

**yes,  
we  
can!**

**1**



**Richmond**

**Ciclo 1**

**Lengua extranjera. Inglés**

**Teacher's guide**



*La Patria* (1962),  
Jorge González Camarena.

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

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## Teacher's Guide



**Richmond**



Av. Río Mixcoac No. 274, Col. Acacias,  
Del. Benito Juárez, C.P. 03240, Ciudad de México  
*Yes, We Can! Teachers Guide Level 1*

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

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

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# 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.

## Materials and Preparation

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.



## 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:

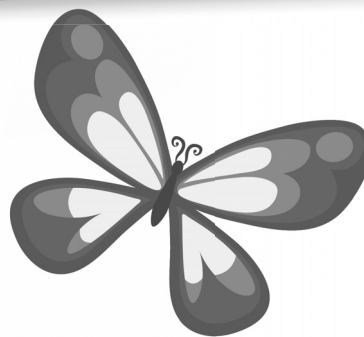
- Begin with a *yes/no* question: *Is today Friday? Is it sunny?*
- Follow with an *either/or* question: *Is it Thursday or Friday? Is it a sunny or a cloudy day?*
- Finally, ask a question that begins with a question word: *What day is it? What is the weather like?*

## Incorporating Music

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.



# Course Structure

*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.



## Audio

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 they include here will help them in the creation of their Final Product.

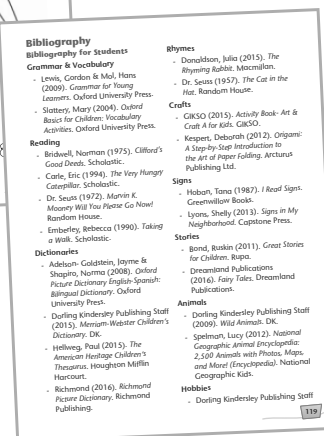
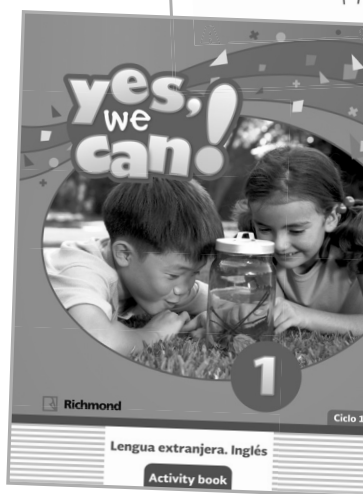
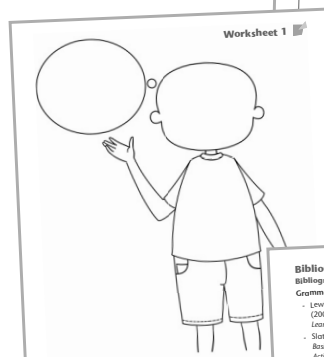
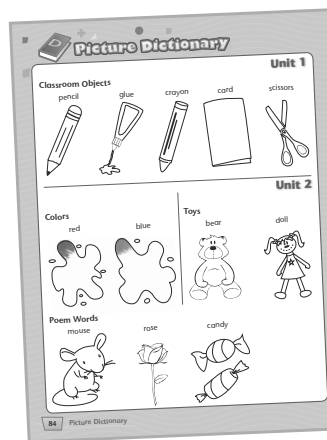
You will identify when to refer to this section by means of the following icon: 

## 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.

### ■ Assessments

As part of the summative evaluation, we have included one photocopiable assessment every two units.

Apart from those assessments, there is a summative assesment per term:

**Term 1 Assessment**—Units 1 to 4

**Term 2 Assessment**—Units 5 to 7

**Term 3 Assessment**—Units 8 to 10

**Evaluation Instrument** Unit 1

1 The following *descriptive* rating scale can be used to assess your students. Check the descriptor that best fits your student's performance.

ASPECT TO ASSESS	Agreement/Consent	Partial Agreement/Consent	Disagreement/Consent	No Agreement/Consent
Expresses enjoyment at playing, singing, dancing	Can express clearly and enthusiastically	Can express through gestures and facial expressions	Can express through gestures and facial expressions	Can express through gestures and facial expressions
Respects the opinions of others	Can respect the opinions of others	Can respect the opinions of others	Can respect the opinions of others	Can respect the opinions of others
Respects the rules of the game	Can respect the rules of the game	Can respect the rules of the game	Can respect the rules of the game	Can respect the rules of the game
Respects the work of others	Can respect the work of others	Can respect the work of others	Can respect the work of others	Can respect the work of others

Photocopiable

**Assessment Term 2**

1 Look at the pictures. Look at the letters. Write the words.

1. (l u v e o p) \_\_\_\_\_
2. (o r i s) \_\_\_\_\_
3. (y d a) \_\_\_\_\_
4. (t h i n g) \_\_\_\_\_
5. (e s i c a v) \_\_\_\_\_
6. (u a t r) \_\_\_\_\_
7. (e a d) \_\_\_\_\_
8. (m i w) \_\_\_\_\_
9. (y o p l o c i d s e g u m) \_\_\_\_\_
10. (d r e a c k i b) \_\_\_\_\_

Photocopiable

**Assessment Term 1**

1 Look at the pictures. Look at the letters. Write the words.

1. (d o w n w) \_\_\_\_\_
2. (o o d r) \_\_\_\_\_
3. (t n p i a) \_\_\_\_\_
4. (p t o) \_\_\_\_\_
5. (g w o r) \_\_\_\_\_
6. (t a r c a) \_\_\_\_\_
7. (e k i b) \_\_\_\_\_
8. (n o t h i n p r o b) \_\_\_\_\_
9. (e r e c y a) \_\_\_\_\_
10. (p m r a) \_\_\_\_\_

Photocopiable

**Assessment Term 3**


1 Look at the pictures. Look at the letters. Write the words.

1. (i n) \_\_\_\_\_
2. (c h t i w) \_\_\_\_\_
3. (c e s s p r i n) \_\_\_\_\_
4. (g h i n d o) \_\_\_\_\_
5. (g u a g e a n) \_\_\_\_\_
6. (g a t i) \_\_\_\_\_
7. (t r y c u n) \_\_\_\_\_
8. (a r m i) \_\_\_\_\_
9. (m a r s u p k e t e r) \_\_\_\_\_
10. (k p a r) \_\_\_\_\_

Photocopiable

# 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

## Unit 1 Let's Say Hi!

### Environment: Family and community

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

**Communicative Activities:** Exchanges associated with specific purposes

**Final Product:** Game of illustrated expressions of politeness, greeting and farewell.

**Big Book:** Greeting People

#### Achievements

- Explore expressions of greeting, politeness and farewell.
- Recognize the meaning of greeting, farewell and politeness words.
- Respond to expressions of greeting, farewell, and courtesy.
- Distinguish writing expressions.

## Unit 2 Let's Play with Rhymes!

### Environment: Literary and ludic

**Social Practice:** Understand rhymes and tales in verse.

**Communicative Activities:** Literary expression.

**Final Product:** Words that rhyme for a board game.

**Big Book:** Roy, the Flexible Boy

#### Achievements

- Explore rhymes and tales in verse.
- Listen to the reading of rhymes and tales in verse.
- Explore pronunciation.
- Write rhymes and tales in verse.



### Unit 3 Let's Make Crafts!

#### Environment: Academic and educational

**Social Practice:** Read illustrated instructions for assembling an object.

**Communicative Activities:** Interpretation and follow-up of instructions.

**Final Product:** Illustrated instruction sheet for assembling an object (kite, origami, mask, etc.).

**Big Book:** Sandra Is a Cook

#### Achievements

- Explore instruction sheets.
- Participate in reading instructions.
- Participate in writing instruction sheets.

### Unit 4 Let's Give Instructions!

#### Environment: Family and community

**Social Practice:** Interpret public signs.

**Communicative Activities:** Exchanges associated with media.

**Final Product:** An Illustrated Dictionary of Public Signs

**Big Book:** Signs, Signs, Signs!

#### Achievements

- Explore signs used in public spaces.
- Identify words spoken aloud.
- Explore signs and words related to them.
- Participate in the writing of names of words related to signs.



## Unit 5 Let's Explore Stories!

### Environment: Family and community

**Social Practice:** Compare words in a children's story.

**Communicative Activities:** Recreational expression.

**Final Product:** Representing a story.

**Big Book:** Where's Bobby?

#### Achievements

- Explore stories.
- Listen to reading stories aloud.
- Practice the pronunciation of words.
- Review the writing of a story.

## Unit 6 Let's Study Animals!

### Environment: Academic and educational

**Social Practice:** Ask questions to obtain information on a topic of nature.

**Communicative Activities:** Search and selection of information.

**Final Product:** Information for an illustrated chart.

**Big Book:** Frogs

#### Achievements

- Explore illustrated materials about living beings.
- Participate making questions.
- Explore writing questions and answers.



## Unit 7 Let's Make Cards!

### Environment: Family and community

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

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

**Final Product:** Cards with data and personal preferences.

**Big Book:** Meet Pedro

#### Achievements

- Revise exchanges of greetings, farewells and politeness expressions.
- Explore information about data and personal preferences.
- Listen and acknowledge questions for information.
- Review writing questions and answers.

## Unit 8 Let's Explore Our Feelings!

### Environment: Literary and ludic

**Social Practice:** Understand tales to relate with personal experiences.

**Communicative Activities:** Understanding oneself and others.

**Final Product:** Illustrated cards expressing states of mind.

**Big Book:** A Town Boy and a City Girl

#### Achievements

- Explore illustrated children's books.
- Follow the reading aloud of a tale.
- Explore writing statements.
- Assessment statements script.



## Unit 9 Let's Look at Calendars!

### Environment: Academic and educational

**Social Practice:** Interpret information about units of time, with support of a graph.

**Communicative Activities:** Exchanges associated with specific purpose

**Final Product:** Calendar with days of the week and hours of school and weekend activities.

**Big Book:** Weekly Activities for Everyone

#### Achievements

- Revise exchanges of greetings, farewells and politeness expressions.
- Explore weekly calendars.
- Listen to information about hours and days of the week.
- Participate in the exchange of questions and answers about units of time.
- Review writing.



## Unit 10 Let's Look at Professions!

### Environment: Family and community

**Social Practice:** Describe and interpret information about people of the community and their activities.

**Communicative Activities:** Exchanges associated with the environment.

**Final Product:** Game with names and illustrations of occupations and professions.

**Big Book:** The World of Work

#### Achievements

- Explore illustrated materials, with information about occupations or professions.
- Participate in the oral expression of information.
- Explore writing of words.

## Unit 1

### Let's Say Hi!

#### Curricular Objectives

- (A) Exchanges associated with specific purposes.  
(B) Understand and respond to expressions of greeting, politeness and farewell.

**Environment** Family and community

**Final Product** Game of illustrated expressions of politeness, greeting and farewell

**Big Book** Greeting People

#### Achievements

Explore expressions of greeting, politeness and farewell. Identify purpose. Detect nonverbal language.

#### Warm Up

Introduce yourself and welcome students to the class.

Greet your students one by one:

T: *Hi! Hello!*

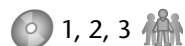
Ask students their names and, if possible, make name tags for them.

#### Poster

Before starting the class, we suggest you display Poster 1 and choose the Make Up a Story from page xi to work with it. Instead of students making up a short story you could have students make up a small dialogue where characters greet each other using only the vocabulary they already know.

#### Unit Overview

#### 1 Listen to the tracks and practice as a group.



With books closed, play Track 1 and lead students in miming "hello" as they listen to the song.

Students can dance or clap along to the rhythm.

Follow the same procedure for Track 2, leading students in making up a mime for the rap. Show them a pencil as the CD is playing.

Try to follow the same procedure for Track 3.

Now, you may want to have students open their books to page 4. Play Tracks 1, 2 and 3 one more time and encourage children to sing along.

Play the tracks as many times as needed.

## Unit 1

### Let's Say Hi!

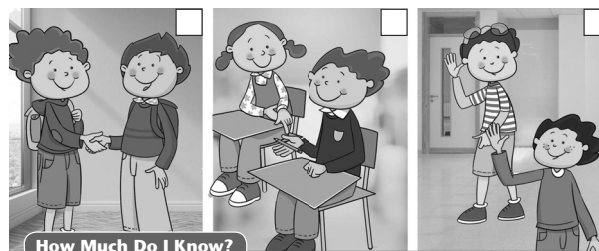
#### Unit Overview

#### Environment: Family and community

Social Practice	Communicative Activities	Achievements
Understand and respond to expressions of greeting, politeness and farewell.	Exchanges associated with specific purposes	<ul style="list-style-type: none"> <li>Explore expressions of greeting, politeness and farewell.</li> <li>Recognize the meaning of greeting, farewell and politeness words.</li> <li>Respond to expressions of greeting, farewell, and courtesy.</li> <li>Distinguish writing expressions.</li> </ul>
<b>Final Product:</b> Game of illustrated expressions of politeness, greeting and farewell.		<b>Big Book:</b> Greeting People

1 Listen to the tracks and practice as a group. 1, 2, 3

► Listen again and match the rhymes with the pictures. Write the numbers in the boxes.



#### How Much Do I Know?

Circle your own answers.

I greet my friends in English.

Yes. No.

I am polite when greeting people.

Yes. No.

I read and write greeting, politeness and farewell expressions.

Yes. No.

Share with the class the greeting, politeness and farewell expressions you use.

4 Unit 1

► Listen again and match the rhymes with the pictures. Write the numbers in the boxes.

Before starting the activity, we recommend having students look at the illustrations and describe them.

Play Tracks 1, 2 and 3, again and ask students to match them with the images. We suggest doing this activity first as a group and then individually.

You may want to talk a little bit about the importance of nonverbal language in understanding expressions of courtesy and greetings or farewells. You could mime some greetings and farewells and play a guessing game as a group. Elicit more gestures students may use.

#### How Much Do I Know?

To complete this section, we suggest that you read aloud the sentences in the activity before asking students to circle their answers.

Encourage students to share with their classmates the expressions of greeting, farewell and politeness they use at home, school, etc.

**Answers:** 1. 1, 2, 3

## Development

### 1 Listen to your teacher and repeat.

red blue green yellow

### 2 Look at the pictures and trace the words.

► Listen to the expressions and practice them with a partner.

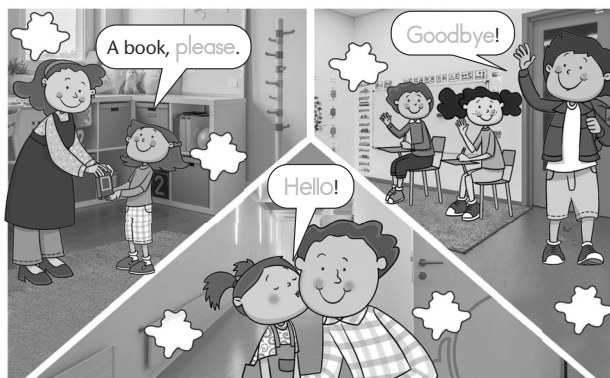
► Find and color who is listening and who is talking in each picture.



I'm listening! =



I'm talking! =



► Read the expression below and circle the arrow that shows the direction we read and write. Discuss your answer with your classmates.

Hello, how are you?

1. →

2. ←

3. ↑

4. ↓

Unit 1

5

## Achievements

Recognize words. Indicate sender and receiver. Observe directionality of writing: left/right, up/down.

**Suggested Materials** green, red, blue and yellow colored pencils

## Warm Up

Greet your students one by one:

T: Hi! Hello!

Encourage students to say their names. Play Tracks 1, 2 and 3 and lead students in moving their bodies to the rhythms.

## Development

### 1 Listen to your teacher and repeat.

Have students open their books to page 5. Then ask them to listen to you as you show your book and point to the red color in activity 1. Say: *red* and have students repeat after. Do the same with *blue*, *green* and *yellow*.

### 2 Look at the pictures and trace the words.

To introduce the activity, we suggest that you ask students to look at the illustrations and review as a group the greeting, farewell and polite expressions they learned before. Then, have students trace the expressions.

► Listen to the expressions and practice them with a partner.

Play Track 4 for students to listen to the expressions as they read them silently. We recommend modeling and practicing the expressions as a group before students practice them on their own. Once students recognize and say the phrases, play the track one more time. Now, have students work in pairs and practice the phrases with each other.

► Find and color who is listening and who is talking in each picture.

Direct students' attention to the ear and mouth drawings and make sure students understand the phrases. Have students take out their colored pencils and make sure they can identify both colors. Explain to students they should color the paint splotch blue, next to each person who is listening and yellow next to the person who is speaking. We would recommend you to play Track 4 or to read the phrases aloud to help you doing this activity.

► Read the expression below and circle the arrow that shows the direction we read and write. Discuss your answer with your classmates.

Write the phrase *Hello, how are you?* on the board and read it as you point to each word. Ask students to read the phrase with you and to run their finger in the air showing where it begins and ends. Read the phrase again and have children do the same on their books. Monitor students and observe directionality, left to right. Now, have students complete the activity by circling the correct arrow. Have students discuss their answers with other classmates.

## Wrap Up

Use this opportunity to help students reflect on the value of respect. Ask them if calling people by their name shows respect and why. Ask them how they feel when people call them funny names. Invite your students to show interest and respect for their own effort and their partners' when using English.

**Answers:** 2. yellow: the speakers, blue: the listeners; Students circle the arrow pointing to the right.

## Achievements

Reply to expressions of greeting, farewell and politeness with nonverbal language and expressions.

**Suggested Materials** ball, colored pencils, Nonfiction Big Book

## Warm Up

Hold a ball and say:

T: *My name is (Carmen).*

Ask a student:

T: *What's your name?*

Throw the ball to him/her.

Repeat until all the students have participated.

## Time to read Nonfiction: Greeting People 49

Display page 3 of the Nonfiction Big Book. Read the title out loud and have students look at the photos and describe what they can see. Display page 4 and play Track 49 for that page. Mime waving and saying *Hi*. Follow the same procedure pages 5 to 7. At the end, ask students to mime different ways in which they greet people. Use a pointer or your finger to show students the direction for reading: top to bottom and left to right.

### 3 Listen and follow the story. 5

Have students open their books to page 6.

We recommend playing Track 5 several times and have students follow the story. Have students notice the red arrows that join the pictures, following the order of the dialogue.

### ► Listen again and complete the words. 5

Play Track 5 again and ask students to complete the words that have missing letters to complete the words.

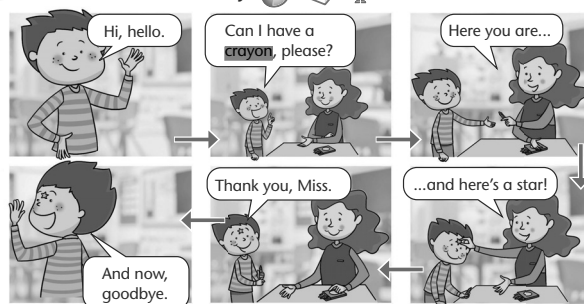
### ► Read the phrases to a partner.

You could ask students to compare the words with a partner. Write the words on the board with the blanks, and ask for volunteers to complete them to check answers.

### 4 Match the pictures with the words below.

It is a good idea, to have students look at the pictures and tell you the expression they represent. Now, have students match and write the words following the color code of the words. Show: Hello – green, thank you – orange, etc.

### 3 Listen and follow the story. 5



### ► Listen again and complete the words. 5

### ► Read the phrases to a partner.

### 4 Match the pictures with the words below.

hello



thank you

please

goodbye



### ► Act out the actions with a friend and guess what they are saying.



 Go online to learn more greetings. Practice them with your classmates by greeting them next class. 

<https://www.youtube.com/watch?v=mfxC-C27Nco>

6 Unit 1

### ► Act out the actions with a friend and guess what they are saying.

Have students work in pairs and act out the actions in silence using gestures and body language. Monitor students work by walking around and helping them when necessary.

 Go online to learn more greetings. Practice them with you classmates by greeting them next class. 

We would recommend explaining students that along this Activity Book, they will sometimes find web sites for them to visit and practice what they have learned. Perhaps you could ask students to form small groups and visit the sites together. Monitor their work and help them when necessary.

## Wrap Up

Choose the Greetings game from page xii and do it with the class. Use this same game for the next few classes.

**Answers:** 3. hello, please, Thank you, goodbye  
4. hello (green); thank you (orange); please (blue); goodbye (red).

**5 Listen to your teacher and read the dialogue along.** 

A: Hello, I'm Alex!  
B: Hi, I'm Diego!  
A: How are you?  
B: I'm fine, thank you.  
A: Can I have a **pencil**, please?  
B: Here you are.  
A: Thank you!  
B: You're welcome.



**► Role-play the dialogue in Activity 5 with a partner. Use your own names.** 

**6 Complete the words.** 

1. \_\_leas\_\_
2. \_\_ood\_\_ye
3. than\_\_ yo\_\_
4. w\_\_lcom\_\_

**► Use the words in Activity 6 to complete the dialogues below.** 

1. A: Can I have a crayon, please?  
B: Here you are.  
A: \_\_\_\_\_ you!  
B: You're \_\_\_\_\_.
2. A: Can I have the **glue**, \_\_\_\_\_?  
B: Here you are.  
A: Thank \_\_\_\_\_!  
B: You're welcome.

**► Choose one dialogue and role-play it with a partner. Use different objects from the Picture Dictionary on page 84.**  

**7 In this unit, you will make illustrated courtesy cards as a Final Product. Work in teams of three. Then go to the Product Template on page 90 and complete the first two sections. Write expressions from this lesson that help you say hello or goodbye.**  

Unit 1 7

## Achievements

Reply to expressions of greeting, farewell, and courtesy.

**Suggested Materials** Product Template, pencils, book, chalk, crayons, scissors, glue, white index cards

## Warm Up

Greet students:

T: *Hello, Ernesto. Hi, Angie.*

Present the vocabulary *pencil, book, chalk, crayon, scissors, glue* and *card* using realia. Ask students what kind of things they could do with these materials and mime some of them.

**5 Listen to your teacher and read the dialogue along.** 

You may ask students to open their books on page 7 and direct their attention to the picture. Read the dialogue aloud and ask students to follow the lines with their fingers. We suggest reading the dialogue a second time for students to read it along running their fingers on the lines.

**► Role-play the dialogue in Activity 5 with a partner. Use your own names.** 

It is a good idea to pair up students before starting the activity. You may want to ask students to choose their own partners. Once they do, ask them to read the dialogue in Activity 5 using their own names this time. Monitor students' work and praise them.

**6 Complete the words.** 

Have students notice the missing letters in each word and guess them before they complete them. It is a good idea for you to copy the words on the board with the blanks as students do the activity. We suggest having volunteers come to the board and complete them.

**► Use the words in Activity 6 to complete the dialogues below.** 

We recommend reading the first dialogue aloud and have students follow silently with their fingers. Elicit answers from students for the blank spaces but do not allow them to write the missing word yet. Do the same with the second dialogue. Once you have modeled both dialogues, have students complete the activity.

**► Choose one dialogue and role-play it with a partner. Use different objects from the Picture Dictionary on page 84.**  

Divide the class into pairs, we recommend having students work with a different partner to do this activity. Tell students they will choose only one of the dialogues to act it out. We propose you model the activity first and then have students complete it on their own using different objects.

**7 Final Product Preparation.**  

We suggest explaining students that each unit they are going to work on a Product and that they will do it little by little. Read the instructions on page 7 and make sure students understand what to do. Perhaps you could allow students to choose their teammates for these Products but make sure no one is left out. Have students complete the first two columns (greetings and farewells) in the Product Template.

## Wrap Up

We suggest to use Choose and Item from page xi. You can adapt it according to the vocabulary you worked during the lesson.

**Answers:** 6. 1. please 2. goodbye 3. thank you 4. welcome / 1. Thank, welcome 2. please, you

## Achievements

Be polite with other students. Detect similarities and differences between words used in expressions. Expand the expressions repertoire. Find similarities and differences between words: beginnings, endings.

**Suggested Materials** pencils, book, chalk, crayons, colored pencils, scissors, glue, white index cards, non-transparent bag, music CD

## Warm Up


### Game: What's In the Bag?

We propose the following game to review vocabulary from the previous lesson. Put different school supplies in a bag and ask students to stand in a circle. Play some music and have students pass the bag around. Pause the CD. The student with the bag chooses an object without showing it to the class. Lead the class in asking: T/S: *What is it?* Continue playing until the bag is empty.


## 8 Listen and write the names of the characters.




Have students open their books to page 8. Then look at the pictures and try to decide what the children are saying. You could play Track 6 and have students raise their hands when the names are mentioned. Play the track again for students to write the names in the boxes. If necessary, refer students to the Picture Dictionary.

- Look at the words in red. Underline the beginning letters in green and the ending letters in purple. 

Have students point to the words in red and read them. Then ask them to take a green colored pencil and underline the beginning letters. We suggest demonstrating what to do by showing students the beginning letter in *Hello (h)*. Then do the same to demonstrate and elicit the ending letters as they underline them in purple.

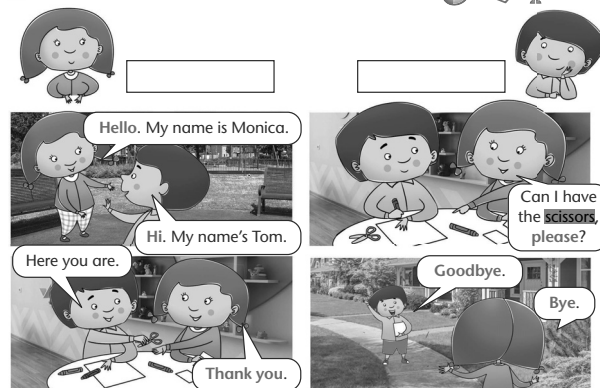
- Write the words with the same beginning letter. 

It is a good idea to have students tell you what words begin with the same letter and ask to write the words, one letter on each line.


- Write the words with the same ending letter. 

Elicit the letters the words end with. Then ask students to write the words that end with the same letter (e).


## 8 Listen and write the names of the characters.




- Look at the words in red. Underline the beginning letters in green and the ending letters in purple. 

- Write the words with the same beginning letter. 

1. \_\_\_\_\_ 2. \_\_\_\_\_

- Write the words with the same ending letter. 

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

- 9 Role-play the dialogue in Activity 8 with a partner. 

- 10 With your team from page 7, go to the Product Template on page 90 and complete the next section with phrases you learned that indicate politeness. 

8 Unit 1

## 9 Role-play the dialogue in Activity 8 with a partner.



We recommend pairing up students and, have them read the dialogue with their partners. Give students enough time to practice the dialogue and then, have volunteers act it out in front of the class.

## 10 Final Product Preparation



It is time for students to work on their Final Product. Read the instructions on page 8 and have students get together with their teammates to complete the next section in the Product Template. You could help them if necessary.



## Time to read Nonfiction: Greeting People




Play Track 49 and display pages 3-10 of the book as the story is played. Encourage students to mime the actions described in the text. Ask students what their favorite way of greeting someone is.

## Wrap Up

Mention one letter and ask students to say a word that starts with the same letter.

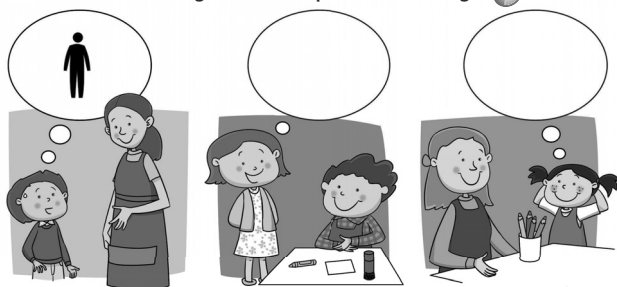
**Answers:** 8. Monica, Tom / 1. hello, 2. hi / 1. please, 2. Goodbye, 3. bye


### How Am I Doing?

Discuss these questions with a classmate. 

Do you know how to use expressions like *hello*, *goodbye*, *thank you* and *please*?  
Can you use these expressions in a dialogue?


### 11 Listen to the dialogues and complete the drawings. 7



► Practice the dialogues with a partner. 

### 12 Draw a classroom object on Worksheet 1 on page 101. Then complete the drawing and the phrase.

### 13 With the same team, complete the Product Template on page 90 with other expressions you learned in this unit. Follow the steps below to prepare your

Final Product. 

1. Each member of the team will bring two index cards and choose two words or expressions from the Product Template.
2. Copy the expressions you chose on the cards. Be careful with spelling.
3. Keep your work for the next lesson.

Unit 1 9

## Achievements

Review repertoire of words and expressions.  
**Suggested Materials** pink and orange crayons

## Warm Up TPR

Have students stand in a circle and lead them in greeting each other using only body language: with mime, by bowing, by nodding, by shaking hands, by waving etc.

### How Am I Doing?



Have students open their books to page 9 and direct their attention to this section. You could read the instructions out loud and make sure students understand them. Now, have students work with a partner and ask them to discuss the questions. We would recommend modeling the questions and elicit answers from volunteers.

### 11 Listen to the dialogues and complete the drawings. 7

Before starting the activity, you should have students

look at the pictures and guess what the characters are saying. Now, play Track 7 and see if students guessed correctly. Have students draw the missing objects in each illustration.

### ► Practice the dialogues with a partner.

Ask students to work with a partner and allow them to choose who to work with. You could always play Track 7 before having students practice the dialogues by themselves. As students are practicing the dialogues, we recommend walking around to monitor their work.

### 12 Draw a classroom object on Worksheet 1 on page 101. Then complete the drawing and the phrase.

This would be a good time to do Worksheet 1. Students should complete the drawing by choosing a classroom object and writing its name to complete the phrase. We suggest allowing them to check the Picture Dictionary one more time for help. Once students finish the activity, have them color the drawing any way they want.

### 13 Final Product Preparation

This is the final step in the Product, we recommend having students working with their teams again.

Read the instructions on page 9 and ask students to write other expressions they learned in this unit in the correct columns in the Product Template. We would recommend that you supervise students' work and walk around helping them if necessary.

We suggest that you ask students to bring two index cards in advance to work on this activity. Focus on following the instructions and help if necessary.



### Time to read Nonfiction: Greeting People 49

Show pages 4 to 7 and elicit the different types of greetings. Show students pages 8 to 10 and ask them what they think is being shown on each page. Display the pages and play track 49 to check their predictions. Ask students how they like to say good-bye.

## Wrap Up

You can play What's in the bag? to practice and reinforce vocabulary

**Answers: 11.** Children draw a glue stick in the second picture and a pencil in the third.

## Achievements

Make illustrated courtesy cards with expressions of politeness, greeting and farewell.  
Group Reflection and Self-evaluation.

**Suggested Materials** index cards with expressions from previous class, colored pencils or crayons

## Warm Up

Have students introduce themselves in pairs. Have each pair stand in front of the class and say their names.

Lead the rest of the class in responding using different voices (whispering, with very high voice, shouting, like a baby, etc.). S1: (*Angie.*)

Class: (*whispering*) *Hello, Angie!*

## Final Product

### 1 Prepare a game with your Illustrated Courtesy Cards.

We recommend that you make sure students have their materials before starting with this part of the Final Product.

Have students get together with their teams and read the instructions aloud. You should perhaps explain students they may use the cards they will make as a Final Product to play a memory game at the end.

Ask students to open their books to page 10 and have them notice the boxes with the Suggested Materials and Instructions. We recommend going over the materials and check them with students. Do the same with the Instructions.

Have students take out the cards with the expressions they previously made and ask them to draw a picture for each of these expressions on separate cards. It is a good idea to show students the examples provided on the page.

Once students finish drawing their pictures, you could have them classify their cards into expressions of greeting, farewell and politeness.

Finally, before students display their work give them some time to play memory. We would recommend that you explain how to play beforehand.

If time allows it, play another game, for example: One student puts a card on the table, and his/her partner responds. If S1 plays the hello card, S2 responds by playing Hi or Hello. Then, S2 gets to play first and S1 responds.

## Group Reflection

We recommend reading the questions out loud and explain their meaning to the class. You could translate or explain any words they are not familiar with. Have students discuss the questions in their groups. Do the group members agree on their answers? Remind them to use politeness expressions in their discussions. Invite each group to share its answers with the class.

## Self-evaluation

You should perhaps, read the aspects in this section out loud to make sure students understand them. Then, they should mark ✓ their answers.

Praise students for a good job during this unit and encourage them to be better every class.

## Evaluation

Photocopy the Evaluation Instrument: Descriptive Rating Scale on page 10b (1 per student) and follow to the criteria to mark every student's unit progress performance.

## Final Product

### 1 Prepare a game with your Illustrated Courtesy Cards.

#### Suggested Materials

- index cards
- colored pencils or crayons



#### Group Reflection

- Which cards did you make?
- Do you know how to use courtesy expressions?
- Which new expressions did you learn?

#### Instructions

1. Take out the cards with the courtesy expressions from page 9.
2. Draw a picture for each expression on a separate card. Look at the examples.
3. Now shuffle the cards and play memory.
4. After the game, display the cards in a visible way in the classroom.



#### Self-evaluation

Reflect on the following aspects of your Final Product and mark (✓) your answers.

- |  |   |
|--|---|
| • I can recognize expressions for greetings, farewells and politeness. | Yes. <input type="checkbox"/> A little. <input type="checkbox"/> No. <input type="checkbox"/> |
| • I can be polite and respond to expressions of courtesy.              | Yes. <input type="checkbox"/> A little. <input type="checkbox"/> No. <input type="checkbox"/> |
| • I can recognize words in English.                                    | Yes. <input type="checkbox"/> A little. <input type="checkbox"/> No. <input type="checkbox"/> |
| • I can read and write expressions in English.                         | Yes. <input type="checkbox"/> A little. <input type="checkbox"/> No. <input type="checkbox"/> |
| • I can understand a reading.  | Yes. <input type="checkbox"/> A little. <input type="checkbox"/> No. <input type="checkbox"/> |

# Product Template

Illustrated Courtesy Cards

Greetings	Farewells	Politeness

Term 1

# Evaluation Instrument

## Unit 1

### Descriptive Rating Scale

1 The following descriptive rating scale can be used to assess your students. Choose the descriptor that best fits your student's performance.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

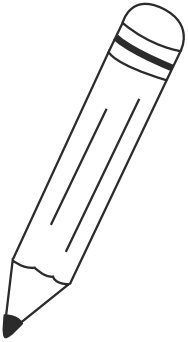
ASPECT TO BE OBSERVED	Pass criteria			In need of improvement	
	Exceptionally effective	Highly effective	Effective	Minimally effective	Not effective
Explore expressions of greeting, politeness and farewell	Can rapidly identify purpose of expressions, indicate sender and receiver and detect nonverbal language with confidence and ease	Can promptly identify purpose of expressions, indicate sender and receiver and detect nonverbal language with confidence	Can identify purpose of expressions, indicate sender and receiver and detect nonverbal language despite some hesitation	Can identify purpose of expressions, indicate sender and receiver and detect nonverbal language despite difficulties and some hesitation	Has noticeable difficulties with identifying purpose of expressions, indicating sender and receiver and detecting nonverbal language
Respond to expressions of greeting, politeness and farewell	Can answer accurately using a variety of suitable expressions for the context and situation with ease and confidence, reacts and responds rapidly and naturally using suitable body language	Can almost always answer accurately using several suitable expressions for the context and situation with confidence, reacts and responds promptly using suitable body language	Can answer using suitable expressions for the context and situation with some confidence though with occasional mistakes, reacts and responds with suitable body language though not always promptly	Can answer by using only a few expressions with frequent mistakes and noticeable hesitation, expressions and/or body language might not always be appropriate to the context and situation	Can rarely answer appropriately, hesitates a lot and makes mistakes that break down communication, expressions and/or body language are not used or are not appropriate to the context and situation
Recognize words & detect similarities and differences between words used in expressions	Can detect most similarities and differences between words (beginnings, endings, etc.) used in expressions rapidly and easily	Can detect most similarities and differences between words (beginnings, endings, etc.) used in expressions with some ease	Can detect several similarities and differences between words (beginnings, endings, etc.) used in expressions despite some hesitation	Can detect some similarities and differences between words (beginnings, endings, etc.) used in expressions despite difficulties and some hesitation	Has noticeable difficulties with detecting similarities and differences between words (beginnings, endings, etc.) used in expressions

# Picture Dictionary

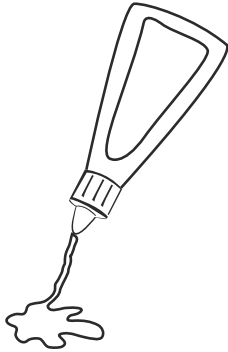
## Unit 1

### Classroom Objects

pencil



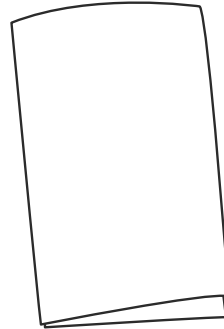
glue



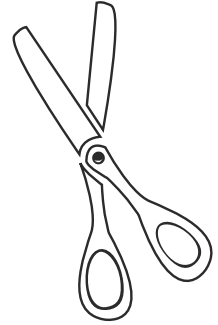
crayon

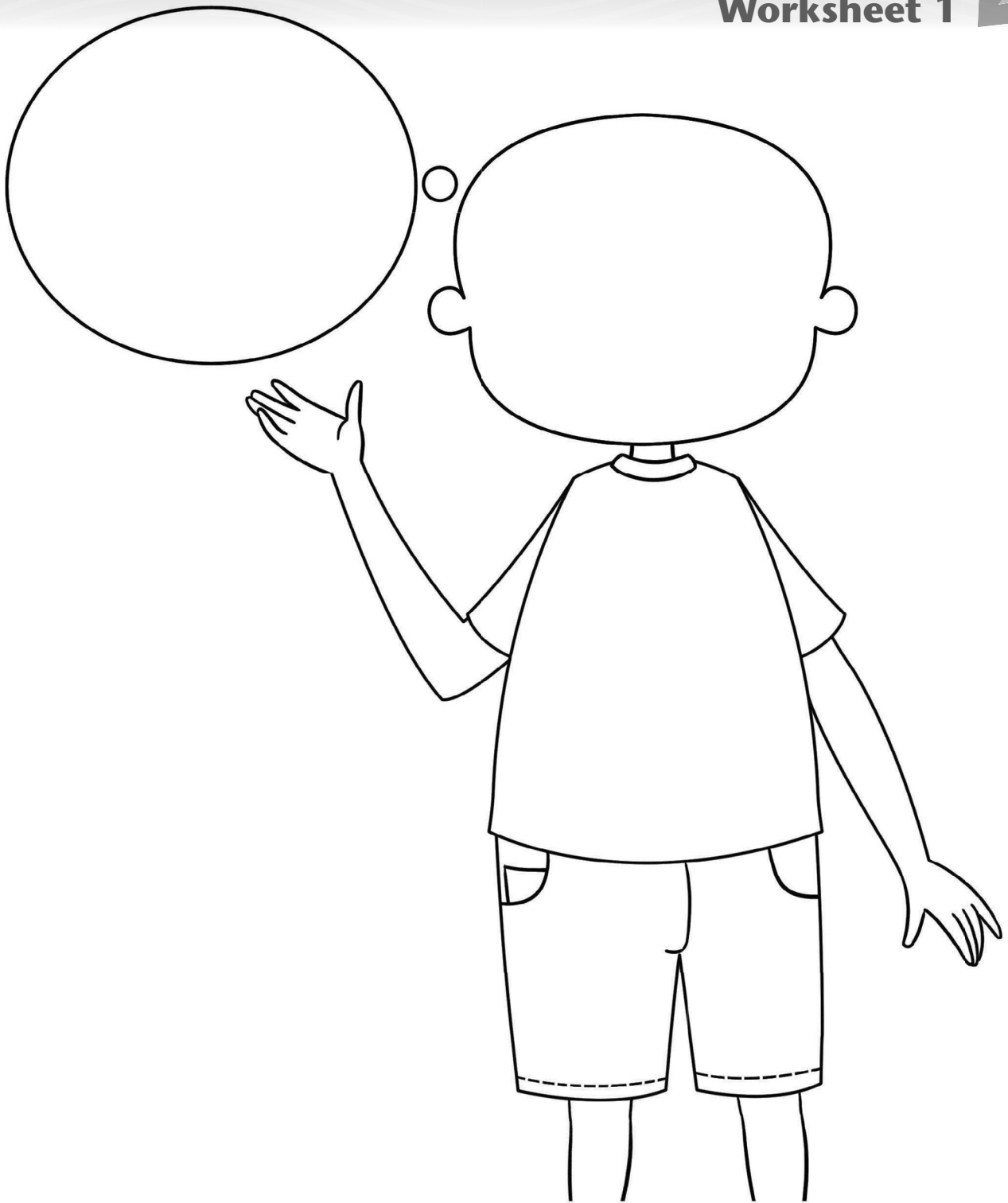


card



scissors





A \_\_\_\_\_, please.

