

Our Stories

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TEACHER'S BOOK

B



Pearson

GSE
Global Scale of English

Our Stories

B

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SCOPE AND SEQUENCE

UNIT	COMPREHENSION AND PRODUCTION PRACTICES				
	VOCABULARY	GRAMMAR (ANSWERS TO)	COMMUNICATION	RECOGNITION	INTEGRATION
0	Characters' names		<i>Hello! Hi!</i> <i>Goodbye.</i> <i>I'm ...</i> <i>Yes! No!</i>	<i>happy, OK, tired</i> <i>sunny, cloudy, rainy</i> <i>angry, sad</i> <i>hot, cold</i> Classroom language	1-10 School objects: <i>marker, pencil, scissors, glue, pen, book, notebook, schoolbag, eraser, pencil case</i> Colours: <i>red, green, yellow, orange, blue, pink, purple, sky-blue</i>
1	Colours: <i>grey, black, brown, white</i> Sea animals: <i>dolphin, fish</i>	<i>What's this?</i> <i>Who's this / that?</i> <i>Is this / that ...?</i> <i>Are you ...?</i>	<i>What's your name?</i> <i>How old are you?</i> <i>What's your favourite ...?</i> <i>I like ...</i>	<i>warm, circle</i> Classroom language	School objects Pets: <i>dog, cat, bird</i>
STEAM CHALLENGE: Create an art machine					
2	Face: <i>ears, eyes, mouth, nose</i> <i>shell, starfish</i> <i>big, small</i>	<i>What colour ...?</i>	<i>I have ... / I don't have ...</i>	<i>warm, it's raining</i> <i>circle, square</i> Classroom language	Colours Numbers 1-10
STEAM CHALLENGE: Create a face					
3	Farm animals: <i>cow, duck, horse, pig, sheep, hen</i> Sea animals: <i>whale, jellyfish, sea lion, seal, fish</i>	<i>Do you have ...?</i> <i>Yes, I do. / No, I don't.</i>	<i>I like ... / I don't like ...</i>	<i>warm, it's raining, windy, snowy</i> <i>circle, square, triangle</i> Classroom language	<i>arm, leg, head, hand</i>
STEAM CHALLENGE: Build a habitat					

UNIT	COMPREHENSION AND PRODUCTION PRACTICES				
	VOCABULARY	GRAMMAR (ANSWERS TO)	COMMUNICATION	RECOGNITION	INTEGRATION
4	<i>ship</i> Rooms in a house: <i>bedroom, kitchen, bathroom, living room, house</i> Items in a house: <i>bed, fridge</i>	<i>Where's ...?</i> <i>In the + (room)</i>	<i>Can I have ...?</i>	<i>warm, it's raining, windy, snowy</i> <i>circle, square, triangle, diamond</i> <i>Classroom language</i>	Colours
	STEAM CHALLENGE: Make a floor plan				
5	Clothes: <i>jacket, trainers, socks, T-shirt, dress, skirt, trousers, sweater</i>	<i>What are you wearing?</i>	<i>I'm wearing ...</i> <i>Give me ...</i> <i>It's cold / hot.</i> <i>Here's your ...</i>	<i>warm, it's raining, windy, snowy</i> <i>circle, square, triangle, diamond, rectangle</i> <i>Classroom language</i>	<i>I have ...</i>
	STEAM CHALLENGE: Make a Venn diagram				
6	11-20 <i>coin, treasure</i> Food: <i>rice, milk, soda, eggs, chips</i> <i>braid</i>	<i>How many ...?</i>	<i>Let's ...</i> <i>Hurray!</i>	<i>warm, it's raining, windy, snowy</i> <i>circle, square, triangle, diamond, rectangle</i> <i>Classroom language</i>	<i>shell</i>
	STEAM CHALLENGE: Build a pirate ship				

Project Time 1: An animal display

Break Time 1: Integrative board game

Project Time 2: Poems

Break Time 2: Bingo

AREAS OF AWARENESS

Linguistic awareness

Social awareness

ESI / CSE

Inclusive classrooms

Cognitive awareness

Competences

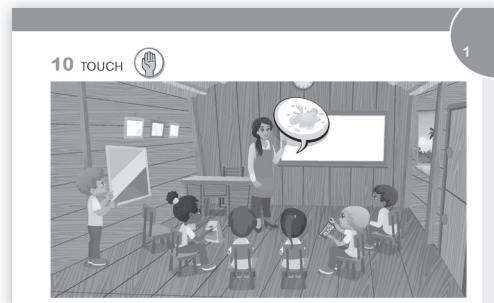
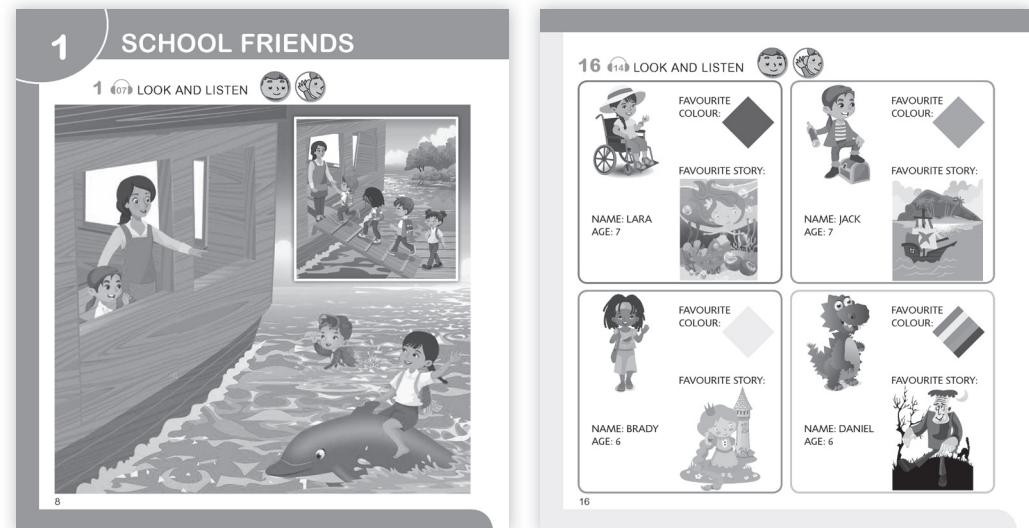
COMPONENTS

Our Stories B PUPIL'S BOOK

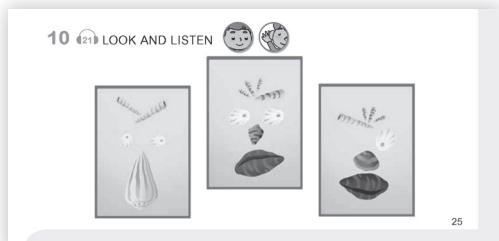
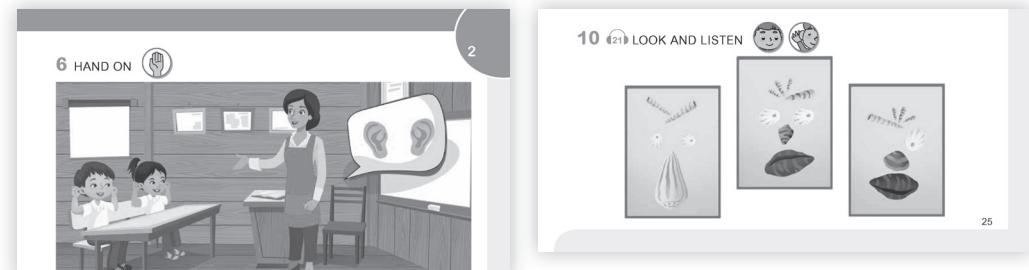
There are six main units, plus a Welcome Unit, two Project Time, and two Break Time sections.

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 BUILD A HABITAT

1 THINK AND MATCH. THEN, CIRCLE

2 DRAW

42 Language focus: (farm and sea animals), long, short, small, medium-sized, big, farm, sea

43 Language focus: farm, sea

PROJECT TIME

Two integrative project work activities

PROJECT TIME 1 AN ANIMAL DISPLAY

1 COLLECT ANIMAL PICTURES

2 SORT THE ANIMALS

SEA ANIMALS	FARM ANIMALS	PETS

3 MAKE A POSTER

SEA ANIMALS	FARM ANIMALS	PETS

4 SHARE THE POSTER

44

BREAK TIME

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

BREAK TIME 2 BINGO

17	11	16	18
15	19	13	17
12	20	14	20

83



CUT-OUTS

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

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 B*, 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 B, gender roles are transgressed through the characters of Brady, Lara, Jack Jnr, Daniel, and their families. 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 B compresses the beach, a coastal city, a pirate island, a deserted island in the Caribbean, a sunken ship with treasure, and a natural reserve on the Southern Atlantic / Pacific coast. 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.

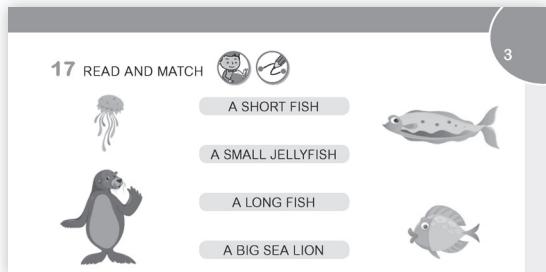
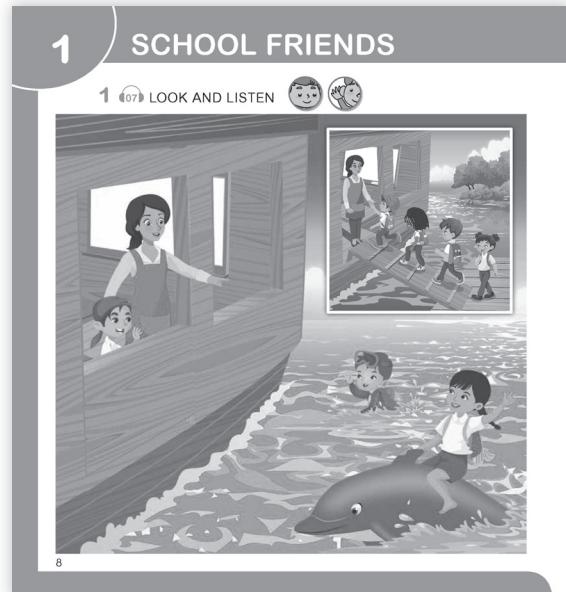


¹ Foucault, M. (1968) [1967] 'Des espaces autres' [Of Other Spaces], *Árciteturra*, 13: 822–823.

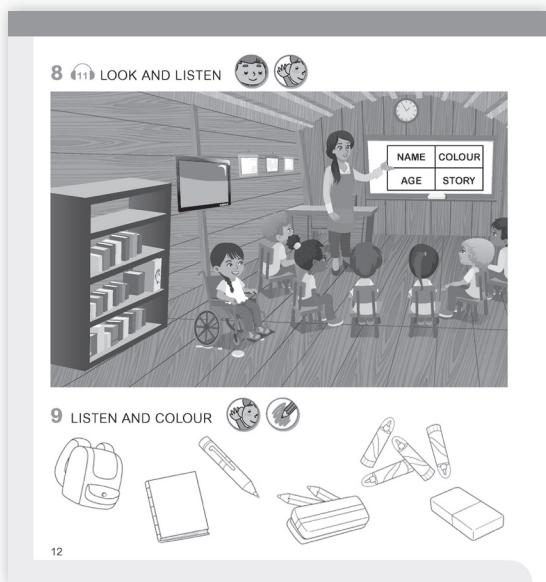
UNIT ORGANISATION

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

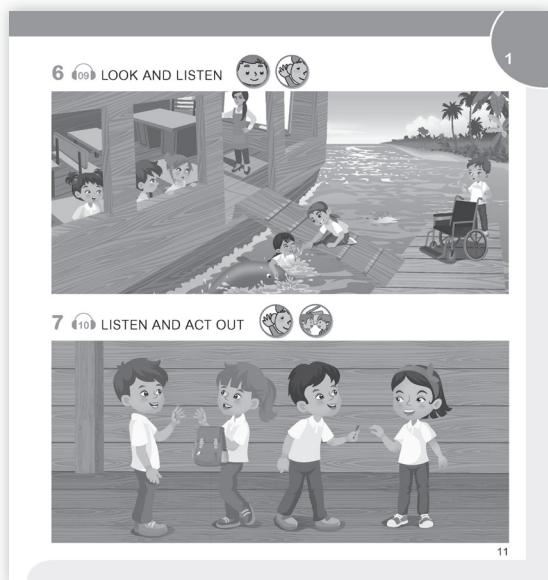
- An opening story in the form of an audio picture book. This story introduces one of the lexical areas in the unit and / or grammar point (referred to as 'answers to' questions in the Scope and Sequence of this level). Some ungraded language for communication is sometimes introduced in this opening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



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

15 SING

CRAZY PETS

15

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

16 LOOK AND LISTEN

FAVOURITE COLOUR: FAVOURITE STORY:
NAME: LARA AGE: 7

FAVOURITE COLOUR: FAVOURITE STORY:
NAME: JACK AGE: 7

FAVOURITE COLOUR: FAVOURITE STORY:
NAME: BRADY AGE: 6

FAVOURITE COLOUR: FAVOURITE STORY:
NAME: DANIEL AGE: 6

16

18 MY FAVOURITE COLOURS

17

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

STEAM CHALLENGE MAKE A FLOOR PLAN 3+

1 LOOK

2 RECORD

1, 2, 3, 4, 5, 6, 7, 8, 9, 10? ROOMS: _____

TICK (✓)

BEDROOM	<input type="checkbox"/>	BATHROOM	<input type="checkbox"/>
LIVING ROOM	<input type="checkbox"/>	KITCHEN	<input type="checkbox"/>

COLOUR AND CIRCLE

56 Language focus: house. Do you have a (bedroom, bathroom, living room, kitchen)? Yes, I do / No, I don't.

Language focus: bedroom, bathroom, living room, kitchen, (numbers 1-10), (colours)

57

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

**PROJECT
TIME 1**

AN ANIMAL DISPLAY

1 COLLECT ANIMAL PICTURES

2 SORT THE ANIMALS

SEA ANIMALS	FARM ANIMALS	PETS

3 MAKE A POSTER

SEA ANIMALS	FARM ANIMALS	PETS
		

4 SHARE THE POSTER

	SEA ANIMALS   	FARM ANIMALS   	PETS   
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- o 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.

PROJECT TIME 2

POEMS

1 MAKE A SHAPE POEM

2 MAKE A 'MY HEART MAP' POEM

MY ❤ MAP

BY _____

BY TOMÁS

BREAK TIME 1 BOARD GAME

FINISH

2

3

START

45

- o 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. In these games, learners also develop other skills, such as being good losers and good winners, turn taking, patience, among others.

BREAK TIME 2

BINGO

17 	11 	16 	18
15 	19 	13 	17
12 	20 	14 	20

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.

Routines in Our Stories Level B

- Helpers
- Feelings: (*happy, tired, OK, angry, sad*)
- Weather: (*sunny, cloudy, rainy, hot, cold, it's raining, windy, snowy, warm*)
- Shapes: *square, rectangle, triangle, diamond, circle*
- Lesson schedule

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 shape 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

The same procedure as for Level A is suggested since there are no new feelings introduced. After you have sung the *Hello* song, show a happy face and tell learners, *I'm happy today*. Draw a happy face on the board 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 review 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.

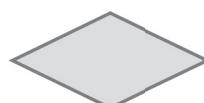
Weather conditions

Follow the same procedure as in Level A, this time introducing the new weather words. Show the windy flashcard and ask learners, *Is it windy today? Yes or no?* Invite them to look out the window. When they say yes, tell them, *Yes, it's windy today* and stick the windy card on the routine section / poster. Do the same with the other weather conditions for the level.



Shapes

Draw a big circle on the board or use the circle flashcard (see the photocopiable routine cards at the end of this book) and, as you point to it, tell learners, e.g. *Look! A circle*. Ask them, e.g. *Is it a big circle?* After they answer, draw a small one and ask again, e.g. *Is it a big circle? No, it's a small circle*. Follow the same procedure with the other shapes. Once they know two, you can include patterns as part of the routine, e.g. *circle, square, circle, square*. Every time they complete the calendar, they add the corresponding shape to the day, either a circle or a square. You can also have patterns with big and small shapes.



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 B, 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. Each level aims 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 B will focus on learners' development of the oral skills: listening and speaking, reading at word and phrase level first and simple sentence level after, and writing as from Unit 4.

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

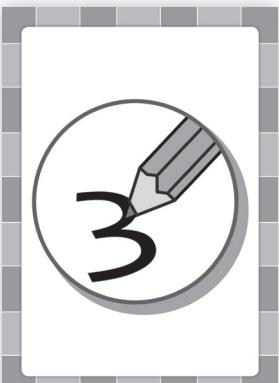
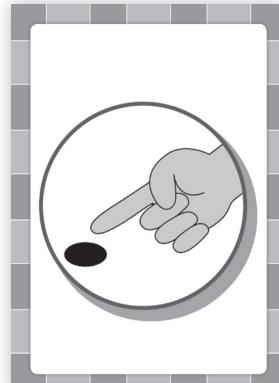
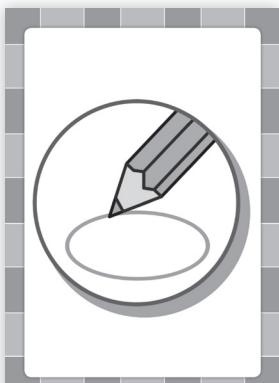
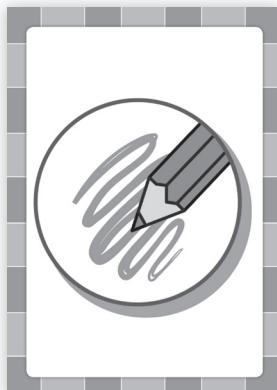
the school's language of instruction, recap what they have said in English, by saying, *Yes, Listen and number*. When activities involve more than one step, it is advisable to write 1, 2, etc., on the board for the different steps and stick the corresponding flashcard next to each step. If, at some point, 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.

At this level, you can stick the instruction flashcards on the board, i.e the one(s) you need, and write two instruction words, e.g. READ and LISTEN. Have learners place the flashcard next to the correct word.

8a  LISTEN AND NUMBER



3 LOOK AND MATCH. THEN, SAY



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.

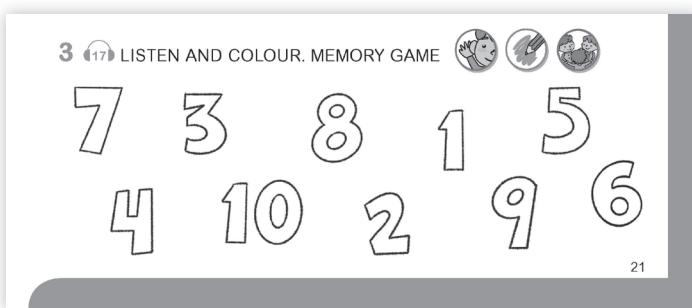
Listening involves some degree of concentration. Ask learners if they prefer to have their desks cleared in case they should get distracted. Work on some ground rules:

- 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.

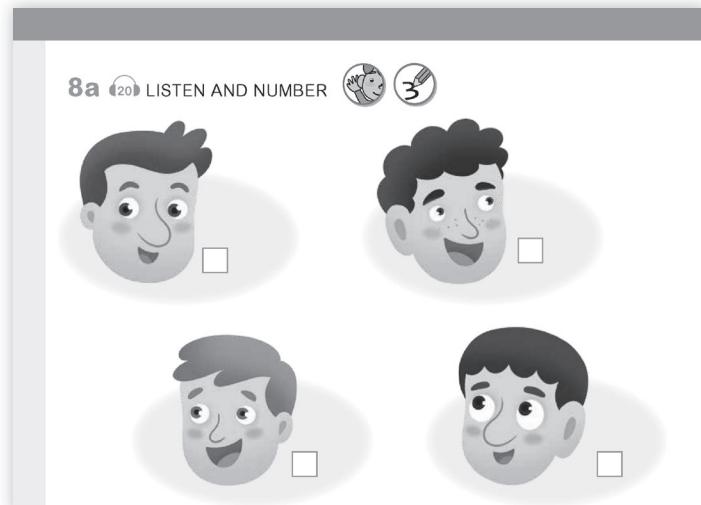
It is advisable to have a dry run before the actual activity to check everybody knows what to do. For the first listening activities, teachers can also decide to do them together with their learners. If possible, do the activity on the board by drawing elements or using the flashcards. This is a good 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'.

3 117 LISTEN AND COLOUR. MEMORY GAME



8a 120 LISTEN AND NUMBER



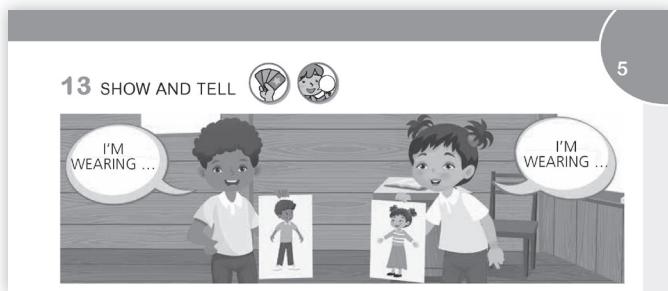
Speaking activities

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 B, learners are introduced to reading and writing naturally. In all cases, they will be asked to read what they can already say orally.

At this level, learners will focus on the initial sound and letter, and will find it easier if it is a consonant. They will start by reading the instructions. The icons can provide the scaffolding some learners may need. It is also advisable to work with the icon flashcards: place two or three on the board, i.e. the one(s) in the activity to work with and an extra one, and write the words on the board in random order for learners to match with the icons. Check with the classroom teacher if learners read block capitals, lower

case, or cursive. You can ask learners to account for their answers as to how they know which word to match with the flashcard. At this stage, it is better not to correct them if they are wrong, but rather, provide conflicting evidence. For instance, if they have to match the word *listen* to its corresponding icon, and they say it's because of the /l/ sound, ask them how they know it is not *look* (another word that begins with an 'l' and whose first sound is also /l/).

The first set of words to read is colours. Write three colour words that start with a different consonant, e.g. *blue*, *pink*, *green*. Ask learners where it says, e.g. *pink*. Do the same with the other two colours. Then, write colour words that will help them to adjust their hypothesis of first letter-first sound, e.g. *blue*, *brown* and *black*, or *pink* and *purple*. Do not focus on decoding letters into sounds, but rather on having learners read the full word. You can include a reading section as part of the Routine, e.g. you write three words on the board, say one and learners point to the correct word.

In case you want to work with the days of the week as part of the first words learners are expected to read, you will find the complete set on pages 134-136 in this Teacher's Book.

Writing

Writing is introduced as from Unit 4, in the My Dictionary activity, at the end of each unit. Learners are presented with some pictures that represent items learnt in previous units. Ask learners where they can find these words in their books so that they can check the spelling. Lead them into using their books as reference, or wall posters with spelt words. Tell them to look for the first word, e.g. *pencil*. Once they find it, encourage them to take a mental picture of it, and then write it next to the picture. Once they have written the word, they can go back and check. This will help them to focus on the word as a whole—what readers do. Invite learners to make their own dictionary pages with the items they want to draw and write. Learners should write in the same way they write with the classroom teacher, e.g. block capitals.

Children are naturally curious and they may wonder how words are spelt in English. At some point, 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 provide learners with reference skills, e.g. *Where can we find this word and check how we spell it?*



Games

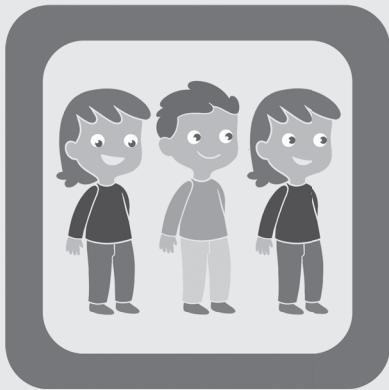
Games offer a unique opportunity for the meaningful use of language, and to work on soft skills and educational aspects as outlined in the Introduction above. As with any activity, start by focusing on the icons and rubrics. Focus learners' attention on the information in the activity and ask them if 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 (seven), 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.

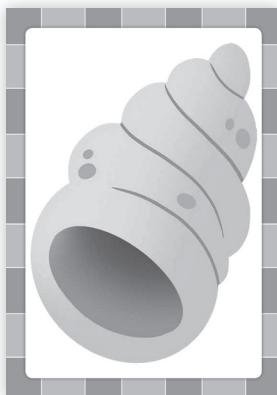


Using the flashcards

In *Our Stories Level B*, 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. 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' social media 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  



64

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 128 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.



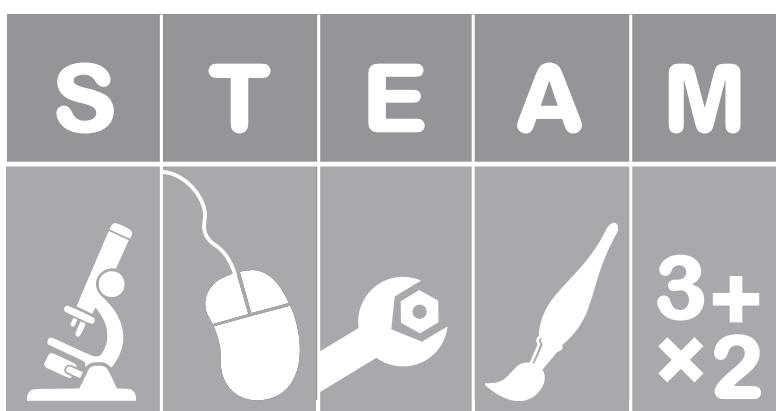
STEAM

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

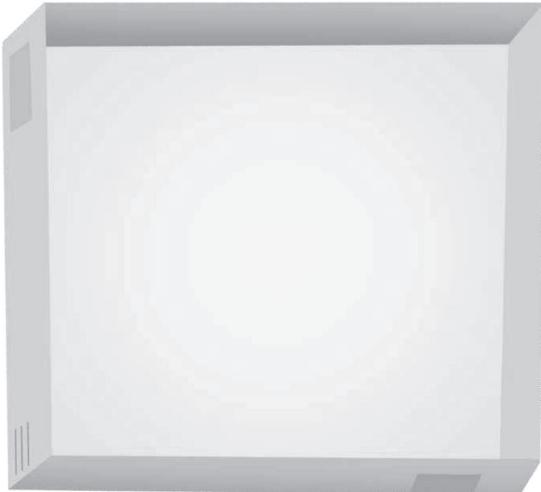
and open-ended activities, not for learners to copy and recreate something the teacher does.

- **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 CREATE AN ART MACHINE

1 PREDICT



2 CIRCLE



18 Language focus: *My favourite colour is ... (colours)*

19 Language focus: *ball, gravity*

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.

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, the Project Time 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

Daniel wants to be funny and does not follow the teacher's instructions. He realises this and apologises. It's important to point out that you should say *Sorry* when your attitude is not the expected one.

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

Brainstorm different ways of counting the number of objects without counting each more than once.

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

Learners may think all schools look similar, probably similar to their own school. This is so because of their experience. Help them discover that schools can be very different in different places. A hut, a boat, an old train wagon, or even a carriage can be turned into a classroom in some places where a building can't be built.

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

Lara cannot walk and needs a wheelchair, but this does not and should not prevent her from being in a regular classroom. She can join the rest of her classmates in the activities they're doing. If a learner says that she is not with the rest of the children, tell them that this is an illustration of a moment, and that she'll take her spot in the circle, together with the other children.

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

Point to the clothes learners are wearing. Some learners may be used to a more traditional concept of uniform. They may also be surprised at seeing Jack wearing a bandana on his head and may comment on the fact that it is pink, a colour frequently associated with girls. Reflect on the fact that there are no boys' and girls' colours, and that uniforms may take different forms. You may also reflect on the concept of a uniform: everybody's clothes are the same.

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 objects	numbers 1-10	colours	animals	answers	the face	big / small	colours	answers	I have	communication	farm animals	sea animals	answers	communication	the house	Where's ... ? / In ...	communication	clothes	answers	communication	food	numbers 11-20	answers	communication

3 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 in this Teacher's Book.

Procedure:

1a Recognition of language items

Recognition will be assessed with the photocopiable activity on page 121.

Instructions Exercise 1

Number 1: Sheep
Number 2: Duck
Number 3: Short fish
Number 4: Whale
Number 5: Jellyfish
Number 6: Hen
Number 7: Cow
Number 8: Horse
Number 9: Pig
Number 10: Sea lion
Number 11: Long fish

1b Production level

Play a 1, 2, 3! game. Take out the face, farm, and sea animals, and *long* and *short* flashcards. Demonstrate with a colours flashcard. Show it to the learners, count 1, 2, 3, and learners have to say what it is. Do a second example with another flashcard. Tell learners they have to wait until you count up to three before they can say the word. Keep a record of learners' production in your assessment form.

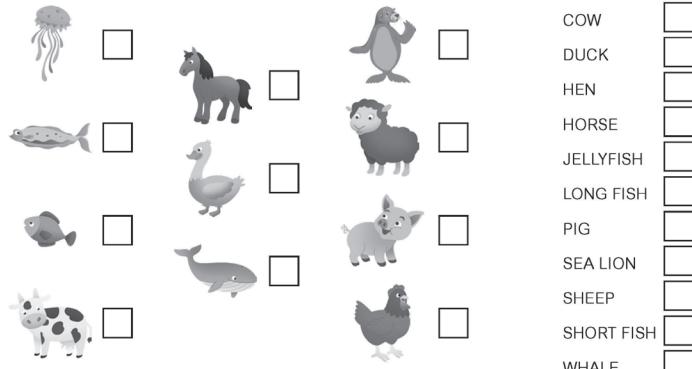
2 Communicative situation

Communication in Unit 3 is the description of farm and sea animals, using *I have ...* and *I don't have ...* Remind learners of the game on page 39, Exercise 14. Ask them to think about an animal they have to describe to the rest and rehearse what to say. Learners work in groups. Walk around keeping a record of their performance.

