TEACHER'S GUIDE

Think! in English

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Diana Jones
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Ciclo 1

Lengua extranjera. Inglés

Teacher´s guide

Estimado(a) maestro(a):

La Guía Didáctica que tiene en las manos es el resultado del esfuerzo realizado por el gobierno federal y los gobiernos estatales, para garantizar que los(as) alumnos(as) que cursan la asignatura de Lengua Extranjera. Inglés puedan acercarse al conocimiento y dominio de una lengua diferente a la materna y, con sus orientaciones, alcanzar una educación de excelencia.

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

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

Le deseamos éxito.

TEACHER'S GUIDE

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Contents

Introduction

The [illegible] in English is a seven-level series for students between the ages of five and twelve. The topics, texts, and activities have been selected and developed to teach grade-appropriate social practices while helping students develop critical thinking skills. The well-graded English language syllabus takes a spiral approach through the grade levels, providing constant recycling and integration of new language with previously learned language.

The Object of Study

The [illegible] is based on the premise that the purpose of language is to allow communication in a variety of contexts, both social and academic. In order to become comfortable using the language, this series provides many opportunities for students to interact using English. This usage naturally leads to situations that encourage students to interpret and produce both written and oral texts.

The Methodology

The [illegible] combines the social practices of language with an interactive, text-rich linguistic program. The series provides students with well-designed, sequential activities and experiences across all four skills. Students then have the opportunity to practice and use the language they have learned in an integrated group project.

Reading and Listening

The [illegible] provides a rich variety of meaningful, contextualized input. Students hear and read stories and rhymes that are common to English, while learning language patterns, sounds, and letters.

Speaking and Writing

The [illegible] gives students the opportunity to orally practice what they have learned in whole group, small group, and individual activities using both formulaic and creative language. This is followed by written practice to allow students to move from spoken English to print, and to develop knowledge about the writing system.

Product

The [illegible] encourages students to use newly learned language in a meaningful way by having them share knowledge and expand it into a real-life product. As students move from oral language to print, they develop transferable skills and knowledge that can be applied to other subjects and non-classroom communicative situations.

Evaluation

The teacher is the critical component of any successful program. It is the teacher who designs the environment that makes learning possible, and ultimately creates student success. To evaluate students, we must recognize that language learning is a process and that students will acquire language at different speeds and in different ways. To promote learner autonomy, self-assessment is an integral part of this course and comes in the form of faces that students complete during production stages of the learning process. For teacher assessment, **The [illegible]** Assessment Recommendations include both formative and summative assessments. The formative assessments come in the form of suggested activities that can be used throughout the units to evaluate different skills. The Summative evaluation comes in the form of a Product with a suggested evaluation instrument. In addition, a photocopiable written assessment and instructions for oral evaluations related to the learning outcomes of each unit can be found at the end of the book.

For the Teacher

The Think! big books allow students to become aware of different types of texts, while presenting new vocabulary and language within familiar and academic contexts.

The Fact Book

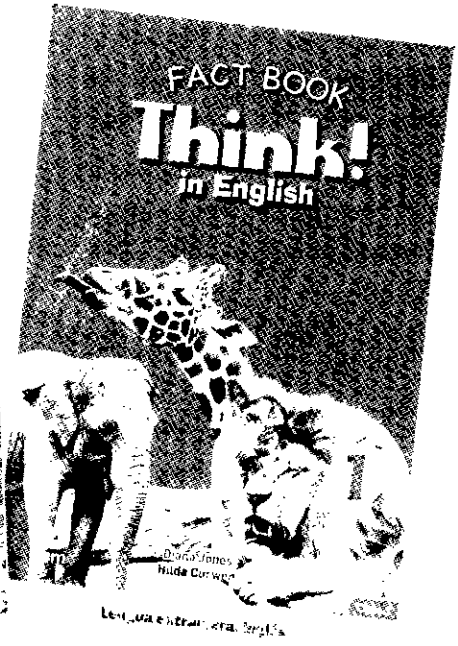
The *Fact Book* offers a selection of informative texts on age-appropriate topics. The eye-catching photographs and different types of texts will bring the real world into the classroom.

There are pencils and crayons on the table.
There are glue sticks and scissors, too.

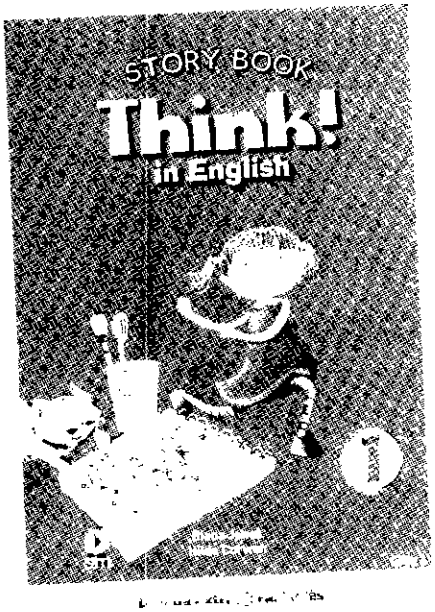
6

Penguins are birds.
They can't fly.
They like to swim in cold water.

35



The Story Book



The *Story Book* offers a selection of original and traditional stories. This gives students the opportunity to explore different literary genres while introducing them to the traditions and customs of English-speaking cultures.

Wally walks with Winy.

2

Suddenly, they hear Tommy at the door!

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For the Teacher

Teacher's Guide

The [illegible] series is divided into ten units of study, organized into three environments, indicated by the following icons.

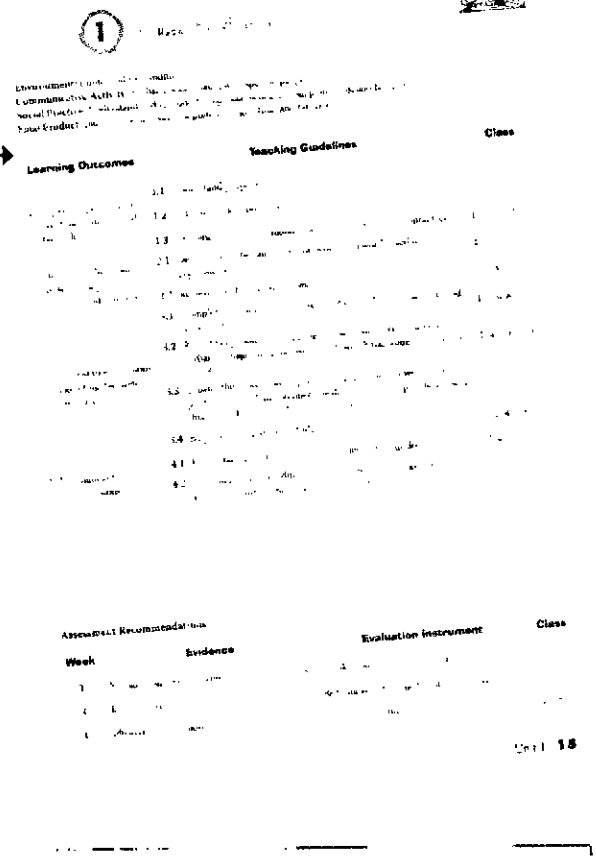
Family and Community

Recreation and Literature

Formation and Academic

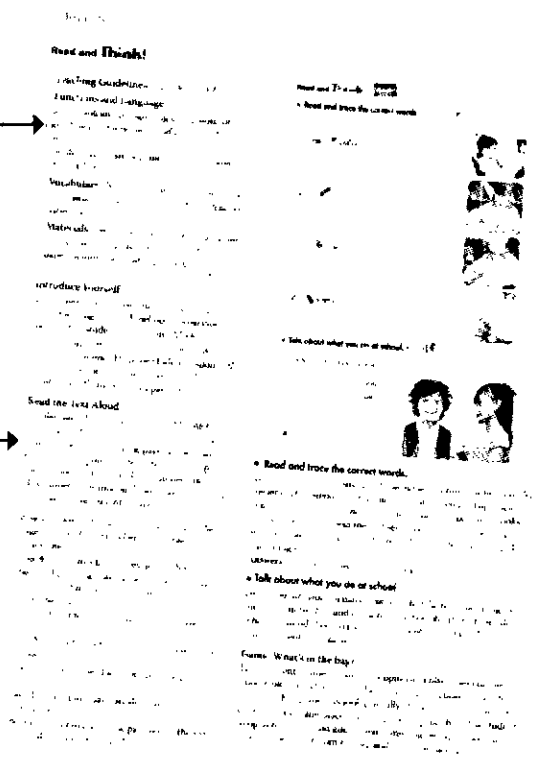
Each unit is designed to be covered in four weeks of class.

1	1–3	Based on the *Fact Book* and *Story Book*, develops pre-reading skills and presents new language and vocabulary in context.
2	4–6	Provides presentation and communicative practice activities for new language.
3	7–9	Provides material for consolidation and skills practice and the steps for a unit product.
4		Allows time for product presentations and further assessment.



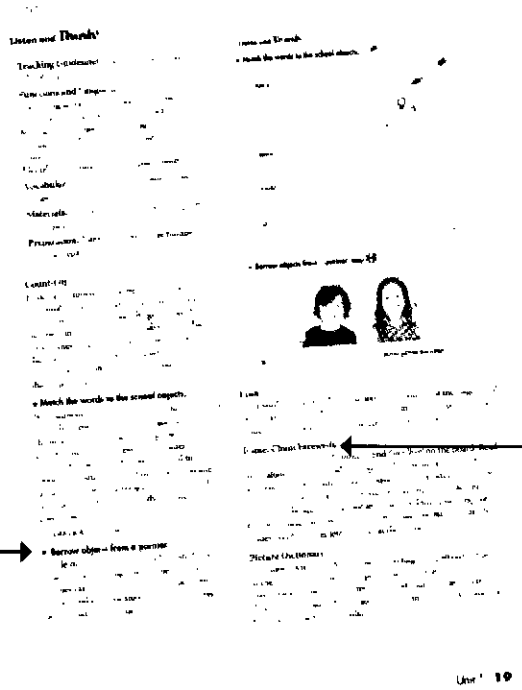
The unit opener includes the specific *Social Practices* and *Learning Outcomes* for the unit. A list of *Teaching Guidelines* has been included with reference to where they can be found in the unit.

A complete lesson plan for each class offers warm-up activities, classroom instruction activities, including specific instructions for the *Activity Book* pages, and wrap-up activities. These activities include songs, rhymes, chants, and games designed to recycle and consolidate social practices.

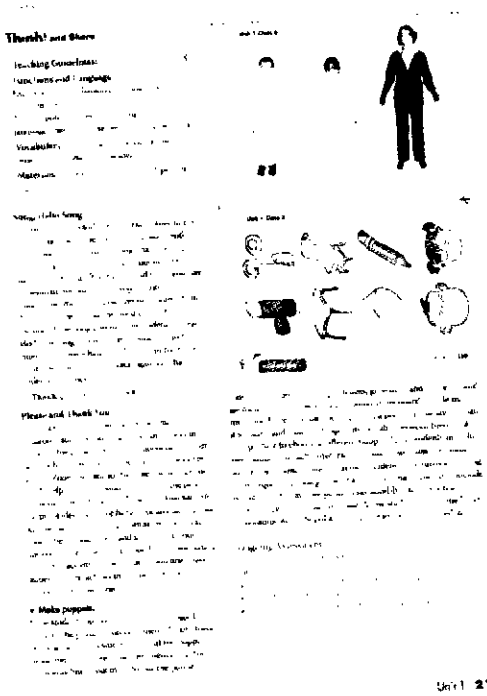


A box with class objectives, key vocabulary, and any materials or preparation required by the teacher facilitate lesson planning.

Routine activities support literacy development and reading comprehension.



Think about you activities allow students to evaluate their own progress with teacher guidance.

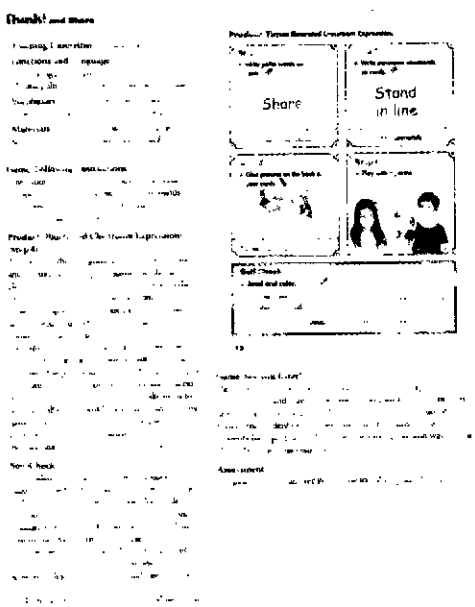


Instructions are provided for classroom use of the *Cutout* pages at the back of the *Activity Book*.

The audioscripts are included at point of use, along with the corresponding *Track* references for the *Class CD*.

Suggestions for which activities may be used for *Ongoing Assessment* are included after the revelant activities.

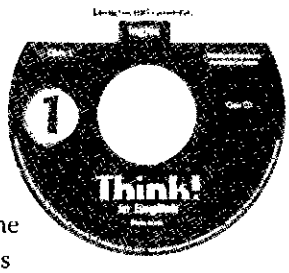
Steps for the development and presentation of the unit *Product* are included in the last three classes of each unit. *Suggested Evaluation Instruments* facilitate grading.



Included at the back of the *Teacher's Guide*:

- 10 photocopiable *Assessments* with *Instructions* and *Answer Keys*.
- photocopiable *Templates* to aid with class preparation.
- an English–English *Glossary*.
- a list of *Helpful Phrases* for classroom management.
- a *Bibliography* of reference books, suggested books, and websites.

The Class CD



Each *Teacher's Guide* comes with a *Class CD*. This includes a selection of images that can be projected in the classroom. It also contains recordings of the texts from the *Story Book* and the *Fact Book*, and the dialogues, songs, rhymes, and chants that are included in the *Teacher's Guide*.

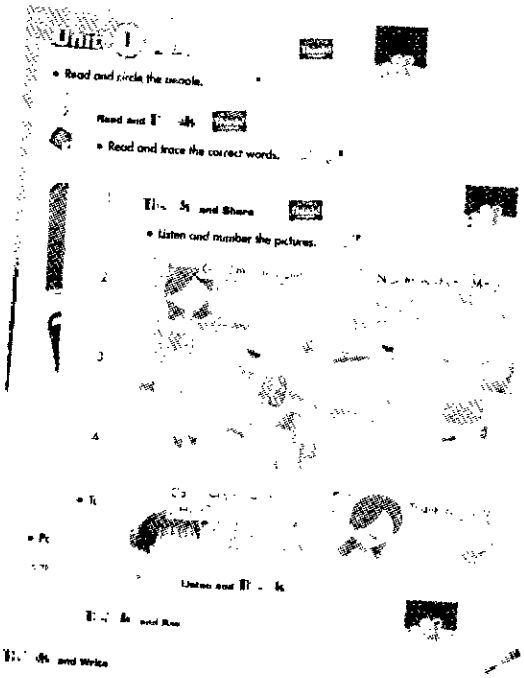
For the Student

The Activity Book

The *Activity Book* includes an *All about Your Book* section, so students know what they will find in their books. Each book offers ten units organized into three learning environments. Each unit revolves around a unit product and offers eight pages of activities designed to stimulate critical thinking skills while developing specific social practices, and extra cutout pages for language practice.

The *Think and Read* and *Read and Think* pages develop vocabulary, as well as reading comprehension and literacy skills related to a text in the *Story Book* or the *Fact Book*.

The *Think and Write* page includes meaningful and age-appropriate writing tasks that will help students develop basic writing skills. These pages also provide support for the skills required to create the product.



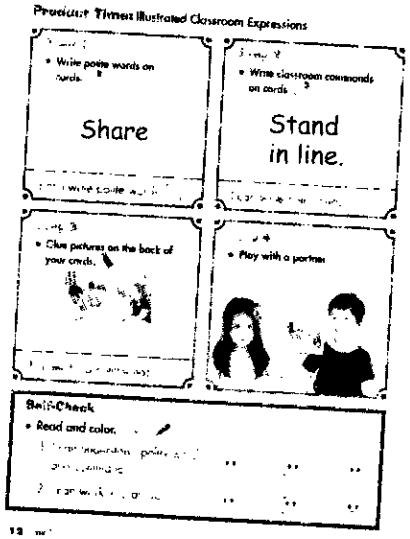
The *Think and Make* page provides necessary input that allows students to create a product to consolidate and represent what was learned in each Unit.

The *Listen and Think* page develops listening comprehension skills while presenting specific language functions.

Students are invited to evaluate their own progress by drawing a mouth on the face that appears at the bottom of the pages *Listen and Think* and *Think and Make* of the *Activity Book*.

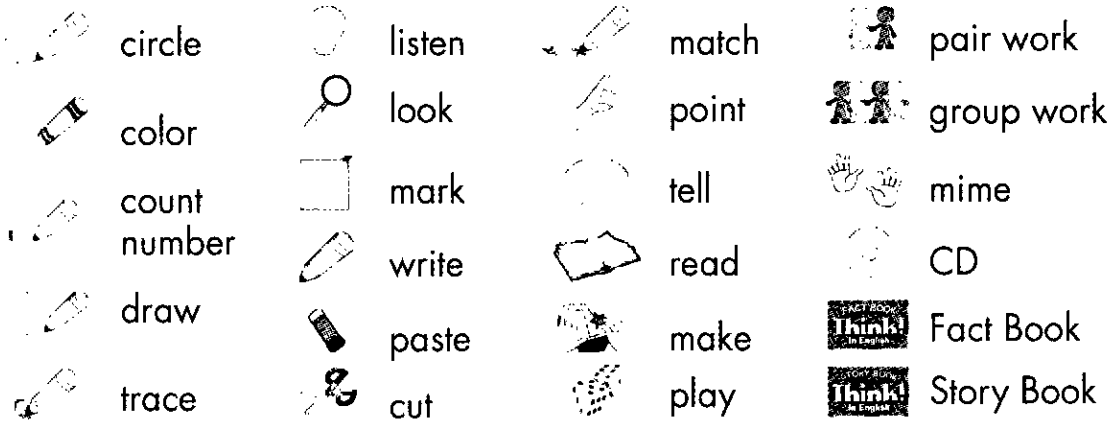
The *Think and Say* page provides controlled and freer practice of new language.

Each unit ends with a product page that guides the student throughout the unit. It also includes an evaluation tool that will help students become more autonomous learners.



Simple pictograms help students to understand directions and facilitate classroom management and student autonomy.

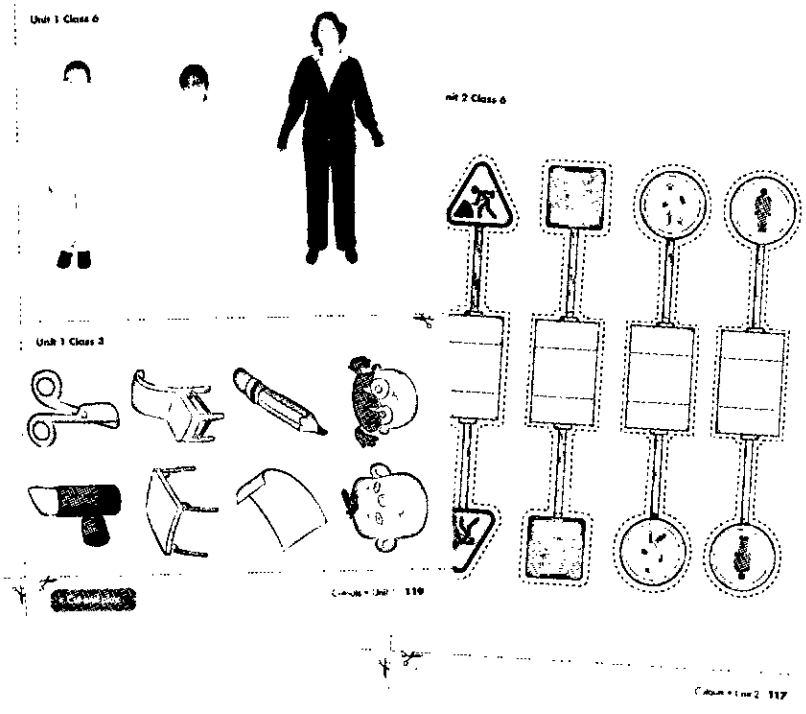
Pictograms



Additional materials are provided at the back of the *Activity Book*.

A *Picture Dictionary* with key vocabulary from each unit can be used for vocabulary reinforcement or as a reference.

Two cutout sheets for each unit of the *Activity Book* offer booklets, words cards, and hands-on activities designed to develop language skills communicatively. Instructions for these pages are included in the *Teacher's Guide*.



Scope and Sequence

Unit 1

Family and Community *page* **15**

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

Classes	Functions and Language	Vocabulary
1–3	Expressing and recognizing greetings and farewells: *Good morning.* Identifying classroom objects: *This is a pencil.*	*blue, book, boy, chair, crayon, crayons, girl, glue stick, green, paper, pencil, red, scissors, table, teacher, trash can, yellow*
4–6	Expressing and exchanging greetings and farewells: *Hello. My name is...* Making polite requests and using courtesy language: *Can I use the scissors, please? Thank you.* Identifying numbers: *What is your number?* Following instructions: *Stand in line.* Describing classroom objects: *What color is this? It's red.*	*crayon, crayons, glue stick, paper, pencil, please, raise, raise your hand, say hello, scissors, share, share your things, stand in line, throw away, trash*
7–9	Exchanging greetings and farewells: *See you later.* Making polite requests: *Please give me the scissors.* Identifying numbers: *What number is this? It's four.* Giving instructions: *Share your things.*	*book, bye, chair, crayons, hello, open, paper, pencil, please, scissors, share, stand, table, thank you, throw away, toys*

Unit 2

Family and Community *page* **25**

Social practice: Interpret public signs.

Classes	Functions and Language	Vocabulary
1–3	Relating words with signs: *Dogs allowed. Number 3.* Identifying public signs: *It's a bus stop.* Classifying signs according to their function: *The bus stop is in the street.*	*bus stop, closed, dog, glasses, green, man, open, pull, push, sign, store, street, trash can, woman, worker*
4–6	Relating words to actions: *What's this? Walk.* Relating words to actions and signs: *People working. Stop!* Reviewing repertoire of words and expressions: *bus stop, worker, woman, man, street, sign, etc.*	*allowed, bus, closed, dog, green, ice-cream, man, open, pay, push, put, red, stop, store, throw, trash, walk, work, worker*
7–9	Relating spoken words to their written form: *Bus Stop. Workers.* Writing words and numbers: *It's fifteen pesos.* Comparing words: *Open. O-p-e-n. Closed. C-l-o-s-e-d.* Formulating statements: *This is an open sign.* Associating sounds with letters: *Spell* open. *O-p-e-n.*	*allowed, bus, closed, dog, don't, green, ice cream, man, no, open, pay, push, put, red, stop, store, throw, trash, walk, work, worker*

Scope and Sequence

Unit 3

Family and Community *page* **35**

Social practice: Give information on personal data, likes, and preferences.

Classes	Functions and Language	Vocabulary
1–3	Identifying preferences: *Lily's favorite color is purple.* Exchanging personal information: *How old are you? I am six.* Recognizing personal information: *He is a boy.* Asking and answering questions to get information: *Where do you use the bat? Outside to play baseball.*	*baseball, bat, bike, blocks, boy, car, cat, different, dog, friend, girl, green, hula-hoop, inside, mitt, outside, park, party, pet, pizza, purple, puzzle, rabbit, robot, same, short, tall*
4–6	Identifying preferences: *I like playing with marbles. Pink is my favorite color.* Exchanging personal information: *I'm a girl. I'm six.*	*age, bike, birthday cake, boy, crayon, fish, girl, marbles, pink, purple, puzzle, rabbit, spaghetti, tacos;* colors, food
7–9	Identifying preferences: *I don't like pizza. It's yucky.* Exchanging personal information: *What's your last name? It's Medina.*	*age, birthday, yucky, yummy, bike, fish, game, marbles, pet, purple, short, tall;* colors, food

Unit 4

Family and Community *page* **45**

Social practice: Describe and interpret information about people and activities in the community.

Classes	Functions and Language	Vocabulary
1–3	Identifying professions: *Who's this? The mail carrier. Is she a taxi driver? Yes, she is.* Identifying location: *Where is the puppy? In the box.* Relating tools to professions: *Who uses a stethoscope? The doctor uses a stethoscope.*	*baker, bus driver, doctor, fire engine, firefighter, fire hose, hospital, mail bag, mail carrier, mechanic, nurse, pet store, patrol car, server, stethoscope, taxi, tray, utensils, wrench*
4–6	Identifying professions: *He's a mechanic. Who is she? She's a police officer.* Relating tools to professions: *What does the baker use? He uses a tray.* Identifying location: *Where does he work? He works at a bakery.*	*ambulance, carrier, doctor, fire hose, mail, officer, owner, police, restaurant, stores, store owner, syringe, taxi driver, wheelchair, work, wrench*
7–9	Identifying professions: *Point to the firefighter.* Relating tools and vehicles to professions: *What does the baker use? He uses a tray.*	*fire engine, gas station, hospital, police officer, restaurant*

Scope and Sequence

Unit 5 **Recreation and Literature** *page* **55**
Social practice: Understand rhymes and tales in verse.

Classes	Functions and Language	Vocabulary
1–3	Identifying family members: *Who is she? She is my sister.* Identifying numbers: *What number is this? It's three.* Identifying likes and dislikes: *Does he like baseball? Yes./No.*	*alphabet, aunt, baby, brother, daddy, grandma, grandpa, mommy, sister, uncle*
4–6	Identifying rhyming words: *What sounds are the same?* Identifying family members: *Point to the brother.*	*bat, ball, book, can, car, cat, cook, fan, heart, hip, lip, jar, man, nose, pan, seeds, sing, smart, tall, toes, weeds, wing*
7–9	Identifying rhyming words: *Does* ball *rhyme with* fall*?*	*bat, book, cat, cook, fan, fat, fold, hat, man, mark, mat, pan, run, sat*

Unit 6 **Recreation and Literature** *page* **65**
Social practice: Compare words in a children's story.

Classes	Functions and Language	Vocabulary
1–3	Identifying and describing toys: *What color is the teddy bear? It's brown.* Expressing preferences: *What's your favorite color? Blue.* Identifying colors: *This book is green.* Describing location: *Where is the teddy bear? Next to the toy box.*	*ball, blue, brown, bus, dog, door, doll, green, in front of, kite, next to, on top of, orange, plane, red, robot, teddy bear, toy, toy box, truck, under*
4–6	Identifying and describing actions: *The teddy bear rides the truck.* Distinguishing between characters and objects: *This is the truck. This is Tommy.* Describing pictures: *The ball is red.*	*bear, bed, boy, car, dragon, fly, girl, jump rope, lamp, plane, play, puzzle, read, ride, robot, roll, teddy bear, toad, truck*
7–9	Identifying actions in progress: *They are riding their bikes.* Distinguishing between characters and objects: *Is the truck an object? Yes, it is.* Identifying steps in a process: *What is the next step? Draw.* Narrating a story: *The dragon flies.*	*bike, car, fly, kite, park, play, ride, sleep*; characters, colors, objects, verbs

Scope and Sequence

Unit 7

Recreation and Literature *page* **75**

Social practice: Understand tales to relate with personal experiences.

Classes	Functions and Language	Vocabulary
1–3	Identifying characters and objects in a story: *Show me Father Bear.* Describing a location: *This is the forest.* Describing physical attributes of objects: *The bowl is big.* Narrating a story: *The chair breaks.*	*asleep, baby, bear, bed, bedroom, bowl, bread, break, chair, eats porridge, father, forest, friends, fruit, goes to sleep, happy, house, hungry, kitchen, living room, mother bear, mother, porridge, sad, sleepy, tired*
4–6	Describing physical and emotional states: *They feel scared.*	*angry, broken, birthday cakes, cold, doctors, excited, feel, hard, hot, presents, scared, school, spiders*; feelings
7–9	Describing physical and emotional states: *Pam is sad.* Describing events in a story in order: *The princess gets lost.*	*broken, first, forest, sad, second, short, tall, third*

Unit 8

Formation and Academic *page* **85**

Social practice: Read illustrated instructions for assembling an object.

Classes	Functions and Language	Vocabulary
1–3	Following instructions: *Hold up the blue crayon.* Identifying steps in a sequence: *What is step 1? Color.* Identifying shapes and colors: *What color is the oval? It's purple.*	*blue, bottom, centimeter, circle, corner, crayons, diamond, fold, green, half, hole punch, hole, kite, make, mark, measure, oval, punch, purple, rectangle, red, ruler, shapes, side, square, staple, stapler, star, string, tie, yellow*
4–6	Distinguishing between steps and materials: *How do you mark? With a pencil.* Identifying word similarities and differences: *What is the first letter in this word?*	*color, cut, draw, glue stick, oval, paste, play, punch, rectangle*
7–9	Identifying objects and their use: *I cut with scissors.* Following classroom commands: *Fold the paper.* Distinguishing between steps and materials: *Are these materials or steps? Materials.* Following instructions: *Draw a face on your doll.*	*bottom, boy, center, color, corner, crayons, cut, diamond, doll, down, girl, glue stick, glue, half, mark, origami, pencil, red, scissors, shapes, side, top, up*

Scope and Sequence

Unit 9

Formation and Academic *page* **95**

Social practice: Ask questions to obtain information about nature.

Classes	Functions and Language	Vocabulary
1–3	Identifying and describing animals: *Is the giraffe tall? Yes, it is.*	*elephant, giraffe, goat, kangaroo, lion, long, monkey, penguin, rabbit, rhino, small, snake, strong, tall, tiger, thin*
4–6	Identifying and describing animals: *Point to a long animal. The elephant is gray. The kangaroo hops.* Asking and answering questions: *Do rhinos have horns? Yes, they do. What does the giraffe have? It has a tail.*	*bear, ears, elephant, giraffe, goat, kangaroo, legs, lion, long, monkey, mouse, neck, penguin, rabbit, rhino, small, snake, strong, tail, tall, tiger*; colors, zoo animals
7–9	Identifying and describing animals: *The kangaroo has a pouch.* Formulating questions: *What color is the mouse? It's gray.*	*bear, big, black, elephant, giraffe, gray, green, long, monkey, penguin, rabbit, rhino, snake, tall, tiger*

Unit 10

Formation and Academic *page* **105**

Social practice: Interpret information about units of time, with graphic support.

Classes	Functions and Language	Vocabulary
1–3	Identifying components of a weekly calendar: *This is a week. This is a school day.* Relating activities to specific dates and hours: *What do you do in the mornings? I have breakfast.* Identifying days of the week: *It's Monday. I'm at school. It's Sunday. I'm at home.*	*afternoon, calendar, date, day, evening, home, month, morning, play, school, time, week, weekday, weekend, year*; days of the week
4–6	Describing calendars: *These are the hours at school.* Identifying and describing school routines: *Math is on Tuesday at 8 o'clock.* Reading hours on a clock: *What time is it? It's nine o' clock. It's half past ten.* Relating activities to times of the day: *Math is on Monday at 8 o'clock.*	*analog, calendar, clock, day, digital, hours, time, week*; days of the week, numbers, numbers 1–12, school subjects
7–9	Asking and answering questions: *What time is the Civil Ceremony? It's at eight o' clock.* Reading the clock: *It's eight o'clock.* Describing daily routines: *I have breakfast in the morning.*	*calendar, cell, column, day, month, time, year*; days of the week, periods of the day, school subjects

Unit 1 A Day in School

Environment: Family and Community
Communicative Activity: Exchanges associated with specific purposes
Social Practice: Understand and respond to expressions of greeting, politeness, and farewell
Final Product: Illustrated expressions of politeness, greeting, and farewell

Learning Outcomes	Teaching Guidelines	Class
1. Explore expressions of greeting, courtesy, and farewell.	**1.1** Understand purpose.	4, 6
	1.2 Indicate sender and receiver.	3, 4, 7
	1.3 Examine non-verbal language: gestures, postures, eye contact, etc.	1, 3, 7, 8, 9
2. Recognize the meaning of words of greeting, farewell, and courtesy.	**2.1** Detect similarities and differences between words used in expressions.	4, 7, 8
	2.2 Review repertoire of words and expressions.	2, 3, 4, 6, 7, 8, 9
3. Respond to expressions of greeting, farewell, and courtesy.	**3.1** Complete exchanges with expressions to greet, to say farewell, and to be polite.	1, 4, 6, 8
	3.2 Reply to expressions of greeting, farewell, and politeness with non-verbal language and expressions with which the student feels more confident.	1, 4, 5, 6, 7, 9
	3.3 Expand the expressions repertoire of greetings, farewells, and politeness (e.g., Can you open the door? Give me a pencil, please. Is this yours? I'd like one. Here you are. Etc.).	4, 5, 6, 7, 9
	3.4 Be polite with the other students.	1, 2, 4, 5, 6, 7, 9
4. Distinguish the writing of expressions.	**4.1** Understand directionality of writing: left/right, up/down.	2, 4, 5, 7, 8
	4.2 Find similarities and differences between words: beginnings, endings, quantity, and variety of letters, etc.	2, 5, 7, 8

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Recognizing greetings and farewell expressions	Speaking and Listening: Interaction	3
2	List of expressions	Reading and Writing: Vocabulary Awareness	6
3	Illustrated expressions	Descriptive Rating Scale	7, 8, 9

Think! and Read

Teaching Guidelines: 1.3, 3.1, 3.2, 3.4

Functions and Language
Expressing and recognizing greetings and farewells: *Good morning. My name is...*
Identifying classroom objects: *Point to the red crayon.*

Vocabulary: *blue, boy, crayon, girl, green, paper, pencil, red, table, teacher, yellow*

Materials: *Fact Book 1, Activity Book 1, Class CD,* strips of paper, crayons (red, blue, yellow, green)

Preparation: Cut strips of paper lengthwise for students to make name tags (1 per student).

Introduce Yourself
Introduce yourself to the class: *Hello. My name is Miss...* Invite a student to the front. Ask the student his or her name and help the student respond: *What's your name? My name is...* Write the student's name on a name tag. Then greet the student: *Good morning, Elena.* Have the class greet the student with you. Encourage students to use body language to clarify the meaning of the expressions they are using.

Think and Predict
Display *Fact Book 1.* Tell students it is a book about different topics. Point to the pictures on the cover and name them. Display the table of contents on page 1. Then turn to page 2 and read the title: *In the Classroom.* Tell students they are going to read a story about the classroom.

Picture Read
Display page 2 of *Fact Book 1.* Picture read the text. Point to and introduce the key vocabulary on each page: *boy, girl, scissors, table, chair, pencil, paper, crayons, glue stick, teacher, classroom.* Have students point to the pictures.

• Read and circle the people.
Have students open *Activity Book 1* to page 5. Distribute crayons. Have students identify the colors: *Point to the red crayon. Repeat. Red.* Read the words and have students point to them. Then have them circle the items in the picture: *Circle the teacher with your red crayon.*

Answers: *Circle the girl in green, the teacher in red, the boy in blue, and the table in yellow.*


Unit 1

• **Read and circle the people.**
1. Circle the teacher in red.
2. Circle the boy in blue.
3. Circle the girl in green.
4. Circle the table in yellow.

= teacher = boy = girl = table

• **Point and talk about your classroom.**

I can identify people and objects.

Unit 1 5

• Point and talk about your classroom.
Have students identify the people and objects around them. Ask them to name what they see: *girl, book, teacher.* Model sentences: *She is a girl. This is a book.* Ask students to talk using complete sentences.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made. Have them draw a big smile if their progress was excellent, a small smile if their progress was good, or a sad face if their progress was not so good.

Song: Good Morning, Good Morning
Play *Track 2* and say your name after *My name is...* Repeat the track and pause after *My name is...* Point to individual students and have them say their names. Repeat several times. Remind students to always be polite with each other and to use body language to clarify meaning.

Track 2

Good Morning, Good Morning
Good morning, good morning. (*Wave.*)
How are you? How are you?
My name is... My name is...
What's your name? What's your name?

Read and Think!

Teaching Guidelines: 2.2, 3.4, 4.1, 4.2

Functions and Language
Expressing and recognizing expressions of greeting and farewells: *Good morning. My name is...*
Identifying classroom objects: *This is a glue stick. What's this? A crayon.*

Vocabulary: *book, boy, chair, crayon, girl, glue stick, paintbrush, paper, scissors, table, teacher, trash can*

Materials: *Fact Book 1, Activity Book 1, Name Tags* from Class 1, pencils, crayons, scissors, paper, paintbrush, glue stick, paper bag

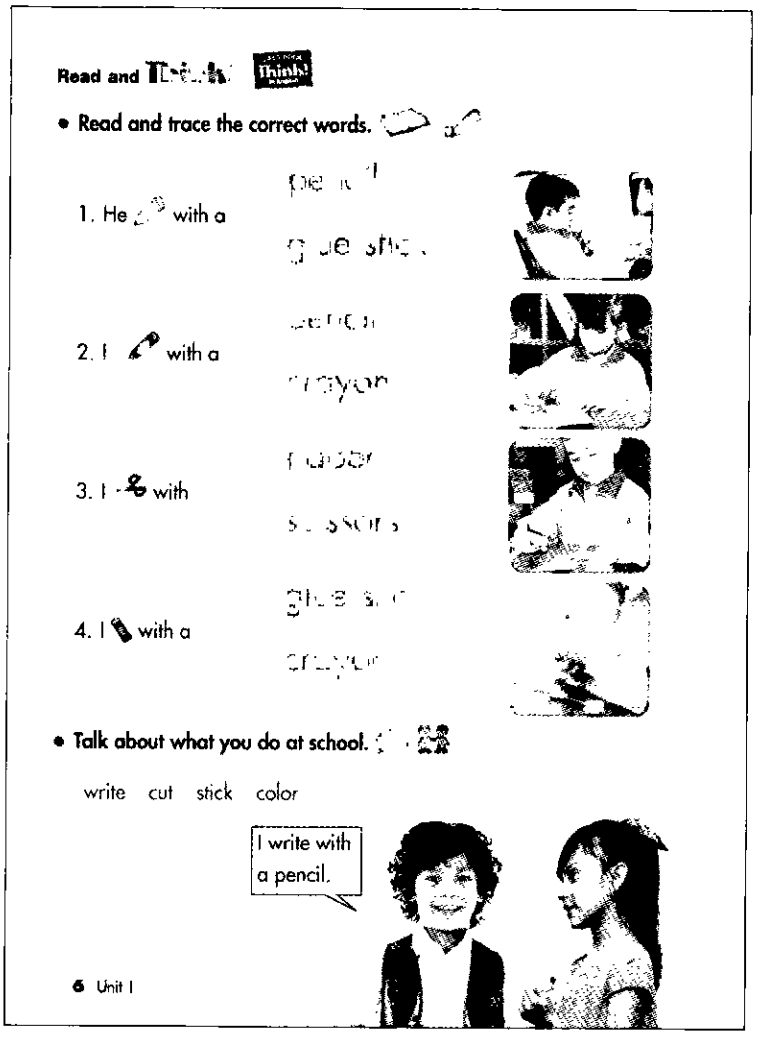
Introduce Yourself

Greet students and distribute the *Name Tags: Good morning, class!* Model non-verbal language, too. Invite a student to the front. Model introducing yourself: *Hello, my name is Miss... What's your name?* Help the student respond: *Hi, I'm ...* Divide the class into pairs and ask students to introduce themselves to a partner.

Read the Text Aloud

Display page 2 of *Fact Book 1.* Point to the title: *What's the title of this story? In the Classroom.* Point to the pictures on the page as you read the text. Then point to the pictures on the page and ask questions to check comprehension. Help students respond and model answers when necessary. Have students repeat.

Page 2: (Point to the girl.) *Is she a girl? Yes, she is.*
Page 3: (Point to the teacher.) *Is this the teacher? Yes, she is*
Page 4: (Point to a boy.) *Is this a boy? Yes, he is.*
Page 5: (Point to a chair.) *Is this a table? No, it isn't.*
Page 6: (Point to the scissors.) *Are these scissors? Yes, they are.*
Page 7: (Point to the blue crayon.) *Is this green? No, it isn't.*
Page 8: (Point to the trash can.) *Is this a trash can? Yes, it is.*
Page 9: (Point to the glue stick.) *Is this a crayon? No, it isn't.*
Page 10: (Point to a paintbrush.) *Is this a paintbrush? Yes, it is.*
Page 11: (Point to one of the pictures on the whiteboard.) *Is this a picture? Yes, it is.*


Read and Think!

• Read and trace the correct words.

1. He with a
2. I with a
3. I with
4. I with a

• Talk about what you do at school.

write cut stick color

I write with a pencil.

6 Unit 1

• Read and trace the correct words.
Write *pencil* on the board. Read it aloud as you run your finger under the letters to reinforce writing directionality. Then hold up a pencil and name it: *This is a pencil.* Then have students open their books to page 6. Ask them to read the first sentence: *He writes with a ...* Have students trace the correct word: *pencil.* Repeat the steps with the remaining sentences.
Answers: 1. pencil, 2. crayon, 3. scissors, 4. gluestick

• Talk about what you do at school.
Have students work in pairs. Ask pairs to take turns pointing to the words in the box and using them to talk about what they do at school. Remind them to use complete sentences. If needed, model complete sentences again.

Game: What's in the bag?

Have students name classroom supplies and place them on the floor. Hold up each object and ask students to repeat: *What's this? A crayon.* Have students look carefully at the objects. Tell them to close their eyes and place one object in the paper bag. Ask students to open their eyes and guess what is missing: *What's in the bag?* Remove the object from the bag and repeat the activity.

Think! and Share

Teaching Guidelines: 1.2, 1.3, 2.2

Functions and Language
Expressing and recognizing greetings and farewells: *Hello! Good morning!*
Identifying classroom objects: *What color is this crayon? It's red.*

Vocabulary: *boy, book, chair, color, crayons, glue stick, paint, paper, pencil, scissors, table*

Materials: *Class CD, Fact Book 1, Activity Book 1,* crayons (red, yellow, blue, green), paper, pencils, scissors, glue stick, beans (12 per student)

Song: Hello Song

Ask students to stand and face each other in two circles, one inside the other. Play *Track 3* and have students listen to the song. Play the track again, verse by verse, and have students repeat.

TRACK 3

HELLO SONG

Hello, hello, how are you? (3 times)
How are you this morning?

What's your name? I am... (3 times)
I'm very glad to meet you.

What's your name? I am...(2 times)
I'm very glad to meet you.

It's time to go, let's shake hands (3 times)
And move around the circle!

Ongoing Assessment

Use this activity to assess students' progress. Observe students':

- Recognition and use of greeting and farewell expressions.
- Differentiation of sender and receiver.

Listen to the Text

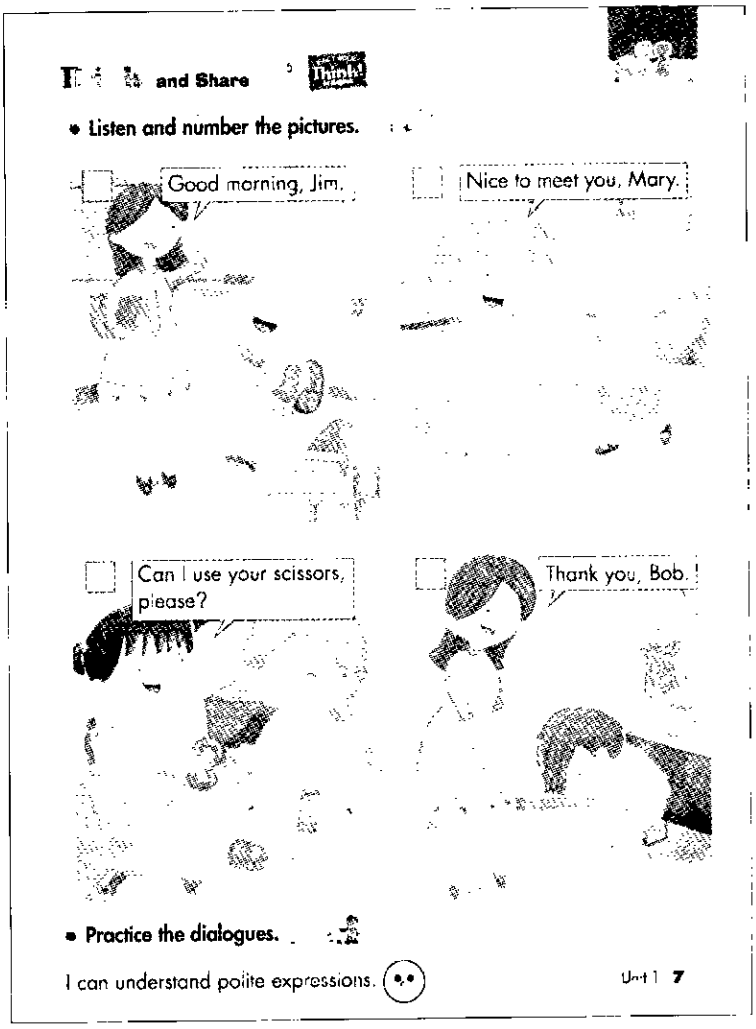
Display page 2 of *Fact Book 1.* Invite a student to point to the title. Play *Track 4* and pause after each page. Have students repeat the sentences as you run your finger under the text in the book.

TRACK 4 (See *Fact Book* 1, pages 2–11.)

• Listen and number the pictures.

Have students open *Activity Book 1* to page 7. Tell students to listen and number the pictures in the correct order. Play *Track 5* and pause it to give students time to look at the pictures and write.

Answers: *(from top to bottom, left to right)* 3, 2, 1, 4



TRACK 5

NARRATOR: One
GIRL: Can I use your scissors, please?
BOY: Here they are.

NARRATOR: Two
GIRL: Hello. My name is Mary.
BOY: Nice to meet you, Mary. My name is Joe.

NARRATOR: Three
TEACHER: Good morning, Jim. How are you?
BOY: Hello, Mrs. Allen. I am fine.

NARRATOR: Four
BOY: Here's your paper, Mrs. Allen.
TEACHER: Thank you, Bob. You are a good helper.

• Practice the dialogues.

Divide the class into pairs and have student practice the dialogues from the previous activity.

I can...

Refer students to the self-evaluation at the bottom of the page. Read aloud the sentence. Have students read with you. Instruct them to complete the emoji based on the progress they made.

Listen and Think!

Teaching Guidelines: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1

Functions and Language
Expressing and exchanging greetings and farewells: *Hello. Good-morning. Goodbye.*
Making polite requests and using courtesy language: *Can I use the scissors, please? Thank you.*
Identifying numbers: *What is your number?*

Vocabulary: *crayons, glue stick, paper, pencil, scissors*

Materials: *Activity Book 1, Class CD,* 10 paper strips, pencils

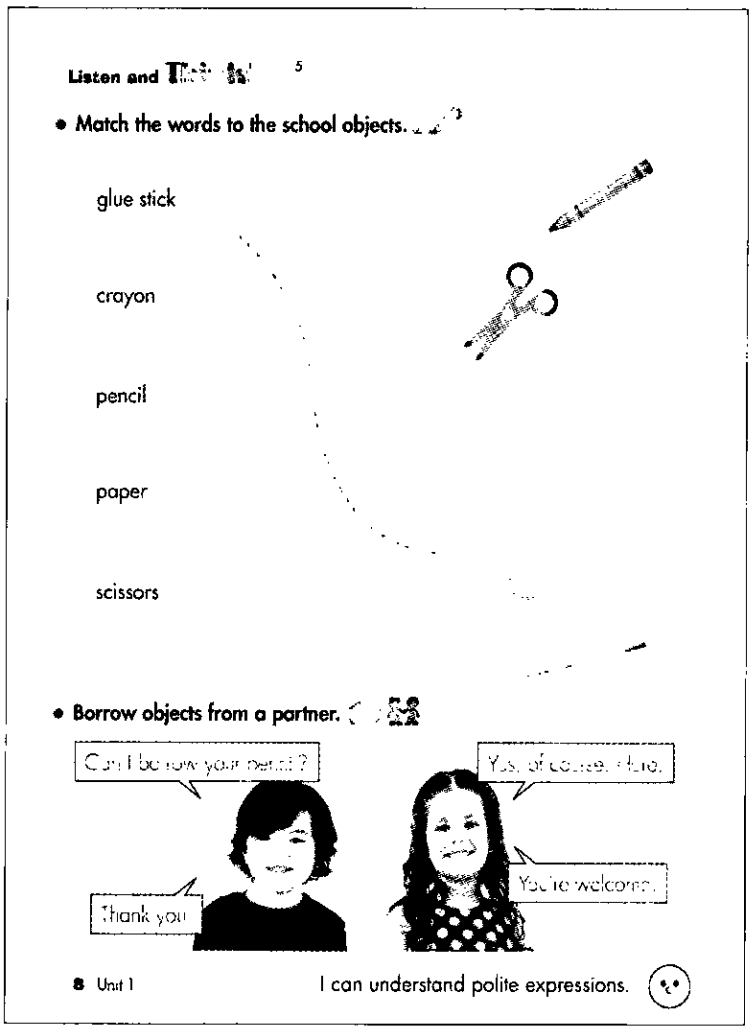
Preparation: *Number Cards:* Write numbers 1–10 on separate paper strips.

Count-Off
Hand each student a *Number Card* as you say the number: *This is number one.* Hold your hand over each student and have the group say the numbers in order. Repeat until all students have participated. Have students say the number as they hand it to you. Save the *Number Cards* for later use. For small classes, use numbers 1–5 and then repeat the count-off using 6–10.

• Match the words to the school objects.
Have students open *Activity Book 1* to page 8. Tell them they will listen to *Track 5* again and repeat the dialogues. Play *Track 5* and pause it to give time to students to repeat the dialogues. Next, point to the words on the left and read them aloud. Have students repeat them after you and point to the corresponding school object. Tell them to match the words to the pictures. Then check answers as a class.

TRACK 5 (See Class 3, Track 5.)

• Borrow objects from a partner.
Divide the class into pairs and have students take turns borrowing school objects from their partners as they practice the dialogue. Walk around and monitor students' work, helping with pronunciation when necessary.


Listen and Think! 5

• Match the words to the school objects.

glue stick

crayon

pencil

paper

scissors

• Borrow objects from a partner.

Can I borrow your pencil?

Yes, of course. Here.

Thank you

You're welcome.

8 Unit 1 I can understand polite expressions.

I can...
Refer students to the self-evaluation at the bottom of the page. Read aloud the sentence. Have students read with you. Instruct them to complete the emoji based on the progress they made.

Game: Chain Farewells
Write the phrases *Good morning!* and *Goodbye!* on the board. Read them aloud and have students repeat. Help them notice that their beginnings are the same: *good.* Explain why the word *good* is used in greetings and farewells. Have students stand in a circle and say *goodbye* to the student on your left and have him or her respond: *Goodbye, Jorge. Bye, Miss (Lopez).* Then have the student turn to the student on his or her left and repeat the process.

Picture Dictionary
Tell students to open *Activity Book 1* to page 85. Call out the words in the *Picture Dictionary* (see page *Teacher's Guide*, page 142). Have students identify the first letter and sound of each word. Alternatively, display the images included in the *Class CD* and use them to review the vocabulary.

Think! and Say

Teaching Guidelines: 3.2, 3.3, 3.4, 4.1, 4.2

Functions and Language
Expressing and exchanging greetings and farewells: *Hi everyone.*
Following instructions: *Stand in line.*

Vocabulary: *raise your hand, say hello, share your things, sit in class, stand in line, throw away trash*

Materials: *Class CD, Activity Book 1,* pencils, crayons, yellow construction paper (1 sheet)

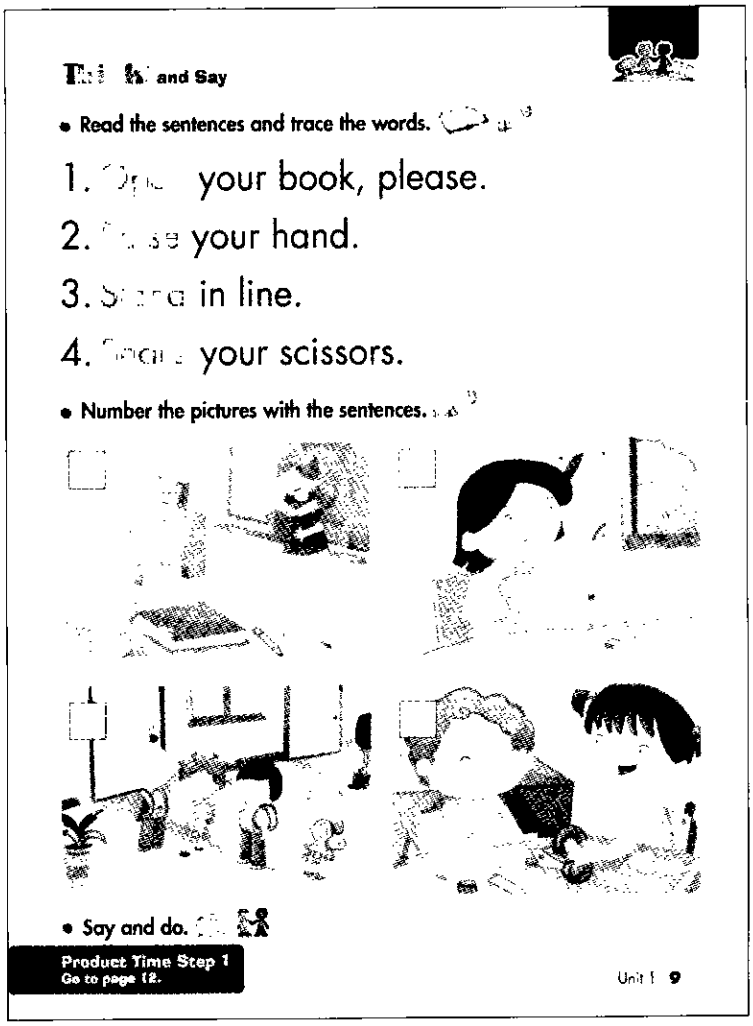
Preparation: *Sun:* Cut a sun out of yellow construction paper.

Song: Good Morning
Invite a student to the front of the class. Give the student the paper sun and ask him or her about it: *This is the sun. What color is it? Yellow.* Play *Track* 6. Have the student hold up the sun as it is named. When you hear the word *teacher,* point to yourself. When you hear the word *everyone,* point to the rest of the class. Have the student holding the sun choose another student to come to the front. Substitute that student's name for the word *sun* and sing the song again. Repeat.

TRACK 6
GOOD MORNING
Good morning,
Good morning,
Good morning, sun.
Hello, teacher.
Hi, everyone.

• Read the sentences and trace the words.
Have students open *Activity Book 1* to page 9. Point to the sentences and read them aloud while you mime the actions. Have students repeat after you and mime the actions, too. Then tell students to trace the words.

• Number the pictures with the sentences.
Point to picture 1 and ask students if they do the action: *Do you raise your hand? Yes.* Repeat the question with all the pictures. Tell students to number the pictures using the sentences in the previous activity. Monitor as they work. Invite a student to the front with his or her book. Have him or her point to the picture and the corresponding sentence.
Answers: *(from top to bottom, left to right)* 1, 2, 3, 4.


Think! and Say
• Read the sentences and trace the words.
1. your book, please.
2. your hand.
3. in line.
4. your scissors.
• Number the pictures with the sentences.
• Say and do.
Product Time Step 1
Go to page 12.
Unit 1 9

• Say and do.
Have students work in pairs. Instruct them to take turns saying and miming the actions shown on page 9. Invite a pair to come up to the front and model the activity.

Product: Illustrated Classroom Expressions (Step 1)
Have students open *Activity Book 1* to page 12. Point to the title of the product and go through the different steps. Have students turn to page 9 of *Activity Book 1.* Read the phrases and have them repeat. Distribute the index cards and have students copy the first word of each phrase onto a separate card. Distribute the envelopes. Have students write their names on the envelopes and put the cards inside. Finally, have them turn to page 12 to evaluate their work on Step 1. Collect the envelopes and store them for further use.

Game: Thumbs Up, Thumbs Down
Mime putting away the school supplies. Instruct the class to show a response with their thumbs: *Do you do this in the classroom? Yes.* (Model thumbs up.) Invite two students to the front of the class. Show them a page of *Fact Book 1* without showing it to the rest of the class. Have them mime the action. Tell the class to respond with their thumbs. Repeat the activity with the remaining students, using different pages.

Think! and Share

Teaching Guidelines: 1.1, 2.2, 3.1, 3.2, 3.3, 3.4

Functions and Language
Expressing and exchanging greetings and farewells: *See you later.*
Making polite requests and using courtesy language: *Please give me the scissors. Thank you.*

Vocabulary: *crayon, pencil, paper, please, raise, scissors, share, throw away*

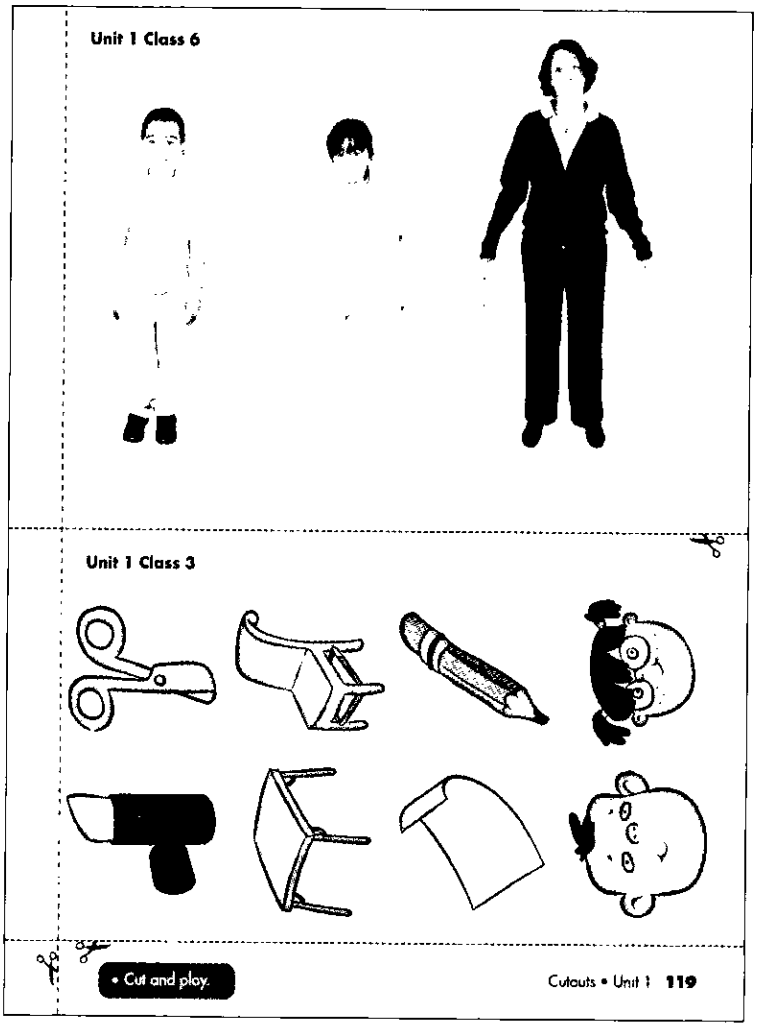
Materials: *Activity Book 1, Class CD,* pencils, crayons, scissors, a tray

Song: Hello Song
Ask students to stand and face each other in two circles, one inside the other. Play *Track 3* and have students listen to the song. Play the track again, verse by verse, and have students in the inner circle repeat. Play the second verse and have students in the outer circle repeat and say their names. Play the third verse and have students in the inner circle repeat the third verse. Play the last line of the song and have all students repeat. Model shaking hands and have students in the inner circle shake hands with those in the outer circle. Play the complete track again and have students sing their part.

TRACK 3 (See Class 3, Track 3.)

Please and Thank You
Have students sit in a circle with you. Place various classroom supplies on a tray. Place the tray in the center of the circle. Turn to the student on your left and ask him or her for an object: *Please give me the pencil.* Model reaching for the object if the student needs help. When the student gives you the pencil, thank the child: *Thank you.* Now, have that student ask the student on his or her left for an object: *Please give me the scissors.* Repeat until all the objects are gone. Then replace them and start over. Continue until all students have participated. For a large group, model the activity in front of the group first. Have students do the activity in several smaller circles, each with their own tray.

• Make puppets.
Have students open *Activity Book 1* to page 119. Point to the pictures and have them identify them: *Is this a boy?* Then students cut out the puppets along the dotted lines and fold them along the solid gray lines. Ask them to put the puppets aside. Elicit expressions of politeness, greetings, and farewells, and use them to write a list of expressions on the board. Divide the class into pairs. Have each pair put a crayon, a pencil, a glue stick, a pair of scissors, and a piece of paper on the table between them. Ask each partner to choose a different puppet. Have students introduce their puppets to each other: *Hello. What's your name? My name is Billy. Hi, my name is Sue.* Then have students take turns at making polite requests: *Please give me the scissors. Thank you.* To conclude, ask students to have the puppets say goodbye to each other: *Goodbye, Billy. See you later, Sue.* Allow students to use the list of expressions on the board as a reference for support if needed.



Ongoing Assessment
Use this activity to assess students' progress.
Observe students':
- Ability to play the roles of sender and receiver.
- Use of the list of expressions.
- Respectful attitude towards others' attempts to use the language.

Think! and Write

Teaching Guidelines: 1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 3.4, 4.1, 4.2

Functions and Language
Exchanging greetings and farewells: *See you later.*
Making polite requests: *Please give me the scissors.*
Identifying numbers: *What number is this? It's four.*

Vocabulary: *book, bye, hello, open, please, raise, share, stand, throw away, toys*

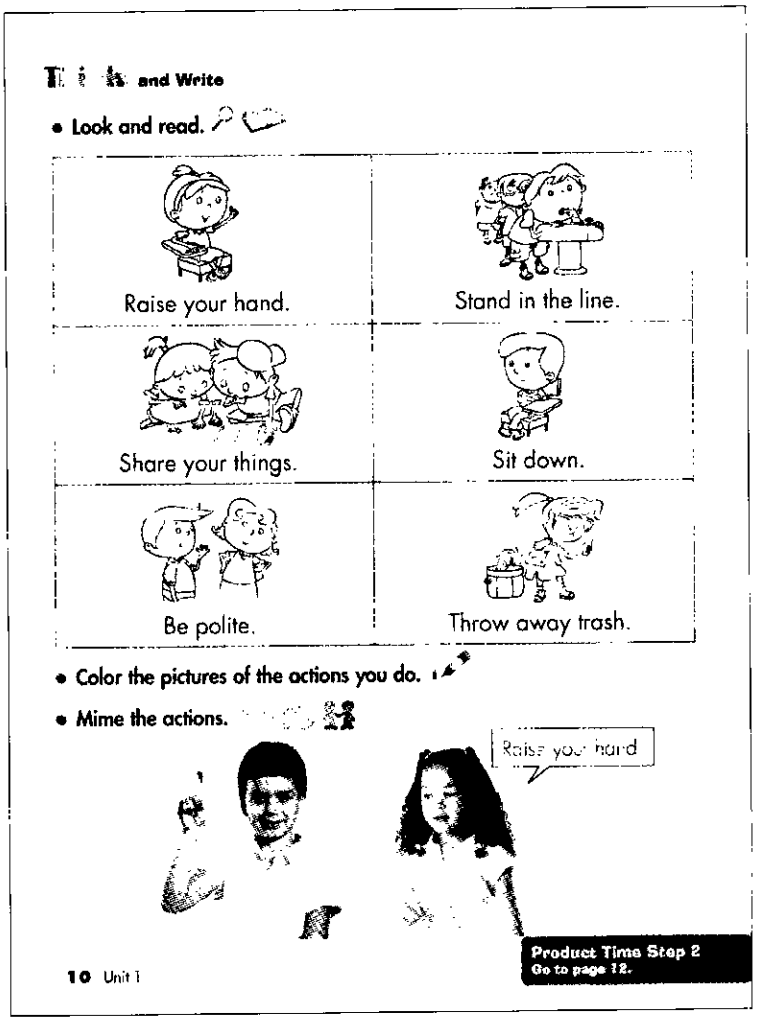
Materials: *Activity Book 1, Name Tags from Class 1, Number Cards* from Class 4, pencils, envelopes (1 per student), index cards (4 per student)

Game: Fast Numbers
Invite two students to the front of the class. Count to three and display a *Number Card: What number is this?* Use gestures to indicate that students must respond quickly: *Four. Good!* Have the student who responded first stay at the front. Invite another student to the front. Continue until all students have participated. For a large class, model the activity with two students and then divide the class into two circles. Ask confident students from each group to show the cards.

Look and read.
Have students open *Activity Book 1* to page 10. Write the action on the board: *Raise your hand.* Repeat the procedure with the other pictures. Read the sentences on the board as you run your finger under the words. Then have students read the sentences aloud.

Color the pictures of the actions you do.
Point to picture 1 and ask students if they do the action: *Do you raise your hand? Yes.* Repeat the question with all the pictures. Tell students to color the actions they do. Monitor as they color. Invite a student to the front with his or her book. Point to the first picture: *Do you raise your hand? Yes.*
Answers: Color the pictures and ask and answer about the actions.

Mime the actions.
Have students work in pairs. Instruct them to take turns saying and miming the actions shown on page 9. Invite a pair to model the activity.


Think and Write

• Look and read.

Raise your hand.
Stand in the line.
Share your things.
Sit down.
Be polite.
Throw away trash.

• Color the pictures of the actions you do.
• Mime the actions.

Raise your hand

Product Time Step 2
Go to page 12.

10 Unit 1

Product: Illustrated Classroom Expressions (Step 2)
Tell the class they are going to continue working on their products. Distribute the envelopes with cards from Step 1. Have students open *Activity Book 1* to page 12 and go over Step 2, using the picture to help with comprehension. Then have students turn to page 10 of *Activity Book 1.* Read the phrases and have them repeat. Have students copy each phrase onto the card with the corresponding word. Remind them to use page 10 as a model. Distribute the envelopes and have students put their cards inside. Finally, have students turn to page 12 to evaluate their work on Step 2. Collect the envelopes with the cards and store them for further use.

Game: See You Later!
Have students stand in a circle. Turn and say: *See you later!* and wave to the student on your left. Have him or her respond: *See you later, Maria! See you later, Miss (Gonzalez).* Now, have that student turn to the student on his or her left and repeat the process. Finally, tell students to say: *See you later, class!*

Think and Make

Teaching Guidelines: 1.3, 2.1, 2.2, 3.1, 4.1, 4.2

Functions and Language
Exchanging greetings and farewells: *Good morning.*
Giving instructions: *Stand in line. Raise your hand.*

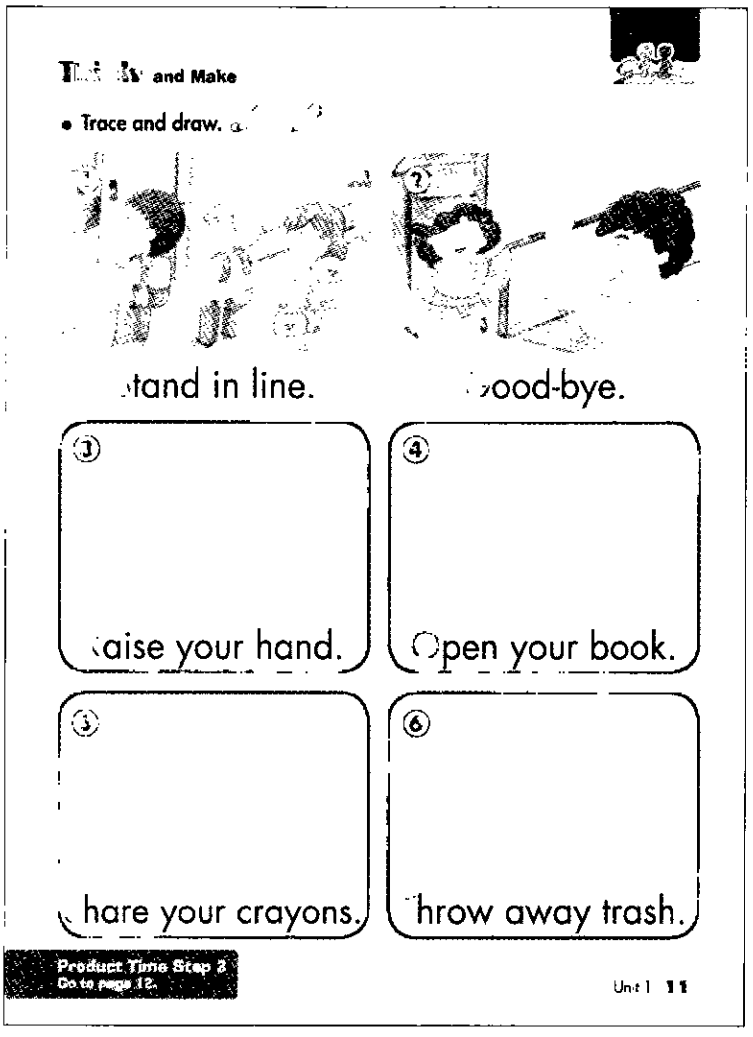
Vocabulary: *open, raise, share, stand, throw away*

Materials: *Activity Book 1, Polite Request Cards* from Class 7, pencils, crayons, scissors, glue stick, old magazines (1 per student)

Who's Missing?
Ask four students to come to the front of the class. Have the class greet them: *Good morning, Monica. Good morning, Ben.* Then have students who are seated close their eyes. Tell one of the students at the front to return to his or her seat. Have students open their eyes: *Who's missing?*

• Trace and draw.
Have students open *Activity Book 1* to page 11 Point to picture 1 and help students identify the action: *Stand in line.* Then have them read the corresponding sentence aloud while running their index finger under the words to reinforce writing directionality. Have students identify and trace the first letter in the sentence: *What letter does it start with? S.* Repeat with picture 2. Then read the sentence in box number 3 and have students perform the action: *Raise your hand.* Ask them to illustrate the action and to trace the first letter in the sentence. To conclude, have students read the sentences again and identify the ones that begin with the same letter (1 and 5) and the ones that start with different letters (2, 3, 4, and 6).
Answers: Trace the first letter in each phrase.

Product: Illustrated Classroom Expressions (Step 3)
Tell the class they are going to continue working on their products. Distribute the envelopes with the cards from Step 2, and the magazines and crayons. Have students open *Activity Book 1* to page 12 and go over Step 3, using the picture to help with comprehension. Ask students to illustrate the words on their cards. Students may draw or paste pictures on the back of their cards. Have them turn to page 11 and ask them to use


Think and Make
• Trace and draw.
Stand in line.
Good-bye.
Raise your hand.
Open your book.
Share your crayons.
Throw away trash.
Product Time Step 3
Go to page 12.
Unit 1 11

the pictures as a model. Monitor the activity and help students that have problems using scissors. Call out the expressions and have students display the illustrated side of their cards. Model one of the actions on the cards and have students identify it: *Show me the stand in line card. Put the card in the envelope.* Continue until all the cards are in the envelopes. Save them for further use. Finally, have students turn to page 12 to evaluate their work on Step 3.

Name Clapping
Draw five columns on the board. Number each column from one to five. Invite a student to the front of the class: *What's your name? Maria.* Have the class clap out the syllables in the name with you: *Count with me, Ma-ri-a.* Write the name in the third column. Repeat the activity with a different student and compare the number of syllables in the students' names: *There are four claps in A-le-jan-dro.* Continue until all names have been clapped out.

Think! and Share

Teaching Guidelines: 1.3, 2.2, 3.2, 3.3, 3.4

Functions and Language
Exchanging greetings and farewells: *See you later.*
Making polite requests: *Share your things, please.*

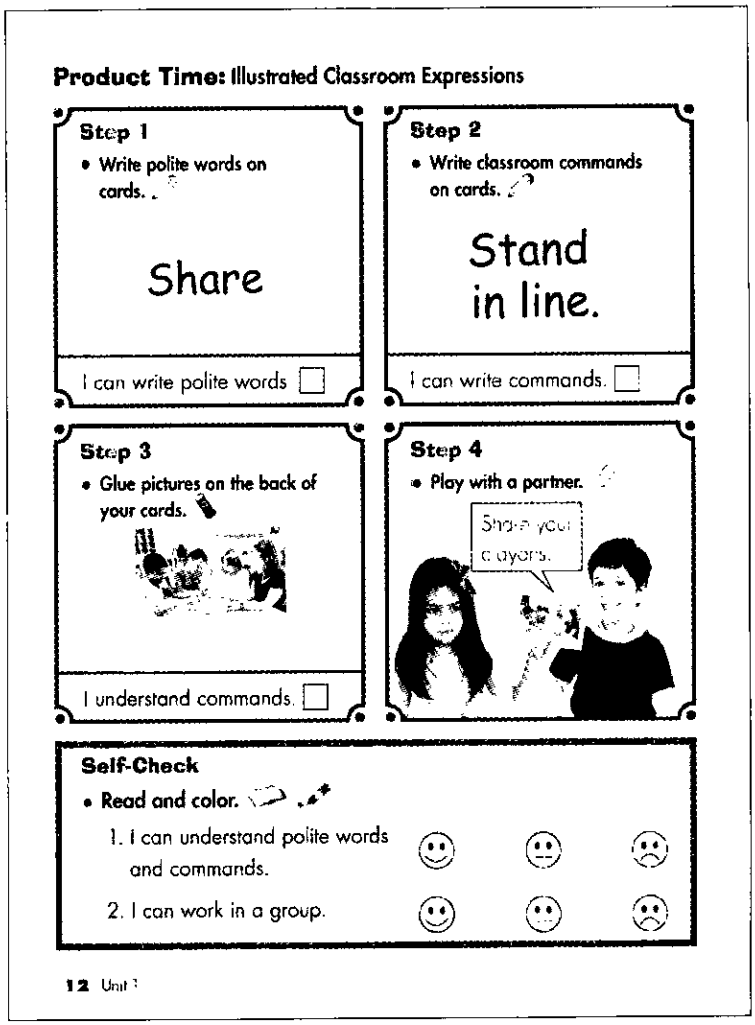
Vocabulary: *chair, crayons, paper, pencil, please, raise, scissors, share, stand, table, thank you*

Materials: Crayons, pencils, scissors, glue stick, *Polite Request Cards* from Class 8

Game: Following Instructions
Have students put their crayons, pencils, scissors, and glue sticks on their desks. Give commands: *Boys, raise your hands. Girls, hold up a red crayon. Girls, say please. Boys, say hello.*

Product: Illustrated Classroom Expressions (Step 4)
Tell the class they are going to finish their products and use their cards to play a game. Divide the class into pairs. Distribute the envelopes with the *Illustrated Classroom Expressions* from Step 3. Have pairs open *Activity Book 1* to page 12 and go over Step 4, using the picture to help with comprehension. Explain they will take turns to play with their partner. Ask a pair to model the activity. First, one of the students will hold a card and show the picture side to his or her partner. The other student will identify the picture and describe it: *Share your crayons.* Have all pairs take turns to play until all of the cards have been shown. Play the game again with the entire class. Use the *Suggested Evaluation Instrument* template on page 129 to evaluate students' participation and progress.