## Unit 2

### Let's Play with Rhymes!

#### Curricular Objectives

- (A) Literary expression.
- (B) Understand rhymes and tales in verse.

**Environment** Literary and ludic

**Final Product** Words that rhyme

**Big Book** Roy, the Flexible Boy

#### Achievements

Activate previous knowledge from images.  
Distinguish topic. Detect words that rhyme.

**Suggested material** CD

#### Warm Up

We recommend starting the class greeting students and encouraging them to say their names.

Play Track 1 and have students sing and dance along and lead them in moving their bodies to the rhythm.

#### Unit Overview

#### 1 Listen and read the rhyme. Then circle the two words that rhyme.



You could play Track 8 and have students read and listen to the rhyme. Ask them which of the words in bold have the same ending sounds and read them out loud in pairs to identify which words rhyme (blue/you). Then, have students circle the two words that rhyme.

#### ► Match the lines with the pictures.



Read the rhyme aloud and ask students to draw a line from each line of the poem to the picture that represents its meaning.

#### ► What is the rhyme about? Mark (✓) the picture.



Have students mark the picture that they think shows what the rhyme is about. It is a good idea to have them compare answers in pairs.

#### ► Do you know any rhymes in your mother tongue?



Read the question out loud and have a discussion with students about rhymes in Spanish. We suggest that you say two words that rhyme and two words that don't rhyme. Have students try to explain how rhyme works (two words that have the same ending sounds).

#### How Much Do I Know?

To complete this section, focus students' attention on the box and read the instructions. We suggest reading aloud the sentences in the activity and double check.

Encourage students to share their answers with their classmates and to say how they think they can improve.

#### Poster

We propose displaying Poster 2 and choose the Search and Spot activity from page xiii to work with it.

#### Wrap Up

Choose the routine game Follow the Leader from page xii and do it with the class. Use the same game or activity for the next few classes. You may want to adapt it as you advance in the unit.

**Answers:** 1. blue, you / Line 1--b, line 2--d, line 3--a, line 4--c / Students mark the picture on the left.

## Unit 2

### Let's Play with Rhymes!

#### Unit Overview

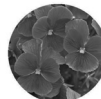
#### Environment: Literary and ludic

Social Practice	Communicative Activities	Achievements
Understand rhymes and tales in verse.	Literary expression.	<ul style="list-style-type: none"> <li>Explore rhymes and tales in verse.</li> <li>Listen to the reading of rhymes and tales in verse.</li> <li>Explore pronunciation.</li> <li>Write rhymes and tales in verse.</li> </ul>
<b>Final Product:</b> Words that rhyme for a board game.		<b>Big Book:</b> Roy, the Flexible Boy

#### 1 Listen and read the rhyme. Then circle the two words that rhyme.



Roses are **red**.  
Violets are **blue**.  
Candy is **sweet**.  
And so are **you**.  
Traditional



#### ► Match the lines with the pictures.



#### ► What is the rhyme about? Mark (✓) the picture.



#### ► Do you know any rhymes in your mother tongue?



#### How Much Do I Know?

Circle your answer.

- |   |         |            |        |
|---|---------|------------|--------|
| • I identify rhymes and rhythm in verse.  | Always. | Sometimes. | Never. |
| • I read and listen to rhymes in English. | Always. | Sometimes. | Never. |
| • I say rhymes in English.                | Always. | Sometimes. | Never. |

## Achievements

See graphical and textual components. Foster appreciation for literary expressions. Distinguish topic. Detect words that rhyme.

**Suggested Materials** a doll, a teddy bear

## Warm Up

Use a doll to greet some students and a teddy bear to greet others. Allow students to touch the toys, and encourage them to wave hello to them.

## Development

### 1 Listen and say the rhyme. 9

We would recommend playing Track 9 pausing after each line. Allow students to *say* the rhyme by improvising. Let them play with the sounds. Since the rhyme is nonsense, students cannot say anything incorrect! Tell students that most of the words in the rhyme are not real words. An example of a nonsense rhyme in Spanish would be, “De tin marín, de do pingüe, cúcara mácara...”

Ask students how it feels to pronounce a new language:

T: *Do you put your mouth in different positions than in Spanish? Is the experience fun, scary, or something else?*

### ► Underline the last word in each line.

You could read the rhyme line by line and ask students after each verse what the last word is. Then have them take a crayon or pencil for them to underline it. Act out the word underline to convey its meaning easily.

### ► Listen again and say which words rhyme. 9

You should perhaps remind students that rhyme means that two words have the same ending sounds, like *you* and *two*. Now, play Track 9 and/or read the lines, emphasizing the last word of each line. In the rhyme, lines 2, 3 and 4 rhyme.

### 2 Listen and say the rhyme. 10

Ask students to imagine they already speak English, and have them improvise saying the rhyme. As the words are mostly nonsensical, explain that this is just an opportunity to practice *sounding* American or English.

**Cultural note:** Edward Lear was a poet famous for his “nonsense” rhymes. This alphabet rhyme is a typical example of his work.

### 1 Listen and say the rhyme. 9

#### ► Underline the last word in each line.

#### B

B was once a little bear.

Beary! Wary!

Hairy! Beary!

Taky cary!

Little Bear!

*An Alphabet – Edward Lear (1812-1888)*



#### ► Listen again and say which words rhyme. 9

### 2 Listen and say the rhyme. 10

#### D

D was once a little doll.

Dolly! Molly!

Polly! Nolly!

Nursy dolly!

Little Doll!

*An Alphabet – Edward Lear (1812-1888)*



#### ► Read again and circle the words that rhyme.

#### ► Read the rhymes with a partner.

#### ► Are the sounds in *beary* and *dolly* similar or different?

12 Unit 2

### ► Read again and circle the words that rhyme.

Read the rhyme out loud along with students one more time and have them circle the words that rhyme. We suggest that you use the Picture Dictionary to help with vocabulary. You could check students' answers by having volunteers read them aloud.

### ► Read the rhymes with a partner.

We would recommend letting children choose their partners for this activity. Ask students to read both rhymes and as they do, monitor their work. You may then have pairs read the rhymes out loud to the rest of the class.

### ► Are the sounds in *beary* and *dolly* similar or different?

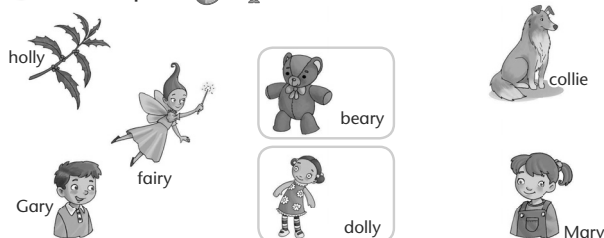
You could read the question out loud and discuss the answer with students. The sounds are different.

## Wrap Up

You could practice with your students the rhymes from activities 1 and 2.

**Answers:** 1. Wary, Beary, cary; 2. Molly, Nolly, Dolly

### 3 Listen and point. 11



► Listen again and match the words that rhyme. 11

► Spell the words in Activity 3 to a partner.

### 4 Listen and say the rhyme. 12

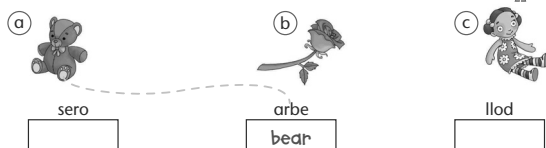
R  
R was once a little rose.  
Rosy! Posy!  
Nosy! Rosy!  
Bows-y, grows-y!  
Little Rose!

An Alphabet – Edward Lear (1812-1888)



► Read the rhyme aloud to a partner.

► Unscramble the words and match them with the pictures.



Unit 2 13

### ► Listen again and match the words that rhyme. 11

Play Track 11 again and have students decide which words rhyme with beary and dolly and connect the pictures with the bear and the doll. It is a good idea to walk around and monitor.

### ► Spell the words in Activity 3 to a partner.

You could tell students that you are going to spell a word and they have to guess it. Start spelling B-E-A-R-Y. Pause and wait to see if some students can identify the word; if not, spell it again. See if students need to review the alphabet in order to achieve the objective. Once you have modeled the activity, we recommend pairing up students for them to spell the words to their partners.

### 4 Listen and say the rhyme. 12

Perhaps you could have students look at the rose and ask them to guess what the next rhyme is about. Elicit answers. Then, play Track 12 and have students read along the rhyme running their finger on the lines. You could play the track as many times as necessary.

### ► Read the rhyme aloud to a partner.

We recommend having students work in pairs and read the rhyme out loud. Encourage them to improvise telling each other the rhyme.

### ► Unscramble the words and match them with the pictures.

Draw a rose, a bear and a doll on the board and say the words along with students. Then write the words under the pictures. Tell students that these words are scrambled in their books. Draw their attention to bear (the example). Have students unscramble the other two words in their books following the model and then have them match the words with the pictures.

### Wrap Up

We suggest to keep on practicing rhymes with your students.

**Answers:** 3. holly, dolly, collie / Gary, fairy, beary, Mary 4. a--bear, b--rose, c--doll

### Achievements

Clarify the meaning of words. Detect words that rhyme. Spell words that rhyme.

### Warm Up

Have students stand up. Tell them to pretend they are robots. Say *Jump!* as you jump up and down. Students jump like robots. Encourage them to use mechanical movements as if they were robots. Repeat with *dance*, *walk* and *sit down*.

### 3 Listen and point. 11

It is a good idea to ask students if they recognize the pictures in the center (bear, doll).

We suggest playing Track 11 and have students listen. Point to the pictures in the book so students understand the words.

You can also draw simple pictures on the board beforehand. You could always read the words out loud and have children point to the illustrations themselves.

## Achievements

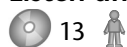
Complete words that rhyme. Repeat aloud words that rhyme and practice their pronunciation.

**Suggested Materials** Fiction Big Book, foam letters

## Warm Up

Divide the class into groups of five. Give each group foam letters. Say a word (from previous rhymes) and students form it on their table. Then they spell it aloud as a group.

## 5 Listen and complete the words in the rhyme.



We recommend having students look at the pictures and ask them to name them aloud. Then, play Track 13 and have them follow the reading. You could have students say the incomplete words aloud. We recommend writing the words on the board and read them together. Finally, ask students to complete the words.

### ► Practice the rhyme in small groups.

Perhaps you could organize small groups of students to do the activity. Read the rhyme out loud and have students read after to model pronunciation.

## 6 Listen to your teacher and circle the words that rhyme.

We recommend reading the rhyme aloud twice and ask students if they know it. You could read the rhyme again and have them follow the rhyme in their books, as they circle or underline the words that rhyme.

### ► Say the rhyme.

We suggest that you write the rhyme on the board and draw an image next to each line (1—a star, 2—a question mark, 3—a world, 4 a diamond in the sky). Divide the class into four groups and have the first group say the first line of the rhyme, the second group the second line and so on. Then erase one line every turn until only the drawings are left. Praise students for their great job.

## Wrap Up



### Time to Read Fiction: Roy, the Flexible Boy

44

Display page 3 of the Fiction Big Book. Have a student come up and identify the title. Ask if the words in the title are bigger or smaller than the other words on the page (bigger).

## 5 Listen and complete the words in the rhyme.

There's a fai On your col !  
By your bea ! There's a ro  
There's a dol On your ho !  
Look at you!

### ► Practice the rhyme in small groups.

## 6 Listen to your teacher and circle the words that rhyme.

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



### ► Say the rhyme.

## 7 In this unit you will work with a partner and make some cards to play games with words that rhyme as a Final Product. Go to the Product Template on page 91. Complete the words you learned in this lesson. Be careful with spelling.

### How Am I Doing?

Discuss these questions with a partner.

Do you like listening to and reading rhymes?  
Can you identify and write words that rhyme?



Work with your partner and go online to learn and practice more rhyming words with these games.

<http://interactivesites.weebly.com/rhyming.html>

14

Unit 2

Display page 4 and play Track 44. Ask students the name of the boy (Roy). Call on a volunteer to find the word *Roy* on the page.

## 7 Final Product Preparation.

We suggest explaining to students that in this unit's Product they will work in pairs and make cards with rhyming words. You could allow students to choose their partners for this Product but make sure no one is left out. Have students complete the Product Template.

### How Am I Doing?

Read the instructions and questions out loud.

Have students work with a partner and ask them to discuss the questions. We would recommend modeling the questions and elicit answers from volunteers.

We recommend having students work in pairs and visit the suggested site together for them to practice rhyming words as they play.



<http://interactivesites.weebly.com/rhyming.html>

**Answers:** 5. fairy, beary, dolly, collie, rosy, nosy 6. star, are; high, sky

## 8 Listen and point. 14



► Work with two classmates and follow the instructions. 14

1. Which words rhyme with *blue*? Circle them with blue.
2. Which words rhyme with *red*? Circle them with red.

► Listen again and practice saying the words. Then, spell them to your partners. 14

## 9 Listen and circle the rhyme that you like best. 15

1 Roses are red.  
Violets are blue.  
I like chocolate.  
And I love you!



2 Roses are red.  
Violets are blue.  
Most poems rhyme.  
But this one doesn't!



► Cross out the rhyme that doesn't rhyme. 15

Unit 2 15

### Achievements

Repeat aloud words that rhyme and practice their pronunciation. Compare with other writings. Compare similarities and differences between words with and without rhyme.

**Suggested Materials** red and blue colored pencils, red and blue paper circles

### Warm Up

It is a good idea to start the class showing students the blue circle and asking them to find all the blue objects in the classroom. Paste the blue circle on the board and have students place the blue objects underneath. If an object can't be moved, write its name or draw a picture of it on the board under the blue circle.

Repeat with the red paper circle.

## 8 Listen and point. 14

We suggest asking students to look at the pictures and name the things they recognize. Then, play Track 14 and have students listen to the words as they point to them. Read the words aloud and have students repeat after.

## ► Work with two classmates and follow the instructions. 14

We recommend having students work in groups of three for this activity. Read the instructions and questions and make sure students understand what to do. You could read the first question and have children answer it out loud before circling the words. Give enough time to do the activity and continue with the second question. Follow the same procedure.

## ► Listen again and practice saying the words. Then, spell them to your partners. 14

We propose that students keep working with their partners from the previous activity. You could play Track 14 again and pause after each word for students to read and say the word out loud as a class.

We recommend that you review the alphabet before students go on with the activity. It is a good idea to walk around to monitor their work.

## 9 Listen and circle the rhyme that you like best. 15

We recommend having students look at the pictures and guess what the rhymes will be about.

You could play Track 15 and pause after each rhyme for students to follow the rhymes in their books. You could have students comment on them. Check which one is the class favorite, but make sure students understand that everybody is allowed to circle their own individual choice.

## ► Cross out the rhyme that doesn't rhyme. 15

You could have students analyze the rhymes and do the activity. Then, elicit answers.

### Wrap Up

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

**Answers:** 7. 1. blue: you, glue, Sue, shoe, shampoo / 3. red: Fred, bed, bread 8. Students may circle any of the rhymes. They should cross out rhyme 2.

## Achievements

Recognize rhyme and rhythm with sound resources.

**Suggested Materials** several red and blue paper circles, music CD

## Warm Up

Have students stand in a circle. Play some music and encourage students to pass the red and blue circles around, following the rhythm of the music.

Pause the CD and have the students show the color of the circle they are holding and say a word that rhymes with it. Go on for a few rounds.

## 10 Listen to this traditional rhyme and follow along. 16

Have students look at the picture and guess what the children are going to do (play a game).

**Cultural note:** This song talks about children making a ring of flowers. They then sneeze (possibly from the pollen) and fall down. Roses and daisies are flowers; posies are small bouquets of flowers.

You could play Track 16 and have students familiarize themselves with the song. Encourage them to try singing along by reading it from their books.

Perhaps you could have children stand in their places as they sing and clap to the rhythm of the song. At the sound of *A-tishoo!* students pretend to sneeze (covering their mouths). At the sound of *We all fall down!* they sit down. The second verse is sung sitting down. At the sound of *We all jump up!* students stand up quickly. If it is possible, we would recommend taking the kids outside the classroom to sing the song standing in circles.

### ► Listen again and clap to the rhythm. Then practice the rhyme as a group. 16

You could focus students' attention on the bold syllables in the rhyme. Help them notice that they indicate the rhythm of the rhyme. To recognize rhythm and help students develop their cognitive domain, you can model clapping to the beat and encourage students to clap along.

## 11 Choose a rhyme from this unit. Clap to the rhythm.

We suggest having students work in small groups and choose a rhyme from one of the lessons in this unit. Give children some time to practice their rhymes and then encourage them to say it to the rest of the class and to clap to the rhythm.

## 10 Listen to this traditional rhyme and follow along. 16

Ring-a-ring o' roses.  
A pocket full of posies.  
A-tishoo! A-tishoo!  
We all fall down.  
Picking up the daisies,  
Picking up the daisies.  
A-tishoo! A-tishoo!  
We all jump up.  
*Traditional*



### ► Listen again and clap to the rhythm. Then practice the rhyme as a group. 16

## 11 Choose a rhyme from this unit. Clap to the rhythm.

## 12 Complete the phrase. Circle your answer and discuss it as a group.

Rhymes are short poems for...

- a) children.      b) adults.

## 13 With your partner from page 14, go to the Product Template on page 91. Read the words in the template and complete the missing drawings. T

16 Unit 2

## 12 Complete the phrase. Circle your answer and discuss it as a group.

We suggest that you read the phrase out loud and elicit answers from volunteers. After discussing their answers, have students circle an option.

## 13 Final Product Preparation. T

It is time for students to continue working with their Product. You may want to remind them about the cards they will do this time. Read the instructions on page 16 and make sure students understand what to do. Have students get together with their teammates for this activity. Have students complete the drawings in the Product Template. It is a good idea to supervise students' work and walk around helping them if necessary. For the next Product session, students will need to bring some index cards, one for each drawing and word in the Product Template. We propose that you tell them about this in advance.

## Wrap Up

We can suggest to play Fruit Bowl Upset from page xii.

**Answers:** 12. a) children

#### 14 Listen to the story and trace the rhyming words.

There was once a small white **mouse**,  
Who lived in a tree **house**.

In the garden,  
down **below**,  
Lived a bird,  
a **crow**.

The tree house  
was very **high**,  
And the **mouse**  
sat down to **cry**.

"Why, oh why, can't I **descend**,  
And visit the crow, my **friend**?"

And the crow...

The crow said, "Yes,  
you **can**! I already  
have a **plan**!"

*Original story*

► Look at the story again. How do you think the story ends?  
Make a drawing of what you think it happens.

15 Work on Worksheet 2 on page 103 and play the game  
with a partner.

16 With your partner from page 14, copy the words and drawings  
on index cards. Use one for each word and drawing. Be careful  
with spelling.

Unit 2 17

### Achievements

Make correlations between written and spoken language. Notice composition of words.

**Suggested Materials** Fiction Big Book, colored pencils, index cards

### Warm Up

It is a good idea to start this lesson reviewing the concepts *left* and *right*. Stand at the front of the class facing the board and say *right*. Raise your right hand and have students imitate your actions. Do the same with your left hand: *left*. Then you could lead students in acting out the following rhyme:

#### Right and Left

<i>This is my right hand.</i>	<i>Right hand, left hand,</i>
<i>I'll raise it up high.</i>	<i>Roll them around.</i>
<i>This is my left hand.</i>	<i>Left hand, right hand,</i>
<i>I'll touch the sky.</i>	<i>Touch the ground.</i>

#### 14 Listen to the story and trace the rhyming words.

You could have students listen to the story silently and follow along in their books as you play Track 17.

Then ask them to trace the words that are in gray. We would recommend to read the story out loud and have students read after for practice.

► Look at the story again. How do you think the story ends? Make a drawing of what you think it happens.

It is a good idea to have students speculate about the end of the story. Elicit some answers and discuss them as a group. Then, you could have them draw their endings and have some volunteers share their work with the class.

Once this unit is over, you might want to tell your students to cut out the story and keep it in their portfolio.

#### 15 Work on Worksheet 2 on page 103 and play the game with a partner.

You should perhaps tell students to open their books on page 103 and cut out Worksheet 2. You could read the instructions and have children cut out the cards and play a matching game with rhyming words with a partner. It is a good idea to read the words aloud and have students read after for them to practice before playing.

#### 16 Final Product Preparation.

You could have students get together with their partners to continue working on this step of the Product. Make sure students have the index cards already. Read the instructions and have students work on their index cards. As usual, we recommend walking around to monitor.

### Wrap Up

#### Time to Read Fiction: Roy, the Flexible Boy

Display page 3 of the Fiction Big Book. Ask students if they remember the name of the boy (Roy). Play Track 44 and display the pages of the book as students listen to the story. Point to different items in the illustrations as they are mentioned, to clarify meaning. For example, point to the head on page 5, to the feet on page 6 and to the chair on page 7. Play the story again and have students identify the words that rhyme.

**Answers:** 14. mouse, house; can, plan; below, crow; descend, friend

## Achievements

Promote respect among students for what others do and know how to do in English. Review repertoire of words and expressions.

**Suggested Materials** Fiction Big Book, cards with rhyming words, white sheet of paper, ruler and pencil

## Warm Up

Draw simple pictures of the following on the board:

- a mouse and a house
- a shoe and some glue
- a bed and some bread
- a nose and a rose

Name the pictures and encourage students to respond to the rhymes, for example:

T: *Look, a mouse. Eek! Eek! A mouse and a house. Mouse, house.*

Then say: There's a mouse in the house! Illustrate the meaning by acting it out or drawing a new picture on the board.

Repeat with the other pairs of rhyming words.

## Final Product

### 1 Prepare your cards to play games.

We recommend that you make sure students have all their materials before starting with this part of the Final Product.

Have students get together with their partners and read the instructions aloud. You could ask students to open their books to page 18 and have them notice the boxes with the Suggested Materials and Instructions. We recommend going over the materials and check them with students. We suggest doing the same with the Instructions.

Have students take out the cards with the rhyming words and drawings they previously made.

We propose that you read and follow the instructions for each suggested game and make sure they understand them. Demonstrate them if necessary. You could also encourage students to invent their own game.

NOTE: To play the Bingo game, students will have to make a board like the one in the example, give them some time to do it before they play.

### 2 Invite another pair of students to play.

Have students in each group mix up all of their cards. Then have them invite another group to play a game from this page using the cards from both groups.

## Final Product

### 1 Prepare your cards to play games.

#### Suggested Materials

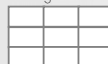
- cards with rhyming words and drawings
- white sheet of paper
- ruler and pencil

#### Instructions

1. Take out the cards you made.
2. Read carefully the instructions for each game.
3. Play with your partner each of the games.

#### Bingo

1. Draw a Bingo board:



2. Write words in the squares.
3. Use the cards with the drawings and call out the cards.
4. Cover your words with bears.

#### Concentration


1. Place the cards with the picture side up.
2. Take two words that rhyme.
3. Turn over the pictures to check.  
If you are not sure, ask your teacher.

#### Glam!

1. Place the cards with the word side up.
2. One player says a word. The other players put their hands on the card.
3. The player that slams the card first keeps the card and says the next word.
4. The player with the most cards wins.



### 2 Invite another pair of students to play.

- Do you know any other games you can play with your cards? Discuss with your classmates. 

If a group has invented a new game, have them teach the other group how to play it.

### ► Do you know any other games you can play with your cards? Discuss with your classmates.

Perhaps you could encourage students to discuss other games they may know. Ask students to discuss how they play them.

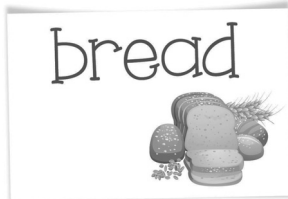
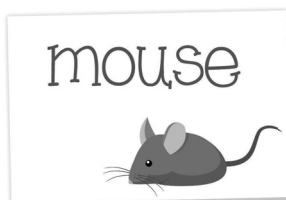
## Wrap Up



### Time to Read Fiction: Roy, the Flexible Boy 44

Display page 3 of the Fiction Big Book. Play Track 44 and display the pages of the book as students listen to the story. Encourage students to repeat the words that rhyme. At the end, ask students if they liked the story.

Ask them if they would like to be flexible, like Roy.



#### Group Reflection

- How many games did you play?
- Which one was your favorite?
- Did you like working with your partner?
- Did you have fun playing with other classmates?



#### Self-evaluation

Reflect on the following aspects of this unit and your Final Product. Mark (✓) your answers.

- |  |                               |                                    |                              |
|--|-------------------------------|------------------------------------|------------------------------|
| • I can read rhymes.                         | Yes. <input type="checkbox"/> | A little. <input type="checkbox"/> | No. <input type="checkbox"/> |
| • I can listen to rhymes and say them aloud. | Yes. <input type="checkbox"/> | A little. <input type="checkbox"/> | No. <input type="checkbox"/> |
| • I can identify rhyming words.              | Yes. <input type="checkbox"/> | A little. <input type="checkbox"/> | No. <input type="checkbox"/> |
| • I can understand a reading.                | Yes. <input type="checkbox"/> | A little. <input type="checkbox"/> | No. <input type="checkbox"/> |

Unit 2 19

#### Achievements

Use words that rhyme for a pictorial file. Reflection and self-evaluation.

**Suggested Materials** Fiction Big Book, cardboard, colored pencils, glitter, dry beans or paper to prepare small paper balls, Template 2

#### Warm Up

Lead students in acting out the Right and Left rhyme (see page T17).



#### Time to Read! Fiction: Roy, the Flexible Boy 44

Play Track 44 and display the pages of the book. Pause at the end of each page and have students repeat the text from that page. This will help students to appreciate the rhythm and rhyme of the text. Then divide students into nine groups. Allocate one page to each group. Show them the page and read it aloud, have them repeat it to you. Go through the book, page by page, and have the corresponding group say their lines. At the end, congratulate the class for reading aloud the book together.

#### Group Reflection

We recommend reading the questions out loud and explain their meaning to the class. As in Unit 1, you could translate or explain any words they are not familiar with.

Have students discuss the questions as a class and elicit answers from several volunteers. Remind them to use politeness expressions when they participate in the discussion.

#### Self-evaluation

You should perhaps, read the aspects in this section out loud to make sure students understand them. Then, they should mark ✓ their answers. Praise students for a good job during this unit and encourage them to be better every class.

#### Evaluation

Photocopy the Evaluation Instrument: Anecdotal Record on page T19b (1 per student) and use it to record your students' achievements in this unit.

# Product Template

## Cards with Rhyming Words

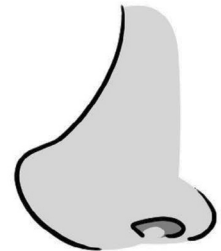
tree  
hous\_\_



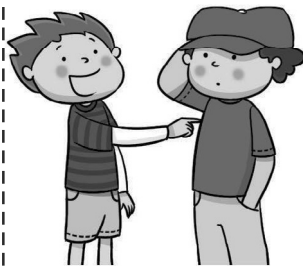
r\_\_se

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y\_\_u



bl\_\_e

glue

sho\_\_



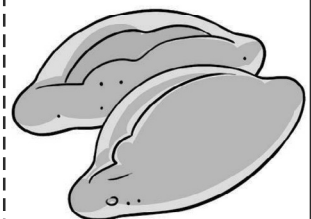
shamp\_\_ \_\_



bed

red

bre\_\_d



# Evaluation Instrument

## Unit 2

### Anecdotal Record

**1** The following anecdotal record can be used to assess your students. Make notes in the spaces provided. Describe the student's skills and behavior, NOT what you think of the behavior. Include details about the student's actions and comments; make sure your notes are as clear, objective and accurate as possible.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Skills and Behavior	Observation
Identification of graphic and textual components in rhymes and tales in verse	
Use of previous knowledge to distinguish topic, purpose and recipient of rhymes and tales in verse	
Detect words that rhyme	
Complete words that rhyme	
Recognize rhythm and rhyme with sound resources	
Repeat aloud words that rhyme and practice their pronunciation	
Spell words that rhyme	

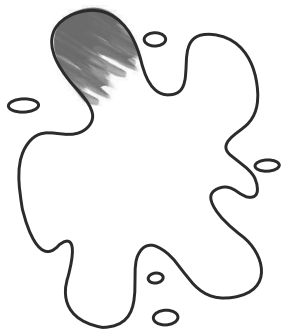
Term 1

# Picture Dictionary

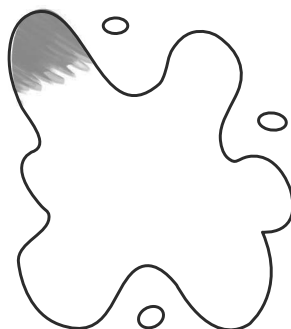
## Unit 2

### Colors

red

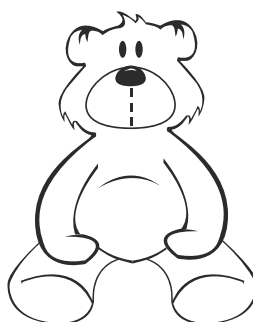


blue



### Toys

bear

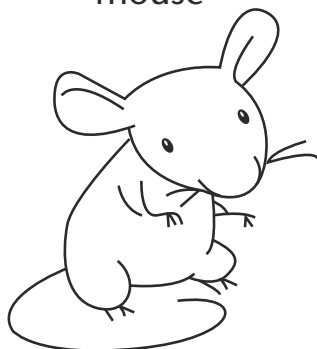


doll

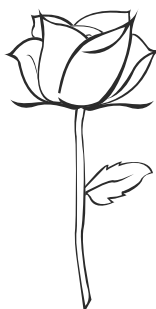


### Poem Words

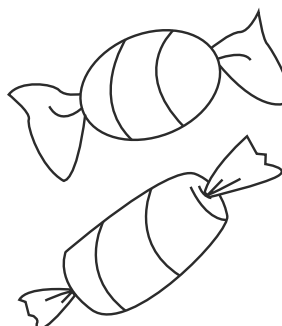
mouse



rose



candy



\* Cut out the cards.

\* Play a matching game with the rhyming words with a partner.

glue	bread	dolly
crow	can	cry
mouse	rosies	friend
bed	below	house
shoe	plan	descend
collie	high	posies

## Unit 3

### Let's Make Crafts!

#### Curricular Objectives

(A) Interpretation and follow-up of instructions.

(B) Read illustrated instructions for assembling objects.

**Environment** Educational and academic

**Final Product** Illustrated instruction sheet for assembling an object (kite, origami, mask, etc.).

**Big Book** Sandra Is a Cook

#### Achievements

Recognize topic, purpose and intended audience.

#### Warm Up

**Rhyme: Ring-a-ring o'roses** 16

Have students stand in a circle holding hands. Play Track 16 and have them do the appropriate actions for the rhyme.

#### Poster

Before starting the class, we suggest you display the Poster 3 and choose the How Many Can You Find activity from p. xiii to work with it.

#### Unit Overview

**1 Look at the illustrations and discuss with your classmates: Which instructions are for children? Which instructions are for adults?**

**How do you know?**

You could have students look at the pictures and read the questions for them to discuss the answers as a group. Elicit answers from several volunteers.

► **Read the questions and share your answers with a partner.**

You might want to explain to students that in this Unit they will learn about following and giving instructions. We would recommend pairing up students before starting with the activity. You could read the questions and make sure they know what arts and crafts are and ask them to give you some examples. Read the other two questions out loud and discuss the answers with the whole class.

## Unit 3

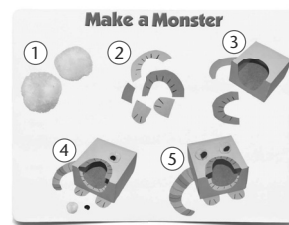
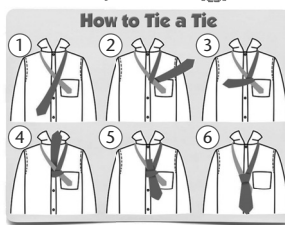
### Let's Make Crafts!

#### Unit Overview

**Environment: Academic and educational**

Social Practice	Communicative Activities	Achievements
Read illustrated instructions for assembling an object.	Interpretation and follow-up of instructions.	<ul style="list-style-type: none"> <li>Explore instruction sheets.</li> <li>Participate in reading instructions.</li> <li>Participate in writing instruction sheets.</li> </ul>
<b>Final Product:</b> Illustrated instruction sheet for assembling an object (kite, origami, mask, etc.).		<b>Big Book:</b> Sandra Is a Cook

**1 Look at the illustrations and discuss with your classmates: Which instructions are for children? Which instructions are for adults? How do you know?**



► **Read the questions and share your answers with a partner.**

Do you like arts and crafts?

Can you follow instructions?

What are instructions for?

#### How Much Do I Know?

**Discuss these questions with a partner.**  
Do you understand instructions? Do you identify instruction sheets? Can you read and complete instructions? Can you do a craft following steps or numbers in the instructions?

20 Unit 3

#### How Much Do I Know?

To complete this section, we suggest that you focus student's attention on the box and read the instructions. Make sure students understand the questions. You could have students work with a partner for them to discuss the questions. We recommend encouraging students to share their answers with the rest of the class.

#### Wrap Up

Choose the routine game Draw It! from page xii and do it with the class. Use the same game or activity for the next few classes. You may want to adapt this game as you advance in the unit.

## Development

### 1 Listen and exercise! 18

**Let's Stretch!**

Stand on one leg. Count to two: one, two.

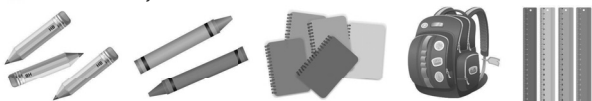
Now the other leg. Count to three: one, two, three.

Reach up. Count to four: one, two, three, four.

Touch your toes. Count to five: one, two, three, four, five.

Jump and count: one, two, three, four, five, six!

### 2 Count the objects.



### 3 Listen and show the numbers with your fingers. 19



#### In My Schoolbag Today

one book  
two pencils  
three notebooks

three notebooks  
four crayons  
five rulers

an eraser  
a pen  
an apple

Unit 3 21

## Development

### 1 Listen and exercise! 18

We suggest having students stand up for this activity. You could tell students they will do some exercises and play Track 18. Lead students in doing the actions. We suggest that you listen to Track 18 as many times as necessary for students to do the actions without making mistakes. You might want to practice numbers 1 – 6 before doing this activity, if this is the case, we would recommend you to ask six students to come to the front, and count them aloud: Show students the number 6 using your fingers. Write the numbers 1 to 6 on the board. Invite one more student to come up to the front of the class. Help him/her count the students, one by one, together with the class. At the end of the counting, shout six! and have the student circle the correct number.

### 2 Count the objects.

Perhaps you could review the classroom objects for this activity by having students look at the pictures and asking them to name them aloud. Help them if necessary. We propose that now they count the objects using the numbers only. Perhaps you could model saying both the number and the name of the object and have students repeat after.

### 3 Listen and show the numbers with your fingers. 19

You could play Track 19 and have students show the numbers with their fingers as they listen. We recommend playing the track one more time for students to practice both the numbers and school objects.

## Wrap Up

We recommend to use How Many Can You Find activity from page xi.

**Answers:** 2. three pencils, two crayons, five notebooks, one schoolbag, four rulers

## Achievements

With graphic support, follow instructions related to daily life. Follow the text while listening to its reading

**Suggested Materials** box with several groups of 1–6 items of the same object, for example, 5 keys, 6 colored pencils, 3 stones, etc.

## Warm Up

We recommend starting your class reviewing numbers (1-5) with the following activity. Have students stand up and say the rhyme below. Children should show you one finger. Demonstrate by holding up your index finger.

## Show Me

*Show, show, show me one. (Students show you one finger) Show, show, show me one. (Students show you one finger) Show, show, show me one. (Students show you one finger) Show me one like this.*

Then, you could say the rhyme with numbers 2, 3, 4 and 5.

## Achievements

Pay attention while following instructions. Count steps of instructions.

**Suggested Materials** different colored sheets of paper, glue sticks, scissors, Nonfiction Big Book

## Warm Up Game:

### Circle it!

Write the numbers 1–6 in any order on the board several times. You could divide the class into two teams. You may want students from each team line up in front of the board. Say a number. The first student to circle the matching numeral wins a point for his/her team.

## 4 Complete the rhyme. 20

We propose inviting five children to stand in front of the class. You could play Track 20 and have the class chant the first two lines of the rhyme. The students in front walk in a circle, making fish-like movements with their arms. In each verse, you could touch one of the students' shoulders to indicate which "fish" is going to "swim away" (go back to their seat).

The last remaining student does an action (jump, sit, run in place, etc.). You may want to say what action he/she is doing and have the whole class join in doing the same action:

T: *One little fish, and what did it do? It (jumped and waved), and we did, too!*

Ss: (All the students jump and wave)

## 5 Make a fish craft.

It is a good idea to read out loud the list of materials and show students the actual items as you read them. You could point out the sample and ask students if they would like to make a similar fish. We propose having students choose the color of paper they would like to use. Read each instruction out loud and demonstrate it in front of the class. It is a good idea to have students make their fish and as they do, walk around to monitor their work. Display the fish on the classroom wall and have students comment on their fish exhibit and say which one they like best.

### ► Read and circle the correct number.

We suggest going over the instructions once more and have students circle the correct number of steps in the instructions.

## 4 Complete the rhyme. 20

Five little fish, swimming near the shore.  
One swam away and then there were four.

Four little fish, swimming in the sea.  
One swam away and then there were three.

Three little fish, what did they do?  
One swam away and then there were two.

Two little fish, having great fun.  
One swam away and then there was one.

One little fish, and what did it do?  
It....., and we did, too!

## 5 Make a fish craft.

### Materials

- colored paper
- scissors
- glue stick



### Instructions

- **Fold** a sheet of paper in half.
- **Cut** half of a fish shape on the fold.
- Cut some lines up from the fold.
- Open your fish.
- Decorate, and **glue** it to paper of a different color.

### ► Read and circle the correct number.

There are 3 / 5 / 6 steps in the instructions.


## Wrap Up



## Time to Read Nonfiction Big Book: Sandra Is a Cook 50

Display page 11 of the Nonfiction Big Book. Ask students what the girl likes to do. Read the text on pages 12 and 13 as you display the pages. Ask students what the girl is going to make (cookies). Encourage students to guess what ingredients she will use. Explain that the materials used in recipes are called *ingredients*. Ask students if any of them have ever made cookies. Play the rest of Track 50 as you display the story. At the end, write a list of the ingredients on the board and encourage students to make a small picture for each one.

**Answers:** 4. Answers will vary. 5. 5 steps

- 6 Read the instructions to make a Wrinkled Fish. Circle the title red, the materials green and the instructions blue. 

### Wrinkled Fish

#### Materials

colored tissue  
paper, colored paper,  
scissors, glue


#### Instructions


1. Cut big and small tissue-paper fish.
2. Glue them to a sheet of paper. Keep them wrinkled.
3. Decorate with plants and shells.



Time to Read

- Read the instructions in Activity 6 again and underline the word *and*.

- 7 Discuss with your classmates: Why is it important to follow instructions? 

- 8 In this unit, you will make the illustrated instructions to make a 3-D fish as a Final Product. Work in teams of four. Then, go to the Product Template on page 92 and complete the first section. 

Unit 3 23

### Achievements


Pay attention while following instructions.  
Connect experiences and knowledge with the reading. Identify connecting words. Follow steps.  
**Suggested Materials** reference books about fish, colored paper, colored tissue paper, glue, scissors

### Warm Up

We suggest that you draw a fish on the board and ask students what they know about fish in general. Accept all their ideas and draw small pictures of what they say around the picture of the fish. For example, draw pictures about how:

- they live in the water
- they're different colors
- they have two eyes
- they have a tail
- they can swim
- they are big and small


You could ask students if any of them have pet fish or if any of them have seen a real fish. If possible, allow students to look through reference books about types of fish.

