



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.

### Estimada(o) alumna(o):

El libro de texto gratuito que tienes en las manos es el resultado del esfuerzo que realizan el Gobierno de la República y los gobiernos estatales para garantizar que todas las niñas, niños y jóvenes que cursan la educación básica en nuestro país cuenten con materiales educativos para apoyar su aprendizaje, y ello contribuya a tener una educación de calidad.

Este libro del Programa Nacional de Inglés (PRONI) forma parte de los materiales educativos que se ofrecen a la comunidad escolar para que, con el trabajo diario de maestras, maestros, directivos y padres de familia, en tu escuela sea posible aprender a aprender y aprender a convivir.

Te invito a que acudas a tu Biblioteca Escolar para que disfrutes la lectura y amplíes tus conocimientos sobre los temas que más te interesen de este libro.

Este libro es tuyo, ¡conócelo y disfrútalo!







### \lambda Richmond

Av. Río Mixcoac No. 274, Col. Acacias, Del. Benito Juárez, C.P. 03240, Ciudad de México Yes, We Can! Teachers Guide Level K © Text: Jacaranda Aideé Ruiz Clorio

Publisher: Justine Piekarowicz Project Manager: Griselda Cacho Editor: Jennifer Patiño, Diana Nolasco Design: Celia Alejos, Jaime Angeles, Erika Martínez Cover Design: Orlando Llanas Technical Coordination: Daniel Santillán Technical Assistance: Susana Alcántara

**Illustrations:** Erick Arellano pp. 4, 5, 6, 7, 8, 23, 84; Ezequiel Dominguez pp. 26, 41; Gilberto Guzmán pp. 31, 32; Alejandro Herrerías pp. 13, 84; Esteli Meza pp. 24, 28, 29, 30, 57, 105; Gerardo Sanchez pp. 40, 54, 76, 77, 101; Ismael Vázquez pp. 33, 44, 47, 61, 62, 63, 64, 74, 105; Jaquelin Vázquez p. 57;

#### Photographs: ©Shutterstock.com

Images used under license from ©Shutterstock.com

Richmond publications may contain links to third party websites or apps. We have no control over the content of these websites or apps, which may change frequently, and we are not responsible for the content or the way it may be used with our materials. Teachers and students are advised to exercise discretion when accessing the links.

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission in writing from the Publisher.

The Publisher has made every effort to trace the owner of copyright material; however, the Publisher will correct any involuntary omission at the earliest opportunity.

First Edition: 2018 ISBN: 978-607-06-1546-7 D.R. © Richmond Publishing, S.A. de C.V., 2018 Av. Río Mixcoac No. 274, Col. Acacias, Del. Benito Juárez, C.P. 03240, Ciudad de México Miembro de la CANIEM Registro No. 3249

Printed in Mexico by

### 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.

> Impreso en México · Printed in Mexico Distribución gratuita · Prohibida su venta



	Course Philosophy	iv
	Methodology	v
	Course Structure	vi
	Icons of the Series	vii
	Components	viii
	Digital Component	X
	Poster Activities	xi
	Routine Games and Activities	xii
	Scope and Sequence	xiii
ມູ	Unit 1 Let's Be Polite!	T4
	Unit 2 Let's Enjoy Rhymes!	T12
erm	Unit 3 Let's Cook!	T20
Ъ	Unit 4 Let's Follow the Leader!	T28
2	Unit 5 Let's Sing Together!	T36
	Unit 6 Let's Ask Questions!	T44
ē	Unit 7 Let's Learn About Our Body!	T52
(CA)	Unit 8 Let's Hear a Story!	Т60
Ξ	Unit 9 Let's Discover Mexico!	T68
þ	Unit 10 Let's Make an Inventory!	T76
	Audioscripts	T84
	Unit Assessments	Т90
	Term Assessments	Т95
	Diploma	T101
	Bibliography	T103
	Glossary	T105

 $\Phi_{i}$ 

# Course Philosophy

Welcome to *Yes, We Can!* — a complete and fun program for teaching English to elementary school students. Its main purpose is to enable students to become competent English users in a pleasurable way. Learners will do what children like to do —role-play, play games, sing and chant, read and enjoy stories and rhymes, listen to stories and music, mime and do hands-on activities. When learning is enjoyable, it is more effective.

Throughout the program, learners actively participate, assimilating the new knowledge into their existing framework and thus making it more meaningful. In other words, students become active constructors or builders of their own knowledge. The child is at the center of the program and the teachers become their guide through the world of English.

Children have a natural desire to learn and communicate. For this reason, students are offered as many opportunities for learning and communication as possible.

The series offers students the opportunity first to listen, read or see models of language, and later to understand concepts and explore language. Young children are still learning basic concepts in their own language, and when those same basic concepts are being acquired and reinforced in a second language, it strengthens their grasp of the concepts themselves, as well as of the new language being learned.

The core idea behind this program is that learning is a process. Therefore, you should not expect your students to master an aspect of language the first time they explore it. Keep in mind this same aspect will be explored again many times throughout the program.

Language is a social construction that needs individual processing. The focus of *Yes, We Can!* is to offer children a balanced program where they can act, interact, collaborate and construct with others, as well as internalize and personalize what they learn. Although at the initial stages the program has a receptive approach, we also encourage production, and this book is built around the cognitive developmental stages of young learners.

Learning a foreign language enriches a child. The child becomes more aware of his or her own mother tongue. Through the foreign language, the child learns that there are other ways to understand people and things. He or she acquires a clearer notion of cultural diversity and tolerance. In particular, by learning English as a foreign language, the child can access a new world of literature and information that complements his or her development and that allows him or her to be in contact with the rest of the world. All this prepares the child to better value and consolidate his or her identity and to respect that of others. The *Yes, We Can!* series was designed to help children become more responsible and truly active global citizens of the 21st century.

The pace of learning in *Yes, We Can!* is not pre-established. We suggest that you adapt the rhythm of the lessons to your students' needs. In this way, it is not necessary to cover one page of the Activity Book in every class.





# Methodology

### The Whole Child

Humanistic education is concerned with the development of the whole person. Similarly, in a whole language approach, learning is related to all aspects of a child's life, and the different parts of the curriculum are connected and integrated with each other. This helps the child make sense of the world and facilitates learning. It also gives the message that each child deserves respect and is a unique individual. The complementary components and special features of Yes, We Can! are designed to aid the child in making connections with other academic areas, as well as consolidating learning and promoting his or her integral development.

# Getting Ready for the English Class

It is a good idea to make the English class a special time. You could start each class by saying: Time for English! or by playing a game or singing a song. Each class may want to begin with a simple greeting including the time of day: Good morning. How are you today?

Then you could talk about the day or the weather. On Mondays, you can talk about what the students did over the weekend. To encourage an English classroom environment, it is advisable to teach formulaic language such as: Can/May I go to the bathroom? How do you say...in English? Can you repeat that, please?

As these expressions become more familiar to students, they will become more inclined to use the expressions themselves and more confident when participating in the social practices of language.

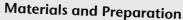
The following questioning sequence is recommended to guide students and aid comprehension:

- Begin with a yes/no question: Is today Friday? Is it sunny?
- Follow with an either/or question: Is it Thursday or Friday? Is it a sunny or a cloudy day?
- Finally, ask a question that begins with a question word: What
- day is it? What is the weather like?

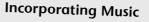


0

0



We suggest that you laminate any materials that you prepare and save them in large labeled envelopes. This will facilitate reusing them whenever necessary. For optimum use, you may also want to lend them to your colleagues.



Music can be an extremely valuable tool in the classroom. In fact, when young learners listen to classical music, new circuits are created in their brains that can facilitate language acquisition.

As students listen to classical music in the background, you can read short poems or nursery rhymes to them as a relaxing activity. This can be incorporated into a rest time routine.

You can use classical music at the beginning and/or end of each English session, calling out instructions for different movements, such as Walk/Run/Jump/March and Stop and Go. You can always play popular songs in English and have students dance to them. This is another way of immersing them in the English language. Working with rhythms by themselves can stimulate different areas of the brain as well. You can also practice counting to different rhythms.

÷



*Yes, We Can!* works around three environments: Family and Community, Literary and Ludic and Academic and Educational. Each environment helps students develop a variety of skills and abilities. The Family and Community environment opens up a space for students to use communicative language; The Literary and Ludic environment gives students opportunities to read and understand interesting and fun stories and play with the newly acquired language; the Academic and Educational environment teaches students how to look for and apply new information and how to follow and interpret instructions.

In *Yes, We Can!*, we alternate the environments throughout the units so that students are able to have different experiences every month. Each unit of the program is organized in the following way:

### Unit Overview

In this first section, the unit is referenced to the National English Program, by means of a chart, in terms of the corresponding learning environment, social practice, communicative activities, achievements and final product, as well as the corresponding story from the Big Book. There is also a short activity that is intended to activate the students' prior knowledge as well as to help them anticipate the contents of the unit.

#### How Much Do I Know?

The purpose of this diagnostic section is to help learners reflect on how much they know regarding the social practice and also to relate to the learning environments in a reflective way or by means of a short task.

### Development

This section aims at covering the stages through which the social practice and the final products will be completed. The activities in this section, are organized to meet the achievements proposed for this learning cycle. Students work on different stages of their final product throughout the unit. Then they get ready to work on final details and present it at the end of the unit.

### How Am I Doing?

Halfway through the unit, students are invited to reflect on what they have learned so far in the unit. This is done by means of short questions or a simple task.

### Final Product

Here, learners present their Final Product. They may do a quick revision and adjust some details before presenting it. The presentation of these final products can be carried out individually, in pairs or small groups, depending on the product.

The final products work as an instrument to do a communicative task that focuses on the social practices of the language. It works as input for students to produce and communicate with others, using the language they learned along the unit. At the end, students should be encouraged to keep their work in their portfolios in order to have more evidence of their learning.

### Reflection

Students will also carry out a final reflection on their team's collaboration. This is done by means of simple questions.

### Self-evaluation

This section of final self-evaluation encourages students to reflect on their learning and achievements throughout the unit.

### **The Portfolio**

Throughout the series, students are encouraged to keep some of their work in a portfolio. This can be a folder that students decorate in the first week of class.

You will find this icon *next* to activities which could be included in students' portfolios, but you should encourage them to add whatever they like as well.

Use the portfolios as part of the formative evaluation to help students see their progress throughout the year.



# **Icons of the Series**

The following visual guide will help you become familiar with the icons you will find in the Activity Book. There is a brief description of what they represent. Further explanation on their role in the series is described in the *Course Structure* and *Components* sections within this introduction.



This refers to the tracks you should play to carry out listening activities. The corresponding number is next to the icon.

### **Picture Dictionary**

When the high-frequency words of the unit are illustrated for better reference, you will see this icon so students see the corresponding section at the back of the Activity Book.

### Worksheet

This refers to the Worksheet of the unit. It's also numbered for better reference in each unit.

### **Product Template**

This represents the section of Product Templates that students should go to in preparation for their Final Product.

### Portfolio

When you see this portfolio icon, it means that students can keep their work as evidence of their progress and include it in their portfolio.



#### Websites

This refers to a link students can go to for further practice.



### **Big Books**

This icon will help you identify when you can use the Big Book in class.

### **Interaction Patterns**



This means the activity in the Activity Book should be carried out individually.



This refers to activities that students should do in pairs.



This shows when students work in groups or as a class. More detailed instructions are stated in the teacher's notes.

# Components

# **Activity Book**

The Activity Book is the main component for students. It includes attractive and fun activities that help students explore and practice the language as they go along. Every unit in the Activity Book is designed for one month of classes.

Students will find the Activity Book very friendly as its structure and icons clearly mark what should be done at each point. The instructions are easy to follow and the progression from setting objectives to creating the final product is very smooth.

### Websites

There is reference to a website per unit by means of a URL. These provide students with further practice, games, songs or interactive activities they can do at home, with the help and supervision of their parents or guardians. If your school has access to computers, you can visit the websites during the English class. You will identify these with the following icon:

### Picture Dictionary

This Picture Dictionary will help students any time they have a doubt about the meaning of a high-frequency word. These words are highlighted and when words are not written but represented with a picture, students will know they can find them in the Picture Dictionary. The following icon will help them identify when they should refer to this section:

### Product Templates

Throughout the unit, students are asked to collect useful information on these templates. There is one template per unit. This page works as a sub-product and the information students include here will help them in the creation of their Final Product. In every unit, students have a visual reference of the Steps to follow to complete the Final Product.

You will identify when to refer to this section by means of the following icon:

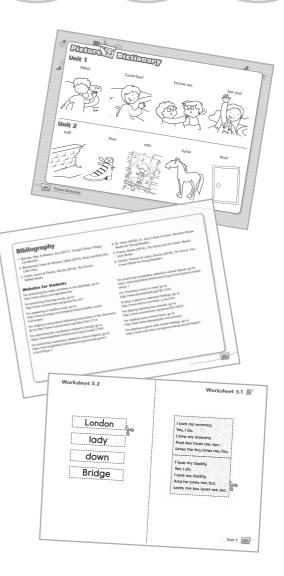
### Worksheets

In the Worksheets section, students will find materials that will help them in the development, preparation or practice for the Final Product. These will be marked with the following icon:

### Bibliography

Students can use the list of books and websites listed here to find further practice. It is also useful for parents or guardians who are interested in providing help at home.





### **Teacher's Guide**

The Yes, We Can! Teacher's Guide is a great tool for teachers. It will accompany teachers before and while giving classes. It gives easy-to-follow suggestions for fun and effective ideas on how to carry out the program. The corresponding reduced reproduction of the Activity Book pages are included for reference. You will also find the reduced version of the Product Template, Worksheets and Picture Dictionary.

### Scope and Sequence

On pages xiii to xvii of the Introduction section, you can find a scope and sequence that includes an at-a-glance summary of the contents of each unit, including the environment, the social practice, the communicative activity, the achievements, as well as the final product and Big Book text.

The Yes, We Can! Teacher's Guide includes suggestions for each lesson in the Activity Book. In addition to the reduced version of the Activity Book page, each lesson includes the following:

- a box with curricular objectives and suggested materials
- a suggested warm-up activity to do before each lesson in order to activate prior knowledge and introduce students to the new topic
- ideas for exploiting the stories and nonfiction texts from the Big Books
- suggestions for the development of portfolio materials
- suggested wrap-up activities to end the lesson

### Evaluation in Yes, We Can!

*Yes, We Can!* includes several tools to measure students' performance. These help the teacher cover different types of evaluation: *summative, formative,* as well as students' *self-evaluation*. These tools are organized as follows:

#### Evaluation Instruments

As part of the formative evaluation of the program, you will find a photocopiable Evaluation Instrument after each unit. These can be used to mark students' performance and progress throughout the unit, regarding the curricular objectives and achievements of the program. There is a wide variety of instruments, such as observation cards, evaluation rubrics, value scales, self-evaluation cards, questionnaires, among others. These help teachers complement the summative evaluation carried out with the use of the assessments.

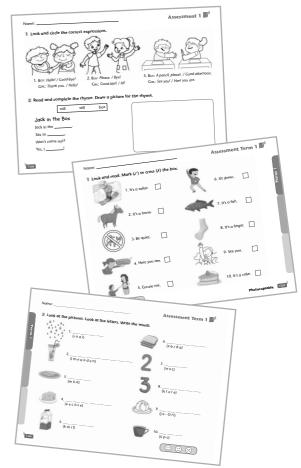
	uation Instrument	Let's Be Polite!
SHEV	cloving quidelines to observe each student's pedurmanos in class during this un	i.
12.0 1	Conversit Representation of Conversion	Date
Sta	The stadtilles	Committa
1		
	plones greetings, politeness and fames il expressions.	1
\ u	seators sender and received	
	ag lifes words and suggestions related to goodings, observe and farewell.	
٦ŝ	pricipanee in one) exchanges to greet, say globility and	
a	starts similarities and differences between written words.	ĺ.
1	ribes his or her norme.	
	ampletes winter expressions of polyteness, gasetings and appendix to make a posse-	
	age/sets to make a possi- plates words and expressions with illustrations to make	
	is polito while working in team's to make a poder.	
	makes the poster with their years.	
	Addgional comments	

#### Assessments

As part of the summative evaluation, we have included one photocopiable assessment every two units. Apart from those assessments, there is a summative assessment per term:

- Term 1 Assessment—Units 1 to 4
- Term 2 Assessment—Units 5 to 7

#### Term 3 Assessment—Units 8 to 10



# Digital Component

### Audio Program

*Yes, We Can!* includes an extensive listening program. The wide variety of activities recorded on the CD will help all students, and in particular auditory learners, to assimilate the language. All of the chants, songs, rhymes, pronunciation and other listening exercises for the program are included on this CD, as well as all the Big Book stories. You will find this icon together with a number so that you know which track you should play for each activity:

Recorded by native speakers, these recordings provide excellent pronunciation models. A transcript of the entire Audio CD is included in the Teacher's Guide.

The following procedure is suggested for song/chant presentations:

- You may write the lyrics on the board or on chart paper.
- You could play the song or chant.
- You might want to present any new words through pictures, gestures or actions.
- You may want to play the song or chant a second time, assigning a listening activity to students. For example, you can have them make and hold up word cards for specific vocabulary or structures or have them perform a gesture or movement each time they hear a particular element.
- You can also have students read the lyrics with you as a student points to them on the board or chart.
- You could read the lines yourself and have students repeat after you, one line at a time.
- You may want to assign different lines or verses of the song to groups of students or individuals for additional practice.



### Posters

The CD also includes a series of projectable posters, one per unit. You can use these to present or review vocabulary or to play different games. Suggestions on how and when to use these posters are given in this guide, and the activities to exploit them are on page xi.

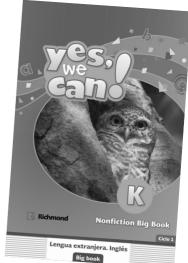
# **Big Books**

Authentic literature is an excellent source of real language and general knowledge. As cognitive, social and literacy skills are developed, students gain an appreciation of reading and books. Big Books are especially appealing to young learners because of their size.

The series includes a Fiction and a Nonfiction Big Book for each level. Each book contains stories related to the unit themes. You will find suggestions for their use integrated into the lessons.

Since young children generally love to listen to the same story many times, you can read the Big Books aloud or play the audio when ever you like.





# **Poster Activities**

Make the best use of posters in your class.

### Presentation

Ask the class to look at the poster and notice what is going on. Model language and have volunteers point to specific words on the poster. Practice pronunciation and check concepts by switching the order of words or pointing to incorrect words so that your students correct you. Have some students be teachers and ask their classmates.

### Picture Dictation

Before showing the poster to your students, ask them to take out a piece of paper and draw what you describe (a part of the poster or a character). It is important that students identify vocabulary such as *in the middle of, at the top / at the bottom, left / right,* etc.

When you are describing the picture, it is best to describe one object at a time slowly and to repeat each description two or three times. Make sure you give students enough time to finish drawing one object before you move on to the next object. It is a good idea to walk around and look at what students are drawing so that you can see how well they understand your descriptions. Then you can adjust your descriptions appropriately and give students any support they need.

When you show the poster, have students compare what they drew and see if it is similar.

### Search and Spot

Divide the class into teams of four and give each team magnets or stickers to cover the items they find on the poster as you mention them. You can have a race to see which team finds the items first.

### Find Items Beginning/Ending with...

To practice letters or sounds, instruct your students to tell you about items beginning / ending with a specific sound or letter they can see on the poster.

### How Many Can You Find?

To practice numbers, ask your students to count specific items on the poster.

### Choose an Item

Have a student choose an item from the poster and keep it secret. Others can guess what he/she has chosen by asking questions that can only be answered with *yes* or *no*. Limit time and number of questions.

### Place in Alphabetical Order

Direct students to order alphabetically a category of words: *animals, signs, buildings, colors,* etc.

### Make Up a Story

Place five counters on the poster. Have students make up a short story which includes the items covered by the counters.

### Copy the Poster

Ask students to draw in the notebook a copy of the full poster and write the meaning of some items next to them.

### Create a Poster

Divide the class into five teams. Display the poster and ask students to create another version of the poster on a large piece of cardboard.

### Running Dictation

Divide the class into teams of three. Every team has a designated drawer / writer. The drawer / writer should not be facing the poster. The other two members are runners.

Write two to six questions or drawing tasks on a paper and show it to the runners.The runners should take turns looking at the poster closely to find the information to answer the questions. Once they think they can remember the information, they go back to their drawer / writer and dictate the information or describe the picture to him/her. He/She writes the answers or draws what is needed.

### What Is Missing?

Show students the poster for 30 seconds. Ask them to close their eyes and try to memorize the images on the poster. Have them open their eyes and write down or draw as many things as they can remember.

Optional: Allow them to look at the poster for 10 seconds once again and add to their lists or drawings. Finally, show the poster again so they can compare it with what they wrote or drew.

Routine Games and Activities

The following is a list of routine activities that you can do with your students. The repetition of these routines will allow students to gradually acquire useful high-frequency vocabulary.

### Greetings

Use a large doll or toy to greet individual students: Doll: *Hello, (Karla).* 

S: Hello.

Pass the doll around to various students and give them an opportunity to use it to greet their friends.

### Action TPR

Give students commands. As you give each command, do the action yourself so that students can understand what they should do:

T: Stand up! Raise your hand! Turn around! Jump!

### Follow the Leader

Have students stand up and make a circle.

Clap your hands and invite students to do the same. Continue the procedure with other actions: *dance, shake your head, march, stomp your feet*.

### Color TPR

Stick paper circles of different colors on the classroom walls and have students name the colors.

Give instructions for students to identify and go to appropriate circles:

T: Walk to blue.

Repeat with different colors and other verbs (*jump, hop, march*). Demonstrate the actions if necessary.

### Color Search

Divide the class into small teams. Assign a color to each team. Students walk around the room looking for real objects of the same color. Students bring the objects back to their table, hold each up and name it.

### Number Song

Teach students the following song, sung to the tune of "Ten Little Indians":

### Ten Little Children

One little, two little, three little children, Four little, five little, six little children, Seven little, eight little, nine little children, Ten little children, yeah!

### Pass It On

Students stand in a circle. Distribute about 10 different school supplies. Play some music. As the music plays, students pass the objects around the circle. Stop the music. Ask the students with the objects to name them.

### Draw It!

Divide the class into four teams and divide the board into four columns. Ask a member of each team to go to the board and stand in front of their column. Give them a piece of chalk. Say:

T: This is my (mouth).

The students draw that part of the body. The first to finish, wins a point for his/her team.

### Animal Charades

Divide the class into two teams. Have a student from Team 1 mime an animal. The other team members guess the animal in less than a minute to get a point. Follow the same procedure for Team 2.

### Fruit Bowl Upset

Assign a fruit to each student: *apple, banana, orange, watermelon, pear*. Give each student a small piece of paper. Have them draw a picture of their fruit.

Then have students play a game. When you say the name of their fruit, students should stand up and change places. When you say *Fruit bowl upset*, they must all change places.

### Peter Is in the Kitchen

Draw a simple house on the board: *a kitchen, a bathroom, a living room and a bedroom*. Draw a picture of a boy and cut it out to make a puppet.

Hold up the puppet and have him move to different rooms:

T: Peter is in the kitchen.

Then teach students the following rhyme:

Kitchen, bathroom, living room, bedroom.

These are the rooms. I live in here.

Kitchen, bathroom, living room, bedroom.

Where will the (boy) appear?

Have students close their eyes as you put the puppet in different rooms. Lead students in chanting the rhyme and answering the question.

# Scope and Sequence

General Purpose To get the necessary knowledge to engage in social practices with spoken and oral language to interact with native and non-native English speakers by means of specific activities with the language.

t 1 Let's Be Polite!	
Environment: Family and community	
<ul> <li>Social Practice: Explore and react to expressions of greeting, politeness and farewell.</li> <li>Communicative Activities: Exchanges associated with specific purposes</li> <li>Final Product: Poster with illustrated greetings, farewells and expressions of politeness.</li> <li>Big Book: Hello, Goodbye and Thank You</li> </ul>	<ul> <li>Achievements</li> <li>Participate in the exploration of greetings, politeness and farewell expressions.</li> <li>Identify words and expressions.</li> <li>Participate in oral exchanges to greet, say goodbye and show politeness.</li> <li>Distinguish some written expressions.</li> </ul>

### Unit 2 Let's Enjoy Rhymes!

Environment: Literary and ludic	
<ul> <li>Social Practice: Listen to rhymes and tales in verse.</li> <li>Communicative Activities: Literary expression</li> <li>Final Product: Text with illustrated children's rhymes.</li> <li>Big Book: Today is My Birthday</li> </ul>	<ul> <li>Achievements</li> <li>Explore rhymes or tales in verse.</li> <li>Listen to rhymes and tales in verse.</li> <li>Complete rhyming words in a text</li> <li>Practice the pronunciation of rhyming words.</li> </ul>

### Unit 3 Let's Cook!

### **Environment: Academic and educational**

Social Practice: Follow a recipe

Communicative Activities: Interpretation and follow-up of instructions

Final Product: Illustrated recipe

Big Book: A Yummy Treat

### Achievements

- Explore and recognize recipes.
- Listen to a recipe.
- Practice the pronunciation of words.

### **Unit 4** Let's Follow the Leader!

### **Environment: Family and community**

Social Practice: Explore public signs.

Communicative Activities: Exchanges associated with media

Final Product: Illustrated signs for the classroom.

**Big Book:** Tim and Tom's First Day at School

#### **Achievements**

- Participate in the exploration of public signs.
- Follow public signs.
- Participate in the creation of signs for the classroom.

### **Unit 5** Let's Sing Together!

### **Environment: Literary and ludic**

Social Practice: Discover words in a children's song. Communicative Activities: Literary expression Final Product: Rhyming words for a memory game. Big Book: The Hokey Pokey

### Achievements

- Explore songs.
- Sing along songs.
- Follow reading.

Unit 6 Let's Ask Questions!	
Environment: Academic and educational	
<ul> <li>Social Practice: Understand questions to identify information about objects in the classroom.</li> <li>Communicative Activities: Search and selection of information</li> <li>Final Product: Questions for a die.</li> <li>Big Book: The Guessing Game Story</li> </ul>	<ul> <li>Achievements</li> <li>Explore and listen to questions.</li> <li>Participate in the formulation of questions.</li> <li>Review writing.</li> </ul>

### **Unit 7** Let's Learn About Our Body!

### **Environment: Family and community**

Social Practice: Identify information about physical aspect.

**Communicative Activities:** Exchanges associated with information of oneself and of others

Final Product: Parts of the body poster.

Big Book: I Am Unique

### Achievements

- Participate in the exploration of questions about the human body.
- Recognize names of parts of the body.
- Share and complete written names of parts of the body.

### Unit 8 Let's Hear a Story!

### **Environment: Literary and ludic**

Social Practice: Listen to stories to associate them with feelings. Communicative Activities: Understanding oneself and others Final Product: Mini book about emotions.

**Big Book:** Jack and the Beanstalk

#### **Achievements**

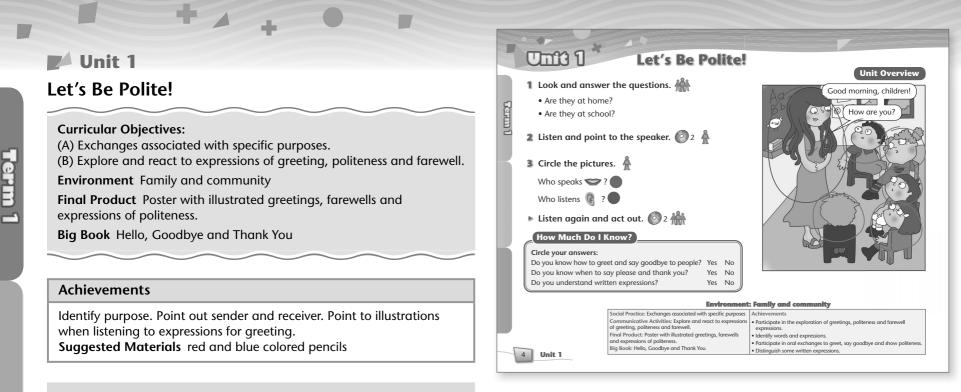
• Explore books of tales.

- Listen to the reading aloud of tales and follow it.
- Recognize written names of emotions and feelings.

### **Unit 9** Let's Discover Mexico!

Environment: Academic and educational	
<ul> <li>Social Practice: Recognize information about Mexican flora and fauna, with a graphic support.</li> <li>Communicative Activities: Exchanges associated with specific purposes</li> <li>Final Product: A map of Mexico and some of its animals.</li> <li>Big Book: Animals and Plants in Different Parts of Mexico</li> </ul>	<ul> <li>Achievements</li> <li>Explore a topic about the Mexican natural world in illustrated materials.</li> <li>Explore the writing of names.</li> </ul>

Unit 10 Let's Make an Inventory!	
Environment: Family and community	
Social Practice: Recognize information about household objects. Communicative Activities: Exchanges associated with the environment Final Product: A utensils inventory Big Book: The Country Mouse and the City Mouse	<ul> <li>Achievements</li> <li>Explore information in illustrated materials.</li> <li>Listen and participate in the reading of names.</li> <li>Share information.</li> <li>Explore the writing of words.</li> </ul>



# Warm Up 📀 1

You can start the class by shaking hands or waving to each student as you greet them. Have students take their seats. Play Track 1. Sing the song and mime the actions. Students can imitate you and clap along.

### Unit Overview

### 1 Look and answer the questions.

Students open their books to page 4. Read the questions aloud and mime to help students understand. Students work in groups to answer the questions.

### 2 Listen and point to the speaker. 🕐 2 🧍

Explain to students that you are going to play the audio and ask them to point to the speaker. Play Track 2 and monitor.

### 3 Circle the pictures.

Read aloud the first question and ask students to point to the person who is speaking. Students use a red pencil to circle the teacher. Then read the

second question and ask *What are they doing?* Help students understand that they are listening to the teacher. Students use a blue pencil to circle them.

### Listen again and act out. 2 44

You can review by playing Track 2 and having students repeat the expressions. We suggest that students work in groups of four to act out the conversation.

### Poster

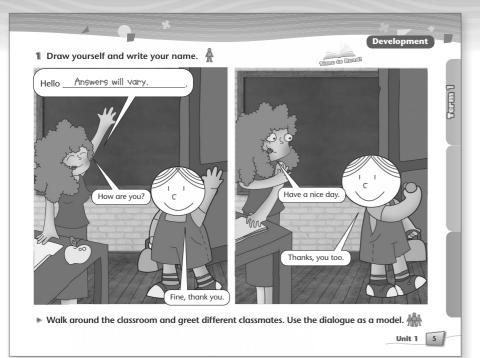
To use Poster 1, students can play Search and Spot from page xiii.

# Wrap Up 📀 3

To develop students' vocabulary you may like to play Track 3 several times, encouraging students to wave and, if possible, to sing along.

### How Much Do I Know?

We suggest you read aloud each question and explain it as necessary. Pause after each question for students to circle *Yes* or *No*.



Exchange greetings, farewells and politeness expressions using illustrations. Identify their proper names and words in written expressions of politeness, greetings and farewells. Point out sender and receiver. Generate a relationship of trust among them. **Suggested Materials** index cards (1 per student), beans or sequins, glue, a yellow marker, colored pencils, Nonfiction Big Book

### Warm Up

### Make a Name Tag

It's a good idea to write the name of each student on a separate index card before the class. Start by greeting the students with the phrase they learned in the previous class. Then distribute the materials. Students may enjoy gluing the beans or sequins onto the letters of their name. Then they can come to the front, say their name and show their name tag to the rest of the class. You can the name tags and store them for later use.

### Development

### 1 Draw yourself and write your name. 🗍

Students open their books to page 5. Ask them who the people in the pictures are and what they are doing. Students may also be able to "guess" the expressions. Read the expressions aloud. Ask who greets first and who replies. This can reinforce the identification of sender and receiver. Ask students who the sender and the receiver are.

Students can then draw themselves in their books in the spaces provided. Then ask students to write their names with colored pencils. You can finish this activity by practicing the exchanges with a couple of volunteers.

### Walk around the classroom and greet different classmates. Use the dialogue as a model.

Review the expressions to greet and say goodbye. To generate a relationship of trust among students, you may encourage students to walk around the classroom to greet and say good bye as many classmates as they can in up to two minutes. Monitor and provide help as necessary.

# Time to Read Nonfiction: Hello, Goodbye and Thank You 46

Show students the Nonfiction Big Book. Ask them if they like reading. Show students the Nonfiction and Fiction Big Books. Tell them that these are the books they will be reading all together in class. Allow students to take them and to go through the pages. Then ask a volunteer to open the Nonfiction book to page 3. Point to the words and elicit the title. Encourage students to predict what the text is about. Play Track 46 up to page 5. Have students listen as you turn the pages. Next, invite students to tell you what the text is about. Have them say whether their predictions were correct. You can play the track several times.

# Wrap Up 📀 3

You may like to play Track 3 once or twice, encouraging students to wave and sing along, to recycle the vocabulary and close the lesson in a fun, natural way.

Point to illustrations when listening to expressions to greet, say goodbye and show politeness. Point out sender and receiver. Greet, say goodbye and show politeness to each other using nonverbal language. Identify purpose.

**Suggested Materials** 2 puppets (stuffed toys or dolls), red and blue colored pencils or crayons, Nonfiction Big Book

### Warm Up 📀 1

We suggest you start the class by playing Track 1 and having students sing and act out the song. You can take this opportunity to explain that greeting, saying goodbye and referring to people by their name is part of being polite. Greet several students, shaking their hands or waving: T: *Hello, (name). How are you? (*Encourage students to answer.) Ss: *Fine, thank you.* 

T: (Pretend you are leaving.) *Have a nice day, (name)*. (Encourage students to answer.)

Ss: Thank you.



Students open their books to page 6. Elicit what is happening in each scene. You can explain that the pictures are not in the correct order and elicit which one should be first. Then play Track 4 for students to number the pictures. You can check answers as a class.

### Complete the dialogues using the phrases in the box.

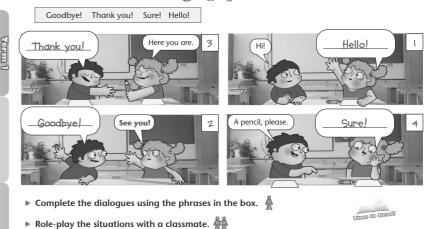
It may be useful to say and show students the four phrases in the box, miming them if necessary. Students can then work individually to complete the activity before checking as a class.

As a complementary activity, you can play Track 4 again and ask students to point to the expressions for greeting, saying goodbye and showing politeness in the speech bubbles as they listen to them.

### Role-play the situations with a classmate. And the situation of the sit

You might like to start by role-playing the situation with a volunteer. Students can then role-play in pairs, swapping classmates to practice several times.

