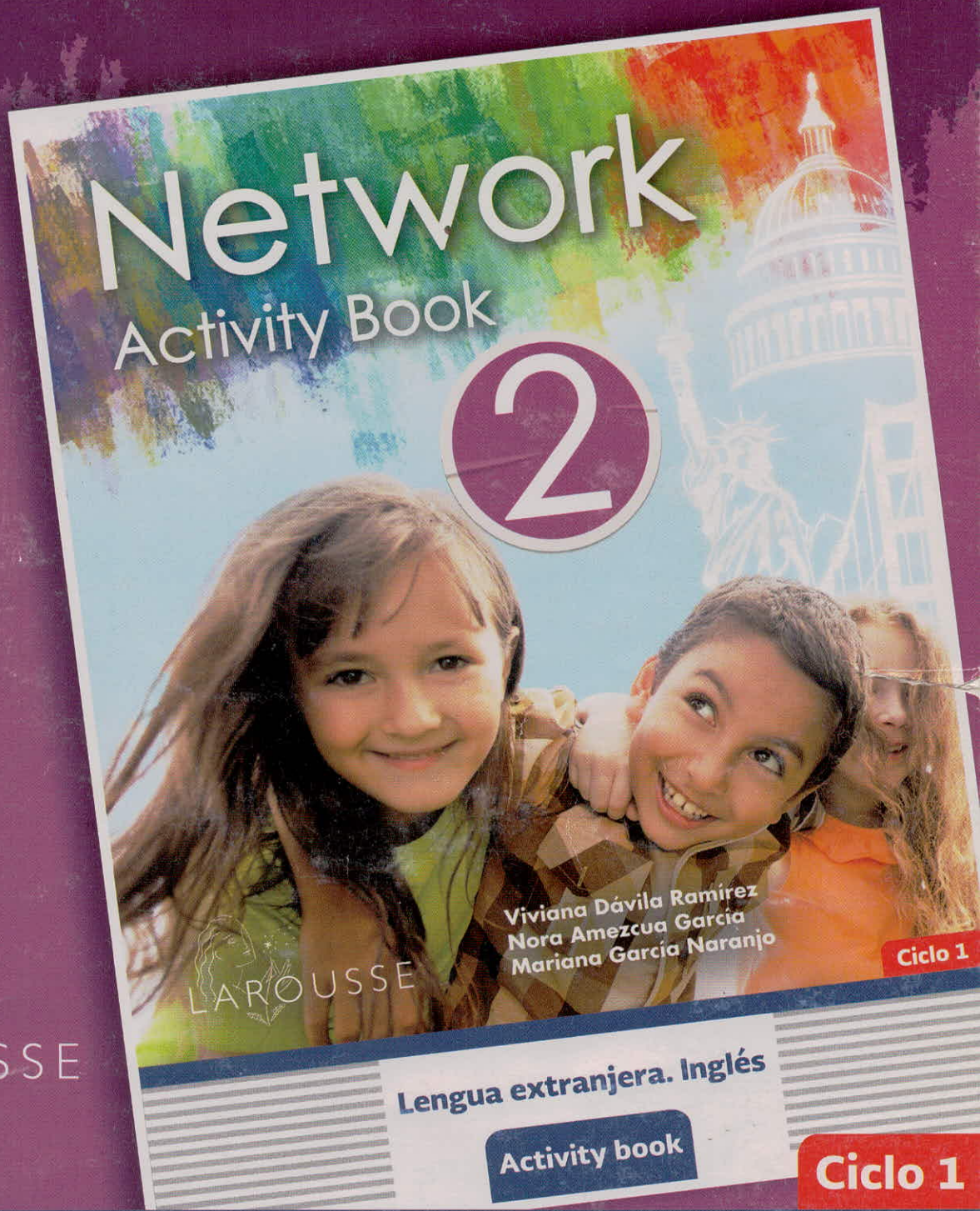


Teacher's Book




LAROUSSE

Lengua extranjera. Inglés

Activity book

Ciclo 1

Lengua extranjera. Inglés

Teacher's guide



La Patria (1962),
Jorge González Camarena.

Esta obra ilustró la portada de los primeros Libros de Texto Gratuitos. Hoy la reproducimos aquí para mostrarte lo que entonces era una aspiración: que estos libros estuvieran entre los legados que la Patria deja a sus hijos.

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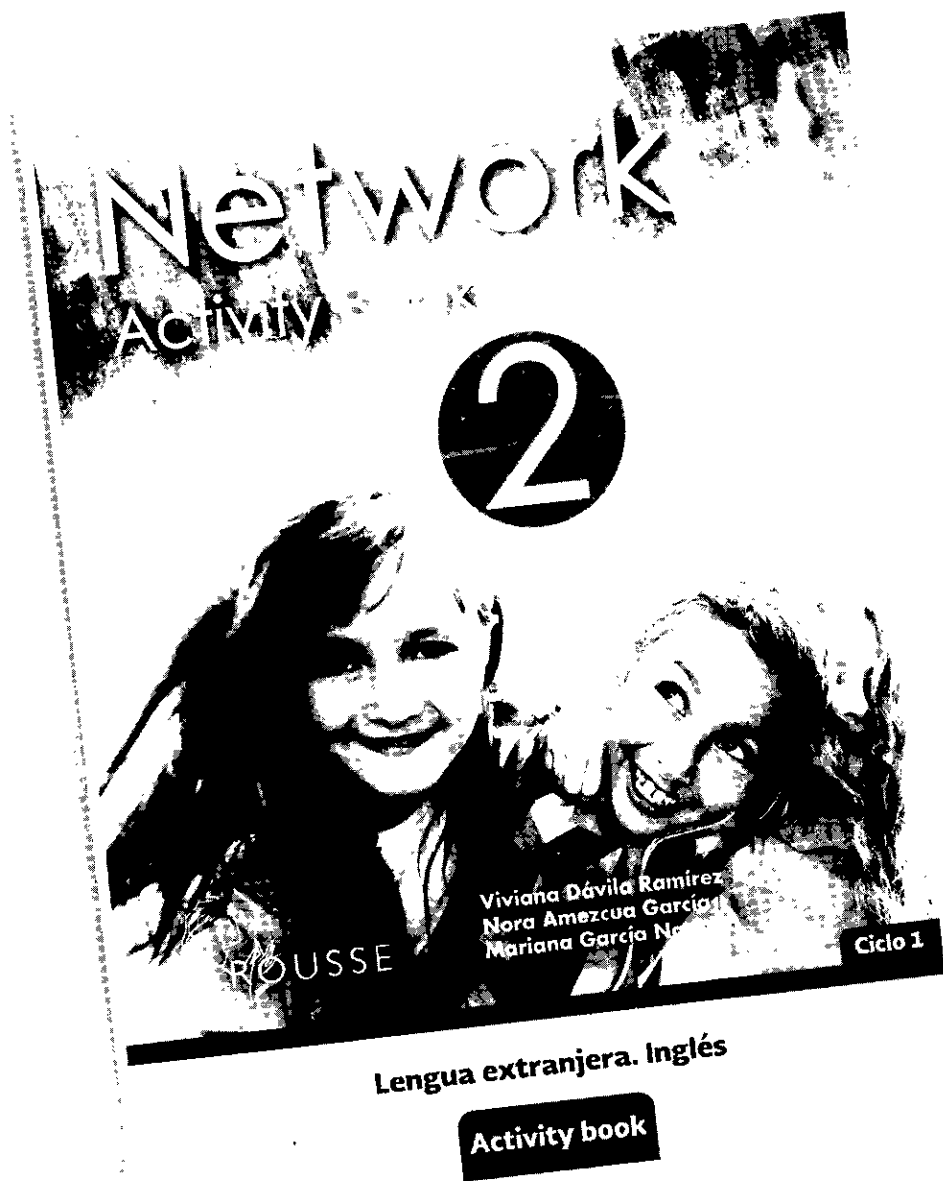
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Este libro es tuyo, ¡conócelo y disfrútalo!

DISTRIBUCIÓN GRATUITA. PROHIBIDA SU VENTA

Teacher's Book



L'AROUSSE

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Network 2. Teacher's Book

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**ESTRATEGIA NACIONAL PARA EL FORTALECIMIENTO
DE LA ENSEÑANZA DEL INGLÉS**

**Programa Nacional de Inglés.
Para alumnos en Educación Básica. PRONI**

La producción de estos materiales fue hecha por encargo de la Secretaría de Educación Pública para usarse como material didáctico en escuelas públicas de Educación Básica.

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Dear teacher,

It is an honor to introduce the *Network* series book. This series has been created to support your work as a teacher, offering fresh and modern materials for teaching the English language. As an in-service teachers, We want to share our successful experiences in the classroom with you. We have designed several tangible activities to go along with the teacher's material that are reasonable suggestions for the classroom.

Network offers fun and meaningful activities for students, based on current educational approaches. Through these activities students can learn English by playing, interacting, and familiarizing themselves with the environment around them through a constructivist and socio-cultural educational approach. It is noteworthy that today English as a foreign language is important, as well as the use of ICT. Students need these skills to develop and show themselves as competent in today's world.

Throughout the activities included in this series, students will develop four basic communication skills: listening, speaking, reading and writing. These activities give them a sense of achievement when they present and share their work at the end of each unit. The content of these texts is based on the "EFE" (Easy, Fast, Effective), which aims to equip students to effectively communicate their needs and feelings.

To support your teaching practice, we have included the following components:

Activity Book

With meaningful and enjoyable activities, different sections and educational elements.

Reading books

These books will provide students with high-interest information and an opportunity to work with both narrative and informative readings. At the end of each reading you will find an evaluation to check student's comprehension.

CD

Audio Tracks

Including a variety of songs, poems, exercises, vocabulary, phonics, and real sounds, to support auditory learners by exposing them to language in many different ways.

Digital flashcards

Flashcards serve as visual aids to the text, showing the illustrations and vocabulary of each unit.

Worksheets

Extra activities and tests are available in digital version so you can print them if necessary. These are also available on your teacher's book if you prefer to photocopy them.

Teacher's Book

This book accompanies the teacher in the use and management of the series. It fully utilizes the text and its components while providing advice, creative ideas, and extra material to aid instruction. This guide also allows you to create additional material to provide students with more practice and support.

We are sure these materials will make you feel comfortable when you prepare and teach your class. They will also help you develop your creativity, which will reflect in the positive and enriching result of your students. Enjoy the series!

Sincerely,

The authors

Teaching English as a foreign language has become a worldwide challenge. Its aim is to enable students to use the language effectively and confidently with other English-speaking people around the world.

Teachers need to use several different methods and strategies to attain these goals. **Network** will help English teachers by providing them with some of the following guidelines:

- › Use non-verbal cues like facial expressions, hand gestures, and body movements.
- › Use visual aids to introduce vocabulary and key concepts.
- › Introduce everyday topics, appropriate to your students' age and language level.
- › Promote pair and team work to allow students frequent opportunities to practice the language.

Network is based on the TBLT (Task Based Language Teaching) approach. This method will provide your students with reading, writing, listening, and speaking while engaging them in the process of achieving a goal or completing a task through the application of the language.

This approach allows students to connect real life experiences to the second language. It turns practice into a social experience where students compare and contrast their experiences with those of their peers.

Your students will work with different topics such as food, sports, animals, or holidays, which are concrete experiences or events that all of them have been exposed to. Introduce a new topic by brainstorming their previous knowledge and drawing their experiences. New vocabulary should also be gradually introduced throughout a unit.

The program introduces tasks like solving crossword puzzles, reading about specific topics, watching video clips, or playing interactive games that immerse students in the language and its meaning, applying their knowledge to these various tasks. Each activity will lead students to social practices of the language.

The role of the teacher is to provide opportunities for meaningful activities, rather than giving long lectures to students.

English has become an essential life skill and all Mexican children deserve the opportunity to learn the language from the time they begin their formal education.

SUGGESTED PLANNING

Period	Time	Unit	Lesson
1st and 2nd weeks	August	Unit 1: Hello, friend!	Lesson 1: Hello, hello!
3rd week	September		Lesson 2: Using greetings, farewells and courtesy expressions
4th week	September		Lesson 3: Participating in greetings, farewells, and courtesy expressions
5th week	September		Lesson 4: Product: List of courtesy expressions
5th and 6th weeks	September		Lesson 5: Let's find rhyming words
6th and 7th weeks	October		Lesson 6: Playing with words
7th and 8th weeks	October		Lesson 7: Playing and writing
8th and 9th weeks	October		Lesson 8: Product: Recording or performing rhymes or stories in verse
9th week	October	Unit 1: Hello, friend!	Assessment
10th week	October	Unit 2: Genius at work!	Lesson 1: Scientific method
11th week	October - November		Lesson 2: How does a plant grow?
12th week	November		Lesson 3: Missing parts
13th week	November		Lesson 4: Product: Illustrated sequence of an experiment
14th week	November		Lesson 5: Road safety
15th week	November		Lesson 6: Right or left
16th week	December		Lesson 7: Following directions and signs in the city
17th week	December		Lesson 8: Product: A "Simon says" game
18th week	December	Unit 2: Genius at work!	Assessment
19th week	January	Unit 3: School festival	Lesson 1: Combinations
20th week	January		Lesson 2: Discovering new rhymes
21st week	January		Lesson 3: Rhymes in poems and songs
22nd week	January - February		Lesson 4: Product: A roulette full of verses

Environment	Communicative activity	Social practice of the language	Associated reading	Didactic resources
Family and Community	Exchanges associated with specific purposes.	Use greeting, courtesy and farewell expressions in a dialogue.	Informative reading: <i>Greetings and Farewells</i>	Informative Reading Book, Activity Book, Audio Tracks 2, 3 and 4, Digital flashcards 1, 2 and 3 of Unit 1, Self Evaluation Digital flashcard Worksheets 1, 2 and 3 of Unit 1
Literary and Ludic	Literary expression.	Read rhymes and stories in verse.	Narrative reading: <i>My Best Trip</i>	Narrative Reading Book, Activity Book, Audio Tracks 5 to 9, Digital flashcards 4, 5 and 6 of Unit 1, Self Evaluation Digital flashcard Worksheets 5, 6 and 7 of Unit 1
-	-	Listen to and use everyday greetings, farewell and courtesy expressions + Participate in the reading and writing of rhymes and stories in verse.	-	Assessment of Unit 1 and Test of Unit 1
Educational and Academic	Interpret and follow of instructions.	Follow and give instructions to grow a plant.	Informative reading: <i>Growing Plants</i>	Informative Reading Book, Activity Book, Audio Track 11 Digital flashcards 1, 2 and 3 of Unit 2, Self Evaluation Digital flashcard Worksheets 1, 2 and 3 of Unit 2
Family and Community	Exchanges associated with the media.	Produce signs for public spaces.	Narrative reading: <i>Road Safety</i>	Narrative Reading Book, Activity Book, Audio Tracks 12 and 13 Digital flashcards 4 to 8 of Unit 2, Self Evaluation Digital flashcard Worksheets 5, 6 and 7 of Unit 2
-	-	Follow steps in a set of instructions in order to create a product + Study the importance of road safety and signs in the city.	-	Assessment of Unit 2 and Test of Unit 2
Literary and Ludic	Ludic expression	Change verses in a child's poem.	Informative reading: <i>Creating a Poem</i>	Informative Reading Book, Activity Book, Audio Tracks 14 to 19, Digital flashcards 1, 2 and 3 of Unit 3, Self Evaluation Digital flashcard Worksheets 1, 2 and 3 of Unit 3

Period	Time	Unit	Lesson
23rd week	February	Unit 3: School festival	Lesson 5: Healthy food
24th week	February		Lesson 6: Fruits and vegetables
25th week	February		Lesson 7: Organic food
26th week	February - March		Lesson 8: Product: Survey of natural products from the countryside
	February - March	Unit 3: School festival	Assessment
27th week	March	Unit 4: Hobbies and fun	Lesson 1: My hobbies
28th week	March		Lesson 2: I love hobbies
29th week	March		Lesson 3: Interview
30th week	March		Lesson 4: Product: Illustrated bar graph of hobbies
31st week	April		Lesson 5: My favorite book
32nd week	April		Lesson 6: All kind of emotions
33rd week	April - May		Lesson 7: Stories and emotions
34th week	May		Lesson 8 Product: A thermometer of emotions
	May	Unit 4: Hobbies and fun	Assessment
35th week	May	Unit 5: My name is Atlas	Lesson 1: Exploring
36th week	May		Lesson 2: Flags
37th week	May		Lesson 3: Resources
38th week	June		Lesson 4: Product: A puzzle of the Americas
38th and 39th weeks	June		Lesson 5: What do I know?
39th and 40th weeks	June		Lesson 6: Clues to find locations
40th and 41st weeks	June		Lesson 7: My neighborhood
41st and 42nd weeks	June		Lesson 8: Product: Map of a location
42nd week	July	Unit 5: My name is Atlas	Assessment

Environment	Communicative activity	Social practice of the language	Associated reading	Didactic resources
Educational and Academic	Search and selection of information	Write questions to get information about products from the field.	Narrative reading: <i>I Love the Countryside</i>	Narrative Reading Book, Activity Book, Audio Tracks 20, 21 and 22, Digital flashcards 4, 5 and 6 of Unit 3, Self Evaluation Digital flashcard Worksheets 5, 6 and 7 of Unit 3
-	-	Participate in language games with expressive and aesthetic purposes + Formulate questions about a specific topic.	-	Assessment of Unit 3 and Test of Unit 3
Family and Community	Exchanges associated with information about oneself and others.	Exchange information about personal information.	Informative reading: <i>My Old and new Hobbies</i>	Informative Reading Book, Activity Book, Audio Tracks 23 and 24, Digital flashcards 1, 2 and 3 of Unit 4, Self Evaluation Digital flashcard Worksheets 1, 2 and 3 of Unit 4
Literary and Ludic	Understanding oneself and others.	Read stories to compare emotions.	Narrative reading: <i>What a Weekend!</i>	Narrative Reading Book, Activity Book, Audio Tracks 25, 26, 27 and 28, Digital flashcards 4 to 7 of Unit 4, Self Evaluation Digital flashcard Worksheets 5, 6 and 7 of Unit 4
-	-	Give and receive information about oneself and others + Participate in the reading of literary narratives and compare emotions.	-	Assessment of Unit 4 and Test of Unit 4
Educational and Academic	Information Processing.	Record information about a geography subject with the support of an image.	Informative reading: <i>A Journey Through History</i>	Informative Reading Book, Activity Book, Audio Tracks 29, 30 and 31, Digital flashcards 1 to 7 of Unit 5, Self Evaluation Digital flashcard Worksheets 1, 2 and 3 of Unit 5
Family and Community	Exchanges associated with the environment.	Understands and records information about localities in the community.	Narrative reading: <i>The Place Where I Live</i>	Narrative Reading Book, Activity Book, Audio Tracks 32, 33 and 34, Digital flashcards 8 to 11 of Unit 5, Self Evaluation Digital flashcard Worksheets 5, 6 and 7 of Unit 5
-	-	Share information through graphic resources + Describe and share information about the place where one lives.	-	Assessment of Unit 5 and Test of Unit 5

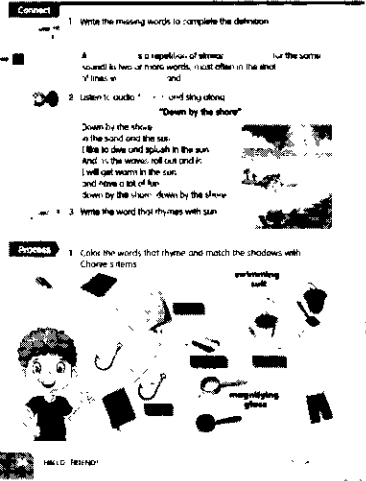
Teacher's Book

This material helps the teacher understand how to use and complement the *Activity Book* by suggesting extra activities, reinforcing concepts, and presenting all the student activities. Additionally, it includes technology hints, scripts and lyrics of the songs and listenings.



Audio Tracks

Listening activities can be easily recognized by this icon. Through these activities students will be able to improve listening and oral comprehension skills.



Activity Book

Contains the specific competencies, achievements and functions to be acquired by students. Each of the units has eight lessons, and every lesson begins with a theme and specific social practice of language, structured as follows:

Access

This section is the beginning of the lesson, in which the necessary instructions and materials are mentioned to develop the specific competencies and the final product.

Connect

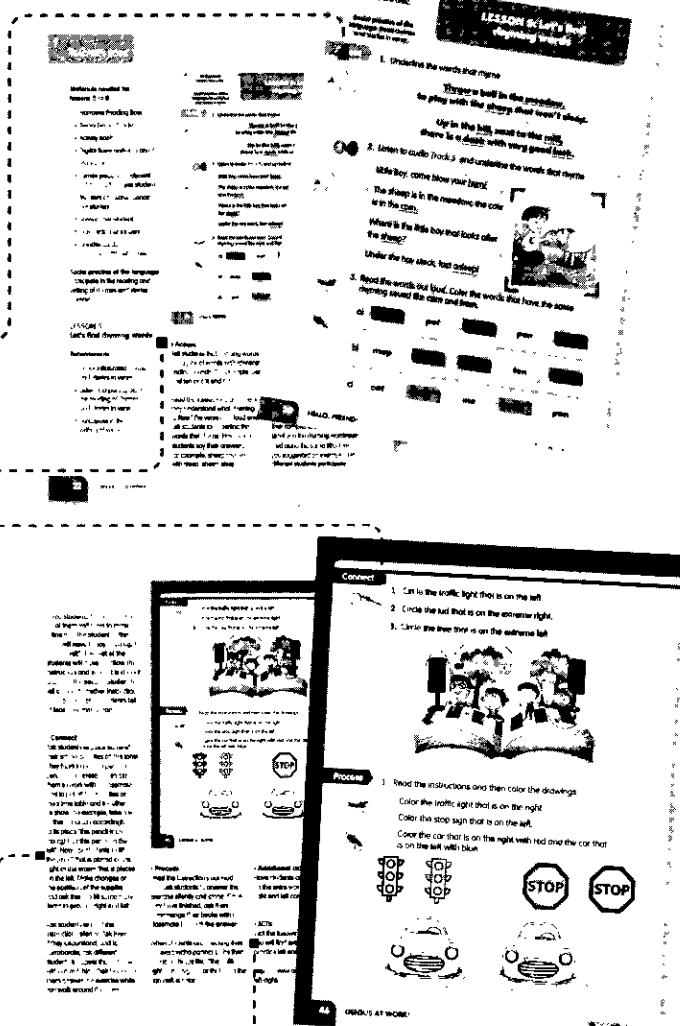
In this segment, students will find writing and listening activities to reinforce knowledge, attitudes and skills.

Process

This section provides a final activity with concepts presented in the lesson and the completion of a product.

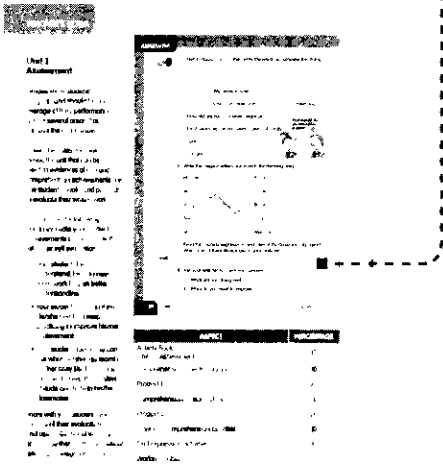
ICTs

These are suggested online resources to complete and enrich the practice of each lesson.



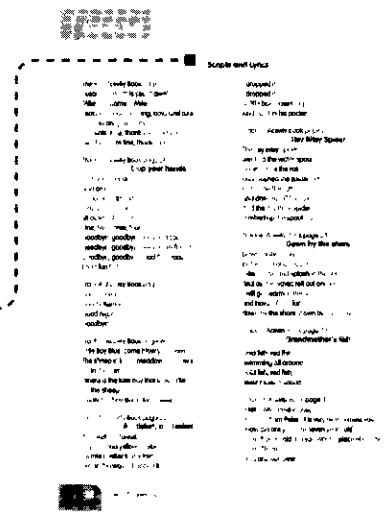
Assessment

This final activity is used to evaluate the students' concepts and skills acquired in the lesson, and it helps them to encourage and monitor their own learning.



Scripts and Lyrics

This section includes the scripts and lyrics of the poems, songs, dialogs, rhymes and vocabulary of each unit to help students reinforce reading skills.



Reading books

On each book you will find narrative and informative texts that will offer students the opportunity to improve their reading skills. The readings of these books complement the activities and vocabulary in the Activity Book section.

A New Year's Day Wish



New Year's Day will be a special day because Mr. Mohan, the principal of the school, promised that each student would have a wish fulfilled. He will bring his wishes without fail.

This principal had to be kind and learn how to say 'hello' and 'goodbye' to his.

'The best of wishes' is a common greeting and by far the easiest to say. It is appropriate at almost any time or place.

The school book is a new offer. And with people we know, I'd like to be a teacher.

Then she thought that we needed to learn greetings and I went up.

Unit 3



Environment: Education and another

Communicative activity: Search and selection of information.

Social practice of the language: Have questions to get information about products from the field.

Achievements:

- Explore different children's books about country products
- Participate in the exchange of questions and answers about products from the country
- Review writing questions to get alignment

School festival

Informative reading

Narrative reading

surprised



scared

Digital flashcards

With illustrations to reinforce or teach new vocabulary and practice reading and spelling.

Unit 1

Interactions: Family and Community

Communicative activity: Exchange greetings with specific dialogues.

Social practice of the language: Use greeting, courtesy and farewell expressions in a dialogue.

Achievements:

- Review exchanges of greetings, farewell and courtesy sentences in brief dialogues
- Assume the role of receiver and sender to exchange greetings, courtesy and farewells.
- Participate in the writing of communicative roles in the classroom



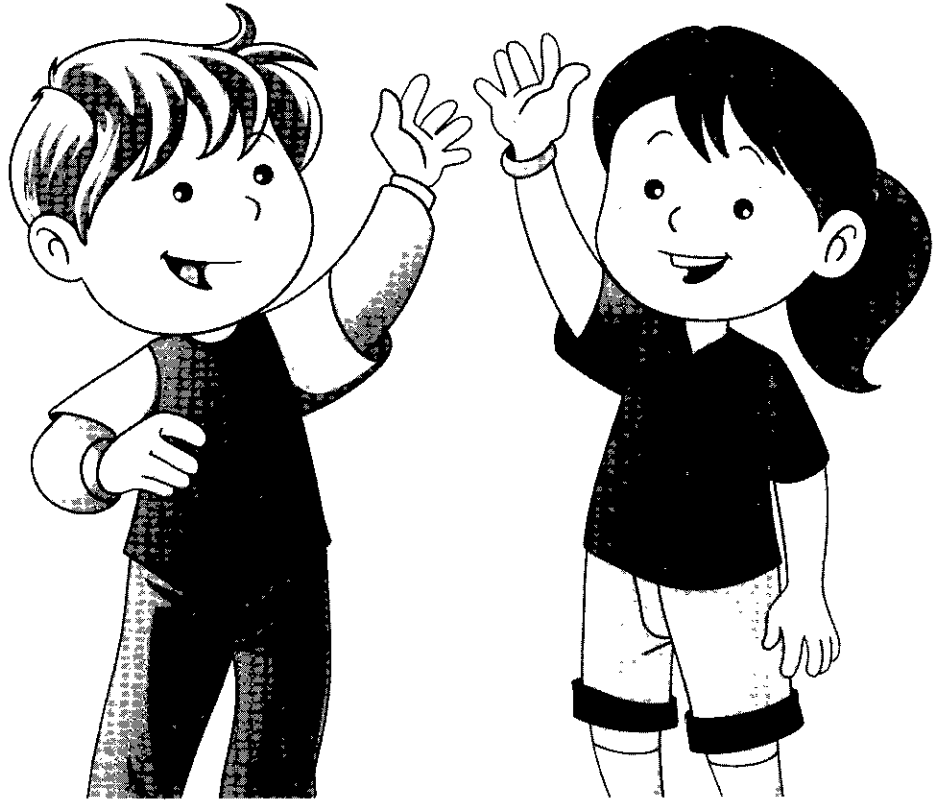
Hello, friend!

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1

Unit

Hello, friend!



Environment: Family and Community.

Communicative activity: Exchanges associated with specific purposes.

Social practice of the language: Use greeting, courtesy and farewell expressions in a dialogue.

Achievements:

- Review exchanges of greetings, farewells and courtesy samples in brief dialogues.
- Assume the role of receiver and issuer to exchange greetings, courtesy and farewells.
- Participate in the writing of coexistence rules in the classroom.

Environment: Literary and Ludic.

Communicative activity: Literary expression.

Social practice of the language: Read rhymes and stories in verse.

Achievements:

- Explore illustrated rhymes and stories in verse.
- Listen and participate in the reading of rhymes and stories in verse.
- Participate in the writing of verses.

Materials needed for lessons 1 to 4:

- › Informative Reading Book
- › Audio Tracks 2, 3 and 4
- › Activity Book
- › Digital flashcards 1, 2 and 3
- › Dice
- › One piece of small poster board (22 cm x 28 cm) per team
- › Markers or colored pencils per team
- › Scissors per team
- › Glue sticks per team
- › White sheets of paper

Social practice of the language:
Use greeting, courtesy and farewell expressions in a dialogue.

LESSON 1
Hello, hello!

Achievements:

- › Review exchanges of greetings, farewells and courtesy samples in brief dialogues.
- › Assume the role of receiver and issuer to exchange greetings, courtesy and farewells.
- › Participate in the writing of coexistence rules in the classroom.

Environment:
Family and Community.

Social practice of the language: Use greeting, courtesy and farewell expressions in a dialogue.



1. Listen to audio Track 2. Read the dialog and write the missing words.



2. Circle the greeting and farewell expressions.

- good morning
- hello
- good evening
- goodbye
- good afternoon
- good night

LESSON 1: Hello, hello!

Susan: Hi! What is your name?
Mike: My name is Mike.

Susan: Hi! What is your name?

Mike: My name is Mike.

Teacher: Good morning, boys and girls.

How are you today?

Students: Fine, thank you, and you?

Teacher: I am fine, thank you.

G	O	O	D	M	O	R	N	I	N	G	S	D	F	G
H	J	K	L	Z	X	C	V	B	N	M	Z	A	Q	X
S	W	C	D	E	V	F	R	B	G	T	N	H	Y	M
J	U	K	I	H	O	P	O	L	G	J	T	G	D	S
I	E	G	A	B	E	S	K	X	K	F	R	O	L	F
L	V	F	D	K	J	L	P	O	I	R	T	O	O	Q
G	O	O	D	A	F	T	E	R	N	O	O	N	S	K
J	F	P	I	S	E	G	O	O	D	B	Y	E	L	K
J	S	D	H	E	R	U	I	T	R	O	Q	V	W	Y
E	R	U	B	G	D	S	A	I	O	D	M	E	B	X
Z	V	C	V	T	A	Z	X	S	W	E	D	N	E	F
G	O	O	D	N	I	G	H	T	B	T	N	I	T	M
Y	J	S	K	R	O	L	O	P	M	N	B	N	C	X
Z	A	W	E	L	T	Y	P	O	I	L	F	G	J	A
S	Q	W	E	N	W	E	S	K	D	F	J	H	G	U



HELLO, FRIEND!

NETWORK 2

Access

Open the Informative Reading Book on page 5. Show the picture to your students and tell them that there are many ways to communicate and to be polite.

Ask students what are the different words and phrases that they already know to say hello and goodbye. Incite them to mimic these signs. Invite them to use their body language to communicate while they

say out loud the greeting their mentioned above.

Give them the opportunity to express their experiences and then start reading. Make pauses during the reading, ask some questions to check if students comprehend.

After reading the story, ask students if they remember some greetings, farewells and courtesy expressions that were

mentioned in the text and some other ways they may know of greeting people.

Ask students the Comprehension questions on page 12. Have them raise their hands to participate.

Show your students Digital flashcard 1, and explain that these are informal ways of greeting, and we use them all the time.

Encourage your students to repeat the expressions orally.

Show students Digital flashcard 2, and explain that these are formal ways of greeting people. We use them at the beginning of the day and in the evening.

Show students Digital flashcard 3, and explain that these are formal ways to say goodbye. We use them before going to bed or when we go somewhere else.

Ask students if they know what is a dialog. Let them express their ideas and highlight the importance of communication.

Audio Track 2: Ask students to open their books on page 10 and to read the dialog in silence.

Tell them to listen to the dialog twice so they will find the missing words and complete the sentences. Play the audio one more time for students to check

Connect

1 Match each picture with the expressions

2 Write a courtesy expression

UNIT 1

Process

1 Circle the sentences that express a greeting or a farewell

We cannot go. **Good morning, teacher.**

Goodbye, Dad. **We take a walk.**

2 Read these greetings, farewells, and courtesy expressions. Put a tick in the box if you use them.

Everyday when I wake up, I say good morning to my family.	<input type="checkbox"/>
Every morning at school, I say good morning to my teacher and my friends.	<input type="checkbox"/>
Before going to sleep, I say good night to my family.	<input type="checkbox"/>
When I enter a place, I always say goodbye to people.	<input type="checkbox"/>
I greet people I meet during the day. I always say hello or goodbye.	<input type="checkbox"/>

UNIT 1

their answers. Review the exercise as a group.

Review the greetings and farewell expressions from the box, and give students some time to do the word search.

Invite students to work in pairs and to repeat the dialog.

› Connect

Have children look at the pictures about greetings and farewells, and ask them to match the pictures with the expressions.

Ask students to look at the picture in the next exercise and to explain the situation. Have them write the expression on the line.

› Process

Read the expressions with your students, and make sure they understand all of them. Ask

students to circle the greeting and farewell expressions.

Read each sentence and have students mark the ones that apply to them. You may want to remind them that using courtesy expressions is a way of showing a friendly and polite attitude.

› Additional activities

Have students make greeting and farewell cards. Give them a piece of colored paper to write a simple expression.

Incite students to use these expressions everyday at school and at home.

Have students answer extra worksheets to practice the topics studied in this lesson. Page 33.

LESSON 2: Using greetings, farewells and courtesy expressions

LESSON 2
Using greetings, farewells and courtesy expressions

Achievements:

- › Review exchanges of greetings, farewells and courtesy samples in brief dialogues.
- › Assume the role of receiver and issuer to exchange greetings, courtesy and farewells.
- › Participate in the writing of coexistence rules in the classroom.

1. Write the missing letters to find the greetings and farewells.

Access

Write

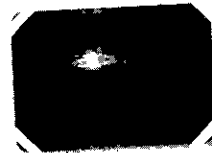


DOGOROMNIG

GOOD MORNING

DOOG OONNRFETA

GOOD AFTERNOON



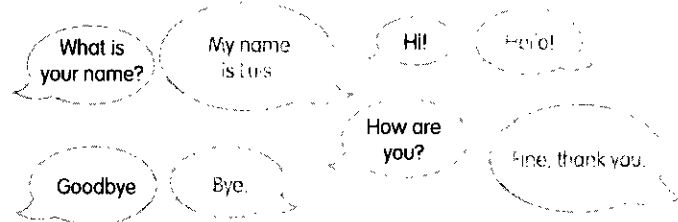
ODGONTHIG

GOOD NIGHT

2. Write the words to complete the dialog.

Write

Bye. Fine, thank you.
Hello! My name is Luis



NETWORK 2

UNIT 1

13

› **Access**

Write on the board the word "HELLO" but scrambled. For example "LOELH". Ask students if they know what these letters are supposed to mean. Wave your hand as a clue and finally write the word well spelled.

Ask students to open their books on page 13.

Ask students to look at the pictures and talk about what they see.

Explain that they will have to sort the letters to form the correct courtesy expression. Have them write the missing letters to write the expressions.

Ask students to remember that on a dialog there are at least two people talking: a receiver and an issuer. As an example say to them: "Hello children!" and incite them to respond.

Connect

Write

1. Write a greeting, a farewell or a courtesy expression for each image below.



Bye



Hello



Goodbye



Hi

Read the instructions of the second exercise and have students write the missing words to complete the dialogs.

› **Connect**

Remind students that some people can only communicate through signs. Have students look at the pictures and write a suitable expression for each of them. Monitor their work and help them if necessary.

› **Process**

Before playing audio Track 3, ask students to describe the picture. Review with them the following action words: Clap, spin, jump and sit.

Play the audio Track 3 and ask students to listen carefully since they will have to find the farewell word used in the song. Play the song one more time and give them time to write the word Goodbye.

Ask students to read the dialogs. Remember with them that some greetings and farewells belong to formal language and some to informal language. Discuss with them which one belongs to each category and then let them answer the exercise.

Process



1. Listen to audio Track 3, and write the farewell mentioned in the song.

Goodbye



Write

2. Read the dialogs and write formal or informal next to them. Underline the greetings and farewells of the dialogs.

Formal

- › Good Morning Mary, how are you?
- › Hello Mike. I'm doing fine, thank you.
- › It was nice meeting you. Goodbye.

Informal

- › Hey Jake! Long time no see you!
- › Hi Susie! Yes it has been a long time. We should go to the movies soon.
- › Sure! call me!
- › Bye bye.



