

TEACHER'S GUIDE

Think!

in English



Hilda Curwen

2

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 que realizan el Gobierno de la República y los gobiernos estatales para que con su ayuda se garantice que los alumnos(as) que cursan la asignatura de Lengua Extranjera. Inglés, cuenten con materiales educativos para apoyar su aprendizaje, y con ello ser usuarios de la lengua inglesa.

Los materiales educativos que forman parte del Programa Nacional de Inglés (PRONI) se ofrecen a la comunidad escolar para apoyar su trabajo cotidiano en el aula, de tal manera que sea posible la familiarización, el contacto y el dominio del Inglés como lengua extranjera, tanto para usted como para sus estudiantes en la escuela.

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

Le deseamos éxito.

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TEACHER'S GUIDE

1. The first part of the lesson is a review of the previous lesson. The teacher should ask the students to recall the main points of the previous lesson. This can be done by asking them to write a short paragraph or to discuss the main points in a group.

2. The second part of the lesson is a new activity. The teacher should explain the activity to the students and then let them work in groups. The teacher should monitor the groups and provide help where needed.

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Think! in English 2

Teacher's Guide

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Introduction

The 18 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 18 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 18 combines the social practices of language with a communicative 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 18 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 18 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 18 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 18** 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 photocopyable written assessment and instructions for oral evaluations related to the learning outcomes of each unit can be found at the end of the book.



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For the Teacher

The **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.



This is the computer room. The children like the computers a lot. They have to be very careful with the computers.



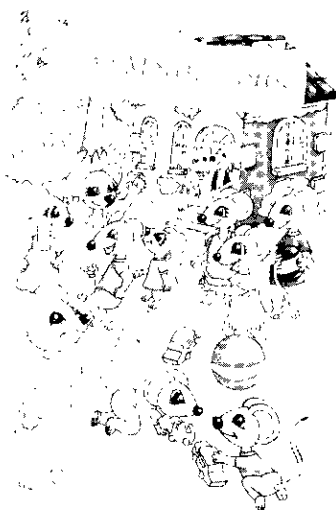
From north to south, they are Canada, the United States of America, and Mexico. The largest country is Canada.



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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.



My name is Milton, and I'm a mouse. I live with my family, in a small house.

22



But, Thumbelina misses Kind Old Lady. She wants to go home. She cries every night. She is sad. One day, Thumbelina meets Bird.

46

For the Teacher

Teacher's Guide

The **Th k** 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 <i>Fact Book</i> and <i>Story Book</i> , 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.

A complete lesson plan for each class offers warm-up activities, classroom instruction activities, including specific instructions for the *Activity Book* pages, and warm-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.

Learning Outcomes

- 1.1...
- 1.2...
- 1.3...
- 1.4...
- 1.5...
- 1.6...
- 1.7...
- 1.8...
- 1.9...
- 1.10...
- 1.11...
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- 1.14...
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- 1.22...
- 1.23...
- 1.24...
- 1.25...
- 1.26...
- 1.27...
- 1.28...
- 1.29...
- 1.30...

Teaching Guidelines

Assessment/Reconstrucción

Week	Evidence	Evaluation Instrument
1
2
3

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.

Listen and Think!

Teaching Guidelines:

Plan, Form and Language

Vocabulary

Materials

Look and Read

A Listen to the dialogue and number the pictures.

Read and number the responses.

Practice the dialogue.

Create: Make the Book!

I can... 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*.

Understand Think!

Learning Objectives
 Functions and Language
 Vocabulary
 Make a list
 Look and Read
 A Listen to the dialogue and number the pictures.
 B Read and number the responses.
 C Practice the dialogue.
 D Listen to the dialogue and number the pictures.
 E Practice the dialogue.
 F Listen to the dialogue and number the pictures.
 G Read and number the responses.

Understand Think!

A Listen to the dialogue and number the pictures.
 B Read and number the responses.
 C Practice the dialogue.
 D Listen to the dialogue and number the pictures.
 E Practice the dialogue.
 F Listen to the dialogue and number the pictures.
 G Read and number the responses.

Understand Think!

Learning Objectives
 Functions and Language
 Vocabulary
 Materials
 Draw and Guess
 Cut and match
 Name Memory Cards
 Matching Assessment
 Complete the chart
 Match and draw



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 relevant 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*:

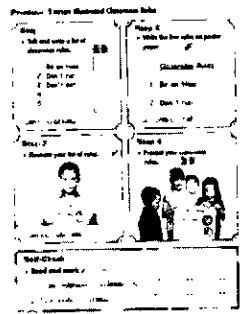
- 10 photocopiable *Assessments* with *Instructions* and *Answer Keys*.
- photocopiable *Templates* to aid with class preparation.
- an English–English *Glossary*.
- a list of *Helpful Phrases* for classroom management.
- a *Bibliography* of reference books, suggested books, and websites.

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*.

Understand Think!

Thinking and Share
 Functions and Language
 Vocabulary
 Make a list and Enter Sentences
 School Maps
 Produce a Class Illustrated Classroom Map
 Step 1
 Step 2
 Step 3
 Step 4
 Step 5
 Step 6
 Step 7
 Step 8
 Step 9
 Step 10



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.

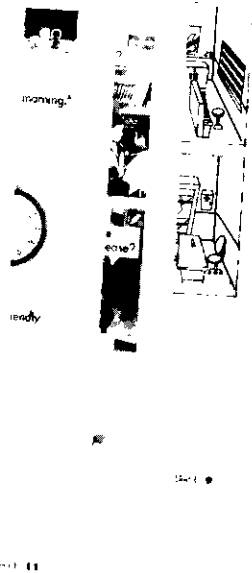
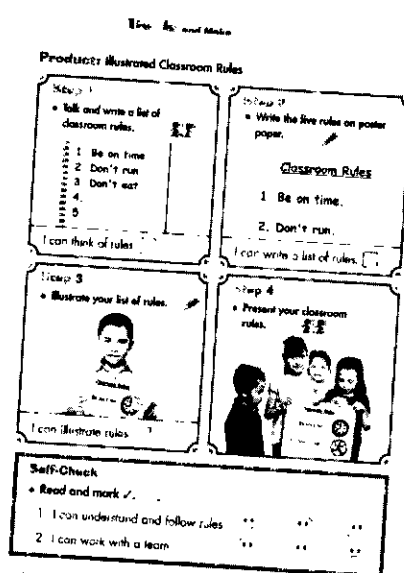
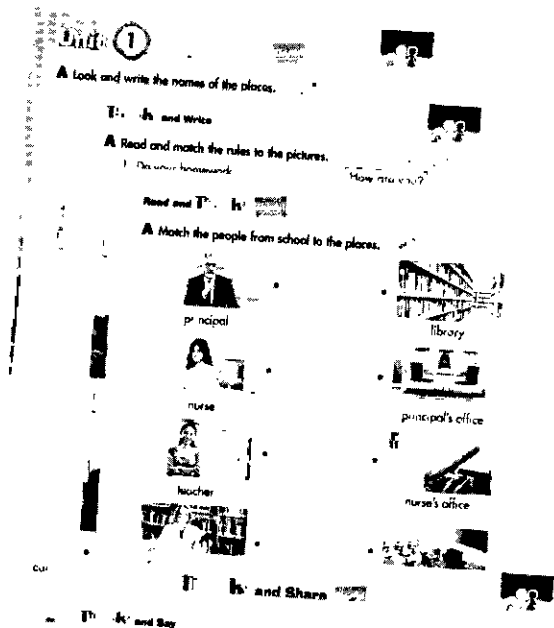
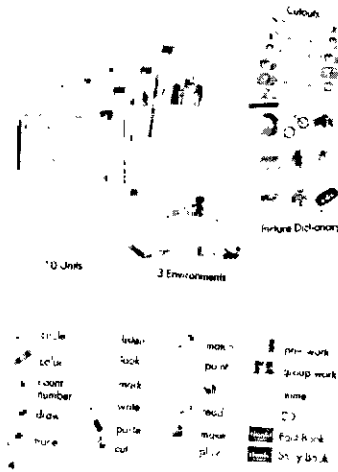
The *Think and Make* page provides necessary input that allows students to create a product to consolidate and represent what was learned in each Unit.

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.



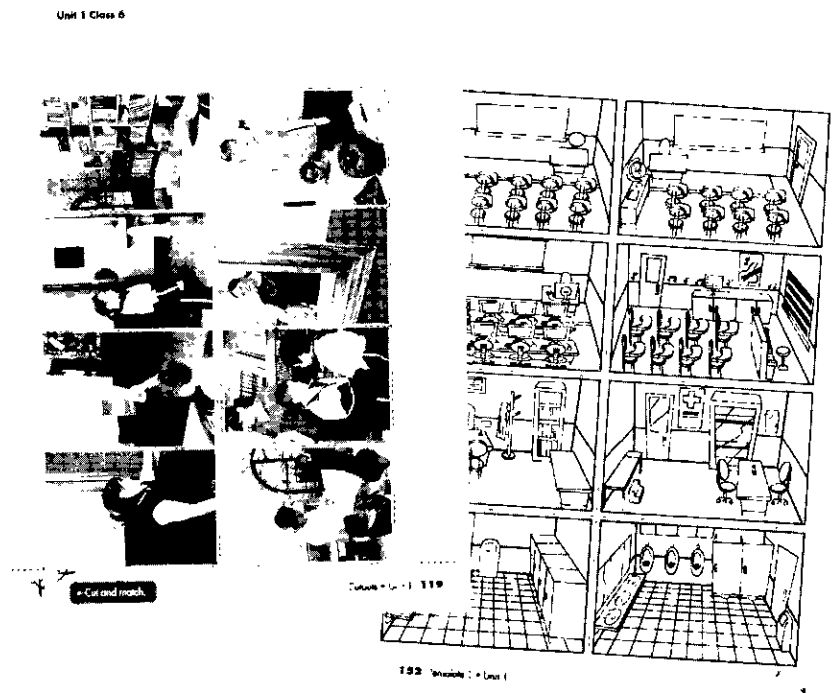
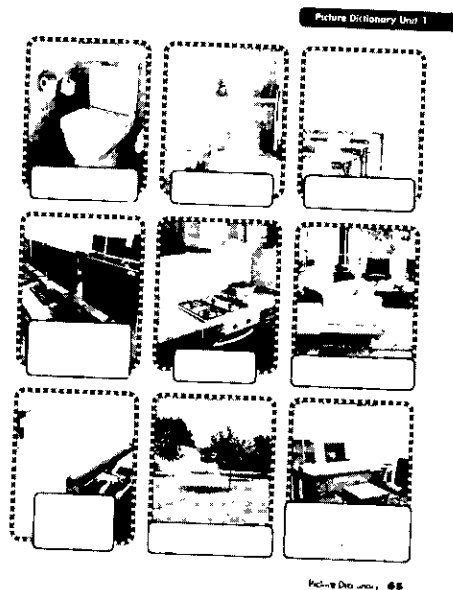
Simple pictograms help students to understand directions and facilitate classroom management and student autonomy.

	circle		listen		match		pair work
	color		look		point		group work
	count number		mark		tell		mime
	draw		write		read		CD
	trace		paste		make		Fact Book
			cut		play		Story Book

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

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

Classes Functions and Language

Vocabulary

- Showing courtesy: *Hello. Good morning.*
 Naming places at school: *What is it? It's a bathroom. This is the classroom.*
 1-3 Naming people and places at school: *Who is this? This is the teacher. Where is he? He's in the principal's office.*
 Naming school rules: *Don't run on the stairs.*

bathroom, cafeteria, classroom, computer room, librarian, library, music room, nurse, nurse's office, playground, principal, principal's office, teacher

- Naming people and places at school: *Who is this? This is a teacher. Where is she? She's in the classroom.*
 4-6 Using expressions of greeting, courtesy, and farewell: *Good morning. How are you? We're fine.*
 Asking for and giving permission: *May I go to the bathroom? Yes, you may.*

bathroom, bye, boy, classroom, come, fine, goodbye, hello, hurt, nurse, office, sandwich, stomach, teacher, thank you, water

- Using expressions of greeting, courtesy, and farewell: *Hello. Goodbye. How are you? Fine, thank you.*
 7-9 Asking for and giving permission: *Can I go to the bathroom, please? Yes, you can.*

arrive, bathroom, cafeteria, classroom, everyone, goodbye, good morning, hello, house, school, sun, tomorrow

Unit 2 Family and Community

page 25

2 Social practice: Produce signs for public spaces

Classes Functions and Language

Vocabulary

- Identifying and understanding public signs: *This is the emergency exit. Don't run here.*
 1-3 Describing public signs: *What color is the arrow? Blue.*

animal, arrow, canteen, carefully, cheeky, climb, entrance, feed, fence, glass, keep, monkey, no, path, plant, protect, ramp, restroom, run, sign, silhouette, smile, touch, walk, wheelchair, yes, zoo

- Interpreting text in signs to follow instructions: *What's this sign? Do not feed the animals.*
 4-6 Giving oral instructions for others to follow them: *Keep to the path. Don't run.*

animal, carefully, climb, crocodile, entrance, feed, fence, glass, monkey, keep, lion, path, penguin, plant, protect, ramp, restroom, run, seal, sign, silhouette, smile, snake, touch, walk, wheelchair

- Identifying and describing signs: *This is a signpost. It has more than one sign.*
 7-9 Writing instructions: *Don't climb fences.*

animal, arrow, carefully, cheeky, circle, climb, crocodile, entrance, feed, fence, glass, keep, lion, monkey, path, penguin, plant, protect, ramp, rectangle, restroom, run, seal, sign, silhouette, smile, snake, square, touch, triangle, walk, wheelchair, zoo

Scope and Sequence

Unit 3 Family and Community
Social practice: Exchange information on personal data

page 35

Classes Functions and Language

Vocabulary

Expressing preferences about hobbies and activities: *I like karate.*
Identifying and spelling key vocabulary for hobbies and activities: *Painting, scrapbook*
Categorizing hobbies and activities: *Where do we play soccer? In the sports center.*
1-3 Talking about the correct places for doing hobbies and activities: *Where do we play soccer? In the sports center.*

baseball, basketball, beach, children, collecting insects, collections, craft, cultural center, dancing, fishing, gymnastics, insects, karate, mountains, music, painting, pets, pictures, pool, rabbit, reading, scrapbook, sculpture, skating, snow, soccer, swimming, tennis, TV, videogames

Asking and answering about leisure activities: *What does Benny like to do? He likes singing and acting.*
4-6 Expressing likes and dislikes: *I like karate.*
Finding similarities and differences: *Two activities are on weekdays. One activity is on the weekend.*

acting, choir, drama, fishing, hobby, painting, sculpture, singing, skating, weekday, weekend; hobbies and leisure activities

Asking and answering about hobbies: *Do you like swimming? Yes, I do.*
7-9 Classifying activities into team or individual: *What activities are individual? Painting.*

blue, cold, collecting, hot, like, love, park, pool, red, swimming, swing, tennis, throw and catch game, tricycle, volleyball, zoo

Unit 4 Family and Community
Social practice: Understand and register information about locations in the community

page 45

Classes Functions and Language

Vocabulary

Identifying and describing location: *Where is this? Is it the city or the countryside? The city is big and noisy.*
1-3

airport, bank, building, city, countryside, cousin, fire station, hamburger, hospital, machine, mountain, police station, quiet, river, sign, splash, supermarket, taxi, town, uncle, van, woods

Describing places: *There are some trees.*
4-6 Identifying and describing location: *This is the countryside. There are some trees.*

animal, building, cinema, forest, hill, man-made, movie, natural, pool, ranch, river, school, theater, tree, wood

Describing where I live: *What is there in your area? There is a museum.*
7-9 Recognizing symbols: *Where is it? It's in the city.*
Describing locations: *What is there? There is a hospital.*

airport, animal, building, city, map, mountain, plan, school, town

Scope and Sequence

Unit Recreation and Literature

page 55

5 Social practice: Read rhymes and tales in verse

Classes Functions and Language

Vocabulary

- 1-3 Naming rooms at home: *What room is it? It's the bathroom.*
Identifying actions at home: *What does he do in the bedroom?*
He makes the bed.
Identifying where furniture belongs: *What goes in the bedroom?*
The bed.

bathroom, bed, bedroom, cook, fridge, kitchen, living room, make the bed, take a shower, sofa, sweep, yard, watch TV, yard

- 4-6 Identifying rhyme and verse: *We live in a house and everything is fine, except for a mouse that appears from time to time.*
Identifying words that rhyme: *Mouse rhymes with house.*

bed, box, cold, eat, floor, food, four, head, house, meat, mood, mouse, old, play, socks, today

- 7-9 Identifying words that rhyme: *I use the broom to clean the room.*
Cats eat rats. Snakes eat cake.

bed, broom, book, cake, cat, cook, dog, door, floor, room, frog, head, rat, snake

Unit Recreation and Literature

page 65

6 Social practice: Change verses in a children's poem

Classes Functions and Language

Vocabulary

- 1-3 Identifying and talking about toys and games: *What does she have? She has a doll.*
Participating in the reading aloud of a children's poem: *They have blocks and modeling clay. What do you have? I have some blocks. A bike and a rope are for outside.*

bike, blocks, brother, checkers, cousin, doll, games, inside, jump rope, modeling clay, outside, picture cards, play, rope, snakes and ladders, soccer ball, teddy bear, toys

- 4-6 Finding out the meaning of words in a picture dictionary and using them in sentences: *I have building blocks.*
Asking and answering about toys and games: *What game do you have? I have a doll.*

book, box, broken, game, inside, outside, scratch, soccer; toys and games

- 7-9 Participating in the reading aloud of a children's poem: *They have blocks and modeling clay. What do you have? I have some blocks. A bike and the jumping rope are for outside.*

bat, boy, cake, cat, clown, dog, frog, gown, hat, hen, lake, log, magic, mat, pen, pog, snake, ten, wave, wear

Scope and Sequence

Unit 7 Recreation and Literature
Social practice: Read stories to compare emotions

page 75

Classes Functions and Language

Vocabulary

- Identifying and describing characters: *Who is this? It's Thumbelina. She is sick. He is ugly.*
Retelling a text in the correct order: *Thumbelina has a home with Kind Old Lady.*
- 1-3 Identifying the parts of a book: *This is the front cover.*
Recognizing graphic and textual components: *This is Thumbelina. She is crying.*
Describing pictures: *Thumbelina gets up early.*
Retelling a story in order: *The beginning is Thumbelina with the Kind Old Lady.*
- 4-6 Comparing actions and emotions: *She looks sad.*
Asking and answering questions about feelings: *How do you feel? I feel scared. So do I.*
- 7-9 Completing sentences: *Thumbelina lives in a... lily pad.*
Comparing actions: *Run and walk.*
Using the language as a means to share information: *I like this card.*

bird, cereal, cook, cry, dinner, dish, drink, excited, fairy, fat, fish, flower, fly, food, get up, girl, happy, house, lady, land, lily pad, live, marry, milk, mouse, nutshell, old, pond, prince, sleep, sad, tiny, tired, toad, ugly, walk, wash, water

cake, come, eat, Grandma, happy, house, Little Red Riding Hood, meet, sad, scared, strange, surprised, Wolf, woodcutter

bed, big, girl, grandma, hide, house, old, scared, wolf, woodcutter

Unit 8 Formation and Academic
Social practice: Follow and give instructions for planting a plant

page 85

Classes Functions and Language

Vocabulary

- Reading aloud texts on experiments: *Put one bean in each pot.*
Giving and following instructions: *Put one bean in each pot.*
1-3 *Make notes about what you observe.*
Using sequencing words: *First, take out the four pots. Next, label the pots.*
- 4-6 Asking questions about experiments: *What materials do I need? How much water do I need?*
- 7-9 Identifying and completing names of materials: *How many shoeboxes do you need? You need one shoebox.*
Using imperatives and sequencing words: *First, cut a hole at one end of the box.*

add, bean, box, dark, finally, first, flower pot, label, light, marker, next, pebble, pen, pot, seed, soil, sticker, then, water, watering can

bubble, cup, dry, eye, giant, goggles, grass seed, hoop, pool, pop sock, soap, solution, speed, towel, trouble, wood shavings

bottom, card, cardboard, leave, plant, scissors, shoebox, square, tape, water

Scope and Sequence

Unit Formation and Academic

page 95

9 Social practice: Write questions for information on agricultural products

Classes Functions and Language

Asking and answering questions about food, animals, and natural products: *What are some animal products? Fish, milk. What is this? It's a cauliflower.*

1-3 Categorizing food products: *Is it an animal product, a vegetable, or a fruit? It's a vegetable.*

Talking about processes: *We milk the cows in the morning.*
Talking about natural products: *Where does milk come from? It comes from cows. This is corn. It is yellow. It is from Mexico. What is corn? Corn is a vegetable.*

4-6

Describing natural products: *This is corn. It is yellow. It is from Mexico.*

7-9 Asking and answering questions about natural products: *What color is it? It's red.*

Vocabulary

apple, bacon, big, blackberry, broccoli, butter, carrot, cauliflower, cheese, cherry, chicken, cow, egg, fish, fruit, ham, long, milk, pear, pig, pineapple, potato, raspberry, sausage, savory, seed, short, strawberry, sweet, trees, turnip, vegetable, watermelon, yogurt

bottle, box, clean, color, come, corn, cow, egg factory, farmer, grow, healthy, need, pasteurize, rain, size, sun, tank, tetra pack, truck; animals; food

animals; food; big, color, grow, long, savory, seed, short, size, sweet, tree, vegetable

Unit Formation and Academic

page 105

10 Social practice: Register information of a geography topic with graphic support

Classes Functions and Language

Identifying elements on a map: *This is the USA.*
Identifying cardinal points and places on a map: *Where is Canada? It's north of the USA.*

1-3

Identifying country of origin: *Where are you from? I am from Mexico.*

4-6 Identifying position of countries: *Mexico is north of the USA.*
Identifying language of origin: *Canadians speak English and French, too.*

7-9 Identifying facts about countries: *What is the population? 112 million.*

Vocabulary

beach, city, coat of arms, compass, country, eagle, east, English, flag, French, gulf, indigenous, Inuktitut, map, maple leaf, north, North America, ocean, pyramid ruin, ski, statue, snake, Spanish, south, west

archaeological, ruins, beach, Belize, Canada, country, Guatemala, language, map, Mexico, Mayan, rap, sunny, tourists

capital city, country, currency, dollar, million, Olympic Games, population, president, trivia



Environment: Family and Community

Communicative Activity: Exchanges associated with specific purposes

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

Final Product: Illustrated Classroom Rules

Learning Outcomes	Teaching Guidelines	Class
1. Revise exchanges of greetings, farewells, and polite expressions in short dialogues.	1.1 Detect participants and purpose in a dialogue.	1, 4, 5, 7
	1.2 Identify contextual features (place of interactions, time of the day, etc.).	1, 2, 3, 4, 5, 6
	1.3 Value attitudes of interlocutors and non-verbal language use.	1, 4, 5, 8
	1.4 Distinguish turns of participation.	1, 2, 6, 7, 8
	1.5 Anticipate greeting, farewell, and polite expressions, based on non-verbal language.	4, 5, 7
	1.6 Point at words used in greeting, farewell, and polite expressions.	4, 5
	1.7 Compare similarities and differences between words and expressions.	8, 9
2. Assume the role of a receiver and a sender to exchange greetings, farewells, and polite expressions.	2.1 Choose, with graphic support, greetings, polite expressions, and farewells according to intended audience and communication situations.	4, 5, 6, 7, 8
	2.2 Classify, with graphic support, words and expressions according to norms of courtesy.	7, 8, 9
	2.3 Contrast, with graphic support, words, expressions, and non-verbal language that meet norms of courtesy and those that do not.	7, 9
	2.4 Associate non-verbal language (gestures, visual contact, etc.) with words and expressions.	5, 7, 8
	2.5 Take turns to express and respond to greeting, farewell, and polite expressions (e.g., <i>Good afternoon. Hi. Thank you. You're welcome</i> , etc.).	1, 2, 4, 5, 6
3. Participate in the writing of classroom norms for coexistence.	3.1 Point at illustrated coexistence norms (for example: be willing to help, to appreciate efforts, to encourage participation, etc.) when listening to them.	6, 8, 9
	3.2 Associate illustrated norms of coexistence with words and expressions of politeness (for example: <i>Would you like...? Happy birthday. Well done! Have you got...? etc.</i>).	6, 8
	3.3 Dictate words and expressions to complete norms of coexistence.	3, 8
	3.4 Rewrite norms of coexistence.	7, 8
	3.5 Read norms of coexistence, with the help of the teacher.	3, 8
	3.6 Reach agreements that benefit the class.	8
	3.7 Respect norms of coexistence.	3, 9

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	List of expressions	Reading and Writing: Ideas	3
2	Drawings of rules	Speaking and Listening: Interaction	6
3	Illustrated classroom rules	Observation Card	7, 8, 9

Think! and Read

Teaching Guidelines: 1.1, 1.2, 1.3, 1.4

Functions and Language

Showing courtesy: *Hello. Good morning. My name is...*

Naming places at school: *What is it? It's a bathroom. This is the classroom.*

Vocabulary: *bathroom, cafeteria, classroom, computer room, library, music room, nurse's office, playground, principal's office*

Materials: *Fact Book 2, Activity Book 2, index cards (1 per student), marker pen*

Introduce Yourself

Introduce yourself to the class. Ask students their names and help them respond. Write their names on the index cards. Then greet the students and give them their name tags. Have the class greet each student along with you.

Make Descriptions

Draw a plan of your school on the board. Draw simple symbols to represent the different places. Point to and name the places on the plan, eliciting from the students the names of the different places.

Think and Predict

Display the cover of *Fact Book 2*. Point to the pictures and name the topics. Display the table of contents on page 1. Point to the first photo and read the title of the text: *Around School*.

Picture Read

Display page 2 of *Fact Book 2*. Picture read the text with the class. Point to and introduce people and key vocabulary on each page: *bathroom, principal's office, library, nurse's office, playground, hopscotch, jump rope, computer room, classroom*. Invite students to come up and point to the corresponding photographs on the page.

A Look and write the names of the places.

Have students open *Activity Book 2* to page 5. Have them identify the plan: *What is this? A plan of a school*. Read the words in the box and ask students to repeat them. Point to different places on the plan and ask students to identify them. Tell students to label the parts of the school plan with the words from the box.

Answers: (from top to bottom, left to right) bathroom, classroom, nurse's office, playground

1 Look and write the names of the places.

nurse's office playground bathroom classroom

I can identify places at school. 😊

Unit 1 5

Game: What's missing?

Draw a plan of the school on the board and label the rooms. Point to the places and ask the class to name them. Then have students close their eyes. Erase one of the rooms from the plan. Ask students to identify the missing room. Repeat the game erasing a different room. End the activity when there are no more rooms left to name.

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.

Listen and Think:

Teaching Guidelines: 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.5

Functions and Language

Naming people and places at school: *Who is this? This is a teacher. Where is she? She's in the classroom.*

Using expressions of greeting, courtesy, and farewell: *Good morning. How are you? We're fine.*

Vocabulary: *bye, classroom, fine, goodbye, hello, teacher, thank you*

Materials: *Fact Book 2, Activity Book 2, Class CD, soft ball*

Look and Read

Have students open *Fact Book 2* to page 2. Read the text aloud. Turn the pages and allow students to look at the text and the pictures. Encourage students to repeat the different greetings.

A Listen to the dialogue and number the pictures.

Have students open *Activity Book 2* to page 6. Point to the pictures and have students describe who they see and where the people are: *Who is this? This is a teacher. Where is she? She's in the classroom.* Play *Track 3*. Have students call out the numbers to verify their answers.

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

TRACK 3

NARRATOR: One.

MISS GARCÍA: Hello, children!

CHILDREN: Good morning, Miss García.

NARRATOR: Two.

TOM: I'm sorry I'm late. May I come in, please?

MISS GARCÍA: Hello, Tom! Yes, you may.

NARRATOR: Three.

PRINCIPAL: Hello, Sarah. How are you?

SARAH: Fine, thank you.

NARRATOR: Four.

SARAH: Bye, Tom!

TOM: See you later!

B Read and number the responses.

Read the sentences aloud. Have students repeat them after you. Read the first word on the left and ask, *What does hello go with?* Elicit the answer from the class: *Good morning.* Have students match the remaining phrases in both columns. Check answers as a class.

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

Listen and Think

A Listen to the dialogue and number the pictures.



B Read and number the responses.

- | | |
|---------------------------|------------------|
| 1. Hello. | See you later. |
| 2. May I come in, please? | Good morning |
| 3. How are you? | Yes, you may. |
| 4. Bye. | Fine, thank you. |

Practice the dialogue.

Unit 1

I can identify expressions.

Practice the dialogue.

Divide the class into pairs. Have students practice the dialogue. Then invite volunteers to role-play the dialogue for 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 complete the face accordingly.

Game: Toss the Ball

Have students stand in a circle. Join them in the circle. Say a greeting or a farewell: *Hello.* Toss the ball to a student and have him or her say the appropriate response: *Good morning.* Then have the student toss the ball to another student and have that student say another greeting or farewell. Have students continue playing until they have all participated.

Think! and Write

Teaching Guidelines: 1.1, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.4, 3.5

Functions and Language

Using expressions of greeting, courtesy, and farewell: *Hello. Goodbye. How are you? Fine, thank you.*

Asking for and giving permission: *Can I go to the bathroom, please? Yes, you can.*

Vocabulary: *bathroom, cafeteria, classroom, everyone, goodbye, hello, sun, tomorrow*

Materials: *Class CD, Activity Book 2, scrap paper, pencils*

Song: Good Morning

Play *Track 4* and act out the phrases in the song. Read the song aloud, line by line, and act out the phrases (e.g., move hands in a semicircle as a rising sun and wave when you greet). Have students repeat and imitate the actions. Play the track again and encourage students to sing along and act out the song.

TRACK 4

GOOD MORNING

Good morning,
Good morning,
Good morning, sun.
Hello, teacher.
Hi, everyone.

A Read and match the rules to the pictures.

Have students open *Activity Book 2* to page 7. Ask them to describe what they can see in the pictures. Read the rules out loud and echo read with the whole class. Make sure students understand the meaning of the rules (use body language if necessary). Divide the class into pairs. Have students match the rules to the corresponding scenes. Verify answers as a class.

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

• Complete the dialogues with the phrases from the box.

Invite students to read aloud the phrases in the box and the dialogues in activity A. Divide the class into pairs. Have them complete the dialogues in activity A with the correct phrases from the box. Complete the first dialogue with the whole class as an example. Read the first parts of the dialogue and have the whole class call out the

Think and Write

A Read and match the rules to the pictures.

1. Do your homework.
2. Keep your desk clean.
3. Be polite.
4. Ask for permission.

• Complete the dialogues with the phrases from the box.

Yes, it is. Yes, you may. Yes, teacher! Fine, thank you.

• Practice the dialogues.

Product Time Step 1
Go to page 12.

Unit 1 7

answers. Encourage students to read them with different intonations (quietly, loudly, slow, fast, etc.). Verify that their answers are correct. **Answers:** (from left to right, top to bottom) Yes, it is. Fine, thank you. Yes, teacher! Yes, you may.

• Practice the dialogues.

Divide the class into pairs. Have students practice the dialogue from activity A using the phrases in activity B. Then invite volunteers to role-play the dialogue for the class.

Product Time: Illustrated Classroom Rules (Step 1)

Have students open *Activity Book 2* to page 12. Point to the title of the product and read it: *Illustrated Classroom Rules*. Go through the different steps. Divide the class into groups. Have students open *Activity Book 2* to page 7 and use the rules from activity A as a model. Distribute paper. Have students brainstorm different classroom rules. Ask them to write their choices on the paper. Collect students' *List of Classroom Rules* for further use. Have students evaluate their work on Step 1 on page 12.

Read and Think:

Teaching Guidelines: 1.2, 1.4, 2.5

Functions and Language

Naming people and places at school: *Who is this? This is the teacher. It's the principal. Where is he? He's in the principal's office.*

Vocabulary: bathroom, classroom, computer room, librarian, library, nurse, nurse's office, playground, principal, principal's office, teacher

Materials: Fact Book 2, Activity Book 2, List of Classroom Rules (from Class 3), 7 index cards, marker

Preparation: Make Room Cards: Write the following words on the index cards: bathroom, principal's office, library, nurse's office, playground, computer room, and classroom.

Game: Hunt the Places

Place the Room Cards in different places around the classroom. Read the words aloud and have students repeat. Divide the class into four teams. Ask, *Where's the bathroom?* The first student to find the card wins a point for his or her team. Collect and store the Room Cards for further use.









Read the Text Aloud

Display Fact Book 2, page 2. Review the title: *Around School*. Read the text. Have students look at the next page and repeat. Ask questions after each page to check comprehension.

- Page 2: (Point to the children.) *Where are they? At school.*
- Page 3: (Point to the boy.) *Who is he? A new student.*
- Page 4: (Point to the girl.) *Why is she sorry? She is late to class.*
- Page 5: (Point to the picture.) *Where is this? The school bathroom.*
- Page 6: (Point to the principal.) *Who is he? The principal.*
- Page 7: (Point to the nurse.) *What does she do? She helps children who feel sick.*
- Page 8: (Point to the cafeteria.) *What can children do here? Buy food.*
- Page 9: (Point to the whole picture.) *What can children do in the playground? Play.*
- Page 10: (Point to the complete picture.) *What happens after lunch? Special activities.*
- Page 11: (Point to the computers.) *What are these? Computers.*

Read and Think

A Match the people from school to the places.

 principal	 library
 nurse	 principal's office
 teacher	 nurse's office
 librarian	 classroom

• Read the rules and write the person that say them.

1. Be on time.
2. Do your homework.
3. Bring the books back.
4. Take your medicine.

• Unit 1

Product Time Step 2
Go to page 12.

Page 12: (Point to the children.) *What do the children say to the teacher? Goodbye.*

A Match the people from school to the places.

Have students open Activity Book 2 to page 8. Point to the pictures and ask questions: *Who is this? The principal. Where is this? The principal's office.* Ask students to match the people to the places they work in. Monitor the activity. Then check the information.
Answers: nurse–nurse's office, teacher–classroom, librarian–library

• **Read the rules and write who would say them.**

Divide the class into pairs. Ask students to read the rules and write which of the people from activity A would say them. Check answers as a class.
Answers: 1. principal, 2. teacher, 3. librarian, 4. nurse

Product Time: Illustrated Classroom Rules (Step2)

Tell students they are going to continue to work on their products. Distribute List of Classroom Rules from Step 1. Have them open Activity Book 2 to page 12 and go over Step 2, using the model to help with comprehension. Tell them to look at the rules on page 8 as a model. Ask students to choose five rules from Step 1 and write them on construction paper. Store students' Five Classroom Rules for further use. Have them evaluate their work on Step 2 on page 12.

Think and Share

Teaching Guidelines: 1.2. 3.7

Functions and Language

Naming people and places at school: *This is the principal. He's in the principal's office.*

Naming school rules: *Don't run on the stairs. Run on the field. Be quiet in the classroom.*

Vocabulary: bathroom, classroom, computer room, librarian, library, nurse, nurse's office, playground, principal, principal's office, teacher

Materials: Class CD, Fact Book 2, white paper, colored pencils, glue, photocopies of *Template 1* from page 152 (1 per student)

Draw the Places

Divide the class into pairs. Distribute the white paper and colored pencils. Have students take turns drawing simple sketches of rooms from the school: *Draw the classroom. Draw the principal's office.* Encourage students to be creative and praise their efforts.

Listen to the Text

Display page 2 of *Fact Book 2*. Ask students what the title of the text is and have a student come up and point to it in the book: *Point to the title.* Play *Track 2* and turn the pages of *Fact Book 2*. Allow students to look at the pictures while they listen to the text. Play the track as many times as necessary.

TRACK 2 (See *Fact Book 2*, pages 2–12)

Observe and Think

Open *Fact Book 2* to page 2. Make statements and have students come up and point to the part of the picture that illustrates each statement: *This is the classroom. This girl is late for class.*

• **Listen and number the places in order.**

Have students open *Activity Book 2* to page 9. Name different rooms and have students point to them on the page. Play *Track 2*. Turn the pages of *Fact Book 2* and have students point to the corresponding rooms as they listen. Play the track again and have students number the pictures in the order they are mentioned.

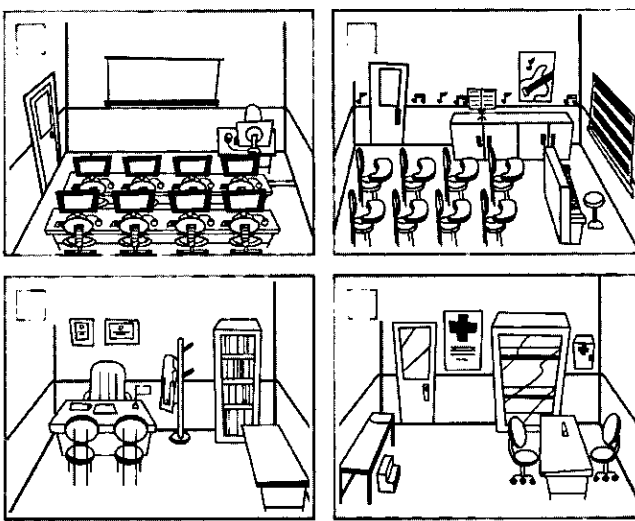
Answers: (from left to right, top to bottom) 1, 2, 3, 4

• **Draw the people in the pictures. Say where they are.**

Read the words in the box out loud. Have students look at the pictures in activity A and ask,

Think and Share 2


• Listen and number the places in order.



• Draw the people in the pictures. Say where they are.

nurse
boy
principal
girl

The boy is in the...



I can identify places. 😊

Unit 1

What room is best for the nurse? Four. Ask students to draw the corresponding person in every picture. Divide the class into pairs. Have students compare their drawings and say where the people are.

Make a School

Distribute photocopies of *Template 1*. Have students cut and mix the cards on their desks. Then have them put the plan of the school together in the correct order. Distribute paper and glue. Have students glue their plans to the paper. Write the names of the rooms from the plan on the board. Name the rooms from the board and have students point to the corresponding rooms on the plans. Display students' plans around the classroom.

Ongoing Assessment

You may use this activity to assess students' progress.

Observe whether students:

- Can write words correctly.
- Are able to use contextual clues.

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 complete the face accordingly.

Think! and Share

Teaching Guidelines: 2.5, 1.4, 2.1, 2.5, 3.1, 3.2

Functions and Language

Naming people and places at school: *Who is this? This is a teacher. Where is she? She's in the classroom.*

Asking for and giving permission: *May I go to the bathroom? Yes, you may.*

Vocabulary: *bathroom, boy, come, sandwich, water*

Materials: *Activity Book 2, scissors, colored pencils, glue, white paper, soft ball*

Draw and Guess

Slowly draw pictures line by line of some words presented in this unit. Encourage students to call out the words as soon as they know what they are. Write students' answers on the right side of the board. Repeat the activity several times until you have reviewed the most important vocabulary from the unit (parts of the school, school items, etc.). Echo read the words with the class.

- **Cut and match.**

Have students open *Activity Book 2* to page 119. Point to the picture halves and encourage students to describe what they can see: *This is a boy. This is the bathroom.* Ask students to cut out the pictures and put them on their desks. Have them match the corresponding picture halves.

Game: Memory Cards

Divide the class into pairs. Have students turn all their picture halves over facing down on the desk and mix them up. Have them take turns turning over two pieces of paper to find a complete picture at a time. Explain to students that when they find two matching halves they must formulate a polite request related to the scene on the cards. Have students play the game until they have found all the matching cards.

Match and Glue

Ask students to take back their picture halves and put them together correctly. Distribute white paper. Have students glue the picture halves together on their paper. Walk around the classroom and ask questions about the pictures while students work: *Who is this? This is a girl.*



Where is this? It's the cafeteria. What does she have? She has a sandwich. Encourage students to present their final work to the rest of the class.

Ongoing Assessment

You may use this activity to assess students' progress.

Observe students':

- Repertoire of words for asking for and giving permission.
- Participation in a communicative situation.

Game: Toss the Ball

Have students stand in a circle. Join them in the circle. Ask for permission to do something at school: *May I go to the bathroom?* Toss the ball to a student and have him or her say the appropriate response: *Yes, you may.* Then have the student toss the ball to another student and have that student ask another question. Have students continue playing until all have said at least one greeting, courtesy, or farewell expression. Remind students of the importance of showing interest and respect for their own effort and their partners' when using English at all times.

Think! and Say

Teaching Guidelines: 1.1, 1.2, 1.3, 1.5, 2.1, 2.4, 2.5

Functions and Language

Asking for and giving permission: *May I go to the bathroom? Yes, you may.*

Naming people and places at school: *Who is this? This is a teacher. Where is she? She's in the classroom.*

Vocabulary: *bathroom, come, hurt, nurse, office, sandwich, stomach, water*

Materials: *Activity Book 2, Fact Book 2, Class CD, illustrated bilingual dictionaries*

Preparation: Make 4 sets of 8 strips of paper each. Make *Question Sets* by writing on each strip one of the following questions or answers: *May I go to the bathroom? Yes, you may. May I come in, please? Yes, you may. Can I have a sandwich, please? Yes, you can. Can I have some water, please? Yes, you can.*

Act Out and Answer

Open *Fact Book 2* to page 7. Point to the girl and say, *She feels sick. Her stomach hurts.* Pick a student at random and ask him or her, *(Roberto), can I go to the nurse's office, please?* Let the student answer the question. Repeat the activity using other examples and picking other students.

A Read and write the missing words.

Have students open *Activity Book 2* to page 10. Read the words in the box out loud and elicit their meanings. Point to the pictures and have students identify where the children are: *Where is she?*

She's in the classroom. Have students complete the sentences with the correct words from the box.

Invite different students to read their answers out loud. Check their answers with the whole class.

Answers: (from left to right, top to bottom) come, bathroom, sandwich, water

Look and Say

Write the complete questions from activity A on the board. Ask students to identify which words we use to ask for permission: *may* and *can*. Circle them in the questions on the board and explain to students that they mean the same thing. Echo read the questions with the whole class.

Think! and Say**A Read and write the missing words.**

bathroom come water sandwich

**B Ask and give permission.**

10 Unit 1

B Ask for and give permission.

Erase the questions from the board. Draw a set of prompts on the board: signs representing a bathroom, a bottle of water, a sandwich, etc. Divide the class into pairs. Have students practice asking for and giving permission using the prompts. Monitor the activity.

Read and Match

Divide the class into four groups. Distribute a set of *Question Sets* to each group (see *Preparation*). Have them match the questions and answers. Select students at random from different groups and have them read out their answers. Verify their answers with the rest of the class. Collect and store the *Questions Sets* for further use.

Listen and Point

Encourage students to point out and ask the meaning of the words they do not understand. Instruct them to use an illustrated bilingual dictionary. Have students open *Activity Book 2* to page 85 of *Activity Book 2*. Call out the words in the *Picture Dictionary* (see *Teacher's Guide* page 142) and have students point to the corresponding pictures. Point to the pictures again and ask students to identify the rooms or places. Alternatively, display the images included in the *Class CD* and use them to review the vocabulary.

Think! and Make

Teaching Guidelines: 1.3, 1.4, 1.7, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

Functions and Language

Using expressions of greeting, courtesy, and farewell: *Hello. Goodbye. How are you? Fine, thank you.*

Asking for and giving permission: *Can I go to the bathroom, please? Yes, you can.*

Vocabulary: school, good morning, arrive, house

Materials: Activity Book 2, Five Classroom Rules (from Class 4), construction paper, markers, colored pencils

Song: Good Morning

Play Track 4 and demonstrate the phrases in the song. Read the song, line by line, and have students repeat and do the actions. Play the track again. Encourage them to join in with the actions.

TRACK 4 (See Class 7.)

Rules in Schools

Divide the class into groups. Ask them to brainstorm as many places around school as they can remember. Then have them write a list of rules for the different places. Have the groups share their ideas with the rest of the class.

A Match the rules to the pictures.

Have students open Activity Book 2 to page 11. Point to the pictures and have students describe what they can see: *This is a clock. This is a...* Then echo read the expressions. Make sure students understand the meaning of the words, using body language if necessary. Ask them to match the expressions to the corresponding pictures. Elicit the answers from individual students. Verify them with the whole class.

Answers: (from left to right) Say "Good morning." Ask for permission. Be on time.




B Circle and draw.

Have students choose one of the expressions and circle it. Have them draw a scene that represents the meaning of that expression. Monitor students' drawings and ask them questions about their drawings: *What expression is it? Be polite. What is this? It's the classroom. Who is this? This is a student.*

Think and Make


A Match the rules to the pictures. ✎ ✎

Ask for permission.
Be on time.
Say "Good morning."

B Circle and draw. ✎ ✎

1. Be polite.
2. Say "Good-bye."
3. Be friendly.

• Talk about your picture.


Product Time Step 3
 Go to page 12.

Unit 1 11

• Talk about your picture.

Divide the class into groups. Have students compare their pictures and ask each other questions about them.

Product Time: Illustrated Classroom Rules (Step 3)

Tell students they are going to continue to work on their products. Distribute students' Five Classroom Rules from Step 2. Have them open the Activity Book 2 to page 12 and go over Step 3, using the model to help with comprehension. Have students look at activity B on page 11 as a model. Ask them to draw pictures that represent the five rules they wrote. Store the Illustrated Classroom Rules for further use. Have students evaluate their work on Step 3 on page 12.

Think! and Share

Teaching Guidelines: 1.7, 2.2, 2.3, 3.1, 3.7

Functions and Language

Using expressions of greeting, courtesy, and farewell: *Hello. Goodbye. How are you? Fine, thank you.*

Asking for and giving permission: *Can I go to the bathroom, please? Yes, you can.*

Vocabulary: arrive, good morning, house, school

Materials: Class CD, Room Cards (from Class 4), *Illustrated Classroom Rules* (from Class 8), crayons or colored pencils

Make True and False Sentences

Say true and false sentences about places, people, and rules at school: *Arrive late to school. Be polite to classmates.* Have the whole class raise their thumbs if the sentences are true and put thumbs down if they are false. Repeat the activity several times using different sentences. Make sure all the students participate in the activity.

School Rules

Divide the class into two teams. Invite one student from each team to the front. Choose a random *Room Card*. Show them the card. The first student to name the place and say a polite request related to it wins a point for his or her team: *Bathroom. May I go to the bathroom?* Make sure all the students play at least once. The team with the most points wins.


Product Time: Illustrated Classroom Rules (Step 4)

Tell students they are going to present their products. Have them open *Activity Book 2* to page 12 and go over Step 4, using the picture to help with comprehension. Distribute the *Illustrated Classroom Rules* from Step 3. Have groups present their rules to their classmates. Encourage students to show interest and respect for their own effort and their partners' when using English. Put the rules on display around the classroom. Use the *Suggested Evaluation Instrument* template on page 127 of the *Teacher's Guide* to evaluate students' participation and progress.

Product Time: Illustrated Classroom Rules

Step 1

- Talk and write a list of classroom rules.



- Be on time.
- Don't run.
- Don't eat.
-
-

I can think of rules.

Step 2

- Write the five rules on poster paper.


Classroom Rules

- Be on time.
- Don't run.

I can write a list of rules.

Step 3


- Illustrate your list of rules.



I can illustrate rules.

Step 4

- Present your classroom rules.



Self-Check

- Read and mark ✓ / ✗ / ?

- I can understand and follow rules. 😊 😐 😞
- I can work with a team. 😊 😐 😞

12 Unit 1

Self-Check

Have students open *Activity Book 2* to page 12. 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 them they are going to evaluate their work on the product. Explain what 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 117. The *Answer Key* can be found on pages 115–116.

Unit 2 Read the Signs!



Environment: Family and Community

Communicative Activity: Exchanges associated with media

Social Practice: Produce signs for public spaces

Final Product: My School Signs

Learning Outcomes	Teaching Guidelines	Class
1. Analyze signs.	1.1 Discover purpose and intended audience of signs.	1, 3, 6, 9
	1.2 Clarify the meaning of a text based on images in signs and their location in public spaces.	1, 3, 5, 6, 7, 9
	1.3 Recognize, by their names, some of their features (e.g., colors, arrows, people silhouettes, etc.).	2, 3
2. Rehearse the oral expression of indications in signs.	2.1 Interpret text in signs to follow indications.	1, 2, 3, 4, 7, 8
	2.2 Use signs as models to create indications with the purpose of calling to action or inhibition of concrete actions (e.g., <i>Do not touch</i> , <i>Walk carefully</i> , <i>Protect the plants</i> , <i>Smile</i> , etc.).	2, 6, 7
	2.3 Give oral indications for others to follow.	5
3. Participate in the writing of indications.	3.1 Write indications based on a model.	4, 8
	3.2 Complete written indications.	2, 4, 8
	3.3 Compare the writing of indications with others.	4
	3.4 Point at specific words.	1, 2
	3.5 Revise the use of majuscules and minuscules.	8

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Texts for signs	Speaking and Listening: Interaction	3
2	Drawings or illustrations	Reading and Writing: Vocabulary Awareness	7
3	Own signs	Evaluation Rubric	7, 8, 9

Think and Read

Teaching Guidelines: 1.1, 1.2, 2.1, 3.4

Functions and Language

Identifying and understanding public signs:
This is the emergency exit. Don't run here.

