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INGLÉS
EDUCACIÓN PARVULARIA
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PROGRAMA DE ESTUDIO DE INGLÉS
EDUCACIÓN PARVULARIA. CINCO AÑOS

INTRODUCCIÓN

La educación es vital en cualquier aspecto de la vida humana, más el nivel educación parvularia como un primer nivel de una educación formal tanto para el desarrollo de las habilidades físicas, intelectuales, morales del niño y niña.

Por lo consiguiente dentro de los procesos formativos del niño y niña se encuentra el período didáctico del idioma inglés como uno de los más importantes para el conocimiento intelectual del niño/a ya que el inglés se ha convertido en un idioma universal que todo país debe tener dentro de plan de estudio desde el nivel de educación parvularia.

Por esa razón se ha creado el programa de estudio de inglés en educación parvularia, específicamente para cinco años, con el objetivo de dar una introducción al idioma de una forma sencilla, creativa, innovadora y divertida para que los niños/as desarrollen poco a poco todas las habilidades que el idioma inglés requiere y que a temprana edad vayan adquiriendo las herramientas necesarias para aprender el idioma inglés.

El programa contiene cinco unidades de aprendizaje integrado con los contenidos que se requieren en este nivel, el tiempo sugerido para dicho período didáctico es de 3 horas semanales cada clase de 30 minutos; por lo tanto este período didáctico se puede implementar como un agregado al plan de estudio de educación parvularia.
OBJETIVOS

- Asimilar el idioma inglés con un lenguaje sencillo y básico en los primeros años del niño/a en forma oral por medio de canciones, juegos, actividades y otros.

- Relacionar el significado de una palabra a través de su acento, pronunciación y entonación del objeto o estructura a estudiar.

- Desarrollar las habilidades de escuchar el idioma inglés a través de cuentos cortos.

GENERALIDADES

El programa está basado para cumplir la misión de ser una guía básica para el docente de educación parvularia que enseña el idioma inglés tanto en instituciones públicas como privadas.

Este busca entregar las herramientas necesarias para desarrollar en los niños/as de 5 años de edad el idioma inglés con un lenguaje sencillo y básico.

Por otra parte la elaboración de este programa se ha enfocado en la gran necesidad actual de aprender inglés a temprana edad porque se observó que no hay un programa para la enseñanza del idioma inglés y siendo éste de gran importancia hoy en día debido principalmente a los efectos de la globalización mundial, avances científicos, tecnológicos, informáticos; etc.

El programa está relacionado con las unidades de aprendizaje integral que el Ministerio de Educación presenta en el actual programa de educación parvularia de los demás períodos didácticos; por lo tanto éste período didáctico se tomará como un agregado con respecto al plan de estudio de educación parvularia.

Por consiguiente el docente de parvularia tiene que estar abierto y dispuesto a enseñar inglés en este nivel.
DESCRIPCIÓN

Para comenzar la realización del aprendizaje del idioma inglés se le sugiere al docente en primer lugar preparar un ambiente adecuado que sea atractivo, confortable, colorido y divertido para el niño y niña, se puede obtener con ayuda de carteles, pinturas, letras, dibujos etc.

El programa es una valiosa guía didáctica para la enseñanza del idioma inglés, la cual contiene cinco unidades, con los temas que el párvulo de 5 años necesita desarrollar en este nivel, el tiempo impartido para éste período didáctico es de 3 horas semanales cada clase de 30 minutos; se sugiere también diferentes actividades que el docente pueda realizar. Así como también la implementación de canciones, juegos, el escuchar cuentos cortos y el reconocimiento de estructuras simples de palabras, oraciones y preguntas. El programa cuenta con un CD de treinta y tres canciones y otro CD de cuentos cortos para un mejor desarrollo de las clases.

El programa le aconseja a los docentes que interactúen con el párvulo constantemente para el desarrollo efectivo tanto de una clase como el de la expresión corporal y la mímica, ya que a esta edad los niños/as tienden a imitar al docente en todos los gestos, bailes, expresiones faciales y corporales, por lo tanto se necesita aprovechar al máximo este recurso tan natural.

Otro punto que es importante mencionar para el aprendizaje del inglés es la interacción que el niño/a tiene que tener con los demás compañeros de clase, por eso se deben formar grupos de tres o parejas para que el niño/a aprenda a compartir y socializar.

Por otra parte se le sugiere al docente el uso de canciones mientras los niños/as trabajan en una actividad, eso les ayudará a desarrollar más las habilidades de escuchar el inglés.

Recordándole siempre al docente que el programa es una guía que le ayudará a impartir la clase de inglés, sin embargo el docente puede cambiar o introducir otras actividades a medida que vaya avanzando.
METODOLOGÍA

El método que se implementa en el programa es el Total Physical Response, el cual sugiere que el docente utilice el idioma inglés al impartir cada clase. Cabe mencionar que este método es el más efectivo para el aprendizaje del inglés a temprana edad; a la vez se utilizan muchas técnicas como la memorización visual, la repetición, la comprensión oral, juegos didácticos; etc. Así como también la utilización de grabadora para que los niños/as escuchen canciones, y cuentos cortos para que le ayuden al reconocimiento, pronunciación y significado de palabras, oraciones y preguntas.

EVALUACIÓN

Se le sugiere al docente hacer las evaluaciones por medio de fichas de observación, las cuales pueden comprender los aspectos que le interesa al docente que los niños/as aprendan como la asimilación de las instrucciones, la pronunciación de las palabras, la participación en los juegos y canciones; etc. De acuerdo al método de enseñanza utilizado, el sistema evaluativo eficaz es a través de la observación, evaluando el nivel de comprensión de los/las niños/as siguiendo indicaciones dadas por el docente, esto está basado más en la evaluación formativa o de crecimiento del aprendizaje. Por otra parte, se pueden hacer pruebas escritas conteniendo dibujos y colores, pero a la vez el docente tiene que ir explicándole al niño/a lo que tiene que realizar.
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UNIT Nº 1: OUR SCHOOL
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LESSON Nº 1.1.3: Who’s missing?
LESSON Nº 1.1.4: Bring me a pencil!
LESSON Nº 1.1.5: She’s a girl and I’m a boy
LESSON Nº 1.1.6: Stand up and sit down
LESSON Nº 1.1.7: Touch a pencil
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CONTENT Nº 5.2: THE EARTH

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LESSON Nº 5.2.2: Nature
LESSON Nº 5.2.3: Elements of nature
LESSON Nº 5.2.4: The sun, moon and starts
LESSON Nº 5.2.5: Natural or man-made objects
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<td>To identify different greetings as Good Morning, Good Bye.</td>
<td>Good Morning Children</td>
<td>Say to the children: Good Morning, children.  Introduce the song “Good Morning” (track 1). Show different charts where other children greet people (Good morning, Good afternoon, Good evening, Good night) As a first day, make a craft work: children draw and color their hands in a piece of paper as a gift for parents. Say Good Bye to the children.</td>
<td>Greet to the children in group and individually. Children practice a song making a circle and repeat 3 times  Introduce the topic using pictures and children repeat the vocabulary at least three times.  Teacher makes the craft work with the children and explain them step by step. Teacher says Good Bye</td>
<td>* Charts  * Pictures  * CD  * CD player  * Crayons  * Pencils  * Pieces of paper</td>
<td>* Vocabulary  * Pronunciation  * Understanding  * Participation  * Creativity</td>
</tr>
</tbody>
</table>
### LESSON PLANING
**UNIT N° 1: THE SCHOOL**
**CONTENT N° 1.1.: GOOD MORNING SCHOOL**

<table>
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<tr>
<th>INSTITUTION:</th>
<th>TEACHER:</th>
<th>SUBJECT: ENGLISH</th>
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</table>

**OBJECTIVE:** To reinforce vocabulary through group activities

**TIME:** 30 minutes

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<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify the structure: What's your name? My name is ...</td>
<td>What's your name?</td>
<td>Greet children: Good Morning.</td>
<td>Greet to the children in group.</td>
<td><em>Pictures</em></td>
<td><em>Listening</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sing the song “Good Morning” (track 1)</td>
<td>Children practice a song in their sits and repeat the song 2 times. Children clap the song while they sing.</td>
<td><em>Puppets</em></td>
<td><em>Speaking</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Children greeting each other</td>
<td>Review the vocabulary using pictures and repeat it at least three times.</td>
<td><em>Charts</em></td>
<td><em>Understanding</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conversation: Good Morning What’s your name? My name is...</td>
<td>Introduce a conversation using puppets.</td>
<td><em>CD</em></td>
<td><em>Participation</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeat the question and the answer while they draw pictures from the chart.</td>
<td>Put charts with the question and answer on the board and they practice the questions three times and they make the activity in groups of three.</td>
<td><em>CD player</em></td>
<td><em>Vocabulary</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Say Good Bye</td>
<td>Teacher says Good bye</td>
<td></td>
<td><em>Pronunciation</em></td>
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</tbody>
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**LESSON PLANING**  
**UNIT N° 1: THE SCHOOL**  
**CONTENT Nº 1.1.: GOOD MORNING SCHOOL**  
INSTITUTION: ___________________________ TEACHER: ____________ SUBJECT: ENGLISH  
OBJECTIVE: To develop listening skills by songs.  
TIME: 30 minutes  

<table>
<thead>
<tr>
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<th>METHODOLOGY</th>
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</tr>
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</table>
| To identify simple questions through the practice of the phrases. | Who’s missing? | Say: Hello, Good Morning.  
Sing the song “Good Morning” (track 1).  
Play a game:  
T: Open your eyes. Who’s missing?  
ST: (Mary) (e.g.)  
T: What his/her name?  
T/ST: Her name is Mary (repeat twice)  
T: Is she/he a girl or a boy?  
T/ST: She’s a girl (repeat)  
Make the same procedure with the others Volunteers  
Sing the song “Good Bye ” (Track 2) | Greet to the children in group.  
Children practice a song in their sits and they make 2 groups to singing the song  
Introduce a game:  
Put 5 volunteers in front of the board, then ask others children that close their eyes for a moment and one of the volunteer leaves the classroom and asks questions. | *CD  
*CD player  
*Board | *Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Listening  
*Speaking  
*Coordination |
### LESSON PLANING

**UNIT N° 1: THE SCHOOL**

**CONTENT Nº 1.1.: GOOD MORNING SCHOOL**

**INSTITUTION:** ___________________________  **TEACHER:** ____________  **SUBJECT:** ENGLISH

**OBJECTIVE:** To reinforce the classroom objects vocabulary through a game.  **TIME:** 30 minutes

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<th>METHODOLOGY</th>
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</tr>
</thead>
</table>
| To develop listening skills by commands. | Bring me a pencil. | Greet: Hello, Good Morning Boys and Girls. Sing the song “Come to school” (Track 3). Repeat the objects classroom vocabulary Play the game: “Simon Says”. T: (Carlos), Simon Says Bring me a pencil. Make the same procedure with other children. Say Good Bye. | Greet to the children in group and individually. Children practice a song making a circle and they repeat the song three times; first teacher sing the song with them then children sing alone. Children repeat the vocabulary at least three times. Introduce a game. Asks each child what they have to do. | *CD  
*CD player  
*Flashcards | *Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Listening  
*Speaking  
*Intonation  
*Motor skills |
**LESSON PLANING**  
**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.1.: GOOD MORNING SCHOOL**  

**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To identify classmate’s names by activities.  
**TIME:** 30 minutes  

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<tr>
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</tr>
</thead>
</table>
| To learn how to follow instructions through a craft work. | She's a girl and I'm a boy. | Say children: Hello, Good Morning.  
Show a boy and girl pictures with their names and tell them: e.g.  
T: Her name is (Sara), she's a girl.  
His name is (Sam), He's a boy.  
Asks a girl and a boy come in front of the class. T: (Karla) is a girl. She's a girl.  
(Tom) is a boy. He's a boy.  
Asks each kid of them:  
T: What's your name?  
T/ST: My name is (Tom)  
(Tom) repeat his name by himself.  
Ask to other child:  
T: What's her/his name? (Point another kid)  
St: Her name is ...  
Make a craft work: a flower.  
Ask them what kind of classroom objects used. E.g. (Scissors, glue stick...) | Greet to the children in group.  
Introduce the topic using pictures and children repeat the vocabulary at least three times  
Children pass in front of the board and ask them | *Pictures  
*Paper  
*Glue stick  
*Paint  
*Scissors  
Pencils  
*CD  
*CD player | *Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Listening  
*Speaking  
*Intonation  
*Creativity |
| Say Good bye | | | | | |
| Teacher makes the craft work with the children and explain them step by step. | | | | | |
LESSON PLANING  
UNIT N° 1: THE SCHOOL  
CONTENT N° 1.1.: GOOD MORNING SCHOOL  
INSTITUTION: ________________________  
TEACHER: ____________  Subject: ENGLISH  
OBJECTIVE: To reinforce differences of a boy and a girl.  
TIME: 30 minutes

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<th>METHODOLOGY</th>
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<th>EVALUATION</th>
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</thead>
</table>
| To identify commands by doing them. | I Stand up and sit down! | Greet children: Hello, Good Morning. How are you?  
Ask children:  
T: * Point to the girl what’s her name?  
Is this a girl or a boy?  
Point to the boy. What’s his name?  
Is this a boy or a girl?  
When children finished the activity, they’ll write the boy and the girl’s names (teacher will suggest the names).  
Play a game: the following instructions (commands).  
Stand up and go to the board.  
Sit down  
Close your eyes, etc.  
Say Good Bye | Greet to the children in group.  
Introduce the topic using pictures and children repeat the vocabulary at least three times.  
Give children their activity (Suggested activity) in order to color the pictures.  
Introduce a game. Asks each child what they have to do and repeat all the instructions | * Pictures  
* Suggested Activity 1 (annex)  
Pencils | *Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Listening  
*Speaking  
*Intonation  
*Following instructions  
*Creativity |
**LESSON PLANING**
**UNIT Nº 1: THE SCHOOL**
**CONTENT Nº 1.1.: GOOD MORNING SCHOOL**

**INSTITUTION:** ____________________  **TEACHER:** ______________  **SUBJECT:** ENGLISH

**OBJECTIVE:** To review the vocabulary of classrooms objects through games and songs.  **TIME:** 30 minutes

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<tr>
<td>To practice the vocabulary and phrases that they already learned before.</td>
<td>Touch a pencil</td>
<td>Say Hello, Good Morning.</td>
<td>Greet to the children</td>
<td>*CD *CD player *Plastic containers *Objects’ classroom</td>
<td>*Understanding *Participation *Vocabulary *Pronunciation *Listening *Speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sing the song “Come to school” (Track 3).</td>
<td>Children practice a song making a circle.</td>
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<td>Game: Give children containers named where they can classify classroom objects like erasers, crayons, glue stick, etc. The winner will be the group that classifies all objects in the correct order. Repeat the name of the classroom objects in the container. Ask to each kid: T: (Carlos) come here and touches a pencil. What’s this? St: This is a pencil. And so on</td>
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<td>Say good bye singing the song “Good bye” (Track 2)</td>
<td>Teacher says Good Bye</td>
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<tr>
<td>SPECIFIC OBJECTIVE</td>
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<td>ACTIVITIES</td>
<td>METHODOLOGY</td>
<td>RESOURCES</td>
<td>EVALUATION</td>
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<tr>
<td>To identify feelings by songs.</td>
<td>Are you happy?</td>
<td>Say children Good Morning. How are you?</td>
<td>Greet to the children</td>
<td>* Charts</td>
<td>*Understanding</td>
</tr>
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<td>Types of faces; e.g. a happy face an angry face, etc.</td>
<td>Introduce the topic using pictures and children repeat the vocabulary at least three times.</td>
<td>*CD</td>
<td>*Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sing the song “If you’re happy ” (Track 4)</td>
<td>Children practice a song standing next to their sits. Children repeat the song three times; first teacher sing the song with them then children sing alone.</td>
<td>*CD player</td>
<td>*Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give children their suggested activity, while they color their tasks, ask them:</td>
<td>Children work in groups and make the activity suggested.</td>
<td>*Suggested activity 2 (annex)</td>
<td>*Pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T: Is this a happy face? Is this an angry face? Is this a sad face and goes on.</td>
<td>Introduce a game. Asks each child what they have to do.</td>
<td>*Crayons</td>
<td>*Listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Play the game: Simon says. Review commands: e.g. Simon says touch the door or stand up.</td>
<td></td>
<td>*Speaking</td>
<td>*Intonation</td>
</tr>
<tr>
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<td></td>
<td>Say good bye children.</td>
<td></td>
<td>*Following instructions</td>
<td></td>
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<td></td>
<td>*Creativity</td>
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</table>
**LESSON PLANING**  
**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.2.: COLOR AND NUMBERS**  
**INSTITUTION:** ___________________________  
**TEACHER:** ______________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To recognize different colors through a game  
**TIME:** 30 minutes

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<th>RESOURCES</th>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>To identify grammar structures</td>
<td>Colors and more colors. Greet children: Hello, Boys and Girls. How are you today? ask children: Are you fine? Are you happy? Prepare balloons of different colors (red, yellow, blue, green, etc.) Introduce the color vocabulary. Children color the clown, put some music. Game: Ask kids: T: Who has a (red) balloon? Stand up. Choose the kid that has the color you ask before, and ask the same question again: T: Who has a (red) balloon? ST: (Susie) T/ST: Susie has a red balloon. Say Good bye</td>
<td>Greet to the children Paste balloons on the board and other ones around the classroom and introduce the topic. Children repeat the vocabulary at least three times. Children work in groups and make the activity suggested. Introduce a game: distribute 4 balloons (made of paper), one for each child and ask questions.</td>
<td>* Balloons (different colors) * Board * Suggested activity 3 (annex) * Balloons (made of paper)</td>
<td>* Understanding * Participation * Vocabulary * Pronunciation * Listening * Speaking * Intonation</td>
</tr>
</tbody>
</table>

* Teacher says Good Bye
# LESSON PLANING
## UNIT N° 1: THE SCHOOL
### CONTENT N° 1.2.: COLOR AND NUMBERS

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<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
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<tbody>
<tr>
<td>To develop competitive instinct.</td>
<td>The rainbow</td>
<td>Say Hello children, how are you? Introduce the song &quot;Yellow, red and green&quot; (Track 5) Paste on the board 6 frogs without any color. Divide the class in groups and give them 6 frogs (each one of different color to each group). Game: Children have a running competition; indicate that the first group pastes a color frog on the board win. e.g. Frog 1: blue While they color the rainbow, ask one by one: T: What color is this? St: This is a blue color. Say Good Bye.</td>
<td>Greet to the children Children practice a song making a circle on the floor and they repeat the song three times; first teacher sing the song with them then children sing alone. Introduce the topic using pictures. Children repeat the vocabulary at least three times. Introduce a game. Asks each child what they have to do. Children do an activity. Give them pieces of color wool and indicate where each of the color wool goes.</td>
<td>*CD *CD player *Picture frogs (without color) *Pictures frog (with color) *Suggested activity # 4 (annex)</td>
</tr>
</tbody>
</table>

TEACHER: ____________
INSTITUTION: _______________________________________ SUBJECT: ENGLISH
OBJECTIVE: To reinforce colors by games and activities.
TIME: 30 MINUTES
LESSON PLANING  
UNIT N° 1: THE SCHOOL  
CONTENT N° 1.2.: COLOR AND NUMBERS  
INSTITUTION: ___________________________   TEACHER: ____________   SUBJECT: ENGLISH  
OBJECTIVE: To identify numbers from 1 to 5   TIME: 30 minutes

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<th>EVALUATION</th>
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</thead>
<tbody>
<tr>
<td>To reinforce colors.</td>
<td>Greet children: Hello, How are you?</td>
<td>Greet to the children</td>
<td>*Board *Chalk *CD *CD player *Pictures *Flowers *Suggested activity # 5 (annex)</td>
<td>*Understanding *Participation *Vocabulary *Pronunciation *Listening *Speaking *Intonation *Creativity</td>
</tr>
<tr>
<td></td>
<td>Introduce the numbers topic.</td>
<td>Write numbers from 1 to 5 on the board. Show pictures to represent each number and repeat the new vocabulary.</td>
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<td></td>
<td>Sing the song “One, two, three” (Track 6).</td>
<td>Children practice a song making a circle. Children repeat the song three times; first teacher sing the song with them then children sing alone.</td>
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</tr>
</tbody>
</table>
|                     | Questions:  
T: Everybody, hold up one flower. What number is it?  
St: Number one. And so on  
Ask children hold up the yellow flowers, then the red flowers finally the green flowers. | Distribute yellow, red, green, blue, brown paper flowers and ask questions  
Repeat the procedure changing the order of the colors. | |
|                     | Children color pictures | Give children the activity suggested (numbers from 1-5) and they work in groups of three. | |
|                     | Say good bye with the song “Yellow, red and green” (Track 5) and “One, two, three” (Track 6). | Teacher says Good bye singing 2 songs | |
LESSON PLANING  
UNIT N° 1: THE SCHOOL  
CONTENT N° 1.2.: COLOR AND NUMBERS  
INSTITUTION: ____________________________  
TEACHER: ____________  
SUBJECT: ENGLISH

OBJECTIVE: To Recognize number from 6 to 10 through games

TIME: 30 minutes

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</thead>
</table>
| To name numbers from 6 to 10 | Colors and numbers | Say Hello, How are you today?  
Sing the song "One, two, three" (Track 6)  
Show pictures from 6 to 10.  
Play a game: Clap, Clap. e.g. Clap 5 times and ask them: T: What number is this? T/St: It’s number 5 and goes on. T: Now, How many fingers are in my hand? St: (five).  
Children color numbers from 6 to 10.  
Say good bye | Greet to the children  
Children practice a song making a circle  
Introduce the topic using pictures and children repeat the vocabulary at least three times.  
Introduce a game. Asks each child what they have to do.  
Children work in groups and make the activity suggested. | *CD  
*CD player  
*Pictures  
*Duck pictures  
*Suggested activity # 6, (annex) | *Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Listening  
*Speaking  
*Intonation  
*Dynamism |
**LESSON PLANING**  
**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.2.: COLOR AND NUMBERS**  
**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To reinforce colors vocabulary through a story.  
**TIME:** 30 minutes

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</thead>
</table>
| To develop listening skill and comprehension sub skill. | **Listening and answer**  
Say children Good Morning, How are you?  
Sing the new song "Ten little cookies" (Track 7)  
Show the short story: Color the rainbow" | **Greet to the children**  
Children practice a song making a circle and they repeat the song three times; first teacher sing the song with them then children sing alone.  
Ask children: sit down on the floor making a circle. Teacher show the story on TV, then explain the story using storyboard. At the same or at the end teacher asks questions about the story. | **CD**  
* CD player  
* Short story # 1: "Color the rainbow"  
* Television  
* DVD player | **Listening**  
* Comprehension  
* Understanding  
* Participation  
* Vocabulary  
* Pronunciation  
* Speaking  
* Intonation |
### LESSON PLANING