Underline

14

HELLO, FRIEND!

NETWORK 2

› **Additional activities**

Organize a welcome party with your students. Give the material to make greeting cards, tablecloths, and hats. Ask students to bring balloons and a cake to share with their classmates.

Decorate the classroom with banners about greetings and liven up the party with the song *Clap your hands*, on audio Track 3.

Take photos to display in the classroom.

Incite students at the very beginning of the party to use greeting expressions, when helping each other to use courtesy expressions and at the end to use farewell expressions.

Have students answer extra worksheets to practice the topics studied in this lesson. Page 34.

LESSON 3

Participating in greetings, farewells and courtesy expressions

Achievements:

- › Review exchanges of greetings, farewells and courtesy samples in brief dialogues.
- › Assume the role of receiver and issuer to exchange greetings, courtesy and farewells.
- › Participate in the writing of coexistence rules in the classroom.

› Access

Use Digital flashcards 1,2 and 3 to review the vocabulary of the past lessons. Ask students to say out loud the expressions while they mimic them.

Have students listen to some greetings and farewells to complete the exercise. Play the audio Track 4, and ask them to listen to the expressions carefully. Play the audio once more and give students time to write the expressions in the boxes. Ask students to read and review their answers as they listen to the audio Track one more time.

LESSON 3: Participating in greetings, farewells and courtesy expressions

1. Listen to audio Track 4, and write the courtesy expressions you hear.

Good morning Good afternoon
Good night Goodbye

a) Good morning

b) Good night

c) Good afternoon

d) Goodbye

Access



Write

Connect

1. Write the words to complete the rules of behavior and courtesy of the classroom.

Write

Every morning, say hello to your teacher and classmates.

If you want to speak, raise your hand .

Respect your classmates and teacher.

Please, do not shout , speak quietly.

Keep your place clean and tidy.

In the classroom, we do not run .

If someone is speaking, do not interrupt .

Before leaving the classroom, we make a line .

We work in silence so everyone can concentrate.

At the end of the day we say goodbye .

NETWORK 2

UNIT 1

15

› Connect

Ask students to tell you some of the rules of the classroom. You can give an example, like raise your hand if you want to speak, to incite them to speak. Mimic the action to help them understand and remember.

Ask students to complete the rules of behavior and courtesy of the classroom with the words on the box. Talk about the importance of rules and polite

attitudes in order to enjoy of nice conviviality and a good atmosphere to work in the classroom.

Ask students to read the words in the box, and give them some time to complete the dialog. Have students review the conversation in pairs and monitor their work. If time, ask some pairs of students to act out the dialog to the class.

2. Write the words to complete the dialog

— Good morning, Mom.
 — Good morning, Helen.
 You look very pretty today
 — Oh! Thank you, Mom.
 I have to go now. Goodbye
 — Bye-bye.



3. Look at the flashcards that your teacher will show you. Read them and then write the missing letters and words



a) Digital flashcard 1
 He is _____ H _____



b) Digital flashcard 2
 Good _____ Good _____



c) Digital flashcard 3
 Good _____ Good _____

1. Throw the dice, read the sentence, and do the action listed. When you finish, check (✓) what you have done. Work in teams



Process

#	Courtesy expressions and rules for the classroom	Done
2	Spell "Hello".	✓ Hello
3	Repeat this rule: Respect others.	✓ Student's performance
4	Say hello to everybody.	✓ Student's performance
5	What do you say when you wake up?	✓ Good morning
6	Repeat this rule: Do not shout. Speak quietly.	✓ Check the answer
7	What do you say when you go to bed?	✓ Good night
8	What do you say when you receive a present?	✓ Thank you
9	Repeat this question: May I go to the bathroom?	✓ Student's performance
10	Repeat this rule: I should keep my place clean and tidy.	✓ Student's performance
11	When you leave a place you say	✓ Goodbye / Bye
12	Repeat this rule: If I want to speak I raise my hand	✓ Student's performance

Show students Digital flashcard 1, and ask them to complete the exercise by writing the missing letters. Do the same with Digital flashcards 2 and 3, and review their answers as a group.

› Process

Read the sentences about courtesy expressions and rules for the classroom.

Read the instructions to the class, and ask students to play in groups of four. Tell students the difference between a rule and greetings, farewells and courtesy expressions. Model the game and once they know how to play it, monitor their work and help them if necessary.

Students will exchange their books with a classmate and check the corresponding case if the student who threw the dice followed the instructions correctly.

To evaluate students, walk around the classroom and check if they participate in the game. Take notes to register oral evidences of their achievements.

› Additional activities

Ask students to make a family of puppets with a glove. Have students work in pairs to practice the greetings, farewells and courtesy expressions from the game using their puppets.

They can use the dialogs of the previous lesson to get started.

Have students answer extra worksheets to practice the topics studied in this lesson. Page 35.

› ICTs

Visit the following web site, where you will find a youtube video that includes songs, dialogue and stories about greetings and farewell expressions that will help you reinforce the topics of the last three lessons.

<https://www.youtube.com/watch?v=Fw0rdSHzWFY>

LESSON 4
Product: List of courtesy expressions

Achievements:

- › Review exchanges of greetings, farewells and courtesy samples in brief dialogues.
- › Assume the role of receiver and issuer to exchange greetings, courtesy and farewells.
- › Participate in the writing of coexistence rules in the classroom.

LESSON 4:

Product: List of courtesy expressions

Access

Answer orally and check when done.

- What words do you use to greet someone?
- What courtesy expressions you have learned?
- Look at the flashcards to remember how to write these words.

MATERIALS NEEDED:

- White sheets of paper.
- One small piece of cardboard (22 cm x 28 cm) per team
- Markers or colored pencils
- Scissors
- Glue sticks

Write

Color

Cut

Paste

PROCEDURE:

1. Work in groups of four and have your material ready.

- a) **First, second, third and fourth teams:** Write the title "List of courtesy expressions" on the piece of cardboard. Write the expressions Good morning, Good Night and Thank you with different colors in white sheets of paper. When you finish, cut them and paste them on the cardboard. Each member of the team should write at least one expression. Exchange your work with a member of the team so they can check your spelling.
- b) **Fifth, sixth, seventh, and eighth teams:** Write the title "List of courtesy expressions". Make drawings to represent the expressions Good morning, Good Night and Thank you, and when you finish paste them on the cardboard. Exchange your work with a member of the team to check if anything is missing in your drawing.



› Access

Read the questions and statements with your students. Ask them to answer them orally to review previous knowledge that will help them when doing their product. Ask them to check the boxes when answering correctly.

Ask students to tell you the greetings, farewell and courtesy expressions they have learned. Tell them that they will make a list so they won't forget them.

Divide the class into eight teams of four students each.

Hand out the materials and write the title of the project "List of courtesy expressions" on the board, and ask students to copy it on their cardboards.

Tell students that teams 1 to 4 will write the expressions Good morning, Good Night and Thank you with different colors in white sheets of paper. When they

finish, they will cut them and paste them on the cardboard. Teams 5 to 8 will draw pictures to represent the expressions Good morning, Good Night and Thank you. When they have finished they will cut them and paste them on the cardboard.

Tell students that each member of the team has to participate, each one of them can be in charge of one word.

Monitor their work and help if necessary.

Use a notepad to take notes of the oral expressions used by the children so you can have some evidence of their achievements. Verify that all students participate and check who already uses the vocabulary currently and who has to keep practicing to improve.


› **Connect**


Have students exchange their works, and ask them to review the work of their classmates. Once students finish reviewing, have them display their projects on the wall or outside the classroom.

Ask students how they participate in the creation of their product. Let them tell you what they did and what they learned so you can evaluate their participation and level of development of the language.

Connect


1. Exchange your products and review your classmates' work. Display your projects on the wall or outside your classroom.
2. Use the expressions you have learned through this past 4 lessons as often as you can. Invite your family and friends to use them too so you can practice.





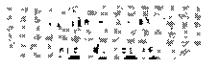
Process

1. Draw a picture for each phrase.




Student's drawings

Good morning




Student's drawings

Good night



Student's drawings

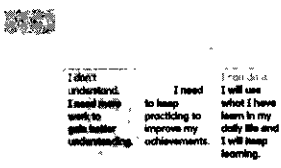
Good afternoon



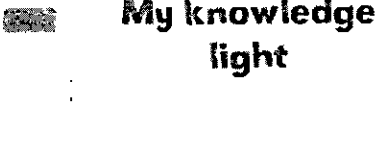
Student's drawings

Goodbye

Self evaluation



My knowledge light



UNIT 1 19

› **Process**

Read the instructions and ask students to draw a picture to represent each greeting or farewell phrase.

Encourage them to draw themselves in the moments of their daily lives in which they use these expressions.

Use the Self Evaluation Flashcard with your students so they can color the correct light of the

Knowledge Light to evaluate themselves.

› **Additional activities**

Have students work in pairs to describe the pictures they drew in the last activity. Invite some students to come to the front and to describe their work to the rest of the class.

Materials needed for lessons 5 to 8:

- › Narrative Reading Book
- › Audio Tracks 5 to 10
- › Activity Book
- › Digital flashcards 4, 5 and 6
- › Magazines
- › 1 small piece of cardboard (22 cm x 28 cm) per student
- › Markers or colored pencils per student
- › Scissors per student
- › Glue sticks per student
- › 10 index cards (10 cm x 7 cm) per student

Social practice of the language:

Participate in the reading and writing of rhymes and stories in verse.

LESSON 5 Let's find rhyming words

Achievements:

- › Explore illustrated rhymes and stories in verse.
- › Listen and participate in the reading of rhymes and stories in verse.
- › Participate in the writing of verses.

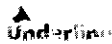
Environment:
Literary and Ludic.

Social practice of the language: Read rhymes and stories in verse.

LESSON 5: Let's find rhyming words



1. Underline the words that rhyme.



Throw a ball in the meadow,
to play with the sheep that won't sleep.

Up in the hill, next to the mill,
there is a duck with very good luck.



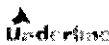
2. Listen to audio Track 5, and underline the words that rhyme.

Little Boy, come blow your horn!

The sheep is in the meadow, the cow
is in the corn.

Where is the little boy that looks after
the sheep?

Under the hay stack, fast asleep!



3. Read the words out loud. Color the words that have the same rhyming sound like corn and horn.



a) pot pan

b) map ten

c) cat me pan



20

HELLO, FRIEND!

NETWORK 2

› Access

Tell students that rhyming words are a pair of words with identical ending sounds. For example, pen and ten or cat and rat.

Read the instructions and check they understand what rhyming is. Read the verses out loud and ask students to underline the words that rhyme. Have some students say their answers. For example, sheep rhymes with sleep; sheep-sleep.

Audio Track 5: Tell students they will listen to a poem and ask them to find and underline the rhyming words.

Play audio Track 5 and give students some time to do the exercise. Monitor their work and help them if necessary. To evaluate their comprehension ask students to tell you the rhyming words out loud using the same structure you suggested on exercise 1. Let different students participate.

Ask students to open their Narrative Reading Books on page 6 and read the story *My Best Trip*.

Ask students if they know where can we find rhyming words and why do we use them. If they say songs and poems invite them to recite or sing. Ask students the Comprehension check questions on page 12 and have them raise their hands to participate.

› Connect

Write: "ch", "at" and "all" on the board. Show students Digital flashcards 4, 5 and 6, and ask them to choose the rhyming words that belong to each ending sound.

"ch": catch, match

"at": cat, rat

"all": tall, small

Ask students to read the words in each column out loud to review the exercise.

Ask students to read the words in the box silently. Read the instructions and have students complete the sentences using the words from the box.

Read the instructions and tell students what to do. Read each word out loud and give students

some time to write the missing letter of each word.

To review the exercise, ask some students to spell a word to the rest of the class.

› Process

Tell students that you will play audio Track 6. Explain that they will listen a poem called "A - tisket, a - tasket". Ask them to pay attention to the rhyming words.

Ask students to open their books on page 22. Read the instructions and the rhyme, and have students underline the words that rhyme.

Ask students to draw a picture that represents the word that is next to each square.

Tell your students that now that they are more familiarized with rhymes you will play

another song that they may know, ask them again to pay attention to the rhyming words. Play audio Track 7.

Play audio Track again while students solve exercises 2 and 3.

Read the "Itsy Bitsy Spider" rhyme out loud, and have students read it along two or three times. Ask students to illustrate the poem.

› Additional activities

Have students answer extra worksheets to practice the topics studied in this lesson. Page 36.

LESSON 6
Playing with words

Achievements:

- › Explore illustrated rhymes and stories in verse.
- › Listen and participate in the reading of rhymes and stories in verse.
- › Participate in the writing of verses.

LESSON 6: Playing with words

1. Draw a line to match the pictures that rhyme with the words. **Access**

2. Read the words on the star. Color each pair of rhyming words. **Read**

NETWORK 2 UNIT 1 23

› **Access**

Ask students to open their books on page 23.

Read the instructions and ask students to match the pictures that rhyme with the words in the box.

Ask them to work in pairs to review the exercise. Propose students to check the exercise using phrases like “small rhymes with call” “Yes, small-call”

Write the words from the star on the board and read them out loud along with students. Ask them to open their books on page 23, and read the instructions. Give students enough time to identify the words and color them accordingly.

› **Connect**

Ask students to remember what a rhyme is. Then, ask them to open their books on page 24.

Read the instructions of exercise 1 and ask students to complete the definition of rhyme using the words from the box.

Read the song out loud and have students read it after you. Play the audio Track 6 and ask students to listen carefully. Have students read the song one more time, and play the audio again. Ask students what word rhymes with sun? and then tell them they have to write it down: fun. Ask students if in sunny days they also enjoy and have fun?

Ask students to emphasize the words that rhyme.

Exemplify using the phrase: "I will get warm in the sun, and have a lot of fun".

› **Process**

Ask students what would they pack if they were going out for the weekend.

Ask students to read the words and to color the ones that rhyme. Ask students to help Charlie pack his suitcase. They have to match the items to their shadow while they repeat out loud the rhyming words.

› **Additional activities**

Have students answer extra worksheets to practice Page 37.

Connect

Write

1. Write the missing words to complete the definition.

A rhyme is a repetition of similar sounds (or the same sound) in two or more words, most often in the final syllables of lines in poems and songs.

8

2. Listen to audio Track 8, and sing along.

"Down by the shore"

Down by the shore,
in the sand and the sun,
I like to dive and splash in the sun.
And as the waves roll out and in,
I will get warm in the sun,
and have a lot of fun,
down by the shore, down by the shore.



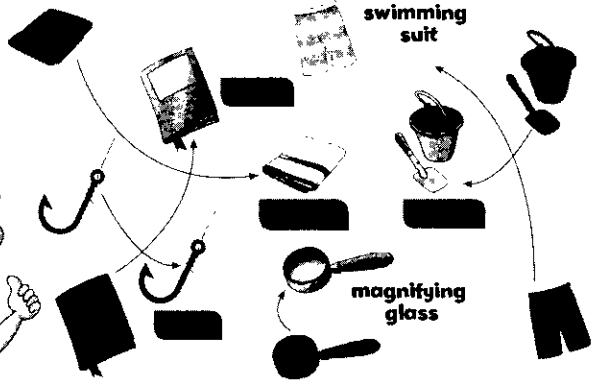
Write

3. Write the word that rhymes with sun.

Process

1. Color the words that rhyme and match the shadows with Charlie's items.

Color



Give paper hats and markers to your students. In pairs, ask them to write rhyming words on their hats. Then, have them find new partners with hats that rhyme.

Divide the board into two columns. Write "rhyme" on one side and "don't rhyme" on the other.

Write a list of words on the board and have students copy them on small pieces of paper.

Form teams and ask students to classify them. Once students have finished with the words you gave them, ask them to be creative and write words on their own.

Once they have their words they have to choose one and put it on their hats and walk around the classroom looking for their rhyming partner. They can say: "Who rhymes with car?" "Me, I'm a star".

LESSON 7
Playing and writing

Achievements:

- › Explore illustrated rhymes and stories in verse.
- › Listen and participate in the reading of rhymes and stories in verse.
- › Participate in the writing of verses.







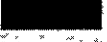

LESSON 7: Playing and writing

MATERIAL NEEDED:

- 10 index cards (10 cm x 7cm) per student

PROCEDURE:

1. **Work in pairs.** Find the 5 sets of words that rhyme. Color the words of each set with different colors. Then, write the words on the lines below.

			dog	
	soon			
	john	joke	coin 	
boy	Pam	bake	john	took
toy	Sam	cake	coin	cook
		make		

2. Write two sentences using the rhyming words of exercise 1. Look at the example.

The boys bake a cake.

3. Speak with your classmates. Share your sentences and have fun changing words.

Access



NETWORK 2

UNIT 1

25

› Access

Divide the group into pairs and explain the exercise. Have students find the words that rhyme and color them with the same color. Then, ask them to write the words on the lines.

Then, ask them to invent two sentences using the rhyming words of exercise 1. Ask them to read the example. "The boys bake a cake." Ask students to share orally their sentences.

› Connect

Ask students to read the words from the box and explain the meanings if necessary. Ask students to read the rhyme and to complete it using the words from them box.

Invite students to practice the rhyme and to act it out in front of their classmates while they recite it. Finally ask students if they have ever fall and how did they feel when it happened.

1. Look at the words that your teacher will write on the board.
2. When you have identified the rhyming words choose 5 pairs of words, write them on one side of the index cards.
3. Draw a picture to illustrate your cards
4. When you are done, shuffle the cards and place them face down on your desk to play a memory game with your partner
5. Remember to read out loud the rhyming words when you find them.
6. Keep your cards because you will use them for the product that you will make on lesson 8



Connect

1. Write the words to complete the rhyme

Humpty Dumpty sat on a wall,
 Humpty Dumpty had a great fall.
 All the king's horses and all the king's men
 Couldn't put Humpty Dumpty together again.



2. With a partner, practice the rhyme out loud. Then, act it out in front of your classmates while they recite the rhyme



3. Speak with your classmates. Have you ever fallen? Share your experiences and feelings



7 cm



10 cm

HELLO, FRIEND!

UNIT 1

› Process

Write rhyming words on the board (home, dome, broke, joke, bone, stone, rose, nose, rope, slope, fish, dish, king, ring, car, star, run, sun, fun) and give the material to your students. Ask students to copy the words, one per card and give them some time to illustrate them.

Ask students to shuffle the cards and place them face down on their desks to play a Memory Game with a partner.

The students who get more pairs of words will be the winners.

During the creation of the cards ask students what words they chose. Then, during they play ask them which pairs they have found. Invite them to use full sentences like: "I found rose and nose". Evaluate their participation in the game and their understanding of rhyming words.

› Additional activities

Have your students answer extra worksheets for further practice Page 38.

› ICTs

Visit the following web sites, where you will find on-line games to practice rhyming words.

<https://www.education.com/games/hearing-rhymes/>
<https://www.education.com/game/match-rhyming-words/>

LESSON 8

Product: Recording or performing rhymes or stories in verse

Achievements:

- › Explore illustrated rhymes and stories in verse.
- › Listen and participate in the reading of rhymes and stories in verse.
- › Participate in the writing of verses.

LESSON 8:

Product: Recording or performing rhymes or stories in verse

Access

Answer orally and check when done.

- How do you identify rhyming words?
- What rhyming words have you learned?
- Make a short sentence using two rhyming words?

MATERIAL NEEDED:

- ★ Two pieces of cardboard (22 cm x 28 cm) per student
- ★ Markers or colored pencils
- ★ Scissors
- ★ Magazines
- ★ Glue sticks
- ★ Stapler
- ★ 8 Index cards

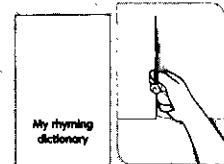


1. Cut the cardboards into two. Staple the sheets to make a dictionary booklet.



2. Write the title "My rhyming dictionary" on the front cover.

3. Illustrate the cover with a pair of rhyming cards from lesson 7.



Connect



1. Write on the index cards some more rhyming words. Look for some examples in the word bank.
2. Illustrate the index cards with cutouts of the magazines or draw your own pictures.
3. Paste your new index cards and the ones you made on Lesson 7 on the booklet.
4. Share with your classmates and teacher your work. Compare the words you chose.



› Access

Read the questions and statements with your students. Ask them to answer them orally to review previous knowledge that will help them when doing their product. Ask them to check the boxes when answering correctly.

Ask students to fold their cardboards into two halves and to make a cover on the outside. Write the words on the board (house, mouse, ten, hen, king, ring, cat, bat, hat, rat, ball, tall, book, look, can, pan, beach, peach) and review their meaning as a group.

Students will create a rhyming dictionary. Read the instructions and make sure all students have the material needed.

Before students start working, show your own dictionary as an example. Ask students to write the title of their dictionary and to

illustrate it using the cards they made on lesson 7.

› Connect

Read the instructions that students have to follow to complete their dictionaries. Invite them to write on the index cards the new rhyming words you wrote on the board and ask them to illustrate them with magazine cut out or with their own drawings. Finally ask student to paste their cards in their dictionaries.

Now so they can use their product and to self evaluate their performance invite them to play a game. Make students work in pairs. One of them will choose a word from its dictionary and the other student has to find a rhyming word in his/her own dictionary. Invite them to say out loud their words and to emphasize in the rhyming sound.

While students work in pairs, walk around the classroom to verify if they understood and to help them if necessary. Take notes to register some oral evidences of their achievements and evaluate with your students their products. These products will be useful as written evidences of their work.

› Process

To conclude, write the poem "Grandmother's fish" on the board.

5. Play a game with a partner. He/she will choose a word from his/her dictionary and you will have to find a rhyming word in your Dictionary.
6. Speak: To check that this are rhyming words say them out loud and compare the sounds.



Paste

Pair work

Speak

1. Listen to the poem on audio Track 9 "Grandmother's fish". Listen carefully to find the rhyming words.
2. Underline the words that rhyme. Draw a picture to illustrate the poem.

gold
around
fish
swimming
sound
red
make

3. Speak with your classmates and teacher. Did you like the poem? Why? How do rhymes make poems attractive?

Process



Underline

Draw

Speak

Self evaluation



I don't understand. I need more work to gain better understanding.

I need to keep practicing to improve my achievements.

I will use what I have learn in my daily life and I will keep learning.



My knowledge light

UNIT 1

29

Tell student that they will listen to a last poem in which they will have to pay attention to rhyming words. Tell students that the poem is about a fish so you can ask them to briefly describe fish and what they do.

Play audio track 9 once and ask students to find the rhyming words that they will have to underline on exercise 2. Finally ask them to draw a picture to illustrate the poem.

Ask students the questions in exercise 4. Incite all students to participate.

› My knowledge light

Use the Self Evaluation Flashcard. Offer students some minutes to think about the rhyming words they have learnt. Ask them to remember the poems and songs they read and listen to before they color their knowledge light.

Unit 1 Assessment

Grades show students' progress and should be an average of their performance across several areas. You can use the chart below:

Collect the notes you took during the unit that can be used as evidences of oral and comprehension achievements and use students' books and products to evaluate their written work.

You can use the following grid to evaluate your students achievements and compare it with their self evaluation.

- › Your student doesn't understand. He/she need more work to gain better understanding.
- › Your student is almost there. He/she needs to keep practicing to improve his/her achievements.
- › Your student does it. He can use what he/she has learnt in his/her daily life. Encourage him/her to keep this positive attitude and to help his/her classmates.

Share with your students your choices of their evaluations and use motivational words to encourage them in the process of learning a foreign language.

ASSESSMENT



1. Listen to audio Track 10, then write the words to complete the dialog.

Write

- › Hello _____ ! My name is Susy.
- › Hi _____ Susy. I am Peter. It is _____ very nice _____ to meet you.
- › How old are you? I'm seven years old.
- › I'm 8 years old. Do you want a piece of candy?
- › Sure. _____ Thank you _____ !
- › You are _____ welcome _____ .



2. Write the missing letters and match the rhyming ones.

Write

- | | | |
|---------|---|----------|
| Ho u se | → | K i ng |
| Bo y | → | Lo ok |
| Ri ng | → | Bl ue |
| Bo ok | → | To y |
| Sho e | → | Mo u s e |

3. Read the courtesy expressions and rules of the classroom of page 17. Which one of them do you use in your daily life?

Read

4. Ask your teacher to check your answer.

Write

- a) What are you doing well?
- b) What do you need to improve?

30 UNIT 1

NETWORK 2

ASPECT	PERCENTAGE
Activity Book, Unit 1 – Assessment	10
Comprehension Check – Story 1	10
Product 1	20
Comprehension Check – Story 2	10
Product 2	20
Listening Comprehension activities	10
Oral Expression activities	10
Working Habits	10

Activity Book Unit 1 Assessment

Read instructions out loud and clarify any possible doubts. Have students complete page 30 individually.

› Product 1:

Use the following criteria to evaluate this project:

› students bring complete material.	Yes		No
› students understand the meaning of each expression and when to use it.	Not yet	Almost there	Can do it!
› students show their work to other students.	Not yet	Almost there	Can do it!
› students recognize images and text.	Not yet	Almost there	Can do it!

› Product 2:

Use the following criteria to evaluate this project:

› students bring complete material.	Yes		No
› students participate in creating and explaining a rhyming word dictionary.	Not yet	Almost there	Can do it!
› students follow instructions and work in teams.	Not yet	Almost there	Can do it!

› Comprehension Check:

Evaluate Reading and Listening Comprehension as well as Oral Expression by reading the stories in this unit and by asking questions about them. Check for students to understand the main idea.

› Working habits, participation and attitude:

Evaluate by considering if students:

- › complete tasks on time and use time appropriately
- › solve problems effectively
- › ask for help when needed
- › participate with enthusiasm in teamwork, pair work and in role play activities
- › have a positive attitude when working individually or collectively
- › help other classmates and enjoy the activities

Scripts and Lyrics

Track 2, Activity Book page 10.

Susan: Hi! What is your name?

Mike: My name is Mike.

Teacher: Good morning, boys and girls!

How are you today?

Students: Fine, thank you, and you?

Teacher: I am fine, thank you.

Track 3, Activity Book page 14.

Clap your hands

Clap your hands.

Spin around.

Jump up high, ok!

Clap your hands.

Sit down, stand up.

One, two, three, four.

Goodbye, goodbye, see you again.

Goodbye, goodbye, see you my friends.

Goodbye, goodbye, I had fun today.

I had fun today.

Track 4, Activity Book page 15.

Good morning.

Good afternoon.

Good night.

Goodbye.

Track 5, Activity Book page 20.

Little Boy Blue, come blow your horn!

The sheep is in the meadow, the cow is
in the corn.

Where is the little boy that looks after
the sheep?

Under the hay stack, fast asleep!

Track 6, Activity Book page 22

A - tisket, a - tasket

A - tisket, a - tasket,

A green and yellow basket

I wrote a letter to my love.

But on the way I dropped it.

I dropped it.

I dropped it.

A little boy picked it up.

And put it in his pocket.

Track 7, Activity Book page 22

Itsy Bitsy Spider

The Itsy Bitsy Spider

went up the water spout.

Down came the rain

and washed the spider out.

Out came the sun

and dried up all the rain.

And the Itsy Bitsy Spider

climbed up the spout again.

Track 8, Activity Book page 24.

Down by the shore

Down by the shore,

in the sand and the sun,

I like to dive and splash in the sun.

And as the waves roll out and in,

I will get warm in the sun,

and have a lot of fun,

down by the shore, down by the shore.

Track 9, Activity Book page 29.

Grandmother's fish

Gold fish, red fish,

swimming all around.

Gold fish, red fish,

never make a sound

Track 10, Activity Book page 30

› Hello! My name is Susy.

› Hi Susy. I am Peter. It is very nice to meet you.

› How old are you? I'm seven years old.

› I am 8 years old. Do you want a piece of candy?

› Sure. Thank you!

› You are welcome.

Name _____ Date _____ Photocopiable material

1. Find the greetings and farewell expressions, and circle them.

aighellorudgoodmorningwilkgoodbyeristhankyoucopgoodnightti

2. Complete the conversation. Use the words below.

A: Good _____ teacher!

B: _____ morning boys and girls!, How are you _____ ?

A: Fine, _____ , how are you?

B: I'm _____ , thank you. Please, take out your notebooks.

A: Our English notebooks?

thank you - today - morning - fine - Good

3. Draw a picture to represent the expressions.

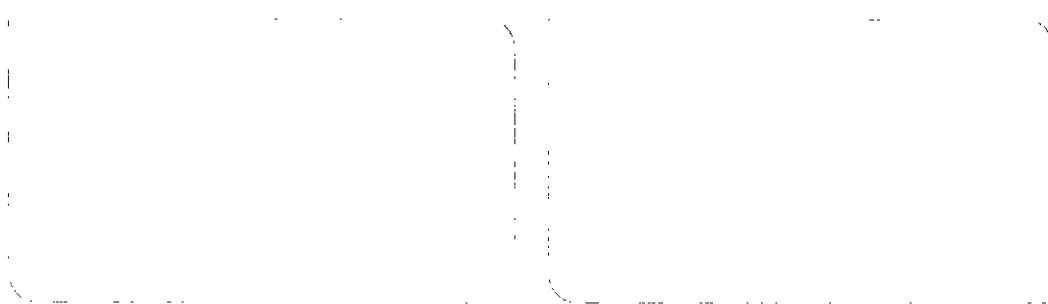
Good morning

Goodbye



Hello

Good afternoon



Photocopiable
material

Name _____

Date _____

1. Draw a picture to illustrate the following expressions.



Nice to meet you!

Hello

Goodbye

2. Unscramble the words and write them on the lines.

a) ouy khtan

.....

b) olelh

.....

c) ogod tighn

.....

d) dgoon rinomng

.....

3. Write the missing words from the box to complete the dialog.

meet

morning

Good bye

Hello

Good

later

Good

Luis!

Ron!

This is my friend Lucy.

_____ morning Lucy. Nice to

_____ you.

Nice to meet you too.

See you

_____, Ron!

Luis! Goodbye Lucy!

Name _____ Date _____

Photocopiable
material

1. Find the words in the puzzle.

Hello

Good morning

Good afternoon

Goodbye

Good night

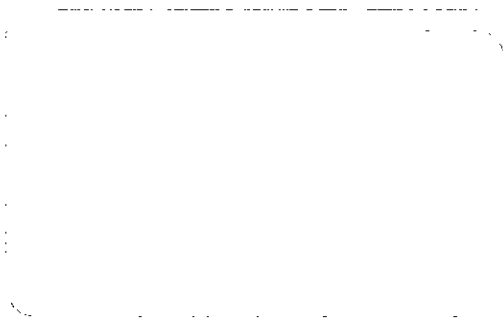
S	D	E	I	U	G	O	P	R	G	K
G	O	O	D	M	O	R	N	I	N	G
A	M	V	Q	Q	O	R	V	B	U	O
K	A	G	H	A	D	T	H	H	N	O
Z	G	O	J	C	N	E	N	D	O	D
P	D	O	G	A	I	P	M	L	P	A
G	C	D	K	P	G	D	Z	V	K	F
H	S	B	S	M	H	E	L	L	O	T
K	B	Y	L	G	T	H	A	F	Y	E
D	P	E	E	W	P	S	O	W	H	R
J	F	W	B	M	V	F	O	Q	O	N
G	Z	Q	S	H	G	D	S	Z	L	O
B	A	S	I	C	K	S	G	J	M	O
C	S	X	P	X	S	Z	D	P	A	N

2. Write an expression that you could use in each situation and draw a picture to illustrate it.

Goodbye Hello Good night Good morning See you tomorrow

a) When you go to bed:

b) When you wake up in the morning:



c) When you leave school:

d) When you meet someone:



Photocopiable material

Name _____ Date _____

1. Read the rhyming words and draw a picture to illustrate each word.

king

ring

moon

room

ten

pen

tree

bee

2. Read the poem and circle with red the words that rhyme.

An apple can taste very nice,
 Try a bite or a slice.
 If it's red or if it's green,
 It will taste good if it's clean.
 My grandma says: "an apple a day,
 Always keeps the doctor away".

3. What is the poem in Exercise 2 about? Draw a picture about it.

Name _____

Date _____

**Photocopiable
material**

1. Classify the words below. Write them in the correct column.

thanks – shell – shelf – tooth – ship – sell – English – sugar
sports – tape – thin – math – bath – shark – tag – sock

TH

SH

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Match and color the words that rhyme. Use different colors for each pair.

sheep	cat		gun	rug	bear
	fun				
pear		dog		hat	chair
	hair		leap		

3. Underline the rhyming words of the following poem and draw a picture to illustrate it.

Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are.

Photocopiable material

Name _____ Date _____

1. Complete the next sentences with the words next to it.

- a) There was once a _____ who ate a _____. **rat / cat**
- b) If you drop the _____ it will _____ on the _____. **ball / doll / fall**
- c) The _____ who liked to _____ in the rain. **sing / king**
- d) That _____ likes to cook in a _____. **man / pan**
- e) I like _____ sandwiches and she likes strawberry _____. **jam / ham**

2. Read the poem out loud with your teacher and then circle the words that rhyme.

Thirty days have September,
 April, June, and November;
 February has twenty-eight alone.
 All the rest have thirty-one,
 Excepting leap-year—that's the time
 When February's days are twenty-nine.

3. Read the poem again and draw a picture to illustrate it. You can also write the words that rhyme.

A black and white illustration featuring a man with a mustache and a woman. The man is in the background, wearing a suit and a cap, with the text 'Genius at work!' overlaid on him. The woman is in the foreground, wearing a lab coat and holding a lightbulb, with a small bird perched on her hand. To the left, a large number '2' is inside a circle, and the word 'Unit' is written vertically below it.

2

Unit

Genius at
work!

Environment: Educational and Academic.

Communicative activity: Interpret and follow of instructions.

Social practice of the language: Follow and give instructions to grow a plant.

Achievements:

- Explore illustrated instructions.
- Understand and express instructions.
- Participate in the writing of experiments' reports.

Environment: Family and Community.

Communicative activity: Exchanges associated with the media.

Social practice of the language: Produce signs for public spaces.

Achievements:

- Examine signs.
- Practice the oral expression of indications signs.
- Participate in the writing of indications.

Materials needed for lessons 1 to 4:

- › Informative Reading Book
- › Audio Track 11
- › Activity Book
- › Digital flashcards 1, 2, and 3
- › Markers
- › The bottom half of two milk cartons
- › Soil
- › Beans or radish seeds
- › Yarn
- › Color sheets of paper
- › Two wooden sticks per student
- › Scissors
- › Glue sticks
- › 12 index cards (10 cm x 7cm) per student

Social practice of the language: Follow and give instructions to grow a plant.

LESSON 1 Scientific method

Achievements:

- › Explore illustrated instructions.
- › Understand and express instructions.
- › Participate in the writing of experiments' reports.

Environment Educational and Academic

Social practice of the language: Follow and give instructions to grow a plant.

LESSON 1: Scientific method

Access

11

three days doing grow need water

Mother: What are you doing , Lisa?

Write

Girl: Mother, why does not my plant grow well?

Circle

Mother: Let me take a look at the plant
Mmm, your plant has no water
You must water your plant three days
a week.

Girl: Then, how much water does a plant need ?

Speak

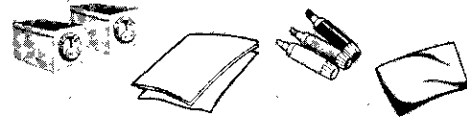
2. Share with your classmates your opinions and then answer Lisa's question.

What happens if we use too much water? Do all plants need the same amount of water?

Team work

MATERIALS NEEDED:

* The bottom half of two milk cartons	* Water
* cartons	* Markers
* Soil	* Two index cards (10 cm x 7 cm) per student
* Beans or radish seeds	* Two wooden sticks per student



32 GENIUS AT WORK! NETWORK 2

› Access

Open the Informative Reading Book on page 13, and have students describe the picture. Ask students if they like trees, plants, and flowers.

Tell students that the story they are going to listen to is about students like them working on projects related to nature.

Read the story on page 14 out loud and ask students to follow your reading silently. Pause to ask

questions and to show students the illustrations.

Once you have finished the reading, invite students to answer the comprehension questions at the end of the story.

Make a resume with your students about the steps and instructions that they need to follow to make a science project.

Ask students to open their books on page 32. Read the instructions out loud.

Tell students they will listen to audio Track 7. Explain that they will listen a dialog between a girl and her mother. Mention that the girl is taking care of a plant for a school science project.

Play audio track twice so students can complete the conversation using the words from the box.

Once they complete the conversation, tell students that plants are organisms that in order to grow and produce fruits they need soil, water, sunlight, and clear air, so it is important we take care of our plants. Have students listen to audio Track 7 one more time for them to check their answers.

Ask for volunteers to read the dialog out loud to the rest of the class.