- 6 Read the instructions to make a Wrinkled Fish. Circle the title red, the materials green and the instructions blue. 

We suggest directing students' attention to the picture and tell them they will make wrinkle fish just like those. Perhaps you could ask students to bring the materials they need in advance. You could read the list of materials to check that students have all they need. Then, we reading the instructions and clarify doubts. You might want to demonstrate each step in the instructions yourself. We would recommend walking around to monitor their work. Once they finish, display their fish on the classroom walls.

- Read the instructions in Activity 6 again and underline the word *and*.

We recommend having students read the instructions in Activity 6 silently and underline the word *and*. You might want to explain students that the word *and* is used to join expressions, ideas, actions and other words like animals and people.

- 7 Discuss with your classmates: Why is it important to follow instructions? 


We suggest that you read the question in the instructions out loud and encourage students to give their opinions. Elicit answers from different students and discuss them with the whole class.

- 8 Final Product Preparation. 

We recommend explaining students that in this unit's Product they will work in groups of four and make illustrated instructions for a craft. You could read the instructions and make sure students understand what to do. We would recommend allowing students choose their partners for this Product but as usual, make sure no one is left out. You should have students go to page 92 and complete the Product Template.

### Wrap Up



**Time to Read Nonfiction: Sandra Is a Cook**  50

Show students page 11 of the Nonfiction Big Book. Elicit what Sandra cooks in this story (cookies). Elicit the ingredients and steps and write them on the board. Play track 50 and display the pages to check if students remembered correctly.

**Answers:** 6.Students should circle the title red, the materials green and the instructions blue.

## Achievements

Distinguish title, instructions and list of materials.

**Suggested Materials** large and small red, gray and black paper circles, colored pencils, white paper


## Warm Up

We suggest displaying a large red circle on the board. Name the color and ask students to say it after. Then, you could repeat with gray and black circles. Distribute the smaller circles, one per student. Give commands similar to the following:

T: *Red, stand up! Black, jump!*

## 9 Listen and read along. 21

Before starting the activity, tell students how fish are born (from eggs) and how mammals are born (live birth). You could ask students to name other animals that are born from eggs or other mammals to check comprehension. You should play Track 21 and explain the rhyme. Have students identify which of the photos is the salmon and which is the whale.

- **These drawings represent the animals in the pictures. Unscramble their names and check your answers with a partner.** 

You could ask students to look at the drawings and ask them if they like them. Ask if they draw fish like this.

Now, focus students' attention on the letters and have them unscramble the words to form the names of the animals. We recommend having volunteers pass to the board and write the names.

## 10 Make a picture. Complete the instructions.



Ask students to look at the words in the box and use them to complete the instructions. Read the instructions out loud and make sure students they completed them correctly. You could distribute the white paper and colored pencils. Have students make their drawings. You can make outlines on the board to help them. Have students color their pictures.

### ► Stop and think.

We recommend having students do the task individually. We suggest walking around to help.

## 11 Look and complete the activity on Worksheet 3 on page 105.


You could ask students to open their books to page 105 and complete the activity on the Worksheet.

## 9 Listen and read along. 21

### Swimmers

Two swimmers we'll examine.  
A fish is the salmon,  
But the whale is a mammal,  
Just like a cow or a camel!



- These drawings represent the animals in the pictures. Unscramble their names and check your answers with a partner. 

m o s l n a



1. \_\_\_\_\_

h l e w a



2. \_\_\_\_\_

## 10 Make a picture. Complete the instructions.

### Animals In The Ocean

#### Materials

- colored pencils, white paper

#### Instructions

**Draw** **Color** **Write**


- \_\_\_\_\_ a whale or salmon.  
Copy the style of Activity 9.
- \_\_\_\_\_ the picture.
- \_\_\_\_\_ your name.

### ► Stop and think.

- Circle the title of the activity.
- How many steps are there in the instructions? \_\_\_\_\_

## 11 Look and complete the activity on Worksheet 3 on page 105.

### How Am I Doing?

Discuss these questions with a classmate.   
Is it easy or difficult to read instructions? Are instructions and materials the same? What is the difference?

24 Unit 3

Make sure you ask students to bring their materials in advance. We propose that you read the instructions and have students do the activity. Make sure students understand what they are doing since they will use this activity to make their final Product.

### How Am I Doing?



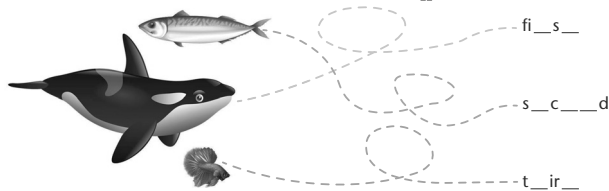
You could read the instructions out loud and pair up students. We suggest reading the questions and verify students understand them. It is a good idea to have students work with their partners and discuss the questions. We would recommend modeling the questions and eliciting answers from volunteers.

## Wrap Up

We recommend playing Animal Charades from page xii.

**Answers:** 9. The photo on the left is the salmon. The photo on the right is the whale. / 1. Salmon; 2. Whale 10. Title: Animals in the Ocean, 3 steps / 1. Draw 2. Color 3. Write


## 12 Follow the lines and complete the numbers.




## 13 Listen and sing along! 22

The **first** little betta went to market.  
The **second** little betta stayed home.  
The **third** little betta had roast beef.  
The **fourth** little betta had none.  
And the **fifth** little betta went...  
"Wee, wee, wee," all the way home!



► Match the lines of the rhyme with the numbers. Circle the words beginning with the letters **l**, **w** and **b**. 

► Read the text in Activity 13 with a partner and act it out. 

## 14 With your team from page 23, go to the Product Template on page 92 and complete the next section with what you learned in this lesson.

 Get in the same teams as in Activity 8. Go online and visit these pages to practice Ordinal Numbers. 

[http://www.softschools.com/math/ordinal\\_numbers/games/](http://www.softschools.com/math/ordinal_numbers/games/)  
[http://www.softschools.com/math/ordinal\\_numbers/games/ordinal\\_number\\_matching\\_game/](http://www.softschools.com/math/ordinal_numbers/games/ordinal_number_matching_game/)

Unit 3 25

## Achievements

Recognize ordinal and cardinal numbers. Compare the writing of words. Search for known letters. Review repertoire of words and expressions.

**Suggested Materials** poster paint, plastic containers, paintbrushes, white paper, paper towels, cookies (if possible), Nonfiction Big Book

## Warm Up

Draw three fishbowls on the board, with three fish in each. Write the numbers 4, 5 and 6 above the bowls. Have students look at the first fishbowl and ask them how many more fish they need in order to make the number at the top (one more). Call on a volunteer to come up and draw the fish. Repeat the procedure with the other two fishbowls.


## 12 Follow the lines and complete the numbers.

You could ask students to look at the pictures and imagine that these animals entered a race. Ask which animal would swim faster. Then, you could have students trace the lines to discover which animal arrives first, second and third and have them complete the ordinal numbers. Check answers on the board.

## 13 Listen and sing along! 22

We suggest teaching students some movements for the song before playing Track 22.

We would recommend playing the Track and having students follow it using their books. Play the Track two more times for students to sing along.

► Match the lines of the rhyme with the numbers. Circle the words beginning with the letters **l**, **w**, and **b**. 

We recommend having students match the lines of the rhyme with the ordinal numbers on the right. You could write the letters **l**, **w** and **b**. Elicit what letters they are and ask students to read the text again and circle all the words that start with those letters. If possible, have students use a different color for each letter.

► Read the text in Activity 13 with a partner and act it out. 


We propose pairing up students and encourage them to read the text with their partners. It is a good idea to walk around to monitor their reading and help if necessary.

## 14 Final Product Preparation

It is a good idea to have students get together with their teams to work on the next part of the Product. We recommend asking students to go to page 92 to the Product Template and complete the next part of the activity. As usual, walk around and monitor their work.


## Wrap Up



**Time to Read Nonfiction Big Book:**  
**Sandra Is a Cook**  50

Display page 11 of the Nonfiction Big Book. Play Track 50 and have students follow along. Have them mime similar steps for making cookies. At the end of the activity, give each student a cookie if possible.



**Get in the same teams as in Activity 8. Go online and visit these pages to practice Ordinal Numbers.** 

We recommend having students work with their partners to visit the suggested web sites and practice what they learned. Monitor their work and help them when necessary.

**Answers: 12. first, second third 13. circled words: – betta, beef, little, went, way, wee**

## Achievements

Differentiate the order of steps in a sequence.  
Distinguish title, instructions and lists of materials.  
Establish correspondences between the writing and reading of words. Order steps in a sequence.

**Suggested Materials** Candy, white paper, pencils, colored pencils or crayons, glue sticks, scissors, Picture Dictionary

## Warm Up

To start this lesson, we suggest giving each student a piece of candy, as they receive it encourage them to say *Thank you!*

### 15 Make a thank-you card for a friend.

You could display the crayons, pencils and paper. Ask students if these are materials or instructions. Ask them what they think they will be making with these materials and elicit answers. Have students open their books to page 26 and trace the words.

You might want to read the instructions out loud and explain their meaning. We suggest having students number the instructions. Tell them there can be different orders (2nd, 1st, 3rd, 4th or 3rd, 1st, 2nd, 4th). Reinforce the idea that people like to hear “thank you,” and that it is a good habit to thank people when they do you a favor, or when they are nice to you.

#### ► Make an envelope for your card. Use your Picture Dictionary on page 85.

We suggest reading the instructions aloud so students understand what to do in this activity. You could have students go to check the Picture Dictionary so they understand what an envelope is.

We propose that after reading the instructions, you ask students to write **Materials** and **Instructions** on the corresponding lines.

Now, we would recommend going over the instructions with the class. You could them if the instructions are in the correct order. Then have them number the instructions correctly.

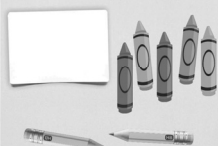
#### ► Work with a partner and follow the instructions to make the card and the envelope.

It is a good idea to distribute the materials and have students make the card and envelopes for their classmates.

### 15 Make a thank-you card for a friend.

- Trace the words and write 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> to order the instructions.

#### Materials







#### Instructions

- Color the handprint.
- Draw the outline of your hand on a sheet of paper.
- Write *Thank you!* on the paper.
- Decorate the words.

#### ► Make an envelope for your card. Use your Picture Dictionary on page 85.

- Write **Materials** and **Instructions** in the correct line.
- Look at the illustrations and order the instructions.

- a sheet of paper
- colored pencils or crayons
- glue stick

- Give your card to the person. 
- Think of a friend you want to thank. 
- Fold your card and put it in the envelope. 
- Make an envelope. 

#### ► Work with a partner and follow the instructions to make the card and the envelope.

#### ► Exchange cards with your friend.

26 Unit 3

You could have students follow the instructions to make the card and the envelope. We propose that they tell you who they are going to give the card to. As usual, we recommend walking around to supervise students' work.

#### ► Exchange cards with your friend.

Once students have finished their cards give them some time to Exchange them with their classmates. You could remind them to say *Thank you!*





**Answers: 15.** For the card: 2nd, 1st, 3rd, 4th or 3rd, 1st, 2nd, 4th / For the envelope: 4th, 3rd, 2nd, 1st

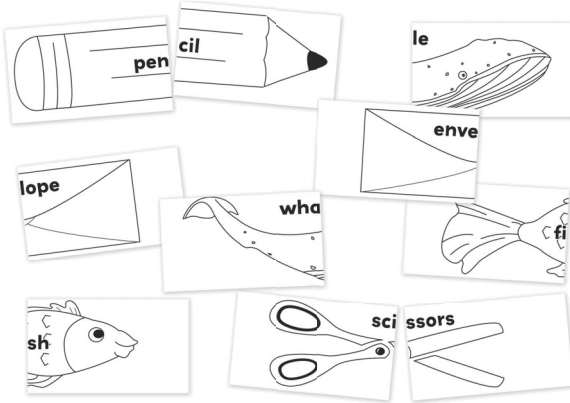
**16 Order and complete the instructions to make a matching game.** 


**Materials**




- colored pencils or crayons
- glue
- paper
- scissors

**Instructions**

- Color. 
- Match and read. 
- Cut out the cards. 
- 4 G \_ \_ \_ t \_ \_  
c \_ \_ \_ s. 



► Read the instructions aloud to a partner. Then follow them and make your own matching game. 

**17** With your team from page 23, go to the Product Template on page 92 one more time and follow the instructions to complete the last part of this product. Do not forget to bring your materials.   

Unit 3 27

**Achievements**

Recognize ordinal numbers.  
Compare writing of words.  
Participate in reading instructions.

**Warm Up**

Sketch a tiny fish on the board and tell students you are going to make it bigger. Draw a wider line around the fish and erase the original line.

T: *It's bigger.*

Draw another line and erase the previous one.

T: *It's bigger.*


Continue drawing lines around the fish and erasing the old ones until you have a giant fish.

**Repeat the procedure, making the fish smaller:**

T: *It's smaller.*

**16 Order and complete the instructions to make a matching game.** 

We propose reading the instructions and making sure students understand what to do. You could have students read the materials and make sure they pronounce the words correctly. Have students notice the instructions and have a volunteer read them aloud. Tell students they must first complete the last line and help them if necessary. Then, you could have students write the correct numbers to order the instructions.

► **Read the instructions aloud to a partner. Then follow them and make your own matching game.** 

We suggest pairing up students for them to work in this activity. It is a good idea to ask students to read the instructions aloud. We propose having students take out their materials and follow the instructions to make their matching game. Perhaps you could walk around the class and monitor their work and remind them to be careful with scissors.

**17 Final Product Preparation**   

We suggest asking students to get together with their partners to continue working with their Product. You could read the instructions and have students go to the Product Template on page 92 one more time and follow the instructions for this last part. Remind students to take out their materials so they can work.

**Answers: 16.** 3, 2, 1, 4 / Glue the cards.

## Achievements

Make an illustrated instruction sheet for assembling an object. Reflection and self-evaluation.

**Suggested Materials** Students work from the Product Template.

## Warm Up

Teach students the following rhyme:

*Catch, catch, catch a fish, Catch a fish like me. Catch, catch, catch a fish, Catch a fish like me!*

## Final Product

We recommend that you make sure students have all their materials ready before starting with this part of the Final Product

- 1 Take out the construction paper with the instructions to make a 3-D Fish. Do not forget to bring the different fish you made.



Have students get together with their teammates and read the instructions aloud. Make sure they understand them and have them take out their materials. You should perhaps explain students they will come to the front and talk a little bit about their work to the rest of the class.

- 2 Organize a class exhibit and display your work on the classroom walls. If possible, invite your parents and friends to visit your classroom.



It is a good idea for students to invite their friends, parents and other teachers to see their work. You could encourage them to make cards like the ones they learned how to do in this unit to make invitations too.

- 3 Talk about the steps you followed to make your fish.



Assign turns to each team and invite students to talk about their work. Praise them for the great job they did.

## Group Reflection

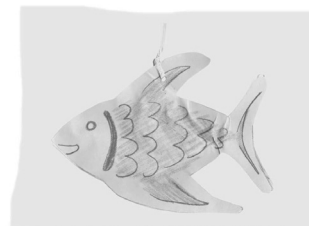
We recommend reading the questions out loud and explaining them to the class. As in previous units, you could translate or explain any words they are not familiar with.

## Final Product

- 1 Take out the construction paper with the instructions to make a 3-D Fish. Do not forget to bring the different fish you made.
- 2 Organize a class exhibit and display your work on the classroom walls. If possible, invite your parents and friends to visit your classroom.
- 3 Talk about the steps you followed to make your fish.

## Group Reflection

- Did you like making the crafts in this unit?
- Which activity did you like best?
- What didn't you like doing?



## Self-evaluation

Reflect on the following aspects of your Final Product and mark (✓) your answers.

- |   |                               |                                     |                              |
|---|-------------------------------|-------------------------------------|------------------------------|
| • I can recognize instructions.                   | Yes: <input type="checkbox"/> | Sometimes: <input type="checkbox"/> | No: <input type="checkbox"/> |
| • I can read and follow instructions.             | Yes: <input type="checkbox"/> | Sometimes: <input type="checkbox"/> | No: <input type="checkbox"/> |
| • I can order instructions using ordinal numbers. | Yes: <input type="checkbox"/> | Sometimes: <input type="checkbox"/> | No: <input type="checkbox"/> |
| • I can write instructions in a correct sequence. | Yes: <input type="checkbox"/> | Sometimes: <input type="checkbox"/> | No: <input type="checkbox"/> |
| • I can read and write expressions in English.    | Yes: <input type="checkbox"/> | Sometimes: <input type="checkbox"/> | No: <input type="checkbox"/> |
| • I can understand a reading.                     | Yes: <input type="checkbox"/> | Sometimes: <input type="checkbox"/> | No: <input type="checkbox"/> |

You could have students discuss the questions as a class and elicit answers from several volunteers.

Remind students to use politeness expressions when they participate in the discussion and perhaps you could have students to thank their classmates for their participation.

## Self-evaluation

You should perhaps, read the aspects in this section out loud to make sure students understand them. Then, they should mark (✓) their answers. Praise students for a good job during this unit and encourage them to be better every class.

## Evaluation

Photocopy the Evaluation Instrument: Assessment Rubric on page T28b (1 per student). Complete it for every student to show his/her performance in this unit.

# Product Template

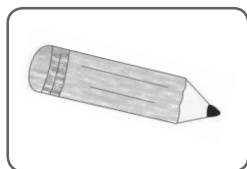
## Illustrated Instructions to Make a 3-D Fish

- 1 Look at the illustration and discuss with your partners the materials you need to do this fish.

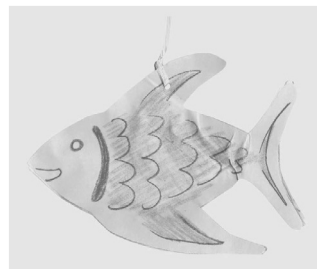
- Make a drawing of each one of these materials.

### Materials

pencil



colored paper



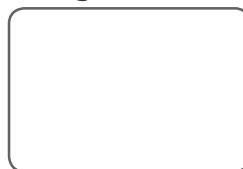
scissors



glue



string



- 2 Bring to class the fish you made in Worksheet 3. Discuss with your teammates how you made this activity. Write the instructions together using the dictionary words in this unit to help you.
- 3 For the final session of your product, you will need to bring a piece of construction paper, a ruler and colored pencils or crayons.
- 4 Take out the construction paper, the ruler and the colored pencils and write a list of the materials you used to make your 3-D fish in Worksheet 3 on the top of the construction paper. Illustrate each word in your list.
- 5 Copy the instructions you wrote in Activity 2 in this Product Template and illustrate them. Be careful with spelling and ask your teacher for help.

# Evaluation Instrument

## Unit 3

### Assessment Rubric

1 The following assessment rubric can be used to assess your students. Write the number of the descriptor that best matches your student's performance on each skill. Add up the numbers and check the overall grading scale below.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

5	4	3	2	1	Score
Can almost always perform the activities correctly, easily and rapidly	Can generally perform the activities correctly and with some ease	Can frequently perform the activities correctly despite minor difficulties	Can sometimes perform the activities correctly but with some difficulty	Can rarely perform the activities correctly and has lots of difficulty	
Aspects to Be Assessed	- Recognize topic, purpose and intended audience of instructions				
	- With graphic support, follow instructions related to daily life				
	- Distinguish title, instructions and list of materials for a craft or project				
	- Count steps of instructions				
	- Select words to complete steps in instructions				
	- Order steps in a sequence				
Total					

### GRADING SCALE

0 – 12 points: Does not meet standard desired

13 – 18 points: Passes, though needs improvement

19 – 24 points: Passes with a few areas for development

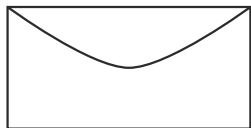
25 – 30 points: Passes with very few areas for development

# Picture Dictionary

## Unit 3

### Crafts

envelope



glue



fold



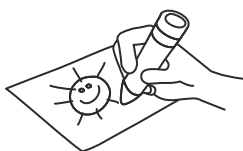
cut



write



draw

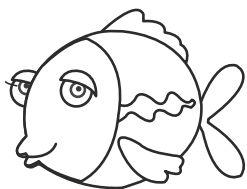


give



### Sea Creatures

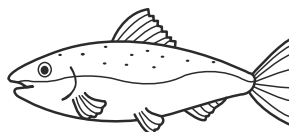
fish



whale



salmon

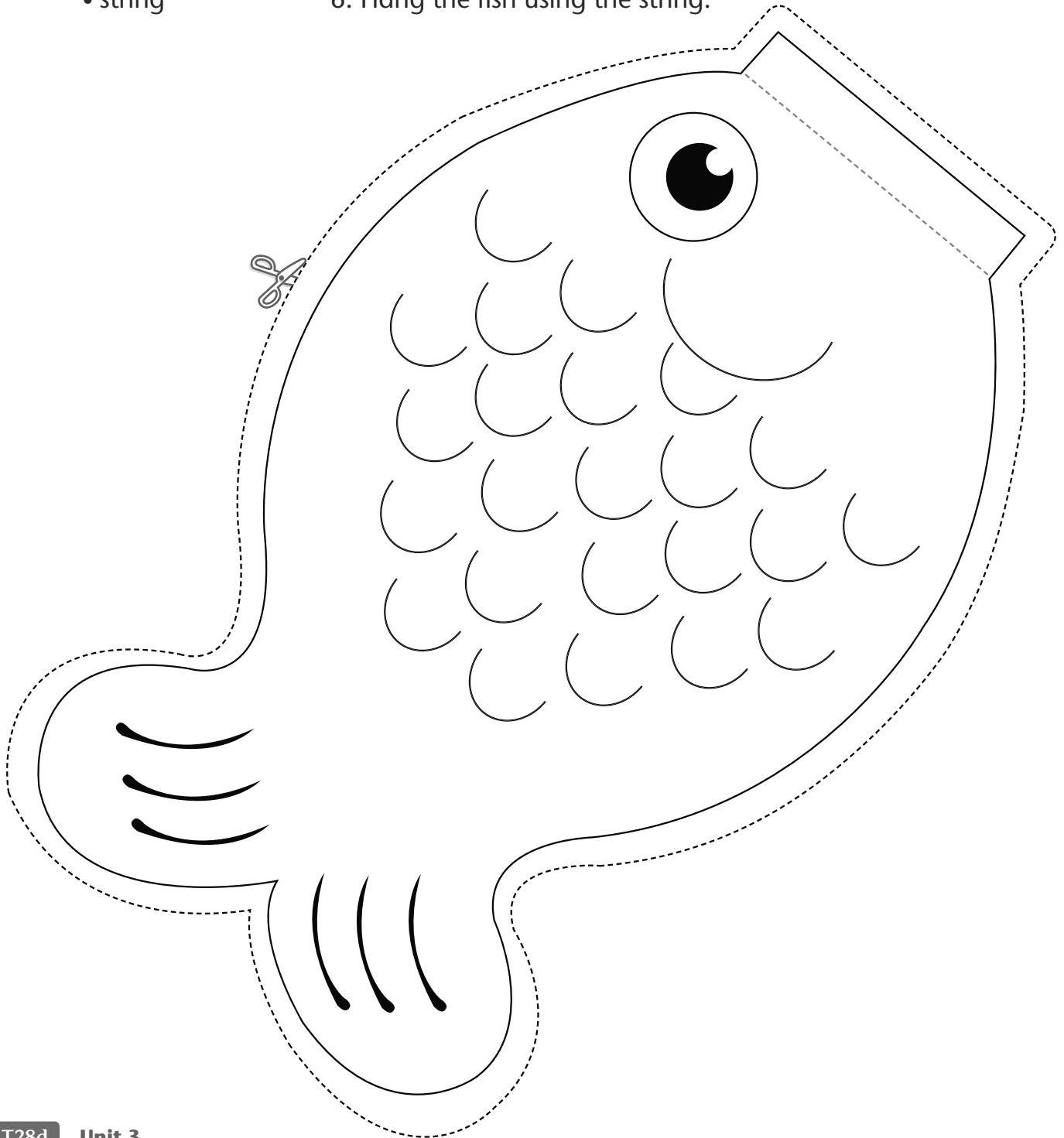


**1 Read the instructions and make a 3-D fish.****Materials**

- fish model
- pencil
- colored paper
- scissors
- glue
- string

**Instructions**

1. Cut out the fish on this worksheet.
2. Draw the fish on a sheet of colored paper.
3. Cut the sheet and decorate both sides.
4. Make little paper balls and glue them on one of the fish.
5. Glue the other fish on top (the balls stay in the middle).
6. Hang the fish using the string.



## Unit 4

### Let's Give Instructions!

#### Curricular Objectives

- (A) Exchanges associated with media.  
(B) Interpret public signs.

**Environment** Family and community

**Final Product** An illustrated dictionary of public signs

**Big Book Signs, Signs, Signs!**

#### Achievements

Classify images on signs according to their function.  
Identify purpose, sender and receiver.

#### Unit Overview

#### Warm Up

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

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

#### Poster

It is a good idea to help students become familiar with the topic of the unit. Use Poster 4 and do the What Is Missing? activity. Call students' attention to the signs on the poster and elicit what they might mean.

#### 1 Look and guess the meaning of the signs.

Discuss what they mean with your class.

Where can you see these signs?

You may want to ask students if they have ever seen these signs and where. Discuss the places and purposes for signs. You could ask: What instructions do the signs give? Students may not be able to say these instructions in English yet, but they can say them in Spanish.

- a) *Be quiet, please.* b) *School crossing.*  
c) *No garbage, please.* d) *Don't waste water.*

#### ► Look at the illustrations below and match them with the signs.

Students can say where they can see these signs. You can elicit places, such as *school, home, park.*

Then students match the signs with the places where they can see the signs. They can work individually.

You can have them check their answers in pairs.

#### How Much Do I Know?

You may read the statements aloud and make sure students understand them. They can mark their answers individually. After that, they can share their ideas in pairs. Finally, you can have a class discussion about the signs students see in their community.

#### Wrap Up

You could do the Follow the Leader activity from page xii and take this opportunity to use commands related to signs since this is the topic of the unit.

**Answers:** 1. a. Be quiet, please. b. School crossing. c. No garbage, please. d. Don't waste water. / School: b. Library: a. Park: c. Bathroom: d

## Unit 4

### Let's Give Instructions!

**Environment: Family and community**

Social Practice	Communicative Activities	Achievements
Interpret public signs.	Exchanges associated with media.	<ul style="list-style-type: none"> <li>Explore signs used in public spaces.</li> <li>Identify words spoken aloud.</li> <li>Explore signs and words related to them.</li> <li>Participate in the writing of names of words related to signs.</li> </ul>

**Final Product:** An Illustrated Dictionary of Public Signs. **Big Book:** Signs, Signs, Signs!

**Unit Overview**

**1 Look and guess the meaning of the signs. Discuss what they mean with your class. Where can you see these signs?**

a

b

c

d

**► Look at the illustrations below and match them with the signs.**

**How Much Do I Know?**

Read and mark (✓) your answers.

	Yes.	Sometimes.	No.
I recognize signs and their locations in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand the meaning of signs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identify common actions in the city.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can give instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognize written instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discuss with your classmates the signs you see in your community.

Unit 4 29

## Achievements

Discover the meaning of new words used to indicate actions when listening. Relate words to signs. Classify images on signs according to their function.

**Suggested Materials** Fiction Big Book

## Warm Up

To introduce the topic of the lesson, you could begin the class by playing Draw It! from page xii. You may use these words: bus, car, movie theater.

## Development

### 1 Match the actions with the correct place.

Students can look at pictures 1, 2 and 3 on page 30. They can say what places they are. (1. bus, 2. movie theater, 3. car). Then draw students' attention to pictures a, b and c. Discuss what is happening in each picture: a. turning off your cell phone, b. fastening your seat belt and c. giving your seat to an elderly person. Then ask students where these actions can happen. Have them match the actions with pictures 1, 2, and 3.

### 2 Look and circle the correct phrase. Read your answers to a partner.

Students should look at the signs. Draw attention to the first one and elicit possible meaning (no phones / Turn off your phone). Then they circle the correct phrase from the two options.

You could tell students to circle the correct phrase for each sign. Have them compare their answers in pairs.

### ► Listen and point to the correct sign. 23

You can play Track 23. Students should listen to the audio as they check their answers to activity 2. Pause after each instruction. Students could repeat the instructions after the audio. Then they could read the instructions aloud in pairs.



## Time to read Fiction: Signs, Signs, Signs!

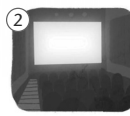
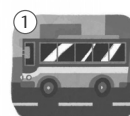


Display page 13 of the Fiction Big Book. Point to the title and elicit what signs are. Ask students if there are any signs in the classroom. Then point to the pictures and present the characters: Mom and Tom.

Ask students to predict what signs they might see in the story. Play Track 45 and have students follow the story. Check their predictions.

## Development

### 1 Match the actions with the correct place.



### 2 Look and circle the correct phrase. Read your answers to a partner.



Turn off your phone. /  
School crossing.



Turn off your phone. /  
School crossing.



Be quiet, please. /  
No garbage, please.



Be quiet, please. /  
No garbage, please.



No animals, please. /  
No food, please.



No animals, please. /  
No food, please.

### ► Listen and point to the correct sign. 23

## How Am I Doing?

### Discuss these questions with a classmate.

Do you understand all the signs you see in your community? Can you name some of their meanings? Is it difficult to understand signs?



## How Am I Doing?



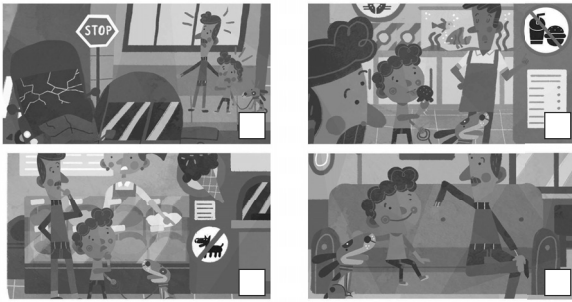
Students could work in pairs and read the questions together. Monitor and explain that they will keep learning. You could say that it is fine if they still find difficulties to understand signs.

## Wrap Up

You can use Poster 4 again. before showing it, you may ask if they remember any signs. Show the poster and invite students to identify the signs and attempt to say what they mean..

**Answers:** 1. a. 2, b. 3, c. 1 2. 1. Turn off your phone. 2. School crossing. 3. Be quiet, please. 4. No garbage, please. 5. No food, please. 6. No animals, please.



### 3 Listen and number the illustrations in order. 24



#### ► Circle *True* or *False*.

- Johnny and his dad respect signs. True False
- Johnny's dad has an accident. True False
- You can eat in a pet shop. True False

### 4 Listen again and point to the pictures. 24

► Check the meaning of the signs on your Picture Dictionary on pages 85 and 86.  

### 5 Retell the story to a classmate. Then act it out.

6 In this unit, you will make an illustrated dictionary of signs you can see in public places as a Final Product. Work in teams of three. Then go to the Product Template on page 93 and do Activities 1 and 2. Write expressions from this lesson that help you understand signs.  

Unit 4 31

## Achievements

Recognize the value of signs in the life of the community. Review repertoire of words and expressions.

**Suggested Materials** teacher-made signs indicating *stop*, *no food* and *no animals*.

## Warm Up

Display the three signs you made in different places around the classroom. Ask children to point to the signs as you mention them. For example: *No food, please*. Students then point to the correct sign. Make sure they understand the meaning of these signs. Talk about the importance of signs in cities, small towns, villages and their community.

### 3 Listen and number the illustrations in order.



Students can look at the four pictures. You could ask them to tell you what signs they can see. Have them discuss what is happening in each picture.

Then introduce the characters in the story: Dad, Johnny and Champ (the dog).

Elicit the names of the places: home, ice cream shop, pet store and street.

Play Track 24 and have students listen to the whole story. Play it again and have students number the pictures in order. Play it a third time and stop after each scene to check students' answers. Focus students on the sound effects that help you know what is happening or where the story takes place.

#### ► Circle *True* or *False*.

You can ask students to remember what happened in the story and work in pairs to decide if each statement is true or false. You may check the answers as a class.

### 4 Listen again and point to the pictures. 24

You could play Track 24 again and have students point to the pictures as they hear the story. Monitor to see if they are doing it correctly.

#### ► Check the meaning of the signs on your Picture Dictionary on pages 85 and 86.

It is a good idea for students to look at their Picture Dictionaries as additional reference. This will help them remember phrases for their Final Product.

### 5 Retell the story to a classmate. Then act it out.

You may give students a few minutes to work in pairs and act out the story, playing the different roles in the story: Dad, Johnny, and clerks.

Ask for a volunteer pair to act out the story in front of the class. Help students by modeling appropriate intonation and volume as needed.

### 6 Final Product Preparation.

You may allow students to choose their team members. Then they could do Activity 1 together. At the end, refer them to Activity 2 and ask them to bring the necessary materials to work on their Final Product for next class.

## Wrap Up



### Time to read Fiction: Signs, Signs, Signs! 45

Display page 13. Ask students if they can remember who the characters are and where they go (Mom and Tom, to the museum). Elicit the signs they see in the museum. Play Track 45 and display the pages. Check to see if students were correct. Ask which signs in the museum are also in the classroom.

Answers: 3. 4, 3, 2, 1 / 1. True, 2. False, 3. Answers will vary.

## Achievements

Associate sounds with letters. Correspondence between written and spoken language. Complete the writing of words and numbers. Compare similarities and differences when writing words.

## Warm Up

Write these words on the board: *phone, garbage, food, school, be, off*. Tell students that you will say the number of letters so that they identify what word you're thinking of. For example, you can say: *six*. Students may say: *school!*

## 7 Listen to the phrases and repeat. 25

You could explain to students they will hear six phrases and repeat each one. You may play Track 25 and stop after each phrase. Have students repeat the phrases. Write them on the board as they say them. Then have volunteers come to the board and draw the corresponding signs.

### ► Stop and think!

You should have students look at the instructions you wrote on the board and count the number of words in each one. They can do this individually. Then you can elicit their answers and write the number they tell you next to the corresponding instruction on the board.

## 8 Complete the words with the missing vowels (a, e, i, o, u). Use your Picture Dictionary on pages 85 and 86 to help you.

You could write the vowels on the board and ask students to identify them. Then say each instruction aloud and ask students to write the missing vowels. Have students check their answers in pairs. Ask them to go to their Picture Dictionary and color the signs on pages 85 and 86.

### ► Go to Worksheet 4 on page 107 and do Activity 1.

Students can draw their signs on their worksheet individually. Then you could ask them to work with a classmate to take turns showing their drawings and saying what they mean. Monitor and provide help.

### ► Count the words in each phrase and write the number.

Students should look at the phrases and notice that each word is a different color: black, red, blue and green. Write the phrases on the board and ask for volunteers to come to the front and count the words

## 7 Listen to the phrases and repeat. 25

### ► Stop and think!

How many words do the phrases have?

## 8 Complete the words with the missing vowels (a, e, i, o, u). Use your Picture Dictionary on pages 85 and 86 to help you.

1. Sch \_ \_ I cross \_ \_ ng. ☐
2. N \_ g \_ rb \_ g \_ , please. ☐
3. No f \_ \_ d, please. ☐
4. No an \_ m \_ ls, please. ☐
5. Turn off your ph \_ n \_ . ☐
6. Be qui \_ t, please. ☐

### ► Go to Worksheet 4 on page 107 and do Activity 1.

### ► Count the words in each phrase and write the number.

## 9 Read and practice the phrases in Activity 8 one more time with a partner.

### ► Read the questions and write your answers on the lines.

1. Which is the longest word in the phrases? \_\_\_\_\_
2. Which are the shortest ones? \_\_\_\_\_ / \_\_\_\_\_
3. Which words have seven letters? \_\_\_\_\_ / \_\_\_\_\_
4. Which words have four letters? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_
5. Which words begin with the same letter? \_\_\_\_\_ / \_\_\_\_\_
6. Which words end with the same letter? \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

32 Unit 4

in each instruction. Then ask students to write the number of words in the box after each phrase.

## 9 Read and practice the phrases in Activity 8 one more time with a partner.

You can have students work in pairs and take turns reading the phrases aloud. This will help them practice for the Final Product when they present their signs and say their meaning.

### ► Read the questions and write your answers on the lines.

Students should work individually to answer the questions. Make sure they understand them. You may want to check answers as a class.

## Wrap Up

You may want to finish the class with a game. You could do the Pass It On activity from page xii.


**Answers:** 7. 1. School crossing, 2. No garbage, 3. food, 4. animals, 5. phone, 6. quiet / 1. 3, 2. 3, 3. 2, 4. 3, 5. 4, 6. 3 8. / 1. crossing, 2. No, Be, 3. garbage, animals, 4. turn, food, your, 5. phone, please, 6. please, phone.

**10** Work in pairs. Look at these signs and discuss what they mean. 







► Read the questions and write your answer on the lines. 

1. How are these signs different from the ones you learned before? \_\_\_\_\_
2. Where can you see these signs? \_\_\_\_\_

**11** Look at the signs on Activity 10 and unscramble the words to see what they mean. 

- |                        |                   |
|------------------------|-------------------|
| 1. sapiecl nedes _____ | 4. latihops _____ |
| 2. setoilt _____       | 5. kprinag _____  |
| 3. aretarunts _____    | 6. usb sopt _____ |

► Check Activity 11 with a partner. Then spell the words. 

**12** With your team from page 31, follow the steps on the Product Template on page 93 Activities 3, 4 and 5. Do not forget to bring your additional materials.   

Unit 4 33

## Achievements


Recognize the value of signs in the life of the community. Formulate words and statements. Review repertoire of words and expressions.  
**Suggested Materials** Fiction Big Book

## Warm Up


 **Time to read! Fiction: Signs, Signs, Signs!**  45

Display page 13 of the Fiction Big Book. Ask students what they remember. Play Track 45, pausing the CD after each page. You may ask these questions:


- p. 13: *Is Tom happy?*
- p. 14: *Where are they going? How are they going?*
- p. 15: *What does Mom say?*
- p. 16: *What does Mom say? What do the signs mean?*
- p. 17: *Do Tom and his mom follow the instructions?*
- p. 18: *What does Tom say? Does he shout?*
- p. 19: *Where are they? What does Tom say?*
- p. 20: *What does the sign mean?*

**10** Work in pairs. Look at these signs and discuss what they mean. 

Students can work with a partner. Ask them to take turns saying what a sign means and having their partner point to it.

► Read the questions and write your answer on the lines. 

You may want to read the questions aloud to make sure students understand. Then they could answer them individually. Point out that these signs do not have a line crossing out the pictures. Elicit why: they are for giving information. Check answers as a class.

**11** Look at the signs on Activity 10 and unscramble the words to see what they mean. 

Demonstrate the activity by pointing to a picture and saying an instruction, for example 1. Special Needs. Ask students to unscramble the words for number 1. Have students work individually and provide help as necessary. Do not check their answers yet.

► Check Activity 11 with a partner. Then spell the words. 

Allow students to compare their answers. Then we suggest you name students as A and B. Tell them that student A chooses a picture and points to it. Then, student B has to say the meaning. Next, the students switch roles. Monitor and take notes to give group correction on the pronunciation, meaning or form of instructions.

**12 Final Product Preparation.**   

You could refer students to page 93. You could read the instructions for Activities 3, 4 and 5. It's time to allow them to work in their groups to create their Illustrated Dictionary. Ask them to keep their work and bring it on the day of the presentation.

## Wrap Up

You may want to do a revision of signs. You can call out the name of a public place and have students say signs they might find there. Accept any possible answers.

Answers: **11.** 1. special needs, 2. toilets, 3. restaurant, 4. hospital, 5. parking, 6. bus stop

## Achievements

Relate words to signs. Classify images on signs according to their function. Review repertoire of words and expressions.

**Preparation:** Make cards or pieces of paper with instructions or signs from this unit, and put them in a bag.

## Warm Up

Divide the class into two groups (Teams A and B) to play Charades. A player from Team A acts out an instruction from the bag for 30 seconds. His/her team must guess what the instruction or sign is. Then it is team B's turn, and so on. The winner is the team with more correct guesses.

### 13 Work with a partner and discuss: What type of signs can you find in these places?

Before students work in pairs, refer the class to the pictures and elicit the places they illustrate: market, museum, classroom, restaurant. Then they could work in pairs to say what kind of signs they could find in those places. You should explain that there might be several possibilities. You may want to check their answers as a class.

