



# STORYLINE

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Teacher's Companion

SAMPLE UNIT

PEARSON

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	UNIT	VOCABULARY	ANSWERS TO	RECOGNITION	INTEGRATION	ORAL INTERACTION	
1	SCHOOL	<b>Names of characters</b> <b>School objects:</b> <i>book, copybook, glue, marker, pencil, pencil case, rubber</i>	<i>What's your name?</i> <i>Who's this?</i> <i>Is this...?</i> <i>What's this?</i>	<b>Classroom language:</b> <i>stand up, sit down, give me..., show me..., open..., close..., listen, draw, glue, write, sing, colour, point to</i>		<i>Hello.</i> <i>Goodbye.</i> <i>I'm + name.</i> <i>Thank you.</i> <i>Please.</i> <i>That's not nice.</i> <i>Sorry.</i>	18
	<b>Pam and the Gang</b>	Integration through a story					26
2	ONE, TWO ... BLUE!	<b>Colours:</b> <i>red, yellow, blue, green, black</i> <b>Numbers:</b> 1 to 5	<i>What colour...?</i> <i>How many...?</i>	<b>Plural nouns</b>	Characters School objects <b>Oral interaction</b> <i>That's not nice.</i> <b>Answers to</b> <i>Is this...?</i> <i>Who's this?</i>		28
	<b>Pam and the Gang</b>	Integration through a story					36
<b>Board Game 1</b>		Integration and Consolidation					37
3	FIVE, SIX ... PINK!	<b>Colours:</b> <i>orange, brown, pink, white</i> <b>Numbers:</b> 6 to 10 <i>Big, small</i>	<i>How old are you?</i> <i>How old is...?</i>	<b>The weather:</b> <i>sunny, cloudy, rainy</i>	<b>Colours:</b> <i>red, yellow, blue, green, black</i> School objects Characters Numbers: 1 to 5 <b>Oral interaction</b> <i>That's not nice.</i> <b>Answers to</b> <i>What's this?</i> <i>How many...?</i> <i>Who's this?</i> <i>What's this?</i> <i>What colour...?</i>	<i>Hello, how are you?</i> <i>Fine!</i> <i>I'm + age.</i>	38
	<b>Pam and the Gang</b>	Integration through a story					46

<b>EDUCATIONAL OBJECTIVES</b> <b>Fine motor skills</b> <ul style="list-style-type: none"> <li>- tracing</li> <li>- mazes</li> <li>- colouring within limits</li> <li>- following lines</li> </ul> <b>Tidiness habits</b> <ul style="list-style-type: none"> <li>- materials needed</li> <li>- sharpening pencils</li> <li>- glueing</li> </ul>	<b>Space management</b> <ul style="list-style-type: none"> <li>- elements on the desks</li> <li>- page layout</li> <li>- glueing copies</li> <li>- underlining titles</li> </ul> <b>Taking care of materials</b> <ul style="list-style-type: none"> <li>- counting number of cards</li> <li>- keeping cards and puppets in an envelope</li> <li>- putting things away</li> <li>- keeping things in the right place</li> </ul>	<b>Accepting and following rules and instructions</b> <ul style="list-style-type: none"> <li>- classroom rules</li> <li>- instructions in the book</li> <li>- teacher's instructions</li> <li>- rules of games</li> </ul> <b>Respect</b> <ul style="list-style-type: none"> <li>- towards others</li> <li>- towards materials</li> <li>- towards likes and dislikes</li> </ul>
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	UNIT	VOCABULARY	ANSWERS TO	RECOGNITION	INTEGRATION	ORAL INTERACTION	
4	TOYS	<b>Toys:</b> ball, car, doll, plane, robot, soft toy, train	Are you...? What's your favourite...? What's that?	<b>Feelings:</b> happy, tired, OK	Colour + noun Big / small + noun Classroom commands + toys Numbers School objects <b>Answers to</b> What's this? What colour...? How many...? Is this...?		48
	Pam and the Gang	Integration through a story					56
Board Game 2		Integration and Consolidation					57
5	FAMILY AND PETS	<b>Family:</b> dad, mum, brother, sister, baby <b>Pets:</b> dog, cat, bird, fish	Is that...?		Big / small Numbers Happy, tired, OK Colours <b>Oral interaction</b> Hello, how are you? Fine! Thanks! What's your name? <b>Answers to</b> Is this...? Who's this? How many...? What's this? What's that? What's your favourite...?	<b>Personal information:</b> I'm (Ana), I'm six. Look! My mum, my dad, my sister and my brother. Look! My dog.	58
	Pam and the Gang	Integration through a story					66
6	FOOD	<b>Food:</b> sandwich, biscuit, ice cream, apple, orange, banana, egg, pizza	Do you like...?		Numbers, big / small, colours, school objects, toys <b>Oral interaction</b> Please. Here you are. Thank you. <b>Answers to</b> How many...? Which...? Is this...? What's this...? What's your favourite...?	I like... I don't like...	68
	Pam and the Gang	Integration through story					76
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#### AWARENESS

##### Language awareness

- adjective before the noun
- plural forms
- beginning of print/sound relationship
- phonological differences between English and Spanish

