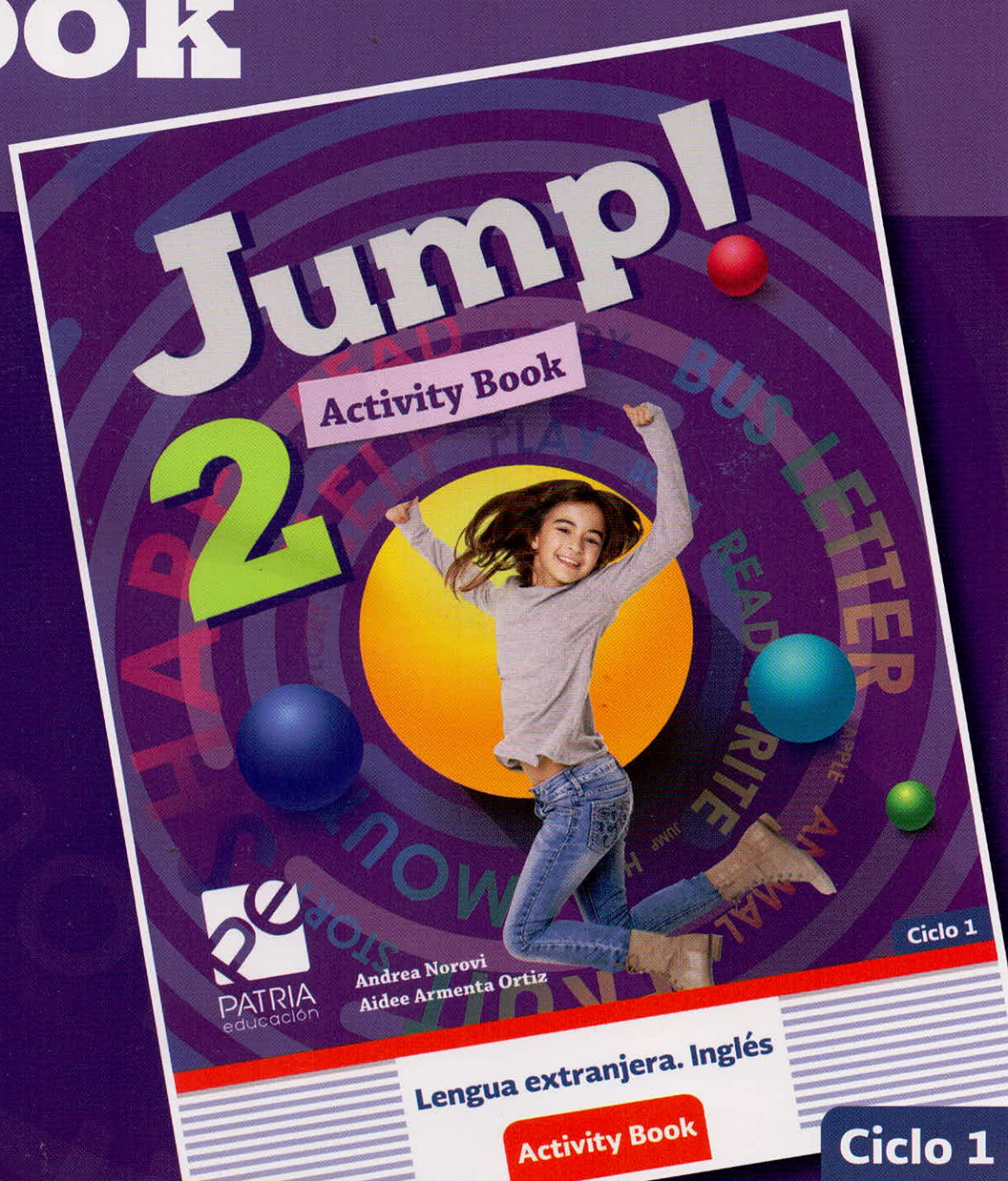


Teacher's Book



Lengua extranjera. Inglés

Activity Book

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 How do you show kindness?	Familiar and community	Exchanges associated with specific purposes	Use expressions of greeting, politeness and farewell in a dialog.	<ul style="list-style-type: none"> Revise exchanges of greetings, farewells and politeness expressions in short dialogues. Assume the role of a receiver and a sender to exchange greetings, farewells and politeness expressions Participate in the writing of classroom norms for the coexistence. 	Tracks 02 - 01 Image 1	Story: A day at School Tracks 05-06
2 Which are your favorite rhymes?	Academic and educational	Exchanges associated with specific purposes.	Register information of a geography topic with graphic support.	<ul style="list-style-type: none"> Explore illustrated maps of the American continent with specific information. Understand information from reading aloud. Participate in writing information. 	Tracks 07 - 12 Image 2	Story: Miss Poly had a pony Tracks 13-14
3 Do you have a hobby?	Family and community	Exchanges associated with information of oneself and of others.	Exchange information on personal data.	<ul style="list-style-type: none"> Revise the writing of personal data and hobbies. Understand questions about personal data and hobbies. Participate in the writing of questions about personal data and hobbies. 	Tracks 15 - 19 Image 3	Story: Welcome to our Summer Camp! Tracks 20-21
4 How do plants grow?	Academic and educational	Interpretation and follow-up of instructions.	Follow and give instructions for planting a plant.	<ul style="list-style-type: none"> Explore illustrated instructions. Understand and express instructions. Participate in the writing of texts of experiments. 	Tracks 22 - 25 Images 4	Fact: How to grow an avocado tree

5 Why are poems fun?	Recreational and literary	Literary expression.	Read rhymes and tales in verse.	<ul style="list-style-type: none"> • Explore illustrated rhymes and tales in verse. • Listen to and participate in the reading of rhymes and tales in verse. • Write verses. 	Tracks 26 - 32 Images 5	Story: My Friend Ted Clark Tracks 33-34
	Environment	Communicative activities	Social Practice	Achivments	CD (Track or image)	Big Book
6 What can you use a map for?	Family and community	Exchanges associated with the environment.	Understand and register information about locations in the community.	<ul style="list-style-type: none"> • Explore illustrated diagrams or maps. • Exchange information about localities of the community. • Write information about the community. 	Tracks 35 - 37 Images 6	Fact: How to use a map
7 What information do you share with others?	Academic and educational	Search and selection of information.	Write questions for information on	<ul style="list-style-type: none"> • Explore illustrated children's books about agricultural products. • Participate in the exchange of questions and answers on agricultural products. 	Tracks 38 - 42 Image 7	Growing food in San Miguel de Allende
8 What makes you feel happy?	Recreational and literary	Understanding oneself and others	Read stories to compare emotions.	<ul style="list-style-type: none"> • Explore an illustrated book of children's tales. • Listen and follow the reading of a tale. • Compares emotions caused by the reading of a tale. • Write sentences. 	Tracks 43-45 Image 8	Story: The Tortoise and the Hare Tracks 46-47
9 Why is it important to respect public signs?	Familiar and community	Exchanges associated with the media.	Produce signs for public spaces.	<ul style="list-style-type: none"> • Analyze signs. • Rehearse the oral expression of instructions in signs. • Participate in the writing of instructions. 	Tracks 48-49 Image 9	Fact: Sign on the road
10 Who are your neighbors?	Academic and educational	Exchanges associated with specific purposes.	Register information of a geography topic with graphic support.	<ul style="list-style-type: none"> • Explore illustrated maps of the American continent with specific information. • Understand information from reading aloud. • Participate in writing information. 	Tracks 50-53 Image 10	Fact: We are neighbors!

To the teacher

Welcome to the Teacher's Guide of Jump! K3. 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.

Learn 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.

Learn 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

How do you show kindness?

Social learning environment: Family and community

Communicative activity: Exchanges associated with specific purposes.

Social practice: Use expressions of greeting, politeness and farewell in a dialogue.

Lesson 1 pp. 6-8	1	<ul style="list-style-type: none"> • Detect participants and purpose in a dialog. • Identify contextual features (place of interactions, time of the day, etcetera.)
	2	<ul style="list-style-type: none"> • Value attitudes of interlocutors and non-verbal language use. • Distinguish turns of participation.
	3	<ul style="list-style-type: none"> • Anticipate expressions used in greetings, farewells and to show politeness, based on non-verbal language. • Point at words used in greetings, farewells and politeness expressions. • Compare similarities and differences between words and expressions.
Lesson 2 pp. 9-11	1	<ul style="list-style-type: none"> • Choose, with the help of visuals, greetings, politeness expressions and farewells, according to intended audience and communication situations. • Classify, with graphics, words and expressions according to norms of courtesy.
	2	<ul style="list-style-type: none"> • Contrast, with the help of graphics, words, expressions and non-verbal language that meet norms of courtesy and those which do not. • Associate non-verbal languages with words and expressions.
	3	<ul style="list-style-type: none"> • Take turns in a dialog to express and respond to greetings, farewells and politeness expressions (for example —<i>Good afternoon</i>, — <i>hi !!</i> —<i>thank you</i>, —<i>you're welcome</i>, etcetera.) • Invite students to show interest and respect for their own effort and their partners' when using English.
Lesson 3 pp. 12-14	1	<ul style="list-style-type: none"> • Point at illustrated coexistence norms (for example: be willing to help, to appreciate efforts, to encourage participation, etc.) when listening to them.
	2	<ul style="list-style-type: none"> • Associate illustrated norms of coexistence with words and expressions of politeness (for example: <i>Would you like...? Happy birthday, Well done!, Have you got...?,</i> etcetera). • Dictated words and expressions to complete norms of coexistence.
	3	<ul style="list-style-type: none"> • Rewrite norms of coexistence. • Read, with the help of the teacher, norms of coexistence. • Reach an agreement that benefits the class.
Product lesson p. 15		<p>Final product:</p> <ul style="list-style-type: none"> • Illustrated written classroom rules. <p>Evaluation instrument (p. 20)</p> <ul style="list-style-type: none"> • Observation card. <p>Portfolio evidence (p. 18)</p> <p>Module progress test (p. 19)</p>

Achievements:

Revise exchanges of greetings, farewells and politeness expressions in short dialog.

Teaching guidelines:

Provide students with models of exchanges of greetings, farewells and expressions of politeness, and support them to:

- Detect participants and purpose in a dialogue. identify contextual features (place of interactions, time of the day, etcetera.)
- Value attitudes of interlocutors and non-verbal language use.
- Distinguish turns of participation.

- Anticipate expressions used in greetings, farewells and to show politeness, based on non-verbal language. Point at words used in greetings, farewells and politeness expressions
- Compare similarities and differences between words and expressions.

Materials

- Audio CD, Activity Book, Big Book (story book) *A day at school*. Pages 3 to 12.. Cardboard, Colors

SESSION**Warm-up**

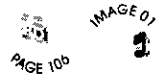
The purpose of this session is to contextualize the language that will be revised and practiced in further sessions of this lesson (exchanges of greeting, farewells and politeness) so that learners can relate the language to the settings in which can be used. This will be done through two activities in the Activity Book and the story in the Big Book. To start, you can introduce yourself to the class and say hello and wave your hand. If you do this, you will be introducing one sample of the language that will be revised in further sessions. Then, you can ask children to do the same (say hello) to their classmates. If you decide to follow this suggestion, you may need to model this activity by going around and saying hello to different children to set the example. Then, you can ask children to stand up, go around the classroom and say hello to other children. See the **Big Book Activity box** to introduce the story *A day at school*, and also introduce some expressions to say hello and goodbye and express politeness.

Big Book Stories Activity

To introduce the story *A day at school*, you can follow these suggestions: Start by showing children the cover page and ask them: *Where are the children?* (outside the school) *Would you like to meet them?* (yes). You can play the recording once so that children get familiarized with the story and the situation. Then, you can show children page 4 and ask: *What are their names?* (Carlos and Ana). It's very important that you model different expressions to say hello. You can say aloud: *Hi, Ana* (and encourage children to say: *Hi, Ana*). You can do the same with Carlos. To continue, you can point to the children in the illustration and say: *Look at their faces. They're smiling. Are they happy or*

sad? (happy). To help children start noticing differences when greeting people, you can show children page 5 and ask: *Who is she?* (a teacher) and say: *She's Miss Rosas*. Then, you can model: *Good morning, Miss Rosas*, and elicit the phrase from children.

After this, you can follow these instructions to revise expressions of politeness: Continue showing children page 6 and say: *oh, what's happening?* (children may answer in Spanish). Then, you can point to the boy helping his classmate and ask the class: *What can you say to him?* (Are you okay?). It's very important that you model the expression *Are you okay?* before you ask children to practice saying it. Then, you can model the answer, *Yes, thanks!* and invite children to practice saying it. To check that children understand the situation illustrated on this page, you can point to the child on the floor in the picture and ask: *Is this okay or not okay?* (not okay) And then you can point to the child helping the boy on the floor and ask again: *Is this okay or not okay?* (okay).

1 Circle the correct answer.

To continue working with the setting in which greetings and farewells occur, you need now to ask children to open the Activity Book to page 6. It is important to have the class' attention and you can do this by pointing at the illustration and asking: *Look! Where are they?* (at school) You can ask a more specific question (*But where at the school?*) If you do this, children may come up with the concept of "school yard" even if they do not know the word in English. Yet, with this intention, you can ask them to check their Picture Dictionary (page 106) and find a school yard. After this, you can model the phrase and ask children to practice saying it after you.

To continue working on the concept of school yard, you can project Picture 1 on the board and repeat the same procedure with the illustration: *Look! Where are they?* (at school) *But, where at school?* (at the school yard). Then, you could ask learners to practice saying the new word (school yard) now more independently.

To check the meaning of school yard you can ask: *Is there a school yard in our school?* (yes) And pointing to the illustration on the board you can ask: *Is it similar to this one?* (yes/no). *Is it big or small?* (big /small). To check the time of day you can then ask children: *Now, look closely. Is it in the morning or in the afternoon?* If children do not understand the concept of afternoon you can start by pointing at noon (12 o'clock) and explain the concept.

Answers a. at school; b. in the afternoon

2 Check (✓) the correct options.

The purpose of this activity is to help learners raise their awareness of the use of body language when we say hello or goodbye and the use of expressions to be polite. Demonstrate the activity with two statements on the board to show children what they are expected to do (check only those statements that are appropriate). For this activity, it's advisable that you read each statement with children to help them reflect on the use of body language. You can exploit the illustration in Activity 1 to point to different actions. Alternatively, you can use pages 4 to 6 of the Big Book. Even though you read each statement with the class, you can encourage learners to answer individually while listening to you. You can tell them they can check their answers with a classmate when they have completed the activity.

Don't forget

Bring the audio CD for next class and the Big Book

SESSION 2

Warm-up

The purpose of this session is to introduce and practice short dialogs to say hello and goodbye, or to express politeness. Since children were introduced to the setting (the school) in which these samples of language can occur, you can start by pointing to the illustrations on page 6 of the Activity Book to elicit the place where the people are and activate any background knowledge. If you decide to follow this suggestion, children will be naturally encouraged to associate the previous activities to this session and now focus closely on the language they can use. Then, you can ask them which expressions they associate with the situations illustrated.

3 Look and match the dialogs.

The purpose of this activity is to introduce the language of this lesson through visuals and recorded dialogs to facilitate understanding, and to embed the language in the setting where it naturally occurs. To start, you can ask children to spot people and things in the illustrations before setting the activity: *How many people can you see in the illustrations?* (8); *how many girls can you see? How many boys? Are there any teachers? Can you see a school yard?* Alternatively, you can ask children to look at the illustration on page 6 and find these situations in the illustration and then ask them questions about each one (how many people are there, what is happening). Then, you can give instructions for this activity using the example. Ask children to follow the line traced to the dialog and read it aloud. If you follow this suggestion, children may gain more confidence and work individually to read the other two dialogs and match them to their corresponding illustrations.

4 Listen and check your answers.

To check answers, you can play the recording and pause it after each dialog to check children's answers. See the **Teaching Notes** box right after this for suggestions on how to use the dialogs in Activity 3 to practice pronunciation.

Answers 1. b; 2. c; 3. a

Teaching notes

You can exploit the conversations in Activity 3 and Track 2 to drill greetings, farewells and expressions of politeness: play the track again and pause it to elicit each expression. Write them on the board and model each phrase (*Hi! / Hi! / Bye! / See you tomorrow! / Thank you! / You're welcome*) and conduct choral and individual drills. With all the phrases on the board, arrange the class in pairs. Ask children to take turns and act out each conversation.

5 Listen again and practice the dialogs with a classmate.

For this activity, you can rearrange the class so that children work with other classmates this time. You can demonstrate this activity with a learner: point to one of the illustrations in Activity 3 and then take turns to say the dialog. Alternatively, if children are very confident using the language introduced in Activity 3, you can ask them to cover the column with dialogs so that they practice saying them without looking at them. See the **Extra Activity box** right after this if you have five extra minutes at the end of this session.

Lesson 1

Extra Activity

If you have five minutes to spare at the end of this session, you can ask volunteers to act out the situations in Activity 3. Alternatively, you can ask children to stand up and act out each scene with different classmates as they go around the classroom.

Don't forget

Ask children to bring crayons and colors to complete Activity 8.

SESSION 3

Warm-up

The purpose of this last session is to give learners the opportunity to write down some of the expressions revised in this lesson, and also to develop their own creativity drawing situations in which they can use the language.

Therefore, to set the context of this session, you can play hangman to introduce expressions to say hello (*hi, hello*), goodbye (*bye, goodbye, see you tomorrow*), or to express politeness (*thanks, thank you*). Using a game can help learners activate the language revised and practiced in the previous session without the pressure of being right when they try to guess.

6 Write the correct expression.

To set this activity, you can ask children to look at the illustration and elicit what is happening. You can ask: *Are they saying hello? Are they saying goodbye?* (Both answers are correct). You can also point to the box with phrases before you ask children to write two dialogs: one to say hello and one to say good bye in the boxes. To check answers, you can draw two boxes on the board with similar headings (to say hello / to say goodbye), and ask volunteers to complete them.

7 Similar or Different.

Before you set this activity, it's advisable you make sure children understand the concept of similar and different. To do this, you can show children two pencils, and ask: *Are they similar?* (yes) Then, show them a book and a pencil, and ask: *are they similar?* (no). Show them two books and ask: *Are they similar or different?* (similar). Show them a book and a pencil again and ask: *Are they similar or different?* (different). The purpose of this activity is to identify expressions with similar functions (to say hello, to say goodbye or to express politeness). Since this is the last session of this lesson, children are expected to work independently. You may still decide to go around the classroom and help when necessary. To check, you can copy the expressions on the board and ask volunteers to circle similar or different.

Answers: a. Hi! / Hello! b. Hi! / Hello! c. Bye! / See you tomorrow! d. Bye! / See you tomorrow!

8 Draw in your notebook.

The purpose of this activity is to personalize the language revised in this lesson and develop children's creativity to draw scenes in which they can use the language. After asking them to take out their notebooks, you can ask the class to draw themselves saying hello, good bye and a situation they can say thanks inside or outside the classroom. It's strongly recommended you set a time limit for this activity (no more than ten minutes). This activity will be used at the end of this module to evaluate the child's progress. Ask the class to keep their drawing in their portfolio.

Product work

1. Start a list of expressions from Lesson 1 you can use in the classroom in your notebook.

This is the first time you will introduce the product of a module to children. Tell them that every module they will work on a special activity that will be developed little by little during each lesson. For this module, children will create their classroom rules. Show children an example of what they will eventually create so that they have a clear example even if they are not ready to complete it yet. With this, you can then ask children: *Which expressions have you learnt in this lesson that you can use to interact with your classmates?* (*Hello, hi, goodbye, see you tomorrow, thanks, thank you*). You can elicit these expressions and write them on the board. With the phrases on the board, you can ask the class to go to page 15 and read the instructions in Activity 1. Then, you can ask children which expressions they use to (a) greet their classmates, (b) express politeness or (c) say goodbye. You can then invite children to copy the phrases in their notebook or on a piece of paper individually, and organize them according to the situation in which they can use them. It's advisable that you go around the classroom and help when necessary.

Achievements:

Assume the role of a receiver and a sender to exchange greetings, farewells and politeness expressions.

Teaching guidelines:

Motivate and help students to:

- Choose, with the help of visuals, greetings, politeness expressions and farewells, according to intended audience and communication situations.
- Classify, with graphics, words and expressions according to norms of courtesy.

- Contrast, with the help of graphics, words, expressions and non-verbal language that meet norms of courtesy and those which do not. Associate non-verbal languages with words and expressions.
- Take turns in a dialog to express and respond to greetings, farewells and politeness expressions (for example —*Good afternoon*, — *hi* —*thank you*, —*you're welcome*, etcetera).
- Invite students to show interest and respect for their own effort and their partners' when using English.

Materials:

Audio CD, Activity Book, Big Book, scissors, glue, and colors.

SESSION 1**Warm-up**

The purpose of this lesson is to give children opportunities to practice using expressions to say hello or goodbye and express politeness in the classroom or at other school contexts. Therefore, it is important to contextualize this lesson from the very beginning and establish the setting (already introduced in lesson 1) and that children activate any background information with your help. To do this you can greet the class and ask them which expressions they have revised to say hello, and write them on the board. Follow the same procedure to elicit expressions to say goodbye or express politeness. If you decide to follow this suggestion, you will possibly need to act out situations in which the language can occur naturally (like dropping a pencil and asking someone to pick it up for you). The first activity of this lesson will also help children to recall language they have already seen. See the suggestions to set Activity 1.

Big Book Stories Activity

A day at school. To reintroduce the story, you can ask the class if they remember the names of the characters and then ask them to repeat after you: *Hello, Carlos. Hi, Ana* while you show the class the cover page and play the recordings up to page 8. Alternatively, you can reintroduce the story yourself and start on page 7 eliciting the name of the characters. Regardless of the option you choose, you can use these suggestions to check the language introduced in the story:

To establish the context in which the language children will revise in this lesson can occur, you can show them page 7 and ask the class: *Where are they?* (in the classroom.) Then, you can ask children, pointing to the bibles: *What do you say when you want to participate?*

(*Me! And me!*) With thumbs up, ask the class: *Is it okay to raise your hand to participate?* (it is okay). You can follow a similar procedure with the following pages 8 and 9: show the class the illustration on page 8 and ask them: *What is happening here? Who needs help?* Ask the class, pointing to the girl helping: *What do you say?* (*Do you need help?*) It's strongly recommended that you model the question several times and ask the children to repeat after you. Then, you can ask the class, pointing to the girl in trouble, *And, what do you answer?* (*Yes, please.*) Again, it is very advisable that you model the answer several times asking children to repeat after you. You can continue now with the situation illustrated on page 9. Children may notice that these expressions have been already introduced. Therefore, you can only ask: *What do you say when someone helps you?* (*Thank you.*)

1 Look and match the dialogs.

You can start by pointing to the illustration and then ask children: *Where are these people?* You can also ask more questions since there are three different situations illustrated: *How many people can you see? What is happening?* If you follow this suggestion, children are very likely to increase their curiosity and think of the language that is being used in each situation. For this activity, you will need to arrange the class in pairs before you give more instructions. Then, you can point to the dialogs and ask children to read them carefully in pairs and write the number next to the situations in the illustration. It's advisable that you go around the classroom and encourage children to help each other. After this, you can continue introducing more expressions used in the classroom with the help of the story in the Big Book. See the **Big Book Activity box**.

Answers from left to right: b, c, a

Lesson 2

2 Match the rules with an illustration.

The purpose of this activity is to expose children to the expressions seen in the Big Book story along with the expressions practiced in Lesson 1 according to their function in a text that resembles classroom rules. Before you set the activity, you can point to the illustrations and ask the class similar questions to those suggested to work on the story in the Big Book. Ask the class while pointing to each illustration: *What is happening here? Is it okay to raise your hand to participate? Is it okay to help? What do you say when you offer help? What do you say when someone helps you? Is it okay to laugh in this situation? What do you say? What do you answer? Is it okay or not okay to be appreciate your classmates' work? What can you say?* If you consider this activity to be challenging, allow children to work in pairs. Then, to set the activity point to the example (letter d in the box next to illustration number 5) and ask children to locate statement d in the text. You can encourage them to notice that the examples of language are not new and that they have seen them in previous sessions. It's a good idea if you go around the classroom and help if necessary. To check answers, read each rule out loud and ask children to point to the correct illustration. See the **Extra Activity box** right after this if you have five extra minutes at the end of this session.

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

Extra Activity

If you have five to ten minutes to spare at the end of this session, you can ask the class which activity they liked the most today. If you follow this suggestion, you can show them the Big Book story, point to the activities done in the Activity Book (activities 1 and 2). Ask children to raise their hand to vote saying: *Me!* or *And me!* Count the votes and announce the winning activity.

Don't forget

Children will need scissors and glue for Activity 3. I have the audio CD at hand.

SESSION 2

Warm-up

To establish the context of this lesson and reintroduce the language children have seen in previous sessions, you can project image 1 on the board and explain to the class that they have seen different expressions they can use at school or in a classroom to interact with others. You can elicit all the expressions children can recall and write them on the board to have some visual support. However, it is important that learners now start reflecting on language that can be inappropriate if it is not used in the correct situations. This will be very useful when you set Activity 3 since some expressions are not appropriate and the purpose of this is to raise their awareness of this issue.

3 Cut and paste to match the expressions.

Before you set this activity as proposed, you can tell the class that today you will focus on "okay situations" (thumbs up) and "not okay situations" (thumbs down). After that, you can ask children to open their Activity Book to page 111 where they will find small illustrations to cut out. It's important that you help children notice that illustrations come in pairs: one shows acceptable behavior and the other does not. To do this, you can point to each illustration and elicit from the class what is happening in each one. Example: *Look at this boy. Where is he? What is he doing? What do you think he's saying? (Me) Is it okay to raise your hand to speak? What about the girl? Where is she? What is she doing? Is it okay not to participate?* After asking them questions about each illustration, ask them to cut them out. With illustrations cut, you can arrange children in pairs if you consider this activity to be challenging and ask them to paste them on page 10 above the most appropriate expression. It's advisable that you go around the classroom and help when necessary.

Answers: Left to right, top to bottom: boy raising his hand, girl with arms folded, girl helping boy, girl just looking at the boy, girl celebrating with the boy, boys shouting.

4 Listen and check the expressions that show courtesy.

Now that children have pasted the illustrations in the right boxes, you can play the track and ask the children to compare answers in pairs. To check understanding, you can play the track again and pause and ask the children, *Does this illustration show a situation that is okay?* (Yes or No). If you follow this suggestion, you will need to pause the track after each expression and ask the same question.

Answers Me!, Do you need help?, Happy birthday!

5 Check (✓) the classroom rules you follow.

To set this activity, you can point to the illustrations in Activities 2 and 3 and ask: *Is it important to participate in class? Is it okay not to participate? Is it important to be polite? Is it important to help others? Is it okay not to offer help? Is important to be respectful? Is it okay to laugh at others?* Then, ask a final question: *What about you? Do you follow the rules?* You can ask children to answer individually. It's important that you go around the classroom and help. If children are not familiar with the concept of "respectful" or "kind", you can point to illustrations showing this behavior and ask: *Do you help others? Do you appreciate your classmates' work?* Before you check answers, you can ask children to compare them in pairs.

Don't forget

Ask children to bring crayons and colors for next class. They will use them to complete Activity 6

SESSION 3

Warm-up

The purpose of this session is to give children the opportunity to reinforce the meaning and use of the expressions introduced in this lesson and then practice using them. To contextualize this session, you can start by eliciting the expressions revised in previous sessions and write them on the board. This will enable children to activate their background knowledge. Then, you can ask volunteers to act out each expression using body language so that the class can guess the expression. If you decide to conduct this activity, you can arrange the class in groups of 5 to 8 so that children take turns in each group to act out the expressions.

6 Match the expressions with the illustrations.

If you decided to follow the suggestion to set the context of this session, children will have activated the language seen in previous sessions and will be ready to match the illustrations with phrases. If, however, you did something different to start this session, you will need to read each phrase aloud and help children recall their use to then set this activity. You can also use the example to set this activity and then ask children to do this activity individually. Ask the class to copy the phrases in their notebooks and make drawings for each expression. This activity will be used at the end of this module to evaluate the child's progress. Ask the class to keep their work in their portfolio.

Answers Top to bottom, left to right: d, c, e, b, a

7 Act out each scene.

For this activity you can arrange the class in pairs or groups of four so that they take turns to act out the scenes with different classmates. It's very important that you go around and encourage children to participate.

Product work

To continue working on the product of this module, you will need to remind the class of the list they already started in Lesson 1 and to take it out. Ask them to look at their lists and suggest that they can now add more expressions to it. Elicit the expressions they have revised and practiced in Lesson 2 on the board and then ask them to go to page 15. Read the instructions for Activity 2 and then ask children to add the new phrases to their original list. At this stage, you don't need to ask them to organize them but suggest that they should group them according to the situation in which they can use them.

- ✓ Before you ask children to complete the statement, you can ask them to go over Lessons 1 and 2 and identify those activities they did confidently and those that were more difficult to complete. This will help reflect on their performance. Then you can ask them to circle the best option and complete the statement with a short phrase. You can go around the classroom while they answer. This can be useful to see their responses and plan your last lesson. You can use this as an assessment tool to evaluate children's progress at the end of this module.

Don't forget

Prepare strips of paper with some phrases used in the Big Book story *Hi, Ana / Good morning, Miss Rosas / Oh, are you okay? / Me! / Do you need help? / Thank you, Carlos.* Prepare a set of strips for each group of four children.

Achievements:

Participate in the writing of classroom norms for the coexistence.

Teaching guidelines:

Provide support to students to:

- Point at illustrated coexistence norms (for example: *be willing to help, to appreciate efforts, to encourage participation, etc.*) when listening to them.
- Associate illustrated norms of coexistence with words and expressions of politeness (for example: *Would you like...?, Happy birthday, Well done!, Have you got...?, etcetera*).

- Dictated words and expressions to complete norms of coexistence.
- Rewrite norms of coexistence.
- Read, with the help of the teacher, norms of coexistence.
- Reach an agreement that benefits the class.
- Invite students to respect norms of coexistence.

Materials:

- Audio CD, Activity Book, Big Book, colors.

SESSION 1**Warm-up**

The purpose of this lesson is to produce classroom rules based on the expressions children can use to interact with others and create a positive learning environment. To set the context of this lesson (classroom rules), you can start by reintroducing the expressions revised and practiced in Lessons 1 and 2. To do this, you can exploit the expressions introduced in the Big Boog story, *A day at school*. If you decide to follow this suggestion, you will need strips of paper with the expressions Ana and Carlos say in the story (the strips had to be prepared in advanced as suggested in the Don't forget box) for children to order them as they are mentioned. Before you set this activity, you will need to arrange the class in groups of four and then ask them to order them as they are mentioned in the story. It's a good idea to go around the classroom and help if necessary. Yet, you can use the Big Book story recording to check answers, too. See the **Big Book Activity Box** to continue working with the Big Book.

**Big Book Stories Activity**

By now, children are ready to read the whole story with your help. To reintroduce the story (not only the expressions mentioned in it), you can elicit the characters' names: Ana, Carlos and Miss Rosas and then tell children to pay more attention this time because there are other characters in the story and you will ask them to identify them at the end. You can go over each page of the story reading out loud or you can play the recordings. If you decide to read the story aloud, you should pay attention to intonation and your tone of voice to enact the story appropriately. Time permitting, you can give children another

opportunity to read the story again (with your help) but this time you can ask them to answer some questions. If you follow this suggestion, you will need to write on the board: *Are Ana and Carlos respectful? Do they help others? Do they participate in class? Are they kind?* Read the story out loud again, or play the recordings. You can ask children to discuss their answers in pairs before you check with the class. Since this is the last lesson of this module, you can ask the class if they liked the story and which part they liked best.

Answers: All answers are affirmative.

**1 Listen to the song. Number the illustrations.**

The purpose of this activity is to give learners the opportunity to listen to the expressions revised and practiced in previous lessons and recognize them according to the situations in which they are used. Before you play the song, it's important you tell the class they will listen to a song. This may increase their interest in the activity. Then, you can point to each illustration and elicit what is happening. Ask the class: *What is happening? What do you think they're saying?* This will help learners activate the language they will hear (expressions to show courtesy and politeness) and identify these expressions to associate them with the illustrations. You can play the song twice, if necessary, and ask children to compare in pairs. To check answers, you can play the song again and pause it to elicit the answer and point to the illustration.

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

2 Write the expressions in Activity 1.

To set the activity, you can point to the illustrations and the empty bubbles, and tell the class they will match the expressions to the most appropriate illustration. If you follow this suggestion,

it's a good idea if you go around the classroom and help if necessary. Children only need to write the corresponding letter but you can encourage them to write the complete phrase (particularly if they are strong learners). You can ask children to compare answers in pairs. Then, elicit answers and write them on the board. See the **Extra Activity box** right after this if you have five extra minutes at the end of this session.

Answers: a. a; b. c; c. d; d. f; e. e; f. b

Extra Activity

To have fun, you can invite children to sing the song in Activity 1, and act out the scenes as these are mentioned in the song. If you follow this suggestion, you will need to play the song and sing with the children, pause the song after each stanza and ask them to repeat. Then, you can add hand gestures to each stanza. This will help learners remember what the lines are about and recognize meaning. Time permitting, you can play the song several times.

Alternatively, you can ask children to draw their favorite part of the song in their notebooks. Ask them to write the phrase it represents (out of the phrases that show courtesy or politeness).

WWW You can find another song about classroom language to express politeness on: <http://learnenglishkids.britishcouncil.org/en/songs/quiet-please>. You may want to use it as an extra resource if children are already using the expressions revised in Activities 1 and 2 confidently.

SESSION 2

Warm-up

To set the context of this session you can activate the language practiced in previous lessons by asking children to think of an appropriate response to the phrases you say. This can be done informally and you can conduct this activity. For example, if you say *Hi!* elicit the most appropriate response: *Hi / Hello*. If you say *Bye!* the natural response is: *Bye! Goodbye!* or *See you tomorrow!* Alternatively, you can arrange the class in groups of four or five. You can ask each team to answer on a piece of paper. Then, if the answer is appropriate, the team gets a point. You can demonstrate the activity once or twice and then continue with more phrases: *Are you okay? Do you need help? Good morning! Good afternoon!* This time it's not advisable you write the phrases on the board. Children are expected to listen and recognize the expression and answer back. Say each phrase

twice and give children thirty seconds to prepare their response with their team. Elicit their responses (per team) and grant a point if the response is valid. The team with more correct responses is the winner.

3 **M** Complete the classroom rules.

To set this activity, you can read the expressions listed with the class. Then, you can arrange the class in pairs and read the classroom rules and the example. If you consider this activity to be challenging, you can ask children to work in groups of four (two pairs working together) and help each other to complete the classroom rules. It's a good idea to go around the classroom and help if necessary. To check, you can copy the classroom rules on the board and ask volunteers to complete the gaps.

Answers: a. Hello! b. Goodbye! c. Thank you!
d. You're welcome; e. Do you need help? f. Me!
g. Are you okay? h. Well done!

4 **M** Decide on your classroom rules.

For this activity, you should rearrange the class in groups of four so that children work with different classmates. The purpose of this activity is for children to discuss which classroom rules they want to follow. They will later have time to write them down. Therefore, encourage children only to discuss which ones they should follow. If you have the rules on the board (as these were elicited to check answers to Activity 3), you can demonstrate the activity by checking a rule. You can then tell the class to discuss and do the same with the remaining rules. While you go around the classroom, you can encourage children to participate. See the **Extra Activity box** right after this if you have five extra minutes at the end of this session.

Extra Activity

For this activity you need to arrange the class in groups of four (preferably to work with different classmates). With books and notebooks closed, you can write the classroom rules from Activity 3 on the board but in a different order. Then, you can ask children to complete the gaps paying careful attention to the sentences before the expressions. You can ask volunteers to complete the gaps on the board.

Don't forget

Children will need crayons and/or colors to illustrate their work in Activity 6.

Lesson 3

SESSION 3

Warm-up

To establish the context of this session you can exploit the song in Activity 1 in different ways. You can play the song once to sing along. Then, you can play the song again and elicit the expressions introduced and practiced in this module. If you decide to do this, you will need to stop the recording, elicit the expression and write it on the board. You can follow this procedure for each expression mentioned in the song (*Be quiet, Me! Thank you! Well done! Goodbye! Are you okay?*) After that, you can elicit other expressions not mentioned in the song but that children have used: *Hello! Hi! See you tomorrow! Do you need help? Write them on the board.*

5 Check (✓) your classroom rules.

For this activity, children are free to decide which classroom rules they want to follow. All answers are okay as long as they are aware that rules are necessary and they check at least one. To set this activity, ask children to read each rule carefully and then check those they want to follow. Alternatively, read each rule out loud and ask children to check while you read. You can ask children to compare their answers in pairs but make sure this is only to share their ideas – all answers are correct or acceptable.

6 Write and illustrate one classroom rule.

The purpose of this activity is to give children the opportunity to express their choices and use their creativity to represent rules (through drawings) and then share their work with the class (Activity 7). Let children work individually and freely. However, it's a good idea you go around the classroom to monitor their work and encourage them to work at a good pace. Children will have the chance to share their work after this. Thus, you don't need to check answers just yet.

7 Share your work with your class.

For this activity, you can rearrange the class in groups of four or five to share their work. You can demonstrate this activity by asking a child to read his/her rule out loud to their classmates and show the drawing. Alternatively, you can ask the class to paste their work on the classroom walls and ask children to go around and read their classmates rules. Yet, if you decide to do this, you need to ask children to take their work back because this activity will be used at the end of this module to evaluate the child's progress. Ask the class to keep their drawing in their portfolio.

Product work

Remind children of the product they have been developing for this module and ask them to take out their lists of expressions. For this third activity, you will need to arrange the class in groups of four to six (depending on the size of your class). You will need to explain to the class that they will share their lists to decide which expressions are useful to include in the rules of the classroom. Then, you can ask them to group them according to the situation in which they can use them (to be polite, to be kind, etc). Time permitting, you can encourage them to write a draft and be ready to use it in next class. It's very important that you monitor children while they work in groups and make sure they all participate either writing or giving ideas.

Learning to be with others

To discuss the question, you can ask children to continue working in groups so that they have more chances to exchange their ideas. Yet, it's strongly recommended that you go around the classroom and encourage them to participate if they appear to be quiet.

Closing

Discuss with your class: What happens if you don't follow the rules?

To wrap up all the work done in this lesson, you can write the question on the board and then read it aloud for children to share their opinion orally. This activity can be conducted as an open-class activity.

Product lesson

Illustrated written classroom rules

Materials:

- Cardboard
- Color papers
- Color pencils
- Pencils
- Ruler

SESSION 1

Warm-up

To continue working on the product of this module, you can revise with the class the work done so far: ask them to take out their lists of expressions that they started in Lesson 1 and completed in Lesson 2 and then the classroom rules they discussed in Lesson 3. You can then rearranged them in groups so that children work with the same classmates they worked with in Activity 3. With children already arranged in groups you can ask them to go over their rules quickly and check that nothing is missing. It's advisable that you go around the classroom and monitor their work.

1-2-3

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

4 Write the rules on a piece of cardboard and illustrate them.

For this activity, children will need a piece of cardboard to write their classroom rules in groups. You can encourage them to take turns to write the rules down and also to illustrate them; it's important that all children participate and have equal opportunities to work and collaborate. You can monitor them while they work in groups and help when necessary.

SESSION 2

Warm-up

To reintroduce the product of this lesson, ask children to get together with the classmates they worked with to write their classroom rules and take out their work (cardboard with rules). Ask children to take a look to their work and check that rules are fully written and that illustrations are colored. You can also encourage them to check the expressions they used in the module. They can do this by going over each lesson and check their spelling, for instance.

5 Present your work to the class.

For this activity children need to take turns to present their work to the class (at the front). Alternatively, with large classes, you can ask children to paste their work on the walls of the classroom. Depending on what you decide to do, give children the opportunity to present their work (at the front) and say which rules they included, or go around to see their classmates' work and then give their opinion. It's important to allow time to interact with others and explain to the class the decisions they took as a group and the result of their work. Remember that the product comprises most of the language revised or introduced in the module as well as the strategies developed. This step, thus, is very important.

Closing

To wrap up all the work done in this module you can ask children how they feel after completing the product. This can be useful to introduce the 'It's time to reflect!' table in the Activity Book. See the **Evaluation Notes** on the following page.

Module 1

SESSION 2

It's time to reflect!

Before completing this section, ask children to open their Student's Book to page 6. Read the opening question with the class. Elicit their answers. Tell children they will have an opportunity to say how they feel about what they can do now that they completed the module. Tell them to remember all the important things they learned and all the activities they did. You can go over the lessons quickly to help children to remember. Tell them to work individually and read the statements on page 15. Tell them they will mark how they feel in every aspect. If they feel very good, they will put a mark on the last boy's box. If they do not feel that good, they will mark the one in the middle. If they do not feel good at all, they should put a mark in the first box. Give them an example: *Can you say hello and goodbye in English?* Smile and say *Yes, of course I can!* and point at the boy that is jumping. Ask children to read the remaining statements and evaluate themselves individually. Go around classroom and praise their effort.

		Activity	Check (✓)
Drawings and expressions to say hello, goodbye or express politeness.	8	8	
Drawings and expressions to say hello, goodbye or express politeness.	11	6	
Drawing to illustrate a classroom rule.	14	6	

Module progress test

Make copies of the test depending on the number of children you have in class. Before you hand out the tests, tell children you will read the instructions out loud with the class and give them time to answer each activity. They should answer each activity individually and wait until you give the next instructions to answer the following activity in the test. Go around the classroom and pay attention to children's answers. Yet, do not intervene nor help unless the instruction or the activity is not clear. Collect the tests. After marking them, ask children to keep them in their portfolio.

Evaluation instrument

Make copies of the observation card depending on the number of learners you have in class. Before handing out the cards, copy the table on the board. Model how to complete the table using yourself as an example. Hand out the observation cards and have children complete them. Collect the cards and ask them to keep them in their special folder.

