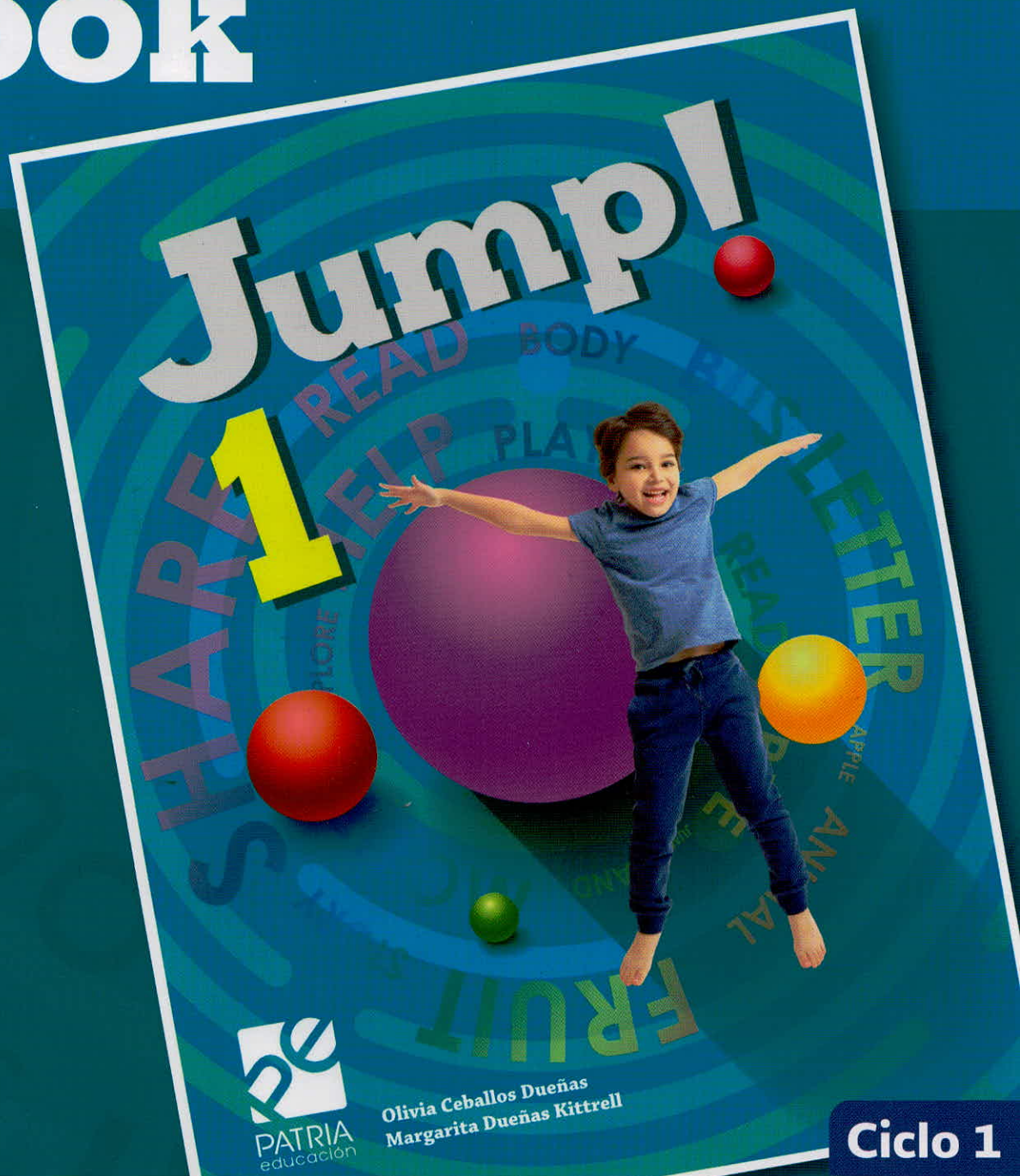


Teacher's Book




PATRIA
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Olivia Ceballos Dueñas
Margarita Dueñas Kittrell

Ciclo 1

Lengua extranjera. Inglés

Teacher's guide

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




	Environment	Communicative activities	Social Practice	Achivments	CD (Track or image)	Big Book
1 Why do people say Hi?	Familiar and community	Exchanges associated with specific purposes	Understand and respond to expressions of greeting, politeness, and farewell.	<ul style="list-style-type: none"> Explore expressions of greeting, politeness, and farewell. Recognize words. Respond to expressions of greeting, farewell, and courtesy. Distinguish writing of expressions 	Tracks 02 - 08 Image 1	Story: My Red Ball Tracks 09-10
2 Why do people write rhymes?	Ludic and literary	Literary expression.	Understand rhymes and tales in verse.	<ul style="list-style-type: none"> Explore rhymes and tales in verse. Listen to the reading of rhymes and tales in verse. Explore pronunciation. Write rhymes and tales in verse. 	Tracks 11 - 15 Image 2	Story: Reading Everyday! Tracks 16-17
3 Why do we follow signs?	Family and community	Exchanges associated with media	Interpret public signs	<ul style="list-style-type: none"> Explore signs used in public spaces. Identify words spoken aloud. Explore signs and words related to them. Participate in the writing of names of words related to signs. 	Tracks 18 - 25 Images 3 - 4	Story: A walk around Town Tracks 26-27
4 Why do you follow instructions?	Academic and educational	Interpretation and follow-up of instructions	Read illustrated instructions for assembling an object.	<ul style="list-style-type: none"> Explore instructions sheets. Participate in reading instructions. Participate in writing instructions sheets. 	Tracks 28 - 30 Images 5	Fact: Instructions to be a Superhero!
5 Why do children like stories?	Ludic and literary	Recreational expression	Compare words in a children's story.	<ul style="list-style-type: none"> Explore stories. Listen to reading stories aloud. Practice the pronunciation of words. Review the writing of a story. 	Tracks 31 - 37 Images 6 - 7	Fact: A day in the farm

	Environment	Communicative Activity	Social Practice	Achievements	CD (Track or image)	Big Book
6 Why do we have to respect animals?	Academic and educational	Search and selection of information	Ask questions to obtain information on a topic of nature	<ul style="list-style-type: none"> Explore illustrated materials about living beings. Participate making questions. Explore writing questions and answers. 	Tracks 38 - 41 Images 8 - 9	Fact: Amazing Animals
7 What information do you share with others?	Family and community	Exchanges associated with information of oneself and of others	Give information on personal data and preferences	<ul style="list-style-type: none"> Explore information about data and personal preferences. Listen and acknowledge questions for information. Review writing questions and answers. 	Tracks 42 - 50 Images 10 - 11	Story: The Stars of 1st C Tracks 51-52
8 Why can illustrations make a story great?	Ludic and literary	Understanding oneself and others	Understand tales to relate with personal experiences	<ul style="list-style-type: none"> Explore illustrated children's books. Follow the reading aloud of a tale. Explore writing statements. Assess writing of statements. 	Tracks 53 - 57 Images 12 - 13	Fact: Many things about us!
9 How do you organize your week?	Academic and educational	Exchanges associated with specific purpose	Interpret information about units of time, with support of a graph	<ul style="list-style-type: none"> Explore weekly calendars. Listen to the reading aloud of information about hours and days of the week. Participate in the exchange of questions and answers for information about units of time. Check writing. 	Tracks 58 - 61 Image 14	Story: Tony the turtle Tracks 62-63
10 Why are all the jobs and professions important?	Family and community	Exchanges associated with the environment	Describe and interpret information about people of the community and their activities	<ul style="list-style-type: none"> Explore illustrated materials with information about occupations or professions. Participate in the oral expression of information. Explore writing of words. 	Tracks 64 - 68 Images 15	Fact: Jobs around the world

To the teacher

Welcome to the Teacher's Guide of Jump! 1. In this Teacher's guide, you will find the suggested procedure to exploit the activities in the Activity Book along with all the components of the series: the Audio CD (with recorded and visual material), and the stories and facts texts in the Big Books.

Each lesson in the Activity Book has been planned to be taught in 3 sessions. The final product and evaluation have been planned to be completed in 2 sessions. In each lesson you will find the following icons that also appear in the Activity Book:

-  Pair work
-  Group work
-  Activity with audio
-  Activity with visual resources
-  Writing activity
-  Activity involves drawing
-  This means children need to circle.
-  This means children need to go to the Cut outs section, cut and paste.
-  This means children can check the meaning of some words in the lesson in the Picture Dictionary.
-  This means children need to put this sign as indicated.
-  This means children will need to trace as indicated.
-  **Big Book Stories Activity**

This means you need to use the Big Book with your children. Check the suggested procedure in the Big Book Activity Boxes.

Other features in the Teacher's Book include:

Teaching notes

Ideas related to classroom management and teaching language.

Extra Activity

Ideas on how to extend some stages or alternative procedure to be done before or after a certain activity.

Cultural Box

Information that you can use to help children be more aware of cultural aspects related to the language.

Closing

Ideas on how to wrap up the session.

EVALUATION TOOLS

Every module in this Teacher's Guide includes the procedure to:

Carry out each step of the product along the lessons. This means children will have created two or three sub-products before the final Product Lesson.



This means children need to put this work in their portfolio.



This means children need to complete a step for the final product.



This means children need to think about how much they have learned.

It's time to reflect!

This means children need to evaluate their work.

Additionally, you can gather more information about children's progress with a progress test and different evaluation instruments which you can find at the end of each module.

Additionally, some boxes **Learn to...** appear within the lessons of the Activity Book and the corresponding suggested procedure is described in this guide. These sections will appear depending on the nature of the social practice of the language, the learning environment and its relevance to respond to learners' needs and/or to help them reflect on a particular learning situation they may face.

Learning to be

This box is intended to help pupils reflect about emotions and self-control in relation to optimum physical and mental health.

Learning to be with others

This box is intended to help pupils develop a competence regarding a contribution to the social well-being.

Learning to learn

This box is intended to help pupils recognize learning strategies that favor collaboration, strategies to better learn the foreign language and lifelong learning strategies.

Are you ready to jump? Let's jump together!

Module

1

Why do people say Hi?

Social Learning Environment: Family and community

Communicative activity: Exchanges associated with specific purposes.

Social practice: Understand and respond to expressions of greeting, politeness and farewell.

Lesson 1 pp. 6-8	1	<ul style="list-style-type: none"> Identify purpose. Detect non-verbal language: gestures, postures, etc.
	2	<ul style="list-style-type: none"> Detect non-verbal language: gestures, postures, etc. Review repertoire of words and expressions. Complete exchanges with expressions of greeting, farewell and politeness. Indicate sender and receiver. Detect similarities and differences between words used in expressions.
	3	<ul style="list-style-type: none"> Indicate sender and receiver. Reply to expressions of greeting, farewell, and politeness with non-verbal language and expressions with which the student feels more confident.
Lesson 2 pp. 9-11	1	<ul style="list-style-type: none"> Reply to expressions of greeting, farewell, and politeness with non-verbal language and expressions with which the student feels more confident. Complete exchanges with expressions of greeting, farewell and politeness.
	2	<ul style="list-style-type: none"> Detect non-verbal language: gestures, postures, etc. Reply to expressions of greeting, farewell, and politeness with non-verbal language and expressions with which the student feels more confident.
	3	<ul style="list-style-type: none"> Reply to expressions of greeting, farewell, and politeness with non-verbal language and expressions with which the student feels more confident. Be polite with the other students.
Lesson 3 pp. 12-14	1	<ul style="list-style-type: none"> Recognize directionality of writing: left/right, up/down. Find similarities and differences between words: beginning, ending, quantity, and variety of letter. Review repertoire of words and expressions.
	2	<ul style="list-style-type: none"> Complete exchanges with expressions of greeting, farewell and politeness. Find similarities and differences between words: beginning, ending, quantity, and variety of letter. Review repertoire of words and expressions.
	3	<ul style="list-style-type: none"> Review repertoire of words and expressions.
Product lesson p. 15	Final product <ul style="list-style-type: none"> Illustrated expressions of politeness, greeting and farewell 	Evaluation instrument (p. 20) <ul style="list-style-type: none"> Descriptive rating scale Portfolio evidence (p. 18) Module progress test (p. 19)

Achievements: Explore expressions of greeting, politeness and farewell. Recognize words. Respond to expressions of greeting, farewell, and courtesy.

Teaching Guidelines:

Help children to:

- Identify purpose.
- Detect non-verbal language: gestures, postures, etc.
- Review repertoire of words and expressions.
- Indicate sender and receiver.
- Detect similarities and differences between words used in expressions.

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

Materials

- Activity Book, Big Book Stories, Audio CD.

SESSION 1

Warm-up

To introduce children to the topic of the lesson, you can play track 02 as students come into the class. Say *Hi* as you wave your hand and smile to children. Once students are settled, ask one student to stand up. Say *Hello* to him or her. Encourage the student to respond by saying *Hello*. Then ask the student to say *Hello* to the student next to him/her. You can continue with the activity until every student has had the opportunity to say *Hello* to someone. Then say *My name's ...* Ask students: *What's your name?* and elicit their names. At this stage, they are not expected to give a complete answer, only their names. The main objective of this first class is to make your students feel safe and confident so they can learn and enjoy their English classes.

Big Book Story 1 Activity

My Red Ball. This initial session working with the Big Book should be aimed at raising your students' interest in it. Start by settling your children comfortably. Show them the book, and invite them to look at the cover. Talk about the author, and where the story starts, the illustrations, etc. Ask them questions like *What do you see? What do you think this story is about? What do you think will happen in this story?* Demonstrate your enthusiasm, throughout the discovery and exploration of the pages of the story. Establish naturally the meaning of concepts as *beginning* and *ending*, *left* and *right*, *words*, *sentences*, etc. Then play track 09 as you go through the pages of the story. Have them express their reactions to the book. Ask: *Did you like the story? Why?*

1 Listen and sing.

You can read the instructions and point to your ear as you say *Listen*. Tell students they are going to learn to sing a song in English. Play track 02 and act out the song as students are listening. Wave your hand to give the meaning of *Hello*, point to yourself to show the meaning of *teacher*, and then point to the girls and the boys in the classroom. You can give the meaning of *friends* by smiling, as you point to students together, and point to the whole class to give the meaning of *everyone*. Copy the lyrics of the song onto the board. You can play the track a second time and have students follow along as you point to the words of the song on the board. Pause the recording for students to repeat. Direct students to Activity 1 in their books. You can play the recording again and have students sing the song as they follow along in their books.

2 Look at the picture. Check (✓) or cross (✗)

To have children getting familiarized with their books, you can read aloud the instructions. Point to your eyes as you say *Look*. Direct students to picture *a*. Ask: *What can you see in the picture? Who are they?* If students say the words in Spanish, say them in English as you point to the illustrations: *A boy, Mom, a girl, a bus*. Ask: *Is the boy saying goodbye?* Wave your hand as you say *goodbye*. Elicit the answer. You can have students notice the check mark in the picture that shows a polite attitude. Continue with the rest of the pictures, and have students mark their answers. Check answers as a class.

Answers: a. ✓, b. ✓, c. ✓, d. ✗

Extra Activity

Play track 02. Ask students to go around the classroom waving their hands as they are listening and singing the song. Then join the class, and have students try singing the song without listening to the recording.

Teaching notes

It is advisable that you read the recommendations for evaluation of this Module on page. Then you can refer to the Evaluation instrument recommended in this Module on p. 18. Once you analyze the instrument, you can select the specific activities you may consider relevant to collect evidence of student's performance throughout the development of the tasks.

Extra Activity

Have students rest their heads on their desks. Ask them to breathe deeply so they can relax. Have students close their eyes for a few seconds. If they feel comfortable with this, say: *Open your eyes and stretch your arms up.* Smile and say: *Your English class has finished!*

Don't forget

Some listening activities are part of your next class, bring a recorder!

Make a set of word cards: *Hello, Hi, Goodbye, Good morning, Good afternoon,* and *Good night* for the next class.



SESSION 2

Warm-up

To introduce children to the expressions they will learn in this session, say *Good morning* or *Good afternoon* as your students arrive in class. Encourage them to respond orally. When all students are ready to start, say *Stand up* and indicate the class to stand up, then say *Sit down* and indicate them to sit down. You can try to do this faster every time for students to have fun.

3 Look and draw. Compare your answers.

You can have students open their book on page 7. Read the instructions. Have students notice the *drawing icon* so they can relate it to its meaning. Then you can direct students to the pictures. Say: *Look at picture a. Is the boy saying Hello?* Elicit the answer: *Yes.* As you point to the boys in the picture, ask: *Are the boys responding?* Elicit the answer: *No.* Direct students to picture b. Ask: *Who can you see?* Elicit the answer: *A teacher, students.* Ask: *Are they saying hello?* Elicit the answer: *Yes.* You can ask students to draw the appropriate expression in the smileys. Encourage them to compare their answers in pairs. To check answers as a class, have students hold up their books and show you their drawings.

Answers: a. , b. 

4 Read. Listen and repeat.

You can read instructions. Direct students' attention to the pictures in the table. Point to the first picture and ask: *What are the children saying?* Elicit the answer: *Hello. You can tell students that they will learn a different way to say Hello and how to say goodbye. Say goodbye, and walk towards the door as if you were leaving the classroom. Come back and say Hello. Then direct students to the second picture and ask: Are they saying goodbye or hello?* Elicit the answer.

To help them learn how to say the expressions, you can explain to students they will listen to a recording of the expressions in the table. Play track 03, and have them listen and follow along. Then play the recording a second time and pause. You can ask students to point to the expression and repeat. For further oral practice, do some choral and individual repetition as you and the students mime the actions.

5 Work in pairs. Say and act the expressions.

On the board, you can write the headings and the expressions in the table. Have a volunteer come to the front of the class to demonstrate the activity. Say *Hello* and have the student respond *Hello* or *Hi!* Invite another volunteer and do the same with the farewell expressions. You can organize students in pairs to practice the expressions. To monitor the activity and encourage students to act the expressions, you can walk around the class.

6 Listen. Number.

To help them connect the expressions with the moments of the day, direct students to the pictures and ask questions: *Who can you see in the pictures? What are they doing?* Elicit answers: 1. *A family, boy, girl, dad. They're having breakfast.* 2. *A teacher, a student. They're at school.* 3. *A girl and her mom. She's in her bed.*

After children have described the pictures, you can direct students to the expressions below the pictures. Say the expressions and have students repeat. You can tell students they will listen to the expressions and they have to number the pictures. You can play track 04, pausing for students to write the number. Have students notice the sun and the moon in the pictures to convey the meaning of the expressions. If you think it is necessary, play the recording again, pausing for students to repeat.

Answers: 1, 2, 3

7 Circle the same words in red and the different words in blue in Activity 6.

To have children notice differences and similarities in words, ask them to take out red and blue colored pencils. You can read and explain the instructions and have students do the task

Lesson 1

individually. When children have finished, ask them to compare their answers as you walk around monitoring their work. You may also write the expressions on the board and provide markers for students to circle the words.

Don't forget

Next class your students will learn new courtesy expressions through listening activities. Bring a recorder!

SESSION 3

Warm-up

To review greeting expressions the *Hello* song from Activity 1 on page 6. Have students sing the song as they wave their hands and greet their classmates. Sing together with your class.

8 Listen and number.

To start the class, you can ask students to open their books to page 8 and look at the pictures in Activity 8. Then you can ask a few questions: *What can you see in the pictures? Who are they? What are they doing?* Elicit their answers. Tell students they will listen to three conversations and will relate them to the right picture. Play track 05, pausing after each conversation for students to identify the picture. Play the conversation again if necessary. Students should identify the voice of the two boys and relate them to the correct picture. Play the rest of the recording, pausing after each conversation for students to number the pictures. To check as a class, hold up your book and point to the pictures to elicit the correct answers.

9 Listen and point.

You can explain to students that they will listen to the conversations again. Play track 06. Pause and have students look at the pictures and identify the speaker in the recording. To have children identify the rest of the pictures, continue playing the recording, pausing for students to identify the speakers in all the pictures. When the recording ends, you can have students compare their answers in pairs and then check as a class.

Answers: 1st picture: 2, 2nd picture: 1, 3rd picture: 3

10 Listen and complete the courtesy expressions.

You can direct students to the words in the box. Explain they will listen to the recording and complete the sentences with the correct word. You can play track 07, pausing the recording for students to write the words. Check answers as a class.

Answers: a. please/ Thank, b. please / Thank

11 Listen and repeat.

To give children further practice in listening to and understanding courtesy expressions, play the recording, pausing for students to repeat the lines. Do this two or three times. Encourage students to imitate the speakers' pronunciation and intonation.

12 Work in pairs. Practice the conversations.

To have children practice the conversations, organize students in pairs. Direct them to the conversations in Activity 10. Read the conversations aloud and then have volunteers read them aloud too. Then you can ask students to practice the conversations and to switch roles. Have volunteers come to the front of the class and act out the conversations.

Don't forget

Scissors, glue, and colored pencils are needed for all the activities in the next lesson. Get ready extra material to make sure the activities flow smoothly. Bring your word cards too.

Extra Activity

Have students write on a piece of paper their name and one expression they learned in the lesson. Pass a box around the class to collect the papers.

Achievements: Explore expressions of greeting, politeness and farewell. Recognize words. Respond to expressions of greeting, farewell, and courtesy.

Teaching Guidelines:

Help children to:

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

- Be polite with the other students.
- Complete exchanges with expressions of greeting, farewell and politeness.
- Detect non-verbal language: gestures, postures, etc.

Materials

- Activity Book, Big Book Stories, Audio CD.

SESSION 1

Warm-up

To motivate children, and review greeting expressions, you can tell your students that you read all the expressions they put in the bag last class, and that you feel happy about all the things they have learned.

Put your word cards of the expressions from the previous lesson in a bag. Play music or the *Hello song* and have the students pass the bag along. Stop the music. Have the student who is holding the bag, to pull out a card and say it aloud. Then have the student show the card to the class and all the students repeat the expression together.



Big Book Story 1 Activity

My Red Ball. Play tracks 09 and 10 and read the story *My Red Ball* a second time. This time point to individual words to reinforce the left to right convention of print. Pause at each page and ask questions: *Who can you see on this picture? What are the kids' names? Who says Hello? Who says Good morning?* Have students answer the questions and make comments. As students listen to the story and follow the images of the story, watch them so you can see how they relate their experiences to the story, and the words and expressions they recognize. Do not focus students' attention on the language in the first place, as the main objective is for them to enjoy the reading experience. Play tracks 09 and 10 again and go through the pages again without pausing and follow along on the pages.

1 Read and write.

You can draw attention to the words in the box. Have volunteers read them aloud. Then direct students to the pictures and have them complete the dialogs. You can walk around the classroom to monitor students to make sure they write the words with no spelling mistakes. Make sure students add the exclamation marks.

Answers: 1st picture: Bye!, 2nd picture: Hello

2 Work in pairs. Act out the expressions.

You can have students in pairs act out the expressions from Activity 1. Ask volunteers to come to the front of the classroom. It is recommended to not correct any pronunciation mistake as students perform in front of the class. To motivate children, give positive feedback at the end of the activity. If necessary, model pronunciation again and do choral and individual repetition.

3 Cut and paste the expressions. Then practice the expressions.



To reinforce children's learning of expressions, direct students to the pictures. Have them notice that the dialogs are missing. Ask: *What are the children saying?* Elicit answers. Then refer students to page 111. You can motivate children to cut out the expressions individually. Then have students put the expressions in the bubbles of the pictures. Tell them the expressions can be in a different order: *Hello / Hi - Hi / Hello.* or *Goodbye / Bye - Bye / Goodbye.* Check answers as a class. Then have students glue the cut-outs. Monitor the activity and help when necessary.



To sing a Hello song go to

<https://learnenglishkids.britishcouncil.org/en/songs/bean-bag-hello?page=1%2C5>

4 Write the expressions.

To start the activity, you can elicit the expressions to greet and say farewell and write them on the board. Encourage students to copy the expressions in their notebook, in the form of a list. Monitor students' work. To raise children's awareness of writing conventions, make sure students capitalize the first letter of the expressions.

Product work

This activity will help children prepare their greeting cards for the product of this Module.

Lesson 2

Don't forget

Scissors, glue, and colored pencils are needed for all the activities in the next lesson. Get extra material ready to make sure the activities flow smoothly.

Extra Activity

Mime some expressions students have learned so far and have students guess and say them.

SESSION 2

Warm-up

To review expressions children have learned, you can divide the class into teams. If they are sitting in lines, this activity will be easier. Choose an expression from the unit. Whisper it into the ear of the first students. Then they whisper it to the person next to them. You can keep children continue whispering to each other. The last student says what he / she heard out loud.

5 Cut and paste. Complete the pictures. PAGE 111

To do this activity, you can direct students to the pictures on page 10. Ask what they can see. Elicit a few answers. You can tell students that they will complete the pictures on the page with the cut-outs from page 111. To have the activity running smoothly, you can make sure all the students have scissors. Monitor and help when necessary. You can ask children to put the cut-out next to the correct pictures. You can walk around the class to make sure children have placed the cut-outs correctly, then have students glue the cut-outs. Once children have finished, write on the board *Good morning*, *Good afternoon*, and *Good night*. You can guide children to notice the details of the pictures and ask them to label the pictures.

6 Work in pairs. Act out the expressions.

To have children practice the expressions, you can organize the class in pairs. You can demonstrate how to say the expressions, and then have students practice and act out the expressions. To consolidate the spelling of the expressions, you can write on the board the expressions. You can make a simple drawing of the sun rising, the sun setting, and the moon, next to each expression for children to associate them to the correct moment of the day. Have students read and repeat each expression. Then start deleting some letters, leaving the dashes for students to write the missing letters in each word. You can continue doing this until you delete all the letters, except for the beginning and ending ones.

7 Illustrate the expressions.

To do this activity, you can ask students to divide a page of their notebooks in three columns. Demonstrate on the board. Have students write the expressions as headings: *Good morning*, *Good afternoon*, and *Good night*. Then you can encourage students to illustrate the expressions. Have them remember the things they relate to each moment of the day to add to their illustrations. When children have finished, have them share their illustrations with their classmates.

➔ Product work

This activity will help children prepare their cards for the product of this Module.

Extra Activity

Ask students to stand up. Play any music and have students dance in their places. Every time you pause the music, say a greeting or farewell expressions and have students respond out loud.

SESSION 3

Warm-up

To introduce children to courtesy expressions, you can say these classroom phrases: *Open your book*. *Close your book*. Mime the actions as you say them. Then have students do the actions as you say the phrases.

8 Look and match.

To start the class, write the two dialogs on the board. You can read them aloud as you point to the words and have students repeat. Ask students to open their books to page 11 and refer them to the pictures in Activity 8. As you point to the first picture, ask: *What can you see in the picture?* Elicit the answer: *two boys*. Encourage students to look at the dialogs and then ask: *What do you think the young boy is telling the other boy in the picture?* Elicit the correct answer. You can guide children to draw a line to match the picture to the correct sentence. Have students work in pairs. Ask them to look at the other pictures and draw lines to match them with the correct sentences. To make sure children are matching the pictures to the correct sentences, you can monitor the activity.

Answers: 1st picture: a, 2nd picture: d, 3rd picture: c, 4th picture: b

9 Compare your answers from Activity 8. Act out the conversations.

You can have students compare their answers to Activity 8. Then check answers as a class. You can have students take turns saying the lines in the dialogs as they act out the expressions. To guide children, you can demonstrate the activity in front of the class with a volunteer.

Extra Activity

Ask students to close their books. Refer them to the dialogs on the board (write them again if necessary). Tell students they are going to use their good memory for this activity. Delete a word at a time, leave the dash and elicit the missing word. Continue deleting the words, leaving the dashes, and eliciting from students the missing words, until you leave the first word of each line only. Then have students tell you all the missing words. By the time you finish the activity, students will have practiced saying the expressions a lot of times!

Extra Activity

Read the instructions together with the class. Allow time for children to reflect on the answer.

Extra Activity

Have volunteers come to the front of the class and ask them to say the classroom phrases you taught them (*Open your book / Close your book*) as they have their classmates do the actions.

Don't forget

Make small cards with the letters missing in the words in Activity 11 on page 14.

Teaching notes

At this stage of their learning process, students are expected to do a lot of oral practice. To make this practice more meaningful, plan and carry out activities that students find engaging and fun. Go a little bit further, make these activities cognitive challenging according to your students' age and language level. An example of this type of activity is the one included in the Extra Activity section on this page.

10 Look. Write.

You can direct students to the pictures. Elicit the names of the school objects. To model pronunciation, say the words in English and have student's repeat them. Then refer students to their picture dictionary. When students find the words in their dictionaries, ask them to copy the words to label the pictures on page 11.

Answers: 1st picture: pencil, 2nd picture: eraser, 3rd picture: glue, 4th picture: crayons

11 Work in pairs. Use the school things from Activity 10 to practice the expressions.

To have children practice courtesy expressions, organize the class in pairs. Write the dialog on the board. Have students read it aloud. Then delete *eraser*, and write a word from Activity 10. Ask students to say the dialog, replacing each time the school things.

Achievements: Recognize words. Respond to expressions of greeting, farewell, and courtesy. Distinguish writing of expressions.

Teaching Guidelines:

Help children to:

- Recognize directionality of writing: left/right, up/down.
- Find similarities and differences between words: beginning, ending, quantity, and variety of letter.

- Complete exchanges with expressions of greeting, farewell and politeness.
- Review repertoire of words and expressions.

Materials

- Activity Book, Big Book Stories, Audio CD.

SESSION 1

Warm-up

Tell students you are going to play a game with the expressions they have learned in this unit. They will do the actions only if you say the word *Please*. For example, *Please say Goodbye* (students say *Goodbye*), *say Hello* (students shouldn't say *hello* as the word *please* was not said). Keep the activity going for a few minutes. Then have volunteers come to the front of the class and give instructions to their classmates with your support.



Big Book Stories Activity

My Red Ball. Before you open the Big Book, have students recount the story. Ask questions to help students remind the moments of the story. *What happened at the beginning? Rafael wakes up and has breakfast. And then? He greets Mrs. Rodríguez, Angie, and Mr. Sánchez. What is Rafael playing with? A ball! What color is the ball? Red.* Play Track 10 and have volunteers to come to the front of the class and point to the parts of the story related to what they hear. For further activities with the Big Book you may have students play the role of the characters of the story and say the expressions they say. You may read the story aloud and have students repeat the lines after you.

1 Complete the words with the letters in the box.

To do the activity, ask students to open their books to page 12. Direct them to the letters in the box. You can have students notice the use of exclamation marks in the expressions. Then ask students to complete the words. Check answers as a class.

Answers: 1. Hi!, 2. Bye!, 3. Goodbye!

Teaching notes

Writing activities at this stage of the learning process are mainly focused on having students write letters to complete words or writing small words. These activities should help students build directionality skills.

2 Write the first letter of the words in red. Write the last letter in blue.

To facilitate students' understanding of beginning and ending letters, read the instructions and ask students to follow them. Direct students to the pictures. If students are not sure on the letter they have to add, ask them to go back to pages 7 or 10 to find the complete words. Monitor and help students when necessary.

Answers: 1. Morning, 2. Afternoon, 3. Night

3 Circle the expressions in different colors.

Read the instructions. Explain to them what they are going to do. make sure they have colored pencils at hand. Demonstrate the activity by doing the first expression: *Bye*. Elicit what type of expression it is and elicit the correct answer: *Greeting*. Have children circle the word in red.

Then you can have children continue with the rest of the expressions as you walk around and monitor the activity. You can check the answers by writing the expressions on the board and having students color the expressions according to their

Answers: a. Hello, Hi; b. Goodbye, Bye; c. Please, Thank you

4 Find and circle the expressions.

To help children identify words, you can have students find and circle the three expressions in the word chain. Monitor and help students when necessary.

5 Work in pairs. Say the expressions.

To have children practice the expressions, organize the class in pairs. Ask students to say the expressions. Have the class stand

up and set a time limit of 1 or two minutes. Motivate students to walk around the classroom and say the expressions to as many students as they can. Everyone should respond to the expressions too.

Extra Activity

Write the words on the board with the missing letters for students to complete the words. Have your letter words facing down at hand, and ask volunteers to choose one card and place it on the correct dash.

Don't forget

Make word cards of *Can, open, please* and *Thank you*.

SESSION 2

Warm-up

When all students are ready to start the class, say *Stand up* and indicate the class to stand up, then say *Sit down* and indicate them to sit down. Do this faster every time for students to have fun.

6 Complete the sentences.

You can have students complete the sentences with the words in the box. To check answers as a class, write the gapped sentences on the board. Face down the word cards on your desk. Have three volunteers pick up one card each and then you can paste on the board in the appropriate space.

Answers: a. Can , b. open, c. please

7 Count the words in the expressions in Activity 6. Write the number.

To help children identify the number of letters that form a word, ask them to count the words in each expression individually. Ask them to write the number. Then ask students to compare their answers. Have volunteers count the words on the board to check as a class.

Answers: 1. Sure! , 2. Here you are, 3. Thank you!

8 Write the answers.

To do this activity, you can have students look at the pictures. You can read aloud the expression, and elicit the answer to complete the dialog of the first picture. Then you can guide

students to write the expressions on the lines to complete the dialog of the second picture. Check as a class by drawing on the board speech bubbles for the two dialogs. To help children check their answers, you can write the beginning of the question in the first dialog: *Can you....?* then have volunteers come to the board and write the next word in the sentence. You can continue doing the same with dialog 2.

Answers: a. 18 letters , b. 23 letters, c. 22 letters

9 M. Work in pairs. Practice the expressions.

For oral practice, you can have students in pairs practice saying the expressions. Ask them to take turns acting out the expressions too. To help children say the words correctly, and make sure students are pronouncing the expressions correctly.

Extra Activity

Show students the pages of the story *My Red Ball*. Ask them to draw a picture of Rafael on a piece of paper. Have them write their names down on the pictures and display them around the classroom walls.

Don't forget

Bring your word cards: *Hello, Hi, Goodbye, Good morning, Good afternoon, Thank you, Please, and Good night.*

SESSION 3

Warm-up

Play hangman with school supplies. To support children, you may want to write some letters instead of leaving every space black.

10 Complete the conversations with the correct expression from the box.

Read the instructions and then direct children to the expressions in the board. Then you can read the first line in the first conversation and then elicit the answer from the expressions on the board. Have children write in on their books.

You can then continue reading each conversations and elicit the answers. At the end of the activity, copy the conversations on the board and have volunteers complete them with the correct answers.

Answers: B: Good morning, A: Hi; B: Bye; A: Good night

Lesson 3

Extra Activity

Have students describe their own school things to practice the dialog on Activity 11, page 11.

11 Write and match.

To start the activity, you can direct children to the pictures of school supplies in Activity 10. Elicit the names each object. Have students work in pairs. Tell them they are going to complete the words. Explain that they have to write one letter on each dash. You can demonstrate by writing on the board the first word and elicit the answers from the whole class. Then have students complete the other words on their own. To check answers as a class, write all the words (letters and dashes) on the board. Then you can paste your letter cards around them. Have volunteers pick one letter at a time and paste it on the correct dash. When students finish, you can model and review the pronunciation of the words.

Answers: a. eraser, b. pencil, c. glue, d. ruler, e. crayon

Learning to learn

The objective of this activity is for students to identify the activities they prefer doing in their English class. Direct them to the pictures and ask students what the children are doing: listening, drawing, speaking, writing. Ask them to circle their favorite activities.

Closing

Paste all your word cards of expressions on the board, and to make this a game-like activity, you ask students choose their favorite expression and illustrate it in their notebooks, using as many different colors as they can. Play the *Hello song* or any other music as they make their drawings. To consolidate the meaning of expressions children learn in this Module, you can ask students: *Can you tell me why people use these expressions?* Elicit their answers.

Don't forget

Bring your word cards: *Hello, Hi, Goodbye, Good morning, Good afternoon, Thank you, Please, and Good night.*

Product lesson

Illustrated expressions of politeness, greeting and farewell.

Materials:

- Pencil
- Pen
- Paper
- Glue
- Scissors

SESSION 1

Warm-up

To review the expressions children learned in this module, you can sit students in a circle. Put your word cards in a bag or box. Sit one student in the middle of the circle. Ask him / her to take out a card so the others can't see, and have them mime the action. Children take turns to guess the expression. The student who guesses sits in the middle of the circle now and takes the next card.

1 Read the list of materials. Check if there is any extra material you might need. You might cut out the construction paper to make smaller cards for the expressions. Or you may fold the sheets of construction paper and have students write the expression on one part, and make the drawing on the other. You can direct children to check they have all the material they need.

2 You can organize the class in small groups and then ask children to write the expressions they want on their cards. After that children can illustrate their cards.

SESSION 2

3 Once students have finished, you can ask them to work in pairs or small groups and use the cards to practice the expressions with their classmates. You can display the cards in the classroom and take some pictures for your portfolio as evidence of your teaching.

Closing

To wrap up this session, you can ask children what they liked the most, what their favorite activity was, what they enjoying doing, and what they'd like to do again. You can take brief notes of their answers as these comments will surely be useful for your future lesson planning.

SESSION 2

It's time to reflect!

This section is extremely important as it promotes the development of learning skills such as monitoring one's own progress, and it is an opportunity to reflect on one's skills and achievements. Once children have finished the Module, direct them to the *It's time to reflect!* box in the Product Page. Before children reflect on their work, draw the icons on the board and put 1, 2 or 3 marks (✓) under each icon so they can understand their meaning. Make sure they are aware there are no "bad marks" in this moment of reflection. Explain they may need to make some extra effort to improve their performance. Read the *I-can* statements and explain the meaning of each one (you might have to use their mother tongue for this). Have children individually do the task and then share their results in pairs. Check your children's marks before you start the next module.

	Time	Activity	Check (✓)
List of expressions	9	4	
Drawings or illustrations of expressions	10	7	
Table of classified expressions	14	10	
Product: Illustrated expressions of politeness, greeting and farewell	15		

Module Progress Test

The Progress test is complementary to the formative classroom evaluation activities you have developed throughout the unit. It evaluates basic contents of the lessons, and it is closely related to the type of activities students are familiar with. Get photocopies of the test for all the students. Before the test starts, ask students to have at hand what they will need: *pencil, eraser, colored pencils or crayons and a sharpener*. Once you have given the tests to the students, read the instructions for each section, and explain what they will have to do (you might have to use their mother tongue for this). Have student feel confident and relaxed. Consider the characteristics of individual students in your group and set a time limit long enough for everyone to be able to finish. Monitor as students do the test and provide your support when necessary.

Evaluation instrument

As a teacher, you need to be constantly aware of what your students know, the difficulties they are experiencing, and how you can best support them in their learning process. Along the unit you will have many opportunities to collect evidence of their progress, and to observe your students engaged in language use. The Rating Scale in this unit can help you identify your students' strengths and weaknesses in specific target areas and will guide you to make decisions about your teaching, once you have analyzed the results of the evaluations. Decide in advance when you will be evaluating, and what you will be focusing on, so you do not get distracted by surrounding factors. Define your own parameters for using the scale. Keep record of the times you evaluate a specific content, so you can determine the number of students' performances and then decide which level of the scale you will mark. Above all, be objective and friendly as you are engaged in evaluating activities. Remember that the goal of the instrument is formative evaluation.

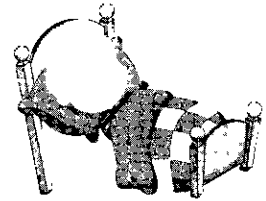
Name: _____

Module Progress Test Date: _____ Group: _____

1 Match the expressions to the pictures.

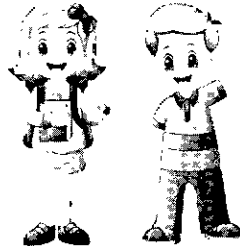
4 pts

1



a. Goodbye

2



b. Good night

3



c. Hello

4



d. Good morning

2 Complete the expressions.

4 pts

Here please Can Thank

a. Lend me your eraser, _____

b. _____ you are.

c. _____ you.

d. _____ you help me?

