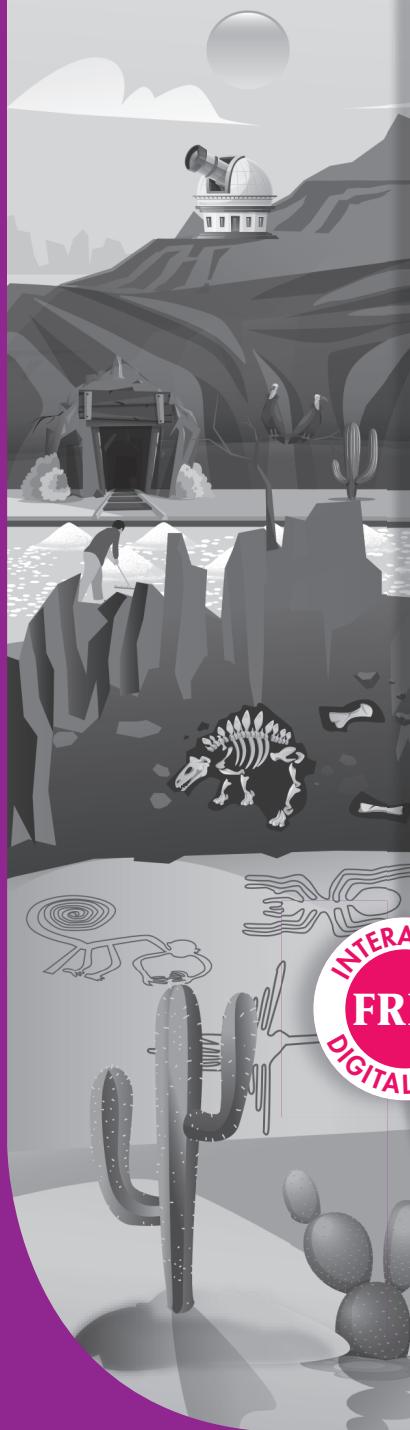


Our Stories

Leonor Corradi - Sarah Hillyard



INTERACTIVE
FREE
DIGITAL BOOK



TEACHER'S BOOK

A



Pearson

GSE
Global Scale of English

Our Stories

A

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SCOPE AND SEQUENCE

UNIT	COMPREHENSION AND PRODUCTION PRACTICES			
	VOCABULARY	GRAMMAR (ANSWERS TO)	COMMUNICATION	RECOGNITION
0	Characters' names School objects: <i>schoolbag, pencil, pencil case, book</i>		<i>Hello! Hi!</i> <i>I'm ...</i>	
1	School objects: <i>marker, scissors, glue, pen, eraser, chair, table, notebook</i>	<i>What's this?</i>	<i>What's your name?</i> <i>What's this?</i> <i>Sit down.</i> <i>Jump to ...</i> <i>Ready!</i>	<i>happy, tired, OK</i> Classroom language
			STEAM challenge: Build a pencil case	
2	Colours: <i>red, orange, green, blue, yellow, purple, pink, sky-blue</i> Size: <i>big, small</i> Toys: <i>costume, ball, doll, action figure, puzzle, soft toy</i>	<i>What's this?</i> <i>Is it ...?</i> <i>What colour is / are ...?</i>	<i>Help me!</i> <i>Run to ...</i>	<i>happy, tired, OK</i> <i>sunny, cloudy, rainy</i> Classroom language
			STEAM challenge: Design and make a puzzle	
3	Numbers 1-6 <i>dinosaur</i> Size: <i>big, small</i> Birthday words: <i>birthday, cake, hat, balloon, candle</i>	<i>How old are you?</i> <i>How many ...?</i> Plurals	<i>How are you? Fine, and you? Fine!</i> <i>I'm ...</i> <i>My favourite ...</i>	<i>happy, tired, OK</i> <i>sunny, cloudy, rainy</i> <i>angry, sad</i> Classroom language
			STEAM challenge: Make balloon rockets	

UNIT	COMPREHENSION AND PRODUCTION PRACTICES			
	VOCABULARY	GRAMMAR (ANSWERS TO)	COMMUNICATION	RECOGNITION
4	Numbers 7-10 Animals: <i>monkey, crocodile, elephant, cat, dog, bird, lion, spider</i> The body: <i>arm, leg, head</i>	<i>What colour is / are ...?</i>	<i>Be silent, please!</i> <i>Please don't shout.</i>	<i>happy, tired, OK</i> <i>sunny, cloudy, rainy</i> <i>angry, sad</i> <i>hot, cold</i> Classroom language
	STEAM challenge: Make a shadow tube			
5	Numbers 7-10 Food: <i>sandwich, apple, banana, biscuit, hamburger, chicken, orange juice, water</i> Family: <i>mum, dad, brother, sister, family</i>	<i>Who's this / that?</i>	<i>I like ... / I don't like ...</i> <i>Is that OK?</i>	<i>happy, tired, OK</i> <i>sunny, cloudy, rainy</i> <i>angry, sad</i> <i>hot, cold</i> Classroom language
	STEAM challenge: Why do apples turn brown?			
6	The body: <i>finger, hand</i> Family: <i>granny, grandpa</i>	<i>How many ...?</i> Plurals	<i>Thank you. You're welcome.</i> <i>Show me ...</i> <i>Goodbye. Bye</i>	<i>happy, tired, OK</i> <i>sunny, cloudy, rainy</i> <i>angry, sad</i> <i>hot, cold</i> Classroom language
	STEAM challenge: Construct a brush for cave painting			

Project Time 1: A birthday celebration
 Break Time 1: Integrative board game
 Project Time 2: My book
 Break Time 2: Integrative board game

AREAS OF AWARENESS

Linguistic awareness
 Social awareness
 ESI / CSE
 Inclusive classrooms
 Cognitive awareness
 Competences

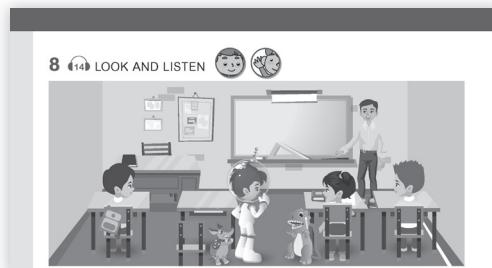
COMPONENTS

Our Stories A PUPIL'S BOOK

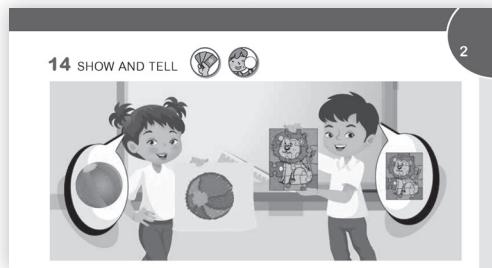
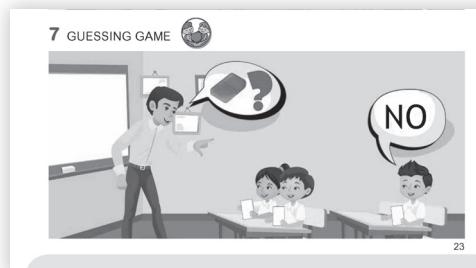
There are six main units, plus a Welcome Unit, two Project Time, and two Break Time sections.

UNIT COMPONENTS

THE STORY, presented in the form of a picture book, opens and closes every unit, and is further developed within the unit.



ACTIVITIES for recognition and guided practice, listening, and speaking



A STEAM CHALLENGE that provides opportunities to integrate language meaningfully while exploring other areas of the curriculum through hands-on activities.

STEAM CHALLENGE WHY DO APPLES TURN BROWN?  **3+2** 5

1 COLOUR 





2 DRAW 



68 Language focus: apple, juice, water, lemon, brown

69 Language focus: apple, lemon

PROJECT TIME
Two integrative project work activities

PROJECT TIME 1 A BIRTHDAY PARTY

1 PARTY INVITATIONS 

2 PARTY DECORATIONS 

3 A PRESENT 

4 CELEBRATE 

44

BREAK TIME

Two board games that can be played on different occasions and which present yet another instance of integration and meaningful language use



CUT-OUTS

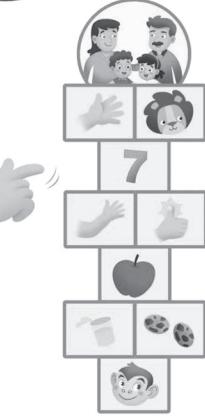
Cut-out cards for learners to play with and practise vocabulary

BREAK TIME 2 FINGER HOPSCOTCH









83

Our Stories A TEACHER'S BOOK

A companion to teachers to make the most of the Pupil's Book and other materials

Yearly planning (in Spanish)

UNIDAD	PRÁCTICAS DE COMPRENDIMIENTO Y PRODUCCIÓN				TIEMPO
	VOCABULARIO	RESPUESTAS A...	COMUNICACIÓN	RECONOCIMIENTO	
0	Nombres de los personajes. Identificación de los personajes. Útiles escolares. Actividades de reconocimiento basadas en la escucha.	Sam, Hello! Hi! Goodbye, Please excuse... I'm... Yes! No!		Reflexión intercultural: la orientación. Reflexión lingüística: sonidos y pronunciación diferentes en inglés y castellano. Reflexión social y la construcción de la ciudadanía: los colores y los juguetes y su función de trabajo. Reflexión cognitiva: silabas/edad/espacio.	4 hs
1	Útiles escolares. Muebles del aula. Identificación de diferentes muebles y muebles. Construcción de una catedra.	What's this? What's your name? What's this? Jump to... Ready!	happy, tired, OK Lenguaje ágilico	Reflexión lingüística: las predicciones sobre un texto visual. ESL: temas en el hogar y cuestiones de género. Estereotipos relacionados con el género. Reflexión social y la construcción de la ciudadanía: los colores y las cosas que tienen una función de trabajo. La votación. Formas de llegar a un acuerdo. Reflexión inclusiva: las cosas que tienen que ver con la familia. Reflexión intercultural: ropa típica. Las cosmopolitanidades. Identificación de las cosas y los íconos como fuente de información. Competencias: la planificación, resolución de problemas, pensamiento crítico, pensamiento creativo.	10 hs
2	Los colores. Juegos. Tamaños (big, small). Actividades de reconocimiento y práctica de los colores. Dibujo de un rompecabezas.	What's this? It's... What colour is... Are...?	Help me! Run to...	Reflexión lingüística: las predicciones sobre un texto visual. Reflexión social y la construcción de la ciudadanía: juegos y colores compartidos. Formas de trabajo en el aula. Desarrollo de estereotipos: ESL: los colores y géneros. Los juguetes y cuestiones de género. Reflexión intercultural: las cosmopolitanidades y la interpretación del mundo. Autoexpresión. Competencias: resolución de problemas, pensamiento lógico, pensamiento creativo, conciencia del espacio.	10 hs
3	Nombres. Vocabulario relacionado con el cumpleaños. Actividades de reconocimiento y práctica guiada. Construcción de un cohete con un globo.	How old are you? How many? Plurales	How are you? Fine, and you? Fine! I'm... My favourite... Run to...	Reflexión lingüística: las predicciones sobre un texto visual. Reflexión social y la construcción de la ciudadanía: saludos. Preguntas socialmente correctas. Reflexión intercultural: el cumpleaños. Competencias: la predicción, resolución de problemas, pensamiento crítico, pensamiento lógico, el trabajo en equipo.	10 hs

Opportunities to raise children's awareness

ESI / CSE

Help learners understand that toys are not gender specific. Any child can play with any toy, and that is absolutely OK.

Inclusive classrooms

Make sure all learners know the words they need to introduce their families. Teach *step (mum)* or *half (brother)* as needed.

Building confidence activities

Building confidence activity

Act out. Invite learners to act out the first, second, or third part of the story. Follow the procedure suggested in the Introduction. Learners can use their character cut-outs.

Detailed lesson plans with learning objectives

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can recognise colours.
- can follow short, basic classroom instructions if supported by pictures or gestures.

Key language

red, orange, green, blue, yellow, purple, pink, sky-blue
Help me, please!

Areas of awareness

Social awareness

Assessment suggestions and worksheets

2 FORMATIVE ASSESSMENT

This is an integrative activity aiming at assessing learners' progress. It is advisable to have a form to keep a record of their performance. You can use the example on page 116.

Procedure

1a Recognition of language items

Illustrate the Activity 1 worksheet on page 115. Instruct learners to take out their coloured pencils.

Put the following words on the board: big, small, yellow, blue, red, green, orange, purple, pink, sky-blue. Ask learners to draw a *D* if they have drawn the word correctly. Ask them to draw a *B* if they have drawn the word of the same size as the word you have written. If they can recognise the words as big and small, not whether they are correct.

Follow the same procedure for the other items.

Now give the instructions to colour the splashes. Ask learners to say each word to themselves to check they remember it. If they do not remember, they should write them here so that you can help them by giving them the first letter. Ask them to draw a *B* if they are sure a pencil *is* a pencil? Keep a record of this in your form, adding an *H* if the learner required help.

You may have just one colour in your box around keeping a record of the performance.

1b Production of language items

Illustrate the Activity 2 worksheet on the board. Tell learners to say each word to themselves to check they remember it. If they do not remember, they should write them here so that you can help them by giving them the first letter. Ask them to draw a *B* if they are sure a pencil *is* a pencil? Keep a record of this in your form, adding an *H* if the learner required help.

Ask learners to take out their red and yellow pens. You need your Red pens as well. Show one, without saying what it is, and ask learners, 'What's this?' After colouring the picture in Activity 1 on page 115, ask learners to draw a *B* if they have drawn the word correctly. If they answer correctly, they should draw a matching *D* if they have drawn the word of the same size as the rest of the words.

2 Communicative situations

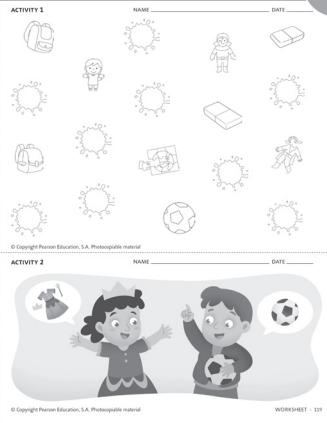
Ask learners to draw a *B* if they are able to show their drawings to the class.

Show the picture in Activity 2 on page 119 to learners and elicit what the children may be saying. Try to elicit the children's responses to the picture. If they can remember, if some learners need a little more support, suggest they draw a *B* if they are sure a pencil *is* a pencil. Memory. These last cases should be recorded as being able to complete the task without help and add it to the assessment sheet.

You may have just one colour in your box around keeping a record of the performance.

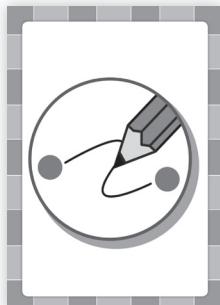
118 - FORMATIVE ASSESSMENT

WORKSHEET 2



Our Stories A & B Flashcards

Icons of all the activities



All the vocabulary items in the Pupil's Book to present them and organise different activities



Our Stories A Digital Book

The full Pupil's Book in digital format

All audio embedded into the exercises

Activities in interactive format with instant correction

The teacher can receive the pupils' performance records.

INTRODUCTION

Our Stories is a six-level series for primary school learners, ages 6 to 11, which focuses on educating the individual as a whole and, in so doing, helping them become active and involved 21st century citizens. In order to achieve this, it is based on the following pillars:

- **Education.** The series aims at the cognitive, social, and affective development of the learner. Hence, through the stories and activities that are proposed, *Our Stories* taps into the following areas of awareness:
 - Learning strategies: these help learners become aware of how they learn, and can be transferred to other areas of the curriculum.
 - Study skills: they enable children to learn more effectively.
 - Organisation skills: these skills, often considered part of soft or life skills, can contribute to more effective and long-lasting learning, and to being more successful in other areas as well.
 - Critical thinking: little by little, and starting at a very young age, children can learn how to evaluate information critically, first with the guidance and help of the teacher, leading to a more autonomous level.
 - Collaboration skills: group work and pair work involve different skills that learners develop with the aim of constructing something together with others.
 - Citizenship: learners are helped to understand their role in society, how they can contribute in different ways to construct a better world for all. The focus in *Our Stories* is on 'glocality', i.e. understanding our role in a global world while acting locally, respecting local contexts.
- **Language as social practice.** Language is part of our everyday life, as is culture. Language is related to the cultures and social systems that make up our world of experience. By this token, language is what the members of any society use to participate in it, i.e. a social practice. Language is not used in isolation but embedded as part of our world. Language is about constructing meaning. Therefore, language use has to be meaningful; meaningfulness being different for different groups.
- **Learning.** Teaching is about creating opportunities for learners to learn. Opportunities are created by presenting motivating and meaningful activities and situations in which learners can feel identified with and through which they can also enlarge on their own experiences. By this same principle, the curriculum is spiral and there is permanent integration of content. Learners become active agents who construct meaning in keeping with their age and cognitive, social, and affective development.

• **Stories.** According to John McRae (1994),¹ there are two types of language: referential and representational. Referential language is language that shows, states, and informs. This is the language of survival that only requires, from the student's part, memory and the ability to manipulate grammatical forms.

However, John McRae (*ibid.*) considers that a great amount of the language that we use daily is not only referential but also representational. Unlike referential language, representational language engages the imagination and involves the human being as a whole. It is the language that integrates people to a culture. The idea behind this series is not to use one or the other, but both.

The reason why representational language may be considered challenging is that it has gaps that the reader—and, in the case of *Our Stories Level A*, the listener—fills in with their imagination. In *Our Stories*, we consider that learners are active and creative, and they can become co-authors of the text by supplying the unstated portions. We believe that representational language is a springboard for thinking and creativity as it stimulates learners to use different areas of the mind. As educators, we hold that, by means of representational language, learners will be able to use English creatively in new situations they have never come across before and in a future world that neither they nor their educators may envisage.

In *Our Stories*, language is introduced through meaningful and contextualized stories. Stories are central in our lives and they are crucial in the series. These stories have underlying grammatical and vocabulary teaching points which are used in natural contexts. Moreover, the activities that follow are integrated with the story and many times expand on it creatively. It is precisely through stories that children can understand how characters deal with different conflicts which they solve peacefully, developing their critical thinking and understanding their role as citizens. Stories focus on the social, cognitive, and affective development of children, thus contributing towards the education of the individual as a whole.

¹ McRae, J. (1994). *Literature with a Small 'I'*. London: Macmillan Education.

CHARACTERS AND SETTINGS

Each level introduces characters of about the same age as the learners, who interact in different contexts: their school, their homes, and their surroundings. As children grow older, the world opens up to them. The characters in each of the levels come from different cultures and interact with one another creating a rich intercultural environment. The inclusion of children of different ethnic groups not only enriches children's own cultures, but contributes to valuing local cultures as well. There is always one character who is an Other, one who invites us to consider otherness and sameness since they share characteristics with human beings, yet present a different perspective. This character encourages learners to defamiliarize the world they live in and to see it through his or her eyes. This, in turn, contributes to the development of citizenship.

Moreover, in *Our Stories* we seek to challenge gender roles throughout the series. In Level A, gender roles are transgressed through the characters of Tessa, Stella, their families, and Mr Peters. Stella is into astronomy following in the steps of her astronomer parents, while Tessa seems interested in pursuing her mother's career in palaeontology. On the other hand, Mr Peters, the children's male teacher for lower primary, openly displays emotion; two traits that are still unusual in men of many cultures. Why is science usually associated with a male gender role? Why is the teaching career and emotion a gender role assigned to the female? By means of the myriad of roles displayed by characters in the series, we hope to encourage more gender equality in our cultures.



Why is the setting a blend of different settings?

The setting in Level A compresses the desert, an archaeological site, mines, salt pans, an astronomical observatory, and the geoglyphs of Nazca. The reason for this blend of settings comes from Michel Foucault's concept of 'heterotopia' (1967),¹ a setting in which diverse settings overlap which are both contradictory and impossible. The different juxtaposed settings belong to different countries in Latin America; yet, they can be perceived as belonging to the same place. All the adventures in the story take place in heterotopic land that is full of local colour—i.e. customs, dress, food, or other typical features of a place and its inhabitants—belonging to a myriad of cultures. The purpose of such setting is for learners to recognize it, identify with it, and understand the heterotopic place as their own.



¹ Foucault, M. (1968) [1967] 'Des espaces autres' [Of Other Spaces], *Árciteturra*, 13: 822–823.

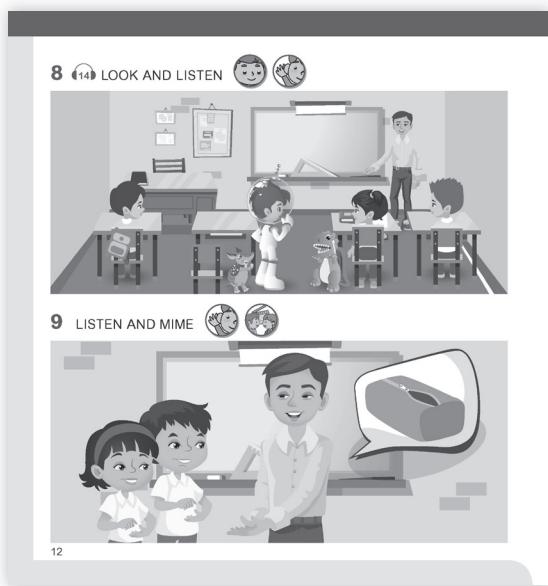
UNIT ORGANISATION

In Level A, there are six units and a Welcome unit. Each of the six main units is organised as follows:

- An opening story in the form of an audio picture book. This story introduces one of the lexical areas in the unit and / or grammar point (referred to as 'answers to' questions in the Scope and Sequence of this level). Some ungraded language for communication is sometimes introduced in this opening story.



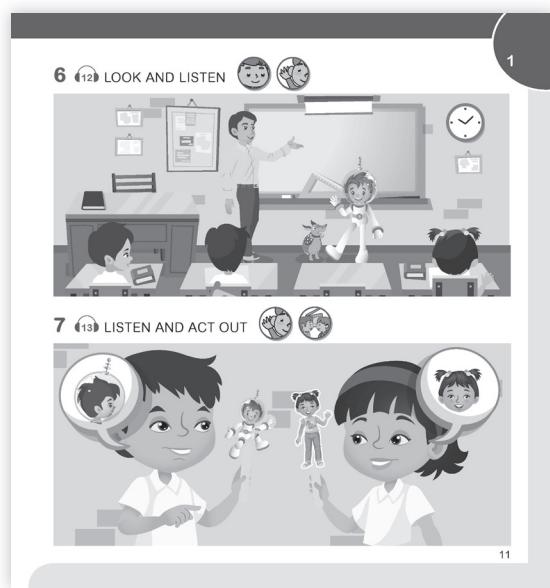
- A second story that introduces another lexical area or grammar point, followed up by connected activities

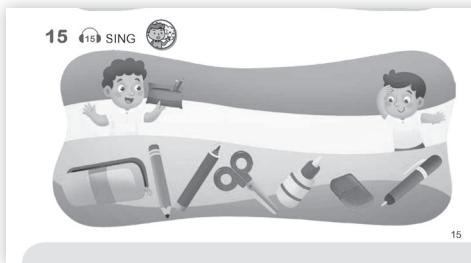


- Activities that present opportunities for meaningful language use, ranging from receptive to productive skills (listening and speaking)

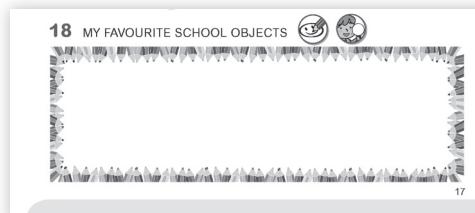


- A third story with a new lexical area or grammar point with subsequent listening and speaking activities





- A song or rap that focuses on the language of the unit



- A personalised activity that engages learners to express something about themselves and their own experiences

STEAM CHALLENGE BUILD A PENCIL CASE 3+ 3x2 1

1 CIRCLE THE MATERIALS

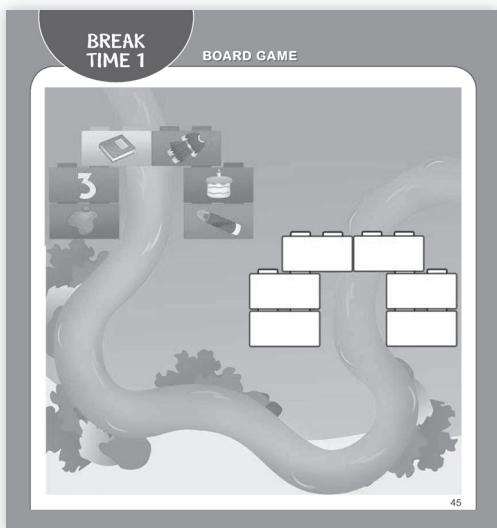
2 PLAN

18 Language focus: pencil case, paper, scissors, pencils, glue 19

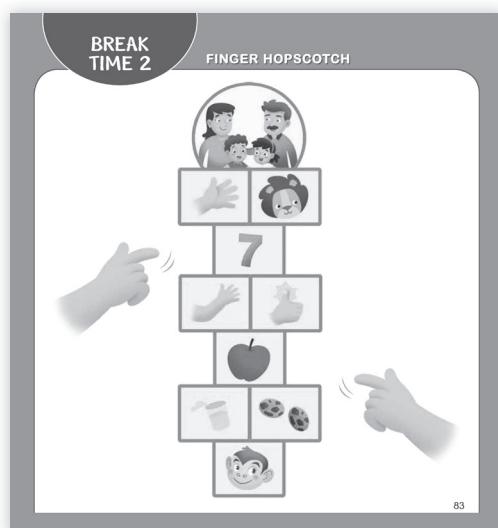
- There are four integration instances—Project Time and Break Time 1 and 2:



- Project Time is an integration instance which allows learners to integrate the language in hands-on creations, building ownership as they become involved in making something to present and feel proud of.



- The Break Time section in *Our Stories* is another integration instance where the games that are presented help learners revise and integrate the language seen in the previous units.



PLANNING THE UNITS

Planning a unit or a lesson involves thinking in terms of the learning opportunities that can be created for each group of learners. It encompasses deciding on the objectives we set for each lesson and reflecting, once the lesson is over, in terms of those objectives. The information we collect is the basis for our future decisions: what to review, what to integrate or provide further practice of, how to move on, etc. At the stage of planning, we make several decisions concerning the following areas:

Working on routines

Routines provide a framework, give learners a sense of confidence, and help them become more autonomous. Routines also help save valuable class time and solve some classroom management issues. Moreover, they can be used to introduce vocabulary and work on strategies. Use a corner of the board for routines or have a Routine poster. Each of the levels in *Our Stories* focuses on different routines.

Helpers

Helpers can be appointed for each class or week, depending on the number of learners in the group. Write the learners' names on small cards, place the cards in a bag, and remove one or two per class. Put these cards in another bag or envelope until all learners have been selected. As you draw the cards, you might want to show learners the first letter for them to guess who it could be. Have a list of helper duties, e.g. hand out books if they are kept in the classroom and collect them at the end of the class, clean the board, stick the weather and feeling cards on the routine poster or in the designated corner of the board, etc. Once you draw the names, ask these learners if they are ready for the task. It may be the case that a child may not feel ready. If so should happen, tell them they will be the helper next time, and draw another card.

Unit Plan

UNIT	
OBJECTIVES	
HELPER	

Feelings

After you have sung the *Hello* song, show a happy face and tell learners, *I'm happy today*. Stick the happy face flashcard on the board (see the photocopiable routine cards at the end of this book) and ask, *Who's happy today?* Raise your hand to show what learners are expected to do. You can also ask individual learners, e.g. *Mariana, are you happy today?* As learners raise their hands, draw tally marks on the board. You can work on one or two feelings, e.g. happy and tired, happy and OK, etc. At the end, count the number of tally marks (in English) and write the number in the Routine section on the board or on the Routine poster. Follow this procedure to introduce the different feelings. If a learner says he or she feels sad or angry, ask them why. At this point, learners' language of instruction (e.g. Spanish is schools' language of instruction in many countries in Latin America) may be used as it is important to show genuine interest in your learners' feelings.



Weather conditions

Show the sunny flashcard and ask learners, *Is it sunny today? Yes or no?* Invite them to look out the window. When they say yes, tell them, *Yes, it's sunny today* and stick the sunny card on the routine section or poster. Do the same with the other weather conditions for the level.



Lesson schedule

Every lesson will have different moments: story time, game time, activity time, STEAM time, etc. Each of these moments may require a specific seating arrangement and materials. The procedure suggested is as follows:

- The first time you invite learners to do something, e.g. listen to a story, play a game, do a STEAM challenge, to name but a few, show the corresponding flashcard and show them what they have to do. A picture list on the board may help, e.g. drawing the book and a pencil to show learners what they need.
- Check they have all they need. Invite learners to sit in a circle, at their desks or tables, or go outside if the activity and context allow.
- The first time it will take longer for learners to get ready, but challenge them to do everything faster next time. Remind them that faster does not mean messy. Congratulate learners on their efforts to work fast, yet quietly and in an orderly manner.
- Closing time is very important. It gives teachers and learners the opportunity to go over the different activities and evaluate how well everybody did, what needs revising or improving, what worked, what didn't work and why. When it's time to say goodbye, ask learners to check that their tables or desks are tidy and that their English book is where it should be in—either their schoolbags or a cupboard in the classroom. Go over the lesson with them to evaluate the different steps and sing the goodbye song.

Stories and activities

Look and listen (stories)

In *Our Stories*, new language is introduced through engaging illustrations. Learners construct meaning from the illustrations that appear sequentially. Children are already visually literate thanks to the picture books they have read or that have been read to them from a very young age. In Level A, learners are faced with visual texts that range from images comprising text they listen to, to slightly more complex sequential art. Examples of the first are in the Welcome unit and the introductory and integration stories at the beginning and end of each unit, which are shaped after a picture book. Examples of sequential art are present in the development of each unit which are framed into comic strips. While picture books are a unified artistic whole in which pictures and words are interdependent and work together with the covers and the details of design to tell a story, comic strips are a graphic form of sequential art where very few panels are visually,

and usually horizontally, arranged and juxtaposed to tell a story in a humorous fashion. It is the aim of each level to also develop learners' visual literacy further: perspective, point of view, variation in the borders of panels, colour, shape and lines of illustrations, interaction between characters and background, speech and thought bubbles, interjections and onomatopoeias, symbolia, movement of characters and objects, representation of time, etc., since they all contribute to conveying meaning. As learners listen to stories, they contextualize language which they can then imitate in meaningful situations.

Working with a story

Use the digital version if a projector is available at your school. In this case, have learners look at the screen while either sitting on the floor or at their desks or tables. Alternatively, use your book and have learners look at you or follow the story in their books as you play the audio. If it is not possible to play the audio, listen to it at home and rehearse by repeating after each character, using different voices.

Before the story, engage learners by telling them an anecdote or something related to the topic. This can be done in the school's language of instruction since the focus is on engaging learners. You can also show the illustration and ask meaningful questions, again in the school's language of instruction, if necessary. This will help activate students' schemata and they will understand better. Avoid language practice questions at this stage since the focus here is for learners to construct meaning, not to practise language. As you engage your learners in the story, guide them to come up with predictions. Keep a record of the learners' predictions on the board. Use drawings if possible. Play the audio and go back to your learners' predictions. If they feel bad that their predictions were not correct, let them know that the important point is understanding, not getting them right.

Invite learners to listen to the story again, this time with a new task for listening. Different tasks will be suggested in the lesson notes.

Every time a new section of the story is presented, remind students of what happened before, even if you have started a new unit. The story will develop all along the six units.

Activities

The activities in Level A will focus on learners' development of the oral skills: listening and speaking.

Icons and rubrics

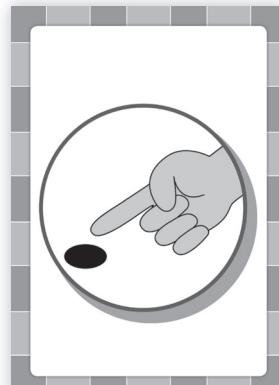
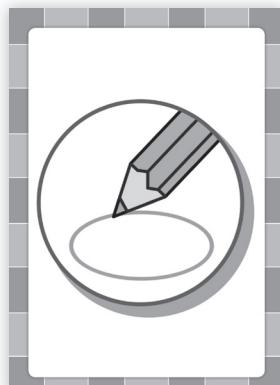
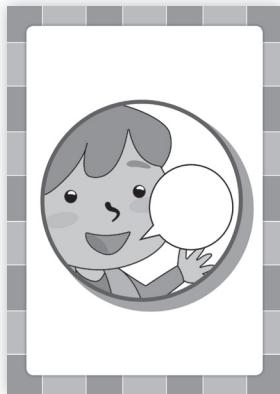
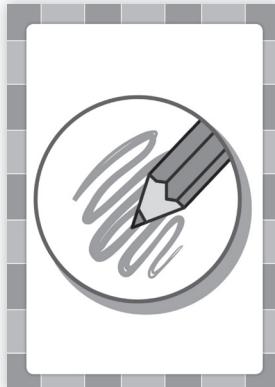
Every activity is presented with an icon and rubrics, i.e. the instructions. The icons help learners understand what they have to do. *Our Stories* includes a set of flashcards with the icons that correspond to the different instructions. Before an activity, you can stick the icon on the board and elicit from learners what they think they have to do. If they answer in the school's language of instruction, recap what they have said in English, by saying, *Yes, Listen and draw*. When

activities involve more than one step, it is advisable to write 1, 2, etc., on the board for the different steps and stick the corresponding flashcard next to each step. If, at some point, a learner asks you what to do, refer him or her to the board. This helps them in different ways: they start understanding the notion of reference, they reinforce the concept of symbols and meaning—language—, and this works towards the development of their autonomy: they will not depend on the teacher to provide an answer. In some schools, learners using this level are reading and writing already. In this case, write key words next to the icon flashcards. Check with the classroom teacher if learners are used to reading block capitals, lower case, or cursive handwriting so that you use the same.

8  LOOK AND LISTEN



9  LISTEN AND CIRCLE



Listening activities

Begin the activity by focusing the learners' attention on the icons. Ask them if they need any materials. Show a pencil and ask, e.g. *Do we need a pencil?* Learners will understand the word *pencil* and associate it with your showing it, so the use of the language of instruction is not necessary. Do the same with the materials they need and one or two which they don't. As learners gain confidence, they can take it in turns to show different materials and ask their classmates if they are necessary. They can just say, e.g. *A pencil?* If learners need to colour in, check they have all the colours they need, and that their tips are sharp.

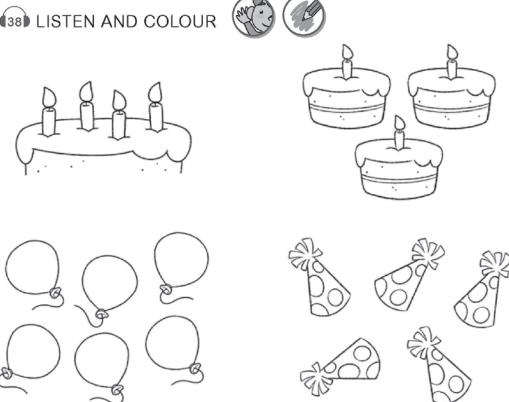
Listening involves some degree of concentration. Ask learners if they prefer to have their desks cleared in case they should get distracted. Work on some ground rules:

- No talking or noises during a listening activity.
- No interrupting. Let them know you'll play the audio more than once.
- No questions while the audio is playing. Tell them you'll answer the questions at the end.