#### ► Draw one sign you may find in each place.

Then we recommend you have students work individually and come up with some signs they could find in those places. They should choose one per place and draw it in the boxes. After that, students could share their drawing with the same classmate they worked with in the previous activity. If time allows, you may have volunteers draw their signs on the board for the rest of the class to see and compare.

### 14 Work in pairs. Choose a place and say an instruction.

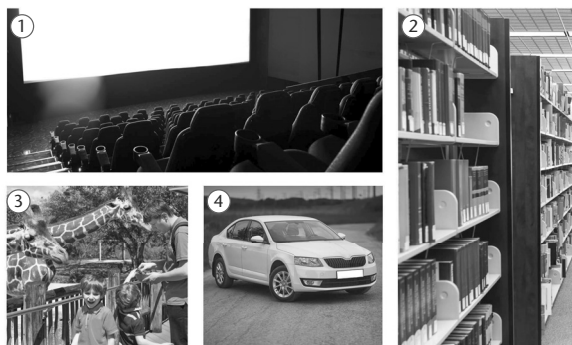
You could elicit the places represented in the pictures. Then we recommend having students work in pairs and take turns pointing to a place and saying the corresponding instruction of the sign they might find there. You may want to conduct feedback as a class.

### 13 Work with a partner and discuss: What type of signs can you find in these places?



► Draw one sign you may find in each place. 

### 14 Work in pairs. Choose a place and say an instruction.



## Wrap Up

You could wrap up the unit by showing Poster 4 again. You could have pairs of volunteers come to the front. One student can say an instruction or meaning of a sign and the other one should point to the corresponding picture of the sign. You can invite as many volunteers as you wish. Students usually enjoy participating in front of the class.

## Final Product

### 1 Present your dictionary to the other groups.

#### Instructions

1. Take out the Illustrated Dictionary of Public Signs you made in the last session.
2. Check your work and make corrections. Finish decorating your work and don't forget your cover.
3. Show your dictionary to the other groups.



No animals



Turn off  
your phone



No food

#### Group Reflection

- Did you choose clear visuals and check spelling on the instructions?
- Did you share your dictionary with the class?

#### Self-evaluation

Reflect on the following aspects of your Final Product and circle your answers.

- |   |      |            |     |
|---|------|------------|-----|
| • I can recognize different types of signs.           | Yes. | Sometimes. | No. |
| • I can understand and say the meaning of signs.      | Yes. | Sometimes. | No. |
| • I can recognize the places where signs are located. | Yes. | Sometimes. | No. |
| • I can write and say instructions.                   | Yes. | Sometimes. | No. |
| • I can read and write expressions in English.        | Yes. | Sometimes. | No. |
| • I can understand a reading.                         | Yes. | Sometimes. | No. |

Work with your team one more time and visit the next website.

Play and learn more about public places and safety signs.

[www.jrso.com/funzone/roadsigns](http://www.jrso.com/funzone/roadsigns)

Unit 4 35

## Achievements

Classify images on signs according to their function.  
Review repertoire of words and expressions.  
Reflection and self-evaluation.

## Warm Up

You could start the class doing the Color Search activity from page xii.

## Final Product

### 1 Present your dictionary to the other groups.

You may want to help students get ready with their materials before the presentation. Explain that they should get together with their team members make sure everything is ready. It is a good idea to allow some time to students to make corrections or finish their drawings if necessary.

When students are ready in their groups, have them work with a different groups to present their work. If time allows, another option is to have students come to the front and do a class presentation. Explain that they should all respect each other's work. At the end, you can have a class discussion to talk about the importance of signs.

## Group Reflection

You could read the questions out loud and explain their meaning to the class. Have students discuss the answers in the same groups they worked with to present their Final Product. Walk around and monitor their discussions.

## Self-evaluation

You could read the statements and help students understand their meaning so they can circle their answers. Then you should allow them to work individually to think about their progress. Finally they should circle their own answers. You may want to lead a class discussion if students are willing to talk about how they feel regarding the objectives of the unit.



Work with your team one more time and visit the next website. Play and learn more about public places and safety signs.

[www.jrso.com/funzone/roadsigns](http://www.jrso.com/funzone/roadsigns)

Draw students' attention to the reference for extra games or activities on the web. Encourage students to do the activities at home for further practice. They can do it with their classmates if they have a chance or with the help of their parents or guardians.

## Evaluation

Photocopy the Evaluation Instrument: Observation Guide on page T35a (1 per student) and complete it for every student to record his/her achievements in the unit.

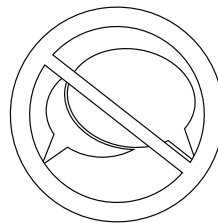
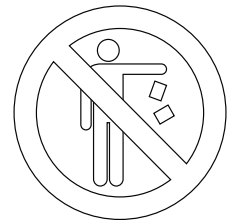
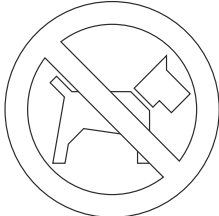
## Wrap Up

You may want to finish this unit with a game. You could do the Fruit Bowl Upset activity from page xii. Instead of using fruit vocabulary, you can use names of public places such as restaurant, movie theater, etc. You could also use some instructions of signs as well.

# Product Template

## An Illustrated Dictionary of Public Signs

- 1 Look at the signs and discuss with your team what they mean. Write the meaning on the lines. If necessary, you may go back to the lesson.



- 2 For the next session, you will need to bring the following material:  
5 white sheets paper, colored pencils or crayons, a pencil.
- 3 Take your materials. Use a sheet of paper to make a cover for your Illustrated Dictionary.
- 4 Take the other 4 sheets of paper and use a ruler to draw lines and divide them in half.
  - Draw three signs you learned in this unit on one half of each sheet of paper and write their meanings on the other half. Be careful with spelling. Remember to use restrictive and information signs.
- 5 Use a paper clip or staple the sheets of paper to keep your work together. Decorate and color your dictionary any way you want. Bring your Illustrated Dictionary of Public Signs the next class.

# Evaluation Instrument

## Unit 4

### Observation Guide

1 The following observation guide can be used to assess your students. Mark the rubric according to each student's performance.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Aspect To Be Observed	Able to do it easily and correctly	Able to do it correctly with minor difficulties	Generally able to do it correctly but with some difficulties	Sometimes able to do it correctly but with noticeable difficulties	Rarely able to do it correctly and with lots of difficulty
Recognize signs and match them to possible locations					
Recognize physical actions that go with signs					
Point to visuals that represent signs when listening					
Act out physical actions associated with signs when listening					
Identify number of letters in words					
Identify the same initial and final letters in words					
Identify number of words in phrases					
Write phrases related to signs correctly					
Pronounce phrases related to signs correctly					

Term 1

# Picture Dictionary

## Unit 4

### Public Signs

No animals, please.



No garbage, please.



No food, please.



School crossing.



Be quiet, please.



Turn off your phone.



## Worksheet 4

- 1 Draw three signs for each category. Cut out your cards and quiz a classmate!

Restriction / No signs

Information / Direction signs




## Unit 5

### Let's Explore Stories!

#### Curricular Objectives

- (A) Recreational expression.
- (B) Understand stories.

**Environment** Literary and ludic

**Final Product** Representing a story

**Big Book** Where's Bobby?

#### Achievements

Activate previous knowledge to recognize characters. Encourage students to adopt an attentive and interested attitude to explore stories.

#### Warm Up

Play *Simon Says* with the class. The teacher is Simon, the students are the players. Standing in front of the group, *Simon* tells players what they must do. However, the players must only obey commands that begin with the words *Simon Says*. If *Simon* says, *Simon says touch your nose*, then students must touch their nose. But, if *Simon* simply says, *jump*, without first saying *Simon says*, students must not jump. Those that do jump are out.

#### Unit Overview

#### 1 Listen and match the characters with the names. 26

Students could look at the pictures and tell what they show. Accept all answers, but lead students into realizing that all three pictures represent characters from children's stories.

You can read the names of the characters out loud. Students can look at their Picture Dictionary on page 86 to reinforce vocabulary. Then you could Play Track 26 and have students work individually to match the characters with the names.

#### ► Do you know these stories? Discuss what they are about.

Students should work in pairs to talk about what they know about the stories. If they do not know them, they could mention other stories they know with similar characters.

## Unit 5

### Let's Explore Stories!

#### Unit Overview

**Environment:** Literary and ludic

Social Practice	Communicative Activities	Achievements
Compare words in a children's story.	Recreational expression.	<ul style="list-style-type: none"> <li>Explore stories.</li> <li>Listen to reading stories aloud.</li> <li>Practice the pronunciation of words.</li> <li>Review the writing of a story.</li> </ul>
<b>Final Product:</b> Representing a story.		<b>Big Book:</b> <i>Where's Bobby?</i>

#### 1 Listen and match the characters with the names. 26



The **Witch**

Mother **Goat**


The Big Bad **Wolf**

► Do you know these stories? Discuss what they are about. 

► Discuss the answers with your class. 

Do people read stories to you? Who? What stories do you know?

#### How Much Do I Know?

Discuss these questions with a classmate. 

Do you read or listen to stories? Can you compare and group words in a story? Can you recognize people, places or things in a story? Can you identify pictures and letters?

36 Unit 5

#### ► Discuss the answers with your class.

We recommend you tell students that in this unit they will be looking at stories. You may want to ask who likes stories and encourage students to mention some of their favorite ones. Finally, you can invite students to say if somebody reads stories out loud to them. Ask who reads to them.

#### How Much Do I Know?


Students could work in pairs to talk about what they know regarding the objectives of this unit. You could encourage them to expand their answers giving examples.

#### Wrap Up


We recommend you do an activity with **Poster 5**. You could do the Picture Dictation activity from page xi. You may want to have students work in pairs to help each other when drawing what you describe from the poster.

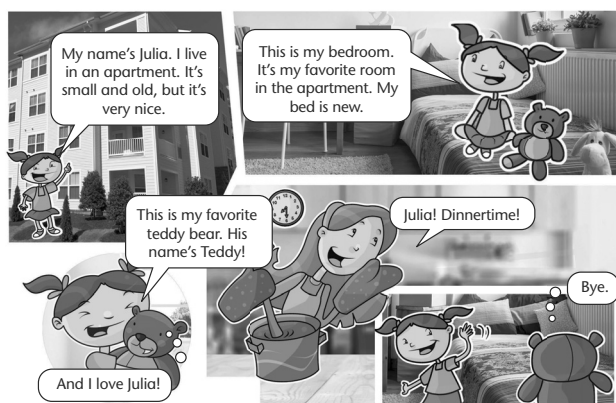
**Answers:** 1. Pictures from left to right: The Big Bad Wolf, The Witch, Mother Goat


## Development

1 Look at the story and discuss with a partner what it is about. 

► Read the story and circle the words using the color code below.

Julia's words =  Mother's words =  Teddy's words = 



2 Draw the place where you live and circle the option to complete the sentence. 



Unit 5 37

## Achievements

Identify what they can read and what they cannot. Classify names according to what they refer to.

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

## Warm Up

You could draw a house and an apartment building on the board. Then draw a stick figure that looks like you inside the apartment. Point to the picture of yourself and say:

T: *I live in an apartment.*

Next, you may want to point to a student and ask:

T: *Do you live in a house (point to the house) or in an apartment (point to the apartment)?*

The student then points to the correct picture on the board. You can do the same with other students.

## Development

1 Look at the story and discuss with a partner what it is about. 

Students can look at the pictures of the story and try to identify the characters. Monitor and encourage them to say who the characters might be. They can guess but do not confirm their answers yet.

► Read the story and circle the words using the color code below.

You can call students' attention to the speech bubbles. You could read the story using different voices.


Students listen and follow along. Read the story again and have students point to the person that is talking.

Have students look at the pictures. Then have them point to Julia, to Julia's mother and to the teddy bear. Ask if Julia lives in a house or an apartment.

Students should color Julia's words blue, her mother's words red, and the teddy bear's words green.

It is not necessary at this point for students to read the words or to understand all of them. They just have to identify that the text in the speech bubble refers to what someone is saying or thinking.

Ask students if teddy bears can talk. Ask them how the teddy bear's speech bubbles are different. Explain to students that this type of speech bubble refers to what someone is thinking rather than what he/she is saying.

2 Draw the place where you live and circle the option to complete the sentence. 

Students draw their house or apartment building in the space and circle the corresponding word.

Write the words *house* and *apartment* on the board and read them out loud, to help students identify the word they need to circle in their books.

## Wrap Up

Ask students which room they can see in the second and last pictures of the story in this lesson (a bedroom). Write the word *bedroom* on the board. Distribute paper (See Suggested Materials) and have students draw a picture of their bedroom. Display students' pictures on a wall.

Note: Some of your students might not have a bedroom. They may sleep in a room that is also used as a living room or kitchen. Talk with students about how all homes are different and all living situations are acceptable.

**Answers:** 1. Blue: My name's Julia..., This is my bedroom..., This is my favorite teddy bear... / Red: Julia! Dinnertime! / Green: And I love Julia!, Bye.

## Achievements

Identify what they can read and what they cannot. Associate written names with characters in a story.

**Suggested Materials** Fiction Big Book, colored pencils

## Warm Up

You could write the letter *B* on the board and tell students how it sounds. Elicit words that start with *b*. (Students have seen these words in Units 1 and 2: *blue, book, bye-bye, bear, betta, black, big*.) Ask students if any of them have a name that starts with *b*.

Write the name *Bobby* and tell students they will be reading and listening to a story about a boy named *Bobby*.

### 3 Circle the book for children.

Students can identify which book is for children. Ask how they know and what the other book covers show.

► Discuss the following questions with a partner. Write your answers on the lines.

Students should work in pairs to answer the questions. They can look at the cover to get some ideas to answer. You can monitor and provide help if necessary.



### Time to Read Fiction: Where's Bobby?

You can display page 21 of the Fiction Big Book. Ask questions about the cover.

T: *Is there a boy or a girl? Is he outside? Is he happy?*

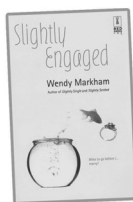
Write the numbers 1–10 on the board. Have students practice counting as you point to each number. Point to numbers out of order and have students say them. Display and read aloud page 22. Encourage students to join in with the numbers.

Distribute paper. Have students say what they think the story will be about and draw a picture.

### 4 Do you have a favorite children's story? What is it about? Draw it in the boxes and then show it to the class.

Students can work in small groups and discuss the questions. You can explain that they may have different answers but they will draw the one they like. Explain that they should draw some scenes from their story in the four boxes in their book.

### 3 Circle the book for children.



► Discuss the following questions with a partner. Write your answers on the lines.

1. Why did you choose that book? \_\_\_\_\_
2. How do you know it is a book for children? \_\_\_\_\_
3. What do you think the story is about? \_\_\_\_\_
4. Do you know the name of the character? \_\_\_\_\_

4 Do you have a favorite children's story? What is it about? Draw it in the boxes and then show it to the class.

--	--	--	--

► Write on the lines the names of the characters in your story.

_____	_____
_____	_____
_____	_____

38 Unit 5

### ► Write on the lines the names of the characters in your story.

Students can look at their drawings from Activity 4 to help them remember the characters of their story. You could explain that there are six lines but there might be fewer characters in their story. They should do this individually. You may want to check their answers as a class.

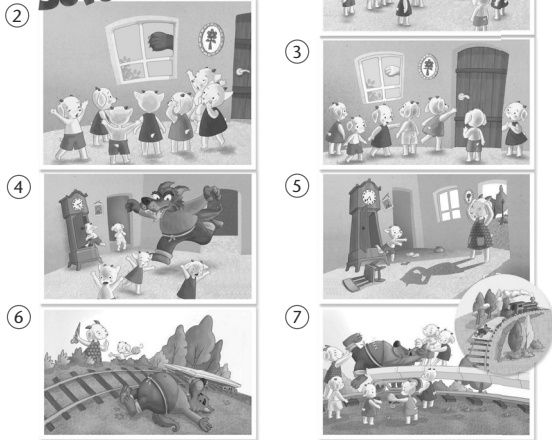
## Wrap Up

We suggest you play the Color Search game from page xii. This might be a good opportunity to review some vocabulary students have learned so far.



**Answers:** 3. Students circle the book in the middle.

- 5 Listen and follow along. Then circle the beginning and cross out the ending of the story.  27 

## The Wolf and the Seven Kids



- Listen to the story again. Then work in small groups and retell the story to your partners.  27 

- 6 In this unit, you will make an illustrated story as a Final Product. Work in teams of four. Then, go to the Product Template on page 94 and complete the first section.  

Time to Read

Unit 5 39

### Achievements

Encourage students to adopt an attentive and interested attitude to explore stories. Identify the text structure with support images: beginning, middle and ending. Review repertoire of words and expressions.



**Suggested Materials** Fiction Big Book

### Warm Up

Students could look at the picture of the wolf on page 36. Ask them if they know any stories about wolves. Briefly you could talk with students about the differences between real wolves and wolves in stories.

If possible, take students to the playground. If not, try to clear a big space in your classroom.

Play Tag with students. One of them is the wolf, and he or she chases the other children (goats) until one is touched. That child then becomes the wolf and chases the others until he or she tags someone, who then becomes the wolf.

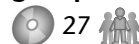
- 5 Listen and follow along. Then circle the beginning and cross out the ending of the story.  27 

We suggest you have students look at the pictures and try to understand the story. Then you can play Track 27 and have students listen to the story.

Students can tell you what they understood from the story. Explain that *kids* are baby goats (as well as children!). Explain additional points if necessary, but do not translate the story word by word. Ask students if they liked the story.

Elicit where the beginning is (picture 1) and have students circle that panel. Then ask where the ending is (picture 7) and have them cross it out.

- Listen to the story again. Then work in small groups and retell the story to your partners.



You could tell students they are going to listen to the story again. Play Track 27, pausing after each section so students repeat that part of the story. Then play the track again and pause after each segment so that the whole class can repeat the text for every panel. Then they should work in groups and try to retell the story. Monitor and provide help.

### 6 Final Product Preparation.

It is a good time to have students choose their partners to work on the Final Product. Explain that every time they are asked to work on this, they should get together with the same classmates.

You could refer students to the Product Template on page 94 and do Activity 1. We suggest you ask students to be flexible when choosing the story they would like to work on for their Final Product.

### Wrap Up



### Time to Read Fiction: Where's Bobby?



Display page 21. Elicit the name of the story and the topic of the story (a game of hide and seek). Play Track 46. Display the pages of the book while students listen to the story. Check if anyone correctly predicted the story in the previous class.

## Achievements

Activate previous knowledge to recognize objects and places. Associate objects and places with written text.

**Suggested Materials** colored pencils, Fiction Big Book

## Warm Up



### Time to Read Fiction: Where's Bobby?

46

Display page 21 of in the Fiction Big Book.

Play Track 46. Display the pages of the book while students listen to the story.

Then display the story one page at a time. Invite students to come up and point to different pictures by saying, for example, *Point to the father. Point to the girl. Point to the cat. Point to the bedroom.*

If possible, take students out to the schoolyard. Play *Hide and Seek*, helping students count from 1 to 10 as in the story.

Ask students if the game *Hide and Seek* exists in their country. Ask what it is called, and discuss similarities and differences in how it is played.

Help students understand that some games and customs are similar in different cultures, while other games and customs are not similar.

## 7 Circle the places mentioned in the story on page 39. Then, match them with the words.



You could elicit from students what they remember from the story on page 39. They can say names, places, characters or whatever they can recall.

Then you could have them work individually and circle the pictures on page 40 that show where the story takes place. Finally, ask students to match the pictures with the words below the pictures. You could check answers as a class.

## 8 Complete the names of the objects. Draw one more object and write its name.



We recommend you invite students to find the objects in the pictures on page 39 and identify them. Then have them draw one more object from the story and label all three objects, completing and writing the words.

## 7 Circle the places mentioned in the story on page 39.

Then, match them with the words.



a



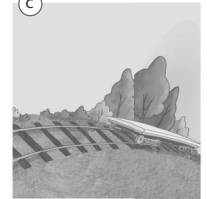
farm

b



railroad

c



house

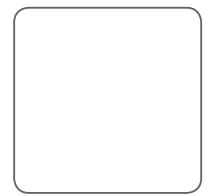
## 8 Complete the names of the objects. Draw one more object and write its name.



c \_ \_ \_



d \_ \_ \_



\_\_\_\_\_

### How Am I Doing?

Discuss these questions with a partner.



Do you have a favorite story? Can you identify the beginning and end in a story? How do you identify the characters, places and things in a story? Share your answers with the group.

40

Unit 5

## How Am I Doing?



It is a good idea to divide the class into pairs. You can read the questions with the class to make sure students understand them.

Students can reflect on their work so far and then share their answers with their classmates to show their abilities at this point. It is advisable to promote respect among students if some of them still need reinforcement of some language.

## Wrap Up

In order to wrap up the class, students might feel like playing a game. You could play the Pass It On game from page xii. Instead of or apart from naming the objects, students can name a character they remember from the stories of this unit.

**Answers:** 7. circle pictures a and c / a. house, b. farm, c. railroad 7. cart, door /Answers will vary.

## 9 Answer the questions about the story.

1. What is the title of the story? Circle it in blue.
2. In the red circle is one paragraph. Circle the other paragraphs in red, too.
3. How many paragraphs are in the story?

### The Wolf and the Seven Kids

Look! There are Mother Goat and her seven baby goats. One day, Mother Goat went to the supermarket. She said, "Children, be careful with the Big Bad Wolf."

After an hour, there was a knock on the door. A voice said, "Open the door, children. It is me, your mother!" But the kids said, "Go away, you Big Bad Wolf!"

After another hour, there was a knock at the door again. A voice said, "Open the door, children. It is me, your mother!" The kids said, "Come in, Mother!" And in came the Big Bad Wolf, and he ate six poor little goats. But the littlest goat hid in the clock. When Mother Goat came back home, the littlest goat told his mother everything.

Mother Goat and the littlest goat found the Big Bad Wolf by the railroad. Mother Goat opened the Big Bad Wolf's belly, and the six little goats jumped out. Then she sewed the Wolf's belly shut, and then they threw the Big Bad Wolf on the train. And they lived happily ever after.





## 10 Read the sentences below and circle the capital letters.

Mother Goat went to the supermarket.

The Big Bad Wolf knocked on the door.

The Littlest Little Goat hid in the clock.

- Draw a character from the story in your notebook. Then write its name.  

Little Goat

Big Bad Wolf

Mother Goat

-  Get in the same teams as in Activity 6. Visit this website to practice reading and listening more stories for children. 

[www.pbskids.org/daniel/stories/](http://www.pbskids.org/daniel/stories/)

## 11 With your team from page 39, go to the Product Template on page 94 and complete the next section with what you learned in this lesson.

Unit 5 41

## Achievements

Compare written words. Group similar words from a story or other text. Use formulas to encourage and introduce the reading of stories.

**Suggested Materials** colored pencils, construction paper

## Warp Up

You could present some words to help students become familiar with vocabulary in this lesson. Teach students the following phrases:

Look! I'm very little. (Scrunch up like a ball.)

Now, I'm very big. (Stretch up high.)

Distribute colored pencils and paper. Help students fold their paper in half and open it again. Ask them to draw something big on the left side and something little on the right side and color their drawings.



Ask students to describe their drawings saying if what they drew is big or small.

## 9 Answer the questions about the story.

You could ask students to show you their blue and red colored pencils. Read out the questions one by one and lead students in doing the tasks. Read the story aloud so students follow along. Ask if they think the story is similar or identical to the one on page 39. (similar). Discuss the differences and similarities. Then have students answer questions 1 and 3 aloud.

## 10 Read the sentences below and circle the capital letters.

You can write your name on the board and point to the capital letter. Explain that proper names should use capital letters. Students should look at the sentences and circle the capital letters. You may want to check the answers on the board by copying the sentences and asking volunteers to come and circle the letters.

- Draw a character from the story in your notebook. Then write its name.  

You could elicit the characters' names and have students draw a character from the story "The Wolf and the Seven Kids." Then have them write the name of the character they drew. Walk around as students are working and monitor the activity.

Have students go to their Picture Dictionary and color the pictures of the wolf and the goat on page 86.



Get in the same teams as in Activity 6.

Visit this website to practice reading and

listening more stories for children. 

[www.pbskids.org/daniel/stories/](http://www.pbskids.org/daniel/stories/)

You could invite students to go online at home and read and listen to more stories. Then they can do this with their teams as this will help them develop their Final Product.

## 11 Final Product Preparation.

You can ask students to get together with their team members. Ask them to work on Activity 2 which consists of drawing some parts of the story. Then invite them to do Activity 3 which consists of writing sentences to describe their drawings. Make sure students keep this work to continue next class.

## Wrap Up

This is a good opportunity to play Animal Charades from page xii using the names of animals from the stories in this unit.

**Answers:** 9. 1. circled in blue: "The Wolf and the Seven Kids" / 2. circled in red: paragraphs beginning with Look! There are..., After an hour..., and Mother Goat and the littlest.../ 3. Four.

## Achievements

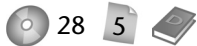
Identify the text structure with support images: beginning, middle and ending. Review repertoire of words and expressions. Associate the reading of names, characters, objects and places with writing.

**Suggested Materials** glue sticks, scissors

## Warm Up

You may begin the class doing the Follow the Leader Activity from page xii. This might help students realx and get ready to start the English class.

## 12 Play with the story of Hansel and Gretel. Go to Worksheet 5 on page 109.



We recommend you help students cut out Worksheet 5 from page 109. Have them look at the pictures and ask them if they know the story. If some students do, have them share the story with their classmates.

Have students cut out the pictures on the worksheet and put them in order, using previous knowledge of the story or general story-telling skills.

You can play Track 28 as students look only at the pictures. We suggest you play the track a second time and have students follow the text version of the story on page 42 of their books.

You might want to ask students to work in pairs to put the pictures in order. Check that the order is correct before students glue the pictures.

### ► Read the story aloud to a partner.

We suggest you divide the class into pairs. Explain that they will take turns reading each scene of the story. Monitor and provide help so students can read fluently.

### ► Get together with other pair of students and retell the story of Hansel and Gretel.

Now you can ask students to change pairs. They should be ready to retell the story in their own words. They may refer to the pictures to help them remember what it is about. At the end, you could invite volunteers to retell the story for the rest of the class.

## Wrap Up

You could do the Fruit Bowl Upset activity from page xii. Instead of using vocabulary of fruits you may use characters from the stories students know.


## 12 Play with the story of Hansel and Gretel. Go to Worksheet 5 on page 109.

1. Cut out the pictures. Put the pictures in order.
2. Listen to the story and check.
3. Glue the pictures in the spaces below.

1. There isn't any food!	2. Dad, Dad! Where are you?
3. It's a house.	4. Yummy. I like cookies.
5. Aha! I like little boys. Yummy!	6. I don't like witches. Bye-bye, witch!
7. Hansel! Gretel! Where are you?	8. Hello, Dad!

► Read the story aloud to a partner.

► Get together with other pair of students and retell the story of Hansel and Gretel.

**13** Read these sentences from the story of Hansel and Gretel. Circle the capital letters in blue and the punctuation marks in red. 


Dad, Dad! Where are you?

Aha! I like little boys. Yummy!

I don't like witches. Bye-bye, witch!

► Read and circle the correct option to complete the sentences.

1. Names begin with... a) a capital letter. b) a small letter.
2. Questions end with... a) a period (.). b) a question mark (?).
3. Sentences end with... a) an exclamation mark (!). b) a period (.).

**14** Work with a partner and look at the books below. Choose one story and complete the chart. 



Place	Character	Objects

Unit 5 43

### Achievements


Differentiate between letter and punctuation.  
Classify names according to what they refer to.  
**Suggested Materials** red, blue and green colored pencils; scissors

### Warm Up

#### Hansel and Gretel 28

You could play Track 28 and have students follow the story of Hansel and Gretel on page 42 of their books.

Ask students to raise their hands if they like the story.

**13** Read these sentences from the story of Hansel and Gretel. Circle the capital letters in blue and the punctuation marks in red. 


Write a capital A and a small a on the board. Elicit what the difference is between the letters. Ask students if they know any words that start with a capital letter.

Have students open their books to page 43. Tell them that the sentences come from the story of Hansel and Gretel. Point out the capital letters and punctuation

marks. Students should hold their blue colored pencil and circle the capital letters. Then you can ask them to hold their red colored pencil and circle the punctuation marks. Go over the answers on the board with the whole class.

► Read and circle the correct option to complete the sentences.

You may want to do this activity as a class. Read the first part of the sentences and pause for students to call out the answer. Do the same for the rest of the sentences.

**14** Work with a partner and look at the books below. Choose one story and complete the chart. 

You can refer students to the pictures and ask them to name the places where the stories take place. Then they could point to the characters and try to name them. Then ask them to name any other objects they recognize. After that, they could work in pairs to complete the chart. You should monitor and provide help. You might want to check their answers on the board.

### Wrap Up

Do the same game or routine you did last class.

Answers: **11.** 1. In blue circles: D, W, A, I, Y, B / 2. In red circles: !, ? ► 1. a, 2. ?, 3. !

## Achievements

Presentation of Final Product: an illustrated story.  
Reflection and self-evaluation.

**Suggested Materials** colored paper, cardboard, glue

## Final Product

### Warm Up

Read the stories "Where's Bobby?" (in the Fiction Big Book), "The Wolf and the Seven Kids" (on page 39) and "Hansel and Gretel" (page 42) to students.

### 1 Present your illustrated story.

Students should work in their groups to present their story. You may ask them to get their materials for their Final Product they did on the previous classes. Help them list the steps involved in creating their presentation, and assign each step to a group. In each group, students all work together to contribute to the class project. Have them discuss how each member can contribute. Distribute cardboard, glue, colored pencils and other necessary materials and allow the groups to work together. Finally, ask them to present their stories and show their illustrations to the class. If possible, invite parents or another class to see the students' story presentation.

### Group Reflection

You could read the questions out loud and explain their meaning. Have students discuss their answers as a class. Use the students' feedback to adjust the material, the activities or your teaching style as needed.

Emphasize the importance of collaborative teamwork.

### Self-evaluation

Read the instructions out loud and make sure students understand their meaning. Have students circle their answers. Encourage them to be honest. You could explain that it is fine if there are some things they can't do. They will learn to do so little by little.

### Evaluation

Photocopy the Evaluation Instrument: Control List on page T44b (1 per student) and complete it for every student to record their progress through the unit.

### 1 Present your illustrated story.

#### Instructions

1. Take out the construction paper, your drawings and the sentences you wrote for the story.
2. Glue your drawings on the cardboard.
3. Cut out the sentences you wrote and glue them under the correct drawing.
4. Organize a class exhibit to show and tell your Illustrated Story to your class.



#### Group Reflection

- Did you work together to make your illustrated story?
- Did you participate actively in class?

#### Self-evaluation

Reflect on these aspects of your Final Product and circle your answers.

- |   |                     |
|---|---------------------|
| • I can follow a story.                                     | Yes. Sometimes. No. |
| • I can identify capital letters and punctuation marks.     | Yes. Sometimes. No. |
| • I can identify the beginning and end of a story.          | Yes. Sometimes. No. |
| • I can write the description for a drawing and read words. | Yes. Sometimes. No. |
| • I can read and write expressions in English.              | Yes. Sometimes. No. |
| • I can understand a reading.                               | Yes. Sometimes. No. |

# Product Template

An Illustrated Story

**1** Write on the lines the names of your favorite stories.

---

---

---

---

► Share your list with your teammates and think of one story you all like. Write the name of the story on the line.

---

► Who are the characters in the story? Write their names on the lines.


---

---

- Read the story you chose at home. This will help you with the second step of this unit's Product.

**2** Discuss with your teammates the story you chose before.

► Draw the most important parts of the story on some sheets of paper. Then color and save your work.

**3** Take out the drawings you made last time. On a different sheet of paper, write some sentences that describe each one of your drawings. 

► Ask your teacher to help you check your sentences and make corrections.

- Bring a piece of construction paper for the next session to complete your Illustrated Story.

# Evaluation Instrument

## Unit 5

### Control List

1 The following control list can be used to assess your students. Check the column that best fits your student's performance for each descriptor in the list. Then check the grading scale below.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Aspect To Be Checked		A	B	C
		Can normally perform the activities accurately	Can sometimes perform the activities accurately	Can rarely perform the activities accurately
1	Differentiate between letters, numbers and punctuation in a story			
2	Identify text structure in a story with support images: beginning, middle and ending			
3	Use previous knowledge to recognize characters, objects and places in a story			
4	Spell words used in stories			
5	Classify names according to what they refer to in a story			

- More than 4 aspects have a mark in the A column – Strong pass
- More than 4 aspects have a mark in the B column – Pass
- More than 4 aspects have a mark in the C column – Not satisfactory

# Picture Dictionary

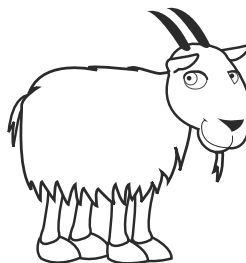
## Unit 5

### Animals

wolf



goat



### Characters

witch



boy





## Unit 6

### Let's Study Animals!

#### Curricular Objectives

- (A) Search and selection of information.  
(B) Ask questions to obtain information on a topic of nature.

**Environment** Academic and educational

**Final Product** Information for an illustrated chart.

**Big Book** Frogs

#### Achievements

Explore illustrated materials about living beings.  
Participate making questions. Explore writing questions and answers.

**Suggested Materials** colored paper circles: red, blue, yellow, green, pink, orange, brown, gray, black, white

#### Warm Up

Display colored circles (see Suggested Materials).  
Teach students the following chant:

T: (Display the red circle.) *Red, red, I like red.*  
*Look, this is red.*

(Display the blue circle.) *Blue, blue, I like blue.*  
*Look, this is blue.*

Repeat with all the colors.

Tape circles around the room. Name the colors and lead students in pointing to each color.

Finally, distribute the circles. Name the colors and have students lift up their circle when that color is called out.

#### Unit Overview

#### 1 Look at the pictures and answer the questions.

Students look at the photos and name the animals.

Read the questions in the speech bubbles out loud and explain their meaning. Student take turns answering the questions.

#### How Much Do I Know?

Discuss the objectives for this unit with students.  
Students should say how they think they can achieve these objectives.

**Note:** This unit contains some production in speech and writing, but there will always be materials for students to refer to; in other words, there is no free production.

#### Poster

Display Poster 6 for students to play a game of How Many Can You Find from page xiii.

#### Wrap Up

Name one of the animals on the page for students to act out in unison while saying: I'm a... After a while, students could take turns naming the animals.





## Unit 6




### Let's Study Animals!

#### Unit Overview

Environment: Academic and educational		
Social Practice	Communicative Activities	Achievements
Ask questions to obtain information on a topic of nature.	Search and selection of information.	<ul style="list-style-type: none"> <li>Explore illustrated materials about living beings.</li> <li>Participate making questions.</li> <li>Explore writing questions and answers.</li> </ul>
Final Product: Information for an illustrated chart.		Big Book: Frogs

**1 Look at the pictures answer the questions.**

Do you like animals?

Are these animals real or imaginary?

Which of these animals is your favorite?

Are the animals different colors?

**How Much Do I Know?**

Circle your answers.

I see and identify pictures of animals.	Yes.	No.
I read and understand information about animals.	Yes.	No.
I can ask and answer questions about animals.	Yes.	No.
I can ask questions correctly.	Yes.	No.

Unit 6 45

## Achievements

Encourage their curiosity to learn more about interesting living things.  
Identify characteristics and graphical layout of charts.

**Suggested Materials** pictures of a cat, a bird, a dog, a yellow fish; tape; colored paper circles: red, blue, yellow, green, pink, orange, brown, gray, black, white; pictures of colorful fish; paper, colored pencils or crayons

## Warm Up

Display the pictures of a cat, a bird, a dog and a fish (see Suggested Materials). Have students make their respective sounds. Demonstrate the activity.

Draw a house around the pictures and explain that these are pets. Ask students who have a pet to raise their hand. Ask them which pet they have. Provide the necessary vocabulary.

## Development

### 1 Listen and number the pictures. 29

Students look at the pictures and make the sounds that the animals make. Play Track 29.

Students number the pictures.

Elicit answers: T: *Number 1.*

T/S: *Woof, woof. T: Yes. It's a dog!*

### ► Complete the chart with the animals from Activity 1.

Name and mime the actions, discuss which of the animals can do them. Students write the names of the animals in the correct columns of the chart.

### ► Compare your answers with a classmate.

Students check their numbering with a partner. Some students may be able to name other ways in which animals move: walk, run.

### ► Match the parts of the chart.

Charts are a useful way to organize information and understand it more easily. Charts have rows (across) and columns (down). Students trace the arrows.

### 2 Trace the columns in blue and the rows in red.

#### Then circle the correct answers.

Students trace the rows in red and the columns in blue to complete the chart. It does not matter if the colors overlap. The chart is now complete.

## Development

### 1 Listen and number the pictures. 29



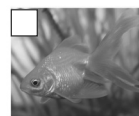
cat



bird



dog



fish

### ► Complete the chart with the animals from Activity 1.

jump	fly	swim	row

### ► Compare your answers with a classmate.

### ► Match the parts of the chart.

### 2 Trace the columns in blue and the rows in red. Then circle the correct answers.

What is it?	What is it?	What is it?
What color is it?	What color is it?	What color is it?

### ► Listen and check. 30

### ► Share your answers with the class.

Students look at the images and name the animals they see. Then they read the first question and circle the drawing that shows what animal this is. They read the question below it and circle the color of the animal.

Continue with the next columns, reading the questions out loud as students circle the correct pictures to answer them.

### ► Listen and check. 30

Students listen to Track 30 several times and check their answers.

### ► Share your answers with the class.





Students can take turns asking and answering about each picture to report their answers.

## Wrap Up

Students ask and answer the two questions in Activity 2 about the animals on page 45.

**Answers:** 1. Cat – 4, bird – 3, dog – 1, fish – 2 ► jump: cat, dog; fly: bird; swim: fish 2. dog, brown; mouse, gray; bird, green.

### 3 Read the questions, circle your answer and color.

Animal	mouse	rhino
Question		
Is it big?	Yes. / No.	Yes. / No.
What color is it?		

What is it?

It's a

It's a

### 4 Complete the questions. Use questions from Activity 3 as a model. Write the name of the animal.

1. \_\_\_\_\_ big? Yes.
2. \_\_\_\_\_ color \_\_\_\_\_? It's gray.
3. \_\_\_\_\_? It's an \_\_\_\_\_.

### 5 Choose an animal from Activity 2 on page 46 and draw it in your notebook. Then answer the questions. Listen and repeat.

Ask your teacher if you need help writing the words.

1. What is it? \_\_\_\_\_
2. Is it big or small? \_\_\_\_\_
3. What color is it? \_\_\_\_\_

### ▶ Work with a classmate. Take turns showing your drawings and asking and answering the questions.

### 6 In this unit you will make an illustrated chart about animals. Go to the Product Template on page 95 and do Activity 1. Use questions and answers from Activity 3 as a model.

Unit 6 47

## Achievements

Distinguish questions by their intonation. Clarify meaning of words in questions. Identify characteristics and graphical layout of charts. Complete questions.

**Suggested Materials** crayons, colored pencils

## Warm Up

Four students come to the front of the class, and each one takes a different colored crayon. Name a color. The student holding that color of crayon steps forward.

Repeat with the other colors and then with other groups of students and different colored crayons.

### 3 Read the questions, circle your answer and color.

Students identify the rows and columns in this chart. The first row contains pictures of animals and the first column contains questions. The rest of the table is for the answers. Students look at the questions in the first column and repeat them after you to practice pronunciation and intonation.

Show that closed questions have a rising intonation at the end, and open questions usually have a falling intonation.

Students look at the mouse. Ask:

T: *What is it?*

T: *Is it big or small?* (Emphasize the word *big*).

Students circle the correct option.

Repeat the procedure with the next question.

### 4 Complete the questions. Use questions from Activity 3 as a model. Write the name of the animal.

Students read over the incomplete questions on the left and the answers on the right. Students write one word on each line to complete the questions, referring to the questions in Activity 3 for help. Then students answer question 3 by looking at the picture.