3 Circle the letters and count the letters in each word.

2 pts

a. h e l l o _____

b. m o r n i n g _____

Total score: / 10

Evaluation instrument

Descriptive rating scale

A Descriptive rating scale is an instrument that indicates the degree of frequency of achievements and skills displayed by a learner in the development of specific activities in the classroom.

Instructions:

1. Identify the achievements and descriptors to be evaluated.
2. Fill in the instrument for each student.
3. Mark (✓) the appropriate column. Keep the instrument as evidence of students' performance.

Student's name: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____

Achievements / Descriptors	Always or almost always	Usually	Sometimes	Never
Explores expressions of greeting, politeness and farewell.				
Identifies purpose.				
Detects non-verbal language.				
Recognize words.				
Responds to expressions of greeting, farewell and courtesy				
Completes exchanges with expressions to greet farewell and to be polite.				
Replies to expressions of greeting, farewell, and politeness with non-verbal language and expressions with which students feel more confident.				
Distinguishes writing of expressions.				
Finds similarities and differences between words.				

Module 2

Why do people write rhymes?

Social Learning Environment: Ludic and literary

Communicative Activity: Literary expressions.

Social practice: Understand rhymes and tales in verse.

Lesson 1 pp. 16-18	1	<ul style="list-style-type: none"> • Activate previous knowledge from images. • Distinguish topic, purpose and recipient.
	2	<ul style="list-style-type: none"> • See graphic and textual components. • Detect words that rhyme.
	3	<ul style="list-style-type: none"> • Distinguish topic, purpose and recipient. • Recognize rhythm and rhyme with sound resources.
Lesson 2 pp. 19-21	1	<ul style="list-style-type: none"> • Detect words that rhyme. • Repeat aloud words that rhyme and practice their pronunciation. • Notice composition of words.
	2	<ul style="list-style-type: none"> • Detect words that rhyme. • Identify changes in intonation. • Complete words that rhyme. • Share concerns.
	3	<ul style="list-style-type: none"> • Clarify the meaning of words. • Repeat aloud the words that rhyme and practice their pronunciation.
Lesson 3 pp. 22-24	1	<ul style="list-style-type: none"> • Compare similarities and differences between words with and without rhyme. • Spell words that rhyme.
	2	<ul style="list-style-type: none"> • Make correlations between parts of writing and orality. • Compare with others' writings. • Share concerns. • Repeat aloud words that rhyme and practice their pronunciation.
	3	<ul style="list-style-type: none"> • Review repertoire of words and expressions.
Product lesson p. 25	Final product: <ul style="list-style-type: none"> • Words that rhyme for a pictorial file 	Evaluation instrument (p. 34) <ul style="list-style-type: none"> • Anecdotal notes form. Portfolio evidence (p. 32) Module progress test (p. 33)

Achievements:

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

Teaching guidelines:

Help children to:

- Activate previous knowledge from images.
- Distinguish topic, purpose and recipient.
- See graphic and textual components.

SESSION 1**Warm-up**

To introduce children in the topic of the Module, ask children to stand up around their places. You can write on the board the text. Read the text aloud line by line, as you mime the actions. Then you can read and say all the lines a few times and have children do the actions at the same time as you do. To make this activity fun for students, you can try saying the lines in the form of a chant. You can also say the lines to the tune of a song.

Up and down. Follow me, follow me!

Up and down. Follow me, follow me!

Now it's time to learn a rhyme.

Clap, clap, clap. Up and down.

Clap, clap, clap. Let's all sit down.

**Big Book Story 2 Activity**

Reading everyday! This initial session working with the Big Book should be aimed at raising your children's interest in it. Start by settling your children comfortably. Show them the book, and invite them to look at the cover. Talk about the author, and where the story starts, the illustrations, etc. Ask them questions like *Where is the girl? What is she doing? How is the weather? Where does she like to read? Why is she sad? What is the book about?* Demonstrate your enthusiasm, throughout the discovery and exploration of the pages of the story. Establish naturally the meaning of concepts as *beginning and ending, left and right, words, sentences, etc.* Then play tracks 16 and 17 as you go through the pages of the story. Have them express their reactions to the book. Ask: *Did you like the story? Why?*

- Detect words that rhyme.
- Recognize rhythm and rhyme with sound resources.

Materials:

- Activity Book, Big Book Stories, Audio CD.

1 Look at the pictures. Circle Yes or No.

To guide students to explore the book, direct children's attention to the picture on the book. As you point to the picture ask: *What is this?* Elicit the answer: *A book!* Ask *What can you see on the cover of the book?* Elicit the answer: *Animals!* Read the title aloud and say: *Point to the title of the book.* You can refer children to the sentences and the possible answers: *Yes / No.* Read sentence aloud and elicit children's answer: Encourage children to give a nod or say *Yes.* Ask children to circle the answer. You can then read sentence **b** as you point to yourself and elicit the answer. Children shake their heads or say *No.* Ask them to circle the answer. Do the same with sentence **c.**

Suggested answers: a. Yes, b. No, c. Yes

Teaching notes

You might read the recommendations for evaluation on page 32. Then you can refer to the Evaluation instrument recommended to be used in this Module on p. 34. Once you analyze the instrument, you can select the specific activities you may consider relevant to collect evidence of student's performance throughout the development of the tasks.

Extra Activity

You can now tell children that the class is almost over. Have them relax by giving them a few instructions. You can do the actions as you say the instructions. Say: *First, stand up. Second, stretch your arms up. Third, lower your arms and take a deep breath. Fourth: Say goodbye!*

Don't forget

You can use the Visual Resource "What is a Rhyme" for an additional activity tomorrow. Bring a project or and a computer!

SESSION 2

Warm-up

To lead children to the topic of the lesson, play hangman with the title of the rhyme *My School Friends*. To support children, you may want to write some letters instead of leaving every space blank. You might also play hangman with one of the words of the title of the rhyme only: *School* or *Friends*.

TRACK 03

2 Look at the pictures. Find and point.

To facilitate children's understanding of the instructions, read the instructions aloud. To convey the meaning of the instructions, you can mime the actions: *find* and *point*. Then you can direct children to the pictures. Ask: *Where are the children?* Elicit the answer: *At school*. Direct children to the sentences. Read sentence **a**, a boy drawing, as you mime the action drawing. Say: *Find a boy drawing*. Then tell children: *Point to the boy drawing*. To check that they understand the meaning of the instruction, have children show you their books as they point to the boy drawing. You can explain the concept of math by writing a simple addition on the board. Tell children that now they are going to find and point to a girl doing math. Say: *Find and point to a girl doing math*. Then read sentence **c** as you mime eating.

Tell children that you are going to read a rhyme about the children in the picture. Do not explain the meaning of rhyme. You will help children explore and discover rhyming words throughout the activities in the lesson. You can start reading the rhyme aloud, at a slow and natural pace. Have children follow along. As you read the lines, emphasize the rhyming words: *Nate / mate, smart / art, Jake / cake, Cath / math*. Read the rhyme a second time as you mime the actions for each child in the rhyme: *Nate: a boy drawing, Jake: a boy eating cake, Cath: a girl doing math*. By reading and miming the actions, you help children listen and understand the reading of rhymes in a friendly and meaningful way.

3 Draw a line to match the pictures with the rhymes.

To help students understand the meaning of the instruction, read it aloud as you mime the action of *drawing*. You can explain to children they are going to draw a line to match the pictures with the lines about the children in the rhyme. Read the first stanza of the rhyme as children follow along. Have children draw a line from the lines to the correct picture. To help children find the answer, point to Nate, Jake and Cath and ask: *Who is in the class of art?* Elicit the answer. Have them show you their books. Then do the same with the lines about Jake and Cath. Ask children to compare their answers as you monitor and check their work.

Extra Activity

For this activity, you can divide the class into pairs. Give each child a piece of paper. Say: *Today we are artists! We are going to draw our school friends!* You can encourage children to make a portrait of his / her classmate. Remind children to always be nice to their friends! Ask children if they want you to, display the portraits on a classroom wall.

Extra Activity

Use the Visual Resource. Go to the image *What is a rhyme?* Point to each of the objects and characters as you say the name aloud. Have children repeat after you. Assign an object or character to each child. Ask them to stand up when you say the words aloud.

Don't forget

Next class, children will listen to the rhyme from Activity 2. Bring your recorder!

Lesson 1

SESSION 3

Warm-up

To review the contents of the previous session and help children make connections with the contents of this session, have children sit in a circle. Tell the children to count from one to five as you move around touching the children on the head. The child numbered five has to mime to help children connect the reading of rhymes to a written text, refer as their classmates follow along. Repeat the procedure several times.

4 Look at the rhyme in Activity 3. Check ✓ the correct answer.

You can start the lessons by reading the instructions aloud. Ask children: *Do you remember the rhyme we read last class? Can you remember the name?* Encourage children to tell you the answer.

Refer children to the rhyme on page 17. You can read the title of the rhyme again and then read the phrase and the three options as children follow along. Ask children: *Is the rhyme about family? friends? or teachers?* Elicit the answer. Have children to point to the answer. Then ask them to check ✓ the correct answer. Read the complete sentence: *The topic of the rhyme is friends.* This task helps children to identify the topic of the rhyme.

Once they have identified the topic of the rhyme, direct children to the three pictures. Ask: *In which picture can you see children in the park?* Elicit the answer: *Picture b.* Then ask about children in the street and children in the school yard. Elicit the answers. Then ask: *What does the writer talk about? Children in the park, in the street or at school?* Elicit the answer and have children mark ✓ the correct picture: friends at school.

Answers: Picture c

Learn to be

After children have identified the topic of the rhyme, you can refer them to the Learn to be box. You can explain to the class the meaning of *fun*, *smart*, and *kind*, by asking or giving some examples. Then ask children to think of their friends. You can tell children that friends are very important, but friends are different, they can be fun, or smart, or fun and smart, for example. Explain that they can check more than one box. Invite volunteers to share their answers with the class.

5 Listen and clap to the rhythm.

To help them connect the reading of rhymes to a written text, refer them to the rhyme in Activity 2 on page 17. Tell children that they are going to listen to the rhyme. Play Track 11. Ask children to listen to the audio as they follow along. Play the track a second time, pausing after each line, and have children repeat. Then play the audio again and have children point to the pictures as they hear the names of the children.

Cultural Box

Children rhymes or nursery rhymes are very popular across English culture. There are records of children rhymes being recorded in plays since the mid 16th century!

Extra Activity

You can assign a character from the rhyme to each child in your class (Nate, Jake, Cath). Say the rhyme and have children stand up and mime the action when they hear the name they were assigned.

Don't forget

Make word cards for the rhyming words in Activity 1 page 17: Nate-mate, smart-art, Jake-cake, Cath-math

Achievements:

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

Teaching guidelines:

Help children to:

- Detect words that rhyme.
- Repeat aloud words that rhyme and practice their pronunciation.
- Notice composition of words.

- Identify changes in intonation.
- Complete words that rhyme.
- Share concerns.
- Clarify the meaning of words.

Materials:

- Activity Book, Big Book Stories, Audio CD.

SESSION 1**Warm-up**

To review the rhyming words they learned in Lesson 1, organize children in a big circle. You can also do this activity with children sitting in their places. Hold the flashcards you prepared. Take out one, say the name aloud and pass it to the child on the first child in each line. He / she has to say the word and pass it to the next child. Everyone has to repeat the word when they get the flashcard. When four or five children have said the word, give a new flashcard to the first child. Repeat the procedure with all the rhyming words. If you want, you can give flashcards to random children to make the activity more challenging!

sound, as you point and say *smart – art*, emphasizing the rhyming sounds.

You can then direct children to the rhyming words in their books. Point to the word *Nate*, and ask children which word has the same ending letters. Allow time so that children can find the word. Elicit the answer: *mate*. To have children notice the rhyming words, model pronunciation and have children repeat two or three times. Then ask children to draw a line to connect the rhyming words. Children can draw lines in the color of the circles.

You can have children work in pairs to find and connect the rest of the rhyming words. You can help children find the rhyming words by asking them to focus on the last letters of the words, or you might also copy the circles and the words on the board. Monitor the activity and provide help when necessary. Check answers by writing the words in circles on the board and have volunteers draw lines to join the rhyming words.

Big Book Story 2 Activity


Reading everyday! Play tracks 16 and 17 and read the story *Reading Every day!* a second time. This time point to individual words to reinforce the left to right convention of print and the rhyming sounds. Pause at each page and ask questions: *Where does she like to read? Where is she? Why is she sad?* Have children answer the questions and make comments. As children listen to the story and follow the images of the story, watch them so you can see how they relate their experiences to the story, and the words and expressions they recognize. Do not focus children's attention on the language in the first place, as the main objective is for them to enjoy the reading experience. Play tracks 16 and 17 again and go through the pages again without pausing and follow along on the pages.

→ Product work

Rhyming words are part of the task children have to develop for their final product. You might want to reinforce this concept before moving on to the next activities.

1 Draw lines to connect the rhyming words.

To help children detect words that rhyme, on the board, write the words: *smart, art* and *Jake*. Underline the three letters at the end of each word. Ask: *Which word has a different ending?* Elicit the answer: *Jake*. Tell children that *art* and *smart* are rhyming words because the same ending

2  Listen to the rhyme again. Clap as you say the words that rhyme.

You can play track 11 again, clap and have children clap as they hear the rhyming words. Play the audio again, demonstrate and have children have fun and stomp their feet as they hear the rhyming words.

3 Choose a word from the box to add to the rhyming words on each line.

Read the instructions aloud. Explain to children they are going to add a new rhyming word to the words from the rhyme *My school friends*. You can write the first two words on the board: *mate - Nate* and ask children to find the rhyming word in the box. Elicit the correct answer and write on the board.

Lesson 2

Then ask children to continue with the rest of the words. You might want to read each pair of rhyming words and elicit the answers. Allow time for students to add the new words.

Check answer as a class. You can read the two rhyming words in each line and have children say the next word.

Answers: a. date, b. part, c. make, d. bath

Extra Activity

To consolidate the topic of the session, you can play memory. Put the circles of the rhyming words, including the words in the box from Activity 3. Back to front on the board. Have volunteers take a turn to turn over three circles. If the cards match, the child can keep the matching cards. If they don't put the cards again on the board. Continue until all cards are matched.

Don't forget

Make word cards of: *mouse, house, there, where, look and book.*

SESSION 2

Warm-up

To keep children working on exploring rhymes and pronunciation of rhyming words, organize children in rows. Tell the first child in each row a pair of rhyming words. The children have to say the words to their classmates in secret. They have to repeat the procedure until they reach the last child. He/she has to say the words aloud!

4 Underline in the text the words that rhyme at the end of the lines.

To get children's attention, read the instructions aloud. You can demonstrate the meaning of *underline* by writing and underlining a word on the board.

You can then direct children to the picture. Ask: *What can you see?* Elicit the answers: *A boy, a girl.* Ask: *Look at the table, what can you see there?* If children say the words in their language, say them in English: *books and a mouse.*

You can tell children they are going to learn another rhyme in this class, but first they have to find the rhyming words at the end of the lines. Ask children: *Do you remember the rhyming words from the rhyme My School Friends?* Elicit one or two examples.

Then have children in pairs look for the rhyming words. Elicit the answers. To reinforce the features of rhyming words,

you might copy them on the board, and then ask volunteers to underline the rhyming words.

Answers: mouse-house; there-where, look-book.

→ Product work

An important part of this Module is to expose children to a variety of rhymes and encourage them not only to identify rhyming words but to enjoy the features of language in a rhyme. This will surely help them develop tasks to achieve their learning objectives.

5 Listen and say the rhyme. Pay attention to the intonation.

You can make a simple drawing of a house on the board and as you point to the drawing say: *house*. Tell children that they are going to listen to the rhyme *A mouse in the House*. Play Track 12 and have children follow along as they listen to the rhyme. You can play the audio again and pause after each line. Then say the questions emphasizing the intonation so that children notice the difference in the intonation questions and sentences. Ask children to repeat the lines of the rhyme as they point to the words. Read aloud the lines together with children.

6 Complete the rhyming words.

On the board, you can copy the words *house* and *mou_ _* (include dashes for missing letters). Then say the words. Point to the first letter of the two words and ask: *Are these letters different?* Elicit the answer: *Yes*. Then repeat with the next letters and elicit the answer: *No, they are the same*. Ask children to circle the different letters: *h* and *m*. Then copy the words *look* and *bo_ _* (with the dashes for the missing letters). Do the same with these words and have children circle the letters *l* and *b*.

After that you can direct children to the words *mouse* and *book* in their books and have them write the missing. Monitor the activity and help children when necessary.

Teaching notes

To help children identify the rhyming words they have learned in this Module, you can read the instructions aloud and the question. Use children's mother tongue if necessary. Give some minutes for children to reflect and circle the correct option. If children choose number 2, encourage and guide them to go back to Act. 1 and 3, page 19 and Act. 6 on this page to review the rhyming words.

Extra Activity

On the board, write the first line from the rhyme *A mouse in the house*. You may *front chaining* to give children oral practice. Children start reading the initial word of a sentence, and add more parts to reach the end. Example:

T: Where's **Children:** Where's
 T: Where's the **Children:** Where's the
 T: Where's the little **Children:** Where's the little

Continue adding words until the sentence is complete. Add rhythm to the words as you say them. Do not try more than one sentence at a time or long sentences at this level.

Extra Activity

You can ask children to illustrate the rhyme *A mouse in the house* on a piece of paper. You can display the drawings on a wall in the classroom.

Don't forget

There is a listening activity the next class. Bring your recorder!

SESSION 3

Warm-up

To help children identify rhyming words, ask all children to close their eyes and rest their heads on the table – as if they were sleeping. Explain you are going to say a pair of words. When they hear pairs of rhyming words, they must wake up (raise their head). You can repeat a few times.

TRACK 13

7 Listen and clap as you say the rhyming words in the rhyme.

To continue exploring the pronunciation of words, you can tell children they are going to listen to a rhyme and they will clap together with you as they hear the rhyming words. You can play the audio and clap as you hear the rhyming words to demonstrate the activity. Then play the audio again and have children follow you.

8 Label the pictures.



Direct children to the Dictionary page 106. Have them find the words from module 2: *bat, cat, clap, frog, hat, log, map, dog, and trap*. Then copy the words on the board. You may ask children to dictate the words to you.

Direct children to Activity 7 on page 21. Point to the pictures then ask *What is this? And this?* to elicit the words.

Point to the words in the order they are on the page and read it aloud. Have children copy the correct words to label the pictures. Continue eliciting the words for all the pictures. Allow time for children to copy the words with no spelling mistakes.

Answers: First line: map, trap, clap. Second line: log, frog, dog. Third line: cat, bat, hat

Extra Activity

Say the words in each line from Activity 7 and ask: *Are these rhyming words?* Elicit the answer. Ask children which letters are the same as you point to the words on the board. Elicit the names of the letters in English: **ap / og / at**. Ask children to circle the letters in the words in their books. Once children have finished copying the words, tell them to take out their colored pencils or crayons to color the pictures. As children are coloring, monitor and check that there are no spelling mistakes. Make any necessary correction gently. Have children share their colored pictures.



9 Listen to the rhyme again and point to the correct pictures.

You can tell children that they are going to listen to the rhyme from Activity 7 again. Play Track 13. Have children listen to the audio as they point to the pictures. Then you can play the audio again and have children say the rhyme line by line as they point to the pictures.

Teaching notes

Having children do physical activities while listening or speaking will help them make stronger connections with the language. Clapping is a good exercise that help children can identify the patterns and rhythms of English.

Extra Activity

You can play a drawing game with you class. Have volunteers come to the front of the class, tell them one of the words from the lesson and ask children to draw. Have their classmates guess their classmates' drawings!

Don't forget

Prepare some simple drawings of the words children learned this lesson. Next class children will practice saying the letters of the alphabet. Bring your recorder!

Achievements:

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

Teaching guidelines:

Help children to:

- Compare similarities and differences between words with and without rhyme.
- Spell words that rhyme.
- Make correlations between parts of writing and orality.
- Compare with others' writings.

- Share concerns.
- Repeat aloud words that rhyme and practice their pronunciation.
- Review repertoire of words and expressions.

Materials:

- Activity Book, Big Book Stories, Audio CD.

SESSION 1**Warm-up**

To review the contents of the previous session, you can paste the flashcards you prepared around the classroom and have children stand in the middle. Say the names of the objects aloud and ask children to point or to run to the flashcard.

www

To have your students do further work on rhymes, you can go to <https://www.under5s.co.nz/shop/Hot+Topics+Articles/Toys+Books+Play/make+your+own+songs+and+music/Favourite+nursery+rhymes+Part+2.html>

**Big Book Stories Activity**

Play tracks 16 and 17 and have volunteers to come to the front of the class and point to the parts of the story related to what they hear. To develop creativity in your class, ask: *What is the girl's name? Who is Jack? What is the book about?* Further activities with the Big Book you may have children play the role of the characters of the story and say the expressions they say. This is a great story to cultivate your children's love for reading! Children can share their favorite stories with their classmates and how they feel when they read them.

2 Work in pairs. Circle in red the different letters in the words. Then circle in blue the same letters.

You can read the instructions aloud. On the board, copy the first set of rhyming words: *map – trap – clap*. Read the words and then have children identify the different letters. Point to the first letters and ask: *Are these different letters?* Elicit the answer and then ask children to circle in red the different letters in the set of words in their books. Then elicit to the rhyming letters and ask: *Are these the same letters?* Elicit the answer and have children circle in blue the letters in their books. Have children continue with the other sets of words. Monitor the activity and help children when necessary.



1 Work in pairs. Underline the rhyming words in the rhyme.

You can tell children they are going to listen to the rhyme from Activities 7 and 9 again. This time children will relate the sounds with the written words. Ask children to follow along the text as they listen to the rhyme. Then have children underline the rhyming words. You can then copy the rhyme on the board and have children underline the words.

→ Product work

In preparation for the final product, children continue working on raising awareness on rhyming words.

3 Work in pairs. Spell the rhyming words from Activity 1.

To review the alphabet, before children listen to the audio, write the letters of the alphabet on the board. Then play the audio and have children repeat. Pause the recording if necessary for children to identify the written letters. Copy some words from Activity 2 on the board and have children spell them as a class as you point to the letters. Then elicit from individual children the letters.

You can then have children continue with the rest of the words. You can walk around the classroom to monitor the activity and help when necessary. If you notice children are having some trouble to spell the words on their own do some additional choral practice or try the Extra Activity.

Extra Activity

On the board, you can write words vertically. Start with the first letter and have children say it aloud. Add one letter at a time as children repeat after you. For example: A, An, Ant,

Extra Activity

You can paste the flashcards on the board and ask children to say the words. Have children close their eyes while you remove one or two flashcards. Ask children to open their eyes and find what is missing. Repeat the procedure a few times.

Don't forget

Prepare cut-outs or drawings of a giraffe, a snake and an ant.

SESSION 2

Warm-up

To lead them to the topic of the rhyme on this session, tell children they are going to play detectives. They have to guess the animal you are holding. Hold the drawings you prepared facing yourself. Quickly show the giraffe to your class. Do it several times until children guess the animal! Alternatively, you can draw the animals on the board and have children guess before you finish drawing.

Teaching notes

For the Warm-up activity you can teach children the question *Is it a...?* Write the prompt on the board, model pronunciation, and then ask children to repeat after you.

4 Listen and complete the rhymes with the words in the box.

Tell children that they are going to listen to a rhyme about three animals in the pictures and that they have to complete the rhyme with the words in the box. Read the words aloud as you point to them. Explain the meaning of *small* and *strong* with gestures and pointing to the ant. Show the meaning of *legs* by pointing to the legs of the giraffe or your own legs. Say the words two or three times. Play Track 15 and pause the recording after the word *small*. You can help children identify the rhyming endings and then elicit the missing rhyming word. Ask children to copy the word in the correct space. Play the next part of the

rhyme and pause after the word *strong*. Elicit the word again and have children write it. Play the last part of the rhyme and elicit the rhyming word and ask children to write it.

Answers: small, strong, legs

5 Work in pairs. Listen again and take turns to say the lines of the rhyme.

You can have children work in pairs, A and B. Play Track 15 and pause the recording for children to take turns saying the lines of the rhyme. You can demonstrate the activity by playing the first two lines of the rhyme. Pause after the first line and tell as children to repeat, then play the next line of the audio and have Bs children to repeat. They should say the lines at the same time as you direct them. Then play the complete audio a last time for everybody to read it aloud.

6 Cut and paste the animals to illustrate the rhyme.

You can tell children that they are going to illustrate the rhyme. Ask them to go to the cut-out page 111, and find the animals of the rhyme: giraffe, ant, and snake. Allow children to decide where on the rhyme they want to paste their cut-outs.

7 Choose your favorite rhyme from the module. Write it and illustrate it in your notebook.

You can ask children to go back to the pages of the Module and find from the selection of rhymes the one they liked the best. Then children can copy the rhyme in their notebooks and illustrate it. Alternatively, you might ask children to copy lines where they find rhyming words.

As part of the evidences to be collected for this Module, children should develop and should be encouraged to select on their own their favorite rhyme, and then illustrate it as part of the understanding of the main idea and sometimes, specific features in a rhyme.

Lesson 3

Extra Activity

On the board, you can write the first line from the rhyme *Crazy Animals Try front chaining* to give children oral practice. Children start reading the initial word of a sentence, and add more parts to reach the end.

Don't forget

Bring some chalk and all the flashcards you created for the Module!

SESSION 3

Warm-up

To have children keep on working on rhyming words, try the following activity. If it is possible, take the children to the playground. Draw a hopscotch on the floor. Write some pairs of rhyming words on the squares. Have children pass and hop the hopscotch. Say the pair of rhyming words aloud and ask children to avoid stepping on that square. Repeat the procedure several times.

8 Look at the pictures in the boxes below. Cross out the one that doesn't rhyme.

To explore pronunciation of rhyming words, direct children to the pictures. Tell them that you are going to say the names of the objects and animals and they should tell you the word that doesn't rhyme. Say the names in the first line: *a. map, b. picture, c. trap*. Then ask children to respond. Keep saying the set of words and having children respond. 2. *a. mouse, b. house, c. book*. 3. *a. frog, b. snake, c. dog*. 4. *a. small, b. tall, c. snake* (make gestures to indicate the size of the ant and the giraffe).

Answers: 1 b, 2 c, 3 b, 4 c.

9 Make a list of rhyming words in your notebook.



Tell children they are going to make a list of rhyming words in their notebooks. Review with the class all the rhyming words they have learned in this unit. Start with the words in the rhyme *My School friends*. Ask: *What rhyming words are there in the rhyme?* Elicit the answers: *Nate-mate, smart-art, Jake-cake, Cath-math*. Remind children the meaning of *mate = friend*, and *smart = intelligent*. Then go the rhyming words in *A mouse in the house*: *house-mouse, look-book* (skip the words *there-where* as they are not nouns and cannot be easily illustrated). Continue with the words on page 21, and finally, review the words in the rhyme *Crazy Animals*: *tall-small, long-strong, eggs-legs*.

You can write the rhyming words on the board. Say the words out loud and have children repeat them. Encourage children to decide on their favorite words. A list of three or four pairs of rhyming words should be appropriate for this activity, as children will work on illustrating cards with rhyming words in the product lesson.

Extra Activity

You can paste the flashcards on the board or on a wall of the classroom. Divide the class into two teams. Have members of the team stand at the end of the classroom. Tell children that when you say a pair of rhyming words they should come to front of the class and touch the flashcards that form the rhyme. The first child to do it, wins!

Closing

To end the Module with a game-like activity and motivate children to have fun with rhyming words, say a few lines from the rhymes using a rap-like tone, and miming the actions, to make it fun for children. As you say the lines, have children stand up and move to the rhythm of the rhymes, imitating your actions. Suggested lines: 1. *There you see Jake, loves eating cake!* 2. *Where's the little mouse? – It's hiding in the house.* 3. *Giraffes are tall and ants are very small* 4. *Snakes lay eggs but have no legs.*

Don't forget

On small pieces of paper, write all the rhyming words from the unit. Make a card for each word. (see activity 9). Have the pieces of paper inside a paper bag. Next lesson children will work on the product lesson. To make sure the class runs smoothly, check the material needed.

Product lesson

Words that rhyme for a pictorial file

Materials:

- Construction paper
- Sheets of paper
- Markers, colored pencils or crayons
- A small box to keep your cards
- Scissors
- Glue

SESSION 1

Warm-up

To review rhyming words, you can sit children in a circle if possible and do the activity described below. Alternatively, you might be at the front of the classroom and ask children to remain in their place. Get ready your bag with the rhyming words. Sit one child in the middle of the circle. Ask him / her to take out a piece of paper and say the word out loud. Children sitting in the circle respond with the rhyming word. The children who says the rhyming word first, sits in the middle of the circle now and takes out a new word. You can demonstrate before you start the activity.

1-2 You can read together with the class the list of materials. Check if there is any extra material you might need. Cut out, or help children cut out the construction paper in halves for the rhyming words. Or you may only fold the sheets of construction paper and have children write one word on each side of including the illustration. You can ask children to check that they have all they need to make the cards. If children don't have a box to keep their cards, they can put them into a bag paper, or they can paste them in their notebooks.

SESSION 2

3-6 Once children have finished organizing and illustrating their rhyming words, you can organize the class in small groups. Encourage children to try one of the extra activities or activities in the warm up sections. Children can also share their rhyming words with their classmates and compare their drawings.

Additionally, you can display the cards with the rhyming words in the classroom and take some pictures that can help you keep evidence of your teaching.

Closing

To wrap up the work in this session, ask children what they liked the most, what their favorite activity was, and what they enjoyed the most doing. You can take brief notes of their answers as their comments will surely be useful for your future lesson planning!

SESSION 2

It's time to reflect!

This section is extremely important as it promotes the development of learning skills such as monitoring one's own progress, and it is an opportunity to reflect on one's skills and achievements. Once children have finished the Module, direct them to the *It's time to reflect!* box in the Product Page. Before children reflect on their work, draw the icons on the board and put 1, 2 or 3 marks (✓) under each icon so they can understand their meaning. Make sure they are aware there are no "bad marks" in this moment of reflection. Explain they may need to make some extra effort to improve their performance. Read the *I-can* statements and explain the meaning of each one (you might have to use their mother tongue for this). Have children individually do the task and then share their results in pairs. Check your children's marks before you start the next module.

	Items	Activity	Check (✓)
1. Selection of rhymes and stories.	23	7	
2. List of words that rhyme.	24	9	
3. Product: Words that rhyme for a pictorial file.	25		

This box can help you identify the elements in the Module where specific tasks for the development of the product were carried out.

Module Progress Test

The Progress test is complementary to the formative classroom evaluation activities you have developed throughout the module. It evaluates basic contents of the lessons, and it is closely related to the type of activities children are familiar with. Get photocopies of the test for all the children. Before the test starts, ask children to have at hand what they will need: *pencil, eraser, colored pencils or crayons and a sharpener*. Once you have given the tests to the children, read the instructions for each section, and explain what they will have to do (you might have to use their mother tongue for this). Have child feel confident and relaxed. Consider the characteristics of individual children in your group and set a time limit long enough for everyone to be able to finish. Monitor as children do the test and provide your support when necessary.

Evaluation instrument

As a teacher, you need to be constantly aware of what your children know, the difficulties they are experiencing, and how you can best support them in their learning process. Along the module you will have many opportunities to collect evidence of their progress, and to observe your children engaged in language use. The Anecdotal Notes in this module can help you identify your children's strengths and weaknesses in specific target areas and will guide you to make decisions about your teaching, once you have analyzed the results of the evaluations. Decide in advance when you will be evaluating, and what you will be focusing on, so you do not get distracted by surrounding factors. Define your own parameters and take into account the formative aspect of evaluation. Keep record of the times you evaluate a specific content, so you can determine the number of children's performances and make notes about it. Above all, be objective and friendly as you are engaged in evaluating activities. Remember that the goal of the instrument is formative evaluation.

Name: _____

Module Progress Test Date: _____ Group: _____

1 Match the rhyming words.

5 pts

smart

house

tall

cat

map

small

clap

art

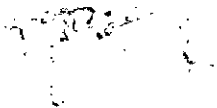
mouse

bat

2 Choose the letters to complete the words.

5 pts

a o t i e h



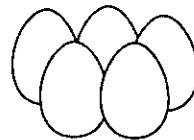
m__p



l__g



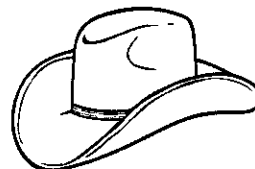
fr__g



__ggs



b__t



__at

Total score / 10

Module 2

Evaluation instrument

Anecdotal notes form

Anecdotal notes form can help you identify the main aspects of the achievements and activities covered in this unit. Keep this instrument as evidence of your children' learning.

Instructions:

1. Identify the achievements to be evaluated.
2. Fill in the instrument for each child.
3. Make notes about children's performance. Keep the instrument as evidence of children' performance.

Student's: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____

Achievements:

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

Date:

Date:

Date:

Notes:

Notes:

Notes:

Recommendations for next steps:

Module 3

Why do we follow signs?

Social Learning Environment: Family and community
Communicative Activity: Exchanges associated with media.
Social practice: Interpret public signs.

Lesson 1 pp 26-28	1	<ul style="list-style-type: none"> Identify purpose, sender and receiver. Recognize the value of signs to participate in the life of the community.
	2	<ul style="list-style-type: none"> Identify purpose, sender and receiver. Recognize the value of signs to participate in the life of the community.
	3	<ul style="list-style-type: none"> Associate sounds with letters. Distinguish intonation, volume, etc. Discover the meaning of new words used to indicate actions when listening. Relate words with signs.
Lesson 2 pp 29-31	1	<ul style="list-style-type: none"> Anticipate the utility to follow signs with graphic support. Complete the writing of words and numbers. Correspondence between parts of writing and orality. Discover the meaning of new words used to indicate actions when listening.
	2	<ul style="list-style-type: none"> Identify purpose, sender and receiver. Distinguish intonation, volume, etc.
	3	<ul style="list-style-type: none"> Classifying images of signals according to their function. Indicate specific words to indicate actions when listening.
Lesson 3 pp 32-34	1	<ul style="list-style-type: none"> Complete the writing of words and numbers. Correspondence between parts of writing and orality.
	2	<ul style="list-style-type: none"> Compare similarities and differences when writing words. Review repertoire of words and expressions.
	3	<ul style="list-style-type: none"> Formulation of words and statements. Recognize the value of signs to participate in the life of the community.
Product lesson p. 35		<p>Final product:</p> <ul style="list-style-type: none"> Illustrated dictionary of signs <p>Evaluation instrument (p. 48)</p> <ul style="list-style-type: none"> An Observation Card. <p>Portfolio evidence (p. 46)</p> <p>Module progress test (p. 47)</p>

Achievements:

Explore signs used in public spaces. Identify words spoken aloud. Explore signs and words related to them.

Teaching guidelines:

Help children to:

- Identify purpose, sender and receiver.
- Recognize the value of signs to participate in the life of the community.

- Associate sounds with letters.
- Distinguish intonation, volume, etc.
- Discover the meaning of new words used to indicate actions when listening.
- Relate words with signs.

Materials:

- Activity Book, Big Book Stories, Audio CD.

SESSION 1**Warm-up**

To introduce the topic of following instructions and signals, you may want to do this chant a few times. Have children stand up around their places. Write on the board the chant. Say the chant line by line, as you mime the actions. Then say the complete chant a few times and have children do the actions as the same time as you do.

Up and down. Follow me, follow me!

Up and down. Follow me, follow me!

Now it's time to learn a rhyme.

Clap, clap, clap. Up and down.

Clap, clap, clap. Let's all sit down.

**Big Book Fact 2 Activity**

A Day Around Town This initial session should be aimed at raising your children's interest in the Big Book story: *A Day Around Town*. Start by settling your children comfortably. Show them the book, and invite them to look at the cover. Talk about the author, and where the story starts, the illustrations, etc. Ask them questions like *What do you see? What do you think this story is about? What do you think will happen in this story?* Demonstrate your enthusiasm, throughout the discovery and exploration of the pages of the story. Review the meaning of concepts as *beginning* and *ending*, *left* and *right*, *words*, *sentences*, etc. Then play tracks 26 and 27 as you go through the pages of the story. Have them express their reactions to the book. Ask: *Did you like the story? Why?*

1 Look at the picture. Point to the signs.

To help students explore signs in public spaces, show the picture on page 26 to the children. Ask children to look at the picture in their books and point to the signs they can see.

Learn to be with others

Read the question aloud. Make sure children understand what they mean. Children may use their language to answer the questions.

Extra Activity

Ask children to think of all the places they can see signs on their way to school. Ask them *Do you see signs in the street? What about the school?* Elicit a few examples. This is a good moment to emphasize that signs are everywhere!

Don't forget

Next lesson, children will use their cutouts in their books; remind them to bring scissors and glue sticks to class. Have some extra scissors and glue at hand to have the activity flow smoothly.

SESSION 2**Warm-up**

To activate previous knowledge and contextualize the lesson, you may have children open their books to page 26. Ask them to look at the picture and pay attention to what they see. After one minute, tell them to close their books. Brainstorm all the things from the picture they can remember. As they say the words, you can translate them and write them on the board. If they can remember more than five things, tell them they are the Memory Champions!

2 Read. Cut and paste.

Read the instructions aloud. Then model the pronunciation of the three words at the bottom of the boxes: *museum*, *school*, and *fair*. Ask children if they know what these words mean. You may wish to have students notice that one of the words is very similar in Spanish. Elicit their answers. Then

direct children to page 111. Have them point to the cut-outs of this unit: a *museum*, a *school* and a *fair*. Ask *Is this a museum? A school? A fair?* as you point to each picture. Have children cut out the pictures and place them in the appropriate boxes. Monitor the activity and then have children glue the cut-outs in the correct box. Help children when necessary. You can check answers as a class by asking children to show you their books open to page 27.

3 Listen and point to the correct picture in Activity 2.

Play Track 18 and ask children to point to each picture as they follow along. Play the track again, pausing after each word to give children time to repeat.

4 Listen and complete the words.

To facilitate students understanding of spoken words. Play Track 19 and have children point to each picture from activity 4. Play the track again and have them complete the words, with the missing letter. You may pause after each sign to give children time to write the letter.

To check answers as a class, you can write the words on the board and ask volunteers to pass to the front of the class and complete them.

Answers: a. STOP; b. DON'T RUN; c. DON'T PUSH

Extra Activity

On the board, write the names of places children learned in this session, leaving some blanks for children to complete: m _ s _ u _ / s _ h _ o _ / f _ _ r. Write the missing letters next to the words on the board. Point to a dash and have children call out the correct letter. Write the letters to complete the three words.

Don't forget

Next class children will learn new signs through listening activities. Bring a recorder!
Make simple drawings of the signs *Stop*, *Don't Push* and *Don't Run*.

SESSION 3

Warm-up

To review the previous lesson's content, paste the drawings of the signs *Stop*, *Don't run*, and *Don't push* on the board and ask children *Do you remember these signs? What do they mean?* Elicit a few answers.

5 Work in pairs. Check (✓) or cross (✗) if the people are following the signs.

To help students understand the value of signs in everyday life, you can direct children to the three pictures. You can ask *Where are the children? Are they in a fair? Are they in school? Have children find the three signs in the pictures. Ask: What do the signs mean? Elicit the answers. Are the children and people following the signs? What can happen to the children in picture b? If children explain the situations in their mother tongue, you may say them in English, using short sentences, for example, the children can fall. Make emphasis on the positive actions illustrated. Check answers as a class.*

Answers: a ✓; b ✗; c ✓

6 Listen and point.

To support students understand the utility of signs with graphic support, have children look at the pictures. Ask *What can you see? Where are the people? What signs can you see?* You may ask children to guess the relationship between the people in the pictures.