Vocabulary: animal, canteen, carefully, cheeky, climb, entrance, feed, fence, glass, keep, monkey, no, path, plant, protect, ramp, restroom, run, sign, smile, touch, walk, wheelchair, yes, zoo

Materials: Story Book 2, Activity Book 2, pencils

Think and Predict

Display *Story Book 2*, page 1. Point to and read the name of the story in the table of contents: *What does it say?* Invite students to come to the front and point to the title of the story. Tell students they are going to read a story about a boy named Jason who goes to the zoo with his sister and grandpa.

Picture Read

Display *Story Book 2*, pages 2–11. Picture read the text with the class. Point to and introduce the key characters and vocabulary on each page: *Jason, sister, grandpa, zoo, animal, path, run, wheelchair ramp.* Invite students to point to the pictures: *Point to Jason. Point to Grandpa. Point to the animals. Point to the fence. Point to the sign.* etc.

A Read and mark the correct rules for the zoo.



Have students open *Activity Book 2* to page 13. Ask them to point to and name any signs they can remember from the story. Read the words for the signs while they point to the corresponding picture: *Don't run!* (Students point to the sign). Then ask students to mark the rules that are correct for a zoo. Review the answers by pointing to and reading the signs and asking them to say *Yes/No*.



Answers: (from left to right, top to bottom) unmarked, unmarked, marked, marked

B Read and match.

Ask students to point to the signs and say any they can remember from the story. Read the words to the left and explain they have to match them to the correct missing part on the right: *Walk carefully!* Then ask students to draw lines to match the parts of the signs. Review the answers

A. Read and mark the correct rules for the zoo.

 Climb the fence.
  Feed the animals.

 Don't touch the glass.
  Don't run!

B. Read and match.

Walk	Entrance
Do not	carefully!
Zoo	the plants
Protect	the path
Keep to	feed the animals!

I can understand signs. 😊

Unit 2 13

by saying the numbers and asking them to say the complete signs:

1. *Walk carefully!*

Answers: (from top to bottom) Walk–carefully! Do not–feed the animals! Zoo–Entrance, Protect–the plants. Keep to–the path.

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.

Signs

Take students for a walk around the school and ask them to point to signs and say what they mean: *This is the bathroom. This is the emergency exit. This is the cafeteria. This is a wheelchair ramp. Don't run here.*

Read and Think!

Teaching Guidelines: 1.2, 1.3

Functions and Language

Identifying and understanding public signs: *This is the emergency exit. Don't run here.*

Describing public signs: *What color is the arrow? White. What's it for? It's for the restroom.*

Vocabulary: animal, arrow, carefully, cheeky, climb, entrance, feed, fence, glass, keep, monkey, path, plant, protect, ramp, restroom, run, sign, silhouette, smile, touch, walk, wheelchair, zoo

Materials: Story Book 2, Activity Book 2, pencil, paper, colored pencils

Picture Dictionary

Have students open *Activity Book 2* to page 66. Call out the words in the *Picture Dictionary* (see *Teacher's Guide*, page 143). Have students point to the corresponding pictures and read the words aloud. Ask them to work in pairs and describe the signs: *What color is the arrow? White. What is the silhouette? It's a boy and a girl. What's it for? It's for the restroom.* You can use the images included in the *Class CD* to review vocabulary.

Read the Text Aloud

Display page 2 of *Story Book 2*. Review the title of the story by pointing to it: *What's the title of this story? What does it say?* Read the story out loud and turn the pages slowly. Check comprehension by pointing to pictures and asking questions.

Page 2: (Point to the family.) *Who are they? Jason, Grandpa, and the girl.*

Page 3: (Point to the entrance.) *Where are they? The zoo entrance.*

Page 4: (Point to the signs.) *What are the rules? Don't run. Keep to the path. Protect the plants.*

Page 5: (Point to the sign.) *Which animal is it? An elephant.*

Page 6: (Point to the sign.) *What sign is this? Do not feed the animals.*

Page 7: (Point to the signs.) *What signs are these? Walk carefully. Restrooms.*

Page 8: (Point to the crocodile.) *What animal is it? A crocodile.*

Page 9: (Point to the grandpa.) *What does Grandpa say? Don't touch the glass!*

Page 10: (Point to the monkeys.) *What animals are they? Monkeys.*

Page 11: (Point to the brother.) *What is he doing? Smiling.*

Read and Think!

A. Read and number.

penguin
seal
monkey
snake
giraffe
lion
elephant
crocodile

B. Complete the instructions.

touch way Protect

This Don't the plants.

14 Unit 2

A Read and number.

Have students open *Activity Book 2* to page 14. Point to the map of the zoo: *This is a map. It shows where the animals are.* Invite the class to name the animals that appear in the silhouettes. Allow students time to write the numbers. Monitor students' work.

Answers: (from left to right, top to bottom) 1 penguin, 5 giraffe, 6 lion, 2 seal, 7 elephant, 3, monkey, 4, snake, 8 crocodile

B Complete the instructions.

Point to the signs and invite the class to say the instructions they represent. Read the words in the box and explain they have to write them in the correct spaces. Review the answers by inviting some students to say the complete signs for the class.

Answers: (from left to right) This-way, Don't-touch, Protect-the plants

Product Time: My School Signs (Step 1)

Distribute paper and pencils. Have students open *Activity Book 2* to page 20. Point to the title of the product and go through the different steps. For Step 1, ask students to brainstorm ideas for their signs and write them on a sheet of paper. Tell them to look at the signs in activity B on page 14 and decide which signs they can use at school. Collect and store *Lists of School Signs* for further use. Have students evaluate their work on Step 1 on page 20.

Think! and Share

Teaching Guidelines: 1.2

Functions and Language

Identifying and understanding public signs:
Enter here; Exit here; Do not touch; Wheel chair ramp; Don't feed the animals; Keep to the path.

Vocabulary: *animal, carefully, climb, entrance, feed, fence, glass, keep, path, plant, protect, ramp, restroom, run, sign, smile, touch, walk, wheelchair.*

Materials: *Class CD, Story Book 2, Activity Book 2, construction paper, colored marker pens (per group of 4 students)*

Song: Good Morning

Play *Track 4* and demonstrate the phrases in the song. Read the song line by line and have students repeat and do the actions. Play the track again. Encourage students to join in with the actions.

👉 **TRACK 4** (See Unit 1, Class 3.)

Listen to the Text

Display *Story Book 2*, page 2. Ask students the title of the story and have a student come to the front and point to it. Play *Track 5* while turning the pages so students can see them while they listen. Play the track again, pausing after each page for students to repeat the sentences. Tell students to pay attention to pronunciation and intonation.

👉 **TRACK 5** (See *Story Book 2*, pages 2–11.)

Write what the signs mean.

Have students open *Activity Book 2* to page 15. Point to the picture and ask them to point to the entry sign. Then point to the example answer, read it aloud, and have students repeat after you. Tell students they have to write what the signs in the pictures mean. Walk around and monitor students' work, assisting when necessary.

Answers: (from left to right, top to bottom) Enter here; Exit here; Do not touch; Wheelchair ramp; Do not feed the animals; Keep to the path.

● **Point and ask what the signs mean.**

Divide the class into pairs. Have students take turns to point to the pictures and ask what the sign means: *What does it say? The sign says "do not feed the animals."* You might want to walk around the classroom to provide help with language and vocabulary if needed.

Think! and Share

Write what the signs mean.

enter here

Point and ask what the signs mean.

I can ask about signs. 🗣️

Unit 2 15

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 complete the face accordingly.

Consideration Poster

Divide the class into groups of four students. Have them use page 117 from *Activity Book 2* as reference and ask them to make a poster with five points for being considerate in the zoo. Distribute construction paper and colored marker pens. Walk around and monitor the activity. Ask groups to present their posters to the class and say the instructions for the signs: *Don't run! Protect the plants! Don't climb the fence! Walk carefully!*

Ongoing Assessment

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

- Ability to clarify meaning of text based on images in signs.
- Ability to recognize features in a sign.

Listen and Think!

Teaching Guidelines: 2.1, 3.1

Functions and Language

Interpreting text in signs to follow instructions:

What's this sign? Do not feed the animals.

Don't run!

Vocabulary: animal, carefully, climb, crocodile, entrance, feed, fence, glass, monkey, keep, lion, path, penguin, plant, protect, ramp, restroom, run, seal, sign, smile, snake, touch, walk, wheelchair

Materials: Activity Book 2, Class CD, 1 pencil

Song: Good Morning

Play *Track 4* and demonstrate the phrases in the song. Read the song line by line and have students repeat and do the actions. Play the track again. Encourage students to join in with the actions.

TRACK 4 (See Unit 1, Class 3.)

A Listen and number the pictures.

Have students open *Activity Book 2* to page 16.

Point to the signs in the scenes and say, *What's this sign? Do not feed the animals. Don't run!*

Explain that they will listen to Jason describing what he and his sister do at the zoo. Play *Track 6*.

Pause after each sentence and allow them time to number the corresponding scene. Play the track again and have students check their answers with a partner: *What number is it? One.*

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

TRACK 6

My brother, Jason, and I are going to the zoo with Grandpa.

There are lots of ways to go! Where can we go today?

There are lots of animals to see.

"Smile, monkey!" says Grandpa. Click!

B Order the words to write complete sentences.

Invite students to read the words. Explain that they must write them in the correct order. Allow them to work individually. Review answers with the whole class and invite some students to say the instructions on their own. Take out *Story Book 2* pages 2–11. Ask them to point to the signs and say what the instructions are: *Protect the plants! Don't climb the fence.* Encourage the rest of the class to mime actions to show they understand

Listen and Think

A Listen and number the pictures.

B Order the words to write complete sentences.

1. to / path! / Keep / the Keep to the path!
2. the / plants! / Protect
3. climb / fences! / Don't
4. glass. / touch / Do / the / not

16 Unit 2 I can follow instructions. 😊

the meaning of the instructions and to come up with some instructions of their own.

Answers: 1. Keep to the path! 2. Protect the plants! 3. Don't climb fences! 4. Do not touch the glass!

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 complete the face accordingly.

Spelling Game

Ask students to brainstorm words related to the zoo animals and signs. Write the words on the board. Read the words on the board and have students say the words, spell them, and repeat them: *Penguin, p-e-n-g-u-i-n, Penguin. Feed, F-e-e-d, Feed.*

Think! and Say

Teaching Guidelines: 1.1, 2.1, 2.2, 3.2

Functions and Language

Giving oral instructions for others to follow them: *Keep to the path. Don't run.*

Vocabulary: animal, carefully, climb, crocodile, entrance, feed, fence, glass, monkey, keep, lion, path, penguin, plant, protect, ramp, restroom, run, seal, sign, smile, snake, touch, walk, wheelchair

Materials: Story Book 2, Activity Book 2, soft music, pencil

Musical Mimes

Say some instructions from this unit for students to mime: *Walk carefully!* Play some soft music and have students walk around the classroom. Pause the music and say an instruction: *Climb! Run! Touch!* Ask students to mime it. Explain that the students who don't mime appropriately have to sit down. Indicate that the last student standing at the end of the game will be the winner.

A Read and draw the signs.

Have students open *Activity Book 2* to page 17. Point to the frames and explain they will draw signs. Ask them to read the words underneath in pairs: *Keep to the path. Don't run.* Encourage correct intonation and pronunciation. Allow students time to draw and color the signs. Walk around the class and check that they are working correctly.

Answers: Students should illustrate the signs.

● **Say and mime.**

Ask students to look at the picture and describe what they can see. Divide the class into pairs. Ask students to take turns saying instructions for their partner and miming them. Divide the class into groups of four. Have students take turns to give an instruction for the rest of the group to mime. Make sure all the students have one turn giving the instructions.

Think and Say

A Read and draw the signs.

Don't run.	Don't feed the animals.	Keep to the path.
Penguins	Walk carefully.	Exit

• Say and mime.

Walk carefully.

Unit 2 17

Game: Tic-tac-toe

Draw a tic-tac-toe-grid on the board. Divide the class into two teams. Have the teams take turns and choose a square on the grid. Explain that then they must say an instruction from the zoo. If they say the instruction correctly, they draw their symbol (X or O) on the square. Explain that the first team to win three squares in a row, vertically, horizontally, or diagonally, will win the game.

Think! and Share

Teaching Guidelines: 1.1, 2.2

Functions and Language

Giving oral instructions for others to follow them:
Do not feed the animals. Don't run!

Vocabulary: *animal, carefully, climb, crocodile, entrance, feed, fence, glass, monkey, keep, lion, path, penguin, plant, protect, ramp, restroom, run, seal, sign, silhouette, smile, snake, touch, walk, wheelchair*

Materials: *Story Book 2, Class CD, Activity Book 2, black construction paper (1 sheet per student), scissors, glue stick, crayons*

Animals at the Zoo

Display *Story Book 2*, pages 2–11. Point to the illustrations and have students retell the story. Ask, *What animals are there? There are crocodiles/lions/penguins/seals/snakes/monkeys.* Play *Track 5* 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 animals.

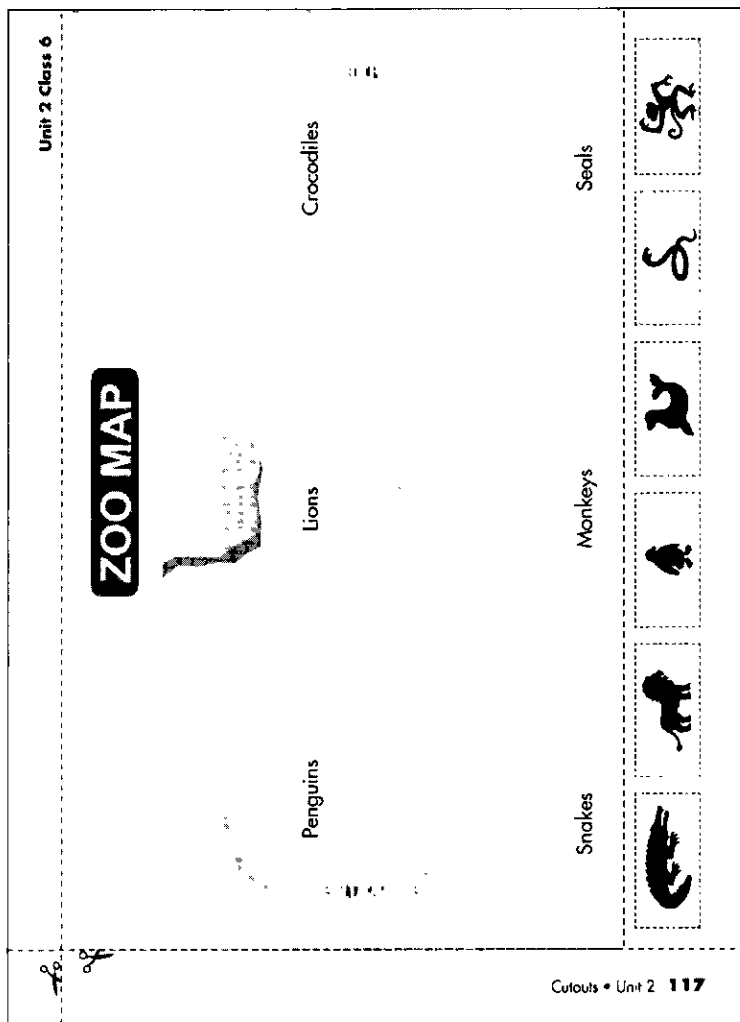
TRACK 5 (See *Story Book 2*, pages 2–11.)

● **Cut, glue, and color.**

Have students open *Activity Book 2* to page 117. Point to the map and say, *Look. This is a map of the zoo.* Name the animals on the signs below: *What animal is it? Crocodile. Lion. Penguin. Seal. Snake. Monkey.* Have students cut out the silhouette signs. Then have them place the signs on the correct parts of the map. Walk around and check that the silhouettes are in the correct position. Next, allow students to glue the signs onto the map and color it. Divide the class into pairs. Ask them to take turns asking and answering about the animals in the zoo.

Picture Dictionary

Have students open *Activity Book 2* to page 66. Have students work in pairs to trace the words with their fingers and to say them. Then have them take turns asking and answering about them: *What's this sign? Don't climb!* Alternatively, use the images included in the *Class CD* to review vocabulary.



Ongoing Assessment

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

- Ability to use signs as models to create their own instructions.
- Ability to give oral instructions for others to follow.

Song: Rules Rap

Tell students they are going to listen to a rap about rules. Play *Track 7* and have them listen and clap to the rhythm of the rap. Play the rap again and encourage students to sing along.

TRACK 7

Rules can be helpful,
 rules can be good.
 They help us behave
 the way we should.

We follow the rules
 and we don't do wrong.
 The world's a happier place
 when we all get along.

Think and Read

Teaching Guidelines: 1.3, 3.1, 3.2, 3.3

Functions and Language:

Identifying and describing signs: *This is a signpost. It has more than one sign. What color is this arrow? Brown.*

Writing instructions: *Don't climb fences.*

Vocabulary: animal, carefully, climb, crocodile, entrance, feed, fence, glass, monkey, keep, lion, path, penguin, plant, protect, ramp, restroom, run, seal, sign, smile, snake, touch, walk, wheelchair

Materials: Activity Book 2, Story Book 2, scrap paper (1 per student), pencil

Brainstorm Signs

Divide the class into small groups. Have them write down as many instructions from signs as they can remember from this unit. Review the instructions with the class and write them on one side of the board. The group with the most correct instructions wins. Leave the instructions on the board for reference throughout the class.

A Read, look, and match.

Have students open *Activity Book 2* to page 18. Point to the first signpost and review its use and features: *This is a signpost. It has a picture.* Point to the wheelchair. *It has words.* Point to the words *wheelchair ramp*. Then point to the places to the right and ask students to identify them. Finally, tell students to match the signs to the places. Check answers by pointing to the pictures in a book.

Answers: (from top to bottom) Don't climb, Walk carefully, Restroom, Wheelchair ramp

Ongoing Assessment

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

- Ability to write instructions based on a model.
- Ability to use drawings to clarify meaning.

Think and Read

Read, look, and match.



WALK



CAREFULLY



DON'T CLIMB









18 Unit 2

Product Time: My School Signs (Step 2)

Tell the class they are going to continue to work on their products. Distribute *Lists of Classroom Signs* from Step 1. Have students open *Activity Book 2* to page 19 and go over Step 2, using the model to help with comprehension. Encourage them to look at page 18 of *Activity Book 2* to see the other signs they can add to their lists: *Walk Carefully. Restroom.* etc. Have students read their lists and choose two words for their signs. Distribute scrap paper. Walk around and help students. Check they write with the correct spelling. Collect and store students' words for further use. Have students evaluate their work on Step 2 on page 20.

Think and Make

Teaching Guidelines: 3.2, 3.4, 3.5

Functions and Language

Identifying and describing signs: *Point to the sign. What does it say?*

Writing instructions: *Exit. Entrance.*

Vocabulary: animal, arrow, carefully, circle, climb, entrance, feed, fence, glass, keep, monkey, path, plant, protect, ramp, rectangle, restroom, run, sign, smile, square, triangle, touch, walk, wheelchair, zoo

Materials: Activity Book 2, Story Book 2, Class CD, pencil, eraser, ideas on scrap paper (from Class 7), large sheet of construction paper (1 per student)

Song: Rules Rap

Tell students they are going to listen to the rules rap again. Play *Track 7* and have students listen and clap to the rhythm of the song. Play the rap again, stopping after each stanza, and encourage students to sing along.

TRACK 7 (See Class 6.)

A Write what the signs mean.

Display page 5 of *Story Book 2*. Ask students to come up and identify signs: *Point to the sign. What does it say?* Have students find words with uppercase letters: *Which words are written in capital letters? Words at the beginning of instructions.* Have students open *Activity Book 2* to page 19. Point to signs for them to read aloud. Tell students to write what the signs mean, making sure they use capital letters at the beginning of each instruction. Walk around the classroom and make sure students write the signs correctly.

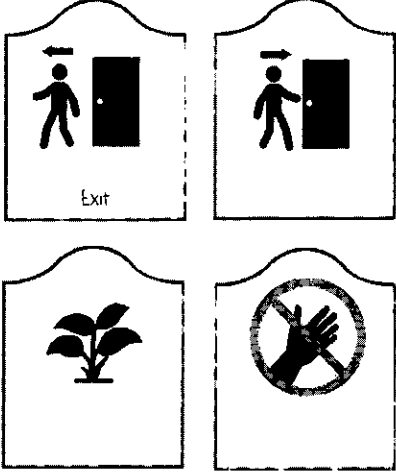
Answers: (from left to right, top to bottom) Exit; Enter; Protect the plants; Do not touch.

B Make your own signs.

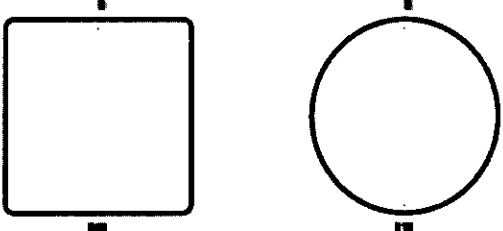
Point to the signs for students to name the shapes: *It's a circle. It's a square.* Brainstorm instructions that can go in the signs. Write the ideas on the right of the board. Ask students to complete the signs with a picture and with a written instruction. Walk around the classroom and check students' work.

T. Think and Make

A Write what the signs mean.



B Make your own signs.



Unit 2 19

Product Time: My School Signs (Step 3)

Tell the class they are going to continue to work on their products. Distribute the words on scrap paper from Step 2. Have students open *Activity Book 2* to page 19 and explain Step 3, using the model to help with comprehension. Distribute construction paper. Help students cut it into two rectangle shapes. Encourage them to draw the outline of the two signs; remind them they can use the shapes on page 19 of the *Activity Book 2* as a model for their own signs. Students will have to draw and color the signs they created for the two words that they chose in Step 2. Collect and store students' own signs for further use. Have students evaluate their work on Step 3 on page 20.

Think! and Share

Teaching Guidelines: 1.3, 3.3

Functions and Language

Identifying and describing signs: *This sign is a circle. It is red and white. It says Don't run!*

Writing instructions: *This sign says Penguins this way.*

Vocabulary: animal, carefully, circle, climb, crocodile, entrance, feed, fence, glass, monkey, keep, lion, path, penguin, plant, protect, ramp, rectangle, restroom, run, seal, sign, silhouette, smile, snake, square, triangle, touch, walk, wheelchair

Materials: Activity Book 2, Class CD, pencil, crayons, ideas from Class 7, signs on construction paper from Class 8

Think and Discuss


Discuss with the class why giving and following instructions at school is important. Encourage students to share their ideas and opinions about the importance of instructions at school. Write their ideas on the board.

Product Time: My School Signs (Step 4)

Tell the class they are going to finish and present their products. Distribute *Own 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 students to present their signs to their classmates using complete but simple sentences. Students will describe their signs and explain what they mean. Use the *Suggested Evaluation Instrument* template on page 128 to evaluate students' participation and progress.


Self-Check

Have students open *Activity Book* to page 20. 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 them they are going to evaluate their work on the product. Explain that the faces mean from left to right: *Very well*, *OK*, and *Need help*. Remind them that it is important to ask for help when needed. Have students color the faces that best describe them and agree on areas they might need help with.




Product Time: My School Signs

Step 1

- Write a list of school signs. 
- Don't run.
- .


I can identify signs.


Step 2

- Write more school signs on your list. 
- Don't run.
- Walk.

I can write commands.

Step 3



- Draw two signs from your list. 
- Don't run.





I can understand signs.

Step 4

- Show your signs and say what they mean.

Self-Check

- Read and mark  

1. I can make signs.	**	**	**
2. My work is complete.	**	**	**

20 Unit 2

Assessment

See page 118. The *Answer Key* can be found on pages 115–116.



Environment: Family and Community

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

Social Practice: Exchange information on personal data

Final Product: Graph of Hobbies

Learning Outcomes	Teaching Guidelines	Class
1. Review the writing of personal data and hobbies.	1.1 Identify their own and others personal data when listening (e.g., name, age, country, etc.).	5, 6, 9
	1.2 Spell proper names.	2
	1.3 Recognize the writing of names and graphics of numbers used to express ages.	5, 6
	1.4 Link a list of personal data with classmates.	5, 6
	1.5 Associate pictures of hobbies with a brief description.	1, 2, 3, 4, 7
	1.6 Clarify the meaning of words in an illustrated bilingual dictionary.	1, 5
2. Understand questions about personal data and hobbies.	2.1 Answer, with help, questions about personal data (e.g., <i>Is the boy playing soccer? Yes, he is./No, he isn't. Is this person reading? etc.</i>).	2, 3, 4, 5
	2.2 Recognize names of hobbies when listening to them.	1, 2, 3, 4, 5, 7, 8, 9
	2.3 Contrast differences between hobbies of their own and other cultures, with graphic support.	5, 6
	2.4 Answer, with monosyllables, questions about hobbies (e.g., <i>Do you like to walk? What sport do you play?</i>).	1, 2, 3, 4, 8
	2.5 Formulate, based on a model, questions about personal data (e.g., <i>What is your name? How old are you? Where do you live?</i>).	3, 4, 5
	2.6 Complete questions about personal data (e.g., <i>Who do you play with?</i>).	3, 5
3. Participate in the writing of questions.	3.1 Recognize composition of questions about hobbies and personal data.	3, 4
	3.2 Compare answers to questions about personal data and hobbies.	3, 5, 6
	3.3 Produce their own writing of personal data.	4, 5, 6
	3.4 Select and rewrite names of hobbies to ask and respond questions.	3, 6
	3.5 Write, based on a model, questions about hobbies.	8, 9
	3.6 Revise the writing of names and graphics of cardinal and ordinal numbers.	8, 9

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Survey	Speaking and Listening: Interaction	3
2	Table with the results of a survey	Reading and Writing: Ideas	6
3	Illustrated hobbies graphic	Questionnaire	7, 8, 9

Think! and Read

Teaching Guidelines: 1.5, 1.6, 2.2, 2.4

Functions and Language

Expressing preferences about hobbies and activities: *I like karate. I love soccer.*

Identifying and spelling key vocabulary for hobbies and activities: *Painting, scrapbook, collecting insects, singing.*

Vocabulary: *basketball, baseball, beach, children, collections, gymnastics, insects, karate, mountains, painting, pets, pictures, singing, soccer, swimming, TV, video games*

Materials: *Fact Book 2, Activity Book 2*

Think and Predict

Display *Fact Book 2*, page 13. Point to the title: *Free Time*. Explain what free time is. Point to the children and name the activities: *What do they like to do? They like to dance.* Invite students to infer the content of the unit: *Do you think this unit is about dancing? Do you think it is about hobbies? Which hobbies?* Write their suggestions on the board.

Picture Read

Display *Fact Book 2*, page 13. Picture read the text with the class. Point to and introduce key vocabulary. Have students repeat: *children, painting, singing, karate, soccer, basketball, baseball, swimming, gymnastics, collections, insects, pictures, TV, video games, pets, mountains, beach.* Name items from the story and have students come up and point to the illustrations.

A Read and draw.

Have students open *Activity Book 2* to page 21. Point to the pictures and have students describe them. Point to the symbols at the top of the page and ask, *Look at the heart. What does it mean? Love.* Ask students about their preferences: *Do you like karate?* Tell them to draw the corresponding symbol next to the activities depending on how they feel about them. Monitor the activity. Divide the class into pairs and have them compare their answers.

B Write the missing vowels.

Point to the pictures and elicit the names of the activities from students. Point to the words and explain that the vowels are missing. Have students complete them. Assist students if necessary.

Read and draw.

love like don't like

Write the missing vowels.

1. p nt ng
2. scr pb k ng
3. c ll ct ng ns cts
4. d nc ng

Write a list of hobbies you like.

I can name different activities. 😊

Unit 3 21

Invite some students to write the words on the board. Say and spell the words and have students repeat them. Encourage students to point out and ask the meaning of the words they do not understand. Instruct them to use an illustrated bilingual dictionary to help.
Answers: 1. painting, 2. scrapbooking, 3. collecting insects, 4. dancing

C Write a list of hobbies you like.

Brainstorm with students a list of activities they like. Write it on the board. Ask them to take out their notebooks and write their five favorite activities. Invite some students to share their preferences.

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.

Simon Says

Play *Simon says* with the class. Name different hobbies, sports, and interests for students to act out. Tell them only to do the actions preceded by the words *Simon says*. Students who follow actions not preceded by *Simon says* sit down. The last student standing wins.

Read and Think:

Teaching Guidelines: 1.2, 1.5, 2.1, 2.2, 2.4, 3.2

Functions and Language

Expressing preferences about hobbies and activities: *Jenny likes playing soccer. Sam does not like gymnastics.*

Categorizing hobbies and activities: *Where do we play soccer? In the sports center.*

Vocabulary: *beach, craft, cultural center, pool, rabbit, scrapbook, snow, swimming, TV*

Materials: *Fact Book 2, Activity Book 2*

Spell It

Elicit words about hobbies and activities. Write the words on the board. Divide the class into pairs. Have students take turns spelling the words. Leave the words on the board for further use.

Read the Text Aloud

Display *Fact Book 2*, page 13. Review the title: *What is the title of this text? Free Time.* Point to the pictures as you read the text. Ask questions to check comprehension.

Page 13: (Point to the girls.) *What do they like to do? Take music classes and dance classes.*

Page 14: (Point to the art class.) *Is the girl singing? No.*

Page 15: (Point to the children at the top.) *Are they playing soccer? No.*

Page 16: (Point to the sports at the top.) *What sports are these? Baseball, basketball, soccer.*

Page 17: (Point to the swimming pool.) *Are they swimming? Yes.*

Page 18: (Point to the girl.) *What does she like collecting? Insects.*

Page 19: (Point to the scrapbook.) *What is this? A scrapbook.*

Page 20: (Point to the picture at the bottom.) *What are they playing? Video games and board games.*

Page 21: (Point to the girl.) *What does she do? Take care of her rabbit.*

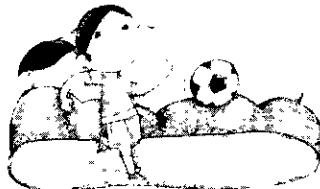

Page 22: (Point to the picture at the top.) *What is he doing? Skiing.*

A Circle the correct options.

Have students open *Activity Book 2* to page 22. Point to the pictures and ask, *What is she doing? Playing soccer.* Ask students to focus on the

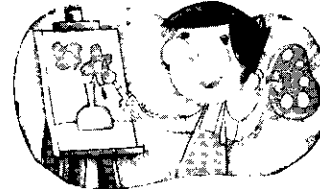
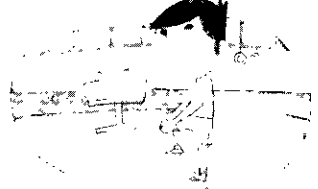
Read and Think

Circle the correct options.

1. Jenny / playing soccer.

2. Jenny / collecting insects.

3. Sam / painting.

4. Sam / gymnastics.

Write a leisure time activity you like in each column.

Cultural center	Sports center	At home

Talk about what you like.

22 Unit 3

characters' facial expressions to know if they like the activity or not. Read the instructions and have students circle the correct form of the verbs. Monitor students and help as necessary.

Answers: 2. does not like, 3. loves, 4. does not like

B Write a leisure time activity you like in each column.

Read the titles of the columns in the table and have students repeat. Ask students to write an activity they like in each column. Monitor and help with vocabulary and language as needed.

Possible Answers: *Cultural center:* painting, scrapbooking; *Sports center:* soccer, gymnastics; *At home:* collecting insects, TV

• Talk about what you like

Have students work in groups. Tell them to share the activities they like and why. Copy the chart on the board while students are working. Invite some students to write the words in the chart on the board. Encourage them to write activities their classmates like.

Do As I Say, Not What I Do

Ask students to stand up. Name a hobby from the key vocabulary, but act out another one. Explain they have to act out the activity you say, not the one you act. Tell them that if they make a mistake, they will sit down. The last student standing is the winner.

Think! and Share

Teaching Guidelines: 1.5, 2.1, 2.2, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3

Functions and Language

Expressing preferences about hobbies and activities: *I love music. I like karate.*

Talking about the correct places for doing hobbies and activities: *Where do we play soccer? In the sports center.*

Vocabulary: *basketball, collecting insects, dancing, fishing, karate, music, painting, reading, sculpture, singing, skating, soccer, swimming, tennis, TV*

Materials: *Fact Book 2, Activity Book 2, Class CD, scissors*

Missing Letters

Divide the class into teams of four. Write words from the key vocabulary on the board, but don't write the vowels. Ask students to copy the words in their notebook. Have them complete them. Allow students to flick through *Fact Book 2* pages 13–22 to help. Ask students to complete the words on the board. Have them say the words.

Listen to the Text

Display *Fact Book 2*, page 13. Ask students the title of the text. Play *Track 8*. Turn the pages of *Fact Book 2* slowly so that students can see the pictures while they are listening to the text.


📌 **TRACK 8** (See *Fact Book 2*, pages 13–22.)


Observe and Think



















Have students look at *Fact Book 2*, pages 13–22. Make simple statements and have students come up and point to the part of the picture that illustrates each statement: *She likes dancing. This is the art class. They like swimming.*

A Look, draw, and say.

Have students open *Activity Book 2* to page 23. Introduce the new vocabulary: *fishing, music, sculpture, and skating* using the pictures as reference. Divide the class into pairs. Have students point to and name some items: *What is it? It's a ball.* Ask students to choose which drawing make on the box depending on their preferences: *love, like, don't like.* Have pairs take turns to ask and answer questions to share their answers.

Think! and Share 

👁️ **Look, draw, and say.** 🗨️ 

 love	 like	 don't like
		
		
		
		
		

I can say what I like. 😊 Unit 3 23

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 complete the face accordingly.

Survey

Write the following questions on the board: *What's your name? How do you spell that? How old are you? Where are you from? What sport do you like? Where can you play? Who do you like to play with?* Read the questions aloud with the class. Explain that they are used to obtain information about hobbies and personal data. Have some students answer the questions aloud. Have students write the questions in their notebooks. Then have them walk around the classroom asking and answering questions. Remind them that it is important to always use their own and others' personal data with responsibility.

Ongoing Assessment

You may use this activity to assess students' progress.

Observe students':

- Ability to ask and answer questions.
- Ability to spell proper names.

Listen and Think!

Teaching Guidelines: 1.5, 2.1, 2.2, 2.5, 3.1

Functions and Language

Asking and answering about leisure activities:
What does Benny like to do? He likes singing and acting. What do you like doing after school? I like singing. Do you have any hobbies? Yes, I collect pogs.

Vocabulary: acting, choir, drama, hobby, pogs, singing, soccer, weekday, weekend

Materials: Activity Book 2, Class CD, soft ball or paper ball

Explosion Game

Divide the class into two teams. Throw a ball to a member of one team and say an activity or hobby. Explain that they have to say a sentence about that activity or hobby using *I love, I like, I do not like*. Have them throw the ball to someone in the other team. Tell the class if the student doesn't make a correct sentence, he or she has to sit down. Explain that the team with more standing students after ten minutes will win the game.

A Listen and color what Benny likes to do.

Have students open *Activity Book 2* to page 24. Ask them to look at the pictures and describe them. Explain the words *choir* and *drama club* by pointing to the relevant pictures. Play *Track 9* and ask the students to color the activities that Benny likes to do. Review answers with the class.

Answers: students should color theater, boy singing

Track 9

SARA: Hi there, Benny.

BENNY: Hello, Sara.

SARA: What do you like doing after school?

BENNY: I like singing. I am in the school choir.

SARA: Wow! I don't like singing.

BENNY: Do you have any hobbies, Sara?

SARA: I collect pogs. And I play soccer.

BENNY: When do you play soccer?

SARA: On the weekends. What do you do on the weekend, Benny?

BENNY: I go to a drama club. I like acting.

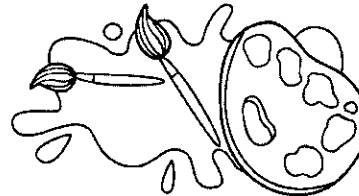
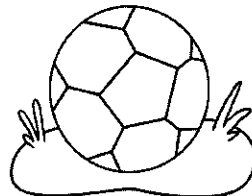
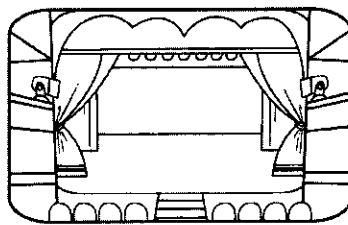
SARA: Really? That sounds fun!

• Listen again and match.

Ask some questions about the previous recording: *Does Benny sing in a choir? Does he sing at school?* Read the instruction and have students repeat the questions after you. Ask students to match the questions to the answers. Play *Track 9* once more.

Listen and Think!

A Listen and color what Benny likes to do.



B Listen again and match.

- | | |
|---|--------------------------|
| 1. What do you like doing after school? | Yes. I collect pogs. |
| 2. Do you have any hobbies? | __ I go to a drama club. |
| 3. When do you play soccer? | On the weekends. |
| 4. What do you do on the weekend? | __ I like singing. |

C Complete the chart with fun activities you like doing.

Days	Fun activities
Monday to Friday	
Weekends	

Check by reading the questions and having different students call out the answers. Have students take turns reading the questions and answers aloud.

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

B Complete the chart with fun activities you like doing.

Ask students to complete the chart. Monitor students' spelling and help where necessary. Divide the class into groups of three. Ask students to say their activities and find which 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. Have them complete the face accordingly.

Sing your Favorite Activities

Keep students in the same groups of three. Ask them to invent a song or chant with the activities they have in common. Have students write the song in their notebooks. Give them some useful phrases: *Monday to Friday we like..., But on the weekends we...* Tell students they can use a rhyme or tune they already know and just adapt the lyrics. Have groups sing and act out their songs to the class. Have all students sing the song they liked best.

Think! and Say

Teaching Guidelines: 1.1, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5

Functions and Language

Asking and answering about leisure activities:

What do you like doing after school?

Expressing likes and dislikes: *I like karate.*

Vocabulary: acting, choir, drama, hobby, pogs, singing, soccer, weekday, weekend

Materials: Activity Book 2, Fact Book 2, Class CD

Play 20 Questions

Think of a hobby from the unit. Ask students to make yes/no questions to guess which hobby you are thinking of: *Is it a sport? Do you do it at a cultural center? Can you do it at home? Do you use a ball? Can you do it at school?* Explain that you can only answer yes or no to each question. Tell them the first student to guess correctly comes to the front, chooses a new hobby, and answers the class's questions. Explain that after twenty questions, if no one guesses the answer, you'll say the hobby. Repeat the game five times.

A Look at the membership cards and answer the questions.

Have students open *Activity Book 2* to page 25. Point to the first membership card and ask a student to read it. Repeat the procedure with all the cards. Read the questions on the page aloud and ask students to write the answers. Monitor students' answers while they are working. Invite some individual students to write the answers on the board for the rest of the class to check.




Answers: 2. Tae kwon do, 3. Art

B Ask a friend.

Write the following words on the board: *Name, Age, Hobbies*. Have students come up with questions they can ask referring to these categories: *What's your name? How old are you? What hobbies do you have?* Invite some students to ask and answer the questions orally. Focus on intonation. Check pronunciation. Divide the class into pairs. Read the instruction. Have students ask the questions within their pairs and write the answers. Monitor students' production. Have pairs report the information to the class: *Lulu and Hector like playing soccer. Pepe and Ana watch TV on weekends.*

Think! and Say

Look at the membership cards and answer the questions.

 Name: Anna Jones Age: 7 Sessions: Tuesdays and Fridays 5:00-6:00	 Name: Danny Smith Age: 7 Sessions: Saturdays 9:00-11:00	 Name: Emma Shaw Age: 7 Sessions: Mondays and Wednesdays 4:00-5:00
--	--	---


1. What does Anna like doing? *Swimming*
2. What does Danny do on the weekend?
3. What is Emma's hobby?

Ask a friend.

Questionnaire

Name: Age: Hobbies:	2. Do you have any hobbies? 3. What do you do on the weekend?
--	--

1. What do you like doing after school?



Unit 3 25

Product Time: Graph of Hobbies (Step 1)

Divide the class into pairs. Have students open *Activity Book 2* to page 28. Point to the title of the product and go through the different steps. For Step 1, have students discuss their favorite hobbies and choose their top four. Then, have them write a list of questions in their notebooks to ask to their classmates about the hobbies they choose. Invite students to use the ones on page 25 as a model. Collect and store their *Questionnaire* for further use. Have students evaluate their work on Step 1 on page 28.

Play Pictionary

Divide the class into teams of three. Ask students to take out their notebooks and colored pencils. Have one student from each team come up to the front and show them a keyword from the *Picture Dictionary* on *Activity Book 2*, page 67. Call out the words in the *Picture Dictionary* (see *Teacher's Guide* page 144) and have students point to the corresponding pictures. Have the students return to their groups and draw a picture to represent the word or phrase without speaking. The first team to guess the word correctly wins a point. Repeat the procedure until all students have drawn at least once. Explain that the team with the most points will win. Finally, ask students to trace the words below the pictures. Alternatively, use the images included in the *Class CD* to review the vocabulary. Collect and store their lists for further use.

Think! and Share

Teaching Guidelines: 1.1, 1.3, 1.4, 2.3, 3.3

Functions and Language

Expressing likes and dislikes: *I like karate. I love swimming.*

Finding similarities and differences: *Two activities are on weekdays. One activity is on the weekend.*

Vocabulary: *basketball, collecting insects, dancing, fishing, karate, music, painting, reading, sculpture, singing, skating, soccer, swimming, tennis, TV*

Materials: *Activity Book 2*, small white cards (15 per student)

Game: Memory

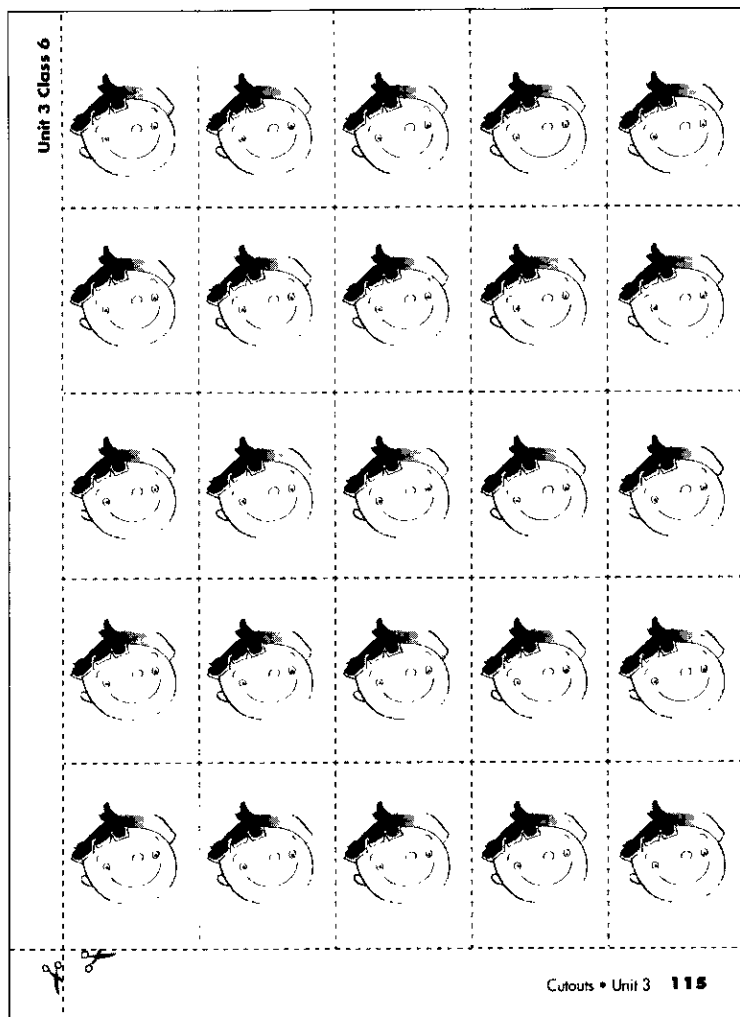
Distribute the cards. Have students write a word from Class 3 on each card. Divide the class into pairs. Ask pairs to put together their sets of cards. Explain to the class that they are going to play memory by placing all the cards face down and taking turns to turn over two of them. If they find a matching pair, they have to say a sentence using the word and keep the cutouts. Tell the class that the student with the most pairs at the end of the game wins. Allow time for students to play twice.

• Cut, write, and say.

Ask students to open *Activity Book 2* to page 115 and point to the smileys. Have students cut them out. Divide the class into groups of three. Ask students to create picture sentences by putting a picture of one smiley to represent *like* and two smileys to represent *love*. Have students read their picture sentences to each other: *I love (two smileys) reading*. Monitor students' sentences and correct where necessary. Invite students to show and say their picture sentences to the class. Collect the *Smiley Cutouts* for further use.

Find Similarities and Differences

Write on the board the information from all the membership cards on *Activity Book 2*, page 25. Have students look at them and write the following questions on the board: *How many of the three activities need special clothes? Who does activities on weekdays? What activities last only one hour? How many children are 7 years old?* Divide the class into groups of four. Have students answer orally. Invite some groups to say their answers.



The Results of a Survey

Draw a simple graph on the board. Write numbers from 1 to 10 on the vertical axis, and the following words on the horizontal one: *Special clothes, Weekdays, One hour, 7 years old*. Ask questions that require numbers as an answer for students to help you complete the graph. For example: *How many activities are done on weekdays? How many activities last for one hour?* Show students how to complete the graph. Then ask if those hobbies are common for children to practice in the place where they live or if they can think of any others that could be more common.

Ongoing Assessment

You may use this activity to assess students' progress.

Observe students':

- Ability to interpret a table with the results of a survey.
- Ability to contrast hobbies of their own and other cultures.

Think! and Write

Teaching Guidelines: 1.5, 2.2

Functions and Language

Asking and answering about hobbies: *Do you like swimming? Yes, I do.*

Classifying activities into team or individual: *What activities are individual? Painting.*

Vocabulary: blue, cold, collecting, hot, pool, red, singing, skating, swimming, park, zoo

Materials: Class CD, Activity Book 2

Line Game

Have students stand in a line in the middle of the class. Ask yes/no questions related to sports and hobbies. Have them move to the left if the answer is yes and to the right if the answer is no. The game is over when one student reaches a classroom wall.

A Read and number the pictures.

Ask students to open *Activity Book 2* to page 26. Tell them to look at the pictures and describe them: *What activity is this? Painting.* Invite four students to read the texts aloud. Ask students to match the texts to the pictures. Then point to the pictures and have them say the corresponding number of the text.

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

• Complete the chant.

Read the words in the box and clarify the meaning of each by acting out or drawing it on the board. Read the instructions and explain to students that they have to complete the song with those words.

Answers: 2. hot, 3. zoo, 4. pool

• Listen and check.

Play *Track 10* and have students listen and check their answers. Read the chant and have students say the answers chorally.

Track 10

- | | |
|--|---|
| 1. Do you like painting?
Yes, I do.
I like the colors
Red and blue. | 3. Do you like skating?
Yes, I do!
I skate around the park,
And past the zoo. |
| 2. Do you like singing?
Yes, a lot.
I sing when it's cold,
I sing when it is hot. | 4. Do you like swimming?
Yes, it's cool!
I take swimming classes,
At the local pool. |

Think and Write**Read and number the pictures.**

- | | |
|---|---|
| 1. Do you like painting?
Yes, I do.
I like the colors
Red and blue. | 3. Do you like skating?
Yes, I do!
I skate around the park,
And past the zoo. |
| 2. Do you like singing?
Yes, a lot.
I sing when it's cold,
I sing when it's hot. | 4. Do you like swimming?
Yes, it's cool!
I take swimming classes,
At the local pool. |

**Complete the chant.**

zoo pool blue hot

Listen and check.**Ask your classmates about their favorite hobbies.**

Do you like...

- painting?
swimming?
collecting things?
singing?

26 Unit 3

B Ask your classmates about their favorite hobbies.

Read the activities in the box and have students repeat after you. Read and explain the instruction. Divide the class into teams of six. Explain to students that they have to draw happy faces on the activities their classmates like. Allow them to walk around the classroom to ask the questions. Have groups compare their answers with each other.

Product Time: Graph of Hobbies (Step 2)

Tell the class they are going to continue to work on their products. Distribute the *Questionnaires* from Step 1. Have students go to page 28 and go over Step 2, using the model to help with comprehension. Have each pair work with another pair to have a group of four. Allow time to interview each other, using their *Questionnaires*. Have them switch pairs to interview another group. Repeat the process as many times as time allows it or until all the pairs have interviewed each other. Collect and store students' *Questionnaire with Answers* for further use. Have students evaluate their work on Step 2 on page 28.

Think and Make

Teaching Guidelines: 2.2, 2.4, 3.3, 3.5, 3.6

Functions and Language

Asking and answering about hobbies: *What does he like doing? He likes swimming. What do they like doing? They like singing.*

Vocabulary: *collecting, painting, park, singing, swimming, swing, throw and catch game, tricycle*

Materials: *Activity Book 2*, one large sheet of construction paper per group of four students (it should be big enough to fit 20 smileys from the cutouts in class 6), Hobbies Lists from Class 7

Game: Bingo

Play *Bingo* with hobbies and interests. Ask students to draw a nine-box bingo card in their notebook and write the names of nine hobbies or activities from the unit. Say words from this unit. The first student to cross off all of his or her words says *Bingo!*

A Look at the graph and answer the questions.

Have students open *Activity Book 2* to page 27. Explain that this graph records information about hobbies. Point to the horizontal axis and have students say the activities shown: *Painting, swimming*, etc. Point to the vertical axis and ask students to count the number of children who like that activity. Ask three students to read the questions aloud. Divide the class into groups of three. Ask them to write the answers. Check the answers orally.

