is the correct one to begin a story.

2 Draw the story you liked most and how it makes you feel.

Students can either chose one story from the book or another story. Make sure they draw themselves and write how they feel about it.

3 What is the character doing in your favorite part of the story?

Ask students to write what the character is doing in their picture. Monitor and help if necessary.

Wrap Up

Play *Feelings Salad* with your students. Assign each a feeling: *sad, scared, happy, angry, tired*, etcetera. Ask students to sit in a circle. Say one feeling (*happy*). All the students that are assigned with "happy" stand up and change places, as quickly as they can. Do the same with all the words. But, if you call out the word "feelings", everybody needs to change places. Do it as quickly as you can.

Evaluation Tool

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

*This tool is based on SEP's suggestions for evaluation and the Didactic Orientations.

Evaluation Tool 8

Rubric

Name _____

	Achievement Attained	Needs Reinforcement	Needs Help
Reads children's stories.	Student is interested in different stories, understands them and talks about them.	Student needs encouragement to read children's stories and understand what they are about.	Student does not understand most of the stories he/ she reads.
Follows the reading of a story.	Student follows the story with his/her finger while he/she is listening to it.	Student's sometimes cannot follow the story while listening to it.	Student cannot follow a story while listening to it.
Talks and compare feelings after reading a story.	Student is empathic and can express what he/ she feels after reading or listening to a story.	Student sometimes cannot express his/ her feelings after reading or listening to a story.	Student cannot express feelings after reading or listening to a story.
Writes sentences.	Student writes coherent sentences about feelings with correct spelling and punctuation.	Student writes sentences about feelings with some spelling mistakes.	Student cannot write a coherent sentence about feelings, missing spelling and punctuation.

9

The Americas!

Unit Overview

🌀 Social practices of the language

Register information about geography with graphic support

🌀 Academic and Educational Environment

Treatment of information.

🌀 Expected Outcomes

Explore illustrated maps of the American continent with specific information (language, nationality, flag, etc.).

Understand information from a text read out loud.

Participate in writing information.

🌀 Visual Resources

CD Flashcards: *cold, tropical, dry, humid*

🌀 Language

I'm Canadian. Canada is in North America.

My name is Dora. I'm from Brazil. I speak Portuguese.

In Mexico, people speak Spanish.

What is her name? Maria.

Where is she from? Mexico.

What languages does she speak? Spanish and English.

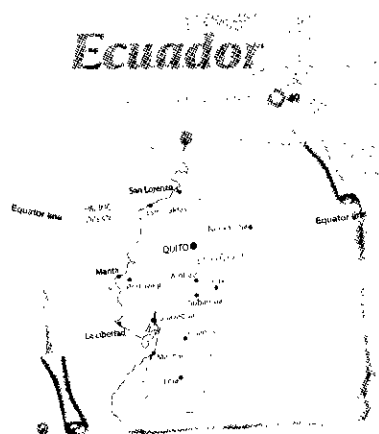
🌀 Extra material

Glue, cardboard, colored pencils, scissors, sheets of paper

🌀 Final Product

Map Puzzle of the Americas.

🌀 Big Book 2, Ecuador pp. 19-24



Ecuador is in South America. It is a very small country.

Its name comes from the imaginary line around the Earth. This line divides the Earth into the Northern Hemisphere and the Southern Hemisphere.

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



The Americas

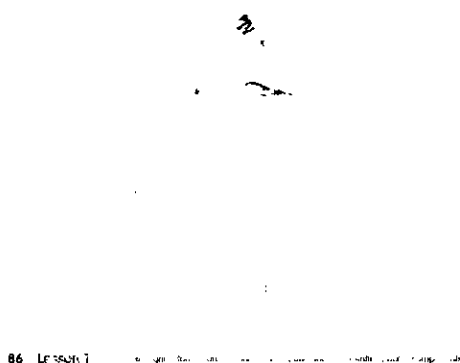
This map is useful for
locating countries in the
Americas.

- 1 Look at the picture below. Circle the correct answer.

This is a

map photograph

- 2 Look at the map. Color Mexico in orange.



Expected Outcomes

Recognize topic, purpose and intended audience.
Identify textual components.

Materials

Activity Book, p. 86, a map of North, Central and South America

Warm Up

Display a map of North, Central and South America. Say, *This is a map of North America, Central America and South America.* Explain the continent is divided into three main regions. Say the name of each one and have students repeat. Point to Mexico and have students locate it. Ask, *Is it in North, Central or South America?* *North America.* Repeat the procedure with Brazil, Canada, The United States and Argentina. Use arrows to label the five countries on the board.

Write the words *above* and *below* on the board.

Repeat these words and mime them for students to understand the meanings. Tell students you will ask questions about some countries and they should go to the board and point to the country on the map. Say, *Which country is above Mexico?* Have students raise their hand to pass to the front. Pick one of the volunteers to point to the United States. Say, *Which country is below Brazil?* Use the same procedure to ask about Canada, Argentina and the United States.

Tell students they are going to learn about other countries in the American continent.

- 1 Look at the picture below. Circle the correct answer.

Ask students to open their books to page 86. Have students look at the map, then, read out the sentence. Elicit the answer. Have students circle the correct answer. Check the answer orally. Elicit from students the importance of maps. Explain that maps are very useful because people can use them to locate continents, countries, oceans, rivers, mountains, cities, towns, etc.

- 2 Look at the map and color Mexico in orange.

Ask students to point to Canada, The United States, Brazil, Argentina and Mexico. Have them color Mexico in orange.

Wrap Up

Display the map of the Americas on the board and write the names of the following countries next to the map: *Mexico, Brazil, Canada, The United States and Argentina.* Have one student come to board. Say, *Point to Mexico.* Then, have the same student ask you to point to another country from the list.

Ask students to open their books at page 86. Divide the class into pairs. Have students take turn turns to ask each other to point to the countries from the list on the board. Monitor and help when necessary.

- 3 Listen and point to the flags. Work in pairs.
Number the flags. 44

Visit the Americas!

Come to Canada. See the flag!
It's red and white!
Come to the U.S.A. See the flag!
It's red, white, and blue!
Come to Mexico. See the flag!
It's green, white, and red!
Come to Brazil. See the flag!
It's green, yellow, and blue!
Come to Argentina. See the flag!
It's blue and white!



- 4 Complete the sentences. Check in pairs.



I'm from



I'm from

Map Puzzle of the Americas

Put the map of the Americas together to make a puzzle.

Self-evaluation

Put a tick in the box if you have done the activity.

Unit 9 87

Expected Outcomes

While listening, point to information about countries.
Identify graphic components.

Materials

Activity Book p.87, Big Book 2, Ecuador, CD Track 55,
a map of the Americas, two index cards per student,
color pencils, a map of the Americas per group of
three students, construction paper, glue sticks

Warm Up

Write the first and penultimate letter of the word
Canada on the board, C _ _ _ D_. Have students play
Hangman. Tell them to take turns saying a letter until
they guess the hidden word. Repeat with *Mexico*,
America, *Argentina*, and *Brazil*.

- 3 Listen and and point to the flags. Work in pairs.
Number the flags. 44

Have students open their books to page 87. Tell them
they are going to listen to a song. Point to each flag and
elicit the names of the countries the flags belong to.

Play **Track 44** and have students listen and follow in
their books. Play the track again and have students
sing along and point to the each flag as it is mentioned
in the song.

Divide the class into pairs. Ask students to number
the flags according to the verses of the song. Check
answers as a class.

- 4 Complete the sentences. Check in pairs.

Have students identify the flags and say the countries
the flags represent. Ask them to complete the
sentences.

Divide the class into pairs. Have students check their
answers. Elicit the answers and write both sentences
on the board.

Highlight the use of capital letters for names of
countries. Then, invite students to read the sentences
out loud.

Big Book 2: Ecuador

Open the *Big Book 2* to page 19, *Ecuador*. Read
the title. Have students look at the picture and say
what it is. (A map.) Then, ask them what country is
above Ecuador (Colombia), and what country is below
Ecuador (Peru).

Display the map of the Americas and help students to
locate Ecuador on the map, using the map in the story
as a guide. Ask: *Is Ecuador a big or a small country? Is
it on the coast of the Pacific or the Atlantic Ocean? Is
Colombia above or below Ecuador? Is Peru above or
below Ecuador?*

Finally, ask students in which region of the Americas
Ecuador is.

Map Puzzle of the Americas Step 1

Tell students they are going to make a puzzle of the
map of the Americas. Divide the class into groups of
three. Give each group construction paper and a map
of the American Continent.

Encourage students to work together. When they
finish keep their work in a file.

Self-evaluation

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

Wrap Up

Divide the class into groups of five. Give each student
two index cards. Assign a different flag to each
student in every group. Ask students to draw and
color the flag in one of the cards and write the name
of the country on the second card to mix the ten cards
and lay them out face down in rows on a desk. Explain
that they will play memory game. Monitor and help
when necessary.

Lesson 2

Lesson 2

Look at the map. In pairs, complete the sentences.



2 In pairs, listen and check your answers.

88

1 Look at the map. In pairs, complete the sentences.

Ask students to open their books to page 88. Have students look at the map. Point to North America. Say the name and have students repeat. Repeat with Central America and South America.

Ask: *What countries are in North America? Canada, the United States, Mexico.* Say: *Point to Canada. What country is that?* Repeat for Belize and Brazil.

Focus students' attention on the pictures of the three children at the bottom of the page. Point to the first photo and read out the first sentence. Say: *Where's he from? He's from Canada. Where's Canada? Let's look at the map to find it out. Canada is in... North America.*

Have students complete the sentences. Explain that they can find the answers by looking at the map.

2 In pairs, listen and check your answers.

Tell students to listen and check their answers for Activity 1. Play **Track 45**.

Divide the class into pairs. Have students compare their answers. Elicit the answers and write the full sentences on the board. Remind students the use of capital letters for proper names.

Expected Outcomes

- Identify the three main regions of the Americas.
- Name countries and locate them on a map.

Materials

Activity Book p. 88, CD Tracks 44, 45 and 46, students' flags from previous lesson

Warm Up

Have students take out their flags from the previous lesson. Tell students to listen and hold up their flag when they hear it mentioned. Play **Track 44**. Have students form groups with the same flag. Tell each group to hold up their flags and to sing along to the verse that mentions their flag. Play the track again.


Wrap Up

Display the map of America. Point to different countries for students to call out their names. (Mexico, Canada, Belize, Brazil, Argentina, The U.S.A.). To give student practice in pronunciation, model the names of the countries and have students repeat after you.


Have students form teams of five or six. Explain that they are going to play *Chinese Whispers*. Tell students you are going to whisper the name of a country to the first student in each team. When you say *Go!* the first student whispers the name of the country to the student behind him and so on. When the last student hears the name of the country he or she should run up to the board, write the name of the country and point to the country on the map.

Award a point to the team of the first student to point to the correct country.

Have the last students take their places at the front of the lines and repeat with another country.

- 3 Listen and point to the regions. Then, in pairs, label the countries and color them. 



- 4 In pairs, read the words out loud. Circle the ones that sound similar in Spanish. 

flag number Argentina country map
color central Mexico yellow big

Map Puzzle of the Americas

Identify the three main regions of the continent. Cut them out and color them different colors.

Self-evaluation

Confidently identify the three main regions of the Americas.