Play Track 20 and have children point to the correct drawing as they listen. Then ask questions about each picture: *What are they doing? Are they waiting? Are they walking? Are they crossing the street?* Make sure children understand the different actions the characters are doing in each picture.

Extra Activity

Use the pictures to teach this extra vocabulary: *car*, *truck*, *backpack*, and *traffic lights*. Point to the pictures as you say the words and then have children repeat. Write the words on the board and make simple drawings. Have children copy the words in their notebooks and then illustrate them.

7 Listen and number.

Direct children's attention to the signs in Activity 7. You can have them find the signs in the pictures from Activity 6. Elicit their meaning. To help children relate words with signs, you

Lesson 1

can tell children they will listen to the meaning of the signs. Tell them they have to match the number they hear with the correct picture. Play the recording and pause after the first sign. Have children identify the correct picture and write the number. You can check answers as a class. Then continue playing the track and pause after each sign for children to write the numbers. You may ask children to compare their answers. Then check answers as a class.

Answers: 2, 1, 4, 3

TRACK 21

8 Listen again and repeat.

Play Track 21 again. Pause after each sign. Do some rounds of choral and individual repetition. You can encourage children to imitate the speaker's pronunciation.

Cultural Box

Explain to children that signs are universal. For example, everywhere around the world a red traffic light means that you have to stop.

Extra Activity

Have children look at the signs from Activity 7. Brainstorm the colors they can identify: black, red, yellow, green, white. Say them in English and then ask children to tell you their favorite color.

Don't forget

Children will learn new signs through listening activities.

Bring your Class Audio CD and recorder!

Make word cards: *No, Touch, Food.*

Achievements:

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

Teaching guidelines:

Help students to:

- Anticipate the utility to follow signs with graphic support.
- Complete the writing of words and numbers.
- Correspondence between parts of writing and orality.

- Discover the meaning of new words used to indicate actions when listening.
- Identify purpose, sender and receiver.
- Distinguish intonation, volume, etc.
- Classifying images of signals according to their function.
- Indicate specific words to indicate actions when listening.

Materials:

- Activity Book, Big Book Stories, Audio CD.

SESSION 1**Warm-up**

To support children's understanding of the structure of instructions in English, you can review the chant from the previous lesson. You may want to have children make a big circle. You may also have children in groups make smaller circles. Write on the board the chant. Say the chant and mime the actions. Then say the chant again line by line, mime the actions and have children mime after you. Say the chant again and have children do the actions at the same time as you do.

Hands up! Shake, shake!

Hands down! Shake, shake

To the left, to the left

To the right, to the right

Jump in, jump out, and sit down.

Jump in, jump out, and sit down.

Big Book Stories Activity

A Day Around Town Play tracks 26 and 27 and read the story *A Day Around Town* a second time. Point to individual words to reinforce the left to right convention of print. Pause at each page and ask questions: *Who can you see on this picture? What are the kids' names? What do Alberto and Yasmin have to do? Where are they? What can you see? What are they talking about?* Have children answer the questions and make comments. As children listen to the story and follow the images, watch them so you can see how they relate their experiences to the story, and the words and signs they recognize. Do not focus children's attention on the language in the first place, as the main objective is for them to enjoy the reading experience. Play tracks 26 and 27 again and go through the pages again without pausing and follow along on the pages.

Warm-up

To lead children into the lesson, play hangman with the class. Write the alphabet on the board and review the names of the letters. Play hangman with the word *museum* with your class. When children guess the word, ask them if they have visited a museum, what is their favorite part about them, what things they can find in a museum. If children answer in their language, say their answers in English.

1 Look at the picture. Circle the signs you find.

Have children open their books on page 29. Direct children to the picture. To help students' comprehension on signs in everyday life, you can ask: *Where are the children? What can you see in the picture? What can you see in museum? Who is the boy? Who is the woman? Are the children wearing uniforms? What color are they?* You can organize children in pairs. Have them look at the picture and find and circle the three signs. Ask children what they think the signs mean. Elicit their answers.

Answers: No Photographs; Don't Touch; No Food or Drinks

2  Listen and complete.

Direct children to the words in the box. To help students associate sounds with letters, you can explain that they will listen to the recording and complete the instructions of the signs in the museum with the correct word. Ask *How many signs are there? Are they similar to your drawings?* You can play track 22 for children to listen to the instructions. Then play the track again, you may want to pause after each instruction to give time to children to identify the written word and then write it in the correct space. Play the track again for children to check their answers. Ask them to check if they copied all the letters in each word.

Lesson 2

You can ask children to compare their answers in pairs. To check answers as a class, you may want to elicit the answers and write them on the board.

Answers: No Photographs, Don't Touch, No Food or Drinks

Extra Activity

Have children close their books. Then delete the words *No*, *Touch* and *Food* from the instructions you wrote on the board to check answers in the previous activity. Stick some tape on the back of your word cards. Place them facing down on your desk. You can ask volunteers to come to the front of the class and have them pick a word card and then paste it in the correct space / instruction on the board.

3 Listen again and act out the expressions.

Play Track 22. You can ask students to repeat the expressions. Then play the recording again and have children act out the instructions as they follow along the recording. Additionally, you can ask volunteers to say the instructions individually as their classmates act them out. Encourage children to do this with different intonations: *happy*, *angry*, *strict*. This can help students distinguish intonation and volume.

Extra Activity

Have volunteers act out other signs they have learned in this unit (*Stop*, *Go*, *Don't Push*, *Don't Run*).

Don't forget

Next class, children will focus on senders and receivers of instructions in signs through listening activities. Bring a recorder!

SESSION 2

Warm-up

To review the content of the previous lesson, make simple drawings of the signs *No Photographs*, *Don't Touch*, and *No Food or Drinks* on the board. Elicit what they mean. Then write the number of lines below each sign and have children find the signs on page 29. You can elicit what you should write on each line.

4 Match the drawings.

Direct children's attention to the drawings in Activity 4. Ask *What is happening in the pictures?* To support students in their understanding of the value of signs, explain to children that the people in the drawings on the left are doing something prohibited in the museum and the people on the right are telling them what to do.

You can organize children in pairs and have them draw a line to match the drawings. Encourage children to draw the lines in different colors. Walk around the classroom and monitor the activity. You may ask: *Why do you think we can't do any of these things in a museum?* Elicit a few answers. You can talk briefly to children about the importance of signs in public spaces. You can ask them to imagine what would happen in a museum if people didn't follow the instructions in the signs. Possible answers: *The museum would have a lot of trash and the objects in the museum might be damaged because of the cameras and the people touching them.*

Answers: a-3, b-2, c-1

5 Listen. Circle the speaker.

To guide children in the understanding of sender and receiver you can explain to children they will listen to three people giving instructions in the museum. Tell they have to identify the speaker and then circle the correct drawing. Play Track 23. You may want to pause after each sentence. Ask *Who said this? The guide? The policeman? The teacher?* Elicit the correct answer and have children circle the picture. Then play the rest of the audio and have children circle the correct pictures.

Answers: 1 b; 2 c; 3 a

6 Listen again and repeat.

You may want to write the instructions on the board. Then play Track 23 again and have children repeat the instructions. Have them notice that when saying instructions people are firm but polite. Ask children to imitate the speakers' pronunciation. This can help students distinguish the intonation when giving instructions.

Extra Activity

Have children breathe deeply as they stretch their arms up. Ask them to say goodbye to everybody in the class.

SESSION 3

Warm-up

To review the content and routine of following instructions, Have children make a big circle. You may also have children in groups make smaller circles. Write on the board the chant from session 1. Say the chant and ask children if they remember the actions. Then say the chant again line by line, mime the actions and have children do the actions as the same time as you do.

Hands up! Shake shake!

Hands down! Shake, shake

To the left, to the left

To the right, to the right

Jump in, jump out, and sit down.

Jump in, jump out, and sit down.

7 Circle the signs with the correct color.

To support students to classify images based on their meaning, you can remind children that signs indicate actions but they also indicate public spaces. Direct children to page 31. Direct children to the signs and have volunteers say their meaning. If possible, you can arrange children in pairs and ask them to circle the signs of public spaces in blue and the signs of actions in red. Monitor the activity and help when necessary. You can have children compare their answers with another pair of children and then check as a class. You can call out the letter of each sign and elicit the correct answer: *public places of actions*.

Answer: Public Places: a, d, f; Actions: b, c, e

8 Listen and check your answers.

Play Track 24 for children to check their answers. Pause after each group of signs for children to have time to check. Play the audio a second time if necessary.

9 Listen again and number.

To support children to identify words spoken aloud, tell children they will listen again to the recording and this time they need to number the signs in the order they listen to them. Play Track 24, and pause after each sign for children to write the numbers. You can play Track 24 again and do some rounds of choral and individual repetition.

Answers: a-1, b-4, c-5, d-2, e-6, f-3

Extra Activity

Have children choose their favorite sign for this lesson and draw in their notebooks.

Teaching notes

When teaching vocabulary, children should be exposed several times to the same language, but each time through a different type activity.



Direct students to the question. Read it aloud and make sure students understand the meaning. Help them reflect on their learning process. If students choose number 2, encourage and guide them to go back to Act. 4, page 27, and Act 2, page 28 and review the signs.

Extra Activity

Say the signs of Activity 7 to the class. Have children clap if you say a sign that refers to a public place and jump if you say one that refers to an action.

Don't forget

To use the Visual Resource 04 "Signs in the fair" during the next class, bring a computer and a projector!

Achievements:

Explore signs and words related to them. Participate in the writing of names of words related to signs.

Teaching guidelines:

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

- Review repertoire of words and expressions.
- Formulation of words and statements.

Materials:

- Activity Book, Big Book Stories, Audio CD.

SESSION 1**Warm-up**

To introduce the context of the lesson, use your Visual Resource # 4 Signs in the fair. Project the image to the class. Ask *What place is this?* Elicit the name in your children's mother tongue. Tell them that the word in English is fair. Ask: *Do you like fairs? What is your favorite ride?* Ask children to remember the last time they went to a fair. Did they see any signs?

**Big Book Fact 2 Activity**

A Day Around Town Before you open the Big Book, have children retell the story. Ask questions to help children remind the moments of the story. *Who are Alberto and Yasmin? What signs do they find along the way? What does Alberto learn? Play Track 27 and have volunteers come to the front of the class and point to the parts of the story related to what they hear. For further activities with the Big Book you may have children play the role of the characters of the story. Have children practice their lines. If necessary, make the lines shorter for children to memorize them more easily. Then you may also read the story aloud and have children repeat the lines after you.*

IMAGE 04

1 Look at the images and complete the words.

You can direct children to the picture in their books. Ask *What is different?* Elicit a few answers. Help children understand the meaning of *Open* and *Closed*.

You can ask children to find a number in the image. When children locate the cotton candy stall, explain that this sign tells us how much the cotton candy costs. Elicit how much it costs.

Alternatively, you may display the image 04 and direct students' attention to it so they can locate the signs.

Answers: Closed, Open, 10 Pesos

2 Listen and write.

To support children's participation in the writing of names of signs, play Track 25. Ask children to complete the words in Activity 2. Pause the audio after each word to give children time to identify the words. To further guide students to relate words with signs, you can ask children listen to the words, they may relate them with the signs from activity 1. Then they will complete the words. You can have them compare their answers with the words in Activity 1. Ask them to make sure they have written all the letters in the words. If you want, you can have children compare their answers, then write the first letter of each word on the board and have volunteers complete them. Check answers as a class.

Answers: Closed, Open

Extra Activity

You may want to teach / review numbers from 1 to 10. Get a soft ball and throw the ball to a child who says number 1, then he/she throws it or gives it to another child who says 2. Keep the activity going until number 10 and once you have had a few rounds of practice.

Additionally, you can have children take an online quiz about signs on this website: www.safeny.ny.gov/kids/kidssign.htm

3 Listen and repeat.

Play Track 25 again and have children listen and repeat the words. You can do some choral and individual repetition. You may want to pay close attention to the ending *-ed* sound on closed.

Extra Activity

Have children look at the Visual Resource again. Have the class look attentively for 1 minute. Then, cover the image and test your children's memory.

Don't forget

Next class children will play a Spelling Bee contest. If you can, bring candies or small prizes for the winning team.

SESSION 2

Warm-up

To review content from previous lessons, you can divide the class into teams. If they are sitting in lines, this activity will be easier. Choose an instruction from a sign, preferably a short one: *Stop, Walk, Cross, No Photographs, Closed, Open*. Whisper it into the ear of the first children. Then they whisper it to the person next to them. Children continue whispering to each other. The last says what he/she heard out loud.

Teaching notes

So far, your children have had plenty of practice with signs. When teaching young children, in early stages, most of the activities are focused on oral practice. Children have also worked on relating sounds with written language. Now they will focus on written language which, in turn, will reinforce and consolidate what they have learned in this unit.

4 Work in pairs. Draw lines to match the words with the correct number of letters in each word.

This activity will help students compare similarities and differences in words. You can have children work in pairs. Ask them to count the letter in each word and then match it with the correct number of letters on the right column.

Copy the words on the board. Leave some extra space between the letters. You can have volunteers circle the letters in each word and then write the number of letters. Additionally, you can ask children which are the longest and shortest words.

Answers: a. 4, b.6, c.4, d.4, e.5, 6.4.

5 Select words from Activity 4 and copy them in your notebook. Add other words from other signs. You can use these words in the signs you will make.

To support students with their product, ask them to select some words. They can select all of them if they want to. You may ask students to share the selected words as you write them on the board. Additionally, students might select and add to their lists words from other signs. Walk around the classroom and make sure students are writing the words correctly.

6 Complete the words.

Through this activity children will review repertoire of words and expressions. You can organize children in pairs. Direct them to the signs around the crosswords. Elicit their meanings. Then have children do the crossword individually. If children are unsure of the missing letters, you can encourage them to browse through the pages of this module to find the answers. Ask children to compare their answers in pairs. You can copy the crossword on the board and have volunteers write the missing letters to check answers as a class.

Answers: Don't Push, Don't Touch, Cross, No food or drinks.

Extra Activity

Pick a sign and begin to draw the picture on the board without telling your children what sign it is. Have your children guess. Do the same with one or two more signs.

Don't forget

Children will need colored pencils, crayons and pencils for the next lesson. Bring extra materials to make sure the class flows smoothly.

Lesson 3

SESSION 3

Warm-up

To lead children into the lesson, bring the sign drawings you made. Write *Actions and Public Spaces* on the board. Show the drawings to the class and elicit the meaning. You may ask individual students to stand up and paste the signs under the correct heading.

8 Classify the words in your notebook.

Point to the words in the exercise as students say them aloud. Alternatively, you may want to write the words on the board. To support students to associate words with signs, explain to students that they need to classify the words into Public Spaces and Actions. This activity will help students with their project. Ask them to write the words in their notebooks. Monitor the activity as help when needed.

Extra Activity

Remind children about the events of the Big Book. Elicit the characters. Ask the class to draw Yasmin, Alberto and their mom. When children are done, have volunteers pass to the front of the class and show their drawings.

9 In your notebook, create and illustrate a sign for a public space.

This activity will support students' progress with the project. You can have children browse the module and select their favorite. Encourage children to be creative and use colors!

Extra Activity

Tell children *Clap if you draw a Don't Run sign! or Jump if you draw a No Photographs sign!* Do this several times. Change the actions and signs to have all children participate.

Learning to be with others

Direct children to the *Learn to be* Box. Read the question and options. Make sure children are clear on their meaning. Encourage children to reflect on the answer. Elicit the correct answer and tell children that signs are useful and necessary for everybody!

Closing

To review the signs children learned in this unit. Bring the flashcards you used previously. You can organize students into teams. Assign a place to each team. Children should stand up when you show them a sign that can be found in their place. You may wish to do this at random order for students to have fun.

Product lesson

Illustrated dictionary of signs.

Materials:

- Construction paper
- Crayons
- Sheets of paper
- Colored pencils
- Markers
- Scissors
- Glue

SESSION 1

Warm-up

To review the content of the module, sit children in small circles. Have a volunteer from each group. Call them to the front of the class. Show them one of the signs from the unit and ask them to go back to their groups and mime the sign for everybody to guess. Have other volunteers do the same.

1 You can read the list of materials. Check if there is any extra material you may need. You may fold the sheets of construction paper and have children draw the sign on one part, and write the instruction (when it is needed) on the other. You can direct children to check the list of materials they need to make the product.

2-4 You can organize children in pairs or small groups. Encourage them to review their previous drawings and create improved versions. Then ask students to write the meaning of the signs next to the drawings. You can remind children the importance of checking their spelling. Walk around the class and monitor the activity. Support children when necessary.

SESSION 2

5 This is the moment where children will share their finished product with their classmates. You can organize the class in pairs, and have children take turns reading and following their signs. If you have time available, you can have volunteers pass to the front of the class and share their illustrated dictionary.

Closing

To wrap up this session, you can ask children what they liked the most, what their favorite activity was, what they enjoyed doing and what they'd like to do again.

SESSION 2

It's time to reflect!

This section is extremely important as it promotes the development of learning skills such as monitoring one's own progress, and it is an opportunity to reflect on one's skills and achievements. Once children have finished the Module, direct them to the *It's time to reflect!* box in the Product Page. Before children reflect on their work, draw the icons on the board and put 1, 2 or 3 marks (✓) under each icon so they can understand their meaning. Make sure they are aware there are no "bad marks" in this moment of reflection. Explain they may need to make some extra effort to improve their performance. Read the *I-can* statements and explain the meaning of each one (you might have to use their mother tongue for this). Have children individually do the task and then share their results in pairs. Check your children's marks before you start the next module.

	Points	Activity	Check (✓)
1. Drawings of signs	34	9	
2. Follow directions from signs	29	3	
3. List of words	33	6	
4. Product: Illustrated dictionary of signs	35		

Module Progress Test

The Progress test is complementary to the formative classroom evaluation activities you have developed throughout the unit. It evaluates basic contents of the lessons, and it is closely related to the type of activities children are familiar with. Get photocopies of the test for all the children. Before the test starts, ask children to have at hand what they will need: *pencil, eraser, colored pencils or crayons and a sharpener*. Once you have given the tests to the children, read the instructions for each section, and explain what they will have to do (you might have to use their mother tongue for this.) Have children feel confident and relaxed. Consider the characteristics of individual children in your group and set a time limit long enough for everyone to be able to finish. Monitor as children do the test and provide your support when necessary.

Evaluation instrument

As a teacher, you need to be constantly aware of what your children know, the difficulties they are experiencing, and how you can best support them in their learning process. Along the unit you will have many opportunities to collect evidence of their progress, and to observe your children engaged in language use. The Observation Card in this unit can help you identify your children's strengths and areas of opportunity in specific target areas as you observe them performing specific actions. It will also guide you to make decisions about your teaching, once you have analyzed the results of the evaluations. Decide in advance when you will be evaluating, and what you will be focusing on, so you do not get distracted by surrounding factors. Define your own parameters for using the scale. Keep record of the times you observe a specific activity, so you can determine the number of children's performances and then decide which level of the scale you will mark. Above all, be objective and friendly as you are engaged in evaluating activities. Remember that the goal of the instrument is formative evaluation.

Name: _____

Module Progress Test Date: _____ Group: _____

1 Draw a line to match the instructions to the signs. 4 p's

Museum



Bus Stop



No photographs

Don't push

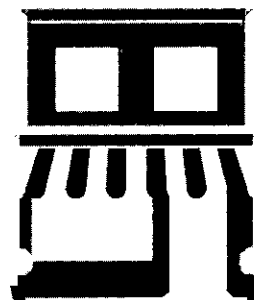
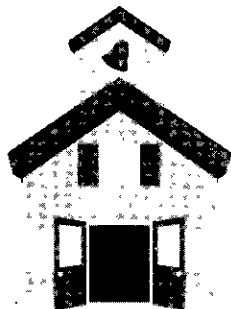
4 p's

2 Complete the words.

- a. St___p
- b. Don't t___uch
- c. Cros___
- d. Don't r___n

3 Label the pictures.

2 p's



a. _____

b. _____

Total score: / 10

Evaluation instrument

An Observation Card

An Observation Card is an instrument used to observe children as they work or perform activities in the classroom. It indicates the degree of frequency of achievements and skills displayed by a learner while the observation takes place.

Instructions:

1. Identify the achievements and descriptors to be evaluated.
2. Fill in the instrument for each student.
3. Mark (✖) the appropriate column. Keep the instrument as evidence of children's performance.

Student's name: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____

Achievements / Descriptors	Always or almost always	Usually	Sometimes	Never
Identifies purpose, sender and receiver.				
Recognizes the value of signs to participate in the life of the community.				
Anticipates the utility to follow signs with graphic support.				
Indicates specific words to indicate actions when listening.				
Distinguishes intonation, volume, etc.				
Discovers the meaning of new words used to indicate actions, when listening.				
Associates sounds with letters.				
Relates words with signs.				
Classifies images of signs according to their function.				
Compares similarities and differences when writing words.				
Completes the writing of words and numbers.				
Identifies the relation between written and oral language.				
Writes words and statements of signs.				

Module 4

Why do you follow instructions?

Social Learning Environment: Academic and educational
Communicative Activity: Interpretation and follow-up of instructions.
Social practice: Read illustrated instructions for assembling an object.

Lesson 1 pp. 36-38	1	<ul style="list-style-type: none"> Recognize topic, purpose and intended audience.
	2	<ul style="list-style-type: none"> Detect instructions related to their daily lives. Differentiate the order of steps in a sequence. Count steps of instructions.
	3	<ul style="list-style-type: none"> Differentiate the order of steps in a sequence. Identify the meaning of words that bind expressions. Recognize cardinal numbers.
Lesson 2 pp. 39-41	1	<ul style="list-style-type: none"> Follow the text while listening to its reading. Keep the attention during the exploration of instruction sheets.
	2	<ul style="list-style-type: none"> Recognize ordinal and cardinal numbers. Compare writing of words.
	3	<ul style="list-style-type: none"> Establish correspondences between the writing and reading of words. Search known words.
Lesson 3 pp. 42-44	1	<ul style="list-style-type: none"> Connect experiences and knowledge with the reading. Anticipate steps. Order steps in a sequence. Keep the attention.
	2	<ul style="list-style-type: none"> Search known letters. Review repertoire of words and expressions.
	3	<ul style="list-style-type: none"> Select words to complete steps.
Product lesson p. 45		<p>Final product:</p> <ul style="list-style-type: none"> Illustrated instruction sheet for assembling an object

Evaluation instrument (p. 62)

- Evaluation Rubric

Portfolio evidence (p. 60)

Module progress test (p. 61)

Achievements:

- Explore instruction sheets.
- Participate in reading instructions.

Teaching guidelines:

Help children to:

- Recognize topic, purpose and intended audience.
- Detect instructions related to their daily lives.
- Differentiate the order of steps in a sequence.

SESSION 1**Warm-up**

To review the greeting expressions children learned in Module 1, play the *Hello song* Track 02 as children walk around and saying *hello* to their classmates. If you have a puppet that children find attractive, use it to say *Hello* to your children as they listen to the song.

**Big Book Fact 1 Activity**

Instructions to be a Superhero! This initial session should be aimed at raising your children's interest in the Non-Fiction story: *Instructions to be a Superhero*. Start by settling your children comfortably. Show them the book, and invite them to look at the cover. Talk about the author, and where the story starts, the illustrations, the characters, and so on. Ask them questions like *Do you like superheroes? What do superheroes do? Which is your favorite superhero?* Demonstrate your enthusiasm throughout the discovery and exploration of the pages of the story. Review the meaning of concepts as *beginning* and *ending*, *left* and *right*, *words*, *sentences*, as you read the story aloud. Go over each page of the story. Make pauses as necessary and draw children's attention to the images. Have the children express their reactions to the book. Ask: *Did you like the story? Why? Do you think you can be a superhero?*

1. Look and answer.

To help students explore instruction sheets, you may want to draw children's attention to the instruction sheet on page 36. Have them notice the arrangement of title, illustrations, materials and steps, as you point to them. Read the title aloud and say: *These are instructions for making a Sock puppet! Look!* as you point to the illustration of the sock puppets at the top of the page. Refer children to the list of materials. Say the name of each material you can point to the illustration and have children repeat after you. Ask: *Which column has words?*

- Count steps of instructions.
- Identify the meaning of words that bind expressions.
- Recognize cardinal numbers.

Materials:

- Activity Book, Big Book Facts, Audio CD.

(materials) *Which column has sentences? (steps) as you point to one word and then to all the words in any sentence of the steps. Read the steps for making a sock puppet. Emphasize the verbs. To introduce the concept of the order of steps you may ask: What do we do first? Glue the eyes or play with the puppet?* as you point to those steps, have children respond.

You can write the three sentences from page 37 on the board. Point to the set of instructions and then read the first sentence with the two options aloud. Ask: *Which is the correct answer?* Elicit the answer and demonstrate on the board how to answer by underlining the correct option: *a set of instructions*. Read the two remaining sentences and elicit the answers. To guide children on completing the sentences, point to the pictures of the children and say: *Look at the illustrations. What are the children doing? A sock puppet or a kite? Are these instructions for children?*

Answers: a. a set of instructions, b. a puppet, c. children.

Teaching notes

TPR activities are frequently used in a children's classroom. However, if for any reason any of the children in your class cannot participate in activities that involve physical movement, make them feel that it's OK and that they can try doing the actions as they stay sitting in their place.

Extra Activity

Tell children that the class is almost over. Have them relax by giving them a few instructions. Do the actions as you say the instructions. Say: *First, stand up. Second, stretch your arms up. Third, lower your arms and take a deep breath. Fourth: Say goodbye!*

Don't forget

Copy the instruction sheet of "Sock Puppet" on poster paper. Make simple illustrations of the steps and materials. You will use this poster for the next two sessions.

SESSION 2

Warm-up

To convey the concept of instructions in a different way, play the game *Simon Says* with your class. Say several instructions (*Jump three times, Touch your head, Turn around*). Children should only follow the instructions if you say *Simon says*...

Learn to be

Circle the places where you follow instructions.

Refer children to the pictures in the box. Ask: *What can you see in picture a? (a classroom) What can you see in picture b? (a swimming class) What can you see in picture c? (children playing in the park)* Ask: *When you are in the classroom, do you follow instructions? (yes)* Elicit some instructions. If children answer in their language, say the English instructions, e.g. *Take out your book, Close the door, Open the window*, etc. Point to the second picture. Ask: *Who takes swimming classes?* And have children raise their hands. Ask: *Do you follow instructions in your swimming class? (yes)*. Refer children to the third picture and ask: *When you are playing with your friends... do you follow instructions? (no, sometimes is also a possible answer)*. Help children reflect on the importance of following instructions in our daily lives, e.g. *instructions tell us what to do, instructions keep us safe, instructions help us to organize activities*.

To help children notice the difference between instructions and other types of sentences, like the polite expressions they learned in Module 1, say: *Can you help me please?* and *Take out your books*. Ask: *Which is a polite expression and which one is an instruction?* Say: *Please play with me and raise your hands. Which one is a polite request and which one is an instruction?*

Answers: pictures a, b

2 Check the correct word.

To help children's understanding of the elements in an instruction sheet, you may want to use the poster for this activity. It will help children identify the elements of the instructions. Alternatively, you can write the words on the

board and make simple drawings, or hold up your book for children to look at the picture. Point to the first words (Sock puppet). Ask: *Is this a material or the title of the instruction sheet?* Elicit the answer and check the correct word on the board (title). You can do the same with the rest of the options. Point to each element of the instruction sheet as you go over the exercise. You can have children check the correct word in their Activity Books.

Answers: a. Title, b. Materials, c. Illustrations, d. Instructions.

3 Look and answer.

To help students distinguish and count steps and materials, read the first question aloud and say: *Let's count the steps together!* Draw children's attention to the poster on the board (or the sheet on page 36). Point to each step as you count. Say: 1, 2, 3, 4 and 5. *Five steps!* You may want to repeat the procedure with the materials. This time, point to each material and have children count. Say: *Good! seven materials!* You can ask *Which is a bigger number? Five or seven? What do we have more? Steps or materials? (materials)*. Elicit children's answers.

Answers: a. 5, b. 7

Extra Activity

Paste your poster on the board. You may say *Point to one step. Point to one material or Point to the title*. Have volunteers come to the front of the class and follow your instructions. Repeat the procedure until all the elements of the instruction sheet are covered.

Don't forget

Bring some sets of materials (pompons, pieces of colored paper, stickers, brushes, etc.) for some additional activities.

SESSION 3

Warm-up

To activate children's previous knowledge, show them the materials you brought. Say the name and hold up each material, then have children repeat after you. Next, pass the materials around the class so children can look at the materials and feel them. Then put the handcraft materials inside a box or bag. You can have volunteers choose one

Lesson 1

material with their eyes closed. Children should guess the material by touch. If they say the name in their mother tongue, kindly teach them how to say it in English. Repeat the procedure four or five times.

4 Look and number the steps.

This activity will help children understand the order of instructions. Paste your poster on the wall. Alternatively, write the steps for making a Sock Puppet on the board, and underline the verbs. Ask children to open their Activity Books on page 36. Count the instructions as a class. Then, ask: *What is the first step? Glue the eyes or Decorate your puppet?* Point to each step as you say it. Elicit children's answer (*Glue the eyes*). Say: *Good! That is step number one!* Write a 1 next to the instruction. Say: *What do you do next? Cut the yarn or play with your puppet?* (*Cut the yarn*) You can have a volunteer say the answer aloud. Say: *Great! This is step number two.* Write number 2 next to the instruction.

Direct children to page 38. Read the instructions aloud. Draw children's attention to the first picture. Say: *What is the girl doing? Is she gluing the eyes or decorating her puppet?* Emphasize the word **or**. (*Gluing the eyes*). You can then point to each verb of the instructions as you say it aloud and ask: *What is step number 1? (Glue the eyes)*. Ask children to write the number one next to the first picture. You may want to repeat the procedure with the rest of the illustrations. When children have finished, read the instructions and have them point to each illustration.

Answers: 1, 5, 3, 4, 2

5 Look at the underlined words and answer.

To help children identify the meaning of words that bind expressions, draw children's attention to the pictures. Ask: *What is the boy doing? (Thinking) What is the girl doing? (Decorating her sock puppet)*. Have children notice the boy's expression. Say: *He has to decide what color of buttons to use.* Read the sentence aloud, emphasizing the underlined word (**or**). Hold two markers and ask: *Which is your favorite? Red **or** blue?* Move the markers so children understand they can only choose one.

Then have children notice the materials in the right picture. Ask: *Can you see pieces of fabric? (yes) Can you see pompons? (yes)*. Write the sentence aloud, emphasizing the underlined word (**and**). Draw an addition sign (+) below the word so children can understand the meaning of and.

You can write the sentences on the board. Point to **or** and show children the markers. Point to **and**. Direct children to the questions. You may want to read them aloud and elicit the answers.

Answers: a. or, b. and

6 Count and write the numbers.

Draw children's attention to the pictures. Ask: *What are these?* As you point to each illustration. Elicit children's answers. You can divide the class into pairs. Have children count the materials and write the numbers. To check answers, ask: *How many _____ are there?* Have volunteers read the answers aloud.

Answers: a. 3, b. 2, c. 5

Extra Activity

Organize a counting contest. Divide children into small groups. Give each group one of the sets of materials you prepared (every set should have the same number of materials). Ask: *How many stickers do you have? How many crayons do you have?* Etc. Ask children to count the materials and then raise their hands to say the number. The first team wins! Give a point for every material children count.

Achievements:

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

Teaching guidelines:

Help children to:

- Follow the text while listening to its reading.
- Keep the attention during the exploration of instruction sheets.

SESSION 1**Warm-up**

To review the content from the previous lesson, ask all children to close their eyes and rest their heads on the table – as if they were sleeping. Explain you are going to say a word. When they hear words related to the unit, they must wake up (raise their head). Repeat a few times.

**Big Book Fact 1 Activity**

Instructions to be a Superhero! Read the story a second time. Pause at each page. Invite children to come to the front of the class and point to the words they know and say them aloud. As children listen to the story and follow the images, watch them so you can see how they relate their experiences to the story, and the words and expressions they recognize. Do not focus children's attention on the language in the first place, as the main objective is for them to enjoy the reading experience.

TRACK 28

1 Listen and read along.

To help children keep the attention when reading, draw their children's attention to the instruction sheet. Point to the words *Smiling Sun*. Ask: *Is this the title?* Have children nod or shake their heads. Point to the materials and ask: *Are these the materials or the steps?* Repeat the procedure with the steps. Elicit the children's answer.

Play the audio and have children read along. It is important that you help children be attentive when they are reading a text. You can support them by encouraging them to follow the text with their fingers. Play the audio again and pause after each material and step. Repeat the word or expression and ask children to do the same. You may want to repeat the words two or three times. When you are reading the instructions,

- Recognize ordinal and cardinal numbers.
- Compare writing of words.
- Establish correspondences between the writing and reading of words.
- Search known words.

Materials:

- Activity Book, Big Book Facts, Audio CD.

make an emphasis on the pronunciation of ordinal numbers. There are some more activities that work on the use of ordinal numbers in the next lesson.

Extra Activity

Assign each child a random material from the experiment. Say the names of the materials and give instructions for children to follow. For example: *Markers, stand up!* or *Glue, clap your hands!* *Brushes, raise your arms!*

Don't forget

The next lesson's additional activity is to make the *Smiling Sun* craft. If you decide to do the craft, ask children to bring the necessary materials. Make simple drawings of: *a paper plate, pieces of colored papers, yellow paint, markers, a brush, a pair of scissors, and a bottle of glue.*

SESSION 2**Warm-up**

To review the module's vocabulary, show children the drawings you brought to class. Have children say the name as you paste them on the board. Then, divide the class into two teams. Have members of the team stand at the end of the class. Say a random material and have children walk to the board and touch the correct picture.

2 Copy the steps from Activity 1 in your notebook. Illustrate your instructions

Remind children about the project from the last class (*Smiling Sun*). Organize them into pairs. Have children open their Activity Books on page 39. You may want to explain to students that this set of instructions will be a guide for their module product. Ask them to copy the steps and to illustrate the materials. They can use the drawings you made as a model. Walk around the classroom as you check children's spelling and writing.

Lesson 2

Extra Activity

Divide children into small groups. Ask them to follow the instructions in their notebooks and make a Smiling Sun. Monitor and help groups as necessary. When children have finished, have them share their work with their classmates. Praise children's efforts! Paste the handcrafts near a window so children can see the pieces of paper moving around.

3 ^{TRACK 29} Listen and repeat.

To facilitate students' recognition of ordinal and cardinal numbers, demonstrate the difference. Write on one side of the board the ordinal numbers and on the other side, the cardinal numbers. You can count five children as you point to the cardinal numbers, this will help you convey the meaning of quantity. To convey the meaning of order or sequence, have five children come to the front of the classroom and form a line. Ask: *Who is the first in the line? Who is the fifth in the line?* Elicit the answers. You can tell children we use ordinal numbers for instructions because they indicate the order of the instructions. Help children understand the concept with some more examples: *school grades or months of the year.*

Draw children's attention to the ordinal numbers in their Activity Books. Have children notice the letters next to each number. Tell children that these letters indicate ordinal numbers. Play the audio, pause it and have children repeat. Make an emphasis on the /th/ sound. You can demonstrate it by taking out your tongue and isolating the sound. Make it fun by challenging children to do the same!

4 Look and underline the same letters.

This activity will help children compare the writing of words. On the board, write *First* and *Third*. Say: *We have to underline the same letters. See? As you underline the i in both words. Ask: Do you see another letter that is the same in the two words?* Elicit the answer. Underline the *r*. Do the same with the other words.

To check answers, you can write the rest of the words on the board. Ask volunteers to come to the front of the classroom, assign a letter to each one and have them underline it in every word. Use a different colored marker for every letter. Have children check they underlined the same letters in all the words.

5 Look and match.

Read the instructions aloud. You can arrange the class in pairs. Ask children to match the ordinal number to their names. Ask children to say the numbers aloud as they match

the columns. Play Track 29 again, if necessary. Walk around the classroom and monitor children's progress.

To check answers, write the ordinal numbers and their names on the board. You may want to have volunteers come to the front of the classroom and match the numbers to their names. Make it challenging for children. Don't let the lines touch!

Answers: a.3, b.1, c.5, d.4, e.2

Extra Activity

Assign a cardinal or ordinal number to each child. Then, say the numbers at random order. Children should stand up when they listen to the number they were assigned.

Don't forget

Next class, bring your set of flashcards of the materials for Activity 1.

SESSION 3

Warm-up

To develop children's memory and set the context of instructions, paste the flashcards on the board and ask children to say the words. Have children close their eyes while you remove one or two flashcards. Ask children to open their eyes and find what is missing. Repeat the procedure a few times.

6 Label the pictures.

To review repertoire of words, draw children's attention to the words in the box. Say each word aloud and have children repeat two or three times. Then, say the word and mime the action (if possible, you can do the action with materials you have available in your classroom). Next, refer children to the illustrations. Ask: *What is the correct action word for this illustration? Glue or Draw?* Elicit the answer. You can repeat the procedure with all the pictures. Have children copy the correct word under each illustration. Walk around the class and monitor. Additionally, you can have children compare their answers in pairs. To check as a class, point to the illustrations as children say the correct action word.

Answers: a. Draw, b. Fold, c. Cut, d. Glue e. Decorate



Read together with the class the question. Allow time for students to reflect on their learning process. You may want to provide some sample vocabulary to support students. If students choose number 2, ask them to practice the instruction words by reviewing Activity 6.



7 Work in pairs. Check your answers.

Working in the same pairs, have children compare their word charts. Ask one child to point to a word as the other one says its name aloud. Have them switch roles. Walk around and monitor the activity.

Answers: Scissors, Glue, Brush, Markers, Paint

Extra Activity

Organize your class in a big circle. Say random actions and materials. Children have to clap when they hear an action and stomp their feet when they hear a material. As the children get familiar with the activity, say the words faster to make it fun and interesting!

Don't forget

Bring glue, yellow paint, scissors and yarn for the next class. As an additional activity for the next lesson, children can do a Cardboard Bee. Read the instructions on page 42 and make sure children bring the necessary materials.

Achievements:

- Participate in reading instructions.
- Participate in writing instructions.

Teaching guidelines:

Help children to:

- Connect experiences and knowledge with the reading.
- Anticipate steps.
- Order steps in a sequence.

- Keep the attention.
- Review repertoire of words and expressions.
- Select words to complete steps.

Materials:


- Activity Book, Big Book Facts, Audio CD.

SESSION 1**Warm-up**

To practice pronunciation of vocabulary from previous lessons, organize children in a big circle. Hold the glue and say its name aloud. Pass it to the child on the right. He/ she has to say the word and pass the glue to the next child. Everyone has to repeat the word when they get the glue. When four or five children have said *glue*, give the ball of yarn to the first child. Repeat the procedure with all the materials you brought to class. If you want, you can give the material to random children to make the activity more challenging!

What color do we need to make a bee? Green or yellow? as you point to each illustration. You can guide children to connect their experiences and knowledge with the activity by encouraging them to identify the materials and their use.

Answers: glue, scissors, cardboard roll, yellow paint, colored sheets of paper, black yarn.

2  **Work in pairs. Talk about the correct order of the steps to make a cardboard bee.**

To help children anticipate steps, divide the class into pairs. Read the instruction aloud. Refer children to the illustrations on the right. Ask them to decide the correct order of the steps. You can elicit children' answers but do not confirm their answers yet as they will check the order of the instructions in the next activity.

3  **Listen and number. Check your answers.**

Read the instructions aloud. You can tell children they are going to listen to the steps to make a cardboard bee. Have them listen to the audio. Remind children to be attentive when listening to an audio. Play Track 30 and pause after each step for children to have time to find and number the sentence. If necessary, read each step aloud making emphasis on the action words. Help children identify the action words on the sentences. You can divide children into pairs and have them compare their answers.