WORKSHEET 3

NAME _____ DATE _____

1 LISTEN AND NUMBER. THEN, WRITE THE NUMBER



2 READ AND CIRCLE



1 I HAVE LONG HAIR. / I HAVE SHORT HAIR.



2 I HAVE BLACK HAIR. / I HAVE WHITE HAIR.

3 I HAVE BIG EARS. / I HAVE SMALL EARS.

4 I HAVE A BIG NOSE. / I HAVE A SMALL NOSE.

5 I HAVE BIG EYES. / I HAVE SMALL EYES.

PLANIFICACIÓN ANUAL

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN			TIEMPO
	VOCABULARIO	RESPUESTAS A	COMUNICACIÓN	
0	Nombres de los personajes. Identificar a los personajes. Útiles escolares. Colores Números del 1 al 10 Actividades de reconocimiento basadas en la escucha	Saludos: <i>Hello! / Hi!</i> Goodbye. Presentarse: <i>I'm ...</i> <i>Yes! No!</i>	Repaso <i>happy, OK, tired, angry, sad</i> <i>sunny, cloudy, rainy, hot, cold</i> Lenguaje áulico	Reflexión intercultural: la edad Reflexión lingüística: sonidos y pronunciación diferentes en inglés y castellano. La utilidad de las listas Reflexión social y la construcción de la ciudadanía: seguimiento de consignas y pautas de trabajo ESI: la familia y roles
1	Colores Animales del mar y mascotas Actividades de reconocimiento basadas en la escucha. La interacción oral Creación de una máquina de arte	<i>What's this?</i> <i>Who's this / that?</i> <i>Is this / that ...?</i> <i>Are you ...?</i>	<i>What's your name?</i> <i>How old are you?</i> <i>What's your favourite ...?</i> <i>I like ...</i>	Reflexión intercultural: la escuela y el aula. Las cosmovisiones Reflexión lingüística: las predicciones sobre un texto visual ESI: la ropa, los colores y cuestiones de género. Estereotipos relacionados con el género Reflexión social y la construcción de la ciudadanía: los saludos. Formas de mostrar amabilidad. El juego. El respeto por las reglas. Saber cuándo pedir disculpas. El respeto por los gustos de otros Reflexión cognitiva: estrategias para recordar Identificación de las consignas y los íconos como fuente de información Aulas inclusivas Competencias: la planificación, resolución de problemas, prueba y error, pensamiento creativo, la colaboración
2	La cara Animales del mar Tamaño Actividades de reconocimiento y práctica guiada Iniciación a la lectura en inglés Diseño de una cara	<i>What colour ...?</i>	<i>I have ... / I don't have ...</i>	Reflexión lingüística: las predicciones sobre un texto visual. La correspondencia entre sonido y letra. Palabras parecidas en inglés y otras lenguas romances. Descripciones físicas: características significativas Reflexión social y la construcción de la ciudadanía: juegos y espacios compartidos. La importancia de felicitar a los otros por sus producciones El trabajo colaborativo ESI: el cuidado del cuerpo y la prevención de accidentes. El derecho a estar cuidados por un adulto. Los colores y cuestiones de género. La diversidad. La aceptación de nuestro cuerpo Reflexión intercultural: las cosmovisiones y la interpretación del mundo La deconstrucción de estereotipos Reflexión cognitiva: estrategias para recordar secuencias. La planificación Aulas inclusivas Competencias: el diseño, la colaboración, pensamiento creativo, conciencia del espacio
3	Animales de la granja Animales marinos Actividades de reconocimiento y práctica guiada Construcción de un hábitat	<i>Do you have ...?</i> <i>Yes, I do. / No, I don't.</i>	<i>I like ... / I don't like ...</i> <i>I have ... / I don't have ...</i>	Reflexión lingüística: las predicciones sobre un texto visual. Diferencias de sonidos entre el inglés y el español. Relación entre <i>Do you like ...?</i> y <i>Do you have ...?</i> y las respuestas. La estructura <i>/ like ...</i> seguida por sustantivos en plural. Las pistas en un texto Reflexión social y la construcción de la ciudadanía: formas de alentar. Las reglas de un juego Reflexión intercultural: la percepción del mundo a partir de nuestras cosmovisiones Reflexión cognitiva: formas de prestar atención sostenida ESI: el cabello y las cuestiones de género Competencias: resolución de problemas, el diseño, pensamiento lógico, ubicación espacial, pensamiento creativo

4 Ambientes de una casa Elementos de una casa Actividades de reconocimiento y práctica guiada Iniciación a la escritura Diseño de un plano	<i>Where's ...?</i> <i>In the + (room)</i> <i>Can I have ...?</i>	<i>warm, it's raining, windy, snowy circle, square, triangle, diamond</i> Lenguaje áulico	Reflexión lingüística: las predicciones sobre un texto visual. La lectura de oraciones. Formas de hacer un pedido amablemente Reflexión social y la construcción de la ciudadanía: convenciones sociales. La amabilidad. La importancia de felicitar a los otros por sus producciones. El juego grupal ESL: El cuidado del cuerpo y la prevención de accidentes. El derecho a estar cuidado por un adulto. La casa y reglas básicas de convivencia para el uso de los ambientes. Juegos y juguetes y cuestiones de género Reflexión cognitiva: cómo recordar secuencias. El desarrollo de la autonomía Reflexión intercultural: las cosmovisiones y las percepciones. Pautas de amabilidad en diferentes culturas Aulas inclusivas Competencias: diseño, pensamiento creativo, pensamiento lógico, ubicación espacial, la colaboración, la comunicación	10 hs
5 Prendas de vestir Actividades de reconocimiento y práctica guiada Hacer un diagrama de Venn	<i>What are you wearing?</i> <i>I'm wearing ... Give me ... It's cold / hot. Here's your ...</i>	<i>warm, it's raining, windy, snowy circle, square, triangle, diamond, rectangle</i> Lenguaje áulico	Reflexión lingüística: el uso de <i>'m wearing</i> Reflexión social y la construcción de la ciudadanía: la ayuda. La votación. Mayorías y minorías Reflexión cognitiva: formas de mejorar la memoria Reflexión intercultural: formas de llevar a un bebé. La visión del mundo desde la propia cosmovisión ESL: tareas de la casa y cuestiones de género. La ropa y cuestiones de género. La ropa interior y la privacidad. La identidad Aulas inclusivas Competencias: resolución de problemas, pensamiento lógico, pensamiento creativo, clasificación con base en criterios	10 hs
6 Números del 11 al 20 Comidas Actividades de reconocimiento y práctica guiada Construcción de un barco pirata	<i>How many ...?</i> <i>Let's ... Hurray!</i>	<i>warm, it's raining, windy, snowy circle, square, triangle, diamond, rectangle</i> Lenguaje áulico	ESL: la ayuda y el derecho a pedirla. La aceptación del propio cuerpo sin querer parecerse a nadie. La deconstrucción de modelos a seguir. El derecho a estar protegidos. La capacidad artística de cada uno Reflexión cognitiva: estrategias para recordar qué elementos ya fueron contados. Estrategias para recordar imágenes Reflexión lingüística: la comunicación. Palabras similares o iguales en dos lenguas pero de significado diferente y formas de no confundirlas Reflexión social y la construcción de la ciudadanía: el respeto por la propiedad ajena. La empatía. Las reglas Aulas inclusivas Competencias: la planificación, el diseño y rediseño, resolución de problemas, pensamiento creativo, predicciones, el trabajo en grupos	10 hs

Project Time 2
 Poemas

Break Time 2
 Bingo

Project Time 1
 Galería de animales

Break Time 1
 Juego de mesa de repaso e integración

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 hands.

INTRODUCE YOURSELF

- Say your name, e.g. *I'm (Carolina)*. 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 Carolina, Mr Juan*, in English a person's first name is not used with a title.
- Approach a learner and say, *I'm (Carolina), and you?* Encourage him / her to say *I'm ...* Help learners to pronounce /aim/ 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 Lucila, I'm Román*.

Building confidence activity

Act out. Invite learners to stand up, say *hello* and their name. Give an example, *Hello! I'm (Carolina)*.

INTRODUCE THAT'S ...

- Use pictures of well-known characters, e.g. Elsa, Donald Duck, Peppa Pig, etc. Place them on the board, point to one and say, *That's (Mikey)*. Elicit from learners, *Yes or no?* As the idea is to introduce *That's ...*, do not make mistakes with the characters' names. Then, point to one of the learners and say, *That's Milena. Yes?* Encourage learners to introduce their classmates saying *That's ...* and pointing to the child.

Building confidence activity

A sequence. Demonstrate with a learner. First say *Hello*. Introduce yourself and introduce a learner, *Hello! I'm (Carolina) and that's (Mercedes)*. Invite (Mercedes) to say *Hello! I'm Mercedes and that's ...*

02 TEACHING THE HELLO SONG

- Tell learners you'll start every class with a song. Play the first line—*Hello, children, how are you?*—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, CHILDREN

Hello, children, how are you?
Hello, children, how are you?
Ready to learn, ready to play
We're going to have a good day! Hooray!

Hello, children, how are you?
Hello, children, how are you?
Ready to learn, ready to play
We're going to have a good day! Hooray!



03 Closing the lesson

- Tell children it's the end of the lesson. Tell them they'll learn a Goodbye song. Say *Goodbye!* and wave your hand.
- Play the first line and ask learners what is the first word they can hear. Play the first stanza and ask learners to pay close attention: every time they hear the word *goodbye*, they should put their hand up high, wave, and then put their hand down again. Ask how many times they waved because they heard the word *goodbye*.
- Play the first stanza again to encourage singing and show the meaning of *It's time to go*.
- When you play the other lines, show learners what they have to touch. Encourage them to do the miming as they sing.

GOODBYE SONG

GOODBYE, CHILDREN

Goodbye children, it's time to go.
Goodbye, now it's time to go.
Touch the floor, touch the sky.
Now it's time to say goodbye.

Goodbye children, it's time to go.
Goodbye, now it's time to go.
Touch the floor, touch the sky.
Now it's time to say goodbye.

Goodbye!

BACK TO SCHOOL

UNIT OVERVIEW

Vocabulary

Revision

1–10

School objects

Colours

Communication

Hello! Hi!

Goodbye.

I'm ...

Yes! No!

Recognition

Classroom language

Routines

Revision

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

Awareness

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

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:

- Show learners the cover of the book and the characters on page 4. Ask them, *Are they important characters or not?*
- 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, *Are*

BACK TO SCHOOL

1 04 LOOK AND LISTEN



4

they saying a doll, my family, or Hello?

- Play the audio and go back to the learners' predictions.
- Play the first introduction and ask learners, *Is it a boy or a girl? Who is it? This girl or this girl?* (as you point to each of the two girls). Let learners guess. Play the second introduction and follow the same procedure. If you have given them the correct answer after they've guessed, they will know which one is Jack and which one is Lara.

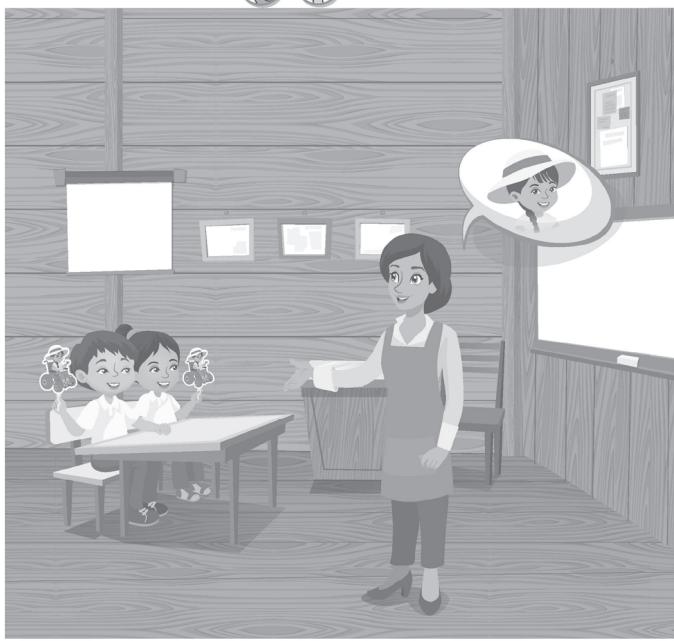
Intercultural awareness

Who are Brady, Lara, Jack Jnr, and Daniel? What themes do they stand for?

Lara is a girl whose great swimming and creative skills counteract her mobility impairment to such an extent that she thinks herself a mermaid. Daniel loves sea animals and lives in a nature reserve. Jack is a young pirate boy who is in constant search for new adventures, especially when they involve a desert island, a sunken ship, and treasure. Brady loves making braids for herself and other people, owing to her African roots as a young black girl.

Lara is an Other that invites learners to consider Otherness and sameness since she is both human in body and mermaid in perspective. Although her physical disability may at times hamper her movement on land, it does not prevent her from moving like a fish in the water—a skill that makes her feel unique. As a result, learners see her grow more assertive along the story.

2 LISTEN AND SHOW



5

2 LISTEN AND SHOW

- Ask learners to focus on the icons and follow as you say the instructions. Use the instruction flashcards. Place one or two more than the ones you need for learners to select the correct ones.
- Ask them to take out their character cut-outs.
- Check for suggestions as to listening activities on page 15 in this Teacher's Book.
- Name the characters and have learners hold up the correct cut-out.
- After a while, some learners may be ready to name the characters. Invite them to give the instructions to the rest.

Building confidence activity

Act out! Tell learners they will imitate the characters. Play each of the lines in Track 4 and have learners repeat, imitating the characters' voices. To act out, they can use the cut-outs.

Lesson closing

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

to the extent that she ends up revealing her imaginary, secret mermaid persona to her classmates. By the same token, Jack Jnr is a character of both legend and history, who introduces us to his pirate family life and world of adventure. Both Lara and Jack work as points of entry for learners to defamiliarize the world they live in and see it through different eyes. Finally, Brady, a girl of a different ethnic group, contributes to raising awareness of Latin American black culture. In ancient Africa, a specific braided style could represent the clan a black woman belonged to, her marital status, or her age, among other identity traits. In times of slavery, slaves communicated with one another through a secret messaging system of hair braiding. Therefore, braiding is very much connected to the history of black female identity.

AUDIO SCRIPT

Lara: Hi! I'm Lara.
Jack: Hello! I'm Jack.

Daniel: Hello! I'm Daniel.
Brady: Hi! I'm Brady.

Building confidence activity

Listen and mime. Agree with learners on a way to represent each of the characters. As you name them, learners mime them.

Aim of the lesson

To revise and integrate language.

Learning objectives

Learners

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

Key language

marker, pencil, scissors, glue, pen, book, notebook, schoolbag, eraser
red, green, yellow, orange, blue, pink, purple, sky-blue

Areas of awareness

Language 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, place your tongue and lips as if you were going to say Lara, but don't say anything.

3 105 LISTEN AND TICK

- Now ask learners to open their books at page 6. Write 7 and 6 on the board and ask, *Is this 6? Is this 7?* as you point to each number. Check everybody's book is open at the right page.
- Ask learners to look at the picture and ask, *Is this a story or a list?* Focus learners' attention on the picture and ask them what the list is about. If necessary, play a *Finger on* activity to revise school objects.
- Go back to the instructions and elicit what elements they'll need. To guide them, place these flashcards on the board, i.e. pencil, eraser, glue, and scissors, and tick the ones which are necessary. Alternatively, make drawings.
- Remind learners about the rules for listening. Go to page 15 in this Teacher's Book for suggestions.
- When everybody's ready, play the audio.
- Check by copying the list on the board, either with flashcards or drawings.

AUDIO SCRIPT

Lara: Mum, Dad! The school list.

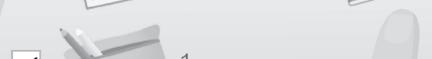
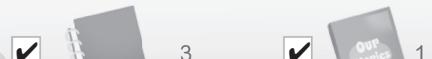
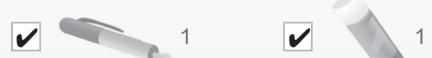
Lara's dad: Thanks. Six markers, two pencils, a pen, three

notebooks, a pencil case, an eraser, scissors, glue, a book.

Lara's mum: Ready!

3 105 LISTEN AND TICK

  LISTEN AND TICK



6

Language awareness

Remind learners of the usefulness of lists. Ask them, *When is a list necessary?* Use English together with gestures and facial expressions so as to help convey meaning.

ESI / CSE

Both Lara's mum and dad help her with the school list. School-related activities are a shared parents' responsibility and should not be considered only the mother's duty.

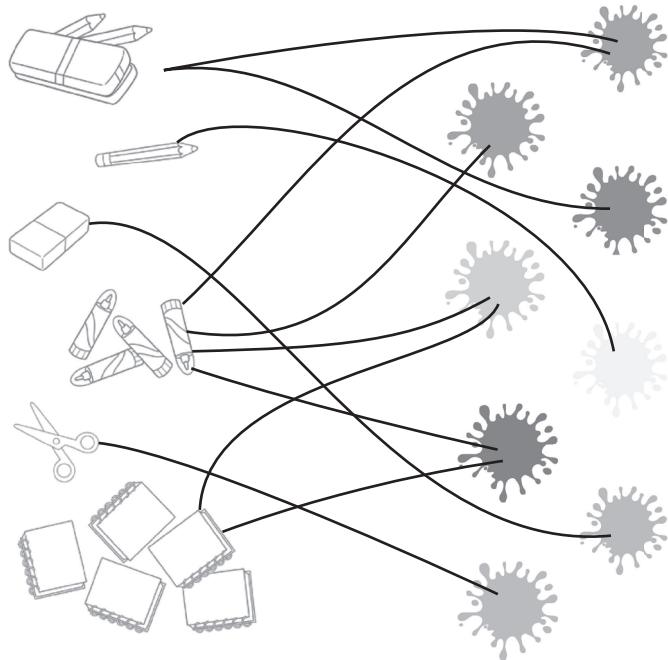
Building confidence activities

What's the word? Tell learners you'll mouth different school objects for them to say what they are. As they say the word, they should show the object.

4 106 LISTEN, MATCH, AND COLOUR

- Have learners look at the instructions and the pictures and elicit from them what to do. Place five different instruction flashcards on the board and, as you name each, a learner has to select the correct one.
- On the board, make a list of what learners need. Have them dictate the list to you. Once the list is ready, read each item for learners to show they have what they need.

4 106 LISTEN, MATCH, AND COLOUR



7

- Play the audio and have learners do the matching.
If necessary, they can colour the school objects for homework.

AUDIO SCRIPT

The pencil is yellow.
The scissors are orange.
The eraser is sky-blue.
The pencil case is pink and purple.

The notebooks are blue and green.
The markers are red, blue, pink, and green.

Building confidence activity

Memory game! Ask learners to look at the picture and take a photo with their mind's camera. After they close their books, either name the colours for learners to say the object or name the object for them to say what colour(s) it is.

Lesson closing

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

UNIT OVERVIEW

Vocabulary

grey, black, brown, white
fish, dog, cat, bird, dolphin

Grammar (answers to ...)

What's this? Is this / that ...?
Who's this / that? Are you ...?

What's your name? What's your favourite ...?
How old are you? I like ...

Communication

What's your name?
How old are you?

Recognition

Classroom language

Routines

warm
circle

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 Arts

Create an art machine

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.
- can name a few everyday objects with support.

Key language

pencil, eraser, scissors, marker, pen, glue, pencil case

Who's this / that? What's this / that?

fish, dog, cat, bird, dolphin

Colours

Areas of awareness

Intercultural awareness, ESI / CSE, and social awareness

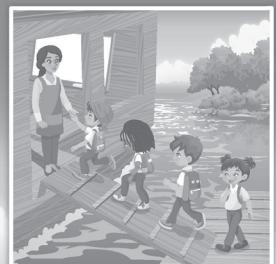
Lesson opening

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

Building confidence activity

Show me ... Ask learners to take out the character cut-outs. Name the different characters for learners to hold the right cut-out up.

1 107 LOOK AND LISTEN



1 107 LOOK AND LISTEN

Possible lead-ins:

- Show learners pictures and photos of different types of schools: in rural areas, in the mountain where the schools are cabins, among other ideas. You can also include buildings which are not schools, e.g. a shopping centre. As you show the pictures, ask them if these are schools or not. Don't give them the right answer, tell them they'll find out for themselves after they listen to the first part of the story.
- 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 Lara? Can you see Daniel? Can you see Brady? Who's this? Is this Jack?* Ask (using the school's language of instruction), *Are they at school? How can you tell?* Point to the teacher and ask, *Who's this? How can you tell?* Then, point to the dolphin and ask, *Is this dolphin another learner? A friend?*
- Summarize the learners' predictions: *The children are / aren't at school. This lady is / isn't a teacher. The dolphin is / isn't a learner.* Write the key words and a question mark at the end, e.g. *at school? a teacher? a learner?* Play the audio. Point to the different panels and check that the learners are following. At the end, go back to their predictions. Explain that it's not a question of winning or losing, and that realising their predictions were not right shows they have understood.
- Go back to the pictures or photos of different schools and ask learners which of those are schools.

2 MIME



3 LISTEN AND ANSWER



1

Teacher: Who's that?

Jack: Lara.

Lara: Hi! I'm Lara.

Teacher: Oh, right! What's that?

Lara: My pet, Boto. It's a dolphin.

Teacher: Is that Daniel?

Jack: Yes!

Daniel: Hello!

2 MIME

- Ask learners to focus on the icons. You may ask them to look at the three instructions on the page and to tell you how they can spot 'MIME'.
- Check for suggestions as to games on page 17 in this Teacher's Book.
- Decide with learners on ways to mime each of the characters.
- After a while, as you do the miming, ask learners, *Who's this?*

Building confidence activity

Repeat if correct. You need the school objects flashcards. As you show each one, say what it is, e.g. show a ruler and say *Ruler*. Learners repeat the word. Then, show a pencil and say, e.g. *Book*. Learners remain silent. Go over all the school objects.

Intercultural awareness

Learners may think all schools look similar, probably similar to their own school. This is so because of their experience. Help them discover that schools can be very different in different places. A hut, a boat, an old train wagon, or even a carriage can be turned into a classroom in some places where a building can't be built.

ESI / CSE

Point to the clothes learners are wearing. Some learners may be used to a more traditional concept of uniform. They may also be surprised at seeing Jack wearing a bandana on his head and may comment on the fact that it is pink, a colour frequently associated with girls. Reflect on the fact that there are no boys' and girls' colours, and that uniforms may take different forms. You may also reflect on the concept of a uniform: everybody's clothes are the same.

Social awareness

Focus on how the teacher greets every learner and how they greet her back. Greetings are an important aspect of our social life.

AUDIO SCRIPT

Teacher: Hello! What's your name?

Jack: I'm Jack Rackham Junior.
Teacher: Come on board.

Teacher: Are you Brady?
Brady: Yes, I am!
Teacher: There you are.
Welcome!

3 LISTEN AND ANSWER

- Ask learners to focus on the icons as you read out the instructions.
- Tell them you'll say instructions and they have to say the name of the activity, e.g. 1, 2, or 3. You may start with *Mime*, which will be easier for them to read. Then, say *Listen and answer*. Ask learners how they know it's Exercise 3 and not 1. Some learners may say that in the case of *Look*, there's no *u* in the word. Explain to them that Spanish and English are different as regards spelling and pronunciation, and that *LOOK* is pronounced /luk/.
- Take one of the school object flashcards, but show only a part of it, and ask learners, *What's this?* You may accept chorus answers or individual answers. If this is the case, show learners they have to put up their hands to show they want to answer.
- Note: *scissors* is a plural word, so either ask *What are these?* or skip this flashcard.

Lesson closing

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

Note: Inform families that learners need to bring a photo of their pet. If they don't have one, they can bring a toy pet or make a drawing of the pet they would like to have.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can identify pets.
- can name school objects.
- can make a comment about a school object.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can act out a short dialogue.
- can understand some basic words and phrases to show politeness (e.g. 'Please', 'Thank you', 'Excuse me', 'Sorry').

Key language

fish, dog, cat, bird, dolphin

Revision of school objects

Areas of awareness

Cognitive awareness

Social awareness

Lesson opening

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

4 08 LISTEN AND MATCH

- 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.
- Elicit from learners what they may have to match. Play the first utterance and check their predictions.
- Ask learners what materials they need. Ask them, e.g. *Do you need a pencil? Do you need glue?* Check every learner has a pencil.
- As this is the first time they're doing a matching activity, you can have flashcards on the board and do the activity with the learners before they do it in their books.
- Play each utterance and check the learners' answers.

AUDIO SCRIPT

Jack: I'm Jack. My pet is a bird.

Daniel: I'm Daniel. My pet is a dog.

Lara: I'm Lara. My pet is a

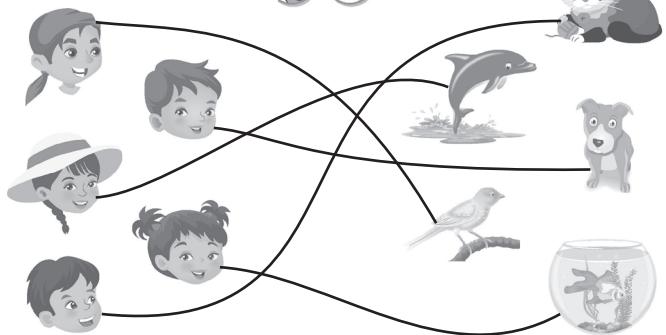
dolphin.

Girl: I'm Sarah. My pet is a fish.

Boy: I'm Ben. My pet is a cat.

4 08 LISTEN AND MATCH

4 08 LISTEN AND MATCH



5 LOOK AND SAY

5 LOOK AND SAY



10

Building confidence activity

Memory game. Have learners look at the matching activity and take a photo with their mind's camera. You'll say something and they have to identify who it is, e.g. *My pet is a dolphin*, for learners to say *Lara!*

Cognitive awareness

After the memory game, ask learners if they found it easy to remember. Elicit from them what strategies they used. Invite learners to try out different ones.

5 LOOK AND SAY

- Have learners look at the instructions and the picture and elicit from them what they need to do.
- Flash one of the flashcards so that learners find it difficult to see which one it is, and ask, *What's this?*
- If you think they're ready, they can be organised into groups and play with their cards. Ask them to take out the five cards: dolphin, dog, cat, bird, fish. In each group, learners take it in turns to flash a card for the rest to say what it is.
- Once the activity is over, have learners collect their cards and put them back in the envelope.

6 109 LOOK AND LISTEN



1



7 110 LISTEN AND ACT OUT



11

are. Here's your schoolbag. It's beautiful!
Lara: Thank you!

Jack: You're welcome!
Teacher: Good job, Jack!
Welcome on board, Lara!

7 110 LISTEN AND ACT OUT

- Tell learners to look at the instructions and the picture and elicit what they have to do.
- Ask learners what the two pairs of 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 procedure on page 19 in this book.
- Give learners time to practise and then have different pairs act out for the rest. Encourage children to clap at each performance and to congratulate their classmates, e.g. *Super! Well done! Good job!*
- You can invite learners to change the school objects.
- If there's no time to have all the pairs act out, you can make a list and they will perform during the following lesson.

AUDIO SCRIPT

1

Girl: Look! My schoolbag.
Boy: It's beautiful!

2

Boy: Look! My pencil.
Girl: It's small!

Building confidence activity

Learners need the photo of their pet, the toy pet, or a drawing. Learners will present their pet to the rest, and they will say something nice about it.

Assessment

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

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

Lesson closing

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

6 109 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. Point to the wheelchair and ask learners why they think it is there.
- Play the audio and go back to the learners' predictions.
- We still do not know whose wheelchair it is. Encourage learners to predict who's going to use it. They can account for their answers by looking for clues in the picture.

Social awareness

Jack was not paying attention to what was going on and apologised when the teacher helped him realise. Encourage learners to apologise whenever they do something that may hurt people's feelings.

AUDIO SCRIPT

Lara: Help, please!

Teacher: That's not nice. Help

Lara!

Jack: Sorry, Lara! Here you

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 and colours.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can name colours with guidance.
- can understand basic personal questions.
- can answer questions with support.

Key language

How old are you?

What's your favourite colour?

I like ... / I love ...

Colours

Areas of awareness

ESI / CSE

Inclusive classrooms

Cognitive 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 a classroom, and where it is. Ask them for clues, e.g. body language, elements in the picture, etc.
- Play the audio and go back to the learners' predictions.
- Focus their attention on the wheelchair if they haven't noticed it before. Ask them, *Who's this? Why is she sitting in a wheelchair?* You may point out that, when she was riding her dolphin in the water, she did not need anything, that she can do what any child can do in the water.
- Ask learners what is the connection between the four words on the board and the dialogue between the teacher and the children. Play the audio again and have them check it.

AUDIO SCRIPT

Teacher: How old are you?

All the children: 7!

Brady, Daniel, and two children: 6!

Teacher: What is your favourite colour?

Boy: Brown!

Lara: I like purple.

Jack: Grey!

Teacher: What's your favourite story?

Brady: 'Rapunzel'.

Girl: I like all stories.

Jack: I love pirate stories!

8 LOOK AND LISTEN

8  LOOK AND LISTEN

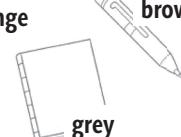


9 LISTEN AND COLOUR

green and orange



brown



12

pink, purple,

sky-blue, black



white and grey

purple and white

ESI / CSE

As suggested before, reflect with learners on the fact that colours are not gender or age related.