Unit 9 89

Expected Outcomes

Recognize words that are similar to Spanish.


Materials

Activity Book p.89, map of the Americas, two index cards per student, color pencils, a map of the Americas per group of three students, construction paper, glue sticks. Big Book 2, Ecuador, CD Track 46

Warm Up

Draw a Tic-Tac-Toe grid on the board. Write the following words in the boxes: *Canada, United States, Mexico, Costa Rica, Brazil, Argentina, North America, Central America, South America.*

Divide the class into two teams and assign them a symbol (X or O). Tell teams they have to use the name in a sentence before they can put their symbol in the box. The first team to get three symbols in a row wins.

- 3 Listen and point to the regions. Then, in pairs, label the countries and color them. 

Tell students they will learn more about countries in the Americas. Display the map of the Americas on the board. Point to North America. Say the name and have students repeat. Invite volunteers to come to the front and point to and name the countries in the map.

Ask students to open their books to page 89. Play **Track 46** and have students listen and point to the regions when they hear them. Ask: *Which countries are big? Canada, The U.S.A., and Brazil. Which country is long? Argentina.*

Divide the class into pairs. Ask students to label the countries and then color them using different colors. Write the answers on the board and check spelling. Remind students the use of capital letters for proper names.

- 4 In pairs, read the words out loud. Circle the ones that sound similar in Spanish.

Read out the instructions. Read out the words one by one and have students repeat after you. Divide the class into pairs. Have students take turns to read the words out loud and decide together if they sound similar in Spanish.

Check answers on the board.

Big Book 2: Ecuador

Open **Big Book 2** to page 19. Ask: *What's the name of the story? Ecuador. What does this map show? The country of Ecuador. Where's Ecuador? In South America.*

Explain to students that Ecuador is famous for its flora and fauna. Point to the Pacific Ocean on the map. Ask: *What kind of animals do you think live in Ecuador?* Have students look at the pictures on page 20 and name the animals they know. Then, show them the pictures on the following pages and elicit the names of the things and places they know, such as *flag, city, map, ocean*, etc.

Praise students who participate.

Map Puzzle of the Americas Step 2

Display the map of the Americas on the board and have students identify its three main regions. Divide the class into the same groups of three students worked in Step 1. Give each group the map of the American Continent that they pasted on construction paper. Ask students to identify the three main regions of the continent, cut them out and color them in different colors. When they finish keep their work in a file.

Self-evaluation

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

Wrap Up

Divide the class into small groups. Ask students to look through previous units in their books and find more words in English that are similar to words in their mother tongue. Encourage groups to share their words and make a list on the board. Have students copy down five words and illustrate them.

Lesson 3

Lesson 3

1 Listen and number. Check in pairs.



Juan



Dan



Dora



Kate

2 Listen again and circle the correct answer. Check in pairs.

Kate is Canadian. She speaks English and

Dan is American. He speaks

Juan is Mexican. He speaks

Dora is Brazilian. She speaks

3 In pairs, complete the sentences with the names of the countries. Then, read the sentences out loud.

In _____, people speak English and French.

In _____, people speak English

In _____, people speak Spanish

In _____, people speak Portuguese.

90

Expected Outcomes

Identify words and phrases when listening.

Distinguish upper and lower-case letters.

Identify names of countries and nationalities to practice their pronunciation.

Materials

Activity Book p. 90, CD Track 47, a map of the Americas

Warm Up

Display a map of the Americas on the board. Point to different parts of the map. Invite volunteers to say the names of the countries that you point to.

Tell students that people speak different languages in different countries. Ask, *What language do people in the U.S.A. speak? They speak English.*

Invite volunteers to say a language they speak. On the board, write the following sentence pattern for them to complete: *I speak _____*. Invite several students to say, *I speak (Spanish).*

Tell students they are going to learn about the languages people speak in the countries they have learned.

1 Listen and number. Check in pairs.

Ask students to open their books to page 90. Point to every picture and ask what the names of the children are. Play **Track 47** and have students number the children in the order they hear them. Play the track again and ask students what country the children come from.

2 Listen again and circle the correct answer. Check in pairs.

Tell students you are going to play the recording again, to hear the languages each child speaks. Have them read the sentences and look at the options. Play **Track 47** and have students complete the activity.

Provide additional support by modeling the first one. Play the track again and pause after the first dialogue. Say: *Who is this girl? Kate. What's her nationality? Canadian. What languages does she speak? English and French.* Provide help if needed. Say: *She speaks English and French.* Have students repeat. Choose another picture and repeat the procedure. Check students pronounce *speaks* correctly.

Have students check their answers in pairs. Ask them to take turns reading the sentences to each other. Invite volunteers to share their answers.

3 In pairs, complete the sentences with the names of the countries. Then, read the sentences out loud.

Point to the photo of Juan in Activity 1 and say incomplete sentences for students to complete. For example, *Juan is... Mexican. He lives in... Mexico. He speaks... Spanish.* Repeat with the other three pictures. Then, have students look at the incomplete sentences. Ask: *What kinds of words are missing?* Elicit: *countries.*

Ask students to complete the sentences. Tell them to pay attention to capital letters.

Invite students to write the words on the board.

Wrap Up

Display a map of the Americas. Point to North America. Have students identify the three countries they have learned throughout the unit: *United States, Canada and Mexico.* Repeat the procedure for Central and South America.

Have students form groups of three. Ask questions for each small group to answer: *Is Canada in North America or South America? Where is Brazil?* Encourage students to answer using complete sentences, such as *It's in North America. It's in South America.*

- 1 In pairs, read and complete the sentences using the words in the box.

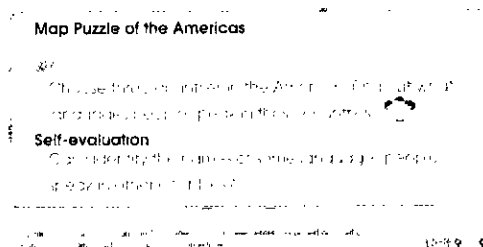
Central America South America North America
 Kate lives in Canada. She speaks English and French.
 She lives in _____.
 Dora lives in Brazil. She speaks Portuguese.
 She lives in _____.
 Alejandro lives in Costa Rica. He speaks Spanish.
 He lives in _____.

- 2 Listen and answer.

What is her name?

Where is she from?

What languages does she speak?



Expected Outcomes

- Write the names of regions and countries.
- Identify words and phrases when listening.
- Complete sentences based on a set of words.

Materials

ActivityBook p. 91, CD Track 48, a map of the Americas, flashcards featuring the outline and flags of countries seen in the unit, construction paper

Warm Up

Display a map of the Americas. Ask, *Where's Argentina?* Elicit, *In South America. What language do they speak in Argentina?* Elicit *Spanish*. Repeat the procedure with the United States, Canada, Mexico and Brazil.

- 4 In pairs, read and complete the sentences using the words in the box.

Display the map of the Americas. Invite students to come up and locate Canada, Brazil and Costa Rica. Ask each student: *In which part of the continent is (Canada) located?* (North America)

Divide the class into pairs. Read out the instructions and have students complete the sentences. Invite

students to take turns to read out the completed sentences. Check answers as a class.

- 5 Listen and answer.

Ask students to open their books to page 91.

Tell students to listen and answer the questions in their books. Play **Track 48**. Pause the track after each question is answered to give students time to write the answers.

Divide the class into pairs. Have students take turns to ask and answer the questions. Walk around checking answers and correcting pronunciation and intonation where needed.

Big Book 2: Ecuador

Open Big Book 2 to page 19. Have students tell you where Ecuador is and what they think story is about.

Play Track 49. Show the pages along with the audio.

At the end of each page pause the recording and ask students simple comprehension questions:

Page 19: *Where is Ecuador? In South America*, Page 20: *What are some of the animals that live in The Galapagos Islands? Tortoises, penguins, iguanas, and hawks*. Page 21: *What languages do people speak in Ecuador? Spanish and Quechua*. Page 22: *What is the name of the mountains? The Andes*. Page 23: *What is the weather like on the coast? Wet and warm*, Page 24: *What do people grow in Ecuador? Bananas*.

Map Puzzle of the Americas Step 3

Display the map of the Americas on the board. Have students identify the countries they have learned so far. Invite them to find Ecuador, Colombia and Peru. Use arrows to label the countries on the board. Divide the class into the same groups from the previous stages of the product. Ask students to choose three countries and find out what languages people in those countries speak. Give each group a sheet of construction paper. Have students register the information in a chart on the construction paper.

Encourage students to work together. When they finish keep their work in a file.

Self-evaluation

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

Wrap Up


Hold up the first flashcard (see *Materials*) and give students time, such as 5 seconds to name the country whose map and flag is pictured on the cards. Continue until all the cards have been answered correctly. Give positive feedback.

Lesson 4


Lesson 4

Work in pairs. Read and complete the chart.


Dora likes feijoada. It is a Brazilian dish. Feijoada has beans and meat.




Kate likes maple sugar pie. It is a Canadian dessert. It has maple syrup.



Don likes hamburgers. A hamburger has lettuce, cheese and tomato. Americans love hamburgers.



Diego likes asado. Asado is grilled meat. It has beef or pork as well as vegetables. It is a typical Argentinian dish.



Country	Food	Language	Region
Argentina			
Brazil			
The U.S.A.			
Canada			

Turn to the next page

Write a short paragraph about a classmate and share it with the class.

92

Expected Outcomes

- Point out data or information about countries.
- Use language as a means of appreciating other languages and cultures.

Materials

Activity Book p. 92

Warm Up

Divide the class into teams of three or four. Tell teams to write numbers 1–5 down the left hand side of a page in their notebooks. Explain you are going to describe countries and teams have to write the name of the country. Say: *One. This country is in Central America. The people speak Spanish. The flag has red, white, and blue stripes.* Continue to describe Canada, Mexico, Brazil, and Argentina in the same way. Have teams compare their answers before checking them on the board.

1 Work in pairs. Read and complete the chart.

Have students open their books to page 92. Ask students to look at the pictures. Ask: *Can you identify the food in the pictures?*

Read the texts and have students follow in their books. At the end of each text ask students to hold up their hands if they would like to try the dish.

Have students read the texts silently and underline any unfamiliar words. Then ask students to read them out and make a list on the board. Go through the list encouraging the class to guess the meanings of the words from context. If they can't guess, explain the meanings. Have students copy the words into their notebooks and illustrate the meanings.

Focus attention on the chart. Have students complete the information.

Copy the chart onto the board and invite students to come up and complete it with their answers. Invite students to read out their answers.

Wrap Up

Ask students to choose a character they have seen in the unit and assume their identity. Ask students to role-play meeting each other and asking and answering about their personal information. Write the following model on the board.

A: *What's your name?*
 B: *My name's (Dora).*
 A: *Where are you from?*
 B: *I'm from (Brazil).*
 A: *What language do you speak?*
 B: *I speak (Portuguese).*

Call on two volunteers to pass to the front and role-play the dialogue to the class. Have them switch roles and repeat. Give students ample time to do the activity. Walk around the classroom and check pronunciation.