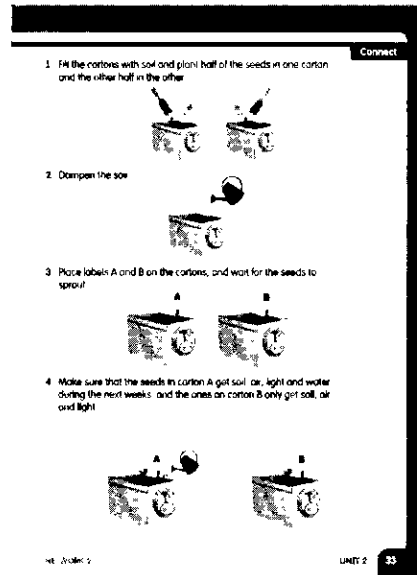
Discuss with your students the last question asked by the girl on the dialog. Ask them if they know how to take care of a plant. Invite them to share their knowledge and opinions.

Tell them that they will make a science experiment and then check that they have all the material needed.

› Connect

Read the steps of the experiment one by one, and make sure students understand what to do.

Tell students it is very important they label the cartons: Carton A will have soil, air, light, and water.



Carton B will have soil, air, light, but no water.

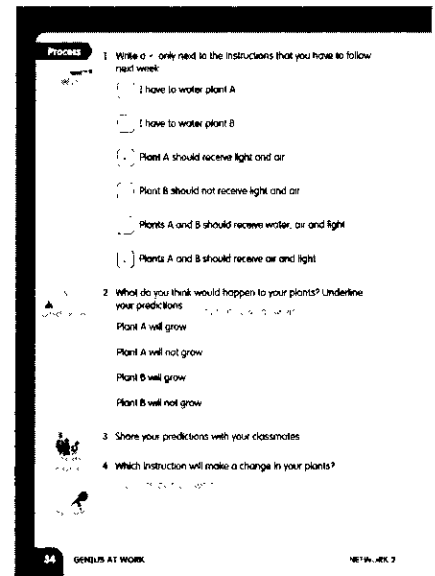
Walk around and offer help if necessary.

During the following weeks make sure students take care of their plants and water Carton A when needed.

› Process

Once students have their plants ready and on spot where they can enjoy light and air, ask them to read the instructions of exercise 1. They have to check only the boxes that correspond to an instruction that they have to follow.

For solving exercise 2 ask students what they think would happen to their plants. Ask them to read the predictions and to underline the ones they think would happen.



Finally ask them what is the reason of the different predictions for each plant and let them write their answer on the line.

Assess student's work and take notes to assess the creation of their products.

› Additional activities

Have students answer extra worksheets to practice following instructions and the life cycle of a plant. Page 59

› ICTs

Visit the following web site, download the file and make copies for students to decide which plants they would like to grow:

<http://files.havefunteaching.com/free-worksheets/science/seeds-worksheet-2.pdf>

LESSON 2 How does a plant grow?

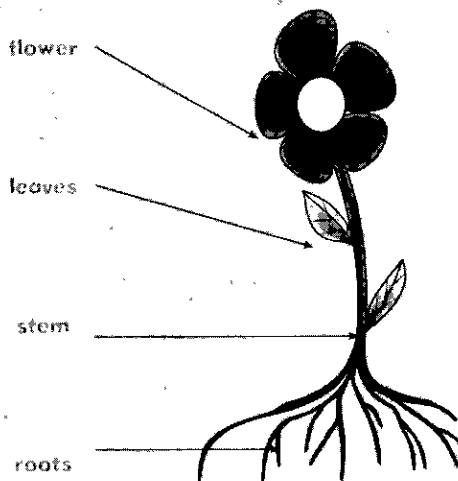
Achievements:

- › Explore illustrated instructions.
- › Understand and express instructions.
- › Participate in the writing of experiments' reports.

LESSON 2: How does a plant grow?

1. Read the text and write the parts of the plants to complete it.

When a seed has sunlight, air, water and nutrients it begins to grow and a new plant is born. Plants have different parts: roots are hidden underground and provide support for the plant. They absorb water and nutrients from the soil. The stem supports the plant and carries water and nutrients to all parts of the plant. Leaves use sunlight, air, water and nutrients to make food for the plant and to create oxygen. Flowers produce seeds and help to produce new plants.



Access

Write

Read

Word bank

Nutrients: ingredients of the soil that help plants live and grow.

Underground: located beneath the earth's surface
Support: to hold.

NETWORK 2

UNIT 2 35

› Access

Tell students that now that they have planted their seeds they need to identify the parts of the plant.

Ask students to look at the picture of the plant on page 35, and have them read the names of each part. Once students have identified the names with the parts of the plant, read the instructions out loud and make sure they understand what to do.

Ask students to work in pairs to do the exercise and have them write in their notebooks any word they may not understand. Walk around and help if necessary. Once students finish completing the paragraph, ask some pairs to read it out loud to the rest of the class to review their answers. Take notes to register oral achievements and to evaluate student's participation.

› Connect

Ask students to remember what are the things that plants need to live. Take notes of their answer to evaluate oral achievements.

On page 36, ask students to color the drawing that represents the things that a plant needs to grow. Write the words on the blackboard and ask students to repeat the phrase: "A plant needs sunlight, water, air and soil to grow".

› **Process**

Read the instructions out loud and make sure students understand what to do. Have students read the sentences in silence to answer them. If necessary, students can go back to the exercise on page 32 to verify their answers. Review their work as a group.

Ask students to read the sentences in the next exercise and complete them with the correct word. Have some volunteers read the answers to the class.

Finally, ask out loud the following questions to assess comprehension and oral skills.

Where do plants get the nutrients they need?

How do we call the colorful part of the plant?

Besides from sunlight and soil, what other things do plants need to grow?

Besides the flower and the roots, name other parts of the plant.

› **Additional activities**


Have students answer extra worksheets to practice the concepts worked in the lesson.

– Page 60.

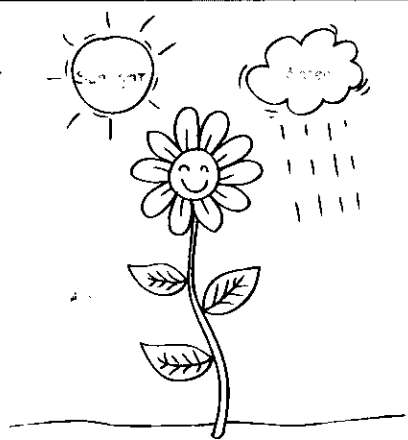
Have students work in teams of three or four. Ask them to draw all the different parts of a plant,

36
GENIUS AT WORK!
NETWORK 2


Connect

 **Color**

1. Color the things that plants need to grow.





Process

 **Read**

1. Read each sentence. Circle **True** or **Not true** according to what you learned.

- › Plants get water and nutrients from the soil. True Not true
- › Roots make food for the plant. True Not true
- › The stem is one of the main parts of a plant. True Not true

 **Circle**

 **Write**

2. Write the word that completes each sentence.

The colorful part of a plant is the _____ flower

The parts of a plant that take in sunlight and air are called: _____ leaves

and once they finish, to put them in a dark bag so nobody can see its content. One member of the team will take one part of the plant from the bag without showing it to the rest of the team.

The student has to describe the part of the plant and its function for the others to guess. The student that guesses will be next to take a part of the plant from the bag.

› **ICTs**

Visit the following web site, download the file and make copies for students to practice the parts of a plant:

<http://www.classroomjr.com/plant-life-for-kids/plant-parts-worksheet/>

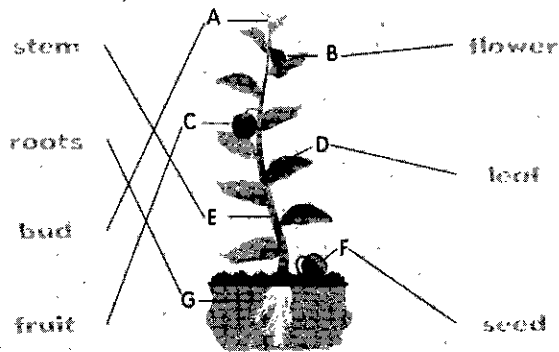
LESSON 3
Missing parts

Achievements:

- › Explore illustrated instructions.
- › Understand and express instructions.
- › Participate in the writing of experiments' reports.

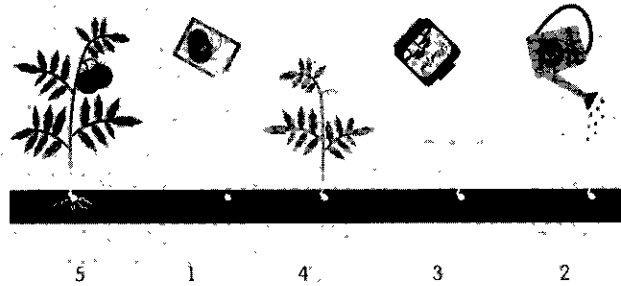
LESSON 3: Missing parts

1. Match the words with the parts of the plant.



Access
Match

2. Write numbers 1 to 5 to put the instructions in order.



Write
Match

NETWORK 2

UNIT 2 37

› Access

Ask students to open their books on page 32. Read the instructions out loud and make sure they understand what to do. Ask them to remember the parts of the plant studied in lesson 2. Read with your students the names of the plant of exercise 1.

Ask them to answer the first exercise. They have to match the parts of the plant with the correct word.

Invite your students to see some of the plants of the yard. Let them show you the different parts they see and don't forget to ask them where are the roots if they don't mention them.


Before starting exercise 2, tell students all plants come from seeds, and ask them to identify the correct steps to grow a plant and to solve the exercise. Discuss the life cycle of a plant with them.

Connect

1. How do you plant a seed? Read the sequence and write the steps in the correct order.

Water the seeds
Cover the hole with soil.
Then, dig a hole in the ground with a shovel


Choose the seeds you want to plant.
Now, the seeds will grow.
Drop the seeds in the hole



- 1
- 2
- 3
- 4
- 5
- 6

Process

1. Write the number of the missing pieces in the puzzle.



38 GENIUS AT WORK! NETWORK 2

Process

2. Color the correct syllables to make the following words: seeds, flower, sunlight, garden, water


"My garden"

bam	ever	flo	com
som	brn	dent	light
so	lea	tus	bles
wer	see	sun	ches
gar	ro	wa	green
is	il	ds	ter

3. Write the words you found on exercise 3 to complete the paragraph.

I planted _____ in my _____.
My plants need _____ and _____ to grow.
Finally, I will have beautiful _____.

4. Write the name of the vegetables in the puzzle.



5. Speak with your classmates and teacher.
Have you ever planted or cropped any vegetables? Which ones?

39 NETWORK 2 UNIT 2

› Connect

Read the question in the instructions and elicit answers from some students. Read the instructions and make sure students understand what to do. Have students read the statements in silence and do the exercise individually. Once they finish, review their answers as a group. Students should write the statements in the following order.

1. Choose the seeds you want to plant.
2. Then, dig a hole in the ground with a shovel.
3. Drop the seeds in the hole.
4. Cover the hole with soil.
5. Water the seeds.
6. Now, the seeds will grow.

› Process

Ask students to look at the puzzle in the next exercise. Read the instructions and tell them they should write the number of the missing pieces

in the circles to complete it. Ask them to name out loud the names of the flower.

Ask students why they think is important to take care of plants and flowers. Give them time to express their ideas and let them share how much they care about nature.

Read the instructions and make sure students understand what to do. Tell students they must find words by combining the pairs of syllables in the columns. Write on the board an example: flo-wer. Once they find the five words, have them use these words to complete the paragraph.

Activate students' prior knowledge by asking them what types of fruits and vegetables they like. Ask if they know where or how they grow.

Then, go to activity 4, read the instructions with them and explain the exercise.

Finally, ask your students if they have ever planted or cropped any vegetables before, incite them to speak. Remember students they have to water the plants of their projects. Let them share with you how have they changed.

› Additional activities

Have students answer extra worksheets to practice the parts of the plant. Page 61.

› ICTs

Show students the following interactive learning object about a seed germination experiment:

<http://origin.turtlediary.com/kids-science-experiments/plant-growth-experiment.html>

LESSON 4
Product: Illustrated sequence of an experiment

Achievements:

- › Explore illustrated instructions.
- › Understand and express instructions.
- › Participate in the writing of experiments' reports.

LESSON 4:
Product: Illustrated sequence of an experiment

Access

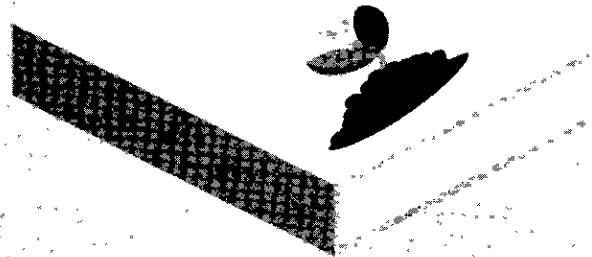
Answer orally and check when done.

- Can you skip the steps of an instructions manual? Why?
- Did you follow the correct instructions when planting your seeds?
- What steps do you need to follow to grow a plant?

MATERIALS NEEDED:

- 3 Color sheets of paper
- Stapler
- Markers and colored pencils
- The boxes with the seeds you plant on lesson 1

1. Fold in two the sheets of paper and staple them to make a booklet.
2. Write in the cover the title: "My experiment: Growing a plant"
3. Draw a picture of the materials you needed to plant your seeds on the first colored sheet of paper.



› Access

Read the questions and statements with your students. Ask them to answer them orally to review previous knowledge that will help them when doing their product. Ask them to check the boxes when answering correctly.

Ask students to look attentively at the boxes with the plants that they planted on lesson 1. Ask them how they are different and what they think make them be different.

Read out loud the instructions on page 40 and have students make their booklets in which they will illustrate and explain their experiments.

› Connect

Ask students open their books on page 41. Read the instructions out loud.

Before answering the exercise let them tell you orally the correct

1. Write numbers to put in order the instructions, then write them on the next pages of your booklet.

4 Place the labels.

7 Do not water plant B.

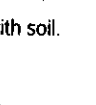
6 Water plant A.

5 Place the plants in a place where they get air and light.

1 Fill the cartons with soil.

2 Plant the seed of each carton.

3 Dampen the soil.



2. Draw pictures to illustrate them.

3. Now, on the following page draw a picture of how your plants A and B look today and write how many days have passed since you planted your seeds.

1. Look at the predictions you chose on page 34 and compare them with your plants.

2. Describe how the plants in cartons A and B are alike and different and explain why.

order of instructions they follow to plant the seeds. Let them answer the exercise and then tell them to write these steps in their booklets.

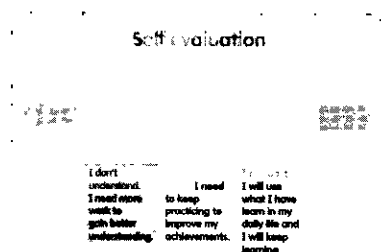
Ask student to illustrate them.

When everybody has finished ask them to illustrate how the plants they have been taking care for the past weeks look like today.

› **Process**

Ask students to open their books on page 34 to review the predictions they made about their plants. They have to compare their predictions with their plants.

Ask them if their predictions were correct or not and ask them to tell you why they were right or wrong.



My knowledge light

Finally ask students to compare plant A and B and to write what are the main changes of the plants and the reasons why one of them grew and the other one didn't.

› **My knowledge light**

Use the Self Evaluation Flashcard with your students so they can color the correct light of the Knowledge Light to evaluate themselves. Offer students some

minutes to think about what they know about plants, their parts, the things they need to grow. Ask them if they enjoy the project and if they have learned how to plant a seed and how to take care of a plant. Let them share with you and with their classmates their impressions and feelings.

Materials needed for lessons 5 to 8:

- › Narrative reading Book
- › Audio Tracks 12 and 13
- › Activity Book
- › Digital flashcards 4, 5, 6 7 and 8
- › Quarters of cardboards
- › Markers
- › Scissors
- › Wooden sticks (optional)
- › Scotch (optional)

Social practice of the language:
Produce signs for public spaces.

**LESSON 5
Road safety**

Achievements:

- › Examine signs.
- › Practice the oral expression of indications signs.
- › Participate in the writing of indications.

› Access

Ask students how they come to school every morning. Give them some choices: by car, by bus, walking. Ask them if they know some of the rules that we have to follow in the road. Ask them if they are allowed to walk alone

LESSON 5: Road safety

Environment:
Family and Community

Social practice of the language: Produce signs for public spaces.

Access



1. Listen to Track 12. Circle the best answer, and cross the wrong answer.

- › When you walk in the street, you need to be: careful / playful.
- › You should: walk / run in the street.
- › When you cross the street, you should do it: on the pedestrian crossing / anywhere.
- › If a red sign is lighted on in the pedestrian traffic light, you have to: stop / go.
- › If a green sign is lighted on in the pedestrian traffic light, you can: go / you have to stop.



2. Draw a picture to represent each phrase.

- › With a green light I can go!
- › With a red light I have to stop!
- › I cross the street on the pedestrian crossing.

Student's own answers

in the streets and how do they take care of their selves to avoid accidents.

Listen to audio Track 12. Read the instructions and tell students you will play the audio twice for them to circle the correct answer with blue and to cross the wrong answer with red.

Have students read the sentences from the next exercise silently, and have them explain them to

you. Read the instructions and give them enough time to draw the pictures.

› Connect

Ask students to open their Narrative Reading Books on page 13. Read the story and have them follow your reading silently. Once you finish, discuss the comprehension questions at the end of the story. Ask students for their opinion about the story.

Connect

1. Write an X on the wrong behaviors and a ✓ on the correct behaviors. Share the reason of your choice with your classmates.

2. Write the words in the correct order.
 the - be - when - walk - you - Always - on - street - careful
 Always be careful when you walk on the street.

UNIT 2 43

Process

1. Write the words to complete the sentences.

- You have to cross the street on the _____ pedestrian crossing.
- When the red light of the pedestrian traffic light is on, you have to _____ step.
- When the _____ yellow light of the pedestrian traffic light is on, you have to wait.
- When the _____ green light of the pedestrian traffic light is on, you can go.
- Before crossing the street, you have to look to your _____ left and _____ right.
- You always have to be _____ careful.

2. Draw a picture of good behavior that helps maintain road safety.

Child draw + draw + ing

44 GENIUS AT WORK! NETWORK 2

Now, ask them to open their Activity Book on page 43 and to look at the pictures. Ask them to describe them, and then explain that they have to trace a check next to the correct behaviors and a cross next to the wrong behaviors.

As a conclusion ask them to write the words in the last exercise in order to make a full sentence.

› **Process**

Ask students to tell you some of the rules and behaviors that they have learned in the lesson. Tell

them that in the next exercise they will read about some of them.

Take notes to evaluate understanding and oral skills.

On page 44, read the words in the box and ask students to repeat them with you. Then, ask them to read the five sentences silently and to write the correct words in the blanks. Make students exchange their books with a classmate to correct the exercise.

Finally, ask them to draw a picture of a good behavior that helps to maintain road safety.

Ask students to explain their drawings orally.

› **Additional activities**

Have students answer extra worksheets about road safety. Page 62.

› **ICTs**

Visit the next web site where students can play games and sing song related to road safety

<http://www.childrenstrafficclub.com/songs/zebrina-crossing-song/>

LESSON 6
Right or left

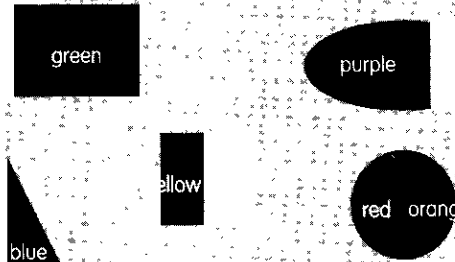
Achievements:

- › Examine signs.
- › Practice the oral expression of indications signs.
- › Participate in the writing of indications.

LESSON 6: Right or left

1. Listen to Track 13, and color the shapes according to the instructions.

Access



13

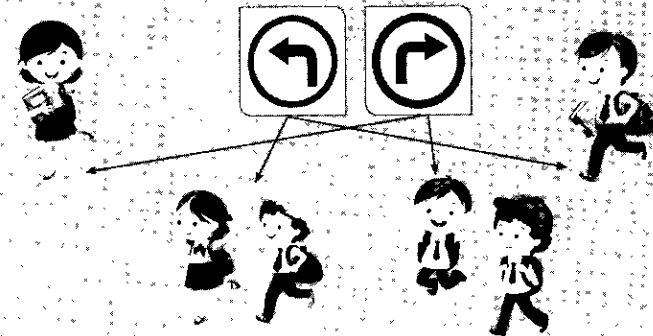
Color

2. Read the sentences and match the children with the correct sign.

Read

- › Mary will turn to the right.
- › Tom will turn to the left.
- › Susan and Sam will turn to the left.
- › Tom and Ben will turn to the right.

Match



NETWORK 2

UNIT 2 45

› **Access**

Tell students that they will listen to the instructions of how to color the following shapes, but for doing it they need to know the difference between right and left. Before playing the audio Track 13 ask them to raise their left hand and then their right hand. If needed play a game with them using other parts of the body to review these concepts.

Now, play the audio Track once so they can first choose the correct colors. Then, play it a second time so they can mark the correct side of the shape with the correct color. Let them finish the coloring, and then play the Track one last time to check the answers.

Read the sentences out loud with students, and then ask them to match them with the correct pictures.

Invite students to play a game. All of them will have to make a line and the student in the front will have to say "turn right" or "turn left". The rest of the students will have to follow the instruction and when it is done it is turn to the second student to tell out loud another instruction and so on. Let all students tell at least one instruction.

› Connect

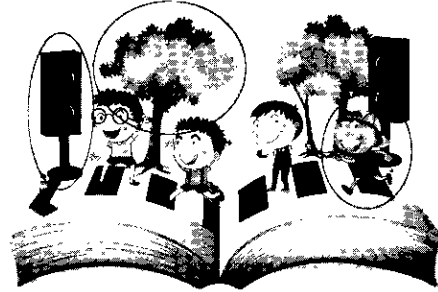
Ask students to place some of their school supplies on the table. They have to place a pencil, a pen, and an eraser. Then ask them to work with a classmate and to put all the supplies on the same table and together. To show the example, take one of them and say accordingly to its place "this pencil is on the right, or this pen is on the left". Now ask students to lift the pencil that is placed on the right or the eraser that is placed on the left. Make changes on the positions of the supplies and ask them to lift some more items to practice right and left.

Ask students to read the instructions silently. Ask them if they understand, and to corroborate, ask different students to repeat the instruction without watching their books. Let them answer the exercise while you walk around the classroom.

Connect



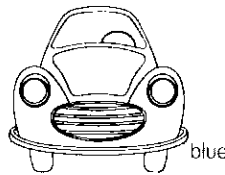
1. Circle the traffic light that is on the left.
2. Circle the kid that is on the extreme right.
3. Circle the tree that is on the extreme left.



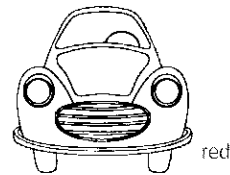
Process



1. Read the instructions and then color the drawings.
 - › Color the traffic light that is on the right.
 - › Color the stop sign that is on the left.
 - › Color the car that is on the right with red and the car that is on the left with blue.



blue



red

46

GENIUS AT WORK!

NETWORK 2

› Process

Read the instructions out loud and ask students to answer the exercise silently and alone. Once they have finished, ask them to exchange their books with a classmate to check the answers.

When students are checking their answers with a partner incite them to use a phrase like: "the traffic light / stop sign / car that is on the right/left is color..."

› Additional activities

Have students answer and work on the extra worksheets about right and left concepts 63.

› ICTs

Visit the following web site where you will find extra worksheets to practice left and right recognition.

<https://www.allkidsnetwork.com/left-right/>

LESSON 7

Following directions and signs in the city

Achievements:

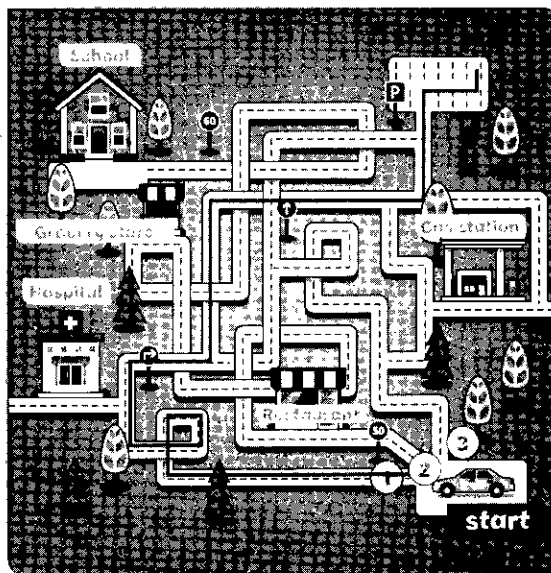
- › Examine signs.
- › Practice the oral expression of indications signs.

LESSON 7: Following directions and signs in the city

1. Read the directions and follow them so you can park the car.

- › Take road number 1.
- › Follow the path and turn left on the second street
- › Keep going straight ahead, you will turn right next to the grocery store.
- › Go straight ahead until the second street where you have to turn left again.
- › Enter the parking lot and park on the right side

Access



NETWORK 2

UNIT 2 47

› Access

Review the concepts of right and left. Ask students to show you their right or left hand, to tap on the floor with their left or right foot. Now invite three students to go to the front. Ask them to walk 3 steps, then ask them to turn left and walk again 4 steps. Then ask them to turn right. Invite students to work in teams of four. One can give the instructions while the rest execute them. Let them

try different directions while you take notes to assess their comprehension, participation and oral skills.

Ask students to open their books on page 47, and to look at the picture.

Read the instructions with your students. Ask them to answer the exercise first with a pencil. Then, after checking the answers, ask them to do it with different colors.

› Connect

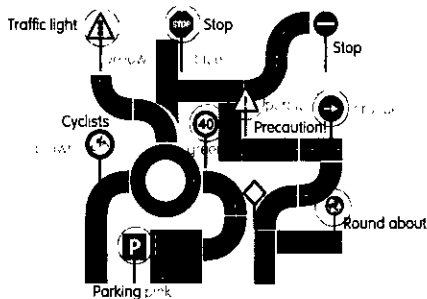
Ask students what kind of signs they see everyday on the road. Ask them to pass to the board and draw them. Discuss with your students the meaning of the signs they mentioned.

Show students Digital flashcards 5, 6, 7 and 8. Review the meaning of signs with a "Simon says" game in the classroom using the flashcards.

Connect

1. Circle the correct sign with the correct color

- › The stop sign with blue
- › The speed limit sign with green.
- › The traffic light with yellow
- › The parking sign with pink
- › The arrow sign that indicates to turn right with orange
- › The precaution sign with purple
- › The cyclist sign with brown

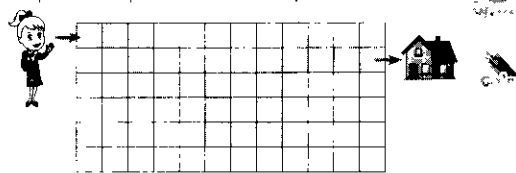


2. Draw a picture of any other signs that you know.

3. Speak with your classmates. What do your signs mean?

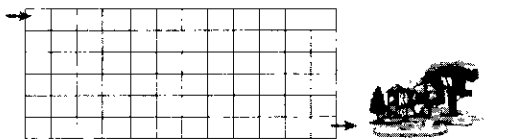
Process

1. Let's give Alice directions so she can get to her house. Each case represents a step. Write the words to complete the instructions.



- 1 Take three steps
- 2 Go down and take two steps
- 3 Turn right, and take three more steps
- 4 Go down, and take two steps.
- 5 Turn left, and take four steps again
- 6 Go down, and take four steps again.
- 7 Turn right, and this time take six steps
- 8 You're almost there, go up and take seven steps
- 9 Turn right, and take two steps.
10. Bravo! You have arrived!

2. Follow the directions that one of your classmates will give you to get to the park. Use the phrases of the previous exercise as clues to get started



Ask students to open their books on page 48. Read the instructions with them, and then let them do the exercise in pairs.

with students until the concepts are clear for everyone. You can ask some students to give the instructions.

Once they have finished, ask them to work in pairs to solve the last exercise of Lesson 7.

When they have finished, ask them to draw other kind of signs they know.

On page 49 students have to describe the directions that Alice has to follow to get to the house. Ask them to look at the yellow path and to trace it slowly with their finger.

› **Additional activities**

Have students answer the extra worksheet for this lesson 64.

› **Process**

Ask students to use their hands and arms to review with them the concepts left and right. You can say "point to the right / point to the left". Now add two more concepts that they may be familiar with: up ↑ and down ↓. "Point up / point down". Practice

Read the first two directions out loud as an example while children follow the path with their fingers. Then ask them to continue alone. They have to write "right or left" and the number of steps needed to complete the sentences.

› **ICT**

Visit the next web site with your students and play the directions game:

<http://www.funenglishgames.com/readinggames/directions.html>

LESSON 8
Product: A "Simon says" game

Achievements:

- › Examine signs.
- › Practice the oral expression of indications signs.
- › Participate in the writing of indications.

› Access

Ask students to remember the signs and indications they have worked through the past lessons. Invite them to mention them out loud. Ask them why signs are important.

Prior to this activity, divide the classroom into four teams and make sure each team has all the materials for the project.

Tell students that they will create their own signs to prepare a graphic "Simon says" game.

› Connect

Remind students of the importance of working as a team. Tell students that each

LESSON 8:
Product: A "Simon says" game

Access

Answer orally and check when done.

- Why are signs useful?
- What kind of signs do you know and what do they mean?
- Point to the right and then to the left.

MATERIALS NEEDED:

- ★ Quarters of cardboards
- ★ Markers
- ★ Scissors
- ★ Wooden sticks (optional)
- ★ Scotch (optional)

Connect

 Draw

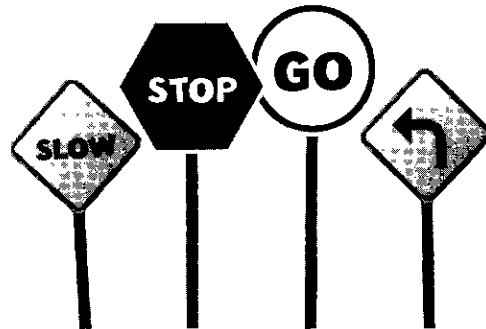
 Cut

 Color

 Write

 Paste

1. Draw a picture of a sign of the road on each piece of cardboard.
2. Cut the sign with the shape you want.
3. Color them.
4. On the bottom, write the indication that must be followed.
5. Optional: you can paste a wooden stick on the back part of each index card with scotch.

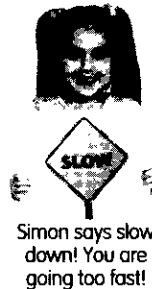


member of the team has to participate and help in order to create a nice product. One student can draw, another one can color and the other two can cut and paste. Read the instructions for each team, and walk around to make sure they are working correctly. Each team has to create at least 4 signs, if they are motivated, let them do some more. Encourage every team to do different signs so the game can be richer and funnier.

While the students are working, walk around the classroom to assist them if necessary but specially to observe how they work and to evaluate their participation in the project and understanding of the steps to follow. Ask randomly questions in each team so students can tell what kind of sign they are making. Asses oral skills.



1. Take your signs to the school yard and start playing.
2. Each of you should start walking in the school yard. Keep the signs down.
3. Take turns to take the role of a traffic officer and to lift up the signs.
4. The child who plays the role of the traffic officer should choose a sign and give the correct indication. For example: "Simon says turn right " or "Simon says stop". The rest of the children have to obey to the indication.



Self evaluation

<p>I don't understand. I need more work to gain better understanding.</p>	<p>I need to keep practicing to improve my achievements</p>	<p>I will use what I have learn in my daily life and I will keep learning.</p>
---	---	--

My knowledge light

› Process

Once students have finished the signs, take them to the yard to play the game.

Choose two students that will start playing the role of police traffic officers. One will lift the signs while the other says the instruction. The rest of the students have to walk around the yard and obey the instruction given by the "police traffic officers". Change the roles after 3 or 4 instructions so everyone can have the chance to participate.

Help students get started with the game. Ask students to start walking and help the first couple of police officers with the first instructions to check

comprehension of the rules. Tell the police officers to use a "slow sign" and to say "Simon says: slow down", then they can use a turn left sign and say: "Simon says: turn left".

Let students play and help them if necessary. Meanwhile observe them and take notes of the words and phrases they use to evaluate their understanding and language skills besides their participation in the activity.

› My knowledge light

Offer students some minutes to think about what they know about signs of the road and road safety. Let them share with you which signs they knew before, which ones they have learnt during the past lessons and why it is important is to follow the indications of signs. Use the Self Evaluation Flashcard with your students so they can color the correct light of the Knowledge Light to evaluate themselves.

Unit 2 Assessment

Grades show students' progress, and should be an average of their performance across several areas. You can use the chart below.

Collect the notes you took during the unit that can be used as evidences of oral and comprehension achievements and use students' books and products to evaluate their written work.

You can use the following grid to evaluate your students achievements and compare it with their self evaluation.

- ▶ Your student doesn't understand. He/she need more work to gain better understanding.
- ▶ Your student is almost there. He/she needs to keep practicing to improve his/her achievements.
- ▶ Your student can do it. He can use what he/she has learnt in his/her daily life. Encourage him/her to keep this positive attitude and to help his/her classmates.

Share with your students your choices of their evaluations and use motivational words to encourage them in the process of learning a foreign language.

ASSESSMENT



1. Read the instructions and write the missing words to solve the crossword.

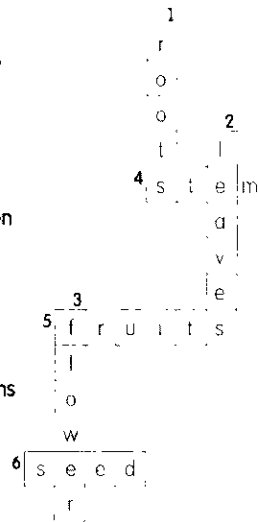


Down:

1. These are like the feet of the plant and are usually under the ground.
2. The plants have many of these, they are green and have many different shapes.
3. The part of a plant which is often brightly coloured.

Across:

4. It looks like a stick and it is the body of the plant.
5. The product of a plant that contains seeds and can be eaten.
6. The small, hard part of a plant from which a new plant grows.



2. Read the sentences and check ✓ the box if it is a correct safety road rule.



- I can cross the street running.
- I look to the right and left before crossing the street.
- If the yellow light at the traffic light is on, I can cross.
- I have to be very careful when walking on the street.
- If the green light is on, I can cross the street carefully.

ASPECT	PERCENTAGE
Activity Book, Unit 2 – Assessment	10
Comprehension Check – Story 1	10
Product 1	20
Comprehension Check – Story 2	10
Product 2	20
Listening Comprehension activities	10
Oral Expression activities	10
Working Habits	10

Activity Book Unit 2 Assessment

Read the instructions out loud and clarify any possible doubts. Have students complete page 52 individually.

› Product 1 and 2:

Use the following criteria to evaluate the products:

	Yes	No	
› students bring complete material.			
› students understand differences between a set of instructions and a list of materials.	Not yet	Almost there	Can do it!
› students are able to observe different stages of an experiment.	Not yet	Almost there	Can do it!
› students are able to illustrate instructions.	Not yet	Almost there	Can do it!
› students follow instructions and finish the product on time.	Not yet	Almost there	Can do it!

› Comprehension Check:

Evaluate Reading and Listening Comprehension as well as Oral expression by reading the stories in the Informative and Narrative Books. Use the reading comprehension questions at the end of the story.

› Working habits, participation and attitude:

Evaluate by considering if students:

- › use time appropriately
- › solve problems effectively
- › seek help when it is needed
- › complete tasks on time
- › participate with enthusiasm in teamwork, pair work and in role play activities.
- › have a positive attitude when working individually or collectively.
- › help other classmates and enjoy the activities.

Scripts and Lyrics

Track 11, Activity Book page 32.

Mother: What are you doing, Lisa?

Girl: Mother, why does not my plant grow well?

Mother: Let me take a look at the plant.

Mmm, your plant has no water.

You must water your plant three days a week.

Girl: Then, how much water does a plant need?

Track 12, Activity Book page 42.

When you walk in the street, you need to be careful and alert.

You should not play or run in the street.

When you cross the street, you should do it on the pedestrian crossing.

You have to look at your right and left before crossing the street.

If a red sign is lighted on in the pedestrian traffic light, you have to stop.

If a green sign is lighted on in the pedestrian traffic light, you can go but carefully.

Track 13, Activity Book page 45.

Everybody is special in their own way

Color the right side of the rectangle with green.

Color the left side of the oval with purple.

Color the right side of the triangle with blue.

Color the left side of the square with yellow.

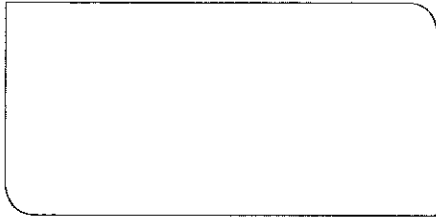
And finally, color the left side of the circle with red and the right side with orange.