Answers: 3, 1, 5, 2, 4

**Big Book Fact 1 Activity**

Instructions to be a Superhero! Use your Big Book. Ask children to recount the steps to become a superhero. Have children remember the correct sequence and invite them to point to the ordinal numbers in the Big Book. Tell the class that the most important thing of superheroes is that they help people. Give children a piece of paper and have them choose their superpower and draw themselves helping people. When children have finished, have them share their work with their classmates.

1 **Look at the materials. Circle the ones you need to make a cardboard bee.**

This activity will help children connect experiences and knowledge with instruction sheets. Draw children's attention to the cardboard bee on the right. Ask: *What color is the bee? (yellow and black) What shape is the head of the bee? (round).* Then, point to each material and say the name aloud as children repeat after you. You can have children think about the finished handcraft and its relation to the materials. For example, have them notice the yellow and green paint. Ask:

Extra Activity

Divide children into small groups. Ask them to follow the instructions on page 42 and make a Cardboard Bee. Monitor and help groups as necessary. When children have finished, have them share their work with their classmates. Praise children's effort! Have them play with their bees.

Extra Activity

Use the Visual Resource CD. Project image 5. You can ask children to think of the materials they may need to make this project and the steps to make it.

Don't forget

Next lesson, children will make drawings. Bring extra material to make sure the class runs smoothly.

SESSION 2

Warm-up

To consolidate the vocabulary of action words, have children stand up around their places. Write the chant on the board. Say the chant line by line, as you mime the actions. Then say the complete chant a few times and have children do the actions at the same time as you do.

Hands up! cut, cut!

Hands down! draw, draw!

Hands up! paint, paint!

Hands down! glue, glue!

4 Look and choose the correct letter.

To guide children in the search of known letters, draw their attention to the letters hanging from the pins. Ask: *What letter is this?* Elicit the answer. Repeat the procedure with all the letters. Then, read the first word aloud (*fold*). Ask: *What letter is missing?* Elicit the answer from children and have them write the missing letter in the word. You can do the same with the rest of the words. You may want to point to the illustrations in a random order and ask children to say the name of the action.

Answers: fold, glue, paint, draw.

Extra Activity

On the board, write the action words children have learned during the module. Organize a game of spelling bee with your class. To support children, point to the letters as they spell out words.

5 Copy the words in your notebook and illustrate them.



This activity will help children relate illustrations with words. You can arrange the class in pairs. Ask them to copy the four words from Activity 5. Encourage them to use colored pencils in their drawings. Walk around and help as needed.

6 Make illustrations for the materials.

To introduce the activity, on the board, write these words: *paint, glue, scissors* and *markers*. You can point to the words and have children say them aloud. Then, refer them to their Activity Books. Read the instructions aloud. Ask children to illustrate the four materials. Encourage your class to be creative while drawing! When children have finished, you can ask them to share their work with their classmates.

Teaching notes

It is important to get the level and balance of linguistic and cognitive challenge for children. If activities are too easy, children may become bored, and if activities are too difficult, children may lose the motivation. Plan and adapt your activities considering the profile of your children.

Extra Activity

Ask children to take out a blue and a red colored pencil. Say random actions and materials. Have children raise their blue pencil if you say an action and their red one if you say a material.

Don't forget

Bring your recorder for a listening activity!

Lesson 3

SESSION 3

Warm-up

To review vocabulary, say the action words children have learned throughout the module. Have children mime the actions as you say the words. Do it every time faster for children to have fun.

7 Look and complete the sentences.

To support children's participation in writing instruction sheets, draw their attention to the words in the box. Say the words aloud and have children repeat them after you. You can read the sentences aloud and point to the illustrations. Ask: *What is happening here? What action word goes here?* Have children notice the action represented in the illustration. You may want to repeat the procedure with the rest of the sentences. Write the words on the board and make sure children are writing the words correctly. To check answers, you can point to the illustrations and have children say the action aloud. Read the rest of the sentences to the class. Additionally, you can play track 30 and have children follow along as they read the steps.

Answers: a. cut, b. paint, c. glue, d. glue e. draw

8 Work in pairs. Check your answers.

Divide the class into pairs. Tell children to exchange books and check their classmates wrote the words correctly. Then, you can have them take turns pointing to the illustrations and saying the actions. Walk around the classroom and help when needed.

9 Write the instructions from Activity 7 in your notebook. Use the numbers you learned in Activity 3, page 40 to order them. Then illustrate the instructions.

To review previous knowledge, you may want to play Track 29 and have children repeat the ordinal numbers. If necessary, you can have children go to page 40 and point to each number. You can organize children in pairs. Ask them to copy the steps to make a bee in their notebooks remind them we use the ordinal numbers to write the sequence of steps and cardinal number to write the quantity of materials. Encourage children to be attentive of the spelling of the words. Once they are done, ask them to illustrate the steps. Ask pairs of children to share their work.

Extra Activity

Find out which was the children's favorite handcraft. On the board, write the name of the three handcrafts children read about in the lesson: *Sock Puppet / Smiling Sun / Cardboard Bee*. Have children take a vote on their favorite handcraft. Say the names aloud and ask student to clap when they hear the name of their favorite experiment. Encourage students to give reasons for their choice. Support them with the necessary vocabulary.

Don't forget

Next lesson, children will work on developing the Product. Review the material needed and bring some extra to make sure the class runs smoothly.

Product lesson

Illustrated instruction sheet for assembling an object

Materials:

- Poster paper.
- Sheets of colored paper.
- Markers.
- Colored pencils or crayons.

SESSION 1

Warm-up

You can divide the class into two circles. Give a child in each group a word card of one of the days of the week, saying the name of the day as you give him the card, then the student read the card, says the name and passes it to the next student. The round goes on until the card reaches the first children in the circle. Do the same with other word cards, but each time change the direction. Do the activity for some minutes to energize your class.

1 Read the list of materials. Check if there is any extra material you may need. You can direct children to the list of materials and have them check that they have all they need.

2 You can have children select one of the projects of the module or choose a new one. Ask them to write and illustrate the instructions. Remind them to check the punctuation and spelling. You can guide them by writing some action words on the board or pasting the materials flashcards you used throughout the module.

SESSION 2

Once children have finished, you can ask groups to share their posters with their classmates. Then have them choose their favorite project as a class.

If time is available, you can carry out the projects by having children follow the instructions they wrote.

If you can, take some pictures of their projects for your portfolio as evidence of your teaching.

Closing

To wrap up this session, you can ask children what they liked the most, what their favorite activity was, what they enjoying doing, and what they'd like to do again. You can take brief notes of their answers as these comments will surely be useful for your future lesson planning.

SESSION 2

It's time to reflect!

This section is extremely important as it promotes the development of learning skills such as monitoring one's own progress, and it is an opportunity to reflect on one's skills and achievements. Once children have finished the Module, direct them to the *It's time to reflect!* box in the Product Page. Before children reflect on their work, draw the icons on the board and put 1, 2 or 3 marks (✓) under each icon so they can understand their meaning. Make sure they are aware there are no "bad marks" in this moment of reflection. Explain they may need to make some extra effort to improve their performance. Read the *I-can* statements and explain the meaning of each one (you might have to use their mother tongue for this). Have children individually do the task and then share their results in pairs. Check your children's marks before you start the next module.

	Time	Activity	Check (✓)
1. List with steps.	40	2	
2. Drawings and illustrations.	40	2	
3. Product: Illustrated instruction sheet for assembling an object.	45	0	

Module Progress Test

The Progress test is complementary to the formative classroom evaluation activities you have developed throughout the unit. It evaluates basic contents of the lessons, and it is closely related to the type of activities children are familiar with. Get photocopies of the test for all the children. Before the test starts, ask children to have at hand what they will need: *pencil, eraser, colored pencils or crayons and a sharpener*. Once you have given the tests to the children, read the instructions for each section, and explain what they will have to do (you might have to use their mother tongue for this). Have student feel confident and relaxed. Consider the characteristics of individual children in your group and set a time limit long enough for everyone to be able to finish. Monitor as children do the test and provide your support when necessary.

Evaluation instrument

As a teacher, you need to be constantly aware of what your children know, the difficulties they are experiencing, and how you can best support them in their learning process. Along the unit you will have many opportunities to collect evidence of their progress, and to observe your children engaged in language use. The Evaluation Rubric in this unit can help you identify your children's strengths and areas of opportunity in specific target areas in the development of specific actions and activities. It will also guide you to make decisions about your teaching, once you have analyzed the results of the evaluations. Decide in advance when you will be evaluating, and what you will be focusing on, so you do not get distracted by surrounding factors. Define your own parameters for using the scale. Above all, be objective and friendly as you are engaged in evaluating activities. Remember that the goal of the instrument is formative evaluation.

Name: _____

Module Progress Test Date: _____ Group: _____

1 Label the instruction sheet.

4 pts.

1. title 2. illustrations 3. steps 4. materials


<p>_____</p> <p>_____</p> <ul style="list-style-type: none">• Piece of paper• String• 2 Wooden sticks• Scissors• Tape• Crayons	<p>_____</p> <ol style="list-style-type: none">1. Fold and cut the paper.2. Decorate the paper.3. Paste the wooden sticks.4. Paste the paper to the wooden sticks.5. Paste string to the kite.
---	--

2 Choose the correct word.

3 pts

a.  cut
draw

b.  fold
glue

c.  cut
paste

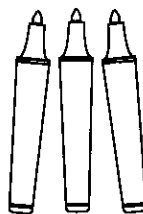
3 Match the words to the materials.

3 pts.

Markers

Paint

Glue



Total score: / 10

Evaluation instrument

Evaluation Rubric

An **Evaluation Rubric** is an instrument used to observe children as they work or perform activities in the classroom. It indicates the degree of frequency of achievements and skills displayed by a learner while the observation takes place.

Instructions:

1. Identify the achievements and descriptors to be evaluated.
2. Fill in the instrument for each student.
3. Mark (✓) the appropriate column. Keep the instrument as evidence of children' performance.

Student's name: _____ Date: _____
 Teacher's name: _____ Grade: _____
 Module: _____

Achievements / Descriptors	Very well	Well	Satisfactory
Recognizes topic, purpose and intended audience.			
Detects, with graphic support, instruction sheets related to their daily live.			
Keeps the attention during the exploration of instruction sheets.			
Distinguishes title, instructions and lists of materials.			
Counts steps of instructions.			
Recognizes ordinal and cardinal numbers.			
Differentiates the order of steps in a sequence.			
Follows the text while listening to its reading.			
Connects experiences and knowledge with the reading.			
Anticipates steps.			
Compares writing of words.			
Searches known letters.			
Selects words to complete steps.			
Orders steps in a sequence.			
Establishes correspondences between the writing and reading of words.			

Module 5

Why do children like stories?

Social Learning Environment: Ludic and literary
Communicative Activity: Recreational expression.
Social practice: Compare words in a children's story.

Lesson 1 pp. 46-48	1	<ul style="list-style-type: none"> Identify where they can read and where not. Activate previous knowledge to recognize characters, objects and places.
	2	<ul style="list-style-type: none"> Distinguish topic, purpose and recipient. Associate reading of names, characters, objects and places, with writing.
	3	<ul style="list-style-type: none"> Associate reading of names, characters, objects and places, with writing. Clarify the meaning of words.
Lesson 2 pp. 49-51	1	<ul style="list-style-type: none"> Activate previous knowledge to recognize characters, objects and places. Associate reading of names, characters, objects and places, with writing.
	2	<ul style="list-style-type: none"> Differentiate between letters of numbers and punctuation. Associate reading of names, characters, objects and places, with writing. Spell words.
	3	<ul style="list-style-type: none"> Detect some words that indicate actions in progress. Compare writing of words. Group similar words from a writing.
Lesson 3 pp. 52-54	1	<ul style="list-style-type: none"> Associate reading of names, characters, objects and places, with writing.
	2	<ul style="list-style-type: none"> Identify the text structure with support images.
	3	<ul style="list-style-type: none"> Review repertoire of words and expressions. Classify names according to what they refer.
Product lesson p. 55		Final product <ul style="list-style-type: none"> Illustrated story
		Evaluation instrument (p. 76) <ul style="list-style-type: none"> List of Control. Portfolio evidence (p. 74) Module progress test (p. 75)

Achievements:

Explore stories. Listen to reading stories aloud.

Teaching guidelines:

Help children to:

- Identify where they can read and where not.
- Activate previous knowledge to recognize characters, objects and places.

- Distinguish topic, purpose and recipient.
- Associate reading of names, characters, objects and places, with writing.
- Clarify the meaning of words.

Materials:

- Activity Book, Big Book Facts, Audio CD.

SESSION 1**Warm-up**

To introduce children to the topic of the Module, ask them to stand up around their places. You can write on the board the text. Read the text aloud line by line, as you mime the actions. Then you can read all the lines aloud a few times and have children do the actions as the same time as you do. To make this activity fun for children, you can try saying the lines in the form of a chant. You can also say the lines to the tune of a song.

Up and down. Follow me, follow me!

Up and down. Follow me, follow me!

Everybody read with me!

Clap, clap, clap. Up and down.

Clap, clap, clap. Let's all sit down.

**Big Book Fact 2 Activity**

A day in the farm. This initial session should be aimed at raising your children's interest in the Big Book: *A Day in the Farm*. Start by settling your children comfortably. Show them the book, and invite them to look at the cover. Talk about the author, and where the story starts and the photographs. Ask them questions like *Why are there many animals in a farm? What do baby pigs do? How do horses help in a farm? What kind of foods do farmers make?* Demonstrate your enthusiasm, throughout the discovery and exploration of the pages of the story. Read the story as you go through the pages. Have the children express their reactions to the book. Ask: *What did you learn about farms? Have you ever visited a farm? What is your favorite farm animal?*

1 Look. Underline the name of the story.

To raise children's interest in the topic of the Module, you can ask them to have their books closed and motivate them to think about their favorite stories. Ask: *Which stories for children do you like? Why?* Elicit a few answers. Tell children that in this module

they are going to read and listen to a story in English. Ask: *What do you think the story will be about?* Elicit a few answers. Then have children open their books and direct them to the cover of the story. Alternatively, you can use the Visual Resource 7, *Which place is this?* in the CD. When you show the image, you can ask children *What can you see? Where are they?* Encourage children to respond. If children answer in their language, say the English words.

You can then read the instructions aloud. Ask: *What's the name of the story?* and then read the three options as children follow along. Have children identify the title on the cover of the book. Elicit the correct answer.

2 Check (✓) the animals you find in the cover of the book.

You can read the instructions aloud. Then you can ask children to look at the four pictures. You can hold your book up and refer them to the cover of the story in Activity 1. Have them look at the characters and check the cover they find. You can then have children compare their answers and then check as a class.

Answers: a, b, d

Extra Activity

Ask *What do you think the story is going to be about? Why?* Elicit the answers and encourage children to be creative!

Don't forget

Prepare some flashcards with the animals of the story: hen, cat, duck and pig. There are listening activities the next class. Bring your recorder!

SESSION 2**Warm-up**

To start the class and active children's previous knowledge, you can show them the flashcards of the animals. Say the

name aloud and ask children to repeat after you. Alternatively, you can play a memory game with your class. For this purpose, the flashcards on the board. Then ask children to look at the flashcards for 30 seconds. Ask children to close their eyes. Then, you can remove one or two flashcards and have children tell you the differences they find. You may want to repeat the procedure a few times.

3 the correct option.

To continue exploring the story, direct children to the cover of the story in Activity 1. You can ask a few questions: *What is this story about? Animals in the farm or animals in the park?* Elicit the correct answers. You may want to explain to children that a farm is a place where some animals live. Ask *Have you been in a farm? What animals did you see?* Elicit a few answers in their language. As children answer, say the English words.

Answers: a

4 **Look at the pictures. Listen to the story.**

To prepare the class to listen to the story, direct children to the pictures of the story. Tell children they are going to listen to the story of *The Little Red Hen*. Then refer children to each picture of the story and ask: *What is happening? What animals can you see?* Encourage children to respond. To motivate children to listen to the story, before you play the track say: *Let's read the story of The Little Red Hen.* Play Track 31 and have children listen to the story as they follow along. It can be a good idea to play the audio a second time and pause the recording for children to identify the characters that take part in each part of the story.

5 **Listen and point.**

You can play track 31 again and have children point to the characters / pictures as they listen to the story. Then you can play the track one more time and pause, then ask questions about the story: *Who says "Hello friends"? Who says "Help me plant the seeds"? Who says "No, I'm sleeping!" Who says "Well! I'll do it myself?"* Elicit the answers. Then ask *What does Little Red Hen want to do? To plant the seeds? Or to play? Does Catty help Little Red Hen?* Elicit the answer.

Extra Activity

You can tell children that the class is almost over. Have them relax by giving them a few instructions. Do the actions as you say the instructions. Say: *First, stand up. Second, stretch your arms up. Third, lower your arms and take a deep breath. Fourth: Say goodbye!*

Don't forget

Bring extra pairs of scissors and glue sticks.

SESSION 3

Warm-up

To make the contents of the story more meaningful to children, assign a character to each child. Have them stand up and find the other children who have the same character. Ask children to walk around the classroom as they make the noises of animals.

Learn to be

To raise children's awareness on the importance of helping friends, read the question from the box. Ask children if they help their friends when they need help. Ask them why people help their friends. Elicit children's answers in their language.

6 Match.

You can refer children to the pictures. You can have children find the characters in the picture from Activity 1. First, you may have children find the names in the picture. Ask them to draw lines to match the pictures of the characters and their names. Then read the names of the characters aloud and have children repeat. Ask: *Do you remember who said, "I'm sleeping"?* Elicit the correct answer.

Answers: 1st picture: Catty, 2nd picture: Piggy, 3rd picture: Ducky

Lesson 1

7 Do the puzzle. Write the name of the character.



To develop children's cognitive and problem solving skills, direct children to page 113. Have them cut out the picture of *The Little Red Hen*. Monitor children's work and help them if they need help to cut out the picture. Then ask children to go back to page 48 and place the pieces on the correct place. Finally, have children glue the pieces of the puzzle.

When children have finished, elicit the name and write it on the board for children to copy in their books. Monitor and make sure children are copying the words with no spelling mistakes.

You can direct children to activity 6 and elicit the names of the characters: *Piggy*, *Ducky* and *Catty*. Tell children that the characters on this page are the characters of the story *The Little Red Hen*.

Closing

Assign a character to each child. Give some random actions for children to follow. For example: *Duckies, jump three times!* or *Catties, clap your hands!* If children are having fun, you can repeat the procedure a few times.

Don't forget

There are listening activities the next class. Bring your recorder!

Achievements:

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

Teaching guidelines:

Help students to:

- Activate previous knowledge to recognize characters, objects and places.
- Associate reading of names, characters, objects and places, with writing.

- Differentiate between letters of numbers and punctuation.
- Spell words.
- Detect some words that indicate actions in progress.
- Compare writing of words.
- Group similar words from a writing.

Materials:

- Activity Book, Big Book Facts, Audio CD.

SESSION 1**Warm-up**

To raise children's interest in the story, play *Guess what I'm saying* with your class! Move your lips as if you were saying something without making a sound. Mouth the first part of "The Little Red Hen". Children concentrate on your mouth movements and repeat what you say.

as they follow along. Then have children to follow the words in their book as they listen. If necessary, play the audio a second time and ask a few questions: *What does the duck say to Little Red Hen? What does Little Red Hen want to do with the flour? What does Piggy say? Do Ducky and Piggy help Little Red Hen? What does Little Red Hen say at the end of the pages?* Elicit children's answers.

**Big Book Fact 2 Activity**

A day in the farm. Read the story *A Day in the Farm* a second time. Point to individual words to reinforce the animal names. Pause at each page and ask questions about what farmers and animals do. Review the unit's language. Have children answer the questions and make comments. As children listen to the story and follow the images, watch them so you can see how they relate their experiences to the story, and the words and activities they recognize. Do not focus children's attention on the language in the first place, as the main objective is for them to enjoy the reading experience.

Extra Activity

Arrange children in rows. Play the audio again, pausing after each line. Point to one row and have children repeat the phrases. Children should be attentive because they don't know who is next!

2 Circle the name of the character who says the sentences in the story.

For this activity, you can read aloud the instructions. Ask children who are the four characters of the story. Tell children you are going to read parts of the story and they have to circle the name of the character who said those words.

You can read the first sentence, imitating the voice of the character and ask: *Who said this? Catty or Piggy?* Have children respond and circle the correct answers. Do the same with the rest of the lines. Ask children to compare their answers. You can read each line out loud and have children call out the name of the character.

Answers: a. Piggy, b. Little Red Hen, c. Ducky

Extra Activity

Assign a character from the story to each child in your class (Little Red Hen, Ducky, Catty and Piggy). Read aloud the story and have children stand up and mime the action when they hear the character they were assigned.

1  **Look at the pictures. Listen and follow the story.**

To continue reading the story, direct children to the pages of the story. Ask *Do you remember what happened in the first part of the story The Little Red Hen?* Elicit children's answers and then recount the first part of the story in English. *Little Red Hen found seeds and she wanted to plant them so she asked their friends for help, but Catty said, "I'm sleeping."*

You can ask children who they can see in the pictures. Elicit the answers: *Little Red Hen, Ducky and Piggy.* Tell children they are going to listen to the second part of the story. Play Track 32 and have children listen the second part of the story

Lesson 2

Don't forget

Bring a soft ball and a recorder!

SESSION 2

Warm-up

You can organize children in rows. Tell a simple dialogue of the story to the first child in each row. The children have to say the words to their classmates in secret. They have to repeat the procedure until they reach the last child. He/she has to say the words aloud!

3 Circle the punctuation marks in the text below.

You may the punctuation marks on the board. Then have children find the marks in the texts and ask them to circle them. For further practice on identifying and getting familiarized with the marks in a text, You may refer children to the lines from Activity 2 and ask them to circle the punctuation marks in sentences a and b.

Copy the two texts on the board with no punctuation marks and ask children to tell you what's missing. Then point to the parts where a punctuation mark is missing and have volunteers come to the board and write it.

Teaching notes

There is no need at this point to explain the specific use of each punctuation mark. What is important is that children get used to them and to their position in a sentence, in the case of the period and the exclamation mark. Children should also get used to finding the marks in a text, so they do not interfere their decoding of letters and words at this stage of their learning process.

Extra Activity

Organize children in a circle. Practice the letters of the alphabet. Say letter A and then point to a child and elicit the next letter B, then the child points to another classmate and elicit the next letter. To help children identify the next letters write the alphabet on the board and point to the letter to say if children are not sure on what the next letter is.

4 Listen. Write the number.

For this activity, you can direct children to the pictures and the names of the characters. Elicit their names. Tell children they are going to listen to the names of the characters and their spelling. Explain to children they have to write a number from 1 to 3 in the boxes as they listen to the names. Play the first part of the audio and have children identify the name, elicit the correct answer and ask children to write 1 in the correct box (*Ducky*). You can continue with the rest of the recording. If necessary, play the audio a second time without pausing and have children check their answers. Check as a class by calling out the number and having children say the name of the character.

Answers: 1. Ducky, 2. Catty, 3. Piggy

5 Work in pairs. Spell the words in Activity 4.

Before children work in this activity, organize them in pairs. On preparation of this activity, you can children practice saying the letters of the alphabet. Play track 33 and ask students to repeat after they hear the letters. Play Track 34 as children read the words from Activity 5. Tell them they are going to practice spelling the names of the characters. Read Catty and then spell it and have children repeat after you. Do the same with the other names. Then have children practice spelling together the names. Monitor the activity and help children when necessary.

6 Work in pairs. Practice spelling your names aloud.

You can ask children to look at their names in their notebooks or books. Tell them that now they are going to practice spelling their names. Demonstrate by saying your name and then spelling it. Have children point to the letters of their names as they spell them.

Extra Activity

On the board, write all the letters of the alphabet. Write big letters and in different colors. Have volunteers come to the board. Give the child the soft ball. Say a letter of the alphabet. Give time to the child to find it then, as he/she throws the ball to hit the letter and says its name out loud.

Don't forget

Prepare word card of the following words: bake, cat, hat, make, mat, cake. There are listening activities the next class. Bring your recorder!

SESSION 3

Warm-up

To set the context for the contents of next activities in this session, play hangman with names of the characters children have learned during the module.

7 Write the words.

To introduce new vocabulary related to action words, direct children to the pictures. Say *Catty is...* and ask *What is Catty doing?* as you mime the action of sleeping. Elicit the correct answer. You can explain to children that they have to write one letter on each line. Monitor the activity. You can continue doing the same with the rest of the sentences. If you feel children are having some trouble to copy the words from the box, write them on the board and guide children letter by letter. On the board, write the complete sentences for children to check their answers.

Answers: a. sleeping, b. eating, c. singing, d. baking

8 Listen and repeat. TRACK 35

To raise children's awareness on the pronunciation of action words, tell them that now they are going to listen to the sentences from Activity 8. Play Track 35 as children follow along. Then play the audio again, pausing the recording for children to repeat after each line. To reinforce children's production of new vocabulary, you can do some choral and individual repetition.

9 Write the words.

To help them identify individual sounds, you can direct children to the words in the box. Say them aloud and have children repeat. Write *bake* on the board. You can start underlining *ake* and ask children to find one word in the box that has the same letters. Have children identify the words in the box, and then elicit the correct word. Write it on the board next to *bake*.

You can ask children to work in pairs. Explain to them they are going to copy the words from the box in the correct column: words ending in *ake* and words ending in *at*. Allow time for children to find and copy the words. Monitor the activity and help when necessary.

Answers: ake: bake, make, cake; at: cat, hat, mat

10 Listen to the rhyme and clap. TRACK 36

Play Track 36 and have children check their answers to Activity 10. Pause after each word for children to repeat imitating the intonation of the speaker in the recording. Remind children that these are rhyming words because they have the same sound at the end. To help children make connections between the sound and the writing of words, you can chant the rhyming words at a catchy tune and have children clap as they follow you and chant.

Teaching notes

You can read the question aloud to children. Then have children reflect for a moment and cross out the correct question. You can praise children of their work in this module. If children choose, 1, 2 or 3, encourage and guide them to go back to pages 47 and 49 and to Act. 7 on this page to review the characters of the story.

Closing

Organize children in a big circle. Hold the word cards you prepared. Take out one, read the word aloud and pass it to the child on the right. He/she has to say the word and pass it to the next child. Everyone has to repeat the word when they get the word card. When four or five children have said the word, give a new word card to the first child. Repeat the procedure with all the rhyming words. If you want, you can give word cards to random children to make the activity more challenging!

Don't forget

There are listening activities the next class. Bring your recorder!

Achievements:

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

Teaching guidelines:

Help children to:

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

- Identify the text structure with support images.
- Review repertoire of words and expressions.
- Classify names according to what they refer.

Materials:

- Activity Book, Big Book Facts, Audio CD.

SESSION 1**Warm-up**

To keep reinforcing the main elements of the story, tell children that you are going to make drawings of the characters in the story and they have to guess. Start drawing and have children guess the word before the picture is finished.

**Big Book FACT 2 Activity**

A day in the farm. Open the Big Book. Ask children to come to the front and point to words as you read. Have them make the animal noises as you point to them. Have volunteers say their favorite foods from a farm. Ask children to imagine they are visiting a farm. *What animals they want to see? What things they want to learn?* Have children draw what they want to do in the farm. Paste the children's drawings on a classroom wall.



TRACK 32

1 Listen and follow the story.

You can explain to children they are going to listen to the final part of the story *The Little Red Hen*. To motivate children, ask them a few questions about the story, e.g. *Which are the characters of the story? Do they help Little Red Hen make a cake? What is Catty doing? What is Ducky doing? What is Piggy doing?* Elicit the answers. Then ask *Do you think they are good friends? Yes, No? Why?* Help children answer in English: No, because they don't help their friend Little Red Hen.

You can hold up your book and point to the pictures and then have children look at what is happening. Ask *Is Catty sleeping? Is Ducky singing? Is Piggy eating?* Elicit the correct answer: *No. What does Little Red Hen have in her hands?* Have children respond: *A cake.*

Now you can play Track 37 and have children listen as they follow along. You may play the audio again and pause the recording after each scene. Help children identify who is saying the dialogs of the story as you point to the characters.

2 Read *The Little Red Hen*, Part 3 again. Look and write.

You can play Track 37 again. Then direct children to the words in the box: *Yes* and *No*. Ask children: *Who says Yes? Who says No?* Elicit the correct answers and have them write the words in the correct space.

Answers: yes, no

Learn to be

Read the question aloud. Make sure children understand what it means. Children may use their language to answer the question.

Extra Activity

Have children draw their favorite character of the story.

Don't forget

Bring the flashcards of the characters of the story you prepared.

SESSION 2**Warm-up**

To consolidate the vocabulary of action words, paste the flashcards on the board at random order. Write the actions every character does. Have volunteers come to the board and match the characters to the actions. You can make it more challenging by telling children to not let the lines touch!

3 Read *The Little Red Hen* story again. Number the scenes.

For this activity, you can have children in pairs go back to the pages of the story. Refer them to pages 47, 49, and 52. Allow them to freely talk about what happens in the scenes of the story. Then have children look at the pictures on this page.

On the board, you can copy the phrases from the box. Point to the numbers to convey the meaning of the sequence of the events in the story. Read the captions for each scene of the story and ask *What happened first in the story? Did Little Red Hen find the seeds of wheat? Did she ask for help?* Encourage children to respond and write the number in the correct box. Have children do the rest of the task in pairs. Elicit the correct answers.

Answers: 2, 3, 1

Extra Activity

Ask all children to close their eyes and rest their heads on the table – as if they were sleeping. Explain you are going to say a word. When they hear action words, they must wake up (raise their head). Repeat a few times.

Don't forget

Bring some sheets of paper for next class portfolio activity.

SESSION 3

Warm-up

To build up on children's knowledge, on the board, write phrases from the story. Point to each sentence and ask children to whisper. Raise your hands to indicate they should say them loudly; lower your hands to indicate children should say the phrases loudly. Use your hands to vary the volume several times to make the activity fun and interesting!

4 Look. Complete the words.

You can direct children to the pictures. Tell children that these are pictures from the story. Ask *What can you see?* Elicit their answers. Say the words aloud. You can have children identify the missing letters to complete the words. Alternatively, ask children to find the words in their picture dictionaries. Monitor the activity and help children when necessary. Write the words with the missing letters on the board and have volunteers complete them. Alternatively, you might have volunteers come to the board, and then you dictate them the words so they can complete them. You might also dictate all the letters of each word.

Answers: farm, seeds, wheat, flour



You can find short stories for children and activities that you can organize in class in:

https://learnenglishkids.britishcouncil.org/en/short-stories?_ga=2.154361851.231592219.1522379239-735385709.149634575

5 Copy the table in your notebook. Complete the table with the words in the box.

You can draw the board, draw three columns: objects / characters / places. Ask children to copy the columns in their notebooks. Then you can copy the words from the box on the table. You can work together with children to complete the table. As you are asking children where to write the words and eliciting the answers, have children complete the tables in their notebook.

Answers: a. place, b. object, c. character.

Lesson 3

6 Choose scenes of the story. Use the words from Activity 5 to write sentences about the scenes.

Motivate children by asking: *What is your favorite part of "The Little Red Hen"? Why?* Ask children to choose two scenes and illustrate them. Encourage children to be creative. You can walk around the classroom and monitor children's progress. Have volunteers share their work with the class. Then you can guide children to write short phrases or sentences next to each scene.

→ Product work

The vocabulary of this activity can help students identify the main characters and objects of the story so that they can draw their scenes in more detail.

Closing

To review the main concepts of the story, organize your class in a big circle. Children have to clap when they hear an object, stomp their feet when they hear a character, and jump when they hear a place. As the children get familiar with the activity, say the words faster to make it fun and interesting!

Don't forget

Don't forget to check the material children need for the product lesson.

Product lesson

Illustrated story

Materials:

- Paper cards
- Markers, colored pencils or crayons
- Scissors
- Glue

SESSION 1

Warm-up

To encourage children to give their opinions about the story in the Module, divide the class into two circles. Have children talk about the story. Ask: *What did you like? Who was your favorite character? Do you think it is important to help your friends? Why?*

1 You can review together with children the list of materials. Check if there is any extra material you may need. Then have children check that they have all they need to make the product.

2-4 Encourage children to select their favorite scenes from the story. Help children to write sentences to describe their scenes. Raise their awareness on the importance of punctuation marks.

SESSION 2

Once children have selected and illustrated their scenes, have them share them with their classmates. Then have a few volunteers come to the front of the classroom and show their illustrated stories. You can take some pictures for your portfolio as evidence of your teaching, and keep children's stories in their portfolios, or have them paste them in their notebooks.

Closing

To wrap up this session, you can ask children what they liked the most, what their favorite activity was, what they enjoying doing, and what they'd like to do again. You can take brief notes of their answers as these comments will surely be useful for your future lesson planning.

SESSION 2

It's time to reflect!

This section is extremely important as it promotes the development of learning skills such as monitoring one's own progress, and it is an opportunity to reflect on one's skills and achievements. Once children have finished the Module, direct them to the *It's time to reflect!* box in the Product Page. Before children reflect on their work, draw the icons on the board and put 1, 2 or 3 marks (✓) under each icon so they can understand their meaning. Make sure they are aware there are no "bad marks" in this moment of reflection. Explain they may need to make some extra effort to improve their performance. Read the *I-can* statements and explain the meaning of each one (you might have to use their mother tongue for this). Have children individually do the task and then share their results in pairs. Check your children's marks before you start the next module.

	Page	Activity	Check (✓)
Scene selection	54	5	
Chart of assorted names and illustrations	54	6	
Product: Illustrated story	55		

Module Progress Test

The Progress test is complementary to the formative classroom evaluation activities you have developed throughout the unit. It evaluates basic contents of the lessons, and it is closely related to the type of activities children are familiar with. Get photocopies of the test for all the children. Before the test starts, ask children to have at hand what they will need: *pencil, eraser, colored pencils or crayons and a sharpener*. Once you have given the tests to the children, read the instructions for each section, and explain what they will have to do (you might have to use their mother tongue for this). Have student feel confident and relaxed. Consider the characteristics of individual children in your group and set a time limit long enough for everyone to be able to finish. Monitor as children do the test and provide your support when necessary.

Evaluation instrument

As a teacher, you need to be constantly aware of what your children know, the difficulties they are experiencing, and how you can best support them in their learning process. Along the unit you will have many opportunities to collect evidence of their progress, and to observe your children engaged in language use. The List of Control in this module can help you identify your children's strengths and areas where they need extra support. It will guide you to make decisions about your teaching, once you have analyzed the results of the evaluations. Decide in advance when you will be evaluating, and what you will be focusing on, so you do not get distracted by surrounding factors. Define your own parameters for using the scale. Above all, be objective and friendly as you are engaged in evaluating activities. Remember that the goal of the instrument is formative evaluation.

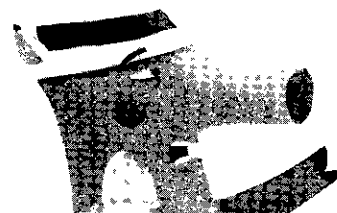
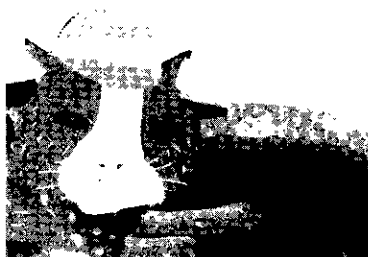
Name: _____

Module Progress Test Date: _____ Group: _____

1 Match the pictures to the actions.

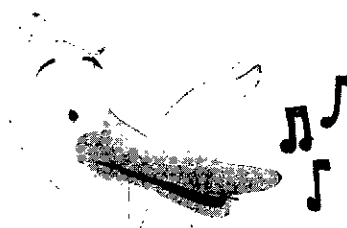
4 p'ts

1. eating



2. baking

3. singing



4. sleeping

2 Classify the words.

4 p'ts.

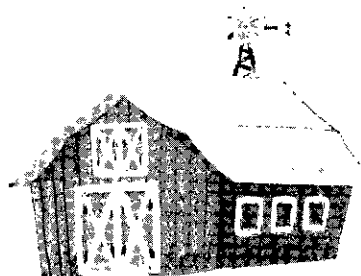
mat cake bake hat

make	cat

3 Complete the words.

2 p'ts.

_____eed_____



_____or_____

Total score: / 10

Module 5

Evaluation instrument

List of Control

A List of Control is an instrument used to help you identify your children's strengths and areas where they need extra support to reach the learning achievements expected.

Instructions:

1. Identify the achievements and descriptors to be evaluated.
2. Fill in the instrument for each student.
3. Mark (✓) the appropriate column. Keep the instrument as evidence of children's performance.

Student's name: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____

Achievements / Descriptors	Yes	No
Identifies where they can read and where not.		
Differentiates between letters of numbers and punctuation.		
Identifies the text structure with support images.		
Activates previous knowledge to recognize characters, objects and places.		
Associates the reading of names, characters, objects and places, with writing.		
Reviews repertoire of words and expressions.		
Spells words.		
Classifies names according to what they refer.		
Compares writing of words.		
Detects some words that indicate actions in progress.		
Groups similar words from a writing.		

Module 6

Why do we have to respect animals?

Social Learning Environment: Academic and educational
Communicative Activity: Search and selection of information.
Social practice: Ask questions to obtain information.

Lesson 1 pp. 56-58	1	<ul style="list-style-type: none"> • Activate previous knowledge. • Establish relationships between graphic resources and writing.
	2	<ul style="list-style-type: none"> • Engage students' curiosity to learn more about interesting living things. • Point out pictures to answer questions about characteristics of living beings.
	3	<ul style="list-style-type: none"> • Make correlations between parts of writing and reading. • Point out pictures to answer questions about characteristics of living things. • Answer closed questions about living beings with sight words. • Clarify the meaning of words.
Lesson 2 pp. 59-61	1	<ul style="list-style-type: none"> • Recognize composition of words. • Encourage students' curiosity to learn more about interesting living things.
	2	<ul style="list-style-type: none"> • Encourage students' curiosity to learn more about interesting living things. • Make correlation between parts of writing and reading. • Recognize composition of words.
	3	<ul style="list-style-type: none"> • Establish a relationship between graphic resources and writing. • Make correlations between parts of writing and reading.
Lesson 3 pp. 62-64	1	<ul style="list-style-type: none"> • Make correlations between parts of writing and reading. • Review repertoire of words and expressions. • Produce and interpret own writing.
	2	<ul style="list-style-type: none"> • Distinguish questions by their intonation. • Produce and interpret own writing. • Review repertoire of words and expressions.
	3	<ul style="list-style-type: none"> • Identify characteristics and graphic layout of charts. • Establish a relationship between graphic resources and writing. • Clarify meaning of words of questions. • Complete questions. • Identify words when writing questions. • Answer closed questions about living beings with sign words. • Make questions about unknown expressions.
Product lesson p. 65	Final product <ul style="list-style-type: none"> • Information for an illustrated chart 	Evaluation instrument (p. 90) <ul style="list-style-type: none"> • Summative Journal Portfolio evidence (p. 88) Module progress test (p. 89)

Achievements:

- Explore illustrated materials about living beings.
- Participate making questions.

Teaching guidelines:

Help children to:

- Activate previous knowledge.
- Establish relationship between graphic resources and writing.
- Engage students' curiosity to learn more about interesting living things.

SESSION 1**Warm-up**

To introduce children to the topic of the unit, teach the word bee to children. Assign five or seven children to be "bees"; the rest will be "flowers". The "bees" and "flowers" should walk around the classroom as you say "bzzz bzzz". When you say: *Busy bees fly!* The "bees" should chase the "flowers". If children are having fun, you may repeat the procedure a few times.