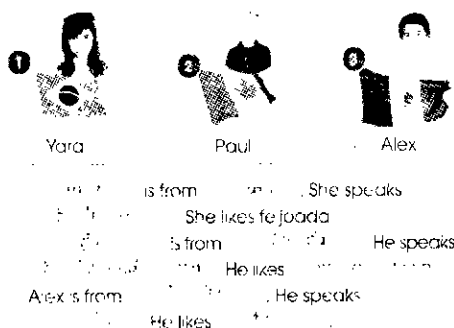
Have other volunteers role-play the dialogue. Say phrases like *Good job!* or *Excellent!* to motivate students to continue participating.

Have students present their friend to the class using the sentence pattern, *(Juan) speaks (Portuguese). He's from (Brazil).* Provide additional vocabulary support as needed. Give positive feedback.

Time to Shine

On the board, write the question: *What's your favorite food?* Have a volunteer ask you the question. Write your answer below the question: *I like (chicken tacos). Chicken tacos have tortillas, chicken, lettuce, cream and cheese.* Divide the class into pairs. Have students ask each other the question. Then, ask students to write a paragraph about what their like to eat. Monitor and help when necessary. Invite students to read their paragraphs to the class.

- 2 Look at the pictures. In pairs, complete the sentences.



- 3 Glue the words on page 119 in the correct square.

Country	Canada	The U.S.A.	Mexico	Argentina	Brazil
Location					
Language					
Food					

Ask your classmates about their favorite food. Ask: What's your favorite food?

Expected Outcomes

Complete sentences based on a set of words.
Point out data or information about countries.

Materials

Activity Book p. 93, Big Book 2, Ecuador, CD Track 49, cards or sheets of paper, Cut out p. 119, scissors, glue sticks

Warm Up

Distribute cards. Tell students to invent a person including name, country, language(s), and a national dish and write the information on the card.

Ask a volunteer to come to the front of the class. Ask the other students to guess which country she/he is from by asking questions: *What language do you speak? What food do you like? What color is your flag, etc.*

Invite the first student to guess the country to come to the front and take the next turn. Ask students to keep their cards safe for the end of lesson.

- 2 Look at the pictures. In pairs, complete the sentences.

Have students open their books to page 93. Have students look at the pictures and identify the flags.

Complete number 1 on the board as a model. Have students complete the activity in pairs. Tell students to use their imagination to complete Alex's favorite food. Walk around, praising students who are answering correctly and encouraging and helping those who are having problems.

Check answers on the board. Invite students to read out the completed sentences in pairs.

- 3 Glue the words on page 119 in the correct square.

Have students cut out the words on page 119. Ask them to arrange the words in the table on page 93. Monitor the activity helping where needed. Tell students to put their hand up when they are finished. Have students check their charts in pairs. Then, ask them to glue the words onto the correct squares.

Big Book 2: Ecuador

Open Big Book 2 to page 19. Play **Track 49, Ecuador**. Show the pages along with the audio.

Encourage students to tell you other things they learned about Ecuador. Ask: *Did you like the story? Why? What is your favorite part of the story? What are your favorite animals in the story? Would you like to visit Ecuador? Why? Etc.* You can also use the questions on page 32.

Wrap Up

Ask students to take out their cards. Explain that they are going to role-play and find other people from the same country.

Write the dialogue on the board:

A: Hi. What's your name?
B: My name's _____, what's yours?
A: My name's _____. Where are you from?
B: I'm from _____. And you?
A: I'm from _____.

Ask two volunteers to model the dialogue.

Have students move around and find others from their country. After a set period of time say: *Stop!* Ask groups to tell the class what country they are from. Encourage the class to ask them questions about their country.

Be Curious

Guide students to make a survey to find out what their friends like to eat. Have students ask five of their classmates about their favorite food. Have some volunteers report their findings to the class.

Product

Product

Map Puzzle of the Americas

- Construction paper
- Map of the Americas
- Colored pencils
- Scissors and glue

Work in teams. Paste the map of the Americas on the construction paper.

Identify the three main regions of the Americas.

Color them and cut them out.

Choose three different countries. Find out what languages people speak and what food they like.

Write the information in a chart on the construction paper.

Play with some crosswords. Solve the puzzle and share the interesting facts.

Self-evaluation

Can I say interesting facts about different countries?

Yes _____ No _____

94

Expected Outcomes

Find areas of the American continent on a map.

Revise use of capital and lower case letters.

Materials

Activity Book 2 p. 94, students' materials that have been collected in their files; construction paper, colored pencils or crayons, scissors, glue sticks

Warm Up

Tell students they are going to create a map of the Americas. Draw three columns on the board. Label the columns: *North America, Central America, South America*. Invite volunteers to name the countries they remember in each continent and write them on the board under the correct label.

Tell students that they are going to continue working with their product. Write the title of the project on the board: *Map Puzzle of the Americas*. Ask students what they can do with maps; elicit answers (for example, people can locate continents, countries, cities, towns, oceans, mountains, etc.). Tell them they can put up their final products outside their classroom or on the common board at school so everybody can

read and find out about the countries they presented.

1. Have students work in groups of 3.

2. Give students the work they have been developing through the unit and it's in the file.

3. Give students construction paper and crayons. Have them color the countries they chose in Step 3.

4. Tell teams to color each country a different color.

Ask each student in a team to choose a different country and find out information about the country on the Internet or in reference books. Tell the students to write their information on the construction paper. Walk around checking information and helping where required. Ask teams to check each other's information.

5. Tell teams to cut out the countries to make the pieces of their jigsaw puzzles. Have teams mix up the pieces and exchange their puzzle with another team.

Invite groups to present their charts to the class.

Self-evaluation

If students have completed the unit's activities successfully, they can check the box.

Wrap Up

Have students form their teams. Ask them to put the pieces of their puzzle in a bag.

Tell them to take turns taking pieces of their puzzle out of the bag. Tell them to score one point for each piece of information they can tell the team about the country they pulled out of the bag.

Review

Review

- Write the names of the three regions of the Americas.

Central America South America North America



- Look at the pictures. Read and match.

Notes from Gacaca: She is Canadian. She speaks English and French. Canada is in North America.



Jane is from Brazil. She is Brazilian. She speaks Portuguese. Brazil is in South America.



- Complete the table with the information about the children in Activity 2.

Name	Nationality	Country	Region	Language
Kate				
Dora				

Unit 9 95

Expected Outcomes

Reinforce the language used for identifying the main regions of the Americas; describing people according to their nationalities, the countries they live, the region in the Americas their country is, and the languages they speak.

Materials

Activity Book p. 93, 114, cards or sheets of paper

Warm Up

Tell students they are going to play a memory game. Have students play in pairs. Give each student a sheet of paper and choose two countries. Explain they must be from a different part of the continent to their partner's. Have students cut their sheets of paper into four equal pieces. Tell them to write the names of their countries on two pieces, and draw the flags on the other pieces.

Have pairs turn their cards face down and mix them up. Tell students to take turns turning over two cards

The student with the most cards at the end of the game is the winner.

- Write the names of the three regions of the Americas.

Have students look at the pictures of the three maps and label them.

Check answers as a class.

- Look at the pictures. Read and match.

Have students look at the flags and say the names of the countries they belong to. Ask students to read the texts and match them with the photos. Invite students to check their answers in pairs

- Complete the table with the information about the children in Activity 2.

Have students look at the girls in Activity 2. Point to the first girl and ask: *What's her name? Dora. What's her nationality? Brazilian. Where's she from? Brazil. In which region of the Americas is Brazil? In South America. What languages does she speak? Portuguese.* Repeat the same questions with the second girl.

Ask students to complete the chart. Have them compare their answers in pairs. Check answers as a class.

Wrap Up

Copy the text the following onto the board and complete it for yourself.

My name is _____. I'm from _____.
I speak _____. I like _____.

Read out the information in each sentence. Ask students to copy down the sentences. Have students complete the text with their own information. Ask them to draw a self-portrait below the sentences.

Write the following questions on the board: *What's your name? Where are you from? What languages do you speak? What's your favorite food?* Have four volunteers ask you the questions. Divide the class into pairs. Have them ask and answer about each other's personal information.

Evaluation Tool

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

Evaluation Tool 9

Questionnaire

Name _____

Use the following questions to evaluate the instructions.

Can the student identify graphic components?	yes	no
Can the student locate the three main regions of the American continent in a map?	yes	no
Can the student point to information about countries while listening?	yes	no
Can the student recognize words that are similar to Spanish?	yes	no
Can the student mention the names of countries and nationalities to practice their pronunciation?	yes	no
Can the student write the names of regions and countries of the Americas using a model?	yes	no
Can the student rewrite specific information about countries in the Americas?	yes	no
Can the student distinguish upper and lower-case letters?	yes	no
Can the student point out specific data about countries in the Americas in a table?	yes	no
Can the student register information about Geography using an image?	yes	no

10 Maps!

Unit Overview

🌀 Social practices of the language

Understand and register information about locations in the community.

🌀 Family and Community Environment

Exchanges associated with the environment.

🌀 Expected Outcomes

Explore illustrated diagrams or maps

Exchange information about places in the community.

Write information about the community.

🌀 Visual Resources

CD Flashcards: *bakery, supermarket, movie theater, church, shopping mall, bus stop, building, house, fire station*

🌀 Language

Is there a hospital near here?

Yes, there is.

Where is it?

It's on Great Road. It's in front of the post office.

🌀 Extra material

Cardboard, sheets of paper, glue, scissors, colored pencils

🌀 Final Product

My Community Map.

🌀 Big Book 2, *Everybody Can Help* pp. 25-31

Everybody Can Help

by Stefania Villarreal 🌀 52

Charlie is late for school. No time for breakfast. It is very late. He takes his schoolbag and runs to the bus stop.



Now Charlie is on the school bus. Oh, look! His book and his key are on the floor!

25

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

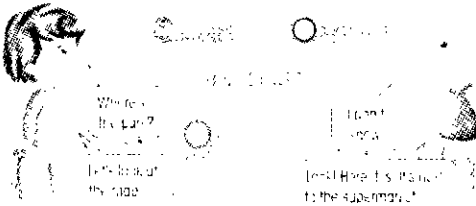
If you have time, use the worksheet provided on page T112. They are fun activities and they are related to the unit.

Lesson 1

10 Maps!

1 Listen, read and answer. 4:50

Where are the children going? ... to the park.
Why do they need a map? ... to find the park.



2 Look at the map. Mark (x) where your house is. Write the name of the street.

What street is your house on? ...

Street

96 Lesson 1

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Expected Outcomes

Recognize the purpose of maps.

Materials

Activity Book, p. 96, CD Track 50, paper

Warm Up

Write *Map* on the board. Brainstorm ideas about maps with students. Ask, *Who uses maps? Students, explorers, etc. What do maps show us? Where things are. Where do we see maps? In books, in the shopping mall.* Encourage students to share their ideas with the class.

1 Listen, read and answer. 4:50

Have students open their activity books to page 96. Give students one or two minutes to look at the pictures. Play **Track 50** and have students follow the dialogue in their books. Read out the questions. Have students read the dialogues and answer the questions. Read out the questions again and check answers orally.

Have students look at the map and find the park. Ask the question and elicit the answer: *Where's the park? It's on Hill Street.* Then, elicit the question and the answer from two different students and write them on the board. Drill question-answer several times.