Name _____ Date _____

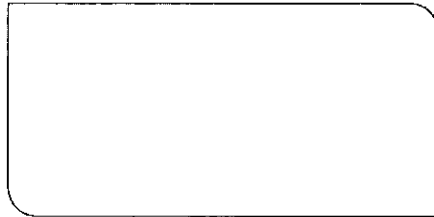
Photocopiable material

1. Read the next instructions and draw a picture of each step.

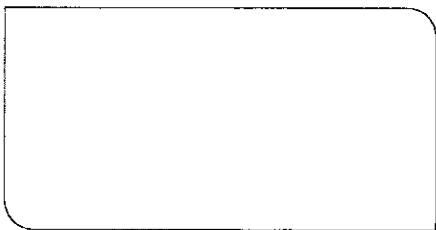
a) Dig a hole in the ground.



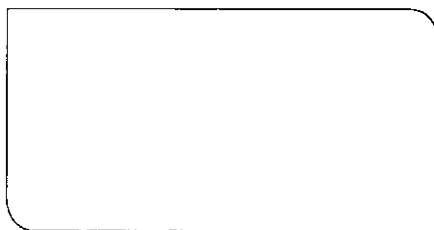
b) Drop some seeds in the whole.



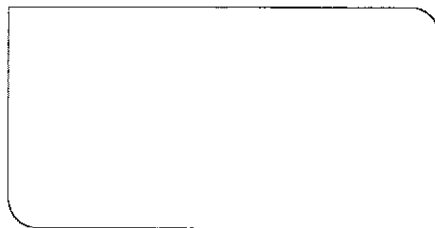
c) Cover the hole with soil.



d) Water the seeds.



e) Watch the seeds grow.



flowers

tomatoes

sun

worm

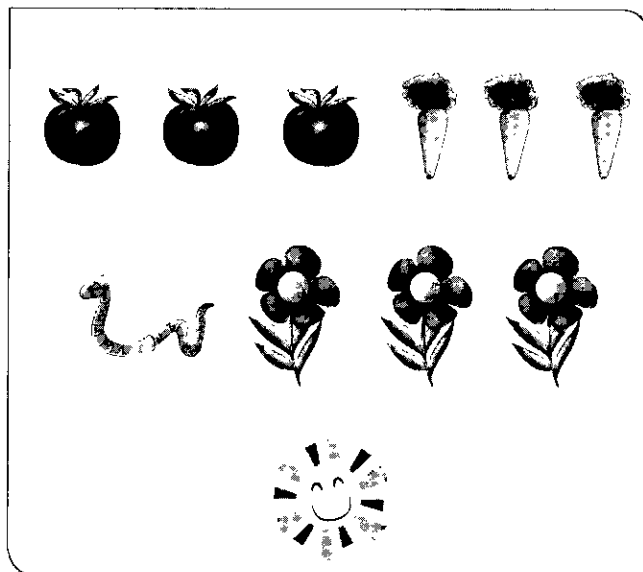
carrots

2. Complete the next sentences. Use the pictures to help you.

a) My grandmother plants _____ and _____ in her garden.

b) I found a _____ next to the _____.

c) All plants need _____ to grow.



Photocopiable material

Name

Date

1. Find the words in the puzzle.

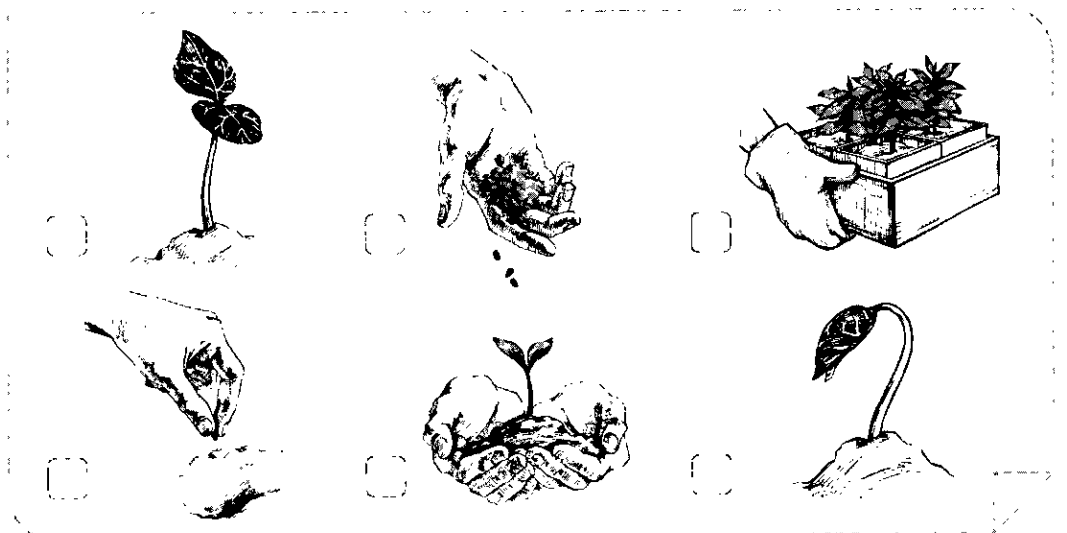
- seeds
- flower
- sunlight
- stem
- leaves
- nutrients

W	R	Y	U	N	V	G	I	J	G	N
S	E	E	D	S	A	X	R	Y	U	I
C	W	A	Z	F	F	U	H	J	K	I
A	O	U	I	J	L	E	A	V	E	S
X	F	Y	J	M	O	L	I	L	O	U
D	A	R	X	Z	W	R	T	I	L	N
Z	A	U	E	D	E	E	I	O	K	L
X	R	F	Y	S	R	S	A	Z	J	I
A	S	T	E	M	Z	C	X	F	K	G
W	E	I	H	L	C	N	Z	E	R	H
Z	N	U	T	R	I	E	N	T	S	T
X	A	S	O	A	S	D	K	L	I	O

2. Circle the word that best completes the sentence. Then, write it on the lines.

- a) The _____ of a plant provide support to it. flowers / roots
- b) Leaves use sunlight, air, water and _____ to make food for the plant. nutrients / soil
- c) The _____ of the plant carries water and nutrients to the plant. stem / leaves
- d) Flowers produce _____ and help to produce new plants. roots / seeds

3. Number the pictures to place them in the correct order.



Name _____ Date _____

Photocopiable
material

1. Bring a dried flower and paste it in the box, make sure it has all the parts you have learned. Label each part of the plant.

2. Find the hidden words, and then write them on the lines.

leaves

stem

roots

flower

dig water ud seeds wi plant kl leaves rias unlight coroot sti w stem e uix

- | | |
|----------|----------|
| a) _____ | e) _____ |
| b) _____ | f) _____ |
| c) _____ | g) _____ |
| d) _____ | |

**Photocopiable
material**

Name _____ Date _____

1. Put a check next to the correct behaviors and a cross next to the wrong ones.

a) When I cross the street, I have to run.



b) When I cross the street, I have to walk.



c) If I see the traffic light is red, I have to stop and wait.



d) If I see the traffic light is red, I have to cross the street.



e) In the street I can play and fool around.



f) In the street I have to be careful and alert.

**2. Write the sentences in the correct order.**

a) means stop / in the traffic light / A red sign

b) means / I can go / Green

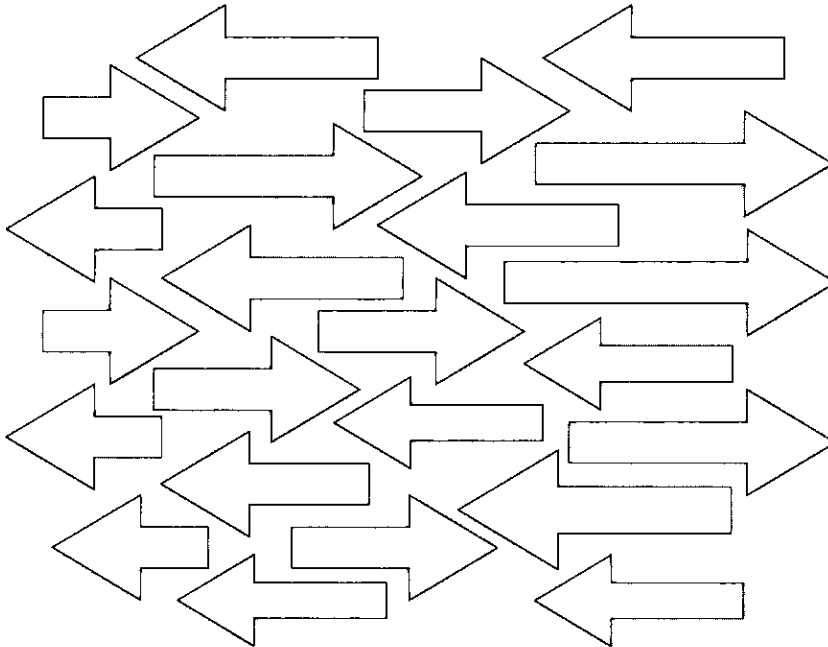
c) the street / I cross / on the pedestrian crossing

d) I always / and alert / have to be careful

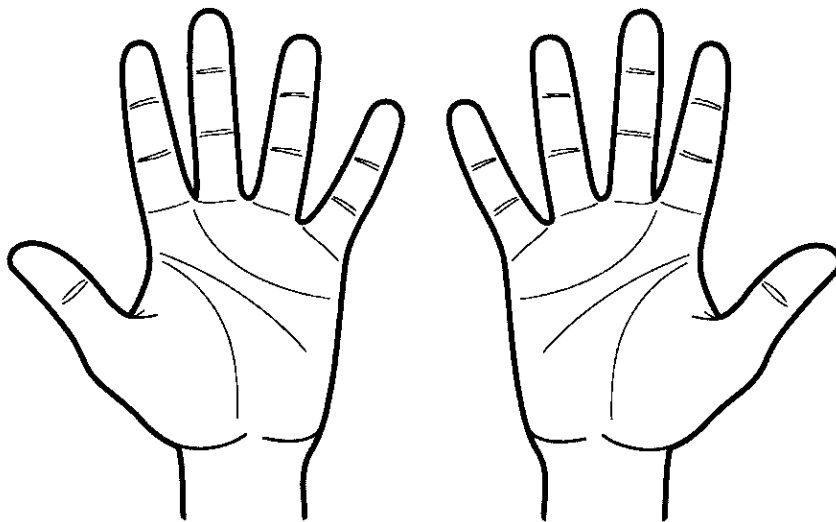
Name _____ Date _____

**Photocopiable
material**

1. Color with green the arrows that point to the left and with blue the ones that point to the right.



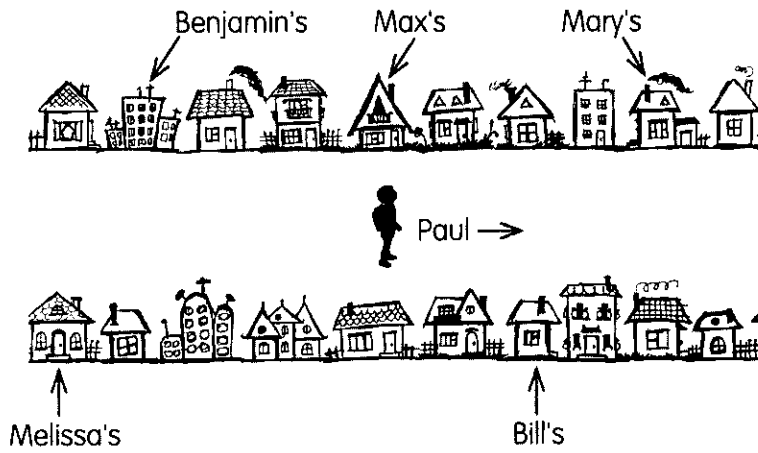
2. Draw a traffic light next to the right hand and a stop sign next to the left hand. Write the words right and left under the correct hand.



Photocopiable material

Name _____ Date _____

1. Look at the picture and identify the houses of each one of the children.



2. Paul needs help to get to his friends' houses. Complete the instructions so Paul can follow them.

- | | | |
|----------------------|------------|------------|
| turn left | to go back | to go left |
| to go straight ahead | turn right | turn left |

- a) If Paul goes to Mary's house, he has and
- b) If Paul goes to Benjamin's house, he has and
- c) If Paul goes to Melissa's house, he has and
- d) If Paul goes to Max's house, he has

3. Choose two houses in the picture that you will color with purple and orange. Now, write two more sentences like the ones on the previous exercise. Follow the example.

If Paul goes to the orange house, he has to...

- ›
- ›

3

Unit

School Festival

"Huge red cherries on the vine
What are they? Please, tell us.
Those are tomatoes, ripe and fine,
And they are great for our salad."



Environment: Literary and Ludic.

Communicative activity: Ludic expression.

Social practice of the language: Change verses in a child's poem.

Achievements:

- Explore illustrated children's poems.
- Participate in the reading out loud of children's poems.
- Complete written verses.

Environment: Educational and Academic.

Communicative activity: Search and selection of information.

Social practice of the language: Write questions to get information about products from the field.

Achievements:

- Explore illustrated children's books about country products.
- Participate in the exchange of questions and answers about products from the country.
- Review writing questions to get information.

Materials needed for lessons 1 to 4:

- › Informative Reading Book
- › Audio Tracks 14 to 19
- › Activity Book
- › Digital flashcards 1, 2, and 3
- › A circle of cardboard paper of about 20 cms in diameter
- › The bottom part of a box of shoes or a cardboard rectangle of the same size (15 x 30 cms)
- › Markers and colored pencils
- › A pushpin or thumbtack
- › Scotch tape
- › Modeling clay
- › Scissors
- › Stickers
- › A glue stick
- › A colored sheet of paper per student

Social practice of the language:
Change verses in a child's poem.

LESSON 1
Combinations

Achievements:

- › Explore illustrated children's poems.
- › Participate in the reading out loud of children's poems.
- › Complete written verses.

› Access

Ask students if they know what a poem is. Ask them if they can give you an example. Ask them to tell you a characteristic of a poem. Write the next words on the board: fan – pan / feet – sweet / school – pool and remind students of rhyming words. Have some volunteers explain with their own words what rhyming words are.

Have students open their books on page 54, and read the

instructions out loud. Explain the exercise to students and ask them to complete it individually. Have some volunteers give answers out loud.

Tell students that you will listen to a rhyme about a star. Check that students know what a star is and then ask them to listen carefully to the Track and to pay attention to the rhyming words. Play audio Track 14 once to allow students find the rhyming words. Play it a

Environment:
Literary and Ludic.

Social practice of the language: Change verses in a child's poem.

Access



1. Read the words in the box and find the words that rhyme with star. Then, write the missing letters to complete the words.

s t a r

c a r

s c a r

g u i t a r

car

part

scar

can

path

guitar

2. Listen to the rhyme on audio Track 14.

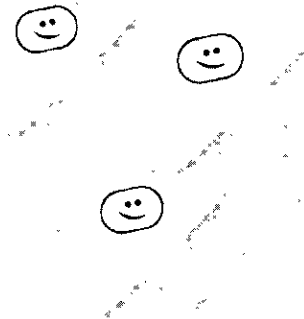
3. Read the rhyme. Circle the words that rhyme and color the stars.

Star (light) star (bright)

First star I see (tonight)

I wish I may, I wish I (might)

Have the wish I wish (tonight)



SCHOOL FESTIVAL

LESSON 2

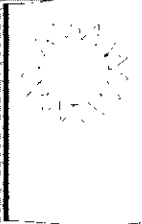



Discovering new rhymes

Achievements:

- › Explore illustrated children's poems.
- › Participate in the reading out loud of children's poems.
- › Complete written verses.



1. Read the rhymes and color the illustrations.

	Mr Sun Oh, Mr Sun, Sun Mr. Golden Sun Please shine down on me		Mr. Sun Oh, Mr. Sun, Sun Mr. Golden Sun Hiding behind a tree
	These little children are asking you To please come out, so we can play with you		Mr Sun, Sun Mr Golden Sun Please shine down on me



2. Match the words that rhyme.

pool	↘	man
van	↗	bug
rug	↘	school



› Access

Before starting the lesson ask students to tell you what a rhyme is. Elicit answers and clarify any doubts if necessary. To give an example, write the next four words on the board: dog, frog, log, pig. Ask students what are the rhyming words and which one does not rhyme.

Read the instructions and make sure students understand what to do. Ask students to read the

rhymes silently. Once they finish, read them out loud and have students read them after you. Ask children to work with a partner and have them read the rhymes to each other taking turns. Have students color the illustrations once they finish reading.

On exercise 2 ask students to read the words out loud. Before they solve the exercise, ask them what are the ending sounds of these words.

Tell students to match the rhyming words.

› Connect

Ask students to look at the pictures and have them read the words out loud. Read the instructions and ask children to circle the pictures that rhyme using different colors.

Write the words "the" and "eats", "wants" on the board.

UNIT 3



Ask students to make two rhyming sentences using these words and the ones on exercise 1. For example: "The parrot eats a carrot or the snake wants a cake". Then ask them to change the words to make a none rhyming sentence. Pay attention to see which students participate, take notes to record evidences of their oral skills.

› Process

Ask students to take out the colored pencil case and to name the different colors they have. Make sure they name blue, black, and pink among others.

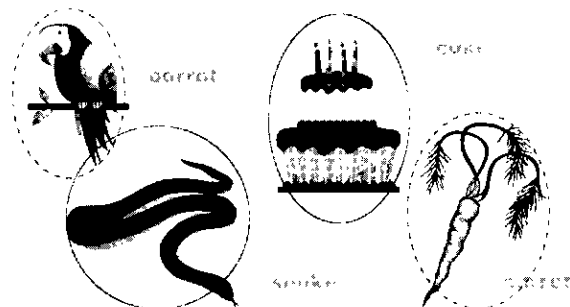
Show students Digital flashcards 1, 2, and 3. Have students identify the words that rhyme with the color. Ask children to open their books on page 58, and read the instructions out loud. Ask students to copy the words in their books. Give children enough time to color the crayons according to their colors.

Have students repeat out loud the words that rhyme with each color.

Audio Track 16. Read the instructions and explain students they will listen to a rhyme about colors. Have students read the rhyme in silence and once they finish, play audio Track 16.

Connect

1. Circle with the same color the pictures that rhyme.



Process

1. Color the crayons, then write the words that rhyme with each color.



Blue



glue

true



Pink



drink

blink

Black



back

quack



2. Listen to audio Track 16, and write the words to complete the rhyme.



Sticks of colors, orange, yellow, red, green, and brown like bread.

Blue like water in the sea, purple like bruises on my knee.

Black like night, when I am in bed, dreaming in orange yellow, red and green.



SCHOOL FESTIVAL

Tell students you will play the audio again for them to complete the exercise. Pause the audio if necessary. Play the audio a third time for students to review their answers. Once students finish, ask them to read it out loud after you.

› Additional activities

Have students answer extra worksheets about rhyming words. Page 86.

› ICTs

Visit the next web site where you can find poems and rhymes about colors.

<http://www.canteach.ca/elementary/songspoems20.html>

http://www.literactive.com/Download/live.asp?swf=story_files/washing_line_rhyme_US.swf

LESSON 3

Rhymes in poems and songs

Achievements:

- › Explore illustrated children's poems.
- › Participate in the reading out loud of children's poems.
- › Complete written verses.

1. Read the poem and draw a line to divide the stanzas.



Five little ducks went swimming one day,
Over the hill and far away,
Mother duck said, "Quack, quack, quack!"
But, only four little ducks came back.

2. Listen to audio Track 13. Write the missing rhyming words to complete the poem.

seat nose down hands

"Mr. Brown, the Circus Clown"

Mr. Brown, the circus clown
put his clothes upside down
He wears his hat upon his toes,
and socks and shoes upon his nose
He puts his glasses on his feet,
and shirt and coat around his seat
And when he is dressed, at last he stands
and walks around upon his hands

Access

Read

Draw

17

Write

Word bank

Hill: a raised area of land smaller than a mountain.

Far away: distant, not close.

Upon: on.

At last: finally.

› Access

Before starting the lesson, tell students poems and rhymes are divided in stanzas. Explain stanza is a type of division composed of two or more lines. Ask students to open their books on page 58. Ask them if they remember the rhyme about the colors to read it again (Process, ex.2). Explain them that this rhyme can be divided in three stanzas. Ask them to read them out loud one by one and help

them do the difference between the stanzas.

Ask students to open their books on page 59. Read the poem out loud and ask students to read it in silence after you.

Read the instructions out loud and ask students to divide the stanzas with a line.

Once they finish, have students work in pairs and ask them to

read the poem to each other several times.

Read the instructions and tell students they will complete the song they are going to listen. Ask students to read the song in silence and once they finish, play audio Track 17.

Discuss with your students what the poem is about. Ask them if they have ever seen a funny clown doing everything upside down.

UNIT 3

Then, to conclude ask them to tell you out loud the words that rhyme. Play the Track again for students to complete the poem.

› Connect

Ask students what time is it. Recall with them numbers 1 to 12 and ask them to count out loud. Then, tell them they will listen to a song about a clock called Hickory Dickory Dock.

Play audio Track 18 and ask students what numbers they listen to in the song. After they answer, write on the board the answers: one, two, three and four.

Now, tell them that you will play the audio once again so they can find the words that rhyme with these numbers and underline them.

Tell students that this rhyme can go on until number 12. Ask them to read the words from the box so they can then find the words that rhyme with numbers five to twelve.

To conclude incite them to work in pairs to invent a new stanza for the song using the pairs of rhyming words of exercise 3.

Take notes while they work, to record evidences of their oral

Connect

1 Listen to the rhyme on audio 18. Then, read the lyrics.

2 Read the rhyme and underline the rhyming words.

"Hickory Dickory Dock"

Hickory Dickory Dock	Hickory Dickory Dock
The mouse ran up the clock	Hickory Dickory Dock
The clock struck one . . .	The dog barked at the clock.
The mouse ran down	The clock struck three
Hickory Dickory Dock	Hiddle-dee-dee
Hickory Dickory Dock,	Hickory Dickory Dock!
Tick, tock, tick tock	Hickory Dickory Dock,
Hickory Dickory Dock	Tick, tock, tick tock
Hickory Dickory Dock	Hickory Dickory Dock!
The bird looked at the clock,	Hickory Dickory Dock
The clock struck two . . .	The bear slept by the clock,
Away she flew	The clock struck four
Hickory Dickory Dock	He ran out the door,
Hickory Dickory Dock,	Hickory Dickory Dock!
Hickory Dickory Dock	Hickory Dickory Dock

This rhyme can go on and on until the clock strikes

3 Write on the lines the words that rhyme with numbers five to twelve

rhymes with	rhymes with
rhymes with	rhymes with
rhymes with	rhymes with
rhymes with	rhymes with

4 With a partner invent a new stanza for the song using a pair of the rhyming words of exercise 3

skills as well as to evaluate their participation and understanding.

› Process

Before starting the next activity ask students If they have ever jumped in the bed. Ask them what are the risks of doing this and let them share their experiences.

Now play audio Track 19 and mimic the song using your hands and fingers so students get a better understanding of the song. First use three fingers "hopping" in one hand, then use two fingers and finally one. Incite students to mimic your gestures.

Read the song and have students read it after you. Ask students to draw lines to divide the song in stanzas Then, divide the group into three teams and ask them to read one stanza each, then have them switch stanzas.

Process

1 Listen to audio 19. Then, read the lyrics

"Three little monkeys"

Three little monkeys jumping on the bed,
One fell down and bumped his head,
Mama called the doctor and the doctor said,
No more monkeys jumping on the bed!

Two little monkeys jumping on the bed,
One fell down and bumped his head,
Mama called the doctor and the doctor said,
No more monkeys jumping on the bed!

One little monkey jumping on the bed,
She fell down and bumped her head,
Mama called the doctor and the doctor said,
Put those monkeys right to bed!

2 Draw a line to divide the stanzas and underline the rhyming words

3 Draw a picture to illustrate the song

Now Play the audio track once more and ask students to underline the rhyming words. Once they have finished ask them to illustrate the song.

While students draw their pictures walk around the classroom to check students work. Ask them to tell you the rhyming words they underlined so you can assess their achievements.

› Additional activities

Have students answer extra worksheets to reinforce the contents in this lesson. Page 87.

› ICTs

Visit the next web site and make photocopies of the suggested activity for students to practice rhymes and stanzas:

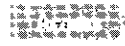
<http://www.kidzone.ws/poetry/fiveline2b.gif>

LESSON 4

Product: A roulette full of verses

Achievements:

- › Explore illustrated children's poems.
- › Participate in the reading out loud of children's poems.
- › Complete written verses.



Answer orally and check when done.

- Name a poem or song learned in the past lessons.
- What makes words rhyme?
- Mention a pair of rhyming words.

MATERIALS NEEDED:

- A circle of cardboard paper of about 20 cms in diameter
- A pushpin or thumbtack
- The bottom part of a box of shoes or a cardboard rectangle of the same size (15 x 30 cms)
- Scotch tape
- Markers
- Modeling clay
- Colored pencils
- Scissors
- Stickers
- A glue stick
- A colored sheet of paper



1. Read on the previous lessons the songs you have learned. Choose your favorite and write the lyrics on a colored sheet of paper.



2. Draw 8 lines in the circle to divide it into equal parts.



3. Cut the lyrics of the song you wrote into stanzas and paste them on the circle, one on each space.



SCHOOL FESTIVAL

› Access

Read the questions and statements with your students. Ask them to answer them orally to review previous knowledge that will help them when doing their product. Ask them to check the boxes when answering correctly.

Ask students to read the songs and rhymes they have learned on pages 54 to 61 and to choose the one they liked the most and let

them tell you why. Ask students to explain their choice.

Before students start working on their product, make sure they have their complete material for this lesson. Read the list of materials out loud and have children write a check (✓) next to each item. Tell students they will make a verse roulette. Monitor their work throughout the whole process and help them if necessary.

Read the instructions and give students enough time to copy their favorite song or rhyme on the sheet of paper. Remind them to be careful with grammar, spelling and punctuation.

Once students finish copying their rhyme or song, ask them to divide the circle into eight equal parts using their ruler.

Have students cut their song or rhyme into stanzas and copy them in the spaces in the circle.

› **Connect**

Read the instructions and go over each step little by little. Have students mark the center of the circle with a pencil or a colored pencil, and mark as well the top, center of the cardboard rectangle.

Tell students to push the pushpin through the center of the circle and the rectangle where they made the marks. This has to be done carefully, so they won't hurt themselves with the tip of the pushpin. Once it is done, have students cover the tip of the pushpin with modeling clay or scotch tape.

Borrow the material of one of your students and show them how they should do it.

› **Process**

Check that the roulette spins correctly and before students decorate it, have them draw an arrow from the bottom of the

Connect

1. Draw a dot on the center of the circle with a colored pencil. Push a little bit the pencil to make a mark.
2. Draw a mark at the top, in the center of the cardboard rectangle.
3. Push the pushpin through the center of the circle and the rectangle. Cover the tip of the pushpin with scotch tape and modeling clay on the back.

Draw

Word bank

Push: To move ahead applying pressure.
Spin: to turn quickly.
Tip: the end of something pointy, like the push pin.

1. Write the title of your verse, and decorate the rectangle with the markers and stickers.
2. Draw an arrow from the bottom of the rectangle to the top.
3. Work in pairs to spin your roulettes. Spin the circle and write the verses in your notebook until you complete the rhyme. Share your favorite rhymes.

Process

Write

Draw

Pair work

Role play

Self-evaluation

<p>I don't understand. I need more work to gain better understanding.</p>	<p>I need to keep practicing to improve my achievements.</p>	<p>I will use what I have learned in my daily life and I will keep learning.</p>
---	--	--

My knowledge light

UNIT 3

rectangle to the top, to point at the circle.

Ask students to spin their roulettes and have them write the verses they get in their notebooks until they complete a rhyme. Have some volunteers share their new versions of their rhyme with the rest of the class.

Invite them to come to the front of the classroom to show their work and to recite or sing the rhymes and songs they chose.

› **My knowledge light**

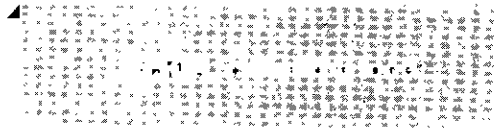
Offer students some minutes to remember all songs and rhymes they have learnt and present to the classroom with their products. Let them tell you which one they preferred. Use the Self Evaluation Flashcard with your students so they can color the correct light of the Knowledge Light to evaluate themselves.

Materials needed for lessons 5 to 8:

- › Narrative Reading Book
- › Activity Book
- › Audio Tracks 20, 21 and 22
- › Digital flashcards 4, 5, and 6
- › Scissors
- › Glue sticks
- › One sheet of paper per student
- › Markers
- › Colored pencils
- › Magazines

Environment:
Educational and Academic.

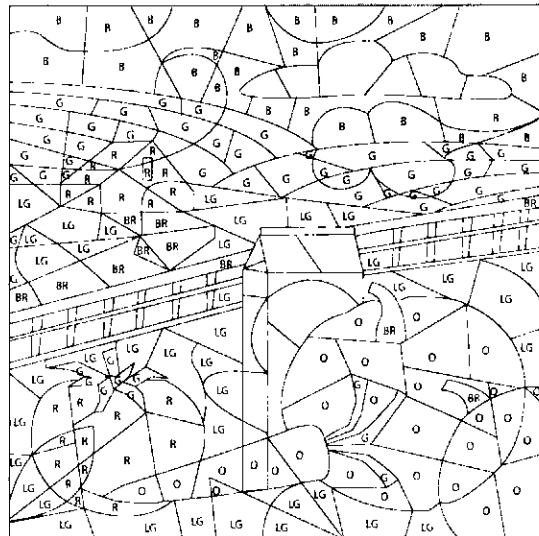
Social practice of the language: Write questions to get information about products from the field.



1. Color the picture using the code to find the organic products from Roberto's farm.



- B Blue
- G Green
- LG Light green
- R Red
- BR Brown
- O Orange



2. Write the name of the products you found.

tomato pumpkin carrot milk

- › tomato
- › pumpkin
- › carrot
- › milk

Social practice of the language:

Write questions to get information about products from the field.

LESSON 5
Healthy food

Achievements:

- › Explore illustrated children's books about country products.
- › Participate in the exchange of questions and answers about products from the country.
- › Review writing questions to get information.



SCHOOL FESTIVAL

› Access

Before starting the lesson, ask students these questions: Which fruits and vegetables do you like to eat? How often do you eat them? Do you know where they come from? Elicit answers from several students. Make a list on the board of the fruits and vegetables that students list and suggest some others like radish, broccoli or pumpkin that students may not eat so often.

Have students open their Narrative Reading Books on page 21, and have them explain and describe the picture.

Read the story on page 22 and ask students to follow your reading silently. Pause to ask questions and to show students the illustrations. Ask students for their opinion about the story and discuss the changes in Roberto's life.

Have students open their Activity Book on page 64 and read the instructions out loud.

Give students enough time to color the picture according to the color code to find the organic products.

Remind students that organic products are those produced in a clean environment and are free of pesticides. Ask them if their parents buy organic products or if they have ever tasted them. Ask them if they have ever ate a tomato or an apple with no real taste. Have them explain their experiences.

Once students finish coloring the image, have them write the products they found on the lines.

› Connect

Ask the questions to your students to know if they like apples, pears, bananas, carrots and candies. Use the following question: Do you like...? Ask them to use a full sentence to answer: "Yes I like..." or "No, I don't like..." Write the questions and the two possible answers on the board so students can read them and use them.

Read the instructions out loud and tell students they will listen to a song about food. Have students read the song in silence before playing audio Track 20.

Once students finish reading, play the Track for students to listen to

Connect

1. Listen to audio Track 20 and write the words to complete the song

"Healthy food"

Do you like _____?
 Do you like _____?
 Yes, I like apples. Yes, I like apples.
 Do you like _____?
 Do you like _____?
 Yes, I like _____ Yes, I like _____
 Do you like _____?
 Do you like _____?
 No, I do not like candies. No, I do not like candies.
 I like to _____ like to _____
 I like to _____
 I like to eat healthy food, not junk food!

2. Match the pictures with the descriptions

Process

Where do we get the food we eat? Match the pictures

What's something you'd like to eat?

the song without completing the exercise.

Play the song a second time and ask students to complete it as they listen. Check the answers as a group and allow students to make any necessary corrections.

Play the song one more time and encourage children to sing along.

Read out loud the descriptions of exercise two and ask students to find the answers and tell them orally. Then ask students to read the descriptions in silence and to match them with the correct picture.

› Process

Ask students if they know where we get the food we eat and the clothes we wear from, and write their answers on the board.

Explain that after farmers harvest fruit and vegetables, these are sold to markets or supermarkets so we can buy them.

Explain that certain foods come from specific plants and animals and that we use cotton to make clothes.

Ask students to open their books on page 66 to answer the exercise.

› Additional activities

Have students answer extra worksheets to reinforce the contents in this lesson. Page 88.

› ICTs

Visit the next web site and use these flashcards to explain students some processes of products:

http://www.montessoriforever.yone.com/assets/PDF/Where_Things_Come_From.pdf

http://www.montessoriforever.yone.com/assets/PDF/Where_Things_Come_From.pdf

LESSON 6
Fruits and vegetables

Achievements:

- › Explore illustrated children's books about country products.
- › Participate in the exchange of questions and answers about products from the country.
- › Review writing questions to get information.

› Access

Ask students if they remember some of the field products that have been studied in the past lessons. Ask them where they come from.

Read the instructions out loud and explain to students that to find the secret words they have to use the code.





















Review as a group the name of each picture in the code (A is for ant, B is for bee, etc.) and once you finish, give students enough time to find the words.

Write on the board the three questions of the second exercise, and tell students we use these questions to know about color, size and type of products of the field. Practice the questions with

LESSON 6: Fruits and vegetables

1. Write the correct letters to find the coded words.

Access

A= 	E= 	I= 	N= 	S= 
B= 	F= 	K= 	O= 	T= 
C= 	G= 	L= 	P= 	U= 
D= 	H= 	M= 	R= 	Y= 

Write

A P P L E C O R N



L E T T U C E M I L K



2. Read the questions and circle the answer.

What color is this?



red
white

What size is this?



big
small

What is it?



fruit
vegetable

Read



Circle

NETWORK ?

UNIT 3

several food examples before starting the exercise.

Read the instructions and have students circle the answer that best describes the fruits.

Ask students if they like food that is sweet, salty or sour. Ask them what kind of food has these different type of tastes. Let them express their preferences. Use the food of exercise one to develop the topic.

› Connect

Write the question and both answers on the board, and practice them as a group.

Have students open their books on page 68 and read the instructions out loud.

Ask one student to pass to the front of the classroom to show how they should work. Repeat the dialog and then ask another student to pass to the front, do

the same exercise but change roles.

Have students work in pairs, each pair consisting of a boy and a girl, and give them enough time to practice themselves. Ask them to switch roles once they finish. Walk around and monitor their work.

While your students are practicing their dialogs, take notes to assess their language skills. Collect evidences of the information they exchange.

› Process


Remind students that information questions begin with capital letters and end with a question mark. Read the instructions out loud, and make sure students understand what to do. Read the words in the box and have students complete the questions using the correct word and punctuation. Ask some volunteers to go to the front to write the complete questions on the board to check their answers. Then, one student will have to ask the question and the other one will have to answer it orally.

Divide the group into teams of three and read the instructions out loud.


Tell students they will have to listen to the Track very carefully for them to complete the rhyme.

Connect


1. Work in pairs and practice. Then, switch roles



Role play



Pair work



Where does food come from?

It is grown in the country.

It is grown on farms.

carrots

lemons

oranges

peaches

apples

bananas

potatoes

tomatoes

peppers

onions

garlic

spinach

broccoli

corn

rice

wheat

oats

barley

soybeans

peas

lentils

beans

chickpeas

almonds

walnuts

cashews

pecans

hazelnuts

coconuts

macadamia nuts

pistachios

pine nuts

sunflower seeds

pumpkin seeds

flax seeds

chia seeds

sesame seeds

popcorn

raisins

dried fruits

nuts

seeds

grains

vegetables

fruits

legumes

nuts and seeds

grains and legumes

vegetables and fruits

nuts and seeds and grains

vegetables and fruits and grains

nuts and seeds and grains and legumes

vegetables and fruits and grains and legumes

Process

1. Write the words and the correct punctuation to complete the questions.

Write

› What color / size are carrots ?

› What color / size are lemons ?

› How do oranges taste ?

carrots

lemons

oranges

peaches

apples

bananas

potatoes

tomatoes

peppers

onions

garlic

spinach

broccoli

corn

rice

wheat

oats

barley

soybeans

peas

lentils

beans

chickpeas

almonds

walnuts

cashews

pecans

hazelnuts

coconuts

macadamia nuts

pistachios

pine nuts

sunflower seeds

pumpkin seeds

flax seeds

chia seeds

sesame seeds

popcorn

raisins

dried fruits

nuts

seeds

grains

vegetables

fruits

legumes

nuts and seeds

grains and legumes

vegetables and fruits

nuts and seeds and grains

vegetables and fruits and grains

nuts and seeds and grains and legumes

vegetables and fruits and grains and legumes

2. Listen to audio Track 21. Write the words to complete the rhyme. Work in teams.

Write

Anna Banana jump into the stew!

Gravy and carrots are good for you.

Good for your teeth, and your fingernails too.