##### Cognitive awareness

- materials needed
- timing
- self evaluation

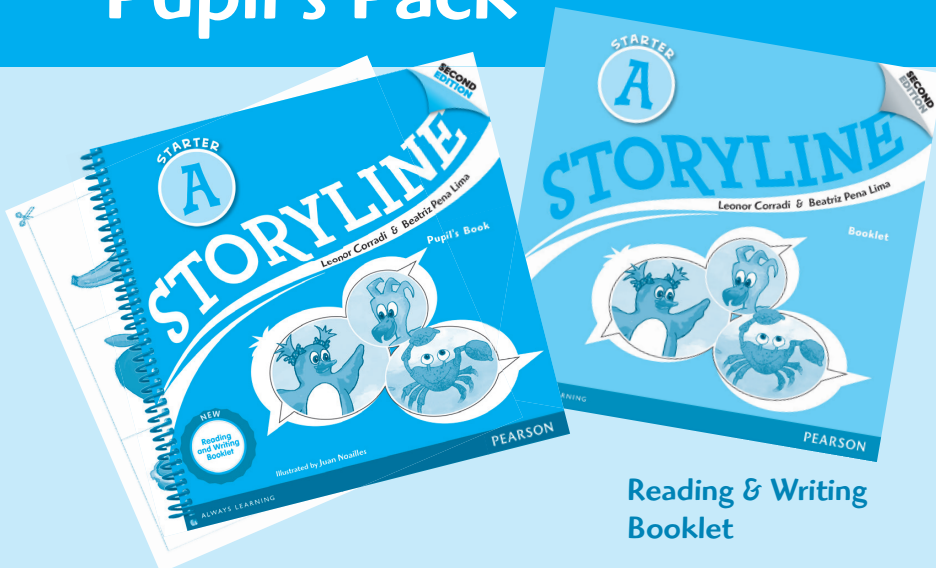
##### Social awareness

- group work
- rules

##### Intercultural awareness

- politeness
- diversity
- cultural diversity

# Pupil's Pack



Integrated Pupil's Book  
+ cut-outs

Reading & Writing  
Booklet



MP3 songs



*Encuentros  
Escuela + Hogar*

# Teacher's Companion



MP3 Class  
audio files



Teacher  
Training Video

# + Adoption Pack



Story Posters  
for every unit



A set of 74  
flashcards

# In this Teacher's Companion...

## Unit objectives

## Reduced pupil's book pages

## Answers to exercises

## Extra materials

**VOCABULARY**  
Colours: red, yellow, blue, green, black  
Numbers: 1 to 5

**ANSWERS TO**  
What colour...?  
How many...?

**RECOGNITION**  
Pencil marks

**LANGUAGE AWARENESS**  
Phonological differences between English and Spanish (final consonants different from Spanish)  
Pencil formation

See Introduction for suggestions on how to make activities and develop cognitive, social and intercultural awareness in children.

### Extra materials

You need to prepare a set of number cards from one to five. You need to have one card for each kid. The cards should be about the size of a cut-out. Draw this type of number for kids to colour in, e.g. 1.

### Getting started

Start the lesson with the routine suggested in the Introduction.

### Building confidence activities

**Flashing cards.** You'll be using the flashcards (characters and school objects). Kids should name the character or school object as you show them each card. Flash one of the character cards, e.g. Colin, and ask kids *Who's this?* Then flash a school object card and ask kids *What's this?*

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## Story lead-ins

## Building confidence activities

## Consolidation activities

## Copybook activities

## Audioscripts

## Homework

### AUDIOSCRIPT MP3 TRACK 14

*Mr Longlegs: Here we go! Go, one... Colin, four... Willie, three... Pam, two... Scott, five.*

### Building confidence activities

**1 Memory game.** Tell kids you're going to play a memory game. Ask them to "take a mental photograph of the sequence." You can tell them to produce the sound of the camera. Then, tell them to close their books. Finally you say the number for kids to tell you which character it is.

**2 Number game.** Give out the number cards you've prepared to the kids. Every kid should have only one number. Tell them that you'll say a number, and the kids who have that number will have to stand up. Try out the activity first.

### 3 LISTEN AND DRAW

Ask kids to look at the icons and tell you what they have to do. Since there is no sand in the classroom, tell kids to draw the numbers in the air.

Ask kids to draw the numbers in the air.

Play the recording or read the numbers.

### AUDIOSCRIPT MP3 TRACK 15

*Miss Whiskers: One... two... three... four... five... six... seven... eight... nine... ten... eleven... twelve... thirteen... fourteen... fifteen... sixteen... seventeen... eighteen... nineteen... twenty.*

### Building confidence activity

**Feely game.** Ask one of the kids to stand next to you. Turn him/her around so that he/she gives his/her back to the rest. Draw a number on the kid's back. Do this slowly. Then ask the kid to say which number it is. If the kid can't say the number, draw it again. You can give the kid two options, e.g. *Two or four?* When the kid answers, ask the rest, *Is it OK?*

### Homework

Tell kids to bring cut-outs of numbers from magazines or catalogues.

### COPYBOOK ACTIVITY

Unit 2 = 29

### Getting started

Start the lesson with the routine suggested in the Introduction.

### Building confidence activities

**1 Who's this?** Tell kids to take out their phones. Ask kids to try to guess the animal from the photos. *Who's this?* They can answer, e.g. *This is my dog. Manchester. My dog. Manchester. Manchester. My dog. Make sure they use the new vocabulary.*

**2 Missing game.** Tell kids you'll name a pet, and they have to mime it. Try out the activity with the kids. Depending on the characteristics of your group, you can let them mime the pet and imitate the sound as well. Reinforce kids of the rules for playing.

### 12 LOOK AND SAY

Have kids look at the instruction icons and the pictures and tell you what they have to do.  
Reinforce kids of the rules for participating.  
Tell kids they have to identify the animals. It can be just one animal or more than one.  
Say each number for kids to tell you what animal it is and how many there are.

### Building confidence activity

**Memory game.** Kids take a mental photo of the pictures in Exercise 12 and they close their books. You say a number and they have to tell you what animal it is, e.g. *Number 1: a dog.*

### Remember that kids are not ready to understand the concept of articles.

You can show them why they have to say *A dog* by referring to Spanish, e.g. *¿Qué decimos, "perro" o "un perro"?* If kids apply the rule to plural nouns, ask them again *¿Qué decimos, "perros" o "un perros"?*

### Audioscript MP3 TRACK 49

**Animal sounds:**  
Number 1: A dog  
Number 2: Three cats  
Number 3: Two birds  
Number 4: Five dogs  
Number 5: Two cats  
Number 6: Four birds

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12 LOOK AND SAY

13 LISTEN AND SAY

13 LISTEN AND SAY

14 SONG

Unit 5 = 65

14 SONG

15 MY FAVOURITE PET

14 SONG

15 MY FAVOURITE PET

Unit 5 = 65

### Consolidation activity

Counting activity. Once the kids have finished drawing their favourite pet, ask them to get up that table and name the pet they have drawn. Do this with all the pets. Then ask kids *How many dogs? How many cats? How many birds?*

### Homework

Ask kids to bring cut-outs of pets.