2 Look at the map. Mark (x) where your house is. Write the name of the street.

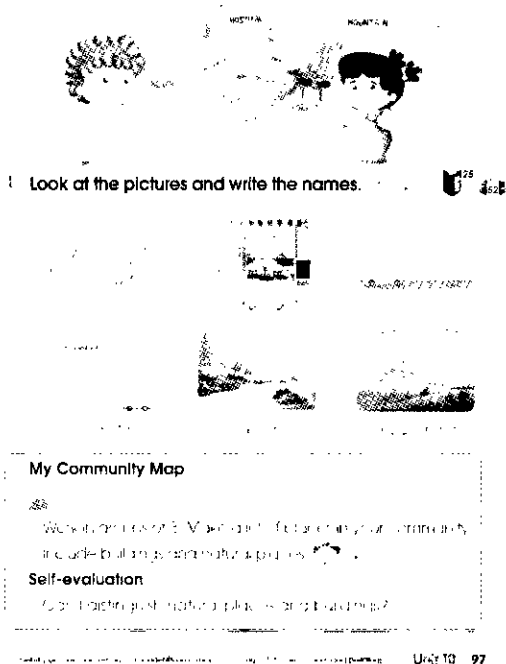
Have students look at the picture. Ask, *What's this? It's the map of a street.* Have students pretend their house is on a street like the one in the picture. Invite students to mark where their house is. Once students have finished, ask them to write the name of the street where their house is on.

Divide the class into groups of four. Have students show their maps to their peers and say, *My house is on (Reforma) Street.*

Wrap Up

Hand out the paper, one sheet per student. Tell them to draw a simple map of the street their school is on. Invite students to share their maps with the class. Display the maps on the classroom walls.

2 Listen. Point to the places you hear.



Expected Outcomes

- Identify graphic and textual components on a map.
- Distinguish natural places and buildings.

Materials

Activity Book p. 97, CD Track 51, Big Book 2, Everybody Can Help, paper

Warm Up

Draw two columns on the board. Write the headings *Town* and *Country*. Elicit the names of buildings and places in the town and write them in the first column. Elicit the names of natural features and write them in the second column.

3 Listen. Point to the places you hear.

Ask students to look at the picture and to name the things they see. Tell students they are going to listen to the conversation between the boy and the girl. Play **Track 51**.

Have students point to the places they hear. Play the track again, pausing after each line. Ask, *What names of natural places, buildings or locations did you hear?*

4 Look at the pictures and write the names.

Have students look at the pictures. Encourage them to name the places and make a list on the board.

Have students write the names under the corresponding pictures. Monitor the activity checking answers and spelling.

Check answers by pointing to the pictures and encouraging students to say the names.

Big Book 2: Everybody Can Help

Open Big Book 2 to page 25. Read out the title. Elicit situations when students usually need help, such as tying up their shoes, carrying something heavy, looking for something they cannot find, etc. Have students look at the picture. Ask questions about it. *Who can you see? Where is he? What's he/she doing? Do you think he needs help? Why?*

My Community Map Step 1

Tell students they are going to make a map of their community. Divide the class into groups of three. Have students make a list of places in their community, including buildings and natural places. Encourage students to work together. Monitor and help when needed. When they finish keep their work in a file.

Self-evaluation

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

Wrap Up

Have students form groups of three or four. Hand out the paper, one sheet per group. Write the first and last letters of the places students have learned in this lesson. Put dashes in between the letters to represent the missing letters. Give groups two minutes to write as many words as they can.

Invite students to come up and write the missing letters on the board.

Lesson 2

Lesson 2

Work in pairs. Write the words in the corresponding column.

beach school park hospital
restaurant river forest supermarket

Natural places	Buildings
beach	school
river	hospital
forest	restaurant
supermarket	

In pairs, write the words under the signs.



beach



mountains



park



hospital



school



supermarket



forest

Write the words under the signs.

Draw under each three signs of three places in your community.

98

Activity Book p. 98, paper, crayons

Expected Outcomes

Distinguish natural places and buildings.
Identify symbols with their meanings.

Materials

Activity Book p. 98, paper, crayons

Warm Up

Have students stand up. Tell them you are going to say the names of some places. If the places are in the town they should sit down. If the places aren't in the town they should stand up. Say, *school, mountains, river, lake, supermarket, farm, school, etc.* Make a short pause after each place you mention to give students time to respond.

1 Work in pairs. Write the words in the corresponding column.

Ask students to open their books to page 98. Read out the words in the box. Explain to students that some of these places are natural and some others are buildings that people make. Divide the class into pairs. Have students complete the activity.

2 In pairs, write the words under the signs.

Have students look at the signs. Explain to students that each sign represents one of the eight places from Activity 1.

Divide the class into pairs. Have students complete the activity. Check answers by pointing to the pictures and encouraging students to say the words.

Wrap Up

Divide the class into pairs. Hand out paper and crayons. Tell students you are going to say the names of some places and they have to draw and color a sign for each place as quickly as they can. Remind them that signs are very simple and they are usually made in one color. Call out a place at a time. Give students time to draw the sign. Invite teams to share their signs with the class. Praise each team that participates.

Time to Shine

To round up the previous activity, have students work with a different partner, and draw three signs that represent three places in their community. Have students present their signs to the class. Display the signs on the classroom walls.

3 Read the text. Find and circle the names of places.

Welcome to Silvertown Town. Eat fish at the Riverside Restaurant. It's on River Street next to the river. Visit the park. It's in front of the town. After the park, go to the supermarket and buy some delicious ice cream. It's on Main Street. Do you like swimming? There's a beautiful river next to the restaurant.

4 In pairs, read the text again and complete the dialogue. Then, listen and check.

A: Where's the _____?
B: It's _____ to the river.
A: Where's the _____?
B: It's _____ Main Street.

My Community Map

Use index cards to draw and color two signs that represent two buildings from the list. Write the number of the sign on the back of the card.

Self-evaluation

Can you find the signs of places in the town?

Unit 10 99

Expected Outcomes

- Identify the names of places in a text.
- Complete questions to obtain information.

Materials

Activity Book p. 99, CD Track 53, Big Book 2, Everybody Can Help, index cards

Warm Up

Draw a Tic-Tac-Toe grid on the board. Write the following words in the boxes: *park, mountain, supermarket, school, ocean, river, hospital, beach, restaurant*.

Divide the class into two teams and assign them a symbol (X or O). Tell teams they have to draw on the board the sign of the place they picked. The first team to get three symbols in a row wins.

3 Read the text. Find and circle the names of places.

Ask students to open their books to page 97. Read out the text and have students follow in the books. Read out the text again and have students look at the map. Tell students to read the text and circle the places on the map.

4 In pairs, read the text again and complete the dialogue. Then, listen and check.

Tell students to look at the places they circled on the map for Activity 1. Explain to students that they are going to complete the dialogue about the places in the text. Tell them that they should also look at the map. Divide the class into pairs. Have students complete the dialogue. Monitor and help when needed. Play **Track 53**. Have students listen and check their answers. Volunteer some pairs to read out the dialogues.

Big Book 2: Everybody Can Help

Open the Big Book 2 to page 25. Invite a student to come up, point to, and read the title. Ask students to look at the picture and predict what they think the story is about. Picture read the story. Ask questions about each picture: *Who can you see? Where is he/she? What's he/she doing? Why is he/she angry/sad/surprised?* At the end of the story encourage students to say again what they think the story is about.

Praise students who participate.

My Community Map Step 2

Have students work with their same teammates. Remind them they are going to make a map of their community. Have students draw and color two signs that represent two buildings from the list they made in Step 1.

Encourage students to work together. When they finish keep their work in a file.

Self-evaluation

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

Wrap Up

Have students work with a partner. Encourage them to ask and answer questions about the map in Activity 3, using the dialogue in Activity 4 as a guide. Have students ask about the park, the school, the farm and the river.

Lesson 3

Lesson 3

Look at the map. Listen and complete the dialogue.



WOMAN: Is there a hospital near here?

BOY: Yes, there is.

WOMAN: Where is it?

BOY: It's on Great Road. It's in front of the school.

- 2 In pairs, complete the map of a street in your town. Write the names of the streets and draw six places.



100

- 1 Look at the map. Listen and complete the dialogue.

Ask students to open their books to page 100. Elicit what the students see in the picture. Ask a student to read the instructions. Tell them to just listen first. Play the track. Then play the track again and have students complete the dialogue. Play the track again and have students check their answers. Ask them to take turns practicing the dialogues in pairs.

- 2 In pairs, complete the map of a street in your town. Write the names of the streets and draw six places.

Ask students to get into pairs. Tell them to choose a street they know well. Have them write the names of the streets and six places. Monitor as they work; help if necessary. Finally, have them compare their streets with another pair.

Wrap Up

Ask students to get into groups of four to describe the streets they just drew. Remind them to also describe the places. Monitor as they work. Call on volunteers to describe their streets to the class.

Expected Outcomes

Complete questions to obtain information.
Answer questions to give information.

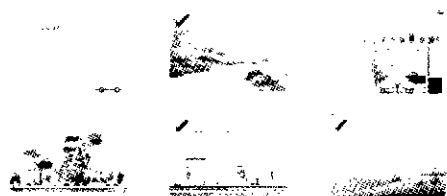
Materials

Activity Book p. 100, CD Track 54

Warm Up

Ask, *Where's (name of a student)?* Elicit the response, *He's next to (name of a student).* Continue asking about other students in your class.

3 Listen to the song and check (✓) the places you hear. 4:54



4 Draw two of your favorite areas in your community. Then, in pairs, describe the pictures.

My Community Map

Draw a map of your town or city. Include a natural place from your list. Write the name of the natural place in the box.

Self-evaluation

How do you think you did in this activity?

Very good Good Fair Not good

Activity Book 2, p. 101, Big Book 2, Everybody Can Help, CD Tracks 55, 52

Expected Outcomes

- Recognize localities by their name.
- Classify words by their meaning.

Materials

Activity Book 2, p. 101, Big Book 2, Everybody Can Help, CD Tracks 55, 52

Warm Up

Hand out the paper, one sheet per student. Tell them to divide the sheet in two down the middle. Ask them to write the headings *Town* and *Country* on each side of the division.

Ask them to draw one thing from the country and one thing from the city.

Invite students to share their pictures with the class. Encourage them to point and name the things they have drawn.

3 Listen to the song and check the places you hear. 4:54

Ask students to open their books to page 101. Play **Track 55**. Have students follow the lyrics as they listen to the song. Play the track again and ask them to look at the pictures while they listen and check the places they hear. Play the track again if necessary. Ask a volunteer to say the answers. Play the track one more time and have students clap to the beat.

4 Draw two of your favorite areas in your community. Then, in pairs, describe the pictures.

Ask students to think about two places they really like. One from nature and one building. Tell them to draw their pictures. Once they have finished, have them describe their pictures to a partner. Monitor as they work.

Big Book 2: Everybody Can Help 4:54

Open Big Book 2 to page 25. Play **Track 52**. Ask general questions about the whole story: *What's the name of the story? Does Charlie have a problem? What happened to him? Is his problem solved? Who helped him?*

My Community Map Step 3

Have students get into their groups. Hand out sheets of paper. Tell them to draw and color a sign that represents a natural place.

Encourage students to work together. When they finish keep their work in a file.

Self-evaluation

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

Wrap Up

Play **Track 55** and encourage students to sing along. Have students say what the song is about.