Self-Check
Ask students to open *Activity Book 1* again to page 10. Have them look at the *Self-Check* section and read the instructions out loud. Ask students to take out their crayons. Tell them they are going to evaluate their work on the product. Tell students that the faces mean from left to right: *Very well, OK,* and *Need help.* Explain that it is important for students to know when they need help and ask for it. Read each sentence out loud and have students color the faces that best describe them. Have students agree on areas they might need help with.


Product Time: Illustrated Classroom Expressions

Step 1
- Write polite words on cards.

Share

I can write polite words ☐

Step 2
- Write classroom commands on cards.

Stand in line.

I can write commands. ☐

Step 3
- Glue pictures on the back of your cards.

I understand commands. ☐

Step 4
- Play with a partner.

Share your crayons.

Self-Check
- Read and color.

1. I can understand polite words and commands.
2. I can work in a group.

12 Unit 1

Game: See you Later!
Have students stand in a circle with you. Turn and say: *See you later, (Maria)!* and wave to the student on your left. Then have him or her repeat: *See you later, Miss (Gonzalez)!* Tell the student to turn to the student on their left and repeat the process. When all students have participated, say: *See you later, class!* and wave to the class. Have the class respond.

Assessment
See page 115. The answer key can be found on pages 115–118.

Unit 2 Walk This Way!

Environment: Family and Community
Communicative Activity: Exchanges associated with media
Social Practice: Interpret public signs
Final Product: Illustrated dictionary of signs used in public spaces

Learning Outcomes	Teaching Guidelines	Class
1. Explore signs used in public spaces.	**1.1** Understand purpose.	2, 3
	1.2 Contrast function of sender and receiver.	
	1.3 Recognize the value of signs to participate in the life of the community.	1, 3, 6
	1.4 Anticipate the utility to follow signs with graphic support.	1, 2, 3
2. Identify words spoken aloud.	**2.1** Analyze and indicate specific words to indicate actions when listening.	4, 5
	2.2 Distinguish intonation, volume, etc.	4, 5
3. Explore signs and words related to them.	**3.1** Discover the meaning of words used to indicate actions, when listening.	4, 5
	3.2 Associate sounds with letters.	5, 8, 9
	3.3 Relate words with signs.	1, 4, 5, 6
	3.4 Classifying images of signals according to their function.	2, 8
4. Participate in the writing of names of words related to signs.	**4.1** Compare similarities and differences when writing words.	5, 7
	4.2 Complete the writing of words and numbers.	5, 7
	4.3 Correspondences between parts of writing and orality.	6, 7
	4.4 Composition of words and statements.	8, 9
	4.5 Review repertoire of words and expressions.	1, 6, 7

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Following directions from signs	Speaking and Listening: Vocabulary Awareness	3
2	List of words	Reading and Writing: Pronunciation	6
3	Illustrated dictionary of signs	Observation Guide	7, 8, 9

Think! and Read

Teaching Guidelines: 1.2, 1.3, 3.3, 4.5

Functions and Language
Relating words with signs: *Dogs allowed. Number 3.*

Vocabulary: *bus stop, closed, dog, glasses, green, man, open, pull, push, sign, store, street, trash can, woman, worker*

Materials: *Story Book 1, Activity Book 1,* pencils

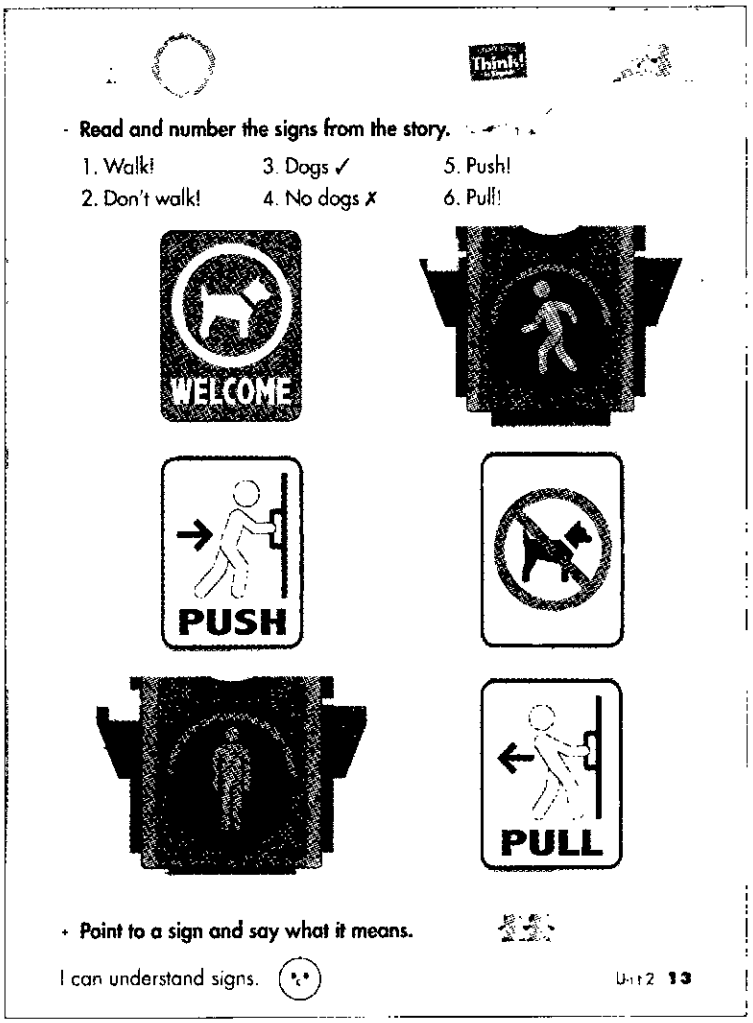
Pets
Draw three columns on the board labeled *Cat, Dog,* and *Other.* Have students stand up if they have one or more of the pets written on the board. Count students with cats and tally them in the columns. Write the total number: *13 students have cats.* Repeat the process for the other pets.

Think and Predict
Display *Story Book 1,* page 1. Read the name of the first story in the table of contents: *Watch Out, Wally!* Tell students they are going to read a story about a boy named *Wally* and his dog *Willy.*

Picture Read
Display *Story Book 1,* pages 2–10. Picture read the story with the class. Point to and introduce the characters and key vocabulary on each page: *Wally, Willy, dog, street, green man, worker, store, pull, trash can, closed sign, bus stop, open sign, push, glasses.* Invite students to point to the pictures: *Point to Wally. Point to Dad. Point to Willy. Point to the green man. Point to the workers.* Explain why it is important for the boy in the story to follow the signs.

• Read and number the signs from the story.
Have students open *Activity Book 1* to page 13. Ask them to read aloud the words for the signs at the top of the page. Then ask students to number the boxes next to the signs correctly. Review the answers by asking them to say the numbers chorally: *Dogs allowed. Number 3.*
Answers: Number the pictures (*from left to right, top to bottom*) 3, 1, 5, 4, 2, 6

• Point to a sign and say what it means.
Have students look at the pictures one more time. Point to them at random and elicit their meanings. Students will answer chorally and then repeat the activity asking students individually.


Think!

- Read and number the signs from the story.

1. Walk!
2. Don't walk!
3. Dogs ✓
4. No dogs ✗
5. Push!
6. Pull!

• Point to a sign and say what it means.

I can understand signs.

Unit 2 13

Encourage students to answer allowing other classmates to help if they have difficulty remembering the answer.
Answers: Meaning of the signs (*from left to right, top to bottom*) Dogs are welcome, Walk, Push, No dogs, Don't walk, Pull

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class. Explain they can add a smiley face or a sad face depending on how well they learned the meanings of the signs.

Picture Dictionary
Have students open *Activity Book 1* to page 86. Call out the words in the *Picture Dictionary* (see page 143) and have students point to the corresponding pictures. Explain that they are going to use the pictures to review the words they learned during the class. Point to the first picture and ask: *What sign is this? Closed.* Repeat with all the signs on the *Picture Dictionary* page. Encourage them to mime appropriate actions for the different signs. Alternatively, display the images included in the *Class CD* and use them to review the vocabulary.

Read and Think!

Teaching Guidelines: 1.1, 1.3, 3.4

Functions and Language
Identifying public signs: *It's the green man.*
Classifying signs according to their function: *The bus stop is in the street.*

Vocabulary: *bus stop, closed, green man, open, pull, push, sign, store, street, trash can*

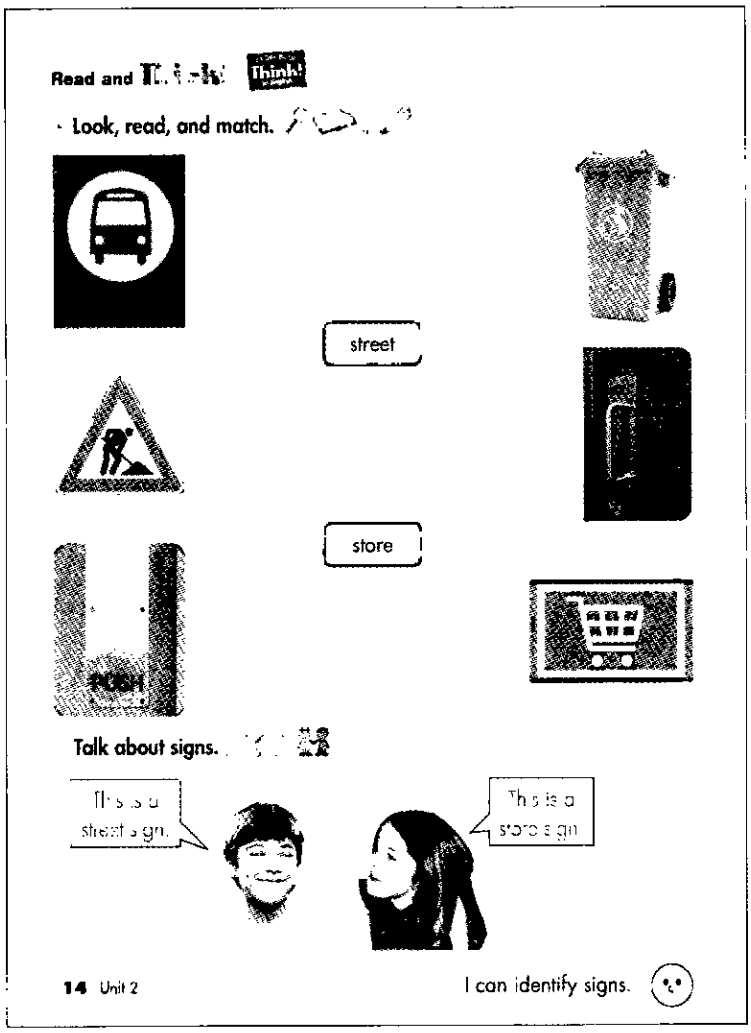
Materials: *Story Book 1, Activity Book 1,* pencils

Preparation: Make *Place Cards:* Write the words *street* and *store* on separate index cards.

Days of the Week
Review the words *store* and *street* with the class by writing them on the board. Discuss which one refers to inside and which one refers to outside. Then ask them to name things they can see in a store and things they can see in a street.

Read the Text Aloud
Display *Story Book 1,* page 2. Review the title of the story by pointing to it: *What's the title of this story? Watch Out, Wally!* Read the story. Point to the pictures on each page as you read. Explain that you are going to ask questions to check comprehension. Model answers when necessary and have students repeat after you.

Page 3: (Point to the sign.) *What is the sign? It's the red man. What does it mean? Stop.*
Page 4: (Point to the sign.) *What is the sign? People working. Can Wally see? No, he can't.*
Page 5: (Point to the sign on the door.) *What is the sign? Pull. What does it mean? That you have to pull the door to open it.*
Page 6: (Point to the sign.) *How much is a big ice cream? Fifteen pesos.*
Page 7: (Point to the sign on the door.) *Is this a trash can? Yes, it is.*
Page 8: (Point to the bus stop.) *What is this? It's a bus stop. Can Wally see? No, he can't.*
Page 9: (Point to the store.) *Is the store open or closed? Open.* (Point to the dog sign.) *Can dogs enter here? No.*
Page 10: (Point to the Dad.) *Where is Dad? Behind Wally. Where is the store owner? In front of Wally. What does Wally have? New glasses.*


Read and Think!

Look, read, and match.

street

store

PUSH

Talk about signs.

This is a street sign.

This is a store sign.

14 Unit 2

I can identify signs.

- **Look, read, and match.**

Have students open *Activity Book 1* to page 14. Read the words on the page and ask questions for students to relate them to the signs. Have students trace the sample answer line from the bus stop to the word *street.* Ask them to match the signs to the correct places.
Answers: Trace the sample answer and then match the signs to the corresponding pictures.

- **Talk about signs.**

Students will work in pairs. Encourage them to name all the signs they see on the street, on the way to school, and on the way back home. Then have them discuss with each other what they mean.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class.

Street or Store
Put the *Place Cards* on the board. Place one on the wall at the front of the class and another on the wall at the back. Say instructions from signs for students to point to the correct card. Store the *Place Cards* for further use.

Think! and Share

Teaching Guidelines: 1.1, 1.2, 1.3

Functions and Language
Relating words with signs: *What is this sign? The green man.*
Classifying signs according to their function: *What does it mean? That you can cross.*

Vocabulary: *bus stop, closed, dog, glasses, green, man, open, pull, push, sign, store, street, trash can, woman, worker*

Materials: *Story Book 1, Activity Book 1, Class CD,* pencils, scissors, envelopes (1 per student), beans (6 per student)

Song: Hello Song
Play *Track 3* and have students listen to the song. Play the track again, line by line, and have students repeat. Play the track a third time for students to join in.

TRACK 3
HELLO SONG

(See Unit 1, Class 3.)

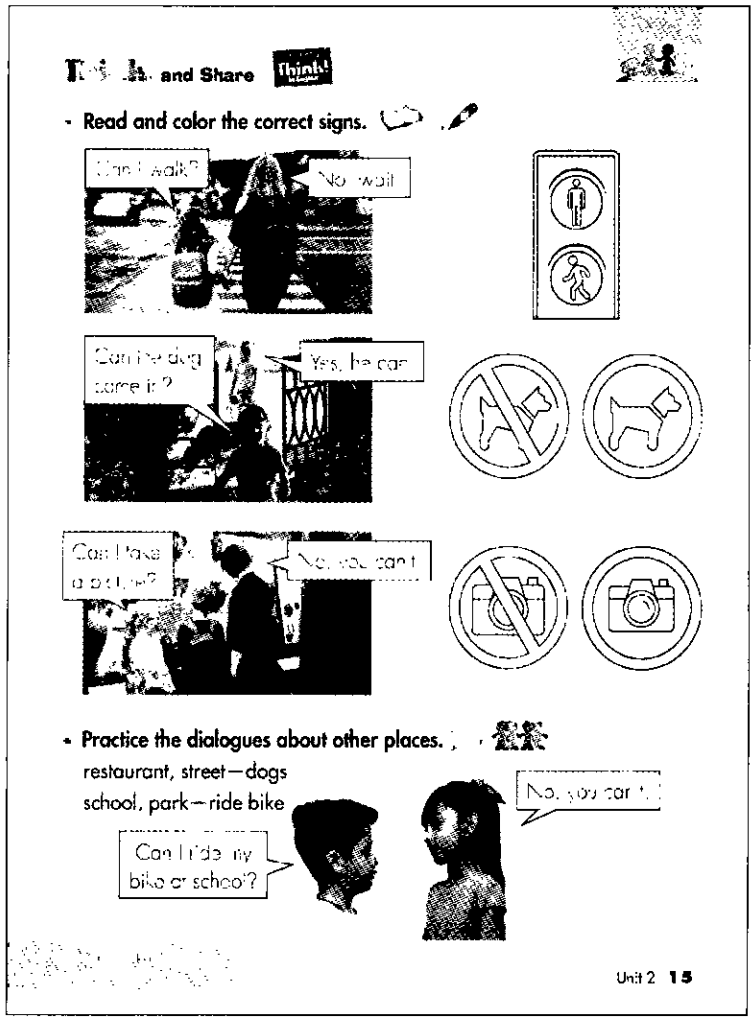
Listen to the Text
Display *Story Book 1,* page 2. Ask students the title of the story. Play *Track 7* while turning the pages. Play the track again, pausing after each page for students to repeat the sentences.

TRACK 7 (See *Story Book 1,* pages 2–10.)

• Read and color the correct signs.
Have students open *Activity Book 1* to page 15. Point to the first picture, read the dialogue aloud, and have students repeat after you. Then tell students to look at the signs and point to the correct one. Have them color the correct sign. Repeat the steps for the remaining pictures.
Answers: *(from top to bottom)* top picture, picture on the right, picture on the left

• Practice the dialogues about other places.
Have students work in small groups and practice the dialogues. Tell students to use the words provided on the page and the dialogue for support.

Listen and Show
Display *Story Book 1* pages 2–10. Point and ask questions: *What sign is this? The green man. What does it mean? That you can cross.*



Ongoing Assessment
You may use this activity to assess students' progress. Observe students':
- Ability to recognize the value of signs in the life of the community.
- Ability to follow signs with graphic support.

Product: Illustrated Dictionary of Signs (Step 1)
Have students open *Activity Book 1* to page 20. Point to the title of the product and go through the different steps. Have students work in pairs. Ask them to turn to page 15 of *Activity Book 1* and use it as a model. Ask students to look at the signs they colored. Distribute the pieces of paper and crayons. Have each student draw three signs. Explain that pairs should have six different signs. Allow them time to adjust any drawings they want to. Ask students to color their signs using attractive and bright colors. Collect and store students' signs for further use. Have students evaluate their work on Step 1 on page 20 writing a check mark on the square next to the sentence. Have them write a check mark if they can identify signs correctly.

Listen and Think!

Teaching Guidelines: 2.1, 2.2, 3.1, 3.3

Functions and Language
Relating words to actions: *What's this? Walk. What's this? Don't walk.*

Vocabulary: *allowed, bus, closed, dog, green, ice cream, man, open, push, put, red, trash, stop, store, walk, work, worker*

Materials: *Activity Book 1, Class CD,* envelopes with signs (from Class 3), pencils, an envelope.

Preparation: Color and cut out a photocopy of *Template 1* from page 152. Put the cards in the envelope.

Game: Mime the Signs
Take out the envelope with signs. Hold up the signs one by one and name them: *Open. Close.* Have students repeat the instruction and do mimes to show their meaning.

• Look, listen, and circle.
Have students open *Activity Book 1* to page 16. Point to the signs and say: *What's this? Walk. What's this? Don't walk.* Explain that they will listen to five conversations and that for each one they must circle the correct sign. Play *Track 8.* Pause the CD after each conversation to allow students time to circle the correct sign. Play the track again and have students check their answers with a partner: *What sign is it? The red man.*
Answers: Students should circle the correct signs: 1 stop sign, 2 people at work, 3 pets welcome, 4 put garbage in trash can, 5 closed sign

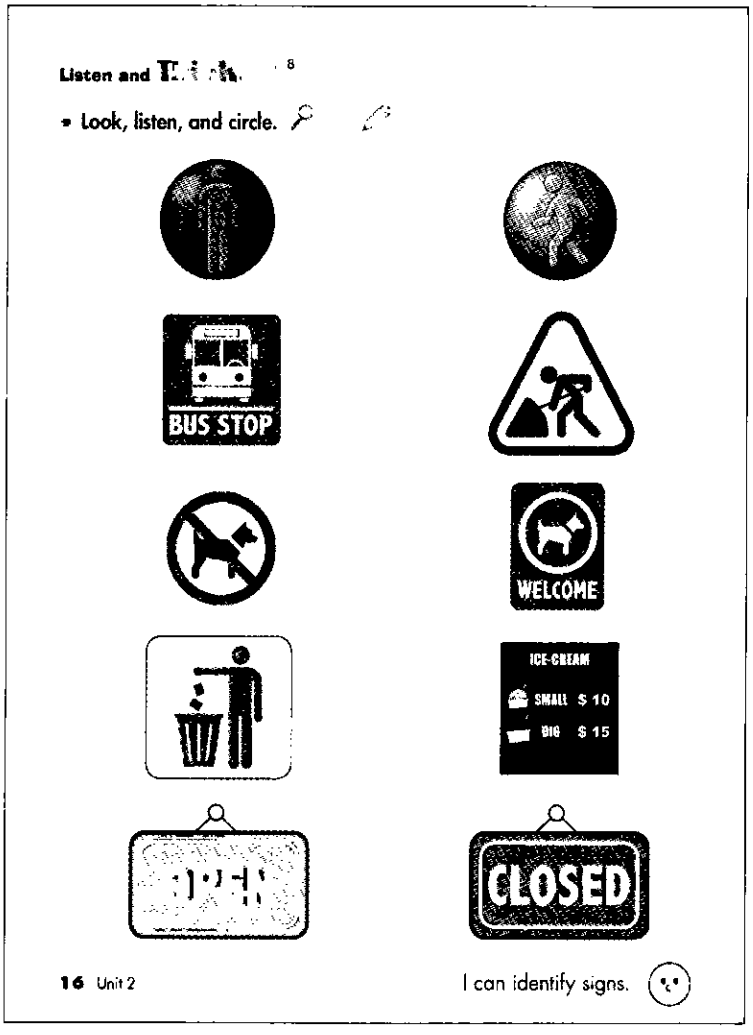
TRACK 8
NARRATOR: One
Can we cross?
No. The man is red.

NARRATOR: Two
Can we walk here?
No. The man and woman are working.

NARRATOR: Three
Can the guide dog enter?
Yes, it can.

NARRATOR: Four
Excuse me. Please put your garbage in the trash can.
OK.

NARRATOR: Five
Can I go in the store?
No. The store is closed.



I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class. Have them draw a big smile if their progress was excellent, a small smile if their progress was good, or a sad face if their progress was not so good.

Picture Dictionary
Have students open *Activity Book 1* to page 86. Have them read the words aloud. Ask students to work in pairs and say the words one by one, reinforcing they understand their meaning by doing simple mimes. Alternatively, display the images included in the *Class CD* and use them to review the vocabulary.

Say Goodbye!
Remind students the song they listened to in Class 3 and in the previous unit. Ask them if they remember ways they can say hello using words or body language. Play *Track 3* again if necessary. Encourage students to say goodbye to each other using hand gestures and words.

Think! and Say

Teaching Guidelines: 2.1, 2.2, 3.1, 3.2, 3.3. 4.1, 4.2

Functions and Language
Relating words to actions and signs: *Walk. Don't walk.*

Vocabulary: *allowed, bus, closed, dog, green, ice cream, man, open, pay, push, put, red, trash, stop, store, throw, walk, work, worker*

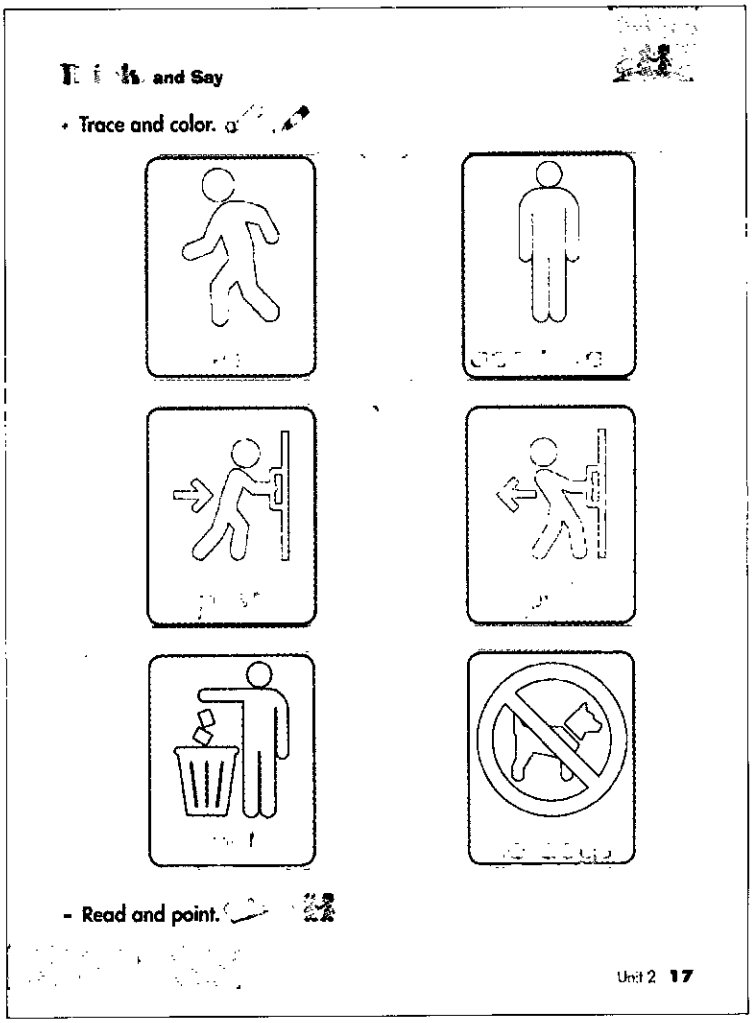
Materials: *Story Book 1, Activity Book 1, Class CD,* pencils, crayons, signs (from Class 3), construction paper (1 piece per student)

Song: The Alphabet Song
Write the alphabet on the board. Say each letter as you write it and have students repeat. Play *Track 9.* Have students listen as you point to each letter. Play the track again and pause after each line. Point to the letters on the board and have students sing the line. Play the track again and have students sing the song.

TRACK 9
ALPHABET SONG
A b c d e f g h i j k l m n o p q r s t u v w x y z.
Now I know my ABCs,
Next time won't you sing with me!

• Trace and color.
Have students open *Activity Book 1* to page 17. Ask them to point to and identify the signs. Divide the class into pairs. Ask pairs to read the words underneath the signs: *Walk. Don't walk.* Encourage correct intonation and pronunciation. Explain they are going to spell the words. Spell the words chorally with the class: *How do you spell* walk? *W-a-l-k.* Repeat with all the words. Then have them use a pencil to trace the words. Help students compare similarities and differences while tracing the words. Allow students to color the signs and then spell the words again in pairs. Walk around and check they are spelling the words correctly.
Answers: Trace the words and color the signs.

• Read and point.
Have students work in pairs and ask them to read the signs again. Students will display the page for each other as they read the signs and point to each one. Once they have done this a few times, encourage students to repeat the action covering the names under the signs to reinforce the meaning of signs.


Think and Say
• Trace and color.
• Read and point.
Unit 2 17

Product: Illustrated Dictionary of Signs (Step 2)
Tell the class they are going to continue to work on their products in the same pairs. Distribute the signs from Step 1. Ask pairs to open *Activity Book 1* to page 20, and go over Step 2, using the picture to help with comprehension. Distribute pencils. Have students turn to page 17. Ask them to read the names of the signs. Have students write the corresponding name below each of their signs from Step 1. Remind pairs to use page 17 as a model. Collect and store students' *Dictionaries of Signs* for further use. Have students evaluate their work on Step 2 on page 20, writing a check mark if they can write names of signs.

Scavenger Hunt
Hide the signs from Class 3 in different places around the classroom. Invite students to carry out a scavenger hunt and look for as many pictures as possible. When all the signs have been found ask students to sit down. Name the signs and have students show it to the class. Remember two students should stand up for each word.

Think and Share

Teaching Guidelines: 1.2, 3.3, 4.3, 4.5

Functions and Language
Relating words to actions and signs: *People working. Stop!*
Reviewing repertoire of words and expressions: *bus stop, worker, woman, man, street, sign*, etc.

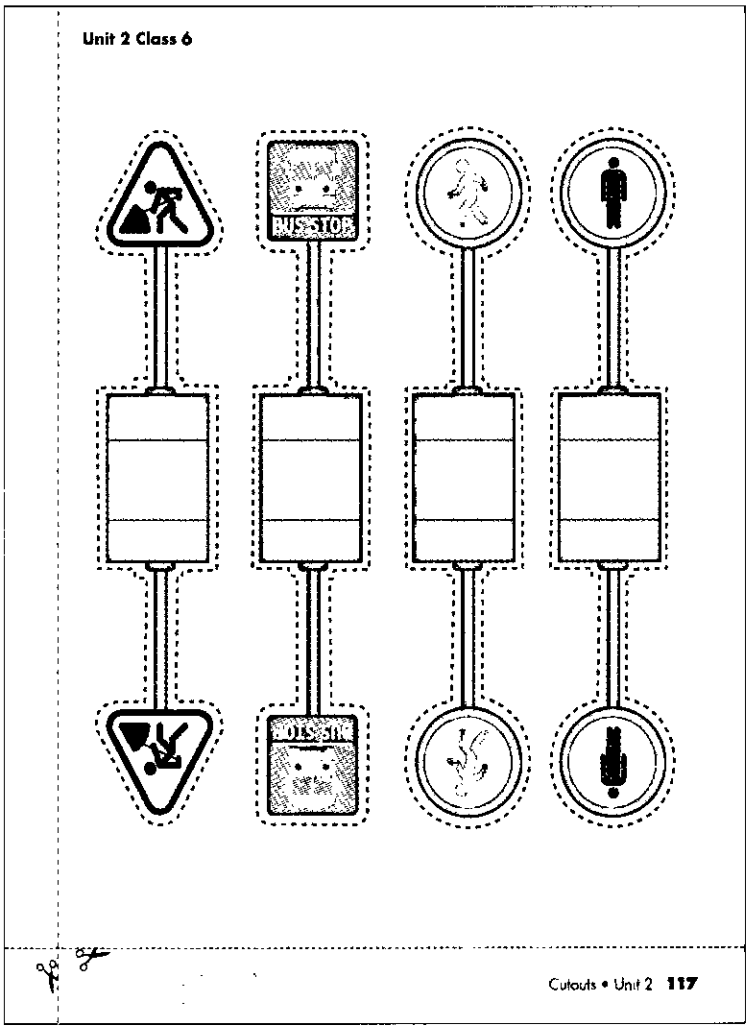
Vocabulary: *allowed, bus, closed, dog, green, ice cream, man, open, pay, push, put, red, trash, stop, store, throw, walk, work, worker*

Materials: *Story Book 1, Activity Book 1, Class CD,* black construction paper (1 sheet per student), crayons, white chalk, scissors, glue sticks

Review the Story
Display *Story Book 1,* pages 2–10. Point to the illustrations and have students retell the story. Ask: *Why is the story funny? Because Wally can't see the signs correctly.* Play *Track 7* and allow students to listen to the story one more time. Pause after each page and invite students to come to the front and point to the different signs and explain what they mean.

TRACK 7 (See *Story Book 1,* pages 2–10.)

• Cut, glue, and say.
Have students open *Activity Book 1* to page 117. Point to the page and name the signs: *Watch out Wally! People working! Watch out Wally! The bus stop!* Have students cut out the signs. Then have them fold the signs along the dotted lines to stand them up. Ask students to draw the simple outline of a road with white chalk on the black construction paper. Tell them to glue the signs onto the paper. Allow them to point to and name the signs on their roads in pairs. (Optional: If you have time encourage them to add other elements to the construction paper such as buildings or parks, as well as other signs.)



Picture Dictionary.
Have students open *Activity Book 1* to page 86. Have students work in pairs to trace the words with their fingers before doing it with a pencil and to read them aloud. Provide help with pronunciation as needed. Alternatively, display the images included in the *Class CD* and use them to review the vocabulary.

Ongoing Assessment
You may use this activity to assess students' progress:
Observe students':
- Ability to identify words from a list spoken aloud.
- Ability to explore signs used in public places.

Song: The Alphabet Song
Play *Track 9* and review the song. Play the track again and have students join in.

TRACK 9 (See Class 5.)

Think! and Write

Teaching Guidelines: 4.1, 4.2, 4.3, 4.5

Functions and Language
Formulating statements: *This is the bus stop.*
Relating spoken words to their written form: *Bus Stop. Workers.*
Writing words and numbers: *It's fifteen pesos.*

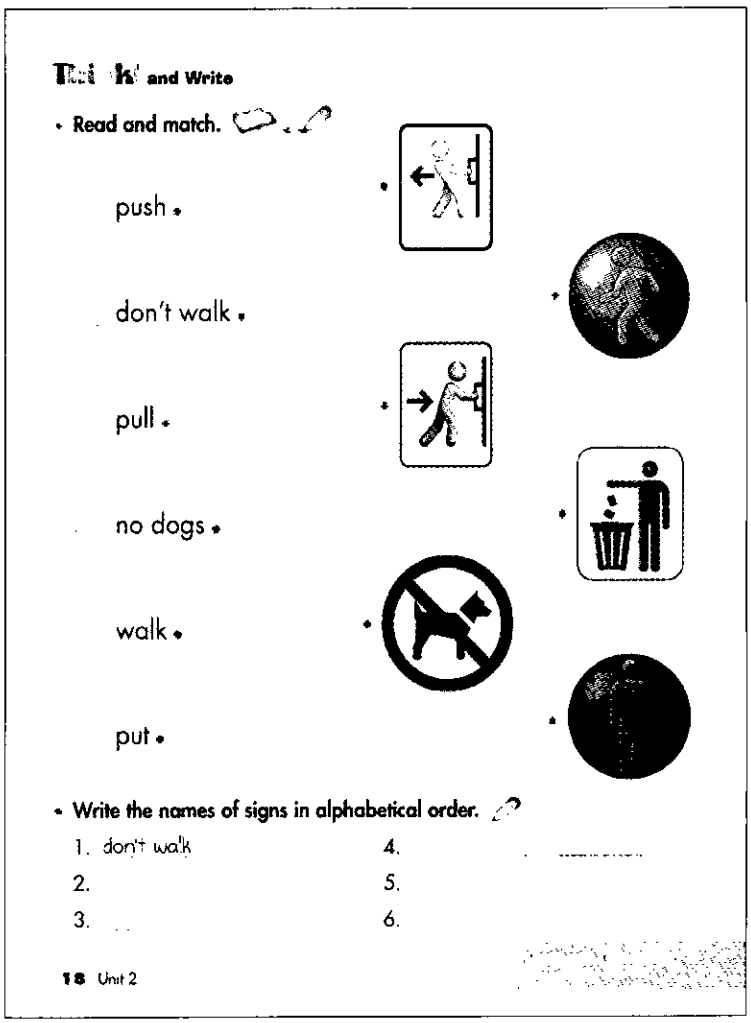
Vocabulary: *allowed, bus, closed, dog, green, ice cream, man, open, pay, push, put, red, trash, stop, store, throw, walk, work, worker*

Materials: *Activity Book 1*, signs lists (from Class 5), pencils, crayons

Signs of a Kind
Ask students to draw a sign and write the related word on a piece of scrap paper without showing anyone. Invite students to walk around the classroom. When you clap your hands ask them to try and find someone with the same sign, then name it together: *Green man.* Ask students to change pictures amongst themselves and repeat the game. Play several times, having them change pictures each time.

• Read and match.
Have students open *Activity Book 1* to page 18. Read the words for the signs down the left side of the page for students to repeat. Then, point to the pictures of the signs down the right side of the page and help students identify them: *Pull, Walk, Push, Trash can, etc.* Explain that they have to match the words on the left to the correct pictures. Then have students compare their answers in pairs. Walk around and check students have answered correctly. To conclude have students compare similarities and differences between the words on the left: number of letters, individual letters, etc.
Answers: Match the words with the corresponding pictures.

• Write the names of signs in alphabetical order.
Have students read the words and phrases from the first activity. Have them order the names of the signs in alphabetical order in the lines below. Monitor the activity checking students' spelling.


Think! and Write

• Read and match.

push •
don't walk •
pull •
no dogs •
walk •
put •

• Write the names of signs in alphabetical order.

1. don't walk
2.
3.
4.
5.
6.

18 Unit 2

Product: Illustrated Dictionary of Signs (Step 3)
Tell the class they are going to continue to work on their products. Distribute the signs from Step 2. Have students work in the same pairs. Ask pairs to open *Activity Book 1* to page 20, and go over Step 3, using the picture to help with comprehension. Have students turn to page 18 of *Activity Book 1.* Ask students to look at the second activity and notice they wrote the words in alphabetical order. Have them put together their six signs in alphabetical order. Remind pairs to use page 18 as a model. Distribute paper and crayons. Write *Dictionary of Signs* on the board. Have students copy that title on the piece of paper to make cover with colorful letters. Collect and store students' *Dictionaries of Signs* for further use. Ask students to evaluate their work on Step 3 on page 20. Have them write a check mark in the box if they can put words in order.

Think! and Make

Teaching Guidelines: 3.2, 3.4, 4.4

Functions and Language
Comparing words: *Open. O-p-e-n. Closed. C-l-o-s-e-d.*
Formulating and statements: *This is an open sign. This is the green man for crossing the road.*

Vocabulary: *allowed, bus, closed, dog, green, ice cream, man, open, pay, push, put, red, trash, stop, store, throw, walk, work, worker*

Materials: *Activity Book 1*, envelopes with signs (from Class 3), pencils

Song: The Alphabet Song
Play *Track 9*. Ask students to sing along with the track.

TRACK 9 (SEE CLASS 5.)

• Look at the signs and number the pictures.
Have students open *Activity Book 1* to page 19. Ask students to point to and name different things in the picture: *Point to the person putting the trash in the bin.* Have students find the picture that relates to the sign and say the number: *One!* Have students look at the pictures and number them according to the correct sign. Walk around and monitor students' work, assisting when necessary.
Answers: *(from top to bottom, left to right)* 2, 4, 3, 1

• Complete what the signs mean.
Read the first sentence aloud and have students point to the picture and repeat after you. Tell students they will complete the words in the sentences. Point to the second picture and ask: *What is it? It's a bike.* Then read the sentence: *Keep on the bike path.* Have students complete the word. Repeat the steps with the remaining pictures.
Answers: *(from top to bottom, left to right)* working, bike, dog, trash

• Draw and write about more signs.
Have students draw a sign in their notebooks and write about it, using the previous activity as an example. Remind students they may look through the unit pages for support.


Think and Make

• Look at the signs and number the pictures.

Be careful! People working. Keep on b path.

Keep d on leash. Throw tr in bin.

• Complete what the signs mean.

• Draw and write about more signs.

I can draw and write about signs.

Unit 2 19

Formulate Words and Statements.
Divide the class into pairs. Have them take turns to formulate statements to describe the picture on page 19 of *Activity Book 1*: *This is the open sign. The store is open.* Monitor the activity and provide help with the repertoire of words as needed.

Think! and Share

Teaching Guidelines: 3.2, 4.4

Functions and Language
Formulating statements: *Pass the workers. Pass the trash can.*
Associating sounds with letters: *Spell* open. *O-p-e-n.*

Vocabulary: *allowed, bus, closed, dog, don't, green, ice cream, man, no, open, pay, push, put, red, trash, stop, store, throw, walk, work, worker*

Materials: *Activity Book 1, Class CD,* pencil, illustrated dictionaries from Class 8

Song: Hello Song
Play *Track 3* and have students listen to the song. Play the track again and have students sing along. Play the track a third time for students to sing the song from start to end.

TRACK 3 (See Unit 1, Class 3.)

Product: Illustrated Dictionary of Signs (Step 4)
Tell the class they are going to finish and present their products. Distribute the *Dictionaries of Signs* from Step 3. Have students open their books to page 20 and go over Step 4, using the picture to help with comprehension. Ask pairs to come up to the front and present their work to the class. Use the *Suggested Evaluation Instrument* template on page 130 to evaluate students' participation and progress. Have students evaluate their work on Step 4 on page 20 .

Self-Check
Have students open their books again to page 20. Have students look at the *Self-Check* section and read the instruction out loud. Ask students to get out their crayons or colored pencils. Tell students they are going to evaluate their work on the product. Tell students that the faces mean from left to right: *Very well, OK,* and *Need help.* Explain that it is important for students to know when they need help and to ask for it. Read each sentence out loud and have students color the faces that best describe them. Have students agree on areas they might need help with.

Assessment
See page 120. The answer key can be found on pages 115–118.

Product Time: Dictionary of Signs

Step 1
- Draw public signs.

I can identify signs. ☐

Step 2
- Write the names of your signs.

walk

I can write names of signs. ☐

Step 3
- Put signs in alphabetical order and make a dictionary.

Dictionary of Signs

I can order words. ☐

Step 4
- Present your dictionary.

Self-Check
- Read and color.

1. I can follow signs. ☺ ☹ ☹
2. I can work in pairs. ☺ ☹ ☹

20 Unit 2

Unit 3 What I Like

Environment: Family and Community
Communicative Activity: Exchanges associated with information of oneself and others
Social Practice: Give information on personal data, likes, and preferences
Final Product: Text with data and personal preferences

Learning Outcomes	Teaching Guidelines	Class
1. Explore information about personal data and preferences.	**1.1** Recognize personal data (e.g., *My name is...*, *I can jump high...*, etc.).	1, 2, 3, 5, 7, 9
	1.2 Detect numbers in ages (e.g., *I'm 6 years old*, etc.).	2, 4, 5, 6, 7
	1.3 Identify preferences (e.g., *I like running, swimming*, etc.).	1, 2, 5, 6, 7, 8, 9
	1.4 Foster among students the responsible management of own and others' information.	4, 6, 9
2. Listen to and identify questions to get information.	**2.1** Clarify the meaning of words.	1, 6, 7
	2.2 Complete questions and answers to get information.	2, 3, 5, 6, 7, 8
	2.3 Point out and repeat words to practice pronunciation.	3, 4, 5, 7, 9
	2.4 Provide feedback so that the students can ask polite questions.	5, 6, 7, 8, 9
3. Revise the writing of questions and answers.	**3.1** Compare words such as which one is long, which one is short, etc.	2, 7
	3.2 Group words from their similarities.	2, 7
	3.3 Improve word tracing.	2, 6, 8
	3.4 Complete words from one of its parts.	2, 7, 8
	3.5 Read questions aloud to recognize "question words."	5, 6, 8, 9

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Register of personal data	Speaking and Listening: Interaction	3
2	Booklet with information	Reading and Writing: Vocabulary Awareness	6
3	Text with data and personal preferences	Illustrated card of self and peer assessment	7, 8, 9

Think! and Read

Teaching Guidelines: 1.1, 1.3, 2.1

Functions and Language
Identifying preferences: *Lily's favorite color is purple.*

Vocabulary: *ball, baseball, bat, bike, boy, car, cat, dog, girl, hula-hoop, park, party, pizza, puzzle, rabbit*

Materials: *Fact Book 1, Activity Book 1, Class CD,* pencils

Game: Pattern Line Up

Invite two boys and two girls to the front of the class. Line them up in a pattern. Point to the students and repeat the pattern: *boy, girl, boy, girl.* Have students repeat. Invite another group to the front and line them up in a different pattern: *boy, boy, girl, girl.* Have students say what comes next: *Does a boy or a girl come next?* Invite another student to the front to invent their own pattern. Then have the group line up to make the pattern.

Think and Predict

Display *Fact Book 1.* Tell students it is a book about different topics. Point to the pictures on the cover and name the topics. Invite students to come to the front and point to the title of the book Display the table of contents on page 1. Point to the second photo and read the title of the text: *My Friends.* Tell the class they are going to read a story about three friends.

Picture Read

Display page 12 of *Fact Book 1.* Picture read the text with the class. Point to and introduce the different people and key words on each page: *boy, girl, park, party, cat, dog, rabbit, ball, pizza, bike, bat, baseball, puzzle.* Have students come to the front and point to the photos on the pages.

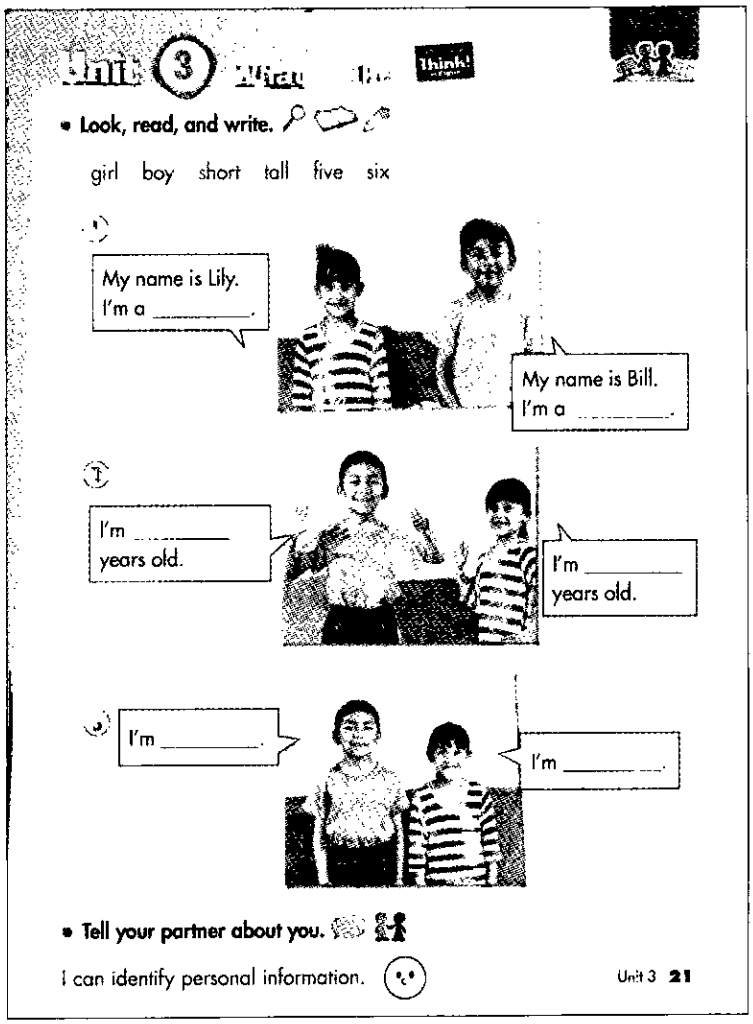
• Look, read, and write.

Have students open *Activity Book 1* to page 21. Read aloud the words in the box and have students point to them in their books. Have students complete the dialogues with the correct words.

Answers: 1. girl, boy; 2. six, five; 3. tall, short.

• Tell your partner about you.

Have students work in pairs. Encourage students to use the dialogues from the previous activity to tell their partners about themselves.


Unit 3 Think!

• Look, read, and write.

girl boy short tall five six

My name is Lily. I'm a _____.

My name is Bill. I'm a _____.

I'm _____ years old.

I'm _____ years old.

I'm _____.

I'm _____.

• Tell your partner about you.

I can identify personal information.

Unit 3 21

I can...

Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class. Students can complete the emoji with a smiley face or a sad face thinking about their ability to identify personal information.

Rhyme: Look at Me

Play *Track 10* and have students listen. Play the track again, line by line, and have students repeat and do the actions.

TRACK 10

LOOK AT ME

Look at me,
I'm really strong.
My feet are short,
But my legs are long.
I can wiggle my fingers,
I can turn around.

I can jump up high,
I can touch the ground.
I can stand on my toes,
And look really tall.
Or I can bend my legs,
And look really small.

Read and Think!

Teaching Guidelines: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 3.4

Functions and Language
Identifying preferences: *Billy likes to ride his bike.*
Exchanging personal information: *Lily is a girl.*

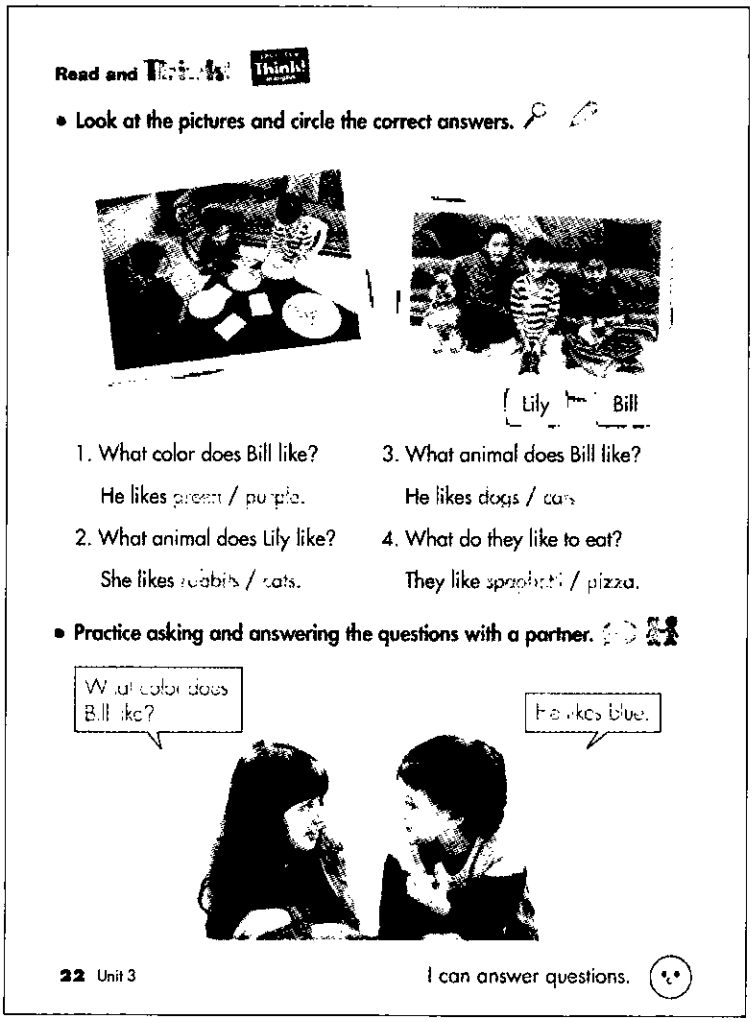
Vocabulary: *baseball, bat, cat, friend, green, inside, outside, park, pet, pizza, purple, rabbit, same, short, tall*

Materials: *Fact Book 1, Activity Book 1,* pencils, 1 sheet construction paper

Game: Stand Up!
Tell students to look at the clothes they are wearing: *What colors are you wearing? Purple and black.* Give commands based on what students are wearing: *Girls wearing purple, stand up! Boys wearing blue, hop on one foot.* Repeat the activity until all students have participated.

Read the Text Aloud
Display *Fact Book 1,* page 12. Review the title of the story by pointing to it. *My Friends.* Point to the pictures on each page as you read the text and ask comprehension questions. Help students respond. Model answers and have students repeat.

Page 12: (Point to the girl and Bill.) *What is her name? Lily. What's his name? Bill.*
Page 13: (Point to Bill.) *Is he a boy or a girl? He's a boy.*
(Point to Lily) *How old is Lily? She is five years old.*
Page 14: (Point to the children.) *Who is tall? Bill is tall.*
Page 15: (Point to each animal.) *What is this? It's a dog. It's a cat. It's a rabbit.*
Page 16: (Point to Bill.) *Does he like green? Yes, he does.* (Point to Lily.) *Does she like pizza? No, she doesn't.*
Page 17: (Point to the first photo.) *Are they outside? Yes, they are. Who plays baseball? Lily.* (Point to the second photo.) *Are they inside? Yes, they are. Who plays with the robot? Bill.*
Page 18: (Point to the children.) *Are they outside? Yes, they are. Is this the park? Yes, it is.*
Page 19: (Point to the children.) *Are they friends? Yes, they are.*


Read and Think!

• Look at the pictures and circle the correct answers.

Lily Bill

1. What color does Bill like?
He likes green / purple.
2. What animal does Lily like?
She likes rabbits / cats.
3. What animal does Bill like?
He likes dogs / cats.
4. What do they like to eat?
They like spaghetti / pizza.

• Practice asking and answering the questions with a partner.

What color does Bill like?
He likes blue.

22 Unit 3
I can answer questions.

• Look at the pictures and circle the correct answers.
Have students open *Activity Book 1* to page 22. Point to the question in number 1 and read it with the class. Have students read the questions and have them circle the correct answers.
Answers: Read the sentences and the match them with the words 1. green, 2. rabbits, 3. cats, 4. pizza

• Practice asking and aswering the questions with a partner.
Ask students to work in pairs. Students will ask each other personal questions like the ones in the first activity. Encourage students to ask each other their favorite color, animal, and food.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class.

Rhyme: Look at Me
Play *Track 10* and have students do the actions and point to their body parts as they listen. Play the track again and encourage students to join in and do the actions.

TRACK 10 (See Class 1.)

Think! and Share

Teaching Guidelines: 1.1, 2.2, 2.3

Functions and Language
Recognizing personal information: *He is a boy. He likes pizza.*
Identifying preferences: *I like playing soccer.*
Asking and answering questions to get information: *Where do you use the bat? Outside to play baseball.*

Vocabulary: *ball, bat, bike, blocks, inside, mitt, outside, puzzle, robot, soccer.*

Materials: *Class CD, Fact Book 1, Activity Book 1,* envelopes (1 per student)

Song: What are you wearing?
Play *Track 11* and have students repeat. Make sure to provide help with pronunciation as needed. Sing the song describing what students in your class are wearing.

TRACK 11
WHAT ARE YOU WEARING?
Sally's wearing a red dress, red dress, red dress.
Sally's wearing a red dress all day long.
Michael's wearing a green shirt, green shirt, green shirt.
Michael's wearing a green shirt all day long.

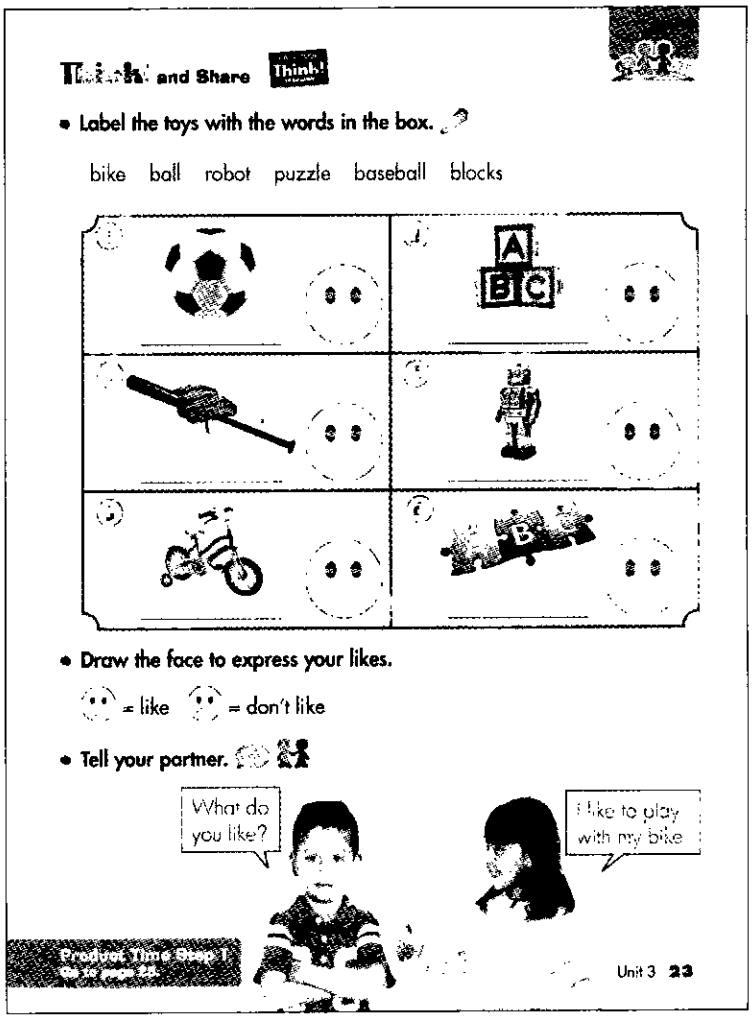
Listen to the Text
Display *Fact Book 1,* page 12. Read the title of the text aloud: *My Friends.* Play *Track 12* and turn the pages. Have students repeat the sentences with you.

TRACK 12 (See *Fact Book 1,* pages 12–19.)

• Label the toys with the words in the box.
Have students open *Activity Book 1* to page 23. Name the different toys listed in the box and have students point to the corresponding pictures: *bike, ball, robot, puzzle, baseball, blocks.* Ask students to label the toys with the words in the box.
Answers: 1. ball, 2. blocks, 3. baseball, 4. robot, 5. bike, 6. puzzle

• Draw the face to express your likes.
Instruct students to draw a happy or sad face to express their likes and dislikes next to each picture of the toys.

• Tell your partner.
Students will work in pairs. Have students discuss with each other the games they like to play in their free time.


Think! and Share
• Label the toys with the words in the box.
bike ball robot puzzle baseball blocks
• Draw the face to express your likes.
= like = don't like
• Tell your partner.
What do you like?
I like to play with my bike
Product Time Step 1
Unit 3 23

Ongoing Assessment
You may use this activity to assess students' progress. Observe students':
- Ability to complete questions and answers to get information.
- Pronunciation.

Act It Out!
Have students stand up at their places. Ask students: *What do you do with a soccer ball? Show me.* Continue until students have participated and have acted out how to use each piece of equipment.

Product: Card with Data and Personal Information (Step 1)
Have students open *Activity Book 1* to page 26. Point to the title of the product and go through the different steps. Read the sentences students completed and have them repeat. Distribute index cards and crayons. Have students illustrate their cards with their favorite food, game, and color: *What is your favorite food? Draw a picture on your card.* Motivate students to use page 23 as a model. Then have them label their pictures. Collect *Personal Information Cards* and store them for further use. Have students evaluate their work on Step 1 on page 28, writing a check mark to indicate that they are able to identify preferences.

Listen and Think!

Teaching Guidelines: 1.2, 1.4, 2.3

Functions and Language
Identifying preferences: *I like to play with marbles. Pink is my favorite color.*
Exchanging personal information: *I'm a girl. I'm six years old.*

Vocabulary: *boy, fish, girl, marbles, pink, purple, puzzle, rabbit, spaghetti, tacos*

Materials: *Class CD, Activity Book 1,* index cards or paper squares (3–5 alphabet letter sets), pencils

Preparation: Make *Alphabet Cards:* Write the letters of the alphabet onto squares of paper or index cards. Make 3–5 sets.

Song: What Are You Wearing?
Play *Track 11* and review the song. Invite a boy and a girl to the front of the class. Play the track again. Have students substitute the names in the song for the names of the students at the front of the room and colors they are wearing.

TRACK 11 (See Class 3.)

• Listen and circle the correct answers.
Have students open *Activity Book 1* to page 24. Play *Track 13.* Stop after each number and allow students time to circle the correct answer. Play the track again and let students check their answers. Explain that it is important to be careful who they share personal information with.

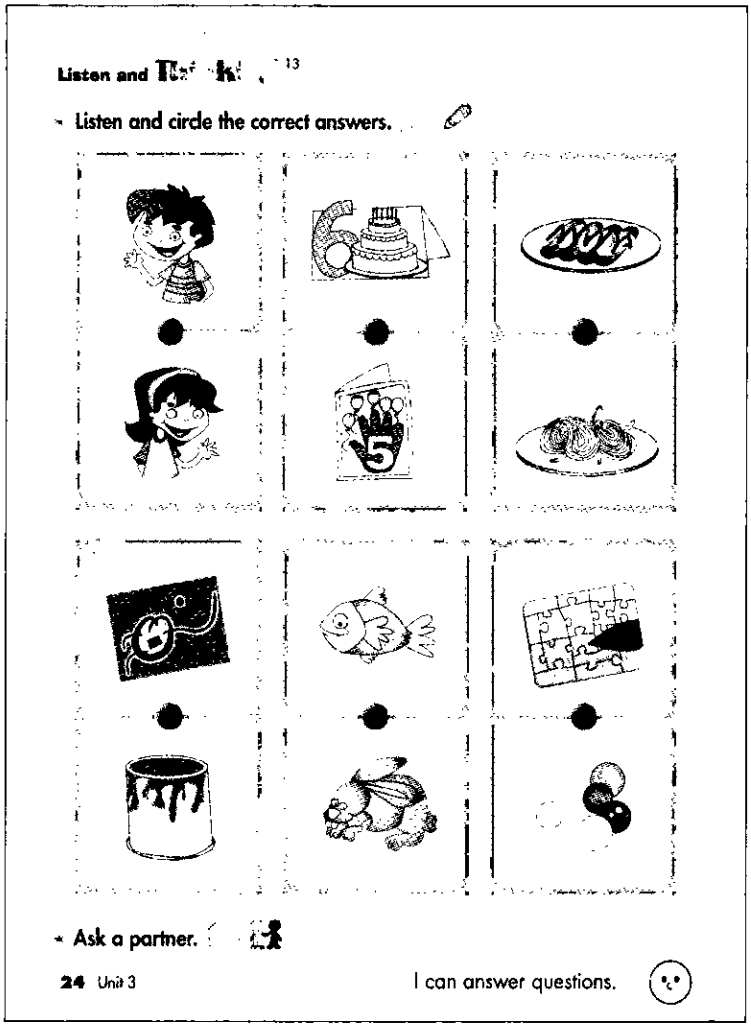
Answers: Circle the pictures (*from left to right, top to bottom*) 1. girl, 2. card with number six, 3. spaghetti, 4. pink, 5. rabbit, 6. marbles

TRACK 13
NARRATOR: One
GIRL: Hello! My name is Sarah. I am a girl.
NARRATOR: Circle the girl.

NARRATOR: Two
GIRL: It is my birthday. I am six years old.
NARRATOR: Circle the card that has a six.

NARRATOR: Three
GIRL: My favorite food is spaghetti.
NARRATOR: Circle the plate of spaghetti.

NARRATOR: Four
GIRL: I like lots of colors. Pink is my favorite one.
NARRATOR: Circle the pink painting.
NARRATOR: Five
GIRL: I have a rabbit at home. It is my pet.
NARRATOR: Circle the rabbit.


Listen and Think! 13

Listen and circle the correct answers.

Ask a partner.

24 Unit 3 I can answer questions.

NARRATOR: Six
GIRL: I like to play with marbles.
NARRATOR: Circle the round marbles.

• Ask a friend.
Ask students to work in pairs. Have them look at the images from the previous activity and encourage students to share with each other if they have things in common with Sarah.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class. Have them draw a big smile if their progress was excellent, a small smile if their progress was good, or a sad face if their progress was not so good.

Game: ABC Unscramble Race
Divide students into groups of three to five students. Distribute the *Alphabet Cards* to the groups (See *Preparation.*). Have students work together to put the cards into alphabetical order. When a group has finished, have them call out: *1-2-3, A-B-C!* Review the cards and say the alphabet as a class. Have groups mix up the cards and repeat the activity. Collect the cards and store them for further use.

Think! and Say

Teaching Guidelines: 1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.5

Functions and Language
Identifying preferences: *Do you like blue? No, I don't.*
Exchanging personal information: *I'm a girl. I'm six years old.*

Vocabulary: *birthday cake, crayon;* colors; food

Materials: *Activity Book 1, Class CD,* pencils, crayons, a small and soft ball

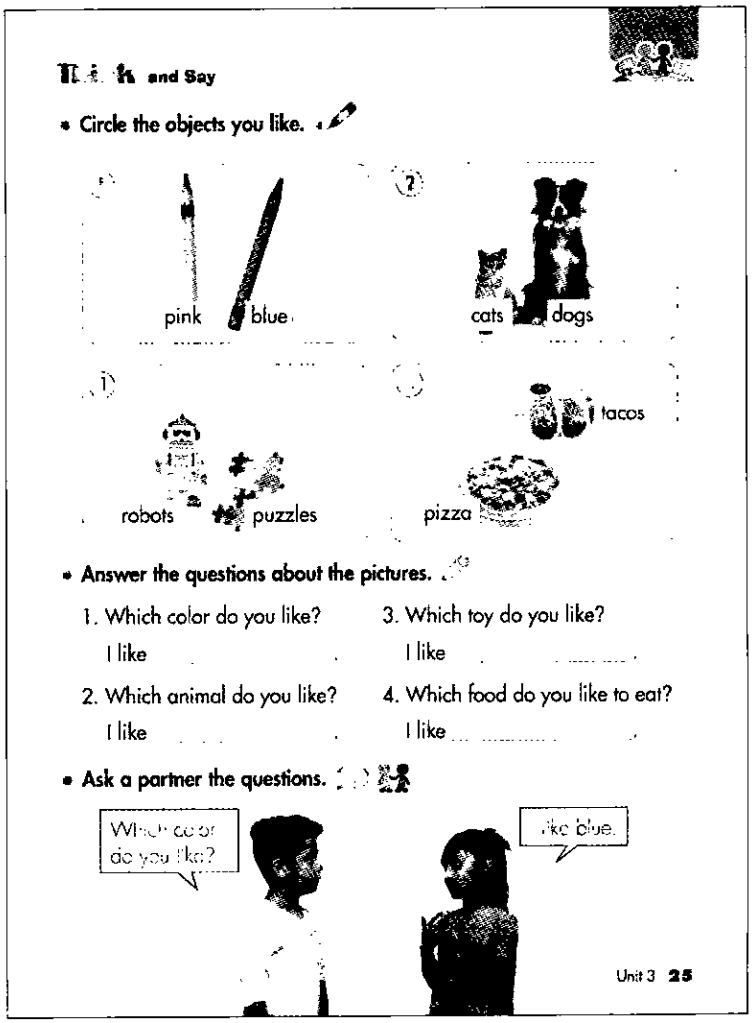
Number Whip
Have students stand in a circle. Ask them to start counting around the circle. Each student must say their number in turn. Have students count to 20 as fast as they can as they continue around the circle. When they get to 20, start over. If a student misses a number, start again from one.

Ask polite questions.
Have students stay in the circle from the previous activity. Ask them to take turns to ask a question to obtain personal information from the student on the right. For example: *How old are you? What's your name? What's your favorite color?* Provide feedback as needed to help students ask and answer the questions properly.

• Circle the objects you like.
Have students open *Activity Book 1* to page 25. Point to the first picture and ask students: *What is your favorite color? Circle the crayon of your favorite color.* Repeat with the remaining pictures Students will circle the item they prefer.

• Answer the questions about the pictures.
Have students complete the questions in the following activity. Students will answer telling their favorite color, animal, toy, and food.

• Ask a partner the questions.
Have students work in pairs. Ask them the same questions you answered in the previous activity. Discuss other things that you like. Encourage students to share their answers with the class.


Think and Say

• Circle the objects you like.

pink blue cats dogs tacos robots puzzles pizza

• Answer the questions about the pictures.

1. Which color do you like? I like
2. Which animal do you like? I like
3. Which toy do you like? I like
4. Which food do you like to eat? I like

• Ask a partner the questions.

Which color do you like?

Unit 3 25

Song: Take Me Out to the Park
Play *Track 14.* Play the track again, line by line, and have students repeat. Play the track a third time and have students sing along.

TRACK 14
TAKE ME OUT TO THE PARK
Take me out to the park, please,
Take me, I want to play.
I'll ride my little red tricycle,
Then we can play with my big yellow ball.
'Cause it's throw and catch that we'll play,
It will be so much fun!
We can swing, slide, run, and play ball,
At the park today!

Going to the Park
Elicit from students the activities they like to do at the park, or the toys they like to play with. Write a list on the board. Take out the ball. Explain to students that the one holding the ball will answer a question about the list on the board. Model the activity with two or three students before starting. Allow the student holding the ball to choose the next classmate to participate. Make sure all students participate at least once.

Think! and Share

Teaching Guidelines: 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.3, 3.5

Functions and Language
Identifying preferences: *I like to roller skate.*

Vocabulary: *age, bike, color, food, pet, place, toy*

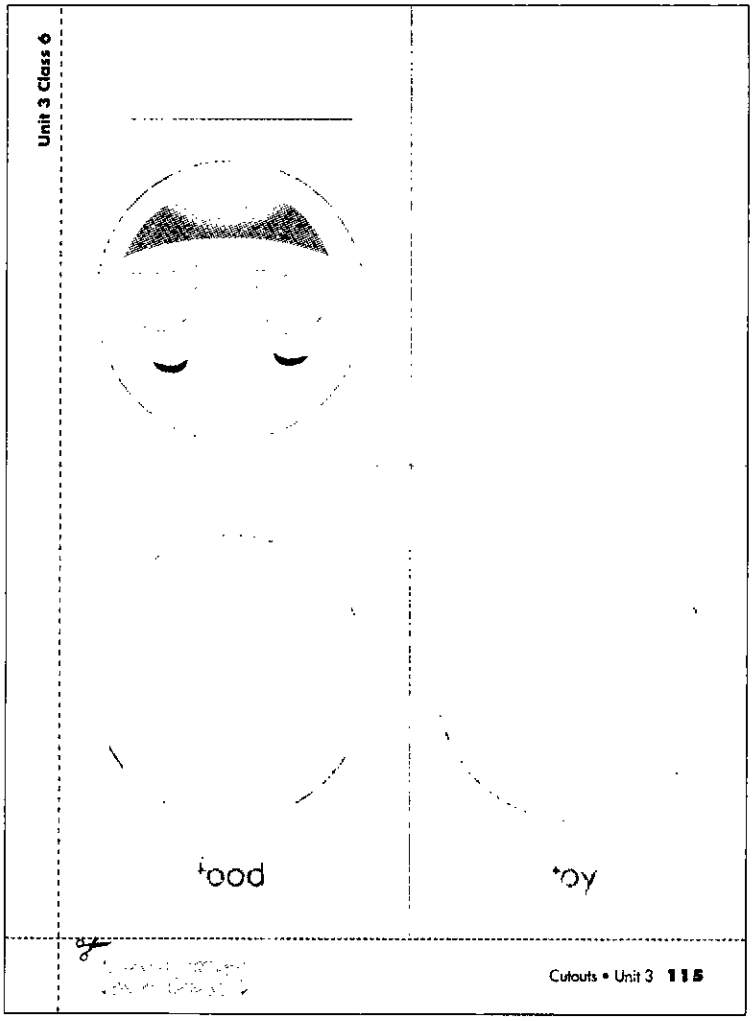
Materials: *Activity Book 1, Class CD*, pencils, crayons, scissors, stapler

Preparation: Make *Pet Pictures:* Color and cut out pet pictures from *Template 1*, on page 129.

Game: Name that Pet
Display the *Pet Pictures* and name them: *These are pets.* Display the dog: *Do you have a pet dog? Raise your hand.* Repeat with *cat, rabbit, fish.* Have students guess your favorite pet: *What's my favorite pet?* Give clues and write them on the board: *It has four feet. It has a tail. It has two ears. It hops. What's my favorite pet? A rabbit.* Display the picture of the rabbit. Invite a student to the front to describe a different pet: *Who likes a different pet?* Assist the student as needed in describing his or her favorite pet. Repeat the activity until you have only one pet remaining. Save the *Pet Pictures* for further use.

• Make a booklet.
Ask students to open pages 115–116 of *Activity Book 1.* Tell students to cut out the booklet along the dotted gray line. Show them how to assemble the booklet by folding the solid gray lines. Point to the circle on the cover and have students identify the shape: *What shape is this? A circle.* Point to the face and have students identify it: *Is the face happy? Yes.* Tell students to write their names on the line. Have students turn to page 2 of the booklet. Ask students how old they are and have them write their age inside the circle. Continue in the same manner with the remaining pages. Divide the class into pairs. Invite students to share their booklets with their partners.

Ongoing Assessment
You may use this activity to assess students' progress:
Observe students':
- Ability to ask and answer questions to get information.
- Management of own and others' information.



• Picture Dictionary
Have students open *Activity Book 1* to page 87. Call out the words in the *Picture Dictionary* (see page 144) and have students point to the corresponding pictures. Point to the first picture: *What's this? A bike. What letter is this? B. What sound does it make? /b/. Bike.* Have students repeat. Continue in the same manner with the other words. Call out categories and have individual students point to and spell a word in that category: *Pet. Dog. D-o-g.* Alternatively, display the images included in the *Class CD* and use them to review the vocabulary.

Ask questions.
Write the following questions on the board: *What's your name? How old are you? What's your favorite color? What's your favorite food? What's your favorite toy? What's your favorite pet? What's your favorite place?* Read the questions aloud to help students recognize question words. Have students repeat. Divide the class into pairs. Have pairs take turns to ask and answer questions about their drawings in their booklets. Remind them that they always have to manage theirs and others' information in a responsible way.