Inclusive classrooms

Lara cannot walk and needs a wheelchair, but this does not and should not prevent her from being in a regular classroom. She can join the rest of her classmates in the activities they're doing. If a learner says that she is not with the rest of the children, tell them that this is an illustration of a moment, and that she'll take her spot in the circle, together with the other children.

Building confidence activity

Show me ... Tell learners they have to show you different coloured pencils. Once they show them to you, they should leave them on their tables.

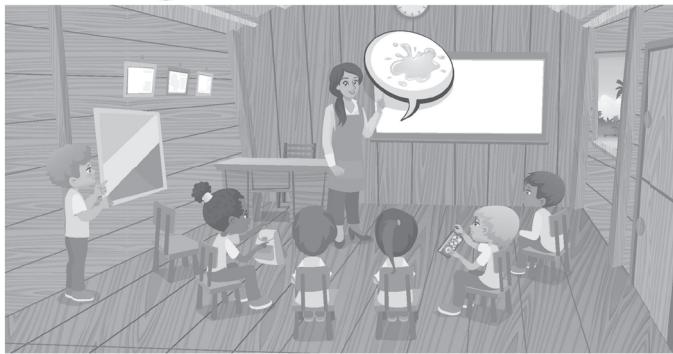
9 LISTEN AND COLOUR

- Have learners look at the instructions and the pictures.

- Elicit from them what materials they need: coloured pencils. Check all the tips are sharp.

- Draw the outline of a pencil on the board and have a learner colour it following your instructions, e.g. *The pencil is blue.* Then, draw a schoolbag and have another learner colour it. This time, the object is two colours, e.g.

10 TOUCH



1

11 FOLLOW THE SEQUENCE



red and blue. Let the learners colour it the way he or she wants but using the two colours. You can have another learner colouring it in a different way, but still using blue and red.

- Remind learners of the rules for listening. After they colour each object, have them show it to the rest to check it's correct.

Suggested instructions

The notebook is grey.

The schoolbag is green and orange.

The pen is brown.

The pencil case is purple and white.

The eraser is white and grey.

The markers are pink, purple, sky-blue, and black.

Building confidence activity

Memory game! Tell learners to take a photo of the school objects using their mind's camera. You can either name the object for them to say what colour it is, or say the colours for them to name the object.

10 TOUCH

- Ask learners to open their books at page 13 and look at the instructions and the picture.
- Ask learners what the teacher is saying. You can give them options, e.g. *Is she saying 'schoolbag' or 'yellow'?* Point to

the child who's standing and ask learners what colour he's touching. Point to the two children touching a schoolbag and a pencil case and again ask learners what colour they're touching.

- Lay down the rules: Can learners walk to different parts of the classroom? Can they only touch what is within their reach?
- After a couple of rounds, if learners are ready, they can give the instructions themselves.

11 FOLLOW THE SEQUENCE

- Focus learners' attention on the instructions and the picture.
- Ask them what the boy may be saying. Again, if necessary, give them options, e.g. *Is he saying 'blue' or 'pencil'?* Do the same with the other two girls.
- Challenge learners to make the sequence as long as they can by adding more colours.

Cognitive awareness

Ask learners what they did to remember the sequence. You can play the game again, this time encouraging them to use a strategy and check the results.

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 pets and colours.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can name a few pets and colours, if supported by pictures or realia.
- can recognise familiar words and phrases in short, simple songs or chants.
- can act out a short dialogue.

Key language

Pets

Colours

Lesson opening

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

Building confidence activity

Clap if correct! You need the pet flashcards. Show one of the cards, e.g. the dog and say *Dog*. Show learners they have to clap. Show the cat, say *Cat* and have learners clap. Show the bird, say *Fish*, 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 pictures. Ask them if the pictures 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

Have learners number the jigsaw puzzles in the previous activity. Say the number for learners to tell you what it is.

13 SHOW AND TELL

- Tell learners to look at the instructions and the picture. 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. *I like blue*.
- Have learners say what colour they like to the rest.

12 LOOK AND SAY



13 SHOW AND TELL



14

Building confidence activity

First ask learners about their favourite colour, e.g. *Whose favourite colour is blue?* You can ask this in English since learners will concentrate on the key words: *favourite* and *blue*. Have these learners stand up and have the rest look at them. Do the same with the other colours. You may then ask learners who would say *I like (blue)* for them to name those learners whose favourite colour is blue.

14 12 LISTEN AND ACT OUT

- Have learners focus on the instructions and the picture.
- Focus on the two speech bubbles and elicit from learners what the teacher and the child may be saying. You can give them options, e.g. *What's the teacher saying? How old are you? or What's your favourite colour?*
- Play the audio and go back to the learners' predictions.
- Since they need to act out the dialogue, play the audio several times for learners to repeat, imitating the voices.
- You can use a real microphone or you can make one yourself with a toilet paper tube, a ball on top, and aluminium foil.
- Ask different pairs to act out the dialogue to the rest. You can find suggestions on page 19 in this Teacher's Book.
- If you think the complete dialogue is too long for some learners, divide it into parts.

14  LISTEN AND ACT OUT

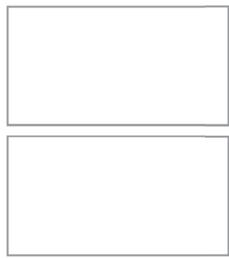
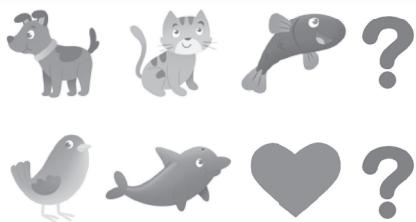


1



15  SING

CRAZY PETS



15

- Play the song and go back to their predictions.
- Play the song again and ask learners to hold their pet picture up high if they hear it mentioned in the song. Play it again and encourage learners to sing.
- Ask learners to place the pets in order on a big piece of construction paper to make a poster. Check the sequence with the song and paste them. Keep them on the poster as a visual reference to sing the song in future lessons.
- Once they have learned the song well enough, have learners draw their own crazy pet in the blank boxes in the song lyrics in their books. Play the song again and have them all shout out the colour of their crazy pet after the question, *What colour is your pet?*
- Encourage learners to present their crazy pet inventions saying, *My pet is a (dog), a (pink) (dog).*

SONG

CRAZY PETS

My pet is a dog, a purple dog.
My pet is a cat, a sky-blue cat.
My pet is a fish, a black fish.
What colour is your pet?

My pet is a bird, a pink bird.
My pet is a dolphin, a brown dolphin.
I love my pets, my crazy pets!
What colour is your pet?

- You can also invite learners to change some parts in the dialogue to make it true for themselves, e.g. name, age, favourite colour, and favourite story.

AUDIO SCRIPT

Teacher: What's your name?

Girl: Sarah.

Teacher: How old are you?

Girl: Seven.

Teacher: What's your favourite colour?

Girl: Purple.

Teacher: What's your favourite story?

Girl: 'Pinocchio'. I like 'Pinocchio'.

Teacher: Thank you!

Lesson closing

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

Note: Inform families learners need to bring an old magazine or catalogues and flyers.

15  SING

- Before class, draw big pictures or print out pictures of the pets in the song, in black and white. Draw one more pet that will be your pet and colour it a crazy colour (e.g. a pink dog).
- Before playing the song, say that you have a pet and show the drawing. Say, *My pet is a (dog), a (pink) (dog).* Give it a name and talk about your pet (e.g. *It likes bones, It likes to play ...*).
- Show the other pet pictures and name them. Assign different pictures to learners in groups for them to colour them in according to what you say; e.g. say to a group, *It's a sky-blue cat*, for them to colour the cat sky-blue.
- Have learners read the instructions and ask them what they have to do: Sing!
- Focus their attention on the drawings and ask them what the song may be about.

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.
- can understand basic personal questions.

Key language

I like ...

Colours

favourite

I'm (six).

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. *Look at the first panel. Who's this? How old is Lara? What's her favourite colour? And her favourite story?* There may be no need to use the school's language of instruction since they will understand key words: *How old, favourite, colour, and story*. Work on the other panels and elicit from learners if they refer to the same information.
- Play the audio and go back to the learners' predictions.

Social awareness

Focus on the teacher's respect towards the children's different likes and dislikes.

AUDIO SCRIPT

Lara: My name is Lara. I'm seven years old. My favourite colour is purple and I like 'The Little Mermaid'.

Teacher: Good job, Lara!

Lara: Thank you, Ms Morgan!

Jack: I'm Jack. I'm seven.

Teacher: What's this?

Jack: My favourite colour, grey!

Teacher: Ah!

Jack: And my favourite story is 'Treasure Island'.

Teacher: Great!

Teacher: Brady, how old are you?

Brady: I'm six, Ms Morgan. I like yellow and my favourite story is 'Rapunzel'.

Teacher: Nice!

16 LOOK AND LISTEN



NAME: LARA
AGE: 7

FAVOURITE COLOUR:


FAVOURITE STORY:




NAME: JACK
AGE: 7

FAVOURITE COLOUR:


FAVOURITE STORY:




NAME: BRADY
AGE: 6

FAVOURITE COLOUR:


FAVOURITE STORY:




NAME: DANIEL
AGE: 6

FAVOURITE COLOUR:


FAVOURITE STORY:


16

Teacher: Who's that, Daniel?

Daniel: A monster.

Teacher: What story is that?

Daniel: 'Frankenstein'. Grrrrrr!

Teacher: That's not nice,

Daniel!

Daniel: I'm sorry, Ms Morgan.

Social awareness

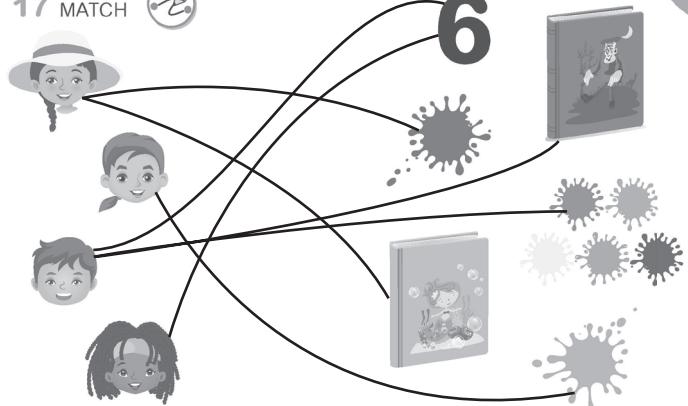
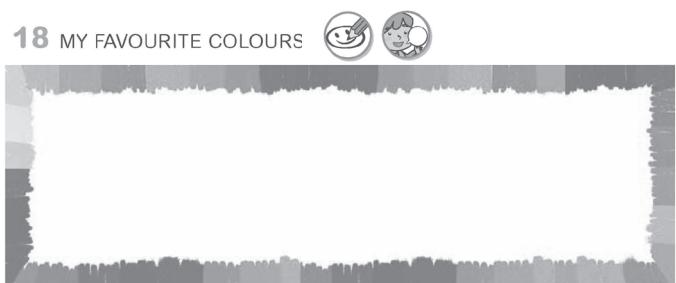
Daniel wants to be funny and does not follow the teacher's instructions. He realises this and apologises. It's important to point out that you should say *Sorry* when your attitude is not the expected one.

Building confidence activity

Act out. Invite learners to act out the panels. Different pairs act out different panels, considering that panels 3 and 4 are easier and that panel 1 is the most challenging for learners.

17 MATCH

- Have learners look at the instructions, icon, and pictures, and ask them what they have to do.
- 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 six different elements and four characters, so this is not a one-to-one matching.
- Before starting the activity, challenge learners to do the matching exercise without going back to the story. Once

17 MATCH**18 MY FAVOURITE COLOURS**

they do it, have them check by referring to the story. Allot a couple of minutes for learners to correct the ones they got wrong and complete the ones they did not remember. Walk around and check if they need help.

- To check, you can have the activity on the board using drawings and flashcards.

18 MY FAVOURITE COLOURS

- 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: coloured pencils.
- Place the colour flashcards on the board. As you place them, have learners say what colour they are. This will help them revise all the colours 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 favourite colour is ...*
- You can also organise a scavenger hunt. Ask learners to take out the magazines or flyers. As you name a colour, they should find it in the magazine, cut a piece of that colour out, and place it on their desks. Once they have collected all the colours you've named, they can glue them in the box.

Assessment

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

Place the school objects, pets, and colour flashcards on the board. Organise them into three different groups. Ask learners to take out their cards and organise them into the same groups. Most learners will be at production level in the case of school objects. Take one of the cards and have learners say what it is. If they remember, they should take the corresponding card and place it on a separate pile. Do the same with the other school objects cards. For pets, name one and ask learners to show the correct card. Then, show which one it is. If they have identified the pet, they should put it on a separate pile. If they haven't, they should leave it where it was. Do the same with the rest of the pet cards and with the new colour cards: *grey, black, white, brown*.

Draw three boxes on the board. Draw a pencil on one, a pet on the second one, and a coloured splotch on the last one. Ask learners to draw three boxes in their notebooks. You may also want to run copies with the three boxes for learners to glue in their notebooks. Explain to them that if they have identified all or most of the pets, they should draw a ☺. If it was only half, they can draw a ☻, and if they identified only one or none, they should draw a ☻. Do the same with the other groups of words. Tell learners this is a record of what they're learning. Tell them there's nothing wrong if they have any ☻ or ☻. After a couple of lessons in which you have revised these areas, do an assessment activity and have learners go back to see if there has been any progress.

Lesson closing

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

Aims of the lesson

- To explore inclined planes and the force of gravity by creating ball paintings.
- 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:

Science and Arts

SKILLS:

Creative thinking, problem solving, collaboration, understanding the concept of gravity

MATERIALS:

- Tray, plastic container or shallow box (one for each pair of learners)
- Sheets of white paper
- Masking tape
- Tempera paint
- Small balls: plastic balls, tennis / golf balls, large marbles (one for each pair of learners)

PREPARATION:

- Find a short video about Jackson Pollock.

Contextualize:

- Show a short video of Jackson Pollock. Help learners notice that Pollock paints without the brush touching the canvas—this is called *action painting*.

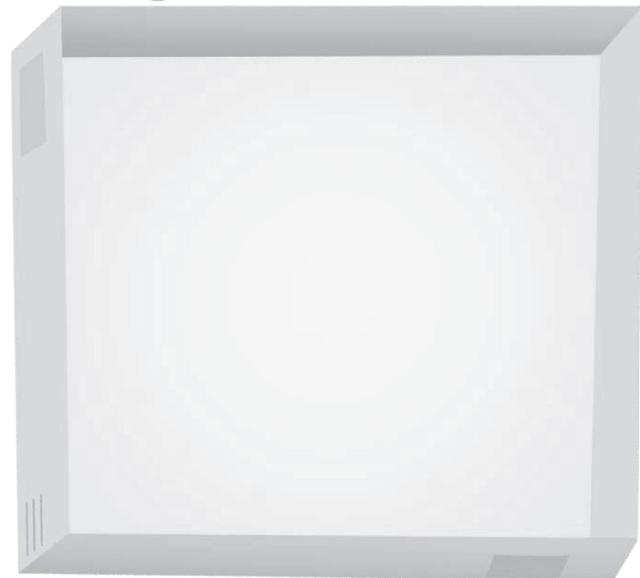
Demonstrate:

- Show a box with a piece of white paper taped inside. Ask how you can create your piece of art with paint, a ball, and a box without touching the ball or paint with your hands.
- Say, *My favourite colour is (purple)*, and pour a bit of (purple) paint on the paper. Place a ball in the box. As you move the box, the ball will start rolling and distributing the paint.
- Incline the box towards your learners so that the ball rolls to the bottom. Ask, *How can I make the ball roll to the top?* (by inclining the box towards yourself). Help learners realise that the ball always rolls down the inclined plane, not up. Mention that this art machine works by force of gravity.

STEAM CHALLENGE

CREATE AN ART MACHINE

1 PREDICT



18 Language focus: *My favourite colour is ... (colours)*

Predict:

- Have pairs of learners tell their partners what their favourite colour is and check whether that coloured paint is available in the classroom. If not, ask them to think of their second-favourite colour.
- Page 18. Learners use pencils of the two colours to draw what they plan their work of art to end up looking like.

Circle:

- Page 19. Learners circle the art machine that reflects the concept of gravity.

Create:

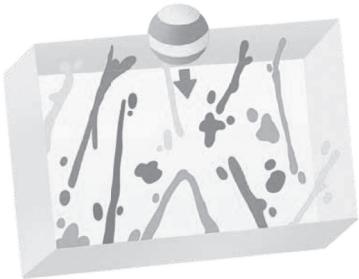
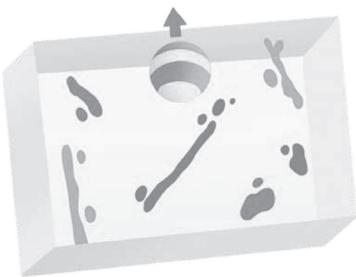
- Help pairs tape their pieces of paper onto the inside of their tray / box.
- Put paint of the two colours each pair has chosen in their art machine.
- Learners place a ball in it and start creating art. A new piece of paper can be taped in the box to create more art.

Reflect:

Ask some of these questions to encourage deep thinking:

- *Are your drawings similar to the final piece of art?*
- *Did the ball roll up or down? Why do you think that is?*
- *What colours did you use? Did they mix? What new colours did they make?*
- *Can you make exactly the same piece of art again? (No! Process art is unique.)*

2 CIRCLE

Language focus: *ball, gravity*

19

Lesson closing

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

UNIT OVERVIEW

Vocabulary

face: ears, eyes, mouth, nose
shell, starfish
big, small

Grammar (answers to ...)

What colour ...?

Communication

I have ... / I don't have ...

Recognition

Classroom language

Routines

warm, it's raining
circle, square

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 Arts

Create a face

Aims of the lesson

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

Learning objectives

Learners

- can follow an illustrated story.
- can recognise and name colours.
- can answer *What colour ...?*
- can use numbers 1–10.
- can recognise letter-sound correspondence.
- can read instructions and colours.

Key language

white, brown, black, grey

Revision and integration

red, orange, green, blue, yellow, purple, pink, sky-blue
Numbers 1–10

Areas of awareness

Social awareness, ESI / CSE, Inclusive classrooms, Language awareness, Cognitive awareness

Lesson opening

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

1 15 LOOK AND LISTEN

Possible lead-ins:

- Tell learners about your experience at the beach as a child.
Did you collect shells? Did you make sandcastles?

1 15 LOOK AND LISTEN



20

- Follow the suggestions on page 13 in this Teacher's Book to tell stories.
- Ask learners to open their books at page 20. Point to the big panel and ask, *Who's this?* as you point to the teacher. *And who are these?* as you point to the characters. *Is it break time or class time?* Learners may remember the instances of Break Time in *Our Stories Level A*.
- Play the audio and go back to the learners' predictions.

Social awareness

Point to the children to show how they are all interacting and having fun on the beach.

ESI / CSE

It's important that adults supervise children when they're in the water, even if it's shallow and they're wearing life jackets.

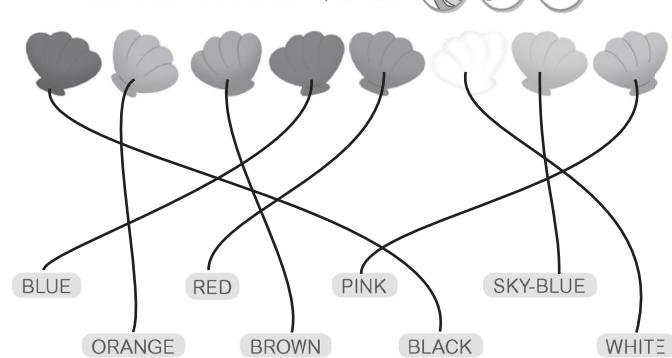
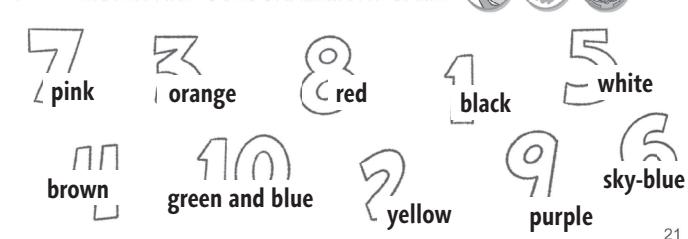
Inclusive classrooms

Lara is in a special wheelchair with wide wheels for use in the sand. Her physical disability does not prevent her from taking part in the same activities as the other children.

AUDIO SCRIPT

Teacher: Now children, let's pick up shells.
Children: Great!
Teacher: How many colours?

Brady: Red, white, grey, and blue. Four colours. And I have a black shell! It's beautiful!
Jack: I have three colours:

2  LISTEN AND POINT. THEN, MATCH3  LISTEN AND COLOUR. MEMORY GAME

purple, white, and brown. I don't have green shells, Brady! Lara: I don't have shells. Look! I have a starfish!

Children: Wow! Beautiful!
Teacher: Good job, everyone!
Congratulations! Let's go to the classroom.

2  LISTEN AND POINT. THEN, MATCH

- Before the activity, show the shell flashcard and ask, *Who collected shells? Brady? Jack? Lara?* Show the starfish flashcard and ask, *Who collected a starfish? Jack? Lara?*
- Take out the instruction flashcards for this activity. On the board, write in random order LISTEN, POINT, COLOUR, MATCH, as wide apart as possible. Check with the classroom teacher if learners read block capitals or regular print. As you say *Listen*, ask learners to point to the correct word. Match the flashcard and the word. Do the same with the other instructions.
- Ask learners how they know where it says 'listen, point, match'. Help them focus on the first letter. Assist them in noticing the letter-sound correspondence.
- Before the activity, take out the four colour flashcards, show *brown*, and tell learners, *Look at the pictures. Can you see brown?* Do the same with *white, black, and grey*.
- Check for suggestions as to listening activities on page 15 in this Teacher's Book.
- As you play the audio or give the instructions yourself, check that learners are pointing to the correct colour.
- After a while, some learners may be ready to say the colours. Invite them to give the instructions to the rest.

- Matching part: remind learners to notice letter-sound correspondence. Point to the pink seashell and ask learners, *Which is pink? How do you know?* It's best to start with *pink* since it's the only one starting with 'p'. Point to *brown* and ask, *Which is brown? Look!* *Three words start with b.* Help them realise they have to consider the letter(s) after the first one. Show the difference between *black* and *blue*.

- Focus learners' attention on the spelling and pronunciation of the word *sky-blue*. Let them know that this is a characteristic of English and that we should learn to read the words as a whole and say them as we know them.

AUDIO SCRIPT

Point to orange.

Point to white.

Point to red.

Point to black.

Point to sky-blue.

Point to blue.

Point to brown.

Point to pink.

Language awareness

Learners are exposed to sound-letter correspondence and to the fact that English pronunciation and spelling are not completely transparent.

Cognitive awareness

Some learners associate *black* with the romance language forms for *white* (*blanco* in Spanish, *branco* in Portuguese, *bianco* in Italian, *blanche* in French). Help them with strategies to remember what colour *black* is.

3  LISTEN AND COLOUR. MEMORY GAME

- Read out the instructions and have learners follow.
- On the board, write LIST OF MATERIALS. Elicit from them what they need for this activity: coloured pencils.
- Play the audio and have learners colour the numbers.
- Now ask them to look attentively at the numbers and their colours and close their books. Ask, *What colour's number (seven)?*

AUDIO SCRIPT

Number 1 is black.

Number 2 is yellow.

Number 3 is orange.

Number 4 is brown.

Number 5 is white.

Number 6 is sky-blue.

Number 7 is pink.

Number 8 is red.

Number 9 is purple.

Number 10 is green and blue.

Building confidence activity

Show me ... Tell learners to take out their colour cut-outs. Name the four new colours one by one and ask them to show them to you. They have to hold up the cut-out if you say any of these colours or show something that colour if you name any of the others they know.

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 name school objects.
- can understand physical descriptions of the face.
- can understand colours.
- can understand *I have* statements.
- can read instructions.

Key language

I have ...

ears, mouth, nose, face, eyes

Revision and integration

Colours, school objects

Areas of awareness

ESI / CSE

Social awareness

Inclusive classrooms

Lesson opening

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

4 18 LISTEN AND MATCH

- Before this activity, place some of your school objects on your desk, e.g. a pencil case, a pen, a notebook, and a ruler. Tell learners to pay attention and say Yes or No. Tell learners, *I have a red pencil case* (if it's red). Learners say Yes! Then, say, *I have a green notebook* (it's blue). Learners say No! Do the same with two or three more items.
- 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.
- Read out the instructions while learners follow. Elicit what they need. Check they remember the characters' names.
- Play the first utterance of the audio and ask, *Who's this? Daniel or Jack?* Play it again and have learners do the matching. Do the same with the other characters.
- Check by saying, *I have a green and black notebook. Who am I?* Do the same with the other characters.

AUDIO SCRIPT

Daniel: I have a blue and purple pencil case.

Lara: I have a green and black notebook.

Jack: I have a yellow and orange notebook.

Brady: I have a brown and sky-blue pencil case.

Girl: I have a red and grey schoolbag.

Boy: I have a white and pink schoolbag.

4 18 LISTEN AND MATCH

6 HAND ON



2



7 COUNT AND SAY



		6
		10
		3
		5
		5

23

- Do an example together with the learners. Draw the chart on the board. Use your flashcards. Ask, *How many ears?* Count all the ears with them and write the number in the chart. If they're ready, they can count and complete the chart in their books.
- Check on the board by asking *How many ...?* and counting with them.
- Revise *arms, head, and legs*. Add these three to the chart on the board, and ask learners, *How many legs?* Count with them. Do the same with *head* and *arms*.

Assessment

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

All learners should be at recognition level of the new colours. Use your flashcards. As you show each, ask, *Is this (black)?* and check if they answer correctly.

Lesson closing

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

6 HAND ON

- Before this activity, take out your face part flashcards: *eyes, ears, mouth, nose, face*. Ask learners to focus on the picture in Exercise 5. Ask them, *Can you see a face?* And show the face flashcard. *Yes!* *Can you see eyes on the face?* Show the eyes flashcard. Do the same with the other parts. To conclude, say, *OK, a face with two eyes, a nose, a mouth, and two ears* as you place the flashcards on the board.
- Read out the instructions while learners follow. Elicit if they need anything.
- Name the parts of the face one by one for learners to place their hands on their own face accordingly.
- Before playing, remind learners of the rules for games.

Inclusive classrooms

Some learners may make mistakes. It's only natural since everybody's learning and mistakes are a natural part of learning. A mistake has nothing to do with intelligence.

7 COUNT AND SAY

- Tell learners to look at the instructions and the pictures as you read them out.
- Go over the elements in the chart and check they know what each is. Do a *Point to* activity.

Aims of the lesson

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

Learning objectives

Learners

- can understand physical descriptions of a face.
- can understand *big* and *small*.
- can understand *I have* statements.
- can read simple statements describing the face.

Key language

I have ...

face, eyes, nose, ears, mouth

Revision and integration

big, small

Colours

Areas of awareness

ESI / CSE

Intercultural awareness

Language awareness

Lesson opening

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

Building confidence activity

Finger on ... Ask learners to take out their body cut-outs. Name the parts of the face for learners to show each as they take them out. As you name a part of the face, learners have to put a finger on the correct cut-out.

8a 20 LISTEN AND NUMBER

- Ask learners to open their books at page 24. Read out the instructions while learners follow. Elicit what they need.
- To check they understand the pictures, tell them, *Point to a big nose*. Use gestures if necessary. *Point to a small nose*. *Point to big ears*. *Point to a small mouth*. Show the first one and ask, *What colour are his eyes?* Do the same with the others.
- Play the first utterance of the first description. Elicit the first physical characteristic: *big, black eyes*. Have learners put their fingers on the pictures with black eyes. Elicit the second characteristic: *big ears*. Have them check if there's only one picture with these characteristics. Play the rest of the first description to check if it matches the drawing. Do the same with the other descriptions.

8a LISTEN AND NUMBER



8b READ AND NUMBER

I HAVE A BIG NOSE.

1	3
---	---

I HAVE A SMALL NOSE.

2	4
---	---

I HAVE BIG EARS.

1	2
---	---

I HAVE SMALL EARS.

3	4
---	---

I HAVE A BIG MOUTH.

2	4
---	---

I HAVE BROWN EYES.

2	3
---	---

I HAVE BLUE EYES.

4	
---	--

I HAVE BLACK EYES.

1	
---	--

24

AUDIO SCRIPT

I have big, black eyes and big ears. I have a small mouth. I have a big nose. I'm number 1. I have small, brown eyes and big ears. I have a big mouth. I have a small nose. I'm number 2.

I have big, brown eyes and small ears. I have a small mouth. I have a big nose. I'm number 3.

I have big, blue eyes and small ears. I have a big mouth. I have a small nose. I'm number 4.

ESI / CSE

Our bodies are different. There's nothing wrong or good about having big or small eyes, brown or blue eyes, a big or a small mouth, etc.

Intercultural awareness

In some cultures, green or blue eyes, and small facial features are a sign of beauty. Reflect with learners how beauty is a personal concept and that the important thing is not your looks but your attitude towards others.