It is advisable to have a dry run before the actual activity to check everybody knows what to do. For the first listening activities, teachers can also decide to do them together with their learners. If possible, do the activity on the board by drawing elements or using the flashcards. This is a good opportunity for think-alouds: through this strategy, show learners your thinking process as you do the listening activity. By way of example, you can repeat a word in your mind while you spot the correct illustration on the page, or you can repeat the colour until you grab the right coloured pencil. It is also better, especially during the first listening activities, to pause the audio after each line and check that everybody is following. When learners feel more confident, go straight into checking at the end. If there are differences in the learners' answers, play the audio again and focus on that part in particular to help learners understand which is right and which is wrong, and why.

Using the audios: if you decide not to use the audios in class, play them at home and rehearse saying the words if you want to feel more confident. However, it is strongly recommended to use the audios so that students are exposed to different accents (different to that of their teacher's) and voices—children's and adults'.

12  LISTEN AND COLOUR



3  LISTEN AND SHOW



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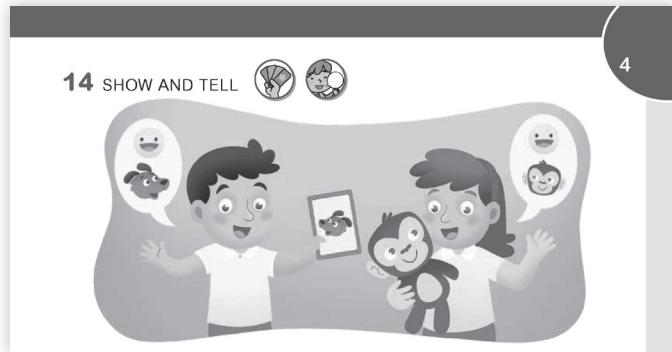
Speaking activities

Start by working on the icons and rubrics. Check that everybody knows what to do. A few dry runs help in this respect. Unless you have just worked on the language involved in the speaking activity, it is a good idea to conduct a revision activity so that the language is reactivated. It can be any of the activities suggested to be used with the flashcards, or any activity you consider useful for this purpose.

As with listening, work on some ground rules for speaking activities:

- Respect everybody and be silent while somebody else is speaking.
- Everybody makes mistakes so never laugh at or mock somebody.
- Wait your turn and respect others' turns.
- Raise your hand if you want to participate.
- Remain at your desk or spot.

Speaking activities can be done in pairs, in small groups, or with the whole class. Pair and group work involve much more than asking children to work together. It is necessary to model the activity and have a couple of dry runs before learners start working in pairs or groups. If you decide on pair or group work, as a closure activity, have a couple of pairs or groups show the rest what they have done.



Literacy development

In Level A, learners are not formally taught reading and writing. However, literacy is approached in different ways:

- Through the use of icons and rubrics. Learners reinforce the construction of meaning.
- Through the picture lyrics. Learners understand that we write to keep a record; we can go back to this record whenever we find it necessary.
- Through a print-rich environment: a list of students' names to tick the helpers who have already been selected, flashcards to signal the different moments in the lesson, among other examples.

Children are naturally curious, and they may wonder how words are spelt in English. They may decide to use the spelling of the school's language of instruction yet following English pronunciation, e.g. **laion*. This is a natural process, and we should not correct them at this stage. What is important is to trust the school's decision as to when to introduce the printed word formally in English.



Games

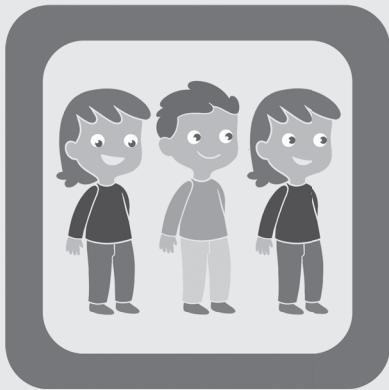
Games offer a unique opportunity for the meaningful use of language, and to work on soft skills and educational aspects as outlined in the Introduction above. As with any activity, start by focusing on the icons and rubrics. Focus learners' attention on the information in the activity and ask them if they need any materials, e.g. their cards, *realia*—pencils, markers, etc. If this is the case, you can ask them to name what they need if they're ready to do so, or show different items and ask, e.g. *Do you need your cards? Do you need your colour cards?* Set the rules for games and keep a record of them, e.g. with pictures.

- No shouting
- If you know the answer, raise your hand and remain at your spot or desk.
- Wait your turn.
- No mocking losers and no undermining winners
- Keep your hands to yourself.

If learners do not follow the rules, stop the game. It is important for them to understand that our actions have consequences. You can show learners how to celebrate in silence, e.g. mouthing, *Hurray!* You can set a score in different ways:

- All learners / groups score points, and they have to reach a set number of points. This is a way to instil collaboration.
- Learners play against the teacher.
- Groups play against one another.

It is important to organise games in such a way that anybody can win, not only those students who are faster than others.



Pair and group work

Pair and group work involve much more than asking children to work together. Several steps are necessary if we want the activity to be successful.

Forming groups: if learners are sitting at group tables, then it is sensible to consider each table a group. However, it is advisable to change the members in the groups. To do so, you can do an activity, e.g. ask children to stand up and go to the board if they are (six), if they are wearing a skirt or dress, if they are wearing glasses, if they have long hair, if they have earrings, if they have only one brother or sister or more than one brother or sister, etc. Use gestures so that the school's language of instruction should not be necessary. In this way, the class is divided into two. You can change the criterion until you have small groups.

You can also ask learners to choose one of the cards from a set. Those with the same card will make up a group. These

different ideas to form groups tend to prevent children from wanting to work with their closest friends. For pair work, you can use the same procedure.

Once the groups are formed, model the activity. Have as many dry runs as necessary until everybody knows what to do. You can also model the activity before forming the groups, but then have a dry run to check everybody remembers what to do.

Revise any language that may be necessary.

Remind learners of the ground rules.

You may set a time limit. It is a good idea to use the Pupil's Book songs in the background. Once the song is over (or the songs, if learners need more time for the activity), it means that time's up.

To round off the activity, have different groups show the rest what they have done.



Act out

Ask learners to focus on the icons and rubrics and on the illustrations on the page. You might ask them to predict what the exchange may be about. Play the audio and go back to your learners' predictions.

Once they have an idea of what the situation is about, tell them they'll learn the dialogue. Play one line at a time and have learners repeat, imitating the voices in the recording. Do this several times until learners have learnt the lines.

Have a couple of dry runs before they are ready to act out in front of the rest of the class. If they need any props—the puppets, their cards, etc.—give them time to collect them.

If several learners want to act out, you can either have two or three children for each of the characters in the situation, or you can spread the performances over a couple of lessons.

Acknowledge their efforts with a round of applause at the end of each performance.



Songs and raps

The same as with any other activity, help learners concentrate on the icons and rubrics before you start. Focus their attention on the picture lyrics and elicit the words. As they say the words, stick the corresponding flashcards on the board. Play the audio for learners to check their predictions.

Play the audio again and have learners repeat after every line. Play the complete song or rap and invite learners to sing.

Repeat the songs and raps as much as you feel necessary to help recall vocabulary and develop language. Consider your group's willingness to sing and dance, adding gestures or a dance routine to help learners remember the song or rap.

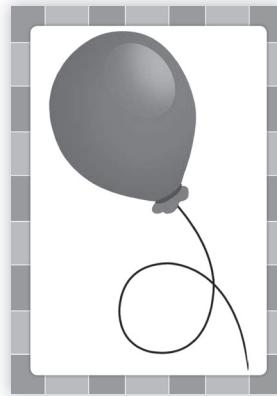


Using the flashcards

In *Our Stories Level A*, there is a set of cards for the teacher. Each Pupil's Book also includes a set of small cards at the end of the book. It is advisable to send a note to the families asking them to cut out those pages from the book, cut the cards, and keep them in an envelope on the inside back cover of the book.

The following are suggested activities to use with the teacher's flashcards:

- Guessing games:
 - Flash one of the cards and ask learners, e.g. *Is this a book?*
 - Keep a set of cards in your hands, like when you play with cards, and move one of your fingers very quickly from the first to the last card until learners shout out *Stop!* Then, ask, e.g. *What's this?*
 - Place a number of cards on the board facing the learners. Ask them to take a photo with their mind's cell phone and turn the cards around. Then, point to one and ask learners, e.g. *Is this a pencil?*
 - Following the same technique as before, move one of the cards to another place in the same row and then ask the same questions. This can be made more demanding by moving two cards. Every time you move a card, do so slowly so that learners can follow the card. This will help them remember what it is.
- Once learners have learnt colour words, after showing them the cards, put them face down or to your chest, and say, e.g. *It's purple. What is it?*
- You can also ask learners to choose a number. Go over the cards in your hand numbering them till you get to the number a learner has chosen. Then, ask, e.g. *Is this a book or a pencil?*
- Questions can be asked for learners to say Yes or No, to say a word you have just said, or to answer directly. You can vary the questions in keeping with the learners' level of confidence, e.g. *Is this (a schoolbag)? Is this (a dog or a cat)? What's this?*
- Place the cards from the same lexical set wide apart on the board and walls and have learners do a *Point to* activity.
- Place cards in different corners of the classroom and ask learners to run, jump, hop, or walk to the cards, e.g. *Run to blue!* If possible, play this in the playground.
- Make a line. You need as many learners as cards. As you name the different elements, e.g. *pencil, book, schoolbag*, etc., learners with those cards stand up and make a line. You can challenge them to make the line faster the following time you play this game.



Using the learners' cards

The following are suggested activities to use with the learners' cards found at the end of the Pupil's Book:

- **Show me ...** These cards are particularly useful when learners work on a lexical set for the first time. Rather than work with all the items in the Pupil's Book, you can ask them to work with three cards first, then add more as learners feel more confident.
- **Hands on ...** Learners place their hand on the cards that you name and are challenged by speeding up, using both hands for two language items at the same time, or using other parts of the body (e.g. elbow on ... / nose on ...).
- **Listen and do ...** Learners listen to your instructions and perform the actions you name, e.g. jump to, walk to, run to, etc.
- **Making a sequence.** Learners place the cards on the desk in the order in which you name them. It is advisable to start with two or three at a time.
- **Quick!** Learners can play in pairs or in groups, either at their tables or on the floor. Each learner has the lexical set at play in their hands. As you name one element, learners have to place that card on the table or floor. The first to do so scores a point.

- **Cheat!** Learners can play in pairs or groups. Each learner has his or her cards in their hands. As he or she puts one face down on the table or floor, he or she says, e.g. *A book!* The other learner can go on placing a card and saying what it is until one says, *Cheat!* This means he or she does not believe that the card is what the child has said. The one who has just put the card down has to turn it over and show what it is. If it is what he or she has said, the one who said *Cheat!* has to collect all the cards, otherwise the first child collects them. The purpose of the game is to get rid of all the cards.

Something important to bear in mind: at the end of every game, learners have to collect all the cards and put them back in their envelope. You can have a picture list of the cards they need for the activity you set up. At the end of the activity, name each of the items on the list, one by one, so that learners place the corresponding card in the envelope. This is a good way to check no cards are missing. When they're confident, the helpers or any learner can be in charge of this.



Pronunciation and intonation

Young learners are very good at imitating sounds and intonation, so there is no need to work on pronunciation and intonation separately.

Have learners imitate the voices on the recording as closely as they can as this includes both the practice of pronunciation and intonation. Play one word, phrase, or line if it is a dialogue, and ask learners to repeat. It's better to start with words and short phrases. Play the audio and have learners repeat. Do this several times. After a while, ask learners to say the word, phrase, or line together with the audio.

Play with learners by telling them to say something very slowly, then quickly, then as if they were a giant or a little mouse, or using different emotions, among other examples.

Once learners are familiar with the lines of a dialogue—something they will act out—, encourage them to repeat together with the audio and to match their lines as closely as possible to the pronunciation and intonation.

Typical problematic areas for Spanish speakers will be dealt with in each of the lessons when relevant.

Homework

Teachers may decide to give learners some homework. At this stage, it can take the form of making drawings, finding pictures, or bringing photos or realia from home. Learners are still too young to see this as their own responsibility, so families need to be informed. Send a note through the Communication book if there is one, or in the learners' English notebook. In any case, follow the school's regulations as regards communications with families. Take into account that families may need some time to find the materials, so avoid asking for materials from one day to the next.

It's ideal to decide at the beginning of each unit what extra materials learners will need, e.g. photos, realia—toys, items of clothing, among other examples—, cut-outs from magazines, etc. Check the STEAM Challenge to see if there's anything you need to add to the list of materials. Send this list to families in the way you consider most useful (Communications book, a representative from families' WhatsApp group, the school blog, emails, etc.). Again, check the school's regulations. A reminder a couple of days before you need the materials will also help families.

7  LISTEN AND ACT OUT



11

13  LISTEN AND ACT OUT



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Using a notebook

You may ask learners to keep a notebook for English in which they can do further activities. Some teachers also want learners to keep a record of what they do in class so that families are acquainted with what is being worked on. Below are some ideas to make the use of a notebook a learning experience.

Whenever learners use their notebooks, they should write the date. Write it on the board and have learners copy it. Check with the classroom teacher if learners are used to writing block capitals. If the classroom teacher should suggest you not dealing with any form of writing, have them write the date using numbers, e.g. 24/10. Depending on the number of students, or if there is an assistant available, you can write the date yourself.

It is very important for learners to have some evaluation at the end of any activity they have done in their notebook. You can use smiley faces, a stamp, or any other form you

consider suitable. If learners should need extra help to complete an activity, keep a record of this, e.g. ☺ (with help). Some families may find it odd to find their child's notebook full of ☺ and yet, not to find an *Excellent* when they receive formal feedback from school (a report card, a performance report, etc.).

When young learners begin using a notebook, they may open it at any page and start working there. You can make a bookmark and show learners how to use it. This has proven very useful for many children and teachers. You can use the bookmarks found on page 134 in this Teacher's Book. You can also ask the Arts teacher to create a bookmark with the learners.

The notebook can be used to keep a record of what learners are working on, e.g. asking them to draw what they have learnt during the week or month, for which they can look through their books as a reminder. They can also do this at the end of every unit, which helps towards revision.

Mistakes and error correction

Mistakes are natural in any learning process and provide very useful information for teachers. Young learners focus on meaning and, for them, notions such as verb, noun, and structures in general do not mean much.

Young learners will use a stretch of language—a word, a phrase—from a context and use it meaningfully in another context. Very often, the use is correct but sometimes, it is not. In this case, the best way to correct an error is to offer corrective feedback. This means going on with the conversation but providing the correct phrase or word. For instance, if your question is, *What colour are my books?* And a learner says, *They blue*, go on with the exchange saying, e.g. *Yes, they're blue*. Ask somebody else, e.g. *So what colour are my books?* or tell learners, e.g. *They're black*, for them to correct you by saying *They're blue*. If they

do not use the correct form, you can ask them, e.g. *Do we say 'They blue' or 'They're blue'?* You can have a repetition activity in the form of a meaningful game, e.g. *You're an elephant, say it. Now you're a mosquito*.

We know that some mistakes are likely to crop up due to the school's language of instruction. We can prevent these mistakes by working on different strategies; e.g. your learners might pronounce the words *school* or *schoolbag* with an initial /θ/. Have students overemphasise the initial /s/ sound. It has proved useful to ask learners to show a finger and move it like a snake. Practise saying 'ssssss' by moving fingers like a snake and attach the word 'school' to the initial 'ssssss' sound. This does not mean that the school's language of instruction or the learners' L1 interferes with English. On the contrary, this acknowledges that the languages learners know will always be at play and are a source of learning for them.



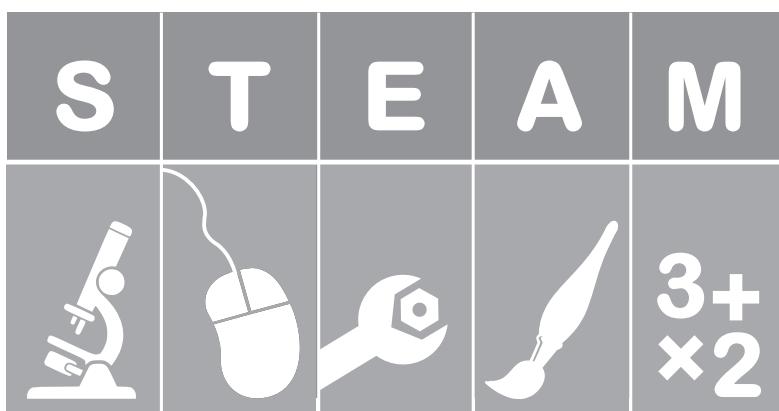
STEAM

Each unit includes a built-in STEAM challenge connected to the content and stories in the book. STEAM in language learning contexts refers to the application of science, technology, engineering, the arts, and maths to provide a meaningful and contextualised opportunity to explore, experiment, and create while using the language. These STEAM challenges are made up of the following steps:

- **Contextualise / Demonstrate:** In this first step, the challenge is introduced in connection with the content or the story in the unit. There may be a demonstration carried out by the teacher, but this should not give away any answers to the science experiment, nor a unique solution to the problem, nor a specific model for a creation. The aim of STEAM is to provide hands-on

and open-ended activities, not for learners to copy and recreate something the teacher does.

- **Plan / Predict:** Learners, preferably in groups to foster collaboration, plan their creations, draw their sketches, or make predictions about what they think will happen as part of the challenge.
- **Create / Experiment:** Learners carry out the experiment or use their planned designs to make their creations.
- **Present:** Learners are invited to present their creations and experiences, explaining the process and their conclusions. The teacher's notes include possible simple language samples and phrases that can be used by learners in this step.
- **Reflect:** Each STEAM challenge includes guiding questions for the teacher to help learners reflect on their experiences.



STEAM CHALLENGE

CONSTRUCT A BRUSH FOR CAVE PAINTING

1 PLAN

2 MAKE

80 Language focus: brush

81

Classroom management

Classroom management is an essential aspect of teaching since it can help towards the success or failure of an activity or lesson. The following are suggestions that teachers can follow in their lessons.

Check that everybody's listening when you or anybody has to say something, be it instructions, a comment, or something to share. Speaking in a loud voice does not always help, especially when most learners are distracted. Establish some routine, e.g. raising one arm and waiting until everybody has raised one arm and are paying attention, playing a song you have already agreed upon with learners as a signal, standing in the middle of the classroom with arms folded and a serious face, a call and response strategy, on the lines of:

Teacher: *Hands on top* (put hands on your head).

Learners: *Now we stop!* (learners stop what they're doing and put hands on their head)

Or

Teacher: *Hands on your lap* (teacher puts hands on his or her lap and waits for learners' response).

Learners: *Snap, snap, snap* (learners stop what they are doing, snap their fingers, and then place their hands on their laps).

Conduct the call and response exchange one more time but this time as a whisper. This gives those learners who were highly distracted the chance to respond and also creates a soothing atmosphere in the classroom.

What is important is to bear in mind that waiting for learners to keep quiet is not a waste of time but rather, time invested. Congratulate them if, for instance, when the class begins, they get ready to work quite fast. Praising will be more effective than punishing.

Make sure everybody knows what to do before learners start an activity. Asking, *Is this clear?* very seldom helps. Remember to have dry runs, as many as necessary, until you can see that learners are confident enough to work.

Before the activity starts, learners should have everything they need: a pencil, coloured pencils, an eraser, etc. You can have a list on the board for learners to check.

Variety is a crucial issue. It is more advisable to carry out more short activities than fewer long activities, since learners' attention will tend to decrease.

Include movement. Even in classrooms in which there is not enough room, learners can be asked to stand up and sit down, to mime something from their spots, to use their fingers to run, walk and jump on their desks or tables.

Establish a few ground rules. You can use stick figures or find pictures online to remind learners of the expected behaviours. If you work on what learners are not supposed to do, also provide what they should do. You can even elicit this from them. If the ground rules are set collaboratively, there is a higher chance that learners will follow them. Every time a learner breaks a rule, or is about to do so, point to the ground rules poster so as to give this learner time to reconsider.

Involve learners. You can let them choose an activity they like, not as a prize but as part of the lesson schedule. Before playing a game, ask learners if they think they are ready to play. This will give them the opportunity to reflect on what is expected, and will give them some control, which is positive.

As suggested before, let learners know what comes next. In order to do this, focus on the lesson schedule and the moments of the lesson flashcards. As you plan the lessons, you will see which flashcards you need, e.g. story time, game time, acting out, etc.

Time management

Managing time is a skill everybody needs and, as any other skill, it can be learnt and developed. Young learners may not have an idea of how long five minutes can be, but they can be helped to develop the notion of time management.

Set a time limit for activities. You can use a clock if there is one in the classroom. Use a pointer—a piece of paper, a sticker—and place it at the number that the long hand has to point, e.g. 4 if the long hand is at 2 and you allot 10 minutes for an activity. Learners will see the hand moving closer to the pointer and will have an idea of how much time they have left. You can also use the songs as a timeframe. At the beginning, you can either tell learners how many songs you will play. As they learn how to ‘feel’ how long an activity may take, you can ask them how many songs they

will need. If they need more or fewer than set, reflect with them why. It may be because the activity turned out to be easier or more challenging, because they got distracted and wasted time, because they did not have their materials ready, etc. If you cannot play the songs and there is no clock in the classroom, you can draw as many tally marks as minutes you allot. Cross out a tally mark after every minute. For young learners, just mentioning *10 minutes*—or any other amount—will mean very little. They need a visual representation of time to learn to manage it.

At the end of the lesson, go back to the lesson schedule and reflect with learners on why it was that you either did everything that was planned or that you could not. This is a great learning opportunity for learners.

Awareness raising is at the core of the principles which underlie the series and, therefore, it is present throughout: in the stories, the activities, the STEAM challenge, and the Break Time sections. There are opportunities for teachers to reflect with their learners on the different areas of awareness, which will be signalled in the development of the lessons.

Social awareness and the construction of citizenship

Young learners tend to be self-centred and it is one of the objectives of education to help them understand their role in society, how their behaviours and attitudes will affect others, and how others' behaviours and attitudes affect them. A child's social experience is usually confined to the child's family and school, so through the stories, learners can enlarge on their view of the world. They will meet characters who find themselves in everyday situations which can give teachers the opportunity to reflect on with their learners and to help them become socially aware. Learning English also gives learners the opportunity to reflect on social habits, which constitute an essential aspect of our culture, such as greetings, ways to show politeness, among other examples. For the sake of brevity, this section will be referred to as Social awareness in the development of the teaching notes for the units.

Social awareness

Work on different ways to show politeness: words, body language, expressions on your face, intonation. Reflect on how important it is to show politeness to everybody, not only to adults.

Cognitive awareness

Cognitive awareness is a process whereby learners become aware of their cognitive skills and of how these can contribute to their learning. At this early stage, it is the job of the teacher to help learners become aware of what and how much they are learning, of what strategies they can use, of what strategies prove to be more useful to them. In the lesson plans, there are notes for teachers to focus on raising cognitive awareness in their learners.

Cognitive awareness

Help learners notice how they can remember the sequences by repeating the words in a low voice.

Intercultural awareness

Diversity is at the heart of any society, as is culture. Our job as teachers is to lay emphasis on similarities while valuing differences, since it is what makes each of us unique. Learning a language offers a rich opportunity to help learners understand how people see the world differently depending on their own culture. The focus is not on adopting new cultures, but rather to focus on understanding others. There is no need to learn about distant places to understand the concept of interculturality. We all participate in different cultures: that of our place of origin—i.e. country, province, state or department, city or town, neighbourhood—, that of our family, that of our friends, and those with whom we interact, to name but a few. By reading and learning about the characters, learners can enrich their own cultures and become culturally sensitive, which, in turn, contributes to the development of citizenship. In *Our Stories*, there are plenty of opportunities for intercultural awareness, and they are signalled in the lesson plans.

Intercultural awareness

Point to Inka and his father and ask learners about their clothes. Some learners may think they're wearing some sort of costume, whereas others may feel identified. Tell learners they're wearing typical Aymara clothes. Emphasize how important it is to feel proud of our identity, of who we are, with clothes being one way to show our cultures.

Inclusive classrooms

Inclusive classrooms have been defined as those in which all learners interact and learn together, irrespective of any disability they might have. At present, this term has been expanded to refer to making learning accessible to everybody. This includes the traditional disabilities—cognitive and physical—but any sort of difference as well. A learner who is left aside because of his or her colour of skin, origin, religion, or any other reason will find it difficult for learning to be accessible. In an inclusive classroom, therefore, there is a need to make sure every learner's voice can be heard, to make sure that every learner is represented and valued.

We communicate in terms of texts: written, oral, visual, or multimodal. By definition, any text is a cropping of reality and shows only one view of the world. There may be texts that try to include more views, yet it is impossible to consider them all. It is the teacher's job, then, to make everybody feel included. In *Our Stories*, there are suggestions in the lesson plans for teachers to cater for diversity and to make sure every learner is included and can make his or her voice heard.

Inclusive classrooms

Point out that Blip is welcome in the classroom even though he looks different. His name may be quite new and even strange to the children, yet they do not make any comments in this respect. Reflect with your learners how important it is not to discriminate against anybody.

ESI (Comprehensive sexuality education)

ESI refers to the systematic teaching and learning that fosters reflection and making informed decisions with respect to topics related to human development (reproduction, puberty, sexual orientation, and gender identity), relationships, sexual health, society and culture (including gender roles, diversity), and children and youth's rights. ESI is approached differently in educational systems and often there are marked differences between individual schools.

In *Our Stories*, ESI can be approached by focusing on the characters' roles, clothes and families, on the settings, on the visuals that accompany activities, to name but a few. There are suggestions in the lesson plans related to how ESI can be dealt with in class, and it is the teacher in each classroom who will decide how to go about it.

ESI / CSE

Some people may consider that rocket- and dinosaur-related objects are more appropriate for boys than girls. Toys and objects are not gender related and do not change who you are.

ASSESSMENT

Assessment is an integral aspect of learning and cannot be separated from it. By the same token, it should not be separated from teaching either. Assessment can be defined as the systematic process of collecting information about students' performance—skills, attitudes, knowledge, etc.—to make informed decisions to improve their learning. As such, it cannot be done to mark the end of a process, be it a unit, a term, or an academic year. It should be understood that assessment and testing are not synonyms. Tests are but one form of collecting information, but is not and should not be the only one.

In keeping with a spiral approach, that which underlies *Our Stories*, assessment needs to be permanent and ongoing. All along the lessons, there should be opportunities for informal assessment. This can take the form of observation of several aspects—difficulties that learners seem to have when dealing with a topic, recurrent or common mistakes, participation and collaboration, involvement, among others—, reflection on a learner's comment, presence or absence of mistakes, or their involvement or lack of it. These are examples and the list is by no means exclusive.

Assessment should be based on the learning objectives which teachers set for each lesson and for the unit. This means that assessment, formal assessment in particular, needs to be related to the learning objectives. We should also remember that we need to assess the same way we teach. In other words, at the time of a formal test or any form of evaluation, nothing should be new to learners. This does not mean teaching to the test or having students practise for a test. It does mean approaching formal assessment in the same way that we approach our teaching.

Assessment can be carried out at the end of every lesson or every week. Learners can be asked what they have learnt.

This can be done by using flashcards. For instance, learners can place on the board those flashcards that show what they have been dealing with. It is important to focus on communicative objectives as well, e.g. greetings, showing politeness, *please* and *thank you*, describing—rather than using nouns and adjectives in isolation. This works towards learners' awareness of how much they have been learning. When this form of assessment is carried out at the end of a unit, learners can be presented with a list of the items in the unit for them to draw a ☺, ☻, or ☽ next to each area. What is important is to reflect with learners on what they can do so as to turn the ☻ and ☽ areas into ☺. Teachers can have a reflection session on strategies or activities to deal with the problematic areas, followed by a revision / integration session of sorts in which these areas are focused on. Learners can go back to their assessment to check if there are any changes. This stresses the importance of assessment for teachers. It would be ideal not to stop here but to go back to these ☻ and ☽ areas after a while to check how the revised planning and teaching has influenced learning.

To keep a record of learners' progress, refer to the learning objectives listed at the beginning of each lesson. They can be transcribed into an assessment checklist and can be used to assess learners as well as to plan lessons.

For some reason, there is an element of fear and anxiety associated with assessment, in particular formal assessment. It is common to hear people telling learners, *You have a test next week*, with a tone which implies something negative: *watch out, now fun is over, poor thing*, to name but a few. In *Our Stories*, we hold the belief that instances of assessment should provide an opportunity for learners to show themselves, their families, and us, teachers, what and how much they're learning.

1

FORMATIVE ASSESSMENT

This is an integrative activity aiming at assessing learners' progress. It is advisable to have a form to keep a record of their performance. You can use the example on this page.

You may decide to write an R if the learner recognises the words or most of them, or a P if they can produce most of the words in the category.

NAME	UNIT 1		UNIT 2		UNIT 3		UNIT 4		UNIT 5		UNIT 6												
	School object 1	School object 2	Is it ...? answer	communication	colours	big / small	toys	communication	1–6	birthday	How many ...?	communication	7–10	animals	body	communication	food	family	I like ...	communication	family	body	How many ...?

5 FORMATIVE ASSESSMENT

This is an integrative activity aiming at assessing learners' progress. It is advisable to have a form to keep a record of their performance. You can use the example on page 116.

Procedure:

1a Recognition of language items

First, hand out the Activity 1 worksheet on page 125. Tell learners to take out their family and food cut-outs. Inform them you'll work with food items first. Name one of the items and ask learners to hold up the correct cut-out. If they have held up the correct cut-out, they should draw a  in the worksheet next to the item and place the cut-out face down. Do the same with the rest of the items. If there's a food item they can't remember, they should draw a small  and leave the cut-out face up.

For family members, follow the same procedure.

Walk around. When you see a drawing without a , take the cut-outs which are face up and ask the learner, *Is this (chicken)? Is this (the brother)?* Record this in your form as RH (recognition with help). If the learner answers correctly, instruct him / her to draw a .

1b Production of language items

Draw as many columns on the board as lexical areas to assess. It may be the case that all learners are at production level of, say, school objects, so there's no need to go back to them. At the top of each, draw one element to show the category, e.g. a splotch for colours, a ball for toys, etc. You can number the columns at the top, 1 to ...

Take out the flashcards for these categories. Work with one lexical area at a time. Start with the ones in Unit 5 first. Shuffle the food flashcards. Show one, learners say what it is and tell you where to place it, either naming the category or the number. If learners say the word, they draw a  next to the drawing in their worksheet. Do the same with family members.

Tell learners you'll work with the items for Assessment Worksheet Unit 4. Ask them to open their notebooks where this worksheet is. Follow the same procedure as before. This time, if they can say the word, they will add a third . Keep a record in your form. Then, instruct them to open their notebooks where the Unit 3 worksheet is, and do the same.

You may ask learners to compare the number of 

2 Communicative situation

Show the picture in the Activity 2 worksheet on page 125 to learners and elicit what the children may be saying. Try to elicit the exchange without giving too much support to see if they can remember. If some learners need a little more support, suggest they go back to their books to see if that joggs their memory. These last cases should be recorded as being able to complete the task with help (adding an H to the assessment sheet).

You may have pairs interacting as you walk around keeping a record of their performance.

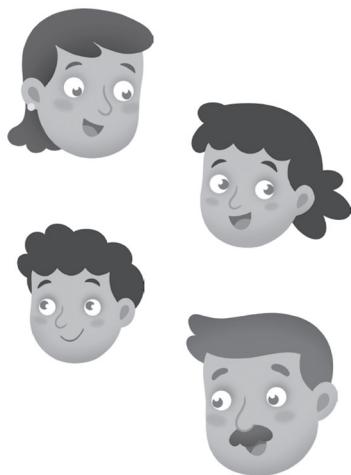
WORKSHEET 5

ACTIVITY 1

1

NAME _____

DATE _____

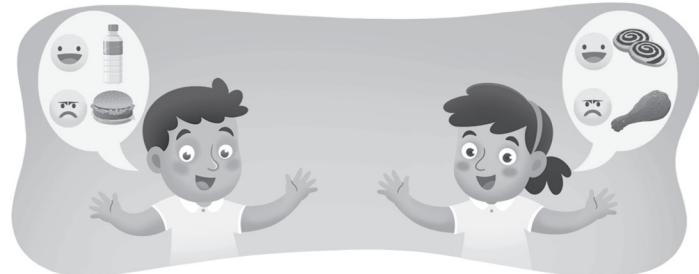


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ACTIVITY 2

NAME _____

DATE _____



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WORKSHEET - 125

PLANIFICACIÓN ANUAL

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN			TIEMPO
	VOCABULARIO	RESPUESTAS A	COMUNICACIÓN	
0	Nombres de los personajes Identificar a los personajes. Útiles escolares. Actividades de reconocimiento basadas en la escucha	Saludos: <i>Hello! Hi! Goodbye. Presentarse: I'm ... Yes! No!</i>		Reflexión intercultural: la otraedad Reflexión lingüística: sonidos y pronunciación diferentes en inglés y castellano Reflexión social y la construcción de la ciudadanía: seguimiento de consignas y pautas de trabajo Reflexión cognitiva: ubicación espacial ESI: juguetes y cuestiones de género
1	Útiles escolares. Muebles del aula. Identificación de útiles escolares y muebles. Construcción de una cartuchera	<i>What's this?</i> <i>What's your name? What's this? Sit down. Jump to ... Ready!</i>	<i>happy, tired, OK Lenguaje áulico</i>	Reflexión lingüística: las predicciones sobre un texto visual ESI: tareas en el hogar y cuestiones de género. Estereotipos relacionados con el género Reflexión social y la construcción de la ciudadanía: los saludos. Formas de mostrar amabilidad. La votación Formas de llegar a un acuerdo Aulas inclusivas Reflexión intercultural: ropas típicas. Las cosmovisiones. Identificación de las consignas y los íconos como fuente de información Competencias: la planificación, resolución de problemas, prueba y error, pensamiento creativo
2	Los colores. Juguetes. Tamaño (<i>big, small</i>). Actividades de reconocimiento y práctica guiada Diseño de un rompecabezas	<i>What's this? Is it ...? What colour is / are ...?</i>	<i>Help me! Run to ...</i>	Reflexión lingüística: las predicciones sobre un texto visual Reflexión social y la construcción de la ciudadanía: juegos y espacios compartidos. Formas de trabajo en el aula. Deconstrucción de estereotipos ESI: los colores y géneros. Los juguetes y cuestiones de género Reflexión intercultural: las cosmovisiones y la interpretación del mundo Aulas inclusivas Competencias: resolución de problemas, pensamiento lógico, pensamiento creativo, conciencia del espacio
3	Números. Vocabulario relacionado con el cumpleaños Actividades de reconocimiento y práctica guiada Construcción de un cohete con un globo	<i>How old are you? How many? Plurales</i>	<i>How are you? Fine, and you? Fine! I'm ... My favourite ...</i>	Reflexión lingüística: las predicciones sobre un texto visual. El plural Reflexión social y la construcción de la ciudadanía: saludos. Preguntas socialmente correctas Reflexión intercultural: el cumpleaños Competencias: la predicción, resolución de problemas, pensamiento crítico, pensamiento lógico, el trabajo en equipos

4 Números. Animales. Partes del cuerpo Actividades de reconocimiento y práctica guiada Construcción de un proyector de sombras	What colour is / are ...? Be silent, please! Please don't shout.	<i>happy, tired, OK</i> <i>sunny, cloudy, rainy</i> <i>angry, sad</i> <i>hot, cold</i> Lenguaje áulico	Reflexión lingüística: las predicciones sobre un texto visual Reflexión social y la construcción de la ciudadanía: formas de dar órdenes amablemente. Opiniones diferentes. El juego grupal. Actitud frente a los logros de los otros. Las cosmovisiones ESI: el miedo y cuestiones de género. El cuidado del cuerpo Reflexión cognitiva: cómo recordar secuencias Competencias: planificación, resolución de problemas, pensamiento creativo
5 Comidas y bebidas. Miembros de la familia. Actividades de reconocimiento y práctica guiada La búsqueda de una respuesta a una pregunta	Who's this / that? <i>I like ... / I don't like ...</i> Is that OK?	<i>happy, tired, OK</i> <i>sunny, cloudy, rainy</i> <i>angry, sad</i> <i>hot, cold</i> Lenguaje áulico	Reflexión lingüística: el uso de las listas. El uso de plurales luego de <i>I like / I don't like</i> Reflexión social y la construcción de la ciudadanía: formas de colaboración para una celebración. Escucha atenta a los demás. Respeto por el gusto y opiniones de los otros Reflexión cognitiva: tachar o marcar elementos ya utilizados Reflexión intercultural: formas de llevar a un bebé. La visión del mundo desde la propia cosmovisión ESI: el uso del nombre de casada para mujeres. Tipos de familias. Cuestiones de género y estereotipos Aulas inclusivas.
6 Partes del cuerpo. Miembros de la familia Actividades de reconocimiento y práctica guiada Construcción de una herramienta artística	How many? Plurales	<i>Thank you. You're welcome.</i> <i>Show me ...</i> <i>Goodbye. Bye.</i>	<i>happy, tired, OK</i> <i>sunny, cloudy, rainy</i> <i>angry, sad</i> <i>hot, cold</i> Lenguaje áulico
			ESI: la protección del cuerpo. La aceptación del propio cuerpo Reflexión cognitiva: estrategias para recordar qué palabra es femenina y cuál masculina. Estrategias para recordar imágenes Reflexión social y la construcción de la ciudadanía: el respeto por la propiedad ajena y por el patrimonio de la humanidad. El pedido de disculpas Reflexión lingüística: el orden de sustantivo y adjetivo Aulas inclusivas

Project Time 1
 La preparación de una celebración de cumpleaños. Armado de invitaciones, decoraciones y regalo

Break Time 1
 Juego de revisión e integración

Project Time 2
 La creación de un libro personal

Break Time 2
 Juego de revisión e integración

THE FIRST WEEK

The following are suggestions to work on the first week, before learners bring their books to class.