Volunteers write the questions on the board and students check their answers in pairs.

### 5 Choose an animal from Activity 2 on page 46 and draw it in your notebook. Then answer the questions. Listen and repeat.

Students draw one of the animals in their notebooks. Then read the questions out loud.

Play Track 31 for students to repeat the questions. Check intonation.

### ▶ Work with a classmate. Take turns showing your drawings and asking and answering the questions.

Students show their drawings to a classmate, taking turns they ask and answer the questions from the activity above, they can do the activity more than once with different partners for extra practice.

### 6 Final Product Preparation.

Students turn to page 95 and write one question and answer about each animal, using the questions in Activity 3.

## Wrap Up

Students play a game of Animal Charades from page xii.

**Answers:** 3. mouse: No, gray; rhino: Yes, brown.

4. 1. Is it big? 2. What color is it? 3. What is it? It's an elephant.

## Achievements

Review repertoire of words and expressions.

**Suggested Materials** colored pencils, Nonfiction Big Book

## Warm Up

Students take turns acting out animals for others to identify: a dog, a bird, a cat, a horse, a fish and a cow.


## 7 Color the animals using the code.

Students look at the categories in the colored bubbles. Read them out, explain their meaning and demonstrate how they complete the question: Do they live...?

Students give some examples for each category. Read out the names of the animals and have students point to them. Students color each animal according to where they live. Some animals can go in more than one category.

Note: Students do not need to name the animals to do the activity.

Students could draw other animals around the bubbles. Write the names of the animals on the board for students to copy.

- **Share your answers with a classmate. Take turns pointing to the animals and saying their names.** 

Students check each other's work in pairs. There may be some differences if animals are found in more than one of the places. Then they take turns pointing to one of the animals for their partner to name.

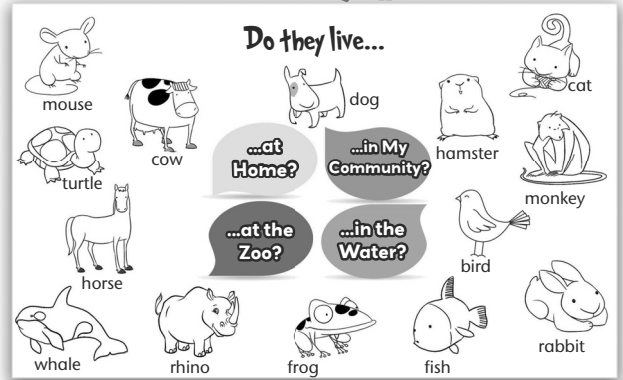
## 8 Final Product Preparation.


Students work alone to write where the animals they chose for their Product Template live.



### How Am I Doing?

Read the statements out loud and make sure students understand them.  
Have students reflect on their work so far and color the faces appropriately.

## 7 Color the animals using the code.











- Share your answers with a classmate. Take turns pointing to the animals and saying their names. 

- 8 Now, go to the Product Template on page 95 and complete Activity 2 using information from the Activity above.  

### How Am I Doing?

Color your answer.

- I can say some animal characteristics.  
- I can ask and answer questions about animals.  
- I can identify parts of a chart.  
- I can complete charts with information about animals.  

48 Unit 6

## Wrap Up




### Time to Read Nonfiction: Frogs 51

Display page 19 of the Nonfiction Big Book. Have students identify the title, the page number and the unit number. Ask them what they think the text will be about. Ask them if they think the information in the text is real or imaginary.

Play Track 51 and display the corresponding pages of the Big Book.

**Answers:** 7. Possible answers: Animals at Home: turtle, dog, hamster, cat, bird, fish, rabbit  
Animals in My Community: mouse, cow, horse, frog, rabbit  
Animals at the Zoo: monkey, turtle, bird, frog, rhino  
Animals in the Water: whale, frog, fish

9 Read the questions and circle the answers. 

Question Animal	Does it swim?	Does it jump?	Does it run?
	Yes. / No.	Yes. / No.	Yes. / No.
	Yes. / No.	Yes. / No.	Yes. / No.
	Yes. / No.	Yes. / No.	Yes. / No.
	Yes. / No.	Yes. / No.	Yes. / No.

► Draw another animal and circle the answers. 

10 Complete the questions with *a, e, i, o* or *u*. Look and circle the answers. 

Use the questions from the chart in Activity 9 as a model.

1. D \_ \_ s it swim?  Yes. / No.
2. Does it r \_ n?  Yes. / No.
3. Does \_ t jump?  Yes. / No.
4. Wh \_ t color is it?  Yellow. / Red.

► Work with a classmate. Take turns asking and answering the questions above. 

Unit 6 49

## Achievements

Answer closed questions about living beings with sight words.

Recognize composition of words.

Identify words when asking questions.

**Suggested Materials** colored circles: brown, white, black, yellow, gray, orange, red, green, blue

## Warm Up

Display colored circles on your desk (see Suggested Materials). Two volunteers come to the board and one of them chooses a color. The other should make a quick drawing of an animal of a similar color on the board. The rest of the class guesses the animal. The first two to guess correctly then come to the board to choose another color and draw another animal.

9 Read the questions and circle the answers. 

Name an action for different volunteers to act out (fly, swim, jump, run). Or volunteers perform one of the actions for other students to guess and say the action.

Nod your head and present the word *yes*. Then shake your head and present the word *no*. Write both words on the board and read them out loud.

Then students identify the animals in column 1.

Read the questions out loud several times so students can hear the rising intonation. Make sure students understand the questions by miming the actions.

Students work in pairs to answer the questions. Some volunteers share their questions and answers with the class:

S: *It's a bird. It doesn't swim.*

► Draw another animal and circle the answers. 

Students draw another animal in the empty box at the bottom of the first column. Then they circle the correct answers to the questions for that animal.

Students compare their drawings and answers in pairs.

10 Complete the questions with *a, e, i, o* or *u*. Look and circle the answers. Use the questions from the chart in Activity 9 as a model. 

Read the first question out loud for students to say what vowels they need to complete it. Write the word *Does* on the board. Then ask students to complete the other words. Once the questions are complete, students tell you the names of the animals on the right. Students answer each question by circling *yes* or *no* or the correct color.

► Work with a classmate. Take turns asking and answering the questions above. 

A volunteer pair could ask and answer the questions in front of the class first. Then all pairs ask and answer. They can change partners and practice again if time.

## Wrap Up

Students sit in a circle. One stands up, points to a picture of an animal in the book, and asks another student one of the four questions from Activity 9. The second student answers the question and then asks the next one.

**Answers:** 9. cat: no, yes, yes; dog: yes, yes, yes; fish: yes, no, no. 8. 1. Does, no; 2. run, no; 3. it, yes; 4. What, yellow.

## Achievements

Distinguish questions by their intonation.  
Point out pictures to answer questions about characteristics of living beings.

Make correlations between writing and reading.  
Produce and interpret their own writing.

**Suggested Materials** colored pencils, Nonfiction Big Book, glue, Worksheet 9 colored pencils or crayons, magazines with pictures of animals

## Warm Up



### Time to Read Nonfiction: Frogs 51

Display page 19 of the Nonfiction Big Book. Play Track 51 and display the pages along with the audio.

Go back over some of the pages and ask students to point to different pictures and describe them.

Finally, ask students if they liked the text and discuss with them what new things they learned.

## 11 Circle the answers, color and draw the parts of the animals.



Elicit what is shown in the first picture (the tail of a horse). Read the phrases below the picture and show students how to use their Picture Dictionary on pages 86 and 87 to find the words *dog* and *horse*.

Students circle the correct word (horse).

Follow the same procedure for pictures 2 through 5. Students read the text for number 6 and draw a fish's fin in the box. There's an example of a fish on page 85 of the Picture Dictionary.

### ► Compare your answers with a classmate.



Students color all the pictures in this activity. In pairs, they can practice asking and answer questions about the pictures to check each other's answers: What is this? What color is it?

## 12 Look, complete the questions and circle the answers.



Some pairs may be able to complete the questions from memory. Otherwise, they could look back at the questions in Activity 10 on page 50 for ideas. Students work with their partner to complete the questions and then ask and answer to circle the correct answers. Volunteer pairs ask and answer a question each for the class. Check they use intonation correctly.

## 11 Circle the answers, color and draw the parts of the animals.



1



the tail of a  
dog / horse

2



the wings of a  
frog / bird

3



the paws of a  
cat / fish

4



the head of a  
dog / horse

5



the legs of a  
frog / bird

6





the fin of a fish

► Compare your answers with a classmate.



## 12 Look, complete the questions and circle the answers.



	_____	_____	_____	_____
	is it?	color _____ _____?	it have paws?	it jump?
	A cat. A turtle.	Gray. Green.	Yes. No.	Yes. No.
	A cat. A turtle.	Green. White.	Yes. No.	Yes. No.

**13** At this point you know animals, their characteristics, where they live and how to ask questions about them. Now you are ready to work on your Final Product. Go to Worksheet 6 on page 111 and complete it with information you collected in the Product Template.



50 Unit 6

## 13 Final Product Preparation.



Students work alone to draw an animal (or cut and glue a picture from a magazine), write a question about it and write the answer for each row. Students will present this Worksheet in their Final Product Presentation, so they should take time to make sure their work is correct and attractive. They can choose any animals from the unit and they can refer to their Product Template if they like. Strong students may be able to write the questions from memory and vary the type of question for each animal.




## Wrap Up

Play a game of twenty questions with the class. Think of an animal, and the class can ask twenty closed questions to find out which it is: Does it fly? Is it yellow? Students can look at their books to find the questions if necessary.

**Answers:** 11. 1. horse, 2. bird, 3. cat, 4. dog, 5. frog  
12. What is it? What color is it? Does it have paws? Does it jump? / cat: a cat, gray, yes, yes / turtle: a turtle, green, no, no

1 Present your illustrated chart about animals.

**Animals Chart**

 Does it have paws?	Yes.
 What is it?	A fish.
 Does it fly?	No.



#### Final Product

**Materials**

- cardboard
- glue

#### Instructions

1. Work with a classmate.
2. Share your illustrated charts.
3. Take turns asking questions about animals from your charts.
4. Share your charts, questions and answers with the class.
5. Glue both charts on cardboard and put them on a visible place.

#### Group Reflection

- Was it easy to make a chart?
- Are charts useful for giving information?
- Is it easy to organize information on a chart?

#### Self-evaluation

Reflect on what you learned. Circle your answers.

- |   |      |     |
|---|------|-----|
| • Can you identify and name animals in English?   | Yes. | No. |
| • Can you complete charts?                        | Yes. | No. |
| • Can you understand information in charts?       | Yes. | No. |
| • Can you ask and answer questions about animals? | Yes. | No. |

Unit 6 51

### Achievements

Produce and interpret their own writings.  
Invite students to think about the value of language to disseminate information, with graphic support.  
Reflection and self-evaluation.

**Suggested Materials** Nonfiction Big Book, construction paper, glue

#### Final Product

### Warm Up



#### Time to Read Nonfiction: Frogs

Display page 19 of the Nonfiction Big Book.

To develop and increase print awareness, ask for volunteers to point to the text as you are reading the story. Emphasize the flow of reading from left to right and top to bottom. Ask students if they have seen frogs, froglets or tadpoles and to describe what they looked like and where they saw them.

1 Present your illustrated chart about animals.



Students work with a partner to show each other their Worksheet and ask and answer about the animals. Some students may be able to ask additional questions about the animals. Then pairs go to the front of the class together and ask and answer about each other's animals for the class. Finally, students glue their sheets onto construction paper and display them in the classroom.

### Group Reflection

Read the questions out loud and explain their meaning. Students discuss their answers as a class.

Use the students' feedback to adjust the material, the activities or your teaching style as needed.

### Self-evaluation

Make sure students understand the questions. Students answer the questions to show whether they feel they accomplished the tasks or not.

### Evaluation


Photocopy the Evaluation Instrument: on page T51b (1 per student) and complete it according to the students' performance on different dates.




### Wrap Up


In their same pairs, students look at the worksheets on display and ask and answer about the animals. They should visit each display if time.

# Product Template

## Chart of Animals

**1** Look at the pictures of animals and complete the first two columns with questions and answers. Do not complete the third column yet. 

 Question: _____	Answer:	Lives at/in:
 Question: _____	Answer:	Lives at/in:
 Question: _____	Answer:	Lives at/in:

**2** Now complete the third column with information about where the animals live in. 

# Evaluation Instrument

## Unit 6

### Summative Journal

1 The following format for a summative journal can be used to assess your students.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

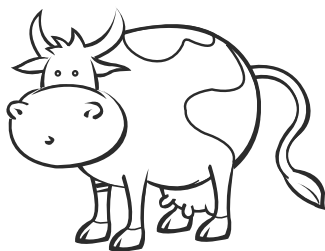
<p>Day 1 Date: _____</p> <p>Draw one animal that can fly and one that can jump.</p>	<p>Day 2 Date: _____</p> <p>Draw one animal that is gray and one that is yellow.</p>
<p>Day 3 Date: _____</p> <p>Draw one animal that is big and one that is small.</p>	<p>Day 4 Date: _____</p> <p>Draw two parts of animals' bodies.</p>
<p>Final Day Date: _____</p> <p>Draw four pictures for words you learned in this unit.</p>	

# Picture Dictionary

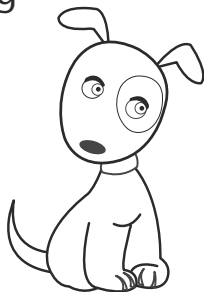
## Unit 6

### Animals

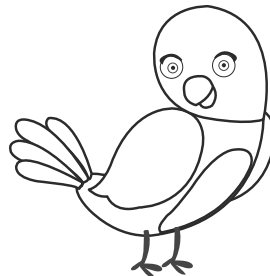
cow



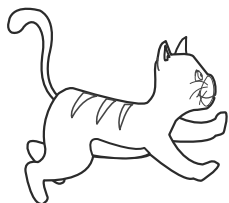
dog



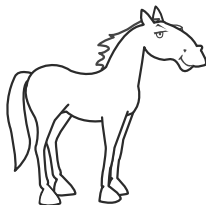
bird



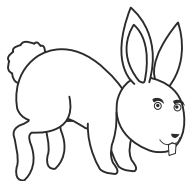
cat



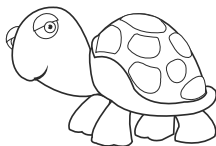
horse



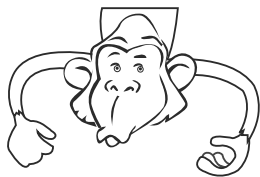
rabbit



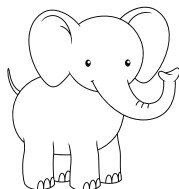
turtle



monkey



elephant

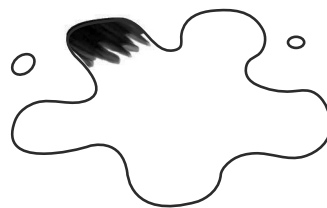


rana

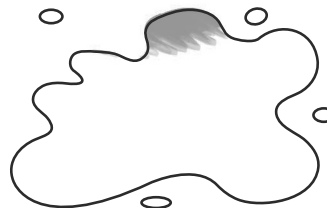


### Colors

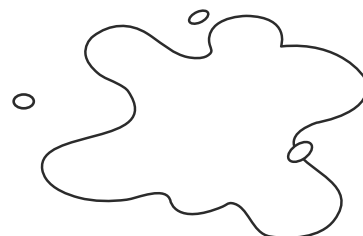
black



gray



white



## Worksheet 6

- 1 Use information from the Product Template to complete the following chart about three animals.

Animals Chart	
Animal          Question _____	Answer
Animal          Question _____	Answer
Animal          Question _____	Answer

## Unit 7

### Let's Make Cards!

#### Curricular Objectives

- (A) Exchanges associated with information about oneself and others.  
(B) Give personal information, likes and preferences.

**Environment** Family and community

**Final Product** Cards with data and personal preferences

**Big Book** Meet Pedro

#### Achievements

Recognize personal information. Foster among students the responsible management of their own and others' information.

**Suggested Materials** seven candles drawn on separate pieces of paper, a puppet or doll, a large ball, a real cake (optional)

#### Warm Up

You could start by telling students you are going to have a birthday party. Draw a big cake on the board. Ask a student to tape seven candles on it (see Suggested Materials). Count the candles with the class several times:

T: *One, two, three, four, five, six, SEVEN!*

Take out the puppet. Have students greet it:

T/S: *Hello.*

PUPPET: *Hi!*

T/S: *What's your name?*

P: *Tommy.*

Show the puppet the cake on the board.

T: *Happy birthday!*

P: *Oh, yes! It's my birthday today. I'm seven!*

#### Poster

Display Poster 7 and do the **Choose an Item** activity from the Poster Activities on page xi. You may want to have different students be the ones who choose the items for the class to guess.

#### Unit Overview

### 1 Introduce yourself to the teacher and your classmates.

Have students look at the picture. Discuss when people introduce themselves and what kind of

## Unit 7

### Let's Make Cards!

#### Unit Overview

#### Environment: Family and community

Social Practice	Communicative Activities	Achievements
Give information on personal data, likes and preferences.	Exchanges associated with information of oneself and of others.	<ul style="list-style-type: none"> <li>Revise exchanges of greetings, farewells and politeness expressions.</li> <li>Explore information about data and personal preferences.</li> <li>Listen and acknowledge questions for information.</li> <li>Review writing questions and answers.</li> </ul>
<b>Final Product:</b> Cards with data and personal preferences.		<b>Big Book:</b> <i>Meet Pedro</i>

#### 1 Introduce yourself to the teacher and your classmates.

When do you introduce yourself to others?

What personal information do you share with others?

Who do you give personal information to?

My name is Marco.

I am 7.

I like apples.

My favorite color is blue.

#### How Much Do I Know?

Discuss these questions in pairs, write the answers on a separate sheet of paper.

Can you complete questions? Can you ask polite questions? Can you give and ask for personal information? Can you write questions and answers?

Share your answers with the group.

S2

Unit 7

information they usually share with others. Children can say their name, for example, but they should not mention to strangers where they live.

Teach students the phrase *My name is...* Have them walk around the class, shaking each other's hands and introducing themselves by saying their name.

Then answer the questions and explain that personal information is private and students should not share it with everybody/anybody.

#### How Much Do I Know?



This activity will help you get to know your students better in terms of what they can do now. We suggest that you explain to students that they should read and answer about themselves. Three volunteers could take turns reading the questions and possible answers out loud.

#### Wrap Up

It is a good opportunity to play **Greetings** from the Routine Games and Activities from page xii with the class.

## Development

### 1 Read the conversation.



► Act out the greetings with a classmate.

### 2 Draw and write your and your classmate's names.



► Look at your names. Circle the letters that are the same.

### 3 Listen and match.



Linda

5

five



Mark

6

six



Sue

7

seven

Unit 7 53

## Development

### 1 Read the conversation.

Students could look at the picture and guess what the children are talking about.

Then you may read the dialogue to model how students should greet people and introduce themselves. Then they could imitate you by repeating after you.

► Act out the greetings with a classmate.

Together with the class, make up actions to go with the phrases *Hello* and *How are you?* Students could work in pairs and practice acting out the greetings with their partner.

### 2 Draw and write your and your classmate's names.

First, students draw themselves in the first silhouette. You might invite them to write their name in the first speech bubble. They could exchange books with a partner, and write a response in their partner's book, drawing themselves and writing their own name again.

► Look at your names. Circle the letters that are the same.

In their own books, students compare their names and circle the letters that are the same.

### 3 Listen and match.

Students could look at the pictures, names and numbers. We recommend you play Track 32 and have students work individually to match the photos with the numbers. Have them check their answers with a classmate.

## Wrap Up

You may want to play Color TPR from page xii using numbers instead of colors. This will help students reinforce their knowledge when they want to talk about their age.

Answers: 3. Linda – 5, Mark – 7, Sue – 6

## Achievements

Recognize personal information. Identify numbers.

**Suggested Materials** colored pencils

## Warm Up

You may want to review the numbers 1 to 10, counting on your fingers or on a student's fingers. When students are ready, have them count along with you using their fingers. Copy the grid below on the board:

h	f	i	v	e
b	s	i	x	z
s	e	v	e	n

Write the numbers 5, 6 and 7 on the board. Together with the class, find and circle the corresponding words in the grid. Help students write the words in their notebooks.

## Achievements

Identify numbers. Identify preferences. Clarify the meaning of words.

**Suggested Materials** Nonfiction Big Book, scissors, colored pencils

## Warm Up



### Time to Read Fiction: Meet Pedro 52

Tell students they are going to hear a story about a boy. Play Track 52 and have students listen to find out the boy's name, age and where he lives. Go over the answers with the class.

Display page 29 of the Fiction Big Book and have a student point out the name of the boy.

Play Track 52 and display the corresponding pages of the Big Book. Ask comprehension questions:

T: *Is Pedro happy? Does he have a family? Does he like soccer?*

## 4 Trace the question and circle the answer.

Ask children to trace the question, read it out loud and circle their age.

## 5 Listen to the song and follow along.

Use your Picture Dictionary on pages 87 and 88.

You might refer students to their Picture Dictionary on pages 87 and 88 to deal with unknown words. Then they can listen to the song for the first time to identify the food items as they listen. You may play Track 33 and sing along as students follow along.

### ► Listen to the song again. Go to Worksheet 7 on page 113, cut out and glue.

First, you could refer students to page 113 so they cut out the cards of food items. Then you may have students pick out cards that show the foods in the song. Check answers by saying each food name and having students hold up the corresponding card. Repeat the procedure for the rest of the lines. This will help them associate the food with its English name.

Then students can listen to the song again. You can explain that they should glue each item in the order they hear them in the song. Students could check their answers by reading the song above.

## 4 Trace the question and circle the answer.

How old are you? 5 6 7 8

## 5 Listen to the song and follow along. Use your Picture Dictionary on pages 87 and 88.

### I Like Food

I like lemonade, I do,

I like tomatoes, and you?

I don't like carrots, no way,

I don't like hamburgers any day.

I like milk and grapes and bread,

I like chocolate bars and eggs.

I don't like potato chips, do you?

I like watermelon, I do.

### ► Listen to the song again. Go to Worksheet 7 on page 113, cut out and glue.


### ► Draw and write.

I like tomatoes,  
and you?



I like \_\_\_\_\_.

### ► Share your drawing with a classmate. Talk about the things you like.

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Unit 7

## ► Draw and write.

You may read the question out loud and encourage students to practice saying it. Then they choose one food they like from their cards, write its name in their book, and draw a picture of it.

## ► Share your drawing with a classmate. Talk about the things you like.

Students could work in pairs to talk about their preferences about food. You might want to invite volunteers to say their dialogues out loud in front of the class.

## Wrap Up

It is a good idea to play Draw It! from page xii using the food items students learned in this lesson.

## 6 Match the words with the pictures.



1. running
2. swimming
3. drawing
4. playing basketball
5. playing video games
6. fishing



## 7 Look and circle.



I like / don't like playing basketball.

I like / don't like running.

I like / don't like fishing.

I like / don't like swimming.

## Write about your preferences and share with a classmate.

I like \_\_\_\_\_

I don't like \_\_\_\_\_

## In this unit you will make introduction cards. Go to the Product Template on page 96 and complete Activity 1.

Unit 7 55

## Achievements

Clarify the meaning of words. Identify preferences. Review the repertoire of words.

**Suggested Materials** paper, scissors, crayons or colored pencils, drinking straws (3 per student), paper clips, glue or tape

## Warm Up

You could start the class by eliciting examples of food and drinks, including fruits and vegetables. You can write a list on the board as a review and for students to remember them.

## 6 Match the words with the pictures.

Students could look at the pictures and you may want to elicit the names of the activities shown. Then you can ask students to work individually too draw a line to match each activity with its name. They could check their answers in pairs.

## 7 Look and circle.

You could point out the pictures of the boy and girl. Students are going to complete sentences about what the boy and girl like and don't like to do.

It is a good idea to explain that a check by an activity means the person likes it, and an X means the person doesn't like it. You can help students read the sentences about the boy. Make sure they see that the first sentence goes with the first picture. There's a check by that picture, so students should circle like to complete the sentence. Students can compare the rest of the sentences with the pictures and circle the answers that show the children's preferences. We recommend you check answers as a class.

## Write about your preferences and share with a classmate.

We recommend you write an activity you like: *I like (fishing)*. Put a check in it to show that you like the activity. Do the same for an activity you don't like. Put an X in the checkbox after your sentence to show that you don't like this activity. Then students can do the same in their books. You may have them work in pairs to share their answers.

## 8 Final Product Preparation.

We recommend having students work individually on Activity 1 of their Product Template. At this point, they may be familiar with the language they need to complete the activity. You should monitor and provide help to make sure they do it correctly.

## Wrap Up



## Time to Read Fiction: Meet Pedro



Display page 29 of the Fiction Big Book. Ask students to say everything they remember about Pedro. Play Track 52 as you turn the pages of the story.

Copy the following list of words on the board: name, age, sister's name, sister's age and hobby.

Go over the words with the class, making sure they understand the meaning. Call on students to come up and complete the table with information from the story. Play track 52 again to check. Talk with students about the differences and similarities between their lives and Pedro's.

**Answers:** 6. 1. e, 2. f, 3. a, 4. b, 5. d, 6. c 7. I like playing basketball. I don't like fishing. I like running. I don't like swimming.

## Achievements

Identify preferences. Give personal information.  
**Suggested Materials** fruit and vegetables (carrot, apple, banana, lemon, broccoli, etc.), washed and cut into small pieces; a blindfold; a plain white T-shirt for each student; fabric markers

**Preparation:** Put the cut-up fruit and vegetables in a bowl. Do not let students see the contents.

## Warm Up

You may blindfold a volunteer and give him/her a piece of fruit or vegetable from the bowl (see Preparation). You could ask the following questions:

T: *What is it?*

S: *A banana.*

T: *Is it a fruit or a vegetable?*

S: *A fruit.*

T: *Do you like bananas?*

S: *Yes, I do./No, I don't.*

You may have as many students as possible try the food. If a student does not want to participate in the activity, do not force him/her to do so.

## How Am I Doing?

Students should work in pairs to discuss the questions. It is important to monitor as they are answering the questions. To make sure they understand the questions, you could ask them to give examples of words they have learned related to personal information, numbers or to talk about what they like or don't like.

**9 Go to Worksheet 7 on page 113 and complete the sentences. Use this card as a model. This will help you prepare for the Final Product.**



Students should look at the photo on page 56 and read the information about the boy aloud. Then they should go to page 113. We recommend you tell them they will now fill out an information card about themselves. Read the incomplete sentences and ask students what kind of information they think is missing:

First space: Students write their name.

Second space: Students write their age.

Third space: Students write a color.

Fourth space: Students write a food, drink or activity they like.

## How Am I Doing?

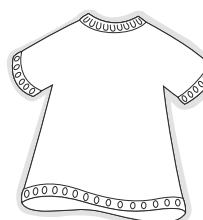
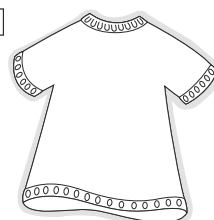
Discuss these questions with a classmate.

- Can you recognize personal information?
- Can you identify numbers?
- Can you identify what you like or don't like?

**9 Go to Worksheet 7 on page 113 and complete the sentences. Use this card as a model. This will help you prepare for the Final Product.**



**10 Draw something you like and something you don't like on these T-shirts. Then share with a classmate.**



Go online to practice more expressions about what you like and do not like.

[https://www.youtube.com/watch?v=W\\_siaVSv3Qs](https://www.youtube.com/watch?v=W_siaVSv3Qs)

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**10 Draw something you like and something you don't like on these T-shirts. Then share with a classmate.**

Students have learned to talk about hobbies and food they like or don't like. It is a good idea to write these headings on the board: *food*, *hobbies* and elicit some words for each category. Write the words students say under the correct column. Then you could explain that they should write about their preferences on the T-shirts of exercise 10. Then they could compare their answers in pairs.

## Wrap Up



Go online to practice more expressions about what you like and do not like

[https://www.youtube.com/watch?v=W\\_siaVSv3Qs](https://www.youtube.com/watch?v=W_siaVSv3Qs)

You may ask students to go online at home to practice some the expressions to say what they like and what they do not. Remind them that in their Final Product they should use one of these expressions.

### 11 Play the Name Game.

Write two names of classmates that start with the same letter as your own.


--	--

Write two names of classmates that end with the same letter as your own.

--	--


Write two names of classmates that are your age.


--	--

► Read your collection of names to a classmate. 

### 12 Listen and complete the questions. 34

1. What's your n\_\_\_\_\_?
2. How old a\_\_\_\_\_ you?
3. \_\_\_\_\_'s your favorite color?

► Read the questions out loud and answer them with a classmate. This will help you practice when you present your Final Product. 

13 Now, it's time to work on your Final Product. Go to the Product Template on page 96 and follow the instructions on Activity 2. 

Unit 7 57

### Achievements

Compare words. Group similar words. Complete words and sentences. Read questions aloud to recognize question words.

**Suggested Materials** index cards, yellow and other colored markers, tape, construction paper

**Preparation:** Write the following questions on index cards, one word per card: *What's your name? How old are you? What's your favorite color?* Put each question mark on a separate card.

### Warm Up

We recommend you show students the card with the word *name* on it (see Preparation). Elicit the question: *What's your name?* A volunteer can come up and put the rest of the word cards for that question in order.

You could repeat the procedure with the questions *How old are you?* and *What's your favorite color?*

### 11 Play the Name Game.

You may read the instructions out loud and make sure students understand what they have to do. They


should walk around the classroom with their books, asking others questions and writing their names in the appropriate boxes in their books.

► Read your collection of names to a classmate. 

Students can work in pairs and share the results of their research. They should read the names from the six boxes. You may want to check answers as a class.

### 12 Listen and complete the questions. 34

We recommend you read out the incomplete questions and have students complete them orally. Display your question cards and use them to prompt students as needed. Play Track 34 and have students listen and complete the words. Students can copy the words from your question cards if they need help with spelling. You could check answers on the board.

► Read the questions out loud and answer them with a classmate. This will help you practice when you present your Final Product. 

Volunteers could read the questions in turns. Then you may have students work in pairs to take turns asking and answering them. Remind them that this is good practice for their Final Product that consists of asking and answering questions using introduction cards. You could check their intonation and play Track 34 again as a model if needed.

### 13 Final Product Preparation.

It is a good time to start working on students' introduction cards. Refer them to page 96, Activity 2. You should make sure they understand the instructions. Have students create their introduction cards individually. They can decorate their cards with pictures of things they like to do and eat, or with pictures that are representative of their lives.

If time allows, you could let students finish their work in class. If not, they could finish at home and bring the material next class for the presentation.

### Wrap Up

You may want to play Fruit Bowl Upset from page xii. This can be a good revision of the food items students learned in this lesson.

**Answers:** 11. Answers will vary. 12. 1. name, 2. are, 3. What

## Achievements

Give personal information, likes and preferences.  
Read and write about personal preferences.  
Reflection and self-evaluation.

**Suggested Materials** construction paper, scissors, colored pencils or crayons

## Warm Up

Students could play a spelling game in a circle. One student says a food item or hobby, the next says the first letter, the next the second letter, and so on until the word is spelled out. If they have trouble, you could write each word on the board.

## Final Product

### 1 Present your introduction cards in teams of three.

It is a good idea to go over the instructions with the class. Point out and read aloud the cards pictured on page 58. Ask students to take out the cards they made on page 57. We recommend you divide the class into teams of three and have them talk about themselves using the information on their cards to help them what they want to say. Monitor and provide help. At the end, you may invite students to keep their cards as part of their portfolio as evidence of their progress in this unit.

### Group Reflection

A volunteers could read the questions out loud and you can explain their meaning to the class. Students could reflect on all the activities in Unit 7.

You can also ask questions that refer to a personalized situation, for example:

T: *Did you find classmates whose names start with the same letter as yours?*

### Self-evaluation

You can read instructions and the statements with the class to make sure students understand their meaning. Have students mark any of the three possible answers to show whether they feel they accomplished the tasks or not. You could invite volunteers to talk about their achievements by having them read the statements aloud and saying their answers.

### Evaluation

We recommend you Photocopy the Evaluation Instrument: Self-Assessment and Peer-Assessment

## Final Product

### 1 Present your introduction cards in teams of three.



#### Instructions

1. Take out the introduction cards you made on page 57.
2. Work in groups of three.
3. Take turns greeting, saying your name and telling your classmates about your preferences.
4. Listen to your classmates and ask additional questions if you want.
5. Keep your introduction cards in your portfolio.

#### Group Reflection

- Did you learn something about your classmates?
- Did your classmates ask you questions?

#### Self-evaluation

Reflect on the following aspects of your Final Product and mark (✓) your answers.

- |   |      |                          |           |                          |     |                          |
|---|------|--------------------------|-----------|--------------------------|-----|--------------------------|
| • I can ask questions about personal information. | Yes. | <input type="checkbox"/> | A little. | <input type="checkbox"/> | No. | <input type="checkbox"/> |
| • I can talk about my preferences.                | Yes. | <input type="checkbox"/> | A little. | <input type="checkbox"/> | No. | <input type="checkbox"/> |
| • I can complete questions.                       | Yes. | <input type="checkbox"/> | A little. | <input type="checkbox"/> | No. | <input type="checkbox"/> |
| • I can read questions.                           | Yes. | <input type="checkbox"/> | A little. | <input type="checkbox"/> | No. | <input type="checkbox"/> |

Cards on page T58b (1 per student) and distribute it to students. Talk about the meaning of the emojis. You could divide the class into pairs, and explain that students should complete the top card about themselves and the bottom card about their partners.

**As part of students' summative evaluation, it is a good time to give them Assessment Term 2.**

### Assessment Term 2 Answer Key:

- 1 1. ✓, 2. X, 3. X, 4. ✓, 5. X, 6. X, 7. ✓, 8. X, 9. X, 10. ✓  
2 1. Yes, 2. Yes, 3. Yes, 4. No, 5. Yes, 6. Yes, 7. No, 8. Yes, 9. Yes, 10. No

### Wrap Up

It is a good idea to use Poster 7 from the Digital Component to do a final revision of the language students learned to talk about their preferences. We suggest you do the What Is Missing? Activity on page xi.

# Product Template

## Introduction Cards

- 1 Write a list of the information that your card will include. Use the sentences you learned on page 55.

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Favorite color: \_\_\_\_\_

### Food

I like: \_\_\_\_\_

I don't like: \_\_\_\_\_

### Hobbies


I like: \_\_\_\_\_

I don't like: \_\_\_\_\_

### Other (animals, stories, etc.)

I like: \_\_\_\_\_

I don't like: \_\_\_\_\_

- 2 Now, it's your turn to make your own introduction cards. Use Activity 1 in this Product Template and Worksheet 7 as models to make the cards. 

### Instructions

1. Cut out two cards from construction paper.
2. Write information about yourself (your name, age, likes and dislikes) on your cards. You can use some of the sentences from Activity 1 in this Product Template.
3. Decorate your cards with any of the drawings you learned to make with the website on page 56. You can use colored pencils or crayons.
4. Keep your work for the next class.
5. After the class, keep the other card in your portfolio.

# Evaluation Instrument




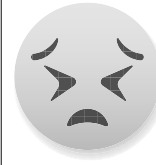
Unit 7

## Self-Assessment Card

- 1 The following self-assessment and peer-assessment cards can be used to assess your students. Ask students to work in pairs. Ask students to complete the self-assessment card by choosing an emoji for each skill. Ask students to complete the peer-assessment card by choosing an emoji for each skill.

Name: \_\_\_\_\_





Date: \_\_\_\_\_

				
I can ask for personal information.				
I can give my personal information.				
I can ask polite questions.				
I can answer questions politely.				

## Peer-Assessment Card

Name: \_\_\_\_\_

Date: \_\_\_\_\_

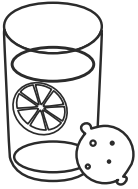
				
My partner can ask for personal information.				
My partner can give his/her personal information.				
My partner can ask polite questions.				
My partner can answer questions politely.				

# Picture Dictionary

## Unit 7

### Food and Drinks

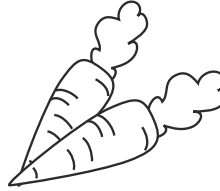
lemonade



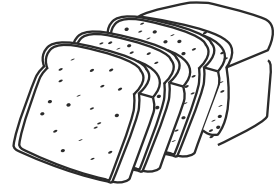
tomatoes



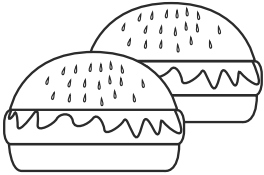
carrots



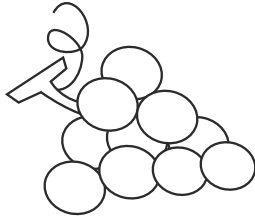
bread



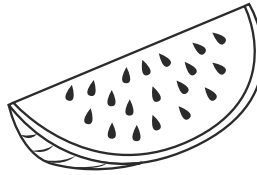
hamburgers



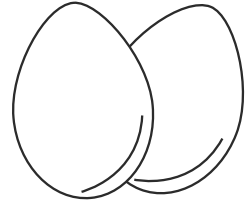
grapes



watermelon



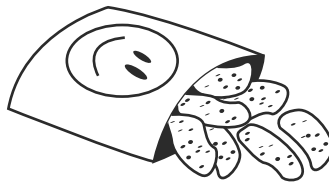
eggs



milk



potato chips



chocolate bars



P. 54



P. 56



Hi! My name is \_\_\_\_\_.

I am \_\_\_\_\_.

My favorite color is \_\_\_\_\_.

I like \_\_\_\_\_.

## Unit 8

### Let's Explore Our Feelings!

#### Curricular Objectives

(A) Understanding oneself and others.

(B) Understand tales and relate them to personal experiences.

**Environment** Literary and ludic

**Final Product** Illustrated cards expressing states of mind

**Big Book** A Town Boy and a City Girl

#### Achievements

Activate previous knowledge to predict topic and purpose.

#### Warm Up

Greet students and ask them:

T: *How are you today? Are you happy (make a happy face) or sad (make a sad face)?*

Draw the happy face of a boy on the board and ask:

T: *Is he happy or sad?*

S: *Happy!*

Have students mime being happy.


Draw the sad face of a girl on the board and ask:

T: *Is she happy or sad?*

S: *Sad.*

Have students mime being sad.

#### Unit Overview

**1 Read the rhyme. Discuss with your teacher and classmates how the rhyme and the picture make you feel.** 

Have students look at the picture. Ask them how it makes them feel and whether or not they like the picture. Read the title and have students reading the rhyme and motivate them to express how they feel, ask them if they have a best friend and how they feel whenever they are together.

► **Discuss the questions with your classmates and teacher.** 

Read the questions out loud and discuss the answers with the whole class.

Ask students what they think this unit will be about.

#### How Much Do I Know?

It can be suggested to read the questions with the students and prompt them to answer the questions, let them know that there are not correct or incorrect answers.

#### Wrap Up

To conclude the class, you can discuss with your students how they felt during the lesson, *How did you feel today? How did you feel when you saw the picture?*

#### Poster

Display Poster 1 and invite your students to describe what they see and ask them questions about what is happening in the image.


## Unit 8

### Let's Explore Our Feelings!


#### Unit Overview

#### Environment: Literary and ludic

Social Practice	Communicative Activities	Achievements
Understand tales to relate with personal experiences.	Understanding oneself and others.	<ul style="list-style-type: none"> <li>Explore illustrated children's books.</li> <li>Follow the reading aloud of a tale.</li> <li>Explore writing statements.</li> <li>Assessment statements script.</li> </ul>
<b>Final Product:</b> Illustrated cards expressing states of mind.		<b>Big Book:</b> A Town Boy and a City Girl

**1 Read the rhyme. Discuss with your teacher and classmates how the rhyme and picture make you feel.** 



► **Discuss the questions with your classmates and teacher.** 

1. Do you feel happy right now?
2. Is it important to express your feelings?
3. Do you always feel the same?
4. Do you like reading rhymes?
5. Do you read rhymes at home or school?

#### How Much Do I Know?

Circle your answer.