#### 2 Listen and number the situations. 👩 4 🗍

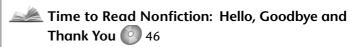


- In this unit, you will make a poster. Choose two classmates to form a team. Go to the
- Product Template on page 90. Complete the sections with the expressions from pages 4 to 6. See Step 1 on page 11.
- 6 Unit 1

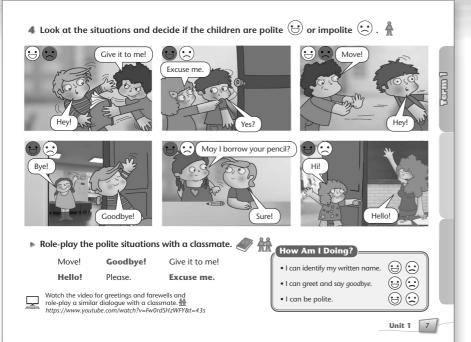
### 3 Final Product Preparation 👬 🕕

This is a good opportunity to explain to students that they will make a Final Product in each unit and complete various steps throughout the unit as part of the process. You can start by showing them Poster 1 and eliciting the phrases the people might be saying. Students then form teams of three and go to the Product Template on page 90 and complete it with expressions from pages 4 to 6.

### Wrap Up



Point to the words and elicit the title on page 3. Play Track 46 to page 9. Have students listen as you point to the text with your finger. When you get to page 7, elicit three different expressions to use when someone is going away. For page 9 invite students to act out the expressions.



Choose the greetings, farewells and courtesy expressions they will use in the classroom. Greet, say goodbye and show politeness to each other using nonverbal language. Value politeness among classmates. Suggested Materials colored pencils

Preparation Fold each sheet of paper into two halves.

### Warm Up 👫

We suggest you start the class by giving each student his or her name tag and having students practice greeting and saying goodbye in pairs.

### 4 Look at the situations and decide if the children are polite 🙂 or impolite 😕. 🗍

Students open their books to page 7. Have them look at the pictures and say what they think is happening in each. Ask them to say whether the actions are polite or impolite. Draw the happy and sad faces on the board and explain what they mean in this activity. We suggest students work individually to color the happy or sad faces accordingly.

### Role-play the polite situations with a classmate. I have a situation with a classmate.

Start by reading aloud and pointing to the expressions and miming them to help students understand meaning. Ask them which expressions are used for greeting, for saying goodbye and for showing politeness and impoliteness. We suggest students do the activity in pairs. They can start by checking ( $\checkmark$ ) the polite phrases, referring back to the pictures if necessary (Hello! Goodbye! Excuse me.) In the same pairs students can act out the polite situations. You can reinforce polite behavior by praising students as they role-play.



### https://www.youtube.com/watch?v= Fw0rdSHzWFY&t=43s

If possible, show students the video in class and then have them practice performing the dialogues with a classmate. Alternatively, students can watch the video in a place with internet and practice the diaolques in the next class.

### How Am I Doing?

To facilitate understanding, read the statements aloud and check that students understand them. Students should reflect on their work so far and color the happy face if they can do that activity or the sad face if they cannot.

### Wrap Up

Invite some volunteers to act out a scene where they are polite or impolite. Have the rest of the class clap if the action is polite and boo if it is impolite.

Point to illustrations when listening to expressions to greet, say goodbye and show politeness. Classify, with the help of illustrations, words like *hello, bye*, etc. and expressions like *have a nice day, excuse me, thank you*, etc. Complete exchanges with words and expressions to greet, say goodbye and show politeness.

**Suggested Materials** name tags (page 5), safety scissors, glue, sheets of paper (1 per student)

### Warm Up

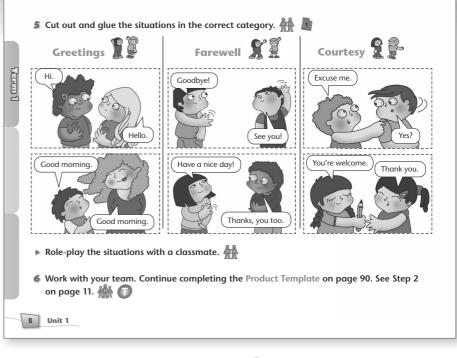
As students are still learning to read, it is useful to remind them that we read from left to right and top to bottom. Attach all name tags to the board in random order. Invite two students to come to the board and find their name tags. Invite each student to read his/her name as he/ she uses his/her finger (from left to right) to read it.

# 5 Cut out and glue the situations in the correct category.

Students open their books to page 8. We suggest you read each heading and elicit the meaning or a demonstration from students for each one. Elicit the situations in Worksheet 1 on page 101. Have them cut out the scenes from Worksheet 1. Before students glue the scenes, say one of the expressions and ask them to hold up the corresponding scene. Ask students to get together with a partner. Then tell them to put the scenes in a pile face down and take turns picking a scene. Explain that every time they take a scene, they should say; 1) the corresponding phrase; 2) whether they say the expression at school and/or at home; and 3) what kind of expression it is (greeting, farewell or courtesy). Finally, students should classify and glue the scenes.

### Role-play the situations with a classmate. ##

We suggest students carry out this activity in pairs, although it can also be done in small groups. Before they role-play, elicit the appropriate phrases for each scene, refer students back to previous pages of the activity book, or the Big Book, if necessary. Students should then act out each situation, including the appropriate phrases. This is a good opportunity to monitor for pronunciation and fluency.



# 6 Final Product Preparation. 👬 🕕

If possible, elicit from students what they will create in this unit (a poster). Alternatively, remind them that they will create a poster. Explain to students that they can use the information that they have learned in this class for their Final Product. In their Final Product teams, students add more phrases to the Product Template on page 90. You might like to close this activity by eliciting examples from teams.

### Wrap Up

Ask students to draw one more scene, and say what expression it represents. Allow them to use phrases that have not been used or taught before. If students wish, they can keep this drawing as part of their portfolio.



Detect similarities and differences between words. Identify their proper names and words in written expressions of politeness, greetings and farewells.

Suggested Materials name tags (page 5), colored pencils

### Warm Up

### Short or Long?

We suggest you use this activity to help students develop decoding skills. Start by distributing name tags. Point out that some names are long, and others are short. Divide the board into two sections and write the headings: *Short* and *Long*. Say your name and with your hands show if it is short or long. Write it in the correct column. Have students attach their name tags under the appropriate heading. If their name has 2 to 4 letters it is short, for example, *Ana*. If a name has 5 or more letters it is long. Finally, ask students to verify if all the name tags are placed correctly.

### 7 Listen and point to the expressions. O 5

Students open their books to page 9. Remind them that how long the word sounds generally relates to how long the word looks. You may find it useful to give one or two examples from the name tags on the board. Students should remember this when they listen and try to identify the written word. Play Track 5 and ask students to listen and point to the words. Play the audio again and have students listen, and point to the words as they say them. You can finish the activity by pointing to words and having volunteers say them and act them out.

You can remind students that listening for the first letter of the word can also help them match the word they hear to the word they see. If necessary, say or sing the alphabet, pointing to each letter, and encouraging students to join in. Then say the words from activity 7 and have volunteers point to the first letter.

### Choose two expressions and illustrate them.

We suggest you start by explaining that, for this activity, students can choose two of the words from activity 7 and illustrate them. You can check understanding by asking several volunteers which two words they choose. Students then choose two words and write them at the bottom of the boxes. This is a good opportunity to monitor spelling and penmanship. Students can then work individually to illustrate their two words. It can help to refer them to previous pages of the activity book, their Product Template, or the Big Book, for ideas about how to illustrate the words. You may like to finish the activity by having volunteers share their work with the class.

# Wrap Up 📀 3

You can close the class by eliciting from students ways to say goodbye. Play Track 3 and encourage students to wave and say goodbye.

Point to illustrations when listening to expressions to greet, say goodbye and show politeness. Exchange greetings, farewells and politeness expressions using illustrations.

Suggested Materials colored pencils, blank paper, Nonfiction Big Book

### Warm Up 🙆 1

You can start the class by playing Track 1. Encourage students to act out the song and clap and sing along.

### 8 Listen to your teacher and point to the situations.

Students turn to page 10. You may like to give them a moment to look at each picture. Then explain that you will read aloud the dialogue in each picture and that they should point to the corresponding picture.

- 1. Hello. Carla. Hi. Peter!
- 2. Thank you, Peter! You're welcome, Mary.
- 3. Have a nice day, Betty. Thanks Mom, you too.
- 4. May I borrow your book, Anna? Sure, Peter.

### Read the dialogues and number them.

We suggest you start by having each student follow along in their book as you read the dialogues again, this time in the order they appear in the activity. Remind students that each dialogue corresponds to a picture. We recommend you explain the activity and then complete the first one as a class to model the activity. Then have students complete the other three in pairs.

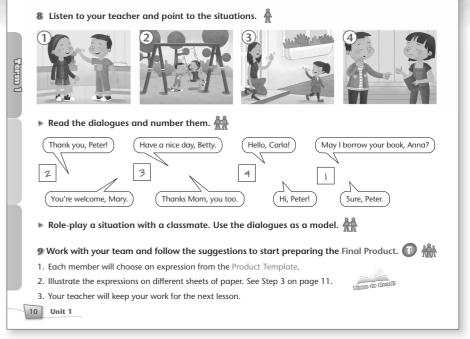
### Role-play a situation with a classmate. Use the dialogues as a model. 👬

We recommend that students work in the same pairs. You can explain that they should choose one of the situations in 8 and act out an appropriate dialogue.

### 9 Final Product Preparation. 🗥 🕕



Students get into their Final Product teams. Give each student a sheet of blank paper. Students should refer back to their Product Template

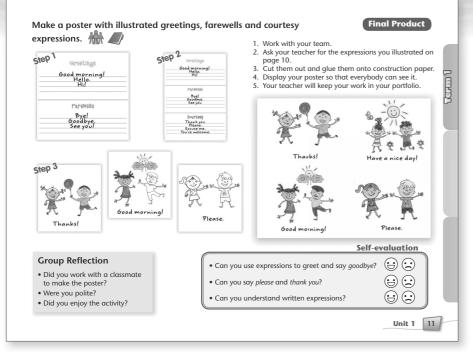


and each choose a phrase. Each student can then write their phrase on the blank paper and illustrate it. This is a good opportunity to check students' writing skills and penmanship. It is important to collect the finished product for the following class.

### Wrap Up

### Time to Read Nonfiction: Hello, Goodbye and Thank You 🙆 46

Show students the Nonfiction Big Book. Ask a volunteer to open the book to the title. Point to the words and elicit the title of the text. Play Track 46 to the end. Have students listen as you point to the expressions with your finger. Play Track 46 again up to page 9 and invite students to act out the expressions as they listen to them. Finally, you may like to read the text with pauses to interact with students; you can ask them to act out situations, to say expressions, and to mime greetings, farewells and politeness expressions.



Choose the greetings, farewells and courtesies they will use in the classroom. Complete written expressions of politeness, greetings and farewells to make a poster. Relate words and expressions with illustrations to make a poster. Illustrate greetings and farewell exchanges, as well as courtesy expressions to use them in the classroom.

**Suggested Materials** sheets of construction paper (1 per team), colored pencils, markers, glue, glitter

Preparation Divide each sheet of construction paper into four sections.

# Warm Up 📀 1

You may like to open the class by playing Track 1 and singing along while students clap in time or dance. You can play the song again, encouraging students to sing along or act out the phrases.

### Final Product

# Make a poster with illustrated greetings, farewells and courtesy expressions.

We suggest you start the activity by eliciting from the class what the Final Product for the unit is. Students may also be able to recall the steps they have taken so far to complete their final product.

Then, organize students into their Final Product teams and give them their illustrations and phrases from the previous class. Give each team a sheet of construction paper. Students should cut out their expressions and illustrations and glue them to the construction paper.

Invite each group to come to the front and show their poster to the rest of the class. Have each student read an expression. Once they have finished, ask them to put their posters around the classroom.

You can also have students choose the expressions they want to use as much as possible inside and outside the classroom. Encourage them to talk to their parents about using courtesy expressions in school and at home.

### **Group Reflection**

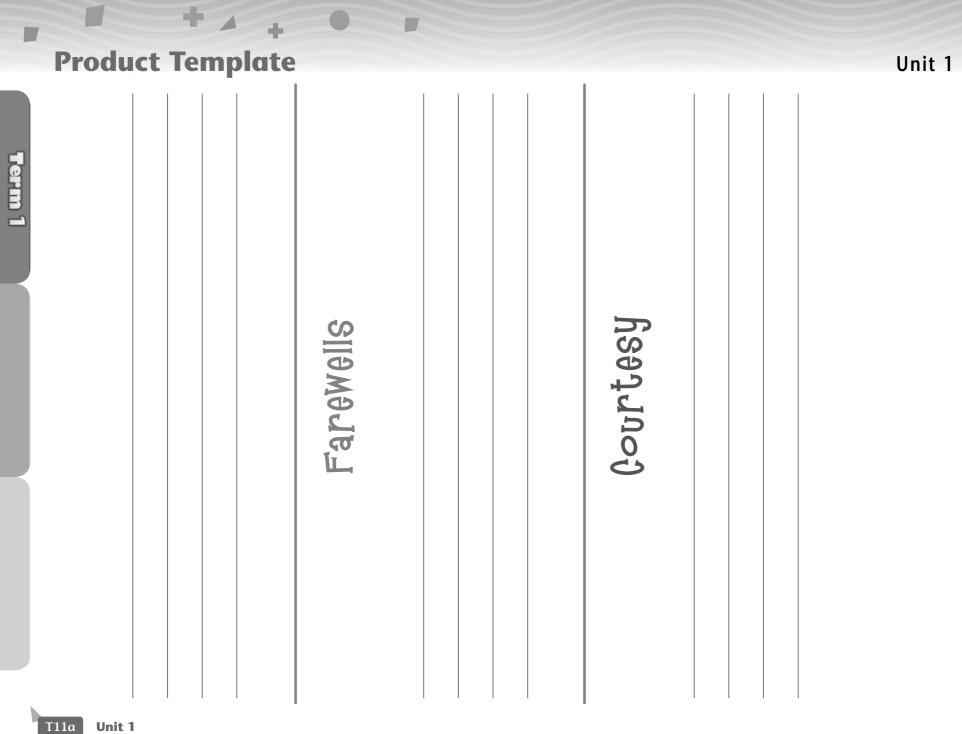
Go over the questions together with the students. Have them discuss their answers in their team. When they have finished, you might like to name a secretary and have them share the team's opinions with the rest of the class.

### Self-evaluation

We suggest you direct students' attention to the questions and read them aloud. Explain any phrases students have trouble understanding. Allow students to reflect on their answers and ask them to color the happy face if their answer is *Yes* or the sad face if their answer is *No*.

### **Evaluation Instrument**

As further evaluation, make one photocopy per student of the Observation Guide from page T11b. Complete the guide according to your students' performance and keep it as evidence of their development throughout the unit.



# **Evaluation Instrument**

### **Observation Guide**

1

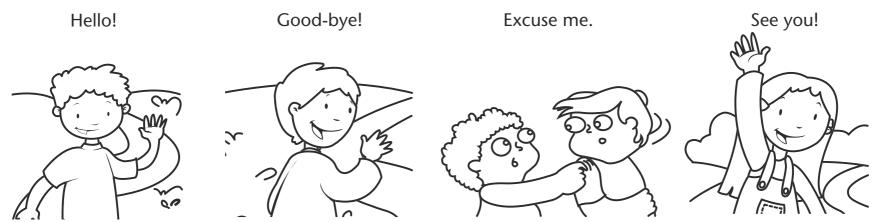
Use the following guidelines to observe each student's performance in class during this unit.

The student	e		Comments	, I
explores greetings, politeness and farewell expressions.				1
identifies sender and receiver.				
identifies words and expressions related to greetings, politeness and farewell.				
participates in oral exchanges to greet, say goodbye and show politeness.				
detects similarities and differences between written words.				
writes his or her name.				
completes written expressions of politeness, greetings and farewells to make a poster.				
relates words and expressions with illustrations to make a poster.				
is polite while working in teams to make a poster.				
makes the poster with their team.				
Additional comments:				p

Unit 1 Let's Be Polite!

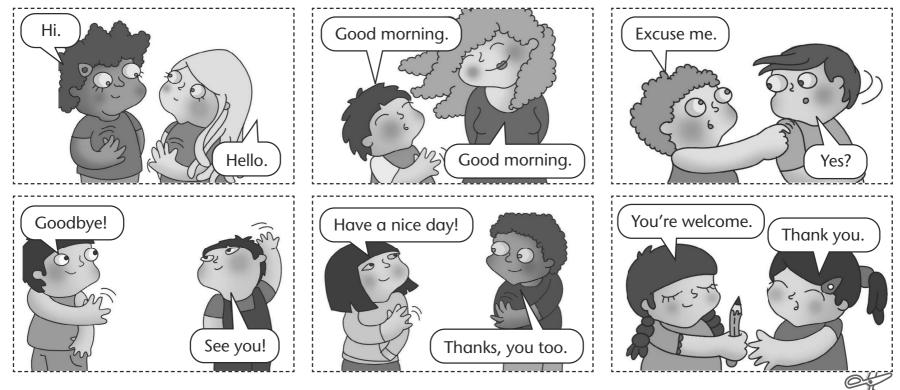
# **Picture Dictionary**

Unit 1



Unit 1

# Worksheet 1



#### Unit 2 Let's Enjoy Rhymes! Unit 2 Unit Overview Let's Enjoy Rhymes! 1 Listen to the rhyme and point to the pictures. 🙆 6 🗍 🊄 **Teddy Bear** 1 men (3 1. Teddy bear, teddy bear, turn around. **Curricular Objectives:** 2. Teddy bear, teddy bear, touch the ground. (A) Literary expression. 3. Teddy bear, teddy bear, touch your shoe. (B) Listen to rhymes and tales in verse. 4. Teddy bear, teddy bear, that will do. **Environment** Literary and ludic 2 Work with a classmate. Listen again and take turns acting out the rhyme. 🙆 6 👫 Final Product Text with illustrated children's rhymes Big Book Today Is My Birthday 3 Say what the rhyme is about and circle the picture How Much Do I Know? that shows the correct answer. Share your answers with the class: Do you listen to rhymes? Do you know rhymes in English or in your **Achievements** language Can you identify words that rhyme Recognize topic, purpose and intended audience. Show confidence **Environment: Literary and ludic** facing new learning challenges. Social Practice: Listen to rhymes and tales in verse. Achievements Communicative Activities: Literary expression · Explore rhymes or tales in verse Final Product: Text with illustrated children's rhymes. Listen to rhymes and tales in verse. Complete rhyming words in a text. Big Book: Today Is My Birthday 12 Unit 2 · Practice the pronunciation of rhyming w Warm Up

### Elicit ways of greeting that students learned in the last unit. Then have students stand in a circle. Say the rhyme and have students areet one another by shaking hands or waving.

Hi, hello, that's what I say.

- *Hi, hello to you every day.*
- Hi, hello, how do you do?
- *Hi, hello. I'm fine, thank you!*

### Unit Overview

# 1 Listen to the rhyme and point to the pictures. 🚺 6 🗍 🦪

Students take out their Activity Book. You can ask them to show you how they open it. Make sure they open it from right to left. Then have them leaf through the pages, in the same direction, to page 12. We suggest you first direct students' attention to the illustrations of the bear and elicit what it is (a teddy bear). Then say and show each action (turn around, touch the ground, touch your shoe, bow). Students should then say and perform each action several times. End by playing Track 6 and having students perform the actions.

### 2 Work with a classmate. Listen again and take turns acting out the rhyme. 🙆 6 👬

We suggest students work in pairs. As you play Track 6, one student performs the actions while the other watches and checks. Repeat. Play Track 6 a third time for students to join in with the rhyme.

Ask students who the audience is for the rhyme, children or adults?

### **3** Say what the rhyme is about and circle the picture that shows the correct answer. 👫

We recommend that you elicit the words for the three images in activity 3. Ensure students understand the question then have them work in pairs to answer the question and then check as a class (teddy bear).

### How Much Do I Know?

This activity can be carried out by reading each sentence to the class, giving students a moment to reflect, then eliciting answers from several volunteers.



<sup>▶</sup> Listen again and circle the words that rhyme. 👬 🙆 7 🥔

#### Unit 2 13

### Achievements

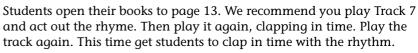
Recognize musical elements of the literary language, e.g. rhymes, repeated sounds, etc. Distinguish rhyming sounds. Indicate rhyming words with a clap or other sound resources. Discover the meaning of some words, with the help of visuals.

### Warm Up

Students open their books to page 13. Have them look at the picture and talk about the scene. Point to the words in magenta: *away, day, play* and explain their meaning using the picture. Ask them to predict what the rhyme is about and why they think it is about that.

### Development

### 1 Listen to the rhyme and clap. 📀 7 👬



### Listen again and circle the words that rhyme. M O 7

You can help students develop their vocabulary by having them check the words from the rhyme in the picture dictionary. If students are still unsure about any words from the rhyme, explain or show them the meaning. Play Track 7 and ask students to follow the reading with their finger. Have them point at the words in magenta while they listen to the rhyme. Then read the words and tell students to clap if the words sound alike.

T: Away, day

Ss: (Students clap.)

T: Play, away

Ss: (Students clap.)

Play Track 7 again and ask students to circle the words that rhyme. It may be useful to explain to students that words that end with the same last letters often, but not always, rhyme.

### 2 Final Product Preparation 🗥 🕕

First, explain to students that in this unit they will make an illustrated rhyme poster. Students work in teams of three. They should write the titles of the rhymes from pages 12 and 13 on the Product Template on page 91. Also, students can write two words that rhyme from each rhyme. They can also practice reading the words aloud. Provide help as necessary. Explain that they will continue to work on this throughout the unit.

### Wrap Up

Show students Poster 2. Read the text aloud and encourage students to clap along. Read it again, emphasizing the rhyming words (*Nick* and *six*). Elicit which words rhyme. Students may be able to think of other words that rhyme.

In this unit, you will make an illustrated rhyme poster. Choose two classmates to form a team. Go to the Product Template on page 91. Write the titles of the rhymes from pages 12 and 13. See Step 1 on page 19. Then write two words that rhyme. Practice reading the words aloud.

Recognize topic, purpose and intended audience. Distinguish images and title.

Indicate rhyming words with a clap or other sound resources. Recognize musical elements of the literary language, e.g. rhymes, repeated sounds, etc.

Suggested Materials a soft ball, colored pencils, maracas (page T13)

### Warm Up

A good way to activate students existing knowledge is to review the rhyme Teddy Bear Teddy Bear on page 12.

# 3 Listen to the rhyme and follow along. 📀 8 🗍

Students open their books to page 14. We suggest you start by playing the rhyme (Track 8) and performing the actions. Then playing it again as students perform the actions. Finally, have students follow along in their books as you play the rhyme.

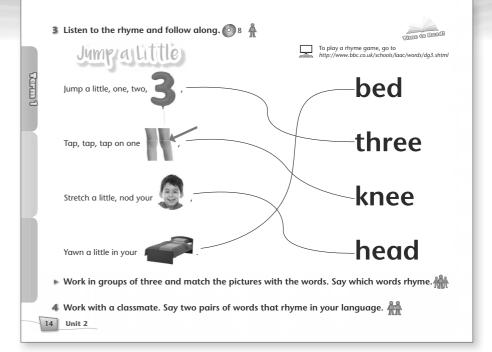
Tell students that the title and pictures help us learn what a text is about. Ask them to discuss with a partner what they think the rhyme is about.

### Work in groups of three and match the pictures with the words. Say which words rhyme.

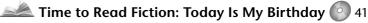
It may help to review the alphabet. both the names of the letters and the sounds, to help students decode the words. We suggest students carry out the activity in groups of three. Then check as a class. Close the activity by saying the words aloud and eliciting which ones rhyme. Reinforce that the letters at the end of the word usually show if the word rhymes.

# 4 Work with a classmate. Say two pairs of words that rhyme in your language.

It may be useful to first suggest a word in the students' own language and elicit several rhyming words from volunteers. Students can then work in pairs to think of a word and find words that rhyme.



### Wrap Up



Show the title page of the Fiction Big Book on page 3. Ask students to point to the title and to read it. Elicit what they think the story is about. Play Track 41 and turn the pages. Have students say whether their predictions were correct. Finally, point to each character and say their name. You may like to end the activity by showing students Poster 2 and having them identify and name the characters. Elicit each character's age.



### Suggest students go to the website

http://www.bbc.co.uk/schools/laac/words/dg3.shtml and play the rhyming game to further develop their vocabulary and rhyming skills.

# Listen to the poem and clap to follow the rhythm. (2) 9 A (2) One, Two, Buckle My Shoe One two, Buckle my shoe Train away shoe Three, four, Knock at the door teddy door head

- Work with a classmate. Listen again to the poem and complete it using the words in the boxes. 9 44
- ▶ Take turns saying the poem following the rhythm by clapping. 👬
- Work with your team. Go to the Product Template on page 91 and continue completing it. Remember to read the words that rhyme aloud. See Step 2 on page 19. A To a set of the set of the

### Unit 2 15

### Achievements

Discover the meaning of some words, with the help of visuals. Indicate rhyming words with a clap or other sound resources. Follow the reading while one pupil points to the text. Recognize musical elements of the literary language, e.g. rhymes, repeated sounds, etc. Review the repertoire of words and expressions.

### Warm Up

You might like to start the class by saying the Hello chant to the class. *Hi, hello, that's what I say.* 

Hi, hello to you every day.

- Hi, hello, how do you do?
- Hi, hello. I'm fine, thank you!

You can repeat it, having students join in and wave to their classmates.

# 5 Listen to the poem and clap to follow the rhythm. 📀 9

You can start by eliciting the numbers one to seven and writing them, and the numerals, on the board. You might like to review numbers by having students sing the Numbers Song from the previous class.

Students look at page 15 say which numbers they can see: *one, two, three, four.* 

Play Track 9 and lead students in acting out the rhyme. Play Track 9 again and have students clap along.

### Work with a classmate. Listen again to the poem and complete it using the words in the boxes. 9 ##

Read aloud the words in the boxes (*rain, away, shoe, teddy, door, head*). Elicit or show the meaning of each one. Remind students that the words rhyme. Help them find the option that rhymes with two (shoe) and four (door). Play Track 9 to check and for students to write the words.

# Take turns saying the poem following the rhythm by clapping.

You can start the activity by saying each line and having students repeat it back. This will enhance pronunciation and memory. Then have students take turns reciting the poem to a classmate and clapping.

# 6 Final Product Preparation. 👬 🕕

We suggest you elicit what students will do for the final product (create an illustrated rhyme poster). You should organize students into their teams and have them add more rhymes to their Product Template on page 91. This is a good opportunity to monitor students developing understanding of rhymes as well as their writing skills.

### Wrap Up

This is a good opportunity to make your class more student centered by having students vote on a favourite rhyme from the unit. Chant and clap the rhyme together. Lerm

### Achievements

Discover words, e.g. beginnings, ends, similar or different letters, etc. Distinguish rhyming words. Repeat rhyming words.

**Suggested Materials** picture of a potato or a real potato, blue and red crayons, scissors

**Preparation** To make the sets of letters out of construction paper, write each student's name in big, clear letters. Cut out the letters of each name and clip them together with a paper clip.

### Warm Up

You may like to help students develop their vocabulary and rhyming skills by showing them Poster 2. Read aloud the rhyme and help them identify the rhyming words. Then encourage students to name other things they can see in the poster and to try to find rhyming words for those things.

### 7 Look and color the frames according to the code. ${\circleh}$

Students open their books to page 16. Explain the activity and hand out blue and red crayons. Have students complete it individually. Check as a class.

# 8 Listen to the rhyme and match the questions with the answers. 2 10 👬

Show students a picture of a potato or a real potato. Teach the word. To help students recognize musical elements, play Track 10 and have students stomp their feet when they hear rhyming words. Then show them how to follow the rhythm of the poem by clapping at each word. Finally, play Track 10 again and have students follow the rhythm of the rhyme.

Students can work in pairs to complete activity 8. Read the questions aloud and make sure students understand them. Have students match each question with the corresponding picture.

### 9 Cut out the rhyming words and play Memory. 🔰 👬

As a class, read through the words on Worksheet 2 on page 103 and help students identify the rhyming words. This is a good opportunity to help students handle new or unfamiliar words by having them sound them out and break them up into syllables to identify the word. Students

 Three potato, four,

 Five potato, six potato,

 Seven potato, more!

 Image: Seven potato, more seven po

can then work in pairs to cut out the words and play memory. This is played by putting all cards face down on the desk, turning over one and then attempting to turn over its pair. Students should say the words they turn over. This is a good opportunity to monitor for reading and pronunciation skills.

# 🛋 Time to Read Fiction: Today Is My Birthday 📀 41

Display page 3 of the Fiction Big Book. Read the title and ask students to repeat it. Turn to page 4. Play Track 41 and turn the pages. Elicit the rhyming words on each page.

### Wrap Up

You can reinforce spelling and students' ability to handle new words by playing a writing game. To play the game, form two teams and have one student from each team come to the board. Say a word, the first student to write it correctly wins a point for his/her team. You can sound out the word, give the first letter etc to help students if necessary.

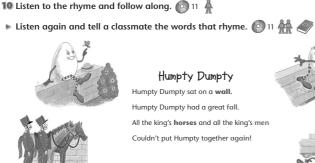
**One Potato** 

One potato, two potato,

1) untor

Rhyme Illustration

Students will color accordinaly



- Say who the rhyme is for (children or adults).

11 Work with your team. Go to the Product Template on page 91 and continue completing it. Remember to read the words that rhyme aloud. See Step 3 on page 19. 🗥 👘

How Am I Doing?	
• I can say some rhymes.	$\odot$
• I can identify rhyming words.	$\odot$
• I can clap to follow the rhythm of a rhyme.	$\odot$
	Unit 2 17

#### **Achievements**

Review the repertoire of words and expressions. Discover the meaning of some words, with the help of visuals. Distinguish rhyming words. Repeat rhyming words. Follow the reading while one pupil points to the text.

Suggested Materials empty eggshells, watercolor paints, brushes

#### Warm Up

Make a Humpty Dumpty Egg. Have the students use watercolors to paint Humpty Dumpty's face and clothes. When they have finished decorating their eggs, display their eggs in the classroom. Students can name their egg and try to think of a word that rhymes with the name.

#### 10 Listen to the rhyme and follow along. 🙆 11 🎍

Play Track 11 and tell them to follow along, pointing to the text from left to right with their finger. Play the track again and encourage students to repeat the words that rhyme, and to show their little fingers.

#### Listen again and tell a classmate the words that rhyme. 💽 11 👫 🦪

Now have students work in pairs. Play the track again and have a student point to the text while his or her partner follows the text. Exchange roles. At the end, have them identify the rhyming words. Then check as a class. This is a good opportunity for students to check vocabulary in the picture dictionary. Then help them with any words they are still unsure of.

#### Say who the rhyme is for (children or adults).

Students can discuss in pairs, then have volunteers share their ideas (the topic suggests that it is for children).

#### 11 Final Product Preparation. 🗥 🗊



Remind students of their Final Product (an illustrated rhyme poster). You can activate students knowledge by organizing them in their teams and asking several teams to share examples of rhymes from their Product Template on page 91. Teams should then continue completing the Product Template. They may also add rhymes from the Big Book if appropriate.

#### Wrap Up

Jerm 1

You can close the class by saying a word from the unit nad having students race to say the rhyming word, for example, Clive and five.

#### How Am I Doing?

This is a good opportunity to review students' progress. Read aloud each statement and explain it if necessary. Pouse after each statement to allow students to color the happy face if they can do this, or the sad face if they cannot.

Discover words, e.g. beginnings, ends, similar or different letters, etc. Repeat rhyming words.

Suggested Materials colored pencils, consstruction paper

#### Warm Up

Students open their books to page 16. Chant and clap the One Potato rhyme together. If necessary, review the written form of numbers.

# 12 Listen and follow with your finger. 🕐 12 👬

Students open their books to page 18. Read the words and have them point to each.

Play Track 12 and have students follow along. Encourage students to suggest the possible meaning of any words students are not familiar with. Explain words as necessary.

#### Work with a classmate. Circle the words that rhyme.

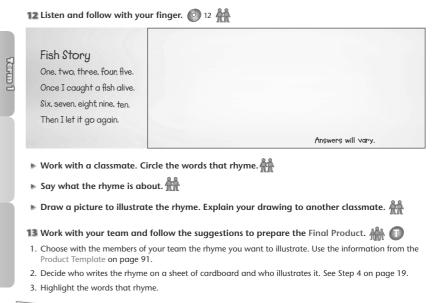
We recommend students work in pairs to identify and circle the words that rhyme. Check as class. This is a good opportunity to reinforce that words with the same end spelling sometimes rhyme, such as *five* and alive, but sometimes do not, such as ten and again.

### Say what the rhyme is about. An about.

Students can work in the same pairs to discuss the meaning. Elicit ideas. Finish the activity by helping students understand that the person who wrote the poem caught a fish but then threw it back.

### Draw a picture to illustrate the rhyme. Explain your drawing to another classmate. 👫

Students should draw their picture individually before showing it to a classmate. We suggest you play the rhyme again to help them relate the rhyme to the drawing.



18 Unit 2

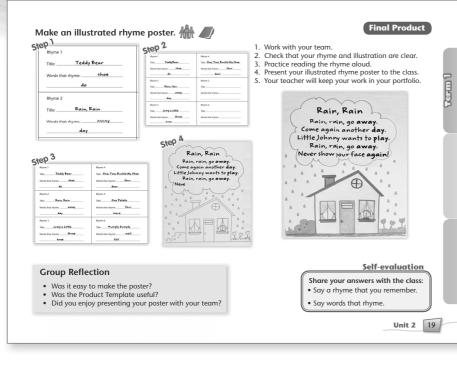
# 13 Final Product Preparation. 🗥 🕕



Students should work in their Final Product teams to first select a poem from their Product Template, then decide who will write and who will illustrate. Give each group a sheet of construction paper and have them write the poem and illustrate it. Finally, have the third team member highlight the rhyming words.

#### Wrap Up

Say pairs of rhyming words seen so far. Have students clap their hands if the words rhyme. Every now and then say pairs of words that do not rhyme.



Students make a poster with illustrated children's rhymes. Suggested Materials, sheets of construction paper (1per team), colored pencils, markers, glue, glitter

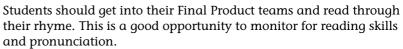
#### Warm Up

#### Lime to Read Fiction: Today Is My Birthday 📀 41

Play Track 41 and lead students in acting out the rhyme. Students can join in, saying some words, if they want to.

#### Final Product

#### Make an illustrated rhyme poster. 🎆 🏉



Have teams take turn to show their poster to the class and read their rhyme aloud.

#### **Group Reflection**

Go over the questions together with the students. Have them discuss their answers in their team. When they have finished, name a secretary and have them share the team's opinions with the rest of the class.

#### Self-evaluation

We suggest you elicit examples from individual students. Alternaively, students can discuss in pairs.

#### **Evaluation Instrument**

As further evaluation, make one photocopy per student of the Observation Guide from page T19b. Complete the guide according to your students' performance and keep it as evidence of their development throughout the unit.