Building confidence activity

Thumbs up or down? Tell learners you'll describe your face. They have to show if the description is correct by showing thumbs up or down. Say, *I have yellow eyes.*  *I have (small) ears.* 

9 READ AND TICK (✓) OR CROSS (✗)



1	I HAVE GREEN EYES.	<input checked="" type="checkbox"/>
2	I HAVE SMALL EYES.	<input type="checkbox"/>
3	I HAVE A SMALL NOSE.	<input checked="" type="checkbox"/>
4	I HAVE A BIG MOUTH.	<input checked="" type="checkbox"/>
5	I HAVE SMALL EARS.	<input checked="" type="checkbox"/>

10 LOOK AND LISTEN



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Language awareness

Show them that when we describe a person, we mention things that have variations or different possibilities, e.g. *big or small ears, black, brown, green, or blue eyes, etc.* Tell them, *I have two eyes.* Ask them, *How many eyes do you have? Two, so there's no difference.*

8b READ AND NUMBER

- Read out the instructions as learners follow. Show them it's exercise 8b. Elicit how the two exercises are related.
- Do the first one together with the learners. Read it out and ask them, *Number 1? Number 2?* Show them there are two faces with a big nose and two boxes for them to write the numbers. Do another one together with them if necessary; otherwise, allot a couple of minutes for them to number the statements, then check on the board.

Building confidence activities

Mime it! Tell learners to mime your descriptions, e.g. *I have a big nose, I have small eyes.*

Say the number! Read out the descriptions in Exercise 8b, e.g. *I have a big mouth.* Learners have to say the numbers, e.g. *2! 4!*

9 READ AND TICK (✓) OR CROSS (✗)

- Read out the instructions and have learners follow. Elicit what they have to do and what they need.
- If you consider it necessary, read out the statements in random order for learners to say which number they are.
- Allot a couple of minutes for learners to do the activity.
- Check by reading out the statements and learners showing if they've written a tick or a cross.
- Ask learners to correct the wrong information in the statement with a cross. Do this orally.

10 LOOK AND LISTEN

- Focus learners' attention on the instructions and the pictures. Remind them of the story so far: The characters have collected seashells and are making faces. Ask learners what the connection may be between the story and these faces.

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

AUDIO SCRIPT

Daniel: I have a big nose and two small eyes.

Teacher: Nice! And your face, Brady?

Brady: I have a small nose and a big mouth. I have two big eyes.

Teacher: Jack?

Jack: I have a small nose, a big mouth, and I have one eye.

Teacher: A pirate face?

Jack: Yes!

Teacher: Super!

Building confidence activity

Who am I? Tell learners you'll describe a face and they have to say whose it is. Demonstrate with an example, *I have one eye, Jack!*

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 cut-outs or drawings of eyes, noses, mouths, and ears. They don't need to be big. They should also bring a photo of their face.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can recognise and name parts of the face, 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 read basic descriptions of the face.

Key language

Parts of the face

Areas of awareness

Social awareness

Intercultural awareness

Cognitive awareness

Lesson opening

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

Building confidence activity

A collaborative collage. Divide the learners into groups. Each group should have a sheet of paper with the outline of a face. Learners need to complete the face with the cut-outs they've brought from home. To draw the eyes, they need to glue several cut-outs of eyes; to complete the nose, several cut-outs of noses, etc. Have learners dictate the list of materials to you. When the faces are ready, make a display of them. Take photos and upload them onto the school's blog.

Social awareness

Help learners realize the power of collaborative work, how everybody's contribution can make a difference in the results.

11 LISTEN AND DRAW

- Have learners follow the instructions as you read them. Elicit what to do.
- Point to the first face and ask, *Is Tom a person or a robot? Is Mag a girl or a monster? What about Alf? Is he a boy or an alien, an extra-terrestrial creature?*
- Remind them of the rules for listening.
- Play the audio and have learners draw.
- Check by asking, *Let's describe Tom. How many eyes? How many mouths? Is the mouth big or small?*

11 LISTEN AND DRAW

3 eyes
2 noses
a small mouth
4 ears

TOM

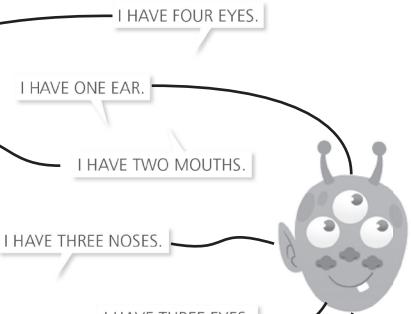
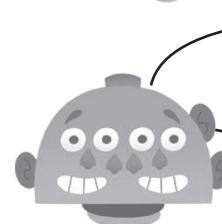
2 big eyes
3 noses
2 mouths
2 ears

MAG

4 eyes
1 nose
a big mouth
3 ears

ALF

12 MATCH



26

I HAVE FOUR EYES.

I HAVE ONE EAR.

I HAVE TWO MOUTHS.

I HAVE THREE NOSES.

I HAVE THREE EYES.

I HAVE ONE MOUTH.

AUDIO SCRIPT

Robot: My name's Tom. I have three eyes. I have two noses. I have a small mouth. I have four ears.

Monster: My name's Mag. I have two big eyes. I have three

noses. I have two mouths. I have two ears.

Alien: I'm Alf. I have four eyes. I have a nose. I have a big mouth. I have three ears.

Intercultural awareness

Reflect with learners on the fact that when we think of robots, monsters, and aliens, we always base our images of them on our own view of the world. They may have only one eye or more than two, but yet, they still have eyes or something that resembles an eye.

12 MATCH

- Tell learners to read the instructions and look at the pictures and elicit what to do.
- Ask them what they need: a pencil. Ask if an eraser may be necessary.
- If you think it necessary, read out the descriptions for learners to point to the correct one.
- Have learners complete the activity and check by saying, e.g. *I have one ear. Who says it, the robot or the monster?*

13 SHOW AND TELL



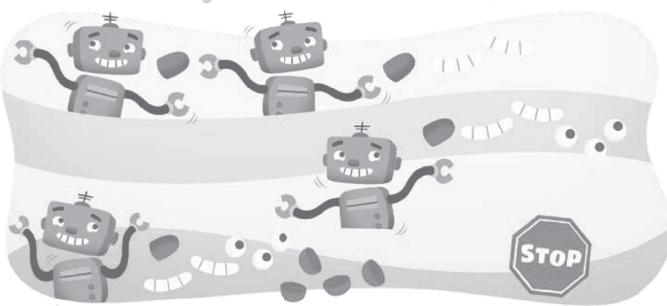
2



14 123 SING



THE RAP ROBOT



27

13 SHOW AND TELL

- Have learners focus on the instructions and the picture.
- Have them dictate a list of the materials they'll need: the photo and glue. Encourage them to think of further materials they might need, e.g. scissors, markers to decorate the sheet of paper, and include them in your list.
- Let learners think about their descriptions and rehearse saying them before they present each to the rest.
- When they're ready, go back to the list and check which items they used.

Cognitive awareness

Planning is essential for learning. When learners think of the materials they need for an activity, they're planning and getting ready for learning. If they have to stop an activity to look for something they need, it makes them waste time and lose concentration.

14 123 SING

- Have learners read the instructions and ask them what they have to do: sing!
- Encourage learners to stand up and show you how a robot moves. Say that you are going to learn a new song in which there is a robot that has a nose. Ask them to show you the number with their fingers and to touch that body part, e.g. *one nose* = hold up one finger and touch your nose.

- Play the song. As this is a cumulative rap, have learners point to the pictures as they are mentioned, going back to the beginning for every verse and adding one more body part.
- Invite learners to stand up and dance in their spot, moving like robots. The instrumental beats in the song after each body part is meant for learners to repeat the number and the body part, and do the suggested actions, e.g. the song goes, *I'm the Rap Robot, dance in your spot, one nose!*, so learners shout out, *one nose!* and do the corresponding actions.
- Sing only the first two lines of each verse without playing the song and encourage learners to only do the actions for the numbers and body parts to see if they remember what comes next.
- Have learners dictate the different parts of the Rap Robot's body to you for you to draw and create a poster. Display it on the wall to refer to when singing the rap again in future lessons.

RAP

THE RAP ROBOT

I'm the Rap Robot,
Dance in your spot,
One nose!

I'm the Rap Robot,
Dance in your spot,
One nose! Two mouths!

I'm the Rap Robot,
Dance in your spot,
One nose! Two mouths! Three
eyes!

I'm the Rap Robot,
Dance in your spot,
One nose! Two mouths! Three
eyes! Four ears!

I'm the Rap Robot,
Dance in your spot,
I'm the Rap Robot,
Now we stop!

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 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.

15 LOOK AND LISTEN

- Follow the suggestions in this Teacher's Book to work on stories.
- Ask learners to look at the small panels on the right and ask them, e.g. *Who's this?* (pointing to the first face) *And who's this?* (pointing to the second face). Teach *I don't know*, if necessary. Use gestures to show its meaning. Do the same with the third face. Play the audio to check learners' answers.

AUDIO SCRIPT

Teacher: A game! Look at the faces. Who am I? I have big eyes, a big nose, and a big mouth.

Daniel: Is it this face?
Teacher: Good, Daniel!

Teacher: Ready? I have small eyes, a big nose, and a big

mouth. I have small ears.

Jack: Is it this face?
Teacher: No, Jack.

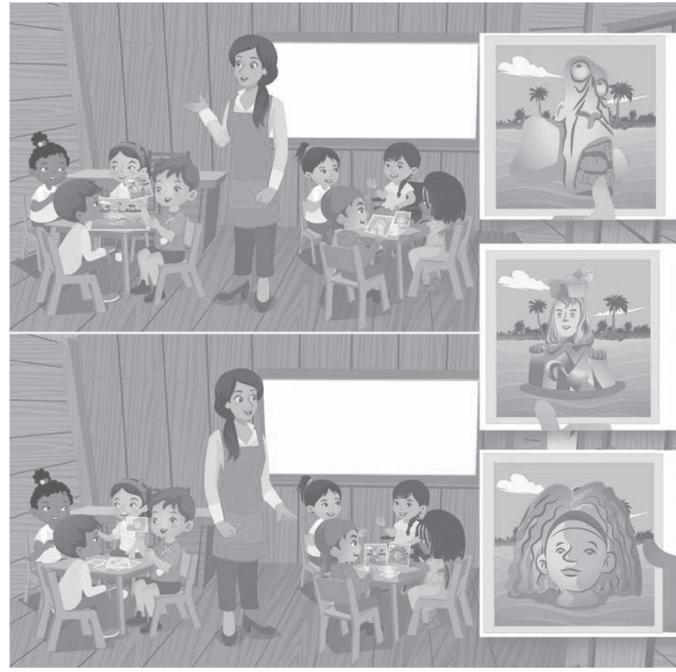
Children: Look at this face. It's Brady!
Brady: No, it's not!
Teacher: OK. It is not Brady.

Building confidence activity

Act out. Invite learners to act out different parts of the story. Follow the procedure suggested in the Introduction. Create a crazy face. Learners use their cut-outs to create a crazy face, e.g. with the nose under the mouth. When they finish, ask them to present it to the rest.

15 LOOK AND LISTEN



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16 READ AND MATCH

- Read out the instructions and have learners follow you. Elicit what they have to do.
- Have them dictate the list of materials and write it on the board.
- After they complete the matching activity, check answers by reading out the statements and having learners point to the correct picture. You can also instruct learners to number the pictures before checking.

17 MY FAVOURITE FACE

- Tell learners to focus on the instructions. Ask them to dictate the list of materials.
- Elicit different types of faces: a monster's, an alien's, one made with shells and stones, one made with bottle tops ... Let them draw. Elicit how long they think they'll need. Refer to the Time Management section in this Teacher's Book for ideas. If you have agreed on a time period, i.e. three songs, reflect with learners if it was enough or not, and why.
- When learners finish, invite them to show their drawings to the rest and say, e.g. *I have three eyes, one ear, etc.*

16 READ AND MATCH



I HAVE BIG EYES.



I HAVE SMALL EYES.



I HAVE A SMALL NOSE.



I HAVE A SMALL MOUTH.



I HAVE SMALL EARS.



17 MY FAVOURITE FACE

**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 create a face repurposing everyday objects while exploring their shape and size.
- 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 describe a face with guidance.

Lesson opening

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

STEAM AREAS:

Science, Technology, and Arts

SKILLS:

Designing, collaborating, creative thinking, body awareness, spatial awareness, understanding shape and size, photography

MATERIALS:

- Poster board (for each group)
- Everyday objects, e.g. hairbrushes, combs, forks, spoons, scissors, glue, sticks, pencils, crayons, markers, erasers, toothbrushes, small plastic bowls, plastic cups, small balls, coins, paper clips, small toys, rubber bands, hair clips, clothes pegs, etc.
- Digital camera, smartphone, or tablet
- Pictures of Arcimboldo's art (printed or digital)

PREPARATION:

Print or save digital pictures of Arcimboldo's artwork (see suggestions in the "Explore" section).

Place a variety of everyday objects around the classroom.

Explore:

- Explore Arcimboldo's art by showing pictures. Ask learners if they can identify any objects in his paintings. Explain that Arcimboldo was an Italian painter known for creating portraits made of objects such as fruit, vegetables (as in Arcimboldo's *Vertumnus*), flowers (*Spring*), fish (*The Admiral*), kitchen utensils (*The Cook*) and books.
- Show Arcimboldo's painting *Bowl of Vegetables / The Gardener* which is an optical illusion. Ask, *What do you see?* (a bowl of vegetables). Turn the picture upside-down and ask, *Now, what do you see?* (a face).
- Explain that although Arcimboldo used to paint his portraits, you are going to create them with real objects that you have in your classroom. Take a look at the pictures on page 30 and describe them.

STEAM CHALLENGE

CREATE A FACE



1 LOOK



1

2

3

30

Language focus: face, eyes, nose, ears, mouth, flower, fish, fruit, vegetables



4

Plan:

- Assign groups of four. Each member of the group will be responsible for a different part of the face, e.g. one member searches for an object that could be used as the nose, another the mouth, another the ears, and another the eyes.
- Learners explore the classroom collecting items they think could be used to create their faces.

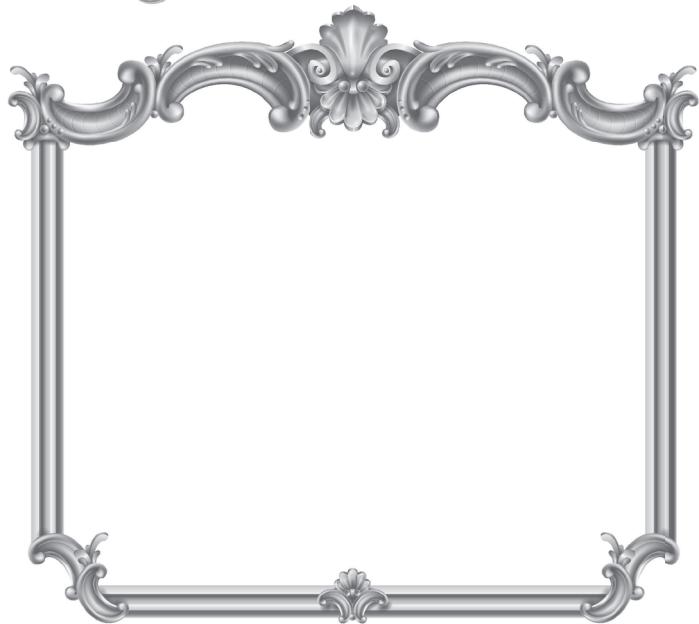
Predict:

- Page 31: Before creating the face, learners draw what they think their collaborative face will look like considering the shape and size of the objects their group has chosen for each part of the face.

Create:

- Hand groups their large poster board paper to start creating their faces. They might need to collect more objects to make the face outline or hair.
- When they finish, help them snap a photograph of their face. Make sure they are learning to hold the device steadily and have their face centred in the photograph.
- Allow learners to put the objects back where they found them, reassign roles, and create a new face.

2 DRAW



Language focus: eyes, nose, mouth, ears, hair, face, (everyday objects)

31

Present and reflect:

- Print out the photographs, create a digital presentation to project on an interactive whiteboard, or show the photographs on a tablet that everyone can see. Each group describes their face and compares it to their prediction drawing.
- Ask, *Was it difficult to imagine what the face would look like? Is your prediction drawing similar or different to the final outcome? (mention shape and size of the objects).*

Lesson closing

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

UNIT OVERVIEW

Vocabulary

cow, duck, horse, pig, sheep, hen
whale, jellyfish, sea lion, seal, fish

Grammar (answers to ...)

Do you have ...?

Yes, I do. / No, I don't.

Communication

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

I have ... / I don't have ...

Recognition

Classroom language

Routines

warm, it's raining, windy, snowy
circle, square, triangle

Awareness

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

STEAM challenge: Science, Engineering, and Arts

Build a habitat

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can recognise farm animals.
- can understand physical descriptions.
- can understand *I have* and *I don't have* statements.
- can follow short, basic classroom instructions, if supported by pictures or gestures.

Key language

cow, duck, horse, pig, sheep, hen
I have ... / I don't have ...

Areas of awareness

Intercultural 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 an anecdote about a time when you did something completely different from the rest of your classmates or friends, at school, at a club, etc.
- Follow the suggestions on page 13 in this Teacher's Book to tell stories.

1  LOOK AND LISTEN

32

- If learners are using their books, tell them to open them at page 32. Point to the drawings and ask, *Are these people or animals?* Point to Lara and tell learners, *Look at Lara's picture. Is there a problem?* Use gestures and facial expressions so that learners can follow without translation.
- Play the audio. At the end, go back to their predictions.

Intercultural awareness

Lara is very fond of the sea and anything related to it. To her, a horse is a seahorse. We can see how our own vision of the world will have an influence on everything we do. It is an important part of education to broaden the learners' view of the world.

Social awareness

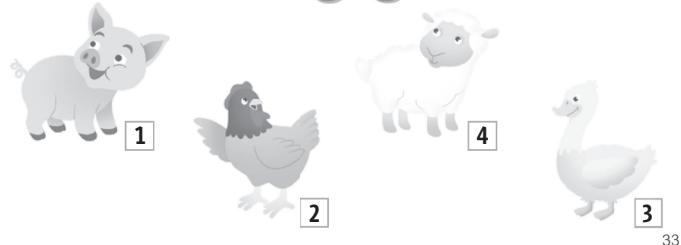
The teacher is very encouraging, and even when she realises Lara has made a mistake, she still makes a positive comment about her drawing.

AUDIO SCRIPT

Teacher: Brady, draw a cow.
Jack, draw a hen. Daniel, draw a pig. Lara, draw a horse.
Teacher: Good job, Brady!
Great drawing, Jack!
Brady and Jack: Thank you, Ms Morgan!

Teacher: Beautiful pig, Daniel!
Is that your dog?
Daniel: Yes, it is. Darwin.
Teacher: Lara, show me your horse.

Teacher: Errr. Nice, Lara!

2  LISTEN AND MAKE THE SOUND3  LISTEN AND NUMBER2  LISTEN AND MAKE THE SOUND

- Take out the farm animal flashcards. Then, ask learners to look at page 33. Show the cow and ask learners, *Who has to draw the cow?* Give options if they can't answer, e.g., *Lara? Jack?* Do the same with the *hen, pig, and horse* flashcards. If any learner can't say who has to draw it, tell them they can say, *I don't know*. Finally, ask them, *Are they pets or farm animals?*
- Now tell learners to focus on the icon for Exercise 2. Have them follow as you say the instructions.
- Agree with learners on the sound made by each animal. In English, cows go *moo*, pigs go *oink*, sheep go *baa*, ducks go *quack*, hens go *cluck*, horses go *neigh*.
- Demonstrate with two examples. Go over the rules for listening and games.

AUDIO SCRIPT

Pig
Sheep
Horse

Duck
Hen
Cow

Building confidence activity

Listen and do! Tell learners to take out their farm animal cut-outs. As you name each, learners show it to you and place it on their desks, face up. Demonstrate with two examples. Say, *Sheep on your nose!* Place your sheep flashcard on your nose and check learners do the same. Say *Horse on your nose!* as you place the correct flashcard on

your nose. If you think learners are ready, challenge them by changing the animal and the part of the face, e.g. *Duck on one eye*. Check that learners put their cards away at the end of the activity.

3  LISTEN AND NUMBER

- Before you start with the listening activity, draw two robots / monsters on the board, wide apart. One should have three eyes, four ears, no nose, four arms, and no legs. The other one should have two eyes, no ears, a nose, no arms, and four legs. Tell learners they have to listen and point to the right robot / monster. Describe them, *I have three eyes. I have two eyes. I don't have a nose* (use gestures for the negative). *I have four ears. I don't have ears. I have a nose. I have four arms. I don't have arms. I have four legs. I don't have legs.*
- Ask learners to focus on the icons. Write NUMBER and LISTEN on the board and place three instruction flashcards, the two you need and an extra one. Appoint one learner to come to the front and place one of the flashcards below the right word. Then, appoint a second one to do the same. Check everybody knows what to do. Tell them they'll listen to descriptions.
- Check for suggestions for listening exercises on page 15 in this Teacher's Book.
- To check, name each of the animals for the learners to say the number.

AUDIO SCRIPT

Number 1. I have four legs. I don't have arms. I have small ears. I have a small mouth. I'm pink. Number 1.

Number 2. I have two legs. I don't have arms. I am small. I have small eyes. I'm brown, orange, and yellow. Number 2.

Number 3. I have two legs. I

don't have arms. I am small. I have a small head. I have a big mouth. I have small eyes. I'm yellow. Number 3.

Number 4. I have four legs. I have a small head. I have small ears and a small mouth. I'm white. Number 4.

Building confidence activity

Listen and stand up. Tell learners you'll say something. If it's true for them, they stand up, otherwise, they remain seated. Demonstrate with examples, *I have brown eyes*. Check that those with brown eyes stand up. Then, say, *I have two noses*. Nobody should stand up. Then, say, *I don't have four eyes*. Write 4 and draw an eye on the board, and tell learners, *I don't have four eyes* (gestures for the negative). *How many eyes, (Milena)? How many eyes, (Nico)?* Help them understand they should all stand up.

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 follow short, basic classroom instructions, if supported by pictures or gestures.
- can name farm animals, if supported by pictures.
- can read the names of farm animals.
- can understand *Do you have ...?* questions.
- can follow an illustrated story.

Key language

cow, duck, horse, pig, sheep, hen
Do you have ...? Yes, I do. / No, I don't.

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 ... Tell learners they need their farm animal cut-outs. Name them for learners to hold up the correct one. Challenge them by naming two. Those learners who are confident can give instructions.

4 LOOK AND SAY. THEN, MATCH

- 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 an example. Draw the tail of a pig and ask, *What's this?* Then, draw a horse's tail and ask, *What's this?*
- Instruct learners to look at the puzzle pieces and identify the animals.
- Remind them of letter-sound correspondence in English. Ask them if they feel ready to do the matching or if they'd need some help first.
- Check by writing the words on the board and asking learners to place the right flashcard next to each word.

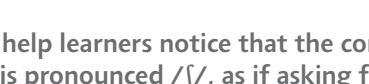
Language awareness

Pronounce *hen* and *horse* and ask learners if the first sound is the same as the /j/ sound in Spanish if that's the school's language of instruction (e.g. the first sound in *jugo*). Help them notice that /h/ is much softer.

4 LOOK AND SAY. THEN, MATCH



5 FOLLOW THE SEQUENCE



34

Then, help learners notice that the combination of *sh* in *sheep* is pronounced /ʃ/, as if asking for silence.

5 FOLLOW THE SEQUENCE

- Have learners look at the instructions and the picture and elicit from them what to do.
- Ask them to take out their cut-outs and place them on the desk, face up.
- Demonstrate with an example. Start the sequence by placing a flashcard on the board and saying, *cow*. Invite a learner to continue the sequence by saying another animal and placing the correct flashcard next to the first one. Invite a second learner to go on.
- After a round or two, turn it into a group work activity.

Social awareness

Reflect with learners on how important it is to follow rules when playing games so that everybody can have fun.

Building confidence activity

Finger on ...! Once learners finish playing, tell them to give instructions in their groups. Give an example first, *Finger on horse!* *Finger on cow!* Then, walk around as they're playing.



7 GAME

6  LOOK AND LISTEN

- Focus learners' attention on the icons and on the picture.
- Ask learners, *Look! Are the children in the classroom or on a farm? Elicit how they know.*
- Play the audio and go back to the learners' predictions.
- To round off the activity, tell learners, *Lara likes hens. Do you like hens? Lara says, "I don't like cows". Do you like cows? Remind learners of the answers to Do you like ...?*

AUDIO SCRIPT

Brady: Hello, Granny!
 Brady's granny: Hello, children!
 Welcome to my farm.
 Brady: Look at the hens.
 Lara: They're brown, black, and white. I like hens. They're beautiful.

Jack: Do you have cows?
 Brady's granny: Yes, I do.
 Lara: Hello, cow!
 Cow: Moo!
 Lara: Ahhh! I don't like this cow.
 Brady: Moo is 'hello', Lara!

7 GAME

- Before this activity, ask learners to take out their farm animal cut-outs. To check they have all of them, ask, *Do you have the cow? Do you have the pig?* and so on. As learners answer *Yes*, remind them of the dialogue in the story. Jack asks, *Do you have cows?* And Granny says, *Yes, I do.*
- Tell learners to look at the instructions and the picture. Demonstrate with a learner. Ask him / her to choose one of the cut-outs and hold it to his / her chest. Ask, *Do you*

have (a hen)? Encourage learners to answer *Yes, I do* or *No, I don't.*

- Ask until the learners answer *Yes*, or play a challenge: how many you can guess directly out of (10).

Language awareness

Help learners see that *Do you like ...?* and *Do you have ...?* questions are answered in the same way.

Assessment

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

Some learners may be at guided production level of farm animals. Play a sounds game. Make the sound of an animal for learners to say which one it is.

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 and name a few farm animals.
- can talk about likes and dislikes.
- can understand sea animals.
- can understand physical descriptions.
- can understand basic size adjectives.
- can follow an illustrated story.

Key language

whale, jellyfish, sea lion, fish

short, long, big, small

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

Areas of awareness

Language awareness

ESI / CSE

Lesson opening

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

8 FAVOURITE FARM ANIMALS

- Ask learners to open their books at page 36 and focus on the instructions and chart for Exercise 8. Ask them to predict which the class's favourite animal is.
- Demonstrate with an example. Copy the chart on the board. Use your flashcards. Say, *I like (cows)* and draw a tally mark in the correct row. Encourage learners to say which farm animal they like.
- Once every learner has expressed his / her likes, conclude with learners which is the class's favourite animal.

Language awareness

As learners say, *I like (cows)*, help them notice they are talking about all cows, so they have to say *cows* and not *cow*. In the case of *sheep*, help them notice we say *one sheep, five sheep, ten sheep*: no final *-s* for the plural form.

9 LOOK AND LISTEN

- Have learners look at the instructions and the pictures.
- Point to the teacher in the first panel and ask, *Who's this?* Then, point to the characters and ask, *Who are they?* Point to the submarine and ask, *Is this the school?* Point to the second panel and ask learners what is going on. Accept all answers.
- Play the audio and go back to the learners' predictions.

8 FAVOURITE FARM ANIMALS





9 LOOK AND LISTEN





36

AUDIO SCRIPT

Teacher: Thank you for the invitation, Mr and Mrs Cameron!

Mr and Mrs Cameron: You're welcome, Ms Morgan.

Children, get on the submarine!

Teacher: Look at the sea animals!

Brady: What's that?

Jack: A sea lion. And look! A beautiful jellyfish.

Brady: Is that a big sea lion?
Daniel: No, it isn't. It's a whale!

Jack: Whales are big and long. Sea lions are short.

Brady: And what's that medium-sized fish? I like the beautiful brown hair.

Teacher: That's Lara! Say hello to Lara, children.

Children: Hello, Lara!

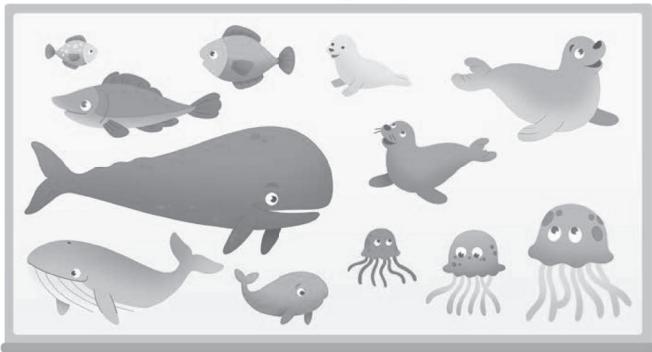
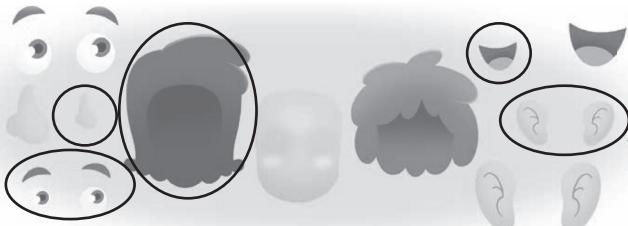
Lara: Glup! Glup!

10 LISTEN AND TAKE A PHOTO

- Before the activity, take out the sea animal flashcards. Say, *Remember the submarine and the sea animals?* Point to the sea in Exercise 9. *What animals do the children see?* A whale? (as you show the flashcard) A jellyfish? A sea lion?
- Do a *Repeat if correct* activity so that learners remember the three sea animals.
- Have learners focus on the instructions and the picture in Exercise 10. Ask, *How many whales? How many sea lions? How many jellyfish? How many fish?* Point to the biggest whale and ask, *Is this whale small or big?* Point to the smallest one and ask, *Is this whale big or small?* Point to the medium-sized one and ask, *Is it big? Is it small? Is it medium-sized?* Have learners take a photo with their mind's smartphone of a small, medium-sized, or big whale.

10 LISTEN AND TAKE A PHOTO

3

**11** LISTEN AND DRAW

37

- Do a *Finger on ...* activity using the pictures in the activity, e.g. *Finger on medium-sized ears. Finger on a medium-sized mouth. Finger on long hair.*
- Tell learners the drawings are examples of different body parts. They have to complete the face in the middle.
- Play the audio and then compare learners' productions.