**Big Book Fact 3 Activity**

Amazing animals. This initial session should be aimed at raising your students' interest in the Big Book: *Amazing Animals*. Start by settling your children comfortably. Show them the book, and invite them to look at the cover. Talk about the author, and where the story starts and the photographs. Ask them questions like *Where do whales live? What do jaguar spots look like to you? What color is the quetzal's tail?* Demonstrate your enthusiasm, throughout the discovery and exploration of the pages of the story. Read the story as you go through the pages of the story. Have the children express their reactions to the book. Ask: *Did you learn anything new about these animals? What is your favorite?*

1 . . . Look at the picture. Say the animals you know.

You can organize children into pairs. Direct them to the picture. Ask *What can you see? What's the name of these animals?* Encourage children to respond. When children say the names in their language, say the English words as you point to the animals in the picture. Ask: *Which animals do you like? Which is your favorite?* Have children say their answers in their language.

- Point out pictures to answer questions about characteristics of living beings.
- Make correlations between parts of writing and reading.
- Answer closed questions about living beings with sight words.
- Clarify the meaning of words.

Materials:

- Activity Book, Big Book Facts, Audio CD.

2  Listen and number. Then listen and repeat.

You can tell children they are going to hear a conversation about what two children can see in the picture. Explain to them that they will number the animals in the order they hear them, from 1 to 9. You can play track 38, and pause the recording after the first child mentions a bee, a butterfly, a dolphin and a fish. Guide children to number the animals.

If you feel that writing the number is difficult for children, you can ask them to only mark the animals they hear. What is important from the activity is that they related the sounds with the written words.

Once children have numbered or marked all the boxes, you can play the audio again and ask them to repeat the names of the animals. Additionally, you can ask children to point to the animals in their books as you say out loud their names.

Answers: 1. Bee, 2. Butterfly, 3. Dolphin, 4. Fish, 5. Lion, 6. Macaw, 7. Monkey, 8. Snake, 9. Zebra

Extra Activity

Ask children to illustrate and label their favorite animal.

Don't forget

Additionally, prepare a set of animal flashcards.

SESSION 2

Warm-up

To review the contents of last session, you use your flashcards. Paste them on the board at random order. You can divide the class into two or three teams, depending on the size of your group. Have a member from each team stand at the end of the classroom. When you say the name of an animal, children should come to the board and touch the flashcard. Repeat the procedure with all the animals.

3 Cut and paste the animals in the place where they live.



You can point to the picture. Alternatively, you can use the visual Resource 6 CD. Ask: *What is missing?* Have children respond: *the animals!* Ask *Can you remember which animals live here?* Elicit a few answers. You can explain to children that animals live in different places. Explain that in the picture they can see water and land, as you point to the picture. Ask: *Where do dolphins live? On land or in water?* Have students respond.

You can tell children that they are going to make the picture look better because they are going to add the animals that live there. Direct students to page 113. Have children find the cutouts. You can ask children to cut out the animals because they are going to put them in the place where they live. Monitor the activity and help children if they need help to cut out the animals.

Have students in pairs paste the animals in the place where they live in the picture in their books. Children do not have to paste the animals in the exact place as they are in Activity 1. They should only distinguish where animals live: *water* or *land*. Monitor the activity and help children when necessary.

Answers: On land: butterfly, macaw, lion, monkey, birds, bee; In water: dolphin, fish

Extra Activity

Organize your class in a big circle. Say random animals. Children have to clap when they hear an animal that lives on land and stomp their feet when they hear an animal that lives in water. As the children get familiar with the activity, say the words faster to make it fun and interesting!

4 Work in pairs. Take turns pointing and saying the names of the animals.

Once children have finished pasting their cut-outs in Activity 4, ask them to work in pairs and take turns pointing and saying the names of the animals.

You might have children try saying: I can see a... as their classmates point to the animal in the picture.

5 Complete the sentences about the animals. Circle the correct answer.

You can read together with children the instructions aloud. Tell children that they are going to circle the place where animals live. Read the first phrase aloud: *A dolphin lives...* and elicit the correct answer: *in water*. Then ask students to circle the words. After that, you can say the complete sentence and have students repeat. *A dolphin lives in water*. Do the same with the rest of the sentences. When students have finished, read all the sentences aloud and have them repeat as they point to the words.

You can have children work in pairs and take turns reading the sentences. Then ask questions about the animals, e.g. *Where does a dolphin live? Where does a lion live?* You can encourage children to give complete answers.

Answers: a. in water, b. on land, c. on land, d. on land, e. in water

Extra Activity

On the board, write *A dolphin lives in water*. Try *front chaining* to give children oral practice. Children start reading the initial word of a sentence, and add more parts to reach the end. Example:

T: A

Children: A

T: A dolphin

Children: A dolphin

T: A dolphin lives

Children: A dolphin lives

Continue adding words until the sentence is complete. Add rhythm to the words as you say them. Do not try more than one sentence at a time or long sentences at this level. Try this exercise with the different sentences students learned in this lesson.

Don't forget

Bring a project or your Visual Resource CD tomorrow and some animal cutouts.

Lesson 1

SESSION 3

Warm-up

To review the place where animals live, you can project the Visual Resource 6 from the CD. Give cut-outs to random children and ask them to come to the board and paste the animals in the place where they live.

6 Label the pictures.



You can direct children to the animals and elicit their names. Tell students that animals move in different ways. Ask: *How do fish move? How do bees move?* Mime the actions and elicit the answers. If children say the words in their language, say the English words and have them repeat.

Then you can refer children to the picture dictionary pages 107. Have them find the animals. You can elicit the names of the animals, one by one, and then write the word on the board for children to copy and label the correct animal.

Answers: snake, bee, monkey, fish.

Extra Activity

Ask children to write a table with information about where animals live and how they move. Walk around the classroom and monitor the progress.

7 Listen and complete the sentences with a word from the box. Then work in pairs to practice saying the sentences.

TRACK 39

Direct children to the words in the box. Read the words aloud and mime their meaning. Have students imitate you. Then refer children to the section: How animals move and read the incomplete sentences aloud.

Play Track 39 and pause after each sentence to give time to children to find the word and write it in the correct space. You can play the track again for children to check or complete the answers.

Once children have completed the sentences, organize them in pairs and ask them to practice saying and miming the sentences.

You might want to ask some volunteers to come to the front of the classroom and act out the sentences.

Answers: a. swim, b. crawl, c. run, d. jump, e. fly

8 Ask and answer questions about the animals in Activity 7.

You can say to children: *Look! I can smile! I can move my head!* as you mime the actions. Then ask *Can you smile? Can you move your head?* Have children respond. Then tell students that they are going to learn how to ask and answer about what animals can do. You can copy the first question on the board and the sentences in the speech bubbles: *Yes, it can. No, it can't.* Then read the question aloud as you mime the action and elicit the correct answer: *Yes, it can.* Tell children that they can use these expressions to talk about what the animals can do and can't do. Then you can ask students to continue asking and answering about the animals in the list.

Teaching notes

At early stages of the learning process, children should start practicing and drilling short or set phrases and repeating models. Language practice at these stages is often focused on repetitive exercises. However, speaking practice also means having children communicate with their classmates in tasks challenging but achievable at the same time so they can create a sense of accomplishment on young learners of a new language.

Extra Activity

Ask students to make a drawing of an animal and write what it can do.

Don't forget

Bring some extra pencils for the next lesson.

Achievements:

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

Teaching guidelines:

- Explore illustrated materials about living beings.
- Participate making questions.

Help children to:

- Recognize composition of words.

SESSION 1**Warm-up**

To review the action words for animals, you can organize children in a circle. Children in a circle. Say the phrase *I am a bee and I fly!* As you mime the action. Have students follow along. You can repeat with different animals and actions. When they are familiar with the activity, have volunteers say the phrases for their classmates to follow along.

**Big Book Fact 3 Activity**

Amazing animals. Read the story *Amazing animals* a second time. Point to individual words to reinforce where animals live and what they can do. Pause at each page and ask questions about the animals' abilities. Review the unit's language. Have students answer the questions and make comments. As students listen to the story and follow the images, watch them so you can see how they relate their experiences to the story, and the words and activities they recognize. Do not focus students' attention on the language in the first place, as the main objective is for them to enjoy the reading experience.

1 Draw lines to match the pictures with the names of the animals.

Read instructions aloud. Then you can refer children to the pictures of the animals. Elicit what their names are. You can model pronunciation and have children practice. Then ask them to draw lines to match the pictures with the names. Walk around the classroom to monitor the activity.

You can check answers by holding up your book and as you are pointing to each animal, elicit its name.

Answers: Big animals: lion, dolphin; Small animals: bee, butterfly

- Encourage students' curiosity to learn more about interesting living things.
- Make correlation between parts of writing and reading.
- Establish a relationship between graphic resources and writing.

Materials:

- Activity Book, Big Book Facts, Audio CD.

2 Write the names from Activity 1 on the lines.

Elicit the names of the animals from Activity 1. Write them on the board. You can ask as you gesture with your hands: *Is a bee small or big?* Encourage students to respond. Direct children to the headings *Small animals* and *Big animals*. Ask students to write the name of the animals in the correct column. You can walk around the class to monitor children's progress.

Answers: Small animals: butterfly, bee; Big animals: lion, dolphin

3 Draw and color one big animal and one small animal from Activity 2.

You can direct children to the picture of a notebook in their activity book. Then have children draw a big and a small animal. Children can draw animals from the word chart or another one they choose. Have children color their drawings and then share them with their classmates.

Extra Activity

Assign an animal to each child. Be sure to include big and small animals. Say random actions like: *Small animals, dance!* or *Big animals, jump!* Repeat the procedure with different actions.

Don't forget

Children will color a snail and a cheetah. Bring extra colored pencils to make sure your class runs smoothly.

Lesson 2

SESSION 2

Warm-up

To review how to say numbers in English, you can write series of numbers on the board. Point to the numbers and have children say them aloud. Then, erase some numbers and point to the blank space, have children say the number. You can keep repeating the procedure until you have erased all the numbers and children are saying the numbers by memory.

4 Join the numbers to find the fastest and slowest animal in the world.

Before children do the activity, you can explain the meaning of *slow* and *fast*. To do this, you can walk at a regular pace around the classroom and ask children to walk at a slow pace and then at a fast pace. Ask children how you're walking as you mime the actions: *slow...fast...* Tell children that some animals are very slow (mime the action) and some others are very fast (mime the action) when they move. You can then have children join the dots to discover the fastest and the slowest animals in the world. Check answers as a class.

5 Color the animals.

You can play some soft music as children color the animals. You can have students color the animals from Activity 5. Encourage children to use the colors they like to color their pictures. Have them share their drawings with their classmates.

6 Use the letters to complete the names of the animals in Activity 5.

Elicit the names of the animals from Activity 4. If children say the names in their language, say the English words: *snail* and *cheetah*. You can model pronunciation and do some choral and individual repetition. Explain to them that they have to complete the names of the animals in Activity 4. You can also write the incomplete words on the board, and as you point to a dash, elicit the letter that fills in each space.

You might want to review the names of the letters in the snake, before eliciting from the class.

Answers: Snail, Cheetah

Extra Activity

Read together with the class the instructions and the question. Allow children to recall the names of animals they have learned in this Module, before they mark their answer. If children choose number 2, encourage and guide them to go back to page 56 and Act. 4 on this page to check the names again.

Don't forget

You may want to bring a recorder and some music for the next class' warm up.

Extra Activity

Tell students that the class is almost over. Have them relax by giving them a few instructions. Do the actions as you say the instructions. Say: *First, stand up. Second, stretch your arms up. Third, lower your arms and take a deep breath. Fourth: Say goodbye!*

SESSION 3

Warm-up

You can say to children you are playing a game. Ask them to walk around the classroom as if they were a lion and start clapping your hands or play some music. Children pretend to be the animal for as long as you keep clapping your hands or listening to the music. When you stop, children should freeze in the position they are. If children are enjoying the activity, repeat the procedure with several animals.

7 Look at the page about animals. Complete the sentences below.

You can direct children to the picture of the animals. Ask: *What is the title of the page as you point to it?* Have children respond: *parts of the animals*. Explain to children that in this class they are going to learn how to say the parts of the animals in English.

You may want to review the names of the animals: *bee, fish, lion, macaw, monkey, snail, zebra*. You can hold up your book and say the parts of the animals as you point to them, e.g. Say *wings* and point to *the bee*. For children to practice pronunciation, you can do some choral and individual repetition.

Then you can direct children to the sentences below the picture. Refer them to sentence **a** and elicit the name of the animal: *lion*. You can ask children if they remember how to write lion. Have volunteers write the name on the board. Alternatively, you can write the name on the board after

eliciting the name. Then you can children to the second part of the sentence: *has four...* Direct children to the picture of the parts of the animals and elicit the word: *legs* and have children write the word in the correct space. You can walk around the classroom to monitor the activity to make sure children are clear on what they have to do.

You can continue with the rest of the sentences / animals, until children have completed the task. To have students oral practice, read the sentences aloud and have children repeat. Then organize students in pairs to practice the sentences of the activity. Ask them to take turns to point to a part of an animal in the picture and say the corresponding sentence.

Answers: a. A lion has four legs, b. A snail has a shell, c. A toucan has a beak, d. A bee has wings. e. A monkey has a long tail, f. A fish has fins, g. A zebra has two ears.

Extra Activity

Tell students that you are going to make drawings of the parts of animals they have learned in this unit. Start drawing and have students guess the word before the picture is finished.

Don't forget

Bring your flashcards to the next class.

Achievements:

- Explore illustrated materials about living beings.
- Participate making questions.
- Explore writing questions and answers.

Teaching guidelines:

Help children to:

- Identify characteristics and graphic layout of charts.
- Make correlations between parts of writing and reading.
- Produce and interpret own writing.
- Identify words when writing questions.
- Distinguish questions by their intonation.

- Review repertoire of words and expressions.
- Clarify meaning of words of questions.
- Establish a relationship between graphic resources and writing.
- Complete questions.
- Answer closed questions about living beings with sight words.
- Make questions about unknown expressions.

Materials:

- Activity Book, Big Book Facts, Audio CD.

SESSION 1**Warm-up**

To continue practicing the names of animals, play a memory game with your class. Paste the flashcards on the board. Then have children look at the flashcards for 30 seconds. Ask children to close their eyes. Then, remove one or two flashcards and have children tell you the differences they find. You can repeat the procedure a few times.

**Big Book Fact 3 Activity**

Amazing animals. Open the Big Book. Ask children to come to the front and point to words as you read. Have them notice the difference in size and habitat of the animals. Ask children to close their eyes and imagine they are explorers like Daniela and Ulyses. Ask some questions: *Where are you? How is the weather? What animals can you see?* Encourage children to draw what they imagined.

1 Match the animals and the colors.

You can direct children to the animals. Then point to any animal and elicit its name. Ask: *What's the name of this animal?* Have students respond. Then refer children to the colors. Elicit their names as you point to them. If you notice that you need to review colors, you may want to model pronunciation and do choral and individual repetitions.

You can organize the class in pairs to draw lines to match the animals with the correct colors. You can tell children that if they want to, they may use colored pencils to draw the lines. Monitor children's progress.

When children have finished, check answers as a class by saying, *A lion is...* and then have children respond. You can do the same with all the animals.

Answers: lion – yellow (and brown), bee – black (and yellow), snake – green, monkey – brown, fish – blue, dolphin – gray, macaw – red

2 Complete the organizer. Use the information in the boxes.

You can direct children to the graphic organizer. Ask: *What's the name of this animal?* Elicit the answer. Encourage children to say: *It's a dolphin.* You can explain to children that they are going to complete the organizer with the information about the dolphin. All the vocabulary from the boxes have already been covered in previous classes, so children should not have any difficulty in identifying the correct information. However, if you feel you need to review a specific set of words, do it before children start completing the organizer.

You can direct children to the first sentence to complete: *It lives...* Ask: *Where does a dolphin live? In water or on land?* You may refer children to the picture and cut-outs from Activity 3, page 57 if they are not sure of the answer. Elicit children's answer and have them write it in the correct space. Then you can ask *Is a dolphin big or small?* as you gesture to indicate size. Elicit the answers and have students write it. Continue asking questions to help children identify the correct answers and complete the organizer, e.g. *What color is a dolphin? What can a dolphin do? / How does a dolphin move? What does a dolphin have?*

You may want to copy the organizer on the board. To do this, you can make a simple drawing of the dolphin. Have volunteers write their answers as you ask the questions again, one at a time. Help children write their answers and make any correction in spelling if needed. You can remind children to add a period at the end of each sentence. Once the organizer on the board has been completed, ask children to check they all have the same answers.

Answers: Clockwise: It lives in water. It is big. It is gray. It can swim. It has fins.

Don't forget

Prepare a template of the graphic organizer for children. Leave the prompts of each circle: *It lives / It is / It can / It has* and include enough space for drawing.

Extra Activity

Assign an animal to each child. Children should stand up when they listen to the color of the animal. Repeat the procedure several times.

SESSION 2

Warm-up

To review characteristics of animals, organize a Guess the Animal Game with your class! Give characteristics about animals and have children call out the name of the animal. For example, say: *I'm thinking of an animal that is big, and yellow, it can run, it lives on land. Can you guess which animal it is?*

3 Listen. Circle the questions in red and the answers in blue.

You can direct children to the questions and answers. You can explain to children that they are going to listen to the questions and answers, and they have to circle the questions in red and the answers in blue. You can play Track 40 and pause after each set of question-answer for children to identify them in their books.

You can check the answers as a class. You might copy the sets of questions and answers on the board and have volunteers use colored markers to circle questions and answers. Or you can walk around the classroom, checking children's work in their books. When you have finished, ask children which is the end punctuation mark of questions. Elicit the answer: a question mark.

4 Work in pairs. Choose an animal you like. Take turns asking and answering questions like the ones in Activity 3.

To help students perform the activity, you can copy the questions from Activity 3 on the board. You can then demonstrate the activity with a volunteer. You may want to walk around the classroom to monitor the activity. You may expect children to give short answers, for example, *is a lion big?* Yes.

Answers: Question a, c, e, g; Answers b, d, f, h



you can find in this website a collection of short animated videos about animals: <https://www.youtube.com/watch?v=KEDLj-c5zZg>

→ Product work

This is an activity that children will perform when they work on the last stage of the product of this Module. It is recommended that they have plenty of oral practice on the four types of questions they are expected to make and the type of answers they are expected to give. Try doing the practice through different activities, a guessing game, gapped sentences on the board, use visual materials, etc.

5 Choose an animal you like. Write some information about it in your notebook. You can make an organizer like the in Activity 2 to write the information.

You can read the instructions aloud.

Ask students to think of the animal they would like to write about. Once they decide on the animal, children write sentences about it in their notebooks. You can refer children to the graphic organizer in Activity 2, page 62, or the series of sentences in Activity 3 for a model of the sentences they should write. Children might copy the organizer from Activity 2 to write the information they collect.

6 Listen and check the correct animal.

Before you play the audio, you can direct children to the pictures. Have students notice the pictures are organized in pairs: Ask *How many pairs of pictures can you see?* Elicit the answer. Tell student they are going to listen to information about the animals. Play Track 41 and pause after the first piece of information: *It's red.* Have children check the correct box. Elicit the correct answer. You can continue playing and pausing the track as children check the correct boxes. Then check answers with the class.

Answers: 1. b (It's red), 2. a (It has a long tail), 3. a (It can swim), 4. b (It lives on land)

Extra Activity

For further practice on describing animals, you can display Visual Resource 9, *What do you know about...?* and do the activity together with children.

Lesson 3

SESSION 3

Warm-up

Organize a tongue twister contest with your class. Write *Zebra zig and zebra zag* and *Cheating cheetahs eat chips and chops*. on the board. Challenge children to say it three times!

7 Read and complete the chart.

To develop speaking skills at the same time children have fun, for this activity you can organize children in pairs. Direct them to the pictures and the texts. Ask *What animals can you see?* Elicit the answer: *A bee and a dolphin*. Then you can explain to children they are going to complete the table with the information from the texts. Point to the columns and the rows in the table and explain to children how the information is organized. Have students complete the first column with the names from the texts: *bee* and *dolphin*. Before you continue, you can ask children to hold up their books so you can check they completed the correct column. Then read the text about the *bee* aloud. Have children notice that there is some information already included. Ask: *Where does a bee live?* Continue asking and have children answer and write their answers. Then do the same with the text about the *dolphin*. You can copy the complete table on the board for children to compare their answers.

Name of animal	Place where it lives	Size	Color (s)	How it moves	Characteristics
Bee	On land	Small	Black and yellow	Flies	Wings
Dolphin	In water	big	Grey	Swims	Fins

8 Complete the questions with a word from the box.

You can organize the class in pairs. Direct children to the words in the box and then to the questions. Then you can read the words in the box aloud and have children repeat. Tell children they are going to complete the questions with the words. Read the word and then the complete sentence aloud, e.g. *Where / Where does it live?* Have children repeat. You can continue reading the words, then complete questions and then do choral and individual repetitions.

Answers: a. Where does it live?, b. Is it big?, c. What color is it?, d. Can it run?, e. Does it have legs?

9 Think of an animal. Write two questions and answers. Then take turns to asking and answering questions to guess the animal.

Working in the same pairs as in Activity 8, you can have children think of an animal and have their classmate guess what animal it is. You can demonstrate the activity by having a volunteer at the front of the classroom do the activity with you. Then you can paste your cut-outs on the board, or write the names of the animals that students learned in this unit. You may write the questions too. Ask him / her to think of an animal, then ask questions to guess what animal it is. Tell the child that he/she can answer *Yes* or *No*. Change roles and have children ask you questions until he/she guesses the animal.

You can monitor the activity and help children ask and answer the questions. If you feel children are having some difficulty to ask the questions, try having volunteers come to the front of the classroom and do the activity with you.

Learn to learn

Check the correct answer

Direct students to the Learning to learn box. Read the two questions and the answers and have children draw a line to match the question to the correct answer. Check answers as a class.

Answers: a. z e b r a, b. five

Extra Activity

To finish the Module, you can organize an Animal Noise contest with your class. You can have children choose their favorite animal of the lesson and come to the front of the class and demonstrate the noise the animal makes. Give small prizes to the "scariest lion" or to the "funniest monkey".

Product lesson

Information for an illustrated chart

Materials:

- Poster paper
- Cut outs of animals
- Markers
- Sheets of colored paper
- Colored pencils or crayons

SESSION 1

Warm-up

You can divide the class into two circles. Encourage children to talk about their favorite animals. Ask them to browse the pages of this Module and activities in their notebooks and show each other their graphic organizers. To raise children's awareness on the importance of living beings, ask: *Why is it important to take care of the animals?* Elicit a few ideas. Allow children to say their answers in their language.

1 Read together with the class the list of materials. Check if there is any extra material you may need. Then direct children to check that they have all they need to make the product.

2 You can organize children in pairs and have them organize the information they have about the animal they chose in a graphic organizer. You can help children make their organizers in the form they find easier and more attractive: a mind map or a table.

SESSION 2

3 & 4 Once children have finished, you can let them play a guessing game and take turns asking and answering questions. You can demonstrate the activity with a volunteer in front of the class.

You can take some pictures of the organizers for your portfolio as evidence of your teaching and then have children paste their organizers in their notebooks.

Closing

To wrap up this session, you can ask children what they liked the most, what their favorite activity was, what they enjoyed doing, and what they'd like to do again. You can take brief notes of their answers as these comments will surely be useful for your future lesson planning.

SESSION 2

It's time to reflect!

This section is extremely important as it promotes the development of learning skills such as monitoring one's own progress, and it is an opportunity to reflect on one's skills and achievements. Once children have finished the Module, direct them to the *It's time to reflect!* box in the Product Page. Before children reflect on their work, draw the icons on the board and put 1, 2 or 3 marks (✓) under each icon so they can understand their meaning. Make sure they are aware there are no "bad marks" in this moment of reflection. Explain they may need to make some extra effort to improve their performance. Read the *I-can* statements and explain the meaning of each one (you might have to use their mother tongue for this). Have children individually do the task and then share their results in pairs. Check your children's marks before you start the next module.

	Page	Activity	Check (✓)
Graphic organizer about living beings.	63	4	
Questions and answers.	63	3	
	64	7	
Product: Information for an illustrated chart.	65		

Module Progress Test

The Progress test is complementary to the formative classroom evaluation activities you have developed throughout the unit. It evaluates basic contents of the lessons, and it is closely related to the type of activities children are familiar with. Get photocopies of the test for all the children. Before the test starts, ask children to have at hand what they will need: *pencil, eraser, colored pencils or crayons and a sharpener*. Once you have given the tests to the children, read the instructions for each section, and explain what they will have to do (you might have to use their mother tongue for this). Have children feel confident and relaxed. Consider the characteristics of individual children in your group and set a time limit long enough for everyone to be able to finish. Monitor as children do the test and provide your support when necessary.

Evaluation instrument

As a teacher, you need to be constantly aware of what your children know, the difficulties they are experiencing, and how you can best support them in their learning process. Along the unit you will have many opportunities to collect evidence of their progress, and to observe your children engaged in language use. The Summative Journal in this unit can help you identify your children's experiences about the activities performed throughout the unit. It will also guide you to make decisions about your teaching, once you have analyzed the results of the evaluations. Decide in advance the activities your children will analyze and write about. When the journals have been completed, read and analyze them so that you can reflect on your teaching experience too. Remember that the goal of the instrument is formative evaluation.

Name: _____

Module Progress Test Date: _____ Group: _____

1 Match the animals to the correct name. 4 pts

1. zebra

2. monkey

3. bee

4. lion



2 Write the animals in the box in the place where they live. 4 pts

snake dolphin fish cheetah

On land	In water

3 Complete the questions with the correct word. 2 pts

Where Can

a. _____ do macaws live?

b. _____ a macaw fly?

Total score / 10

Evaluation instrument

Summative Journal

A **Summative Journal** is an instrument used to have children write their reflections on a number of activities performed in the classroom. It indicates what a child thinks about different aspects of the activities.

Instructions:

1. Complete the first column together with your class.
2. Explain what children should write in each column.
3. Keep the instrument as evidence of children's performance.

Student's name: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____

Name of the activity	What I liked	What I did not like	What I learned	What I can do better

Module 7

What information do you share with others?

Social Learning Environment: Family and community

Communicative Activity: Exchanges associated with information of oneself and of others.

Social practice: Give information data and personal preferences.

Lesson 1 pp. 66-68	1	<ul style="list-style-type: none"> Recognize personal data. Complete questions and answers to get personal information.
	2	<ul style="list-style-type: none"> Detect numbers in ages.
	3	<ul style="list-style-type: none"> Recognize personal data. Complete questions and answers to get information.
Lesson 2 pp. 69-71	1	<ul style="list-style-type: none"> Improve word tracing. Point out and repeat words to practice pronunciation. Identify preferences.
	2	<ul style="list-style-type: none"> Clarify the meaning of words. Point out and repeat words to practice pronunciation. Recognize personal data.
	3	<ul style="list-style-type: none"> Read questions aloud to recognize question words. Complete questions and answers to get information. Point out and repeat words to practice pronunciation.
Lesson 3 p p. 72-74	1	<ul style="list-style-type: none"> Group words from their similarities. Compare words. Complete words from one of its parts. Improve word tracing.
	2	<ul style="list-style-type: none"> Identify preferences.
	3	<ul style="list-style-type: none"> Read questions aloud to recognize questions words. Complete questions and answers to get information.
Product lesson p. 75	Final product <ul style="list-style-type: none"> Text with data and personal preferences 	Evaluation instrument (p. 104) <ul style="list-style-type: none"> Illustrated card of self and peer-assessment Portfolio evidence (p. 102) Module progress test (p. 103)

Achievements:

- Explore information about data and personal preferences.
- Listen and acknowledge questions for information.

Teaching guidelines:

Help children to:

- Recognize personal data.
- Complete questions and answers to get personal information.
- Detect numbers in ages.

Materials

- Activity Book, Big Book Stories, Audio CD.

SESSION 1**Warm-up**

To introduce the class to the topic of the Module, draw children's attention to the opening question *What information do you share with others?* Ask: *What do you say to new friends? What do you say to people you meet?* Have children come up with some ideas (activities, age, name, their school grades, etc.). As children think of new ideas, have them focus on asking someone their name. Say: *My name is _____.* And ask several children *What is your name?*

**Big Book Story 4 Activity**

The stars of 1st C. This initial session working with the Big Book should be aimed to raise your children's interest in it. Start by settling your children comfortably. Show them the book, and invite them to look at the cover. Talk about the author, and where the story starts, the illustrations, etc. Ask them questions like *What do you see? What do you think this story is about? What do you think will happen in this story?* Demonstrate your enthusiasm, throughout the discovery and exploration of the pages of the story. Then play tracks 51 and 52 as you go through the pages of the story. Have them express their reactions to the book. Ask: *Did you like the story? Why?*

**1 Listen and point.**

To start the activity, you can draw children's attention to the picture. Ask: *Where are the children? (At school).* Read the instructions, questions and answers aloud as you point to the children in the picture. You can play track 42 as children follow along and point to the correct sentence. Play the track again. Pause after each sentence and have children repeat.

2 Look and complete.

You can write the words from the box on the board. Say them aloud and have children repeat after you. Refer children to the first speech bubble. Complete it as a class. Ask: *What word from the box fits in the sentence?* Elicit the answer from the class. You can ask children to use the sentences from Activity 1 as a reference. Have children do the task individually as you walk around monitoring their progress.

To check answers, You can write the incomplete sentences on the board. Have volunteers complete them. Make sure children write the words correctly. Play track 42 again and have children repeat.

Answers: What is your name?, My name is Fernando, What is your name?, My name is Martha.

3 Work in pairs. Use your own names to practice.

On the board, you can write *What is your name?* and *My name is _____.* Have a volunteer come to the front of the class and demonstrate the conversation as you point to the words on the board.

Then, you can arrange children in pairs. Ask children to take turns asking and answering the question. After some time, have them switch roles. You can walk around the classroom as you monitor the activity. If you notice any mistake, kindly correct it.

Teaching notes

When you elicit information from the children, build on what they already know. Make use of the illustrations in the pictures to help you convey the meaning. Repeat language for emphasis and use personal examples to make the activity meaningful for children.

Extra Activity

Have the whole class say out loud and simultaneously: *My name is (their names).*

Don't forget

Make flashcards and word cards with numbers from one to ten for your next lesson. You will also need a small ball or stuffed animal for the extra activity.

SESSION 2

Warm-up

To give children the opportunity to practice expressions to ask and give personal information, enter the classroom and say *Hello, my name is _____*. Ask random children *What is your name?* and shake their hands as if you were introducing yourself. Divide the class into small groups and have children repeat the dialog with their classmates their names, as they shake their hands.

4 Listen and write.

To do this activity, you can paste the number flashcards on the board. Point to each number, starting with number 1, and say the name as children repeat after you.

Play track 43 and have children complete the sequence of numbers. You can pause after each number to give children time to write. To check answers, call out a number and have volunteers come and choose the correct number from the board.

Answers: 2, 5, 6, 9

5 Listen and sing.

Play the track again and have children follow along. Then, play the audio and have them sing along.

6 Look and complete.

You can refer children to the picture. Ask: *Who is asking "How old are you?" The children or the teacher? (The teacher).* Refer the class to the cakes in the pictures. Ask: *Why do people make cakes? (Because people celebrate birthdays) What do candles represent? (the age of the person) What do you think "How old are you?" means?* If children give you the answer in their language, explain that this is what *How old are you?* means.

You can make simple drawings of the three cakes and candles on the board (a to c) Draw the same number of candles as in the book. Direct children's attention to the candles in the cakes. You can have children count the number of candles to discover the children's age. To support them, count together as a class.

Ask children to write the correct number under each picture.

Answers: a. 5, b. 6, c.7

7 Listen and check. Repeat

You can explain the class that they are going to listen to the children in Activity 6. Have them listen to the audio to check their answers. You can play the audio again, pausing after each sentence so that children can repeat the sentence.

Extra Activity

Arrange children in a circle. Toss a small soft ball to a child and ask *How old are you?* He / she should answer *I'm _____ years old* and then toss the ball to another classmate and ask the same question. Repeat the procedure until all children have participated.

Extra Activity

Paste the number flashcards and write the numbers on the board. Have volunteers pass to the board and match the number with the name. Don't let the lines touch!

Don't forget

There is a listening exercise next class, bring your recorder!

SESSION 3

Warm-up

To review numbers, you can assign a random number from 1 to 10 to each child. Play Track 43 and have children stand up when they listen to their assigned number.

8 Complete the information. Make a drawing of yourself.

You can draw children's attention to the sentences on the right. Ask: *What is missing? (the name and age).* Tell children to complete the sentences with their own information and then

Lesson 1

make a drawing of themselves. When children have finished, you can have some volunteers come to the front of the class, to show their drawings and read the information aloud.

Answers: Answers will vary.



9 Listen and complete.

You can start the activity by drawing children's attention to the words in the box. Say the words aloud two or three times as you point to the words. Tell children they are going to listen to the questions and they need to choose the correct question word to complete each sentence. You can play the audio and pause after each question to give children time to write. Write the gapped questions on the board and elicit the missing word to check answers as a class. You can play the audio again and have children repeat the questions as you point to each word.

Answers: What is your name?, How old are you?

10 Interview three classmates.

You can explain to the class they will interview three classmates to ask them their name and their age. Review the questions they will use for the interview. Ask: *How do we ask someone their name and age? How do we answer?* Elicit children's answers. Demonstrate the conversation with a volunteer. Remind children they should ask and answer in English. They have to write classmates' answers in the table in their Activity Books. To keep a better control of the activity, you can set a time limit and walk around the classroom monitoring the activity. Remind children to try to speak in English all through the activity.

Answers: Answers will vary.

Extra Activity

Have three volunteers come to the front of the class and demonstrate the interviews. Encourage children to be always be polite to their classmates.

Cultural Box

Remind children the importance of sharing their personal information only with people they trust.

Don't forget

Write the activities children will learn next lesson in slips of paper (cooking, running, reading, playing, painting, climbing).

Achievements:

- Explore information about data and personal preferences.
- Listen and acknowledge questions for information.
- Review writing questions and answers.

Teaching guidelines:

Help children to:

- Improve word tracing.
- Point out and repeat words to practice pronunciation.
- Identify preferences.

SESSION 1

Warm-up

To start the class with an activity that energizes children, and review numbers at the same time, have them make a big circle. You may also have children in groups make smaller circles. Write on the board the text. You can read the text to the tune of a song or a chant and have children do the actions as the same time as you do.

Hands up! Shake, shake!

Hands down! Shake, shake

one, two, three

four, five, six.

Jump in, jump out, and sit down.

Jump in, jump out, and sit down



Big Book Story 4 Activity

The stars of 1st C. Play tracks 51 and 52 and read the story *The stars of 1st C* a second time. This time point to sentences to reinforce the left to right convention of print. Pause at each page and invite children to answer the questions. Show enthusiasm to their preferences and abilities. As children listen to the story and follow the images, watch them so you can see how they relate their experiences to the story, and the words and expressions they recognize. Do not focus children's attention on the language in the first place, as the main objective is for them to enjoy the reading experience.

1 Complete the words that describe activities


Copy the first word to complete on the board. Have volunteers write the missing letters. Then go to the second picture and elicit what the children are doing. You might want to repeat the procedure and have volunteers complete the words on the board.

Answers: cooking, running, reading, playing, painting climbing.

- Clarify the meaning of words.
- Recognize personal data.
- Read questions aloud to recognize question words.
- Complete questions and answers to get information.

Materials

- Activity Book, Big Book Stories, Audio CD.

2  **Work in pairs. Listen, point to the pictures in Activity 1 and repeat. Mime the actions.**

Play Track 46 and ask children to point to the activities as they listen. Play the audio again and ask children to repeat the words.

You can use the slips of paper you prepared. Have volunteers come to the front of the class, take one and act it out to their classmates. The child who guesses the action has the next turn.

Extra Activity

Divide the group in small groups. Tell children they need to rank the activities from 1 to 6. 1 being their favorite activity and 6 being their least favorite activity. This is a good moment to remind children of the importance of respecting others' opinions and to develop social skills. Have children share their ranking with another group.

3  **Listen and point to the pictures in Activity 1.**

To start the activity, you can direct children to the picture on the right. Say: *This is Diego. He is talking about his favorite activities. Let's listen!* Play track 47 and have children point to the activities in Activity 1. Play the track again and have children repeat.

To check that children understood the listening, ask: *What does Diego like to do?* Elicit the answer from volunteers.

Answers: cooking, climbing, running.

→ Product work

This activity is an important part of the information children should learn to talk about their personal preferences.

4 Write a list of activities you like. 

You can ask children to choose their three favorite activities from Activity 1. Then you can have them illustrate and label the activities in their notebooks.

Lesson 2

Teaching notes

Write *What do you like to do?* and *I like...* on the board. Ask random children the questions as you point to the words on the board. It is important that children recognize, understand and produce the question, but remember that the main focus of the activity is to have children express their preferences and likes using short sentences.

Don't forget

Make flashcards with the activities from the unit. Bring in some sticky tape!

Extra Activity

Have the group stand up and share their drawings with the class. Teach children to say with enthusiasm: "That is great!" Or "I like your drawing!"

SESSION 2

Warm-up

To have children review vocabulary for activities, give each student a flashcard with the name of one activity. Ask them to trace the words, using different colors. Assign a space in the classroom and have children mime one of the actions to the class and have their classmates guess the activity.

5 Look and label.

To start the activity, you can draw children's attention to the pictures. Ask children *What are they doing?* Elicit a few answers. Then refer them to page 108 to discover the words. You can ask children to copy the words and label the pictures. Walk around the class and monitor children's progress.

To check answers, you might want to paste the flashcards you prepared and have volunteers pass to the board and label the pictures.

You can have children close their books and divide the class in two teams. Play hangman using the words children learned.

Answers: a. draw, b. jump, c. sing, d. write

6 Listen and point to the pictures in Activity 5

You can play Track 48 and have children point to the activities. Play the audio again and pause after each word for children to repeat them. To have children practice pronunciation, you can do some rounds of choral and individual repetition.

7 Listen and check (✓).

Explain to children we use the word *can* when we express our abilities. You can tell children they will listen to three different children talking about things they can do. Play track 49 and have children check the activities they listen to. You can pause after each conversation to give children time to select the activity. Tell children to compare their answers with a classmate's. Check answers as a class.

Answers: write, jump, draw.

8 Work in pairs. Point and say the activities you can do in Activity 7.

On the board, you can write *What can you do?* and *I can...* and all the activities from Activity 7 (*write, cook, draw, sing, jump and read*). Say the sentences and have children repeat after you.

You can then divide the class into pairs. Ask them to share the things they can do as they point to the pictures and say the phrase *I can...* To monitor the activity, walk around the classroom and help when needed.

Extra Activity

Arrange your class in a circle. Say *I can jump high!* As you take a big jump. Invite children to do the same and then repeat the sentence with you. Repeat the procedure with different actions. For example: *I can run fast! I can sing songs! I can draw a smiley face! I can read a book! I can speak English!* Congratulate children for all the things they can do!

Don't forget

Make sets of word cards with the unit questions (How old are you? What is your name? What do you like to do? What can you do). Write each word on a card. Bring in your flashcards of the activities from the unit.

SESSION 3

Warm-up


To have children review the spelling of activities, you can write the names (with letters missing) of some of the activities children learned in last lesson. Have volunteers come to the board and complete the words. As children do this, they say the word aloud.

9 Write a list of things you can do.

You can remind children of all the things they can do! Paste the activity flashcards on the board, point and have children say the word aloud. Then you can ask children to choose three things they can do and write them in their notebook. Have children illustrate their lists. When they have finished, ask them to share their work with a partner.

→ Product work

If children want to share information about things they can do, this activity will help them write and talk about their abilities.