Name: _____

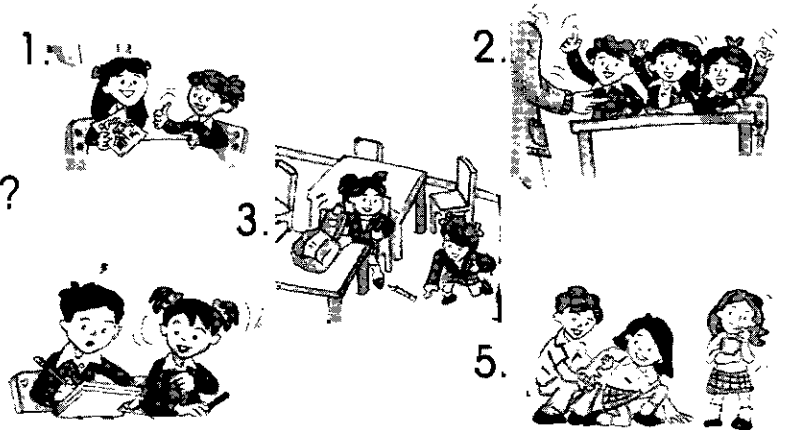
Module Progress Test Date: _____ Group: _____

1 Write Yes or No. 4 pts

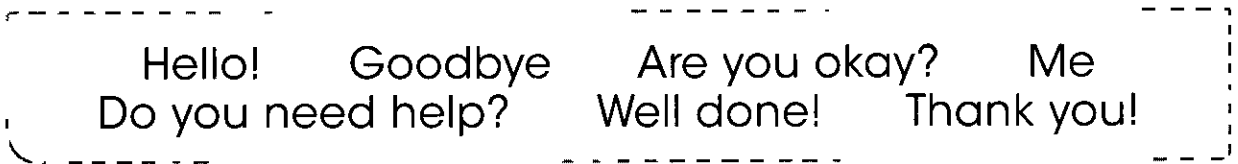
- a. We smile to say hello and goodbye. _____
- b. We use our hands to say hello and goodbye. _____
- c. We say thanks to show gratitude. _____
- d. We say goodbye to show gratitude. _____

2 Match the phrases to the appropriate illustration. 5 pts.

- a. Well done!
- b. Me!
- c. Do you need help?
- d. Are you okay?
- e. Thank you!



3 Complete the classroom rules with the phrases in the box. 7 pts



Say (a) _____ and (b) _____.

Be polite. Say: (c) _____.

Offer help. Say: (d) _____.

Raise your hand and say: (e) _____.

Be respectful. Say: (f) _____.

Appreciate your classmates' work. Say: (g) _____.

Total score. / 16

Evaluation instrument

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. Read each statement carefully.

Give yourself a grade: 1 = not easy 4 = very easy.

Student's name: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____

Achievements / Descriptors	1	2	3	4
a. I can say hello and goodbye				
b. I can show gratitude: I say thank you				
c. I can be respectful: I say are you okay?				
d. I appreciate my classmates' work: I say Well done!				
e. I can offer help: I say Do you need help?				
f. I can follow classroom rules.				

Module 2

Which are your favorite rhymes?

Social learning environment: Recreational and literary

Communicative activity: Literary expression

Social practice: Read rhymes and tales in verse

Lesson 1 pp. 16-18	1	<ul style="list-style-type: none"> Anticipate topic, purpose and intended audience based on the title and previous knowledge.
	2	<ul style="list-style-type: none"> Distinguish textual components (title, stanza, etcetera). Reflect on the function of images.
	3	<ul style="list-style-type: none"> Discover the meaning of words. Identify rhyming words.
Lesson 2 pp. 19-21	1	<ul style="list-style-type: none"> Relate pictures with verses. Practice the pronunciation of verses.
	2	<ul style="list-style-type: none"> Identify stanzas and verses.
	3	<ul style="list-style-type: none"> Compare the writing of words with or without rhymes. Complete words based on parts of them.
Lesson 3 pp. 22-24	1	<ul style="list-style-type: none"> Compare the writing of words with or without rhymes. Appreciate and enjoy literary expressions in English.
	2	<ul style="list-style-type: none"> Complete words based on parts of them. Contrast the writing of verses (number of words, rhyming words, etcetera).
	3	<ul style="list-style-type: none"> Complete verses with rhyming words. Write verses, based on a model. Revise letter-sound relation.
Product lesson p. 25		<p>Final product:</p> <ul style="list-style-type: none"> Illustrated rhymes of tales in verse. <p>Evaluation instrument (p. 34)</p> <ul style="list-style-type: none"> Value scale. <p>Portfolio evidence (p. 32)</p> <p>Module progress test (p. 33)</p>

Achievements:

Explore illustrated rhymes and tales in verse.

Teaching guidelines:

Help children to:

- Anticipate topic, purpose and intended audience based on the title and previous knowledge.
- Distinguish textual components (title, stanza, etcetera).
- Reflect on the function of images.

- Discover the meaning of words.
- Identify rhyming words.

Materials:

- Audio CD, Activity Book, Big Book (stories book) **Miss Polly had a pony** pp. 13 to 20, an apple (optional), sheets of paper, cardboard, colors.

SESSION 1

Warm-up

To contextualize the social practice of this module, you can ask children if they like rhymes and give an example of a typical rhyme in Spanish to convey the meaning (*Doña Blanca, De-ún-marín*, or others you know well). Let children sing the rhyme if they know it. Then, you can ask the class if they would like to listen to a rhyme in English. It's important to be enthusiastic when you ask this question to generate the mood to listen and sing. See the **Teaching Notes box** to check rhymes on the internet and read about rhymes and their use in the classroom.

you can say: Look! Polly is making a phone call. Who is she calling? You can ask children to predict what will happen next and elicit their ideas. Then, tell the children they will read more about Miss Polly and her pony next class. If you have five minutes to spare at the end of this session, check the suggestions in the Extra Activity box on page 24 after the Product Work box.

1 Look at the title of the rhyme. Circle the correct option.



For this activity, you can show the class an apple or draw one on the board and elicit what it is: *What is it? Where does it grow? How many apples are there in a tree?* If the concept of *apple tree* is not clear, refer children to their Picture Dictionary, page 106. Then you can ask children to open the Activity Book to page 16 and point to the illustration and the title. This is very important since children will not read the rhyme just yet. Thus, it's advisable that you point to the title and the illustration when you give instructions for this activity. You can read each statement and the options with the class. Alternatively, you can allow time to answer individually if the activity is not very challenging. When they have answered the three statements, you can ask children to compare answers in pairs.

Answers 1. a; 2. b; 3. a

Big Book Stories Activity

To introduce the rhyme in the Big Book, you can ask children if they would like to read and listen to another rhyme. As already suggested in the context-setting box, it's important to be enthusiastic to generate the mood to read. With the Big Book opened to page 13, you can start by reading the title aloud and pointing to Polly (the girl) and the pony. You can ask the class: *So, who are the characters in this tale?* And, to anticipate what the story may be about, you can ask: *Who can tell me what the story is about?* Alternatively, you can also ask them questions such as: *What do you think will happen to Polly? And what will happen to the pony? Do they look happy?* Then, you play the first track for the class to listen to the first part of the story. Alternatively, you can read the story yourself (up to page 15). While you read with the class, you can ask more questions to keep children engaged and check understanding: *Is the pony well? Is she sick? Does Polly look happy? Is Polly worried? When you're sick, are you happy? Who's sick in this picture? Is the pony happy? Is Polly happy? What do you think will happen in the story?* It's important that you elicit ideas as you read the story. When you get to page 15,



2 Read and listen to the rhyme

Now that children have anticipated some information by focusing on the title and the illustration, you can ask them enthusiastically: *Do you want to listen to the rhyme?* To help children focus on the story told in the rhyme you can ask them to pay attention to the things (elements) mentioned in the rhyme. You can make a list on the board: cloud, tree, apples, sky, wind. To start, you can play the rhyme once and ask children to discuss in pairs which things are mentioned in the rhyme. It's important that you ask children if they want to listen to the rhyme again if the story is unclear. Alternatively, you can also play the rhyme to sing. While you play the rhyme,



you can pause the track between stanzas to repeat each fragment. See the **Extra Activity box** right after this if you have five to ten minutes to spare at the end of this session.

Extra Activity

If you have five to ten minutes to spare, after having children complete Activity 2, you can add hand gestures to the lines of the rhyme. If you follow this suggestion, you can use your fingers to show the number of apples on the tree (line 1), move arms and legs to show how apples were dancing (line 2) stop dancing and blow like the wind (line 3), and take a short step forward to show how the apple fell down (line 4). You can then play Track 07 and encourage children to copy your moves.

Teaching notes

Since this module is about rhymes and stories told in verse, check the following website: <http://www.nurseryrhymes.org/nursery-rhymes.html>. You will find nursery rhymes and simple tales told in verse that you can use with children and reintroduce the topic. Rhymes are used in classrooms to raise children's interest and create a positive environment to learn. They are also an excellent tool to introduce language, develop listening skills, and practice pronunciation. Find out more about rhymes and chants, and have fun with the kids!

Don't forget

Bring a new rhyme to sing with the class at the beginning of Session 2. Check out: <http://www.nurseryrhymes.org/nursery-rhymes.html>

SESSION 2

Warm-up

To re-establish the context of this lesson, you can play the rhyme "Three red apples" again. You can ask children to stand up and act it out with you and use the suggestions mentioned in the **Extra Activity box** at the end of Session 1 to add hand gestures to the rhyme.

3 Write the correct letter in the boxes next to the song.

The purpose of this activity is to identify elements in rhymes such as the title, stanzas and illustration. Since this activity can be rather complex (particularly to understand the concept of a

stanza), you can start by drawing a rectangle on the board (as if it was the page in the Activity book) and draw an apple tree on the right side of the rectangle. With a simple drawing on the board focusing on the layout of the page in the Activity Book, you can give instructions effectively. Then, you can point to the song and the boxes and ask children to look at the elements and answer the questions. Point to the title and ask: *What is this, the title of the rhyme or an illustration?* Elicit the answer and write Title at the top of page. Point to the first stanza and ask children: *What is this, a stanza or an illustration?* Elicit the answer and write stanza five times in the rectangle to show children there are five stanzas in the rhyme. You can also use the box next to the activity to check the meaning of stanza. Then, you can point to the illustration and ask children: *What is this?* Elicit the answer. Write illustration below the apple tree. Then, point to the stanzas (words on the board) and ask children: *How many stanzas are there in the rhyme?* Elicit the answer. Finally, ask children: *which is the first stanza?* Ask them to point to the first stanza. *And which is the last stanza?* Ask children to point to the last stanza in the rhyme. Notice that these suggestions are prior to setting the activity. To actually set this activity, you can read the instructions for this activity with the class. Ask children to write the corresponding letter in the boxes individually. Allow children to compare in pairs.

Answers From top to bottom: a, b, d, c



4 Listen again. Order the illustrations from 1 to 3.

To set this activity, you can tell the class you will play the rhyme again but this time they will pay attention to the number of apples in the tree at the beginning of the rhyme and at the end of the rhyme. To give instructions, you can tell children they will order the illustrations. Alternatively, you can point to the illustrations and ask them to count the apples before you play the track. You can play the track once and ask children to compare answers in pairs. It's advisable you play the rhyme again if the activity is challenging. You can elicit answers and write them on the board.

Answers a. 2; b. 1; c. 3

5 Read and check ✓.

To set this activity you can point to Activity 4, and ask children how easy (thumbs up) or how difficult (thumbs down) Activity 4 was. Then, you can ask the class: *Is it easy to understand the story when there are illustrations?* Alternatively, you can read



Lesson 1

the instructions for this activity and ask children to follow you while you read to check the most appropriate statements. If you follow this suggestion, it's advisable that you go around the classroom while you read and pay attention to children's work. Time permitting, you can ask children to compare answers in pairs. See the **Extra Activity box** right after this if you have five to ten minutes to spare at the end of this session.

Extra Activity

If you have five to ten minutes to spare, you can ask children to vote for their favorite stanza in the rhyme. Use the illustrations in Activity 4 to elicit answers. Ask the class to raise their hand to vote. Count the votes and ask the class to sing the winning stanza.

Don't forget

Bring cardboard (optional) or sheets of paper for children to write and illustrate their stanza. Ask children to bring crayons and colors.

SESSION 3

Warm-up

To re-establish the context of this lesson, you can ask children to sing the rhyme "Three Red Apples" without the music and with books closed. However, it's important that you ensure there is no pressure to remember each word in the rhyme, just to see how much they can remember. Ask children to stand up and use hand gestures and body language to convey the meaning of each line. This will probably enable children to remember a bit more and gain confidence.

6 Copy the stanza. Make an illustration.

Before you set this activity, you can ask children *What will happen if instead of apples, the rhyme was about mangoes.* Ask children: *What if the rhyme is about a mango tree instead of an apple tree? What changes can you make to the rhyme? Are mangoes red? What color are mangoes?* Elicit their answers and sing the rhyme substituting red apples for yellow mangoes. Start singing at a slower pace so that children can follow you and identify the changes in the rhyme. Then, set the activity. Ask children to take out their notebooks (or distribute sheets of paper or small pieces of cardboard) to copy the new stanza. Go around the classroom and praise their effort. When children have written the new stanza, ask them to illustrate their work with a mango tree. They can also add the wind and possibly a mango on the grass. Praise their creativity. This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio.

7 Share your rhyme and drawing with your class. Praise your classmates' effort!

For this activity, you can ask children to paste their work on the walls of the classroom. Let children go around to look at the classmates' work. Ask them to go back to their places and elicit which drawings they liked best. See the **Big Book Activity Box** to introduce the tale in verse for this module.

➔ Product work

To introduce the product that children will develop during this module, you can ask them if they would like to keep a selection of their favorite rhymes and prepare a Big Book. It's important that you ask this question enthusiastically so that children feel engaged and interested in the making of a book of rhymes. Then, you can ask them to go to page 25 and read with the class the instructions of Activity 1. Children will need to transfer only the rhyme (not the drawing) to a piece of paper that will be part of their book. Encourage children to work individually since they have already copied the stanza once before this activity.

If you have five minutes to spare after introducing the rhyme in the Big Book, you can ask children which rhyme they liked best: five red apples, five red lemons or the fragment they saw of Miss Polly had a pony. You can ask children to vote and then sing or read aloud the winning rhyme.

Don't forget

Prepare flashcards to introduce the characters of the new rhyme in Lesson 2 (a cat, a bumblebee, a mouse, a pig and a cow) and the setting (a typical American barn). Look at the illustrations on page 19.

Achievements:

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

Teaching guidelines:

- Relate pictures with verses.
- Practice the pronunciation of verses.
- Identify stanzas and verses.
- Compare the writing of words with or without rhymes.
- Complete words based on parts of them.

SESSION**Warm-up**

To establish the context in which this rhyme can occur (a farm) you can start this lesson singing (and playing if you can) the rhyme "Old McDonald had a farm" with the class. If you follow this suggestion, you will be also setting the context of the tale in the Big Book, "Miss Polly had a pony" that also shares the same setting. You can sing it with children even if they can only follow you partially but ask them to pay attention to the animals mentioned in the rhyme. Then, ask the class: *where can you find these animals?* Elicit the concept of farm and draw a little house, a fence and some trees on the board. Then, introduce the word barn. If you prepared a flashcard as suggested, paste it on the board. Ask children: *what can you keep in a barn?* Elicit answers (hay, animals, cereal). Ask children in which tale they read last class there could be a barn. Elicit the title of the Big Book tale (Miss Polly had a pony). See the **Big Book Activity box** to continue reading the story with the class.

Big Book Stories Activity

To help learners activate any background information related to the story, you can open the Big Book to page 13 and elicit from children what they can remember about the tale. Ask children questions such as: *What happened to Polly's pony? What did she do? What will happen next?* Then, you can elicit their predictions and play Track 13 once while you show them the pages. Ask children if their predictions were right. Then, you can play the track again. Ask children: *what will the doctor do?* Elicit their ideas and play Track 14 along with the Big Book remaining pages of this tale. Ask children if their predictions were correct or not and ask them questions to check the general idea of this fragment: *Is the pony very sick? Will she get well? Is Polly sad at the end of the story?* Praise

Materials:

Audio CD, Activity Book, scissors, glue, crayons or colors, flashcards of animals (optional).

their effort and play Track 14 again along with the pages of the Big Book for children to follow the tale. To check specific information, point to page 18 and ask the class: *What should Polly do to her pony?* (put her straight to bed). Then, point to the doctor on page 19 and ask: *What is the doctor doing?* (writing a paper for a pill). Turn over the page and point to Polly and ask the class: *Will the pony get well?* (yes). *What should Polly do now?* (let her rest). Even if learners cannot understand every word, you can encourage them to get the general idea by pointing to the text and/or the illustrations (depending on the question and details in the illustration). To finish, you can ask them if they liked the tale and which parts they liked best. Go over the tale again to show them the illustrations and pick their favorite part of the tale. Time permitting, you can ask children more questions about the illustrations and the tale itself.

1  **Read and listen to the rhyme.**  **PAGE 100**

To introduce the rhyme in this lesson you can ask children if they would like to read another story about animals living on a farm. It's important that you ask them this question enthusiastically to generate the mood to listen to a new rhyme. Alternatively, you can use the flashcards suggested for this class to introduce the characters of the new rhyme. If you do this, you can check that children know the words: cat, pig, cat and mouse, first. You may only need to check pronunciation since these words are fairly common. Then, you can introduce bumblebee by showing children the flashcard and ask: *Is this a butterfly?* (no) *Is it a bee?* (learners may say yes). Look closely. *Is this a typical bee?* (no) This is a bumblebee and they are bigger and very noisy. You can model the word and conduct choral drills. After this, tell children they will listen to a rhyme with these characters. Children are now ready to open their Activity Book to page 19. You can ask them to read and listen to the rhyme and try to order the animals as they are mentioned in the rhyme. If you used flashcards to introduce the characters, you can play the track once or twice and ask volunteers to order them in the order animals are mentioned.

Lesson 2

2 Match the illustrations with the correct stanza of the rhyme.

To set this activity, you can point to the illustrations and the boxes, and then elicit the animals in each one. Tell children they will listen to and read the rhyme again to match the illustrations to the correct stanza. You can draw their attention to the example (letter a). Then, you can play the track once and ask children to compare answers in pairs. You may need to play the track one more time if children are not sure about their answers. To check, you can point to the illustration and elicit the correct stanza. See the **Cultural Box** to help children understand the concept of marriage and typical activities to celebrate.

Answers From top to bottom: b, a

Cultural Box

Ask children: *What are the cat, the pig and the cow celebrating? What do people do at weddings?* Explain children that to celebrate a wedding, people have a special meal, they dance and celebrate. Elicit other activities in weddings: take photographs, sing, make a toast, eat cake, etc.

3 Read and sing the rhyme.

For this activity, you can play each stanza and ask children to repeat after the recording. If the activity is rather challenging, you can pause the recording after each verse and ask children to repeat. For the third stanza, you can ask children to read it in Activity 5 on page 20. Remember you're not testing their pronunciation and children shouldn't feel the pressure to be accurate. The rhyme should be fun to read and sing. You can play the rhyme two or three times to help children get familiarized with it. If you have five minutes to spare at the end of this session, you can follow the suggestions in the **Extra Activity box** right after this.

Extra Activity

If you have five minutes to spare at the end of this session, you can ask children: *Which is your favorite animal in the rhyme: the cat, the pig or the cow?* Depending on children's answers, play the stanza in which their preferred animal appears.

Don't forget

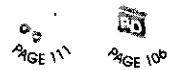
Children will need scissors and glue to complete Activity 4 next class.

SESSION 2

Warm-up

To reintroduce the rhyme in this lesson and re-establish the context of it, you can assign each child a character in the rhyme in Activity 1: cat, bumblebee, mouse, pig, cow. Then, you can tell children they will stand up and sit back every time they listen to the animal in the rhyme. If you follow this suggestion, children will also develop listening skills to recognize specific words in a text. It's important to encourage children to stand up and sit quickly while they listen to the rhyme to keep the class under control.

4 Cut and paste the musical instruments.



For this activity, it's important that you check the meaning of the musical instruments each animal plays in the rhyme: violin, French horn and drum. Since, there is not a definition in the Activity book, but illustrations, you can use the cut outs to check what type of instruments they are and write a brief definition on the board: (a) a violin is a string instrument made of wood; (b) a French horn is a brass instrument and its big; (c) a drum is a percussion instrument. Alternatively, you can play the rhyme and ask children to point to each instrument (raising their hand) when these are mentioned in the rhyme. Ask children: *how do you play a violin?* Ask children to mime the action. Ask them how they play a French horn and encourage them to mime the action. Follow the same procedure with the drum. Ask the class to paste the instruments in the corresponding box on page 20.

5 Label the parts of the rhyme.

To set this activity, you can point to the two stanzas in this activity and tell children to read quickly and tell you which rhyme it is. Then, you can ask children: *Is the rhyme complete?* (no) You will need to reintroduce the concept of stanza and you can use the box next to this activity. Alternatively, you can ask the class: *Which of these two stanzas goes first in the story? (the cat's) Which of these two stanzas is the last one in the rhyme?* Elicit answers. Point to the verses and ask children: *How many verses does it stanza have?* You can count each verse with the class and then you can ask them: *are there six verses in each stanza?* (yes) After this, you can ask children to count the verses in the last stanza and elicit the number. With this, you can set the activity and point to the boxes around the stanzas. Ask children to identify the elements and write the correct letter in the boxes. You may need to go around the classroom and help children when necessary.

Answers: from top to bottom, from left to right: a, b, c, d.

6  **Listen and circle the 2 words with similar sound.**

The purpose of this activity is to give children some practice recognizing rhyme patterns. To set this activity more effectively, you can ask children to close their books and listen to you. Read the first stanza aloud stressing the last word in each verse: *barn, arm, fiddle-cum-fee, bumblebee, mouse, house*. Then, you can ask children if they notice something about these words. Read the stanza aloud for a second time stressing the last word and ask children: *which two words have a similar sound?* Elicit them and write them on the board. Then, you can ask children to open their Activity Book to page 20 and point to words while you give instructions. It's advisable that you play the track twice and then children can compare answers in pairs.

Answers: a barn-arm, b-mouse-house, c bee-free



Don't forget

Ask children to bring crayons and colors to complete Activity 10.

SESSION 3

Warm-up

The purpose of this last session is to give children the opportunity to give their opinion about the rhyme using fixed expressions and a model of a conversation. Therefore, it's important to reintroduce the rhyme first. To do this, you can sing the rhyme "A cat came dancing" without the music and with books closed. Make sure there is no pressure to remember each word in the rhyme, just to see how much they can remember.

7  **Read and listen. Match with the correct illustration.** 

With books closed, you can tell children they will listen to two conversations about the rhyme in this lesson. Ask them to listen and identify which animals in the rhyme are mentioned. You can use the flashcards you prepared for Class 1 to elicit answers. Ask children to open their Activity Book to page 21. Point to the conversations and give instructions for the activity. Play the track once and ask children to compare answers in pairs.

Answers: b, a

8  **Act out the conversations.**

To help children practice saying the conversations, you can read each one aloud and ask children to repeat each line after you. Then, you can divide the class in two to act either the boys or the girls part with your help. Arrange the class in pairs and ask them to act out each conversation.

9 **Copy the stanza. Complete the verses with one word from each box.** 


To set this activity and increase children's interest, you can ask the class what if they add a new stanza to the rhyme but this time they pick the animal and instrument of their choice. Point to the boxes and ask children to circle one animal and one instrument. Ask them to take out their notebooks and copy the stanza and complete it with the animal and instrument they chose. Encourage them to copy the stanza neatly and leave some space for a drawing. Play the rhyme while children work individually. This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio after sharing their work with the class in Activity 10.

→ Product work

With the new stanza children just completed, you can ask children to recall what the product of this module is and what they did in Lesson 1. You can then ask them to go to page 25 and read the instructions for Activity 2. You can tell children they have the choice of selecting any stanza from A cat came dancing. Remind children they don't need to illustrate their work, just to copy the stanza on a piece of paper that will be part of their Big Book.

10 **Illustrate the stanza. Read the rhyme to your class.**

Make sure children complete the stanza before they start drawing. Go around the classroom and praise their effort and creativity. Arrange the class in groups of four to read their stanza aloud. Ask children to show their drawing to their classmates. Don't forget this activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their special folder.

 Before you ask children to complete the statement, you can ask them to go over Lessons 1 and 2 and identify those activities they did confidently and those that were more difficult to complete. This will help reflect on their performance. Then you can ask them to circle the best option and complete the statement with a short phrase. You can go around the classroom while they answer. This can be useful to see their responses and plan your last lesson. You can use this as an assessment tool to evaluate children's progress at the end of this module.

Achievements: Listen to and participate in the reading of rhymes and tales in verse.

Teaching guidelines:

- Provide support in a varied and constant way for children to be able to:
- Compare the writing of words with or without rhymes.
- Complete words based on parts of them.

- Contrast the writing of verses (number of words, rhyming words, etc.)
- Complete verses with rhyming words.
- Write verses, based on a model.
- Revise letter-sound relation

Materials:

Audio CD, Activity Book, sheets of paper, colors, crayons.

SESSION 1

Warm-up

To establish the context of this lesson, you can ask the class which rhyme they would like to listen to and sing: "Five red apples" or "A cat came dancing". To decide which rhyme to play, ask children to vote. The songs with more votes is the winner. Ask children to sing and act out the rhyme.

Alternatively, you may decide which rhyme to play and ask children to sing (without the music) expressing different moods and/or at different speeds or with different volumes of voice (louder, softer, whispering). Elicit from children the characters of the rhyme they picked or you chose. If children sing "Five red apples", ask them about the characters in "A cat came dancing" and elicit the characters. Ask children which other animals live on farms: donkeys, chicken and ducks. If children don't mention ducks, open the Activity Book to page 22 and point to any of the illustrations and elicit the word.

Big Book Stories Activity

Miss Polly had a pony. To continue working on rhyme patterns after completing Activity 2, you can ask children to open the big book to page 13 and tell them they will listen to and read the tale again. Write these words on the board: sick, hat, tat, head, pill. Tell children to listen to the story carefully and raise their hand when they listen to a word with a similar sound to the ones on the board. Give them an example from "Five little ducks" in Activity 2 if relevant. Play tracks 13 and 14 and pause every time children identify a rhyming word. Encourage them to raise their hand and ask for their to participate. Write the rhyming words on the board when these are correct and praise their effort. After eliciting all rhyming words, tell children they will read the tale again but this time, they will repeat each verse after the recording. Read along with the children and model the pronunciation of difficult words. Encourage children to repeat and pay attention to the tone of their

voice to sound: happy, worried, or optimistic. Praise children's effort when relevant. Play the tracks twice at least to help children gain confidence. See the **Extra Activity box** to exploit the text in the Big Book a bit more.

1 Read and listen. Order the illustrations from 1 to 6.

To set this activity, you can ask children enthusiastically: *Do you want to listen to a new rhyme about ducks?* Remember it's very important to generate the mood to listen and sing before playing the new rhyme. To introduce children to the characters of this rhyme: mother duck and little ducks, you can use Image 3, projected on the board, and ask children what they think it happens in the story. Then, ask children to count the number of little ducks in each illustration to familiarize them with the rhyme and anticipate what the story is about. After eliciting the number of little ducks in each illustration, you can ask the class: *How many ducks are there in the rhyme?* Elicit their ideas and point to the title of the rhyme. Tell children they will listen and then order the illustrations as they occur in the rhyme. Play the track once or twice if you consider the rhyme to be challenging. Ask children to compare their answers in pairs. To check answers, elicit the correct order of illustrations pointing to them.

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

✓ / Teaching notes

Children need to move during class. It's not just a matter of being kinesthetic, children cannot focus and concentrate for long periods of time. Yet, if you integrate activities with some (limited) physical movement, children will be more attentive and willing to work and participate. Make sure your lessons are varied, interesting but also well planned to make the most of each activity: simple gestures and body language can add a kinesthetic element in an activity and keep children engaged.

2 Look at the stanza. Answer the questions.

Point to the stanza and ask children *Which number of stanza is this? (The first one). How many verses does it have?* Then, point to the questions. Read each question aloud to elicit the answer. Ask children to write down the answers on the lines. Help them by pointing to the elements in the stanza, counting words and then pointing to rhyming words. Even when you conduct the activity to be done altogether, ask children to compare answers in pairs to promote collaboration. Ask volunteers to write answers on the board. See the **Big Book Activity box** to work on rhyme patterns a bit more and give children more opportunities to develop listening skills.

Answers 1. a. 1, b. 2, c. 3 and 4, d. 5. **2.** a. away, b. back, c. 1

Extra Activity

If you have five to ten minutes to spare at the end of this session, you can write *Miss Polly had a pony* on the board, and ask children to practice the rhyme in pairs reading it aloud. Additionally, you can ask them to make more stress on the words that rhyme at the end of each verse. It's a good idea if you go around the classroom and help when necessary. Time permitting, you can ask volunteers to read the rhyme aloud to the class.

Don't forget

You will use the CD player during the next session.

SESSION 2

Warm-up

To reintroduce the rhyme of this lesson, you can ask children what the rhyme is about and what happens to the ducks in the story and what happens in the end. Then, you can play the rhyme "Five little ducks" and ask children to read and sing along. Alternatively, you can play it, but this time ask children to stand up and imitate your moves (hand gestures and body language). If you decide to follow this suggestion, you will need to practice this before the class and be ready to enact the rhyme with the class. Play the rhyme two times more for children to practice and have fun. See the **Teaching Notes Box** to read about physical movement in the classroom on page 28.

3 Listen. Complete with the letters in the boxes.

To set this activity, you can copy the words (and gaps in them) on the board. Then, you can tell the class they will listen to the

recording to complete the words with the letters in the boxes. Point to the two options in each box. Play the recording once or twice and ask children to compare in pairs. To check, ask volunteers to complete the gaps on the board. Play the track again and ask children to repeat the words. This will be useful to set Activity 4.

Answers: a. quack, back, day; b. day, said, away; b. duck, back, truck.

4 In Activity 3, underline the words with similar sound. Circle the word with different sound.

After practicing saying the words aloud in Activity 3, ask the class *Is there anything similar in these words?* Elicit their ideas. Set the activity with an example if necessary; say the first two words (quack, back) out loud and ask children *Similar or different sound? (Similar)* Ask the class *Should I underline the words or circle them? Model the last word and ask Similar or different sound? Should I circle the word or should I underline it?* Let children work out the two remaining sets of words. Go around the classroom and help when necessary. To check you can copy the words on the board and ask volunteers to underline or circle them.

Answers: a. quack, back (similar), day (different); b. day, away (similar), said (different); c. duck, truck (similar), back (different).

5 Complete the verses with the correct word in the box.

Point to the stanza and the words in the box. Ask children to read carefully and complete the verse individually. Let children compare answers in pairs. Go around the classroom and when relevant. Write the answers on the board. See the **Extra Activity box** right after this for suggestions if you have five minutes to spare at the end of this session.

Answers: a. duck, b. away; c. back

Extra Activity

Assign each child one word in the rhyme: mother, duck, quack, day, away, back. Tell the class you will play the rhyme again and when they listen to the word they will clap once. Demonstrate the activity by playing the first stanza making sure children clap when they hear the word assigned. Play the full rhyme for children to clap. Remember this is not a listening activity to develop listening skills; the purpose is to have fun.

Lesson 3

Don't forget

Ask children not to forget to bring colors or crayons to complete Activity 7.

SESSION 3

Warm-up

To reintroduce the rhyme "Five little ducks" you can ask children to sing it without the music and with books closed. However, it is important that you make sure there is no pressure to remember each word in the rhyme, just to see how much they can remember. Ask children to stand up and use hand gestures or body language to act out each stanza. This will probably enable children to remember a bit more and gain confidence. Praise their effort.

6 Write a similar rhyme. Select 1 character and the sound the mother makes.

Ask children what if they invent a new stanza to the rhyme but this time they pick the animal and corresponding sound of their choice. Point to the boxes and ask children to circle one animal and the sound it makes. Ask them to take out their notebooks and copy the stanza in Activity 5 and complete it with the animal and the sound they chose. Go around and praise children's effort. Encourage them to copy the stanza neatly and leave some space for a drawing. Play the rhyme while children work individually. This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio after sharing their work with the class in Activity 7.

7 Illustrate your rhyme. Share your work with the class.

Make sure children complete the stanza before they start drawing. Go around the classroom and praise their effort and creativity. Arrange the class in groups of four to read their stanza aloud. Ask children to show their drawing to their classmates. Don't forget this activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio.



Find more rhymes at <http://www.nurseryrhymes.org/nursery-rhymes.html> if children are interested in listening or learning new rhymes. Alternatively, print two or three rhymes from this website and have them at hand if children ask you for more rhymes to copy in the Big Book (product).

➔ Product work

Remind children of the product of this module and ask them to take out their work. You can ask them to share in pairs the rhymes they have already selected (which stanzas and with which characters) to then ask them to go to page 25 and read the instructions for Activity 3. This time, children have the choice of selecting one stanza from "Five Little Ducks" or the stanza they produced in Activity 6. Regardless of their choice, it's important that you encourage them to copy the last stanza with neat handwriting for their "Big Book".

Learning to be with others

Before children share their work, draw children's attention to the Learning to be with others. Help them analyze the picture and the situation represented there. Ask *What is the girl with the notebook doing?* (Showing her work/notebook) and *What are the other two kids doing?* (Saying "Good job.") *How do you think the girl feels?* (Well/happy/...), *Do you think it is a good idea to appreciate other's work and tell them nice comments?* (Yes). Ask them to answer the question in the box. Encourage them to appreciate other's work by making comments like *Good job! It is nice! It is beautiful!*

Closing

Share your rhyme and drawing with the class. Which rhyme and sounds do you like best?

Ask children to paste their work on the walls of the classroom. Ask them to go around the classroom and look at their classmates' work. Ask children which stanzas and drawings they like best. Elicit their opinion. It's very important that learners take their work back and keep it in their portfolio.

Product lesson

Illustrated rhymes of tales in verse.

Materials:

- Cardboard
- Color pencils
- Glue stick
- Color papers

SESSION 1

Warm-up

To continue working on the product of this module, you can ask children which rhymes they remember. Since you're reintroducing rhymes, you can ask them to sing the rhymes they remember and make the moves they practiced during this module. After this, you can ask them to take out the three rhymes they have written on different pieces of paper and check that the rhymes are complete and that the handwriting is sufficiently neat.

1-2-3

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

4 Look at the rhymes you selected and illustrate them.

Now that children have revised that their work so far (selection of rhymes) is complete, you can ask them to illustrate the rhymes either with drawings or with cut outs from old magazines (if you have some in the classroom). Allow some time for this and play the rhymes in the background while children illustrate their work. To finish, help children put together their work so that it looks like a big book of rhymes. Time permitting, you can ask them to illustrate the cover page, too.

SESSION 2

Warm-up

Ask children what they did the previous class. Ask them if they would like to continue working on their Big Books and then show them to the class.

5 Present your Big Book of rhymes to the class.

For this activity, you need to organize how children will share their work with the class. You can ask them to display their work on the walls in the classroom, or ask them to stand up with their Big Books open so that half of the class can go around and see their classmates' work. Bear in mind that whatever the arrangements you plan, all children must present their work to the class with some brief comments but with the intention to share as much as it is possible. While children show their work to others, you can go around and monitor the activity.

Closing

To wrap up all the work done in this lesson you can ask children how they feel after completing the product and the module. This can be useful to introduce the it's time to reflect! table below. See the **Evaluation Notes** on the following page.

Module 2

SESSION 2

It's time to reflect!

Before completing this section, ask children to open their Activity Book to page 16. Read the opening question with the class. Elicit their answers now that they have seen all the rhymes in this module. Tell children they will have an opportunity to say how they feel about what they can do now that they completed the module. Tell them to remember all the important things they learned and all the activities they did. You can go over the lessons quickly to help children to remember. Tell them to work individually and read the statements on page 25. Tell them they will mark how they feel in every aspect. If they feel very good, they will put a mark on the last girl's box. If they do not feel that good, they will mark the one in the middle. If they do not feel good at all, they should put a mark in the first box. Give them an example: *Can you read rhymes and tales in verse?* Smile and say *Yes, of course I can!* and point at the girl that is jumping. Ask children to read the remaining statements and evaluate themselves individually. Go around classroom and praise their effort.

	Activity	Check (✓)
A selection of rhymes or tales in verse.	18	6
A selection of rhymes or tales in verse.	21	9
Script with the writing of a text and sound or graphic resources.	24	6

Module progress test

Make copies of the test depending on the number of children you have in class. Before you hand out the tests, tell children you will read the instructions out loud with the class and give them time to answer each activity. They should answer each activity individually and wait until you give the next instructions to answer the following activity in the test. Go around the classroom and pay attention to children's answers. Yet, do not intervene nor help unless the instruction or the activity is not clear. Collect the tests. After marking them, ask children to keep them in their portfolio.

Evaluation instrument

Make copies of the Self-evaluation card depending on the number of learners you have in class. Before handing out the scale, copy the table on the board. Model how to complete the table using yourself as an example. Hand out the valuation scale and have children complete them. Collect the scales and ask them to keep them in their special folder.

Name: _____

Unit Progress Test

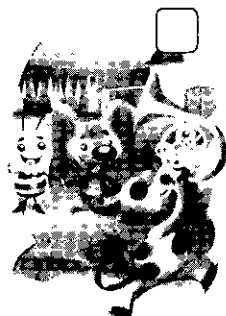
Date: _____

Group: _____

1 Identify the elements in the rhyme.

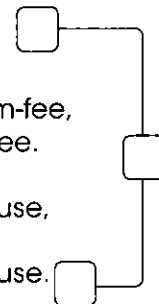
5 p's

- a. title
- b. illustration
- c. first verse
- d. last verse
- e. stanza



A cat came dancing...

A cat came dancing out of the barn,
With a violin under her arm.
She could play nothing but fiddle-cum-fee,
The mouse has married the bumblebee.
A cat, a bumble bee and a mouse,
We'll have a wedding in our good house,
A cat, a bumble bee and a mouse,
We'll have a wedding in our good house.



2 Write the word with a similar sound on the lines.

3 p's

{ arm bee mouse }

- a. house _____
- b. barn _____
- c. fee _____

3 Complete the stanza with a word from each box.

4 p's

{ cat cow pig } { meow moo oink }

Two little (a) _____
Went out one day
Over the hills and far away
Mother (b) _____ said (c) _____,
But only one little (d) _____ came back.

Total score: / 12

Evaluation instrument

Self-evaluation card

A self-evaluation card is an instrument for children to value their own progress regarding their ability to communicate in the target language.

Instructions:

1. Read each statement carefully.

Give yourself a grade: 1 = not confident 2 = confident 3 = very confident

Student's name: _____

Teacher's name: _____

Module: _____

Achievements / Descriptors	1	2	3
a. I can identify the title, stanzas and illustrations in rhymes and tales.			
b. I can listen to and read rhymes and tales.			
c. I can identify rhyming words in verses.			
d. I can select words and complete some verses in a stanza.			
e. I can write some verses to complete a stanza of a rhyme.			
f. I can give my opinion about the rhymes and tales.			

Module

3

Do you have a hobby?

Social learning environment: Family and community

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

Social practice: Exchange information on personal data.

Lesson 1 pp. 26-28	1	<ul style="list-style-type: none"> Identify their own and others personal data when listening (for example: name, age, country, etcetera) Spell proper names.
	2	<ul style="list-style-type: none"> Recognize the writing of names and graphics of numbers used to express ages. Link a list of personal data with classmates.
	3	<ul style="list-style-type: none"> Associate pictures of hobbies with a brief description. Clarify the meaning of words with the help of an illustrated bilingual dictionary.
Lesson 2 pp. 29-31	1	<ul style="list-style-type: none"> Answer, with help, questions about personal data (for example: <i>Is the boy playing soccer? Yes, he is. / No, he isn't. / Is this person reading? etc.</i>) Recognize names of hobbies, when listening to them.
	2	<ul style="list-style-type: none"> Contrast differences between hobbies of their own and other cultures, with graphic help. Answer, with monosyllables, concrete questions about hobbies (for example: <i>Do you like to walk? / What sport do you play?</i>).
	3	<ul style="list-style-type: none"> Formulate, based on a model, questions about personal data (for example: <i>What is your name? / How old are you? / Where do you live?</i>). Complete questions about personal data (for example: <i>Who do you play with?</i>)
Lesson 3 pp. 32-34	1	<ul style="list-style-type: none"> Recognize composition of questions about hobbies and personal data. Compare answers related to personal data and hobbies.
	2	<ul style="list-style-type: none"> Produce their own writing of personal data. Select and rewrite names of hobbies to plan and respond questions. Write, based on a model, questions about hobbies.
	3	<ul style="list-style-type: none"> Revise the writing of written names and figures of cardinal and ordinal numbers. Use their own and others' personal data with responsibility.
Product Lesson p. 35	<p>Final product:</p> <ul style="list-style-type: none"> Information about hobbies for an illustrated graphic. 	
	<p>Evaluation instrument (p. 48)</p> <ul style="list-style-type: none"> Questionnaire. <p>Portfolio evidence (p. 46)</p> <p>Module progress test (p. 47)</p>	

Achievements: Revise the writing of personal data and hobbies.

Teaching guidelines:

I help students to:

- Identify their own and others personal data when listening. (for example: name, age, country, etc.)
- Spell proper names.
- Recognize the writing of names and graphics of numbers used to express ages.

- Link a list of personal data with classmates.
- Associate pictures of hobbies with a brief description.
- Clarify the meaning of words with the help of an illustrated bilingual dictionary.

Materials:

- Audio CD, Big Book, Activity Book, colors, wallchart and handout with the alphabet (optional).

SESSION

Warm-up

To contextualize the social practice of this module, you can start this lesson by asking children what they like doing in their free time. You could start by setting the example and say what you like doing in your free time to the class and mention common activities such as riding a bike, walking in the park or swimming if these are popular activities where you and your learners live. Then, you can ask volunteers to say what they do in their free time. Ask children why they think this information is important and what we use it for. You can then explain that sharing personal information is very common among friends, finding likes is also something we do to become friends with someone. Then, you can project Picture 4 on the board and ask children, *Look! Where are the children? Are they at school? Are they having a good time? Are they happy? How old are they? Do you think they are from the same country? Do you think they are friends?* These questions will generate interest in the context of this module and will set the ground to introduce the story in the Big Book. See the **Big Book Activity box** to introduce the main character and the setting (a summer camp).



Pepe in the illustration. Ask questions to elicit more elements in the illustration: *Look at the children, do they speak Spanish? Are they from different countries? Are they happy to meet Pepe? Is Pepe new in the summer camp?* Tell children they will listen and read the first part of the story. Ask the class if they like the first part of the story? Elicit answers. Then, tell the children they will read more about Pepe and the summer camp next class.

1 Listen and underline the correct name.

You can exploit Image 04 to set this activity. With the picture still projected on the board, tell children: *Let's meet more members of the summer camp!* To give instructions and explain the class how the activity works, you can point to the children and have children notice that there are two options for each child. Tell children they will listen and underline the correct name. After this, you can play the recording once and ask children to compare answers in pairs. You can play the track again if necessary. To check, you can point to the photo and elicit the name of the boy or the girl and how it is spelled. If you notice children struggle to spell the alphabet, see the **Extra Activity box** right after this for suggestions.