- |   |      |     |
|---|------|-----|
| • Do you read tales?                                  | Yes. | No. |
| • Can you relate tales to your life?                  | Yes. | No. |
| • Can you identify your feelings when you read tales? | Yes. | No. |

## Achievements

Recognize and identify emotions and what causes them. Activate previous knowledge to predict topic.

**Suggested Materials** Illustrated cards about emotions.

**Preparation** Illustrate or print cards, one of each of the emotions that will we learnt today.

## Warm Up

Paste on the board faces to represent different emotions *sad, happy, bored, excited*, and elicit from your students if they already identify those words. Ask students how do they feel today.

## Development

### 1 Read and draw the baby's faces.

Have students look at the illustrations and say what they are about (a baby, his father). Ask them to look at the images and if they can identify any of the emotions that could be drawn in the baby's face. Ask them what they think the text will be about.

Ask students to read the story and draw the baby's faces using the words in bold as a guide.

Elicit students's answers and have them correct their drawings if necessary.

### ► Work with a classmate, take turns asking and answering the questions.

You could read the questions with the class and use your own answers to provide them with a model. Then you can have students reading the questions and taking turns to answer them. Then have them sharing their answers and motivate students to express themselves.

## Wrap Up

Ask your students how they are feeling, if it was easy to represent emotions in the drawings; also you can ask questions about the story.

*T: Why do you think that the baby was bored? What made him feel sad? What scared the baby? Why do you think that the father was feeling happy at the end?*

## Development

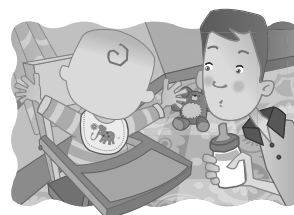
### 1 Read and draw the baby's faces.



The baby is quiet,  
He is **bored**.  
Father turns on the TV.



The baby is crying,  
He is **sad**.  
Father gives the baby a toy.



He is **scared**.  
Father gives the baby his bottle.



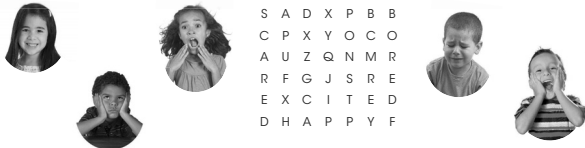
The baby is **happy**.  
Father is, too!

### ► Work with a classmate, take turns asking and answering the questions.

What makes you feel sad?  
What makes you feel happy?

What makes you feel bored?  
What makes you feel scared?

## 2 Find the feelings and match them with the faces.



▶ Work with a classmate. Take turns pointing to the faces and the corresponding feelings.

## 3 Read the text and draw the corresponding faces.

### Feelings Make You Real

Some days you feel happy  and excited .

Some days you feel good and some days bad.

Some days you feel bored  or sad .

Do you know how you feel?  
'Cause feelings make you real!

**Good:**

happy

excited

**Bad:**

bored

sad

## 4 In this Unit you will make illustrated cards about your emotions when reading stories.

Go to the Product Template on page 97 and do Activity 1. Use feelings and drawings you learned in this lesson as a model.

Unit 8 61

### Achievements

Recognize and draw images to represent emotions.  
Recognize and spell words expressing states of mind.

**Suggested Materials** Beans, Bingo about emotions

**Preparation:** Print some Bingo boards, one Bingo per pair.

### Warm Up

Review students previous knowledge by acting out or using mimics to represent the emotions that students have practiced and acquired up to this point. You can have some students passing in front of the class and the rest of the group guessing the emotions. Other possible option is to print a Bingo about emotions and have students reinforcing emotions while playing.

## 2 Find the feelings and match them with the faces.

Before starting with the exercise, you can elicit students' previous knowledge by pointing at the images and students saying what emotion they represent. You can also invite them to look for certain unknown words in the Picture Dictionary

Have your students working in pairs, looking for these emotions in the wordsearch and matching them with the pictures.

Ask students to check their answers all together. When they finish, ask them to share with the class their answers and correct them if necessary.

## ▶ Work with a classmate. Take turns pointing to the faces and corresponding feelings.

It could be idea to have students working in pairs, taking turns and pointing at the emotions that are part of the previous activity. You could monitor your group walking around and check if they are able to match emotions and the images that correspond.

## 3 Read the text and draw the corresponding faces.

Draw on the board faces that represents the following emotions: *happy*, *excited*, *bored* and *sad*. You should have students reading out the text and drawing the appropriate face in the circle next to each word, Elicit your students' answers and explain that *happy* and *excited* are positive words and that *sad* and *bored* are negative ones.

## 4 Final Product Preparation

In preparation for the Final Product students should choose two feelings that they learnt, write them down and illustrate them in their product template. You can help them whenever they need it.

### Wrap Up

You might play Follow the Leader from page xii, using emotions instead of actions.

**Answers:** 2. Sad, happy, bored, excited

## Achievements

Identify parts of a story. Predicting a story. Follow the reading of a tale.

**Suggested Materials** Fiction Big Book

## Warm Up

Teach students the following rhyme:

**If You Are Happy and You Know it!**

*If you are happy and you know it, clap your hands*

*If you are happy and you know it, clap your hands*

*If you are happy and you know,*

*And you really want to show it,*

*If you are happy and you know, clap your hands.*

Write it on the board. Say the rhyme again and make up additional verses with other feelings, such as:

*if you are angry and you know it, stomp your feet...*

*if you are scared and you know it, hide your eyes...*

## 5 Listen and follow the story. 35

At the beginning of the activity, you can ask your students to read the title of the story and predict what it is going to be about.

You can ask students if they like clothes and talk about what they like to wear.

Ask students to look at the pictures and make predictions about what the story is going to be about.

Ask students what emotions they can identify in the characters.

Play Track 35 and have students follow along. Explain to students that the purpose of the story is to reinforce what they have learnt.

### ► Discuss the questions with your classmates and teacher.

Ask students if they liked the story, then ask for some volunteers to read the questions out loud and as a group share your answers to each question, motivate students to participate in the activity.

You could use complementary questions such as:

*What makes easy to predict the story?*

*Did you guess correctly what the story was about?*

*How did you feel about the emperor?*

## 5 Listen and follow the story. 35



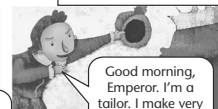
### The Emperor's New Clothes

This is the emperor. He loves clothes.

One day, a tailor visits the emperor.



I love clothes. More clothes! More clothes!



Good morning, Emperor. I'm a tailor. I make very special clothes.



Here's some money. Can you make me some clothes?

Yes, more money, more money!



Here you are.

Hmmm... what are they?



They're magic pants. Only intelligent people can see them.



What color are they?

They're blue.

The emperor is happy.



Yes, I see them. They're blue. They're beautiful.

The emperor goes for a walk in his new pants.



Ha, ha, ha, ha! Look at the emperor!

### ► Discuss the questions with your classmates and teacher.

1. What is the title of the story?
2. Is easy for you to identify it?
3. Can you predict the story with the images?

62 Unit 8

## Wrap Up


You can have your students reading and acting out the story. Emphasize anytime they mention a feeling

## Time to Read Fiction: A Town Boy and a City Girl 47

Display page 29 of the Fiction Big Book. Have students look at the picture and say if they think the book is for adults or for children (*for children*). Ask them what they think the topic of the story is (*a girl from the city and a boy from a small town in the countryside*).

If your students are from the city, ask them if they have ever been to the countryside, and vice versa. Encourage them to talk about their experiences there.

Play Track 47 and display the pages as the story is narrated. Ask students if they liked the story or how it made them feel.

► Write **T** if the sentence is true or **F** if it is false. 

The emperor hates clothes. ☐

One night, a tailor visits the emperor. ☐

The emperor isn't happy with his new pants. ☐



The emperor goes for a walk in his new shorts. ☐

6 Mark how the people feel (😊 or ☹️). 



► How do you feel about the story? Circle. 

happy / sad

7 Go to the Product Template on page 97 and complete Activity 2, use the story on this page to complete it.  

#### How Am I Doing?

Circle your answer.

- |   |      |     |
|---|------|-----|
| • I can identify words that express feelings.         | Yes. | No. |
| • I can recognize title and images in a story.        | Yes. | No. |
| • I can read stories and express feelings about them. | Yes. | No. |

Unit 8 63

### Achievements

Detect, with graphic support, experiences of others reflected in stories. Identify emotions in a story. Point out illustrated characters.

**Suggested Materials** 1 sheet of paper per student, colored pencils or crayons

### Warm Up

Ask students if they remember the story "The Emperor's New Clothes." Tell students to imagine they are tailors and they have to create a new outfit for the emperor. Distribute paper and have students draw the clothes they would make. As students are working, walk around the classroom and encourage them to say the clothes they are creating:

*S: Shirt! Shoes!*

Display the pictures on a classroom wall.

► Write **T** if the sentence is true or **F** if it is false. 

Have students read the story on page 62 again (The Emperor's New Clothes) and then read the sentences aloud one by one. Elicit if the information is correct according to the story. Then instruct students to write **T** for true or **F** for false in the box after each sentence. When they have finished, you might have students compare their answers in pairs and correct if necessary.

6 Mark how the people feel (😊 or ☹️). 

Have students look at the first picture and point to the tailor. You may ask:

*T: How does the tailor feel? Is he happy? Is he excited? Is he sad?*

Have students complete the face according to how they think people feels.

1. Tailor 2. King 3. Tailor 4. Girl 5. King

If students want, they can refer to page 61 and use the faces there as reference.

► How do you feel about the story? Circle. 

Have students circle the word that best describes how the story make them feel.

Ask why, if students do not feel confident enough, you can be a model to follow if you answer the question first

7 Final Product Preparation.  

As part of the Final Product preparation, students should go on page 97 and complete activity 2, where they will have to answer questions about how the story and some characters made them feel. Remind them that this will help them prepare their final product

#### How Am I Doing?

Read the statements out loud and make sure students understand them. Have students reflect on their work so far and circle the answer that best describe their performance.

### Wrap Up

You may use the poster activity Picture Dictation on page xi, adapting this to the topic that has been covered.

**Answers:** 5. F, F, F, T. 6. Happy/Sad/Excited/Happy/Sad. Answers will vary

## Achievements

Identify the text structure with support images: beginning, middle and ending. Reinforce punctuation. Identify emotions in characters.

**Suggested Materials** Red and blue crayons or colored pencils, Big Book

## Warm Up

Draw pictures of a sock, a box, a watch, and a ball on the board. Present the new words to the class. Have them repeat the words after you and point to other examples of these objects in the classroom.

## 8 Listen to the story. 36

Have students look at the pictures and say what they think the story will be about. Have them point to the sock, the box, the watch and the ball.

Play Track 36 and have students listen to the story.

- **Underline the title and the author. Circle the beginning in red and the ending in blue.**

Have students look at the text on the right. Ask them to underline the title in blue and the author's name in red. Ask them to count the paragraphs in the text. Ask students to show you their red crayons and then have them circle the beginning of the story. Next, do the same with blue crayons for the ending of the story.

**Note:** The text is not meant for students to read and comprehend! It is to be used as a visual representation of a text.

- **Work with a classmate. Take turns describing how people feel in each scene of the reading.**



Elicit the names of the boys and how each one feels. Write the following on the board:

Billy = bored, Simon = sad, Harry = happy

You might call on a volunteer to mime how one of the boys feels. Have the class identify who they are: Simon, Harry or Billy, and point to the corresponding pictures. You might ask why each one of the boys feels that way.

- **Complete these sentences. Circle the numbers and underline the punctuation marks.**

Have students complete the sentences with words from the story. Then, have students work individually to circle the numbers and underline the punctuation marks. Write the answers on the board and explain the usage and importance of periods, commas, exclamation points, and question marks.

## 8 Listen to the story. 36

Billy Bored



Sad Simon



Happy Harry



## Three Boys and a Box

by Julia Summers

Look! Billy Bored finds a box. He doesn't know what is there. He puts it with his building blocks. He really doesn't care.

Sad Simon finds the box, too. With a broken watch inside, and some old socks too big for his shoe. And then Sad Simon cried.

Happy Harry looks inside the box. He finds a nice old watch. And look at that! A ball of socks. He says, "Let's play catch!"

Harry plays catch with the cat. Simon and Billy come to look awhile. They say, "This is fun. Look at that." Then, they all play and smile!

- Underline the title and the author. Circle the beginning in red and the ending in blue.
- Work with a classmate. Take turns describing how people feel in each scene of the reading.
- Complete these sentences. Circle the numbers and underline the punctuation marks.

1. Look! Billy \_\_\_\_\_ finds a box. 2. \_\_\_\_\_ Simon finds the box, too.

## Time to Read Fiction: A Town Boy and a City Girl 47

Display page 29 of the Fiction Big Book. Ask students if they remember what the story is about. Ask them if the boy and the girl are happy or sad.

Play Track 47 and display the pages of the Big Book as the story is narrated. Ask students the following questions: *Is Pedro from a small town?* (Mime small.)

*Does he ride his bike to school?* (Mime riding a bike.)

*Does he play on a boat? Is Elsa from a big city?* (Mime big.) *Does she go to school by car?* (Mime driving.)

*Does she play in a park? Are Elsa and Pedro friends?*

*What else are they?* Ask students if they have had any of the experiences described in the story.

## Wrap Up

You could ask your students draw about their experiences in the city or a town. Display their drawings in a wall of the room.

**Answers:** 8. title – Three Boys and a Box / author: Julia Summers / 1. Bored, 2. Sad

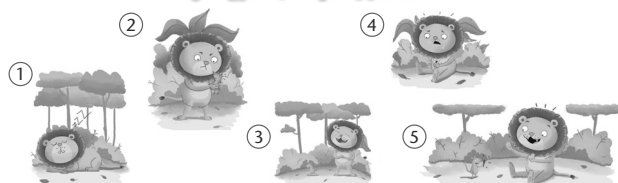
9 Circle the words you know. Spell the words.

sad happy bored  
angry scared bad

► Match the new words with the pictures.

10 Read and order the story. Use the pictures to help you.

### The Lion and The Mouse



- ☐ The lion laughs, and the mouse runs away. The lion is happy and the mouse is scared.
- ☐ The mouse helps the lion get the thorn out of his paw. They are happy. They are friends!
- ☐ A lion is sleeping.
- ☐ The lion has a thorn in his paw. The lion is sad.
- ☐ The lion catches a mouse. The mouse is sad. The mouse tells the lion he can help him one day.

► Discuss with your classmates.

- How does the mouse feel at the beginning of the story? 2. How does the lion feel when the mouse runs away? 3. Do they feel the same at the end of the story?

Unit 8 65

## Achievements

Recognize and spell words expressing states of mind. Represent actions of characters with body language. Clarify meaning of words. Read a tale.

**Suggested Materials** 1 sheet of paper per student, glue, colored pencils, scissors, tape

## Warm Up

Write this list on the left side of the board:

- Happy
- Sad
- Bored
- Excited

Distribute paper. Have students choose one word from the list and then copy it on one side of their paper. Have them draw a picture that represents that feeling. Have students go to the board and tape their picture next to the corresponding feeling.

9 Circle the words you know. Spell the words.



Put students in pairs and have them identify the words they have seen before (*sad, happy, bored*). Spell the new words (*angry, scared, bad*) and mime them:

T: *Angry. A-n-g-r-y.* (Mime being angry.)

Mime the feelings and have students say the words in English. Then say the words and have students mime the feelings.

► Match the new words with the pictures.

Have students look at the pictures and find the two words that correspond with them (*angry* and *scared*). Have them match the words with the pictures.

Help students make sentences with the new words.

T: *He's angry. She's scared.*

10 Read and order the story. Use the pictures to help you.

You can have you students looking at the story and predict what it is about. Ask them to identify different emotions in the characters and how do the images make them feel. Then have students read the story and put the sentences in order from 1 – 5 following the sequence of the images.

Elicit students answers and have them correct if necessary. Motivate students to participate as much as possible.

► Discuss with your classmates.

You might elicit the feelings in the story by asking questions such as *How does the mouse feel at the beginning of the story? How does the lion feel when the mouse runs away? Do they feel the same at the end of the story*

(Never underestimate anyone.)

## Wrap Up

We suggest to play the game Action TPR from page xii to represent different emotions students have studied.

Answers: 9. 3, 5, 1, 4, 2

## Achievements

Detect, with graphic support, experiences of others reflected in stories. Recognize characters' experiences and compare them with their own.

**Suggested Material** Memory Game of emotions

## Warm Up

You might ask students to sit in groups, deliver some memory cards to each group and have them play. Anytime they get a pair, they will have to say a sentence using that emotion.

*S: My classmate is happy!*

## 11 Read the story and discuss the questions with your classmates.

Have students look at the pictures and identify the characters:

**T:** *Where is the witch/Thumbelina/the prince?*

Tell students to read the story and pay attention to their feelings as the story develops.

Ask their opinion about the story.

*How does the woman feel when the story starts?*

*When Thumbelina appears, how do you think the woman feels?*

*How do you feel when the toad takes Thumbelina away?*

*How does the end of the story make you feel?*

Let them express their thoughts in a free way.

Make sure they are aware of their feelings and the characters'.

## 12 Final Product Preparation

In preparation for the Final Product students have to complete their Worksheet 8 on page 116, they can use their Product Template if they need it. You could help them whenever they need it.

## Wrap Up

You might use the Poster Activity Create a Poster from page xi. Ask students to create another version of the poster, changing characters emotions if possible.

## 11 Read the story and discuss the questions with your classmates.

### Thumbelina



A woman wants to have a little girl. She goes to a witch. The witch gives her a seed.

The woman plants the seed. A flower grows. It is beautiful.

③



A very small girl is inside the flower. She is Thumbelina.

④



One day, a toad comes. It takes Thumbelina away.

⑤



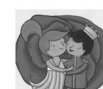
A bird takes her to a garden.

⑥



Thumbelina and a prince meet inside a rose.

⑦



They fall in love and live happily ever after.

1. How does the woman feel when the story starts?
2. When Thumbelina appears, how do you think the woman feels?
3. How do you feel when the toad takes Thumbelina away?
4. How does the end of the story make you feel?

## 12 You are ready to prepare your Final Product. Follow the instructions.

1. Go to Worksheet 8 on page 115.
2. Complete the chart with different three different stories from this unit.
3. Then write how you feel when reading the story.
4. Illustrate your sentences.
5. Remember you can use the information you collected in the Product Template to help you do your Final Product.

## Final Product

### 1 Make illustrated cards.

#### Materials

- colored sheets
- scissors
- glue

#### Instructions

1. Take out Worksheet 8 from page 116.
2. Work in small groups.
3. Cut out your cards.
4. Share your cards with the class and read your ideas out loud.
5. Glue your cards onto the colored sheets of paper.
6. Keep your work in your portfolio.



#### Group Reflection

- Did you identify characters' feelings easily?
- Did you write the sentences correctly?
- Did you understand your classmates' sentences?
- Did you like talking about your feelings?

#### Self-evaluation

Mark (✓) your answers.

- |   |                               |                              |
|---|-------------------------------|------------------------------|
| • Can you understand tales?             | Yes. <input type="checkbox"/> | No. <input type="checkbox"/> |
| • Can you relate feelings to tales?     | Yes. <input type="checkbox"/> | No. <input type="checkbox"/> |
| • Can you follow the reading of a tale? | Yes. <input type="checkbox"/> | No. <input type="checkbox"/> |

Unit 8 67

## Group Reflection

Read the questions out loud and explain their meaning to the class.

Have students answer them in groups, then share their answers with the class.

## Self-evaluation

Ask students to mark their answers to show whether they feel they accomplished the tasks or not.

## Evaluation

Photocopy the Evaluation Instrument: Self-Evaluation on page T67b (1 per student) and give them to students at the end of the unit. Ask students to evaluate their performance by choosing the face that best represents each ability.

## Achievements

Talk about ones and others' emotions. Relate emotions from stories. Reflection and self-evaluation.

**Suggested Materials** scissors, colored sheets, glue.

## Warm Up

Ask students how they felt during this unit, what new words they learnt and how they felt with the stories they read about.

## Final Product


### 1 Make illustrated cards.

Have students work in teams to cut out the words in Worksheet 8 from page 115. Ask students to show they cards to their classmates and read their ideas. Monitor students and motivate them to speak.

Next, have students glue their cards over the colored sheets, show them to the class and when everybody has shown their sheets, ask to keep them in a file.

# Product Template

## Feelings

1 Write two feelings you already know and make a drawing to represent them. 

Feeling	Drawing

2 Complete these statements about the story "The Emperor's New Clothes". 

- This story makes me feel: \_\_\_\_\_
- The tailor makes me feel: \_\_\_\_\_
- The King feels: \_\_\_\_\_
- The girl feels: \_\_\_\_\_

# Evaluation Instrument




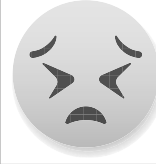



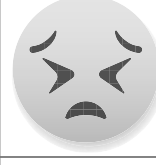
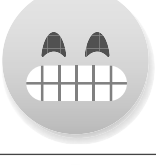

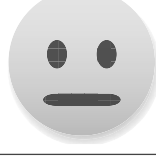
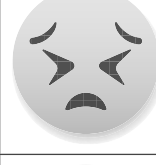
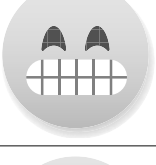

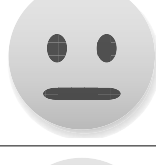
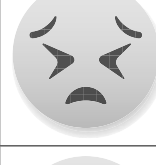
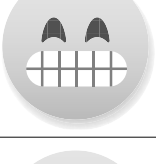


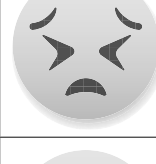
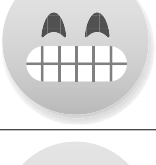


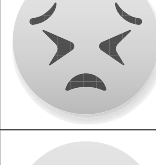




## Unit 8

### Self-Evaluation

1 The following illustrated self-evaluation sheet can be used to assess your students. Have students read each sentence and cross out the face that best shows how they feel they can do the skills.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

I can understand tales.				
I can recognize titles and images in tales.				
I can notice the structure of a tale (beginning, middle, ending).				
I can recognize characters in a tale.				
I can recognize characters' experiences in a tale.				
I can recognize characters' feelings in a tale.				
I can complete statements about my own feelings.				

# Picture Dictionary

## Unit 8

### Adjectives

happy



sad



excited



bored



bad



scared



angry



## Worksheet 8

Story	Write how the story makes you feel	Draw how the story makes you feel



## Unit 9

### Let's Look at Calendars!

#### Curricular Objectives

- (A) Exchanges associated with specific purpose.  
(B) Interpret information about units of time, with support of a graph.

**Environment** Academic and educational

**Final Product** Calendar with days of the week and hours of school and weekend activities.

**Big Book** Weekly Activities for Everyone

#### Achievements

Distinguish periods of the day.  
Recognize hours in periods of the day.  
Use previous knowledge to recognize hours and days of the week.

**Suggested materials** teacher-made flashcards with pictures representing different times of the day: morning, afternoon and evening.

#### Warm up

##### Song: *Hello! Hello!* 1

Play Track 1 and lead students in singing the song. Show different kinds of calendars: year, month, week. Ask students what they are and what they are used for. Then introduce the days of the week. Go over the pronunciation of the days. Do group and individual repetition. Ask simple questions: *On what day is this class?* Draw yourself on the board playing soccer or doing a hobby. Tell your students that on Saturdays and Sundays you do not work and that these two days are the weekend.

Then draw a clock on the board or point to your watch and explain that we use clocks to tell time. Ask: *What time is it?* Answer with the time and add other times (when the class ends, what time students wake up, etc.). Students may use Spanish at this point to answer. Then ask students when their English class meets (in the morning or afternoon). Show the flashcards to explain what morning, afternoon and evening are.

#### Poster

Display Poster 9 and invite students to describe what they see. Then you can play Search and Spot from the Poster Activities on page xi.

## Unit 9

### Let's Look at Calendars!

#### Unit Overview

**Environment:** Academic and educational

Social Practice	Communicative Activities	Achievements
Interpret information about units of time, with support of a graph.	Exchanges associated with specific purpose	<ul style="list-style-type: none"> <li>Revise exchanges of greetings, farewells and politeness expressions.</li> <li>Explore weekly calendars.</li> <li>Listen to information about hours and days of the week.</li> <li>Participate in the exchange of questions and answers about units of time.</li> <li>Review writing.</li> </ul>
<b>Final Product:</b> Calendar with days of the week and hours of school and weekend activities.		<b>Big Book:</b> <i>Weekly Activities for Everyone</i>

#### 1 Color using the color code.

Day of the week – Times of the day – Weekend –

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 – 12:00	6:00 – 12:00	6:00 – 12:00	6:00 – 12:00	6:00 – 12:00	6:00 – 12:00	6:00 – 12:00
1:00 – 7:00	1:00 – 7:00	1:00 – 7:00	1:00 – 7:00	1:00 – 7:00	1:00 – 7:00	1:00 – 7:00
8:00 – 12:00	8:00 – 12:00	8:00 – 12:00	8:00 – 12:00	8:00 – 12:00	8:00 – 12:00	8:00 – 12:00

#### How Much Do I Know?

Mark (✓) your answer.

I recognize days of the week and times of day in English.

Yes. ☐ Partially. ☐ No. ☐

I can tell the time.

Yes. ☐ Partially. ☐ No. ☐

I recognize school activities on a calendar.

Yes. ☐ Partially. ☐ No. ☐

68 Unit 9

#### Unit Overview

#### 1 Color using the color code.

Ask children to open their books to page 68 and look at the weekly calendar. Have them point to the days and the times. Then sing the song **7 Days Are in a Week:** (<https://www.youtube.com/watch?v=LIQsyHoLudQ>) Then ask children to color the cells from *Monday* to *Friday* blue. Tell them to color the cells with the times of the day green. and remind them that the weekend is formed by *Saturday* and *Sunday* and to color those cells red.

#### How Much Do I Know?

You can invite students to work individually first in order to check the boxes according to their own perceptions. Then you can ask students to raise their hands according to their answers.

#### Wrap Up

You can organize students in groups of seven and have them take turns to say the names of the days of the week in order (Monday, Tuesday, Wednesday, etc.) and then the other way round (Sunday, Saturday, Friday, etc.)

Answers: 2. 1. morning, 2. afternoon, 3. evening

## Development

### 1 Look and trace.

hour  
time



What time is it?

It's eight o'clock.

### 2 Listen to your teacher and repeat.

### 3 Match the clocks that show the same hour.



### ► Read and number the times.

It's four o'clock. ☐ It's five o'clock. ☐  
It's three o'clock. ☐ It's six o'clock. ☐

### 4 Ask for and tell the time with a classmate.



Number 1. What time is it? It's two o'clock.

Unit 9 69

## Achievements

Read and locate the hours on a clock. Associate hours with the number. Ask for and tell the time.

**Suggested Materials** different types of clocks or photos of different types of clocks: cuckoo, alarm, analog, digital, pendulum, etc.

## Warm up

Show students the different clocks and elicit if they know what these are. Explain that clocks can be different but that they are all used to tell the time.

Let students know how we read the time with o'clock by drawing an analog clock on the board and the explaining how the hands work, pointing to numbers and number 12 when it is an exact hour (o'clock).

As you point to each hour, say *What time is it?* And answer *It's one, two, three, ... twelve o'clock.*

Have volunteers come to the board and draw the short hand as it changes every hour.

## Development

### 1 Look and trace.

Have children open their books to page 69, and ask them to look at the digital clock in activity 1. Have them point to the clock and trace the word time, then have them point to the hour and trace the word.

### 2 Listen to your teacher and repeat.

Read the question aloud and then read the answer aloud, and have students repeat both the question and the answer. Then make a chain, in which one student asks and the next answers and so on.

### 3 Match the clocks that show the same hour.

Point out the analog and digital clocks and ask students to tell you the times on each. Then instruct students to draw lines joining the digital and analog clocks that are telling the same time. Direct students to go to their Picture Dictionary on page 89 and color the clock.

Have students check their answers in pairs.

### ► Read and number the times.

Have students look at the analog clocks again and number the sentences to match the times.

### 4 Ask for and tell the time with a classmate.

In pairs, have one student read the question and the other student answer with the time. Then switch roles. Monitor and model pronunciation. Check that all students participate and take both roles.

## Wrap up

Have students sing the Number Song using the word hours instead of children.

**Answers:** 3. 1. 4:00, 2. 3:00, 3. 6:00, 4. 5:00 / It's four o'clock--1, it's five o'clock--4, it's three o'clock--2, it's six o'clock--3 4. 1. It's two o'clock. 2. It's three o'clock. 3. It's four o'clock. 4. It's six o'clock. 5. It's seven o'clock.

## Achievements

Anticipate topic and purpose. Point out pictures of activities that are carried out on specific days and hours. Write numbers of hours, based on a model.

**Suggested Materials** colored pencils

## Warm up

Have students count from one to twelve. Then count backwards. Play a game on the board. Draw a grid of 4 x 3. Then, in each box, write a number from one to twelve in random order. Call out numbers for students to circle in the grid. Rewrite the numbers several times and volunteers have come to the front and circle the numbers in the grid to form rows, columns or diagonal lines.

## 5 Write and trace the numbers.

Ask students to open their books to page 70. Have them write the numbers one through six and trace the numbers seven through twelve.

### ► Listen and repeat the numbers.

Play Track 37 and pause after each number so that students can repeat the numbers. Pay attention to pronunciation, especially on problematic sounds such as in the words *three*, *five*, *twelve*.

## 6 Look at the calendar and answer the questions.

Have students look at the family in the picture and identify the mom, dad and children. Then go over the calendar. Have volunteers read the information aloud. After that, read the questions aloud and elicit the answers from your students.

### ► Look at the calendar again and complete.

Have students use information from the calendar to complete the missing sentence. Draw students' attention to the example in order to demonstrate the activity.

### ► Circle the correct answer.

Have students work in pairs to answer the questions by circling the correct option. Ask volunteers to read the questions and answers aloud.

## 7 Final Product Preparation

Explain to students that they are going to work individually. Then you can explain that they are going to start preparing for the Final Product of the Unit which will be making a Weekly Calendar in which they are going to include their own activities and times of the week. You can then direct students'

## 5 Write and trace the numbers.

1. \_\_\_\_\_ 4. \_\_\_\_\_ 7. seven 10. ten
2. \_\_\_\_\_ 5. \_\_\_\_\_ 8. eight 11. eleven
3. \_\_\_\_\_ 6. \_\_\_\_\_ 9. nine 12. twelve

### ► Listen and repeat the numbers.

## 6 Look at the calendar and answer the questions.

monday	tuesday	wednesday	thursday	friday	saturday	sunday
 6:00 Breakfast	 4:00 Playing soccer with Dad	 10:00 Math class	 1:00 Story time	 5:00 Play time	 Family Days!	

1. Does Carlos go to school? 2. What classes does Carlos take?

### ► Look at the calendar again and complete.

1. Carlos eats breakfast at six o'clock on Monday.
2. He has math class at \_\_\_\_\_.

### ► Circle the correct answer.

1. What time does Carlos play on Friday? At five o'clock. At four o'clock.
2. Does he go to school on Saturday? Yes. No.

## 7 Go to the Product Template on page 101 and make a chart with the days of the week. Include the times from 8:00 a.m. to 8:00 p.m.

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attention to the template on page 98. You can show them the first row of cells at the top of the grid and tell them to write the days of the week (one in each box). Remind them that the days of the week always begin with a capital letter. After students have finished you can ask them to look at the first column on the left and write an hour from 8.00 a.m to 8.00 p.m in each cell. It is advisable to supervise the whole activity in order to make sure students are ready to continue working in the next Preparation session.

## Wrap up

You can have your students creating a chart or schedule, using the one from activity 6 as a model, to describe what they did during the day.

**Answers:** 5. one, two, three, four, five, six – twelve  
6. 1. Yes, 2. Math and Story Telling (Reading Stories)/2. 10 o'clock/1. At four o'clock, 2. No/

8 Read the days of the week and answer the questions.



1. What do the names have in common?
2. How many days begin with T?
3. How do the days of the weekend begin?

► Listen and repeat. 38

9 Circle the correct letter and complete the days of the week.

1. Wed \_\_\_\_ esday    m    n
2. T \_\_\_\_ ursday    h    j
3. Sat \_\_\_\_ rday    a    u
4. Tu \_\_\_\_ sday    a    e

► Write the remaining days of the week.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



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ask them the questions one by one. Elicit the answers. Draw students' attention to the fact that the days of the week start with a capital letter.

► Listen and repeat. 38

Play Track 38 and ask students to repeat the days of the week. Give special importance to the pronunciation of *Thursday* (sounds that do not exist in Spanish) and *Wednesday* /'wenzdei/ (disappearing letters).

9 Circle the correct letter and complete the days of the week.

Have students choose the letter that is needed to complete each day of the week. Ask them to circle it and then write it in the word.

► Write the remaining days of the week.

Have volunteers come to the board and write all the days of the week as you dictate them one by one. Check spelling and emphasize the use of capital letters.

Then ask students to write the days of the week that are not included in activity 8.

### Wrap up

We can suggest to use the Poster Activity Make Up a Story from page xi, adapting the activity to the topic students have worked on during this session.

### Achievements

Point out on a calendar days of the week when hearing their name. Complete beginning or end of the names of the days of the week. Rewrite names of days of the week. Confirm missing or extra letters in script names for days of the week.

**Suggested Materials** Nonfiction Big Book

### Warm up

In order to review and reinforce what students have learnt, you may ask them questions about their routines, motivate them to use the times of the day and telling the time.

*T: What do you do at 3 pm in the afternoon?*

*What do you do at night? At 8 pm?*

8 Read the days of the week and answer the questions.

Tell students that this is a calendar of a week in August. Have students trace the letters of the days, of the week that are in gray to complete the days. Then have students look at the names of the days and

### Time to Read Nonfiction: Weekly Activities for Everyone 53

Display page 39 of the Nonfiction Big Book. Have a volunteer come up and point to the title. Read the title out loud.

Have students look at the illustrations and predict what the story will be about. Ask them if they think the story is about many children. Ask them if they think the story is for boys or girls, or for both.

Play Track 53 while you display the corresponding pages of the Big Book. Go through the pages again, asking students questions similar to the following:

*T: (Display page 40.) What is her name? Is she a student? What does she study on Wednesdays? What do you study on Wednesdays?*  
*(Display page 41.) What time does the class start on Wednesdays?*

**Answers:** 8. 1. They all end in *day*. 2. two, 3. with the letter *S* 9. 1. n, 2. h, 3. u, 4. e /  
 1. Monday, 2. Friday, 3. Sunday

## Achievements

With graphic support, answer questions about hours and days of the week. Identify written information on a calendar. Identify components of a weekly calendar. Answer questions about the days and times of routine activities at school.

**Suggested Materials** teacher-made flash cards with symbols representing different subjects at school, including English, mathematics, P.E. and science; glue

## Warm up

Show the flash cards and elicit the subject each one represents. After that, display all the flash cards on the board and tell students to look at them carefully. Then have students close their eyes while you remove one card. When they open their eyes, they have to tell you which flash card is missing.

## 10 Listen and mark Mary's favorite subject. 39



Draw students' attention to the icons. Have students read the names of the subjects, and explain that they will listen to a girl talking about her school schedule. They need to listen for what she says is her favorite subject.

Play Track 39 at least twice for students to listen and identify the information. Then have students check their answers in pairs.

### ► Listen again and write. 39

Tell students to look at the calendar on page 72, and have them point to the days and the times.

Then explain that they are going to listen to the girl again and that they are going to write the names of the subjects she mentions in the correct day and time cells. Demonstrate with the first one, so that all the students know what to and play the track more than once if necessary.

### ► Stop and think!

Reflect on the questions. Have students answer them by finding the correct parts of the calendar.

## 11 Final Product Preparation. 9 T

You can ask students to make a list of activities they do during the week. Then you can ask them to draw or look for pictures of those activities to finally glue or draw them on their Product Template.

## 10 Listen and mark Mary's favorite subject. 39



☐ English



☐ Mathematics



☐ P.E.



☐ Science

### ► Listen again and write. 39

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00					
8:00					
9:00					
10:00					
11:00					
12:00					
1:00					

### ► Stop and think!

What information can you see in the orange row?  
What information can you see in the green column?  
What information can you see in the gray cells?

## 11 Now that you know more about subjects, go to Worksheet 9 and look for pictures (or draw them) to represent different activities you do.

Glue the pictures or draw them on your Product Template. 9 T

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## Wrap up







Have your students describing what their parents or siblings do during the week, they may create a chart in their notebook.

**Answers:** 10. English / 7:00 each day--wake up; 8:00 each day--classes start; 9:00 Tuesday and Thursday--English class; 10:00 each day--recess (playing chess); 11:00 Monday, Wednesday, Friday--math class; 12:00 Wednesday, Friday--P.E. / Orange row--days of the week; Green column--times; Gray cells--activities

## 12 Look at Mary's weekly schedule and answer the questions.

1. What time does Mary have recess? \_\_\_\_\_
2. How many times a week does she have English classes? \_\_\_\_\_
3. On what days? \_\_\_\_\_
4. At what time? \_\_\_\_\_

### How Am I Doing?

- I can recognize times of the day.  
- I can tell time.  
- I can say the days of the week.  

## 13 Let's play a game.

Draw a time on each clock below.



Tell the times to your classmate. Then write the times he/she tells you.



 Go online for more on telling time. 

<http://kidsnumbers.com/telling-time/>



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## How Am I Doing?

We suggest asking students to form pairs and read the questions together to make sure they understand them. After that students can answer the questions together.

## 13 Let's play a game.

Have each student choose two times and draw hands on the first two clocks in their book to show those times. Divide the class into pairs. Have students take turns dictating one of the times to their partner, who draws hands on a clock in the second row to show that time. Ask the pairs to check their first two clocks against their partner's last two clocks and make sure they match.



Go online for more on telling time. 

<http://kidsnumbers.com/telling-time/>

## Wrap Up



### Time to Read Nonfiction: Weekly Activities for Everyone 53

Display page 39 of the Nonfiction Big Book. Elicit the subjects that are included in the story and write them on the board. Play Track 53 while you display the corresponding pages of the Big Book. Pause at the end of pages 40, 42, 44 and 46. Elicit the favorite subject on each of these pages and ask for a show of hands from students if this subject is also their favorite. At the end of the story, ask several students to tell the class their answers to And you? What do you do every week?

**Answers:** 12. 1. at 10:00, 2. two times, 3. Tuesdays and Thursdays, 4. at 9:00

## Achievements

Ask for and tell the time. Review repertoire of words and expressions.

**Suggested Materials** Nonfiction Big Book

## Warm up

### What Day Is It?

Divide the class into pairs. Students take turns writing a day of the week on their partner's back. Partners should guess the day.

## 12 Look at Mary's weekly schedule and answer the questions.

Have students look at the schedule on page 72 and work in pairs to answer the questions. Once they have finished, ask each pair to join another pair to check their answers. Monitor and move around the class to really listen to the language they are producing.

Then ask students to answer the questions about themselves.

## Achievements

Review repertoire of words and expressions. Rewrite names of days of the week. Locate school and weekend days on a calendar.

**Suggested Materials** colored paper, colored pencils or crayons, cardboard or poster board, scissors, glue, pictures of activities

## Warm up

Act out different subjects at school as if you were performing them: art, P.E., English, etc. Have students guess what subjects you are acting out. Tell students they are going to make a weekly calendar that shows their school subjects and activities.

## 14 Circle the activities you do at school.

Ask students about their schedule and have them look at the icons. Ask students to identify the icons and tell you the names of the subjects they represent. Then ask them to circle the subjects they take at school. Have them compare their answers in pairs or groups.

## 15 Final Product Preparation

At this stage you can invite students to work in their final product and use the material in their Product Templates to make the final version of their product on poster paper. Before students start working it is a good idea to read the instructions in the book and have students suggest options of how to decorate their work. It is important to monitor students' work at this stage and provide help if needed.

## Wrap up

You could have your students making a circle, you may say a phrase:

*T: I wake up at 7 am*

and students that do the activity at the same time gather together, you have to chance the activity and the time.

## 14 Circle the activities you do at school.



## 15 Copy the Weekly Planner of the Product Template on a separate sheet of paper. Now you are ready to finish your Weekly Planner poster, follow these suggestions:

Decorate it. ( You can use the images from Activity 1)

Check the subjects.

Ask a classmate for his/her opinion.