Getting started

GREETING

- Greet learners. Use gestures as you say *Hello!* to them so that they can understand the situation. Invite learners to greet you back by saying *Hello!* as they wave their hand.

Building confidence activities

Act out. Bring some pictures of an elephant, a small bug, an ogre, a princess, a baby, a very old person, etc. Show one of the pictures, e.g. the elephant, and say *Hello!* as if it was a very small mouse. Do a thumbs up saying *OK?* and a thumbs down saying *Not OK?* Use facial expressions. Then, say *Hello!* again, this time as if it was an elephant, i.e. a strong, deep voice. Do the thumbs up and down again, saying *OK* or *Not OK?* Invite learners to say *Hello!* as if they were an elephant. Show another picture and do the same. When you show the third picture, invite learners to say *Hello!* imitating the character.

Listen and point. Place the pictures you have brought on the board and walls, as wide apart as possible. Say *Hello!* personifying one of the characters or animals, and point to one of the pictures as you say, *OK?* Point to another one repeating this until you point to the correct one. Say *Hello!* again personifying another character or animal and show learners they have to point to the correct picture. Invite learners to say *Hello!* personifying an animal or character and have the rest point to the correct picture.

INTRODUCE YOURSELF

- Say your name, e.g. *I'm (Victoria)*. You can use Ms, Miss, Mrs, or Mr and your surname, e.g. Mr Reynolds, Ms Richardson. Although it may be a tradition to use a title—Ms, Miss, Mrs, or Mr—and your first name in your context, e.g. Ms Victoria, Mr Juan, in English a person's first name is not used with a title.
- Approach a learner and say, *I'm (Victoria), and you?* Encourage him / her to say *I'm ...* Help learners pronounce /aɪm/ correctly, exaggerating the final /m/ sound at first. There's a tendency not to pronounce an /m/ in *I'm* when followed by a word which starts with a consonant, e.g. *I'm Lucas, I'm Renata*.

INTRODUCE YES AND NO

- Use pictures of well-known characters, e.g. Elsa, Donald Duck, Peppa Pig, etc. Show one and say the wrong name, e.g. say *Elsa* but show Peppa Pig. Say to learners, using facial expressions and gestures, *Yes?* When they say *No*, repeat the word showing the correct picture. Say, *Elsa* and ask *Yes? No?* for learners to answer. Show other pictures and elicit *Yes!* or *No!*

Building confidence activities

Yes or No. Walk to different learners, point to one and say the wrong or correct name for learners to say *Yes* or *No* accordingly.

Show me! Agree with learners on different ways to show *Yes* or *No*, e.g. shaking your head or nodding, thumbs up or down. As you say *Yes* or *No*, they have to respond with the correct gesture.

02 TEACHING THE HELLO SONG

- Tell learners you'll start every class with a song. Play the first line—*Hello, hello!*—and ask learners what the song says. Play the first stanza and then invite learners to sing saying *Hello!*
- Play the second stanza and use gestures and facial expressions. Play it again and invite learners to sing *Hello*.
- Play the complete song again and encourage learners to sing.

HELLO SONG

HELLO, HELLO, HOW ARE YOU

Hello, hello!
How are you?
Hello, hello!
How are you?

Are you fine?
Yes!
Are you happy?
Yes! Yes!
Are you ready?
Yes! Yes! Yes!

Are you fine?
Yes!
Are you happy?
Yes! Yes!
Are you ready?
Yes! Yes! Yes!



03 Closing the lesson

- Tell children it's the end of the lesson. Use gestures and facial expressions. Ask them if you'd say *Hello*. When they say *No*, tell them they'll learn a Goodbye song. Say *Goodbye!* and wave your hand.
- Play the first line and ask learners what word they can hear. Play it again for learners to sing.
- Play the first stanza and show the meaning of *to you*.
- When you play the second stanza, point to the learners as the song says *friends* and point to yourself when it says *teacher*. Point to the classroom when it says *classroom*. Invite learners to point to the group, to you, or to the classroom (making a circle in the air to show it's the whole room) as they sing.

GOODBYE SONG

GOODBYE, GOODBYE, GOODBYE TO YOU

Goodbye, goodbye.

Goodbye to you.

Goodbye, goodbye.

Goodbye to you.

Goodbye, friends. Goodbye!

Goodbye, teacher. Goodbye!

Goodbye, classroom. Goodbye!

Bye, bye, bye!

Goodbye, friends. Goodbye!

Goodbye, teacher. Goodbye!

Goodbye, classroom. Goodbye!

Bye, bye, bye!

WELCOME!

UNIT OVERVIEW

Vocabulary

schoolbag, pencil, pencil case, book

Communication

Hello! Hi!

I'm ...

Recognition

Classroom language

Routines

happy, tired, OK

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

WELCOME!

1 04 LOOK AND LISTEN



4

Aim of the lesson

To introduce the characters.

Learning objectives

Learners

- can follow an illustrated story.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand greetings.

Key language

Hello! I'm ...

Hi!

Areas of awareness

Intercultural awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

1 04 LOOK AND LISTEN

Possible lead-ins:

- You can use any picture book or story book learners know, e.g. 'Little Red Riding Hood', 'Cinderella', etc. Show them the cover in which the main character appears and show some other pages on which they can see the same character. Ask them, e.g. *Look at this* (pointing to the character), *is this important? Yes or no?* Use gestures for

the answers. If you think learners will understand the word, do not use the school's language of instruction.

- Show learners the cover of *Our Stories* and page 4. Ask them, e.g. *Look! Are they important? Yes or no?*
- Follow the suggestions on page 13 in this Teacher's Book to tell stories.
- If learners are using their books, tell them to open them at page 4. Point to the children's hands and ask learners, *What are they saying?* In this case, use the school's language of instruction. You may give them options, e.g. *Book? Hello?*
- Play the audio and go back to the learners' predictions.
- Focus the learners' attention on the last sound and invite them to predict what it is.

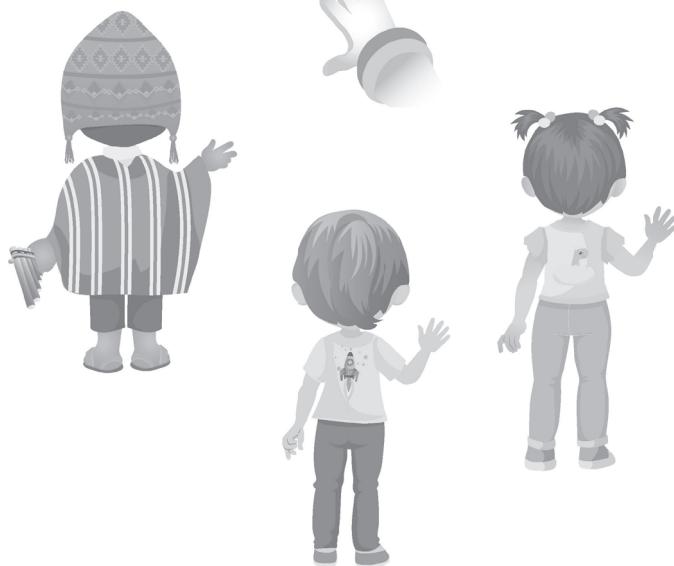
Intercultural awareness

Who are Blip, Stella, Tessa, and Inka? What qualities do they represent?

Blip is a boy who has spent a long time in space with his parents, which is why he has an antenna on top of his head. Stella loves astronomy and lives in an astronomical observatory in the Atacama Desert as her parents are astronomers. Tessa is a dinosaur fan, and her mother is a palaeontologist. They live in Patagonia. Inka is an Aymara boy whose parents are miners.

In stories, there have always been Others. These Others were once represented by women, natives, etc. Blip is an

2 05 LISTEN AND POINT



5

- Check for suggestions as to listening activities on page 15 in this Teacher's Book.
- To make sure everybody's pointing to the correct picture, you can start by placing the four character flashcards on the board and walls, wide apart. Next, learners point to the pictures in their books.
- After a while, some learners may be ready to name the characters. Invite them to give the instructions to the rest.

AUDIO SCRIPT

Point to Blip.
Point to Stella.

Point to Tessa.
Point to Inka.

Building confidence activity

Act out! Tell learners they have to imitate the characters. Play each of the lines in track 04 and have learners repeat, imitating the characters' voices. To act out, they can use the cut-outs.

Lesson closing

Before greeting the learners, go over the suggested steps on page 13 in this Teacher's Book.

Other that invites us to consider Otherness and sameness since he is both human in body and extraterrestrial in perspective. He encourages learners to defamiliarize the world they live in and to see it through his eyes. By the same token, the other characters, and most especially Inka, who is an Aymara boy, aim at this change of perspective.

AUDIO SCRIPT

Tessa: Hello! I'm Tessa.
Inka: Hi! I'm Inka.

Stella: Hello! I'm Stella.
Blip: Hi! I'm ...

Building confidence activity

Ask learners to take out the character cut-outs. As you name the characters, they should put the right cut-out up.

2 05 LISTEN AND POINT

- Ask learners to focus on the icons. Use gestures as you say the instructions, *Listen and point*. Use the instruction flashcards. Place them on the board and point to them as you give the instruction. Ask learners to mime what they have to do, i.e. listen and point. You can play with these two instructions. You may mime them at first, but after a couple of rounds, just give the instructions.
- Point out that you can only see the characters' backs, so this may be more challenging.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can identify school objects.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand greetings and introductions.
- can understand some basic action words.

Key language

schoolbag, pencil, pencil case, book

Areas of awareness

ESI / CSE

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

Building confidence activity

Who is it? Tell learners you're going to start saying the characters' names and they have to say the full name. For instance, for Blip, just put your lips together as if you were going to say /b/. Just prepare to say the first sound but do not use voice. Once learners say the characters' names, ask them to point to the flashcard on the board or to the characters in their books.

3 06 LISTEN AND POINT

- To introduce the lexical items, take out the schoolbag, book, pencil, pencil case, and cake flashcards. In the school's language of instruction, tell learners that these characters go to school and they need some school objects. On the board, draw three columns, one with a tick at the top, the second one with a cross, and the last one with a question mark at the top. Show the schoolbag flashcard and say, e.g. *Look! A schoolbag. Necessary? Yes or no?* Use gestures and facial expressions. Place it where learners tell you it should go. Even if they said they don't need one, the purpose here is to introduce the lexical area so it wouldn't be a problem at all. Do the same with the other items.
- Now ask learners to open their books at page 6. Write 6 on the board and check everybody's book is open at the right page.
- Ask learners to look at the pictures and go back to the chart on the board to see if there has been agreement. If there hasn't, make sure learners do not take this as losing.
- Focus learners' attention on the instructions. You can elicit from them what to do, e.g. *Do we have to listen?* (use gestures). If necessary, ask, e.g. *Yes or no? Do we have to sing? Do we have to point?* Use gestures. There's no need

3 LISTEN AND POINT



6

to use the school's language of instruction since learners will construct meaning from your gestures and key words they can identify.

- Tell learners about the rules for listening. Go to page 15 in this Teacher's Book for suggestions.
- When everybody's ready, play the first line. Check they're all pointing to Inka. Do the same with the other characters.

AUDIO SCRIPT

Inka: Look! My schoolbag.

Tessa: Look! My pencil.

Blip: Look! My pencil case.

Stella: Look! My book.

ESI / CSE

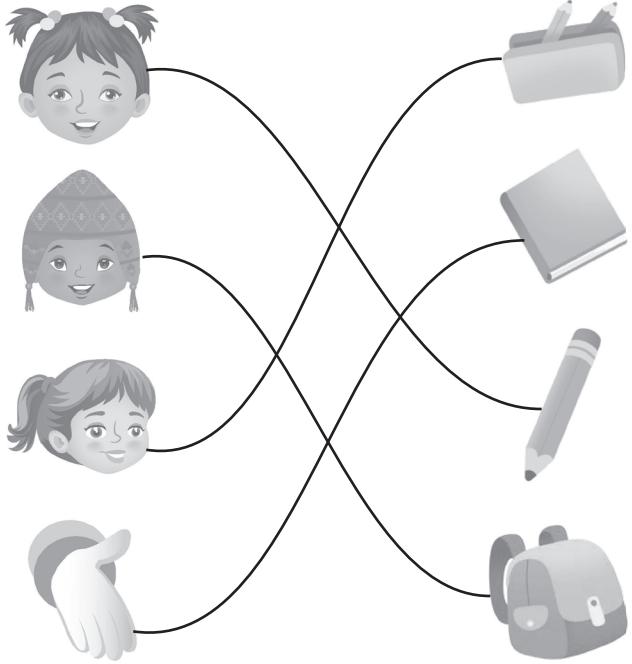
Some people may consider that rocket- and dinosaur-related objects are more appropriate for boys than girls. Toys and objects are not gender related and do not change who you are.

Building confidence activities

Listen and point! Place four flashcards on the board and walls, wide apart. As you name the objects, learners point to them.

Show me ... Ask learners to take out the cut-outs. Name which ones they need, e.g. *Take out the schoolbag. Now take out the pencil case, now the pencil. Now take out the book.* As you name each item, learners have to hold up the correct cut-out.

4 07 LISTEN AND MATCH



7

should put up the cut-out the character is holding in the exercise.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

4 07 LISTEN AND MATCH

- Have learners look at the instructions and the picture and elicit from them what to do. Ask them, e.g. *Do you need a pencil? Yes or no?* Show a pencil. *Do we need a schoolbag?*
- Demonstrate by having the character flashcards on one side of the board and the school objects on the other side.
- Invite a learner to the board and say, e.g. *I'm Tessa. Look! My pencil.* The learner has to draw a line from Tessa to the pencil. Invite other learners and complete the matching exercise.
- Check they all have a pencil with a sharp tip.
- As learners have to identify the character, play the first line and ask, *Who is it? Stella? Tessa?* Once they identify who it is, play it again for learners to do the matching.
- It's better to check after matching each one, not at the end. To check, you can use the cards on the board, displayed in the same way as the book.

AUDIO SCRIPT

Stella: Look! My pencil case.
Inka: Look! My schoolbag.

Tessa: Look! My pencil.
Blip: Look! My book.

Building confidence activity

Memory game! Ask learners to take out the cut-outs of the schoolbag, pencil, pencil case, and book. Then, tell them to take a photo with their mind's smartphone or camera of the illustrations on page 6, and then to close their books. As you name one of the characters, they

UNIT OVERVIEW

Vocabulary

marker, scissors, glue, pen, eraser, chair, table, notebook

Grammar (answers to ...)

What's this?

Communication

What's your name?

What's this?

Sit down.

Jump to ...

Ready!

Recognition

Classroom language

Routines

happy, tired, OK

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

STEAM challenge: Engineering and Maths

Build a pencil case

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures.
- can follow short, basic classroom instructions, if supported by pictures or gestures.

Key language

pencil, eraser, scissors, markers, pen, glue, pencil case

Thank you!

You're welcome!

Areas of awareness

ESI / CSE

Intercultural awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

1 08 LOOK AND LISTEN



Building confidence activity

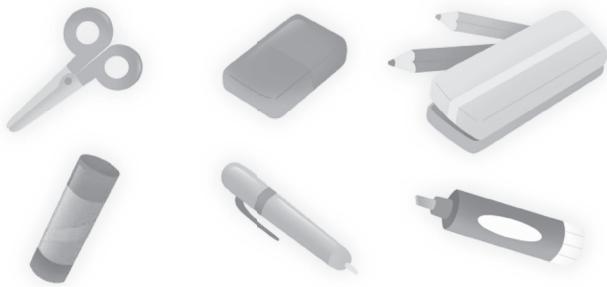
Show me ... Ask learners to show you a schoolbag, a pencil, a pencil case, and a book. If they aren't easily available, do a *Point to* activity, using either realia or the flashcards, wide apart on the board or walls.

1 08 LOOK AND LISTEN

Possible lead-ins:

- Tell learners about the eve of your first day at school. You can also ask them what they did before their first day this year.
- Follow the suggestions on page 13 in this Teacher's Book to tell stories.
- If learners are using their books, tell them to open them at page 8. Ask them, e.g. *Can you see Tessa? Can you see Inka? Can you see Stella?* Point to the fourth frame and ask learners, e.g. *Who's this? Is it Blip?* Don't say if it's Blip or not. Learners will check their predictions as they listen to the story. Ask them (using the school's language of instruction), *Are they at school or at home? How can you tell?*
- Summarize the learners' predictions: *Is this Blip? Are the children at home / at school?* Draw Blip's helmet and a house on the board as you deal with their predictions. Play the audio. Point to the different panels and check that the learners are following. At the end, go back to their predictions. If they were not right, point out that it's not a question of winning or losing; realising their predictions were not right shows they have understood.

2  LISTEN AND POINT  



3  LISTEN AND SHOW  



ESI / CSE

We can see mothers and fathers helping their children get ready for school. Some children may say that this is a mum's activity. It's important to help them understand that helping their children is not a feminine or a masculine role. An elder sibling or any other relative can also help, e.g. an aunt, a grandpa.

- Use the flashcards. As you play each of the panels again, show the school item flashcards for learners to point to what each character or parent names.
- Ask learners to close their books and tell them you're going to test their memory. Name each of the school items (the ones from the Welcome Unit and the new ones) and ask learners to name the character, e.g. show the pencil for learners to say *Tessa*!

Intercultural awareness

Point to Inka and his father and ask learners about their clothes. Some learners may think they're wearing some sort of costume, whereas others may feel identified. Tell learners they're wearing typical Aymara clothes. Emphasize how important it is to feel proud of our identity, of who we are, with clothes being one way to show our cultures.

AUDIO SCRIPT

Mother: Pencil? Eraser?
Tessa: Here you are.
Father: Scissors? Markers?

Stella: Thank you!
Father: You're welcome!
Dad: Pen? Glue?

Inka: Here you are.
Dad: Good!

Dad: Pencil case?
Blip: Ready!

2  LISTEN AND POINT

- Ask learners to focus on the icons. Use gestures as you say the instructions, *Listen and point*. Use the instruction flashcards. Place them on the board and point to them as you give the instruction. Ask learners to mime what they have to do, i.e. listen and point.
- Check for suggestions as to listening activities on page 15 in this Teacher's Book.
- To make sure everybody's pointing to the correct picture, place the six flashcards on the board and walls, wide apart. As you name different school items, learners point to the corresponding flashcard. You may start with two or three items first and add more as learners become confident.
- After a while, some learners may be ready to name one of the school objects. Invite them to give the instructions to the rest of the class.

AUDIO SCRIPT

Point to the scissors.
Point to the glue.
Point to the pen.

Point to the marker.
Point to the pencil case.
Point to the eraser.

3  LISTEN AND SHOW

- Ask learners to focus on the icons. Point to the second icon and elicit from learners what they need: their cards. Name each of the school objects they need and wait for all learners to show the card. You may want to include items from the Welcome Unit as well.
- To help learners check, use the flashcards. Name one of the school objects, e.g. *pencil case* for learners to show the correct card. Once you see all the cards up, show them your flashcard for them to check if they have picked the right card.
- Learners may be ready for a challenge: they can show two school objects at the same time, e.g. an eraser and a book.
- Once the activity is over, name all the items again for learners to check they have all the cards and ask them to put them away. It's advisable to stick an envelope (paper or plastic) at the back of the book where they can keep their cards and characters.

AUDIO SCRIPT

Show me an eraser.
Show me a pencil case.
Show me a book.
Show me the scissors.
Show me the glue.

Show me a pen.
Show me a pencil.
Show me a schoolbag.
Show me a marker.

Lesson closing

Before saying goodbye to the learners, go over the suggested steps on page 13 in this Teacher's Book.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can identify school objects.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand greetings and introductions.
- can understand some basic action words.
- can introduce themselves using a basic phrase.
- can act out a short dialogue.

Key language

glue, scissors, pen, eraser, schoolbag, book

I'm ...

What's your name?

Areas of awareness

Social awareness

Inclusive classrooms

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

4 LISTEN AND CIRCLE

- Ask learners to open their books at page 10. Write 10 on the board and check everybody's book is open at the right page.
- Focus learners' attention on the instructions. You can elicit from them what to do, e.g. *Do we have to listen?* (use gestures). If necessary, ask, e.g. *Yes or no? Do we have to sing? Do we have to circle?* There's no need to use the school's language of instruction since learners will construct meaning from your gestures and key words they can identify.
- Have an example on the board. Place two flashcards on the board, one next to the other, e.g. *schoolbag* and *pencil*. Say *pencil* and ask learners, *Shall I circle the schoolbag? Shall I circle the pencil?* Circle the pencil. If necessary, give another example. If you think that learners need more scaffolding, have the full activity on the board. Either use the flashcards or draw the items.
- Elicit from learners what materials they need. Ask them, e.g. *Do you need a pencil? Do you need glue?* Check every learner has a pencil, then do the activity with learners circling in their books.
- Check by having the circled items on the board, unless you have done the complete activity on the board beforehand.

INSTRUCTIONS

Glue
Scissors
A pen

An eraser
A schoolbag
A book

4 LISTEN AND CIRCLE

4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



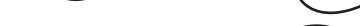
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4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



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4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



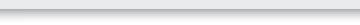
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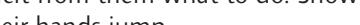
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4 LISTEN AND CIRCLE



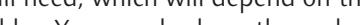
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4 LISTEN AND CIRCLE



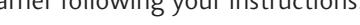
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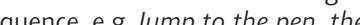
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4 LISTEN AND CIRCLE



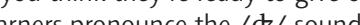
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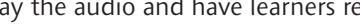
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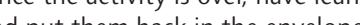
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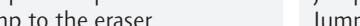
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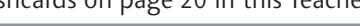
4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE



4 LISTEN AND CIRCLE

4 LISTEN AND CIRCLE



5 LISTEN AND JUMP

- Have learners look at the instructions and the picture and elicit from them what to do. Show them they will make their hands jump.

- Ask learners to take out their cards. Name the ones they will need, which will depend on the size of their desks or tables. You can also have them play on the floor.
- Demonstrate by having flashcards on the board with one learner following your instructions.
- You can make this more challenging by naming a sequence, e.g. *Jump to the pen, the eraser, and the schoolbag.*

- If you think they're ready to give out the instructions, help learners pronounce the /dʒ/ sound for *j* in the right way. Play the audio and have learners repeat the word *jump*.

- Once the activity is over, have learners collect their cards and put them back in the envelope.

AUDIO SCRIPT

Jump to the schoolbag.

Jump to the pencil case.

Jump to the eraser.

Jump to the scissors.

Jump to the pen.

Jump to the pencil.

Building confidence activity

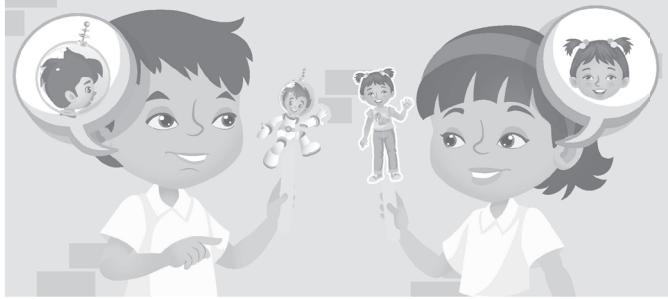
Learners may be ready to start producing some of the words. If so, use any of the suggested activities with flashcards on page 20 in this Teacher's Book.

6 LOOK AND LISTEN



1

7 LISTEN AND ACT OUT



11

6 LOOK AND LISTEN

- Focus learners' attention on the icons and on the picture. Elicit from them where the children are and what may be going on. Accept all answers.
- Play the audio and go back to the learners' predictions.
- Ask learners if this is the first day of school. They should account for their answers. Ask them to find clues. (The teacher is introducing himself. Besides, in the previous scene (p. 8) the children were getting ready for school.)
- If learners have not noticed the armadillo, point to it and elicit from them what it may be doing there. Ask them, e.g. *Is it a student? Is it a pet? If so, whose pet is it?*
- You can also ask learners to imagine what the armadillo is saying. If it's saying hello, ask learners to impersonate it and greet others.

Social awareness

Greeting others is part of what we learn from a very young age. You can ask learners when they greet others and when they greet back.

In English, learners usually address their teachers by their surnames or by their first name without the title, e.g. Anna, William; madam and sir are also frequently used. In some countries, tradition has it that children address their English teachers by their first name but preceded by a title, e.g. Miss Lucila. You can ask learners how they address their teachers while showing affection.

Inclusive classrooms

Point out that Blip is welcome in the classroom even though he looks different. His name may be quite new and even strange to the children, yet they do not make any comments in this respect. Reflect with your learners how important it is not to discriminate against anybody.

AUDIO SCRIPT

Teacher: Hello, children! I'm Mr Peters.
Children: Hi, Mr Peters!
Teacher: This is a new friend.

Inka: What's your name?
Blip: I'm Blip!
Children: Hi, Blip!

Building confidence activity

Ask learners to close their books. Tell them you'll test their memory. Ask them, e.g. *Is there a schoolbag in the classroom? Is there a notebook? Is there a pencil case?* You can ask this in English since learners will construct meaning from the context and the key words, i.e. the school objects.

7 LISTEN AND ACT OUT

- Tell learners to look at the instructions and the picture, and elicit from them what they need: the character cut-outs on page 135 of this Teacher's Guide.
- Ask learners what the two children may be saying. Play the audio and go back to the learners' predictions.
- As they are going to act out the situation, they need to learn the lines first. You can follow the suggested procedures on page 19 in this book.
- Give learners time to practise and then have different pairs act out for the rest of the class. Encourage children to clap at each performance and to congratulate their classmates, e.g. *Super! Well done! Good job!*
- If there's no time to have all the pairs act out, you can make a list and they will perform the following lesson.

AUDIO SCRIPT

Boy: Hello! I'm Blip.
Girl: Hi, I'm Tessa.

Assessment

Start assessing learning. Go to page 30 for suggestions on assessment.

Ask learners to take out their school objects cards. As you name different objects, have them hold the correct card up. Keep a record of those learners who cannot yet identify school objects.

Lesson closing

Close the lesson and say goodbye. Refer to the introduction for suggestions.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can identify school objects.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand greetings and introductions.
- can understand some basic words and phrases to show politeness (e.g. *Please, Thank you, Excuse me, Sorry*).

Key language

School objects

chair, table

What's this?

Areas of awareness

Social awareness

Intercultural awareness

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

8 LOOK AND LISTEN

- Ask learners to open their books at page 12 and focus on the instructions and picture for Exercise 8. Ask learners if they think this is the same situation as before and what they could be talking about. Ask them for clues, e.g. body language, elements in the picture, etc.
- Play the audio and go back to the learners' predictions.
- Ask learners why Blip is astonished at Tessa's schoolbag. Ask them to go look around and check if there's any school object that surprises them.
- Play the audio again and focus on *Thank you* and *You're welcome*. Elicit from learners when it is that they say *Thank you*. You can also ask them how they respond when somebody says *Thank you* and explain that in English, we respond by saying *You're welcome*. As from now, encourage learners to use these in class.
- Point to the armadillo and ask learners what it may be thinking. You can work on some interjections, e.g. *Oh! Wow! Ah! Phew!* If so, whenever relevant in class, invite learners to use them.

AUDIO SCRIPT

Teacher: Look, Blip. Your chair and your table. Sit down.

Blip: Thank you, Mr Peters.

Teacher: You're welcome.

Blip: What's this?

Tessa: My schoolbag

Social awareness

Work on different ways to show politeness: words, body language, expressions on your face, intonation. Reflect on how important it is to show politeness to everybody, not only to adults.

8 LOOK AND LISTEN





9 LISTEN AND MIME





12

Intercultural awareness

Blip has not seen a dinosaur before, that's why he's shocked at something alien to him. It's crucial to reflect with learners on how we may wrongly consider that what is familiar to us will be familiar to everybody else. Blip does not show disapproval or disgust, something we may do when we respond to something alien to us. The main issue is to show learners we should have an open mind and understand that our view of the world is not the only one.

Building confidence activities

Hands on! Remind learners of the teacher's words: *Your chair and your table*. As you name each, learners place their hands on the correct piece of furniture.

Memory game. Ask learners to look at the picture in Exercise 8 and then close their books. You'll name school items for learners to say if they're in the illustration or not by replying *Yes* or *No*. Include *chair* and *table* as well.

9 LISTEN AND MIME

- Have learners look at the instructions and the picture.
- Use the flashcards. As you show each, agree with learners on a way to mime them.
- Name one school object at a time. After learners mime it, show them the flashcard for them to check if they were right.

10 LOOK AND SAY YES OR NO



1



11 LISTEN AND DRAW IN THE AIR



13

- Some learners may be ready to give the instructions themselves. Let them take it in turns to name school objects.

INSTRUCTIONS

A pencil case
A chair
A table

Scissors
An eraser
Glue

Social awareness

When eliciting ways of miming each word, there may be different ideas. Work with learners to come to an agreement: voting, using one way today and another one the next time you play the game. Reflect with them on the importance of negotiating.

10 LOOK AND SAY YES OR NO

- Ask learners to open their books at page 13 and look at the instructions and the picture.
- Tell them you'll start drawing one of the school words they have just revised.
- Draw a line and ask, e.g. *Is this a chair?* Learners will answer Yes or No.
- You can take one of the flashcards from the set and leave it on your desk, and this is the element you'll draw. You can set a number of guesses per drawing, e.g. three guesses.

11 LISTEN AND DRAW IN THE AIR

- Focus learners' attention on the instructions and the picture.
- Demonstrate by giving a couple of examples.
- Before playing, you can go over the classroom items by showing the flashcards and having learners say the words to themselves. If there's a word they cannot remember, tell them to raise their hand so that you can say it.
- Play the game. You can invite learners to make the drawings on the board.

INSTRUCTIONS

Draw a marker.
Draw a pencil case.
Draw an eraser.

Draw a chair.
Draw a pen.
Draw scissors.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can identify school objects.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can name a few classroom objects, if supported by pictures or realia.
- can recognise familiar words and phrases in short, simple songs or chants.

Key language

School objects

What's this?

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

Building confidence activity

Clap if correct! You need the classroom item flashcards. Show one of the cards, e.g. the *chair* and say *Chair*. Show learners they have to clap. Show the *table*, say *table*, and have learners clap. Show the *schoolbag*, say *pencil*, and instruct learners to remain silent without clapping. Tell learners they have to concentrate and listen carefully.

12 LOOK AND SAY

- Have learners look at the instructions and the drawings. Ask them if the drawings are complete and say that they will identify them.
- Point to the first picture and ask, *What's this?* Do the same with the other pictures.
- Encourage learners to say *It's a ...*
- Congratulate learners on their performance.

Building confidence activity

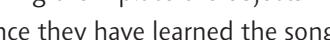
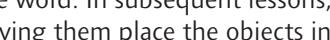
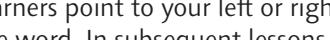
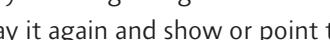
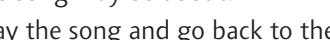
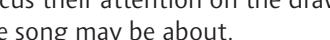
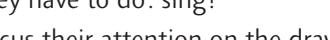
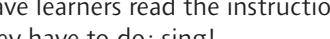
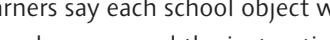
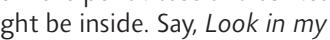
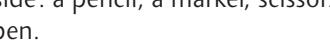
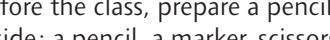
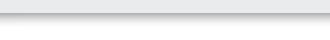
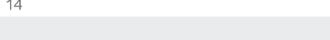
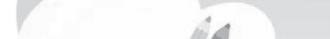
Guess! You need the school item flashcards and an envelope. Cut a hole in the envelope and place one (or all) the flashcards inside. Show the envelope to learners and ask, *What's this?*

13 SHOW AND TELL

- Tell learners to look at the instructions and the drawing. Elicit from them what the girl may be saying. Help them focus on clues.
- Give learners time to decide on what to show their classmates.
- Show something yourself first, e.g. *My pencil case*.
- Have learners show one school object to the rest.

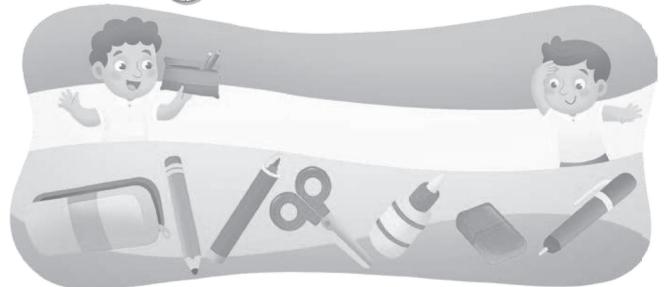
12 LOOK AND SAY

12 LOOK AND SAY



14 LOOK AND SAY

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**15** SING

15

learners create their own version by placing two objects in their pencil case and singing, e.g. *Look in my pencil case, what do you see? Glue! Marker! Sha, la, la, la, lee.*

- If your learners don't use pencil cases at school, they can do this after making their own pencil cases in the "Build a pencil case" STEAM challenge.

SONG**LOOK IN MY PENCIL CASE**

Look in my pencil case,
What do you see?
Pencil! Marker! Sha, la, la, la, lee

Look in my pencil case,
What do you see?
Scissors! Glue! Sha, la, la, la, lee

Look in my pencil case,
What do you see?
Eraser! Pen! Sha, la, la, la, lee

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can follow an illustrated story.
- can understand a few basic words and phrases in a story that is read aloud to them.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can name a few classroom objects, if supported by pictures or realia.