Divide the class into groups of three. Tell students they are going to write a new song called "In my community." Write the following sentence on the board and explain that the verse has to start with this line: *In my community we can see...* Invite a student to read out their new verses and then have the class sing the song with the new verses.

Lesson 4

Lesson

- 1 Circle the names of the places that look like words in your language.

Mexico is a great country for tourists. There are good airports. There are a lot of hotels and restaurants, beautiful cathedrals and interesting markets. Visit the pyramids! Go to the jungle! See deserts and volcanoes! And have fun at the beach!

- 2 Draw pictures of the words you circled in Activity 1 and make a bilingual dictionary.



102

Expected Outcomes

Find similarities and differences in words in English and the native language.

Clarify the meaning of words using a bilingual dictionary.

Materials

Activity Book p. 102, CD Track 55

Warm Up

Play *Chinese Whispers*. Ask students to form teams of five or six and stand in line.

Write *school* on the board. Explain that you are going to whisper a sentence to the first student in each line. When you say *Go!* the first student has to whisper the sentence to the student behind him and so on, until the sentence reaches the last student. The last student then has to come to the board and write the sentence correctly.

Whisper sentences using this model: *The school is next to the hospital.*

The first student to come to the board, and write the sentence correctly wins a point for the team.

Repeat several times using vocabulary from the unit.

- 1 Circle the names of the places that look like words in your language.

Ask students to open their books to page 102. Read out the text and have students follow in their activity books.

Ask students to work in pairs to find words that are similar in their language and circle them. Monitor as they work.

Once they have finished, call on volunteers to go to the board and write the words they found. Have the whole group read out the words chorally.


Read out the words one by one and elicit the meaning in students' mother tongue.



- 2 Draw pictures of the words you circled in Activity 1 and make a bilingual dictionary.

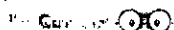
Read out the instructions and have students look at the example. Have students make a picture dictionary using the words they circled in Activity 1. Monitor the activity helping, encouraging, and praising as appropriate.

Wrap Up

Have students get into groups of four. Tell them to play a guessing game. One student begins drawing part of one of the words they circled in Activity 1 and the others have to guess before the drawing is finished. The student who guesses gets the next turn.

- 4 In pairs, create a map using the cut outs on page 119. 

- 4 Write the names of the places on your map. 
- 5 Work in pairs. Ask and answer questions about the places on your map 



Find out the names of other places in your country. Write them on the map.

Unit 10

103

Expected Outcomes

Complete maps with the names of places.
Revise writing of words.

Materials

Activity Book p. 103, Cut outs p.119, Big Book 2, Everybody Can Help, CD Track 52

Warm Up

Say: *Where am I?* Mime being in a supermarket.
When a student guesses correctly invite him or her to mime being in another place students have seen in the unit.

Help out with ideas when needed.

- 3 In pairs, create a map using the cut outs on page 119.

Have students open their books to page 119 and cut out the pictures.

Have students turn to page 103 in their Activity Books and create a map using the cut outs. Monitor the activity helping, encouraging, and praising as appropriate.

- 4 Write the names of the places on your map.

Have students write the names of the places and streets on their maps. Tell them to refer to previous lessons if they have difficulties. Walk around and give help where needed.

Have students exchange maps and check the spelling.
Invite students to share their maps with the class.

- 5 Work in pairs. Ask and answer questions about the places on your map.

Have students turn to page 100 in their Activity Books. Have a pair of students read out the dialogue.

Explain to students that they have to ask and answer questions like the ones in the dialogue on page 100 about their maps in pairs.

Monitor the activity helping with pronunciation and intonation where needed.

Big Book 2: Everybody Can Help

Open Big Book 2 to page 25. Play Track 56, *Everybody Can Help*. Show the pages along with the audio. Play the track again. At the end of each page pause the recording and ask students simple comprehension questions: Page 25: *Where is Charlie going? What is on the floor?* Page 26: *Is Charlie happy? Why not?* Page 27: *Who finds Charlie's book and key?* Page 28: *Where are the people? Who has Charlie's stuff now?* Page 29: *What is the name of the mailman?* Page 30: *Where is Charlie? Who sees Charlie?* Page 30: *Is Charlie happy now? Why?*

Praise students who participate.

Wrap Up

Have students make riddles to guess the place. Model the first one. Say, *It's dark. I see movies there.* Have students guess where it is. *The movie theater.*

Ask students to work in pairs to make a riddle for one of the other places. Monitor and help if necessary.

Have students share their riddles with the class for the others to guess.

Be Curious

Have students make a list of places that are not included in the unit. Invite them to use bilingual dictionaries to find out the names of such places in English. Monitor and help as needed. Once students have finished, invite them to write a word each on the board. Correct spelling and work on pronunciation with the class.

Product

Product

My Community Map

- Construction paper
- Index cards
- Pencil
- Colored pencils
- Glue



Work in groups of 3.

Make a list of places in your community.

Each team member draws and colors signs that represent the buildings from your list in Step 1.

Then, draw and color a sign that represents a natural place from your list.

Glue all the cards on construction paper.

Display your poster and tell the class about it.

Self-evaluation

Can you understand information from the community in your map?

104

Expected Outcomes

Complete plans or sketches, with names of natural spaces and constructions.

Materials

Activity Book 2 p. 104; students' materials that have been collected in their files; construction paper, index cards, colored pencils or crayons, glue sticks

Warm Up

Tell students that the place we live in is called a community. Have students talk about their community. Invite them to name the buildings and the location of some of the buildings. For example: *There is a hospital in my community. The hospital is next to the library.*

Tell students that they are going to continue working with their product. Write the title of the project on the board: *My Community Map*. Ask students what they can do with the map of their community. Elicit answers (for example, they can show their friends where they live, they can also show visitors where some places are). Tell them they can put up their final products outside their classroom or on the common board at school so everybody can read and find out about the countries they presented.

1. Have students work in the same groups of 3.

2. Give students the work they have been developing throughout the unit that is in their file.

3. Give students construction paper and crayons. Ask students to draw a street plan.

4. Ask students to glue the signs that represent the buildings and the natural place in the correct places in their maps.

5. Invite groups to display their maps on the classroom walls and tell the class about it.

Self-evaluation

If students have completed the unit's activities successfully, they can check the box.

Wrap Up

Tell the class you are going to draw a building or a natural feature on the board. Explain that students should raise their hand when they know what it is. Slowly start drawing a forest and stop as soon as a student raises a hand. Ask the student what it is. If the student answers correctly invite him or her to take the next turn.

Review

- Look at the map and complete the dialogue.



WOMAN: Is there a restaurant near here?
 BOY: Yes, there is.
 WOMAN: Where is it?
 BOY: It's on Great Road. It's next to the hospital.

- Make a map of a street in your community. Draw three places and write the names of the places and the street.

- Complete the dialogue with information about a place in your map in Activity 2.

WOMAN: Is there a restaurant near here?
 YOU: Yes, there is.
 WOMAN: Where is it?
 YOU: It's on _____ Street. It's next to _____.

Unit 10 105

Expected Outcomes

Reinforce the language used for describing communities.

Materials

Activity Book p. 103

Warm Up

Draw a simple map of a city on the board. Include a park, hospital, library, movie theater and a school. Label the buildings.

Choose a location and say: *Where am I?* Tell students to guess where you are. After each guess give students clues: *I'm next to the library. I'm talking to a teacher. Etc.*

Repeat with other locations.

- Look at the map and complete the dialogue.

Have students look at the map and describe what they see. Ask, *Is there a park near here?* Yes, there is. *Where is it?* It's on Great Road. It's next to the hospital.

Read out the instructions. Have students complete the dialogue.

Check answers on the board.

- Make a map of a street in your community. Draw three places and write the names of the places and the street.

Ask students to look at the map in Activity 1. Explain that there's only one street and three places in that map. Read out the instructions. Have students draw a map of a street in their community. Explain that the map can be similar to the one in Activity 1. Remind students to write the names of the places and the street.

- Complete the dialogue with information about a place in your map in Activity 2.

Ask students to look at the dialogue in Activity 1. Explain that the conversation is between a stranger in the town. Tell students they are going to complete the dialogue with information about a place in their maps. Monitor and help as needed. Ask students to check their answers in pairs.

Wrap Up

Display three students' community maps on the board. Describe one of maps for students to guess which one you are describing.

Invite the first student to guess correctly take the next turn.

Evaluation Tool

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

Evaluation Tool 10

Checklist

Name _____

Aspect	Yes	No	Comments
Are the natural places and buildings well categorized in the charts?			
Are the student's drawings of signs in their community clear?			
Is the dialogue about the location of places in their community grammatically correct?			
Is their community map clear?			
Does their community map include natural places and buildings?			

Audioscripts

Track 01
Copyright
Sunburst 2

Track 02
Listen and number.
1 Girl: Use my pencil David.
Boy: Thank you.
GIRL: You're welcome.
2 Boy: Hello, Cindy.
GIRL: Hi, Kevin.
Boy: How are you?
GIRL: I'm fine.
3 Mom: Good night, Tom.
Boy: Good night, Mom.

Track 03
Listen and number the pictures in Activity 2.
1 Boy: Hello, Lynn!
GIRL: Hi, Tom! This is my dog.
2 Girl: Can you help me, please?
Boy: Sure.
GIRL: Thanks.
3 Boy 1: Good-bye, Luis.
Boy 2: Bye. Nice to see you!

Track 04
Listen and complete.
Hello. My name is Gloria. I'm eight years old. I like school. I have rules in my school. I say hello and good-bye to my classmates. I'm polite and say please and thank you. I raise my hand when I want to talk and I keep the classroom clean.

Track 05
Rules for a School in New Zealand.
(See Big Book 1)

Track 06
Listen. Check the correct picture.
Funny!
That is funny!
Two elephants,
In white and blue pants!
They sing chants!
That is funny!

Track 07
Listen to the rhyme.
Thank you, pretty cow, that makes
Lovely milk to soak my bread.
Do not chew the ugly grass,
That grows on the mountain pass.
But the yellow flowers eat,
So they make your milk so sweet.

Track 08
Listen and complete the verses in Activity 1.
Sunburst Ring
Make a circle.
Put on your cap.
Come and sing,
Make a circle
Come and sing,
In the Sunburst ring

A Big Fellow!
Hey, ho, hey!
A big, big fellow
In a T-shirt that's yellow
Hey, ho, hey!

Track 09
Listen and point.
tree,
shoes,
pajama,
cap,
cow
doves,
car,
gloves
llama

Track 10
Pretty Cow
(See Big Book 1)

Track 11
Listen and find the words. Then say them out loud.
Seed
Soil
Sun
Pot
Water

Track 12
Listen to the instructions. Circle the correct picture.
1 Cut a hole in the plastic bottle.
2 Put soil in the bottle.
3 Make three holes in the earth
4 Plant three seeds.
5 cover the seeds with soil.
6 Water your seeds.
7 Put your seeds in the sun.

Track 13
Listen and sing.
Seeds and pots
The soil and the sun
Are material words
Learn them – It's fun!
Plant and water
And cut and stand
Are instruction words
We understand!

Track 14
How to Make a Compass
(See Big Book 1)

Audioscripts

Track 15

Read and listen. Sing!

Put the soil in the pot

One, two, three.

Put the soil in the pot,

Just like me.