Think! and Write

Teaching Guidelines: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4

Functions and Language
Identifying preferences: *I don't like pizza. It's yucky.*
Exchanging personal information: *What's your last name? It's Medina.*

Vocabulary: *age, birthday, yucky, yummy;* food; colors

Materials: *Activity Book 1,* pencils, index cards (1 per student), list of class birthdays

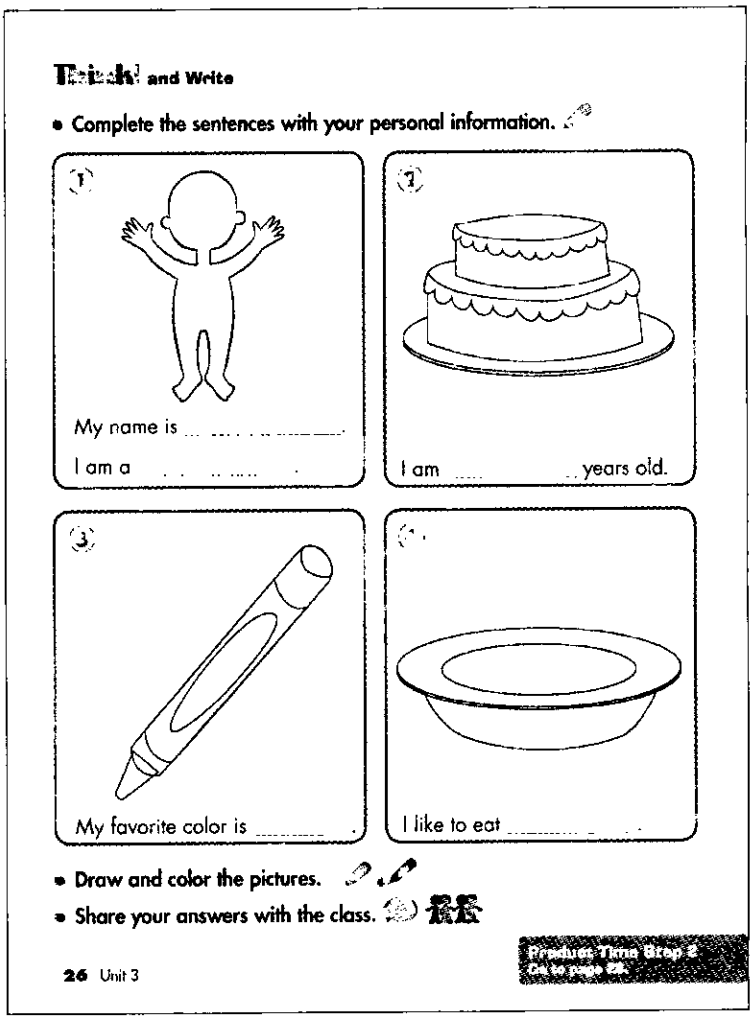
Preparation: Make *Food Pictures:* Cut out pictures of different foods from magazines or newspapers. Make a sign with a happy face and label it: *Yummy.* Make another with a sad face and label it: *Yucky.*

Yucky or Yummy
Display and identify the *Food Pictures*: *This is ice cream.* Have students repeat to practice pronunciation. Use the pictures to clarify the meaning of words. Have students stand up in their places. Place the *Yucky* and *Yummy* signs on opposite sides of the room and display a picture: *Is pizza yummy or yucky? Move to a sign.*

• Complete the sentences with your personal information.
Have students open *Activity Book 1* to page 26. Ask students to complete the sentences in each box with thir personal information. Students will complete the first box with their name and gender, in the second they will write their age, in the third they will write their favorite color, and in the fourth box something they like to eat.
Possible answers: 1. José/boy, 2. 6/six, 3. red, 4. soup.

• Draw and color the pictures.
Students will complete the drawings using their own information. In the first box, students will draw a boy or girl depending on the gender they identify with, in the second box the will add the number of candles that corresponds to their age, and they will do the same with the rest.

• Share your answers with the class.
Ask students to work in pairs. Encourage students to ask each other questions about the information they included in the boxes.


Think! and Write

• Complete the sentences with your personal information.

1 My name is .....
I am a .....

2 I am ..... years old.

3 My favorite color is .....

I like to eat .....

• Draw and color the pictures.
• Share your answers with the class.

26 Unit 3

Product: Time Step 2
Go to page 28.

Product: Card with Data and Personal Information (Step 2)
Tell the class they are going to continue to work on their products. Distribute index cards from Step 1. Have students open their books to page 28 and go over Step 2, using the model to help with comprehension. Students will write their personal information starting with their name. Have them use what they included in *Activity Book 1* page 26. Collect and store students' *Personal Information Cards* for further use. Have students evaluate their work on Step 2 on page 28

Song: Take Me Out to the Park
Play *Track 14.* Write *red, blue, green, black, yellow, orange,* and *purple* on the board. Point to, read, and have students repeat each word. Classify words into two groups: *There is one syllable in* blue. *Blue* (clap once). *There are two syllables in* yellow. *Yel-low* (clap twice). Draw a chart and label columns 1 and 2. Have students identify and clap the number of syllables in each word: *Does* black *have one or two syllables? One.* Write each color in the correct column.

Track 14 (See Class 5.)

Think! and Make

Teaching Guidelines: 1.3, 2.2, 2.4, 3.3, 3.4, 3.5

Functions and Language
Identifying preferences: *What's your favorite food?*
Exchanging personal information: *What's your name?*

Vocabulary: *age, bike, birthday, food, fish, game, marbles, pet, purple, short, tall*

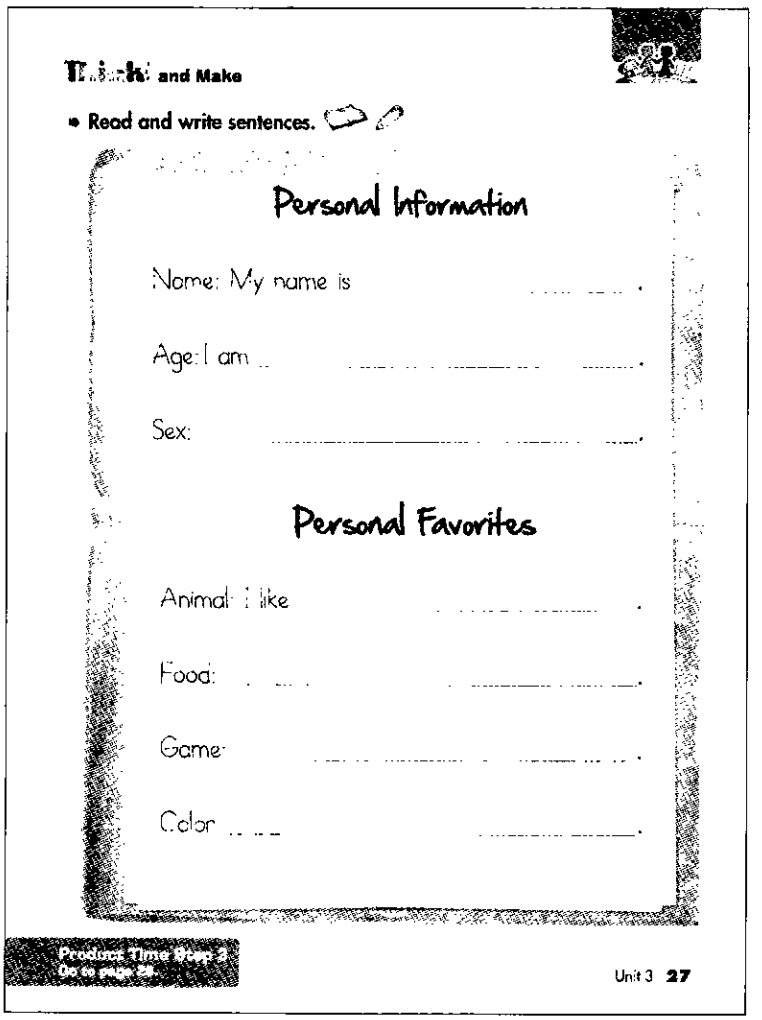
Materials: *Class CD, Activity Book 1,* pencils, crayons, *Presentation Cards* from Class 7

Song: What Are You Wearing?
Play *Track 11*. Invite a boy and a girl to the front of the class. Play the track again. Have students substitute the names of the students at the front of the room and colors of the clothing they are wearing for those in the song. Repeat the activity with other students.

TRACK 11 (See Class 3.)

• Read and write sentences.
Have students open *Activity Book 1* to page 27. Point to the title: *Personal Information.* Read the words with the class. Have students write their first and last names on their first line, their age on the second line, and then their sex on the third line. Read the title: *Personal Favorites.* Read aloud the titles in that section. Tell students to write their favorite foods, games, and colors on the lines. Refer them to the *Picture Dictionary* on page 87 of *Activity Book 1* for help with spelling. Write the questions you are asking on the board. Help students read them aloud and have volunteers come up and underline the question word in each of them. Divide the class into pairs. Have students share their information with their partners. Walk around the class and provide feedback to help students ask the questions properly.
Answers: Read the words aloud. *Answers will vary.*

Product: Card with Data and Personal Information (Step 3)
Tell the class they are going to continue to work on their products. Distribute the crayons and the *Personal Information Cards.* Have students open *Activity Book 1* to page 28 and go over Step 3, using the picture to help with comprehension. Draw a sample card on the board. Write your personal information starting with your name.


Think! and Make

• Read and write sentences.

Personal Information

Name: My name is _____.

Age: I am _____.

Sex: _____.

Personal Favorites

Animal: I like _____.

Food: _____.

Game: _____.

Color: _____.

Product Time Step 3
Go to page 28

Unit 3 27

Demonstrate how they can complete their *Personal Information Cards* using simple but complete sentences. Ask them to turn to page 27 and use the first card as a model. Write the months of the year and the numbers on the board to help students. Assist students who do not know their birthdays. Collect *Personal Information Cards* and store them for further use. Have students evaluate their work on Step 3 on page 28.

Game: Missing Letters
Divide the class into two teams. Have one student from each team come to the front and face the class. Write a color word on the board with the first or last letter missing: *_ed. Blu_.* Give a clue and have the two students turn around: *It's a color.* The student who names the missing letter first wins a point for his or her team. Repeat the activity using more color and number words. To conclude, help students compare the words written on the board: *Which one is long? Which one is short? Are they the same? Are they different? etc.*

Think! and Share

Teaching Guidelines: 1.1, 1.3, 1.4, 2.3, 2.4, 3.5

Functions and Language
Identifying preferences: *Do you like blue? Yes, I do.*
Exchanging personal information: *How old are you? I'm six.*

Vocabulary: *age, bike, birthday, food, fish, game, marbles, pet, purple, short, tall*

Materials: *Class CD,* pencils, crayons, *Presentation Cards* from Class 8, writing paper

Preparation: Sample presentation card.

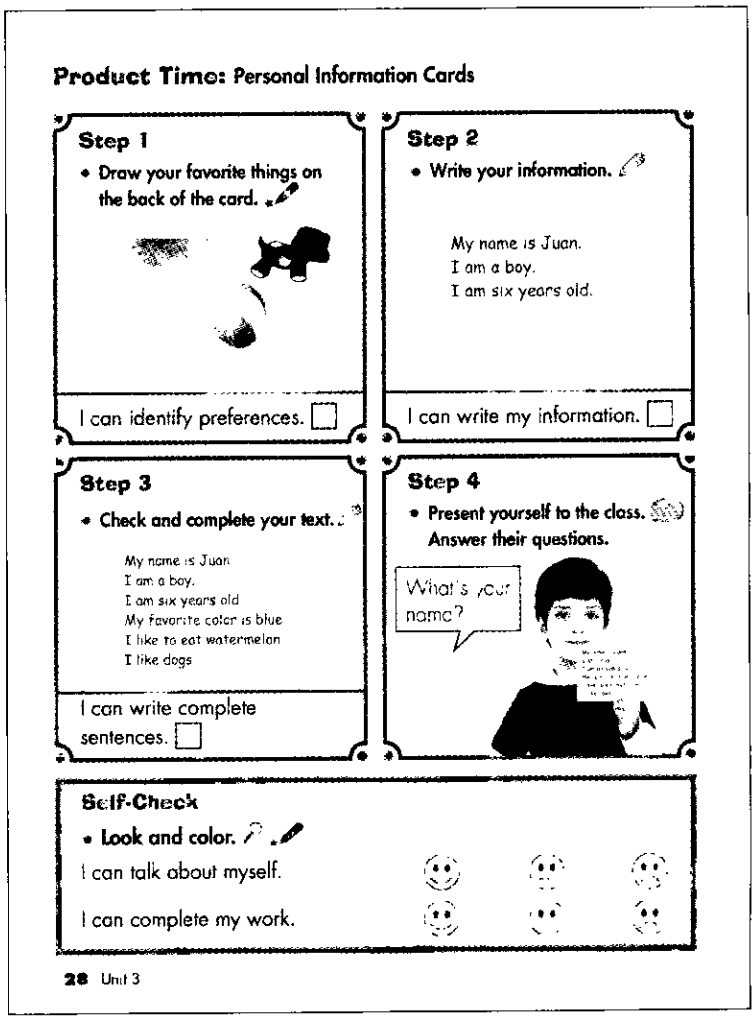
Rhyme: Look at Me

Play *Track 10* and review the song. Play the track again and have students do the actions and point to parts of the body as they join in.

TRACK 10 (See Class 1.)

Product: Card with Data and Personal Information (Step 4)

Tell the class they are going to finish and present their products. Distribute the *Presentation Cards* from Step 3 to the corresponding students. Divide the class into pairs. Have students open their books to page 28 and go over Step 4, using the picture to help with comprehension. Have pairs face each other. Ask one of the students to share all the information on the front of the card with the person in front of them: *Hello! My name is... What's your name?* Then tell them to turn the card over and point to the pictures and describe their preferences: *I like to eat salad. Do you like salad?* Allow students to thank each other by shaking hands: *It was nice to talk to you, (Ruben).* Invite students to switch pairs. Repeat the activity until they have spoken to at least four different students. Provide help with pronunciation and intonation as needed. Remind students of the importance of the responsible management of own and others' information. Use the *Suggested Evaluation Instrument* template on page 131 to evaluate students' participation and progress.


Product Time: Personal Information Cards

Step 1
- Draw your favorite things on the back of the card.

I can identify preferences. ☐

Step 2
- Write your information.

My name is Juan.
I am a boy.
I am six years old.

I can write my information. ☐

Step 3
- Check and complete your text.

My name is Juan
I am a boy.
I am six years old
My favorite color is blue
I like to eat watermelon
I like dogs

I can write complete sentences. ☐

Step 4
- Present yourself to the class. Answer their questions.

What's your name?

Self-Check
- Look and color.

I can talk about myself.
I can complete my work.

28 Unit 3

Self-Check

Have students open *Activity Book 1* to page 28. Ask them to look at the *Self-Check* section and read the instruction out loud. Ask students to get out their crayons. Tell them they are going to evaluate their work on the product. Tell students that the faces mean from left to right: Very well, OK, and Need help. Explain that it is important for students to know when they need help and to ask for it. Read each sentence out loud and have students color the faces that best describe them. Have students agree on areas they might need help with.

Game: Who Is Wearing...

Use the presentation cards to describe individual students and have the class guess who you are talking about: *His favorite game is soccer. He is six years old. He likes pizza.* Invite individual students to come to the front. Give them a presentation card and have them describe a student for the class to guess.

Assessment

See page 121. The answer key can be found on pages 115–118.

Unit 4 Professions Day

Environment: Family and Community
Communicative Activity: Exchanges associated with the environment
Social Practice: Describe and interpret information about people and activities in the community
Final Product: Text with names and illustrations of occupations and professions

Learning Outcomes	Teaching Guidelines	Class
1. Explore illustrated materials, with information about occupations or professions.	**1.1** Anticipate theme from previous knowledge and images.	1, 2, 3
	1.2 Discover clues in illustrations to recognize intended audience.	
	1.3 Identify parts of books.	9
	1.4 Indicate objects, clothing, and tools upon hearing their names.	3, 4, 6
	1.5 Link images of occupations and professions with their name.	1, 2, 5, 6, 7, 8
	1.6 Discover cultural differences in occupations and professions.	4
2. Participate in the oral expression of information.	**2.1** Complete statements to describe people.	4, 5, 6, 8, 9
	2.2 Classifying images of occupations and professions of places in the community.	1, 2, 5
	2.3 Point out images of occupations and professions when hearing their name.	1, 2, 3, 5
	2.4 Share information from visual and auditory stimuli.	2, 4, 5, 6, 8
3. Explore the writing of words.	**3.1** Answer questions about writing of words.	2, 9
	3.2 Note the conventional sound value of letters.	7
	3.3 Relate writing and orality.	1, 2, 3, 6, 7, 9
	3.4 Form words from some of their parts.	2, 7
	3.5 Interpret writings of names of occupations and professions.	1, 6, 7, 8, 9

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Drawings or illustrations	Speaking and Listening: Vocabulary Awareness	3
2	Graphic organizers with occupations and professions	Reading and Writing: Ideas	6
3	Text with names and illustrations of occupations and professions	Questionnaire	7, 8, 9

Think! and Read

Teaching Guidelines: 1.1, 1.5, 2.2, 2.3, 3.3, 3.5

Functions and Language
Identifying professions: *Who's this? The mail carrier.*

Vocabulary: *baker, firefighter, police officer, mechanic, mail carrier*

Materials: *Story Book 1, Activity Book 1, Class CD*, pencils

Heads Up, Seven Up

Invite seven students to the front of the class. Have the rest of the class put their faces in their arms with their heads down and their thumbs up: *Heads down, thumbs up.* Have each of the seven students push down the thumb of one student, and then return to the front. Then have them say, *Heads up, Seven Up!* Tell the students who had their thumbs pushed down to stand up. Ask them to guess who tapped them. If the student guesses correctly, have that student change places with the student that tapped him or her. Repeat the game.

Think and Predict

Display *Story Book 1* and point to the cover. Name some of the illustrated characters. Display page 11 and read the title: *The title of this story is* A Birthday Ride. Ask different students if they have a birthday soon. Ask students what they do on their birthdays.

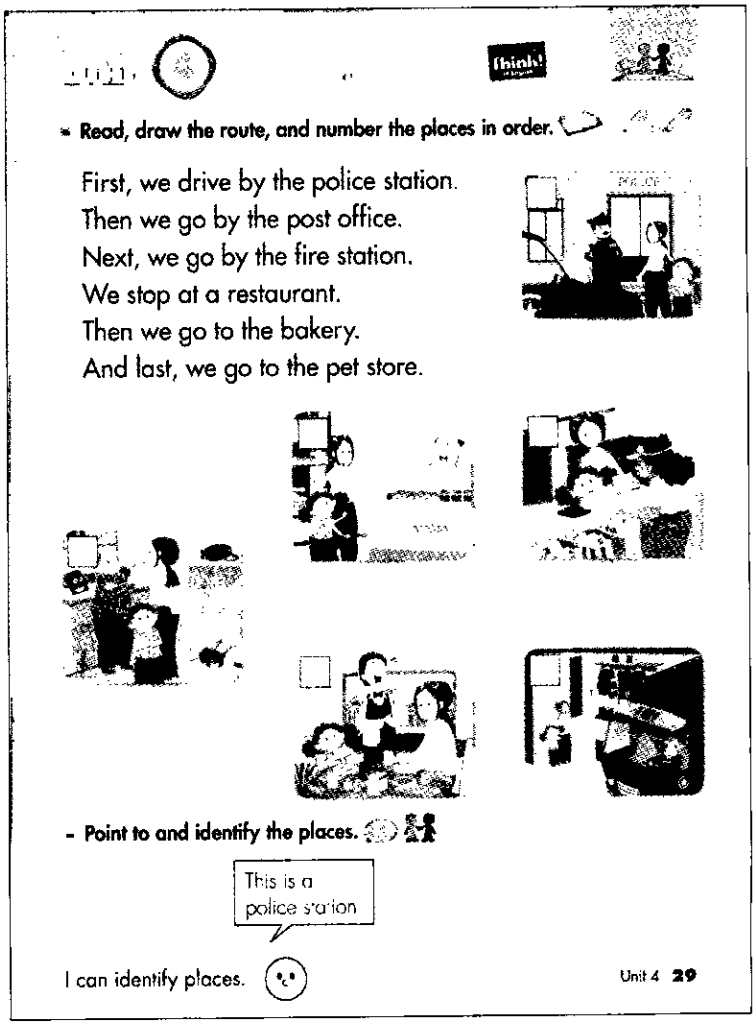
Picture Read

Display *Story Book 1*, page 11. Picture read the text with the class. Point to and introduce the key vocabulary: *taxi, police officer, patrol car, police station, mail carrier, letters, mail bags, firefighter, fire engine, fire station, restaurant, server, gas station, mechanic, doctor, hospital, bus, bus driver, bakery, baker, pet store, rabbit, cat, fish, parrot.* Point to the characters in the story and have the class identify them: *Who's this? The mail carrier.*

• Read, draw the route, and number the places in order.

Have students open *Activity Book 1* to page 29. Read the sentences aloud and have students repeat after you, and trace the route with their finger. Next, have them draw the route and number the places in order as you read the sentences aloud, again.

Answers: 1. police station, 2. post office, 3. fire station, 4. restaurant, 5. bakery, 6. pet store


Think!

• Read, draw the route, and number the places in order.

First, we drive by the police station.
Then we go by the post office.
Next, we go by the fire station.
We stop at a restaurant.
Then we go to the bakery.
And last, we go to the pet store.

• Point to and identify the places.

This is a police station

I can identify places.

Unit 4 29

• Point to and identify the places.

Have students work in pairs. Ask them to take turns pointing and saying the name of each place on the page. Walk around and correct pronunciation. Allow students time to name all the places.

I can...

Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji. Have them draw a big smile if their progress was excellent, a small smile if their progress was good, or a sad face if their progress was not so good.

Rhyme: Every Day Just at Eight

Play *Track 15* line by line, and have students repeat. Play the track a second time and encourage students to join in.

TRACK 15

RHYME: EVERY DAY JUST AT EIGHT

Every day just at eight,
The mail carrier comes.
He's never late.
He brings the letters and parcels, too.
A letter for me,
And a parcel for you.
Every day just at eight,
The mail carrier comes.
He's never late.

Read and Think!

Teaching Guidelines: 1.1, 1.5, 2.2, 2.3, 2.4, 3.3, 3.4,

Functions and Language
Identifying professions: *Is she a taxi driver? Yes, she is.*
Identifying location: *Where is the puppy? In the box.*

Vocabulary: *baker, bus driver, doctor, fire engine, hospital, mail bag, mechanic, nurse, pet store, patrol car, server, taxi*

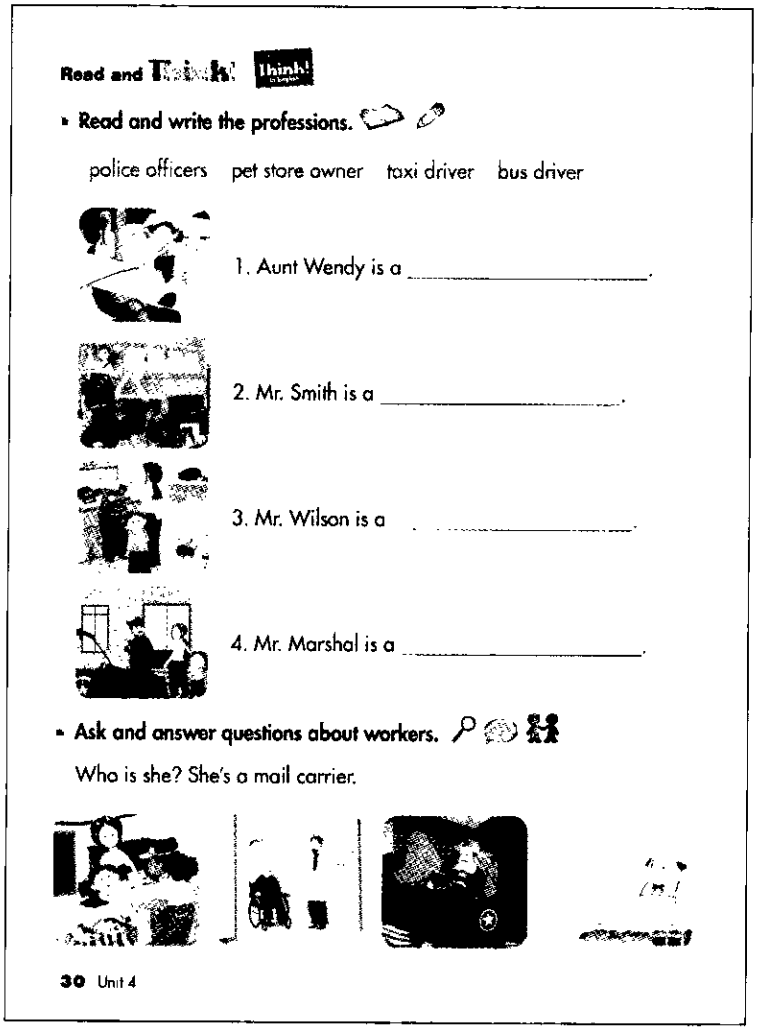
Materials: *Story Book 1, Activity Book 1,* pencils

Read the Text Aloud

Display *Story Book 1.* Review the title of the story: *What's the title of this story?* Read the title: *A Birthday Ride.* Point to the pictures on each page as you read the text and ask questions to check comprehension. Help students respond. Model answers when necessary and have students repeat.

Page 11: (Point to Aunt Wendy.) *Is she a taxi driver? Yes, she is.*
Page 12: (Point to the police station.) *Is this a police station? Yes, it is.*
Page 13: (Point to the mail carrier.) *Where does she work? At the post office.*
Page 14: (Point to the fire engine.) *What's this? It's a fire engine.*
Page 15: (Point to the server.) *What does the server do? He sings "Happy Birthday."*
Page 16: (Point to the mechanic.) *Does the mechanic fix TVs? No, he doesn't. He fixes cars.*
Page 17: (Point to the ambulance.) *Where is the ambulance? It's at the hospital.*
Page 18: (Point to Mr. Marshall.) *What does he do? He drives a big, green bus.*
Page 19: (Point to the baker.) *What does the baker wear? He wears a white hat.*
Page 20: (Point to the pet store owner.) *Who is he? He is the pet store owner.*
Page 21: (Point to the puppy.) *What is this? It is a brown puppy. Where is it? It is in a little crate.*
Page 22: (Point to the girl.) *How does she feel? She feels happy.*

• Read and write the professions.
Have students open *Activity Book 1* to page 30. Have students identify the professions listed in the box: *Point to the police officers.* Next, tell students


Read and Think! Think!

• Read and write the professions.

police officers pet store owner taxi driver bus driver

1. Aunt Wendy is a _____.
2. Mr. Smith is a _____.
3. Mr. Wilson is a _____.
4. Mr. Marshal is a _____.

• Ask and answer questions about workers.

Who is she? She's a mail carrier.

30 Unit 4

to use the words in the box to complete the sentences. Read the first one aloud, point to the picture and ask: *What is she? She's a taxi driver.* Tell students to complete the sentence with the word as you read it aloud: *Aunt Wendy is a taxi driver.* Repeat the steps with the remaining sentences.

Answers: 1. taxi driver, 2. bus driver, 3. pet store owner, police officer

• Ask and answer questions about workers.
Have students work in pairs, taking turns to point to a picture and asking about the workers. Remind them to use the sample dialogue for support.

Thumbs Up, Thumbs Down

Make statements about different professions. Have students show a thumbs up if the statement is true and a thumbs down if the statement is false: *The firefighter works in the bakery.*

Think! and Share

Teaching Guidelines: 1.1, 1.4, 2.3, 3.3

Functions and Language
Identifying professions: *Who is he? He's the bus driver.*
Relating tools to professions: *Who uses a stethoscope? The doctor uses a stethoscope.*

Vocabulary: *baker, doctor, fire hose, firefighter, mail bag, mail carrier, mechanic, server, stethoscope, tray, utensils, wrench*

Materials: *Story Book 1, Activity Book 1, Class CD*, pencils, crayons, 5-cm construction paper squares (6 per student)

Listen to the Text

Display *Story Book 1*, pages 11–22. Play *Track 16* and turn the pages so students can see the pictures while they listen to the text. Play the track again. Pause after each page and have students repeat the sentences.

TRACK 16 (See *Story Book 1*, pages 11–22.)

• Look and write the names of the tools.

Have students open *Activity Book 1* to page 31. Read the words on the box. Point to the tray and ask: *What's this? This is a tray.* Ask students to write *tray* on the line. Repeat with the remaining tools.

Answers: Write: 1. utensils, 2. hose, 3. mail bag, 4. wrench, 5. stethoscope, 6. tray

• Use the words to complete the sentences.

Have students read the first sentence. Ask: *What tool does a server use? Utensils.* Have them write the word on the line. Repeat the activity with the remaining sentences.

Answers: Write: 1. utensils, 2. hose, 3. bag, 4. wrench, 5. stethoscope, 6. tray

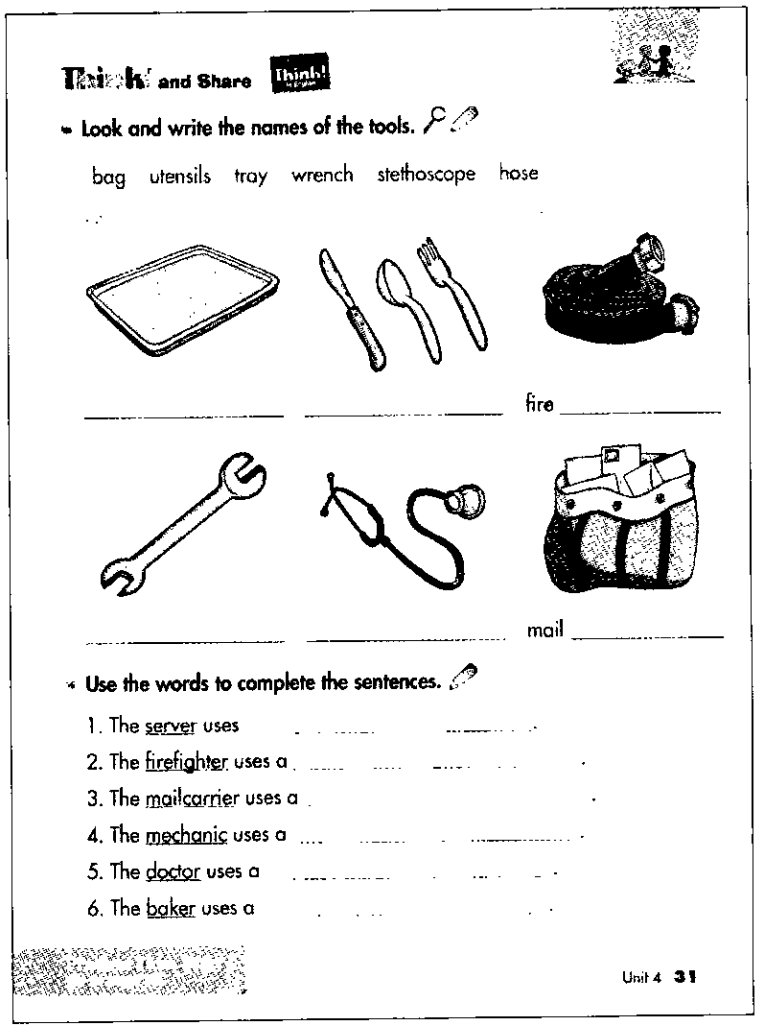
Observe and Think

Display *Story Book 1*, pages 11–22. Make statements based in the story. Invite students to point to the picture that illustrates each statement: *She drives the taxi. He works in the bakery.*

Ongoing Assessment

You may use this activity to assess students' progress.
Observe students':

- Ability to relate names of professions to images.
- Participation in the reading of profession names.



Think! and Share

• Look and write the names of the tools.

bag utensils tray wrench stethoscope hose

fire

mail

• Use the words to complete the sentences.

1. The server uses
2. The firefighter uses a
3. The mailcarrier uses a
4. The mechanic uses a
5. The doctor uses a
6. The baker uses a

Unit 4 31

Product: Text with names and illustrations of occupations and professions. (Step 1)

Have students open *Activity Book 1* to page 36. Point to the title of the product and go through the different steps. Then ask students to turn to page 31. Have them name an ocupation and a tool. Distribute the construction paper squares. Have students draw three occupations and three tools. Ask them to use page 31 as a model to write their names. Collect and store *Occupations Cards* for further use. Have students turn to page 36 and evaluate their work on Step 1.

Song: The Wheels on the Bus

Play *Track 17* and act out the song. Play the track again, line by line, and have students repeat and act out the song.

TRACK 17

THE WHEELS ON THE BUS
The wheels on the bus go round and round,
Round and round,
Round and round.
The wheels on the bus go round and round,
All through the town.

Following verses:
2. The wipers on the bus go swish, swish, swish,...
3. The door on the bus goes open and shut,...
4. The horn on the bus goes beep, beep, beep,...

Listen and Think!

Teaching Guidelines: 1.4, 1.6, 2.1, 2.4

Functions and Language
Identifying professions: *He's a mechanic.*
Relating tools to professions: *What does the baker use? He uses a tray.*

Vocabulary: *bus driver, doctor, fire hose, mail carrier, mechanic, nurse, patrol car, restaurant, server, stethoscope, store owner, taxi, tray, utensils, wheelchair, wrench*

Materials: *Activity Book 1, Class CD,* pencils, crayons

Guess My Line

Distribute the envelopes with *Tool Cards.* Write the names of the professions that match the cards on the board: *baker, firefighter, doctor, mail carrier, server, mechanic.* Read the words aloud and have students repeat. Invite a student to the front of the class. Whisper an occupation that matches one of the *Tool Cards* to the student and have him or her act it out. Have the rest of the students display the corresponding card. Have them complete statements to check comprehension: *He is a... He wears a...,* etc.

Discover the differences.

Ask: *Are mechanics in Mexico normally men or women? Men.* Explain that in other countries, like the USA, it's quite common for women to be mechanics. Add that it is OK for men and women to have any profession they want to with no problem. Ask simple Yes/No questions to check comprehension: *Can women drive a bus? Can men bake cakes? Can men be nurses?*

• Listen and color.

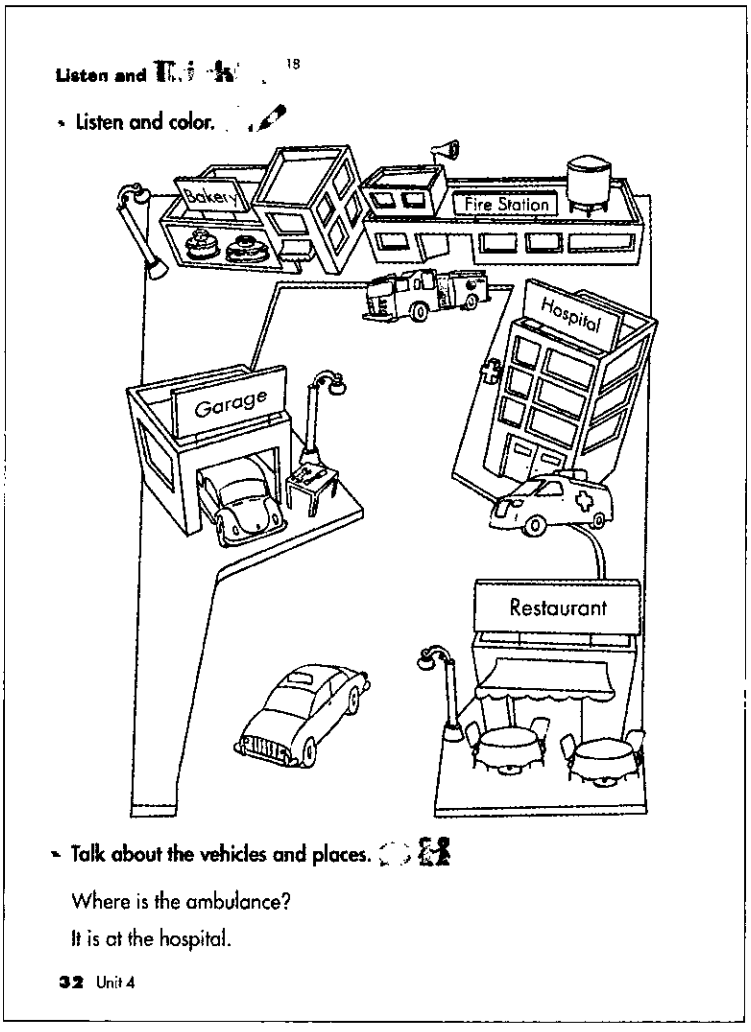
Have students open *Activity Book 1* to page 32. Play *Track 18.* Point to the pictures as they listen. Play the track again, pausing after each section and ask: *What color is the fire engine? Red.* Have students color the fire engine red. Repeat in the same manner with the other pictures.

Answers: Listen and color. 1. fire engine/red, 2. ambulance/blue, 3. cakes/pink, 4. car/blue, 5. chairs/brown, 6. taxi/green

Track 18

NARRATOR: One
I am a firefighter. I drive a fire engine. My fire engine is red.

NARRATOR: Two
I am a doctor. I work at a hospital. There's a blue ambulance in the hospital.



NARRATOR: Three
I am a baker. I work at the bakery. I make pink cakes.

NARRATOR: Four
I am a mechanic. I work at the garage. I fix broken cars. This car is blue.

NARRATOR: Five
I am a server. I work at a restaurant. The chairs in the restaurant are brown.

NARRATOR: Six
I am a taxi driver. I drive a taxi. My taxi is green.

• Talk about the vehicles and places.

Have students work in pairs. Refer them to the bottom of the page. Read the question and anwser. Explain that they will take turns to ask and answer questions about the vechicles and places shown on the page. Ask a pair to model the activity. Allow students enough time to ask and answer.

Favorite Profession

Brainstorm professions and write them on the board. Ask students which professions use uniforms and write a *U* next to the name. Ask students which professions drive special cars, and write a *C* next to those professions. Ask students which professions are dangerous and write a *D* next to those professions. Ask students to draw a picture of what they want to be when they grow up.

Think! and Say

Teaching Guidelines: 1.2, 1.5, 2.1, 2.2, 2.3, 2.4

Functions and Language
Identifying professions: *Who is she? She's a police officer.*
Identifying location: *Where does he work? He works at a bakery.*

Vocabulary: *ambulance, bus driver, doctor, fire hose, mail carrier, mechanic, nurse, patrol car, restaurant, server, stethoscope, store owner, taxi, tray, utensils, wheelchair, work, wrench*

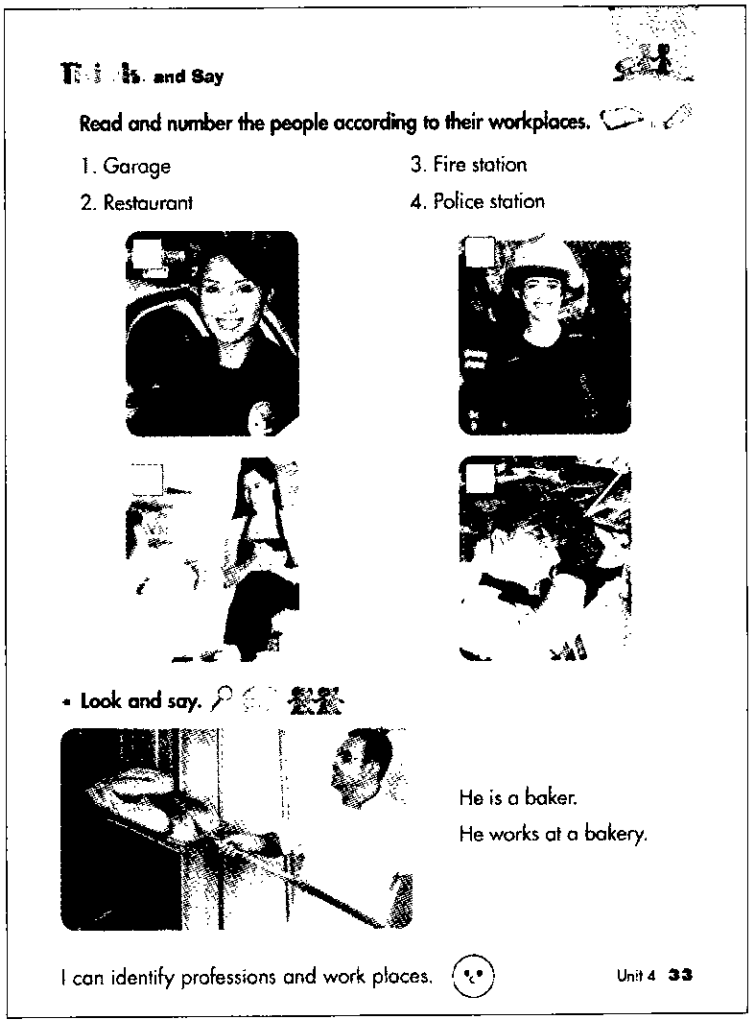
Materials: *Class CD, Activity Book 1,* pencils

Song: We're firefighters!
Play *Track 19.* Ask students what profession the rhyme is about. Play the track again, line by line, and have students repeat. Divide the class into two groups. Play the track a third time and have each group say a verse. Play again and have groups switch verses.

TRACK 19
WE'RE FIREFIGHTERS!
Fire! Fire! Fire! What bad luck!
Where, oh, where
Is the fire truck?
We're firefighters!
Quick as a flash
We put out the fire.
Splash, splash, splash!

• Read and number the people according to their workplaces.
Have students open *Activity Book 1* to page 33. Read the words on top of the page. Have students repeat. Point to the first picture: *Who is she? A police officer. Where does she work? At the police station.* Have students write number one in the box. Repeat the procedure for the remaining workers and workplaces.
Answers: Number (from left to right, top to bottom): 4, 3, 2, 1

• Look and say.
Point to the picture at the bottom of the page and ask: *Who is he?* Point to the first sentence. Have students point to the words and read them with you: *He is a baker.* Point to the picture again: *Where does he work?* Point to the sentence and have students point and read it with you: *He works at a bakery.* Divide the class into pairs. Have students take turns asking and answering questions


Think and Say

Read and number the people according to their workplaces.

1. Garage
2. Restaurant
3. Fire station
4. Police station

• Look and say.

He is a baker.
He works at a bakery.

I can identify professions and work places.

Unit 4 33

about the other pictures: *Who is she? She's a server. Where does she work? She works at a restaurant.* Tell partners to switch roles. Remind them of the importance of speaking clearly and listening carefully depending on the role they have. Then check answers with the entire class. Monitor the activity. If students need help prompt them with incomplete statements for them to complete and describe people. For example: *He is... a baker. He works... at a bakery.*

Picture Dictionary.
Have students turn to page 88 of *Activity Book 1.* Call out the words in the *Picture Dictionary* (see *Teacher's Guide* page 145) and have students point to the corresponding pictures. Point to the first picture and ask: *Who's this? A baker. Where does he work? At the bakery.* Divide the class into pairs and ask them to take turns asking and answering about the different professions. Walk around and help students as necessary.

Song: We're Firefighters!
Play *Track 19* again and substitute the words in the song for different profession words: *Food! Food! Food! Where, oh, where is the server?* Repeat the activity with other profession words.

Think! and Share

Teaching Guidelines: 1.4, 1.5, 2.1, 2.4, 3.3, 3.5

Functions and Language
Relating tools to professions: *What does the server use? The server uses utensils.*

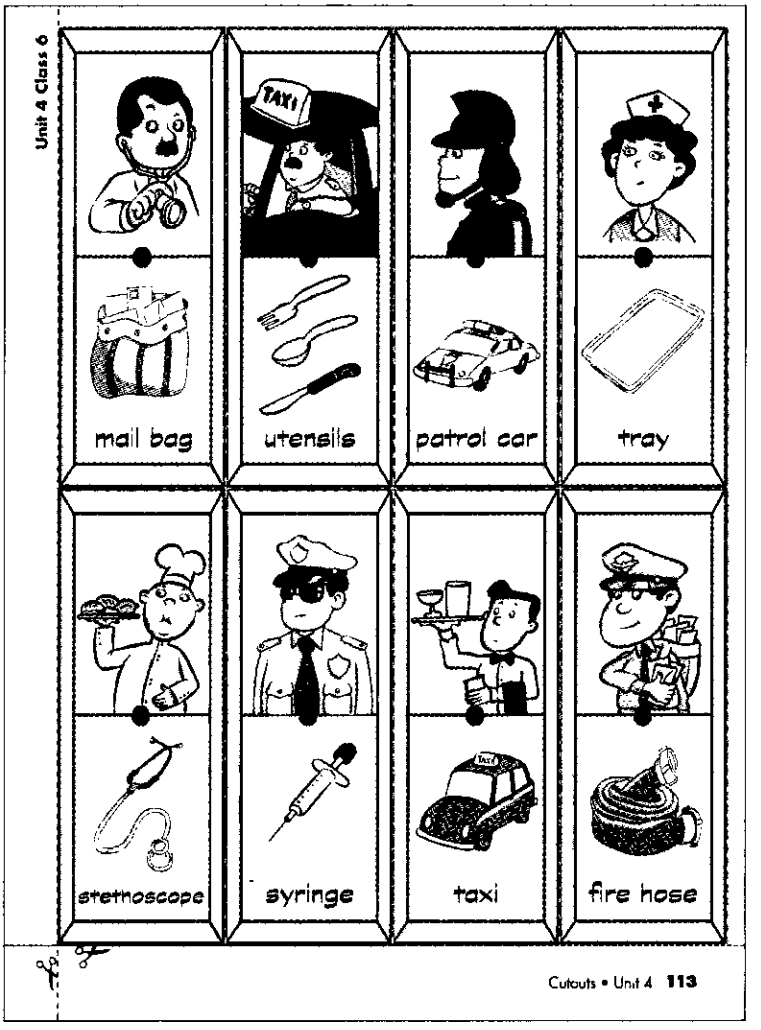
Vocabulary: *baker, doctor, firefighter, fire hose, mail bag, mail carrier, nurse, patrol car, police officer, server, stethoscope, syringe, taxi, taxi driver, tray, utensils*

Materials: *Activity Book 1, Class CD,* pencils, construction paper, scissors, glue sticks

What do they use?
Divide the class into two groups. Invite one student from each group to the front. Name a worker and have students name a tool that the worker uses: *What does the baker use? The baker uses a tray.* The student who answers first wins a point for his or her team. Have students write the words on the board to win an extra point for their team.

- **Play dominoes.**

Have students open *Activity Book 1* to page 113. Have students identify the pictures on the dominoes: *Point to the mail bag.* Then ask: *Is the police officer a man or a woman? A man. Can women be police officers, too?* Remind students that it is OK for women and men to do any work they want to. Distribute construction paper, glue sticks, and scissors. Have students glue the page from *Activity Book 1* onto the construction paper and then cut out the dominoes. Draw a model on the board: *What shape is this? It's a rectangle.* Draw a doctor on the right-hand side and a mail bag on the left-hand side of the rectangle. Have students identify the pictures. Then draw a second domino. Draw a *stethoscope* next to the doctor and a baker on the other end. Point to the doctor: *What does the doctor use? The doctor uses a stethoscope.* Draw a line between the doctor and the stethoscope: *Match the tool to the worker.* Point to the baker: *What does the baker use? The baker uses a tray. Draw a line between the baker and the tray.* Have pairs mix up and put their dominoes facedown on the desk. Have each pair put two dominoes in the middle to start. Tell them to name the worker and the tool when they match up the dominoes: *The taxi driver drives a taxi.* Continue until all the dominoes have been used. Collect and store the *Professions Dominoes* for further use.



Ongoing Assessment
You may use this activity to assess students' progress. Observe students':
- Ability to relate names of professions to their images.
- Ability to interpret writings of names of occupations, professions, and tools.

Graphic Organizers
To conclude, help students make a graphic organizer about a profession with what they have learned so far. Have them write the jobs on one side and ask them to choose between the tools, vehicles, or place of work to include on the other one. Encourage them to be creative and complete their ideas by adding pictures or writing complete sentences. Provide help with spelling and grammar as needed. Have volunteers explain their graphics to the rest of the class. Check comprehension by asking them to share information by asking questions such as: *What does your father do? Is your sister a teacher?*

Think! and white

Teaching Guidelines: 1.5, 3.2, 3.3, 3.4, 3.5

Functions and Language
Identifying professions: *Point to the firefighter.*
Relating tools and vehicles to professions: *What does the baker use? He uses a tray. What does a police officer drive? He drives a patrol car.*

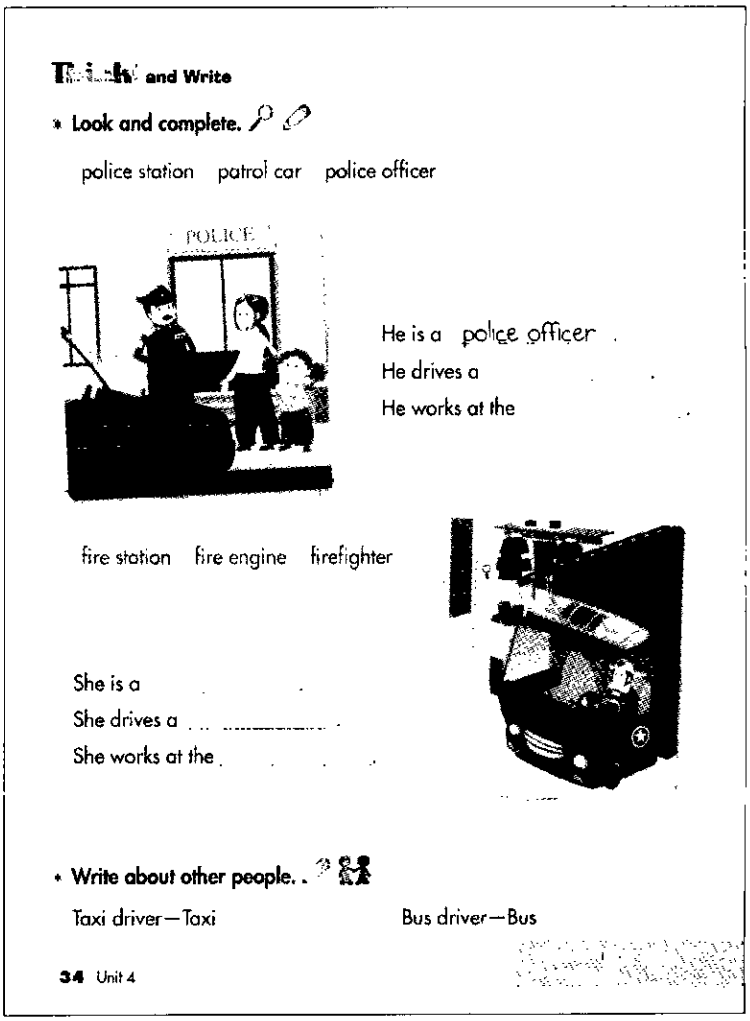
Vocabulary: professions, tools, workers, work locations, vehicles

Materials: *Activity Book 1*, pencils, crayons, envelopes, 5-cm construction paper squares (6 per student)

Worker Alphabet
Write the alphabet on the board and have students say the letters with you. Have students brainstorm occupations to go with each letter. Write the names of the occupations on the board: *What occupation begins with an A? Artist. What does an artist do? An artist draws pictures. B? Baker. C? Candy maker.* Continue with the remaining letters. Circle the letters for which you are unable to think of an occupation. To conclude, have students read the words on the board aloud. Provide help with pronunciation as needed.

• Look and complete.
Have students open *Activity Book 1* to page 34. Point to each of the workers and have students identify them. Read each sentence with the class and have students complete them orally. Then have students complete the sentences in their books with the correct words from the box. Divide the class into pairs. Have each student read to their partner about one of the workers to relate writing and orality. Have more confident pairs read out their answers for the class.
Answers: Write (*from top to bottom*) patrol car, police station, firefighter, fire engine, fire station

• Write about other people.
Have students work in pairs. Refer them to the bottom of the page and explain they are going to write about the vehicles other workers drive, or the places where they work. Have them read the model: *Taxi driver–Taxi.* Elicit what they are goin to write: *A taxi driver drives a taxi.* Allow students time to write about more professions. Provide help with spelling as needed.


Think! and Write

• Look and complete.

police station patrol car police officer

He is a police officer.
He drives a .
He works at the .

fire station fire engine firefighter

She is a .
She drives a .
She works at the .

• Write about other people.

Taxi driver—Taxi Bus driver—Bus

34 Unit 4

Product: Text with names and illustrations of occupations and professions. (Step 2)
Tell the class they are going to continue to work on their products. Distribute *Occupations Cards* from Step 1. Have students open *Activity Book 1* to page 36 and go over Step 2, using the picture to help with comprehension. Then ask students to turn to page 34. Have them name a work place and a vehicle. Distribute the construction paper squares. Have students draw three occupations and three tools. Have them write their names. Remind them to use page 34 as a model. Collect and store the cards for further use. Finally, have students turn to page 36 and evaluate their work on Step 2.

Think! and Make

Teaching Guidelines: 1.5, 2.1, 2.4, 3.5

Functions and Language
Identifying professions: *This is a firefighter.*
Relating tools and vehicles to professions: *What does the baker use? He uses a tray. What does a police officer drive? He drives a patrol car.*

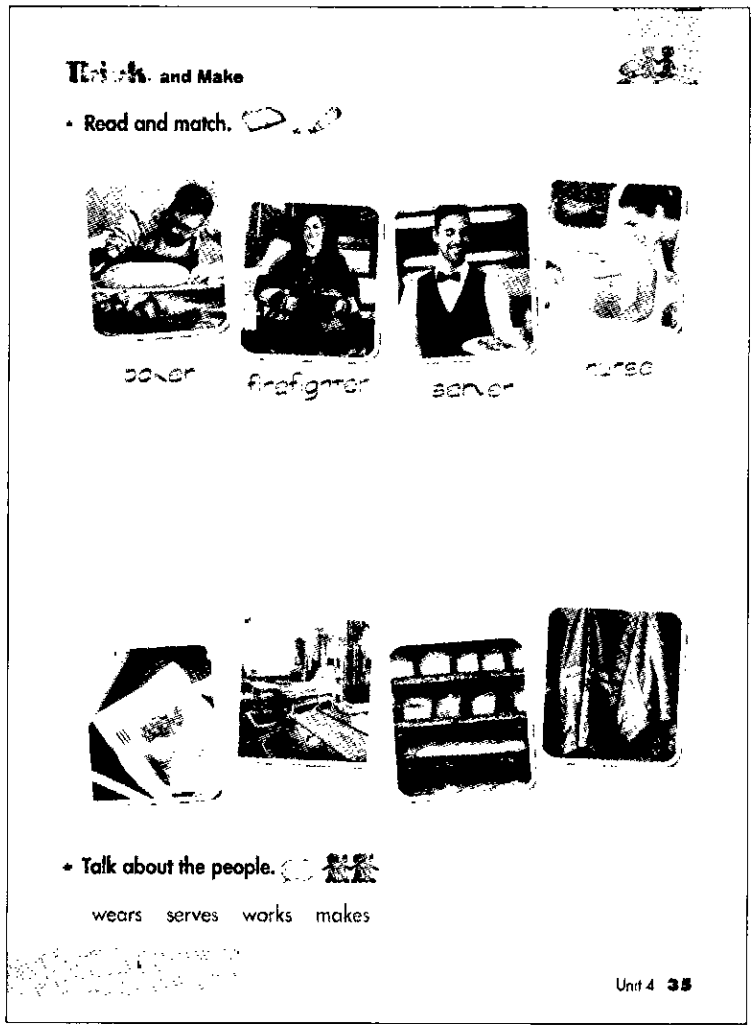
Vocabulary: professions, tools, vehicles, workers, work locations

Materials: *Activity Book 1, Professions Dominoes* from Class 6, *Occupations Cards* from Class 7, pencils, paper bag, photocopies of *Template 3* from page 154 (1 per student), glue sticks

Who am I?
Place a set of dominoes in the paper bag. Invite a student to the front. Have the student choose a domino from the bag. Ask him or her to describe one of the pictures on the domino for the class to guess. Assist the student by giving statements for them to complete: *This is a ..., He wears a ..., He uses a ..., He helps ...*, etc. Repeat the activity with other students and dominoes.

• Read and match.
Have students open *Activity Book 1* to page 35. Have students read each worker's name with you. Name the item in the first picture at the bottom of the page and have students identify and repeat it: *Point to the plate. Repeat, plate.* Continue with *ambulance, bread,* and *jacket.* Tell students to match the worker to their work items.
Answers: Match the workers with the corresponding pictures.

• Talk about the people.
Divide the class into pairs. Read with the class the words on the box: *wears, makes, uses, drives,* and *works.* Have students use the words to talk about the people in the pictures: *The baker makes bread.* Have students use the words to make more sentences about the workers on the page: *The firefighter drives a fire engine. The firefighter wears a jacket.*


Think. and Make

• Read and match.

baker firefighter baker nurse

• Talk about the people.

wears serves works makes

Unit 4 35

Product: Text with names and illustrations of occupations and professions. (Step 3)
Tell the class they are going to continue to work on their products. Distribute *Occupations Cards* from Step 2. Have students open *Activity Book 1* to page 36 and go over Step 3, using the picture to help with comprehension. Distribute photocopies of *Template 3* and glue sticks. Ask students to glue their *Occupations Cards* onto their boards. Have students personalize their *Lotto Boards* by writing their names at the top. Collect the *Lotto Boards* and store them for further use. Finally, have students turn to page 36 and evaluate their work on Step 3.

Think: and Share

Teaching Guidelines: 1.2, 1.3, 2.1, 3.1, 3.3

Functions and Language
Identifying professions: *Point to the firefighter.*
Relating tools to professions: *What does the baker use? He uses a tray.*

Vocabulary: *ambulance, bus driver, doctor, fire engine, firefighter, gas station, hospital, mail bag, mail carrier, mechanic, nurse, patrol car, pet store, police officer, restaurant, server, taxi driver*

Materials: *Story Book 1, Activity Book 1,* pencils, *Lotto Boards* from Class 8, beans or other markers (12 per student), bag

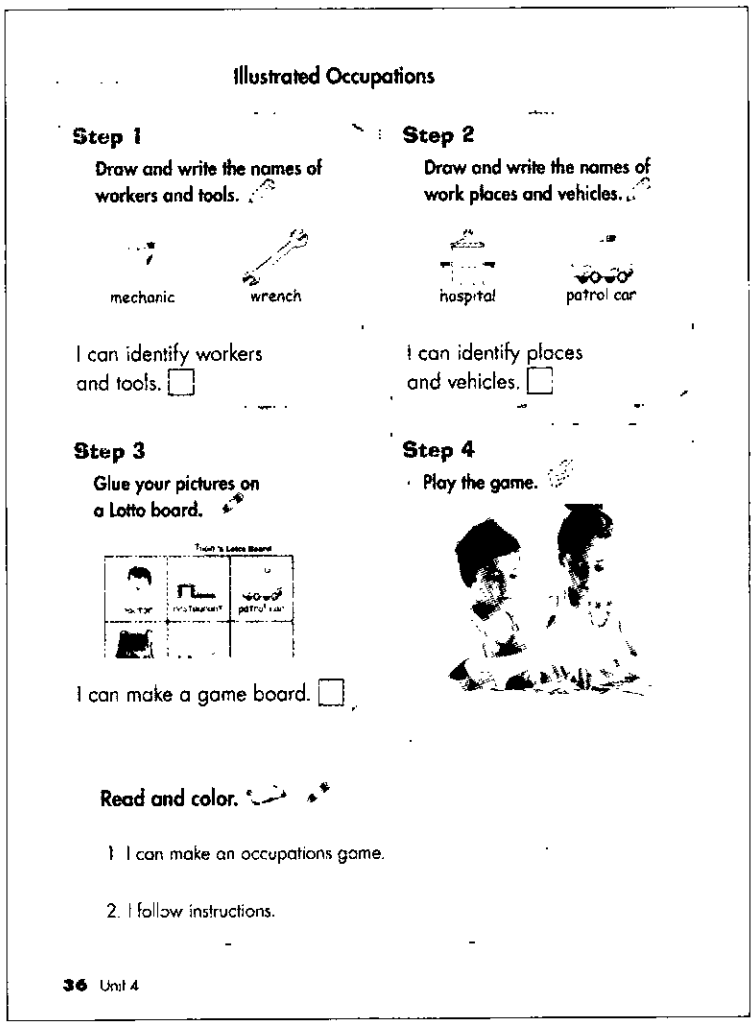
Preparation: Make *Lotto Cards:* Write on index cards each of the occupations, tools, places, and vehicles used by students on their lotto boards. Make sure to make one card for each word used. Shuffle the cards and put them in the bag.

Who's Your Favorite?

Display *Story Book 1,* pages 11–22. Have students identify the different parts of the book: *Point to the title. Point to the contents page. Point to a picture. Point to the text.* Review the story and ask students questions about each of the workers that appear in the story. Stand in a circle with the class. Begin the activity by turning to the student on your left and saying: *I like the pet store owner. He works at the pet store. Who is your favorite character?* Have the student answer: *I like the police officer.* Have the student say something more about the profession. Then have the student ask the person next to him or her. Continue around the circle until all students have participated.

Product: Text with names and illustrations of occupations and professions. (Step 4)

Tell the class they are going to finish and present their products. Distribute *Lotto Boards* from Step 3 and beans, or markers. Have students open their books to page 36 and go over Step 4, using the picture to help with comprehension. Tell students to place a bean on their pictures when they hear them named. Explain that the winner is the first person to cover all of their pictures. Shuffle your *Lotto Cards* and read them off. Invite students to switch boards and play the game several times. If time allows, have volunteers come up and name the words on the *Lotto Cards.* Remind them to speak loudly and clearly. Use the *Suggested Evaluation Instrument* template on page 132 to evaluate students' participation and progress.


Illustrated Occupations

Step 1
Draw and write the names of workers and tools.
mechanic
wrench
I can identify workers and tools. ☐

Step 2
Draw and write the names of work places and vehicles.
hospital
patrol car
I can identify places and vehicles. ☐

Step 3
Glue your pictures on a Lotto board.
I can make a game board. ☐

Step 4
Play the game.

Read and color.
1. I can make an occupations game.
2. I follow instructions.

36 Unit 4

Self-Check

Have students open the *Activity Book 1* to page 36. Ask them to look at the *Self-Check* section and read the instruction aloud. Tell students to get out their crayons or colored pencils. Tell them they are going to evaluate their work on the product. Tell students that the faces mean from left to right: Very well, OK, and Need help. Explain that it is important for students to know when they need help and to ask for it. Read each sentence out loud and have students color the faces that best describe them. Have students agree on areas they might need help with.

Share Your Ideas

Divide the students into pairs. Have students share their lotto board with their partner. Have students work together to write short sentences related to the pictures on their Lotto Boards. For example: *Fred is a teacher. He works at a school. He teaches children.* Have volunteers share their ideas with the class as they point to the corresponding words and pictures on their *Lotto Boards.*

Assessment

See page 122. The answer key can be found on pages 115–118.

Unit 5 Rhymes and Verses

Environment: Recreation and Literature
Communicative Activity: Literary Expression
Social Practice: Understand rhymes and tales in verse
Final Product: Rhyming Words Pictorial File

Learning Outcomes	Teaching Guidelines	Class
1. Explore rhymes and tales in verse.	**1.1** Activate previous knowledge from images.	1, 2, 3, 4
	1.2 Distinguish topic, purpose, and recipient.	1, 2, 3
	1.3 Observe graphic and textual components.	1, 2, 3, 5, 7
2. Listen to the reading of rhymes and tales in verse.	**2.1** Clarify the meaning of words.	1, 5, 7
	2.2 Detect and complete words that rhyme.	3, 4, 5, 6, 7, 8
	2.3 Recognize rhythm and rhyme with sound resources.	4, 5, 7, 8
	2.4 Identify changes in intonation.	3, 4, 5, 9
	2.5 Share concerns.	7, 9
3. Explore pronunciation.	**3.1** Repeat aloud words that rhyme and practice their pronunciation.	3, 4, 5, 6, 7, 9
	3.2 Spell words that rhyme.	2, 3, 8, 9
4. Explore the writing of rhymes and tales in verse.	**4.1** Recognize that it is written from left to right and top to bottom.	1, 4, 5, 6
	4.2 Notice composition of words.	2, 3, 4, 5, 6, 7, 9
	4.3 Make correlations between parts of writing and orality.	3, 4, 5, 9
	4.4 Compare similarities and differennces between words with and without rhyme.	5, 6, 7, 8
	4.5 Complete the writing of words that rhyme.	4, 6, 8, 9
	4.6 Review repertoire of words and expressions.	2, 5, 6, 9
	4.7 Compare with others writings.	6, 9

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	List of words that rhyme	Speaking and Listening Rubric: Pronunciation	3
2	Completing written form of words that rhyme	Reading and Writing Rubric: Word Choice	6
3	Words that rhyme for a pictorial file	Anecdotal Record	7, 8, 9

Think! and Read

Teaching Guidelines: 1.1, 1.2, 1.3, 2.1, 4.1

Functions and Language
Identifying family members: *Who is she? She is the sister.*
Identifying numbers: *What number is this? It's three.*

Vocabulary: *aunt, baby, brother, daddy, grandma, grandpa, mommy, sister, uncle*

Materials: *Class CD, Story Book 1, Activity Book 1*, pencils, a paper bag

Preparation: Make *Family Cards*: Photocopy page 29 of the AB. Cut out the pictures of the family members.

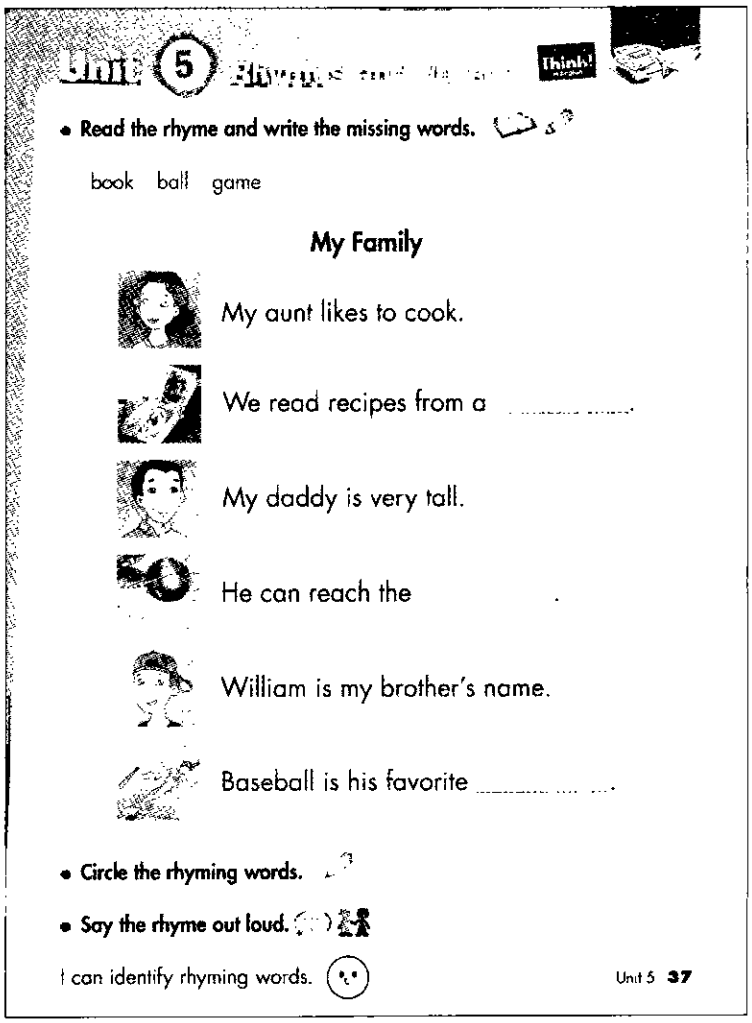
Song: Hello Song
Ask students to stand facing each other in two circles, one inside the other. Play *Track 3* and review the song. Play the track again and have students sing the first verse with you. Have students on the outer circle sing the second verse using their names. Tell students in the inner circle to sing the third verse using their names. Then sing the last verse together.

TRACK 3 (See Unit 1, Class 3.)

Think and Predict
Display *Story Book 1*, page 23. Point to the title and read it aloud: *My Family*. Have individual students come to the front, point to the title, and read it aloud. Show the pages of the story to the students. Encourage them to look and predict what they think the story is about. Help them differentiate the graphic and textual components on the pages as they do their predictions.

Picture Read
Display pages 23–29 of *Story Book 1*. Picture read the story. Point to and introduce the family members on each page: *mommy, daddy, brother, sister, aunt, uncle, grandma, grandpa*. Have students point to and name the different family members: *Who is she? She is the sister.* Explain that the topic of the story is *family*.

• Read the rhyme and write the missing words.
Have students open *Activity Book 1* to page 37. Point to the words in the box and read them aloud. Have students repeat after you. Tell students they will complete the rhyme using the words in the box. Read the first two lines of the rhyme and ask students: *What rhymes with cook? Book!* Then have students write the word *book* on the line. Repeat the steps with the remaining lines.
Answers: *(from top to bottom)* book, ball, game


Unit 5

• Read the rhyme and write the missing words.

book ball game

My Family

My aunt likes to cook.

We read recipes from a _____.

My daddy is very tall.

He can reach the _____.

William is my brother's name.

Baseball is his favorite _____.

• Circle the rhyming words.

• Say the rhyme out loud.

I can identify rhyming words.

Unit 5 37

• Circle the rhyming words.
Draw students' attention to the words in the box: *book, ball,* and *game*. Ask students: *What word rhymes with book? Cook!* Then have students circle the word *cook*. Repeat the steps with the remaining words in the box.
Answers: *(from top to bottom)* cook, tall, name

• Say the rhyme out loud.
Divide the class into pairs and have students take turns saying the rhyme out loud. Then invite different students to read the rhyme in front of the class.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class. Have them draw a big smile if their progress was excellent, a small smile if their progress was good, or a sad face if their progress was not so good.

Read and Think!

Teaching Guidelines: 1.1, 1.2, 1.3, 3.2, 4.2, 4.6

Functions and Language
Identifying family members: *Is he the daddy? Yes, he is.*
Identifying likes and dislikes: *Does he like baseball? Yes./No.*

Vocabulary: *alphabet, aunt, baby, brother, daddy, grandma, grandpa, mommy, sister, uncle*

Materials: *Story Book 1, Activity Book 1, Class CD,* photos of your family, 10 paper strips, pencils

Preparation: Make *Family Member Strips:* Write *mommy, daddy, brother, sister, baby, aunt, uncle, grandma, grandpa, family* on the paper strips.

Who is It?

Display your family photos on the board: *This is my sister.* Invite students to match the paper strips to each member: *He is my brother. Brother starts with b.* Have students repeat */b/, brother.*

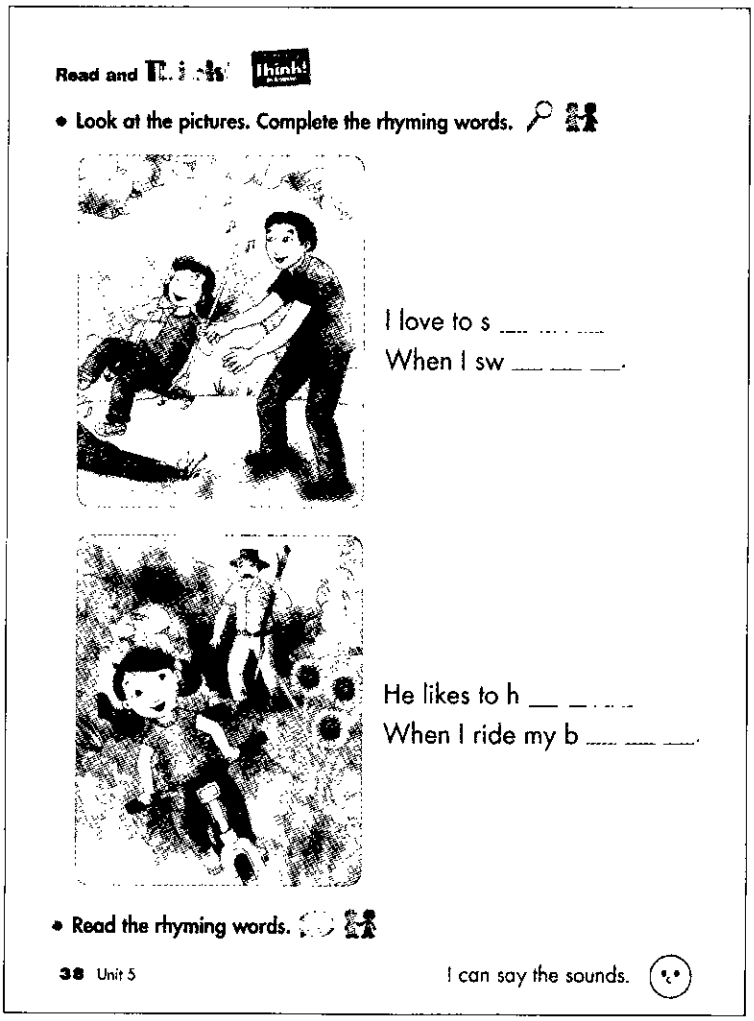
Read the Text Aloud

Display pages 23–29 of *Story Book 1.* Review the title. Point to the pictures and ask questions to check comprehension.

Page 23: (Point to the girl.) *Who is she? A girl.*
Page 24: (Point to the daddy.) *Is he the mommy? No, he isn't.* (Point to the mommy.) *Who is she? She is the mommy.*
Page 25: (Point to the brother.) *Does the brother like baseball? Yes, he does.* (Point to the sister.) *Are the sister's eyes blue? Yes, they are.*
Page 26: (Point to the aunt.) *Is she the aunt? Yes, she is.* (Point to the baby.) *Is she a baby? Yes, she is.*
Page 27: (Point to the uncle.) *Does the uncle drive a bus? No, he doesn't. He loves to swing.* (Point to the grandma.) *Does the grandma drive a bus? Yes, she does.*
Page 28: (Point to the grandpa.) *Who is he? He is Grandpa Robert.*
Page 29: (Point to the family.) *Is the family big? Yes, it is.*

• Look at the pictures. Complete the rhyming words.

Write on the board the words: *sing, swing, hike,* and *bike.* Ask students: *What rhymes with* sing? *Swing! Why? Because of the last sound,* -ing.


Read and Think!

• Look at the pictures. Complete the rhyming words.

I love to s ___ ___ ___
When I sw ___ ___ ___.

He likes to h ___ ___ ___
When I ride my b ___ ___ ___.

• Read the rhyming words.