**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.2.: COLOR AND NUMBERS**  

**INSTITUTION:** __________________________  
**TEACHER:** ________________  
**SUBJECT:** ENGLISH  

**OBJECTIVE:** To reinforce vocabulary through activities.  
**TIME:** 30 minutes

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<th>METHODOLOGY</th>
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</table>
| To write numbers from 1 to 10. | Counting numbers | Say Hello Boys and girls. How are you?  
Sing the song “Ten little cookies” (Track 7)  
Game: Draw 10 stairs on the board. Inside of each stair draws objects classroom (depending of the number)  
e.g. Stair # 1: an eraser  
Stair # 2: two scissors.  
Ask children:  
T: What’s number is this?  
If the answer is correct gives him/her a start (depending of the number).  
Repeat the numbers together at least twice.  
While they work asks a child: What number is this?  
Say Good bye children. | Greet to the children  
Children practice a song in their sits and children repeat the song.  
Introduce a game. Asks each child what they have to do.  
Choose a child and ask him/her about numbers  
Distribute suggested activity to each child. Children follow instructions.  
Children work in pairs in their activities. | *CD  
*CD player  
*Board  
*Chalk  
* Suggested activity #7 (annex) | *Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation |
**LESSON PLANING**  
**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.2.: COLOR AND NUMBERS**  
**INSTITUTION: _______________________ TEACHER: ____________ SUBJECT: ENGLISH**  
**OBJECTIVE: To review colors and numbers by a game and activities. TIME: 30 minutes**

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</thead>
</table>
| To reinforce last vocabulary (objects classroom) | Colors and numbers review I | Greet children Hello kids. How are you? | Greet children in group and individually. | *Board  
*Charts  
*Chats(each group)  
*Suggested activity # 8 (annex)  
*Crayon | *Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation |
|                     |                   | On the board paste charts (e.g. chart #1: two scissors, chart # 2: five erasers). | Introduce the topic using pictures and children repeat the vocabulary at least three times. |                     |                         |
|                     |                   | Divide the class in groups and distribute chart from 1 to 10. The first group put numbers in the correct order as charts win. | Introduce a game. Asks each child what they have to do. |                     |                         |
|                     |                   | Game: Distribute the activity suggested: a) children color copies of the ice cream (indicating specific colors) b) Children paste the copies by numbers. | Children work in pairs in their activities. |                     |                         |
|                     |                   | Say good bye kids. | Teacher says Good Bye |                     |                         |
**LESSON PLANING**

**UNIT N° 1: THE SCHOOL**

**CONTENT Nº 1.2.: COLOR AND NUMBERS**

INSTITUTION: ___________________  TEACHER: ____________  SUBJECT: ENGLISH

**OBJECTIVE:** To develop how they follow instructions through a craft work.  **TIME:** 30 minutes

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</thead>
</table>
| To review colors and number. | Greet children Hello .How are you? | Greet children | *CD  
  *CD player  
  *Color paper  
  *Scissors  
  *Glue stick  
  *Pencils  
  *Ball Play  
  *Dough | *Listening  
  *Understanding  
  *Participation  
  *Vocabulary  
  *Pronunciation  
  *Speaking  
  *Intonation |
| Colors and numbers review II | Children make a craft work: Mini color tree. Give them color paper .Kids cut leaves tree. On each leaf they write number from 1 to 8. E.g. green leaf number 1, yellow leaf number 2, at least they will cut 8 leaves. Paste each leaf in a piece wire then introduce the wire into a play dough ball. Review the numbers | Put some music while children work in their following activities. Teacher make the craft work with the children and explain them step by step. | |
| | Say Good bye children. | When children finish, review numbers that they wrote down before. | |
| | Teacher say Good Bye | |

**METHODOLOGY:***

- Greet children
- Put some music while children work in their following activities.
- Teacher make the craft work with the children and explain them step by step.
- When children finish, review numbers that they wrote down before.
<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To name different objects.</td>
<td>What can you see?</td>
<td>Say to the children: Hello. Good Morning. How are you today? Introduce the senses topic. On the board, write: (point to your eyes); I see with my eyes. T: Close your eyes. What do you see? T/ST: Nothing T: Open your eyes. Look at the things on the table. What do you see now? St: I see a (book) Introduce other vocabulary T: What’s this? T/ST: It’s a nose. I smell with my nose. Repeat the question. Children answer by themselves. Say Good Bye boys and girls.</td>
<td>Greet children Explain to the children that we have 5 senses and the importance of each one. While you give them the explanation, show chart of the 5 senses. Repeat the new vocabulary: eyes, ears, mouth, etc. Put 5-8 classroom objects of different colors on a desk visible to all students. Name each item and children repeat. Children take turns naming the objects. Put a picture in the board. Ask questions individually. Repeat the questions in order to reinforce the vocabulary.</td>
<td>*Charts *Classroom objects *Shapes figures</td>
<td>*Pronunciation *Vocabulary *Memorization *Understanding</td>
</tr>
</tbody>
</table>
## LESSON PLANING

**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.3.: SENSES**  

**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  

**OBJECTIVE:** To identify objects by smell.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To recognize the meaning of the words “Good” or “Bad” | Does it smell good? Say to the children: Good Morning. How are you? Introduce the song "Did you ever see a horse fly" (track 8) Children smell every thing. Then, indicate to the children: Close your eyes. Choose a kid and ask: Smell, Now, What’s this? Repeat with other kids. Ask children: T: Smell the (perfume). Does it smell good or bad? It smell (good) T: Let’s write (perfume) on the good (side). Children draw a picture of something that smell good. Say Good Bye Children | Greet children Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone. Teacher uses realia technique in this topic. Bring to the class different things that children can smell for example perfume, soap, onion, flower, alcohol, etc. Hold up and name each item one at a time. Divide the board in 2 sides. One side it’s called Good the other Bad. Using the same things. Ask a volunteer come up to smell each item. Children make their activity working individually | *CD  
*CD player  
*Chalk  
*Board  
*Perfume  
*Soap  
*Onion  
*Flower  
*Alcohol  
*Paper | *Pronunciation  
*Vocabulary  
*Memorization  
*Understanding  
*Creativity  
*Dynamism |
## LESSON PLANING

**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.3.: SENSES**

<table>
<thead>
<tr>
<th>INSTITUTION: ______________________________________</th>
<th>TEACHER: ___________</th>
<th>SUBJECT : ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVE: To identify different sounds through objects that make sounds</td>
<td>TIME: 30 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To compare soft and loud sound. | **What's do you hear?**  
Start the class, singing the song “Good Morning” Track 1  
Repeat the new vocabulary.  
Ask children to close their eyes and ring a bell.  
T: What's this?  
ST: The bell  
Ring the bell again.  
T: I hear the bell. I hear the bell with my ears. Repeat everybody.  
Now, Is it the bell sound soft or loud?  
Children draw the picture of the sound for example a dog, a car, etc. and ask:  
What’s do you hear?  
Sing the song “Did you ever see a horse fly” (Track 8)  
Say Good Bye children. | **Greet children singing a song and everybody stand up.**  
Put an ear picture and explain we heard loud and soft sounds by our ears.  
Introduce objects that make sounds (bell, can, a toy piano, a clock, a cell phone.  
Make the activity with the others items.  
Children work in groups of three and draw their activity | *CD  
*CD player  
*Picture  
*Objects that make sounds(bell, can, toy piano, clock, cell phone)  
*Pages | * Pronunciation  
*Vocabulary  
*Memorization  
* Understanding  
*Listening  
*Sounds Recognition |

*CD player  
*Picture  
*Objects that make sounds(bell, can, toy piano, clock, cell phone)  
*Pages  
* Pronunciation  
*Vocabulary  
*Memorization  
* Understanding  
*Listening  
*Sounds Recognition
# LESSON PLANING
**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.3.: SENSES**

**INSTITUTION:** ____________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH

**OBJECTIVE:** To identify different tastes through real examples  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To describe food with their correct tastes. | Say to the children Good Morning. How are you?  
Introduce the song “Do you ears hang low” (Track 9)  
Ask children: Point to your tongue  
T: What’s this?  
T/ST: It’s a tongue. I taste with my tongue. Repeat again.  
Ask them again:  
T: Taste the lemon. How does it taste?  
T/ST: It tastes sour.  
T: the lemon taste sour. Repeat.  
Let’s write lemon in the sour column.  
Say Good Bye children | Greet children  
Practice the song.  
Show a picture of a tongue and explain that exist different tastes: sweet, salty, sour.  
Prepare a basket with the 3 tastes. (Lemon, cookies, candies, salt; etc)  
Divide the board in 3 sections: sweet, salty and sour. Give to the children a piece of a lemon and questions. Repeat the same procedure with the other examples. | *CD  
*CD player  
*Board  
*Picture  
*Chalk  
*Candies  
*Lemons  
*Salt  
*Cookies  
*Papers  
*Crayons  
*Glue stick | *Pronunciation  
*Vocabulary  
*Memorization  
*Understanding  
*Creativity |
<table>
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<th>SPECIFIC OBJECTIVE</th>
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<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognize different textures (sofa, hard, rough...) through touch.</td>
<td>Touching objects</td>
<td>Say to the children: Hello everybody. How are you today? Introduce the touch sense topic. Making an experiment: Ask to the children: T: What’s this T/ST: It’s a feather. T: Did you feel good or bad? T/ST: I feel good. Repeat everybody. Hold up and name each of the following items: rock, piece of cotton, sandpaper, ribbon. T: This is a rock. It feels hard. Repeat everybody. How does it feel, hard or soft? Kids make a collage by pasting a variety of textured items on their cardboard. Say Good Bye to the children.</td>
<td>Greet children Paste on the board picture of the touch sense and explain the importance of this one. Touch all the children with a feather in their arms. Children have to feel this sensation. Make a circle and sit all children on the floor. Hold up and name items. Have children repeat after you. Pass the objects around the circle one at a time. Identify and describe each object as you pass it around the circle. Make the same procedure with the others objects. Give children a piece of cardboard. They work in groups of three.</td>
<td>*CD *CD player *Picture *Chalk *Feather *A rock *A piece of cotton *A sandpaper *A ribbon *A teddy bear *A crayon *Cardboard *Glue stick</td>
</tr>
</tbody>
</table>
### Lesson Planing

**Unit No. 1: The School**  
**Content No. 1.3.: Senses**

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Teacher:</th>
<th>Subject:</th>
<th>Time: 30 minutes</th>
</tr>
</thead>
</table>

**Objective:** To review the senses through activities.

<table>
<thead>
<tr>
<th>Specific Objective</th>
<th>Lesson Activities</th>
<th>Methodology</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| To review senses vocabulary through examples, activities and games | Say to the children: Hello. How are you?  
Review the senses topic and ask children:  
T: What are these? ST: They're eyes.  
T: What color are the eyes? ST: They're green  
T: What color are your eyes? ST: My eyes are brown.  
Point to the picture 2  
T: Some people wear glasses. Glasses help them see. Point to the picture 3  
T: What do you see? ST: a (red) (triangle) | Greet children  
Show the chart activity (suggestion activity) and ask question. Repeat the same procedure with the others examples. | * Suggested Chart # 9 (annex)  
* Pieces of cardboard  
* Crayons  
* Balls cotton  
* Different scents  
* Fruit salad | * Vocabulary  
* Memorization  
* Understanding  
* Pronunciation  
* Creativity  
* Listening  
* Participation |

Ask children:  
T: Does it smell good or bad?  
ST: It smells good.  
T: Find the flower that smells the same.  
After the activity ask children:  
T: What food did you like?  
ST: (The potato chips)  
T: How do they taste?  
Say Good Bye children.  
Teacher says Good Bye.
<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To review senses</td>
<td>Senses</td>
<td>Say Hello: Good Morning Children. How are you today?</td>
<td>Greet children</td>
<td>*CD *CD player *Fruits *Plastic plates</td>
<td>* Speaking *Vocabulary *Memorization *Understanding * Pronunciation * Creativity * Listening *Participation</td>
</tr>
<tr>
<td>vocabulary</td>
<td></td>
<td>Sing the song &quot;Did you ever see a horse fly&quot; (Track 8)</td>
<td>Children singing the song giving claps</td>
<td></td>
<td></td>
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<tr>
<td>through examples,</td>
<td></td>
<td>Ask children: T: What’s this? St: It’s an apple. T: How does it taste? ST: It taste (sweet)</td>
<td>Get ready a fruit salad .Make a circle. Sit the children on the floor and give them pieces of each fruit. Repeat the same procedure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities and</td>
<td></td>
<td>*At the end enjoy a fruit salad.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>games</td>
<td></td>
<td>Say Good Bye with the song &quot;Good Bye&quot; Track 2</td>
<td>Teacher says Good Bye</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECIFIC OBJECTIVE</td>
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<td>METHODOLOGY</td>
<td>RESOURCES</td>
<td>EVALUATION</td>
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</tbody>
</table>
| To review senses vocabulary through examples, activities and games. | Senses review III  
Say children: Good morning. How are you today?  
Ask questions:  
T: What’s this?  
ST/T: It’s a hand  
T: I fell with my hands. Repeat. Look picture 1  
T: the girl is touching the wall. It feels rough. What’s she using?  
T/ST: She’s using her hand. Choose some volunteer in order to match pictures according to the texture.  
Ask them again:  
T: What surface or object did you touch?  
St: The wall or My desk.  
T: How do you feel that object?  
Hard or soft?  
St: I feel hard?  
Show and read the short story # 2 “the painting elves”  
Say Good Bye children | Greet children  
Draw in the board some pictures  
(suggested chart) | *Board  
*Chalk  
*Suggested chart # 10  
*Story # 2  
*TV  
*DVD player | *Vocabulary  
*Listening  
*Memorization  
*Understanding  
*Pronunciation  
*Participation |

Other resources and evaluation methods may also be included as per the lesson plan requirements.
LESSON PLANING
UNIT Nº 1: THE SCHOOL
CONTENT Nº 1.3.: SENSES

INSTITUTION: ___________________________ TEACHER: ____________ SUBJECT: ENGLISH

OBJECTIVE: To review the senses through activities. TIME: 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To review senses vocabulary through examples, activities and games.</td>
<td>Senses (review IV)</td>
<td>Say Hello Children. How are you? Sing the song “Did you ever see a horse fly” (Track 8) While you make the popcorn explain and ask children: T: What do you hear? St: The popcorn T: We can hear popcorn popping. What are we using? T/St: We use hears. Repeat T: Can you smell the popcorn? St: yes. T: What are we using? St: Our nose. Repeat. Make the same procedure with the rest of the senses. Children eat pop corn</td>
<td>Greet children Children make a circle and practice the song Make popcorn to review all senses.</td>
<td>* Pop corn Machine * Plastic plates * Pop corn * Salt * CD * CD player</td>
</tr>
</tbody>
</table>

Greet children

Serve to children popcorn

Teacher says Good Bye singing the song.
**LESSON PLANING**  
**UNIT N° 1: THE SCHOOL**  
**CONTENT Nº 1.4.: SCHOOL WORKERS**  
**INSTITUTION:** ___________________________  
**TEACHER:** ___________________________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To review classroom objects through a game  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify school workers.</td>
<td>Say Hello Children. Good Morning.</td>
<td>Greet children</td>
<td>* School items  * Chalk  * Board  * Chart</td>
<td>* Speaking  * Listening  * Pronunciation  * Understanding  * Vocabulary  * Participation</td>
</tr>
<tr>
<td>Reinforce classroom objects with a game.</td>
<td>Display some school items around the classroom like a pencil, book, crayon, chalk, etc.</td>
<td></td>
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<tr>
<td>Introduce the school worker topic and ask:</td>
<td>Write on the board team 1,2,3,4 or 5. Divide the class in 4 or 5 teams. Ask one team to come to the front of the class. Whisper a command just to one kid of the team, then he whispers to other kids and so on; if the last kid performs the action correctly, team wins a point. Give children commands to the following: Put the book on the desk Put the crayon on my desk.</td>
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</tr>
<tr>
<td>T: * At the school we have librarian, nurse, gardener, school driver. Did you know where can find the nurse? Did you know her name? Ask for the other people.</td>
<td>Show a chart where children help to the teacher to clean up the classroom. Explain what children doing and that exist people who help us at school. Teacher ask questions</td>
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</tr>
<tr>
<td>Say Good Bye Children</td>
<td>Teacher says Good Bye</td>
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</tbody>
</table>

- *Speaking*  
- *Listening*  
- *Pronunciation*  
- *Understanding*  
- *Vocabulary*  
- *Participation*
## LESSON PLANING

**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.4.: SCHOOL WORKERS**

**INSTITUTION:** ____________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH

**OBJECTIVE:** To identify the job’s teacher.

**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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</thead>
<tbody>
<tr>
<td>To develop speaking and listening vocabulary by a poem.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
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</thead>
<tbody>
<tr>
<td>What do teachers do?</td>
<td>Say Hello Children. How are you? Children identify different activities that teacher does. Ask question to the children for example: T: Point to the teacher. Who is she? T/St: She is a teacher. T: Teacher helps you to learn. What do teachers do? T/St: Teacher help us to learn T: Where do teachers work? T/St: teacher work in the classroom and use many things to work. Introduce a poem # 6 “Number one teacher”</td>
<td>Greet children Paste on the board pictures of school worker. Repeat the questions.</td>
<td><em>Pictures</em>  <em>Poem # 6</em></td>
<td><em>Speaking</em>  <em>Listening</em>  <em>Pronunciation</em>  <em>Understanding</em>  <em>Vocabulary</em>  <em>Participation</em></td>
</tr>
<tr>
<td>Say Bye children. Take care.</td>
<td></td>
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</tr>
</tbody>
</table>

**METHOD:** The teacher is the main actor in the lesson. The students are encouraged to participate actively. The teacher uses various methods to engage the students and make the lesson more interesting and interactive. The teacher uses visual aids like pictures and poems to make the lesson more engaging. The teacher also uses questions to assess the students’ understanding of the lesson. The teacher offers feedback and encouragement to the students to motivate them to participate. 

**RESOURCES:**  
- Pictures  
- Poem # 6  

**EVALUATION:**  
- Speaking  
- Listening  
- Pronunciation  
- Understanding  
- Vocabulary  
- Participation
## LESSON PLANNING

### UNIT N° 1: THE SCHOOL

#### CONTENT Nº 1.4.: SCHOOL WORKERS

**INSTITUTION:** ________________________________  **TEACHER:** ____________  **SUBJECT :** ENGLISH

**OBJECTIVE:** To name scholar workers by questions and answers.  **TIME:** 30 minutes

<table>
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<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To review vocabulary of scholar workers</td>
<td>The wheels on the bus. Say Hello Children. Practice the poem # 6 &quot;Look, this is the bus&quot; Introduce the song “The wheels on the bus”. (Track 10) Reinforce vocabulary of the last class. Game: Rise up the card. Say Bye Children.</td>
<td>Greet children Children practice the poem by themselves. Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone Paste the scholar worker pictures. Repeat vocabulary Ask children whose he/she? And what she/he does. Elaborate and give children cards of the scholar workers and explain they have rise up the correct card when you ask. T: Rise up the nurse. Point to the nurse What she doing? And so on.</td>
<td>*Poem # 6 *CD *CD player *Pictures *Cards</td>
<td>* Speaking * Listening *Pronunciation *Understanding *Vocabulary *Participation</td>
</tr>
</tbody>
</table>

### RESOURCES

- *Poem # 6*
- *CD*
- *CD player*
- *Pictures*
- *Cards*

### EVALUATION

- Speaking
- Listening
- Pronunciation
- Understanding
- Vocabulary
- Participation
**LESSON PLANING**  
**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.4.: SCHOOL WORKERS**  

**INSTITUTION:** ________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  

**OBJECTIVE:** To identify school locations through a school tour.  
**TIME:** 30 minutes  

<table>
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<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>EVALUATION</th>
</tr>
</thead>
</table>
| To review school workers through a school tour. | Who’s he? | Say Hello children. How are you?  
Sing the song “the wheels on the bus” (Track 10)  
Children take a tour around the school and ask questions while they stop in an specific office for example.  
T: What’s your name?  
T: Ms. (name) is a secretary. Secretaries work in the office. Secretaries answer phones. Follow the same procedure with librarian/read books, gardener/water the plants. Etc.  
Reinforce again the new vocabulary asking questions about the topic.  
T: Who’s this?  
Close your eyes and put a way a picture, then ask them who’s missing? | Greet children  
Children stand up and make a circle, they sing the song.  
Take children on a tour of the school to visit the following places: office, library, playground, nurse’ office. Children identify where each school worker work and what they do.  
Paste the pictures of scholar workers and ask questions. | *CD  
*CD player  
*Pictures | * Speaking  
* Listening  
*Pronunciation  
*Understanding  
*Vocabulary  
*Participation |

*Teacher says Good Bye*
**LESSON PLANING**  
**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.4.: SCHOOL WORKERS**  
INSTITUTION: ___________________ TEACHER: ____________ SUBJECT : ENGLISH  
OBJECTIVE: To review school worker vocabulary through activities.  
TIME: 30 minutes

<table>
<thead>
<tr>
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</thead>
</table>
| To recognize school worker by their names. | Jobs at school | Say Good Morning Kids  
Activity: Children draw and color a school worker.  
Children describe their work. Teacher asks them.  
T: Who’s he/she? St: She’s the nurse.  
T: What’s her name? St: Her name is (Name).  
T: What do nurses do? St: Nurses take care of us.  
T: Where do nurses work? St: Nurses work in the nurses’ office.  
Say Good Bye Children. | Greet children  
Divide the class in 5 groups.  
Assign a different school worker.  
Give children a small piece of paper to draw and color a picture of their assigned school worker then kids cut their pictures and paste them of a banner (previously elaborated by the teacher).  
Display the banner in the classroom. | *Pieces of paper  
*Pencils  
*Crayons  
*Scissors  
*Glue stick  
*Banner | * Speaking  
* Listening  
* Pronunciation  
* Understanding  
* Vocabulary  
* Participation  
* Creativity |
# LESSON PLANING

**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.4.: SCHOOL WORKERS**  

**INSTITUTION:_________________________**  
**TEACHER: ____________**  
**SUBJECT : ENGLISH**  

**OBJECTIVE:** To review workers tools through activities.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
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<th>METHODOLOGY</th>
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<th>EVALUATION</th>
</tr>
</thead>
</table>
| To identify other kind of tools. | Helping hands at school | Say Hello Boys and girls.  
Practice the song "I’m h-a-p-p-y"(Track 11)  
Teacher ask questions:  
T: What's this?  
St: It's a book.  
T: Who uses a book?  
St: Teachers use books.  
Children work in their suggested activity.  
Say Good Kids. I’ll see you tomorrow. | Greet children  
Children stand up and make a circle, they sing the song.  
Children make a circle on the floor.  
Put tool cards in a bag. Children take out a card from the bag.  
Give children the suggested activity # 18 they color tools that correspond to the correct worker. While they work make questions about the activity.  
Teacher says Good Bye | *CD  
*CD player  
*Cards  
*Bag  
*Suggested activity # 11  
*Crayons | *Speaking  
*Listening  
*Pronunciation  
*Understanding  
*Vocabulary  
*Participation  
*Creativity |
**LESSON PLANING**  
**UNIT N° 1: THE SCHOOL**  
**CONTENT N° 1.4.: SCHOOL WORKERS**