So, Anna Banana, jump into the stew!

carrots

lemons

oranges

peaches

apples

bananas

potatoes

tomatoes

peppers

onions

garlic

spinach

broccoli

corn

rice

wheat

oats

barley

soybeans

peas

lentils

beans

chickpeas

almonds

walnuts

cashews

pecans

hazelnuts

coconuts

macadamia nuts

pistachios

pine nuts

sunflower seeds

pumpkin seeds

flax seeds

chia seeds

sesame seeds

popcorn

raisins

dried fruits

nuts

seeds

grains

vegetables

fruits

legumes

nuts and seeds

grains and legumes


vegetables and fruits

nuts and seeds and grains

vegetables and fruits and grains

nuts and seeds and grains and legumes

vegetables and fruits and grains and legumes



SCHOOL FESTIVAL

Ask students if they remember the rhymes and songs learned on the past unit. Explain to them that they will listen to a new rhyme but this time related with food. Ask them if they know any songs or rhymes related with food and let them share with you.

Play audio Track 21 and ask students to listen to it without completing anything. Play the Track a second time and have students write the missing words. Ask some volunteers to read the lines to review the answers, and allow students to correct their work if necessary.

Play the Track again and have students read along.

› Additional activities

Have students answer extra worksheets to practice the contents in this lesson. Page 89.

› ICTs

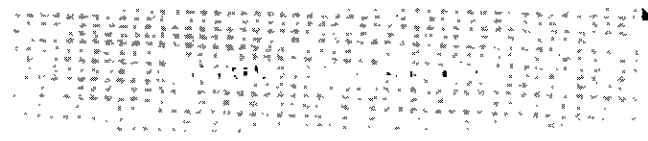
Visit the next web site and play any of the three interactive games as a group:

<http://www.eslgamesplus.com/question-words-game/>

LESSON 7 Organic food

Achievements:

- › Participate in the exchange of questions and answers about products from the country.
- › Review writing questions to get information.



1. Write the words in the correct order to form questions.

- | | |
|--------------------|--------------------|
| is. What it? color | What color is it? |
| size? it? is. What | What size is it? |
| taste? How it does | How does it taste? |



2. Look at Digital flashcards 4, 5, and 6. Then, draw a healthy lunch you would like to eat at recess. Students' own answers.



3. Ask your classmates: What did you eat yesterday at lunch? Did you like it?



4. Write two sentences to say if your classmates liked or not their lunch and mention what they ate. Follow the example.



My friend _____ liked / did not like / his / her lunch.
He / she ate _____

- a)
- b)



› Access

Remind students of questions to ask for size, color or taste. Write some examples on the board and have students notice the order of every word.

Erase the examples and ask students to open their books on page 69. Read the instructions out loud and ask students to write the questions in the correct order.

Show students Digital flashcards 4, 5 and 6, and have them notice the figures are made out of healthy food.

Read the instructions out loud and ask students to draw some healthy food or lunch to eat at recess following the flashcards as examples.

Have some volunteers share and explain their work to the rest of the class. At the end, discuss the importance of eating well and healthily.

Ask students what did they ate at lunch yesterday. Ask them:

“Did you like what you ate yesterday?” Ask students to pay attention to their classmates' so they can write on exercise 4 two sentences about their classmates answers following the example written on the Activity Book.

› Connect

Ask students to list some fruits and vegetables learnt on previous lessons and write them on the board. Ask students to

UNIT 3

LESSON 8

Product: Survey of natural products from the countryside

Achievements:

- › Participate in the exchange of questions and answers about products from the country.
- › Review writing questions to get information.

Access

Answer orally and check when done.

- What are the words that we use to ask questions?
- Ask a question to a partner to learn if he/she likes fruit and vegetables.
- What is organic food?

MATERIALS NEEDED:

- ★ One sheet of paper per student
- ★ Markers or colored pencils
- ★ Scissors
- ★ Magazines
- ★ Glue sticks
- ★ A piece of cardboard per team

Match

1. Match the fruit or vegetable with its description.

pear

bananas

potatoes

This sweet fruit with yellow peel is one of the most popular fruits.

This fruit has a very thin peel. It is crunchy, sweet and water laden.

This vegetable is great baked or mashed.

SCHOOL FESTIVAL

Access

Read the questions and statements with your students. Ask them to answer them orally to review previous knowledge that will help them when doing their product. Ask them to check the boxes when answering correctly.

Ask students to remember the story *I love the countryside*. Ask them what is organic food and why it is good for their health.

Ask students who of them eat organic food.

Make a chart on the board to represent the number of students who know what organic food is and to represent how many eat it.

Before students start working on their product, make sure they have their complete material for this lesson. Read the list of materials out loud and have children write a check (✓) next

to each item. Tell students they will conduct a survey of natural products. Monitor their work throughout the whole process and help them if necessary.

Read the instructions out loud and before students do the exercise, have them read the descriptions in silence. Ask students to match the fruits with their descriptions, and then have them check their answers with a classmate.

› Connect

Ask students to work in pairs, tell them that one of them will copy the “Questions about organic farming” and the other will copy the “Answers about organic farming” on the sheets of paper. Ask students to copy the title of their product “Natural products from the countryside” on the top of the cardboard. Then, have them cut out each of the questions and answers and paste them in one half of the piece of cardboard, make sure students match the questions with the correct answers.

Once they finish, ask them to discuss some types of organic products and make a list on the other half of the cardboard.

› Process

Read the instructions and ask students to draw pictures of the products they listed.

Once they finish, ask students to go around the classroom asking other teams about their products and discussing if they are organically produced.

Ask students to share their list of products with other teams. They can ask to other teams: “What are the organics products that you chose?” and answer: “we chose ...and...” Let them complete their lists with the ideas they got from other teams.

Connect

1. Work in pairs, and follow your teacher's directions.

“Natural products from the Countryside”



Questions about organic farming.

- › What is organic farming?
- › Do organic farmers ever use pesticides?
- › Is organic food better for you?

Answers about farming.

- › It refers to naturally grown agricultural products.
- › Prevention is the organic farmer's primary strategy for disease and insect control.
- › Yes, organic food may be more safe and nutritious.

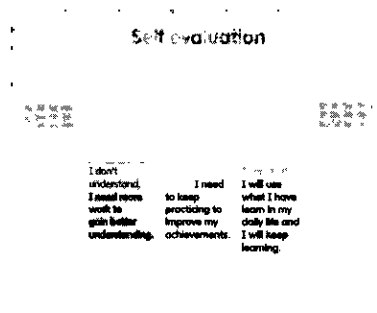
Process

1. Draw the organic products from your list.



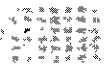
2. Speak with your classmates and teacher. Which one of the products you draw is your favorite? Do you eat it regularly?

Students' own answers



My knowledge light

UNIT 3



Give them enough time to decorate their cardboards, and once they finish, ask some pairs to explain their work to the rest of the class.

› My knowledge light

Offer students some minutes to think about the different field products they have learnt. Ask them if they know how to ask questions about field products and if they have learned new

information about products of the field. Use the Self Evaluation Flashcard with your students so they can draw the correct light of the Knowledge Light to evaluate themselves.

Unit 3 Assessment

Grades show students' progress, and should be an average of their performance across several areas. Look at the following chart:

Collect the notes you took during the unit that can be used as evidences of oral and comprehension achievements and use students' books and products to evaluate their written work.

You can use the following grid to evaluate your students achievements and compare it with their self evaluation.

- ▶ Your student doesn't understand. He/she need more work to gain better understanding.
- ▶ Your student is almost there. He/she needs to keep practicing to improve his/her achievements.
- ▶ Your student can do it. He can use what he/she has learnt in his/her daily life. Encourage him/her to keep this positive attitude and to help his/her classmates.

Share with your students your choices of their evaluations and use motivational words to encourage them in the process of learning a foreign language.

ASSESSMENT

Write: 1. Write the words in the correct column.



Fruits	Vegetables
orange	potato
banana	lettuce
melon	radish
grapes	carrot

Write: 2. Write the words to complete the rhymes.

An apple a day keeps the doctor away
 An orange always gives me courage
 When I speak like a parrot, my mom gives me a carrot
 It's something really rare if I eat a pear



3. Speak with your classmates and teacher. Use questions like: What is your favorite fruit? or Which vegetable you do not like? to know more about your classmates preferences.
4. Listen carefully to their answers and respond using one of these phrases: I also like ... or I do not like neither.

ASPECT	PERCENTAGE
Activity Book, Unit 3 – Assessment	10
Comprehension Check – Story 1	10
Product 1	20
Comprehension Check – Story 2	10
Product 2	20
Listening Comprehension activities	10
Oral Expression activities	10
Working Habits	10

Activity Book Unit 3 Assessment

Read the instructions out loud and clarify any possible questions.
Have students answer page 74.

› Product 1 and 2:

Use the following criteria to evaluate these products:

	Yes	No
› students bring complete material.		
› students understand differences between a set of instructions and a list of materials.	Not yet	Almost there Can do it!
› students are able to observe different stages of an experiment.	Not yet	Almost there Can do it!
› students are able to illustrate instructions.	Not yet	Almost there Can do it!
› students follow instructions and finish the product on time.	Not yet	Almost there Can do it!

› Comprehension Check:

Evaluate Reading and Listening Comprehension as well as Oral expression by reading the stories in the Reading time section.

› Working habits, participation and attitude:

Evaluate by considering if students:

- › use time appropriately
- › solve problems effectively
- › seek help when needed
- › complete tasks on time
- › participate with enthusiasm in teamwork, pair work and in role play activities.
- › have a positive attitude when working individually or collectively.
- › help other classmates and enjoy the activities.

Scripts and Lyrics

Track 14, Activity Book page 54.

Star light, star bright,
First star I see tonight,
I wish I may, I wish I might,
Have the wish I wish tonight.

Track 15, Activity Book page 55.

Rain, rain

Rain, rain, go away,
Come again, another day.
All the children want to play.
Rain, rain go away.

Track 16, Activity Book page 58.

Sticks of colors, orange, yellow, red,
green, and brown like bread.
Blue like water in the sea, purple
like bruises on my knee.
Black like night, when I am in bed,
dreaming in orange, yellow,
red, and green.

Track 17, Activity Book page 59.

Mr. Brown, the Circus Clown

Mr. Brown, the circus clown put
his clothes upside down.
He wears his hat upon his toes,
and socks and shoes upon his
nose.
He puts his glasses on his feet,
and shirt and coat around his
seat.
And when he is dressed, at last
he stands and walks around
upon his hands.

Track 18, Activity Book page 60.

Hickory Dickory Dock

Hickory Dickory Dock, The mouse
ran up the clock. The clock struck
one, The mouse ran down!

Hickory Dickory Dock.

Hickory Dickory Dock,

Tick, tock, tick tock

Hickory Dickory Dock.

Hickory Dickory Dock,

The bird looked at the clock,

The clock struck two 2,

Away she flew,

Hickory Dickory Dock

Hickory Dickory Dock,

Hickory Dickory Dock

Hickory Dickory Dock,

The dog barked at the clock,

The clock struck three 3,

Fiddle-de-dee,

Hickory Dickory Dock!

Hickory Dickory Dock,

Tick, tock, tick tock

Hickory Dickory Dock!

Hickory Dickory Dock,

The bear slept by the clock,

The clock struck four 4,

He ran out the door,

Hickory Dickory Dock!

Hickory Dickory Dock.

Track 19, Activity Book page 61

Three little monkeys

Three little monkeys jumping on
the bed,One fell down and
bumped her head,Mama
called the doctor and the
doctor said,No more monkeys
jumping on the bed!Two
little monkeys jumping on

the bed,One fell down and
bumped his head,Mama
called the doctor and the
doctor said,No more monkeys
jumping on the bed!One
little monkey jumping on
the bed,She fell down and
bumped her head,Mama
called the doctor and
the doctor said,Put those
monkeys right to bed!

Track 20, Activity Book page 65.

Healthy Food

Do you like apples?

Do you like apples?

Yes, I like apples. Yes, I like apples.

Do you like carrots?

Do you like carrots?

Yes, I like carrots. Yes, I like
carrots.

Do you like candy?

Do you like candy?

No, I do not like candies.

No, I do not like candies.

I like to eat, I like to eat, I like to eat,

I like to eat healthy food, not junk
food!

Track 21, Activity Book page 68.

Anna Banana, jump into the stew!
Gravy and carrots are good for you.
Good for your teeth,and your
fingernails too.

So, Anna Banana, jump into the
stew!

Track 22, Activity Book page 71.

There are five food groups on the
food pyramid
That I should choose from each
day.

Vegetables, grain, meat, dairy,
and fruit

Will help my body work and play.
Each food group supplies needed
nutrients.

To help my body to **STAY HEALTHY!**

Name _____ Date _____

**Photocopiable
material**

1. Cut out the words at the bottom of the page and paste them in the box next to the word that rhymes.

goat	
night	
bed	
hat	

kitten	
class	
men	
fox	

2. Read the words and cross the word that does not rhyme. Write on the line the ending sound that makes the words rhyme.

a) bat cat rat pan

b) hen dog pen ten

c) cat fox box

d) wish cake fish dish

e) make cake line bake

f) star car bat

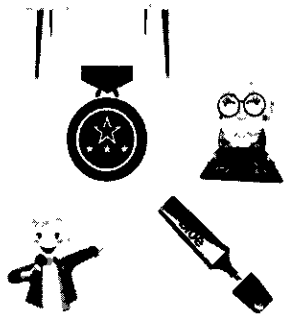


glass red mitten box bat hen light boat

Photocopiable material

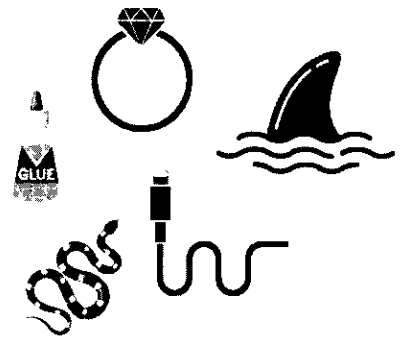
Name _____ Date _____

1. Read the words in each column and match the ones that rhyme.

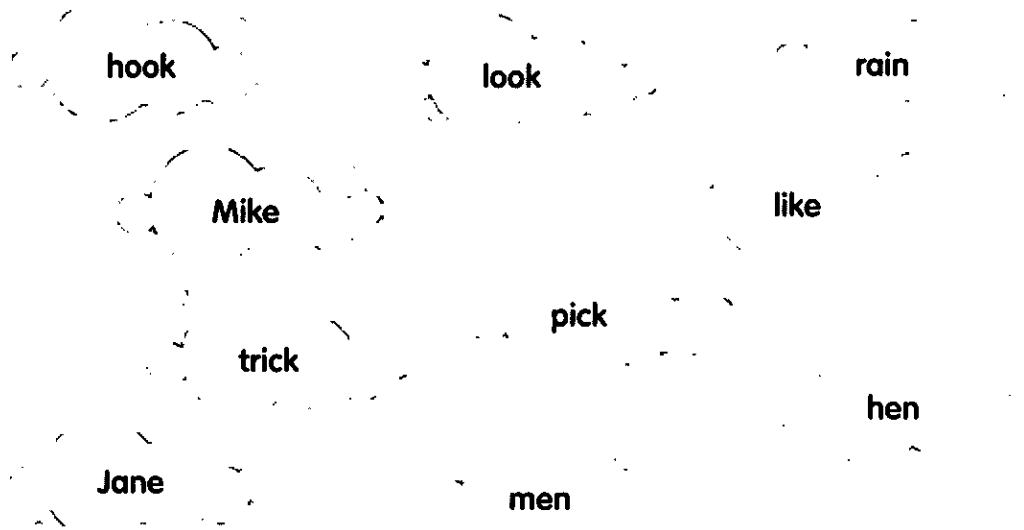


- a) table
- b) bake
- c) win
- d) blue
- e) sing

- ring
- fin
- glue
- cable
- snake



2. Color the clouds that rhyme with the same color.



3. Read the rhyme and underline the words that rhyme.

Frogs jump

Frogs jump, Caterpillars hump
 Worms wiggle, Bugs jiggle
 Rabbits hop, Horses clop
 Snakes slide, Seagulls glide
 Mice creep, Deer leap
 Puppies bounce, Kittens pounce
 Lions stalk, But I walk

(Taken from: http://www.kidsfront.com/rhymes/frogs_jump.html)



Name _____

Date _____

Photocopiable
material

1. Read the next song and underline the words that rhyme.

Mary had a Pretty Bird
Mary had a pretty bird,
Feathers bright and yellow,
Slender legs, upon my word
He was a pretty fellow.

The sweetest notes he always sung,
Which much delighted Mary,
And often where the cage was hung,
She stood to hear Canary.

Traditional English rhyme taken from:
<http://www.rhymes.org.uk/a57-mary-had-pretty-bird.htm>

2. Write the missing words to complete the rhymes.

run man pot cat mill

The _____ is hot.



The _____ is on the mat.



Jill is in the _____.



It is fun to _____.



A _____ is in the van.



Photocopiable material

Name _____ Date _____

1. Write a (✓) next to products that are cultivated in the field.

a) chocolate



e) apples



b) oranges



f) milk



c) cake



g) tomatoes



d) ice-cream



2. Read the descriptions and draw the food.

a) This fruit is very sweet, you can eat it alone or make juice. Its name is the same as its color.

tomato



orange

b) This drink is perfect for breakfast, it is white and it comes from cows.

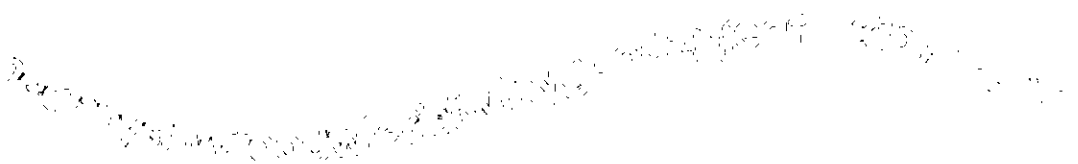
milk



c) This vegetable is red and round, it is very tasty and you can put it in your sandwich.



3. Find the words and color them. Then write the message on the line.

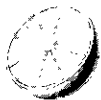


Name _____ Date _____

Photocopiable material

1. Look at the pictures and complete the answers using the words from the box

a) What color is it?



Lemons are _____

b) What size is it?



Kiwis are _____

c) What color is it?



Beans are color _____ or _____

d) Does it taste good?



Strawberries are _____

e) What size is it?



Carrots can be _____ or _____ size.

small
brown
small
black
sweet
green
medium

2. Draw your favorite fruit and describe it. Write about its color, size and taste.

Fruits:

apples pears lemon bananas strawberries pineapple melon Watermelon

Colors:

red
green
yellow
pink
orange

Sizes:

small
medium
big

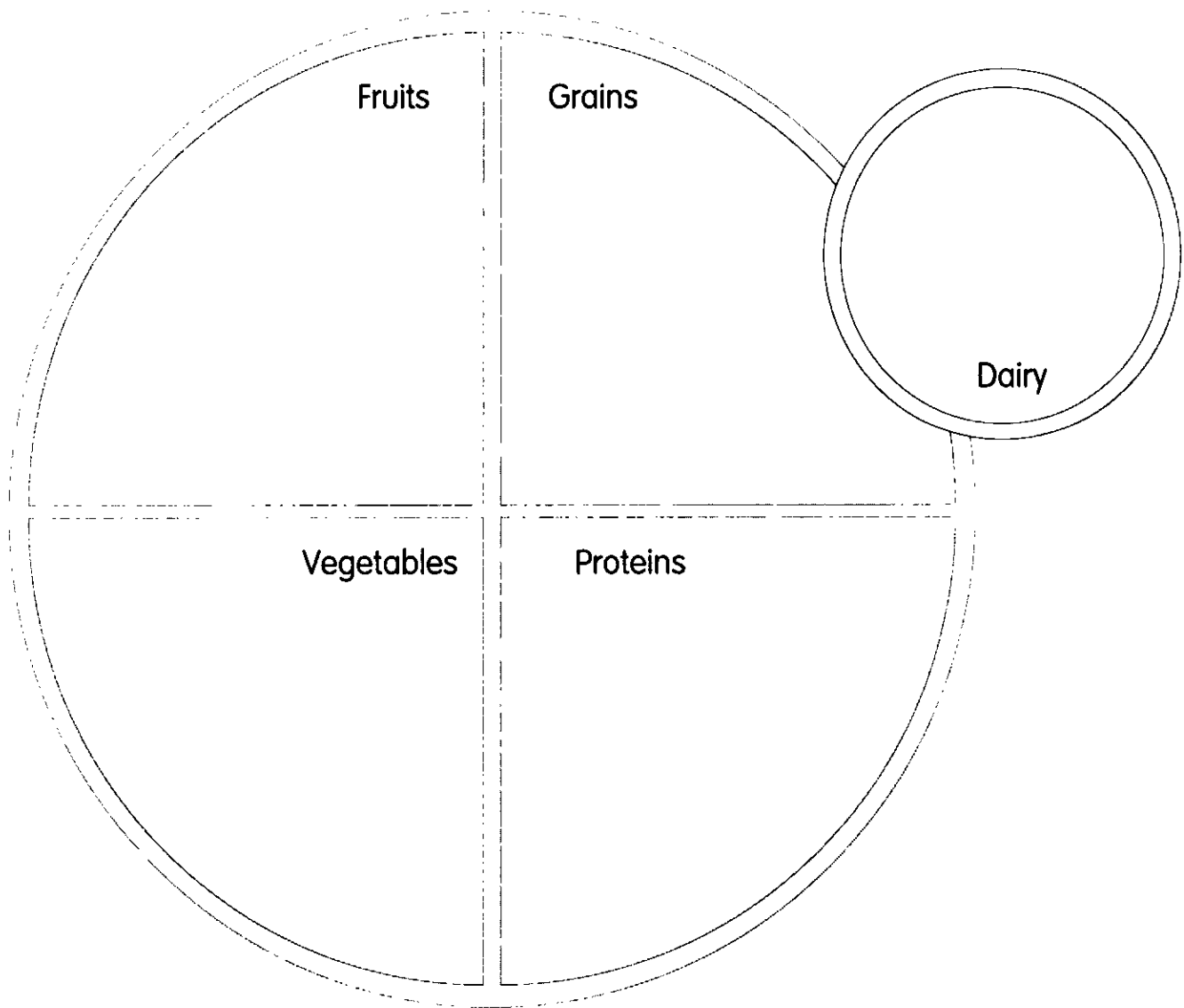
Tastes:

Sweet
Sour
Salty

Photocopiable material

Name _____ Date _____

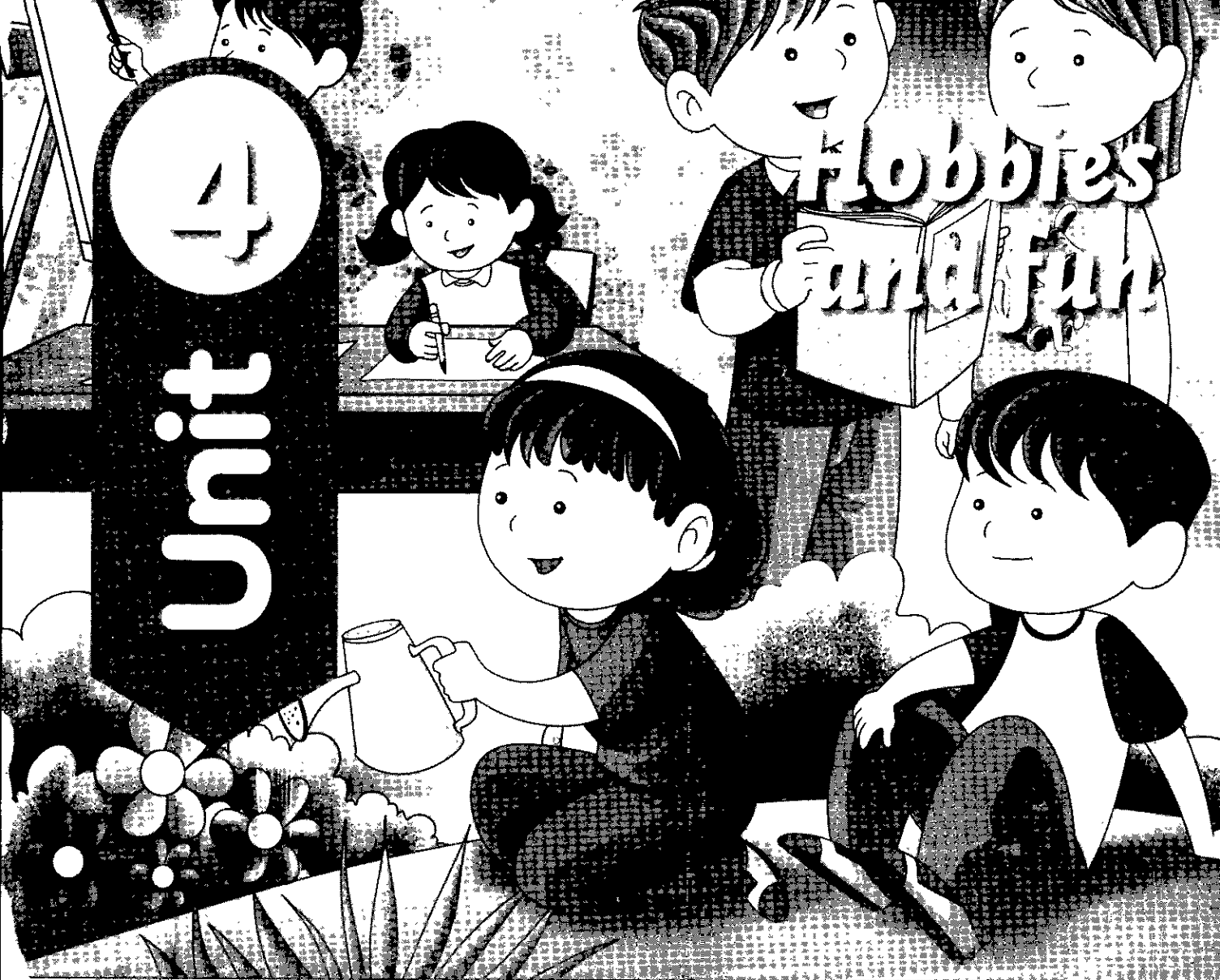
1. Draw a picture of a healthy meal, remember to include foods from each food group.



2. Unscramble the next words and write them on the lines.

- a) nabana _____
- b) papple _____
- c) nlesom _____
- d) racotr _____
- e) opotat _____

- banana
- potato
- lemons
- apple
- carrot



Environment: Family and Community.

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

Social practice of the language: Exchange information about personal information.

Achievements:

- Review the writing of personal information and hobbies.
- Understand questions about personal information and hobbies.
- Participate in the writing of questions about personal information and hobbies.

Environment: Literary and Ludic.

Communicative activity: Understanding oneself and others.

Social practice of the language: Read stories to compare emotions.

Achievements:

- Explore an illustrated book of children's stories.
- Follow the reading out loud of a story.
- Compare emotions aroused by reading a story.
- Participate in the writing of sentences.

Materials needed for lessons 1 to 4:

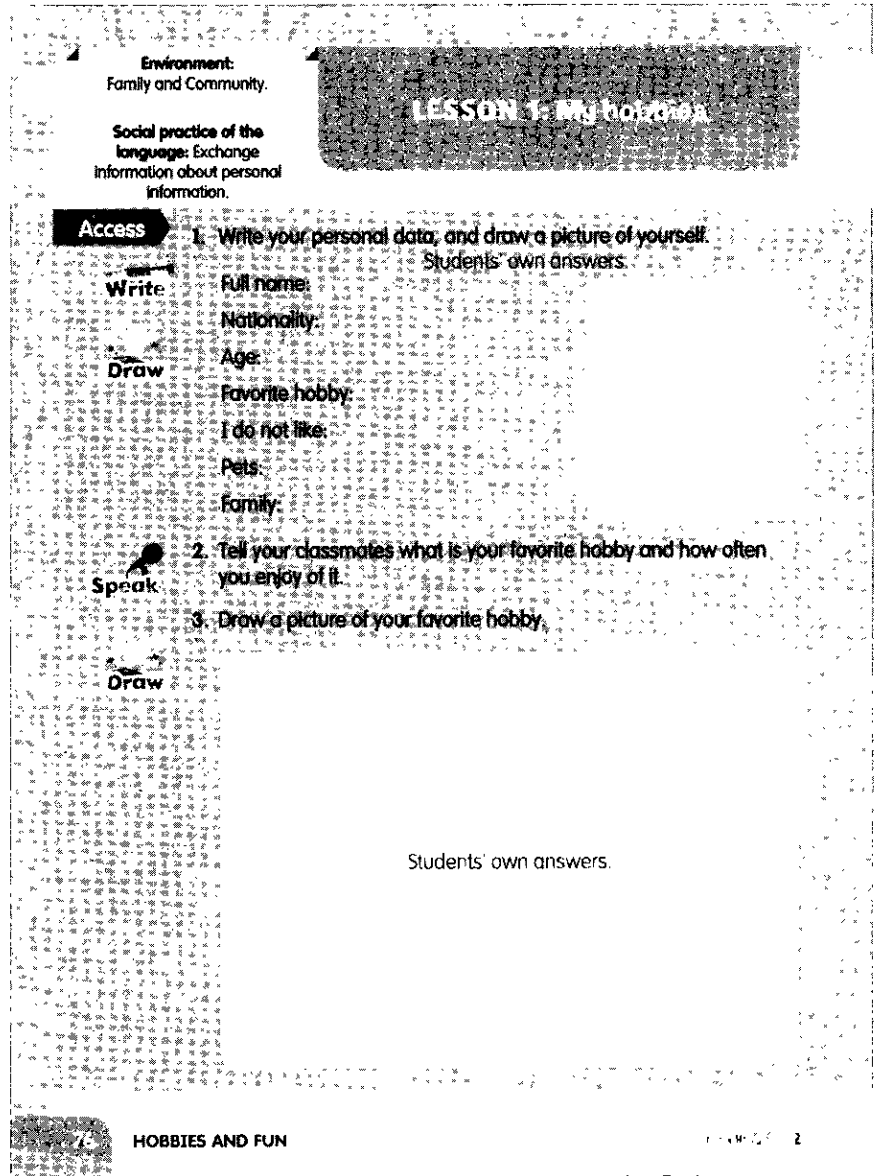
- › Informative Reading Book
- › Activity Book
- › Audio Tracks 23 and 24
- › Digital flashcards 1, 2, and 3
- › One piece of cardboard per team
- › Markers
- › Colored pencils
- › Scissors
- › Magazines

Social practice of the language:
Exchanges associated with information about oneself and others.

LESSON 1
My hobbies

Achievements:

- › Review the writing of personal information and hobbies.
- › Understand questions about personal information and hobbies.
- › Participate in the writing of questions about personal information and hobbies.



Before you start the lesson, write the word "hobby" on the board and have students describe its meaning. Tell students that a hobby is an activity you do in your free time and give several examples: *painting, reading, listening to music, dancing, etc.*

Ask students to open their Informative Reading Books on page 29.

Read the story out loud and ask students to follow your reading silently. Pause to ask comprehension questions and show students the illustrations. When you finish reading the story, ask the comprehension questions listed at the end.

› **Access**

Ask students to open their Activity Books on page 76, and read the instructions out loud. Make sure

students understand what they have to write on each category by writing your own information on the board as an example. Ask them to draw a picture about themselves once they finish completing their information.

Ask some volunteers about their hobbies and write them on the board. Incite students to use full sentences: "My hobby is..." or "My hobbies are..." Read the instructions for the next exercise and give them enough time to draw a picture about their favorite hobby.

› Connect

Write the following words on the board: *surfing, snorkeling, cycling, skating, fishing*; and have students describe each activity and tell you if they practice it or know anyone who does.

Have students open their books on page 77 and read the instructions out loud. Ask students to read the meaning of the word on the lines and to draw a picture to represent the word.

Copy the questions of the exercise on the board and practice them as a group. Answer the questions with your own information for students to see an example.

Connect

1. Read the definitions of each hobby.

Surfing: The practice of riding waves on a surfboard.

Snorkeling: The act of swimming underwater with a snorkel.

Cycling: A mode of transport using a bicycle.

Skating: The activity of gliding on ice skates or roller skates.

Fishing: The sport of catching fish as a pastime or hobby.

2. Speak with your classmates and teacher. Have you ever done any of these activities? Have you ever seen someone practice them?

3. Draw a picture to illustrate each hobby.

4. Ask your partner the following questions; write his/her answers.

What is your full name?
 How old are you?
 What is your father's name?
 What is your mother's name?
 What is your hobby?

Ask students to work in pairs and have them open their books on page 77. One student has to ask the questions and the other one has to answer them. Then, ask them to change roles. Read the instructions out loud and give students enough time to complete the information.

Incite students to use full sentences: "My name is... I'm ___ years old, My father's/mother's name is ..., My hobby is" You can write the model of answers on the board to help them.

› Process

Tell students they are going to listen to a boy introducing himself. Ask students to listen carefully, and play audio Track 23.

Have students open their books on page 78 and read the instructions. Play the audio

Process

1. Listen to audio Track 23 and write the missing words.

Hi! My name is _____ years old.
 I am from _____.
 I am an _____.
 My favorite hobby is _____ and also _____.
 I have a pet, and it is a _____.
 Ok, goodbye! Nice to meet you.

2. Match the sentences with the pictures.

ICT 4

two more times for students to complete the exercise. Review the answers as a group.

Focus students' attention on the pictures and have them describe them to you. Ask students to match the hobbies to the pictures and have them check their answers with a partner.

› Additional activities

Have students answer extra worksheets to practice the topics studied in this lesson. Page III.

› ICTs

Visit the following web site and download the file. Make photocopies for your students to practice this lesson.

<http://busyteacher.org/6770-introduce-yourself-worksheet.html>

LESSON 2

I love hobbies

Achievements:

- › Review the writing of personal information and hobbies.
- › Understand questions about personal information and hobbies.
- › Participate in the writing of questions about personal information and hobbies.

1. Write a sentence to say if you enjoy or do not enjoy this activity.
You can start with "I like to..." or with "I don't like to..."

English name



Student's own hobby

English name



Student's own hobby

English name



Student's own hobby

English name



Student's own hobby

2. Write two hobbies that you like to do, draw each one.

English name

UNIT 4

› Access

Ask students if they remember any of the hobbies that were mentioned on lesson 1. Ask them if they remember what was the hobby of one of their classmates and incite them to use a full sentence: "Pablo's hobby is skating", for example.

Ask students to open their books on page 79, and read the instructions out loud.

Ask children to read the titles of each box and to look at the pictures. Ask them orally if they enjoy or not those activities. After having everybody participate, ask them to write their answers on the lines. You can give an example of what you enjoy or not and write the sentences on the blackboard for them to have a model.

While students write their answers walk around the

classroom to check if they understood.

Tell students that some people may have more than one hobby depending on the time and interests they have. Have students tell you some of their own hobbies and write them on the board.

Ask students to complete the exercise individually. Once they finish, have them share their work with a classmate.

Listen to the information students share and take notes to record evidence of their oral achievements.

› **Connect**

Show students Digital flashcards 1, 2 and 3, and have them describe the different hobbies as a group. Help them if necessary to figure out what the hobbies are (painting, reading, playing basketball, playing with his dog).

Use the Digital flashcards to practice information questions such as: Is the woman painting?, Is the boy swimming? What is the woman's hobby?, What is the boy's hobby? etc.

Ask students if they enjoy any of these activities and let them tell you if they practice any of them.

Have students open their books on page 80, and read the instructions out loud. Have students read the questions and give them enough time to write their answers. Show them the Digital flashcards one more time to help them answer the exercise.

› **Process**

Tell students they will listen to a poem about cooking.

Focus students' attention on the pictures and have them predict

Connect



1. Look at Digital flashcards 1, 2, 3, answer then questions.

What is the woman's hobby, in Digital flashcard 1?

She likes painting

What is the boy's hobby, in Digital flashcard 2?

He likes reading

What is the boy's hobby, in Digital flashcard 3?

He likes playing basketball

What is the man's hobby, in Digital flashcard 3?

He likes playing with his dog

Process



1. Listen to audio Track 24, write the missing words to complete the poem.



I am cooking up some birthday fun.

And, as a cook, I am number one

My puddings are real dead cert.

I always get my just dessert.

To view my recipes to cook

Just buy a cook book

A vote of thanks to my hobby the best!

HOBBIES AND FUN

what the poem is about before they listen to it.

Play audio Track 24 once, for students to tell you what the poem is about, and elicit some answers.

Ask students to open their books on page 80 and have them read the poem. Play the audio again for them to complete the missing words and review their answers as a class.

› **Additional activities**

Have students answer extra worksheets to practice the topics studied in this lesson. Page 112.

› **ICTs**

Visit the following web site and play this interactive game as a group.

<http://www.esolcourses.com/content/topics/hobbies/hobbies-picture-quiz.html>

LESSON 3
Interview

Achievements:

- › Review the writing of personal information and hobbies.
- › Understand questions about personal information and hobbies.
- › Participate in the writing of questions about personal information and hobbies.

1. Work in pairs and write the questions in the correct order.

is What name? your

What is your name?

How you? old are

How old are you?

is your What hobby?

What is your hobby?