38 Unit 5 I can say the sounds.

Repeat with the other set of words. Next, have students open *Activity Book 1* to page 38. Point to the pictures and the rhymes. Have students complete the rhyming words.
Answers: *(from top to bottom)* sing, swing, hike, bike

• Read the rhyming words.

Divide the class into pairs and have students take turns saying the rhyming words.

Rhyme: Molly, My Sister

Play *Track 20* and have students listen. Ask the class who they think Molly is. Play the track a third time, line by line, and have students repeat.

TRACK 20
MOLLY, MY SISTER
Molly, my sister, and I fell out,
And what do you think it was all about?
She likes carrots and I like peas,
And that was the reason we couldn't agree.

I can...

Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class.

Think! and Share

Teaching Guidelines: 1.1, 1.2, 1.3, 2.2, 2.4, 3.1, 3.2, 4.2, 4.3

Functions and Language
Identifying family members: *Point to the aunt.*
Identifying likes and dislikes: *She likes flowers.*

Vocabulary: *alphabet, aunt, baby, brother, daddy, grandma, grandpa, mommy, sister, uncle*

Materials: *Class CD, Story Book 1, Activity Book 1*, pencils, crayons, scissors

Song: There Are Three of Us

Play *Track 21.* Have students listen as you encourage them to listen to the song. Encourage students to talk about their family. Play the track one more time and have students sing the song.

TRACK 21

THERE ARE THREE OF US
There are three of us,
In my family.
My mom and dad,
And then there's me.
My family isn't big at all.
My family's very, very small.
There are ten of us.
In my family,
My mom and dad,
Seven brothers and me.
My family isn't small at all.
It's very big when you count us all.

Listen to the Text

Display *Story Book 1,* page 23. Ask students the title of the text. Play *Track 22* while turning the pages so that students can see the pictures. Play the track again, pausing after each character is mentioned. Have students repeat the sentences. Provide help with pronunciation and intonation.

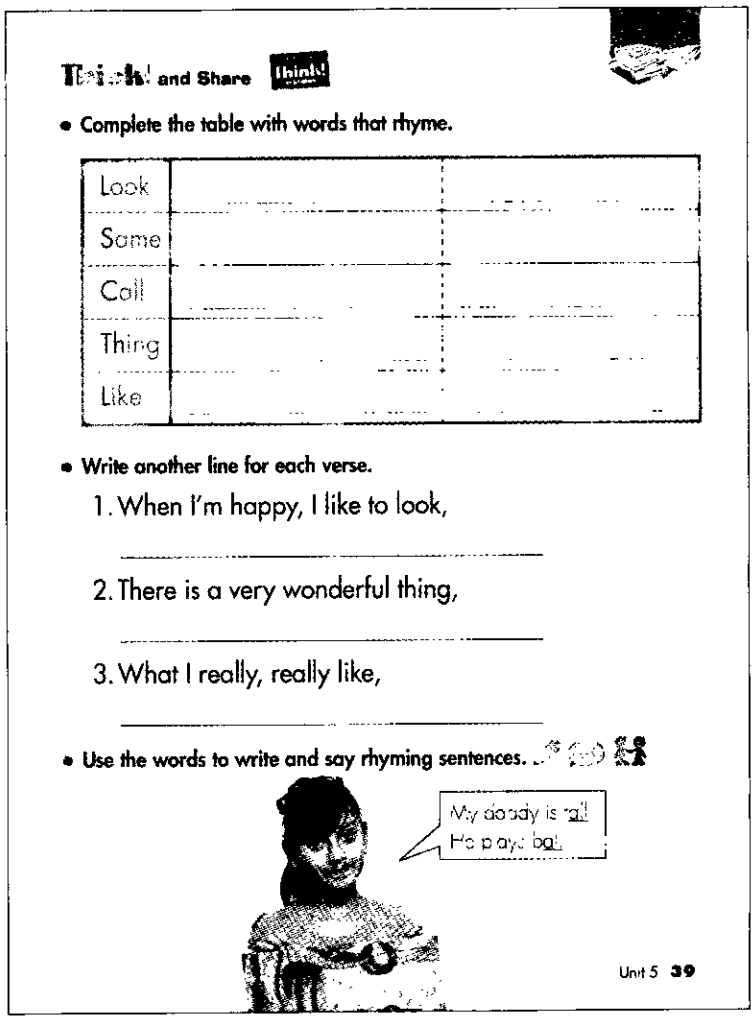
TRACK 22 (See *Story Book 1,* pages 23–29.).

Observe and Think

Display *Story Book 1,* pages 23–29. Ask: *What's the topic of the story? Family. What are we going to learn with it? Rhyming words.* Make simple statements and have students come to the front and point to the part of the picture that illustrates each statement: *The mommy likes flowers.*

• Complete the table with words that rhyme.

Have students open *Activity Book 1* to page 39. Tell students to point to the words and read them aloud. Tell them they will complete the table with words



Think! and Share

• Complete the table with words that rhyme.

Look		
Same		
Call		
Thing		
Like		

• Write another line for each verse.

1. When I'm happy, I like to look,
_____
2. There is a very wonderful thing,
_____
3. What I really, really like,
_____

• Use the words to write and say rhyming sentences.

Unit 5 39

that rhyme. Ask: *What rhymes with* look? Cook *and* book! Have students write the words. Repeat the steps with the remaining words.
Answers: *(Look)* cook, book; *(Same)* game, name; *(Call)* ball, tall; *(Thing)* swing, sing; *(Like)* hike, bike

• Write another line for each verse.

Read the lines and tell students they will add a line to each verse. Remind them they may use the words from the chart they completed in the previous activity.

• Use the words to write and say rhyming sentences.

Divide the class into pairs and have students use the chart they completed in the previous activity to write and say rhyming sentences. Tell them to take turns. Walk around and monitor students' work, assisting when necessary.

List of words that rhyme

Write the words that rhyme from the story on the board. Read them aloud and have students repeat: *heart, smart, ball, tall,* etc. Help with pronunciation as needed. Call out the words that do not have double letters.

Listen and Think!

Teaching Guidelines: 1.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.2, 4.3

Functions and Language
Identifying rhyming words: *Do they rhyme? What sounds are the same?*

Vocabulary: *ball, book, can, car, cook, fan, heart, jar, man, seeds, sing, smart, tall, weeds, wing*

Materials: *Story Book 1, Class CD, Activity Book 1,* pencils, 16 strips of paper or index cards

Preparation: Make *Rhyming Word Cards:* Write *ball, tall, car, jar, hip, lip, toes, nose, sing, wing, weeds, seeds, fan, man, heart,* and *smart* on separate strips of paper or index cards.

Listen and Find
Display the *tall* and *ball Rhyming Word Cards* and have students repeat the words and say if they rhyme: *Tall. Ball. Do they rhyme? Yes.* Repeat until all the rhyming pairs have been identified.

Observe in Context
Open *Story Book 1* to page 23. Ask the class the title of the story: *My Family.* Play *Track 22.* Pause the track to point to the word *heart* on page 23: *Heart.* Play the track and pause in the next line. Raise your hand at the word *smart.* Have a student come to the front of the class to choose the cards: *smart* and *heart.* Repeat the activity with the rest of the story.

TRACK 22 (See *Story Book 1,* pages 23–29.)

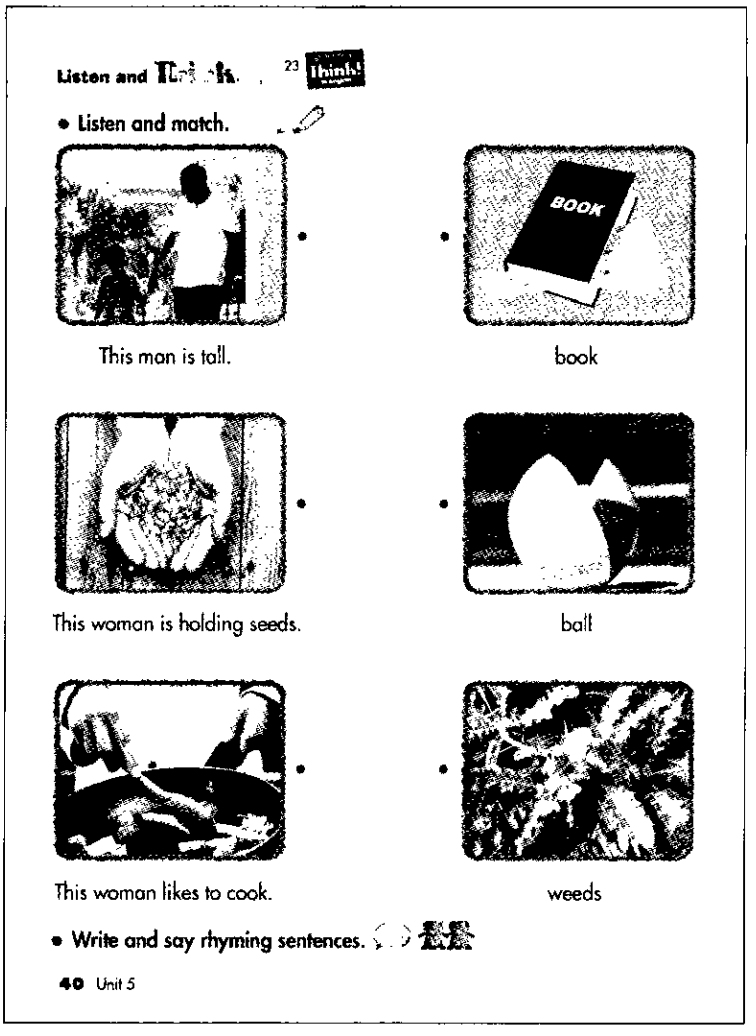
Listen and match.
Have students open *Activity Book 1* to page 40. Read the sentences and the words on the page. Play *Track 23* and have students match the sentences to the words that rhyme.

Answers: *(from top to bottom)* This man is tall.—ball; This woman is holding seeds.—weeds; This woman likes to cook.—book

TRACK 23

NARRATOR: One
This man is tall. What rhymes with *tall? Ball! Ball* rhymes with *tall.*

NARRATOR: Two
This woman is holding seeds. What rhymes with *seeds? Weeds! Weeds* rhymes with *seeds.*


Listen and Think. 23 Think!

• Listen and match.

This man is tall.
book
This woman is holding seeds.
ball
This woman likes to cook.
weeds

• Write and say rhyming sentences.

40 Unit 5

NARRATOR: THREE
This woman likes to cook. What rhymes with *cook? Book! Book* rhymes with *cook.*

Write and say rhyming sentences.
Write the first sentence from the exercise above on the board and count the syllables with the class: *How many syllables? Three.* Tell students they are going to write a rhyme with the rhyming word. Explain that lines in rhymes have to have the same number syllables and end with a rhyming word. Elicit a sentence from the class: *He plays ball.* Divide the class into pairs. Have students write a sentence with the words that rhymes for the other two sentences. Invite pairs to read their rhymes out loud.

Rhyme: Molly, My Sister
Play *Track 20* and have students listen. Write the rhyming words on the board: *out, about, peas, agree.* Play the track again and encourage students to clap at the rhyming words.

TRACK 20 (See Class 2.)

Think! and Say

Teaching Guidelines: 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 4.4, 4.6

Functions and Language
Identifying rhyming words: *What rhymes with* bat?

Vocabulary: *bat, ball, book, cat, cook, hip, lip, nose, seeds, tall, toes, seeds, weeds*

Materials: *Class CD, Activity Book 1, Rhyming Word Cards* from Class 4, construction paper

Song: This is My Lip

Have students stand up in their places. Play *Track 24* and point to each part of the body as it is mentioned in the song. Play the track again and have students sing along. Pause after the first verse and hold up the *lip* and *hip Rhyming Word Cards.* Say: *Yes. They have the same ending sound.* Play the rest of the song and repeat the procedure. Play the song once more. Ask students to sing along and jump every time they hear the rhyming words.

TRACK 24

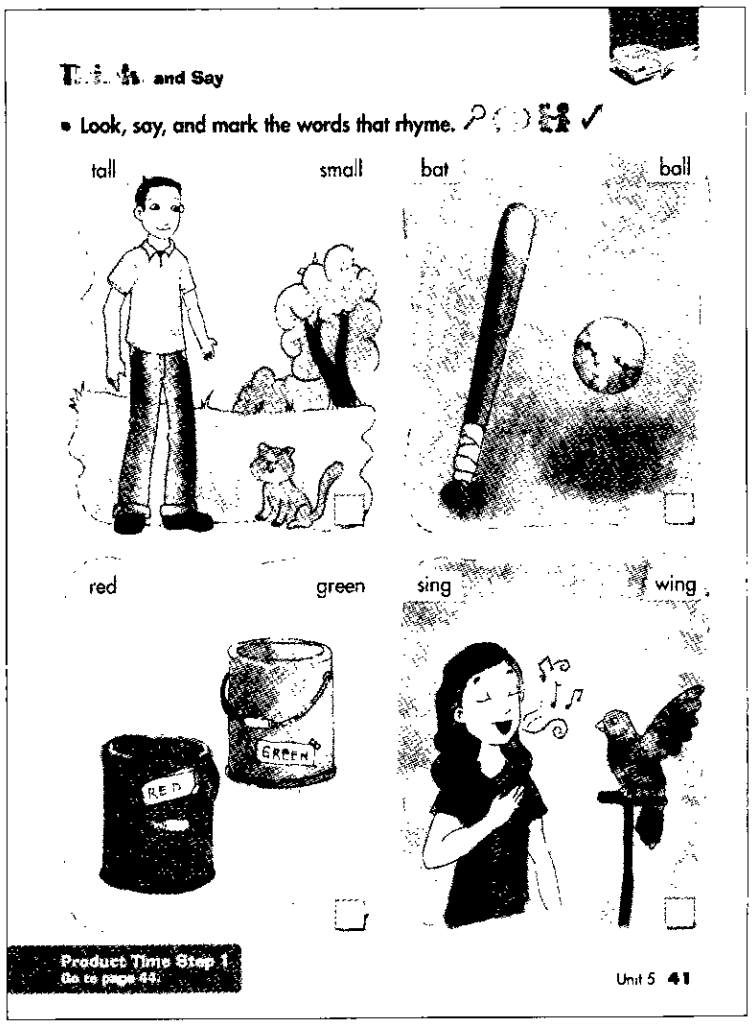
THIS IS MY LIP

This is my lip, lip lip.
This is my hip.
This is my lip, lip lip.
This is my hip.
This is my lip, lip, lip.
This is my hip, hip, hip.
This is my lip.
This is my hip.
This is my lip.

These are my feet, feet, feet.
These are my toes.
These are my feet, feet, feet.
This is my nose.
These are my feet, feet, feet.
These are my toes, toes, toes.
These are my feet.
This is my nose.
These are my toes.

Listen and Rhyme

Divide the class into two teams and display the *Rhyming Word Cards.* Have one student from each team come to the front. Say one of the rhyming words students have learned: *lip.* Have the students at the front point to the word card that rhymes with *lip: hip.* Have the student that finds the rhyming word first read both words aloud and award a point to his or her team. Make sure they are pronouncing the words correctly and remind the rest of the class to respect each other's attempt to read the rhyming words properly.



• Look, say, and mark the words that rhyme.
Have students open *Activity Book 1* to page 41. Point to the man and the cat in the first picture and have students describe them: *The man is tall. The cat is small.* Read the words and have students tell you if the words rhyme or not: *Does* tall *rhyme with* small*? Yes!* Explain that they have to mark the box on the bottom right corner because the words rhyme. Divide the class into pairs and have them continue with the remaining pictures. Check answers with the whole class.
Answers: (*from left to right, top to bottom*) tall/small, sing/wing

Product: Pictorial File (Step 1)

Have students open *Activity Book 1* to page 44. Point to the title of the product and read it: *We are going to make a pictorial file.* Point to Steps 1 and 2 and say what they are going to do: *First, you'll write rhyming words, Next, you'll make a rhymes chart. Then you'll draw rhyming words.* Then point to the final product: *Finally you'll present your pictorial file.* Tell students to take out their notebooks and write a list of words that rhyme. Use the words on page 32 as an example: *Tall. What words rhyme with* tall? Ball *and* small. *Sing. What word rhymes with* sing? *Wing.* Encourage students to search in other pages of the unit to find more words that rhyme. Tell students to keep their list in their notebooks to use it in the next steps of their product.

Think! and Share

Teaching Guidelines: 2.2, 3.1, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7

Functions and Language
Identifying rhyming words: *What letters are the same? What rhymes with* bat?
Identifying family members: *Who is he? He is my brother.*

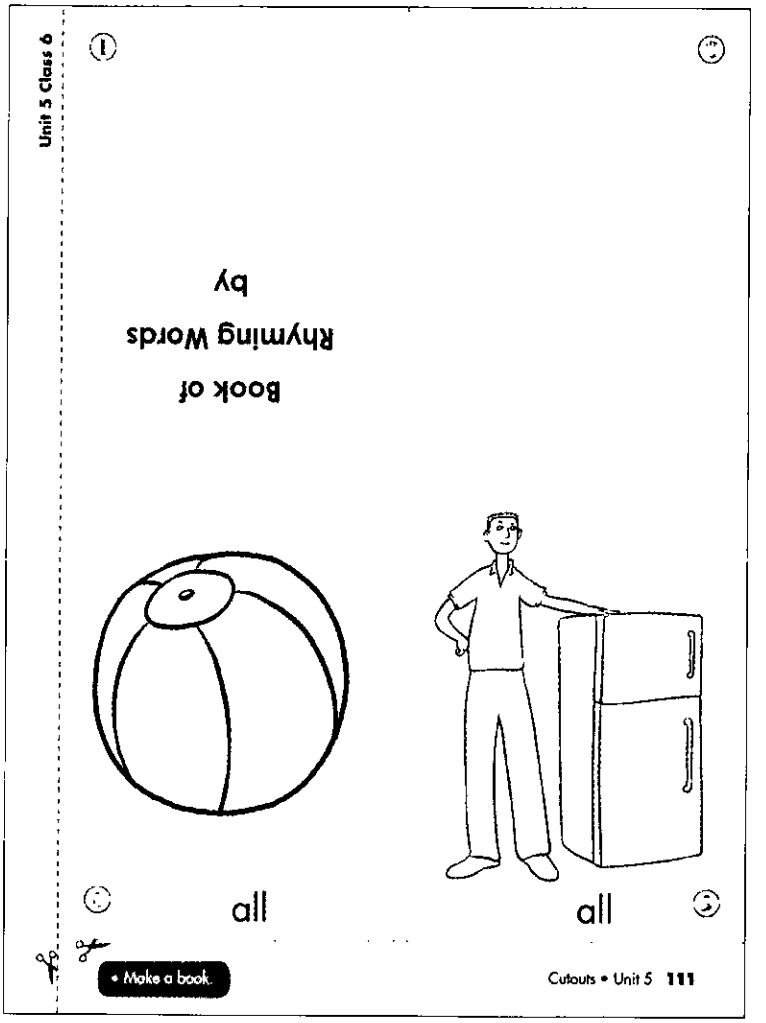
Vocabulary: *bat, ball, can, cat, man, pan, tall*

Materials: *Activity Book 1, Alphabet Cards from Class 3, Family Member Strips from Class 2,* soft ball, construction paper (1 sheet per 4 students), pencils, crayons, scissors, stapler, photos of your family from Class 2

Preparation: Bring pictures of your family members.

Roll a Rhyme
Ask students to sit in a circle. Roll the ball to a student as you say a rhyming word: *Bat.* Have the student say a word that rhymes with *bat: What rhymes with* bat? *Cat.* Tell the student to roll the ball to the next student and say another word. Continue the activity until the class runs out of rhyming words. Provide help with pronunciation as needed.

• Make a book.
Have students open *Activity Book 1* to pages 111 and 112. Have students cut along the dotted lines and fold along the gray lines to make a mini-book. Tell students to check the numbering to make sure the pages are in the correct order. Read the title of the mini-book and ask students to point to it. Tell students to write their names on the line below the title. Have students open the book to page 2 and identify the pan: *Is this a can or a pan? A pan.* Ask students what letter *pan* starts with and have them complete the word. Continue with page 3 in a similar manner. Then read the words on pages 2 and 3 and ask students if they rhyme: *Pan, can. Do they rhyme? Yes.* Continue with the remaining pages of the mini-book. Invite students to color their mini-books. Walk around the class as students work and ask them to read aloud the words and identify the rhyming sounds. To conclude, have students draw and write another pair of rhyming words on page 8. Divide the class into pairs. Have students compare the words they



wrote. Encourage them to help each other correct spelling if needed. Remind them that they always have to be respectful of other's attempts to use the language.

Ongoing Assessment
You may use this activity to assess students' progress. Observe students':
- Complete written form of words that rhyme.
- Repeat words that rhyme to practice pronunciation.

Who is it?
Review photos of your family members from Class 2: *Who is he? He's my brother.* Invite students to the front to choose a *Family Member Strip* to match each member: *He is my brother.* Brother *starts with b.* Have students repeat /b/. Display the labeled family pictures on the board. Hold up the pictures and ask questions: *Do I have a sister? What letter does* sister *start with?*

Think! and Write

Teaching Guidelines: 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 4.2, 4.4

Functions and Language
Identifying rhyming words: *Does* ball *rhyme with* fall*? Do they rhyme?*

Vocabulary: *ball, bat, book, car, cat, cook, fan, fat, fold, hat, heart, hip, jar, lip, man, mark, mat, nose, seeds, sing, smart, tall, toes, weeds, wing*

Materials: *Activity Book 1, Rhyming Word Cards* from Class 4, *Pictorial Files* from Class 5, crayons, squares of paper (6 per student), glue stick

Stand Up for a Rhyme!
Choose and repeat pairs of words on the *Rhyming Word Cards.* Have students stand up if the words rhyme and sit down if they don't: *Do they rhyme? No. Sit down. Do they rhyme? Yes. Stand up.* Vary the word pairs so students are standing up and sitting down frequently: *ball—tall, nose—toes, fan—man.*

- **Read the rhyme and circle the rhyming words.**

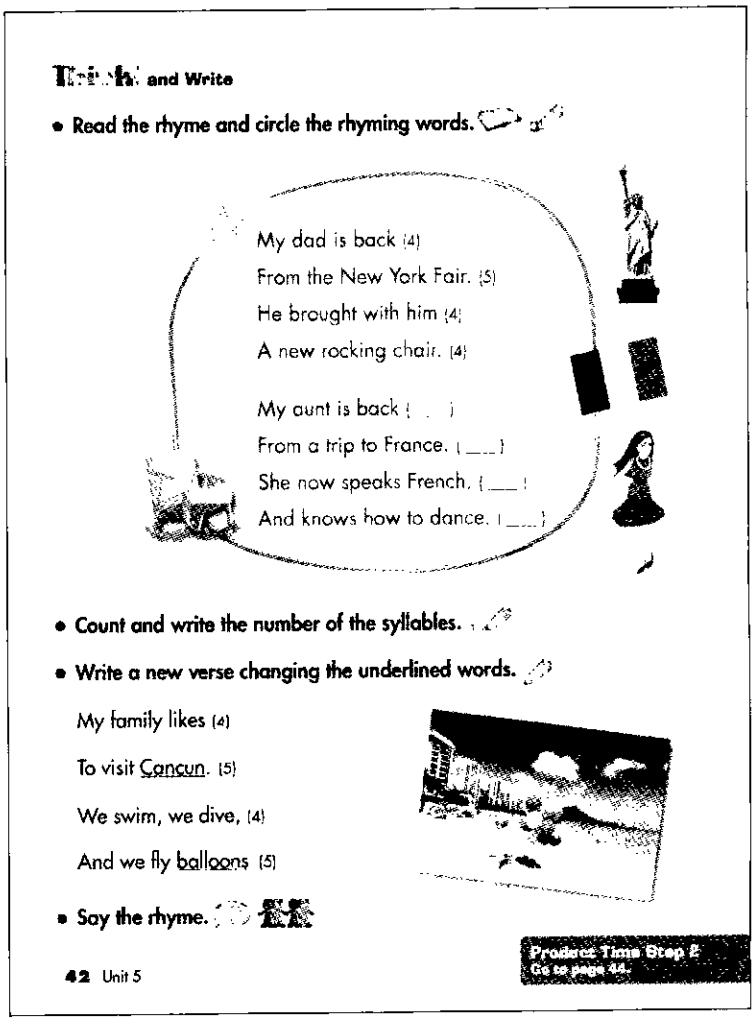
Have students open their *Activity Book 1* to page 42. Explain you will read a rhyme and that each time they hear a rhyming word they should clap once. Read the rhyme stressing the rhyming words. Ask students to circle the rhyming words in the rhyme.
Answers: *(from top to bottom)* Fair, chair; France, dance

- **Count and write the number of syllables.**

Tell students that the numbers at the end of the sentences refer to the number of syllables. Read the stanzas out loud again and ask students to clap according to the number of syllables. Repeat the activity with different students reading the rhyme as others make different sounds.
Answers: 4, 5, 4, 5

- **Write a new verse changing the underlined words.**

Invite volunteers to read the verse out loud. Next, ask students to replace the underlined words. Monitor and make sure students write their sentences correctly.


Think! and Write

- Read the rhyme and circle the rhyming words.

My dad is back (4)
From the New York Fair. (5)
He brought with him (4)
A new rocking chair. (4)

My aunt is back ( )
From a trip to France. ( )
She now speaks French. ( )
And knows how to dance. ( )

- Count and write the number of the syllables.
- Write a new verse changing the underlined words.

My family likes (4)
To visit Cancun. (5)
We swim, we dive, (4)
And we fly balloons (5)

- Say the rhyme.

42 Unit 5

Produce Time Step 2
Go to page 44.

- **Say the rhyme.**

Encourage students to read their verses out loud. Invite students to give a round of applause after each verse is read. Alternatively, have students make drawings of their verses.

Product: Pictorial File (Step 2)
Tell the class they are going to keep working on their products. Have students open their notebook on the *Rhyming Words List* from Step 1. Have students open their books to page 44 and go over Step 3, using the picture to help with comprehension. Distribute construction paper and ask them to draw three columns. Have students look at their words and elicit the endings: *all* and *ing.* Ask students to copy them at the top of their chart. Have them write two rhyming words in each column. Encourage students to add a third ending. Ask them to write their names on the back of their charts. Make sure they leave enough space to draw pictures under the words. Collect the *Rhymes Charts* and keep them for further use.

Think! and Make

Teaching Guidelines: 2.2, 2.3, 4.4, 4.5

Functions and Language
Identifying rhyming words: *Does* ball *rhyme with* fall? *Clap for the word that does not rhyme.*

Vocabulary: *bat, book, cat, cook, fan, fat, fold, hat, man, mark, mat, pan, ran, sat*

Materials: *Activity Book 1, Rhyme Frame Strips* from Class 7, crayons, construction paper, scissors

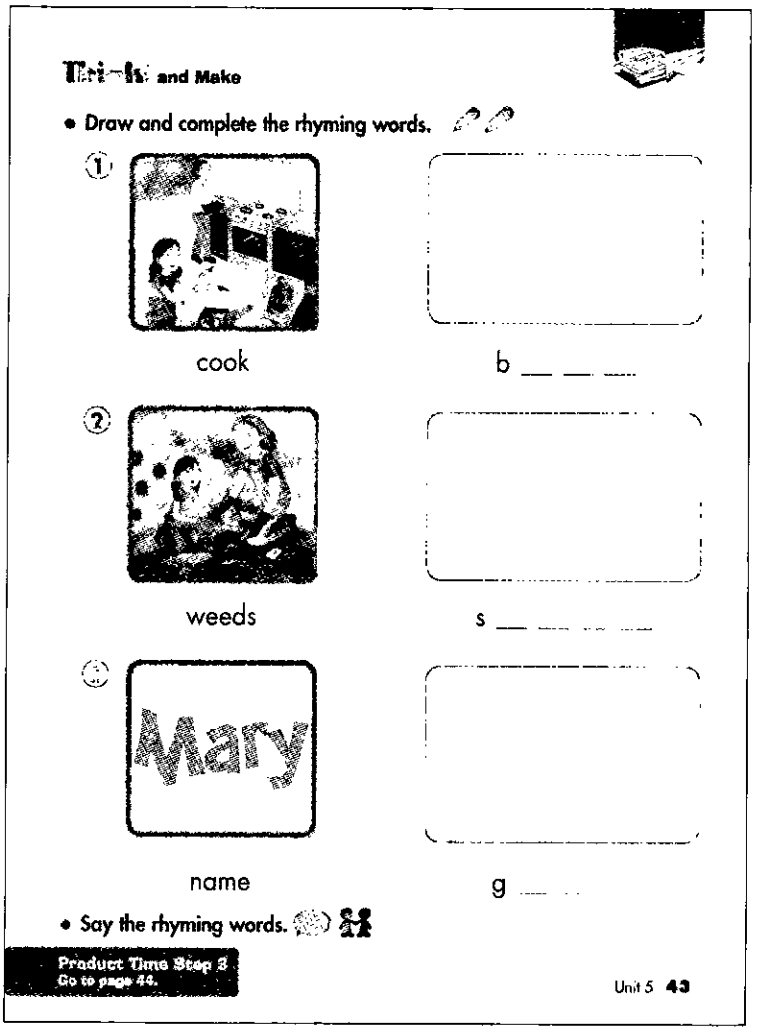
Preparation: Cut white sheets into halves (6 halves per student).

Rhyme and No rhyme
Write *cat, sat,* and *ball* on the board. Read the words out loud and have students identify the word that doesn't rhyme by clapping: *Clap for the word that does not rhyme.* Write *pan, man,* and *sat,* on the board and repeat the activity. Continue with different word families.

• Draw and complete the rhyming words.
Have students look at the pictures and the words underneath. Then elicit words that rhyme with them and write them on the board. Have them look at the blank spaces in the incomplete words and guess which letters fit in the spaces. Elicit the answers and have them complete the words. Then allow time to illustrate the words.

• Say the rhyming words.
Divide the classroom into pairs and have students repeat the rhymes. Then invite them to describe their drawings. Walk around the classroom and help with vocabulary and language as needed.

Picture Dictionary
Have students turn to page 89 of *Activity Book 1.* Call out the words in the *Picture Dictionary* (see *Teacher's Guide,* page 146) and have students point to the corresponding pictures. Point to the second picture and ask: *What's this? A car. What letter does it begin with? C. What sound does it make? /k/. Car.* Have students repeat. Continue the activity with the other words and then ask students to identify and spell the rhyming words: *Does* car *rhyme with* sing? *No. What word rhymes with* car? *Jar. How do you spell* car? *How do you spell* jar?


Think! and Make

• Draw and complete the rhyming words.

① cook — b _ _ _

② weeds — s _ _ _ _

③ name — g _ _

• Say the rhyming words.

Product Time Step 3
Go to page 44.

Unit 5 43

Ongoing Assessment
You may use this activity to assess students' progress.
Use this activity to assess students':
- Pronunciation of words that rhyme.
- Spelling of words that rhyme.

Product: Pictorial File (Step 3)
Tell the class they are going to keep working on their products. Distribute the *Rhymes Chart* from Step 2. Have students open their books to page 44 and go over Step 3, using the picture to help with comprehension. Distribute pieces of paper and ask them to draw pictures that match each of the words from their charts. Have them glue each picture under the corresponding word. If time allows it, have them color them. Collect the *Pictorial Files* and keep them for further use.

Think! and Share

Teaching Guidelines: 2.4, 2.5, 3.1, 3.1, 3.2, 4.2, 4.3, 4.5, 4.6, 4.7

Functions and Language
Identifying rhyming words: *Do the words rhyme?*

Vocabulary: *bat, cat, mat, sat, fat, hat, man, pan, fan, pan, ran*

Materials: *Alphabet Cards* from Class 3, *Class CD, Rhyme Frames* and *Strips* from Class 8, *Story Book 1, Activity Book 1*, colored sheets of paper (1 per student), crayons

Alphabet Pop-Corn

Distribute the *Alphabet Cards*. Have students display different letters from their *Alphabet Cards: Show me the letter C.* Tell students to choose one letter. Play *Track 22* and have students stund up and sit down again when they hear their letters. Have each student choose a different letter. Play the track again and repeat the activity.

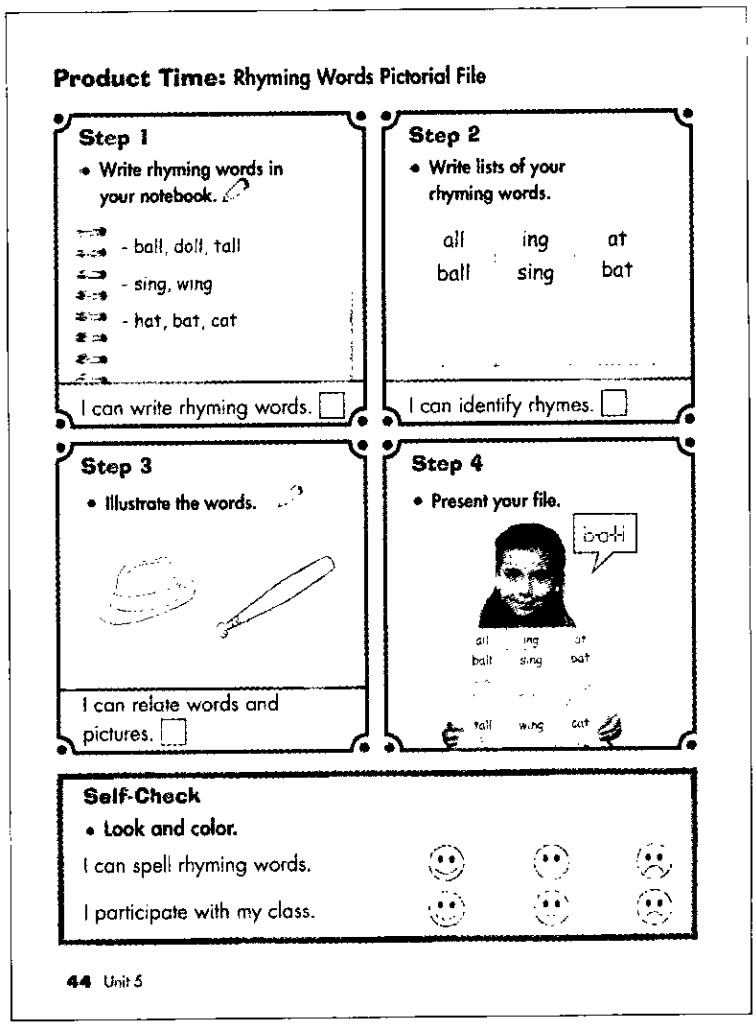
TRACK 22 ALPHABET SONG (See Class 3.)

Product: Pictorial File (Step 4)

Tell the class they are going to finish and present their products. Distribute the *Pictorial Files* from Step 3. Have students open their books to page 44 and go over Step 4, using the picture to help with comprehension. Ask a volunteer student to come up to the front and present his or her *Pictorial File.* Read some of the rhyming words with the class, and encourage the corresponding student to read the remaining words. Provide help with pronunciation and intonation as needed. Invite students to show their *Pictorial Files* and read some of the words they used. Use the *Suggested Evaluation Instrument* template on page 133 to evaluate students' participation and progress.

Self-Check

Have students open *Activity Book 1* to page 44 and look at the *Self-Check* section and read the instruction out loud. Ask students to get out their crayons. Tell students they are going to evaluate their work on the product. Tell students that the faces mean from left to right: *Very well, OK,* and *Need help.* Explain that it is important for students to know when they need to ask for help. Read each sentence out loud and have students color the faces that best describe them. Have students agree on areas they might need help with.



Product Time: Rhyming Words Pictorial File

Step 1
- Write rhyming words in your notebook.

- ball, doll, tall
- sing, wing
- hat, bat, cat

I can write rhyming words. ☐

Step 2
- Write lists of your rhyming words.

all	ing	at
ball	sing	bat

I can identify rhymes. ☐

Step 3
- Illustrate the words.

I can relate words and pictures. ☐

Step 4
- Present your file.

bat

Self-Check
- Look and color.

I can spell rhyming words.

I participate with my class.

44 Unit 5

ABC Hunt

Have students take out their *Alphabet Cards.* Repeat the alphabet chorally and have students put the cards in order: *What letter goes first? A. What comes next? B.* Display pages 23–29 of *Story Book 1.* Invite a student to the front to point to letters: *Luisa, point to a C. Yes,* can *starts with a C. Good.* Have the class hold up the corresponding card: *Show me your C card.* Repeat with several other letters and then turn to a new page. Write any letters you cannot find on the board. Have students review those letters using the pictures on the *Alphabet Cards: What letter is this? Q. What sound is it?* Have students keep on working in the same pairs. Distribute crayons and colored sheets of paper. Ask students to use their *Rhyme Frames* as a prompt to write words that rhyme on their papers. Have them compare their writing and help each other with spelling as needed. When they finish, have them think of two more pairs of words that rhyme, individually, and draw and write them on their papers. Collect the papers and staple them together to make a pictorial file of words that rhyme for the class. Share some of the pages with the class and have them identify the words that rhyme. Make sure they are using the correct intonation and pronunciation and provide help as needed.

Assessment

See page 123. The answer key can be found on pages 115–118.

Unit 6 Toys and Stories

Environment: Recreation and Literature
Communicative Activity: Recreational Expression
Social Practice: Compare words in a children's story
Final Product: Illustrated story

Learning Outcomes	Teaching Guidelines	Class
1. Explore stories.	**1.1** Identify where they can read and where not.	1, 2, 7, 9
	1.2 Differentiate between letters, numbers, and punctuation.	4, 7, 9
	1.3 Identify the text structure with images: beginning, middle, and end.	3, 8
2. Listen to the reading aloud of stories.	**2.2** Activate previous knowledge to recognize characters, objects, and places.	1, 2, 3, 4, 5
	2.3 Associate the reading of names, characters, objects, and places, with writing.	1, 6, 8, 9
3. Practice pronunciation of words.	**3.1** Review repertoire of words and expressions.	3, 4, 5, 6, 7
	3.2 Spell words.	2, 4, 5
	3.3 Provide feedback to improve the pronunciation of words.	1, 4, 6
4. Review the writing of a story.	**4.1** Classify names according to what they refer.	6, 8
	4.2 Compare writing of words.	5, 8
	4.3 Detect words that indicate actions in progress (e.g., *They are walking...*) or to replace other (e.g., *me, him*, etc.).	2, 4, 7
	4.4 Group similar words from their written composition.	4

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Scene selection	Speaking and Listening: Interaction and Pronunciation	3
2	Chart of names and illustrations	Reading and Writing: Vocabulary Awareness	6
3	Illustrated story	Control List	7, 8, 9

Think! and Read

Teaching Guidelines: 1.1, 1.2, 2.2, 2.3, 3.3

Functions and Language
Identifying and describing toys: *What color is the teddy bear? It's brown.*
Expressing preferences: *What is your favorite color? Blue.*

Vocabulary: *blue, brown, doll, green, kite, plane, red, robot, teddy bear, toy*

Materials: *Story Book 1, Activity Book 1,* red, blue, brown, and green crayons, poster board (1 sheet), pencils

Preparation: Make a *Favorite Color Chart:* Draw a chart on the poster board. Label the rows on the left side with the following colors: *red, yellow, blue, green, orange, brown,* and *black.*

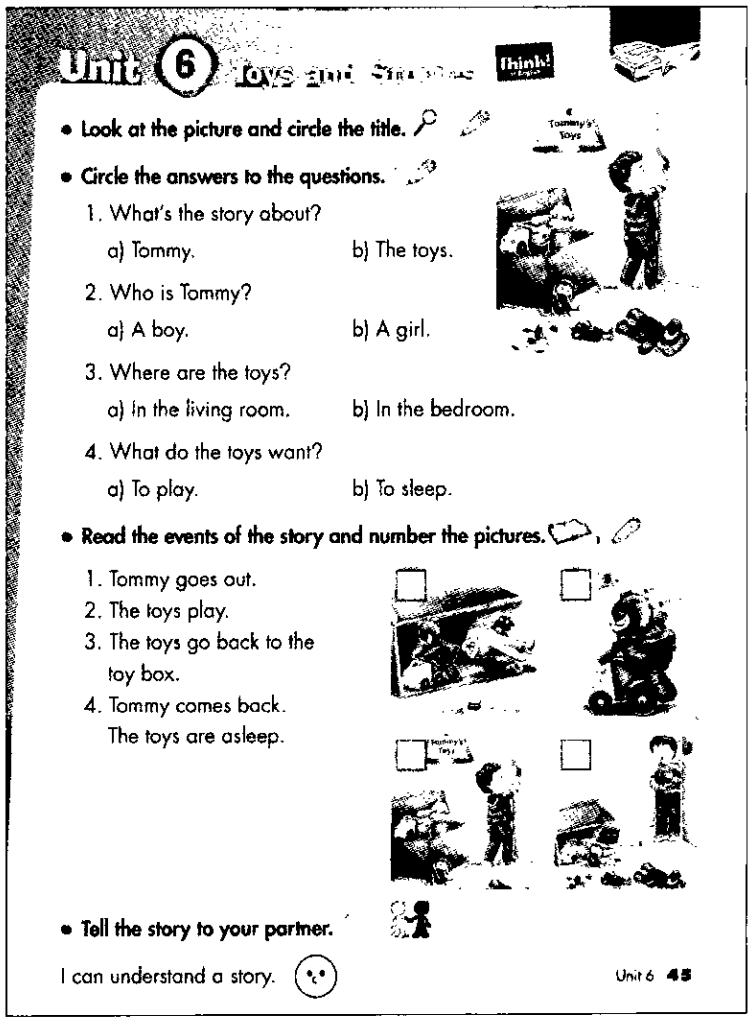
Game: Chain Greetings
Have students stand in a circle. Greet the student on your left and have him or her respond: *Good morning, (Marta)! Good morning, (Miss Rodriguez).* Have that student turn and greet the next student.

Think and Predict
Display the contents page of *Story Book* 1. Point to the fourth picture and read the title of the story: *Tommy's Toys.* Ask students to use the pictures to predict what the story will be about.

Picture Read
Display pages 30–37 of *Story Book 1.* Picture read the story with the class. Point to and introduce the different characters and key vocabulary on each page: *toy, teddy bear, truck, robot, plane, dog,* etc.

• Look at the picture and circle the title.
Have students open *Activity Book 1* to page 45. Tell them to look at the picture of the front cover of the story, and circle the title.
Answer: Tommy's Toys

• Circle the answers to the questions.
Read the questions and have students tell you the answer, for example: *What's the story about? The toys!* Have students circle the correct answer. Then divide the class into pairs and have students complete the acivity. Walk around and monitor students' work, assisting when necessary. Check answers as a class.
Answers: 1. a, 2. a, 3. b, 4. a


Unit 6 Toys and Stories

- **Look at the picture and circle the title.**
- **Circle the answers to the questions.**

1. What's the story about?
   a) Tommy. b) The toys.
2. Who is Tommy?
   a) A boy. b) A girl.
3. Where are the toys?
   a) In the living room. b) In the bedroom.
4. What do the toys want?
   a) To play. b) To sleep.

- **Read the events of the story and number the pictures.**

1. Tommy goes out.
2. The toys play.
3. The toys go back to the toy box.
4. Tommy comes back. The toys are asleep.

- **Tell the story to your partner.**

I can understand a story.

Unit 6 45

• Read the events of the story and number the pictures.
Have students work in pairs. Ask them to take turns reading and pointing to the pictures. Provide help with pronunciation as needed. Have students number the pictures. Check answers as a class.
Answers: *(from top to bottom, left to right)* 3, 2, 1, 4

• Tell the story to your partner.
Divide the class into pairs. Have students take turns telling the story to their partner. Remind students to use the numbered pictures on the page for support.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to read the sentence and complete the emoji. Have them draw a big smile if their progress was excellent, a small smile if their progress was good, or a sad face if their progress was not so good.

My Favorite Color
Display the *Favorite Color Chart* (see *Preparation*). Write on the board: *What is your favorite color? My favorite color is...* Model with a student: *What is your favorite color, (Juan)? My favorite color is green.* Divide the class into pairs. Have pairs ask about their partners' favorite colors. Complete the chart with students' names. Store *Favorite Color Chart* for further use.

Read and Think!

Teaching Guidelines: 1.2, 2.2, 3.2, 4.3

Functions and Language
Identifying and describing toys: *This is a robot.*

Vocabulary: *ball, dog, door, kite, orange, plane, robot, toy box, truck*

Materials: *Story Book 1, Activity Book 1,* pencils, crayons, construction paper (1 per student)

Read the Text Aloud

Display page 30 of *Story Book 1*. Review the title by pointing to it: *What is the title of this story? Tommy's Toys.* Remind them that we can read the letters, but we cannot read the pictures. Then ask questions to aid comprehension. Model answers where necessary and have students repeat.

Page 30: (Point to Tommy and the toys.) *Is this Tommy? Yes, he is. Are these toys? Yes, they are.*
Page 31: (Point to the truck.) *Who is riding the truck? The teddy bear.*
Page 32: (Point to the ball and the dog.) *What's this? It is the dog.*
Page 33: (Point to Tommy at the door.) *Who's this? This is Tommy.*
Page 34: (Point to the plane.) *Who is flying the plane? The robot.*
Page 35: (Point to the ball.) *Where is the ball? It is in the toy box.*
Page 36: (Point to the kite.) *Who is flying the kite? The doll.*
Page 37: (Point to the toys.) *What are the toys doing? They are sleeping.*

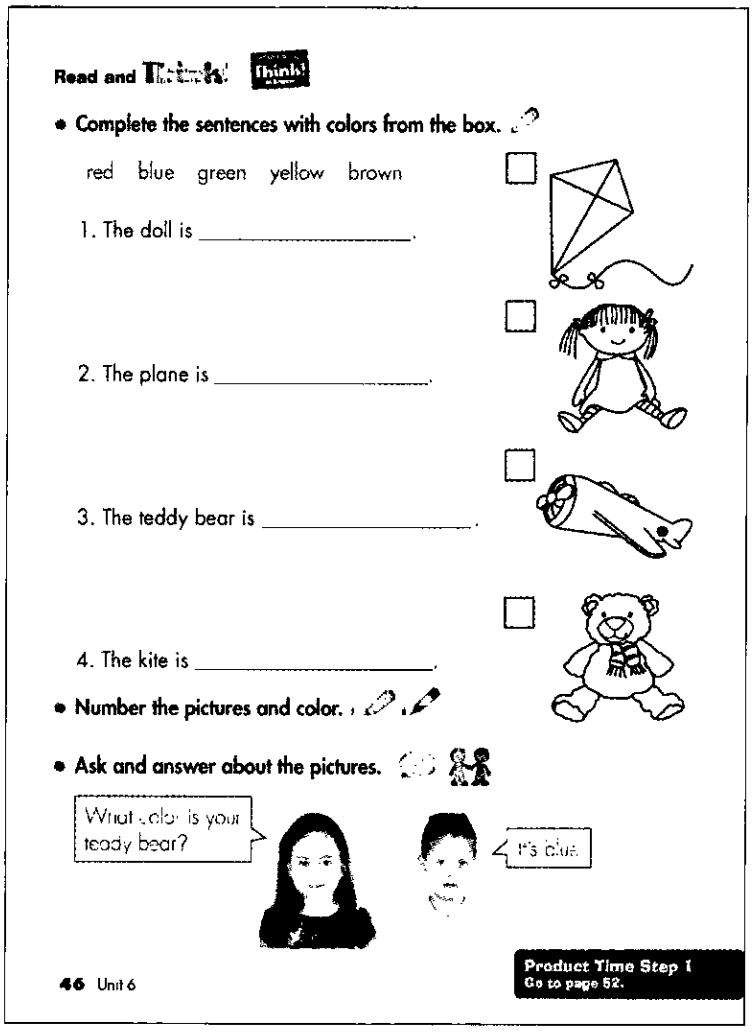
• Complete the sentences with colors from the box.

Have students open *Activity Book 1* to page 46. Point to the first word and have students identify the first letter and its sound: *What does it begin with? R. What is the sound? /r/.* Ask students to complete the sentences with the correct word.

Answers: Students should answer with words from the box: 1. red, 2. blue, 3. brown, 4. green

• Number the pictures and color.

Have students work individually. Ask students to color the images on the right according to the word they chose to complete each sentece. Then, have them number the pictures in the correct order.


Read and Think!

• Complete the sentences with colors from the box.

red blue green yellow brown

1. The doll is _____.
2. The plane is _____.
3. The teddy bear is _____.
4. The kite is _____.

• Number the pictures and color.

• Ask and answer about the pictures.

What color is your teddy bear?

It's blue.

46 Unit 6

Product Time Step 1
Go to page 52.

• Ask and answer about the pictures.

Have students work in pairs. Explain they are going to ask and answer questions about the pictures shown on the page. Invite a pair to come up to the front and model the activity: *What's this? It's a truck.* Provide help with pronunciation as needed.

Product: Illustrated Story (Step 1)

Have students open *Activity Book 1* to page 52. Point to the title of the product and go through the different steps. Distribute construction paper and pencils. Have students fold it in half and cut it into two pieces. Then have them put the two pieces together and fold it again to make a book. Have students choose a character for their story. Ask them to turn to page 46 and use it as a model. Then have students write a sentence to describe their character. Write a model sentence on the board: *This is Dragon. He is green.* Remind students to begin with a capital letter and to check punctuation. Have students evaluate their work on Step 1 on page 52. Collect the *Story Books* and store them for further use.

Move Like a Toy

Have students stand up in their places. Give instructions and have them move like the toys in the story: *How does the robot walk? Zoom like the plane.* Model the movements and sounds as necessary.

Think! and Share

Teaching Guidelines: 1.3, 1.4, 2.1, 2.2, 3.1

Functions and Language
Identifying and describing toys: *This is a doll.*

Vocabulary: *dog, doll, plane, robot, teddy bear*

Materials: *Class CD, Story Book 1, Activity Book 1*, pencils, crayons

Song: The Toys Go Marching (Part 1)

Play *Track 25* and hold up the corresponding number of fingers as the numbers are mentioned in the song. Play the first verse of the song again and have students repeat. Have students join in and hold up the corresponding number of fingers. Teach the remaining verses in the same way. Play the complete track and have students sing along.

TRACK 25

THE TOYS GO MARCHING

The toys go marching one by one, hurrah, hurrah. (x2)
The toys go marching one by one,
The robot wants to run and run,
And they all go marching down to the rug
To play out of the toy box, one, two!

Following verses:

2. The toys go marching two by two,...
   The rag doll stops to tie her shoe.
3. The toys go marching three by three,...
   The teddy bear falls and hurts his knee,...
4. The toys go marching four by four,...
   The little dog stops to sniff the floor,...
5. The toys go marching five by five,...
   The airplane wants to fly and dive,...

Listen to the Text

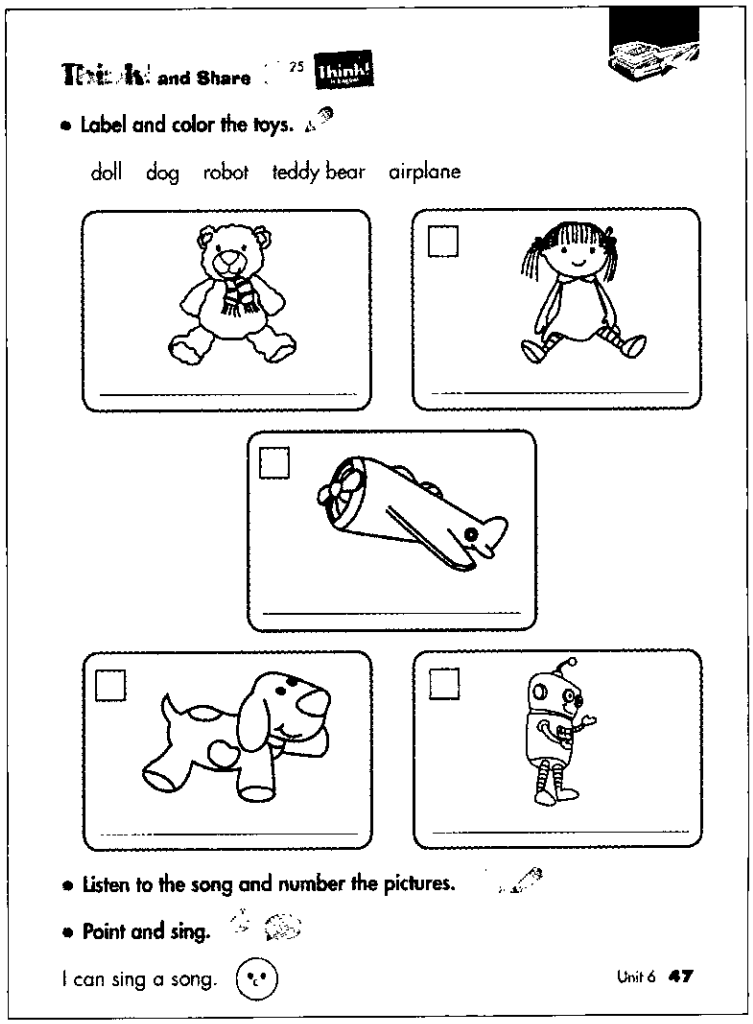
Display *Story Book 1*, page 30. Say: *This is a story about Toys. Let's read it!* Play *Track 26* and turn the pages of *Story Book 1* so that students can see the pictures while they listen to the text. Play the track again, pausing after each page is read. Help students identify the text structure with support of the images: beginning, middle, and end.

TRACK 26

(See *Story Book 1*, pages 30–37.)

• Label and color the toys.

Have students open *Activity Book 1* to page 47. Read the words in the box. Have students repeat. Have them identify the toys on the page. Ask students to write on the line the corresponding name of each toy. Then have them color the toys.



Think! and Share 25

• Label and color the toys.

doll dog robot teddy bear airplane

• Listen to the song and number the pictures.

• Point and sing.

I can sing a song.

Unit 6 47

• Listen to the song and number the pictures.

Play *Track 25*. Write numbers one to five on the board. Have students listen to the first part of the song and ask: *Which is the first toy? The robot.* Write *robot* next to number one on the board. Have students number the robot picture. Repeat with the remaining toys.

• Point and sing.

Play *Track 25*. Have students point to the toys as they are mentioned. Play the song again and ask students to sing along as they point.

I can...

Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on their progress.

Review the story.

Divide the class into groups of five. Have each of them choose one of the characters from the story. Tell groups to role-play the story. Remind them that it is important to follow the text structure.

Ongoing Assessment

You may use this activity to assess students' progress.
Observe students':

- Attitude to exploring stories.
- Selection and description of scenes.

Listen and Think!

Teaching Guidelines: 2.1, 2.2, 3.1, 3.2, 4.2

Functions and Language
Describing pictures: *The ball is red. There is a green truck.*

Vocabulary: *bear, bed, car, toad, dragon, lamp, puzzle, truck*

Materials: *Story Book 1, Activity Book 1,* crayons

Observe in Context

Display pages 30–37 of *Story Book 1.* Ask students if they can remember what the story is about: *What is the story about?* Then help them describe what can be seen on each page and have them repeat: *There is a black robot. There is a green truck. This is Tommy. There is a toy box.*

• Listen and number the actions.

Have students open *Activity Book 1* to page 48. Point to the boy in the first picture: *Is this a boy or a girl? He's a boy.* Play *Track 27* and point to the pictures as students listen. Play the track again and pause after each section: *Point to the girl who jumps rope. This is Tina. She jumps rope.* Ask questions to check comprehension: *Who jumps the rope? Tina jumps rope.* Have students write the correct number in the box. Repeat the activity with the other pictures.

Answers: Number the pictures (*from left to right, top to bottom*) 6, 3, 2, 1, 4, 5

TRACK 27

NARRATOR: Number one
This is Tina. She jumps rope. Tina jumps rope.

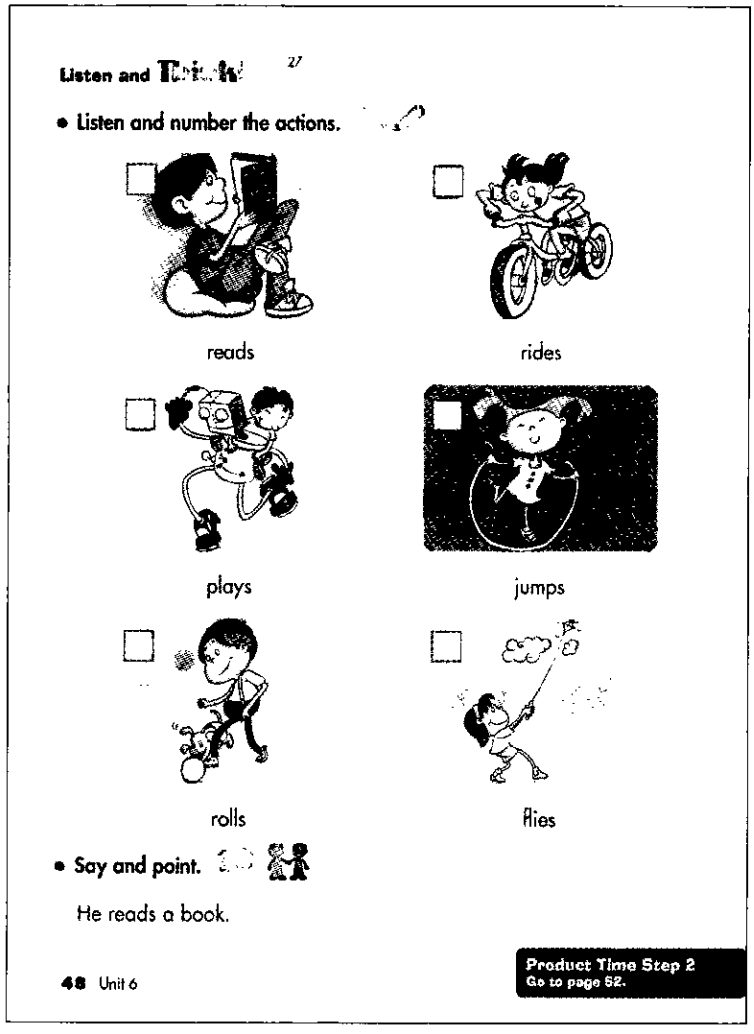
NARRATOR: Number two
This is Billy. He plays with a robot. Billy plays with a robot.

NARRATOR: Number three
This is Ana. She rides her bike. Ana rides her bike.

NARRATOR: Number four
This is John. He rolls the ball with his dog. John rolls the ball.

NARRATOR: Number five
This is Cindy. She flies a kite. Cindy flies a kite.

NARRATOR: Number six
This is Peter. He reads a book. Peter reads a book.


Listen and Think! 27

• Listen and number the actions.

reads

rides

plays

jumps

rolls

flies

• Say and point.

He reads a book.

48 Unit 6

Product Time Step 2
Go to page 52.

• Say and point.

Have students work in pairs. Ask them to say the actions and point to them as they do so. Ask the most confident pairs to model complete sentences: *He reads a book.* Walk around and provide help with pronunciation as needed.

Product: Illustrated Story (Step 2)

Tell the class they are going to continue to work on their products. Distribute the *Story Books* from Step 1. Have students open *Activity Book 1* to page 52 and go over Step 2, using the picture to help with comprehension. Then have students turn to page 48. Have them identify the actions shown in the pictures. Explain that they are going to draw and write actions their character does. Then ask students to write a sentence and illustrate it: *Dragon plays.* Have students evaluate their work on Step 2 on page 52. Collect and store *Story Books* for a further use.

Think! and Say

Teaching Guidelines: 1.3, 2.2, 3.1, 3.2, 3.3, 4.3, 4.4

Functions and Language
Identifying and describing actions: *Cindy flies a kite.*

Vocabulary: *boy, girl, fly, jump rope, play, read, ride, roll*

Materials: *Activity Book 1, Class CD,* pencils

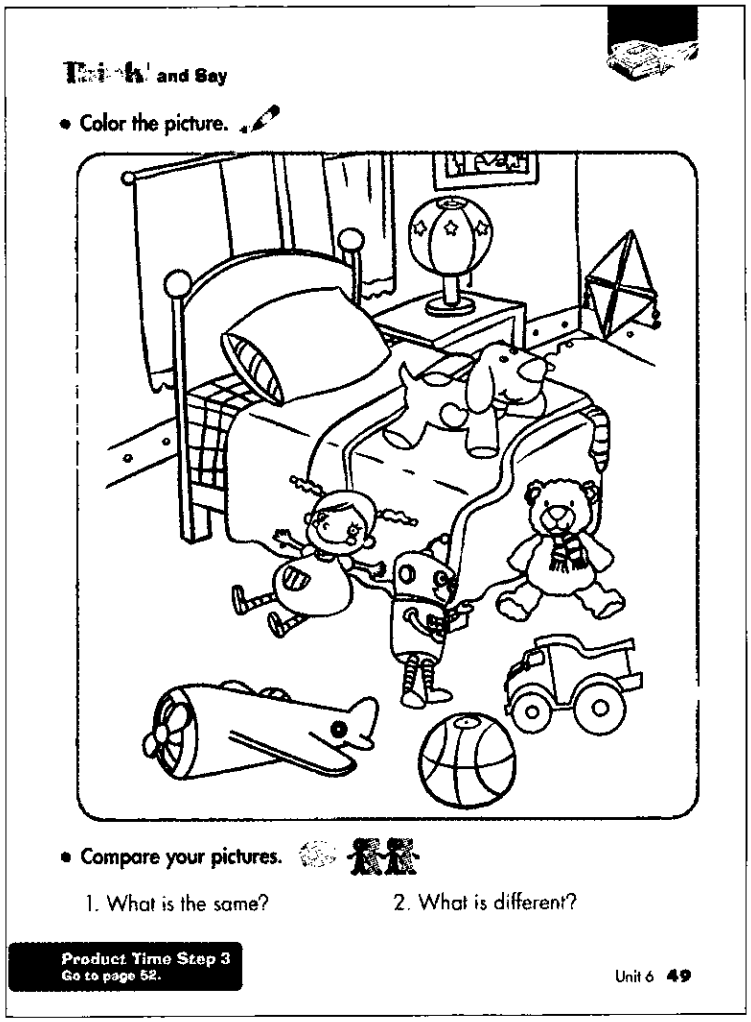
Game: Operator
Have students stand in two lines. If you have a large class, divide it into four lines. Whisper a phrase related to the story to the first student in each line: *The teddy bear rides the truck.* Tell students to whisper the phrase to the next student in line. The last student in line says what they heard out loud. The team that passed the phrase correctly wins. Repeat the activity several times with different words or phrases from the story.

• Color the picture.
Have students open *Activity Book 1* to page 49. Ask students to identify the room: *Is this a kitchen or a bedroom?* Have students identify and describe what is in the room: *What can you see? Toys.* Tell students to color the toys in the picture however they wish.
Answers: Color the picture.

• Compare your pictures.
Have students work in groups and compare the different toys in their pictures: *What color is your doll?* When students have finished, ask about their pictures: *What is the same? The balls.*

Describe your picture.
Have students write short sentences to describe what their pictures look like. For example: *This is a bedroom. The ball is red. The truck is green.* Divide the class into pairs. Have students compare their writing of words and encourage them to help each other with spelling and vocabulary.

Product: Illustrated Story (Step 3)
Tell the class they are going to continue to work on their products. Distribute the *Story Books* from Step 2. Have students open *Activity Book 1* to page 52 and go over Step 3, using the picture to help with comprehension. Then have students


Think! and Say

• Color the picture.

• Compare your pictures.

1. What is the same?

2. What is different?

Product Time Step 3
Go to page 52.

Unit 6 49

turn to page 49. Have them identify the place where the toys are: *The bedroom.* Explain that they are going to draw a place for their story: *Draw a picture about where your character lives.* Then ask students to write a sentence to describe the place they drew: *Dragon lives in the forest.* Have students evaluate their work on Step 3 on page 52. Collect and store *Story Books* for a further use.

Picture Dictionary
Have students open *Activity Book 1* to page 90. Call out the words in the *Picture Dictionary* (see *Teacher's Guide* page 147) and have students point to the corresponding pictures. Have them identify the toys and read out the words. Name the toys at random and have students point to and identify them. To review the repertoire of words, spell one of the words on the page and have students say the correct word. Say for example: *b-a-l-l, what is it? Ball!* Alternatively, display the images included in the *Class CD* and use them to review the vocabulary.

Think! and Share

Teaching Guidelines: 2.3, 3.1, 3.3, 4.1

Functions and Language
Distinguishing between characters and objects: *What's this? This is the truck. Who's this? This is Tommy.*

Vocabulary: *kite, doll, plane, teddy bear, dog, truck, robot, ball*

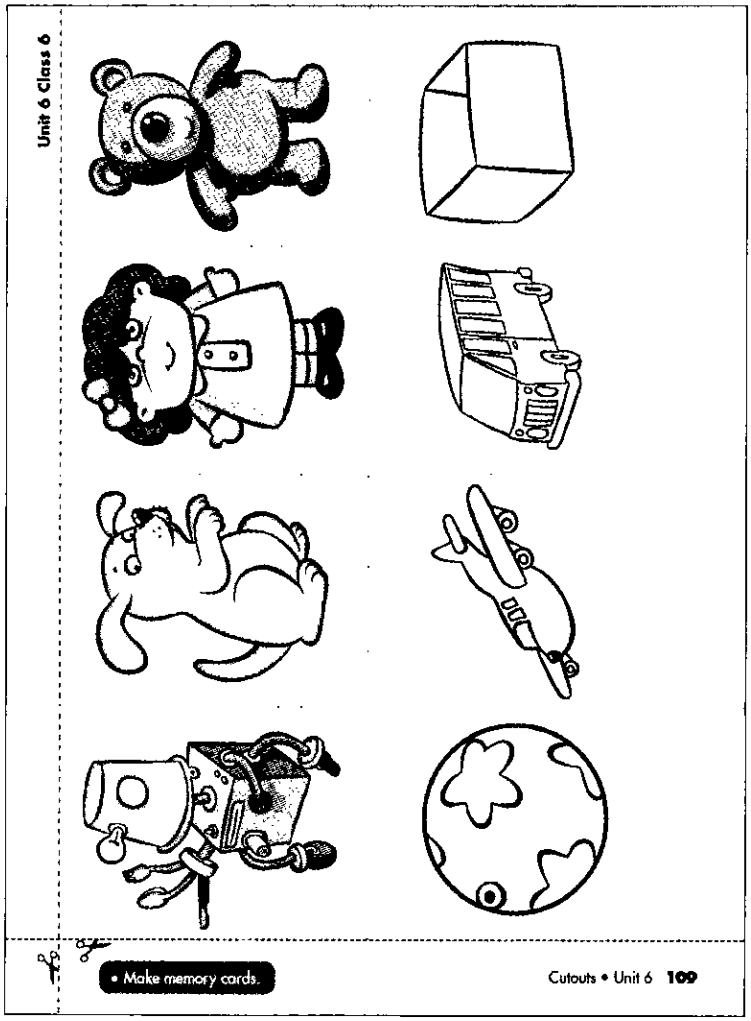
Materials: *Class CD, Activity Book 1*, pencils, crayons, scissors, envelopes (1 per student)

Song: The Toys Go Marching (Part 2)
Play *Track 28* and sing along as you hold up the corresponding number of fingers. Play the first verse of the song and have students join in and hold up the corresponding number of fingers. Teach the remaining verses in the same manner. Then play the complete track and have students sing all five verses.

TRACK 28
THE TOYS GO MARCHING (PART 2)
The toys go marching six by six, hurrah, hurrah! (x2)
The toys go marching six by six,
The green truck has a wheel that sticks.
And they all go marching down to the rug,
To play out of the toy box, one, two!

Following verses:
7. The toys go marching seven by seven,...
   The robot stops to write with a pen.
8. The toys go marching eight by eight,...
   The red doll puts on a roller skate.
9. The toys go marching nine by nine,...
   The teddy bear stops to check the time.
10. The toys go marching ten by ten,...
    They all hear Tommy and say the end!
    And they all go running back to the rug,
    And jump into the toy box, one two!

• Make memory cards.
Have students open *Activity Book 1* to page 109. Point to the pictures and have students identify the objects and the characters on the page. Provide help with pronunciation as needed and write the words on the board as students say them. Then make a chart on the board with two columns in it: *Characters* and *Objects*. Remind them that the characters are the ones that do things in the story and the objects are the ones the characters play with. Read the words aloud again and help students classify them: *Doll. Is the doll an object? No. Is it a character? Yes.* Write the word *doll* under the *Characters* heading in the table.



Have students copy the chart on the board in their notebooks. Tell them to draw a picture next to each word for them to remember the meanings and use it as a reference if needed later on.

Ongoing Assessment
You may use this activity to assess students' progress.
Observe students':
- ability to tell the difference between objects and characters.
- ability to make and use a chart of names and illustrations.

Think! and Write

Teaching Guidelines: 1.2, 1.3, 3.1, 4.3

Functions and Language
Identifying actions in progress: *They are riding their bikes. They are flying kites.*

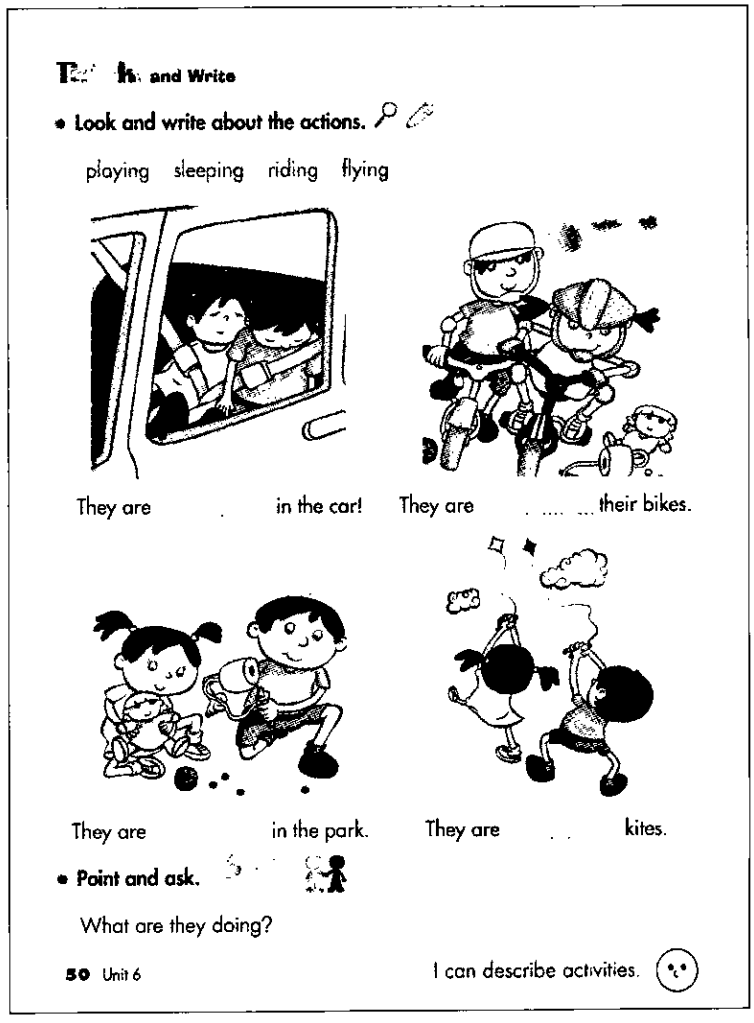
Vocabulary: *bike, car, fly, kite, park, play, ride, sleep*

Materials: *Activity Book 1*, drawing paper (1 sheet per student), pencils

Game: Memory!
Ask students to color and cut out the pictures from page 109 of the *Activity Book 1*. Divide the class into pairs. Have students shuffle their cards together and lay them facedown between them. Have one student turn over two cards. Have the student identify the toy and whether it is a character or an object: *This is a robot. It's a character.* If the cards match, the student keeps them. If they do not match, the student turns them over again and the other student takes a turn. The student with the most pairs at the end of the game wins. Distribute the envelopes and ask students to put their memory cards in the envelopes. Collect and store the *Memory Cards* for further use.

Game: Operator
Have students stand in two lines. If you have a large class, divide it into four lines. Whisper a phrase related to the story to the first student in each line: *The teddy bear is riding the truck.* Tell students to whisper the phrase to the next student in line. The last student in line says what they heard out loud. The team that passed the phrase correctly wins. Repeat the activity several times with different words or phrases from the story.

• Look and write about the actions.
Have students open *Activity Book 1* to page 50. Tell them to point to something they can read (words and sentences) and then to something they cannot read (pictures). Read the words in the box aloud with the class. Have students repeat as they mime the corresponding action. Then ask students to look at the first picture and tell what the children in it are doing (sleeping). Have them write the missing word on the line to complete the sentence: *They are sleeping in the car!* Read the


Think and Write

• Look and write about the actions.

playing sleeping riding flying

They are . in the car! They are ..... their bikes.

They are in the park. They are . . kites.

• Point and ask.

What are they doing?

50 Unit 6 I can describe activities.

sentence aloud. Have students repeat. Help them notice that the punctuation at the end of the sentence (exclamation mark) tells you how to read the sentence. In this case, it is in a surprised way. Repeat the procedure for students to complete the missing sentences in the same way.

Answers: Write the words (*from left to right, top to bottom*) sleeping, riding, playing, flying

• Point and ask.
Have students work in pairs. Ask them to take turns pointing to a picture and asking questions about the actions. Have a pair come up to the front and model the activity: *What are they doing? They are sleeping in the car.* Allow students enough time to ask about all the pictures. Walk around and provide help with intonation and pronunciation as needed.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to read the sentence and complete the emoji based on the progress they made during the class. Have them draw a big smile if their progress was excellent, a small smile if their progress was good, or a sad face if their progress was not so good.