 You can have children review free time activities in a challenging way through the lessons from this website: <https://learnenglishkids.britishcouncil.org/en/word-games/free-time-1>

10 Complete the questions with the correct word from the box.

To start the activity, you can direct children to the question words: What / How. Elicit the name of the first letter in each word: W / H. Remind children they have already learned these questions. On the board, you can write ...*do you like to do?* Ask children: *How do you ask this question?* Do you say *What* or *do you say How?* Elicit the correct answer. Then you can have children write the word *What* next to the answer *a*. Then continue with the rest of the questions, eliciting the correct answers. Tell children they can write the words in different colors if they want to.

Answers: a. What, b. How, c. What, d. What

11 Listen. Point to the expressions in Activity 10 and practice.

You can play Track 50 and have children point to the questions in Activity 10. Play the audio again and pause. For children to practice the expressions, you can have children repeat the question words and then the complete questions.

12 Write the questions from Activity 10 to complete the dialogues..

Refer children to the questions in Activity 10. Have volunteers read the questions aloud. Then refer children to the answer: *My name is Margarita.* Ask children: *What do you think is the question for this answer?* Elicit the correct answer. You may copy it on the board and then have children copy it in their books. You can continue the same procedure with the other sentences.

13 Work in pairs. Take turns asking and answering the questions from Activity 12. Use your own information.

Before you start the activity, you can divide the class into pairs. Have children take turns asking and answering the questions. You can walk around the classroom to monitor and help when needed.

Teaching notes

Activities such as ordering the words to form a sentence give children the opportunity to notice the structure of language in English in a fun and meaningful way.

Extra Activity

Divide your class in small groups. Give each group one of the questions sets you prepared. Explain to children they have to order the words to form questions. The first team to do it is the winner!

Don't forget

Bring your flashcards the next lesson!

TRACK 50

11 Listen. Point to the expressions in Activity 10 and practice.

You can play Track 50 and have children point to the questions in Activity 10. Play the audio again and pause. For children to practice the expressions, you can have children repeat the question words and then the complete questions.

Achievements:

- Explore information about data and personal preferences.
- Listen and acknowledge questions for information.
- Review writing questions and answers.

Teaching guidelines:

Help children to:

- Group words from their similarities.
- Compare words.
- Complete words from one of its parts.

SESSION 1**Warm-up**

To review vocabulary in a fun way, you can use your set of flash and word cards. Paste them facing backwards on the board. Play a memory game with your class. Divide children into two teams and have volunteers come to the front of the class and pick a pair of cards. The child who finds a match should say the activities aloud. Praise your children for their good memory!

**Big Book Story 4 Activity**

The stars of 1st C. Before you open the Big Book, have children recount the story. Ask questions to help children remind the moments of the story. *What are the children working on? (A bulletin board) What are some of The stars of 1st C? Play Tracks 51 and 52 and have volunteers to come to the front of the class and point to the parts of the story related to what they hear. For further activities with the Big Book you may read the story aloud and have children repeat the lines after you, have children make drawings like the ones in the story or have children make a list of all the activities mentioned in the story.*

1 Work in pairs. Read the sentences and circle in different colors.

Have children open their Activity Books on page 72. You can read the instructions aloud and direct children's attention to the text. Have them count the letters in each word individually, and then follow the instructions to circle the words in the correct colors. You can monitor as you walk around the classroom.

To check answers, write the text on the board and count together with the children as you point to each letter. Write the numbers. Then ask children to tell you which words have the same ending and circle the words on the board.

- Improve word tracing.
- Identify preferences.
- Read questions aloud to recognize questions words.
- Complete questions and answers to get information.

Materials

- Activity Book, Big Book Stories, Audio CD.

Answers: Five-letter words: seven, years.
Words with the same ending: cooking, painting

2 Look at the words in the box. Write them under the correct category.

To start the activity, you can refer children to the words in the box in their books or you might copy the words on the board. Read aloud all the words and have children repeat after you. Then explain to children they will put the words in the correct category in the box. Say the first word: one and then ask: is this word a number, an activity or a question word? Elicit the correct answer. Then continue the procedure with the other letters. Alternatively, you may have children work in pairs and classify the words on their own. Walk around the classroom and monitor the activity.

Answers: Numbers: one, three, five, six. Activities: painting, climbing, cooking. Question Words: how, what.

Extra Activity

Use the word cards you prepared. Paste them at random order on the board. Tell children to clap once if you point to a short word and to clap twice if you point to a long word. If children enjoy the activity, add other words from previous lessons.

3 Complete the words.

To guide them on this activity, you can direct children's attention to the letters in the box. Tell children that these letters complete the names of activities below.

You might want to do this exercise as a class. Go to the words. Say the first word, emphasizing the sound of the missing letters, and then have children point to the correct letters in the box. You can continue with the rest of the words. Have them notice the long **i** sound in the letters **ea**. Have children say the words aloud, making emphasis on the sounds of the letters they added.

Answers: a. running, b. painting, c. playing, d. reading

- Read the instructions aloud. Then read the statement and the possible answers to the prompts. Allow a few minutes for children to reflect on their answers. If you think children need to review personal information, you can direct them to the activities listed and have them practice how to give information:

Extra Activity

Ask all children to close their eyes and rest their heads on the table – as if they were sleeping. Explain you are going to say a word. When they hear a long word, they must wake up (raise their head). Repeat a few times. Then, switch to saying short words.

Don't forget

Bring a projector and your flashcards of these activities: *running, climbing and swimming.*

SESSION 2

Warm-up

To continue reviewing vocabulary for activities in a fun way, paste the flashcards around the classroom. Have children stand up at the center and play Simon says and have children go to the flashcard you say. For example, *Simon says go to swimming!* Children should only follow the instruction if you say “*Simon says*”.

4 Read the text and answer the questions.

To do this activity, you can read the instructions aloud and then the text. Then you can direct children to the questions. Read the first question and encourage children to say and then write the answer.

You can continue guiding children to answer the questions.. To check answers, you can copy the questions on the board and have volunteers write the answers..

Answers: 1. seven years old, 2. playing soccer, 3. can run fast.

Teaching notes

TPR activities such as *Listen and do / draw... or Read and color, draw, etc....* are activities that require a physical response, and are usually enjoyed by children. These activities help them learn the language in a natural way, and they can also make children work on their motor skills development.

Answers: The boy at the top goes to the running shoes; the girl in the middle goes to the climbing rope; and the boy at the bottom of the maze goes to the goggles and the swimming cap.

5 Look and complete.

You can start the activity by drawing children's attention to the picture. Ask *Who is she?* (A teacher) Have a volunteer read the question aloud. Tell children they have to complete the sentences the children are saying. You can paste the flashcards of the activities on the board. Write the names of the activities next to each flashcard. Do the first sentence as a class, write on the board *I like singing* and ask: *Is this correct? (No) What does he like to do? (swimming).* Have children look at the flashcards and elicit the correct answer. Then you can write the complete sentence on the board. Ask children to continue with the rest of the sentences the task individually as you walk around the classroom monitoring.

Answers: a. I like swimming, b. I like running, c. I like climbing.

Extra Activity

Use your Visual Resource 10 CD. “What I like”. Have children look at the image for 45 seconds. Then, cover the image and ask children to recount what they can remember.

6 Check your answers with a classmate.

To do this activity, you can divide the class into pairs. Tell children to check their classmates' work. Tell them to check the spelling and order of the words. When children have finished, ask them to say the sentences aloud together, as they point to the pictures. You can walk around the classroom to monitor and help when needed.

Extra Activity

Refer children to the lists of favorite activities they wrote in Lesson 1 (Activity 4). Ask them to think of the equipment they may need to do them (*cooking: a stove, a spoon, a bowl; reading: books; playing: a ball, a Frisbee; painting: paints, brushes, pieces of paper*). Have children draw the equipment they need for the activity.

Lesson 3

Don't forget

Next lesson, children will work with the cutouts. Bring some extra pairs of scissors and glue sticks. Don't forget to bring your activity flashcards.

SESSION 3

Warm-up

To review vocabulary in a challenging way, paste the flashcards on the board. Have children look attentively for 30 seconds, ask them to close their eyes and switch the flashcards. Have children tell you the differences they find. Repeat the procedure several times!

7 Cut and paste.

For this activity, you can direct children to the cutout section on page 115. Have them find the words. Ask children to cut all the words out. Monitor and help children when necessary.

Explain to children that the words form sentences: questions and answers. Have them notice the different color and as children to group the cards by color. You can start with the first group of words, ask: *How do we ask for someone's name?* Elicit the answer *What is your name?* and have children order the words to form the question.

When children have finished, have them complete the answers with their own information.

Answers: What is your name? My name is ____; How old are you? I'm ____ years old; What do you like to do? I like _____.

8 Copy the answers in your notebook.

You can write *name*, *age*, and *activity* on the board. Have children copy the words in their notebooks and tell them to copy their answers to the questions from Activity 8. Walk around and make sure children are copying the words correctly.

→ Product work

This activity will help children to practice the questions and answers they have learned in this module and then be able to talk about their personal information in the last stage of the product.

9 Share with your classmates.

To have children share their information, you can divide the group into small groups. Have children take turns asking and answering the questions and answers from Activity 8. Monitor and encourage children to only speak English. You can have a pair of volunteers demonstrate activity in front of the class.

Learning to learn

Draw children's attention to the box. Read the words aloud and have them notice the two types of words. Ask: What are the question words? Elicit the correct answer.

Closing

To review questions children learned in this module to ask about personal information, play the toss ball game. Arrange children in a circle and toss the ball to a child as you ask a question from this unit. Repeat the procedure until all children have participated.

Don't forget

Next lesson children will work on developing the product lesson. Review the material needed, and bring some extra to make sure the class runs smoothly.

Product lesson

Text with data and personal preferences

Materials:

- Cards
- Markers
- Colored pencils or crayons
- Stickers

Teaching notes

Explain to children that for this activity they will be working in teams. Tell them that this is the last activity of the unit, and praise them for their hard work. Ask children what they liked the most, what their favorite activity was, what they enjoyed doing, and what they'd like to do again. Take brief notes of their answers as these comments will surely be useful for your future planning.

SESSION 1

Warm-up

To review the vocabulary and phrases to talk about activities, you can sit children in a circle. Put your word cards in a bag or box. Sit one student in the middle of the circle. Ask him / her to take out a card so the others can't see, and have them mime the action. Children take turns to guess the expression. The student who guesses sits in the middle of the circle now and takes the next card.

1 You can read together with children the list of materials. Check if there is any extra material you might need. You might bring colored index cards, so children can choose their favorite one. You can then have children to check they have all the material they need

2 - 3 You can organize the class in small groups. Ask children to review the activities they did in this Module. You can use the Visual Resource 11 "ID Cards" in the CD as a guide for children. Allow enough time for children to fill in the card with their information. Then encourage them to be creative when decorating their cards.

SESSION 2

4 Once children have finished, have children share their cards with their classmates. If they wish, they can paste the cards on their uniforms as a presentation card. Ask children to stake turns asking and answering questions about their personal information. You can take some pictures for your portfolio as evidence of teaching.

Closing

To wrap up this session, you can ask children what they liked the most, what their favorite activity was, what they enjoyed doing, and what they'd like to do again. You can take brief notes of their answers as these comments will surely be useful for your future lesson planning.

SESSION 2

It's time to reflect!

This section is extremely important as it promotes the development of learning skills such as monitoring one's own progress, and it is an opportunity to reflect on one's skills and achievements. Once children have finished the Module, direct them to the *It's time to reflect!* box in the Product Page. Before children reflect on their work, draw the icons on the board and put 1, 2 or 3 marks (✓) under each icon so they can understand their meaning. Make sure they are aware there are no "bad marks" in this moment of reflection. Explain they may need to make some extra effort to improve their performance. Read the *I-can* statements and explain the meaning of each one (you might have to use their mother tongue for this). Have children individually do the task and then share their results in pairs. Check your children's marks before you start the next module.

		Activity	Check (✓)
List of information that will include the card (activities children enjoy).	69	4	
List of information that will include the card. (children's abilities).	71	9	
Register of personal data.	74	9	
Product: Text with data and personal preferences.	75		

Module Progress Test

The Progress test is complementary to the formative classroom evaluation activities you have developed throughout the unit. It evaluates basic contents of the lessons, and it is closely related to the type of activities children are familiar with. Get photocopies of the test for all the children. Before the test starts, ask children to have at hand what they will need: *pencil, eraser, colored pencils or crayons and a sharpener*. Once you have given the tests to the children, read the instructions for each section, and explain what they will have to do (you might have to use their mother tongue for this). Have student feel confident and relaxed. Consider the characteristics of individual children in your group and set a time limit long enough for everyone to be able to finish. Monitor as children do the test and provide your support when necessary.

Evaluation instrument

As a teacher, you need to be constantly aware of what your children know, the difficulties they are experiencing, and how you can best support them in their learning process. Along the unit you will have many opportunities to collect evidence of their progress, and to observe your children engaged in language use. The Illustrated Card of Peer and Self-assessment in this unit can help your children identify their own and their peers' strengths. Self-assessment promotes learning skill such as monitoring one's own progress, and peer-assessment can make the assessment fun when it is done in pairs. Give your children the cards, make sure they understand the meaning of the statements (you will probably have to use their mother tongue to explain the descriptors and the way they have to do it.) Take note that the descriptors have been rephrased to make them easier to be understood by your children.

Name: _____

Module Progress Test Date: _____ Group: _____

1 Label the pictures.

4 pts

cooking

climbing

painting

reading



2 Complete the sentences with your own information.

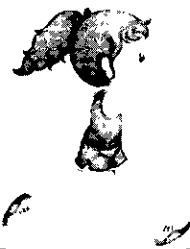
2 pts

a. My name is _____

b. I'm _____ years old.

3 Look and match.

2 pts



He can jump.

He likes running

4 Underline the question words.

2 pts

What is your name?

How old are you?

Total score: / 10

Module 7

Evaluation instrument

Illustrated card of self and peer-assessment

An Illustrated card of self and peer-assessment is an instrument that help children monitor their own and their peers' progress in the achievements and activities performed in the unit.





Instructions:

1. Explain to children how to complete the instrument.
2. Have children mark (✓) the appropriate column.
3. Keep the instrument as evidence of children's performance.

Student's name: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____

				
I can recognize numbers.				
I can talk about activities I like and activities I can do.				
I can point to activities when I hear their name.				
I can understand questions about my name, my age and what I like.				
I can answer questions about my name, my age and what I like.				
I can recognize short and long words.				

Module 8

Why can illustrations make a story great?

Social Learning Environment: Ludic and literary

Communicative Activity: Understanding oneself and others.

Social practice: Understand tales to relate with personal experiences.

Lesson 1 pp. 76-78	1	<ul style="list-style-type: none"> Identify front and back cover of a book. Recognize images and titles. Activate previous knowledge to predict topic and purpose.
	2	<ul style="list-style-type: none"> Activate previous knowledge to predict topic and purpose. Notice the text structure with support images.
	3	<ul style="list-style-type: none"> Clarify meaning of words which express actions with graphic support. Notice the text structure with support images.
Lesson 2 pp. 79-81	1	<ul style="list-style-type: none"> Detect, with graphic support, experiences of others reflected in stories. Represent actions of characters with body language.
	2	<ul style="list-style-type: none"> Review repertoire of words and expressions. Point out illustrated characters when hearing their name. Separate words in sentences.
	3	<ul style="list-style-type: none"> Clarify meaning of words which express actions with graphic support.
Lesson 3 pp. 82-84	1	<ul style="list-style-type: none"> Detect, with graphic support, experiences of others reflected in stories. Review repertoire of words and expressions. Represent actions of characters with body language.
	2	<ul style="list-style-type: none"> Recognize characters' experiences and compare them with their own, using expressions to show shared experience. Recognize and spell words expressing states of mind. Complete statements.
	3	<ul style="list-style-type: none"> Compare similarities and differences between statements. Detect absences or unnecessary presence of letters when writing words. Verify readability of writing of words from reading aloud.
Product lesson p. 85		<p>Final product</p> <ul style="list-style-type: none"> Illustrated statements expressing states of mind <p>Evaluation instrument (p. 118)</p> <ul style="list-style-type: none"> Illustrated card of self and peer-assessment <p>Portfolio evidence (p. 116)</p> <p>Module progress test (p. 117)</p>

Achievements:

Explore illustrated children's books. Follow the reading aloud of a tale.

Teaching guidelines:

Help children to:

- Identify front and back cover of a book.
- Recognize images and titles.
- Activate previous knowledge to predict topic and purpose.

- Notice the text structure with support images.
- Clarify meaning of words which express actions with graphic support.

Materials

- Activity Book, Big Book Facts, Audio CD.

SESSION 1**Warm-up**

To introduce children in the topic of the Module, you can have them stand up around their places. Write on the board the text. Say the text line by line, as you mime the actions. Then say the complete chant a few times and have children do the actions at the same time as you do. To make the activity more fun for children, you can read the text in the tune of a chant or a song.

Up and down. Follow me, follow me!

Up and down. Follow me, follow me!

Everybody read with me!

Clap, clap, clap. Up and down.

Clap, clap, clap. Let's all sit down.

**Big Book Fact 4 Activity**

Many things about us! This initial session should be aimed to raise your children's interest in the Big Book: *Many Things About Us!* Start by settling your children comfortably. Show them the book, and invite them to look at the cover. Talk about the author, and where the story starts and the photographs. Ask them questions like *What do you think the story is going to be about? What are some things about yourself you like?* Demonstrate your enthusiasm, throughout the discovery and exploration of the pages of the story. Read the story as you go through the pages of the story. Have the children express their reactions to the book. Ask: *Did you like the story? What is your favorite feeling?*

1 Look at the picture. Check (✓) the correct answer.

Direct children to the picture. Ask *What can you see in the picture? What is the girl doing?* Elicit the answers. Then ask *What is the girl reading?* Have children respond. Ask: *Do you like reading story books? Why? What are your favorite story books?* Elicit children's answers.

Answers: ✓ a

2 Label the parts of the book.

Direct children to the parts of a book that are illustrated. You might use your Big Book and show children the title and the illustrations of the text. Then you can refer children to the pictures in their Activity book and ask them to write the correct answer you point to the pictures to guide them.

Extra Activity

Ask children to take out their textbooks from another subject, e.g. *Spanish, Math or Science*. On the board, write *Cover of the book, Back of the Book, Title of the Book, Illustration of the book*. Then call out each element at a time and have children identify it and point to it.

Extra Activity

Use your Visual Resource CD. Project the image "I like reading books" and play a memory game. Ask children to look attentively for 45 seconds. Then, ask: *What color is the shirt of the boy wearing glasses? How many backpacks are there? What color is the book the redheaded girl is reading?* Etc.

Don't forget

Bring your Big Book for the next class' warm up.

SESSION 2

Warm-up

To review parts of a book, you can use your Big Book. Say the book parts children learned last session. Ask volunteers to come to the front of the class and point to the correct part.

3 Look at the pictures. Underline the correct answer.

You can tell children they are going to read a story about an ant. Ask children if they know what an ant is. Elicit their answers. Then ask children to look at the pictures. Ask *What can you see?* You can point to the scenes of the story and ask children *What is happening? What is the problem?* Point to the pictures that appear on page 2 of the book illustrated and ask *What is the ant looking for?* Elicit the answer and then ask children to underline the correct answer.

Answer: b water

Extra Activity

Talk to children about ants. Ask them what they know about ants. Elicit a few answers. Then tell them a few facts they may find amazing, e.g. *Ants are very small, but they are very powerful. They can carry things which are very heavy for them!* Ask children if they remember the ant in the rhyme on page 23, Module 2 Say: *That's a strong ant! Ants are social insects, which means they live in large colonies or groups. These groups sometimes are really big! Ants work hard every day!*

4 Find the images in the story. Write the page number.

To help children identify more elements of a book (page), you can direct them to the pictures. Then have children look at the pages of the book in Activity 3. Elicit the number of the pages: 2 & 3. Encourage children look at each picture and then have them identify on which page they can see the scenes illustrated in Activity 4. Have children work in pairs and write their answers as you monitor the activity.

Answers: 2, 3, 2, 3

5 Look at the pictures in Activity 3 and check (✓).

You can read the instructions aloud and then ask: *Who is this book for? For children? For adults?* Have children respond and mark the correct answer.

Answer: b. children

Extra Activity

Do a similar activity using the Big Book "Many Things About Us". Say *I spy a birthday cake!* And have children point to the cake. The first one to find it wins!

Extra Activity

Have children make a drawing of the ant in the story in their notebooks. Have children color an ant or a colony of ants in their notebook. On the board, write some short phrases for children to copy next to their drawings, e.g. *Ants are insects. Ants are very strong. Ants live in groups. Ants work hard.* When children have finished ask them to compare their drawings in groups.

Don't forget

Prepare word cards of: ant, sun, river, water. There are some listening activities the next class. Bring your recorder!

SESSION 3

Warm-up

To review vocabulary related to the story, you can organize children in rows. Say a word related to the contents of last session's story to the first child in each row. The children have to say the words to their classmates in secret. They have to repeat the procedure until they reach the last child. He/she has to say aloud the words!

6 Complete the story.

To start the activity, direct children to the words in the box. Have volunteers read them aloud. As children have already worked with this vocabulary, they should find the words familiar. However, if you think it is necessary, review pronunciation.

Then you can refer children to the sentences. Tell children that this is the first part of the story *The Ant and the Dove*. Explain that they have to complete the sentences. Have them focus on the small drawings. Elicit the correct words and then have children write the words in the spaces, next to each drawing. Walk around the classroom to monitor the activity and make sure children are copying the words with no spelling mistakes.

Answers: a. sun, b. water, c. river, d. ant

Lesson 1

TRACK 53

7 Listen and check your answers.

Tell children that they are going to listen to the first part of the story *The Ant and The Dove* and that they are going to check their answers to Activity 1. Play Track 54 and pause after each piece of information. You may read the sentence aloud too for children to check their answers. Continue playing the audio and pausing at the end of each line. Play Track 54 again and have children listen to the story as they follow along.

You can write *sad, excited and scared* on the board. Explain the meaning of the adjectives by making simple drawings on the board. You can also refer children to Activity 3 on page 77, point to the pictures where the ant looks sad, excited and scared and say aloud: *Look! The ant is sad! And here, she looks excited. How does the ant feel when she's drowning?* Elicit the answer: *scared!*

TRACK 53

8 Listen again. Read the story, line by line.

For this activity, you can have children work in pairs. Play Track 54 again and pause after each line, or after each sentence, if you feel the line is too long for children to repeat. Help children repeat the story, trying to imitate the intonation.

Extra Activity

Refer children to Activity 3, page 77. Play Track 54 as they follow along the story in the pictures on the page.

9 Work in pairs. Act out the story.

Working in the same pairs as in Activity 3, children act out the story. You can read aloud each sentence of the story and mime the actions, then read it again, and have children act it out.

Have some volunteers come to the front of the classroom to act out the story to their classmates.

Extra Activity

If you can, display Visual Resource 13 What is a fable?
Explain to children that a fable is a story in which animals are the main characters, and they usually give people a lesson about good actions.

Don't forget

There are some listening activities in the next class. Bring your recorder! Prepare word cards with the sentences in Activity 6. Write one word per card.

Achievements:

- Following the reading aloud of a tale. Explore writing of statements.
- Assess writing of statements.

Teaching guidelines:

Help children to:

- Detect, with graphic support, experiences of others reflected in stories.
- Represent actions of characters with body language.

SESSION 1**Warm-up**

To review vocabulary children have learned, you can ask them to close their eyes and rest their heads on the table – as if they were sleeping. Explain you are going to say a word. When they hear words related to the lesson, they must wake up (raise their head). Repeat a few times.

**Big Book Fact 4 Activity**

Many things about us! Read the story *Many Things About Us* a second time. Point to individual words to reinforce the feelings vocabulary. Pause at each page and ask children to come up with new ideas. Review the unit's language. Have children answer the questions and make comments. As children listen to the story and follow the images, watch them so you can see how they relate their experiences to the story, and the words and activities they recognize. Do not focus children's attention on the language in the first place, as the main objective is for them to enjoy the reading experience.

1 Read and draw. Color the drawings

You can read the instructions aloud. Tell children they are going to make drawings of some elements of the story *The Ant and the Dove*. You can copy these words on the board: *ant, river, sun, water*. Model pronunciation and do some choral and individual repetition. To help children find the meaning of the words, you can refer them to their dictionary pages and find the drawings of the ant and the river. You may also refer children to the pictures from Activity 6, page 78 and point to and point the images of ant, sun, river, and water.

You can have children work in small groups so they can share their drawings with their classmates as they progress in the activity. Allow children to use the colors they want to draw each element of the story. You may want to play soft music as children are making their drawings to create a relaxed environment.

- Point out illustrated characters when hearing their name.
- Separate words in sentences.
- Clarify meaning of words which express actions with graphic support.

Materials

- Activity Book, Big Book Facts, Audio CD.

2  Listen and point. Listen and repeat.

You can tell children they are going to listen to the names of the elements of the story from Activity 1. Explain that when they hear a sentence referring to the drawing they have to point to the corresponding drawing. Play Track 54 and have children point to the drawing. Then play the audio again and have children repeat as they point to the drawings again:


You can have children work in pairs. Ask them to take turns pointing to the drawings and saying the correct word.

Extra Activity

Organize the class in groups of four. Hand out the cards and have each child in a group make a drawing of one of the elements from Activity 1. When children finish their drawings, have a child in a group show the card to his/her classmates and say the word aloud and then point to another child to continue. Do a few rounds for children to practice. Ask children to make it each time faster so they can have fun.

3  Take turns pointing and describing the drawings.

You can have children work in pairs. You can demonstrate the activity with a child: As you point to a drawing, help him/her to respond: This is a/an/the... Do not worry at this moment if children make a grammar mistake (a instead of an). The focus of this activity is that students identify and produce the four words which are an important part of the story.

4  What do you think is the next part of the story?

You can refer children to Activity 4. Point to the images. Ask *What is happening in this picture?* pointing to the images in the correct sequence. Elicit children's answers and say the English words for their answers if necessary. Have children focus on the image and say: *Look! It seems the ant has some trouble in water.*

Lesson 2

Ask *Why?* Elicit children's ideas and then say: *It seems that the ant is drowning because she can't swim.*

You can have children work in pairs. children work in pairs. Direct them to the pictures in Activity 4. Then ask: *What do you think is going happen next?* Point to the ant drowning and then point to the dove. Say: *Look! In this picture the ant is still drowning. And look the dove. What is she looking at? What is she going to do?* Elicit children's ideas. Say: *It seems the dove is going to help the ant. What do you think?* Have them in pairs decide on what they think is the next part of the story.

Extra Activity

Organize children in a big circle. Hold a word card and read it aloud. Pass it to the child on the right. He/she has to say the word and pass it to the next child. Everyone has to repeat the word when they get the word card. When four or five children have said the word, give a new word card to the first child. Repeat the procedure with all the word cards. If you want, you can give words to random children to make the activity more challenging!

Don't forget

There are some listening activities the next class. Bring your recorder!

SESSION 2

Warm-up

To create interest and review the contents of the story, you can play *Guess what I'm saying* with your class! Move your lips as if you were saying something without making a sound. Mouth the first part of *The Ant and the Dove*. Children concentrate on your mouth movements and repeat what you say.

5



Listen and follow the story.

To start this class, you can tell children that they are going to listen to the second part of the story *The Ant and the Dove*. Direct them to the images and ask as you point to the pictures: *What's happening here? What's the dove doing? And the ant? Who is this man? What is he doing?*

Elicit children's ideas. Help them express their ideas in English. Use short phrases so that it is easy for them to repeat them.

Motivate children to listen to the next part of the story, and then play track 55 and have children listen to the story as they follow along. Pause the recording after the description of each scene and have children identify what is happening. Have

children point to the characters as they listen to the story. When the audio ends, point to the picture of the hunter. Explain / elicit the meaning of *hunter = a person who hunts animals for sport or for food*. To encourage children to infer or guess what is happening in the story as they focus on the visual elements, direct children to the picture of the ant biting the hunter and ask *What is the ant doing?* as you mime the action: *bite*. Elicit the answer and help children say the English words as they appear in the story.

6 Put the words in order to write sentences from the story.

Read the instructions aloud. To start the activity you can refer children to the scrambled sentences and to the beginning words to the right. Ask children to identify the word *happy* in the first sentence. Children may circle the word and then ask them to find a sentence with *happy* in Activity 6. Children should identify the sentence *She is very happy in the story*. Then ask them to go back to the group of words, identify the other words and then write the sentence.

You can continue the procedure with the rest of the sentences, or you might have children identify the words first and then put them in order to form a sentence. Monitor and help children when necessary. To check answers you might copy the first word in each sentence on the board, and have children complete them.

To check as a class, stick your word cards for each sentence on the board (with no space between them) and have volunteers come to the board and separate the words of the sentences.

Answers: a. She is very happy. b. The dove is scared. c. He is very angry. d. The dove feels happy.

Extra Activity

Paste your word cards on the board at random order. Have children come to the board and unscramble the sentences.

Don't forget

Bring extra pencils!

SESSION 3

Warm-up

To review the characters of the story in a challenging and meaningful way, you can divide the group into *ants* and *doves*. Have children stand up. Say random commands. Children should only follow the command if it corresponds to their animal. For example: *Ants, take two steps to the right!* or *Doves, clap three times!* Repeat the procedure several times.

7 Use the words in the box to complete the sentences. PAGE 101



To start this activity, you can direct children to the words in the box. Tell them that these words express actions of the characters in the story *The Ant and the Dove*. Say each word aloud as you mime the action. Then you can refer children to the pictures. You might want to refer children to the picture dictionary first so that they can identify the meaning of the words in the box. Read the first sentence and elicit the correct answer. Allow time for children to copy the word to complete the sentence. You may continue the procedure with the rest of the sentences.

To check answers with the class, you can call out the number of the sentence and elicit the answer from the whole group.

8 Work in pairs. Take turns acting out and guessing the actions from Activity 7.

You can demonstrate the activity with a child. Mime one action and elicit the corresponding word or have the child point to the correct picture.

Answers: drink, fall, jump, see, swim, run

 Read the statement together with the class. Then  give children a few minutes to write the names of the animals of the story: the ant and the dove. If children didn't write the names of the two characters, have them go to pages 78 and 80 to check the names and try again.

Extra Activity

Write the words for actions on the board, one at a time. Write each letter of the words slowly. Tell the class to say the letters as you write them, and to say the word as soon as they know what it is.

Answers: drink, fall, jump, see, swim, run

Don't forget

Children are going to do a cut-out and paste activity next class. Make sure scissors and glue are available!

Achievements:

Following the reading aloud of a tale. Explore writing of statements. Assess writing of statements.

Teaching guidelines:

Help children to.

- Detect, with graphic support, experiences of others reflected in stories.
- Review repertoire of words and expressions.
- Represent actions of characters with body language.

- Recognize characters' experiences and compare them with their own, using expressions to show shared experience.
- Recognize and spell words expressing states of mind.
- Complete statements.
- Compare similarities and differences between statements.
- Detect absences or unnecessary presence of letters when writing words.
- Verify readability of writing of words from reading aloud.

Materials

- Activity Book, Big Book Facts, Audio CD.

SESSION 1**Warm-up**

To review the actions of the story in a meaningful and fun way, you can play some music and say the action words from the previous lesson. Children should mime the action for as long as they listen to music. Pause the music and ask children to freeze. Then, say another action and start over.

**Big Book Fact 4 Activity**

Many things about us! Draw children's attention to the feelings and activities mentioned in the Big Book. Remind children that sometimes we feel happy and sometimes we feel sad, and that is okay. Divide the class into groups and give them a piece of cardboard. Have children make a *mood board*. Encourage them to be creative. When children are finished, ask them to present their posters to their classmates.

1 Cut and paste.

To start the activity, you can direct children to the cutouts pages 115-117. Have them find pictures of the ant and the hunter. Ask them to cut them out. Monitor the activity and help children when necessary. Then ask children to place their cutouts next to their Activity Books on their desks. You can guide children by reading the first sentence aloud: *She feels sad*, and have children find the corresponding picture. Ask children to hold them up so you can check it is the correct image and then ask them to paste it in the correct box. You can continue doing the same with the rest of the sentences: Help children when it is necessary. Ask children to compare their cutouts.



To make this story more meaningful, you can have children watch a video of the story *The Ant and The Dove* on this website :<https://www.youtube.com/watch?v=Wp5QtAgsjuY>

2**Listen and number.**

Explain to children that they are going to hear the expressions from Activity 1. Have them notice the small boxes next to each sentence. Tell children that they are going to write the correct number in the boxes. Play Track 56 and pause after each sentence for children to have time to identify the written sentence and then write the number. You can play the complete recording again for children to check their answers. Then check answers as a class by calling out the numbers and eliciting the corresponding sentence.

Answers: (from left to right) first line: 5, 2, 3 second line: 4, 1

3**Listen and repeat. Act out the expressions.**

For further oral practice, you can play Track 56 again. Pause the recording and have children repeat. Then play the track again, pausing after each sentence, for children to act out the expressions.

Extra Activity

Begin drawing very slowly one of the words to express moods, e.g., *sad* and have children guess the word as you draw. Make drawings for all the moods: *sad*, *happy*, *angry*, *excited* and *scared*.

Don't forget

There are some listening activities in the next class. Bring your recorder!

SESSION 2

Warm-up

To review words to express moods, you can explain to children that you are going to give them an instruction, and everybody should do what they hear. Say: *Everybody make a happy face! Now, everybody make a sad face! and so on.* Have children mime the moods. Do it every time faster so that children can have fun!

4 Look at the pictures. How do you feel? Complete the sentences to express moods.

To start the activity, you can have children look at the words in the box. Ask them to read them aloud. Children should not have trouble to read the words as they have had practice through reading and listening activities. However, if you feel it is necessary, model pronunciation and do two or three rounds of choral and individual repetition.

You can direct children to the pictures. Ask: *What's the mood of the boy in picture 1? And what about the dog in picture 2?* Continue asking about the rest of the pictures and eliciting the correct answers. Have children write the words in the correct spaces. Tell children that they can use these expressions to express their own moods. Read each sentence aloud as you point to yourself and mime the moods. You might exaggerate a little bit your expression for children to have fun. Then have children do the same: point to themselves and mime the moods.

Answers: 1 scared, 2 sad, 3 happy, 4 excited, angry

5 In your notebook, write five sentences to express moods.

You can have children write in their notebooks five sentences to express moods. They can copy the sentences from Activity 4. Then ask children to illustrate their sentences. They may add drawings of things that makes them feel the moods expressed in the sentences. You may walk around the classroom to the activity and help children when necessary. When children finish, have them share their illustrated sentences with their classmates.

6 In your notebook, mark drawings to illustrate the moods from Activity 4.

Encourage children to make their own drawings to illustrate the moods. You might ask them what are the things that make them feel sad or happy, etc.

→ Product work

Both activities 5 and 6 are important elements of the product children should develop in this Module.

7 ^{TRACK 57} Listen and complete.

You can ask children if they remember how the ant helped the dove in the story by biting the hunter. Elicit the answer, then ask children if they remember how the dove felt. Have children respond: *Happy!* Ask *Do you feel happy with the end of the story The Ant and the Dove?* Have children respond: *Yes!* Then say: *Me too!* Then ask *Do you feel excited when is your birthday and you receive presents?* Elicit the answer: *Yes!* and then say: *So do I! I love receiving presents on my birthday!*

Direct children to the expressions in the box. Read them aloud and have children repeat. Then read the speech bubbles aloud. Tell children they are going to listen to children saying the expressions. Play Track 57 and have children write the answers to the expressions in the blue speech bubbles. Pause the recording to give time to children to write. Then play the recording again, and have children draw a line to match the expressions in the dialogues.

Answers: I feel happy! – Me too! – I feel scared. – So do I!

Extra Activity

Ask all children to close their eyes and rest their heads on the table – as if they were sleeping. Explain you are going to say a word. When they hear words that express a mood, children must wake up (raise their head). Repeat a few times. Mix the words to express moods with one or two action words children learned in this Module.

Don't forget

Bring three small balls and enough construction paper halves for each child for the next class closing.

Lesson 3

SESSION 3

Warm-up

To consolidate the meaning of words to express moods, you can write the moods on the board. Play some music. Divide your class into three groups. Ask children to sit in a circle and pass around a small ball. When the music stops the child with the ball has to say one of the moods and act it out. Repeat the procedure several times.

8 Look and complete the sentences.

You can direct children to the pictures and elicit how they think the ant and the dove feel. You may give children an option to choose, for example, *Do they feel sad? Do they feel happy?* Elicit the best answer.

Answers: a. She is happy. b. She feels happy.

9 Underline the different words and circle the same words in Activity 8.

You can read the instructions aloud. Ask children to take out their colored pencils and underline the different words in the sentences in Activity 8 and to circle the same words.

Answers: Underlined words: is / feels. Circled words: She / happy.

Learn to be

Read the sentences in the box aloud. Make sure children understand their meaning. Have them complete the sentences with one of the mood. Ideally, children should choose the words *happy* and *excited*. Note: we suggest that if a child writes a word such as *sad* or *angry*, approach the child and talk to him / her. The reason may be that he / she hasn't learned the meaning of the words yet.

10 Check the correct words. Rewrite the incorrect words.

To start the activity, you can direct children to the words in the box. Tell children that these words are from the story *The Ant and the Dove* and that some of them are incorrect. Copy the words from the activity on the board. You can then refer children to page 80. Help them find the words in the story and then compare them with the words on the board to decide if they are correct or not. Allow children to work in pairs. Then check answers as a class by making corrections on the board and checking the correct words.

Answers: Correct words: b and c. Incorrect: a. helpss (helps), d bits (bites) e. rruns (runs)

11 Complete the sentences with the words from Activity 10.

For this activity, you can have children in pairs complete the sentences with the words correctly spelled from Activity 10. Have children notice that the sentences are in the same order as the words in Activity 10. When children have finished, read the complete sentences aloud for them to check the answers.

You can write these sentences on the board at random order: (2 middle) *The dove helps the ant.* (3 end) *The dove says goodbye.* (1 beginning) *The ant falls into the river.* Ask children *Do you remember what happened at the beginning of the story?* (answers in parenthesis) Read the sentences aloud. Elicit the correct answer and write it on the board: Then ask *What happened in the middle of the story?* And read the two remaining sentences. Have children respond. Then elicit the end of the story. Rewrite the sentences in the correct order.

Answers: a. helps, b. swims, c. jumps, d. bites, e. runs

Closing

To wrap up the Module, give children one of the construction papers you brought. Ask children to choose their favorite scene or character from the story and illustrate it. Then you can ask children to share their drawings and talk about them.

Don't forget

Next lesson is the Product lesson. Review the material and bring some extras to make sure the class runs smoothly.

Product lesson

Illustrated statements expressing states of mind

Materials:

- Construction paper
- Crayons
- Sheets of paper
- Scissors
- Markers
- Glue

SESSION 1

Warm-up

To discuss with children the contents of the story, you can divide the class into two circles. Have children talk about the story. Ask questions: *What did you like about the story? What was your favorite part? What was the most exciting part of the story?* Have children respond. Help them build their expressions in English (use short phrases). Have each group think of two words they learned to express actions and two words to express moods. Elicit their answers.

1 - 2 You can read the list of materials. Check if there is any extra material you may need. Then you can ask children to check they have all the material they need.

You can organize the class in pairs and have children review the sentences and drawings they made to express and illustrate moods. Check that they have all they need to make the product.

3 Once children have decided on the moods they want to express and illustrate, you can ask them to copy their sentences on cards, if they want.

SESSION 2

4 - 6 Once children have finished, have them share their illustrated sentences with their classmates. Ask children to read the sentences and respond to it with the expressions they learned in the module.

You can have children share and react to two or three moods and then share their illustrated sentences with your classmates. You can take some pictures for your portfolio as evidence of your teaching, and you make keep children's stories in their portfolios or have them paste them in their notebooks.