Big Book Stories Activity

Welcome to our summer camp. Ask children to open their book to page 21. Read the title out loud and point to Pepe (the boy) and the children and man in the background. Ask the class: *So, who are the characters in this story?* Elicit answers. Ask children: *Who can tell me what the story is about?* Elicit any ideas from children. Encourage them to predict what the story is about. Ask them questions: *What do you think will happen to Pepe? And what will happen in the story? Do they look happy? Let's find out what the story is about.* Ask children to point at



Answers a. Koji, b. Molly, c. Esther.

Extra Activity

Write the alphabet on the board. Alternatively, paste a wallchart with the alphabet on the board. Model each letter of the alphabet for children to repeat after you. Then, spell your name out loud pointing to the letters. Ask volunteers to pass to the front and spell their name pointing to the letters of the alphabet. You can also

distribute a handout with the alphabet for children to spell their names pointing to the letters in the handout. Go around the classroom and help when necessary.

2 Draw yourself and write your name. Spell your name out loud.

Ask children enthusiastically: *Do you want to be a member of the summer camp?* Tell the class that during this module everybody is a member of the summer camp and they need to draw themselves on the bulletin board. Ask them to write their name below their drawing so that later they can share their work and spelled their name. Go around the classroom monitoring and praise their effort and creativity. Rearrange the class in four. Ask children to share their drawing and spell their name. If you have five minutes to spare at the end of this session, you can practice saying the alphabet with a song. See the **Extra Activity box** right after this for suggestions.

Extra Activity

If you have five minutes to spare at the end of this session, you can sing an alphabet song. There are plenty of choices on the internet to practice saying the alphabet. Check these two versions and pick one: <https://kidsongs.com/lyrics/the-alphabet-song.html> / <https://learnenglishkids.britishcouncil.org/es/songs/the-alphabet-song> You can download the song and play it on a CD player or project the song or the video on the board and sing along. Encourage children to sing and add moves to the song if possible. Play the song twice.

Don't forget

Flashcards of different countries (flag and a monument if possible): Australia, Japan, England, Argentina, Italy, Mexico. to set the context of the next session.

SESSION 2

Warm-up

To re-establish the context of this lesson, you can project Image 4 on the board again and ask the class different questions to activate any background information they may recall: *Do you remember these children? Where are they? Are they from one country or different countries? Are they friends? Do you think they like doing similar activities?* Then, it's strongly recommended that you revise some countries with

the flashcards you prepared for this class. If you decide to do this, you will need to show each flashcard, elicit the country, model the pronunciation and conduct choral drills to make sure children can identify the name of the country when they listen to it. Alternatively, you can play a video with countries such as: <https://www.youtube.com/watch?v=l6A2tFkjXq4> You can play the video once and elicit from children the countries mentioned and then play it to sing the song.

3 Listen and circle the correct number and country.

Ask children to open their Activity Book to page 26. Point to Koji and ask children: *Do you remember him? What's his name?* Point to Molly and then to Esther and ask the same questions. Tell children they will listen to Koji, Molly and Esther to circle the correct number (pointing to the numbers in bold) and then the country they're from (pointing to the pictures of the two countries). Allow children to read the sentences before you play the recording. Play the track once and ask children to compare answers in pairs. Play the track again if necessary. Then, check answers with the class: Write the names of the children on the board, and elicit the correct age and country and write them on the board.

Answers: a. 8, Japan, b. 10, England, c. 9, Mexico

4 Check (✓) the correct activities next to the descriptions.

Point to the activities next to the bubbles and say: *let's check some activities in your Picture Dictionary.* Ask children to open their Activity Book to page 107. Point to each picture and elicit the activity. Model each work/phrase and conduct choral drills. Most activities are quite common but you may need to check the meaning of origami and hockey. Ask the class: *Do you need colors to do some origami? (no) Do you need paper? (yes) Do you need scissors? (no). Can you play hockey in the school yard? (no) Can you play hockey in the park? (no) Can you play hockey on an ice rink?* Point to the rink and elicit the answer (*yes*). Ask children to go back to page 27. Point to the children and read each bubble out loud. Ask children to check the correct boxes individually. Allow them to compare answers in pairs before you check with the class. Write the answers on the board. If you have five minutes to spare at the end of this session, see the suggestions in the **Extra Activity box** right after this.

Answers a. soccer and swimming, b. playing the guitar and singing, c. riding a bike and walking in the park.

Lesson 1

Extra Activity

Ask children which activities they like doing pointing to Activity 4. Ask them to take out their notebooks and write a similar sentence to those in the bubbles (I like _____ and _____) and complete with two activities they like doing. Then, ask them to draw themselves and the activities they chose. Go around the classroom and help if necessary. Make sure children write the sentence first and then they make the drawings. Play some music in the background if you can while they work individually.

Don't forget

Prepare cards with the activities mentioned in Activity 4. Use the illustrations in the Picture Dictionary (page 107) and prepare one set of cards for groups of 4 children. Each card should have the picture and the activity.

SESSION 3

Warm-up

To activate the language just introduced in the previous session (free time activities), you can use the cards you were suggested to prepare for this session. If you prepared the cards as suggested, you will need to arrange the class in groups of four. Then, ask children to take out their notebooks. To set the activity, you can show children the set of cards and tell them they will take turns to pick a card and spell the activity to their group. You can demonstrate the activity by picking a card and spelling the phrase to the class. Children should write the list of activities in their notebooks. Go around the classroom and help when necessary. To check, you can ask volunteers to write the activities on the board. With this activity you will also give children more opportunities to practice spelling words and using the alphabet.

5 Describe yourself. Draw your favorite activity.

Point to Activity 3 before you set this activity. Point to Koji and ask children *What's his name? How old is he? Where is he from?* Elicit answers. Ask children to look at the sentence describing Koji and tell them they will now describe themselves. Point to the open notebook in Activity 5. Ask children to complete the sentences with their own information. If you consider this activity to be challenging, write the sentences on the board and complete the gaps with your personal information. Tell children they will do the same to describe themselves. Go around the classroom to check their work and praise their effort. Set the drawing activity when children have completed the gaps. Point to the empty page and ask them to draw their favorite activity (out of the ones introduced in Activity 4). Ask them to write the name of the activity below the drawing. This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio.

Answers Answers will vary.

6 Share your work with others.

Arrange the class in groups of three to five. Ask children to share their work with their classmates. Demonstrate the activity with your information. Say *Hi! I'm.... I'm.... years old. I am from. ... I like.....* Tell children to read the sentences out loud and show their drawing. You can also ask them to find out what they have in common with their classmates (*age, country and possibly their favorite activity*). Go around the classroom and encourage children to participate. Praise their effort. To check, you can ask volunteers to pass to the front and introduce themselves and share their drawing.

Answers Answers will vary.

7 Check (✓) the correct options.

Point to the options and read each one out loud. Give children some time to answer while you read each option. You can give them examples of activities to show them which options are appropriate. Go around the classroom to check learners' work. Ask them to compare answers in pairs. Then, write the options on the board and elicit answers. Ask children, *Is it a good idea to share our information with others? (in a learning context, yes), Is it good to share our favorite activities? Can you learn about our classmates? Can you learn about their favorite activities? (yes).*

Answers Children should check all the options.

Extra Activity

With books open, ask children to go around the classroom and find a classmate whose favorite activity is the same as theirs. Demonstrate the activity going around the classroom and asking children: *Do you like...?* Write the question on the board. Ask children to stand up and go around the classroom asking the question. Monitor children and help when necessary. To check, elicit their findings.

Don't forget

Reuse the cards you prepared for this session. This time, make two sets of cards for groups of four.

Achievements: Understand questions about personal data and hobbies.

Teaching guidelines:

Help students to:

- Answer, with help, questions about personal data. (for example: *Is the boy playing soccer? Yes, he is. / No, he isn't. / Is this person reading?*, etc.)
- Recognize names of hobbies, when listening to them.
- Contrast differences between hobbies of their own and other cultures, with graphic help.
- Answer, with monosyllables, concrete questions about hobbies (for example: *Do you like to walk? / What sport do you play?*).

- Formulate, based on a model, questions about personal data (for example: (*What is your name? / How old are you? / Where do you live?*).
- Complete questions about personal data (for example: *Who do you play with?*)

Materials:

Audio CD, Activity Book, scissors, glue, crayons or colors, sets of cards with activities (optional)

SESSION

Warm-up

To reinforce the activities already presented in lesson 1, you can use the cards you prepared for Session 3, Lesson 1 to play a memory game. If you decide to conduct the game, you will need two sets of cards with activities for each group of 4. To play a memory game, you need to arrange the class in groups of four and tell children they will play a memory game. Distribute the cards and ask them to shuffle them and arrange them in rows facing down. Children will take turns to pick two cards. If they're similar, they can keep them. If not, they put them back facing down. The goal is to find the matching card. The child with more pairs of cards is the winner. With this game, children will be practicing saying the activities presented and will possibly reinforce meaning. Additionally, you can ask them to spell the phrase every time they pick a card. With this, children would be practicing spelling words and using the alphabet.

predictions and play Track 21 once while you show them the pages. Ask children if their predictions were right. Then, play the track again. Point to Pepe on page 25 and ask children: *Does Pepe like swimming?* (no) *Does Pepe like riding a bike?* (yes). Point to Pepe on page 26 and ask similar questions: *Does Pepe like singing?* (no) *Does Pepe like playing the guitar?* (yes). Point to Pepe on page 27 and ask: *Does Pepe have new friends in the summer camp?* (yes) Point to Pepe on page 28 and ask children: *Look at Pepe! Can you see his photo on the bulletin board?* (yes) *Is he a member of the summer camp now?* (yes). *Is everybody happy for Pepe?* (yes). Let's all say to Pepe, *Well done, Pepe!* Elicit the phrase from the class. Ask children if they liked the story and which parts of the story they liked best. Elicit their opinion.

Big Book Stories Activity

Welcome to our summer camp. Open the Big Book to page 21 and elicit from children what they can remember about the story. Ask children questions such as: *Where are they? Is Pepe new in the summer camp? Are members of the summer from the same country? Is Pepe happy at the summer camp? How old is Pepe? Is he from Argentina?* Play Track 20 and ask children to read along with the recording. Tell the class they will read and listen to the second part of the story. Point to Pepe on page 24 and ask children: *What are Pepe's favorite activities? Does he like playing soccer?* (Yes) *What else do you think he likes doing?* Elicit their

1 Listen and number the activities.

Ask children to open their Activity Book to page 29. Tell children they will listen to a summer camp member and they will number the activities in the order these are mentioned. Point to the activities and ask children to say the activities aloud. Play the track once and ask children to compare their answers. Play the track again if necessary. Then, elicit their answers and write them on the board. With the answers on the board (numbered as they were mentioned), conduct choral drills. Ask children which activities they like best and elicit their answers. Then, ask them, *Do you remember Pepe who is new at the summer camp?* Let's find out which activities he likes doing. See the **Big Book Activity box**.

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

Lesson 2

2 Listen and read.

Point to the illustration and ask children: Look at the boy and girl. Where are they? (at the summer camp) Let's listen to their conversation and number the speech bubbles from 1 to 6. Tell children they will listen to and read the conversation and be ready to number the bubbles. Play the track and ask children to compare answers in pairs. Play the track one more time if children are not sure about their answers. To check, point to the bubbles and elicit the correct number. See the Teaching Notes Box right after this to check intonation in questions.

Answers (1) Do you like sports? (2) No. Do you like sports? (3) Yes! (4) What sports do you play? (5) Soccer (6) Great!

Teaching notes

Write the conversation in Activity 2 on the board and circle or underline the questions. Model each question and ask children to repeat after you. Make sure your intonation is appropriate (rising if it is a Yes/No question and falling if it's a wh-question). Ask children in which questions your voice goes up at the end? (First two questions) Ask children in which question your voice goes down at the end? (Third question). Ask children to repeat each question again making sure the intonation is appropriate.

3 Act out the conversation in Activity 2.

For this activity, you can play the conversation again and ask children to repeat after the children in the recording. Then, divide the class in two large groups and assign roles (girl and boy), play the recording again and ask to repeat after they boy or the girl. Arrange the class in pairs and ask children to take turns to play the boy's or the girl's role. Go around the classroom and help when necessary. To check, ask volunteers to pass to the front and act out the conversation. See the **Extra Activity box** right after this if you have five minutes to spare at the end of this lesson.

Extra Activity

If you have five minutes to spare at the end of this session, you can ask children, *What about you? What sports do you like to play?* Elicit their answers. Ask them where they can play or practice the sports they mention, what their favorite teams are, etc.

Don't forget

Children will need scissors and glue for Activity 4. Reuse the cards with activities. This time you will need a set of cards for each pair of children.

SESSION 2

Warm-up

To give children more opportunities to practice asking questions about free time activities, you can arrange the class in pairs and write an activity on the board (swimming). Elicit from the class the question: *Do you like swimming?* Ask the question yourself to a child and elicit the answer. Ask the question to several children (one by one) to set the example. Tell the class they will ask and answer questions in pairs using the cards you prepared for this session to find out what they have in common with their classmates. Arrange the class in pairs. Distribute sets of cards to each pair of children. Go around the classroom and help when necessary. To check, ask children to tell the class which activities they have in common with their classmates.

4 Cut. Listen and paste.

Ask children to open their books to page 111. Point to the three activities and elicit them. Ask children to cut them. Ask them to go to page 30 and point to the girls and boy mentioned in the activity. Point to their faces and elicit their names, ages and country by asking them questions *What's her name? How old is she? Where is she from?* Tell the class they will listen to the children introducing themselves and their favorite activity. Ask them to identify the activity and paste it in the corresponding empty box. Play the track once and ask children to compare their answers. Play the track again if necessary. Elicit answers by asking children the activities mentioned. Write the answers on the board. Ask the class if dancing flamenco, making origami or playing ice hockey are popular activities in Mexico. Then, ask them if these activities are popular in the countries the children are from.

Answers a. dancing flamenco, b. origami, c. hockey

5 Check (✓) the activities that are popular in your country.

Point to the activities below the instructions and tell children that some activities can be more common in some countries than others. Arrange the class in pairs and ask them to check those activities that they consider to be popular in their country. Go around the classroom to check children's answers and to encourage them to participate. Praise their effort. To check answers write the activities on the board and ask volunteers to pass to the front and check the activities that are popular in their country, city or town. See the **Cultural Box** below and also the Extra Activity box if you have five minutes to spare at the end of this session.

Answers Answers will vary.

Cultural Box

Some activities can be more popular than others depending on geographical and cultural aspects. For instance, children living on the coast may be more inclined to water sports; children living in small towns may be more inclined to outdoor activities compared to children living in urban areas. Some activities can only be performed in specific seasons of the year while others are more popular for cultural reasons such as origami (a common hobby in Japan). Ask children questions about the activities they are not familiar with to raise their awareness of cultural differences.

Extra Activity

If you have five minutes to spare at the end of this session, you can ask children which activities, not common in Mexico, they would like to try. Say: *I would like to learn how to make origami. What about you? Which activities would you like to learn?* Elicit their ideas.

Don't forget

Keep the set of cards you've prepared for previous sessions to reuse them in session 3.

SESSION 3

Warm-up

To give children more opportunities to use the vocabulary introduced in previous sessions, you can have children play Pictionary. If you decide to follow this suggestion, you will need to show children the set of cards they've used for different games in previous sessions, and tell them that this time they will pick a card and draw the activity for their classmates to guess it. The child who guesses more activities is the winner. Arrange the class in groups of four to six. Distribute the cards and ask children to take turns to draw and guess. Go around the classroom to check that all children participate.

6 Complete the questions with the words in the box.

Ask children to open their Activity Book to page 31. Point to the conversation and give instructions for the activity pointing to the words in the box. Read the conversation once for children to get familiarized with the information. Ask the conversation again and ask children to complete the gaps individually. Allow some time to compare answers in pairs. Children may need a bit more time if they are not sure about

their answers. Thus, read the conversation aloud again if necessary. To check, write the answers on the board.

Answers name, old, from, like

7 Act out the conversation in Activity 6.

Read the conversation and ask children to repeat each line after you. Then, divide the class in two to act either the boy's or the girl's part with your help. Arrange the class in pairs and ask them to act out each conversation. Go around the classroom and intervene when necessary. Praise their effort.

8 Ask your classmates. Write the answers in your notebook.

Ask children they will now interview their classmates. Ask them to take out their notebook. Point to the boxes and ask children to say the questions out loud except for the last one. Ask them why the last question is incomplete. Tell them they have to complete it first depending on what they want to know about their classmates. Ask them to copy the questions in their notebook and complete the last one. When they're ready, ask them to stand up and interview at least 3 classmates and write their answers next to the questions. Go around and praise children's effort. This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio.

Product work

To introduce the product of this lesson you can ask the class what language (vocabulary and structures) they have revised in previous lessons and what they use it for. Then, explain to the class that for this module they will make a survey to then report their findings using a graph or a chart and that with this information they will also get to know their classmates more and a bit better. It is very important that you explain this to the class so that they can also see the purpose. Then, ask children to go to page 35 and read the instructions for the first activity. You can ask them to work individually to write questions, or individually if some children find it very difficult.

Before you ask children to complete the statement, you can ask them to go over Lessons 1 and 2 and identify those activities they did confidently and those that were more difficult to complete. This will help reflect on their performance. Then you can ask them to circle the best option and complete the statement with a short phrase. You can go around the classroom while they answer. This can be useful to see their responses and plan your last lesson. You can use this as an assessment tool to evaluate children's progress at the end of this module.

Achievements: Participate in the writing of questions about personal data and hobbies.

Teaching guidelines:

Help students to:

- Recognize composition of questions about hobbies and personal data.
- Compare answers related to personal data and hobbies.
- Produce their own writing of personal data.
- Select and rewrite names of hobbies to plan and respond questions.

- Write, based on a model, questions about hobbies.
- Revise the writing of written names and figures of cardinal and ordinal numbers
- Invite students to use their own and others' personal data with responsibility.

Materials:

Audio CD, Activity Book, sheets of paper, colors, crayons

SESSION 1

Warm-up

To contextualize this lesson and reintroduce the language seen in previous lessons, you can arrange the class in large groups of five to seven. If children are sitting in rows, each row is a team. Tell children you will write a category on the board and they will stand up (one by one) and write a word/phrase on the board. The team with more words/phrases is the winner. Categories: countries, hobbies/free time activities. See the **Big Book Activity box**.

Big Book Stories Activity

Welcome to our summer camp. Ask children if it is easy or difficult to make friends. Elicit their ideas. Ask them about Pepe *Do you think Pepe has new friends in the summer camp? Who wants to be Pepe's friend in the summer camp?* Open the big book to page 21 and tell children they will listen to and read the story again. Ask children to pay attention to the boys and girls talking to Pepe to find out who wants to be his friend. Write this question on the board *Who wants to be Pepe's friend?* Play tracks 20 and 21. Ask children to discuss in pairs the answer to the question on the board. Elicit their ideas (*everybody wants to be his friend*). Play the tracks again and read along with the children. See the **Extra Activity box** to exploit the text in the Big Book a bit more.

Extra Activity

Act out the Big Book story with the class. Ask children to choose a character: Pepe, the girls and boys in the story and leader of the team. Read the story again with the class. Then, ask volunteers to play different characters, read their lines and act out the scenes.

1 Read the bulletin board. Answer the questions.

Tell children *Pepe is on the bulletin board in the story, but what about our characters in your Activity Book? Do you want to know who were the winners?* Ask the class to open their book to page 32 and point to the illustrations. Elicit the names of the winners (*Nagiko and Tom*). Then, elicit the information about each one listed to the sides. Tell children they will use the information to answer the questions. Tell the class *Imagine you're Tom and you're Nagiko*. Answer the questions in the bubbles. You will need the information to each side of the illustration. Ask children to work individually. Go around the classroom and check their work. Help when necessary or praise their work.

2 Discuss and compare your answers.

Ask children to compare their answers in pairs before you check with the class. Ask volunteers to write the answers on the board.

Answers Tom, 7, Canada, yes, no. Nagiko, 8, Japan, no, yes.

3 Match the number with the correct word.

Point to the bulletin board in Activity 1. Ask children which week it is at the summer camp pointing to the ordinal number. Elicit the answer. Point to activity 3 and ask children to match the number to its written form. Ask them to work individually first before they compare answers in pairs. To check, write the numbers on the board and ask volunteers to write the written form next to them. See the Extra Activity box right after this if you have five minutes to spare at the end of this session.

Answers 1st-first, 7-seven, 1-one, 3-three, 3rd-third, 5-five, 2nd-second

Extra Activity

If you have five minutes to spare at the end of this session, you can arrange the class in pairs and ask children to pretend they are Nagiko or Tom. Ask children to interview each other and answer the questions with Nagiko's or Tom's information. Go around the classroom and help when necessary. Praise their work.

Don't forget

Bring the sets of cards with activities for children to play charades at the beginning of next session, you will need a set of cards for each group of four children.

SESSION 2

Warm-up

To reintroduce the activities revised and practiced in previous sessions, you can arrange the class in groups of four or five. Show the class the sets of cards they've used in previous sessions and tell children they will pick a card and will act out the activity for their classmates to guess it. The classmate with more cards is the winner. Go around the classroom while children play and guess the activity. Make sure everybody participates and praise their effort. To check, ask volunteers to mime the activity for the class to guess.

4 Write about yourself.

Ask children to open their books to page 33. Point to the bulletin board and ask children *What is this? What week is it? Well, you all are the champions at the summer camp!* Complete the sentences with your information. Give children an example if necessary. Write the first sentence on the board and complete with your information. Tell children to complete the card individually. Go around the classroom and help when necessary. Make sure children complete the last sentence with two activities they like doing. Do not check answers now because they will use the information in the card in Activity 5.

WWW You can find more activities about hobbies on: <http://learnenglishkids.britishcouncil.org/en/category/topics/free-time-and-hobbies>. It's advisable that you check first which ones can be relevant, more interesting and suitable for second-grade learners.

5 Work in pairs. Ask and answers questions.

Copy all the sentences in Activity 4 on the board (you already have the first sentence). Complete the sentences with your information. Elicit the most appropriate question for each sentence: *What's your name? How old are you? Where are you from? What do you like doing?* Write them on the board next to each sentence. Conduct

choral drills to make sure children use the correct intonation pattern (rising or falling). Then, set this activity. Point to the questions in the bubbles and tell children they will work in pairs to ask and answer the questions with the information in Activity 4. Arrange the class in pairs and ask children to take turns to interview their classmates. Go around the classroom and intervene if necessary.

6 Check ✓ the most appropriate sentences.

Ask the class *Can you share this information with your friends? (yes) With your family? (yes) With your classmates? (yes) But, what about people you don't know? (no) Why not?* Elicit their ideas no matter how they articulate them. The purpose is to make them reflect on the fact that personal information cannot be shared with everyone. Point to this activity and read each statements out loud and ask children to read along carefully and check only those statements that are appropriate. While you read statements, go around the class classroom and check children's answers. If you notice they check all the statements, read the statement in question again and ask them comprehension questions. For example *Is your friend a stranger? (no) Is someone walking in the street a stranger? (yes) can you share your information with a stranger?* See the **Extra Activity box** right after this if you have ten minutes to spare at the end of this session.

Answers children should check only options a and c.

Extra Activity

If you have ten minutes to spare at the end of this session, you can ask children to draw the two activities they chose to complete the card in Activity 4 in their notebook and write a sentence starting with: *I like...* Go around the classroom and praise their work. Time permitting, ask them to display their work pasting it on the walls of the classroom to share it with the class.

Don't forget

Sheets of paper to transfer the information of their survey in Activity 9.

SESSION 3

Warm-up

To reintroduce the language revised and practiced in this module, you can play hangman with the class. If you decide to follow this suggestion, you will need to draw a hangman and lines for children to complete with letters of the alphabet. Use the activities practices during this module and that they will use again in Activity 7. Ask children to take turns as they're sitting to say a letter of the alphabet until they guess the activity. If the letter is not in the word or phrase, draw parts of the hangman.

Lesson 3

7 Let's make a survey! To start, select 4 activities.

By now, children are familiarized with the activities seen in this module. Point to them ask them to select four activities, whether they like them or not. Tell the class to select activities to know about their classmates' preferences. Go around the classroom while children check the activities individually. This activity should not take long since it is only the first step to conduct the survey. Yet, it is important to break the survey down into different stages in order for children to cope with the information and the organization of such information in tables.

8 Complete the questions with the activities you selected.

Point to the questions and the gaps. Ask children to complete the questions with the four activities they chose. Ask them to pay attention to spelling. Go around the classroom and make sure children complete the four questions accurately.

9 Make and conduct your survey.

Point to the notebook and the questions in it. Ask children to take out their notebooks and write the questions in different columns. The purpose is to have enough space to collect the information of different classmates and have it all organized under different headings. Go around the classroom and make sure children copy the questions as in the example with four columns for the questions they completed in Activity 8. In total, they should have seven columns in their notebook. You can give an example on the board if necessary. This activity will be used at the end of this module to evaluate the child's progress.

Product work

Ask children to take out their survey in their notebooks. Tell them they will use the information they collected to prepare a graph. Point to the illustration to make sure the concept of graphs is clear. Tell children that they will now count the number of classmates who like or don't like the activities they selected in Activity 8 in lesson 3, the number of classmates who are from the city or town where they live and the number of children who are 7 or 8 years old. Go around while they do this and help if necessary. Then, tell them to prepare a graph with the information. Give them an example on the board. Write the question on the horizontal axis and the quantity on the vertical axis. Show them how they will produce the table with random quantities. Go around the classroom and check that children produce a graph in their notebooks. Help if necessary. When children have completed this, distribute pieces of cardboard and ask them to prepare their graph. Continue monitoring their work and help when necessary.

Learning to be

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

Closing

Share the results of your survey with your classmates.

For this activity you can arrange the class in groups of five. Ask children to report their findings. Set an example. Use the information on the board and say: Miguel is 7 years old and he's from Puebla. He likes walking in the park and riding a bike. Ask children to take turns to share the information they collected while you go around the classroom. Help if necessary or simply praise their work.

Product lesson

Information about hobbies for an illustrated graphic.

Materials:

- Ruler
- Cardboard
- Color pencils
- Pencils
- Glossy paper
- Scissors
- Glue stick

SESSION 1

Warm-up

Since these will be the last two lessons of this module, it is advisable that you recapitulate with the class what they have done so far either in class or to develop the product of this module. By doing this, children will be able to reflect on their progress.

1-2

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

3 Prepare your graph on a piece of cardboard.

Ask children to transfer all the information they gathered and organized to a final graph now that they have practiced conducting a survey and organizing information to prepare graphs. This activity may take long but for better results, you should ask children to do it in the classroom instead of home.

SESSION 2

4 Present your results to the class.

Children will take turns to present their work to the class. Ask them to use simple sentences to show the number of children who like each activity they selected. For example: *Four children like swimming but two don't like swimming. Three children like riding a bike and three don't like riding a bike.* They may repeat some information but the purpose is to use the structure seen in lessons and practice.

Closing

To wrap up all the work done in this lesson you can ask children how they feel after completing the product and the module. This can be useful to introduce the it's time to reflect! table below. See the **Evaluation Notes** on the following page.

Module 3

SESSION 2

It's time to reflect!

Before completing this section, ask children to open their Student's Book to page 26. Read the opening question with the class. Elicit their answers now that they have seen all the rhymes in this module. Tell children they will have an opportunity to say how they feel about what they can do now that they completed the module. Tell them to remember all the important things they learned and all the activities they did. You can go over the lessons quickly to help children to remember. Tell them to work individually and read the statements on page 35. Tell them they will mark how they feel in every aspect. If they feel very good, they will put a mark on the last girl's box. If they do not feel that good, they will mark the one in the middle. If they do not feel good at all, they should put a mark in the first box. Give them an example *Can you introduce yourself and share some personal information?* Smile and say *Yes, of course I can!* and point at the girl that is jumping. Ask children to read the remaining statements and evaluate themselves individually. Go around classroom and praise their effort.

		Activity	Check (✓)
Notes with personal information	28	5	
Short questionnaires	31	8	
Table with results of a survey	34	9	

Progress test

Make copies of the test depending on the number of children you have in class. Before you hand out the tests, tell children you will read the instructions out loud with the class and give them time to answer each activity. They should answer each activity individually and wait until you give the next instructions to answer the following activity in the test. Go around the classroom and pay attention to children's answers. Yet, do not intervene nor help unless the instruction or the activity is not clear. Collect the tests. After marking them, ask children to keep them in their portfolio.

Evaluation instrument

Make copies of the questionnaire depending on the number of learners you have in class. Before handing out the scale, copy the table on the board. Model how to complete the table using yourself as an example. Hand out the valuation scale and have children complete them. Collect the scales and ask them to keep them in their special folder.

Name: _____

Module Progress Test Date: _____ Group: _____

- 1 Complete the card with some personal information. 5 pts

**2nd week results:
Our summer camp champions!**

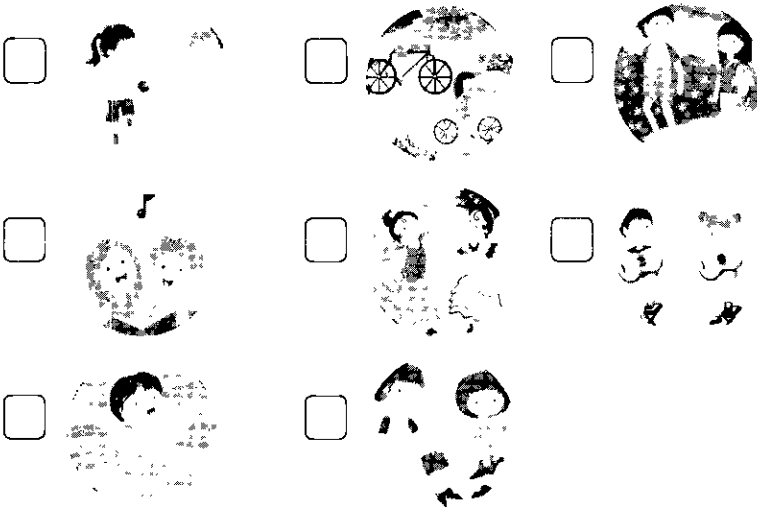
I am _____

I am _____ years old

I am from _____

I like _____ and _____

- 2 Match the activities in the box with the illustrations. 8 pts



- a. playing soccer
- b. singing
- c. dancing flamenco
- d. swimming
- e. riding a bike
- f. making origami
- g. playing the guitar
- h. walking in the park

- 3 Match the question to the answer. 5 pts

- | | |
|-----------------------------|---------------------------|
| a. What's your name? | 1. I like playing hockey. |
| b. How old are you? | 2. Tom |
| c. Where are you from? | 3. Yes! |
| d. Do you like sports? | 4. I'm from Canada. |
| e. What sports do you like? | 5. I'm 7 years old. |

Total score: / 18

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.



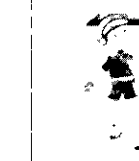



Read each question carefully and circle the best option.

School's name: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____ Lesson: _____

Activity: _____ Competency: _____

Achievements / Descriptors	a	b	c
a. If someone asks What's your name? You say...	I'm _____.	I'm from _____	I like _____.
b. If someone asks Where are you from? You say...	I'm _____	I'm from _____	I like _____
c. If someone asks Do you like swimming? You say...	Yes / No.	I'm from _____	I like _____
d. If someone asks How old are you? You say:	I'm _____	I'm _____ years old.	I like _____
e. Which of these activities is not popular in your country?			
f. Which of these activities is popular in your country?			
e. Can you share personal information with your friends?	Yes	No	
f. Can you share personal information with a stranger?	Yes	No	

Module 4

How do plants grow?

Social learning environment: Academic and educational
Communicative activity: Interpretation and follow-up of instructions.
Social practice: Follow and give instructions for planting a plant.

Lesson 1 pp. 36-38	1	<ul style="list-style-type: none"> • Anticipate content from previous knowledge, title and illustrations.
	2	<ul style="list-style-type: none"> • Identify parts of the text (for example: title, sequence of instructions, etcetera) and their disposition. • Differentiate instructions of list of materials.
	3	<ul style="list-style-type: none"> • Recognize graphic components (for example: images, bullets) and textual (for example: headers). • Recognize purpose of diagrams and maps.
Lesson 2 pp. 39-41	1	<ul style="list-style-type: none"> • Identify words that are part of instructions. • Complete directions from their inception.
	2	<ul style="list-style-type: none"> • Select relevant information from heard options. • Follow instructions to perform an experiment.
	3	<ul style="list-style-type: none"> • Practice pronouncing words in instructions. • Practice ways to be attentive to the recipient. • Help students discover alternative ways of carrying out actions.
Lesson 3 pp. 42-44	1	<ul style="list-style-type: none"> • Identify and rewrite names of materials.
	2	<ul style="list-style-type: none"> • Complete instructions with one or more words. • Identify order of instructions in a sequence.
	3	<ul style="list-style-type: none"> • Compare similarities and differences in instructions. • Express questions when having doubts about how to write something. • Review punctuation and use of uppercase and lowercase letters.
Product Lesson p. 45	<p>Final product:</p> <ul style="list-style-type: none"> • Illustrated instructions for planting a plant 	
	<p>Evaluation instrument (p. 62)</p> <ul style="list-style-type: none"> • Card of self and peer assessment. <p>Portfolio evidence (p. 60)</p> <p>Module progress test (p. 61)</p>	

Achievements:

Explore illustrated instructions.

Teaching guidelines:

Help children to:

- Anticipate content from previous knowledge, title and illustrations.
- Identify parts of the text (for example: title, sequence of instructions, etc.) and their disposition.
- Differentiate instructions of list of materials.

SESSION 1**Warm-up**

In order to contextualize the content of this lesson, you may work with books closed and follow this procedure. Draw a plant on the board. Ask children *What is this? (a plant)* Then ask *What plants do you like? Why?* Tell children to work in pairs to answer these questions, set a time limit and ask *Do you know what a plant needs to grow?* Elicit answers from children and draw them on the board (*water, sunlight, soil*). Now ask *How do plants grow?* Tell them there is no right or wrong answers, you just want to know what they know about plants.

**Big Book Stories Activity**

How to grow an avocado tree. You can write on the board *avocado tree, flower, bean plant.* Take out the Big Book and show children page 3. Ask them to read the title *How to grow an avocado tree.* Ask children to look at the board and point to the type of tree they will read about. (*Avocado tree*). Ask *What do you think you will find in the book?* Elicit children's answers and write some of them on the board. Ask *What do you know about the avocado?* Again, elicit their answers.

1 Match the pictures with the words.

Tell children to open their books on page 36. Ask *What do you see? (plants, water, seeds).* Point to the column in Activity 1 and say *There are a few words, can you help me read them aloud?* Have children read the list of words aloud. Then, draw their attention to the pictures. Tell them to use a pencil to draw lines and match the word to the images. Monitor they do their work and then ask them to work in pairs to compare their answers.

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

- Recognize graphic components (for example: images, bullets) and textual (for example: headers). Recognize purpose of diagrams and maps.

Materials:

- Audio CD, Activity Book, pages 36 to 38, Big Book (fact book), *How to grow and avocado tree* (pages 3 to 12), Materials for the experiment (beans, cotton, jar, water and soil)

2  Listen and check your answers.

Tell children to look at the word and the images they just matched. Tell them they will listen to an audio so they can revise their answers. Tell children to listen to the words and use their fingers to revise they correspond to the image. Play track 22 once and have children revise their answers. Then, say you will pay the audio again, but this time, children will repeat the words.

3 Look at Activity 5. Check (✓) one option.

Tell children to go to page 37, draw their attention to Activity 5. Ask *What do you see? (Steps, materials, pictures).* Elicit all the elements until they say it is an experiment. Tell them to look at all the elements, then, ask them to go back to page 36. Ask them to read the instructions from Activity 3. Read the instructions with them and say they have to check one option. Tell them to work in pairs to compare their answers and walk around the classroom to make sure all of them are on task. Set a time limit for this activity and elicit the answer in whole class feedback.

Answers b. plant a bean

Extra Activity

To wrap up this session, children will review words playing hangman with the materials they learned. Divide the class in two groups. Explain rules for hangman. Use all the words from Activity 1. **See Big Book box.**

Don't forget

Bring all the materials for the experiment, at least 3 sets (beans, cotton, jar, water and soil)

SESSION 2

Warm-up

Tell children you will play a game. Divide the group in three teams. Tell them you have some materials with you, but you do not remember their names. Say *I will take out one object from my bag, and if you know its name, you have to run, take it and say the name aloud, your team gets to keep the object, the team that has more objects wins.* Act an example, take out two beans, show it to the children and wait for a child to come and get them. Do this with all the objects and at the end tell them to count the objects.

Image 05
4

Look at the experiment below. and answer the questions.

Project image 05 on the board and ask children to describe it. Tell children to open their books to page 37. Ask them to read the instruction for Activity 4. Draw their attention to Activity 5 and ask *Is this an experiment? (yes) What is the name of the experiment? (How to plant a bean plant?). Say Okay, now we need to identify the title and the instructions.* Have children work in pairs to perform the task. Set a time limit for this and walk around the classroom to monitor their work. Offer help to those children that need help. Once all children finish, elicit their answers in open class feedback.

Answers: 1. How to plant a plant? 2. In the section Steps.

5 Match the steps to the pictures. Write numbers 1 to 7.

Have children look at the pictures, ask them to describe the elements they see or the actions they recognize. Tell them there are some rectangles; show them your book and point at the rectangles. Tell them they do not have to write anything on those rectangles yet. Then, draw children's attention to the steps. Elicit another word for steps (instructions). Tell them the images in the bottom are the steps for the experiment, but they are not in order. Ask them to work individually to read the steps and write the numbers from the steps in the pictures. Monitor their work and offer help to children that struggle. Then, ask them to work in pairs to compare their answers. Once they finish, elicit their answers and write them on the board.

Answers: a.7, b.6, c.2, d.5, e.3, f.1, g. 4

Extra Activity

To wrap up this session, tell children to close their books. Write the numbers 1-7 on the board and tell them to work in teams of 4 to remember all instructions to plant a bean plant. The team that remembers all the instructions first wins.

Don't forget

Tell children to bring colors. Prepare the steps of the experiment on two sets of slips of paper.

SESSION 3

Warm-up

Divide the class in two teams. Tell them they will play pictictionary with the steps of the experiment. Tell them they will take turns to represent the team in the game. Tell them you will give a slip of paper with one of the steps of the experiment. The ones that represent the team, have to draw it on the board. The others have to guess it. The team that guesses first most of the steps wins.

Learn to learn

In this activity learners will recognize logical elements that plants need to grow. Tell children to open their books to page 38. Tell them to read the content from the box *Learn to learn*. Tell them there are different options of elements that plants need to grow. Tell them to check the correct options, say that there are more than 2 correct answers so they have to read them all. Set a time limit for this activity and ask children to work in pairs to compare their answers. Check as a class. (Answers: air, water, sunlight).

6 Label the sections in the experiment in Activity 5, page 37 with these words.

Direct children's attention to activity 6. Tell them these are the names of the different parts of a written experiment. Read the words one at the time and elicit what they mean. Copy all the words on the board. While doing so, slowly say the word aloud. Once your written list is complete, point to each word and elicit from children what it says there. Now, turn back to page 37, activity 5 and ask children to do the same. Point to each part, elicit what part it is and model writing the name of that part in your book. To check, first have children compare in pairs. While they do so, go around the classroom to monitor and make any necessary corrections.

Lesson 1

→ Product work

Select a plant for your experiment. Ask adults how to plant it and make notes of materials and instructions.

To introduce the product of this lesson you could explain to the class that the product they will develop in this module consists on writing illustrated instructions to plant a seed. Tell them they will now work on step 1. Ask them to go to page 45 and direct their attention to step 1. Read the step aloud for children. Elicit what options they have in step 1 (pea, sunflower, tomato). Ask them which one they would like to plant or at least work with for their project. Assign for homework to investigate with their parents or other adults, the instructions to plant that seed. Make some notes and bring them to the class.

7 Illustrate one step of the experiment in activity 5. Tell a partner what step it is.

To help children practice the steps of an experiment, draw their attention to Activity 5 to page 37. Elicit the steps in order. Then, ask them to go to page 38. Tell them there is a box in which they will draw all the steps of the experiment. Ask *Do you remember the steps? (Yes!)*. Set a time limit for this activity and tell them to work individually. Ask them to use their colored pencils to illustrate the steps. Walk around the classroom to monitor their work, encourage them to go back and look at the pictures to page 37 to use them as a model.

Extra Activity

Tell children to work in pairs to show their illustrations to each other. Tell them to point to the steps and describe them in order. Then ask them to change partners and do the same. Monitor as they do this.

Achievements:

Understand and express instructions.

Teaching guidelines:

Provide children ways to be able to:

- Identify words that are part of instructions.
- Complete directions from their inception.
- Select relevant information from heard options.
- Follow instructions to perform an experiment.
- Practice pronouncing words in instructions.

SESSION 1**Warm-up**

Tell children to review all the words related to the experiment. Tell them you will throw a ball, children have to pass it on to their peers, when you say *Stop*, they will say a word related to experiments (for example: *steps, materials, bean, sunlight, water, etc.*) Do this until they review most of the words.

1 Look at the picture. Circle the correct option.

To help children identify actions in an experiment, tell them to look at the picture to page 39. You may have children describe the picture, elicit their answers. Ask them to read the question. Tell them there are three options; ask them to read them in silence. Tell them to circle the correct option. Ask them to work in pairs to compare their answers. Elicit the answer in whole class feedback.

2 Read the instructions. Stick the corresponding cut-outs.

39
PAGE 113

This activity will help children read instructions and identify the steps in an experiment. Tell them to read the instructions of *How to plant a flower*. You can draw their attention to the boxes with the dotted lines and tell them the instructions are there. Now, ask them to go to page 119. Tell them to cut all the cut-outs, allow some time for this. Then, ask them to place the cut-outs on the corresponding boxes. Tell them to work in pairs to compare their answers. Walk around the classroom to monitor their work. When most children agree with the information, elicit their answers. Ask them to paste the cut-outs. Check as a class by pointing to each picture one at a time.

Extra Activity

Tell children to work in pairs to point to the steps of how to plant a flower. Tell them to take turns to say the instructions aloud as they point to the steps.

- Practice ways to be attentive to the recipient.

Help children discover alternative ways of carrying out actions.

Materials:

- Audio CD, Activity Book, pages 39 to 41, Big Book (fact book), *How to grow an avocado tree* (pages 3 to 12), A ball

Don't forget

Listen to track 23 beforehand. Get familiar with it before you play it for children in the following lesson.