Answers: 1. One. 2. Four. 3. Collecting and watching TV.

• Read the graph and complete the report.

Read the activities in the box and have students repeat after you. Ask them to tell you what is the color in the graph that represents each word: *What color is swimming? Orange. How many people likes it? One.* Repeat with the other words. Read and explain the instruction. Ask students to complete the report. Monitor the activity helping as needed. Have groups compare their answers with each other.

Product Time: Graph of Hobbies (Step 3)

Tell students they are going to continue to work on their products. Distribute their *Questionnaire with Answers* from Step 2. Have them open the *Activity Book 2* to page 28 and go over Step 3, using the model to help with comprehension.

Think and Make

Look at the graph and answer the questions.

Hobby	Number of Children
swimming	1
collecting things	4
singing	1
watching TV	3
painting	1

- How many children like swimming?
- How many children like collecting things?
- What is the most popular hobby?

Read the graph and complete the report.

swimming collecting things singing watching TV painting

The two favorites hobbies are _____ and _____

_____ Two children like _____

Three children like _____, but only one child likes _____

Unit 3 27

Students will draw the graph, allowing them to use the one on page 27 of *Activity Book 2* as a model. Have them draw small pictures to represent the activities on the horizontal axis and write numbers 1 to 5 on the vertical axis. Collect and store the *Graph of Hobbies* for further use. Have students evaluate their work on Step 3 on page 28.

Different Numbers

Write cardinal numbers from 1 to 10 on the board and have students count aloud. Then ask what we use those numbers for (to count how many). Explain that they are called cardinal numbers. Then have five volunteers stand up on different sides of the classroom. Explain that when you count to three they will have to jump to see who can get to where you are first. Count to three and have them start jumping. When they have all arrived, tell them who got there in *first, second, third, fourth, and fifth* place. Explain that those are called ordinal numbers and that they are used to designate places occupied by something or somebody in a sequence. Have students write both series of numbers in their notebooks.

Think and Share

Teaching Guidelines: 1.1, 2.2, 3.2, 3.3, 3.5, 3.6

Functions and Language

Asking and answering about hobbies: *What does he like doing? He likes swimming. What do they like doing? They like singing.*

Vocabulary: baseball, basketball, karate, like, love, skating, soccer, tennis, volleyball

Materials: Class CD, Cutouts, Fact Book 2, Hobbies Graphs from Class 8, construction paper, colored paper, pictures of hobbies and activities, scissors, glue, Smiley Cutouts from Class 6

Guess the Drawing

Draw a simple sketch of one of the key vocabulary words on the board. Draw it line by line until one of the students guesses what it is and calls out its name. Then complete the sketch rapidly. Repeat the procedure with different words to review the vocabulary. Leave the pictures on the board.

Review the Numbers

Write cardinal numbers 1 to 10 and ordinal numbers 1st to 10th on the left of the board. Write the corresponding words on the other side in random order. Have volunteers come up, read the words aloud, and match them to the corresponding figures. To conclude, have students count both series aloud. Make sure they are pronouncing all of the numbers correctly.

Product Time: Graph of Hobbies (Step 4)


Tell the class they are going to finish and present their products. Distribute the *Graph of Hobbies* from Step 3. Have students open the *Activity Book 2* to page 28 and go over Step 4 using the picture to help with comprehension. Students will color their graphs according to the answers in the *Questionnaire*. Then, each team presents their results. Invite students to repeat the procedure with the rest of their classmates to see if the hobbies they chose have the same popularity as the ones in other teams. Use the *Suggested Evaluation Instrument* template on page 129 to evaluate students' participation and progress.

Self-Check

Have students open *Activity Book 2* to page 28. Have them look at the *Self-Check* section and read the instructions out loud. Tell the class they are


Graph of Hobbies

Step 1
Choose hobbies and write questions.




I can write questions.

Step 2
Interview classmates.




I can exchange information.

Step 3
Make a graph with the answers to your questions.



I can make a graph.

Step 4
Present your graph and results.



Yes 5 4 3 2 1 No

Answer the questions with a number.

1. Can you present information in a group? _____
2. Can you work well in a group? _____

28 Unit 3

going to evaluate their work on the product. Have students look at the sliding scale. Tell students that sometimes answers are not *yes* or *no*, and that this scale lets them show their progress. Read each question out loud and have students evaluate themselves. Invite students to look back at other units and decide whether they have progressed, and what they can do to continue to improve.

Song: Take Me Out to the Park

Play *Track 11* and have students listen to the song. Play the track again, line by line, and have students ask each other questions about the activities mentioned in the song: *What does she want to ride? Her red tricycle.* Play the track again and have students sing the song.

Track 11

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!

Assessment

See page 119. The *Answer Key* can be found on pages 115–116.

4

Our Neighborhood



Environment: Family and Community

Communicative Activity: Exchanges associated with the environment

Social Practice: Understand and register information about locations in the community

Final Product: Town Map

Learning Outcomes	Teaching Guidelines	Class
1. Explore illustrated diagrams or maps.	1.1 Recognize purpose of diagrams and maps.	1, 3
	1.2 Differentiate graphic and textual components (e.g., lines, names of places, symbols, etc.).	2, 3, 4, 5, 8
	1.3 Recognize localities by their names (ranch, neighborhood, etc.).	1, 2, 3, 4, 5, 9
	1.4 Differentiate natural features (river, wood, etc.) from man-made constructions (hospital, school, etc.).	1, 2, 3, 4, 5
	1.5 Relate symbols with the names they refer to.	2, 5, 8
2. Exchange information about localities of the community.	2.1 Look up words in an illustrated bilingual dictionary.	6
	2.2 Point at names as they are read aloud.	1, 7, 8
	2.3 Complete questions to obtain information (e.g., <i>Where is the post office? Is there a river?</i>).	6, 7
	2.4 Answer questions to offer information (e.g., <i>The pharmacy is next to the library. There is a library on this street.</i>).	2, 6, 7
3. Write information about the community.	3.1 Classify words according to their meaning.	5, 8, 9
	3.2 Compare the writing of words.	5, 7, 8
	3.3 Find similarities and differences between English words and words in their mother tongue (e.g., similar letters, different groups of letters, combinations of different letters, etc.).	5
	3.4 Complete diagrams or maps, with names of natural spaces and constructions.	1, 4, 8, 9
	3.5 Revise the writing.	4, 7, 8

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Natural and man-made features table	Speaking and Listening: Word Choice	3
2	Drawings or illustrations	Reading and Writing: Interaction	6
3	Text with information about community localities	List of control	7, 8, 9

Think and Read

Teaching Guidelines: 1.1, 1.3, 1.4, 2.2

Functions and Language

Identifying and describing location: *Where is this? Is it the city or the countryside?*

Vocabulary: airport, bank, building, city, countryside, cousin, hamburger, hill, police station, river, sign, splash, supermarket, taxi, town, uncle, van, woods

Materials: Story Book 2, Activity Book 2, Class CD, crayons, pencils

Guess the Sketch

Draw simple sketches or symbols of the following places on the board: river, woods, school, bank, police station, hill, hospital. Have students work in pairs and discuss what the sketches and symbols represent. Review problematic words with the class. Have them repeat the words chorally.

Think and Predict

Display the cover of *Story Book 2*. Ask students if they can remember what the first story was about (a visit to the zoo). Point to the pictures on the back and front and have students describe them. Display the table of contents on page 1. Point to the title of the text for Unit 4: *No Place Like Home*. Tell the class they are going to read about a journey to a place different from home.

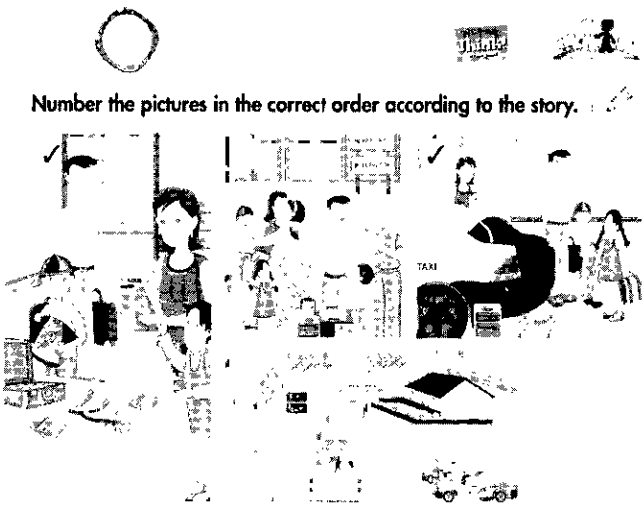
Picture Read the Text

Display *Story Book 2*, page 12. Picture read the text with the class. Introduce the different people and key vocabulary on each page: *airport, bank, building, city, countryside, cousin, hamburger, hill, machine, police station, river, sign, splash, supermarket, taxi, uncle, van, woods*. Have students come up and point to the illustrations on the pages.

A Number the pictures in the correct order according to the story.

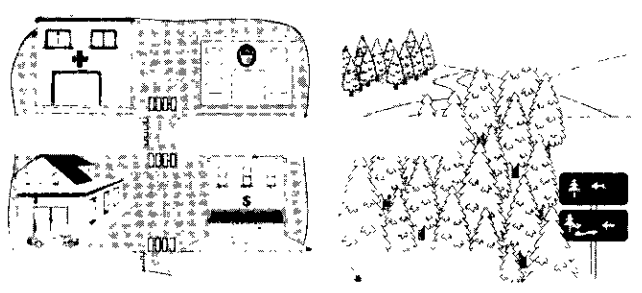
Have students open *Activity Book 2* to page 29. Focus attention on the pictures. Have students point to the characters and identify their locations: *Point to the family. Where are they? They are at home in Mexico*. Then have students number the pictures according to the story. Monitor students' work and check their answers.
Answers: (from left to right, top to bottom) 1, 3, 2, 4

Number the pictures in the correct order according to the story.



Label the maps.

river woods school bank police station hospital hill



I can talk about places. 😊

Unit 4 29

B Label the maps.

Write the words *city* and *countryside* on the board and explain their meanings. Point to the maps and ask students to say if they are maps of the city or the countryside. Read the words in the box. Draw attention to the symbols of each place (they will need to know these for Class 5): *bank* (currency sign \$), *river* (water), *hill* (high, round), *police station* (star), *hospital* (a red cross), *school* (school coat of arms). Then ask students to label the maps.

Answers: (from left to right, top to bottom) *City:* hospital, school, police station, bank; *Countryside:* river, hill, woods

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.

Song: Good Morning

Play *Track 4* and demonstrate the phrases in the song. Read the song, line by line, and have students repeat and do the actions. Play the track again. Encourage students to join in with the actions.

TRACK 4 (See Unit 1, Class 7.)

Read and Think!

Teaching Guidelines: 1.2, 1.3, 1.4, 1.5, 2.4

Functions and Language

Identifying and describing location: *Where do the family live? They live in Mexico City. The city is big and noisy.*

Vocabulary: *airport, bank, building, city, countryside, cousin, hamburger, machine, mountain, police station, quiet, river, sign, splash, supermarket, taxi, town, uncle, van, woods*

Materials: *Class CD, Story Book 2, Activity Book 2, paper (1 sheet per student)*

Draw My House

Ask students to work in pairs. Tell them to make drawings of each other's house. Encourage them to describe where they live with as much detail as they can. Invite students to share their drawings.

Read the Text Aloud

Display *Story Book 2*, page 12. Review the title: *What is the title of this story? No Place Like Home.* Point to the pictures as you read the text and ask questions to check comprehension. Help students respond and model answers when necessary.

- Page 12: (Point to the picture.) *Is this a city? Yes.*
- Page 13: (Point to map.) *Where are they going on vacation? To the USA.*
- Page 14: (Point to the people.) *Who do they meet? Their cousins.*
- Page 15: (Point to the van.) *How do they go to town? In Uncle Jack's van.*
- Page 16: (Point to the scenery.) *Is there a river? Yes.*
- Page 17: (Point to the signs.) *Are the signs in English or Spanish? In English.*
- Page 18: (Point to the house.) *Where are they? At their cousins' house.*
- Page 19: (Point to the apples.) *Are these bananas? No.*
- Page 20: (Point to the kids.) *What do they do? Play games in the yard.*
- Page 21: (Point to the dream bubble.) *What do they dream about? Their school.*

A Read and match the questions about the story to the answers.







Have students open *Activity Book 2* to page 30. Review the meanings of the words: *small, quiet, big, noisy.*


Read and Think!

Read and match the questions about the story to the answers.

1. Where do the family live?	It's small and quiet.
2. What is the city where they live like?	It's big and noisy.
3. Where do they go on vacation?	They live in Mexico City.
4. What is the vacation place like?	They go to Alabama, USA.

B Circle the transportation the family use.

From Mexico City to the USA.		
From the airport to the house.		
From the house to the airport.		

• Talk about the families route. 

30 Unit 4

Then read the questions and have students match them to the answers. Monitor students' answers.
Answers: 1. They live in Mexico City. 2. It's big and noisy. 3. They go to Alabama, USA. 4. It's small and quiet.

B Circle the transportation the family use.
 Ask students to point to and say the names of the vehicles on the page: *What is this? It's a bus/van/taxi.* Have them circle the vehicles for the different parts of the journey. Check answers with the class.
Answers: (from top to bottom) plane, van, taxi

• Talk about the families route.
 Ask students to read the sentences from the previous activity again. Have them number the different stages of the trip. Have students number the sentences in the same order as the route in activity B. Invite individual students to read the sentences in the correct order.

Picture Dictation
 Distribute paper and colored pencils. Ask students to fold the paper in half. Tell them they are going to do two drawings: one from the countryside and one from the city. Dictate the pictures: *Picture 1: In the city, there are lots of buildings. There is a hospital. There is a bank. There is an airport. Picture 2: This is the countryside. There is a mountain. There is a river. There are lots of apple trees.*

Think! and Share

Teaching Guidelines: 1.1, 1.2, 1.3, 1.4

Functions and Language

Identifying and describing location: *The city is big and noisy. The countryside is small and quiet.*

Vocabulary: city, countryside, fire station, hospital, mountain, police station, river, woods

Materials: Story Book 2, Class CD, Activity Book 2, A4 white paper (1 sheet per student), colored pencils

Game: Tic-tac-toe

Draw a tic-tac-toe grid on the board. Draw symbols and sketches of places using the vocabulary from this unit in each square: *mountain, police station, river*, etc. Divide the class into two teams: O and X. In turns, have the teams name the places in the squares. When students name the correctly, they put their symbol inside the square. The first team to win three squares in a row, vertically, horizontally, or diagonally, wins.

Listen to the Text

Display page 12 of *Story Book 2*. Ask students the title of the text and have a student come up and point to it in the book: *No Place Like Home*. Play *Track 12* and turn the pages of *Story Book 2* slowly so that students can see the pictures while they are listening to the text. Play the track again, pausing after each page. Have students repeat the text.

👉 **TRACK 12** (See *Story Book 2*, pages 12–21.)

Observe and Think

Have students look at *Story Book 2*, pages 12 to 21. Make simple statements and have students come up and point to the part of the picture that illustrates each statement: *The family live in Mexico City. They travel by airplane. They arrive in the USA. They travel to the countryside.*

A Cut and put the pictures on page 113 in the correct places.

Have students open *Activity Book 2* to page 31. Point to the maps for students to identify: *What is this? It's a map of the countryside. What is this? It's a map of the city. What do we use maps for? To find places.* Have students point to and name the places

Think! and Share

Cut and put the pictures on page 113 in the correct places.



The Countryside



The City

Talk about the places.

I can describe places.

Unit 4 31

in the cutouts: *What is this? It's the police station. What is this? It's a river.* Have students cut out the places. Ask them to position the cutouts onto the correct maps. In pairs, have students describe their scene to each other: *This is the countryside. There is a tree.* Collect and store *Places Cutouts* for further use.

• Talk about the places.

Have students work in pairs. Show a set of *Places Cutouts*, one by one, and have students tell you if what you are showing is a natural feature or a man-made construction. Have them write their answers in their notebook as a table.

Ongoing Assessment

You may use this activity to assess students' progress.

Observe students':

- Ability to differentiate natural features and man-made constructions.

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 complete the face accordingly.

Listen and Think!

Teaching Guidelines: 1.2, 1.3, 1.4, 3.4, 3.5

Functions and Language

Describing places: *There are some trees.*

Vocabulary: *animals, building, city, countryside, forest, hill, mountain, movie theater, pool, ranch, river*

Materials: *Story Book 2, Activity Book 2, Class CD, Places Cutouts from Class 3*

Read the Text Out Loud

Display *Story Book 2*, page 12. Read the story and ask students to identify the locations: *What is this? This is the countryside.* Ask questions about the different scenes: *How do they get to the airport? What do they cook in the evening?*

A Listen and mark (✓) the things Mario mentions.

Have students open *Activity Book 2* to page 32. Point to the illustration and ask students to identify the location: *Where is this? This is the countryside.* Ask students: *What items can you see? There are some trees. There is a building.* Play *Track 13* and ask students to mark the things Mario mentions. Ask students to name the things they marked.

Answers: buildings, hills, forest, river

TRACK 13

CARMEN: Hi Mario. How are you? How is your vacation?

MARIO: Hi Carmen. I'm great! But everything is very different here in the USA.

CARMEN: Why? What is different?

MARIO: Well, there aren't many buildings here in the countryside. It's very different to Mexico City.

CARMEN: Are there any animals?

MARIO: Yes, there are. And ranches, lots of hills, and forests, too. There is a river to swim in.

CARMEN: Wow! It sounds very different.

MARIO: It's good fun, but I can't wait to get back and go to the movie theater!

• Listen again and circle the correct options.

Point to the sentences and read them aloud with both options. Ask students to read the sentences and circle the answer they think is correct. Play *Track 13* and have students check their answers.

Answers: 1. the USA, 2. countryside, 3. buildings, 4. hills, 5. river

Listen and Think!

Listen and mark (✓) the things Mario mentions.

Listen again and circle the correct options.

1. Mario is in /
2. He is in the /
3. There aren't many /
4. There are lots of /
5. There is a / to swim in.

Talk about the place in the picture.

32 Unit 4 I can describe places. 😊

• Talk about the places in the picture.

Have students work in pairs and discuss the places in the picture. Ask them to choose which of the places they would like to visit and say why. Monitor the activity and help students when needed.

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 complete the face accordingly.

What's missing?

Attach one set of *Places Cutouts* from Class 3 at random on the board. Have students close their eyes and remove one of the cutouts: *What's missing? A forest.* Put the forest back. Play the game several times removing a different cutout each time. To conclude, have students talk about the natural features in the place where they live and remember how important it is to be careful and take care of them.

Think! and Say

Teaching Guidelines: 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3

Functions and Language

Identifying and describing location: *This is the countryside. There is a hill. There are some trees.*

Vocabulary: *airport, cinema, forest, hospital, man-made, natural, ranch, river, school, tree, woods*

Materials: *Class CD, Activity Book 2, Story Book 2, colored pencils, construction paper per student, 1 box of different-colored modeling clay sticks per student*

In My Town

Ask students to name some places in towns and cities: *airport, bank, hospital*. Write them on the board. Add the word *store* and explain that this is a place where we buy things. Play *Track 14* and have students point to the corresponding words on the board as they listen. Play the track again and encourage students to sing along and stand up when they hear the word *store*. Then have students say which of the places they have in their town.

TRACK 14

In my town, There's a store, There's a store, And a whole lot more.	In my town, There's a church, A church, a bank, a store, And a whole lot more.
In my town, There's a bank, A bank, a store, And a whole lot more.	In my town, There's a zoo, A zoo, a church, a bank, a store, And a whole lot more.

A Look at the map of a city and draw pictures of the places below.

Elicit possible ideas for images of the places in a city (e.g., airports have planes, a hospital has a red cross, etc.). Ask students to draw images for the words in the box. Distribute colored pencils. Have students color their pictures.

B Complete the sentences about the map.

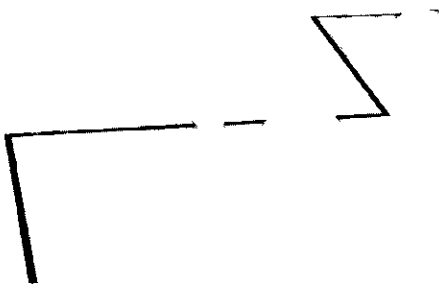
Have students complete the sentences using information from the picture in activity A. Monitor their work.

Answers: 1. There is a bank, 2. There is an airport, 3. There isn't a theater, 4. There isn't a river.

Think! and Say

1. Look at the map of a city and draw pictures of the places below.

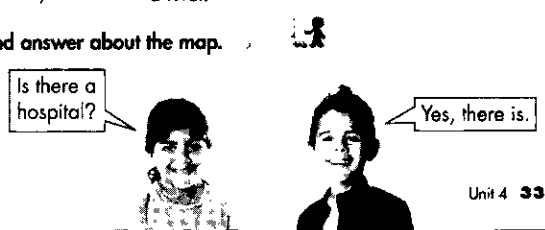
bank airport hospital police station school



2. Select the correct option to complete the sentences about the map.

- / a bank.
- / an airport.
- / a theater.
- / a river.

Ask and answer about the map.



Unit 4 33

Ask and answer questions about the map.

Brainstorm a list of possible places in a city. Make sure to include places not on the map. Have students work in pairs and ask each other what they can see on the map. Encourage them to ask questions using the places on the map and also places not on the map. Monitor and make sure students use short answers e.g. Yes, there is / No, there isn't.

Observe in Context

Open *Story Book 2*, pages 12–21. Read through the pages of the text again. Pause on each page and ask students to point to *man-made* things and *natural* things.

Product Time: Town Map (Step 1)

Have students open *Activity Book 2* to page 36. Point to the title of the product and go through the different steps. Explain they can choose between a ranch, a small town, a neighborhood, or a city. Tell students to make a list of places they want to include (e.g., a school, a hospital, etc.). Refer students to page 33 and have them look at the elements in the picture in activity B to get an idea of the other things they can include in their maps, like mountains or a hospital. Collect and store students' *List of Places* for further use. Have students evaluate their work on Step 1 on page 36.

Think! and Share

Teaching Guidelines: 2.1, 2.3, 2.4

Functions and Language

Identifying and describing location: *This is the countryside. This is the city. There is a hospital. There is an airport.*

Vocabulary: *airport, animal, building, cinema, city, countryside, forest, hill, hospital, mountain, movie theater, natural, pool, ranch, river, school, tree, woods*

Materials: *Class CD, Places Cutouts* from Class 3; per pair: a bilingual dictionary; per student: white paper, colored pencils, glue

What does it mean?

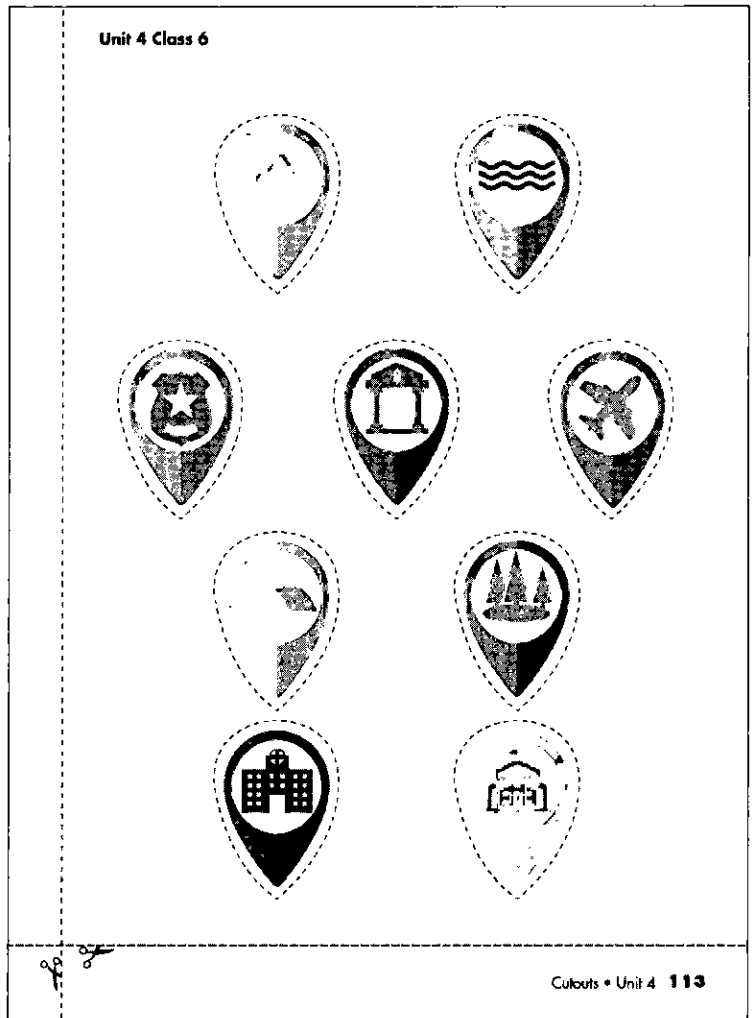
Divide the class into pairs. Write the words from page 68 of *Activity Book 2* on the board. Call out the words in the *Picture Dictionary* (see *Teacher's Guide* page 145) and have students point to the corresponding pictures. Distribute bilingual dictionaries. Have students find the meanings of the words and write them down in their notebooks. Then have them use the *Picture Dictionary* to check their answers. Alternatively, use the images included in the *Class CD* to review the vocabulary.

Correct the Cutouts

Give students *Places Cutouts* from Class 3. Have them put the *Places Cutouts* on the two maps on page 31 of the *Activity Book* and mix them up. In pairs, have students exchange books and tell each other what is wrong: *There is a mountain in the city.* When they finish discussing the mistakes, have students take their cutouts back and order them correctly.

Write a Description

Refer students to *Activity Book 2* page 31. Have them glue the *Places Cutouts* correctly onto the corresponding maps. Then have them write questions and answers about the maps: *What's this? A Hospital. Where's the police station? Next to the hospital.* Invite students to show their pictures and ask the questions to the class.



Ongoing Assessment

You may use this activity to assess students' progress.

Observe students':

- Ability to describe drawings and illustrations.
- Asking and answering questions to obtain information.

Chinese Whispers

Use the *Picture Dictionary* on page 68 of *Activity Book 2* (see *Teacher's Guide* page 145) or the images included in the *Class CD* to review vocabulary. Divide the class into two teams and ask them to stand in two lines. Whisper a sentence using the vocabulary from this unit to the students at the front of the lines. Ask them to whisper the sentence to the student behind them and so on until the sentence reaches the student at the end of the line. The student at the end of the line says the sentence out loud. Award a point if the sentence is correct. Send the students at the front of the lines to the back and repeat the game with a different sentence. The team with the most points at the end of the game wins. Help students appreciate the value of team work, no matter who wins.

Think and Write

Teaching Guidelines: 2.3, 2.4, 3.2, 3.5

Functions and Language

Describing where one lives: *What is there in your area? There is a river*

Vocabulary: animal, birds, countryside, hills, mountain, natural, ranch, river, trees, town, volcano

Materials: Activity Book 2, 1 piece of scrap paper, colored pencils (per group of 4 students), $\frac{4}{2}$ of white sheets per student, *List of Places* (from product Step 1)

Word scramble

Copy the following words on to the board:

stree / verri / shill / locovan / sribd

Ask students to guess what the words are:

(trees, river, hills, volcano, birds.) Ask them what there is in the local area or in an area of countryside near them. For example, *There is a volcano near here.*

A Draw things in the countryside near where you live.

Have students open *Activity Book* to page 34. Point to the empty space in activity A. Tell students they are going to use the space to draw things they might see in the countryside near where they live. Monitor the activity and make sure that the things they draw are from the countryside and not the city. Refer them back to page 29 if they are not sure of the difference.

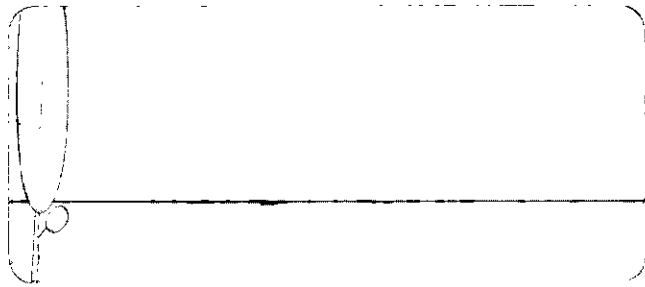
- **Write sentences about your picture.**

Ask students to hold up their pictures from activity A for the class to see. Have them ask and answer questions about the pictures:

What's in your picture? There is a river. Have students look at their own pictures and complete the sentences. Monitor students' work and help with language and spelling as necessary. Write on the board any extra vocabulary that students require.

Think and Write

• Draw things in the countryside near where you live.



Write sentences about your picture.

trees mountain river birds hills volcano

1. There is a _____

2. There is a _____

3. There are some _____

4. There are some _____

• Complete the text about the countryside near where you live.

In the countryside near where I live, there is _____

There are also _____ . There isn't any _____

and there aren't many _____ . I like _____ , but

I don't like _____

Talk about the countryside near you.

**B Complete the text about the countryside near where you live.**

Have students complete the paragraphs with their own information. Check students' paragraphs and help with their writing where necessary.

- **Talk about the countryside near you.**

Ask students to work in groups of four. Have students read their paragraphs to each other. Monitor the activity and guide them to discuss the similarities and differences between their paragraphs.

Product Time: Town Map (Step 2)

Tell students they are going to continue to work on their products. Distribute their *Lists of Places* from Step 1 and the pieces of paper. Have them open *Activity Book 2* to page 36 and go over Step 2, using the pictures to help with comprehension. Tell students to choose four places from their list. Have them draw and color the places they chose. Collect and store students' *Drawings* for further use. Have students evaluate their work on Step 2 on page 36.

Think and Make

Teaching Guidelines: 1.2, 1.5, 3.1, 3.4, 3.5

Functions and Language

Recognizing symbols: *Where is it? It's in the city. What is there? There is a bank.*

Vocabulary: animal, building, cinema, city, country, countryside, forest, hill, hospital, man-made, mountain, natural, ranch, river, school, town, tree, woods

Materials: Activity Book 2, Class CD, Maps and Notes from Class 7, pencils, colored pencils, Drawings (from product Step 2)

Hangman

Divide the class into two teams and use the vocabulary from this unit to play *hangman*. When a student thinks he or she knows the word, have him or her put it into a sentence: *There is a movie theater in my town.* If the word and the sentence are correct, award a point to the team.

A Draw a map with icons of your neighborhood or town. Include places from the box.

Have students open *Activity Book 2* to page 35. Point to the map and ask: *What is it? It's the airport.* Have students draw a map of their neighborhood or town, using the places mentioned in the box.

B Complete the text with information about your neighborhood.

Tell students to read the text first without writing any words. Have them look at the map of their neighborhood or town in activity A to help them think about how to complete the text. Then have them write the missing words in the text that best describe their neighborhood.

• **Talk about your map.**

Have students work in groups to present their maps. Make sure they mention what is their favorite place from the map and what other places they added to their map and why.

Product Time: Town Map (Step 3)

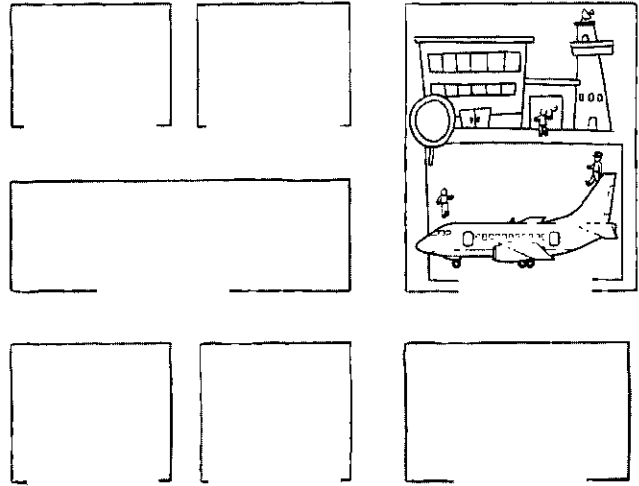
Tell students they are going to continue to work on their products. Have them open *Activity Book 2* to page 36 and go over Step 3, using the model to help with comprehension. Distribute their *Drawings* from Step 2, construction paper, pencil, ruler, etc. Have them trace with pencil a map

Think and Make



Draw a map with icons of your neighborhood or town. Include places from the box.

airport bank school bus station park police station church



Complete the text with information about your neighborhood.

In my neighborhood, there is a big _____ and lots of _____
 _____ . There isn't a _____ and there aren't many _____
 _____ . I like the _____ and the _____ .

Talk about your map.



Unit 4 35

for the four places they chose. Refer students to the map on page 35 and explain they can use it as a model for their own. Once the map is traced, have them glue their drawings in the correct places. Collect and store students' *Town Map* for further use. Have students evaluate their work on Step 3 on page 36.

Observe in Context

Play *Track 12* and turn pages 12–21 of *Story Book 2*. Ask students to point to pictures of the signs and symbols on the pages. Have them compare the signs in the book to those on their poster. Collect the *Map Locations* and store for the next class.

Rhyme: In My Town

Play *Track 14* and have students point to the corresponding places on their maps in activity A as they listen. Play the track again and encourage them to sing along while they point.

🎧 **TRACK 14** (See Class 5.)

Think! and Share

Teaching Guidelines: 1.3, 3.1, 3.4

Functions and Language

Describing locations: *Where is it? It's a town.*
What is there? There is a hospital.

Vocabulary: *animal, building, cinema, city, country, countryside, forest, hill, hospital, man-made, mountain, natural, ranch, river, school, town, tree, woods*

Materials: *Activity Book 2, Class CD, Map Locations* from Class 8; per group of 4 students: black marker pen, large sheets of paper; per student: white paper, colored pencils, scissors; per pair: a bilingual dictionary

Classify the Words

Write different places, man-made objects, and natural features in random order on the board. Divide the class into pairs and distribute bilingual dictionaries. Explain that they have to classify the words into those three groups, *places*, *man-made objects*, and *natural features*, and write down the meanings. Allow them to use the dictionaries and page 68 of *Activity Book 2* as needed.

Product Time: Town Map (Step 4)

Tell students they are going to finish and present their products. Distribute their *Town Map*. Have students open their books to page 36 and go over Step 4, using the picture to help with comprehension. Tell them to color their maps and add labels to the places with a dark marker. Then have them label the name of the town at the top of the map. Finally, have students present their maps to the class. Use the *Suggested Evaluation Instrument* template on page 130 to evaluate students' participation and progress.

Self-Check

Have students open *Activity Book 2* to page 36. Have them look at the *Self-Check* section and read the instruction out loud. Draw a check mark on the board as an example. Tell them they are going to evaluate their work on the product. Check students understand the meaning of *Very well*, *OK*, and *Need help*. Explain that it is important to know when to ask for help. Tell them to read each sentence out loud and put a check in the box that best describes him or her. Have students agree on areas they might need help with.

Town Map


Step 1
Write a list of places in your town.

Places

- School
- Restaurant
- Church
-


I can name places.


Step 2
Draw or cutout pictures of the places on your list.



I can illustrate places.

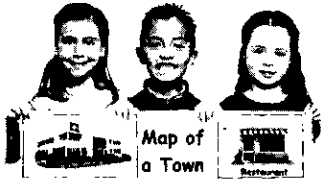
Step 3
Paste the places on a map.





I can make a map.

Step 4
Talk about your town.



Map of a Town

Read and mark ✓ ✗ ✗

	Very well	OK	Need help
1. I can describe a town.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can complete my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36 Unit 4

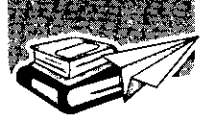
Town Mural

Attach large sheets of paper to the wall. Draw a road down the middle in black marker pen. Explain that this is the main road and they are going to build a town around the road to make a mural. Distribute white paper, crayons, scissors, and glue. Have students draw and color places onto the town. Then have them glue their pictures onto the sheets of paper and create a mural of a town. Ask students: *What is that? It's a hospital.* Have students compare their ideas with their classmates, noting what they have which is similar and what they have which is different.

Assessment

See page 120. The *Answer Key* can be found on pages 115–116.

Unit 5 Fun at Home



Environment: Recreation and Literature

Communicative Activity: Literary expression

Social Practice: Read rhymes and tales in verse

Final Product: Illustrated Rhymes

Learning Outcomes	Teaching Guidelines	Class
1. Explore illustrated rhymes and tales in verse.	1.1 Anticipate topic, purpose, and intended audience based on the title and previous knowledge.	1, 2
	1.2 Distinguish textual components (title, stanza, etc.).	1, 8
	1.3 Reflect on the function of images.	2, 4, 6
	2.1 Discover the meaning of words.	6, 8
	2.2 Identify rhyming words.	5, 7
	2.3 Express emotions and reactions to actions, characters or places (e.g., <i>How beautiful! What a big cat!</i>).	3, 7, 8, 9
	2.4 Relate pictures to stanzas and verses.	2, 8, 9
2. Listen to and participate in the reading of rhymes and tales in verse.	2.5 Practice the pronunciation of verses.	5, 7
	2.6 Identify stanzas and verses.	4, 9
	2.7 Appreciate and enjoy literary expressions in English.	3, 7, 8, 9
	3.1 Compare the writing of words with or without rhymes.	2, 9
	3.2 Complete words based on parts of them.	1, 7
	3.3 Contrast the writing of verses (number of words, rhyming words, etc.).	3, 8
	3.4 Complete verses with rhyming words.	3, 4, 6, 7, 8
3. Write verses.	3.5 Write verses, based on a model.	3, 5, 6
	3.6 Revise letter-sound relation.	4, 6, 7

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Selection of rhymes and tales in verse	Speaking and Listening: Singing	3
2	Scripts and graphic resources of a text	Reading and Writing: Word Choice	6
3	Illustrated rhymes or tales in verse	Value Scale	7, 8, 9

Think! and Read

Teaching Guidelines: 1.1, 1.2, 3.2

Functions and Language

Naming rooms at home: *What room is it?*

It's the bathroom.

Identifying actions at home: *What does he do in the bedroom? He sleeps in the bedroom.*

Vocabulary: *bathroom, bedroom, cook dinner, take a shower, kitchen, living room, make the bed, watch TV*

Materials: *Story Book 2, Activity Book 2, magazines with pictures of rooms with furniture*

Think and Predict

Display the cover of *Story Book 2*. Tell the class it is a book with different rhymes and stories. Point to the pictures on the cover and describe them. Point to and read the name of the author. Invite individual students to come up and point to the title and the author. Display the contents on page 1. Point to the third picture and read the title of the text: *The Mouse House*. Tell the class they are going to read about different places in a house.


Picture Read

Display page 22 of *Story Book 2*. Have students look at the picture and have them say what they think the story is about and why. Picture read the text with the class. Point to and introduce key vocabulary on each page: *mouse, house, bed, pillow, cheese, matchsticks, tub, soap, socks, fire*. Name the items and have individual students come up and point to the corresponding pictures. Then turn the pages over one by one and have students repeat after you the names of the rooms of the house: *This is the bedroom. This is the kitchen.*

A Read the sentences and write the missing words.

Have students open *Activity Book 2* to page 37. Have random students read aloud the words in the box. Then read the sentences aloud and have students repeat after you. Ask students to read the sentences again and complete them with words from the box. Monitor the activity and check students' spelling.

Answers: 1. bedroom, 2. kitchen, 3. bathroom, 4. living room




A Read the sentences and write the missing words.

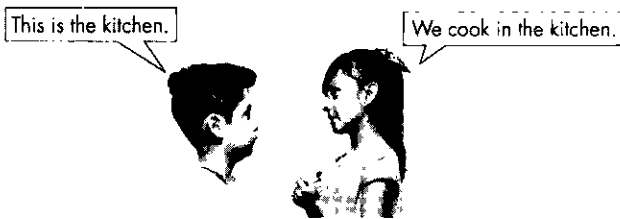
living room bathroom bedroom kitchen

- I sleep in the _____
- We cook dinner in the _____
- I take a shower in the _____
- We play in the _____

• **Number the pictures according to the sentences.**



B Talk about the rooms of the house.



I can name the rooms in a house. 😊

Unit 5 37

• **Number the pictures according to the sentences.**

Invite students to read aloud the four sentences. Ask them to look at the pictures and number each one according to the sentences. Then invite volunteers to share their answers with the class.

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

B Talk about the rooms of the house.

Have students work in pairs. Ask two students to read the dialogue in the speech bubbles. Then have students point to the different rooms in the house and say what people do there.

Find and Name

Divide the class into groups. Distribute the magazines. Have students find different rooms in the magazines. Ask them to make a list of the rooms in their notebooks. Invite various groups to share their lists and point to the corresponding items of furniture from the magazines.

I can...

Refer students to the self-evaluation at the bottom of the page. Instruct them to complete the emoji based on 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, 1.3, 2.4, 3.1

Functions and Language

Naming rooms at home: *What room is it?*

It's the bathroom.

Identifying where furniture belongs: *What goes in the bedroom? The bed.*

Vocabulary: bathroom, bed, bedroom, fridge, kitchen, living room, shower, sofa

Materials: Story Book 2, Activity Book 2, magazines with pictures of rooms with furniture

Ask and Answer

Say: *I'm brushing my teeth.* Ask: *Where do I brush my teeth? In the bathroom.* Distribute the magazines among pairs. Have students ask each other similar questions.

Read the Text Aloud

Display page 22 of *Story Book 2*. Point to the title: *What is the title of this story? Read the text: The Mouse House.* Read the text page by page. Point to the pictures so students relate pictures with verses.

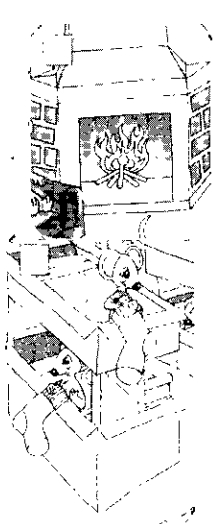
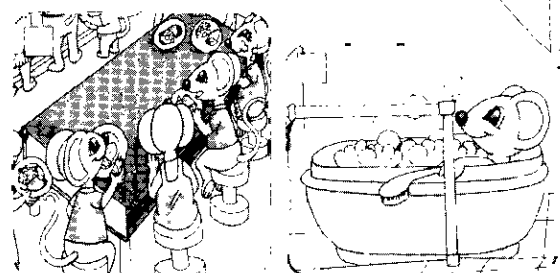
- Page 22: (Point to the house.) *Where does the mouse live? In a small house*
- Page 23: (Point to the thought bubble.) *What doesn't the mouse have on his bed? A pillow.*
- Page 24: (Point to the water in the shower.) *What happens because the shower is very old? The water is always cold.*
- Page 25: (Point to the plates.) *What don't the mice like to eat? Meat.*
- Page 26: (Point to the sofa and floor.) *Where can the mice sit? On the sofa or on the floor.*
- Page 27: (Point to the mice.) *What do the mice do today? Sweep the yard, go into the country and play.*
- Page 28: (Point to the objects.) *What do the mice find? Matchsticks, cotton, a box, a tub, some soap, and some socks.*
- Page 29: (Point to the socks.) *What do they do with the socks and cotton? Make pillows.*
- Page 30: (Point to the bath.) *What is new in the bathroom? A tub.*
- Page 31: (Point to the mice.) *What do they do in a good mood? Wash the dishes.*
- Page 32: (Point to the mice.) *What can the mice do when they sit by the fire? Talk and play.*

Read and Think

A Complete the verses from the rhyme.

fire food beds new

1. At home, we make pillows for our
With socks and cotton under our heads.
2. The bathroom has a tub that is
With soap and bubbles in it, too.
3. The kitchen has a table for
We wash the dishes in a good mood.
4. In the living room, we sit by a
We talk and play to our heart's desire.

- Number the pictures in the correct order.
- Circle the words that rhyme in the verses.
- Point to the pictures and say the verses.

38 Unit 5

A Complete the verses from the rhyme.

Have students open *Activity Book 2* to page 38. Point to the words in the box, the pictures, and the incomplete rhymes. Have four volunteers read a verse each. Then instruct students to complete the rhymes with the words from the box, using the pictures to help them. **Answers:** (from top to bottom) beds, new, food, fire

- **Number the pictures in the correct order.**
Have students read the rhyme in activity A again, look at the pictures, and number them in the correct order. **Answers:** (from left to right, top to bottom) 3, 2, 4, 1
- **Circle the words that rhyme in the sentences.**
Have students read the verses again and circle the words that rhyme. **Answers:** (from top to bottom) beds, heads / new, too / food, mood / fire, desire
- **Point to the pictures and say the verses.**
Divide the class into pairs. Have students take turns pointing to the pictures and saying the corresponding verses.

Act Out the Story

Divide the class into groups of four. Explain that they will act out *The Mouse House* story. Have students decide who will be Milton, the narrator, and a brother and a sister. Ask them to rehearse acting it out. Encourage groups to present their play in front of the class.

Think! and Share

Teaching Guidelines: 2.3, 2.7, 3.3, 3.4, 3.5

Functions and Language

Naming rooms at home: *What room is it? It's the bathroom.*

Identifying where furniture belongs: *What's in the kitchen? There's a fridge.*

Vocabulary: bathroom, bed, bedroom, cook, fridge, shower, kitchen, living room, bed, sofa, watch TV

Materials: Story Book 2, Activity Book 2, big sheet of white paper (1 per student)

Complete the verses.

Write some of the verses from "The Mouse House" on the board. Add lines for students to complete the verses instead of writing the rhyming words yourself. Have volunteers come up and complete the verses. Then read the verses aloud with the class.

Listen to the Text

Display page 22 of *Story Book 2*. Ask students the title of the text. Play *Track 15* turning the pages of *Story Book 2*. Allow students to see the pictures while they listen to the text. Ask students if they liked the story or not, and why.

TRACK 15 (See *Story Book 2*, pages 22–32.)

Observe and Think

Have students open *Story Book 2* to page 22. Make simple statements and have students come up and point to the part of the picture that illustrates each statement: *This is the house.*

A Look at the pictures and complete the rhyming words in the verses.

Have students open the *Activity Book 2* to page 39. Point to pictures and ask students what they can see: *What's this? It's a shower.* Tell students they will read the verses and complete the rhyming words. Then have volunteers share their answers with the class.

Answers: (from top to bottom) house, cold, meat, today

• Circle the letters that are the same in the rhyming words.

Have students read the verses again and circle the letters that are the same in the rhyming words.

Answers: (from top to bottom) ouse, old, eat, ay

Think and Share

A Look at the pictures and complete the rhyming words in the verses.

I am a mouse.
I live in a house.

My shower is old.
It is very c

I love to eat.
But we don't like m

After work we like to play.
We are going to the country
tod

• Circle the letters that are the same in the rhyming words.

B Match and say these rhyming words.

four •	• head
box •	• floor
bed •	• socks

I can identify the spelling in rhyming words.

Unit 5 39

B Match and say these rhyming words.

Divide the class in pairs. Have students match the rhyming words and take turns saying them.

Answers: (from top to bottom) four/floor, box/socks, bed/head

Write your own verses.

Divide the class into pairs. Distribute the sheets of paper. Have pairs use the pictures from the previous activity to write a related short story in verse. Invite volunteers to share their ideas with the class by reading them aloud.

Ongoing Assessment

You may use this activity to assess students' progress.

Observe students':

- Ability to select words that rhyme.
- Selection of ideas to write short stories in verse.

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.

Listen and Think!

Teaching Guidelines: 1.3, 2.6, 3.4, 3.6

Functions and Language

Identifying rhyme and verse: *We live in a house and everything is fine. Except for a mouse that appears from time to time.*

Vocabulary: *bed, box, cold, eat, eat, floor, food, four, head, house, meat, mood, mouse, old, play, socks, today*

Materials: *Activity Book 2, Class CD*

Game: Simon Says

Play *Simon Says* with the class. Explain that they have to do the actions only when you start a sentence with *Simon Says: Simon says stand up!* Play the game telling students a selection of the following phrases: *Sleep! Make the bed! Cook! Eat!* etc., and having them mime the action. Indicate that students who do the action when you do not say: *Simon says...* will be out of the game and will have to sit down. Encourage them to feel confident of what they have learned. Tell them the last student standing at the end of the game will be the winner.

A Listen and complete.

Have students open *Activity Book 2* to page 40. Point to the pictures and have them to describe what they can see: *What can you see? What is this? A mouse. It's a mouse.* Invite them to guess what they think happens in the poem. Brainstorm students' ideas. Read the words in the box aloud. Play *Track 16*. Have students listen and complete the rhyme with the right words. Play the track again and encourage students to read aloud their answers.

Answers: 1. mouse, 2. more, 3. head

TRACK 16

THE MOUSE IN THE HOUSE

We live in a house,
And everything is fine.
Well, except for a mouse,
That appears from time to time.
He's impossible to see,
So I put cheese on the floor.
Now, I go to sleep,
And he can eat some more.
He runs under my bed,
In the deep of the night.
He runs over my head,
And he gives me a fright.

Listen and Think! 16

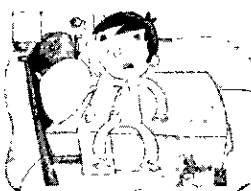
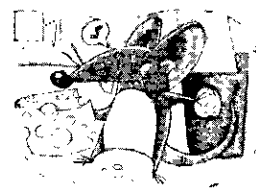
A Listen and complete.

more head mouse

The Mouse in the House

We live in a house,
And everything is fine.
Well, except for a
1)

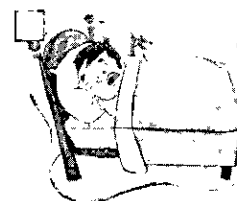
That appears from time to time.