Key language

What's your name?

I'm ...

School objects

Areas of awareness

Social awareness

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

16 LOOK AND LISTEN

- Follow the suggestions in this Teacher's Book to work on stories.
- Ask learners to look at the pictures and tell you who they can see. Ask them, e.g. *Are they in the classroom? Yes or no?* There may be no need to use the school's language of instruction since they have already been exposed to the word *classroom*. Focus their attention on the characters' expressions: *Are they all surprised? Why might they be surprised?* Encourage learners to predict.
- Play the audio and go back to the learners' predictions.
- Focus on the armadillo. Ask learners if they can see anything different: the glasses. *Why is it wearing glasses?* Accept all their answers. You can also have them think about interjections that would fit this situation.

Social awareness

Focus on the characters' welcoming attitude towards Blip. Help learners realise how important it is for a newcomer to feel part of a group.

AUDIO SCRIPT

Stella: My name's Stella.

Tessa: I'm Tessa.

Blip: What's your name?

Inka: I'm Inka.

Stella: Wow! What's this?

Blip: My notebook!

Tessa: What's this? Magic?

Blip: No, science. It's a pencil!

Children: Fantastic, Blip!

16 LOOK AND LISTEN



16

Building confidence activity

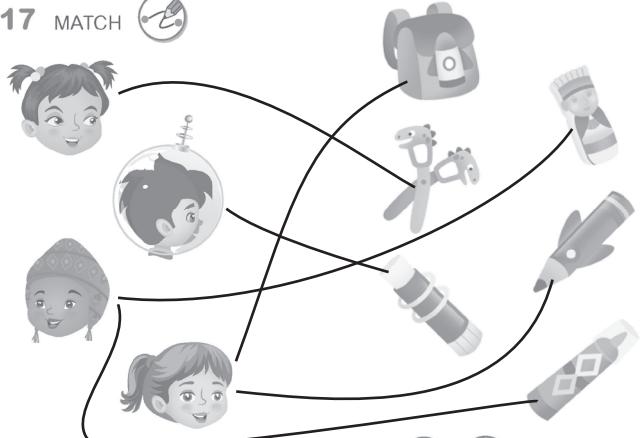
Act out. Invite learners to act out the first or second part of the story. Follow the procedure suggested in the Introduction. Learners can use the character cut-outs you have made copies of for them.

17 MATCH

- Remind learners that the characters are amazed at Blip's pencil. Focus their attention on the drawings on the page and see if they can identify each character's school object.
- Ask them what they need for the activity: a pencil.
- Give them time to get a pencil and when they're all ready, start the activity. Help them notice there are five school objects and four characters, so this is not a one-to-one matching.
- Allot a couple of minutes for learners to do the matching. Walk around and check if they need help.
- To check, place the characters and school object flashcards on the board in the same position as in the book. You can also draw the school objects. Point to one of the school objects and ask, *What's this?* Once learners answer, ask, *Who's the owner of this (schoolbag)?* Match the owner and the object. Do the same with the other objects.

17 MATCH

1



18 MY FAVOURITE SCHOOL OBJECTS



17

18 MY FAVOURITE SCHOOL OBJECTS

- Tell learners to focus on the instructions. You can use the instruction flashcards and ask learners as you show four or five different cards, e.g. *Do you have to draw? Do you have to listen?* Use gestures.
- Once they understand they have to draw, ask them what they need: a pencil. Depending on the time you have left, let learners colour the objects in class or at home.
- Place the school object flashcards on the board. As you place them, have learners say what they are. This will help them revise all the objects before they draw their favourite ones.
- When learners finish, invite them to show their drawings to the rest of the class and say what they are, e.g. *My notebook.*

Assessment

Work on assessment. For assessment activities for Unit 1, go to page 116 in this Teacher's Book.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aims of the lesson

- To design a pencil case that will hold three pencils, considering size and edges.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can name a few classroom objects, if supported by pictures or realia.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

STEAM AREAS:

Engineering and Maths

SKILLS:

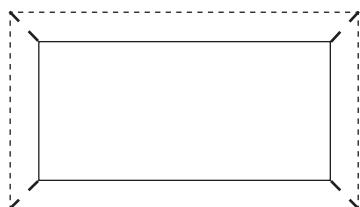
Planning, problem solving, designing, trial and error, critical thinking, creative thinking, understanding size and shape of containers

MATERIALS:

- Sheets of paper (one for each learner)
- Glue, scissors
- Sets of 3 pencils (for each learner)

PREPARATION:

- Copy out this template onto a sheet of paper for each child (big enough to fit three pencils on it). Copy out the same template on smaller pieces of paper that pencils won't fit onto (these will not be used but encourage critical thinking).



Contextualize:

- Tell learners that you sometimes find pencils on the classroom floor. Ask them if they can help by making pencil cases so that their pencils stop rolling off their tables.
- Explain that the challenge is to design a pencil case that will hold at least three pencils (this implies they need to make it the right size and that the edges are high enough so that the pencils don't roll out).

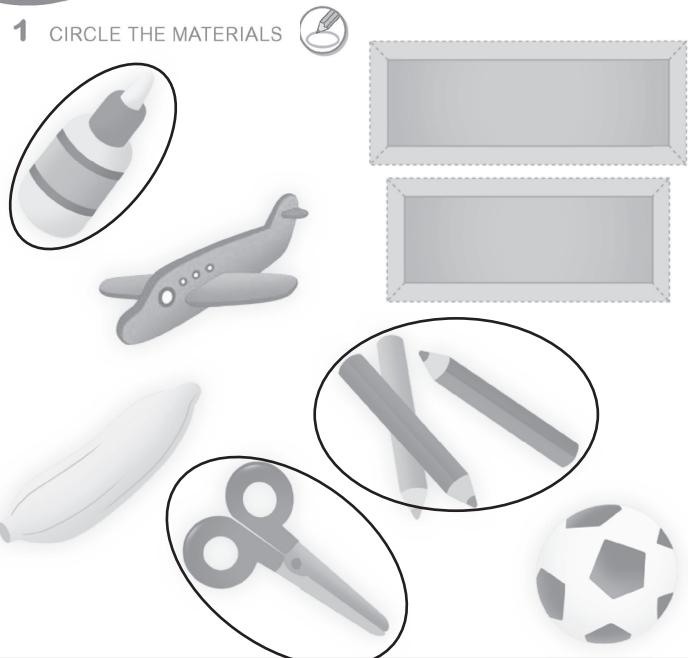
STEAM CHALLENGE

BUILD A PENCIL CASE



3+
x2

1 CIRCLE THE MATERIALS



18 Language focus: pencil case, paper, scissors, pencils, glue

Materials:

- Draw a simple pencil case (like a tray) with three pencils in it. Ask learners to get out their pencils and pay attention to how long they are.
- Page 18. Have learners look at the materials on the page and circle the ones that they plan to use.
- Name the materials as you display them (include the small piece of paper as a distractor).

Plan:

- Page 19. Learners draw a sketch of their plan.

Create:

- Learners get the materials they have chosen and start to work.
- Monitor and assist to remind learners that their pencil cases need to hold three pencils. Make sure they check that their design isn't too small and that the edges are high enough (by cutting the slits on the template, the edges can be brought up to stick together).
- Learners can colour in or decorate their pencil cases.

Reflect and revise:

- Have learners present their plans and pencil cases. Ask, *Does it hold three pencils?* and have them test whether it does or does not. If it does not, explore the reasons why: *Is it too big, too small, are the edges high enough?* Encourage these learners to revise their creations and improve them with you or your teaching assistant's help.



- Allow learners to use their creations as their own pencil cases in future lessons if they wish.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

UNIT OVERVIEW

Vocabulary

red, orange, green, blue, yellow, purple, pink, sky-blue
big, small
costume, ball, doll, action figure, puzzle, soft toy

Grammar (answers to ...)

What's this?
Is it ...?
What colour is / are ...?

Communication

Help me!

Run to ...

Recognition

Classroom language

Routines

happy, tired, OK
sunny, cloudy, rainy

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

STEAM challenge: Technology, Engineering, and Arts
Design and make a puzzle

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can recognise colours.
- can follow short, basic classroom instructions if supported by pictures or gestures.

Key language

red, orange, green, blue, yellow, purple, pink, sky-blue

Help me, please!

Areas of awareness

Social awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

1  LOOK AND LISTEN

Possible lead-ins:

- Tell learners about the playground in your school. What games did you play? What playground equipment was there: a slide, swings, a climbing frame, a sand box?
- Follow the suggestions on page 13 in this Teacher's Book to tell stories.

1  LOOK AND LISTEN

20

- If learners are using their books, tell them to open them at page 20. Point to the playground and ask them if it's similar to the playground in their school or the playground you told them about: *Look at this playground, is it similar to the playground in this school or different?* You're using cognates or transparent words, so there's no need to translate. Point to the small panel and ask, *Look. Is there a problem?* Emphasise the word *problem* again, so there's no need to translate: *What's the problem?* Accept learners' answers in the school's language of instruction.
- Play the audio. Point to the different panels and check that the learners are following. At the end, go back to their predictions as to what the problem was. You can tell learners this cannot happen in the school's playground and show relief.

Social awareness

Point to the children to show how they are sharing what there is in the playground. You can elicit how they can organise turns to make sure everybody can have fun in the playground. It's not necessary, for instance, to use all the possibilities on the same day. They can use the slide one day and the swings another day.

AUDIO SCRIPT

Blip: Hey, look at the colours!

Stella: Wow. Red, orange, yellow, green, blue.

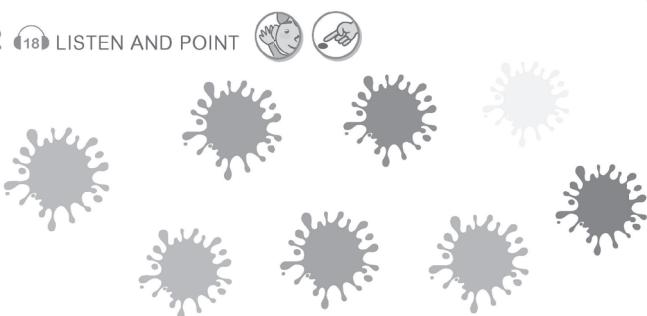
Boy: And indigo and purple.

Inka: A rainbow!

Blip: Beautiful.

Stella: Come! Help me, please!
Children: OK, Stella!

2 LISTEN AND POINT



3 LISTEN AND RUN TO



AUDIO SCRIPT

Point to blue.
Point to orange.
Point to purple.
Point to red.

Point to pink.
Point to sky-blue.
Point to green.
Point to yellow.

2 LISTEN AND POINT

- Before this activity, take out the colour flashcards: blue, orange, purple, red, pink, sky-blue, green, and yellow. Tell learners, *I'll test your memory*. Use gestures. *Look at the rainbow (point to it). Now close your books.* Draw two columns on the board, one with a tick at the top and the other one with a cross. Show the yellow flashcard and say, *Look, yellow. Is there yellow in the rainbow?* If learners say *Yes*, place it in the column with a tick; if they say *No*, place it in the column with a cross. Do the same with the rest of the flashcards. At the end, have learners open their books and check the colours.
- Now tell learners to focus on the icons in Exercise 2. Use gestures as you say the instructions, *Listen and point*. Use the instruction flashcards. Place them on the board and point to them as you give the instruction. Ask learners to mime what they have to do, i.e. listen and point.
- Check for suggestions as to listening activities on page 15 in this Teacher's Book.
- To make sure everybody's pointing to the correct picture, place the flashcards on the board and walls, wide apart. As you name different colours, learners point to the corresponding flashcard. You may start with two or three items first and add more as learners become confident.
- After a while, some learners may be ready to name one of the school objects. Invite them to give the instructions to the rest of the class.

3 LISTEN AND RUN TO

- Ask learners to focus on the icons. Show the action with your fingers.
- If there's enough room in the classroom, or if you can use the playground, place the flashcards on the floor. Play the audio or give the instructions. You may have to divide the class into groups if there are too many learners to run to the different flashcards. You can also start with three colours and add more little by little.
- Check for suggestions on games on page 17 in this Teacher's Book.
- After a while, some learners may be ready to give instructions.

AUDIO SCRIPT

Run to blue.
Run to yellow.
Run to green.
Run to pink.

Run to purple.
Run to sky-blue.
Run to orange.
Run to red.

Building confidence activity

Show me ... Tell learners to take out their cards. Name the colours, one by one: blue, yellow, green, pink, purple, sky-blue, orange, red. As you name each, learners have to show the right card. Tell them to place the cards on their desks so that they can see all of them. After a while, name two colours, e.g. *Show me pink and red*. At the end of the activity, check that everybody puts their cards away.

Lesson closing

Before saying goodbye, go over the suggested steps on page 13 in this Teacher's Book.

Aims of the lesson

To practise and integrate language.

To expose learners to key language through a story.

Learning objectives

Learners

- can identify school objects.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand colours.
- can follow instructions to colour something.
- can answer *Is it ...?*
- can answer *What's this?*

Key language

Is it ...? Yes, it is. No, it isn't.

dinosaur

What's this?

Areas of awareness

ESI / CSE

Intercultural awareness

Lesson opening

Greet learners and go over the routines. See page 10 in this Teacher's Book for suggestions.

Building confidence activity

Hand on ... Demonstrate with three school objects on your desk, e.g. a book, a pencil, and an eraser. Tell a learner, *Hand on the eraser. Hand on the pencil.* Once everybody understands what to do, tell them you'll name colours. Set the rules, e.g. Can they move if they cannot find the colour around them?

4 120 LISTEN AND COLOUR

- Ask learners to open their books at page 22. Write 22 on the board and check everybody's book is open at the right page.
- Focus learners' attention on the instructions. Elicit from them what to do, e.g. *Do we have to listen?* (use gestures). If necessary, ask, e.g. *Yes or no? Do we have to sing? Do we have to colour?* There's no need to use the school's language of instruction since learners will construct meaning from your gestures and key words they can identify. Ask learners to show the coloured pencils they'll need. Include an extra one, *Show me a green pencil. Show me a yellow pencil ...*
- If you think it necessary, play a *Hand on* game to check learners remember all the school objects.
- Play the audio and give time for learners to colour the items. After the first three, learners will be asked to use two colours. Check they understand this.
- Check by asking, *What colour's the (schoolbag)?*

4 120 LISTEN AND COLOUR

4 120 LISTEN AND COLOUR

4 120 LISTEN AND COLOUR



green and orange

4 120 LISTEN AND COLOUR

4 120 LISTEN AND COLOUR



sky blue



yellow



red



blue



pink and purple

5 121 LOOK AND LISTEN



22

AUDIO SCRIPT

The pencil is yellow.

The eraser is red.

The pen is blue.

The pencil case is pink and

purple.

The schoolbag is green and orange.

The notebook is sky-blue.

Building confidence activity

Memory game! Have learners concentrate and take a photo of the school objects using their mind's camera. Name the colour(s) for learners to say what it is, e.g. *T: Red. L: Eraser!*

ESI / CSE

Some learners may say that a pink and purple pencil case must belong to a girl because of its colours. Help them become aware that colours are not gender related.

5 121 LOOK AND LISTEN

- Have learners look at the instructions and the picture and elicit from them what to do. Ask them if they remember the problem in the playground. Have them look at the picture and ask them what the problem was. They might want to change their ideas.
- Help learners notice that the circle is a close-up of Tessa a few minutes later.
- Play the audio and go back to the learners' predictions.

6 LOOK AND SAY



2



7 GUESSING GAME



AUDIO SCRIPT

Tessa: What's this?
 Inka: Is it an animal?
 Blip: Is it a monster?
 Stella: No, it isn't. It's a

dinosaur.
 Boy: A dinosaur! A dinosaur!
 Teacher: Yes, yes.

6 LOOK AND SAY

- Focus learners' attention on the icons and on the picture.
- If necessary, revise school objects first since you'll be drawing them.
- Demonstrate with an example. Draw a book in the air. Do it slowly so that everybody can follow, and ask, *What's this?* As learners answer, say Yes or No.
- Go over the rules for games. You can make this more challenging by drawing very quickly.

Intercultural awareness

Learners may find it surprising to see the children in the picture sitting quietly at their desks. Some cultures tend to be louder than others, while some may be quieter, which is not a sign of lack of interest but a cultural trait.

7 GUESSING GAME

- Tell learners to look at the instructions and the picture and elicit from them what they need: cut-outs. Tell them to take out the school object cut-outs.

- Demonstrate with one learner. Ask him / her to hold one of his / her cut-outs and not to show it to you, though the rest can see it. Ask him / her, *Is it a book?* Invite the learner to answer Yes or No. If they're ready, ask them to say Yes, it is or No, it isn't. If he / she says No, show you've lost. Do the same with another learner. Give a third example, this time inviting everybody to answer.
- First, ask one learner at a time to come to the front, show his / her cut-out to the rest and ask the question. Invite everybody to answer Yes, it is or No, it isn't. After a while, they can play in small groups.
- Go over the rules for playing games.
- At the end, check they all put their cut-outs away.

Assessment

Start assessing learning. Go to page 30 for suggestions on assessment. Learners should be at guided production level of school objects. Use your flashcards. As you show each, ask, *What's this?* and check if most learners can answer the question.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aims of the lesson

To expose learners to key language through a story.
To practise and integrate language.

Learning objectives

Learners

- can identify toys.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand the concept of 'big' and 'small'.

Key language

big, small

costume, ball, action figure, puzzle, doll, soft toy, notebook

Areas of awareness

Intercultural awareness

Inclusive classrooms

ESI / CSE

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

8 LOOK AND LISTEN

- Ask learners to open their books at page 24 and focus on the instructions and picture for Exercise 8. Ask learners if they think this is the same situation as before, and what they could be talking about. Ask them for clues, e.g. body language, elements in the picture, etc.
- Play the audio and go back to the learners' predictions.
- Ask learners why they think Inka confused a ball with a dinosaur egg. Use gestures.

AUDIO SCRIPT

Blip: What's this?

Tessa: It's a dinosaur.

Blip: Wow. It's big.

Inka: What's that? Is it a dinosaur egg?

Tessa: No, it's small. It's a ball.

Intercultural awareness

Inka confuses an egg with a ball, since most probably he hasn't seen dinosaur eggs before. We all try to understand the world from our own worldview.

9 LISTEN AND CIRCLE

- Have learners look at the instructions and the pictures. Point to the first pair—the schoolbags—and elicit the differences. Learners may say the colour, which is OK. Ask them, *Is this big or small?* (pointing to the blue one). Do the same with the green one. Ask them if they can see the same differences in the other pairs.
- Play the first sentence and check learners circle the correct picture. Play the rest of the audio and check.

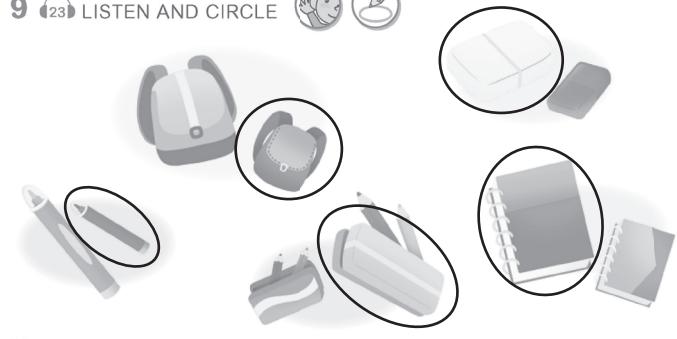
8 LOOK AND LISTEN



9 LISTEN AND CIRCLE



24

AUDIO SCRIPT

My schoolbag is small.

My pencil case is big.

My eraser is big.

My marker is small.

My notebook is big.

Inclusive classrooms

Some children may consider that big school objects are better than small ones. Help them to see how they can hurt others' feelings if they mock them because of the size of their school objects.

Building confidence activity

Mime it! Tell learners to mime big and small with their hands. Have a dry run. You can make this more challenging by naming sequences, e.g. *Big, small, or Big, small, big.*

10 LISTEN AND SHOW

- Before this activity, take out the toy flashcards. Tell learners you're going to test their memory. Remind them of the story, the part in which Inka mistakes a ball for a dinosaur egg. Ask learners, *Inka confused an egg with ... a soft toy?* (showing the soft toy flashcard). *With a puzzle?* (showing the correct flashcard). Do this until you show all the toys.
- Now tell learners to look at the instructions and the pictures. As you name different toys, they have to show them in their books.

10  **LISTEN AND SHOW****11**  **LISTEN AND FOLLOW THE SEQUENCE**

2

AUDIO SCRIPT

A doll.
 A doll and a puzzle.
 A doll, a puzzle, and a costume.
 A doll, a puzzle, a costume, and a ball.
 A doll, a puzzle, a costume, and a ball.

A doll, a puzzle, a costume, a ball, and a soft toy.
 A doll, a puzzle, a costume, a ball, a soft toy, and an action figure.

Building confidence activity

Clap if correct! You need the toy flashcards. Show one of the cards, e.g. the puzzle and say, *Puzzle*. Show learners they have to clap. Show the doll, say, *Doll*, and have learners clap. Show the action figure, say, *Ball*, and instruct learners to remain silent without clapping. Tell learners they have to concentrate and listen carefully.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Note: Send a note to families reminding them that learners need to bring a cut-out or drawing of one of these toys: soft toy, ball, puzzle, action figure, costume, or doll. They can also bring a real toy.

- Play the audio or give the instructions yourself.
- Check learners understand that a soft toy can be any animal, not only a rabbit, and that costumes are all different, not just a superhero's.

AUDIO SCRIPT

Show me a costume.	Show me a puzzle.
Show me a ball.	Show me a doll.
Show me an action figure.	Show me a soft toy.

ESI / CSE

Help learners understand that toys are not gender specific. Any child can play with any toy, and that is absolutely OK.

11  **LISTEN AND FOLLOW THE SEQUENCE**

- Focus learners' attention on the instructions and the pictures.
- Demonstrate by giving a couple of examples. Say, e.g. *ball, puzzle*. Then *ball, puzzle, costume*. Then *ball, puzzle, costume, action figure*. Add one toy every time. Once learners follow the complete sequence—six toys—start again.
- Play the audio or give out the instructions yourself.
- Invite learners to repeat the sequence as they show the different toys.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can name toys, if supported by pictures or gestures.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can recognise familiar words and phrases in short, simple songs or chants.

Key language

Toys

What's this?

Areas of awareness

Intercultural awareness

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

Building confidence activity

Is this ...? You need cut-outs or Internet images of different costumes, soft toys, puzzles, dolls (babies and older, different ethnic groups, a rag doll, etc.), different balls (rugby, tennis, golf, a paper ball, etc.) and action figures. Draw six columns on the board and place a toy flashcard at the top of each. Show one of your pictures and ask, *Is this a (costume)?* Remind learners to answer *Yes, it is* or *No, it isn't*. The purpose of this activity is to enlarge on each of the concepts, so at times, learners may consider that something is not a doll or a ball (as in the case of the rugby ball).

Intercultural awareness

Help learners widen their idea of what a doll is, what a ball is, etc. What may look strange to them may be an everyday concept for somebody else.

12 26 LISTEN AND MIME

- Have learners look at the instructions and the pictures. Ask them what they need to do.
- Agree on ways to mime each of the toys.
- Name different toys and have learners do the miming. After a while, you can name the toys and add the size, e.g. *A big ball. A small puzzle.*
- Play the audio.
- If learners are ready, ask them to give the instructions.

AUDIO SCRIPT

A ball
An action figure
A costume

A puzzle
A soft toy
A doll

12 26 LISTEN AND MIME

 LISTEN AND MIME  



13 LOOK, MATCH, AND SAY



26

Building confidence activity

Guess! You need the toy flashcards and an envelope. Cut a hole in the envelope and place one (or all) of the flashcards inside. Show the side of the envelope with a hole and ask, *What's this?*

13 LOOK, MATCH, AND SAY

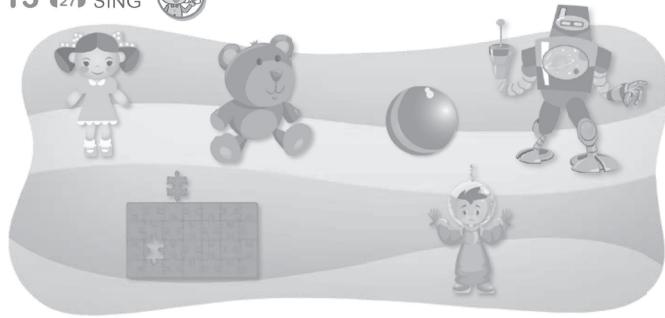
- Tell learners to look at the instructions and the drawings. Draw half a ball on the board and ask, *What's this? Is it complete? OK, this is part number one. Now look in your book, can you find part number two?*
- Show learners they have to match the two parts. Ask them what they need: a pencil.
- Have them match the two parts of the ball. Point to another half and ask, *What's this? Where's the other part?* Once they match the two parts, ask, *Is it a (soft toy)?*
- Have learners complete the activity. Then, check by asking, *What's this?*
- Have learners show one toy to the rest of the class.

14 SHOW AND TELL

- Have learners focus on the instructions and the picture.
- Instruct them to take out the cut-outs or toys they've brought from home.
- Have learners show their toy to the rest, saying what it is. Demonstrate with one toy, *Look! My (soft toy).*

14 SHOW AND TELL

2

**15 (27) SING**

27

SONG**BIG AND SMALL TOYS RAP**

Tessa: My doll is small.

Stella: My soft toy is big.

Tessa: My ball is small.

Blip: My action figure is big.

Inka: My puzzle is small.

Blip: My costume is big ...

Blip: Oh no! Oh no!

Blip: My costume is too big!

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

15 (27) SING

- Have learners read the instructions and ask them what they have to do: sing!
- Ask a few learners about their toys and add the question *Is it big or small?* Summarize by saying, (María's) (soft toy) is (big) and ask all learners to show you the adjective *big* (separating their hands out) or *small* (bringing their hands close together).
- Have learners focus on the pictures, and ask them what the song may be about.
- Play the audio and go back to their predictions.
- Play the song again and have learners point to the toys as they are mentioned, following the picture lyrics with their fingers. Ask learners to name the character at the end of the song. Using facial expressions ask, *Is Blip happy or sad? Why?* (Blip is sad because his costume is too big).
- Play the song once again and pause after each line to ask, *Whose (doll) is (small)?* and check if learners can recognize which character is singing.
- Sing along together, doing the actions for *big* and *small*.
- Have learners create their own version of the song in groups of four, each one singing a line: *My (toy) is ... (big / small).*

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can follow an illustrated story.
- can understand a few basic words and phrases in a story that is read aloud to them.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can name a few basic words (school objects, toys, and colours), if supported by pictures or realia.

Key language

Colours

What's this?

Toys

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

16 28 LOOK AND LISTEN

- Follow the suggestions in this Teacher's Book to work on stories.
- Ask learners to look at the picture and ask them, e.g. *Who's this?* (pointing to the teacher) *And who's this?* (pointing to Blip). Give them options if they cannot answer, e.g. *Inka or the teacher? Blip or Tessa?* There's no need to use the school's language of instruction since learners will be able to follow you. Focus their attention on the teacher's expression: *Is he happy? Why?* Encourage learners to predict.
- Play the audio and go back to the learners' predictions.

AUDIO SCRIPT

Teacher: What's this?

Blip: A rainbow. Red, orange, yellow, green, blue!

Teacher: Beautiful! What's

this?

Blip: It's a big dinosaur.

Teacher: Good job, Blip!

Building confidence activity

Act out. Invite learners to act out the first or second part of the story. Follow the procedure suggested in the Introduction. Learners can use their character cut-outs.

17 29 LISTEN, MATCH, AND COLOUR

- Read out the instructions and have learners follow you. Elicit what they have to do.
- Ask them what they need for the activity: a pencil to do the matching and coloured pencils.
- Give them time to get the materials, and when they're all ready, start the activity. Help them notice there are six toys

16 28 LOOK AND LISTEN

LOOK AND LISTEN



28

and four characters, so this is not a one-to-one matching activity.

- Before playing the audio, decide if learners will colour the drawings completely or if they only need to colour a very small part and complete it later on.
- Play the first part, and ask learners, *Who's speaking? Stella or Tessa?* Play it again for learners to match the character to the toy and colour it (a part or the whole toy). Do the same with the other characters.

AUDIO SCRIPT

Stella: My soft toy is purple.

Inka: My puzzle is red.

Blip: My costume is pink, and

my action figure is green.

Tessa: My ball is blue, and my

doll is yellow.

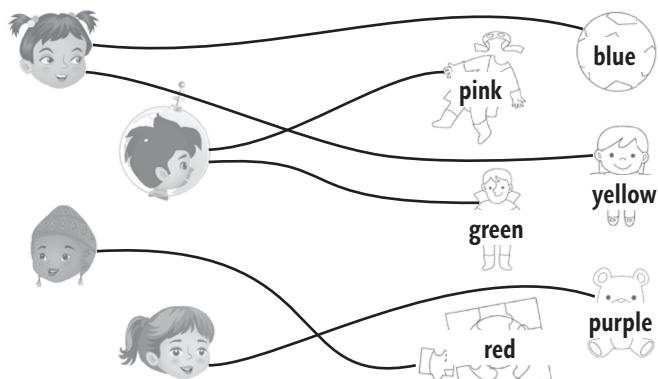
18 MY FAVOURITE TOYS

- Tell learners to focus on the instructions. You can use the instruction flashcards and ask learners as you show four or five different cards, e.g. *Do you have to draw? Do you have to listen?* Use gestures.
- Once they understand they have to draw, ask them what they need: a pencil. Depending on the time you have left, let learners colour the objects in class or at home.
- Place the toy flashcards on the board. As you place them, have learners say what they are. This will help them revise all the toys before they draw their favourite ones.
- When learners finish, invite them to show their drawings to the rest and say what they are, e.g. *My doll.*

17  LISTEN, MATCH, AND COLOUR



2



18 MY FAVOURITE TOYS



29

Assessment

Work on assessment. For assessment activities for Unit 2, go to page 118 in this Teacher's Book.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aims of the lesson

- To design a puzzle for a classmate to build without them seeing a picture of it.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can name a few toys, if supported by pictures or realia.
- can describe a toy with guidance.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

STEAM AREAS:

Technology, Engineering, and Arts

SKILLS:

Drawing, designing, problem solving, logical thinking, creative thinking, spatial awareness, photography

MATERIALS:

- A variety of jigsaw puzzle types
- Sheets of white paper (of the size of the frame on page 31)
- Scissors and glue
- Pencils
- Smartphone or tablet
- Envelopes (one for each learner)

Explore:

- Display a variety of jigsaw puzzles around the room for learners to play and complete in groups. Explore line styles and patterns of the different puzzle pieces (classic ribbon-cut puzzles, random-cut puzzles, squared-cut puzzles, etc.).
- Explain that the challenge involves designing a puzzle for a classmate to put together, except they won't be able to see the final picture as a guide.

Plan:

- Ask learners to show you which type of puzzle they would like to make and think about the design: will they use wavy or straight lines? How many pieces will their puzzle have? The only rule is that there can't be more than 10 pieces.
- Page 30. Learners plan their puzzle pattern by drawing the type of lines and the number of puzzle pieces in the space provided. This is the moment to revise their plan and to adjust if necessary.

Create:

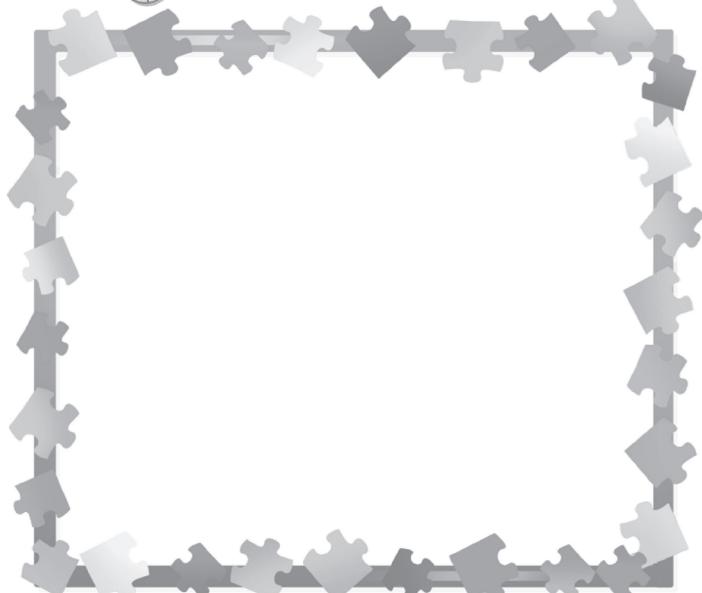
- Hand out white paper for learners to draw a toy. Explain that the drawings need to be big and colourful.

STEAM CHALLENGE

DESIGN AND MAKE A PUZZLE



1 PLAN



30 Language focus: puzzle

- Once the drawing is ready, learners mark the patterned lines on their drawing with a pencil.
- Learners take a photograph of their completed puzzle (remind them to hold the device steadily).
- Learners cut their puzzle into pieces and write their name on the back of each piece. They place them in an envelope with their name on it.

Make:

- Learners swap envelopes and challenge their classmates to build their puzzles without seeing a picture of it. If it is getting hard, they can have a peek at the photograph, though.
- Page 31. Learners stick their own puzzles in their book.

Reflect:

- Ask, *Was it difficult to put a puzzle together without seeing a picture of it? Did you need to look at the picture to help you?*
- Invite learners to present their puzzles to the rest of the class and say, *My (doll) is (big / small / purple, etc).*

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

2 MAKE



Language focus: *puzzle, My (toy) is ... big / small, (colours)*

31

UNIT OVERVIEW

Vocabulary

1–6

dinosaur

big, small

birthday, cake, hat, balloon, candle

Grammar (answers to ...)

How old are you?

How many ...?

Plurals

Communication

How are you? Fine, and you? Fine!

I'm ...

My favourite ...

Recognition

Classroom language

Routines

happy, tired, OK

sunny, cloudy, rainy

angry, sad

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

STEAM challenge: Science and Maths

Make balloon rockets

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can recognise numbers 1–6.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand plurals.

Key language

one, two, three, four, five, six

Hello, how are you?

Fine, and you?

Fine!

Areas of awareness

Social awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

1  LOOK AND LISTEN

32

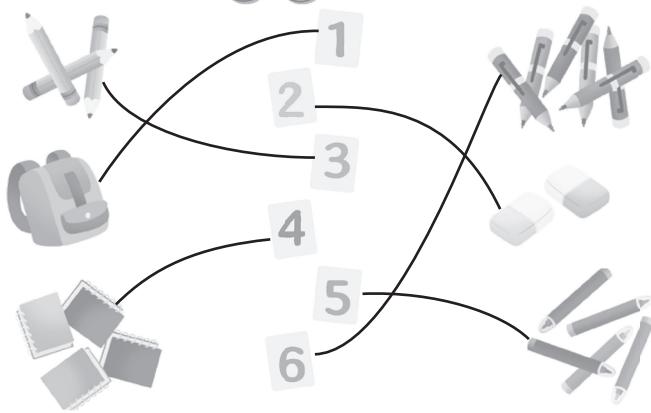
1  LOOK AND LISTEN

Possible lead-ins:

- Tell learners an anecdote about finding something in the sandbox in the playground, on the beach, in a park.
- Follow the suggestions on page 13 in this Teacher's Book to tell stories.
- If learners are using their books, tell them to open them at page 32. Point to the playground and ask them what is going on. Point to Tessa's mum and the other explorers and tell learners, *Look, Tessa's mum and explorers. Is there a problem?* Use gestures and facial expressions so that learners can follow without translation. Point to the small panel and ask learners, *Is the teacher OK? Happy? Angry?* Ask learners to think of possible reasons for the explorers being there and for the teacher feeling confused.
- Play the audio. Point to the different panels and check that the learners are following. Go back to their predictions. You can tell learners that this cannot happen in the school's playground, and show relief.