Make a hole in the soil

One, two, three

Make a hole in the soil,

Just like me

Plant the seed

One, two, three

Put the seed in the soil

Just like me.

Water the seed

One, two, three

Water the seed

Just like me

Put the pot in the sun

One, two, three

Put the pot in the sun,

Just like me

Track 16

Listen and check the correct sign. In pairs, talk about where you can see these signs.

Boy: Where can we cycle?

Girl: Look at the sign.

Boy: Which sign?

Girl: The green sign.

Boy: The one with the arrow?

Girl: No! The one with the bicycle!

Boy: Oh, Great! Come on!

Track 17

Listen and look at the sign. Circle T for True or F False.

Boy 1: Hey! That's mine.

Boy 2: No, it's mine!

Teacher: Shh! Look at the sign, boys.

Boy 2: Which sign?

Teacher: The one with the head and the red line through it.

Boy 2: What does that sign mean?

Boy 1: Don't talk.

Teacher: Yes. So don't talk in the library.

Boys: Sorry.

Track 18

Listen and point. Play a game with the signs.

Go

Turn right

Turn left

Go slow

Go

Stop

Track 19

Listen again. Follow the instructions with your finger. Go straight ahead.

Turn right.

Turn left, and go slow.

Stop at the traffic sign.

Go.

You're now at the zoo!

Track 20

The Maze

(See Big Book 1)

Track 21

Listen and sing along.

In the park

You have to be

As good, as good

As you can be!

Don't walk on the flowers

Don't throw trash on the ground

Don't miss the signs

They're all around!

Track 22

Listen and read the poem.

What's the weather like?

Windy and cold,

Hot and sunny.

The weather changes

And it's not funny!

Some days it's snowing,

Some days it's cold.

When the wind's blowing,

My body feels old!

Track 23

Poems

(See Big Book 2)

Track 24

Listen to the poem. Listen again and circle the words that rhyme. Say the words to a partner.

A Friend in the Snow

It's snowing! Let's go out to play!

I'm a little snowman, short and fat!

Here are my buttons, here is my hat.

Marbles for my eyes and a carrot for my nose,

I wear a bright blue scarf when it snows!

Audioscripts

Track 25

Listen and draw a picture for the poem. Say the poem to a partner.

A Sunny Day
A sunny day
A yellow ball,
A golden eye,
Smiles down on us all,
From up in the sky.

Track 26

Listen and read the poem. Write two verses that rhyme. Share with a partner.

Clouds in Spring
I can see lots of things,
Looking at the clouds in spring.
I can see a giant,
I can see his legs.
I can see a crocodile,
I can see its head.
I can see lots of things,
Looking at the clouds in spring.

Track 27

Listen and point. Match the words that rhyme. Say the words that rhyme with a partner.

Cat-hat
Coat-boat
Doll-ball

Track 28

In pairs, choose words to complete the poem. Listen and check your answers.

Good-bye, Hat!
It's windy today.
Scary Spider comes out to play,
In a blue and red sweater,
And a black and white hat,
That the wind blows away!
Look at that,
Good-bye hat

Track 29

Choose the correct word to complete the poem. Then listen and check your answers.

Spring
Spring, spring
Good-bye snow
Now it's time to watch
The flowers grow
Spring, spring
Bees on trees
Listen for the buzz
Of honeybees

Track 30

Listen and point.

Farmer: Welcome to the farm!
Look at the animals. This is my donkey.
That's a hen.
Look at the chicken,
the pig,
the cow,
And the duck
And that's a bee and a dog.

Track 31

Listen and say the questions.

GIRL: What do cows give us?
FARMER: Cows give us meat and milk.
Boy: What do bees give us?
FARMER: Bees give us honey.
GIRL: What do hens give us?
FARMER: Hens give us eggs.

Track 32

On A Farm
(See Big Book 2)

Track 33

Listen and circle the correct picture in each row.

- 1 Tomatoes are round and red.
- 2 Milk is white.
- 3 Chickens are small.
- 4 Corn is yellow.

Track 34

These are more hobbies. Listen and number the pictures.

Boy: I'm Steve from Kenya. I'm six years old. I like painting.

GIRL: I'm Pula from Australia. I'm seven years old. I like dancing.

Boy: I'm Carlos from Ecuador. I'm nine years old. I like reading.

GIRL: I'm Lin from Japan. I'm eight years old. I like swimming.

Track 35

Listen and circle the correct hobbies.

GIRL 1: I'm Cindy. I like playing soccer.

Boy: I'm John. I like singing.

GIRL 2: I'm Barbara. I like swimming.

Track 36

Pastimes of Famous People
(See Big Book 2)

Track 37

Listen and circle the numbers you hear.

- 3rd
10th
2nd
1st

Audioscripts

Track 38

Circle the correct word. Listen and check your answers.

- 1 How old are you?
- 2 What is your hobby?
- 3 What is your name?
- 4 Where are you from?

Track 39

Listen and follow.

GIRL: What's the title of this book?

BOY: Stories from Mars.

GIRL: Who's the author?

BOY: Jim Red.

BOY: Look! There's a space ship on the cover.

GIRL: Oh! It looks good.

BOY: Yes. Let's start.

Track 40

Read and listen to another story from Mars.

Three astronauts are staying with the Cosmos. Their names are Jack, Andy and Mike. Jack is very tired. He's sleeping on the sofa in the Cosmos's living room. Andy is playing soccer in the yard with Zodiac. Mike is walking to Mars market with Mrs. Cosmo to buy food for lunch.

Track 41

Look at the astronauts. Listen and circle the correct action. Check your answers with a friend.

Jack is very tired. He's sleeping.

Mike is walking to Mars Market with Mrs. Cosmo.

Andy is playing soccer with Zodiac.

Track 42

Work in pairs. Complete the story. Listen and check.

ONCE upon a time there was a beautiful princess.

WOMAN: What are you doing, Princess?

PRINCESS: I'm playing my guitar.

WOMAN: Are you happy?

PRINCESS: No, I'm bored. Now the princess is walking in the woods.

PRINCESS: What's this? It's a monster! The monster's crying under a tree.

PRINCESS: Poor monster. He looks very sad.

PRINCESS: Wow! He isn't a monster. He is a handsome prince!

Track 43

One Day at School

(See Big Book 2)

Track 44

Listen and point to the flags. Work in pairs. Number the flags.

Visit the Americas!

Come to Canada

See the flag!

It's red and white!

Come to the U.S.A.

See the flag!

It's red, white, and blue!

Come to Mexico

See the flag!

It's green, white, and red!

Come to Brazil

See the flag!

It's green, yellow, and blue.

Come to Argentina

See the flag!

It's blue and white!

Track 45

In pairs, listen and check your answers.

Boy 1: I'm Canadian.

CANADA is in North America.

GIRL: I'm Belizean. Belize is in Central America.

Boy 2: I'm Brazilian. Brazil is in South America.

Track 46

Listen and point to the regions. Then, in pairs, label the countries and color them.

ONE

GIRL: Look, Tim. This is a map of America. This country is Canada. It's a big country.

TWO

Boy: And this is the United States.

THREE

GIRL: Mexico is below the United States.

FOUR

Boy: Brazil and Argentina are in South America. Brazil is a big country.

FIVE

GIRL: And Argentina is a long country!

Track 47

Listen and number. Check in pairs.

ONE

GIRL: My name is Kate. I'm from Canada. I speak English and French.

TWO

Boy: My name is Dan. I'm from the United States. I speak English.

THREE

Boy: My name is Juan. I'm from Mexico. I speak Spanish.

FOUR

GIRL: My name is Dora. I'm from Brazil. I speak Portuguese.

Audioscripts

Track 48

Listen and answer.

GIRL: Hello! My name is Maria. I am from Mexico. I speak Spanish and English. Where are you from?

Track 49

Ecuador

(See Big Book 2)

Track 50

Listen, read and answer.

Boy: Where's the park?

GIRL: I don't know.

Boy: Let's look at the map.

GIRL: Look! Here it is! It's next to the supermarket.

Track 51

Listen. Find the places.

SALLY: Come here, Tom. Look at the sea.

TOM: Wow! And this is the beach.

SALLY: Cool, and that's a river.

TOM: Look at the town. There's a school and a hospital... and a restaurant.

SALLY: I like that mountain. It's big!

Track 52

Everybody Can Help

(See Big Book 2)

Track 53

Complete the dialogue in pairs. Then listen and check.

WOMAN: Where's the restaurant?

MAN: It's next to the river.

WOMAN: Where's the supermarket?

MAN: It's on Main Street.

Track 54

Listen and complete the dialogue.

WOMAN: Is there a hospital near here?

Boy: Yes, there is.

WOMAN: Where is it?

Boy: It's on Great Road. It's in front of the post office.

Track 55

Listen to the song and check the places you hear.

In the country

We can see

Rivers and mountains

Follow me!

But in the town

We can find

Supermarkets and movie theaters

Of every kind!

Track 56

Hello!

Hello Tom.

How are you?

I'm very well, thank you.

That is nice.

Good-bye Tom.

It was nice to see you.

Thank you, Tom.

Track 57

How do you feel?

How do you feel today?

Happy? Hooray!

Sad? Too bad!

Scared? Oh no!

How do you feel today?

Track 58

If you're happy and you know it

Track 59

Colors!

Red and green

And yellow and blue

I like colors

Do you like them too?

Orange and purple

And pink and white

I like colors

Because colors are bright!

Track 60

The Food Song!

Milk, yogurt, cheese and ice cream,

Spaghetti, meat, fish and chicken,

Water and melon and watermelon,

Watermelon and melon and water,

Chicken, fish, meat and spaghetti,

Ice cream, cheese, yogurt and milk.

Track 61

On The Map!

The bus stop

The supermarket

The skate park –Wow

It's all on the map!

So let's go skating now!

Track 62

Let's Go!

You go to a restaurant to ... eat!

You go to an Activity Farm to ... learn!

You go to a toy store to buy ... toys!

You go to a movie theater to see a ... movie!

You go to a skate park to ... skate!

So hurry up! It's getting ... late!

Track 63

My School

I like the country

It's really cool

But I live in the town

Where I go to school!

Track 64

The Manners Song

Track 65

The Alphabet

Track 66

Rain, Rain, Go Away

Track 67

Pronunciation Guide

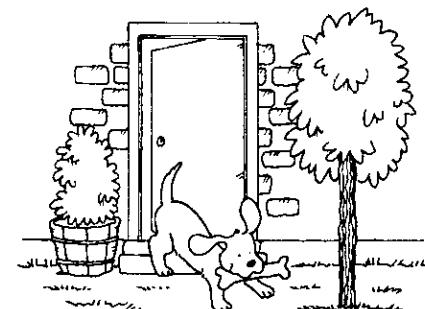
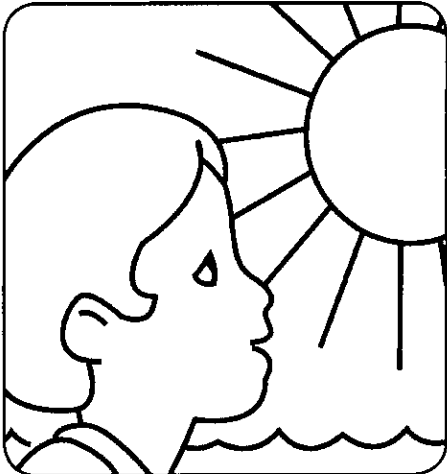
Track 68

Classroom Language for the teacher and the student

Worksheet

Unit 1

Cut out and glue the correct phrase.