SESSION 2**Warm-up**

With books closed, tell children to remember all the steps of *How to plant a plant*. Tell them to work in pairs to reconstruct all the steps orally. Set a time limit for this. Then, ask them to count the steps they mentioned. Ask *How many steps do you remember? (8 steps)* Elicit the steps from the children and ask them to work in pairs to mimic all the steps.

3 Listen and check ✓ the instructions they say.

This activity will help children select relevant information from oral instructions. Tell children to look carefully at the images on page 40. Say *You will hear a conversation between a girl and her mom, she gives instructions and the girl asks questions. Listen and check the instructions you recognize.* Ask children if they are going to check all the boxes, make sure all children understand they have to check only the ones they hear. Play track 23 and monitor all children are on task. Ask them to work in pairs to compare their answers. Elicit their answers and write them on the board.

4 Listen and repeat.

Tell children they will practice their pronunciation by repeating the conversation. Play the audio again and have all the group repeat the conversation. Pause it so children repeat two or three times. Divide the class in two groups and say *Group A will be the mom, group B will be the girl.* Make sure both parts understand their roles and have children repeat the conversation. Then, have children work in pairs, one child as the mom, the other one as the girl. Ask them to swap roles. Monitor as they work.

Lesson 2

5 Underline the action words (verbs).

Tell children to read the sentences from Activity 5. Ask *What are these? (Instructions) What words are important in instructions? (actions, verbs)*. Tell them to read sentence a with you: *Dig a hole*. Ask *Which is the action word here? (dig) Okay, so you underline dig*. Tell them to do the same with the rest of the sentences. Monitor as they work. Then, ask them to work in pairs to compare their answers. Write the sentences on the board and elicit their answers in open class feedback.

Answers: a. dig, b. plant, c. water, d. wait, e. appreciate

→ Product work

Share your notes for Step 1 with your classmates and select one plant.

Divide the class in groups. Ask them to take out their notes of their investigation about the materials and steps to plant a seed. Set a time limit for them to do so. Ask them to vote the options in the group and reach a consensus to work with one seed.

Learn to be

This activity will help children raise their awareness in how to behave in the classroom or when someone is talking. Ask *How do you pay attention?* Tell them to look at the pictures from page 40 and to choose the one they think is best. Tell them to work in pairs to compare their answers. Then, elicit their answer in open class feedback.

Extra Activity

Tell children to play charades to guess the meaning of action verbs. Act out the verb to water make sounds as if you were watering a plant. Then ask *What am I doing? (watering/water a plant)* Tell them to work with a partner and do the same, choose a verb and act it out until the other peer guesses. Read **Big Book** box.



Big Book Facts Activity

How to grow an avocado tree. Take out the Big Book and show children the cover. Ask *Do you remember this book?* Ask children to read page 4 with you and ask *Where are avocados from? (Mexico)*. Ask children to describe the image. Go to page 5 and point at the two parts of the seed, the top and the bottom. Ask children to use their hands to represent top and bottom of an avocado seed. Go to page 6 and read the instruction with them. Ask them to mimic the instruction with you. Go to page 7 and read the instructions with them. Ask *What were the previous instructions? (Take out the seed from an avocado, wash it and perforate it)*. Go to page 8 and draw children's attention to the avocado seed and its conditions. Ask *Is it in the dark? (No)*. Read the instruction with them. Read instructions from page 9 with them and ask them to mimic with you as you put water in a plant. Go to page 10 and read instructions with them, then ask *Does the seed divide in 10 weeks? (No, it divides in 2 to 4 weeks)*. Read the text from page 11 and ask *What do you do when the stem is 20 centimeters long? (You cut it)*. Before you turn to page 12, ask *What do you think that goes next?* Elicit children's answers. Turn to page 12 and read the instructions.

Don't forget

Write the following action verbs on slips on papers: dig, plant, water, wait, appreciate, run, sing, read. Tell children to bring their color pencils.

SESSION 3

Warm-up

Divide the class in 3 groups. Ask them if they remember the action words from the previous class. Tell them this time they will draw them. Tell them to choose a member of the group to pass to the front and draw a verb on the board. The rest of the group have to guess them. Show children one slip of paper and tell them to draw it. Give points to the team that guesses first.

6 Look at the illustrations. Complete the instructions with the options in the boxes.



Tell children to open their books to page 41. Draw their attention to the box, ask them to read them in silence. Then, tell them they are instructions to plant a tree, but they are incomplete. Ask *Where are the other parts of the instructions? (in the box)*. Tell them to complete the instructions using the options in the box. Walk around the classroom to make sure all children are on task. Then, tell children to compare their answers in pairs. Elicit answers in open class feedback.

Answers: a. what kind of tree, b. a hole, c. the baby tree, d. the baby tree, e. the bush.

7 Draw an alternative step for planting a baby tree.



Tell children to open their notebooks on a blank page. Ask them to take out their color pencils. Draw the children's attention to the instructions on Activity 6, page 41. Say *Those instructions are to plant a tree. Ask What other step can we add for this process? (Appreciate the tree). Say Now you have to think of a different step to do this.* Tell them to draw this alternative step in their notebooks. Monitor as they do the work.

8 M. Share your drawing with a classmate.

Tell children to work in pairs to share the alternative step they did on their notebooks. Tell them to say it aloud and point to the image as they present it. Tell them to take turns to do this. Monitor as they do this. Say *Well done!*

✓/ Tell children they will have an informal evaluation to check their progress in the module. Open class, ask children how they feel about their progress in the module. In order for them to better understand, in open class, ask further questions like *Can you understand illustrated instructions? How do you feel about understanding illustrated instructions? Can you express some instructions? How do you feel about expressing some instructions?* Ask them to circle how they feel in general about the things you asked them. Ask them if there is something they could improve and how.

Achievements:

Participate in the writing of texts of experiments.

Teaching guidelines:

Offer constant support to enable children to:

- Identify and rewrite names of materials.
- Complete instructions with one or more words.
- Compare similarities and differences in instructions.
- Identify order of instructions in a sequence.
- Express questions when having doubts about how to write something.

- Review punctuation and use of uppercase and lowercase letters.

Materials:

- Audio CD, Big Book (fact book), *How to grow an avocado tree* (pages 3 to 12), Activity Book pages 42 to 44, A ball

SESSION 1**Warm-up**

Ask children *What experiments did you learn in the previous classes? (How to plant a tree, how to grow an avocado tree, how to plant a bean plant).* Ask: *What do they have in common? (they have steps to follow, there are materials, there is a title)* Ask *What other experiments can you think of?* Elicit experiments from the children.

1 Look at the pictures in Activity 3. Underline the correct option.

Tell children to look at the pictures in Activity 3. Show them your book and point to Activity 3. Say *Read the question in Activity 1: What is the experiment about?* Ask them to read the three options in silence. Then tell them to circle the answer they think is correct. Elicit the answer in open class feedback.

Answers c. Disappearing colors.

2 Circle your opinion.

Have children read the two sentences in Activity 2. Ask *Do you think it is possible to disappear colors or not?* As open class, have a brief discussion. Have them and circle their opinion.

Answers a.

3 ^{TRACK 24} Look, listen and point at the materials.

Say to the children *These are materials for an experiment, a color disappearing wheel.* Tell them they will listen to a girl saying the materials for this experiment. Say *Point at the materials as you hear them.* Before you play the audio, say: *Pencil* and tell them to point at the pencil. Make sure all children understand the instruction. Play the audio and monitor all children point at the materials.

Extra Activity

Ask children to work in teams of 4. One member of the team will say one the material from the experiment on page 42, the rest will point at the materials. The last one to point to the materials loses. Monitor as they do this and ask them to change roles to say the materials.

Don't forget

Remember to bring the pictures of actions students have studied so far. Prepare some pieces of paper with numbers to cover the pictures, you will use this material for the warm-up next lesson. Prepare sets of cards with the small pictures of the actions, make sure to prepare enough sets of cards for all your learners or for pairs.

SESSION 2**Warm-up**

Show children the pictures of actions you prepared (chose, dig, plant, water, watch,...). Stick the pictures faced down on the board. Write numbers under them. Tell them they will choose one picture and get 3 opportunities to guess what action it is. Have them guess. If they guess, they get a point, if they don't, you get the point.

4 Complete the instructions with the words in the box.

Ask children to open their books to page 43. Say *There is an experiment here. Can you guess the name of the experiment? (A color disappearing wheel).* Draw their attention to the pictures and steps. Tell them these steps are incomplete and in disorder. Ask *Where are the missing words?* Point to the box and wait so children respond (*in the box*). Tell them they have to select one word from the box to complete each step. Direct children's attention to the example in letter e. Elicit what the instruction

is. Ask which word was missing (Use). Say *Now, you have to do the same with the rest of the steps. Only complete the instructions now. Do not worry about the order yet.* Set a time limit for this and monitor children's work. Ask them to work in pairs to compare their answers. Check answers as a class.

Answers: a. Spin, b. Cut / stick, c. Tie, d. Use, e. Use, g. Draw, h. Pass, i. Color.

Note: There is not answer for letter f, because it is a one-word instruction and is already there.

5 Number the steps in the experiment.

Now that the instructions are complete, ask children *Read all the steps in the experiment. Ask What happens if we do not follow steps in the correct order? (The experiment fails, it does not work).* Say *Okay, now that we know this, number the steps in the experiment in a logic order for you.* Monitor as they do their work. Do not check check answers yet since they will do so in the following activity.

6 ^{TRACK 25} Listen and check Activity 5.

Ask children *Do you think the order you wrote is correct? You will listen a boy saying the instructions in order to check that the steps are numbered correctly.* Play track 25 and monitor children are following the steps. You may want to say answers anyway.

Answers: 1e, 2g, 3l, 4b, 5d, 6h, 7c, 8a, 9f.

Write Activity

Ask children to practice the action words they learned in this class. Say *Close your books. We will remember the steps from the Color disappearing wheel experiment. I will say an action word and if you remember the rest of the instruction, you will run to the front, take the ball and say it.* Do one example, say *tie* and encourage children to come to the front and say the rest of the instruction. They do not have to say it exactly as it is on the book, but praise them if they do.

Don't forget

Remember to bring slips of paper with steps from different experiments they have learned so far. Use steps from *A color disappearing wheel, how to plant a flower and how to plant a bean plant.* You will use these in the next session warm-up. Also prepare three papers with the names of the experiments.

SESSION 6

Warm-up

Paste the names of the experiments in three different walls of the classroom. Tell children you will show them one step from one of these three experiments, and they have to run to the corresponding one. For example, show them a slip of paper that says *Tie the ends of the yarn* and run to the wall that has *A color disappearing wheel.* Do the same with all the slips of paper you prepared.

7 Read the steps in the experiment. Answer Yes or No.

Ask children to open their books to page 44. You may carry out this activity following these suggestions: Draw their attention to the questions in Activity 7. Read the questions aloud for them. Tell them you are going to do this activity together with them. Write step 1 of the experiment on the board. Elicit which word is the action word or verb (use). Read the rest of the instructions again one at the time and every time ask if there is an action verb and if so which one it is. Direct them to question 1 again and ask them the question. Elicit the answer and have them write Yes. Now, in open class, ask them the other two questions, elicit answers and have them write their responses.

Answers: a. Yes, b. Yes, c. No.

8 Analyze these steps. Check for the correct use of CAPITAL and small letters. Then, correct punctuation marks.

You may write two letters a on the board, one capital and one small (A a). Elicit from children which one is capital and which small. Then write a dot (period) and elicit the name of it or present it. Tell them they will work with these elements now. Write **appreciate The flower** on the board. Ask *Is this correct?* (No). Ask children to read steps in Activity 5, page 44. Ask them to analyze the last step and elicit corrections and/or make corrections on the board (The D at the beginning should be capital, the h in hole should be small and we need a period at the end of the sentence).

Explain that big letters are also called capital letters. Draw children's attention to Activity 8. Tell them that there are three sentences, but they are incorrect. Say *Look at the orange letters next to the sentences. You have to choose a capital or a small letter to correct the sentences. Also, add periods where necessary.* Ask *When do we use capital letters?* (At the beginning of a sentence) *What do we write at the end of a sentence?* (A period). Ask them to work in pairs to compare their answers. Elicit their answers in open class feedback.

Answers: a. D h, b. P s, c. W t.

Lesson 3

9 Write the names.

Ask children to look at the images in Activity 9. Ask *Are these steps or materials? (materials). Do you remember their names?* If they say no, tell them they can go back to page 36 to remind the names of the materials. Have children write the names and monitor their work. Ask children to work in pairs to compare their answers. Elicit answers from children and write them on the board.

Answers a. water, b. beans, c. cotton, d. soil, e. jar.

→ Product work

Write the materials to plant the seed you selected, with the help of your teacher.

Have children work with their group. Elicit from each group, which seed they decided to work with / plant. On the board, draw as many columns as the number of seeds they chose. At the top of each column, write the name of each seed. Below each name, write the materials children dictate you. They may say the words in Spanish, but you will write them in English. Have each team take notes. You may have each member of the group copy one or two materials to ease their work. Monitor and provide assistance as necessary.

Learn to learn

Now, ask children *Why are illustrations useful?* How can an illustration help you to understand and experiment? Allow some time so children think about their answer and encourage brainstorming to generate different ideas in the classroom.



Big Book Stories Activity

How to grow an avocado tree. Write the following statements on the board. *When the stem is around 5 centimeters, you cut it. In 1 week, the seed divides, put the jar in the dark.* Ask children to remember the answers to those questions according to what they read in the big book last time they read. Take out the Big Book and read it all. Ask children to help you say if the three statements are correct or incorrect.

Closing

Ask children to remember everything they learned in the module. Encourage them to brainstorm information about all the experiments. Then ask them to work in teams of 4 to answer this question *What activity you did well in this module?* Say the question aloud and then write it on the board. Walk around the classroom as you listen to children's opinions.

Product lesson

Illustrated instructions for planting a plant

Materials:

- Notebook
- Pencils
- Color pencils
- Markers

SESSION 1

Warm-up

Ask children to remember all the steps from the experiments in which they have to plant something. Ask *What do they have in common?* (You use a seed, you dig a hole, you water the plant, etc).

1-2-3

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

4 Write the steps to plant your seed, with the help of your teacher.

Arrange the class in the groups. Get children to work with the same group as before. Again, elicit from each group, which seed they are working with. On the board, draw as many columns as the number of seeds children are working with. At the top of each column, write the name of each seed. Below each name, write the steps they dictate you. They may say the words in Spanish, but you will write them in English. In the case of the steps, many will be the same; in that case, write more than one seed in each column. Have each team take their notes. You may have each member of the group copy one or two steps to ease their work. Monitor and provide assistance as necessary.

5 Rewrite and illustrate a final version of the steps.

In their groups, children rewrite the materials. You may want to ask have a look at the drafts they did in previous steps. Then, ask them to write the final version of the materials and steps for their experiments. Ask them to make drawings to illustrate the materials and the steps. Have them color their drawings. Make sure they all understand the conventions of written instructions for an experiment (title, materials, steps) and ask them to present their work using those conventions. Set a time limit for this and monitor they do their work. Monitor and provide assistance as necessary.

6 Share with the class.

You may allocate some time for groups of children to present their projects to the class. Alternatively, have them stick their sets of instructions on the walls of the classroom. Ask everybody to go around and look at other groups' work. You may take notes of comments and your own opinion about the use of language and artwork to give some general feedback at the end.

It's time to reflect!

This activity will give children the opportunity to evaluate themselves. Tell children to sit down and close their eyes for a moment. Tell them they will have an opportunity to say how they feel about what they can do now that the module is finished. Tell them to remember all the important things they learned and all the activities they did. Now, tell them to work individually and read the aspects from page 45. Tell them they will mark how they feel in every aspect. If they feel very good, they will put a mark on the last girl's box. If they do not feel that good, they will mark the one from the middle. If they do not feel good at all, put a mark in the first box. Give them an example *Illustrate a step of an experiment*. Smile and say *I feel really good!* and point to the girl that is jumping.

		Activity	Check (✓)
List of materials	38	5	
Selection of a plant	44	5	
Illustrated instructions	45		

Progress test

This Progress test is complementary to the formative classroom evaluation activities you have developed throughout this 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, reaser, colored pencils or crayons and a shapener. 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 instruments

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 Card of self and peer assessment in this unit 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. When the evaluation instruments 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: _____

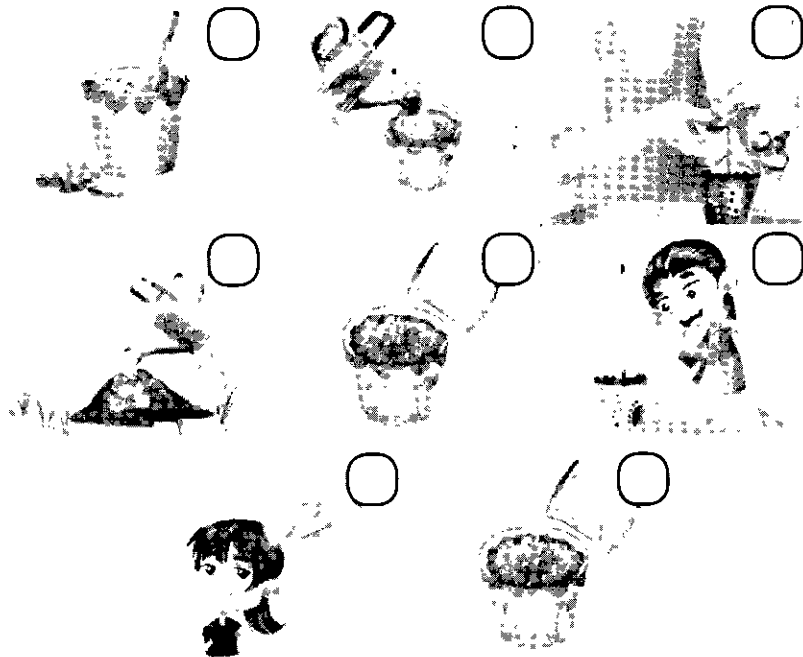
Module Progress Test Date: _____ Group: _____

1 Read the instructions, match them with the pictures. Write letters a to h in the pictures.

4 10 8

- a. Appreciate the flower.
- b. Dig a hole.
- c. Plant the seeds.
- d. Water the soil.
- e. Wait for the plant to grow.
- f. Put extra seeds.
- g. Cut the leaves.
- h. Water the seeds.

5 10 8



2 Number steps in exercise 1 in the correct order.

3 Read the instructions and circle the action words.

1 10 8

- a. Dig a hole. b. Watch how the tree grows. c. Water the plant.

Total score: / 10

Evaluation instrument

Observation card

The Observation card is divided in two parts. The first one focuses on the students and his/her own learning process. It provides students with sentences stating the skill they have or have not acquire throughtout the module. The second part helps them notice their classmates' improvements so as to allow students to give each other useful and positive feedback.

Think of the work you did during this module *How do plants grow?* and check ✓ the boxes that express what you can do.

	1	2	3	4
1. Differentiate instructions of list of materials.				
2. Identify words that are part of instructions.				
3. Identify order of instructions in a sequence.				
4. Review punctuation and use of uppercase and lowercase letters.				
5. Follow instructions to perform an experiment.				

Think of the work your classmate did during this module *How do plants grow?* and check the boxes that express what he can do.

	1	2	3	4
1. Differentiate instructions of list of materials.				
2. Identify words that are part of instructions.				
3. Identify order of instructions in a sequence.				
4. Review punctuation and use of uppercase and lowercase letters.				
5. Follow instructions to perform an experiment.				

Module 5

Why are poems fun?

Social learning environment: Recreational and literary

Communicative activity: Literary expression.

Social practice: Read rhymes and tales in verse.

Lesson 1 pp. 46-48	1	<ul style="list-style-type: none"> • Activate previous knowledge to predict topic and purpose. • Recognize graphic and textual components (verses, stanzas).
	2	<ul style="list-style-type: none"> • Activate previous knowledge to predict topic and purpose.
	3	<ul style="list-style-type: none"> • Recognize graphic and textual components (verses, stanzas).
Lesson 2 pp. 49-51	1	<ul style="list-style-type: none"> • Discover the meaning of words. • Differentiate stanzas from verses.
	2	<ul style="list-style-type: none"> • Distinguish rhyming words.
	3	<ul style="list-style-type: none"> • Recognize changes in intonation. • Practice spelling and pronunciation of rhyming words. • Complete, orally, verses based on their beginning and end.
Lesson 3 pp. 52-54	1	<ul style="list-style-type: none"> • Recognize words in verses.
	2	<ul style="list-style-type: none"> • Recognize words in verses. • Compare the writing of verses based on indicators (number of words, rhyme, etcetera).
	3	<ul style="list-style-type: none"> • Choose an option of a word to complete written verses. • Rewrite words in verses and stanzas. • Revise the separation of words in writing.
Product Lesson p. 55		<p>Final product:</p> <ul style="list-style-type: none"> • Verses of children's poems. <p>Evaluation instrument (p. 76)</p> <ul style="list-style-type: none"> • Value scale <p>Portfolio evidence (p. 74)</p> <p>Module progress test (p. 75)</p>

Achievements:

Explore illustrated rhymes and tales in verse.

Teaching guidelines:

Help children to:

- Activate previous knowledge to predict topic and purpose.
- Recognize graphic and textual components (verses, stanzas).

SESSION 1**Warm-up**

In order to set the context of this module (rhyming poems), you may in advanced visit some websites like <http://www.english-for-students.com/English-Poems.html> or <http://www.bbc.co.uk/learning/schoolradio/subjects/english/poetry> in order to bring a short poem to the class and practice reading it aloud. You could bring one you know well. Select a poem that is fun to listen for children. If you decide to follow this recommendation, make sure you present relevant language before (preferably using flashcards). Recite the poem for the class. Ask children if poems are fun and ask them the opening question Why are poems fun? Allow some participations. You may want to mention we naturally like the rhythm and the rhymes.

Big Book Stories Activity

Say We will read a book with the title: *My friend Ted*. What do you think you will see in the book? Elicit children's answers and take out the Big Book. Show children page 29. Ask them to look at the picture and describe what they can see. Have them guess who Ted, Paul and Rocky are. Point to each character. Tell them Ted is the boy with the red cap. Paul is the boy with the blue cap and Rocky is Ted's dog. Go page 30 and guide children to explore the page. Point to the characters and ask Who is this? for Paul, Ted and Rocky and elicit what is happening. Repeat the procedure for pages 31 to 33. Then go over the book again. This time play track 33 and point to relevant parts of the story while listening. After listening, ask children what they understood and if they liked it.

Materials:

- Audio CD, Activity Book, Big Book

1 ^{TRACK 26} ^{IMAGE 06} **Read, listen, and check the text in Activity 2.**

You may want to introduce relevant language of the poem, for example hobby, ball, funny, baseball, basketball, swimming, dreaming and weather. It might be a good idea to use flashcards to do so before actually going into the exploration of the poem. Then, you could draw children's attention to the pictures and elicit what Paul and Ted are doing (playing beisball). Ask them if they look happy or sad (happy) and if they think they are good friends. Tell them they are going to listen to read the poem. Ask them to follow the poem in their book by pointing to what they listen every time. Tell them you will ask them what activities they like. Play the track and elicit the activities Ted and Paul do together (play volleyball, basketball, boxing, swimming, playing together).

2 ^{TRACK 26} **Read and listen to the poem. Match the pictures.**

Direct children's attention again to the pictures of the poem. Help them notice that in one picture Paul and Ted are playing baseball (you can see a bat), in another picture it is raining (you can see the rain) and in the other one, it is only Paul there. Ask if usually raining is considered bad weather (yes). You can now show them the poem in your book again and say *This is part one, part two and part 3*. Explain they have to match those parts with the pictures. Check as a class.

Answers: Part 1: The picture with one boy, Part 2: The picture with the two boys, Part 3: The picture where it is raining.

Extra Activity

Ask children to talk about their friends. Ask *Who are your best friends?* Elicit their answers in open class. Then say *When I count to three you will run and hug 3 friends*. Count to three and see children running to hug their friends. Then ask them to stay with a friend and share the things they do together.

Don't forget

Bring slips of paper with all the action words they read in the poem (playing with a ball, playing volleyball, playing basketball, tennis, boxing, swimming, dreaming). Prepare two sets to use them in the warm-up activity next class.

(Paul). Ask them to do the same with the rest of the sentences. Monitor as they do their work. Ask them to work in pairs to compare their answers. When they finish, elicit answers and write them on the board. Go back to the poem if necessary.

Answers: a. no , b. yes , c. yes , d. no , e. no

Session 2

Warm-up

Tell children they will play a game. Divide the group in two teams and ask them to choose two members to represent each of the teams. These two children will receive a slip of paper with one of the activities to mimic. The rest of the members will imitate this child and say the name of the activity aloud. Once they finish with this activity, give them another slip and continue doing it so until they guess all the activities. The team that guesses all of them first wins.

3 Read the rhyme and check ✓.

You may want to help children remember the poem *My Friend Paul*, since they have to answer questions about it in activity 3. You could ask: *What is the poem "My Friend Paul" about?* (Ted talks about his friend Paul and the things they do together).

Alternatively, you can play track 26 again and now you can do the activity together with them. Show them your book, point to question 1 and read it while you point. Elicit children's answers. Have them tick the correct answer. Follow the same procedure with questions 2 and 3.

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

Learn to be with others

Read the question aloud.

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

4 Read the rhyme again. Write Yes or No.

Draw children's attention to the sentences in Activity 4. Ask them to read them carefully, say *These sentences are about the poem we read. Read the poem again and write yes or no. Let's do the first one together. Ted's friend is John, yes or no? Ask Who is Ted's friend? What is his name? Is it John? (No) What is his name?*

Product work

Write a few lists of rhyming words from poems in this module.

To introduce the product of this module, you can tell learners they will have to write verses / lines of poems and illustrate them. Then, you may explain that what they are about to do is step 1 and copy on the board the first stanza of the poem *My Friend Paul*. Read the stanza aloud emphasizing the rhyming words. Underline the words *hobby, ball, funny* and *Paul* and say them out loud. Ask children which pairs of words sound similar (*hobby-funny* and *ball-Paul*). Underline each pair in a different color. Ask children to go back to page 46 and underline stanza 1 in the same way you did. Now you may have them work in pairs to underline rhyming words in stanzas 2 and three. Set a time limit. Monitor and provide assistance as necessary. Check on the board. Finally you can have them copy those rhyming words in their notebooks.

Extra Activity

Sing the song: *If you're happy and you know it...* The complete first part is:

If you're happy and you know it, clap your hands! (clap hands)

If you're happy and you know it, clap your hands! (clap hands)

If you're happy and you know it,

and you really want to show it;

If you're happy and you know it, clap your hands! (clap hands)

Model the actions and have children follow, sing along and do the actions. Sing the song with: say Hurray, stomp your feet, do all three.

Don't forget

Make sure you check the words in the picture dictionary.

Lesson 1

SESSION 3

Warm-up

Sing the song: *If you're happy and you know it...* as indicated in the previous Extra activity box. Children may have already memorize parts of it or all, so praise their work.

5 Write 2 emotions from the poem in Activity 2 under the pictures.



In order for children identify these emotions, you may draw their attention to the pictures of the two kids. Ask *How do they feel? Do they show different emotions?* Ask them to use their Picture Dictionary to look for the emotions and write them on the lines. Ask them to work in pairs to compare their answers. Walk around the classroom monitoring. Then, elicit their answers in open class feedback. You may ask them to go back to the poem on page 46 and locate those emotions in the text.

Answers: From left to right: happy, fun

6 Write stanza or verses in the boxes.

Draw children's attention to Activity 7. Say *There are two things we can find in a poem, we can find stanzas or verses. What is the difference between these two elements? Look at the blue lines and arrows, they tell you what they refer to.* Allow children to look at the box for a few seconds and ask them to write *stanza* or *verses* where corresponds. Elicit their answers in open class feedback and explain that stanza is a series of verses.

Answers: From left to right, top to bottom: stanza, verses

7 Write the missing letters in the rhyme.

You can draw children's attention to the incomplete poem. Then ask them to have a look at the box in activity 7 and elicit which words there are. Ask them to try to remember the rhyme of *My Friend Paul*, just to get them recall the poem, but do not go back to it. Have them read the incomplete text and complete it with the words in the box. Remind them that pairs of words will rhyme in lines 1 and 3, 2 and 4 and so on. Set a time limit for children to do the task. Monitor and provide assistance as necessary, but do not give them the right answer yet. Stop the activity and check as a class. You may write answers on the board.

8 Listen and repeat the rhyme.

Say *The poem is complete, we will listen to someone saying the poem, please follow it using your finger.* Play track 27 once and make sure all children are following the verses with their fingers. Play it again and ask all children to repeat it.

Closing

Ask class have fun saying the verses of the poem in Activity 6. Play to say them fast, slow, sad, angry and happy. You may combine slow and sad or any other combination.

Don't forget

Next lesson developed in the context of places and buildings. It is a good idea to bring to the class flashcards that represent: city, town, movie theater, mall, bank, park. You may also want to bring some that represent: go around, count down, and hide and seek.

Achievements:

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

Teaching guidelines:

Offer conditions and opportunities for students to be able to:

- Discover the meaning of words.
- Identify rhyming words
- Express emotions and reactions to actions, characters or places (for example: *How beautiful! What a big cat!*)

SESSION 1**Warm-up**

To help children get in the context of places and buildings in town, you may present relevant vocabulary items appearing in the poem of this lesson: city, town, movie theater, mall, bank, park. To present this vocabulary you can use the flashcards you prepared. Alternatively, use simple drawings to do so. You may also want to present: go around, count down, and hide and seek. Then, you can elicit places and buildings in children's town by asking questions like *Is there a movie theater? Is there a bank?* etcetera.

1 Look at the picture of the rhyme. Underline the correct option.

Ask children to open their books on page 49. Draw their attention to the picture and ask *What can you see here?* (houses, birds, people, a fountain, trees)

What is it? (a town) We will read a poem, look at the picture again and answer the question. Allow some time for children to look at the picture and answer the question. Elicit the answer in open class feedback.

TRACK 28

2 Listen carefully and read.

For this activity, you could ask children to read the title of the poem and ask *What is it about?* (A little town). Then, you may say they will listen to the poem and ask them to use a finger to point to each word as they listen to it. Do not expect they do this precisely, but it is a way to help children develop phonological processing of words and sentences. Play track 28 and monitor children follow the reading. If necessary, help them identify the part of the poem they are listening to. Finally, ask them what they understood about the text, clarify the meaning as necessary.

- Relate pictures with verses.
- Practice the pronunciation of verses.
- Identify stanzas and verses.
- Encourage students to appreciate and enjoy literary expressions in English.

Materials:

Audio CD, Activity Book, Big Book, a ball.

3 Circle the stanzas and check ✓ the verses in the rhyme.

Ask *Do you remember what verses and stanzas are? What are they?* Elicit children's answers in open class and say *Now that we remember the difference between a verse and a stanza, circle the stanzas. Allow children some time to circle the stanzas and ask How many stanzas are there? (3) Point to your book and ask children to help you point to the stanzas. Do the same with the verses and ask How many verses are there? (12).*

Extra Activity

Ask children to work in pairs to read the poem aloud. Ask them to take turns to read the stanzas. Ask them to try to follow the intonation from the audio.

→ Product work

Read the poems of Lessons 1 (p.46) and 2 (p.49) again. Copy a list of verses you like in your notebook.

To do step 2 of the product, you may want to help children identify the pages they have to go back to by writing the corresponding pages on the board (46 and 49). Then you could model this step by telling them you are going to copy a list of verses you liked on the board and doing so. Then, ask them to do the same in their notebooks. Check they do not just copy what you wrote on the board they that they actually select their own list of verses.

Lesson 2

SESSION 2

Big Book Stories Activity

TRACK 34

Warm-up

You could use the flashcards you used to present the vocabulary of the poem to play a little game. Previous to the game, stick the flashcards around the classroom. Have children listen to the poem again and point to the flashcard representing the word they hear in the poem. To do so, play track 28 again and point flashcards yourself. You may then, read the poem aloud omitting the words in the flashcards and eliciting them from children.

4 Copy the words in bold from the rhyme under the correct picture.

Ask children to open their books on page 50. Draw their attention to the pictures in Activity 4. Say *All these pictures belong to the poem we read last class. Do you remember the poem? Say Go back to page 49 and read the poem, please notice there are some words in bold. Do you know what bold means? (darker and thicker)* Elicit a few of the words in bold. Ask them to work individually to copy those words under the correct picture. Encourage them to use their picture dictionary to look for the meaning of the words. Walk around the classroom monitoring. Ask children to compare their answers in pairs. Elicit their answers in open class feedback.

Answers: a. count down, b. movie theater, c. mall, d. hide and seek, e. little town, f. going around

5 Match the words that rhyme. Use different colors. Listen carefully.

Ask children to read the words in Activity 5. Explain some words have similar sounds, read the example (small, ball, mall), ask them to repeat after you. Do some choral drills and point to the line that joins the three words together. Say *There are some other words that have similar sounds, you will match them using a line, just like in the example.* Ask them to work in pairs to compare their answers, say they will listen to confirm their answers. Play track 29 and ask children to listen carefully to confirm their answers. Give them some time in case they want to change a few answers. Elicit their answers in open class feedback.

Answers: 1. small, ball, mall, 2. tree, bee, free, 3. bank, park, mark, 4. town, around, down

Take out the Big Book, Story 3. To read the second part of the story you can: Show children the cover on page 29 and ask them who became friends in the first part of *My Friend Ted* Clark (Ted and Paul). Children may also mention Rocky. Emphasize that in the first part of the story, they became friends, and tell them now you will read the second part of the story and see what happens. Go page 34 and guide children to explore the page. Point and ask *What are they doing? (Playing baseball), Are they bored? (No. They are having fun.), Do you think they talk? (Yes).* Repeat a similar procedure with pages 35 to 38, asking them yes/no questions based on the texts, speech bubbles and illustrations. Go over pages 34 to 38 again. This time play track 34 and point to relevant parts of the story while listening. After listening, ask children what they understood. Clarify meaning as necessary. Ask if they liked it.

Extra Activity

Ask children to work in pairs to repeat the words that rhyme. Ask them to take turns to do this. Ask them to repeat them as many times as possible.

Don't forget

Listen to track 30 and get familiar with it before playing it to children next session and bring flashcards (picture and word) of the rhyming words they worked with in Activity 5 of this lesson: *ball, mall, tree, bee, free, bank, park, mark, town, around and down.* For around and down, you may prefer use count down and go around.

SESSION 3

Warm-up

Divide the class in 3 groups. Ask *Do you remember the words that have similar sounds? We will use them today for a game!* Take out the cards but do not show children the written part. Show them just one card and say *Bali rhymes with...* (Mall!) Do the same with a few cards. Then say that you will show a card and one member from the team will run and take the card to say the rhyming word. The team that gets more cards wins.

6 ^{TRACK 30} Listen to the stanza. Write 1 or 2.

Ask children to open their books on page 51. Ask them to read the instruction for Activity 6. Say *You will listen to a stanza twice, it is the same stanza but it sounds different. Help me decide which sounds better.* Play track 30 and have children listen to the stanza. The first one does not have any pitch or intonation and the second one has different intonations. Once they listen, ask *Which sounds better?* (2) When children say the answer ask *Why?* Explain that when you read a poem, you need to show emotions, this is why you use different intonations.

7 Listen to your teacher saying the poem. Complete the final word of each verse.

Ask children to listen to you saying the poem, you will say the first part of the verse and then stop so children say the final word of each verse. Start: *This is my town, it is (small) So there isn't a movie theater or a (mall) But there are lots of (trees) That's why I feel so (free).* Do this two or three times so children repeat the words aloud. Praise them for their effort.

8 ^{TRACK 31} Listen.

Ask children to pay attention to the images in Activity 8. Ask them to say all the words aloud. Tell them they will listen to the words again, but this time the speaker will spell the words for them. Ask them to pay attention to the individual sounds of the letters. Play track 31 and have children listen to the audio. Ask children to look for the words in the picture dictionary.

- ✓ Tell children they will have an informal evaluation to check their progress in this module. Open class, ask children how they feel about their progress in this module. In order for them to have more elements to answer, ask them how they feel about exploring illustrated children's poems, how about reading aloud children's poems, and about recognizing which are verses and which stanzas in a poem. Allow some participations. Ask them how they feel in general about those questions you asked them. Draw their attention to the answer options. Have them circle the one that is true for them. Elicit some answers. Ask them if there is anything they could improve and how.

Achievements:

Write verses.

Teaching guidelines:

Provide support in a varied and constant way for children to be able to:

- Compare the writing of words with or without rhymes.
- Complete words based on parts of them.

- Contrast the writing of verses (number of words, rhyming words, etc.)
- Complete verses with rhyming words.
- Write verses, based on a model.
- Revise letter-sound relation.

Materials:

- Audio CD, Activity Book, Big Book, a ball.

SESSION 1**Warm-up**

Divide the class in 2 groups. Say: *We will have a spelling race!* Take out the cards but do not show children the written part. Show them just one card and say *Ball spell it!...* (B-A-L-L) Do the same with a few cards. Then say that you will show a card and one member from the team will run and take the card to spell it. The team that gets more cards wins.

Answers girl, town, think, rain

Extra Activity

Group children in teams of 4 to 6. Ask them to make a list of words to play *Hangman*. Ask them to take turns spelling the words so the rest of the team guesses. If they finish fast, ask them to go back in the module to add more words to the list. Set a time limit for this and monitor children are on task.

TRACK 32

1 Listen to the poem. Look at the pictures and complete.

With books closed, say they will listen to a poem. Ask them to close their eyes and pay attention to the sounds of the poem. Play track 32 and ask *What is the poem about? (a girl, love).*

Don't forget

Remember to bring the pictures of words they have read the poems (school, town, tree, bee, bank, park, ball, mall)

2 Look at the pictures and complete.

Ask children to open their books on page 52. Draw their attention to the pictures in Activity 2. Tell them these pictures are clues for them to complete the poem. Say *Okay, we have some clues, now we need to write the missing words on the line. How many lines are there? (4) How many words are you going to write? (4).* Ask children to start working individually. Walk around the classroom to monitor their work and give prompts to the ones that need help. When they finish, ask them to work in pairs to compare their answers. Clarify meaning as necessary, but do not check yet since they will do so in the following activity.

TRACK 32

3 Listen and read.

Ask children to read the poem again. Tell them this time they will listen to a person reading the poem. Ask them to pay attention in case they have a different word. Play track 32 and ask children to revise their answers. Elicit the answers in open class feedback and write them on the board.

SESSION 2

Warm-up

Show one of the pictures you prepared, ask *How do you spell this?* (B-A-L-L). Tell them this time they will play in four teams. Divide the class in four groups. Give each team a marker for the board. Say *I will show you a picture, and one member of the team will write the word on the board. The first one that finishes has to spell the word aloud and gets a point for the team.* Make sure all children understand instructions by modeling the activity with the word "ball". Do this with all the words and praise all the teams for their effort.

4 Complete the instructions with the words in the box.

In order for children to fill out the blanks of the poem, you could first have children open their books to page 53 and direct their attention to the poem. Explain that last session they already worked with the first part of it. Elicit the name of the poem and what they think it is about (A new girl in school as the title says) and the author (Lou Lovesick). Tell children you will read the poem and that they should point to the words of the poem while you read. Tell them not to worry yet about the blanks. Read the poem aloud. Elicit what they understood. Clarify meaning of words as necessary. Explain that the situation of the poem is this: 1) A boy (Lou) is telling a poem to Yu. 2) The new girl in school name is Yu. 3) Yu is a Chinese name that means rain in English. Ask if they can use the Spanish word "Lluvia" (rain) to name a girl (Yes). 4) Yu has a sister and her name is Jane.

Then, present the vocabulary in the box at page 52, Activity 4. To do so you could do some simple drawings on the board and elicit what those things are, elicit the Spanish words, give examples, or a combination of these techniques. Finally, ask children to complete the poem with the words in the box. Monitor and provide assistance as necessary. Check as a class and write answers on the board.

Answers a. cool , b. name , c. same , d. name , e. fame, f. rain , g. Lou , h. old

5 Read the poem. Circle the correct answer.

Ask children to read the poem again, but this time, they will pay attention to the details. Draw their attention to Activity 5, point to the sentences a-e and say *These sentences talk about the poem, we have two options to have a correct sentence. Please circle the correct answer. Are we going to circle one or two words? (one).* Have children do the activity, walk around the classroom to monitor their work. Set a time limit for this. When they finish, ask them to compare their answers in pairs.

Answers a. girl , b. Rain , c. Lou , d. 7 , e. friends

6 Underline pairs of rhyming words in the poem in Activity 4. Use a different color for each pair.

To do this activity, you can ask children to go back to the poem *New girl in school* and circle pairs of rhyming words. Model the activity on the board. Copy the first two lines of the poem and circle the rhyming words (school, cool). Set a time limit. Have them compare in pairs. Check as a class.

Product work

3 Share your list. Write your favorite verses.

To do step 3 of the product, arrange the class in groups. Have children share their lists of poems they wrote in step 2. Ask them to vote and get only one list of around 5 verses. Have them copy the voted verses in pieces of paper leaving enough space for them to illustrate them later. Tell them they can also include a few verses from lesson 3. Maybe they could write only one or two verses per page so they can divide the drawing later. Have them keep their lists in a safe place in the classroom.

Extra Activity

Have children say the poem in chorus. Then, have them work in pairs and take turns to say the stanzas of the poem. Discuss if they liked the poem.

Don't forget

Ask children to bring scissors and glue stick for next class. Prepare 4-6 sets of slips of paper with words that rhyme. (ball-mall, rain-same, old-cold, cool-school, tree-bee, park-bank)

SESSION 3

Warm-up

Divide the class in four groups. Ask them if they have played memory game before. If they have, ask them to explain the rules. Tell them you have 4 sets of cards of words that rhyme, therefore, the words are not the same, but they will find the pairs by using the ending sounds. Provide an example. Show them a card that says "ball" and a card that says "old" ask *Do they rhyme?* (NO) Then, take out the card with the word "mall" and ask *Do they rhyme?* (YES). Give each team a set of cards, ask them to put them upside down and start playing. Walk around the room to make sure all of them are playing and being fair.

Lesson 3

7 Go back to page 48, Activity 7 to remember what the components of poems are. Then, read the poem in Activity 4 and match the columns.