AUDIO SCRIPT

Hello! I'm Nikky. I'm seven. I have long hair and small eyes. I have medium-sized ears and

a small mouth. I have a small nose. I like my face!

ESI / CSE

Reflect with learners on how hair length is not gender related.

Lesson closing

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

- Do the same with the jellyfish and the sea lion.
- Point to the red and orange fish and ask, *Is it big?* (use gestures and facial expressions). *No, right, it's long* (use gestures). Point to the green fish and ask, *Is it long?* *No, it's short* (use gestures). Point to the blue one and ask, *Is it long? Is it short? Is it medium-sized?* Instruct learners to take photos of the long, short, and medium-sized fish.

Building confidence activity

Mime! Tell learners you'll say either short, long, or medium-sized for them to show it with their hands.

11 LISTEN AND DRAW

- Remind learners of the story, in particular Brady's comment. Point to Lara in the second panel, Exercise 9, and imitating Brady, say, *Look! A beautiful fish with brown hair!* Use gestures to show hair.
- Do a *Mime* activity. Ask learners to mime *short* and *long hair*. They should do the miming as you say, *Long hair* and *Short hair*.
- Have learners read the instructions. Elicit what they need. Write the list on the board.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can name farm and sea 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

Farm and sea animals

Areas of awareness

Cognitive awareness

Lesson opening

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

Building confidence activity

Show me ... Tell learners they have to look for pictures in their books, following your instructions. Say, *Long hair!* Learners have to browse over their books to find somebody with long hair. After a while, learners can give the instructions themselves.

12 READ AND CIRCLE

- Have learners look at the instructions and the pictures. Elicit what they have to do.
- Allot a couple of minutes for them to circle the right phrases.
- Check by asking, e.g. *What's the right phrase? Short hair or long hair?* Do the same with the rest of the phrases.
- Learners might have different answers for some of them, e.g. some might have circled *a small fish* instead of *a medium-sized fish*. Explain that sometimes things are comparative when it comes to size and length.

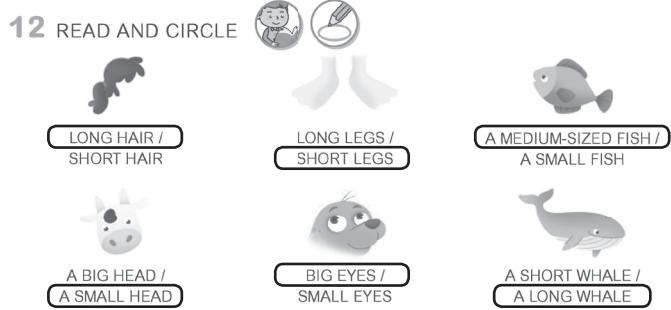
Building confidence activity

Draw. Tell learners to read the phrase they haven't circled and make the correct drawing.

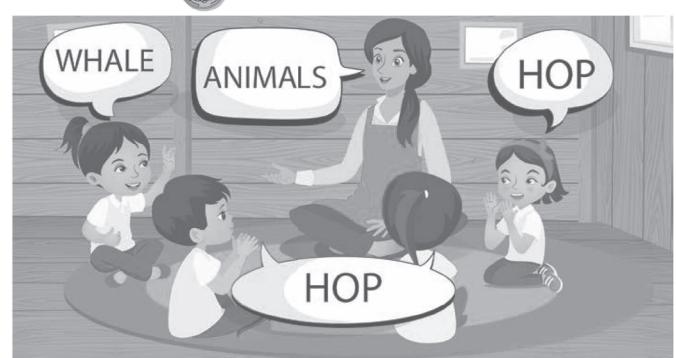
13 HOP GAME

- Ask learners to read the instructions. Demonstrate with an example.
- Write the word COLOURS on the board and tell learners they have to say, *Hop!* To turn it into a movement activity, learners can hop at the same time when they hear a colour word. Say four or five colours and then say a word

12 READ AND CIRCLE



13 HOP GAME



38

from any other category, e.g. a number, an animal, a part of the face. This time, learners should not say *Hop!* but remain silent. The purpose of the game is to be attentive. Have another round, this time with another category, e.g. numbers. This time appoint different learners to say a word.

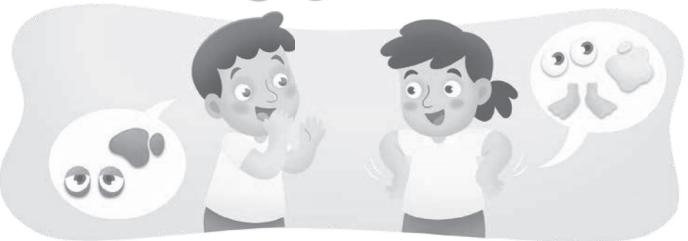
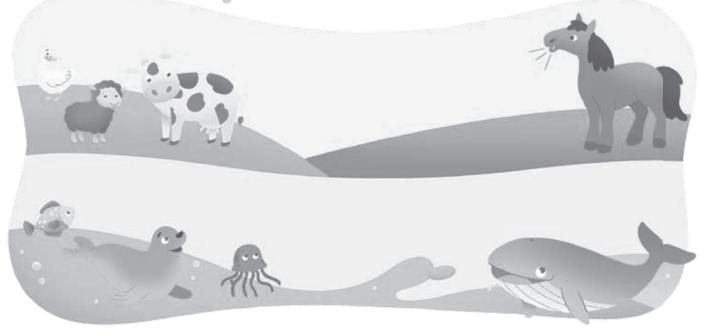
- Remind learners of the rules for games.

Cognitive awareness

Reflect with learners on how to be attentive.

14 SHOW AND TELL

- Have learners focus on the instructions and the picture.
- Give one example yourself. Draw two small eyes, a small head, and two legs on the board. Use stick drawings. Draw a brown splotch. Tell learners, *I have a small head. I have two legs. I have small eyes. I don't have arms. I'm brown.* Invite learners to say which animal you are: a hen.
- Before the activity, have learners dictate to you a list of parts of the body they can name to describe their animal. Include size and length, e.g. *big, short, long, and small.*
- Let learners draw the clues and rehearse what they have to say. Then, invite them to speak to the rest.

14 SHOW AND TELL**15 (31) SING****WHAT'S THAT?**

39

3

- Learners make up their own versions by changing the order of the animals. Volunteers conduct the action song for the rest to find the animals around the room when mentioned, e.g. *On the farm, Tat, tat, tat, A horse, a cow, a sheep, What's that? A great ... big ... duck.*

SONG**WHAT'S THAT?**

On the farm!
Tat, tat, tat.
A duck, a sheep, a cow ...
What's that?
A great ... big ... horse!

In the sea!
Splash, splash, splash.
A fish, a sea lion, a jelly fish ...
What's that?
A great ... big ... whale!

Lesson closing

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

15 (31) SING

- Have learners read the instructions and ask them what they have to do: sing!
- Place flashcards of farm and sea animals spread apart on the classroom walls.
- Say that you are going on a trip to the farm. Ask learners to put on their invisible binoculars and look around the room. If they spot a farm animal, they should name it. After learners have spotted the farm animals, name them for learners to find them with their binoculars on, e.g. *duck! sheep!* Get faster and faster.
- Next, say that this time you are going for a swim in the sea. Ask learners to put on their invisible goggles or scuba mask and snorkel and look around the room. If they spot a sea animal, they should name it. After learners have spotted the sea animals, name them for learners to find them with their goggles on, e.g. *Fish! Jellyfish!* Speed up.
- Play the audio and have learners point to the picture lyrics while following the song.
- Next, do the actions to the song, e.g. walking on the farm, swimming in the sea, and pointing to the animal flashcards on the walls of the classroom.
- Sing along.

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 read and name a few basic phrases, if supported by pictures or realia.

Key language

Sea animals

Size adjectives

Areas of awareness

Cognitive awareness

Lesson opening

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

16 32 LOOK AND LISTEN

- Follow the suggestions in this Teacher's Book to work on stories.
- Ask learners to look at the picture. Point to the sea animals and ask, *What's this?* Once they answer, ask them, *Is it big or small / long or short?* Point to the sea lion and ask, *Is this the mum or the granny?* Ask them to account for their answers.
- Play the audio and go back to the learners' predictions.

AUDIO SCRIPT

Teacher: Let's swim, children.

Children: Yay!!!

Teacher: Be careful with the small jellyfish!

Children: OK, Ms Morgan.

Lara: Look at the sea lions!

Brady: What is that?

Teacher: The long sea lion is the mum. The short sea lion is the baby.

Jack: Ahoy, baby sea lion!

16 32 LOOK AND LISTEN



40

17 READ AND MATCH

- Read out the instructions and have learners follow you. Elicit what they have to do.
- Point to the jellyfish and ask, *What's this? Is it big or small?* Do the same with the other animals.
- Allot a couple of minutes for learners to do the matching. Check on the board.

18 MY FAVOURITE ANIMALS

- Tell learners to focus on the instructions. Ask them what they need: a pencil. Depending on the time you have left, let learners colour the animals in class or at home.
- Place the animal flashcards on the board in random order. As you place them, have learners say the animals.
- Remind learners they can also choose to draw big, small, long, or short animals. Write these four words on the board for them to remember.
- When learners finish, invite them to show their drawings to the rest and say what they are, e.g. *a big whale, a small jellyfish, a short duck.*

Assessment

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

17 READ AND MATCH



A SHORT FISH



A SMALL JELLYFISH

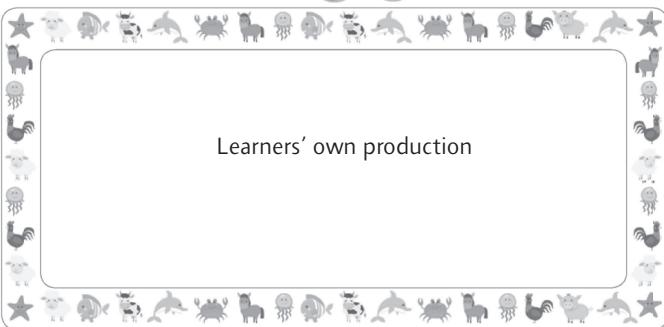
A LONG FISH

A BIG SEA LION

18 MY FAVOURITE ANIMALS



Learners' own production

**Lesson closing**

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

Aims of the lesson

- To design and build a habitat for an animal considering its characteristics.
- 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 animals and describe their size, if supported by pictures or realia.

Lesson opening

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

STEAM AREAS:

Science, Engineering, and Arts

SKILLS:

Designing, problem solving, logical thinking, creative thinking, spatial awareness, understanding habitats and animal characteristics

MATERIALS:

- Two-word cards: FARM and SEA
- Boxes of different sizes: medicine boxes, shoeboxes, etc.
- Building and art supplies: toothpicks, craft sticks, play dough, stones, paper of different types, textures and colours, shells, scissors, glue, clothes pegs, building blocks or LEGO, cardboard tubes, etc.
- White sheets of paper
- Pencils, crayons, markers

PREPARE:

- Two-word cards: one that says FARM and the other SEA

Think:

- Write the names of the animals on page 42 on the board and display the two-word cards on a table face down. Point and read aloud. Ask a learner to choose one of the animals and turn over a card, e.g. the learner chooses cow and turns over the word card SEA. Ask if that animal can live in that habitat and why. Allow L1. Continue in the same way with the other animals. This should build some awareness about the fact that animals live in certain habitats because of their needs and characteristics.
- Page 42. Part 1: Learners match the animals to their habitats.

Choose:

- Explain that the challenge is to build a habitat for an animal that reflects the animal's size and shape.
- Page 42. Part 2: Read out the descriptions at the bottom of the page: *small, medium-sized, etc.* Learners choose

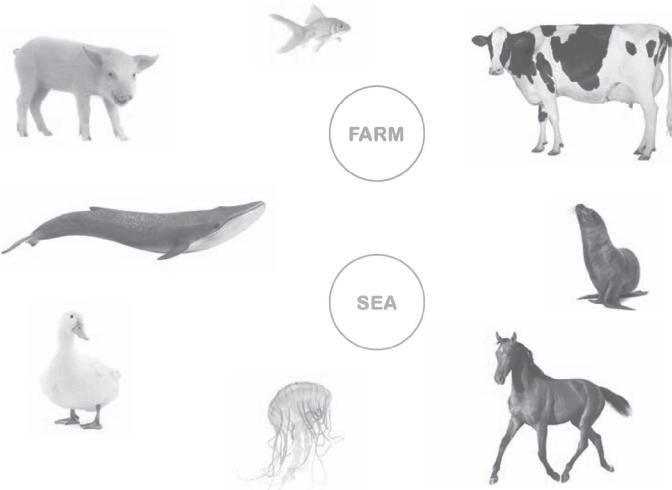
STEAM CHALLENGE

BUILD A HABITAT



1 THINK AND MATCH. THEN, CIRCLE

- A
- B
- C



the animal they want to build a habitat for and circle the animal, the habitat word, and the description at the bottom of the page.

Plan:

- Display and show the different materials that can be used to create the habitats.
- Page 43: Learners draw a plan of their habitat considering the materials that are available.

Build:

- Learners draw the animal they have chosen on a sheet of paper, taking into account their chosen description on page 42 (e.g. if they have planned to draw a big cow, it needs to be big).
- Learners build their habitats. Remind them that the animal they have chosen needs to fit in it, so the size must reflect the animal they have chosen.
- Learners hide their animal drawing in their habitat creation.

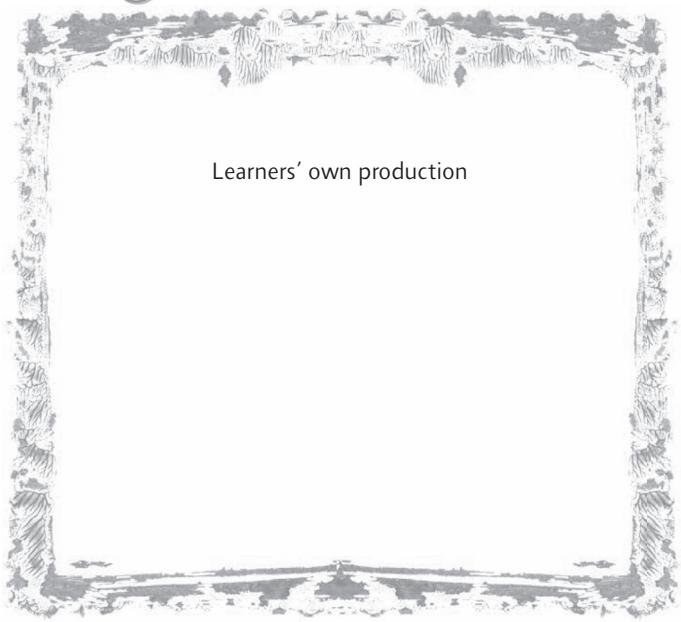
Reflect:

- Invite learners to present their habitats to the rest of the class. Have learners guess what animal lives in it by asking, *Do you have a (big) (horse)?* and answering *Yes, I do. / No, I don't.*

Lesson closing

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

2 DRAW



Learners' own production

Language focus: *farm, sea*

43

Note: Inform families that their children have to bring cut-outs, photos, or drawings of the animals they have seen.

OVERVIEW

Vocabulary

Farm and sea animals, pets

Communication

(Glue), please!

My turn! Your turn!

Recognition

Classroom language

Routines

warm, it's raining, windy, snowy
circle, square, triangle

Awareness

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

PROJECT TIME 1: AN ANIMAL DISPLAY

Aim of the lesson

To integrate language.

Learning objectives

Learners

- can identify and name farm and sea animals and pets.
- can follow instructions to make, do, or colour something.

Key language

Farm and sea animals, pets

Areas of 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 COLLECT ANIMAL PICTURES

- 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 them options if necessary, e.g. *Colours? Animals?*
- Point to the first exercise and the pictures and ask them, *What are we going to do? Colour animals? Collect animals?* Give learners time to take out the cut-outs and drawings they have brought from home. Depending on the number of learners, divide the class into groups, with each group making one poster, or invite all learners to make one big poster.

Social awareness

Reflect on the benefits of collaborative work. Every

PROJECT TIME 1

AN ANIMAL DISPLAY

1 COLLECT ANIMAL PICTURES



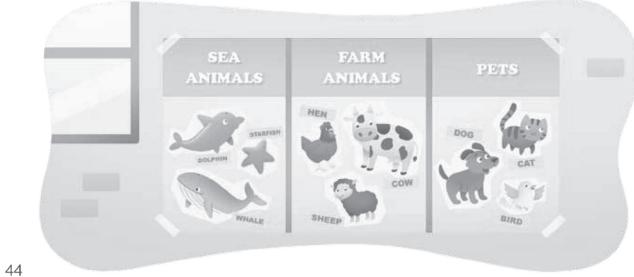
2 SORT THE ANIMALS

SEA ANIMALS	FARM ANIMALS	PETS

3 MAKE A POSTER

SEA ANIMALS	FARM ANIMALS	PETS

4 SHARE THE POSTER



member of a team is as important as the rest and all their contributions are welcome.

Cognitive awareness

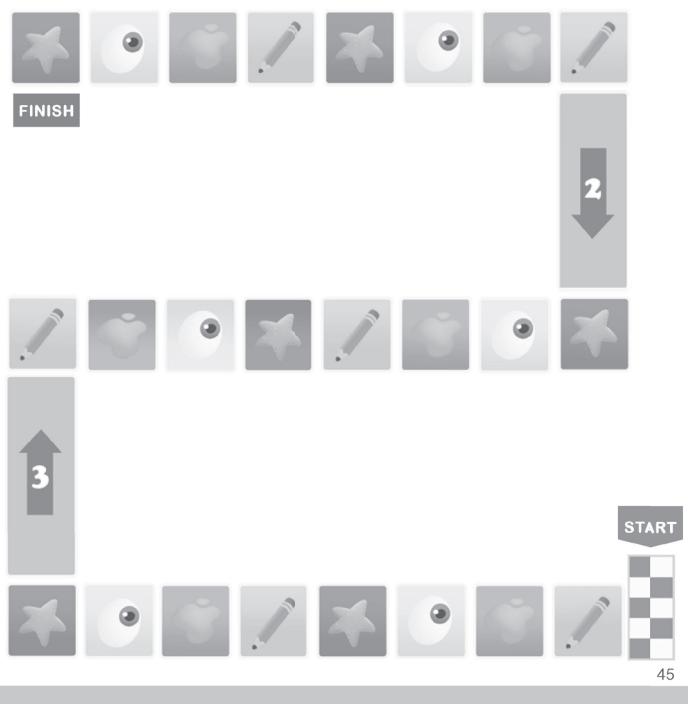
Every learner in the group should have a special task: check that everybody participates, check how long they're taking, collect materials, and put them away. There can be two learners sharing each of the tasks.

2 SORT THE ANIMALS

- Copy the chart on the board. Number the columns and ask learners where it says *sea animals*, where it says *farm animals*, and where it says *pets*.
- Elicit that it's a good strategy to plan and organise the cut-outs first, so that it becomes easier to know where to glue them on the poster later.
- Ask learners how long they think they can take to complete this task. Remember to use a clock or some physical way for learners to check if they're doing OK time-wise.
- If there are no animals for a category, give out pieces of paper for learners to draw a few.

3 MAKE A POSTER

- Ask learners to read out the instructions and elicit what they have to do.



- Give each group a sheet of poster board or cartridge paper with the three columns and the name of each.
- Elicit how they can get organised. Give options if necessary, e.g. *Can we start gluing directly or is it better to place all the pictures in the column first?* If learners opt for the first one, ask them what they will do if there's no more room in one of the columns.
- Instruct learners to look at the poster in the book. What can they see apart from the pictures? Have the words ready on pieces of paper for learners to glue next to each animal.
- Once the posters are ready, take a photo of them.

Cognitive awareness

Help learners realize the benefits of trying something out first before actually doing it.

4 SHARE THE POSTER

- Ask learners to read the instructions.
- Place the posters on the walls and give learners different tasks: find which animals (pets, sea, or farm) are present in all the posters. Find which animals are missing (using their cut-outs or the book to check).
- Take photos as learners look at the different posters. Upload all the photos onto the school blog.

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 objective

Learners can name a few basic nouns and adjectives.

Key language

Colours	Parts of the face
Animals	

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. Name a couple of popular board games.
- Point to the first picture—the pencil—and ask, *What's this?* Then, point to another square in which there's a pencil and elicit if they have to say *pencil* every time or if that is the category, i.e. school objects. Elicit other school objects they know. Point to the pink splotch and do the same to help learners realize it's a representation of the category *colours*. Repeat with the eye and *starfish*.
- Point to the first arrow and elicit what will happen if you fall on this square: you go forward three squares. Point to the second arrow and elicit what will happen in this case: go back two squares.
- You can have a round with the class playing against you.
- Before learners play in groups, ask them what they'll use as counters. Show them they can use an eraser, they can make a small ball with a piece of coloured paper, etc.
- Learners can use dice or six cards with numbers 1 to 6 on them. They pick a card and that's the number of places they move their counter.
- Go over the rules for games.
- Allot a few minutes for learners to play.

Social awareness

Reflect with learners on how to be a good loser / good winner, and on the importance of following rules.

Lesson closing

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

UNIT OVERVIEW

Vocabulary

ship

bedroom, kitchen, bathroom, living room, house
bed, fridge

Grammar (answers to ...)

Where's ...?

In the + (room)

Communication

Can I have ...?

Recognition

Classroom language

Routines

warm, it's raining, windy, snowy
circle, square, triangle, diamond

Awareness

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

STEAM challenge: Engineering, Arts, and Maths

Make a floor plan

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can identify and read parts of a house.
- can follow short, basic classroom instructions, if supported by pictures or gestures.

Key language

bedroom, kitchen, bathroom, living room, house

Areas of awareness

Intercultural 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 a time when you visited a friend's house, or a relative's house, which you thought would be quite different from yours, e.g. a house on a farm, a house in the mountains or on the beach.
- Follow the suggestions on page 13 in this Teacher's Book to tell stories.

1  LOOK AND LISTEN

46

- 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. *A farm? In the sea?* (use gesture). Point to the characters' speech bubbles and ask learners, *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'd like to visit an old ship.

Intercultural awareness

We all understand the world from our own worldview, that's why the characters find it difficult to picture that a ship would have the same kind of rooms as in a regular house.

Social awareness

Apart from the fact that adults are supervising the children, they all follow the safety rules to be in the sea and behave properly.

AUDIO SCRIPT

Jack: Let's go to my house.

Brady: Good idea!

Lara: Where's your house?

Jack: In a ship, at Turtle Island.

Daniel: A pirate island!

Daniel: Wow, is that your house?

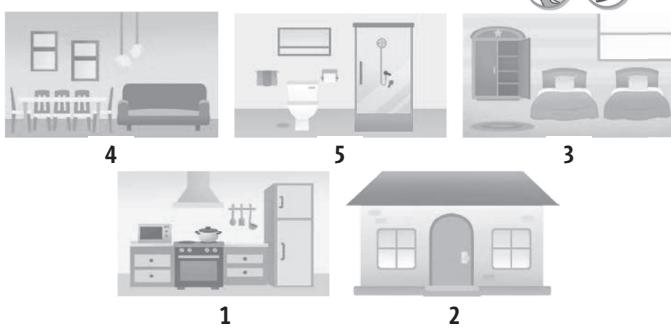
Jack: Yes, it is!

Lara: Do you have a kitchen?

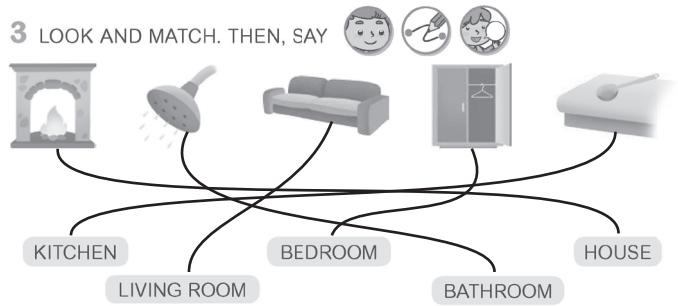
Jack: Yes, I do.

Brady: Do you have a living

2 LISTEN AND DO. THEN, LISTEN AND NUMBER



3 LOOK AND MATCH. THEN, SAY



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room?

Jack: Yes, I do.

Daniel: Do you have a bedroom?

Jack: Yes, of course. And a

bathroom, too.

Another boy: ... and toys. Do you like toys?

Jack: Of course! I like toys.

2 LISTEN AND DO. THEN, LISTEN AND NUMBER

- Before this activity, take out the house flashcards: *living room, kitchen, bathroom, bedroom, and house*.
- As you show the house, ask learners, *Does Jack and his family have a house? In the house, is there a living room? (and show the correct flashcard). Is there a bathroom? (showing the bathroom flashcard)*. Do the same with the other two flashcards. Point out that it may be different from other houses, yet it has the same rooms.
- Ask learners to read the instructions. Tell them, e.g. *Hand on the living room. Arm on the living room. Finger on the living room*. Check they understand they'll have to follow the instructions, which may vary.
- Play the first audio and check as learners are carrying out the instructions.
- Now tell learners they have to listen and number. Elicit the list of materials. If they want to use a marker instead of a pencil, show them a marker is more difficult to erase in case they make a mistake.
- Play the second audio. Check the answers on the board

using your flashcards.

AUDIO SCRIPT

Hands on the house. Arm on the kitchen. Finger on the

bedroom. Hand on the living room. Finger on the bathroom.

AUDIO SCRIPT

Number 1 is the kitchen.

Number 2 is the house.

Number 3 is the bedroom.

Number 4 is the living room.

Number 5 is the bathroom.

Building confidence activities

A different show me ... Ask learners to take out their house cut-outs. They should show them as you name each and put them on their desks, face up. Ask them to take a photo with their mind's smartphone and put the cut-outs face down. Give out instructions, e.g. *Show me a bathroom*. Learners have to remember where the bathroom cut-out is and hold it up.

Repeat if correct. Learners have played this game before and know how to play it, so there should be no need to explain it.

3 LOOK AND MATCH. THEN, SAY

- Ask learners to read the instructions.
- Point to the fireplace and ask, *Is this part of the bathroom? Is it part of the kitchen?* Learners will focus on the key words, so there should be no need to use the school's language of instruction.
- Ask learners what they need. Help them realise that different colours will be best to identify the matching pairs.
- Remind learners of sound-letter correspondence and ask them to do the matching.
- Check by asking, *What's this?* as you point to the pictures. Then, write the words on the board and appoint different learners to place the flashcards below the words.
- Note: There may be a fireplace in the entrance of a house, or in the living room, even in a bedroom; that's why it's part of the house and not considered part of one room in particular.

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 and name parts of a house.
- can follow instructions to colour something.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand some basic furniture words.
- can understand animal words.
- can follow an illustrated story.

Key language

bed, fridge

Areas of awareness

Cognitive awareness, ESI / CSE, Inclusive classrooms, Social awareness, Intercultural awareness

Lesson opening

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

Building confidence activity

Listen and do ... Instruct learners to take out their cut-outs of parts of the house. As you name each room, learners 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, *Run to the kitchen. Jump to the bedroom. Walk to the house.* Check they put the cut-outs away at the end of the activity.

4 35 LISTEN AND COLOUR. THEN, FOLLOW THE SEQUENCE

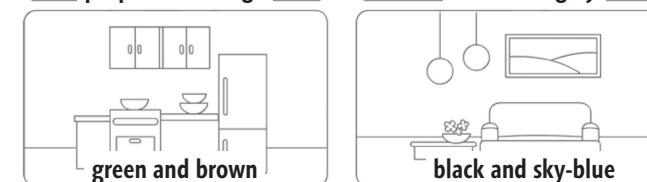
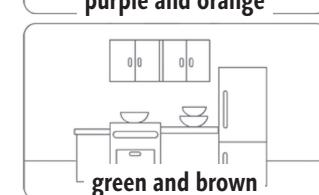
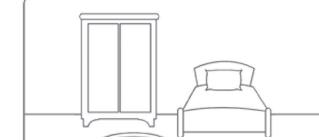
- Ask learners to open their books at page 48. Write 48 on the board and check everybody's book is open at the right page.
- Focus learners' attention on the instructions. Elicit what they need for the activity. Have learners dictate the list to you.
- Play the audio and have learners colour the rooms.
- Check the learners' answers by asking, *What colour's ... ?*
- Do the *Follow the sequence* activity. Start by naming one room, e.g. *kitchen*. The second learner has to repeat your word and add a new room. The third learner repeats and adds another room.

Cognitive awareness

Elicit from learners what they can do to remember the room and the colours they have to use.

4 35 LISTEN AND COLOUR. THEN, FOLLOW THE SEQUENCE

4 35 LISTEN AND COLOUR. THEN, FOLLOW THE SEQUENCE



5 LOOK AND SAY



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AUDIO SCRIPT

The bathroom is white and grey.
The kitchen is green and brown.
The bedroom is purple and

orange.
The living room is black and sky-blue.

ESI / CSE

Discuss with learners some ground rules around the house. For instance, when the bathroom door is closed, we need to knock on it to check there is nobody inside because we all have the right to our privacy and we have the responsibility to respect everybody's privacy. If we share the bedroom with a sibling, reflect on how siblings should respect each other.

Building confidence activity

Quickly! Tell learners they have to remember each room's colours. Name the room for learners to say the colours, or name the colours for learners to say which room it is.

5 LOOK AND SAY

- Ask learners to read the instructions and look at the picture. Elicit what they have to do.
- Demonstrate with a couple of examples, e.g. mime washing your hair for learners to say, *Bathroom!* Mime eating for learners to say, *Living room!*
- You can also invite learners to do the miming.