Access

Pair work

Write

2. Read the following questions and answers. Then, illustrate them with a drawing or with cutouts from magazines.

What is your hobby?

I like swimming.

What is your hobby?

I like dancing.



Read

Cut

Paste

Draw

3. Ask three of your classmates: What is your hobby?

Speak

UNIT 4

› Access

Remind students about the questions they use when they meet someone, and practice them out loud. For example: "What is your name? How old are you, What is your hobby?"

Organize students in pairs and have them open their books on page 81.

Read the instructions and ask students to write the questions in the correct order.

Focus students' attention on the questions and answers in the next exercise, and write them on the board for them to understand better. Practice these questions using different hobbies they already know. Give children enough time to illustrate with cutouts of magazines or with drawings each one of the hobbies. Then, let them practice the question and answers with other classmates.

Meanwhile, walk around the classroom and listen carefully to the conversations between students so you can assess and collect evidences of their oral skills and achievements.

› Connect

Have students open their books on page 82, and focus their attention on the pictures.

Connect
Read the hobbies out loud, and match the words with the pictures

- 1 Swimming
- 2 Skiing
- 3 Fishing
- 4 Drawing
- 5 Playing video games
- 6 Playing basketball
- 7 Dancing
- 8 Horseback riding
- 9 Playing soccer
- 10 Playing volleyball
- 11 Playing the guitar
- 12 Playing tennis
- 13 Cycling
- 14 Skating

Process

1 Ask your friends questions about their hobbies. Write the number of people who like each hobby.

What is your favorite hobby?
At least 100 people

2 Color the correct number of squares according to the numbers you write on exercise 1.

3 Which activity is the most liked? Write the answer on the line.
The activity that most of my classmates like is _____

Ask them to tell you the names of the different hobbies. Read the list of hobbies and the instructions out loud.

Have children complete the exercise individually and once they finish, ask them to check their answers with a partner.

› Process

Ask students if they know what a survey is. Conduct a simple one as an example: ask students who likes to dance and write the answer on the board. Now ask who likes to sing and write the answer on the board. Now ask who likes to dance and sing and write the answer on the board. Explain that asking this questions allows people to get information about a certain topic and then use this information for different purposes.

Tell students they are going to conduct a hobbies survey. Review the names of the different hobbies using the pictures. Read the instructions out loud, and make sure students understand what to do.

Tell students they have to walk around asking their classmates about their favorite hobbies. Write the following question on the board so students can use it when meeting their classmates. "What is your favorite hobby?"

Have students use a sheet of paper to record the answers. Once they finish, have them write the total number of students who do or like each hobby in the correspondent boxes.

Ask students if they know what a graph is and show them the one on page 83. Tell students that with the information they collected, they are going to make a graph.

Read the instructions for the next exercise out loud, and ask them to color the bars with different colors. Walk around and help them if necessary.

› Additional activities

Have students answer extra worksheets to practice the topics studied in this lesson. Page 113.

› ICTs

Visit the following web site and review the contents of this lesson with this interactive game.

<http://www.learningchocolate.com/content/hobbies-1>

LESSON 4

Product: Illustrated bar graph of hobbies

Achievements:

- › Review the writing of personal information and hobbies.
- › Understand questions about personal information and hobbies.
- › Participate in the writing of questions about personal information and hobbies.

Access

Answer orally and check when done.

- What is a hobby?
- What is your favorite hobby?
- Ask your friends if they have any other hobbies?

Read

Write

1. Read the questions and write your answers on the lines.
 What is your full name? Students' own answers.
 What is your hobby?

MATERIALS NEEDED:

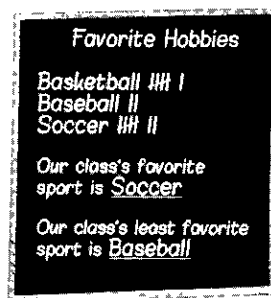
- * One piece of cardboard per student (22 x 28 cms)
- * Markers or colored pencils
- * Scissors
- * Magazine cutouts of hobbies

Connect

Speak

Write

1. Speak with your classmates. Ask them the same questions you answer on the previous exercise and then write the information on the chart below.
 Students' own answers



Hobby	How many?	Total
-------	-----------	-------

› Access

Read the questions and statements with your students. Ask them to answer them orally to review previous knowledge that will help them when doing their product. Ask them to check the boxes when answering correctly.

Ask student to remember the survey they conducted on lesson 3. Tell them that we need to know how many students like each

activity to create the product: a bar graph of hobbies

Ask students to open their books on page 84. Before they start working on their product, make sure they all have the complete material for this lesson by reading the list of materials out loud and by having them write a check (✓) next to each item. Monitor their work throughout the whole process and help them if necessary.

Write the following questions on the board: *What is your full name? What is your hobby?* and practice them as a group. Ask students to answer the questions individually.

› **Connect**

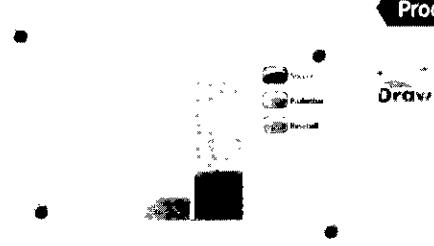
Read the instructions out loud and make sure students understand what to do. Have students walk around asking the questions on the previous exercise to their classmates. Have them complete the table with the hobbies and ask them to use tally marks or check marks to count their classmates preferences. Once they finish, have them write the totals. Use the image as an example to explain the activity.

› **Process**

Once students have collected the information, tell them they will make a graph with the results they obtained, and have them look at the example. Walk around and help students if necessary.

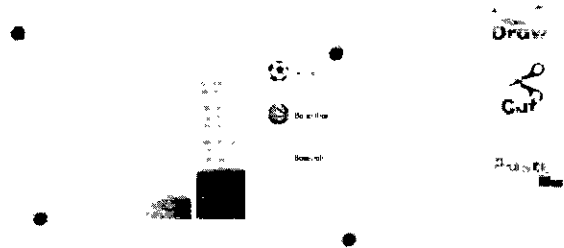
Ask students to illustrate their graphs with drawings or magazine cutouts and display their work on the classroom walls.

- 1 Draw a graph on the cardboard to illustrate the information you wrote on the chart of page 82. Write the names of each hobby and use different colors for each bar.

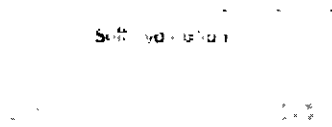


Process

- 2 Draw some pictures to illustrate your graph or cut and paste cutouts from magazines.



- 3 Work in teams to present the graphs to the rest of the students. Tell which bar represent which hobby and how many children enjoy this activity. You can say: *The most liked hobby is ... or The less liked hobby is ...*



I don't understand
I need more work to gain better understanding.

I need to keep practicing to improve my achievements.

I will use what I have learnt in my daily life and I will keep learning.

My knowledge light

UNIT 4



Ask students to read the results of the graph bar. Let them explain how many students like each hobby.

Asses the information they give you and check the correspondence with the charts they made.

› **My knowledge light**

Use the Self Evaluation Flashcard with your students

so they can draw the correct light of the Knowledge Light to evaluate themselves.

Offer students some minutes to think about the different hobbies they learnt. Ask them if they know how to ask questions to get information about a person and how to answer. Ask them evaluate their learning and product.

Materials needed for lessons 5 to 8:

- › Narrative Reading Book
- › Activity Book
- › Audio Tracks 25 to 28
- › Digital flashcards, 4, 5, 6 and 7
- › One piece of cardboard (22 cm x 28 cm) per team
- › Markers and colored pencils
- › Scissors
- › Magazine cutouts
- › Glue stick

Social practice of the language:

Read stories to compare emotions.

**LESSON 5
My favorite book**

Achievements:

- › Explore an illustrated book of children's stories.
- › Follow the reading out loud of a story.
- › Compare emotions aroused by reading a story.
- › Participate in the writing of sentences.

Environment: Literary and Ludic.

Social practice of the language: Read stories to compare emotions.

Access 1. Write the title of a book that you and your classmates like, then draw a picture to illustrate the cover. *Students' own answers.*

Write

Draw

2. Read the questions and write the answers. *Students' own answers.*

Read

- › Does it have illustrations?

Write

- › Who is the author of the story?
- › Who is the illustrator?

HOBBIES AND FUN

Open the Narrative Reading Book on page 29, and show students the picture. Have them describe it to you and ask them to predict what the story will be about. Elicit answers and write them on the board.

Ask students to open their Narrative Reading Books on page 30. Read the story out loud and ask students to follow your reading silently. Pause to ask comprehension

questions and show students the illustrations. Ask students the comprehension questions at the end of the reading to reinforce understanding.

› Access

Before starting the lesson, ask students about their favorite books, and write some of the titles on the board.

Ask students to open their books on page 86, and read the instructions out loud.

Have students vote to choose one or two titles from the ones they suggested before, and ask them to complete the exercise. Give them enough time to draw the picture for the cover.

Take a book and show students its parts: the title, the name of the author, the illustrations, the contents and the chapters. Read the instructions and the questions, and have students answer them in small teams.

› Connect

Ask students to think about the picture on the cover of their favorite book.

Tell students that many stories get their titles from the characters they have in it. Ask them to open their books on page 87, and focus their attention on the image. Tell them they are going to listen to some titles for the illustration and play audio Track 25. Have students tell you the titles they heard and write them on the board.

Ask students to choose one for the illustration.

Tell students they will listen to audio track 26. Ask them to identify the characters and the

main actions. Now ask them to draw the pictures to illustrate the passages of the story.

› Process

On page 88, read the instructions out loud. Have students read the paragraphs, and then play audio Track 27. Give them enough time to illustrate the paragraphs.

Read the instructions for the last exercise and have them draw their own ending for the story. Once they finish, have some volunteers share their endings with the rest of the class.

› Additional activities

Have students answer extra worksheets to practice the topics studied in this lesson. Page 114.

› ICTs

Visit the following web site and play this video for students to understand the parts of a book.

<https://www.youtube.com/watch?v=0e5XE7knXwc>

LESSON 6

All kind of emotions

Achievements:

- › Explore an illustrated book of children's stories.
- › Follow the reading out loud of a story.
- › Compare emotions aroused by reading a story.
- › Participate in the writing of sentences.

1. Write the words, and match them with the pictures.

Access

Write

Match

2. Read the questions and write your answer.

What about you? How do you feel today?

Read

Write

UNIT 4

› Access

Discuss with your students how they feel. Ask them what kind of emotions they know and make a list on the blackboard. Use Digital flashcards 4, 5, 6 and 7 to show some emotions. Tell them that in many of the books we read we can know how the characters feel. Explain that different stories generate different feelings in readers.

Ask students to open their books on page 89. Read all together the words. Ask them to trace them, and then to match them with the face that better represents the emotion.

Ask students how they felt when you read the story "What a weekend!". Ask them if they remember how the characters felt. Students can use the images on page 89 to answer the questions. They can use the following

Connect



Write

Match

1. Listen to Track 28. Write the correct emotions, then match the pictures with the sentences.

Jenny and David are happy

Louis and Lily are surprised

Sam and Clara are sad

Kate and Paul are angry

sentence: I felt... happy / sad / angry / excited / curious / ...

Process

Read

Write

1. Read the sentences. Then, write the correct feeling.

- › I lost my favorite toy today. I feel sad
- › My father played with my brother and I. We had a lot of fun. We feel happy
- › My mom has worked all day long. She feels very tired



2. Write on the index cards the following sentences that will help you express feelings when needed.

- › I feel ...
- › She feels ...
- › They feel ...
- › He feels ...
- › We feel ...

› Connect

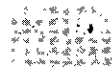
Tell students that you will play Track 28 in which they will hear how different boys and girls are feeling. Play the Track a second time and give students time to fill the blanks. Play the audio Track a last time to check answers.

› Process

Ask students to read the three sentences and the three possible answers. Ask them to gesture the possible answers to corroborate that they have understood.

Let students work alone and once they have finished, ask them to exchange their books with a classmate to check the answers.

One student can read the first part of the sentence and the other one can give his/her answer. They ask them to change roles. If they have made mistakes let



HOBBIES AND FUN

them correct. If they have doubts about the correct answer tell them to check with another team or to ask you.

Ask students if they have got the correct answers and take notes to record their achievements.

› Additional activities

Have students answer extra worksheets to practice the topics studied in this lesson. Page 115.

› ICTs

Visit the following website where you will find the song "If you're happy and you know it" and related worksheets. Page 115.

<https://learnenglishkids.britishcouncil.org/en/songs/if-youre-happy-and-you-know-it>

LESSON 7

Stories and emotions

Achievements:

- › Explore an illustrated book of children's stories.
- › Follow the reading out loud of a story.
- › Compare emotions aroused by reading a story.
- › Participate in the writing of sentences.

I. Read the story, and underline the words that express emotions.

Once upon a time a rabbit and a turtle lived in the forest. The rabbit was very proud because he was the fastest animal in the forest. The turtle was never in a hurry. The rabbit mocked the turtle because she was too slow and this made the turtle feel sad.

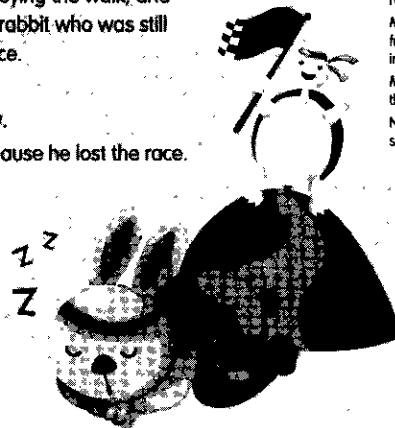
One day the turtle, tired of the rabbit's mockery, invited him to race her. The rabbit was very surprised but accepted.

The day of the race the rabbit was really excited. Some minutes after the race began, the rabbit was really far away from the turtle and started to feel tired, so he decided to take a nap. Meanwhile the turtle was happily enjoying the walk, and suddenly, he passed the rabbit who was still sleeping, and won the race.

The turtle was very happy.

The rabbit was angry because he lost the race.

The rabbit understood that what is really important is to always finish what you start.



Access

Read

Underline

Word bank

Proud: feeling satisfied about oneself or others.

Hurry: wanting to do things rapidly.

Mock: make fun of someone in a mean way.

Meanwhile: at the same time.

Nap: sleep for a short moment.

› Access

Ask students if they know the story of the Rabbit and the Turtle. Elicit from them the information they have about the story. Tell them that you will read a version of the story in which many feelings and emotions are mentioned. Mention some examples of feelings and gesture them: happy, sad, angry, surprised,...

Read the story on page 91, and ask students to follow the reading. Highlight with gestures and voices the parts in which emotions are mentioned.

Now, ask students to read the story again in silence and to underline the words that express emotions. Once they have finished, ask students what words they underlined and ask them to gesture these emotions.

› Connect

Read the instructions on page 92 and the words in the box. Make sure students understand the meaning of the words and ask them to answer the exercise in pairs.

When they have finished, ask volunteers to read the sentences and the answers. Finally, ask them to draw a picture to illustrate the feelings of the Rabbit and the Turtle.

UNIT 4

1. Read the fragments of the story. Circle the words that express emotions, and match them with the pictures.

The three little pigs were happy after building their houses.

The little pig was very scared when the wolf blew up his house.

The wolf was very strong and brave. He blew and blew, but ...

The wolf was very tired at the end because he could not blow up the brick house.

What is the title of the story?
The three little pigs.

2. Underline the titles that describe emotions.

- a) The sad little pigs and the happy wolf
- b) The three happy little pigs and the brave wolf.
- c) The scared little pigs and the angry wolf
- d) The tired little pigs and the sleepy wolf.



- Read
- Circle
- Match
- Write

Word bank
Happy: feeling joy.
Scared: feeling fear.
Brave: courageous, ready to face danger.
Tired: needing to sleep.

Underline

UNIT 4

Connect

1. Read the questions and then write the words

Read

Write

How was the turtle feeling at the begging of the story?

The turtle was _____ and _____

After a while the rabbit decided to take a nap. How was the rabbit feeling?

The rabbit was feeling _____ and _____



How was the rabbit feeling at the begging of the story?

The rabbit was feeling _____ and _____

How did the rabbit feel when he woke up and saw that he had lost the race?

The rabbit was _____



Read

Speak

2. Read the questions and answer them orally with your classmates.

- a) Have you ever won a race?
- b) How did you feel?
- c) What makes you feel happy?
- d) What makes you feel sad?

HOBBIES AND FUN

Ask the questions on exercise 2 and let students share their answers orally.

› **Process**

Tell students that just like the picture of the cover of a book can help us predict what happens in a story, the title can tell us much too.

Ask students to describe the pictures on page 93. Ask them if they know the title of the story. After talking about the story, use

Digital flashcards to remember some emotions.

Read the paragraphs on the left and ask students to circle the words that express emotions. To finish the exercise ask them to match the paragraphs with the pictures.

Ask them to write the title of the story, and then to think about a new title for the story in which words that describe emotions are

included. Ask them to solve the last exercise.

› **Additional activities**

Have students answer extra worksheets to practice the topics studied in this lesson. Page 116.

› **ICTs**

Visit the next website where you can hear a story about emotions.

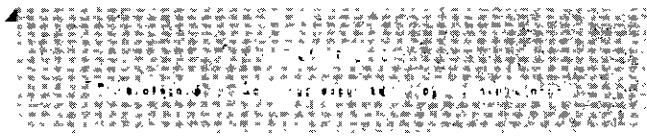
<https://www.youtube.com/watch?v=EftaTt7a5BM>

LESSON 8

Product: A thermometer of emotions

Achievements:

- › Explore an illustrated book of children's stories.
- › Follow the reading out loud of a story.
- › Compare emotions aroused by reading a story.
- › Participate in the writing of sentences.



Access

Answer orally and check when done.

- What is the name of your favorite story? How does it make you feel?
- Name a story read in the past lessons. How does it make you feel?
- Do you like stories scary stories?

MATERIALS NEEDED:

- * A cardboard per team
- * Markers
- * Scissors
- * A ruler
- * 6 index cards per person
- * Pushpins

Draw

Write

1. Draw a chart on the cardboard using your ruler. Write your names on the top of the chart, and different emotions on the left side.

HOBBIES AND FUN

› Access

Read the questions and statements with your students. Ask them to answer them orally to review previous knowledge that will help them when doing their product. Ask them to check the boxes when answering correctly.

Before starting to create the product, verify that all students have the material they need. Have them check the list of materials on page 94.

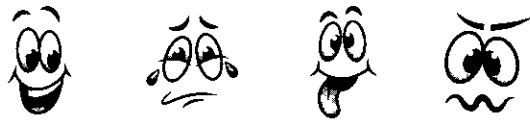
Tell your students that they will create a thermometer to measure their feelings and emotions.

Ask students to form groups of five. They have to draw a chart on a cardboard like the one on page 94. They have to write their names on the top row and a list of emotions on the left column.

Ask students to divide the tasks to do so everybody can participate. Some can draw

Connect

1. On the index cards draw faces of the different emotions. Color them.



Draw

Color

Process

1. Use your index cards to speak about the emotions of your friends. Illustrate your thermometer of emotions with the illustrated feelings. Ask your friends how they feel everyday and change the emotions accordingly.

Read

Role play

2. Share your feelings with your classmates and teacher. Tell them if you are sad, happy or angry.

Speak

the chart, others can write the names and others the feelings.

› Connect

Now, explain that on the index cards students have to represent the emotions they listed on the cardboard using their markers. Each student has to make seven index cards. Ask them to be creative.

Walk around the classroom to supervise students' work and help them if necessary.

› Process

Hang the thermometers in the classroom. Every morning and before leaving school, they can fix the thermometer to the right feeling using a pushpin to indicate how they feel.

Find a moment during the day to talk with your students about their emotions and feelings. You will see these are precious moments for all of you.

You can start asking one student: "How do you feel today?" Incite

Self evaluation



I don't understand. I need more work to gain better understanding.

I need to keep practicing to improve my achievements.

I am so happy I will use what I have learnt in my daily life and I will keep learning.

My knowledge light

UNIT 4

him/her to use the sentence: "I feel..." Now it is turn for another student to ask the question to another classmate. Let everybody ask and answer.

› My knowledge light

Use the Self Evaluation Flashcard with your students so they can draw the correct light of the Knowledge Light to evaluate themselves.

Offer students some minutes to think about the different stories and feelings they have learnt. Ask them if they know how to ask questions to know how people feel. Ask them if they can identify different feelings. Finally let them look and use their products so they can evaluate their achievements and product.

**Unit 4
Assessment**

Grades show students' progress, and should be an average of their performance across several areas. Look at the chart below:

Collect the notes you took during the unit that can be used as evidences of oral and comprehension achievements and use students' books and products to evaluate their written work.

You can use the following grid to evaluate your students achievements and compare it with their self evaluation.

- ▶ Your student doesn't understand. He/she need more work to gain better understanding.
- ▶ Your student is almost there. He/she needs to keep practicing to improve his/her achievements.
- ▶ Your student can do it. He can use what he/she has learnt in his/her daily life. Encourage him/her to keep this positive attitude and to help his/her classmates.

Share with your students your choices of their evaluations and use motivational words to encourage them in the process of learning a foreign language.

ASSESSMENT

Write

1. Write on the lines the correct hobby.

- a) To do my favorite hobby I need a bathing suit.
My hobby is swimming
- b) To do my favorite hobby I need a racquet and balls.
My hobby is playing tennis
- c) To do my favorite hobby I need music.
My hobby is dancing
- d) To do my favorite hobby I need books.
My hobby is reading
- e) To do my favorite hobby I need brushes.
My hobby is painting

Draw

Look

m	s	r	e	n	g	h	u	n	f
l	a	g	s	s	c	u	h	a	t
s	d	r	c	h	a	n	t	i	
i	d	y	a	a	n	g	r	y	r
d	f	h	r	p	s	r	l	e	e
s	l	e	e	p	y	y	h	w	d
a	n	g	d	y	s	o	d	h	u
s	u	r	p	r	i	s	e	d	n

surprised
happy

tired
angry

sleepy
hungry
sad
scared

ASPECT	PERCENTAGE
Activity Book, Unit 4 – Assessment	10
Comprehension Check – Story 1	10
Product 1	20
Comprehension Check – Story 2	10
Product 2	20
Listening Comprehension activities	10
Oral Expression activities	10
Working Habits	10

Activity Book Unit 4 Assessment

Read the instructions out loud, and clarify any possible questions.
Have students answer page 96 individually.

› Product 1 and 2:

Use the following criteria to evaluate these products:

› students bring complete material.	Yes		No
› students express individual preferences, physical characteristics and personal information.	Not yet	Almost there	Can do it!
› students name the parts of a story and the different parts of a book.	Not yet	Almost there	Can do it!

› Comprehension Check:

Evaluate Reading and Listening Comprehension as well as Oral expression by reading the stories in the Narrative and Informative Reading Books.

Evaluate Listening comprehension on Activity Book pages 91 and 93. Check that students understand the general idea of the message.

› Working habits, participation and attitude:

Evaluate by considering if students:

- › use time appropriately
- › solve problems effectively
- › seek help when needed
- › complete tasks on time
- › participate with enthusiasm in teamwork, pair work and in role play activities.
- › have a positive attitude when working individually or collectively.
- › help other classmates and enjoy the activities.

Scripts and Lyrics

Track 23, Activity Book page 78.

Hi! My name is Jason Ruso Walter.
I am 7 years old.
I am from England.
I am in second grade.
My favorite hobby is swimming,
and also football soccer.
I have a pet and it is a dog.
Ok, goodbye! Nice to meet you.

Track 24, Activity Book page 80.

I am cooking up some birthday fun.
And, as a cook, I am number one.
My puddings are real dead cert.
I always get my just dessert.
To view my recipes to cook.
Just buy a cook book.
A vote of thanks to my hobby the best!

Track 25, Activity Book page 87.

"The lion and the mouse"
"The mouse who wants to be lion"
"Trust on your friends"
"Trust on yourself"

Track 26, Activity Book page 87.

Once upon a time, when a big lion was sleeping,
a little mouse woke him up.
The angry lion caught the mouse in his big paw.
"I will eat you!" he roared.

Track 27, Activity Book page 88.

"Do not eat me!" cried the mouse. "If you let me go,
I will give my help someday."
So, he let the little mouse go.
Some days later, the lion fell into a trap. Suddenly,
he heard a small voice.

Track 28, Activity Book page 90.

Jenny and David are happy.
Louis and Lily are surprised.
Sam and Clara are sad.
Kate and Paul are angry.

Name _____ Date _____

**Photocopiable
material**

1. Complete the ID card with your personal information. Then, draw a picture of yourself.


Full name: _____

Nationality: _____

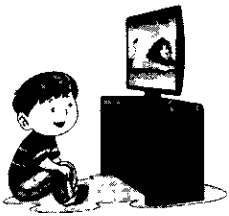
Age: _____

Favorite hobby: _____

I do not like: _____



2. Match the pictures with the hobbies. Use different colors.



playing the guitar

cycling



playing soccer



playing tennis

watching TV



3. Ask the following questions to one of your classmates and write the answers.

What is your favorite hobby?

When do you do it?

Photocopiable material

Name _____ Date _____

1. Write the names of the hobbies on the lines.



Painting Playing soccer Cycling Reading



a) _____ b) _____ c) _____

d) _____



2. Answer the following questions about yourself.

Yes, I do like...

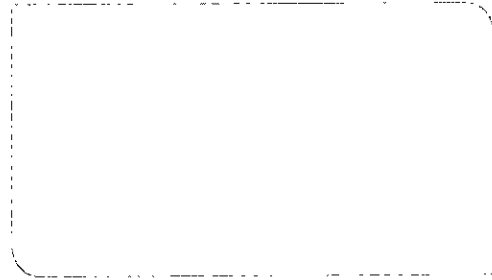
No I don't like...

My favorite hobby is...

- a) Do you like painting? _____
- b) Do you like reading? _____
- c) Do you like playing videogames? _____
- d) Do you like cooking? _____
- e) What is your favorite hobby? _____

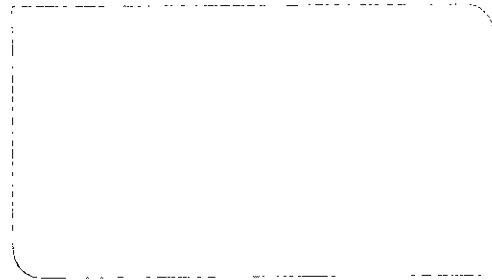
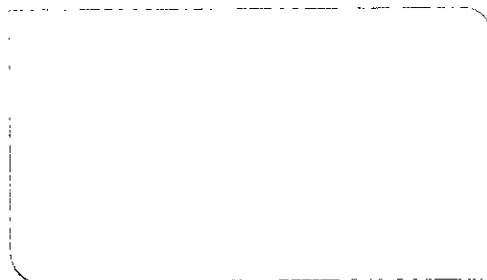
3. Unscramble the following words and draw pictures in the boxes.

a) gerdian _____ b) aginpint _____



watching TV
cooking
reading
painting

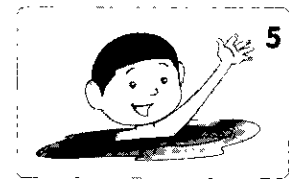
c) gconoki _____ d) gwhtacin VT _____



Name _____ Date _____ Photocopiable material

1. Write the names of the hobbies under each picture. Then, complete the puzzle.

Skating - Painting - Swimming - Dancing - Skiing



2. Ask your classmates about their favorite hobbies. Complete the chart with ✓ or ✗.

NAME	DANCING	PAINTING	PLAYING VIDEO GAMES	PLAYING THE GUITAR	SWIMMING

1. Look at the books and answer the questions.

a) What is the title of the book?

Who is the author?

Who is the illustrator?

What is the book about?

b) What is the title of the book?

Who is the author?

Who is the illustrator?

What is the book about?

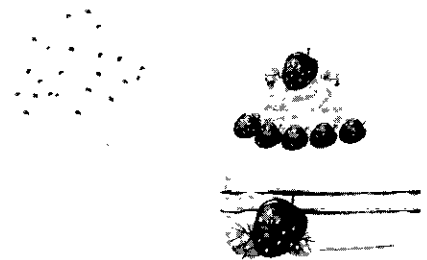
c) What is the title of the book?

Who is the author?

Who is the illustrator?

What is the book about?

My favorite desserts!

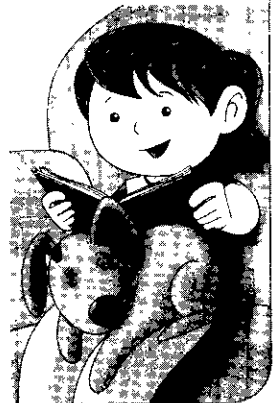


**Written by
Chef Auguste Escoffier
Pictures by Kate Inteller**

**Take care
of your pets**

**Written by
Meredith Black**

**Pictures by
Joseph Snow**



Play guitar in 3 months!

**Written by
Jose Dominguez**

**Pictures by
Charles Smith**

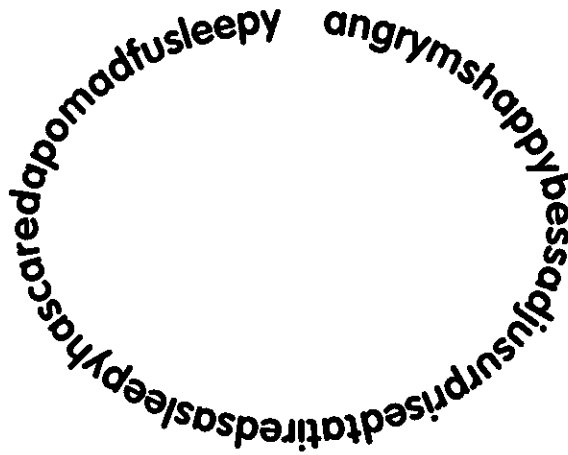


Name _____

Date _____

Photocopiable
material

1. Circle the words you find. Then, write them on the lines.



- | | |
|----------|----------|
| a) _____ | e) _____ |
| b) _____ | f) _____ |
| c) _____ | g) _____ |
| d) _____ | h) _____ |

2. Complete with the correct word from the box.

scared – sad – surprised – happy – tired

- a) Suzy is smiling, she feels _____
- b) Max is crying, he feels _____
- c) Tom wants to go to bed, he is _____
- d) Mary saw a spider, she is _____
- e) Lily received a gift, she is _____



**Photocopiable
material**

Name

Date

1. Put the words in the correct order to write a full sentence.

a) when building / were happy / their houses. / The three little pigs

b) was scared / The little pig / of the wolf.

c) and hungry / was brave / The wolf

d) was tired / of blowing / The wolf

2. Write the name of a story that makes you happy.**3.** Write the name of a story that makes you feel sad.**4.** Write the name of a story that scares you.

5

Unit



Environment: Educational and Academic.

Communicative activity: Information Processing.

Social practice of the language: Record information about a geography subject with the support of an image.

Achievements:

- Explore illustrated maps of the American continent with specific information (language, currency, flag, etc.).
- Understand information from reading out loud.
- Participate in the writing of information.

Environment: Family and Community.

Communicative activity: Exchanges associated with the environment.

Social practice of the language: Understands and records information about localities in the community.

Achievements:

- Explore illustrated plans or sketches.
- Exchange information about localities in the community.
- Write information about the community.

Materials needed for lessons 1 to 4:

- › Informative Reading Book
- › Activity Book
- › Digital flashcards 1 to 7
- › Audio Tracks 29, 30 and 31
- › Multi-colored bars of clay
- › Popsicle sticks
- › Index cards (7 cm x 10 cm)
- › A cardboard per team
- › Colored pencils
- › Markers
- › One full-size map of the Americas per team
- › Glue sticks
- › Scissors

Social practice of language:

Record basic information about a geography topic with the support of graphical resources.

LESSON 1 Exploring

Achievements:

- › Identify purpose and topic based on illustrations and information.
- › Identify words that are similar to those of one's native language.
- › Name countries and locate them on a map.
- › Rewrite information about a country in a chart.

Environment: Educational and Academic.

Social practice of the language: Record information about a geography subject with the support of an image.

LESSON 1: Exploring

1. Color with orange North America.

2. Match the names of each country with the part of the map that represents it.

› Access

Open the Informative Reading Book on page 37 and show students the map. Have children describe it to you and ask them questions such as: What is this map of? How do you know? What are maps for? etc. Tell students about the importance of knowing how to locate countries on a map.

Show students where Mexico is and ask them if they recognize any other countries like The United States, Canada, Chile or Argentina. Point them on the map. Then, ask students if before this reading they had heard before about Christopher Columbus and the

conquest of America. Let them share their knowledge.

Ask students to open their Informative Reading Books on page 38, and read the story out loud. Have students follow the reading silently as you read it. Ask students the comprehension questions during and at the end of the reading to reinforce understanding.

Ask students to open their Activity Books on page 98 and have them observe and describe the map.

Read the instructions out loud and give students enough time to finish the activity.

Remind students the American continent is divided into three different sections: North America, Central America and South America.

Name the countries of North America, and then ask students to match the names with the pictures representing them.

Write the following phrase beginnings on the board: "This is..." and "These are the..." Ask students to use them to name the countries while pointing at their maps. For example: "This is Canada", or "This is South America" or "These are the United States".

› Connect

Show students the map on page 39 of the Informative Reading Book one more time, and focus their attention on Central America. Tell students Central America is formed by many different countries. Ask students to open their books on page 99, and have them repeat the names of the countries after you, while they point at them.

Read the instructions out loud and ask students to color the map of Central America following the code. Once they have finished ask them to point at the map to name the countries and ask them what color was used for each country.

On exercise 2, students have to write the name of the countries according to the colors they used on the previous

Connect

1. Color the map of Central America following the code.

A. Belize	yellow
B. Guatemala	blue
C. El Salvador	green
D. Honduras	red
E. Nicaragua	purple
F. Costa Rica	pink
G. Panama	grey

2. Write the names of the correct countries to complete the sentences.

_____ is the country colored with grey.

_____ is the country colored with purple.

_____ is the country colored with yellow.

_____ is the country colored with red.

3. Three countries have not been mentioned on exercise 2. Name them and say how you colored them.

exercise. Ask them to read the sentences out loud so students can check answers as a group and self assess themselves.

Tell students that three countries of Central America weren't mentioned, ask them to find them and to name them like they did on exercise 2. You can assess in this moment their oral skills and understanding of instructions.

› Process

Ask students to remember the story "A journey through history". Elicit from students information about Christopher Columbus.

Tell students they are going to listen to a rhyme about Christopher Columbus. Ask children to open their books on page 100. Before playing audio Track 29, ask children to read the paragraph in silence. Once they finish, play the audio once for students to get familiar with it. Then, play the Track again for them to complete the exercise.

Process

1. Listen to audio Track 29. Then write the missing words to complete the rhyme about Christopher Columbus. Finally, read it with a partner after it is completed.

"In 1492"

In fourteen hundred ninety-two
Columbus sailed the
He had
learn Spain
and left
He sailed through sunshine, wind, and
He sailed by night, he sailed by day,
He used the _____ to find his way.

2. Speak with your classmates on teacher about what Christopher Columbus did. Answer the questions.
What did Christopher Columbus discovered?
How did he traveled?

3. Draw a line to show the trip of Christopher Columbus. Circle the part of America that he discovered.

Before students answer the questions of exercise 2, ask students to orally make a resume of the information they have about Christopher Columbus. Then, give them enough time to write the answers. They can work in teams.

Finally ask students to draw a line on the map to show the trip of Christopher Columbus. Ask them to circle the part of America that was discovered by Columbus and to mention all the other Americas.

Additional activities

Have students answer extra worksheets to practice the topics studied in this lesson. Page 136.

› ICTs

Visit the following website and play with this interactive map of North and Central America with your class.

<https://online.seterra.com/en/vgp/3015>

LESSON 2
Flags

Achievements:

- › Identify purpose and topic based on illustrations and information.
- › Identify words that are similar to those of one's native language.
- › Name countries and locate them on a map.
- › Rewrite information about a country in a chart.

› Access

Before starting this lesson, ask students if they know what a flag is and elicit some answers. Ask them to describe the flag of Mexico.

Elicit information from students. For example, it has three colors: green, white and red. It also has an eagle eating a snake in the middle. We call this image the national coat of arms. Ask students if they know other national coat of arms or national emblems?

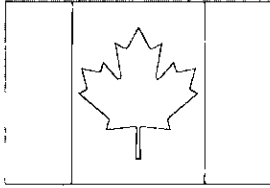
Tell students in this lesson they will learn about the flags of the countries in the American Continent.

Have students open their books on page 101, and tell them they will listen to the descriptions of the flags. Read the instructions out loud and ask students to pay attention for them to know how

LESSON 2: Flags

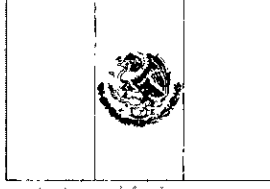
1. Listen to audio Track 30. Color the flags according to what you hear.