Social awareness

Point out to children how Tessa's mum and the teacher greet each other. Ask them how they answer when people ask them *How are you?* Let them know that in some cultures, one is expected to answer *Fine!* even though you may not be fine. This is a communicative practice, a kind of set expression. You can tell them to ask at home how adults answer in their home language.

2 LOOK AND MATCH**3** (31) LISTEN AND HAND ON**AUDIO SCRIPT**

Tessa's mother: Hello, Mr Peters!
 Teacher: Hello, Ms Jones! How are you?
 Tessa's mother: Fine, and you?
 Teacher: I'm fine.
 Tessa's mother: Show me the dinosaur, please.
 Teacher: A dinosaur?
 Tessa: Come here, Mum.
 Tessa: How old is the

dinosaur?
 Inka: Four?
 Tessa's mother: No! Millions of years old. Good job, children!
 Good job, Mr Peters!
 Children + Blip: Hurray!
 Teacher: Thaaaaank you. Errr, is it real?
 Tessa's mother: Yes, it is. Very real. Come, children!

2 LOOK AND MATCH

- Before this activity, take out the number flashcards: 1–6. Ask learners to close their books. Ask them, *Children in the playground, how many? One?* (showing the correct flashcard). *Two? Three? Four? Five? Six?* *How many adults? One? Two? Three? Four? Five? Six?* Have learners open their books at page 32 and check. Count with them.
- Now tell learners to focus on the icons for Exercise 2. Use gestures as you say the instructions, *Look and match*. Use the instruction flashcards. Place them on the board and point to them as you give the instructions. Ask learners to mime what they have to do, i.e. look and match.
- Elicit from learners what they need: a pencil.
- Demonstrate with two examples on the board. Draw three pencil cases and two books, and write numbers 2 and 3 away from the drawings. Show how you count the books

in a loud voice. Match the books to number 2. Do the same with the other drawings.

- Allot a couple of minutes for learners to do the matching, then check.

Building confidence activity

Yes or no? Tell learners to check by looking at the matches in Exercise 2. Say, e.g. *Three pencils*. It's correct, so learners have to say *Yes!* Then, say, *Three erasers*. It's not correct, so learners say *No!* If necessary, have a dry run and then play.

3 (31) LISTEN AND HAND ON

- Ask learners to focus on the icons. Place three instruction flashcards on the board, the two you need and an extra one. Appoint one learner to come to the front and choose the flashcard you name, *Listen*. Then, appoint a second one and say, *Hand on* for this learner to place the correct flashcard next to the first one. Check everybody knows what to do.
- Check for suggestions for listening exercises on page 15 in this Teacher's Book.
- After a while, some learners may be ready to give the instructions.

AUDIO SCRIPT

Hand on one.
 Hand on three.
 Hand on six.

Hand on two.
 Hand on four.
 Hand on five.

Building confidence activity

Show me ... Tell learners to take out their number cut-outs, 1 to 6. Name the numbers, one by one. As you name them, learners have to show the right cut-out. Tell them to place the cards on their desks so that they can see all of them. Challenge learners to hold up the right cut-out without counting from one, i.e. *one, two, three* if you have asked for number three.

Lesson closing

Before saying goodbye, go over the suggested steps on page 13 in this Teacher's Book.

Aims of the lesson

- To practise and integrate language.
- To expose learners to key language through a story.

Learning objectives

Learners

- can identify numbers 1–6.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand colours.
- can understand toys.
- can answer *How many ...?*
- can understand *How old ...?* questions.

Key language

1–6

How old are you?

Areas of awareness

Language awareness

Social awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

Building confidence activity

Show me ... This time, learners have to listen and show the number they hear with their hands. They can use their two hands for numbers 2–5 if they want to, or if they find it easier, e.g. two fingers on each hand to show number four. After a while, they can give the instructions.

4 LOOK AND SAY

- Ask learners to open their books at page 34. Write 34 on the board and check everybody's book is open at the right page.
- Focus learners' attention on the instructions. Demonstrate with two examples: show a number flashcard and say the same number. Learners respond by saying the number. If the number you say does not correspond with the number flashcard you show, learners shouldn't say anything.
- Learners can give the instructions using their cut-outs. They can also play in groups.

5 32 COUNT AND SAY

- Have learners look at the instructions and the picture, and elicit from them what to do.
- Elicit how they can check they aren't counting the same item twice. Accept all their ideas.
- Give them time to write the numbers. Elicit whether it's better to use a pencil or a marker.
- Play the audio and check their answers.

4 LOOK AND SAY

4 LOOK AND SAY



5 32 COUNT AND SAY

5 32 COUNT AND SAY



6
3
2
1
5
4

34

AUDIO SCRIPT

How many balls?
How many puzzles?
How many costumes?

How many dolls?
How many action figures?
How many soft toys?

Language awareness

Learners have been using plural forms without any problem. Show one (pencil) and say, *One ...* (use gestures and facial expressions to elicit pencil). Show two (pencils) and say, *Two ...* Do the same with *doll* and some other item.

Building confidence activity

To revise colours, do a *hand on* activity using the colour splotches in Exercise 6.

6 33 LISTEN AND NUMBER

- Focus learners' attention on the icons and the pictures.
- Elicit what they need: a pencil.
- Remind them of the rules for listening activities.
- Play number one to show them how to go about the activity: as they hear the colour, they should either put a finger on it or put the tip of the pencil in the square.
- Place the colour flashcards on the board and play the audio again to check.

6 LISTEN AND NUMBER

3



7 LOOK AND LISTEN



35

AUDIO SCRIPT

Green, number one.
Sky-blue, number two.
Yellow, number three.

Pink, number four.
Red, number five.
Blue, number six.

Building confidence activity

Memory game. Ask learners to take a photo with their mind's smartphone and close their books. Ask, *What colour is number (three)?*

7 LOOK AND LISTEN

- Tell learners to look at the instructions and the picture.
- Point to Stella and show learners she has something in her hand. Ask, *Is it big or small?* Elicit from them what it may be.
- Play the audio and go back to their predictions.

AUDIO SCRIPT

Stella: Here you are! It's my birthday!

Blip: Thank you, Stella. How old are you?

Stella: I'm six. How old are you, Blip?

Blip: 3 million years old.
Stella: 3 million? Wow!

Social awareness

Ask learners when it's correct to ask a person's age. This will depend on their culture. Some cultures consider you should not ask an adult how old he / she is. In some others, this will pose no problem.

Assessment

Start assessing learning. Go to page 30 for suggestions on assessment. Some learners may be at guided production level of numbers. Use your flashcards or your fingers. As you show each, ask, *How many?* and check if most learners can answer the question.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aims of the lesson

- To expose learners to key language through a story.
- To practise and integrate language.

Learning objectives

Learners

- can use numbers 1–6.
- can act out a dialogue.
- can understand birthday vocabulary.

Key language

How old are you?

How are you?

Fine, and you?

Fine, thanks.

candle, cake, balloons, party hat

Areas of awareness

Intercultural awareness

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

8 35 LISTEN AND COMPLETE

- Remind learners of the situation in the playground (Stella gives Blip an invitation to her birthday party). Ask learners, *How old is Stella? Two? Four? Six? Yes, she's six. And Blip? How old is Blip? Six? Or three million years old?*
- Ask learners to open their books at page 36 and focus on the instructions and chart for Exercise 8. Ask learners what information they think they will get. Give them options, *Information about colours? Information about school objects? Information about birthdays?*
- Play the first exchange of the audio and go back to the learners' predictions. Show them where they keep a record of that information.
- Play the rest of the audio as learners complete the chart and check.

AUDIO SCRIPT

Teacher: How old are you, Stella?
Stella: Six.
Teacher: How old are you, Inka?
Inka: Five.
Teacher: How old are you, Tessa?
Tessa: Five.

Teacher: How old are you, Max?
Boy: Six.
Teacher: How old are you, Linda?
Girl: Three.
Teacher: Three?
Girl: No, five.

Building confidence activity

How old ...? Ask learners how old each of the children in the chart is. In the case of the last girl and the boy above her, ask them, *What's her / his name?* as you point to each. Then, ask, *How old is (Inka)?*

8 35 LISTEN AND COMPLETE



	6
	5
	5
	6
	5

9 36 LISTEN AND ACT OUT



36

9 36 LISTEN AND ACT OUT

- Have learners look at the instructions and the picture. Elicit what they have to do.
- Play the first exchange and instruct learners to repeat, imitating the characters as much as they can.
- Once they know the lines, ask learners to say them together with the audio. You will find suggestions for Act Out activities on page 19 in this Teacher's Book.
- You can use a microphone. If you don't have one, you can make one with a toilet paper or kitchen paper tube and a ball covered in aluminium foil.

AUDIO SCRIPT

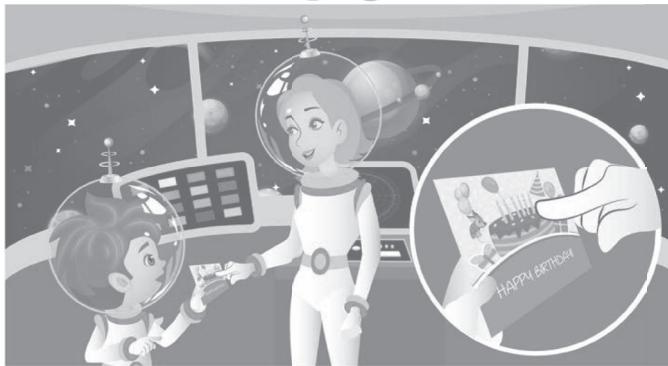
Teacher: Hello, how are you?
Boy: Fine, and you?
Teacher: Fine. How old are you?
Boy: Five.
Teacher: Thank you.

10 37 LOOK AND LISTEN

- Have learners focus on the instructions and the pictures. Point to Blip's mum and ask learners, *Who's this?* as you point to her. *Is she a teacher?* When learners answer, follow the conversation saying, *Yes, Blip's mum. What's this?* pointing to the invitation. *Invitation to whose party?* *Inka's?* Learners will probably say Stella. Do not correct them since the focus here is meaning.
- Show that Blip's mum is pointing to the candles. Elicit why.

10  **LOOK AND LISTEN**  

3

**11** **LISTEN AND MIME**  

37

Building confidence activity

Stand up! Tell learners to take out their party cut-outs. Let each of them choose one, which they have to hold up. As you name different party elements, those holding that cut-out have to stand up. After a couple of rounds, name two and even three elements.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

- Play the audio and go back to the learners' predictions.

AUDIO SCRIPT

Blip: A birthday party! Party hats! And balloons!

Blip's mother: Great, Blip!

Look! The birthday cake is small.

Blip: Right.

Blip's mother: How many candles?

Blip: One, two, three, four, five, and six. Wow. Not many.

Intercultural awareness

Cultures celebrate birthdays following their own traditions. To some learners, an invitation may be alien, as may be the idea of blowing out candles, balloons, party hats, and some other features. Invite children to tell everybody about the way they celebrate their birthdays.

11 LISTEN AND MIME

- Focus learners' attention on the instructions and the picture.
- Agree with learners on a way to mime each of the birthday words: *cake, party hat, balloons, candle*.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can name party elements, if supported by pictures or gestures.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can recognise familiar words and phrases in short, simple songs or chants.
- can follow instructions to colour, make, or do something.

Key language

Colours

I'm (six).

My favourite number's ...

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

Building confidence activity

Run to ... Tell learners to take out their party cut-outs and place them on their desks, as wide apart as they can. Instruct them to run to the candles, to the party hats, etc., using their hands.

12 38 LISTEN AND COLOUR

- Have learners look at the instructions and the pictures. Ask them what they have to do and what they need: coloured pencils. You can do a *Show me* activity so that they take out all the colours they'll need.
- Play the audio. Depending on the time you allot to this activity, ask them to draw a line with the correct colour so that they complete the activity at home.
- To check, ask *What colour are the cakes? What colour are ...?*

AUDIO SCRIPT

The birthday cakes are orange and red.
The hats are pink and sky-blue.

The candles are red and green.
The balloons are purple and yellow.

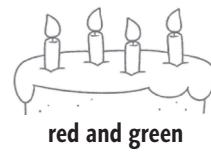
13 LOOK AND SAY

- Tell learners to look at the instructions and the drawings.
- Show learners they have to look at the puzzle pieces and say what they can see.
- Go over the rules for speaking activities.

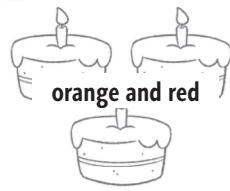
12 38 LISTEN AND COLOUR



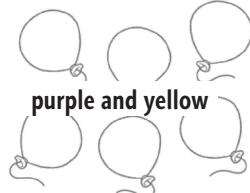
LISTEN AND COLOUR



red and green



orange and red

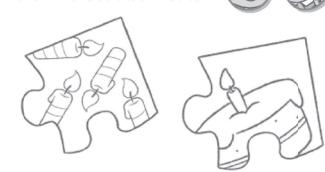


purple and yellow



pink and sky blue

13 LOOK AND SAY



38

Building confidence activity

Guess! Learners make incomplete drawings of party elements. They hold up their drawings and ask, *What's this?* After you demonstrate the activity with a couple of examples, learners can play in groups.

14 SHOW AND TELL

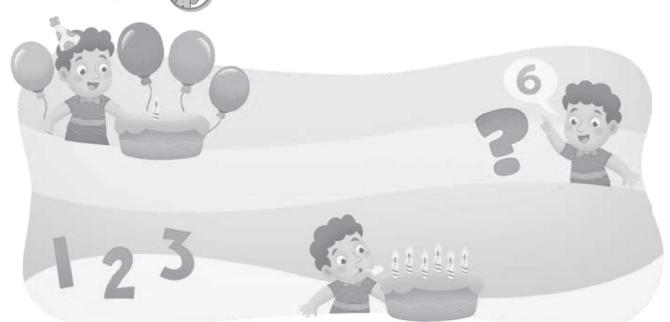
- Have learners focus on the instructions and the picture.
- Give one example yourself. Draw a speech bubble on the board with the face of a boy or girl, a number, a ☺, and another number. Tell learners, *I'm (Alex). I'm (six). My favourite number's (two).*
- Before the activity, ask different learners, *What's your favourite number?*
- Let learners rehearse what they have to say and then invite them to speak to the rest.

15 39 SING

- Have learners read the instructions and ask them what they have to do: sing!
- Have learners look at the picture lyrics and circle the numbers they can see. Practise saying the numbers and holding up that number of fingers.
- Direct learners' attention to the last image and ask them what they think it is showing (blowing candles out). Ask

14 SHOW AND TELL

3

**15****SING**

39

them to show three fingers and imagine they are candles. Encourage them to *blow their 'candles' out* by taking in a deep breath and then blowing them out one at a time (bringing their fingers down one at a time).

- Play the audio. Ask learners to listen carefully and hold up the number of fingers that corresponds to the numbers when they hear them.
- Sing along.
- Explain to learners that what they did before is a calming down technique called 'Blow out the candles'. Use it regularly to help learners calm down when they need to: decide on a number all together, bring up your fingers while counting, take a deep breath, say *Blow your candles out!* and blow them out (bring them down as you blow on each finger).

SONG**TODAY IS YOUR BIRTHDAY**

Today is your birthday,
Have a happy day,
With a cake and balloons,
How old are you today?

I'm 6!
Yeah!
1, 2, 3
Blow your candles out!

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

17 LOOK AT THE STORY AND COLOUR. ANSWER



3



green, orange, blue and red

18 MY FAVOURITE NUMBERS



0 5 2 3 4 8 1 8 6 5 1 2 0 7 9 8 3 4 8 7
6 2 9 4 5 2
7 9 8 3 4 8 6 5 2 3 4 8 1 8 6 5 1 2 7 0

41

- When learners finish, invite them to show their drawings to the rest and say what they are, e.g. *My favourite number(s).*

Assessment

Work on assessment. For assessment activities for Unit 3, go to page 120 in this Teacher's Book.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aims of the lesson

- To explore the physics of motion by experimenting with balloon rockets.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can name numbers, if supported by pictures or realia.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

STEAM AREAS:

Science and Maths

SKILLS:

Predicting, problem solving, counting, critical thinking, logical thinking, teamwork, understanding force and direction

MATERIALS:

- String
- Balloons
- Straws
- Sellotape
- 2 chairs

Contextualise:

- Tell learners that you are going to play a birthday party game called *Balloon Rockets*.

Prepare:

- Place two chairs, one at each end of the classroom or playground. Encourage learners to count with you to determine how many steps apart you will place the chairs (no more than 10 steps). Tie one end of the string to one of the chairs. Thread the other end of the string through a straw and tie it to the other chair, keeping it tight. Cut two pieces of tape to place over the straw.

Understand direction:

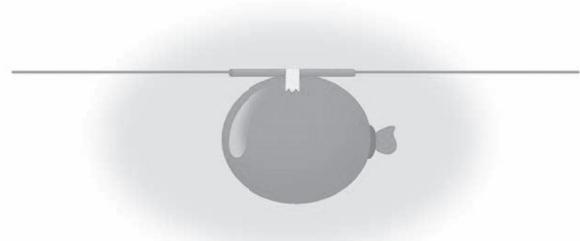
- Blow up a balloon so that it is medium-sized and pinch the end. Count to three and let it go flying in the air.
- Explain that you will be sticking the balloon to the straw and ask learners what they think will happen (the balloon will move along the path of the string).
- Move the straw to the middle of the string, blow up the balloon, and stick it to the straw. Before you let it go, ask learners which way they think the balloon will travel (left or right). Try it out. Count how many steps it has travelled. Next, stick it facing the opposite direction so that it travels the other way. Count the steps.

STEAM CHALLENGE

MAKE BALLOON ROCKETS



1 DRAW



42 Language focus: *balloon*

- Page 42. Learners draw an arrow to show what way the balloon will travel (left).

Draw and think:

- Page 43. Demonstrate on the board. Draw a chair, count how many steps have been left, and then draw another chair. Explain that each square on the page equals one step. Draw a line from one chair to the other. Learners draw their sketch.
- Assign teams to decide whether they want to explore with a small or big balloon and to predict how many steps they think it will travel. Learners draw their balloon on their graph and colour in the number of steps.

Explore:

- Ask each team in turn if they decided to use a big or small balloon and how many steps they have coloured in. Blow up the balloon either big or small, stick it to the straw, and select a volunteer to let go on the count of three.
- Count the number of steps. Learners record the result on the graph by drawing their balloon at the point it stopped, using a different coloured pencil.

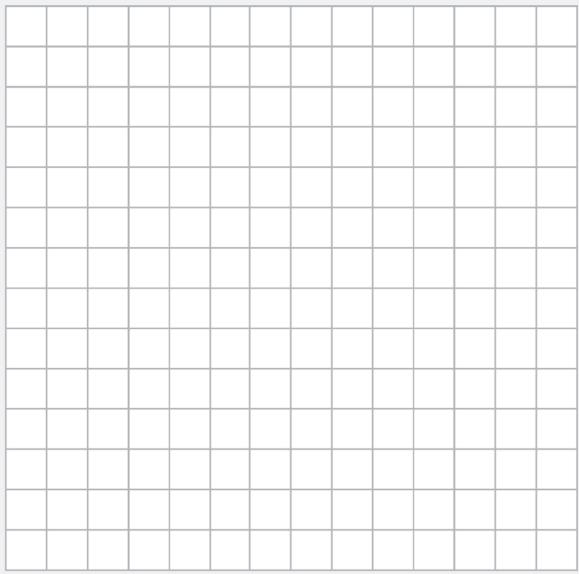
Extension:

- If possible, create two or more string paths of the same length to conduct a balloon race.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

2 DRAW AND THINK

Language focus: *balloon, big / small (counting 1-10)*

OVERVIEW

Vocabulary

1–6

Birthday vocabulary

Communication

Happy birthday, (Juan)!

My turn! Your turn!

Recognition

Classroom language

Routines

happy, tired, OK

sunny, cloudy, rainy

angry, sad

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

PROJECT TIME 1: A BIRTHDAY PARTY

Aim of the lesson

To integrate language.

Learning objectives

Learners

- can use numbers 1–6.
- can follow instructions to make, do, or colour something.

Key language

one, two, three, four, five, six

Areas of awareness

Intercultural awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

1 PARTY INVITATIONS

- Ask learners to open their books at page 44 and say the name of the section as you point to it. Explain that when it's Project Time, they'll make something.
- Ask them to look at the pictures and ask them what the project may be about. Give options if necessary, e.g. *Toys*?
- Point to the first exercise and the picture and ask them, *What are we going to make? A cake or invitations?* For the second picture, ask *Then, what are we going to make? Decorations?* For the third one, tell them, *We're going to make a present.* Finally, tell them *We'll sing and celebrate.*
- Copy the layout of the invitation on the board. If one of the learners has his / her birthday in this month, use his / her name. You can celebrate the birthdays so far.
- Complete the first line with the date of the celebration, e.g. *MONDAY 27.* Check with the classroom teacher if

PROJECT TIME 1

A BIRTHDAY PARTY

1 PARTY INVITATIONS



2 PARTY DECORATIONS



3 A PRESENT



4 CELEBRATE



44

learners are used to using block capitals or not. You can also use numbers, e.g. 27 / 7 (or the date format you are used to). Complete the second line with the time the birthday party will begin, e.g. 2 p.m.

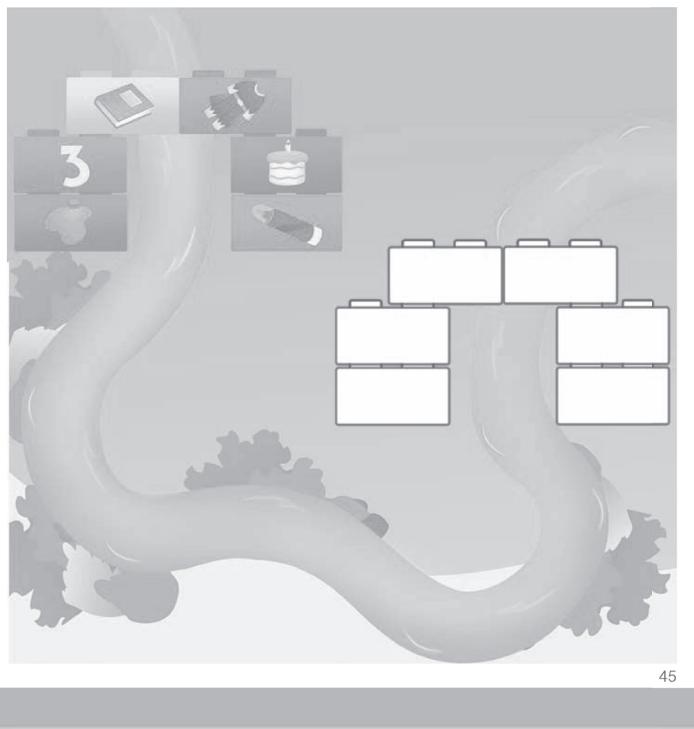
- Write the birthday boy's or girl's name below the lines. If you're celebrating more than one birthday, you can write different invitations. Learners can write in their books.
- Send the invitations to families. Check with the classroom teacher what you need to do.
- In the case of the birthday boy or girl, inform families if they're expected to bring a cake.

Intercultural awareness

Some children may be used to celebrating birthday parties though others may not. If it is most learners' tradition, tell everybody this is why you're going to celebrate together as it's a moment of joy.

2 PARTY DECORATIONS

- Learners are going to make party hats and decorate balloons. For balloons, they need a marker to draw a face or any shape they like. To make hats, use the template on page 136 in this Teacher's Book. Invite learners to decorate their hats in different ways.
- Once the hats are ready, you can take photos and upload them onto the school's blog.



3 A PRESENT

- Tell learners everybody's going to contribute to make a present for the birthday boy or girl. On a sheet of paper, each learner can write their name and print their fingerprint next to it. To do so, they can use tempera, which is washable.
- Once the poster's ready, take a photo and upload it together with the photo of the party hats.

Intercultural awareness

In some cultures, the birthday boy or girl receives presents from friends and family. In some others, the birthday boy or girl gives out presents to family and friends. Invite learners to share their traditions with the rest.

4 CELEBRATE

- Discuss the rules with learners.
- Take photos. You can create a birthday album with photos of the backstage and the celebration.

Lesson closing

Before saying goodbye, go over the suggested steps on page 13 in this Teacher's Book.

BREAK TIME 1: BOARD GAME

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can use numbers 1–6.
- can name a few basic nouns and colours.

Key language

1–6

Toys

School objects

Colours

Birthday vocabulary

Areas of awareness

Social awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

- Ask learners to open their books at page 45 and say the name of the section as you point to it. Explain that when it's break time, they'll play a board game. You can name a couple of well-known board games that learners play.
- Draw a sketch of the board game on the board. Draw rectangles or any other shape for the puzzle pieces. Tell learners the purpose is to go from one side of the river to the other, for which they need to build a bridge.
- Use the flashcards or draw something in each of the rectangles, one element from each category, i.e. numbers, colours, school objects, birthday vocabulary, and toys. One category is repeated.
- Demonstrate by playing. It's a collaborative game, so everybody will contribute. When a learner names one of the elements on the board, colour the shape on the bridge. Do this until the six 'bricks' are coloured. This means the bridge is complete and you can cross to the other side of the river.
- Remind learners of the rules for playing games.
- Challenge them to play a second round, this time changing the objects in the 'bricks'.

Social awareness

In this game, everybody wins and everybody's contribution is necessary and valuable.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

UNIT OVERVIEW

Vocabulary

7–10

monkey, crocodile, elephant, cat, dog, bird, lion, spider
arm, leg, head

Grammar (answers to ...)

What colour is / are ...?

Communication

Be silent, please!

Please, don't shout.

Recognition

Classroom language

Routines

happy, tired, OK

sunny, cloudy, rainy

angry, sad

hot, cold

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

STEAM challenge: Science, Technology, and Engineering

Make a shadow tube

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can understand numbers 7–10.
- can identify a few animals.
- can follow short, basic classroom instructions, if supported by pictures or gestures.

Key language

monkey, crocodile, cat, dog, bird, lion

Be silent, please!

Please, don't shout.

Areas of awareness

Social awareness

ESI / CSE

Cognitive awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

1 41 LOOK AND LISTEN

Possible lead-ins:

- Tell learners about a school excursion or outing that you

1 41 LOOK AND LISTEN



46



found exciting. You can also ask them about excursions they've gone on with their classmates.

- Follow the suggestions on page 13 in this Teacher's Book to tell stories.
- If learners are using their books, tell them to open them at page 46. Point to the small panel and ask them where the children are. Give them options, e.g. *Is this a cinema? A plane?* (use gesture). Point to the drawings and ask learners what they are, *Look! Is this an animal or a person? And this? And this?* (pointing to each). *What is the connection between this picture and this one?* (point to the two panels).
- Play the audio. Point to the different panels and check that the learners are following. At the end, go back to their predictions. Ask learners if they would like to go on a spaceship.

Social awareness

Help learners to become aware of how you can show politeness when giving orders to do or not to do something.

AUDIO SCRIPT

Teacher: Now children, be silent and sit down, please!

Children: Yes, Mr Peters!

Blip's father: Ready?

Children: Yes!

Blip's mother: Five, six, seven,

eight, nine, ten!

Children: Ahhhhh!

Teacher: Please, don't shout, children! Ahhh!

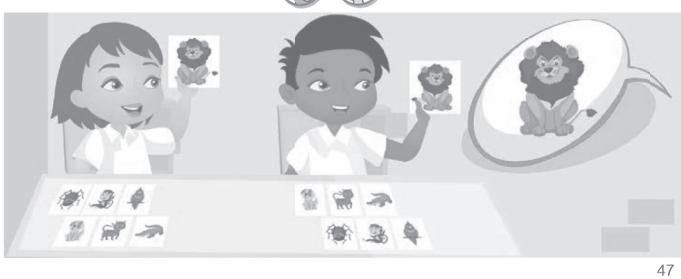
Blip: Are you OK, Mr Peters?

Teacher: Yeeeeees.

2 42 LISTEN AND TAKE A PHOTO



3 43 LISTEN AND SHOW



Tessa: Look! A bird!

Inka: A dog.

Stella: What's that? Is it a

monkey?

Teacher: Yes, it is.

Inka: Look! A crocodile! Wow.

Blip: A crocodile? It's my pet.

ESI / CSE

In some cultures, it's common to consider that fear is a sign of weakness, in particular for boys and men. Reflect with learners on how fear has nothing to do with being weak, and that it is not gender related.

2 42 LISTEN AND TAKE A PHOTO

- Before this activity, take out the animal flashcards: *bird, crocodile, monkey, lion, cat, dog*.
- Now tell learners to focus on the icons for Exercise 2. Use gestures as you say the instructions, *Listen and take a photo*. Use the instruction flashcards. Place them on the board and point to them as you give the instructions. Ask learners to mime what they have to do, i.e. listen and take a photo.
- Demonstrate with two examples. Place the six animal flashcards wide apart on the board and walls. Instruct learners to take a photo of a (bird). Check they mime the action while aiming their 'camera' at the bird flashcard. Check they all follow.
- After a while, name two animals, e.g. *Take a photo of a monkey and a dog*.

AUDIO SCRIPT

Take a photo of a bird.

Take a photo of a crocodile.

Take a photo of a monkey.

Take a photo of a dog.

Take a photo of a cat.

Take a photo of a lion.

Building confidence activity

Listen and mime. Agree with learners on a way to mime each of the animals. Name different animals for learners to mime.

3 43 LISTEN AND SHOW

- Ask learners to focus on the icons. Place three instruction flashcards on the board, the two you need and an extra one. Appoint one learner to come to the front and choose the flashcard you name, *Listen*. Then, appoint a second one and say, *Show* for this learner to place the correct flashcard next to the first one. Check everybody knows what to do.
- Ask learners what they need: their cut-outs. Name the ones they need: *lion, crocodile, bird, dog, cat, monkey*.
- Check for suggestions for listening activities on page 15 in this Teacher's Book.
- After a while, some learners may be ready to give the instructions.

AUDIO SCRIPT

Show me a lion.

Show me a crocodile.

Show me a bird.

Show me a dog.

Show me a cat.

Show me a monkey.

Building confidence activity

Follow the sequence. Learners need their cut-outs. Tell them you'll say sequences of (three) animals, and they have to place them in that order on their desks or tables. Demonstrate with an example: *bird, cat, crocodile*. You can challenge learners to follow longer sequences, e.g. five animals.

Cognitive awareness

Help learners to notice how they can remember the sequences by repeating the words in a low voice.

Cultural background

The Nazca lines are a group of very big geoglyphs. A geoglyph is a large design made on stones or earth. The Nazca lines were made in the soil of the Nazca Desert in southern Peru by the pre-Inca Nazca culture. They were created between 100 B.C. and 600 A.D.

Lesson closing

Before saying goodbye, go over the suggested steps on page 13 in this Teacher's Book.

Aims of the lesson

- To practise and integrate language.
- To expose learners to key language through a story.

Learning objectives

Learners

- can use numbers 7–10.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand colours.
- can understand animals.
- can understand basic descriptive adjectives.
- can follow an illustrated story.

Key language

7–10

Animals

big, small

Areas of awareness

Social awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

Building confidence activity

Hand on ... Instruct learners to take out their cut-outs of animals: *monkey, crocodile, cat, dog, bird, lion*. As you name each animal, learners have to hold up the correct cut-out. Ask them to put them on their desk or table, face up. As you give different instructions, learners have to carry them out, e.g. *Hand on the cat. Hand on the dog*. Check they put the cut-outs away at the end of the activity.

4 LISTEN AND CIRCLE

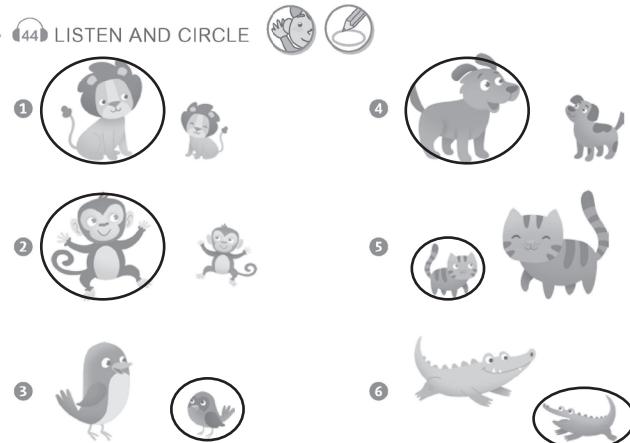
- Ask learners to open their books at page 48. Write 48 on the board and check everybody's book is open at the right page.
- Focus learners' attention on the instructions. Point to the first pair and ask, *What's this? And this?* Elicit the difference, *Is this one big or small? And this one?*
- Elicit what they need for the activity: a pencil or something to draw the circles.
- Before you play the audio, ask learners, *Show me number 2. Now show me number 3. Now number 4.*
- Play the audio and have learners circle the correct animal.
- Check the learners' answers.

AUDIO SCRIPT

Number 1 is a big lion.
Number 2 is a big monkey.
Number 3 is a small bird.

Number 4 is a big dog.
Number 5 is a small cat.
Number 6 is a small crocodile.

4 LISTEN AND CIRCLE



5 LISTEN AND SHOW



Building confidence activity

New instructions. Tell learners they'll record the instructions for the animals which have not been circled. Help them by beginning the statements, *Number one is a ...* Use gestures to elicit *big* and *small* if necessary.

5 LISTEN AND SHOW

- In order to keep the lesson flow, remind learners of the story, more precisely the animals they can see from the spaceship. Remind them of the teacher's feelings as the spaceship was taking off. You can invite them to pull the right face as if they were the teacher as you count, *One, two, three, four, five, six, seven, eight, nine, ten!*
- Have learners look at the instructions and the picture and elicit from them what to do.
- Demonstrate with a couple of examples.
- Once you say a number and learners show it with their hands, invite everybody to count one learner's fingers to check he / she's showing the correct number.

Building confidence activity

Show me ... Tell learners to take out their number cut-outs. As you say different numbers, they have to hold up the correct cut-out.

6 45 LISTEN AND COLOUR

sky-blue 9 pink 7 purple 10 green 8 red 6

7 46 LOOK AND LISTEN



4

7 46 LOOK AND LISTEN

- Tell learners to look at the instructions and the picture.
- Point to the picture and ask learners if they can see any new animals.
- Play the audio and go back to their predictions.

AUDIO SCRIPT

Inka: Look! What's that? A monster?
Tessa: A head and eight legs.
It's a spider!
Teacher: You're right.
Blip: Beautiful!

Stella: Beautiful? No!
Tessa: What's that? Is it a person?
Teacher: Yes. A head, two arms, and two legs.
Blip: That's my favourite.

Social awareness

Point out the fact that Blip finds the spider beautiful, while Stella thinks it's not. It's perfectly OK to have different opinions, but one should be very careful when saying you think differently.