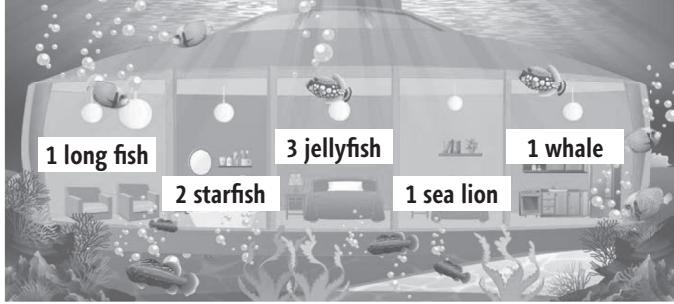
6 LOOK AND LISTEN



4



7 LISTEN AND DRAW



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Social awareness

Reflect with learners on how Jack's mum follows social conventions and offers food to the children.

Intercultural awareness

Ask learners to share what they do at home when somebody visits. Is it the same as what Jack's mother does?

Inclusive classrooms

Point to Jack's bed in the living room. In some houses, one same room may serve different purposes. If a learner says he / she does not have a bedroom because he / she sleeps in the living room, show that that part of the living room is the bedroom.

7 LISTEN AND DRAW

- Before the activity, ask learners, *Is there a bed in Jack's house?* Show the *bed* flashcard as you say this. Ask learners to point to Jack's bed. Then ask, *Is there a fridge in the house?* Show the *fridge* flashcard and ask them to point to the fridge. Tell learners, *Look, Jack's fridge is black and grey. What colour's your fridge?*
- Ask learners to read the instructions and look at the picture. Elicit what they have to do. Ask them to dictate the list of materials. Remind them an eraser may be useful.
- Ask learners to predict what they may find in the house. Play the first utterance in the audio and go back to their predictions.
- Play the audio and have learners draw.
- Check by asking, *How many (starfish) in the bathroom?*

AUDIO SCRIPT

Draw two starfish in the bathroom.

Draw a whale in the kitchen.
Draw three jellyfish in the big bedroom.

Draw a sea lion in the small bedroom.

Draw a long fish in the living room.

6 LOOK AND LISTEN

- Focus learners' attention on the icons and the picture. Remind them of the story: the characters are going to visit Jack's house.
- Help them notice they're interacting. What can the conversation be about? Ask them to find clues in the image.
- Play the audio and go back to their predictions.

AUDIO SCRIPT

Jack's mother: Hello, children!
Children: Nice kitchen!
Jack's mother: Thank you!
Daniel: I like the fridge. And look! A small bed.
Lara: Where?
Daniel: In the living room.

Jack's father: Let's eat. Do you like fish?
Daniel and Lara: Yes, I do.
Yummy!
Brady: No, I don't.
Jack: What do you like, Brady?
Brady: I like Grandma's food.

Assessment

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

Some learners may be at guided production level of the new topic: rooms in a house, while others will be at recognition level. Check by using your flashcards. As you show each one, ask, *What's this?* For those who cannot answer, carry out a *Repeat if correct* activity to check if they are at recognition level. Remember to keep a record of this on 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 name parts of the house.
- can understand and answer *Where's ...?* questions.
- can follow an illustrated story.
- can read basic statements about the location of objects.

Key language

Parts of the house

in + parts of a house / furniture

Food

Areas of awareness

Cognitive awareness

Social awareness

Intercultural awareness

Lesson opening

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

Building confidence activity

Thumbs up or down! Ask learners to look at the picture in Exercise 7, page 49. Describe the picture, e.g. *The jellyfish are in the big bedroom.* Use thumbs up / down gestures to ask learners if this is correct or not. Go on describing the house with some correct and incorrect statements.

8 MEMORY GAME

- Ask learners to open their books at page 50 and read the instructions for Exercise 8. Point to the horse and ask, *What's this?* Then, ask, *What other animals can you see?*
- Instruct learners to take a photo with their mind's smartphone and close their books.
- Ask, *Where's the (horse)?* If learners say *bedroom*, respond by saying, *Yes, in the bedroom* and demonstrate *in* with gestures. Ask about the other animals.

Building confidence activity

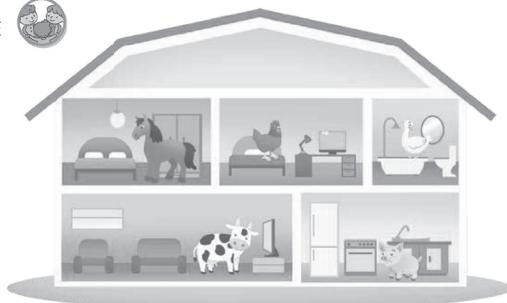
Repeat if correct. Describe the picture in Exercise 8, e.g. *The horse is in the bedroom.* It's true, so learners repeat. Then, say, *The cow is in the bathroom.* It's wrong, so learners don't say anything.

9a LISTEN AND TICK (✓) OR CROSS (✗)

- Have learners read the instructions and look at the pictures. Elicit what they have to do.

8 MEMORY GAME

WHERE'S ...?



9a LISTEN AND TICK (✓) OR CROSS (✗)



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- Ask learners to name the food they can see in the fridge and in the box.
- Go over the rules for listening.
- Play the first utterance and say, *The water is in the fridge. Tick or cross? Where will you draw the tick?* Play the second utterance and do the same. Ask learners if they're ready to go on without your guidance.
- Play the rest of the audio.
- To check, repeat the utterances and elicit if they should draw a tick or a cross.

AUDIO SCRIPT

The water is in the fridge.

The apple is in the box.

The banana is in the fridge.

The chicken is in the box.

The orange juice is in the

fridge.

The hamburger is in the fridge.

The sandwiches are in the

fridge.

The biscuits are in the

Cognitive awareness

Reflecting with learners on whether they're ready to do something with less or no guidance will help them to realize they are becoming autonomous.

9b READ AND TICK (✓) OR CROSS (✗)

- Ask learners to read the instructions. Ask them how they will know whether to draw a tick or a cross.
- Model the activity since learners are expected to read full sentences. Write the first two sentences on the board.

9b READ AND TICK (✓) OR CROSS (✗)

- 1 THE APPLE IS IN THE BOX.
- 2 THE WATER IS IN THE FRIDGE.
- 3 THE HAMBURGER IS IN THE FRIDGE.
- 4 THE BISCUITS ARE IN THE BOX.
- 5 THE BANANA IS IN THE FRIDGE.
- 6 THE CHICKEN IS IN THE BOX.
- 7 THE ORANGE JUICE IS IN THE BOX.
- 8 THE SANDWICHES ARE IN THE FRIDGE.

**10**  LOOK AND LISTEN

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Read the first one in a low voice, as if you were reading to yourself. Repeat it showing you're thinking about the meaning of the sentence. Check against the pictures in Exercise 9a and tick or cross. Do the same with the second statement.

Cognitive awareness

Reflect with learners on how they can read longer stretches of language.

Building confidence activity

A crazy house! Tell learners they are going to describe a crazy house. They should dictate to you where the sea animals are, e.g. *The jellyfish is in the living room. The whale is in the kitchen.* Once they finish dictating to you, they should read the description and draw the crazy house in their notebooks.

10  LOOK AND LISTEN

- Instruct learners to read the instructions. Ask, *Are the children at school or in Jack's house?* Point to Lara and ask, *Is she OK?* Point to the small panel and ask, *Where's Lara now? Why?* As learners provide answers, ask them to account for them by focusing on clues in the text.
- Play the audio and go back to their predictions.

AUDIO SCRIPT

Daniel: What's that?
 Jack: An old map of a treasure.
 Daniel: Where?
 Jack's mother: On a ship in the sea.
 Lara: Oh, no!
 Jack's father: Are you OK? Sit here, Lara.

Lara: Thank you, Mr Rackham. Can I have some water, please?
 Jack's father: Yes, here you are!
 Jack's mother: Water? I have an idea!

Lara: A bathtub! Great idea!

Social awareness

Focus on Lara and her request. Elicit that she's very polite. Reflect with them on how important it is to be polite when making a request.

Intercultural awareness

Ask learners how they can make a polite request in the school's language of instruction and other languages they may know. Reflect on how they could answer to polite requests as well.

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 make polite requests.
- can name basic everyday words.
- 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 read basic words.

Key language

Can I have ...?

The house

Food

Areas of awareness

Social awareness

Lesson opening

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

11 40 LISTEN AND ACT OUT

- Ask learners to open their books at page 52. Have them look at the instructions and the picture. Ask them what they have got to do.
- First, do a *Finger on ...* activity to revise food vocabulary.
- Elicit what the boy and the girl may be saying.
- Play the audio and check the learners' predictions.
- As they have to act out the dialogue, help them to learn the lines. Follow the suggestions in this Teacher's Book on page 19.
- Encourage learners to change the food items.

AUDIO SCRIPT

Girl: Can I have a biscuit, please?

Boy: Here you are.

Girl: Thank you!

Social awareness

Elicit on what other occasions at school learners can make a request, e.g. when they need a (pencil).

12 ODD ONE OUT GAME

- Tell learners to read the instructions. Demonstrate with two examples on the board.
- Write *four*, *six*, *ten*, *book*. Ask learners to read the words and find something in common. Guide them, *What's this?* If they don't say *number*, ask, *Is it an animal or a number?* Do the same with the other items. When they see that the last one is not a number, ask, *Is this OK or not?* Tell them

11 LISTEN AND ACT OUT



12 ODD ONE OUT GAME

- 1 HEN PIG HORSE **BEDROOM** WHALE
- 2 PURPLE GREEN **JELLYFISH** ORANGE BLACK
- 3 BATHROOM KITCHEN BEDROOM **WHITE** LIVING ROOM
- 4 BISCUIT **WHALE** BANANA APPLE HAMBURGER
- 5 EARS EYES **BED** MOUTH HAIR
- 6 **CAT** SEA LION JELLYFISH WHALE FISH

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it's the odd one out. That's the name of the game. Write three characters' names and *pencil* for learners to spot the odd one out. Write *pencil* in the second or third place.

- Elicit if it's better to use a pencil or a marker for this exercise and ask why.
- After learners circle the odd ones out, check and ask why it is the odd one out in every case.
- As a follow-up, invite the learners to produce at least two other words of the same category as the odd one out.

13 SHOW AND TELL

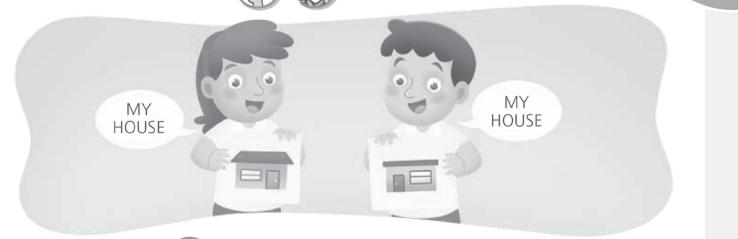
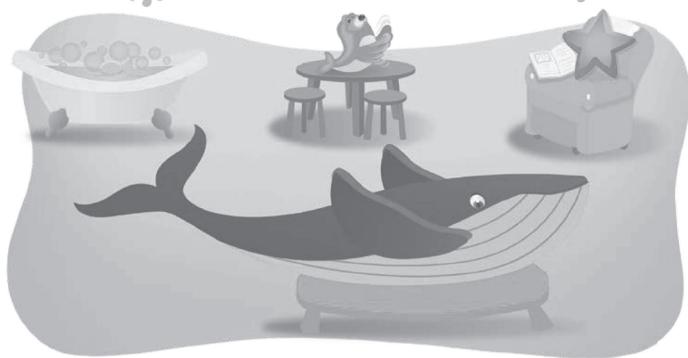
- Have learners read the instructions and look at the picture.
- Give one example yourself. Draw a house, a room in your house or a bed or fridge and tell learners, *Look! My (bed).*
- Ask learners to dictate options for what they can draw and present to the rest.
- Give learners time to draw what they want to present.
- Let learners rehearse what they are going 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.

13 SHOW AND TELL

4

**14 (41) SING****A WHALE IN THE BEDROOM**

53

14 (41) SING

- Have learners read the instructions and ask them what they have to do: sing!
- Ask learners if you can have a fish at home and conclude that you can as it is a pet. Ask if they would keep a fish in the bathtub (No, in a fish tank). Ask the same about having a seal, a starfish, and a whale as a pet.
- Bring learners' attention to the picture lyrics and identify the animals and the rooms. Notice that the first three animals are actually toys, but the whale is not.
- Play the song and have learners follow the picture lyrics with their fingers.
- Play again to sing along and encourage learners to do the actions.
- Learners can create their own version of the song replacing the sea animals for farm animals.

SONG**A WHALE IN THE BEDROOM**

A fish in the bathroom,
Swimming, swimming.
A sea lion in the kitchen,
Clapping, clapping.
A starfish in the living room,

Reading, reading.
A whale in the bedroom,
Sleeping ... shhhhh
Huh? A whale in the
bedroom?

Lesson closing

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

Note: Bring five sheets of poster board or cartridge paper for a wall dictionary. You need slips of paper with the names of school objects, numbers 1–10, and pets (dog, cat, bird, fish), as well as blank pieces of paper for learners to write the words from the other categories. They will be glued below each picture on the wall dictionaries.

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

Animals

Parts of a house

Areas of awareness

ESI / CSE

Social awareness

Cognitive awareness

Lesson opening

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

15a LOOK AND LISTEN

- Ask learners to open their books at page 54 and read the instructions.
- Follow the suggestions in this Teacher's Book to work on stories.
- Ask learners to look at the picture. Ask them what the situation may be about.
- Play the audio and go back to the learners' predictions.

AUDIO SCRIPT

Lara: I love your dollhouse, Brady! The bedroom is great.
Brady: Yes, the bed is beautiful. It's a bed for a princess.
Daniel: And where's the kitchen?

Brady: Here.
Daniel: Look! The bathroom.
Brady: I have a big bathtub for Lara.
Lara and Daniel: Hahaha.
Lara: Good!

ESI / CSE

Some learners may find it odd to see Daniel playing with a dollhouse because he's a boy. Reflect with learners that toys and games are not gender specific.

Social awareness

Reflect with learners on how the three children are playing well together.

15a LOOK AND LISTEN



54

Building confidence activity

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

15b READ AND TICK (✓) OR CROSS (✗)

- Ask learners to read the instructions. Elicit what they have to do and where they will find the information.
- Demonstrate by writing the first one on the board while doing a think-aloud, i.e. read out the sentence to yourself and repeat it, thinking about its meaning and check by looking at the picture of the dollhouse on page 54. Ask learners, *Is the bedroom sky-blue?* When they answer Yes, draw a tick.
- Ask learners if they're ready to go on with the activity or if they need another example.
- When learners finish, check their answers.

16 MY DICTIONARY

- Tell learners to read the instructions. Show them a picture dictionary, either in English or one there is in the classroom.
- Show learners that each page or section in a picture dictionary is organised around a topic. Place the five sheets of poster board or cartridge paper on the board and write COLOURS, NUMBERS, PETS, SCHOOL OBJECTS,

15b READ AND TICK (✓) OR CROSS (✗)

✓
✓
✗
✓
✗
✗
✓
✗

4

Note: Remind families that learners have to bring a photo of a room in their house.

1 THE BEDROOM IS SKY-BLUE.

2 THE BED IS PINK AND PURPLE.

3 THE BATHROOM IS BROWN.

4 THE BATHTUB IS GREY.

5 THE KITCHEN IS YELLOW AND PINK.

6 THE FRIDGE IS BLACK.

7 THE LIVING ROOM IS GREEN AND YELLOW.

8 THE SCHOOLBAG IS IN THE KITCHEN.

16 MY DICTIONARY

55

and FACE at the top of each. Point to the pencil and ask, *What's this? What category is it?* Draw a pencil on the SCHOOL OBJECTS poster. Elicit what other school objects they know. As they answer, draw them. Hand out the slips of paper with the names of school objects and ask learners to glue them below the correct pictures.

- Do the same with numbers 1–10 and pets. If you consider it may take too long, create each of the posters on a different day.
- In the case of colours and the face, learners look in their books to find colour words. Hand out pieces of paper for them to write a colour word as assigned and have them glue it below the correct colour. Do the same with face words.
- In order to save time, bring the posters with the drawings and coloured splotches ready.

Cognitive awareness

Show learners how they can use their picture dictionary as a reference. Elicit when they can use it.

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.

Aims of the lesson

- To design and make a layout of a room to create a collaborative house floor plan.
- 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.
- can name parts of the house.

Lesson opening

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

STEAM AREAS:

Engineering, Arts, and Maths

SKILLS:

Drawing, designing, logical thinking, creative thinking, spatial awareness, collaborating, communicating

MATERIALS:

- Maths paper (optional)
- Coloured pencils
- Scissors
- Tape
- Learners' photograph of a room in their house

PREPARATION:

- Assign a room to each learner (or let them choose) and ask them to take out the photograph of a room in their house they've brought.

Explore:

- Page 56: Explain that what is on the page is a floor plan of a house made by an architect. Point to the different rooms and elicit their names. Mention the furniture and make a point of how the windows and doors are marked.
- Explain that the challenge is to become architects who draw a plan of a room that will later be placed together with other rooms to create a house.

Create:

- Based on the learners' photographs, the 'architects' draw a floor plan of it on Maths paper. Explain that this type of paper helps architects to keep the size and proportions of their plans correct. Remind them that a floor plan is a drawing of what a house or room looks like from above (bird's-eye view) without the roof.
- To finish, learners choose one colour to colour in their room.

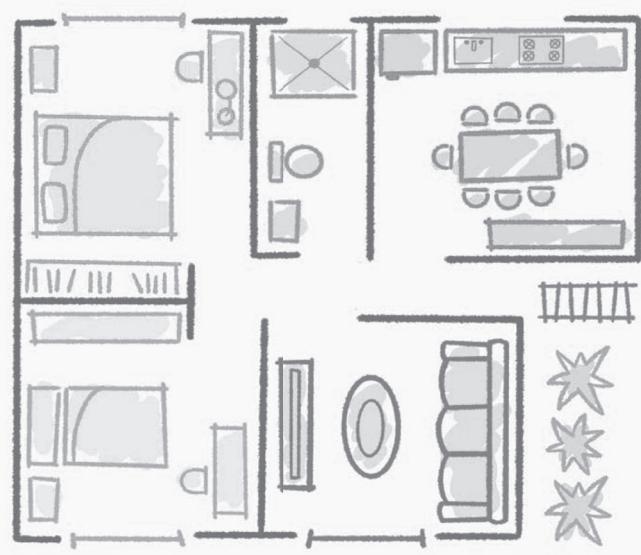
Collaborate:

- Explain that learners will now find 'architects' who have

STEAM CHALLENGE

MAKE A FLOOR PLAN

1 LOOK



56

Language focus: *house, Do you have a (bedroom, bathroom, living room, kitchen)? Yes, I do. / No, I don't.*

designed other rooms to add to theirs and create a house together. Learners mingle (walk around the classroom) with their floor plans and ask their classmates, *Do you have a (bedroom)?* and answer, *Yes, I do* or *No, I don't.* If they don't have the room their classmate is looking for, they continue their search. If they do have the room, they continue mingling together until they are happy with the number of rooms for their house.

- In their groups, learners find a spot to sit and fit their rooms together with tape.

Record:

- Page 57: Learners complete the record for their collaborative house floor plan. Guide them with questions, e.g.:
 - **1, 2, 3, 4, 5, 6, 7, 8, 9, 10?** *How many rooms are in your house?*
 - **TICK.** *Tick the rooms in your house.*
 - **COLOUR.** *What colours are the rooms? Colour in.*
 - **COLOUR AND CIRCLE.** *Which is the biggest room? Circle it and colour in the details for that room.*

Present:

- Learners present their collaborative house floor plans and describe them, using the questions on page 57 as a guide, e.g. how many rooms, which is the biggest room, what colours they have used ...
- Compare the similarities and differences in the different collaborative houses.

2 RECORD  

1, 2, 3, 4, 5, 6, 7, 8, 9, 10?

ROOMS: _____

TICK (✓)

BEDROOM



BATHROOM



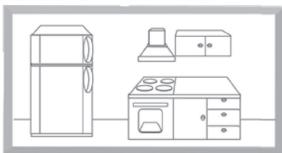
LIVING ROOM



KITCHEN



COLOUR AND CIRCLE



Language focus: *bedroom, bathroom, living room, kitchen, (numbers 1-10), (colours)*

57

- Ask if there are any houses that seem incomplete, e.g. a house that ended up without a bedroom. Reflect on how they could make adaptations, e.g. add a bed to the living room.

Lesson closing

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

UNIT OVERVIEW

Vocabulary

jacket, trainers, socks, T-shirt, dress, skirt, trousers, sweater

Grammar (answers to ...)

What are you wearing?

Communication

I'm wearing ...

Give me ...

It's cold / hot.

Here's your ...

Recognition

Classroom language

Routines

warm, it's raining, windy, snowy

circle, square, triangle, diamond, rectangle

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 Maths

Make a Venn diagram

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

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

Key language

trainers, socks, T-shirt, dress, skirt, trousers

Areas of awareness

Social awareness

ESI / CSE

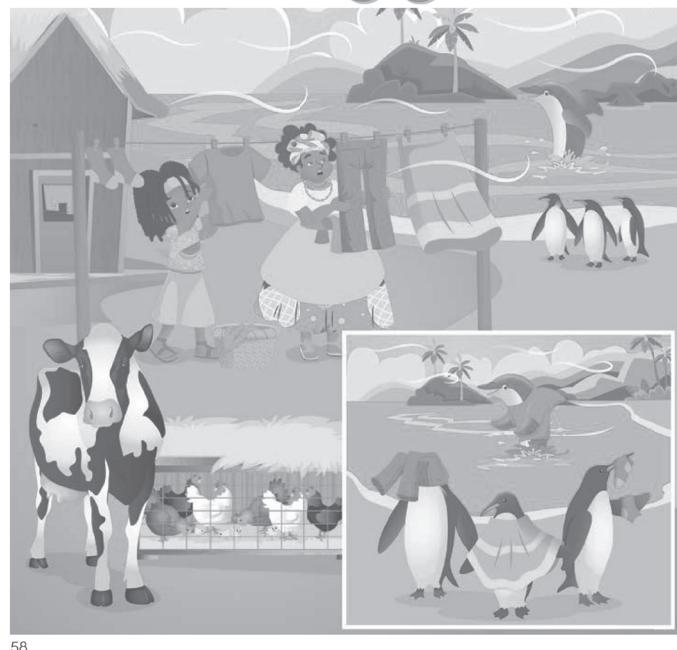
Lesson opening

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 an occasion in which your pet or somebody's pet stole or broke something when playing.
- Follow the suggestions on page 13 in this Teacher's Book to tell stories.

1  LOOK AND LISTEN

58

- If learners are using their books, tell them to open them at page 58. Point to the big panel and ask them, *Who's this?* as you point to Brady. Ask them, *Is she helping Granny?* Point to the small panel and ask what is going on. Accept all the learners' predictions.

- Play the audio and go back to their predictions.

Social awareness

Help learners understand how good it is to help others, as Brady is helping her granny.

ESI / CSE

Some learners may consider that doing the laundry, and even other household chores, are a girl's or woman's activity. Help them understand all the members of a household should contribute to making it a home.

AUDIO SCRIPT

Brady's granny: Let's hang the clothes up, Brady!

Brady: OK, Granny!

Brady's granny: Give me the trousers, please.

Brady: Here you are, Granny!

Brady's granny: Give me the T-shirt and the skirt, please.

Brady: OK! And the socks?

Brady's granny: Yes, please. Thank you.

Brady's father: Come in! It's very windy.

Brady's granny: Look at the penguins!

Brady: Look at my skirt!

Brady's granny: Look at my socks!

Brady's father: Hey, that's Boto, and that's my T-shirt!

2 LISTEN AND DO. THEN, LISTEN AND NUMBER



3 LISTEN AND MIME



2 LISTEN AND DO. THEN, LISTEN AND NUMBER

- Before this activity, take out the clothes flashcards: *trainers, socks, T-shirt, dress, skirt, trousers*.
- As you show different flashcards, ask learners, *Did Granny ask for the (trousers)? Did she ask for the (skirt)? What about the socks, the T-shirt, and the trainers?* Learners will focus on the key words so there should be no need to use the school's language of instruction.
- Ask learners to take out their clothes cut-outs. As you name each item, they should hold up the correct cut-out.
- Demonstrate the activity with an example. Tell learners, *Give me a T-shirt.* Learners should hold up the T-shirt and pretend to give it to you. Say, *Thank you!*
- After a while, learners may be ready to ask for the items. Check they pronounce *give me* correctly, in particular, stressing the final /v/ sound. There's a tendency for some learners to transform the /v/ sound into a /d/ sound.
- Now elicit what they need for the second part. Remind them to think of all the school objects they may need, e.g. an eraser, not just the ones which are absolutely necessary.
- Play the audio and have learners number the clothes. Then, check with the flashcards on the board.

AUDIO SCRIPT

Give me a T-shirt.
Give me trousers.
Give me socks.

Give me a dress.
Give me shorts.
Give me a skirt.

Number 1 is a dress.

Number 2 is socks.

Number 3 is trousers.

Number 4 is a skirt.

Number 5 is shorts.

Number 6 is a T-shirt.

Building confidence activities

Memory game. Have learners take a photo with their mind's smartphone and close their books. Name the items of clothing for learners to say which numbers they are.

Hand on ... Ask learners to place the cut-outs face up on their desks. Give them instructions, e.g. *Hand on trousers. Hand on socks.* Name parts of the body as well, e.g. *arm, finger.* Check that learners put their cut-outs away when they finish.

3 LISTEN AND MIME

- Ask learners to read the instructions.
- Agree on a way to mime each item of clothing.
- After a while, learners can name the items.

Social awareness

When voting, the majority will win, but there should be room for minorities as well. In this case, you may change the miming action according to the minority after a few rounds or in the following class.

Building confidence activities

Follow the sequence. Learners need their 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.

My dictionary. If the wall dictionaries haven't been finished, learners may design a new page. If you want them to have individual dictionaries, hand out pieces of A4 sheets cut into halves for them to copy one of the wall dictionaries. They can keep them in an envelope at the end of their notebooks.

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 clothes.
- can follow short, basic classroom instructions, if supported by pictures or gestures.
- can understand *I'm wearing* statements.

Key language

Clothes

I'm wearing ...

Areas of awareness

ESI / CSE

Intercultural awareness

Inclusive classrooms

Language awareness

Cognitive 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 clothes cut-outs and place them on their desks, face up. They carry out your instructions, e.g. *Run to (the socks)*. Add another action, e.g. *walk* or *jump*. Check they put the cut-outs away at the end of the activity.

4a 45 LISTEN AND CIRCLE

- 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.
- Instruct learners to read the instructions. Elicit what they need for the activity and have them dictate the list to you. Remind them to include items they may need, e.g. an eraser, not only the materials which are absolutely necessary, such as a pencil.
- Remind learners of the rules for listening.
- Play the audio, have learners circle, and check their answers.

AUDIO SCRIPT

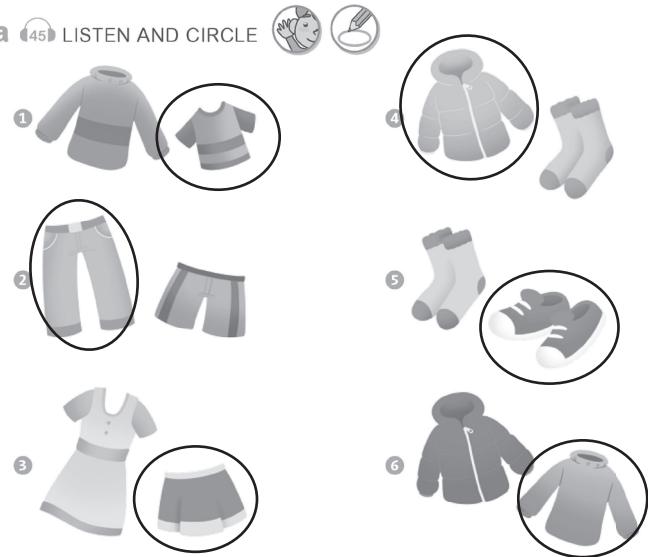
Number 1. A T-shirt.
Number 2. Trousers.
Number 3. A skirt.

Number 4. A jacket.
Number 5. Trainers.
Number 6. A sweater.

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 an item of clothing for them to say the number.

4a 45 LISTEN AND CIRCLE



4b LOOK AND CIRCLE

1 A T-SHIRT / A SWEATER	
2 SHORTS / TROUSERS	
3 A SKIRT / A DRESS	

4 SOCKS / A JACKET	
5 TRAINERS / SOCKS	
6 A SWEATER / A JACKET	

4b LOOK AND CIRCLE

- Have learners read the instructions and look at the pictures, and elicit from them what to do and where they can find the information they need.
- When checking, ask learners how they knew which word to circle. Remind them of letter-sound correspondence.

Building confidence activities

New instructions! Learners have to come up with the instructions for the items that have not been circled.

Which column? Draw three columns and write BOYS, GIRLS, BOYS AND GIRLS at the top. You might want to number them to make it easier for your learners. Show the (trainers) flashcard and ask, *Is this for boys, girls, or boys and girls?* Place the flashcard in the correct column. When it comes to skirts, inform learners that in some cultures, boys and men wear skirts, e.g. the Scots and the Maori. If they know of any other culture, they should share this information. In the case of dresses, some men in Africa and in the Middle East wear long robes. They can be called tunics, not dresses.

ESI / CSE and Intercultural awareness

Reflect with learners on how items of clothing are not gender related.