Canada
stars



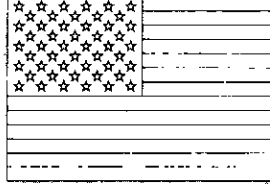
Canada

eagle
Mexico



Mexico

United States
maple leaf



United States

Access

30

Color

Write

Speak

2. Write the names of each country under the correct flag.

3. Speak with your classmates. Use the following phrase to describe the colors of each flag.

The flag of Mexico is green, white and red and it has an eagle.

NETWORK 2

UNIT 5 **101**

to color each one. Play audio Track 30, and then have students tell you the colors they will use for each flag. Then, play the audio one more time for students to do the exercise. Walk around to monitor their work and help them if necessary.

Take notes of the information given by the students to record evidences of their previous knowledge and their comprehension of new information.

› Connect

Before starting the exercise, visit the websites suggested in the ICT section and show students digital flashcards 4 and 5 to see the different flags in Central America. Once students identify them, ask them to open their books on page 102, and read the instructions out loud. Ask students to match the flags to the countries they belong to.

LESSON 3 Resources

Achievements:

- › Identify purpose and topic based on illustrations and information.
- › Identify words that are similar to those of one's native language.
- › Name countries and locate them on a map.
- › Rewrite information about a country in a chart.

› Access

Use the map on page 39 of the Informative Reading Book to review one more time the division between North, Central and South America, and tell students that because of the division and the location of different countries, they have different customs, lifestyles, and different currencies.

Ask students If they know any national emblems of Mexico like the Angel of Independence. Ask them what is the name of the currency used in Mexico. Elicit from students information about the representative things of Mexico and ask them if they know any of the United States.

Show students Digital flashcards 1, 2 and 3 for them to see and recognize the national symbols and currencies of

LESSON 3: Resources

1. Write the names of the symbols of Canada, the United States and Mexico.



Maple leaf



Canadian dollar



Statue of Liberty



Dollar



Angel of Independence



Peso

NETWORK 2

UNIT 5 103

Canada, the United States and Mexico. Once students have seen the differences between the countries currencies and symbols, have them open their books on page 103 and read the instructions out loud. Ask some volunteers to say the names of the symbols and currencies orally. Give students some time to complete the activity and once they finish, ask them to exchange their books with another classmate to review their answers.

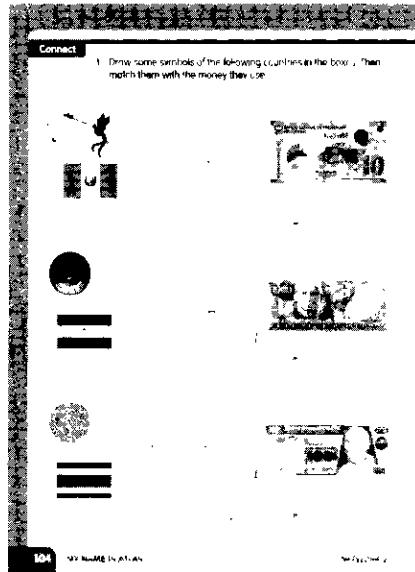
› Connect

Remind students about the different symbols and currencies countries have, and show them the ones that belong to Guatemala, Nicaragua and Costa Rica.

Ask students to open their books on page 104, and focus their attention on the images of the currencies and their names. Read the instructions and make sure

students understand what to do. Give children enough time to complete the exercise and to match the currencies with each country's symbols.

Ask students to describe the visual differences between the currencies of different countries. Ask them why they choose the symbols they draw.

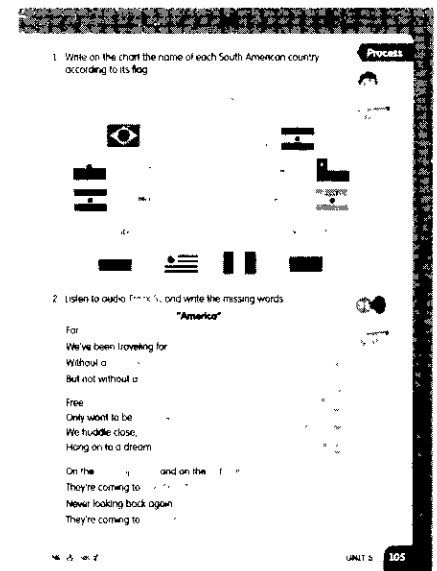


› Process

Before starting the exercise ask students if they remember the flags of different countries of America. Then, visit the websites suggested in the ICT section and digital flashcards 6 and 7 to show students the different flags in South America. Once students identify them, ask them to open their books on page 105, and read the instructions out loud. Ask students to write the name of the countries according to their flags. Once they finish, have some volunteers share their answers with the rest of the class.

Tell students they will listen to a song about America. Remember students that America is divided in three: North America, Central America and South America and ask them to name some countries of each America. Before playing the audio, ask students to read the song silently.

Play audio Track 31 once, for students to listen to the song without completing it. Then, play it a second time and give students time to complete it. Ask students to exchange their books with a partner, and play the song a third time for them to review their answers. Ask students to read the song out loud and then have them sing it several times along with the music.



› Additional activities

Have students answer extra worksheets to practice the topics studied in this lesson. Page 138.

› ICTs

Visit the following website to quiz students on the flags of the Americas.

<http://mrnussbaum.com/world/naflagmatch/>

LESSON 4
Product: A puzzle of the Americas

Achievements:

- › Identify purpose and topic based on illustrations and information.
- › Identify words that are similar to those of one's native language.
- › Name countries and locate them on a map.
- › Rewrite information about a country in a chart.

LESSON 4:
Product: A puzzle of the Americas

Access

Answer orally and check when done.

- What are the three countries of North America?
- Describe the flag of each country.
- Name a country of Central America and a symbol of it.

MATERIALS NEEDED:

- A cardboard per team
- Colored pencils
- Markers
- One full-size map of the Americas per team
- Glue sticks
- Scissors



Team work



Color

1. Work in teams and color the map using different colors for each country. Student's own answers.



› **Access**

Read the questions and statements with your students. Ask them to answer them orally to review previous knowledge that will help them when doing their product. Ask them to check the boxes when answering correctly.

Use a full size map of America to remember with your students the names and locations of some countries. Invite them to

pass to the front and to use a full sentence to name the country while pointing at it.

Organize students in teams of five before they start working on their product. Make sure they have their complete material for this lesson, by reading the list of materials aloud and by having children write a check (✓) next to each item. Tell students they will do a puzzle of the Americas.

Monitor their work throughout the whole process and help them if necessary.

Verify if they have all they material, if they actively participate with their teams in different activities such like writing, coloring, cutting, etc.

Ask students to open their books on page 106 and read the instructions out loud. Give students enough time to color the map.

› **Connect**

Ask students to cut the piece of cardboard into two halves and paste the map they colored on one of these halves. Write the names of each country on the board or project a map of the Americas with names, and have children copy the names of the countries in the correspondent place.

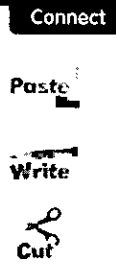
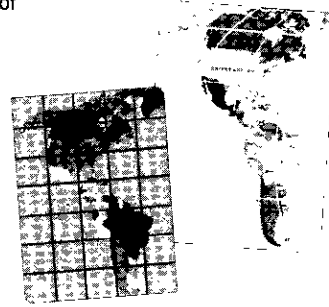
As students are working, walk around and monitor their work, check spelling and accuracy.

Ask questions to see if students identify the different countries and some of their national symbols and emblems.

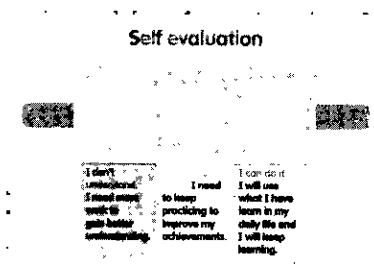
› **Process**

Ask students to cut the map in several pieces to create a puzzle.

1. Paste the map on the piece of cardboard. Write the names of the countries.
2. Cut the map in pieces to finish your puzzle.



1. Speak with your classmates. Read the following dialogs and practice with your classmates your new knowledge about America.



My knowledge light

Ask students to identify North America, Central America and South America, then they can identify each one of the countries.

Ask students to use the dialog examples on exercise 1 to speak with their classmates and to exchange information about their maps.

Allow them to play with the puzzle with their teammates.

› **My knowledge light**

Use the Self Evaluation Flashcard with your students so they can draw the correct light of the Knowledge Light to evaluate themselves.

Offer students some minutes to think about the different countries and symbols they have learnt. Ask them if they can identify them and describe them. Finally let them look and use their products so they can evaluate their achievements.

Material needed for lessons 5 to 8:

- › Narrative Reading Book
- › Activity Book
- › Audio Tracks 25, 26 and 27
- › Digital flashcards 4, 5, 6, and 7
- › Glue sticks
- › Scissors
- › Markers
- › Colored pencils
- › Magazines

Social practice of the language:

Understand and record information about locations in the place where one lives.

**LESSON 5
What do I know?**

Achievements:

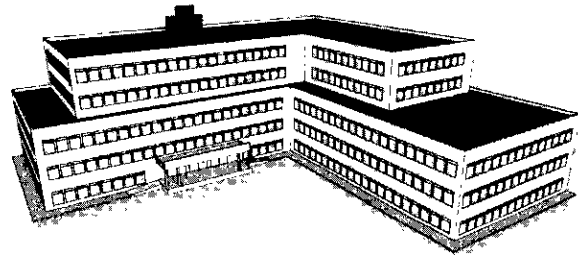
- › Identify the names of locations.
- › Identify natural features and distinguish them from man-made constructions.
- › Answer questions about the characteristics of natural features and man-made constructions.
- › Find differences and similarities

Environment:
Family and Community.

Social practice of the language: Understands and records information about localities in the community.

LESSON 5: What do I know?

1. Look at Digital flashcards 8, 9, 10 and 11 and read the names of the places out loud. Choose the name of the place that belongs to the picture.
2. Write the name of the following picture.



Hospital

- › between words in English and words of
- › one's native language. own mother tongue.

› Access

Open The Narrative Reading Book on page 37 and show students the picture. Have them describe it to you and ask them to predict what the story will be about. Elicit answers and write them on the board.

Ask students to open their Narrative Reading Books on page 38 and read the story out loud. During the reading of the story pause when you find the names of buildings like cafeteria, school, hospital or library. Ask students if they know what these places are and if they have ever visited them. Once the reading is over, ask the comprehension questions at the end of the reading to reinforce understanding.

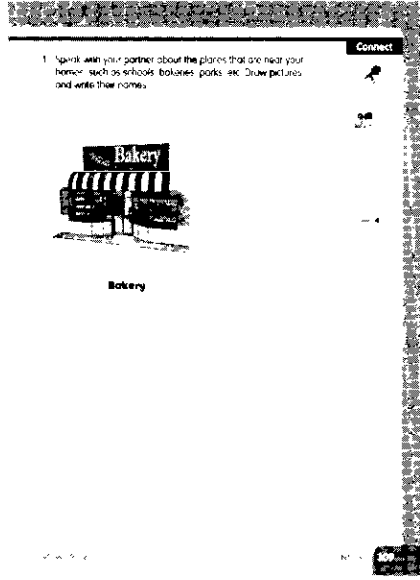
Before starting the lesson, show students the slide presentation suggested in the ICT section for them to identify the different buildings and places in a neighborhood. Ask students if in their neighborhoods are a hospital, a library, a groceries store or a police station for example. Discuss with them about the different kind of buildings around their homes. Once students know the places, organize them in teams of four and show them Digital flashcards 8, 9, 10 and 11.

Ask students to look attentively at digital flashcards 8, 9, 10 and 11. Read with them the names of the places and then ask them to look at the pictures on page 108 of their book. Now, focus students' attention on the illustration and have them write the name of the building on the line.

› **Connect**

Ask students about the type of buildings there are in their neighborhoods and elicit answers from some volunteers. Write their answers on the board and make sure they understand what service is provided in each building. Encourage students to say the name of the building in English; if they don't know it, help them out.

Organize students in pairs and ask them to open their books on page 109. Read the instructions out loud and give them enough time to complete the activity. Let



them see the Digital flashcards to have some examples.

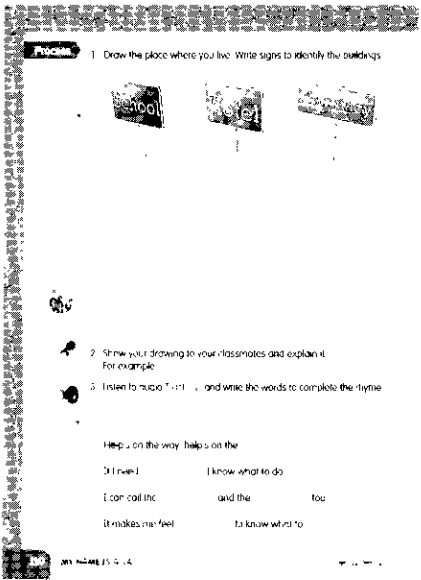
Ask them to notice that some words of places are written in English just like in Spanish like Hospital or Hotel. Then let them notice that others are very similar like Restaurant, Library or Park.

› **Process**

Ask students to open their books on page 110 and read the instructions out loud. Give students enough time to draw the pictures, and ask them to label the places.

Ask students if they remember what rhyming words are and elicit from them some examples. Use the following example: Police helps us keep peace.

Tell students they will listen to a rhyme about two important places in a neighborhood. Ask children to read the rhyme silently and tell them they will have to listen carefully to the audio Track to complete it.



Play audio Track 32 once, for students to listen to the rhyme without completing anything. Once the audio is over, ask students to tell you what places are mentioned in it.

Play audio Track 32 one more time and ask students to complete the rhyme. Review students' answers as a group.

› **Additional activities**

Have students answer extra worksheets to practice the topics studied in this lesson. Page 139.

› **ICTs**

Visit the following website to show students the most common places in a neighborhood as suggested in the "Access" section/

https://en.islcollective.com/resources/printables/worksheets_doc_docx/places_in_the_neighborhood_flash_cards/neighborhood-places-beginner/56032

LESSON 6
Clues to find locations

Achievements:

- › Identify the names of locations.
- › Identify the names of locations.
- › Identify natural features and distinguish them from man-made constructions.
- › Answer questions about the characteristics of natural features and man-made constructions.
- › Find differences and similarities between words in English and words of one's native language.

LESSON 6: Clues to find locations

Access

33

Write

1. Listen to audio Track 33. Write the words to complete the information.

bakery books play grocery park
school study places bread food
post office library letters learn

All around my neighborhood, there are many places to go:

This is a bakery. I go there to buy bread.
This is a grocery store. I go there to buy food.
This is a post office. I go there to mail letters.
This is a library. I go there to find books.
This is a park. I go there to play.
This is my school. I go there to learn and study.

Connect

1. Draw a map of your neighborhood.

Student's own answers

Draw

2. Read the following question and answer, then use them to speak with your classmates and teacher.

Read

Question: What buildings are present in your neighborhood?
Answer: Near my home there is a bakery and a library.

Speak

NETWORK 2

UNIT 5 111

› **Access**

Have students mention some of the most important places in a neighborhood and write them on the board. Discuss with students the kinds of things they can do in these places.

Tell students they will listen to the descriptions of some places and the things they can do. Have students open their books on page 111, and read the instructions out loud.

Play audio Track 33 for students to listen to the descriptions without completing the exercise and ask students to name the places they hear.

Play the audio one more time and pause it after each statement for students to write their answers.

Once they finish, have some volunteers read their answers and write them on the board.

Allow students to correct spelling as well as their mistakes.

› Connect

Draw on the board a map of the neighborhood with all the different places around the school and ask students to help you do it.

Now, ask students to read the instructions out loud. Tell students to make a map of their own neighborhood.

Once they have finished their drawings ask them to exchange the information they drew with their classmates. Incite them to use the sentences of the examples in exercise 1 of the section Access to speak about the places near their neighborhoods.

› Process

Ask students to open their books on page 112, and focus their attention on the four buildings. Ask some volunteers to name them. Read the instructions and make sure students understand what to do.

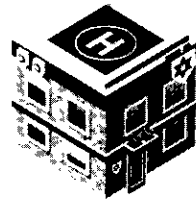
Ask them when was the last time they went to a movie theater or to a restaurant and ask them if they have ever been in a police or fire station. Let them share with you're their experiences. Ask them how can we identify any of these places.

Process

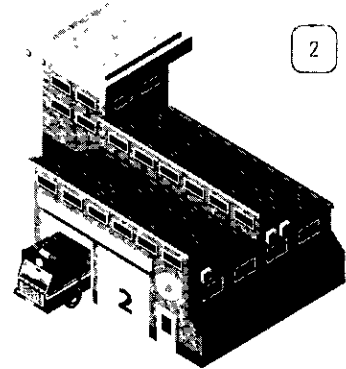


1. Look at the digital flashcards 8, 9, 10 and 11 again, then write the corresponding number to identify each building.

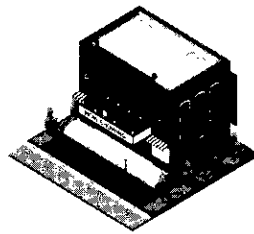
1. Restaurant
2. Fire station
3. Police station
4. Movie theater



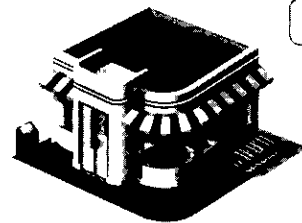
3



2



4



1

112

MY NAME IS ATLAS

NETWORK 2

Give students some time to solve the exercise individually and once they finish, have them review their answers with a partner.

› Additional activities

Have students answer extra worksheets to practice the topics studied in this lesson. Page 140.

› ICTs

Visit the following website to practice spelling of different places around town and the services they offer.

<http://learnenglishkids.britishcouncil.org/en/word-games/hangman/places-town>

LESSON 7 My neighborhood

Achievements:

- › Identify the names of locations.
- › Identify natural features and distinguish them from man-made constructions.
- › Answer questions about the characteristics of natural features and man-made constructions.
- › Find differences and similarities between words in English and words of one's native language.

LESSON 7: My neighborhood

1. Look at Digital flashcards 8, 9, 10 and 11. Speak with your classmates about the different things that you can find in these places.
2. Read the following text and write the words to complete it.

Read the paragraph and write the words to complete it.

"My neighborhood"

In my neighborhood there are many places to go.

If I am hungry, I can go to a _____ restaurant _____ and eat.

There is a _____ post _____ office _____ in my neighborhood where I can mail a letter to my grandmother.

There is a _____ mall _____ to go shopping and a _____ bakery _____ where I can buy a birthday cake, too.

If I want to read some books or do my homework, I can go to the _____ library _____.

There is a _____ bank _____ where my dad saves his money.

Access



NETWORK 2

UNIT 5 113

› Access

Show students Digital flashcards 8, 9, 10 and 11, and have some volunteers describe the places and some of the activities or services they provide.

Ask students to open their books on page 113, and read the instructions out loud. Ask students to complete the paragraph using the names of the places presented in the flashcards.

Ask students to get in pairs and compare their answers. Once they finish, Have some volunteers read their answers out loud and write them on the board.

Allow students to make any necessary corrections.

Ask them to review their mistakes and make sure students understand why they were mistaken.

› Connect

Before starting with this activity, write the following words on the board: "mother, father, son, daughter", and ask students to tell you what these words have in common. Talk to students about what a semantic field is and tell them that it is a set of words that have related meanings grouped together.

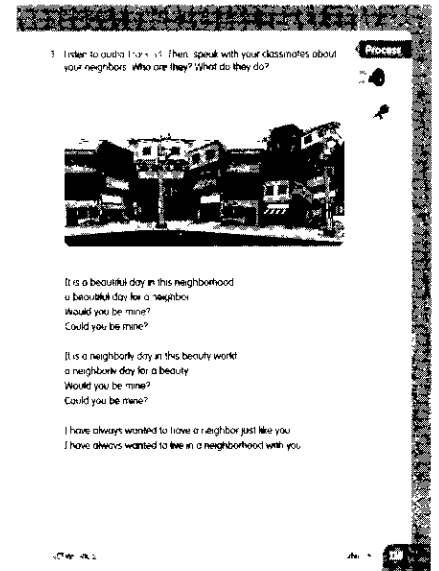
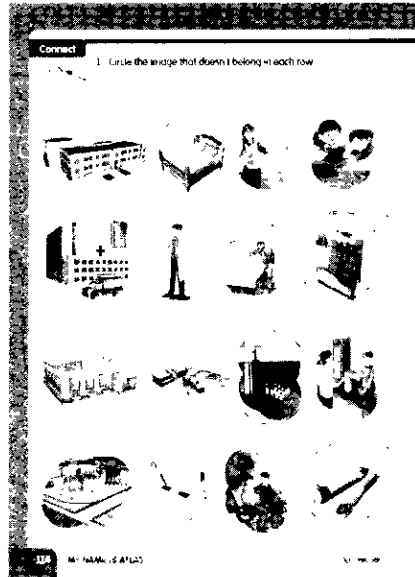
Ask students to tell you the things that can be found inside a grocery store. Tell some absurd things like a bed or a tree to check if students understood that these items do not belong to a grocery store.

Ask students to open their books on page 114, and read the instructions out loud. Have students solve the exercise individually, and review the answers as a group.

› Process

Tell students they will listen to a song about the place where they live. Have students open their books on page 115, and focus their attention on the illustration. Ask some volunteers to describe it for you and for the rest of the class.

Focus students' attention on the lyrics of the song and ask them to read them silently. Explain any vocabulary doubts if necessary.



Play audio Track 34 and ask children to follow the song silently.

Have students read the song out loud after you and practice it several times. Finally, play audio Track 34 one more time and encourage students to sing along.

› Additional activities

Have students answer extra worksheets to practice the topics studied in this lesson. Page 141.

› ICTs

Visit the following website for students to identify and distinguish natural features and man-made constructions.

http://www.carnarvonsota.wa.edu.au/Online%20sets/Down%20to%20Earth/content/03_skimming_the_surface/page_02.htm

LESSON 8
Product: Map of a location

Achievements:

- › Identify the names of locations.
- › Identify natural features and distinguish them from man-made constructions.
- › Answer questions about the characteristics of natural features and man-made constructions.
- › Find differences and similarities between words in English and words of one's native language.

LESSON 8:
Product: Map of a location

Access

Answer orally and check when done.

How do we call the place where you come to study everyday?
 How do we call the place where we can go to eat?
 Where do nurses and a doctors work?

Draw 1. Draw a park with some natural features (a lake, trees, flowers, etc.).

Student's own answers

Write 2. Write the name of your park.

Speak 3. Speak with your classmates. Is this park next to your home? Where is it? What other places are next to this park?

116 MY NAME IS ATLAS
NETWORK 2

› **Access**

Read the questions and statements with your students. Ask them to answer them orally to review previous knowledge that will help them when doing their product. Ask them to check the boxes when answering correctly.

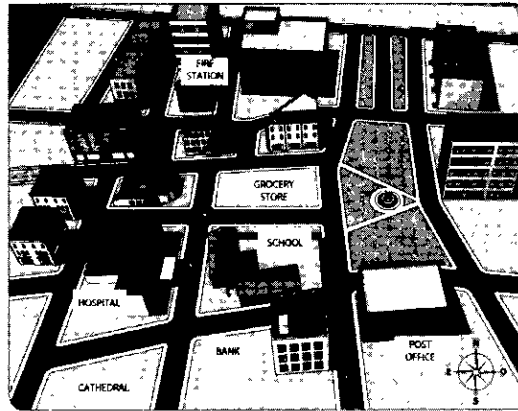
Talk to students about natural features and remind them that these are not created by man. Give students some examples

and have them give you some examples too.

Ask students to work in teams of five and ask them to open their books on page 116. Read the instructions out loud and make-sure students understand what to do. Ask children to include as many natural features as they can.

To work as a real team each member has to name at least two

1. Speak with your classmates and all together mention the buildings that are missing and say what are the things that we can find in these places.



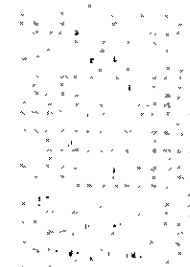
things that can be found in the park. Incite students to describe things they found in the parks in their neighborhoods. Let them make suggestions of colors and shapes so their drawings are closer to their reality. For example you can tell them that in the park near your home there is a round lake and yellow chairs around for people to sit around.

Walk around to monitor their work and help them if necessary.

1. Draw the buildings near your house and write what they are.



Student's own answers.



Near my house there is a _____
there is also a _____ and
a _____

› Connect

Ask students to open their books on page 117, and focus their attention on the map. Ask students to observe the map and have them describe it to you. Read the instructions out loud and clarify any doubts if necessary. Ask students to complete the map of this neighborhood with the missing buildings.

› Process

Read the instructions out loud, and tell students they will make a map of the neighborhood they live in.

Have them use magazine cutouts, or drawings to do it. Remind them to include both natural and man-made features. Give them enough time to finish their work and once they finish, ask them to show it to the rest of their classmates and explain what they included and why.

› My knowledge light

Use the Self Evaluation Flashcard with your students

so they can draw the correct light of the Knowledge Light to evaluate themselves.

Offer students some minutes to think about the different places in their neighborhood they have learnt about. Ask them if they can identify them and describe them. Finally let them look and use their products so they can evaluate their achievements.

Unit 5 Assessment

Grades show students' progress, and should be an average of their performance across several areas. Look at the following chart:

Activity Book Unit 5 Assessment

Read the instructions out loud and clarify any possible questions. Have students answer page 118 individually.

Collect the notes you took during the unit that can be used as evidences of oral and comprehension achievements and use students' books and products to evaluate their written work.

You can use the following grid to evaluate your students achievements and compare it with their self evaluation.

- › Your student doesn't understand. He/she need more work to gain better understanding.
- › Your student is almost there. He/she needs to keep practicing to improve his/her achievements.
- › Your student can do it. He can use what he/she has learnt in his/her daily life. Encourage him/her to keep this positive attitude and to help his/her classmates.

Share with your students your choices of their evaluations.

› Products 1 and 2:

Use the following criteria to evaluate these products:

- › students bring complete material Yes No

- › students look for specific information of the three regions in the Americas and their countries on a map

Not yet Almost there Can do it!

- › students write the names of the constructions and features included on a map

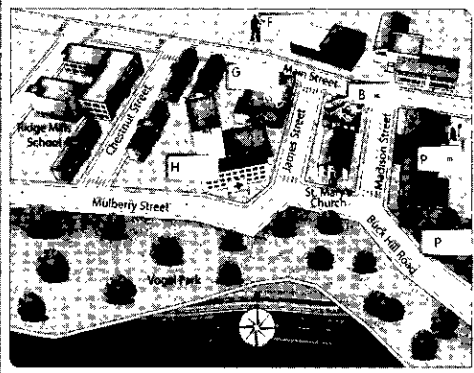
Not yet Almost there Can do it!

› Comprehension Check:

Evaluate Reading and Listening Comprehension as well as Oral expression by reading the stories in the Reading time section.

ASSESSMENT

1. Write the names of the buildings on the map



2. Speak with your classmates

Did you ever visit a hospital?
 Have you ever been to a police station?
 Do you know how to use a map?

Yes I have been in a hospital.
 I have never been to a police station.
 I go to the grocery store with my mom every week.

118 UNIT 5 NETWORK 2

Working habits, participation and attitude:

Evaluate by considering if students:

- › use time appropriately
- › solve problems effectively
- › seek help when needed
- › complete tasks on time
- › participate with enthusiasm in teamwork, pair work and in role play activities.
- › have a positive attitude when working individually or collectively.
- › help other classmates and enjoy the activities.

ASPECT	PERCENTAGE
Activity Book, Unit 5 – Assessment	10
Comprehension Check – Story 1	10
Product 1	20
Comprehension Check – Story 2	10
Product 2	20
Listening Comprehension activities	10
Oral Expression activities	10
Working Habits	10

Scripts and Lyrics

Track 29, Activity Book page 100.

In 1492

In fourteen hundred ninety-two,
Columbus sailed the ocean blue.
He had three ships and left from Spain;
He sailed through sunshine, wind, and rain.
He sailed by night; he sailed by day;
He used the stars to find his way.

Track 30, Activity Book page 101.

The stylish red maple leaf has been the national symbol of Canada. Red and white are the official colors of Canada.

Today, United States flag consists of thirteen horizontal stripes, seven red alternating with six white. The stripes represent the original 13 colonies, the stars represent the 50 states of the union.

The basic design of the Mexican flag has three colors: green, white, and red. In the white band is an eagle and it means the Aztec legend. The eagle is sitting on a cactus eating a snake.

Track 31, Activity Book page 105.

America

Far
We've been traveling far,
Without a flag,
But not without a star.

Free
Only want to be free,
We huddle close,
Hang on to a dream.

On the ships and on the planes.
They're coming to America.
Never looking back again,
They're coming to America.

Track 32, Activity Book page 110.

Community rhyme

Help's on the way, help's on the way.
If I need help, I know what to do.
I can call the police and the firehouse, too.
It makes me feel safe to know what to do.

Track 33, Activity Book page 111.

Information about my neighborhood

All around my neighborhood, there are many places to go.
This is a bakery. I go there to buy bread.
This is a grocery store. I go there to buy food.
This is a post office. I go there to mail letters.
This is a library. I go there to find books.
This is a park. I go there to play.
This is my school. I go there to learn and study.

Track 34, Activity Book page 115.

It is a beautiful day in this neighborhood,
a beautiful day for a neighbor.
Would you be mine?
Could you be mine?

It is a neighborly day in this beauty world,
a neighborly day for a beauty.
Would you be mine?
Could you be mine?

I have always wanted to have a neighbor
just like you.
I have always wanted to live in a neighborhood
with you.

Photocopiable material

Name _____ Date _____

1. Look at the following map and color North America in green, Central America in yellow and South America in blue. Then, write their names on the lines.



2. Complete the next paragraph with the words in the box.

discovered – ships – Niña – finally – bed – months– America

Christopher Columbus discovered _____ in 1492. He traveled in _____ named the Santa Maria, the Pinta and the _____.

Christopher Columbus spent a lot of _____ in his ship; he had his _____, a few personal belongings, his maps and his charts.

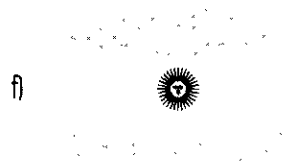
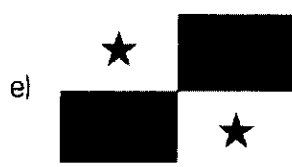
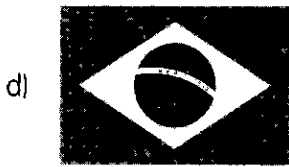
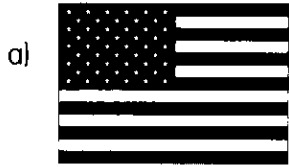
He _____ arrived in the Americas and when he returned home, Columbus was highly respected because he _____ a New World.

Name _____ Date _____

**Photocopiable
material**

1. Write the names of the countries according to their flags. Use the list of countries in the box to help you.

Brazil – Mexico – Panama – United States – Argentina – Canada



2. Match the names of the countries to their flags.

- a) Canada
- b) Chile
- c) Uruguay
- d) Venezuela
- e) Mexico



3. Unscramble the names of the following countries and write them on the lines.

- a) rPue _____
- b) elieBz _____
- c) anadCa _____
- d) buaC _____
- e) agretinAn _____

Photocopiable material

Name _____

Date _____

1. Find the names of the countries in the word search puzzle. Then, write them on the lines.

C	O	L	O	M	B	I	A	Q	T	B	P	M	N	C
A	A	R	G	E	N	T	I	N	A	P	U	X	P	Z
N	T	Y	U	N	H	T	Y	O	L	A	E	T	E	P
A	G	U	A	T	E	M	A	L	A	R	R	N	R	R
D	X	E	G	H	O	N	E	Z	Q	A	T	C	U	Z
A	T	B	I	K	H	D	L	C	W	G	O	R	H	S
Z	Y	U	L	O	I	K	I	F	R	U	R	X	W	M
N	B	Q	Y	A	S	B	H	X	R	A	I	Z	H	A
C	O	S	T	A	R	I	C	A	Q	Y	C	V	A	S
P	O	I	B	H	L	T	Y	G	D	A	O	E	I	X
Q	T	U	J	N	M	O	L	P	C	X	E	Q	T	P
M	E	X	I	C	O	V	C	B	O	L	I	V	I	A

- | | |
|----------|----------|
| a) _____ | g) _____ |
| b) _____ | h) _____ |
| c) _____ | i) _____ |
| d) _____ | j) _____ |
| e) _____ | k) _____ |
| f) _____ | l) _____ |

2. Match the currencies with their countries.

- | | |
|------------------|-----------------|
| a) Mexico | Canadian Dollar |
| b) United States | Quetzal |
| c) Canada | Colon |
| d) Nicaragua | Dollar |
| e) Costa Rica | Peso |
| f) Guatemala | Cordoba |

Name _____

Date _____

Photocopiable
material

1. Draw pictures of some of the places that are near your house. Then, write their names on the lines.

2. Unscramble the following words and write them on the lines. Then, choose two words and draw a picture of them.

a) aybrk _____ d) lothpia _____

b) apkr _____ e) tehlo _____

c) csohol _____

--	--

Photocopiable
material

Name _____ Date _____

1. Complete the sentences. Use the words from the box.

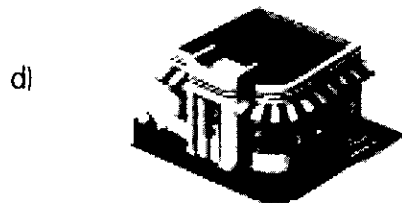
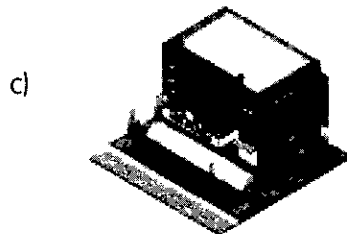
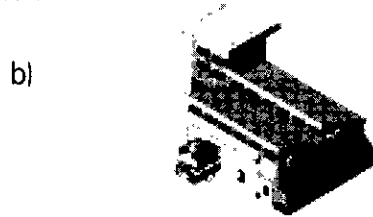
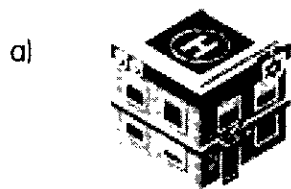
- a) I can buy food in a _____ store.
- b) I can buy a cake in a _____
- c) I can mail letters in a _____
- d) I can find books in a _____
- e) I can eat some food in a _____

restaurant
post office
hospital
bank
grocery
fire station
library
bakery

2. Draw a map of your neighborhood. Label all the different places in it.



3. Look at the illustrations and write their names on the lines.



Name _____ Date _____

**Photocopiable
material**

1. Circle the words you find. Then, write them on the lines.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

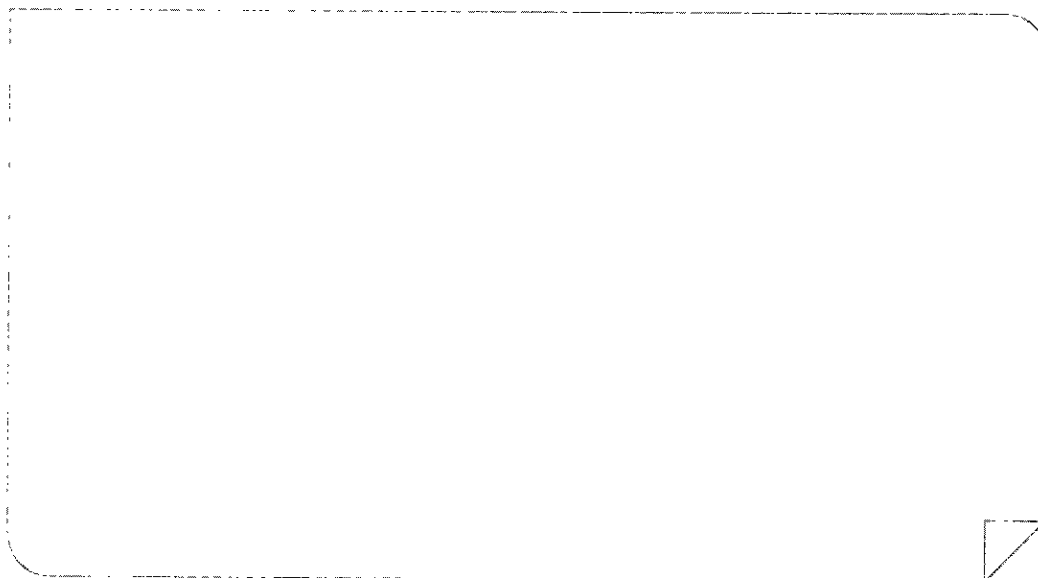


2. Complete the statements with the words from the box.

**food – park – library – animals – live – bank– zoo
home – play – money – restaurant – books**

- a) A _____ is a place where people borrow _____.
- b) A _____ is a place where people order _____.
- c) A _____ is a place where kids _____.
- d) A _____ is a place where people _____.
- e) A _____ is a place where people see _____.
- f) A _____ is a place where people save _____.