Ask children to open their books to page 48, Activity 7. You can then elicit what stanzas and verses are. Have them go back to page 54. Draw their attention to Activity 7. Show them your book, point at relevant parts and explain *You have to read the poem on page 53 and match each question to the correct answer.* Set a time limit for this and monitor as children go back to the poem and answer the questions. Ask them to work in pairs to compare their answers. Check as a class.

Answers: Top to bottom: Three , Four , Two

8 Rewrite a new version of this stanza. Copy one option for each space.

Ask children to go to page 113 and cut out the images on page 113. Say *There is a poem here, but it is incomplete. In the second column there are words that are part of the poem. Choose words to complete the poem. Pay attention to the endings of the words. Do poems have rhymes? (Yes!) Get children to start cutting the cutouts. Tell them to choose their words and then paste the corresponding image. Monitor their work and make sure all their words rhyme.*

Answers: Suggested answers: school-cool , town-crown , city-pretty , go-New york , from-gum , dog-log

9 Copy the new stanza. Pay attention to the separation of the words.

Ask children to copy their new stanza on their notebooks. Say *Now, you have a new stanza! Good! You will copy this stanza on your notebook, please don't forget to separate the words.* Provide an example and write to buy, ask *Is this correct? (No!) How should I write it? (to buy).* Monitor and make sure you children copy their stanzas on their notebooks.

Big Book Stories Activity

Write the following statements on the board.

1. The name of the book is *My friend Paul*. 2. The name of the dog is Ted. 3. The boys love basketball. 4. They like swimming. 5. Their plan is to be friends. Ask children to read the statements and decide if they are true or false. Once they do this, take out the Big Book and play tracks 33 and 34. Point at the pictures and the text as they listen. Answer as a whole class. Ask them *Do you have friends? Who is your best friend? What do you like to do with your best friend?* Elicit their answers. **If time, do the Extra Activity as a follow up.**

Extra Activity

Write on the board: *My best friend is Liz, we play soccer together.* Ask children to write two sentences about what they do with their best friends on their notebooks.

Closing

Ask children to remember everything they learned in the module. Encourage them to brainstorm information about all the poems. Then ask them to work in teams of 4 to answer this question: *Why are poems fun?* Say the question aloud and then write it on the board. Walk around the classroom as you listen to children's opinions.

TRACKS 33 & 34

Product lesson

Verses of children's poems

Materials:

- Colored bond papers
- Color pencils
- Pencils
- Scissors
- Glue stick
- Magazine clippings

SESSION

Warm-up

Play a rhyme competition with the group. Divide the class in two groups and show them the cards you prepared for the last session. Say *If you know a word that rhymes with this one (hold the word mall) run and take it from me. Say the word that rhymes aloud and your team gets a point.* Do this with all the cards and praise both teams for their effort.

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

1-2

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

3 Paste the verses on the wall.

Ask children to paste the verses on the wall. Have children take turns to present their verses for the rest of the class.

4 Illustrate your list.

Have children work with the same group as before. Ask them to take out their list of verses. Set a time limit for them to make illustrations of their verses and color them. Monitor and provide any necessary assistance.

5 Paste your verses around the classroom.

Ask children to paste their verses on the classroom walls where other children can read them.

6 Share with the class something you liked about the selected verses.

Have children go around and look at their classmate's work. Then, have groups take turns to present their verses. Allow some participations for children to say something they liked about doing this product.

Module 5

SESSION 2

It's time to reflect!

This activity will give learners the opportunity to evaluate themselves. Tell them they will have an opportunity to say how they feel about what they can do now that the module is finished. Ask them to remember all the important things they learned and all the activities they did. Now, tell them to work individually and read the sentences from page 55. Tell them they will mark how they feel in every aspect. If they feel very good, they will put a mark on the last boy's box. If they do not feel that good, they will mark the one in the middle. If they do not feel good at all, put a mark in the first box. Give them an example *Differentiate verses from stanzas*. Smile and say *I feel really good!* and point to the boy that is jumping.

	Activity	Check (✓)
1. A list of rhyming words from a selection of poems.	47	
2. List of verses from children's poems.	49	
3. Selection of favorite verses.	52	
4. Illustrated verses.	55	

Module progress test

Make copies of the test depending on the number of children you have in class. Before you hand out the tests, tell children you will read the instructions out loud with the class and give them time to answer each activity. They should answer each activity individually and wait until you give the next instructions to answer the following activity in the test. Go around the classroom and pay attention to children's answers. Yet, do not intervene nor help unless the instruction or the activity is not clear. Collect the tests. After marking them, ask children to keep them in their portfolio.

Evaluation instrument

Make copies of the Self-evaluation card depending on the number of learners you have in class. Before handing out the scale, copy the table on the board. Model how to complete the table using yourself as an example. Hand out the valuation scale and have children complete them. Collect the scales and ask them to keep them in their special folder.

Name: _____

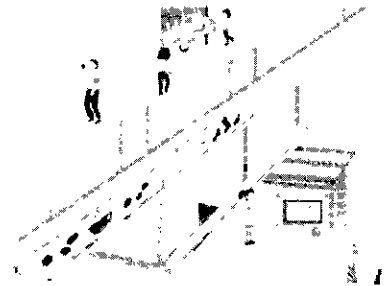
Module Progress Test Date: _____ Group: _____

- 1 Read the poem, match the images to the stanzas. 1 pts.
- 2 Read the poem and circle the words that rhyme. 5 pts

I like to go to the mall
The mall is big, so I feel small
It is boring to go to the bank
I prefer to go to the park.



Sometimes, when I see a tree
I smile because I feel free
I live in a beautiful town
Because it is good to walk around.



- 3 Now, read the poem and answer the questions. 2 pts.
 - a. How many verses are there in the poem? _____
 - b. How many stanzas are there in the poem? _____
- 4 Read the emotions and illustrate the words. 2 pts.

funny

happy

Total score. / 10

Evaluation instrument

Value scale

A Value scale contains general aspects to be taken into consideration when students are assessed.

Instructions:

Read the sentences and check the box that reflects how you feel:

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

Achievements / Descriptors	1 Not good	2 Good	3 Very good
1. I recognize rhymes			
2. I spell words			
3. I identify stanzas and verses			
4. I identify emotions			
5. I answer simple questions about poems			

Module

6

How a map can help you?

Social Learning Environment: Family and community

Communicative activity: Exchanges associated with the environment.

Social practice: Understand and register information about locations in the community.

Lesson 1 pp. 56-58	1	<ul style="list-style-type: none"> Recognize purpose of diagrams and maps.
	2	<ul style="list-style-type: none"> Differentiate graphic and textual components (for example: lines, names of places, symbols, etc.) Recognize localities by their names (ranch, neighborhood, etc.)
	3	<ul style="list-style-type: none"> Differentiate natural features (river, wood, etc.) from the man-made constructions (hospital, school, etc.) Distinguish symbols and relate them with the names they refer to.
Lesson 2 pp. 59-61	1	<ul style="list-style-type: none"> Look up words in an illustrated bilingual dictionary. Point at names while they are read aloud.
	2	<ul style="list-style-type: none"> Complete questions to obtain information (for example: <i>Where is the post office? Is there a river?</i>)
	3	<ul style="list-style-type: none"> Answer questions to offer information (for example: <i>The pharmacy is next to the library... There is a library on this street, etc.</i>)
Lesson 3 pp. 62-64	1	<ul style="list-style-type: none"> Classify words according to their meaning. Compare the writing of letters.
	2	<ul style="list-style-type: none"> Find similarities and differences between English words and words in their mother tongue. (for example: similar letters, different groups of letters, combinations of different letters, etc.) Complete diagrams or maps, with names of natural spaces and constructions.
	3	<ul style="list-style-type: none"> Revise the writing.
Product lesson p. 65		<p>Final product: Text with information about community localities.</p> <p>Evaluation instrument: (p. 90)</p> <ul style="list-style-type: none"> List of control. <p>Portfolio evidence (p. 88)</p> <p>Module progress test (p. 89)</p>

Achievements:

Explore illustrated diagrams or maps.

Teaching guidelines:

Support your learners for them to be able to:

- Recognize purpose of diagrams and maps.
- Differentiate graphic and textual components (for example: lines, names of places, symbols, etc.)
- Recognize localities by their names (e.g. ranch, neighbourhood, etc.)

- Differentiate natural features (river, wood, etc.) from man-made constructions (hospital, school, etc.)
- Distinguish symbols and relate them with the names they refer to.

Materials:

- Audio CD, Activity Book, Big Book (fact book). *Uses for a map.* pp. 13 to 20

SESSION 1

Warm-up

Draw a building on the board and ask children *What is this?* Children should answer *A building!* Ask *Where can you find buildings?* The should say *In the city!* Ask children to say words associated with the word city (noisy, many people, smog). Then pass a ball so children say places that can be found in a city. **See Big Book box.**



Big Book Stories Activity

Take out the Big Book Fact 3. How to use a map, at page 13 and show them the cover. Ask *What do you think you will find in the book?* Children may say *instructions, maps, cities, etc.* All answers are valid. Then open the book, show them page number 14 and ask *What are these? (maps), Do these maps show the same places? (no), Say: I need your help, where can I find these maps? (In a school and a zoo).*

1 Match the words from the box with the correct picture.



If it is possible for you, you may project image 07 on the board and ask them to describe what they see. Draw children's attention to the pictures. Elicit what they can see in each picture (plants, buildings, houses). Ask them to work individually to match the words from the box with the correct picture. Then ask them to compare their answers in pairs. Elicit their answers and write them on the board.

Tell them to work in pairs and mention words related to each of the mentioned places. Encourage children to use their picture dictionary to review the vocabulary words.

Answers: a. town b. village c. countryside d. city

2 Check (✓) the correct option.

Ask children to work in pairs and mimic the three actions listed in the activity: illustrate a town, locate places and know the weather. They should use their body language to convey the meaning of those three actions. Once they have done it, ask *Do you know what a map is?, When do you use a map?.* Some suggested answers could be *When I travel, When I don't know where I am, When I'm lost.* Then ask children to check the correct option.

Answers: b. locate places

Extra Activity

To close this session, children will label places they know according to the type of locality they are. Say the name of a town (for example: Los Mochis) and say words that describe a town (not a city, small, medium size) until children say *Town!* Have children work in teams of 4 and ask them to take turns to follow your model with places they know.

Don't forget

Listen to track 08 and get familiar with it to play it to the children in the following session. Bring three balls for the next session.

SESSION 2

Extra Activity

Warm-up

Ask children to think about their community and all the places they can find there. For example *schools, parks, movie theaters*, etcetera. Give the three balls to a three different children at random. Ask them pass the ball on to their classmates until you say *Stop!* When you stop them, each child with a ball in their hands will have to mention a place they can find in their community. Tell them they cannot repeat places. Repeat five or six times and keep track of all the places they say.

To close up this session, you could have children practice asking and answering questions about the map. Ask *Is there a bank on Palm Street?* (Yes!). Ask them to work in pairs to ask questions about the map. Tell them to take turns to make questions about all the places they see on the map. Walk around the room and give children prompts to use the model.

Don't forget

Ask children to bring glue and scissors for the next session. Prepare flashcards of places in a town (bakery, bank, school, bus stop, restaurant and gas station) for next session warm up.



3 Look at the map. Listen and point.

Ask children to look at the map on page 57 and ask *What do you see? I see a river. What do you see?* Once they mention some of the places they see, say *We will listen to an audio and will hear some words. Use your finger to point at the places you hear. Say River* and use your finger to point at the river. Tell them to do the same. Play track 35 and observe all children are pointing at the places with their finger. At the end, say the words in different order and ask them to point at them as they hear.

Answers: 1. restaurant 2. hospital
3. bank 4. market 5. school 6. bus stop
7. gas station

Teaching notes

To convey the meaning of key words and facilitate children's understanding of phrases and sentences, mime the actions and point to visual clues.

4 Ask and answer.

It is a good idea to ask children to look at the map. Ask them to say the names of the streets aloud. Use your book to point at the streets they say. For example: Point at Berry Street and say *Berry Street*. Ask them to repeat. Then, do the same for Elm Street, Cedar Street, Pine Street and Palm Street. Tell them to read and answer the questions from activity 4. Walk around the room and make sure all children are working. Offer help to the ones that struggle. Then, ask them to compare their answers in pairs. Compare their answers in whole class feedback. Check as a class.

Answers: a. yes b. no c. yes

Lesson 1

SESSION 3

→ Project work

Warm-up

Tell children you will divide the classroom in two teams. Each team will have a captain. Tell them they will represent the place they receive using their bodies. For example, if they get the bus stop, they have to use their imagination to sit on a bench; a children will act as the bus driver, etc. Give each team a flashcard and have them act it out. Then give them another one and monitor they are being friendly and collaborative with their peers.

5 Match the columns.

Ask children to look at the first column in activity 5. Ask them if they recognize some of the signs. If they do, elicit the places they represent. Tell them to match both columns with a pencil. Give them an example. Say *What is this?* (Show them the book and point at the bus stop sign). Elicit the answer (Bus stop). Use your finger to mimic *Match*. Then tell them to match the rest of the signs. Ask them to check in pairs and proceed to do whole class feedback.

Answers: 1a, 2g, 3f, 4e, 5a, 6c, 7d

6 Cut and paste.

Tell children to go to the cutouts section and ask them to cut the objects from natural places and constructions. Tell them to work in pairs to decide which objects belong to natural places and which objects belong to constructions. Walk around the classroom and provide assistance as necessary. Check answers as a whole class and praise them.

Answers: Natural places: beach, lake, river
Constructions: restaurant, hospital, school.

1 Make a table with names of natural places and man-made constructions in your community.

To introduce the product of this module, you can tell learners they will write a text with information localities in their community. Then tell them that in order to start doing their product, they will now start with step 1. You can brainstorm as a class the kinds of places and buildings in their community. You may draw on the board a two-column table with the headings: Natural places and Constructions. Whenever children tell you a place or building, ask them in which column it should go and write it in the right column. Have them copy the table in their notebooks.

Extra Activity

You may ask children to draw in their notebooks 3 interesting words they learned this or the previous session. Tell them to share their work with the classmate next to them. Ask them to share saying sentences like *I learned the bus station sign.*

Achievements:

Exchange information about localities of the community.

Teaching guidelines:**Help students to:**

- Look up words in an illustrated bilingual dictionary.
- Point at names while they are read aloud.
- Complete questions to obtain information (*for example: Where is the post office? Is there a river?*).

- Answer questions to offer information (*for example: The pharmacy is next to the library... There is a library on this street, etc.*)

Materials:

- Audio CD
- Activity Book
- Big Book
- A ball

Session 1**Warm-up**

In order to set the context of the class and have present relevant vocabulary, you could play Chinese Whispers with children. Comment they may have already played this game in Spanish (Teléfono descompuesto). Elicit how it is played. Arrange the class in four lines. Call the first child from each line and whisper to them the first word (restaurant). They should go back to their lines and start passing on the message. Ask the last child in each line to shout at the same time the word they heard. Invite them to have fun with what they say. Tell them which the correct word was, elicit meaning, draw the place on the board and write its name. Have the last children in each line to move to the front of the lines. Repeat the procedure for: bookstore, school, post office, hospital, bakery and hotel. Once all these words are written on the board. Point to each word and elicit from children what each one is.

1 Look at the map and answer.

Point at the map and ask *What is this?* children will answer *A map!* Tell them to read the names of the streets aloud. They will say *Firm Street!*, *Cedar Street*, *Berry Street!* and *Jackson Street!*. Ask them to say other things they can see on the map (houses, trees, buildings). Now tell them to look at the map and answer the question.

Answers: 4

2 Help Rita to complete the map.

Draw children's attention to the map and say *Rita has a problem! We are missing places on the map! Do you want to help her?* Ask them to take out their glue and scissors to work in the activity. Tell them to cut all the places. Ask them to work in pairs to decide where they should paste them. Walk around the room to make sure the symbols correspond to the places they choose. Elicit the places in whole class feedback and then, ask children to paste them.

Answers: restaurant, bookstore, hospital, school, post office, hotel, bakery

3 Complete the sentences with the words in the box.

Tell children to look at Rita's map again. Tell them they now need to complete some sentences but first, they will learn about prepositions. Stand next to the desk and say *I am next to the desk, now you, stand next to your desks.* Then, ask two learners to come to the front, stand between them and say *I am between Maria and Jose.* Ask children from one row in the middle to say *I am between* (names of their classmates). Now say *My book is on the table, put your books on your tables.* Ask them to sit down and say *We use these words to say where places are on a map.* Say *Read activity 3 from page 59 and complete the sentences.* Monitor and help children as necessary. Check as a class.

Extra Activity

To close up this session, ask children to work in pairs to give each other clues of where the places are. One learner says *Firm Street*, the other learner says *Hospital*. They take turns to say the street names and guess each other places. Walk around the room as they do the task and encourage them to repeat the activity.

Don't forget

Listen to tracks 36 and 37 and get familiar with them to play them to the learners in the following session.

Lesson 2

SESSION 2

Extra Activity

Warm-up

Tell children the following words *Apples, cereal, ham, groceries, fruit, ice cream...* What place is it? Learners should say *Supermarket!* If they do not say what you expect, give them more prompts. For example: the name of a local supermarket. Then tell them to work in pairs and take turns to say words to guess places in town.

4 Look and read. Listen and repeat.

Ask children to look at all the items in activity 4. Tell them to read all the names silently. Get everyone's attention and say *Now we will listen to an audio with these words, use your finger to follow the words as you listen.* Play track 36 once and check all learners are following the words as indicated. Then ask them to listen and repeat. Do this word by word encouraging them to do choral repetition and notice the strongest sound in the syllable. For example, say *bakery* so they notice the stressed syllable.

5 Analyze the pictures in Activity 4. Write the places in Spanish in the lines.

Tell children to look at all the words from activity 4. Ask them to work in pairs to write the words in Spanish. Walk around the room as they do the task. Then ask *What words are similar to Spanish?* (hotel, pharmacy, library and zoo) Explain that sometimes words are similar in two languages but do not necessarily have the same meaning. Tell them "library" is not "librería". You buy books in a bookstore but you read books in a library.

Answers: a. panadería, b. librería, c. cine, d. tienda de mascotas, e. juguetería, f. zoológico.

6 Read, listen, and match.

Ask children to read the three sentences in activity 6. Tell them they will listen to an audio that will help them match the sentences to the images. Play track 37 once and have children match the sentences to the images. After you play it once, ask children to compare their answers in pairs. Then, check answers as a whole class.

Answers: a.3, b.1, c.3

Tell children to work in pairs. Tell them one of them will be the architect and the other one will be the planner. Ask them to choose a role. Tell planners have to think of two or three places in a town. They will give instructions to the architects of where places should go. Give them an example: "The hotel is between the library and the zoo." Draw a hotel on the board and then ask *Where is the hotel?* Students should say *Between the library* (draw a library) and the zoo (draw a zoo). Say that architects will draw the places. If time, tell them to change their roles. **See Big Book box.**

Big Book Stories Activity

Take out the Big Book and show children the cover at page 13. Ask *Do you remember this book? What did we see last time we read it?* Have children brainstorm ideas and then, open the book to page 15. Point at the compass rose and say *This helps us not getting lost. It signals the four poles.* Stand towards the board. Then show them page 16 and say *Look! Where is she? (She is at the mall).* Show them page 17 and say *What do you see?* Elicit all the symbols pointing at them (market, restaurant, hospital, bus stop, school and gas station). Then ask *Remember the two types of places we learned today? Today we learned about natural...* Have children complete your phrase: *Natural places and constructions.* Show them page 18 and ask *What is this?* (a natural place). Then show them page 19 and ask *What is this?* (a construction).

Don't forget

Bring the activity from the extra resources. Make sure you have one copy for every pair of children.

SESSION 3

Warm-up

You can play the game *Simon says*. Have children take turns to be Simon, so they can give orders to the rest of the class using prepositions. Ask *What prepositions do you remember?* (on, next to, between). Write them on the board. Model the activity *Simon says put your hands on your head*. Then point at one of the prepositions and say the name of one of the learners. This learner has to give the instruction. Set a time limit for children to play.

7 Analyze the words in bold in Activity 6. Discuss what they mean in each sentence. Then, complete the sentences below with **on**, **next to** or **between**.

Ask children to read Activity 7. Tell them sentences are incomplete and they should use prepositions to complete them. Say these are the same prepositions they just practiced. Ask them to do this individually, walk around the room to make sure all children are working and then revise as a whole class.

Answers: a. between b. on c. next to

8 Complete the questions. Use pictures as a clue.



Ask children to read the questions from activity 8. Tell them questions are incomplete. Ask *What are they missing?* (places). Say *Okay next to them, we have pictures of the places, use your picture dictionary to help you find the missing words*. Tell them to work in pairs for this activity. Then, elicit their answers in whole class feedback. **See Extra Activity box.**

Answers: a. bakery b. toy shop c. post office
d. movie theatre e. hotel

Extra Activity

Ask children to play Chinese whispers in teams of 5 or 6. Select 4 children to model the activity. Get close to one of the children and whisper *The library is next to the hotel*. Tell them they have to whisper this in their classmate's ear and so on. At the end, they will come up with something different. Say the original sentence. Now, tell them to repeat the activity in their teams.

→ Project work

2 Draw 2 illustrations of places or buildings you have learned in this module.

You may help children carry out step 2 of their product by first eliciting from them names of places and buildings they have learned in this module. Write on the board the things they mention. Ask them to select two items to illustrate them. Have them work individually. Set a time limit. Monitor and help if necessary. Have them copy the words for their illustrations.

☞ Tell children they will have an informal evaluation to check their progress in this module. In open class, ask children how they feel about their progress in this module. In order for them to have more elements to answer, ask them how they feel about exploring illustrated maps, how about exchanging information about facilities of the community. Allow some participations. Ask them how they feel in general about those questions you just asked them. Draw their attention to the answer options. Have them circle the one that is true for them. Elicit some answers. Ask them if there is anything they could improve and how.

Achievements:

Write information about the community.

Teaching guidelines:

- Offer models and guide learners for them to be able to:
- Classify words according to their meaning.
- Compare the writing of letters.
- Find similarities and differences between English words and words in their mother tongue (for example: similar letters, different groups of letters, combinations of different letters, etc.)

- Complete diagrams or maps, with names of natural spaces and constructions.
- Revise the writing.
- Motivate students to value and appreciate natural features of the place where they live.

Materials:

- Audio CD
- Activity Book
- Ball

SESSION 1**Warm-up**

Tell children you will spell a word *H-O-S-P-I-T-A-L*. When they guess it they will say the word in Spanish. Ask children to work in pairs and spell a word just like you did. They should take turns to spell and guess.

1 Classify the words in the table.

Ask children to read all the words in the box. Then elicit the meaning of shopping. They can mimic, say it in Spanish or give an example. Then, elicit the meaning of services, again, they can do this using mimic, saying it in Spanish or giving an example. Then, tell children to separate the words from the box in those two categories. Draw the box on the board and elicit their answers.

Answers: Shopping: toy shop, pet shop, bookstore, pharmacy, market and bakery. Services: hospital, library, school, hotel and bank.

2 Write these words in Spanish. Look at page 60 Activity 4 for help.

Ask children to read the words in Activity 2. Tell them to work in pairs to write those words in Spanish. Then, as a whole class, elicit their answers and write them on the board.

Answers: a. juguetería b. tienda de mascotas
c. librería d. farmacia e. hotel f. supermercado

3 Compare English and Spanish in Activity 2.

Tell children there are a few questions they have to answer. Tell them they will find the information in Activity 2. Ask them to answer the questions individually and then ask them to compare their answers in pairs. Walk around the room and encourage them to refer to words from activity 2 to answer the questions. At the end, elicit their answers and write them on the board.

Answers: a. yes, b. no, c. 8, d. 8

Extra Activity

Ask children to stand up to play a game. Tell them you will say the name of a place. They will have to jump to the right if that place provides a service and to the left if it is a place for shopping. Give an example and say *Hotel*. Jump to the right side and ask them to follow you. Then say all the names from the table.

SESSION 2

Warm-up

Tell children you will write a letter on the board and they will say a place that begins with that letter. For example: Write the letter "s" and learners should say *School*. Do it again with the following words *restaurant, hotel, gas station, market, river, pet shop and bakery*. In order to help children do this activity, you may direct their attention to the illustrations and the signs on the map. Elicit what is there in each of the road signs and/or building (a. money symbol, b. hotel, c. a shopping cart, d. a zoo, e. kids / school, f. a gas station, g. a fork and a knife, h. a cake, i. a dog). Do not write or have children write yet. Next, draw children's attention to the box with the options and ask them to point to the words as you read them aloud. Have them

Extra Activity

Have children play hangman in pairs to guess names of places. Give them a model. Draw three lines on the board and ask them to give you a letter. They should guess *zoo*. Then, tell them to work in pairs and do the same to guess 3 places they children in the class.

4 Look at the map. Write the name of the places.

Write the names of the places in the boxes. Walk around the room to check all children are on task. Then ask them to compare their answers in teams of three. When they are done, elicit their answers in whole class feedback.

Answers: a. bank, b. hotel, c. market,
d. zoo, e. school, f. gas station, g. restaurant,
h. bakery, i. pet shop

5 Draw and label 2 more places in the map.

Ask children to find a blank space on the map and draw something they want to see on the map. Have them draw and write the names of the places. In pairs, they share their drawings and names they worked on. Elicit some of the things they chose.

6 Work in pairs. Ask and answer.

Tell children to read the questions from Activity 6. Tell them to work in pairs to take turns to answer those questions. Tell them there can be different answers for each question. For example *Where is the school?* The school is on Elm Street. The school is next to the restaurant.

Answers: a. The school is on Elm Street. b. The zoo is on Elm Street. c. The petshop is on Palm Street. / It is between the bank and the bakery.

Lesson 3

SESSION 3



Big Book Stories Activity

Warm-up

Say to children *On my way to school I see restaurants.* Nominate one of the children and ask *What do you see?* The child will give their answer and nominate another peer.

7 Draw a map of the location of your school.

Ask children to take out their color pencils. Tell them they just mentioned places they see every day when they go to school. Now they have an opportunity to draw a map where the school is situated. Set a time limit to do this. Walk around the room to help learners that find the activity too difficult and encourage them to remember the words their peers mentioned in the previous activity.

Learning to learn

Getting to know what a rose compass is useful for, may help children learn about maps and locating places throughout their life. In order for them to reflect and do this activity, you may direct children's attention to the compass rose or draw one on the board. Say (while pointing to them) it indicate the four poles / directions: North, South, West and East. Have them discuss the question in pair. Allow some participation to express their ideas. Finally, say that the main purpose of the compass rose is to make it easy to know the exact direction. Comment that most maps have a compass rose.

8 Share your drawing with the class.

Tell children they will show their drawings to their classmates. Tell them they will ask 2 questions to a classmate following the model *Where is the school? The school is on Hidalgo Street.* Or *The school is next to the restaurant.* Walk around the room and make sure they are following the model and showing a good attitude to their classmates. **See Big book box.**

Closing

Find a classmate whose favorite activity in Activity 5 is the same as yours!

Arrange the class in groups. Show them and read aloud the question in the opening page of this module at page 56. Now they have finished the module, ask them to discuss the question. Monitor and take some notes. Give general feedback.

Take out the Big Book. Ask *What do you remember from the book?* Children will say what they remember. Then, open the book to page 19 and ask *What do you see?* Children should say *Streets!* Ask them the names of the streets they can read, ask them about the places. Now read *Where would be the best route if you have to go from your home to the movie theatre, to purchase biscuits, and return home.* Show children the map from the book and ask them to work in pairs to decide the best route. Once they tell share some options, go to the final page and read aloud *Learning to read a map can help you to understand better your world, and to get ready for new adventures!* Then point at the image and ask *Who are they? (a family)* *What is the kid holding? (a map).*

Closing

Ask children to talk about the places they can go to using a map. Encourage them to remember the symbols they learned and the differences between natural places and constructions. Do this as a brainstorm and then ask *What was your favorite part from this module?*

Product lesson

Text with information about community localities.

Materials:

- Cardboard
- Pencil colors
- Pencils
- Pieces of papers

SESSION

Warm-up

Ask children to work in teams of three and brainstorm about all the elements they can find on a map.

1-2-3

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

4 Write a text about places and buildings in your community from Lesson 2, Activity 8, page 61.

Have children label all places included on their maps and make sure they remember the names of the streets. If they do not remember the names of the streets, offer help so they can write them.

5 Paste your maps and texts on the wall.

Tell children to paste their maps and texts on the wall. Then ask them to choose one peer that will stay and present the map. The other children will walk around the room asking questions about the maps. For example: A *Where is the market?* B *The market is between the school and the movie theatre.*

6 Look at all the maps and texts and say which ones you like and why.

Have children talk about differences and similarities they found between their work and their classmates. In open class feedback, elicit children to share their thoughts.

Lesson 1

It's time to reflect!

Tell them they will have an opportunity to say how they feel about what they can do now that the module is finished. Tell them to remember all the important things they learned and all the activities they did. Now, tell them to work individually and read the statements from page 65. Tell them they will mark how they feel in every aspect. If they feel very good, they will put a mark on the last girl's box. If they do not feel that good, they will mark the one from the middle. If they do not feel good at all, put a mark in the first box. Give them an example Smile and say *YES! Of course I can* and point at the girl that is jumping.

	Activity	Check (✓)
1. Table with names of natural features and man-made construction.	58	6
2. Illustrations of places and buildings.	61	7
3. Text with information about localities	65	

Evaluation instruments

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 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.

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 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.

Name: _____

Module Progress Test Date: _____ Group: _____

1 Look at the map. Answer the questions. 6 pts.



1. How many streets are there? _____
2. Is there a school on Palm Street? _____
3. Is there a bank on Elm Street? _____
4. Is there a hospital between the bank and the school?

5. Is there a bus station next to the bank? _____
6. Where is the market? The market is _____

2 Look at the symbols. Write their meaning. 4 pts.



- a. _____
- b. _____
- c. _____
- d. _____

Total score: / 10

Evaluation instrument

Descriptive Rating Scale

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.

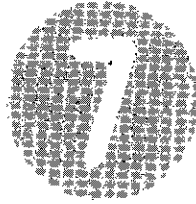
Instructions:

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: _____

	Always	Usually	Sometimes	Never
Recognizes purpose of diagrams and maps.				
Differentiates graphic and textual components.				
Recognizes localities by their names.				
Differentiates natural features.				
Distinguishes symbols and relate them with the names they refer to.				
Points at names while they read aloud.				
Completes questions to obtain information.				
Classifies words according to their meaning.				
Compares the writing of letters.				
Finds similarities and differences between English words and words in their mother tongue.				
Completes diagrams or maps, with names of natural spaces and constructions.				

Module



What vegetables can you grow?

Social learning environment: Academic and educational

Communicative activity: Search and selection of information.

Social practice: Write questions for information on agricultural products.

Lesson 1 pp. 66-68	1	<ul style="list-style-type: none"> Anticipate content from previous knowledge and illustrations.
	2	<ul style="list-style-type: none"> Distinguish cover, title, index, and back cover. Determine purpose and intended audience. Identify links between text and some graphic resources (e.g. location of captions, distribution of the elements on the page, etcetera).
	3	<ul style="list-style-type: none"> Compare words and parts of a text to review its content. Detect components of the text (e.g. title, paragraphs, etcetera). Invite children to take care of resource materials.
Lesson 2 pp. 69-71	1	<ul style="list-style-type: none"> Identify characteristics of agricultural products when listening to them.
	2	<ul style="list-style-type: none"> Understand questions about agricultural products.
	3	<ul style="list-style-type: none"> Answer questions about characteristics of agricultural products (e.g. what color is it? Red / is it big? No, it isn't, etcetera). Make agreements on how to develop further activities.
Lesson 3 pp. 72-74	1	<ul style="list-style-type: none"> Identify words of question and question mark. Organize words to form questions.
	2	<ul style="list-style-type: none"> Complete question models to get information. Answer closed questions using a model (e.g. Is corn green? / Is milk white?).
	3	<ul style="list-style-type: none"> Rewrite answers of closed questions.
Product Lesson p. 75	Final product <ul style="list-style-type: none"> Questionnaire to get information on agricultural products. 	Evaluation instrument (p. 104) <ul style="list-style-type: none"> List of comparison. Portfolio evidence (p. 102) Module Progress Test (p. 103)

Achievements: Explore illustrated children's books about agricultural products.

Teaching guidelines:

- Build the necessary conditions so that students achieve:
- Anticipate content from previous knowledge and illustrations.
- Distinguish cover, title, index, and back cover.
- Determine purpose and intended audience.
- Identify links between text and some graphic resources (e.g. location of captions, distribution of the elements on the page, etcetera).

- Compare words and parts of a text to review its content.
- Detect components of the text (e.g. title, paragraphs, etcetera).
- Invite children to take care of resource materials.

Materials:

- Audio CD, Big Book Facts, Activity Book, colors, books of different subjects (optional).

SESSION 1

Warm-up

To contextualize this lesson and the social practice dealt in this module, it is important that you start by showing children different books about different subjects. If you cannot bring books to the class, you can use the illustrations in Activity 1 but this is not ideal. It's important to increase their interest in books and in different subjects they can read about. Therefore, you can ask them: *Which books would you like to read?* Show them the cover of books and ask them questions based on the information of covers such as: *What do you think this book is about? Is it about numbers? Is it about planets? Is it about people in other countries? Is it about animals?* The purpose is to create some interest in books to then introduce the activities in the Activity book and the Big Book and little by little, narrow it down to agricultural products and their importance.



Big Book Facts Activity

Ask children to open their book to page 21 in the *Growing food in San Miguel* reading. Read the title out loud and point to Manuel. Read the short text next to the title and ask children: *What's his name? Where does he live? Does he live in a city? Does he live on a farm? Does he look happy? What do you think the text is about? What information will Manuel share with us?* Elicit children's predictions. Turn the page and ask children: *Can you see Manuel? Where is he?* Point to his parents and ask the class: *Who are they?* Let's read together. Read the text on page 22. Ask children *What are Manuel's parents' names? What's his mother's name? What's his father's name? What do they do all year round?* Praise children's effort. Tell them they will read more about Manuel and his life on the farm in the following lessons.

1 Check ✓ the books you would like to read.

The purpose of this activity is to help the teacher when there aren't any sources around he/she can use to introduce books about different subjects. Yet, even when you bring books to the class, you can still exploit this activity by asking questions about the information on the cover page (title and illustrations) and help children anticipate the content. If you follow this suggestion, you may need to ask the class questions about each book illustrated and conduct this as an open-class activity. Alternatively, you can ask children to work in groups of three, check the books they would like to read and compare their answers with their classmates.

Answers Answers may vary.

2 Look at the book. Circle the best answer.

Tell children enthusiastically: *Let's read a new book!* Point to the book cover and ask children *What do you think it is about?* Elicit their ideas. Do not ask them questions about the information just yet. Point to the sentences and the options. Read each sentence out loud and ask children to circle the most appropriate option. Ask children to compare the answers in pairs. To check, elicit the answers and write them on the board. See the **Big Book Activity box** to introduce the main character and the context of this module (agricultural products).

Answers 1. b, 2. a, 3. a

Learning to learn

After introducing the text in the Big Book, ask children: *Do you like books? But what type of books did we see today in class?* Elicit children's ideas. They may not understand the concept of fact-book but the purpose is to make them reflect on the fact that there are different types of books and we can learn from them. Show them the books you brought to class again and ask them: *Can we learn about*

other countries in books? Can we learn about our country and our culture? Can we learn about history, science or agriculture? Ask children to open their books to page 66 and point to the Learning to learn Box. Set the activity and ask children to check the statements that are true. Read each statement with them and give some time to think and check. Go around the classroom while children answer and help when necessary. Praise their effort. Ask them to check answers in pairs and then elicit their answers. If you have five minutes to spare at the end of this session, see the **Extra Activity box** right after this for suggestions.

Answers Children should check all the boxes.

Extra Activity

If you have five minutes to spare at the end of this session, you can ask children to draw the cover of the favorite books in their notebooks. Ask the children: *Do you have a favorite book? Can you remember its cover? Is there an illustration on the book cover?* Then, ask them to draw the book cover and write the title of the book. Go around the classroom to check their work. Praise their effort. Arrange the class in groups of three or four and ask them to share their book and say the title of the book.

Don't forget

Bring different types of books for children (mainly to identify elements) and give children more opportunities to explore books

SESSION 2

Warm-up

To reestablish the context of this lesson, you can use the books you were suggested to bring to class and show them to the children with the intention of identifying the title and anticipate the content. If you follow this suggestion, you can pick one book, point to the title and ask, *What's the title of this book? What do you think it's about?* You can follow the same procedure with each book you brought to class. Alternatively, you can distribute the books and allow children to open them and see the information they contain so that they familiarize with elements you will introduce later (front cover, back cover, table of contents, photographs, etc). Children will need to use books for Activities 3 and 4.

3 Label the elements in the book.

To introduce the elements in books, you can ask children to go to page 108. You can point to the first



illustration and ask children: *Do books have this? What's its name?* Then, you can point to the second illustration and ask them the same questions. Alternatively, with the books you brought to class, you can ask children to identify the front and the back cover. Ask children to point to front covers and back covers while you go around the classroom. Then, show them a book (it can be the Big Book or their Activity Book) and point to the table of contents. Ask children: *is this the front cover? What is this?* Elicit their answers and introduce the concept of table of contents. You can also draw a book on the board. The book must be open and write some lines as if these were in the table of contents of a book. The layout must be very clear for children to see how information is organized and identify what it is. Ask: *What information can we find in the table of contents?* Elicit their ideas. Ask children to identify the table of contents in the books you distributed. Then, with the same book, point to a photograph and ask children, *What is this?* Elicit the word photograph. Ask: *Are photographs useful in books? Can you find photographs in the books I gave you?* Ask children to find photographs in the books you distributed. Then, ask children to open their Activity Book to page 67 and point to Activity 3. Set the activity and ask children to write the corresponding letter in the boxes while you go around and check their work. You can ask children to compare answers in pairs before you check with the class.

Answers clockwise: e, d, c, b, a

4 Look at the text. Draw a line to match the elements on the page.

Point to the pages in the book for this activity. Ask children *Can you see a photo on these pages? Where is it? Can you find a number? Where is it? Are pages in books numbered? Why?* Elicit their ideas. Ask children to find page numbers in the books you distributed. Point to the text on page 19 in the book and ask, *What is this?* Introduce the concept of paragraph. Ask: *Can you read sentences in a paragraph? Can you find a paragraph in the books I shared with you?* Ask children to identify a paragraph. Point to the description below the photograph and ask, *Is this a paragraph? Is this a description of the photograph?* Ask children to find a photograph in the books you distributed and see if there are descriptions below. Praise their work. Set this activity and ask children to draw lines to the elements listed. Go around the classroom and help if necessary. Ask them to compare answers in pairs. Draw the book in this activity on the board and ask children to draw arrows and write elements. See the **Extra Activity box**.

Answers On page 18: c and d, on page 19: a and b.

Lesson 1

Extra Activity

Arrange the class in groups of four. With the books you brought to class, ask children to identify: *front cover, back cover, title, photographs, paragraphs and table of contents*. When children have identified all the elements in one book, ask them to exchange books with another group and identify the elements again. You can follow this procedure three times for children to explore books and get more familiarized with elements.

Don't forget

Ask children not to forget to bring colors or crayons to complete Activity 6.

SESSION 3

Warm-up

Arrange the class in pairs. Write these questions on the board: *What's your favorite book? What is it about?* And their corresponding answers: *My favorite book is... It's about...* for children to complete when they work in pairs. Tell children they will work in pairs to talk about their favorite books. Go around while children work in pairs. Help when necessary. To check, ask volunteers to share their information with the class.

5 Listen to the audio. Circle True or False.

Point to Manuel on the page in the book in Activity 4 before you set this activity. Ask: *What's his name? Where does he live?* Point to the text on the following page of the book and set the track. Play the track and make sure children follow the text as well. Read the statements with the class again and ask them to circle one of the options. Before you check, allow children to compare answers in pairs. Play the track again if necessary. Elicit answers and write them on the board.

Answers a. True b. False c. True d. False

6 Make a drawing of the Fall products mentioned in the audio.

Ask children which products Manuel mentioned in the text (*beans, corn and squashes*). Ask them to make a mind map in their notebooks with the word *Fall* in the middle. Tell children to write the name of the products around the word *Fall* and make a drawing to illustrate their work. Go around the classroom and praise their effort and creativity. This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio.

Product work

To introduce the product of this module, you can ask the class what information about agricultural products they learnt in this lesson. Then, you can explain to the class that during this module they will learn about more agricultural products and their characteristics and they will produce a questionnaire to ask and answer questions about products. It's advisable that you point to the illustration on page 75 and activity 8 in Lesson 3 so that children see what the final product will look like. Yet, for this lesson, they will only make a list of products. You can ask them to go to page 75 and read the instructions for Activity 1 with the class. Ask them to do this in their notebooks individually.

Learning to learn

To set this activity, you can point to the options and read each one out loud. Give children some time to answer while you read each option. You can give them examples of activities to show them which options are appropriate. Go around the classroom to check learners' work. Ask them to compare answers in pairs. Then, write the options on the board and elicit answers. Ask children, *Is it a good to appreciate the information in books? Do you like books? Do you learn in books? Do you take care of the books you read?* If you have five minutes to spare at the end of this session, you can check the Extra Activity box right after this for suggestions.

Answers Children should check options a and d.

Extra Activity

If you have five minutes to spare at the end of this session, you can ask the class: *what did you learn about illustrated books?* For this activity you can arrange the class in groups or conduct this as an open-class activity. You can write the elements in books they mention on the board or other features they found in books. It's advisable that you mention that books should be valued and used with care.

Don't forget

Prepare flashcards to introduce agricultural products: tomatoes, corn, carrots, beans, beets, spinach and use them to complete Activity 1.

Achievements: Participate in the exchange of questions and answers on agricultural products.

Teaching guidelines:

Give opportunities so individually and collectively students can:

- Identify characteristics of agricultural products when listening to them.
- Understand questions about agricultural products.
- Answer questions about characteristics of agricultural products (e.g. *what color is it?* Red / *is it big?* No, it isn't, etc.).
- Make agreements on how to develop further activities.

SESSION 1

Warm-up

To establish the context of this lesson (characteristics of agricultural products) you can play food chain with the class. With this activity, children may see the link between the food they eat at home and the food grown in different regions of the country. To do this, you can ask children to complete the list of food with you. Start saying: I like... and complete the sentence with a fruit or other food children know how to say in English (apples, bananas, milk, etc.). Ask the first child in the row to add one more item to the list and say, *I like apples and bananas*. Ask the next child in the same row to add one more item: *I like apples, bananas and milk*. Continue adding items to the list until you have ten items. Then, start again. See the **Big Book Activity box**.