# **Product Template**

+ + +

Rhyme 1	Rhyme 4
Title:	Title:
Words that rhyme:	Words that rhyme:
Rhyme 2	Rhyme 5
Title:	Title:
Words that rhyme:	Words that rhyme:
Rhyme 3	Rhyme 6
Title:	Title:
Words that rhyme:	Words that rhyme:

# **Evaluation Instrument**

#### **Observation Guide**

Use the following guidelines to observe each student's performance in class during this unit.

Student's name: \_\_\_\_

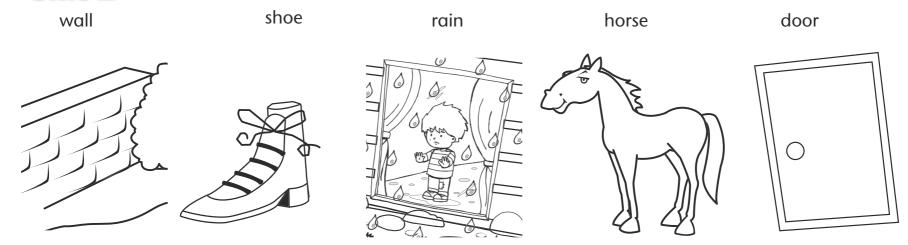
Date: The student... Comments takes a book and leafs through it in the conventional way. follows the reading of a rhyme from left to right and from top to bottom. uses appropriate posture when reading. distinguishes images and titles. discovers the meaning of some words with the help of visuals. distinguishes rhyming words. claps at the rhyming words. repeats rhyming words. works in his or her team to make a rhyme mini book. enjoys working with rhymes. Additional comments:

# Unit 2 Let's Enjoy Rhymes!

# **Picture Dictionary**

+

Unit 2



Unit 2

T19c Unit 2



# Unit 3

# Let's Cook!

#### **Curricular Objectives:**

(A) Interpretation and follow-up of instructions.(B) Follow a recipe.Environment Academic and educational

Final product Illustrated recipe

Big Book A Yummy Treat

#### Achievements

Compare pictures. Identify topic, purpose and intended audience. **Suggested Materials** colored pencils

#### Warm Up

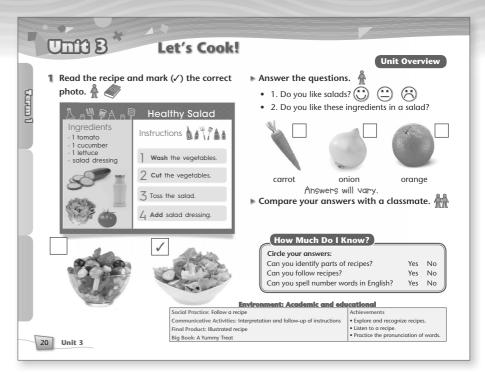
You can start the unit by asking students for examples of foods they like to eat. Then you can ask them if they can prepare any of the foods.

#### Unit Overview

#### 1 Read the recipe and mark ( $\checkmark$ ) the correct photo. $\frac{1}{M}$

Students open their books to page 20. To help them identify the topic and purpose of the unit, read the unit title and have them look at the images. Students should then say what they think it is about. Ask them if they know what a recipe is, what it is for, and if they have used one at home.

We suggest you read through the whole recipe, pointing to the words and relevant images as you read. Then point to the two images of salads and ask students to mark the one that is described in the recipe. Check as a class. You can ask individual students if they like these foods, for example, *Do you like cucumber*? And having them point to the appropriate face or answer verbally.



# ► Answer the questions. 🗍

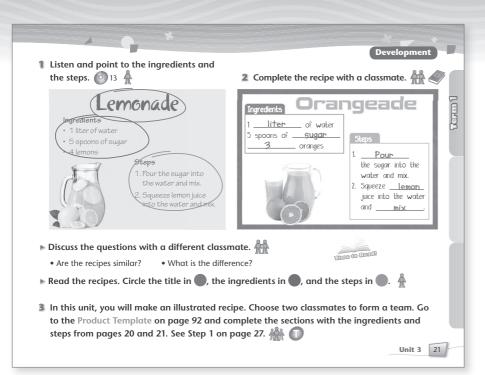
Read aloud the question *Do you like salads*? Have students answer in their books. You can encourage autonomy by asking students to name the three items (carrot, onion, orange). Ask volunteers if they like these foods, then ask several volunteers if they like these foods in a salad. Have them check the boxes of the foods they like in salads.

#### Compare your answers with a classmate. <sup>A</sup>/<sub>A</sub>

We recommend students work in pairs to compare their answers to one and two. Students may enjoy comparing their answers with several classmates.

#### How Much Do I Know?

This is an opportunity for you and students to see how much they know about the topic. Help students understand the questions by showing them relevant information on the page, such as the recipe. Have students complete the activity individually. We suggest you review their answers.



Recognize graphic components (pictures, numbers, bullets, etc.). Notice the structure of a text: title, instructions (steps) and a list of ingredients, and its basic graphic disposition. Locate a list of ingredients. Identify purpose. Distinguish where one reads (text) and where not (pictures).

Suggested Materials colored pencils

#### Warm Up

A relevant activity to start the class is the game Fruit Bowl Upset from page xii.

#### Development

1 Listen and point to the ingredients and the steps. 📀 13 🗍

Students open their books to page 21 and point to the title. You can ask

them if they have tried fresh lemonade. Play Track 13. Have students listen to the recipe and point to the ingredients and steps as they listen. Then reread the recipe and help students understand any new vocabulary.

# 2 Complete the recipe with a classmate. 🧼 👬

Ask students to notice the structure of a recipe and point to the title, the ingredients and the steps. We suggest you elicit the difference between leomade and orangeade. Students complete the recipe in pairs, referring to the the picture dictionary and the recipe for lemonade as necessary. We suggest you then check the answers as a class.

### Discuss the questions with a different classmate. <sup>A</sup>/<sub>A</sub>

Students may need help understanding the questions so read them aloud and explain them as necessary. Then organize students into new pairs to discuss the questions. Elicit ideas from volunteers.

#### Read the recipes. Circle the title in red, the ingredients in blue, and the steps in green.

We suggest students complete this individually. Read aloud the instructions and have them hold up the appropriate colored pencils before they complete the activity.

# 3 Final Product Preparation 👬 🗊

It may be helpful to start be reminding students that they make a Final Product in each unit and that the final product in this unit is an illustrated recipe. Help students form teams of three. Explain that they should compelte the Product Template on page 92 with the ingredients and steps from this page to help them practice writing their recipe for the Final Product.

#### Wrap Up

### Time to Read Nonfiction: A Yummy Treat

Open the Nonfiction Big Book to page 11. Ask a volunteer to point to the title. Go through pages 11 to 18 showing the pictures and encouraging students to make predictions. Then show them the recipe on page 13. Have volunteers name and point to the elements of the recipe. Ask students if they have tried banana popsicles. Identify topic, purpose and intended audience. Recognize graphic components (pictures, numbers, bullets, etc.). Locate a list of ingredients.

Suggested Materials colored pencils

# Warm Up 📀 14

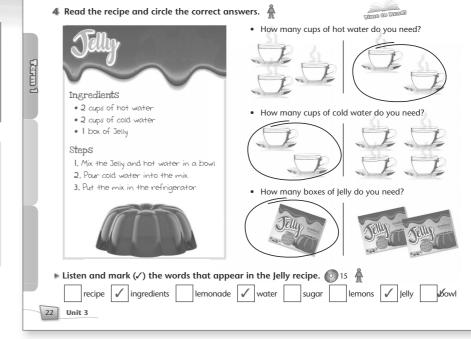
You can start by drawing or showing a picture of a sandwich and eliciting the word (sandwich). To link to the topic of recipes, ask some volunteers what ingredients they like in their sandwiches. Then play Track 14 and act out the chant. Play Track 14. Act out the chant. Play the track again and have students say and act out the chant.

#### 4 Read the recipe and circle the correct answers. 🗍

Students open their books to page 22. Students should identify the recipe on the page. Elicit what the recipe is for (Jelly). Direct students' attention to the heading Ingredients and read them aloud as students follow along in their books. You may like to ask students if they have made Jelly and how they made it. Then read aloud the steps as students follow along in their books. To help students understand the question, have them count the number of cups in the first two pictures, then read aloud the question and have them circle the correct answer (2). We recommend you repeat the process for the next two questions, then check as a class (2, 1). Students may find it useful for you to reread the recipe, or for them to refer back to it as they work. Finally, ask them who they think the recipe is for (*for children to cook*).

# ► Listen and mark (✓) the words that appear in the Jelly recipe. 15 ♣

We suggest you start by reading aloud each word as students follow along in their books. You may need to review the vocabulary with students if there are words they don't remember. Explain the activity to students and then slowly read the recipe again as students mark the words. You may need to read through two or three times. Then check as a class. (ingredients, water, Jelly, bowl)

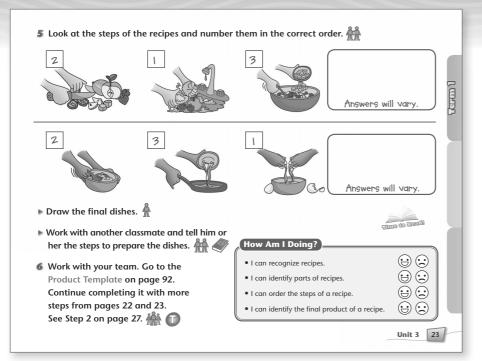


# 🛁 Time to Read Nonfiction: A Yummy Treat 🕑 47

Show page 11 and read the title as you mime the meaning. Then elicit the name of the snack and the ingredients. Go to page 12 and ask students to look at the picture and say who is going to prepare the snack. Read the text on that page. Then go to page 13. One more time have volunteers identify the components of the recipe. Play Track 47 up to the recipe and have them listen to it while they follow the reading with their fingers. Finally, elicit the ingredients needed for making the snack.

#### Warm Up

Show students Poster 3. Elicit who students can see in the poster and what they are doing. Elicit the food items. Students should then try to say any dishes they know that use these ingredients.



Recognize the order of steps. Indicate and follow the order of steps in a recipe. Identify the product based on illustrated steps.

**Suggested Materials** pictures or drawings of ingredients: a banana, sugar and cream; colored pencils

#### Warm Up

To activate students' knowledge, show them the pictures of the ingredients (see Suggested Materials) and attach them to the board. Mime the following recipe. Make sure to point to the ingredients before demonstrating the steps. Encourage students to guess what the final product is (bananas with cream).

T: Peel the bananas. Cut the bananas. Add the sugar and cream. Mix and eat. Mm! Yummy!

# 5 Look at the steps of the recipes and number them in the correct order.

Students open their books to page 23 and look at the first set of pictures. Elicit the actions represented in each picture (*cut, wash, pour, mix, break,* etc.) You can reinforce the vocabulary by miming and saying the words again. Then have students work in pairs to number the pictures of the steps in order. Repeat the procedure with the second set of pictures.

# ▶ Draw the final dishes. 🛔

Start by eliciting the ingredients shown in the two sets of pictures and write them on the board. Student should then name or mime the different actions in the steps as you write them down. Then ask students to draw the two final dishes. (*1. a fruit salad, 2. scrambled eggs*).

#### Work with another classmate and tell him or her the steps to prepare the dishes. A A

Students explain a recipe to a classmate by first refering to the pictures in activity 5, the words on the board and their picture dictionaries to prepare what they will say. Put students in pairs to explain the steps to their classmate. You can invite several students to then share with the class.

# 6 Final Product Preparation. 🗥 🗊

Organize students into their Final Product teams and have them work on the Product Template on page 92. Remind them to refer to their Activity Book and dictionary if they need help.

#### How Am I Doing?

Read the statements aloud and make sure students understand them. Have students reflect on their work so far and color the happy face if they can now do that activity or the sad face if they cannot yet do it.

#### Wrap Up

### 🛁 Time to Read Nonfiction: A Yummy Treat 🕐 47

Show page 11 and read the title. Then elicit the name of the snack and the ingredients. Go to page 13 and have volunteers identify the two parts of the recipe. Play Track 47. Show the pages, mime the steps to prepare the snack and encourage students to act them out too.

Identify the names and graphic representations of numbers. Distinguish forms and tracing of numbers. Spell words. Identify letters by their names. Recognize sounds in words.

Suggested Materials 6 index cards, scissors, glue, blank papaer

Preparation Draw one banana on one card, two bananas on the second card, three bananas on the third, etc. until you have drawn 6 bananas on the sixth card.

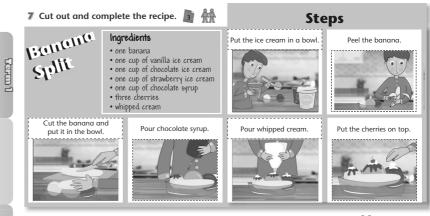
# **Warm Up** 16

You can activate students' knowledge by eliciting the topic of the unit (recipes) and the two parts of a recipe (ingredients and steps). Remind students that they need to include the quantity of each ingredient. You can show a recipe from a page of the Activity Book as an example. Attach the 6 cards with the bananas to the board. Point to the card with one banana. Ask students how many bananas they can see. Write the number 1 under the card. Repeat with the rest of the cards. Play Track 16. Point to the numbers. Have students repeat them. Repeat several times, with students tracing the numbers in the air with their index fingers.

Write the words one to six under the numerals on the board. Remind students that we can use numerals or words. Invite a student to come to the board and circle the beginning letter of the word *one* (*o*). Elicit the name of the letter (o). Do the same with all the letters. If necessary, sing the A, B, Cs. Repeat the procedure for all the number words. Play Track 16 again, this time having students trace the words in the air.

### 7 Cut out and complete the recipe. 3

Students open their books to page 24. You can start the activity by seeing if anyone in the class can read the title of the recipe. Ask students if they have had a banana split and if they liked it. If possible, have a student read aloud the ingredients, or read them to the class. Students go to page 105 and look at the information on Worksheet 3. Before organizing students into pairs, explain the activity to the class. Students can complete the activity in pairs.



Work with a different classmate and take turns reading the recipe out loud.

8 Work with your team and follow the suggestions to start preparing the Final Product. 🚢 🗊

- 1. Choose with the members of your team a recipe from this unit or a different one to illustrate.
- 2. Write the ingredients for the recipe on a separate sheet of paper. Use the information from the Product Template on page 92. See Step 3 on page 27.

3. Your teacher will keep your work for the next lesson.

24 Unit 3

#### ▶ Work with a different classmate and take turns reading the recipe out loud. 👫

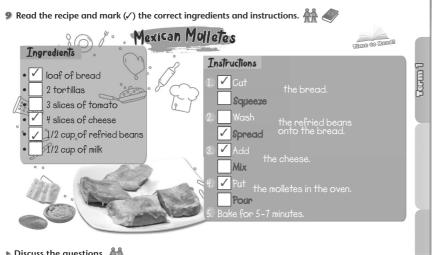
This is a way for students to check their work and practice their speaking skills. Have them work in different pairs to share their recipes. We recommend you then check as a class.

#### 8 Final Product Preparation. 🗥 🔳

You can start this activity by showing students how their work across this unit has led them to being able to write a recipe. Students work in their Final Product teams to select one recipe from the unit and write the ingredients on a sheet of paper. Keep their papers for the following class.

# Wrap Up 🙆 17

To reinforce numbers, ask students stand up. Play Track 17. Have students display the correct number of fingers as they follow the rhyme.



Discuss the questions.

• What is your favorite Mexican dish? • What are the ingredients to prepare it?

10 Work on the Final Product with your team. Write the steps for your recipe. Use the information from the Product Template on page 92. See Step 4 on page 27. 🕌 们

#### **Achievements**

Distinguish names and quantities of ingredients. Recognize the names of food products. Recognize and extend their repertoire of words and expressions. Compare the composition of names of food products. Suggested Materials a cup, a loaf of bread, tortillas, tomatoes, slices of cheese, refried beans and milk (or pictures of them), blank paper

#### Warm Up

You can start the class by showing students Poster 3 and eliciting the names of the food items. Expand on students answers with measure words, such as a loaf of bread, a carton of milk, a packet of cheese.

#### 9 Read the recipe and mark () the correct ingredients and instructions. 👬

We recommend you start by having students identify the recipe (molletes). You can ask who likes molletes and if anyone can make them. Encourage students to read through the list of ingredients, checking the picture dictionary for words they don't understand. Then show them the ingredients you brought in and elicit the words in English. You can explain the activity then read aloud the ingredients: a loaf of bread, 4 slices of cheese, half a cup of refried beans. You can then read the instructions and have students mark the correct ones: cut the bread. spread the refried beans onto the bread, add the cheese, put the molletes in the oven, bake for 5-7 minutes. Check as a class. We suggest you read the instructions again, having students mime them.

# Discuss the questions. And

We suggest you first read aloud the questions and elicit answers from several volunteers. Then have students discuss in pairs. Monitor the activity and help sttudents with vocabulary and grammar.

# 10 Final Product Preparation 🗥 👘

You may like to start by reminding students that they will create an illustrated recipe for their final product. You can elicit what they have done so far (selected a recipe and written the ingredients) and give them their lists of ingredients. Then explain that they should now write the instructions. Give each group a sheet of paper and organize them in their teams to write their instructions. Keep the instructions and lists of ingredients for the following class.

#### Wrap Up

Unit 3 25

# 🔜 Time to Read Nonfiction: A Yummy Treat 🕑 47

Open the Big Book to page 11 and elicit the title, the name of the treat and the ingredients. Write the ingredients on the board and encourage students to guess the guantity needed of each. Play Track 47 and have students listen as you turn the pages. Then show the steps on pages 14 to 18, elicit the steps for making banana popsicles and encourage students to mime them.

Indicate and follow the order of steps in a recipe. Recognize names of some food products. Notice the structure of a text: title, instructions (steps) and a list of ingredients, and its basic graphic disposition. **Suggested Materials** construction paper

#### Warm Up

To activate students' knowledge of food vocabulary and numbers, we suggest you start the class by displaying Poster 3 and carrying out the poster activity How Many Can You Find?

# 11 Read the recipe and complete the steps using the verbs in the box.

Students open their books to page 26 and look at the recipe. Elicit what they think the recipe is for. Tell students to focus on the ingredients and help them to read them aloud. Have students point to the list of ingredients and then to the steps. Direct students' attention to the verbs at the top of the activity. We suggest you read them and mime them to facilitate understanding. Students can repeat them and mime them back to you. Students should complete the activity in pairs before you check as a class.

#### Match the steps with the pictures. <sup>A</sup>/<sub>A</sub>

We suggest you explain the activity and complete the first one as a class, then have students complete the activity individually. Check as a class. You can close the activity by reading aloud the steps as students mime them. Finally, ask students who likes pizza and the toppings they like on their pizza.

#### 12 Final Product Preparation.

Students get into their Final Product teams. Give each team their list of ingredients and their steps and a sheet of construction paper. Remind them that their final product is an illustrated recipe so they should now write the title of the recipe at the top of the paper, write the ingredients, write the steps, and add illustrations. You can suggest to students that they illustrate the ingredients, the steps the final dish, or any combination of these. Keep the posters for the next class.

# Add Bake Put Spread

11 Read the recipe and complete the steps using the verbs in the box. 👬 🥔

Match the steps with the pictures.

1 cup of chopped ham
1 cup of shredded cheese

 <u>Put</u> tomato sauce on each tortilla.

2. Add ham and cheese

 Spread the mini pizzas in the oven.

4. Bake for 5 minutes

For healthy snack recipes, go to http://www.funology.com/category/ recipes/healthy-snacks-and-recipes/

Time to Read

12 Work on your Final Product with your team. Write the instructions and the steps of your recipe on a big sheet of paper and illustrate it. See Step 5 on page 27.



Steps



For healthy snack recipes, go to

http://www.funology.com/category/recipes/healthy-snacksand-recipes/

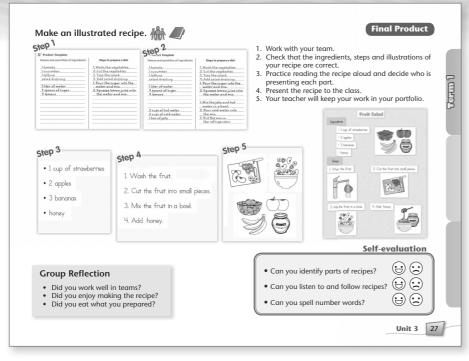
If possible, show students a recipe from the website, then have them reiterate the ingredients and steps. Alternatively, students can watch a recipe and make it over the weekend.

# 🛁 Time to Read Nonfiction: A Yummy Treat 🕐 47

Give a volunteer the Big Book and ask him/her to show the page where the steps to prepare the recipe begin. Elicit the steps while you show students the pages. Play Track 47 and have students listen. At the end, ask students if they would like to eat the snack. Ask them to bring a banana for the next class.

#### Warm Up

We suggest you close the class with an Action TPR game reviewing cooking verbs such as *stir, spread, add* etc.



List of ingredients. Illustrated recipe. Students make an illustrated recipe.

Suggested Materials bananas (1 per student), popsicle sticks (1 per student), melted chocolate or chocolate syrup (2 spoonfuls per student), sprinkles, paper plates, paper napkins

#### Warm Up

#### A Yummy Treat

Have students wash their hands. Put the ingredients on the desk, name the ingredients and have several volunteers point to them. Divide the class into 5 groups and distribute the materials. Tell students they are going to prepare banana popsicles. Read the steps for making A Yummy Treat (Nonfiction Big Book page 13) and have them follow them. If possible, allow students to eat their treat. Have them help you clean up the area.

#### **Final Product**

Suggested Materials safety scissors, glue, sheets of paper (1 per group), strawberries (1 cup per group), apples (2 per group), bananas (3 per group), honey (2 spoonfuls per group), large bowls (1 per group), not very sharp knives (1 per group), plates (1 per student)

# Make an illustrated recipe. 🗥 🌌



Students open their books to page 27 and get into their Final Product teams. Give each student their recipe poster from the previous class. We suggest you read the steps and give students time to check their recipes and then practice reading. Each group then presents their recipe to the class.

#### **Group Reflection**

Go over the questions together with the students. Have them discuss their answers in their team. When they have finished, have each team name a secretary who will share the team's opinions with the rest of the class.

#### Self-evaluation

Read each question and explain what it means. Allow students to reflect on their answers and ask them to color the happy face if their answer is Yes or the sad face if their answer is No.

#### **Evaluation Instrument**

As further evaluation, make one photocopy per student of the Illustrated Self-evaluation Card from page T27b. Distribute the cards. Read the can-do statements with them. Explain what they have to do with the card and what each face means. Tell them to color the happy face green, the sad face red and the in-progress face yellow. Ask them to think about whether they can do the action or not or if they think about they are in the process of achieving it. Have them color the faces accordingly.

# Product Template Names and quantities of ingredients

-

Steps to prepare a dish

# **Evaluation Instrument**

#### Illustrated Self-evaluation Card

Give these cards to students to assess their performance at the end of this unit.

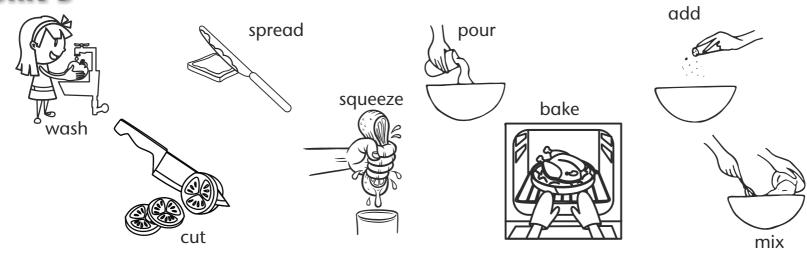
Student's name:	Date:
I can identify the elements of a recipe.	I can recognize names and quantities of ingredients.
I can do this!	I can do this!
I'm getting there.	I'm getting there.
I need help!	I need help!
I can identify the order of steps.	I can spell number words.
I can do this!	I can do this!
I'm getting there.	I'm getting there.
I need help!	I need help!
I can follow a recipe.	I can work in teams to make a recipe.
I can do this!	I can do this!
I'm getting there.	I'm getting there.
I need help!	I need help!

Term 1

10

# **Picture Dictionary**

Unit 3



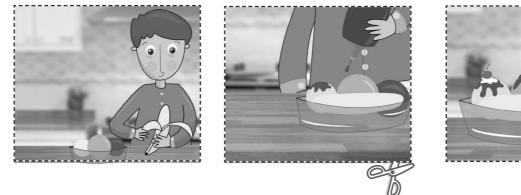
Unit 3

Term 1

T27c Unit 3

# Worksheet 3

Put the ice cream in a bowl.	Pour whipped cream.	Cut the banana and put it in the bowl.
· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	





1

Unit 3

# Unit 4

# Let's Follow the Leader!

**Curricular Objectives:** 

(A) Exchanges associated with media.
(B) Explore public signs.
Environment Family and community
Final Product Illustrated signs for the classroom
Big Book Tim and Tom's First Day at School

#### Achievements

Follow instructions. Identify actions that are carried out in the classroom.

#### Warm Up

You can start the unit by saying the unit title and asking students what they think the unit is about. Have students stand in a circle. Give an instruction such as *sit down* and do it yourself. Students follow what you do.

Use the following instructions: *Line up, sit down, stand up, open your books, close your books.* 

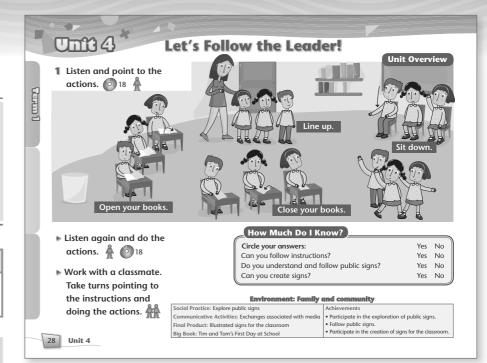
#### Unit Overview

# 1 Listen and point to the actions. 📀 18 🗍

Students open their books to page 28. We suggest students first look at the pictures and identify the different actions that are carried out in the classroom. Ask them what they think the teacher is doing (*giving instructions*). Elicit what the children are doing in each picture (*following instructions*). Play Track 18 and have students point to each action.

# ▶ Listen again and do the actions. 🛔 📀 18

This is an opportunity for you to play Track 18 and have students follow the instructions.



# Work with a classmate. Take turns pointing to the instructions and doing the actions.

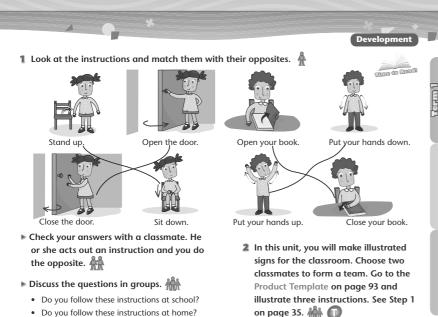
You may like to have a pair model giving and performing the instructions in front of the class, before organizing students into pairs to do the activity.

#### How Much Do I Know?

This is an opportunity for you and students to see how much they know about the topic. Help students understand the questions by showing them relevant information on the page, such as the instructions, signs around the classroom. Have students complete the activity individually. We suggest you review their answers.

#### Wrap Up

This is an opportunity to game related to the topic. We suggest you lead the class in a game of Follow the Leader from page xii.



- Do you follow these instructions at home?
- What other instructions do you follow?

Identify actions that are carried out in the classroom. Point out illustrated instructions to be followed by others.

#### Warm Up 🙆 19

You may like to start the class by eliciting the topic of the unit (signs and instructions). You can then ask students to listen closely as you play Track 19. Ask what it is instructions for (your hands). Play the track once or twice more, having students follow the instructions.

#### Development

#### 1 Look at the instructions and match them with their opposites.

Students open their books to page 29. Students can look at the pictures and say where they think these activities take place (in the classroom). Have a pair of volunteers come to the front. Give opposite instructions to each one (Stand up/Sit down, open/ close the door, open/close your book). After that, ask students to look at the pictures and match the opposite instructions in their books.

#### Check your answers with a classmate. He or she acts out an instruction and you do the opposite. 👬

Students work in pairs to check their answers. Then, ask one student to point to one of the illustrated instructions on the page and the other to perform it. Monitor and help.

#### Discuss the questions in groups.

We suggest you first read over the questions, ensuring everyone understands. Allow students a few minutes to discuss in groups. Then elicit some responses.

### 2 Final Product Preparation 🗥 🗊



We suggest organizing students into groups of three, encouraging them to work with classmates they have not worked with before. Explain that students' Final Product for this unit will be illustrated signs for the classroom. You may like to have students illustrate three instructions in their Product Template on page 93 to help them practice and prepare for the Final Product.

#### Wrap Up

Unit 4 29

#### Time to Read Fiction: Tim and Tom's First Day at School 🙆 42

Open the Fiction Big Book to page 13. Have students look at the story's title page and read the title aloud. Ask them to predict what the story is about. Ask who the children and the woman on the title page are (The teacher and the students). Help students name the classroom objects. Play Track 42 up to page 15 and describe what is happening on those pages.

Identify actions that are carried out in the classroom. Follow instructions. Identify purpose and intended audience. **Suggested Materials** safety scissors, glue, a hat, lively music

#### Warm Up

You can have students sit in a semicircle. Give them instructions but tell them they can do the actions only if you say *please*.

# 3 Listen and mark ( $\checkmark$ ) the instruction you hear. ${\clubsuit}$

Students open their books to page 30. Focus their attention on the six pairs of pictures. Say each of the instructions aloud and ask students to point to the pictures as they listen to them. Next, tell students they have to mark the pictures that represent the instructions they hear. Play Track 20 and monitor. Play it again if needed.

20

# Discuss the questions with a classmate. <sup>A</sup>/<sub>A</sub>

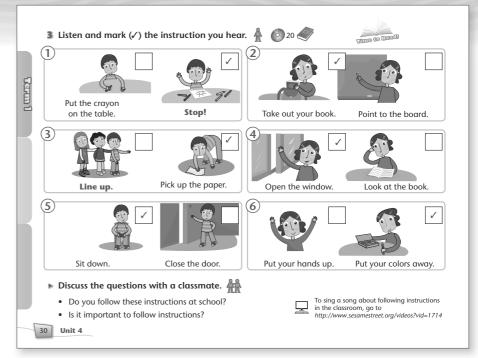
We suggest you read aloud the questions and explain them if necessary before having students work in pairs to discuss. You may like to elicit some responses from students to share with the class.



# To sing a song about following instructions in the classroom, go to

#### http://www.sesamestreet.org/videos?vid=1714

If possible, have students watch the clip at school and sing the song in class. Alternatively, students can watch at home and sing together in a future class.



# Time to Read Fiction: Tim and Tom's First Day at School 🕜 42

Have a volunteer open the Big Book to the title of the story on page 13. Ask students if they remember the name of the story. Play Track 42. Have students listen to the story as you turn the pages. Draw a happy face and a check mark ✓ on the board, and say *right*. Draw a sad face and a X and say *wrong*. Point to each scene in the story and ask students if what Tim and Tom are doing is right or wrong. T: Look! Tim is pushing a girl. Is this right (point to the happy face) or wrong (point to the sad face)?

Ss: Wrong (point to the sad face).

Encourage students to say why they think the action is wrong and whether there are any consequences.

#### Wrap Up

Show students Poster 4. We suggest you review vocabulary by eliciting what the teacher says in each situation.



— See Step 2 on page 35. 👫 🗊

#### Achievements

Make connections between signs and actions. Value the consequences of not following public signs. Identify purpose and intended audience. Take action based on a public sign.

**Suggested Materials** colored pencils, sheets of paper (1 per student) **Preparation** Fold the sheets of paper into three parts.

#### Warm Up

You can remind students of the topic of signs and instructions by starting the class with a game of *Teacher Says*. When you say an instruction prefaced with *Teacher says*, students do the action. When you only say the action, students must not do it.

# 4 Listen and point to the signs. 📀 21 🧍

Students open their books to page 31. Ask them to look at the signs. Ask them whether they have seen them before. Elicit the actions these signs represent or what they mean. Say each sign and have students point: *stop, be quiet, wheelchair access, turn right, turn left.* You might like to say them again and have students act them out. Play Track 21 and students point to the signs.

#### Listen again and match the signs with the actions. 21 Å

We suggest you give students a few moments to look at the five pictures, they may even benefit from discussing them in pairs. Then, say the five signs (*stop, be quiet, wheelchair access, turn right, turn left*) pausing between each one for students to match the sign with the corresponding image. Play Track 21 again and students match the signs with the actions.

#### Discuss the question with a classmate. M

Read the question aloud then have students discuss in pairs. Encourage them to discuss in English, even if they can only use single words such as *street*, *school* or *parking lot*.

### 5 Final Product Preparation. 👬 🕕

We suggest you start by organizing students into their Final Product teams and eliciting what they will create for their final product (illustrated signs for the classroom). Have them illustrate three signs on the Product Template on page 93.

#### How Am I Doing?

Unit 4 31

We suggest you read each statement aloud and ensure students understand. You may like to direct students' attention to where they have worked on each point, for example, identifying signs on page 31, following instructions on pages 28 and 29, giving instructions on page 29.

#### Wrap Up

You can close the class by discussing if there are any places in the school where the signs from this lesson should be erected.

Make connections between signs and actions. Identify purpose and intended audience. Take action based on a public sign. Suggested Materials construction paper, colored pencils

### Warm Up

Term

#### Time to Read Fiction: Tim and Tom's First Day at School 🙆 42

Ask a volunteer to open the Big Book to page 13. Ask students to say the name of the story. Play Track 42 and pause after the title. Invite students to repeat it. Continue playing the track and have students listen as you turn the pages. Show students each page and have them find each sign and read it aloud.

Have two volunteers come to the front. Tell them that one will be Tim and the other one will be Tom. Explain that you are going to read the story and they should act out the instructions that you say. Read the story and encourage the students to act it out

### 6 Look at the scene and discuss the questions with

#### your classmates. 🗥

Divide the board into two parts and write *Classroom* and *Public Place* as headings. Elicit instructions seen so far and as students say them, write them on the corresponding side of the board.

Students open their books to page 32. Read aloud the questions and ensure that students understand. Organize students in small groups to discuss. Then elicit ideas from each group.

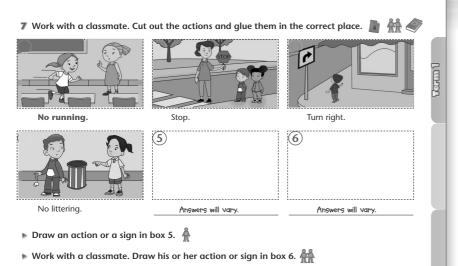
### Match the signs with their meaning. A Solution of the signs with their meaning.

We recommend students work individually, although mixed ability groups may benefit from working in pairs. Have students identify the letters in the pictures. Then ask volunteers to explain the meaning of each sign. Read the instructions aloud and have students write the corresponding letter in the box next to them. To check answers, say a letter and have students say the instruction aloud.



#### Wrap Up

We suggest you organize students in small groups and show them Poster 4. Give each group a sheet of construction paper and pencils and have them recreate the poster, including all relevant signs from the Big Book.



8 Work with your team. Go to the Product Template on page 93 and illustrate three more instructions and signs. See Step 3 on page 35. 4

Unit 4 33

#### Achievements

Make connections between signs and actions. Suggested Materials colored pencils safety scissors, glue

#### Warm Up

We suggest you start the class with a song that students have already learned. You may choose *What's Your Name* (Track 1) to review names and greetings.