Closing

Find a classmate whose favorite activity in Activity 5 is the same as yours!

To wrap up this session, you can ask children what they liked the most, what their favorite activity was, that they enjoyed doing, and what they'd like to do again. You can take brief notes of their answers as these comments will surely be useful for your future lesson planning.

SESSION 2

It's time to reflect!

This section is extremely important as it promotes the development of learning skills such as monitoring one's own progress, and it is an opportunity to reflect on one's skills and achievements. Once children have finished the Module, direct them to the *It's time to reflect!* box in the Product Page. Before children reflect on their work, draw the icons on the board and put 1, 2 or 3 marks (✓) under each icon so they can understand their meaning. Make sure they are aware there are no "bad marks" in this moment of reflection. Explain they may need to make some extra effort to improve their performance. Read the *I-can* statements and explain the meaning of each one (you might have to use their mother tongue for this). Have children individually do the task and then share their results in pairs. Check your children's marks before you start the next module.

	✓	Activity	Check (✓)
Statements that express states of mind.	83	5	
Drawings or illustrations.	83	6	
Product: Illustrated statements expressing states of mind.	85		

Module Progress Test

The Progress test is complementary to the formative classroom evaluation activities you have developed throughout the unit. It evaluates basic contents of the lessons, and it is closely related to the type of activities children are familiar with. Get photocopies of the test for all the children. Before the test starts, ask children to have at hand what they will need: *pencil, eraser, colored pencils or crayons and a sharpener*. Once you have given the tests to the children, read the instructions for each section, and explain what they will have to do (you might have to use their mother tongue for this). Have student feel confident and relaxed. Consider the characteristics of individual children in your group and set a time limit long enough for everyone to be able to finish. Monitor as children do the test and provide your support when necessary.

Evaluation instrument

As a teacher, you need to be constantly aware of what your children know, the difficulties they are experiencing, and how you can best support them in their learning process. Along the unit you will have many opportunities to collect evidence of their progress, and to observe your children engaged in language use. The Illustrated Self-evaluation Sheet in this unit can help your children identify their strengths and the areas they have to improve. Self-assessment promotes learning skills such as monitoring one's own progress. Give your children the sheets, make sure they understand the meaning of the statements (you will probably have to use their mother tongue to explain the descriptors and the way they have to do it.) Take note that the descriptors have been rephrased to make them easier to be understood by your children.

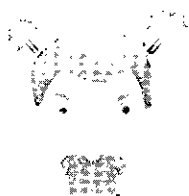
Name: _____

Module Progress Test Date: _____ Group: _____

1 Label the images.

5 pts

sad excited happy angry scared



5 pts

2 Circle the correct word.



jump run



swim drink



run see



see jump



fall swim

Total score: / 10

Module 8

Evaluation instrument

Illustrated card of self and peer-assessment

An **Illustrated card of self and peer-assessment** sheet is an instrument that helps children monitor their own' progress in the achievements and activities performed in this Module.




Instructions:

1. Explain to children how to complete the instrument.
2. Have children mark (✓) the appropriate column.
3. Keep the instrument as evidence of children's performance.

Student's name: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____

			
I can identify parts of a book.			
I can identify the organization of a story.			
I can clarify the meaning of words which express actions using graphic support.			
I can represent actions of characters with body language.			
I can point out illustrated characters when I hear their name.			
I can recognize characters' experiences and compare them with my experiences.			
I can recognize and spell words that express moods.			
I can compare similarities and differences in statements.			

Module 9

How do you organize your week?

Social Learning Environment: Academic and educational

Communicative Activity: Exchanges associated with specific purpose.

Social practice: Interpret information about units of time, with support of a graph.

Lesson 1 pp. 86-88	1	<ul style="list-style-type: none"> • Anticipate topic and purpose. • Identify components of a weekly calendar. 	
	2	<ul style="list-style-type: none"> • Locate school and weekend days. • Point out on a calendar days of the week when hearing their name. • Use previous knowledge to recognize hours and days of the week. 	
	3	<ul style="list-style-type: none"> • Use previous knowledge to recognize hours and days of the week. • Associate hours with the numbers. • Read and locate the hours on a clock. 	
Lesson 2 pp. 89-91	1	<ul style="list-style-type: none"> • Read and locate the hours on a clock. • Play to ask and tell the time. • Complete beginning or end of the names of the days of the week. 	
	2	<ul style="list-style-type: none"> • Differentiate hours from days of the week. • Recognize hours in periods of the days. • Point out pictures of activities that are carried out on specific 	
	3	<ul style="list-style-type: none"> • Distinguish periods of the day. 	
Lesson 3 pp. 92-94	1	<ul style="list-style-type: none"> • Detect, with graphic support, experiences of others reflected in stories. • Review repertoire of words and expressions. • Represent actions of characters with body language. 	
	2	<ul style="list-style-type: none"> • Identify days and hours in which there are routine activities at school to answer questions. • Identify written information on a calendar. • Complete with graphic support, answers to questions about hours and days of the week. 	
	3	<ul style="list-style-type: none"> • Point out pictures of activities that are carried out on specific days and hours. • Identify days and hours in which there are routine activities at school to answer questions. • Review repertoire of words and expressions. 	
Product lesson p. 95		Final product <ul style="list-style-type: none"> • Calendar with days of the week, hours of class and recess 	Evaluation instrument (p. 132) <ul style="list-style-type: none"> • Observation Guide Portfolio evidence (p. 130) Module progress test (p. 131)

Achievements:

Explore weekly calendars. Listen to the reading aloud of information about hours and days of the week.

Teaching guidelines:

Help children to:

- Anticipate topic and purpose.
- Identify components of a weekly calendar.
- Locate school and weekend days.

- Point out on a calendar days of the week when hearing their name.
- Use previous knowledge to recognize hours and days of the week.
- Associate hours with the numbers.
- Read and locate the hours on a clock.

Materials

- Activity Book, Big Book Stories, Audio CD.

SESSION 1**Warm-up**

To contextualize the lesson, you may want to bring simple calendars or weekly schedules and show them to your class. You can organize children in small groups and have them explore the materials.

Big Book Story 5 Activity

Tony the turtle. This initial session should be aimed to raise your children's interest in the Big Book story: *Tony the Turtle*. Start by settling your children comfortably. Show them the book, and invite them to look at the cover. Talk about the author, and where the story starts, the illustrations, the characters, and so on. Ask them questions like *What do you see? What do you think will happen in this story? What animal is Tony? Why does Tony have a busy week?* Demonstrate your enthusiasm, throughout the discovery and exploration of the pages of the story. Review the meaning of concepts as *beginning* and *ending*, *left* and *right*, *letters*, *words*, *sentences*, etc. Then play track 62 y 63 as you go through the pages of the story. Have the children express their reactions to the book. Ask: *Did you like the story? Why?*

1 Look at the picture and label with the words in the box.

To help children explore calendars, draw their attention to the calendar. Ask *What is this? (a calendar)* Say: *This is Mario's calendar. Let's look at it.* Go over each part of the calendar with your class. Say the month, days of the week and activities aloud as children point to each one. Explain that they need to label the different parts of the calendar. Point to each element as you say *Is this the month? Is this a day of the week? Is this an activity?* (Shake or nod your head to guide children). Monitor as children write the words. You may want to check children's spelling.

Answers: 1. b, 2.a

2 Underline the correct answer.

Read the questions and options. You can guide learners by saying: *Is Mario an adult or a child? (a child) How can you tell? (the activities, the handwriting, the colors).* Say: *What does Jimena do with her calendar?* Elicit a few answers. You may want to remind children that Mario writes down different types of activities in his calendar so he uses it for more than doing homework.

Answers: a. month, b. day, c. activity

Extra Activity

Use your Visual Resource 14, *My Calendar* CD. Ask children to look at Mario's calendar and point to the month, day and activities he does.

Don't forget

Children will learn and practice the days of the week through a song. Bring a recorder!

SESSION 2**Warm-up**

To introduce the topic, you can go to your classroom's calendar and ask children: *What day is today? Is it Monday? Is it Tuesday?* Activate children's previous knowledge by eliciting the days of the week. Assign each children a day of the week. Then say out loud: *All Mondays stand up! All Mondays sit down! All Tuesdays and Thursdays stand up!* You can go on like this for four-five minutes to energize your children.

3  **Listen and sing.**

Ask children to open their Activity Books on page 87. Have children look at the days of the week. Explain that they are going to listen to a song of the days of the week. Play Track 58. You can play the track a second time, and pause after each day for children to repeat. Then have children follow along the text as they sing. Finally, you can have them stand up and move around the classroom as they sing along.

Teaching notes

Listening is an active skill and there are some aspects that can make it difficult, for example, children are exposed to different sounds from those of their language or the length of the texts, so you should introduce children to oral texts gradually and through activities that also involve some physical movement, and make their learning meaningful and fun. Remember to revisit the activities.

4  **Listen and point to the day of the week you hear.**

Draw children's attention to the calendar in Activity 5. Say *This is Pedro's calendar* as you point to the illustration. You can explain to children they will listen to the song again but this time they need to point to each day of the week as they listen to it. Play Track 58 and have children do the task. You may want to encourage children to sing along as they point to the days of the week. Monitor and make sure children are pointing to the correct day.

Additionally, you can write the days of the week on the board. Have volunteers pass to the front of the class and point to the day of the week you say. Say the words at random to make it more fun for children.

5 **Look at the calendar and answer Yes or No.**

To guide children to identify days and hours with activities, draw their attention to the activities on Pedro's calendar. You may want to write the activities on the board and read them aloud. Then read the information in the calendar, by saying: *Let's look at what Pedro does during the week: On Monday he goes to school.* Keep saying the days and activities as the children follow along. You can then ask: *How many days does Pedro go to school? One? Two? (five) (as you shake your head) How many days he doesn't go to school? (two).* Explain to children that these days, Saturday and Sunday, are called *the weekend*.



Read the other activities Pedro does (*Piano lesson, Swimming class, Ice cream day, Soccer and Lunch with grandma*) you may want to support children by acting out the activities. Read the instructions and explain to children they

need to check in the calendar if the sentences are correct or not. Read each sentence aloud and have children write their answers. On the board, write the first sentence and the answer to demonstrate. You can check answers as a class by asking questions and encouraging children to give a short verbal answer: *Yes or No*.

Extra Activity

In their notebooks, have children illustrate Pedro's weekly calendar or some of his activities.

Answers: a. Yes, b. No, c. Yes

6 **Write a list with the seven days of the week in your notebook.**  

You may want to tell children they are going to write the seven days of the week in their notebook. Additionally, you can ask children to underline in blue the school days and in red the weekends. Tell children to go back to Activities 3 and 4 to check the spelling of the words. Walk around the classroom and monitor children's progress. Make sure they are writing the words correctly. Remind children that this activity will help them with their module project.

Extra Activity

Have children look at Pedro's Calendar for one minute. Then ask children to close their books and ask one or two questions, as you mime the actions: *Does Pedro eat ice-cream on Friday or on Saturday?* Test your children's memory!

Don't forget

Make word cards with the days of the week for the next session warm up. Laminate your cards if you can as they will be useful for doing some activities throughout the unit. Your children will start learning the hours, bring a recorder!

Lesson 1

SESSION 3

Warm-up

To review the content from the previous lesson, you can paste the word cards with the days of the week around the classroom. Say: *Go to Friday!* Ask children to go to that part of the class. Repeat the procedure with all the days of the week. If you don't have enough space in your classroom, you can take your class outside for a few minutes.

7 Look and match. Listen and repeat.

To develop the association of hours with numbers, direct children to the clocks. You can point to the first clock and then read the hour aloud as you point to the phrase on the right. Do the same with the others. Then tell children they will listen to the hours and they'll have to match the clocks with the hour they listen on the right. You can pause the recording to give children time to draw a line to match the columns. Continue with the rest of the recording, and then play the track a second time for children to check their answers. To check the answers, you can draw the clocks and write the hours on the board. You can have volunteers come to the board and draw lines to match the clocks and the hours.

You may want to play the track twice and have children repeat the hours. The first time point to the hours and the clocks on the board and have children repeat. Then the second time, direct children to their books and pause the recording as children listen and identify the hours they hear.

Answers: a. Yes, b. No, c. Yes

8 Cut and paste the clocks. Then write the hours.



Direct children to the squares in Activity 8. Say the hours, seven o'clock, six o'clock, four thirty, and ten thirty. You may want to have children repeat after you. Then have children write down the hours in the boxes. You may want to review numbers with your class. Direct children to the cut-outs section on page 117. Have them look at the clocks. Tell children they are going to cut out the clocks. Monitor and help children cut out the clocks when necessary. Explain to children that they are going to paste the clocks on page 88 in the correct box. You can point to the first box and ask: *What time is it?* Elicit the answer: *It's seven o'clock.* Have children find the corresponding cut-out and ask them to place the clocks in the corresponding box. You can do the same with the rest of the hours to make sure children place them correctly before they paste them. Finally, you may want to say the hours aloud as children point to each clock.

Extra Activity

Have children breathe deeply as they stretch their arms up. Then point to the clock of the class and ask *What time is it?* Elicit / give the time and say: *It's (one o'clock), it's time to go home,* as you wave your hand to say goodbye. Have children repeat.

Don't forget

There are some listening activities for further practice on listening to the time in the next lesson, bring your recorder!

Achievements:

Listen to the reading aloud of information about hours and days of the week. Participate in the exchange of questions and answers for information about units of time.

Teaching guidelines:

Help children to:

- Read and locate the hours on a clock.
- Play to ask and tell the time.

- Complete beginning or end of the names of the days of the week.
- Differentiate hours from days of the week.
- Recognize hours in periods of the days.
- Point out pictures of activities that are carried out on specific days and hours.
- Distinguish periods of the day.

Materials

- Activity Book, Big Book Stories, Audio CD.

SESSION 1**Warm-up**

To activate children's previous knowledge, draw five-six clocks on the board. Each clock with a different hour: 1, 3, 5, 6, etc. Put the hours at a random order. Say the hours and have children repeat. Then ask children to close their eyes and delete one clock. Have children open their eyes and ask: *What clock is missing?* Elicit the answer: The (hour) o'clock! Continue erasing the clocks until children have practiced saying all the hours.

the hours, write them on the board. Explain to children that they are going to listen to the hours and then they will number the correct clocks, according to the hours they listen. You may want to play the track and pause after each hour to give time for children to write the numbers. When children have finished, check answers as a class. Additionally, you can play Track 60 again and pause after each hour and have children repeat two or three times.

Answers: a.4, b.2, c. 3, d.1


Big Book Story 5 Activity

Tony the turtle. Play track 63 and read the story *Tony the Turtle* a second time. Point to individual words to reinforce the left to right convention of print. Pause at each page and ask questions: *What did Tony lose? What classes does he have on Mondays? When is his grandma birthday? What snack does Tony bring to his book club?* Have children answer the questions and make comments. As children listen to the story and follow the images, watch them so you can see how they relate their experiences to the story, and the words and activities they recognize. Do not focus children's attention on the language in the first place, as the main objective is for them to enjoy the reading experience. Play track 63 again and go through the story again without pausing and have children follow along as you turn the pages.

2  **Take turns to ask and answer question about clocks in Activity 1.**

To support children in the communicative aspect of language, you can explain to them that when we want to know the time we say *What time is it?* Point to your wrist as you say the question aloud, to help children understand the meaning of the question. Tell children that when we answer questions about time we say "It's". Demonstrate with the hour your lesson is taking place and have children repeat after you two or three times.

To support children when participating in the exchange of questions and answers, you may want to organize children in pairs. Explain to them they are going to take turns asking and answering questions about the clocks in Activity 1. You can allow time for children to ask about the four clocks, after a few minutes, have them switch roles. Walk around the classroom and help when needed. Additionally, you can copy the clocks on the board, and have volunteers come to the front of the class and have them ask and answer as they point to a clock.

 **1** **Listen and number the clocks. Listen and repeat.**

Draw children's attention to the clocks on Activity 1 on page 89 of their Activity Books. To support children when reading hours on a clock, point to the first clock (a) and say *What time is it? (seven thirty).* Do the same with all the clocks as you elicit

Lesson 2

Extra Activity

Give children a piece of paper and ask them to draw and cut out a wrist watch. Ask them to draw the hands of the clock to mark the time. Encourage them to decorate their watches with things they like. When children are done, have them place their watches on their wrist, help them gluing the ends of the straps of their watches. Explain to children they are going to stand up and ask and answer questions about time to their classmates. Monitor and help when needed.

Cultural Box

Tell children that British people are famous around the world because they are very punctual, and they always get on time everywhere they go!

3 Complete the words.

Refer children to the words in Activity 3. To activate previous knowledge, you can ask: *Do you know what words are these? (days of the week). What is missing? The first and the last letters.* Explain to children they are going to complete beginning and ending of the days of the week with the missing letters. Tell children that if they want to check the spelling of the days of the week, they can go page 87. To check answers, you can copy the days of the week on the board with the missing letters, and have volunteers complete the beginning and ending of the words. You may want to have children notice how all the days of the week have the same ending.

Answers: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Extra Activity

Ask children to clap if you say a day of the week and to stomp their feet if you say a time of the day (an hour). Say the days of the week at random order to make it more challenging for children.

Don't forget

Bring your recorder next class!

SESSION 2

Warm-up

To review vocabulary, write the days of the week with missing letters on the board. Have volunteers pass to the front of the class and complete the words. Children should say the word aloud when they finish writing and then their classmates repeat. Check the spelling is correct and then ask children to confirm if the word is correct.

4 Look at the words and phrases. Classify them in the table.

This activity will help children differentiate hours from days of the week. Refer children to the box in Activity 4. You can read the days of the week and phrases aloud and have children repeat as they point to the words in their textbooks. Explain to children they are going to classify the words into two categories: *Hours of the day* and *Days of the week*. Ask *Is Monday a day of the week or an hour of the day? (Day of the week) What about five thirty? (Hour of the day)*. You can ask children to complete the table in pairs and walk around the classroom monitoring.

To check answers, you may want to ask children to take out their blue and red colored pencils. Children should raise their blue colored pencil when you mention a day of the week and the red one when you mention an hour of the day.

Answers: Hours of the day: seven o'clock, ten o'clock, five thirty; Days of the week: Monday, Friday, Sunday

Extra Activity

Write the days of the week and different hours of the day on small pieces of paper. Make enough for all the members in your class. Give one slip to each children. Explain to children they are going to do the action you call out, but only if you mention their group: days or hours. For example, *Hours of the day: dance!* or *Days of the week: jump!*

5 Listen and point to Daniela's activities.

This activity will help students detect activities and periods of the day. Direct children's attention to the drawings on Activity 5. Tell children they are going to listen to a recording and they will point to the girl doing the activity they hear. Play Track 61 and pause after each activity. Have children point to the illustrations and repeat a few times each phrase. When children are familiar with the activities, you can say: *This is Daniela*, as you point to the girl in the illustrations. Say: *Listen to Daniela talking about her routine: I wake up at eight o'clock. I have breakfast at nine thirty. I*

go to school at two o'clock. I play with my friends at five o'clock. I take a shower at seven o'clock. I read bedtime stories at eight thirty. It is important that you read these sentences with the correct intonation in a friendly tone and enthusiastic. You may want to have children notice the use of the preposition at, by making emphasis on its pronunciation a few times: Listen: She wakes up at 7:00, at 7:00. You can read Daniela's routine again and make a pause after each activity to have children match the activities to the hours on the right. To check answers, you can ask: What time does Daniela wake up? as children answer At eight o'clock. Repeat the procedure with all the activities.

Answers: a-1, b-5, c-6, d-3, e-2, f-4

Don't forget

Make simple flashcards with the activities children learned this lesson (*Wake up, have breakfast, go to school, play with my friends, take a shower, read bedtime stories*).

SESSION 3

Warm-up

To introduce the lesson, you can show the flashcards with the activities to the children. Elicit the name of the activity as you paste them on the board. Have children look at the board for 60 seconds and then ask them to close their eyes. Change the order of the activities, and have children tell you what is different. Change the sequence two or three times.

6 Classify Daniela's daily activities in the appropriate column.

Draw three columns, you can do these drawings as heading, a sun up in the sky, then a sun going down, and finally, the sun down. Pointing to the suns, ask: *When do you say good morning?* etc. Elicit the correct answers. To help children identify the different moments of the day, you can ask about Daniela's activities. Ask *When does Daniela wake up? In the morning or in the afternoon? (morning) What times does Daniel go to school? (2:00 pm) Is that in the afternoon or evening? (afternoon)*. Ask similar questions with the other activities. Ask children to do the task individually as you walk around the classroom monitoring.

To check answers, you can write the three headings (*morning, afternoon and evening*) under the suns on the board. You may want to give the flashcards to volunteers and have them pass to the front of the class and paste them under the appropriate column.

Answers: Morning: wake up, have breakfast, go to school; Afternoon: play with my friends; Evening: take a shower, read bedtime storie.

7 Draw yourself making some actions from Activity 5.

Read the instructions aloud and have children choose their favorite activities from Activity 5. Explain to children they will write the activity on the left column and illustrate it on the right column, this activity will help children internalize the vocabulary, structure and use of language. You may want to monitor and make sure children are writing the activities correctly. If children want to add a different activity, you can help them write it. Encourage children to add hours to the activities they do.

Answers: Answers will vary.

8 Share your drawings with the class.

To reinforce the communicative aspect of language, you can have children stand up and walk around showing their work to their classmates. Alternatively, you can ask volunteers to pass the front of the class and share their drawings. Praise children for their effort and good work!

- ✎ You may want to read the instruction aloud to the class. Ask children to reflect on their learning as they write the names of the days of the week. To check answers, you can have children say the days of the week they wrote aloud. If children can't write the days of the week, refer them to Pedro's calendar on page 87 for them to review the vocabulary.

Don't forget

Bring your word card of the days of the week for the next lesson.



You can play a game to practice telling time. Find it here: www.abcy.com/telling_time.htm

Achievements:

Listen to the reading aloud of information about hours and days of the week. Participate in the exchange of questions and answers for information about units of time.

Check writing.

Teaching guidelines:

Help children to:

- Confirm the absence or presence of unnecessary letters in script names for days of the week.
- Rewrite names of the days of the week.
- Write numbers of hours based on a model.

SESSION 1**Warm-up**

To review the vocabulary, you can ask all children to close their eyes and rest their heads on the table – as if they were sleeping. Explain you are going to say a word. When they hear a word related to the topic of the unit, they must wake up (raise their head). Say days, hours, and select different words from the module like animals or greetings. Repeat a few times.

**Big Book Story 5 Activity**

Tony the turtle. Before you open the Big Book, have children retell the story. Ask questions to help them remind the moments of the story. *What happens on Monday? What book does Tony bring on Tuesday? Who gives Tony a calendar? What does Tony do on Sundays?* Play Track 62 and have volunteers come to the front of the class and point to the parts of the story related to what they hear. For further activities with the Big Book you may have children play the role of the characters of the story. Have children practice their lines. If necessary, make the lines shorter for children to memorize them more easily. Then you may also read the story aloud and have children repeat the lines after you.

1 Find and circle the spelling mistakes in the words.

Direct children to the words. Ask: *What are these words?* Elicit the answer: *days of the week.* You may want to tell that the days of the week are not written correctly, and that every word has a spelling mistake. This way, they will understand that they need to confirm the absence or presence of letters. You may want to tell they are the *Spelling Detectives* and they need to find all the mistakes. You can organize children in pairs. Paste your word

- Identify days and hours in which there are routine activities at school to answer questions.
- Identify written information on a calendar.
- Complete with graphic support, answers to questions about hours and days of the week.
- Point out pictures of activities that are carried out on specific days and hours.
- Review repertoire of words and expressions.

Materials

- Activity Book, Big Book Stories, Audio CD.

cards on the board and ask them to look at the words on the board and then find and circle the mistakes in their books. Ask: *What is the problem? Is there a missing letter? Is there a wrong letter?* You can do this for all the days of the week.

2 Find the days of the week in the snake. Write the words correctly in Activity 1.

Tell children that the seven days of the week are inside the snake. You can set a time limit and ask them to find and circle the words. You may want to turn the task into a game-like activity and challenge children to find the words fast!

When children have found all the days of the week, ask them to copy each word in the corresponding space next to the incorrect words in Activity 1. To check answers, you can have volunteers pass to the board and write the correct words.

Answers: Saturday, Wednesday, Friday, Tuesday, Monday, Thursday, Sunday

Extra Activity

Show the Big Book to the class- Go over Tony's week as your turn the pages of the book. Elicit the activities and write them on the board. Arrange children in small groups and have them copy the list. Then ask children to draw and illustrate a calendar for Tony.

3 Write the hour of the clocks.

This activity will help children consolidate reading hours from the clock and writing numbers of hours. On the board, draw a clock at 10:00. Ask: *What time is it?* to elicit the hour from the children (ten o'clock). Do the same with a clock at 3:30 (three thirty). Write the sentences on the board, next to the corresponding clock. Explain to children they need to label the clocks in Activity 3. You can ask again *What time is it?* as you point to each clock. Have children use the times you wrote on the board as a model. Monitor and help when needed. You

may want to organize children in pairs and have them take turns pointing to the clocks and saying the time. To check answers, you can copy the clocks on the board, and have volunteers write the hours.

Answers: a. twelve thirty, b. four o'clock, c. six thirty, d. three o'clock

Extra Activity

Draw some clock faces and the hours on the board. Do this at random order. Ask volunteers to pass to the board and match the clock face to the hour. Make it fun by asking children not to touch the connecting lines!

Don't forget

Draw two different weekly calendars on a half-letter sized paper for an additional activity. Half of the class will have one calendar with some subjects/activities, e.g. Spanish and English and the other half a different one with different subjects/activities, e.g. *P.E. class, Math class*. Make enough copies for all the children in your class. Use the one in Activity 5 as a model.

SESSION 2

Warm-up

To activate previous knowledge, you can divide the class into teams. If they are sitting in lines, this activity will be easier. Whisper different hours of the day into the ear of the first children. Then they whisper it to the person next to them. Children continue whispering to each other. The last children says what he/she heard out loud.

4 Label the pictures with the school subjects.

This activity will help children learn and review vocabulary to talk about their daily school activities. Ask children to look at the pictures in Activity 4. Explain to them that the drawings are about different lessons they have and activities they do at school. As you point to the first picture, you can ask: *What is on the board? What do you think is this class? How can you tell?* Elicit the Answers: Refer them to page 109. Explain they have to find the school subjects and then label the pictures. You may also can write the school subjects on the board. Monitor and help children when needed. To check answers, you say the school subjects and children point to the pictures in their books. Tell children that P.E. stands for Physical Education.

You may want to model pronunciation of the subjects and activities and do some rounds of choral and individual repetition. Additionally, you can have children practice saying the subjects and activities as they point to the pictures in their picture dictionary.

Answers: Math, Spanish, English, P.E, Art, Recess.

5 Look at the calendar. Answer the questions.

Direct the class to the calendar in Activity 5. Support children to explore the calendar and ask: *What time is English class?* Elicit the complete answer from children (*At eight o'clock*). Then ask *What days is in English class?* Support children to say the complete answer (*On Tuesday, Thursday and Friday*).

You can organize children into pairs. You may want to explain to children that they need to identify information on the calendar to complete the answers. Read the questions aloud and make sure children understand the difference between time and day. Do the first question with the class, then have children continue with the rest of the questions. Walk around the classroom and monitor the activity. You can check as a class, by having random children answering the questions aloud.

Additionally, you can have children take turns asking and answering the questions about the calendar. To check answers, have pairs of volunteers read a question and an answer.

Answers: a. Tuesday, Thursday and Friday, b. at 10:00, c. Monday and Wednesday, d. 9:00, e. Friday

Extra Activity

Organize children in pairs. Give each child one of the weekly calendars you prepared. Each pair should have a different calendar. Tell children they can't show their calendar to their classmates. On the board, write the names of the four subjects: *Spanish, English, P.E. and Math*. Children should ask about the two subjects they do not have in their calendars. A child asks: *What time is Math class?* and another answers (*At 9:00*). Make sure children are clear on what they have to do. Explain in their language if necessary. Monitor closely and have children write the answer in their calendar, in the correct space of the table.

Lesson 3

Extra Activity

Ask children to choose their favorite subject. Raise your right hand *if your favorite subject is Math!* or *Raise your left hand if your favorite subject is English!* Repeat the procedure with different actions and subjects.

Don't forget

Children will need scissors and glue for the next lesson. Bring extra material to ensure the class flows smoothly.

SESSION 3

Warm-up

To consolidate vocabulary, you can organize children in a circle. Go around the circle and give each child a *name* using the vocabulary they have learned this unit: school subjects, days of the week, hours of the day, daily activities. Make sure at least two children share the same *name*. Call out one of the names. The child with that name responds by exchanging places with another child in the circle with the same name.

6 Cut and paste the days of the week in the calendar.

94
PAGE 111

Refer children to the table on page 94. Explain to them that they are going to create a beautiful calendar in this table. You may want to add that this calendar scheme will be useful when making the product. Ask: *What is missing? What information does a calendar need?* Elicit the answers: days, hours and activities. Tell children to go to page 117. Have them identify the days of the week. Ask them to cut them out and paste the days of the week in the correct order at the top of the calendar on page 94. Monitor, you may want to make sure children are holding the scissors in the correct position. You can check children place the days of the week in the correct order before pasting them.

7 Fill your calendar with your school activities for the week. Add drawings.

Explain to children they are going to fill their calendars with some of their school activities. Have children list and organize their school subjects according to their weekly schedule. You may want to guide children, ask: *When do we have Spanish class? At what time do we have art class?* Walk around and monitor children's progress.

8 Copy the calendar in your notebook. Add new activities and hours. Portfolio

Tell children to copy their school calendar on their notebooks, leaving space to add new activities. Refer children to pages 90 and 91 for some ideas. You may want to remind children that they only need to add selected activities and hours. Encourage children to illustrate and decorate their calendars.

Learn to learn

Ask children: *How do calendars help you organize your week?* Give some examples to support children. Explain that thanks to a calendar, they can see what classes they have the next day or if they have a special event the next week or when to celebrate birthdays! Help children reflect on the importance of organizing our time.

Closing

Have children stand up and share the calendars they prepared with their classmates. Alternatively, you can have individual students pass to the front of the class and share their activities.

Don't forget

Bring your word cards of the days of the week for the next class. Tell your children that they can bring cut-outs or stickers to decorate their calendars.

Product lesson

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

Materials:

- Construction paper
- Pencil and eraser
- Colored pencils or crayons
- Ruler
- Makers

SESSION 1

Warm-up

This activity will help consolidate the module's vocabulary. Divide the class into two circles. Give a child in each group a word card of one of the days of the week, saying the name of the day as you give him the card, then the child reads the card, says the name and passes it to the next child. The round goes on until the card reaches the first children in the circle. You may want to do the same with other word cards, but each time change the direction. Do the activity for some minutes to energize your class.

1 You may want to read the list of materials. Check if there is any extra material you may need. You can direct children to the list of materials and have them check that they have all they need to make the product. If you want, you can tell children to bring cutouts or stickers to decorate their calendars.

2-4 Direct children's attention to the steps in the project. You may want to have children go back to the portfolio work. Additionally, you can tell them to add new activities, hours and make their calendars in large pieces of paper. Help when necessary.

SESSION 2

5 Once students have finished with their calendars, you can organize them in pairs or small teams and ask them to share their calendars, and talk about their daily activities. Encourage children to ask simple questions about the activities. If possible, you can volunteers visit another classroom and share their routines with their classmates.

You can take some pictures for your portfolio as evidence of your teaching, and have children paste their calendars on a place where they can see it.

Closing

To wrap up this session, you can ask children what they liked the most, what their favorite activity was, what they enjoying doing, and what they'd like to do again. You can take brief notes of their answers as these comments will surely be useful for your future lesson planning.

SESSION 2

It's time to reflect!

This section is extremely important as it promotes the development of learning skills such as monitoring one's own progress, and it is an opportunity to reflect on one's skills and achievements. Once children have finished the Module, direct them to the *It's time to reflect!* box in the Product Page. Before children reflect on their work, draw the icons on the board and put 1, 2 or 3 marks (✓) under each icon so they can understand their meaning. Make sure they are aware there are no "bad marks" in this moment of reflection. Explain they may need to make some extra effort to improve their performance. Read the *I-can* statements and explain the meaning of each one (you might have to use their mother tongue for this). Have children individually do the task and then share their results in pairs. Check your children's marks before you start the next module.

		Activity	Check (✓)
List of days of the week.	87	6	
Weekly calendar scheme.	94	8	
Product: Calendar with days of the week, hours of class and recess.	95		

Module Progress Test

The Progress test is complementary to the formative classroom evaluation activities you have developed throughout the unit. It evaluates basic contents of the lessons, and it is closely related to the type of activities children are familiar with. Get photocopies of the test for all the children. Before the test starts, ask children to have at hand what they will need: *pencil, eraser, colored pencils or crayons and a sharpener*. Once you have given the tests to the children, read the instructions for each section, and explain what they will have to do (you might have to use their mother tongue for this). Have children feel confident and relaxed. Consider the characteristics of individual children in your group and set a time limit long enough for everyone to be able to finish. Monitor as children do the test and provide your support when necessary.

Evaluation instrument

As a teacher, you need to be constantly aware of what your children know, the difficulties they are experiencing, and how you can best support them in their learning process. Along the unit you will have many opportunities to collect evidence of their progress, and to observe your children engaged in language use. The Observation Card in this unit can help you identify your children's strengths and areas of opportunity in specific target areas as you observe them performing specific actions. It will also guide you to make decisions about your teaching, once you have analyzed the results of the evaluations. Decide in advance when you will be evaluating, and what you will be focusing on, so you do not get distracted by surrounding factors.

Define your own parameters for using the scale. Keep record of the times you observe a specific activity, so you can determine the number of children's performances and then decide which level of the scale you will mark. Above all, be objective and friendly as you are engaged in evaluating activities. Remember that the goal of the instrument is formative evaluation.

Name: _____

Module Progress Test Date: _____ Group: _____

1 Draw a line to match the clocks to the hours. 3 pts



1. Five thirty
2. Seven o'clock
3. Ten thirty

2 Complete the words. 4 pts

a. ____onda____

b. T____esd____y

c. Th____rsda____

d. W____dnesda____

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	English class	Spanish class	English class	Art class	English class
10:00	Math class	PE class	Spanish class	Math class	Spanish class

3 Look at the calendar and answer.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	English class	Spanish class	English class	Art class	English class
10:00	Math class	PE class	Spanish class	Math class	Spanish class

1. When is English class? On _____ and _____.
2. What time is Math class? At _____.
3. When is Art class? On _____.

Total score: / 10

Evaluation instrument

Observation Guide

An **Observation Guide** is an instrument used to observe children as they work or perform activities in the classroom. It indicates the degree of frequency of achievements and skills displayed by a learner while the observation takes place.

Instructions:

1. Identify the achievements and descriptors to be evaluated.
2. Fill in the instrument for each children.
3. Mark (✓) the appropriate column. Keep the instrument as evidence of children's performance.

Student's name: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____

Achievements / Descriptors	Always or almost always	Usually	Sometimes	Never
Identifies components, topic and purpose.				
Locates school and weekend days in a calendar.				
Distinguishes periods and hours of the day.				
Differentiates hours from days of the week.				
Associates hours with numbers.				
Reads and locates hours on a clock.				
Points out pictures of activities that are carried out on specific days and hours.				
Identifies days and hours in which routine activities at school take place.				
Completes, with graphic support, answers to questions about house and days.				
Asks and tells the time.				
Identifies written information on a calendar.				
Rewrites names of days of the week.				
Writes numbers of hours, based on a model.				

Module 10

Why are all the jobs and professions important?

Social Learning Environment: Family and community

Communicative Activity: Exchanges associated with the environment.

Social practice: Describe and interpret information about people of the community and their activities.

Lesson 1 pp. 96-98	1	<ul style="list-style-type: none"> Identify parts of a book. Recognize intended audience.
	2	<ul style="list-style-type: none"> Identify parts of a book.
	3	<ul style="list-style-type: none"> Anticipate theme from previous knowledge and images. Link images of occupations and professions with their name. Relate written and oral language.
Lesson 2 pp. 99-101	1	<ul style="list-style-type: none"> Link images of occupations and professions with their names. Point out images of occupations and professions when hearing their name.
	2	<ul style="list-style-type: none"> Indicate names of objects, clothing, and tools.
	3	<ul style="list-style-type: none"> Indicate names of objects, clothing, and tools. Answer questions about writing of words. Note the conventional sound value of letters.
Lesson 3 pp. 102-104	1	<ul style="list-style-type: none"> Form words from some of their parts. Answer questions about the writing of words. Complete statements to describe people. Share information from visual and auditory stimuli.
	2	<ul style="list-style-type: none"> Classify images of occupations and professions of places of the community.
	3	<ul style="list-style-type: none"> Discover cultural differences in occupations and professions.
Product lesson p. 105		Final product <ul style="list-style-type: none"> Text with names and illustrations of occupations and professions
		Evaluation instrument (p. 146) <ul style="list-style-type: none"> Questionnaire Portfolio evidence (p. 144) Module progress test (p. 145)

Achievements:

Explore illustrated materials, with information about occupations and professions.

Explore writing of words.

Teaching guidelines:

Help children to:

- Identify parts of a book.
- Recognize intended audience.

- Anticipate theme from previous knowledge and images.
- Link images of occupations and professions with their name.
- Relate writing and orality.

Materials

- Activity Book, Big Book Facts, Audio CD.

SESSION 1**Warm-up**

To introduce children to the topic of the Module you can do the following activity: Ask children to stand up around their places. You can write on the board the text below and then read it aloud, line by line, as you mime the actions. Encourage children to do the actions at the same time as you do. To make this activity more fun for children you can try saying the lines in the form of a chant. You can also say the lines to the tune of a song.

Up and down. Follow me, follow me!

Up and down. Follow me, follow me!

Teachers, doctors, and gardeners!

Clap, clap, clap. Up and down.

Clap, clap, clap. Let's all sit down.

**Big Book Fact 5 Activity**

Jobs around the world. This initial session should be aimed at raising your children's interest in the Big Book: *Jobs around the world*. Start by settling your children comfortably. Show them the book, and invite them to look at the cover. Talk about the author, and where the story starts and the photographs. Ask them questions like: *What does Fai sell? Where does Pierre work? What animals does Tutenda take care of? Where does Megan live?* Demonstrate your enthusiasm, throughout the discovery and exploration of the pages of the story. Read the story as you go through the pages of the story. Have the children express their reactions to the book. This is a good moment to help children reflect on global citizenship. Help them reflect on the importance of all jobs and professions.

1 Work in pairs. Label the parts of the book.

You can direct children to the image of the front and back cover of the book: *Community Helpers*. Say: *Look at the images of the book. Ask: What do you think this book is about?* Encourage children respond. If they answer in their language, say the English words. You can explain to children that a book has different parts, and these parts have their own names. You can refer them to the words and phrases in the box. Read them aloud and have children repeat.

You can have children look at the arrows. Ask: *How many arrows are there?* Elicit the answer: *four*. Tell children that the arrows point to four parts of the book and they are going to write their names. You can read the word title from the box, and then ask: *What is the title of the book? Is it Community Helpers?* Have children answer: *Yes*. Ask children to write the word *Title* on the correct line. Then say: *The author of a book is the person who writes the book.* You can ask *Can you see the name of the author? Is it Emily Jones?* Have children respond: *Yes*.

You can show any book to children. Point to the front cover and then to the back cover. Tell children that the title of the book is always on the front cover. Ask children to point to the front cover of the book illustrated in their activity book. You can have volunteers come to the front of the classroom and point to the front cover in the image of your book. Have children label the front cover. Finally, ask children to label the back cover of the book.

You can show a real book again, and have children come to the front of the classroom and point to the different parts of the book, as you say the words.