Big Book Facts Activity

Growing foods in San Miguel de Allende. Open the Big Book to page 21 and elicit from children what they can remember about Manuel. Ask children questions such as: *Where are they? Does Manuel live in a big city? What do his parents do? What are their names?* Turn over the page and read the text and check children's answers. Continue reading on page 23 and ask children: *Where is Manuel? Point to the tomatoes and ask, What are these?* Elicit the agricultural product. At this point, you're not teaching the agricultural products. The purpose is to have children familiarize with words with no pressure and enjoy reading the text. Follow the same procedure with the following pages: Read the text and elicit the agricultural products in the illustrations. Ask questions regarding size, color and shape: *Are they big? Are they small? Is it red? Is it yellow? Is it green?* Read the whole text stopping to ask questions about each product. Then, ask children: *Which agricultural products does Manuel mention in the text?* Let's see. Go back to 23 and go over each product he introduces.

Materials:

Audio CD, Big Book Facts, Activity Book, crayons or colors, flashcards of agricultural products

Don't worry about pronunciation yet since children will have the opportunity to practice on pronunciation in Activity 2 in the Activity Book. Praise their effort and tell children they will read the Big Book again in the following lessons.

1 Check ✓ the food you eat.

Ask children to open their Activity Book to page 69. Point to the agricultural products and ask children:

Which food do you eat? Ask children to check the items. Go around and check children do the activity. Ask them to check their Picture Dictionary on page 108. Ask children to compare their choices in pairs. Elicit their answers and write the agricultural products on the board.

Answers Answers may vary.

2 Listen and repeat.

Paste the flashcards you prepared for this session. Set the activity and ask children to repeat after the recording while you point to the flashcards on the board. After listening to the recording twice, model each word and conduct more choral and individual drills.

3 Circle the products Manuel mentions.

For this activity, point to Manuel and ask children: *Which agricultural products Manuel's parents sell in the market?* Elicit their ideas. Ask children to listen to the conversation and circle only those products Manuel mentions. You can ask children to compare their answers in pairs before you check them with the class. If you have five minutes to spare at the end of this session, see the suggestions in the **Extra Activity box** right after this.

Answers Tomatoes, spinach, beets and beans.

Lesson 2



You can teach more vocabulary and ways to describe fruit on this website: <http://learnenglishkids.britishcouncil.org/en/category/topics/fruit-and-vegetables>

Extra Activity

If you have five minutes at the end of this session, you can point to the food in Activity 1 and ask children: *Which food do you like? Which food don't you like? Do you like beets? Do you like spinach? Of these products which ones do you eat more often? Which ones do you rarely eat?* Alternatively, you can write these questions on the board and ask children to answer them in pairs.

Don't forget

Bring the flashcards you prepared for Session 1 and reuse them to set the context of the next session.

SESSION 2

Warm-up

To contextualize this session, you can paste the flashcards you prepared for session 1 on the board and reintroduce the agricultural products seen in session 1. You can write the names of the agricultural products below each picture and/or elicit them from children. Then, you can elicit from the class the question *Do you like...?* and point to any of the products on the board. Ask the question yourself to a child and elicit the answer (Yes / No). Ask the question to several children (one by one) to set the example. Tell the class they will ask and answer questions in pairs to find out what food they both like. Arrange the class in pairs. Go around the classroom and help when necessary. To check, ask children to tell the class which food he/she and his/her classmate like.

4 Listen again. Match the product to the characteristics.

Before you set this activity, ask children to listen to the conversation and pay attention to the agricultural products Manuel mentions. Play the track and then elicit the products. This is just to help children focus on the conversation they listened to in the previous session before you set Activity 4, which is more challenging activity. Then, you can ask children to open their Activity Book to page 70 and point to the products. Tell the class they will now pay attention to the characteristics Manuel mentions and match them. Read the

characteristics with the class before you play the recording. You can play the track once and ask children to compare their answers. It's advisable that you play the track again if you notice this activity is challenging. Elicit answers by asking children the characteristics of each product. You can write the answers on the board.

Answers Tomatoes – they are red and big. Spinach – it has long leaves. They are dark green. Beets – they are round and purple. Beans – They are small and black.

5 Complete the table with the words in bold in Activity 4.

Point to the words in bold in the characteristics of each product in Activity 4. Ask children which words are colors (purple, red, black, dark green). Then, ask them which words describe the size of things (small and big) and finally the shape (long and round). Write the words on the board. Ask them complete the table. Go around the classroom to check learners' answers. Praise their effort. Let the compare answers in pairs. Copy the table on the board and ask volunteers to complete the columns. This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio.

Answers Color: purple, black, red, dark green; size: small, big; shape: long, rounded.

6 Match the questions to the answers.

Before you set this activity, paste the flashcards you prepared with agricultural products on the board. You can use the questions in this activity to familiarize children with the type of question and answer. To do this, you can point to the first flashcard and ask the question. Notice that there are two sets of questions if the product is presented in its singular form or it is uncountable, and if it's presented in its plural form. Yet, this information about singular, plural, countable or uncountable is only for the teacher. Children will only focus on the pattern of the question and how it can be answered. After exposing children to the questions and answers by asking questions to the products in flashcards, set this activity. Ask children to read each question carefully and match them with the most appropriate answers. Go around the classroom to check learners' answers. Praise their effort. Let them compare answers in pairs. Copy the questions on the board along with the answers but do not check just yet.

Answers What is this? It's corn, What color is it? It's white, Is it small? Not, it is not. What are these? They are carrots, What color are they? They are orange. Are they big?, Yes they are.

7 Listen and check your answers.

Tell children they will listen to the recording to check answers. Play the track once to listen to the whole conversation. Then, play the track again and pause it after each answer to check with the class. If you have five minutes to spare, you can conduct the **Extra Activity** right after this.

Extra Activity

Ask the class to describe their favorite food. Give an example: *It's red and small. It has small dark green leaves (strawberry).* Arrange the class in pairs and ask children to describe the food they like for their classmates to guess.

Don't forget

Keep the set of flashcards you've prepared for previous sessions to reuse them in session 3 to set the context of the class.

SESSION 3

Warm-up

To reintroduce the context of this lesson, you can paste the flashcards you've used in previous sessions on the board and arrange the class in groups of three. Ask children to take turns to describe one of the products for their classmates to guess. Set an example: *It's yellow. It's big and long. It has green leaves (corn).* If you decide to follow this suggestion, you will need to arrange the class in groups of three or four. While children work in groups, it's advisable that you go around the classroom to check that all children participate. Praise their effort when relevant. To check, ask children which member in their team guessed more products.

8 Work in pairs. Follow the instructions.


Arrange the class in pairs. Ask children to open their Activity Book to page 71. Assign roles to each pair (Student A / Student B). Demonstrate the activity with a child to ask and answer questions. The purpose of this activity is to choose the most appropriate answer to the questions. Notice there is an extra answer children won't use. Make sure the activity is clear before children start working in pairs. Go around the classroom to check that all children participate. Praise their effort and intervene when necessary. To check, ask two pairs of children to act out the conversations.

9 Make a table and complete with the products in your notebook.

Ask children to copy the table in their notebook. Go around the classroom and help when necessary. Ask children to complete the table with all the agricultural products they have seen in this lesson. Go around the classroom to check children's work. Allow children to compare their work in pairs. To check, copy the table on the board and ask children to complete the columns.

Product work

To reintroduce the product of this module (a questionnaire about agricultural products) you can start by asking children which new agricultural products they have seen in this lesson and which characteristics they have (color, size, shape). Then, you can remind them of the table they have just produced with information and explain that with that table they are now ready to work on the next step (Activity 2). Ask children to go to page 75 and read with the class the instructions. Then, ask them to take out the original list of products they wrote and add more items to it. Then, you can ask them to organize them using a diagram or a chart (preferably something different from tables) and ask them to add the information they have collected in the tables they prepared in Activity 9. This activity is meant to be completed individually but you can arrange children in pairs if you consider this to be challenging.

-  Before you ask children to complete the statement, you can ask them to go over Lessons 1 and 2 and identify those activities they did confidently and those that were more difficult to complete. This will help reflect on their performance. Then you can ask them to circle the best option and complete the statement with a short phrase. You can go around the classroom while they answer. This can be useful to see their responses and plan your last lesson. You can use this as an assessment tool to evaluate children's progress at the end of this module.

Answers 1. b, 2. c. / 1. b, 2. a. / 1. a, 2. b. / 1. b, 2. c.

Achievements:

Review writing questions to get information.

Teaching guidelines:

Plan various activities that allow students to:

- Identify words of question and question mark.
- Organize words to form questions.
- Complete question models to get information.

- Answer closed questions using a model (e.g. Is corn green? / Is milk white?).
- Rewrite answers of closed questions.

Materials:

Audio CD, Big Book Facts, Activity Book, colors, crayons, flashcards of agricultural products.

SESSION 1**Warm-up**

To set the context of this lesson and give children some informal practice describing agricultural products, you can arrange the class in groups of four to make diagrams about different agricultural products. If you decide to follow this suggestion, you can arrange children by rows or tables. You can give them a piece of paper to each group and ask them to make a spidergram. In the center, they should write the name of an agricultural product (you will say) and as a group they have to think of adjectives to describe it. For example: beans (small, black, rounded). Alternatively, you can ask them to write a short sentence instead of only the adjective (example: they're black). Give children the opportunity to describe at least 3 products with their classmates so that there are enough chances to participate. See the **Big Book Activity box**.

**Big Book Facts Activity**

Growing foods in San Miguel de Allende. Open the Big Book in the *Growing food in San Miguel* reading and ask children: *What products do Manuel's parents grow on the farm?* Elicit the agricultural products children has seen in the Activity Book and tell children. Let's read the story again and find two extra agricultural products. Read the text with the class and elicit the two products not introduced in the Activity Book: broccoli and squash. Ask children questions about these two products: *What color is it? Are they big? Are they small?* Then, ask the class: *Do you think it's easy to live on a farm? Is growing food easy or difficult? Can you grow the same food around the year?* Let them discuss the questions in groups and elicit their answers. Then, ask them if they liked the text and elicit their opinion.

1 Cut and paste the product next to the question. Complete the answers.

To set this activity you can project Image 8 on the board and elicit the name of each agricultural product, particularly the new ones (broccoli and squashes). You can ask questions to elicit color, size and shape. Then, you can ask children to open their Activity Book to page 115 to cut out the four agricultural products and paste them next to the correct question. Ask them to go to page 72. Ask children to read each question carefully to complete the answer with a color. Ask children to work individually. When answers are complete and correct, they can paste the illustrations on the empty boxes. To check with the class, you can point to the agricultural product, ask the question and elicit the answer from the class.

Answers a. (dark) green, b. (dark) green, c. purple, d. orange

2 Unscramble the words. Write the question.

Point to the words (to form questions) and ask the class: *Is this the order of words in questions?* (no) Tell children they will order the words to make questions. Let children work individually while you go around the classroom. Help if necessary. Ask children to compare their answers in pairs before you check with the class. Ask volunteers to write the answers on the board.

Answers a. What is this? b. Is it tall? c. What color is it? d. What are these?

3 Circle the correct answer in Activity 2.

Point to the answers in Activity 2. Tell children to choose the correct answer for each question. Ask them to work individually first before they compare answers in pairs. To check, ask volunteers to write the answers on the board next to the questions.

Answers a. It is broccoli, b. Yes, it is, c. It is green, d. They are beets

Extra Activity

Arrange the class in pairs. Ask children to take turns to ask and answer the questions in Activities 1 and 2. Go around the classroom and help when necessary. Praise their work. To check, ask volunteers to ask a question and elicit answers from the class.

Don't forget

Bring the set of flashcards of agricultural products to set the context of the last session.

SESSION 2

Warm-up

To reestablish the context of this lesson, and give children more opportunities to describe agricultural products, you can arrange the class in groups of four or five. Show the class the flashcards you've used in previous sessions and ask a volunteer to pass to the front with his/her back to the board. Point to an agricultural product and ask children to describe the product to the volunteer (who doesn't know which product you pointed to) to guess the product. Ask five or six volunteers to pass to the front (one by one) and follow the same procedure.

4 Complete the questions with the options in bold.

Ask children to open their books to page 73. Point to the words in bold and the first question to the right. Tell children to complete the questions with the most appropriate word. Give children an example if necessary. Tell children to work individually. Go around the classroom and help when necessary. Make sure children complete the questions. Allow children to compare answers in pairs before you check with the class. Ask volunteers to write the questions on the board.

Answers a. What, b. What, c. Is, d. Is

5 Complete the questions with the words in the box.

Point to the box and the questions on the left. Then, point to the corn and the tomatoes. Ask children to complete the questions with the words in the box to ask questions about the corn (first 3 questions) and the tomatoes (last 3 questions). Give an example. Elicit the word to complete the first question. Ask children to work individually. Go around the classroom and help if necessary. Allow children to compare answers in pairs. Don't check answers with the class until they listen to the recording in Activity 6.

Answers 1. it, 2. Is, 3. it, 4. What, 5. Are, 6. they

6 ^{TRACK 42} Listen and check the questions in Activity 5.

Ask children to listen to the recording and check their questions. To check, ask volunteers to write the questions on the board.

7 Look at the pictures in Activity 5 and answer the questions.

Ask children to answer the questions (the first three about the corn, the last three about the tomatoes). Go around the classroom and help when necessary. Allow children to compare answers in pairs. With questions already on the board, ask more volunteers to write the answers next to each question. If you have five minutes to spare, see the **Extra Activity box** right after this for suggestions.

Extra Activity

If you have five minutes to spare at the end of this session, you can arrange the class in pairs, and ask children to take turns to ask and answer the questions in Activity 5. Go around the classroom and help when necessary. Praise their work. To check, ask volunteers to ask a question and elicit answers from the class.

Don't forget

Sheets of paper to make a list of questions in Activity 10.

SESSION 3

Warm-up

Play hangman with the class. Draw a hangman and lines for children to complete with letters of the alphabet. Use the agricultural products introduced during this module and that they will use again in Activity 8. Ask children to take turns as they're sitting to say a letter of the alphabet until they guess the activity. If the letter is not in the word or phrase, draw parts of the hangman.

8 Write 2 questions for each product.

By now, children are familiarized with the agricultural products and questions. Point to the pictures ask them to write two questions about each product. Give examples: *What color are they? Are they small / big? Are they orange / black?* Go around the classroom while children write only the questions.

Answers Answers may vary.

Lesson 3

9 Write the answers in Activity 8.

Point to the last column. Ask children to answer the questions. Ask them to pay attention to spelling. Go around the classroom and make sure children answer the six questions accurately. Alternatively, ask children to exchange books with a classmate and answer the questions.

Answers Answers may vary.

10 Make a list of different questions.

Ask children to take out their notebooks and write questions they can use to ask size, color and shape. Ask them they can write the questions they wrote to answer Activity 8 and in other activities in this lesson. Go around the classroom and make sure children write different types of questions (*What is...? What are...? Are they...? Is it...?*?). In total, they should have at least 8 questions. This activity will be used at the end of this module to evaluate the child's progress

Answers Answers may vary.

→ Product work

To set the next Activity to develop the product of this module you can ask children to look at the list of questions they have just produced in Activity 10 and exchange them with a classmate to check that these are grammatically correct and that they can all be used to ask information about agricultural products. Then, you can ask them to go to page 75 and read the instructions for Activity 3 with them. Before you ask them to make a new list of questions, arrange them in pairs. Then, you can tell them to compare lists of questions and make just one list with all the questions they gathered.

Learning to be with others

Check ✓ the most appropriate options.

Ask the class: *Do you like working individually or in pairs? Is it easier when you work with others? Can you learn from your classmates? Can you help when they don't understand an activity?* Elicit their opinion. Read each statement with the class and ask them to check the most appropriate ones.

Closing

Exchange your lists in Activity 10 with other classmates. Add more questions to your list.

To wrap up all the work in this lesson, you can arrange the class in small groups to share their work (list of questions) and add more items if relevant.

Product lesson

Questionnaire to get information on agricultural products

Materials:

- Notebook
- Pencils
- Color pencils
- Ruler

SESSION 1

Warm-up

To establish the context of this lesson, you can elicit all the agricultural products introduced in this module and write them on the board. Then, you can ask them to organize them according to the tables they prepared in Lesson 2 and finally elicit questions they have prepared. With this, children will revise the steps they have followed to develop the product of this lesson. You can also ask them to add other agricultural products they know (pineapples, guavas, limes, avocados) but tell them that if they add more products, they will have to add more questions to their lists.

1-2-3

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

4 Prepare a questionnaire to ask information about agricultural products.

To set this activity, you should arrange the class in pairs so that children work with the same classmate they prepared the list of questions. Ask children to select 5 products from their lists or the tables they prepared in Lesson 2 and write a set of three questions for each product depending on their size, shape and color. You can tell them that their selection can be based on their taste or if they don't know much about them. Then, you can ask them to illustrate the questionnaire with the products they chose (as long as the questions are ready first). This activity will take long but the purpose is for children to put into practice everything they revised during this module. It's therefore strongly recommended that you go around the classroom and help when necessary. You can encourage them to use different questions for each product so that they use the complete inventory of questions to ask for shape, size, and color.

SESSION 2

Warm-up

Write the name of an agricultural product on the board. Ask children to write questions about its size, shape and color on the board. Make this a competition: in groups, ask them to write as many questions they can about the product. Then, elicit the questions and the group with more accurate questions gets a point. Repeat the procedure with different agricultural products.

5 Share your questionnaire with the class.

Children will take turns to present their work to the class. Ask them to mention the 5 products they selected first. Then, the questions they wrote to ask for information about each product.

Closing

To wrap up all the work done in this lesson you can ask children how they feel after completing the product and the module. This can be useful to introduce the it's time to reflect! table below. See the **Evaluation Notes** on the following page.

Module 7

SESSION 2

It's time to reflect!

Tell children they will have an opportunity to say how they feel about what they can do now that they completed the module. Tell them to remember all the important things they learned and all the activities they did. You can go over the lessons quickly to help children to remember. Tell them to work individually and read the statements on page 75. Tell them they will mark how they feel in every aspect. If they feel very good, they will put a mark on the last girl's box. If they do not feel that good, they will mark the one in the middle. If they do not feel good at all, they should put a mark in the first box. Give them an example: *Can you explore children's books about agricultural products?* Smile and say *Yes, of course I can!* and point at the girl that is jumping. Ask children to read the remaining statements and evaluate themselves individually. Go around classroom and praise their effort.

	Activity	Check (✓)
List of agricultural products.	68	6
Table with information about agricultural products.	70	5
Table with information about agricultural products.	71	9
List of questions.	74	10

Module Progress test

Make copies of the test depending on the number of children you have in class. Before you hand out the tests, tell children you will read the instructions out loud with the class and give them time to answer each activity. They should answer each activity individually and wait until you give the next instructions to answer the following activity in the test. Go around the classroom and pay attention to children's answers. Yet, do not intervene nor help unless the instruction or the activity is not clear. Collect the tests. After marking them, ask children to keep them in their portfolio.

Evaluation Instrument

Make copies of the questionnaire depending on the number of learners you have in class. Before handing out the scale, copy the table on the board. Model how to complete the table using yourself as an example. Hand out the valuation scale and have children complete them. Collect the scales and ask them to keep them in their special folder.

Name: _____

Module Progress Test Date: _____

Group: _____

1 Write the names of the agricultural products. 6 pts



2 Match the questions to the answers. 6 pts

- | | |
|-------------------------|------------------|
| a. What's this? | Yes, it is. |
| b. What color is it? | It's dark green |
| c. Is it big? | It is spinach. |
| a. What are these? | They are orange. |
| b. What color are they? | Yes, they are. |
| c. Are they big? | They are beets. |

3 Unscramble the words. Write the question. 4 pts

- a. What / is / ? / this _____
- b. are / What / ? / color / they _____
- c. these / are / ? / What _____
- d. ? / it / Is / red? _____

Total score: / 16

Evaluation instrument

List of comparison

Read each statement carefully and check one of the columns (Yes / No). Use the last column to say what you need to do to improve if your answer was No.

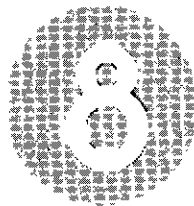
Student's name: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____

Achievements / Descriptors	Yes	No	Observations
a. I can identify the title of a book.			
b. I can identify the front cover and the back cover of books.			
c. I can find the table of contents in a book.			
d. I appreciate the information in books.			
e. I can name some agricultural products.			
f. I can describe some agricultural products.			
g. I can ask questions about agricultural products.			
h. I can organize information about agricultural products.			

Module



Which are your favorite classic tales?

Social learning environment: Recreational and literary
Communicative activity: Understanding oneself and others.
Social practice: Read stories to compare emotions.

Lesson 1 pp. 76-78	1	<ul style="list-style-type: none"> • Activate previous knowledge to anticipate topic, purpose and intended audience. • Identify the parts of a book. • Recognize graphic and textual components (<i>for example: number of pages, name of the author, etcetera</i>).
	2	<ul style="list-style-type: none"> • Detect the structure of a text (beginning, climax and end).
	3	<ul style="list-style-type: none"> • Look up for the meaning of words in an illustrated dictionary. • Identify formulaic expression of beginning and end (<i>for example: 'Once upon a time,'...and lived happily for ever after,' etcetera</i>). • Recognize characters by their names. • Express their creativity to represent actions (<i>sleeping, walking, etcetera</i>) contained in a text.
Lesson 2 pp. 79-81	1	<ul style="list-style-type: none"> • Compare actions and emotions of characters with their own ones (<i>for example: She looks sad, They are afraid, etcetera</i>).
	2	<ul style="list-style-type: none"> • Express emotions about actions and characters as the text is being read to them (<i>for example: What a...).</i> • Share questions and answers about the emotions of others (<i>for example: Do you feel...? Are you...? Yes, we are happy, etcetera</i>).
	3	<ul style="list-style-type: none"> • Exemplify expressions said when emotions are shared (<i>for example: Me too, so do I, etcetera</i>). • Understand why it is important to value and recognize personal emotions.
Lesson 3 pp. 82-84	1	<ul style="list-style-type: none"> • Identify words in sentences. • Recognize words that are written with initial.
	2	<ul style="list-style-type: none"> • Complete, with one or more words, sentences referring to actions of their own or the characters'.
	3	<ul style="list-style-type: none"> • Complete lists of actions. • Compare words in sentences. • Revise the use of upper and lower cases. • Verify the separation of words. • Value the language as a mean to share information which is useful for others.
Product Lesson pp. 85	Final product <ul style="list-style-type: none"> • Illustrated sentences related to own experiences for a hanging mural. 	
	Evaluation instrument (p. 118) <ul style="list-style-type: none"> • Evaluation rubric. Portfolio evidence (p. 116) Module Progress Test (p. 117)	

Achievements: Explore illustrated book of children's tales. Listen and follow the reading of a tale.

Teaching guidelines:

Challenge students to:

- Activate previous knowledge to anticipate topic, purpose and intended audience.
- Identify the parts of a book.
- Recognize graphic and textual components (for example: number of pages, name of the author, etc.)
- Provide students clues so that they can understand the function of tales in the society.

Support students for them to be able to:

- Detect the structure of a text (beginning, climax and end).
- Look up for the meaning of words in an illustrated dictionary.
- Identify formulaic expression of beginning and end (for example: 'Once upon a time,' '.. and lived happily for ever after,' etc.)
- Recognize characters by their names.

- Express their creativity to represent actions (sleeping, walking, etc.) contained in a text.
- Stimulate the appreciation for cultural expressions of other countries.

Materials:

Audio CD, Activity Book, Big Book, sheets of paper, cardboard, colors and crayons.

SESSION 1

Warm-up

To establish the context of this module (children's classic stories) you can ask the class if they like children's stories and give examples of a children's story: "Little Red Riding Hood", "The Little Mermaid", "Ugly Duckling", "Aladdin", etc. If you can, you show children illustrations about each story you mention to elicit the titles of the stories. You can also write the titles of these stories on the board. Let children share any information they have about these stories. It's a good idea that you explain to the class that during this module they will read classic stories and that they will share their feelings about them. If possible, you can also mention that sharing stories and our response to them is something we commonly do in real-life situations. Then, you can ask the class if they would like to read a story. It's very important that you sound enthusiastic when you ask this question to generate the mood to read. See the **Cultural Notes** box on the following page to read about stories and their use in the classroom. See the **Big Book Activity box** to introduce the story to the class right after this.

Big Book Stories Activity

The Tortoise and the Hare. Ask children to open their book to page 39. Read the title and the author of the story out loud and point to the tortoise and the hare. Ask the class *What's the title of this story? What's the name of the author?*

And, who are the characters in this tale? Elicit answers. Ask children *Who can tell me what the story is about?* Elicit any ideas from children. Encourage them to predict what the story is about. Ask them questions *What do you think happened before? And why they are racing? Do they look happy? Let's find out what the story is about.* Turn the page and read the text *Once upon a time, there was a Hare who always said she was the fastest.* Ask children's questions about the Hare and the Tortoise *Who runs faster: a tortoise or hare? Are tortoises naturally slow? Are hares naturally fast?* Then, read the speech bubble aloud: *Look how fast I can run!* Ask questions to elicit the description of the illustration *Who looks very confident in this illustration, the Tortoise or the Hare? Is it okay to tell your friends that you are good at something if they are not? (No). How do you think the Tortoise feels?* Elicit children's ideas. Show the class the next page and continue reading *One day, the Tortoise challenged the Hare to race.* Then, read the speech bubbles aloud and ask children to follow you while you read. Ask *Who do you think will win this race? Why?* Elicit children's ideas and tell them they will read more about the tortoise and the hare in the following sessions.

1 Look at the parts of the book. Label the elements.

It's a good idea that you tell children enthusiastically that during this module they will read another exciting story in the Activity Book before you ask them to open their books to page 75. For this activity, you can point to the illustrations (pages in a book)

and ask children: *What are these?* (pages of a book) and then, you can explain to the class: *These are pages of a book.* You can then point to the second and third illustrations and ask, *But, what kind of book? Look at these two illustrations. Can you tell me what story is this?* You can set the activity pointing to the boxes next to the elements in books. Children have already seen parts of books in Module 7. Therefore, children should be familiarized with elements in books and the type of activity. Read each option with the class. Allow time to answer individually. Ask children to compare answers in pairs. To check, you can elicit answers pointing to the boxes and the corresponding letter.

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

2 Look at the illustrations in Activity 1. Circle the best option.

For this activity, you can project Image 9 and ask children which story they will read during this module. Alternatively, you can point to the illustrations in Activity 1 and elicit what the story is about, the characters in the story and the setting. Children are very likely to know the story since it is quite popular. Then, you can read each statement and the options with the class. It's advisable that you ask them to follow you while you read aloud and answer by circling the best option. If you follow this suggestion, you will need to allow some time to answer individually. You can ask children to compare answers in pairs before you check answers with the class. If you have five minutes to spare at the end of this session, see the **Extra Activity box** for suggestions.

Answers 1. a, 2. a, 3. b

Extra Activity

Children may want to read the story of *Red Riding Hood* but this will be introduced in the following session. However, you can expose children to the story by telling it yourself. Use the sentences on page 77 without the illustrations and act it out for children. Use storytelling techniques to do this: make sure your tone of voice changes depending on the events in the story that you describe, and also when characters are speaking.

Cultural Box

Stories can be exploited in the classroom to introduce new language but they are also good to make children reflect on human behavior. *The Tortoise and the Hare* teaches a lesson about perseverance and humility; *Little Red Riding Hood* teaches also a very valuable lesson: be aware of the intentions of others and don't trust everyone.

Don't forget

Bring other children's stories to your class. There are plenty of websites with stories for children that are free and suitable for their age. Check the stories on: <https://www.freechildrenstories.com/age-5-8-1>. Select different stories to start the class and increase their interest in stories.

SESSION 2

Warm-up

To reestablish the context of this lesson (to explore children's stories), you can project Image 10 on the board and ask children what's the name of the little girl (*Little Red Riding Hood*). You can also ask children what happens in this story and let children mention the most important events or any information they can recall about the story. Additionally, you can point to the girl and ask: *Does she look happy? Where is she going? What do you think she has in the basket?* You can also ask them about other characters in the story. With this, you have activated any background knowledge that will be useful when children read the story in the Activity Book.

3 Read and listen to the story. Write the names of the characters.

To set this activity, it's important that you tell children enthusiastically that they will listen to and read the story. This may be useful to increase their interest in reading stories. Then, you can point to the illustrations and then to the characters below the story. Tell the class: Read carefully to then identify the name of the characters. Play the recording and go around the classroom while children do this activity. Help if necessary. Ask children to compare their answers in pairs before you check with the class. Ask volunteers to write the names of the characters on the board.

Answers a. Little Red Riding Hood, b. the Big Bad Wolf, c. Grandma, d. the hunter

Lesson 1

4 Look at the illustrations in Activity 3. Find these words and make a drawing in your notebook.

To set this activity, you can write the words: basket, forest, teeth on the board and then you can ask children to go to page 109. It's very important that you check the meaning of these words. Ask questions to check meaning such as: *Can you carry food in a basket? Can you use a basket to carry something very heavy? Which character in the story of Little Red Riding Hood has big teeth? Do you have teeth? Are your teeth bigger or smaller than the wolf's? What can you find in a forest? Are there trees in the forest? Is it okay to walk by yourself in a forest?* After that, you can ask children to make a drawing of these three words in their notebook. Go around the classroom and praise their creativity. To enable children share their work, you can arrange the class in groups of three and ask them to share their drawings.

Don't forget

Bring cardboard (optional) or sheets of paper for children to make drawings and complete Activity 6. Additionally, ask children to bring crayons and colors for the same activity.

SESSION 3

Warm-up

For this session, now that children have listened to and read the story, you can reestablish the context by writing the names of the characters of the story Little Red Riding Hood on the board. With the names, you can ask children in which order the characters appear in the story and what they do in the story. Then, you can read the story again in Activity 3 of the Activity Book out loud, pointing to the illustrations while you read the story. Additionally, you can also ask children to number the characters as they appeared. Yet, it's important that during this module, you encourage children to read attentively stressing the importance of reading just for the pleasure of it.

5 Match the expressions with the passages of the story.

For this activity, it is important to stress the fact that one scene illustrates the beginning of the story whereas the other one illustrates the ending. Therefore, before letting children match the phrases to the illustrations, it's advisable that you help them reflect on this. You can point to the illustrations and ask: *Which of these illustrations opens the story? Which of these two illustrations closes the story?* Elicit answers and explain that classic stories start with a typical phrase and there is also a common phrase for the ending. You can write the phrases on the board. Then, ask the class to match the phrases with the

illustration. You can ask children to compare answers in pairs before you check them with the class.

Answers 1. b, 2. a

6 Draw your favorite part of the story.

Before you set this activity, point to the illustrations in Activity 3 again and ask children which part of the story is their favorite and why. Elicit answers. Then, set the activity. Ask children to take out their notebooks (or distribute sheets of paper or small pieces of cardboard) to make a drawing. Go around the classroom and praise their effort and creativity. This activity will be used at the end of this module to evaluate children's progress. Make sure they keep in in their portfolio.

Product work

To introduce the product of this module, you can explain to the class that by exploring stories, they can also explore their feelings about the events in a story and that they will produce a hanging mural with their experiences reading stories. After this, you can ask them to look at their drawings and write a description below (an event in the story). You can go around the classroom to encourage them to write a sentence.

7 Check ✓.

Ask children: *Do you like reading stories? What can you learn from stories?* Elicit their ideas. Then, point to Activity 7 and ask children to check the statements they agree with. Read each statement out loud with time for children to read along and answer. Ask children to compare their work with a classmate.

Answers Children should check all the options.



You can suggest children they read more stories at the recommended website. Most stories are animated and there are usually one or two comprehension activities they can complete after reading the story.

Achievements: Compares emotions caused by the reading of a tale.

Teaching guidelines:

Help students to:

- Compare actions and emotions of characters with their own ones (for example: *She looks sad. They are afraid.*, etc.).
- Express emotions about actions and characters as the text is being read to them (for example: *What a...*).
- Share questions and answers about the emotions of others (for example: *Do you feel...? Are you...? Yes, we are happy.*, etc.).

- Exemplify expressions said when emotions are shared (for example: *Me too, so do I*, etc.).
- Help students to understand why it is important to value and recognize personal emotions.

Materials:

Audio CD, Activity Book, scissors, glue, crayons or colors, flashcards of feelings.

SESSION 1

Warm-up

To establish the context of this lesson, and raise children's awareness of the feelings generated by different stories, you can write the titles of the two stories children will on the board: "The Tortoise and the Hare", "Little Red Riding Hood". To start, you can ask children to remember what each story is about and elicit the events they can recall. You can start with "Little Red Riding Hood". Children will remember more details of Little Red Riding Hood since they already read the whole story. Then, you can continue with "the Tortoise and the Hare" and again you can elicit the events in the story (the beginning of the story at least). Then you can ask them how they feel about each story by asking them questions. Which story do you like best? Why? Does it make you feel happy or sad? How do you think the characters feel in the story? Make sure that your last question is about the Tortoise or the Hare. See the **Big Book Activity box** to continue reading the story with the class.

children *Who do you think will win the race?* Elicit their ideas. You can also ask children to vote for the hare and tortoise before you play the recordings. Play tracks 46 and 47. Ask children if their predictions were correct or not and ask them questions to check the general idea. Point to the illustrations on pages 43 to 45 and ask *What happened to the hare? What did the tortoise do instead? Do you think the hare could win the race? Why didn't she win?* Even if learners cannot understand every word, encourage them to get the general idea by pointing to the text and/or the illustrations (depending on the question and details in the illustration). Praise their effort and play the recordings again along with the pages of the Big Book for children to follow the story. Praise children's effort. Ask them if they liked the tale and which parts they liked best. Go over the tale again to show them the illustrations and pick their favorite part of the tale. Ask children questions about the illustrations and the tale itself.

Big Book Stories Activity

The Tortoise and the Hare. Draw a hare and a tortoise on the board (their faces only). Elicit from children which characters these are and the name of the story. Elicit from children any information they can remember about the story. Ask *Which character is naturally slow? Which character is naturally fast? Which character is very confident? Which character is not afraid to compete against the other?* Tell children they will continue reading the story. Open the Big Book to page 39 and show children the first two scenes on pages 40 and 41 to confirm the information elicited in the warm-up. Then, ask

TRACK 46, 47

1 Order the illustrations according to the story.

Since you'll be working on the story in the Big Book, you will need to guide learners towards the story of *Little Red Riding Hood* again. To do this, you can point to the illustrations of this activity and ask children to which story they belong (*Little Red Riding Hood* or *The Tortoise and the Hare*). Then, you can draw children's attention to the fact that illustrations are not in order so that children can infer the purpose of this activity. After this, you can ask children to number them as they occur in the story. It's advisable that you go around the classroom and help if necessary. You can allow children to compare answers in pairs.

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

Lesson 2

2 Write the descriptions under the illustrations.

For this activity, you will need to introduce the adjectives *brave and safe*, and the phrase *to have bad intentions* if you consider this to be relevant. To do this you can use the illustrations of Little Red Riding Hood on page 77 pointing to the situations and eliciting the feelings/emotions they may raise or the type of behavior of characters. To check the meaning of *brave*, you can ask children how a person looks when they are brave (encourage them to act out this emotion). You can do this as well to check the meaning of *safe* and *to have bad intentions*. After checking meaning, you can point to the illustrations in Activity 1 again and ask children how the characters might feel in the situations illustrated. Read the descriptions in Activity 2 out loud and ask children to write them below the illustrations in Activity 1. Go around the classroom and help when necessary. You can ask children to compare their answers in pairs.

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

Learning to be

Ask children what they prefer: to feel happy or to be afraid of a situation. Point to the corresponding illustrations in the story in Activity 1. Elicit answers. Ask children: *What can you do when you feel afraid? Do you tell someone?* Elicit answers. Ask children: *When someone has bad intentions, can you be friends with that person? Do you want to see this person often? Do you tell someone? Is it important to be alert?* Then, point to this box in the Activity Book and read the statements with the class. Ask them to read along and check the boxes that are appropriate. While you read, go around the classroom. Give children some time to reflect on the statement and answer. Ask children to compare answers in pairs. Then, read the statements aloud again and elicit answers. If you have five minutes to spare at the end of this session, see the suggestions in the **Extra Activity box** right after this.

Answers Children should check all the statements.

Extra Activity

If you have five minutes to spare at the end of this session, you can ask children to share with the class what their favorite character in the story of Little Red Riding Hood is and why. These questions will encourage children to share the feelings characters convey. If you follow this suggestion, you will need to arrange the class in groups of three or four. You can go around the classroom to encourage them to participate.

SESSION 2

Warm-up

To contextualize this session and continue working on the use of adjectives to express feelings, you can adapt the popular song *If you're happy and you know it...* with the class. If you decide to follow this suggestion, you can use the song as a springboard and adapt the stanza to introduce: sad, brave and afraid. These are examples: *If you're sad and you know it, call a friend. Or, If you're brave and you know it, raise your hands. If you're afraid and you know it, tell someone.* It's a good idea to encourage children to sing and use body language. You can ask them to imitate your moves and voice (to show happiness, sadness, fear or braveness).

3 Read and listen to the conversation. Circle the correct option.

For this activity, you can read the sentences below the conversation aloud before you play the track. Play the recording once and ask children to answer. Go around the classroom and if you notice that children are not sure about answers, play the recording again. Then, allow children to compare answers in pairs. To check, write the statements on the board and ask volunteers to write True or False.

Answers a. True b. True c. False

4 Listen and complete the dialogue.

To set this activity you can point to the conversation in Activity 4 and ask children: *How does the girl feel? How does the boy feel? Ask a child in the classroom: How do you feel when Little Red is talking to the wolf?* Elicit the answer and then say: *Me too!* Ask another child in the classroom and say again: *Me too!* Then, change the question for *Do you feel sad for her grandmother?* and ask a child in the classroom. Elicit answer and say: *So do I.* Ask another child and say again: *So do I.* Then, ask children. *Do I feel the same about her grandmother? Do I feel the same (you do) about Little Red and the Wolf?* The purpose is to show children there are different ways to answer and express that you have similar feelings to the other person. Then, point to the bubbles in Activity 4 and tell children there are two possible answers for each empty bubble. Ask them to work in pairs if you consider this activity to be challenging. Go around the classroom and help when necessary. Write the bubbles on the board and elicit the two possible answers. Write next to the responses: *I have the same opinion/feeling. My opinion/feeling is different.* If you have five minutes to spare at the end of this session, check the suggestions in the **Extra Activity box** right after this.

Answers First bubble: Yes, I am / No, I'm not; Second bubble: Yes, I do. / No, I don't.

Extra Activity

If you have five minutes to spare at the end of this session, you can read the conversation aloud in Activity 3 and ask children to repeat each line after you. Then, you can divide the class in two to act either the boy's or the girl's part with your help. Arrange the class in pairs and ask them to act out each conversation.

Don't forget

Ask children to bring crayons and colors to complete Activity 6.

SESSION 3

Warm-up

To set the context of this session and introduce different scenes of Little Red Riding Hood, you can ask children to pick a scene and act it out. If you decide to follow this suggestion, you will need to arrange the class in pairs or groups of three. Children should choose a scene according to the number of characters.

5 Cut and paste to match the expressions.

To set this activity, you can ask children to open their Activity Book to page 115. You can point to each illustration and elicit which pairs or groups acted out the scenes for the class. Alternatively, you can ask them how the characters may feel in each situation before they cut the illustrations. Then, you can ask children to paste the most appropriate illustration in the empty boxes next to the phrase. Go around the classroom and help if necessary. You can allow children to compare their work with a classmate.



- Answers**
1. illustration of grandma and the wolf,
 2. Scene of Little Red and the wolf in the forest,
 3. Scene at grandma's house having a meal.

6 Make a drawing to express your feelings about one scene in Little Red Riding Hood.



For this activity, it is very important that children are aware of the feelings involved in the scene they choose. To do this you can remind them of the conversation they listened to and read in the previous session to then reflect on their feelings. Then, ask them to pick a scene and identify how they feel about it: scared, happy, or sad. When they have identified their feelings, ask them to draw themselves. You can go around the classroom and praise their effort while they draw. This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their portfolio.

Product work

After having children draw their feelings about a scene in the story, you can reintroduce the product of this module and ask children to go to page 85 and read the instructions for Step 2. Allow children to work individually to add two more events in the story along with the illustrations.

7 Check ✓.

For this activity, you can ask children: *When you read stories, can you identify when a character feels happy? Or sad?* Then, you can point to this activity and ask children to check the statements they agree with. Alternatively, you can read each statement out loud with time for children to read along and answer. You can ask children to compare their work with a classmate.

Answers Children should check all the options.

- ✓/ Before you ask children to complete the statement, you can ask them to go over Lessons 1 and 2 and identify those activities they did confidently and those that were more difficult to complete. This will help reflect on their performance. Then you can ask them to circle the best option and complete the statement with a short phrase. You can go around the classroom while they answer. This can be useful to see their responses and plan your last lesson. You can use this as an assessment tool to evaluate children's progress at the end of this module.

Achievements: Write sentences

Teaching guidelines:

Provide students with means for them to be able to:

- Identify words in sentences.
- Recognize words that are written with initial uppercase.
- Complete, with one or more words, sentences referring to actions of their own or the characters'.
- Complete lists of actions.
- Compare words in sentences.

- Revise the use of upper and lower cases
- Verify the separation of words.
- Invite students to value the language as a mean to share information which is useful for others.

Materials:

Audio CD, Activity Book, sheets of paper, colors, crayons.

SESSION

Warm-up

To set the context of this last lesson, you can write the titles of the two stories on the board and focus on similarities and differences. If you decide to follow this suggestion you can write different categories on the board: characters, setting, events and then ask children to work in groups to work together and find two things in common and two things that are different. It's advisable that you give examples: There is a forest in both stories. There is a character with bad intentions. There are animal characters (in both stories). When children work in groups, you can go around the classroom and help if necessary. Then, you can elicit their ideas and write them on the board. See the **Big Book Activity box** to continue exploiting the story.



Big Book Stories Activity

The Tortoise and the Hare. Open the big book to page 39 and tell children they will listen to and read the tale again. Write these words on the board: *fastest, race, animals, rest, walked, persistence.* Write them in disorder on the board. Tell children to listen to the story carefully and number the words as these are mentioned in the story. After reading and listening to the story, ask children to compare their answers in pairs. Ask volunteers to write the words in the correct order on the board. After eliciting answers, tell children they will read the tale again but this time, they will repeat each verse after the recording. Read along with the children and model the pronunciation of difficult words. Encourage children to repeat and pay attention to the tone of their voices. Praise children's effort when relevant. Play the tracks twice at least to help children gain confidence. See the **Extra Activity box** to exploit the text in the Big Book a bit more.