Assessment

Start assessing learning. Go to page 30 for suggestions on assessment. Some learners may be at guided production level of numbers 7–10 and of the animals they've seen, while others may be at recognition level. Check by using your flashcards. As you show each one, ask, *What's this?* and check which learners can answer. For those who cannot, carry out a *Repeat if correct* activity to check if they are at recognition level. Remember to keep a record of this in your assessment form.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

6 45 LISTEN AND COLOUR

- Focus learners' attention on the icons and on the numbers.
- Elicit what they need: coloured pencils. Do a *Show me* activity to revise colours, e.g. *Show me a (green) pencil. Show me a (pink) pencil.*
- Remind them of the rules for listening activities.
- Tell learners you won't go in order from 7 to 10.
- Play the first instruction to show them how to go about the activity: as they hear the number, they should put a finger on it and repeat the instruction in a very low voice so as to remember which coloured pencil to use.
- Check by asking, *What colour's number (seven)?*

AUDIO SCRIPT

Number 8 is green.
Number 6 is red.
Number 7 is pink.

Number 9 is sky-blue.
Number 10 is purple.

Building confidence activity

Memory game. Ask learners to take a photo with their mind's smartphone and to close their books. Then, ask, *What colour is number (eight)?* Alternatively, you can ask, *Which number is (purple)?*

Aims of the lesson

- To expose learners to key language through a story.
- To practise and integrate language.

Learning objectives

Learners

- can use numbers 1–10.
- can identify some body parts.
- can follow an illustrated story.

Key language

arm, leg, head

spider

elephant

Areas of awareness

ESI / CSE

Social awareness

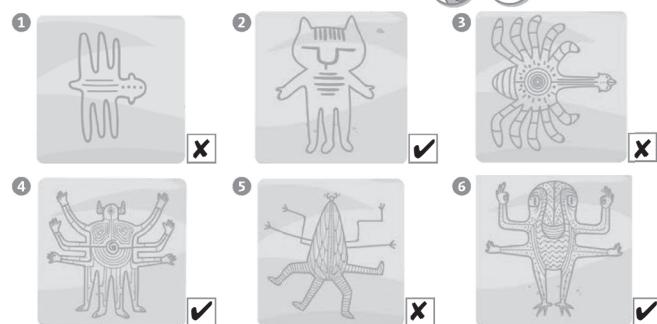
Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

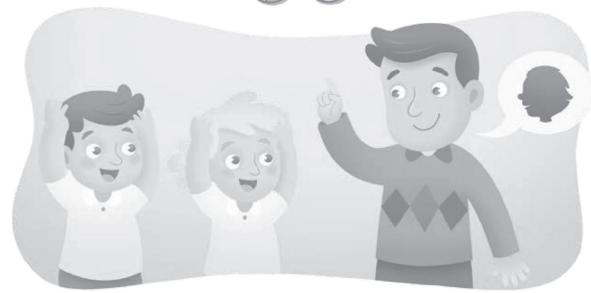
8 47 LISTEN AND TICK (✓) OR CROSS (✗)

- Remind learners of the story. Draw a spider on the board and tell learners, *Look. Eight legs and a head. Is it a monster? Is it Spiderman? Is it a spider?* Draw a human shape, similar to the one in the story, and ask, *Look! Two legs, two arms, one head. Is it a monster? Is it a monkey? Is it a person?*
- Ask learners to open their books at page 50 and focus on the instructions for Exercise 8. Ask them what information they think they will get. Give them options, *Information about colours? Information about legs, arms, and heads?* Point to your arms, legs, and head as you name those body parts.
- Play the first line of the audio and go back to the learners' predictions.
- Draw an animal figure on the board. Describe the figure, e.g. *three arms and a big head* (following the drawing on the board). As you describe each part of the body, count the number of that part in the figure on the board. If the information is correct, then draw a tick. Give another example in which your description does not match the drawing.
- Before playing the audio, elicit what they need: a pencil or pen.
- Remind them it's advisable to repeat the description in a low voice as they check if the information is correct.
- Play number 1 and check. You can play the rest of the audio and check at the end, or after each description.
- To check, ask, *How many (legs)?*

8 47 LISTEN AND TICK (✓) OR CROSS (✗)



9 48 LISTEN AND TOUCH



50

AUDIO SCRIPT

Number 1: six legs and a big head.

Number 2: three legs, two arms, and a big head.

Number 3: eight legs and a small head.

Number 4: four legs, six arms, and a small head.

Number 5: four legs, seven arms, and a big head.

Number 6: two legs, four arms, and a big head.

Building confidence activity

Quickly! Learners need to look at the animal shapes attentively. Demonstrate with an example. Say, *A big head.* Ask, *Number 1? Number 2? Number 3?* and so on. At the end, say, *So, a big head, number 2, 5, and 6.* Check with a second example. Say, *A small head?*

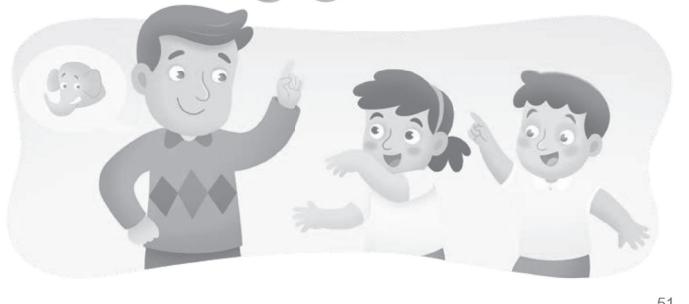
9 48 LISTEN AND TOUCH

- Have learners look at the instructions and the picture. Elicit what they have to do.
- Demonstrate with a couple of examples.
- Remind learners of the rules for listening.
- Tell them that the instructions will become more challenging, i.e. they'll have to touch two parts of their body at the same time.
- You can give further examples.

10 LOOK AND LISTEN



11 LISTEN AND MIME



4

AUDIO SCRIPT

Teacher: OK, children. Ready?
Draw your animals.
Tessa: Look, an elephant.
Stella: A cat.
Inka: A lion.
Teacher: Great job!

Tessa: What's this, Mum?
Tessa's mum: The head!
Blip: Is that a leg?
Tessa: No, it's an arm! Wow.
It's very big!

Social awareness

Show how the children are playing in the sandbox without bothering others and yet, having fun and doing what they have to do. Ask them when they can show this positive behaviour both at school and at home.

Building confidence activity

Yes or no? First, elicit the animals they have seen: cat, lion, dog, bird, crocodile, monkey, spider, and elephant. Tell them you'll describe the animals, and they have to say Yes or No depending on whether the description is correct or not. Demonstrate with two examples, *A monkey. A small head.* Learners have to say *Yes! Here's another one. A lion. Six legs. No!*

Note: animals which can stand on two legs—a monkey, a kangaroo—have two arms and two legs. All the others have legs.

AUDIO SCRIPT

Touch your head.	Touch your head and one arm.
Touch your arms.	Touch one arm and one leg.
Touch your legs.	Touch one leg and your head.

ESI / CSE

Some learners may find it difficult to touch one arm and some other part. Show them it's important to take care of our body, so we should not go to extremes but rather, we should try to find an easy way to carry out the instructions.

Building confidence activity

Flash it! You need the body flashcards. Flash one and ask learners, *Is this a head?*

10 LOOK AND LISTEN

- Have learners focus on the instructions and the pictures. Point to the sandbox and the drawings in the first panel and ask what the children may be doing. Then, point to the second panel and, while pointing to the bones, ask, *What's this?* Focus their attention on Blip's hand and ask what he's pointing to.
- Play the audio and go back to the learners' predictions.

11 LISTEN AND MIME

- Focus learners' attention on the instructions and the picture.
- Agree with learners on a way to mime each of the animals.
- Give instructions and check learners are miming correctly. After a while, they can give the instructions.

Building confidence activity

Stand up! Tell learners to take out their animal cut-outs. Let each of them choose one, which they have to hold up. As you name different animals, those holding that cut-out have to stand up. After a couple of rounds, name two and even three animals.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can name animals, if supported by pictures or gestures.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can recognise familiar words and phrases in short, simple songs or chants.

Key language

Animals

Areas of awareness

Social awareness

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

Building confidence activity

Run to ... Tell learners to take out their animal cut-outs and place them on their desks, as wide apart as they can. Instruct them to run to the elephant, spider, cat, etc., using their hands.

12 LISTEN AND HAND ON

- Ask learners to open their books at page 52. Have them look at the instructions and the picture. Ask them what they have to do.
- Ask two groups of two or three learners to come to the board. Divide the board into two. Place flashcards on one half and make drawings on the other. It can be the complete animal or a salient feature, e.g. the elephant's trunk. You can also divide the eight animal flashcards into two and place four on each half of the board. They won't be the same animals.
- Tell learners you'll name an animal, and they have to put their hand on the right flashcard. The first learner to do so in each group scores a point. The rest of the learners have to check.
- Go over the rules for games.
- Make sure you name animals from the two groups. After a couple of rounds, call other groups to come to the board.
- You can also use the learners' cut-outs so that more groups can participate. You can use the same cards for all the groups, e.g. spider, elephant, monkey, dog, instead of dividing the sets into two.

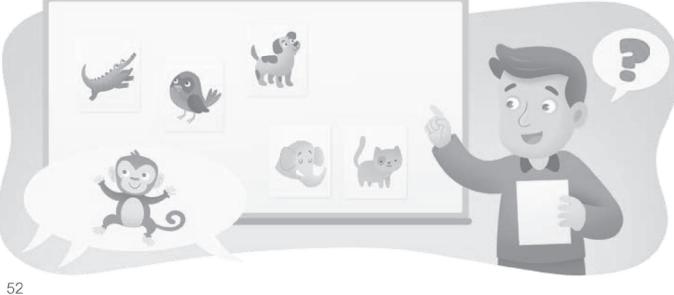
12 LISTEN AND HAND ON



13 LOOK AND SAY



Building confidence activity

What's the animal? Learners need their animal cut-outs. Instruct them to place them on their desks, face up. Mouth an animal, i.e. pretend to say it but with no sound. Learners have to say which animal it is and hold up the correct cut-out.

13 LOOK AND SAY

- Tell learners to look at the instructions and the picture.
- Demonstrate with your flashcards. Place four on the board for learners to see. Ask learners to close their eyes, remove one without learners seeing which one and ask, *What's this?* Repeat, this time using five or six to make it more challenging.
- Go over the rules for speaking activities.
- You can also use four cards, turn them around with learners looking and remove one. This will make the activity more challenging.

14 SHOW AND TELL

- Have learners focus on the instructions and the picture.
- Give one example yourself. Draw a speech bubble on the board with the face of a boy or girl, a ☺, and draw an animal. Tell learners, *Look! My (crocodile).*
- Give learners time to draw an animal they like.

14 SHOW AND TELL

4

**15 50 SING**

53

- Sing along.
- Divide the class in two groups. Have one group say an animal for the other to respond with the sounds from the song. Swap.

SONG**ANIMAL SOUNDS RAP**

Bird, tweet-tweet
 Cat, meow
 Dog, woof woof
 Monkey, ooh-ooh ah-ah
 Lion, ROOARR
 Crocodile, snap
 Spider, Ahhhh!

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

- Place the animal flashcards on the board, asking learners to name each one. This will help them to remember all the animals they know.
- Let learners rehearse what they have to say and then invite them to speak to the rest.

Social awareness

Remind learners how important it is to congratulate others on their work and productions.

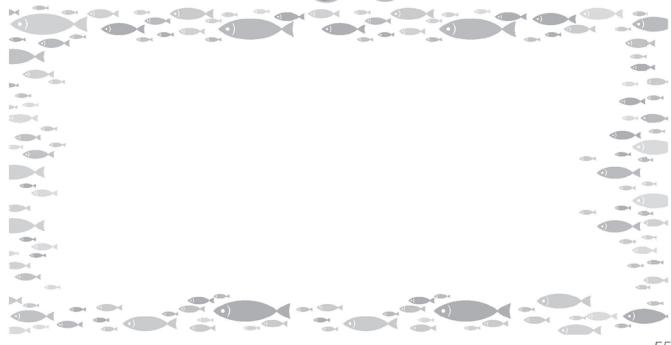
15 50 SING

- Have learners read the instructions and ask them what they have to do: sing!
- Refer learners to the picture lyrics and ask, *What does a (bird) say?* for each animal. Accept different suggestions.
- Next, name the animals in random order for learners to respond with the sound the animal makes. Get faster and faster to challenge them.
- Play the beginning of the song to listen to the birds tweeting and the first line. Ask learners, *Do you like birds?* Point to the spider in the lyrics and ask, *Do you like spiders?* Pull a scared face and say that you don't like spiders. Play the rest of the song.
- The birds tweeting in the middle of the song are intended to help learners to calm back down after the scream and concentrate on the song again. Transmit this feeling to learners.

17 GUESSING GAME



18 MY FAVOURITE ANIMALS



- Place the animal flashcards on the board in random order. As you place them, have learners say the name of the animal.
- When learners finish, invite them to show their drawings to the rest of the class and say what they are, e.g. *My favourite animal(s)*.

Assessment

Work on assessment. For assessment activities for Unit 4, go to page 122 in this Teacher's Book.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Note: Inform families that learners need to bring one toilet roll tube and a torch for the next class.

Aims of the lesson

- To discover the size of shadows by making a homemade projector.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can name numbers, if supported by pictures or realia.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

STEAM AREAS:

Science, Technology, and Engineering

SKILLS:

Planning, problem solving, designing, creative thinking, drawing, understanding shadows

MATERIALS:

- Toilet roll tubes
- Torches
- Thick transparent sellotape
- Black permanent markers
- Dark room

PREPARATION:

- Collect toilet roll tubes.
- Ask learners to bring a torch.

Explain:

- Tell learners that you are going to make animal drawings that you will project onto the wall. Explain that they will each make a projector or shadow tube, but first they need to plan which animal they are going to draw.

Plan:

- Page 56. Go over the animal names and body parts on the page.
- Ask learners to decide which animal they want to draw on their shadow tube and circle it.
- On the next lines, learners circle the parts of the body that they will need. If, for example, they are planning on drawing an animal that has got four legs, then they need to circle four of the legs.

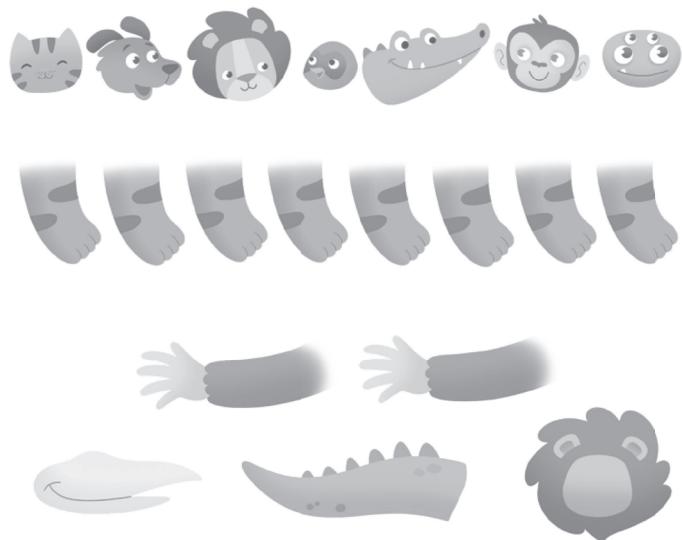
Create:

- Cut pieces of thick sellotape. Instruct learners to stick their piece of sellotape across the top of one end of their toilet roll tube.
- Learners draw their animal design on the sellotape with a permanent marker.

STEAM CHALLENGE

MAKE A SHADOW TUBE

1 CIRCLE



56

Language focus: cat, dog, lion, bird, crocodile, monkey, spider; leg, arm; two, four, eight

Explore:

- Darken the room.
- Have learners point their tubes at a wall and shine their torch through the open end of the tube. The drawings will be projected as shadows. Explain that the light coming from their torches travels in straight lines and so the drawing blocks the light, creating a shadow on the wall.
- Monitor and ask, *Can you make a big / small (animal)?* (The distance of the shadow tube to the wall will make the size change.)

Present:

- Have learners present their animal shadows to the rest of the class. Ask them to describe their animals as they project them, e.g. *four legs, a big head, etc ...*

Reflect and re-design:

- Page 57. Learners draw their animal, either big or small, on the screen according to the distance of the torch.
- Remove the used sellotape, add a new piece, and allow learners to draw a different animal or copy out a shape from the Nazca Desert to keep exploring.

Lesson closing:

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

2 DRAW

Language focus: *shadow, big, small*

UNIT OVERVIEW

Vocabulary

7–10

sandwich, apple, banana, biscuit, hamburger, chicken, orange juice, water
mum, dad, brother, sister, family

Grammar (answers to ...)

Who's this / that?

Communication

I like ... / I don't like ...

Is that OK?

Recognition

Classroom language

Routines

happy, tired, OK
sunny, cloudy, rainy
angry, sad
hot, cold

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

STEAM challenge: Science and Maths

Why do apples turn brown?

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can understand food items.
- can follow short, basic classroom instructions, if supported by pictures or gestures.

Key language

sandwich, apple, banana, biscuit, hamburger, chicken, orange juice, water

Areas of awareness

Language awareness

Social awareness

Cognitive awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

1 52 LOOK AND LISTEN

Possible lead-ins:

- Tell learners about how you celebrated Family Day at school, or how you celebrated parties at a friend's house.

1 52 LOOK AND LISTEN



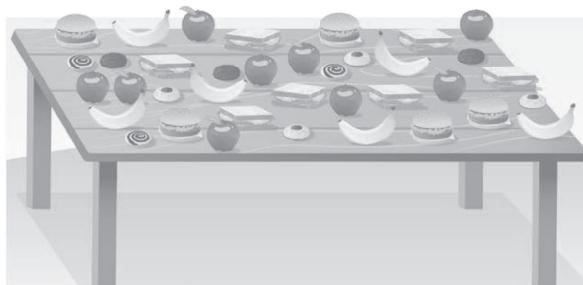
1 52 LOOK AND LISTEN

1

2 53 LISTEN AND POINT



3 LOOK AND COUNT



	7
	5
	6
	10
	9

59

Social awareness

It's customary in some cultures to contribute food to a party, unless it's a birthday party.

2 53 LISTEN AND POINT

- Before this activity, take out the food flashcards: *sandwich, apple, banana, biscuit, hamburger, chicken, orange juice, water*.
- As you show different flashcards, ask learners, *Sandwiches, are they OK for a party? What about apples? Biscuits?*
- Do the same with all the flashcards as a way to further expose learners to the lexical area.
- Use the same flashcards for the activity. Place them on the board and walls, as wide apart as possible. Start with those items that learners will find easier to remember, e.g. *banana, sandwich, hamburger*, and add two more. After a couple of rounds, add another one and so on.
- Play the audio.
- Once the activity is over, you can name two food items, e.g. *Point to the sandwich and the banana*.

AUDIO SCRIPT

Point to the banana.
Point to the water.
Point to the hamburger.
Point to the chicken.

Point to the orange juice.
Point to the apple.
Point to the biscuits.
Point to the sandwich.

Building confidence activity

Show me ... Ask learners to take out their food cut-outs and place them face up on their desks. As you name different food items, learners have to hold up the correct card.

3 LOOK AND COUNT

- Ask learners to focus on the icons. Place three instruction flashcards on the board, the two you need and an extra one. Appoint one learner to come to the front and choose the flashcard you name, *Look*. Then, appoint a second one and say, *Count* for this learner to place the correct flashcard next to the first one. Check everybody knows what to do.
- Ask learners where they need to write the answers: on the chart. Check they all have a pencil.
- Allot a couple of minutes for learners to count the number of food items. Then, check by asking, *How many (sandwiches)?* You can draw a chart on the board and use the flashcards.

Cognitive awareness

Help learners to notice they can cross out the items they're counting using a pencil. In this way, it will be easier to count and not to leave any item out.

Building confidence activity

Follow the sequence. Learners need their food cut-outs. Tell them you'll say sequences of (three) food items, and they have to place them in that order on their desks or tables. Demonstrate with an example: *banana, apple, orange juice*. You can challenge learners to follow longer sequences, e.g. five food items.

Lesson closing

Before saying goodbye, go over the suggested steps on page 13 in this Teacher's Book.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can recognise and name some food items.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand *I like* and *I don't like* statements.

Key language

Food items

I like ... / I don't like ...

Areas of awareness

Language awareness

Social awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

Building confidence activity

Run to ... Instruct learners to take out their food cut-outs. As you name each food item, learners have to hold up the correct cut-out. Ask them to put them on their desk or table, face up. As you give different instructions, learners have to carry them out, e.g. *Run to (the orange juice)*. Add another action, e.g. walk or jump. Check they put the cut-outs away at the end of the activity.

4 154 LISTEN AND NUMBER

- Ask learners to open their books at page 60. Write 60 on the board and check everybody's book is open at the right page.
- Focus learners' attention on the instructions. Elicit what they need for the activity: a pencil or something to write the numbers.
- Remind learners of the rules for listening.
- Play the audio and have learners number the pictures.
- Check the learners' answers.

AUDIO SCRIPT

Number 1 is a hamburger.

Number 2 is apples.

Number 3 is chicken.

Number 4 is water.

Number 5 is biscuits.

Number 6 is orange juice.

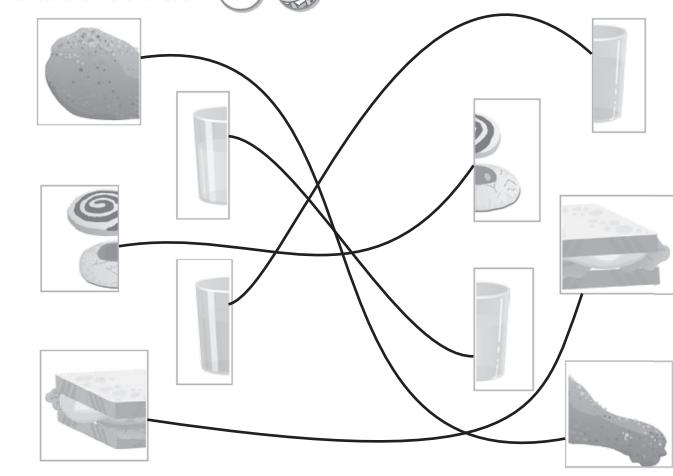
Building confidence activity

Memory game. Ask learners to look at the pictures and numbers and take a photo with their mind's camera. After they close their books, name a food item for them to say the number. You can increase the level of challenge by telling them to say *No!* if you name a food item that was not in the picture, e.g. *banana*.

4 154 LISTEN AND NUMBER



5 MATCH AND SAY



60

5 MATCH AND SAY

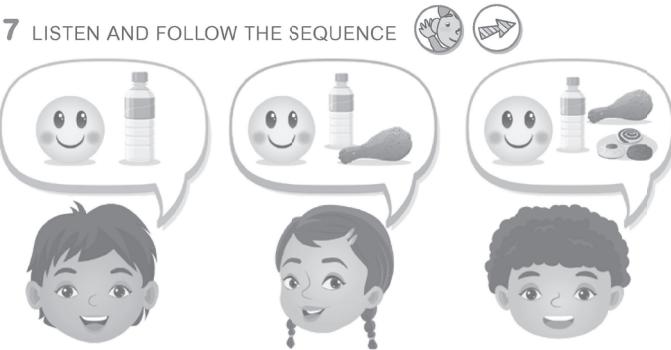
- Have learners look at the instructions and the pictures and elicit from them what to do. Elicit what they need: a pencil or something to draw the lines.
- Let learners do the matching, then ask, as you point to each of the halves, *What's this?*

Building confidence activity

Drawings in the air! Demonstrate the activity with an example. Draw (a banana) in the air and ask, *What's this?* You can make this more or less challenging by drawing more or less quickly.

6 155 LISTEN AND DRAW

- Remind learners of the story. Tell them, *Inka will bring sandwiches, yes or no? Stella, orange juice, yes or no?* You can use English since learners will understand key words and follow. Learners may remember she needs to bring orange juice and water. Play the story up to the part when Stella says *Great!* Tell learners, *Yes, she will bring water and orange juice. What's the problem? She says, I don't like orange juice* (show the right facial expression). *Then, she says, I like water* (again, show the right facial expression). Place Stella's flashcard on the board, leave a space and place the water flashcard and below, the orange juice flashcard. Ask the following questions as you draw

6  **LISTEN AND DRAW****5****7** **LISTEN AND FOLLOW THE SEQUENCE**

61

the smiley faces on the board, *When she says I like water, is it ☺ or ☹? And when she says I don't like orange juice, is it ☺ or ☹?* Erase the smiley face that does not show the correct meaning.

- Have a couple of rounds of *I like* and *I don't like* expressions. Tell learners to show what you're saying by pulling an *I like* or an *I don't like* face.
- Now focus learners' attention on the instructions, the icons, and the pictures.
- Elicit what they need: a pencil. Demonstrate with an example on the board. Place three food flashcards, one below the other, and draw an incomplete face next to each, as in the book. Ask one learner to come to the board and complete the face. Tell him / her, *I like (hamburgers). I don't like (apples). I like (chicken).* Check everybody knows what to do.
- Remind them of the rules for listening activities.
- Check with the flashcards on the board.

AUDIO SCRIPT

I like chicken.
I don't like water.
I like orange juice.

I don't like apples.
I like hamburgers.
I like biscuits.

Building confidence activity

A poll. Draw two columns on the board. Place the orange juice flashcard at the top of one and the water flashcard at the top of the other one. Tell learners you want to find out which of the two drinks is more popular. They need to tell

you which one they like, e.g. *I like (water).* As each learner tells you, draw a tally mark in the right column. At the end, count the number of tally marks.

Language awareness

Some learners may say *I like apple.* Tell them we say *I like apples.* Depending on the school's language of instruction, you may compare it with English to express likes and dislikes. For instance, in Spanish, the same singular and plural rule applies: *I like water. / Me gusta el agua.* but *I like apples. / Me gustan las manzanas.*

7 LISTEN AND FOLLOW THE SEQUENCE

- Tell learners to look at the instructions and the pictures.
- Point to the first picture and ask, *What's he saying? My water? I like water? Now look at the second picture. What's she saying? Now look at this boy. What's he saying?*
- Check they all understand what to do, and let them play.
- Remind them of the rules for listening.

Social awareness

Some cultures find it difficult to listen to what others are saying, especially at school. Help learners to notice how important this is.

Assessment

Start assessing learning. Go to page 30 for suggestions on assessment. Some learners may be at guided production level of food items and of *I like ... / I don't like ...*, while others—most probably the majority of them—will be at recognition level. Check by using your flashcards. As you show each one, ask *What's this?* and check which learners can answer. For those who cannot, carry out a *Repeat if correct* activity to check if they are at recognition level. To assess *I like ... / I don't like ...*, tell learners to talk about their favourite animal, colour, or number. Give an example, *I like (purple).* Remember to keep a record of this in your assessment form.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aims of the lesson

- To expose learners to key language through a story.
- To practise and integrate language.

Learning objectives

Learners

- can identify some members of the family.
- can follow an illustrated story.

Key language

mum, dad, brother, sister, family

Areas of awareness

Intercultural awareness

ESI / CSE

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

8 156 LOOK AND LISTEN

- Ask learners to open their books at page 62 and focus on the instructions. Remind learners of the story: food for Family Day. Point to the teacher and ask, *Who's this?* If they don't answer, give them options, *Inka or Mr Peters / the teacher? Who's this?* (point to Inka). Now point to Inka's mum or dad and ask, *Who's this?* Accept all their ideas.
- Play the audio and go back to the learners' predictions as to who they are.

AUDIO SCRIPT

Inka: Look, Mr Peters, Mum and Dad.

Inka's father: Hello!

Stella: Hello! Here you are.

Teacher: Hello, Mr and Mrs Choque! Thank you for the invitation.

Stella: Hello! Look! What's that? Is it a schoolbag?

Inka: No, it isn't.

Bag: Waah!

Tessa: Who's that?

Inka: My baby sister!

Cultural background

The Aymara are an indigenous group of people that live in the Andes and Altiplano regions of Bolivia, Peru, and Chile. Inka and his family are Aymara. Aymara and Quechua women carry their babies on their backs in baby carriers made of colourful woven fabric while they either walk or work.

Intercultural awareness

Tell learners that in some cultures, women carry their babies on their backs. In some others, women use baby carriers, but they carry their babies close to their chest.

8 156 LOOK AND LISTEN

8 156 LOOK AND LISTEN



9 157 LISTEN AND TAKE A PHOTO

9 157 LISTEN AND TAKE A PHOTO



62

ESI / CSE

Some women use their husband's surname when they get married, using Mrs before the name, like Mrs Choque. Others don't want to change their surname and use it preceded by Ms so as not to show if they're single or married.

Building confidence activity

Quickly! Tell learners to point to Inka's mum or dad following your instructions. Say, *Mum! Dad! Dad!*

9 157 LISTEN AND TAKE A PHOTO

- Have learners look at the instructions and the picture. Elicit what they have to do.
- Demonstrate with a couple of examples with the family flashcards on the board, as wide apart as possible.
- Remind learners of the rules for listening.
- Give further examples, naming two members, the brother and the complete family as well.

AUDIO SCRIPT

Take a photo of Mum.

Take a photo of Dad.

Take a photo of the sister.

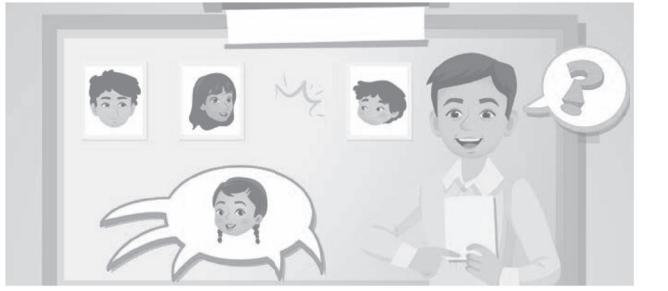
Take a photo of Mum and Dad.

10 LOOK AND LISTEN



5

11 LOOK AND ANSWER



63

ESI / CSE

Families are different. There are those with a mum and a dad, those with only one parent, with an elder brother or sister, or a grandparent as the head, blended families or with two parents of the same sex. Make it a point that there's no ideal or typical family and there's nothing wrong with any type of family.

Building confidence activity

Hand on! Ask learners to take out their family cut-outs. Name the different members for them to hold up the correct cut-out. Play a *Hand on* game. At the end, check everybody puts their cut-outs away.

10 LOOK AND LISTEN

- Have learners focus on the instructions and the picture. Tell learners, *Look! Different families. Point to Inka's family. Good! Now point to Tessa's family. Point to Stella's family. Now point to Blip's family.* Use English since learners will be able to understand key words.
- Play the audio and go back to the learners' identification of families.

AUDIO SCRIPT

Blip: Look, my family. My mum and dad, Blop and Blap, and my sister Blup.
Tessa: This is my mum.
Stella: Great costume, Tessa!
Tessa: Thank you!

Stella: This is Mum, Dad, and my big brother.
Blip's parents: Hello everyone!
Inka's mother: Hello! Please, sit down! Ahhh, what's that?
Blip: It's my pet.

ESI / CSE

Show learners that both Blip and his sister have short hair. One of the children is wearing a headband, which may make learners come to the conclusion that it's his sister. Help learners to reflect that gender is not defined by the length of your hair, or the clothes or accessories you wear.

Building confidence activity

How many ...? Tell learners to look at the picture in Exercise 10 and ask, *How many mums? How many dads? How many sisters? How many brothers?*

11 LOOK AND ANSWER

- Focus learners' attention on the instructions and the picture.
- Demonstrate with an example. Place the family flashcards on the board. Remove one without letting learners see which one it is and ask, *Who's this?*

Building confidence activity

Stand up! Tell learners to take out their family cut-outs. Let each of them choose one, which they have to hold up. As you name different members, those holding that cut-out have to stand up. After a couple of rounds, name two and even three members.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Note: Inform families that learners have to bring a photo of their family. It can be the complete family, i.e. mum, dad, brothers and sisters, or one or two members only. You need a family photo as well.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can identify and name members of the family, if supported by pictures or gestures.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can recognise familiar words and phrases in short, simple songs or chants.
- can understand *I like* and *I don't like*.

Key language

Family members

I like ... / I don't like ...

Areas of awareness

Inclusive classrooms

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

12 LISTEN AND JUMP

- Ask learners to open their books at page 64. Have them look at the instructions and the picture. Ask them what they have to do. Ask them to show *Jump!* with their hands.
- Ask learners to take out their family cut-outs. Name each for them to hold up the correct card. Have them place them on their desks, face up.
- After a while, use different actions, e.g. *jump, run, walk*. Then, learners can give the instructions themselves.
- Depending on space needs, do this exercise in the classroom or in the playground. If necessary, divide the class into smaller groups. Go over the rules for games.
- As an extension, place the cards on two sides of the board with a line dividing them. Use masking tape stuck on the floor or a line of chalk drawn on the floor. Choose a group of children to jump from one side of the line to the other according to which you call out.

Building confidence activity

What's the word? Learners need their family cut-outs. Instruct them to place them on their desks, face up. Mouth a family member, i.e. pretend to say it but with no sound. Learners have to say which member it is and hold up the correct cut-out.

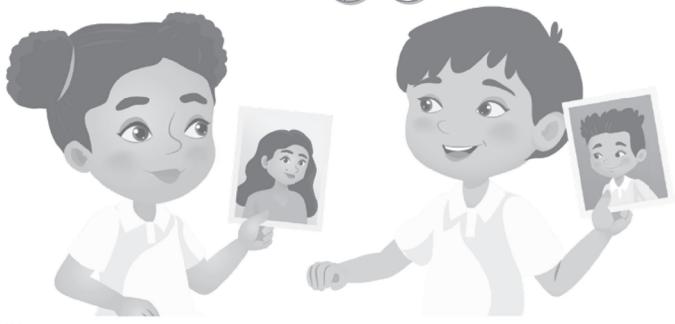
12 LISTEN AND JUMP

12 LISTEN AND JUMP



13 LISTEN AND ACT OUT

13 LISTEN AND ACT OUT



64

13 LISTEN AND ACT OUT

13 LISTEN AND ACT OUT

- Tell learners to look at the instructions and the picture. Elicit what the children may be saying.
- Play the audio and check.
- Go over the rules for acting out activities.
- As you play the audio, encourage learners to imitate the children. Before they act out, they can try saying the lines together with the audio.
- Invite different pairs to act out. Encourage them to create new exchanges by changing the members of the family.

AUDIO SCRIPT

Girl: Look! Mum.

Boy: Look, my brother.

14 SHOW AND TELL

- Have learners focus on the instructions and the picture.
- Give one example yourself. Show a photo of your family and introduce it.
- If there are learners who do not have a photo, ask them to draw their family.
- Let learners rehearse what they have to say and then invite them to speak to the rest.

14 SHOW AND TELL

5

**15**  SING**SONG****FOOD WE LIKE**

My mum likes chicken,
My dad likes hamburgers,
My sister likes biscuits,
And I like biscuits too. Mmm ... delicious!

My mum likes sandwiches,
My dad likes bananas,
My brother likes apples,
And I like apples too. Mmm ... delicious!

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Inclusive classrooms

Make sure all learners know the words they need to introduce their families. Teach *step (mum)* or *half (brother)* as needed.

15  SING

- Have learners read the instructions and ask them what they have to do: sing!
- Show three food flashcards and say, *My (brother) likes (bananas), My (sister) likes (hamburgers), My (mum) likes (chicken), and I like (chicken) too.* Pretend to take a bite and say, *Mmm ... delicious!* Point to the members of your family on a photograph while you name them.
- Refer learners to the picture lyrics and challenge them to guess how the song goes by 'reading' or decoding the lyrics.
- Play the song and go back to the learners' predictions.
- Play it again and ask learners to follow by pointing to each drawing as it is mentioned in the song.
- Sing along.
- Once they have learned the song well enough, have learners create their own versions in groups of four, inventing one line each, e.g. Learner 1: *My (sister) likes ...* / Learner 2: *My (mum) likes ...* The third and fourth learners in each group will have to agree on a food item.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can follow an illustrated story.
- can understand a few basic words and phrases in a story that is read aloud to them.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can name a few basic words, if supported by pictures or realia.