### COPYBOOK ACTIVITY

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Ask kids to bring cut-outs of pets.

FOOD FOR FOUR

HONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SCHOOL PARTY

## Notes to teachers

## Lyrics

## Personalisation

## An end-of-the-year play

# STORYLINE

*Storyline* is a six-level series for learners between the ages of 6 and 11 which aims at actively involving kids as whole persons in learning English, both effectively and in an entertaining manner.

## The rationale underlying the series

*Storyline* goes beyond the teaching of English alone. It [aims at educating kids](#), that is, preparing them for the rapidly changing and increasingly complex society they will have to live in, by helping them develop independent, critical thinking and ethical behaviours in order to become caring and productive 21<sup>st</sup> century citizens. The following four principles are at the core of the series as parts of an integral whole: a focus on [meaning](#), a focus on [learning](#), a focus on [education](#) and a focus on [stories](#).

### 1. Focus on meaning

In order to learn, we all need to make sense of what somebody is trying to teach us. Consequently, [English should be taught](#) as a means to an end, [as a means to construct and understand meanings](#). Meaningfulness should be present at every stage, even when learners are focusing on the structure of the language. In this respect, stories and story telling are a must in a series for kids, both to trigger their interest, to integrate language and content in meaningful and significant social situations, and to start the learning process.

Language is graded according to learners' needs and interests. In levels Starter A and Starter B, for example, there is more emphasis on lexical areas than on structures. Learners are asked to use structures meaningfully without focusing on language rules until they are mature enough to become aware of how a language works.

### 2. Focus on learning

The series [aims at fostering learning rather than at teaching](#). This means orienting teaching to learners' abilities, styles, interests, cognitive and linguistic development and educational contexts so that they learn effectively. There are plenty of opportunities for learners to learn by discovery, by making connections, by being able to relate what they are learning to their lives.

The series [follows a spiral approach](#) in which there is [permanent integration](#). The comprehension and production practices, the language skills are systematically practised in natural and meaningful contexts and are developed to deeper levels as the students grow older.

The [approach is multi sensory](#) (including visual, auditory and kinaesthetic activities), especially at Starter A and B levels, and there is room for the development of multiple intelligences. There are also plenty of opportunities for intercultural awareness and cross curricular links.

### 3. Focus on education

*Storyline* provides learners with [opportunities to learn and develop life skills](#), which are put into practice in the activities proposed for the six levels. The series includes the development of:

- › [Learning strategies](#) - to help kids become aware of how they learn
- › [Studying skills](#) - to help them learn effectively
- › [Organisation habits](#) - to help them develop their autonomy
- › [Thinking skills](#) - to help them evaluate information critically
- › [Intercultural awareness](#) - to help kids understand and value their own learning

- › [Respect](#) - for oneself, for others' opinions and feelings and for personal and classroom materials
- › [Group awareness](#) - to help them learn how to work in groups
- › [Conflict resolution skills](#) - to help kids gain autonomy as individuals and as members of groups

From the list above, it's the latter six skills which a learner activates when confronted with the fictional world of each text. Levels Starter A and B provide a vivid context in which lexical and syntactic items are made memorable.

In addition, the stories in the books serve as an excellent prompt for improvisations, acting out activities, games and many other learner-centered activities that spring naturally from them. It is in the latter activities -many of which entail pair or group work- that learners gain confidence in the use of the language and learn to respect other kids' opinions and feelings.

The series grows together with the learners. This growth is reflected in the choice of characters, in the activities proposed, and in the level of demand and challenge through the series. Moreover, the introduction of poems, rock lyrics, legends and folk tales belonging to other cultures aims at helping learners recognise the value of human diversity and, through comparison and contrast with similar texts from their own culture, arrive at a greater appreciation of their own cultural roots.

### 4. Focus on stories

Stories play a crucial role in the series as they provide learners with meaningful situations in which English is used naturally. Getting imaginatively involved in stories enables learners to shift their focus of attention from the language proper to the stories. Kids' natural fear of a new language soon disappears when they can identify with characters whose interests are like theirs though they may be speaking a different language. In addition, both *Storyline* Starter A and B have been conceived as picture books with beautiful illustrations in order to help learners infer meaning from them, while the dialogues allow them to make inferences from linguistic clues.

It is a proven fact that most of what small kids learn about the world and their place in it comes from stories: anecdotes and stories told by their families, and stories they tell themselves when playing. Moreover, according to language specialists, when kids are immersed in a story they are learning more about the language than when a teacher resorts to decontextualized activities. The explanation of why this is so seems to be that [stories involve kids as whole persons. They appeal to their intelligence, their imagination and their feelings, and broaden their capacity to understand and empathise with others.](#)

## THE PUPIL'S BOOK

- › There are **six main units**, each one consisting of five lessons.
- › Lessons 1, 2, 3 and 4 are two pages long and contain work for approximately two to three teaching periods each. At the end of lesson 4 there is usually a song followed by a personalisation activity.
- › Lesson 5 is a story-time lesson. In this lesson, the main teaching points in the unit are integrated into a story. The story-time lesson contains work for approximately one or two teaching periods.
- › There are three **Consolidation units**, one every two units. These *Consolidation* units provide integration of language presented in the previous units in the form of a game, once again integrating previously taught topics.
- › At the end of the book there are cut-outs which include all the lexical items taught plus a set of character puppet-like masks for the acting out activities.