# 7 Work with a classmate. Cut out the actions and glue them in the correct place.

You can start by saying the instructions on page 33 and having students repeat them back and act them out. Then have them look at Worksheet 4 on page 105 and say the instruction for each picture. Finally, organize students into pairs to cut out the images in the worksheet and glue them

in the appropriate spaces on page 33. Check as a class. You can close the activity by reminding students that their Final Product will be illustrated signs for the classroom and that they may like to use these illustrations for ideas

### Draw an action or a sign in box 5. <sup>A</sup>/<sub>A</sub>

You can suggest to students that they refer to signs i the classroom, signs from previous pages of the activity book, or signs from their Product Template for ideas.

### Work with a classmate. Draw his or her action or sign in box 6.

We suggest students work in pairs. One student should perform an action, such as putting a finger to his/her mouth to indicate *be quiet*, or holding up a hand to show *stop*. The other classmate draws the appropriate sign and writes the instructions. Then they swap roles.

### 8 Final Product Preparation 🗥 🕕

Students should work in their Final Product team. Have them illustrate three more instructions and sign. You can suggest that they use signs from this lesson or the Big Book.

# Wrap Up 📀 19

Divide the class into three large groups. Give each group a line from the song:

T: Group one. (Points at one group) Put your hands up!

Group 1: (Puts hands up.)

T: Group two. (Points at another group) Put your hands down!

Group 2: (Puts hands down.)

T: Group three. (Points at the last group) Turn your hands around and around.

Group 3: (Turns their hands around and around.)

Play Track 19. Encourage students to sing the line of the song that was given to their group and to do the action.

Lerm

#### Achievements

Identify actions that are carried out in the classroom. Make signs for the classroom. Show signs when others perform actions. Define actions to make signs. Point out illustrated instructions to be followed by others. **Suggested Materials** colored pencils or markers, paper clips (1 per student), Poster 4, sheets of paper (1 per student)

#### Warm Up

You might like to start the class by leading students on a brief walk around the school to take note of the signs they can see. Encourage them to say in English what the signs mean.

#### 9 Draw a sign to complete Signs Roulette. 🛔 🏈

Students open their books to page 34. Ask them to look at the pictures. Say the action that each picture represents and have students mime it: *Open your book. Sit down. Stop! Put your colored pencils away. No eating. Pick up the paper. No littering.* Clarify the meaning of the *Stop!* sign and elicit the places where students have seen it. Talk about its purpose and the importance of following it.

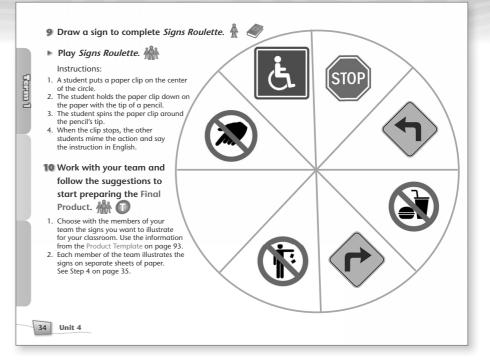
Ask students to draw and color a sign they have seen during this unit that is not included in the activity. Encourage students to go to the Picture Dictionary on page 85 to look at some ideas. Finally, have them share their sign and its purpose with a partner.

#### ▶ Play Signs Roulette. 👫

We suggest you first show students how to put a paper clip on the center of the circle and hold it down on the paper with the tip of a pencil.

Ask students to work in pairs. One student spins the paper clip around the pencil's tip as if it were the arrow on a roulette board. When the clip stops, the other student has to mime the action. Encourage students to say the instruction in English if they can.

Finally, ask students whether they think that people all over the world give children the same instructions. Elicit some examples of instructions that have to be followed all over the world (*pick up clothes, do the dishes, do homework, clean classroom,* etc.).

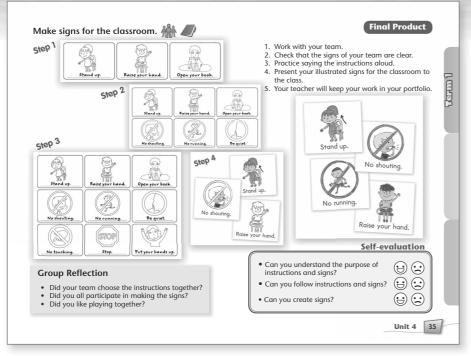


# 10 Final Product Preparation 👬 🗊

Students get into their Final Product teams. Remind them to review all the signs from their Product Template and to come to a decision together about the ones they will illustrate for the classroom.

#### Wrap Up

Play Fruit Bowl Upset from page xii but with students' signs instead of the names of fruit.



Define actions to make signs. Illustrated signs. Make signs for the classroom. Use signs to prove their viability.

Suggested Materials construction paper sheets (1 per student), colored pencils, markers, safety scissors, glue

#### Warm Up

Have students sit in a circle. Give an instruction. The first student to correctly mime the instruction gets up and stands behind the student sitting on his/her right. Give another instruction and the first student to mime it again gets up and stands behind the student to his/her right. Repeat the game until all students are standing up.

#### **Final Product**

#### Make signs for the classroom. 🗥 🎩



Students get into their Final Product teams. They should work together to check that their signs are clear and that there are no spelling mistakes. They can do so by refering to the Picture Dictionary or their activity books or Product Templates. Then encourage students to practice reading the signs aloud in their groups. Finally, encourage students to share their signs with the class. Play these games with students:

*Pass it Around*: Have students sit in a circle. Tell them to pass the sign around. Say *Stop!* and they have to stop. Ask the student holding the sign at that moment to give the instruction represented on the sign they are holding and to point to a classmate to act it out.

*True or False?* Give an instruction and hold up one of the students' signs. If the instruction and the sign correspond, students perform the action. If the sign and the instruction are not the same, students keep still.

Finally, have students discuss where they are going to place their signs in the classroom. Make sure it is a place where everyone can see them.

#### **Group Reflection**

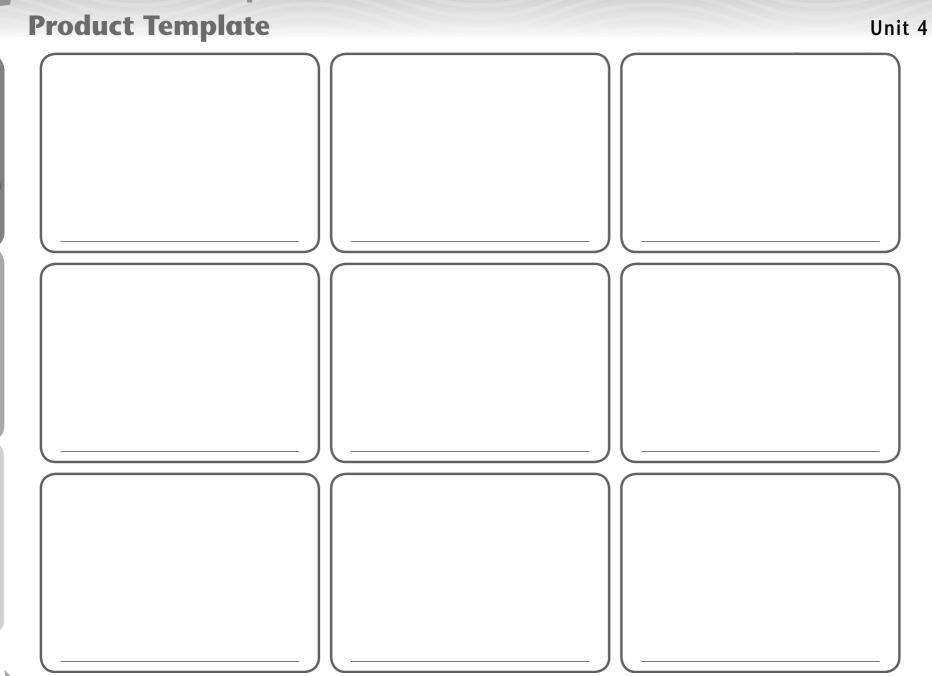
Go over the questions together with the students. Have them discuss their answers in their team. You may like to ask students to think about how working in each team has been different and why.

#### Self-evaluation

Read the can-do questions and explain what the questions mean. Allow students to reflect on their answers and ask them to color the happy face if their answer is *Yes* or the sad face if their answer is *No*.

#### **Evaluation Instrument**

As further evaluation, make one photocopy per student of the Illustrated Self-evaluation Card from page T35b. Give a card to each student and read the can-do statements with them. Explain what they have to do with them and what each face means. Tell them to color the happy face areen, the sad face red and the in-progress face yellow. Ask them to think about whether they can do the action or not or if they think they are in the process of achieving it. Have them color the faces accordingly.



+ . .

# **Evaluation Instrument**

#### Illustrated Self-evaluation Card

Give these cards to students to assess their performance at the end of this unit.

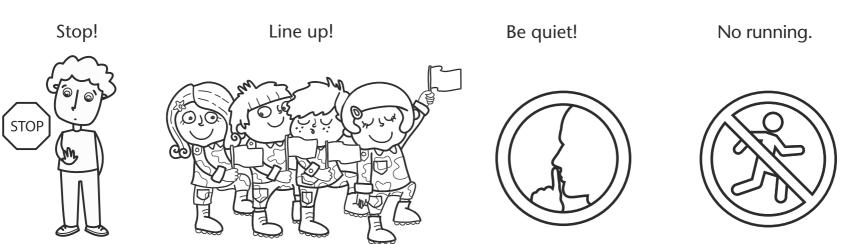
Student's name:	Date:
I can understand the purpose of instructions and signs.	I can match signs with actions.
I can do this!	I can do this!
I'm getting there.	I'm getting there.
I need help!	I need help!
I can follow instructions and signs.	I can create signs.
I can do this!	I can do this!
I'm getting there.	I'm getting there.
I need help!	I need help!
I can work in teams.	I can play with my friends.
I can do this!	I can do this!
I'm getting there.	I'm getting there.
I need help!	I need help!

10

Let's Follow the Leader!

# **Picture Dictionary**

+



# Worksheet 4



# Unit 5 Let's Sing Together!

#### **Curricular Objectives:**

(A) Literary expression.
(B) Discover words in a children's song.
Environment Literary and ludic
Final Product Rhyming words for a memory game.
Big Book The Hokey Pokey

#### **Achievements**

Recognize names of objects. **Suggested Materials** cards numbered 1–6 (one number on each), colored pencils

#### Warm Up

Write numbers from 1 to 6 on the board. Encourage students to say them out loud. Ask six students to come to the front and give each of them a number card (see Suggested Materials). When you say *Now!*, students have to line up according to the number card they have.

#### Unit Overview

# 1 Listen and point to the shapes. 📀 22 🗍 💐

Students open their books to page 36. Say *circle* and draw a circle in the air. Have students do the same. Repeat with other shapes. Play Track 22. Pause the recording after the circle has been described. Students point to the shape. Repeat the procedure with the rest of the shapes. Students identify the shape that is not mentioned in the song (*rectangle*) and elicit its description (*It has four sides, two long and two short ones*). Students go to page 86 and point to the shapes. Say the words and ask them to say them aloud.

#### Listen again and match the words with the shapes. 22 Å

Play Track 22. Pause the recording after the circle has been described. Ask students to match the shape with its word. Repeat the procedure with the

Unit 5	Let's Sin	_	-	Unit Overview
			_	
rectangle	square		circle	triangle
	d match the words w	ith the	How Much Do I Knov	
<ul> <li>Listen again and shapes. 22</li> <li>Check your answ</li> </ul>	d match the words w wers with a classmate o the shapes and say	e. Take	How Much Do I Know	Yes / No Yes / No Yes / No olors and animals. Yes / No
<ul> <li>Listen again and shapes. 22</li> <li>Check your answ turns pointing to their names. 2</li> <li>Answer the quest</li> </ul>	d match the words w wers with a classmate o the shapes and say	e. Take ving te.	How Much Do I Knov Circle your answers. I sing songs. I identify rhyming words. I identify and name objects, ca I know how to play a memory	Ves / No Yes / No plors and animals. Yes / No y game. Yes / No Yes / No

rest of the shapes. Invite students to find shapes in the classroom and say the name of the shape and the color.

#### Check your answers with a classmate. Take turns pointing to the shapes and saying their names.

You could divide the class into pairs to check their answers.

#### 2 Answer the question with a classmate. 👬

We suggest you divide the class into pairs. Students say the names of the shapes and decide which ones rhyme: *rectangle* and *triangle*.

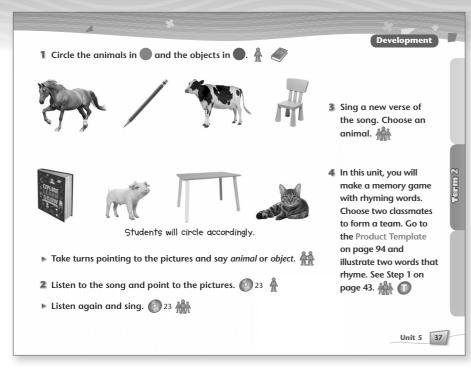


To play with shapes, go to

http://www.sesamestreet.org/games?id=177

#### How Much Do I Know?

This is an opportunity for you and students to see how much they know about the topic. Help students understand the questions by showing them relevant information on the page. Have students complete the activity individually. We suggest you review their answers.



Recognize names of objects and animals. Sing along with the chorus or parts of it.

**Suggested Materials** circles, triangles, squares and rectangles made out of construction paper of different colors, lively music, classroom objects

#### Warm Up

Put squares, circles, triangles and rectangles (see Suggested Materials) around the classroom. Play some lively music and have students walk or dance around the classroom. Pause the music and call out a shape. Students go to where the shape is. Repeat the procedure.

#### Development

### 1 Circle the animals in green and the objects in blue. 🧍 🖞

Students open their books to page 37. You could ask them to look at the pictures and name the objects and animals they recognize. We suggest you ask students to circle the animals and objects in the corresponding colors. You can refer them to page 86 if necessary.

► Take turns pointing to the pictures and say animal or object. And the pictures and say animal or object. The sadvisable to divide students into pairs and ask them to check their answers.

# 2 Listen to the song and point to the pictures. 📀 23 🗍

You should play Track 23 and ask students to point to the pictures as they listen to the song.

# Listen again and sing. 23 AM

Play Track 23 and encourage students to sing along.

# 3 Sing a new verse of the song. Choose an animal.

We recommend you divide the class into small groups. Invite them to sing a new verse of the song, but using the name of an animal. Give them enough time to prepare it. Monitor and help if necessary. Ask volunteers to sing their new verse.

# 4 Final Product Preparation 👬 🗊

It may be helpful to start be reminding students that they make a Final Product in each unit. The Final Product in this unit is a memory game with rhyming words. Help students form teams of three. Explain that they should complete the Product Template on page 94 with two words that rhyme.

Unit 5 T37

Recognize names of animals and colors. Sing along with the chorus or parts of it. Choose from a group of words the one that corresponds to an illustration. Establish a correspondence between spoken and written words. Review and expand repertoire of words.

**Suggested Materials** pictures of pets: a dog, a cat, a bird and a fish; colored pencils, sheets of paper (1 per student)

#### Warm Up

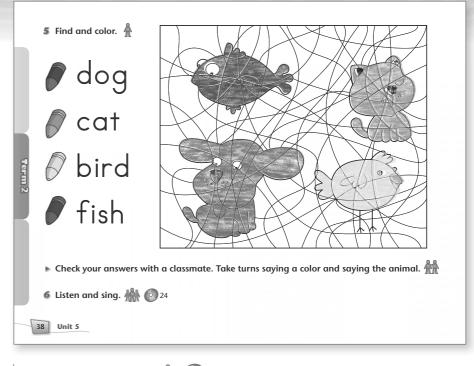
Show a picture of a dog (see Suggested Materials) and elicit the name of the animal. Pretend to bark and have students stand up and do the same. Repeat with cat, bird and fish (*bow-wow, meow, chirp, blurp*). Divide the class into four teams. Give each team an animal name. Say the animal and have the corresponding team act like that animal.

#### 5 Find and color. Å

Students open their books to page 38. Ask them to point to the list of words and then to the picture. We suggest you ask them to identify the crayons and say the colors aloud (*brown, orange, yellow* and *purple*) and write the words on the board in a list form. Then read the first word (*dog*) and ask students to follow your reading of the word with their fingers. You could ask them to read them aloud, too. Write the word on the board. Repeat the procedure with the rest of the words. Now show a picture of a pet and have a volunteer choose the word on the board. Do the same with the rest of the pets. Finally, ask students to find the pets in the jumbled picture and color them accordingly.

# Check your answers with a classmate. Take turns saying a color and saying the animal.

You could divide students into pairs and ask them to check their answers.

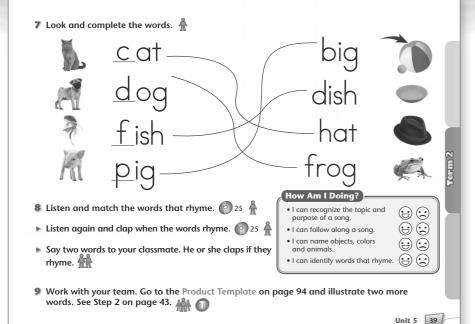


### 6 Listen and sing. 👬 🕐 24

Show the pictures of the pets and elicit the sounds animals make in English (*bow-wow, meow, chirp, blurp*). Play Track 24 and have students repeat the animals' sounds as they mime the animals' movements. Play the track again and encourage students to sing and act out the song. Make sure to lead them, but accept their ideas. Play the song several times and have students sing in different ways.

#### Wrap Up

You could show students how to give instructions to each other to find objects of different colors in the classroom: *Go to red*. The student walks to an object in the classroom that is red.



Select names and associate writing with images. Sing along with the chorus or parts of it. Indicate rhyming words, with a clap or other sound resources.

Suggested Materials pictures of pets (page 38)

#### Warm Up

Show a picture of a pet (See Suggested Materials) and elicit the sound that animal makes. Divide the class into four large groups and give an animal to each. Explain that you are going to say the name of an animal and that group has to stand up and make the sound until you say another animal. Start the activity by naming animals one by one, but then say two animals, then three and finally, say all four of them at once.

# 7 Look and complete the words.

We suggest you show the pictures of the pets and elicit their names. Write them on the board. Ask students to open their books to page 39. They could point to the pictures and say the names of the animals. Ask them to look at the words and say the word *cat*. Now spell out the word, but clap instead of saying the first letter, i.e. *(clap)-A-T.* Do the same with the other words. Encourage them to identify what the missing letter in each word is. Ask them to write it down.

# 8 Listen and match the words that rhyme. 📀 25 🧍

Play Track 25. You could ask students to repeat the pairs of rhyming words. Play the track again and ask them to match the rhyming words in their books. We suggest you monitor them.

#### Listen again and clap when the words rhyme. 25 Å

Play Track 25 again and clap along with students when the words rhyme. Play it one more time and encourage them do the activity alone.

# Say two words to your classmate. He or she claps if they rhyme.

This is a good opportunity to have students work into pairs. You could have two volunteers do the activity so that everybody knows what to do.

# 9 Final Product Preparation 🇥 🗊

Organize students into their Final Product teams and have them work on the Product Template on page 94. Remind them to refer to their Activity Book and dictionary if they need help.

#### How Am I Doing?

Read the loud and make sure students understand them. Have students reflect on their work so far and color the happy face if they can do that activity or the sad face if they cannot yet do it.

#### Wrap Up

We suggest you divide students into pairs. Ask them to say a word to their classmate and spell it out. Every time they say a letter they should clap.

Select names and associate writing with images. Sing along with the chorus or parts of it. Indicate rhyming words, with a clap or other sound resources. Observe graphic organization.

Suggested Materials puppet or doll, family pictures: mother, father, brother, sister, baby

#### Warm Up

Put the family pictures (see Suggested Materials) up on the board. The puppet greets the pictures.

PUPPET: Hello, Mommy! (Pointing to mother.) Hello, Daddy! (Pointing to father.) Repeat the procedure with all the family members. Draw a picture of a mother on the board and ask Is this Daddy? Students reply (No!) Draw a father, sister, brother and baby and elicit who they are. Give each student a picture from the board. Ask a student to come up to the front. Help the class elicit whom the picture corresponds to. The student puts the picture up under the correct drawing.

### **10** Color Mommy and circle Daddy.

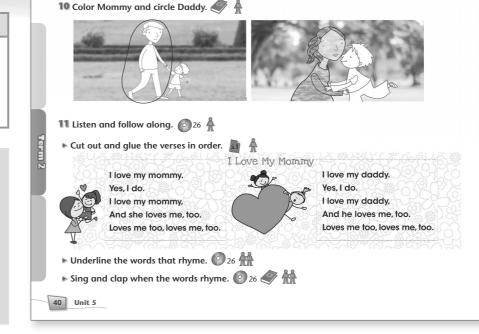
Students open their books to page 40. Ask them to point to Mommy and color her. Ask them to point Daddy and circle him.

#### 11 Listen and follow along. 🙆 26 🧍

Play Track 26 (just verses 1 and 2) and encourage students and to point to the picture of Mommy and Daddy when they hear the verses referring to them. Elicit the topic of the song. Play it again and students sing along.

#### Cut out and glue the verses in order. 5.1

Students go to page 107, Worksheet 5.1. Distribute safety scissors and glue. Ask students to cut the verses out and glue them in the order they hear them in the song. Play Track 26 (just verses 1 and 2) and students work on the activity. Help them notice that the song is organized in verses and that each verse refers to a family member.



#### Underline the words that rhyme. 26 Am

We suggest you divide the class into pairs. Play Track 26 and students follow the first two verses with their fingers in their books. You could ask them to take their pencils and underline the words that rhyme.

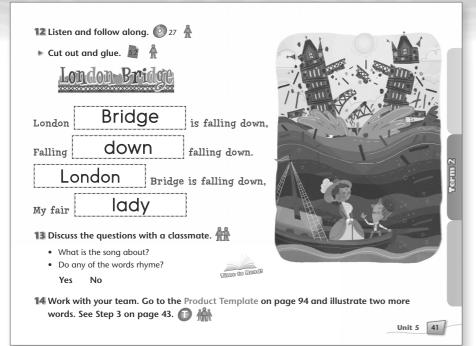
#### Sing and clap when the words rhyme. 26 I always when the words rhyme.



We suggest you divide the class into pairs. You could explain students that they are going to listen to the rest of the song where these family members are mentioned. Play Track 26 and students clap when the words rhyme. Ask students to go to page 86 and point to the words mommy, daddy, sister and brother.

#### Wrap Up

Show students Poster 5. Elicit who students can see in the poster and what they are doing. Elicit the actions. Students should then try to imitate them.



Sing along with the chorus or parts of it.

## Warm Up

Draw a bridge on the board and tell students what it is. Elicit what bridges are made for.

## 12 Listen and follow along. 📀 27 🧍

Students open their books to page 41. Focus their attention on the picture and elicit what they think the song will be about. Play Track 27 and have students listen to the song and mime the action of "falling down" with their hands. Show them how to move their hands every time they hear the action.

## Cut out and glue. 5.2 Å

Ask students to go to page 107, Worksheet 5.2. Read the words aloud and students say them, too. Then students cut them out and glue them into the correct spaces on page 41 to complete the song.

## 13 Discuss the questions with a classmate.

We suggest you divide the class into pairs. Read the questions and give time to students to discuss their answers. Monitor and help them if necessary. You could then review answers together with the class.

## 14 Final Product Preparation 🗥 🕕

Organize students into their Final Product teams and have them work on the Product Template on page 94. Remind them to refer to their Activity Book and dictionary if they need help.

## Wrap Up

## Time to Read Nonfiction: The Hokey Pokey 📀 48

Open the Nonfiction Big Book to page 19. Ask a volunteer to point to the title. Read the title and ask students to predict what the text is about. Play Track 48 and pause it after the first verse. Ask students to say whether they know the song or not. Show them the page and ask what words they recognize. Play the track again all the way through to the end and lead students in the actions as they listen. Encourage them to join in. Elicit the parts of the body that have been mentioned before (hands, feet, hips, shoulder, head).

Establish a correspondence between spoken and written words. Choose from a group of words the one that corresponds to an illustration. Select names and associate writing with images.

**Suggested Materials** colored pencils, pictures of this unit's key vocabulary (objects, pets, colors, family members)

#### Warm Up

We suggest you divide the class into two teams. Divide the board into two sections, drawing a line down the middle. Choose a volunteer from each team. Give an example: whisper a word to one volunteer, and a different word to the other. Make sure that nobody else hears what you whisper. Have each volunteer go to the board and draw the word. The first team to guess the word wins a point. Ask volunteers to whisper the words to the members of their team. Students should use words they have seen in this unit for naming objects, pets, family members and colors.

## 15 Look at the pictures and circle the correct words.

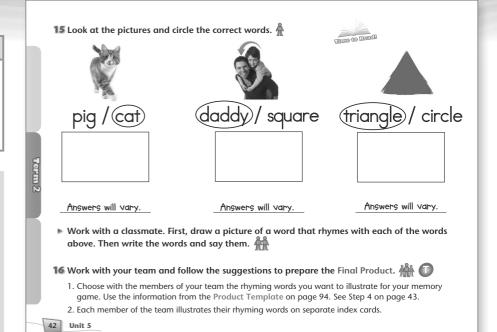
Students open their books to page 42. Ask them to look at the pictures and read the two words below each picture. They choose the correct word and circle it. Check with the class.

## Work with a classmate. First, draw a picture of a word that rhymes with each of the words above. Then write the words and say them.

We suggest that students work in pairs. They draw a picture to represent a word that rhymes with the each of the ones above. Suggest them to go back to the previous pages in their Activity Book. Then they write the words on the lines provided. Invite them to share their work with a different pair and check their answers.

## 16 Final Product Preparation. 🗥 🔳

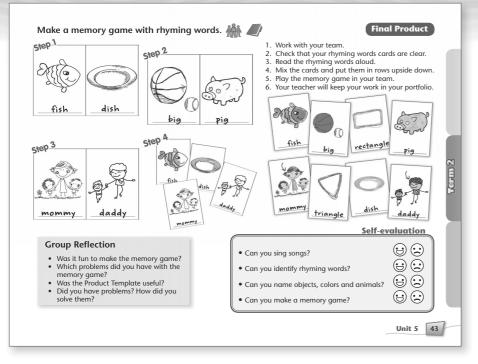
You can start this activity by showing students how their work across this unit has led them to being able to make a memory game. Students work in their Final Product teams to choose the words they want to use for their memory game. Keep their work for the following class.



## Wrap Up

## Time to Read Nonfiction: The Hokey Pokey 📀 48

Have a volunteer find the Hokey Pokey in the Nonfiction Big Book (*page 19*). Ask students to stand in a circle. Play Track 48 up to page 23 (two feet) and lead students in miming the actions. Encourage them to sing as they dance. Divide the class into 9 groups and assign each group a part of the body (from the song): one hand, two hands, one foot, two feet, one hip, two hips, one shoulder, two shoulders, and head. Ask each group to form a circle, or, if there is not enough space, a line. Tell students that each group should sing and dance when they hear their part of the body. Have all groups join in and sing and dance for the last page.



Rhyming words for an illustrated memory game. List of words that rhyme. Illustrated words that rhyme.

## Warm Up

Play Track 48 and let students have fun singing and dancing along with the song. At the end, elicit the different parts of the body mentioned

### Final Product

## Make a memory game with rhyming words.

Students open their books to page 47 and get into their Final Product teams. Give each student their materials from the previous class. We suggest you read the steps and give students time to check their work and then practice reading.

Each group then plays their memory game to find the pairs of rhyming words. Students might have already played a game like this before; if so elicit the rules of the game and model the game. If they are not familiar with the game, give them the rules. Let them play on their own and monitor them.

## **Group Reflection**

Go over the questions together with the students. Have them discuss their answers with their partner. When they have finished, encourage them to share their opinions with the rest of the class.

### Self-evaluation

Read the can-do questions and explain what the questions mean. Allow students to reflect on their answers and ask them to color the happy face if their answer is Yes or the sad face if their answer is No.

#### **Evaluation Instrument**

As further evaluation, make one photocopy per student of the Checklist from page T43b. Complete the checklist according to your students' performance and keep it as evidence of their development throughout the unit.

## **Product Template**

+ . +


## **Evaluation Instrument**

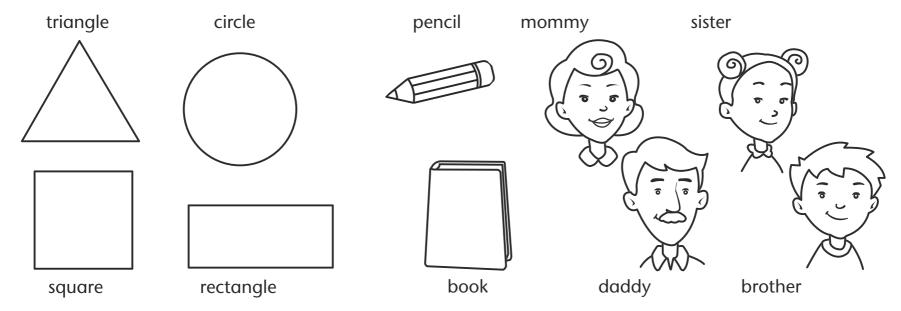
## Checklist

Mark ( $\checkmark$ ) the objectives the student has achieved.

Student's name:	Date:		
The student		✓	
recognizes the topic, purpose and intended audience of a song.			
repeats words of a song while listening to it.			
identifies names of objects, animals and people.			
indicates rhyming words with a clap.			
relates words with their images.			
relates words with their sounds.			
completes written words.			
respects turns while playing a memory game with a partner.			
enjoys singing songs in English.			
Additional comments:			

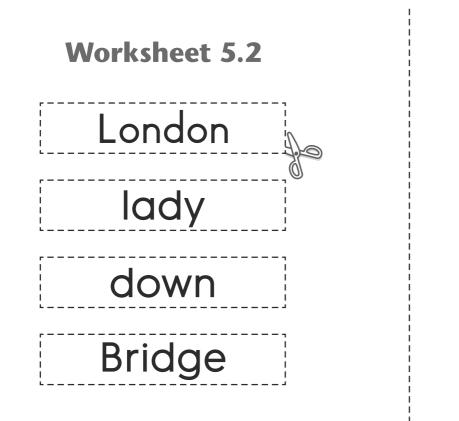
## Unit 5 Let's Sing Together!

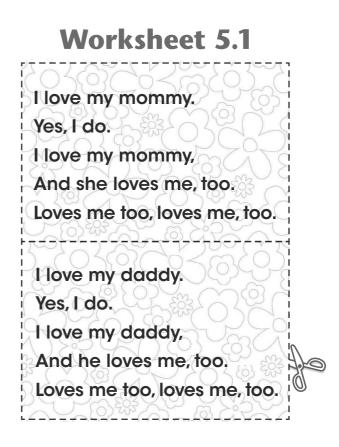
## Picture Dictionary Unit 5



## **Worksheet 5**

Unit 5





# Unit 6 Let's Ask Questions!

#### **Curricular Objectives:**

- (A) Search and selection of information.
- (B) Understand questions to identify information about objects in the classroom.
- Environment Academic and educational
- Final Product Questions for a die.
- Big Book The Guessing Game Story

#### Achievements

Explore and listen to questions. Participate in the formulation of questions. Review writing.

**Suggested Materials** a dark bag, school objects: crayons, books, pencils, eraser, glue stick

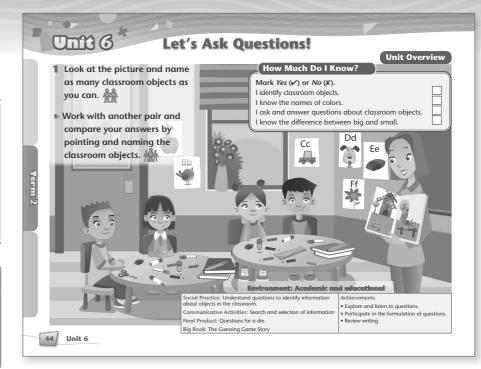
### Warm Up

Hide a book inside a dark bag so students can't see the contents. Invite students to guess the object by asking simple questions. Do the same with the rest of the school objects.

### Unit Overview

## 1 Look at the picture and name as many classroom objects as you can.

We suggest you divide the class into pairs. A good way to activate students existing knowledge is to ask students look at the picture and say where the children are. Then, tell students to explore the scene. Give them some time to tell each other what objects they recognize.



## Work with another pair and compare your answers by pointing and naming the classroom objects.

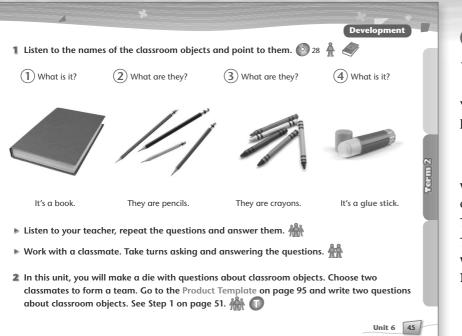
You could ask students to get together with another pair and check all the objects they identified. Then you may want to check as a class.

#### How Much Do I Know?

We recommend reading the questions together in class. Then students mark their own answers.

#### Wrap Up

Choose a routine game or activity from page xii and do it with the class. Use the same game or activity for the next few classes.



Review and expand repertoire of words and expressions. Identify and point at objects in the classroom when listening to their name, color and size. Respond to questions about classroom objects non-verbally or with a monosyllable.

Suggested Materials books, crayons, pencils and glue sticks (Before students come into class, hide the objects around the room.)

## Warm Up

### Find Them!

Show students a book, a crayon, a pencil and a glue stick. Tell them there are more objects like those hidden around the room. Have students stand up and look for the objects. As they find them, they should put them on your desk. Once all the objects have been found, display and name them.

TEACHER: Look, they are pencils.

## Development

1 Listen to the names of the classroom objects and point to them. 🙆 28 Å

You could play Track 28 and have students point to the pictures. Then play the track again and have students repeat the words.

## ▶ Listen to your teacher, repeat the questions and answer them. 🧥

We suggest you point to the objects and help students say complete answers.

TEACHER: What is it? (Point to the book.)

TEACHER/STUDENTS: It's a book.

We recommend you have students repeat the questions after you. Monitor and provide help as necessary.

## ▶ Work with a classmate. Take turns asking and answering the questions. 👫

We recommend that you divide students into pairs and have them practice asking and answering questions about the objects.

STUDENT 1: What are they? (Pointing to the pencils.)

STUDENT 2: They are pencils.

## 2 Final Product Preparation 🗥 🗊



For this Final Product, we suggest you ask students to form groups. Students will work with the same group throughout the unit. We suggest you ask students to go to the Product Template on page 95 and have them write two questions about classroom objects. You could monitor and provide help if necessary.

## Wrap Up

Do the same game or activity you did last class.

Review and expand repertoire of words and expressions. Complete, orally, expressions related to names, colors and sizes of classroom objects. Listen and distinguish differences in the intonation of questions and answers. Participate in the formulation of questions. **Suggested Materials** Classroom objects

#### Warm Up

Say *I spy with my little eye, something red.* Have the first student raise his/ her hand, stand up and point to something red. Do the same with all the colors they have learned so far, to review them.