<table>
<thead>
<tr>
<th>INSTITUTION: ____________________________</th>
<th>TEACHER: ____________</th>
<th>SUBJECT : ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE</strong>: To identify school workers by games.</td>
<td><strong>TIME</strong>: 30 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop motor skills</td>
<td>School is fun</td>
<td>Say Hello. Good Morning.</td>
<td>Greet children</td>
<td>*Suggested activity # 12 *Crayons *Scissors *Glue stick *Stapler *Strip paper</td>
<td>*Speaking *Listening *Pronunciation *Understanding *Vocabulary *Participation *Creativity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give children the suggested activity # 19.</td>
<td>Children color the picture and cut along the dotted lines. They mix and match the halves. Children paste the picture in a piece of paper.</td>
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<td></td>
<td></td>
<td>Kids imitate the school worker.</td>
<td>Give each child a strip of paper and staple it together to make a headband. They write their names inside the headband. Children choose a school worker card and clip it to his or her headband.</td>
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<td></td>
<td></td>
<td>Say Bye Boys and Girls.</td>
<td>Teacher says Good Bye</td>
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</tr>
<tr>
<td>SPECIFIC OBJECTIVE</td>
<td>LESSON</td>
<td>ACTIVITIES</td>
<td>METHODOLOGY</td>
<td>RESOURCES</td>
<td>EVALUATION</td>
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<tr>
<td>To follow instructions by games</td>
<td>school workers (review)</td>
<td>Say Hello Children. Sing the song “I’m h-a-p-p-y” (Track 11) Review the school worker vocabulary Game: simulation (inside the city). Children follow instructions. Example. Group 1: Go to the library. T: Where group 1 went? S: They go to the library. Change instructions in order children follow commands. T: Group 1: first go to the library, next go to the office and then go to the classroom. Say Good Bye. Take care.</td>
<td>Greet children Children stand up and make a circle, they sing the song. Paste on the board places where they can find school workers. Practice the vocabulary. Paste each place in different location of the classroom. (E.g. next to the door = the library). Divide the class in groups and ask commands</td>
<td>*CD *CD player *Pictures</td>
<td>* Speaking * Listening *Pronunciation *Understanding *Vocabulary *Participation * Creativity</td>
</tr>
<tr>
<td>SPECIFIC OBJECTIVE</td>
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<td>ACTIVITIES</td>
<td>METHODOLOGY</td>
<td>RESOURCES</td>
<td>EVALUATION</td>
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</tr>
<tr>
<td>To recognize shapes.</td>
<td>Good Morning Family</td>
<td>Greet children Hello Good Morning. Introduce the “big family” poem Show flashcards about family members. Show flashcards about shapes. Children draw and color each shape Say Good Bye children.</td>
<td>Greet children Repeat the poem at least three times. Introduce the topic and children repeat the vocabulary several times. Explain and repeat each vocabulary. Repeat the vocabulary Children work in pairs in their activities. Teacher says Good Bye</td>
<td>* A poem #1 (annex) * Flashcards (family) * Flashcards (shapes) * Crayons * Pencils * Sheets paper</td>
<td>* Listening * Understanding * Participation * Vocabulary * Pronunciation * Speaking * Intonation * Drawing</td>
</tr>
</tbody>
</table>
**LESSON PLANING**  
**UNIT N° 2: THE FAMILY**  
**CONTENT N° 2.1.: MY FAMILY**  
**INSTITUTION: _______________________________**  
**TEACHER: ____________**  
**SUBJECT: ENGLISH**  
**OBJECTIVE:** To recognize family members’ vocabulary in phrases.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To review shapes through an activity. | She’s my mother | Say children Good Morning. How are you today?  
Review family members and explain:  
She is the mother.  
Shows the family together and ask:  
T: Who is she/he?  
T/St: She is the mother.  
T: Now, point the mother.  
Review the vocabulary of shapes.  
Suggested activity: connect the dots  
Coloring shapes:  
Circle= Red  
Triangle= Blue and go on.  
While children work in their tasks ask them:  
T: What shape is this?  
T/St: This is a circle.  
Point the circle.  
Say Good Bye children. | Greet children individually  
Make a review of the last topic and repeat the vocabulary.  
Paste a chart on the board about the family together and ask questions. Repeat phrases. Ask each child.  
Repeat the vocabulary two times.  
Children work in pairs in their activities. | *Flashcards (family)  
*Chart (family together)  
*Charts (shapes)  
*Crayons  
*Suggested activity # 13 (annex)  
Pencils | *Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation  
*Coloring |
**LESSON PLANING**

**UNIT N° 2: THE FAMILY**

**CONTENT Nº 2.1.: MY FAMILY**

**INSTITUTION:** _______________________________________ **TEACHER:** ____________ **SUBJECT:** ENGLISH

**OBJECTIVE:** To draw shapes through games. **TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify phrases like this is a red triangle.</td>
<td>Greet children Hello Good Morning. Review shapes topic. Give children shapes made of paper (one shape for each kid). Children must to find his/her partner asking who else have de same shapes. E.g. ST 1: I have a red triangle and you? ST 2: Yes, I have a red triangle. Make a competence: They have to draw the shape indicated .The first child that finish it will be the winner.</td>
<td>Greet children Repeat the vocabulary. Children have to describe each his/her shape to all class. E.g. This is a red triangle. Introduce a game: Choose 5 volunteer. Asks each child what they have to do.</td>
<td><em>Flashcards</em> <em>Paper shapes</em></td>
<td><em>Listening</em> <em>Understanding</em> <em>Participation</em> <em>Vocabulary</em> <em>Pronunciation</em> <em>Speaking</em> <em>Intonation</em> <em>Group work</em> <em>Drawing</em></td>
</tr>
</tbody>
</table>

Say Good Bye children

Teacher says Good Bye
<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop listening skill through a story.</td>
<td>Let's point to my family</td>
<td>Say Good Morning children. Questions about the family. T: Who is she? T/St: She is the mother. Repeat. Make the same procedure. Introduce the song “my family” (Track 12). Show the short story: “Three bears”</td>
<td>Greet children Show flashcards of the family and ask questions Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone. Make a circle, show and read them a short story and ask questions about it.</td>
<td>*Flashcards *CD *CD player *Chart *Suggested story #3 “three bears” (CD: short stories) *TV *DVD player</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Say Good Bye</td>
<td>Teacher says Good Bye singing the song good bye to you.</td>
<td></td>
</tr>
</tbody>
</table>
**LESN PLANING**

**UNIT N° 2: THE FAMILY**

**CONTENT N° 2.1.: MY FAMILY**

**INSTITUTION:_________________________**  **TEACHER: ____________**  **SUBJECT: ENGLISH**

**OBJECTIVE:** To identify members’ family through games.

**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To write the names of family members.</td>
<td>Greet children Hi. How are you? Review family vocabulary. Play a game: Make mimic to represent family members e.g. Baby = cry. Children guess who’s the family member. Choose some children. They do mimics to guess the member of his/her family. Draw the family members and write down the names (at least 5 times). Say Good bye children.</td>
<td>Greet children Repeat family vocabulary. Asks each child what they have to do.</td>
<td>*Flashcards(the family) *Card (the family) *Sheets paper *Pencils</td>
<td>*Listening *Understanding *Participation *Vocabulary *Pronunciation *Speaking *Intonation *Working group</td>
</tr>
</tbody>
</table>

*Teacher says Good Bye*
**LESSON PLANING**
**UNIT Nº 2: THE FAMILY**
**CONTENT Nº 2.1.: MY FAMILY**

**INSTITUTION:** ________________________________________  **TEACHER:** ____________  **SUBJECT:** ENGLISH  
**OBJECTIVE:** To identify the family vocabulary through a poem.  **TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To reinforce numbers from 1- 10 | This is my family | Greet Hello Good Morning. Sing the song “my dad”(Track 13) Introduce the suggested poem. Game: “Numbers”. Two (different side of the board) Kids write the number 1 in the board, choose two more kids write number 2 and go on. Then every kid goes to the board and joins by dots the similar numbers. Say Good bye children. | Greet children Children practice a song dancing it and they repeat the song three times; first teacher sing the song with them then children sing alone. Children stand up and practice the poem. Divide boys and girls, boys repeat the poem then girls. Review numbers and play the game. | *CD  
*CD player  
*Poem # 2 “this is my family”  
*Chalk  
*Board | *Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation  
*Dynamism |
# Lesson Plan

**Unit No. 2: The Family**  
**Content No. 2.1.: My Family**  
**Institution:** ___________________________  
**Teacher:** ____________  
**Subject:** English

**Objective:** To review the family vocabulary by games.  
**Time:** 30 minutes

<table>
<thead>
<tr>
<th>Specific Objective</th>
<th>Lesson</th>
<th>Activities</th>
<th>Methodology</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| To identify verbs like walk and run. | Walk and run | Greet children Hello How are you today”  
Children say the poem # 2 “this is my family”  
Play a game:  
Show verbs: Walk, run, stop.  
Says to group # 1: Walk around the classroom. Group # 2: Run around the classroom and indicate when they have to stop the activity.  
“Come on everybody”:  
T: Come on group #1 and bring me the father.  
Make the same procedure and mention all the members of the family.  
Say Good bye children | Greet children  
Practice the poem.  
First show children flashcard about verbs and practice them and then play the game. | *Family cards  
*CD  
*CD player.  
*Poem # 2 | *Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation  
*Dynamism  
*Group work  
*Competence |
| Teacher says Good Bye with the song “My dad”.(track 9) |
**LESSON PLANING**  
**UNIT N° 2: THE FAMILY**  
**CONTENT Nº 2.1.: MY FAMILY**

**INSTITUTION:** __________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  
**TIME:** 30 minutes

**OBJECTIVE:** To review vocabulary through activities.

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To review numbers and classroom objects | My family (review) | Greet children Hello. How are you? Ask the following questions to the children:  
T: What number is this?  
St: This is number (four)  
Make the same procedure  
Game: Divide the class in groups. Each group has to find school objects into the classroom.  
E.g.  
T: Group # 1 find four red crayons, tree books, etc.  
Questions to the children: “Show me her/his parents” and go on.  
Ask children:  
Look at the families  
How many families are there?  
How many mothers are there?  
How many girls are there?  
Children color an activity about families  
Say Good bye children. | Greet children  
Show flashcard (numbers) to the children and ask questions.  
Asks each child what they have to do.  
Show a chart with different couple of parents (suggested drawing). Children have to find which couple of parents belong their children and ask them “Point to the girl”.  
Children color an activity in group of four.  
Say Good bye children. | "Flashcards (numbers)  
*Pencils  
*Books  
*Erasers  
*Glue stick  
*Scissors  
*Crayons  
*Chart  
*Suggested activity # 14 (annex)  
*Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation  
*Dynamism  
*Motor skills |
### LESSON PLANING
### UNIT N° 2: THE FAMILY
### CONTENT N° 2.2.: THE HOUSE

<table>
<thead>
<tr>
<th>INSTITUTION: ___________________________________</th>
<th>TEACHER: ____________</th>
<th>SUBJECT : ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECTIVE: To identify kind of houses through an activity</td>
<td>TIME: 30 minutes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
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<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognize differences of a house or a flat.</td>
<td>Is it a house or a flat?</td>
<td>Greet children</td>
<td>* Charts  * One lunch bag for each student.  * Large square for roof.  * Different shapes for decorating newspaper or something for stuffing bags</td>
<td>*Vocabulary  *Speaking  *Memorization  *Understanding  *Pronunciation  *Creativity  *Listening  *Participation</td>
</tr>
<tr>
<td>Say Good Morning. How are you today?</td>
<td>Introduce the House topic Children make craft work: A House.</td>
<td>Show chart of different kind of house (flat and house). Explain that some families live in different kind of house.</td>
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<tr>
<td>Activity: Decorating houses</td>
<td>Each child decorates the house. Teacher gives them a bag. They draw on their bags and use shapes to decorate. Children work in groups of three.</td>
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<tr>
<td>Say Good bye children.</td>
<td>Teacher says Good Bye</td>
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</tbody>
</table>
**LESSON PLANING**
**UNIT N° 2: THE FAMILY**
**CONTENT N° 2.2.: THE HOUSE**

**INSTITUTION:** ____________________________  **TEACHER:** ______________  **SUBJECT:** ENGLISH

**OBJECTIVE:** To recognize different parts of a house.  **TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To identify new vocabulary like sofa, television, etc.. | This is my house | Say to the children: Hello. Good Morning. How are you? Introduce the song “A House” Track 14 Introduce new vocabulary about the house topic and ask questions: This is the living room. In the living room, we watch television. In the kitchen, we prepare our meals. Ask to children again: Where’s the father? He is in the living room. Where’s the mother? In the living room we have many things: sofas, television, coffee table, carpets. Say Good bye children. | Greet children individually Children make a circle on the floor in order to practice the song. Show flashcards about family members. Show a house chart and explain to the children how our house is divided | *CD  
*CD player  
*Flashcards  
*Charts | *Pronunciation  
*Understanding  
*Vocabulary  
*Participation  
*Listening |

*Teacher says Good Bye*
**LESSON PLANING**  
**UNIT Nº 2: THE FAMILY**  
**CONTENT Nº 2.2.: THE HOUSE**  

**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  

**OBJECTIVE:** To identify part of a house through an activity  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
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</thead>
</table>
| To name the kitchen vocabulary. | Things in my house | Say children Good morning. How are you today?  
Sing the song "A House" (Track 14)  
Review vocabulary  
Children draw and color objects that they have in their living room and kitchen. | Greet children individually  
Children practice a song making a circle. Children repeat the song three times; first teacher sing the song with them then children sing alone.  
Review the last vocabulary with flashcards and repeat each one of them. | *CD  
*CD player  
*Flashcards  
*Charts | *Pronunciation  
*Understanding  
*Creativity  
*Vocabulary  
*Participation  
*Listening |
| Say Good Bye to the children. |                   | Teacher says Good Bye                                                      |                                                                 |           |            |
**LESSON PLANING**

**UNIT Nº 2: THE FAMILY**  
**CONTENT Nº 2.2.: THE HOUSE**

**INSTITUTION:** __________________________  **TEACHER:** ____________  **SUBJECT:** ENGLISH

**OBJECTIVE:** To review vocabulary through games.  **TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>EVALUATION</th>
</tr>
</thead>
</table>
| To identify dinning room and bathroom vocabulary. | My Dinning room and my bathroom. | Say Good morning boys and girls.  
Children learn the poem # 3 "My house".  
Review kitchen vocabulary.  
Play a game: e.g. T: Draw a sofa or draw a television. Children draw a sofa so quickly and the first kids finished win.  
Introduce vocabulary: Dinning room and Bathroom.  
Say Good bye Boys and girls. | Greet children individually  
Practice the poem twice.  
Review kitchen vocabulary showing flashcards.  
Asks each child what they have to do. Children draw the correct picture then they color their own pictures.  
Practice the Dinning room and Bathroom vocabulary. Children repeat. | * Flashcards (kitchen)  
*Flashcards (Dinning room)  
*Flashcards (Bathroom)  
*Cardboard  
*Crayons  
Pencils  
*poem # 3 | *Pronunciation  
*Understanding  
*Creativity  
*Vocabulary  
*Dynamism  
*Participation  
*Listening |
### LESSON PLANING

**UNIT Nº 2: THE FAMILY**  
**CONTENT Nº 2.2.: THE HOUSE**

<table>
<thead>
<tr>
<th>INSTITUTION:</th>
<th>TEACHER:</th>
<th>SUBJECT: ENGLISH</th>
<th>TIME: 30 minutes</th>
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</table>

**OBJECTIVE:** To identify bedroom through a song

<table>
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<tr>
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<th>EVALUATION</th>
</tr>
</thead>
</table>
| To review the dinning room and bathroom vocabulary. | In my bedroom | Say Hello. Good Morning Kids. How are you?  
Review the poem # 3 "My house"  
Introduce the bedroom vocabulary.  
Sing the song “A house” (Track 14)  
Show flashcards about things in the bedroom.  
Play the game: Choose a card.  
Say Good Bye children. | Greet children  
Children stand up of their sits and practice the poem.  
Review the last vocabulary.  
Repeat the song twice  
Practice the vocabulary and repeat each one of them.  
Children pass the card so fast until teacher says Stop! The kid that has the card in his/her hands says the name. e.g. a sofa; and go on | *CD  
*CD player  
*Flashcards | *Pronunciation  
*Understanding  
*Creativity  
*Vocabulary  
*Dynamism  
*Participation  
*Listening |
## LESSON PLANING

**UNIT N° 2: THE FAMILY**  
**CONTENT N° 2.2.: THE HOUSE**

**INSTITUTION:** ___________________________  
**TEACHER:** _____________  
**SUBJECT:** ENGLISH  
**TIME:** 30 minutes

**OBJECTIVE:** To answer simple questions through games.

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To reinforce vocabulary.</td>
<td>Say Good Morning Children.</td>
<td>Greet children</td>
<td>*CD *CD player *Flashcards *Cards</td>
<td>*Pronunciation *Speaking *Understanding *Creativity *Vocabulary *Dynamism *Participation *Listening</td>
</tr>
<tr>
<td></td>
<td>Sing the song “A house” (Track 14)</td>
<td>Children practice a song making a circle and they repeat the song three times; first teacher sing the song with them then children sing alone.</td>
<td>*CD *CD player *Flashcards *Cards</td>
<td>*Pronunciation *Speaking *Understanding *Creativity *Vocabulary *Dynamism *Participation *Listening</td>
</tr>
<tr>
<td></td>
<td>Review all house vocabulary</td>
<td>Reinforce the all vocabulary using flashcards.</td>
<td>*CD *CD player *Flashcards *Cards</td>
<td>*Pronunciation *Speaking *Understanding *Creativity *Vocabulary *Dynamism *Participation *Listening</td>
</tr>
<tr>
<td></td>
<td>Ask questions to the children about the topic: Show me a sofa, Show me a bed Choose 6 flashcards. Paste them on the board and put away one flashcard, ask children what's missing?</td>
<td>Give children cards of the house topic(4 to each kid).</td>
<td>*CD *CD player *Flashcards *Cards</td>
<td>*Pronunciation *Speaking *Understanding *Creativity *Vocabulary *Dynamism *Participation *Listening</td>
</tr>
<tr>
<td></td>
<td>Ask children vocabulary. T: Is this a fridge? T/ St: Yes, it is. This is a fridge.</td>
<td>Children take a sit on the floor and reinforce the vocabulary again.</td>
<td>*CD *CD player *Flashcards *Cards</td>
<td>*Pronunciation *Speaking *Understanding *Creativity *Vocabulary *Dynamism *Participation *Listening</td>
</tr>
<tr>
<td></td>
<td>Say Good Bye Kids.</td>
<td>Teacher says Good Bye</td>
<td>*CD *CD player *Flashcards *Cards</td>
<td>*Pronunciation *Speaking *Understanding *Creativity *Vocabulary *Dynamism *Participation *Listening</td>
</tr>
</tbody>
</table>
### LESSON PLANING

**UNIT N° 2: THE FAMILY**  
**CONTENT N° 2.2.: THE HOUSE**

**INSTITUTION:** ____________________________  
**TEACHER:** ______________  
**SUBJECT:** ENGLISH

**OBJECTIVE:** To review vocabulary through games.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop their motor skills. | Cut and paste pictures | Say Hello: Good Morning Children.  
   Introduce the poem # 4 “Point to the house”.  
   Game: Divide the class into 4 or 6 groups. Assign them a name:  
   * Group 1 = sofa,  
   * Group 2 = Bed.  
   Bed, go to the window;  
   Sofa, go to the door.  
   Activity: Cut the 4 objects that appear in your page activity and the stick each object in the correct room.  
   Say Good Bye Children. | Greet children  
   Children dramatize the poem  
   Asks each child what they have to do. Give to each group a command.  
   Give to the children an activity. They cut, paste and stick. At the end color the pictures.  
   Teacher says Good Bye |  
   * Poem  
   * Chart  
   * Glue stick  
   * Scissors  
   * Crayons  
   * Activity # 15 (annex)  
   * Pronunciation  
   * Speaking  
   * Understanding  
   * Creativity  
   * Vocabulary  
   * Dynamism  
   * Participation  
   * Listening |
**LESSON PLANING**  
**UNIT N° 2: THE FAMILY**  
**CONTENT N° 2.2.: THE HOUSE**  
INSTITUTION: ___________________________  
TEACHER: ____________  
SUBJECT: ENGLISH  
OBJECTIVE: To recognize commands through games  
TIME: 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop unity and friendship among children. | The house (review)  
Say Hello Kids. How are you?  
Reinforce the vocabulary of the house (Kitchen, Bedroom…) then ask children: Everybody, stand up and point to the kitchen. Everybody, sit down and point to the living room. Show the flashcards again and ask: Is the fridge in the kitchen? Is the bed in the bedroom?  
Introduce the song “I love you” (Track 15).  
Say good Bye children. I will see you next class. | Greet children  
Put charts in the corners of the classroom and ask children commands individually and then questions in group.  
Children make a circle and sing a song. Repeat the song and explain them that this moment it’s called a friendship moment. | *Charts  
*Flashcards  
*CD  
*CD player | *Pronunciation  
*Speaking  
*Understanding  
*Creativity  
*Vocabulary  
*Dynamism  
*Participation  
*Listening |
**LESSON PLANING**  
**UNIT N° 2: THE FAMILY**  
**CONTENT N° 2.3.: CLOTHES**  

**INSTITUTION:** ___________________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  

**OBJECTIVE:** To identify clothes through realia technique.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
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<th>METHODOLOGY</th>
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<th>EVALUATION</th>
</tr>
</thead>
</table>
| To name clothes vocabulary. | What did you wear yesterday? | Say Hello Children. How are you?  
Introduce the clothes topic  
Show real clothes (Shirt, jeans, Short, a hat, etc).  
Play a game : X and O  
Divide the class into 2 groups: X and O.  
Choose a volunteer for the team “X” to come to the board and identify the correct picture. Make the same procedure with team “O” and go on.  
Children work in their activity  
Say Good Bye children. | Greet children  
Show clothes flashcards.  
Repeat each vocabulary  
Teacher uses realia technique.  
Paste on the board clothes flashcards.  
Children draw and color what they wear yesterday in the afternoon.  
Teacher says Good Bye | *Flashcards  
*Clothes  
*Board  
*Chalk  
*Crayons  
Pencils | *Speaking  
*Listening  
*Understanding  
*Comprehension  
*Dynamism  
*Creativity  
*Pronunciation  
*Intonation |
**LESSON PLANING**

**UNIT N° 2: THE FAMILY**

**CONTENT N° 2.3.: CLOTHES**

**INSTITUTION:** __________________________________________  **TEACHER:** ____________  **SUBJECT:** ENGLISH

**OBJECTIVE:** To name male clothes by themselves through activities.

**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop their listening skills through following directions.</td>
<td>This is my shirt.</td>
<td>Say Hello. Good Morning Children. Introduce the song “Ann is wearing a red dress”(Track 16) Children work in an activity. Show a Mickey Mouse. T: This is a Mickey Mouse. Repeat. Everybody, rise your Mickey Mouse. T: This are Mickey Mouse clothes T: This is Mickey Mouse’s shirt. Repeat. Show me the shirt. Repeat with pants, shorts, sweater and shoes. Hold up each cut-out one at time. T: Mickey Mouse wearing his underwear and socks. Repeat. Let’s put on his shirt. Demonstrate.</td>
<td>Greet children Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone. Distribute male clothes cut-out at all children and a Mickey Mouse (shirt, pants, shorts, sweater and shoes).</td>
<td><em>CD player</em> <em>Male Clothes</em> <em>Cut outs</em> <em>Pictures</em></td>
<td><em>Listening</em> <em>Speaking</em> <em>Understanding</em> <em>Comprehension</em> <em>Dynamism</em> <em>Creativity</em> <em>Pronunciation</em> <em>Intonation</em></td>
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</table>
## LESSON PLANING