3. Which is your favorite place in your neighborhood? Draw a picture to illustrate it.

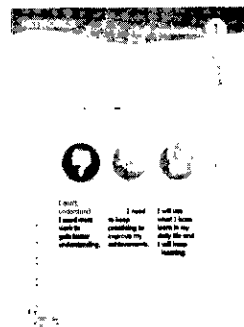


Dear teacher,

On your CD you will find the Digital flashcards that you will need in every unit. They are classified in folders per unit.

We have listed the flashcards here so you can take a look at all of them together when preparing your lessons.

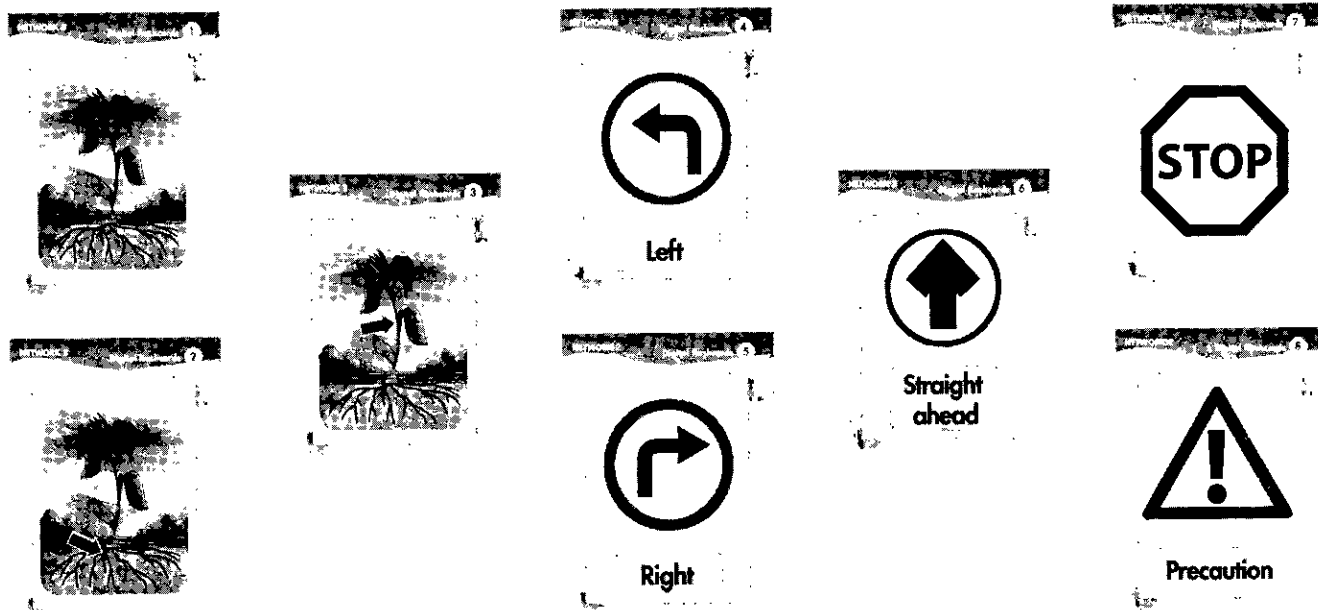
As an option you can print them and laminate them to hang them in the classroom. We hope they will be very useful for you.



UNIT 1



UNIT 2



UNIT 3

NETWORK 2 Digital Flashcards 1



NETWORK 2 Digital Flashcards 2



NETWORK 2 Digital Flashcards 3



NETWORK 2 Digital Flashcards 4



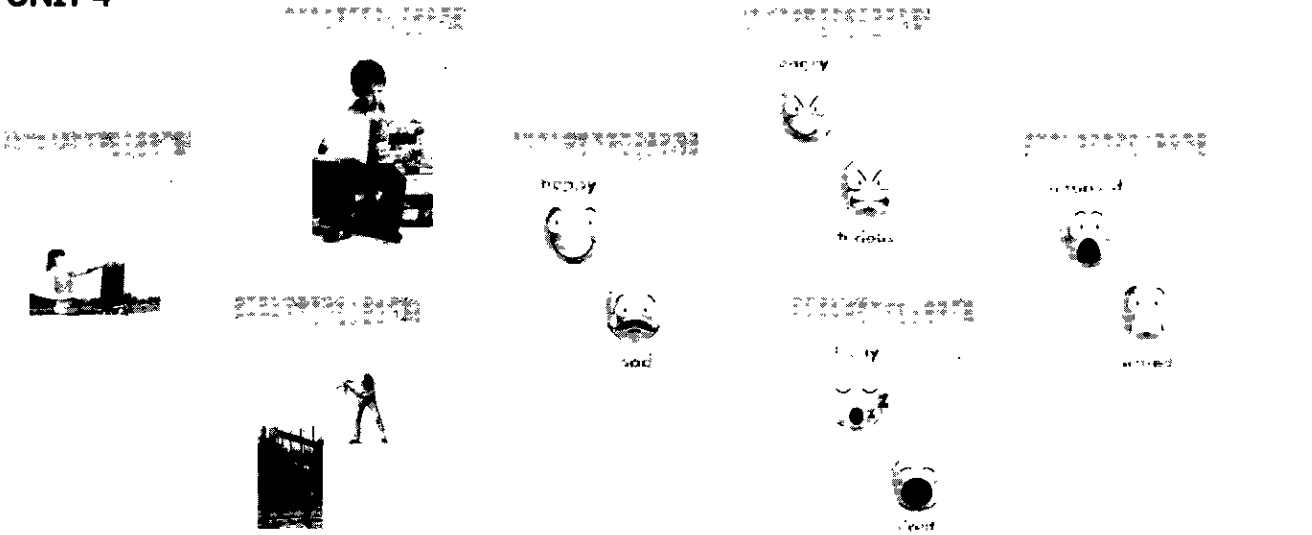
NETWORK 2 Digital Flashcards 5



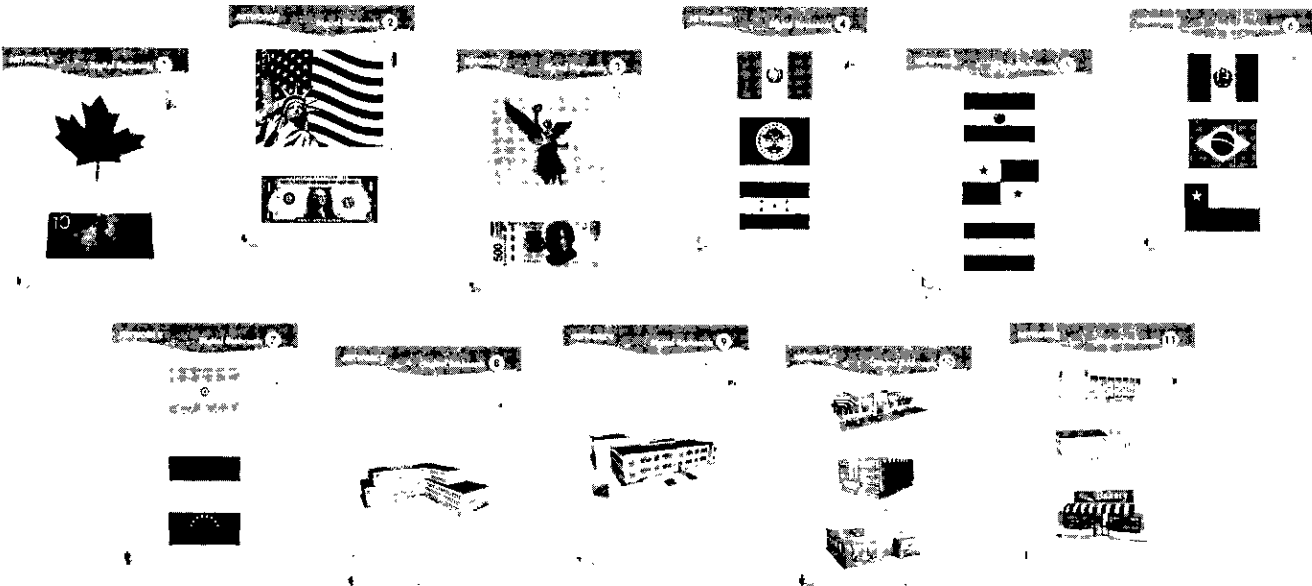
NETWORK 2 Digital Flashcards 6



UNIT 4



UNIT 5



UNIT 1 TEST

Name _____ Date _____

1. Choose the correct expression for each example.

- | | | |
|--|-------------------------|-------------------|
| a) How are you?
See you later. | I'm fine. | Nice to meet you. |
| b) This is my friend, Bob.
Nice to meet you, Bob. | I'm fine, Bob. | Goodbye, Bob. |
| c) See you tomorrow.
Hello | Bye! | Good morning. |
| d) I would like you to meet John.
See you tomorrow. | Nice to meet you, John. | I'm fine, John. |
| e) How are you doing?
I'm doing very well. | My name is Cindy. | Goodbye. |
| f) Hello.
Bye | See you later. | Good morning. |

2. Match the words that rhyme.

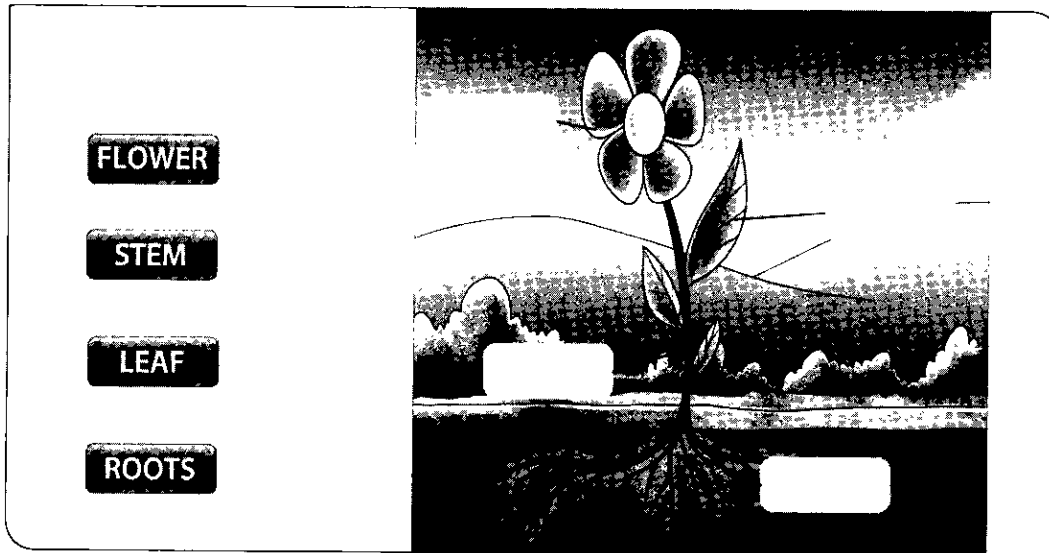
- | | |
|-----------|--------|
| a) pack | file |
| b) cry | monkey |
| c) bat | money |
| d) pile | try |
| e) honey | black |
| f) donkey | flat |

3. Circle the word that DOES NOT rhyme.

- | | | |
|---------|-------|-------|
| a) duck | thick | truck |
| b) mop | top | tot |
| c) fee | cry | dry |
| d) look | book | luck |
| e) cake | tall | make |

Name _____ Date _____

1. Write the names of the parts of the plant.



2. Circle the word that best completes the sentences. Then, write the word on the line.

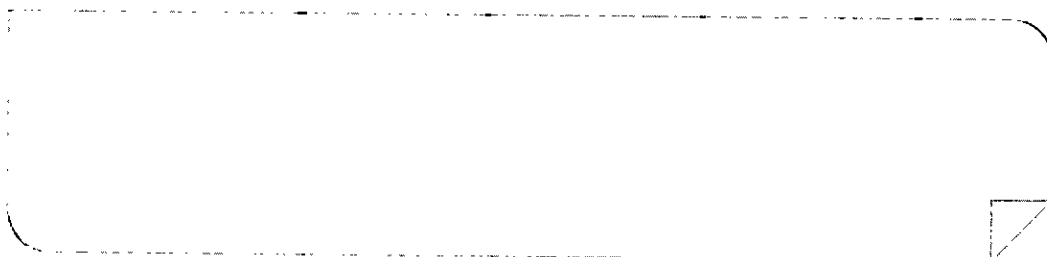
- a) The _____ of a plant provide support to it. **flowers / roots**
- b) Leaves use sunlight, air, water and _____ to make food for the plant. **nutrients / soil**
- c) The _____ of the plant carries water and nutrients to the plant. **stem / leaves**
- d) Flowers produce _____ and help to produce new plants. **roots / seeds**

3. Match the colors of the traffic lights with the correct action.

- | | |
|--------|------|
| red | wait |
| yellow | stop |
| green | go |



4. Draw a boy and a girl crossing the street safely. Don't forget to draw the pedestrian crossing.



UNIT 3 TEST

Name _____ Date _____

1. Match the words that rhyme.

- | | |
|----------|-------|
| a) night | nose |
| b) swing | cake |
| c) train | ring |
| d) rose | duck |
| e) truck | light |
| f) snake | rain |

2. Read the next sentences and circle the words that rhyme.

- a) This pot is hot.
- b) A man is in the van.
- c) My cat sleeps on the mat.
- d) The mice ate all the rice.
- e) I want to bake a chocolate cake.

3. Read the descriptions and guess the food. Draw a picture and write the answer on the line.

- a) This vegetable is red and round, it is very tasty, and you can put it in your sandwich.

- b) This drink is very healthy. It helps you grow. It is white, you can make cheese, yogurt and butter with it. It comes from cows.

4. Unscramble the next words.

- a) turif _____
- b) baegevlet _____
- c) sotenpri _____

- d) anigrs _____
- e) rydia _____

Name _____ Date _____

UNIT 4 TEST

1. Complete the ID card with your personal information.

Full name: _____

Nationality: _____

Age: _____

Favorite hobby: _____

I do not like: _____

2. Answer the following questions about yourself.

a) Do you like painting? _____

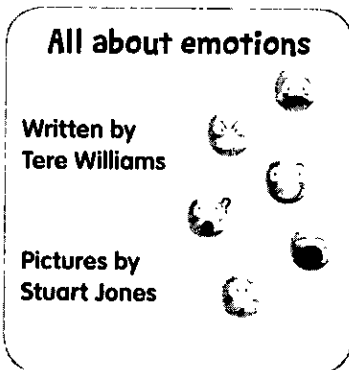
b) Do you like reading? _____

c) Do you like playing video games? _____

d) Do you like cooking? _____

e) What is your favorite hobby? _____

3. Look at the cover of the book and answer the questions.



What is the title of the book?

Who is the author?

Who is the illustrator?

What is the book about?

4. Unscramble the words that describe emotions and write them on the lines.

a) paphy _____ d) seacdr _____

b) gnray _____ e) das _____

c) etdir _____

UNIT 5 TEST

Name _____ Date _____

1. Look at the following map and color North America in blue, Central America in green and South America in yellow. Then, write their names on the lines.

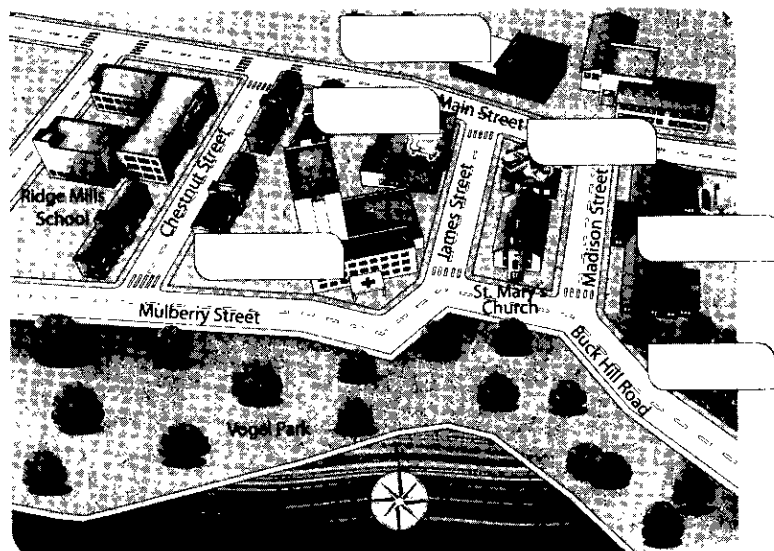


2. Match the names of the countries to their flags.

- a) Canada
- b) Chile
- c) Uruguay
- d) Venezuela
- e) Mexico



6. Label the places on the map below. Use the words from the box.



- fire station
- hospital
- park
- post office
- bank
- grocery store

Name _____ Date _____

1. Choose the correct expression for each example.

- | | | |
|--|--|--|
| a) How are you?
See you later. | <input type="checkbox"/> I'm fine. | <input type="checkbox"/> Nice to meet you. |
| b) This is my friend, Bob. | <input type="checkbox"/> I'm fine, Bob. | <input type="checkbox"/> Goodbye, Bob. |
| c) See you tomorrow.
Hello | <input type="checkbox"/> Bye! | <input type="checkbox"/> Good morning. |
| d) I would like you to meet John.
See you tomorrow. | <input type="checkbox"/> Nice to meet you, John. | <input type="checkbox"/> I'm fine, John. |
| e) How are you doing?
<input type="checkbox"/> I'm doing very well. | <input type="checkbox"/> My name is Cindy. | <input type="checkbox"/> Goodbye. |
| f) Hello.
Bye | <input type="checkbox"/> See you later. | <input type="checkbox"/> Good morning. |

2. Match the words that rhyme.

- | | |
|-----------|--------|
| a) pack | file |
| b) cry | monkey |
| c) bat | money |
| d) pile | try |
| e) honey | black |
| f) donkey | flat |

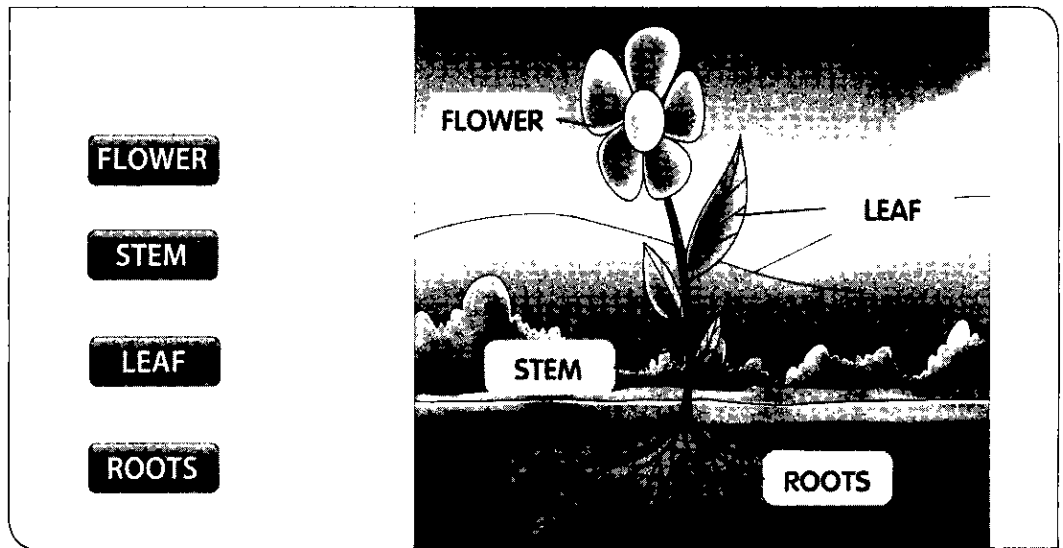
3. Circle the word that DOES NOT rhyme.

- | | | |
|---------------------------------|--------------------------------|--------------------------------|
| a) duck | <input type="checkbox"/> thick | <input type="checkbox"/> truck |
| b) mop | <input type="checkbox"/> top | <input type="checkbox"/> tot |
| c) <input type="checkbox"/> fee | <input type="checkbox"/> cry | <input type="checkbox"/> dry |
| d) look | <input type="checkbox"/> book | <input type="checkbox"/> luck |
| e) cake | <input type="checkbox"/> tall | <input type="checkbox"/> make |

UNIT 2 TEST

Name _____ Date _____

1. Write the names of the parts of the plant.



2. Circle the word that best completes the sentences. Then, write the word on the line.

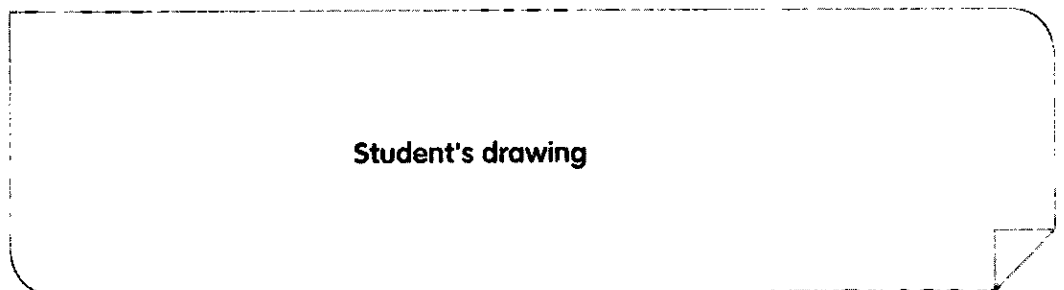
- a) The _____ of a plant provide support to it. flowers / roots
- b) Leaves use sunlight, air, water and _____ to make food for the plant. nutrients / soil
- c) The _____ of the plant carries water and nutrients to the plant. stem / leaves
- d) Flowers produce _____ and help to produce new plants. roots / seeds

3. Match the colors of the traffic lights with the correct action.

red ————— wait
 yellow ————— stop
 green ————— go



4. Draw a boy and a girl crossing the street safely.



Name _____ Date _____ UNIT 3 TEST

1. Match the words that rhyme.

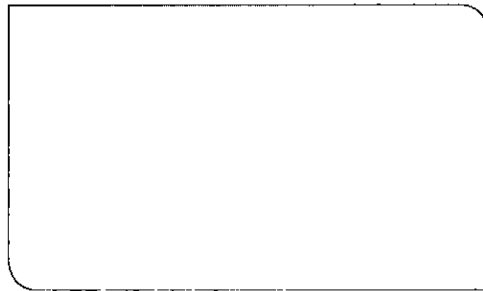
- | | | |
|----------|-------|-------|
| a) night | _____ | nose |
| b) swing | _____ | cake |
| c) train | _____ | ring |
| d) rose | _____ | duck |
| e) truck | _____ | light |
| f) snake | _____ | rain |

2. Read the next sentences and circle the words that rhyme.

- a) This pot is hot
 b) A man is in the van
 c) My cat sleeps on the mat
 d) The mice ate all the rice
 e) I want to bake a chocolate cake

3. Read the descriptions and guess the food. Draw a picture and write the answer on the line.

- a) This vegetable is red and round, it is very tasty, and you can put it in your sandwich.



_____ **Tomato** _____

- b) This drink is very healthy. It helps you grow. It is white, you can make cheese, yogurt and butter with it. It comes from cows.



_____ **milk** _____

4. Unscramble the next words.

- | | | | | | |
|--------------|-------|-------------------|-----------|-------|--------------|
| a) turif | _____ | fruit | d) anigrs | _____ | grain |
| b) baegevlet | _____ | vegetables | e) rydia | _____ | dairy |
| c) sotenpri | _____ | proteins | | | |

UNIT 4 TEST

Name _____ Date _____

1. Complete the ID card with your personal information.

Full name: _____

Nationality: _____

Age: _____

Favorite hobby: _____

I do not like: _____

2. Answer the following questions about yourself.

Answers will vary.

a) Do you like painting? _____

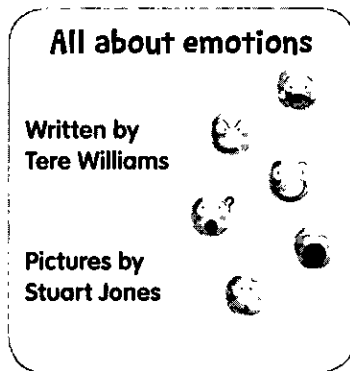
b) Do you like reading? _____

c) Do you like playing video games? _____

d) Do you like cooking? _____

e) What is your favorite hobby? _____

3. Look at the cover of the book and answer the questions.



What is the title of the book?

All about emotions _____

Who is the author?

Tere Heighs _____

Who is the illustrator?

Stuart Deer _____

What is the book about?

Being healthy and exercising _____

4. Unscramble the words that describe emotions and write them on the lines.

a) paphy **happy** _____ d) seacdr **scared** _____

b) gnray **angry** _____ e) das **sad** _____

c) etdir **tired** _____

Name _____

Date _____

UNIT 5 TEST

1. Look at the following map and color North America in blue, Central America in green and South America in yellow. Then, write their names on the lines.

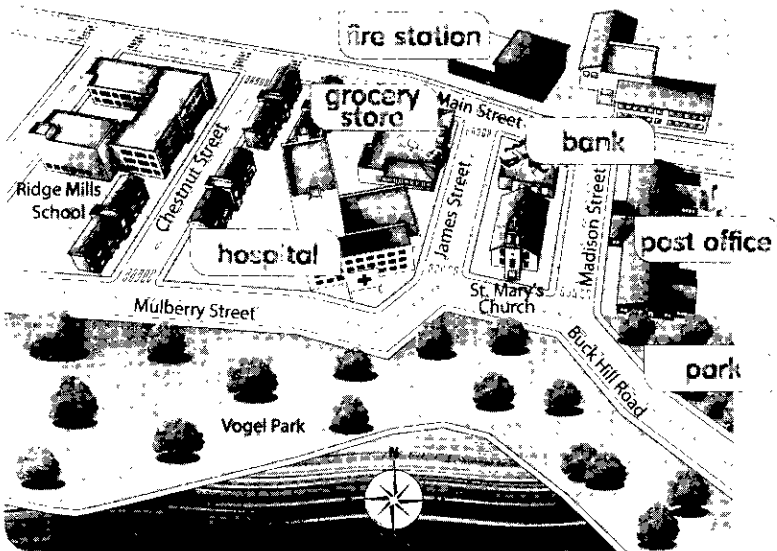


2. Match the names of the countries to their flags.

- a) Canada
- b) Chile
- c) Uruguay
- d) Venezuela
- e) Mexico



6. Label the places on the map below. Use the words from the box.



- fire station
- hospital
- park
- post office
- bank
- grocery store

Worksheet Lesson 1

- hello / goodbye / good morning / good afternoon
- A. morning
B. Good / today
A. thank
B. fine
- Answers will vary.

Worksheet Lesson 2

- Answers will vary.
- a) thank you
b) hello
c) good night
d) good morning
- Good morning Luis!
— Hello Ron!
This is my friend Lucy.
— Good morning Lucy. Nice to meet you.
Nice to meet you too.
— See you later, Ron! — Goodbye Luis! Goodbye Lucy!

Worksheet Lesson 3

1.

G	O	O	D	M	G	O	R	N	I	N	G
					O						O
		G			D						O
		O			N						D
		O			I						A
		D			G						F
		B			H	E	L	L	O		T
		Y			T						E
		E									R
											N
											O
											O
											N

- Possible answers:
 - Good night.
 - Good morning.
 - Goodbye. / See you tomorrow.
 - Hello.

Worksheet Lesson 5

- Answers will vary.
- Students must circle:
nice / slice / green / clean / day / away
- Answers will vary.

Worksheet Lesson 6

- | | |
|--------|---------|
| TH | SH |
| thanks | shell |
| tooth | shelf |
| thin | ship |
| math | sugar |
| bath | shark |
| | English |
- Students must pair and color:
sheep / leap
pear / bear
cat / hat
fun / gun
hair / chair
dog / rug
- Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are.

Worksheet Lesson 7

- cat / rat
 - ball / fall / doll
 - king / sing
 - man / pan
 - ham / jam
- Students must circle:
September / November; time / nine
- Answers will vary.

Worksheet Lesson 1

- Answers will vary.
- tomatoes / carrots
 - worm / flowers
 - sunlight

Worksheet Lesson 2

1.

SEEDS
FLOWER
SUNLIGHT
STEM
NUTRIENTS

- roots
 - nutrients
 - stem
 - seeds

3.

1 2 3
4 5 6

Worksheet Lesson 3

- Students should label the parts of the plant they pasted.
- water
 - seeds
 - plant
 - leaves
 - sunlight
 - roots
 - stem

Worksheet Lesson 5

- ✗
 - ✓
 - ✓
 - ✗
 - ✗
 - ✓
- A red sign in the traffic light means stop.
 - Green means I can go.
 - I cross the street on the pedestrian crossing.
 - I always have to be careful and alert.

Worksheet Lesson 6

- Blue
← Green

2.

left right

Worksheet Lesson 7

- If Paul goes to Mary's house, he has to go straight ahead and turn left.
 - If Paul goes to Benjamin's house, he has to go back and turn right.
 - If Paul goes to Melissa's house, he has to go back and turn left.
 - If Paul goes to Max's house, he has to go left.
- Answers will vary.

Worksheet Lesson 1

- goat – boat
night – light
bed – red
hat – bat
kitten – mitten
class – glass
men – hen
fox – box

- bat cat rat pan at
 - hen dog pen ten en
 - eat fox box ox
 - wish cake fish dish ish
 - make cake line bake ake
 - star car bat ar

Worksheet Lesson 2

- table → cable
 - bake → snake
 - win → fin
 - blue → glue
 - sing → ring
- hook – look
rain – Jane
Mike – like
trick – pick
men – hen
- Frogs jump
Frogs jump, Caterpillars hump
Worms wiggle, Bugs jiggle
Rabbits hop, Horses clop
Snakes slide, Seagulls glide
Mice creep, Deer leap
Puppies bounce, Kittens pounce
Lions stalk, But I walk

Worksheet Lesson 3

- yellow – fellow
sung - hung
Mary - Canary
- The pot is hot.
The cat is on the mat.
Jill is in the mill.
It is fun to run.
A man is in the van.

Worksheet Lesson 5

- chocolate
 - oranges ✓
 - cake
 - ice-cream
 - apples ✓
 - milk
 - tomatoes ✓
- orange
 - Milk
 - Tomato
- Healthy food is good for you.

Worksheet Lesson 6

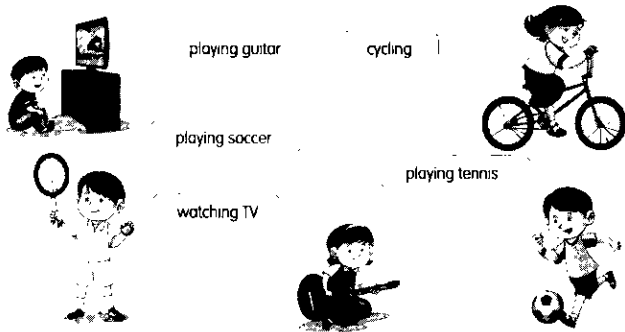
- Lemons are green.
 - Kiwis are small
 - Beans are color brown or black.
 - Strawberries are sweet
 - Carrots can be small or medium size
- Answers will vary.

Worksheet Lesson 7

- Answers will vary.
- banana
 - apple
 - lemons
 - carrot
 - potato

Worksheet Lesson 1

- Answers will vary.
-



- Answers will vary.

- Take care of your pets
Meredith Black
Joseph Snow
Pets
- Play guitar in 3 months
Jose Dominguez
Charles Smith
Guitar lessons / Playing

- 1 - 5 - 2
6 - 4 - 3
- Possible answers:
a) King / ring
b) Toy / boy
c) Mouse / house
d) Cat / bat

Worksheet Lesson 2

- Playing soccer
 - Cycling
 - Painting
 - Reading
- Answers will vary.
- reading
 - painting
 - cooking
 - watching TV

Worksheet Lesson 6

- angry
 - Happy
 - sad
 - surprised
 - tired
 - sleepy
 - scared
 - mad
 - sleepy
- happy
 - sad
 - tired
 - scared
 - surprised

Worksheet Lesson 3

- 1) Painting
 - 2) Dancing
 - 3) Skating
 - 4) Skiing
 - 5) Swimmin
- Answers will vary.

Worksheet Lesson 7

- The three little pigs were happy when building their houses.
 - The little pig was scared of the wolf.
 - The wolf was brave and hungry.
 - The wolf was tired of blowing.
- Student's drawings.

Worksheet Lesson 5

- My favorite desserts
Chef Auguste Escoffier
Kate Inteller
Cooking

Worksheet Lesson 1

1.



2. America – ships – Niña- months
bed – finally – discovered

Worksheet Lesson 2

1. a) United States d) Brazil
b) Mexico e) Panama
c) Canada f) Argentina

2.

- a) Canada
b) Chile
c) Uruguay
d) Venezuela
e) Mexico

3. a) Peru
b) Belize
c) Canada
d) Cuba
e) Argentina



2. a) Mexico - Peso
b) United States - Dollar
c) Canada - Canadian Dollar
d) Nicaragua- Cordoba
e) Costa Rica - Colon
f) Guatemala – Quetzal

Worksheet Lesson 5

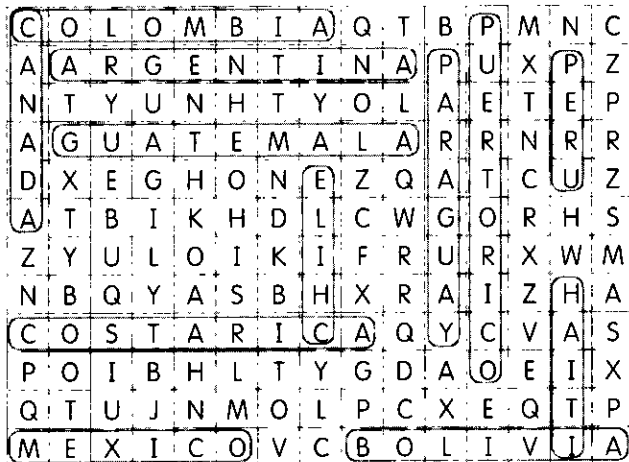
1. Answers will vary.
2. a) bakery
b) park
c) school
d) hospital
e) hotel

Worksheet Lesson 6

1. a) grocery
b) bakery
c) post office
d) library
e) restaurant
2. Answers will vary.
3. a) police station
b) fire station
c) movie theater
d) restaurant

Worksheet Lesson 3

1. a) Colombia e) Mexico i) Paraguay
b) Argentina f) Bolivia j) Puerto Rico
c) Guatemala g) Canda k) Peru
d) Costa Rica h) Chile l) Haiti



Worksheet Lesson 7

1. a) library
b) school
c) store
d) park
e) zoo
2. a) library - books d) home - live
b) restaurant - food e) zoo - animals
c) park - play f) bank – money
3. Answers will vary.

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<https://www.allkidsnetwork.com/teaching-resources/>
(December 20th, 2017)

Teaching Resources & Strategies for K-12 - TeacherVision
<https://www.teachervision.com/>
(December 20th, 2017)

Track	Activity Book Unit	Lesson	Page	Exercise
1	Network 2			
2	1	1	10	Access
3	1	2	14	Process
4	1	3	15	Access
5	1	5	20	Access
6	1	5	22	Process
7	1	5	22	Process
8	1	6	24	Connect
9	1	8	29	Process
10	1		30	Assessment
11	2	1	32	Access
12	2	5	42	Access
13	2	6	45	Access
14	3	1	54	Access
15	3	1	55	Connect
16	3	2	58	Process
17	3	3	59	Access
18	3	3	60	Connect
19	3	3	61	Process
20	3	5	65	Connect
21	3	6	68	Process
22	3	7	71	Process
23	4	1	78	Process
24	4	2	80	Process
25	4	5	87	Connect
26	4	5	87	Connect
27	4	5	88	Process
28	4	6	90	Connect
29	5	1	100	Process
30	5	2	101	Access
31	5	3	105	Process
32	5	5	110	Process
33	5	6	111	Access
34	5	7	115	Process

Audio Tracks

	Teacher's Book Unit	Pages
Digital flashcards	Self Evaluation	142
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	2	142
	3	143
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	Teacher's Book Unit	Pages
Assessments	1	144
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	Teacher's Book Unit	Pages
Worksheets	1	33-38
	2	59-64
	3	85-90
	4	111-116
	5	136-141

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Teacher's Book Network ②

Network is a six-level English course specially designed for the elementary school students to develop linguistic competency. The structure of the series is focused on constructivist and socio-cultural educational approaches through meaningful activities for them. It provides the students with the learning tools to communicate in real-world context and continue their encounter with English as a second language.

This Teacher's Book is a guide designed to support the teachers' effort in the use and management of the series. It fully utilizes the text and its components while providing advice, creative ideas, and extra material to aid instruction. The book is completed with a CD that contains audio tracks to practice listening throughout the lessons, flashcards for vocabulary reinforcement and worksheets to augment students' practice.

This Teacher's Book also allows teachers to create themselves additional material to provide students with more practice and support. In addition, it includes technological suggestions and scripts of all the audio tracks. In this book, you will find the answers to all the exercises and suggested worksheets included in the CD.

The series also includes:

- An Activity Book which include specific social practices within communicative environments.
- Two Readings Big Books, one with fact and another with fiction stories and activities to check comprehension reading.

Network supports teachers to accompany their students become aware of the importance of learning the language and at the same time enjoy the process to achieve goals easily.



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