He runs under my bed,
In the deep of the night.
He runs over my
3)

And he gives me a fright.

He's impossible to see,
So I put cheese on the floor.
Now, I go to sleep,
And he can eat some
2)



• Listen again and number the pictures.

• Read the story out and loud.

40 Unit 5

Product Time Step 1
Go to page 44.

• Listen again and number the pictures.

Play *Track 16* and have students number the pictures in the correct order. Point to the pictures and have students call out the number.

• Read the story out and loud.

Have students work in groups and read the story out loud. Monitor helping as necessary.

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

Rhyming Words

Read the poem one more time and clap while placing emphasis on the words that rhyme: *fine, time, night, fright, see, sleep*. Ask students to circle the rhyming words in their book. Echo read the rhyme and have students clap on the rhyming words with you.

Product Time: Illustrated Rhymes (Step 1)

Point to the title of the product on page 44 and go through the different steps. Divide the class into groups. Have students look at the activity on page 40 as a model and encourage each team to create a rhyme choosing different topics, like school, animals, household objects, etc. Collect and store students' *rhymes* for further use. Have students evaluate their work on Step 1 on page 44.

Think! and Say

Teaching Guidelines: 2.2, 2.5, 3.5

Functions and Language

Identifying words that rhyme: *Mouse rhymes with house. Box rhymes with socks.*

Vocabulary: cold, eat, eat, floor, food, four, head, house, bed, meat, mood, mouse, old, play, socks, today

Materials: Class CD, Activity Book 2, 18 index cards

Preparation: *Rhyming Cards:* Write on 18 index cards the following rhyming words using a marker: broom, room, mouse, house, bed, head, eat, meat, four, floor, play, today, box, socks, food, mood, old, and cold.

Rhyme: This Is My House

Play *Track 17* and act out the phrases in the song (make a square shape in the air like a window, make a rectangle shape in the air like a door, mime sitting down, put your hands under your head as if asleep). Play the track again and encourage students to join in and act out the rhyme. Provide help with pronunciation.

TRACK 17

THIS IS MY HOUSE

This is my house.	There's a table
It has windows	And a chair,
And a door.	And a bed for me,
Please come in	And in the living-room
And see some more.	There's a big TV.

Game: Rhyming Words











Take out the index cards with the rhyming words and mix them on the left side of the board. Invite individual students to the front. Ask them to find matching pairs. Put the pairs together on the right and have the class call them out: *Mouse rhymes with house.* Take the cards off the board and store for further use.

A Match the rhyming words.

Have students open *Activity Book 2* to page 41. Read the words on the page and have students point to the corresponding pictures: *Point to mouse. Point to eat.* Have students match the words that rhyme. Invite different students to read their answers.
Answers: bed-head, old-cold, eat-meat, box-socks

Think and Say 18

A Match the rhyming words.

 mouse •	• cold 
 bed •	• meat 
 old •	• socks 
 eat •	• house 
 box •	• head 

B Unscramble the words and write the rhyme.

am / mouse / I / a

live / a / house / I / in

• Listen and repeat.

I can identify rhyming words. 😊

Unit 5 41

B Unscramble the words and write the rhyme.

Review with students that the rhyming words go at the end of the lines in a rhyme. Divide the class into pairs. Have students unscramble and write the rhyme. Monitor the activity and assist them if necessary. Invite two students to read their answers. Have volunteers write the rhyme on the board and verify they are correct with the class.

Answers: (from top to bottom) I am a mouse, I live in a house

• Listen and repeat.

Play *Track 18*. Have students listen to the rhyme. Repeat the track and encourage them to join in with the rhyme. Play the rhyme again and encourage them to say it in different ways: *Say the rhyme slowly/fast/quietly/loudly.* Provide help with pronunciation and intonation as needed.

TRACK 18

I am a mouse.
I live in a house.

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: 1.3, 2.1, 3.4, 3.5, 3.6

Functions and Language

Identifying rhyme and verse: *We live in a house and everything is fine.*

Except for a mouse that appears from time to time.

Vocabulary: cold, eat, floor, food, four, head, house, bed, meat, mood, mouse, old, play, socks, today

Materials: Class CD, Story Book 2, Rhyming Cards from Class 5, House Cutouts from Class 3, modeling clay (1 small ball per student)

Game: Tic-tac-toe

Draw a *Tic-tac-toe* grid on the board. Attach 9 index cards from the rhyming pairs to the *Tic-tac-toe* grid board, one card per square. Divide the class into two teams. Have the teams take turns and choose a square on the grid. Explain that they have to name a word that rhymes with the word on the index card (mouse–house, bed–head, etc.). If they say the rhyming word correctly, they draw their symbol (X or O) on the square. Explain that the first team to win three squares in a row, vertically, horizontally, or diagonally, will win the game.

Reread the Text

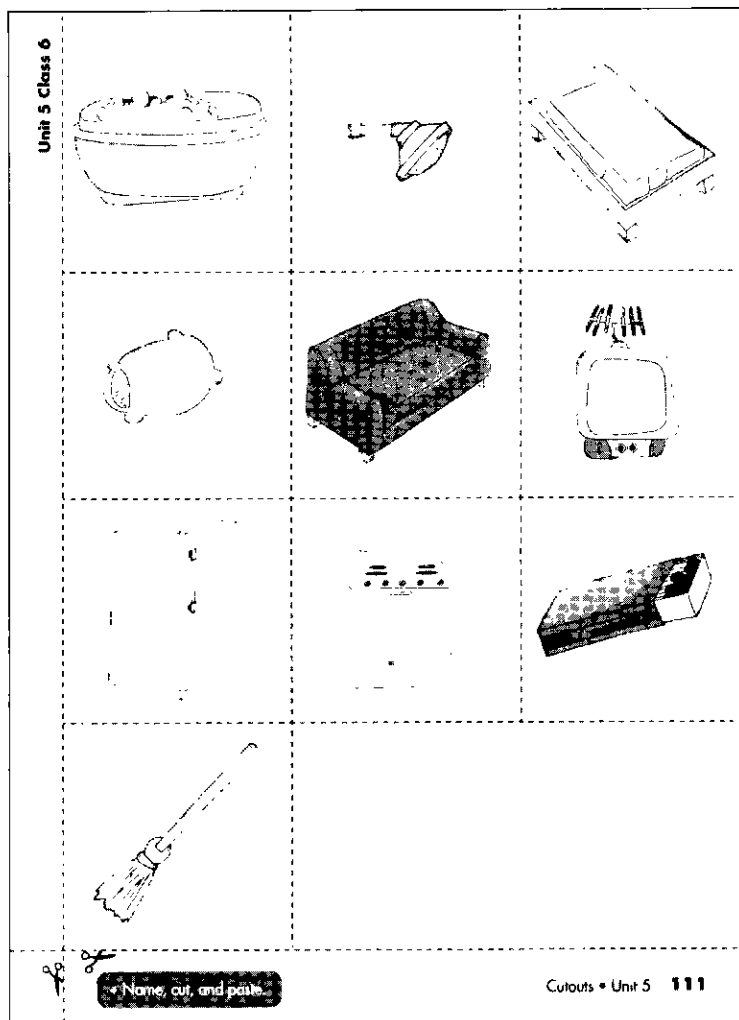
Display page 22 of *Story Book 2*. Review the title of the story: *The Mouse House*. Read the story turning the pages slowly so that students can look at the pictures while they listen to the story. Omit the rhyming words at the end of lines and have students call out the missing words.

Ongoing Assessment

You may use this activity to assess students' progress.

Observe students':

- Completion of a script with rhyming words.
- Pronunciation of rhyming words.



Play Out a Story

Distribute the *House Cutouts* from Class 6 among the students. Name the different objects and have students point to the pictures. Ask them to cut out the pictures. Walk around and ask questions: *What object is this?* Then have students organize two sets of cutouts on their desks. Distribute a sheet of white paper to each student. Ask students to draw a big two-story house on the sheet. Explain that the bedroom and bathroom should be upstairs and the kitchen and living room downstairs. After that, ask them to place and glue the objects onto the correct rooms.

Game: Spelling Words

Divide the class into two teams for a spelling competition to review letter-sound relations. Allow teams a few minutes to review the spelling of the rhyming words from this environment. Have students form teams. Ask them to take turns to spell the rhyming words you name. Indicate that if students spell the words correctly they win one point for their team. Explain that the team with the most points wins.

Think! and Write

Teaching Guidelines: 2.2, 2.3, 2.5, 2.7, 3.2, 3.4, 3.6

Functions and Language

Identifying words that rhyme: *I use the broom to clean the room.*

Vocabulary: broom, door, floor, room

Materials: Activity Book 2, pencils

Rhyming Words

Divide the class into pairs. Ask students to write as many pairs of rhyming words they can remember from the unit so far. Ask pairs to share the words and write them on the board. The pair that remembers the most pairs wins.

A Write the missing letters.

Have students open *Activity Book 2* to page 42. Point to the pictures and ask students to name the items and places they recognize: *What is this? It's a room.* Point to the two lines in each word and explain that two letters are missing. Discuss with students which letters are missing: *What goes here? Double 'o'.* Allow students time to complete the words with the correct letters. Verify their answers with the whole class.

Answers: Students should write *oo* in every word.

- **Say the words.**

Explain that the words have different sounds even though they have double "o". Read the two pairs of words aloud and make sure students can distinguish the difference between the sounds /u:/ and /ɔ:/. Say the pairs of words aloud and ask students to repeat them after you: *broom* and *room*, *floor* and *door*.

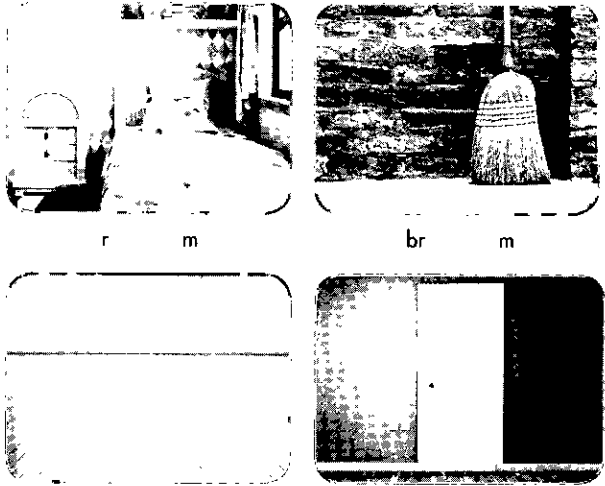
- **B Complete the rhyme.**

Tell students that they are going to make a verse using the rhyming words from this class. Read the incomplete sentences aloud. Divide the class into pairs. Have students complete the rhyme. Monitor students' rhymes and assist them if necessary. Copy the incomplete rhyme on the board. Invite four students to come up to the front and complete the rhyme. Have students tell you if they liked the rhyme or not and why. Help them use complete sentences to answer.

Answers: (from top to bottom) room, door, broom, floor

Think and Write

A Write the missing letters.



room broom

floor door

- **Say the words.**
- **B Complete the rhyme.**

I have big
With a big white
I use a long
To sweep the
- **Say the rhyme.**

42 Unit 5

Product Time Step 2
Go to page 44.

- **Say the rhyme.**

Have students work in pairs and say the rhyme out loud. Monitor the activity helping as necessary.

Game: Rhyme Competition

Divide the class into two groups. Have one group say lines 1 and 3 from the rhyme in *Activity Book 2* page 42. Ask the other group to say lines 2 and 4 on the same page. Then have them exchange lines. Have a class competition to see which group pronounces the rhyme clearly. Declare the group with less mistakes the winner of the game. Help students appreciate and enjoy literary expressions in English by respecting everybody's efforts and ideas.

Product Time: Illustrated Rhymes (Step 2)

Tell the class they are going to continue to work on their products. Distribute rhymes from Step 1. Have students open *Activity Book 2* to page 44 and go over Step 2, using the model to help with comprehension. Have students look at the activity on page 42 as a model. Ask students to circle the rhyming words in their rhymes. Collect students' rhymes for further use. Have students evaluate their work on Step 2 on page 44.

Think! and Make

Teaching Guidelines: 1.2, 2.1, 2.3, 2.4, 2.7, 3.3, 3.4

Functions and Language
Identifying words that rhyme: *Cats eat rats. Snakes eat cake.*

Vocabulary: *bed, book, cake, cat, cook, dog, frog, head, rat, snake*

Materials: *Class CD, Activity Book 2, Rhyming Cards from Class 5, paper, marker pens, colored pencils, a soft ball*

Game: Toss the Ball

Have students stand in a circle. Join them in the circle. Hold up one of the *Rhyming Cards*. Toss the ball to a student and have him or her pronounce the word appropriately. Then have the student toss the ball to another student and have that student hold up another *Rhyming Card*. Have students continue playing until all the students have said at least one of the rhyming words.

A Use the words to complete the rhymes.

Have students open *Activity Book 2* to page 43. Point to the pictures on the page and encourage students to describe them: *What are these? They're cats.* Encourage them to say which photo they like. *Which photo do you like? I like the frog.* Point to the words in the box and read them aloud. Ask students to complete the rhymes. Point to the pictures and have them call out the words. Verify the answers with the whole class.

Answers: (from top to bottom) cats, dog, rats, frog

• **Say the rhyme.**

Have students work in pairs and say the rhyme out loud. Monitor the activity helping with pronunciation as necessary.

B Write rhyming sentences with the words in the box.

Divide the class into pairs. Invite students to read the words in the box out loud. Read the incomplete sentences. Have students complete the sentences with words from the box. Allow them to compare their ideas in pairs before sharing them with the class.


Answers: (from top to bottom) house, chairs, mouse, stairs

Think! and Make


A Use the words to complete the rhyme.

rats frog dog cats

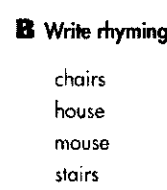
I have five _____



And I have a _____



I have six _____



And a big fat _____

• **Say the rhyme.**

B Write rhyming sentences with the words in the box.

chairs	I have a big _____
house	With lots of _____
mouse	There is a little _____
stairs	Who lives on the _____

Product Time Step 3
Go to page 44.

Unit 5 43

Product Time: Illustrated Rhymes (Step 3)

Tell the class they are going to continue to work on their products. Distribute rhymes from Step 2. Have students open *Activity Book 2* to page 44 and go over Step 3, using the model to help with comprehension. Have students look at the activity on page 43 as a model. Have students illustrate their rhymes. Collect students' *Illustrated Rhymes* for further use. Have students evaluate their work on Step 3 on page 44.

Think and Share

Teaching Guidelines: 2.3, 2.4, 2.6, 2.7, 3.1

Functions and Language

Identifying words that rhyme: *Cats eat rats. Snakes eat cake. I use the broom to clean the dining room.*

Vocabulary: *bed, book, broom, cake, cat, cook, dog, door, floor, frog, head, rat, room, snake*


Materials: *Rhyming Cards* from Class 5, construction paper, marker pens, white paper, colored pencils

Game: Say the Rhyme

Divide the class into two teams. Have one student from each team come to the front. Call out one of the words from the *Rhyming Cards*. Explain that the first student to say and write a rhyming word on the board will win one point for their team. Allow the teams to help if the students at the front use words that do not rhyme. Repeat the activity until all the students have participated. Indicate that the team with the most points after everybody has participated wins.

Product Time: Illustrated Rhymes (Step 4)

Tell the class they are going present their products. Distribute *Illustrated Rhymes* from Step 3. Have students open their books to page 44 and go over Step 3, using the picture to help with comprehension. Have students present their *Illustrated Rhymes* to the class, reading their rhymes out loud and explaining the illustration. Allow students to express emotions and reactions to the other groups' work, but remind them that it is important for them to always be respectful of each others' attempts to use the language. Use the *Suggested Evaluation Instrument* template on page 131 to evaluate students' participation and progress.



Product Time: Illustrated Rhymes

Step 1

- Look for and write a short rhyme.

I'm a Little Teapot

I'm a little teapot,
Short and stout.
Here is my handle,
And here is my spout.

I can think of a rhyme.

Step 2

- Circle the rhyming words.

I'm a Little Teapot

I'm a little teapot,
Short and stout.
Here is my handle,
And here is my spout.


I can identify rhyming words.

Step 3

- Draw and color your rhyme.

I'm a Little Teapot


I'm a little teapot,
Short and stout.
Here is my handle,



I can illustrate a rhyme.

Step 4

- Present and recite your rhyme.



Self-Check

Read and mark and say ✓. ← Always → Never

Attitude	4	3	2	1	0
1. I can illustrate and say a rhyme.					
2. I do neat work.					

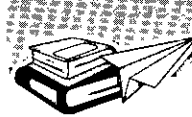
44 Unit 5

Self-Check

Have students open *Activity Book 2* to page 44. 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.

Assessment

See page 121. The answer key can be found on pages 115–116.



Environment: Recreation and Literature

Communicative Activity: Recreational expression

Social Practice: Change verses in a children's poem

Final Product: Verses of children's poems

Learning Outcomes	Teaching Guidelines	Class	
1. Explore illustrated children's poems.	1.1 Activate previous knowledge to predict topic and purpose.	1, 8	
	1.2 Recognize graphic and textual components (verses, stanzas).	3, 6, 9	
2. Participate in the reading aloud of children's poems.	2.1 Discover the meaning of words.	1, 7, 8	
	2.2 Differentiate stanzas from verses.	1, 6, 9	
	2.3 Distinguish rhyming words.	6, 7, 9	
	2.4 Recognize changes in intonation.	3	
	2.5 Practice spelling and pronunciation of rhyming words.	1, 4, 5, 7	
	2.6 Complete, orally, verses based on their beginning and ending.	3	
	3.1 Recognize words in verses.	2	
	3.2 Compare the writing of verses based on indicators (number of words, rhyme, etc.).	6, 9	
	3. Complete written verses.	3.3 Choose an option of a word to complete written verses.	1, 7, 8
		3.4 Rewrite words in verses and stanzas.	4
3.5 Revise the separation of words in writing.		5, 8	

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	List with verses	Speaking and Listening: Reciting	3
2	Selection of poems	Reading and Writing: Conventions	6
3	Verses of children's poems	Self-evaluation card	7, 8, 9

Think and Read

Teaching Guidelines: 1.1, 2.1, 2.2, 2.5, 3.3

Functions and Language

Identifying and talking about toys and games:

What does she have? She has a doll.

Vocabulary: bike, blocks, doll, games, jump rope, modeling clay, picture cards, checkers snakes and ladders, soccer ball, teddy bear, toys

Materials: Story Book 2, Activity Book 2, a large box, blocks, board game, doll, jump rope, teddy bears

Look and Say

Place the toys listed as materials inside a box or bag. Have individual students come up to the front, take one out, and hold it up for the class to identify. Ask: *What does she have? She has a teddy bear.* Model students' answers and have the rest of the class repeat them. Write the words on the board for future reference during the class. Explain that in this unit they will be learning about toys.

Think and Predict

Display the cover of *Story Book 2*. Ask students to point to the pictures on the cover and identify the characters from the stories they have read in previous units. Display page 33. Read the title of the rhyme and point to it: *A Rainy Day*. Have individual students come up to the front and point to the title. Ask students what they think happens in the rhyme.

Picture Read

Display page 33 of *Story Book 2*. Picture read the text with the class. Introduce the different characters and key vocabulary on each page and have students repeat: *bike, blocks, brother, cousin, doll, games, jumping rope, modeling clay, picture cards, play, sister, snakes and ladders, soccer ball, teddy bear, toys*. Have students come up and point to the illustrations on the pages.

A Look and number. Label the toys.


Have students open *Activity Book 2* to page 45. Ask students to look at the pictures and describe what they can see. Point to the illustrations with the children and say: *This is the sister. What does she have? She has a doll.* Check answers as a class.

Answers: (from left to right) 3, 2, 4, teddy bear, doll, blocks, modeling clay

Unit 6

A Look and number. Label the toys.

bear doll blocks clay



- **Complete the lines with the words from the story.**

We find some toys we really like.
I have a doll .
I think she's pretty.
My brother has a he likes to hold.
We build a city with some
Our is hard and old.
- **Say the lines.**

I can name the toys. ☺

Unit 6 45

• **Complete the lines with the words from the story.**

Ask students to spell out the words for the toys from the previous activity: *Spell doll. D-o-l-l*. Read the instructions for activity B aloud. Have students complete the sentences using the toys words in activity A. Monitor students' spelling. Invite students to write their answers on the board. Verify that they are correct with the rest of the class.

Answers: (from top to bottom) teddy bear, blocks, modeling clay

• **Say the lines.**

Read the stanza chorally with the class and encourage students to exaggerate the pronunciation. Divide the class in groups of six and ask them to create a new rhythm with the verse: *rap, rock, salsa, etc.* Have them practice the stanza in their groups and then sing the new rhythm to the rest of the class. Take a class vote on the best performance.

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: 1.3, 3.1

Functions and Language

Identifying and talking about toys and games:
*Do you play with the doll inside or outside?
 Inside. What is it? It's a bike. Do you ride a bike
 on a rainy day? No.*

Vocabulary: *bike, blocks, doll, games, jump
 rope, modeling clay, picture cards, checkers
 snakes and ladders, soccer ball, teddy bear, toys*

Materials: *Class CD, Story Book 2, Activity
 Book 2, paper, colored pencils, fly swatters
 (or two pieces of paper rolled in cone-shapes).*

Song: Good Morning

Play *Track 4* and demonstrate the phrases in
 the song. Read the song, line by line, and have
 students repeat and do the actions. Play the track
 a third time and encourage the students to join in
 with the actions.

TRACK 4 (See Unit 1, Class 7.)

Read the Text Aloud

Display *Story Book 2* page 33. Review the title
 by pointing to it: *What is the title of this story?
 A Rainy Day.* Ask students: *Do you like rainy
 days? What do you do on rainy days?* Point to the
 pictures on the pages as you read the text to aid
 comprehension. Then point to the pictures on the
 pages and ask questions for students to recognize
 words in verses. Help students respond. Model
 answers when necessary and have students repeat.
 Encourage students to help each other out as they
 answer the questions.

Page 33: (Point to the children.) *What day is it?
 Saturday*

Page 34: (Point to the children.) *Who is coming
 to play? Their cousins.*

Page 35: (Point to the window.) *Where are the
 children looking? Outside.*

Page 36: (Point to the four children.) *What are they
 doing? Playing with blocks and modeling clay.*

Page 37: (Point to the bag of games.) *What is in
 the bag? Special games.*

Page 38: (Point to the four children.) *How do they
 feel here? Why? Bored because they are waiting
 for the sun.*

Page 39: (Point to the children.) *Why are they happy?
 They are outside.*

19

Read and Think!

A Listen and circle the words that rhyme.

Do you have any special games, in that bag you have with you?

Yes, we have snakes and ladders, and checkers, too!

But soon we're tired of playing games. (9)
 We're waiting for the sun. (7)
 Then Mom shouts out, "The rain is stopping. ()
 Let's go out and have some fun. ()

We put on our coats to go outside ()
 We jump the rope and ride our bikes (8)
 We scream aloud with our dog Rover. ()
 "Being outside is what we like." (8)

• **Count the syllables in each line and write the missing numbers.**

• **Say the rhymes.**

46 Unit 6 I can identify rhyming words

A Listen and circle the words that rhyme.

Have students open *Activity Book 2* to page 46. Point to the picture and read the verses in the bubbles. Then play *Track 19* and have students circle the words that rhyme. Check answers as a class.

Answers: games, snakes, you, too

TRACK 19 (See *Story Book 2*, pages 33–39.)

• **Count the syllables in each line and write the missing numbers.**

Read the first line and use your fingers to show students how to count the syllables (9). Divide the class into pairs and have students take turns counting the syllables as they read the lines, and writing the number of syllables.

Answers: (from top to bottom) 9, 7, 9, 7, 8, 8, 8, 8

• **Say the rhymes.**

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

Act Out

Divide the class into small groups. Tell students they will act out the rhymes from activity A. Give students time to practice and then have a group volunteers to act out their rhymes for the rest of the class.

Think and Share

Teaching Guidelines: 1.2, 2.4, 2.6

Functions and Language

Participate in the reading aloud of a children's poem: *They have blocks and modeling clay.*
What do you have? I have some blocks. A bike and the jumping rope are for outside.

Vocabulary: *bike, blocks, brother, cousin, doll, games, inside, jump rope, modeling clay, outside, picture cards, play, pogs, sister, snakes and ladders, soccer ball, teddy bear, toys*

Materials: *Class CD, Activity Book 2*

Game: Clouds Swatter

Divide the class in two teams. Explain that there are some ludic puposes of language, like playing different games with children that speak different languages. Give a paper cone to each team. On one side of the board draw a rainy clod and label it *yes*. On the other side of the board draw another rainy cloud with thye label *no*. Ask one student from each team to come to the front with the cone. Say the name of a toy from the story and have students swat the *yes* cloud if they play the game on a rainy day or the *no* cloud if they don't. Explain to students that the first person to swat the correct option gets a point. Declare the team with the most points the winner of the game.

A Listen and mark (✓) the toys the children like.

Ask students to look at the pictures of the children in the left hand column. Ask the whole class: *Which do you think is Cliff's favorite toy? Why?* Pre-teach the words *scratch, box, and broken* by miming their meanings. Play *Track 20* and have students mark the correct options. Check answers with the entire class.









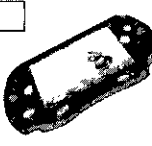
Answers: *Joe soccer ball, Sue doll*

TRACK 20

JOE: Hi Cliff, can I come in?
 CLIFF: Hey Joe. Do you want to play video games?
 JOE: Yeah, OK. What games do you have?
 CLIFF: Well, I have a lot of games here.
 JOE: Whoohah! You have millions. Do you play with all of them?
 CLIFF: Yes, I do.
 JOE: Do you have *Spiderman*?
 CLIFF: Oh sorry, it has a scratch.
 JOE: Do you have *Tron*?
 CLIFF: Yes, I have *Tron*. Oh no, it's not in the box.
 JOE: Do you have *Aliens*?



Think and Share 20

A Listen and mark (✓) the toys the children like.

 Cliff	<input checked="" type="checkbox"/>		<input type="checkbox"/>	
 Joe	<input type="checkbox"/>		<input type="checkbox"/>	
 Sue	<input type="checkbox"/>		<input type="checkbox"/>	

B Draw your favorite toy.

(My) _____ is my favorite toy.
 It's _____ and lots of fun.
 I can _____ and _____ every day.
 And I'm _____ when I'm done.

• **Complete the rhyme.** 
 I can talk about my favorite toys 

Unit 6 47

CLIFF: Yes, I do. Oh, but the disk is broken.
 JOE: What do you have that works?
 CLIFF: Hmmm! None really! But my sister Sue has some good Barbie dolls!
 JOE: Aaagggghhhh! I have a good soccer ball here with me. Let's go outside and play soccer!
 CLIFF: OK!

B Draw your favorite toy.

Ask students to think about a toy they like very much. Have them draw it in their books and write the name of it underneath.

• **Complete the rhyme.**

Tell students to complete the rhyme, using their favorite toy. Then divide the class into small groups and have students take turns saying their rhymes.

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.

Listen and Think:

Teaching Guidelines: 2.5, 2.7, 3.4

Functions and Language

Finding out the meaning of words in a picture dictionary and using them in sentences: *I have blocks. They are my favorite game.*

Vocabulary: box, broken, doll, soccer ball, scratch, video game

Materials: Activity Book 2, Story Book 2, Class CD, paper, colored pencils, four strips of paper each with a short rhyming verse from a stanza from this unit

Walking Dictation

Put the four strips of paper at the front of the classroom. Divide the class into groups of four. Have the groups take turns. Ask one student from each group to stand up and walk to one of the strips of paper. Tell them to read it and walk back to his or her group. Have him or her dictate the information to the rest of the group. Explain that groups have to write the information in their notebooks. Continue until all the lines have been written. Make sure students speak quietly while they work. Walk around the class and monitor the activity. Allow students to compare what they wrote and to help each other correct any mistakes they find.

A Label the pictures with words in the box.

Ask students to look at the pictures. Have a volunteer read the words in the box. Then tell students to label the pictures using the words in the box. Then play *Track 19* and have students check their answers.

Answers: (from left to right) checkers, snakes and ladders, jump rope, bike

TRACK 19 (See *Story Book 2*, pages 33–39.)

Write the toys in the correct column.

Tell students to classify the toys in activity A. Then invite volunteers to share their answers with the rest of the class.

Answers: (Sunny days) jump rope, bike; (Rainy days) checkers, snakes and ladders

Add more toys to the chart.

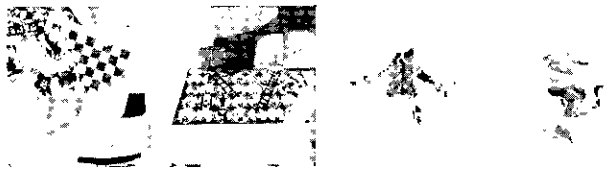
Have students write more toys in the chart according to the weather when they are most likely used.

19

Listen and Think

A Label the pictures with words in the box.

bike checkers jump rope snakes and ladders

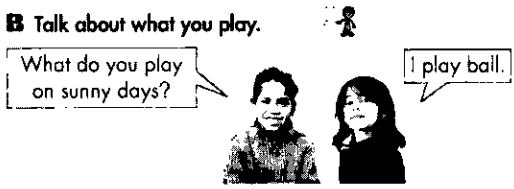


Write the toys in the correct column.

Sunny days	Rainy days

Add more toys to the chart.

B Talk about what you play.



48 Unit 6

B Talk about what you play.

Read the dialogue aloud and have students repeat after you. Then divide the class into pairs and have students take turns asking and answering questions about the toys they listed in their charts.

Be creative!

Write down some of students sentences from the previous activity on the board. Encourage them to use some of those sentences to write rhyming verses. Elicit ideas, write them on the board, and have everybody help. Remember to provide help with spelling, grammar, and pronunciation as needed.

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 Say

Teaching Guidelines: 2.5, 3.5

Functions and Language

Asking and answering questions about toys and games: *What game do you have? I have a doll.*

What's his favorite toy? A video game.

Vocabulary: bike, blocks, brother, cousin, doll, games, inside, jump rope, modeling clay, outside, picture cards, play, pogs, sister, snakes and ladders, soccer ball, teddy bear, toys

Materials: Activity Book 2, Class CD

Game: Spelling Bee

Divide the board into four columns. Divide the class into four teams. Have a student from each team come to the board. Name a word from the *Picture Dictionary* on page 90 of *Activity Book 2* (see Teacher's Guide, page 147) and have students write it on the board. Explain that the students who spell the word correctly will win a point for their team. Make sure all students participate in the game. Indicate that the team with the most points at the end of the game will be the winner. Call out the words in the *Picture Dictionary* (see page 147) and have students point to the corresponding pictures. Alternatively, use the images included in the *Class CD* to review the vocabulary before the game.

A Read and write the rhyming words.

Have students open *Activity Book 2* to page 49. Read the words in the box: *ten, hat, bake, and log*. Explain their meanings and have students repeat the words after you. Read the words on the roulette aloud. Have students fill in the blanks with the correct rhyming words. Check answers by reading out the first two words and having the class say the third: *What rhymes with cat and mat? Hat.*

Answers: (from left to right, top to bottom) hat, log, ten, bake

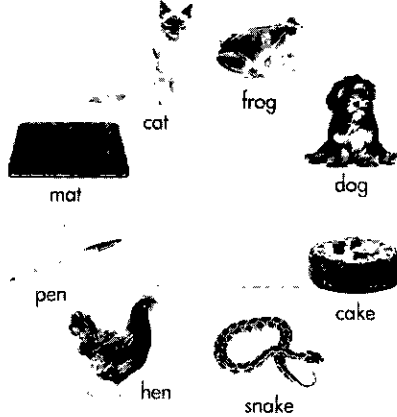
• Read and complete the rhymes.

Ask students to look and describe the pictures. Ask them if the pictures are funny or serious and elicit answers at random. Point to the sentences and explain that they have to complete the rhymes with words from the roulette wheel in activity A. Monitor students' work and help them with

Think and Make

A Read and write the rhyming words.

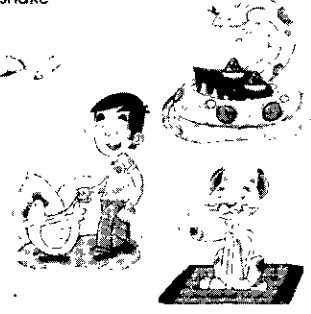
ten hat bake bug



cat frog dog
mat pen hen snake

• Read and complete the rhymes.

- I have a cat
It sits on a _____
- My friend Ben
Has a pet _____
- That big snake
Has a piece of _____



Product Time Step 1
Go to page 52.

Unit 6 49

the rhymes when necessary. Read the rhymes and have students complete them with the missing words: *I have a cat. It sits on a mat.*
Answers: 1. mat, 2. hen, 3. cake

Product Time: Children's Poem (Step 1)

Point to the title of the product on page 52 and go through the different steps. Tell students they are going to create their own rhyme. Divide the class into groups of four students. Have students look at the activity on page 49 as a model and encourage each team to write a list of rhyming words. Collect and store students' *lists of rhyming words* for further use. Have students evaluate their work on Step 1 on page 52.

Think! and Share

Teaching Guidelines: 1.2, 2.4, 2.6

Functions and Language

Participate in the reading aloud of a children's poem: *They have blocks and modeling clay. What do you have? I have some blocks. A bike and the jumping rope are for outside.*

Vocabulary: bike, blocks, brother, cousin, doll, games, inside, jump rope, modeling clay, outside, picture cards, play, pogs, sister, snakes and ladders, soccer ball, teddy bear, toys

Materials: Story Book 2, Class CD, Activity Book 2, toys and games from Story Book 2, scissors.

Recognize Inside or Outside

Hold up the toys and games from the materials list and ask students to name the items: *What do I have? A doll.* Elicit choral and individual repetition from students. Explain the meaning of *inside* and *outside* by pointing to the *inside* of the classroom and the *outside* of the classroom. Hold up a toy and have students identify where they play with them: *Do you play with the doll inside or outside? Inside.*

Identify Graphical and Textual Components

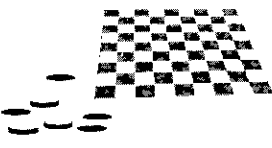



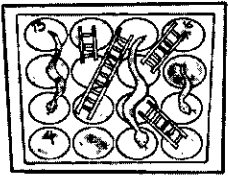
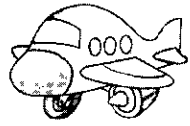


Display page 33 of *Story Book 2*. Ask students the title of the text and have a student come up and point to it in the book: *Point to the title.* Play *Track 19*. Turn the pages of *Story Book 2* slowly so students can see the pictures while they listen to the text. Play the track again, pausing after each page. Have students repeat the rhyme. Provide help with intonation as needed.

• **TRACK 19** (See *Story Book 2*, pages 33–39.)

Observe and Think

Have students open *Story Book 2* to page 33. Make simple statements about the text and have students come up and point to the part of the picture that illustrates each statement: *The cousins arrive to play. They have building blocks and modeling clay. They have lots of board games in a bag.* Write the sentences down on the board. Explain that you are going to use them to make a list of possible verses. Elicit ideas and write them on the board. Make sure they rhyme.

Unit 6 Class 6

 checkers	 ball
 picture cards	 videogame
 snakes and ladders	 toy plane
 blocks	 book

✂️ **• Look, cut, and play.**

Cutouts • Unit 6 **109**

Ongoing Assessment

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

- Valuing ludic purposes and creative functions of language
- Distinguishing words that rhyme.

• **Look, cut, and play.**

Have students open *Activity Book 2* to page 109 and cut out the cards. Name the items and have them raise the corresponding picture: *Snakes and ladders.* Walk around and ask questions about the toys: *What do you have? I have some blocks.* Collect and store the *Toys Cutouts* for further use.

Complete Verses

Write incomplete verses, from the ones students have read so far, on the board. Have volunteers come up and write the missing rhyming words in the correct places. Read the verses aloud with the class. Make sure they are using pronunciation and intonation correctly.

Think! and Write

Teaching Guidelines: 2.1, 2.3, 2.5, 3.3

Functions and Language

Participating in the reading aloud of a children's poem: *Charlie the clown Wears a magic gown, And slowly counts to ten. He puts on his hat And scares the cat.*

Vocabulary: boy, cat, clown, gown, hat, pen, magic, ten, toy, wave, wear

Materials: Construction paper (1 sheet per group), *Activity Book 2*, students' lists (from Step 1), *Class CD*

Game: Rhyming Words

Divide the class into pairs. Ask students to write down four rhyming words they remember from the previous class. Call out random rhyming words from the previous class and have students cross out the words they have as you mention them. Explain that when a pair crosses out all four words on their list they must shout Bingo! Review the pronunciation of the words. Elicit more words that rhyme and write them on the board for further reference.

A Look at the pictures and write the missing words.

Divide the class in pairs. Have students open *Activity Book 2* to page 50. Ask them to look at the pictures in the right. Invite them to describe what they can see in the pictures: *What is it? A cat.* Read the words in the box out loud. Have students read the text and write the missing words. Tell students to focus on the pictures next to the text to complete the activity. Give students time to compare their answers with another pair.

Answers: 1. cat, 2. cow, 3. moon, 4. dog, 5. dish, 6. spoon

• **Circle the words that rhyme.**

Have students continue working in pairs. Tell them to circle the words that rhyme in the text.

Answers: (from top to bottom, left to right) diddle, fiddle, moon, spoon

• **Say the rhyme.**

Have students say the rhyme out loud. Clap to help keep the rhythm. Monitor and help with pronunciation as necessary.

Think and Say

A Look at the pictures and write the missing words.

moon cat dog spoon dish cow

Hey Diddle Diddle

Hey diddle diddle,
The 1) _____ and the fiddle.

The 2) _____
the 3) _____ jumped over

The little 4) _____
to see such fun. laughed

And the 5) _____
with the 6) _____ ran away



• Circle the words that rhyme.

• Say the rhyme.

50 Unit 6

Product Time Step 2
Go to page 52.

Product Time: Children's Poems (Step 2)

Tell the class they are going to continue to work on their products. Distribute students' lists of rhyming words from Step 1. Have students open *Activity Book 2* to page 52 and go over Step 2, using the model to help with comprehension. Have students look at the activity on page 50 as a model and copy a rhyme on construction paper leaving the blanks empty. Collect students' rhymes for further use. Have students evaluate their work on Step 2 on page 52.

Think! and Make

Teaching Guidelines: 2.1, 2.3, 2.5, 3.3

Functions and Language

Participating in the reading aloud of a children's poem: *Charlie the clown Wears a magic gown, And slowly counts to ten. He puts on his hat And scares the cat.*

Vocabulary: boy, cat, clown, gown, hat, pen, magic, ten, toy, wave, wear

Materials: Activity Book 2, paper, dictionaries

Do they rhyme?

Write the rhyming words from page 51 of *Activity Book 2* in random order. Elicit the meanings. Have students use a dictionary if there is a word they do not know. Then have volunteers come and match pairs of rhyming words as a general review.

A Match and complete the rhyming words.

Have students open *Activity Book 2* to page 51. Ask them to look at the pictures in the left hand column and repeat the words after you. Focus students' attention on the vowel sounds of the words. Then ask students to look at the pictures in the right hand column and ask: *What is this? It's a pen.* Have students complete the words with a vowel. Then have students match the two columns in their books. Ask students to say the pairs of rhyming words in order to check answers.
Answers: (from top to bottom) e, a, o, o, and then match (from top to bottom) ten-pen, hat-cat, boys-toys

B Read, look, and write the missing words.

Ask students to look at the picture of the clown and describe what they can see. Read the instructions aloud. Divide the class into pairs. Ask the students to complete the poem with words from activity A.

Answers: (from top to bottom) clown, cat, pen, toys

• Listen and check.

Write the incomplete verses on the board. Elicit and write possible answers. Play *Track 21* and check the answers with the class. Play the track again, pause it after each line, and have students repeat. Play the track a third time, encourage students to say the poem and act out the actions.

TRACK 21









POEM: CHARLIE THE CLOWN

Charlie the clown,
Wears a magic gown,

21

T. Think and Write


A Match and complete the rhyming words.

	clown •	• p n	
	ten •	• c t	
	hat •	• g wn	
	boys •	• t ys	

B Read, look, and write the missing words.

Charlie the
Wears a magic gown,
And slowly counts to ten.
He puts on his hat
And scares the
And then, he waves his magic
The girls and boys
All receive new
But they never see Charlie again!

• Listen and check.



Product Time Step 3
Go to page 52.

Unit 6 51

And slowly counts to ten.
He puts on his hat,
And scares the cat,
And then, he waves his magic pen.
The girls and boys,
All receive new toys,
But they never see Charlie again!

Product Time: Children's Poems (Step 3)

Tell the class they are going to continue to work on their products. Distribute *lists of rhyming words* and *rhymes* from Steps 1 and 2. Have students look at the poem about Charlie the Clown on *Activity Book 2*, page 51 and circle the rhyming words. Then have students add any rhyming words on the page to their lists. Ask students to turn to page 52 and go over Step 3, using the model to help with comprehension. Have students look at the activity on page 51 as a model. Refer students back to page 50 to see which words should rhyme in the poem: *moon, spoon*. Then have them create a new rhyme using words from their lists. Then have students illustrate their rhymes. Collect students' *rhymes* for further use. Have students evaluate their work on Step 3 on page 52.

Think! and Share

Teaching Guidelines: 1.2, 2.2, 2.3, 3.2

Functions and Language

Participating in the reading aloud of a children's poem: *Snakes eat cakes.*

Vocabulary: *bat, Ben, cake, cat, dog, frog, hat, hen, Jake, lake, log, mat, pen, pog, snake, ten*

Materials: *Class CD, Students' stanza from Rhyming Lists Class 8, 16 index cards, scissors, pencil for spinner (1 per group of four)*

Preparation: *Vocabulary Index Cards: Write rhyming words on 16 index cards.*

Guess the Drawing

Draw a simple sketch on the board of one of the words on the index cards. Draw it, line by line, until a student guesses what it is. Then complete the sketch rapidly. Repeat with the other words. Leave all 16 pictures on the board.

Match the Pictures

Put the index cards with the rhyming words in a pile on the desk at the front of the class. Divide the class into four groups. Have a student from each group come to the front, take a card from the top of the pile, and put it under the correct sketch on the board. When all the cards are on the board, point to the pictures and have students repeat the words.

Song: Boys and Girls Come Out to Play

Play *Track 22*. Have students listen to the song. Play the track again, line by line, and have students repeat. Play the track a third time and have students sing along and clap when they hear rhyming words.

TRACK 22

Boys and girls come out to play.
The sun is shining. It's a beautiful day.
Come with a hoop, and come with a call.
Come with good will or not at all.

Product Time: Children's Poems (Step 4)

Tell the class they are going to finish and present their products. Distribute *rhymes* from Step 2. Allow students to finish illustrating their rhymes. Have students open the *Activity Book 2* to page 52 and go over Step 4, using the picture to help with comprehension. Have students present their *rhymes* to the class.

Product Time: Children's Poems

Step 1

- Write a list of rhyming words.

clown dog cat fish
down frog rat dish

I can identify rhyming words.

Step 2

- Copy a rhyme.

Hey Diddle Diddle

Hey diddle, diddle,
The ___ and
the fiddle.
The ___ jumped over
the ___

I can complete a rhyme.

Step 3

- Complete and illustrate your rhyme.


Hey Diddle Diddle

Hey diddle, diddle,
The dog and
the fiddle.
The clown jumped over

I can change a rhyme.

Step 4

- Present your rhyme.



Self-Check

• Read and mark ✓.	Very well	OK	Need help
1. I can write my own rhyme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can work with a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52 Unit 6

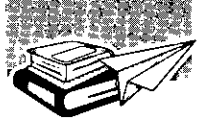
Use the *Suggested Evaluation Instrument* template on page 132 to evaluate students' participation and progress.

Self-Check

Have students open the *Activity Book 2* to page 52. 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 work on the product. Check students understand the meaning *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 each student put a check in the box that best describes him or her. Have students agree on areas they might need help with.

Assessment

See page 122. The answer key can be found on pages 115–116.



Environment: Recreation and Literature

Communicative Activity: Understanding oneself and others

Social Practice: Read stories to compare emotions

Final Product: Illustrated sentences related to own experiences, for a hanging mural

Learning Outcomes	Teaching Guidelines	Class
1. Explore an illustrated book of children's tales.	1.1 Activate previous knowledge to anticipate topic, purpose and intended audience.	1
	1.2 Identify the parts of a book, and recognize graphic components.	2
	1.3 Recognize graphic and textual components (e.g., number of pages, author's name, etc.).	2
2. Follow the reading aloud of a tale.	2.1 Detect the structure of a text (beginning, middle, and denouement).	1, 3
	2.2 Look up the meaning of words in an illustrated dictionary.	3
	2.3 Identify formulaic expressions of beginning and ending (e.g., <i>Once upon a time, ... and they lived happily ever after, etc.</i>).	1
	2.4 Recognize characters by their names.	3
	2.5 Express their creativity to represent actions (sleeping, walking, etc.) contained in a text.	2, 4
3. Compare emotions caused by the reading of a tale.	3.1 Compare actions and emotions of characters with their own (e.g., <i>She looks sad, They are afraid, etc.</i>).	4
	3.2 Express emotions about actions and characters as the text is being read (e.g., <i>What a...</i>).	6
	3.3 Share questions and answers about the emotions of others (e.g., <i>Do you feel...? Are you...? Yes, we are happy, etc.</i>).	5
	3.4 Use expressions said when emotions are shared (e.g., <i>Me too, so do I, etc.</i>).	2, 6
4. Participate in writing statements.	4.1 Identify words in statements.	7
	4.2 Recognize words that are written with an initial majuscule.	7
	4.3 Complete, with one or more words, statements referring to actions of their own or the characters.	7
	4.4 Complete lists of actions.	7, 8
	4.5 Compare words in statements.	9
	4.6 Revise the use of majuscules and minuscules.	7
	4.7 Verify the separation of words.	7

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Sentences	Reading and Writing: Conventions	3
2	Drawings or illustrations	Speaking and Listening: Pronunciation	6
3	Illustrated sentences related to own experiences, for a hanging mural	Evaluation Rubric	7, 8, 9

Think! and Read

Teaching Guidelines: 1.1, 2.1, 2.3

Functions and Language:

Identifying and describing characters: *This is Thumbelina.*

Retelling a text in the correct order:
Thumbelina has a home with Old Lady.

Vocabulary: *bird, cook, cry, dinner, dish, excited, fairy, fat, fish, flower, fly, food, girl, happy, house, lady, land, lily pad, marry, mouse, nutshell, old, pond, prince, sad, tiny, tired, toad, ugly, wash, water*

Materials: *Story Book 2, Activity Book 2, Days Cutouts* page 95, yellow, green, and blue crayon, plastic bag to store cutouts

Song: Take Me Out to the Park

Play *Track 11* and review the song. Play the track again, line by line, and have students repeat and act out the song.

TRACK 11 (See Unit 3, Class 9.)

Think and Predict

Display *Story Book 2*, page 40. Point to the title: *What is the title? Thumbelina.* Then point to the picture. Ask: *Who do you see? Is the girl big or small? Where is she? What other things can you see in the picture?* Explain that Thumbelina is a girl the size of a thumb. Write the word *Thumbelina* on the board and circle the word *thumb* in it. Ask students what they think the story is going to be about and write some predictions on the board.




Picture Read

Display of *Story Book 2*, pages 40–48. Picture read the text with the class. Point to and introduce different characters and key vocabulary. Turn the pages slowly so that students can look at the pictures. Have students come up and point to the pictures. Ask them to compare their predictions with what happens in the story.

A Number the sentences in order.

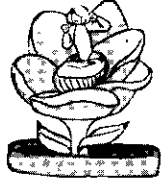
Have students open *Activity Book 2* to page 53. Invite students to read aloud the sentences. Elicit from the class the correct order and have students number the pictures in their books. Invite some students to say the correct order of the sentences. Display of *Story Book 2*, pages 40–48 to check answers.

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

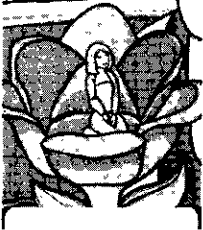


Number the sentences in order.

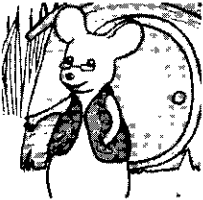


Bird flies Thumbelina home.
 Mother Toad keeps Thumbelina on a lily pad.
 Thumbelina lives with Old Lady.
 Thumbelina escapes and lives with Mouse.



Label the characters.

Mouse Toad Thumbelina Bird Old Lady Prince

I can recognize the characters. 😊

Unit 7 53

B Label the characters.

Have students describe the pictures. Read the words in the box and have students repeat. Ask students to write the names of the characters under the corresponding pictures. Check answers with the class: *Who is this? It's Toad.*

Answers: (from left to right, top to bottom) Thumbelina, Kind Old Lady, Toad, Mouse, Bird, Prince

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.

Think and Share

Teaching Guidelines: 2.1, 2.2, 2.4

Functions and Language

Describing pictures: *Thumbelina gets up early.*

Recognizing graphic and textual components:

This is Thumbelina. She is crying.