### UNIT No 2: THE FAMILY

#### CONTENT No 2.3.: CLOTHES

**INSTITUTION:** __________________________

**TEACHER:** ____________

**SUBJECT:** ENGLISH

**OBJECTIVE:** To name female clothes by themselves through activities.

**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To name clothes by themselves through activities. | This is my dress. Say Hello Kids. How are you today? Sing the song "Ann is wearing a red dress" (Track 16) Show a Mimi Mouse and ask: T: This is a Mimi. Repeat. Everybody, rise your Mimi. T: This are Mimi clothes T: This is Mimi's skirt. Repeat. Show me the skirt. Repeat with dress, skirt, blouse, jacket and shoes. Hold up each cut-out one at time. T: Mimi wearing her underwear and socks. Repeat. Let's put on his skirt. Demonstrate. Children dress their Mimi Mouse. Children work in their activity Say Good Bye Children | Greet children Practice the song Distribute female clothes cut-out at all children and a Mimi Mouse (dress, skirt, blouse, jacket and shoes) Children follow directions. Children paste Mickey and Mimi in a piece of cardboard. They decorate their picture. | CD CD player Female Clothes Cut outs Crayons Pencils Cardboard pieces | *Listening  
*Speaking  
*Understanding  
*Comprehension  
*Dynamism  
*Creativity  
*Pronunciation  
*Intonation |

**RESOURCES:**
- Female Clothes cut outs
- Crayons
- Pencils
- Cardboard pieces

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# LESSON PLANING
## UNIT Nº 2: THE FAMILY
### CONTENT Nº 2.3.: CLOTHES

**INSTITUTION:** __________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To reinforce clothes vocabulary through a story.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop the friendship through a game. | Say Hello Children. How are you today?  
Activity making question to the children by teams:  
Ask team 1:  
T: What color is Mickey's shirt?  
ST: It's red  
Show and read them the short story # 4: Molly's card. | Greet children | * Chart  
* Story # 4  
* Board  
* Chalk  
* Candies or chocolates  
* TV  
* DVD | * Listening  
* Speaking  
* Understanding  
* Comprehension  
* Dynamism  
* Pronunciation  
* Intonation |

Say Good Bye Children  
Teacher says Good Bye
**LESSON PLANING**  
**UNIT N° 2: THE FAMILY**  
**CONTENT N° 2.3.: CLOTHES**

<table>
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<tr>
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<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop speaking skills. | **What’s he wearing?**  
Say Hello Children. How are you?  
Introduce the song “It’s cold in here” (Track 17)  
Children guess: T: What’s Mickey wearing?  
Ask each child if is necessary  
T: Is he wearing a (shirt)?  
T/St: No, he isn’t. Repeat.  
T: Is he wearing (shorts)?  
T/St: Yes, he is.  
Mickey’s wearing (shorts). Repeat.  
Distribute their activities to each kid.  
Say Good Bye children. | **Greetings**  
Greet children  
Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone.  
Paste on the board all the clothes pictures then hold a Mickey Mouse behind your back.  
Children paint each picture following instructions:  
e.g. Picture № 1 : Shirt - Red ;  
Picture № 2: Sweater – green | *CD  
*CD player  
*Pictures  
*Suggested Activity # 16  
*Paints | *Listening  
*Speaking  
*Understanding  
*Comprehension  
*Dynamism  
*Pronunciation  
*Intonation  
*Creativity |
**LESSON PLANNING**  
**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH

**UNIT N° 2: THE FAMILY**  
**CONTENT N° 2.3.: CLOTHES**  
**OBJECTIVE:** To follow instructions through games.  
**TIME:** 30 minutes

<table>
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<tr>
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</tr>
</thead>
</table>
| To describe different kind of clothes. | Run and wear | Say Hello. Good Morning Children. | Greet children | *Clothes * Cartoon Box | *Listening  
*Speaking  
*Understanding  
*Comprehension  
*Dynamism  
*Pronunciation  
*Intonation  
*Creativity |
| | | Children follow instructions of the teacher: Take out your (shirt) and put (it) on. Take out your (sweater) and put (it) on. | Inside of a box put pictures of some items: pair of pants, socks, shoes, sweater, jacket and a shirt. Teacher and children pantomimes the actions. Children repeat the activity by themselves. | |
| | | Make a race, The first kid that follow the correct instruction win: e.g. Run and put on a hat. | Divide the class in 3 groups. Put the clothes on the desk and choose one volunteer of each team. | |
| | | Say Good Bye Children. | Teacher says Good Bye | |
# LESSON PLANING

**UNIT N° 2: THE FAMILY**  
**CONTENT N° 2.3.: CLOTHES**

**INSTITUTION:________________________**  
**TEACHER: ____________**  
**SUBJECT : ENGLISH**

**OBJECTIVE: To identify people by their clothes.**

**TIME: 30 minutes**

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<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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</thead>
</table>
| To review number from 1 to 5. | What are you wearing?  
Say Hello. How are you?  
Reinforce vocabulary  
Game:  
Children hold their cards and line up in order.  
T: Who has the number one?  
St: Carlos  
T: Describe Carlos. Carlos wears a white shirt, a blue pants and black shoes. Repeat.  
Note: Children who wear uniforms can hold up pictures of clothes.  
Children make a clothing catalogue.  
Say Good Bye Children | Greet children  
Show clothes cut-outs and repeat the vocabulary.  
Ask 5 kids to stand in front of the class.  
Give to each kid a number card (from 1 to 5).  
Divide the class in pairs. Assign an item of clothing to each group: Pants, shirts, pyjamas, hats, dresses, etc.  
Children cut out pictures of their assigned clothing and paste them on a piece of paper. Bind pages together to make a clothing catalogue.  
Teacher says Good Bye | *Clothes cut-outs  
*Number Cards  
*Pieces of paper  
*Magazines  
*Scissors  
*Glue stick  
*Pencils  
*Listening  
*Vocabulary  
*Speaking  
*Understanding  
*Comprehension  
*Dynamism  
*Pronunciation  
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*Creativity |
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<th>RESOURCES</th>
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</thead>
</table>
| To practice clothes vocabulary | Say Hello Children. How are you? Children make an activity: they draw and color, then ask questions. T: What are you wearing in your picture? Guide the kids and describe what each of them is wearing in their picture. Game: Competence Give instructions: T: First, put on the socks, next, put on the jacket. Last, put on the hat. Each kid must put on and take off the items before passing the clothes to the next kid. The first team finished wins. Practice the vocabulary showing them each item. Say Good Bye Children. | Greet children Children draw and color pictures of themselves dressed as they are that day or as they want to dress that day. Call on individual child to come up and show their pictures to the class and ask: Divide the class in 4 teams. In a bag put socks, a jacket and a hat. Then give them a bag to each team and each team choose a partner. All the kids practice the vocabulary. | * Crayons  
* Pencils  
* Notebooks  
* Clothes bags | * Listening  
* Vocabulary  
* Speaking  
* Understanding  
* Comprehension  
* Dynamism  
* Pronunciation  
* Intonation  
* Creativity |
<table>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the colors</td>
<td>Workers in our community.</td>
<td>Say Hello Children. How are you? Introduce Workers in our community topic and explain: E.g. This police officer. Sometimes, police officer helps us cross the street. Children repeat: T: Who’s this? St: This is a police officer. T: What does he do in the community? T/St: Sometimes, he helps us cross the street. Children identify color of the traffic light. T: * This is a traffic light. Repeat Point to the red color. The red means stop. Repeat. Point to the yellow color. The yellow means slow down. Repeat Point to the green color. The green means go. Repeat. Game: stop and walk</td>
<td>Greet children Show flashcards of a police officer, a fire-fighters, a doctor etc. Repeat the vocabulary. Explain each community helper. Show a traffic light and explain the meaning of each color. Children make 2 lines. They walk around the classroom. Imitate a police officer when you say red, children have to stop and so on.</td>
<td>*Flashcards *Traffic light (made of carton)</td>
<td>*Vocabulary *Speaking *Memorization *Understanding *Pronunciation *Listening *Participation</td>
</tr>
<tr>
<td></td>
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<td>Say Good bye children.</td>
<td>Teacher says Good Bye</td>
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</table>
### LESSON PLANING

**UNIT N° 3: THE COMMUNITY**  
**CONTENT N° 3.1.: NEIGHBORHOOD**  
**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT :** ENGLISH  
**OBJECTIVE:** To identify community helpers by activities.  
**TIME:** 30 minutes

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<th>EVALUATION</th>
</tr>
</thead>
</table>
| To perform the stop, drop and roll technique. | **Say Hello. How are you?**  
Introduce the song “Emergencies” (Track 18) | Greet children  
Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone. | *Pictures*  
*Suggested activity #17 (annex)*  
*CD*  
*CD player* | *Vocabulary*  
*Speaking*  
*Memorization*  
*Understanding*  
*Pronunciation*  
*Listening*  
*Participation* |
| **Explain what the activities of a fire fighter are and ask questions:** He is a fire fighter. They show us what to do if our clothes catch on fire. Repeat after the teacher. | | | |
| **Demonstrate the stop, drop and roll technique. What should they do if it comes an emergency?** | | | |
| **Explain what the activities of a doctor are and ask questions:** He is a doctor. Doctors take care of our bodies. They work in a hospital. | | | |
| **Give children suggested activity # 17 (fire fighter).** | | | |
| **Say Good Bye children.** | | | |

*CD player*  
*Vocabulary*  
*Speaking*  
*Memorization*  
*Understanding*  
*Pronunciation*  
*Listening*  
*Participation*
**LESSON PLANING**  
**UNIT N° 3: THE COMMUNITY**  
**CONTENT N° 3.1.: NEIGHBORHOOD**

**INSTITUTION**: ______________________  
**TEACHER**: ____________  
**SUBJECT**: ENGLISH  
**OBJECTIVE**: To review doctors’ tolls through craftwork.  
**TIME**: 30 minutes

<table>
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<tr>
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</thead>
</table>
| To identify materials for medical boxes for emergencies. | Doctor’s tools | Say Hello Kids.  
Review the vocabulary: Doctor’s tools  
Make a craftwork: Stethoscope.  
Give children the activity. They cut, color and paste inside of a little box; materials that have a medical box for emergencies.  
Explain the uses of each material. | Greet children  
Explain what kind of tools use doctor. Show pictures.  
Divide the class in pairs. Give each kid 3 tubes, use a piece of fleece Helps children to construct their stethoscope. Children paint it. | *Pictures  
*Toilet paper tubes  
*Pieces of fleece  
*Paint  
*Glue stick  
*Crayons  
*Scissors  
*Little boxes | *Vocabulary  
*Speaking  
*Memorization  
*Understanding  
*Pronunciation  
*Listening  
*Participation |
<p>| Say Good Bye children | | | Teacher says Good Bye | | |</p>
<table>
<thead>
<tr>
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<th>RESOURCES</th>
<th>EVALUATION</th>
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</thead>
<tbody>
<tr>
<td>To review numbers.</td>
<td>Public places in the neighborhood</td>
<td>Say Hello. How are you?</td>
<td>Greet children</td>
<td>CD</td>
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<td>Introduce a poem # 7 &quot;To school&quot;</td>
<td>Practice the poem.</td>
<td>CD player</td>
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<td>Introduce Public places in the</td>
<td>Show a chart of</td>
<td>Charts</td>
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<td>neighborhood topic. Explain.</td>
<td>public places.</td>
<td>Poem # 7</td>
</tr>
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<td>T: The number one is a hospital</td>
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<td>*Vocabulary</td>
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<td>The number two is a cinema. Ask</td>
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<td>*Speaking</td>
</tr>
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<td>to each kid. Point to number</td>
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<td>*Memorization</td>
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<td>two. This is a hospital. Point to</td>
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<td>*Understanding</td>
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<td>number seven. Etc.</td>
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<td>*Pronunciation</td>
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<td>Game: Going to a place</td>
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<td>*Listening</td>
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<td>Say Good bye children.</td>
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<td>*Participation</td>
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<td>Divide the class in groups. Paste</td>
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<td>some charts of the public places</td>
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<td>around the classroom. T: Group 1:</td>
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<td>Go to the bakery.</td>
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<td></td>
<td>Say Good bye children.</td>
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<td></td>
<td></td>
<td>Teacher says Good Bye</td>
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</table>
**OBJECTIVE:** To identify community helpers through activities.

**TIME:** 30 minutes

<table>
<thead>
<tr>
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<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To review vocabulary.</td>
<td>Say Hello. How are you? Practice the poem # 7 Explain other kind of jobs and ask questions to the children. T: He is a taxi driver. He drives a taxi. Point to the taxi driver. He is a baker. He makes cake. Point to the baker. Game: Guess Give the suggested activity # 18. Say Good bye children.</td>
<td>Greet children Children practice the poem by themselves. Show pictures of taxi driver and a baker. Ask questions Imitate some community helpers. Children guess who is the correct community helper. Children join and color dotes. Teacher says Good Bye</td>
<td>*CD *CD player *Pictures *Suggested activity # 18.a *Poem # 7</td>
<td>*Vocabulary *Speaking *Memorization *Understanding *Pronunciation *Listening *Participation</td>
</tr>
</tbody>
</table>
### LESSON PLANING
**UNIT N° 3: THE COMMUNITY**  
**CONTENT N° 3.1.: NEIGHBORHOOD**  
**INSTITUTION:** __________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To reinforce the community helpers and the job through activities  
**TIME:** 30 minutes

<table>
<thead>
<tr>
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<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To identify the people gender. | Community helpers' activities | Say Hello. How are you?  
  Introduce the poem # 8 “All of them”  
  Review vocabulary of the community helpers asking questions.  
  T:* Hold up the teacher. * Hold up the baker.  
  Explain a teacher works in a school.  
  A baker works in a bakery.  
  And so on.  
  Show pictures of the community helpers and show children.  
  T: Baker is a man.  
  Teacher is a woman.  
  Show another picture and ask them:  
  T: Is this a woman or a man?  
  St: A man  
  Ok, I'll see you tomorrow. Bye, bye. | Greet children  
  Children practice the poem first teacher then children practice alone.  
  Display some cards about community helpers. | *Short poem # 8  
  *Cards  
  *Pictures | *Vocabulary  
  *Speaking  
  *Memorization  
  *Understanding  
  *Pronunciation  
  *Listening  
  *Participation |
## LESSON PLANNING

**UNIT N° 3: THE COMMUNITY**  
**CONTENT N° 3.1.: NEIGHBORHOOD**

**INSTITUTION:** ______________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH

**OBJECTIVE:** To reinforce community helpers by games.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop listening skills through a story.</td>
<td>People and places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Say Hello Children.</td>
<td>Greet children</td>
<td></td>
<td>*Story # 5</td>
<td>*Vocabulary</td>
</tr>
<tr>
<td>Show and read the story # 5: The shop of colors</td>
<td>Children make a circle on the floor. Show and read the story. Ask questions about the story.</td>
<td></td>
<td>*Cards</td>
<td>*Speaking</td>
</tr>
<tr>
<td>Children draw in a piece of paper their favorite community helper. T: Who’s he/she? He is a doctor. Where he/she works? What does he do?</td>
<td>Children work in group of three. They draw in a piece of paper their favorite community helper then ask questions. Children paste their pictures around the class.</td>
<td></td>
<td>*Pieces of paper</td>
<td>*Memorization</td>
</tr>
<tr>
<td>Say Good Children. I’ll see you next time.</td>
<td>Teacher says Good Bye</td>
<td></td>
<td>*Crayons</td>
<td>*Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Pencils</td>
<td>*Pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Tape</td>
<td>*Listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*DVD</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>*TV</td>
<td></td>
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<td></td>
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<td></td>
<td>*DVD player</td>
<td></td>
</tr>
</tbody>
</table>

*GREETING*  
*ACTIVITIES*  
*METHODOLOGY*  
*RESOURCES*  
*EVALUATION*
**LESSON PLANING**  
**UNIT N° 3: THE COMMUNITY**  
**CONTENT N° 3.1.: NEIGHBORHOOD**  

**INSTITUTION:** ___________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  

**OBJECTIVE:** To reinforce community helper and public places through games.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To name the tool of the correct community helper. | Neighborhood (review I)  
Say Hello children. How are you?  
Practice the poem #8 "All of them"  
Review Neighborhood's vocabulary  
Children make a race  
Say Bye-Bye kids. | Greet children  
Children practice the poem in 2 groups. Girls and boys.  
Paste on the board pictures of public places.  
Divide the class in groups. Display to each group cards of community helpers and make a race. The first group that matches the correct community helper with the public place wins. Put some tools (stethoscope, a book) in a box. Children guess who is the community helper that belongs the tool. | *CD  
*CD  
*Player  
*Pictures  
*Cards  
*Tools  
*A box  
*Poem # 8 | *Vocabulary  
*Speaking  
*Memorization  
*Understanding  
*Pronunciation  
*Listening  
*Participation |

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**LESSON PLANING**  
**UNIT N° 3: THE COMMUNITY**  
**CONTENT N° 3.1.: NEIGHBORHOOD**  
INSTITUTION: ___________________   TEACHER: ____________   SUBJECT : ENGLISH  
OBJECTIVE: To reinforce community helpers through craftwork   TIME: 30 minutes  

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop the motor skills. | Neighborhood (review II)  
Make a craftwork: a fire fighter money box.  
Say Bye, Bye children. | Greet children  
First, Cover a box in red paper. Teacher cuts a money slot in your box and she cuts a hole in the bottom of your money box too. Then, children drew around a plastic lid and used this as a plug. They cover the lid in red paper and secure to the base of the money box. Finally, children colour and cut out the Fireman Sam pictures. Stick onto thin card. Attach the pictures to the side of the box.  
Teacher says Good Bye | *Fireman Sam printout  
*Thin coloured card or paper  
*Glue or sticky-back plastic  
*Crayons or pencils  
*Safety scissors | *Vocabulary  
*Speaking  
*Memorization  
*Understanding  
*Pronunciation  
*Listening  
*Participation |
# Lesson Planning

**Unit No. 4: Nature**  
**Content No. 4.1.: Plants**

**Institution:** ______________________  
**Teacher:** ____________  
**Subject:** English  
**Objective:** To identify parts of a plant  
**Time:** 30 minutes

<table>
<thead>
<tr>
<th>Specific Objective</th>
<th>Lesson Activities</th>
<th>Methodology</th>
</tr>
</thead>
</table>
| To name uses of the plants | Different kind of plants | Greet children  
Say Hello Children. How are you?  
Introduce the song “On one side” (track 19)  
Introduce different kind of plants.  
Children draw, color and cut the plants that they have in their yard. | Children practice a song making a circle.  
They repeat the song three times; first teacher sing the song with them then children sing alone.  
Draw the parts of a plant on the board.  
Explain that exist many kind of plants that help us in many ways:  
Medicine plants  
* Ornamental plants  
* Industrial plants  
Comestible plants  
Children work in pairs. They draw, color and cut the plants that they have in their yard. At the end, Children paste their plants on the board. | *CD  
*CD player  
*Board  
*Chalk  
*Pencils  
*Crayons  
*Scissors  
*Glue stick  
*Vocabulary  
*Speaking  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |

**Evaluation:**

Teacher says Good Bye
# LESSON PLANING

**UNIT N° 4: NATURE**
**CONTENT N° 4.1.: PLANTS**

**INSTITUTION:** ____________________________  **TEACHER:** ____________  **SUBJECT:** ENGLISH

**OBJECTIVE:** To identify medicine plants  **TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop listening skills</td>
<td>Medicine plants</td>
<td>Say Hello Good Morning Children.</td>
<td>Greet children</td>
<td>*Story # 6: “The moon and the rabbit”</td>
<td>*Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sing the song “On one side” (Track 19).</td>
<td>Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone.</td>
<td>*Charts</td>
<td>*Speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce the medicine plants topic.</td>
<td>Show a chart of medicine plants. Explain benefits that plants have. Show pictures of common medicine plants. Show charts about sickness sicknesses that plants help to get our health.</td>
<td>*Board</td>
<td>*Memorization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Show and read the short story # 6: “The moon and the rabbit”</td>
<td>Show and read the short story # 6: “The moon and the rabbit” Ask questions about the story.</td>
<td>*Chalk</td>
<td>*Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Say Good Bye children.</td>
<td>Teacher says Good Bye</td>
<td>*CD</td>
<td>*Pronunciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*CD player</td>
<td>*Creativity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*TV</td>
<td>*Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*DVD player</td>
<td></td>
</tr>
</tbody>
</table>
LESSON PLANING
UNIT N° 4: NATURE
CONTENT N° 4.1.: PLANTS
INSTITUTION: ___________________________   TEACHER: _______________ SUBJECT : ENGLISH
OBJECTIVE: To identify the components that plants need to grown up through activities. TIME: 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To review vocabulary: parts of a plant.</td>
<td>Say Good Morning Children.</td>
<td>Greet children</td>
<td>*CD *CD player *Charts *Cardboard *Crayons *Glue stick *Pencils</td>
<td>*Vocabulary *Speaking *Memorization *Understanding *Pronunciation *Creativity *Listening *Participation</td>
</tr>
<tr>
<td></td>
<td>Practice the song “On one side”(Track 19)</td>
<td>Practice the song making a circle</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explain what components need a plant to grown up.</td>
<td>Use Charts or flashcards and explain what components need a plant to grown up: water, sun…</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>T: How many parts have the tree? Point leaves of the tree Point the log</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Say Good Bye Children.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Lesson Plan

**Unit No. 4: Nature**  
**Content No. 4.1.: Plants**

**Institution:**  
**Teacher:**  
**Subject:** English

**Objective:** To identify the ornamental flowers through activities.  
**Time:** 30 minutes

<table>
<thead>
<tr>
<th>Specific Objective</th>
<th>Lesson</th>
<th>Activities</th>
<th>Methodology</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| To develop motor skills | Ornamental plants | Say Hello Children.  
Introduce the Ornamental plants topic.  
Trip around the school.  
Ask questions: examples  
Did you see an ornamental flower?  
What color had flowers that you saw?  
Did flowers smelled good or bad?  
Children draw and paint a flower | Greet children  
Show an ornamental plants (flowers)  
Explain those flowers are used for decoration in our gardens or inside of home.  
Make a short trip around the school and show them the ornamental flowers.  
Come back to the classroom and ask questions.  
Draw and paint a flower that you saw inside the school. | *Ornamental flower*  
*Flashcards*  
*Paper*  
*Crayons*  
*Pencils*  
*Paint* | *Vocabulary*  
*Speaking*  
*Memorization*  
*Understanding*  
*Pronunciation*  
*Creativity*  
*Listening*  
*Participation*  
*Creativity* |
# LESSON PLANING

**UNIT N° 4: NATURE**  
**CONTENT N° 4.1.: PLANTS**  
**INSTITUTION:**_________________________ **TEACHER:** ____________ **SUBJECT :** ENGLISH  
**OBJECTIVE:** To review the part of a flower through craft work  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop speaking skills | Parts of a flower | Say Good Morning Children  
Introduce a poem # 5 “The sun comes up”  
Introduce the topic: Parts of a flower.  
Make a craft work: a flower.  
Say Good Bye children. | Greet children  
Children practice and dramatize the poem in group.  
Show a chart of the flowers’ parts. Repeat the vocabulary.  
The cucumber is used for the center of the flower, the carrot rounds are used for the petals, and the celery stalk is the stem and lettuce leave for the leaves. | *Poem # 5  
*Chart  
*Cucumber slices per child  
*6-8 carrot rounds per child  
*1/2 celery stalk per child  
*Lettuce leaves | *Vocabulary  
*Speaking  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |
LESSON PLANING  
UNIT N° 4: NATURE  
CONTENT Nº 4.1.: PLANTS  
INSTITUTION: ______________________ TEACHER: ____________ SUBJECT : ENGLISH  
OBJECTIVE: To identify edible plants through activities.  
TIME: 30 minutes  