## THE TEACHER'S COMPANION

The *Teacher's Companion* has been designed to help teachers maximise the use of the textbook and make their task friendlier, more enjoyable, more effective and less tiring. It contains:

- › suggestions on annual planning in the *Planificación anual*
- › ideas on how to approach different aspects of teaching
- › clear and easy-to-follow lesson plans and teaching notes
- › story lead-ins and strategies to elicit learners' predictions and inferences
- › reflections on learners' expected levels of performance and areas of difficulty
- › suggestions for copybook activities and homework activities

The teaching notes for each of the five lessons in every unit include:

- › a guided lesson plan
- › notes related to the specific teaching point in the lesson: expected mistakes, areas of difficulty, etc.
- › *Building confidence* and *Consolidation* activities
- › the scripts for every listening activity
- › the lyrics for every song
- › answers to activities in the Pupil's Book

The more general aspects of teaching, such as how to go about activities, songs, and so on, are described in the section *From the coursebook to the learners* below.

## FROM THE COURSEBOOK TO THE LEARNERS

Here teachers will find information about the objectives of each of the sections in *Storyline Starter A*. It includes a *How to go about it* section with suggested procedures for the Pupil's book activities. The suggestions in this section apply to all the units in the book and, therefore, are not repeated in the individual lesson plans. Teachers are advised to refer back to this section when necessary.

### a. Routines

Routines **provide a framework for the lesson and help kids become autonomous**. For instance, once kids see the sign for *Story time*, they will have learnt that they have to sit close to the teacher, or that they are supposed to put everything away. In this way, time and energy are saved. At the beginning of the year, teachers organise the routine. After a few months, kids can be in charge of organising it themselves.

#### How to go about the routine

- › Write a sketchy plan of the day's lesson on one corner of the bb:
  - Hello* song
  - Calendar
  - Weather
  - Feelings
  - Audio Activity
  - Game 1
  - Game 2
  - Story
- › You can replace words with drawings for the weather, feelings, a CD icon, etc.
- › Start the lesson with the *Hello* song.
- › Write *TODAY IS (MONDAY) (MARCH 27)* on the bb. There is a tendency now not to include the ordinal ending, which you may start writing as kids grow older and know all the numbers.

- › Ask kids about the weather. You can draw the symbols on the bb.
- › Ask kids about their feelings. You can ask kids **Who's happy today?** and those who are happy raise their hands. Count the number of hands and write it below the happy face. Do the same with the other feelings. Include your own feeling. Once this is over, add up the numbers and compare the result to the number of kids in the class. You can ask them **Match or no match?** Kids should learn they have to vote, and that they have to do so only once.
- › When you finish the routine, go to the plan on a corner of the bb and ask kids which steps you can tick off.
- › Before the end of the lesson, go back to the plan and reflect with kids (in Spanish) on why you have been able to cover it or not. This is a good opportunity to show kids that sometimes, some activity may take longer because they need more time, and this is OK, but if you waste time because they misbehave and have to stop the lesson, this is not OK.

### b. The story sections: Look and listen

The **stories** in *Storyline Starter A* **present the linguistic and communicative teaching points of the unit** through animal characters that learners can easily identify with as they are first graders like themselves. The geographical context of the story is the coastline. Here a number of young creatures of air, land and sea learn about one another and the world in both the family and the school environments. They are:

- › **Pam** the penguin, a sweet, innocent and very pretty female penguin. She lives with her parents, a brother, a newly born baby sister and her pet, Susie the snail.
- › **Colin** the crab, a smart know-it-all male crab who is always willing to teach his friends about the world of humans. He lives with his father and his pet, a sea-horse.
- › **Gus** the gull, a male seagull who likes playing tricks on his friends. He lives with his mum and his twin brothers.
- › **Willie** the whale, a young male whale who attends school and loves playing with his friends without ever leaving the sea. He has a big family: a father and a mother, a brother, a sister, and a baby brother.
- › **Susie** the snail, Pam's small pet.
- › **Miss Whiskers**, the teacher, a warm-hearted and very clever female seal.
- › **Mr Longlegs**, the sports teacher, a *ñandú* or South American rhea, who loves to play games with the kids.

#### How to go about the stories

- › When possible, get kids nearer to you for them to be able to see you better, as well as the poster, photo, object, illustration, etc. you may be using to set the kids in the right frame of mind for what is to come. The change may consist in kids bringing their chairs closer to you, or their sitting on the floor around you, or your sitting on your desk if the school permits it, or just writing 'Story time' on the blackboard.
- › Engage kids into the topic of the story by chatting with them about some anecdote or experience (either yours or theirs). As the purpose of this stage is to engage learners and to activate their schemata, teachers can resort to Spanish, the language of instruction. You can find possible lead-ins for the different stories in the lesson notes of each Unit of the book.
- › Ask relevant questions aiming at predicting what is going on in the illustration of the story. Avoid 'language practice' questions, e.g. **What's this?** to practise vocabulary if it is not relevant to the development of the story. In every story, there are suggestions on how to elicit predictions and inferences from learners.
- › If possible, take out the *Story poster* included in the Teacher's adoption pack and have kids focus their attention on it. Do not ask them to open their books since they will tend to get distracted. As you play the recording, help kids follow by pointing to the different characters or

elements in the poster. Once kids have understood the situation, you can tell them to open their books at the right page. You'll find cross-references to these *Story posters* throughout the Teacher's Companion.

- › Have kids listen to the story and check their predictions.
- › Invite them to listen to the story a second time. Remember it is important to give them a second task for the listening activity to be meaningful.

## c. Activities

Activities are aimed at the development of both comprehension and production practices. They are organised into recognition activities, following the presentation of a teaching point, and then guided practice activities, which are speaking activities at this early stage.