Key language

Food

I like ...

Areas of awareness

Intercultural awareness

Social awareness

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

16 61 LOOK AND LISTEN

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 66 and focus on the instructions.
- Ask learners to look at the picture. Point to each of the foods and ask, *What's this?* Then, elicit what the situation may be about. If learners say something about the llama and doll-shaped biscuits, tell them they have to listen first to see if there's an answer to that.
- Play the audio and go back to the learners' predictions.

AUDIO SCRIPT

Inka's mother: Wow, Blip! I like the glasses.
Inka: Sandwiches.
Tessa: I like your sandwiches, Inka!

Stella: What's that? A doll?
Inka: No. My favourite food.
Tessa: Mmm ... I like it!
Blip: Delicious!

Cultural background

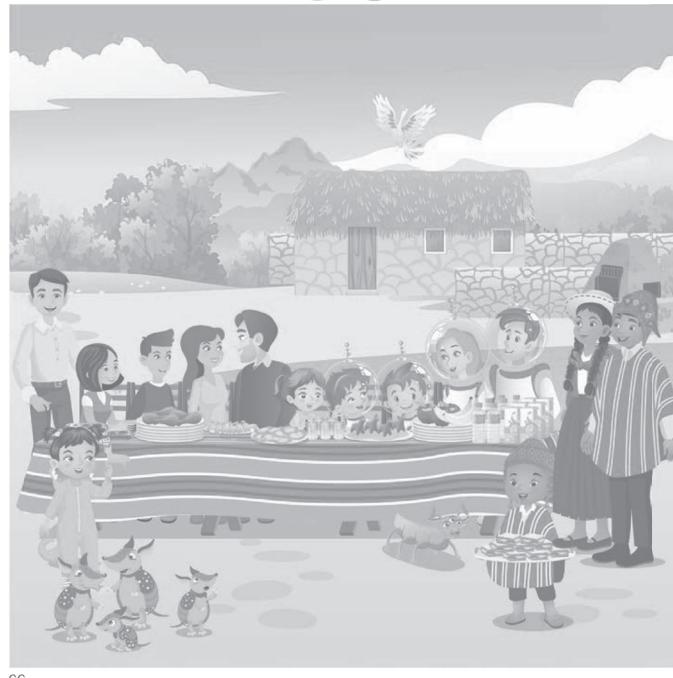
Quispiña is bread in the shape of llamas that is made of quinoa. Tantawawa is bread covered with sugar in the shape of a child. Quispiñas and tantawawas are eaten in Bolivia and Peru, whereas tantawawas are also eaten in Ecuador, Colombia, and Argentina.

Intercultural awareness

Again, the characters' worldview influences the way they see the world. Stella thinks there are dolls on the table, but Inka explains it is food.

16 LOOK AND LISTEN





66

Social awareness

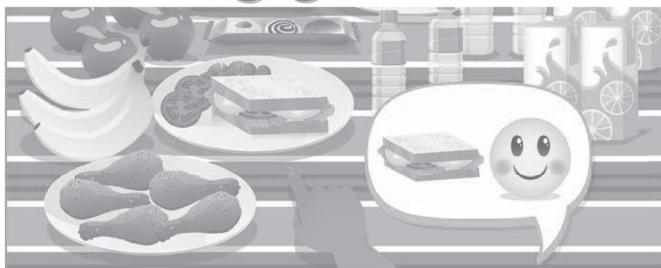
Tessa tries Inka's favourite food, which is a sign of good manners since Inka's family has made it for the celebration.

Building confidence activity

Act out. Invite learners to act out the whole story or a part of it. Follow the procedure suggested in the Introduction. Learners can use their character cut-outs.

17 POINT AND SAY

- Read out the instructions and have learners follow you. Elicit what they have to do.
- Demonstrate with an example or two. Place the food flashcards on the board. Point to one and tell learners, *I like water* or *I don't like bananas*.
- Invite different learners to point to one of the foods and drinks on the table and tell the rest about their likes and dislikes. Encourage them to add, *Delicious!*
- It might be the case that your learners say 'I no like ...' mistakenly. Help them to hear the difference by doing a long 'd' sound, saying *I ddddon't like (apples)*. You might also ask, *Did I say I nnnnno like (apples) or I ddddon't like (apples)?* to check if they can hear the difference. If your learners accept the idea of a puppet in the classroom, you could have a puppet who is learning English and makes

17 POINT AND SAY

5

18 MY FAVOURITE FOOD

67

mistakes for your learners to help it learn by correcting its utterances.

18 MY FAVOURITE FOOD

- Tell learners to focus on the instructions. Elicit what they have to do.
- On the board, make a list of what they need. Use your school objects flashcards. Show them they may need an eraser and coloured pencils.
- Place the food flashcards on the board. As you place them, have learners say what each one is.
- When learners finish, invite them to show their drawings to the rest and say what they are, e.g. *I like ...*

Assessment

Work on assessment. For assessment activities for Unit 5, go to page 124 in this Teacher's Book.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aims of the lesson

- To conduct an experiment about oxidation to find out how to prevent apples from turning brown.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can name numbers, if supported by pictures or realia.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

STEAM AREAS:

Science and Maths

SKILLS:

Hypothesising, problem solving, counting, understanding oxidation

MATERIALS:

- A few apples
- A knife
- 5 small bowls or cups
- A lemon or lemon juice, water, white vinegar, and apple juice

PREPARATION:

- Label each bowl or cup with one type of liquid (lemon juice, water, etc.). One will be the *control* bowl, which means that no liquid will be added in it.

Contextualise:

- Tell learners that you like bringing apple slices to school to eat at breaktime or at a picnic, but sometimes your apples turn brown. Ask learners if they have ever experienced having an apple cut for them and it becoming brown.

Experiment:

- Slice the apple into wedges and have learners help count four slices to be placed in each bowl / cup.
- Show and name the different liquids. Invite volunteers to help pour the liquids into the corresponding bowls.
- Say that you will now need to wait to see if the apple still turns brown (the chemical reaction).

Predict:

- Page 68: Help learners to identify the liquids below the apple slices, noticing that the first apple is the *control* element (the one with no liquid added to it). Ask learners to colour the apples to show how brown they think they will become with each type of liquid. Demonstrate different shades of brown on the board, e.g. no browning, some browning, brown spots, completely brown, light brown, dark brown. (Information for teachers: Oxidizing happens when the flesh of the apple comes in contact with the oxygen in the air.)

STEAM CHALLENGE

WHY DO APPLES TURN BROWN?

1 COLOUR



68

Language focus: *apple, juice, water, lemon, brown*

Record:

- After some minutes (or after some hours / the next day), check the apples and talk about your observations. (Depending on the type of apple, it can turn brown in about 5-10 minutes after being cut but can also take up to several hours.)
- Page 69: Show learners that Mr Peters has the same problem. What would they recommend? Learners draw the substance they would recommend. (Lemon juice helps keep the apple from turning brown because of its acidity / vitamin C and its low PH level.)

Reflect:

- *Did they turn equal shades of brown?*
- *Which liquid was the worst in preventing the apple from turning brown?*

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

2 DRAW

Language focus: *apple, lemon*

UNIT OVERVIEW

Vocabulary

finger, hand

granny, grandpa

Grammar (answers to ...)

How many ...?

Plurals

Communication

Thank you. You're welcome.

Show me ...

Goodbye. Bye

Recognition

Classroom language

Routines

happy, tired, OK

sunny, cloudy, rainy

angry, sad

hot, cold

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

STEAM challenge: Engineering and Maths

Construct a brush for cave painting

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can understand food items.
- can follow short, basic classroom instructions, if supported by pictures or gestures.

Key language

granny, grandpa

Areas of awareness

ESI / CSE

Cognitive awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

1  62 LOOK AND LISTEN

Possible lead-ins:

- Tell learners about adventures at school. It may be a time you went camping or an exciting excursion.
- Follow the suggestions on page 13 in this Teacher's Book to tell stories.

1  62 LOOK AND LISTEN

70

- If learners are using their books, tell them to open them at page 70. Point to the big panel and ask them, *Who's this? And who's this?* pointing to Inka's grandparents. Accept all answers. Then, point to the small panel and ask learners to predict what is going to happen next, what the children and the teacher are going to do. Tell them to account for their answers by finding clues in the pictures.
- Play the audio. At the end, go back to their predictions as to what the children are going to do and who the two people are.
- You can ask learners if they think that the food supply is OK or whether they'd take something else.

AUDIO SCRIPT

Mine worker: Hello! Let's go!

Teacher and children: Hello!

Mine worker: What's your name?

Inka: Inka.

Inka's mum and dad: Welcome to the mine, Mr Peters! How are you, children?

Children: Fine.

Inka: Goodbye, Granny!

Goodbye, Grandpa!

Grandpa and granny: Goodbye, Inka!

Inka's dad: Are you ready?

Children: Yes!

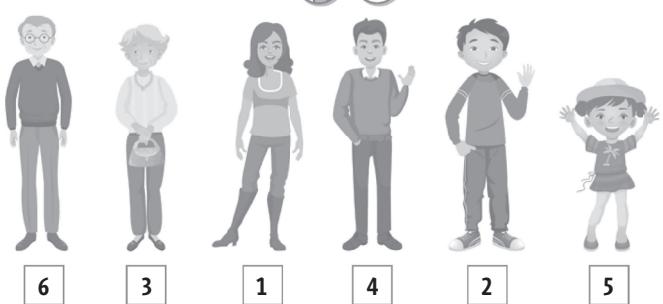
Tessa: Look! Water, apples, and bananas.

Teacher: Great!

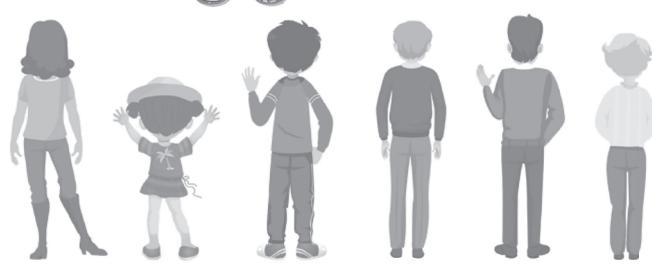
ESI / CSE

All the children and adults are wearing hard hats to be protected. It's important to follow all safety rules to protect ourselves. This is another way of taking care of our body.

2 LISTEN AND NUMBER



3 LOOK AND SAY



Building confidence activity

Follow the sequence. Learners need their family cut-outs. Tell them you'll say sequences of (three) family members, and they have to place them in that order on their desks or tables. Demonstrate with an example, *Grandpa, Mum, brother*. You can challenge learners to follow longer sequences, e.g. five family members.

Lesson closing

Before saying goodbye, go over the suggested steps on page 13 in this Teacher's Book.

Cognitive awareness

Reflect with the learners on strategies they can resort to in order to remember that *granny* is feminine, while *grandpa* is masculine.

2 LISTEN AND NUMBER

- Ask learners to look at the instructions and the pictures. Elicit what the audio track may say. Give them options, *Biscuits? Blue? Schoolbag? Mum?*
- Elicit what they need and remind them of the rules for listening.
- Play the first sentence and go back to their predictions about the text.
- Check answers with the flashcards on the board.

AUDIO SCRIPT

My mum is number 1.

My brother is number 2.

My granny is number 3.

My dad is number 4.

My sister is number 5.

My grandpa is number 6.

3 LOOK AND SAY

- Ask learners to focus on the icons and the pictures. Can they see the people's faces? No, they have to guess who they are.
- As you point to each, ask, *Who's this?*

Aims of the lesson

- To practise and integrate language.
- To expose learners to key language through a story.

Learning objectives

Learners

- can recognise and name some food items.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand simple descriptions.

Key language

hands

Areas of awareness

Cognitive awareness

Social awareness

Language awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

Building confidence activity

Yes or no? You need the food flashcards. Remind learners of the story. Ask them, *Remember the children and the excursion to the mine? Do they have water?* (showing the flashcard). *Do they have hamburgers?* (showing the flashcard). Do the same with the other items, then go back to the story and check.

4 LOOK AND LISTEN

- Ask learners to open their books at page 72. Write 72 on the board and check everybody's book is open at the right page.
- Focus learners' attention on the instructions.
- Demonstrate with two examples. Place (5) food flashcards on the board and have learners concentrate on them. Then, slowly turn them round, remove one and without learners seeing it, ask, *What's this?* Have another dry run and start playing.
- Make it more challenging by adding more flashcards.

Cognitive awareness

Discuss with learners what they can do to remember the pictures.

5 64 LOOK AND LISTEN

- Have learners look at the instructions and the pictures. Ask them where the children are.
- Point to the hands and ask if they're the children's hands.
- Play the audio and go back to the learners' predictions.

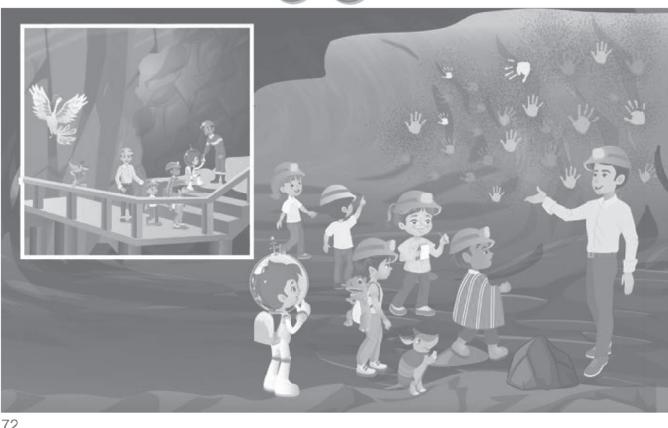
4 LOOK AND LISTEN

4 LOOK AND LISTEN



5 LOOK AND LISTEN

5 LOOK AND LISTEN



72

AUDIO SCRIPT

Inka's dad: Let's go in! Be careful!

Blip: Thank you, Mr Choque!

Inka's dad: You're welcome!

Teacher: Look at the drawings!

Stella: Beautiful.

Blip: Red, yellow, blue, green, and orange hands.

Stella: Blip, pencil? A notebook?

Blip: Yes. Here you are.

Stella: I like the hands!

Social awareness

There are very old paintings in some caves around the world. Many of these paintings are prehistoric and it is humankind's obligation and responsibility to preserve them.

Building confidence activity

Show me ... Demonstrate the activity with an example. Tell learners, *Show me one hand. Two hands. Two hands. One hand.* Do this quickly to challenge them.

6 LOOK AND SAY

- Have learners look at the instructions and the picture. Ask them, *How many (red) hands?*
- Once you have asked about all the colours, tell learners to dictate the answers to you. To teach word order, ask, *How many yellow hands?* So, *three yellow hands.* Write 3 and

6 LOOK AND SAY

6

**7** 65 LISTEN AND OR 

73

AUDIO SCRIPT

The heads are small.

Three heads.

Six legs.

The legs are sky-blue.

Eight hands.

The hands are green.

Five arms.

The arms are orange.

Assessment

Start assessing learning. Go to page 30 for suggestions on assessment. This is mainly a revision and integration unit, so most learners will be at production level of most items. However, some may still be at recognition level. The new items in this unit are *granny* and *grandpa* and *hands*, which they have already seen as an instruction: *Hand on ...* Use the hand and family flashcards and as you show each, learners have to say what or who they are. Remember to keep a record of this in your assessment form.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

next to it place the yellow flashcard and next to it draw a hand.

- Tell learners, *Good, this is answer number one. What about (red) hands?* Follow the same procedure.

Language awareness

Help learners to become aware that, in English, we say the colour or size first, and then the element, e.g. *yellow hands, a big head*.

7 65 LISTEN AND OR

- Tell learners to look at the instructions and the picture.
- Encourage them to describe the picture. Remind them of the previous activity. If necessary, guide them with questions, e.g. *What's this? (pointing to a head). How many heads? Big or small? So, 2 ...* Use gestures and facial expressions to help them. Write on the board as they dictate to you.
- Play the audio. Stop after every utterance and check with the phrases on the board. Invite learners to show a thumbs up or down depending on whether the description was correct or not.
- Remind them of the rules for listening.

Aims of the lesson

- To expose learners to key language through a story.
- To practise and integrate language.

Learning objectives

Learners

- can identify and name animals.
- can follow an illustrated story.
- can understand *I like* and *I don't like* statements.

Key language

fingers

Areas of awareness

ESI / CSE

Social awareness

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

8 LOOK, COUNT, AND SAY

- Ask learners to open their books at page 74 and focus on the instructions, the pictures, and the chart. Elicit what they have to do.
- Point to the head in the chart and ask, *How many heads?* Make sure they understand this is a representation of heads, not only the bird's head. If they answer any number other than 4, count the number of heads in the picture with them.
- Allot a couple of minutes for learners to complete the activity. Then, check by asking, *How many ...?* and then count the number of items.

9 66 LOOK AND LISTEN

- Have learners look at the instructions and the picture.
- Point to Blip and ask learners, *Is he happy? Is he angry? Is he sad?* Learners should predict why.
- Play the audio and go back to the learners' predictions. Point out he's wearing gloves and his hands may look bigger than they are.
- Give further examples, naming two members, the brother and the complete family as well.

AUDIO SCRIPT

Tessa: Four legs and a small head. Is it a llama?

Inka: Yes, it is.

Blip: What's that? I don't like it.

Tessa: Legs and five fingers.

Inka: Mmm ...

Tessa: Look at that hand!
Inka: Hahaha. Look at the big fingers!

Blip: Oops.

Inka: Sorry, Blip!

Blip: It's OK, Inka!

8 LOOK, COUNT, AND SAY



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9 66 LOOK AND LISTEN



ESI / CSE

Reflect with learners on how all our bodies are different, and that it's OK to have a big or a small hand, long or short fingers, and so on.

Social awareness

Show learners how important it is to apologise when you do something that may make others feel bad, even if it was not your intention.

10 LISTEN AND SHOW

- Have learners focus on the instructions and the picture.
- Have a dry run so that everybody understands what to do. Tell them, *Show me two fingers. Show me six fingers.*
- After they show their fingers, count one of the learners' fingers so that everybody can check.

11 LOOK AND SAY

- Focus learners' attention on the instructions and the picture. Elicit what they need: all their cut-outs. You may decide on working with two or three lexical areas at the same time.
- Demonstrate with an example. Sit next to (4) learners—depending on whether they're sitting at a table or individual desks. Take your flashcards with you. Pick one

10 LISTEN AND SHOW



11 LOOK AND SAY



up and without showing it to the learners in the group, say what it is. The learners have to hold up the same card. Show them yours to check.

- Go over the rules for games.
- To round up the activity, ask learners if they remembered all the words.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can identify and name basic nouns and adjectives, if supported by pictures or gestures.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can recognise familiar words and phrases in short, simple songs or chants.
- can understand *I like* and *I don't like*.

Key language

revision of lexical areas

I like / *I don't like*

Areas of awareness

Inclusive classrooms

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

12 FIND THE CARD GAME

- Ask learners to open their books at page 76. Have them look at the instructions and the picture. Ask them what they have to do.
- Ask learners to take out all their cut-outs and place them on their desks, organized into different categories, i.e. school objects, colours, numbers, etc.
- Point to the picture in the book and elicit what the teacher is saying. Give options if necessary, *Family?* *Colours?* *Numbers?* Demonstrate with examples. Name a category, e.g. numbers, and show learners they have to hold up any number and say the word. Do the same with another category, e.g. school objects.
- Remind learners of the rules for games. After a couple of rounds, they can play in groups.

Inclusive classrooms

Some learners may hold up an incorrect card. Point out that making mistakes is part of learning, and that it's wrong to mock or laugh at somebody because of a mistake.

13 OUR FAVOURITE COLOURS

- Tell learners to look at the instructions and the picture. Elicit what the children may be saying.
- Draw a chart on the board as in the book and use the colour flashcards.
- Invite learners to say a colour they like. Draw a tally mark in the correct column.

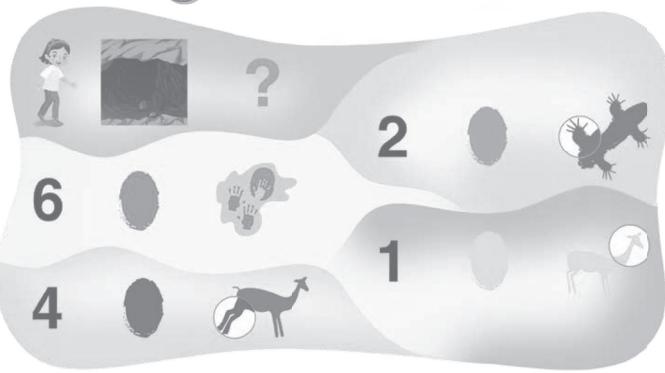
12 FIND THE CARD GAME

13 OUR FAVOURITE COLOURS

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14 SHOW AND TELL**15 67 SING**

6

SONG**INTO THE CAVE**

Tip toe, tip toe
Into the cave.
Tip toe, tip toe
Are you brave?

Six red hands.
Four brown legs.
Two orange arms.
And a small yellow head.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

quieter, encouraging learners to repeat your echo.

1. *HANDS! Hands! Hands ...* (Starting loud and getting quiet like an echo—Learners repeat.)
2. *RED HANDS! Red hands! Red hands ...*
3. *SIX RED HANDS! Six red hands! Six red hands ...*

- Have learners identify the six red hands in the picture lyrics. Do the same with the rest of the cave paintings mentioned in the song.
- Play the song and encourage learners to point to the different cave paintings as they are mentioned.
- Sing along.
- Become a mime artist and show the number with your finger, point to something of the colour, and point to your body part for learners to guess the line and sing it back to you, e.g. show two fingers, point to something orange and point to your arms (learners sing the line *Two orange arms*).
- Make a song poster. Learners colour a piece of paper brown to resemble the wall of a cave or use butcher paper. Have them draw the cave paintings mentioned in the song, assigning one body part to each group of learners: *six red hands, four brown legs*, etc. Ask learners to help you to sequence the body parts in the song, placing their pictures in the correct order to create the poster.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can follow an illustrated story.
- can understand a few basic words and phrases in a story that is read aloud to them.
- can name a few basic words, if supported by pictures or realia.

Key language

Thank you!

You're welcome!

Areas of awareness

Social awareness

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

16 68 LOOK AND LISTEN

- Follow the suggestions in this Teacher's Book to work on stories.
- Tell learners to open their books at page 78 and focus on the instructions.
- Ask learners to look at the picture and tell you what is going on. As they tell you, ask them to account for their answers by focusing on the picture.
- Play the audio and go back to the learners' predictions.

AUDIO SCRIPT

Teacher: Excellent celebration!

Families: Thank you, Mr Peters, and thank you, Mr and Mrs Choque!

Inka's parents: You're welcome.

Teacher: Bye, children and families.

Children: Bye, friends!

Families: Bye!

16 68 LOOK AND LISTEN



78

17 FIND

- Read out the instructions and have learners follow you. Point to the boy and ask, *What's he saying?* Give options if necessary, *Is he saying blue?* *Look at the girl. What's she doing?* Use gestures.
- Demonstrate with an example or two. Say, *pencil case* and show learners they have to look for a pencil case in their books. You can narrow down the options, e.g. *a green pencil case*. In this case, check there's at least one.
- Encourage learners to make a comment on the item they have to find, e.g. *I like ...* or *I don't like ...*

18 MY FAVOURITE CHARACTER

- Tell learners to focus on the instructions. Elicit what they have to do.
- Make a list on the board of what they need. Use your school object flashcards. Show them they may need an eraser and coloured pencils.
- Give learners time to draw their favourite character(s). If there's little or no time left, they can colour it / them at home.

Assessment

Work on assessment. For assessment activities for Unit 6, go to page 126 in this Teacher's Book.

17 FIND



6



18 MY FAVOURITE CHARACTER



79

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

Aims of the lesson

- To construct a tool to make cave paintings using elements from nature.
- To revise and integrate language.

Learning objectives

Learners

- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can follow basic instructions to colour, draw, or make something.
- can name basic nouns, if supported by pictures or realia.

Lesson opening

Greet learners and go over the routines. Refer to the Introduction for suggestions.

STEAM AREAS:

Technology and Arts

SKILLS:

Planning, problem solving, creating, creative thinking, understanding tools, texture, and natural elements

MATERIALS:

- Plastic bowls or cups for paint
- Nature elements: leaves, twigs, grass, petals, flowers
- Glue, string, clothes pegs, rubber bands, tape
- Sandpaper and brown bags or butcher paper
- Yellow, red, orange, brown, black, and white paint

Contextualise:

- Explain to learners that the first paintings were done in caves like in the story. Show pictures of cave paintings from *La Cueva de las Manos*. Ask learners what colours were used: ochre (use orange instead), red, yellow, brown, black, white. People didn't have access to paints, so they used the pigments in natural objects like berries, mud, burnt wood (charcoal), plants, minerals, stones.
- If possible, take learners outside to look at different colours found in nature (either as an outing or in the playground) and collect some items that they think they might be able to draw or paint with like leaves, twigs, grass, petals, flowers (or collect some items yourself before the lesson).

Plan:

- Explain that the challenge is to make a brush that they think would have been useful for painting in caves, as paintbrushes hadn't been invented yet.
- Display nature items and pass them around for learners to see and touch while thinking about which elements they might like to use.
- Page 80: Learners sketch out their new tool with the elements they will use.

STEAM CHALLENGE

CONSTRUCT A BRUSH FOR CAVE PAINTING

3+
x2

1 PLAN



80 Language focus: *brush*

Make:

- Learners select the elements and make their new tools, attaching the pieces with rubber bands, glue, tape, string, or clothes pegs.
- Page 81: Give out a very small blob of paint and have learners try out their brush by making simple strokes.

Create:

- Ask learners if they think cave walls are usually smooth or rough. Pass around some ordinary white paper, sandpaper, and brown butcher paper for them to feel. Suggest that the butcher paper can be crumpled up to have a cave-like texture.
- Allow learners to choose what their 'cave walls' will be made of: probably sandpaper or crumpled butcher paper. Tape their 'cave walls' under their tables.
- Learners lie under their tables and test their painting tools. Remind them to use only a little bit of paint to avoid dripping.

Reflect and revise:

- Learners present their painting tools and are invited to crawl into the cave (under the tables) to sightsee everyone's paintings.

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

2 MAKE



81

OVERVIEW

Vocabulary

1–10

Colours, toys, animals, food, family, the body

Communication

My favourite ...
I like ...

My turn! Your turn!

Recognition

Classroom language

Routines

happy, tired, OK
sunny, cloudy, rainy

angry, sad
hot, cold

Awareness

Cognitive, social, intercultural, ESI / CSE, inclusive classrooms, and language awareness will be addressed in each of the lessons where relevant.

PROJECT TIME 2

ALL ABOUT ME BOOK

1 MAKE A BOOK



2 BOOK COVER



3 I'M ...



4 MY FAMILY



5 MY FAVOURITE THINGS



82

PROJECT TIME 2: ALL ABOUT ME BOOK

Aim of the lesson

To integrate language.

Learning objectives

Learners

- can use numbers 1–10.
- can name a few basic nouns.
- can follow instructions to make, do, or colour something.

Key language

1–10

Colours, toys, animals, food, family

Areas of awareness

Social awareness

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

1 MAKE A BOOK

- Ask learners to open their books at page 82 and remind them that Project Time means they'll make something.
- Ask them to look at the pictures and what the project may be about. Conclude that it will be a book about themselves.
- Point to the picture in the first step and ask, *What are we going to make? A poster? A book?* For the second step ask, *Then, what are we going to do? Draw our face.* Point to your face to help with meaning. For the third one, ask one learner, *How old are you? 2 years old? 6 years old?* *You are going to draw a cake with six candles.* For step number 4, explain that they will draw their family. Finally, say, *I like chicken. Look! My favourite toy: a teddy bear ...* and point to the chicken and the teddy bear in the example. Say, *You will draw your favourite things.*

- Hand out one sheet of paper to each learner. Have them cut along the dotted lines as shown in the book. Help them staple the pages together or stick them together using glue along the side.

2 BOOK COVER

- Ask learners whose face they are going to draw and make sure they understand they need to draw a self-portrait.

3 I'M ...

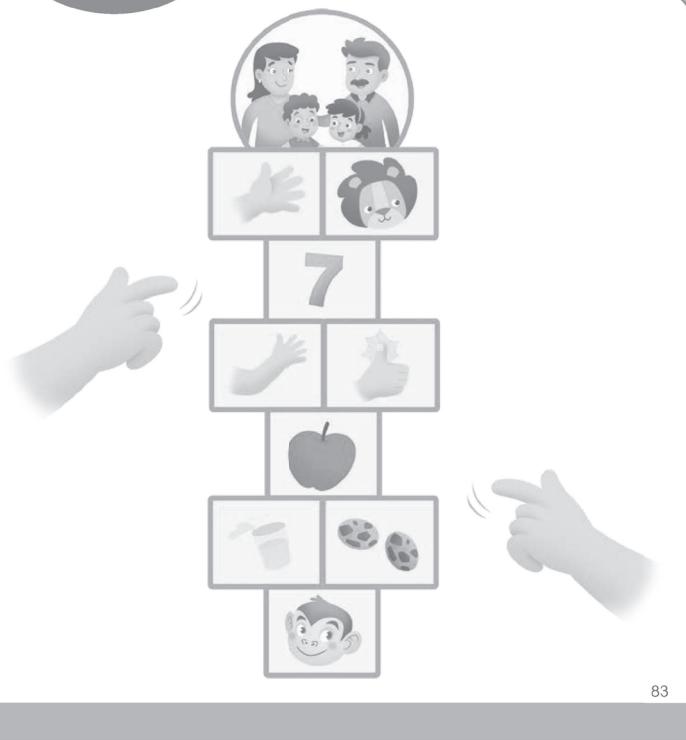
- While learners draw their birthday cakes, ask, *How old are you? I'm ... years old.* Make sure they draw the right number of candles.

4 MY FAMILY

- Learners stick a photograph of their family or draw their family portrait.

5 MY FAVOURITE THINGS

- Brainstorm learners' favourite things, e.g. favourite colour, animal, toy, food, etc., and have them draw them or cut out pictures from magazines.
- Learners can decorate their **All About Me** books adding frames, stars, hearts, etc.



83

Lesson opening

Greet learners and go over the routines. See page 12 in this Teacher's Book for suggestions.

- Have learners open their books at page 83 and ask them if they remember which well-known board games they mentioned in Break Time 1.
- Ask learners if they know the name of the game in the picture. Say that in English it is called *Hopscotch*. Explain that it is called this way because in the original version you are supposed to *hop*. Ask them to stand up and instruct them to hop to help them to understand what it means.
- Ask learners if they can hop on this hopscotch grid in their books. Conclude that in this case they will use their fingers: *finger hopscotch*. Ask them to show you how they would hop with their fingers and straddle on the double squares.
- Elicit the words that are on the grid: *monkey, water, biscuits, apple, arm, finger, 7, hand, lion, a family (mum, dad, brother, sister)*.
- Draw a hopscotch grid on the board. Pretend to toss a small object (a bottle cap, an eraser, a coin) and for it to land on one of the squares. Show how your finger hops to the picture it has landed on and say the word. Take the small object again to demonstrate that the aim is to reach the end of the grid.
- Have them pair up with a partner and play. Each pair needs a small object. Monitor and check they are saying the words as they land on them.
- As an extension, create new versions of this hopscotch by asking learners to say another word from the same category, e.g. another number instead of 7, other animals instead of *monkey* and *lion*.

Social awareness

Encourage learners to respect their peers' differences and preferences, explaining that everyone is different, unique, and special.

6 PRESENT

Learners volunteer to present their books to the rest of the class. Take photos of the learners' productions and post them on the school blog. If possible, ask the ICT teacher to make animated books.

Lesson closing

Before saying goodbye, go over the suggested steps on page 13 in this Teacher's Book.

BREAK TIME 2: FINGER HOPSCOTCH

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners can name a few basic nouns.

Key language

1–10

The body, family, animals

Areas of awareness

Language awareness and social awareness

Language awareness

Encourage learners to pay attention to the same word in their own language and in English and notice their similarities and differences, e.g. *hopscotch* in Spanish is *rayuela*. These are completely different. When you come across words that sound similar in both languages, help learners to notice this, e.g. in the case of Argentine Spanish: the words for piano, hamburger, sandwich, etc., sound similar to the English words.

Social awareness

Remind learners that when they are playing games, they must respect each other's turns. Encourage them to say *It's my turn. / It's your turn.*

Lesson closing

Close the lesson and say goodbye. Refer to the Introduction for suggestions.

This is an integrative activity aiming at assessing learners' progress. It is advisable to have a form to keep a record of their performance. You can use the example on this page.

You may decide to write an R if the learner recognises the words or most of them, or a P if they can produce most of the words in the category.

Procedure:

1a Recognition of language items

Place the school object flashcards on the board. Ask learners to take out their cards and put them on their desks or tables so that they can see them all. Take one of the cards and, without showing it to the learners, name it and ask them to show you the correct card. If they hold up the correct card, they should place it on a separate pile. If they haven't put up the correct card or if they can't remember what it is, they should leave it where it was. Do the same with the other school object cards.

Draw each of the school objects on the board, one below the other. Ask learners to draw them in their notebooks. Explain to them that if they have held up the correct card, they should draw a ☺ next to each of the pictures. If they haven't, they don't draw anything. Remind them to leave the cards on their desks. Walk around the classroom. Work with one learner at a time as the others are completing the ☺. Take out the cards he / she did not remember and ask, e.g. *Is this a (pen)? Is it a (pencil case)?* If they remember, they should draw a ☺ next to the drawing. You may add an H, meaning 'with help'. If they cannot remember, they should draw nothing.

1b Production of language items

Learners place their cards face down on their desks or tables. They turn over one card at a time and try to say the word. If they can say the word, they place the card in a pile on the right. If they do not remember the word, they place the card in a pile to their left. They then draw a second face next to the pictures they have drawn in their notebooks.

Keep a record of this. After a couple of lessons in which you have revised these areas, do an assessment activity and have learners go back to their list to see if there has been any progress.

2 Communicative situation

Remind learners of the situations they've acted out: greeting, introducing themselves as if they were one of the characters in the book, showing one of their school objects.

Show the picture on page 4 and elicit what the children are saying. Try to elicit the exchange without giving too much support to see if they can remember. If some learners need a little more support, show them the picture in Exercise 7, on page 11, to see if that jogs their memory. If it doesn't, give them options, *Hello!* or *Goodbye?* Elicit *I'm...* reminding the learners of how the characters introduce themselves. If learners respond, record this with a P. If they needed support, PH, i.e. being able to complete the task with help.

To work on *My (pencil)*, show learners the picture in Exercise 3, page 6. Follow the same procedure. You can also use the picture in Exercise 13, page 14.

You may have pairs interacting as you walk around keeping a record of their performance.

This is an integrative activity aiming at assessing learners' progress. It is advisable to have a form to keep a record of their performance. You can use the example on page 116.

Procedure:**1a Recognition of language items**

Hand out the Activity 1 worksheet on page 119. Instruct learners to take out their coloured pencils.

First, have learners show you the items you name, e.g. *Show me a doll*. Tell learners to draw a ☺ if they have shown the correct picture. Keep a record (R) in your form. In the case of schoolbag, the words to recognise are *big* and *small*, not schoolbag.

Follow the same procedure for the other items.

Now give the instructions to colour the splotches. As learners colour them, check they're using the correct colour and record this in your form. Colours to use: *red, green, yellow, sky-blue, blue, pink, purple, and orange*.