3 Listen to your teacher and nod your head to answer Yes or shake your head for No.

We suggest you have students practice answering the questions.

You could show students how they have to answer, nodding or shaking their heads to express affirmative or negative answers.

TEACHER: Look at number 1. Is it a pencil?

TEACHER/STUDENTS: (nodding) No.

TEACHER: Look at number 2. Is it a table?

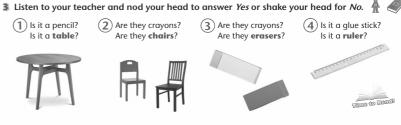
TEACHER/STUDENTS: (shaking heads) Yes.

Work with a classmate. Take turns asking and answering questions about the classroom objects. Use the questions from Activity 3 as a model.

We suggest you ask students to form pairs. Tell them to ask and answer questions about the objects they see in the classroom. They can use the questions from Activity 3 as a model.

## 4 Work with a different classmate. Take turns asking and answering questions about the classroom objects on this page. Use the questions from page 45 as a model.

Consider asking students to choose another classmate to ask and answer questions about classroom objects. This time they will have to use the questions from page 45 as a model.



Work with a classmate. Take turns asking and answering questions about the classroom objects. Use the questions from Activity 3 as a model.



- 4 Work with a different classmate. Take turns asking and answering questions about the classroom objects on this page. Use the questions from page 45 as a model.

46 Unit 6

## 5 Final Product Preparation 🗥 🕕

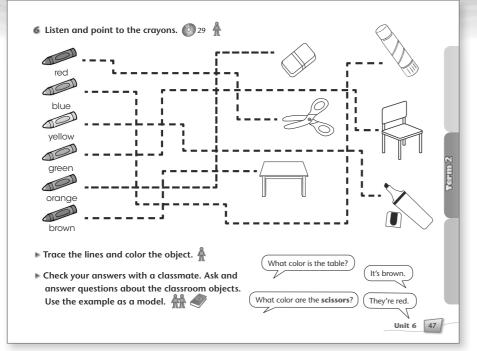
We suggest you ask students to go to the Product Template on page 95 and have them add two more questions about classroom objects. Monitor and provide help if necessary.

#### Wrap Up

Do the same game or activity you did last class.

## 💒 Time to Read Fiction: The Guessing Game Story 📀 43

Show students page 23 of the Fiction Big Book. Ask a volunteer to point to the title. Read it and ask students to predict what it is about. Show students page 24. Elicit the classroom objects and the people they can see. Play Track 43 and pause at the end of the second page. Ask students what they think the game is about (*students guess what's in the bag*).



Review and expand repertoire of words and expressions. Associate classroom objects with their written names, color or size. Ask and answer questions about classroom objects.

Suggested Materials 10 school objects, pencils, safety scissors

## Warm Up

Have ten students come to the front of the class. Give a classroom object (see Suggested Materials) to each student. Tell them that when they hear the name of their object, they have to step forward. When they hear the name of the object again, they have to step backward.

## 6 Listen and point to the crayons. 📀 29 🧍

Play Track 29. Ask students to point to the corresponding color as they listen. Then play Track 29 again and have students practice pronouncing the names of the colors.

## ▶ Trace the lines and color the object. 🗍

We suggest you have students open their books to page 47. You could point to the colors as you name them.

We recommend you distribute colored pencils. Have students follow the paths from the crayons to the objects and color each object to match its corresponding crayon.

Check your answers with a classmate. Ask and answer questions about the classroom objects. Use the example as a model.

You could have students form pairs to compare their answers. In order to reinforce their knowledge, we recommend you tell students to ask and answer questions about the classroom objects. They can use the example as a model.

## Wrap Up

Do the same game or activity you did last class.

## Poster 6

## Search and Spot

You could divide the class into teams of four and give each team magnets or stickers to cover the items they find on the poster as you mention them. You can have a race to see which teams finds the items first.

Associate classroom objects with their written names, color or size. Respond, with nonverbal language or a monosyllable, to questions about classroom objects.

Suggested Materials School objects

#### Warm Up

Say the following rhyme. Have students follow along. I'm Big, I'm Small I'm big. I'm big. (Gradually stretch arms and body up.) I'm small. I'm small. I'm small. (Gradually squash down.) I'm big. I am a monster. (Raise arms and make a scary face.) I'm small. I am a ball. (Roll hands down and curl in a ball.)

## 7 Circle the big classroom objects in purple and the small ones in red.

Consider presenting the concepts big and small. You could point to the big ball and the small ball on page 48.

TEACHER: Look, this ball is big and this ball is small. Big and small. Big and small.

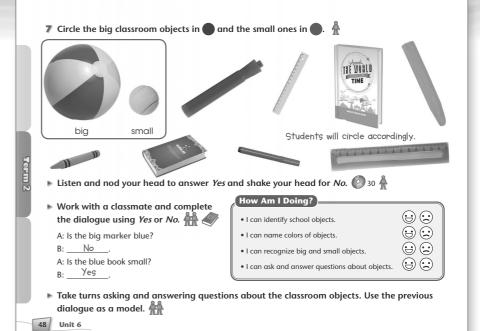
To check the new concepts, have students find big and small objects in the classroom.

## Listen and nod your head to answer Yes and shake your head for No. 30 <sup>A</sup>/<sub>A</sub>

You could explain to students that they are going to answer some questions about the objects on the page. Encourage them to answer with nonverbal language by shaking or nodding their heads. Play Track 30 and encourage them to reply.

## Work with a classmate and complete the dialogue using Yes or No. A A

We suggest you ask students to work in pairs. You could tell them to complete the dialogue using monosyllabic answers, such as *Yes* or *No*.



## Take turns asking and answering questions about the classroom objects. Use the previous dialogue as a model. <sup>AA</sup>/<sub>A</sub>

Now, you could ask students to start practicing the questions and answers from the previous activity. We suggest you tell them the questions can be about the objects they see in their classroom.

#### Wrap Up

#### How Am I Doing?

We recommend reading the question out loud and making sure students understand. Students should color the faces according to their progress. You could invite several student to share and explain their answers.





- ▶ Work with a classmate. Choose a classroom object. Ask and answer questions about it. Use the previous dialogue as a model.
- 9 Work with your team. Go to the Product Template on page 95 and write two more questions. See Step 3 on page 51. 👬 🗊

Respond to questions about classroom objects nonverbally or with a monosyllable. Participate in the formulation of questions. Motivate students' curiosity and interest about their surroundings. Suggested Materials school objects, lively music

## Warm Up

Line up students' chairs back to back. Place the school objects on different chairs. Play lively music and lead students in walking around the chairs. Pause the music and ask them to sit down. Ask students questions about the objects on the chair they are sitting on: T: Is it a book? Is it big? Is it blue?

Students can respond nonverbally. Repeat the procedure. After the game, write crayon, eraser, pencil and book on the board. Have different students come to the board and draw a picture next to the word.

## 8 Listen to the dialogue and draw the classroom object in the space provided. 🙆 31 🧍

Have students look at the pictures. Ask questions.

TEACHER: How many teachers are there? How many students are there? Are they in the park? Are they at school? What are they doing?

Explain that the students are playing a guessing game. They are trying to guess what it is in the box. Play Track 31 as students look at the pictures. Distribute the colored pencils and have students draw in the last scene what it is in the box. Check answers by drawing a yellow pencil on the board.

## ▶ Work with a classmate. Choose a classroom object. Ask and answer questions about it. Use the previous dialogue as a model. 👫

You could ask students to form pairs. Display classroom objects so they can choose one. Now, you could tell them to ask and answer the questions about the object they chose. We suggest you tell students to use the previous dialogue as a model.

## 9 Final Product Preparation 🗥 🗊



We suggest you ask students to go to the Product Template on page 95 and have them add two more questions about classroom objects. Monitor and provide help if necessary.

## Wrap Up

## Time to Read Fiction: The Guessing Game Story 🙆 43

Open the Fiction Big Book to page 23. Ask a volunteer to point to and read the title. Ask students if they can remember what the story is about (students guess what is in the teacher's bag). Play Track 43 and pause at the end of the second page. Encourage students to say what they think is in the bag. Consider writing or drawing their ideas on the board. Play the track till the story finishes. Ask students if their predictions were correct.

Choose, from a pair of words, the one which completes the question. Associate classroom objects with their names, color or size. Recognize words in written questions.

Suggested Materials school objects, hula hoop (optional)

#### Warm Up

Have students sit in a circle and give them the school objects. Place a hula hoop (or trace a circle with chalk) in the middle of the circle. Say an object. Have the students holding that object step into the hula hoop and stay there. Repeat the activity until all students have participated.

## 10 Work with a classmate. Read the dialogue and underline the correct answers to complete it.

Focus students' attention on the first exchange of the dialogue. Then read the two possible questions *How color is it?* and *What color is it?* Ask students what the answer is. (Brown) Elicit the correct option for the question (What) and have students underline it. Divide the class into pairs. Have them choose the words that complete the questions, but ask them not to underline them yet. While they work, write the questions on the board, leaving the blank spaces. Elicit the answers from students and write them in the blank spaces. Have students underline the correct words in their books.

## Draw the classroom object. <sup>A</sup>/<sub>A</sub>

We suggest you choose two students to read the dialogue out loud. You could elicit what the object is (a big brown table). Give out sheets of paper and have students draw the object. We recommend you monitor and provide help if necessary.



Go to https://learnenglishkids.britishcouncil.org/en/ word-games/school-things-1 and say to a classmate which of these things are in your classroom

10 Work with a classmate. Read the dialogue and underline the correct answers to complete it.	▶ Draw the classroom object. ♠
A: What / How color is it?	
B: Brown.	
A: <i>Are / <u>Is</u> it small?</i>	
B: No.	
A: <i>Are / <u>Is</u> it big?</i>	
B: Yes.	
A: <u>Are</u> / Is they books?	
B: No.	
A: <i>Are / <u>Is</u> it a table?</i>	
B: Yes.	
Go to https://learnenglishkids.britishcouncil. org/en/word-games/school-things-1 and say to a classmote which of these things are in your classroom.	Answers will vary.
<b>11</b> Work with your team and follow the suggestions to	prepare the Final Product. 👫 🗊 💩
1. Choose with the members of your team the questions y Use the information from the Product Template on pag	
2. Use the die template from Worksheet 6. See Step 4 on p	page 51.
3. Each member of the team writes the questions and illus	strates them. Do not include the answer.

50 Unit 6

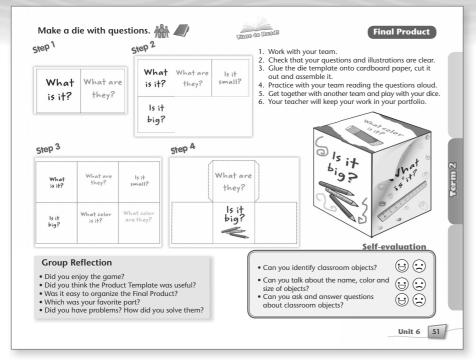
## 11 Final Product Preparation 👬 🗊 🧕

We suggest you ask students and the members of their teams to choose the questions for their dice. We recommend you tell students to use the information from the Product Template on page 95. We suggest you tell them to use Worksheet 6 on pages 109 and 111. Ask students to write the questions and illustrate them. Tell them not to include the answer.

### Wrap Up



Have a volunteer open the Big Book to where the story begins. Ask students whether they remember what the story is about. Elicit the classroom objects students can see on each page. Read the story and invite students to answer each question. At the end of page 27 ask students if they remember the hidden object. Play Track 43 and emphasize the intonation of the questions. Encourage students to repeat the story and imitate the intonation of each question.



Make a die with questions. Participate in the formulation of questions. Suggested Materials glue, safety scissors; crayons or colored pencils, cardboard paper (1 per student)

## Warm Up

## Time to Read Fiction: The Guessing Game Story 🙆 43

Have a volunteer open the Big Book to where the story begins (page 23). Elicit what the story is about. Ask for seven volunteers to come to the front of the class and assign roles (one student to have the bag, six students to guess what is inside). Have them act out the story while they listen to it. Play Track 43. Turn the pages.

### **Final Product**

## Make a die with questions. 🗥 🥒

Students open their books to page 57 and get into their Final Product teams.

Give each student their dice with questions from the previous class. We suggest you read the steps and give students time to check their dice and then practice reading. We suggest you have students glue their dice onto cardboard paper, then you could ask them to cut it out and assemble it. We recommend you have students play with their dice and suggest them to play with other teams.

## **Group Reflection**

Go over the questions together with the students. Have them discuss their answers in their team. When they have finished, name a secretary and have them share the team's opinions with the rest of the class.

## Self-evaluation

Read the can-do questions and explain what the questions mean. Allow students to reflect on their answers and ask them to color the happy face if their answer is Yes or the sad face if their answer is No.

## **Evaluation Instrument**

As further evaluation, make one photocopy per student of the Evaluation Rubric on page T51b. Complete the evaluation template according to your students' performance and keep it as evidence of their development throughout the unit.

## **Product Template**

+ + +

## **Evaluation Instrument**

## **Evaluation Rubric**

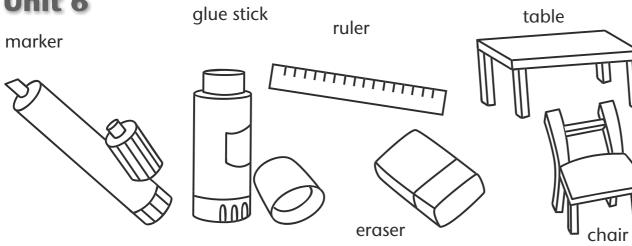
Use these rubrics to assess the student's achievements throughout this unit.

- **4** = The student can successfully achieve the objective.
- $\mathbf{3}$  = The student can achieve the objective.
- **2** = The student can achieve the objective with some difficulty.
- **1** = The student finds it very difficult to achieve the objective.

Student's name:		Dat	e:	
The student	4	3	2	1
identifies and points to objects in the classroom when hearing to their name.				
responds to questions about size of objects.				
responds to questions about color of objects.				
identifies questions and answers.				
distinguishes identical letters in a word.				
recognizes words in written questions.				
identifies the number of letters in a word.				
completes the writing of words.				
works in teams to assemble the die.				
takes turns asking and answering questions using the die.				
enjoys playing the game with the die.			Ì	
Additional comments:				

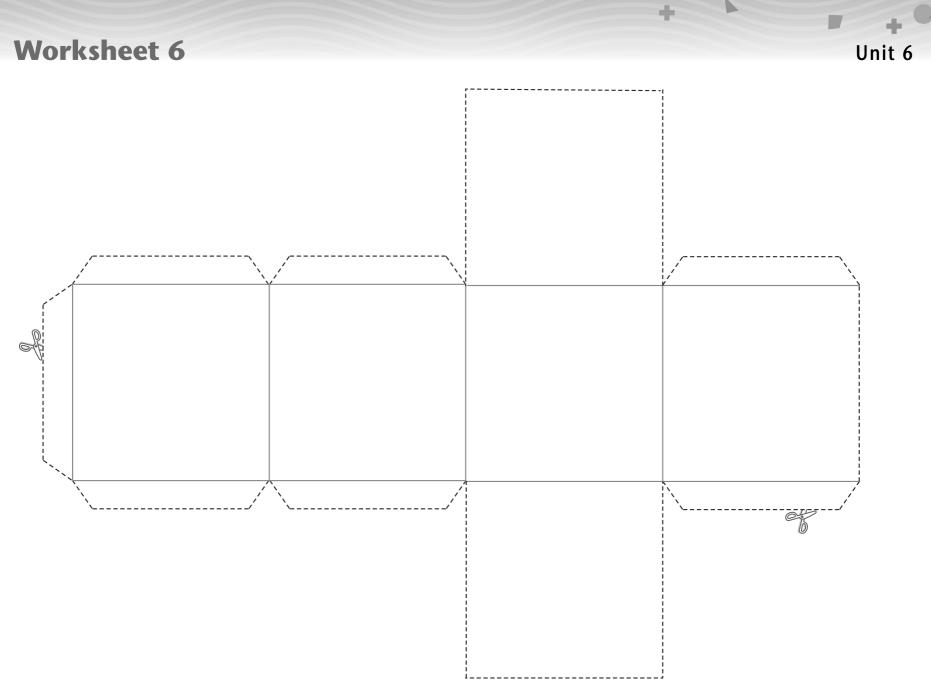
## Unit 6 Let's Ask Questions!

## **Picture Dictionary**





scissors



Term 2

## Unit 7

## Let's Learn About Our Body!

#### **Curricular Objectives:**

(A) Exchanges associated with information of oneself and of others.

(B) Identify information about physical aspect.

**Environment** Family and community

Final Product Parts of the Body Poster

Big Book I Am Unique

#### Achievements

Activate previous knowledge about the parts of the body, to present them in English. Identify parts of the body when hearing their names. **Suggested Materials** colored pencils

## Warm Up

In order to activate students' previous knowledge, explain to them that they are your shadow and that they have to do exactly what you do and say. Stand with your arms at your sides; touch your nose and say its name. Do the same with your ears, mouth and head. Put the class into pairs and have students play the game.

### Unit Overview

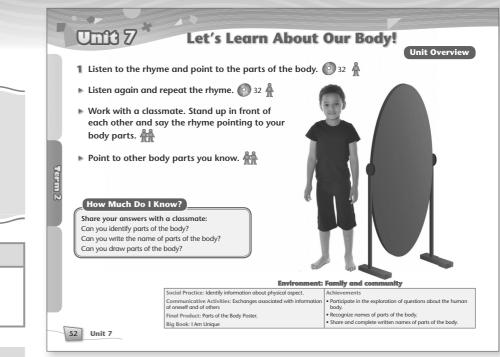
## 1 Listen to the rhyme and point to the parts of the body. 🕗 32 🧍

Students open their books to page 52. We suggest you ask students to focus their attention on the boy. Play Track 32 and invite students to point to the parts of the body.

## Listen again and repeat the rhyme. 32 Å

Play Track 32 again and ask students to stand up. Encourage students to repeat the rhyme and to point to the body parts mentioned.

## ▶ Work with a classmate. Stand up in front of each other and say the rhyme pointing to your body parts.



Show students how to do the activity.

T: I look in the mirror. What do I see? I see a (girl).

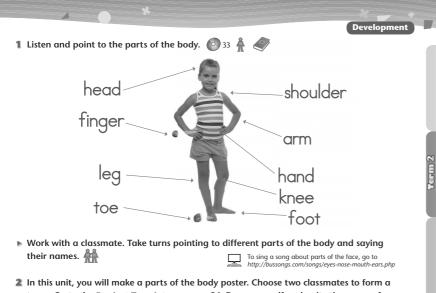
You could invite a boy to come to the front and do the same. Follow the same procedure with a girl. Divide students into pairs and let them say the rhyme. At the end, you could invite some pairs to perform the rhyme.

## 

Invite pairs to point to to other parts of the body the know. Monitor the activity and check with the class.

### How Much Do I Know?

This is an opportunity for you and students to see how much they know about the topic. Help students understand the questions by showing them relevant information on the page. Have students complete the activity individually. We suggest you review their answers.



team. Go to the Product Template on page 96. Draw yourself and write the name of seven body parts. See Step 1 on page 59. 🗥 🗊

Unit 7 53

#### Achievements

Activate previous knowledge about the parts of the body to present them in English. Identify parts of the body when hearing their names. Associate parts of the body with their written names. Suggested Materials colored pencils

### Warm Up

Divide the class into small groups. Have the different groups stand in different places in the classroom. Touch your nose and say:

T: This is my (nose).

Have each group "echo" the last word and touch their nose: Ss: Nose, nose, nose, nose...

Do the activity slowly, then faster so that it really sounds like an echo. Repeat with the different parts of the face (nose, mouth, ears, eyes).

## Development

## 1 Listen and point to the parts of the body. 🙆 33 🗍

Play Track 33 and students listen and point to the parts of the body in the picture as they are mentioned. Then play the track again. Students say the words out loud. Encourage them to imitate the speaker's pronunciation.

## ▶ Work with a classmate. Take turns pointing to different parts of the body and saying their names.

You could divide student into pair and ask them to review tha parts of the body the just saw. Monitor them and help if necessary.

## 2 Final Product Preparation 🗥 🕕



It may be helpful to start reminding students that they make a Final Product in each unit and that the Final Product in this unit is a parts of the body poster. Help students form teams of three. Explain that they should complete the Product Template on page 96 with seven body parts to help them prepare for the Final Product.



To sing a song about parts of the face, go to http://bussongs.com/songs/eyes-nose-mouth-ears.php

## Wrap Up

Poster

To use Poster 7, go to page xi and we suggest you play Search and Spot.

### Unit 7

Distinguish between questions and answers. Use the names of parts of the body to complete concrete questions or answer them with the help of pictures. Express likes and dislikes in a simple form.

Suggested Materials cutouts of eyes and hair of different colors

#### Warm Up

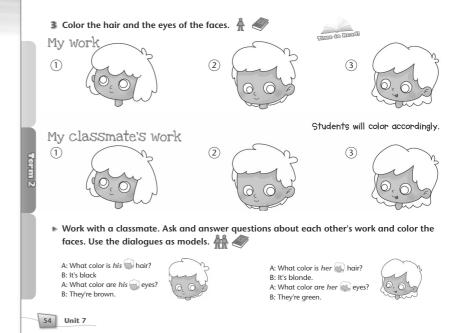
Take students to the schoolyard. Have them run in the shape of the number 8, moving their arms as if they were wings and making a zooming sound like a mosquito. When you give a signal, have students touch ("bite") their classmates where you say (*arms, legs, feet* and *hands*). Ask students to say the part of the body that the mosquito "bit."

## 3 Color the hair and the eyes of the faces. 🧌 🤞

Attach the cutouts (see Suggested Materials) to the board and have students say the color of the hair and eyes. Write the color under each cutout. Explain that "yellow" hair is called *blond* in English. Students open their books to page 54 and point to the first picture. Ask a volunteer to say what color he or she wants to color the hair and the eyes of face 1. Invite students to color the hair and eyes of faces 1, 2 and three.

## Work with a classmate. Ask and answer questions about each other's work and color the faces. Use the dialogues as models. A A

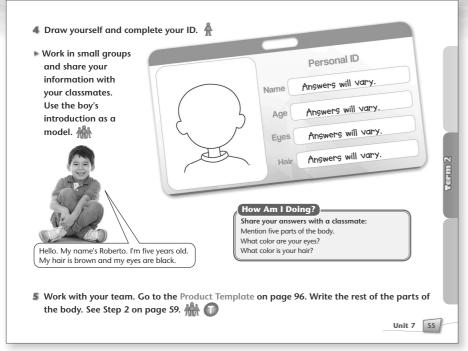
You could divide the class into pairs. Read the dialogues to ask about the color of hair and eyes for boy and girl. Invite students to follow them as you read. Then a student reads one of the dialogues with you. Elicit from students when to use *his* and *her*. Students role-play similar dialogues to find out what color they have to color the faces in the *My* Classmate's Work section. Monitor and help if necessary. Review as a class.



### Wrap Up

## Time to Read Nonfiction: I Am Unique 29

Display page 29 of the Nonfiction Big Book. Have students identify the title. Tell them that they are unique and help each of them them identify one thing that makes them different from their classmates. Turn the page and have students describe what they see. Read page 30 and use the large mirror (see Suggested Materials) to mime the actions. Encourage students to act out the sentences and imitate the children in the book. Turn to page 31 and elicit the colors of the eyes. Play Track 49 for page 31. Ask several students to say the colors of the girls' hair. Play Track 49 for pages 32 and 33 and ask several students what color their what color their hair is.



Use the names of parts of the body to complete concrete questions or answer them with the help of pictures.

Suggested Materials pair of eyes (1 per student), tape

Preparation Draw or print a pair of eyes on a piece of paper.

## Warm Up

Stand in front of the class and lift an arm slowly. Have students identify the part of the body you are moving and name it. Repeat the procedure with *leg, head, eyes* and *mouth*. Call on different volunteers to come up and move different parts of the body for the class to identify.

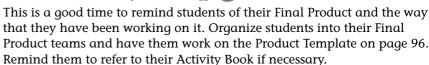
## 4 Draw yourself and complete your ID.

Ask what an ID is and what it is for. Show them one of your IDs and ask them if they own one. Students open their books to page 55. Invite them to draw themselves on the ID. Write the different hair and eye colors on the board (*hair: blond, red, brown, black; eyes: brown, black, green, blue*). Have students complete the information. Monitor and help if necessary.

## Work in small groups and share your information with your classmates. Use the boy's introduction as a model.

You could divide the class into small groups so that all students have enough time to participate. Point to Roberto and read his introduction. Then you may ask some questions to check comprehension: *How old is he? What color are his eyes and hair?* Invite students to introduce themselves in their small groups using Roberto's introduction as an example. Monitor and help if necessary. Ask volunteers to introduce themselves with the class.

## 5 Final Product Preparation 🗥 🗊



## Wrap Up

## How Am I Doing?

Yu could divide the class into pairs. Read the statements aloud and make sure students understand them. Have students reflect on their work so far in pairs. Monitor the activity and help if necessary.

Use the names of parts of the body to complete concrete questions or to respond to them with the help of pictures. Understand concrete questions about the parts of the body. Detect similarities and differences in the writing of names.

Suggested Materials large mirror, pencils, colored pencils

#### Wrap Up

## I Look in the Mirror 🕑 32

Show students the large mirror (see Suggested Materials). Look at it and say *I look in the mirror and what do I see? I see a teacher just like me!* Have a boy and a girl come to the front and give them the mirror so they can look at themselves in it. Have them say *I look in the mirror and what do I see? I see a boy/girl just like me!* Now play Track 32 and have boys first, and girls next, repeat and mime the song.

## 6 Read the questions and complete them with the corresponding body parts. 🗍 🥔

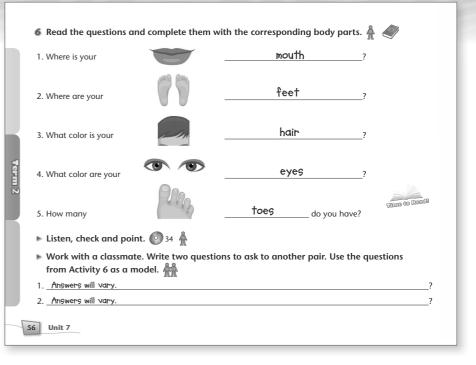
Students open their books to page 56. Read the first part of the questions. Students look at the pictures. Elicit the words to complete the questions. Write the answers on the board and students use them as a model to write the words in their books.

## Listen, check and point. 34 Å

Play Track 34 and students listen and follow along in their books. Play the track again for students to point to their body parts as they listen. Next, read the questions again and elicit answers from students. TEACHER: Where is your mouth? STUDENTS: (Students touch/point to their mouth.)

## Work with a classmate. Write two questions to ask to another pair. Use the questions from Activity 6 as a model.

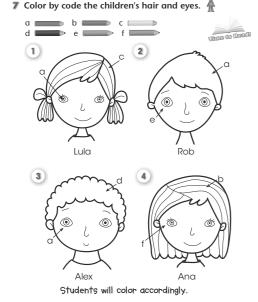
This is a good time for students to practice their writing of questions. We suggest you divide the class into pairs. Ask students to write two questions with different body parts to ask another pair. Monitor and help if necessary.



## Wrap Up

## 💒 Time to Read Nonfiction: I Am Unique 🕐 49

Show page 29 of the Big Book to students and read the title. Turn the pages and play Track 49 up to the end of page 33 as students listen and act out what they hear. Turn to page 34 and read the text as you show them their reflection in the mirror (see Suggested Materials). Read to the end of page 37 as you point to the parts of the body and encourage students to do the same. Before reading the text on page 38, ask students to say whether we are all alike or different. Explain that they are all unique and beautiful. Turn to page 38 and read the text. Finally, play Track 49 and turn the pages as students listen.



## Read the dialogue with a classmate and guess who the boy or girl is. A: She is a girl.

- B: Is her hair blonde?
- A: Yes, it is.
- B: Are her eyes brown?
- A: Yes, they are. B: She is <u>Answers</u> will vary.
- Choose a child and role-play a dialogue. Use the previous one as a model.
- 8 Work with your team and follow the suggestions to prepare the Final Product. (A) (1)
- Draw the silhouette of a body on construction paper. Decide in your team who is going to draw the body parts. See Step 3 on page 59.
- 2. Your teacher will save your work for the next lesson.

Unit 7 57

### Achievements

Distinguish between questions and answers. Understand concrete questions about the parts of the body. Use the names of parts of the body to complete concrete questions or to respond to them with the help of pictures.

Suggested Materials colored pencils, pencils

## Warm Up

## Put Your Hands Up 📀 19

Play Track 19 and lead the students in singing and acting out the song.

## 7 Color by code the children's hair and eyes.

Elicit the name of the colors at the top of the page. Distribute colored pencils. Students should color the eyes and hair of the children according to the code. Ask them what color the eyes of the girl in picture 1 should be (*brown*). Monitor students as they work and offer help if necessary.

## Read the dialogue with a classmate and guess who the boy or girl is.

It would be a good idea to divide the class into pairs. Read the dialogue aloud. In pairs, students look at the pictures of the children and decide who is being described. (1) Model with a student a new dialogue. Ask the student to choose another child.

## Choose a child and role-play a dialogue. Use the previous one as a model.

Divide the class into pairs and encourage them to prepare a dialogue like the one in the previous activity. Walk around and help students, if necessary. Finally, ask for some volunteers to say their dialgue aloud.

## 8 Final Product Preparation 🗥 🕕

You may like to start by reminding students that they will create a parts of the body poster for their Final Product. You can elicit what they have done so far. Students start drawing a silhouette of a body. Keep their work for the next lesson.

## Wrap Up

## 💒 Time to Read Nonfiction: I Am Unique 📀 49

Show page 29 of the Big Book and have students say the title aloud. Elicit why they are all unique and special. Remind students that we read from left to right and have students trace the title in the air with their fingers. Play Track 49 and have different volunteers turn the pages while the rest of the class follows along.

Activate previous knowledge about the parts of the body to present them in English. Understand concrete questions about parts of the body. Associate parts of the body with their written names. **Suggested Materials** pencils, colored pencils

#### Warm Up

Students stand up- Encourage them in shaking different parts of their bodies:

STUDENT: *Shake your right leg.* (Shake your right leg.) Repeat with other students.

## 9 Cut out and glue the names of the body parts. 🧍 🗾

Students open their books to page 58. Students look at the pictures and tell you what they see. Then make questions for students to identify the parts of the body.

TEACHER: (Point to the nose.) What is this?

STUDENTS: Nose.

TEACHER: (Point to the eye.) Is this hair?

STUDENTS: No. Eye.

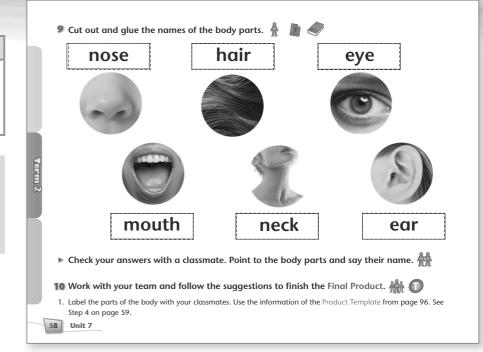
Students go to page 113, Worksheet 7. They cut out and glue the names of the body parts onto the corresponding places. Monitor and help if necessary.

Check your answers with a classmate. Point to the body parts and say their name.

You could divide the class into pairs and ask them to check their answers. Monitor and offer help if necessary.

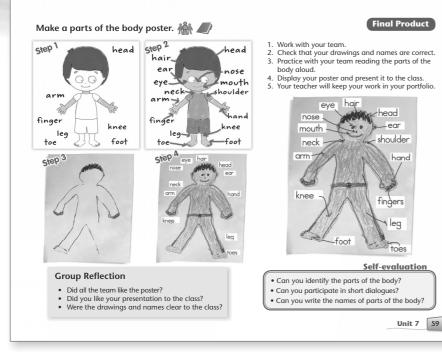
## 10 Final Product Preparation 🗥 🕕

Students get into their Final Product teams. Give each team what they have done so far. Teams label their posters.



### Wrap Up

Review names of parts of the body by saying a word and asking students to touch that part. Then play *Simon Says*. Elicit the instructions for this game.



Make a poster with the names of body parts. Associate parts of the body with their written names.

### Warm Up

Give instructions to students like these: *stomp your feet, clap your hands, shake your body, shake your head, move your nose, wave good-bye,* etc. When you say *Stop!*, they have to stay completely still.

T: Hands up. Wiggle your fingers. (Students put their hands up and wiggle their fingers.) Stop! (Students stop moving completely.)

### **Final Product**

## Make a parts of the body poster. 🥒 👬

Students open their books to page 59 and get into their Final Product teams. Give teams their poster from the previous class. We suggest you read the steps and give students time to check their posters and then practice reading. Each group then presents their parts of the body poster to the class.

## **Group Reflection**

Go over the questions together with the students. Have them discuss their answers in their team. When they have finished, have each team share their opinions with the rest of the class

## **Self-evaluation**

Read each question and explain what it means. Allow students to reflect on their answers. Check as a class.

## **Evaluation Instrument**

As further evaluation, make one photocopy per student of the Checklist from page T59b. Complete the checklist according to your students' performance and keep it as evidence of their development throughout the unit.

As part of students' summative evaluations, this is a good time to give them the Assessment for Term 2 on page T107-T108.

## Assessment Term 2 Answer Key:

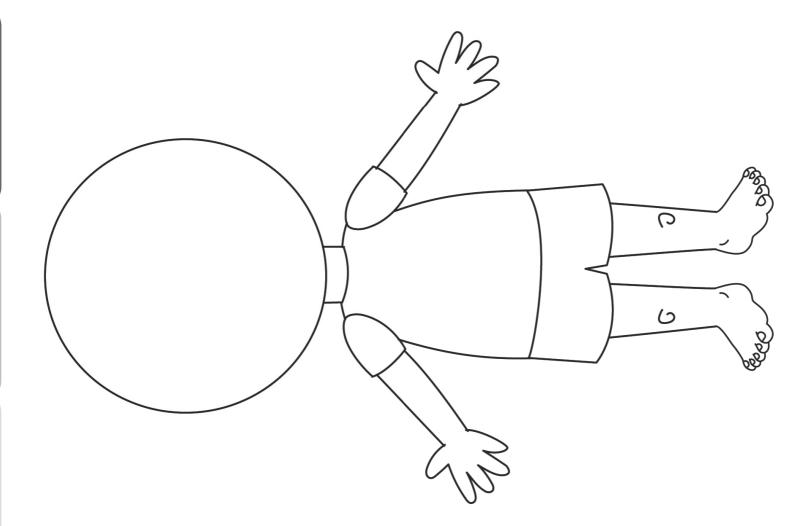
**1** 1. ✓ 2. X 3. X 4. X 5. ✓ 6. ✓ 7. ✓ 8. X 9. ✓ 10. X 2 1. hand 2. mouth 3. eyes 4. nose 5. ears 6. head 7. foot 8. toes 9. arm 10. knee

**Product Template** 

+

1

10



## **Evaluation Instrument**

## Checklist

Mark ( $\checkmark$ ) the objectives the student has achieved.