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To review vocabulary by the poem</td>
<td>Edible plants</td>
<td>Say Good Morning.</td>
<td>Greet children</td>
<td>*Vegetables and fruits come to a tree</td>
<td>*Vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce the song “The farmer” (Track 20)</td>
<td>Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone</td>
<td>*Potato</td>
<td>*Speaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce the edible plants topic.</td>
<td>Show pictures of edible plants. Show vegetables and fruits and explain children that those come to a tree. Review the parts of a tree.</td>
<td>*Play dough</td>
<td>*Memorization</td>
</tr>
<tr>
<td>Make a craft work: A Mister potato.</td>
<td></td>
<td>Say Good Bye.</td>
<td>Teacher says Good Bye</td>
<td>*Shredded</td>
<td>*Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*Pronunciation</td>
</tr>
</tbody>
</table>

A potato is an example of a root that we eat. Children will have fun making this craft. The potato was painted prior to decorating. Shredded paper found in the craft stores was used for hair and play dough was used to make the lips, nose and ears.
## LESSON PLANING

### UNIT N° 4: NATURE

**CONTENT N° 4.1.: PLANTS**

**INSTITUTION:** ___________________________  **TEACHER:** ____________  **SUBJECT:** ENGLISH

**OBJECTIVE:** To identify industrial plants and their uses through activities.  **TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop speaking skills.</td>
<td>Industrial plants</td>
<td>Say Hello Children. How are you?  Introduce the Industrial plants topic.  Activity: Children color an industrial tree or plant (suggested activity # 17), e.g. cotton plant.  Ask children: What kind of tree is? What is the use? What is the name of this tree?  Say Good Bye children</td>
<td>Greet children  Show items come to industrial plants like cotton, pine ginseng, etc. Show pictures of this trees or plants. Explain uses of the plants in our daily life.  Children color an industrial tree or plant. (Suggested activity # 17), and ask questions.</td>
<td>* Items: cotton, pine, etc  *Pictures  *Suggested activity # 20 (annex)</td>
</tr>
</tbody>
</table>

* Items: cotton, pine, etc  *Pictures  *Suggested activity # 20 (annex)
### LESSON PLANNING

#### UNIT N° 4: NATURE

#### CONTENT N° 4.1.: PLANTS

**INSTITUTION:** ___________________________________

**TEACHER:** ____________

**SUBJECT:** ENGLISH

**OBJECTIVE:** To review parts of plants through activities.

**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognize kind of the trees.</td>
<td><strong>What kind of tree is this?</strong> Say Hello: Good Morning children. Introduce a song “I love the supermarket”(Track 21) Practice the poem # 5 Introduce kind of trees topic and Ask questions, examples. T: What kind of tree is this? It's an ornamental or industrial tree? What is the use of that tree? Say God Bye children.</td>
<td>Greet children Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone Teacher asks kids about the poem. They practice the poem in 2 groups, boys and girls. Paste on the board picture of different trees and ask questions.</td>
<td><em>CD</em> <em>CD player</em> <em>Poem # 5</em> <em>Picture</em> <em>Board</em> <em>Charts</em> <em>Tape</em></td>
<td><em>Vocabulary</em> <em>Speaking</em> <em>Memorization</em> <em>Understanding</em> <em>Pronunciation</em> <em>Listening</em> <em>Participation</em></td>
</tr>
<tr>
<td>SPECIFIC OBJECTIVE</td>
<td>LESSON</td>
<td>ACTIVITIES</td>
<td>METHODOLOGY</td>
<td>RESOURCES</td>
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</tr>
<tr>
<td>To check the work in groups by doing an activity.</td>
<td>Trees are important.</td>
<td>Say Hello Children.</td>
<td>Greet children</td>
<td>*CD *CD player *Little trees (you must ask to the parents) *Plastic Trowel *Watering can</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sing the song “I love the supermarket” (Track 21)</td>
<td>Practice the song in 2 groups, boys and girls.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity: Children sow a tree.</td>
<td></td>
<td>Divide the class in groups. Explain that they are going to sow a tree and the reasons. Everybody will participate. Children go out side of the classroom and sow trees in an area previously chosen by the director or the authorities of the school. While each group sow their trees explain that is not just sow a trees, each group going to care that tree the rest of the scholar period. Ask children what need a plant to survive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Say Good Bye</td>
<td></td>
<td>Teacher says Good Bye</td>
<td></td>
</tr>
</tbody>
</table>
## LESSON PLANING

**UNIT N° 4: NATURE**  
**CONTENT Nº 4.2.: FOOD**

**INSTITUTION:** ____________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH

**OBJECTIVE:** To identify fruits by tasting.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To review last vocabulary: colors and senses. | Fruits | Say children Hello. How are you? Introduce a song "Apples and bananas" (Track 22) Introduce the fruits topic Ask Children:  
T: This is a banana. Repeat.  
What color is the banana?  
Does it smell good or bad?  
Does it feel rough or smooth?  
Does it taste sweet or sour? Children do their activity # 15: Bowl of fruits then ask them:  
T: What’s this?  
St: it’s a banana Say Good Bye Children. | Greet children  
Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone. Show flashcard and practice the new fruits vocabulary. Teacher use realia.Put different kind of fruits in the desk and cut pieces of each fruits in order to taste each one of them Point to each fruit on the page . Follow the same procedure with the rest of the fruits. Children color the fruits. While they work ask children :  
T: Point to an apple.  
What color is the apple? | * Fruits  
* Knife  
* Flashcards  
* Suggested activity # 21  
* Crayons | * Vocabulary  
* Speaking  
* Memorization  
* Understanding  
* Pronunciation  
* Creativity  
* Listening  
* Participation |

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**LESSON PLANNING**  
**UNIT N° 4: NATURE**  
**CONTENT N° 4.2.: FOOD**  
**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To name fruits through games.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To identify vegetable vocabulary. | Fruits and vegetables | Say Hello Children.  
Review the fruits vocabulary asking children:  
T: Close your eyes.  
Now, What fruit is missing?  
Game: The fruits. Examples of the questions:  
T: Apple, stand up. Bananas stand up and so on. Everybody, sit down.  
When I say the name of your fruit, stand up and change places with someone e.g.  
T: Bananas  
All children who drew bananas change places. | Greet children  
Paste flashcards on the board  
Asks each child what they have to do. Assign a fruit to each kid: apple, banana, orange, watermelon, pear. Give each kid a small piece of paper. Children draw a picture of their assigned fruit on the paper. Call a fruit and have children stand up | *Flashcards  
*Pieces of paper  
*Vocabulary  
*Speaking  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |
**LESSON PLANNING**  
**UNIT N° 4: NATURE**  
**CONTENT Nº 4.2.: FOOD**  
INSTITUTION: __________________________  
TEACHER: ____________  
SUBJECT : ENGLISH  

**OBJECTIVE:** To identify vegetables through activities  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop speaking vocabulary | **Do you like vegetables?**  
Say Hello Kids. How are you today?  
Practice the vegetables vocabulary.  
Sing the song "Apples and bananas" (Track 22)  
Game: Examples of sentences:  
St: This is a carrot.  
Review vocabulary in questions:  
T: Do you see pineapples?  
How many pineapples do you see?  
What color are the pineapples?  
Do you like pineapple?  
Do you like vegetables?  
Say Good Bye children. | Greet children  
Children repeat the vocabulary  
Practice the song making a circle  
Put the cut outs in a bag.  
Children make a circle on the floor. Pick out a cut-out from the bag and say the vegetable or the fruit’s name.  
Show them a chart where a man is selling fruits and vegetables | *CD  
*CD player  
*Cutouts  
*Bags  
*Charts. | *Speaking  
*Vocabulary  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |
LESSON PLANING  
UNIT N° 4: NATURE  
CONTENT N° 4.2.: FOOD  

INSTITUTION: ____________________________________  
TEACHER: ______________  
SUBJECT : ENGLISH  

OBJECTIVE: To recognize which kind of food belong to the pyramid food.  
TIME: 30 minutes  

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
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</thead>
</table>
| To follow sequence by an activity. | Say Hello children. How are you today? | Greet children individually | *Suggested activity  
# 22 (annex)  
*Crayons  
*Glue stick  
*Scissors  
*Chart: Pyramid food | *Speaking  
*Vocabulary  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |
| The pyramid food | Distribute the suggested activity. | Point to the first row of fruits. Follow the pattern, e.g. banana, potato, banana, potato….Children cut and paste which picture follow the sequence. | *Suggested activity  
# 22 (annex)  
*Crayons  
*Glue stick  
*Scissors  
*Chart: Pyramid food | *Speaking  
*Vocabulary  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |
| | Introduce the pyramid food topic.  
Examples of the questions:  
T: Carlos, what's this?  
St: It's a fish.  
T: Do you like eat fish?  
St: Yes, I do/No, I don’t; and so on. | Show a chart of the pyramid food. Explain food is divided into different groups because we need eat many kind of food to stay healthy.  
Children make a circle on the floor.  
Practice the vocabulary of the pyramid food, | *Suggested activity  
# 22 (annex)  
*Crayons  
*Glue stick  
*Scissors  
*Chart: Pyramid food | *Speaking  
*Vocabulary  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |
| | Say Good Bye children. Take care. | Teacher says Good Bye | *Suggested activity  
# 22 (annex)  
*Crayons  
*Glue stick  
*Scissors  
*Chart: Pyramid food | *Speaking  
*Vocabulary  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |
# LESSON PLANING
## UNIT N° 4: NATURE
## CONTENT Nº 4.2.: FOOD

**INSTITUTION:** ______________________
**TEACHER:** ____________
**SUBJECT :** ENGLISH

**OBJECTIVE:** To identify food if it is a vegetable or fruit through activities.
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop motor skills by doing activities.</td>
<td><strong>This is an apple</strong></td>
<td>Say Hello Children. How are you?</td>
<td>Greet children</td>
<td><strong>Chart</strong>&lt;br&gt;<strong>Notebooks</strong>&lt;br&gt;<strong>Crayons</strong>&lt;br&gt;<strong>Pencils</strong>&lt;br&gt;<strong>Scissors</strong>&lt;br&gt;<strong>Magazines</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce the song “Breakfast”(Track 23)</td>
<td>Children practice a song dancing the song. They repeat the song three times; first teacher sing the song with them then children sing alone.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reinforce the pyramid food vocabulary.</td>
<td>Paste the pyramid chart and practice the vocabulary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity of the class: Examples of the questions: T: What’s this? St: It’s a (carrot) T: What group does it belong to? T/ST: The vegetable group.</td>
<td>Divide the class in 6 groups. Assign a different food group to each group: Bread, cereal, fruits, etc. Help children look for in magazines pictures of food from their assigned food group. Children identify the food as they cut them out.</td>
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<tr>
<td></td>
<td></td>
<td>Say Good Bye children.</td>
<td>Teacher says Good Bye</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The table above outlines the specific objectives, lesson activities, methodology, resources, and evaluation for an English lesson focused on identifying food as vegetable or fruit through activities.*
LESSON PLANING  
UNIT N° 4: NATURE  
CONTENT N° 4.2.: FOOD  
INSTITUTION: ___________________________  TEACHER: ____________ SUBJECT: ENGLISH  
OBJECTIVE: To classify food by origin: plants or animals through activities.  
TIME: 30 minutes  
<table>
<thead>
<tr>
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<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To identify healthy and unhealthy food. | Different kind of food | Say Hello Boys and Girls. How are you?  
Example:  
Hold up a pear.  
T: What's this?  
St: It's a pear.  
Classify fruits and vegetables of the pyramid food.  
Activity of the class: Examples of the questions  
What's this?  
Do you like eat (hot dogs)?  
Do you think that is it a healthy food?  
Say Good Bye children. I'll see you tomorrow. | Greet children  
Teacher uses realia technique.  
Explain children that fruits and other vegetables come from plants.  
Divide the board in 2 sides, on one side draw a tree on the other side draw a cow and a hen. Show flashcards of fruits, vegetables and other food that belong to the pyramid food. Classify them.  
Children draw other kind of food that not appears in the pyramid food. And ask questions. Explain the differences between healthy and junk food. | *Real pear  
*Pictures  
*Pyramid food chart  
*Flashcards  
*Crayons  
*Crayons  
*Notebooks or paper | *Comprehension  
*Speaking  
*Vocabulary  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |
<table>
<thead>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop motor skills by color, cut and paste activities. | Healthy food | Say Hello. How are you? | Greet children | *Bag  
*Cards  
*Pieces of paper  
*Crayons  
*Glue stick  
*Scissors  
*Cardboard  
*Board  
*Chalk  
*Pencils  
*Apples  
*A cup water  
*½ cup brown sugar,  
*cinnamon  
*Plastic forks | *Comprehension  
* Speaking  
*Vocabulary  
*Memorization  
*Understanding  
* Pronunciation  
* Creativity  
* Listening  
* Participation |
|  |  | Class activity: Examples of the questions.  
T: Holds up a picture.  
What's this?  
T/St: It's an apple.  
T: Is it a healthy food?  
St: Yes, it is. | Make a circle on the floor. Put the food card in a bag. Pass the bag around the circle. Ask questions. |  |  |
|  |  | Make an applesauce. | Peel and cut apples. Boil in water over low heat 5-10 minutes. Stir in brown sugar and cinnamon. Cool and serve. Children help you make the applesauce. Talk about how the apples look, smell, feel, and taste, before and after they are cooked. |  |  |
|  |  | Say Good Bye children. | Teacher says Good Bye |  |  |
# LESSON PLANING

**UNIT N° 4: NATURE**

**CONTENT N° 4.2.: FOOD**

**INSTITUTION:_______________________________________**  
**TEACHER: ____________ SUBJECT : ENGLISH**  
**OBJECTIVE: To identify meals expressing what they eat.**  
**TIME: 30 minutes**

<table>
<thead>
<tr>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To review the food vocabulary by activities. | Meals Say Hello. How are you?  
Sing the song "Breakfast" (Track 23)  
Introduce the meals topic  
Children draw and paint different meals of the day.  
Say Good Bye children. Have a nice lunch (dinner). | Greet children  
Children practice a song dancing it. They repeat the song three times; first teacher sing the song with them then children sing alone.  
Use puppets to explain what they can eat for breakfast, lunch or dinner. Ask children what kind of food they ate in the morning.  
Children draw and paint in a piece of paper what they usually eat when have breakfast, lunch and dinner. | *CD  
*CD player  
*Puppets  
*Pieces of paper  
*Pencils  
*Paint | * Speaking  
*Vocabulary  
*Understanding  
* Pronunciation  
* Creativity  
* Listening  
* Participation |
LESSON PLANING  
UNIT N° 4: NATURE  
CONTENT N° 4.2.: FOOD  

INSTITUTION: ________________________________  TEACHER: ____________  SUBJECT: ENGLISH  

OBJECTIVE: To recognize what kind of food we can find in restaurants through activities.  
TIME: 30 minutes  

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop motor skills by activities. | In a restaurant | Say Hello children. How are you? Did you have a delicious breakfast or lunch? | Greet children reviewing the meals topic. | *Cut-outs  
*Plastic dishes  
*Magazines  
*Scissors  
*Pencils  
*Glue stick  
*Pieces of cardboard. | * Speaking  
*Vocabulary  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |
| | | Show to the class food cut-out. | Practice the vocabulary and ask them individually | | |
| | | Children ask for food; like a buffet in a restaurant. | Imagine that you’re in restaurants. Put all the cut-out in different dishes and children want to eat in that restaurant like a buffet. They have to ask for food. | | |
| | | Children make a menu. | Divide the class en 3 groups:  
Team # 1: Breakfast  
Team # 2: Lunch  
Team # 3: Dinner  
Children have to make a menu, give them old magazines to find and cut the food, according the name of the each team. E.g. Breakfast look for food that we can eat in the morning for breakfast. | | |
| | | Say Good Bye Children. | Teacher says Good Bye | | |
**LESSON PLANING**  
**UNIT N° 4: NATURE**  
**CONTENT Nº 4.3.: WATER**  

**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To identify the importance of the water.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To describe actions. | Water uses | Say Hello Children. How are you? | Greet children | *CD*  
*CD player*  
*Flashcards* | *Listening*  
*Understanding*  
*Participation*  
*Vocabulary*  
* Pronunciation*  
*Speaking*  
*Intonation* |
|                     |                   | Introduce the song “Let’s go to the sea” (Track 24) | Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone. They dramatize the song. | |
|                     |                   | Introduce Water uses topic. | Explain the importance of the water and uses. Show a flashcards: Drinking water, hashing clothes, brushing teeth, watering plants, taking a bath, etc. Repeat the vocabulary. | |
|                     |                   | Game: What’s missing? | Paste flashcards on the board. Children close their eyes. Put away one flashcards then ask children what’s missing? | |
|                     |                   | Say Bye, Bye kids. I’ll see you tomorrow. | Teacher says Good Bye | |
LESSON PLANING  
UNIT N° 4: NATURE  
CONTENT N° 4.3.: WATER  
TEACHER: ____________ SUBJECT : ENGLISH  
TIME: 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop speaking skills.</td>
<td>Water, water, everywhere</td>
<td>Say Good Morning.</td>
<td>Greet children</td>
<td>*CD *CD player *Chart</td>
<td>*Listening *Understanding *Participation *Vocabulary *Pronunciation *Speaking *Intonation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sing the song &quot;Let's go to the sea&quot;</td>
<td>Practice the song in their places. Divide the class in 2 groups, boys and girls.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Review Water uses topic. Point to the each member of the family and explain. Ask children: Point the father. What's the father doing? T/ST: He's washing the dishes. Repeat.</td>
<td>Show a chart about a family using water for things and follow instructions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Game: Guessing. Children guess answering, e.g. St: He is the father. T: Yes, What I'm doing? St: You're washing the dishes.</td>
<td>Make a circle. Imitate the action that each member of the family doing and ask questions for guessing. Make the same procedure with each member of the family.</td>
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<tr>
<td></td>
<td></td>
<td>Say Good Bye.</td>
<td>Teacher says Good Bye</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## LESSON PLANING

**UNIT N° 4: NATURE**  
**CONTENT N° 4.3.: WATER**

**INSTITUTION:** ___________________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH

**OBJECTIVE:** To recognize actions through perform.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop speaking skills. | People actions | Say Hello Children. | Greet children | *Short poem #9  
*Cards  
*Cardboard (pieces)  
Pencils  
Paint | *Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation |
|                     |                   | Introduce the poem # 9 “Walking, walking” | Practice the poem. Repeat three times. | |
|                     |                   | Game: Children acting out an action and ask questions for example: T: What’s he/she doing? T/St: She’s washing clothes? | Display an action card. Each kid acting out the action. Children guess what their partner doing then ask questions. | |
|                     |                   | Children work in an activity about water and uses. Examples of questions: T: What are you doing? St: I’m watering the plants. | Children draw and paint picture of a different way to use water. While they work ask questions. | |
|                     |                   | Say Bye, Bye children. | Teacher says Good Bye | |
### LESSON PLANING

**UNIT Nº 4: NATURE**  
**CONTENT Nº 4.3.: WATER**

**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To identify water sports through activities.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To follow instructions. | Water sports | Say Hello. How are you?  
Introduce a song “Row your boat” (Track 25)  
Introduce Water sports topic and ask questions. E.g.  
Show flashcard: Swimming, diving, floating, etc.  
Show each flashcard and ask: T: Can you swim? Stand up if you can swim?  
St : We can swim.  
T: touch your nose if you can swim?  
T: Jump if you can swim  
Say Bye, Bye. Kids | Greet children  
Practice the song in their places.  
Divide the class in 2 groups, boys and girls.  
Explain: T: We need water for many things.  
What do we need for?  
*Cooking. Repeat  
Washing clothes. Repeat.  
Brushing our teeth .Repeat.  
*But also we can play in water too.  
Repeat new vocabulary and explain each water sports. | *CD  
*CD player  
*Flashcards | *Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation |
<table>
<thead>
<tr>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop listening and speaking skills.</td>
<td>Can you swim? Say Hello. How are you today? Practice the song “Row your boat” (Track 25) Introduce actions topic then ask questions: e.g. T: Can the boy swim? T/St: yes, he can. Repeat. T/St: The boy can swim. T: Can the boy ski? Repeat. T/St: No, he can’t. Repeat. T: The boy can’t ski.. Practice the short poem “walking, walking” (poem # 9) Children draw a water sport. Say Bye, Bye children.</td>
<td>Greet children Children practice the song by lines. Repeat twice Show pictures of people doing actions and other that they can’t and ask questions Practice the poem. Repeat three times. Children work in groups of four. They draw their favorite water sport</td>
<td>*CD *CD player *Pictures *Paper *Pencils *Crayons</td>
<td>*Listening *Understanding *Participation *Vocabulary *Pronunciation *Speaking *Intonation</td>
</tr>
</tbody>
</table>
# LESSON PLANING

**UNIT N° 4: NATURE**  
**CONTENT N° 4.3.: WATER**  
**INSTITUTION:** ___________________________  
**TEACHER:** _______________  
**SUBJECT : ENGLISH**  
**OBJECTIVE:** To follow actions through activities.  
**TIME:** 30 minutes

<table>
<thead>
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<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
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</thead>
</table>
| To reinforce actions. | Water in the house. | Say Hello Children.  
Introduce the Water in the house topic  
Game: the bottle. Ask questions  
.T: Pick up the bottle.  
Pour some water into the glass.  
Drink the water.  
Ask another volunteer to repeat the activity.  
Children draw and color about an activity that they did in the morning.  
Say Good bye Kids. | Greet children  
Show pictures of actions. And ask:  
* What’s he/she doing?  
He/she is washing dishes.  
Put a bottle of water in the desk. Ask a volunteer to come up to the desk.  
Volunteer follow instructions  
Children work in pairs. They draw and color their tasks.  
Teacher says Good Bye |  
*Pictures  
*Bottle of water  
*A glass  
*Paper  
*Pencils  
*Crayons |  
*Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation |
### LESSON PLANING

**UNIT N° 4: NATURE**  
**CONTENT Nº 4.3.: WATER**

**INSTITUTION:** __________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH

**OBJECTIVE:** To recognize the process in the cycle water.  
**TIME:** 30 minutes

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<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>ACTIVITIES</th>
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</thead>
</table>
| To develop listening skills. | The cycle water | Say Hello: How are you?  
Introduce the cycle water. |
| | | Show and read the short story # 7  
“Sun and wind” |
| | | Say Bye, Bye children singing the song “Let’s go to the sea” (Track 24) |

<table>
<thead>
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<th>METHODOLOGY</th>
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</table>
| Greet children  
Show a chart about the cycle water.  
Explain with simple words how the cycle water is.  
Children draw and paint the cycle water in a piece of cardboard.  
Some children explain their pictures.  
Make a review and ask questions about the topic. |
| Children make a circle on the floor.  
Ask questions about the story. |
| Teacher says Good Bye |