Think! and Make

Teaching Guidelines: 1.4, 2.1, 2.3, 4.1, 4.2

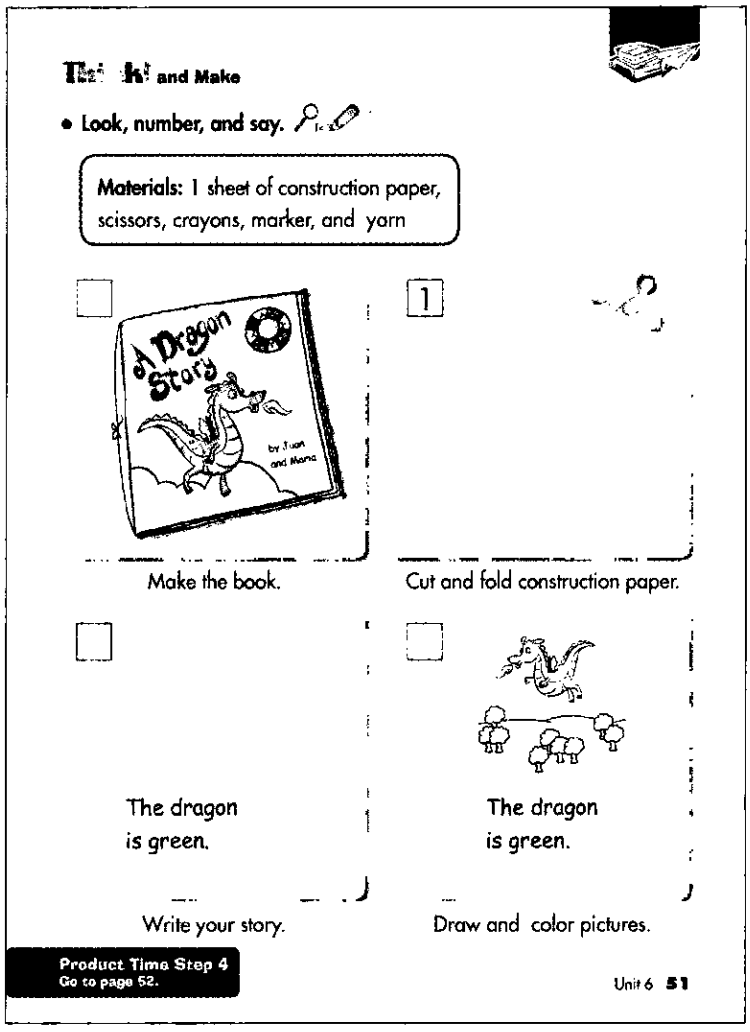
Functions and Language
Distinguishing between characters and objects: *Is the truck an object? Yes, it is.*
Identifying steps in a process: *What is the next step? Draw.*

Vocabulary: *fly, play, ride, sleep*

Materials: *Activity Book 1, Memory Cards* from Class 7, *Book Covers* from Class 7, drawing paper (1 sheet per student), crayons, pencils, stapler

Classify Characters and Objects
Distribute the *Memory Cards*. Have students hold up the characters of the story and identify them: *Show me the characters of the story. Who's this? The dog.* Then have students put the puppets together on their desk. Have them show you the objects from the story and identify them: *Show me the objects. What's this? A ball.* Have each student choose either a character or an object. Tell students to stand up. Give instructions for either "objects" or "characters" to follow. Say for example: *Characters, walk. Objects, jump.*

• Look, number, and say.
Have students open *Activity Book 1* to page 51. Tell them they are going to review how to write a story. Start by reading the list of materials. Tell students to look at number 1. Explain that the first thing they have to do is make the book. Explain the missing steps in the same way. Go over the complete steps with the class: *First, we make the book. Then we write the story. Next, we draw and color pictures. Finally, we make the book.* Ask the class what the book is about: *Who is the character in this book? A dragon. What color is it? Green.*
Answers: Number the boxes (from left to right, top to bottom) 4, 2, 3


Think! and Make

• Look, number, and say.

Materials: 1 sheet of construction paper, scissors, crayons, marker, and yarn

Make the book.

Cut and fold construction paper.

The dragon is green.

Write your story.

The dragon is green.

Draw and color pictures.

Product Time Step 4
Go to page 52.

Unit 6 51

Product: Illustrated Story (Step 4)
Tell the class they are going to finish their products. Distribute *Story Books* from Step 3. Refer students to page 52 and go over the picture to help with comprehension. Have students turn to page 51. Ask them to write titles for their stories on the cover page: *A title tells us about your story. What is the title of your story? Write it on the cover page.* Remind students they can use page 51 as a model. Then, have them draw a colorful cover for their books. Allow students time to finish their drawings. Collect and store *Story Books* for further use.

Think! and Share

Teaching Guidelines: 1.2, 1.3, 2.1, 2.3

Functions and Language
Distinguishing between characters and objects: *The dog is a character.*
Narrating a story: *The dragon flies.*

Vocabulary: characters, colors, objects, verbs

Materials: *Activity Book 1, Class CD*, pencils, crayons, *Story Books* from Class 8

Find What's Missing

Divide the class into two teams. Invite one student from each team to come to the front. Write five letters of the alphabet on the board, leaving out a letter in the middle: *c, d, _, f, g.* The first student to call out the missing letter wins a point. Repeat the activity until all students have participated. The team with the most points at the end of the game wins.

Product: Illustrated Story (Presentation)

Tell the class they are going to present their products. Distribute *Story Books.* Have students open their books to page 52 and go over Step 4, using the picture to help with comprehension. Ask them to take turns showing the pictures and tell their stories to the class. Encourage the rest of the class to adopt an attentive attitude when listening to the stories. Use the *Suggested Evaluation Instrument* template on page 134 to evaluate students' participation and progress.

Self-Check

Have students open the *Activity Book* to page 52. Have them look at the *Self-Check* section and read the instruction out loud. Ask students to get out their crayons or colored pencils. Tell students they are going to evaluate their work on the product. Tell them that the faces mean from left to right: Very well, OK, and Need help. Explain that it is important for students to know when they need help and to ask for it. Read each sentence out loud and have students color the faces that best describe them. Have students agree on areas they might need help with.

Product Time: A Story Book

Step 1
- Draw a character and write about it.

This is Dragon.
He is green.

I can describe a character. ☐

Step 2
- Draw and write the action.

The Dragon is playing.

I can write the action. ☐

Step 3
- Draw and write about the place.

This is Dragon
He is green.

Dragon lives in the forest. There are trees.

I can describe a place. ☐

Step 4
- Make a book and tell your story.

Self-Check
- Read and color.

1. I can make a story book. ☺ 😐 ☹
2. I can work with a partner. ☺ 😐 ☹

52 Unit 6

Book Fair

Have students place their *Story Books* on their desks in front of them. As a group, walk around the classroom and look at the *Story Books.* Say: *Let's read!* Have each author share his or her book with the rest of the group: *What is the title of your book? Who are the characters?* Place the books on display for students to read to each other. At the end of the unit, invite students to take their books home to share with their family.

Song: The Toys Go Marching (Parts 1 and 2)

Play *Track 25* and review part 1 of the song. Have students hold up the corresponding number of fingers as they hear the numbers. Play *Track 28* and review part 2 in the same manner. Play both tracks and have students join in.

TRACK 25 (See Class 3.)

TRACK 28 (See Class 6.)

Assessment

See page 124. The answer key can be found on pages 115–118.

Unit 7 Storytime

Environment: Recreation and Literature
Communicative Activity: Understanding oneself and others
Social Practice: Understand tales to relate with personal experiences
Final Product: Illustrated statements expressing states of mind

Learning Outcomes	Teaching Guidelines	Class
1. Explore an illustrated book of children's stories.	**1.1** Differentiate images from writing.	1, 3, 8
	1.2 Point out images and titles.	1, 2, 4
	1.3 Activate previous knowledge to predict topic and purpose.	3, 7, 8
	1.4 Note structure of text with support of images: beginning, middle, and end.	
2. Follow the reading aloud of a story.	**2.1** Clarify meaning of words which express actions (e.g., eat, run, etc.), with graphic support.	2, 5
	2.2 Point out illustrated characters when hearing their name.	1, 7
	2.3 Recognize characters' experiences and compare them with their own, using expressions to show shared experiences (e.g., *Me too, so do I*, etc.).	4, 6, 7
	2.4 Detect, with graphic support, experiences of others reflected in stories.	5, 7
	2.5 Represent actions of characters with body language.	2, 4, 6, 9
3. Explore the writing of statements.	**3.1** Recognize and spell words expressing emotions and feelings.	3, 5, 7, 8, 9
	3.2 Separate words in sentences.	5, 8
	3.3 Compare similarities and differences between statements.	3, 6, 7
	3.4 Complete statements.	3, 6
4. Evaluate the writing of statements.	**4.1** Detect absences or unnecessary presence of letters when writing words.	6, 8
	4.2 Verify readability of writing of words from reading aloud.	5, 6, 7, 8, 9
	4.3 Review repertoire of words and expressions.	5, 6, 7

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Drawings or illustrations	Speaking and Listening: Interaction and Pronunciation	3
2	Expressing states of mind	Reading and Writing: Conventions	6
3	Illustrated statements expressing states of mind	Illustrated self-evaluation sheet	7, 8, 9

Think! and Read

Teaching Guidelenes: 1.1, 1.2, 2.2

Functions and Language
Identifying characters and objects in a story: *Show me Father Bear. What's this? A house.*
Describing a location: *This is the forest. There is a house.*
Describing physical attributes of objects: *The bowl is big.*

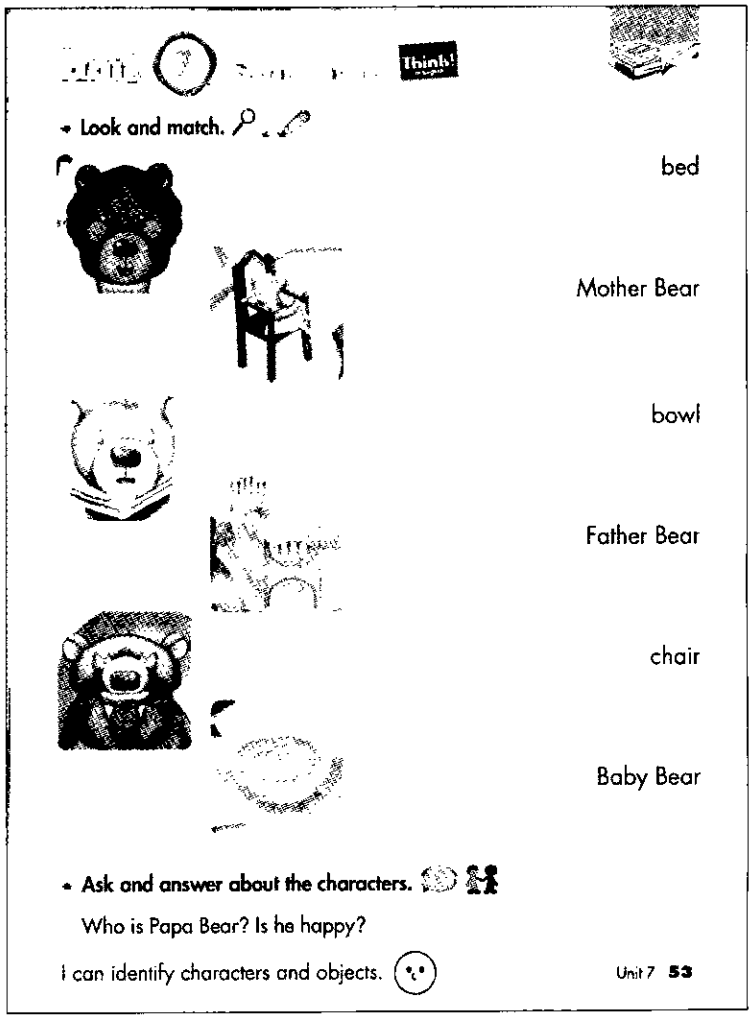
Vocabulary: *asleep, baby, bear, bed, bedroom, bowl, bread, chair, father, forest, fruit, house, kitchen, living room, mother, porridge*

Materials: *Story Book 1, Activity Book 1,* pencils, scissors, tape, sticks (4 per student)

Think and Predict
Display the cover of *Story Book 1*. Remind students it is a book of stories and rhymes. Name some of the illustrated characters. Display page 38. Point to the title of the story as you read it aloud: *The title of the story is* Goldilocks and the Three Bears. Ask the class if anyone knows what the story is about.

Picture Read
Display *Story Book 1,* page 38. Explain that this is a story of a girl that goes to the bears' house and that they are going to read it to learn words that express actions, verbs. Picture read the text with the class. Point to and introduce the different characters and key vocabulary on each page: *bears, forest, house, kitchen, bread, fruit, bowl, porridge, living room, chair, bedroom, bed, asleep.* Have students come to the front and identify and point to the illustrations on the pages.

• Look and match.
Have students open *Activity Book 1* to page 53. Point to the pictures and have students identify the characters and objects from the story: *What is this? A chair. Show me Father Bear.* Read the words on the right-hand side with the class and have students point to them in their books. Then have students match the pictures to the words.
Answers: Match the words to the corresponding pictures.


• Look and match.

bed

Mother Bear

bowl

Father Bear

chair

Baby Bear

• Ask and answer about the characters.

Who is Papa Bear? Is he happy?

I can identify characters and objects.

Unit 7 53

• Ask and answer about the characters.
Have students answer the questions on *Activity Book 1* to page 53. Point to the pictures in the left column and have students answer questions about the characters.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class. Have them draw a smiley face or a sad face in considering their ability to identify characters and objects.

Make Puppets.
Have students open *Activity Book 1* to page 107. Name each of the characters from the story and have students point to them on the page. Ask students to cut out the puppets. Help students tape the sticks onto the back of each puppet. Name each of the puppets and have students hold them up: *Show me Father Bear.* Collect and store *Character Puppets* for further use.

Read and Think!

Teaching Guidelenes: 1.2, 2.1, 2.5

Functions and Language
Describing characters and objects in a story: *Is he hungry or tired? He's hungry.*
Describing physical attributes of objects: *The bed is hard.*

Vocabulary: *bed, bowl, chair, father bear, forest, happy, hungry, mother bear, porridge, sad, sleepy*

Materials: *Story Book 1, Activity Book 1, Character Puppets* from Class 1, pencils

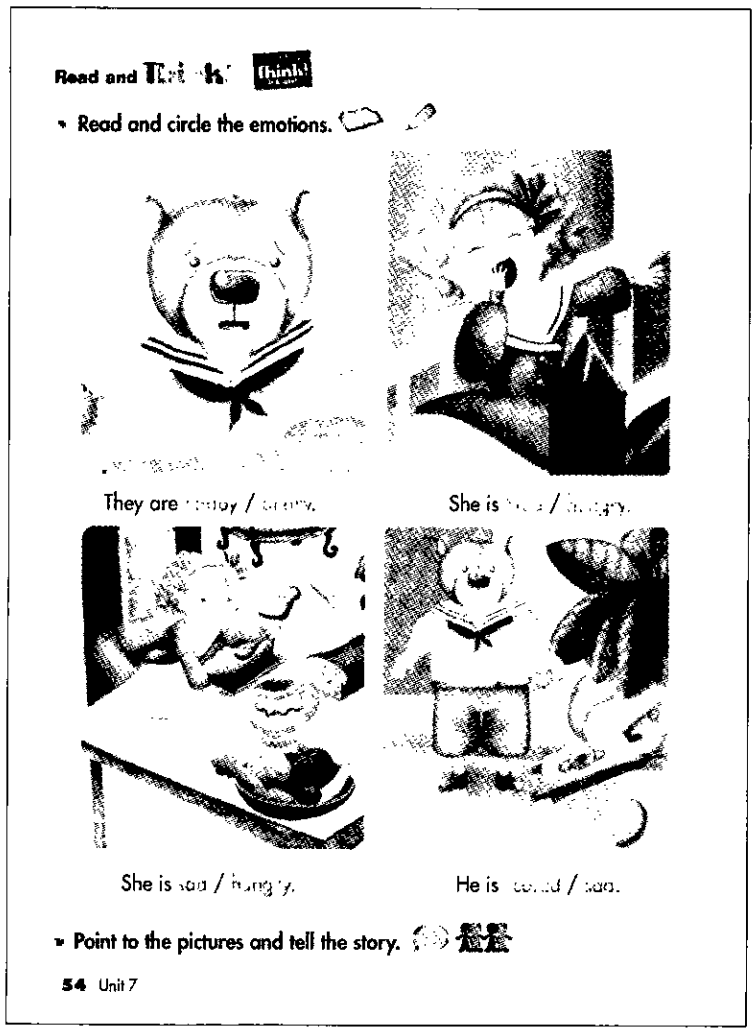
Introduce the Characters

Distribute the *Character Puppets* and divide the class into groups of four. Have the members of each group play each of the characters in the story.

Read the Text Aloud

Display *Story Book 1*, page 38. Review the title of the story. Then ask students if they remember what the story is about and what they are going to learn. Ask questions to check comprehension.

Page 38: (Point to the table.) *Is it breakfast or lunch time? It is breakfast time.*
Page 39: (Point to Goldilocks.) *What's her name? Goldilocks.*
Page 40: (Point to Goldilocks and the first bowl of porridge.) *Is she hungry? Yes, she is. Is the porridge hot? Yes, it is.*
Page 41: (Point to the second bowl.) *Is the porridge cold? Yes, it is.*
Page 42: (Point to Goldilocks and the chair.) *Is Goldilocks tired? Yes, she is.*
Page 43: (Point to the second and third chairs.) *Is this chair soft? Yes, it is. Is she happy? No, she isn't.*
Page 44: (Point to Goldilocks.) *Is Goldilocks sleepy? Yes, she is. Is the bed soft? No, it isn't.*
Page 45: (Point to Goldilocks asleep.) *Is Goldilocks asleep? Yes, she is.* (Point to the bed.) *Is the bed hard? No, it isn't.*
Page 46: (Point to Baby Bear in both pictures.) *Is Baby Bear happy? No, he isn't.*
Page 47: (Point to Goldilocks.) *Who does Baby Bear see? Goldilocks.*
Page 48: (Point to Goldilocks and Baby Bear.) *Are they happy? Yes, they are. Are they friends? Yes, they are.*


Read and Think!

• Read and circle the emotions.

They are happy / angry.

She is happy / hungry.

She is sad / hungry.

He is tired / sad.

• Point to the pictures and tell the story.

54 Unit 7

• Read and circle the emotions.

Have students open *Activity Book 1* to page 54. Point to the first picture. Have students identify the characters' feelings. Point to and read the sentence below the box: *They are... happy or angry? Angry. Circle the word* angry. Read the sentence: *They are angry.* Repeat the activity with the other pictures and sentences.

Answers: Students should circle the words (*from left to right, top to bottom*) angry, tired, hungry, sad

• Point to the pictures and tell the story.

Students will work in groups of four. Ask students to look at the pictures and one by one and have them tell the story with short sentences.

Mime the Actions

Have students stand up. Describe the actions of the characters on pages 38–48 of *Story Book 1* as you point to the pictures. Have students represent the actions of the characters with body language. Say for example: *The bears go for a walk. Goldilocks knocks on the door. She eats the porridge.* Have students perform the corresponding actions.

Think! and Share

Teaching Guidelenes: 1.1, 1.3, 3.1, 3.3, 3.4

Functions and Language
Narrating a story: *The chair breaks. Then she walks in.*

Vocabulary: *break, eats, friends, goes to sleep, happy, hungry, porridge, sleepy, tired*

Materials: *Story Book 1, Class CD, Activity Book 1, Character Puppets* from Class 1, pencils, scissors

Observe and Think
Display *Story Book 1,* pages 38–48. Turn the pages and make simple statements. Have students point to the part of the picture that illustrates each statement: *Goldilocks is in the forest. She is hungry.*

Listen to the Text
Display *Story Book 1,* page 38. Ask students the title of the text and have a student come to the front and point to it: *Point to the title.* Play *Track 29,* turning the pages so students can see the pages while they listen to the text. Play the track again, line by line. Have students echo read the text with you as you run your finger under the words.

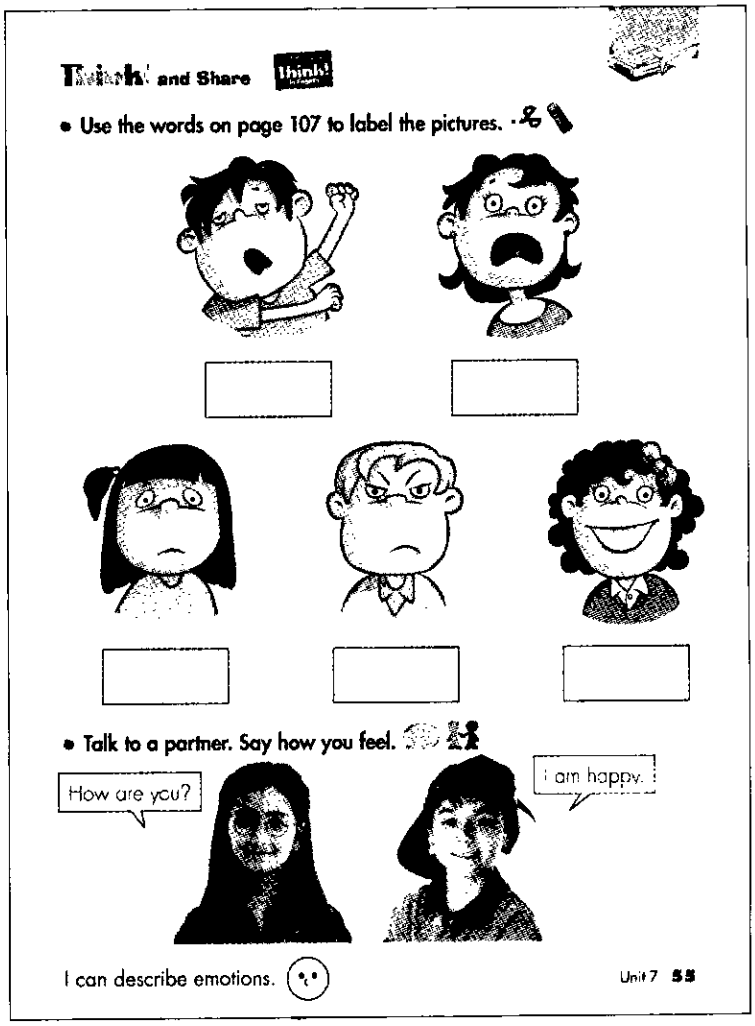
TRACK 29 (See *Story Book 1,* pages 38–48.)

- **Use the words on page 107 to label the pictures.**

Have students open *Activity Book 1* to page 55. Ask students to look at the words on page 107. Instruct students to take out their scissors and cut out the words and use them to label the pictures. Monitor the activity and check students are labeling the pictures in the correct places.

- **Talk to a partner. Say how you feel.**

Have students work in pairs. Instruct students to tell each other how they feel. Encourage students to switch partners so they can answer with different emotions


Think! and Share

- Use the words on page 107 to label the pictures.

- Talk to a partner. Say how you feel.

How are you?

I am happy.

I can describe emotions.

Unit 7 55

Ongoing Assessment
You may use this activity to assess students' progress. Observe students':
- Ability to identify characters.
- Retelling of the story with support illustrations.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class.

Are they the same?
Write the following sentences on the board, one below the other: *Goldilocks eats. Goldilocks sleeps.* Read the sentences aloud as you run your index finger under the words—from left to right—and have students repeat. Explain that the sentences start with the same word, but they are different because Goldilocks is doing something different in each of them: *eat* and *sleep.* Distribute *Character Puppets.* Divide the class into pairs. Have students choose one of the characters and take turns to make similar sentences about them: *The Baby cries. The Bear Family walks.* Provide help as needed.

Listen and Think!

Teaching Guidelenes: 1.2, 2.3, 2.5

Functions and Language
Describing physical and emotional states:
I feel cold. They feel scared. I feel happy.

Vocabulary: *angry, cold, excited, feel, happy, hard, hot, hungry, sad, scared, sleepy*

Materials: *Class CD, Activity Book 1,* pencils

Song: If You're Happy and You Know It

Play *Track 30* and do the actions suggested in the song.

TRACK 30

IF YOU'RE HAPPY AND YOU KNOW IT
If you're happy and you know it, clap your hands.
(Clap twice.)
If you're happy and you know it, clap your hands.
(Clap twice.)
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 twice.)
If you're sad and you know it, say "Boo-hoo"
(Say "Boo-hoo.")
If you're sad and you know it, say "Boo-hoo"
(Say "Boo-hoo.")
If you're sad and you know it, and you really want to show it.
If you're sad and you know it, say "Boo-hoo"
(Say "Boo-hoo")

• Listen and match.

Have students open *Activity Book 1* to page 56. Help students notice how the characters are feeling. Say: *The children are hungry!* Activate previous knowledge to identify the feelings that the faces on the right show. Play *Track 31*, pausing after each section, and have students match the scenes to the faces.

Answers: Match the pictures to the corresponding faces (*from top to bottom*) hungry, scared, tired, angry

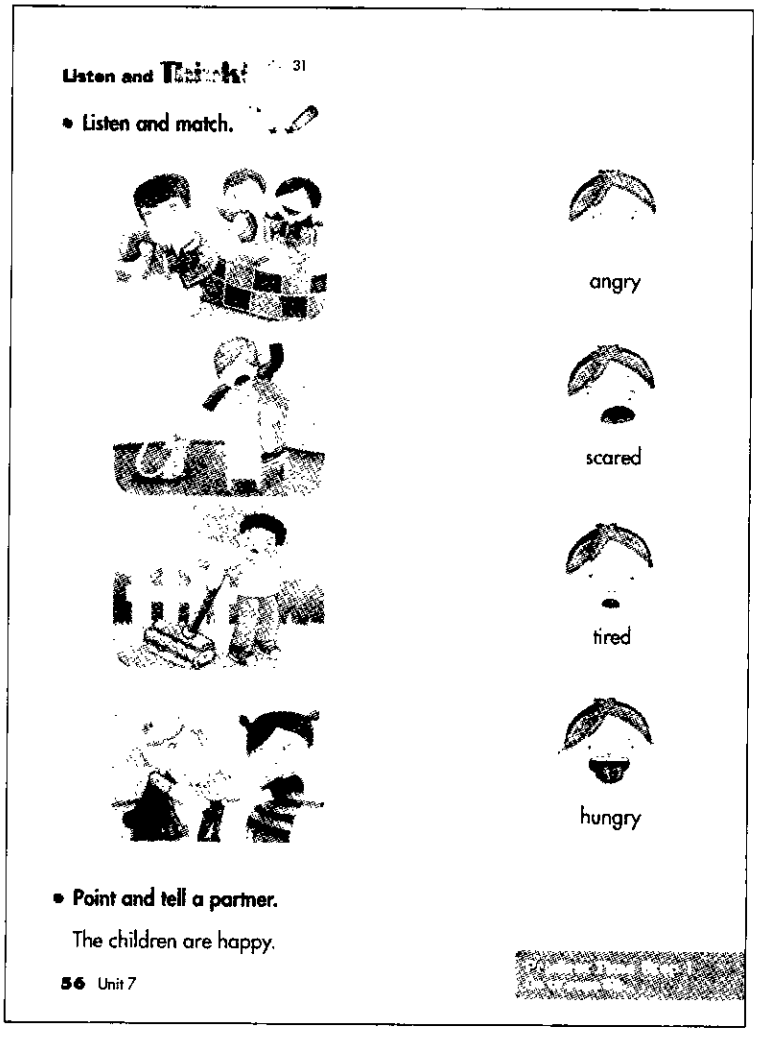
TRACK 31

NARRATOR: One
Daddy is making dinner. The children are hungry.

NARRATOR: Two
The woman sees a mouse. She is scared.

NARRATOR: Three
Daddy is working hard. He is tired.

NARRATOR: Four
The girls are not sharing. They are angry.


Listen and Think! 31

• Listen and match.

angry

scared

tired

hungry

• Point and tell a partner.

The children are happy.

56 Unit 7

• Point and tell a partner.

Have students work with a partner and look at the pictures. Ask them to use complete sentences to say what the children are feeling.

Show your feelings!

Have students show different facial and body expressions to respond to your clues: *You see a big dog. Show your feelings!* Invite a student to share how he or she feels with the class. Continue in the same manner with the other feelings.

Product: States of Mind Mobile (Step 1)

Have students open *Activity Book 1* to page 60. Point to the title of the product and go through the steps. Have students work in pairs. Distribute index cards and ask students to create four characters and draw their faces, one on each card. Encourage students to come up with names for each. Explain that each character has to represent one of the emotions they have just learned. Encourage them to look at page 56 of *Activity Book 1* to remember the names of the emotions. Collect the cards with *States of Mind* and store them for further use. Have students evaluate their work on Step 1 on page 60, writing a check mark if they can identify emotions correctly.

Think! and Say

Teaching Guidelenes: 2.1, 2.4, 3.1, 3.2, 4.2, 4.3

Functions and Language
Describing physical and emotional states: *Presents make me happy.*

Vocabulary: *broken toy, birthday cake, doctor, present, school, spider;* feelings

Materials: *Class CD, Activity Book 1,* pencils

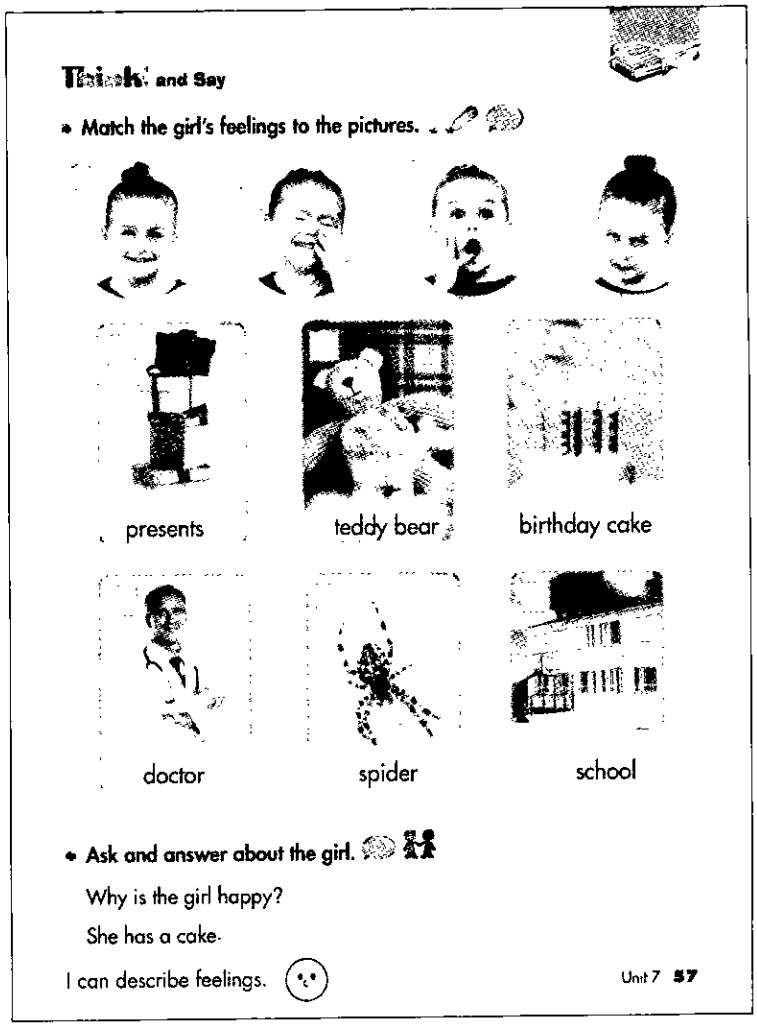
Song: I Hear Clapping
Play *Track 32* and have students listen to the rhyme as you do the actions. Play the track again. Pause it after each line and have students repeat and do the actions. Play the track again and have students say the entire rhyme as they do the actions.

TRACK 32
I HEAR CLAPPING
I hear clapping, clap, clap, clap.
I hear crying, boo, hoo, hoo.
I hear stomping, stomp, stomp, stomp.
I hear singing tra, la, la.
I hear laughing ha, ha, ha.

• Match the girl's feelings to the pictures.
Have students open *Activity Book 1* to page 57. Point to the faces at the top of the page and have students identify them. Point to the faces again and have students identify the number of the happy face: *Which number is the happy face? Number 1.* Then have them write the number in the box next to the presents. Continue identifying the pictures with the class: *broken toy, birthday cake, doctor, spider, school.* Have them match the feelings to the pictures.
Answers: Match the pictures. Possible answers (*from left to right, top to bottom*) 1, 2, 1, 2, 3, 4

• Ask and answer about the girl.
Have students work in pairs. Students will read the question about the girl and ask each other. Encourage students to repeat until they have used each one of the emotions.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class. Students will draw a smiley face or a sad face based on their ability to describe feelings.


Think! and Say
• Match the girl's feelings to the pictures.
presents
teddy bear
birthday cake
doctor
spider
school
• Ask and answer about the girl.
Why is the girl happy?
She has a cake.
I can describe feelings.
Unit 7 57

Picture Dictionary
Have students turn to *Activity Book 1,* page 91. Call out the words in the *Picture Dictionary* (see page 148) and have students point to the corresponding pictures. Point to the first picture: *How does the boy feel? He's angry. What letter is this? A. What sound does it make? /a/. Angry. How do you spell* angry? *A-n-g-r-y.* Have students repeat. Continue in the same manner with the other words. Alternatively, display the images included in the *Class CD* and use them to review the vocabulary.

Complete the sentences.
Write the following words on the board in random order: *The/boy/is/angry.* Tell students they have to write the words in the correct order. Remind them that the first word in a sentence has to be written with a capital letter as you write the word *The* on the board. Have students help you write the missing words in the correct order to complete the sentence. Make sure they include a period. Read the complete sentence aloud and have students repeat. Write different scrambled sentences on the board and repeat the activity several times.

Think! and Share

Teaching Guidelenes: 2.3, 2.5, 3.3, 3.4, 4.1, 4.2, 4.3

Functions and Language
Identifying physical and emotional states: *He's tired. She's scared.*

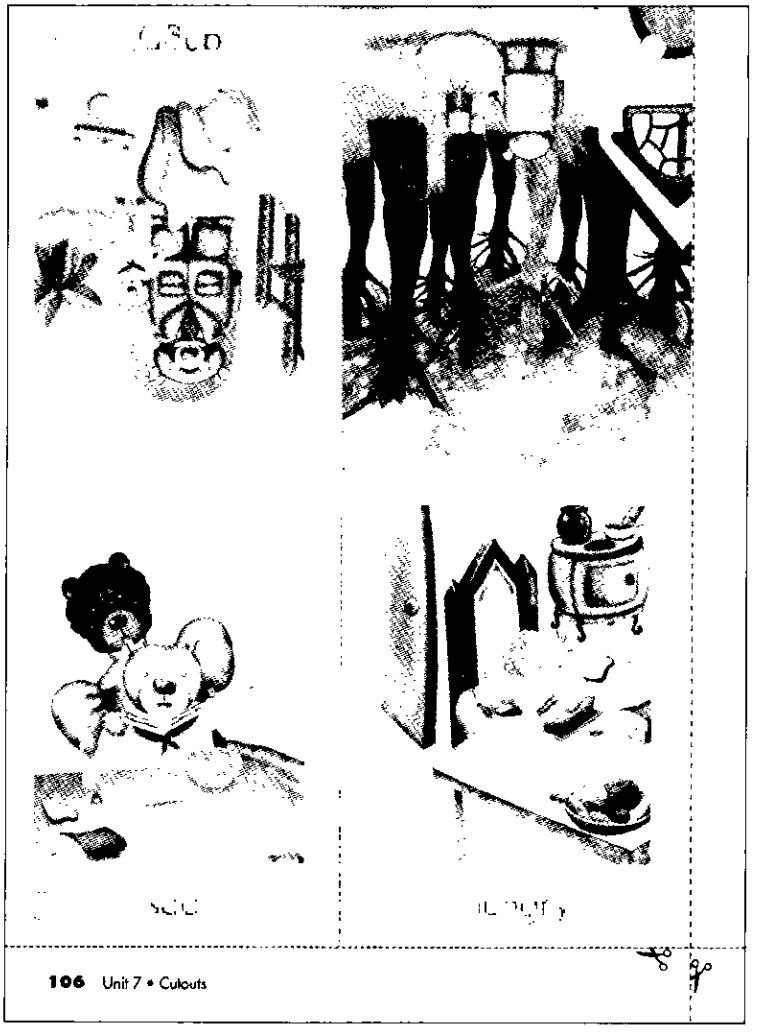
Vocabulary: *angry, happy, sad, scared, sleepy*

Materials: *Class CD, Activity Book 1,* pencils, scissors, sticks (5 per student), tape, half a sheet of paper (1 per student)

Guess the Feeling
Write the words for feelings on the board and read them out loud. Have students repeat. Invite a student to the front of the class. Have the student act out one of the feelings. Have the group guess which feeling the student is miming: *She is scared.* Have the group mime the feeling and show them how to respond: *Me too!* Have a different student come to the front and repeat the procedure.

• Trace, cut, and tape.
Have students open *Activity Book 1* to page 105–107. Point to and read each of the words out loud: *Angry. What is the first letter? A.* Then have students trace each word. Have students identify how each of the people feel: *How does he feel? Sleepy.* Have students cut out the pictures and the words. Then have students match the words to the correct pictures. Help students tape a stick to the back of each picture and the correct word below each picture. Name the different feelings and have the class hold up the corresponding pictures.

Review the words.
Divide the class into pairs. Distribute sheets of paper and pencils. Explain that they will take turns to use the *Feelings Puppets* to dictate the state of mind words for the other student to write down on the sheet of paper. Remind them to check spelling for absences or unnecessary presence of letters in the words and to verify readability by reading aloud. Distribute the envelopes and have students place the *Feelings Puppets* inside as you name each feeling. Collect and store for further use.



Write statements.
Explain that you are going to dictate incomplete statements for students to complete and write down. Remind them that complete sentences have to begin with a capital letter and finish with a period. Give them prompts such as the following ones: *Studying makes me feel... Being sick makes me feel... Running makes me feel... Playing makes me feel...* Clarify meaning as needed. Divide the class into pairs. Have students compare their statements to find similarities and differences. Invite volunteers to share their sentences and check them with the class.

Ongoing Assessment
You may use this activity to assess students' progress.
Observe students':
- Ability to complete statements.
- Ability to recognize and spell words expressing states of mind.
- Ability to correct words and expressions.

Think! and Write

Teaching Guidelenes: 1.3, 2.2, 2.3, 2.4, 3.1, 3.3, 4.2, 4.3

Functions and Language
Describing physical and emotional states:
How does Pam feel? Pam is sad.
Describing events in a story in order:
The princess gets lost. She is scared.

Vocabulary: *angry, broken, excited, first, happy, hungry, sad, second, sleepy, third*

Materials: *Class CD, Story Book 1, Activity Book 1,* pencils, crayons, index cards (4 per student)

Song: I Hear Clapping
Play *Track 32* and review the song. Play the track again and have students do the actions.

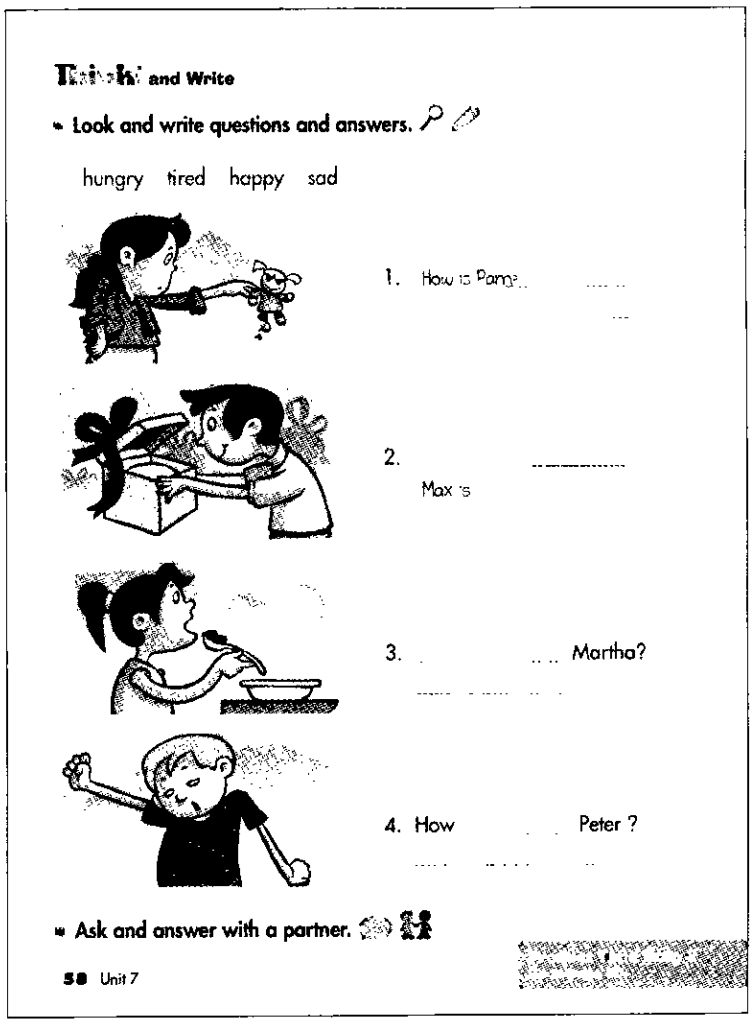
TRACK 32 (See Class 5.)

Observe in Context
Display *Story Book 1*, page 38. Ask students what the story is about. Help them recall the events in the correct order: beginning, middle, and end. Look at the pages of the story and ask students how the different characters feel: *It's breakfast time. How do the bears feel? They're hungry.*

• Look and write questions and answers.
Have students open *Activity Book 1* to page 58. Point to and read the words in the box at the top of the page. Have students repeat. Point to the first picture: *The toy is broken.* Now, point to the girl: *What is her name? Pam.* Point to the first sentence: *How does Pam feel? Pam is sad.* Now, point to the line: *Write* sad *on the line. Pam is sad.* Have students repeat. Repeat the activity with the remaining pictures and sentences.
Answers: Write (*from top to bottom*) excited, hungry, sleepy

• Ask and answer with a partner.
Have students work in pairs. Ask each other how they're feeling. Have them respond with the emotions in the box.

Add the spaces.
Write the sentences from the previous exercise on the board, but leave no spaces between the words. Ask students to try to read them aloud and then tell you what is wrong. Explain that spaces are needed to know when a word finishes and the next one starts, and to make the sentences easy to read and understand. Have volunteers help you correct the sentences on the board and then have them notice the difference by reading them aloud with the group.


Think! and Write

• Look and write questions and answers.

hungry tired happy sad

1. How is Pam? .....

2. ..... Max's

3. ..... Martha?

4. How ..... Peter?

• Ask and answer with a partner.

58 Unit 7

Product: States of Mind Mobile (Step 2)
Have students open *Activity Book 1* to page 60. Tell the class they are going to continue to work on their products. Distribute the cards with *States of Mind* from Step 1. Have students open their books to page 60. and go over Step 2, using the model to help with comprehension. Distribute index cards and ask students to write a sentence on the back of each card that tells how that character is feeling. Collect the *States of Mind* and store them for further use Have students evaluate their work on Step 2 on page 60. Have them write a check mark in the box if they can write about feelings.

Think! and Make

Teaching Guidelenes: 1.1, 1.3., 3.1, 3.2, 4.1, 4.2

Functions and Language
Describing physical and emotional states:
How does a snake make you feel? Snakes make me feel scared.

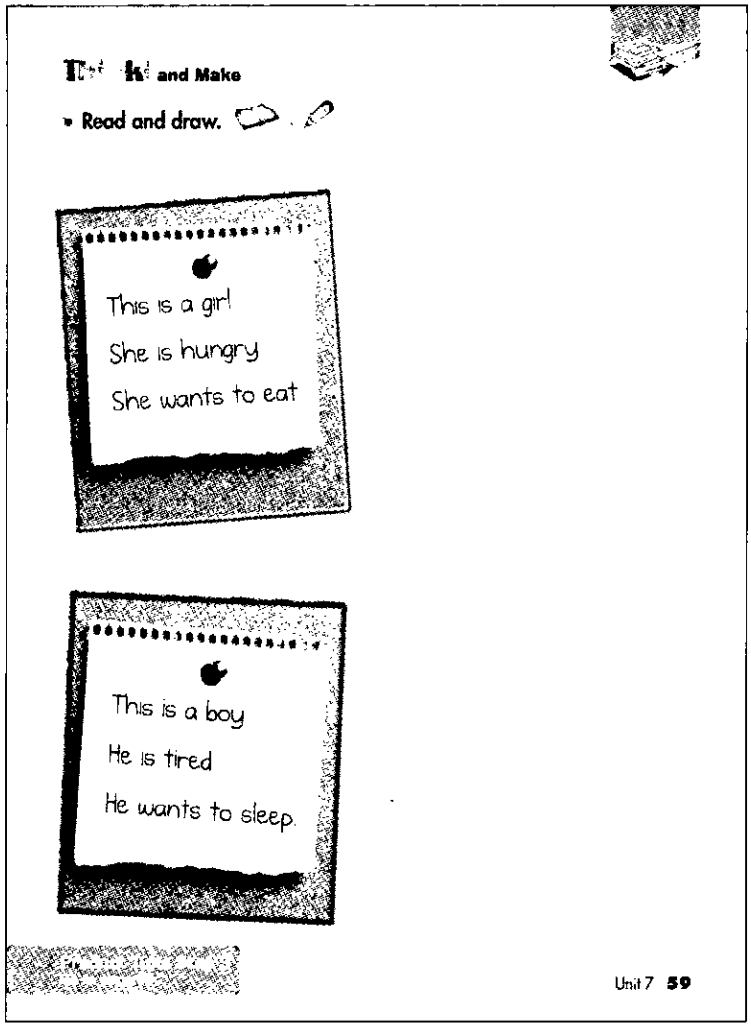
Vocabulary: *angry, excited, happy, hungry, sad, scared, sleepy*

Materials: *Feelings Puppets* from Class 6, *Activity Book 1, Character Drawings* from Class 7, index cards (4 per student), pencils, crayons

Preparation: Cut out pictures from magazines of foods, animals, and other objects that students will react to.

Show and tell
Distribute the *Feelings Puppets*. Display a picture of an animal (see *Preparation*) and have students identify it: *What's this? It's a snake.* Have students hold up the stick that shows how they feel: *How does a snake make you feel?* Call on several students to share their feelings with the class: *Snakes make me feel scared.*

• Read and draw.
Have students open *Activity Book 1* to page 59. Read the first three sentences with the class. Tell students to draw a picture to represent the girl and how she feels. Tell them to create a scene around the girl. Read the second group of sentences and repeat the procedure. Divide the class into pairs and have students describe their characters. To conclude, have students create a short story about their characters. Allow enough time for them to give the story a title and to write two or three sentences to complete it. Monitor and provide help with text structure as needed.
Answers: Students should draw a happy girl, a hungry girl, an angry boy, a tired boy.


Think! and Make

• Read and draw.

This is a girl
She is hungry
She wants to eat

This is a boy
He is tired
He wants to sleep.

Unit 7 59

Product: States of Mind Mobile (Step 3)
Distribute the cards with *States of Mind*. Ask students to come up with more complex sentences writing about the emotion they're portraying with each card. Allow students to use the *Picture Dictionary* to help with spelling, or the images included in the *Class CD*. Ask one or two students to dictate one of the sentences they wrote. Write it on the board, adding a letter to one of the words in it, and removing a letter from another word. Model how to compare the words on the board with the ones in the *Picture Dictionary* and elicit which letter is missing, or if a word has an extra letter. Ask students to spell out the correct word for you to correct it. Have them correct the sentences on their cards. Then, divide the class into pairs. Have students take turns to read their sentences aloud to verify the readability of their words. Finally, have students evaluate their work on Step 3 on page 60. Have them write a check mark in the box if they think they are able to express their feelings correctly.

Think! and Share

Teaching Guidelenes: 2.5, 3.1, 4.2

Functions and Language
Describing physical and emotional states:
The bear is angry.

Vocabulary: *angry, broken, excited, first, forest, happy, hungry, sad, scared, second, sleepy, short, tall, third*

Materials: *Class CD, Activity Book 1*, pencils, yarn (25-cm lengths, 4 per student), scissors, hole punch, cards with *States of Mind* from Class 8, clothesline, clothes pins (1 per student)

Song: If You're Happy and You Know It
Play *Track 30* and review the song with the class.

TRACK 30 (See Class 4.)

Product: States of Mind Mobile (Step 4)
Tell the class they are going to finish and present their products. Distribute the cards with *States of Mind* from Step 3, paper strips, and yarn. Have students open their books to page 60 and go over Step 3, using the picture to help with comprehension. Distribute the cards with *States of Mind*, paper strips, and yarn. Help students punch two holes below the title on the sentence strip. Then have them punch one hole at the top. Show students how to thread the yarn through the holes and join together the four characters. Attach each one to one of the holes below the title. Divide the class into pairs and have them share their mobiles. Use the *Suggested Evaluation Instrument* template on page 135 to evaluate students' participation and progress.

Self -Check
Have students open their books again to page 60. Have students look at their products and think about their participation. Point to each face and read the text. Have students color the face that expresses how they feel about their work. Invite students to say what they need help with.

Product Time: States of Mind Mobile

Step 1
- Draw faces with different feelings.

Sam

I can identify emotions. ☐

Step 2
- Write a sentence on the back.

Sam is hungry

I can write about feelings. ☐

Step 3
- Write more about each picture.

Sam is hungry
He wants to eat

I can explain my feelings. ☐

Step 4
- Ask and answer about your cards.

How is Sam?
He is hungry

Self-Check
- Read and mark.

1. I can ask and answer about feelings.
2. I take turns to speak.

60 Unit 7

Story Line
Attach the clothesline between two sturdy objects. Have students use clothespins to attach their mobiles to the line. Have students take turns to share their mobiles: *Goldilocks is my favorite story. It makes me feel happy.* Tell them to represent the feelings words with body language to clarify meaning. Provide help for them to use complete sentences if needed. Then allow time for the class to walk along the line and look at and read the mobiles. Encourage them to read the sentences aloud to verify readability.

Assessment
See page 125. The answer key can be found on pages 115–118.

Unit 8 Let's Fly a Kite!

Environment: Formation and Academic
Communicative Activity: Interpretation and follow-up of instructions
Social Practice: Read illustrated instructions for assembling an object
Final Product: Illustrated instruction sheet for assembling an object (kite, origami, mask, etc.)

Learning Outcomes	Teaching Guidelines	Class
1. Explore instruction manuals.	**1.1** Use images to determine topic, purpose, and recipient.	2, 5, 8
	1.2 Detect, with graphic support, instruction sheets related to their daily live.	6, 9
	1.3 Keep the attention during the exploration of instruction sheets.	1, 2, 5, 8
	1.4 Distinguish title, instructions, and lists of materials.	1, 2, 5, 8
	1.5 Count steps of instruction manuals.	2, 5, 8
	1.6 Identify the meaning of words that bind expressions.	3
	1.7 Recognize ordinal and cardinal numbers.	2, 5
	1.8 Differentiate the order of steps in a sequence.	2, 5, 9
2. Participate in the reading instruction manuals.	**2.1** Follow the text while listening to its reading.	2, 4, 7
	2.2 Keep the attention.	2, 4, 7
	2.3 Connect experiences and knowledge with the reading.	3, 7
	2.4 Anticipate steps.	3, 5
3. Participate in writing of instruction manuals.	**3.1** Compare writing of words.	4, 6
	3.2 Search known letters.	1, 2, 6
	3.3 Select words to complete steps.	5, 8
	3.4 Order steps in a sequence.	2, 9
	3.5 Establish correspondences between the writing and reading of words.	1, 2
	3.6 Review repertoire of words and expressions.	1, 2, 5

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Drawings and illustrations	Speaking and Listening: Interaction	3
2	List with steps	Reading and Writing: Conventions	6
3	Instruction sheet for assembling an object	Assessment Rubric	7, 8, 9

Think! and Read

Teaching Guidelines: 1.3, 1.4, 3.2, 3.5, 3.6

Functions and Language
Following instructions: *Hold up the blue crayon.*

Vocabulary: *bottom, corner, crayons, fold, kite, mark, measure, punch, ruler, side, stapler, string*

Materials: *Fact Book 1, Activity Book 1, Class CD*, pencils, crayons, cardboard (1 per student)

Game: Do It!
Give commands, demonstrate the actions, and have students follow them: *Color. Write. Draw. Fold. Mark. Staple. Punch.* Repeat for students to perform each action several times.

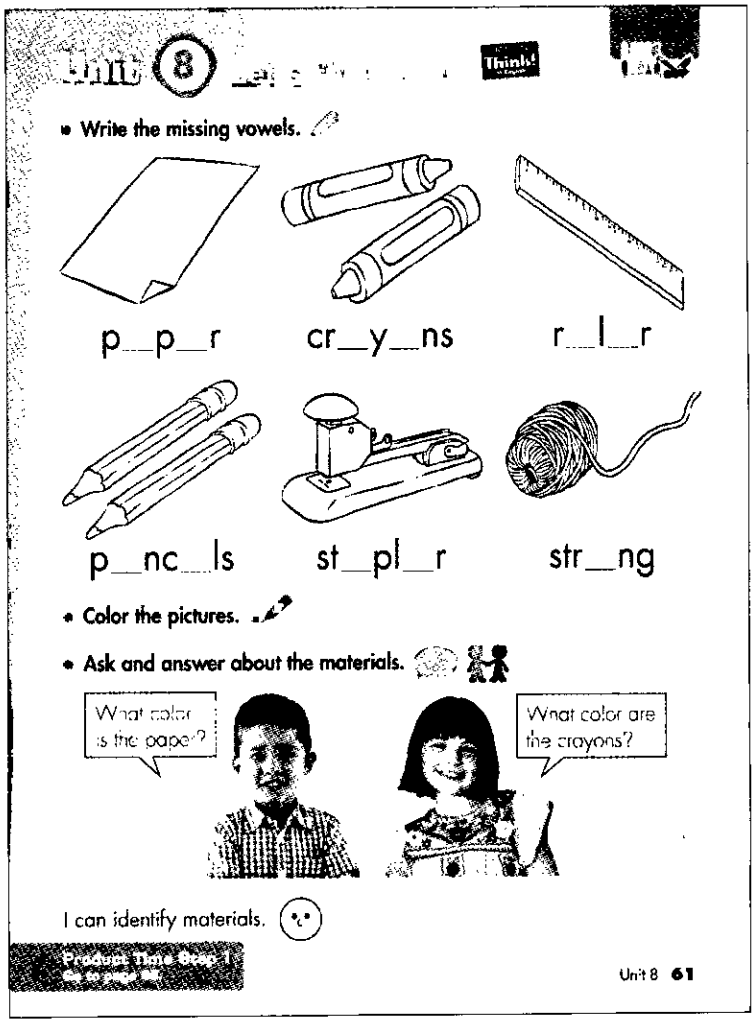
Think and Predict
Display *Fact Book 1*. Tell students it is a book about different topics. Turn to page 20 and point to the title of the text: *What's the title of the text? Make a Kite.* Point to the page number: *Where does the text begin? Page 20.* Tell students they are going to read about how to make a kite.

Picture Read
Display page 20 of *Fact Book 1*. Point to the title and read it aloud: *Make a Kite.* Explain that the text lists the steps to make kite. Then elicit the materials on the page and explain those are the things needed to make a kite. Picture read pages 21—25. Point to and introduce the key vocabulary: *color, fold, press, mark, hold, staple, punch, tie, wrap, fly.* Have students come to the front and point to the actions as you name them.

• Write the missing vowels.
Have students open *Activity Book 1* to page 61. Point to the drawing of the paper and have students name it: *What's this? Paper.* Ask them to identify the missing vowels: *What letters are missing? The* a *and the* e. Have them write the letters and read the word: *Paper.* Continue with the remaining words.
Answers: Write the letters (*from left to right, top to bottom*) a, e, a, o, u, e, e, i, a, e, i

• Color the pictures.
Have students look at the pictures of the materials. Ask them to color them as they wish.

• Ask and answer questions about the materials.
Divide the class into pairs. Instruct them to take turns asking and answering questions about the materials. Provide help with pronunciation.



Product: Illustrated Instruction Sheet (Step 1)
Have students open *Activity Book 1* to page 68. Point to the title of the product and go through the different steps. Point to the final product: *Finally, you'll present your work.* Have students look at the mask on page 68. Ask them to work in pairs to elicit the materials needed and write them on a cardboard. Collect and store students' lists for further use. Have students evaluate their work on Step 1 on page 68.

Song: We Can Do Most Anything
Play *Track 33* on the *Class CD*. Play the track again. Pause and have students repeat. Have them sing and move with the music. Encourage them to perform the movements they hear: *Can you walk? Show me!* Sing again but change the words *walk, run, dance, shout, sing* for the ones learned in the the class: *cut, fold, color, write, cut,* etc.

TRACK 33
WE CAN DO MOST ANYTHING

We can walk.
And we can run.
We can dance.
It's lots of fun.
But we can't fly.
Oh why, oh why?
We can shout.
And we can sing.

We can do.
Most anything.
But we can't fly.
Oh why, oh why?

Read and Think!

Teaching Guidelines: 1.1, 1.3, 1.4, 1.5, 1.7, 1.8. 2.1, 2.2, 3.2, 3.4, 3.5, 3.6

Functions and Language
Following instructions: *Mark two lines.*
Identifying steps in a sequence: *What's step number 1? Color.*

Vocabulary: *centimeter, fold, half, hole punch, kite, make, measure, ruler, staple, string, tie*

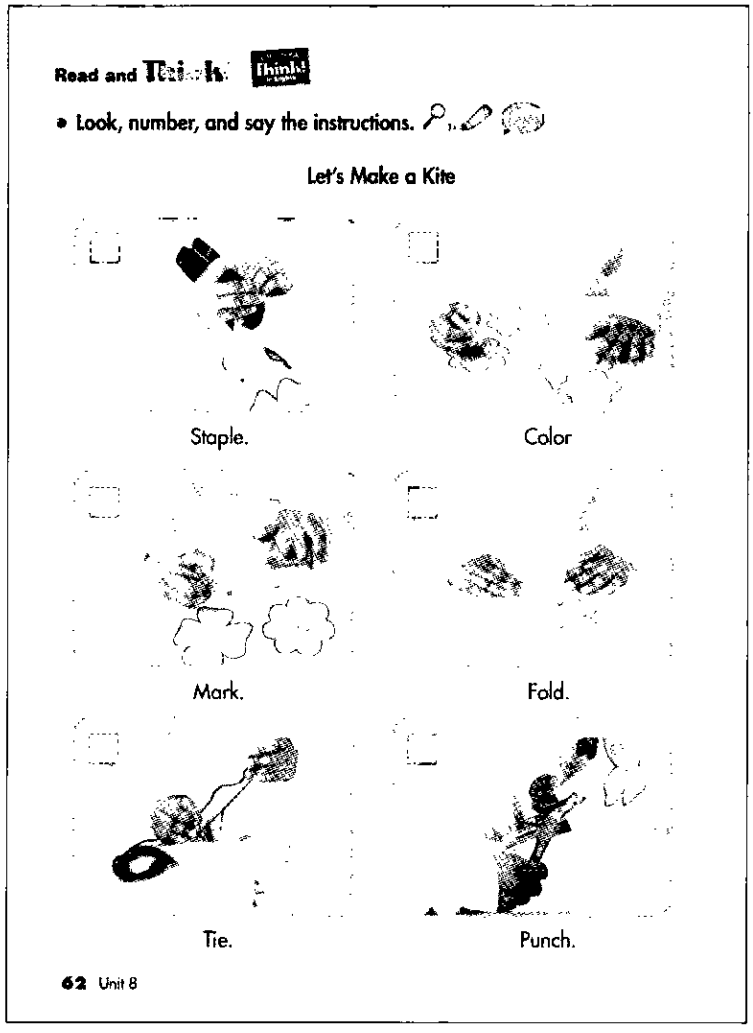
Materials: *Fact Book 1, Activity Book 1,* pencils

Repeat the Sequence
Have students count from 1 to 10 and then from 10 to 1. Explain that this kind of numbers is called *cardinal numbers.* Call out sequences of numbers in different order and have students repeat. Say for example: *one-four-six.* Then say: *one-four-six-ten.* Keep adding numbers to the sequences: *One-four-six-ten-two.* When the sequence becomes too long for students to remember, start over again.

Read the Text Aloud
Display *Fact Book 1,* page 20. Point to the title of the story and ask: *What's the title of this story? Make a Kite.* Point to the photos on each page as you read the text. Repeat the text, point to the pictures, and ask questions to check comprehension: *What are the instructions for? To make a kite. Who makes the kite? A girl.*

Page 20: (Point to the materials.) *What are these? They are materials.*
Page 21: (Point to the first circle.) *What's the first step? Color one side of the paper.*
Page 22: (Point to the first circle.) *What's the third step? Press along the fold with your hand.*
Page 23: (Point to the first circle.) *What's the fifth step? Fold one corner down to the A mark.*
Page 24: *(Point to the second circle.) What's the eighth step? Tie one end of the string to the hole.*
Page 25: (Point to the last picture.) *What does she do with her kite? She flies her kite.*

• Look, number, and say the instructions.
Have students open *Activity Book 1* to page 62. Call out the instructions and ask students to point to them in their books. Display page 21 of *Fact Book 1.* Point to the circle on top of the page and ask: *What does the girl do first? Color.* Have students point to the matching picture on page 62


Read and Think!

• Look, number, and say the instructions.

Let's Make a Kite

Staple. Color

Mark. Fold.

Tie. Punch.

62 Unit 8

of *Activity Book 1.* Tell them to write a number 1 in the box. Help students number the rest of the steps to make a kite in the same way. Check answers by asking students to read the steps in order as they point to the corresponding words on the page: *What's step number 1? Color. What's step number 2? Fold.* To conclude, have students count the steps to make a kite: *How many steps do we need to follow to make a kite? Six.*

Answers: Number the pictures (*from left to right, top to bottom*) 4, 1, 3, 2, 6, 5

Complete the words.
Write the following letters in a column on the board: *S, C, M, F, T,* and *P.* Help students identify the sound of each of the letters on the board: /s/, /k/, /m/, /f/, /t/, and /p/. Elicit instruction words that begin with those letters: *staple, color, mark, fold, tie,* and *punch.* Have volunteers write the complete words on the board. Tell the class to spell the words to verify they were correctly written.

Think! and Share

Teaching Guidelines: 1.6, 2.3, 2.4

Functions and Language
Following instructions: *Color the circle red.*
Identifying shapes and colors: *What color is the oval? It's purple.*

Vocabulary: ordinal numbers: *1–5;* cardinal numbers: *first, second, third, fourth, fifth*

Materials: *Fact Book 1, Class CD, Activity Book 1,* crayons, scissors

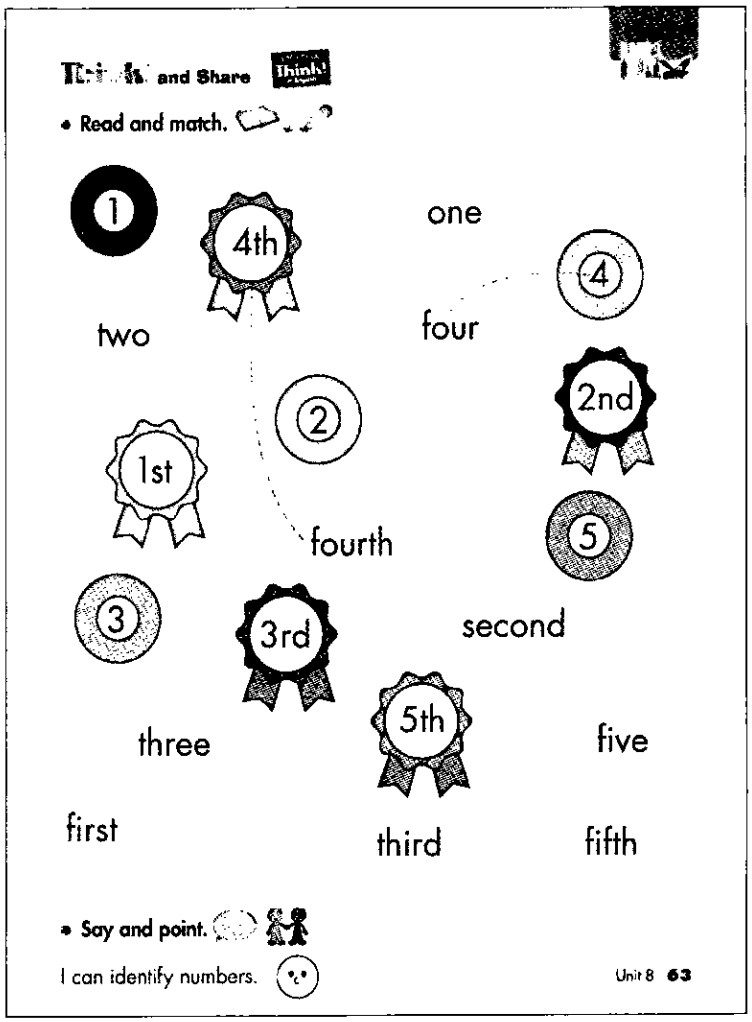
Listen to the Text
Display *Fact Book 1*, page 20. Ask students if they can remember the title of the text and have a volunteer come to the front and point to it in the book. Play *Track 34* and turn the pages of *Fact Book 1* so students can see the pictures while they listen to the text. Play the track again and invite students to come to the front and point to each step: *What does she do first? Color the paper.*

TRACK 34 (See *Fact Book 1*, pages 20–25.)

Observe and Think
Ask students for examples of instructions they have followed and products they have made. Display page 20 of *Fact Book 1*. Read the list of materials and ask if they can remember what they are used for. (To make a kite.) Without showing page 21 ask: *What's Step 1 to make a kite? What's Step 2?* Show the page to confirm the answers. Follow the procedure for students to anticipate the missing steps in the same way.

Ongoing Assessment
You may use this activity to assess students' progress.
Observe students':
- Ability to relate pictures to instructions.
- Ability to connect experiences with the reading.

• Read and match.
Have students open *Activity Book 1* to page 63. Point to *4th* and ask: *What number is this? 4th.* Write *4th* on the board. Explain to students that it is an ordinal number. Its corresponding cardinal number is four. Have students match *fourth* and *four*. Ask them to read the remaining numbers and match them with a line in the same way.



• Say and point.
Divide the class into pairs. Have students take turns pointing to the numbers and saying them. Monitor the activity and help students to pronounce ordinal numbers correctly.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to read and complete the emoji based on the progress they made during the class. Have them draw a big smile if their progress was excellent, a small smile if their progress was good, or a sad face if their progress was not so good.

Picture Dictionary
Have students turn to *Activity Book 1*, page 92. Call out the words in the *Picture Dictionary* (see *Teacher's Guide* page 149) and have them point to the corresponding pictures. Point to the glue stick: *What's this? A glue stick. What letter is this? G. What sound does it make? /g/. Glue stick. What do you do with a glue stick? Paste.* Have students repeat and trace the word. Repeat the other words on the page. Alternatively, display the images included in the *Class CD* and use them to review the vocabulary.

Listen and Think!

Teaching Guidelines: 2.1, 2.2, 3.1

Functions and Language
Distinguishing between steps and materials: *How do you mark? With a pencil.*
Identifying word similarities and differences: Cut *starts with* c.

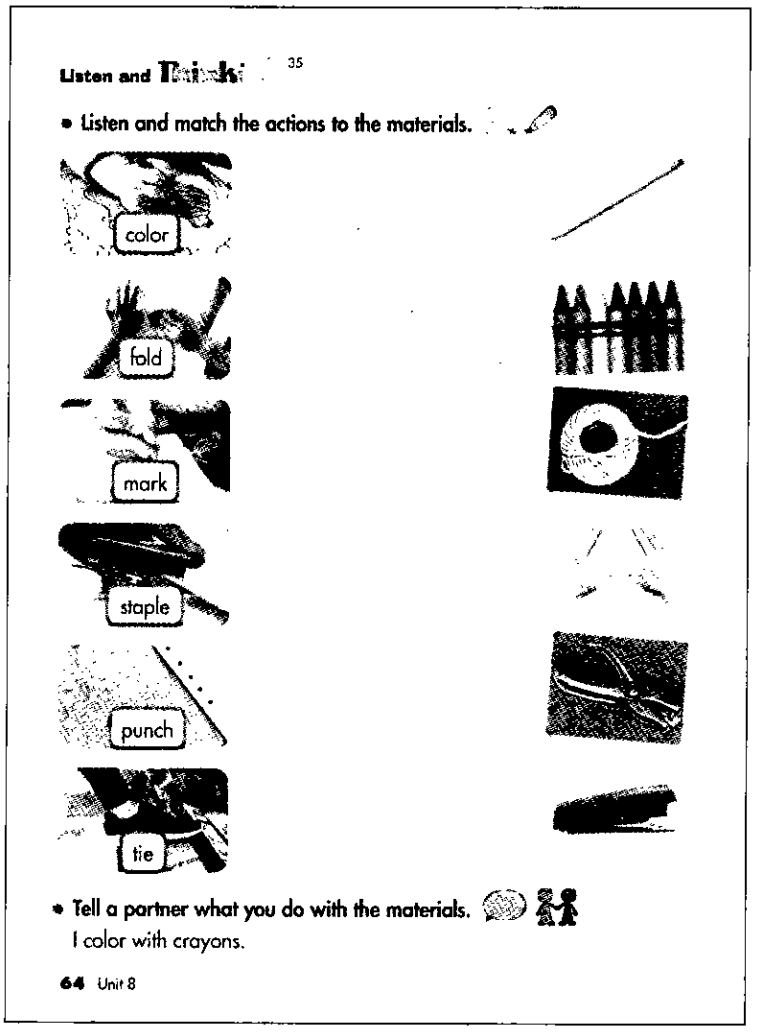
Vocabulary: *circle, cut, diamond, fold, make, mark, punch, rectangle, staple, star, square, tie*

Materials: *Activity Book 1, Class CD, Shapes Envelopes* from Class 3, 10 strips of paper or index cards, pencils

Preparation: Make *Vocabulary Cards:* Write the following words on separate strips of paper or index cards: *make, mark, cut, color, punch, tie, fold, paper, string,* and *staple.*

Compare the words
Have students sit in a circle. Display the *cut Vocabulary Card.* Read the card and have students repeat: *Cut.* Cut *starts with the /c/ sound.* Hold up the *paper Vocabulary Card: Does* paper *start with the /c/ sound? No. It starts with the /p/ sound.* Write the words *cut* and *paper* on the board. Read the words aloud and ask: *Are these words the same or different?* Explain that they are different because they start with a different letter, have a different number of letters, different meanings, etc. Repeat for them to compare the writing of the other words in the *Vocabulary Cards* in the same way.

• Listen and match the actions to the materials.
Have students open *Activity Book 1* to page 64. Ask them to identify the instructions on the left-hand side of the page: *Point to* color. Repeat the procedure for them to identify the objects on the right-hand side of the page in the same way: *Point to the pencil.* Explain that you are going to play the CD for them to listen and match the instructions to the corresponding objects. Play *Track 35,* pausing it after each step is mentioned to give students time to match their answers. Play the track again and encourage students to check their answers. Ask questions to check the answers with the class: *What do you use to color? Crayons.*
Answers: Match the words to the corresponding pictures.


Listen and Think! 35

• Listen and match the actions to the materials.

color
fold
mark
staple
punch
tie

• Tell a partner what you do with the materials.
I color with crayons.

64 Unit 8

TRACK 35
NARRATOR: This is how to make a kite.
First, color the paper with a crayon.
Then, fold the paper with your hands.
Next, use a pencil to mark two lines.
Then, staple the paper with the stapler.
Next, make a hole with the hole punch.
Finally, tie on the string.
Now, fly the kite!

• Tell a partner what you do with the materials.
Divide the class into pairs. Have students take turns talking about the materials and the actions they can do with them. Ask them to use the sentence at the bottom of the page as a model. Allow students enough time to talk about all the materials on the page.

Show Me!
Distribute the *Shapes Envelopes.* Describe a shape: *It has four sides. It is blue. What is it?* Have students hold up the shape and call out the name: *It's a square.* Continue until all the shapes have been described twice. Ask students to return the shapes to the envelopes. Collect and store the *Shapes Envelopes* for further use.

Think! and Say

Teaching Guidelines: 1.1, 1.3, 1.4, 1.5, 1.7, 1.8, 2.4, 3.3, 3.6

Functions and Language
Distinguishing between steps and materials: *What do you do with the pencil? Mark.*

Vocabulary: *color, draw, fold, hole punch, glue stick, mark, paste, play, cardinal numbers 1–5, ordinal numbers 1st–5th.*

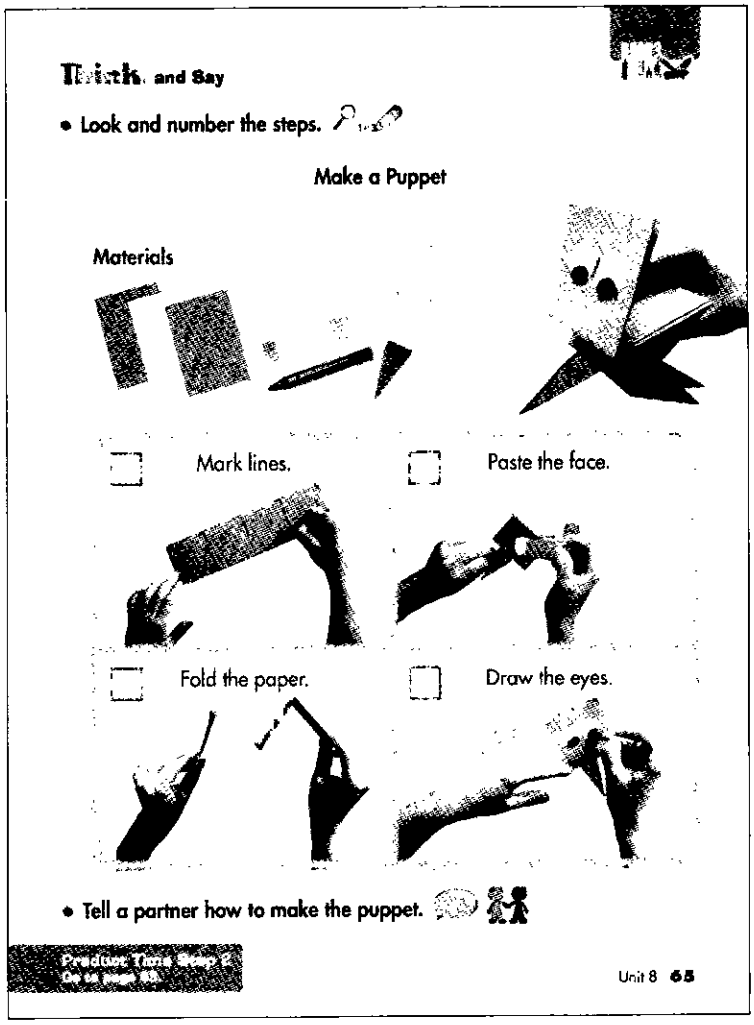
Materials: *Class CD, Activity Book 1,* pencils, 3 strips of paper

Rhyme: One, Two, Buckle My Shoe
Play *Class CD, Track 36* and have students listen. Play the track again and pause after each line and have students repeat. Demonstrate the actions that go with each line and encourage students to join in. Play again and have all students sing and do the actions. Pause it after the first line and say: *Buckle my shoe is step 1. Do you remember what's step 2?* Play the track again and have students verify their answer. Repeat the procedure for steps 3 and 4.