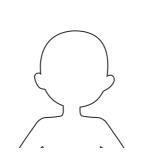
Student's name:	Date:		
The student		~	
identifies body parts when listening to their names.			
identifies written names of body parts.			
differentiates questions from answers.			
completes written names of body parts.			
asks and answers questions about physical appearance.			
expresses likes and dislikes.			
participates in the creation of a body silhouette.			
takes turns to trace the names of body parts.			
enjoys teamwork.			
Additional comments:			

## Unit 7 Let's Learn About Our Body!

## **Picture Dictionary**

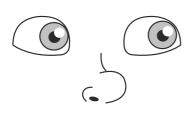
hair





head, shoulders

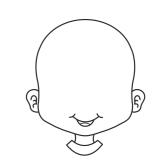
eyes, nose





arm, hand, fingers





feet, toes





Unit 7

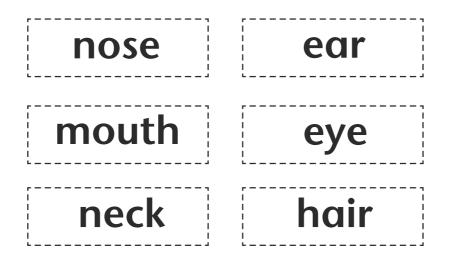
ears, mouth

## Worksheet 7

Unit 7

4

+



## Unit 8

## Let's Hear a Story!

#### **Curricular Objectives:**

- (A) Understanding oneself and others.
- (B) Listen to stories to associate them with feelings.
- Environment Literary and ludic
- Final Product Mini book of emotions
- Big Book Jack and the Beanstalk

#### Achievements

Recognize topic, purpose and intended audience. Predict content based on illustrations. Locate where one has to read or not. **Suggested Materials** a storybook

### Warm Up

You might like to start the lesson by having a student come to the front of the class and act out their favorite story or character for the rest of the class to guess. Repeat several times with different students.

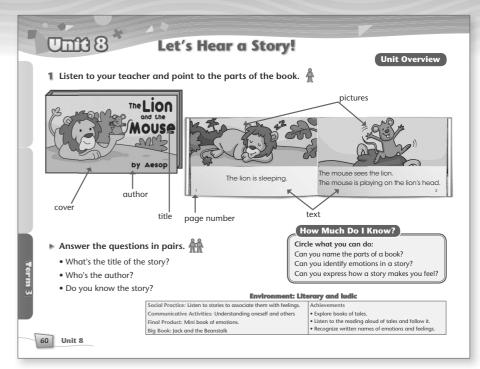
#### Unit Overview

## 1 Listen to your teacher and point to the parts of the book. Å

Students open their books to page 60. You can direct students' attention to the heading and then to the pictures and explain that this unit is about stories. Display a storybook and ask students if they like listening to stories. Show them the book cover. Encourage students to identify the title and the author. Then have students look at activity 1 and point to each section of the book as you say it.

## Answer the questions in pairs. Answer the questions in pairs.

We recommend students work in pairs. Read each question and explain if necessary. After reading each question, give students a few moments to find and discuss the answers, then elicit their responses.

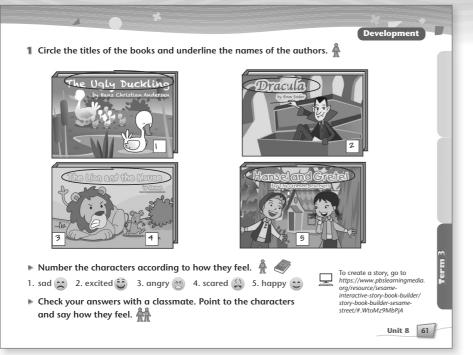


## How Much Do I Know?

You can have students check their ability to identify parts of a book by showing them a story they have already read in the Big Book and eliciting each section. Then read the first question from the How Much Do I Know section and give students a moment to circle it their answer is yes. Repeat for the other two questions. We suggest you review students' answers to better understand your students' knowledge at this point.

## Wrap Up

You can close the class by playing the song Goodbye Children (Track 3) and having students sing along and clap. This is a good way to recycle vocabulary for saying goodbye.



Predict content based on illustrations. Recognize graphic and textual components. Choose a story based on their likes and interests. Recognize topic, purpose and intended audience.

**Suggested Materials** storybooks colored pencils, sheets of paper (1 per student)

## Warm Up

Divide the classroom into two areas: the "I like" area and the "I don't like" one. Hold up a storybook. Take the storybook and show it to students. Ask them whether they like it or not. Have them walk to the corresponding area of the classroom.

## Development

## 1 Circle the titles of the books and underline the names of the authors.

You can start the activity by showing students several storybooks and having them point to the title and the author. Students open their books to page 61. Read aloud the instruction and have them work individually to complete the activity. Check as a class.

## ▶ Number the characters according to how they feel. 🗍



You can start the activity by having students look in their picture dictionary and reviewing the words for emotions. Reinforce the vocabulary by saying an emotion word and having the class act out that emotion.

Read the numbers 1 to 5 and have students point to and say the emotions. Finally have them complete the activity individually.

Check your answers with a classmate. Point to the characters and say how they feel.

We suggest you organize students into pairs to point to the characters and say how they feel. Finally, check as a class.

## Wrap Up

To create a story, go to

https://www.pbslearningmedia.org/resource/sesameinteractive-story-book-builder/story-book-builder-sesamestreet/#.WtoMz9MbPjA

Ask students if they have a favorite storybook or a favorite story. Distribute the sheets of paper. Have students draw the cover of their book, making sure to include a title and the author's name. If students don't know what book to draw, they can copy one of your storybooks. Students can then work in small groups and show their drawings to their group. Members of the group should identify the title and author. Encourage them to share the names of main characters and any points of the story that they can recall.

Suggest that students use the internet at home to go to the website https://www.pbslearningmedia.org/resource/sesame-interactive-story-book-builder/story-book-builder-sesame-street/#.WtoMz9MbPjA and play at creating their own storybook.

Predict content based on illustrations. Locate where one has to read or not. Recognize graphic and textual components. Recognize repertoires of words and increase them.

Suggested Materials feelings faces, colored pencils, markers

**Preparation:** To make the feelings faces, cut out 8 large circles from the colored paper. Draw 2 happy, 2 sad, 2 angry and 2 confused faces on the different circles.

## Warm Up

Teach students the following rhyme as you lead them in miming each mood. I'm so happy, as happy as can be. Make a happy face, just like me. I'm so sad, as sad as can be. Make a sad face, just like me. I'm so angry, as angry as can be. Make an angry face, just like me. Repeat the rhyme in different ways: first boys, then girls, then whispering, then shouting, etc.

## 2 Look at the characters and discuss how they feel in each scene.

Students open their books to page 60. Elicit the name of the book and the author. Students turn to page 62. We recommend students work in pairs to discuss how the characters feel in each picture. Check answers as a class.

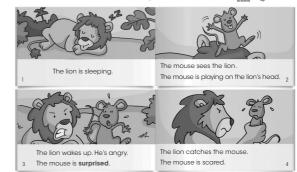
## ▶ Listen to the story and follow along. 📀 35 🗍

Play Track 35 and have students follow along in their books. Then, direct students' attention to each image and ask questions.

*T:* Look at page 1. Who is sleeping? Look at page 2. What is the mouse doing? Look at page 3. How does the lion feel? How does the mouse feel? Look at page 4. How does the mouse feel?

Finally, encourage students to say what they think it is going to happen next.

2 Look at the characters and discuss how they feel in each scene. 👬 🍭



- Listen to the story and follow along. 35 Å
- Discuss the question with a classmate. MA
- How does the story make you feel?
- In this unit, you will make a mini book about emotions. Choose two classmates to form a team. Go to the Product Template on page 97. Draw three emotions and label them. See Step 1 on page 67.

62 Unit 8

## Discuss the question with a classmate. <sup>A</sup>/<sub>A</sub>

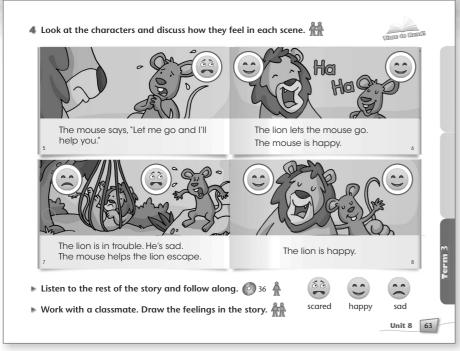
We suggest students discuss the question in pairs. They can refer to the picture dictionary if they need support to remember words for emotions.

## 3 Final Product Preparation 👬 🕕

We suggest that you start by explaining to students that in this unit they will create a mini book of emotions. You can help students get into groups of three. Have students draw and label three emotions on their Product Template on page 97. They should refer to the pages of the activity book that they have seen so far and the picture dictionary for ideas.

## Wrap Up

We suggest you close the class by repeating the rhyme from the warm up to reinforce the emotions vocabulary.



Locate where one has to read or not. Recognize graphic and textual components. Predict content based on illustrations. Recognize repertoires of words and increase them. Suggested Materials Fiction Big Book

## Warm Up 📀 32

You can start the lesson by playing Track 32 and having students sing along and do the actions.

## 4 Look at the characters and discuss how they feel in each scene.

Have students look at the pictures. Help them remember what happened in the previous part of the story by asking questions or playing Track 35 again. We suggest students work in pairs to discuss the scenes. Make sure students describe the feelings conveyed by the characters. Finally, have individual students say what they think this part of the story will be about.

## Listen to the rest of the story and follow along. 36 Å

Play Track 36 and have students follow along in their books. Then play the track again and pause it after each sentence. Help students understand anything they are unsure of from that section. Play the track again and have students raise their hands whenever a feeling is mentioned. Ask volunteers to retell the story in their own words. Finally, ask students if they liked the story. Encourage them to tell you why they liked or did not like it.

## ▶ Work with a classmate. Draw the feelings in the story. 👬

Point to the scared, happy, and sad faces and elicit the emotions. We suggest students work in pairs to identify the emotions in each picture and draw the corresponding faces. Check as a class.

## Time to Read Fiction: Jack and the Beanstalk

Show the Fiction Big Book and have some volunteers name and point to the different parts of the book (cover, title, pages, page number). Then, open the book to page 31 and ask students to identify the title of the story and the picture. Direct their attention to the picture and elicit what they think the story is about. Then show them the pictures on pages 32 to 38 and ask them to confirm their predictions. Elicit anything students know about the story.

## Wrap Up

We recommend that you show students poster 8 and elicit where the images come from (*Jack and the Beanstalk*). Have students discuss in pairs how the characters feel in each picture then elicit answers from volunteers.

Predict content based on illustrations. Recognize words related to the emotions and feelings of characters. Associate characters' emotions and feelings with one's own. Represent emotions and feelings with a picture or illustration.

Suggested Materials paper monster shapes (1 per student), colored pencils, safety scissors, moveable eyes, precut pipe cleaners (4 per student), hole punch, black yarn, glue, sheets of paper (1 per student)

Preparation Trace and cut out shapes of monsters out of paper.

#### Warm Up

We suggest you start the class by playing the Action TPR game from page xii, incorporating emotions, such as look angry, look happy, as well as commands.

## **5** Listen and act out the song. 🙆 37 🧍

Students open their books to page 64. Start by playing Track 37 several times and leading students in acting out the feelings.

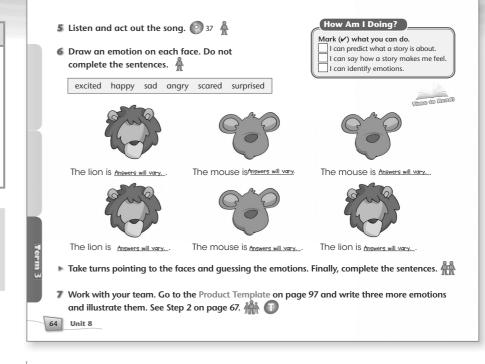
## 6 Draw an emotion on each face. Do not complete

#### the sentences.

Have students look at the pictures. Ask them if they remember the title of the story and the characters. Read aloud the emotions in the box and have students act them out. Students should then draw the emotion from the box on the faces.

## ▶ Take turns pointing to the faces and guessing the emotions. Finally, complete the sentences.

You can start by organizing students in pairs. One student points to one of their drawings from Activity 6 and the other gueses the emotions. Then they swap. Students should continue until they have guessed at least four each. We suggest that students then work individually to write the emotions to finish the sentences, then check in their pairs.



## 7 Final Product Preparation. 🗥 🗊



Ask students to get into their teams and select three more emotions. Students should then draw and label them in the Product Template on page 97 as practice for their Final Product.

## 💒 Time to Read Fiction: Jack and the Beanstalk 🙆 44

Show students page 31 and elicit what students remember about the story. Play Track 44 up to the end of page 34, showing students each page. Pause at the end of each page, telling students to imagine they are lack and say how they would feel.

#### How Am I Doing?

A aood way to wrap up the class and help students reflect on what they have achieved so far is to have them complete the How Am I Doing box. Read aloud each statement, pausing after each one for students to check the box if they can do it.

<ul> <li>Title of the story</li> </ul>	y: Jack and	the Beanstalk		
Number of pag	es:8	_		
Characters:	Jack	,Mom	and _	the giant
Do you like the	story? <u>Answers will</u>	Vary.		
• How does the s	tory make you feel	? Answe	rs will vary.	
Compare your ans	wers with a class	smate. 👬	Time to Reads	
		smate. 👬	pare the Fine	al Product. ᢜ 🗊
Work with your tee	<b>am and follow th</b> Im the character or	ne suggestions to pre		al Product. 🏦 🕕 mini book about emotioi
Work with your tea Decide with your tea Use the information	am and follow th Im the character or from the Product To	ne suggestions to pre	o use for your	mini book about emotion

Hold pencils and pens correctly. Classify words according to the number of letters they have. Represent emotions and feelings with a picture or illustration. Recognize words related to the emotions and feelings of characters.

Suggested Materials colored pencils, safety scissors staplers, blank paper

#### Warm Up

We suggest you start by leading the class in the rhyme *I'm So Happy*: *I'm so happy, as happy as can be. Make a happy face, just like me. I'm so sad, as sad as can be. Make a sad face, just like me. I'm so angry, as angry as can be. Make an angry face, just like me.*  You may like to then show students Poster 8 and have them identify the happy, sad and angry faces.



If possible, have students develop their skills by going to the website http://www.sesamestreet.org/games?id=205 to look at photos and say how the children feel.

### 8 Cut out and assemble to make a story booklet. 🔳 🗍

You might like to start by reminding students that they will make a mini book for their Final Product. Explain that in this activity they will practice making a mini book. Students look at Worksheet 8 on pages 115 and 116. Elicit what the story is (*Jack and the Beanstalk*). Distribute scissors and staplers and have students cut along the dotted lines and fold on the lines to make their minibook.

# ▶ Read the story and complete the information. 🧍

Students turn to page 65. Explain that they should first read their mini book individually. Students can then work individually to complete the mini book review. We suggest you read aloud the questions, elicit answers, and then have students read their books and complete the answers individually.

# Compare your answers with a classmate. <sup>A</sup>/<sub>A</sub>

Students should work in pairs to compare their answers to the previous activity. Encourage them to show each other where they found the information to answer the questions.

# 9 Final Product Preparation. 🗥 🕕

We suggest that you start by organizing students in their Final Product teams and elicit what they will create (*a mini book of emotions*). Direct students' attention to the steps and explain each point. Distribute blank paper to each team.

#### Wrap Up

# Time to Read Fiction: Jack and the Beanstalk 📀 44

Show students page 31. Play Track 44 up to the end of page 37, showing students each page. Encourage students to mime the actions and mimic the facial expressions on each page. Encourage students to read their mini book to a younger sibling or friend.

Complete names of emotions and feelings and illustrate them. Represent emotions and feelings with a picture or illustration. Produce and interpret their own writing. Find letters that are identical to those in their proper name. Hold pencils and pens correctly. Detect some effects their feelings have in the motivation for the task.

Suggested Materials colored pencils, sheets of paper, stapler

#### Warm Up

Teach students the following song. Encourage them to make the faces along with the body language.

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

- If you're happy and you know it, then your face will
- surely show it.

If you're happy and you know it, clap your hands. (clap clap) Replace happy with different emotions:

angry-cross your arms;

excited-jump up and down;

sad-frown:

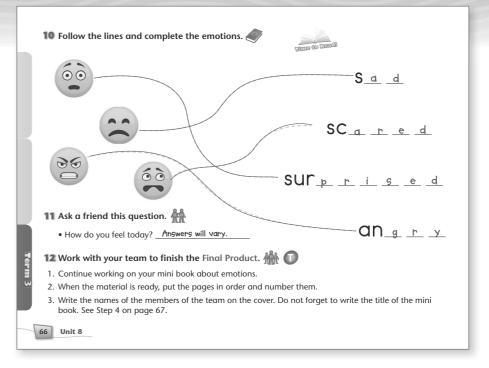
scared-hide your face. Remind children that it is important to express how we feel as well as recognise how others feel.

#### 10 Follow the lines and complete the emotions.

Students open their books to page 66. Ask students to identify the feelings in the pictures. Tell them to follow the lines and complete the words. Then have some volunteers spell out the words and count the number of letters. Elicit which words are short and which are long. Write them on the board.

# 11 Ask a friend this question. 👫

We suggest you direct students' attention to the question in the book and then model the activity by asking several volunteers How do you feel today? and eliciting answers. Then have several volunteers ask other students the question and elicit answers. Then organize students in pairs to ask and answer the question.



# 12 Final Product Preparation 🗥 🕕

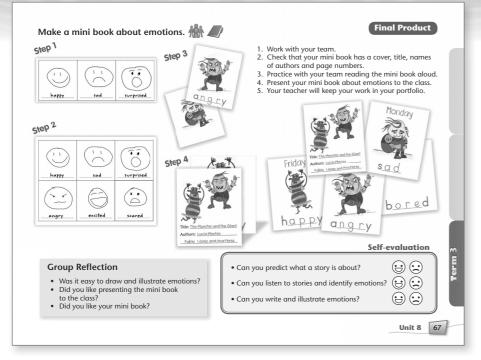


Students should first get into their Final Product teams. Remind students that they need a cover for their book. They then need to have pages, each one with an illustration of an emotion and a label. Then help them assemble the book, add page numbers, and add a title and authors on the cover page.

#### Wrap Up

# Time to Read Fiction: Jack and the Beanstalk 📀 44

Play Track 44 and have a volunteer student turn the pages in the book to follow along with the story. Divide the class into three groups: one group will be Jack, another group will be Jack's mother, and the third will be the giant. Play the track again and have students stand up and act out the actions and feelings when their character is mentioned.



Illustrations of feelings and emotions. Complete names of emotions and feelings and illustrate them. Produce and interpret their own writing.

#### Warm Up

You can start the class by choosing one of the songs or chants from this unit and leading the class in singing it and acting it out.

#### Final Product

#### Make a mini book about emotions. 🎆 🎩

the store to them.

Students turn to page 67. Explain the steps to them and give each group several minutes to check that their Final Product is complete. Students practice reading and showing their mini books. Then have each group present their book to the class. Encourage students to applaud each group.

#### **Group Reflection**

Direct students' attention to the questions and read each one aloud, explaining them if necessary. Have students briefly discuss each point. You may like to have some volunteers share their ideas with the class.

#### **Self-evaluation**

Remind students that they should answer these questions individually. Read aloud each question, explaining it if necessary. You may like to remind students in which part of the unit they have done each of these. Allow students to reflect on their answers and ask them to color the happy face if their answer is *Yes* or the sad face if their answer is *No*.

#### **Evaluation Instrument**

As further evaluation, make one photocopy per student of the Illustrated Self-evaluation Card on page T67b. Give one card to each student and read the can-do statements out loud with them. Explain what they are supposed to do with the card and what each face means. Tell them to color the happy face green, the sad face red and the in-progress face yellow. Have them color the appropriate face for each statement.

# **Product Template**

+ + +


# **Evaluation Instrument**

### Illustrated Self-evaluation Card

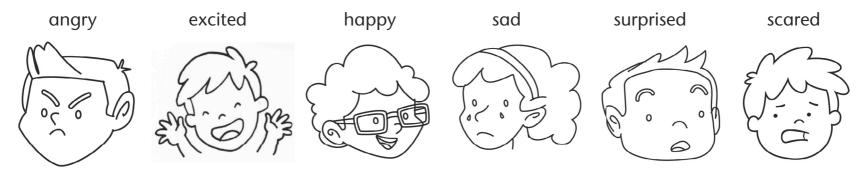
Give these cards to students to assess their performance at the end of this unit.

Student's name:	Date:		
I can predict what a story is about.	I can listen to stories and identify feelings.		
I can do this!	I can do this!		
I'm getting there.	$\underbrace{\bullet \bullet}$ I'm getting there.		
I need help!	I need help!		
I can complete words that name feelings.	I can produce and interpret my own writing.		
I can do this!	I can do this!		
I'm getting there.	I'm getting there.		
I need help!	I need help!		
I can make a mini book of feelings.	I can work together to make the mini book of feelings.		
I can do this!	I can do this!		
I'm getting there.	I'm getting there.		
I need help!	I need help!		

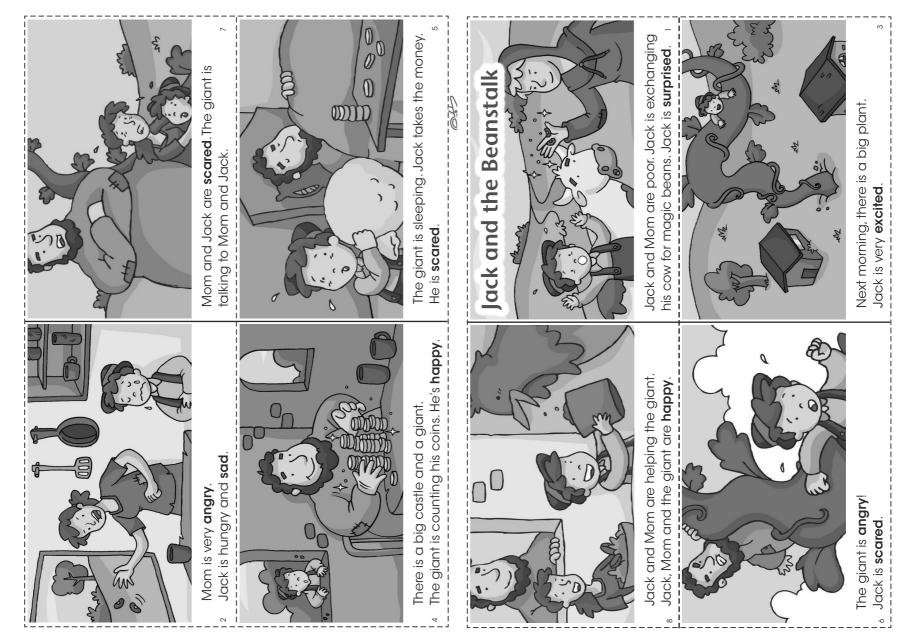
# Unit 8 Let's Hear a Story!

# **Picture Dictionary**

# Unit 8



# Jerm B



# Worksheet 8

Unit 8

1

#### Unit O Let's Discover Mexico! Unit 9 Unit Overview Let's Discover Mexico! 1 Look and answer the questions. 1. Which country is this? 2. What color is the flag? **Curricular Objectives:** 3. Can you name the animals? (A) Exchanges associated with specific purposes. Check your answers in (B) Recognize information about Mexican flora and fauna, with groups. 🗥 graphic support. **Environment** Academic and educational Final Product Information of the Mexican natural world for a map. How Much Do I Know Big Book Animals and Plants in Different Parts of Mexico Share your answers with the class Can you identify maps, illustrations and texts? Can you name some Mexican animals? Can you draw a map of Mexico? Can you draw some animals from Mexico? **Achievements** nent: Academic and education Recognize topic, illustrations and previous knowledge. Identify Social Practice: Recognize information about Mexican flora and fauna Achievements with a graphic support Explore a topic about the Mexican nature world in illustrated materials. icative Activities: Exchanges associated with specific purposes illustrations (maps and illustrations). · Explore the writing of names Final Product: Information of the Mexican natural world for a map. Suggested Materials maps, illustrations, texts Big Book: Animals and Plants in Different Parts of Mexico 68 Unit 9

#### Warm Up

Have students line up outside the classroom. Ask them to come into the room miming their favorite animal. Name some of the animals that students are imitating.

#### Unit Overview

# 1 Look and answer the questions.

Students open their books to page 60. Read the title of the unit and elicit what it is about.

We suggest that students work in pairs to discuss. You should read each question and give students several minutes to discuss it with their classmate.

# Check your answers in groups. <sup>A</sup>/<sub>A</sub>

We suggest that you put pairs together to form groups of four. Read each question again, giving students a few minutes to discuss their answers in their groups. Finally, check answers as a class.

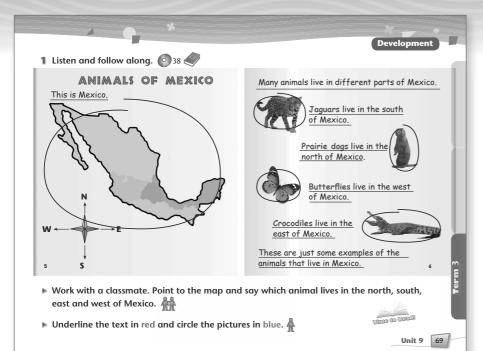
You can personalize this activity for students by having them find their town or city on the map of Mexico. You can also encourage them to discuss any native animals or birds that they are aware of in their area.

#### How Much Do I Know?

We suggest you read aloud the first question, showing at least one example of a map, an illustration, and a text to help students understand. Invite volunteers to share their answers with the class. Read aloud the second question and encourage volunteers to share their answers with the class. Help students with animal names in English as necessary. Read aloud questions three and four adn have volunteers share their answers with the class.

# Wrap Up

Show students Poster 9. Elicit the English names for the animals in the poster. Explain to students that these are all animals that can be found in Mexico and that they will learn more about them in this unit.



Recognize topic, illustrations and previous knowledge. Review and extend their repertoire of words and expressions. Relate names of elements of the natural world to their illustrations. **Suggested Materials** red and blue pencils

#### Warm Up

Act like a bear and say *bear*. Invite students to do the same. T: *I'm a bear. Grr! A bear!* Repeat with *jaquar, praire dog, butterfly and crocodile.* 

#### Development

# 1 Listen and follow along. 🕗 38 🥏

You can first review with students the concepts of text, illustrations, pictures and page numbers. They should identify that the illustration shows a map of Mexico. Explain that the map is divided into five areas: north, south, east, west and central. Explain that each area is a different color. Have them point to the animals and name them. Play Track 38 and have students follow along in their books. You can the track again if necessary.

### Work with a classmate. Point to the map and say which animal lives in the north, south, east and west of Mexico.

We suggest students work in pairs to first identify the parts of the map (*north, south, east, west, center*) and then point to the region where each animals lives. We suggest you then play Track 38 again for students to check.

# ▶ Underline the text in red and circle the pictures in blue. 🧍

You can first ask volunteers to point to examples of text and pictures around the classroom to reinforce the two concepts. Then have students work individually to underline text in red and circle pictures in blue on page 69. Check as a class.

# Time to Read Nonfiction: Animals and Plants in Different Parts of Mexico

Tell students that you are going to show them some pictures of some animals and the environments where they live. Open the Nonfiction Big Book to page 39 and elicit the name of the animal (*Mexican wolf*) and the environment or habitat (*desert*). Do the same with pages 41 to 47. Help them with the unknown vocabulary and write the words on the board.

# Wrap Up

We suggest you show Poster 9 again, eliciting the animals that students can now say in English. We suggest you play What is Missing? from page xi to close the lesson.

Identify illustrations and differentiate them from writing. Recognize topic, illustrations and previous knowledge. Review and extend their repertoire of words and expressions. Listen to elements of the natural world and associate them with their written names. Link letters to sounds. Provide precise feedback to make their writing more legible. **Suggested Materials** flashcards of the following animals: chameleon, toucan, bat,monkey, owl; colored pencils

#### Warm Up

We suggest you start the lesson by playing the game Color Search from page xii to review colors in preparation for the lesson.

# 2 Listen and point. 📀 39 👬

Students open their books to page 70. We suggest they look at activity 2 and say the names of any animals they know. Hold up the flashcard of any animals they know and repeat the names. Then play Track 39 and have students point to the animals as they hear each one. You may like to close the activity by showing the flashcards and eliciting the names.

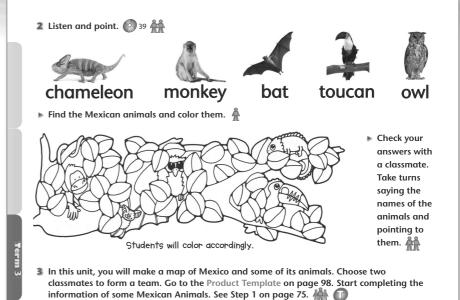
#### ▶ Find the Mexican animals and color them. 🧍

Students can work individually to identify the animals and color them in, and color the leaves in green. You may like to then have students compare their work in pairs, saying the colors of the animals, such as the *monkey is brown*. You may like to also allow volunteers to show and describe their work for the class.

#### Check your answers with a classmate. Take turns saying the names of the animals and pointing to them.

# 3 Final Product Preparation 🗥 🕕

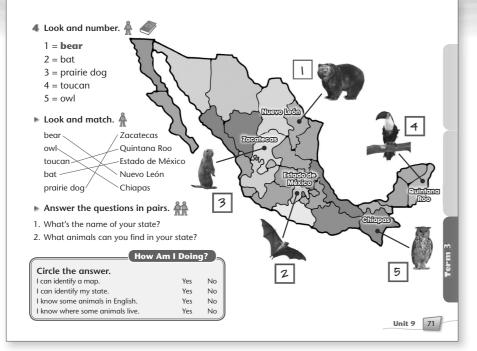
We recommend that you start by helping students get into groups of three. You could show students Poster 9 and have a volunteer show which is the image of a map. Explain that, in this unit, students will make a map of Mexico and some of it's animals. Continue to display Poster 9 and have students start to add information to the Product Template on page 98 in preparation for their Final Product.



70 Unit 9

#### Wrap Up

Students may enjoy playing Pass It On from page xii with the animal flashcards to reinforce the animal vocabulary. Challenge students to say both the animal and its color.



Listen to elements of the natural world and associate them with their written names. Relate names of elements of the natural world to their illustrations. Identify illustrations and differentiate them from writing. Link letters to sounds. Provide precise feedback to make their writing more legible.

Suggested Materials color flashcards

#### Warm Up

You may like to start the class with a game of Color TPR from xii using color flashcards (Suggested materials).

# 4 Look and number. 🛔 🦪

Students open their books to page 71. They may find it helpful to first look up the animal words in their picture dictionary. They can play a dictionary game in pairs, for example where one student says the name of an animal from activity 4 and their classmate points to it in the picture dictionary. Students should then work individually to number the animals on page 71. Check as a class.

# ► Look and match.

Read the names of the animals and the places aloud. Students should work individually to look at the map and match each animal with the state where it lives. have students scheck in pairs, then check answers as a class. Finally ask students where each animal lives.

T: Where do toucans live?

Ss: They live in Quintana Roo.

# Answer the questions in pairs. <sup>A</sup>/<sub>A</sub>

You may like to read the questions aloud and clarify their meaning. Have students discuss in pairs, then discuss the answers with the whole class, encouraging individual students to share their information. Encourage students to find and point to their state on the map.

# How Am I Doing?

You may wish to remind students that they have learned many things in this unit and they will learn some more. Read aloud each statement and explaining it if necessary, pausing after each one for students to circle *Yes* or *No*. You may like to explain that, if they answered no to any questions, they will have a chance to review the information later in the unit.

# Wrap Up

You can display Poster 9 and challenge students to find their state and the animals that live in it on the poster.

Recognize topic, illustrations and previous knowledge. Listen to elements of the natural world and associate them with their written names. Relate names of elements of the natural world to their illustrations. Suggested Materials flashcards of animals from this unit, a bag, safety scissors, glue, Nonfiction Big Book

#### Warm Up

You can review animal vocabulary by showing the flashcards and eliciting the names. Then, put all the flashcards in a bag. Have a volunteer come to the front and choose a flashcard without showing it to anyone. Have the volunteer describe the animal, for example, it is brown, it lives in Chiapas, and have students guess. The student who guesses then comes to the front to repeat the procedure.

#### **5** Cut out the information and complete the table. Use the map on page 71 to help you. 9

Students look at the chart on page 72. First, explain that it shows information about four animals that live in Mexico. Have students look at the chart and say what kind of information the chart shows. Explain to students that they will complete the chart with the information in the Worksheet 9 on page 117. We suggest students work individually. Ask questions about the chart.

T: Where does the bat live? Is the crocodile big or small?

#### Check your answers with a classmate. Use the example as a model. 👬

We recommend students work in different pairs. Before they start, ask a volunteer to come to the front of the class with his/her book and model the conversation from page 72. Have another student come to the front and model a similar conversation. Then have students check, using the conversation as a model, in their pairs.

**5** Cut out the information and complete the table. Use the map on page 71 to help you. 🍺 Å

	Name	Picture	Lives in	Big/Small
	butterfly	×	Michoacán	small
	bear		Nuevo León	big
	bat		Estado de México	small
	crocodile		Chiapas	big
Check your answers with a classmate. Use the example as a model.				
Work with your team. Go to the Product Template on page 98 and continue completing the information about some Mexican animals. See Step 2 on page 75. A To				
72 Unit 9				

# 6 Final Product Preparation 🗥 🗊

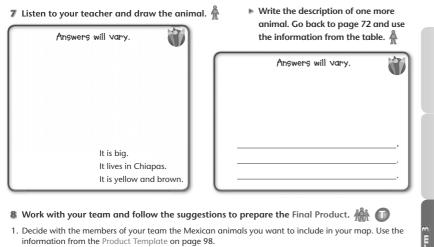


Suggest students getting together in their Final Product teams to add more information about animals to their Product Template on page 98 in preparation for their Final Product.

#### Wrap Up

# Time to Read Nonfiction: Animals and Plants in Different Parts of Mexico 50

Open the Big Book to page 39. Have a student read the title. Elicit the animal on page 39. Go through the pages eliciting the animals and the environments. Turn back to page 40 and ask what does the Mexican wolf eat? Elicit the answer. Play Track 50 to the end of page 40 to confirm students' answer. Repeat for the rest of the story.



- 2. Decide which member of the team is going to draw or copy the map of Mexico. Your teacher can help you.
- 3. Each member of the team starts working on their part on separate sheets of paper. See Step 3 on page 75.
- 4. Your teacher will keep your work for the next lesson.

Recognize topic, illustrations and previous knowledge. Find similarities and differences between written names. Invite your students to share their activities with others, particularly to solve problems. **Suggested Materials** pictures of animals: from the unit, a large map of Mexico, poster paper, blank paper, colored pencils, paper, glue, safety scissors

#### Warm Up

This is a good opportunity to play Animal Charades from xii. Encourage students to act out a variety of animals from the unit.