Hello

Good night

Good morning.






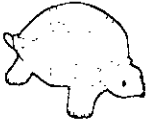









Good-bye



Worksheet

Unit 2

1. Cut out and glue the correct phrase.

 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
_____ _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____



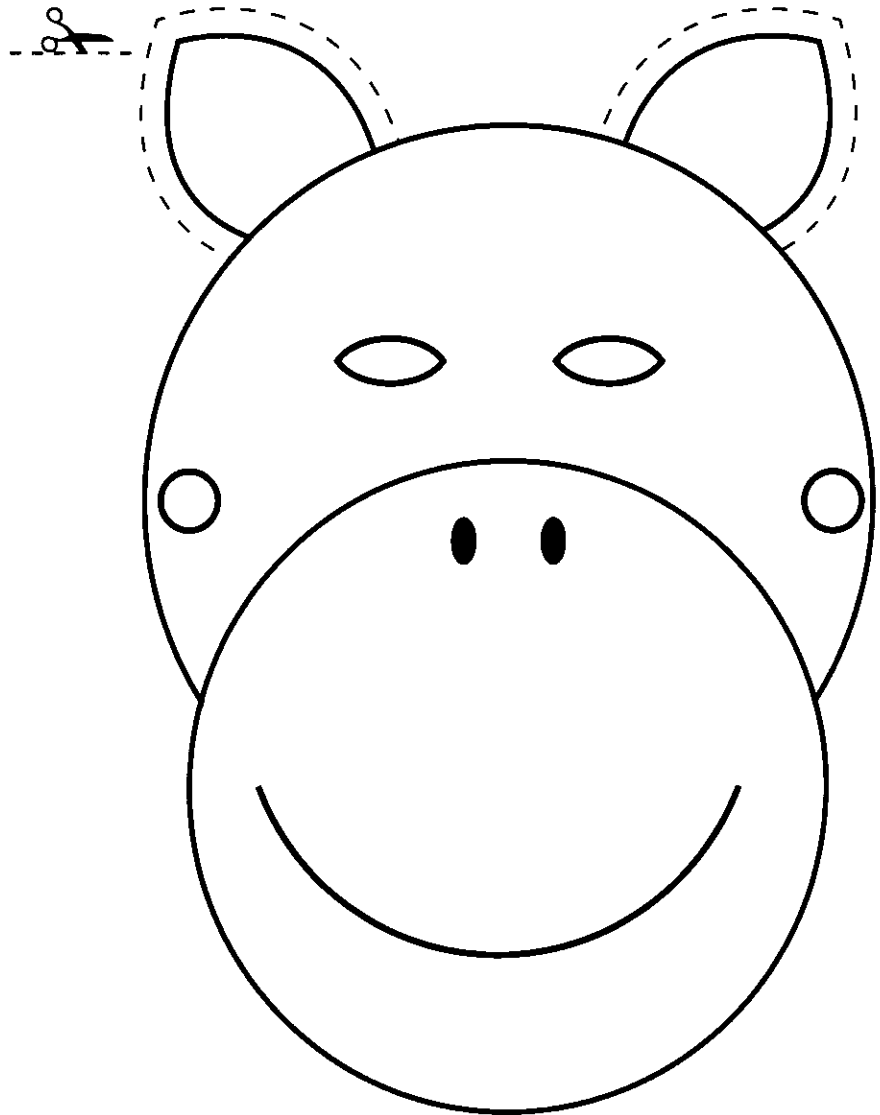
2. Glue the animals in the correct box.

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.

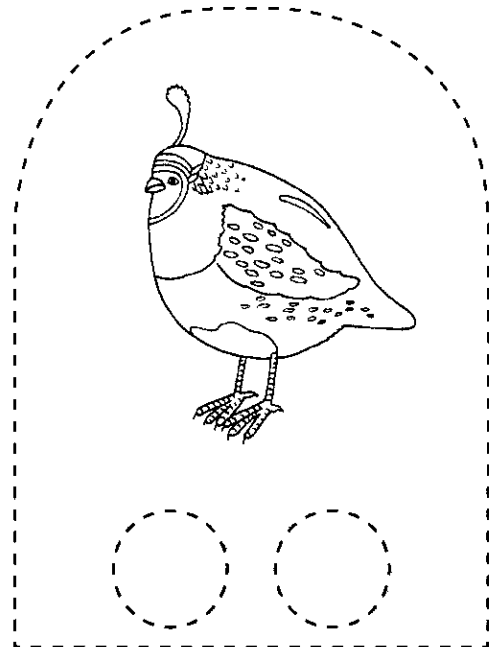
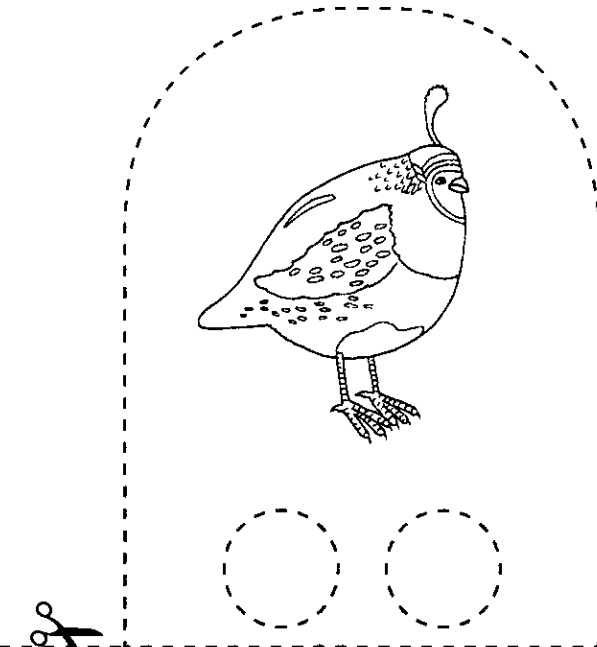
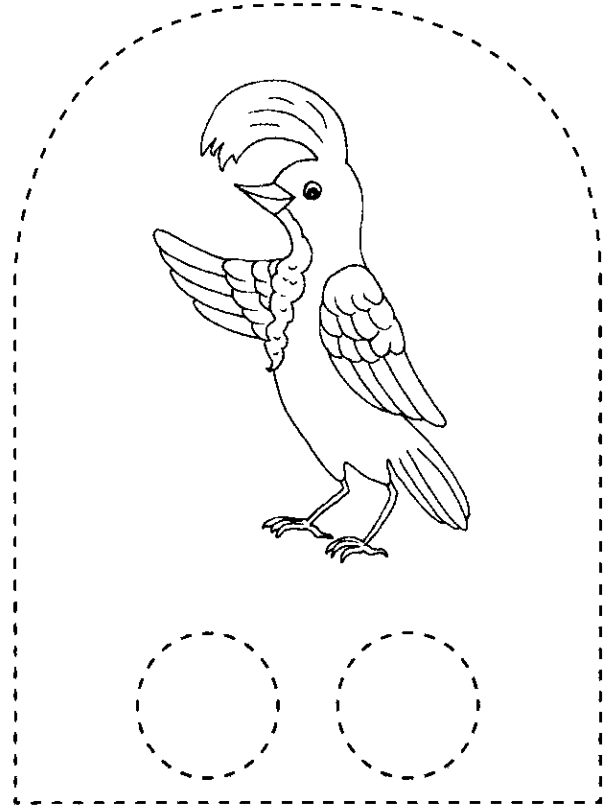
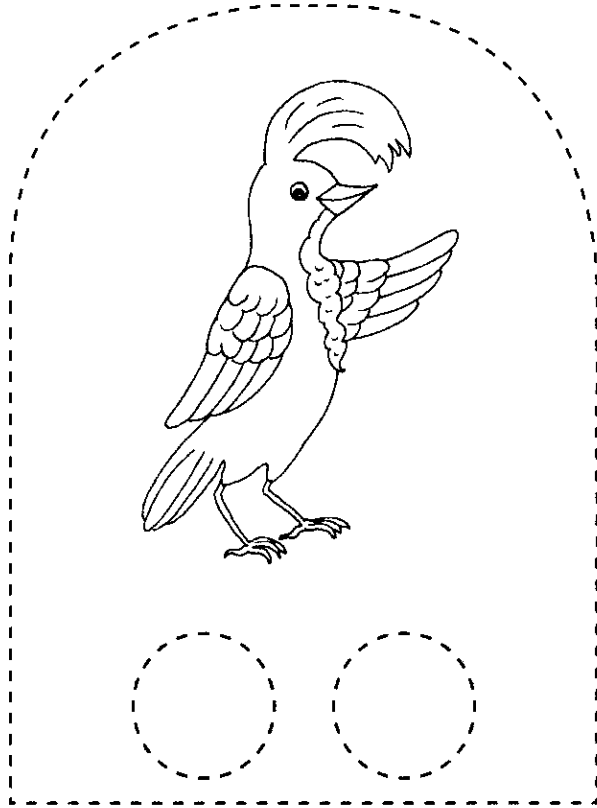
Instructions:

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

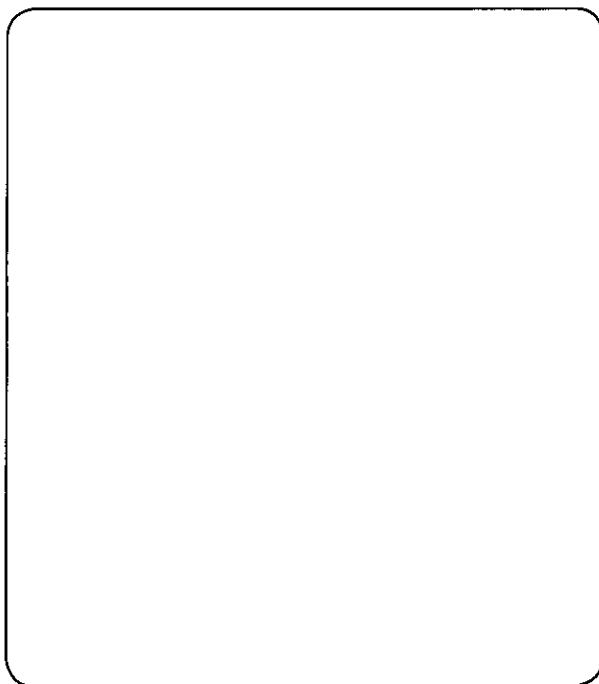
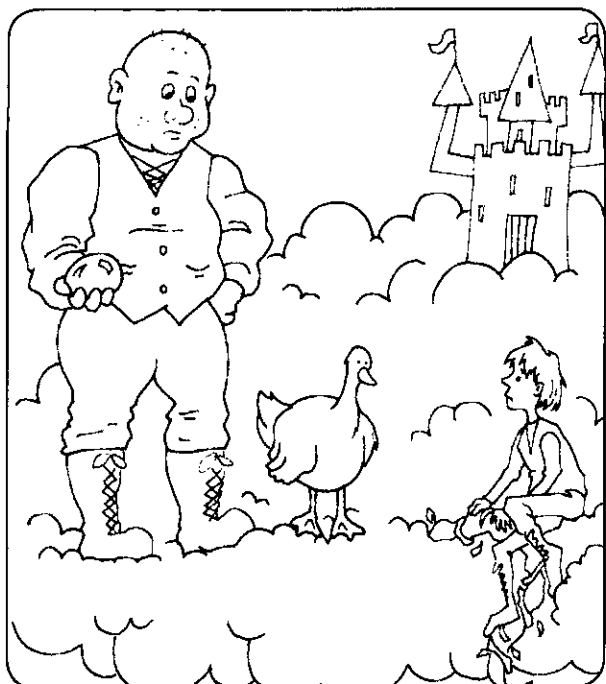
Unit 4

Cut out and make the finger puppets.