TRACK 36
ONE, TWO, BUCKLE MY SHOE
One, two, buckle my shoe.
Three, four, shut the door.
Five, six, pick up sticks.
Seven, eight, roller-skate.
Nine, ten, do it again.

• Look and number the steps.
Have students open *Activity Book* 1 to page 65. Tell students to look at the page and then ask: *What are the instructions for? To make a puppet. What is it? A frog. What are we going to use it for? Playing.* Have them look at the pictures in the big box and explain those are the materials they need to make the frog. Then, have students look at the pictures with the steps to make the frog. Ask them to point at Step 1. Ask: *What is Step 1? Mark lines.* Repeat for them to identify and number the missing steps in the same way. Then ask: *How many steps do we need to make a toad? Four.*
Answers: Number the pictures (*from left to right, top to bottom*) 1, 3, 2, 4

• Tell a partner how to make the puppet.
Divide the class into pairs. Have pairs take turns pointing to the pictures of the steps and saying how to make the frog: *Step 2: Fold the paper.* Have pairs switch roles and repeat the process


Think and Say
• Look and number the steps.
Make a Puppet
Materials
Mark lines.
Paste the face.
Fold the paper.
Draw the eyes.
• Tell a partner how to make the puppet.
Unit 8 65

Product: Illustrated Instruction Sheet (Step 2)
Tell the class they are going to continue to work on their products. Distribute the lists of materials from Step 1. Have students open *Activity Book 1* to page 68. and go over Step 2, using the picture to help with comprehension. Have students turn to page 65 and read in order the steps to make a frog. Ask them to write the steps to make a mask on their cardboard, leaving enough space to make a drawing later on. Walk around and monitor students' spelling. Have students evaluate their work on Step 2 on page 68. Collect and store students' *Instruction Sheets* for further use.

Numbers, Numbers, Numbers
Write the following instructions in a list on the board: *Step 1: Mark, Step 2: Fold, Step 3: Paste, Step 4: Draw, Step 5: Play.* Read the steps aloud with the class. Make sure students are using cardinal numbers while reading: *step one, step two,* etc. Explain that if they can also give the instructions using ordinal numbers as you write the words *first, second, third, fourth,* and *fifth* next to the corresponding steps on the board. Help students read the instructions using the ordinal numbers: *First, mark.* Read both lists several times with the class to make the difference clear.

Think! and Share

Teaching Guidelines: 1.2, 3.1, 3.2

Functions and Language
Distinguishing between steps and materials: *What do you fold? I fold paper.*

Vocabulary: *circle, cut, diamond, fold, mark, oval, paste, rectangle, staple, star, square, tie*

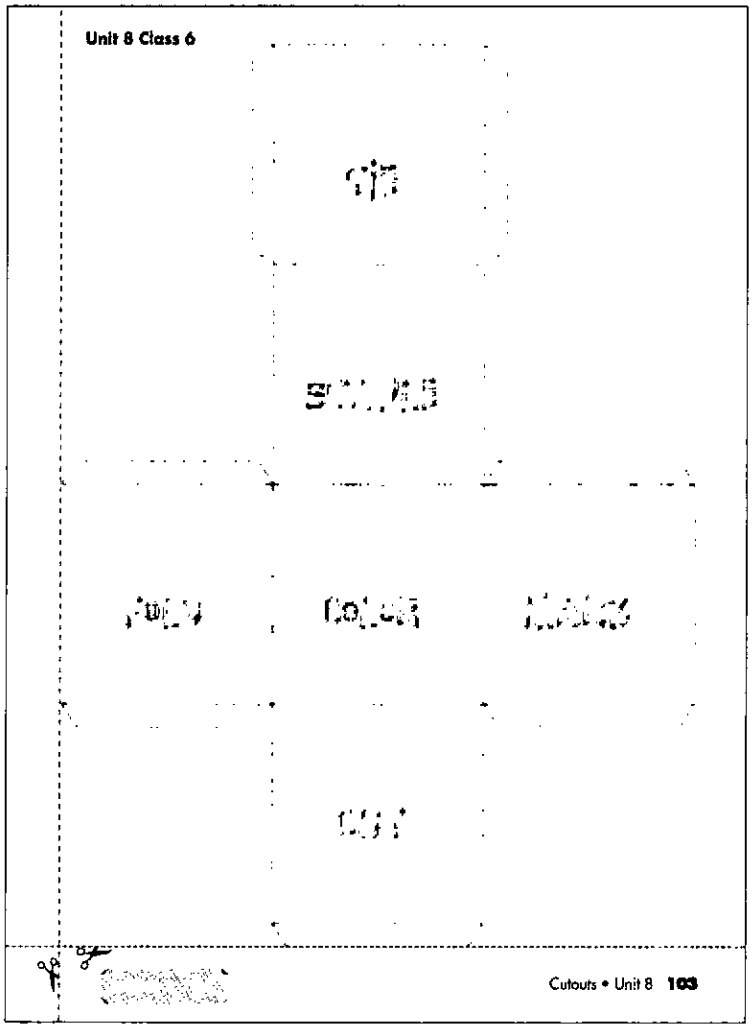
Materials: *Activity Book 1*, pencils, glue sticks, scissors

Preparation: Photocopy page 85 of *Activity Book 1*. Make a *Sample Game Cube* with the photocopy.

Body Shapes!
Divide the class into pairs. Tell pairs they are going to use their bodies to make letters and shapes: *Make a square. Make the letter F!* Walk around the room and provide assistance and encouragement where needed. Invite pairs to demonstrate at the front of the class and have the rest of the class guess what shape or letter they are making.

• Make a cube.
Have students open *Activity Book 1* to page 103. Display the *Sample Game Cube* and explain: *This is a Game Cube.* Point to and read the words with the class: *Cut, color, mark.* Ask students what they use to cut and elicit the word *scissors*. Have the class repeat after you: *I cut with scissors.* Continue in the same way with the other words. Next, have students trace the word on the page: *Trace the word* cut. Then have students cut out the cube. Model how to fold the flaps and glue the cube together. Roll a cube and point to and read the word at the top: *What's this word? Fold.* Have a student use the word in a sentence: *What do you fold? I fold paper.* Divide the class into pairs. Have one partner roll the cube and read the word on top. Then have the other partner use the word in a sentence: *I cut paper.* Ask pairs to switch roles.

Picture Dictionary
Have students turn to page 92 of *Activity Book 1*. Point to the first picture: *What's this? Cut. What letter is this? C. What sound does it make? /k/. Cut.* Have students repeat. Provide help with pronunciation as needed. Repeat the activity with the other words. Alternatively, display the images included in the *Class CD* and use them to review the vocabulary.



Game: How do you...?
Write a word on the board from the *Game Cube*. Point to the word and have the class read it: *Cut.* Ask questions about how to do the actions: *How do you cut? You cut with scissors.* Continue the activity with the rest of the words on the *Game Cube*.

List with Steps
Divide the class into pairs. Have students work together to list the steps to make a cube. When they finish, organize the class in groups of four and have them compare the lists they wrote. Remind them it is important to write complete sentences and to use the correct spelling and grammar. Then write the list on the board and check the answers with the class.

Ongoing Assessment
You may use this activity to assess students' progress. Observe students':
- Selection of words to complete instructions.
- Ability to write a list of steps to assemble an object in the correct order.

Think! and Write

Teaching Guidelines: 2.1, 2.2, 2.3

Functions and Language
Identifying objects and their use: *I cut with scissors. What do you cut with? Scissors.*
Following classroom commands: *Fold the paper.*

Vocabulary: *cut, color, crayons, glue, glue stick, mark, pencil, scissors, shapes*

Materials: *Shapes Envelopes* from Class 3, *Activity Book 1*, pencils, paper (1 sheet per student)

Shapes March

Distribute *Shapes Envelopes*. Assign one shape to each student. Have students march in a line and call out: *Stop! Red!* Have students hold up the shape of the color you name: *What shape is red? The circle.* Repeat the activity with each shape several times.

• Complete the sentences with the words from the box.

Have students open *Activity Book 1* to page 66. Read aloud the words in the box. Point to the first sentence and have students read it aloud with you. Ask students which word completes the sentence: *What word is missing? Cut.* Tell students to write the word on the line. Repeat the process with the remaining sentences.

Answers: Trace the words (*from top to bottom*) cut, paste, color, draw.

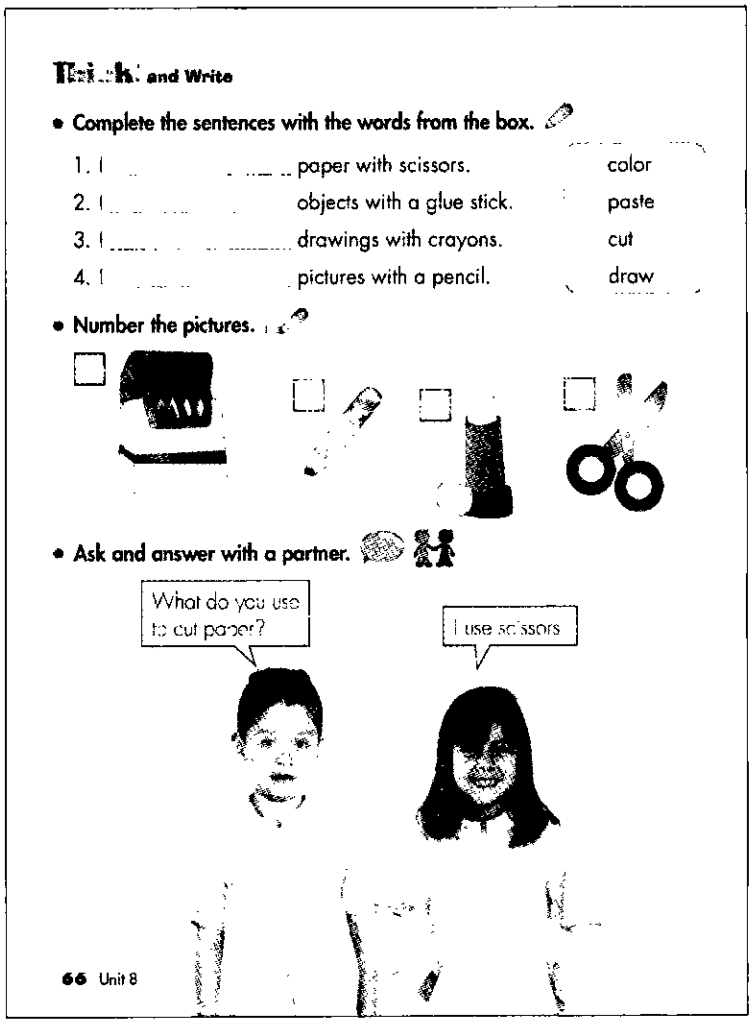
• Number the pictures.

Read the first sentence again with the class and ask them what you use to cut: *What do you cut with? Scissors.* Tell students to find the scissors on the page. Then have them write number 1 in the box. Continue the activity with the remaining sentences and pictures.

Answers: Number (*from left to right, top to bottom*) 3, 4, 2, 1

• Ask and answer with a partner.

Have students read again the sentences and use them as a model. Divide the class in pairs. Explain to students that they are going to take turns asking and answering questions about what they can do with the objects shown on the page. Walk around and monitor students. Provide help with intonation and spelling if needed.


Think! and Write

• Complete the sentences with the words from the box.

1. I ..... paper with scissors. color
2. I ..... objects with a glue stick. paste
3. I ..... drawings with crayons. cut
4. I ..... pictures with a pencil. draw

• Number the pictures.

• Ask and answer with a partner.

What do you use to cut paper?

I use scissors

66 Unit 8

Song: We Can Do Most Anything

Play *Track 33* and review the song. Play the track again and have students sing and perform the actions. Say pairs of words from the song and have students raise their hands if the words rhyme: *walk—dance, fun—run.*

TRACK 33 (See Class 1.)

Think! and Make

Teaching Guidelines: 1.1, 1.3, 1.4, 3.3

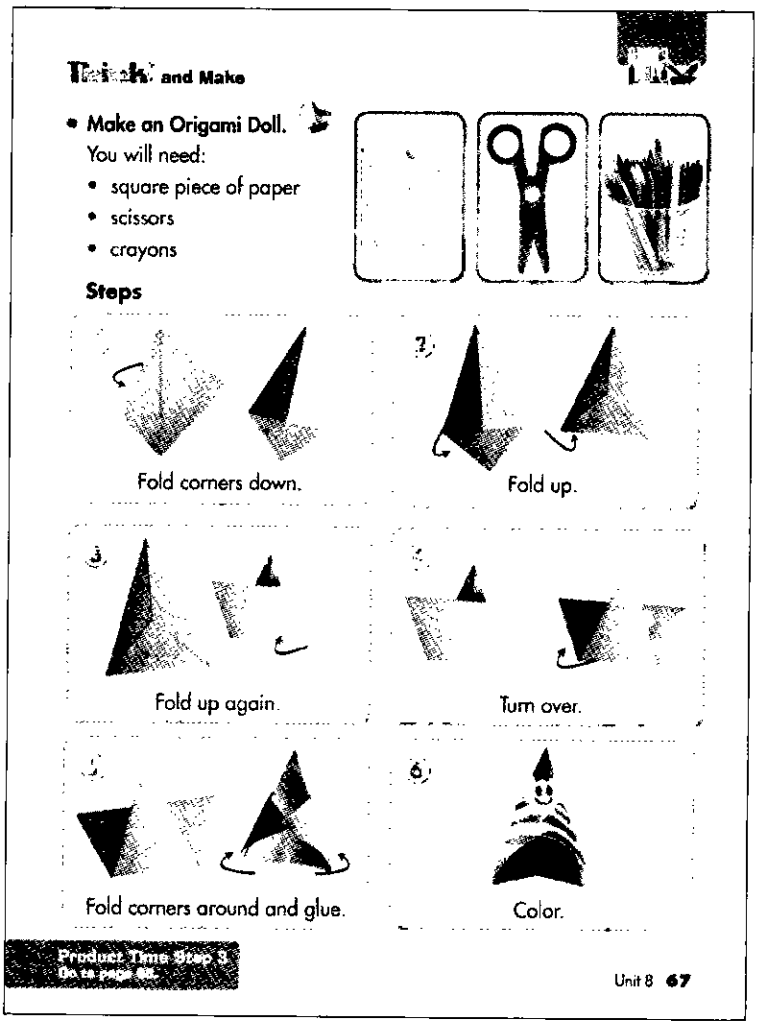
Functions and Language
Following classroom commands: *Color the paper.*
Distinguishing between steps and materials: *Are these materials or steps? Materials.*

Vocabulary: *bottom, center, corner, diamond, down, half, origami, side, top, up*

Materials: *Activity Book 1, Class CD,* paper bag, classroom supplies (scissors, crayons, pencils, glue stick, paint brush, hole punch, stapler), *Paper Squares* from Class 7

I'm Thinking of...
Display the paper bag in front of the students. Identify and put the classroom supplies in the bag: *What's this? It's a crayon.* Look in the bag and choose an item without showing it to students. Give clues: *I cut paper with... scissors!* Choose a student to come to the front and choose an object from the bag and give a clue: *I mark paper with... pencil.* Have the group say the complete sentence with you: *I mark with a pencil.* Continue until all of the objects have been named and all students have participated.

• Make an Origami Doll.
Have students open *Activity Book 1* to page 67. Read the title: *Make an Origami Doll.* Tell students that origami is a way to make things by folding paper. Point to the materials list: *Are these materials or steps? Materials.* Have students name the materials: *What materials do you need? Paper, scissors, and crayons.* Point to the steps: *Is this a step or material? A step.* Have students read the steps. Point to to Step 1: *What do you do? Fold corners down. What shape is this? A diamond.* Have students point to Step 2: *What do you do next? Fold up.* Have students point to Step 3: *Do you fold the bottom up or down? Fold up again* Have students point to Step 4: *What should you do with the triangle? Turn over.* Have students point to Step 5: *What step is this? How should you fold the corners?* Have students point to Step 6: *What should you do next?* Then ask: *How many steps do we have to follow to make an origami doll? Six.*


Think! and Make

• Make an Origami Doll.
You will need:
• square piece of paper
• scissors
• crayons

Steps

1. Fold corners down.
2. Fold up.
3. Fold up again.
4. Turn over.
5. Fold corners around and glue.
6. Color.

Product Time: Step 3
Go to page 68

Unit 8 67

Make your doll.
Distribute *Paper Squares* and have students open *Activity Book 1* to page 67. Demonstrate each step. Step 1: *Fold two corners down to meet along the diagonal fold line.* Step 2: *Fold the bottom corner up.* Step 3: *Fold the bottom part of the triangle up.* Step 4: *Turn the paper over.* Step 5: *Fold the two corners around the triangle and staple.* Have students look at Step 6 and ask students to decide if their dolls are girls or boys. Tell them to draw a face on the doll. Then have them add clothes. Collect and store students' dolls for further use.

Product: Illustrated Instruction Sheet (Step 3)
Tell the class they are going to continue to work on their products. Distribute *Instruction Sheets* from Step 2. Have students open *Activity Book 1* to page 68 and go over Step 3, using the picture to help with comprehension. Distribute crayons. Have students draw a picture for every step. Remind students to use page 67 as a model. Have students evaluate their work on Step 3 on page 68. Collect and store students' *Instruction Sheets* for further use.

Think! and Share

Teaching Guidelines: 1.2, 1.8, 3.4

Functions and Language
Following instructions: *Draw a face on your doll.*

Vocabulary: *girl, boy, doll, red*

Materials: *Vocabulary Cards* from Class 4, *Origami Dolls* from Class 8, crayons, pencils

Game: Charades

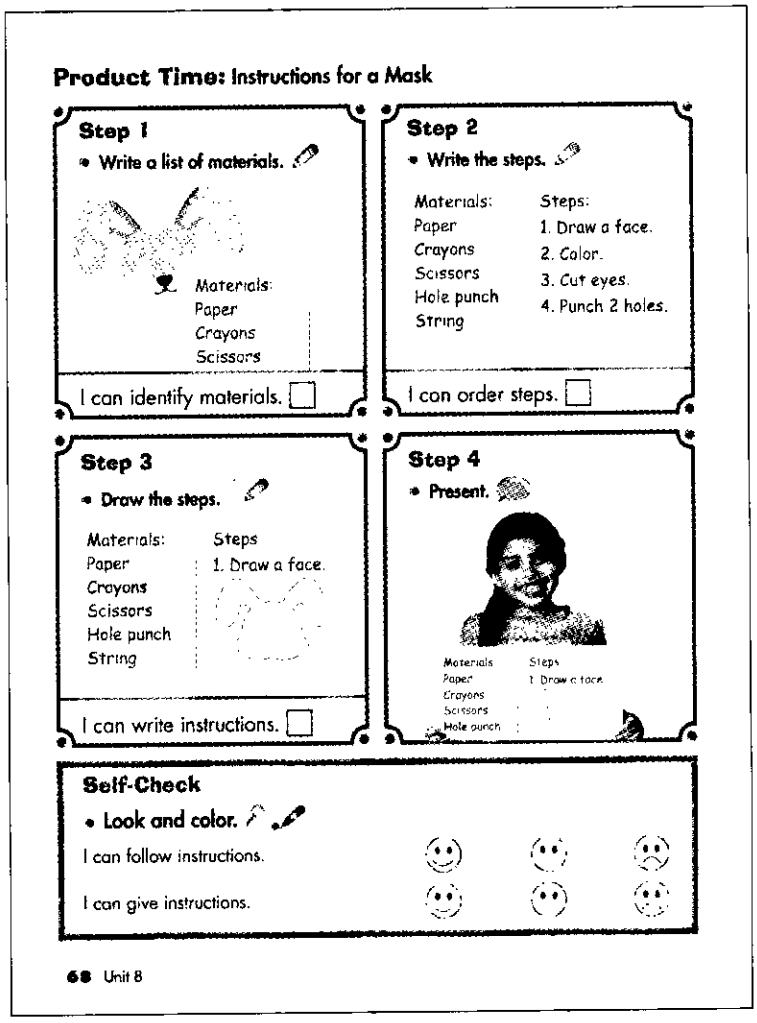
Divide the class into two teams. Place the *Vocabulary Cards* showing *make, mark, cut, color, punch, tie, fold,* and *staple* facedown in a pile. Invite a student from one team to the front. Have the student take a card. Tell the student to act out the action for his or her team to guess. Give the team a point if they guess the activity correctly. The team with the most points at the end of the game wins.

Product: Assembling an Object Instruction Sheet (Step 4)

Tell the class they are going to finish and present their products. Distribute *Instruction Sheets* from Step 3. Have students open their books to page 68 and go over Step 4, using the picture to help with comprehension. Have students come up to the front and read their instructions to the class. Display students' *Instruction Sheets* around the classroom. Use the *Suggested Evaluation Instrument* template on page 136 to evaluate students' participation and progress.

Self-Check

Have students open *Activity Book 1* to page 68. Have them look at the *Self-Check* section and read the instructions out loud. Ask students to get out their crayons or colored pencils. Tell them they are going to evaluate their work on the product. Tell students that the faces mean from left to right: *Very well, OK,* and *Need help.* Explain that it is important for students to know when they need help and to ask for it. Read each sentence out loud and have students color the faces that best describe them. Have students agree on areas they might need help with.


Product Time: Instructions for a Mask

Step 1
- Write a list of materials.

Materials:
Paper
Crayons
Scissors

I can identify materials. ☐

Step 2
- Write the steps.

Materials:
Paper
Crayons
Scissors
Hole punch
String

Steps:
1. Draw a face.
2. Color.
3. Cut eyes.
4. Punch 2 holes.

I can order steps. ☐

Step 3
- Draw the steps.

Materials:
Paper
Crayons
Scissors
Hole punch
String

Steps
1. Draw a face.

I can write instructions. ☐

Step 4
- Present.

Self-Check
- Look and color.

I can follow instructions.

I can give instructions.

68 Unit 8

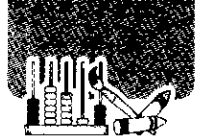
Show and Tell

Distribute the dolls from Class 8. Invite students to come up to the front and show their dolls to the class. Ask each student questions about his or her doll: *Is it a boy or a girl? What's its name?* Divide the class into pairs. Have students ask their partner questions about their dolls: *What's your doll's name? Her name is (Mary).*

Assessment

See page 126. The answer key can be found on pages 115–118.

Unit 9 Going to the Zoo



Environment: Formation and Academic
Communicative Activity: Search and select information
Social Practice: Ask questions to obtain information about nature
Final Product: Information for an illustrated chart

Learning Outcomes	Teaching Guidelines	Class
1. Explore illustrated materials about living beings.	**1.1** Activate previous knowledge.	1, 2, 3, 8, 9
	1.2 Encourage curiosity to learn more about interesting living things.	1, 2, 3, 4, 5, 8, 9
	1.3 Identify characteristics and graphic layout of charts.	2, 5, 6, 8, 9
	1.4 Establish a relationship between graphics resources and writing.	1, 2, 5, 8
2. Participate in making questions.	**2.1** Distinguish questions from answers by their intonation.	2, 3, 8, 9
	2.2 Clarify meaning of words of questions.	3, 5, 9
	2.3 Answer closed questions about living beings with short words. (e.g., *yes, no*)	2, 3, 9
	2.4 Complete questions.	7, 8
	2.5 Point out pictures to answer questions about living beings.	1, 2, 3, 4, 5, 9
3. Explore writing questions and answers.	**3.1** Recognize composition of words.	1, 8, 9
	3.2 Identify words in the writing of questions.	5, 7
	3.3 Make correlations between parts of writing and reading.	6, 7
	3.4 Review repertoire of words and expressions.	2, 6, 7, 8, 9
	3.5 Produce and interpret their own writings.	5, 6
	3.6 Make questions about unknown expressions.	3, 5

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Questions and answers	Speaking and Listening: Pronunciation	3
2	Graphic organizer	Reading and Writing: Vocabulary Awareness	6
3	Illustrated chart	Summative journal	7, 8, 9

Think! and Read

Teaching Guidelines: 1.1, 1.2, 1.4, 2.5, 3.1

Functions and Language
Identifying and describing animals: *This is a rhino. Is it big or small? Big.*

Vocabulary: *elephant, giraffe, kangaroo, lion, monkey, penguin, rhino, snake, tiger*

Materials: *Fact Book 1, Activity Book 1*, pencils, drawing paper (1/4 per student)

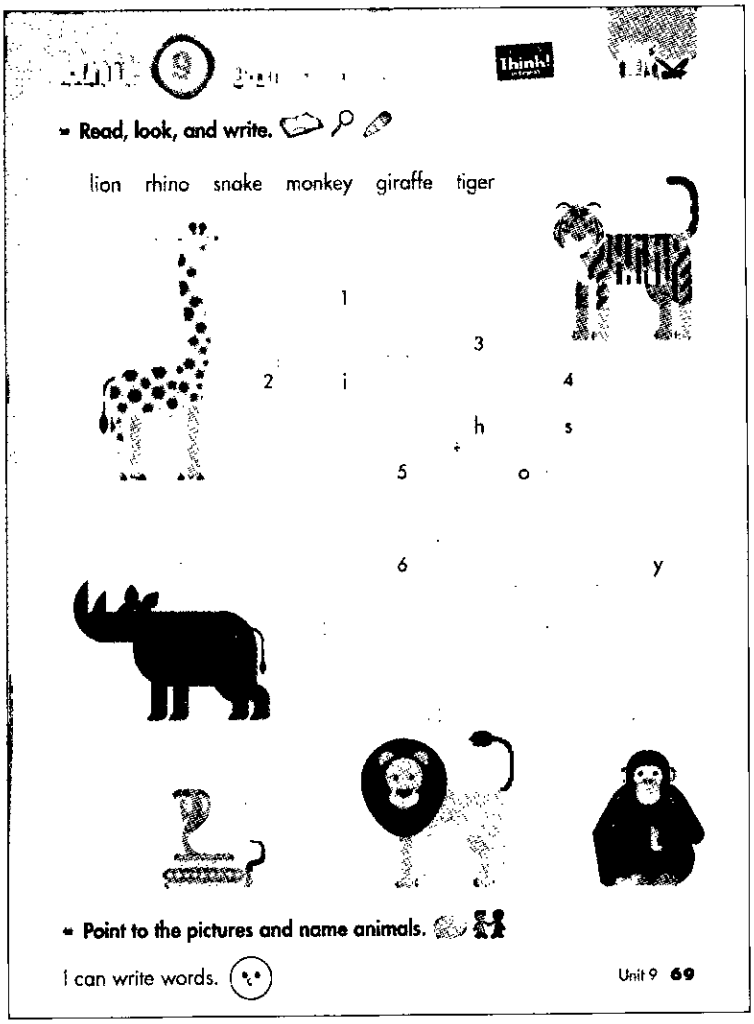
I Spy...
Write the letter *D* on the board and say: *I spy with my little eye something that starts with the letter D.* Have students guess what you are looking at: *Is it a desk? No. Is it the door? Yes.* Invite a student to the front. Continue with other consonants and different students.

Think and Predict
Display page 26 of *Fact Book 1*. Have students look at the photograph and tell you where it is. Ask students that have visited a zoo to share if they liked it or not and what they saw. Confirm that in this unit they are going to read about a zoo.

Picture Read
Display page 26 of *Fact Book 1*. Picture read the text with the class. Point to and introduce key vocabulary on each page: *monkey, giraffe, lion, rhino, snake, tiger*. Name the animals, in random order, and have students come up and point to the corresponding image.

• Read, look, and write.
Have students open *Activity Book 1* to page 69. Point to the words at the top of the page and read them aloud with the class. Identify the activity: *This is a crossword puzzle. You write the letters in the boxes to complete the words.* Have students identify the animals: *Point to picture number 1. What is it? A giraffe. What color is it? Yellow. Is it big or small? Big.* Point to number 1 on the puzzle: *What number is this? One. Write the word* giraffe. Help students spell the word: *What letter does* giraffe *start with? G. Write a* g *in the box.* Show that the *i* is already in the next box. Point to the word at the top of the page: *What letter comes next? G-i-r.* Repeat for students to complete the crossword.

Answers: Complete the crossword. 1 giraffe, 2 tiger, 3 rhino, 4 snake, 5 lion, 6 monkey



• Point to the pictures and name the animals.
Divide the class into pairs. Have students take turns pointing to and naming the animals on the page. Invite a pair to come up to the front and model the activity: *What's this? It's a lion.* Allow students time to point to and name all the animals.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to read the sentence and complete the emoji based on the progress they made during the class. Have them draw a big smile if their progress was excellent, a small smile if their progress was good, or a sad face if their progress was not so good.

Game: The Zookeeper Says
Have students stand up. Give students commands to move like different animals. Tell students to follow commands only when preceded by *The zookeeper says: The zookeeper says walk like a monkey.* Have students who imitate a different animal sit down. Use different instructions related to the animals they have learned so far. The last student standing wins.

Read and Think!

Teaching Guidelines: 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.5, 3.4

Functions and Language
Identifying and describing animals: *Point to a long animal. Is the giraffe tall or short? Tall.*

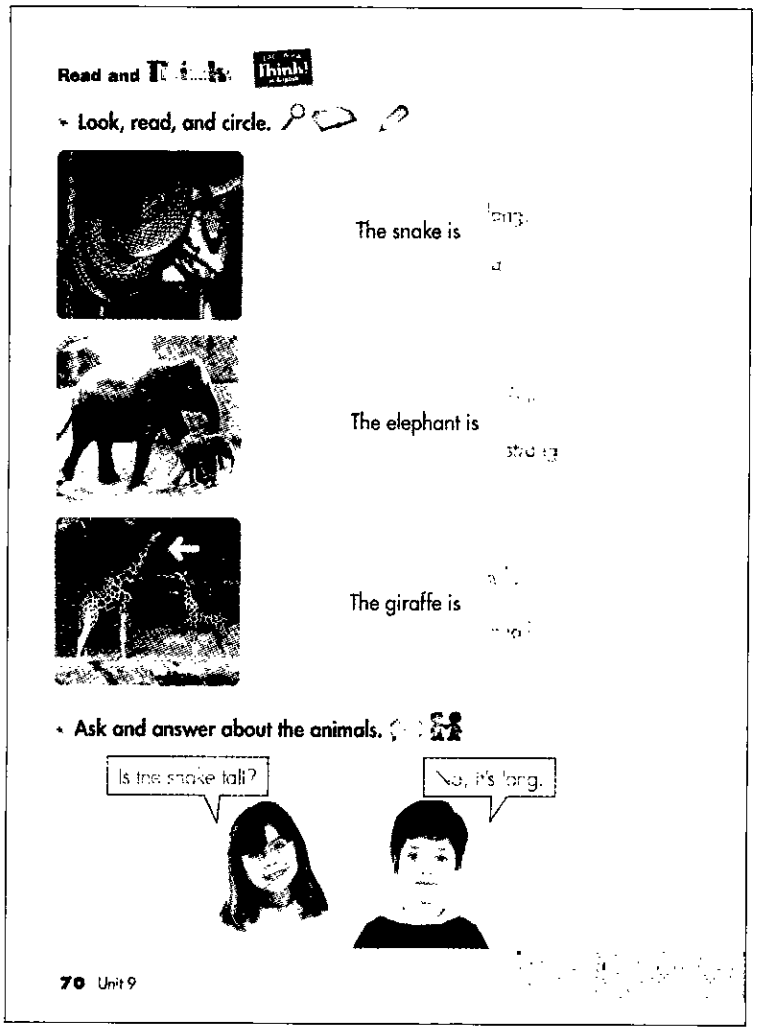
Vocabulary: *elephant, giraffe, kangaroo, lion, monkey, penguin, rhino, long, small, strong, tall, thin, snake, tiger*

Materials: *Fact Book 1, Activity Book 1,* index cards (1 per student)

Game: Guess the Drawing
Divide the class into pairs. Draw an animal on the board. Draw, line by line, until one of the pairs guesses the animal. Once they guess correctly, complete the drawing. The pair that guesses correctly first wins a point. Repeat the activity with other animals. The pair with the most points wins.

Read the Text Aloud
Display *Fact Book 1*, page 26. Review the title: *What is the title of this text? A Visit to the Zoo.* Point to the pictures on the pages as you read the text. Then point to the pictures and ask questions to check comprehension and to encourage their curiosity to learn more about living things.

Page 26: (Point to the blue signs.) *Where are they? They are at the zoo.*
Page 27: (Point to the big elephant.) *Is the elephant strong? Yes, it is.*
Page 28: (Point to the monkey's tail.) *Is the monkey's tail short? No, it isn't. It is long.*
Page 29: (Point to the giraffe and its neck.) *Is the giraffe tall? Yes, it is.*
Page 30: (Point to the lion.) *Is this the daddy lion? Yes, it is.*
Page 31: (Point to the rhino.) *Is the rhino small? No, it isn't.*
Page 32: (Point to the baby kangaroo.) *Is this the mommy kangaroo? No, it isn't.*
Page 33: (Point to the snake.) *Is the snake thin? Yes, it is.*
Page 34: (Point to the tiger.) *Is the tiger orange and black? Yes, it is.*
Page 35: (Point to the penguins.) *Can penguins fly? No, they can't.*
Page 36: (Point to the girl.) *Is she feeding the giraffe? Yes, she is.*


Read and Think!

• Look, read, and circle.

The snake is

The elephant is

The giraffe is

• Ask and answer about the animals.

Is the snake tall?

No, it's long.

70 Unit 9

• Look, read, and circle.
Have students open *Activity Book 1* to page 70. Point to the snake: *What is this? It's a snake.* Have students complete the sentence: *Is a snake long or tall? Long. Circle the word* long. Continue the activity with the other pictures. Read the complete sentences with the class.
Answers: Circle the words (*from top to bottom*) long, strong, tall

• Ask and answer about the animals.
Have students work in pairs. Ask them to take turns asking and answering questions about the animals on the page. Provide help with intonation and pronunciation as needed.

Product: Animal Chart (Step 1)
Have students open *Activity Book 1* to page 76. Point to the title of the product and go through the different steps. Divide the class into groups of four. Have each student choose an animal. Ask them to turn to page 70 and use the pictures as a model. Collect and store *Zoo Animal Drawings* for further use.

Game: Find Someone Who...
Have students stand up. Model the activity: *My favorite color is red. What is your favorite color? It's green.* Tell students to find someone whose favorite color is the same and sit down before the timer rings. Set the timer for one minute and begin.

Think! and Share

Teaching Guidelines: 1.1, 1.2, 2.1, 2.2, 2.3, 2.5, 3.6

Functions and Language
Identifying and describing animals: *Which animal is strong? The elephant is strong.*

Vocabulary: *elephant, giraffe, goat, kangaroo, lion, long, monkey, penguin, rabbit, rhino, small, snake, strong, tall, thin, tiger*

Materials: *Class CD, Fact Book 1, Activity Book 1,* pencils, scissors

Song: Rhinos Are Big

Play *Track 37* and have students listen to the song. Play the track again, pause after each line, and have students repeat. Play the track a third time and encourage students to sing along.

TRACK 37

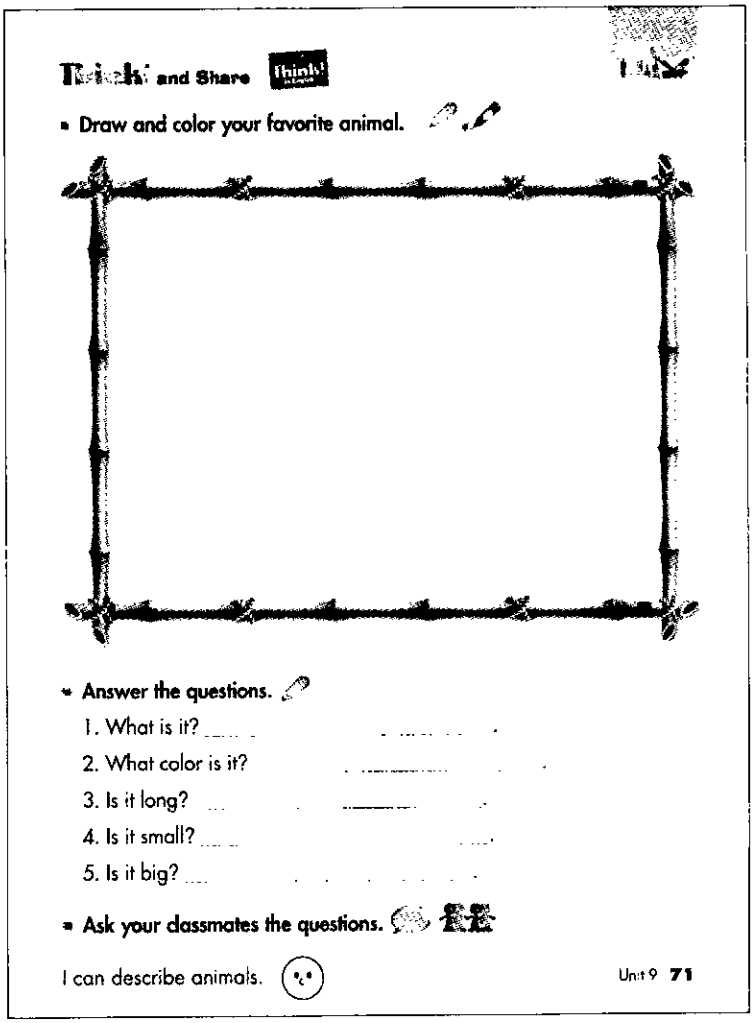
RHINOS ARE BIG
Rhinos are big,
But hippos are bigger.
Rats are small,
But mice are smaller.
It's not a competition,
You know.
It's just the way
That animals grow.
(Repeat)

Listen to the Text

Display *Fact Book 1*, page 26. Ask students the title of the text and have a student come to the front and point to it: *Point to the title.* Play *Track 38* and turn the pages so that students can see the pictures while they listen to the text. Play the track again and pause after each page. Have students answer questions about the animals: *What color is the elephant. Is it strong?* Encourage them to ask questions if they have any doubts: *Can you repeat? How do you say...?*, etc.

TRACK 38 (See *Fact Book 1*, pages 26–36.)

• Draw and color your favorite animal.
Have students open *Activity Book 1* to page 71. Ask them to choose and draw a zoo animal in the box. Ask students to include the main characteristics of their animal, like color and size. Allow students enough time to complete their drawings.


Think! and Share

• Draw and color your favorite animal.

• Answer the questions.
1. What is it? _____
2. What color is it? _____
3. Is it long? _____
4. Is it small? _____
5. Is it big? _____

• Ask your classmates the questions.

I can describe animals.

Unit 9 71

• Answer the questions.
Read the questions and have students repeat. Ask a student to read the first question and answer it orally. Write it on the board as a model: *What is it? It is a monkey.* Instruct students to look at the picture they drew. Have them read and answer the questions on the lines.

• Ask your classmates the questions.
Ask students to work in groups. Instruct them to take turns asking and answering the questions. Have a group come up to the front and model the activity. Allow students time to ask and answer all the questions. Make sure all students participate in the activity.

I can...

Refer students to the self-evaluation at the bottom of the page. Instruct them to read the sentence and complete the emoji based on the progress they made during the class. Have them draw a big smile if their progress was excellent, a small smile if their progress was good, or a sad face if their progress was not so good.

Listen and Think!

Teaching Guidelines: 1.2, 2.5

Functions and Language
Identifying and describing animals: *Point to a long animal.*
Asking and answering questions: *Do rhinos have horns? Yes, they do.*

Vocabulary: *bear, giraffe, kangaroo, lion, long, monkey, mouse, penguin, rhino, small, snake, strong, tall, tiger*

Materials: *Activity Book 1, Class CD, Zoo Animal Cards* from Class 3, pencils

Name the Animal

Distribute the *Zoo Animal Cards*. Have students place them on their desks in front of them. Describe an animal: *It has a long trunk. It is gray. It's very big.* Have students hold up the animal you are describing and say its name: *An elephant.* Continue in the same manner until all of the cards have been described and named.

• Listen and number.

Ask students to open *Activity Book 1* to page 72. Have students identify the location: *Where are the animals?* Play *Track 39.* Point to the pictures and assist students as they listen. Play the track again, pausing after each section: *What animal do they see first? The elephants? Point to the elephant. Write a number 1 in the box.* Repeat the activity in the same way with the other animals.

Answers: Students should number the pictures (*from left to right, top to bottom*) 5, 2, 1, 4, 3

TRACK 39

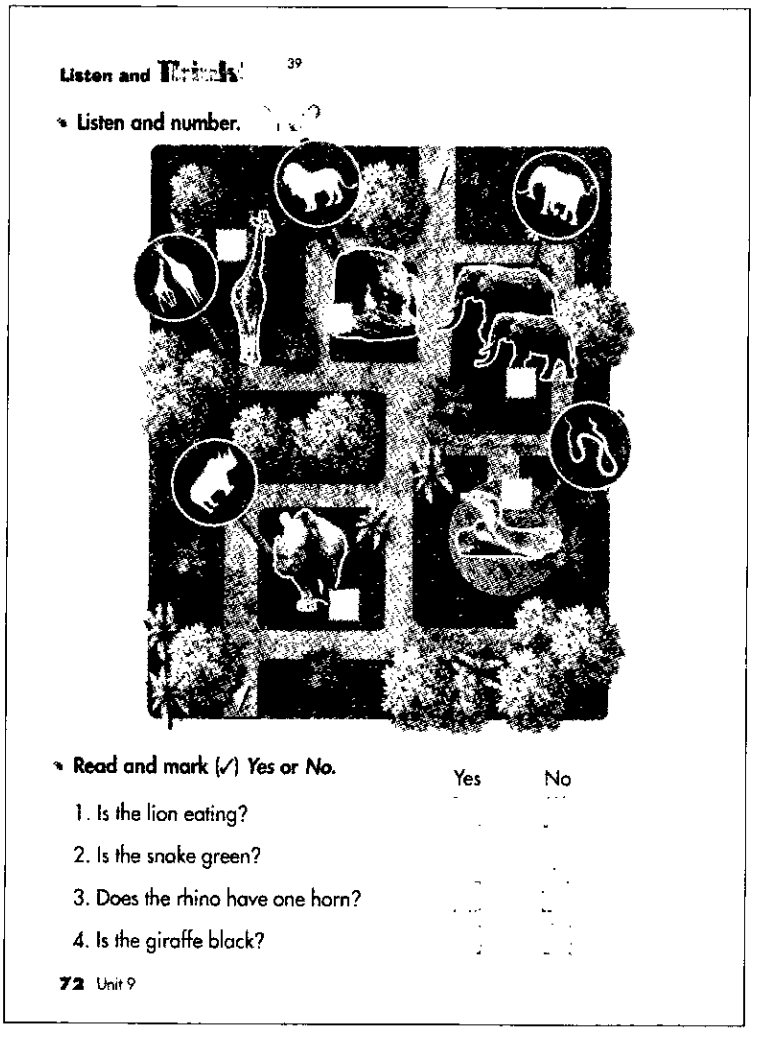
NARRATOR: One
CHILD: The zoo is fun. We see many animals there. The first animals we see are big and gray. They are strong. They are the elephants!

NARRATOR: Two
CHILD: Next we see the king of the jungle. He is sleeping. Shhh. Don't wake up the lion!

NARRATOR: Three
CHILD: Next, we visit the reptiles. My favorite one is long and green. It's a snake.

NARRATOR: Four
CHILD: The next animal is very strong. It only eats plants. It has horns on its head. What is it? It's a rhino!

NARRATOR: Five
CHILD: Now we are going to see an animal with a long neck. It has a black tongue. It's a giraffe. Animals are great! It was a fun day at the zoo.



Listen and Think! 39

• Listen and number.

• Read and mark (✓) Yes or No.

	Yes	No
1. Is the lion eating?		
2. Is the snake green?		
3. Does the rhino have one horn?		
4. Is the giraffe black?		

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• Read and mark (✓) Yes or No.

Have students look at the picture. Then ask them to read the questions and mark the correct answer. Write the first one on the board as a model: *Is the lion eating? No.* Have students check their answers in pairs.

Zookeeper may I?

Choose a student to be the zookeeper. Tell students to stand in a circle with the zookeeper in the middle. Have the zookeeper give instructions for the group to follow: *Take three elephant steps. Take two kangaroo hops.* Change zookeepers after three commands.

Picture Dictionary

Have students turn to page 93 of *Activity Book 1*. Call out the words in the *Picture Dictionary* (see *Teacher's Guide* page 150) and have students point to the corresponding pictures. Point to the first picture: *What's this? An elephant. What letter is this? E. What sound does it make? /e/. Elephant.* Have students repeat. Continue with the other words. Call out the names of animals and have students point to the correct picture. Alternatively, display the images included in the *Class CD* and use them to review the vocabulary.

Think! and Say

Teaching Guidelines: 1.2, 1.3, 1.4, 2.2, 2.5, 3.2, 3.5, 3.6

Functions and Language
Identifying and describing animals: *The elephant is gray.*
Asking and answering questions: *Is the elephant big or small? It's big.*

Vocabulary: *ears, legs, neck, tail;* colors, zoo animals

Materials: *Class CD, Activity Book 1,* pencils, 1 sheet poster board, index cards (1 per student), *Zoo Animal Cards* from Class 1

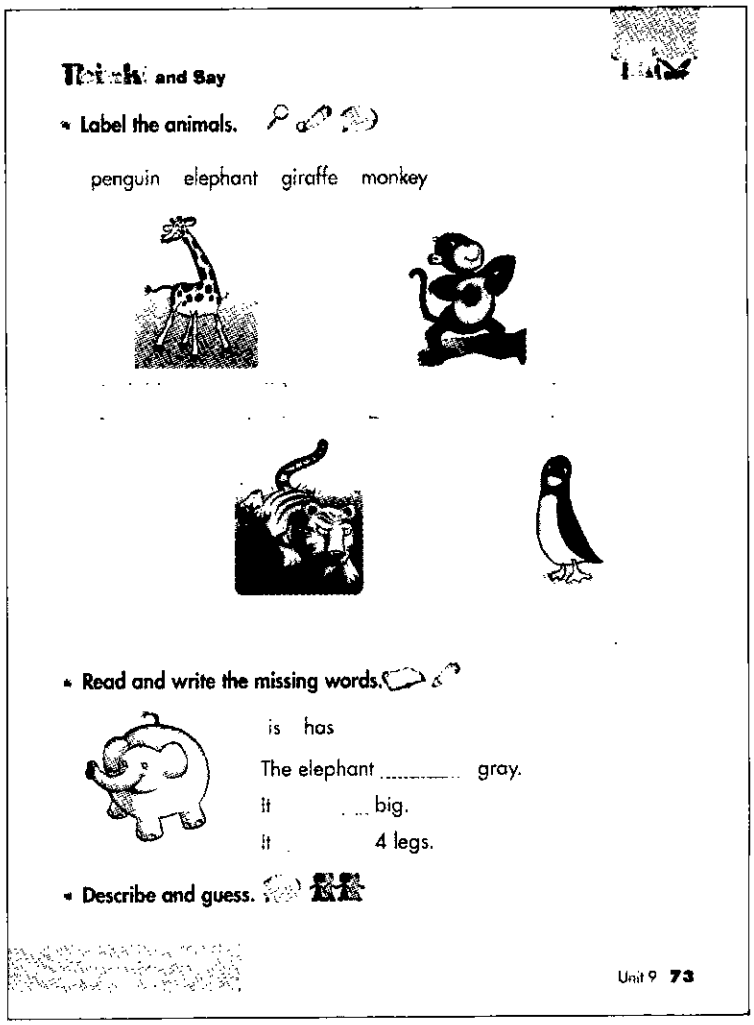
Song: At the Zoo
Play *Track 40* and have students act out like the animals they hear mentioned in the song: *Act out a tiger.* Play the track again, line by line, and have students repeat. Play the song a third time and have students join in.

TRACK 40
AT THE ZOO
Let's see the tiger
At the zoo.
I like the tiger.
How about you?

Following verses:
2. Let's see the elephant,...
3. Let's see the polar bear,...
4. Let's see the hippo,...

• Label the animals.
Have students open *Activity Book 1* to page 73. Read the words in the box. Then point to the picture of the giraffe: *What is this? It's a giraffe.* Have students write *giraffe* below the corresponding picture. Walk around and check correct spelling. Repeat the procedure with the remaining animals.
Answers: Write the words (from left to right, top to bottom) giraffe, monkey, tiger, penguin

• Read and write the missing words.
Point to and read the first sentence. Have students repeat: *The elephant is gray.* Have students identify the word *is*: *Trace the word* is. Check that students understand the sentence: *What color is the elephant? The elephant is gray.* Continue in the same way with the other sentences.
Answers: Trace the words (from top to bottom) is, is, has


Think! and Say
• Label the animals.
penguin elephant giraffe monkey
• Read and write the missing words.
is has
The elephant ..... gray.
It ..... big.
It ..... 4 legs.
• Describe and guess.
Unit 9 73

• Describe and guess.
Write questions and answers on the board so that students can use them as a model: *What's this? What color is it? Is it short or tall? How many legs does it have?* Divide the class into groups of three. Have students read the model questions to ask and answer about the animals on the page.

Product: Animal Chart (Step 2)
Tell the class they are going to continue to work on their products in the same groups. Distribute *Zoo Animal Drawings* from Step 1 and the index cards. Have students open the *Activity Book 1* to page 76 and go over Step 2, using the model to help with comprehension. Show one *Zoo Animal Card* to the class. Ask questions for students to describe the animal. For example: *Is it big or small? What color is it? How many legs does it have?* Have students write the information on their index cards. Have them turn to page 73 and use it as a model. Collect and store the *Zoo Animal Drawings* and the *Animal Facts Cards* for further use.

Think! and Share

Teaching Guidelines: 1.3, 3.3, 3.4, 3.5, 3.7

Functions and Language
Identifying and describing animals: *The kangaroo hops.*
Asking and answering questions: *What does your zoo have? It has a bear.*

Vocabulary: *bear, elephant, giraffe, goat, kangaroo, lion, monkey, penguin, rabbit, rhino, snake, tiger*

Materials: *Zoo Animal Cards* from Class 3, *Class CD, Activity Book 1*, white construction paper (1 sheet per student), pencils, crayons, glue sticks, scissors

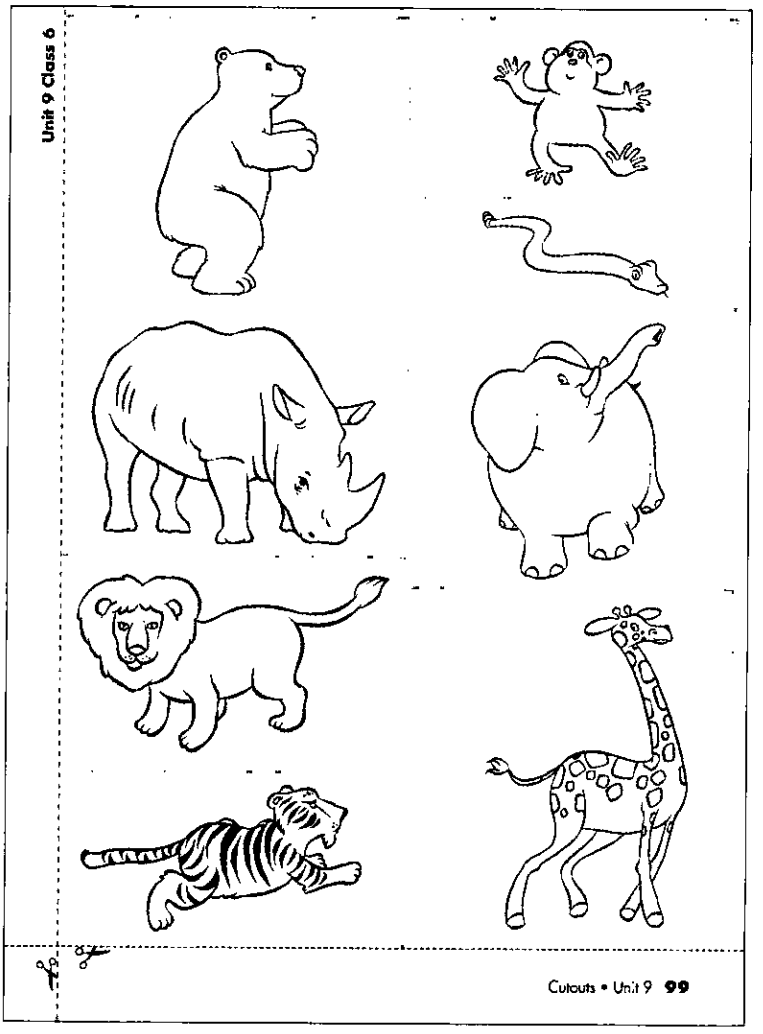
Preparation: Draw and create a sample zoo on the construction paper. Glue on various zoo cutouts and draw the scenery. Make a *Favorite Zoo Animal Chart*: Glue pictures of zoo animals at the top of the poster board and label them.

Song: At the Zoo
Distribute the *Zoo Animal Cards*. Play *Track 40* and encourage students to sing along. Play the track again and have students hold up the corresponding card for each animal named. Play the track a third time and add verses for animals not named in the song. Collect and store the *Zoo Animal Cards* for further use.

TRACK 40 (See Class 5.)

- **Make a zoo.**

Have students look at *Activity Book 1*, page 99. Point to the animals as you identify and describe them: *This is a rhino. It has horns.* Have students repeat as they point to the corresponding animals on their pages. Then have them color and cut out the animals. Show students how to fold the tab up on the animals so that they stand up. Tell students you are going to make a zoo for their animals. Distribute the construction paper, crayons, scissors, and glue sticks and display the sample zoo: *This is my zoo. Here is the elephant. My zoo also has a bear and a penguin. The tiger is alone. It eats meat. I have a monkey in the tree.* Write the instructions on the board and read them with the class. Display the zoo models around the room. Divide the class into small groups. Have each student in the groups talk about his or her zoo: *The kangaroo hops fast.*



Encourage group members to ask questions: *What color is the tiger?* Continue until all students have talked about their zoo.

Ongoing Assessment
You may use this activity to assess students' progress. Observe students':
- Ability to make an informational chart.
- Ability to relate parts of reading and writing.
- Ability to disseminate information, with graphic support.

Favorite Zoo Animal
Display the *Favorite Zoo Animal Chart* and have students identify the animals: *Point to the lion. Is this a rhino or a kangaroo?* Invite individual students to the front and give each student a sticker: *What is your favorite animal? The lion. Put a sticker in the lion column.* Have students sit in animal groups after choosing their favorite animal: *Lions, sit by the books.* Point to each column and give commands: *Lions roar. Kangaroos jump three times.* Have students return to their seats. Identify the favorite class animal: *The monkey is the favorite animal of our class.* Post the chart in a visible place.

Think! and Write

Teaching Guidelines: 2.4, 3.2, 3.3, 3.4

Functions and Language
Identifying and describing animals: *The elephant is gray.*
Formulating questions: *What color is the snake? It's green.*

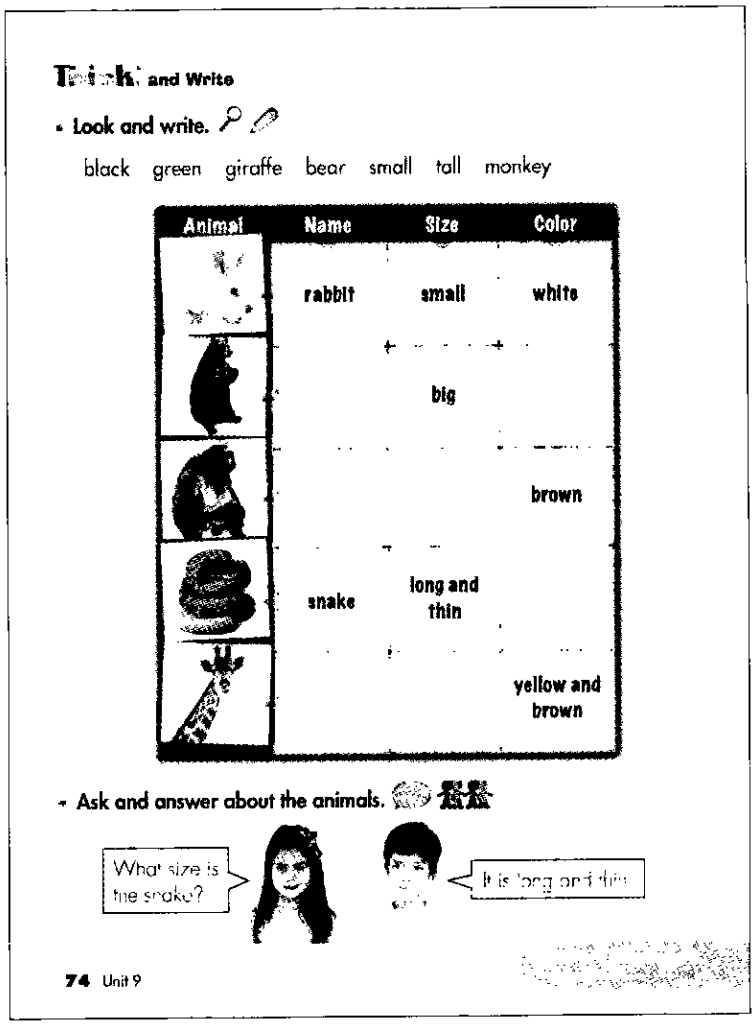
Vocabulary: *bear, giraffe, monkey, rabbit, snake;* sizes; colors

Materials: *Activity Book 1*, pencils, crayons, construction paper (1 sheet per pair), *Zoo Animal Drawings* from Class 1, *Animal Facts File* from Class 5

Game: Animal Add On
Have students form a circle. Turn to the student on your left and say: *There's a rhino at the zoo. What animal can you see, (Juan)? A snake.* Have the class repeat: *There's a rhino and a snake at the zoo.* Continue around the circle adding animals and having the class repeat the list. When all the animals have been named, play again.

• Look and write.
Have students open *Activity Book 1* to page 74. Have the class point to the words at the top of the page and read them aloud. Point to the first column heading: *Animal.* Point to and name the animals: *rabbit, bear, monkey,* etc. Have students write the corresponding words in the first column. Have them read the words aloud to check the answers. Repeat the procedure for students to complete and read the information in the other two columns. Divide the class into pairs and have students compare their charts. Write on the board: *What...?* Read it aloud. Elicit different questions that can be asked: *What is it? What size is it? What color is it?* Invite volunteers to come up and write the complete questions on the board. Read the questions aloud as you point to the words on the board.
Answers: Write (*from left to right, top to bottom*) bear/black, monkey/small, green, giraffe/tall

• Ask and answer about the animals.
Divide the class into groups of four. Have students take turns asking and answering questions about the animals in the chart. Walk around and provide help if needed.


Think! and Write

• Look and write.

black green giraffe bear small tall monkey

Animal	Name	Size	Color
	rabbit	small	white
		big	
			brown
	snake	long and thin	
			yellow and brown

• Ask and answer about the animals.

What size is the snake?

It is long and thin

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Product: Animal Chart (Step 3)
Tell the class they are going to continue to work on their products. Distribute *Zoo Animal Drawings* and the *Animal Facts Cards* from Steps 1 and 2. Have students open their books to page 76 and go over Step 3, using the picture to help with comprehension. Distribute construction paper. Draw a chart for two animals on the board, using the one on page 74 as a model. Write the titles across the top: *Animal, Name, Size, Color.* Complete the chart with the class about two animals of their choice. Divide the class into groups of four. Have students copy the chart onto the construction paper. Ask each student to glue his or her animal drawing into the first column. Then have students complete the information about their animals using their *Animal Facts Chart.* Refer students to the *Picture Dictionary* on page 93 of *Activity Book 1*, or to the images included in the *Class CD*, for help with spelling. Collect and store *Animal Charts* for further use.

Game: Thumbs Up, Thumbs Down
Make statements about animals. Have students show thumbs up if the statement is true and thumbs down if the statement is false: *The lion is black. The monkey has a long tail.* If time allows, invite volunteers to come up to the front to make statements about the animals for the rest of the class to decide if they are true or false.

Think! and Make

Teaching Guidelines: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.4

Functions and Language
Identifying and describing animals: *The zebra is black and white.*
Formulating questions: *Is the mouse big? No, it's small.*

Vocabulary: *big, elephant, gray, green, long, snake*

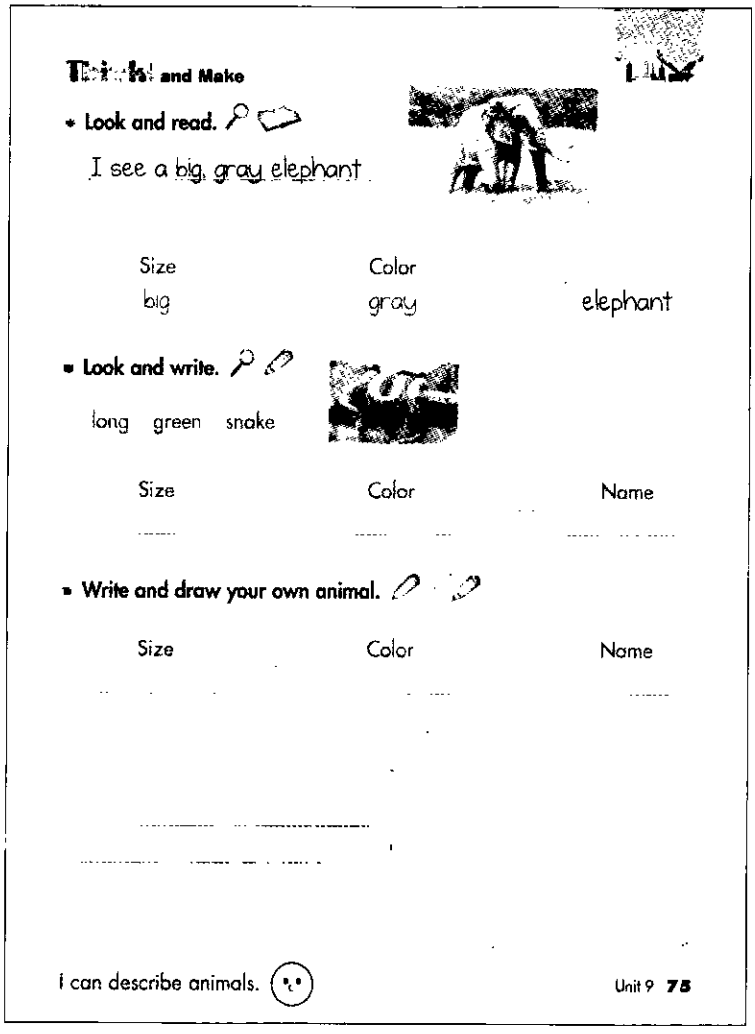
Materials: *Activity Book 1, Zoo Animal Cards* from Class 3, pencils, crayons

Animal Line Up
Have students stand in a line. Distribute the *Zoo Animal Cards*. Ask the first student in the line: *What animal is this? A snake. What color is it? Green.* Have the student ask the same questions to the next student in the line. Have the first student run to the end of the line. Repeat the procedure for the second student to ask questions to the third student in the line. Continue in the same way until all students have had a chance to participate. Collect and store the *Zoo Animal Cards* for further use.

• Look and read.
Have students open *Activity Book 1* to page 75. Ask them to identify the animal: *What's this? An elephant.* Read the sentence with the class. Ask students to show a thumbs up if it is true. Read the information in each of the blue boxes: *Size: big. Color: gray. Name: elephant.* Tell students that this is the order we use to describe things in a complete sentence. Point to the elephant again and have students identify it: *What's this? A big, gray elephant.*

• Look and write.
Distribute the *Zoo Animal Cards*. Read the words in the box and have students show you the corresponding animal. Have students complete the information in the blue boxes.
Answers: Write *(from left to right)* log, green, snake.

• Write and draw your own animal.
Have students choose and draw an animal in the box on the page. Then ask students to write a sentence about the animal. Write the model on the board: *I see a...* Assist students as needed. Point to the space for the drawing: *What do you see? A long, green snake.*
Answers: Write: I see a long, green snake. Draw: a long snake.


Think! and Make

• Look and read.

I see a big, gray elephant.

Size	Color	
big	gray	elephant

• Look and write.

long green snake

Size	Color	Name

• Write and draw your own animal.

Size	Color	Name

I can describe animals.

Unit 9 75

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to read the sentence and complete the emoji based on the progress they made during the class.

Animal Characteristics Chart
Draw a grid on the board with five columns and six rows. Title the last four columns: *Small, Big, Strong, Tall.* Have students name different animals from the text and write the names in the first column. Ask the class questions about the animals and have students come up and put a check mark or a cross in the corresponding boxes: *Is the tiger small? No. Put a cross.*

Think! and Share

Teaching Guidelines: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.4, 3.7

Functions and Language
Identifying and describing animals: *The zebra is black and white.*
Formulating questions: *Is the rabbit big? No, it's small.*

Vocabulary: *bear, black, elephant, giraffe, gray, green, penguin, rhino, snake, tall, tiger*

Materials: *Zoo Animal Cards* and *Animal Charts* from Class 8, *Class CD,* crayons, scissors, glue sticks

Song: At the Zoo

Distribute the *Zoo Animal Cards.* Play *Track 40* while students sing and hold up the corresponding card for each animal named. Play the track again and add verses for animals not named in the song.

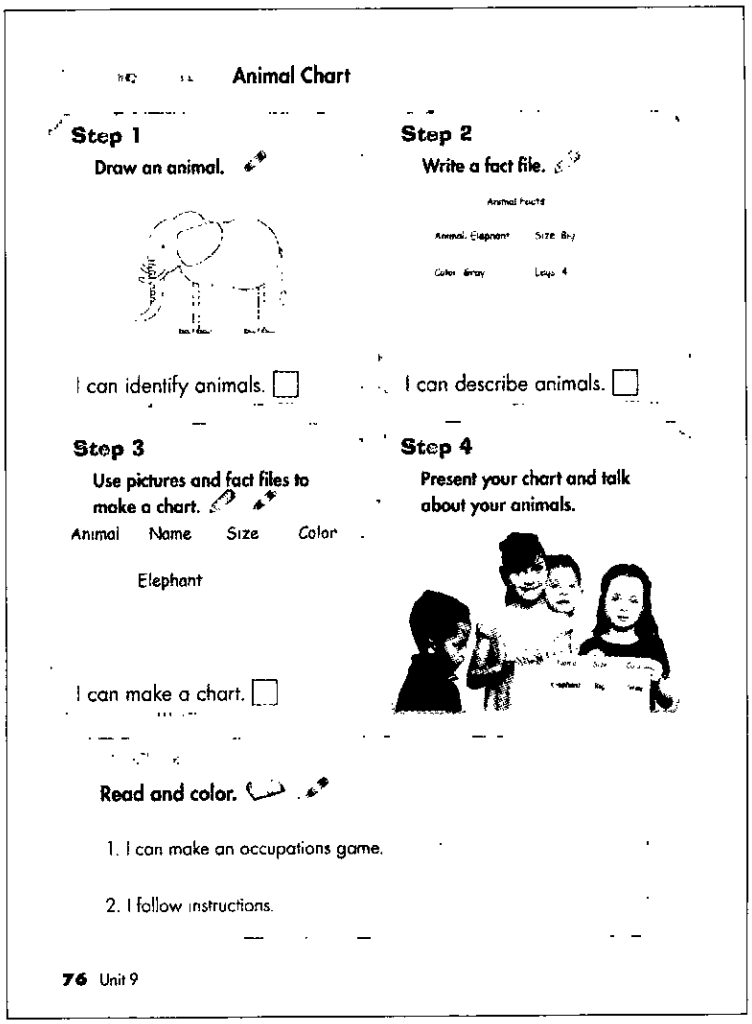
TRACK 40 (See Class 5.)

Product: Animal Chart (Step 4)

Distribute the *Animal Charts.* Invite each group of students to come up to the front and present their chart to the class. Encourage the class to ask students questions about the animals on their charts: *What color is your animal? It's brown. Is it big? Yes.* Remind students to ask for clarification if they don't understand any of the questions or the words in them. Display the charts around the room. Remind students that language is a valuable tool to disseminate information and that adding graphics helps make it even easier to read and understand.

Self-Check

Have students open the *Activity Book* to page 76. Have them look at the *Self-Check* section and read the instruction out loud. Ask students to get out their crayons or colored pencils. Tell students they are going to evaluate their work on the product. Tell students that the faces mean from left to right: *Very well, OK,* and *Need help.* Explain that it is important for students to know when they need help and to ask for it. Read each sentence out loud and have students color the faces that best describe them. Have students agree on areas they might need help with.


Animal Chart

Step 1
Draw an animal.

Step 2
Write a fact file.

I can identify animals. ☐

I can describe animals. ☐

Step 3
Use pictures and fact files to make a chart.
Animal Name Size Color
Elephant

Step 4
Present your chart and talk about your animals.

I can make a chart. ☐

Read and color.

1. I can make an occupations game.

2. I follow instructions.

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Alphabetical Animals

Invite eight students to the front of the class. Assign each student a different *Zoo Animal Card.* Have students display their card to the class. Have the class identify the animals as you write the names on the board: *What's this? A bear.* Underline the first letter in the words on the board: *Bear. B. What letter is first in the word* bear*? B.* Have the student holding the *bear* picture stand on the left. Continue until the students are lined up alphabetically. Change students and cards and repeat the activity.

Assessment

See page 127. The answer key can be found on pages 115–118.

Unit 10 Daily Activities

Environment: Formation and Academic
Communicative Activity: Processing of information
Social Practice: Interpret information about units of time, with graphic support
Final Product: Weekly School Calendar

Learning Outcomes	Teaching Guidelines	Class
1. Explore weekly calendars.	**1.1** Anticipate topic and purpose.	1, 2, 8
	1.2 Identify components of a weekly calendar (e.g., words, columns, cells, etc.).	
	1.3 Locate school and weekend days in a calendar.	1, 3, 4, 7, 9
	1.4 Distinguish periods of the day.	2, 8, 9
	1.5 Recognize hours in periods of the day.	8
2. Listen to the reading aloud of information about hours and days of the week.	**2.1** Use previous knowledge to recognize hours and days of the week.	1, 2, 3, 4, 5, 6
	2.2 Differentiate hour from days of the week.	2, 3, 4, 9
	2.3 Point out on a calendar days of the week when hearing their name.	3, 4
	2.4 Read and locate the hours on a clock.	4, 5, 6, 9
3. Participate in the exchange of questions and answers for information about units of time.	**3.1** Point out activities that are carried out on specific days and hours.	2, 4, 5
	3.2 Complete, with graphic support, answers to questions about hours and days of the week (e.g., At what time do we have recess? At eleven o'clock; We have P.E. on Monday.).	2, 5, 7
	3.3 Play to ask and tell the time.	6, 7
4. Check writing.	**4.1** Identify written information on a calendar.	4, 7, 9
	4.2 Rewrite names of days of the week.	4, 6, 7
	4.3 Confirm the absence or presence of unnecessary letters in script names for days of the week.	2, 6, 7
	4.4 Write numbers of hours, based on a model.	5, 6, 9
	4.5 Review repertoire of words and expressions.	7, 9

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	List of the days of the week	Speaking and Listening: Pronunciation	3
2	Weekly calendar scheme	Reading and Writing: Ideas	6
3	Calendar with day, hours of class, and recess	Observation Guide	7, 8, 9

Think! and Read

Teaching Guidelines: 1.1, 1.2, 2.1

Functions and Language
Identifying components of a weekly calendar: *This is a week. This is a school day. These are the times.*

Vocabulary: *calendar, date, day, month, play, school, time, week, weekday, weekend, year;* days of the week

Materials: *Fact Book 1, Activity Book 1,* yellow, green, and blue crayons

Think and Predict

Display *Fact Book 1.* Point to the pictures on the cover and invite students to share the topics they have read this year: *What is this text about?* Invite students to come to the front and point to pages from previous texts that they liked. Display the table of contents on page 1. Read the title of the fifth text: *All about Calendars.* Ask the class what they think the text is about. Confirm that it is a text about times and dates on calendars.

Picture Read

Display page 37 of *Fact Book 1.* Picture read the text with the class. Point to and introduce key vocabulary on each page: *calendar, day, week, month, date, time, year, column, cell, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, weekday, weekend.* Have students come to the front and point to the photographs on the pages and repeat the words.