### How to go about the icons

- › The icons are clear and show what kids have to do.
- › Elicit from kids what they think they have to do. The set of flashcards includes copies of all the icons used in the book. Use the icon flashcards to help you (see *Playing with flashcards* of this Introduction).
- › When activities require different steps, it is better to stick the icon flashcards on the bb for the kids to use them as reference should they not remember what to do. When they ask you, refer them to the bb. See DVD section *Instructions*.
- › When kids know how to read, you can use the flashcards with key words next to the icon. As from 2<sup>nd</sup> form (or 1<sup>st</sup> if the kids are already literate), use lower case as this is the most common type of print for reading.



### How to go about listening activities

- › You need to start by referring kids to the icons.
- › Elicit from kids what materials, if any, they need to carry out the activity: black pencils, coloured pencils, a rubber, glue, etc.
- › Check that kids have their materials ready. If they are going to do a colouring activity, make sure they have the necessary coloured pencils and that their tips are sharp.
- › You should go over some listening rules with the kids:
  - Do not make any noise while the listening is on.
  - Wait until the end of the recording if you want to ask a question or make a comment.
  - Do not interrupt the recording, even if there is something you don't understand.
- › It is advisable to have a *dry run* (an example you come up with yourself which is not included in the book and that you do with the kids) so as to check that everybody knows what to do. With 1<sup>st</sup> formers it is better to have a few dry runs: first you show them how to do the activity, then you invite a kid or two to have a try and give them support, then you ask one kid to do the activity as you give him/ her instructions. The class is now ready to do the activity.
- › Play the recording or read the lines yourself.
- › Check the kids' answers by having either drawings or flashcards on the bb.
- › The use of the audio: it may be the case that the audio player is not available or that it cannot be used for a number of reasons. Listen to the audio at home for ideas on how to imitate different voices or sound effects to make the listening livelier.



### How to go about speaking activities

- › Ask kids to have a look at the icons. Make sure they understand what they have to do.
- › Have a few dry runs.
- › It may be advisable to go over the vocabulary that kids need to use, especially if it was not used in the previous activity or if you start the lesson with a speaking activity. This will reduce the number of questions kids may come up with while they are working.
- › All the activities can be done in different ways, as outlined below.
  - In pairs.
  - In small groups.
  - Dividing the class into two big groups.
  - With the whole class being one member of the pair and you the other.
- › However, young kids may not be ready to work in pairs or in small groups yet. If you want them to do so, make sure you teach them how. This requires lots of examples and patience on your part.
- › If kids have worked in pairs or small groups, ask one or two pairs to show what they have done to give closure to the activity.
- › Work on some speaking rules:
  - Be silent while somebody else is speaking.
  - Do not correct another kid if he or she makes a mistake.
  - Wait for your turn.
  - Raise your hand to participate.
  - Remain at your desk/ at your spot.



### How to go about games

- › Have kids focus on the icons and tell you what they have to do.
- › If they need materials, make sure they have everything ready. You can check they have the materials ready by naming each item they need, e.g. **Ball? Soft toy?** and by asking them to show it to you.
- › Have as many dry runs as you consider necessary.
- › Work on some rules:
  - Wait for your turn.
  - If you know the answer, raise your hand; do not shout the answer from your desk.
  - Celebrate without shouting. You can whisper *Hurray!* and make the corresponding gesture.
  - Never mock the losers.
  - Never mock or undermine the winners.
- › If kids have used their cards, make sure that they collect them at the end of the game. It is advisable to check that they have all of them. They should put the cards in an envelope, and the envelope in their school bag.
- › You can play games by adding a score.
  - The class can be divided into random teams (with a new team per class), you can have different groupings (e.g. boys and girls, odd numbers and even numbers according to their position in the roll), there can be regular teams or kids can play against the teacher.
  - Draw a tally mark (I) every time a group scores a point. At the end of the game or the lesson, invite kids to help you count the number of points each group has scored.
  - This is a good opportunity to show kids that everybody can contribute to their group. When a kid wins, all the group benefits from it. Kids can get the help of the other members of the team as well.

- If kids misbehave or do not follow the rules of the game or activity, some points can be deducted from their score. In this way, kids learn that their actions will affect others.
- You can give kids 10, 20, 50 and even 100 points so that they should be exposed to bigger numbers.



### How to go about acting out activities

- › Tell kids to look at the icon and tell you what they are going to do.
- › Give them time to take out their puppets if they need them or any other materials they need.
- › Tell kids they are going to learn the lines and rehearse them all together first.
- › Have kids repeat the lines after you or after the recording. Invite them to imitate voices, the intonation and speed. Encourage them to add sound effects and gesture as well.
- › Tell kids they can use memory aids -drawings, their cards, etc.- to remember the lines.
- › If several kids want to act out in front of the rest, you can group characters together (two or three Pams, two or three Colins, etc.) or you can spread the performances over a couple of lessons.



### How to go about songs and raps

- › Have kids look at the icon and tell you what they are going to do.
- › Go over the vocabulary (lyrics) of the song. You can elicit the words of the song from kids.
- › Play the song or rap once for kids to check their predictions.
- › You can draw the stave on the bb and draw the words or use the flashcards. Play the song again and, as you hear the words, point to them on the bb. Invite kids to do the same in their books.
- › Rehearse the song or rap with the kids (most probably, more slowly than the recording).
- › Play the song or rap again and invite kids to sing or rap along.
- › Encourage kids to add some dance routine to the song or rap. This way, they'll remember the words better.
- › Play the karaoke version for kids to sing.
- › For another way of working with songs, see DVD section Songs.

## d. Pronunciation

Pronunciation is not worked on separately from activities, but should be an integral part of them. Specific problem areas for Spanish speakers are dealt with on a unit by unit basis.

### How to go about pronunciation

- › Invite kids to repeat, imitating the characters in the book, their pronunciation and intonation.
- › Ask kids to play different roles when saying something, e.g. *Imagine you're a huge elephant, a beautiful princess, a small mouse or an ant.*
- › Encourage kids to say the lines together with the recording once they are familiar with the utterances. This should be done only with short stretches of language, e.g. one line at a time, not the complete dialogue.

## e. Playing with flashcards

The Teacher's adoption pack for *Storyline* Starter A and B comes with a set of 94 flashcards.