Vocabulary: *bird, cook, cry, dinner, dish, excited, fairy, fat, fish, flower, fly, food, girl, happy, house, lady, land, lily pad, marry, mouse, nutshell, old, pond, prince, sad, tiny, tired, toad, ugly, wash, water*

Materials: *Class CD, Story Book 2, Activity Book 2, pencil*

Listen to the Text

Display *Story Book 2*, page 40. Play *Track 23* and turn the pages so students can see them. Ask them to open *Activity Book 2* to page 71 and read the words. Play the track again and say: *Point to the words in the Picture Dictionary as you hear them.* Alternatively, call out the words in the *Picture Dictionary* (see *Teacher's Guide*, page 148) and have students point to the corresponding pictures, or use the images included in the *Class CD* to review the vocabulary.

TRACK 23 (See *Story Book 2*, pages 40–48.)

A Number the pictures in the correct order.

Have students open *Activity Book 2* to page 54. Tell them number the pictures in the correct order. Give students time to check their answers with a partner before checking answers as a class.

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

Use the pictures to tell the story.

Have students use the pictures and the prompts to tell the story. Help with vocabulary and pronunciation as necessary.

Act Out the Story

Divide the class into groups of six. Have students play the characters of *Thumbelina*, *Old Lady*, *Toad*, *Mouse*, *Bird* and *Prince of Fairies*. Play *Track 23* and have students listen to the story and act it out. Encourage them to exaggerate their actions. Invite some groups to perform their version for the rest of the class.

Think and Share

Number the pictures in the correct order.

Use the pictures to tell the story.

Thumbelina lives in a flower. She is happy.

Thumbelina is with the frog. She is sad.

54 Unit 7

Ongoing Assessment

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

- Ability to detect the structure of a text.
- Ability to describe drawings or illustrations.

Product Time: Experience Mural (Step 1)

Point to the title of the product on page 60 and go through the different steps. Tell students they are going to make a mural for a wall in the classroom to share their happy experiences. Have students look at the activity on page 54 as a model and draw a picture of a happy experience they had. Collect and store students' *experience drawings* for further use. Have students evaluate their work on Step 1 on page 60.

Think! and Write

Teaching Guidelines: 4.1, 4.2, 4.3, 4.4

Functions and Language

Completing sentences: *Thumbelina lives in a... lily pad.*

Comparing actions: *Run and walk.*

Vocabulary: *bird, cook, cry, dinner, dish, excited, fairy, fat, fish, flower, fly, food, girl, happy, house, lady, land, lily pad, marry, mouse, nutshell, old, pond, prince, sad, tiny, tired, toad, ugly, wash, water*

Materials: *Activity Book 2, paper, pencils, colored pencils*

Unscramble Words

Write a sentence with the words out of order on the board: *lily pad This is Thumbelina's.* Divide the class into pairs. Ask students to unscramble the words and write the sentence in their notebooks. Have a pair write the sentence on the board: *This is Thumbelina's lily pad.* Check spelling, punctuation and capital letters with the class. Tell the class to always start sentences with capital letters and names. Invite some students to write their answers on the board.

A Circle the capital letters and punctuation marks.

Have students open *Activity Book 2* to page 55. Read the instructions and have students look at the example. Ask students which sentences are questions and how they can tell: *The question mark.* Check answers with the class.

Answers: 2. She and the period, 3. She, Mouse and the period, 4. Do, Thumbelina, Mouse, and the question mark

B Circle the words and write the sentences.

Have students look at the letters. Have students identify the words and circle them. Then tell students to write the complete sentences on the lines. Remind them to use capital letters and punctuation marks accordingly. Allow them to compare answers in pairs. Review with the class.

Answers: 1. Thumbelina is a tiny girl. 2. Does she live in a nutshell? 3. Who does mother Toad see?

Think and Write

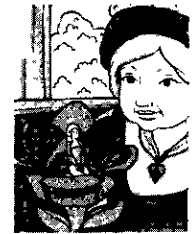
A Circle the capital letters and punctuation marks.

1. Mother Toad sees Thumbelina.
2. She takes her to a lily pad.
3. She meets Mouse.
4. Do Thumbelina and Mouse walk every day?



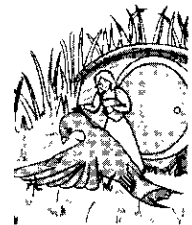
B Circle the words and write the sentences.

1. thumbelinaisatinygirl
2. doessheliveinanutshell
3. whodoesmothertoadsee



C Read and complete.

- flies cries gives
1. Thumbelina _____ every night.
 2. She _____ Bird food.
 3. Bird _____ Thumbelina home.



C Read and complete.

Ask students to read the words in the box. Ask: *Are they actions or emotions? Actions.* Allow students to complete the sentences. Review the answers with the class, by writing them on the board for them to check.

Answers: 1. cries, 2. gives, 3. flies

Product Time: Experience Mural (Step 2)

Tell the class they are going to continue to work on their products. Distribute *experience drawings* from Step 2. Have students open *Activity Book 2* to page 60 and go over Step 2, using the model to help with comprehension. Have students look at the activities on page 55 as a model. Ask students to write sentences under their pictures about the experience they chose. Collect students' *experience drawings* for further use. Have students evaluate their work on Step 2 on page 60.

Think! and Make

Teaching Guidelines: 4.4

Functions and Language
Using the language as a means to share information: *Thumbelina meets Mouse. She is sad. She misses Old Lady.*

Vocabulary: *bird, cook, cry, dinner, dish, excited, fairy, fat, fish, flower, fly, food, girl, grandma, happy, house, lady, land, lily pad, marry, mouse, nutshell, old, pond, prince, Red Riding Hood, sad, tiny, tired, toad, ugly, wash, water, wolf, woodcutter*

Materials: *Activity Book 2*, pencil, index cards (1 per student),

Preparation: Index cards (1 per student) with one of the following character names written on: *Thumbelina, Mother Toad, Son Toad, Old Lady, fish, Mouse, Bird, Prince of the Fairies, Red Riding Hood, wolf, Grandma, woodcutter.*

Who am I?


Tape an index card with a character's name on each student's back. Explain that students have to walk around the classroom and ask *yes/no* questions to guess the name on their index cards. Review the types of questions with the whole class before starting the activity: *Am I an animal? Am I a thing? Do I live in the forest? Am I big? Am I bad?* Have students sit down once they guess their character.

A Solve the riddles and write the names of the characters.


Have students open *Activity Book 2* to page 56. Read the instructions and the riddles and explain any vocabulary that students don't understand. Divide the class into pairs. Ask students to complete the activity. Invite some students to write the answers on the board and check them. Read the riddles again and have the class say the characters chorally.

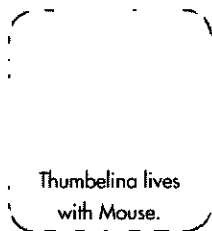


Answers: (from left to right, top to bottom) Thumbelina, Toad, Fish, Bird


Think and Make

A. Solve the riddles and write the names of the characters. 

Bird	fish	Toad	Thumbelina
I live in a house.	I sleep in a nutshell.	I love the Old Lady.	
			I live with my mother. I am fat and ugly. Thumbelina doesn't want to marry me.
We live in the pond.	We swim.	We eat the stems of the lily pad.	
			I am tired and sick. Thumbelina gives me food and water. I fly Thumbelina home.

B Draw the actions and characters. 

		
Thumbelina lives with Mouse.	Thumbelina flies home with Bird.	The Prince of Fairies waits for her at home.

Use the sentences and pictures to retell the story. 

56 Unit 7

B Draw the actions and characters.

Have students draw and color their pictures. Encourage them to be as creative as possible. Divide the class into pairs. Ask pairs to look at and describe each other's pictures: *My mouse is small and gray. My mouse is big and brown.*

Use the sentences and pictures to retell the story.

Divide the class into groups of four. Invite the groups to retell the story using their pictures and the sentences on the page. Walk around and help as necessary.

Listen and Think!

Teaching Guidelines: 2.5, 3.1

Functions and Language

Comparing actions and emotions: *She looks sad.*

Vocabulary: *cake, come, eat, Grandma, happy, house, Little Red Riding Hood, meet, sad, scared, strange, surprised, Wolf, woodcutter*

Materials: *Activity Book 2, Class CD, pencils, paper, colored pencils*

About Stories

Write *Little Red Riding Hood* on the board and have students say what they know about the story. Help with language as necessary. Write the ideas on the board. Discuss how most stories have good characters, bad characters, and a simple problem to be solved. Ask students to tell other stories they know in English and in their mother tongue. Teach them how important it is to show appreciation for cultural expressions of other countries.

A Listen and number the pictures from Little Red Riding Hood.

Have students open *Activity Book 2* to page 57. Point to the pictures and ask questions: *Who is she? Where is she going?* Point to the wolf. *Is the wolf good or bad?* Read the instructions and play *Track 24*. Ask students to number the story pictures in order. Check the answers by retelling the story of the pictures in order with the class
Answers: (from left to right, top to bottom) 4, 2, 3, 1

TRACK 24

Little Red Riding Hood

Little Red Riding Hood walks in the woods to Grandma's house to eat cake. She feels happy. She meets a wolf. She is scared. She gets to the house. Grandma looks strange. She feels sad. The woodcutter comes and scares the wolf. She is surprised.

B Complete the sentences.

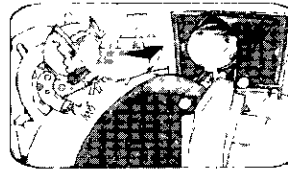
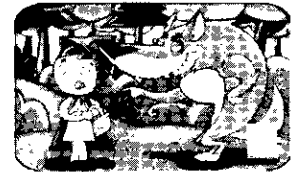
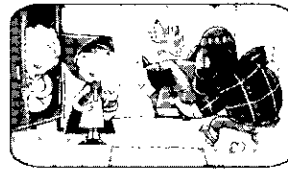
Read the words in the box and make sure students understand them by miming them. Read the sentences aloud. Divide the class into groups of four. Have each student in the group complete one sentence and read it to his or her group. Check with the whole class

Answers: 1. happy, 2. scared, 3. sad, 4. surprised

Listen and Think

24

A Listen and number the pictures from Little Red Riding Hood.



B Complete the sentences.

scared happy surprised sad

1. Little Red Riding Hood walks in the woods to Grandma's house. She feels
2. She meets a wolf. She is
3. She gets to the house. Grandma looks strange. She feels
4. The woodcutter comes. He scares the wolf. Grandma and Red are

C Draw a picture of you today. Talk about how you feel.

I can describe my feelings. 😊

Unit 7 57

C Draw a picture of you today. Talk about how you feel.

Ask students if they like the story of *Little Red Riding Hood* or not. Have them discuss the characters' feelings in the story and choose how they feel today. Have them draw a picture of how they feel today. Have students work in pairs. Tell them to share their drawing with his/her partner and describe the picture.

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: 3.2, 3.4

Functions and Language

Comparing actions and emotions: *How does Thumbelina feel? She feels sad.*

Vocabulary: bird, cook, cry, dinner, dish, excited, fairy, fat, fish, flower, fly, food, girl, happy, house, lady, land, lily pad, marry, mouse, nutshell, old, pond, prince, sad, tiny, tired, toad, ugly, wash, water

Materials: Story Book 2, Activity Book 2, Class CD, scissors

Thumbelina's Feelings

Display Story Book 2 page 40. Point to the pictures on each page as you read the text. Ask students to point out when her feelings are mentioned. Teach the meaning *excited*, explaining it means *very enthusiastic* or *animated*. Read again pages 41, 43, 46, 48 and ask: *How does Thumbelina feel? She feels sad. Why? Because she misses the Old Lady.*

Song: Thumbelina, Thumbelina, Tiny Little Thing

Ask students to remember what the story of Thumbelina is about. Play Track 25 and have students listen to the song. Play the track again and have students repeat. Play the track a third time and encourage students to sing along.

TRACK 25

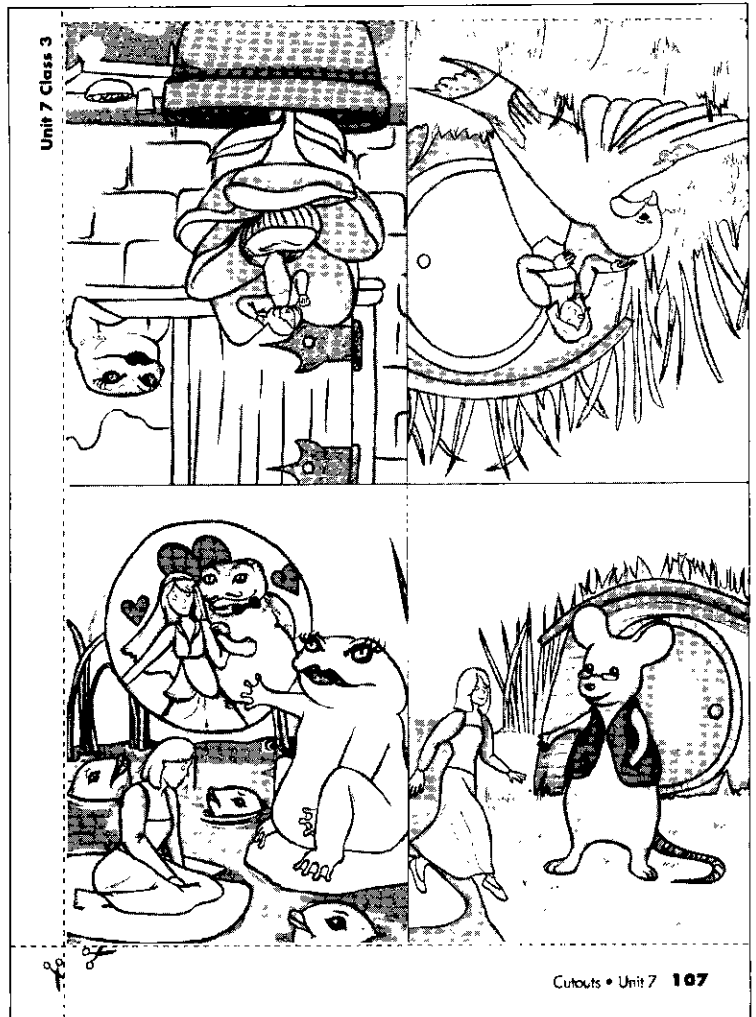
Thumbelina, Thumbelina, tiny little thing.
Thumbelina, dance. Thumbelina, sing,
Thumbelina, what's the difference if you're very small?
When your heart is full of love, you're nine feet tall!
So you're no bigger than my thumb, than my thumb,
than my thumb.

Sweet Thumbelina, don't be glum.

Now, now, now, ah, ah, ah, come, come, come!

• Read, cut, and play.

Have students open Activity Book 2 to pages 105. Read the action words and have students repeat after you. Ask students to cut out the dominoes. Divide the class into pairs. Ask students to shuffle two sets of dominoes and place them face down on a desk. Tell students they must take five cards and play domino matching the pictures to the correct words. Explain that if a student cannot lay down a tile, they must take another domino. The first student to lay down all his or her dominoes wins.



Hands Down

Divide the class into groups of four. Have each group sit in a circle. Ask students to put one set of dominoes face up in the middle of the circle. Name actions from the dominoes and have students put their hand on the corresponding domino and make a correct sentence. Tell students that the first person in the group to put his or her hand on the picture and say the correct sentence wins a point. Award an extra point if students can write down the sentences on the board correctly. Repeat the procedure several times with different words. Explain that the student with the most points in each team is the winner. Collect and store students' Dominoes for further use.

Ongoing Assessment

You may use this activity to assess student's progress:

Observe students':

- Ability to express emotions about action and characters.

Think! and Say

Teaching Guidelines: 3.3

Functions and Language

Asking and answering questions about feelings: *How do you feel? I feel scared. So do I.*

Vocabulary: *cake, come, eat, Grandma, happy, house, Little Red Riding Hood, meet, sad, scared, strange, surprised, Wolf, woodcutter*

Materials: *Activity Book 2, pencil*

Complete the Mind Map

Invite students to say the names of the characters from the story of Thumbelina. Write them on the board inside a spidergram: Thumbelina, Old Lady, Toad, Bird, Mouse. Ask students to copy the activity in their notebooks.

A Find four emotion words.

Have students open *Activity Book 2* to page 58. Invite two students to say words for actions and emotions from the previous class. Point to the word search and explain that students have to find and circle four emotion words. Check their answers with the whole class: What are the words? Happy, sad, surprised, scared. Encourage students to repeat the words loudly and to mime the actions.

Answers: 1. surprised, 2. scared, 3. happy, 4. angry

Label the faces with the words.

Have students look at the faces and write on the line the corresponding emotion. Have students compare their answers with a partner.

Answers: (from left to right) happy, scared, angry, surprised

B Complete the parts of the story.

Ask students to look at the silhouette pictures and describe them: *Who is this? It's Grandma.* Divide the group into pairs. Ask students to complete the rhyme by using the emotion words from the previous activity. Monitor students' work. Invite some pairs to say their answers. Read the rhyme aloud and have students repeat after you. Encourage students to exaggerate the intonation and pronunciation students should write.

Answers: (from left to right, top to bottom) happy, surprised, scared, angry

Think and Say

A Find four emotion words.

- | | |
|----------|-------------------|
| 1. _____ | s u r p r i s e d |
| 2. _____ | r y j t a d s w x |
| 3. _____ | l t m s c a r e d |
| 4. _____ | e i r q p o y b a |
| | h a p p y c q p c |
| | v e s l a n g r y |

Label the faces with the words.



Complete the parts of the story.

- | | |
|---|---------------------------------------|
| 1. Red walks in the forest to Grandma's house. She is | 2. Grandma opens the door. Oh! She is |
|---|---------------------------------------|



- | |
|--|
| 3. Wolf puts Grandma in the closet. She is |
|--|



- | |
|---|
| 4. A man comes and sees the wolf. He is |
| The wolf runs away. |



Product Time: Experience Mural (Step 3)

Tell the class they are going to continue to work on their products. Distribute *experiences drawings* from Step 2. Have students open *Activity Book 2* to page 60 and go over Step 3, using the model to help with comprehension. Have students look at the activity on page 58 as a model and have students write a sentence about how they feel. Collect students' *experience drawings* for further use. Have students evaluate their work on Step 3 on page 60.

Think! and Make

Teaching Guidelines: 1.2, 1.3, 2.5, 3.4

Functions and Language:

Identifying daily activities: Sara reads books.

Vocabulary: read, drink, get up, washes, early, morning, milk, book, dishes

Materials: Story Book 2, Activity Book 2, pencil, several illustrated books of children's tales if possible from different countries

Illustrated Books

Take out the books of children's tales and ask students which ones they recognize and why. Explain that it is important for them to show appreciation for cultural expressions of other countries. Allow them to share any ideas they have about them or why they like them: *I like Three Little Pigs. The wolf is funny.*

A Complete the sentences about daily activities.

Have students open *Activity Book 2* to page 59. Read the words in the box out loud. Invite students to read each sentence aloud. Have them complete the sentences with words from the box. Have students compare their answers with a partner.

Answers: 1. gets up, 2. drinks, 3. reads, 4. washes

• Read the sentences and number the pictures.

Refer students to the pictures and have them read the sentences to match them with the pictures.

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

B Draw an activity that makes you happy.

Have students think about their daily activities. Tell them it is important to identify what makes them happy. Give them some time to draw the activity of their choice.

• Talk about your activity.

Divide the class in pairs. Tell them to show their drawing to their partners. Encourage them to give details about the activity.

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.

Read and Think!

A. Complete the sentences about daily activities.

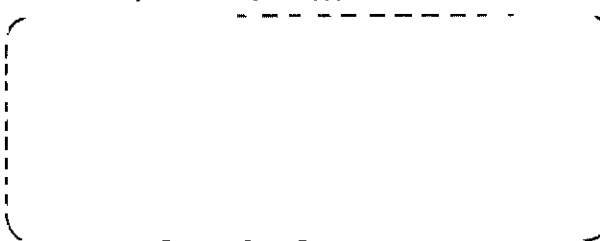
reads drinks gets up washes

1. Tom _____ early in the morning.
2. Ruth _____ milk.
3. Sarah _____ books.
4. Alan _____ the dishes.

• Read the sentences and number the pictures.



B. Draw an activity that makes you happy.



• Talk about your activity.

I can talk about activities.



Think! and Share

Teaching Guidelines: 4.5

Functions and Language

Using the language as a means to share information: *I like this card.*

Vocabulary: *bird, cook, cry, dinner, dish, excited, fairy, fat, fish, flower, fly, food, girl, happy, house, lady, land, lily pad, marry, mouse, nutshell, old, pond, prince, sad, tiny, tired, toad, ugly, wash, water*

Materials: *Class CD, Activity Book 2, Experiences (from Class 7), pencils, masking tape*

Song: Thumbelina, Thumbelina, Tiny Little Thing

Play *Track 25* and review the song. Play the track again, line by line, and have students repeat. Play the track a third time and have students sing along and mime the actions.

TRACK 25 (See Class 6.)

Spelling Contest

Divide the class in two teams. Call out the words on *Picture Dictionary* page 91 (see *Teacher's Guide*, page 148). Have one student from each team come to the board and write the word correctly. Award a point to the team that spells the word correctly.


Product Time: Experience Mural (Step 4)

Tell the class they are going to present their products. Distribute *experiences drawing* from Step 3. Have students open their books to page 60, and go over Step 4, using the picture to help with comprehension. Help students create a mural on a wall of the classroom by sticking their *experiences drawings* on to the wall with masking tape. Have each student show their picture and read their sentences to the class before choosing where to stick their drawing. Encourage them to express what they like from them hanging murals and why: *I like this picture. It makes me happy too.* Use the Suggested Evaluation Instrument template on page 133 to evaluate students' participation and progress.

Product Time: Experience Mural

Step 1


- Draw a picture of a happy experience.



I can identify feelings.

Step 2

- Write sentences about your experiences.




It's my birthday.
I have a cake.

I can describe experiences.

Step 3

- Write a sentence about how you feel.

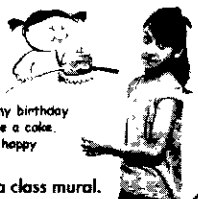


It's my birthday.
I have a cake.
I am happy.

I can write about my feelings.

Step 4

- Present your picture and describe your feeling.



It's my birthday
I have a cake.
I am happy.

- Create a class mural.

Self-Check

	Very well	OK	Need help
1. I can share an experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

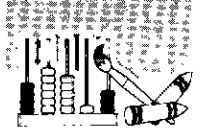
60 Unit 7

Self-Check

Have students open the *Activity Book* to page 60. 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 work on the product. Check students understand the meaning *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 each student put a check in the box that best describes him or her. Have students agree on areas they might need help with.

Assessment

See page 123. The answer key can be found on pages 115–116.



Environment: Formation and Academic

Communicative Activity: Interpretation and follow-up of instructions

Social Practice: Follow and give instructions for planting a plant

Final Product: Illustrated instructions for planting a plant

Learning Outcomes	Teaching Guidelines	Class
1. Explore illustrated instructions.	1.1 Anticipate content from previous knowledge, title, and illustrations.	1, 2, 5
	1.2 Identify parts of the text (e.g., title, sequence of instructions, etc.) and their disposition.	2, 5
	1.3 Differentiate instructions of list of materials.	3, 7
	1.4 Recognize graphic components (e.g. images, bullets) and textual components (e.g., headers).	1, 2
2. Understand and express instructions.	2.1 Identify words that that are part of instructions.	1
	2.2 Complete directions from their inception.	2
	2.3 Select relevant information from heard options.	2
	2.4 Follow instructions to perform an experiment.	3
	2.5 Practice pronouncing words in instructions.	1, 2, 4, 5
3. Participate in the writing of texts about experiments.	3.1 Identify and rewrite names of materials.	1
	3.2 Complete instructions with one or more words.	6, 8
	3.3 Compare similarities and differences in instructions.	4
	3.4 Identify order of instructions in a sequence.	1, 2, 6
	3.5 Express questions when having doubts about how to write something.	1
	3.6 Rewrite names of materials.	1, 6
	3.7 Review punctuation and use of majuscules and minuscules.	2

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	Instructions	Speaking and Listening: Interaction	3
2	List of materials	Reading and Writing: Word Choice	6
3	Illustrated instructions for planting a plant	Card of self and peer assessment	7, 8, 9

Think! and Read

Teaching Guidelines: 1.1, 1.2, 1.4, 2.1, 2.5, 3.1, 3.4, 3.5, 3.6

Functions and Language

Reading aloud texts on experiments: *Put one bean in each pot.*

Giving instructions: *Make notes about what you observe.*

Vocabulary: *bean, box, finally, first, flower pots, marker pen, next, plastic shovel, pebbles, seeds, soil, stickers, then, watering can*

Materials: *Fact Book 2, Activity Book 2, white paper (1 sheet per student), colored pencils*

Think and Predict

Display the cover of *Fact Book 2*. Point to the pictures on the cover and name the topics. Invite students to come up and point to the title of the book. Display the table of contents on page 1. Point to the third photo and read the title of the text: *What do plants need to grow?* Tell the class they are going to read about what we need to do to help plants grow.

Picture Read

Display page 23 of *Fact Book 2*. Picture read the text with the class. Point to key vocabulary on each page: *bean, box, finally, first, flower pots, marker pen, next, plastic shovel, pebbles, seeds, soil, stickers, then, and watering can.*

A Look and number.

Have students open *Activity Book 2* to page 61. Point to the pictures and have students describe what they see. Have students read the instructions and number the pictures in the right order.

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

B Read and label.

Read the words in the box and ask students to point to the pictures as you say the words: *Point to the soil.* Ask students to label the photographs. Encourage individual students to read aloud their answers. Verify them with the rest of the class.

Answers: (from left to right) pot, soil, water

Draw a Plant

Distribute white paper and ask students to take out their colored pencils. Have students draw a plant with a flower in a pot. Write the following words on the blackboard: *pot, soil, bean, water,*

A Look and number.

Add soil.

Take a pot.

Water the bean.

Add a bean.

B Read and label.

soil pot water

I can number the steps.

Unit 8 61

flower. Students will label the items in the picture with the words from the board. Divide the class into pairs. Ask them to exchange drawings with their partner. Have students point to the different elements of the picture in their partner's drawing and call them out. Monitor the activity and correct pronunciation if necessary.

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, 1.4, 2.2, 2.3, 2.5, 3.4, 3.7

Functions and Language

Reading aloud texts on experiments: *Put one bean in each pot. Make notes about what you observe.*

Using sequencing words to explain events: *First, take out the four pots, the pebbles and a bag of soil. Next, label the pots.*

Vocabulary: *add, bean, box, finally, first, flower pots, marker pen, label, pebbles, plastic shovel, seeds, soil, stickers, then, watering can*

Materials: *Fact Book 2, Activity Book 2, Class CD*

Read the Text Aloud

Display *Fact Book 2*, page 23. Review the title by pointing to it: *What is the title of the text?* Play *Track 27*. Read the text and point to the pictures on the page. Encourage students to make predictions. Ask questions to check comprehension.

Pages 23 and 24: *What things are on the list? seeds, pots, soil, a watering can, a shovel, stickers, a marker pen, pebbles, a box.*

Page 25: *What do we need first? Four pots, soil, pebbles, a shovel.*

Page 26: *How many labels are there? Four labels.*

Page 27: *Where do the pots go? Next to the light.*

Page 28: *How many pots do you water? Three pots.*

Page 29: *What do you do after five days? Take out all the pots and compare.*

Page 30: *What do you do with the results? Record them.*

A Mark what a plant needs to grow.

Have students open *Activity Book 2* to page 62. Point to the pictures and ask questions: *Does it need a box? No.* Ask students to mark the boxes as they answer. Check answers with the class.

Answers: ✓ soil, ✓ sun light, ✓ water, ✓ bean

B Read and number the instructions for planting a seed.

Read the phrases on the left. Have students verify the meaning of the words using the *Picture Dictionary* on page 93 of *Activity Book 2*. Call out the words in the *Picture Dictionary* (see page 149) and have students point to the corresponding pictures. Have students match the instructions.

Answers: (from top to bottom) a, c, d, b

28



Read and Think!



f. Read and match the two parts of the instructions.

a. First, add	• the pot near light.
b. Then push	• soil to the pot.
c. Next, put	• the soil every day.
d. Finally, water	• one bean into the soil.

Listen and check.

• Look and number the picture in the correct order.

• Write the instructions in order.

1. _____
2. _____
3. _____
4. _____

• Tell your partner how to plant a seed.

62 Unit 8 •• I can identify what plants need.

• Write the instructions in order.

Help students complete directions from their inception: *First, add soil to the pot.* Have them write the instructions emphasizing the correct use of punctuation and upper and lower case letters.

Answers: 1 First, add soil to the pot. 2. Then push one bean into the soil. 3. Next, put the pot near light. 4. Finally, water the pot every day.

Song: This Is the Way...

Play *Track 26* and have students listen to the song. Mime an action for each verse. Write the first line of each verse on the board. Play the song again and have students repeat.

TRACK 26

THIS IS THE WAY

This is the way I plant a seed,
Plant a seed, plant a seed.

This is the way I plant a seed,
So happy in my garden.

This is the way I water my plant,
Water my plant, water my plant.

This is the way I water my plant,
So happy in my garden.

This is the way my plant has grown,
My plant has grown, my plant has grown,

This is the way my plant has grown,
So happy in my garden.

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: 1.3, 2.4,

Functions and Language

Giving and following instructions: *Put one bean in each pot. Make notes about what you observe.*

Using sequencing words: *First, take out the four pots, the pebbles and a bag of soil. Next, label the pots.*

Vocabulary: *add, bean, dark, finally, first, light, next, pebble, pot, seed, soil, sticker, then, water, watering can*

Materials: *Cutouts, Class CD, Fact Book 2, Activity Book 2*, Per group of four students: one small flower pot, one bean seed, soil, water, sticky labels, marker pens, sheets of newspaper

Care for Nature

Ask and elicit answers from the students: *How do we care for plants? We water them.* Suggest they look after plants at home or in school. Discuss things that are good for plants

Listen to the Text

Display page 1 of *Fact Book 2*. Ask students: *What's the title of the text?* Have a student come up to the front and point to it in the book. Open *Fact Book 2* to page 23. Make simple statements and have individual students come up and point to the part of the picture that illustrates each statement. Play *Track 27*. Read and turn the pages slowly so that students can see the pictures while they listen to the text.

TRACK 27 (See *Fact Book 2*, pages 23–30.)

Mark (✓) what a plant needs to grow.

Ask students to open *Activity Book 2* to page 63. Have them look at the pictures and mark what a plant needs to grow.

Answers: (from left to right, top to bottom) soil, sunlight, water, seed


Label the pictures with words from the box.

Read aloud the words in the box. Tell students to label the pictures.

Answers: (from left to right, top to bottom) box, soil, pebbles, sunlight, water, seed

Think and Share

Mark (✓) what a plant needs to grow.




Label the pictures with words from the box.

sunlight box water seed soil pebbles

Ask and answer about what plants need to grow.

Do plants need sunlight?

Yes, they do.



Unit 8 63

Ask and answer about what plants need to grow.

Divide the class into pairs. Have students take turns asking and answering about what a plant needs to grow. Encourage them to use the dialogue presented in their book for support.

Ongoing Assessment

You may use this activity to assess students' progress.

Observe students':

- Differentiation of materials and instructions.
- Identification of sequence of instructions.
- Participation in an experiment.

Listen and Think!

Teaching Guidelines: 2.5, 3.3

Functions and Language

Asking questions about experiments: *What materials do I need? How much water do I need? How many hoops do I need?*

Vocabulary: *bubble, cup, dry, eyes, giant, goggles, grass seed, hoop, pool, pop sock, soap, solution, speed, towel, trouble, wood shavings*

Materials: *Activity Book 2, Class CD, bilingual Spanish-English dictionary, white paper, colored pencils*

Song: This Is the Way

Play Track 26 and have students review the song. Play the song again and have students sing along.

TRACK 26 (See Class 2.)

A Read the information and answer the questions.

Tell students to look at the picture. Ask them: *What does a plant need to grow? Soil, sunlight, water, and the seed.* Write on the board the sentences of the Track 28 scripts in random order. Have students copy them into their notebooks. Tell them they will listen to the audio and number the sentences in order. Play Track 28 and have students number their sentences. Then check answers as a class. Next, direct students' attention to the text and have them read it. Go over the questions one by one and tell students to answer them.

Answers: 1. the Americas, 2. yellow with brown centers, 3. the sun, 4. sunflower seeds and oil

TRACK 28

First, add soil to the pot.
Then push one bean into the soil.
Next, put the pot near light.
Finally, water the soil every day.

• Ask and answer questions about what you need to grow sunflowers.


Divide the class into small groups and have students take turns asking and answering questions about what is needed to grow sunflowers.

Listen and Think 28

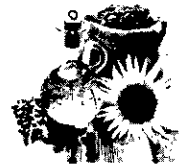
Read the information and answer the questions.

Sunflowers are native to the Americas. They are big yellow flowers with brown centers. Everybody loves watching the beautiful flowers follow the sun in the summertime. People also love to eat sunflower seeds and sunflower seed oil is used for cooking.

To grow sunflowers, you need sandy soil and lots of sun and water. The seeds need room to grow, so use a big pot. Seeds sprout in 7 to 10 days and flowers take 80 to 100 days to mature.



1. Where are sunflowers from?
2. What color are they?
3. What do sunflowers follow?
4. What food product do we get from them?



Ask and answer questions about what you need to grow sunflowers.



64 Unit 8

I can talk about experiments. 😊

Game: Guess the Picture

Divide the class into two teams. Draw a material for growing sunflowers line by line on the board. Have students guess what it is. Explain that the team that guesses first will win a point. Repeat the procedure several times until you have reviewed the most important words: *seed, sun, water, soil, pot.* Declare the team with the most points the winner of the game.

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.

Think! and Say

Teaching Guidelines: 2.5

Functions and Language

Asking questions about experiments: *What material do I need? How much water do I need? How many hoops do I need?*

Vocabulary: bubble, dry, eyes, giant, goggle, hoop, pool, soap, solution, towel, trouble

Materials: Class CD, Activity Book 2, white paper, pencils

Game: Chinese Whispers

Divide the class into two teams and ask them to stand in two lines. Whisper a sentence to the students at the front: *People eat sunflower seeds.* Ask them to whisper it to the students behind them until it reaches the last student of the line. Ask the last student to say the sentence aloud. Award a point if the sentence is correct. Send the student at the front to the back and repeat with another sentence based on the reading from Class 4. The team with the most points wins.

A Listen and write the materials in the box in the correct list.

Direct students' attention to the words in the box. Tell students they will listen to the audio and classify the words according to whether they are materials or steps. Play *Track 29* and pause to give students time to write. Play the track again for students to check their answers.

Answers: (*Materials*) big pot, sandy soil, sunny place, sunflower seed; (*Steps*) plant, water, add, 3 times a week, take, 3 to 5 cm deep

TRACK 29

To plant a sunflower seed, you need a big pot, sandy soil and a sunflower seed.

First, take a big pot. Sunflowers need lots of room.

Then add some sandy soil. Sunflowers like sandy soil.

Next, plant your seed from three to five centimeters deep.

After that, put your pot in a sunny place. Sunflowers need 6 to 8 hours of sunlight a day.

Finally, water 3 times a week. Sunflowers need lots of water.

Use words from the box to write the steps in order.

Have students go over the steps they listed and write them in order in their notebooks.

Think and Say 29

Listen and write the materials in the box in the correct list.

plant water add big pot sandy soil 3 times a week
sunflower seed take sunny place 3 to 5 cm deep

Grow a Sunflower

Materials	Steps
	<p>1. Take a big pot</p>

Use words from the box to write the steps in order.

Listen again and check.

- Describe the process.

Unit 8 65

Listen again and check.

Tell students they will listen to the audio again to check that the steps they listed are in the correct order. Play *Track 29* again.

Describe the process.

Divide the class into pairs and have students take turns describing the process. Monitor students' work, assisting when necessary.

Product Time: Illustrated Experiment (Step 1)

Point to the title of the product on page 68 and go through the steps. Divide the class into groups of four students. Distribute cards to each team. Have students look at the activity on page 63 as a model and have students write the name of a material on each card. Collect and store for further use. Have students evaluate their work on Step 1 on page 68.

Game: Pictionary

Divide the class into teams of six. Distribute white paper and pencils among the teams. Have one student from each team come to the front. Show them a key vocabulary word from the unit. Do not let the rest of the class know what the word is. Have the students return to their team and draw a picture of the word or phrase without speaking. Explain that the first team to guess the word correctly wins a point and the team with the most points at the end of the game wins.

Think! and Write

Teaching Guidelines: 3.2, 3.4, 3.6

Functions and Language

Asking questions about experiments: *What material do I need? How much water do I need? How many hoops do I need?*

Vocabulary: *cup, eye, grass seed, pop sock, wood shavings*

Materials: *Fact Book 2, Class CD, Activity Book 2, Cutouts from Class 3; Per student: 1 small plastic cup, 1 pop sock, a small bag of wood shavings, a small bag of grass seeds, ½ cup of water, 2 stick-on eyes, some ribbon*

Song: There Was a Hole in the Middle of the Ground

Ask students to put their fingers and thumb together to make a circle. Play *Track 30*. Have them put another finger inside the circle when the word *hole* is mentioned. Play the song again and have students listen, mime, and sing along.

TRACK 30

There was a hole in the middle of the ground,
The prettiest hole that you ever did see.
The hole in the ground,
And the green grass grew all around and around,
And the green grass grew all around.

And in this hole there was a bean,
The prettiest bean that you ever did see.
The hole in the ground, the bean in the hole,
And the green grass grew all around and around,
And the green grass grew all around.

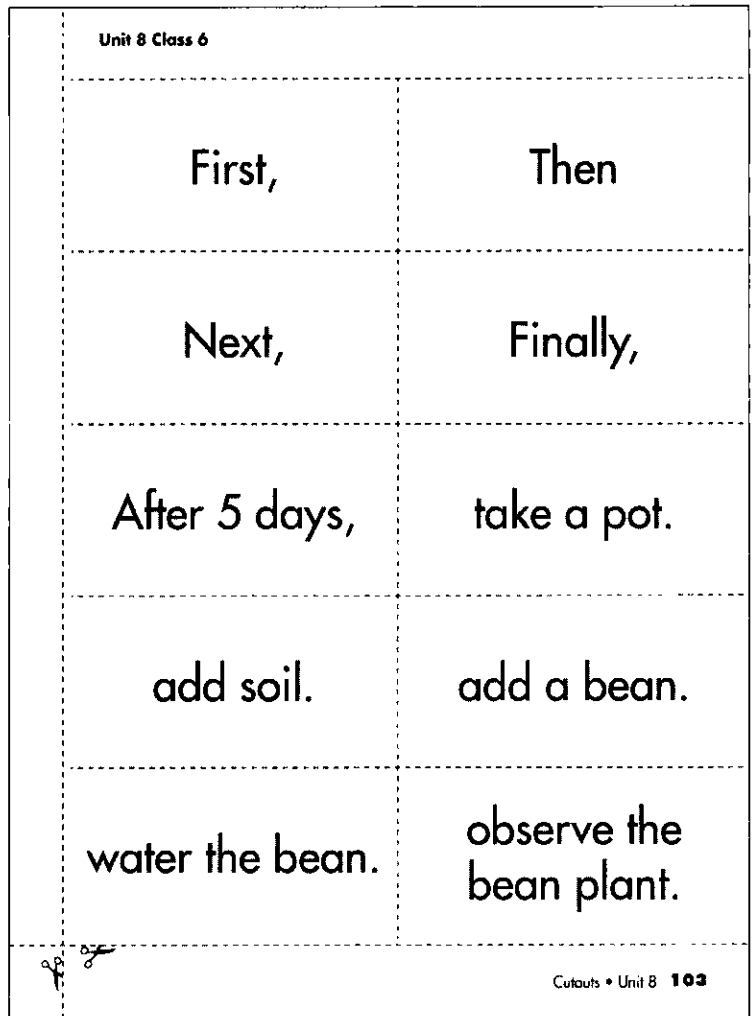
And from this bean there was a plant,
The prettiest plant that you ever did see.
The hole in the ground, the bean in the hole,
the plant from the bean,
And the green grass grew all around and around,
And the green grass grew all around.

• Cut and say.

Have students open *Activity Book 2* to page 103. Have them cut out the instructions and put them in order. Open *Fact Book 2* to page 23. Read the text aloud and have them hold up the correct cutout for the sequence words they hear.

Review an Experiment

Have students arrange their instructions in order on their desks. Distribute the cutouts. Divide the class into pairs, have students put them together appropriately. Ask: *How many seeds do you need? One seed. How much water do you need? Some*



water. Collect and store the *Cutouts* for further use. Ask students to keep track of their experiments writing down the things they did and the steps they followed, encourage them to add drawings of themselves doing the experiment and to present their work to the class.

Ongoing Assessment

You may use this activity to assess students' progress.

Observe students':

- Identification of instructions in a sequence.
- Distinction of questions about an experiment.
- Distinction of materials for an experiment.

Experiment: Potato Head

Distribute and name materials: *This is a pop sock.* Ask: *How many pop socks do you need? One.* Divide the class into pairs. Give instructions and model. Have them follow the instructions: *Take the pop sock. Add some wood shavings. And some grass seeds. Shake and mix. Tie a knot in the sock with some ribbon. Put the potato head in a plastic cup. Stick on two eyes. Water every day. Observe how the hair grows over a few days!* Ask students to write a diary about how the potato head changes.

Think: and Write**Teaching Guidelines:** 1.3**Functions and Language**

Identifying and completing names of materials:
How many shoeboxes do you need? You need one shoebox.

Using imperatives and sequencers for instructions: *First, cut a hole at one end of the box.*

Vocabulary: *bottom, cardboard, cards, leave scissors, shoebox, square, tape*

Materials: *Class CD, Activity Book 2, plants from Class 3, index cards (1 per group of 4), colored pencils*

Song: There Was a Hole in the Middle of the Ground

Ask students to put their fingers and thumb together to make a circle with their hand. Play *Track 30*. Play the song a second time and have students listen, mime, and sing along.

▶ **TRACK 30** (See Class 6.)

A Label the materials for the experiment.

Have students open *Activity Book 2* to page 66. Invite students to look at the pictures. Ask questions about them for students to identify: *What's this? It's a shoebox. How many shoeboxes do we need? One.* Have students label the materials. Invite students to read their answers aloud and check them.

Answers: (from left to right, top to bottom) shoebox, lid, plant, scissors, tape, squares

• **Complete the instructions with the materials.**

Point to the instructions and have students identify what they are: *Are they materials or instructions? Instructions.* Do the same with the materials. Ask students to complete the instructions with the materials. Have students read the instructions and check their answers.

Answers: 1. shoebox, 2. Tape, squares, 3. plant, 4. lid, 5. shoebox, 6. plant

Make a List

Have students make a list of the materials they will need to bring for the next class: *What do you need? A shoebox. A pair of scissors. Black paint. A brush. Some tape. Some cardboard.*

Think and Write

▶ **Label the materials for the experiment.**

scissors shoebox tape lid plant squares

Plant Experiment**Materials****Steps**

1. Cut a hole at one end of the
2. two cardboard to the inside of the shoebox.
3. Put the at the bottom of the box. Water the plant.
4. Tape the on the box.
5. Leave the for 5 days.
6. Open the box and look at your

Complete the instructions with the materials.

66 Unit 8

Game: Tic-tac-toe

Draw a *Tic-tac-toe* grid on the board. Write the following words in the squares of the *Tic-tac-toe* grid board: *soil, water, seeds, pots, light, dark, pebbles, label, notes*, one word per square. Divide the class into two teams. Have the teams take turns and choose a square on the grid. Explain that then they have to say an instruction for an experiment using the word in the square. If they say the instruction correctly, they draw their symbol (X or O) on the square. Explain that the first team to win three squares in a row, vertically, horizontally, or diagonally, will win the game.

Product Time: Illustrated Experiment (Part 2)

Tell the class they are going to continue to work on their products. Distribute the *materials cards* from Step 1. Have students open *Activity Book 2* to page 68 and go over Step 2, using the model to help with comprehension. Have students look at the activity on page 66 as a model and have students illustrate the materials they wrote on the cards. Collect students' *materials cards* for further use. Have students evaluate their work on Step 2 on page 68.

Think! and Make**Teaching Guidelines: 3.2****Functions and Language**

Identifying and completing names of materials:

How many shoeboxes do you need? You need one shoebox.

Using imperatives and sequencers for instructions: *First, cut a hole at one end of the box.*

Vocabulary: *bottom, cardboard, leave, scissors, shoebox, square, tape, water*

Materials: *Cutouts, Activity Book 2; Per group of four: shoebox with lid (both already painted black) scissors, tape, bean plant from Class 3*

Song: This Is the Way

Play *Track 26* and have students review the song. Play the song again and have students listen and act it out.

TRACK 26 (See Class 2.)

A Read and number the pictures.

Have students open *Activity Book 2* to page 67.

Ask them to look at the pictures and describe what they can see. Read the instructions aloud while students follow in their books.

Clarify the meaning of *paint, lid, shoebox, and square* by miming the words or pointing at the corresponding pictures on the page. Ask students to read the instructions and number the pictures. Walk around and assist them if needed. Encourage students to say their answers aloud. Verify their answers with the rest of the class.

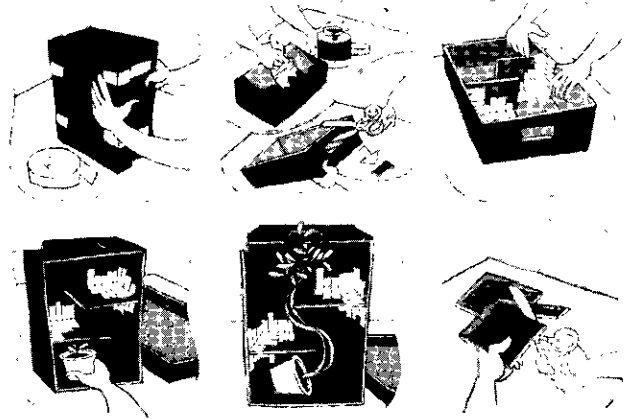
Answers: (from left to right, top to bottom) 5, 1, 3, 4, 6, 2

B Do the experiment.

Divide the class into groups of four. Ask them to read and follow the instructions on the page. Walk around and monitor the activity assisting them if necessary. Ask students questions while they are working: *What do you do first? Paint the shoebox black and cut a hole in the lid.* Have students put all the completed shoeboxes near the light and leave them there for five days.

Think and Make**Read and number the pictures.**

1. Paint the shoebox black and cut a hole in the box.
2. Cut two cardboard squares.
3. Tape the squares inside the shoebox.
4. Stand the box up with the hole at the top. Place the plant at the bottom of the box.
5. Tape the lid to the box. Leave for five days.
6. Open the box and observe. The plant grows towards the hole.

**Do the experiment.**

Unit 8 67

Product Time: Illustrated Experiment (Part 3)

Tell the class they are going to continue to work on their products. Distribute the *materials cards* from Step 2. Tell students they are going to write the steps for a plant experiment. Tell them they can use the materials on their cards or add more cards for additional materials. Have students open *Activity Book 2* to page 68 and go over Step 3, using the model to help with comprehension. Invite students to look for other experiments in the library, in their science book, or on the Internet. Have students look at the activity on page 66 as a model and have students write the steps for their experiment. Collect students' *materials cards and experiment steps* for further use. Have students evaluate their work on Step 3 on page 68.

Game: Say the Instruction

Divide the class into two teams. Invite one student from each team to the front. Say an instruction word to the students: *Add*. Explain that the first student to say the instruction correctly will win a point for their team: *Add soil to the plant pot. Keep playing until all the students have participated. Indicate that the team that wins the most points will win the game.*

Think and Share

Teaching Guidelines: 2.6, 2.7

Functions and Language

Identifying and completing names of materials:
How many shoeboxes do you need? You need one shoebox.

Using imperatives and sequencers for instructions: *First, cut a hole at one end of the box.*

Vocabulary: *bottom, cardboard, leave, plant, scissors, shoebox, square, tape, water*

Materials: *Activity Book 2, Subproducts for Product Time, poster paper (1 per group), glues*

Song: Good Morning

Play *Track 4* and demonstrate the phrases in the song. Read the song line by line and have students repeat and do the actions. Play the track again. Encourage the students to join in with the actions.

TRACK 4 (See Unit 1, Class 7.)

Product Time: Illustrated Experiment (Part 4)

Tell the class they are going to finish and present their products. Distribute *materials cards* and *experiment steps* from Step 3. Have students open *Activity Book 2* to page 68, and go over Step 4 using the picture to help with comprehension. Have students glue their materials at the top of the poster and write the steps below. Invite them to illustrate each step. Have students present their experiments to the class. Encourage the students presenting to be attentive to their classmates as they ask them questions about the steps. Use the Suggested Evaluation Instrument template on page 134 to evaluate students' participation and progress.

Self-Check

Have students open the *Activity Book 2* to page 68. 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.

Illustrated Experiment

Step 1

Write materials on cards.

Pot Soil

Seed Water Marker pens

Sticky labels

I can write materials.

Step 2

Illustrate the materials.

Pot Soil

Seed Water Mark

Sticky lab

I can illustrate materials.

Step 3


Write sentences describing each step.

Fill the pot with soil.

I can write steps.

Step 4

Present your experiment.



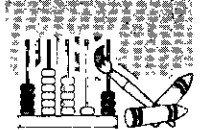
Read and mark

	Very Well	OK	Needs help
1. I can do an experiment.
2. I can work together.