5 LOOK AND LISTEN



5



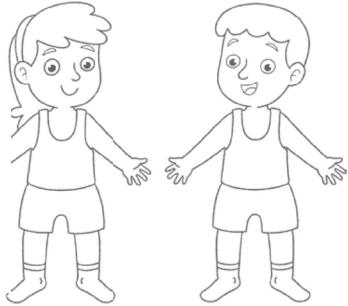
6 LISTEN AND DRAW



a dress

socks

trainers



a jacket

a T-shirt

trousers

trainers

61

5 LOOK AND LISTEN

- After learners read the instructions, point to the poster and read it out, showing excitement. Ask, *Are the children happy or not?* Remind learners to explain why.
- Point to Jack and say, *Look! A map. A treasure map.*
- Point to the characters' clothes and ask, *Look! Is this their uniform?* Ask learners to predict what they're wearing and why.
- Play the audio and go back to the learners' predictions.

AUDIO SCRIPT

Jack: Great! Look! I have a treasure map. And I'm wearing pirate clothes. Black trousers and a grey sweater.
 Boy: I'm wearing a pirate costume with a black jacket. And black trainers.

Jack: And you, Lara?
 Lara: I'm wearing my mermaid costume.
 Jack: All pirates and a mermaid.
 Children: Aye!

Inclusive classrooms

Lara is not wearing the same type of costume as that of the other children, but she's not discriminated against. She's not forced into doing something she may not like and she's accepted for who she is.

Building confidence activity

Quickly! Describe what different characters are wearing for learners to say who it is, e.g. *I'm wearing a grey sweater. Jack!*

Language awareness

Reflect with learners on the use of *I'm wearing* to describe your clothes.

ESI / CSE

Help learners understand that any child can wear the costumes he / she likes.

6 LISTEN AND DRAW

- Tell learners to read the instructions. Ask them to dictate the list of materials to you.
- Remind them of the rules for listening.
- Play the first line of the audio and have learners draw.
- Do the same with the second line.
- To check, you can say, *I'm wearing a dress. The boy or the girl?* You can also give a name to each character to check.

AUDIO SCRIPT

Girl: I'm wearing a dress, socks, and trainers.

Boy: I'm wearing trousers, a T-shirt, a jacket, and trainers.

ESI / CSE

Learners may laugh at seeing these children in their underwear. Help them understand that there's nothing funny about our underwear, yet, we should not show our own to others as it is something that is private.

Cognitive awareness

Brainstorm with learners the ways to remember the clothes they have to draw.

Assessment

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

Some learners may be at guided production level of clothes items while most will be at recognition level. Check by having learners use their cut-outs. Say, *Give me socks, please*, and check which learners hold up the correct cut-out.

Lesson closing

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

Note: Remind families that learners have to bring a photo of them to describe their clothes, and a drawing or a cut-out.

9 LOOK, READ, AND TICK (✓) OR CROSS (✗)



1 I HAVE A RED DRESS.

2 I HAVE A BLACK JACKET.

3 I HAVE BLACK TRAINERS.

4 I HAVE AN ORANGE SWEATER.

5 I HAVE A PINK SKIRT.

6 I HAVE GREY SHORTS.

10 LOOK AND LISTEN



63

AUDIO SCRIPT

Brady: It's very hot and sunny!
 Jack: Perfect day for an adventure!
 Daniel: Wonderful weather!
 Lara: Ms Morgan, look at the clouds.
 Teacher: Where?
 Lara: There!
 Teacher: It's a hurricane,

children. Let's stop on this island.

Daniel: It's very rainy and windy.
 Brady: And it's cold.
 Teacher: Where's the school boat?

Lesson closing

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

Note: Remind families that learners have to bring a photo from home to describe clothes. Alternatively, they can make a drawing of themselves.

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can identify and name items of clothing.
- 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 use *I'm wearing* statements.

Key language

Clothes

I'm wearing

Areas of awareness

Inclusive classrooms

Lesson opening

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

Building confidence activity

My dictionary. Remember to finish the wall dictionaries if you haven't yet.

11 50 LISTEN AND ACT OUT

- Ask learners to open their books at page 64. Have them read the instructions and look at the pictures.
- Point to the girl and ask, *What's she saying? Hello? I'm wearing a jacket? And what is Dad saying?* Do the same with the other situation. Play the audio and check learners' predictions.
- Read the suggestions for *Act Out* activities in this Teacher's Book, page 19.
- Learners can use their cut-outs to act out.
- Encourage learners to change the weather conditions and the clothes. You can write the weather condition on the board and stick the clothes flashcards learners suggest.

AUDIO SCRIPT

1
Girl: It's very cold.
Man: Here's your jacket.
Girl: Thank you!

2
Boy: It's hot.
Woman: Here's your T-shirt.
Boy: Thank you!

12 HOP GAME

- Have learners read the instructions and look at the picture. Ask if they remember how to play Hop!
- Elicit the categories learners know. Give options if necessary, *Clothes? Farm animals? The house?*
- Go over the rules for games.

11 50 LISTEN AND ACT OUT

 LISTEN AND ACT OUT





































































































<img alt="Man and dog icon" data-bbox="755 3086 812 3105

13 SHOW AND TELL

5

**14**

SING



WEATHER AND CLOTHES



65

Lesson closing

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

Note: Bring four sheets of poster board or cartridge paper with the categories written at the top: ROOMS IN A HOUSE, FARM ANIMALS, SEA ANIMALS, ITEMS IN A HOUSE and drawings or cut-outs of all the words in each category. Include *chair* and *table* in the items in a house poster since they know these words. Bring slips of paper for the learners to write the words, at least one slip per word they have to write.

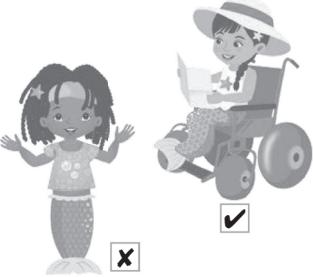
- Repeat, but this time have learners say the words while doing the actions for each item of clothing.
- Play the song. Instruct learners to listen and push their 'nose buttons' every time they hear a clothes item being mentioned in the song.
- Play it again. Listen and sing while pointing to the pictures in the book, and ask learners to follow by pointing to each word as it is mentioned in the song.
- Sing along.
- Play a miming game with learners' own versions of the song. Learners think of other words to replace the clothes words. Ask a volunteer, *Is it hot or cold in your song?* Sing all together and have the volunteer replace the clothes words in the song by miming their own version, e.g. *socks and trainers*. The rest of the class guess the two words and continue singing.

SONG**WEATHER AND CLOTHES**

It's hot, it's hot!
What are you wearing today?
I'm wearing shorts and a
T-shirt.
I'm going outside to play!

It's cold, brrr, it's cold, brrr ...
What are you wearing today?
A sweater and a jacket.
I'm going outside to play!

16 LOOK AND TICK (✓) OR CROSS (✗)



17 MY DICTIONARY

**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 practice sorting clothes into groups based on temperature by using a Venn diagram.
- 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 clothes and weather conditions, 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 Maths

SKILLS:

Problem solving, logical thinking, sorting, creative thinking

MATERIALS:

- Thermometer (optional)
- A drawing of a thermometer showing high temperature and one showing low temperature
- Blue and red coloured pencils
- Real clothes (child-size or bigger) or flashcards
- 2 hula hoops or yarn
- Magazines or clothing catalogues
- Scissors
- Glue

Explore:

- Ask learners what the weather is like and if it is hot or cold. Say that hot and cold are ways to describe temperature. Ask if we can see temperature. Mention that we can see leaves moving if it's a windy day or the sunlight coming into a room, but we cannot see temperature. It might look sunny and hot and when you walk outside you find it's cold. You can feel temperature with your body or measure it using a thermometer.
- Show a thermometer. Ask about different types of thermometers, e.g. a meat thermometer to check if meat is done cooking, an oven thermometer to measure how hot an oven is, the thermometer we use when we are ill to check body temperature, etc.

Think:

- Page 68: Learners colour the thermometer to go with the item of clothing. Explain they should colour low for cold and high for hot, like in your thermometer drawings. Explain that we use blue to represent cold and red to represent hot, and so they can use a blue and a red

STEAM CHALLENGE

MAKE A VENN DIAGRAM

1 COLOUR



68

Language focus: thermometer, hot, cold, (items of clothing)

coloured pencil. Refer to page 69 if they need reminding while completing the activity.

- Ask learners if there are any items of clothing that they can wear in both cold and hot weather.

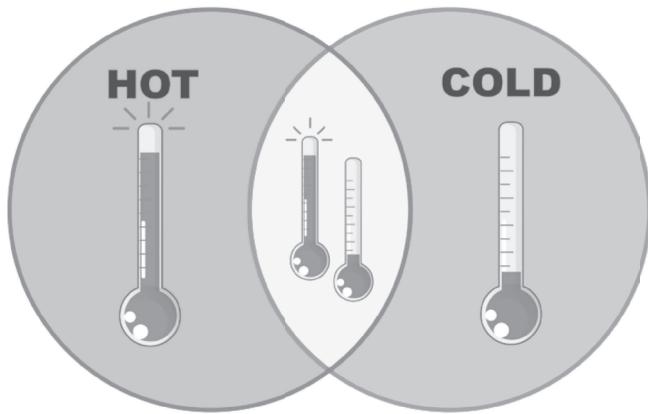
Discover:

- Place two hula hoops well apart on the floor (or make two circles with yarn) and place the thermometer drawings in each. Ask learners to name one item of clothing for each: hot and cold weather.
- Show one of those items mentioned by learners that could go in either circle, and ask how they could change their diagram to show this. Allow time to experiment and move the circles to show ideas.
- Make a Venn diagram by overlapping the hula-hoops to create interlocking circles. Explain how a Venn diagram works (a Venn diagram allows us to sort things into circles that overlap in the middle for objects that have both characteristics).

Collaborate:

- Invite learners to choose an item of clothing from the collection and put it on (or choose a flashcard).
- Learners come to the front in turn saying, *I'm wearing ...*, take off their item of clothing, and place it on the Venn diagram. Ask, *Hot or cold weather?*

2 SORT



Language focus: *hot, cold, I'm wearing ... (items of clothing)*

69

Record:

- Page 69: Give each learner a magazine to cut out pictures of different clothing and glue them (or they can draw the items of clothing).
- Learners draw a new Venn diagram. Ask if they can think of other categories into which they can sort clothes and allow them to try their Venn diagrams out, e.g.
 - red – green – red and green
 - button – zip – button and zip
 - blue clothes – T-shirts – blue and T-shirt

Present / Reflect:

- Learners present their new diagrams and discover new ways to categorize clothes.
- Reflect on the idea that you need two separate categories that can be merged into a new one for the overlapping section. Ask them if they found this easy or difficult to do.

Lesson closing

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

UNIT OVERVIEW

Vocabulary

11–20

coin, treasure

rice, milk, soda, eggs, chips

braid

Grammar (answers to ...)

How many ...?

Communication

Let's ...

Hurray!

Recognition

Classroom language

Routines

warm, it's raining, windy, snowy

circle, square, triangle, diamond, rectangle

Awareness

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

STEAM challenge: Science, Engineering, and Maths

Build a pirate ship

Aim of the lesson

To expose learners to key language through a story.

Learning objectives

Learners

- can follow an illustrated story.
- can read and use numbers 11–20.
- can follow instructions to colour something.
- can answer *How many ...?* questions.

Key language

11–20

How many ...?

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 53 LOOK AND LISTEN

Possible lead-ins:

- Tell learners about some adventure you remember from when you were a child. It may be a time you went camping or an exciting excursion.

1 53 LOOK AND LISTEN



70

- 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 70. Point to the small panel and ask them, *Look! Is this a book? No, what is it?* pointing to the letter. Accept all answers. Then, point to Lara's hand in the big panel and tell learners, *Look! Coins.* Show them some coins or a coin picture. Ask them to predict where she got them from. Remember to ask learners to account for their answers by finding clues in the pictures.
- Play the audio. At the end, go back to their predictions.

AUDIO SCRIPT

Teacher: Children, let's write a letter!

Children: Great idea!

Boy: Look at Lara and Jack!
Daniel: What's that in your hands?

Lara and Jack: Coins.

Daniel: Wow! How many coins?

Jack: 20.

Daniel: No, look at Boto!

Lara and Jack: You're right. 19!

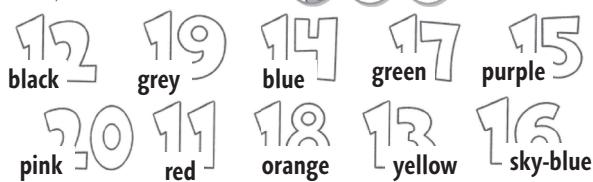
Language awareness

Reflect with the learners on how the characters know how to communicate with others and why it is that they write a letter instead of using oral language.

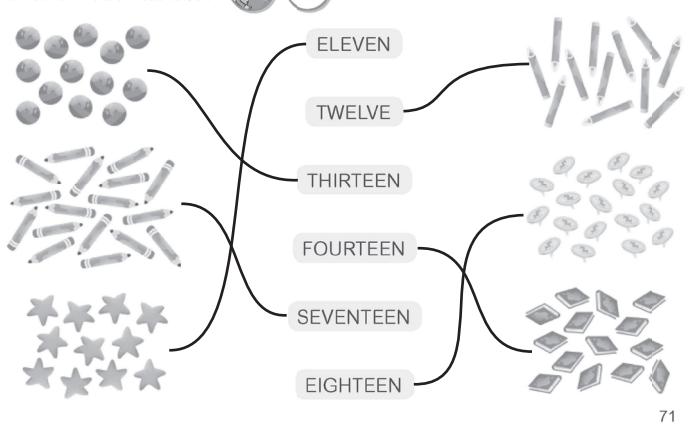
Social awareness

We don't know where the characters found the coins or whose they are. Reflect with your learners on what is the

2  **LISTEN AND POINT.**
THEN, LISTEN AND COLOUR



3 **READ AND MATCH**



right course of action when you find something which does not belong to you.

2  **LISTEN AND POINT. THEN, LISTEN AND COLOUR**

- Take out your number flashcards and place them on the board in random order, as wide apart as possible. Ask learners to point to the one you name. Start by counting, 7, 8, 9, 10, 11. *Point to 11.* 9, 10, 11, 12. *Point to 12.* Then, tell learners, *14, which one is 14? How can you tell?* Do the same with all except for 15 and 13. Then, work on 15 and 13, checking how learners know which is which. Then, say, 20 and ask learners if they can hear any clues in the word to say which number it is. Elicit how they can understand numbers from 11 to 20.
- Have learners read the instructions and dictate the list of materials they need. Remind them to include not only the ones which are absolutely necessary but others that may come in handy as well.
- Name different numbers. After a while, make it more challenging by naming two and even three.
- Check learners are ready to colour; then, play the audio.
- To check, ask, *What colour's number 12? What colour's 15?*

AUDIO SCRIPT

Number 11 is red.
Number 12 is black.
Number 13 is yellow.
Number 14 is blue.
Number 15 is purple.

Number 16 is sky-blue.
Number 17 is green.
Number 18 is orange.
Number 19 is grey.
Number 20 is pink.

Building confidence activity

Memory game. Ask learners to take a photo of the numbers with their mind's smartphone and close their books. Demonstrate with an example. Say, *16!* for learners to say what colour it is, *Sky-blue!*

3 READ AND MATCH

- Ask learners to read the instructions. Have them dictate the list of materials to you.
- Give them time to do the matching; then, check by asking, *How many (pencils)?*

Cognitive awareness

Brainstorm different ways of counting the number of objects without counting each more than once.

Lesson closing

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



6b READ AND CIRCLE

- I HAVE **BIG** SMALL EYES.
- I HAVE **SMALL** BIG NOSE.
- I HAVE **LONG** **SHORT** HAIR.
- I HAVE **TWO** **FOUR** BRAIDS.
- I HAVE **SMALL** **BIG** EARS.
- I HAVE **A SMALL** **BIG** MOUTH.

73

6a (56) LISTEN AND CIRCLE

- Have learners read the instructions and look at the pictures. Point to the eyes and ask, *What are these? What's the difference?* Provide options if necessary, *Are these big or small? What about these? Big or small?*
- Have learners describe the differences between the other pictures.
- Have them dictate the list of materials to you.
- Remind them of the rules for listening.
- Play the audio and then check.

AUDIO SCRIPT

Girl: I have big eyes. I have a small nose. I have short hair. I have four braids. I have small ears. I have a big mouth.

ESI / CSE

Discuss with learners how important it is not to try to look like somebody else. This is a good opportunity to deconstruct the models we are presented with.

6b READ AND CIRCLE

- Tell learners to read the instructions.
- Check they understand they will find the reference in the previous exercise.
- Give learners time to circle the correct words; then, check their answers.

Building confidence activity

A new description. Learners can create a new description using the pictures that have not been circled. Have it in the form of a picture dictation with learners dictating the description to you.

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 numbers 11–20 and *braids*. Use the flashcards and, as you show each, learners have to say the number or the correct word. Remember to keep a record of this on 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 understand physical descriptions.
- can follow an illustrated story.
- can understand *I like* and *I don't like* statements.
- can understand *I'm wearing* statements.

Key language

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

Areas of awareness

ESI / CSE

Social awareness

Language awareness

Lesson opening

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

7 READ AND DRAW

- Ask learners to open their books at page 74 and read the instructions. Have them dictate the list of materials to you.
- Allot a few minutes for learners to read and complete the face.
- Check by having learners dictate to you what to draw.

8 157 LOOK AND LISTEN

- Have learners read the instructions and look at the pictures.
- Remind learners of the story so far.
- Point to the panel on the left and ask, *Are the children back at school or on the island? Look! What are these? Yes, bananas. Are the bananas for the children?* Point to the second panel and say, *Look, Daniel's mum and dad. Who's this? (pointing to Boto). Look, what's this? Where did the bottle come from?* Encourage learners to go back and check the different episodes of the story to see if they can find the bottle. On page 72, after the children wrote the help message, the teacher put the message in a bottle and then put the bottle in the sea.
- Play the audio and go back to the learners' predictions.

7 READ AND DRAW



I'M RON. I HAVE SMALL EARS. I HAVE SHORT HAIR. I HAVE TWO BRAIDS. I'M WEARING A WHITE T-SHIRT, BLACK SHORTS, AND GREEN TRAINERS. I AM WEARING YELLOW SOCKS.

8 157 LOOK AND LISTEN



74

AUDIO SCRIPT

Teacher: Let's eat! Please come here!

Brady: What's this?

Teacher: Fish and bananas!

Children: Fish and bananas?

No, please!

Brady: I don't like fish. Where's my granny's food?

Lara: Children, let's sing!
Teacher: Good idea, Lara!

Daniel's mother: Good boy!
Thank you, Boto!

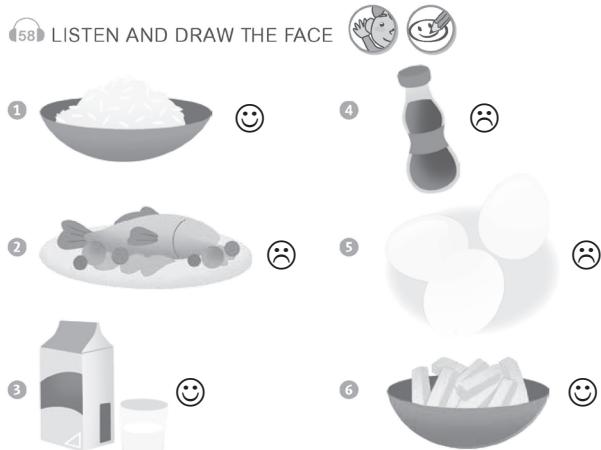
Daniel's father: Listen to the song!

ESI / CSE

The teacher has organised a sort of campsite for shelter. She has also managed to get food to feed the children. It is the adults' responsibility to provide for those who are vulnerable.

Social awareness

Some children may not be used to eating fish. Even though they say 'please', discuss with the learners if rejecting food shows politeness. Besides, Lara realises Brady is not OK and she proposes singing to ease the situation.

9a  LISTEN AND DRAW THE FACE

9b LOOK AND CIRCLE

1  DON'T LIKE RICE.
 2 I LIKE  FISH.
 3  DON'T LIKE MILK.
 4 I LIKE  SODA.
 5 I LIKE  EGGS.
 6  DON'T LIKE CHIPS.

75

9a  LISTEN AND DRAW THE FACE

- Before the activity, take out the food flashcards. Have learners focus on the picture in the story on page 74 and ask, *Can you see bananas?* Show the *fish* flashcard. Ask, *Can you see fish?* Show other flashcards as you ask if they can see those food items.
- Have learners read the instructions on page 75 and look at the pictures.
- Demonstrate with two examples on the board. Draw two food items. Call a learner and say, *I like (bananas)*. Use facial expressions to guide the learner into drawing a ☺ if he / she has not understood what he / she has to do. Then say, *I don't like (apples)*. Have the learner draw the correct face, i.e. ☹.
- After learners dictate the list of materials to you, ask them, *Which is number 1? Which is number 2?* Then, play the audio.
- Check the answers on the board.

AUDIO SCRIPT

1. I like rice.	4. I don't like soda.
2. I don't like fish.	5. I don't like eggs.
3. I like milk.	6. I like chips.

Language awareness

Learners may know the Spanish word *soda*, whose meaning is different from the English word. Let them know that sometimes a word exists in two languages, but their meanings are different.

Building confidence activities

Show me ... Ask learners to take out their food cut-outs and hold the right one up as you name different food items.

Repeat if correct. Show the *(rice)* flashcard and say, *Rice*. Learners repeat. Show the *soda* flashcard and say, *Milk*. They remain silent.

What's this? Place the five food flashcards on the board. Ask learners to take a photo with their mind's smartphone. Have them close their eyes, remove one of the flashcards and, without showing it, ask, *What's this?* To make this more challenging, after you remove one of the flashcards, reorganise the ones on the board.

9b LOOK AND CIRCLE

- Ask learners to read the instructions.
- Write *I LIKE* and *I DON'T LIKE* on the board, a ☺, and a ☹. Ask two learners to go to the board and match the face with the phrases.
- Ask them how they'll identify the food in each statement. Remind them of letter-sound correspondence.
- Check the answers on the board.

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 several basic nouns, 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* statements.
- can understand *I have* statements.

Key language

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

I have ...

Food

All lexical areas

Areas of awareness

Social awareness

ESI / CSE

Inclusive classrooms

Lesson opening

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

10 59 LISTEN AND DRAW. THEN, ACT OUT

- Ask learners to open their books at page 76. Have them read the instructions and look at the picture.
- Focus learners' attention on the panel on the left and ask learners what the children may be saying. Write their ideas on the board. Play the audio and check.
- Point to the second panel and ask learners what they have to do. Elicit what the conversation may be about. Then, play the audio for learners to complete the speech bubbles with drawings.
- Once they complete the dialogues, remind learners they have to act out one of the situations. Go to page 19 in this Teacher's Book for suggestions.
- Encourage learners to create new conversations changing the food items.

AUDIO SCRIPT

1
Girl: What's that?
Boy: A sandwich.
Girl: I like sandwiches!

2
Boy: What's that?
Girl: A hamburger.
Boy: I don't like hamburgers.

10 LISTEN AND DRAW. THEN, ACT OUT



11 CARD GAME



11 CARD GAME

- Tell learners to read the instructions.
- Ask them to take out all their cut-outs and place them face up on their desks. Have them play in pairs.
- Demonstrate with an example. Play with a learner. Write ANIMALS on the board. Pick the pile of animals (sea, farm, and pets). Show learners what you're doing. Place them face down on your desk. Hold one up and without showing it to the learner playing with you, say, *I have a (dog)*. The learner has to decide if you're telling the truth or not by saying *Yes!* or *No*. Show him / her the card. If it is a dog, record a point for the learner; if it isn't, it's a point for you. Do the same with another card.
- Check that everybody knows how to play. Go over the rules for games.
- Before they start, write all the categories on the board. Learners vote for the order in which they will be used, e.g. first animals, then food, then numbers, etc.
- At the end, ask learners how many points each one scored. Check everybody puts the cut-outs away.

Social awareness

Show learners the importance of following rules so as to have a good time when playing. Reflect with them on how to be a good winner and a good loser.

12 SHOW AND TELL



6

FIFTEEN
STARFISH AND
TWELVE SHELLSSIXTEEN
COINS AND FOUR
BANANAS

13 60 SING



DO YOU LIKE APPLES?



77

12 SHOW AND TELL

- Have learners read the instructions and look at the picture.
- Learners can make the drawings in their notebooks or on sheets of paper.
- Invite learners to dictate to you the items they've learnt in this unit.
- Ask learners to make the drawings and rehearse presenting them to the rest.

ESI / CSE

Reflect with learners on how everybody can create when drawing, and how important it is to congratulate others on their artistic productions.

Inclusive classrooms

Some children may not be very accurate when they draw and it might be difficult to identify what they have drawn. However, nobody should feel ashamed or be mocked for their creations.

13 60 SING



- Have learners read the instructions and ask them what they have to do: sing!
- Conduct a dialogue asking, *Do you like (sandwiches)?* and encourage learners to answer, *Yes, I do / No, I don't.* If

they answer *Yes, I do*, ask, *How many (sandwiches) would you like to eat?* If a learner says a very high number, say, *You'll have a stomachache!*

- Play the song and have learners follow the picture lyrics. Pause after each verse and discuss whether anyone has ever eaten that many food items with a friend or family member. Ask what happens if you eat too much of something (you can get a stomachache).
- Learners create their own version of the song replacing the food words and the numbers to present to the rest as a dialogue or a song. (In the case of 'rice', say *How many plates of rice?*)
- Sing along.

SONG

DO YOU LIKE APPLES?

Do you like sandwiches?

Yes, I do.

How many sandwiches?

11 for me and you!

Do you like hamburgers?

Yes, I do.

How many hamburgers?

12 for me and you!

Do you like eggs?

Yes, I do.

How many eggs?

13 for me and you!

Arggg! I have a stomachache!

Me, too ...

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 name a few basic words, if supported by pictures or realia.

Key language

Hurray!

Areas of awareness

Social awareness

Lesson opening

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

14 61 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 read the instructions.
- Ask learners to look at the big panel and tell you what is going on. Ask them to look at the smaller panel and describe what is happening. Remind learners to account for their answers by focusing on clues in the images.
- Play the audio and go back to the learners' predictions.

AUDIO SCRIPT

Teacher: Look at the ships!

Jack and Daniel: Hurray!

Lara: That's Boto!

Daniel: How many ships?

Jack: Eleven ships. Look, that's my ship. It's very big.

Daniel: That's my submarine!

Teacher: That's the school ship!

Daniel: Where's the treasure?
Brady: It's on the island.
Lara: Look at my hands!
Jack: Nineteen coins. Hurray!
Lara: Look at Boto, twenty coins.

Social awareness

Brady tells Daniel that the treasure is on the island, which is where it belongs.

Building confidence activity

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

14 61 LOOK AND LISTEN



78

15 LOOK AND MATCH

- Ask learners to read the instructions and tell you what they have to do. Elicit the list of materials.
- Ask them where they can get the information to do the matching.
- Check the answers.

16 MY DICTIONARY

- Tell learners to read the instructions.
- Ask them what categories they will be using: numbers, clothes, and sea elements.
- Follow the procedures suggested in Unit 4.
- Hang the wall dictionaries on the walls of the classroom.

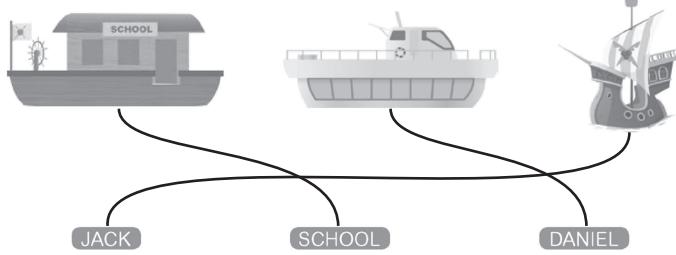
Assessment

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

Lesson closing

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

15 LOOK AND MATCH



16 MY DICTIONARY



Aims of the lesson

- To explore buoyancy by making ships that carry as many coins as possible before they sink.
- 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:

Science, Engineering, and Maths

SKILLS:

Designing, re-designing, creating, problem solving, creative thinking, counting, predicting, group work

MATERIALS:

- Aluminium foil
- Containers with water
- Coins (20 for each group)

Contextualise:

- Explain that the challenge is to build a pirate ship (or any type of boat) to discover how much treasure (coins) it can hold before it sinks, like the sunken ship the characters find in the story.

Imagine:

- Place a flat piece of aluminium foil in a container with water. Set some coins on it slowly and discover whether it makes a good ship or not. How can you make this a better ship? Brainstorm qualities that make a ship float.

Plan:

- Assign groups. Give some aluminium foil to each group and invite learners to envision a ship they can build with it. It can be as simple or as complex as they like.
- Page 80: Learners draw their design.

Create:

- Groups build their ships and place them in a container with water to test if they float.

Predict:

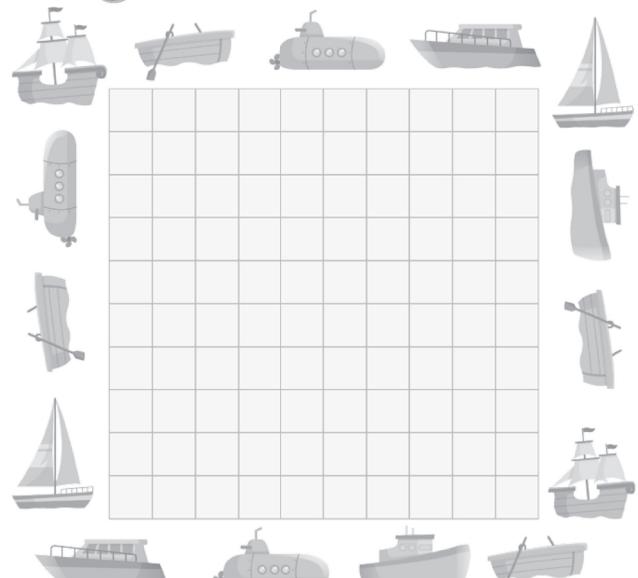
- Page 81: Learners predict how many coins they think their ship will hold before it starts to sink. They draw the coins in the thought bubble under PREDICTION and write the number below for SHIP 1.