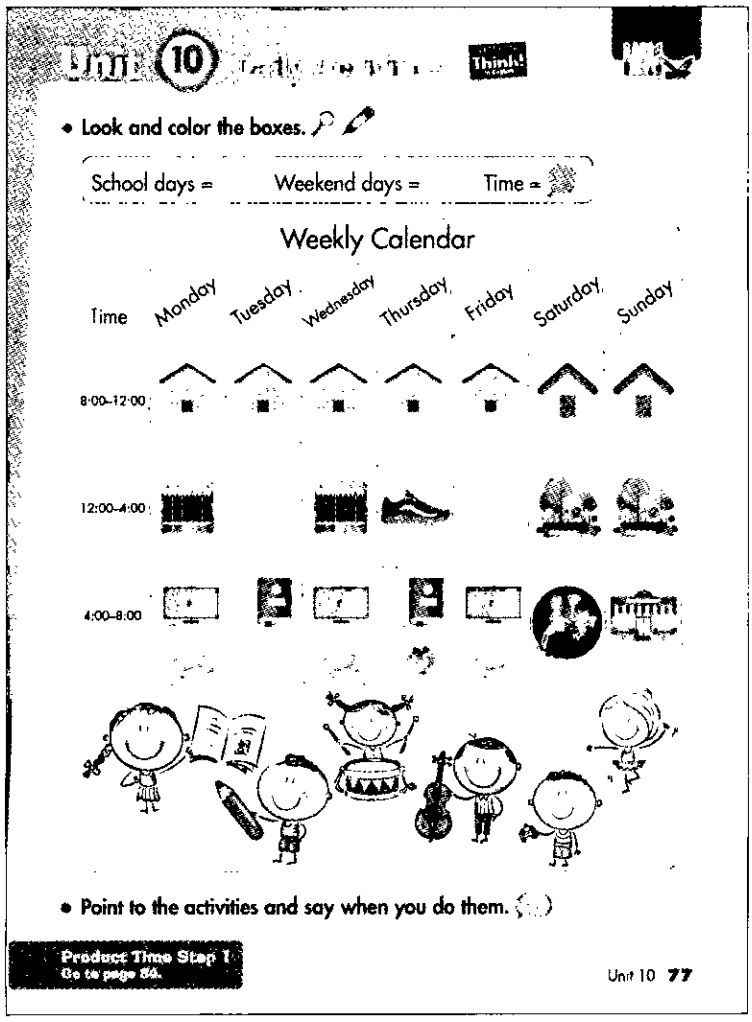
• Look and color the boxes.

Have students open *Activity Book 1* to page 77. Ask them to point to the days of the week and the times on the calendar. Read the days chorally with the class. Point to the key and explain: *Color the school days yellow.* Give time for students to finishing coloring before giving the next instructions.

Answers: Color boxes with school days/yellow, weekend days/green, times/blue

• Point to the activities and say when you do them.

Have students think about the activities they do in a week. Ask them to point to the activities on the calendar and say if they do them. If the answer is yes, encourage them to say the day of the week they do them.


Unit 10

• Look and color the boxes.

School days = Weekend days = Time =

Weekly Calendar

Time Monday Tuesday Wednesday Thursday Friday Saturday Sunday

8:00–12:00

12:00–4:00

4:00–8:00

• Point to the activities and say when you do them.

Product Time Step 1
Go to page 84.

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Product Time: Weekly School Calendar (Step 1)

Divide the class into pairs. Distribute construction paper and crayons. Have students open their *Activity Book* to page 84. Point to the title of the product and read it: We are going to make a *Weekly School Calendar.* Point to Steps 1 and 2 and say what they are going to do: *First, you'll draw a school calendar like the one on page 77 of your Activity Book. Next, you'll write the hours and the days of the week in it and draw pictures of the subjects.* Then point to the final product: *Then you'll label the pictures to display your calendars and ask and answer questions about them.* Collect and store students' *Weekly School Calendars* for further use. Have students evaluate their work on Step 1 on page 84 and put a check mark in the box if they know how to make a calendar.

Game: Days of the Week

Write the days of the week on the board. Tell students what they are and help them read words out loud several times. Ask students to sit in a circle. Tell one student to say *Monday.* Encourage the next student to say *Tuesday.* Continue around the circle asking students to say the days of the week in order. Repeat several times. If your class is good at saying the days, play the game again saying them in reverse order for fun.

Read and Think!

Teaching Guidelines: 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.3

Functions and Language
Relating activities to specific dates and hours: *What do you do in the mornings? I have breakfast.*

Vocabulary: *afternoon, calendar, day, evening, morning, week*; days of the week

Materials: *Fact Book 1, Activity Book 1, Days Cutouts page 91,* pencils, 3 index cards

Preparation: Make *Time of Day* Cards: Write the words *morning, afternoon,* and *evening* on separate index cards.

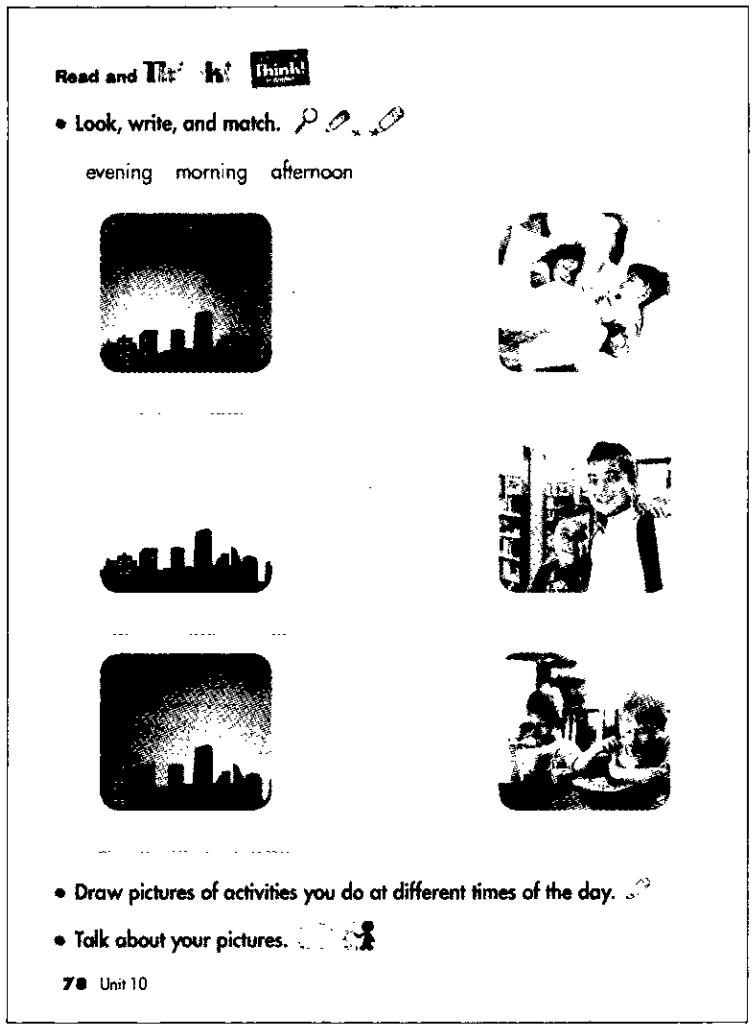
Days of the Week

Write the first two letters of each day of the week in a list on the board. Tell students that those are the days of the week. Have volunteers come up to the front to help you complete the words. Read the words aloud with the class to confirm that they were correctly written.

Read the Text

Display *Fact Book 1* page 37. Read the title and the text out loud as you point to the pictures. Ask questions to check comprehension.

Page 37: (Point to one of the calendars.) *What are calendars for? To organize activities*
Page 38: (Point to the annual calendar.) *Is this a calendar for a month? No, it's a calendar for a year.*
Page 39: (Point to the cells.) *What are the cells for? To write information.*
Page 40: (Point to the picture.) *What do children do on weekdays? They go to school.*
Page 41: (Point to the picture.) *What do children do on weekend days? They help at home.*
Page 42: (Point to the periods of the day.) *What are the periods of the day? Morning, afternoon, and evening.*
Page 43: (Point to the school calendar.) *What does this calendar show? The duration of a class.*
Page 44: (Point to the picture.) *What do they do on Monday morning? They have a civil ceremony.*
Page 45: (Point to the second calendar.) *When's music class? On Monday and Wednesday.*
Page 46: (Point to the first calendar.) *When's PE class? On Tuesday and Thursday.*


Read and Think!

• Look, write, and match.

evening morning afternoon

• Draw pictures of activities you do at different times of the day.

• Talk about your pictures.

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Page 47: (Point to the picture.) *What happens every day at eleven o'clock? It is recess time.*
Page 48: (Point to the circle.) *Where is the boy? He is at school.*

• Look, write, and match.
Have students open *Activity Book 1* to page 78. Point to and read the words in the box. Then have them point to the pictures in the left column and identify the time of day, and write the words on the lines. Then have them match the times of day to the activities.
Answers: (*from top to bottom*) morning, afternoon, evening

• Draw pictures of activities you do at different times of day.
Have students make a simple drawing of an activity they do at a certain time of day.

• Talk about your pictures.
Encourage students to work with a partner and discuss their pictures. Have them switch partners and do the same.

Morning, Afternoon, Evening

Put the *Time of Day Cards* on the board. Ask students to stand in a line in front of the board. Name an action: *Go to school.* Have students stand in line in front of the corresponding time of day. Play several times with different actions.

Think! and Share

Teaching Guidelines: 1.2, 2.1, 2.2, 2.3

Functions and Language
Identifying days of the week: *It's Monday. I'm at school. It's Sunday. I'm at home.*

Vocabulary: *calendar, day, home, week, weekday, school;* days of the week

Materials: *Class CD, Fact Book 1, Activity Book 1,* pencil, scissors, letter-size construction paper (1 sheet per student), glue sticks

Chant: Monday to Sunday

Play *Track 41* and have students listen to the chant. Display *Fact Book 1,* pages 40–41. Play the track again and have students repeat.

Track 41

MONDAY TO SUNDAY
Days of the week (x3)
Are really neat!
Weekdays are Monday and Tuesday,
Wednesday, Thursday, and Friday.
Weekend days are Saturday and Sunday.
Days of the week (x3)
Are really neat!

Listen to the Text

Display *Fact Book 1,* page 37. Ask students the title of the text. Play *Track 42* while turning the pages so students can see the photos while they listen.

TRACK 42 (See *Fact Book 1,* pages 37–48.)

- **Use the words on page 97 to complete the calendar.**

Have students open *Activity Book 1* to page 79. Ask students to cut out the days of the week. Have them glue the days in the correct order on the calendar. Monitor the activity and help if necessary.

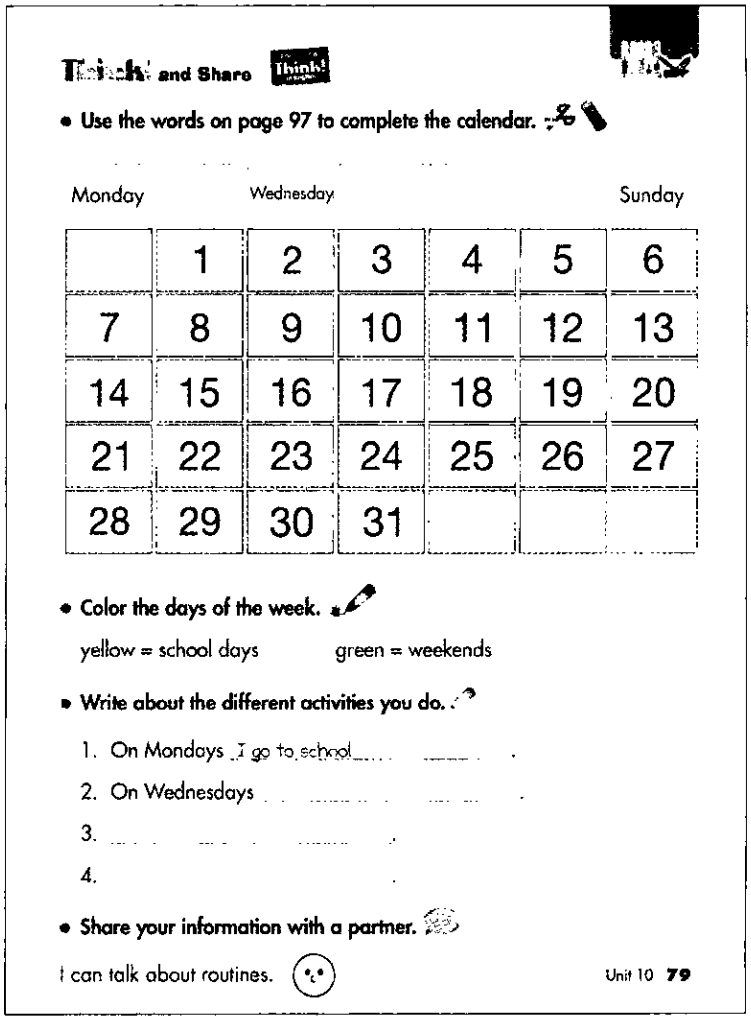
- **Color the days of the week.**

Point to Monday in the calendar and ask: *Is Monday a school day or a weekend day?* Have students look at the color key and color school days yellow.

Answers: Yellow: Monday, Tuesday, Wednesday, Thursday, Friday; Green: Saturday, Sunday

- **Write about the different activities you do.**

Have students think about their week. Have them write on the lines the activities they do on specific days. Encourage them to mention the activities they do in their free time.



Think! and Share

- Use the words on page 97 to complete the calendar.

Monday Wednesday Sunday

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- Color the days of the week.

yellow = school days green = weekends

- Write about the different activities you do.

1. On Mondays I go to school
2. On Wednesdays
3.
4.

- Share your information with a partner.

I can talk about routines.

Unit 10 79

- **Share your information with a partner.**

Divide the class into pairs. Have students ask and answer questions about their weekly activities. Then report back to class what they have in common.

I can...

Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class.

My Calendar

Call out the days of the week in random order and have students point to the corresponding words and pictures in their calendars. Collect and store the *Personal Calendars* for further use.

Ongoing Assessment

You may use this activity to assess students' progress. Observe students':

- Ability to identify days of the week.
- Ability to differentiate weekdays and weekend days.

Listen and Think!

Teaching Guidelines: 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2

Functions and Language:
Describing calendars: *These are the hours at school.*
Identifying and describing school routines: *Math is on Tuesday at 8 o'clock.*

Vocabulary: *calendar, day, hours, time, week;* days of the week, school subjects

Materials: *Activity Book 1, Class CD,* pencils

Observe in Context

Display *Fact Book 1,* pages 37–48. Ask students to point to and describe the different calendars.

- **Look and write the school subjects.**

Have students open *Activity Book 1* to page 80. Explain that these words represent the subjects at school. Have students look at the first icon and ask them to write the corresponding word on the line.

Answers: 1. Music, 2. English, 3. Art, 4. Math, 5. Physical Education/PE, 6. Spanish

- **Write the missing letters for the days of the week.**

Have students look at the school calendar. Explain that the words in the first column are the weekdays and that the other columns show the hours and school subjects. Play *Class CD, Track 43.* Ask students to write the missing letters to complete the days of the week.

Answers: Tuesday, Wednesday, Thursday, Friday

Track 43
Child: School starts at eight o' clock from Monday to Friday. On Monday there is Civil Ceremony before the Music class. On Tuesday and Wednesday we have Math class at 8 o'clock. Thursday is my favorite day because we have Art class at 9 o'clock. I also like Fridays because I have PE at 8 o'clock. Recess is everyday at 10 o'clock. There are many things to do at school!

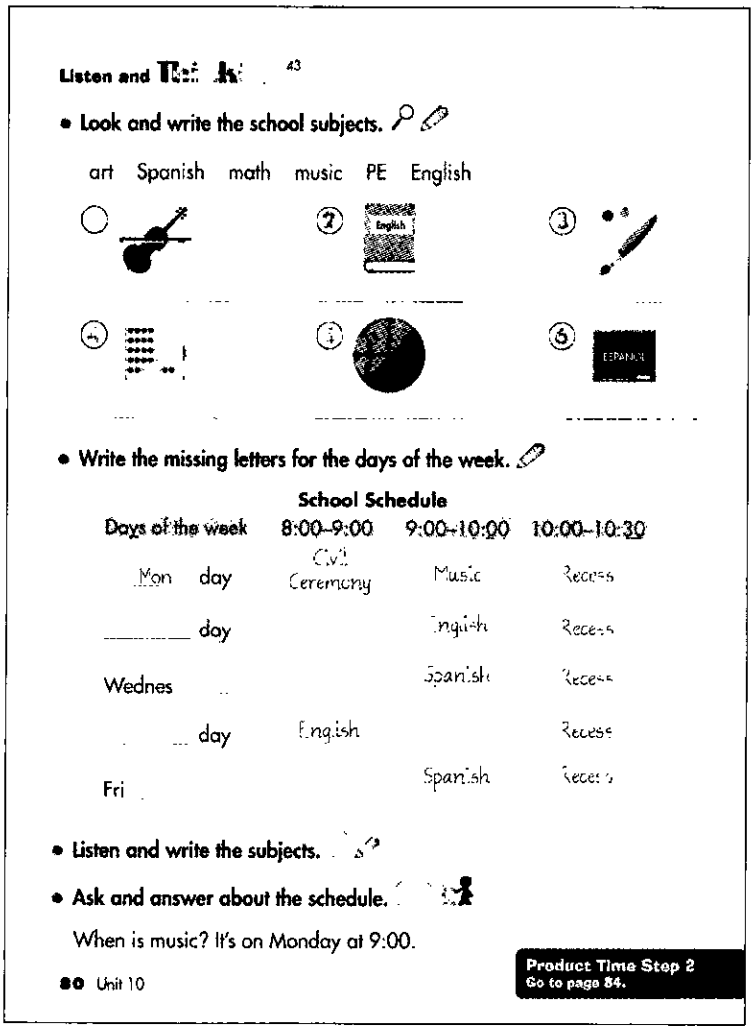
- **Listen and write the subjects.**

Play the track again. Have students complete the calendar with the subjects.

Answers: Math, Math, Art, PE

- **Ask and answer about the schedule.**

Divide the class into pairs. Ask one pair to read the questions and answer on the page as a model. Then have pairs ask and answer questions about the schedule on the page.


Listen and Think! 43

- Look and write the school subjects.

art Spanish math music PE English

- Write the missing letters for the days of the week.

School Schedule

Days of the week	8:00–9:00	9:00–10:00	10:00–10:30
Mon day	Civil Ceremony	Music	Recess
_____ day		English	Recess
Wednes		Spanish	Recess
day	English		Recess
Fri		Spanish	Recess

- Listen and write the subjects.
- Ask and answer about the schedule.

When is music? It's on Monday at 9:00.

Unit 10

Product Time Step 2
Go to page 84.

Product Time: Weekly School Calendar (Step 2)

Tell the class they are going to continue to work on their products. Distribute *Weekly School Calendars* from Step 1. Have students open their books to page 84 and go over Step 2, using the picture to help with comprehension. Ask students: *Which subjects do you have?* Ask students to draw icons that for their subjects in the calendar. Encourage them to refer to the pictures on *Activity Book 1* page 80. Collect and store students' *Weekly School Calendars* for further use. Have students evaluate their work on Step 2 on page 84. Have them put a check mark if they can identify school subjects.

Picture Dictionary

Have students open *Activity Book 1* to page 94. Call out the words in the *Picture Dictionary* (see page 151) and have students point to the corresponding pictures. Then ask students to trace the words.

Think! and Say

Teaching Guidelines: 2.1, 2.4, 3.1, 3.2, 4.4

Functions and Language:
Reading hours on a clock: *What time is it? It's nine o'clock. It's half past ten.*
Relating activities to times of the day: *Math is on Monday at 8 o'clock.*

Vocabulary: *calendar, clock*; numbers

Materials: *Fact Book 1, Activity Book 1, Class CD,* pencils

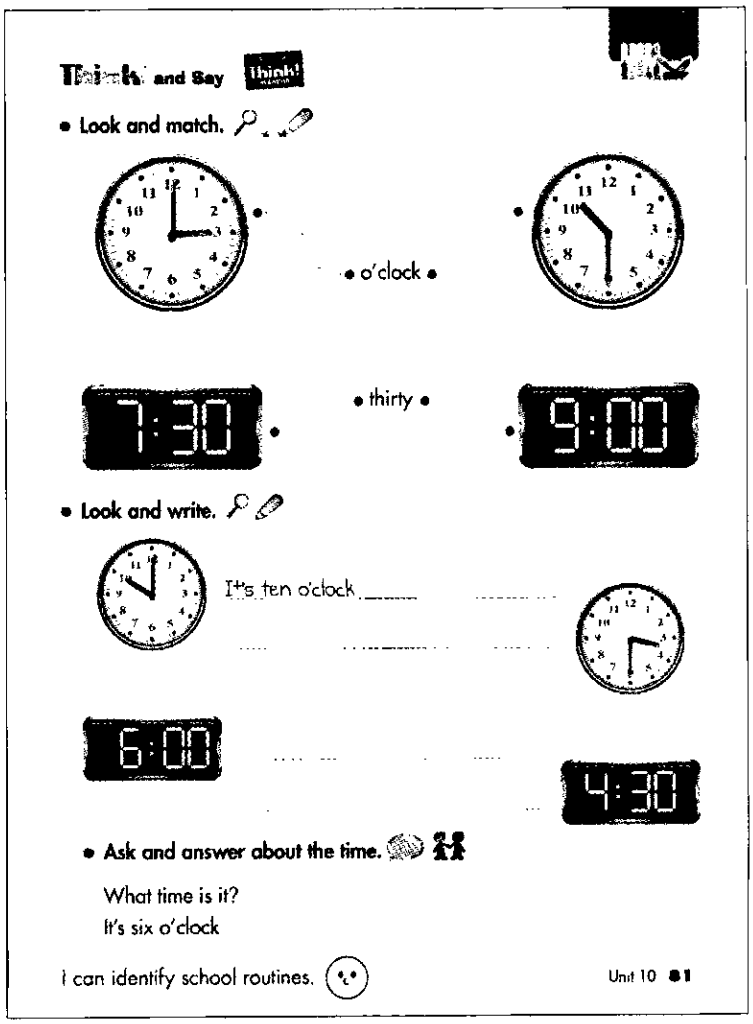
Observe in Context
Divide the board in half. Draw an analog clock on one side and a digital clock on the other. Make sure students understand that the digital clock marks twenty-four hours. Display *Fact Book 1,* pages 44–48. Point to the different clocks and invite the class to say the times.

What time is it?
Display *Fact Book 1,* pages 44–48. Point to the different clocks and invite the class to say the times: *What time is it? It's 8 o' clock. What happens at 8 o'clock on Mondays? They have a civil ceremony.*

• Look and match.
Have students open *Activity Book 1* to page 81. Tell them to look at the clocks and match them to the corresponding phrases depending on the times they show. Read the times aloud and check the answers with the class. From top to bottom, left to right: *3 o'clock, ten thirty, seven thirty,* and *9 o'clock.*

• Look and write.
Have students look at the clocks and write the hours they show on the lines. Divide the class into pairs. Encourage students to help each other check their writing. Remind them to be particularly careful with the spelling of words.
Answers: Write (*from top to bottom*) ten o'clock, three thirty, six o'clock, four thirty.

• Ask and answer about the time.
Have students work in pairs. Explain that students will have to ask each other the time. Encourage them to ask the current time and the time of their classes.



Rhyme: Hickory Dickory Dock
Play *Track 44.* Ask students to listen to the first verse. Play the first verse again, line by line, and have students repeat. Then play the whole track for them to join in.

TRACK 44
HICKORY DICKORY DOCK
Hickory dickory dock
The mouse ran up the clock
The clock struck (one)
The mouse ran down
Hickory dickory dock

Following verses:
Use numbers 2–12.

I can...
Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on the progress they made during the class.

Think! and Share

Teaching Guidelines: 2.1, 2.4, 3.3, 4.2, 4.3, 4.4

Functions and Language:
Reading hours on a clock: *What time is it? It's nine o' clock. It's half past ten.*

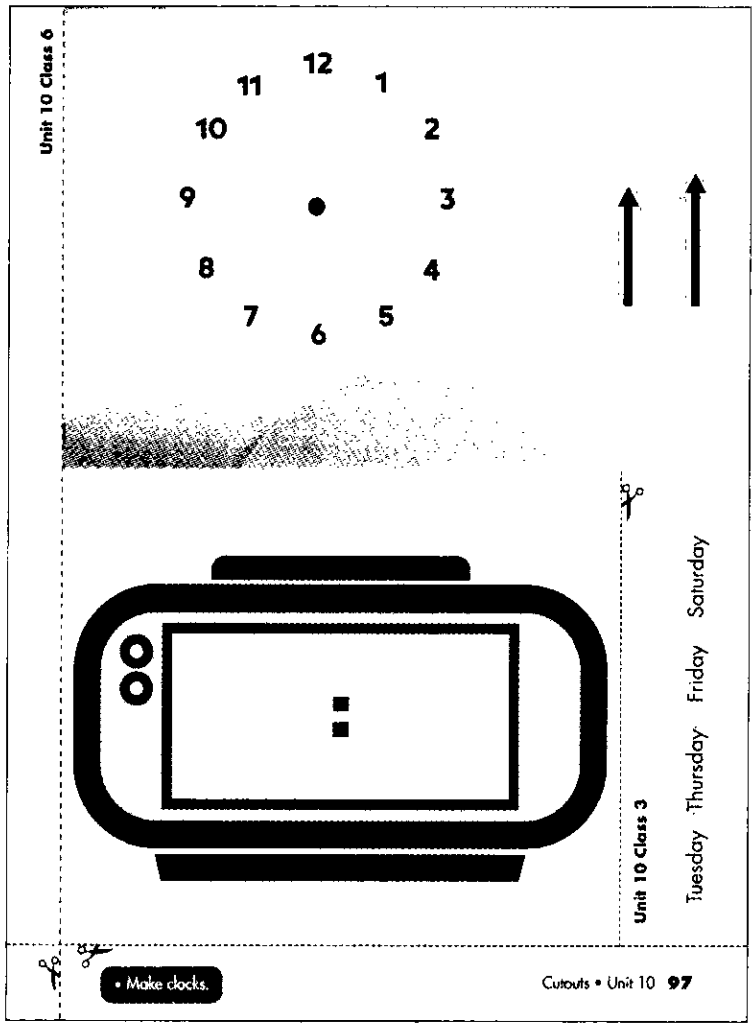
Vocabulary: *analog, clock, digital, time;* numbers 1–12

Materials: *Fact Book 1, Activity Book 1, Class CD,* construction paper (1 sheet per student), scissors, glue sticks, butterfly clips, pencils

What time is it Mr. Wolf?
Take students to a place with space. Ask one student to be the wolf and stand at the front of the class with his back to the other students. Tell the other students to take a few steps forward and say together: *What time is it Mr. Wolf?* The student who is the wolf says a time: *It's three o' clock.* The students behind keep stepping forward and asking the time until the wolf says: *It's dinnertime.* The student who is the wolf runs to catch one of the students who now becomes the wolf.

- **Make clocks.**

Have students open *Activity Book 1* to page 97. Point to the page and name the clocks: *This is an analog clock. This is a digital clock.* Have students cut out and glue the whole page onto construction paper to make it sturdier. Have students cut the pieces along the dotted lines. Then help them attach the hands to the analog clock with a butterfly clip in the middle. Name times for them to mark with the hands on the analog clock: *It's ten o' clock. It's half past nine.* Then say another time for them to write on the digital clock: *It's six o'clock.*



Weekly Calendar Scheme

Draw a simple chart for a weekly school calendar on the board. Do not include any further information. Have volunteers come up and help you write the missing days of the week and numbers in the corresponding columns or cells. Have students copy the *Calendar Scheme* on their notebooks. Monitor and provide help with the calendar layout and spelling as needed.

Ongoing Assessment
You may use this activity to assess students' progress:
Observe students':
- Ability to identify components of a calendar.
- Ability to differentiate hours from days of the week.

Song: Hickory Dickory Dock
Play *Class CD, Track 44* and have students listen to the song. Play the track again and encourage students to join in.

TRACK 44 (See Class 5.)

Think! and Write

Teaching Guidelines: 1.2, 3.2, 3.3, 4.1, 4.2, 4.3, 4.5

Functions and Language:
Asking and answering questions: *What time is the civil ceremony? It's at eight o' clock.*

Vocabulary: *calendar, cell, column, day, month, time, year*

Materials: *Activity Book 1,* scrap paper (1 per student), pencil, ruler, construction paper (1 sheet per pair), crayons

Days of the Week
Distribute scrap paper. Have students write one of the days of the week without showing anyone. Monitor and provide help with spelling as needed. Have students stand up and walk around the class. When you clap your hands, ask them to try and get into groups of seven with all the days in them. The first group to get together wins. If time allows, have them choose a different day and play again.

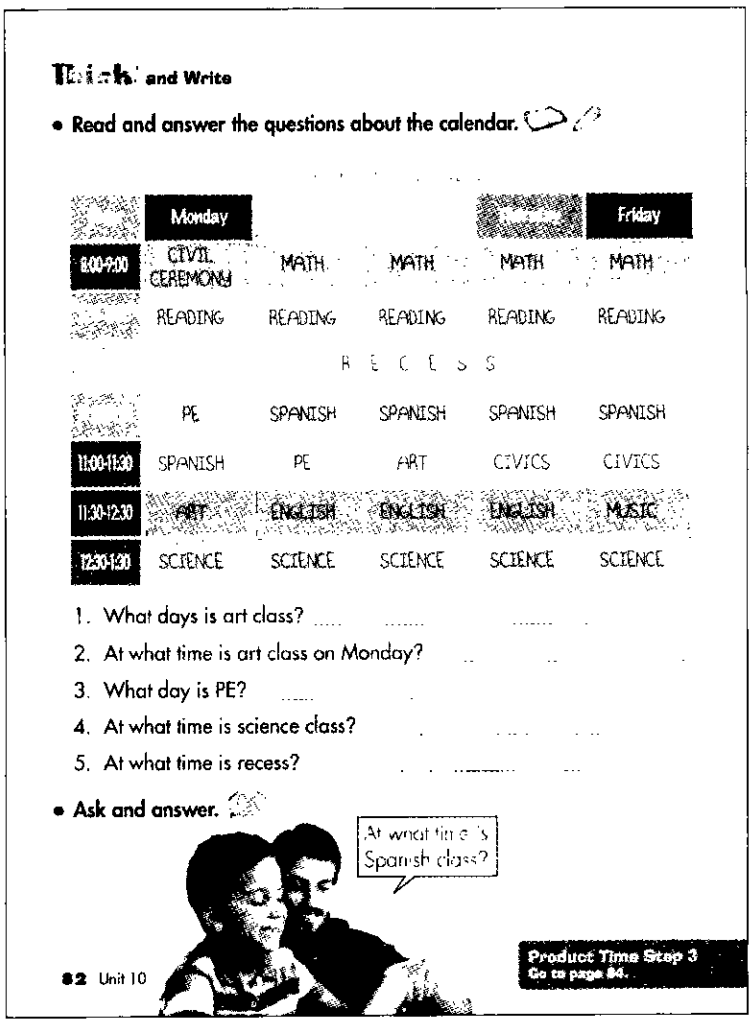
- **Read and answer the questions about the calendar.**

Have students open *Activity Book 1* to page 82. Read the days of the week across the top of the calendar. Point to the subjects and read them aloud. Make sure students remember the meaning of them by drawing simple symbols of the school subjects on the board. Ask students simple questions about the calendar: *At what time is the civil ceremony? It's at eight o' clock. When's the Reading class? Monday to Friday.* Then have students read the questions and write the answers. Read the questions out loud one by one and invite different students to share the answers to check them with the class.

Answers: Students should answer 1. Monday, 2. 11:30, 3. Mondays at 10:30 and Tuesdays at 11:00, 4. 12:30, 5. 10:00

- **Ask and answer.**

Divide the class into pairs. Have students ask and answer questions about the school calendar on top of the page following the example. Monitor and provide help with pronunciation and intonation as needed.



Think! and Write

- **Read and answer the questions about the calendar.**

	Monday				Friday
8:00-9:00	CIVIL CEREMONY	MATH	MATH	MATH	MATH
	READING	READING	READING	READING	READING
	R E C E S S				
	PE	SPANISH	SPANISH	SPANISH	SPANISH
11:00-11:30	SPANISH	PE	ART	CIVICS	CIVICS
11:30-12:30	ART	ENGLISH	ENGLISH	ENGLISH	MUSIC
12:30-1:30	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE

1. What days is art class? ....
2. At what time is art class on Monday? .. ..
3. What day is PE? .....
4. At what time is science class? . ...
5. At what time is recess? . . ..

- **Ask and answer.**

At what time is Spanish class?

82 Unit 10

Product Time Step 3
Go to page 84.

Product Time: Weekly School Calendar (Step 3)
Distribute *Weekly School Calendars* from Step 2. Have students open their *Activity Books* to page 84 and go over Step 3, using the picture to help with comprehension. Ask students to label the pictures to show the meaning of the subjects. Encourage them to refer to the calendar on page 82 of their *Activity Books* for the correct spelling of the subjects. Tell students to write in the word *recess* and draw pictures to show the meaning of the subjects. Have students evaluate their work on Step 3 on page 84 and put a check mark if they can write school subjects.

Think! and Make

Teaching Guidelines: 1.1, 1.3, 1.4

Functions and Language:
Describing daily routines: *I have breakfast in the morning. I have math class on Monday at 9 o'clock.*

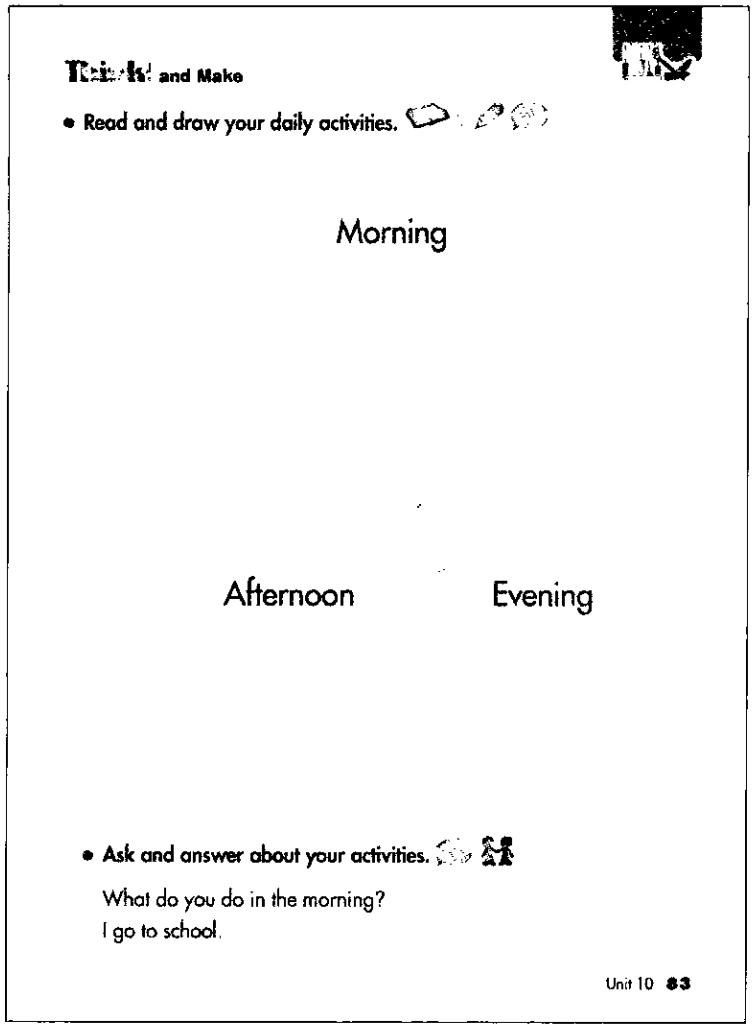
Vocabulary: periods of the day, school subjects

Materials: *Activity Book 1*, pencil, crayons, *Weekly School Calendars* from Class 7

Guess the Subject
Draw a simple sketch of a magnifying glass and a bug on the board for students to guess what subject it represents: *What subject is it? Science.* Repeat with simple sketches or icons to guess the following school subjects or activities: *art, civil ceremony, Spanish, English, math, recess.* Write the words for the subjects on the board as students guess them.

• Read and draw your daily activities.
Have students open *Activity Book 1* to page 83. Read the words on the page and elicit the meanings. Have students draw and color different things they like to do on weekdays in the different periods of the day. Remind them it is important to follow school routines to be well prepared for what they are going to learn in the different subjects they study at school. When they finish drawing, have volunteers come up and share their drawings with the class: *I have breakfast in the morning.* Provide help for students to produce complete sentences as needed.
Answers: Draw their activities for the morning, afternoon, and evening.

• Ask and answer about your activities.
Divide the class into pairs. Have student ask and answer questions about their daily activities. Have them make a list of activities they have in common. Encourage students to mention hobbies and other things they are interested in.


Think! and Make

• Read and draw your daily activities.

Morning

Afternoon

Evening

• Ask and answer about your activities.

What do you do in the morning?
I go to school.

Unit 10 83

Think! and Share

Teaching Guidelines: 1.2, 1.3, 2.2, 2.4, 4.1, 4.4, 4.5

Functions and Language:
Asking and answering questions: *What does a calendar have? It has days.*
Reading the clock: *It's eight o'clock.*
Describing daily routines: *What do you do on Monday morning? I have breakfast.*

Vocabulary: days of the week, periods of the day, school subjects

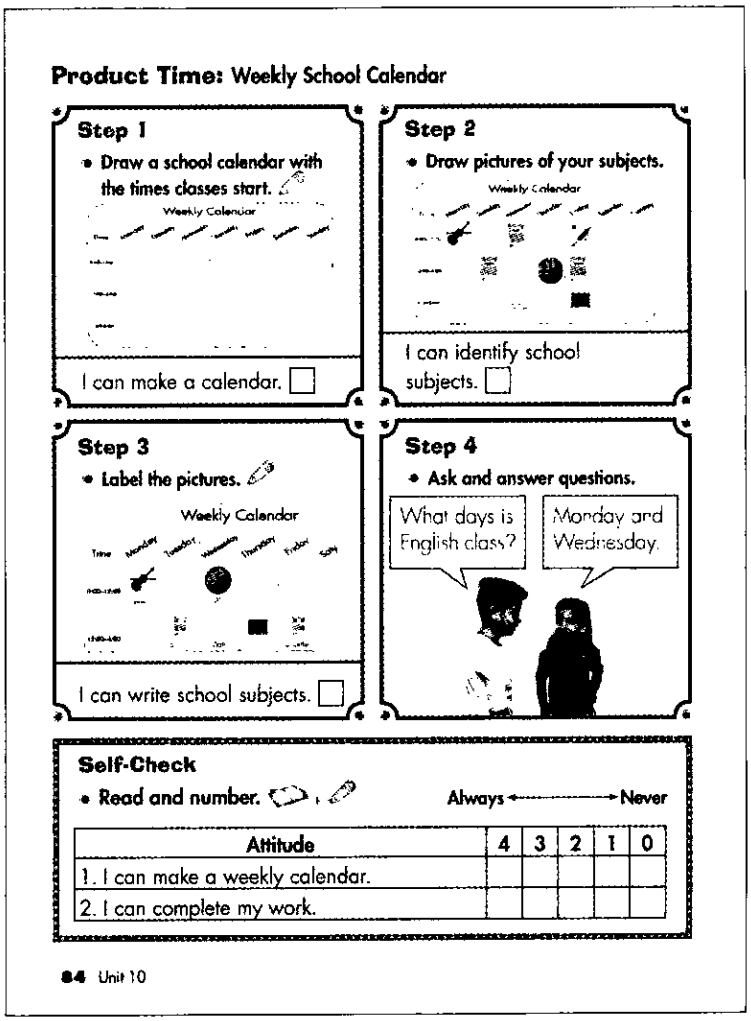
Materials: *Class CD, Weekly School Calendars* from Class 8, pencils

Complete the words.
Write the following words on the board, without including any of the vowels: *calendar, week, month, day, Monday, Wednesday, afternoon, morning, o'clock, half past.* Have volunteers come up and help you complete the words. Encourage the rest of the class to provide help with spelling as needed. Read the words aloud with the class.

What time is it?
Divide the class into two teams. Invite a representative from each team to come up to the front. Say a time and have students draw the corresponding analog or digital clock according to your instructions: *It's 8 o'clock. It's ten thirty.* Award a point to the team of the student that draws the correct clock first. Continue until all the students have participated. The team with the most points is the winner.

Product Time: Weekly School Calendar Step 4
Have students open their *Activity Books* to page 84 and go over Step 4. Ask students to display the calendars around the classroom. Invite pairs to take turns to share their calendars with the class. Encourage the rest of the class to ask questions: *What days is math class?* Invite students to look at and compare the differences and similarities between their calendars. Congratulate students for what they can do with English so far. Use the *Suggested Evaluation Instrument* template on page 138 to evaluate students' participation and progress.

Self-Check
Have students open the *Activity Book* to page 84. Have students look at the *Self-Check* section and read the instruction out loud. Draw a check mark on the board to demonstrate how they are going to mark. Tell students they are going to evaluate their participation during their product work. Check students understand the meaning *Always* and *Never.* Read each item out loud and have students evaluate themselves and mark the correct number in their books. Have students reflect on how they can improve their attitudes.


Product Time: Weekly School Calendar

Step 1
- Draw a school calendar with the times classes start.

Weekly Calendar

I can make a calendar. ☐

Step 2
- Draw pictures of your subjects.

Weekly Calendar

I can identify school subjects. ☐

Step 3
- Label the pictures.

Weekly Calendar

I can write school subjects. ☐

Step 4
- Ask and answer questions.

What days is English class? — Monday and Wednesday.

Self-Check
- Read and number.

Always ←——→ Never

Attitude	4	3	2	1	0
1. I can make a weekly calendar.					
2. I can complete my work.					

84 Unit 10

Assessment
See page 128. The answer key can be found on pages 115–118

Assessment Unit 1

Materials: Assessment Unit 1 from page 119 (1 per student), crayons

• Listen and color. (6 points)
Distribute materials. Have students write their name and date at the top of the page. Tell students to look at the pictures and name the different objects. Have them point to the different objects. Tell students to look at picture 1. Have them color one crayon red, one crayon blue, and the other crayon green. Then have students look at the other pictures. Have them color the glue stick orange, the scissors brown, and the pencil yellow. Walk around and check that students are coloring in the pictures with the correct color.
Answers: Student should color the pictures the correct color.

• Match. (4 points)
Have students match the pictures in the first activity to the words. Have students read the words: *What's this word? Scissors. Point to the scissors. What number is it? 2. Write a 2 next to the word* scissors.
Answers *(from top to bottom, left to right)*: 2, 4, 3, 1

Oral Assessment (10 points)
Divide the class into pairs. Use pictures from Unit 1. Have them point to the objects from the classroom. Then point to the objects and have students name them.

Global Assessment
You may compile students' results from ongoing assessments, Assessment Unit 1, and/or the Oral Assessment to evaluate each student's progress.

Assessment Unit 2

Materials: Assessment Unit 2 from page 120 (1 per student), pencil

• Look and number. (5 points)
Have students write their name and date at the top of the page. Have students identify the signs. Then point to the words at the top the page, read them aloud, and have students repeat after you. Students will match the signs with the correct words. Point to the first word and ask: *What sign means walk?* Give students some time to answer, providing help as neeeded. Then ask students to write number 1 in the correct box.
Answers *(from top to bottom, left to right,)*: 2, 5, 3, 1, 4, 6

• Draw your own signs. (3 points)
Have students use the boxes to come up with their own signs. Explain that they can come up with new ideas and not just recreate the ones that already exist. Encourage students to be creative, explaining that they can use different colors and shapes.
Answers: *Answers will vary.*

• Label your signs. (2 points)
Students will write a short phrase that explains what their signs indicate.
Answers: *Answers will vary.*

Oral Assessment (10 points)
Divide the class into pairs. Use pictures from Unit 2. Have students point to and identify rooms of the house and pieces of furniture. Then have students orally match the furniture to the correct rooms: *Where does the fridge go? In the kitchen.*

Global Assessment
You may compile students' results from ongoing assessments, Assessment Unit 2, and/or the Oral Assessment to evaluate each student's progress.

Assessment Unit 3

Materials: Assessment Unit 3 from page 121 (1 per student), pencil

• Read and write. (4 points)
Distribute materials. Have students write their name and date at the top of the page. Read the words in the box with students. Then have students read the first sentence and complete it with their names. Then have them read and complete the second sentence: *How old are you?* Have students read and complete the last two sentences: *Are you a girl or a boy? Are you tall or short?*
Answers: *Answers will vary.*

• Look and write.
Have students read the words in the box. Ask students to point to each picture: *What's this? It's pizza. Do you like pizza? Yes.* Have students read and complete the sentence: *What food do you like? Write the name of your favorite food on the line. I like pizza.* Repeat the activity with the second picture and sentence. Invite students to share their answers: *I like robots.*

Oral Assessment (10 points)
Divide the class into pairs. Use pictures from Unit 3. Have students point to the characters and describe them: *She is tall. She doesn't like pizza.* Then divide the class into groups of three and have students describe a member of their group: *She likes red. She is a girl. She is tall.* Invite individual students to tell the class about one of their group members.

Global Assessment
You may compile students' results from ongoing assessments, Assessment Unit 3, and/or the Oral Assessment to evaluate each student's progress.

Assessment Unit 4

Materials: Assessment Unit 4 from page 122 (1 per student), pencil

• Read, write, and match. (8 points)
Distribute materials. Have students write their name and date at the top of the page. Point to the words in the box and have students read them with you. Point to the first picture and have students identify it: *Who is he? He's a doctor. What number is* doctor*? Write* doctor *on the line.* Continue until all the boxes are labeled. Then have students identify the tools in the pictures below: *Who uses a stethoscope? A doctor. Write 1 in the box.* Continue until all the tools have been identified and matched to the correct professions.
Answers *(from top to bottom, left to right)*: doctor, firefighter, mail carrier, baker 2, 1, 3, 4

• Draw and answer. (2 points)
Have students draw a picture of their favorite worker. Then have them complete the sentence with the information about their chosen worker: *Who is your favorite worker?*

Oral Assessment (10 points)
Divide the class into pairs. Use pictures from Unit 4. Have students point to and identify the professions. Divide the class into pairs. Have one partner name a profession: *Baker.* Have the other partner name the tool the worker uses: *A baker uses an oven.* Describe professions and have students identify them: *This worker uses a fire engine. A firefighter.*

Global Assessment
You may compile students' results from ongoing assessments, Assessment Unit 4, and/or the Oral Assessment to evaluate each student's progress.

Assessment Unit 5

Materials: Assessment Unit 5 from page 123 (1 per student), crayons

• Look and complete. (3 points)
Distribute materials. Have students write their name and date at the top of the page. Ask students to read and repeat the letters of the alphabet. Have them identify the missing letters: *What letter comes after C? D. Write D on the line.* Continue in the same manner for the other letters.
Answers *(from left to right)*: a, d, g, l, r, w

• Look and write. (5 points)
Read the words in the box with the students. Then have students point to the corresponding family members in the pictures: *Who is he? He's the brother.* Write *brother* on the line. Continue in the same manner with the other family members.
Answers *(from left to right)*: sister, mommy, daddy, brother, baby

• Look, draw, and write. (2 points)
Have students point to and identify the cat in the first box. Then have students draw a picture of something that rhymes with the word *cat* in the second box: *What rhymes with* cat*? Hat.* Draw a picture of a hat. Tell students to write the word on the line.
Answers: Drawing and word should rhyme with the word *cat.*

Oral Assessment (10 points)
Divide the class into pairs. Use pictures from Unit 5. Have students point to family members and identify them. Then point to images of family members and have students name them.

Global Assessment
You may compile students' results from ongoing assessments, Assessment Unit 5, and/or the Oral Assessment to evaluate each student's progress.

Assessment Unit 6

Materials: Assessment Unit 6 from page 124 (1 per student), pencil, crayons

• Look, read, and color. (5 points)
Distribute materials. Have students write their name and date at the top of the page. Have students point to and identify the robot and the teddy bear. Then have them read the words below the drawings: *black robot. What color is*

the black robot? Black. Have them color the robot black. Then have them color the teddy bear brown.
Answers: Students color the robot black and the teddy bear brown.

• Look and write. (5 points)
Have students read the words in the box. Then have them point to and identify the toys in the pictures and say what the children do: *They play with the toys.* Have students complete the sentence: *Write* play *on the line.* Repeat the activity with the second picture and sentence: *They ride the bikes.*
Answers *(from left to right)*: play, ride

Oral Assessment (10 points)
Divide the class into pairs. Use pictures from Unit 6. Have students point to and identify the toys and say how each is used: *We ride the bikes.* Then have students identify where the toys are in the pictures: *The teddy bear is in the toy box.*

Global Assessment
You may compile students' results from ongoing assessments, Unit 6 assessment, and/or the Oral Assessment to evaluate each student's progress.

Assessment Unit 7

Materials: Assessment Unit 7 from page 125 (1 per student), pencil

• Look, read, and match. (8 points)
Distribute materials. Have students write their name and date at the top of the page. Point to the first picture: *Is this a girl or a boy? A girl. How does she feel? She is scared.* Continue in the same manner with the rest of the pictures. Point to the words below the pictures and have students read them: *Sad. Point to the sad boy.* Have students draw a line between each picture and the corresponding word. Continue until all the pictures and words have been matched.
Answers *(from left to right)*: scared, happy, sad, angry

• Read, draw, and write. (2 points)
Point to the words in the box and have students read them. Then ask students how they feel: *Are you sleepy? No.* Tell students to draw a picture that shows how they feel. Then have them complete the sentence with the correct word.
Answers: *Answers will vary.*

Oral Assessment (10 points)
Divide the class into pairs. Use pictures from Unit 7. Have students point to the characters and pictures and describe how they feel: *Her toy is broken. She is sad.* Divide the class into pairs. Have one partner act out a feeling and the other partner guess: *You are sleepy.*

Global Assessment
You may compile students' results from ongoing assessments, Assessment Unit 7, and/or the Oral Assessment to evaluate each student's progress.

Assessment Unit 8

Materials: Assessment Unit 8 from page 126 (1 per student), pencil

• Look, read, and match. (5 points)
Distribute materials. Have students write their name and date at the top of the page. Have students identify the pictures in the left-hand column: *What's this? It's a pencil. What do you use a pencil for? To write.* Have students identify the word *pencil* in the right-hand column and draw a line from the picture to the word *write.* Continue in the same manner until all the pictures and words are matched.
Answers *(from top to bottom)*: crayon—color, paper—fold, pencil—write, scissors—cut, glue stick—glue.

• Read and write. (5 points)
Have students complete the sentences with the correct verb from the first activity: *What do you use scissors for? To cut.* Have students repeat: *I cut with my scissors.* Have students write the correct verbs on the lines.
Answers: 1. cut, 2. color, 3. write, 4. fold, 5. glue

Oral Assessment (10 points)
Divide the class into pairs. Use pictures from Unit 8. Have them point to and identify classroom objects. Have them name the uses for different classroom supplies: *What do you fold. I fold paper.*

Global Assessment
You may compile students' results from ongoing assessments, Assessment Unit 8, and/or the Oral Assessment to evaluate each student's progress.

Assessment Unit 9

Materials: Assessment Unit 9 from page 127 (1 per student), pencil

• Read and draw. (8 points)
Distribute materials. Have students write their name and date at the top of the page. Students will read the first two words at the top of the chart: *strong, tall.* Encourage students to name a classroom object they associate with each word. Repeat the same process with the following words: *long, small.* Then, explain to students they will draw an object or an animal that best represents each word.
Answers: Students make a drawing of an elephant under *strong,* a giraffe under *tall,* a snake under *long,* and a monkey under *small.*

• Look, read, and write. (2 points)
Have students identify and point to the animals. Have them say the names of each. Then point to the first sentence and have students read it: *Which animal is gray? The rhino is gray. Write* rhino *on the line.* Have students write the name of the correct animal on each line. Then have them read aloud the sentences.
Answers: rhino, tiger

Oral Assessment (10 points)
Divide the class into pairs. Use pictures from Unit 9. Have students point to and identify the animals and describe their characteristics: *The elephant is gray. It's strong.* Then describe different animals and have students identify them *It is tall. It has four legs. It is brown and white. It's a giraffe.*

Global Assessment
You may compile students' results from ongoing assessments, Assessment Unit 9, and/or the Oral Assessment to evaluate each student's progress.

Assessment Unit 10

Materials: Assessment Unit 10 from page 128 (1 per student), pencil

• Look and match. (2 points)
Distribute materials. Have students write their name and date at the top of the page. Point to words in the box. Read aloud each one and encourage students to repeat after you. Point to the first arrow on top of the calendar and ask: *Can you name the days of the week?* Students will have to match each part of the image with the correct word.
Answers: *(Clockwise)*: weekdays, weekend, calendar, activities, times

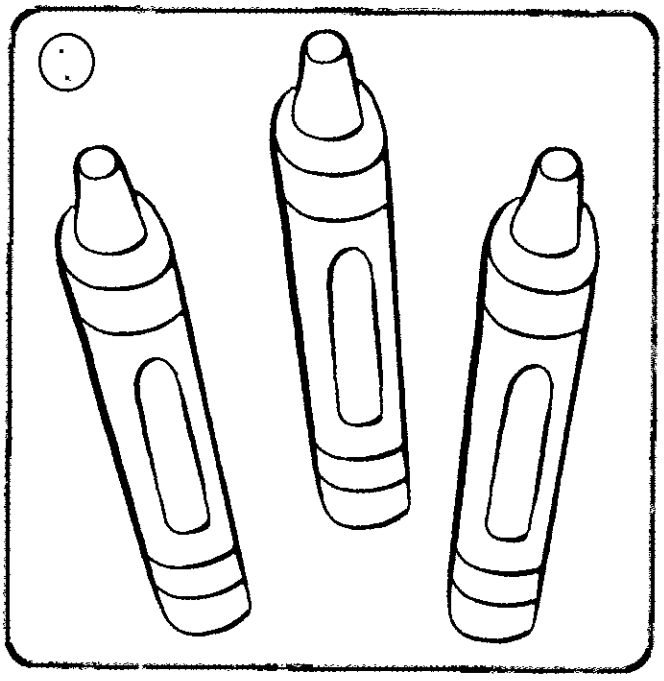
• Think and complete. (8 points)
Tell students to look at the words in the box. Ask different students to read them aloud, then ask them to look at the times shown in the digital clocks. Read with students the time and have them repeat. Students will have to complete the sentences with the time given for each one.

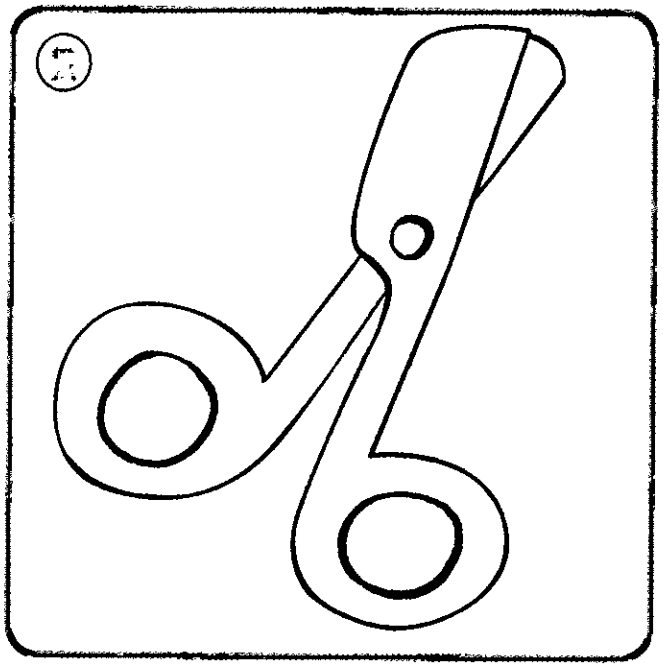
Oral Assessment (10 points)
Divide the class into pairs. Use pictures from Unit 10. Have students point to and identify the animals. Divide the class into pairs. Have one partner name a habitat: *Desert.* Have the other partner name plants and animals found there: *Cactus grow in the desert. Snakes live in the desert.* Describe animals and plants and have students guess: *It lives in the rainforest. It has many colors and it flies. A parrot.*

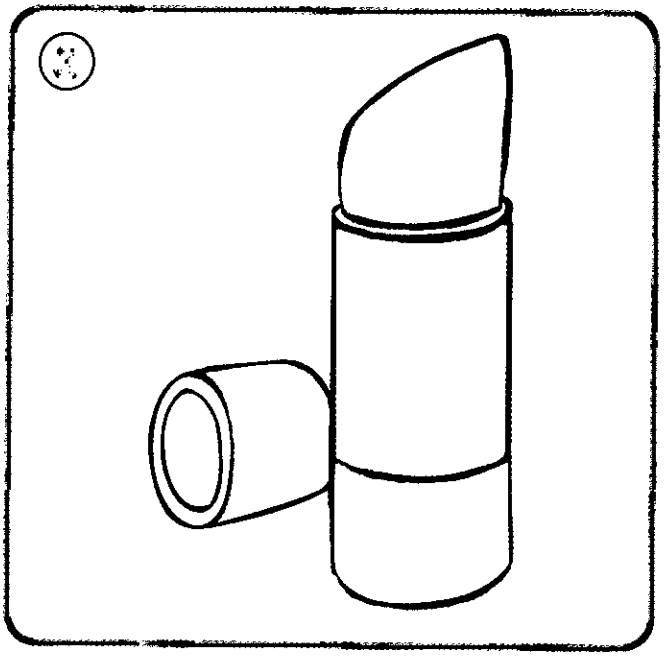
Global Assessment
You may compile students' results from ongoing assessments, Assessment Unit 5A, and/or the Oral Assessment to evaluate each student's progress.

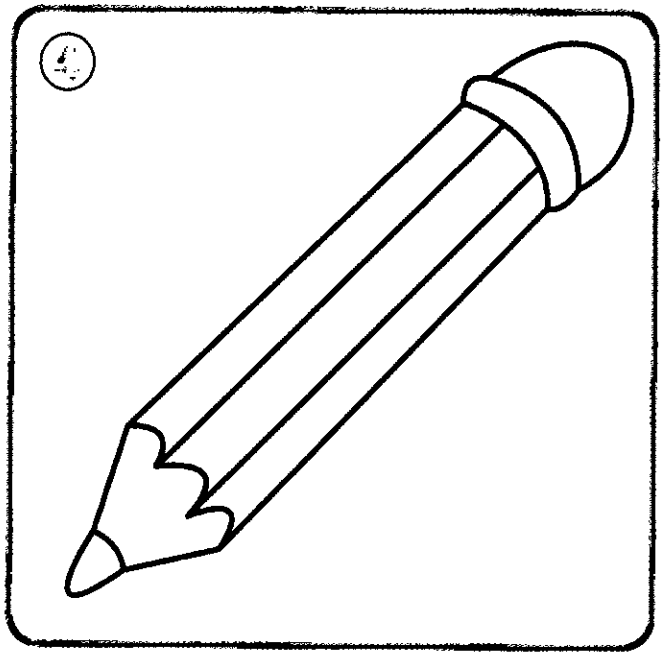
Name: _____ Date: _____

- **Look and color.**









- **Match.**

☐ scissors

☐ glue stick

☐ pencil

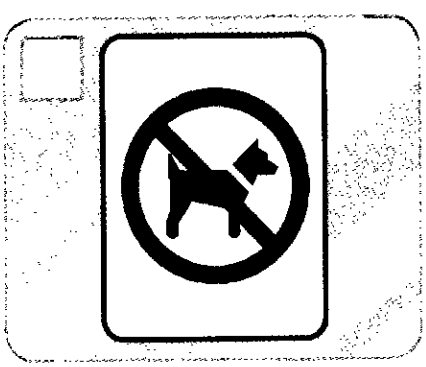
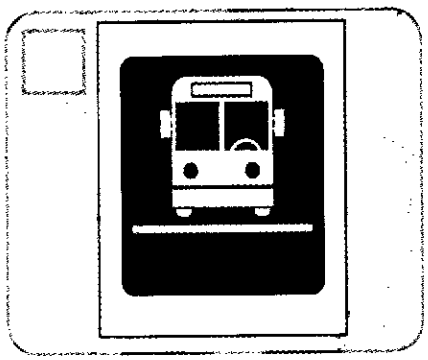
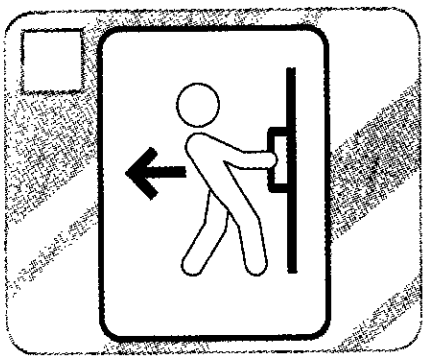
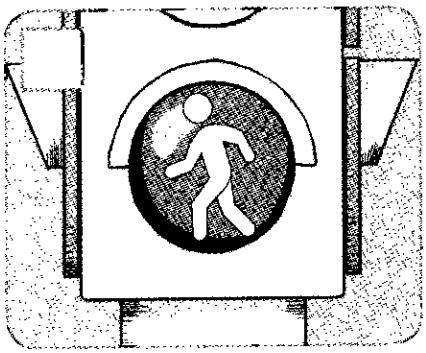
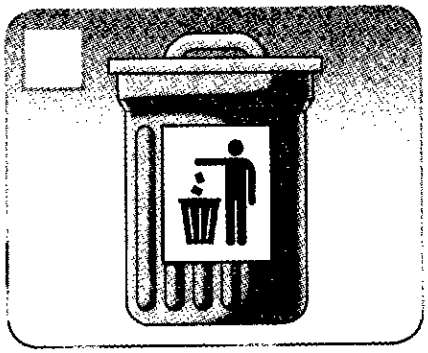
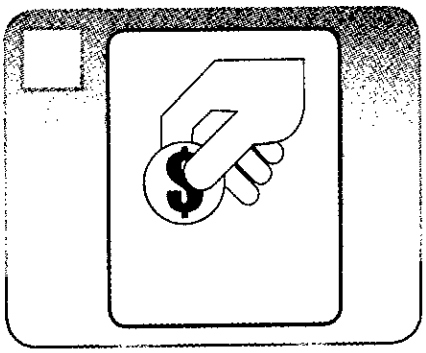
☐ crayons

Assessment Unit 2

Name: _____ Date: _____

- **Look and number.**

1. Walk! 2. No dogs 3. Pull! 4. Trash Can 5. Bus Stop 6. Pay

- **Draw your own signs.**

_____ _____

- **Label your signs.**

Name: _____ Date: _____

- **Read and write.**

My name is _____.

I am _____ years old.

I am a boy / girl.

I am tall / short.

- **Read and write.**

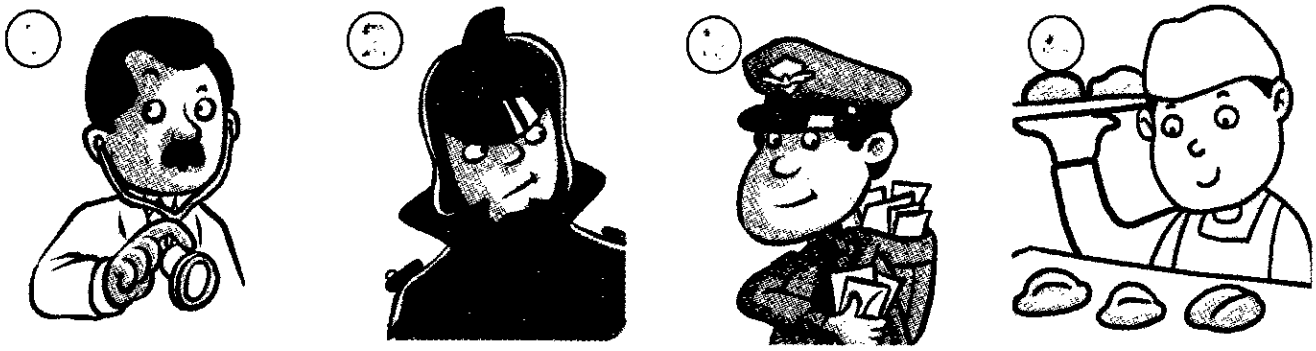
tacos pizza spaghetti robot marbles ball

I like:	I don't like:

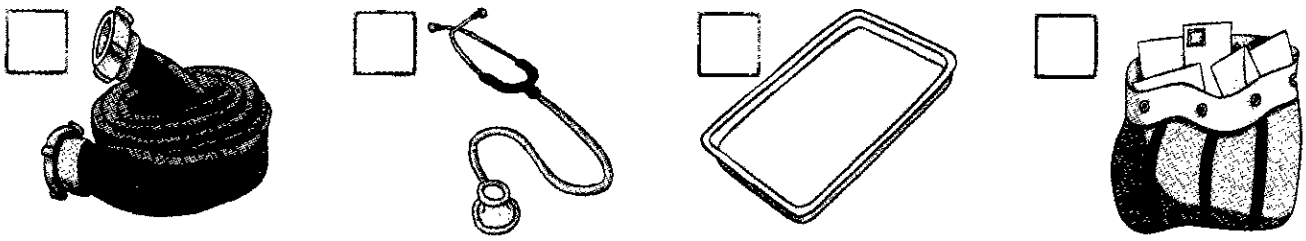
Name: _____ Date: _____

- **Read, write, and match.**

doctor mail carrier baker firefighter



_____ _____ _____ _____



- **Draw and write.**

A _____ works at a _____.

Name: _____ Date: _____

- **Look and complete.**

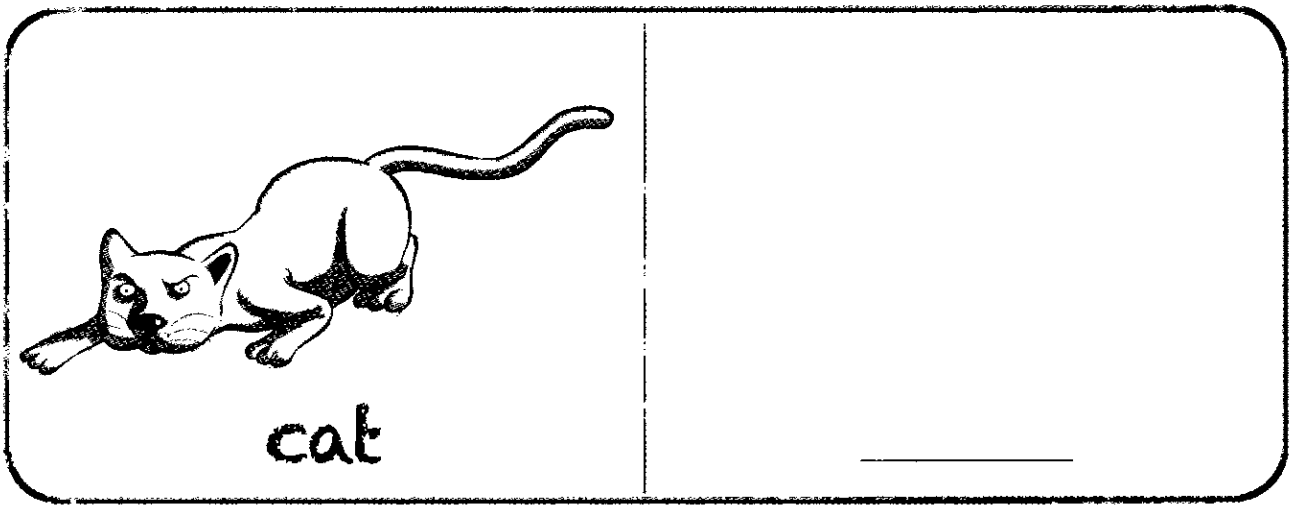
_b c_e f_h i j k_m n o p q_s t u v_x y z

- **Look and write.**

brother baby daddy mommy sister

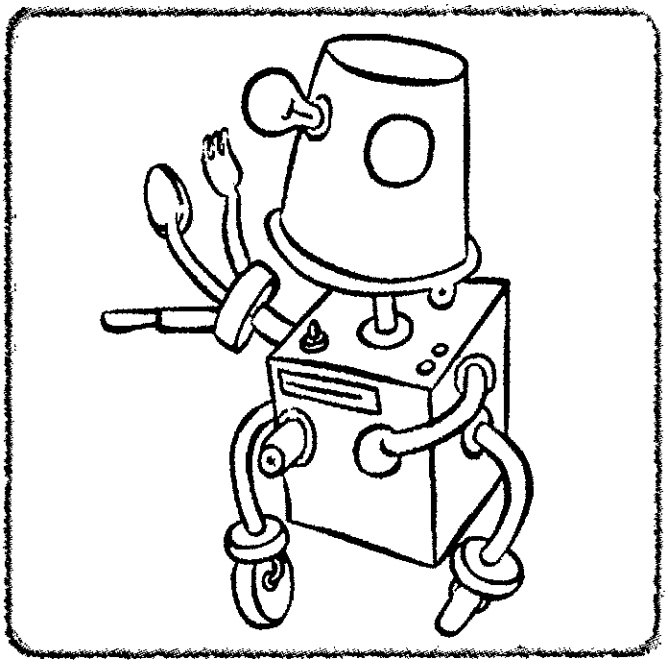
_____ _____ _____ _____ _____

- **Look, draw, and write.**

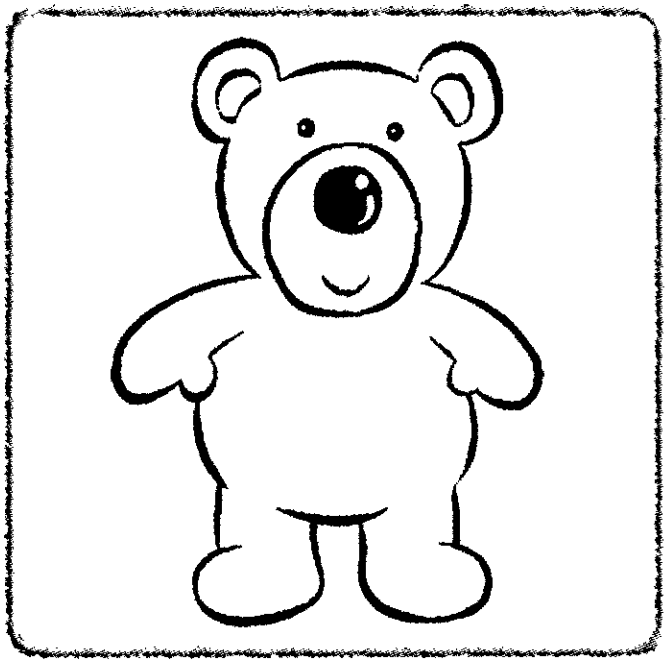


Name: _____ Date: _____

- **Look, read, and color.**



black robot



brown teddy bear

- **Look and write.**

play ride

They _____ with the toys.

They _____ the bikes.

Name: _____ Date: _____

- **Look, read, and match.**




sad angry scared happy

- **Read, draw, and write.**

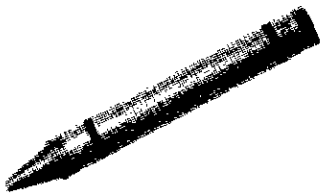
happy sad sleepy hungry

I feel _____.

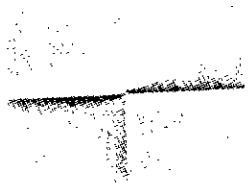
Assessment Unit 8

Name: _____ Date: _____

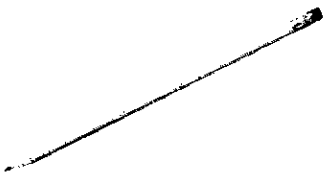
- **Look, read, and match.**



write

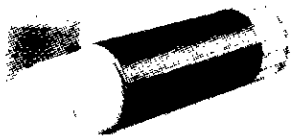


glue



fold

cut



color

- **Read and write.**

1. I _____ with my scissors.
2. I _____ with my crayon.
3. I _____ with my pencil.
4. I _____ paper.
5. I _____ with my glue stick.

Name: _____ Date: _____

- **Read and draw.**

strong	tall
long	small

- **Look, read, and write.**

tiger rhino

The _____ is gray.

It has horns.

The _____ has stripes.

It is a meat eater.

Assessment Unit 10

Name: _____ Date: _____

• Look and match.

calendar activities weekdays weekend times

Time						Saturday	Sunday
8:00–9:00	Civil Ceremony	Math	Math	Math	Math		
9:00–10:00	Reading	Reading	Reading	Reading	Reading		
10:00–10:30	R	e	c	e	s	s	
10:30–11:00	PE	Spanish	Spanish	Spanish	Spanish		

_____ _____ _____ _____

• Think and complete.

one five seven six twelve

1. 13:00 It's _____.
2. 18:30 It's _____.
3. 19:00 It's _____.
4. 17:30 It's _____.
5. 12:00 It's _____.

Student: _____ Date: _____

Descriptive Rating Scale: Illustrated Classroom Rules

- Read and mark (✔) the corresponding criteria in the *Descriptive Rating Scale* to evaluate your student's project. If necessary, write notes to support his or her future development.

Descriptive Rating Scale		
Excellent	**Good**	**Needs Improvement**
☐ The student could use greetings, farewells, and polite expressions correctly.	☐ The student could use greetings, farewells, and polite expressions with some support.	☐ The student could not use greetings, farewells, and polite expressions correctly.
☐ The student differentiated purpose, sender, and intended audience.	☐ The student made some mistakes differentiating purpose, sender, and intended audience.	☐ The student needed a lot of extra support to differentiate purpose, sender, and intended audience.
☐ The student always showed a respectful attitude towards others' attempts to use the language.	☐ The student showed a respectful attitude towards others' attempts to use the language most of the time.	☐ The student showed a respectful attitude towards others' attempts to use the language some of the time.
Notes: _____		

Student: _____ Date: _____

Observation Guide: Illustrated Signs

- Read the criteria and mark (✔) the corresponding value to evaluate your student's project. If necessary, write notes to support his or her future development.