68 Unit 8

Assessment

See page 124. The answer key can be found on pages 115–116.



Environment: Formation and Academic

Communicative Activity: Search and selection of information

Social Practice: Write questions for information on agricultural products

Final Product: Questionnaire of products

Learning Outcomes	Teaching Guidelines	Class
1. Explore illustrated children's books about agricultural products.	1.1 Anticipate content from previous knowledge and illustrations.	1
	1.2 Distinguish cover, title, index, and back cover.	1, 2, 3
	1.3 Determine purpose and intended audience.	1, 7
	1.4 Identify links between text and some graphic resources (e.g., location of captions, distribution of the elements on the page, etc.).	2
	1.5 Compare words and parts of a text to review its content.	4
	1.6 Detect components of the text (e.g., title, paragraphs, etc.).	2
2. Participate in the exchange of questions and answers on agricultural products.	2.1 Identify characteristics of agricultural products when listening to them.	3, 4, 6, 8
	2.2 Understand questions about agricultural products.	2, 5, 6, 7
	2.3 Answer questions about characteristics of agricultural products (e.g., <i>What color is it? Red. Is it big? No, it isn't</i> , etc.).	2, 3, 4, 5, 6, 7, 8, 9
	3.1 Identify question words and question marks.	5
	3.2 Organize words to form questions.	5
3. Review the writing of questions to get information.	3.3 Complete question models to get information.	7, 9
	3.4 Answer closed-ended questions using a model (e.g., <i>Is corn green? Is milk white?</i>).	4, 7, 8
	3.5 Rewrite answers of closed-ended questions.	5

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	List with questions	Reading and Writing: Word Choice	3
2	Food mobile	Speaking and Listening: Vocabulary Awareness	6
3	Questionnaire to get information on agricultural products	List of Comparison	7, 8, 9

Think! and Read

Teaching Guidelines: 1.1, 1.2, 1.3

Functions and Language

Asking and answering questions about food, animals, and natural products: *What are some animal products? Fish and milk. What is small and sweet? A strawberry.*

Vocabulary: *apple, broccoli, carrot, cauliflower, cheese, chicken, cow, egg, fish, milk, pear, strawberry, sweet, trees, vegetable*

Materials: *Class CD, Fact Book 2, Activity Book 2, paper, colored pencils*

Song: Five Little Eggs

Play *Track 31*. Have students listen to the song. Play the track again, line by line, and have them repeat. Play the track a third time and have students sing along.

TRACK 31

Five little eggs, frying in a pan,
One went pop, the others went bam.
Four little eggs, frying in a pan,
One went pop, the others went bam.
Three little eggs, frying in a pan,
One went pop, the others went bam.
Two little eggs, frying in a pan,
One went pop, the others went bam.
One little egg, frying in a pan,
One went pop...
No little eggs frying in a pan.

Think and Predict

Display *Fact Book 2* to page 31. Tell students that this chapter is about food. Point to the pictures on the page and ask questions to help them predict the topic: *What is this? Where does it come from?*

Picture Read

Display page 31 of *Fact Book 2*. Picture read the text with the class. Point to and introduce the key vocabulary on each page: *milk, cow, yogurt, cheese, butter, egg, chicken, bacon, pig, ham, sausage, fish, vegetable, carrot, potato, turnip, broccoli, cauliflower, big, long, short, savory, sweet, fruit, seed, apples, pears, cherries, strawberries, blackberries, raspberries*. Turn the pages slowly so that students can look at the pictures.

Complete the crossword puzzle with the names of the foods.

Across

- A small, red, sweet fruit.
- A yellow, red or green fruit that grows on trees.
- A product that comes from milk.

Down

- Products that come from chickens.
- Food that comes from a pig.
- It comes from the ocean.

Ask and answer riddles about the foods.

What is small and sweet? A strawberry.

I can describe different types of food. 😊

Unit 9 69

A Complete the crossword puzzle with the names of the foods.

Have students open *Activity Book 2* to page 69. Point to the pictures and have students say the names of the items. Have students complete the crossword puzzle with the answers from the clues. Read the clues aloud and make sure students understand all the words. Invite some students to write their answers on the board.

Answers: *Across: 3. strawberry, 5. apple, 6. cheese; Down: 2. sausage, 4 fish*

Ask and answer riddles about the foods.

Divide the class into pairs. Tell students they are going to ask each other questions with information from activity A. Tell them to look at the example. Monitor the activity helping as necessary.

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: 1.2, 1.4, 1.6, 2.2, 2.3

Functions and Language

Categorizing food products: *Is it an animal product, a vegetable, or a fruit? It's a vegetable.*

Vocabulary: *apple, bacon, big, blackberry, broccoli, butter, carrot, cauliflower, cheese, cherry, chicken, cow, egg, fish, fruit, ham, long, milk, pear, pig, pineapple, potato, raspberry, sausage, savory, seed, short, strawberry, sweet, trees, turnip, vegetable, watermelon, yogurt*

Materials: *Fact Book 2, Activity Book 2, Class CD*

Guess the Food

Divide the class into two teams. Display *Fact Book 2* to different pages and point to different pictures of food products and texts. Have students say what they are. Explain that the first student to raise his or her hand and answer correctly will win a point for his or her team.

Read the Text Aloud

Display *Fact Book 2*. Review the cover, contents page, and title by pointing to them: *What is on the cover?* Read the title of the text: *Natural Products*. Point to the pictures on the page as you read and ask questions to check comprehension.

Page 31: (Point to the farmer.) *Who is this? The farmer.*

Page 32: (Point to the cow.) *What is this? A cow.*
(Point to the eggs.) *What are these? Eggs.*

Page 33: (Point to the pork products.) *What food comes from the pig? Bacon, ham, sausages, pork chops.* (Point to the fish.) *Where do fish live? In rivers, in the ocean, on fish farms.*

Page 34: (Point to the vegetables.) *What are these? Vegetables. Where do vegetables grow? In the ground.*

Page 35: (Point to the fruit.) *What is this? Fruit.*

Page 36: (Point to the fruit at the top.) *What fruit is this? Apples, pears, cherries, blackberries, strawberries.*

Page 37: (Point to the food in the picture.) *Is all food the same color, shape, or size? No.*

Read and **Think!**

Cut out the products on page 101 and paste them in the correct columns.

Animal product

Vegetable

Fruit

Draw one more product in each column.

Compare your charts.

70 Unit 9

A Cut out the products on page 101 and paste them in the correct columns.

Have students open *Activity Book 2* to page 101. Ask them to cut out the pictures. Then have them turn to page 70 and glue every product in the correct column.

• **Draw one more product in each column.**

Display pages 31–37 of *Fact Book 2* and point to the different products. Have students identify what kinds of product they are: *Is it an animal product, a vegetable, or a fruit?* Ask students to draw one extra product in each of the categories of the chart. Have students work in pairs. Tell them to compare their charts.

Answers: *Animal product:* milk, eggs, bacon, fish, yogurt, sausages, cheese; *Vegetable:* carrots, potatoes, turnips, cauliflower, broccoli; *Fruit:* cherries, apples, pears, peaches, lemons, raspberries

Product Time: Questionnaire of Products (Step 1)

Point to the title of the product on page 76 and go through the steps. Divide the class into groups. Have students open *Activity Book 2* to page 70. Distribute paper. Have them choose one animal product, one vegetable, and one fruit from their charts and write them on the paper. Collect students' lists for further use. Have students evaluate their work on Step 1 on page 76.

Think! and Share

Teaching Guidelines: 1.2, 2.1, 2.3

Functions and Language

Asking and answering questions about food, animals, and natural products: *What is it? It's broccoli. Where does it come from? A plant.*

Vocabulary: foods

Materials: Class CD, Activity Book 2, Fact Book 2

Song: Ten Red Apples High in a Tree

Play Track 32 and have students listen to the song. Play the track again, line by line, and have them repeat. Play the track a third time and have students sing along.

TRACK 32

Ten red apples high in a tree.
One looks down and winks at me.
I shake the tree as hard as can be.
One falls down. Just for me!

Ten green pears high in a tree.
One looks down and winks at me.
I shake the tree as hard as can be.
One falls down. Just for me!

Listen to the Text

Display page 31 of *Fact Book 2*. Ask students the title of the text and have a student come up and point to it in the book. Play Track 33. Turn the pages of *Fact Book 2* as they listen to the text.

TRACK 33 (See *Fact Book 2*, pages 31–37.)

A Read and answer the questions.

Have students open *Activity Book 2* to page 71. Read the words in the box out loud and point to the corresponding pictures. Ask, *What is this? A hen. What food comes from hens? Eggs.* Have students answer the questions. Then ask them to match the answers to the pictures.

Answers: 1. cow, 2. hen, 3. tree, 4. plant

• Number the pictures according to the answers.

Check answers as a class.

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

B Write a list of food you eat every day.

Ask students to think about what they eat every day. Invite them to say some of the foods they eat. Write them on the board. Then have individual students come to the board and write *A* if the products come from an animal or *FV* if they come from a fruit or a vegetable. Tell students to write

Think and Share

Read and answer the questions.

plant cow hen tree

1. Where does milk come from?
It comes from a _____

2. Where do eggs come from?
They come from a _____

3. Where do pears come from?
They come from a _____

4. Where does broccoli come from?
It comes from a _____

Number the pictures according to the answers.

Write a list of food you eat every day.

Animal products	Fruit and vegetables

Work in groups. Compare your lists.

I eat eggs.

I eat apples.

I can ask and answer questions.

Unit 9 71

a list of the foods they eat every day in the correct columns. Give them time to complete the chart. Then have them work in groups and compare their lists.

Observe and Think

Display page 31 of *Fact Book 2*. Ask simple questions and have students come up and point to the part of the picture that answers each one: *Where does milk come from? Milk comes from cows.* Have volunteers help you write the questions and answers on the board to make a list.

Ongoing Assessment

You may use this activity to assess students' progress.

Observe students':

- Ability to answer questions about characteristics of natural products.
- Writing of questions and answers.

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 complete the face accordingly.

Listen and Think!

Teaching Guidelines: 1.5, 2.1, 2.3, 3.4

Functions and Language

Talking about processes: *We milk the cows in the morning.*

Talking about natural products: *Where does milk come from? It comes from cows.*

Vocabulary: bottle, carton, clean, cow, egg, box, factory, farmer, healthy, milk, pasteurize, tank, tetra pack, truck

Materials: Activity Book 2, Class CD, paper

Think and Write

Divide the class into teams of four and distribute paper. Allow teams three minutes to write as many things as possible that there are on a farm. Have students compare what they wrote and help each other review content.

A Number the pictures in order.

Have students open *Activity Book 2* to page 72. Encourage them to describe what they can see. Tell students that these pictures explain the process to obtain and buy milk. Ask students to think about the correct sequence in pairs.

• **Listen to the process and check.**

Tell students they will listen to a farmer talk about the milk process. Play *Track 34* and have students number the pictures in the correct order. Play the track again. Check answers with the class.

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

↳ **TRACK 34**

FARMER JAMES: Good morning, children. Welcome to Apple Orchard Farm! Pleased to meet you. I am farmer James.

CHILDREN: Good morning, Farmer James.

FARMER JAMES: Well, come along this way. We have lots to do and see! On this farm we grow crops and we have animals, too. And right now we're going to look at the cows because it is milking time! This is the milking shed. We milk the cows every day in the morning. We store all the milk in refrigerated tanks. Big trucks come and take the milk to factories. In the factory, the milk is pasteurized. What does that mean?

GIRL: It means it is heated to get the milk clean and healthy so we can drink it.

FARMER JAMES: That's right! And after that it is put in bottles and tetra packs, and that is what you buy at the store.

GIRL: Wow!

FARMER JAMES: Yes, it's amazing! Now let's take a closer look...

34 / 35

Listen and Think!

Number the pictures in order.

Listen to the process and check.

A Listen and number the answers to the questions.

1. Where does milk come from?	Every morning.
2. When do the farmers milk the cows?	So we can buy them in the supermarket.
3. What happens in the factory?	From cows.
4. Why do they put the milk in bottles?	They put the milk in bottles or cartons.

B Ask and answer the questions with a partner.

72 Unit 9 I can talk about processes. 😊

B Listen and number the answers to the questions.

Read the questions and answers aloud. Play *Track 35* and ask students to match the questions to the answers.

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

↳ **TRACK 35**

MOTHER: Drink your milk, David. It will make you strong!

DAVID: Where does milk come from, Mom?

MOTHER: It comes from cows. Farmers milk them in the farms.

DAVID: When do they milk the cows?

MOTHER: Every day in the morning. Then big trucks take the milk to a factory.

DAVID: What happens in the factory?

MOTHER: They put the milk in bottles or cartons.

DAVID: Why do they put the milk in bottles?

MOTHER: So we can buy them in the supermarket. And then you can drink it!

• **Ask and answer the questions with a partner.**

Divide the class into pairs. Have students practice asking and answering the questions. Then tell them to role-play the questions and answers.

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 complete the face accordingly.

Think and Say

Teaching Guidelines: 2.2, 2.3, 2.4, 3.1, 3.2, 3.5

Functions and Language

Talking about natural products: *This is corn.*

It is yellow. It is from Mexico. What is corn?

Corn is a vegetable.

Vocabulary: *apple, cheese, color, come, corn, cow, fish, grow, milk, need, pineapple, sausage, strawberry, size, sun, rain*

Materials: *Activity Book 2, Class CD*

Spelling Game

Divide the class into two teams. Have a student from each team come to the board. Call out a word from the *Picture Dictionary* on page 93 of *Activity Book 2* (see *Teacher's Guide* page 143) and have the students point to the corresponding picture. Then have them write the word on the board. If they spell the word correctly, they win a point for their team. Repeat until you have used all the words at least twice. Explain to students that the team with the most points wins. Alternatively, use the pictures included in the *Class CD* to review the vocabulary.

A Read and number the answers to the questionnaire.

Have students open *Activity Book 2* to page 73. Point to the pictures and have students describe them: *This is corn. It is yellow. This is Mexico.* Invite five students to read the questions aloud. Focus attention on the question marks and the question words, and provide help with intonation as needed. Then allow students time to read the texts individually and solve doubts about words they do not understand. Ask students to match the questions to the correct answers. Read the answers and have students say the numbers of the corresponding questions.

Answers: (from left to right, top to bottom) 2, 5, 1, 3, 4

• Ask and answer the questions with a partner.

Divide the class into pairs. Have students take turns at asking and answering the questions. Monitor students' pronunciation and help when necessary. Invite some pairs to read aloud the questions and answers for the whole class.

Think and Say

Read and number the answers to the questionnaire.

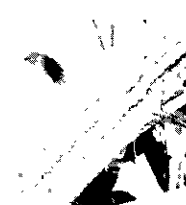


Corn plants are big. They are 2 to 3 meters tall.



Corn is a vegetable. It is part of a plant.

1. What is corn?
2. What size is corn?
3. What color is corn?
4. What does corn need to grow?
5. Where does corn come from?



It is yellow or brown.



Corn comes from Mexico.



Corn needs sun and rain to grow.

Ask and answer the questions with a partner.



Unit 9 73

Find the Questions

Divide the class into groups of four. Write the questions from *Activity Book 2* page 73 on the board, but place the words in random order for students to organize them. Allow time for students to finish, then check the answers by having volunteers read them aloud and write them on the board. Have students work together again to write the answers for the questions without looking at page 73 again. Help students get organized and encourage them to make agreements on the best way of developing the activity.

Product Time: Questionnaire of Products (Step 2)

Tell students they are going to continue to work on their products. Distribute lists from Step 1 and paper. Have students open *Activity Book 2* to page 76 and go over Step 2, using the model to help with comprehension. Have students look at the activity on page 73 as a model and have them write sentences about the products they chose in Step 1. Collect students' sentences for further use. Have students evaluate their work on Step 2 on page 76.

Think and Share

Teaching Guidelines: 1.7, 2.1, 2.2, 2.3, 2.4

Functions and Language

Talking about natural products: *This is corn. It is yellow. It is from Mexico. What color is it? It's red.*

Vocabulary: color, corn, grow, rain, size, sun

Materials: Class CD, Activity Book 2, white glue, 2 popsicle sticks per pair of students, 4 strings of different sizes

Taking Care of Resources

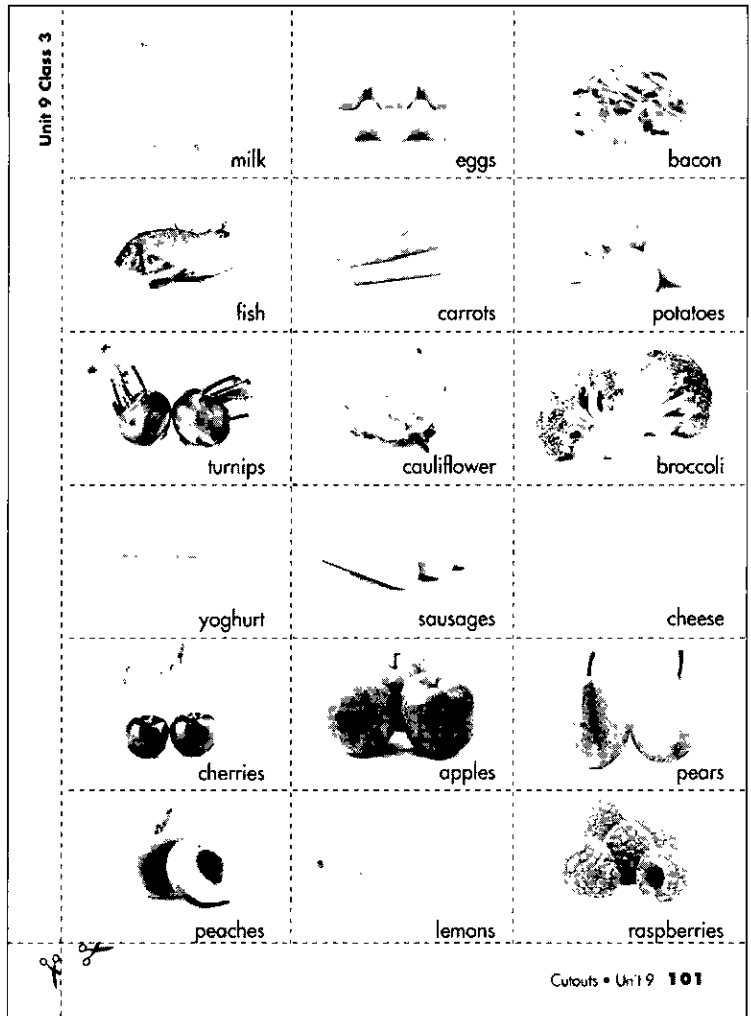
Elicit agricultural products and write them on the board. Ask students if there is anything they can do to help take care of natural resources in the place where they live. Encourage them to discuss their ideas and reach an agreement to choose the top five ideas. Invite students to share and develop the ideas with their families at home.

• **Describe food products.**

Draw an apple and write some questions and answers on the board: *What is it? It's an apple. What size is it? It's small. What color is it? It's red. What does it need to grow? Sun and rain.* Read the samples aloud and have students repeat after you. Focus on pronunciation and intonation. Have students open *Activity Book 2* to pages 99 and 101 and cut out the pictures. Divide the class into pairs. Have them ask and answer questions about three food products. Invite pairs to take turns to read aloud their questions and answers to the class.

Make a Food Mobile

Divide the class into pairs. Have students take out the white glue. Distribute two popsicle sticks and four strings of different sizes to each pair. Ask students to choose four food products they like from all the cutouts. Tell them they are going to make a mobile with them. Ask students to glue the two popsicle sticks together to form a cross. Have them paste with glue one end of the string onto each of the cutouts that they chose. Have them glue the other end of the strings to each end of the sticks. Display the mobiles around the classroom. Invite students to describe the food products on their mobiles and ask and answer questions. End the activity when all students have finished and talked about their mobiles.



Ongoing Assessment

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

- Association of pictures to their oral representation.
- Oral production.

Think! and Write

Teaching Guidelines: 1.3, 2.2, 2.3, 3.3, 3.4

Functions and Language

Describing natural products: *This is corn. It is yellow. It is from Mexico.*

Asking and answering questions about natural products: *What color is it? It's red.*

Vocabulary: color, grow, pineapple, size, watermelon

Materials: Activity Book 2, Class CD, pineapple, watermelon, banana, pear, apple, orange; a scarf or piece of cloth to blindfold students, a large box to keep the food products

Blindfold Game

Put the items listed as part of the materials list in a box at the front of the class. Explain to students that they are going to touch and smell the objects in the box to guess what they are, for them to review the vocabulary in a fun way. Invite one student to the front and blindfold him or her. Ask the student to take out a fruit from the box and guess what it is: *It's a pineapple.* Then ask the class questions about the fruit the student touched: *What size is it? What does it need to grow?* Repeat the procedure until all the fruits and items in the box have been described.

A Answer the questionnaire about fruit.

Have students open *Activity Book 2* to page 74. Ask them to look at the picture of the pineapple and describe it: *What is this? It's a pineapple. What color is it? It's yellow.* Read the questions aloud and ask them to write complete answers. Monitor and help with language as necessary. Invite some students to write the questions and answers on the board. Ask the questions again and review the answers with the whole class.
Answers: 2. It is big. 3. It is yellow and green. 4. It needs sun and rain. 5. It is from South America.

B Write the questions for the answers.

Have student identify the watermelon. Read the first answer and have students read the question. Then have students write the questions for the other answers. Invite students to write their questions on the board. Allow them to use the questions in activity A as a model if needed.
Answers: 2. What size is it? 3. What color is it? 4. What does it need to grow? 5. Where does it come from?

Think and Write

Answer the questionnaire about fruit.

big yellow sun South America green rain fruit

1. What is a pineapple? *It is a fruit.*
2. What size is it?
3. What color is it? _____
4. What does it need to grow?
5. Where does it come from?



Write the questions for the answers.

1. What is a watermelon? _____ ?
It is a fruit.
2. _____ ?
It is big.
3. _____ ?
It is red and green.
4. _____ ?
It needs sun and rain.
5. _____ ?
It is from Africa.



Ask and answer the questions.

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Ask and answer the questions.

Divide the class into pairs. Have students ask and answer the questions from activities A and B.

Product Time: Questionnaire of Products (Part 3)

Tell students they are going to continue to work on their products. Distribute students' sentences from Step 2 and paper. Have students open the *Activity Book 2* to page 76 and go over Step 3, using the picture to help with comprehension. Have students look at the activities on page 74 as a model and have them write questions for the sentences they wrote in Step 3. Invite students to decorate their questionnaire with proper drawings. Collect students' *Questionnaires* for further use. Have students evaluate their work on Step 3 on page 76.

Song: Ten Red Apples High in a Tree

Play *Track 32* and have students listen to the song. Play the track again, line by line, and have them repeat. Play the track a third time and have students sing along. Invite students to act out the song.

TRACK 32 (See Class 3.)

Think! and Make

Teaching Guidelines: 2.1, 2.3, 3.4

Functions and Language

Describing natural products: *This is corn. It is yellow.*

Asking and answering questions about natural products: *What color is it? It's red.*

Vocabulary: *apple, bacon, broccoli, butter, carrot, cauliflower, cheese, cherry, chicken, corn, cow, egg, fish, fruit, ham, ice cream, milk, orange, pear, pig, pineapple, pizza, potato, raspberry, sausage, savory, strawberry, sweet, trees, vegetable, watermelon, yogurt*

Materials: *Activity Book 2, Class CD*

Look and Guess

Act out eating some food products from the key vocabulary. Have students imitate your actions and guess the food. Ask students questions and have them answer orally.

A Circle your favorite food.

Have students open *Activity Book 2* to page 75. Name different food items for students to point to. Ask questions about the different food. Have students circle their favorite food on the page.

B Complete the organizer about your favorite food.

Have students look at the organizer. Read the categories aloud and have them repeat after you. Tell them to choose one food from activity A. Have students complete the organizer with the information for the food they chose.

• Ask and answer questions about your favorite food.

Have students work in pairs. Ask them to look at the organizer. Point to the the example and tell them to use the information in their organizer to ask and give information about the food they chose. Help as necessary with vocabulary and pronunciation. Make sure all students ask and answer questions.

Think and Make

Circle your favorite food.

Complete the organizer about your favorite food.

Name	Color
My Favorite Food	
Size	Where does it come from?

Ask and answer questions about your favorite food.

My favorite food is pizza.

Where does pizza come from?

Unit 9 75

Song: Ten Red Apples High in a Tree

Play *Track 32* and have students review the song. Play the track again, line by line, and have them repeat. Play the track a third time and have students sing along.

TRACK 32 (See Class 3.)

Think! and Share

Teaching Guidelines: 2.3, 2.4, 3.3

Functions and Language

Describing natural products: *This is corn. It is yellow. It is from Mexico.*

Asking and answering questions about natural products: *What color is it? It's red.*

Vocabulary: foods; size, color, grow

Materials: *Activity Book 2*, soft ball, students' *Questionnaires* (from Class 7)

Play Ball Game

Divide the class into two teams and have them stand in rows or circles. Give a soft ball to a student in one team. Explain to students that they have to say a different animal product, fruit, or vegetable each time they receive the ball. Say a food product yourself and softly throw the ball to a student. Have him or her say another word and throw the ball on to a member of the other team. Tell students that when a team says a word it wins a point, but when a word is repeated the team loses a point. Explain that the game ends when a team wins five points.

Product Time: Questionnaire of Products (Part 4)

Tell students they are going to present their products. Distribute students' *Questionnaire* from Step 3. Have groups exchange their questionnaires. Allow them time to answer the questions before they give it back to their classmates. Have each group check answers with the sentences from Step 2. Encourage students to give feedback to the other groups on their answers. Use the *Suggested Evaluation Instrument* template on page 135 to evaluate students' participation and progress.

Questionnaire of Products

Step 1
Write three products.

1. Milk.
- 2.

I can identify products.

Step 3
Write a questionnaire about each product.

1. What color is it?
2. Where...
- 3.
- 4.
- 5.


I can write questions.

Step 2
Write sentences about each product.

1. It is white.
2. Milk comes...
- 3.
- 4.
- 5.

I can write facts.

Step 4
Answer the questionnaires. Present your results.



Read and mark ✓

	Very well	OK	Need help
1. I can make a questionnaire.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can work together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Self-Check

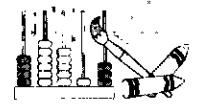
Have students open *Activity Book 2* to page 76. Have them look at the *Self-Check* section and read the instruction out loud. Draw a check mark on the board to demonstrate how they are going to mark. Tell students they are going to evaluate their work on the product. Check students understand the meaning of *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 each student put a check in the box that best describes him or her. Have students agree on areas they might need help with.

Assessment

See page 125. The answer key can be found on pages 115–116.

Ask and answer.

Divide the class into pairs. Have pairs walk around the classroom, looking at the inventories on display and asking and answering questions about them. Monitor and provide help modeling the questions and answers as needed.



Environment: Formation and Academic

Communicative Activity: Exchanges associated with specific purposes

Social Practice: Register information of a geography topic with graphic support

Final Product: Country Facts Chart

Learning Outcomes	Teaching Guidelines	Class
1. Explore illustrated maps of the American continent with specific information (language, currency, flag, etc.).	1.1 Recognize topic, purpose, and intended audience.	1
	1.2 Identify graphic and textual components (e.g., lines, colors, abbreviations, data, etc.).	1, 3, 4, 5, 6, 7, 8, 9
	1.3 Locate regions of the American continent on a map.	1, 4, 6
	1.4 Point out data or information about the countries while listening.	5, 6, 7, 8, 9
2. Understand information from reading aloud.	2.1 Identify words and phrases, when listening.	3, 4, 5
	2.2 Identify on a map the country referred to in the information.	1, 4, 6
	2.3 Recognize words similar to those of the mother tongue.	5
	2.4 Say names of countries and nationalities to practice their pronunciation.	1, 3, 4, 5, 6, 9
	3.1 Write names of regions and countries of the American continent, following a model.	2, 7, 8, 9
3. Participate in the writing of information.	3.2 Rewriting specific data on countries of the American continent.	6, 7
	3.3 Order specific data on countries of the American continent to complete statements.	2
	3.4 Register specific data in a chart on countries of the American continent.	2, 6, 7
	3.5 Review the use of majuscules and minuscules.	2, 3, 7

Assessment Recommendations

Week	Evidence	Evaluation Instrument	Class
1	List with countries	Speaking and Listening: Vocabulary Awareness	1
2	Chart with country data	Reading and Writing: Conventions	4
3	Information on the American continent for a chart	Questionnaire	7, 8, 9

Think! and Read

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

Functions and Language

Identifying elements on a map: *This is the USA. The capital city is Washington.*

Vocabulary: beach, city, compass, country, eagle, map, North America, ocean, pyramid, snow, statue

Materials: *Fact Book 2, Activity Book 2*, crayons (red, yellow, green, orange, and purple), photocopies of *Template 7* from page 158 (1 per student)

Think and Predict

Display the cover of *Fact Book 2*. Point to the pictures on the cover and have students identify them. Turn to page 38 and have students identify the title: *Our Continent*. Tell the class they are going to read about the geography of the American continent. Have them name the countries they know and write them on the board. Determine if any of them are cognates.

Picture Read the Text

Display page 38 of *Fact Book 2*. Picture read the text with the class. On each page point to and identify the places, people, and buildings. Point to and name the key words and have students repeat: *map, North America, compass, ocean, pyramid, statue, snow, eagle, city, country, beach*. Have students come up and point to the pictures.

A Read and color the countries.

Have students open *Activity Book 2* to page 77. Point to the map and have students identify what it is: *What is this? It's a map*. Have students color the countries according to the key. Point to the different colors and ask, *What country is red? Canada*.

Answers: Canada—red, USA—orange, Mexico—green, Guatemala—yellow, Belize—purple

B Write the capitals on the map.

Read the words in the box out loud. Explain they are the capital cities of the countries on the map. Ask questions about them: *Where is Belmopan? Belize*. Ask students to label the cities on the map.

Answers: (from left to right, top to bottom) Canada—Ottawa, USA—Washington, D.C., Mexico—Mexico City, Guatemala—Guatemala City, Belize—Belmopan

A Read and color the countries.

- Canada
- USA
- Mexico
- Guatemala
- Belize

B Write the capitals on the map.

Belmopan Mexico City Guatemala City Ottawa Washington, D.C.

C Label the bodies of water.

Gulf of Mexico Atlantic Ocean Pacific Ocean

I can identify the countries. 😊

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Ongoing Assessment

You may use this activity to assess students' progress.

Observe students:

- Identifying countries on a map.
- Saying names of countries.

C Label the bodies of water.

Ask students to identify the bodies of water on the map: *What is this? It's the ocean*. Read the words in the box aloud and ask them to label the oceans and the Gulf of Mexico. Ask students to color them blue.

Answers: (from left to right) Pacific Ocean, Gulf of Mexico, Atlantic Ocean

Maps of North America

Have students work in groups of four. Distribute *Template 7*. Have students compare them to the map on *Activity Book 2*, page 77. Ask them to point out similarities and differences they can see.

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: 1.2, 1.5, 3.1, 3.3, 3.4, 3.5, 3.6

Functions and Language

Identifying cardinal points and places on a map: *Where is Canada? It's north of the USA.*

Vocabulary: eagle, east, English, French, indigenous, Inuktitut, maple leaf, north, south, Spanish, west

Materials: *Fact Book 2, Activity Book 2, 7 index cards with the following words: Canada, USA, Mexico, Guatemala, Belize, Pacific Ocean, Atlantic Ocean, paper*

Game: Label the Map

Divide the board in half. Draw a map outline similar to the one in *Activity Book 2, page 77*. Divide the class in half. Name a country, city, or body of water and have students from each team write it in the correct place.

Read the Text Aloud

Display *Fact Book 2, page 38*. Review the title by pointing to it: *What is the title of this text? Our Continent*. Read the text with students. Point to the pictures on the page as you read and ask questions to check comprehension.

Pages 38 and 39: (Point to the map.) *Where is this? North America.*

Page 40: (Point to Central America.) *How many countries are there in Central America? Seven.*

Page 41: (Point to the oceans.) *Where is the Pacific Ocean? To the west of Mexico.*

Page 42: (Point to Canada.) *What is on the flag? A maple leaf.*

Page 43: (Point to the USA.) *What is on the flag? Stripes and stars.*

Page 44: (Point to Mexico.) *What's on the flag? An eagle with a snake.*

Page 45: (Point to the picture.) *What languages do people speak? Spanish and indigenous languages.*

Page 46: (Point to the flag.) *What color is the flag? Blue and white.*

Page 47: (Point to the ruins.) *What places can you visit? Tikal.*

Page 48: (Point to the beach.) *Where is this? Belize.*

Read and Think!

A Label the compass.

North South East West

B Complete the information.

north	south	east	west	
1. Canada is			of the USA.	Canada
2. Guatemala is			of Belize.	USA
3. Belize is			of Guatemala.	Mexico
4. Mexico is			of the USA.	Belize Guatemala

Product Time Step 1
Go to page 84.

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A Label the compass.

Have students open *Activity Book 2* to page 78. Point to the compass for students to identify: *What is this? It's a compass*. Read the words in the box and have students move their arms to show the position of the cardinal points. Ask students to label the compass appropriately.

Answers: (from top to bottom, left to right) North, West, East, South

B Complete the information.

Attach a large map of North America to the board and ask students: *Where is Canada? It's North of the USA*. Ask students to complete the sentences with the correct words. Divide the class into pairs. Have students check their answers. Emphasize the use of upper and lowercase letters.

Answers: 1. north, 2. west, 3. east, 4. south

Product Time: Country Facts Chart (Step 1)

Point to the title of the product on page 84 and go through the different steps. Distribute paper. Have students draw the chart. Have students open *Activity Book 2* to page 77. Tell them to write only the name of the countries and their capitals in the chart. Collect students' *Country Facts Chart* for further use. Have students evaluate their work on Step 1 on page 84.

Think and Share

Teaching Guidelines: 1.2, 2.1, 2.4, 3.5

Functions and Language

Identifying cardinal points and places on a map: *Where is Canada? It's north of the USA.*

Vocabulary: eagle, east, English, French, indigenous, Inuktitut, maple leaf, north, south, Spanish, west

Materials: *Fact Book 2*, *Class CD*, *Country Facts Charts* from *Class 2*, white paper, colored pencils, 7 index cards from *Class 2*, scissors, butterfly clip (1 per student)

Cap Dictation

Distribute paper and colored pencils. Have students fold the paper in half. Give instructions for each half: *Draw Mexico. Write the name of the country. Write the capital city. Draw the USA. Write the name of the country. Write the capital city.* Have students compare their map with a partner.

Listen to the Text

Display *Fact Book 2* page 38. Ask students the title of the text and have a student come up and point to it in the book: *Our Continent. Play Track 36* while turning the pages so that students can see the pictures while they are listening to the text. Play the track again, pausing after each page, and have students repeat the text.

TRACK 36 (See *Fact Book 2*, pages 38–48.)

Observe and Think

Open *Fact Book 2*, pages 38–48. Make simple statements and have students come up and point to the pages with the pictures that illustrate each statement: *This is Mexico. This is the flag of Guatemala.* Ask students to open *Activity Book 2* to page 74 and use the *Picture Dictionary* to make more sentences. Call out the words in the *Picture Dictionary* (see *Teacher's Guide* page 151) and have students point to the corresponding pictures. Alternatively, display the images included in the *Class CD* and use them to review the vocabulary.

Read and complete the sentences.

Have students open *Activity Book 2* to page 79. Read the words in the box aloud. Have individual students read the sentences aloud. Tell students to complete the sentences with the words in the box.

Think and Share**Read and complete the sentences.**

English French Spanish three indigenous

1. There are _____ countries in North America.
2. Mexicans speak _____
3. Canadians speak _____ and _____
4. Some people speak _____ languages in Mexico, Guatemala, and the north of Canada.

Answer the questions about one country in North America.

1. Where is it?
2. What is the capital?
3. What language do they speak?

Check answers with a partner.

What is the capital of Canada?

Ottawa.

Product Time Step 2
Go to page 84.

Unit 10 79

Have them compare their answers with a partner before checking them as a class.

Answers: 1. three; 2. Spanish; 3. English/French, French/English; 4. indigenous

Answer the questions about one country in North America.

Open *Fact Book 2*, pages 38–39. Point to the countries and invite students to say the names out loud. Have them choose one country from North America. Tell them to read the questions and answer them with information from the country they chose. Give students some time to answer the questions. Have them work in pairs to check their answers. Monitor the activity helping as necessary.

Answers: Answers may vary.

Product Time: Country Facts Chart (Step 2)

Tell students they are going to continue to work on their product. Distribute *Country Facts Charts* from Step 1. Have them open *Activity Book 2* to page 84 and go over Step 2, using the model to help with comprehension. Have students look at the activities on page 79 as a model and have them complete the *Language* column only. Collect students' *Chart* for further use. Have students evaluate their work on Step 2 on page 84.

Listen and Think:

Teaching Guidelines: 1.2, 1.3, 2.1, 2.2, 2.4

Functions and Language

Identifying country of origin: *Where are you from? I am from Mexico.*

Vocabulary: archaeological ruins, beach, Belize, Canada, country, English, French, Guatemala, language, Mayan, Mexico, Spanish, the United States of America

Materials: Activity Book, Class CD, Fact Book 2, Template 6 from page 157

Countries and Languages

Draw a map of North America on the board. Have students cut out the countries and capitals from *Template 6*. Point to the countries and have them hold up the corresponding cutouts and call out the countries and capitals. Save *Template 6* cutouts for further use.

A Listen and complete the ID cards.

Have students open *Activity Book 2* page 80. Read the words in the box out loud. Point to the ID cards and read the information. Play *Track 37* and ask students to complete the ID cards with words from the box. Check answers as a class.

Answers: (from top to bottom, left to right) Salvador, Mexico, Spanish; John, Canada, English and French

TRACK 37

CAMP MONITOR: Hello, welcome to summer camp.

What's your name?

SALVADOR: Hi. I'm Salvador.

CAMP MONITOR: Welcome to summer camp, Salvador.

Where are you from?

SALVADOR: I am from Mexico City; it's in Mexico.

CAMP MONITOR: Yes, I know, it's the capital. Well, let me introduce you to another camper, John Brown.

John, this is Salvador from Mexico.

JOHN: Mexico? Do you speak Mexican there?

SALVADOR: No, we speak Spanish. Where are you from, John?

JOHN: I am from Canada.

SALVADOR: Are you from Ottawa?

JOHN: Ottawa is the capital. But I'm from Montreal.

I speak French and English.

SALVADOR: Wow! That's great.

CAMP MONITOR: John, why don't you show Salvador where the cabins are? You are both in the same cabin.

JOHN AND SALVADOR: Cool!

JOHN: Let me help you with your bag. Come on, this way!




B Answer the riddles.




Explain that a riddle is a clue we give so someone

Listen and Think

A Listen and complete the ID cards.

John Salvador Mexico Canada French Spanish English

John: Name:  Country:  Language: 

Salvador: Name:  Country:  Language: 


B Answer the riddles.

It is north of Mexico. People speak English there. But it is multinational. What country is it?

It is south of Mexico. People speak Spanish there. It has archaeological ruins. What country is it?

C Complete this riddle for your country.

It is south of _____ there. It has _____ What country is it?



Unit 10 I can write information about countries.

else guesses what an object, place, or person is. Divide the class into pairs. Have students take turns to read the riddles and write the answers. Check answers with the whole class.

Answers: (from left to right) Canada, Guatemala

C Complete this riddle for your country.

Divide the class into pairs. Have students complete the riddle.

Answers: Answers may vary.

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 complete the face accordingly.

Observe in Context

Display *Fact Book 2*, pages 38 to 48. Read each page and invite students to come up and point to countries, languages, and places mentioned.

Ongoing Assessment

You may use this activity to assess students' progress.

Observe students':

- Predicting contents of text based on graphics.
- Writing names of countries on a chart.

Think! and Say

Teaching Guidelines: 1.2, 1.4, 2.1, 2.3, 2.4

Functions and Language

Identifying position of countries: *Mexico is north of the USA.*

Identifying language of origin: *Canadians speak English and French, too.*

Vocabulary: *French, map, rap, sunny, tourists*

Materials: *Activity Book 2, Class CD*

Country Quiz

Divide the class into two teams. Have a student from each team come to the front. Ask a question related to the information in this unit: *What country is north of the United States?* The first student to raise his or her hand and answer correctly wins one point. Repeat the game until all students have come to the front. The team with the most points at the end of the game wins.

A Read and answer the questions.

Have students open *Activity Book 2* to page 81. Tell students to read the text and guess the meaning of unknown words from the context. Then have them work in pairs to answer the questions. Then play *Track 38* and have students compare their answers.

Answers: 1. yes, 2. big, 3. both, 4. no, 5. no

TRACK 38

CHANT: COUNTRIES RAP

Welcome everyone to the countries rap,
 You will learn more from it than from a map.
 To the north of Mexico, is the USA.
 And north of there we find Canada. Hooray!
 North of Canada, it gets really, really cold!
 There's lots of snow and ice, near the North Pole.
 Mexico is sunny for twelve months a year.
 That's why tourists always come here.
 Canadians speak French and English, too.
 Most Americans speak English. What about you?
 But wherever you are from, or wherever you go
 Remember we are all one world, and please let it show.

B Complete the information about the USA and Mexico.

Tell students to read the text again and complete the chart.

Answers: Mexico, Canada; USA, Canada; English, Spanish

Think and Say

A Read and answer the questions.

North America: Canada

Canada is the biggest country in North America. It is north of the United States. It has lots of countryside, but not a lot of cities. Canada has a small population, around 36 million. Most people live in the south of Canada, because it is very cold in the north. Canada has two official languages, English and French, but it has many indigenous languages as well. The most common is Algonquian.

1. Is Canada north of Mexico?
2. Is Canada big or small?
3. Is Canada hot or cold?
4. Does Canada have lots of people?
5. Do people only speak English?



B Complete the information about the USA and Mexico.

	USA	Mexico
Location	North of _____ and south of _____	South of _____ and _____
Population	Around 323 million	Around 127 million
Weather	Very hot and very cold	Hot and cold
Languages	_____ and indigenous	_____ and indigenous

Ask and answer questions about the USA and Mexico.

I can exchange information about countries.



Ask and answer questions about the USA and Mexico.

Divide the class into pairs and have students use their charts from the previous activity to ask and answer questions. Walk around and monitor students' work.

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 complete the face accordingly.

Think! and Share

Teaching Guidelines: 1.2, 1.4, 1.5, 2.4, 3.1, 3.2, 3.4, 3.5

Functions and Language

Identifying facts about countries: *What is the population? 112 million.*

Vocabulary: capital city, capitol in Washington, currency, dollar, host, million, Olympic Games, population, president, trivia

Materials: Class CD, Activity Book 2, Cutouts from page 97, students' cutouts from Template 6, construction paper (1 sheet per 4 students), pencils, different-colored chalk

Countries Rap

Play *Track 38* and have students listen to the rap. Divide the class into two groups. Play the track again and have one group rap stanzas 1, 3, and 6. Have the other group rap stanzas 2, 4, and 5. Play the rap a third time and have groups change the stanzas they rap. Encourage students to exaggerate intonation and pronunciation.

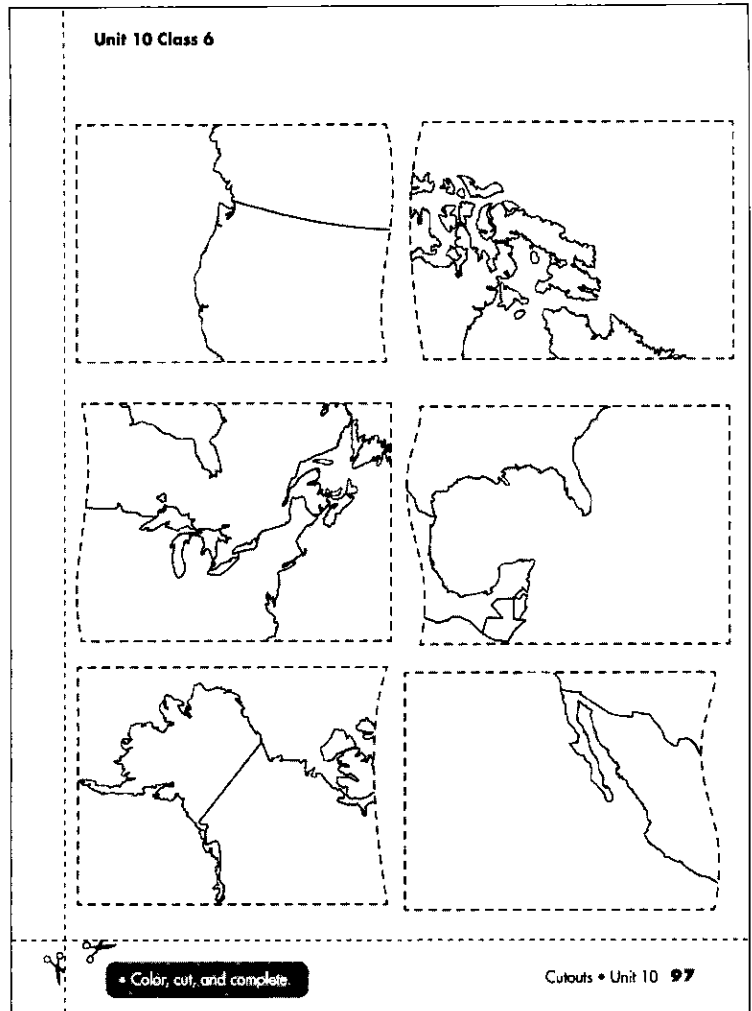
🎧 **TRACK 38** (See Class 5.)

• Color, cut, and complete.

Have students open *Activity Book 2*, page 97. Point to the parts of the different countries on the page and have students identify them: *What country is this? It's Belize.* Have students repeat. Ask students to color the different countries and oceans: *Color Mexico green.* Have them color the countries with the colors of their choice. Then ask them to cut out the pieces of the map. Walk around and ask questions while students are working: *Where is this? What language do they speak?* When students have finished cutting, have them put the pieces together in the correct order.

Make a Map

Distribute paper and students' countries and capitals cutouts from *Template 6*. Have students check that they assembled the pieces of the map correctly in the previous activity. Have them glue their maps onto the construction paper. Then ask them to glue the names of the countries and the capitals into the correct places on their maps. Walk around and check that students are putting the cutouts in the correct positions.



Ask and answer questions while they are working: *What country is this? What is the capital city?*

Sing a song!

Play *Track 39*. Have students stand up when they hear a language and sit down when they hear a country. Play the track again and have students sing the song.

🎧 **TRACK 39**

SONG: WE SPEAK ENGLISH

People in Brazil speak Portuguese,
In Japan the people speak Japanese.
In Spain and Argentina,
It's Spanish they know.
And it's Spanish, too
In Mexico.
But we speak English
In this class,
And we're learning English
Very fast!

Think and Write

Teaching Guidelines: 1.2, 1.4, 1.5, 2.4, 3.1, 3.2, 3.4, 3.5

Functions and Language

Identifying facts about countries: *What is the population? 112 million.*

Vocabulary: capital city, capitol in Washington, currency, dollar, host, million, Olympic Games, population, president, trivia

Materials: Activity Book 2, Class CD, Country Facts Charts from Class 3, construction paper (1 sheet per 4 students), pencils, different-colored chalk

A Read and number.

Have students open *Activity Book 2* to page 82. Point to the pictures and have students describe the items: *What is this? It's the San Francisco Bridge.* Have them identify which country they refer to: *What country is it? It's the USA.* Point to the words in the two columns and discuss their meanings. Give the first as an example: *Which word matches country? The USA.* Have students match the words in the two columns.

Answers: 1. The USA, 2. Washington, 3. 308 million, 4. English, 5. American dollar, 6. The first president was George Washington.

B Complete the fact file for your country.

Point to the pictures and have students describe the items: *What is this? It is the Angel of Independence.* Read the words in the box aloud. Explain the meaning of *Olympic Games Host*. Ask students to complete the fact file for Mexico, reminding them the use of upper and lowercase letters.

Answers: (from top to bottom) Mexico, Mexico City, 119 million, Spanish, Mexican peso, 1968 Olympic Games Host/There are indigenous languages.

Ask and answer questions about your fact files.

Divide the class into pairs. Have students ask and answer about the information: *What is the currency? The Mexican peso.* Have students close their books and encourage them to remember as much information as possible when asking questions to their partner.

1. Think and Write

A Read and number.



1. Country: Washington
2. Capital city: The USA
3. Population: American dollar
4. Language: 308 million
5. Currency: English
6. Another fact: The first president was George Washington.



B Complete the fact file for your country.

- 119 million
- Mexico City
- Spanish
- Mexico
- Mexican peso
- 1968 Olympic Games Host
- Indigenous languages

- Country:
Capital city:
Population: more than
Language:
Currency:
Another fact:



Ask and answer questions about your fact files.

Ongoing Assessment

You may use this activity to assess students' progress.

Observe students:

- Writing names of countries.
- Identifying countries on a map.

Product Time: Country Facts Chart (Step 3)

Tell students they are going to continue to work on their products. Distribute *Country Facts ChartS* from Step 2. Have them open *Activity Book 2* to page 84 and go over Step 3, using the model to help with comprehension. Have students look at the activities on page 82 as a model and have them complete the *Population* and *Currency* columns. Collect students' *North America Chart* for further use. Have students evaluate their work on Step 3 on page 84.