Worksheet

Unit 5



Look at the picture above. Imagine the story and draw another picture.

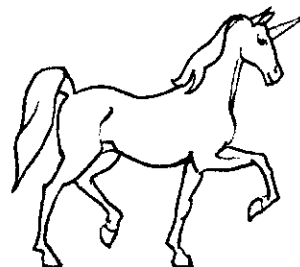
Color the pictures. Invent a fairy tale and play.



wizard



princess



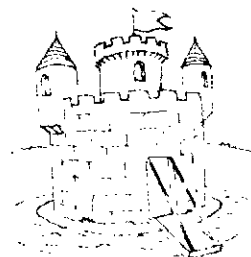
unicorn



prince



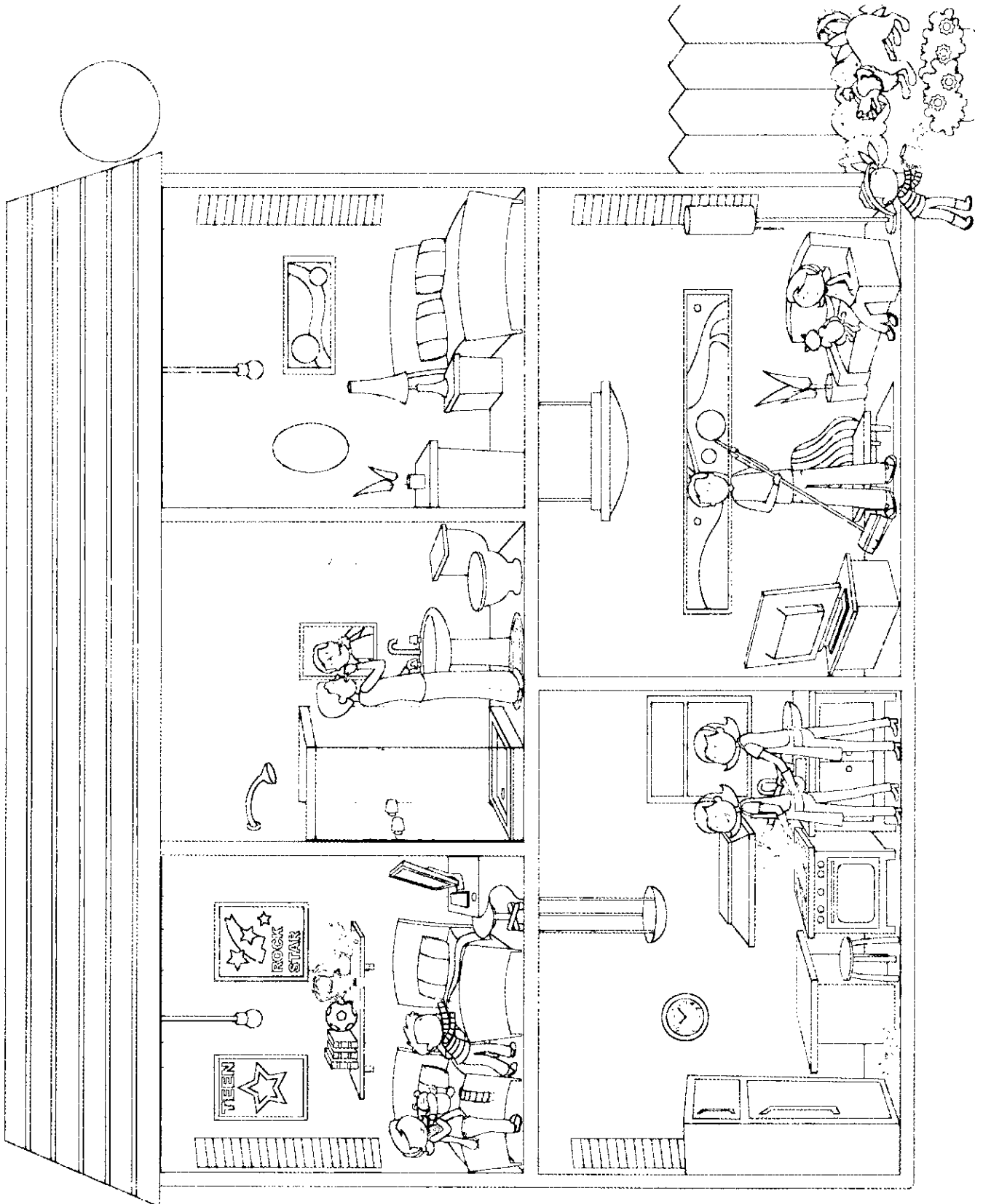
dragon



castle

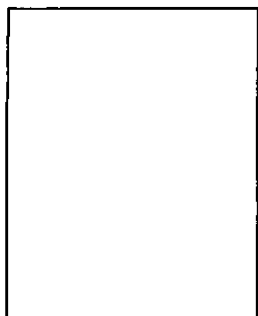


Unit 6



Worksheet

Unit 7

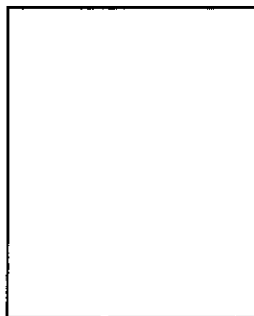


My name is _____.

I am _____ years old.

My favorite color is
_____ and

I like _____.

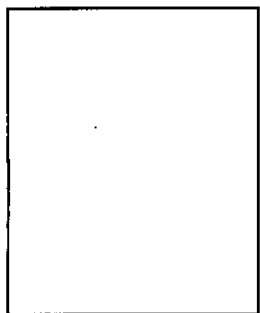


His name is _____.

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 _____.



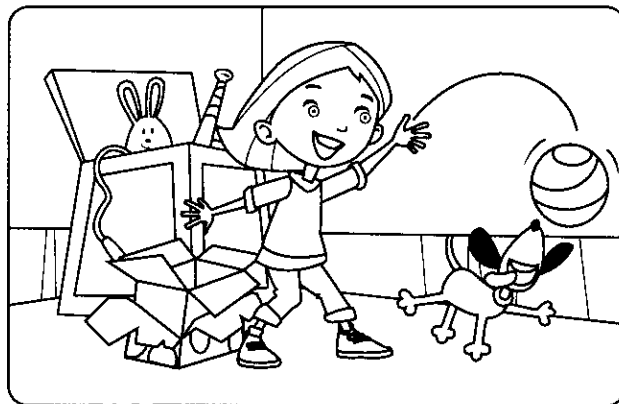
Worksheet

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!

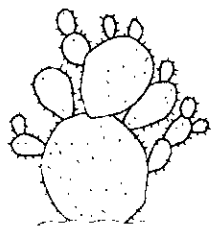


3. Color the pictures.

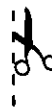
Worksheet

Unit 9

Color the drawings. Glue them on the map.



MEXICO

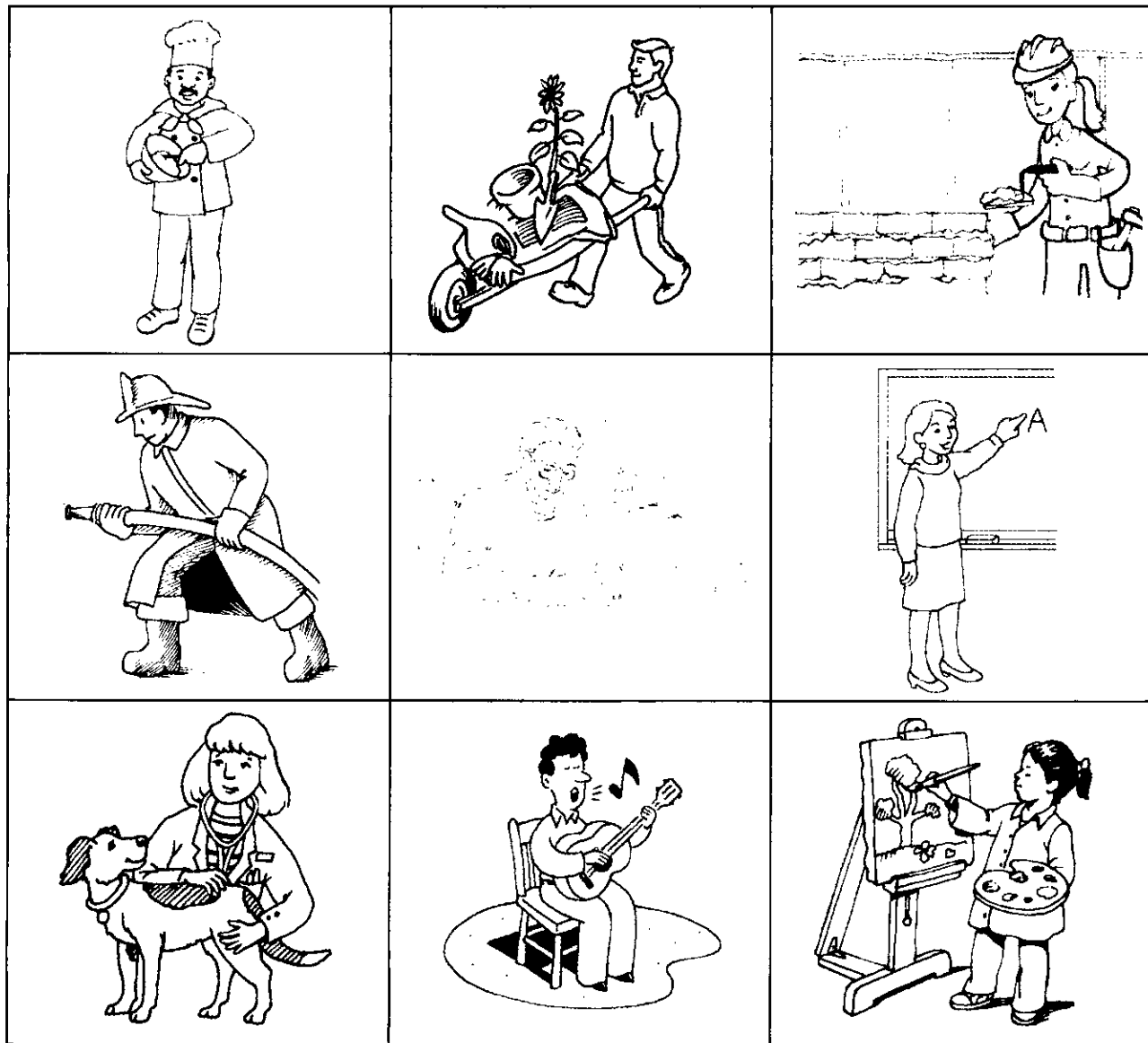


Worksheet

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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