## Final Product

### 1 Present your Weekly Planner poster. T

#### Instructions

1. Take out your Weekly Planner poster.
2. Practice your presentation with a classmate before presenting it to class.
3. Present your Weekly Planner to your classmates.



#### Group Reflection

- Did you write the days of the week and times on your poster?
- Did you include pictures on your poster?
- Did you share your poster with the whole class?

#### Self-evaluation

##### Underline your answers.

- |   |      |     |
|---|------|-----|
| • Can you ask for and tell the time?              | Yes. | No. |
| • Can you say and write the days of the week?     | Yes. | No. |
| • Can you understand a weekly calendar?           | Yes. | No. |
| • Can you recognize routine activities at school? | Yes. | No. |

Unit 9 75

## Group Reflection

Tell students to work in small teams to discuss their answers. At the end, they should express what they did and how they felt about it.

## Self-evaluation

We suggest you read the questions out loud to make sure students understand them. Then they should circle Yes or No according to their own evaluation.

## Evaluation

Photocopy the Evaluation Instrument: Observation Card on page T75b (1 per student) and complete it by following students' performance through the unit.

## Achievements

Review repertoire of words and expressions.

## Warm up

Have students play *Hangman* using the names of school subjects. (See the game instructions on page T19c.)

## Final Product

### 1 Present your Weekly Planner Poster. T

You can have students work in pairs and give them some time to rehearse presenting their Weekly Planners to each other. Be ready to offer help if asked for. Then you can ask them to take turns showing and describing their weekly planners to the class. This might be done in different lessons if time does not allow for all the students to do it in just one.

At the end you can display the posters in the classroom so everybody can see them or perhaps invite children from other groups to see them too.

# Product Template

Weekly Planner

Weekly Planner					
	Time				

Term 3

# Evaluation Instrument

## Unit 9

### Observation Guide

1 The following observation guide can be used to assess your students. Mark the rubric according to your student's performance.

Name: \_\_\_\_\_

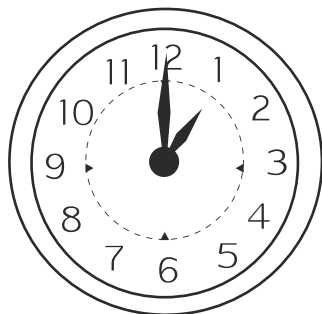
Date: \_\_\_\_\_

Aspect To Be Observed	Able to do it easily and correctly	Able to do it correctly with minor difficulties	Generally able to do it correctly but with some difficulties	Sometimes able to do it correctly but with noticeable difficulties	Rarely able to do it correctly and with lots of difficulty
Identify components of a weekly calendar					
Locate school and weekend days on a calendar					
Distinguish periods of the day					
Read and locate the hours on a clock					
Ask for and tell the time					
Write the numbers for one o'clock through twelve o'clock, based on a model					
Rewrite names of days of the week					
Point out on a calendar days of the week when hearing their name					
Identify days and hours in which there are routine activities at school					

# Picture Dictionary

## Unit 9

### Time



It's **one** o'clock.

### Days

Monday

Tuesday

Wednesday

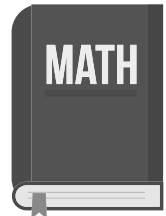
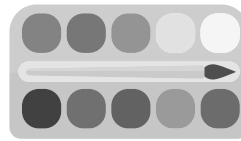
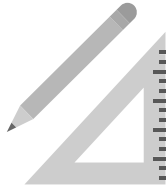
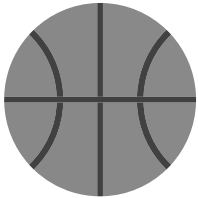
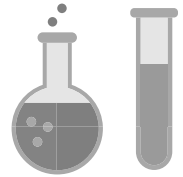
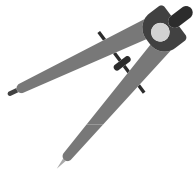
Thursday

Friday

Saturday

Sunday

## Worksheet 9



## Unit 10

### Let's Look at Professions!

#### Curricular Objectives

- (A) Exchanges associated with the environment.  
(B) Describe and interpret information about people in the community and their activities.

**Environment** Family and community

**Final Product** Game with names and illustrations of occupations and professions.

**Big Book** The World of Work

#### Achievements

Invite students to explore illustrated materials with information about occupations or professions. Participate in the oral expression of information and explore writing of words.

**Suggested Materials** picture of a firefighter

#### Warm up

Display a picture of a firefighter or draw one on the board. Teach students the following rhyme and encourage them to join in the actions:

I'm a firefighter, (Point to the firefighter.)  
Dressed in red. (Show students something red.)  
Here is my yellow hat, (Mime having a hat.)  
On my head. (Point to your head.)  
I work at a fire station.  
Yes, it's true.  
I put out fires, (Mime putting out a fire.)  
And help people like you. (Point to different students.)  
Note: You can also sing the rhyme to the tune of "I'm a Little Teapot."

#### Poster

Display Poster 10 and choose the What Is Missing? activity from the Poster Activities on page xi. Students could do the activity either writing or drawing. You could help them with the words that they don't know yet. We suggest that you guide the activity in order to use this opportunity as a chance to elicit new vocabulary as well.

#### Unit Overview

#### 1 Look at the picture and answer the questions.



Students should look at the photo. Ask them what professions they can see (builder, cook/chef, doctor,

## Unit 10

### Let's Look at Professions!

#### Unit Overview

#### Environment: Family and community

Social Practice	Communicative Activities	Achievements
Describe and interpret information about people of the community and their activities.	Exchanges associated with the environment.	<ul style="list-style-type: none"> <li>Explore illustrated materials, with information about occupations or professions.</li> <li>Participate in the oral expression of information.</li> <li>Explore writing of words.</li> </ul>
<b>Final Product:</b> Game with names and illustrations of occupations and professions.		<b>Big Book:</b> The World of Work

#### 1 Look at the picture and answer the questions.



What professions can you name?

What do your parents do?

What do you want to be when you grow up?

#### How Much Do I Know?

#### Discuss these questions in pairs.

Can you identify different professions in your family? Do you identify pictures related to different professions? Do you recognize objects, clothing and tools? Can you give information about different professions?

business person, soldier, fisher man, actor). Then, students describe what people with these professions do. Write the professions on the board and read them out loud. Ask students what other jobs and professions they know.

Read the other two questions and have volunteers share what their parents do and what they want to be when they grow up.

#### How Much Do I Know?




It is advisable for the students not only to know what they are going to learn, but how much they already know so far, so as to link it to their knowledge. It is important that students relate the picture to the different professions in their families and the objects, clothing and tools they can recognize.


#### Wrap Up

We suggest that you play Pictionary with your students. You may choose a student to come to the board, tell him / her a profession and they have to draw it, the rest of the class has to guess what is the profession. You may want to divide the class into teams.

**Answers:** Answers will vary.

- 1 Draw what you want to be when you grow up. 

I want to be a/an \_\_\_\_\_ when I grow up.

- Complete the sentence in the box above. 



- 2 Mark (✓) the professions that are common in your community. 



doctor ☐



artisan ☐



construction worker ☐



bus driver ☐



teacher ☐




farmer ☐




cook ☐



carpenter ☐

- Discuss with your class. Can men and women do the same jobs? 

- 3 Group yourselves by what you want to be. 


Unit 10 77

- Complete the sentence in the box above. 

Go around the class, asking students what they want to be. Write the profession on the blank in each student's book and circle a or an. Have students trace over your writing with a red pencil.

- 2 Mark (✓) the professions that are common in your community. 

Divide the class into small groups. Have them look at the pictures and decide which ones are common in their community. Ask them to put a check in the box under those pictures. Read the words under the photos out loud and have students repeat them.

- Discuss with your class. Can men and women do the same jobs? 

Discuss the question with the whole class.

- 3 Group yourselves by what you want to be. 

Call out a profession and point to a place in the classroom. All the children that want to have that profession should go to that part of the classroom. Continue until all the children are in groups. Ask students why they chose that particular profession.

## Achievements

Learn about different professions.

**Suggested Materials** Nonfiction Big Book, colored pencils

## Wrap Up




### Time to Read Fiction: The World of Work



48

Display page 39 of the Nonfiction Big Book. Ask students to try to remember the professions shown in the Big Book. Play Track 48 while you display the corresponding pages of the Big Book. Then go back and see if students can remember the names of the tools.

Play Track 48 while you display the corresponding pages of the Big Book.

- 1 Draw what you want to be when you grow up. 

Have students close their eyes and spend some time reflecting on what they want to be when they grow up. Have them draw that profession in the box.

## Wrap Up

Go to the Games and Activities on page xii. You could use the Draw It! activity, using the vocabulary related to jobs (instead of the example of body parts) that they have been practicing. We suggest to have the revision of the vocabulary in this way because it is a meaningful way to remember the words they learned.

## Achievements

Explore illustrated materials, with information about occupations or professions.

### Warm up

Elicit the professions that students know and write them on the board. Divide the class into three teams to play Charades. Ask a volunteer from one team to come to the front and act out a profession from the board (in silence). Invite his/her team members to guess the profession. If their team guesses correctly, they get a point. They have two minutes to guess. If they are unable to guess the profession, the other teams get the opportunity to guess it and get a point. Repeat with volunteers from the other two teams.

#### 4 Circle the correct words.

Write the following seven letters on the board (as far apart from each other as possible): t e a c h e r. Read the word from left to right, slowly. Lead students in moving their arms from left to right:

T: Left to right.

Have students try to read the words under the picture of the girl wearing a backpack. Remind them to read from left to right, and ask which one they think is the correct word (student). Point out that the other "word" has the same letters but in the wrong order. Have students circle student and follow the same procedure with the remaining two pictures.

#### ► Copy the correct words.

Have students write the correct words in the boxes.

#### 5 Listen and match the words that start with the same sound. 40

Put students into pairs. Explain that they will draw lines to match each profession in the first row with a profession in the second row. They are going to match professions whose names start with the same sounds. Play Track 40 several times so that students can hear the starting sound of each profession. Answer questions about new vocabulary at the end.

#### ► Work in pairs. Take turns pointing to the words and reading them aloud.

#### 6 Final Product Preparation.

As students have learned the names of some professions, you may have students ask to go to the Product Template on page 99 and do Activity 1 with a

#### 4 Circle the correct words.



student tnedust



doctor rotcod



remraf farmer

#### ► Copy the correct words.

#### 5 Listen and match the words that start with the same sound. 40

astronaut construction worker scientist doctor

cook

actress

dentist

singer

#### ► Work in pairs. Take turns pointing to the words and reading them aloud.

#### 6 In this unit, you will make cards with information about professions. Go to the Product Template on page 99 and do Activity 1 with a classmate.

#### Go online and read more about jobs. Then discuss the questions in small groups.

1. Do you know professions that do not exist anymore?
  2. Which ones?
  3. Which professions do you think help your community the most? Why?
- <http://learnenglishkids.britishcouncil.org/en/category/topics/jobs>

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Unit 10

classmate. This will help them prepare for your Final Product. It is important to remind students that this will be a regular activity along the unit.



#### Go online and read more about jobs. Then discuss the questions in small groups.



<http://learnenglishkids.britishcouncil.org/en/category/topics/jobs>

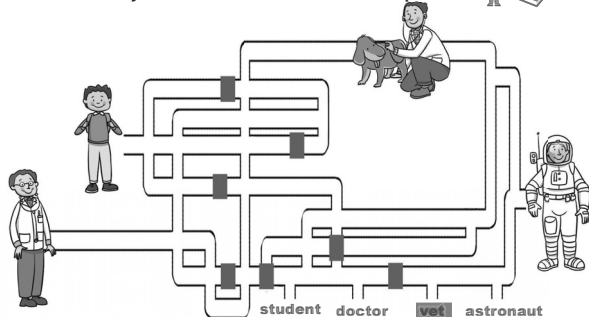
Students could go online at home or, if possible, go online in the classroom and get more information about jobs.




### Wrap Up

You should ask students to add more examples to the pairs in Activity 5. Write the words on the board. You may use this opportunity to present more vocabulary related to jobs, e.g., astronaut, actress: architect; construction worker, cook: computer operator; scientist, singer: smith; doctor, dentist: dog walker.


**Answers:** 4. Student, doctor, farmer 5. astronaut, actress; construction worker, cook; scientist, singer; doctor, dentist.

7 Find the way to match the names with the pictures.  



► Listen and cross out the professions that don't end with the sound of /ər/.  41  

doctor singer cook police officer  
firefighter teacher scientist

► Write the endings. 

1. teach\_\_\_\_ 2. doct\_\_\_\_ 3. police offic\_\_\_\_

#### How Am I Doing?

Circle the answers.

- |  |      |            |     |
|--|------|------------|-----|
| • I can recognize names of professions.                        | Yes. | Partially. | No. |
| • I can write names of professions.                            | Yes. | Partially. | No. |
| • I can recognize the most common professions in my community. | Yes. | Partially. | No. |
| • I can identify parts of books.                               | Yes. | Partially. | No. |

Unit 10 79

### Achievements

Identify pictures related to different professions.  
Explore writing of words.

**Suggested Materials** Nonfiction Big Book

### Warm Up

#### Time to Read Fiction: The World of Work

 48

Display page 39 of the Nonfiction Big Book.  
Encourage students to say everything they remember about the text.

Play Track 48 as you display the pages of the story. Ask students to pay special attention to the professions and tools that are mentioned.




Elicit the professions that students heard. Read aloud the last three lines of the Big Book. Ask some volunteers to share their ideas with the class.

7 Find the way to match the names with the pictures.  


Have students point to the pictures:

T: Point to the (astronaut).

Encourage students to use the maze to match each picture with the name of the profession.

► Listen and cross out the professions that don't end with the sound of /ər/.  41  

Play Track 41 and have students follow along in their books. Tell them that the names of many professions end with the same sound, /ər/. Have them listen to Track 41 again and cross out the words that don't end with the /ər/ sound. Play the track again for students to check their answers.

► Write the endings. 

Tell students to listen to the endings (the last sounds) as you say these words: doctor, singer, police officer, firefighter, teacher.

Have them look at the first word they need to complete. Say teacher and ask what letters are missing at the end. If they aren't sure, tell them to look for the word teacher in green print above.

Repeat with doctor and police officer. Point out that the or at the end of doctor makes the same sound as the er at the end of the other words.

#### How Am I Doing?

As part of formative evaluation, the mid-unit reflection is advisable for the students not only to see how much they have progressed so far, but also to proactively think what else they need to know to be ready for their Final Product.

It is important that you read the statements out loud and make sure students understand them. Have students reflect on their work so far and color the appropriate faces to show how they feel about their abilities.

### Wrap Up

You may divide the class into teams and ask a volunteer of each team to come to the front, divide the board according to the number of teams. Write on the top of the board a profession with the last letters missing. Volunteers should write the complete word, the first who finishes gets the point.

**Answers:** 7. (Clockwise) doctor, student, vet, astronaut. Students cross out cook and scientist. /  
1. er, 2. or, 3. er

## Achievements

Explore illustrated materials, with information about occupations or professions.

**Suggested Materials** cook, vet, nurse, doctor and carpenter; scissors; glue sticks, Nonfiction Big Book

## Warm Up

Use the pictures/photos (see Suggested Materials). Have the doll or puppet hold up a picture/photo and say:

Toy: She's a teacher. Teacher.

Repeat with the remaining pictures.

Then teach students the following chant:

Professions

Teachers here!

Teachers there!

Teachers, teachers everywhere!

Continue the chant with the following verses:

2. police officers

3. vets

4. nurses

5. doctors

6. carpenters

7. firefighters

8. cooks

## 8 Listen to the professions and number them in the order you hear them.

We suggest that you ask students to see the pictures on the page. Ask them what they can see in each picture, elicit as many words as possible. Students may also read the text before listening the audio. You may have students listen to the recording and number the pictures in the order they hear them. Ask students to compare their answers with a classmate before checking in group.

### ► Listen again and point.

Play Track 42 and have students listen and point to the correct pictures in their book. Monitor and see if students are doing this correctly.

## 8 Listen to the professions and number them in the order you hear them.

42



## Professions

Time to Read!



Now I'm small, but someday I will grow up and so will you. What do you want to be when you grow up?



I want to be a police officer. What about you?



This is my car. My uniform is blue. I'm a police officer.



I want to be a vet. I want to be a teacher.



My uniform is white. This is my thermometer. I'm a nurse.



I am a cook. My uniform is white and I wear a hat. This is my pot.



I want to be a doctor. I want to be a carpenter.



I am a firefighter. My uniform is yellow and black. This is my hose.

### ► Listen again and point.

42



## Time to Read Fiction: The World of Work

Display page 39 of the Nonfiction Big Book. Explain to students that they will learn about jobs in this boy's community. Elicit ideas of jobs that might be included in the text and write them on the board. Show each page and elicit or say the profession, checking any that were predicted off the list on the board. Tell students that you will read the text in a future class.

## Wrap Up

Go to the Games and Activities on page xii. You could use the Number Song, using the vocabulary that they have been learning related to professions.

**Answers:** 8. (top) 5, 8, 3, 6 (bottom) 1, 4, 7, 2

9 Circle the objects from the story *Professions* on page 80. 42



10 Listen and circle the professions and underline the tools. 43

I am a cook. My uniform is white and I wear a hat. This is my pot.

My uniform is . This is my thermometer.  
I'm a nurse.

I am a firefighter. My uniform is and .  
This is my hose.

This is my police car. My uniform is .  
I'm a police officer.

► Trace the names of the tools.



11 You have learned more professions and tools. Go to the Product Template on page 99 and do Activity 2.

Unit 10 81

## Achievements

Recognize objects, clothing and tools.

**Suggested Materials** Nonfiction Big Book

## Warm Up

We suggest that you write the word teacher on the board. You may ask students to tell you which tools you need to work. Write their answers on the board. Guide the activity towards vocabulary such as *markers/chalk, notebook, board, books...*

9 Circle the objects from the story *Professions* on page 80. 42

Play Track 42 and have students follow along on page 80 of their books.

Elicit the tools that are mentioned in the story and write a list on the board.

Call on different volunteers to come up and draw a picture of each tool next to the corresponding word.

Then have students circle the objects that appear in the story.

10 Listen and circle the professions and underline the tools. 43

You should play Track 43 and have students follow along in their books as they listen. Then play the first section of Track 43 again as students follow along. Ask students what the first profession is (cook) and have them point to the word cook. You may ask what tool is mentioned for the cook (pot) and have them point to the word pot. Ask what color is mentioned (white) and have them point to the word white. Explain that students should circle the professions in blue, the tools in green, and the colors in red. Have them circle cook in blue, pot in green, and white in red. Model by writing these words on the board and circling them in the correct colors.

We suggest to tell students to listen for the names of professions as you play Track 43 again. They should circle the name of each profession they hear in blue. Play the track twice more, with students circling the tools in green one time and the colors in red the next time. Check answers as a class.

► Trace the names of the tools.

You may have students trace the names of the tools that are below each picture in gray. If possible, practice spelling and check pronunciation by modeling and asking for choral and individual repetition.

11 Final Product Preparation

Now that students have learned more professions and tools, it is a good idea to have students go to the Product Template on page 99 and do Activity 2. Students could work in pairs and then you may check answers with the rest of the group. This will help students to get practice towards the Final Product.

## Wrap Up

We suggest that you can go to the Games and Activities on page xii. You could use the Fruit Bowl Upset activity, using the vocabulary that they have been learning related to tools.

**Answers:** 9. (Circled) hose 10. Circled: cook, nurse, firefighter, police officer / Underlined: pot, thermometer, hose, police car

## Achievements

Give information about different professions.

## Warm Up

Draw a stethoscope, a police car, a hose and a nurse's uniform on the board. Present the words. Ask students in which professions these tools are used. Ask them if they have seen any of them in real life. Draw a stethoscope, a police car, a hose and a nurse's uniform on the board. Present the words. Ask students in which professions these tools are used. Ask them if they have seen any of them in real life.

## 12 Circle the correct tools.

Ask students to identify the profession of each person pictured. Then go over the names of the objects, having students point to each one as you read its name. Direct students to circle the tool that goes with each profession.

Comment on their work in English:

T: *Julio, you circled the stethoscope for the doctor. Good!*

Walk around and monitor while students work. Then have students go to their Picture Dictionary on page 89 to color the pictures of professions.

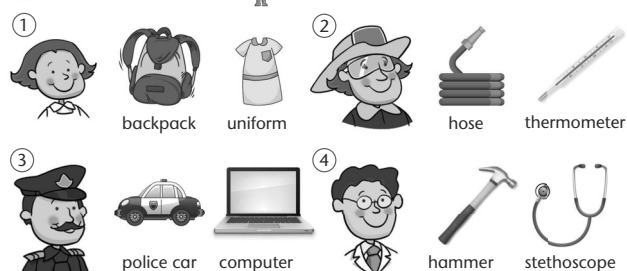
## ► Complete the sentences.

Read the instructions out loud and make sure students know what to do. Explain that they need to write the correct word from the box in each blank. Check students' understanding of the words. Ask which of them are professions (*nurse, firefighter, student*) and which are tools (*hose, uniform, computer*). Tell students that sentences 1 and 2 describe the first two pictures in activity 12. Sentence 3 begins with I, so it involves personal information.

## 13 Final Product Preparation.

We recommend to direct students to the Product Template on page 99 and do Activity 3. This will help students practice for your Final Product as they will review the vocabulary they have learned through the unit. You may work both activities or practice the one your students need more reinforcement in.

## 12 Circle the correct tools.




## ► Complete the sentences.

nurse firefighter doctor hose uniform stethoscope doctor police car

1. She is a \_\_\_\_\_. She wears a \_\_\_\_\_.
2. She is a \_\_\_\_\_. She uses a \_\_\_\_\_.
3. He is a \_\_\_\_\_. He uses a \_\_\_\_\_.
4. He is a \_\_\_\_\_. He uses a \_\_\_\_\_.

## 13 You have learned more information about professions. Go to the Product Template on page 99 and do Activity 3.

## 14 You are ready to start your Final Product. Follow the instructions.

1. Choose three professions you want to write about.
2. Go to Worksheet 10 on page 117 and write them on the column on the left. Then illustrate them. 
3. Then write information about each profession on the column on the right.
4. Keep your work to present it next class.

82 Unit 10

## 14 Final Product Preparation.

As to help students get ready to start their Final Product, you should ask students to go to Worksheet 10 on page 117 and ask them to write professions on the column on the left, then write information about each profession on the column on the right. We recommend to monitor students' work and help them if needed. It is a good idea to ask students to keep their work and to present it next class.

## Wrap Up

You may make a ball with a sheet of paper (or a stuffed toy, in case you have it handy) and tell the students that you are going to say a profession, then you are going to throw the ball to one of the students and he or she has to say a tool related to that profession. To make it funnier, you can set a limit of time to give an answer. Ask students to give you the ball back so you can ask another student and continue the activity.

**Answers:** 12. 1. uniform, 2. hose, 3. police car, 4. stethoscope 13. 1. nurse, uniform, 2. firefighter, hose, 3. student, computer

1 Present your cards with information about professions. 

#### Final Product

##### Instructions

1. Cut out your cards from Worksheet 10 on page 117.
2. Fold each card into two parts as indicated on the Worksheet.
3. Work with two classmates to form a team.
4. Take turns reading the information on your cards for your classmates to guess the profession.
5. If they guess, show them the picture you drew.
6. Finally, keep your work in your portfolio.



##### Group Reflection

- Did you like making the cards?
- Did the other children in your group guess the profession you wrote about?
- Do you like talking about professions?

##### Self-evaluation

Read and underline your answers about what you learned in this unit.

- |   |      |                  |     |
|---|------|------------------|-----|
| • Can you name professions?   | Yes. | I need practice. | No. |
| • Can you complete sentences about professions?   | Yes. | I need practice. | No. |
| • Can you share information about professions?  | Yes. | I need practice. | No. |
| • Can you say names of clothing, objects and tools people use in different professions? | Yes. | I need practice. | No. |

Unit 10 83

### Achievements

Participate in the oral expression of information. Give information about different professions.

Reflection and self-evaluation.

**Suggested Materials** pictures/photos of people with different professions (including a teacher), colored pencils, index cards, scissors, cardboard, glue, beans or other markers

### Warm Up

Attach a picture of a teacher to the board. Next to it, draw simple pictures of a blackboard, a piece of chalk, a hammer and a ruler. Have a volunteer come up and circle all the tools that a teacher uses (blackboard, chalk, ruler). Have them cross out the tool that a teacher doesn't use (hammer). Repeat the procedure with pictures of other professions and tools.

Distribute paper and invite students to make their own "odd one out" puzzle. Have pairs exchange and solve each other's puzzles.

#### Final Product

1 Present your cards with information about professions. 

We recommend reading the instructions out loud and checking to make sure students understand them. You could translate or explain any words they are not familiar with. When they have finished, students should share their rules out loud with the rest of the class or in groups.

##### Group Reflection

Read the questions out loud and explain their meaning to the class.

Have students discuss their answers in the groups that made the cards with information about professions. Monitor the discussion and listen for problems that need to be addressed with individuals or the whole class.

##### Self-evaluation

Have students color the faces to show whether they feel they accomplished the tasks or not.

##### Evaluation

Photocopy the Evaluation Instrument: Assessment Questionnaire on page T83b (1 per student) and complete it for every student.

# Product Template

## Professions

1 Complete the chart with the professions you have learned so far in this unit.

Professions	

2 Match the professions with the objects.



student

singer

construction worker

nurse

astronaut

carpenter

cook

bus driver



# Evaluation Instrument

## Unit 10

### Assessment Questionnaire

1 The following assessment questionnaire can be used to assess your students.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Yes	No
Can the student predict a topic from previous knowledge and images?		
Can the student identify parts of books?		
Can the student name objects, clothing and tools?		
Can the student match images of occupations and professions with their names?		
Can the student identify occupations and professions in his or her community?		
Can the student read names of occupations and professions?		
Can the student complete statements to describe people?		

- 6 or 7 questions were answered with YES – Strong pass
- 4 or 5 questions were answered with YES – Pass
- 3 or fewer questions were answered with YES – Not satisfactory

# Picture Dictionary

## Unit 10

### Professions

cook



vet



nurse



police officer



firefighter



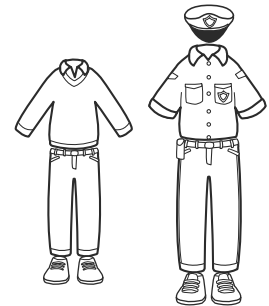
doctor



singer



uniform



## Profession

## Information

Profession \_\_\_\_\_

Profession \_\_\_\_\_

## TRACK 1

### Hello! Hello!

Hello! Hello! Hello! Hello!  
What's your name?  
My name's (Mike).  
That's my name.  
Following verse:  
Annie

## TRACK 2

### It's a Pencil!

Can I have a pencil, please?  
A pencil, please?  
A pencil, please?  
Can I have a pencil, please?  
Yes, of course.  
Here you are! Here you are.  
Here you are.  
Thank 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

GIRL: A book, please.  
BOY: Goodbye!  
GIRL: Hello!

## TRACK 5

BOY: Hi, hello.  
Can I have a crayon, please?  
TEACHER: Here you are...  
...And here's a star!  
BOY: Thank you, Miss.  
And now, goodbye.

## TRACK 6

GIRL: Hello. My name is Monica.  
BOY: Hi. My name's Tom.  
GIRL: Can I have the scissors, please?  
BOY: Here you are.  
GIRL: Thank you.  
BOY: Goodbye.  
GIRL: Bye.

## TRACK 7

BOY: Can I go to the bathroom?  
TEACHER: Yes, Tommy. Go ahead.  
GIRL: Can I use your glue, please?  
BOY: Sure!  
GIRL: Miss Patty, can I take a pencil?  
TEACHER: Of course, Miriam.

## TRACK 8

Roses are red.  
Violets are blue.  
Candy is sweet.  
And so are you.

## TRACK 9

### B

B was once a little bear.  
Beary! Wary!  
Hairy! Beary!  
Taky cary!  
Little Bear!

## TRACK 10

### D

D was once a little doll.  
Dolly! Molly!  
Polly! Nolly!  
Nursy dolly!  
Little Doll!

## TRACK 11

holly  
Gary  
fairy  
beary  
dolly  
collie  
Mary

## TRACK 12

### R

R was once a little rose.  
Rosy! Posy!  
Nosy! Rosy!  
Bows-y, grows-y!  
Little Rose!

## TRACK 13

There's a fairy  
By your beary!  
There's a dolly

On your collie!  
There's a rosy  
On your nosy!  
Look at you!

## TRACK 14

you  
Fred  
glue  
Sue  
candy  
shoe  
bed  
shampoo  
bread

## TRACK 15

1.  
Roses are red.  
Violets are blue.  
I like chocolate.  
And I love you!  
2.  
Roses are red.  
Violets are blue.  
Most poems rhyme.  
But this one doesn't!

## TRACK 16

Ring-a-ring o'roses.  
A pocket full of posies.  
A-tishoo! A-tishoo!  
We all fall down.  
Picking up the daisies,  
Picking up the daisies.  
A-tishoo! A-tishoo!  
We all jump up.

## TRACK 17

There was once a small white mouse,  
Who lived in a tree house.  
In the garden, down below,  
Lived a bird, a crow.  
The tree house was very high,  
And the mouse sat down to cry.  
"Why, oh why, can't I descend,  
And visit the crow, my friend?"  
The crow said,  
"Yes, you can!"  
I already have a plan!"  
And the crow...

## TRACK 18

Stand on one leg.  
Count to two: one, two.  
Now the other leg.  
Count to three: one, two, three.  
Reach up.  
Count to four: one, two, three, four.  
Touch your toes.  
Count to five: one, two, three, four, five.  
Jump and count: one, two, three, four, five, six!

## TRACK 19

### In My Schoolbag Today

In my schoolbag today.  
In my schoolbag today.  
(One book, two pencils,  
Three notebooks, too.)

Following verses:

2. Three notebooks, four crayons,  
Five rulers, too.
3. An eraser, a pen,  
An apple for you.

## TRACK 20

### Five Little Fish

Five little fish, swimming near  
the shore.  
One swam away and then  
there were four.  
Four little fish, swimming in the sea.  
One swam away and then there  
were three.  
Three little fish, what did they do?  
One swam away and then there  
were two.  
Two little fish, having great fun.  
One swam away and then there  
was one.  
One little fish, and what did it do?  
It....., and we did, too!

## TRACK 21

### Swimmers

Two swimmers we'll examine.  
A fish is the salmon,  
But the whale is a mammal,  
Just like a cow or a camel!

## TRACK 22

The first little betta went to market.  
The second little betta stayed home.  
The third little betta had roast beef.  
The fourth little betta had none.  
And the fifth little betta went...  
Wee, wee, wee, all the way home!

## TRACK 23

Be quiet, please.  
Turn off your phone.  
No food, please.  
School crossing.  
No animals, please.  
No garbage, please.

## TRACK 24

JOHNNY: Hello dad! Can we go to  
the cinema?  
DAD: Hi Johnny. Sure. But first we  
need to walk Champ.  
JOHNNY: OK, let's go to the park.  
JOHNNY: Look, Dad! An ice cream  
shop! Can I have one?  
DAD: OK, but only a small one.  
WOMAN: I'm sorry! No animals,  
please.  
JOHNNY: Can I have a big chocolate  
ice cream please?  
WOMAN: Here you are. It's \$10.  
JOHNNY: Thank you. Bye.  
DAD: Hmm, I said a small one!  
JOHNNY: But it is so delicious, Dad  
Look! A pet shop! Champ needs a  
new ball.  
DAD: OK, let's go and see.  
MAN: Good afternoon! Sorry, young  
man. No food, please.  
JOHNNY: Aaaahhh! OK. Dad, I'll  
wait outside.  
DAD: Thank you, Johnny. We won't  
be long.  
DAD: I'll take the big red ball,  
please. How much is it?  
MAN: It's \$35.50.  
DAD: Here you are. Thank you!  
MAN: Thanks. Goodbye!  
JOHNNY: Dad, look over there!  
DAD: Wooooow! That was terrible!  
JOHNNY: Let's go and help.

## TRACK 25

1. No animals, please.
2. Be quiet, please.
3. School crossing.
4. No garbage, please.
5. Turn off your phone.
6. No food, please.

## TRACK 26

WITCH: Ha, ha, ha! I'm the witch!  
Hi! Ha, ha, ha, ha, ha!  
WOLF: Hello! I'm the Big Bad Wolf.  
Grrr!  
MOTHER GOAT: Hello, children! I'm  
the Mother Goat.

## TRACK 27

### The Wolf and the Seven Kids

1. Look! There are Mother Goat  
and her seven baby goats.  
One day, Mother Goat went  
to the supermarket. She said,  
"Children, be careful with the  
Big Bad Wolf."
2. A voice said, "Open the door,  
children. It is me, your mother!"  
But the kids said, "Go away, you  
Big Bad Wolf!"
3. A voice said, "Open the door,  
children. It is me, your mother!"  
The kids said, "Come in, Mother!"
4. And in came the Big Bad Wolf,  
and he ate six poor little goats.  
But the littlest little goat hid in  
the clock.
5. When Mother Goat came back  
home, the littlest little goat told  
his mother everything.
6. They found the Big Bad Wolf by  
the railroad. Mother Goat opened  
the Big Bad Wolf's belly, and the  
six little goats jumped out.
7. Then she sewed the Wolf's belly  
shut, and then they threw the  
Big Bad Wolf on the train. And  
they lived happily ever after.

## TRACK 28

### Hansel and Gretel

#### Picture 1

NARRATOR: They are Hansel and Gretel.

STEPMOTHER: I don't like children.

FATHER: There isn't any food!

#### Picture 2

BOY: Where's Dad?

GIRL: Dad, Dad! Where are you?

#### Picture 3

BOY: Look, Gretel. What's that?

GIRL: It's a house.

#### Picture 4

BOY: Yummy. I like cookies.

GIRL: Yuck, I don't like cookies.

#### Picture 5

NARRATOR: In the house lives a witch.

WITCH: Aha ha, ha, ha, ha! I like little boys. Yummy!

#### Picture 6

GIRL: I don't like witches. Bye-bye, witch!

#### Picture 7

FATHER: Hansel! Gretel! Where are you?

#### Picture 8

BOY: Dad! Dad!

GIRL: Hello, Dad!

FATHER: Hi, children!

## TRACK 29

1. [DOG SOUND]

2. [FISH SOUND]

3. [BIRD SOUND]

4. [CAT SOUND]

## Track 30

WOMAN: What is it?

MAN: It's a dog.

WOMAN: What color is it?

MAN: It's brown.

WOMAN: What is it?

MAN: It's a mouse.

WOMAN: What color is it?

MAN: It's gray.

WOMAN: What is it?

MAN: It's a bird.

WOMAN: What color is it?

MAN: It's green.

## TRACK 31

What is it?

Is it big or small?

What color is it?

## TRACK 32

GIRL 1: How old are you, Mark?

BOY: I'm seven. How old are you, Linda?

GIRL 2: I'm five.

GIRL 2: How old are you, Sue?

GIRL 1: I'm six.

## TRACK 33

### I Like Food

I like lemonade, I do,

I like tomatoes, and you?

I don't like carrots, no way,

I don't like hamburgers any day.

I like milk and grapes and bread,

I like chocolate bars and eggs,

I don't like potato chips, do you?

I like watermelon, I do.

## TRACK 34

BOY: Hi there. What's your name?

GIRL: I'm Diane. Hello!

BOY: My name is Alfredo. I am six. How old are you?

GIRL: I'm six, too! What's your favorite color, Fred?

BOY: I like blue and I like red.

GIRL: OK, see you later!

BOY: See you later, alligator!

## TRACK 35

### The Emperor's New Clothes

#### Picture 1

NARRATOR: This is the emperor. He loves clothes.

EMPEROR: I love clothes. More clothes! More clothes!

#### Picture 2

NARRATOR: One day, a tailor visits the emperor.

TAILOR: Good morning, Emperor. I'm a tailor. I make very special clothes.

#### Picture 3

EMPEROR: Here's some money.

Can you make me some clothes?

TAILOR: Yes, more money, more money!

#### Picture 4

TAILOR: Here you are.

EMPEROR: Hmmm... what are they?

#### Picture 5

TAILOR: They're magic pants. Only intelligent people can see them.

#### Picture 6

EMPEROR: What color are they?

TAILOR: They're blue.

#### Picture 7

NARRATOR: The emperor is happy.

EMPEROR: Yes, I see them. They're blue. They're beautiful.

#### Picture 8

NARRATOR: The emperor goes for a walk in his new pants.

CHILD: Ha, ha, ha, ha! Look at the emperor!

## TRACK 36

### Three Boys and a Box by Julia Summers

Look! Billy Bored finds a box. He doesn't know what is there. He puts it with his building blocks. He really doesn't care.

Sad Simon finds the box, too. With a broken watch inside, and some old socks too big for his shoe. And then Sad Simon cried.

Happy Harry looks inside the box. He finds a nice old watch. And look at that! A ball of socks. He

says, "Let's play catch!"

Harry plays catch with the cat. Simon and Billy come to look awhile. They say, "This is fun. Look at that." Then, they all play and smile!

## TRACK 37

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve

## TRACK 38

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

## TRACK 39

MARY: My school schedule is typical, I think. From Monday to Friday I go to school. I always wake up at 7:00 on school days. Every school day my classes start at 8:00. I think my favorite subject is English. I have English classes on Tuesdays and Thursdays at 9:00 a.m. I also like mathematics. I have math lessons on Mondays, Wednesdays and Fridays at 11:00 a.m. I do not like P.E. that much. I am not good at sports. The good thing is that I only have P.E. on Wednesdays and Fridays at 12:00 p.m. But my favorite thing about going to school is recess. We always have recess at 10:00. We usually play chess! And...we leave school at 1:00.

## TRACK 40

astronaut, astronaut, construction worker, construction worker, scientist, scientist, doctor, doctor, cook, cook, actress, actress, dentist, dentist, singer, singer

## TRACK 41

doctor, singer, cook, police officer, firefighter, teacher, scientist

## TRACK 42

### Professions

My uniform is white. This is my thermometer. I'm a nurse.  
I am a firefighter. My uniform is yellow and black. This is my hose. This is my car. My uniform is blue. I'm a police officer.  
I am a cook. My uniform is white and I wear a hat. This is my pot. Now I'm small, but someday I will grow up and so will you. What do you want to be when you grow up?  
I want to be a vet.  
I want to be a teacher.  
I want to be a doctor.  
I want to be a carpenter.  
I want to be a police officer. What about you?

## TRACK 43

I am a cook. My uniform is white and I wear a hat. This is my pot. My uniform is white. This is my thermometer. I'm a nurse.  
I am a firefighter. My uniform is yellow and black. This is my hose. This is my police car. My uniform is blue. I'm a police officer.

## Fiction and Nonfiction Big Books

## TRACK 44

### Roy, the Flexible Boy

My name is Roy. I'm a flexible boy. This is my bed. I like to stand on my head.  
I eat in the kitchen. I eat with my feet.  
I don't like to sit in a chair.  
Not here, not there.  
Look at my family tree. This boy is me.  
My dad is Jim. He teaches in a gym. My favorite cousin is Marie. She's three.  
My grandma lives in the Arctic zone. I call her on the phone.

My family is fantastic. I have the right to be elastic!  
And you? Do you want to be elastic too?

## TRACK 45

### Signs, Signs, Signs!

MOM: Let's go to the museum! Tom, put your seat belt on. Ready? Let's go! We will have a great day! Come, Tom. Let's go this way. This is the correct way to cross the street.  
GUARD: Sorry, no backpacks, and please turn off your cell phone.  
TOM: What beautiful paintings! I love the museum. I like the silence. Thank you, Mom! I loved the museum.  
Signs are everywhere, Mom. Look!  
MOM: What does it mean?  
TOM: It means: "No food in bed."  
MOM: Tom, you're a good boy. Good night!

## TRACK 46

### Where's Bobby?

Bobby, let's play *Hide and Seek*. One, two, three, four, five, six, seven, eight, nine, ten!  
Are you in the kitchen?  
Are you in the living room?  
Are you in the dining room?  
Are you in the garden?  
Are you in the bathroom?  
Are you in the bedroom?  
Where's Bobby?  
Oh, no!