1 Underline the name that is written correctly.

The purpose of this activity is to raise children's awareness of the use of capital letters in proper names. You can ask them to read each option individually and then compare their work in pairs. Since this activity aims at exploring what they may know about capital letters, it's advisable not to explain any rules just yet.

Answers a. Little Red Riding Hood, b. Big Bad Wolf, c. the Hunter, d. Little Red's grandmother

Learning to learn

To raise their awareness of capitalization, you can point to the capital letters in the names of the characters and ask children when you use "big" letters. Children may already know that for proper names we use capital letters. Point to the box and tell children you will read altogether to find the correct answers. Read each statement aloud and ask children to check the options that are correct. To do this, elicit examples and then ask them to check the boxes.

Answers Children should check all the boxes.

2 Circle the correct words in bold.

The purpose of this activity is to help children notice when words can be capitalized or not. You can ask children to work in pairs if you consider this activity to be challenging. To set this activity, you can point to the words in bold and tell children they can only circle one of the phrases in each sentence. It's a good idea if you go around the classroom and help when necessary. Allow children to check answers with other classmates. If you have five minutes to spare at the end of this session, check the **Extra Activity box** right after this for some suggestions.

Answers a. Little Red Riding Hood, b. red hood, c. The

Extra Activity

Write the story of *Little Red Riding Hood* or *The Tortoise and the Hare* on the board without the use of capital letters and ask them to copy it in their notebooks and add capital letters when necessary. Arrange the class in pairs to check their work. You can then ask children to practice saying the story aloud. Go around the classroom and help when necessary.

SESSION 2

Warm-up

To reintroduce the stories of this module and continue working on Lesson 3, you can play charades with the class. You decide to follow this suggestion, you can ask children to act a scene from the *Tortoise and the Hare* or *Little Red Riding Hood* to the class and guess which scene it is. It's important that you encourage children to play the characters vividly so that their classmates can react towards it and use the expressions seen in Activity 5, Lesson 2 (What a terrible situation! What a sad situation! What a happy ending!). Ask several groups of children to participate.

3 Complete the events in the story with the words in the box.

The purpose of this activity is to introduce some events of the story and help children focus on key words to then complete sentences. Yet, this is also a step to then have children work on ordering events in the story. Therefore, this activity should facilitate their work and help them achieve the overall goal. To set this activity, you can point to the words in the box and then the example. Go around the classroom and help when necessary. To check with, it's advisable that you copy the sentences and ask volunteers to complete the gaps on the board. Make sure you leave spaces between sentences to copy the remaining events in the story on the board (Activity 4).

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

4 Complete the story with the events in Activity 3.

To set this activity, you can show children the lines between events and ask children to write the events missing. You can give an example with sentence a by pointing to the sentences in Activity 3 and ask them to write them on the corresponding line. Go around the classroom and help when necessary. Ask

volunteers to write the remaining sentences on the board to have the story read for some reading aloud. Check the suggestions in the **Extra Activity box** right after this if you have five minutes to spare at the end of this session.

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

Extra Activity

Read the story of *Little Red Riding Hood* now on the board for children to follow and repeat after you. Make sure your tone of voice changes according to the events in the story and encourage children to imitate you. After two or three rounds of practice, ask children to practice telling the story in pairs. Go around the classroom and praise their effort.

Don't forget

Bring sheets of paper or cardboard to complete Activities 5 and 6. Ask children not to forget to bring colors or crayons.

SESSION 3

Warm-up

For the last session of this lesson, you can write the names of the characters of the two stories introduced in this module on the board (the hunter, the Big Bad Wolf, *Little Red Riding Hood*, *Little Red's* Grandma, the *Tortoise*, the *Hare*) and ask children to personify one of the characters. If you decide to follow this suggestion, you will need to arrange the class in groups and then demonstrate the activity so that children know what they are expected to do: to act out parts of the story where the character takes part in while their classmates watch and guess. The child who guesses which character is being personified first gets a point. The classmate with more points in each group is the winner.

5 Rewrite the story in your notebook. Make your own Children's Book.

Ask children to take out their notebooks and copy the rewrite the story of *Little Red Riding Hood* leaving space to illustrate each scene. Alternatively, distribute sheets of paper (or cardboard) for children to write the story and produce a "book" folding paper several times to write the story on different pages. Go around and praise children's effort. Encourage them to write neatly and pay attention to the use capital letters. This activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their special folder after sharing their work with the class in Activity 7.

Lesson 3

Answers: Just check they register the correct information about the country.

6 Illustrate your story.

Make sure children complete the story before they start drawing. Go around the classroom and praise their effort and creativity.

7 Share your story and your feelings with the class.

Arrange the class in groups of four to read their story aloud. Ask children to show their drawings to their classmates. Encourage them to give their opinion and most importantly, say how they feel about the events in the story. Don't forget this activity will be used at the end of this module to evaluate children's progress. Make sure they keep it in their special folder.

Product work

To introduce the next step of the product, you can ask children how they feel about their work (their new Children's Book) and their drawings. You can then ask them to go to page 85 and read the instructions together. Tell children that now they will take out their drawings and sentences and say how they feel about the events they chose in the story: they feel happy, sad, scared. You can demonstrate the activity so that children have a model of what they should do. You will need to arrange the class in groups of four or five and then go around the classroom to monitor them and make sure they all participate.

Learning to be with others

Point to the box and tell children you will read altogether to find the correct answers. Read each statement aloud and ask children to check the options that are correct. To do this, elicit examples and then ask them to check the boxes.

Answers Children should check all the boxes.

Closing

Say which Children's Book and drawings you like best!

You can ask children to paste their work on the walls of the classroom and ask them to go around and look at their classmates' work. Ask children which "Children's Books" and drawings they like best. Elicit their opinion. Then, ask children to take their work back and keep it in their portfolio.

Product lesson

Illustrated sentences related to own experiences for a hanging mural

Materials:

- corrugated
- cardboard
- colorful fabric
- glue
- color pencils
- pencils
- markers

SESSION 1

Warm-up

To continue working on the product of this module, you can elicit children's opinion about the stories introduced in this module and how they felt about the events in the story, the characters and the ending. You can do this with the class and then, arrange the class in groups to give children more opportunities to work together and share their feelings but only about Little Red Riding Hood (which is the story they have used to make drawings, write sentences, and share their feelings to develop the product of this module). You can encourage them to use the phrases seen in this module: *What a... situation. Do you feel...? I feel...* And also the expressions to express similar and different opinions: *Me too, so do I, yes I do and no, I don't* among others. If you follow these suggestions, children will quickly go over the steps of the product they have already completed.

1-2-3

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

4 With your class, prepare a hanging mural with your work.

With corrugated cardboard and/or fabric, you can make a special bulletin board for their work. Paste the cardboard or fabric on a wall in the classroom. Ask children to participate either cutting cardboard or attaching fabric to the wall. Ask them to decorate the bulletin board with their work: they should select one piece (an event in the story and its drawing) and add a phrase saying how they feel about such event in the story, then, they can paste their work. Alternatively, you can ask children to draw themselves and the story of Little Red Riding

Hood (their favorite scene) to describe their feelings. To do this, you can ask children to imagine themselves in the story observing the scene and then ask: *how do you feel? Are you happy? Are you afraid? How do you feel about the situation?* Then, ask them to draw what they imagined. Allow plenty of time for this activity.

SESSION 2

Warm-up

To reintroduce the product of this lesson, ask children to approach the hanging mural and read their classmates' work. If you follow this suggestion, you can also ask children to find similarities (a drawing or a sentence that is similar to theirs). If you have a large class, you can arrange groups of ten to take turns and approach the hanging mural.

5 Read your classmates' work in the mural and say how you feel about the parts in the story they selected.

The purpose of this step is to interact with others and react towards others' work and share their feelings with others. Therefore, you should ask children to look at the mural and read their classmates' work first (see the suggested procedure in the warm-up box above). Then, you can ask them to work in groups and say how they feel about the events in the story selected by other classmates. You can encourage them to use the expressions introduced in Lesson 2 (*what a sad situation, I feel... so do I*, etc).

Closing

To wrap up all the work done in this lesson you can ask children how they feel after completing the product and the module. This can be useful to introduce the it's time to reflect! table below. See the **Evaluation Notes** on the following page.

Module 1

SESSION 2

It's time to reflect!

Before completing this section, you can ask children to open their Student's Book to page 76 and read the opening question with the class. Children should answer the question with confidence and if they didn't have a favorite story before working on this module, they may have one now. Then, you can tell children they will have an opportunity to say how they feel about what they can do now that they completed the module but that first they will remember all the important things they learned and all the activities they did. You can go over the lessons quickly to help children to remember. Then, you can ask them to work individually and read the statements on page 85. Tell them they will mark how they feel in every aspect. If they feel very good, they will put a mark on the last girl's box. If they do not feel that good, they will mark the one in the middle. If they do not feel good at all, they should put a mark in the first box. Give them an example: "Can you explore an illustrated book of children's tales? Smile and say Yes, of course I can! and point at the girl that is jumping. Ask children to read the remaining statements and evaluate themselves individually. Go around classroom and praise their effort.

		Activity	Check (✓)
Drawings or illustrations.	78	6	
Drawings or illustrations.	81	6	
Sentences.	84	5 and 6	

Module progress test

Make copies of the test depending on the number of children you have in class. Before you hand out the tests, tell children you will read the instructions out loud with the class and give them time to answer each activity. They should answer each activity individually and wait until you give the next instructions to answer the following activity in the test. Go around the classroom and pay attention to children's answers. Yet, do not intervene nor help unless the instruction or the activity is not clear. Collect the tests. After marking them, ask children to keep them in their portfolio.

Evaluation instrument

Make copies of the valuation scale depending on the number of learners you have in class. Before handing out the scale, copy the table on the board. Model how to complete the table using yourself as an example. Hand out the valuation scale and have children complete them. Collect the scales and ask them to keep them in their special folder.

Name: _____

Module Progress Test Date: _____ Group: _____

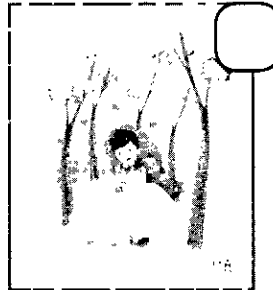
1 Identify the elements in the book.

5 pts

- a. title
- b. illustration
- c. author
- d. table of contents

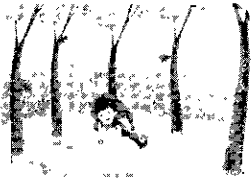
Table of contents

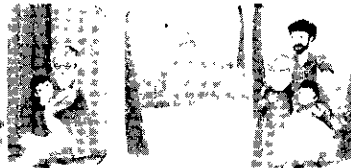
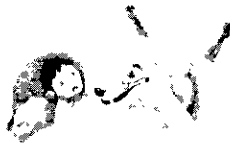
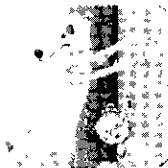
The Little Mermaid	10
Rodan	18
Little Red Riding Hood	27
Ugly Duckling	35



2 Write the events of the story below the illustration.

9 pts





Once upon a time, there was a girl called Little Red Riding Hood.

"Grandma, why are your teeth so big?" asked Little Red.

"Take this basket to your grandma, Little Red".

And they lived happily ever after.

The Big Bad Wolf went back to the forest.

The Big Bad Wolf saw Little Red. "Where are you going, Little Red?"

The wolf hid Little Red's grandmother in the closet.

"But don't talk to strangers", her mother said.

The hunter rescued Little Red and her grandmother.

Total score. / 14

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 frequency of achievements and skills displayed by a learner while the observation takes place.

Instructions:

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

Student's name: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____

Achievements / Descriptors	Not confidently	Confident	Very confident
a. I can explore an illustrated book.			
b. I can identify some parts of a book.			
c. I can read a story with the help of my teacher.			
d. I can identify characters.			
e. I can find the meaning of some words in an illustrated dictionary.			
f. I can identify the beginning and end of a story.			
g. I can recognize some feelings and intentions of characters in stories.			
h. I can express how I feel about some events in stories.			
i. I can retell the story with the help of my teacher.			
j. I can write some events in the story.			

Module

9

Which are your favorite classic tales?

Social learning environment: Family and community.
Communicative activity: Exchanges associated with the media.
Social practice: Produce signs for public spaces.

Lesson 1 pp. 86-88	1	<ul style="list-style-type: none"> Discover purpose and intended audience of signs. Clarify the meaning of text based images in signs and their locations in public spaces.
	2	<ul style="list-style-type: none"> Discover purpose and intended audience of signs. Interpret text signs to follow instructions. Clarify the meaning of text based images in signs and their location in public spaces.
	3	<ul style="list-style-type: none"> Recognize, by their names, some features in signs. Give oral instructions for others to follow instructions. Point at specific words.
Lesson 2 pp. 89-91	1	<ul style="list-style-type: none"> Give oral instructions for others to follow instructions. Discover purpose and intended audience of signs used in public spaces. Point at specific words. Clarify the meaning of text based images in signs and their location in public spaces.
	2	<ul style="list-style-type: none"> Interpret text in signs to follow instructions. Use signs as models to create their own instructions with the purpose of calling to action for inhibition of concrete actions.
	3	<ul style="list-style-type: none"> Complete the written instructions. Compare the written instructions with others. Give oral instructions for others to follow them.
Lesson 3 pp. 92-94	1	<ul style="list-style-type: none"> Interpret text in signs to follow instructions.
	2	<ul style="list-style-type: none"> Complete the written instructions.
	3	<ul style="list-style-type: none"> Compare the written instructions with others. Point at specific words. Revise the use of capital and small letters.
Product Lesson pp. 95	Final product <ul style="list-style-type: none"> Own signs. 	Evaluation instrument (p. 132) <ul style="list-style-type: none"> Evaluation rubric. Portfolio evidence (p. 130) Module Progress Test (p. 131)

Achievements:

Analyze signs.

Teaching guidelines:

Show children images of signs with texts and pictures (for example: exit, toilets, evacuation route, danger, stairs, silence, etc.) used in public spaces and help them to:

- Discover purpose and intended audience of signs.
- Clarify the meaning of text based on images in signs and their location in public spaces.
- Recognize, by their names, some of their features (for example, colors, arrows, people silhouettes, etc).

SESSION 1**Warm-up**



Write on the board *Public signs* and draw a STOP sign. Ask them *Where do you see this sign?* They should say *In the street*. Tell them there are other signs. Tell children they will play a game. Tell them you will give them a minute to draw as many signs as possible in pairs. To motivate children tell them when they have 20, 10 and 5 seconds left. The pairs that have more signs will share them with their peers. Display picture 11 on the board and ask children to describe it. Then ask *Do you respect all the signs you see in the street?* Discuss this question in open class.

**Big Book Facts Activity**

Take out the Big Book and show them page 31. Ask them to read the title *Crossing streets safely*. Tell them to look at the image on page 31 and brainstorm about the content of the book. Ask *What do you think you will find in the book?* Children may say *instructions, signs, schools, etc.* All answers are valid. Then open the book, show them page number 32 and ask *What do you see?* (*a girl, no traffic lights, a street*). *Does this look dangerous?* (*yes*). Read *Traffic is dangerous, so it is important to be alert and know what each warning sign on the road means*. Ask *What signs do you find in the street?* Allow children to brainstorm. Move to page 33. Ask *What colors can we see in traffic lights?* (*red, yellow and green*). Ask their meaning and read the text. Ask *When does the girl cross the street?* (*When the light is green*).

Materials:

Audio CD, Activity Book, Big Book, ball.

1  **Listen to the song and point to the words.** 

Tell children they will listen to a song about signs, tell them to use their finger to follow the lyrics as they listen. Give them a model of this by holding the book and using your finger to *point* to the title of the song.

Ask children to listen to the song and answer the question *How many signs are there in the song?* Tell them to work in pairs to count the signs. See **Big Book** box.

2 **Match the pictures with the words in blue sing along verses 1 and 2 of the song. Ing extra verses in next classes.**

Ask children to look at the signs on both sides of the song. Ask them to read the words in blue aloud. Once they do this, ask them to use a pencil to match the words with the signs. Check as a class.

Extra Activity

Have children sing stanzas 1 and 2 again. Model a choreography (try to use movements like miming what the song says) and have children copy your movements.

Don't forget

Bring other children's stories to your class. There are plenty of websites with stories for children that are free and suitable for their age. Check the stories on: <https://www.freechildrenstories.com/age-5-8-1>. Select different stories to start the class and raise their interest in stories.

SESSION 2

→ Product work

Warm-up

Have children sing stanzas 1 and 2 again. Now, model a choreography (try to use movements like miming what the song says) for stanza 3 and have children copy your movements. Have them sing along and do the choreography. To add more fun and make it more memorable, you may they sing slowly and then fast.

3 Stick the cut outs in the corresponding place.

Tell them to look at the picture on page 87. Ask *What is happening? Where are they?* Children should say *school children are walking etc.* Tell them some signs are missing. Ask them to cut the images from page 123 Tell them to work in pairs to put the images where they think they belong to. Walk around the classroom monitoring. Then, check they all have the same answers with the class as a whole. Once you make sure all children have the same answers, tell them to paste the images.

Answers In order from left to right and top to bottom: First Aid Kit, Evacuation route, Silence, Stairs, Exit, Toilets and Wet floor.

1 Write the texts for 3 signs of the picture in Lesson 1, Activity 3, page 87.

To introduce the product of this module, you can tell learners they will create some safety signs. Then tell them that in order to start doing their product, they will now work on step 1. Use your Activity Book to point to each of the signs on page 87. Elicit the meaning of each sign and write it on the board. Then, point to the words on the board and elicit what it says. Have learners select three signs and copy the words for them in their notebooks.

Extra Activity

Ask children *Do you see these signs in our school?* If they say yes, elicit where they see them. If they say no, ask *Where would you place those signs in our school?* Ask *Why is it important to respect signs?*

Don't forget

Ask children to bring colors next class.

Lesson 1

SESSION 6

Warm-up

Tell children to write their list of favorite colors in their notebooks. They can write as many colors as they like. Say that you will mention the name of a color and the ones that have that color in their lists will have to stand up and change their seats. Tell them you will rehearse first. Say *I like BLUE*, ask children to look on their lists and stand up if they wrote blue, then say they have to run and change their seats. Repeat 5 or 6 times and tell children to go back to their original places.

Learn to learn

Tell children that in the street, signs colors indicate different things. Draw their attention to the box. Ask them to study the information. In order to convey meaning, draw some signs on the board or show them some flashcards if available. Show them examples of signs with prohibitions, warnings, etc. Arrange the class in pairs. Have them close their books and say what the colors mean. Monitor and help as necessary.

4 Match the columns.

Draw children's attention to activity 4. Tell them to look at the columns. Ask *What do you see in the first column?* Children should say *rectangle, shapes, circle, signs*. Then tell them to read the words from the second column. Ask them to match both columns using lines. Tell them to work in pairs to check their answers. Check as a class.

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

5 Color the forms in Activity 4.

You can ask children to read instructions to color the forms they identified in Activity 4. Ask them to take their materials and to read the colors aloud. Once they do this, ask them to color the signs. Monitor and help those children that need it. Revise the activity with the class as a whole.

6 Say the colors of the forms in Activity 5.

Tell children to work in pairs. Tell them they will take turns to point and describe a shape. Give them an example. Say: *The silhouettes are black* and point at the silhouettes. Ask them to do the same. Walk around the room while children are describing the forms. Monitor they are doing it accurately.

Closing

Arrange the class in groups. Ask them to share what public signs they have seen in the street or in public places like schools, hospitals, government offices, etcetera. Set a time limit. Monitor and help them express their ideas. Have some volunteers share with the class some signs they mentioned in their groups.

Achievements:

Rehearse the oral expressions of instructions in signs.

Teaching guidelines:

Help children to:

- Interpret text in signs to follow instructions
- Use signs as models to create their own instructions with the purpose of calling to action or inhibition of concrete actions (for example: Do not touch, walk carefully, protect the plants, smile, etc.).

SESSION**Warm-up**

Have children sing stanzas 1, 2 and 3 again. Now, model a choreography (try to use movements like miming what the song says) for stanza 4 and have children copy your movements

1 Look at the park entrance. Complete it with a word from the box.

To help children do this activity, it is a good idea to direct their attention to the picture of the park. Point to the signs and read them out loud. Ask what the name of the park is. Ask them if the second sign is complete (No. It has a blank space). Draw learners to the answer options and elicit them. Ask children to complete the sign with one of the options. Have them compare their answer in pairs. Check as a class.

Answers: respect

2 Check ✓ 2 options.

Read the first part of the sentence aloud and end it up with an interrogative intonation. Tell children to say yes or no depending on what they think. Read the first option (to think) they should say *no*, then, read the second option (not to do), they should say *yes*. To conclude, ask children to say aloud both answers.

Answers: b. not to do, c. to do

- Give oral instructions for others to follow them.

Materials:

Audio CD, Activity Book, a ball, Big Book Facts.

3 Listen, read, and number.

Tell children to look at the images in activity 3. Ask *What do you think they mean?* Listen to a couple of children that volunteer to participate. Then, say they will listen to an audio to know the meaning of the signs. Tell them the audio will start with a number and then, the meaning. Ask them to write the number of the sign in the box. Ask them to revise their answers in pairs and then play the audio again to confirm their answers.

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

Extra Activity

Ask children to talk about the signs they saw in activity 3. Tell them to talk in pairs about other places where they can find these signs. For example, they can find them in a zoo or a restaurant. Encourage them to exploit their creativity to say all the possible options. Have them report the information in whole class feedback.

Don't forget

Bring a ball for next class.

Lesson 2

SESSION 2

Extra Activity

Warm-up

Tell children there will be a King or Queen in the room. The king will say what they want everyone else to do. When the Royal says the instruction, the rest of the class will do it. Then, the Royal will give up the kingdom by throwing the ball. The learner that gets it will change the instruction. For example, say *The Queen wants everyone to run!* Start running around the room and throw the ball at a learner. The learner will say other instruction, for example *The King wants everyone to shout!* And so on. Set a time limit for this and then send all children to their seats.

Group children in rows. The first person in each of the rows will give an instruction. For example: *Do not drink* all the children in that row have to mimic the action. Then, another person from the row will take the lead and say another instruction. Children will mention most of the instructions and then finish the class. **See Big Book** box.



Big Book Stories Activity

Take out the Big Book and review what they read last time they saw the Big Book. Ask them about the colors of the traffic lights and what they mean. Ask them when it is safe to cross a street and ask them to make predictions about other things they will read in the following pages. Allow them to brainstorm as class as a whole and then show them page 34. Say *Look, crosswalks are safe areas for people to cross the street. Do you use them?* Go to page 35 and point at the turn right and turn left signs. Ask *What is the boy doing?* Allow children to answer the question. Read the text and ask *Do you have to make eye contact with the drivers or not?* (No). Turn to page 36, point at the speed sign and ask *What is the maximum speed?* (40 km/hr), then ask *Why?* point at the kids and parents walking on the school zone. Read the text. Turn to page 37, point at the girl crossing the street and read the text. Ask *What did we learn about signs today?* Encourage children to share their answers in whole class feedback.



4 Listen again. Circle A or B.



Since this is a new session, you may want children review the signs they studied in Activity 3. To do so, you may ask them to open their book to page 89, Activity 3. Tell them they will review the meaning of signs there. Have them listen to track 49 and point to the sign they hear. Now, you can ask them to go to page 90, Activity 4. Have children identify that for each small letter a-d, there are two different actions. Elicit what is happening in each picture. Ask them to listen again and for each letter circle action that respects the sign they hear. Play track 49 and monitor. You may have to play one or two more times. Have them compare their answers with a partner. Check as a class.

Answers a. B , b. B , c. A , d. B



5 Listen again and repeat.

You can tell children they will listen to the audio again, then, they will repeat the action aloud. Ask them to point at the corresponding action as they repeat. Play the audio and pause to give them the opportunity to repeat 2 or 3 times. At the end, tell them to repeat the directions with no model.

6 Write the action under the correct sign.

Ask children to look at the signs in Activity 6. Tell them to read the texts in the box; the sentences in the box belong to the signs. Ask them to write the sentences on the lines. Then, ask them to work in pairs to revise the answers. Walk around the room and monitor. Check the answers with the class as a whole.

Answers a. Protect animals b. Drive carefully
c. Do not drink

SESSION 3

Warm-up

Tell children you will say a place, for example *The zoo!* Children have say rules in the signs of those places. Say the following places: *a school, a restaurant, an aquarium, a park* and *a hospital*. Allow them to be as loud as possible and encourage them to think of as many rules as they can remember.

7 Select one problem. Make a sign.



You could tell children to look at the images from activity 7 and ask *Are these problems?* (Yes). *What problems can you see?* (Kids are feeding animals, a girl is taking a turtle out of the water, and a boy is throwing trash on the street). Allow them to give their reasons why they think those are problems. Tell them to choose a problem and create their own signs to prevent those problems in their notebooks.

8 Write instructions instructions for your sign. Use options from the box.

Tell children there are three instructions in Activity 8, say *These instructions are incomplete and you will complete them*. Ask them to use the options from the box to complete them. Set a time limit for this and ask them to compare their answers in pairs. Walk around the room and monitor to make sure all children are comparing their answers. Once they finish, elicit their answers to provide feedback. Ask children to copy the instruction that goes with the sign they created in the previous activity.

Answers a. feed, b. throw trash, c. turtles

9 Take turns to read your sign and act it.

You may first, arrange the class in pairs. Then, ask children to take turns to show the sign they created to their partner. Tell them to point at the sign and read the instruction for their partner. Ask a couple of volunteers to show their signs to the whole class. See **Extra Activity box**.

Tell children they will have an informal evaluation to check their progress in this module. In open class, ask children how they feel about their progress in this module. In order for them to have more elements to answer, ask them how they feel about analyzing signs and about saying aloud instructions in signs. Allow some participations. Ask them how they feel in general about those questions you just asked them. Draw their attention to the answer options. Have them circle the one that is true for them. Elicit some answers. Ask them why they feel like that and if there is anything they could improve and how.

Extra Activity

Tell children they just learned how to create signs and instructions for those signs. Ask them if there is a sign they would like to have at home. Ask them to draw that sign. If time, Give them an example and say: *In my house, I have many books, I want everyone to read my books so I will design a sign to invite people to read books*. Draw a book on the board and a smiley face, then write *Please read*. Tell them to do the same. Ask them to share their signs with their classmates.

Achievements:

Participate in the writing of instructions.

Teaching guidelines:

Stimulate and interest children to:

- Write instructions based on a model.
- Complete the written instructions.

- Compare written instructions with others.
- Point at specific words.
- Revise the use of capital and small letters.

Materials:

Audio CD, Activity Book, Big Book facts, a ball.

SESSION 1**Warm-up**

They will sing another part of it. Now, model a choreography (try to use movements like miming what the song says) for stanza 5 and have children copy your movements. Have them sing along and do the choreography. To add more fun and make it more memorable, you may they sing slowly and then fast.

1 Look at the signs in the city. Answer the question.

You can ask children to look at the picture on page 92. Tell them to work in pairs to count the signs. Once they count the number of signs, elicit their answer and write it on the board. Ask them to work in pairs to describe the signs; they can talk about the shapes, colors and meaning.

Suggested answer: To protect us. (Accept any plausible answers).

2 Cross out (✗) incorrect actions in the picture of Activity 1.

This stage will raise children's awareness about incorrect actions of people in the street. Ask children to look at the picture again and ask: *Are these people behaving correctly? Look carefully.* Tell children to work in pairs and point at incorrect actions. Ask them to cross out the incorrect actions as they describe them. Walk around the room to make sure all children are working on the task.

Answers Incorrect actions: The kid not crossing on the cross walk. The kid not looking at both sides of the street. The woman that is not wearing her seatbelt. The girl that is walking on the street and not on the sidewalk.

Entire Activity

You may want to have children work in groups to discuss other actions of people following or not following instructions in public signs. Set a time limit. Elicit the most dangerous actions in the street.

Don't forget

Prepare slips of paper with different behaviours for children to mime next class: being distracted, looking right and left before crossing, not wearing a seatbelt, wearing a seatbelt, using the sidewalk, holding hands, driving slowly, speeding.

SESSION 2

Warm-up

Tell children you need 8 volunteers to perform in front of the class for the rest to guess the actions. Then have volunteers come to the front and act out their signs until the rest of the class guesses them. The actions are *Being distracted, turning both sides before crossing, not wearing a seatbelt, wearing a seatbelt, using the sidewalk, holding hands, driving slowly and speeding*. Alternatively, you could teach the mime of the actions and then play Simon says.

3 Match the columns.

It is a good idea to ask the children *What do you see in the first column? (words)* and *What do you see in the second column? (signs)*. Use your book to show children they will match the word to the image that corresponds. Tell them to do this individually, then ask them to check their answers in pairs as you walk around the room making sure all children are revising their answers. When they finish, elicit their answers in open class feedback. Encourage children to look in their picture dictionary to review the meaning of the signs. Finally, you could elicit the words in Spanish.

Answers a. right, b. hold hands, c. right and left, d. crosswalk, e. seat belt, f. left, g. sidewalk

4 Complete the signs in Activity 1.

You may want to remind children that signs in the picture of Activity 1 are incomplete. Ask children to remember incorrect behaviors in the street in open class. Tell them that people may do incorrect actions when they do not have the correct signs. Ask *Did people in the picture have complete signs to follow?* (No). Say that it is their time to help. Ask them to read the words in the box and use them to complete the signs in the picture in Activity 1. Monitor and provide assistance as necessary. Have children compare answers in pairs. Check as a class.

5 Circle the action words.

Ask children *Do instructions have action words? (yes)*. Tell them to work individually to circle the action words from the instructions. Ask them to work in pairs to revise their answers. Walk around the classroom monitoring. Write the instructions on the board and then ask a couple of volunteers to circle the action words on the board.

Answers Use, Hold, Look, Wear, Turn, Use



You could play *Hot Potato*. Have children toss the ball to the child to their right while you repeatedly say *Hot Potato*. Stop children tossing the ball. The kid holding the ball when you stop, will have to say a word related to instructions in public signs. Play for a few minutes.

Lesson 3

SESSION 3

Warm-up

Tell children to work in teams of 4 to spell words. Ask them to choose a word, this can be a common or a proper noun. Give them examples A proper noun can be the name of a city, like Guadalajara. Ask *How do you spell it?* Have all children spell the word with you. Then say that a common noun can be something like an object *pencil*, ask them to spell it. Tell them they have to keep their words in their minds and spell them so the rest of the team can guess the word.

6 Rewrite instructions. Use CAPITAL and small letters correctly.

It is a good idea to review which are CAPITAL letters and which small letters. Write this instruction on the board: *Protect turtles*. Point to the P and elicit it is small or capital letter (capital). Point to the rest of the letters and ask if they are small or capital letters (small). Elicit if this instruction is written correctly (yes). Reinforce this instruction is written correctly because we initiate with capital letter but the rest are small letters. Now, you can direct children's attention to Activity 6 and have them read to the sentences. Ask *Are they correct? Why?* (They are not correct because they need initial capital and small letters in the rest of the sentence to be correct). Tell them to rewrite the instructions using capital and small letters correctly. Walk around the classroom monitoring. Do not check yet.

7 Work in pairs. Compare your answers in Activity 6.

Tell children to compare their answers, say that it is good they can see their partner's work and see if there are differences. Then, ask them to agree on the correct answer to change it. Monitor and help children agree on the correct answers. Then, in open class feedback, elicit children's answers and write them on the board.

Answers a. Wear a helmet, b. Hold hands, c. Use sidewalk, d. Wear your seat belt e. Use crosswalk.

8 Write the instructions for the signs.

In this activity children will label three signs. It is a good idea to ask them to read the words in the box aloud. Then, tell them to write the words under the corresponding sign. Walk around the classroom to monitor the children's progress. Do not check yet.

Answers From left to right: Use sidewalk, Hold hands, Turn right.

→ Product work

2 Do drawings to illustrate the sentences in Lesson 3, Activity 6, page 94.

You can ask children work in their notebooks to make the drawings required. It might be a good idea to re-read the instructions they have to illustrate and elicit the translation of them in spanish. HAVe them work on the drawings. Monitor and provide assistance as necessary. Give general feedback and praise their work.

Closing

Arrange the class in pairs. You can ask children show their labeled signs to each other. Ask them to read each sign instruction aloud and describe shape or color. Check as a class. You could ask further questions like Do you use the sidewalk? (Yes) Do you hold hands with your parents? Tell them if it is always a good idea to use to sidewalk. See Big Book box.



Big Book Facts Activity

Take out the big book. Ask *What do you remember from the book?* Ask children to brainstorm information they remember from the book, encourage them to talk *about signs, traffict lights, colors, crossing the streets, maximum speed signs, etc.* Read the entire book pointing at the different images and go to the final page. Read the final text and ask *What are the people doing? Why are they happy? Is this place dangerous? Why?* The people are walking safely, kids are happy because the place is safe and everyone respects the signs. Ask children to work in teams of tree to create a small poster that summarizes what they have learned from the book.

Product lesson

Own signs

Materials:

- Color pencils
- Glue sticks
- Scissors
- Color papers
- Ruler
- Cardboard

STATION

Warm-up

Have children brainstorm signs they learned and their meaning. Ask them to work in teams to write all the signs and the places where they can find them.

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

1-2

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

3 Share the texts and drawings you did in Steps 1 and 2.

Arrange the class in groups. Have them share their work in previous steps and decide which of those they will reproduce or keep for their product.

4 Create your own signs for the school, the street or a park.

Ask children to decide the signs each team member will create. Then, ask them to use their color papers, pencils, ruler, scissors, cardboard and glue sticks to create the signs as accurate as possible. Encourage them to help other classmates if they finish their sign first.

5 Share your signs with the class.

Ask children to paste their signs on the wall. Ask each of the teams to stand next to their signs and present the places and the signs they designed.

Tell children to talk about the importance of following signs in different places. Tell them to choose a partner and go from sign to sign and talk about the good and bad consequences of following or not following signs.

Module 9

SESSION 2

It's time to reflect!

Tell children they will have an opportunity to say how they feel about what they can do now that the module is finished. Tell them to remember all the important things they learned and all the activities they did. Now, tell them to work individually and read the statements from page 95. Tell them they will mark how they feel in every aspect. If they feel very good, they will put a mark on the last girl's box. If they do not feel that good, they will mark the one from the middle. If they do not feel good at all, put a mark in the first box. Give them an example *I can put signs in the correct place* Smile and say "YES! Of course I can" and point at the girl that is jumping.

	Page	Activity	Check (✓)
1. Text for signs	87	7	
2. A sign.	91	7	
3. Drawings or illustrations and instructions for the signs.	94	8	
4. Illustrated own signs.	95	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

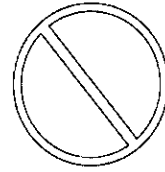
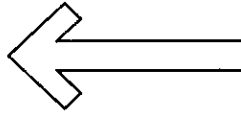
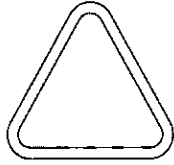
As a teacher, you need to be constantly aware of what your children know, the difficulties they are experiencing, and how you can best support them in their learning process. Along the unit you will have many opportunities to collect evidence of their progress, and to observe your children engaged in 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 Write the correct shape of the signs.

4 pts.



2 Complete instructions for signs. Use words from the box.

3 pts.

helmet feed turtles

- a. Take care of _____.
- b. Wear a _____.
- c. Do not _____ the animals.

3 Rewrite instructions. Use CAPITAL and small letters correctly.

3 pts.

- a. turn right _____
- b. look! You Are on CAMERA _____
- c. PROTECT animals _____

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's performance.

Student's name: _____ Date: _____

Teacher's name: _____ Grade: _____

Module: _____

I can...	3 Very good	2 Good	1 Not good
1. Clarify the meaning of text based on images in signs and their location in public spaces.			
2. Interpret text in signs to follow instructions.			
3. Give oral instructions for others to follow them.			
4. Recognize the signs by their features.			
5. Write instructions based on a model.			

Module 10

Who are your neighbors?

Social learning environment: Academic and educational

Communicative activity: Exchanges associated with specific purposes.

Social practice: Register information of a geography topic with graphic support.

Lesson 1 pp. 96-98	1	<ul style="list-style-type: none"> Recognize topic, purpose and recipient. Identify graphic components and textual (e.g lines, colors, abbreviations, data, etcetera).
	2	<ul style="list-style-type: none"> Locate regions of the American continent on a map. Identify on a map the country referred to in the information.
	3	<ul style="list-style-type: none"> Point out data or information about the countries..
Lesson 2 pp. 99-101	1	<ul style="list-style-type: none"> Identify words and phrases, when listening. Identify on a map the country referred to in the information.
	2	<ul style="list-style-type: none"> Recognize words similar to those of the mother tongue
	3	<ul style="list-style-type: none"> Mention names of countries and nationalities to practice your pronunciation.
Lesson 3 pp.102-104	1	<ul style="list-style-type: none"> Write names of regions and countries of the American continent from a model. Rewriting specific data on countries of the American continent.
	2	<ul style="list-style-type: none"> Order specific data on the countries of the American continent to complete the statements.
	3	<ul style="list-style-type: none"> Register in a chart specific data on countries of the American continent. Review the use of uppercase and lowercase letters.
Product Lesson p. 105		<p>Final product:</p> <ul style="list-style-type: none"> Information on the American continent for a chart.
		<p>Evaluation instrument (p.146)</p> <ul style="list-style-type: none"> Questionnaire. <p>Portfolio evidence (p.144)</p> <p>Module progress test (p.145)</p>

Achievements:

Explore illustrated maps of the American continent with specific information (language, currency, flag, etc.).

Teaching guidelines:

Help students to:

- Recognize topic, purpose and recipient.
- Identify graphic components and textual (for example: lines, colors, abbreviations, data, etc.)
- Locate regions of the American continent on a map.

- Point out data of information about the countries.
- Invite children to appreciate and show curiosity and respect to other cultures.

Materials:

Audio CD, Activity Book, Big Book, a ball, a map of the American continent, color pencils, pencils cardboard.

SESSION 1**Warm-up**

In order to activate children's previous knowledge about maps you could ask *What can we find on a map?* Have children brainstorm information they learned in module 6. They may say items such as streets, shops, bakery, library, etcetera. Let them say as many places as they can. Then, to raise children's awareness on the use of a map, you can them have open their books on page 96 and say *Is this a map?* They should say *Yes!* Ask *Are there streets on this map?* Children may say *no*. Tell them there are different types of maps and this is a map of our continent. Ask if they know the name of our continent. You may use a globe to show the American continent on it.

Ask *What continent is it? Is it Europe? No, it is America. What continent is it? America.* Draw lines dividing the regions. Have children look at their maps on page 96, ask them to read the names of the regions. Point to each region on the board, elicit the corresponding names and write them on the board.

Draw children's attention to question one and ask them to answer it. Check as a class. Ask children *Who's the map for? Teachers, children, parents, everybody?* In the book it is for children but maps in general are for everybody. Ask *What is the map for? To locate places? To identify characteristics of places? To learn English?* The map in the book is to locate regions but there are maps to locate countries, cities, etc.

Suggested answers: a. regions

**Big Book Facts Activity**

We are neighbors! Show children the big book on page 39 and ask *What do you see?* Point at the North America map and ask *Which countries are these?* Then point at the skyscraper and ask *What is this? Is this a house? Where do you think it is?* Repeat with Niagara Falls and the pyramids until they say the three countries that are represented on the cover. (Canada, United States and Mexico). Read the title of the book and ask *What are neighbors? Look around the room. Who are your neighbors?* Then ask *Do you have neighbors at home?*

1 Look at the map in Activity 2.

Check [✓] the correct option.

You might use a globe. Otherwise, draw two big circles, and inside them a rough drawing of the world map. In the first circle, draw the American continent and the rest of the continents in the other one. Explain the world is divided in continents. Point to America and tell them *This is America.*

TRACK 50

2 Look at the map. Listen and color.

You can ask children: *What regions are there in America?* Show them the map and ask them to say the regions aloud. To help children identify words and phrases when listening, tell them they will listen to a conversation between a teacher and a student. Tell them the teacher is giving instructions to color the map. Ask them to show you they have the following colors: green, yellow, red and orange. Now tell them to listen, pay attention and color as the teacher says.

Give them some time to color and walk around the classroom to make sure all children are coloring. When they finish, tell them to compare their maps in pairs. In open class feedback, tell them to point at the region and say the color aloud. For example, you will say *South America!* Children will point at the region and say *orange!*

Answers: North America (green), Central America (yellow), South America (orange), The Caribbean (red).

Extra Activity

Children will practice the names of the regions of the American continent in pairs. Tell them they will play *Hangman* in pairs. Draw 14 lines on the board (Central America), tell them each line represents a letter, but they have to guess it. Tell them they can say one letter at a time. Once they guess it, ask them to choose a region and do the same with a partner. See the **Big Book box**.

Don't forget

Listen to track 51 to be familiarized with the audio. Ask children to bring scissors and glue.

SESSION 2

Warm-up

Tell children to look at the map of page 97. Ask them to work in pairs and point with their fingers the different regions in America. Show them your book, point at Alaska, Canada, United States and elicit the region (North America) Ask them to do the same with the other regions (Central America and The Caribbean).

TRACK 51

3 Read the countries. Listen and match.

IMAGE 12

Tell children to look at the kids from page 97. Tell them to work in pairs and guess the country they belong to give them an example *The girl from letter a has a guitar and a hat... I think she is from Canada! What do you think?* Some children will agree with you, some others will not. Tell them we will know about their places in a moment. Set a time limit. Walk around the classroom as they make their inferences. Tell them to stop because you will play an audio. Ask them to pay attention and write the correct letter in the box. Have them compare their answers in pairs. Play the CD a second time and pause it to check their answers. Ask them *Remember the first countries you said? How many did you have correct?* Praise them and tell them they did a good job.

Answers: a. Mexico, b. United States of America, c. Jamaica, d. Guatemala e. Canada

4 Cut and paste to match.

Ask children to cut the names of oceans, continent, regions and countries they have. Tell them to work in pairs to put each name in the correct box without sticking them yet. Walk around the room and help children that are struggling. Set a time limit to complete the activity. Check their answers as a whole class. Tell them to paste the cut-outs.

Answers: Oceans: Pacific Ocean, Atlantic Ocean;
Regions: North America, Central America, South America, The Caribbean; **My continent:** America
Names of countries: United States of America, Mexico, Brazil.