Game: Hangman

Use the vocabulary from this class to play *Hangman*. When a student thinks he or she knows the word, have him or her put it into a sentence: *The currency in Mexico is the peso.* Have the student come to the front and choose a new word to continue the game.

Think and Make

Teaching Guidelines: 1.2, 1.4, 1.5, 3.1

Functions and Language

Identifying facts about countries: *It's cold in the winter in Canada.*

Vocabulary: *country, currency, dollar, host, million, Olympic Games, population, president, trivia*

Materials: *Activity Book 2, Fact Book 2, globe, books or print outs with information about Canada, the USA, Mexico, Guatemala, and Belize; chalk*

Scavenger Hunt

Review the information and facts that students have learned about different countries in this unit. Divide the class into four teams. Ask questions and have students look for the answers in *Activity Book 2, Fact Book 2*, or the books or print outs you brought: *How many countries are there in North America? What is the currency in Mexico?* Ask the team to find the answer to stand up and point to the information on the correct page. Give the team a point and continue the game. Declare the team with the most points at the end the winner.

A Read and number the pictures.

Have students open *Activity Book 2* to page 83. Hold up the page and explain that this is a quiz. Point to the different pictures for students to describe: *What is this? It's the Canadian flag.* Read the first question and ask, *What picture answers the question?* Have students read the remaining questions and complete the quiz. Monitor the activity and check answers as a class.

Answers: (from left to right, top to bottom) 2, 5, 4, 3, 1

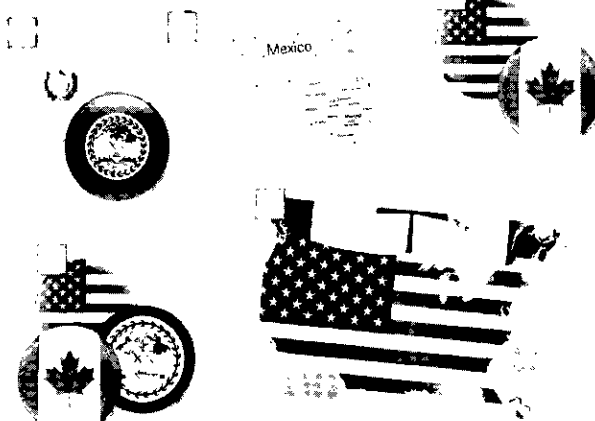
B Check your scores and compare your results.

Divide the class into pairs. Have students change books with their partner and score their classmates. Review the answers with the rest of the class.

Think and Make

A Read and number the pictures.

1. Which ocean is to the east of Canada and the USA?
2. What two countries are south of Mexico?
3. Which countries speak English?
4. Which two countries call their currency the dollar?
5. What ocean is to the west of Mexico?



B Check your scores and compare your results.

- 1 and 2 correct answers: You need to study your geography a bit more.
- 3 and 4 correct answers: Not bad! But you can do better.
- 5 and 6 correct answers: Excellent! Keep up the good work.

Unit 10 83

Globe of the World

Put the globe at the front of the class. Explain that this is how the earth looks. Invite students to find Mexico on the globe. Allow them to look for other countries, capital cities, oceans, mountains, etc. Allow students to discuss their ideas freely about the different places they find on the map.

Think and Share

Teaching Guidelines: 1.2, 1.4, 1.5, 2.4, 3.1

Functions and Language

Identifying facts about countries: *It's cold in the winter in Canada.*

Vocabulary: eagle, east, English, French, indigenous, Inuktitut, maple leaf, north, south, Spanish, west

Materials: Class CD, Country Facts Charts from Class 7

Countries Rap

Play *Track 38* and have students sing the rap as a whole group. Have students stand up while they rap and turn around when they hear countries, languages, or cardinal points in the song.

TRACK 38 (See Class 5.)

Product Time: Country Facts Chart (Step 4)

Tell the class they are going to finish and present their products. Distribute their *Country Facts Charts* from Step 3. Have students open *Activity Book* to page 81 and go over Step 4, using the picture to help with comprehension. Have students work in the same groups as they did in Class 7 and Class 8. First, have students practice presenting the information in their charts. Then, have groups present their charts to the class: *This is the USA. The capital is Washington. The official language is English. The currency is US dollars.* Use the *Suggested Evaluation Instrument* template on page 136 to evaluate students' participation and progress.

Self-Check

Have students open the *Activity Book* to page 84. Have them 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 of *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: Country Facts Chart

Step 1

- Draw a chart. Write the names of the countries and capitals.

I can identify countries.

Step 2

- Complete the chart about languages.

I can write languages.

Step 3

- Write about population and currency.

I can show facts in a chart.

Step 4

- Present your countries.

Self-Check

- Read and mark ✓.

	Always ←	→	Never		
Attitude	4	3	2	1	0
1. I can make a facts chart.					
2. I follow directions.					

84 Unit 10

Game: Bingo

Have students draw a nine grid bingo board in their notebooks. Have them draw nine pictures related to countries, languages, currencies, and cardinal points. Call out words from this unit, one by one, and have students mark them on the bingo board. The first student to mark off all their pictures and shout out *Bingo!* wins the game.

Assessment

See page 126. The *Answer Key* can be found on pages 115–116.

Assessment Answer Key

Unit 1 Assessment

A 1. Computer room, 2. Classroom, 3. Music room, 4. Principal's office

B 1. Teacher, 2. Nurse, 3. Children

C 1. Good morning. 2. Fine, thank you. 3. Yes, you may.

Oral Assessment

Divide the class into pairs. Have students act out a couple of dialogues from the unit. Assess students' pronunciation and accuracy.

Unit 2 Assessment

A 1. Walk carefully. 2. Don't run in the zoo. 3. Don't touch the glass. 4. Keep to the path. 5. Don't feed the animals.

• (from left to right, top to bottom) 3, 1, 5, 4, 2

Oral Assessment (10 points)

Divide the class into pairs. Use pictures from Unit 2. Have students point to and identify signs. Divide the class into pairs. Have one partner point to and describe the sign and the other say its meaning: *This sign is a circle. It is red and white. It says don't run!*

Global Assessment

You may compile students' results from ongoing assessments, Assessment Unit 2, and/or the Oral Assessment to evaluate each student's progress.

Unit 3 Assessment

A 1. games, 2. painting, 3. singing, 4. soccer

B 1. I like playing basketball. 2. Yes, I collect insects. 3. In the afternoon.

C *Accept well-written answers.*

Oral Assessment

Divide the class into pairs. Ask students to talk about their favorite free-time activities.

Unit 4 Assessment

A 1. airport, 2. hospital, 3. school, 4. movie theater

B *Check that students draw the correct places.*

• *Accept well-written answers.*

Oral Assessment

Ask students to brainstorm places from the city and from the country.

Unit 5 Assessment

A 1. bedroom, 2. bathroom, 3. living room, 4. kitchen

B 1. mouse, 2. house, 3. box, 4. socks, 5. broom, 6. room

Oral Assessment

Ask students to say a verse from *The Mouse House*.

Make sure they follow the rhythm and they pause where it is necessary.

Unit 6 Assessment

A 1. modeling clay, 2. teddy bear, 3. blocks, 4. bike

B 1. bike, 2. like, 3. you, 4. too

C bike, snakes and ladders, picture cards, pogs

Oral Assessment

Have students recite different parts of the poem "A Rainy Day."

Assessment Answer Key

Unit 7 Assessment

A 1. lives, 2. sleeps, 3. read, 4. waits

B Check that students draw the correct emotions.

- 1. happy, 2. sad, 3. scared

Oral Assessment (10 points)

Divide the class into pairs. Use pictures from Unit 7. Have students point to and identify characters and emotions.

Divide the class into pairs. Have one partner say an action from a story: *Thumbelina lives with Toad*. Have the other partner name an emotion: *She is sad*.

Global Assessment

You may compile students' results from ongoing assessments, Assessment Unit 7, and/or the Oral Assessment to evaluate each student's progress.

Unit 8 Assessment

A 1. Take a pot. 2. Add soil. 3. Add a bean. 4. Water the bean.

B 1. a, 2. b, 3. b

Oral Assessment

Divide the class into pairs have students mime and recite the instructions to plant a seed.

Unit 9 Assessment

A 1. Milk, cow; 2. Eggs, chicken; 3. Pears, tree; 4. Carrots, plant

B 1. What size is it? 2. What color is it? 3. What does it need to grow? 4. Where does it come from?

C Watermelon

- Check that students draw the fruit.

Oral Assessment

Divide the class into groups of four. Have students describe different characteristics of food products from the *Fact Book*.

Unit 10 Assessment

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

B 1. English, 2. Spanish, 3. Spanish, 4. English, 5. French

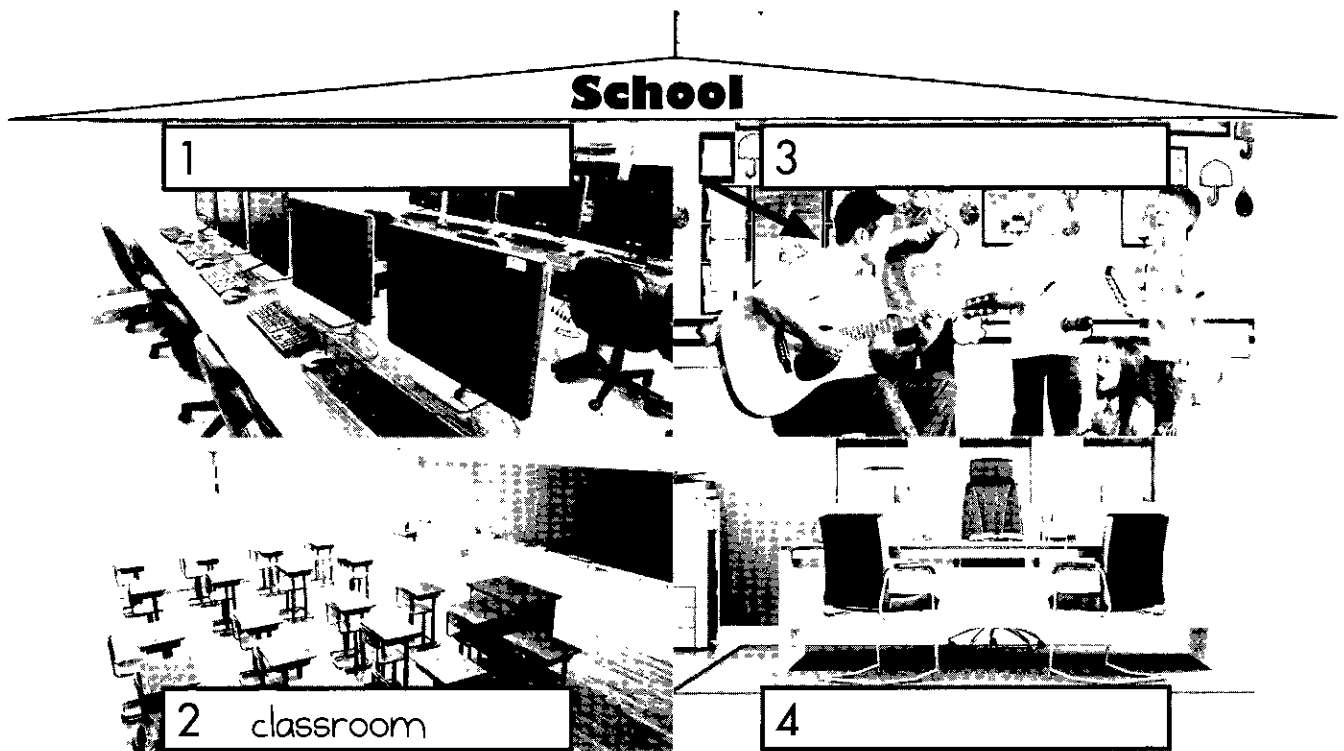
Oral Assessment

Ask students questions from the text "Our Continent":
What country is north of Mexico? Which countries speak Spanish? Which countries are south of Mexico?

Name: _____ Date: _____

A Label the school plan. (4 points) 

classroom principal's office music room computer room



B Read and answer. (3 points)  

children teacher nurse

1. Who works in the classroom? The _____.
2. Who works in the nurse's office? The _____.
3. Who plays in the playground? The _____.

C Match the dialogues. (3 points) 

1. Hello.
2. How are you?
3. May I go to the bathroom?

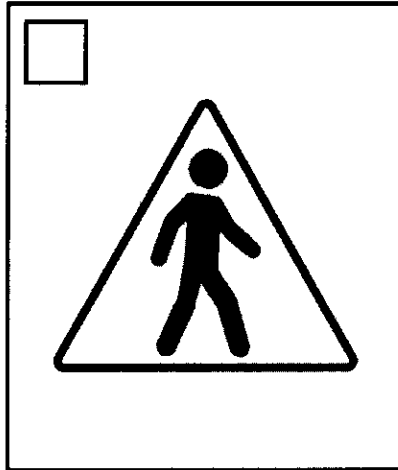
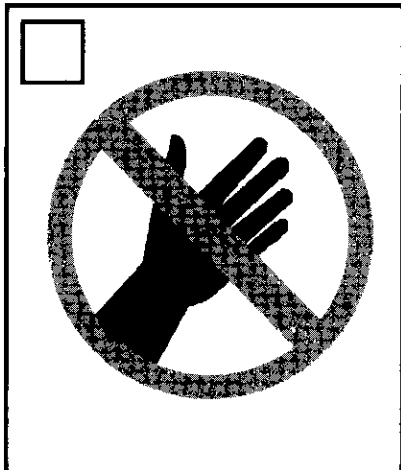
- Yes, you may.
- Good morning.
- Fine, Thank you.

Name: _____ Date: _____

A Order the words to write complete sentences. (5 points) 

1. carefully. / Walk _____
2. run / zoo! / in / the / Don't _____
3. the / Don't / glass. / touch _____
4. path. / the / to / Keep _____
5. Don't / the / animals. / feed _____

• Number the signs. (5 points) 



Name: _____ Date: _____

A Look and write. (4 points)  

painting singing soccer pictures



1. They like taking _____.

3. He likes _____.

2. She likes _____.

4. He likes playing _____.

B Complete the dialogue. (4 points) 

In the afternoon. I like playing basketball. Yes, I collect insects.

Rowan: What do you like doing after school?

Dylan: _____

Rowan: Do you have any hobbies?

Dylan: _____

Rowan: When do you do your homework?

Dylan: _____

C Write sentences about you. (2 points) 

1. What hobbies do you like doing on weekdays?

2. What do you like doing on weekends?

Name: _____ Date: _____

A Read and complete the paragraph. (4 points)  

school movie theater hospital airport

In my city there is an 1) _____. It has lots of airplanes. There are lots of buildings. There is a 2) _____. It has doctors and nurses. There is a 3) _____ for children to study. There is also a 4) _____ with lots of movies.

B Draw two places in each column. (4 points) 

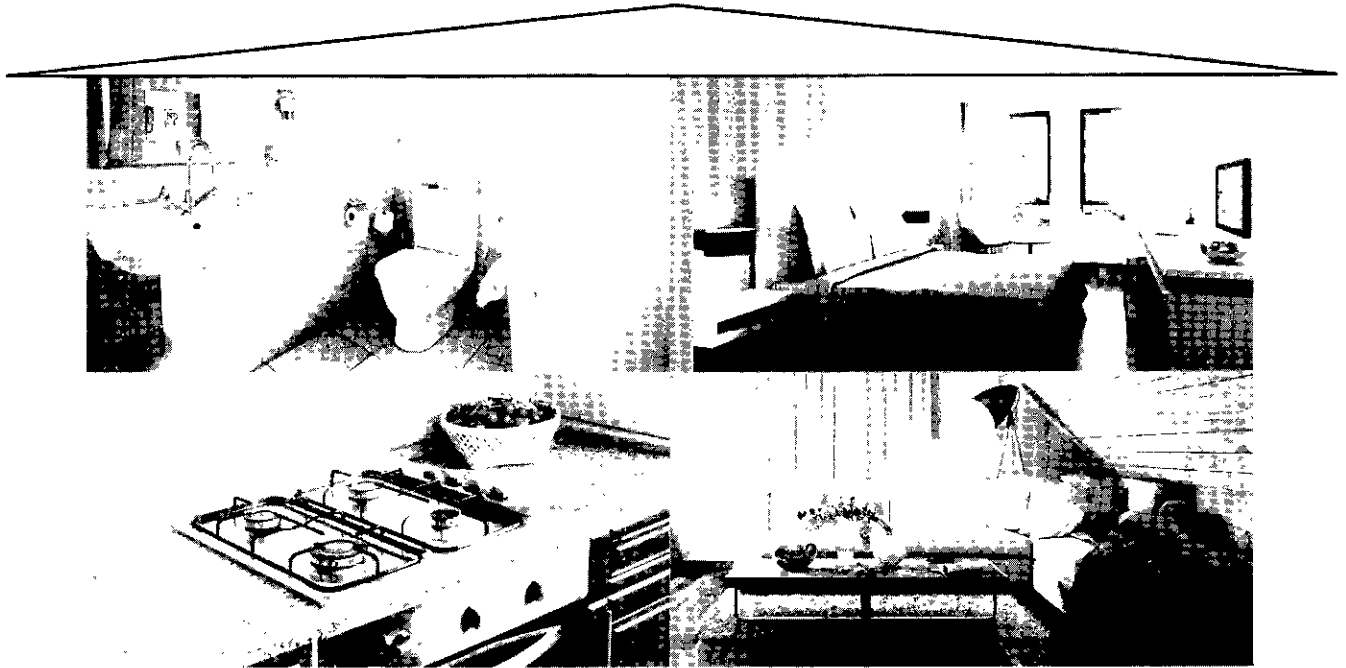
Man-made

Natural

• Write two more sentences about places in your town. (2 points) 

Name: _____ Date: _____

A Complete the information. (4 points) 



1. I sleep in the _____.
2. I take a shower in the _____.
3. I watch TV in the _____.
4. I cook in the _____.

B Complete the rhyme. (6 points) 

box mouse room socks broom house

This is the 1) _____
that lives near my 2) _____.
He has a 3) _____,
and he sleeps in a 4) _____.
He has a small 5) _____
to clean up his 6) _____.

Name: _____ Date: _____

A Use the words to complete the sentences. (4 points) 

modeling clay bike teddy bear blocks

1. I can make figures with _____.
2. I love my big brown _____.
3. I use my _____ to build things.
4. I like to ride my _____.

B Complete the poem. (4 points) 

too like you bike

Oh, no! I look outside. It's raining!
I can't go out and ride my 1) _____.
I stay inside and look for something.
I find some toys I really 2) _____.

"Do you have any special games,
In that bag you have with 3) _____?"

"Yes, we have snakes and ladders,
Picture cards, and new pogs, 4) _____!"



C Underline the toys and games in the poem. (2 points) 

Name: _____ Date: _____

A Complete the sentences. (4 points) 

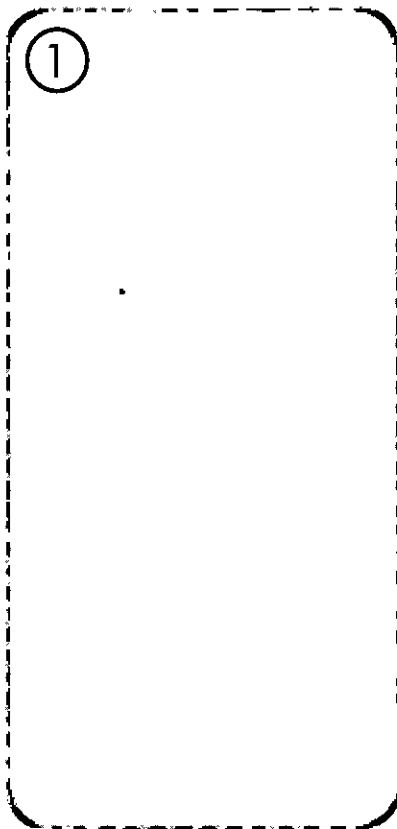
sleeps lives waits read

1. Thumbelina _____ on a lily pad.
2. She _____ in a nutshell in a flower.
3. She and Mouse _____ and cook.
4. The Prince of Fairies _____ for Thumbelina in her flower.

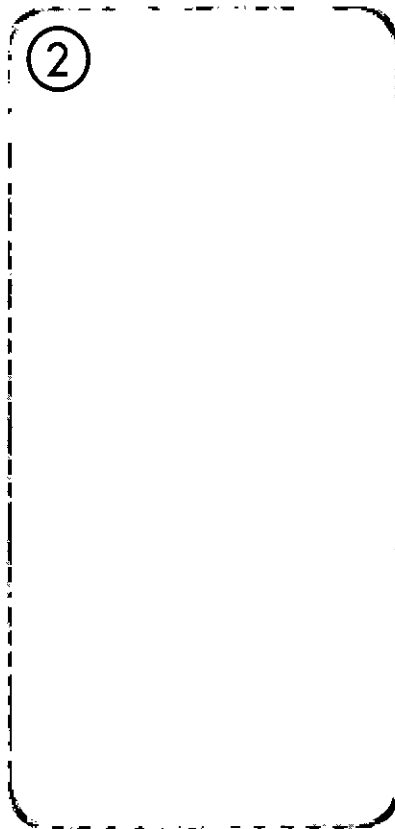
B Read and draw. (3 points)  

1. Mouse is happy.
2. Kind Old Lady is sad.
3. Thumberlina is scared.

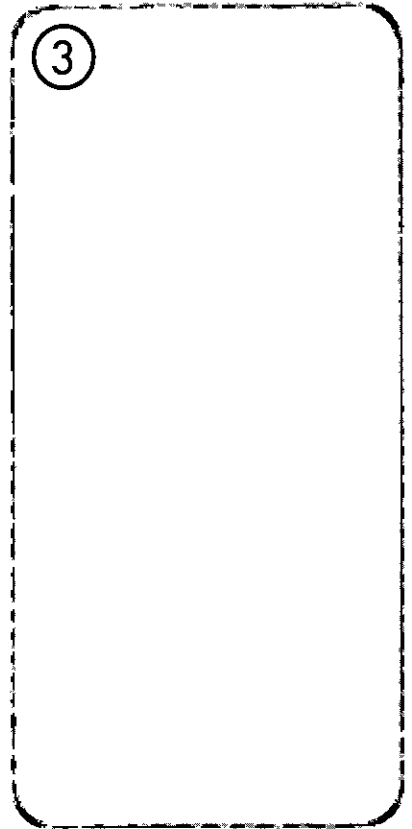
①



②



③

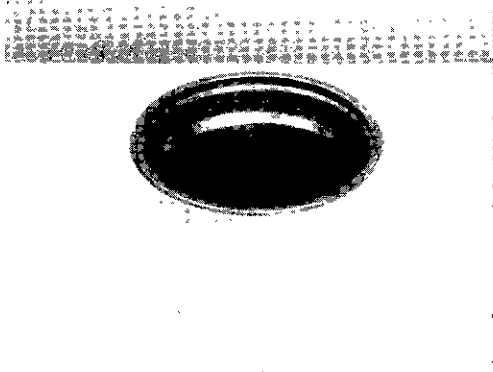


• Circle the emotions. (3 points) 

Name: _____ Date: _____

A Label the experiment. (4 points) 

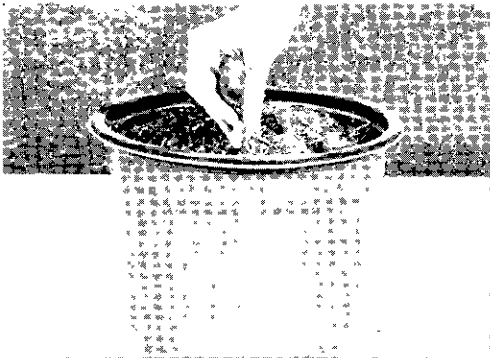
Add soil. Take a pot. Water the bean. Add a bean.



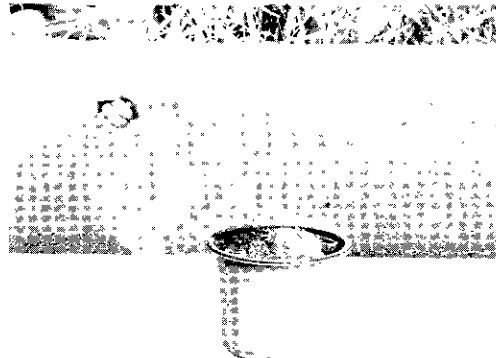
1. _____



2. _____



3. _____



4. _____

B Read and circle. (6 points) 

1. What do plants need?

a. Light, water and soil.

b. Stones and a dark place.

2. What do bubbles need?

a. Goggles and a towel.

b. Water, soap, and a hoop.

3. What do you use goggles for?





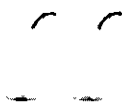

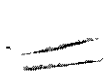

a. To dry.

b. To protect my eyes.

Name: _____ Date: _____

A Complete the information. (4 points) 

cow pear tree hen eggs milk carrots plant

1.  _____ comes from a  _____.
2.  _____ come from a  _____.
3.  _____ comes from a  _____.
4.  _____ come from a  _____.

B Write the questions. (4 points) 

Where does it come from What size is it
 What does it need to grow What color is it

1. _____ ? It's enormous.
2. _____ ? It's green on the outside and red on the inside.
3. _____ ? It needs sun and water.
4. _____ ? It comes from hot countries.

• Draw your answer. (2 point) 

Name: _____ Date: _____

A Read and match. (5 points)



1 USA

2 Mexico

3 Guatemala

4 Belize

5 Canada English

a

b

c

d

e

N

W ← → E

S

B Write the languages in the boxes. (5 points)



English French Spanish

Student: _____ Date: _____

Observation Card: Illustrated Classroom Rules

- 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 wrote a list of five classroom rules.	<input type="checkbox"/> Yes	<input type="checkbox"/> Needs improvement
He or she used correct grammar and spelling.	<input type="checkbox"/> Yes	<input type="checkbox"/> Needs improvement
He or she was confident presenting his or her poster.	<input type="checkbox"/> Yes	<input type="checkbox"/> Needs improvement
Notes: _____ _____ _____		

Student: _____ Date: _____

Evaluation Rubric: Own Signs

- Read and mark (✓) the corresponding criteria in the *Evaluation Rubric* to assess your student's project.

Category	Criteria		
	9–10 Points	7–8 Points	9–10 Points
Vocabulary Awareness	<input type="checkbox"/> The student identified and correctly used the words, shapes, and colors for the new signs.	<input type="checkbox"/> The student needed extra support to identify and correctly use the words, shapes, and colors for the new signs.	<input type="checkbox"/> The student was not able to identify and correctly use the words, shapes, and colors for the new signs.
Use of English	<input type="checkbox"/> The student was able to discover the purpose and intended audience for the new signs.	<input type="checkbox"/> The student needed extra support to discover the purpose and intended audience for the new signs.	<input type="checkbox"/> The student was not able to discover the purpose and intended audience for the new signs.
Conventions	<input type="checkbox"/> The student was able to create the two signs using correct grammar, spelling, and punctuation.	<input type="checkbox"/> The student needed extra support to create the two signs using correct grammar, spelling, and punctuation.	<input type="checkbox"/> The student was not able to create the two signs using correct grammar, spelling, and punctuation.
		Total	

Student: _____ Date: _____

Questionnaire: Graph of Hobbies

- 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
<ul style="list-style-type: none"> • Was the student able to make a list of his or her favorite hobbies? <input type="checkbox"/> Yes <input type="checkbox"/> Needs improvement	
<ul style="list-style-type: none"> • Was the student able to create a graph that included the drawings of his or her favorite hobbies on the x-axis with the corresponding numbers on the y-axis? <input type="checkbox"/> Yes <input type="checkbox"/> Needs improvement	
<ul style="list-style-type: none"> • Was the student able to ask questions about his or her classmates' favorite hobbies confidently? <input type="checkbox"/> Yes <input type="checkbox"/> Needs improvement	

Student: _____ Date: _____

Control List: Common Localities

- 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
<input type="checkbox"/> Selection of location for the map	
<input type="checkbox"/> Drawing of the map	
<input type="checkbox"/> Drawings of man-made and natural features on the map	
<input type="checkbox"/> Labeled man-made and natural features on the map	
<input type="checkbox"/> Correct spelling in the labels	

Student: _____ Date: _____

Value Scale: Illustrated Rhymes

- Read the criteria in the following scale and mark (✓) the corresponding value to evaluate your student's project.

Criteria	Value		
	Excellent	Good	Needs to improve
	9–10 Points	7–8 Points	5–6 Points
The student actively participated in his or her group to choose the favorite rhyme or verse from <i>Activity Book 2</i> .			
He or she highlighted the rhyming words.			
He or she accurately illustrated the rhyme or verse.			
He or she used correct grammar and spelling.			
He or she showed confidence when presenting his or her work to the rest of the class.			
He or she showed respect when his or her classmates presented their work.			
		Total	

Suggested Evaluation Instrument

Student: _____ Date: _____

Illustrated Self-Evaluation Card: Children's Poems

- Read the category and circle the value.

Values: 😊 = Excellent 😄 = Good 😐 = OK ☹️ = Not so good

Category	Value
I can make a rhyming words list.	😊 😄 😐 ☹️
I can write a rhyme using my own ideas.	😊 😄 😐 ☹️
I can use the correct space to separate words.	😊 😄 😐 ☹️
I can say a verse.	😊 😄 😐 ☹️

Suggested Evaluation Instrument

Student: _____ Date: _____

Illustrated Self-Evaluation Card: Children's Poems

- Read the category and circle the value.

Values: 😊 = Excellent 😄 = Good 😐 = OK ☹️ = Not so good

Category	Value
I can make a rhyming words list.	😊 😄 😐 ☹️
I can write a rhyme using my own ideas.	😊 😄 😐 ☹️
I can use the correct space to separate words.	😊 😄 😐 ☹️
I can say a verse.	😊 😄 😐 ☹️

Student: _____ Date: _____

Evaluation Rubric: Hanging Mural

- Read and mark (✓) the corresponding criteria in the *Evaluation Rubric* to assess your student's project.

Category	Criteria		
	9–10 Points	7–8 Points	9–10 Points
Vocabulary Awareness	<input type="checkbox"/> The student was able to make a list of actions from the chosen story (<i>Little Red Riding Hood</i> or <i>Thumbelina</i>).	<input type="checkbox"/> The student needed extra support to make a list of actions from the chosen story (<i>Little Red Riding Hood</i> or <i>Thumbelina</i>).	<input type="checkbox"/> The student was not able to make a list of actions from the chosen story (<i>Little Red Riding Hood</i> or <i>Thumbelina</i>).
Use of English	<input type="checkbox"/> The student was able to write a sentence with one action from the list using correct grammar, spelling, and punctuation.	<input type="checkbox"/> The student needed extra support to write a sentence with one action from the list using correct grammar, spelling, and punctuation.	<input type="checkbox"/> The student was not able to write a sentence with one action from the list using correct grammar, spelling, and punctuation.
Comprehension	<input type="checkbox"/> The student was able to create a drawing to represent the meaning of the sentence.	<input type="checkbox"/> The student needed extra support to create a drawing to represent the meaning of the sentence.	<input type="checkbox"/> The student was not able to create a drawing to represent the meaning of the sentence.
		Total	

Suggested Evaluation Instrument

Student: _____ Date: _____

Self and Peer Assessment Card: Illustrated Experiment

- Read the criteria and select a value to evaluate your and your classmate's project.

Values: 4 = Excellent 3 = Good 2 = OK 1 = Not so good

Criteria	Values	
	Yourself	Classmate
My classmate or I can write and illustrate a list of materials.		
My classmate or I can write one sentence for each step in the experiment.		
My classmate or I can write the sentences using correct grammar and spelling.		
My classmate or I can show confidence when we present to the class.		
My classmate or I can show respect to others during their presentations.		
Total		

Student: _____ Date: _____

Comparison List: Agricultural Products

- Read the criteria and mark (✓) the corresponding value in the *Comparasion List* to evaluate your student's project.

Criteria	Values	
The student chose one agricultural product from the unit.	<input type="checkbox"/> Achieved	<input type="checkbox"/> Developing
He or she wrote five questions about the agricultural product he or she chose.	<input type="checkbox"/> Achieved	<input type="checkbox"/> Developing
He or she answered the questions.	<input type="checkbox"/> Achieved	<input type="checkbox"/> Developing
He or she used correct grammar and spelling in the questions and answers.	<input type="checkbox"/> Achieved	<input type="checkbox"/> Developing
He or she was able to ask his or her classmates questions about their chosen agricultural product.	<input type="checkbox"/> Achieved	<input type="checkbox"/> Developing

Student: _____ Date: _____

Questionnaire: North America

- 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
<ul style="list-style-type: none"> • Was the student able to get the information of his or her chosen three countries to complete the chart? <input type="checkbox"/> Yes <input type="checkbox"/> Needs improvement	
<ul style="list-style-type: none"> • Was the student able to draw the corresponding flag for each of the three chosen countries? <input type="checkbox"/> Yes <input type="checkbox"/> Needs improvement	
<ul style="list-style-type: none"> • Did the student use correct grammar and spelling in his or her chart? <input type="checkbox"/> Yes <input type="checkbox"/> Needs improvement	
<ul style="list-style-type: none"> • Was the student able to confidently present his or her chart to the rest of the class? <input type="checkbox"/> Yes <input type="checkbox"/> Needs improvement	

Glossary

A

- about** /ə'baʊt/ *prep.* of, concerning, with regard to
absorb /æb'sɔrb/ *v.* to suck up or drink in a liquid
across /ə'krɔs/ *prep.* from one side to the other, horizontal
actually /'æk tʃu ə li/ *adv.* as an actual or existing fact, really
add /æd/ *v.* to unite or join so as to increase
answer /'æns əər/ *n.* a spoken or written reply or response; *v.* to speak or write in response
anywhere /'en i, 'weər/ *adv.* in, at, or to any place
apologize /ə'pɒl ə,dʒaɪz/ *v.* to say sorry
arms /ɑ:ms/ *n.* the upper limbs of the human body, extending from the shoulder to the wrist
arrive /ə'raɪv/ *v.* to reach one's destination

B

- bacon** /'bā-kən/ *n.* salted and smoked pig meat
bake /'bāk/ *v.* to cook in an oven
bank /bɑŋk/ *n.* an institution that lends, exchanges, and keeps money safe for people or businesses
baseball /'beɪs,bɔl/ *n.* a game of ball between two nine-player teams where the teams must score runs
bathroom /'bæθ,rʊm/ *n.* a room equipped for taking a bath or shower and/or with a toilette
beach /bi:tʃ/ *n.* an expanse of sand or pebbles along a shore
bean /bi:n/ *n.* a seed that is edible and nutritious
bedroom /'bed,rʊm/ *n.* a room furnished and used for sleeping
big /bɪg/ *adj.* large in size, height, width, or amount
bike /baɪk/ *n.* a vehicle with two wheels, usually with pedals and handlebars for steering
bird /bɜ:rd/ *n.* an animal covered with feathers that can fly and lay eggs
block /blɒk/ *n.* a solid mass of normally wood or stone, usually with flat faces
box /bɒks/ *n.* a wood, metal, or cardboard container, often with a lid
broom /brʊm/ *n.* an implement for sweeping

C

- cake** /'kāk/ *n.* a sweet food made with flour, sugar, eggs, butter, and other ingredients
calendar /'kæləndər/ *n.* a chart showing the days and months of the year
caption /'kæpʃən/ *n.* a title or explanation for a picture or illustration
careful /'keəfəl/ *adj.* to be cautious in one's actions
categorize /'kæt ɪ gə,raɪz/ *v.* to arrange in categories, to classify
chapter /'tʃæp təər/ *n.* a main division of a book, normally containing the number and title
character /'kær ɪk təər/ *n.* the features and traits that form the individual nature of some person or thing
check /tʃek/ *v.* to investigate and verify as correct
cheese /tʃi:z/ *n.* the curd of milk separated from the whey and prepared as a food
church /tʃɜ:tʃ/ *n.* a specific place where people go to worship or pray or to hear a religious ceremony
class /'klæs/ *n.* a group of students who meet together with a teacher to learn new things
classroom /'klæs,rʊm/ *n.* a room in a school or college in which classes are held
clean /kli:n/ *n.* free from dirt, unsoiled
climate /'klaɪmɪt/ *n.* the weather conditions over a year in one place
cognate /'kɒg neɪt/ *adj.* related by birth, of the same parentage or descent
computer room /kəm'pyu təər rʊm/ *n.* a portion of space within a building where you can find a cluster of computers
corn /kɔ:rn/ *n.* a cultivated, tall cereal plant with a solid stem, seeds, and kernels
country /'kʌn tri/ *n.* a state or nation
cow /kaʊ/ *n.* mature female of the bovine family
- ## D
- dairy** /'der-ē/ *n.* food that is made from milk
disappear /dɪsə'piər/ *v.* to vanish from sight, to cease to be seen
dish /'dɪʃ/ *n.* a small bowl to serve food in
doll /dɒl/ *n.* a small figure representing a baby, used as a child's toy

Glossary

- down** /daʊn/ *adv.* from higher to lower
draw /drɔ/ *v.* to make a picture with a pen or pencil
drink /drɪŋk/ *v.* to take water or liquid into the mouth and swallow it

E

- each other** /itʃ 'ʌð ər/ *pron.* one another
east /ist/ *n.* a cardinal point of the compass, 90° to the right of north
easy /'izi/ *adj.* not hard or difficult
eat /it/ *v.* to take into the mouth and swallow for nourishment
egg /'eg/ *n.* an oval thing from which a bird is born
empty /'empti/ *adj.* containing nothing, vacant
equipment /'ɪkwɪp mənt/ *n.* anything kept or provided for a particular purpose
everyday /'ev ri,deɪ/ *adj.* the routine or ordinary day or occasion
everyone /'evri,wʌn/ *pron.* every person, everybody
everywhere /'evri,'weə/ *adv.* in every place or part
excited /ɪk'saɪ tɪd/ *adj.* emotionally stimulated, enthusiastic

F

- fall** /fɔl/ *n.* to come down or drop suddenly to a lower position
feed /fēd/ *v.* to give food to someone
feel /fi:l/ *v.* to have a sensation of something, other than sight, hearing, taste, or smell
fence /'fen(t)s/ *n.* a barrier, a structure usually of wood or metal to separate two areas
find /faɪnd/ *v.* to come across by chance, to meet with
find out /faɪnd aʊt/ *v.* to discover or confirm the truth of something, to discover something by chance
fish /fɪʃ/ *n.* any of various cold-blooded, aquatic vertebrates
flag /flæg/ *n.* a piece of cloth with an emblem printed or sewn on it
flashcard /'flæʃ,kɑ:d/ *n.* a card having words, numbers, or pictures on it, designed for gaining a rapid response from pupils when held up briefly by a teacher
floor /flɔ:/ *n.* the surface that we walk upon in a room
forest /'fɔ:ɪst/ *n.* a large area of land covered with trees

- fridge** /frɪdʒ/ *n.* an electrical appliance for keeping food cool
front page /'frʌnt'peɪdʒ/ *n.* the first page, or cover of a book
funny /'fʌn i/ *adj.* causing amusement or laughter

G

- get out** /'get,aʊt/ *phrasal v.* to leave
get up /'get,ʌp/ *v.* to rise to one's feet, to stand up
give /gɪv/ *v.* to present voluntarily and without expecting any compensation
glue /glu/ *n.* a sticky substance used as an adhesive
go /gəʊ/ *v.* to move or proceed to or from something
gown /'gaʊn/ *n.* a long piece of clothing that covers most of the body
greet /gri:t/ *v.* to give someone a salutation
grow /'grəʊ/ *v.* to become larger, to become more developed or mature

H

- happen** /'hæpən/ *v.* to take place, occur
hat /hæt/ *n.* a covering for the head
have /hæv/ *v.* to possess or own
hear /hɪər/ *v.* to listen to, to pay attention to
help /help/ *v.* to assist someone
helpful /'helpfəl/ *adj.* giving or rendering aid or assistance
here /hɪər/ *adv.* in this place
hopscotch /'hɒp-,skɒtʃ/ *n.* a game in which players hop through a series of squares on the ground
hospital /'hɒspɪtl/ *n.* an institution where sick or injured people are given medical help
house /haʊs/ *n.* a building in which people live

I

- insects** /'ɪnsektz/ *n.* small bugs with normally three pairs of legs and two pairs of wings

J

- join** /dʒɔɪn/ *v.* to bring into contact, put together
jump rope /dʒʌmp rəʊp/ *n.* a fun game for children where a rope is swung so that it passes under the feet and above the head

Glossary

K

keep /kip/ *v.* to hold onto or keep in one's possession
kitchen /'kɪtʃən/ *n.* a room or place equipped for cooking

L

leg /leg/ *n.* either of the two lower limbs that support and move the body, from the waist to the ankle

library /'lɪ-,brer-ē/ *n.* a place where books are available to borrow

live /lɪv/ *v.* to have life

living room /'lɪvɪŋ rʊm/ *n.* a room in a house, used for leisure activities or entertaining guests

long /lɔŋ/ *adj.* having considerable length or duration in time

look /lʊk/ *v.* to turn one's eyes toward something in order to see

look after /'lʊk'af-tər/ *v.* to take care of

look around /lʊk,ə'raʊnd/ *v.* to look about oneself

lunch box /lʌntʃ bɒks/ *n.* a small container, usually plastic or metal, used for taking one's lunch to and from work or school

M

mad /mæd/ *adj.* affected by great displeasure or anger

many /'meni/ *adj.* constituting various, a large number

match /mætʃ/ *n.* a game or contest in which two or more contestants or teams oppose each other

matchsticks /'mætʃ-stɪk/ *n.* a thin piece of wood or paper from which a match is made

meat /'mēt/ *n.* the flesh of an animal

meet /mit/ *v.* to become acquainted with, to be introduced to

milk /mɪlk/ *n.* a white liquid, produced by cows, goats, and some other animals

modeling clay /'mɒd lɪŋ kleɪ/ *n.* a natural, earthy material that is plastic when wet, used for making bricks and pottery

money /'mʌni/ *n.* a means of payment

mountain /'maʊn tɪn/ *n.* a natural elevation of the earth's surface, usually rising to a summit, normally greater than 610 meters

N

never /'nevər/ *adv.* not ever, at no time

next /nekst/ *adj.* immediately following in time, order, or importance

noisy /'nɔɪ-zē/ *adj.* full of loud noise

north /nɔrθ/ *n.* a cardinal point of the compass, to the left of a person facing the rising sun

nurse /nɜrs/ *n.* a person formally trained in the care of the sick and infirm

nutshell /'nʌt-shel/ *n.* the hard outer shell of a nut

O

office /'ɔfɪs/ *n.* a room or building where the business of a professional person is conducted

often /'ɔfən/ *prep.* many times, frequently

old /oʊld/ *adj.* far advanced in the years of life

ongoing /'ɒŋ,ɡoʊɪŋ/ *adj.* continuing without termination or interruption

opposite /'ɒpəzɪt/ *adj.* contrary or different in some respect common to both, as in nature, qualities, direction, or result

P

painting /'peɪn tɪŋ/ *n.* a picture or design in paints

people /'pi:pəl/ *n.* a collective group of human beings

pick /pɪk/ *v.* to choose

pick up /'pɪkʌp/ *v.* to lift or take up

picture /'pɪktʃər/ *n.* a visual representation

pillow /'pi-(,)lɔ/ *n.* a bag filled with soft material, such as feathers or foam, to support the head of a person

plant /'plɑnt/ *n.* a living thing with leaves or flowers that needs sun and water to survive

play /pleɪ/ *v.* exercise or activity for recreation or enjoyment

playground /'pleɪ,ɡraʊnd/ *n.* an area for outdoor play

pogs /'pɒɡ/ *n.* a small disc used by children in games

police station /pə'lis 'steɪʃən/ *n.* a building where the members of the police force can be located

pot /pɒt/ *n.* a round container, with handles and a lid, used for cooking

Glossary

principal /'prin-sə-pəl/ *n.* the person in charge of a school

prize /praɪz/ *n.* a reward for victory in a contest or competition

procedure /prə'sɪdʒər/ *n.* a particular course or mode of action

promise /'prɒmɪs/ *n.* a declaration that something will or will not be done

puzzle /'pʌzəl/ *n.* a toy, problem, or other apparatus designed to amuse by presenting difficulties to be solved by ingenuity or patient effort

Q

quickly /'kwɪkli/ *adv.* with speed, rapidly

quietly /'kwaɪtli/ *adv.* making no sound, still

R

raise /reɪz/ *v.* to move to a higher position, to elevate

rarely /'rærlɪ/ *adv.* infrequently, on rare occasions

reach /ri:tʃ/ *v.* to come or arrive at

read /ri:d/ *v.* to look at something written carefully so as to understand the meaning

ready /'rɛdi/ *adj.* completely prepared for immediate action

recess /rɪ'sɛs/ *n.* time for play or recreation

recognize /'rɛkəg,nəɪz/ *v.* to identify something or someone as previously seen or known

refer /rɪ'fɜːr/ *v.* to direct for information or anything required

remember /rɪ'membər/ *v.* to recall to the mind by an effort of memory

return /rɪ'tɜːn/ *v.* to go or to come back, as to a former position, place, or state

review /rɪ'vjuː/ *n.* a critical article or report; *v.* to view, look at, look over again

rhyme /raɪm/ *v.* to form a rhyme; *n.* words that sound similar

right away /raɪt,ə'weɪ/ *idiom.* Immediately, without thinking about it

right now /raɪt,naʊ/ *adv.* in this instant

room /rum/ *n.* a space within a building, separated by walls

ruins /'ruːnz/ *n.* the remains of a town or city that has been destroyed or is in a state of decay

S

sausage /'sɔːsɪdʒ/ *n.* mixed pork, beef, or other meat combined with seasoning, often made in links

school /skul/ *n.* an institution where instruction is given, especially to persons under college age

scissors /'sɪz ərz/ *n.* a cutting instrument, consisting of two blades

scrapbook /'skræp,bʊk/ *n.* an album in which people save and stick pictures, newspaper clippings, etc.

search /sɜːtʃ/ *v.* to explore, look for something

see /siː/ *v.* to perceive with the eyes, to look at

seed /siːd/ *n.* a small object produced by a plant from which a new plant can grow

sentence /'sentns/ *n.* a grammatical unit of more than one word, typically representing a statement, question, or command

service /'sɜːvɪs/ *n.* an act of helpful activity

shovel /'ʃə-vəl/ *n.* a tool with a handle for throwing dirt or sand

shower /'ʃaʊər/ *n.* a bath in which water is sprayed on the body, usually from an overhead nozzle

sing /sɪŋ/ *v.* to perform a song or voice composition

sleep /sliːp/ *v.* to take rest, cease to be awake

sock /'sɔːk/ *n.* a woven covering for the foot

soil /sɔɪl/ *n.* a part of the earth's surface, consisting of rock and humus

south /saʊθ/ *n.* a cardinal point of the compass, lying directly opposite north

spell /spɛl/ *v.* to name, write, or give the letters, in order, of a word

spoon /'spuːn/ *n.* an eating utensil consisting of a shallow bowl and a handle

spout /'spaʊt/ *n.* a tube out of which a liquid flows

stand /stænd/ *v.* to be on your feet

stem /'stem/ *n.* a thin part of a plant that supports leaves

stout /'staʊt/ *adj.* thick and strong

Glossary

strawberry /'strɔːbəri/ *n.* a small, red fruit of any stemless plant belonging to the genus *Fragaria*

sun /sʌn/ *n.* the star that is the central body of the solar system from which we receive light and heat

sweep /'swi:p/ *v.* to remove dust with a broom

T

tall /tɔ:l/ *adj.* having a relatively great height

teapot /'tiːpət/ *n.* a pot for making tea

teddy bear /'tedi beə/ *n.* a toy bear, normally stuffed

tired /taɪəd/ *adj.* in need of rest or sleep

toad /'təʊd/ *n.* a small amphibian with dry rough skin

toy /tɔɪ/ *n.* small objects for children or others to play with

tub /'tʌb/ *n.* a wide container usually for holding liquids

turnip /'tɜːnɪp/ *n.* a round root of a plant that is eaten as a vegetable

W

wait /weɪt/ *v.* to remain inactive until something expected happens

walk /wɔ:k/ *v.* advance or travel on foot at a moderate pace

wash /wɒʃ/ *v.* to apply water to something for the purpose of clearing it

water /'wɔːtər/ *n.* a transparent, tasteless liquid that can be found in rain, oceans, lakes, and rivers

west /west/ *n.* a cardinal point of the compass, 90° to the left when facing north

Y

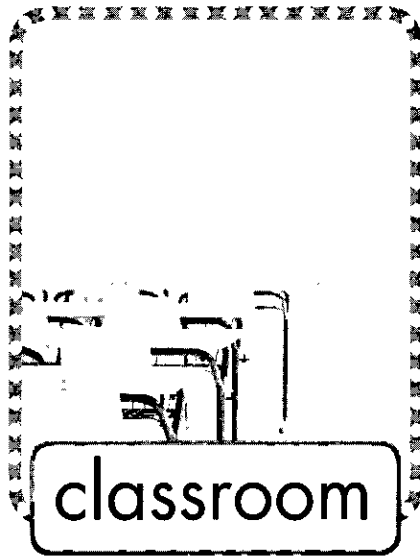
yell /jel/ *v.* to cry or speak with a strong, loud, clear sound