Answers: Clockwise: Front cover, Back cover, Author, Title

2 Look at the book and circle.

You can ask *Who do you think is going to read this book? Adults? Doctors? Or Children?* Elicit the answer. Explain that *Community Helpers* is a book to teach children about the people who work in a community.

Extra Activity

Hand out white sheets or ask children to work in their notebooks. Have children in pairs design the front cover of a book about a topic they like, e.g. *animals, games, family*, etc. Ask them to give a title to their book and add their names as the authors of the book. If children did the activity on white sheets, have them paste their work on the classroom walls for everybody to see them.

Extra Activity

Tell children that the class is almost over. Have them relax by giving them a few instructions. Do the actions as you say the instructions. Say: *First, stand up. Second, stretch your arms up. Third, lower your arms and take a deep breath. Fourth: Say goodbye!*

Don't forget

White sheets for an extra activity suggested for next class.

SESSION 2

Warm-up

Play a game of *Simon says* with your class. Give random instructions to children. For example, *Simon says: dance!* or *Simon says: jump three times!* Children should only follow the instruction if you say, "Simon says".

3 Work in pairs. Look at the picture and check (✓) the correct sentences below.

You can have children work in pairs. Direct them to the pages of the book. Ask children if they remember the title of the book. Elicit the correct answer: *Community Helpers*. You can direct children to the pictures and ask *What profession are they?* If children

say the words in their language, say the English words: *Doctor and Chef*. Have them look at the contents page. Say: *Look! On this page we find information about the book*. Then read the information aloud and have children follow along.

You can direct children to the statements. Read the first statement aloud emphasizing the word *topics*. You can ask children to look at the contents page and tell you if they find the word *Topics*. Elicit the correct answer as you point to the word. Then say sentence two as you point to the section of *Jobs*

and *Professions* and say the page numbers. Elicit the correct answer. You can continue reading the rest of the statements, eliciting the answers. You can explain to children that this page in a book is very important because it helps them find the information they need. You can ask children to open one of their books and find the contents page. Have them notice the topics and page numbers.

Answers: a. check, b. check, c. check, d. cross

Extra Activity

Ask children to create a content page for the books they created last class.

Don't forget

There are some listening activities in the next class. Bring your recorder!

Extra Activity

Divide the class in pairs. Ask them to take out some books from other subjects. Have them take turns asking and answering questions about the parts of a book.

SESSION 3

Warm-up

To review the parts of a book, play *Guess what I'm saying* with your class! Move your lips as if you were saying something without making a sound. Mouth the parts of a book. Children concentrate on your mouth movements and repeat what you say and point to the part of the book you mouthed.

4 Work in pairs. Look at the picture. Point to the professions you find in your community.

You can direct children to the picture of the house. Ask: *What can you see? Who are these people? Do you know people in your community with these jobs?* You can have children respond. Elicit other professions they find in their community. If children say the answers in their language, say the English words.

Lesson 1

5 Listen and write the correct letter

You can refer children to the picture in Activity 4. Point to the jobs and say them aloud. Have children repeat after you. Then have them notice the boxes next to each person in the picture. You can tell them they are going to listen to the jobs and then they will write the number they hear in the correct box. You can play Track 64 and pause after each job to give time children to identify the correct picture and write the number in the box. Play Track 64 again for children to check their answers. Then you can call out each number and have children say the name of the job.

Answers: Clockwise: 2, 1, 4, 3

6 Listen and match.

You can read the instructions aloud. Refer children to the sentences. Then them to tell you the names of the people. Then point to the names of the jobs on the right column, say them aloud and have children follow along. You can explain to children they are going to listen to the sentences about the people and draw a line to match the name with the correct job. Play Track 65 pausing after each sentence to give children a chance to identify the correct word and then draw the line. Then you can play the audio again for children to check or complete their answers. Once children have finished, ask them to compare their answers with their classmates. Then say *Mario is a...* and have children respond to complete the answer.

Answers: a. carpenter; b. plumber; c. gardener; d. painter

Extra Activity

Ask children what they want to be when they grow up. Teach any necessary vocabulary. Then, ask children to stand up at the end of the class and say: *Teachers, report to duty!* as children who want to be teachers walk towards you. Repeat the procedure with all the professions children chose.

Don't forget

There are some listening activities next class. Bring a recorder!

Achievements:

- Explore illustrated materials, with information about occupations and professions.
- Participate in the oral expression of information.
- Explore writing of words.

Teaching guidelines:

Help children to:

- Link images of occupations and professions with their names.

- Point out images of occupations and professions when hearing their name.
- Indicate names of objects clothing, and tools.
- Answer questions about writing of words.
- Note the conventional sound value of letters.

Materials

- Activity Book, Big Book Facts, Audio CD.

SESSION 1

Warm-up

To review the professions from last session, organize children in rows. Tell one of the professions from the last lesson to the first child in each row. The children have to say the words to their classmates in secret. They have to repeat the procedure until they reach the last child. He / she has to say the words aloud!

Have children in pairs practice saying the professions. You can ask one child to point to one picture and the other say the same. Then ask children to switch roles.

Answers: Clockwise: doctor, chef, firefighter, banker, teacher



Big Book Fact 5 Activity

Jobs around the world. Read the story a second time. Point to individual words to reinforce the activities the people do. Pause at each page and ask questions about the places, the activities and professions. Review the unit's language. Have children answer the questions and make comments. As children listen to the story and follow the images, watch them so you can see how they relate their experiences to the story, and the words and activities they recognize. Do not focus children's attention on the language in the first place, as the main objective is for them to enjoy the reading experience. Ask: *What do you want to be when you grow up?* Remind children that they can be anything they like! Encourage children to follow their dreams!

2  **Listen point and repeat.**

You can direct children to the words. Play track 66 and have them follow along. Then play the track again and have children repeat. Have children clap as you say the professions in a catchy tune at a random order, e.g. *plumber and clap, teacher and clap, doctor and clap again.* You might want to repeat the chant twice or three times, saying different professions each time.

Learn to be

Read the questions aloud. Make sure children understand what it means. Children may use their language to answer the question.

Don't forget

Bring flashcards with the professions children learned this module. There are some listening activities the next class. Bring your recorder!

1 Match the words with the pictures.

You can have children look at the pictures. Elicit the professions as you point to the pictures. If children say the words, say the English word for the profession as you point to it. You can model pronunciation of each profession, and do some choral and individual repetition. Do the same with all the pictures.



You might want to read all the professions again and have children repeat after you. Then point to each picture and elicit the correct word. You can have individual children respond.

Extra Activity

Assign a profession to each child (or have them choose one). Give some random actions for children to follow. For example: *Teachers, jump three times!* or *Gardeners, clap your hands!* Repeat the procedure a few times.

Lesson 2

SESSION 2

Warm-up

You can play a memory game with your class. Paste the flashcards on the board. Have children look at the flashcards for 30 seconds. You can ask children to close their eyes. Then, remove one or two flashcards and have children tell you the differences they find. You can repeat the procedure a few times.

3 **Cut and paste. Listen and point to the correct object.**

You can refer children to the cutouts page. Have them find the objects related to each profession. Ask them to cut them out and paste them in their notebooks. You can walk around and monitor the activity and help children when necessary.

When children have finished pasting their cutouts, model pronunciation of each object and do some choral and individual repetitions as children point to the objects in their notebooks.

→ Product work

Learning the names of professions and tools will help children learn the vocabulary they need to describe a profession, which is the last stage of their product.

Extra Activity

Ask all children to close their eyes and rest their heads on the table – as if they were sleeping. Explain you are going to say a word. When they hear words related to tools, they must wake up (raise their head). Repeat a few times.

Don't forget

Next class, there are some listening activities. Bring your recorder!

SESSION 3

Warm-up

To review vocabulary for tools, tell children that you are going to make drawings of the tools they have learned in this unit. Start drawing and have children guess the word before the picture is finished.

4 Draw lines to match the pictures to the words..

You can refer children to the pictures of the objects related to professions. Tell them they have to connect the words and the pictures. Children write the number of the correct picture next to each word. You can say each word aloud and encourage children to discover the right picture. Walk around the classroom to monitor children's answers.



5 Listen, point and repeat.

You can explain to children they are going to listen to a recording to their answers to Activity 4. Play Track 68, pause after the first sentence and give enough time for children to relate the pictures. You can continue playing and pausing the recording for children to connect the objects with the words. You can play the audio again and have children repeat the sentences together with you.

Answers: 1 (a) hat 2 (b) helmet 3 (c) robe 4 (d) cap 5 (e) goggles, 6 (f) overalls

Extra Activity

On the board, draw slowly the objects children learned in this class and have them guess what it is as you draw.

Don't forget

Prepare word cards of the tools children learned this lesson.



Read together with the class the question. Allow time for students to reflect on their learning process. You may want to provide some sample vocabulary to support students. If students can only say one or two words, you may want to refer them to page 100 for them to review vocabulary.

Achievements:

- Participate in the oral expression of information.
- Explore writing of words.

Teaching guidelines:

Help children to:

- Form words from some of their parts.
- Answer questions about the writing of words.
- Complete statements to describe people.
- Share information from visual and auditory stimuli.

SESSION 1

Warm-up

To review names of professions, you can have children stand up around their places. Write on the board the text. Say the chant line by line, as you mime the actions. Then say the text a few times and have children do the actions as the same time as you do.

Up and down. Follow me, follow me!

Up and down. Follow me, follow me!

Teachers, plumbers, and engineers!

Clap, clap, clap. Up and down.

Clap, clap, clap. Let's all sit down.



Big Book Fact 5 Activity

Jobs Around the World open the Big Book. Ask children to come to the front and point to words as you read. Review the professions in the story: *food seller, gardener, veterinarian and mural painter*. Ask children to pick their favorite profession. if they would like to do any of the activities and why. You can have them notice the differences and similarities between the professions. Help children notice that people around the world may look different and speak different languages but that we are a big community! Additionally, you can ask children to choose one profession and draw it in different places around the world!

1 Use the letters in the box to complete the words. Go back to Act. 3 on page 100, Act.4 on page 101 and check your Picture Dictionary to help you complete the words.

You can refer children to the parts of words in the box. Tell them they are going to complete the words that refer to professions and objects. Write on the board: *How does start?* You can read the question aloud and have children repeat. You can tell children in their language that they are going to use this question to ask in English how a word starts.

- Classify images of occupations and professions of places of the community.
- Discover cultural differences in occupations and professions.

Materials

- Activity Book, Big Book Facts, Audio CD.

Then write *It starts with a...* Say the phrase aloud and have children repeat. Demonstrate with *painter*. On the board, You can write the word *painter* with the first letter missing (**p**). Say the word out loud, and then encourage children to ask you how it starts. You may want to refer children to the question on the board and have them ask: *How does painter start?* Then answer: It starts with a **p**.

You can continue reading the words, and encourage children to ask you how they start. To support children to complete the words, you can refer them to Act. 3, on page 100, Act. 4 on page 101 and their PD and guide them to find the complete words and deduct the letters that are missing.

Additionally, you can tell children if the word refers to an object or a tool or to a job or profession. You might want to have children to compare their answers in pairs. Monitor the activity and make sure children do not have spelling mistakes. Then you can have children read all the words aloud.

Answers: helmet, plumber, painter, doctor, hammer

2 Complete the sentences to describe the people in the pictures.

You can direct children to the pictures. Elicit the professions: *carpenter and firefighter*. Tell children they are going to complete the information about the professions. Read the prompt for carpenter. Say *This is a...* and elicit the answer. Then you can point to the cap and read *He wears a...* and elicit the correct answer. Finally, read *He has a...* as you point to the hammer and have children respond. You can do the same with *firefighter*. Give time for children to write their answers. Write the words on the board after you elicit the oral answers so that children can check spelling.

Answers: carpenter, a cap/overall, a hammer / firefighter, helmet, a hose



To have children watch a fun video about people who work, you can go to <https://learnenglishkids.britishcouncil.org/es/songs/people-work>

3 Take turns to read aloud your sentences:

You can refer children work in pairs and take turns to practice reading aloud the descriptions from Activity 2. You can walk around the classroom and monitor the activity and make gentle corrections in pronunciation when necessary.

Extra Activity

Review / teach basic vocabulary of members of the family so that children can use it in the next activity, e.g. *father, mother, brother, etc.*

4 Choose one occupation and write sentences to describe it. Add an illustration. PAGE 101

You can tell children that now they are going to write a description like the one from Activity 2. If a child decides to write about a family member of an occupation not included in this module, support them with the vocabulary they need.

You can have children share their illustrated descriptions with the class. Encourage them to talk about them. You might have some volunteers come to the front of the class to read their descriptions. You can project the Visual Resource 15 "Jobs and Tools" CD to give children more ideas about jobs and professions.

→ Project work

The sentences children write in Activity 4 can help them describe a profession for their product.

Extra Activity

Tell children that the class is almost over. Have them relax by giving them a few instructions. Do the actions as you say the instructions. Say: *First, stand up. Second, stretch your arms up. Third, lower your arms and take a deep breath. Fourth: Say goodbye!*

Don't forget

Bring in flashcards of places in the community: hospital, school, fire station, police station, bank, etc.

SESSION 2

Warm-up

To review all the vocabulary from the Module, play *Guess what I'm saying!* with your class. Move your lips as if you were saying something without making a sound. Mouth words for jobs and professions (and objects too!). Children concentrate on your mouth movements and repeat what you say and point to the part of the book you mouthed.

5 Complete the table with the correct words.

You can direct children to the words. Then tell them they are going to use the words to complete the table. Refer them to the table and have them notice the organization of the information in the table through headings and columns: *profession, objects and clothes/equipment.*

You can have children work in pairs. Have them notice that there is some information already included. Then you can read each word at a time and elicit where they are going to write it. Read the words that complete the first line: *hammer and overall.* Continue reading the information and give time for children to write their answers. You can have children compare their tables. Monitor and check there are no spelling mistakes in children's table.

Answers: first line: hammer, overall; second line: doctor; third line: pans, hat; fourth line: gardener, grass cutter

Extra Activity

Use your flashcards of places in the community to teach children some additional vocabulary so they can add it to their organizers if they want to.

6 Work in pairs. Choose one of the professions from Activity 5. Complete the organizer. Share your organizer with other classmates..

Direct children's attention to the graphic organizer. Explain that they have to fill in the graphic information with the profession, and the clothes or objects related to it.. You can have children make a drawing to illustrate their graphic organizer. Help children with vocabulary if they want to include something not covered in the module.

When children have finished working on their organizer, have children share their drawings with their classmates. Encourage children to talk about their organizers e.g. *This is a firefighter, She has a hose, She wears boots. She wears a helmet.*

Lesson 3

Have volunteers come to the front of the classroom to share and talk about their organizers.

Extra Activity

Have children clap once when you say the name of a job or profession, and clap twice when you say the name of an object.

7 Copy the organizer from Activity 6 in your notebook. Choose another occupation or profession and complete the organizer. Add illustrations.

To have extra practice for students' Product lesson, ask them to copy the graphic organizer on their notebooks. Encourage students to use a whole page to have enough space. You may want to review vocabulary. Let children choose the profession they want. Walk around the classroom and monitor the progress. If possible, have volunteers share their work with the rest of the class.

Don't forget

Bring in some real objects or equipment related to the professions: *hammer, a cap, hat, a pan, a robe*, etc. in a box for the next class Warm-up activity.

SESSION 3

Warm-up

To review vocabulary of tools, show the box with the real objects and equipment to the children. Have volunteers come to the front of the class. You can ask children to close their eyes and take out an object from the box. Have them say / guess the name of the object and the profession it is related to.

8 Look at the pictures of the police officers. Circle the differences in the uniforms.

You can direct children to the pictures. Point to the flags and say: *All the countries in the world have a flag. This is the flag of the United Kingdom, and this is the flag of the United States.* If you have a map in the classroom, show children where the countries are. Show also the location of Mexico. You can have children identify that the US is close to our country and the UK is very far away.

Have children look at the pictures and find and circle the differences individually. Then have them compare the pictures with a classmate.

Answers: colors of the badges: yellow and gray, the UK helmet has a strap, the UK police officer has a billy club and the US officer has a gun.

9 Draw the uniform of a police officer in your community.

You can have children work in pairs. Ask them to draw a police officer in their community. Encourage children to add as many details as they can. Ask: *How similar or different are the uniforms to the ones from the UK an US police officers?* Elicit a few answers. You can have children compare their drawings and ask some volunteers to come to the front of the class to show them.

Closing

To review spelling of vocabulary, on the board, write the names of jobs, professions and objects children learned in this session, leaving some blanks for children to complete, e.g. p _ _ _ _ _ r (painter). Write the missing letters next to the words on the board. Point to a dash and have children call out the correct letter. Write the letters to complete the three words.

Don't forget

Word cards (in a bag) of the professions children learned in this Module.

Product lesson

Text with names and illustrations of occupations and professions

Materials:

- Construction paper
- Sheets of paper
- Markers
- Crayons
- Scissors
- Glue

SESSION 1

Warm-up

To review vocabulary they learned in this Module, sit children in small circles. Have a volunteer from each group. Call them to the front of the class. You can show them one of the professions from the module and ask them to go back to their groups and mime the sign for everybody to guess. Have other volunteers do the same.

1 You can read the list of materials. Check if there is any extra material you may need. Then you can have children check the materials they need.

You can ask children to choose another job or profession or to work at this stage with the profession they already chose in Activities 4 and 6, pages 102 and 103.

2 Organize the class in pairs. Encourage children to review the activities they did in the Module.

3 - 4 Children may want to make a new graphic organizer or write a short text similar to the one in Activity 2, page 102. Children may also want to work on new illustrations. If children decide to work on the profession they already wrote sentences about and made illustrations, help them review the material and make any correction, if necessary.

SESSION 2

5 Once children have finished, ask them to work in pairs and take turns describing their professions. You can walk around the classroom to monitor the activity. You can take some pictures for your portfolio as evidence of your teaching, and have children paste their texts in their notebooks

Closing

To wrap up the work in this session, ask children what they liked the most, of the Module, what their favorite activity was, and what they enjoyed the most doing. You can take brief notes of their answers as their comments will surely be useful for your future lesson planning!

SESSION 2

It's time to reflect!

This section is extremely important as it promotes the development of learning skills such as monitoring one's own progress, and it is an opportunity to reflect on one's skills and achievements. Once children have finished the Module, direct them to the *It's time to reflect!* box in the Product Page. Before children reflect on their work, draw the icons on the board and put 1, 2 or 3 marks (✓) under each icon so they can understand their meaning. Make sure they are aware there are no "bad marks" in this moment of reflection. Explain they may need to make some extra effort to improve their performance. Read the *I-can* statements and explain the meaning of each one (you might have to use their mother tongue for this). Have children individually do the task and then share their results in pairs. Check your children's marks before you start the next module.

		Activity	Check (✓)
Vocabulary of occupations and objects	100	3	
Sentences that describe a profession. Drawings or illustrations.	102	4	
Graphic organizers	103	5 and 6	
Product: Text with names and illustrations of occupations and professions	105		

Module Progress Test

The Progress test is complementary to the formative classroom evaluation activities you have developed throughout the unit. It evaluates basic contents of the lessons, and it is closely related to the type of activities children are familiar with. Get photocopies of the test for all the children. Before the test starts, ask children to have at hand what they will need: *pencil, eraser, colored pencils or crayons and a sharpener*. Once you have given the tests to the children, read the instructions for each section, and explain what they will have to do (you might have to use their mother tongue for this). Have students feel confident and relaxed. Consider the characteristics of individual children in your group and set a time limit long enough for everyone to be able to finish. Monitor as children do the test and provide your support when necessary.

Evaluation Instrument

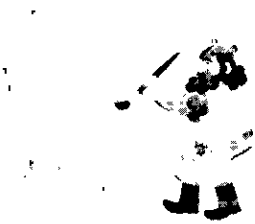
As a teacher, you need to be constantly aware of what your children know, the difficulties they are experiencing, and how you can best support them in their learning process. Along the unit you will have many opportunities to collect evidence of their progress, and to observe your children engaged in language use. The Questionnaire in this module can help you identify the children's strengths and areas that need extra support. It will also guide you to make decisions about your teaching, once you have analyzed the results of the evaluations. When the questionnaires have been completed, read and analyze them so that you can reflect on your teaching experience too. Remember that the goal of the instrument is formative evaluation.

Name: _____

Module Progress Test Date: _____ Group: _____

1 Label the professions.

doctor plumber painter



2 Match the tools to the professions.

marker

chef

brush

teacher

pan

banker

computer

painter

3 Complete the sentences.

cap hammer carpenter

a. This is a _____.

b. He wears a _____.

c. He has a _____.

Total score: / 10

Evaluation instrument

Questionnaire

A **Questionnaire** is an instrument that indicates if a learner has skills and achievements in the developments of specific activities in the classroom.

Instructions:

1. Identify the achievements and descriptors to be evaluated.
2. Fill in the instrument for each student.
3. Mark (✓) the appropriate column. Keep the instrument as evidence of children' performance.

Student's name: _____ Date: _____
 Teacher's name: _____ Grade: _____
 Module: _____

Achievements / Descriptors	Always or almost always	Usually	Sometimes	Never
Can the student anticipate theme from previous knowledge and images?				
Can the student identify parts of books?				
Can the student indicate names of objects, clothing, and tools?				
Can the student discover cultural differences in occupations and professions?				
Can the student complete statements to describe people?				
Can the student classify images of occupations and professions of places in the community?				
Can the student point out images of occupations and professions when hearing their name?				
Can the children share information from visual and auditory stimuli?				
Can the student answer questions about writing or words?				
Can the student relate writing and orality?				
Can the student interpret writing of names of occupations and professions?				

Track List

Module 1 • Why do people say Hi?

Track 02
Track 03
Track 04
Track 05
Track 06
Track 07
Track 08

Module 2 • Why do people write rhymes?

Track 11
Track 12
Track 13
Track 14
Track 15

Module 3 • Why do we follow signs?

Track 18
Track 19
Track 20
Track 21
Track 22
Track 23
Track 24
Track 25

Module 4 • Why do you follow instructions?

Track 28
Track 29
Track 30

Module 5 • Why do children like stories?

Track 31
Track 32
Track 33
Track 34
Track 35
Track 36
Track 37

Module 6 • Why do we have to respect animals?

Track 35
Track 36
Track 37

Module 7 • What information do you share with others?

Track 42
Track 43

Track 44
Track 45
Track 46
Track 47
Track 48
Track 49
Track 50

Module 8 • Why can illustrations make a story great?

Track 53
Track 54
Track 55
Track 56
Track 57

Module 9 • How do you organize your week?

Track 58
Track 59
Track 60
Track 61

Module 10 • Why are all the jobs and professions important?

Track 64
Track 65
Track 66
Track 67
Track 68

Big Book Stories

Story 1 • “My Red Ball”

Track 09
Track 10

Story 2 • “Reading everyday”

Track 16
Track 17

Story 3 • “A walk around town”

Track 26
Track 27

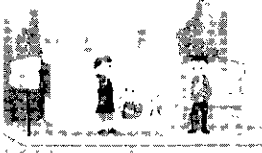

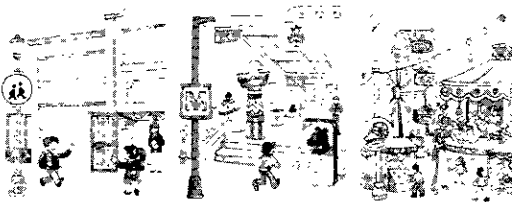




Story 4 • “The stars of 1st C”

Track 51
Track 52


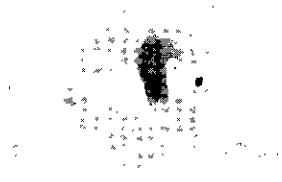




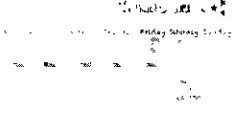

Story 5 • “Tony the turtle”

Track 62
Track 63

Visual Resources

Name	Image	Module	Page
Image 1 My neighborhood		1	p. 6
Image 2 Whats is a rhyme?		2	p. 17
Image 3 Public signs		3	p. 26
Image 4 Signs in the fair		3	p.32
Image 5 I follow instructions		3	p. 42
Image 6 I like reading books		5	p. 46
Image 7 Which place is this?		5	p. 54

Visual Resources

Name	Image	Module	Page
Image 8 Where do animals live?		6	p. 56
Image 9 What do you know about...?		6	p. 65
Image 10 What I like		7	p. 66
Image 11 ID cards		7	p. 75
Image 12 Children books		8	p. 76
Image 13 What is a fable?		8	p. 85
Image 14 My calendar		9	p. 95
Image 15 Jobs and tools		10	p. 105

Audio scripts

Audioscript Jump! G1

Track 01

Copyright

By Grupo Editorial Patria.

Module 1

Track 02

Lesson 1 Activity 1

Hello teacher

Hello friend

Hello girls

Hello boys

Hello everyone!

Hello everyone!

Module 1

Track 03

Lesson 1 Activity 4

Narrator: Greeting Expressions.

Laura: Hi, Laura!

Juan: Hello, Juan!

Narrator: Farewell expressions.

Mom: Goodbye Daniel!

Daniel: Bye mom!

Module 1

Track 04

Lesson 1 Activity 6

1. Good afternoon!

2. Good morning!

3. Good night!

Module 1

Track 05

Lesson 1 Activity 8

1.

Can you open the door, please?

Sure!

Thank you!

2.

Can you help me, please?

Sure!

Thank you!

3.

Lend me your pencil, please!

Here you are.

Thank you!

Module 1

Track 06

Lesson 1 Activity 9

1.

Can you open the door, please?

Sure!

Thank you!

2.

Can you help me, please?

Sure!

Thank you!

3.

Lend me your pencil, please!

Here you are.

Thank you!

Module 1

Track 07

Lesson 1 Activity 10

a.

Can you help me, please?

Sure!

Thank you!

b.

Lend me your pencil, please!

Here you are.

Thank you!

Module 1

Track 08

Lesson 1 Activity 11

a.

Can you help me, please?

Sure!

Thank you!

Audio scripts

Big Book Stories

Module 1. Track 09

My red ball. Part One

Rafael: Good morning, mom!

Good morning, dad!

Good morning, Karen

Mom and dad: Good morning, Rafael!

Rafael: Hello, Mrs. Rodriguez.

Mrs. Rodriguez: Good morning, Rafael!

Rafael: Hello, Angie!

Angie: Hello, Rafael! Are you ready?

Big Book Stories

Module 1 Track 10

My red ball. Part Two

Rafael and Angie: Good afternoon, Mr. Sánchez!

Mr. Sánchez: Hello, Angie and Rafael!

Rafael: Hi! Can you help me, please?

Angie: Thank you!

Rafael: Bye, Angie!

Angie: Bye, Rafael!

Good night, mom!

Good night, dad!

Mom and dad: Good night, Rafael!

Module 2

Track 11

Lesson 1 Activity 5

Lesson 2 Activity 2

My school friends

This is Nate

my favorite mate!

He's very smart

in the class of art!

There you see Jake

loves eating cake!

And that is Cath

she's good at math!

Module 2

Track 12

Lesson 2 Activity 5

A mouse in the house

Where's the little mouse?

It's hiding in the house.

I know it's over there!

You know?

Come with me and look

It's there behind the book!

Module 2

Track 13

Lesson 2 Activity 7 & 9

Lesson 3 Activity 1

Look at the map, look at the trap!

Look at the hands and let us clap!

Where is the frog? It's next to the log.

Where is the dog? It's next to the frog.

This happy cat! That happy bat!

They want to wear that hat!

Module 2

Track 14

Lesson 3 Activity 2

Used for Teacher's book

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Module 2

Track 15

Lesson 3 Activities 4 & 5

Crazy Animals

Giraffes are tall

Ants are small

Giraffes' necks are long.

And ants are very strong!

Snakes lay eggs

But have no legs.

Big Book Stories

Module 2 Track 16

Reading every day. Part One

Girl: I love reading every day.
I read in April, I read in May.
Reading at home, reading at school.
Reading everywhere is cool!
I feel sad.
I can't find my book
Boy: Don't feel bad.
It's over there. Look, look!

Big Book Stories
Module 2 Track 17
Reading every day. Part Two

Girl: Do you want to read with me?
We can sit under that tree.
Boy: What's the book about?
Girl: Listen, I'll read it aloud!
Girl: Look at the time Jack,
It's time to go back!
Both: Reading together
makes everything better!

Module 3
Track 18
Lesson 1 Activity 3

Narrator: The fair is closed on Mondays!
Narrator: Look! That's your school.
Narrator: The museum is open!

Module 3
Track 19
Lesson 1 Activity 5

Narrator: Stop children! Don't cross now.
Boy: Look at the sign. It says 'Don't Run.'
Girl: Careful Carlos. The sign says 'Don't push'.

Module 3
Track 20
Lesson 1 Activity 6

- a. Look mom! We can walk.
- b. Look dad! We have to stop.
- c. Come Dan! That is the bus station.
- d. There is the crossing, Grandma.

Module 3
Track 21
Lesson 1 Activities 7 & 8

- 1. Bus station
- 2. Stop
- 3. Crossing
- 4. Walk

Module 3
Track 22
Lesson 2 Activities 2 & 3

Narrator: Children, look and follow the signs.
a. No photographs.
b. Don't touch anything, and
c. No food or drinks.
You'll have lunch later.

Module 3
Track 23
Lesson 2 Activities 5 & 6

- a. Don't touch the paintings, Lidia!
- b. No food or drinks inside the museum.
- c. No photographs, please.

Module 3
Track 24
Lesson 2 Activities 8 & 9

Public Places:
1. School
2. Museum
3. Bus station

Actions:
1. Don't touch
2. Don't push
3. No photographs

Module 3
Track 25
Lesson 3 Activities 2 & 3

Closed
Opened

Big Book Stories

Module 3 Track 26

A walk Around town. Part One

Narrator: Yasmin and Alberto are brother and sister. Today, they have to do some errands for their mom.

Mother: Yasmin, take care of your brother! Remember to follow the signs.

Yasmin: Yes, mom! We love you!

Beto: Bye mom!

Beto: What are signs?

Yasmin: Signs are pictures and words that give us information.

Beto: Information?

Yasmin: Look, Beto! This sign tells us where we can cross the street.

Beto: What about that sign?

Yasmin: That sign tells people where they can wait for the bus.

Yasmin: Look Beto, what does this sign tell us?

Beto: I know! It means no pets. We have to leave Lulu outside.

Yasmin: Great!

Big Book Stories

Module 3 Track 27

A Walk Around Town. Part Two

Yasmine: Look, Beto. Signs also tell us how much things cost.

Beto: Thank you for teaching me, Yas!

Mom: Hi, kids! How was the walk?

Beto: Great! Yasmin taught me everything about signs. I am a sign expert!

Module 4

Track 28

Lesson 2 Activity 1

Materials

One paper plate

Pieces of colored papers

Yellow paint

Markers

Brush

Scissors

Glue

Steps

1st Fold and cut the plate in two.

2nd Pain the plate with the yellow paint.

3rd Cut seven long pieces of paper.

4th Paste the pieces of paper under the plate.

5th Decorate the plate to make a smiling sun.

Module 4

Track 29

Lesson 2 Activity 3

1st

2nd

3rd

4th

5th

Module 4

Track 30

Lesson 3 Activity 3

1. Paint the cardboard roli yellow.

2. Glue the yarn around the cardboard roll.

3. Draw and cut the wings and antennae.

4. Draw a circle and decorate it.

5. Glue the wings, antennae and face.

Module 5

Track 31

Lesson 1 Activities 4 & 5

Narrator: Let's read the story of the Little Red Hen.

Part One

Little Red Hen lives in a farm. One day, she found seeds on the ground.

"Hello friends", says Little Red Hen.

Little Red Hen wants to plant the seed. She asks Catty: "Help me plant the seeds!"

But Catty answers: "No, I'm sleeping."

Little Red Hen says: "Well, I'll do it myself!"

Module 5

Track 32

Lesson 2 Activity 1

Narrator: The Little Red Hen. Part two.

One day the Little Red Hen cuts the wheat. This time, she asks Ducky: "Help me make the flour!"

But ducky says: "No, I'm singing!" Little Red Hen says: "Well, I'll do it myself!"

Little Red Hen wants to make a cake. So, she asks Piggy: "Help me bake a cake!"

Piggy says: "No, I'm eating!" Little Red Hen says: "Well, I'll do it myself!"

Module 5**Track 33****Lesson 2 Activity 4****Used for Teacher's book**

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Module 5**Track 34****Lesson 2 Activity 4**

1. D-U-C-K-Y

DUCKY

2. C-A-T-T-Y

CATTY

3. P-I-G-G-Y

PIGGY

Module 5**Track 35****Lesson 2 Activity 8****Narrator:** Let's bake a cake

A cake we'll make.

Where is the cat?

It's on the mat and has a hat!

Module 5**Track 36****Lesson 2 Activity 10**

bake

cake

make

cat

hat

mat

Module 5**Track 37****Lesson 3 Activity 1****Narrator:** The Red Little Hen. Part three.

When the cake is ready, Little Red Hen says, "Help me eat the cake!"

Catty, Ducky and Piggy say: "Yes!"

And Little Red Hen says, "No! I'll do it myself!" And she eats all the cake!

Module 6**Track 38****Lesson 1 Activity 2****Teacher:** What animals can you see in the jungle?**Boy:** I can see a bee, a butterfly, and... a dolphin and a fish.**Teacher:** And you Laurie? What animals can you see?**Laurie:** I can see a lion...a macaw, a monkey, and a snake and...**Boy:** A zebra!**Module 6****Track 39****Lesson 1 Activity 7**

I'm a snake and I crawl!

I'm a bee and I fly!

I'm a fish and I swim!

I'm a monkey and I jump!

I'm a lion and I run!

Module 6**Track 40****Lesson 3 Activity 3**

Where does a lion live?

It lives on land.

Is a lion big?

Yes, it is big.

Does a lion have fins?

No, It has four legs.

Can a lion run?

Yes, It can.

Module 6**Track 41****Lesson 3 Activity 6**

1. It's red.

2. It has a long tail.

3. It can swim.

4. It lives on land.

Module 7**Track 42****Lesson 1 Activity 1**

Girl 1: What is your name?
Boy 1: My name is Fernando
Boy 2: What is your name?
Girl 2: My name is Martha

Module 7
Track 43
Lesson 1 Activities 4 & 5

Let's count to ten!
One two three four!
five six seven!
Eight nine ten!

Let's count and write!
One two three four!
Five six seven!
Eight nine ten!

Let's count with me!
One two three four!
Five six seven!
Eight nine ten!

Module 7
Track 44
Lesson 1 Activity 7

- a. I'm five years old.
- b. I'm six years old.
- c. I'm seven years old.

Module 7
Track 45
Lesson 1 Activity 9

- a. What. What is your name?
- b. How. How old are you?

Module 7
Track 46
Lesson 2 Activity 2

1. They are cooking.
2. She's reading.
3. They are playing.
4. She's climbing.
5. They are running.
6. He's painting.

Module 7
Track 47
Lesson 2 Activity 3

- a. What do you like to do?
- b. I like cooking! I like climbing and I like running.

Module 7
Track 48
Lesson 2 Activity 6

1. She can jump.
2. He can sing.
3. He can draw.

4. She can write.

Module 7
Track 49
Lesson 2 Activity 7

1.
 - a. What can I do?
 - b. I can write.
2.
 - a. What can you do?
 - b. I can jump.
3.
 - a. What can you do?
 - b. I can draw.

Module 7
Track 50
Lesson 2 Activity 12

- a. How. How old are you?
- b. What. What is your name?
- c. What. What do you like to do?
- d. What. What can you do?

Big Book Stories
Module 7 Track 51
The stars of 1st C. Part One

This is the mural of 1st "C".
Let's take a look at the students.
Hector likes climbing.
What do you like to do?
Omar rides his bike to school.
How do you get to school?
Karla likes pasta.
What is your favorite food?

Big Book Stories.

Module 7 Track 52

The stars of 1st C. Part Two

Nadia can draw butterflies.
What can you draw?
Memo likes playing soccer.
What sports do you to play?
Daniela likes singing.
What songs do you like to sing?

Module 8

Track 53

Lesson 1 Activities 7 & 8

1. This is a river.
2. This is an ant.
3. This is water.
4. This is the sun.

Module 8

Track 54

Lesson 2 Activity 2

The Ant and the Dove

Part One

The sun shines. It's hot! The ant looks for water.
There is no water. The ant feels sad!
The ant sees a river. She feels excited!
The ant falls into the river. She is scared!

Module 8

Track 55

Lesson 2 Activity 5

The Ant and the Dove

Part Two

The dove helps the ant.
The ant swims very fast.
She jumps on the leaf. She is very happy.
A hunter wants to trap a dove. The dove is scared.
The ant bites the hunter. He is very angry and runs away.
The dove feels happy and says goodbye!

Module 8

Track 56

Lesson 3 Activities 2 & 3

She is happy.
She is scared.
He is angry.
She is excited.
She feels sad.

Module 8

Track 57

Lesson 3 Activity 7

Ant: I feel happy!

Dove: Me too!

Dove: I feel scared!

Ant: So do I!

Module 9

Track 58

Lesson 1 Activities 3 & 4

Sunday, Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday
Sunday, Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday

Module 9

Track 59

Lesson 1 Activity 7

1. One o'clock
2. Three thirty
3. Nine o'clock
4. Five thirty

Module 9

Track 60

Lesson 2 Activity 1

1. Five o'clock
2. Two and a half
3. Ten o'clock
4. Seven and a half

Module 9

Track 61

Lesson 2 Activity 5

- Wake up
- Have breakfast
- Go to school
- Play with my friends
- Read bedtime stories.
- Take a shower.

Big Book Stories.

Module 9 Track 62

Tony the turtle. Part One

Narrator: He goes to school, he visits grandma, he goes to karate class! This week, Tony is confused!

Tony: Oh no!

Narrator: He lost his calendar.

Narrator: On Monday Tony goes to karate class, but...

Classmates: Tony!

Teacher: Today is Art class!

Narrator: On Tuesday, Tony brings his Math book, but...

Classmates: Tony! Today is English class!

Big Book Stories.

Module 9 Track 63

Tony the turtle. Part Two

Narrator: On Wednesday, Tony goes to his Grandma house!

Grandma: Tony! My birthday is next Saturday!

Narrator: On Thursday, Tony brings the wrong snack to the Book club!

Classmates: Tony! Where are the sandwiches?

Narrator: On Friday, Tony's Grandma gives Tony a new calendar!

Grandma: This way, you will know what to do on the right day.

Narrator: On Sunday, Tony know exactly what to do: Have fun!

Module 10

Track 64

Lesson 1 Activity 5

Woman 1: One. Hi, I'm Claudia. I'm a carpenter.

Man 1: Two. Hi, I'm Mario. I'm a painter.

Man 2: Three. Hello, I'm Marco. I'm a plumber.

Woman 2: Four. Hi, I'm Andrea. I'm a gardener.

Module 10

Track 65

Lesson 1 Activity 6

- Claudia is a carpenter.
- Marco is a plumber.
- Andrea is a gardener.
- Mario is a painter.

Module 10

Track 66

Lesson 2 Activity 2

- He's a banker.
- She's a teacher.
- He's a firefighter.
- He's a cook.
- She's a doctor.

Module 10

Track 67

Lesson 2 Activity 3

He has a brush.

She has a hose.

She has a stethoscope.

He has a tool.

She has a marker.

Module 10

Track 68

Lesson 2 Activity 5

- A cook wears a hat.
- A doctor wears a robe.
- A gardener wears goggles.
- A carpenter wears overalls.
- A plumber wears a cap.
- A firefighter wears a helmet.

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The title of the series, *Jump!*, stresses the importance of movement and enthusiasm to participate actively in social practices as a member of a community. Throughout each module, learners will develop the appropriate strategies to reach the goal, and will have gained new experiences and new knowledge.



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