Criteria	Values
The student used the *Picture Dictionary* to choose words for his or her illustrated dictionary.	☐ Yes ☐ Needs improvement
He or she correctly alphabetized the words chosen from top to bottom.	☐ Yes ☐ Needs improvement
He or she drew pictures that represented the words chosen.	☐ Yes ☐ Needs improvement
He or she spelled the words correctly.	☐ Yes ☐ Needs improvement
Notes: _____	

Student: _____ Date: _____

Illustrated Self-Evaluation Card: Card with Data and Personal Information

- Read the category and circle the value.

Values: 😀 = Excellent 🙂 = Good 😐 = OK ☹ = Not so good

Category	Value
I can write my name.	😀 🙂 😐 ☹
I can write my age.	😀 🙂 😐 ☹
I can write my birth date.	😀 🙂 😐 ☹
I can draw my favorite food, game, and color.	😀 🙂 😐 ☹
I can ask questions to my friends.	😀 🙂 😐 ☹

Student: _____ Date: _____

Questionnaire: Illustrated Occupations

- Read the questions and mark (✔) the corresponding answer to evaluate your student's project. If necessary, write comments to support his or her future development.

Questions and Answers	Comments
Was the student able to draw pictures of three different occupations, their tools, places where they work, and the vehicles they use? ☐ Yes ☐ Needs improvement	
Was the student able to write the names of the occupations, tools, places, and vehicles? ☐ Yes ☐ Needs improvement	
Was the student able to use correct pronunciation to name the occupations, tools, places, and vehicles? ☐ Yes ☐ Needs improvement	

Anecdotal Record: Pictorial File

- Use the following *Anecdotal Record* chart to evaluate your students' projects.

Student's Name	Strengths	Areas of Growth	To Follow Up on Next Time

Student: _____ Date: _____

Control List: Illustrated Story

- Read the evidence-based guidelines and mark (✓) the ones achieved by your student in the complete process and final presentation of his or her project. If necessary, write comments to support his or her future development.

Evidence-Based Guidelines	Comments
☐ Selection and drawing of a character on the cover of the *Illustrated Story*	
☐ Structure of the story with a beginning, middle, and end	
☐ Drawing the scenes and writing the sentences to tell the story in the middle pages of the *Illustrated Story*	
☐ Writing the title on the cover of the *Illustrated Story*	
☐ Correct use of grammar, spelling, and punctuation	

Student: _____ Date: _____

Illustrated Self-Evaluation Card: States of Mind Mobile

- Read the category and circle the value.

Values: 😀 = Excellent 🙂 = Good 😐 = OK ☹ = Not so good

Category	Value
I can say feeling words.	😀 🙂 😐 ☹
I can draw my favorite story's characters.	😀 🙂 😐 ☹
I can write complete sentences.	😀 🙂 😐 ☹
I can use correct grammar and spelling.	😀 🙂 😐 ☹

Suggested Evaluation Instrument

Student: _____ Date: _____

Illustrated Self-Evaluation Card: States of Mind Mobile

- Read the category and circle the value.

Values: 😀 = Excellent 🙂 = Good 😐 = OK ☹ = Not so good

Category	Value
I can say feeling words.	😀 🙂 😐 ☹
I can draw my favorite story's characters.	😀 🙂 😐 ☹
I can write complete sentences.	😀 🙂 😐 ☹
I can use correct grammar and spelling.	😀 🙂 😐 ☹

Student: _____ Date: _____ Score: _____

Assessment Rubric: Assembling an Object Instruction Sheet

- Read and mark (✓) the corresponding criteria in the *Assessment Rubric* to evaluate your student's project.

Category	Criteria		
	9–10 points	**7–8 points**	**5–6 Points**
Vocabulary Awareness	☐ The student identified almost all the materials needed for the project.	☐ The student identified some of the materials needed for the project.	☐ The student identified few of the materials needed for the project.
Use of English	☐ The student correctly identified and drew the instructions.	☐ The student needed extra support to identify and draw the instructions.	☐ The student could not identify or draw the instructions.
Conventions	☐ The student used correct grammar, spelling, and punctuation to write the instructions.	☐ The student needed extra support to use correct grammar, spelling, or punctuation to write the instructions.	☐ The student could not use correct grammar, spelling, and punctuation to write the instructions.
Presentation	☐ The student's speech is easily understood.	☐ The student's speech is sometimes difficult to understand.	☐ The student's speech is difficult to understand most of the time.
		Total	

Student: _____ Date: _____

Summative Journal: Illustrated Animal Chart

- Read and circle to evaluate your project.

Excellent	Good
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

OK	Not so good
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Student: _____ Date: _____

Observation Guide: Weekly School Calendar

- Read the criteria and mark (✓) the corresponding value to evaluate your student's project. If necessary, write notes to support his or her future development.

Criteria	Value
The student created a calendar with the days of the week in the correct order.	☐ Yes ☐ Needs improvement
He or she spelled the days of the week correctly.	☐ Yes ☐ Needs improvement
He or she included the correct subjects.	☐ Yes ☐ Needs improvement
He or she included the correct time.	☐ Yes ☐ Needs improvement
He or she presented his or her calendar confidently.	☐ Yes ☐ Needs improvement

Notes: _____

_____

_____

Glossary

A

afternoon /af-tər-ˈnün/ *n.* the period of the day between noon and sunset

aunt /ˈänt/ *n.* the sister of one's mom or dad

B

bake /beɪk/ *v.* to cook by dry heat in an oven

bathroom /ˈbæθˌrum/ *n.* a room equipped for taking a bath or shower and/or with a toilette

bed /bɛd/ *n.* a piece of furniture upon which a person sleeps

bedroom /ˈbɛdˌrum/ *n.* a room furnished and used for sleeping

bike /baɪk/ *n.* a vehicle with two wheels, usually with pedals and handlebars for steering

bowl /ˈbōl/ *n.* a rounded container larger than a cup

brother /ˈbrə-thər/ *n.* a man who has one or both parents in common with another person

bump /bʌmp/ *v.* to collide with

C

cake /keɪk/ *n.* a sweet, baked, breadlike food

calm /kɑm/ *adj.* still or tranquil

can /kæn/ *v.* to be able to

classroom /ˈklæsˌrum/ *n.* a room in school where students study

clean /klin/ *adj.* free from dirt

colorful /ˈkʌl ərfəl/ *adj.* abounding in color

country /ˈkʌn tri/ *n.* a state or nation

cut /kʌt/ *v.* to divide with a sharp-edged instrument

D

daughter /ˈdɔtər/ *n.* a female child or person in relation to her parents

dirty /ˈdɜr ti/ *adj.* soiled with dirt, unclean

dust /dʌst/ *n.* earth or other matter in fine, dry particles

duster /ˈdʌstər/ *n.* cloth for removing dust

E

early /ˈɜr li/ *adj.* in or during the first part of a period of time

energetic /ˌɛn ərˈdʒɛt ɪk/ *adj.* possessing or exhibiting energy in abundance

enormous /ɪˈnɔr məs/ *adj.* greatly exceeding the common size

evening /ˈēv-niŋ/ *n.* the period of the day following the afternoon and before night

excited /ɪkˈsaɪ tɪd/ *adj.* stirred emotionally, agitated

F

fan /fæn/ *n.* a device used for producing a current of air

fat /fæt/ *adj.* having too much flabby tissue in the body

father /ˈfɑðər/ *n.* a male parent

fire engine /ˈfī(-ə)r ˈen-jən/ *n.* a truck with equipment for extinguishing fires

firefighter /ˈfaɪərˌfaɪ tɛr/ *n.* a person who fights destructive fires

fish /fɪʃ/ *n.* any of various cold-blooded, aquatic vertebrates

flower /ˈflaʊər/ *n.* the blossom of a plant

fly /ˈflī/ *v.* to move through the air

food /fud/ *n.* a nourishing substance that is eaten, drunk, or taken into the body

forest /ˈfɔr ɪst/ *n.* a large area of land covered with trees

fridge /frɪdʒ/ *n.* an electrical appliance for keeping food cool

full /fʊl/ *adj.* completely filled

G

gate /geɪt/ *n.* a movable barrier, closing and opening in a fence or wall

girl /gɜrl/ *n.* a female child, from birth to full growth

glasses /glæsɪs/ *n.* a pair of lenses set into a frame and worn over your eyes to compensate for defective vision

glue stick /glu stɪk/ *n.* an adhesive used to stick things together

good /gʊd/ *adj.* morally excellent

H

hand /hænd/ *n.* an upper limb in humans, consisting of the wrist, fingers, and thumb

hat /hæt/ *n.* a covering for the head

hole punch /hoʊl pʌntʃ/ *n.* a device used to put holes into paper

hungry /ˈhʌŋgri/ *adj.* having a desire or need for food

I

inside /ɪnˈsaɪd/ *prep.* on the inner part of

J

jar / dʒɑr/ *n.* a broad-mouthed container, usually cylindrical and made of glass

jump /dʒʌmp/ *v.* to spring clear of the ground

jump rope /dʒʌmp roʊp/ *n.* a fun game for children where a rope is swung so that it passes under the feet and above the head

K

kitchen /ˈkɪtʃən/ *n.* a room or place equipped for cooking

kite /kaɪt/ *n.* a light frame covered with some thin material, to be flown in the wind at the end of a long string

L

living room /ˈlɪvɪŋ rʊm/ *n.* a room in a home used by a family for leisure activities

M

mail carrier /meɪlˈkæri ər/ *n.* a person employed by the post office to deliver mail

man /mæn/ *n.* an adult male person

marbles /ˈmɑr bəls/ *n.* a game of small glass balls used for hitting on the ground

monkey /ˈmʌŋki/ *n.* a primate

morning /ˈmȯr-niŋ/ *n.* the period of the day between midnight and noon

mountain /ˈmaʊn tn/ *n.* a natural elevation of the earth's surface rising, attaining an altitude greater than that of a hill

N

nurse /nɜrs/ *n.* a person formally trained in the care of the sick and infirm

P

parrot /ˈpær ət/ *n.* any of numerous hook-billed, often brilliantly colored birds

paste /peɪst/ *v.* to fasten or stick with paste or the like

pay /ˈpā/ *v.* to give money in return for goods or services

penguin /ˈpɛŋgwɪn/ *n.* a flightless, aquatic bird of the Southern Hemisphere, with webbed feet and wings reduced to flippers

pillow /ˈpɪloʊ/ *n.* a bag or case made of cloth and filled with soft material, such as feathers or foam, used to cushion the head while sleeping

place /pleɪs/ *n.* a space, spot, or area

plane /ˈplān/ *n.* a flying transport with wings

playground /ˈpleɪˌgraʊnd/ *n.* an area for outdoor play

police officer /pəˈlisˈɔfəsər/ *n.* a member of the police force

pull /ˈpəl/ *v.* to use your force to move something toward yourself

push /ˈpȕsh/ *v.* to use your force to move something farther away from you

puzzle /ˈpə-zəl/ *n.* small cut pieces that are to be fitted together to form a picture

R

rabbit /ˈræbɪt/ *n.* a soft-furred, large-eared, rodentlike burrowing mammal

rainforest /reɪnˈfɔrɪst/ *n.* a tropical forest, usually of tall, densely growing, broad-leaved evergreen trees

rhino /ˈraɪnoʊ/ *n.* a large, thick-skinned mammal, characterized by two upright horns on the snout

roll /ˈrōl/ *v.* to move something somewhere by turning it over and over

ruler /ˈrulər/ *n.* a strip of wood, metal, or other material having a straight edge, usually marked off in inches or centimeters

S

scared /ˈskerd/ *adj.* to be in a state of fear or panic

seed /sid/ *n.* a small object produced by a plant from which a new plant can grow

server /ˈsɜrvər/ *n.* a person who serves, usually working in a restaurant

shape /ʃeɪps/ *n.* the form or outline of an object

share /ʃer/ *v.* to divide and distribute

short /ʃɔrt/ *adj.* not long

shy /ʃaɪ/ *adj.* bashful, timid

sing /sɪŋ/ *v.* to perform a song or voice composition

sink /sɪŋk/ *v.* to become totally or partially submerged in water

sister /ˈsi-stər/ *n.* a woman who has one or both parents in common with another person

size /ˈsīz/ *n.* how big something is

sleepy /ˈslipi/ *adj.* ready to sleep, drowsy

snake /sneɪk/ *n.* a limbless, scaly reptile

Glossary

spell /spɛl/ *v.* to say the letters of a word in order

square /ˈskwer/ *n.* a shape with all four sides equal

stand /ˈstand/ *v.* to support yourself with your legs in a straight position

staple /ˈstā-pəl/ *v.* to secure using staples

string /strɪŋ/ *n.* a slender cord or thick thread used for binding or tying

strong /ˈstrȯŋ/ *adj.* having great physical power

swordfish /ˈsɔrdˌfɪʃ/ *n.* a large marine fish, its upper jaw elongated into a sword-like structure

T

teddy bear /ˈtɛdi bɛər/ *n.* a toy bear, normally stuffed

toy /tɔɪs/ *n.* a small object for children or others to play with

toy box /tɔɪ bɒks/ *n.* a container or case used to store children's toys

trash can /træʃ kæn/ *n.* a container used to store discarded rubbish for a short time

throw away /ˈthrō ə-ˈwā/ *v.* to discard unnecessary objects

tie /ˈtī / *v.* to form a knot using a tie

truck /trʌk/ *n.* any of various forms of vehicle for carrying goods and materials

tub /tʌb/ *n.* an informal word for bathtub

tuna /ˈtunə/ *n.* any of several large fish of the *Scombridae* family

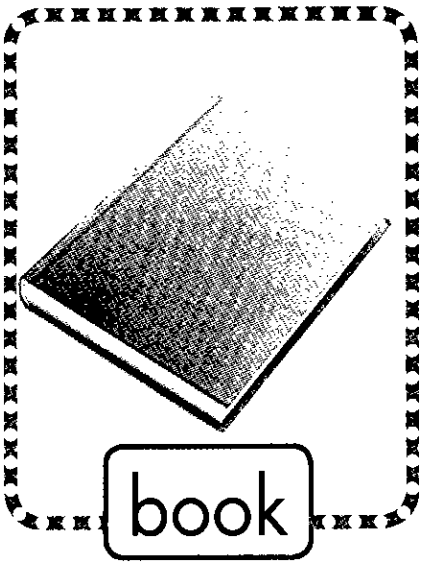
turtle /ˈtɜrtl/ *n.* a reptile with its trunk enclosed in a shell

W

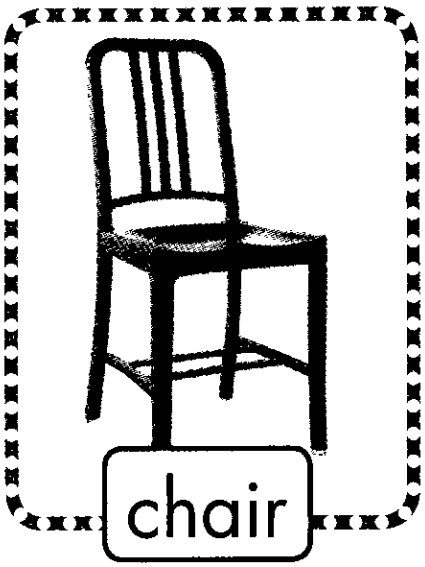
weed /wids/ *n.* a valueless plant that grows in the wild

whale /weɪl/ *n.* a large marine mammal with a fishlike body and a flattened head

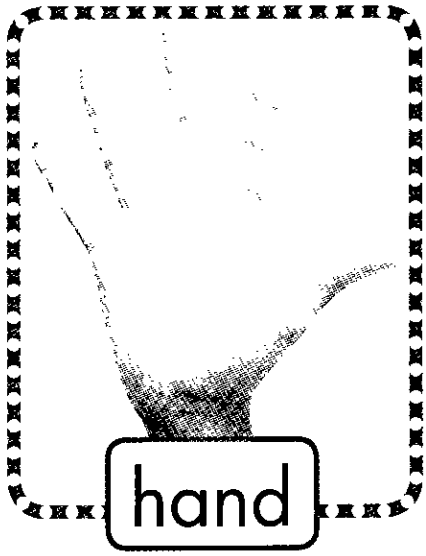
wing /ˈwiŋ/ *n.* the part that a bird or flying object uses to fly

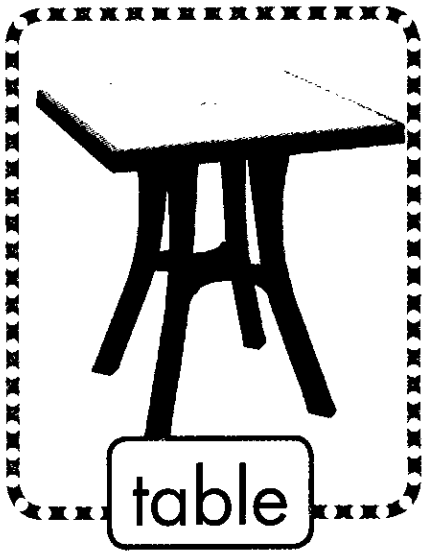

book


boy


chair


girl


hand

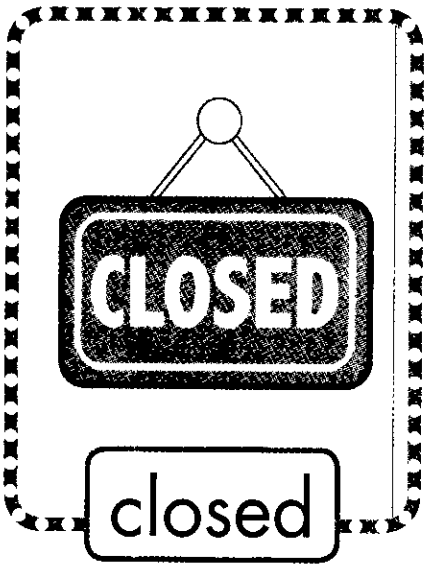


table

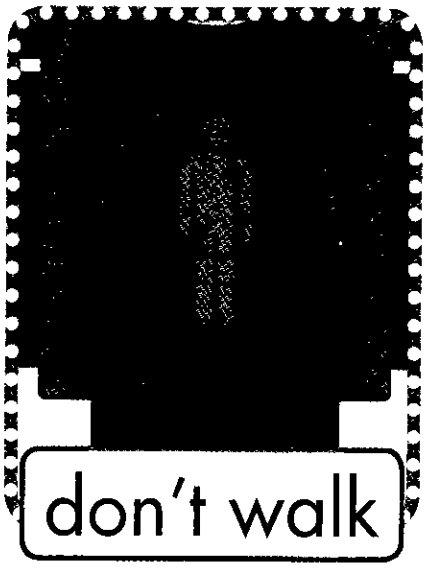

teacher


toys

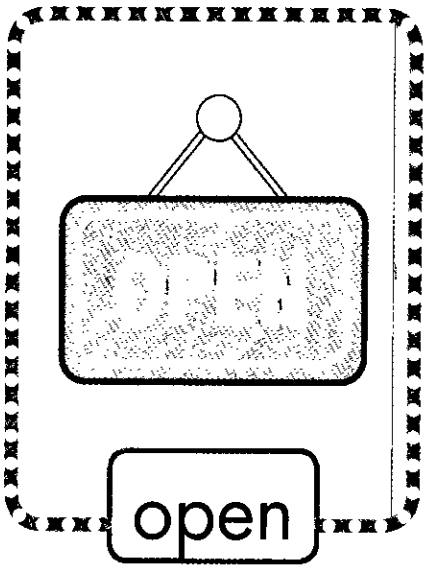

trash can



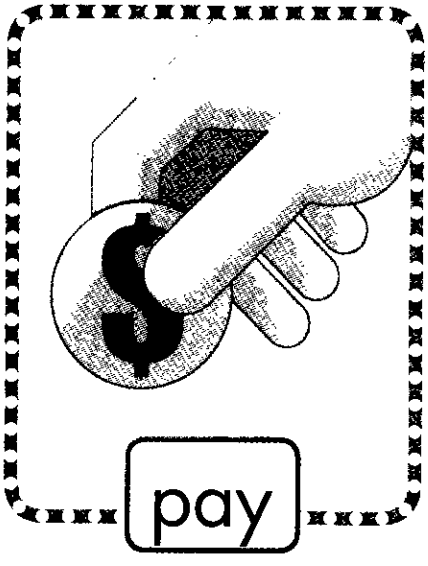
closed



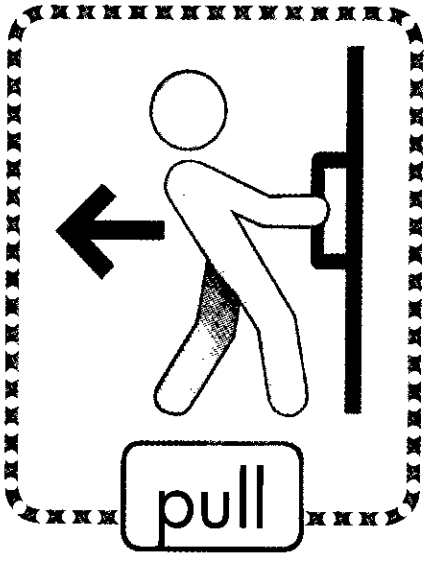
don't walk



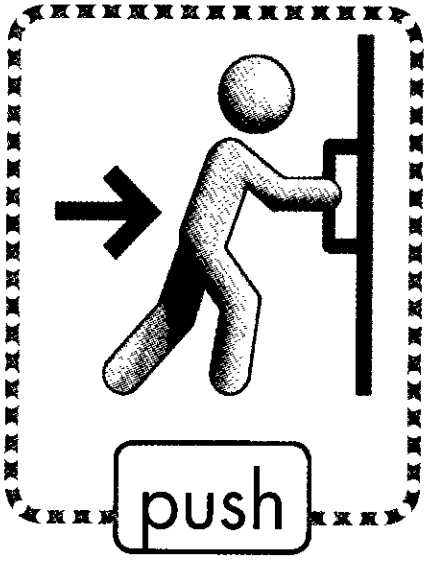
open



pay

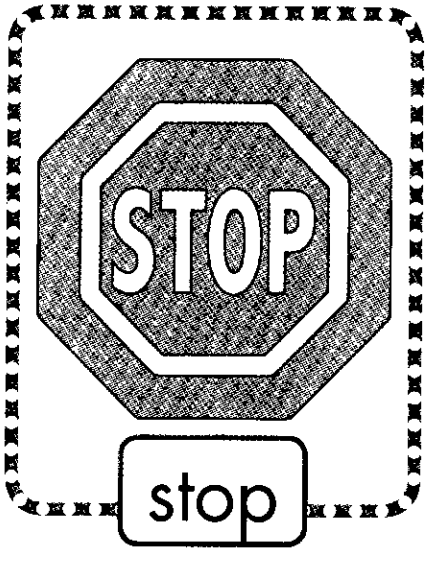


pull

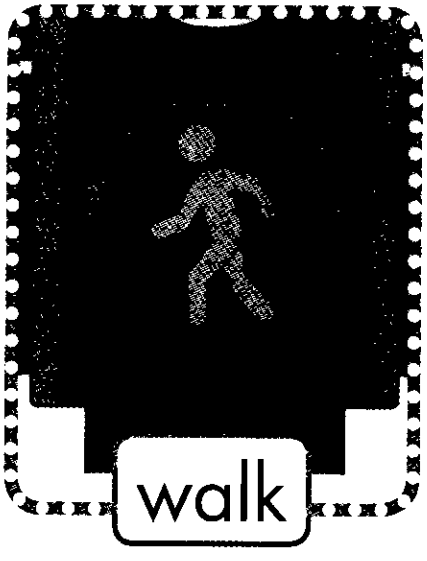


push

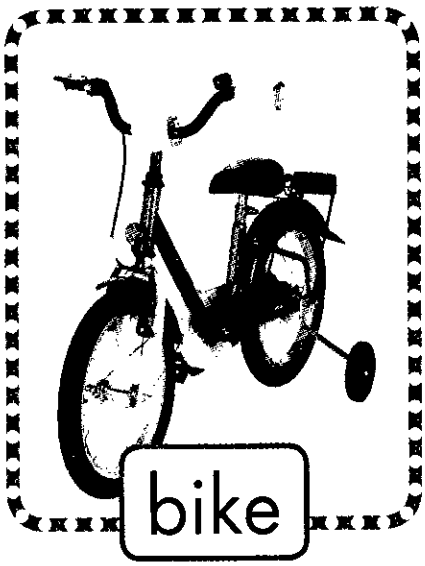
put

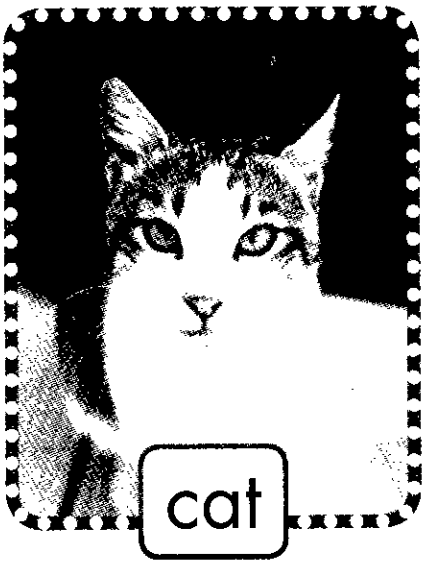


stop



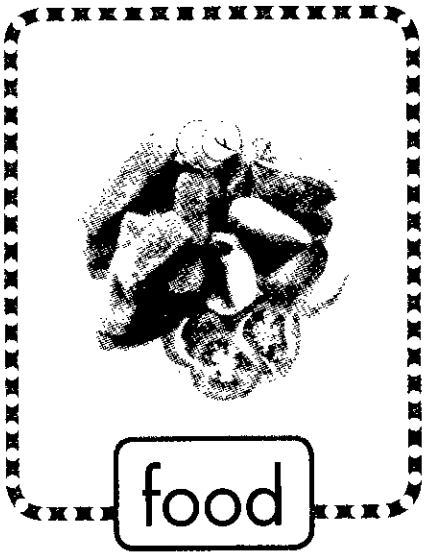
walk

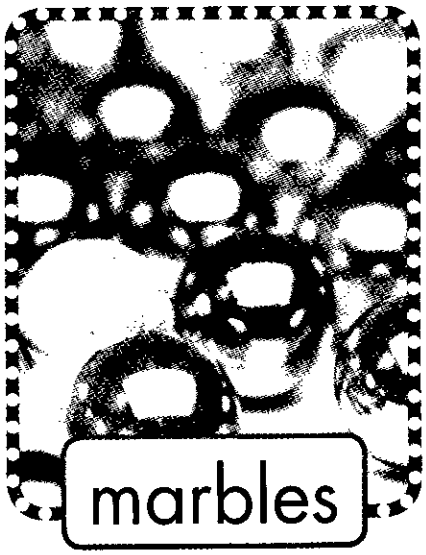

bike


cat


dog


fish


food


marbles


rabbit


short


tall


baker


doctor


firefighter


mail carrier

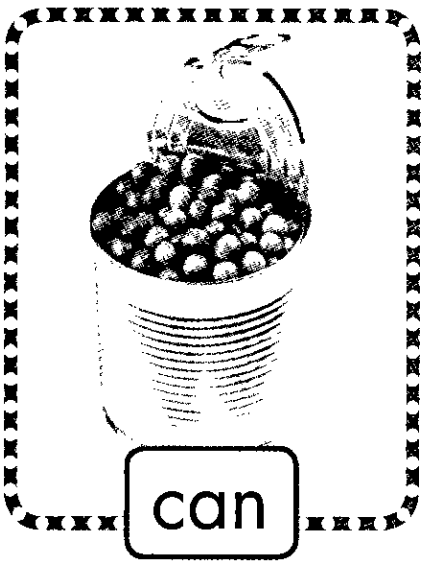

mechanic

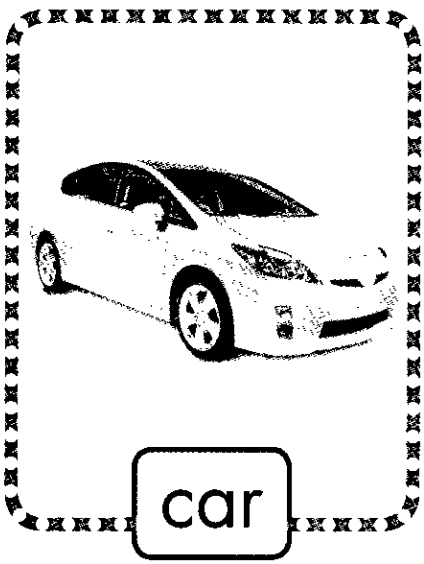

nurse

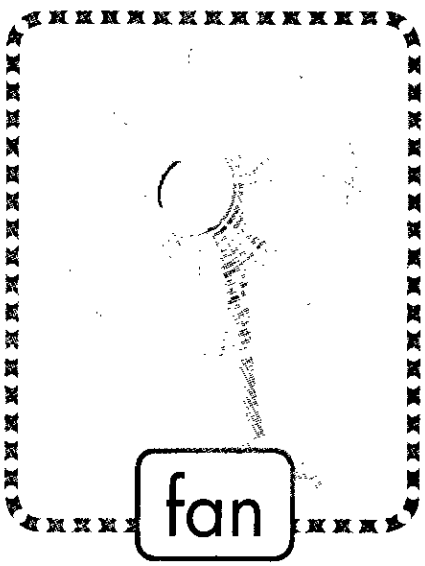

police officer

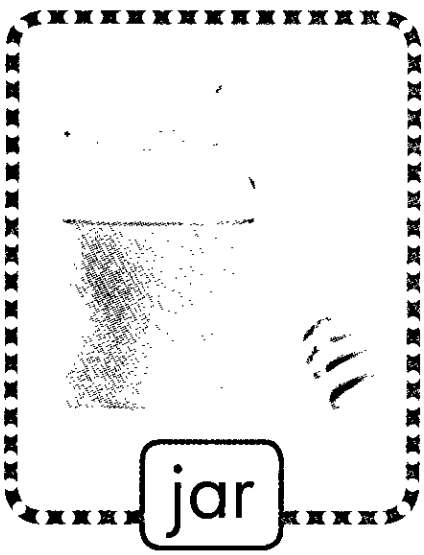

server

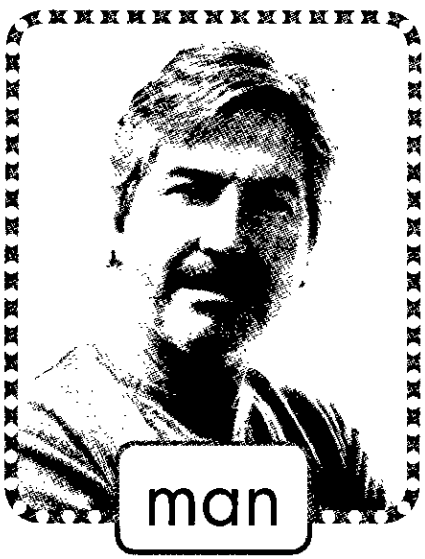

taxi driver

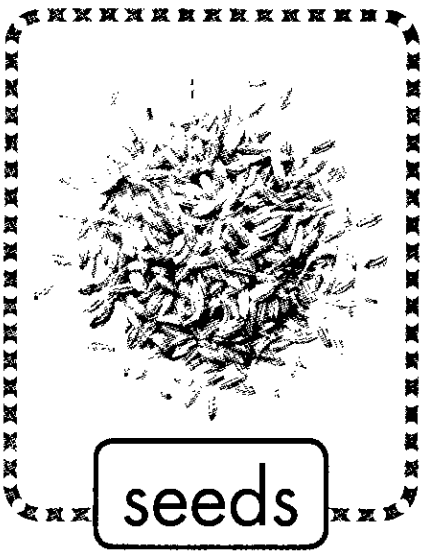

can


car

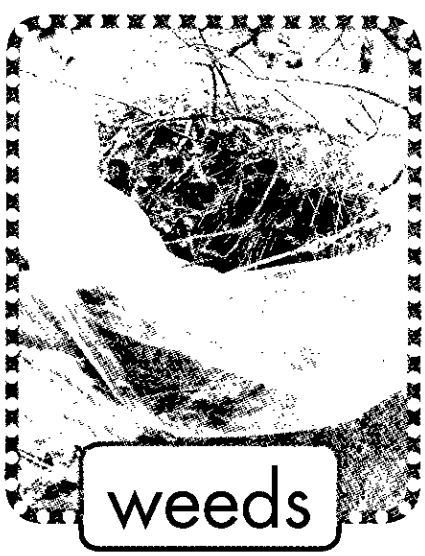

fan


jar

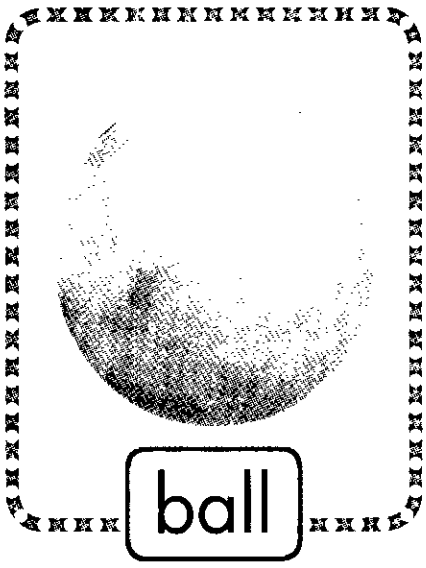

man


seeds

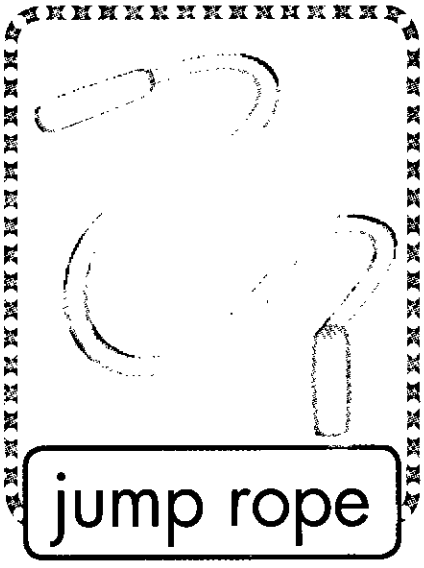

sing

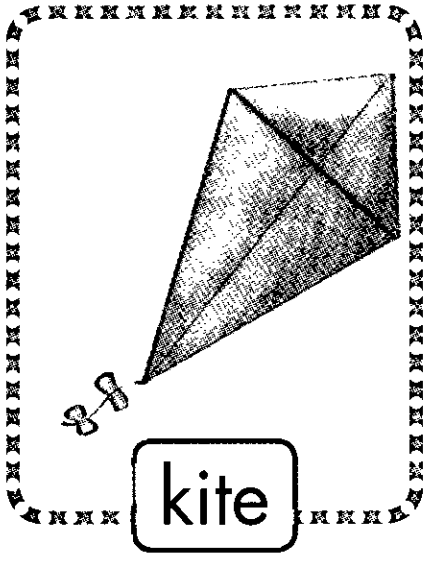

weeds

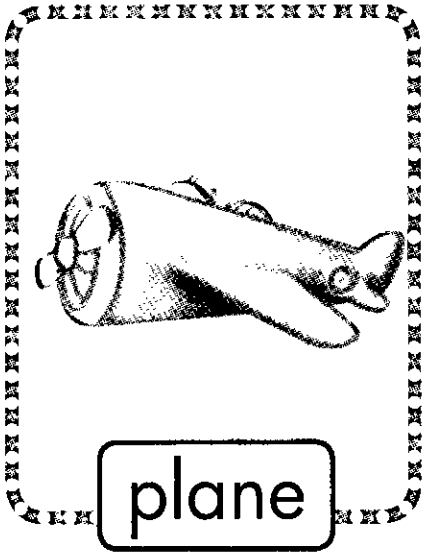

wing

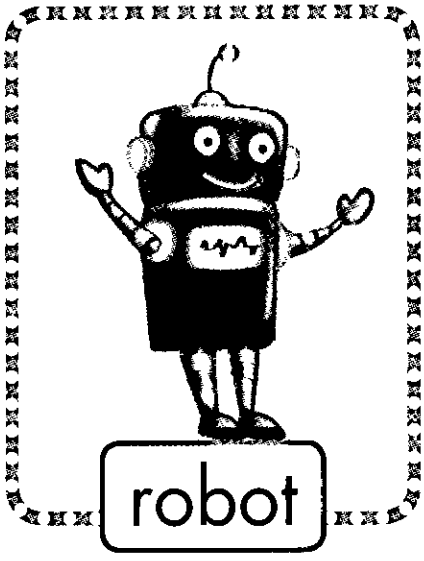

ball

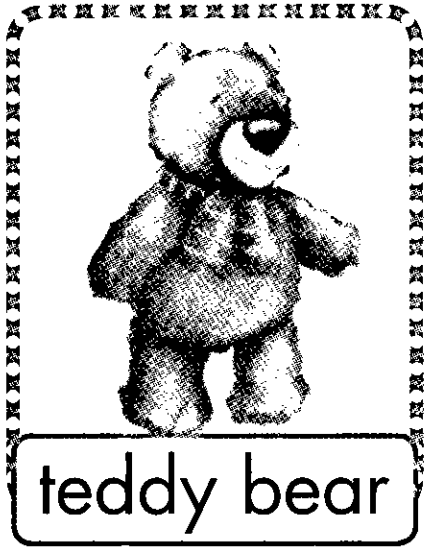

doll

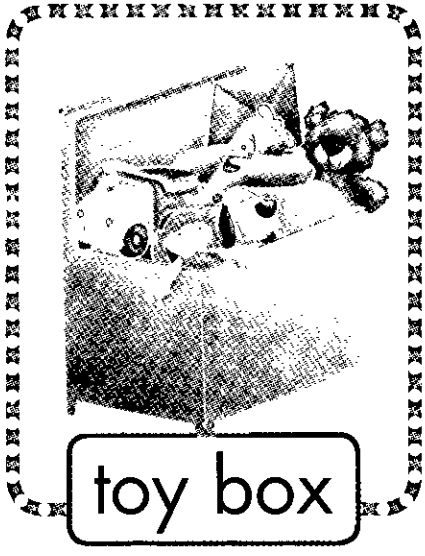

jump rope


kite


plane

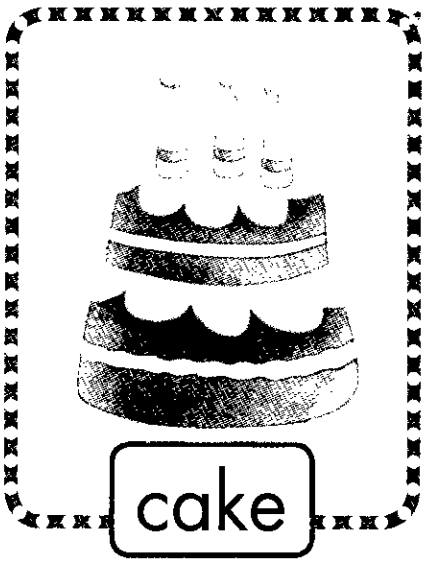

robot


teddy bear


toy box


truck


angry


cake

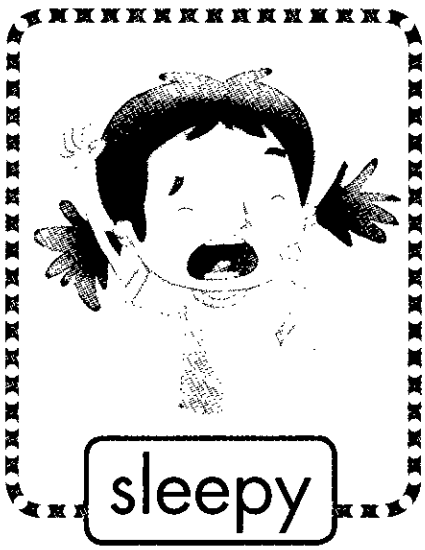

happy

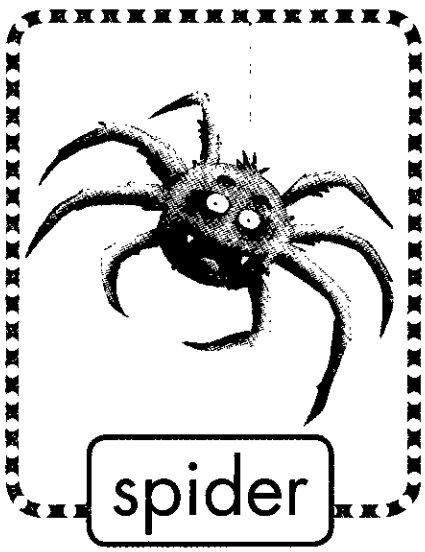

hungry


present


sad

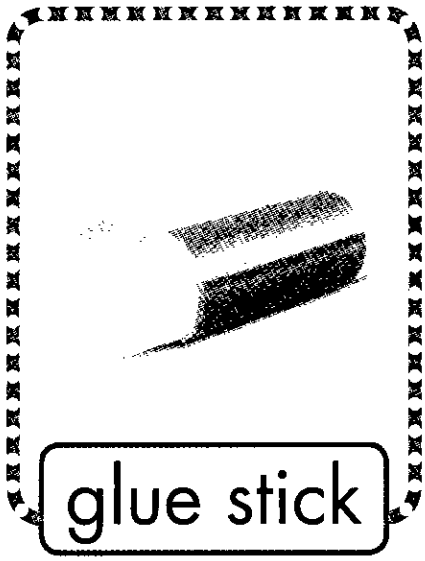

scared

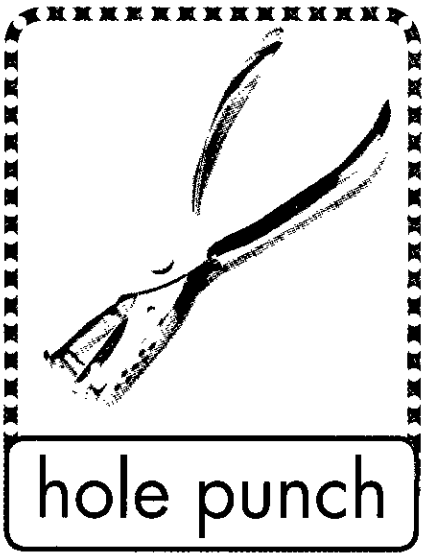

sleepy

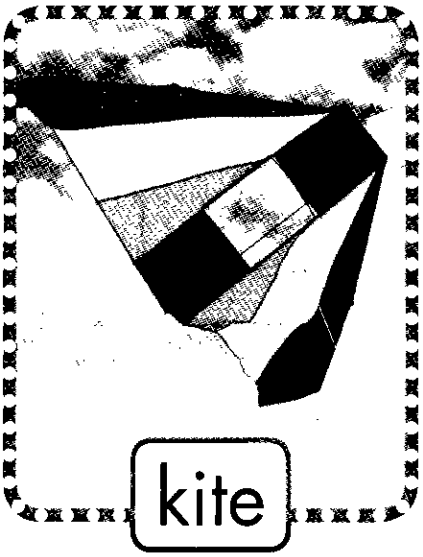

spider


cut

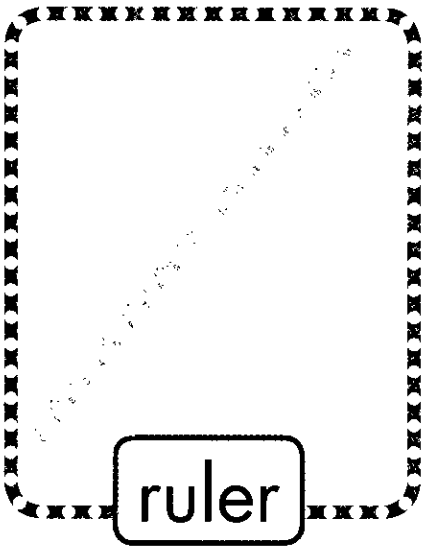

doll

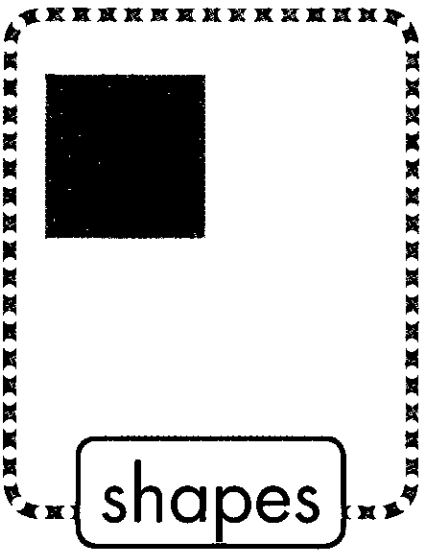

glue stick


hole punch

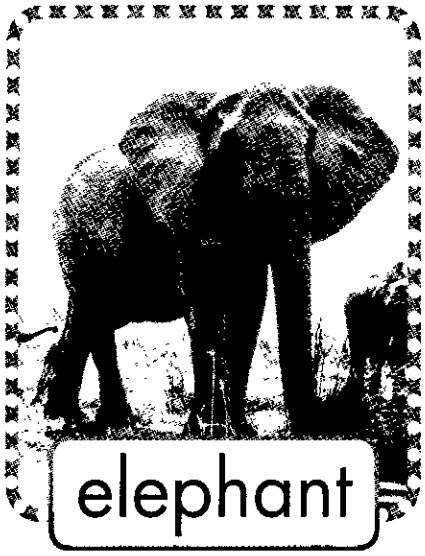

kite


paste


ruler


shapes

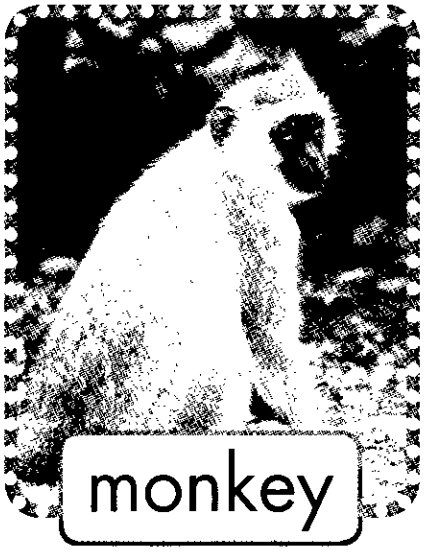

string


elephant


giraffe


kangaroo

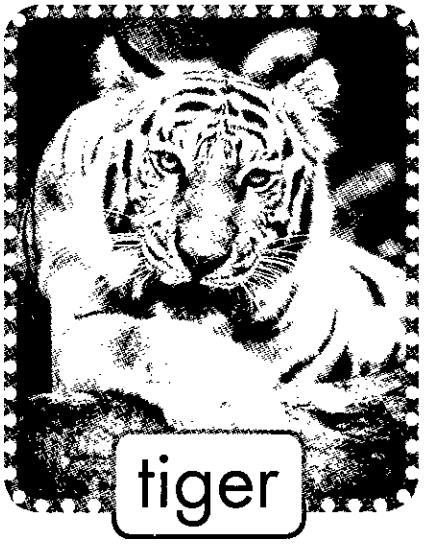

lion


monkey

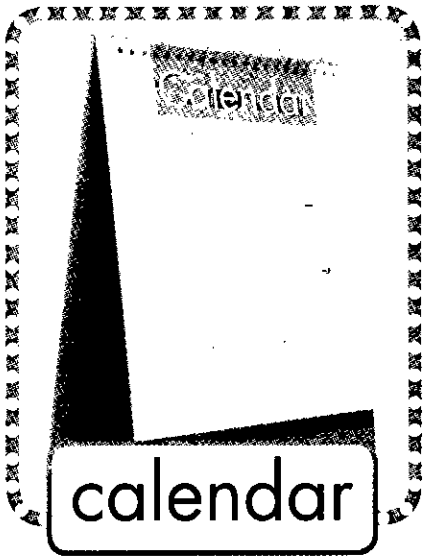

penguin

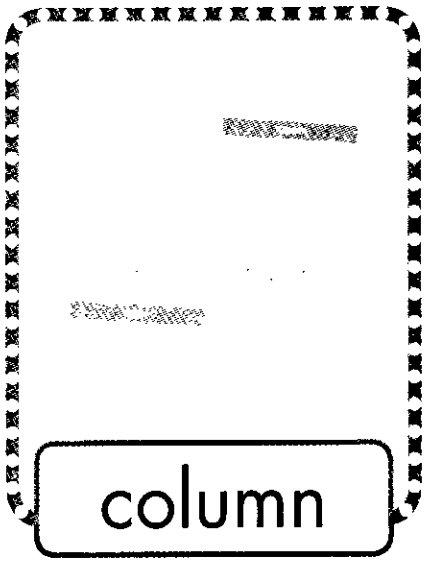

rhino

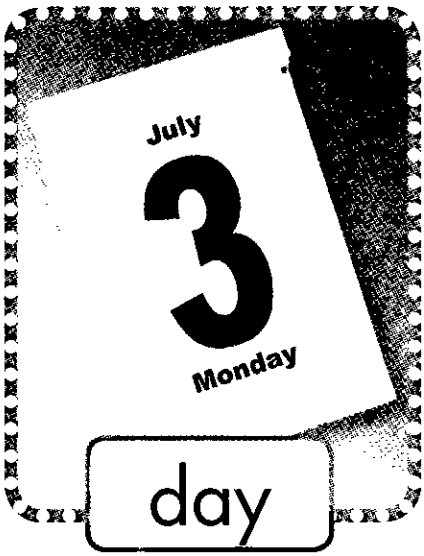

snake


tiger


afternoon

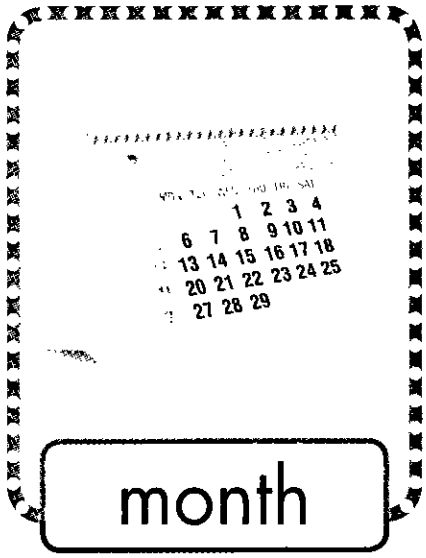

calendar


column

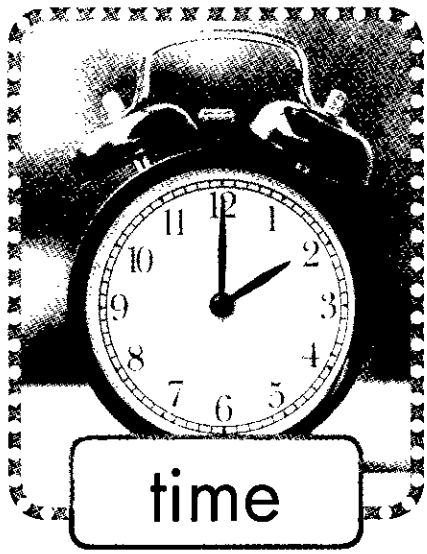


day

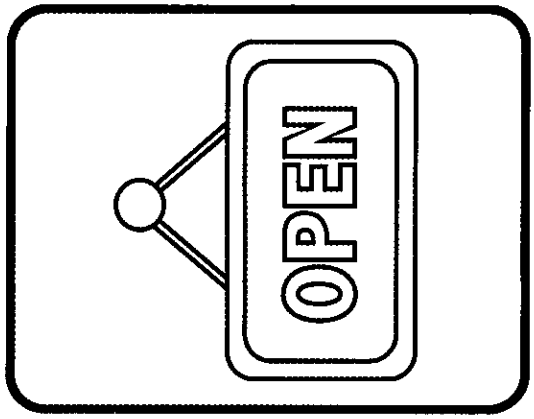

evening

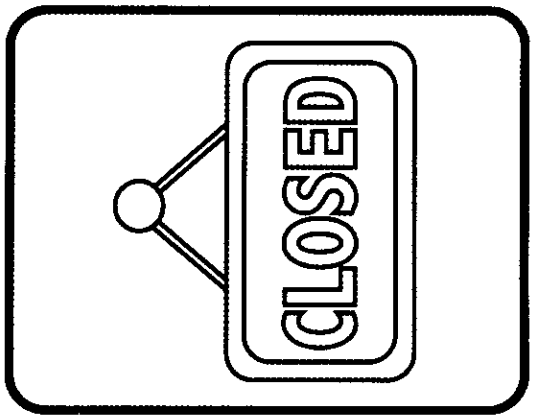

month

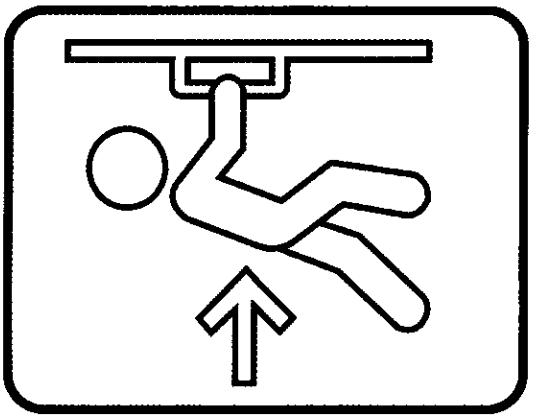

morning

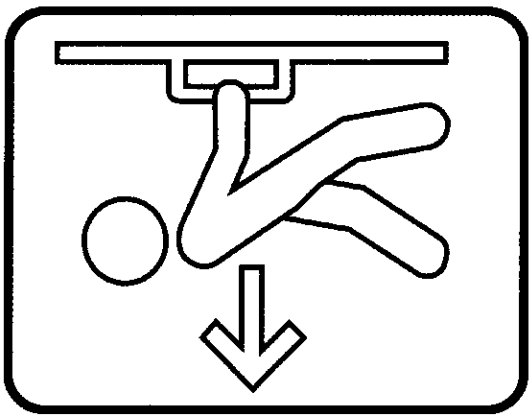

time

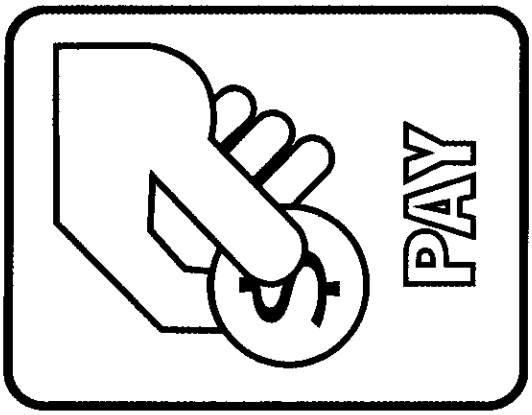
year

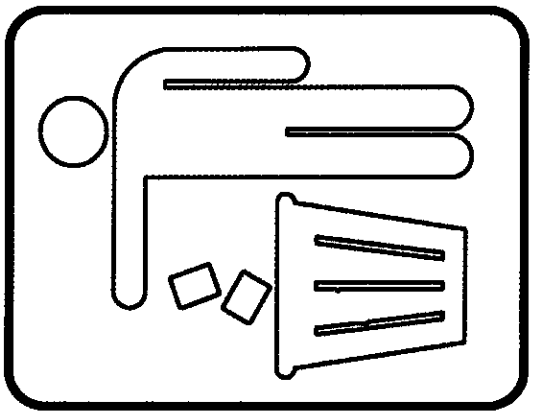


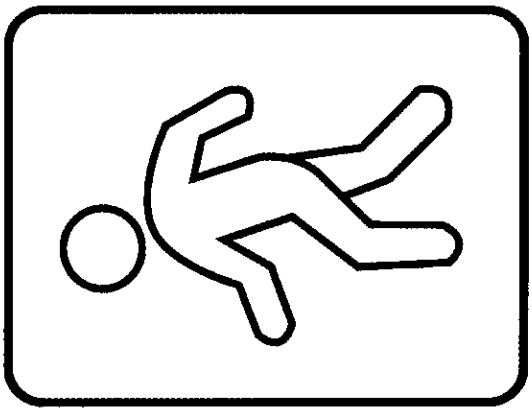


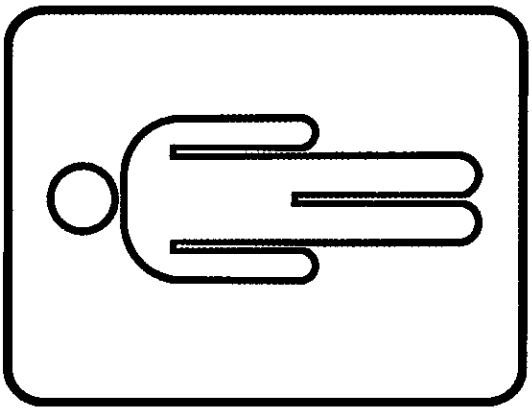


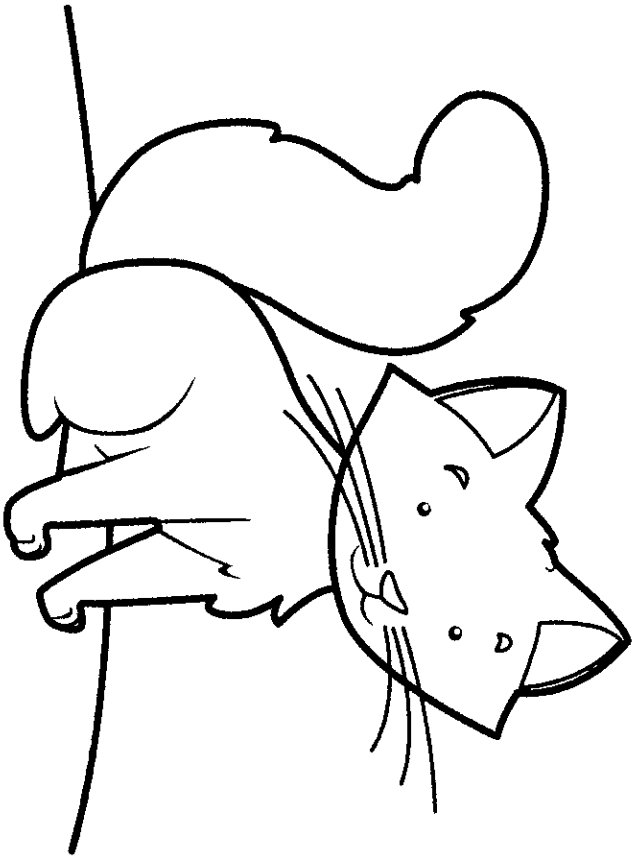


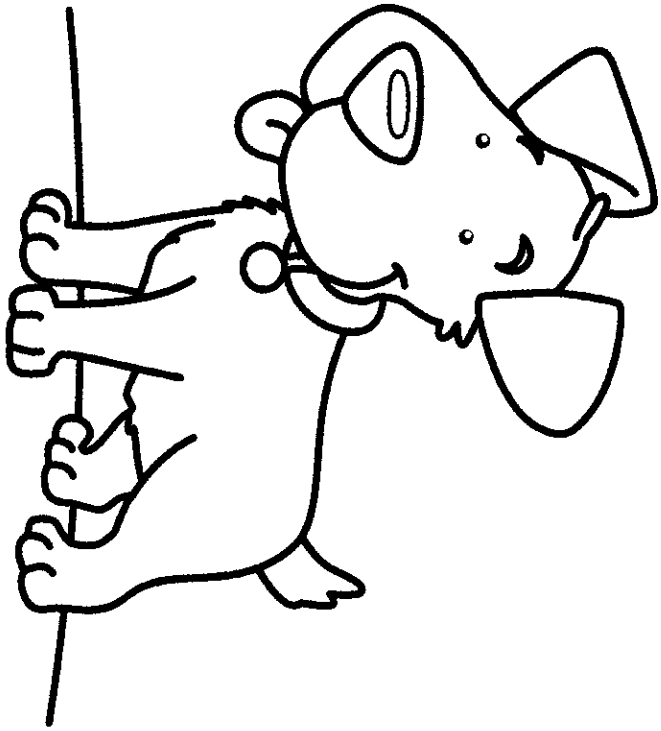


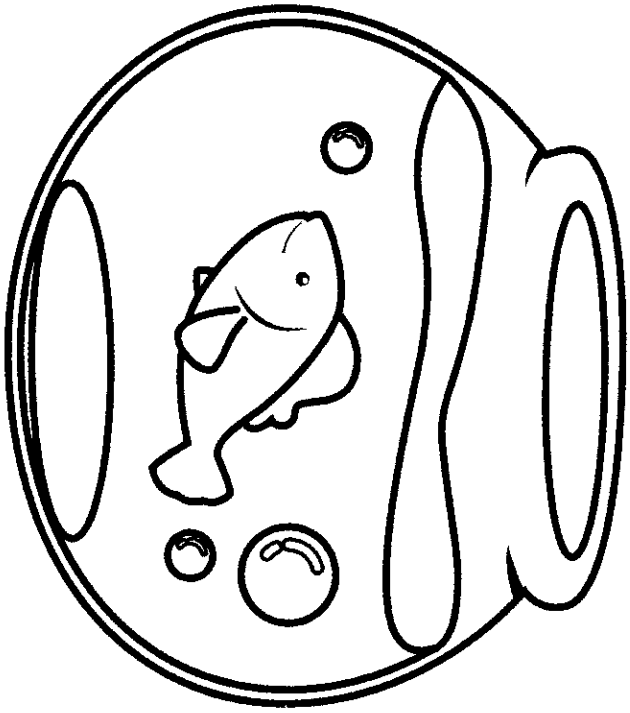


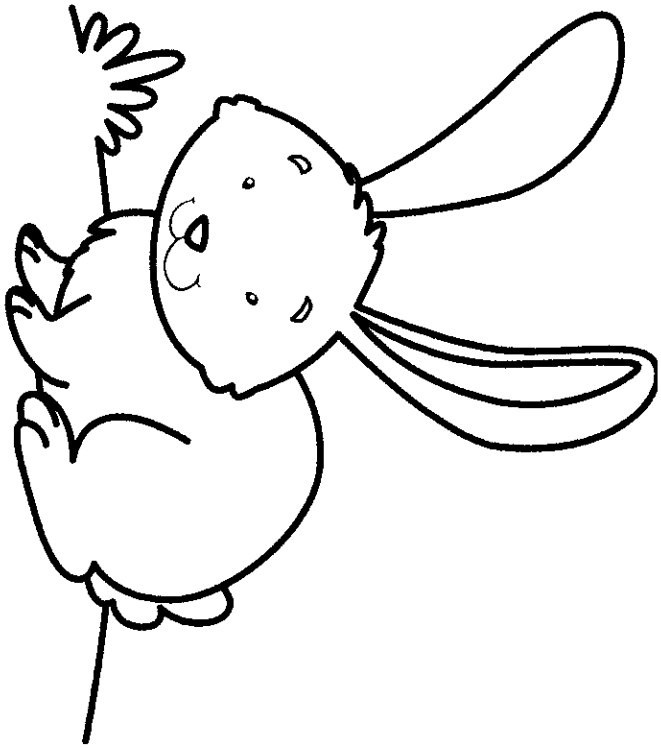




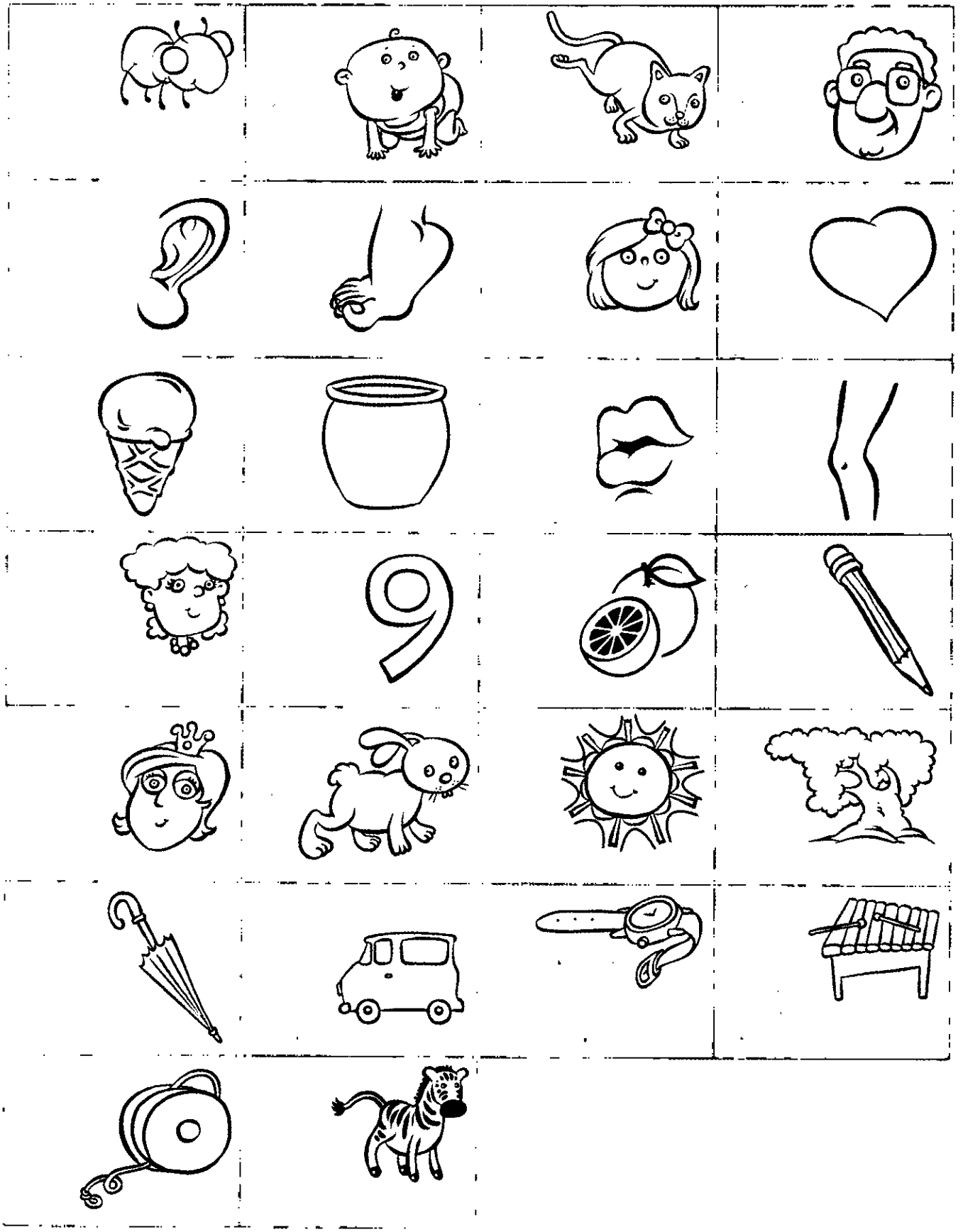


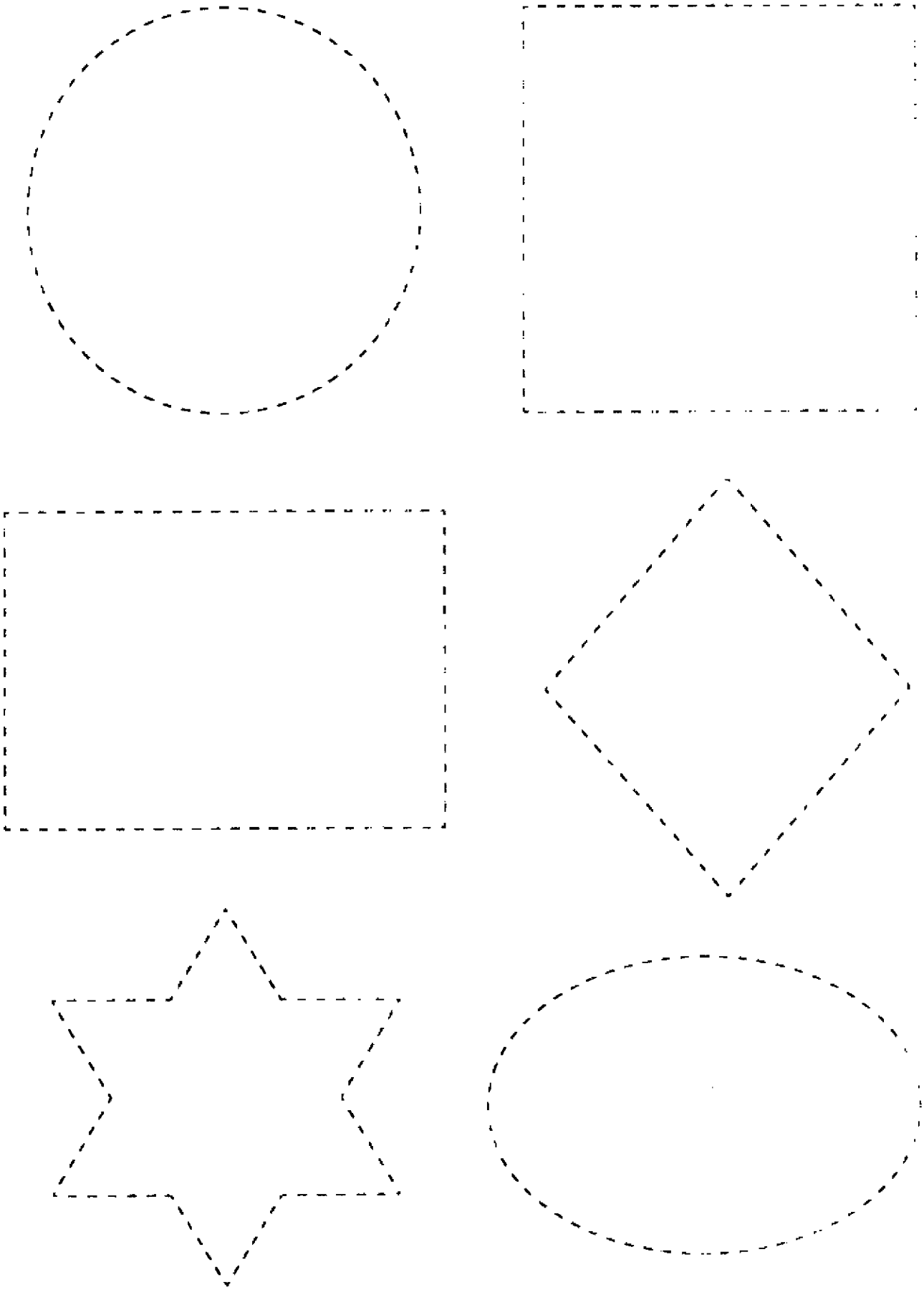


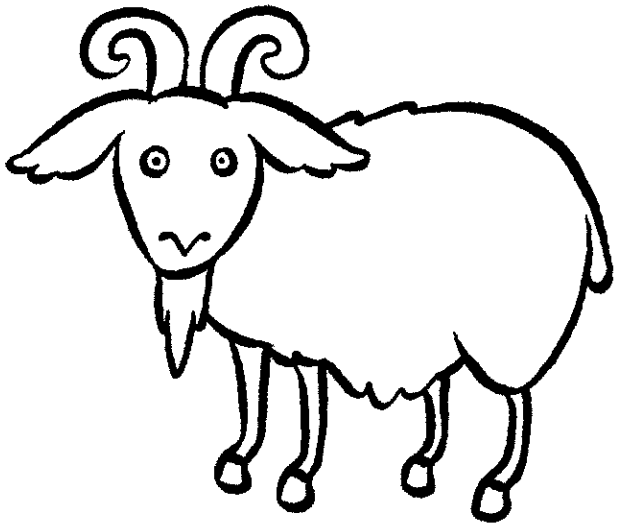


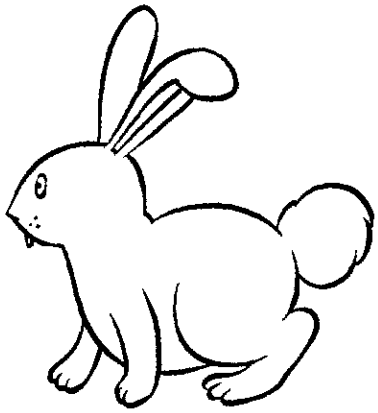


_____ **'s Lotto Board**









Calendar

Helpful Phrases

Expressions for Teachers

Class discussions
Are the statements right or wrong?
Ask questions.
Collect information about...
Compare the words with your partner.
Correct the mistakes.
Explain...
Make notes.
Swap with your partner.

Reading
Clap to the syllables.
What letter does the word start with?
What sound does the letter make?
Sound out the word.
Point to the title.
Point to the pictures.
Tell me what you think the text is about.
Color the picture.

Writing
Trace the letter.
Trace the word.
Copy the word.
Complete the sentences.
Copy the chart.

Listening
Listen and repeat.
Put your hand up when you hear the answers.
Listen for the key words.
Listen again and check your answers.

General
Get into pairs.
Get into groups.
Share your answers with the class.
Quickly compare your answers with a classmate.
Compare answers with the whole class.
Stand up.
Sit down.
Raise your hand.
No talking.
Clean up.
Line up.

Expressions for Students

Asking for permission
Can/May I come in?
Can/May I go to the bathroom?
Can/May I sharpen my pencil?
Can/May I throw away my trash?
Can/May I go to the office?

Asking for help
I don't understand.
I'm having problems with this.
What do we do?
Could you repeat the instructions, please?
How do you pronounce it?
What does ... mean?
How do you say ... in English?
Can you help me with this, please?

Checking answers
What did you put for number 1?
I don't think that's right.
That sounds/looks fine.
You need to make one or two changes.
Is this all right?

Role-plays
What do we have to do?
Do you want to start?
Which role do you want?

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