<table>
<thead>
<tr>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| *Short story 7  
*Chart  
*Cardboard  
Pencils  
Paint  
TV  
CD  
DVD player |

<table>
<thead>
<tr>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| *Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation |
**LESSON PLANING**  
**UNIT N° 4: NATURE**  
**CONTENT N° 4.3.: WATER**  
INSTITUTION: ____________________________  
TEACHER: ____________  
SUBJECT : ENGLISH  
OBJECTIVE: To reinforce the action topic through activities.  
TIME: 30 minutes  

<table>
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<tr>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
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</tr>
</thead>
</table>
| To develop motor skills. | Say Good Morning.  
Sing the song “Row your boat” (Track 25)  
Children do activities in the yard.  
While you do all this activities ask them:  
T: Can we run?  
St: Yes, we can. Repeat  
T: Can we jump?  
T: Can we swim?  
St: No, we can’t and so on.  
Come back to the classroom and give children a glass of water.  
T: What are we doing?  
St: We are drinking water.  
Let children take a rest. | Greet children  
Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone.  
Children make a line and go out to the classroom. All the class makes exercises in the yard like run, jump. Walk and ask questions. | *CD  
*CD player  
*Bottle of water | *Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation |
| Water (review I) | Say Good Bye Kids. | Teacher says Good Bye |  |  |
LESSON PLANING  
UNIT N° 4: NATURE  
CONTENT N° 4.3.: WATER  
INSTITUTION: _________________________   TEACHER: ____________ SUBJECET : ENGLISH  
OBJECTIVE: To identify the water states through an experiment  
TIME: 30 minutes

<table>
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<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To reinforce instructions. | Water (review II)  
Say Hello Children.  
Review water topic.  
Make an experiment: water states  
Children work in their activities.  
Say Good Bye Children. I’ll see you tomorrow. | Greet children  
Show pictures of water state. Explain we can find water in three ways: Liquid, solid and gas.  
Demonstrate water states by an experiment: Solid = Ice  
Liquid= Let a piece of ice 10 minutes  
Gas: Pour some water in a container and boil for 10 minutes. While you make the experiment explain children what happen with the water.  
Children work in groups of four. Children draw what they saw in the experiment. | *CD  
*CD player  
*Pictures  
*Piece of ice  
*A bottle of water  
*A container  
*A stove | *Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation |
**LESSON PLANING**
**UNIT N° 4: NATURE**
**CONTENT Nº 4.4.: ANIMALS**

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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop</td>
<td>Farm animals</td>
<td>Say Hello. Good Morning boys and girls.</td>
<td>Greet children</td>
<td>* CD * CD player * Flashcards * Cards</td>
<td>*Vocabulary * Speaking * Memorization * Understanding * Pronunciation * Creativity * Listening * Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce farm animals topic</td>
<td>Show flashcards or pictures of a horse, pig, cow, sheep, duck and chick.</td>
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<td></td>
<td>Practice the vocabulary.</td>
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<td></td>
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<tr>
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<td></td>
<td>Game: “missing”.</td>
<td>Paste the flashcards on the board and put away one of them ask to the class: What animal is missing? Repeat with other flashcard. Distribute cards with those animals. Children work in pairs, one partner asks to the other one and vice versa. What’s this? It’s a (duck) and so on.</td>
<td></td>
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<td>Practice the song .Children hold up the corresponding card.</td>
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<td></td>
<td>Introduce the song “Old Mac Donald” (.Track 26)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Say Good Bye children</td>
<td>Teacher says Good Bye</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INSTITUTION:** ___________________________ **TEACHER:** ____________ **SUBJECT:** ENGLISH

**OBJECTIVE:** To identify farm animals singing a song.

**TIME:** 30 minutes
# LESSON PLANING

## UNIT Nº 4: NATURE

## CONTENT Nº 4.4.: ANIMALS

**INSTITUTION:** ____________________________ **TEACHER:** ______________ **SUBJECT:** ENGLISH

**OBJECTIVE:** To review farm animals through games

**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To review numbers from 1 to 9.</td>
<td>More farm animals</td>
<td>Say Hello Children. How are you?</td>
<td>Greet children</td>
<td>*CD *CD player *Cards *Flashcards</td>
<td>*Vocabulary *Speaking *Memorization *Understanding *Pronunciation *Creativity *Listening *Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice the song “Old Mac Donald” (Track 26)</td>
<td>Dancing the song</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Game: Examples of the questions: T: (Kelly, Ana and Karla) bring me your (pigs). Draw (pigs) and ask: T: How many pigs are there? St: There are three pigs. T: Ana write the number tree in The box. Make the same procedure with the rest of the class.</td>
<td>Distribute children their cards(animals cards).Divide the board on 9 squares on the board. Children make groups of 3. Each group comes to the front of the class holding their cards.</td>
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<tr>
<td></td>
<td></td>
<td>Make animal sound for reinforce.</td>
<td>Paste the flashcards on the board with the face down. Face up one by one, the class imitates the animal sound that appears in that flashcard.</td>
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<tr>
<td></td>
<td></td>
<td>Say Good Bye children.</td>
<td>Teacher says Good Bye</td>
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</tbody>
</table>
### LESSON PLANING

**UNIT N° 4: NATURE**  
**CONTENT N° 4.4.: ANIMALS**  

**INSTITUTION:** ____________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  

**OBJECTIVE:** To identify wild animals through activities.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop motor skills.</td>
<td>Wild animals Say Good Morning. How are you?</td>
<td>Greet children</td>
<td><em>CD</em> <em>CD player</em> <em>Puppets</em> <em>Flashcards</em> <em>Crayons</em> <em>Notebooks</em></td>
<td><em>Vocabulary</em> <em>Speaking</em> <em>Memorization</em> <em>Understanding</em> <em>Pronunciation</em> <em>Creativity</em> <em>Listening</em> <em>Participation</em></td>
</tr>
<tr>
<td></td>
<td>Introduce the song “Going to the zoo”. Repeat. (Track 27)</td>
<td>Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ask questions to the children.</td>
<td>Use puppets to ask questions : Puppet: Have you ever been in a zoo? Puppet/St:: yes, we have What kind of animals did you see? Write on the board animals names kids mentioned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reinforce wild animals’ vocabulary by questions.</td>
<td>Use animal flashcards and repeat the vocabulary. Ask children which sound belongs to the animal (show flashcards).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children draw their favorite animal when they go to the zoo.</td>
<td>Children work in groups of three and they make their activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Say Good bye children.</td>
<td>Teacher says Good Bye</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPECIFIC OBJECTIVE</td>
<td>LESSON</td>
<td>ACTIVITIES</td>
<td>METHODOLOGY</td>
<td>RESOURCES</td>
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</tr>
<tr>
<td>To develop the listening skill by listen a story</td>
<td>Zoo animals</td>
<td>Say Hello Children. How are you today?</td>
<td>Greet children</td>
<td>*Flashcards *CD *CD player *Story # 8 “Engine nine, party line” *TV *DVD player</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review the zoo animals’ vocabulary.</td>
<td>Show children flashcard and ask them: T: I went to the zoo. I saw a (monkey). Children repeat what you say and mention the animal’s name in the flashcard.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Show and read children the short story # 8 “Engine nine, party line”.</td>
<td>Children take sits on the floor making a circle. Show the short story then Ask questions about the story.</td>
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<tr>
<td></td>
<td></td>
<td>Children draw and color all the animals of the short story.</td>
<td>Children work in groups of four. They draw and color the animals of the short story.</td>
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<tr>
<td></td>
<td></td>
<td>Say Good bye children.</td>
<td>Teacher says Good Bye</td>
<td></td>
</tr>
</tbody>
</table>
**LESSON PLANING**  
**UNIT N° 4: NATURE**  
**CONTENT N° 4.4.: ANIMALS**

**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH

**OBJECTIVE:** To review wild animals through a trip.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To recognize all the animal already study in the real life. | Going to the zoo | TRIP TO THE ZOO  
Questions:  
Show every animal to the children and ask them:  
T: What animal is it?  
St: It's a tiger.  
T: What is the sound that the tiger makes?  
Every 5 or 4 cages take a rest and give a review of those animals that already saw. Reinitiate the trip  
Sing the song “Going to the zoo”, (Track 27)  
Ask questions:  
What animal did you like more?  
How was that animal? Describe.  
At the end of the trip, say Good Bye children. | Organize a trip to the zoo.  
In the zoo ask questions to the children about the animals while they visit the cages. | Transportation  
Food  
Medicine | * Listening  
*Vocabulary  
*Speaking  
*Memorization  
*Understanding  
* Pronunciation  
*Participation |
**LESSON PLANING**  
**UNIT N° 4: NATURE**  
**CONTENT Nº 4.4.: ANIMALS**  
**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To identify pets through activities.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To recognize the difference between animals. | **Our pets**  
Say Hello Children. How are you today?  
Introduce the pet topic  
Review animals’ vocabulary.  
Questions:  
T: Is this a pet? (show a tiger picture)  
St: No, it isn’t. It is a (dog) and so on.  
Children draw and paint their pet.  
Say Good Bye children. | **Greet children**  
**Show flashcards about pets.**  
Practice the vocabulary.  
Explain pets live in our home and they have to care their pets.  
Ask if they have a pet in home.  
**Mix flashcards (wild animals and pets) and ask questions.**  
Children work in pairs. They draw and paint a pet on cardboard.  
**Teacher says Good Bye** | **Flashcards**  
**Cardboard**  
**Paint**  
**Pencils** | **Listening**  
**Creativity**  
**Vocabulary**  
**Speaking**  
**Memorization**  
**Understanding**  
**Pronunciation**  
**Creativity**  
**Participation** |
**LESSON PLANING**  
**UNIT N° 4: NATURE**  
**CONTENT N° 4.4.: ANIMALS**  
**INSTITUTION:__________  TEACHER: ____________  SUBJECT : ENGLISH**

**OBJECTIVE:** To review animal through a craft work.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>METHODOLOGY</th>
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<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To follow instructions by making a craft work</td>
<td><strong>Animals (review)</strong></td>
<td><strong>Say Good Morning Boys and Girls.</strong></td>
<td>Greet children</td>
<td>Plastic plate Paint Cardboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Make a craft work : A Mask</strong></td>
<td></td>
<td>* Listening * Creativity *Vocabulary *Speaking *Memorization *Understanding * Pronunciation *Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Introduce the song &quot; Koko, the gorilla&quot; (Track 28)</strong></td>
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<td><strong>Say Good bye elephant, tiger, dog , cat ,etc.</strong></td>
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<td><strong>Children choose an animal, could be a wild animal or their pet.</strong></td>
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<td></td>
<td><strong>Give each kid a plastic plate.</strong></td>
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<td></td>
<td><strong>They paint the plate. Distribute noses, eyes, mouth and ears. Kids paste them and finished their mask.</strong></td>
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<td></td>
<td><strong>Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone.</strong></td>
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<td></td>
<td><strong>Teacher says Good Bye</strong></td>
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</tbody>
</table>
### LESSON PLANING

**UNIT N° 4: NATURE**  
**CONTENT Nº 4.4.: ANIMALS**

**INSTITUTION:** ___________________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To identify animals that live under the sea through activities.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop motor skills by activities. | Say Good Morning Kids.  
Practice the song “Koko, the gorilla” (Track 28)  
Introduce the aquatic animals: Examples of the questions:  
T: This is a dolphin?  
What color is the dolphin?  
Do you think Dolphins are dangerous?  
Class activity: Children cut animals that live under the sea.  
Say Good Bye children | Greet children  
Children sing and dance the song.  
Show animals flashcards that live under the sea and ask children questions.  
Divide the class in groups. Children cut and paste in their notebooks animals that live under the sea. Make questions while they work. | *CD  
*CD player  
*Flashcards  
*Magazines  
*Scissors  
*Glue stick  
*Notebooks | *Listening  
*Creativity  
*Vocabulary  
*Speaking  
*Memorization  
*Understanding  
*Pronunciation  
*Participation |
### LESSON PLANNING

**UNIT Nº 4: NATURE**

**CONTENT Nº 4.4.: ANIMALS**

**INSTITUTION:**

**TEACHER:**

**SUBJECT:** ENGLISH

**OBJECTIVE:** To review the animals that live under the sea

**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop work in groups.</td>
<td><strong>Look at the sea</strong></td>
<td>Greet children</td>
<td><em>Chart</em>&lt;br&gt;<em>Plastic plates</em>&lt;br&gt;<em>Cut-out circles</em>(color paper)*&lt;br&gt;<em>Cardboard</em>(tails)&lt;br&gt;<em>Glue stick</em></td>
<td><em>Listening</em>&lt;br&gt;<em>Creativity</em>&lt;br&gt;<em>Vocabulary</em>&lt;br&gt;<em>Speaking</em>&lt;br&gt;<em>Memorization</em>&lt;br&gt;<em>Understanding</em>&lt;br&gt;<em>Pronunciation</em>&lt;br&gt;<em>Participation</em></td>
</tr>
<tr>
<td>Say Hello Children.</td>
<td>Reinforce the aquatic animals’ vocabulary asking questions:&lt;br&gt;T: Point to the sharp&lt;br&gt;Point to the dolphin.&lt;br&gt;And so on.</td>
<td>Show a chart of the ocean that contains all kind of animals.&lt;br&gt;Practice the vocabulary and ask questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a craft work: A fish</td>
<td>Children work in pairs. Children paste cut-outs of circles (color paper) on the plastic plate. Help children make the tail and the eye.</td>
<td>Teacher says Good Bye</td>
<td></td>
<td></td>
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<tr>
<td>Say Good Bye children.</td>
<td></td>
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</tbody>
</table>
LESSON PLANING  
UNIT N° 5: THE UNIVERSE  
CONTENT Nº 5.1.: SEASONS  
INSTITUTION: _________________________  TEACHER: ____________  SUBJECT : ENGLISH  
OBJECTIVE: To identify different seasons of the year through a song.  
TIME: 30 minutes  

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop speaking skills by doing a short conversation. | **Say Hello Children. How are you?**  
Introduce the song “What's the weather like” (Track 29)  
Introduce the season's topic.  
Give the suggested activity # 20. Ask questions for example.  
T: How many seasons are?  
T/St: 4 seasons  
T: Seasons are: Winter, summer, spring and autumn. Repeat.  
T: Point the winter season.  
Point the summer season  
Point the spring season  
Point the spring season  
Say Good Bye kids. | **Greet children**  
Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone.  
Show a chart of seasons.  
Explain what happen in each season and what kind of clothes they have to wear.  
Children colors the pictures, while they work ask them questions. | *CD  
*CD player  
*Charts  
*Suggested activity # 23 (ANNEX) | *Vocabulary  
*Speaking  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |
# LESSON PLANING
## UNIT N° 5: THE UNIVERSE
### CONTENT Nº 5.1.: SEASONS

**INSTITUTION:** __________________________  **TEACHER:** ____________  **SUBJECT :** ENGLISH

**OBJECTIVE:** To identify spring season through activities.  **TIME:** 30 minutes

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>To recognize the appropriate clothes in spring season.</td>
<td>Spring season</td>
<td>Say Hello kids. How are you?</td>
<td>Greet children</td>
<td>*Pictures  *Chalk  *Board  *Suggested activity # 24 (ANNEX)</td>
<td>*Vocabulary  *Speaking  *Memorization  *Understanding  *Pronunciation  *Creativity  *Listening  *Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce spring season. T: What season is it? T/St: Spring. Repeat T: In spring there is a nice breeze with lots of sun. How many flowers are? St: ten flowers. T: What colors do you see? St: red, yellow, etc.</td>
<td>Show a picture of spring season. Explain what happen in this time. Draw and color some flowers on the board and ask:</td>
<td></td>
<td>*Speaking  *Memorization  *Understanding  *Pronunciation  *Creativity  *Listening  *Participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce spring clothes vocabulary</td>
<td>Show pictures about the spring clothes.</td>
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<td></td>
<td>Give children the suggested activity # 21.</td>
<td>They color a picture about spring season. Children work in pairs.</td>
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<td></td>
<td></td>
<td>Say Good Bye children.</td>
<td>Teacher says Good Bye</td>
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</tr>
</tbody>
</table>
# LESSON PLANING
## UNIT N° 5: THE UNIVERSE
### CONTENT N° 5.1.: SEASONS

**INSTITUTION:** __________________________  **TEACHER:** ____________  **SUBJECT:** ENGLISH

**OBJECTIVE:** To identify what nature things we can find in spring season through activities.  **TIME:** 30 minutes

<table>
<thead>
<tr>
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<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To develop the work in group. | Nature in spring season | Say Hello. How are you today | Greet children | *Pieces of cardboard*  
*Paints*  
*Pencils*  
*Scissors*  
*Glue stick*  
*Shiny paper*  
*Color papers*  
*Large piece of cardboard*  
*Cotton* | *Vocabulary*  
*Speaking*  
*Memorization*  
*Understanding*  
*Pronunciation*  
*Creativity*  
*Listening*  
*Participation* |
| | Activity: Nature.  
Group 1: Butterflies  
Children draw, paint and cut butterflies on pieces of cardboard.  
Group 2: Ladybugs  
Children Make ladybugs in a shiny paper.  
Group 3: Tulips  
Give children color paper to make tulips.  
Group 4: Sun, cloud and rainbow.  
Children paint a rainbow in a large piece of cardboard and the sun; they make clouds with cotton.  
Group 5: Caterpillar.  
Give children pieces of cartons and all material that need to make Caterpillars. | Divide the class in 5 groups.  
Assign each group one of the following activities. Paste all the activities on one side of the wall.  
Say Good bye children. I'll see you tomorrow. | Teacher says Good Bye |
LESSON PLANING  
UNIT N° 5: THE UNIVERSE  
CONTENT N° 5.1.: SEASONS  
INSTITUTION: ___________________________ TEACHER: ____________ SUBJECT : ENGLISH  
OBJECTIVE: To identify autumn season through activities. TIME: 30 minutes  

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| To identify what kind of clothes people wear in this particular time. | Autumn season | Say Hello. How are you?  
Introduce Autumn season topic for example:  
T: Days get shorter and cooler, the nights get longer, and precipitation gradually increases (in some parts of the world).  
In autumn, leaves of the trees change their color and fall down.  
Introduce Autumn clothes vocabulary | Greet children  
Show flashcards about autumn (trees where their leaves fall down)  
Explain what the weather like in autumn | *Flashcards  
*Leaves  
*Paint  
*Paper  
*Pictures | *Vocabulary  
*Speaking  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |
| Make a craft work | | Explain the kind of clothes people wear in this time of the year (show pictures or draw appropriate clothes on the board) | | | |
| Say Good Bye Kids. I'll see you tomorrow. | | Teacher says Good Bye | | | |
**LESSON PLANING**

**UNIT N° 5: THE UNIVERSE**

**CONTENT Nº 5.1.: SEASONS**

**INSTITUTION:** _______________________________________

**TEACHER:** ____________ **SUBJECT:** ENGLISH

**OBJECTIVE:** To identify autumn season through a craftwork.

**TIME:** 30 minutes

<table>
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<tr>
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<tbody>
<tr>
<td>To develop group work.</td>
<td>Say Hello Children. How are you today? Sing the song “What’s the weather like?” (Track 29) Review the vocabulary Children make a tree in autumn season. Say Good Bye Children. Take care.</td>
<td>Greet children Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone. Repeat the vocabulary: clothes in autumn season. Explain that in El Salvador we don’t have the autumn season but others countries or places have 4 seasons. Divide the class in groups. Give them a piece of cardboard and brown, yellow paper (they cut little pieces of paper).</td>
<td>*CD *CD player *Cardboard *Glue stick *Paper (yellow, brown and orange)</td>
<td>*Vocabulary *Speaking *Memorization *Understanding *Pronunciation *Creativity *Listening *Participation</td>
</tr>
</tbody>
</table>
**LESLON PLANING**
**UNIT N° 5: THE UNIVERSE**
**CONTENT N° 5.1.: SEASONS**

**INSTITUTION:**
**TEACHER:** ____________
**SUBJECT:** ENGLISH

**OBJECTIVE:** To identify winter season through activities.
**TIME:** 30 minutes

<table>
<thead>
<tr>
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<th>ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify what kind of clothes people wear in this particular time.</td>
<td>Winter season</td>
<td>Say Hello Children. How are you?</td>
<td>Greet children</td>
<td><em>Flashcards</em> <em>Chart</em> <em>Cardboard(pieces)</em> <em>Cotton</em> <em>Crayons</em> <em>Pencils</em></td>
<td><em>Vocabulary</em> <em>Speaking</em> <em>Memorization</em> <em>Understanding</em> <em>Pronunciation</em> <em>Creativity</em> <em>Listening</em> <em>Participation</em></td>
</tr>
<tr>
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<td></td>
<td>Introduce the winter topic Show flashcards about the different kind of clothes that people wear in winter season.</td>
<td>Show a chart of winter. Explain winter it is the season with the shortest days and the lowest temperatures that means cold weather. It’s when snow in some countries appears; but in El Salvador we have the raining season. Repeat the vocabulary.</td>
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<td></td>
<td>Children draw a snowman and fill it of cotton.</td>
<td>Divide the class in groups of three.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Say Good Bye children.</td>
<td>Teacher says Good Bye</td>
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</tbody>
</table>
**LESSON PLANNING**

**UNIT N° 5: THE UNIVERSE**

**CONTENT N° 5.1.: SEASONS**

**INSTITUTION:**

**TEACHER:**

**SUBJECT:** ENGLISH

**OBJECTIVE:** To identify rainy season through activities.

**TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON ACTIVITIES</th>
<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify what kind of clothes people wear in this particular time.</td>
<td><strong>It's raining</strong> Say Hello Children. How are you? Introduce a song “It's raining” (Track 30) Introduce the raining topic Introduce raining clothes vocabulary Children paint an umbrella. Say Bye, bye kids.</td>
<td>Greet children Children practice and dance a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone. Show chart of rainy season. Explain in our country we have the rainy season or wet season in which the average rainfall in a region is significantly increased. Paste the clothes pictures on the board that people wear in this time.</td>
<td>*CD *CD player *Chart *Flashcards *Cardboard or paper *Paint *Pencils</td>
<td>*Vocabulary *Speaking *Memorization *Understanding *Pronunciation *Creativity *Listening *Participation</td>
</tr>
</tbody>
</table>