#### 7 Listen to your teacher and draw the animal.

Students open their books to page 73. You can model the activity by displaying Poster 9 and describing an animal, for example, *It's small. It's orange and black. It lives in Michoacán.* (*Monarch butterfly.*) Elicit the answer from a student. Repeat with one or two more animals, eliciting answers. Then read aloud the sentences from activity 7. Encourage students to discuss their ideas in pairs then draw their answer in the space provided (jaguar). Elicit answers.

#### Write the description of one more animal. Go back to page 72 and use the information from the table.

Students should work individually to write a description and draw an illustration of another animal. When they have finished, have students show their drawing and read their description to a classmate.

# 8 Final Product Preparation 👫 🗊

Students get into their Final Product teams. We suggest they review their Product Templates on page 98 and decide which three animals they will include in their Final Product. When they have decided, give each team a sheet of poster paper and have one member of the team draw a map of Mexico on it. Monitor and help as necessary. Students may need to trace rather than draw freehand. Give teams blank paper. We suggest each member of the team draws and labels one animal for the Final Product. Keep students' work for the next lesson.

#### Wrap Up

Unit 9 73

You may like to close the lesson by playing Track 3 *Goodbye Children*. Encourage students to sing along and wave good-bye.

Listen to the names of elements of the natural world and associate them with their written names. Analyze the composition of some words. Participate in the shared reading of information.

**Suggested Materials** picture of a green iguana, colored pencils, glue, Nonfiction Big Book

#### Warm Up

This is a good opportunity to display Poster 9 and help students identify the deserts, jungles, forests and oceans of Mexico on the map. Then have them say which animals in the poster live in each region.

#### 9 Find the Mexican animals in the picture and circle them. 🗍

Students open their books to page 74. Students should work individually to circle the Mexican animals in the picture.

#### Check your answers with a classmate. M

When they are ready, students can get into pairs to check their answers. You may like to close the activity by having volunteers say the names of the animals they found.

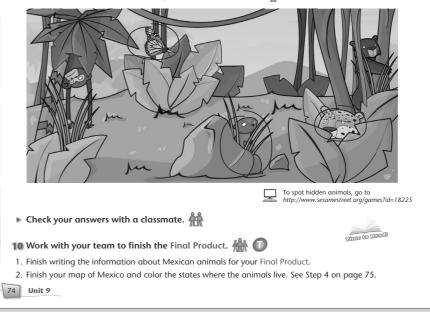
#### To spot hidden animals, go to

#### http://www.sesamestreet.org/games?id=18225

Students can use the website at school, at home, or in a place with Internet to look for hidden animals. They can see how many animals they can name in English.

# 10 Final Product Preparation 👬 🗊

Students get into their Final Product teams. Have them finish their drawing of an animal. Ensure they have written the name of the animal. Then have students glue their drawing to the poster and draw an arrow to the part of Mexico that the animal is from. We suggest they color in the states that the animals live in. Keep students' work for the next lesson. 🦻 Find the Mexican animals in the picture and circle them. 🧍

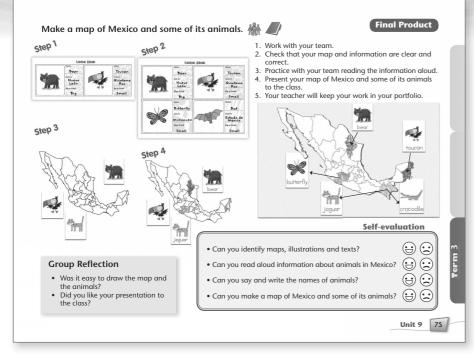


#### Wrap Up

# Time to Read Nonfiction: Animals and Plants in Different Parts of Mexico 50

Open the Big Book to page 39. Read and point to the title. Play Track 50 and follow along in the book. Divide the class into eight groups (Mexican wolves, desert bighorn sheep, spider monkeys, jaguars, deer, owls, whales and sharks). Read the Big Book again, having each group stand up and act out their animal when it appears on the page. Finally, elicit any information students know about which parts of Mexico each animal lives in.

v



Invite your students to share their activities with others, particularly to solve problems. Students make a map with some of the animals that live in Mexico.

**Suggested Materials** balloon, colored pencils, safety scissors, glue, tape or push pins

#### Warm Up

Toss a balloon to a student and have him/her name a Mexican animal and toss the balloon to a classmate who then names another Mexican animal, and so on. The objective of the game is to not drop the balloon.

#### Final Product

# Make a map of Mexico and some of its animals. 🎆 🥒

You can start by displaying Poster 9. Discuss with students the different elements they can see in the poster (*map, states, animals*) and some that are not included (*name of country, name of animals, arrows*). Organize students into their Final Product teams. Read aloud the steps on page 75. Encourage students to first check all the information on their posters, then practice what they will say. You may need to model this with information such as *This is a green iquana. It lives in Colima.* 

Finally, have groups take turns presenting their map and stating the information about it.

### **Group Reflection**

We suggest students sit down in their groups. You can read the two questions aloud and ensure students understand. Give them a few minutes to discuss. You may like to have some groups share their ideas with the class.

# Self-evaluation

We suggest you have a volunteer remind the class how to complete the self-evaluation. You should read aloud each statement and explain it if necessary. Allow students to reflect on their answers and ask them to color the happy face if their answer is *Yes* or the sad face if their answer is *No*.

#### **Evaluation Instrument**

As further evaluation, make one photocopy per student of the Observation Instrument on page T75b. Complete the guide according to your students' performance and keep it as evidence of their development throughout the unit.

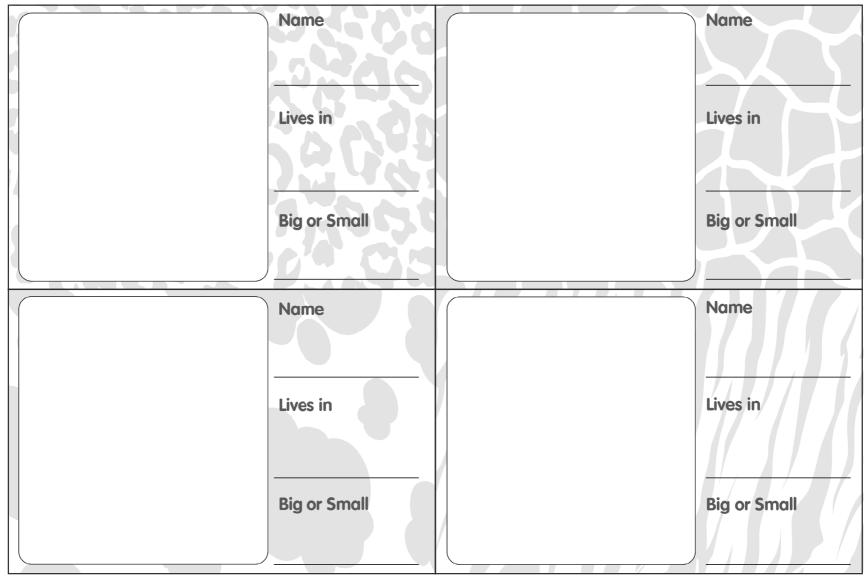
#### Wrap Up

This is a good opportunity for students to display their work. Have each Final Product team write their names on their poster. They can then stick their poster to the wall using tape or push pins. Allow students to walk around the classroom and look at each other's work.

# **Product Template**

+ + +

# Mexican Animals



# **Evaluation Instrument**

#### **Observation Guide**

Use the following observation guidelines to assess each student's performance in class during this unit.

Student's name: \_\_\_\_\_

The student	•		Comments
identifies maps, illustrations and texts.			
understands information in maps and tables.			
participates in the reading of information about animals in Mexico.			
says and writes names of animals.			
finds similarities and differences between written words.			
relates words with their illustrations.			
listens to the names of animals and associates them with their written form.			
links sounds to letters.			
works with his or her classmates to make a map of some animals in Mexico.			
Additional comments:	-	-	·

Date:

10

# **Picture Dictionary**

Unit 9

 Unit 9

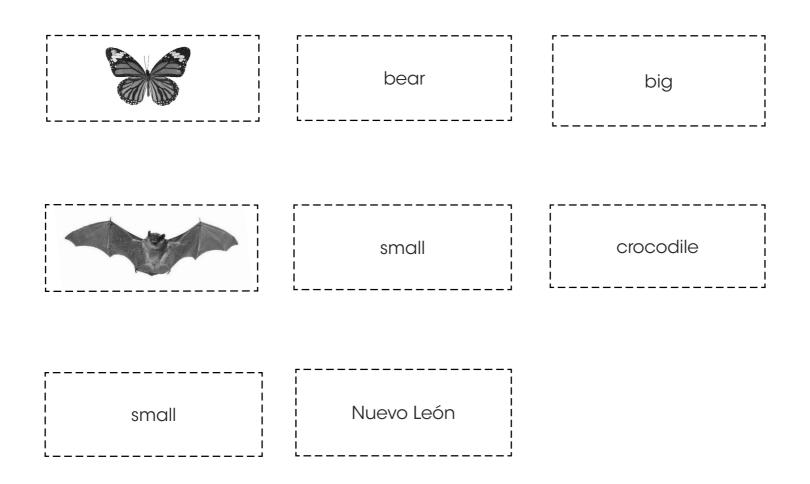
 bear
 jaguar
 prairie dog
 crocodile
 butterfly

 Image: Constrained on the state of th

# Worksheet 9



10



Jerm B

# Unit 10 Let's Make an Inventory!

#### **Curricular Objectives:**

(A) Exchanges associated with the environment.
(B) Recognize information about household objects.
Environment Family and community
Final Product Illustrated inventory with household objects
Big Book The Country Mouse and the City Mouse

#### **Achievements**

Identify some utensils, tools and appliances used at home when listening to their names.

Locate images of objects in illustrated spaces.

**Suggested Materials** 5 pictures of household appliances, utensils and tools and 5 objects that are not found at home



#### What Can You Find at Home?

Consider attaching five pictures of household appliances, utensils or tools to the board along with five pictures of non-household objects. Invite students to identify the objects found at home.

T: (Claudia), choose one thing we can find at home.

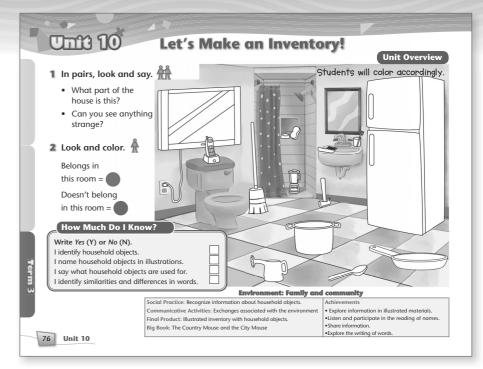
S: (Student chooses an appliance, a utensil or a tool.)

T: Good. It's a fridge.

#### Unit Overview

# 1 In pairs, look and say. 👬

You could have students open their books to page 76. Read the title of the unit. Ask them to look at the picture. Tell them to predict what the unit is going to be about. Read both questions and make sure students understand them. Help them with unknown vocabulary.



• What part of the house is this?

Ask them to identify the room (a bathroom) in the picture.

• Can you see anything strange?

Discuss what is strange about the picture. (*There are some objects that don't belong in a bathroom*.)

# 2 Look and color. 🛔

We suggest you have students color the objects that belong in the bathroom blue and color the objects that don't belong red. Check answers orally. T: *This is a toothbrush. Does it belong in the bathroom?* Ss: Yes.

#### How Much Do I Know?

We recommend reading the questions together in class. Then students mark their own answers.

#### Wrap Up

Choose a routine game or activity from page xii and do it with the class.



Complete expressions about the function of objects. (For example, I have a broom to...sweep; She has a cup to...drink, etc.) Classify images of objects according to their purpose or use (e.g. to cook, to sleep, to clean, etc.). Complete writing some objects' names. Participate with equity and acquire responsibility in quotidian activities. **Suggested Materials** objects: toothbrush, comb, hairbrush, plate, glass, fork, knife, spoon, pot and pan; a large box, colored pencils

#### Warm Up

We recommend you hold up the real objects (see Suggested Materials) and have students identify them one at a time.

T: Plate. This is a plate.

Put all the objects on a table, and hold up each one individually. Encourage students to identify them. Give individual students commands for putting the objects in a large box.

#### Development

# 1 Listen and point. 🕐 40 🛔 🛹

You could have students open their books to page 77. Ask them to name the place represented in the picture (*kitchen*). Play Track 40 and have them listen and point to the objects mentioned.

#### Work with a partner. Say which objects you use to eat and color them.

We suggest you ask students to work in pairs and look at page 77. Then ask them to tell their classmate which objects they use to eat. Have them take turns. Then have them color the objects.

# Time to Read Fiction: The Country Mouse and the City Mouse

Open the Fiction Big Book to page 40. Show students the picture and elicit the two different places presented (*the country and a house/ a house in the city*). Discuss with students the differences between living in the city and living in the country. Help them with unknown vocabulary. Go through pages 42 to 46 and elicit the different rooms and appliances, utensils and tools shown in the pictures.

# Wrap Up

You may want to use Poster 10 and do the Choose an Item activity from page xi.

Complete the writing of objects' names. Verify that children have enough physical space to do the written task.

**Suggested Materials** pictures of: a TV, stove, radio, blender, fridge and telephone; colored pencils

#### Warm Up

Consider attaching pictures of appliances (see Suggested Materials) to the board and present the words.

T: TV. This is a TV. TV.

Point to the pictures and ask students to identify them. Ss: *TV. Stove. Radio.* 

Next, tell students to close their eyes. Remove a picture and have students say what is missing.

Ss: TV.

You could repeat with the other pictures. Finally, ask students what all the objects have in common (they are appliances). Explain that they all need gas or electricity to work. Leave the pictures on the board.

# 2 Cut out and glue the utensils to eat. 🔟 🧍 🔇

You could focus students attention on the objects from page 78. Draw a glass on the board. Present the word glass and mime drinking. Encourage students to repeat and mime the action.

TEACHER: Glass. (Mime drinking.)

STUDENTS: Glass. (Mime drinking.)

TEACHER: I have a glass to drink. (Mime drinking.)

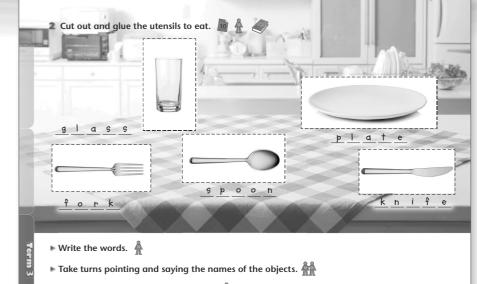
STUDENTS: I have a glass to drink. (Mime drinking.)

Follow the same procedure with the rest of the items.

Students go to page 119, Worksheet 10. Then help students cut out the pictures and place them on their desks. Ask them to turn back to page 78. Read the words aloud and have students glue the pictures onto the corresponding places.

# ▶ Write the words.

We recommend you write the names of the objects and have students point to them. Have different volunteers spell the words aloud for you to



Draw your favorite food on the plate.

78 Unit 10

write them on the board.

Have students write the words below the pictures.

Check answers by asking students to say what each object is for.

STUDENTS: I have a plate to eat. (Mime eating.)

#### ▶ Take turns pointing and saying the names of the objects. 👬

We suggest you ask students to form pairs and point and say the name of the objects. You could tell students to take turns.

#### Draw your favorite food on the plate. <sup>A</sup>/<sub>A</sub>

Ask students to point to the picture of the plate.

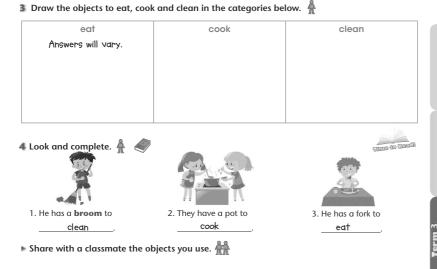
Elicit what we use plates for. (to put food on) Then have them draw and color their favorite food on the plate. Walk around as students are working, asking them questions about their drawings.

TEACHER: What's your favorite food?

STUDENT: Hamburger.

#### Wrap Up

You could play Pass It On from page xii to wrap up the class.



💈 In this unit, you will make a utensils inventory. Choose two classmates to form a team. Go to the Product Template on page 99. Write and draw two utensils to eat. See Step 1 on page 83. 👫 🗊 Unit 10 79

#### Achievements

Classify images of objects according to their purpose or use. Complete expressions about the function of objects.

Suggested Materials pictures of appliances from the previous lesson (see page T78), colored pencils

#### Warm Up

We suggest you put several pictures of appliances on a chair. Whisper the name of each appliance three times in a very low voice. Have students repeat after you, imitating your tone.

#### **3** Draw the objects to eat, cook and clean in the categories below. 🧌

We suggest you display the pictures of a appliances (See Suggested Materials.) Name each picture and have students repeat after you. Then display the pictures again and have students mime an action to go with

each object. Have students open their books to page 119. Say the names of the objects and have students point to them. Have students go back to page 79 and classify the objects according to their use.

# 4 Look and complete.

Give the picture of a bucket to a student and have students complete what you say. For example: He has a bucket to... (Mime cleaning).

Do the same with the rest of the objects. Read the sentences aloud and ask students what the children in the drawings are doing. Have students complete the sentences.

# Share with a classmate the objects you use.

We suggest you tell students to work with a classmate and tell them which objects they use.

# 5 Final Product Preparation 🗥 🕕



For this Final Product, we suggest you ask students to form groups. Students will work with the same group throughout the unit. Students go to the Product Template on page 99 and draw two utensils to eat.

#### **\_\_\_\_\_** Time to Read Fiction: The Country Mouse and the **City Mouse**

Ask volunteers to help you find the title page of the last story. Read the title. Elicit descriptions of what students can see on page 39. Ask them which mouse is the country mouse and which is the city mouse and how they know. Read pages 40 and 41 and check student's predictions.

# Wrap Up

Do the same game or activity you did last class.

Group written words according to their similarities and differences. Verify that children have enough physical space to do the written task. **Suggested Materials** colored pencils, sheets of paper (2 per student)

#### Warm up 📀 1

You can start the class by shaking hands or moving to each student as you greet them. Play Track 1. Sing the song and mime the actions. Students clap along.

#### 6 Complete the table with words from this unit.

Write the letter b on the board. Elicit words that start with this letter. TEACHER: B: B, b, b, bat. B, b, b, bear. B, b, b, bathroom. B, b, b, broom. Then write the letter n on the board and elicit words that end with this letter (man, chameleon, kitchen, kitten, etc.). Then elicit words that begin with vowels (arm, eye, ice, owl, etc.).

Divide the class into pairs and have students go through Unit 10 and look for words to write in each category of the table. Check answers on the board.

### 7 Work in groups of three. Say two objects that start with a pand two objects that end with an -n. Say if you use them at home.

We suggest you have students form groups of three and ask them to look for objects that start with a p-, and objects that end with an -n. Ask them to say two objects each. Then ask them to say if they usea any of the objects they mentioned at home.

# 8 Final Product Preparation 👬 🗊

Suggest students getting together in their Final Product teams to add more information to their Product Template on page 99 in preparation for their Final Product.



Go to http://www.anglomaniacy.pl/livingRoomPicture Test.htm and in pairs say which utensils they are. *It's a phone. It's a table.*  6 Complete the table with words from this unit. 🗍

Words that begin with b-	Words that end with -n	Words that begin with a vowel (a, e, i, o, u)
broom	clean	eat
bucket	spoon	utensils
blender	pan	

- Work in groups of three. Say two objects that start with a p- and two objects that end with an -n. Say if you use them at home.
- 8 Work with your team. Go to the Product Template on page 99 and add two utensils to cook. See Step 2 on page 83.

 $(\mathbf{x})$ 

 $\odot$ 

How Am I Doing?

their names.

I can point to utensils when I hear

I can identify utensils in pictures.

```
80 Unit 10
```

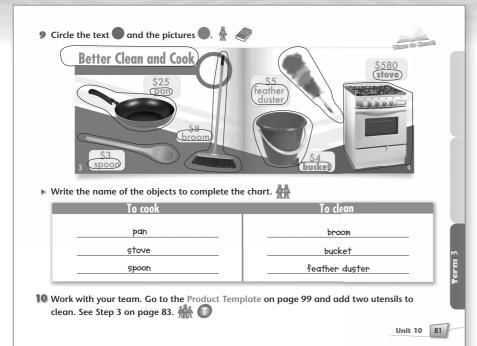
# htm and in pairs say which utensils they are. It's a phone. It's a table.

# Wrap Up

We recommend reading the question out loud and making sure students understand. Students should color the faces according to their progress. You could invite several students to share and explain their answers.

#### How Am I Doing?

Read the can-do statements out loud and have students reflect on their work so far and color the happy face if they can do that activity or the sad face if they cannot.



Distinguish between graphic and textual components. Classify images of objects according to their purpose or use. Verify that children have enough physical space to do the written task.

Suggested Materials blue and red colored pencils, magazines, home products catalogs (2 per group), safety scissors, glue, markers, sheets of construction paper (1 per group)

#### Warm Up

On the board, make a list of the appliances, utensils and tools that have been discussed, with students' help. Divide the class into two groups. Choose one word but do not say it aloud. Write half of the word and for the other half, draw lines to represent the missing letters. Draw three happy faces on each side of the board. Have groups guess the missing letters and the word. They have three opportunities to guess. Each time they say a letter that is not included in the word, erase a happy face.

# 9 Circle the text red and the pictures blue.

Show students a home products catalog. Show them the pages and the pictures. Elicit the different types of information included in catalogs (photos, names of products, prices, descriptions, etc.). Have students open their books to page 81. Focus their attention on the catalog. Elicit the names of the different products in the pictures. Encourage students to say or mime the actions done with each object (whether cooking or cleaning). Next, ask students to use their red and blue colored pencils to circle the elements of the catalog. Monitor and help.

# Write the name of the objects to complete the chart. ##

Have students work in pairs. Explain the activity and model it with some volunteers. Monitor and help. Verify that students are writing the words correctly. Check answers with the class.

# 10 Final Product Preparation 🗥 🗊



We suggest you ask students to go to the Product Template on page 99 and have them add two utensils to clean. Monitor and provide help if necessary.

### Wrap Up

# Time to Read Fiction: The Country Mouse and the City Mouse 945

Open the Big Book to page 39. Elicit the title and characters. Read pages 40 and 41. Go through pages 41 to 48 and elicit what is happening in each scene. Encourage students to say how Tom is feeling in each scene (happy, confused, surprised, scared, excited). Play Track 45 and show the pages as the story is being told.

Complete expressions about the function of objects. Verify that children have enough physical space to do the written task. **Suggested Materials** all the pictures used in this unit, and objects: broom, pot, glass, feather duster, fork

#### Warm Up

Have students sit in a circle with all the pictures (see Suggested Materials) in the middle. Ask for different pictures. T: (Adriana), give me the TV, please.

# 11 Look and match.

Have students open their books to page 82. Ask students to point to the words on the labels. Read the words aloud and have them repeat after you. Display the objects (see Suggested Materials) you brought to the class. Point to the broom and have a volunteer come to the front and take the object. Ask the student to sweep with the broom. Invite more volunteers to stand up and take turns sweeping. Say *We use a broom to clean/sweep*. Do the same with the other objects.

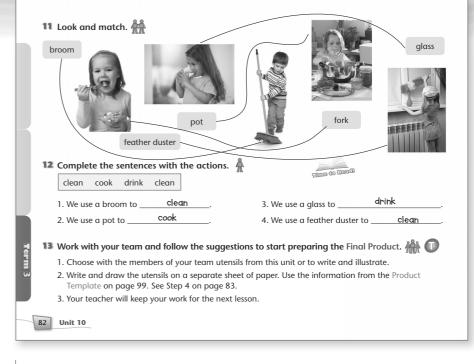
After this activity, ask students to match the words with the pictures. Repeat with the rest of the words.

#### 12 Complete the sentences with the actions.

Read the actions in the box and have some volunteers act them out. Model the activity and write the complete sentence on the board. Point to the picture in Activity 8 that represents the function of the object. Allow students to work on their own. Walk around the classroom to provide help.

# 13 Final Product Preparation 👬 🕕

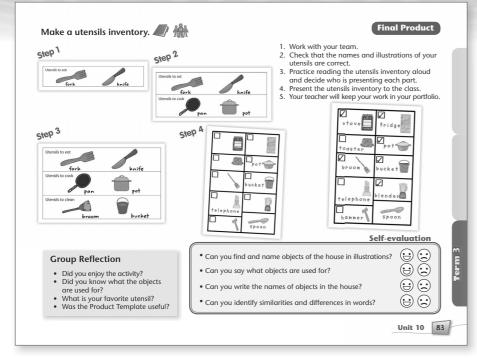
We suggest you ask students and the members of their teams to choose the utensils for their utensils inventory. We recommend you tell students to use the information from the Product Template on page 99. Ask students to write and illustrate the utensils.



#### Wrap up

# Time to Read Fiction: The Country Mouse and the City Mouse 45

Open the Big Book to page 39. Elicit the name of the story and the characters. Go through the book and elicit the household items and actions that students can see on each page and name. Play Track 45 and turn the pages as the story is being told. Ask students whether they would prefer to be Mark or Tom.



Complete the writing of objects' names. Participate with equity and acquire responsibility in quotidian activities.

Verify that children have enough physical space to do the written task. **Suggested Materials** large sheets of construction paper (1 per group), colored pencils, markers, safety scissors, glue

#### Warm Up

To help students see everything they have done so far, give them instructions to find different pictures in their books. Have them work in pairs looking back through their books for a picture of each object you mention.

T: Find a chair.

Repeat the procedure with items from every unit.

#### **Final Product**

### Make a utensils inventory. 👬 🥒

Students open their books to page 83 and get into their Final Product teams. We suggest you read the steps and give students time to check their utensils inventory and then practice reading. We suggest you have students present a part of their inventory to the class. Monitor and help if necessary. Keep students inventory in their portfolio.

#### **Group Reflection**

We suggest you go over the questions together with the students. Have them discuss their answers in their team. When they have finished, name a secretary and have them share the team's opinions with the rest of the class.

#### **Self-evaluation**

Read the can-do questions and explain what the questions mean. Allow students to reflect on their answers and ask them to color the happy face if their answer is *Yes* or the sad face if their answer is *No*.

#### **Evaluation Instrument**

As further evaluation, make one photocopy per student of the Illustrated Self- evaluation Card on page T83b. Give one card to each student and read the can-do statements with them. Explain what they are supposed to do with the cards and what each face means. Tell them to color the happy face green, the sad face red and the in-progress face yellow. Ask them to think whether they can do the action or not or if they think about they are in the process of achieving it. Have them color the faces accordingly.

# Wrap Up

You may want to end this unit with the use of Poster 10. It is a good idea to play What Is Missing? from page xi.

<b>Product Template</b>	
-------------------------	--

+ + +

Utensils to eat	l	Jter	nsils	to	eat
-----------------	---	------	-------	----	-----

Utensils to cook

Utensils to clean

# **Evaluation Instrument**

### Illustrated Self-evaluation Card

Give these cards for students to assess their performance at the end of this unit.

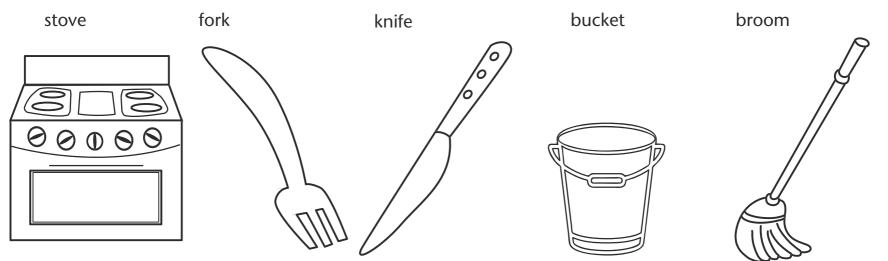
Student's name:	Date:
I can name utensils, tools and appliances.	I can say what utensils are for.
I can do this!	I can do this!
I'm getting there.	$\underbrace{\bullet \bullet}_{I'm getting there.}$
I need help!	I need help!
I can group different and similar words.	I can locate images of utensils, tools and appliances in illustrations.
I can do this!	I can do this!
I'm getting there.	I'm getting there.
I need help!	I need help!
I can complete words.	I can work in my team to make a home inventory.
I can do this!	I can do this!
I'm getting there.	I'm getting there.
I need help!	I need help!

# Unit 10 Let's Make an Inventory!

**Picture Dictionary** 

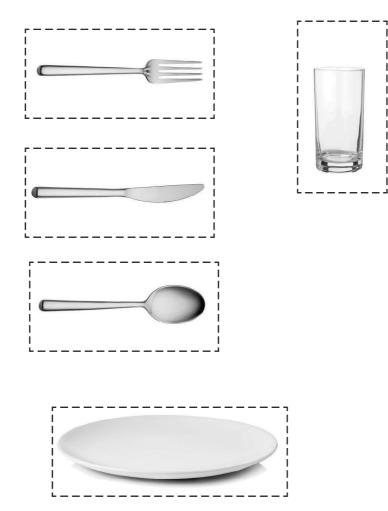
Unit 10

Unit 10



# Worksheet 10

Unit 10





#### Track 1 What's Your Name?

Hello, hello, Hello, hello, What's your name? My name's... That's my name. Hello, hello, Hello, hello, What's your name? My name's... That's my name.

#### Track 2

Good morning, children! How are you?

#### Track 3 Goodbye, Children.

Goodbye, children. Goodbye, children. Goodbye, children. It's time for us to go. Wave goodbye to all your friends, all your friends, all your friends. Wave goodbye to all your friends.

to all your friends at school.

#### Track 4

Hi! Hello! A pencil, please. Here you are. See you!

#### Track 5

Bye! Hello! Please Hi! Thanks!

#### Track 6

#### **Teddy Bear**

Teddy bear, teddy bear, turn around. Teddy bear, teddy bear, touch the ground. Teddy bear, teddy bear, touch your shoe. Teddy bear, teddy bear, that will do.

# Track 7

#### Rain, Rain

Rain, rain, go away, Come again another day. Little Johnny wants to play. Rain, rain, go away. Never show your face again!

# Track 8

#### Jump a Little

Jump a little, one, two, three, Tap, tap, tap on one knee, Stretch a little, nod your head, Yawn a little in your bed.

### Track 9 One, Two, Buckle My Shoe One, two,

Buckle my shoe. Three, four, Knock at the door.

#### Track 10

#### **One Potato** One potato, two potato, Three potato, four, Five potato, six potato,

#### Track 11

#### **Humpty Dumpty**

Seven potato, more!

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 together again!

#### Track 12

#### Fish Story

One, two, three, four, five, Once I caught a fish alive. Six, seven, eight, nine, ten. Then I let it go again.

#### Track 13 Lemonade

**Ingredients:** 1 liter of water 5 spoons of sugar 4 lemons

#### Steps:

 Pour the sugar into the water and mix.
 Squeeze lemon juice into the water and mix.
 Enjoy. Mm!

#### Track 14

#### Sandwiches Are Good

Sandwiches are good. Sandwiches are yummy. If you like sandwiches, Rub your tummy. Mm!

#### Track 15

recipe ingredients lemonade water sugar lemons Jell-O<sup>TM</sup> bowl



one two three four five six

#### Track 17 Show Me One

(One, one), show me one.
(One, one), show me one.
(One, one), show me one.
Show me (one) like this.
Following verse:
2. Two, two...
3. Three, three...

#### Track 18

TEACHER: Good morning, children. Line up! Sit down! Open your books! Close your books! Good-bye, children. See you tomorrow! CHILDREN: Good-bye teacher.

#### Track 19

#### Put Your Hands Up

Put your hands up! Put your hands down! Turn your hands around and around! Put your hands up! Put your hands down! Turn your hands around and around and around!

#### Track 20

Stop!
 Take out your book!
 Pick up the paper.
 Open the window.
 Sit down.
 Put your colors away.

#### Track 21

Stop! Be quiet, please! Only handicapped. Turn right. Turn left.

#### Track 22 Shapes

I'm a circle. Look at me. I'm as round as round can be. I have four sides. They're the same. I'm a square. Yes, that's my name. I'm a triangle. Look at me. Count my sides. One, two, three. Shapes, shapes, shapes. All are we! Circle, triangle, square. Name all three.

# Track 23

# It's a Pencil

It's a pencil. It's a pencil. Chorus Come and see. Come and see. Pencil, pencil, pencil. Pencil, pencil, pencil. Chorus One, two, three. One, two, three. Following verse: 2. It's a book. 3. It's a chair. 4. It's a table.

### Track 24 What Does a Dog Say?

What does a (dog) say? (Bow-wow.) What does a (dog) say? (Bow-wow.) What does a (dog) say? What does a (dog) say? What does a (dog) say? (Bow-wow.) *Following verse:* 2. ...cat / meow-meow 3. ...bird / chirp-chirp 4. ...fish / blurp-blurp

# Track 25 Let's practice pronunciation!

cat hat dog froq fish dish piq biq Track 26 I Love My Mommy I love (my mommy). Yes, I do. I love (my mommy), And (she) loves me, too. Loves me, too, loves me, too. Following verse: 2. daddy 3. brother 4. sister 5. baby



#### London Bridge

London Bridge is falling down, Falling down, falling down. London Bridge is falling down, My fair lady.

#### Track 28

pencils glue stick crayons book

#### Track 29

red, blue, yellow, green, orange, brown

#### Track 30

Point to the big marker. Is it red? Point to the yellow ruler. Is it small? Point to the big book. Is it yellow? Point to the green crayon. Is it small? Point to the small crayon. Is it orange? Point to the blue book. Is it big? Point to the red marker. Is it small? Point to the big ruler. Is it green?

#### Track 31

Teacher: Guess the object! Boy 1: Is it small? Teacher: Yes. Girl 1: Is it blue? Teacher: No. Boy 2: Is it yellow? Teacher: Yes. Boy 3: Is it a book? Teacher: No. Girl 1: Is it a pencil?

#### Track 32

#### I Look in the Mirror

I look in the mirror and what do I see? I see another (boy) just like me. I touch my head. I touch my nose. I bend down low and touch my toes. I wiggle my fingers. I count to three. I wave good-bye and so does (he). *Following verse:* 2. girl / she

#### Track 33

head shoulder arm hand finger leg knee foot

toe

#### Track 34

Where is your mouth? Point to your mouth. Where are your feet? Point to your feet. What color is your hair? Point to your hair. What color are your eyes? Point to your eyes. How many toes do you have? Point to them.

#### Track 35 The Lion and the Mouse (Part 1)

The lion is sleeping. The mouse sees the lion. The mouse is playing on the lion's head. The lion wakes up. He's angry. The mouse is surprised. The lion catches the mouse. The mouse is scared.

# Track 36

# The Lion and the Mouse (Part 2)

The mouse says, "Let me go and I'll help you." The lion lets the mouse go. The mouse is happy. The lion is in trouble. He's sad. The mouse helps the lion escape. The lion is happy.