Z

zoo /'zuː/ *n.* a place to keep animals for people to see



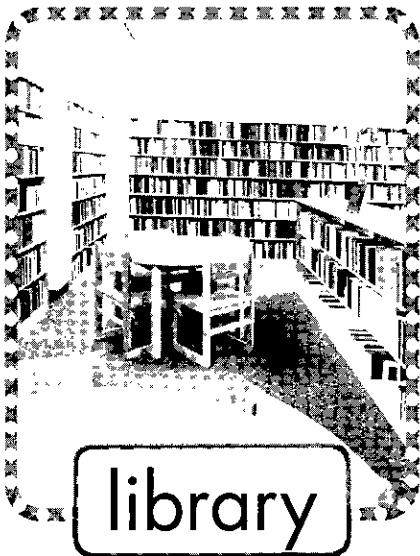
bathroom



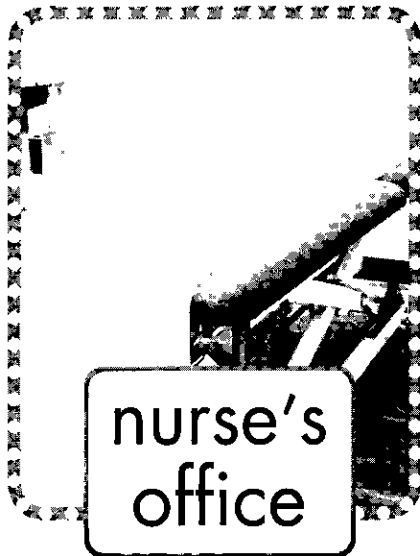
classroom



computer room



library



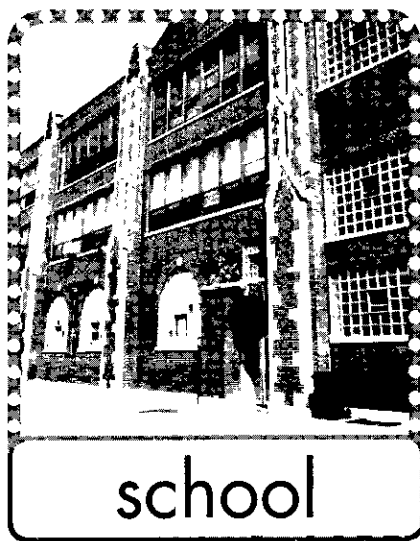
nurse's office



playground



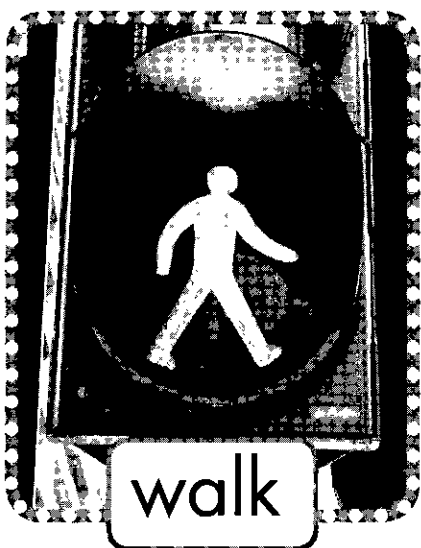
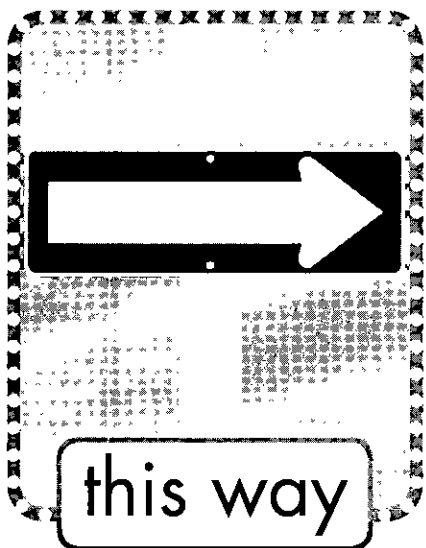
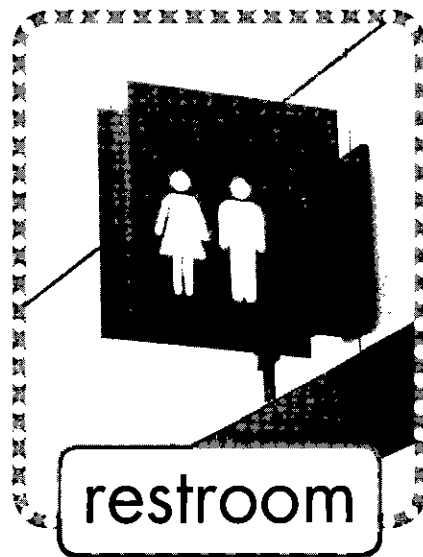
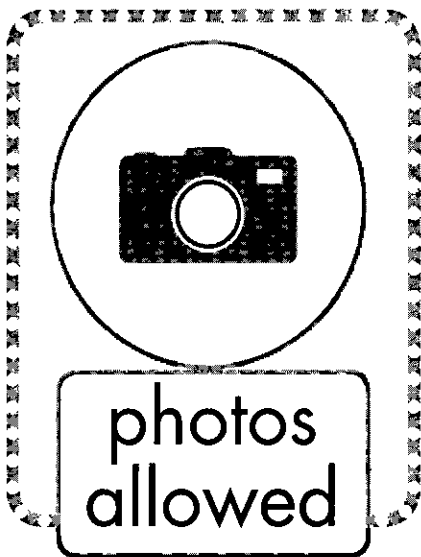
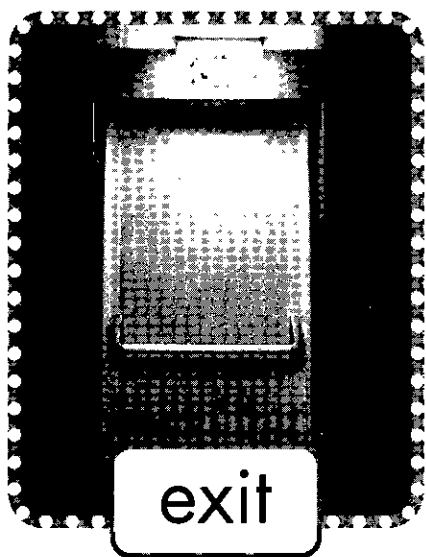
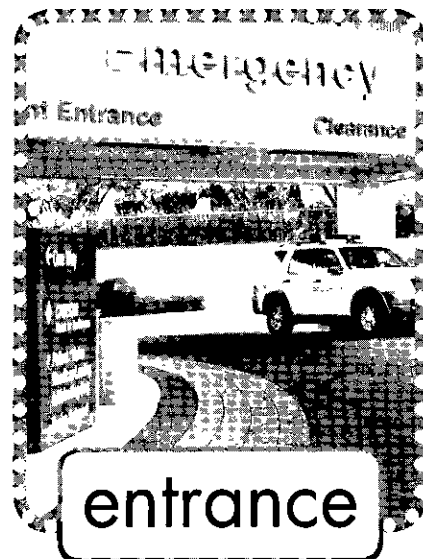
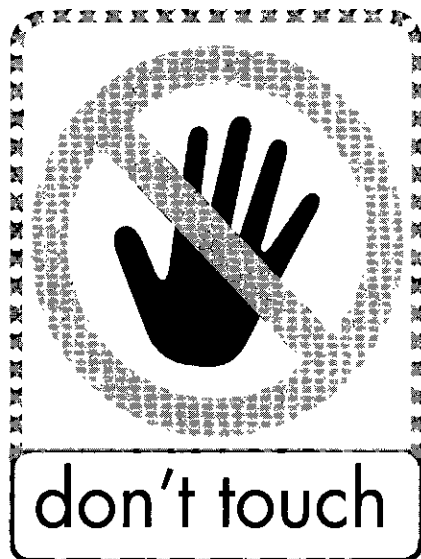
principal's office



school



teacher





baseball



insects



karate



painting



scrapbook



singing



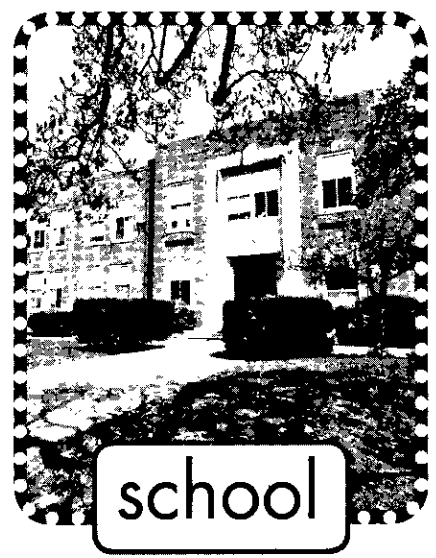
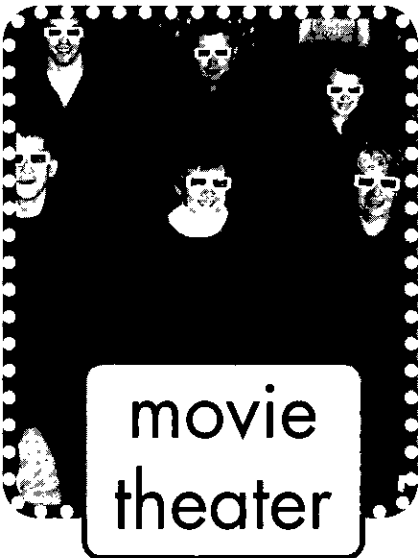
skating

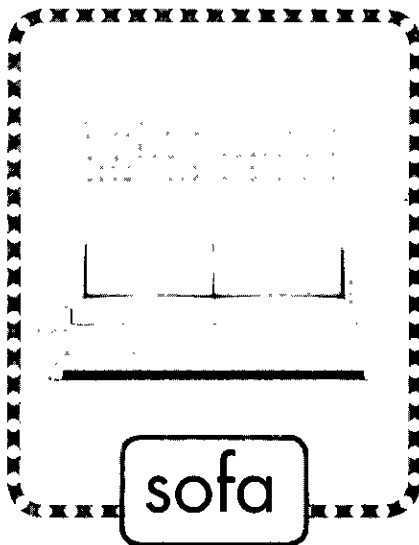
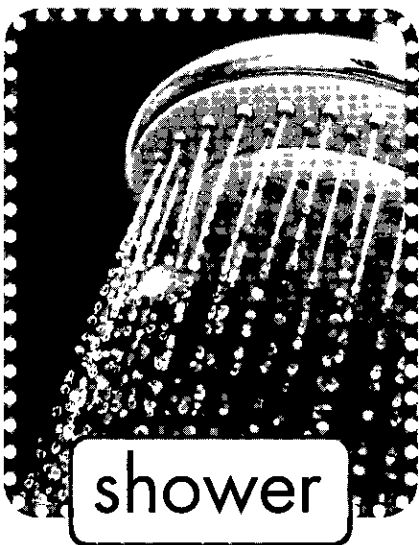
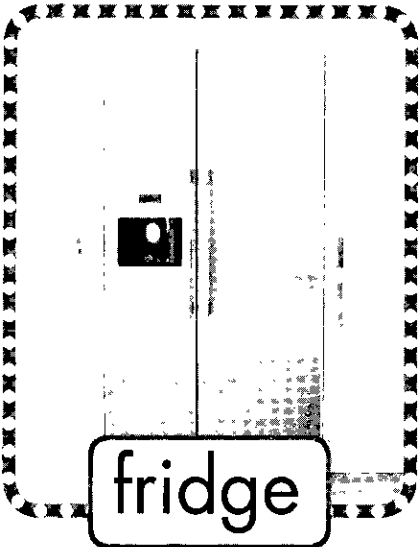
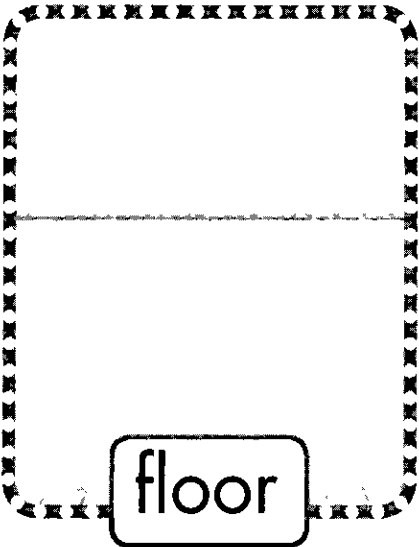
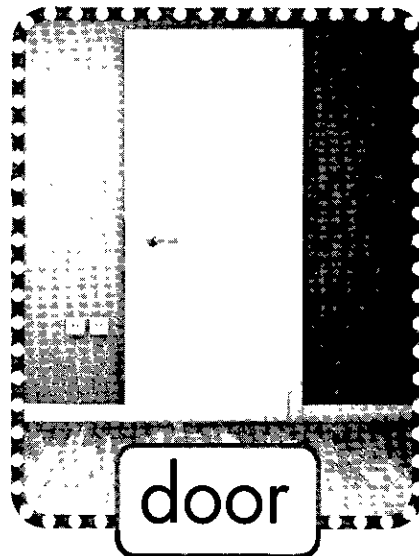
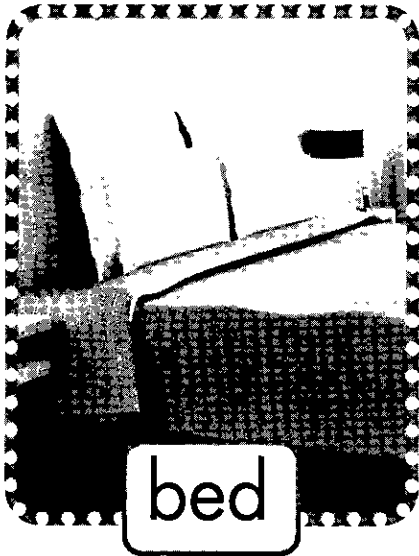


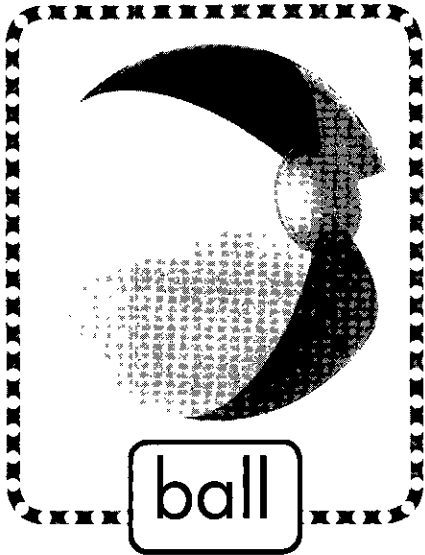
soccer



swimming



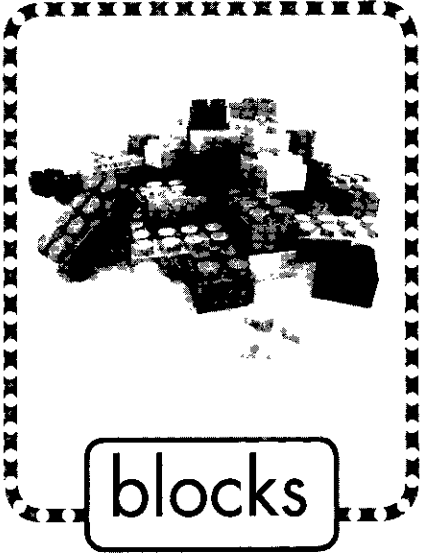




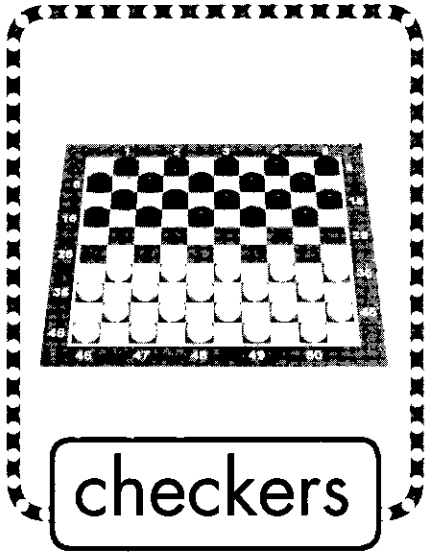
ball



bike



blocks



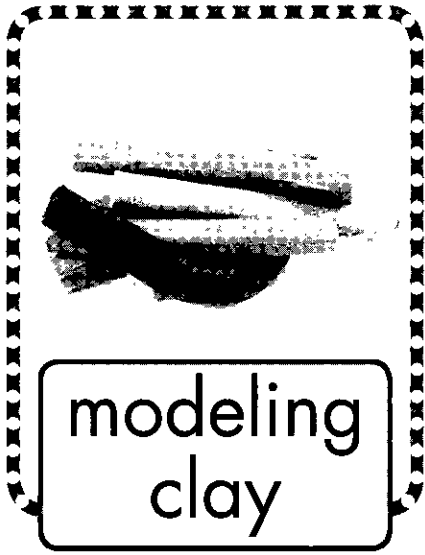
checkers



doll



jumping rope



modeling clay



teddy bear



videogame



clean



drink



get up



make
the bed



read



sleep



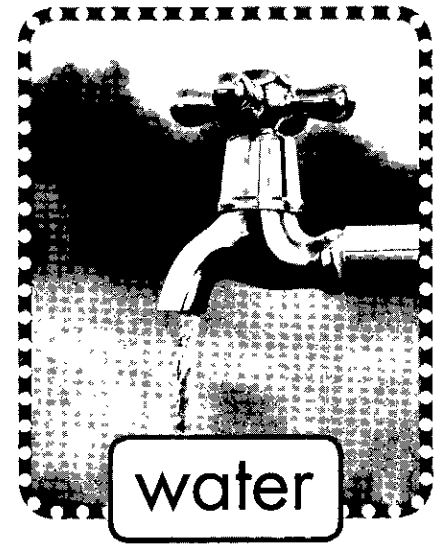
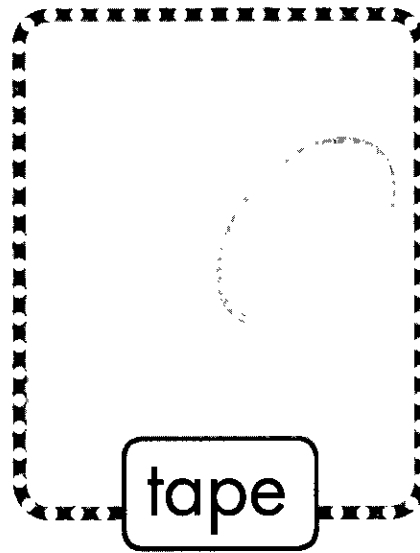
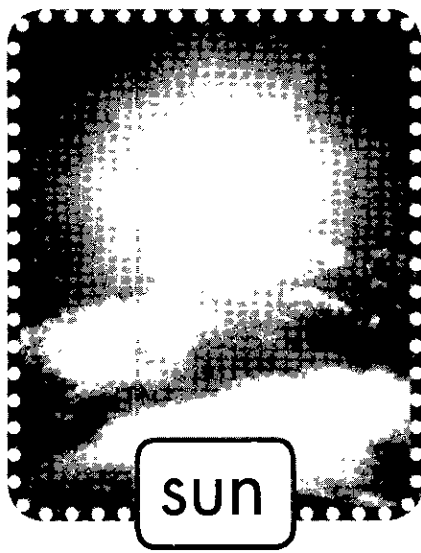
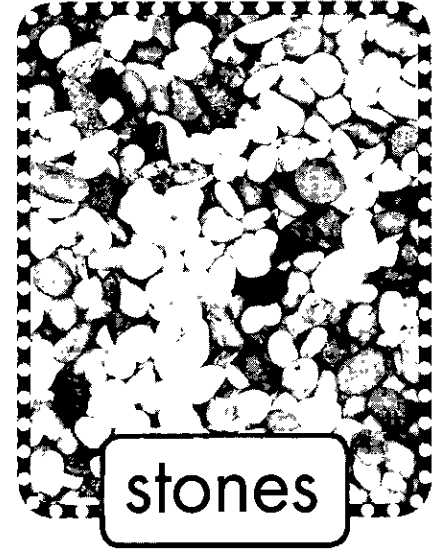
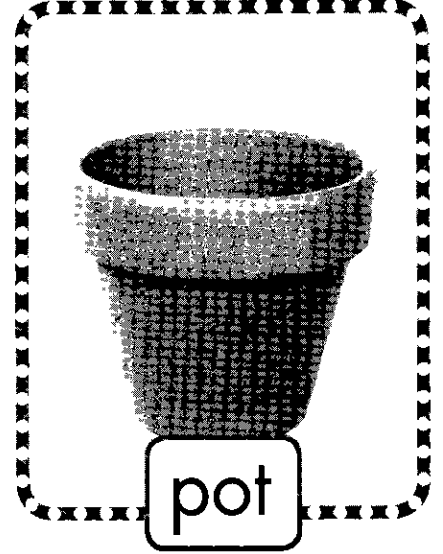
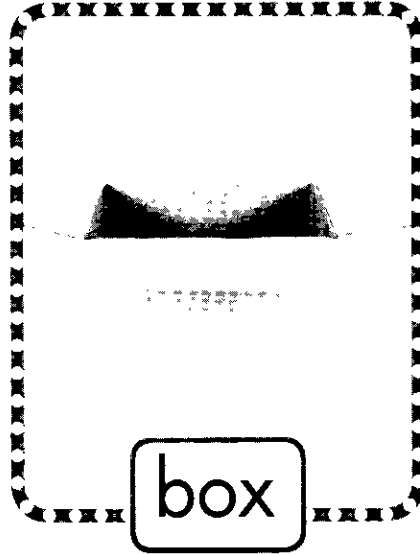
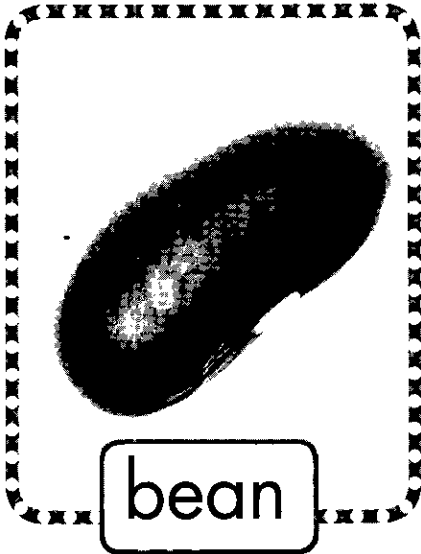
walk



wash

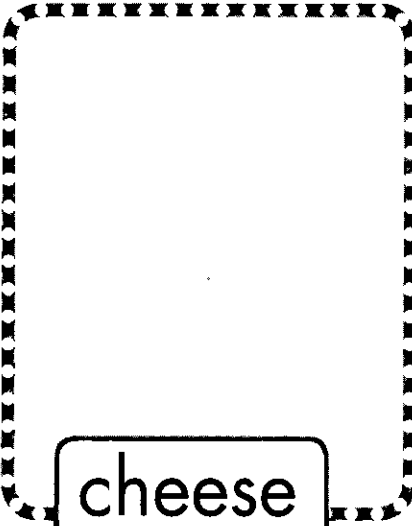


water





apple



cheese



corn



cow



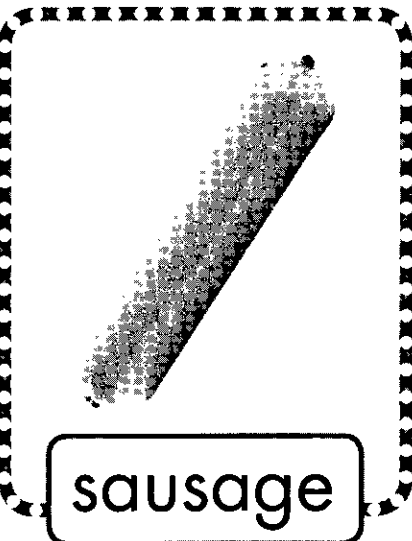
fish



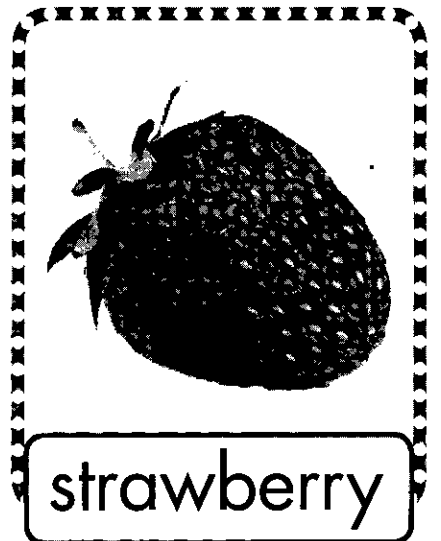
milk



pineapple



sausage



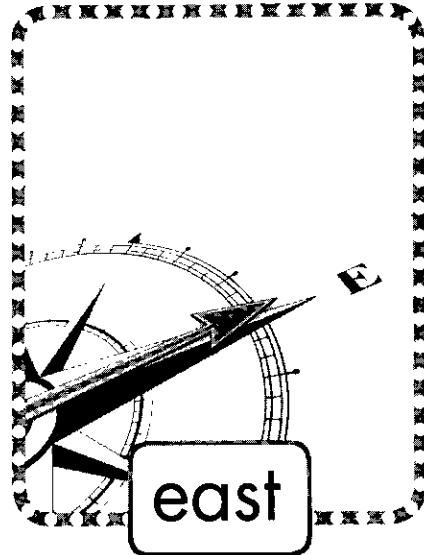
strawberry



beach



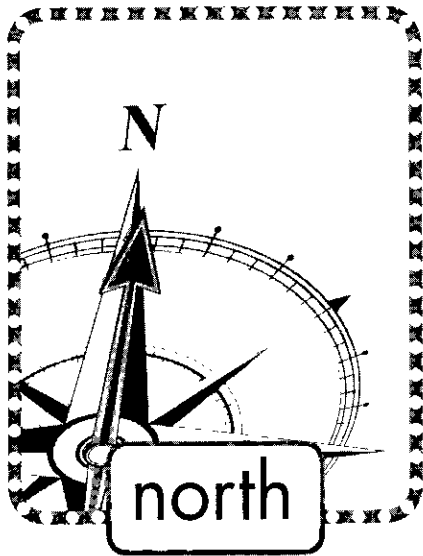
country



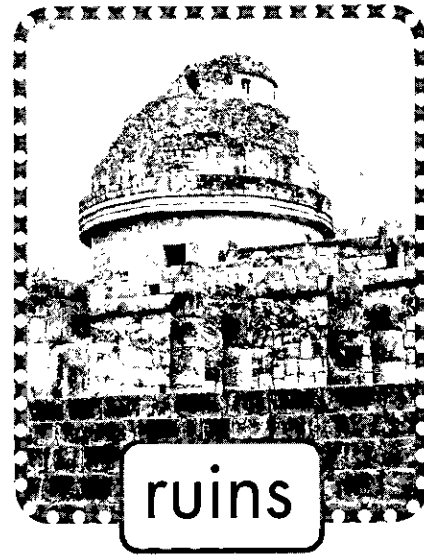
east



flag



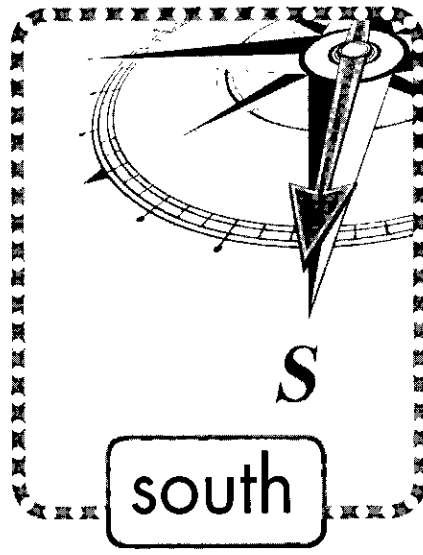
north



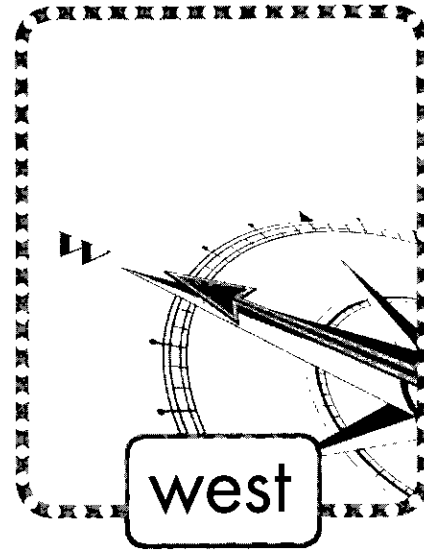
ruins



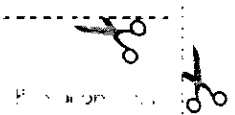
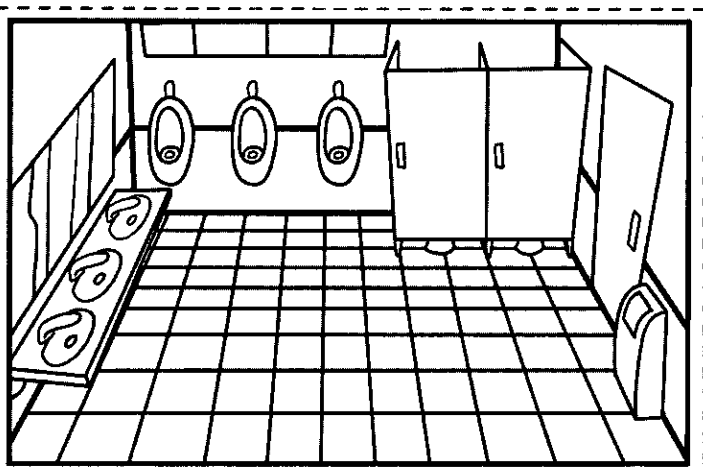
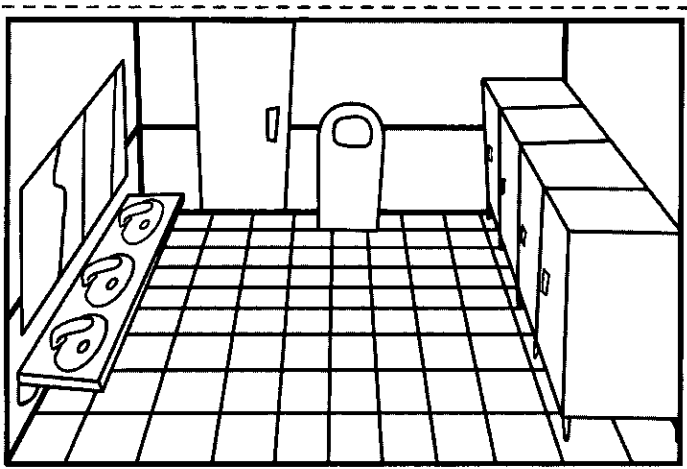
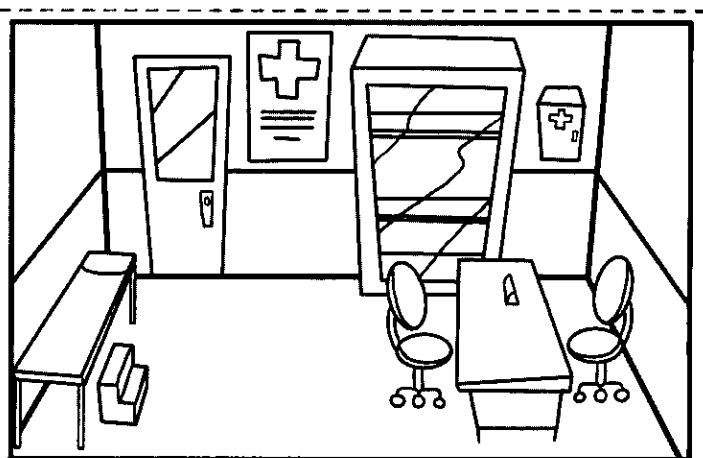
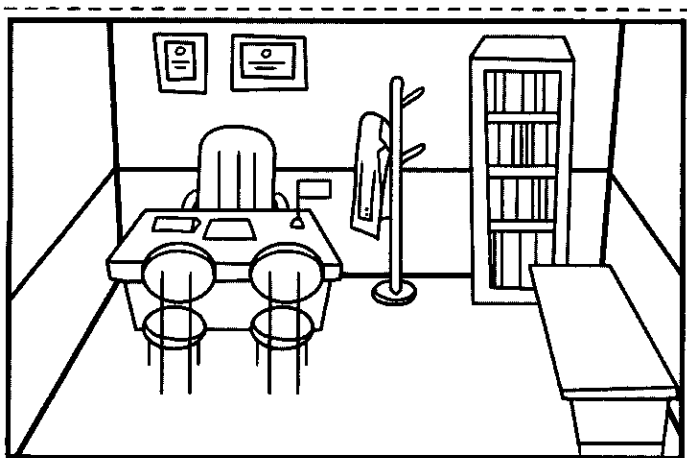
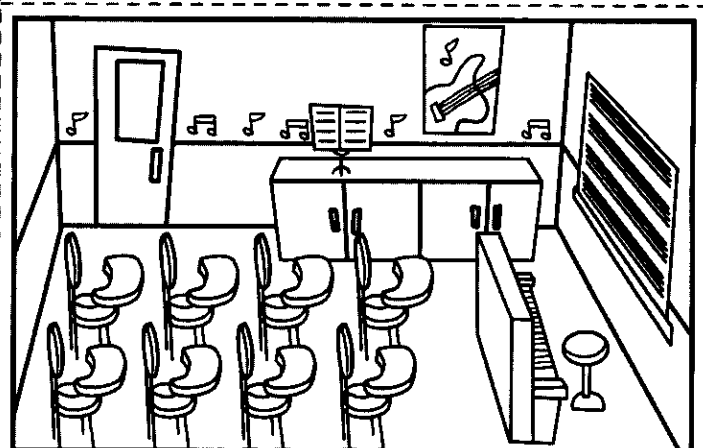
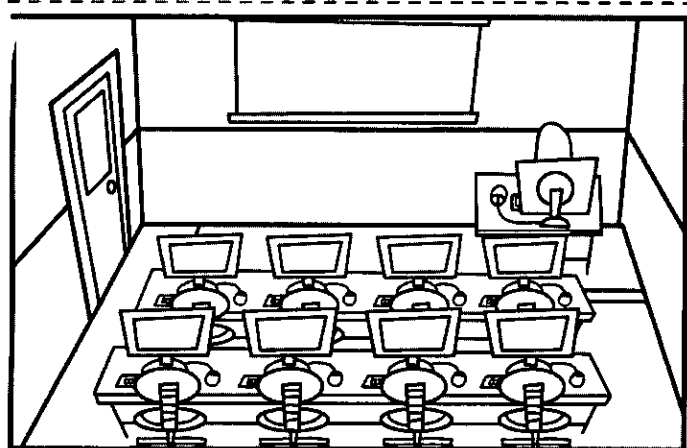
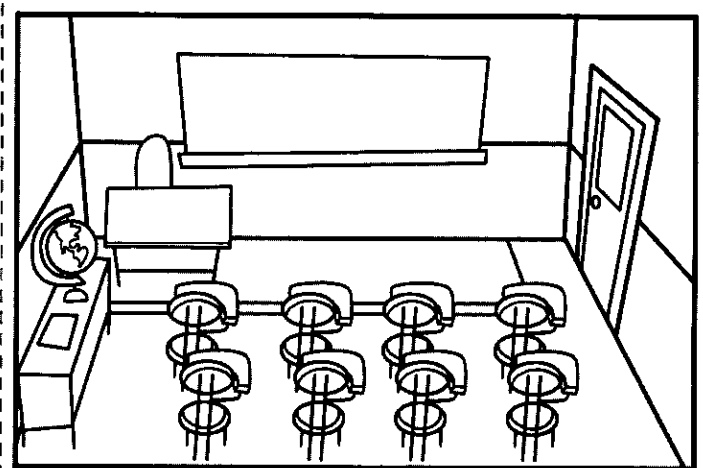
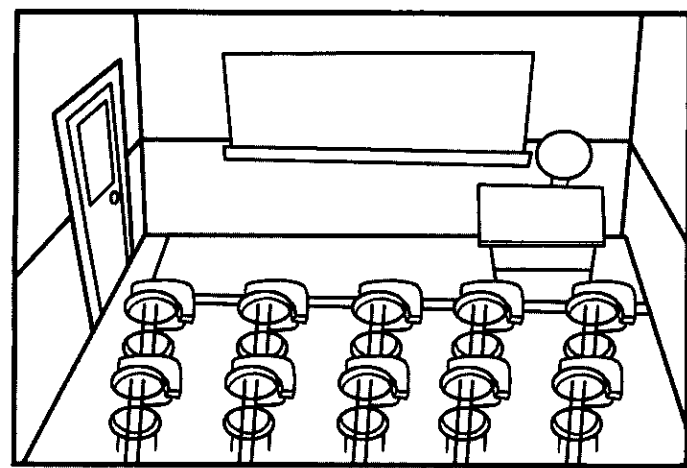
snow

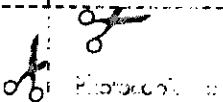
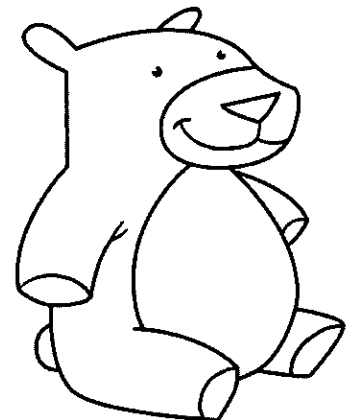
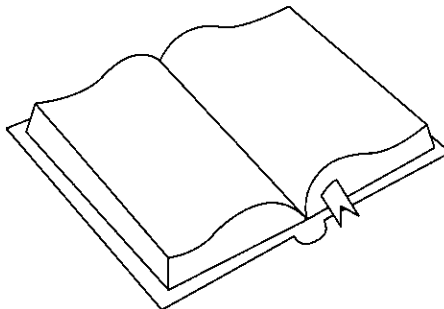
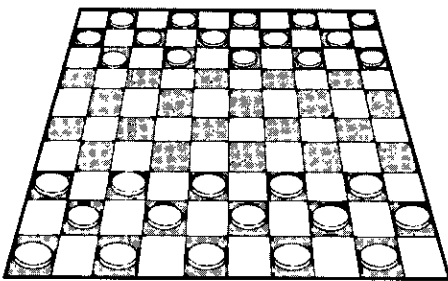
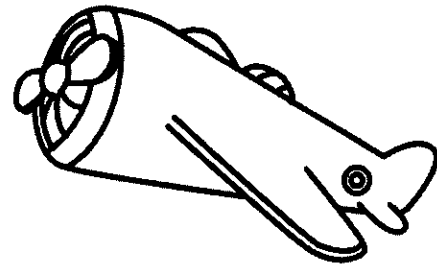
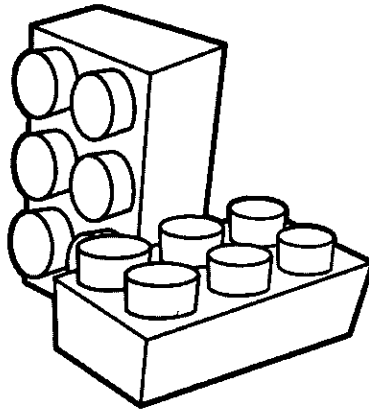
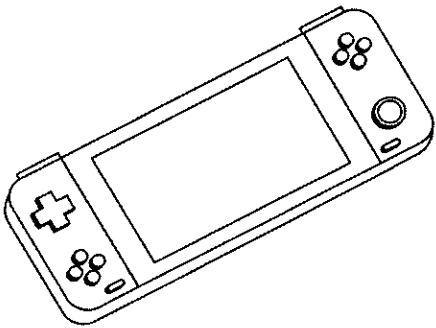
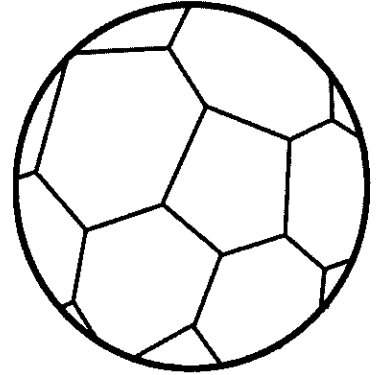
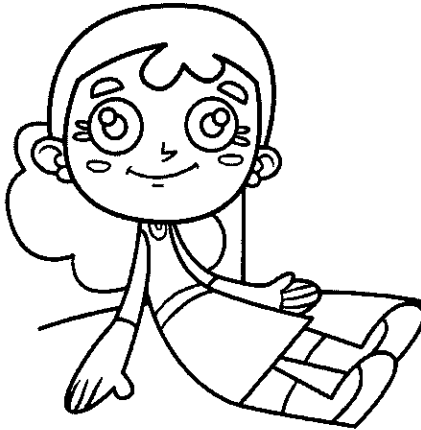
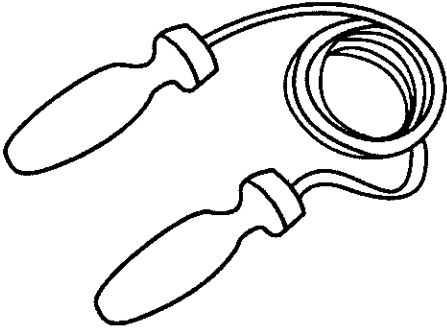
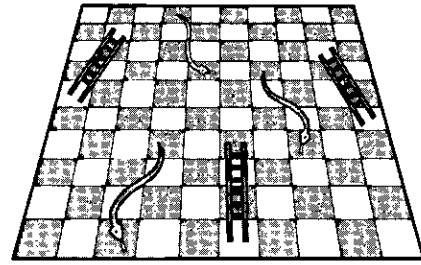
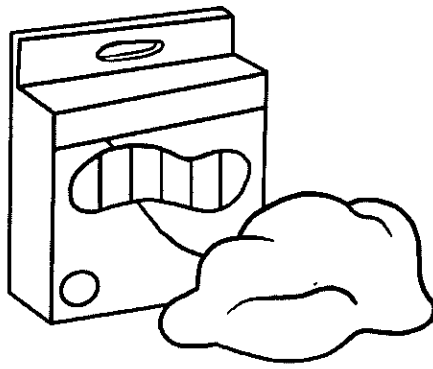
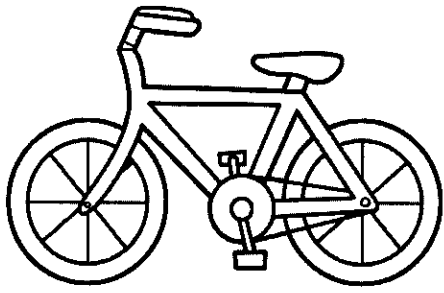


south



west





**make
the bed**

eat cereal

**wash
the dishes**

swim

**water the
plants**

read

**clean
my room**

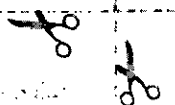
fly

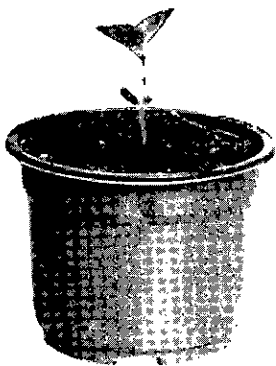
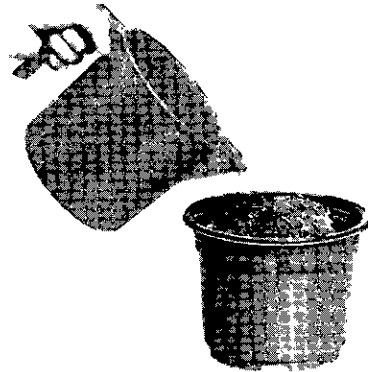
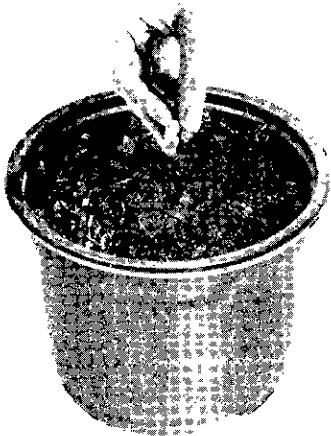
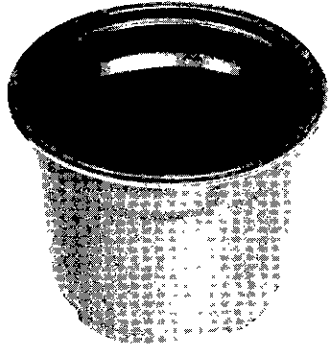
**feed
the dog**

walk

drink milk

marry





Where does it come from?

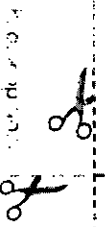


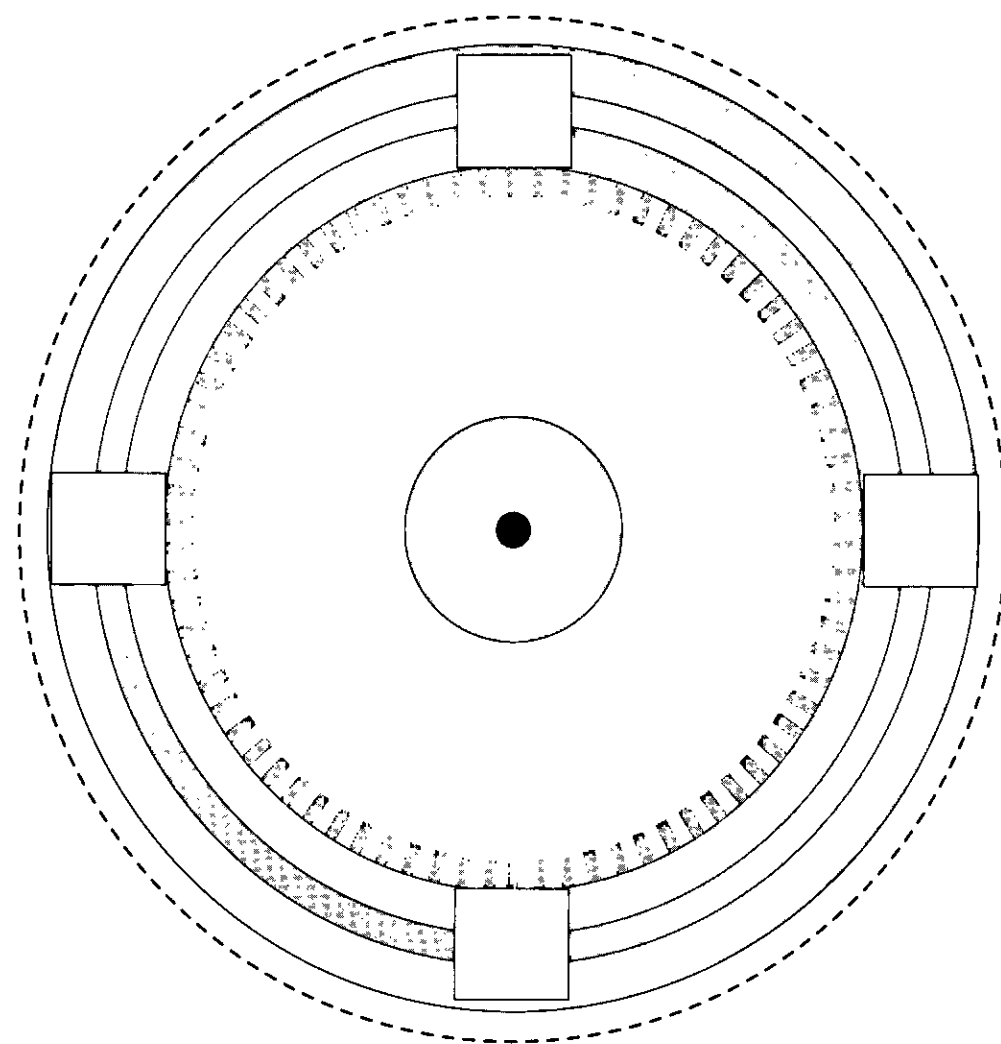
Product

- ①
- ②
- ③
- ④
- ⑤

Comes from...

- ①
- ②
- ③
- ④
- ⑤





Canada

USA

Mexico

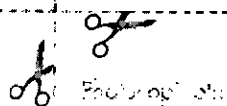
Guatemala

Washington, D.C.

Mexico City

Guatemala City

Belmopan





Helpful Phrases

Expressions for Teachers

Class discussions

Can you justify your answer?
Who else would like to comment?
Do you agree with that answer/comment?
Who would like to write the answer on the board?
On what did you base your answer?
Let's brainstorm. Give me any words you can think of related to this topic.

Group work

Take notes and prepare a report.
Elect a group member to take notes.
Who is going to make the report to the class?
Come to a consensus.
Have you reached a consensus yet?
Everyone should give his or her opinion.
Do you think he/she has a valid point?
Has everyone expressed an opinion?

Reading

Look at the title and the illustrations and tell me what you think the text is about.
Find examples in the text.
Scan the text quickly for the key words.
Just skim the text for the general idea.

Listening

Put your hand up when you hear the answer.
Listen for the key words.
Listen again and check your answers.

General

Take out your notebooks and copy the table.
Would you like to share your opinion/answers with the class?
Quickly compare your answers with a classmate.
Research the subject on the Internet and find out all you can about it.
Who would like to present their role play to the class?

Expressions for Students

Asking for help

I'm having problems with this.
I'm sorry, what are we supposed to 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?
What have you got for number 2?
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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- <http://www.mamalisa.com/?t=eh>
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