1b Production of language items

First place the school object flashcards on the board. Tell learners to say each word to themselves to check they remember them. If there's one they can't remember, they should raise their hand so that you can help them by giving them options, e.g. (pointing to a pencil case) *Is this a pen or a pencil case?* Keep a record of this on your form, adding an H if the learner required help.

Ask learners to take out their toy and colour cut-outs. You need your flashcards as well. Show one, without saying what it is, and ask learners, *What's this?* or *What colour is this?* They hold up the corresponding card and answer your question. If they answer correctly, they should draw a second face next to the pictures or splotches. Do the same with the rest of the words.

2 Communicative situation

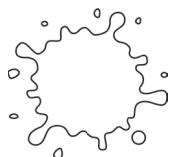
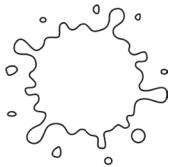
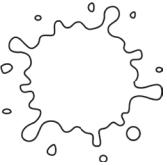
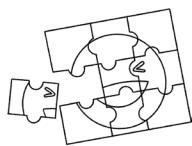
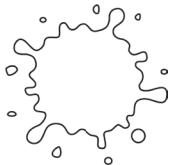
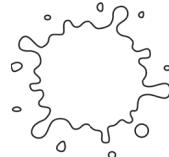
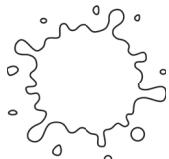
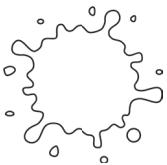
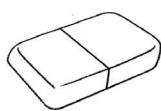
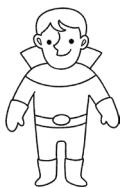
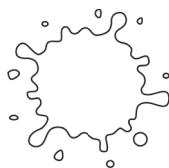
Remind learners of the situations they've acted out: showing their productions, responding to somebody's productions (saying *Wow!* or *Beautiful!*).

Show the picture in Activity 2 on page 119 to learners and elicit what the children are saying. Try to elicit the exchange without giving too much support to see if they can remember. If some learners need a little more support, suggest they go back to their books to see if that jogs their memory. These last cases should be recorded as being able to complete the task with help (adding an H to the assessment sheet).

You may have pairs interacting as you walk around keeping a record of their performance.

ACTIVITY 1

NAME _____ DATE _____



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ACTIVITY 2

NAME _____ DATE _____



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This is an integrative activity aiming at assessing learners' progress. It is advisable to have a form to keep a record of their performance. You can use the example on page 116.

Procedure:

1a Recognition of language items

Hand out the Activity 1 worksheet on page 121. Instruct learners to take out their cut-outs: numbers 1–6 and birthday items. Tell them you'll work on the first two columns.

First, have learners hold up the cut-outs you name, e.g. *A cake*. Tell learners to draw a ☺ in the chart, next to the drawing of the cake if they have shown the correct picture. Keep a record (R) in your form.

Follow the same procedure for the other items.

Before passing on to assess production, walk around and check if there are pictures with no ☺. Use the learner's cut-outs and ask, *Is this a (candle)? Is this number (six)?* Record this as RH, meaning recognition with help.

1b Production of language items

Draw five columns on the board. At the top of each, draw one element to show the category, e.g. a pencil for school objects, a splotch for colours, a ball for toys, a number for

numbers, and a balloon for birthday vocabulary. You can number the columns at the top 1 to 5. Use the same order and numbers as in the worksheet.

Take out the flashcards for these categories and shuffle them. Show one, learners say what it is and tell you where to place it, either naming the category or the number. If learners say the word, they draw a ☺. In the case of columns 1 and 2, they draw a second ☺.

You may ask learners to compare the number of ☺ in this worksheet and in the previous ones for them to see progress.

2 Communicative situation

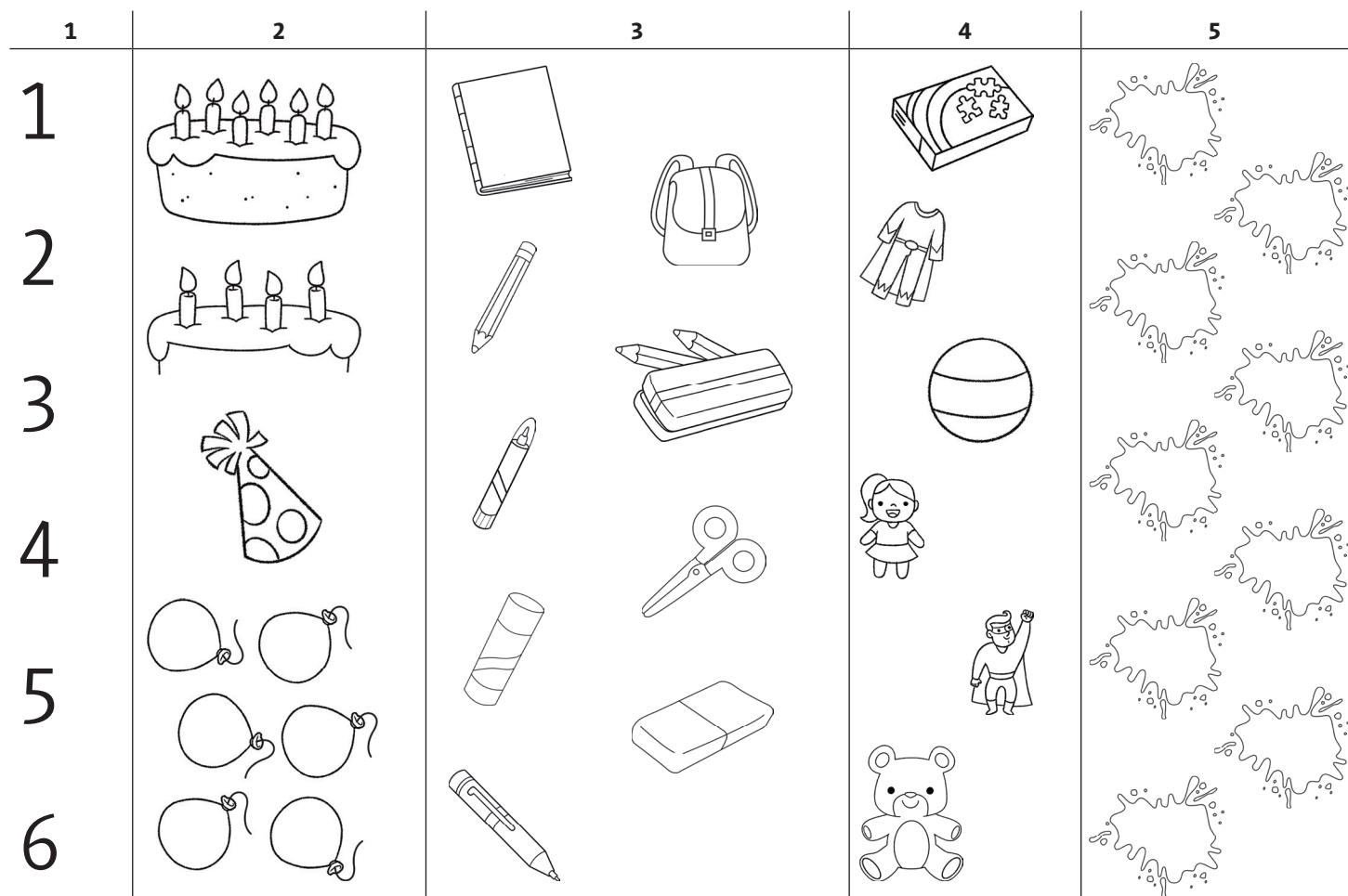
Remind learners of the situations they've acted out: greeting and asking about age.

Show the picture in the Activity 2 worksheet on page 121 to learners and elicit what the children may be saying. Try to elicit the exchange without giving too much support to see if they can remember. If some learners need a little more support, suggest they go back to their books to see if that jogs their memory. These last cases should be recorded as being able to complete the task with help (adding an H to the assessment sheet).

You may have pairs interacting as you walk around keeping a record of their performance.

ACTIVITY 1

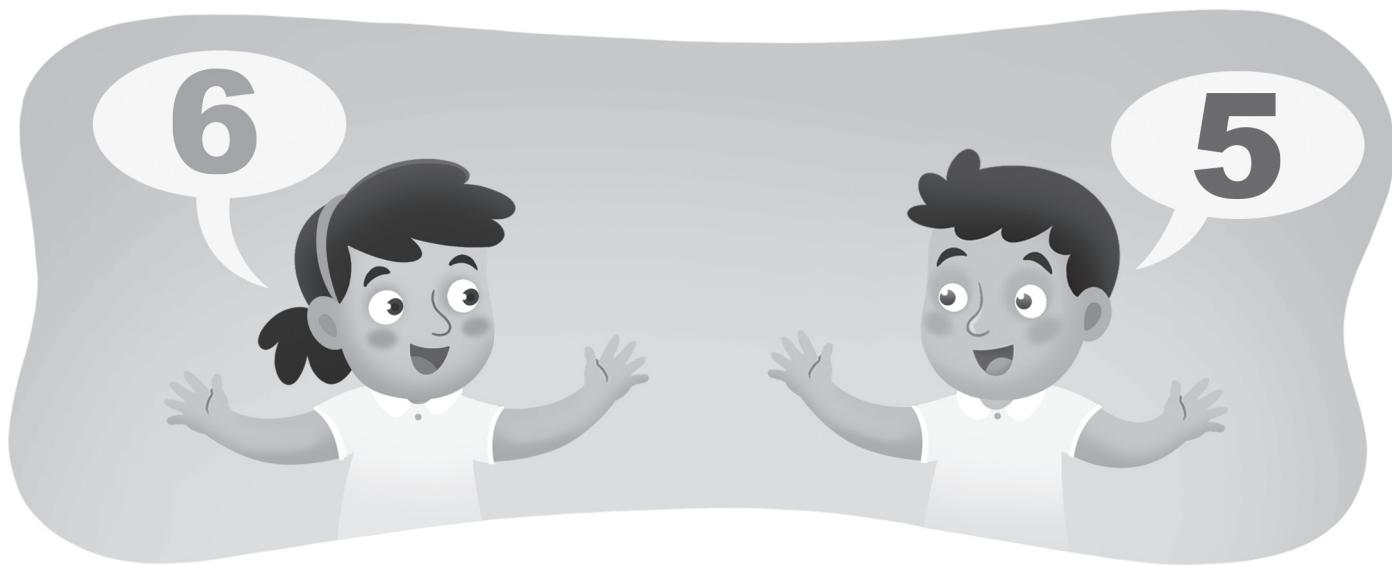
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ACTIVITY 2

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This is an integrative activity aiming at assessing learners' progress. It is advisable to have a form to keep a record of their performance. You can use the example on page 116.

Procedure:

1a Recognition of language items

First, hand out the Activity 1 worksheet on page 123. Tell learners they'll have to draw; you'll tell them in which section, 1, 2, or 3 (1: animals; 2: numbers, and 3: parts of the body). It's best to dictate all the elements of one section first and then move on to the next section.

Tell them that in the case of animals, they should only draw one salient feature, something that will show them what animal it is.

Items for section 1: *spider, crocodile, lion, dog, cat, bird, monkey, elephant*

Items for section 2: *7, 8, 9, 10*

Items for section 3: *leg, arm, head*

Tell learners to draw a small **X** if there's a word they can't remember. This will allow you to check which words they can't identify.

Walk around. If you see boxes with a cross, take your flashcards and give the learner an option, e.g. *Is this a (cat)?* Record this in your form as RH (recognition with help).

1b Production of language items

Draw seven columns on the board. At the top of each, draw one element to show the category, e.g. a pencil for school objects, a splotch for colours, a ball for toys, a number for numbers, a balloon for birthday vocabulary, a bird for

animals, and a head for parts of the body. You can number the columns at the top, 1 to 7. It's advisable to follow the category numbers in the worksheet, i.e. 1 animals, 2 numbers, 3 parts of the body, 4 (school objects), and so on.

Take out the flashcards for these categories. Work on animals, numbers (1–10), and parts of the body first. Shuffle them. Show one, learners say what it is and tell you where to place it, either naming the category or the number. If learners say the word, they draw a ☺ next to the drawing in their worksheet.

Tell learners you'll work with the items for Assessment Worksheet Unit 3. Ask them to open their notebooks to where this worksheet is. Follow the same procedure as before. This time, if they can say the word, they will add a third ☺. Keep a record in your form.

You may ask learners to compare the number of ☺ in this worksheet and in the previous ones for them to see progress.

2 Communicative situation

Remind learners of the situation they've acted out: the story on page 54.

Show the picture in the Activity 2 worksheet on page 123 to learners and elicit what the children may be saying. Try to elicit the exchange without giving too much support to see if they can remember. If some learners need a little more support, suggest they go back to their books to see if that jogs their memory. These last cases should be recorded as being able to complete the task with help (adding an H to the assessment sheet).

You may have pairs interacting as you walk around keeping a record of their performance.

ACTIVITY 1

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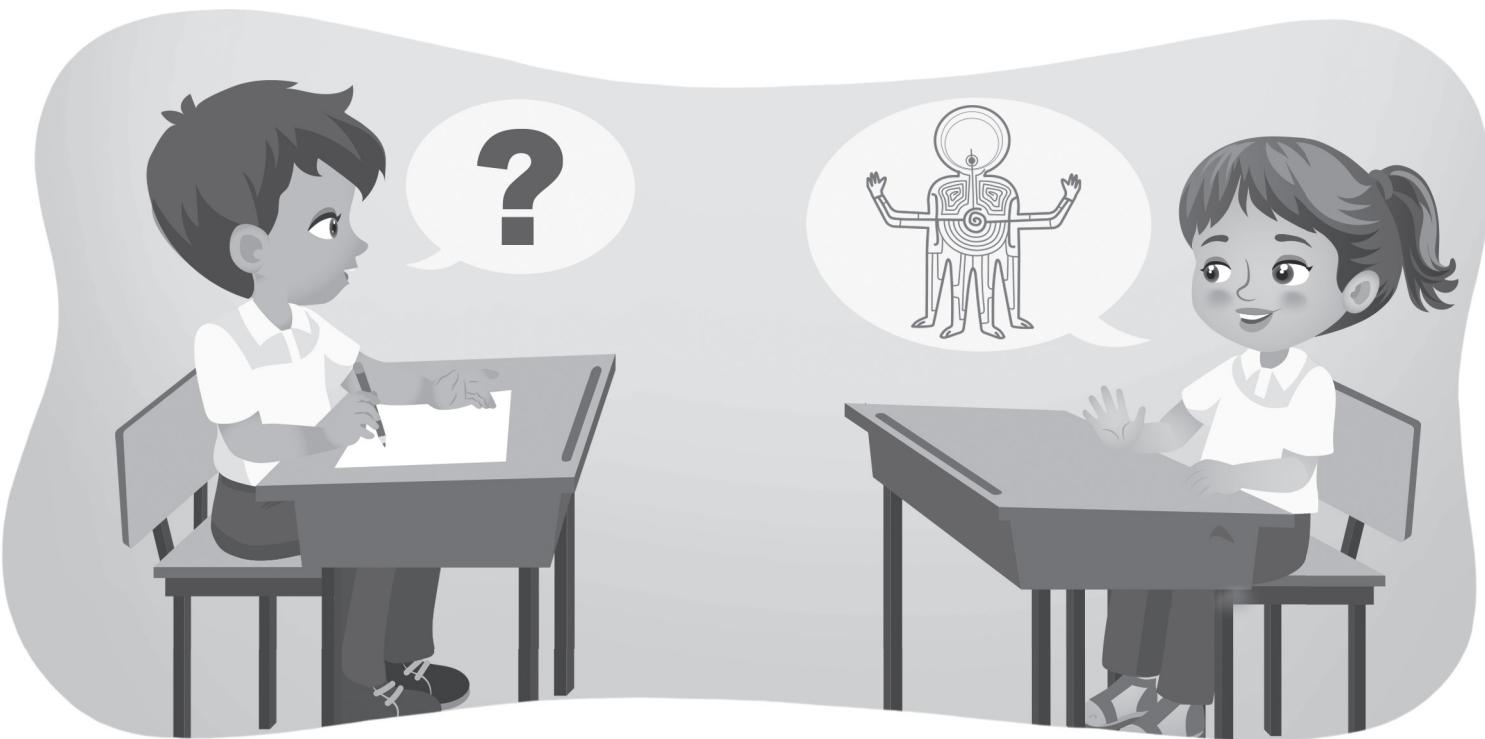
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WORKSHEET - 123

This is an integrative activity aiming at assessing learners' progress. It is advisable to have a form to keep a record of their performance. You can use the example on page 116.

Procedure:

1a Recognition of language items

First, hand out the Activity 1 worksheet on page 125. Tell learners to take out their family and food cut-outs. Inform them you'll work with food items first. Name one of the items and ask learners to hold up the correct cut-out. If they have held up the correct cut-out, they should draw a ☺ in the worksheet next to the item and place the cut-out face down. Do the same with the rest of the items. If there's a food item they can't remember, they should draw a small ✗ and leave the cut-out face up.

For family members, follow the same procedure.

Walk around. When you see a drawing without a ☺, take the cut-outs which are face up and ask the learner, *Is this (chicken)? Is this (the brother)?* Record this in your form as RH (recognition with help). If the learner answers correctly, instruct him / her to draw a ☺.

1b Production of language items

Draw as many columns on the board as lexical areas to assess. It may be the case that all learners are at production level of, say, school objects, so there's no need to go back to them. At the top of each, draw one element to show the category, e.g. a splotch for colours, a ball for toys, etc. You can number the columns at the top, 1 to ...

Take out the flashcards for these categories. Work with one lexical area at a time. Start with the ones in Unit 5 first. Shuffle the food flashcards. Show one, learners say what it is and tell you where to place it, either naming the category or the number. If learners say the word, they draw a ☺ next to the drawing in their worksheet. Do the same with family members.

Tell learners you'll work with the items for Assessment Worksheet Unit 4. Ask them to open their notebooks to where this worksheet is. Follow the same procedure as before. This time, if they can say the word, they will add a third ☺. Keep a record in your form. Then, instruct them to open their notebooks to where the Unit 3 worksheet is, and do the same.

You may ask learners to compare the number of ☺ in this worksheet and in the previous ones for them to see progress. If there's a lexical area you're not revising, let them know it's because they all use the words already.

2 Communicative situation

Show the picture in the Activity 2 worksheet on page 125 to learners and elicit what the children may be saying. Try to elicit the exchange without giving too much support to see if they can remember. If some learners need a little more support, suggest they go back to their books to see if that jogs their memory. These last cases should be recorded as being able to complete the task with help (adding an H to the assessment sheet).

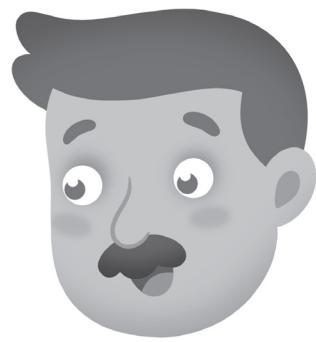
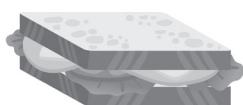
You may have pairs interacting as you walk around keeping a record of their performance.

ACTIVITY 1

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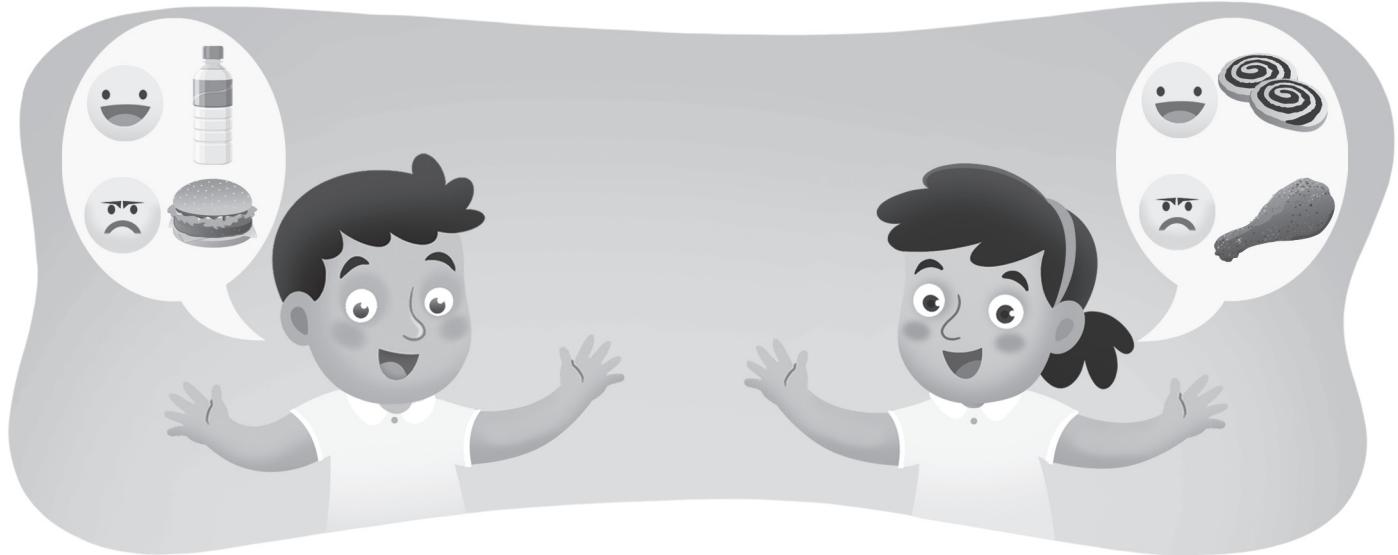
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ACTIVITY 2

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WORKSHEET - 125

This is an integrative activity aiming at assessing learners' progress. It is advisable to have a form to keep a record of their performance. You can use the example on page 116.

Procedure:

1 Recognition and production of language items

First, hand out the Activity 1 worksheet on page 127. Since Unit 6 revises and integrates language, instead of working with the cut-outs, you may hand out the worksheet and give the following instructions.

Start with column 1.

Look at the pictures and say the words.

If you remember the word (use gestures and facial expressions), draw a ☺. If you don't remember the word, draw a ✗.

Allot a couple of minutes for learners to go over column 1. Walk around and check if you can see any crosses. In this case, point to the drawing and ask, *Is this (glue)?* to check if

the learner can recognise the item. Record this in your form as RH (recognition with help). In all the other cases, it's P.

Follow the same procedure for the other columns. In the case of the colour columns, place the colour flashcards on the board, one below the other like in the worksheet. As learners say each, they should colour the splotches following the order on the board.

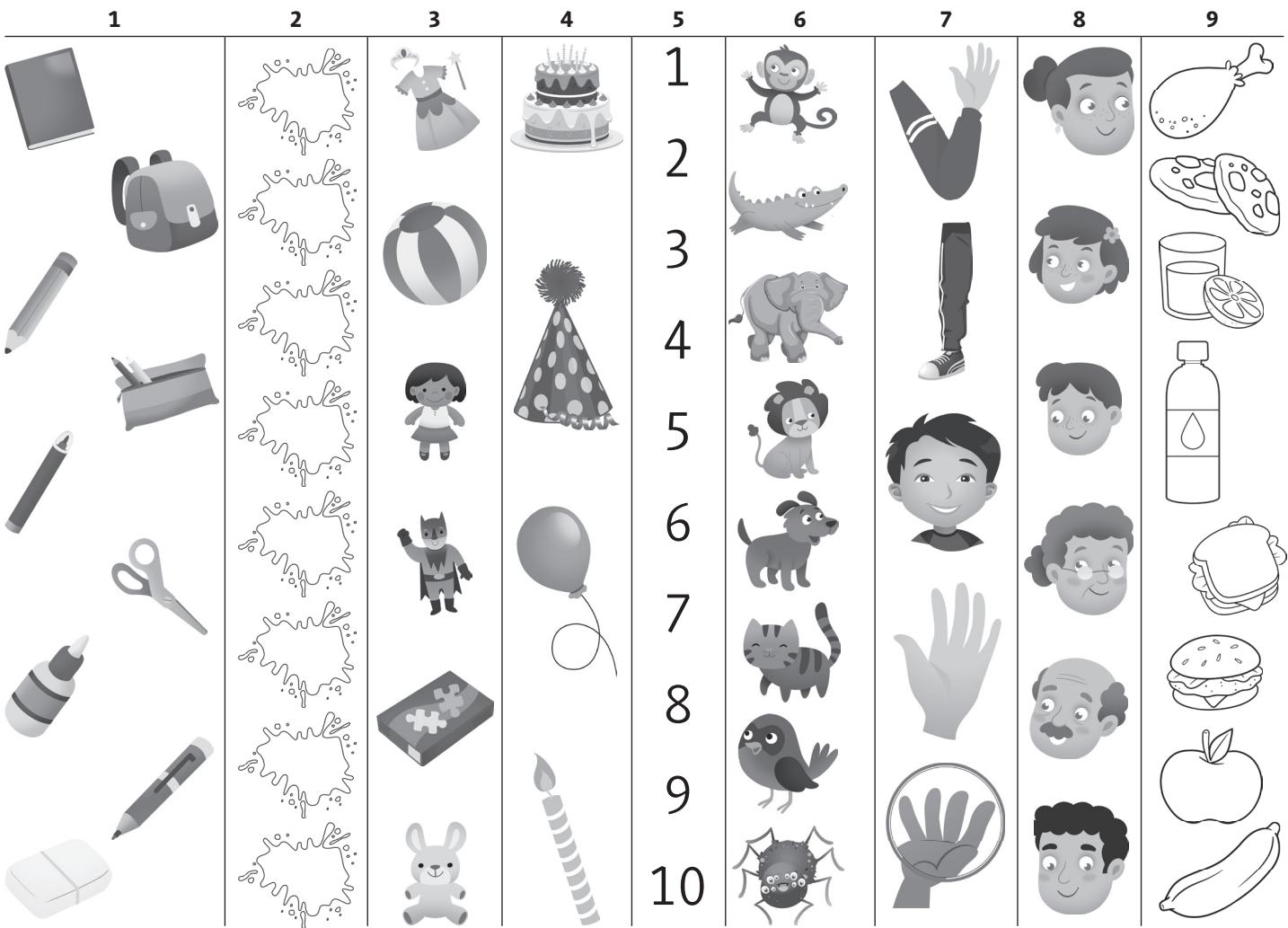
2 Communicative situation

Show the picture in the Activity 2 worksheet on page 127 to learners and elicit what the children may be saying. Try to elicit the exchange without giving too much support to see if they can remember. If some learners need a little more support, suggest they go back to their books to see if that jogs their memory. These last cases should be recorded as being able to complete the task with help (adding an H to the assessment sheet).

You may have pairs interacting as you walk around keeping a record of their performance.

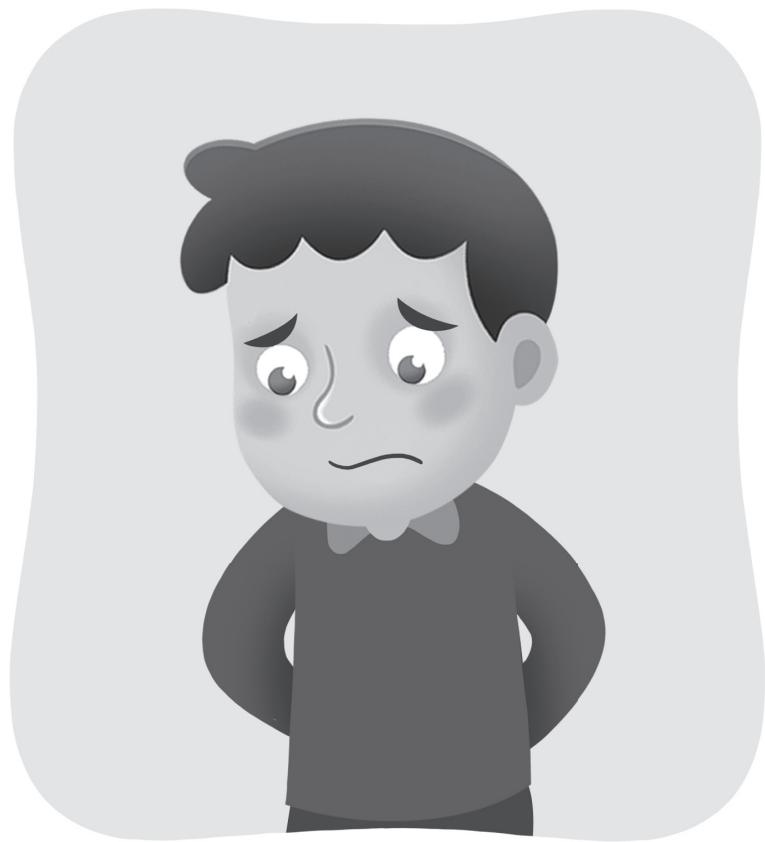
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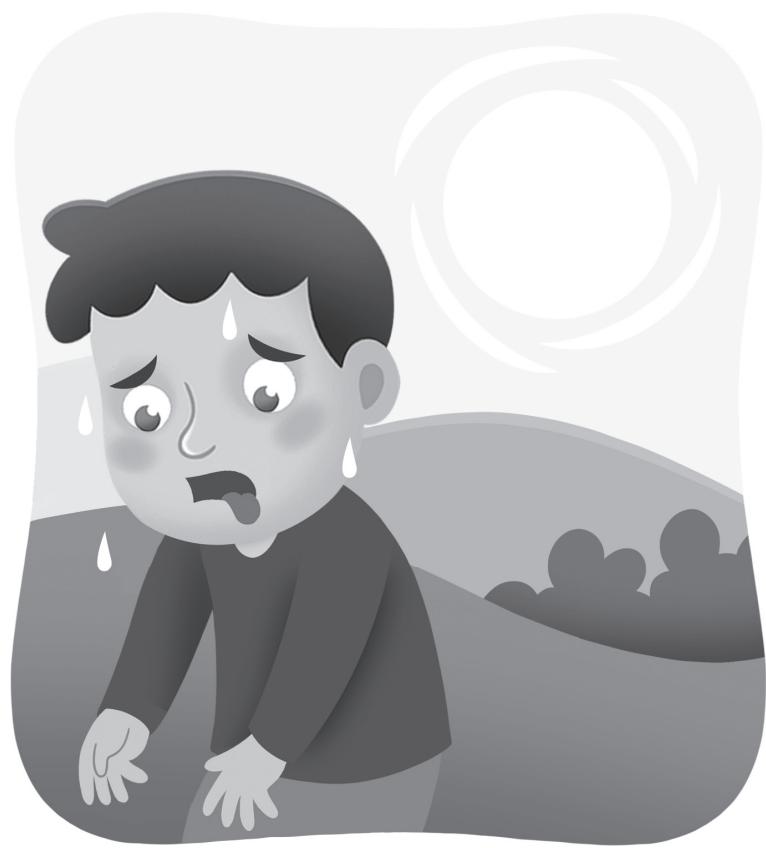






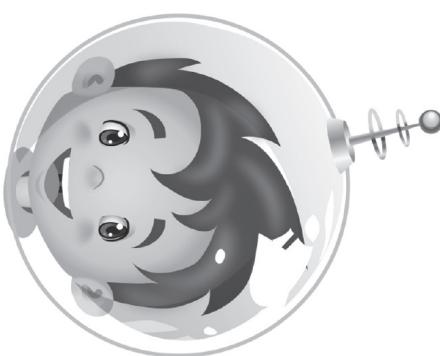
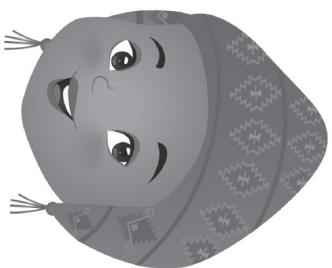








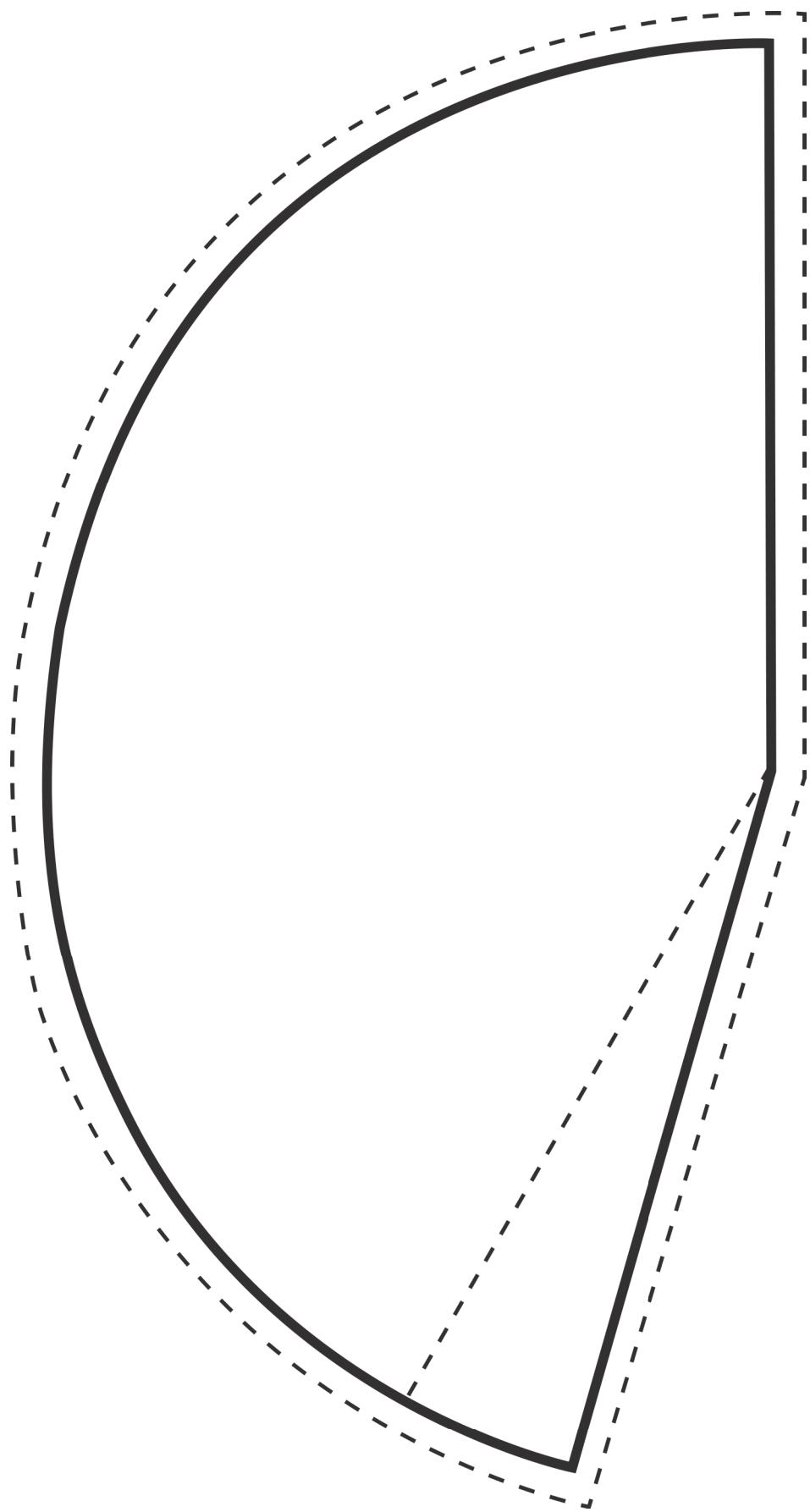
CHARACTER BOOKMARKS



CHARACTER CUT-OUTS



PARTY HAT TEMPLATE



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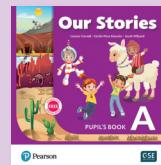
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