The set includes:

- all the lexical items presented in the Pupil's Book
- the characters
- all the icons used in the book and their corresponding words

### How to go about flashcards

- › Flashcards can be used for games creating some information gap, i.e., by showing only a small part of the card or by flashing it. This way, language is used meaningfully since kids have to tell the teacher what they **think** something is rather than simply say what is obvious and everybody can see.
- › You can also hold all the cards in your hand as if you were holding playing cards. You can number the cards and ask kids to choose a number so as to pick out one card. You can also play *crazy finger*: you move your forefinger very quickly from the first to the last card and when one of the kids says **Stop**, that's the card you pick out.
- › **Icons**: these are meant to help you work on instructions as well as to develop your young learners' autonomy. See DVD sections *Routines*, *Instructions* and *Reading*.

## f. Building learner autonomy

### How to go about the level of challenge

- › Kids can be invited to decide on which level of challenge they want to work. You can ask kids if they want the activity to be difficult (use gesture) or easy (gesture again).
- › You can change the level of challenge by showing a bigger or smaller area of a picture, by flashing it more or less quickly, by miming something more or less quickly, etc.
- › When playing guessing games, you can also ask kids whether they want it to be easy or difficult. For them, *difficult* will mean those words they find more difficult to remember or say.

### How to go about the management of time

- › Kids need to learn how to manage time.
- › Writing the daily plan on the bb and going back to it at the end of the lesson gives kids an idea of how much they can do in a given amount of time.
- › You can time activities as well. If there is a clock in the classroom, tell kids that they will have to stop when the long hand is at a certain number. You can stick a pointer on the clock to show where the long hand should get to. It is not necessary for kids to be able to tell the time. Every now and then, ask kids to look at the clock and ask them if they need to hurry up or not.
- › If there is no clock in the classroom, you can use songs to measure time. Tell kids how many songs you'll be playing. Longer activities will require three or four songs and shorter ones only one or two. You can use any song in English.
- › It is very important at this stage to give kids something concrete for them to measure time. If you tell them '10 minutes', it won't mean anything.



## COPYBOOK ACTIVITIES

- › At the beginning of every month, kids can stick the slip of paper with the name of the month, provided at the back of this Teacher's Companion. Kids can be invited to colour it at home.

- › As they work in their copybooks, make sure kids open it at the correct page. If you give them photocopies, kids should be helped to see whether they have to fold the photocopy or not. If they have to do so, show them how not to cover the title. In this way, if they have to check something in their copybooks, they will find it more easily.
- › You can show kids how to glue copies: show them they should only have four drops of glue, one on each corner. Kids have a tendency to cover the whole copy in glue. If they have to fold the copy, make sure they fold it before applying glue to it.
- › Ask kids to copy the date as you copy it on the board.
- › Consult the grade teacher on the use of pencil or ink. It's advisable for the English teacher not to ask kids to write in ink until they are quite at ease with it in Spanish.

Examples of copybook activities:

- › Number dictation
- › Colour dictation
- › Picture dictation
- › Picture + colour dictation
- › Photocopiables (at the back of this book)

## OUR POSTER

- › At the end of every unit, you can make a poster with the kids on which you show the vocabulary of the unit.
- › Ask kids to bring cut-outs from magazines or drawings from home.
- › Depending on the number of kids, you'll need one or more sheets of poster or cartridge paper.
- › Elicit from kids that they will have to approach your desk in small groups to glue their cut-outs.
- › Make a classroom display of the posters. Kids can use these posters as wall dictionaries.

## DEVELOPING COGNITIVE, SOCIAL AND INTERCULTURAL AWARENESS

There are plenty of opportunities throughout the series to develop awareness in kids. There are no specific or separate worksheets or activities since these educational objectives are at the core of the approach which underlies the series.

### Social awareness

Kids at the age of six/ seven may be used to working together at a table, which does not mean they are used to working in teams. It takes time for them to learn how to do so.

In order to work in pairs or groups, the first thing kids need to know is what exactly they have to do. It is easier for them to start working as a member of a group or pair when the rules are very clear, there is no ambiguity and they know what is expected from every member.

Young kids need to be able to see the effects of their own actions on others. It is through stories and their characters that kids are provided with the opportunity to see how somebody's behaviour can be inconsiderate and can hurt feelings or cause embarrassment. Moreover, participating in the telling of a story is a shared social experience. Kids respond both to the teacher's tone of voice, gestures and miming as well as to their friends' laughter, silence and interest.

## Intercultural awareness

The world is characterised by human diversity and cultural diversity. Awareness of similarities and differences among cultures is a first step away from ethnocentrism, which only finds value, rightness and sense in one's own cultural patterns. The learners' recognition of the value of diversity offers rich rewards to culturally sensitive language teachers and learners. Kids need to be able to see how diversity contributes to making other people and the world itself more attractive, to helping us understand others and the concept of otherness. As teachers of English, we need to help kids focus on diversity, for which a good starting point is the variety of species to be found in the characters of the stories. There is variety regarding their habitats, their likes and interests, their physical and psychological characteristics. They accept each other without asking, or forcing others to change, which is the essence of acceptance and social harmony. It is through the development of intercultural awareness that human beings can develop understanding and a disposition of openness towards others. Intercultural awareness is developed around politeness and diversity in the context of celebrations, the family, ways to address adults, among others.

## Cognitive awareness

This umbrella term refers to the knowledge and self-awareness that a learner has of his/ her own language learning process. It has come to be regarded as key to successful learning.

Kids need to be helped to see what languages are meant for, i.e., as a means to construct and understand meanings. Learners need to be helped to see which strategies they use to remember new words and their pronunciation, linguistic chunks, etc. They have to be able to evaluate how much they have learnt.