## TRACK 47

### A Town Boy and a City Girl

BOY: Hi! My name is Pedro. I am six years old. I live in Janitzio in the state of Michoacán. Janitzio is a small island in a lake. There is a big statue of José Maria Morelos on the island. There are a lot of fishermen in Janitzio. My father is a fisherman. I go to school by boat. It's fun! My school is in the town of Pátzcuaro. It's a beautiful town. My school is small. I have a lot of friends there. My friends and I play on boats. There are a lot of fish! I like fishing. I don't like swimming.

GIRL: Hi! I'm Elsa. I am seven years old. I'm from Mexico City. It's a very big city! This is the Angel of Independence. I go to school by subway. I travel with my mom. My favorite color is purple. I have a purple schoolbag. My friends and I play in the park. There are a lot of cars! I like running and skipping. I don't like playing soccer. On vacation, I visit my cousin Pedro. We drive to Pátzcuaro, then we go to Janitzio by boat. It's beautiful! Pedro is my favorite friend!

## TRACK 48

### The World of Work

Many people work in my community. Let's meet some people who make my community healthy and happy.

My grandparents are farmers. They work very hard. They grow delicious fruit for us to eat! They have a tractor, it's fun to ride. I love visiting my grandparents! I help on the farm.

Julia is a vet. She helps our dog when he gets sick. She uses a stethoscope to listen to his heart. Julia is very kind.

Laura is a scientist. She works in the city. She uses a microscope to see very small things. Scientists help us understand our bodies and the world.

Paul is a librarian. He helps us find interesting books to read. I love reading! Remember to give him your books to scan on the computer!

The baker makes delicious bread and cakes for us to eat. I love fresh bread. Yum! He has a very big oven to cook the bread. I like cooking too! Sometimes I make a mess.

This is Sara the dentist. She's checking my sister's teeth. Sara always uses a mask and gloves to stay clean and healthy. I like her small mirror. She uses it to see all of the teeth. Don't be scared of her tools, she's checking that every tooth is OK.

Fires are very dangerous. Firefighters keep us safe! They have special clothes and helmets for protection. They use a big hose to put out fires. Thank you, firefighters!

My cousin wants to be a doctor. She likes to help people and take care of them. She has a stethoscope and needle! Don't be scared, they are toys! These people help us in our community. What about you? What do you want to do?

## TRACK 49

### Greeting People

GIRL: There are many ways of greeting people. You can wave and say *hi*, or *hello* or *hey*!

BOY: You kiss your parents and your grandparents.

BOY: And then they kiss you back.

GIRL: Brothers and sisters and friends give a high five.

BOY: Give me five!

GIRL: In Japan, people bow. In some sports, too.

BOY: It is important to be polite! Ask *How are you*?

GIRL: *Very well, thank you. How are you?*

BOY: I'm fine!

GIRL: Saying *please* and *thank you* shows you care.

BOY: *Can I have the books please?*

GIRL: *Sure!*

BOY: *Thank you!*

GIRL: *You're welcome.*

BOY: There are lots of ways to say good-bye.

GIRL: *Good-bye!*

GIRL: *See you soon!*

GIRL: *Have a nice day!*

GIRL: *Bye!*

BOY: How do you say *hi* and *bye*?

## TRACK 50

### Sandra Is a Cook

Hi! My name is Sandra. I like to cook. Sometimes I make soup with my mom. Sometimes I make spaghetti with my dad. Today, we are baking cookies. First, we get out all the ingredients. This is what we need:  
150 grams of sugar  
225 grams of butter  
300 grams of flour  
a teeny weenie bit of salt  
a teaspoon of vanilla extract.  
I mix all the ingredients with a big spoon. Or with my hands! I like the sticky and messy dough! It's heavy work!  
My mom says I can't eat the cookies yet.  
Next, my mom puts the cookies in the oven. I can't wait!  
And 15 minutes later... Ta-da!  
Just be careful, the cookies are hot!

## TRACK 51

### Frogs

WOMAN: Hello! I'm Anna. My home is this log.  
My scientific name is "Rana" and I am a frog.  
MAN: Frogs have very interesting lives. Let's learn more!  
There are 5,000 different species of frogs! There are small frogs and big frogs. There are different colored frogs.  
Frogs don't run or fly. They like to swim and they like to climb.  
Baby frogs are called tadpoles. They do not have arms and legs. They have tails. Tadpoles swim in water.

Later, they have arms and legs and a long tail. They walk and climb. Young frogs are called "Froglets".

Frogs are important! They eat insects. Anna eats flies and mosquitos. Look at Anna's long tongue!

Adult frogs have arms and legs. They don't have tails. Look at Anna jump!

WOMAN: Please care for our homes, The lakes and the trees,  
The rivers and forests,  
Are for you and for me!

## TRACK 52

### Meet Pedro

My name is Pedro. I am six years old. I like my family. This is my sister Lupita. She's four.  
This is my mom. She likes to cook Mexican food, and I like to eat it! I am from Mexico City. I like my city. I like my friends. This is Samuel. We like to play soccer.  
I have a family, friends and a place to live.  
I have food. I go to school. I am a happy boy.  
And you? How old are you? Where are you from? What do you like?  
Are you happy?

## TRACK 53

### Weekly Activities for Everyone

WENDY: My name is Wendy; I go to school from Monday to Friday. On Mondays and Wednesdays, I study English.  
It's my favorite subject.  
My English class starts at 10:00 a.m. on Mondays.  
On Wednesdays, it starts at 12:00 p.m.

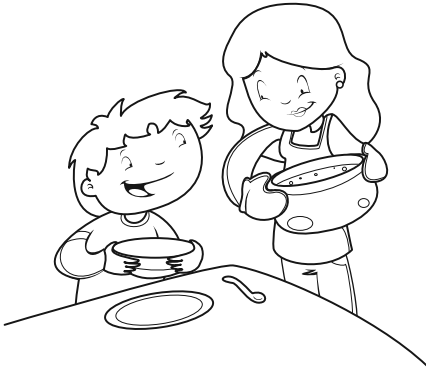
MIKE: Hi! I'm Mike.  
My favorite subject is math. I like numbers a lot.  
My math class starts at 8:00 a.m. on Tuesdays.  
On Thursdays, it starts at 10:00 in the morning.  
ROBERT: Hello! I'm Robert. I'm very good at sports.  
My favorite subject is P.E. I play soccer on the weekends.  
I have P.E. class on Mondays and Fridays.  
The class starts at 1:00 in the afternoon.  
FERNANDA: Hi! I'm Fernanda.  
I'm studying to become a chef. I like cooking a lot!  
On Saturdays, I help my mother by cooking at home.  
On Sundays, I have fun with my family and friends.  
EVERYBODY: We all have different weekly activities! We use a calendar to organize our routines, it's very helpful!  
And you? What do you do every week?

Name: \_\_\_\_\_

## Assessment 1



### 1 Look and circle.



Hello!  
Goodbye!  
Please!

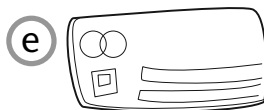
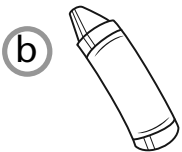
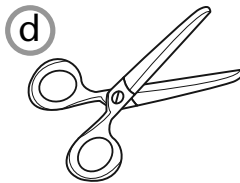
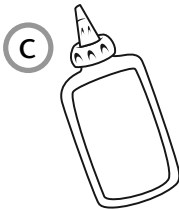
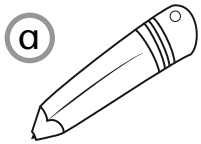


Hello!  
Goodbye!  
Please!



Hello!  
Goodbye!  
Please!

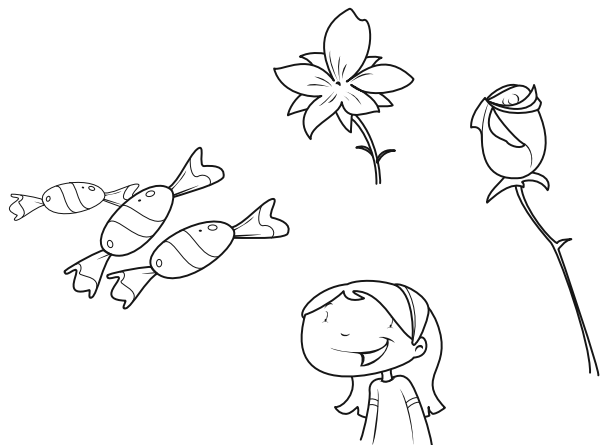
### 2 Look and match.



crayon  
pencil  
scissors  
glue  
card

### 3 Circle the words that rhyme.

Roses are red.  
Violets are blue.  
Candy is sweet.  
And so are you!

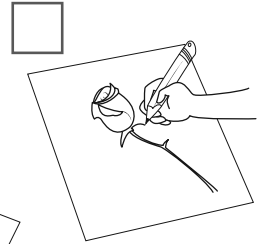
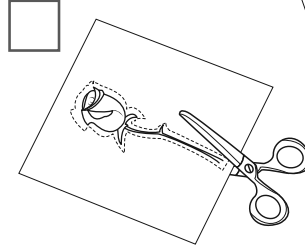
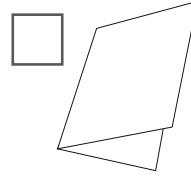
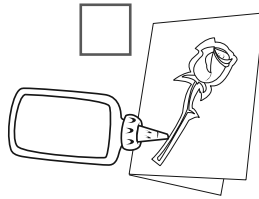


Name: \_\_\_\_\_

## Assessment 2

### 1 Number the pictures to make a card.

1. Fold a piece of paper.
2. Draw a rose.
3. Cut out your picture.
4. Glue your picture to the paper.



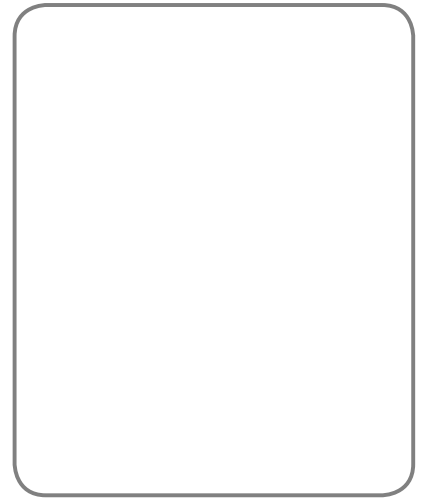
### 2 Draw.



five rulers



two apples



three books

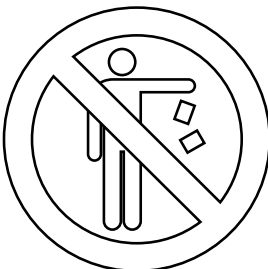
### 3 Write the instructions.



1. \_\_\_\_\_  
\_\_\_\_\_



2. \_\_\_\_\_  
\_\_\_\_\_



3. \_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_

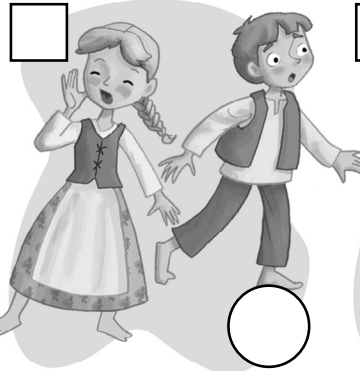
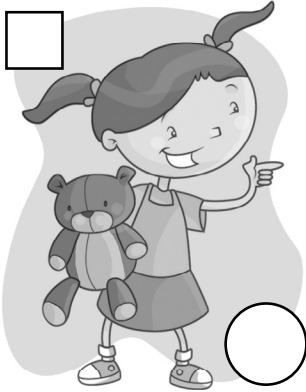


Name: \_\_\_\_\_

## Assessment 3



### 1 Mark (✓) the stories you remember.



### ► Draw faces.

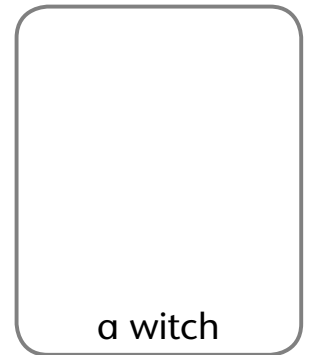


= I liked the story.



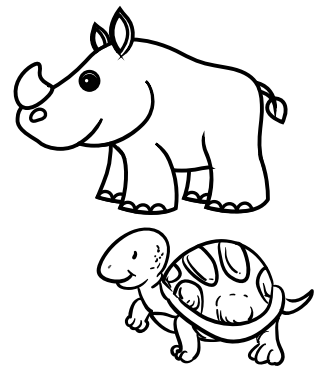
= I didn't like the story.

### 2 Draw the characters.



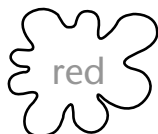
### 3 Match.

- Does it is it? It's gray.
- What color is it? It's an animal.
- Does it eat plants? Yes, it eats plants.
- What have wings? No, it doesn't.



### ► Color the correct animal.

### 4 Color.



Name: \_\_\_\_\_



### 1 Match.

- |                                |          |
|--------------------------------|----------|
| 1. What's your name?           | 6.       |
| 2. How old are you?            | Claudia. |
| 3. What's your favorite color? | Green.   |

### 2 Make an introduction card.

My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

My favorite color is \_\_\_\_\_.

### 3 Label the feelings using the words in the box.

happy    bored    angry    sad    scared



\_\_\_\_\_



\_\_\_\_\_



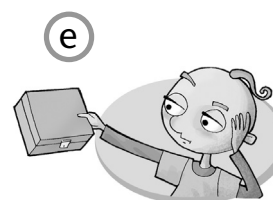
\_\_\_\_\_

### 4 Read and match.

- |       |   |
|-------|---|
| One   | 2 |
| Two   | 6 |
| Three | 1 |
| Four  | 3 |
| Five  | 5 |
| Six   | 4 |



\_\_\_\_\_



\_\_\_\_\_



Name: \_\_\_\_\_

# Assessment 5



## 1 Complete your weekly schedule.

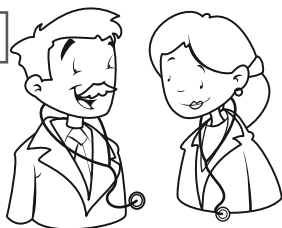

## 2 Number the pictures.

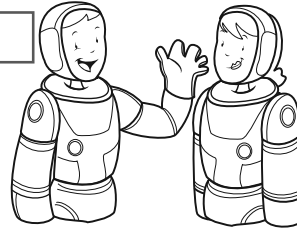
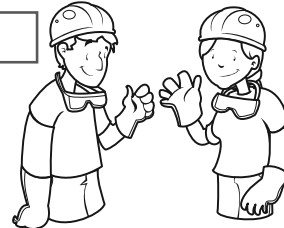
astronauts = 1

construction workers = 2

doctors = 3

soldiers = 4

☐

☐

☐

☐


► Color the professions that are common in your community.



Name: \_\_\_\_\_



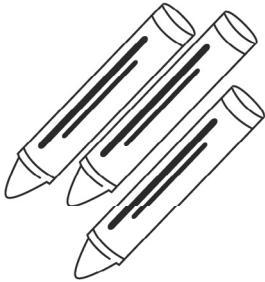
1 Look and read. Mark (✓) or cross (X) the box.



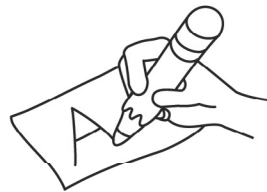
1. This is  
a pencil.

☐


6. Cut  
the paper.

☐


2. They are  
scissors.

☐


7. Glue  
the cards.

☐


3. It's  
a bear.

☐

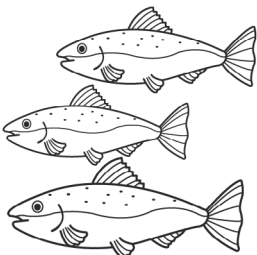

8. Turn off  
your phone.

☐


4. This is  
a rose.

☐


9. School  
crossing.

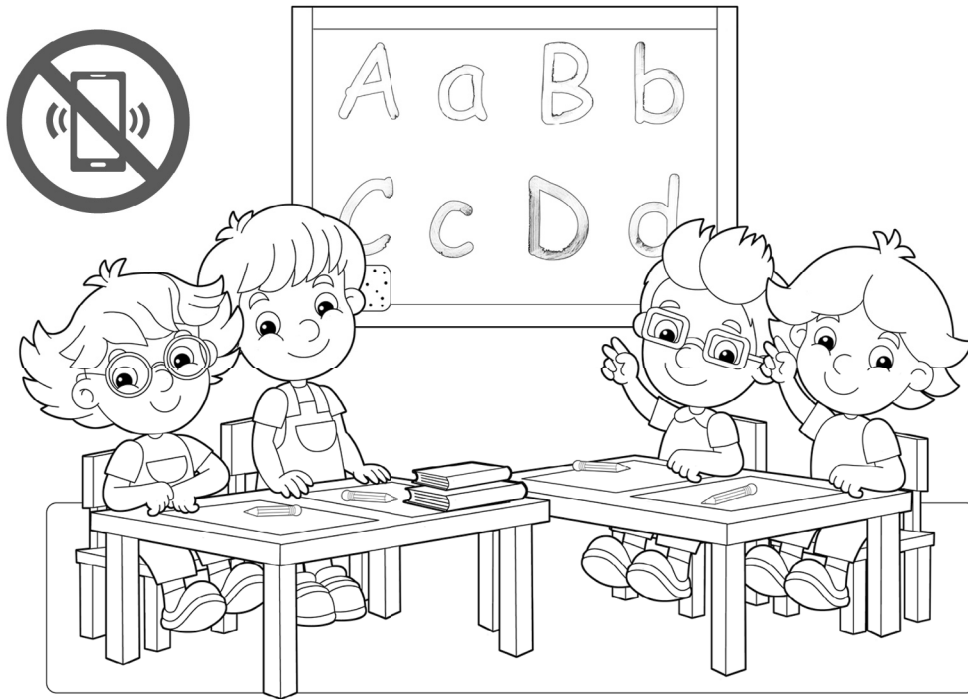
☐


5. These are  
two fish.

☐


10. No garbage,  
please.

☐


**2 Look and read. Write yes or no.**

1. They are at school. \_\_\_\_\_
2. There are three pencils. \_\_\_\_\_
3. There is one boy. \_\_\_\_\_
4. There are two girls. \_\_\_\_\_
5. The children are drawing. \_\_\_\_\_
6. There are two books. \_\_\_\_\_
7. A girl and a boy say *hello*. \_\_\_\_\_
8. No cell phones in the classroom. \_\_\_\_\_
9. Letter C is on the board. \_\_\_\_\_
10. No food in the classroom. \_\_\_\_\_

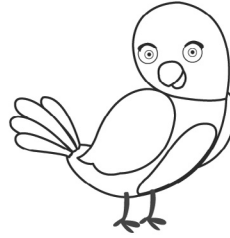


Name: \_\_\_\_\_

1 Look and read. Mark (✓) or cross (X) the box.

# Mother Goat

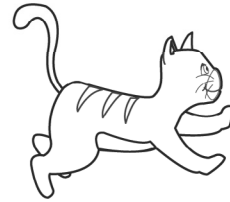
1. This is a character. ☐



6. Cut the paper. ☐



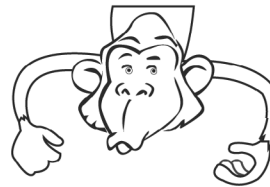
2. It's a witch. ☐



7. This is a cat. ☐



3. This is a goat. ☐



8. This is a rabbit. ☐



4. This is a boy. ☐



9. These are eggs. ☐



5. These are girls. ☐



10. This is milk. ☐



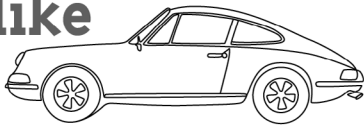
**2** Look and read. Write *yes* or *no*.

My name is **Mike**

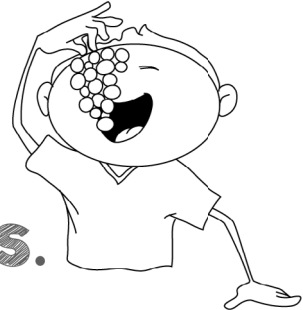
I am **7**.

My favorite color is **red**.

I like



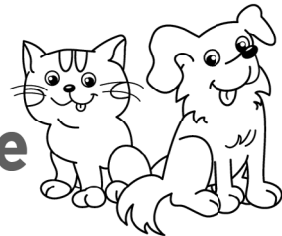
I like **grapes**.



I don't like



I like



1. Mike is a boy. \_\_\_\_\_
2. He is seven years old. \_\_\_\_\_
3. He likes grapes. \_\_\_\_\_
4. There are two bananas. \_\_\_\_\_
5. My name is Mike. \_\_\_\_\_
6. His favorite color is red. \_\_\_\_\_
7. He doesn't like cars. \_\_\_\_\_
8. He likes cats. \_\_\_\_\_
9. He likes dogs. \_\_\_\_\_
10. He likes bananas. \_\_\_\_\_



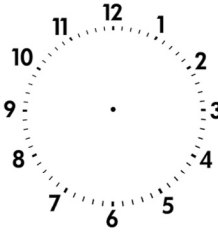
Name: \_\_\_\_\_



1 Look and read. Mark (✓) or cross (X) the box.

P

1. This is a number. ☐



6. This is a tree house. ☐



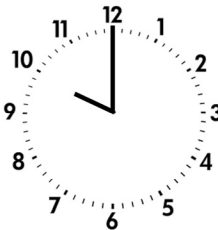
2. He is happy. ☐

Monday

7. This is a day. ☐

8

3. This is a letter. ☐



8. It's twelve o'clock. ☐



4. He is sad. ☐



9. She's a vet. ☐



5. She is bored. ☐



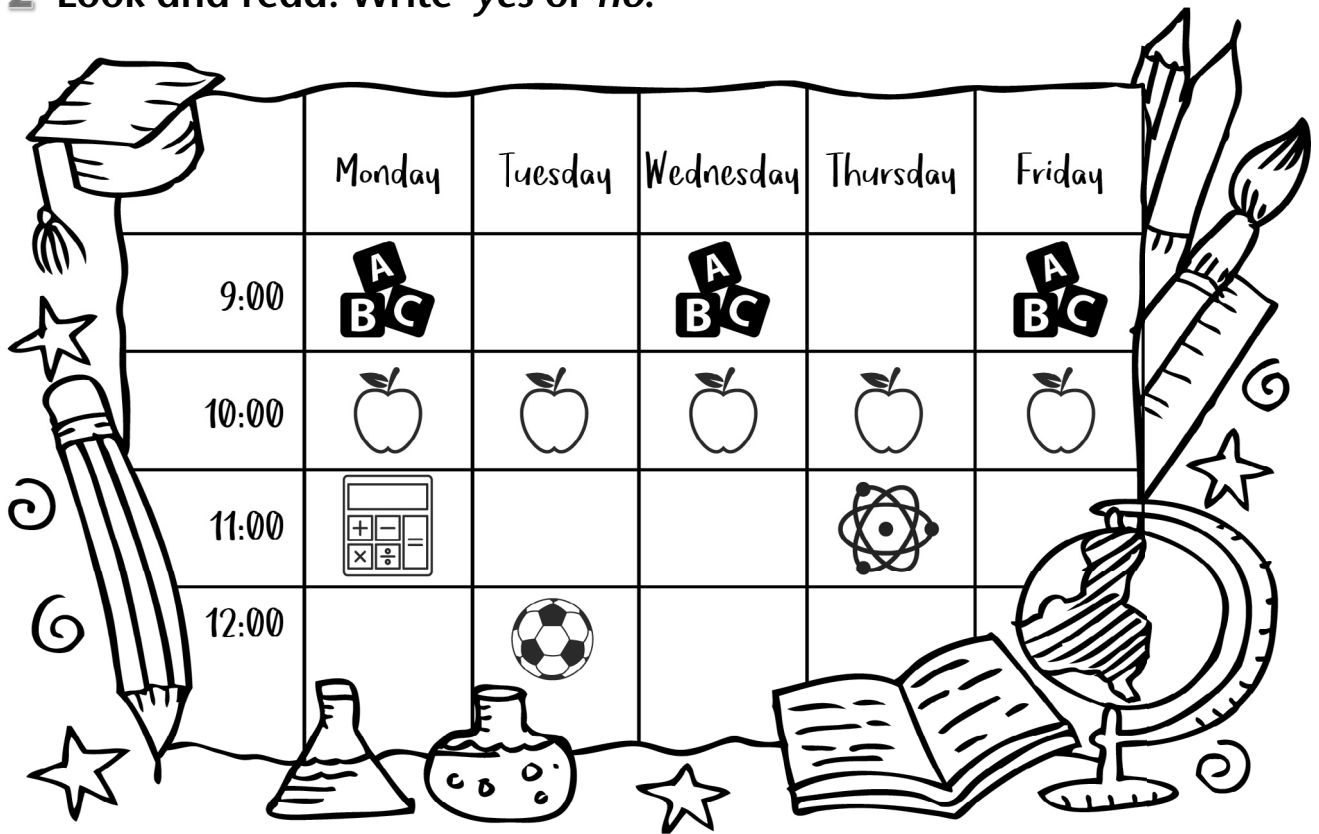
10. He is a firefighter. ☐



Name: \_\_\_\_\_



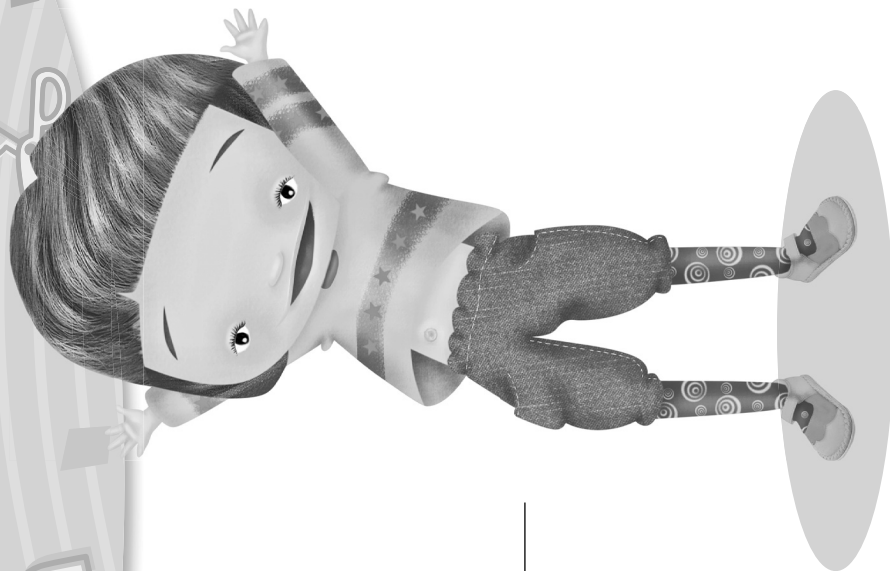
**2** Look and read. Write *yes* or *no*.



1. This is a weekly planner. \_\_\_\_\_
2. There are four days. \_\_\_\_\_
3. English class is three times a week. \_\_\_\_\_
4. Recess is at 11 o'clock every day. \_\_\_\_\_
5. *Thursday* has 8 letters. \_\_\_\_\_
6. The hours are in the first column. \_\_\_\_\_
7. Science class is on Fridays at eleven. \_\_\_\_\_
8. P. E. class is on Tuesdays at twelve. \_\_\_\_\_
9. Mathematics class is on Mondays. \_\_\_\_\_
10. On Saturdays there is no school. \_\_\_\_\_



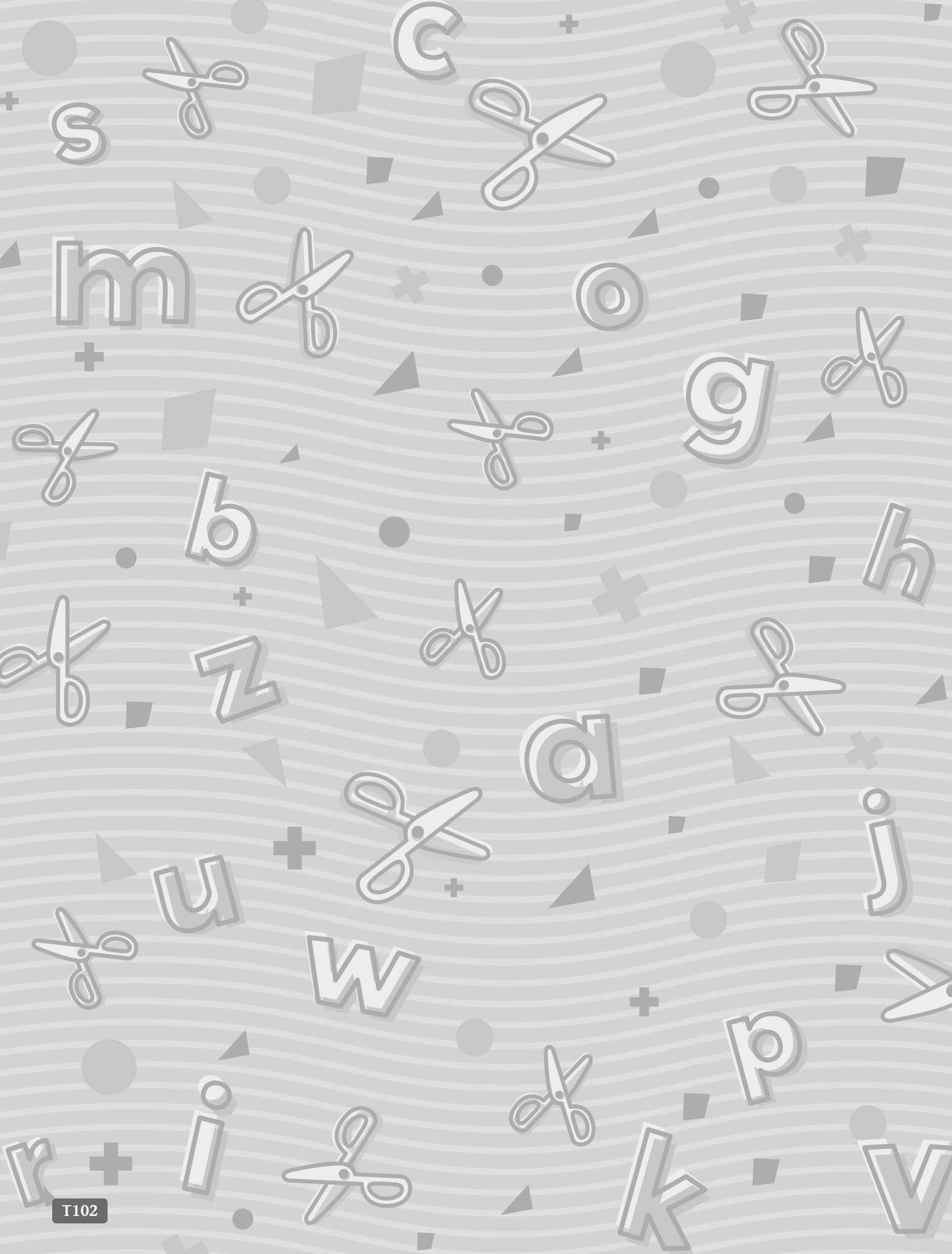
# •+•**DIPLOMA**



completed **yes! we can!** level 1  
**Congratulations!**

Teacher: \_\_\_\_\_

Student: \_\_\_\_\_





## For Students (Guided Reading)

1. Bridwell, Norman (1975). *Clifford's Good Deeds*. Scholastic.
2. Carle, Eric (1994). *The Very Hungry Caterpillar*. Scholastic.
3. De la Peña, Matt & Long, Loren (2018). *Love*. G.P. Putnam's Sons Books for Young Readers.
4. Dr. Seuss (1972). *Marvin K. Mooney Will You Please Go Now!* Random House.
5. Emberley, Rebecca (1990). *Taking a Walk*. Scholastic.
6. Kinsella, Sophie & Kissi, Marta (2018). *Fairy Mom and Me*. Delacorte Books for Young Readers.

## Websites for Students

1. For more on the ABC, go to <http://www.sesamestreet.org/games?id=1248>
2. For more on rhymes, go to <http://www.learntninggamesforkids.com/featuredgames/preschool-games-rhyme.html>
3. For more on ordinal numbers, go to <http://www.math4children.com/games-k-to-6/1st%20grade/ordinal%20numbers/index.html>
4. For more on safety signs, go to <http://www.jrso.com/funzone/roadsigns>
5. For more on stories, go to <http://www.pbskids.org/stories>
6. For more on animals, go to <http://www.kids.nationalgeographic.com/animals>
7. For more on personal information, go to [www.planetnutshell.com/portfolio/what-is-personal-information-grades-K-3](http://www.planetnutshell.com/portfolio/what-is-personal-information-grades-K-3)
8. For more on feelings, go to <http://www.learnenglishkids.britishcouncil.org/en/word-games/emotions-and-feelings-1>
9. For more on telling time, go to <http://kidsnumbers.com/telling-time/>
10. For more on professions, go to <http://learnenglishkids.britishcouncil.org/en/category/topics/jobs>

## For Teachers

1. Bohart, Holly & Benson, Heather (2016). *Spotlight on Young Children: Teaching and Learning in the Primary Grades*. National Association for the Education of Young Children.
2. Copple, Carol (2014). *Developmentally Appropriate Practice: Focus on Children in First, Second, and Third Grades*. National Association for the Education of Young Children.
3. Díaz Barriga Arceo, Frida & Gerardo, Hernández R., (2000). *Estrategias docentes para un aprendizaje significativo: una interpretación Constructivista*. McGraw-Hill.
4. Jolibert, Josette & Jacob, Jeannette, coord. (2003). *Interrogar y producir textos auténticos: Vivencias en el aula*. Ediciones LOM.
5. Klinger, Cinthia & Vadillo, Guadalupe (2000). *Psicología cognitiva. Estrategias en la práctica docente*. McGraw-Hill.
6. Lightbown, Patsy M. & Spada, Nina (2006). *How Languages Are Learned*. Oxford University Press.
7. Liontas, John (ed.) (2018). *The TESOL Encyclopedia of English Language Teaching*. Wiley-Blackwell.
8. Maley, Alan, coord. (1999). *Resource Books for Teachers: Projects with Young Learners*. Oxford University Press.
9. Pérez Esteve, P. & Zayas, F. (2007). *Competencias en Comunicación Lingüística*. Alianza Editorial.
10. Pinter, Annamaria (2006). *Teaching Young Language Learners*. Oxford University Press.
11. Vale, David & Feunten, Anne (1995). *Teaching Children English: A Course for Teachers of English to Children*. Cambridge University Press.
12. Zabala, A. & Arnau, L. (2007). *11 ideas clave: Cómo aprender y enseñar competencias*. Graó Editorial.

## 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>
4. For competency  
<http://www.oei.es/noticias/spip.php?article2307>
5. For stories in English  
[http://learnenglishkids.britishcouncil.org/en/search/apachesolr\\_search/stories](http://learnenglishkids.britishcouncil.org/en/search/apachesolr_search/stories)



**Conveying meaning:** making sure that students understand the significance of the vocabulary and structures they are learning. Meaning can be conveyed through mime, simple drawings on the board or showing learners real objects.

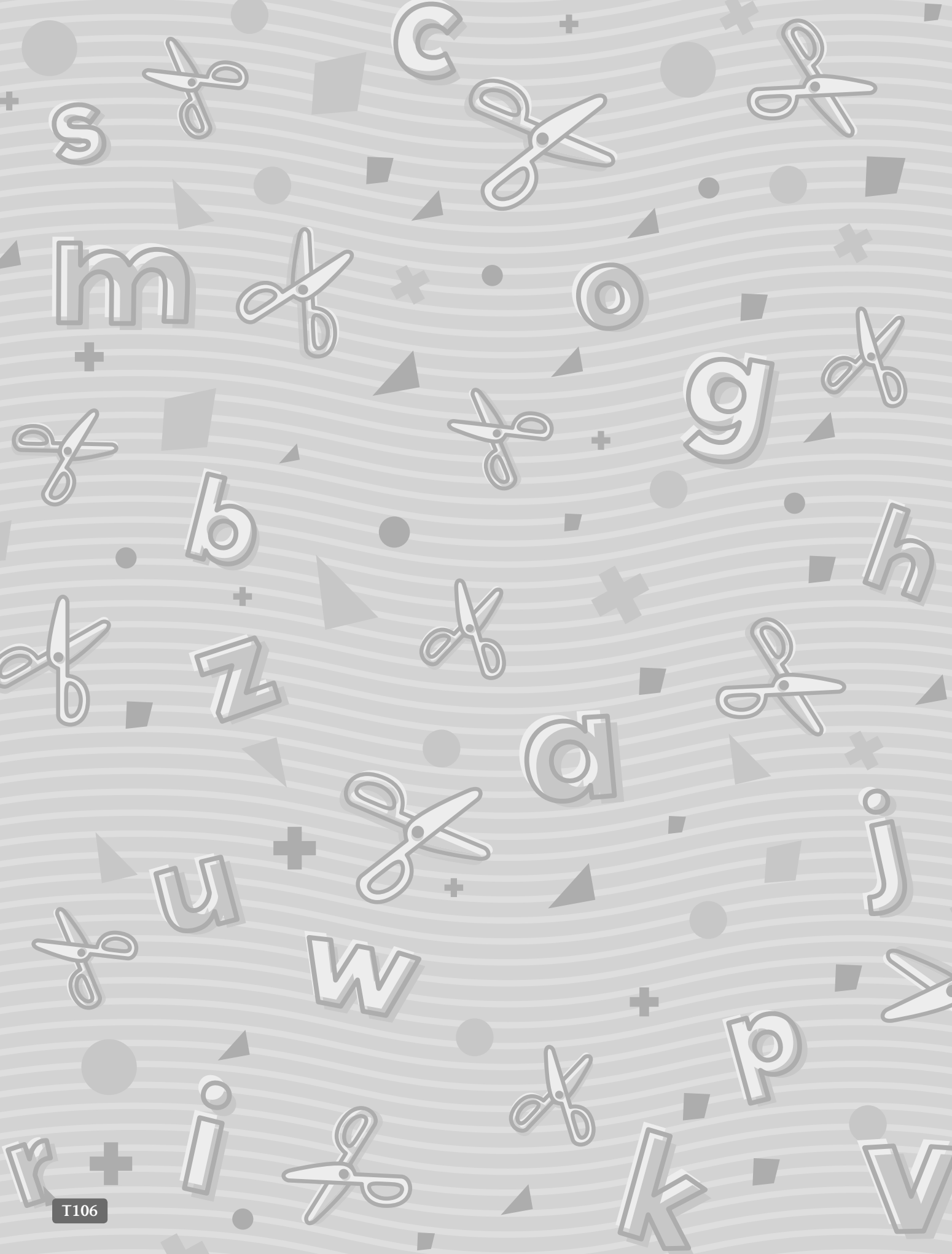
**Elicitation:** having students provide information (vocabulary) to the teacher rather than the teacher providing it to the students. To elicit the word cow, for example, the teacher could draw a picture of a cow on the board and ask students for its name, or act like a cow and say “moo” and ask students to name the animal being acted out. Elicitation develops a learner-centered dynamic, makes learning memorable because students link new ideas with information they already have, and helps to produce an engaging environment.

**Miming:** using body language to convey the meaning of words and phrases. Acting out a verb or posing as the object designated by a noun are two examples of miming. (Note that in miming, exaggerated movements will make the activity more stimulating and the meaning clearer.) Miming is a way of conveying meaning; see Conveying meaning above.

**Monitoring:** watching and listening, without interfering directly, while students are involved in an activity. Note that in monitoring, there are times when a brief intervention is appropriate: to clarify instructions, or to help students move forward by prompting them with simple questions. Monitoring is an excellent way of finding out what problems the students are having in order to give them appropriate feedback.

**Realia:** real objects used in the classroom. The main advantage of using realia is that it can make the learning experience more memorable. An example of realia is flowers or fruit that are brought into the classroom when related vocabulary is being taught. A great advantage of realia is that students are able to touch, smell and see the objects at the same time as they are hearing the new words.

**Self-evaluation:** having students reflect on and judge their own progress. Students can be encouraged into self-evaluation through techniques such as asking them to color a happy face next to what they feel confident about and a sad face next to what they are unsure of. Self-evaluation allows students to discover what they know, what they can do, what they need, and what they would like to explore.







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1

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