Extra Activity

Children will play associating names of places with the category they belong to. Ask them to close their books. Tell them they will work in pairs and say the name of a place aloud, for example *North America!* Children should say: *Region.* Give them another example: *Mexico!* Children should say: *Country.* Tell them they will do the same with their partner. Walk around the room monitoring and motivate them to say all countries they remember.

Don't forget

Listen to track 52 and make sure you are familiarized with it before the class. Ask children to bring colors. Prepare for next class flashcards with the following items: Llamas, samba, tango, condors and coffee.

Lesson 1

SESSION 3

Warm-up

In order to get children familiar with relevant vocabulary of this session, you may go as follows: Show children the flashcard *coffee*. Tell them you will say something and they will jump to the right if it is correct and to the left if it is incorrect. Tell them they will practice. Again, show the flashcard *coffee*, and say *Coffee is an animal*. Children should jump to the left.

Once they practice and get the idea, say the following statements *I llamas are like camels* (true), *You dance samba* (true), *Condors can't fly* (false), *Llamas live in the ocean* (false), *Tango is a type of dance* (true), *Samba is like ballet* (false).

5 Look at the map. Listen and match.

Children will listen and point out to information about countries. Project image 13 on the board and elicit the countries they recognize. Ask them to say what they know about those countries. Ask children to go to the page 110 of their books and identify each image in the picture dictionary. Draw children's attention to page 98 tell them they will listen to the audio and match the image to the country it belongs to. Play the audio once and have them check in pairs. Monitor the activity. Then, play the audio again and pause it after every country to check. To check, point to the image first then to the country it belongs to and say the country out loud.

Product work

1 From Lesson 1, Activity 5, page 98, write a list of 5 countries you remember.

To introduce the product of this module, you can tell learners they will write information about the American continent for a chart. Then tell them that in order to start doing their product, they will now work on Step 1. You can elicit names of countries they remember. Then you could ask them to go back to page 98, Activity 5 and have a look at the map. Now you can ask them to open their notebooks and write there a list of five countries they remember.

6 Draw a map of Mexico and its flag.

You may use a large map of Mexico and a large picture of the Mexican flag to show them to children. Then you can ask them to draw a map of Mexico and its flag. Tell them they can draw animals that are typical of Mexico and representative landmarks like pyramids, palms trees on the coast or other things. Have them share their map with a classmate.

Learn to be with others

Have children brainstorm and share their own thoughts with their peers. Invite children to appreciate and show curiosity and respect for other cultures.

Extra Activity

Invite children to appreciate and show curiosity and respect to other cultures. Write on the board *Did you know...?* and say *Did you know there are llamas in Peru?* (No), *Are there llamas in Mexico?* (No). Do the same with all the information from Activity 5. Tell them to work in pairs and talk about the most interesting information they learned in class.

Don't forget

Listen to track 53 and make sure you identify the different languages and countries.

Achievements:

Understand information from reading aloud.

Teaching guidelines:

Provide means for children to be able to:

- Identify words and phrases, when listening.
- Identify on a map the country referred to in the information.

Warm-up

Tell children you will write a name of a place on the board using your finger and they will guess what you wrote. Use your finger to write *Mexico*. Ask *What did I write?* Once they guess, tell them to work in pairs and use their notebooks to do the same. Tell them to take turns and guess as many countries as possible. Tell them they can also write the names of oceans and regions. Monitor the activity.

Big Book Facts Activity

Show children the book and ask *Do you remember our neighbors?* Children should say *yes*. Show them page 40 and read *I live in Mexico. My nationality is Mexican, in Mexico we speak more than 68 languages.* Point at each of the kids and say *She is Mexican, she speaks Nahuatl* and point at the boy and say *He speaks Maya.* Use your finger to point at the map and the sign. Ask *What can you read?* Children should read aloud *This is Mexico.* Ask *Describe the animals that appear on the page.* Then move to page 41 and read the text as you point at the images. Then move to page 42 and ask them to read *This is Canada.* Have them read after you. Move to page 43 and read about traditional food, population and currency. Do the same with the information from the United States. Ask the following questions *What's Mexico's traditional food? What is the United States traditional food?* Repeat with Canada (pages 44-46). Tell them they will finish reading the book in a few classes.

1 **Listen and point.**

This stage can lead children to identify words and phrases when listening. You could stand up, say *Hello!* and wave your hand, ask them to do the same. Say *¡Hola!* and wave with your other hand and ask them to follow you. Repeat 4 or 5 times and ask them to sit down. Tell children they will listen to *Hello*

- Recognize words similar to those of the mother tongue.
- Mention names of countries and nationalities to practice your pronunciation.

in different languages. Raise your hand and show them your index finger. Tell them they will point as they listen. Give an example, say *Hello* and point at the *Hello* box. Play the audio and make sure all children are listening and pointing at the different languages.

2 Circle in Activity 1 the words similar to Spanish.

This stage will allow children recognize words similar to those of the mother tongue. Tell children to read the different ways to say hello in other languages. Make choral repetitions of these. Then, say the language and have children say the greeting aloud. Ask them to circle the ones they think are similar to Spanish.

Answers: hola, olá, hallo

3 Look and read. Point and say.

Children will mention names of countries and languages to practice their pronunciation as well as point out data or information about countries.

It is a good idea to ask children to look at the map on page 99, ask them *What regions can you see?* Children should say *North America, Central America, South America and The Caribbean.* Then ask them to say *Hello* in Spanish, Portuguese and French. Tell them to work in pairs. One children will point at a country and the other learner will say the language and *Hello* in that language. Give them a model. Show them your book and point at Brazil, use your body language to have them say *Portuguese* and *Olá*. Monitor the activity. Praise them and tell them to take turns to do the same with all countries they can.

Extra Activity

Children will review names of countries and greetings in different languages. Tell them to close their books. Tell them you will say the name of a country and they will greet as loud as they can in the country's language. For example, say *Mexico!* Learners should say *Spanish!* Repeat with 8-10 countries. See **Big Book** box.

Lesson 2

Don't forget

Be prepared with copies from the extra resources in case you need them. One set for every 4 children.

Don't forget

Make sure you are ready to present the verb *to be* in simple present form.

SESSION 2

Warm-up

Children will learn greetings in different countries. Tell children they will listen to the name of a country and they will run around the room greeting in the country's language. For example, say *Canada* and start running all around the room saying *Hello! Hello! Hello!* as you wave your hand. Then say *Brazil* and run around the room saying: *Olá! Olá! Olá!* Repeat this with 4 or 5 countries. This will activate children and generate their interest in the topic.

SESSION 3

Warm-up

Children can activate previous knowledge about countries in different regions of America. Elicit the regions of America and write them on the board. (*North America, Central America, South America and The Caribbean*). Elicit countries from the different regions pointing at the region and saying an example as a prompt. For example: *North America, Canada...* Children should say *United States*. Then point at *Central America*. Children should say *Costa Rica, Guatemala, El Salvador...* Do the same with the other two regions.

TRACK 51

4 Read and match.

To help children identify on a map the country some information refers to, you could ask children to look at the map on page 100, ask them to read the greetings aloud. Then, ask them to use lines to match the greetings to the people next to the map. Tell them to compare their answers with a classmate. Walk around the room and encourage them to give reasons behind their answers. Ask *Why did you match a with ¡Hola!* Once you make sure all children are find.

5 Complete the sentences.

It is a good idea to ask children read the questions. Then have them read the texts in Activity 4 again and fill out the missing information. Ask them to work individually. Have them compare answers with a partners. Check as a class.

Answers: 1. Spanish, 2. English, 3. English.

Extra Activity

To encourage children know more about different cultures in Latin America, ask children to look at the map on page 98. Elicit all the elements they can see (*llama, coffee, samba, tango, condor*). Then, ask children to look for them in their Picture Dictionary. Tell them to choose two images and copy them on their notebooks. Ask them to write a sentence for each image. Give an example *Argentiniens dance tango*. Ask children to share their images and sentences to the learner next to them.

6 Match the elements.

You could ask children to look at the list of words from page 101. Point at the ones from the middle and ask *Are these languages or countries?* Children should say *Countries*. Then tell them there are languages and nationalities around them. Ask them to match each country to a nationality and a language using lines. Ask them to check their answers in pairs as you walk around the room. Give prompts to the children that struggle with this activity and be available for children that need extra help. Give to the class feedback to check their answers. Ask children to listen and repeat all the answers. Have children do choral and individual repetition of all the words.

Answers:

Peru	Peruvian	Spanish
Brazil	Brazilian	Portuguese
Argentina	Argentinian	Spanish
Chile	Chilean	Spanish
Colombia	Colombian	Spanish

7 Take turns. Say country, nationality and language.

You may want to ask children to listen to you. Wave and say *Hello, I am from Chile. I am Chilean. I speak Spanish*. Ask children to repeat each line. Now, tell them to say the three lines and write them on the board. Underline the words: *Chile, Chilean and Spanish*. Tell them these words can change. Elicit an example. Say *Mexico* and guide them to say *Hello, I am from*

Mexico. I am Mexican. I speak Spanish. Tell them they will use the words from the previous activity to point at the map and introduce themselves as people from other countries. Organize the group in pairs and tell them they will take turns to do this with United States and Costa Rica.

8 Repeat Activity 6 with different countries.

In this stage children can have oral practice to reinforce the use of countries, nationalities and languages by taking turns and repeating a model. Again, point at the board and say a country *Argentina. As a whole class, children say aloud Hello, I am from Argentina. I am Argentinian. I speak Spanish.* Tell them they will take turns to point at a country and say the information with 6 different countries. Ask *How many countries will you say?* Children should say 6.

To raise interest in children about linguistic varieties, tell children to answer the *Learning to be* section with *yes* or *no*. First, read the questions aloud and make sure all children understand them. Then, tell them to work individually to answer them. Walk around the room and offer help children that struggle answering the questions.


→ Product work

2 From Lesson 2, Activity 8, page 101, make a chart with information some countries you like (name of the country, nationality, language).

Children will make a chart with information about different countries, their language and nationality. Tell them to repeat after you *Mexico, Mexican, Spanish.* Then ask *Country.* Children should say *Mexico!* Then tell them to do something similar with *The United States of America* (American, English). Ask them to make a chart and register those categories of information about around six countries. Monitor and help as necessary.

Learn to learn

Have children brainstorm and share their own thoughts with their peers. Invite children to appreciate and show curiosity and respect for other cultures.

-  Tell children they will have an informal evaluation to check their progress in this module. In open class, ask children how they feel about their progress in this module. In order for them to have more elements to answer, ask them how they feel about exploring illustrated maps of the American Continent with information and about understanding information from reading aloud. Allow some participations. Ask them how they feel in general about those questions you just asked them. Draw their attention to the answer options. Have them circle the one that is true for them. Elicit some answers. Ask them why they feel like that, and if there is anything they could improve and how.

Achievements:

Participate in writing information.

Teaching guidelines:

Support your learners for them to be able to:

- Support your children for them to be able to:
- Locate regions of the American continent on a map.
- Point out data or information about countries.
- Mention names of countries and nationalities to practice their pronunciation.

SESSION 1**Warm-up**

You can start this lesson with a review of the names of countries and the regions of the American continent. Ask children to go to the middle of the room. Tell them each corner in the classroom represents a region of the American continent. Choose the regions and their corners (*The Caribbean, South America, North America and Central America*). Give an example and say *Brazil*. Point at the corner of South America and tell children to run to that corner. Tell them to go back to the middle and repeat with 5 or 6 countries.

Big Book Facts Activity

We are neighbors! Show them the Big Book and elicit things they remember they read. Help them by using the words *Countries, languages, currency, traditional food*. Encourage all the children to participate. Then, ask them to work in teams of 3 to create a poster about what they read in the book. Walk around the room and make sure all children include at most the information as they can.

1 Write the names of the region. Copy from the box.

Tell children to look at the map from activity 1. Tell them to work individually to copy the names of the regions on the map. Ask them to check this with the classmate sitting next to them. Revise as a whole class.

Answers: From the top: North America The Caribbean Central America South America

- Point at names while they are read aloud.
- Recognize words similar to those of the mother tongue.

2 Read and complete the information.

You can carry out this activity as follows: Write on the board the word *Canada* and ask *Where is Canada?* Give prompts to the children to answer *Canada is in North America*. Once they have answered write *It is in North America* on the board. Tell children there are 4 countries on activity 2 and you want to know where they are. Ask them to complete the chart with the missing information. Walk around the room and monitor.

Answers: a. North America b. Central America c. South America d. The Caribbean

3 Take turns to read the information.

Draw children's attention to the Canada example. Elicit the question and the answer. Ask *Where is Canada?* Answer *It's in North America*. Underline the words *Canada* and *North America*. Tell them they will ask and answer the questions using the information they just wrote. If necessary, give them another example. Monitor to make sure all children are participating and correct pronunciation mistakes.

Extra Activity

Ask children the following questions *Where is Cuba / Chile / Guatemala / Mexico / United States / Costa Rica / Peru?* Children should answer *It's in The Caribbean / South America / Central America / North America / North America / Central America / South America*.

Don't forget

Make sure you are ready to present the verb *to be* in simple present form.

SESSION 2

Warm-up

Tell children you will spell the name of a country. They have to say the name of the country, the region, nationality and language. Give an example and say: C-O-S-T-A R-I-C-A. Children should guess *Costa Rica* and say *Central America, Costa Rican, Spanish*. Tell them they will work in pairs, choose a country or two and do the same you did

Extra Activity

Tell children they will walk around the room until you say *stop!* Explain you will say the name of a country and they will say information about the country to the closest person they find. Give them a model *Canada! Canada is in North America, I am Canadian, I speak English*. Do this 3 or 4 times so children have an opportunity to mingle and work with different peers.

4 Look at the map. Write the name of the places.

Tell children to look at the map on page 103. Ask them to work individually to label the names of the countries in the correct place. Tell them to check their answers in pairs. Check their answers as a whole class.

Answers: Left side in order: Mexico, Guatemala, Chile
Right side in order: Canada, United States of America, Cuba, Brazil

5 Order the information. Write sentences. Look at the example.

It is a good idea to tell children to read the words from the example *Brazil am I from*. Write them on the board. Ask *Can you read the correct sentence?* Children will say *I am from Brazil*. Tell them to identify the subject in the sentence (I), then tell them to identify the verb (am), then a preposition (from) and the country (Brazil). Explain that first, you need to have a subject, but sometimes the subject can be other place. As a whole class, tell them to help you follow a similar pattern to do sentence *b* on the board. (Brazil is in South America). Tell them to write the sentences individually and then ask them to work in pairs to check their answers.

Answers: c. I speak Portuguese / d. I am from Canada / e. Canada is in North America / f. I am Canadian / g. I speak English

Lesson 3

SESSION 3

Warm-up

You can start this session by telling children they will write a few words on their notebooks. Tell them you will dictate those words and will say the words twice. Tell them not to worry if they do not know exactly how to write the words. The words are: Mexican, Spanish, Costa Rican, Brazilian, Portuguese, Venezuela, Argentinian, Venezuelan, Jamaica, Canada. Tell them to compare their answers with the person next to them and ask them to correct them if they think it is wrong. Then, write the words on the board and ask them to look at their words again and make the proper changes.

Learn to learn

Ask children to read the learning to learn section. It is a good idea to help them notice the correct form of writing proper nouns. Ask *Are the names of countries proper or common nouns?* They should say *Common*. Then ask *Do we use uppercase or lowercase letters to write proper nouns?* They should say *Uppercase*. Then ask them to go back to the list they wrote in the warm up activity and ask them to underline the first letter of each country.

6 Correct the mistakes. Overwrite the correct letters.

Ask children to read the paragraph from Activity 6. Tell them there are some mistakes they should correct. Ask them to use a different color to correct the mistakes. Ask them to check their answers in pairs to see if they missed a mistake. Monitor and offer help to the children that struggle with the activity.

Answers: I am from Haiti. Haiti is in the Caribbean.
I am Haitian. I speak French. We have beautiful natural places.

7 Write about 2 countries in South America.

Write on the board *South America*. Tell children you forgot the names of countries that belong to South America and you need their help. Ask *Do you remember names of countries in South America?* Write the children contributions on the board. Without erasing their contributions, copy the chart on the board. (Name, region, nationality, language and something they have). Tell them to help you complete the chart with information of Mexico.

Name: Mexico Region: Central America / Nationality: Mexican / Language: Spanish

Something they have corn. Tell them they have to do the same using two different countries.

Answers: Just check they register the correct information about the country.

Closing

Children will share their paragraphs from Activity 7 orally. Tell children they will work in pairs to take turns to read their paragraphs aloud. Monitor the activity. Then, ask for 2 or 3 volunteers that want to share their information with the whole class.

Product lesson

Information on American continent for a chart

Materials:

- Map of America
- Pencils
- Color pencils
- Cardboard

SESSION 1

Warm-up

Ask children to work in pairs to make a list of all the words they can remember about countries, languages, nationalities and regions of America. Give them a minute or two to write as many words as they can. Ask them to share some of them in who e class feedback and write them on the board.

1-2

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

3 Share the information you wrote in steps 1 and 2.

Select some countries you are interested in. On pieces of paper, write paragraphs about those countries, similar to the one at page 104, Activity 6.

Arrange the class in groups. Have children first share their lists of words and their tables. Ask them to agree on which countries they want to write about, around 5. Have them go back to page 104, Activity 6 to have the paragraph there as reference. Have them divide the work and write a paragraph about each country they selected. Monitor and provide any necessary assistance.

4 From the information on Lesson 3, Activity 4, page 103, draw a map of America and color it.

Tell children they will create a map of the American continent. Tell them to use the map on page 103 as a model. Have children work collaboratively to write names of the regions and countries of the American continent. Tell them to color the map and write the names of the countries they selected in step 5. Monitor and provide assistance locating countries on the map and writing the name of countries.

5 Stick the pieces of paper with information on the map.

Ask children to stick the paragraphs to the map in order to finish their product. Have members of teams practice presenting their charts. Monitor and help them with pronunciation.

6 Share your chart.

Tell children to paste their posters on the walls and walk around the room to see their peers' work. Tell them to give positive comments about 4 or 5 maps. For example: I like Maria's and Lolita's map because it has beautiful colors. Have them present your chart to your classmates. One representative of each group can present. Preferably have a different child every time.

Lesson 1

SESSION 2

It's time to reflect!

Tell children to sit down and close their eyes for a moment. Explain they will have an opportunity to say how they feel about what they can do now that the module is finished. Ask them to remember all the important things they learned and all the activities they did. Now, have them work individually and read the statements from page 105. Tell them they will mark how they feel in every aspect. If they feel very good, they will put a mark on the last girl's box. If they do not feel that good, they will mark the one from the middle. If they do not feel good at all, put a mark in the first box. Give them an example *I can write the names of regions and countries*. Smile and say *Yes Of course I can* and point at the girl that is jumping.

	Activity	Check (✓)
List of countries.	98	7
Chart with country data.	101	
Information on the American continent for a chart.	104	

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: *pencils, 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 Instrumentinstrum

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 evidences of their progress, and to observe your students engaged in language use. The Evaluation instrument in this unit can help you identify your student's strenghts 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.

Name: _____

Module Progress Test

Date: _____

Group: _____

1 Look at the map of America. Label the missing places.

2 pts

North America

The Caribbean

South America

Central
America



2 Order the information. Write the sentences.

2 pts

a. Brazilian - am - I - from _____

b. Peru - in - South America - is _____

c. American - am - I _____

d. Spanish - I - speak _____

3 Circle the mistakes.

2 pts

I am from canada. canada is in north america. I am canadian. I speak english and french. We have polar bears.

4 Rewrite the paragraph from number 3 and correct the mistakes.

4 pts

Total score. / 10

Evaluation instrument

A Questionnaire

A Questionnaire is an instrument that indicates that indicates if a learner has skills and achievements in the development of specific activities in the classroom.

Read the questions and circle the correct answer:

1 How many regions are there in the American continent?

- a. 4 b. 10 c. 3

2 Which is the correct nationality in Costa Rica?

- a. Spanish b. Costa Rican c. Brazilian

3 How do you say "Hello!" in Mexico?

- a. ¡Hola! b. Olá c. Hello!

4 What is the nationality in Peru?

- a. Mexican b. Canadian c. Peruvian

5 Where is Brazil?

- a. It is in North America b. It is in South America c. It is in the Caribbean

6 I am from Brazil. What do I speak?

- a. I speak Portuguese b. I speak Spanish c. I speak English

Track List

Module 1 • How do you show kindness?

Track 02
Track 03
Track 04

Module 2 • Why are stories important?

Track 07
Track 08
Track 09
Track 10
Track 11
Track 12

Module 3 • Do you have a hobby?

Track 15
Track 16
Track 17
Track 18
Track 19

Module 4 • How do you plant grow?

Track 22
Track 23
Track 24
Track 25

Module 5 • Why poems are fun?

Track 26
Track 27
Track 28
Track 29
Track 30
Track 31
Track 32

Module 6 • How can map help you?

Track 35
Track 36
Track 37

Module 7 • What vegetables you grow?

Track 38
Track 39
Track 40
Track 41
Track 42

Module 8 • What makes you feel happy?

Track 43
Track 44
Track 45

Module 9 • Do you respect public signs?

Track 48
Track 49

Module 10 • Who are your neighbors?

Track 50
Track 51
Track 52
Track 53
Track 54

Big Book Stories

Story 1 • “A day at School”

Track 05 Part One.
Track 06 Part Two.

Story 2 • “Miss Polly had a pony”

Track 13 Part One.
Track 14 Part Two.

Story 3 • “Welcome to our summer camp!”

Track 20 Part One.
Track 21 Part Two.






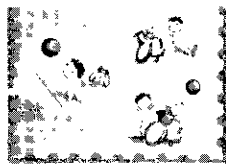
Story 4 • “My friend Ted Clark”

Track 33 Part One.
Track 34 Part Two.

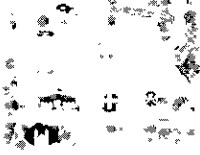


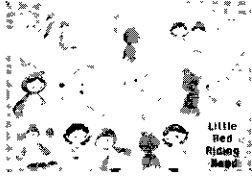

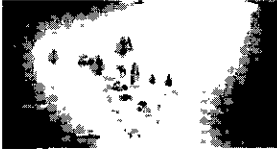

Story 5 • “The Tortoise and The Hare”

Track 46 Part One.
Track 47 Part Two.

Visual Resources

Name	Image	Module	Page
Image 1 Hello!		1	p. 6
Image 2 Miss Polly has a pony!		2	p. 18
Image 3 Five Little ducks		2	p. 22
Image 4 Summer camp		3	p.26
Image 5 How to plant a bean plant		4	p. 37
Image 6 Ted Clark		5	p. 46

Visual Resources

Name	Image	Module	Page
Image 7 Happy Village		6	p. 56
Image 8 Agricultural products		7	p. 72
Image 9 Children stories		8	p. 76
Image 10 Little Red Riding Hood		8	p. 76
Image 11 Welcome to National Park		9	p. 86
Image 12 North America		10	p. 97
Image 13 South America		10	p. 98

Audio scripts

Audioscript Jump! 2

Track 01

Copyright

By Grupo Editorial Patria.

Module 1

Track 02

Lesson 1 Activities 4 & 5.

Hello!

Hi!

Bye!

See you tomorrow!

Thank you!

You're welcome!

Module 1

Track 03

Lesson 2 Activity 4.

Juan: Me!

Pablo: Do you need help?

Susi: Happy Birthday!

Module 1

Track 04

Lesson 3 Activity 1.

We're here to learn

We're here to help

We're here to grow together!

We're here to learn

We're here to help

We're here to grow together!

One

When the teacher says: be quiet.

We keep quiet

Two

When the teacher says: raise your hand!

We raise our hand. "Meee!"

Three

When the teacher says: be polite

We say "please" and "Thank you".

We're here to learn

We're here to help

We're here to grow together!

We're here to learn

We're here to help

We're here to grow together!

Four

When we say: well done!

We show we're kind.

Five

When we say: good bye!

We show we're polite.

Six

When we say: are you okay?

We show that we care.

We're here to learn

We're here to help

We're here to grow together!

We're here to learn

We're here to help

We're here to grow together!

Big Book Stories

Module 1

Track 05

A Day at School. Part One.

Narrator: Ana and Carlos say hello to each other.

Ana: Hello, Carlos.

Carlos: Hi, Ana.

Narrator: Then, they say hello to their teacher, Miss Rosas.

Ana y Carlos: Good morning, Miss Rosas.

Miss Rosas: Good, morning, kids.

Audio scripts

Narrator: Oh, no! Something happens to one of their classmates.

Carlos: Oh, are you okay?

Boy: Yes, thanks!

Narrator: Everybody wants to participate in class.

Miss Rosas: Okay, kids. Who wants to read?

Ana: Me!

Carlos: And me!

Big Book Stories

Module 1

Track 06

A Day at School. Part Two.

Narrator: Ana helps her classmates when they need help.

Ana: Do you need help?

Girl 1: Yes, please.

Narrator: And Carlos helps her teacher, too.

Carlos: Miss Rosas, your notebook.

Miss Rosas: Thank you, Carlos.

Narrator: Ana says good-bye to Mr. Vargas, the principal.

Girl: Good afternoon, Mr. Vargas.

Mr. Vargas: Good afternoon, Ana!

Narrator: And they are happy to see mom and grandpa waiting for them.

Carlos' mother: Hi, sweetie!

Ana: Grandpa!

Grandpa: Hello, my darling!

Narrator: Now, it's time to say goodbye.

Ana: Bye, Carlos!

Carlos: See you tomorrow, Ana!

Module 2

Track 07

Lesson 3 Activities 2 & 4.

Three little apples so red and bright,
Were dancing about on a tree on night,
The wind came blowing through the town,
One little apple just fell down!

Two little apples so red and bright,
Were dancing about on a tree on night,
The wind came blowing through the town,
One little apple just fell down!

Just little apples so red and bright,
Were dancing about on a tree on night,
The wind came blowing through the town,
One little apple just fell down!

Module 2

Track 08

Lesson 2 Activities 1 & 3.

A Cat came Dancing

A
A cat came dancing out the barn,
With a violin under her arm.
She could play nothing but fiddle-cum-fee,
The mouse has married the bumblebee
A cat, a bumblebee and a mouse,
We'll have a wedding in our good house.

B
A pig came dancing out the barn,
With a big drum under his arm.
He could play nothing but diddle-dum-dee,
The mouse has married the bumblebee.
Pig, cat, bumblebee, mouse,
We'll ha a wedding in our good house.

C
A cow came dancing out the barn,
With a French horn under the arm.
She could play nothing but tootle-tum-tee.
The mouse has married the bumblebee.
Cow, pig, car, bumblebee, mouse,
We'll have a wedding in our good house.

Module 2

Track 09

Lesson 2 Activity 6.

a.
barn
arm
bee

b.
mouse
arm
house

c.
house
bee
fee

Module 2

Track 10

Lesson 2 Activity 7.

Conversation A

Pablo: Look! The bumblebee and the mouse are dancing.

María: How funny! And the pig is playing a drum.

Pablo: What a big drum!

Conversation B

María: Look at the cow. She's playing a horn.

Pablo: How beautiful!

María: Yes! What a beautiful instrument!

Module 2

Track 11

Lesson 3 Activity 1.

Five Little Ducks

Five little ducks
Went out one day
Over the hills and far away
Mother duck said, quack, quack, quack.
But only four little ducks came back.

Four little ducks
Went out one day
Over the hills and far away
Mother duck said, quack, quack, quack.
But only three little ducks came back.

Three little ducks
Went out one day
Over the hills and far away
Mother duck said, quack, quack, quack.
But only two little ducks came back.

Two little ducks
Went out one day
Over the hills and far away
Mother duck said, quack, quack, quack,
But only one little ducks came back.

One little duck
Went out one day
Over the hills and far away
Mother duck said, quack, quack, quack,
But none little duck came back.

Sad mother duck
Went out one day
Over the hills and far away
The sad mother duck said, quack, quack, quack
And all the five little ducks came back.

Module 2

Track 12

Lesson 3 Activity 3.

a.
quack
back
day

b.
day
said
away

c.
duck
back
truck

Big Book Stories

Module 2

Track 13

Miss Polly had a Pony. Part One.

Narrator: Miss Polly had a pony.

Miss Polly had a pony who was sick, sick, sick.

So she phoned for the doctor to come quick, quick, quick.

The doctor came with his bag and his hat,

And knocked at the door with a rat-a-tat-tar.

Big Book Stories

Module 2

Track 14

Miss Polly had a Pony. Part Two.

Narrator: He looked at the pony and shook his head,

And said "Miss Polly put her straight to bed"

He wrote a paper for a pill, pill, pill

"I'll be back in the morning with the bill, bill, bill"

"But doctor, will my pony get well, well, well?"

"Of course. Miss Polly. Let her rest, rest, rest."

Module 3

Track 15

Lesson 1 Activity 1.

Koji: Hello! My name is Koji. K-O-J-I

Molly: Hi! My name is Molly. M-O-L-L-Y

Esther: Hi! My name is Esther. E-S-T-H-E-R

Module 3

Track 16

Lesson 1 Activity 3.

Koji: Hello! My name is Koji. K-O-J-I. I am from Japan.

I am 8 years old.

Molly: Hi! My name is Molly. M-O-L-L-Y. I am from England.

I am 10 years old.

Esther: Hi! My name is Esther. E-S-T-H-E-R. I am from Mexico. I am 9 years old.

Module 3

Track 17

Lesson 2 Activity 1.

1. Swimming
2. Playing the guitar
3. Playing soccer
4. Walking in the park
5. Riding a bike
6. Singing

Module 3

Track 18

Lesson 2 Activity 2.

Jane: Do you like sports?

Pepe: No, do you like sports?

Jane: Yes!

Pepe: What sports do you play?

Jane: Soccer

Pepe: Great!

Module 3

Track 19

Lesson 2 Activity 4.

a.

Jane: What is your name?

Nagiko: Nagiko

Jane: How old are you?

Nagiko: I am 8

Jane: Where are you from?

Nagiko: Japan

Jane: Do you like playing soccer?

Nagiko: No, I like making origami.

b.

Pepe: What is your name?

Ana: Ana

Pepe: How old are you?

Ana: I am 7

Pepe: Where are you from?

Ana: Spain

Pepe: Do you like dancing flamenco?

Ana: Yes!

c.

Ana: What is your name?

Tom: Tom

Ana: How old are you?

Tom: I am 7

Ana: Where are you from?

Tom: Canada

Ana: Do you like playing football?

Tom: No, I like playing hockey.

Big Book Stories

Module 3

Track 20

Welcome to our Summer Camp! Part One.

Narrator: Everybody says hello to Pepe in the summer camp.

Boy 1: Hello!

Boy 2: Ciao!

Boy 3: Hola!

Girl 1: Hello!

Girl 2: Konnichiwa!

Narrator: Look! Pepe is now playing soccer with other children.

Boy 1: How old are you?

Pepe: I am 7.

Boy 1: Just like me!

Narrator: In the summer camp, children are from different countries.

Boy 1: Are you from Argentina?

Pepe: No, I'm from Mexico.

Boy 2: That's a beautiful country!

Big Book Stories

Module 3

Track 21

Welcome to our Summer Camp! Part Two.

Narrator: Some children like swimming and others like riding bikes.

Girl 1: Do you like swimming?

Pepe: No, But I like riding a bike.

Boy: Me too!

Narrator: Others like singing or playing the guitar.

Girl: Do you like singing?

Pepe: No, but I like playing the guitar.

Girl 2: Great!

Narrator: After one day together, they are all friends.

Narrator: Look! Pepe is on the 1st week summer camp bulletin board.

Adult woman: Well done Pepe.

Module 4

Track 22

Lesson 1 Activity 2.

Bean

Water

Cotton

Jar

Soil

Module 4

Track 23

Lesson 2 Activities 3 & 4.

Mom: Well girl. This is how you plant a flower.

Girl: Okay, mom.

Mom: One: Dig a hole, two: Plant the seeds.

Girl: Three: Water the seeds.

Mom: Very good! Four: Wait for the plant to grow.

Girl: Five: Appreciate the flower.

Mom: Yes!

Module 4

Track 24

Lesson 3 Activity 3.

Girl:

Cardboard

Glass

Pencil

Ruler

Glue stick

Color pencils

Pen

Yarn.

Module 4

Track 25

Lesson 3 Activity 6

Steps:

One: Use the glass to draw a circle in the paper.

Two: Divide the circle into 6 equal sections.

Three: Color each section a different color.

Four: Stick the paper circle on the cardboard and cut.

Five: Use the pen. Make two little holes in the center Of the circle.

Six: Pass the yarn through the holes.

Seven: Tie the ends of the yarn.

Eight: Spin the circle.

Nine: Observe.

Module 5

Track 26

Lesson 1 Activities 1 & 2.

My friend Paul

By Ted

My favorite hobby

Is playing with my ball

But, is not as funny

As playing with Paul.

We like volleyball and we like baseball

But we don't like tennis or basketball.

We also like boxing and swimming

But is not as easy as dreaming.

And if there is bad weather,
It is ok. We are playing together.
It is not important there isn't a ball
I'm happy to have my best friend Paul.

Module 5

Track 27

Lesson 1 Activity 8.

My favorite hobby
Is playing with my ball
But, is not as funny
As playing with Paul.

We like volleyball and we like baseball
But we don't like tennis or basketball.
We also like boxing and swimming
But is not as easy as dreaming.

Module 5

Track 28

Lesson 2 Activity 2.

This is my little town
By Andrea Freeland

This is my little town, it is small
So there isn't a movies or a mall
But there are lots of trees
That's why I feel so free.

This is my little town
I love going around
In my town there isn't a bank
But it is like a big park.

This is my little town
As small as it can be.
It is great to count down
And play hide and seek.

Module 5

Track 29

Lesson 2 Activity 5.

1. Small Bee Mail
2. Tree Around Mark
3. Bank Park Down
4. Town Ball Free

Module 5

Track 30

Lesson 2 Activity 6.

1.
This is my little town, it is small
So there isn't a movies or a mall
But there are lots of trees
That's why I feel so free.

2.
This is my little town, it is small
So there isn't a movies or a mall
But there are lots of trees
That's why I feel so free.

Module 5

Track 31

Lesson 2 Activity 8.

- A. Ball. B-a-l-l. Mall. M-a-l-l.
B. Tree. T-r-e-e. Bee. B-e-e.
C. Bank. B-a-n-k. Park. P-a-r-k.

Module 5

Track 32

Lesson 3. Activities 1 & 3.

Lou Lovesick:

Hello, new girl in school.
I think you are really cool.
What is your name?
"You" or Rain. It is the same.

Big Book Stories

Module 5

Track 33

My friend Ted Clark. Part One.

Paul: That was the first day I met Ted Clark
I was with Rocky, playing in the park.

Ted: Hello boy. What is your name?

Paul: My name is Paul, Paul Tame.

Ted: Hi Paul. My name is Ted Clark.

Oh no, it is going to bark!

Paul: Do not worry, it is my dog, Rocky.

Two friends in a day? I am so lucky!

Ted: We talked, we played, we had much fun.

There was no need to have the sun.

Big Book Stories

Module 5

Track 34

My friend Ted Clark. Part Two.

Ted: And since that day I play with Paul.
We play together. We love baseball.

Ted: We also like boxing and swimming
But it is not as easy as dreaming

Ted: We love the town, we love the trees
They always make us feel so free.

Ted: Being best friends is our plan.
And that makes me as happy as a clam.

Module 6

Track 35

Lesson 1 Activity 3.

1. Restaurant
2. Hospital
3. Bank
4. Market
5. School
6. Bus stop
7. Gas station

Module 6

Track 36

Lesson 2 Activity 4.

Bakery
Bookstore
Hotel
Movie theater
Pharmacy
Pet shop
Post office
Toy shop
Library
Zoo

Module 6

Track 37

Lesson 2 Activity 6.

The toy shop is on Adams Street.
The movie theater is next to the pet shop.
The bakery is between the pharmacy and the bookstore.

Module 7

Track 38

Lesson 1 Activity 5 & 6.

It is fall!
It is time to grow beans, corn and squash.
Corn plants are very tall. Look!
Squashes are green, long or round.
They are native to our big continent, America.

Module 7

Track 39

Lesson 2 Activity 2.

Manuel:

Tomatoes
Carrots
Spinach
Beets
Corn
Beans

Module 7

Track 40

Lesson 2 Activities 3 & 4.

Rosita: What are these?

Manuel: These are tomatoes. They are red and big.

Rosita: And what is this?

Manuel: Spinach. It has long leaves. They are dark green

Rosita: What are these?

Manuel: These are beets. Look. They are round and purple.

Rosita: What are these?

Manuel: These are beans. They are small and black.

Module 7

Track 41

Lesson 2 Activity 7.

Rosita: What is this?

Manuel: It is corn

Rosita: What color is it?

Manuel: It is white.

Rosita: Is it small?

Manuel: No it is not

Rosita: What are these?

Manuel: They are carrots

Rosita: What color are they?

Manuel: They are orange

Rosita: Are they big?

Manuel: Yes, they are.

Module 7

Track 42

Lesson 3 Activity 6.

Rosita:

- What is it?
- Is it tall?
- What color is it?
- What are these?
- Are they green?
- Are they round?

Module 8

Track 43

Lesson 1 Activity 3.

Narrator: Once upon a time, there was a girl called Little Red Riding Hood.

Little Red's Mother: Take this basket to your grandma, Little Red. But don't talk to strangers.

Narrator: The Big Bad Wolf saw Little Red.

Big Bad Wolf: Where are you going, Little Red?

Narrator: The wolf hid Little Red's grandmother in the closet.

Little Red: Grandma, why are your teeth so big?

Narrator: Asked Little Red.

Narrator: The hunter rescued Little Red and her grandmother, The Big Bad Wolf went back to the forest. And they lived happily ever after.

Module 8

Track 44

Lesson 2 Activity 3.

Boy: Oh no, Little Red is talking to the Wolf. Are you afraid?

Girl: Yes!

Boy: Me too! What a terrible situation!

Girl: Look at her grandma. Do you feel sad for her grandmother?

Boy: Yes, I do.

Girl: So, do I. What a sad situation.

Module 8

Track 45

Lesson 2 Activity 4.

Boy: I am afraid, and you?

Girl: Yes, I am.

Girl: No, I am not.

Girl: I feel sad for her grandmother, and you?

Boy: Yes, I do.

Boy: No, I don't.

Big Book Stories

Module 8

Track 46

The tortoise and the Hare. Part One.

Hare: Look how fast I can run!

Narrator: One day, the tortoise challenged the hare to race.

Hare: Ha, ha... You can't get anywhere, tortoise!

Tortoise: Yes, I can. Let's have the race!

Narrator: The hare ran for a while and then stopped to rest.

Hare: Now I can rest.

Big Book Stories

Module 8

Track 47

The tortoise and the Hare. Part Two.

Narrator: The hare took a nap. The tortoise walked and walked. And never stopped.

Narrator: The hare began to run again, but it was too late. The tortoise won the race.

Narrator: Patience and persistence win the race.

Module 9

Track 48

Lesson 1 Activity 1.

Safe in the school

In the school, in the school

We are safe, we are safe

We follow sings, we follow the sings

In the school, in the school.

These are toilets, these are toilets

May I go, please? May I go, please?

These are the stairs, this are the stairs

Use the handrail, use the handrail

This is danger, this is danger

Go away, go away

If you get hurt, if you get hurt

First Aid kit, First Aid kit

This is the sing, this is the sing

Evacuation route, evacuation route

In emergency cases,

We go out, we go out

This is silence, this is silence

Sh, sh, sh, sh, sh, sh

This is the exit, this is the exit

Let's go out, let's go out.

Module 9**Track 49****Lesson 2 Activities 3, 4, & 5.****One:** Walk carefully.**Two:** Do not touch.**Three:** Protect the plants.**Four:** Do not feed the animals.**Module 10****Track 50****Lesson 1 Activity 2.****Teacher:** Kids. Loom at the map. This is a map of America. Right? So this is a map of...?**Children:** America!**Teacher:** Yes, America. Now, look and point. North America, Central America, South America, the Caribbean. (PAUSE) Now, point and say.**Kids:** North America, Central America, South America, the Caribbean.**Teacher:** Good! Now, Color North America green.**Student 1:** North America green?**Teacher:** Yes. (PAUSE) Now, color Central America yellow. Central America yellow.**Kids:** Ok**Teacher:** Color South America orange.**Student 2:** South America orange?**Teacher:** Yes. Now the Caribbean red.**Student 3:** The Caribbean red?**Teacher:** That's correct.**Module 10****Track 51****Lesson 1 Activity 3.****Narrator: One****Juanita:** I am Juanita. I am from Mexico. I speak Spanish. My flag is green, white and red.**Narrator: Two****Brian:** I am Brian. I am from the USA. I speak English. My flag is blue, white and red.**Narrator: Three****Christina:** I am Christina. I am from Jamaica. I speak English. My flag is green, black, and yellow.**Narrator: Four****Eddy:** I am Eddy. I am from Guatemala. I speak Spanish. My flag is blue and white.**Narrator: Five****Simon:** I am Simon. I am from Canada. I speak English. My flag is red and white.**Module 10****Track 52****Lesson 1 Activity 5.****Narrator: One****Diego:** I am Diego. I am from Peru. In Peru we have llamas.**Narrator: Two.****Gabriela:** I am Gabriela. I am from Brazil. In Brazil we have samba.**Narrator: Three****Franco:** I am Franco. I am from Argentina. In Argentina we have tango.**Narrator: Four****Angela:** I am Angela. I am from Colombia. In Colombia we have delicious coffee.**Module 10****Track 53****Lesson 2 Activity 1.****Portuguese:** Olá.**Dutch:** Hallo.**French:** Salut.**English:** Hello.**Spanish:** Hola.

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For online materials to practice the four skills with stories and songs:

<http://learnenglishkids.britishcouncil.org>

For more songs and fun activities:

www.eslkidstuff.com

To print useful resources:

www.esprintables.com

To check resources for pre-A1 and A1 young learners:

<http://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-children/>

To find more songs and rhymes for children:

<http://www.bbc.co.uk/schoolradio/subjects/earlylearning/nurserysongs>

<http://nurseryrhymescollections.com/30-best/traditional-nursery-rhymes-for-children.html>

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- The Teacher's Book will provide teachers with procedural recommendations for conducting the activities in the Activity Book. The Teacher's Book gives teachers more information to (1) teach language issues and develop learning strategies (Teaching Notes boxes) as well as to (2) extend activities (Extra activities boxes) in the Activity Book and to (3) provide more information about intercultural aspects (Cultural boxes). The teacher will also find more assessment tools to gather more evidence and help learners reflect on the learning process and detect areas to work on.

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