Young learners may not be ready yet to reflect on their learning process; nevertheless, they can be initiated into this reflective process. When teachers elicit from learners what materials they need, they are focusing on cognitive awareness: they become aware of what they need and can plan and organise themselves if they have to do activities on their own. Teachers can help learners to monitor their progress and their performance by making them reflect on how much they remember from previous lessons, how they can use songs and raps as a source of reference when they can't remember a word. Learners can also start reflecting on the similarities between English and Spanish, which they can use to learn better. This does not mean that they or teachers will be resorting to constant translation. It is by focusing on similarities and differences that learners can start contrasting and comparing elements from either language, which in turns engages them into processing information, thus leading them to a better knowledge of both their mother tongue and the target language.

## THE TEACHER TRAINING DVD

### Reflections on Classroom Stories

This DVD has been created with the aim of showing how the principles that underlie the series can be put into practice in the classroom.

### What can you find in the DVD?

In this DVD there are seven modules developing key aspects related to the teaching of English to kids: *Routines, Instructions, Reading, Listening, Games, Songs* and *Story time*.

Each module is divided into three sections:

- *Opening* to the topic by the authors.
- *Classroom sequences* - extracts from real classes where each teaching aspect can be seen at work. In these extracts, kids interact naturally with their teachers in their regular classrooms.
- *Rounding up* - reflections on what happened during the lessons and why different things may have happened.



### How to go about the DVD

The DVD does not follow any order in particular. Teachers are invited to watch segments in any order, depending on their interests and needs. The *Opening* and the *Rounding up* sections provide an opportunity for teachers to understand the principles and reflect upon them. The *Classroom sequences* provide an opportunity to see it all in action.

Note that the DVD has been set up in a way that allows you to choose to see either a whole module from beginning to end or the individual segments that you are interested in.

For ease of use, this DVD offers the option of using subtitles either in English or in Spanish.

Finally, we would like to stress that this DVD does not constitute a set of do's and don'ts. Quite the opposite, following these same principles of meaningfulness, our objective has been to show one possible way in which teachers can approach the challenging activity of helping kids learn.

You will find cross references to the DVD throughout the units in this Teacher's Companion.

## Encuentros Escuela + Hogar

This guide aims at helping parents and care-givers accompany their kids in the wonderful experience of learning English, whether they know the language or not.

For each unit in the Pupil's Book there is a double page in Spanish which is divided into four sections.

Section one contains the story within each unit, or the story behind the story. Parents will thus be able to follow their kids' retellings or construct the stories together with them. Moreover, parents are invited to establish links between what happens to the characters in the book and what happens to their own kids as a means to tackle issues such as problem-solving, the need for sharing things with others, etc.

Section two connects the story to life outside school. There are plenty of opportunities to develop social awareness and values in *Storyline*. Parents can use them for their kids to see the relationship between what goes on in the English class and everyday life.

Section three tells parents what their kids are learning at school. Parents are given tips on how to help their kids remember what is being taught and use it in game-like activities at home.

Lastly, section four provides parents with the lyrics of the songs in case they want to sing them with their kids, with or without the help of the audio.

To sum up, the guide aims at bridging the gap between the school and the kids' families. It provides parents with a window into their kids' English class and gives kids the chance to share their learning experience with their families.

### How to go about parent involvement

You can reinforce and strengthen this connection between home and school by sending parents a letter at the beginning of the year informing them about what their kids will need for their English class and how their support will enhance their kids' learning.

It is easier for parents to help their kids when parent-teacher communication is direct and regular. Below you will find examples of letters you can send to parents throughout the year.

Estimada familia:

Mi nombre es ..... y soy el/ la profesor(a) de inglés. Vamos a tener clases los días ..... Para estos días, los chicos tienen que tener en sus mochilas: el libro *Storyline Starter A*, un cuaderno de 24 hojas, lápiz negro, goma de borrar, goma de pegar y lápices de colores.

Para establecer una comunicación fluida, (todos los viernes/ cada dos semanas) voy a mandar una notita en el Cuaderno de Comunicaciones.

Los chicos van a tener tarea los días ....., la cual va a estar explicada en el cuaderno de Inglés. Les pido que los ayuden para asegurarse de que tengan su material listo la clase siguiente.

El libro de los chicos incluye "Encuentros Escuela + Hogar", una guía en español que ofrece a los padres una forma de acercarse al aprendizaje de sus hijos y de acompañarlos en este recorrido. También encontrarán en MP3 con las canciones que vamos a cantar en clase. Espero que los disfruten.

En caso de que necesiten comunicarse conmigo, pueden acercarse al colegio los días ....., en el siguiente horario: .....

Un saludo cariñoso,

[firma del docente]

Estimada familia:  
Quiero contarles que .....  
está trabajando muy bien  
en clase, poniendo mucho  
empeño y energía en  
aprender/ se destaca en  
clase por .....  
¡Felicitaciones!

[firma del docente]

Estimada familia:  
Necesito que manden el siguiente  
material para el día ..... ya que lo  
vamos a utilizar en clase.

Muchas gracias.

[firma del docente]

## The rationale underlying the series and NAP: Núcleos de Aprendizajes Prioritarios

The “Núcleos de Aprendizajes Prioritarios” for foreign languages (NAP-LE, available at [http://www.me.gov.ar/consejo/resoluciones/res12/181-12\\_01.pdf](http://www.me.gov.ar/consejo/resoluciones/res12/181-12_01.pdf)) were issued in 2012 and apply in every jurisdiction in the country. They refer to learnings that all students have to be able to construct during their school years. The emphasis is on learning, and on teachers and institutions providing opportunities and creating the right learning environment for learning to take place. The NAP cover both instrumental and formative aspects of language learning organized around six areas:

- › Listening
- › Reading
- › Speaking
- › Writing
- › Reflection on language – language awareness involving English and Spanish, the language of instruction.
- › Intercultural reflection – intercultural awareness.

Language is conceived of as a social practice, rather than a composite of skills, which entails the following:

- › Language cannot be separated from culture.
- › The natural and meaningful unit is the text – written or oral – which is always embedded in a context.