# Track 37 Feelings Song

I'm happy, happy, As you can see. Can you make a happy face? One, two, three. Following verses: sad, excited, angry, surprised

#### Track 38 Animals of Mexico

This is Mexico. Many animals live in different parts of Mexico. Jaguars live in the south of Mexico. Prairie dogs live in the north of Mexico. Butterflies live in the west of Mexico.

Butterflies live in the west of Mexico. Crocodiles live in the east of Mexico. These are just some examples of the animals that live in Mexico.



#### The Guessing Game Story

TEACHER: Do you want to play a guessing game? CHILDREN: Yes! TEACHER: I have something in this bag. Guess what it is! BOY: Is it something small? TEACHER: NO. GIRL: Is it something big? TEACHER: Yes! It is big. GIRL: Is it red? TEACHER: No. It's not red. BOY: Is it rectangular? TEACHER: Yes! Next question. BOY: Is it a table? TEACHER: No. It's not a table. GIRL: Is it a book? TEACHER: Yes! TEACHER: It's a Big Book. Look! TEACHER: Do you want me to read it? It's The Guessing Game Story. CHILDREN: Yes! TEACHER: What do you think this story is about?

Track 39Track 41chameleonToday ImonkeyRICK: Hi!bathappy, atoucanToday isowlthree.Track 40I am loolplateglassglassCLIVE: MyforkRICK: HowknifeCLIVE: I aspoonRICK: WhpanNICK: MypotRICK: How

**Today Is My Birthday** RICK: Hi! My name is Rick. I am very happy, as you can see. Today is my birthday. Today I am three. I am looking for a friend, the same age as me. What is your name? CLIVE: My name is Clive. RICK: How old are you? CLIVE: I am only five. RICK: What is your name? NICK: My name is Nick. RICK: How old are you? NICK: I am only six. RICK: What is your name? KEVIN: My name is Kevin. RICK: How old are you? KEVIN: I am only seven. RICK: What is your name? LEE: My name is Lee. RICK: How old are you? LEE: I am only three. RICK: Hi, Lee. I am Rick. And I'm also three. Do you want to be my friend? Do you want to play with me?

Track 42 Tim and Tom's First Day at School NARRATOR: This is Tim and Tom. This is their first day at school.

TEACHER: Hello, Tim and Tom. Welcome to school! Tim, don't slam the door. Close the door carefully. Tom, don't run. Walk. Tim, don't push. Wait your turn. Tom, don't shout. Raise your hand. Tim, don't throw your schoolbag. Put it in its place. Tom, don't put your feet on the table. Sit properly. Good-bye, Miss Sylvia. See vou tomorrow. Good-bye, children.



#### Jack and the Beanstalk

Jack and Mom are happy in their little house.

One day, Mom says: "Jack, sell our cow. We need money to buy food." On his way, Jack meets a man. The man says:

"Give me your cow, and take these magic beans." Jack is surprised. Mom is very angry. "Now we have no food, no money and no cow!" Mom throws the beans out of the window.

Jack is very sad and very hungry. Next morning, there is a giant bean plant outside the window. It goes all the way up to the sky. Jack climbs the plant. He is very excited.

At the top of the bean plant, there is a big castle.

There is a giant at the table. The giant counts his gold coins. Jack is attentive. The giant is tired. He goes to sleep. Jack needs the money.

He is scared, but he takes the money. Suddenly, the giant wakes up. He is furious!

He runs after Jack: "Fee, fi, fo, fum! Don't run away, here I come!" Jack and the giant get to the bottom of the bean plant.

Mom is afraid. Jack is scared. The giant says:

"You need money. Come to my house and work for me!" Jack and Mom help the giant. Jack and Mom are not hungry anymore. Mom is very happy. Jack is very happy. The giant is very happy.

# Track 45 The Country Mouse and the City Mouse

Tom is a country mouse. Mark is a city mouse. Tom and Mark are friends. Tom is visiting Mark. "This is my home," says Mark. "This is the TV and this is the sofa," says Mark. "This is the radio, and this is the phone, "says Mark. "This is the bed and that is the lamp," says Mark.

"This is the bathtub and this is the

toilet," says Mark. "This is the fridge and that is the

blender," says Mark.

"What's that?" asks Tom. "Take it home!" says Mark.

Tom goes back to the country.

Tom is very happy.

"I love Mark's present," he says.

"The watering can is fantastic."

#### Track 46

#### Hello, Goodbye and Thank You

Hi, hello! I say to you! Good morning, teacher. How are you? I can greet in many ways, Think of others you can say. Bye-bye! Have a nice day! Goodbye to adults, That's what I say. There are many things you can say, When someone is going away. Can you think of three more to say? Yes, please. No, thank you. Here you are. You are welcome. Courtesy words help us get along. How many others do you know? Hello, goodbye and thank you. Have a nice day. See you soon. I use these words every day.

Be polite, that's what I say!

#### Track 47

#### A Yummy Treat

GIRL: Let's make something sweet to eat. Banana Popsicles, what a treat! Here's the recipe! Let's read it! NARRATOR: Banana popsicles Ingredients 4 bananas 1 cup of chocolate 1 cup of sprinkles

4 Popsicle sticks

Steps

- 1. Melt the chocolate.
- 2. Peel the bananas.
- 3. Insert the popsicle sticks into the bananas.
- 4. Dip the banana in the melted chocolate.
- 5. Roll the bananas on the sprinkles.
- 6. Put the bananas in the fridge for a half hour until the chocolate is hard.

GIRL: Here are the ingredients: bananas, chocolate, sprinkles and

popsicle sticks.

Let's follow the steps. Wash your hands before you start!

#### Steps

- 1. Melt the chocolate.
- 2. Peel the bananas.
- 3. Insert the Popsicle sticks into the bananas.
- 4. Dip the banana in the melted chocolate.
- 5. Roll the bananas on the sprinkles.
- 6. Put the bananas in the fridge for a half hour until the chocolate is hard.
- This yummy treat
- Is ready to eat.
- Here we go.
- One, two, three.

## Track 48 The Hokey Pokey

You put one hand in You take one hand out You put one hand in and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about! Hokey Pokey! You put two hands in You take two hands out You put two hands in and you shake them all about. You do the hokey pokey and you turn yourself around. That's what it's all about! Hokey Pokey! You put one foot in You take one foot out You put one foot in and you shake it all about. You do the hokey pokey and you turn vourself around. That's what it's all about! Hokey Pokey! You put two feet in You take two feet out You put two feet in and you shake them all about. You do the hokey pokey and you turn yourself around. That's what it's all about! Hokey Pokey! You put one hip in. You take one hip out. You put one hip in

and you shake it all about. You do the hokey pokey and you turn yourself around. That's what it's all about! Hokey Pokey! You put two hips in You take two hips out You put two hips in and you shake them all about. You do the hokey pokey and you turn yourself around. That's what it's all about! Hokey Pokey! You put one shoulder in; you take one shoulder out. You put one shoulder in and you shake it all about. You do the hokey pokey and you turn vourself around. That's what it's all about! Hokey Pokey! You put two shoulders in; you take two shoulders out. You put two shoulders in and you shake them all about. You do the hokey pokey and you turn yourself around. That's what it's all about! Hokey Pokey! You put your head in, you put your head out. You put your head in and your shake it all about You do the hokey pokey and you turn yourself around. That's what it's all about! Hokey Pokey! You put your whole self in; you take your whole self out. You put your whole self in and you shake it all about.

You do the hokey pokey and you turn yourself around. That's what it's all about! Hokey Pokey!

### Track 49

## I Am Unique

GIRL 1: I am unique. You are, too. Look in the mirror. And tell me about you. What color are your eyes? Boy 1: My eyes are brown. GIRL 2: My eyes are blue. Boy 2: My eyes are green. GIRL 1: Are these your eyes? Boy 2: Yes they are! GIRL 1: What color is your hair? GIRL 2: My hair is black. GIRL 3: My hair is blond. GIRL 1: Is this your hair? GIRL 3: Yes it is! GIRL 4: My hair is brown. GIRL 5: My hair is red. Boy 1: You and I Are much alike. Look in the mirror, There's nothing to hide. What is this? Boy 2: This is my head. GIRL 2: This is my nose. Boy 1: How many noses do you have? GIRL 2: One! Boy 1: What are these? Boy 2: These are my arms. GIRL 4: These are my hands. These are my leqs. Boy 2: These are my feet.



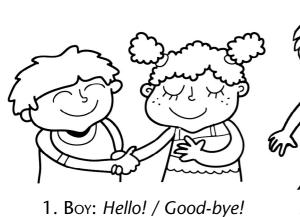
CHILDREN: We are all very similar, As you can see. People are beautiful, Don't you agree?

### Track 50 Animals and Plants in Different Parts of Mexico

Mexico has deserts, jungles, forests and seas. These are very different environments. Mexican wolves live in the desert. They eat small animals. Desert Bighorn Sheep live in the desert in Mexico, too. They eat grass and cactuses. These are cactuses. They grow in the desert. Spider monkeys live in the jungle. They eat fruit. Iaquars live in the junale, too. They eat other animals. These are lianas. They are vines. They grow in the jungle. Deer live in the forest. They eat grass, leaves, plants and fruit. Owls live in the forest, too. They eat mice. These are pine trees. They grow in the forest. Whales live in the sea. They eat plankton. Sharks live in the sea, too. They eat fish. This is seaweed. It grows in the sea. Do you know these animals? Where do they live?



**1** Look and circle the correct expressions.



GIRL: Thank you. / Hello!

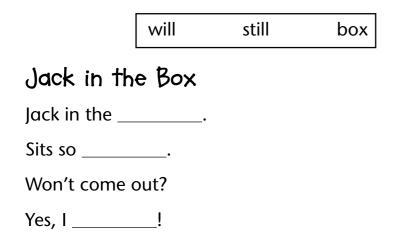
2. Boy: Please. / Bye! GIRL: Good-bye! / Hi!

51

3. Boy: A pencil, please. / Good afternoon. GIRL: See you! / Here you are.

NN2

**2** Read and complete the rhyme. Draw a picture for the rhyme.



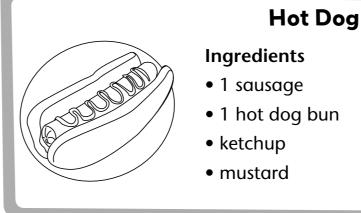






#### Read and circle. 1

Ingredients: blue Steps: red Illustration: green



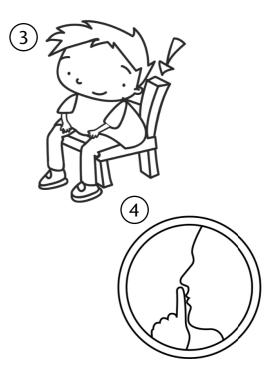
- 1 sausage
- 1 hot dog bun
- ketchup
- mustard

- Steps
- 1. Cook the sausage.
- 2. Put the sausage on the hot dog bun.
  - 3. Pour the ketchup and mustard.

#### Read and match. 2

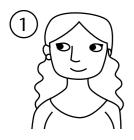


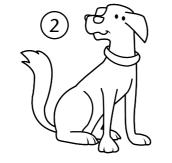
Be quiet. Sit down. Open your book. No littering.

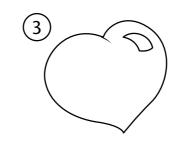


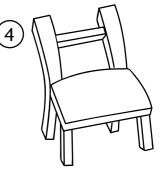


**1** Read, trace and match.



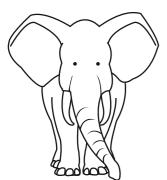




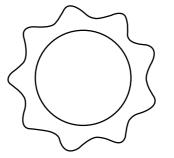


chair dog mommy red

# **2** Read and circle.

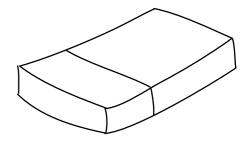


1. Is it big? *Yes. / No.* 



2. Is it rectangular?

Yes. / No.



3. Is it an eraser?







eves

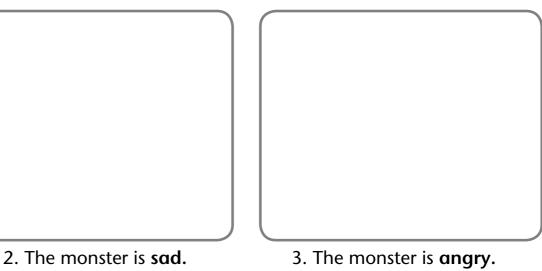


1 Read and draw the missing parts. Match.









1. The monster is happy.



© Richmond Publishing, S.A. de C.V., 2018 Photocopiable T93

# Assessment 5

# 1 Read and draw.

Name: \_\_\_\_\_

This is a puma.

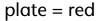
Pumas eat meat.

Pumas are brown and black.

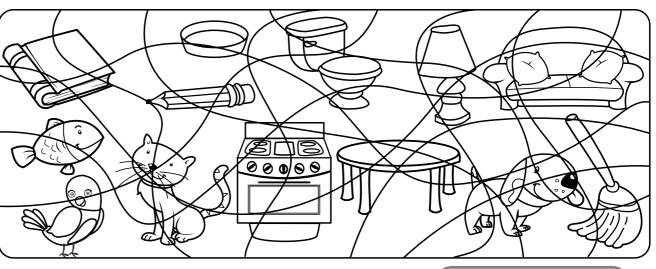
# Read and circle, then draw.

This is a monkey / an iguana / a wolf. Iguanas are carnivores / herbivores. Iguanas are: blue / red / green.

**2** Find and color.



- lamp = blue
- table = yellow
- broom = green
- toilet = orange





# iguands arc. *blue / rea / green.*



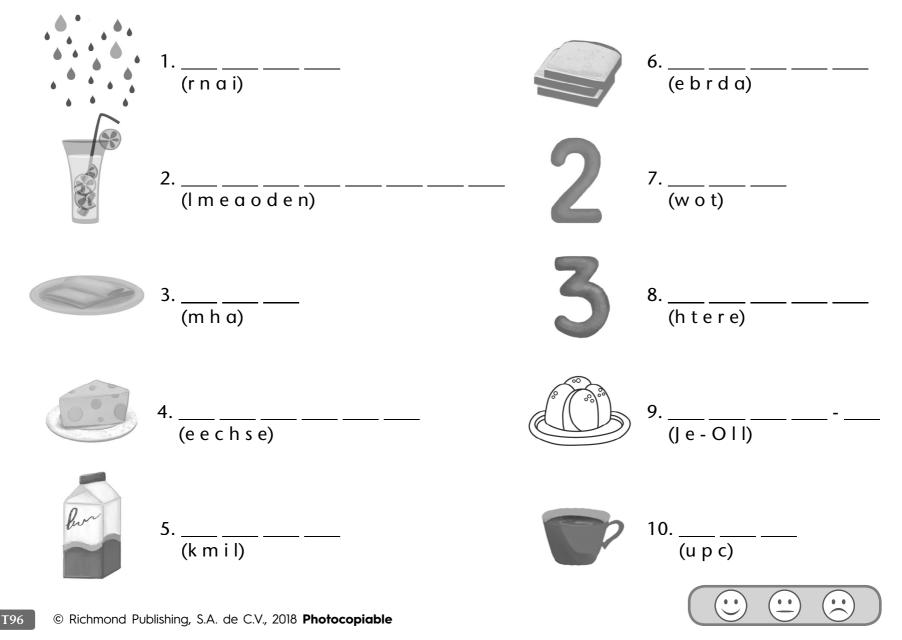
Name: \_\_\_\_\_

**1** Look and read. Mark (✓) or cross (४) the box. 1. It's a sailor. 6. Sit down. 7. It's a fish. 2. It's a horse. 3. Be quiet. 8. It's a finger. 4. Here you are. 9. See you. 5. Excuse me. 10. It's a cake.

Assessment Term 1

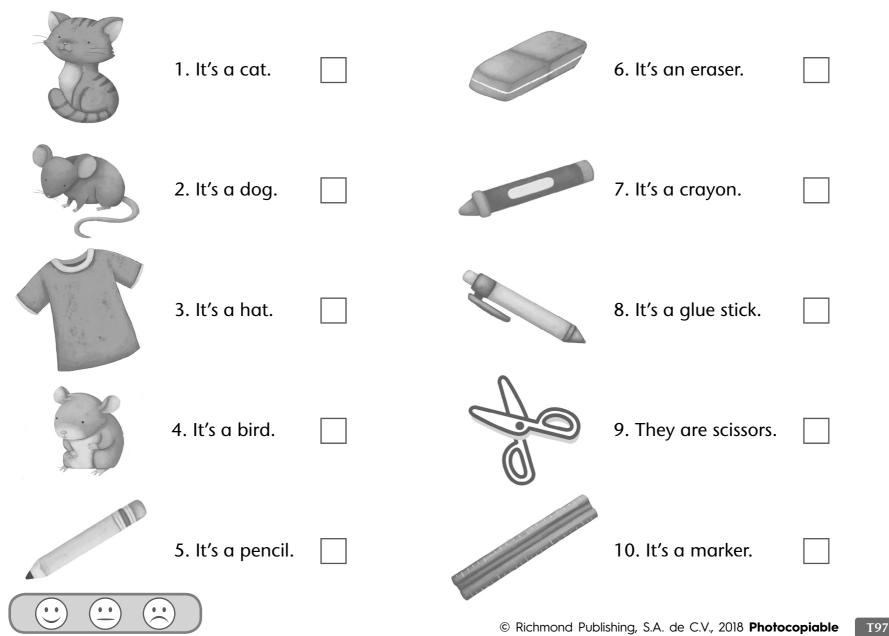


# **2** Look at the pictures. Look at the letters. Write the words.

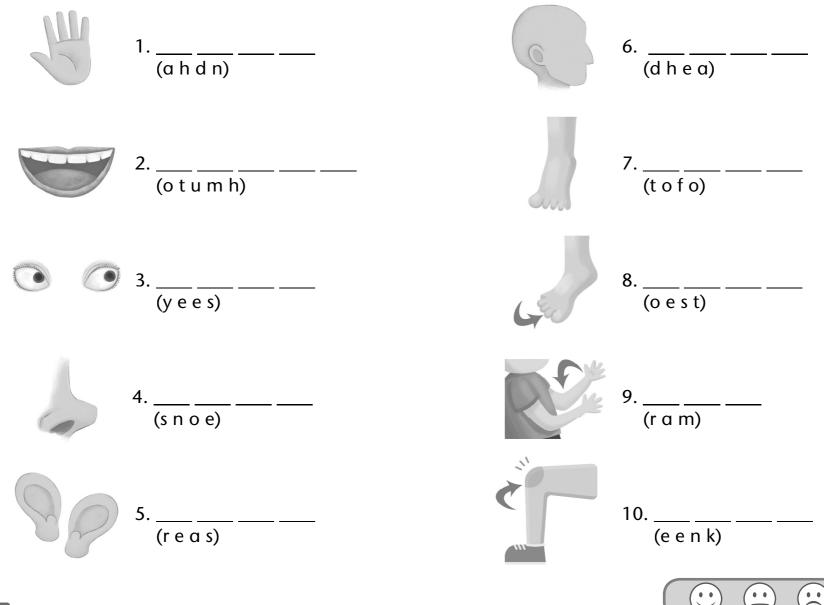


Name:	Ν	a	m	۱e	
-------	---	---	---	----	--

**1** Look and read. Mark ( $\checkmark$ ) or cross ( $\checkmark$ ) the box.

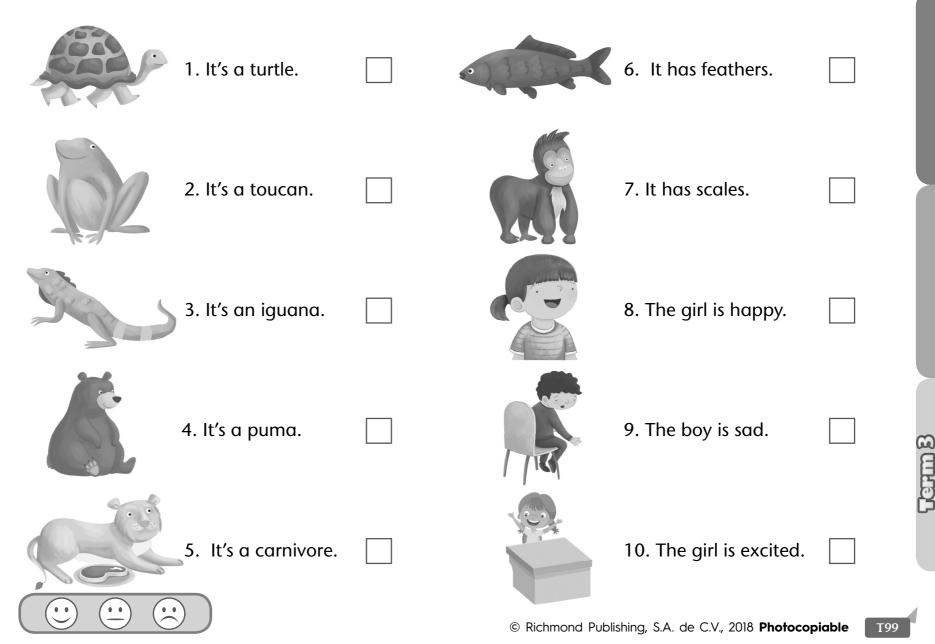


**2** Look at the pictures. Look at the letters. Write the words.



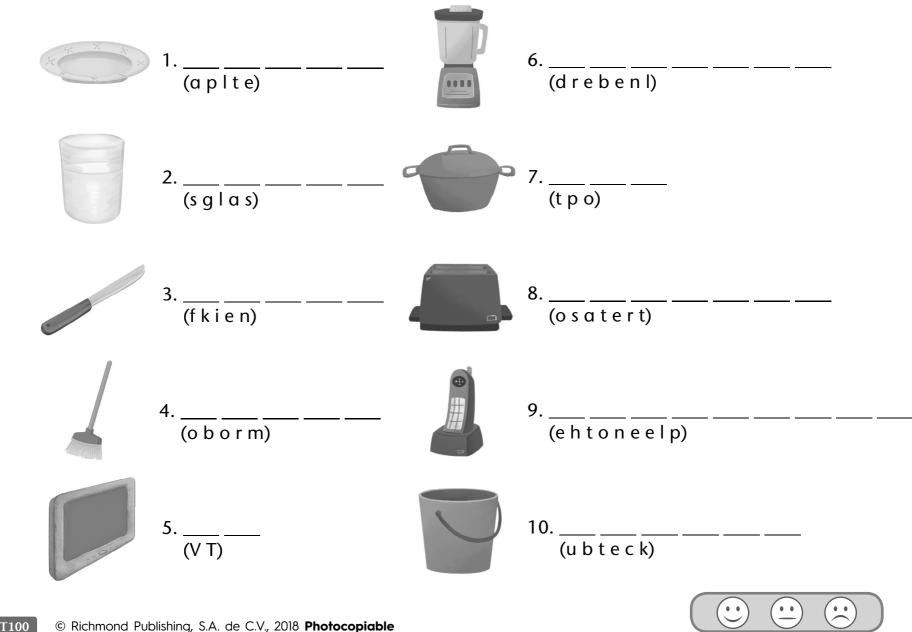
Name: \_\_\_\_\_

**1** Look and read. Mark ( $\checkmark$ ) or cross (X) the box.

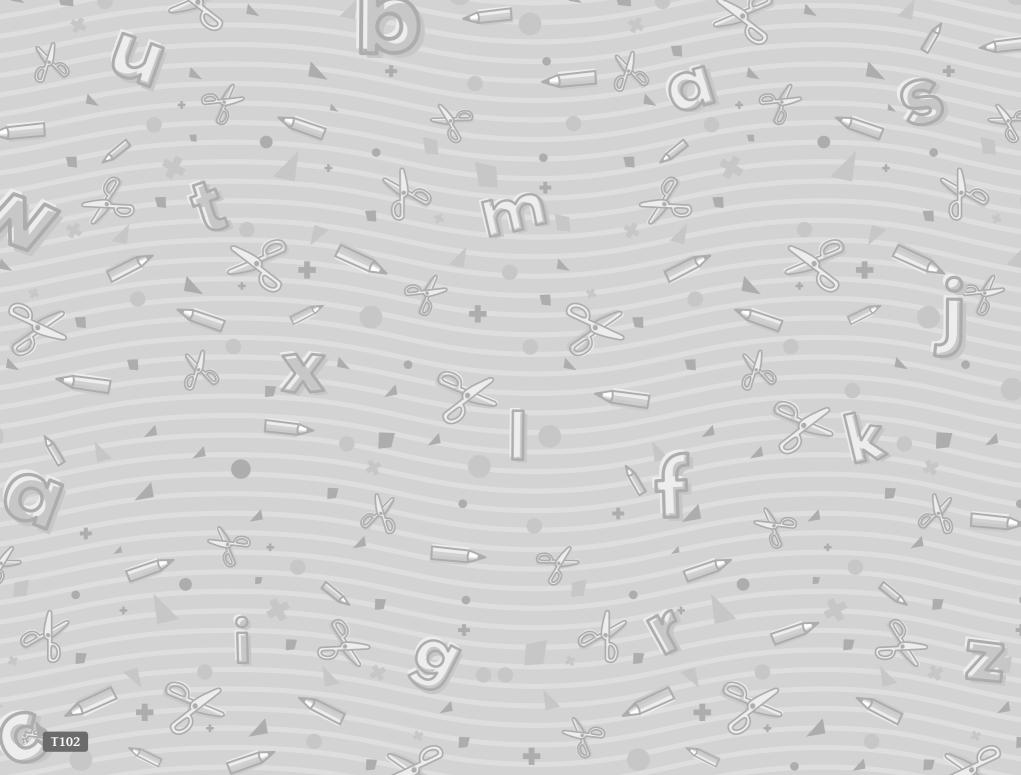


3 CLLED

# **2** Look at the pictures. Look at the letters. Write the words.







# Bibliography\_

## **For Teachers**

- 1. Birckmayer, Jennifer & Stonehouse, Anne (2008). From Lullabies to Literature. Stories in the Lives of Infants and Toddlers. NAEYC.
- 2. Collins, Kathy & Glover, Matt (2015). *I Am Reading: Nurturing Young Children's Meaning Making and Joyful Engagement with Any Book.* Heinemann Educational Books.
- 3. Jensen, Eric (2007). *Introduction to Brain-Compatible Learning*. Corwin.
- 4. Mraz, Kristine & Porcelli, Alison (2016). *Purposeful Play: A Teacher's Guide to Igniting Deep and Joyful Learning Across the Day.* Heinemann Educational Books.
- 5. Muth, K. Denise (1991). *Children's Comprehension of Text*. International Reading Association.
- 6. Procopio, Rossella (ed.) (2018). Spotlight on Young Children: Social and Emotional Development. National Association for the Education of Young Children.

- 7. Puerling, Brian (2012). *Teaching in the Digital Age: Smart Tools for Age 3 to Grade 3*. Redleaf Press.
- 8. Roth, Genevieve (1998). *Teaching Very Young Children. Pre-school and Early Primary*. Richmond Publishing.
- 9. Shameem, Nikhat & Tickoo, Makhan (1999). New Ways in Using Communicative Games in Language Teaching. TESOL Publications.
- 10. Strasser, Janis & Mufson Bresson, Lisa (2018). Big Questions for Young Minds: Extending Children's Thinking. National Association for the Education of Young Children.

## For Students (for guided reading)

- 1. Barnett, Mac & Klassen, Jon (2017). *Triangle* (*Shape Trilogy*). Candlewick.
- 2. Blackwood, Freya & Gleeson, Libby (2013). Banjo and Ruby Red. Little Hare.
- 3. Carlin, Laura & Davies, Nicola (2014). *The Promise*. Walker Books.
- 4. Dr. Seuss (2018). Dr. Seuss's Book of Colors. Random House Books for Young Readers.
- 5. Frazee, Marla (2014). *The Farmer and the Clown.* Beach Lane Books.
- 6. Surratt, Tereasa & Lukas, Donna (2018). *The Forever Tree.* Crown Books for Young Readers.

#### Websites for Students

For practicing the order of letters in the alphabet, go to *http://www.abcya.com/alphabet.htm* 

For practicing rhyming words, go to *http://www.sesamestreet.org/games?id=302* 

For preparing a healthy snack, go to http://www.funology.com/category/recipes/ healthysnacks-and-recipes/

For singing a song about following instructions in the classroom, go to

http://www.sesamestreet.org/videos?vid=1714

For practicing the vocabulary related to family, go to https://learnenglishkids.britishcouncil.org/es/ node/17945

For practicing vocabulary related to school objects, go to https://learnenglishkids.britishcouncil.org/en/ word-games/school-things-1

For practicing vocabulary related to school objects, go to

https://learnenglishkids.britishcouncil.org/en/wordgames/school-things-1

For choosing a story to read, go to *http://www.sesamestreet.org/?id=1344* 

For playing a game to represent feelings, go to *http://www.abcya.com/make\_a\_face.htm*.

For playing spotting the animals, go to *http://www.sesamestreet.org/games?id=18225* 

For reading some animal facts, go to *http://kids.nationalgeographic.com/animals/* 

For playing a game with word endings, go to *https://www.education.com/game/ending-sounds-hopper/* 

### Websites for Teachers

- 1. To learn about methodology http://www.teachingenglish.org.uk/
- 2. For ideas on games and fun activities http://www.funandgames.org/
- 3. For lots of teaching ideas http://www2.scholastic.com/browse/home.jsp/



**Conveying meaning:** When teaching words or phrases, it is essential to check that your students have understood the meaning. In many classrooms this is commonly done through translation, but this might not always be the best option. You can also convey meaning through mime, simple pictures on the board or by showing learners real samples.

Elicitation: *Elicitation* is a technique by which the teacher gets the learners to give her information rather than giving it to them herself; for example, to elicit the word "cow" you could draw a picture of a cow on the board and ask students what it is. Or you could act like a cow (say "moo").

*Elicitation* is an important technique because it helps develop a learner-centered dynamic, it makes learning memorable as learners link new and old information, and it helps to produce a dynamic and stimulating environment.

**Directionality of print:** a basic skill that implies knowing the way in which we move our eyes across a text to read it. Notice that the English language is based on top to bottom and left to right orientation, just like the Spanish language. To help students develop this skill, help them to learn directionality by first teaching them how books work, for example how to open a book in the correct direction, how to pass the pages, where to begin reading on a page and which direction to go, and to locate the different parts of a text (title, text, pictures, page number, etc.). Directionality of writing: the skill needed to handwrite letters, words and prhases. To help students develop this skill, show them the tracing direction of each letter and encourage them to practice it by tracing letters in the air or on their desks with their finger, using a rich variety of materials and textures (sand, finger paint, shaving cream, sand paper, etc,) to trace on different surfaces. Keep in mind that learning to write implies much more than just knowing the directionality of print and writitng, it also implies skills such as hand-eye coordination, spatial awareness and visual perception. To work on these, include fine motor skills development exercises in your lessons.

**Mime:** To *mime* is to use body language to convey the meaning of words, phrases or verbs. When miming, try to exaggerate your movements so that the activity is more stimulating and the meaning clearer.

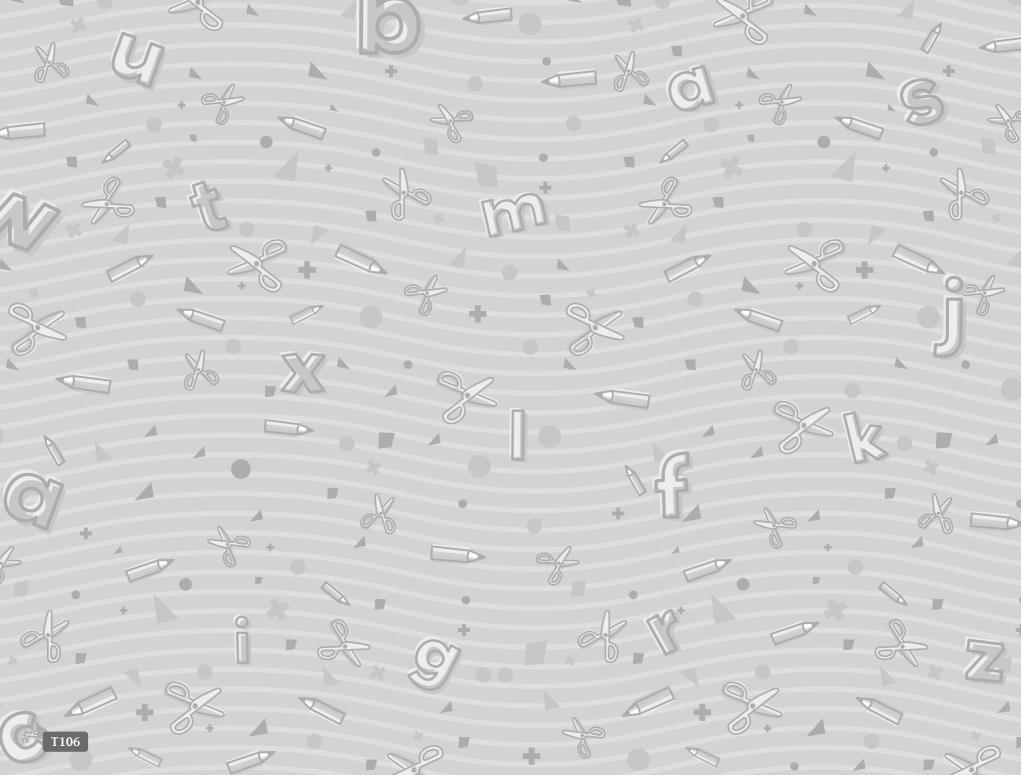
Monitor: To *monitor* is to watch and listen to learners while they are doing an activity, but not interfere directly. When monitoring you can provide help if it is needed, for example by clarifying instructions or by prompting students with simple questions. Monitoring is an excellent way of finding out what problems the learners are having so as, so as to be able to give feedback to them. **Realia:** *Realia* refers to any real objects we use in the classroom to bring the class to life. The main advantage of using real objects in the classroom is that it can make the learning experience more memorable for the learner. For example, if you are teaching vocabulary related to flowers or fruit, *realia* is much more effective if students can touch, smell and see the objects at the same time as they hear the new words.

**Self-evaluation:** Through *self-evaluation* students can find out what they know, what they can do, what they need, and what they would like to explore. They can do it by themselves or with a partner. Ask them to draw a happy face next to things they feel more confident about or a sad face for things they feel they do not know well enough or are not sure about.

For more information on teaching concepts see:

TKT Glossary of English Language Teaching (ELT) Terminology (University of Cambridge, ESOL Examinations)

http://www.cambridgeesol.org/assets/pdf/tkt\_glossary\_august\_2009\_final.pdf



Distribución gratuita. Prohibida su venta

04

Yes, We Can! is designed for the twenty-first century elementary school teacher, using a child-friendly approach and modern methodology. The course is made up of four components that interact fully for optimum results:

- Activity Book
- Fiction and Nonfiction Big Books
- CD (Digital Component)
  - Audio Program & CD Track List
  - Posters
- Teacher's Guide

All in all, Yes, We Can! is a complete and balanced course that young learners and their teachers will enjoy. Yes, We Can! helps learners learn and teachers teach. It's that simple!