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*CD *CD player *Chart *Flashcards *Cardboard or paper *Paint *Pencils
<table>
<thead>
<tr>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To identify what kind of clothes people wear in this particular time. |   | Greet children, Hello. How are you today? | Greet children | *Chart  
*Flashcards  
*Board  
*Chalk |
|                    | Introduce the summer topic | Show a chart of summer season. Explain summer is commonly viewed as the season with the longest (and warmest) days of the year. Summer is a time for swimming, vacationing, and going to the beach. |           | *Vocabulary  
*Speaking  
*Memorization  
*Understanding  
*Pronunciation  
*Creativity  
*Listening  
*Participation |
<p>|                    | Introduce summer clothes vocabulary | Show flashcard about the clothes people wear in this time. |           |          |
|                    | Children draw activities (sports). People usually does at the beach on vacation. | Divide the class in pairs and Children draw activities (sports). People usually do at the beach on vacation. |           |          |
|                    | Say Bye, Bye. I'll see you tomorrow. | Teacher says Good Bye |           |          |</p>
<table>
<thead>
<tr>
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<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify seasons in El Salvador.</td>
<td><strong>Say Hello Kids. How are you?</strong></td>
<td>Greet children</td>
<td><em>CD</em>&lt;br&gt;<em>CD player</em>&lt;br&gt;<em>Charts</em>&lt;br&gt;<em>Paint</em>&lt;br&gt;<em>Cardboard</em>&lt;br&gt;<em>Pencils</em></td>
<td><em>Vocabulary</em>&lt;br&gt;<em>Speaking</em>&lt;br&gt;<em>Memorization</em>&lt;br&gt;<em>Understanding</em>&lt;br&gt;<em>Pronunciation</em>&lt;br&gt;<em>Creativity</em>&lt;br&gt;<em>Listening</em>&lt;br&gt;<em>Participation</em></td>
</tr>
<tr>
<td></td>
<td>Practice the song &quot;Mr. sun&quot; (Track 31)</td>
<td>Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone.</td>
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<td></td>
<td>Children use paint to make a colorful beach towel.</td>
<td>Children work in pairs. They use paint to make a colorful beach towel on a piece of cardboard. They draw or paste a picture of themselves in a bathing suit on their beach towel.</td>
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<tr>
<td></td>
<td>Review the vocabulary. Ask questions: T: What season is it? St: It is summer. T: What people wear in this time? St: Shorts, T-shirts, etc. T: What’s the weather like in summer?</td>
<td>Show charts about the season. Repeat the vocabulary and ask questions. Make the same questions for the rest of the seasons.</td>
<td></td>
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<tr>
<td></td>
<td>Say Good bye singing the song &quot;Mr. sun&quot; (Track 31)</td>
<td>Teacher says Good Bye</td>
<td></td>
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</tr>
</tbody>
</table>
**LESSON PLANNING**  
**UNIT N° 5: THE UNIVERSE**  
**CONTENT N° 5.2.: THE EARTH**  
**INSTITUTION:** ___________________________  
**TEACHER:** _______________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To identify where our country on the globe is.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| To develop speaking skills by asking questions. | Our planet | Say Good Morning. How are you?  
Introduce the song “Around the mountains” (Track 32)  
Introduce the planet topic and explain about.  
T: This is our planet. It’s called the earth. Repeat.  
We live in El Salvador. Point to EL Salvador.  
Ask some volunteer to come in front of the class.  
T: Point to the planet earth. Point to the country where you live on the globe. Make the same procedure with other children.  
For say Good Bye, repeat the song. | Greet children  
Children practice a song making a circle. They repeat the song three times; first teacher sing the song with them then children sing alone.  
Children make a circle on the floor. Show a chart of our planet and give them an explanation about how important is protect our planet. | * CD  
* CD player  
* Chart | *Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation |
# LESSON PLANING

**UNIT N° 5: THE UNIVERSE**  
**CONTENT Nº 5.2.: THE EARTH**  

**INSTITUTION:** ___________________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  

**OBJECTIVE:** To identify where our country on the globe through a craftwork is.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
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<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To name new vocabulary.</td>
<td>Nature</td>
<td>Say Hello. How are you?</td>
<td>Greet children</td>
<td>*CD *CD player *Flashcards *Balls *Paint</td>
<td>*Listening *Understanding *Participation *Vocabulary *Pronunciation *Speaking *Intonation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice the song “Around the mountains” (Track 32)</td>
<td>Children practice a song making a circle.</td>
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<td>Show flashcard of mountains, forest, rivers, fish and sky. Make a craftwork: Our planet.</td>
<td>Repeat the vocabulary. Explain what we can find in each place. E.g. On forests there are trees, wild animals; also the weather is fresh and it’s so quite.</td>
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<td>Children paint our continent</td>
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<td></td>
<td></td>
<td>Say Bye, Bye.</td>
<td>Teacher says Good Bye</td>
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</tbody>
</table>
### LESSON PLANING

**UNIT N° 5: THE UNIVERSE**  
**CONTENT N° 5.2.: THE EARTH**

**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT : ENGLISH**

**OBJECTIVE:** To identify elements of nature through activities.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| To develop the pronunciation sub skills. | Elements of nature | Say Good morning.  
Review vocabulary  
Game: What’s missing? | Greet children  
Paste on the board the last vocabulary: Mountains, rivers, etc.  
Children close their eyes. Put away a flashcard an ask them : What picture is missing? Are you Sure? (Karla) What picture is missing?  
Introduce more vocabulary: Land, clouds and sky. Repeat. | *Flashcards  
*Chart  
*Paper  
*Crayons  
Pencils | *Listening  
*Understanding  
*Participation  
*Vocabulary  
*Pronunciation  
*Speaking  
*Intonation |
|                     |        | Show the chart of the planet earth.  
T: This is the planet Earth. Repeat. This is the ocean. These are clouds. This is the sky. Choose volunteers. Come to the board and point to the ocean. What’s this? It’s the ocean. Repeat the same questions with land, clouds, etc.  
Children draw land, clouds, sky, mountains, etc. | Teacher asks to the children, first in group then individually | | |
|                     |        | Say Good Bye children. | Children work in pairs. Children draw in a piece of paper land, clouds, sky, mountains, etc. | | |
|                     |        |                         | Teacher says Good Bye | | |

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*Flashcards  
*Chart  
*Paper  
*Crayons  
Pencils
**LESSON PLANING**  
**UNIT N° 5: THE UNIVERSE**  
**CONTENT Nº 5.2.: THE EARTH**  
**INSTITUTION:** ___________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To review the elements of the nature through craftwork.  
**TIME:** 30 minutes

<table>
<thead>
<tr>
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<th>METHODOLOGY</th>
<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop listening skills through a short story.</td>
<td>The sun, moon and starts. Say Hello Children. Practice the song &quot;Around the mountains&quot; (Track 32) Show and read the short story # 9 &quot;Whishing upon a start&quot; Children draw and do a collage. While they work ask: What's this? This is the sun. Say Bye, Bye kids. Take care.</td>
<td>Greet children Practice the song twice the all group. Show and read the short story. Ask questions about the story.</td>
<td>*Short story # 9 *CD *Color paper (blue, green, brown, white, yellow) *Paint *Tape *TV *CD and DVD player</td>
<td>*Listening *Understanding *Participation *Vocabulary *Pronunciation *Speaking *Intonation</td>
</tr>
<tr>
<td>SPECIFIC OBJECTIVE</td>
<td>LESSON ACTIVITIES</td>
<td>METHODOLOGY</td>
<td>RESOURCES</td>
<td>EVALUATION</td>
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<tr>
<td>To develop speaking skills by practice a poem.</td>
<td>Natural or man-made objects</td>
<td>Say Good Morning Children. Introduce Natural or man-made objects topic. Ask children: T: What's this? St: A leaf T: Did a person do the leaf? T/St: No T: Things that aren't made by people are part of nature. They're natural. Other things the man made them. Show different natural object and not. T: Is it natural or man made?</td>
<td>Greet children Put on the desk a leaf and a book. Repeat: This is a leaf from a tree. This is a book. Ask questions.</td>
<td>*A leaf *A book *Pictures *Suggested Activity # 25 *Listening *Understanding *Participation *Vocabulary *Pronunciation *Speaking *Intonation</td>
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<td>Children color their suggested activity.</td>
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<td></td>
<td>Say Good Bye Children.</td>
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</tbody>
</table>
# LESSON PLANING

UNIT N° 5: THE UNIVERSE

CONTENT Nº 5.2.: THE EARTH

INSTITUTION: ___________________________________     TEACHER: ____________     SUBJECT : ENGLISH

OBJECTIVE: To identify the main element of the earth through activities.     TIME: 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
<th>LESSON</th>
<th>ACTIVITIES</th>
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<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To classify animals and plants according where they live.</td>
<td>Air, land and water</td>
<td>Say Hello Children.</td>
<td>Greet children</td>
<td>*Board *Chalk *Pictures *Paper *Pencils *crayons</td>
<td>*Listening *Understanding *Participation *Vocabulary *Pronunciation *Speaking *Intonation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce the Air, land and water topic. Ask questions. T: This is the land. Repeat. We need to take care of the land and keep it clean. Make the same questions with air and water.</td>
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<td>Make a review: Point to the land Point to the air Point to the water.</td>
<td>Ask commands and review</td>
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<td></td>
<td></td>
<td>Show pictures about animals and plants. T: This is a bird. Repeat. Where does the bird live? T/St: The birds live in the air. At the same time draw animal in the correct section on the board.</td>
<td>Children draw and color in a piece of paper one animal per each section.</td>
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<td></td>
<td></td>
<td>Say Good Bye children.</td>
<td>Teacher says Good Bye</td>
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<tr>
<td>SPECIFIC OBJECTIVE</td>
<td>LESSON ACTIVITIES</td>
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<tr>
<td>To classify actions in good or bad</td>
<td>Caring our planet Say Good bye children. Activity: cut out. Show children activities that people do in order to caring the earth. Examples: Planting a tree, cutting down a tree, turning off the water, leaves the water running, turning off the lights, leaving the light on, throwing trash on the ground and throwing trash in the trash can. Explain the importance of caring the earth. Which things and actions are good or bad. example of questions T: Planting a tree is good or bad for the earth? St: It’s good. Questions: T: Turning off the lights. Is it good or bad for the earth? Say Bye, Bye children.</td>
<td>Greet children Dividing the class in groups. Give them old magazines, they classify animals and plants. Children paste the cut-out on a piece of cardboard.</td>
<td>*Magazines *Flashcards *Cards (happy and sad)</td>
<td>*Listening *Understanding *Participation *Vocabulary *Pronunciation *Speaking *Intonation</td>
<td></td>
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</tbody>
</table>

**OBJECTIVE:** To recognize situations those affect the global earth.

**INSTITUTION:** ____________________________  
**TEACHER:** ____________  
**SUBJECT:** ENGLISH

**TIME:** 30 minutes
**LESSON PLANNING**

**UNIT N° 5: THE UNIVERSE**

**CONTENT N° 5.2.: THE EARTH**

**INSTITUTION:** ___________________________  
**TEACHER:** ______________  
**SUBJECT:** ENGLISH  
**OBJECTIVE:** To identify clean and dirty places through activities. **TIME:** 30 minutes

<table>
<thead>
<tr>
<th>SPECIFIC OBJECTIVE</th>
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<th>RESOURCES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>
| To recognize the importance of a trash can. | Keep clean public places  
Say Hello. How are you?  
Introduce a song “You are my sunshine”(Track 33).  
Show and read the short story # 10 "Nuts,nuts,nuts"  
Introduce clean public places topic.Explain: Look at this city. This city is clean but look at the other one it is dirty. Where do you want to live? In a clean city or in a dirty city? That why you can’t throw trash on the streets, parks, beaches, roads, school, etc. | Greet children  
Children practice a song making a circle. A kid hugs the next partner. They repeat the song three times; first teacher sing the song with them then children sing alone.  
Teacher uses a storyboard.  
Ask questions about the story.  
Show a picture of a clean park and a dirty park or clean city and dirty city.  
Make groups and give them a bag to each group. Children go out to the yard and pick up the litter. This activity it’s going to be a good influence for the other older children. | CD  
CD player  
Charts  
Bags  
Short story # 10 | Listening  
Understanding  
Participation  
Vocabulary  
Pronunciation  
Speaking  
Intonation |
| Keep clean public places  
Say Good Bye kids. | Teacher says Good Bye |
**LESSON PLANING**
**UNIT N° 5: THE UNIVERSE**
**CONTENT N° 5.2.: THE EARTH**

<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>Good bye kids</td>
<td>* Organize a party. Decorate the classroom with Balloons. Children bring the food. Put some music Make games.</td>
<td>Balloons Food Soda Juice Cake Plastic plates CD'S CD player</td>
<td>Friendship</td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITIES
ACTIVITY 1
LESSON PLANNING
UNIT № 1: THE SCHOOL
CONTENT № 1.1.: GOOD MORNING SCHOOL
LESSON: STAND UP AND SIT DOWN (PAG.157)
ACTIVITY 2
UNIT Nº 1: THE SCHOOL
CONTENT Nº 1.1.: GOOD MORNING SCHOOL
LESSON: ARE YOU HAPPY?

It's all good
ACTIVITY 3
LESSON PLANNING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.2.: COLOR AND NUMBERS
LESSON: COLORS AND MORE COLOR (PAG. 160)
ACTIVITY 4
LESSON PLANING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.2.: COLOR AND NUMBERS
LESSON: THE RAINBOW(PAG.161)
ACTIVITY 5
LESSON PLANING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.2.: COLOR AND NUMBERS
LESSON: NUMBERS(PAG.162)
ACTIVITY 5
LESSON PLANNING
UNIT Nº 1: THE SCHOOL
CONTENT Nº 1.2.: COLOR AND NUMBERS
LESSON: NUMBERS(PAG.162)
ACTIVITY 5
LESSON PLANING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.2: COLOR AND NUMBERS
LESSON: NUMBERS(PAG.162)
ACTIVITY 5
LESSON PLANING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.2.: COLOR AND NUMBERS
LESSON: NUMBERS(PAG.162)
ACTIVITY 5
LESSON PLANING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.2.: COLOR AND NUMBERS
LESSON: NUMBERS(PAG.162)
ACTIVITY 6
LESSON PLANING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.2.: COLOR AND NUMBERS
LESSON: COLORS AND NUMBERS (PAG. 163)
Activity 6
Lesson Planning
Unit No. 1: The School
Content No. 1.2.: Color and Numbers
Lesson: Colors and Numbers (p. 163)
ACTIVITY 6
LESSON PLANING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.2.: COLOR AND NUMBERS
LESSON: COLORS AND NUMBERS (PAG. 163)
ACTIVITY 6
LESSON PLANING
UNIT Nº 1: THE SCHOOL
CONTENT Nº 1.2.: COLOR AND NUMBERS
LESSON: COLORS AND NUMBERS (PAG.163)
ACTIVITY 7
LESSON PLANING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.2.: COLOR AND NUMBERS
LESSON: COUNTING NUMBERS (PAG.165)
ACTIVITY 8
LESSON PLANNING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.2.: COLOR AND NUMBERS
LESSON: COLORS AND NUMBERS REVIEW I (PAG.166)
ACTIVITY 8
LESSON PLANING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.2.: COLOR AND NUMBERS
LESSON: COLORS AND NUMBERS REVIEW I (PAG.166)
ACTIVITY 8
LESSON PLANING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.2.: COLOR AND NUMBERS
LESSON: COLORS AND NUMBERS REVIEW I (PAG.166)
ACTIVITY 9
LESSON PLANING
UNIT № 1: THE SCHOOL
CONTENT № 1.3.: SENSES
LESSON: SENSES REVIEW I (PAG.173)

FIGURE 1

FIGURE 2

FIGURE 3
ACTIVITY 10
LESSON PLANING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.3.: SENSES
LESSON: SENSES REVIEW III (PAG.175)
ACTIVITY 11
LESSON PLANING
UNIT N°1: THE SCHOOL
CONTENT N° 1.4.: SCHOOL WORKERS
LESSON: HELPING HANDS AT SCHOOL (PAG.182)
ACTIVITY 12
LESSON PLANING
UNIT N° 1: THE SCHOOL
CONTENT N° 1.4.: SCHOOL WORKERS
LESSON: SCHOOL IS FUN (PAG.183)
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LESSON PLANNING
UNIT N° 2: THE FAMILY
CONTENT N° 2.1.: MY FAMILY
LESSON: SHE'S MY MOTHER (PAG.186)
ACTIVITY 14
LESSON PLANING
UNIT Nº 2: THE FAMILY
CONTENT Nº 2.1.: MY FAMILY
LESSON: MY FAMILY REVIEW (PAG.192)
ACTIVITY 14
LESSON PLANNING
UNIT N° 2: THE FAMILY
CONTENT N° 2.1.: MY FAMILY
LESSON: MY FAMILY REVIEW (PAG. 192)
ACTIVITY 15
LESSON PLANING
UNIT N° 2: THE FAMILY
CONTENT N° 2.2.: THE HOUSE
LESSON: CUT AND PASTE PICTURES (PAG.199)
ACTIVITY 16
LESSON PLANING
UNIT N° 2: THE FAMILY
CONTENT N° 2.2.: CLOTHES
LESSON: WHAT'S HE WEARING? (PAG.205)
ACTIVITY 17
LESSON PLANNING
UNIT Nº 3: THE COMMUNITY
CONTENT Nº 3.1.: NEIGHBORHOOD
LESSON: EMERGENCIES (PAG. 210)
ACTIVITY 18
LESSON PLANING
UNIT N° 3: THE COMMUNITY
CONTENT N° 3.1.: NEIGHBORHOOD
LESSON: WHAT DO THEY DO (PAG. 213)
ACTIVITY 19
LESSON PLANING
UNIT N° 3: THE COMMUNITY
CONTENT N° 3.1.: NEIGHBORHOOD
LESSON: NEIGHBORHOOD REVIEW II (PAG.217)
ACTIVITY 20
LESSON PLANING
UNIT Nº 4: NATURE
CONTENT Nº 4.1. : PLANTS
LESSON: INDUSTRIAL PLANTS (PAG.224)
ACTIVITY 21
LESSON PLANING
UNIT N° 4: NATURE
CONTENT N° 4.2.: FOOD
LESSON: FRUITS (PAG.227)
ACTIVITY 22
LESSON PLANNING
UNIT N° 4: NATURE
CONTENT N° 4.2: FOOD
LESSON: THE PYRAMID FOOD (PAG.230)
ACTIVITY 22
LESSON PLANING
UNIT N° 4: NATURE
CONTENT N° 4.2.: FOOD
LESSON: THE PYRAMID FOOD (PAG. 230)
ACTIVITY 23
LESSON PLANING
UNIT N° 5: THE UNIVERSE
CONTENT N° 5.1.: SEASONS
LESSON: SEASONS OF THE YEAR (PAG.254)
ACTIVITY 24
LESSON PLANNING
UNIT Nº 5: THE UNIVERSE
CONTENT Nº 5.1.: SEASONS
LESSON: SPRING SEASON (PAG.255)
ACTIVITY 25
LESSON PLANING
UNIT Nº 5: THE UNIVERSE
CONTENT Nº 5.2.: THE EARTH
LESSON: NATURAL OR MAN-MADE OBJECTS (PAG.267)
1. BIG FAMILY
   I have a big family
   We are waiting for the bus
   My grandmother and grandfather
   Are coming to visit us.
   Oh good!

2. THIS IS MY FAMILY
   This is the father. This is the mother.
   This is the brother
   One, two, three.
   This is the sister. This is the baby
   And this is me!

3. MY HOUSE
   I read a book on the sofa
   I take a bath in the bathroom
   I eat my lunch in the kitchen
   I go to sleep in the bedroom
   This is my house
   What do you think of that?

4. POINT TO THE HOUSE
   Point to the kitchen. Stomp your feet
Point to the sitting room. Stomp your feet
Point to the bedroom. Stomp your feet
Point to the bathroom. Stomp your feet

5. THE SUN COMES UP
The sun comes up
And gives us light
The moon comes out
And gives us the night

6. NUMBER ONE TEACHER
I’m happy that you’re my teacher;
I enjoy each lesson you teach.
As my role model you inspire me
To dream and to work and to reach.

You help me fulfill my potential;
I’m thankful for all that you’ve done.
I admire you each day, and I just want to say,
As a teacher, you’re number one!

7. TO SCHOOL
To go to school, I walk and walk.
At the cinema I mustn’t talk!
To go to the hospital, I hop and hop.
At the supermarket I shop and shop

8. ALL OF THEM
The baker, the vet and the teacher.
The doctor, the pilot and the nurse
All of them working for people
All of them working for us

9. WALKING, WALKING
Walking, walking, walking
Hop, hop, hop, hop, hop, hop
Running, running, running,
Running, running, running
Now let's stop, now let's stop.

10. CLAP, CLAP
Clap your hands, clap your hands.
Clap, clap, clap
Tap your nose, tap your nose
Tap, tap, tap
Rub your tummy, rub your tummy.
Rub, rub, rub.
Stamp your feet, stamp your feet.
Stamp, stamp, stamp.

11. LITTER, LITTER EVERYWHERE
Litter, litter, litter.
You see it everywhere
Throw it in the trash can
And show the world you care

12. THE EARTH
Please take care of the trees.
Please take care of the mountains.
And the bees
Don't throw trash everywhere
The world is ours for us to share
Hi! I’m Friday Frog, help me guess the colors in the rainbow.

Here is my cap. I wear upon my head, I can guess its color… It’s red.

Here is a pumpkin, sitting in the sun. I can guess its color…It’s an orange one.

Here is a little duckling, a funny little fellow. I can guess its color… it is yellow.

Here is my dinner. Yucky lima beans. I can guess its color… they are green.

Here is a beach ball, shiny and new. I can guess its color… it is blue.

Here is a lollipop, a small, sticky circle. I can guess its color… it is purple.

Great job!! Thanks for helping me.

END
2. THE THREE BEARS

Once upon a time, there were three bears, Father Bear, Mother Bear and Baby Bear. They lived in the woods and were very happy except for one thing, Baby Bear had no-one to play with.

One morning, Mother Bear made porridge for breakfast and while the porridge was cooling down, Father Bear said “Let’s go for a walk!” So they did.

Somebody else was out for a walk that morning. It was a little girl called Goldilocks. When she came to the bears’ house, the door was open and Goldilocks could see three bowls of porridge on the table.

“Ooh...I’m rather hungry!” said Goldilocks. So she tried the first bowl. It was too hot. Then she tried the second bowl. That was too cold. Then she tried the third bowl. That was just right. So she ate it all up. Then Goldilocks said, “Ooh.... I’m rather tired!” So she went upstairs to have a rest.

She tried the first bed. It was too soft. She tried the second bed. Oh no, that was too hard. She tried the third bed. That was just right. So she lay down and fell fast asleep.
Soon the three bears came back from their walk, ready for their breakfast.

Father Bear said “Who’s been eating my porridge?”
Mother Bear said “Who’s been eating my porridge?”
Baby Bear said “Somebody’s been eating my porridge and they’ve eaten it all up!”

The three bears went upstairs.

Father Bear said “Who’s been sleeping in my bed?”
Mother Bear said “Who’s been sleeping in my bed?”
Baby Bear said “Somebody’s been sleeping in my bed and she’s still there!”

When Goldilocks woke up and saw the three bears she was so surprised she ran straight down the stairs.

“Don’t go!” said Baby Bear. “Stay and play with me! Please!”
So Goldilocks stayed and played with Baby Bear and Mother Bear made them all some more delicious porridge.

The End.
3. THE PAINTING ELVES

It was wintertime and the world was feeling dull. It needed a good spring clean and all the colour elves were getting ready with their paints to brighten it up.

"I can't wait to start painting," said the Yellow Elf. "I'm going to paint the sun yellow."

"I can't wait to start painting," said the Green Elf. "I'm going to paint the grass green."

"And I can't wait to start painting" said the Red Elf. "I'm going to paint the flowers red."

"I'm not going to paint anything," said the Blue Elf, who was very grumpy. "I'm just going to stay in bed all day!"

The Yellow Elf took her paintbrush and painted the sun yellow. It shone and shone.
The Green Elf took his paintbrush and painted the grass green. It waved in the sunshine.

The Red Elf took her paintbrush and painted the flowers red. They stood up happily in the sunshine but there was still something wrong. The Yellow Elf, the Green Elf and the Red Elf all tried to work out what it was. "I know," said the Yellow Elf.
"It's the sky, the sky has not been painted."
"That's right!" said the Green Elf.
"Do you think the Blue Elf is still in bed?"
"Let's go and see," said the Red Elf.
So they all went to see the Blue Elf.