STEAM CHALLENGE

BUILD A PIRATE SHIP



1 PLAN



80

Language focus: *ship, boat*

Experiment:

- Each learner gets some coins to start filling up their ship slowly, counting as they place the coins one at a time. Tell them to wait a few seconds before they place their coins.
- Page 81: Learners record the number of coins it took to sink their boat by drawing the coins in the speech bubble under RESULT and writing the number for SHIP 1 (if it is more than 20, suggest they write '20+').
- (Note for teachers: Buoyancy is the upward force that keeps an object floating. An object floats when its buoyancy is greater than the object's weight).

Re-design:

- Page 81: Learners try re-designing their ships to see what happens, e.g. like a raft, a canoe, a 'hat' design, a long rectangular boat, small, big, etc. They record their predictions and results for SHIP 2.
- Encourage learners to try different options and see what happens:
 - spreading the coins over the bottom of the boat or placing them all at one end;
 - placing the coins in the lowest or highest part of the boat;
 - throwing the coins onto their boats or placing them gently.

Present / Reflect:

- Learners present their boats. Ask, *How many coins does your boat hold?* for learners to answer, *(18) coins*.

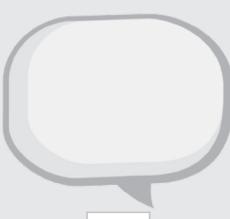
2 THINK AND DRAW. THEN, WRITE THE NUMBER



PREDICTION



RESULT



SHIP 1

PREDICTION



RESULT



SHIP 2

Language focus: *ship*, *coins*, (numbers)

81

- Ask about their experiment conclusions when they re-designed their ships.

Lesson closing

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

OVERVIEW

Vocabulary

Rooms and furniture
Clothes
Numbers
Food

Parts of the face
Colours
School objects
Coin, treasure, ship, shell

Communication

My favourite ...
My turn! Your turn!

Recognition

Classroom language

Routines

warm, it's raining, windy, snowy
circle, square, triangle, diamond, rectangle

Awareness

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

PROJECT TIME 2: POEMS

Aim of the lesson

To integrate language.

Learning objectives

Learners

- can identify and name key vocabulary.
- can talk about themselves.
- can follow instructions to make, do, or colour something.

Key language

Rooms and furniture
Clothes
Numbers
Food
Parts of the face
Colours
School objects

Areas of awareness

Inclusive classrooms
Cognitive awareness

Lesson opening

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

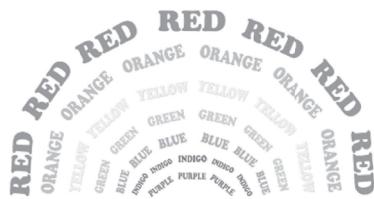
1 MAKE A SHAPE POEM

- Ask learners to open their books at page 82 and say the name of the section as you point to it. Remind them that when it's project time, they'll make something or do something creative.
- Ask them to look at the first three shapes and ask them what the project may be about. Give them options if necessary, e.g. *Rainbows? Ships? Pirates? Colours?*

PROJECT TIME 2

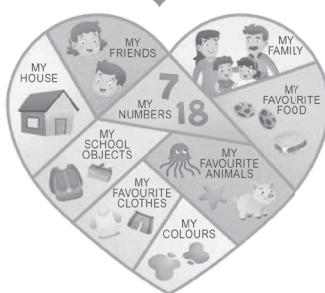
POEMS

1 MAKE A SHAPE POEM



2 MAKE A 'MY HEART MAP' POEM

MY ❤ MAP



BY TOMÁS

MY ❤ MAP



BY _____

- Explain that the rainbow is a shape poem. Ask what they think it is about (colours). Elicit from learners how the poem goes, starting *red, red, red, red ...*
- Ask learners to brainstorm other categories they have learnt about in English. Write the categories on the board: rooms in a house, items in a house, clothes, numbers, foods, parts of the face, etc.
- Draw the bottle outline on a piece of construction paper and stick it on the board. Ask learners what words they would like to fill the bottle shape with. If they suggest rooms in a house, then ask them to dictate those words to you: *bedroom, bathroom, etc.* They can use the wall dictionaries or their books to recall the language, e.g. MY DICTIONARY sections.
- Bring out another piece of construction paper and stick it on the board. Ask them for suggestions as to what other shape poem they would like to create, e.g. a face outline filled with parts of the face words, a hamburger outline filled with food words, or a body outline filled with clothes words.
- Ask everyone to join in reading out the poems together.
- Display the posters on the classroom walls. Make a point of how good the collaborative shape poems look and congratulate everyone.

Inclusive classrooms

Help learners notice how valuable their creation is because they have created something together with their effort; every child's contribution is important.



2 MAKE A 'MY HEART MAP' POEM

- Bring learners' attention to the first heart and notice the name at the bottom. Check they understand it's Tomás' heart map. Point to each section of the heart and elicit what each one refers to, e.g. point to the animals section and show they're Tomás' favourite animals.
- Ask learners questions to demonstrate how to complete their own heart poem, e.g. *What is / are your favourite colours / animals / food?* Explain that they will draw those in the sections in the empty heart by pointing to it.
- Ask learners if their drawings will be big, medium-sized, or small and how many elements they think they will have space for in each section.
- Learners complete their heart poems and then sign it at the bottom by writing their name.

Cognitive awareness

Help learners realize the benefits of analysing, planning, and thinking about something before doing it. In this activity, they've had to reflect on size and the number of elements while developing their space awareness.

Lesson closing

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

BREAK TIME 2: BINGO

Aim of the lesson

To practise and integrate language.

Learning objectives

Learners

- can use numbers 11–20.
- can name a few basic nouns and adjectives.

Key language

Clothes	<i>coin, ship, shell</i>
Numbers	<i>braids</i>
Furniture	

Areas of awareness

Cognitive 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 83 and say the name of the section as you point to it.
- Explain that these are cards, each with a different colour and number. Point to the first card and ask, *What number is it? What colour is this card? What can you see on this card?* (shorts, a kitchen, and a shell). Then, point to another card in which there is an item in common with the first one to help learners realise that the cards might be similar, but they are actually all different.
- Demonstrate the game. Choose one card without saying which one it is. Learners name different items to discover which card it is. Answer *yes* or *no*. When they think they've discovered your card, they risk an answer, e.g. *12!* When they guess shout out, *Bingo!*
- Go over the rules for games.
- To make it more challenging, limit the number of guesses before they risk an answer, say two or three.

Cognitive awareness

Help learners notice that this is a strategy game for which they have to pay attention to all their partners' guesses. If they don't listen carefully, they may repeat an item that someone else has just mentioned and lose an opportunity to get closer to the answer.

Social awareness

Work with learners on the importance of following rules and taking turns when playing games. Encourage them to use the phrases *My turn! / Your turn!* as they play.

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 and production level

Place the school object, pet, and colour flashcards on the board. Either use the ones in *Our Stories Level A* or draw on the board. Organise them into three different groups. Draw three big columns on the board and tell learners to draw them in their notebooks. Most learners will be at production level in the case of school objects. Take one of the cards and have learners say what it is. If they remember, they should draw the element and draw two ☺ next to each item. Do the same with the other school object cards. For pets, name one and ask learners to point to the correct card. They should all draw the pet in the second column. If they have identified the pet, they should draw a ☺. If they haven't, they should write a ✗. Do the same with the rest of the pet cards. Next, ask them to draw and colour splotches in the third column. If they colour them correctly, they should draw a ☺. If they don't, a ✗.

1b Production level

You need the flashcards for the new items: *fish, dolphin, grey, black, white, brown*. Show each and ask, *What's this?* or *What colour's this?* Those learners who can answer should draw a second ☺. Those who can't should leave a blank.

Walk around the classroom checking the learners' ☺ and ✗. If you see a ✗, show one of the pet or colour cards for the ✗ and ask, *Is this (a fish / grey)?* If they answer correctly, they should now draw a ☺. In your assessment form, record that as RH (recognition with help). Do the same with those items for which there's no second ☺, i.e. production level. This time, give learners two options, e.g. *Is this (blue) or (black)?* or *Is this (a dolphin) or (a cat)?* On your form, record this as PH (production with help).

2 Communicative situation

Draw a chart on the board following the one in the Pupil's Book on page 12. Then, elicit the dialogue in the *Act out* activity on page 15. If learners can't remember, tell them to go over the pages of Unit 1 to see if that jogs their memory. If they come up with answers, record this as PH. If you give them options, then record this as RH.

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 level

Recognition will be assessed with the photocopiable activity on page 119.

As from this unit onwards, both reading and listening will be assessed.

Instructions Exercise 1

The notebook is red.

The marker is green.

The eraser is white.

The pen is black.

The pencil is orange.

The pencil case is pink.

The scissors are sky-blue.

The book is brown.

1b Production level

Go over the items in Unit 1 plus the ones in Unit 2. Show one of your flashcards and ask, *What's this?* or *What colour's this?* to see if learners can answer. Record this on

your form. For those who need options, ask, e.g. *Is this (a nose or a mouth)?* Remember to write an H next to P.

2 Communicative situation

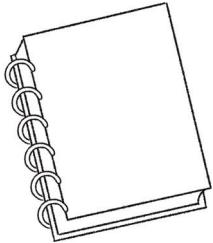
Communication in Unit 2 is the description of the face, and *I have* statements related to school objects and pets.

Play *Go fish!* in groups of two, three, or four; each learner chooses five cut-outs (from the categories you are assessing: face, school objects, and pets) and holds them to their chest so no-one else can see their cards. The remaining cut-outs are left face down on the table.

The aim of the game is to collect pairs of cards.

Player 1 shows one of his / her cards to the person to his / her right. If Player 2 has the same card, she / he must say *I have (a fish)* and give their card to Player 1 to make the pair. When they make a match, they place the matching pair of cards on the table. If Player 2 doesn't have the card, they say *Go fish!* for Player 1 to pick a card from the table and add it to their hand. At the end, count how many pairs of cards each learner has put down on the table. The one with the most pairs is the winner.

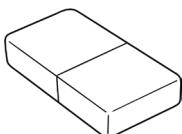
NAME _____ DATE _____

1 LISTEN AND COLOUR. THEN, MATCH

BLUE



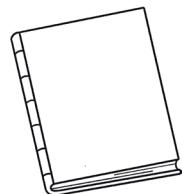
RED



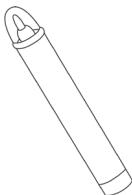
GREEN



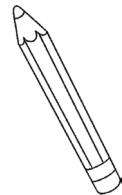
BLACK



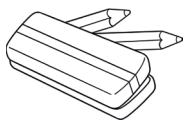
PINK



SKY-BLUE



ORANGE



WHITE

BROWN

2 READ AND TICK (✓) OR CROSS (✗)**1** I HAVE BIG EYES. **4** I HAVE A SMALL NOSE. **2** I HAVE GREEN EYES. **3** I HAVE A SMALL MOUTH. **5** I HAVE SMALL EARS.

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 in this Teacher's Book.

Procedure:

1a Recognition of language items

Recognition will be assessed with the photocopiable activity on page 121.

Instructions Exercise 1

Number 1: Sheep

Number 2: Duck

Number 3: Short fish

Number 4: Whale

Number 5: Jellyfish

Number 6: Hen

Number 7: Cow

Number 8: Horse

Number 9: Pig

Number 10: Sea lion

Number 11: Long fish

1b Production level

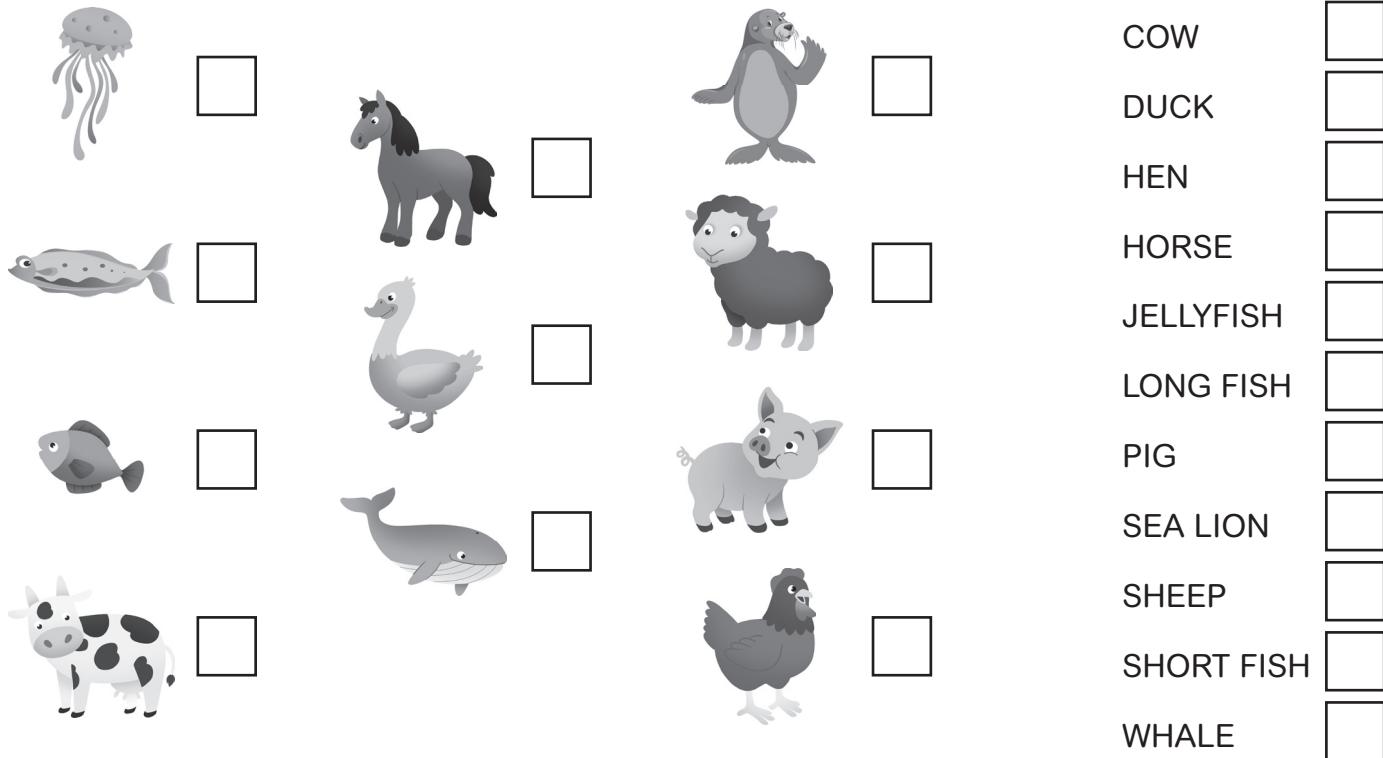
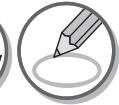
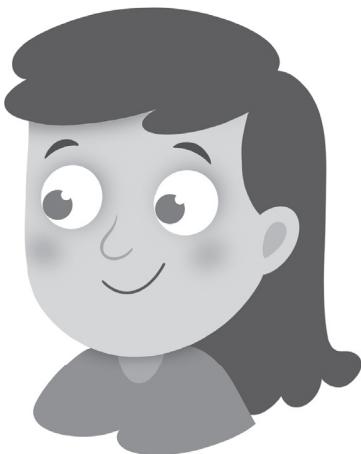
Play a 1, 2, 3! game. Take out the face, farm and sea animals, and *long* and *short* flashcards. Demonstrate with a colour flashcard. Show it to the learners, count 1, 2, 3, and learners have to say what it is. Do a second example with another flashcard. Tell learners they have to wait until you count up to three before they can say the word. Keep a record of learners' production in your assessment form.

2 Communicative situation

Communication in Unit 3 is the description of farm and sea animals, using *I have ...* and *I don't have ...*

Remind learners of the game on page 39, Exercise 14. Ask them to think about an animal they have to describe to the rest and rehearse what to say. Learners work in groups. Walk around keeping a record of their performance.

NAME _____ DATE _____

1 LISTEN AND NUMBER. THEN, WRITE THE NUMBER**2 READ AND CIRCLE****1** I HAVE LONG HAIR. / I HAVE SHORT HAIR.**2** I HAVE BLACK HAIR. / I HAVE WHITE HAIR.**3** I HAVE BIG EARS. / I HAVE SMALL EARS.**4** I HAVE A BIG NOSE. / I HAVE A SMALL NOSE.**5** I HAVE BIG EYES. / I HAVE SMALL EYES.

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 in this Teacher's Book.

Procedure:

1a Recognition of language items

Recognition will be assessed with the photocopiable activity on page 123.

Instructions Exercise 1

Number 1: Living room

Number 2: Big bedroom

Number 3: Kitchen

Number 4: Small bedroom

Number 5: Bathroom

1b Production level

Ask learners to take out their parts of the house and furniture cut-outs and place them on their desk face up. Place your flashcards on the board. Hold one and ask learners to say what it is. If they can answer, they should place their cut-out face down. Do the same with the rest of the items. Then, walk around the classroom and check which cut-outs are face up. Hold them up and ask the learner, e.g. *Is this the (kitchen) or the (bathroom)?* to see if he / she can answer with help. Record this on your form.

3 Communicative situation

Communication in Unit 4 is a request situation.

Remind learners of the game on page 52, Exercise 11.

Learners work in pairs rehearsing a dialogue. They can request food or a school object. Walk around keeping a record of their performance.

NAME _____ DATE _____

1 LISTEN AND NUMBER. THEN, MATCH

KITCHEN

BIG BEDROOM

SMALL BEDROOM



LIVING ROOM

BATHROOM

2 READ AND DRAW IN THE HOUSE

1. THE DUCK IS IN THE FRIDGE.
2. THE FISH IS IN THE KITCHEN.
3. THE JELLYFISH IS IN THE BIG BEDROOM.
4. THE WHALE IS IN THE BATHROOM.
5. THE PIG IS IN THE SMALL BEDROOM.

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 in this Teacher's Book.

Procedure:

1a Recognition of language items

Recognition will be assessed with the photocopiable activity on page 125.

Instructions Exercise 1

The skirt is pink.
The socks are white.
The trainers are black.
The sweater is blue.
The dress is purple.
The trousers are green.
The shorts are brown.
The T-shirt is red.
The jacket is green.

1b Production level

Ask learners to take out their parts of the house and furniture cut-outs and place them on their desk face up. Place your flashcards on the board. Hold one and ask learners to say what it is. If they can answer, they should place their cut-out face down. Do the same with the rest of the items. Then, walk around the classroom and check which cut-outs are face up. Hold them up and ask the learner, e.g. *Is this the (kitchen) or the (bathroom)?* to see if he / she can answer with help. Record this on your form.

3 Communicative situation

Communication in Unit 5 is a request situation with the answer *Here's your ...* Remind learners of the situation on page 64, Exercise 11. Learners work in pairs rehearsing the dialogue. They can request other items of clothing. Walk around keeping a record of their performance.

NAME _____ DATE _____

1 LISTEN AND COLOUR. THEN, MATCH

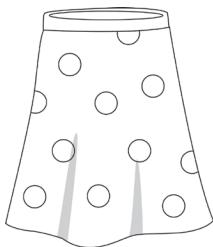
DRESS



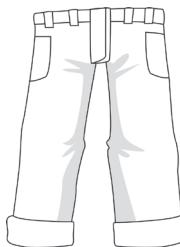
JACKET



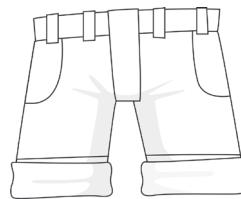
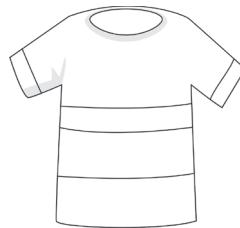
SHORTS



SKIRT



SOCKS



SWEATER

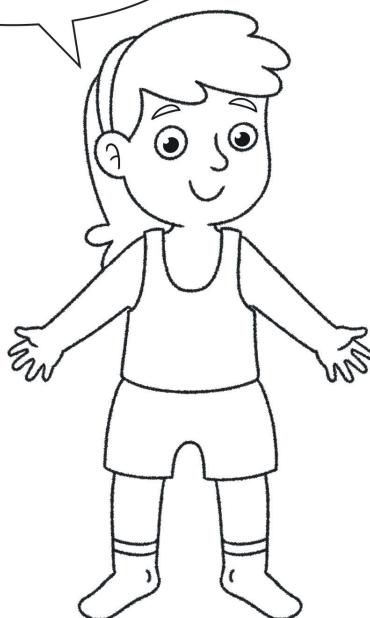
TRAINERS

TROUSERS

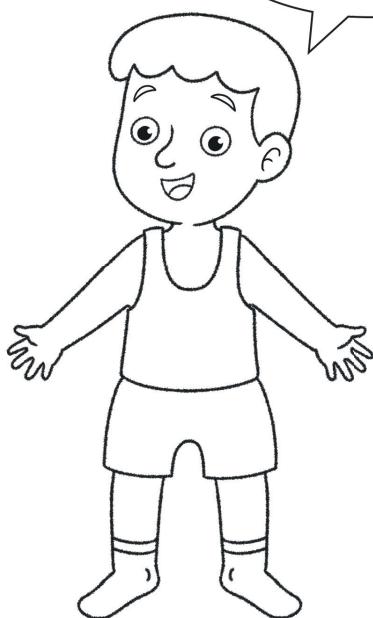
T-SHIRT

2 READ AND DRAW

**I'M WEARING A SKIRT,
SOCKS, TRAINERS,
AND A T-SHIRT.**



**I'M WEARING
TROUSERS AND A
SWEATER.**



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 in this Teacher's Book.

Procedure:

1a Recognition of language items

Recognition will be assessed with the photocopiable activity on page 127.

Instructions Exercise 1

Number 1 is soda.

Number 2 is eggs.

Number 3 is chips.

Number 4 is rice.

Number 5 is milk.

1b Production level

Ask learners to take out their food and number cut-outs and place them on their desk face up. Place your flashcards on the board. Hold one and ask learners to say what it is. If they can answer, they should place their cut-out face down. Do the same with the rest of the items. Then, walk around the classroom and check which cut-outs are face up. Hold them up and ask the learner, e.g. *Is this (milk or soda)?* to see if he / she can answer with help. Record this on your form.

2 Communicative situation

Communication in Unit 6 is a request situation in which they say what food they like or don't like.

Remind learners of the situation on page 76, Exercise 10.

Learners work in pairs rehearsing the dialogue. They can request other food items. Walk around keeping a record of their performance.

NAME _____ DATE _____

1 LISTEN AND NUMBER. THEN, MATCH

CHIPS

EGGS

MILK

RICE

SODA

2 READ AND DRAW

18 JELLYFISH

11 BRAIDS

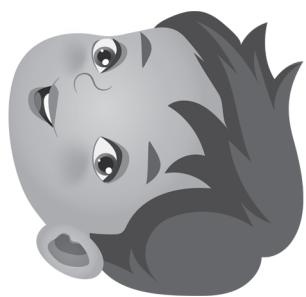
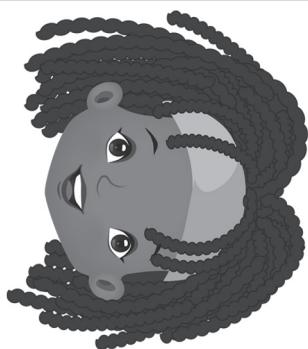
15 FISH

20 COINS

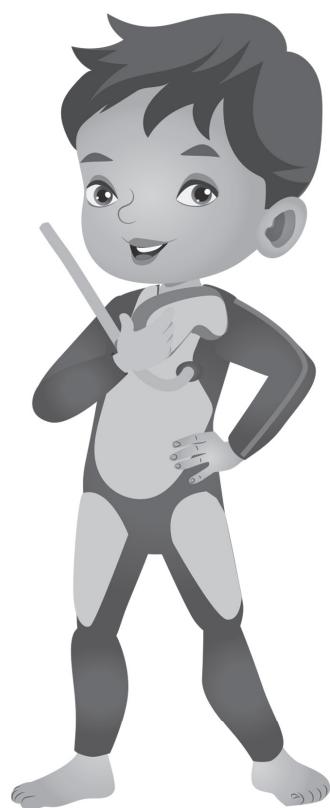
13 SEASHELLS

16 STARFISH

CHARACTER BOOKMARKS



CHARACTER CUT-OUTS

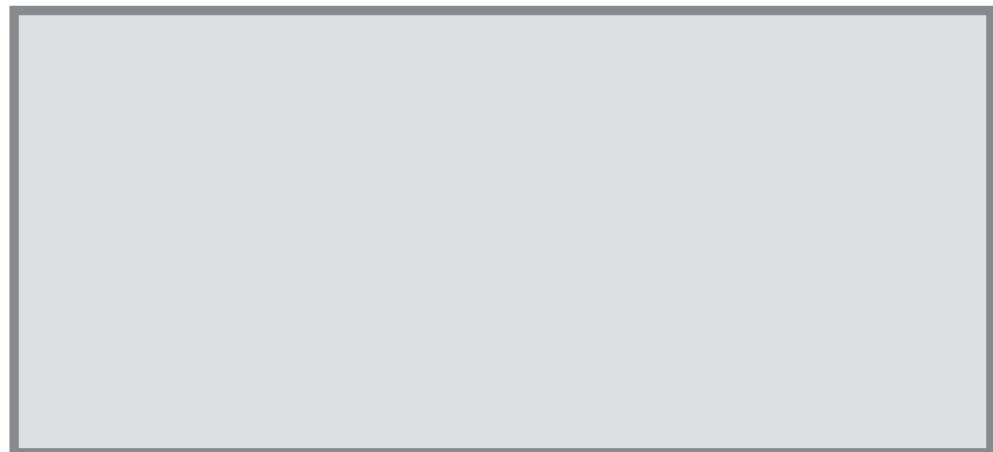
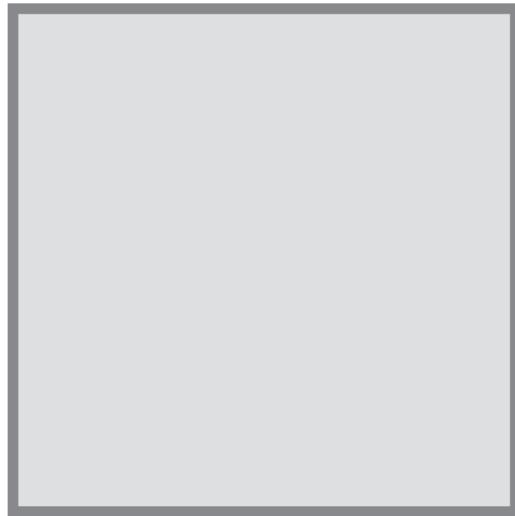


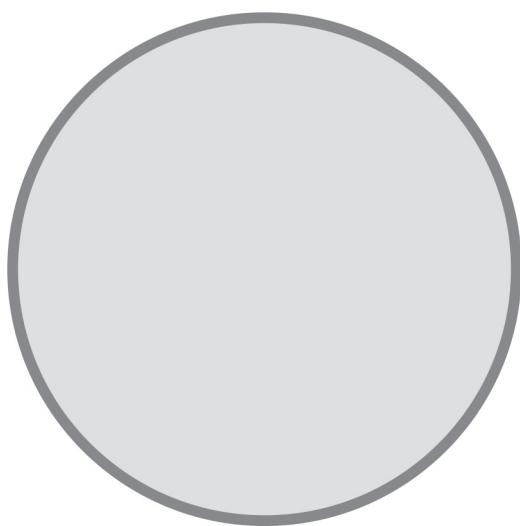
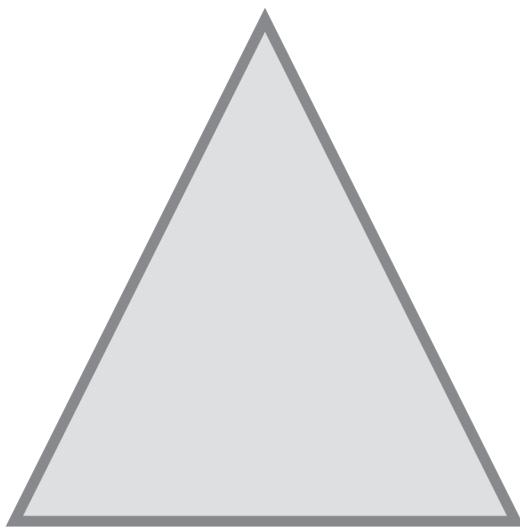
ROUTINE CARDS

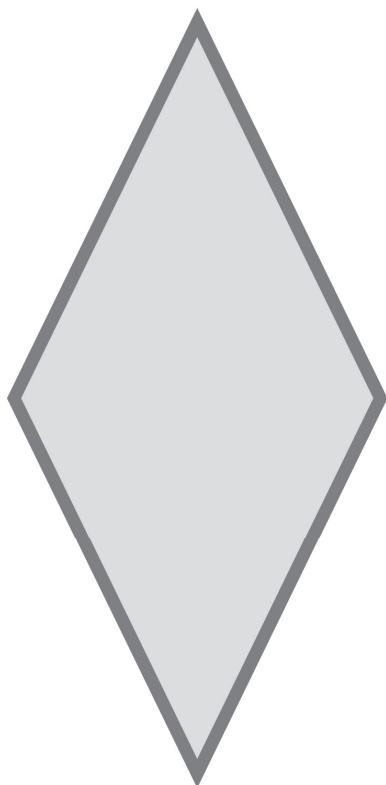




ROUTINE CARDS







MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

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