"Come on, Blue Elf!" they said. "The grass is green, the flowers are red and the yellow sun is shining.
All we need is the blue sky."

The Blue Elf looked at all the colours. They shone and shone.
"Hurray!" said the Blue Elf and jumped out of bed.

She was so excited that when she had painted the sky blue, she decided to paint lots of other things blue too.

The End.
4. Molly's Card

One morning the postman brought something for Molly.
"What is it?" asked dad.
"Oh it's an invitation from Mirinda" said dad,
"She's having a Diwali party tomorrow and we're all invited!"

Molly jumped up and down with excitement. She had never been to a Diwali party before.

Mum and Molly went to the shops to buy Mirinda a special Diwali Card but when they got there they couldn't find one.

There were Birthday Cards, and Get Well Cards, and even Good Luck Cards, but no Diwali Cards.

"Never mind," said Mum, "We can make one instead and we can make it extra special." So that's what they did.

All afternoon Molly drew, and coloured, and cut out, and stuck, until finally the card was finished. Mum even found a shiny silver envelope to put it in.

The next day Molly held Mirinda's card very tightly as they knocked at the door.
"Look at those," said Molly pointing at the lights twinkling in the windows.

Mirinda's dad had painted a beautiful pattern on the doorstep to welcome the guests and inside Mirinda's mum had decorated the living room with flowers.
Mirinda opened Molly's card and put it with the others on the table.
"I think all the cards are pretty," said Mirinda, "But Molly's is the best of all."

The End.
5. ENGINE NINE, PARTY LINE

Engine, engine number nine going down the party line.
When I stop upon the track, monkey swings in the back!

Engine, engine number nine going down the party line.
When I stop upon the track, kangaroo jumps in the back!

Engine, engine number nine going down the party line.
When I stop upon the track, big brown bear climbs on the back!

Engine, engine number nine going down the party line.
When I stop upon the track, tiger pounces on the back!

Engine, engine number nine going down the party line.
When I pull into the station, we will start our celebration.

End
6. **THE MOON AND THE RABBIT**

   Once there was a beautiful pool in the middle of the jungle.
   Every evening when the moon came out, it shone down into the pool.

   A family of rabbits lived near the pool and they loved to see the big round moon reflected in the water.

   Then one day some elephants arrived. They'd come a long way and they stopped to drink the water. They liked the pool very much, so much that they decided to stay. But the rabbits were very unhappy.

   "Those elephants are too big!" said the oldest rabbit.
   "Elephants can't share a pool with rabbits! They will squash us under their big clumsy feet. We must tell them to go away."

   But none of the rabbits were brave enough. Suddenly, the smallest rabbit spoke up.
   "I'll make them go away!" he squeaked. "I've got an idea!"

   That night the smallest rabbit hid in the long grass by the pool.
   The moon came out and its reflection shone, big and round and silver, in the water.

   When the elephants came to drink, the rabbit called to them in a loud voice, "Oh Elephants, I am the Moon and this pool is mine! You have made me very cross by
drinking my water!"

The Elephants were amazed!
They couldn't see the little rabbit, they thought the Moon was really talking to them! One elephant put his trunk into the water to touch the Moon's reflection.

Straight away, the water started to ripple and the Moon's reflection broke up into little tiny waves.
The smallest rabbit cried out: "Look what you've done! The Moon is so cross she's broken into a thousand pieces!"

The elephants looked at the water and thought the Moon really was angry. They went away and never came back.

All the rabbits came out and laughed and danced. They thanked the smallest rabbit for his good idea and the reflection of the silver Moon twinkled in the pool again.

The End.
7. THE SHOP OF COLORS

There's a shop in our street that's very strange,
As you walk past the window it seems to change,
From yellow to red,
From green to blue.
The shopkeeper changes colour too.

There are colours in boxes, bottles and jars,
There are bags of the silver of twinkling stars.
A shimmering rainbow that lasts all day,
And when you go in the shopkeeper says,
"What would you like today?
Welcome to the shop of colours look at our display.
We have every colour in the rainbow.
What would you like today?"

Here is the colour of summer sunshine,
Filling everywhere with light.
This colour is yellow,
Like daffodils, beautiful and bright.

Here is the colour of a letter box,
It glows like firelight in the dark.
This colour is red,
Like ruby roses growing in the park.

"Welcome to the shop of colours,
Look at our display.
We have every colour in the rainbow,
What would you like today?"

Here is the colour of waving grass,
Moss on rocks and weed in a pool.
This colour is green,
Like trees in summer, shady and cool.

Here is the colour of the sea in summer,
Shining like a sapphire ring.
This colour is blue,
Like bluebells, growing in the spring.

"Welcome to the shop of colours,
Look at our display,
We have every colour in the rainbow,
What would you like today?"

The End.
8. SUN AND WIND

A very, very long time ago, last month I think it was, the sun and were having an argument.
“I’m stronger than you,” said the North Wind.
“No you’re not, I’m stronger than you…you wind bag!” said the Sun.
“Oh! Well I’m stronger than you. I can blow really hard,” said the North Wind.
“Do something then and show me what you can do!” said the Sun. “Standing there puffing and blowing in front of me, who do you think you are? My rays can reach all the way around the world.”

“You’re just full of hot air!” said the North Wind.
“Oh! How dare you!” said the Sun.
They argued all day but had a rest that night as the sun had to pass over the horizon.
“Bye, bye! Not strong enough, see,” said the North Wind.
And they continued to argue the next day…

“See, I stayed up longer than you so I’m stronger than you,” said the North Wind.
“No! Everybody has a rest sometime. Look, I had to go down,” said the Sun.
The moon, who was trying to get some rest having been up all night, said “Why don’t you have a competition to see which one of you is the strongest?”
“How do we do that?” asked the Sun and the North Wind.
“Well, the first one of you to get the coat off that man’s back is the strongest, that is the test!” said the Moon.

“Which man?” asked the Sun and the North Wind.
But the moon wasn’t listening. She was fast asleep.
“Oh yes, there he is. There’s the man!” said the Sun and the North Wind.
“I'll go first. I'll blow the man's coat off, just you wait and see,” said the North Wind. And before the Sun had a chance to stop him the great, freezing North Wind began to blow….and blow….and blow.

Well, the man and the coat were nearly blown over. The wind was so strong and his coat flapped away in gusts of cold air. But even though the North Wind blew, the more the man held tightly onto his coat. And as the wind caught his breath before blowing once more, the man quickly buttoned up the coat and held on tight. “Oh, it's no good! I can't get the coat off the man's back,” said the North Wind. “My turn now!” said the Sun.

And slowly, slowly it began to get warmer and warmer, then warmer still. The man started to feel the rays of the sun. It felt hot after the freezing cold wind. The sun shone stronger and stronger. It got hotter and hotter. “Look North Wind, look at the man now,” said the Sun. “He hasn't taken his coat off yet,” said the North Wind. “Patience North Wind, patience,” said the Sun.

“There's only one thing for it,” said the man. “I'll have to take my coat off.” “Sun, I am strong but you are stronger,” said the North Wind. “And I do not have to blow and bluster to be strong. North Wind, let's not argue anymore. Let's be friends,” said the Sun.

“About time too,” said the Moon as she began to rise in the evening sky. And from that day on the Sun and the North Wind never argued again.

The End.
9. **WISHING UPON A STAR**

One night the stars saw a tear on the Moon's cheek.
"Poor Moon," they said. "Why are you feeling sad?"

The Moon said, "When I am awake everyone else is asleep. And when everyone else is awake, I am asleep. So I never get to see anyone playing."

The stars said that they would wake the Moon up the next afternoon, so that she could see everyone playing. But when the time came the stars were all asleep as well, all except for one tiny star.

The tiny star shouted and shouted at the Moon but he wasn't loud enough to wake her up. So when the Moon did wake up it was night time again and everyone was fast asleep.

Then the tiny star remembered that his grandmother had given him a handful of magical stardust.

"This will make your wish come true Moon," he said, sprinkling the stardust over the world.

The Moon could hardly believe her eyes, everyone was sleeping but now they were dreaming and the Moon could see their dreams. She could see them playing and having fun in their dreams.

The moon watched all night until she fell fast asleep, happy at last.

The End.
10. **NUTS, NUTS, NUTS!**

Small Squirrel loved nuts!
Small Squirrel loved eating nuts!
One day Granny Grey gave all the little squirrels a basket and sent them out to collect nuts.
Small’s brothers and sisters found lots.
So did Small but he ate all of his!
“Hmm, in the winter there are no nuts on the trees,” said Granny Grey.
“You must save nuts so you’ll have plenty to eat.”
“I can’t help it Granny Grey, I like eating nuts,” said Small.
But Small loved his Granny, so the next day when Granny Gray asked him to fill a basket of nuts for her he said, “Yes Granny, of course I will.”
Small went out and ate lots of nuts but he did fill a basket for Granny too.
Every day Small filled up a basket for Granny. He filled up his tummy with lots of nuts as well!

Next morning Granny asked for another basket of nuts.
Small said, “Yes Granny,” and filled up another basket.
Granny Grey gave him a hug and showed him all the nuts in her store cupboard.
“Ah, look at all those,” said Small, “I’d never be able to save that many.”
“But these are yours Small,” said Granny, “Yours and mine. You worked hard for me picking all those nuts. I’ve been putting them away for you, and now we'll both have plenty to eat in the winter.
I’m very proud of you!”
Small was very proud of himself.
He was good at saving nuts, but he was even better at eating them!

The End.
11. SUNIL THE STRIPY TIGER

One morning Sunil the Stripy Tiger woke up. He’d been asleep all night under the pink Dewlip Tree. Sunil stretched and yawned.
“I think I’ll go and find my friends,” he thought. He found the twins, Jip and Jamila rolling around, playing. “Hello,” said Sunil. “Can I play too?”
Jip stared at Sunil. “What happened to you?” he asked.
“Sunil,” said Jamila. “You’ve got spots!”
Sunil looked down at himself. It was true. There were pink spots on his legs. He turned round and round, trying to look at himself. “They’re all over your fur,” said Jip.
“All over,” repeated Jamila. “Go and look in the river.”
Sunil went down to the river and stared at his reflection in the water. It really was true. He wasn’t a tiger with stripes any more. He was a tiger with spots! How could it have happened? Sunil heard Jip and Jamila calling him to play but he slunk away. He didn’t feel like seeing anyone.
Dark rain clouds were coming over so he went home to find his Mum. The rain started to fall – plop, plop, plop, on poor Sunil.
Wet and miserable, he crept under the Dewlip Tree and curled up by his mother.
“What’s the matter, Sunil?” she asked.
“I’ve got spots instead of stripes,” moaned Sunil.
His mother laughed softly. “Those aren’t spots, Sunil. They’re just leaves from the Dewlip tree, pink leaves and look, the rain has been washing them all off!”
Sunil looked and saw all his pink spots lying on the grass. He snuggled up to his mother and soon fell fast asleep, a happy and stripy tiger.

The End.
SING A SONG WITH ME

1. GOOD MORNING
   Good morning to you, Good morning to you
   Good morning boys and girls, Good morning to you.

2. GOOD BYE
   Good bye to you, Good bye to you
   Good bye boys and girls, Good bye to you.

3. COME TO SCHOOL
   Come, come, come to school
   Come to school together (2)
   Sing, sing, sing a song
   Sing a song at school (2)
   Play, play, play a game
   Play a game at school (2)
   Paint, paint, paint and draw
   Paint and draw at school (2)
   Write, write, write our names
   Write our names at school (2)
   Cut, cut, cut and paste
   Cut and paste at school (2)
   Read, read, read a book
   Read a book at school (2)
   Play, play, play good bye
   Play good bye at school (2)
4. IF YOU HAPPY

If you're happy and you know it, clap your hands (clap, clap)
If you're happy and you know it, clap your hands (clap, clap)
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, clap your hands. (clap, clap)

If you're happy and you know it, shake a hand (hey! friend)
If you're happy and you know it, shake a hand (hey! friend)
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, shake a hand

If you're happy and you know it, give a smile
If you're happy and you know it, give a smile
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, give a smile

If you're happy and you know it, clap your hands (clap, clap)
If you're happy and you know it, shake your hand (hey! friend)
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, give a smile
If you're happy and you know it, then your face will surely show it
If you're happy and you know it, give a smile.

5. YELLOW, RED AND GREEN

Yellow and red and green
Flowers under the sun
Flowers for everyone.
6. **ONE, TWO, THREE**
   
   One, two buckle my shoe  
   Three, four open the door  
   Five, six pick up sticks  
   Seven, eight lay them straight  
   Nine, ten do it again (3)  
   One, two buckle my shoe  
   Let’s do it all again.

7. **TEN LITTLE COOKIES**
   
   One little two little three little cookies  
   four little five little six little cookies  
   seven little eight little nine little cookies  
   ten little cookies please  

   One little two little three little apples  
   four little five little six little apples  
   seven little eight little nine little apples  
   ten little apples please.

8. **MY FAMILY**
   
   My mother, my father and baby (2)  
   My brother, my sister and me  
   My mother, my father and baby  
   How happy together will be

9. **DADDY**
   
   Daddy would it buy me a bawoa (woa, woa) bawoa (woa, woa)  
   I got it, its ok! And I’m very fine of that  
   But I read it of a bawoa bawoa
10. A HOUSE
A house is where I live, the door
Is where I go in, through the window?
I can see, I see you and you see me.

11. I LOVE YOU
I love you,
You love me,
We’re a happy family,
with a great big hug,
and a kiss from me to you,
Won't you say you love me too!

I love you,
You love me,
We’re best friends like friends should be,
With a great big hug,
And a kiss from me to you,
Won't you say you love me too

12. DID YOU EVER SEE A HORSE FLY?
Did you ever see a horse fly,
a horse fly, a horse fly?
Did you ever see a horse fly,
a horse fly, fly, fly?

Did you ever see a board walk,
a board walk, a board walk?
Did you ever see a board walk,
a board walk, walk, walk?
Did you ever see a shoe lace, a shoe lace, a shoe lace?
Did you ever see a shoe lace, a shoe lace, lace, lace?

13. DO YOU EAR HANG LOW?

Do your ears hang low?
Do they wobble to and fro?
Can you tie them in a knot?
Can you tie them in a bow?
Can you throw them o'er your shoulder
Like a Continental Soldier?
Do your ears hang low?

14. ANN IS WEARING A RED DRESS

Ann is wearing a red dress
a white hat and white shoes
Ann is wearing a red dress, it is very hot
Reik is wearing a black hat, red short and brown shoes
Reik is wearing a black hat, it is raining
Mickey is wearing a grey coat, brown pants and grey clothes
Mickey is wearing a grey coat, it is snowing.

15. IT’S COLD IN HERE

Put on your sweater, but I can find it
Is these your sweater? No that’s not mine.
That's sweater is red, mine sweater is blue
Is these your sweater? No that's not mine.
That's sweater is yellow, mine sweater is blue
Is these your sweater? Yes, that's mine sweater.
mine sweater is blue. Put on your sweater.
It's cold in here.

16. APPLES AND BANANAS
I like to eat, eat, eat apples and bananas.(2)
I like to ate, ate, ate apples and bananas (2)
I like to eat, eat, eat epples and banenes (2)
I like to at, at, at apples and bananas (2)
I like to owt, owt, owt opples and banonos (2)
I like to ut, ut, ut upplus and banunus (2)

17. BREAKFAST
This is the way we eat our breakfast (2)
This is the way we eat our breakfast so early in the morning
This is the way we drink our milk (2)
This is the way we drink our milk so early in the morning
This is the way we drink our juice (2)
This is the way we drink our juice so early in the morning
This is the way we eat our eggs (2)
This is the way we eat our eggs so early in the morning
This is the way we eat our cereal (2)
This is the way we eat our cereal so early in the morning

18. OLD MAC DONALD

Old MacDonald had a farm,
E-I-E-I-O
And on his farm he had some chicks,
E-I-E-I-O
With a pi, pi here,
And a pi, pi there,
Here a pi, there a pi,
Everywhere a pi, pi,
Old MacDonald had a farm,
E-I-E-I-O

Old MacDonald had a farm,
E-I-E-I-O
And on his farm he had some ducks,
E-I-E-I-O
With a quack, quack, here,
And a quack, quack, there,
Here a quack, there a quack,
Everywhere a quack, quack,
Old MacDonald had a farm,
E-I-E-I-O

Old MacDonald had a farm,
E-I-E-I-O
And on his farm he had some cows,
E-I-E-I-O
With a moo, moo here,
And a moo, moo there,
Here a moo, there a moo,
Everywhere a moo, moo,
Old Mac Donald had a farm,
E-I-E-I-O

Old Mac Donald had a farm,
E-I-E-I-O
And on his farm he had some sheep,
E-I-E-I-O
With a baa, baa here,
And a baa, baa there,
Here a baa, there a baa,
Everywhere a baa, baa,
Old Mac Donald had a farm,
E-I-E-I-O

Old MacDonald had a farm,
E-I-E-I-O
And on his farm he had a horse,
E-I-E-I-O
With a nee, nee here,
And a nee, nee there,
Here a nee, there a nee,
Everywhere a nee, nee,
Old MacDonald had a farm,
E-I-E-I-O
19. GOING TO THE ZOO

Lions and tiger and kangaroos
That's you can see when you go to the zoo
Monkeys and birds and giraffe so top
If you look carefully we can see them all.

20. KOKO THE GORILLA

Koko the gorilla is really great
She eat her food in a dinner plate
She has plastic toys like a baby care
She likes to dance in a proper mad
Koko is funny she is very smart
She has a super enormous hat
She loves her family and her friends
She likes to paint with a yellow hand
Uuuuu, koko.

21. ON ONE SIDE

On one side of my garden (2)
A bananas an apples and pears
On the other side of my garden
Its red beans everywhere
On one side of my table
It’s yellow and brown potato
On the other side of my table
It’s a big fat red tomato

22. THE FARMER
The farmer in the town (2)
I have a cherry the farmer in the town
The farmer takes a while (2)
The wife takes a child (2)
The child takes the nurse (2)
The nurse takes the dog (2)
The dog takes the cat (2)
The cat takes the rat (2)
The rat takes the cheese

23. I LOVE THE SUPERMARKET
I love the supermarket I go everyday
I wrap a blue basket, I am feel great
Fresh chiken and beef, I make this list brief
Lollipops and butter I shock with my mother
I love the supermarket I go everyday
I wrap a blue basket and I feel great
Strawberries are cheap, onions make me wick
How much do they cost? Oh, no my money is lost
I love to the supermarket, I go everyday
I wrap a blue basket and I feel great.

24. THE WHEEL ON THE BUS

The wheels on the bus go round and round,
Round and round, round and round
The wheels on the bus go round and round, all through the town.
The doors on the bus go open and shot, open and shot
Open and shot.
The doors on the bus go open and shot all through the town.
The people on the bus go up and down, up and down,
Up and down.
The people on the bus go up and down all through the town.
The babies on the bus go gua,gua,gua,gua, gua,gua,gua,gua,gua.
The babies on the bus go gua gua gua all through the town.
The mammies on the bus go shhhh,shhhh,shhh,shhh,shhh,shh.
The mammies on the bus go shhhh,shhhh, allthrough the town.

25. I'M HAPPY

I'm h-a-p-p-y
I'm h-a-p-p-y
I know I am, I'm sorry I am.
I'm (clap)-a-p-p-y, I'm (clap)-a-p-p-y
I know I am, I'm sorry I am.
I'm (clap)-a-p-p-y
I'm (clap)- (clap)-p-p-y, I'm (clap)- (clap)-p-p-y
I know I am, I'm sorry I am.
I'm (clap)- (clap)-p-p-y
I'm (clap)- (clap)-(clap)-p-y, I'm (clap)- (clap)-(clap)-p-y
I know I am, I'm sorry I am.
I'm (clap)- (clap)-(clap)-p-y, I'm (clap)- (clap)-(clap)-p-y
I know I am, I'm sorry I am.
I'm (clap)- (clap)-(clap)-p-y
I'm (clap)- (clap)-(clap)-(clap)-p-y, I'm (clap)- (clap)-(clap)-(clap)-p-y
I know I am, I'm sorry I am.
I'm (clap)- (clap)-(clap)-(clap)-p-y
I'm (clap)- (clap)-(clap)-(clap)-(clap), I'm (clap)- (clap)-(clap)-(clap)-(clap),
I know I am, I'm sorry I am.
I'm (clap)- (clap)-(clap)-(clap)-(clap). (clap).

26. EMERGENCIES

Hey! kids listen carefully, sometimes bad things can happen, things call emergencies, a car reek, an accident or someone get hurts, if an emergency ever happen, here what you should do.
You think that something is burning, there is something out you smell, could it be a fire, its really hard to tell, there seems to be some smog coming down the hall, stay calm stay cool, who do you call?

911 that’s right, 911 what’s the number

the troubles come and call 911 and know you say the day, it’s only for emergencies not for play.

Now you looking out the window when a little child spied climb in the street all cars are passing by, a driver sour to miss the child there one reek. stay calm stay cool, who do you call?

911 that’s right, 911 what’s the number

the troubles come and call 911 and know you say the day, it’s only for emergencies not for play.

27. WHAT’S THE WEATHER LIKE?

It is sunny, it is sunny come and see, come and see

Let’s have a picnic, let’s have a picnic you and me

It is ranning, it is ranning come and see, come and see

Let’s do a puzzle, let’s do a puzzle you and me, you and me.

It is snowing, it is snowing come and see, come and see

Let’s go to the snowman, Let’s go to the snowman, you and me.

It is windy, it is windy, come and see, come and see

Let’s fly a kay, Let’s fly a kay, you and me
28. IT’S RAINING
It’s raining, it’s boring
The old man snoring,
When your bed and became your head and became get up in the morning (2)

29. MR. SUN
Oh! Mister sun, sun, mister go and sun
We shine down on me
Ohh!, Mister sun, sun, mister go and sun
Hide in behind the tree, this little children
Are risking me, to please come us and we can play with me
Ohh1 Mister sun, sun, mister go and sun
We shine down on me.
We shine down on me
We shine down on me.

30. LET’S GO TO THE SEA
Let’s go to the sea, let’s go to the sea side to swim and play all day.
Let’s go to the mountain, let’s go to the mountain to walk and run and play

31. ROW YOUR BOAT
Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.
32. SHE'LL BE COMING ROUND THE MOUNTAIN

She'll be coming round the mountain when she comes
She'll be coming round the mountain when she comes
She'll be coming round the mountain, she'll be coming round the mountain,
She'll be coming round the mountain when she comes
She'll be driving six white horses when she comes
She'll be driving six white horses when she comes
She'll be driving six white horses, she'll be driving six white horses,
She'll be driving six white horses when she comes
Oh, we'll all go out to meet her when she comes
Oh, we'll all go out to meet her when she comes
Oh, we'll all go out to meet her, we'll all go out to meet her,
We'll all go out to meet her when she comes

33. YOU ARE MY SUNSHINE

The other night dear, as I lay sleeping,
I dreamed I held you in my arms,
but when I woke dear, I was mistaken,
and I hung my head and cried.

You are my sunshine, my only sunshine
you make me happy when skies are grey
you'll never know dear, how much I love you,
please don't take my sunshine away.