In the *Storyline* series, the text is the means by which kids are exposed to the language. All the texts are embedded in a context in which language is used to construct meanings. The message to convey is clear, in keeping with the type of participants involved in the communicative situation.

What is meant by instrumental and formative aspects? Instrumental aspects refer to kids learning and being able to use the language meaningfully, whereas formative aspects have to do with the learners’ construction of citizenship, in which literacy development and practices play a key role.

When young learners are helped to become aware of how English works, they do so by always making the connection between meaning in context and form. They will also be encouraged to establish comparisons between English and Spanish, the language of instruction, since these comparisons can aid in incorporating or remembering linguistic rules, in understanding why some sounds may present a challenge to Spanish speakers, and in seeing the connection between the spoken and the written forms of words, among other instances. In every unit, under the heading “Language Awareness”, teachers are presented with areas of linguistic reflection, both inter and intra language, which will help young learners become aware of how language works. There are also notes for teachers in blue boxes which focus on either difficulties young learners may have – for instance, the tendency of Spanish speaking kids to skip the /m/ sound in /m... - or on ways in which Spanish can help young learners understand rules – e.g. when helping young learners understand why they have to say *a book* instead of *book* when answering the question *What’s this?* as in Spanish, we say *un libro* when answering *¿Qué es esto?*

As to intercultural reflection, opportunities stem from the context, from the situations and illustrations. It is the teacher’s choice to decide which aspects of intercultural awareness he/she will focus on. In *Storyline A*, intercultural awareness revolves around the concepts of politeness and diversity. The purpose behind these choices is twofold: for young learners to become acquainted with other realities, with other ways to organize the world around them, and to become aware of their own reality and to value it. This will help them develop a sense of belonging in the different cultures they are immersed in. Ideas are presented below that can be starting points to work on these two concepts.

In the Introductory Unit, teachers can focus on greetings and forms to address adults and kids in both English and Spanish at school. This is a good opportunity to invite kids to tell the rest about other languages they may know or speak at home and their greeting customs, or to help everybody become aware of the different varieties of Spanish spoken by the different members of the group, including the teacher and other teachers at school. This will give teachers the opportunity to raise kids’ awareness that there are several varieties of Spanish in our country, that no variety is better than the rest and that there is no such thing as *we don’t speak well because we speak a different variety*.

In Unit 1 diversity can be discussed as from the actual choice of the characters: big and small creatures of air, land and sea learning to interact with one another. Other topics for discussion on diversity can spring from comparing the kids’ classroom with Pam’s, the school objects they bring to school, the different attitudes to playing, and even what can be considered an acceptable joke.

Unit 2 presents opportunities to work on intercultural awareness and politeness when discussing attitudes to time after Pam arrives late, attitudes to borrowing and lending and to losing and winning. The unit lends itself to discussing the effects of one’s own actions on others in order to learn how to mitigate egocentric attitudes.

In Unit 3 the teacher can focus on the relationship between colours and gender, which are not universal, and other colour related topics, e.g. colours they may find in uniforms they know, colour clothes for babies, among other options. In unit 3 the topic of birthday celebrations is also present, and the question *How old are you?* can start a discussion on when it is appropriate to ask this question, again, a cultural issue. Kids can be asked to talk about the type of gifts they give or receive when it is their birthday, and what they do when they receive one. Do they open it? How do they thank the person who has given them the present? Unit 3 also focuses on the need to develop empathy skills. Learning how to step into others’ shoes has proved to be vital for social cohesion.

Unit 4 presents the topic of toys. The teacher can discuss diversity in relation to toys: which toys are culturally meant for girls and which ones for boys, toys in different cultures, and also games which are typical in different communities. Kids can also ask teachers and at school, and also people at home, about games they used to play and toys they had.

In Unit 5, Family Day is an excellent starting point for discussion on celebrations. What is celebrated at school and what is celebrated at home? Are celebrations the same all over the world? Do we give or receive gifts at all celebrations? The purpose here is for kids to be aware of the fact that we celebrate what we consider important and worthwhile, which, again, is not the same in every part of the world. The topic of families and family organizations springs naturally from this unit as the characters’ families are not structured in the same way. Pets, the other topic of the unit, is also a good source for intercultural awareness. Are pets the same all over the world? Pets also allow us to discuss the issue of responsibility, closely connected with the construction of citizenship.

Finally, Unit 6 presents two topics: outings and food, which can both lead to kids discovering other realities. What places do people go to on a picnic? Will it always be in close contact with nature? What about the food they take? Will it be the same in all cases? Just as in the other units, the aim of unit 6 is to foster an appreciation of diversity and an acceptance of individuals with different likes and dislikes. This will also raise the topic of likes and dislikes, diversity and respect.

## Reading and writing booklet

(see Booklet Teaching Notes on page 82)

### How to go about reading

The purpose of this booklet is to complement the work in the units through reading activities first, and then writing activities as well, which are embodiments of the notion of language as a social practice. Apart from initiating kids into the world of literacy, these activities also aim at developing in kids strategy and language awareness.

The exercises in these units can be approached in different ways: after each of the topics have been presented, at the end of the unit, later in the year as a way to introduce literacy in English and to revise and integrate language. As there are plenty of illustrations, if teachers do not want kids to start reading at this stage, learners can be asked to colour the drawings as they learn them. The level of cognitive maturity and stage in the learning process in kids will vary, which means that teachers will need to implement different strategies in keeping with the kids' possibilities.

Reading will be tackled in two different ways. Some words and phrases will be for sight reading which kids will identify as chunks. This is the case of greetings and some stems as in *I like*, or some functions words such as *a*, *the*. Even in the case of sight words, kids can be made aware of the clues in the words to help them read. For instance, when working with *Hello* and *Goodbye*, kids can identify *Goodbye* by focusing their attention on the initial /g/ sound.

One of the challenges young learners have to face is to see the connection between the spoken and the written word. This can be demanding in cases in which there is a marked difference between English and Spanish, e.g. the /r/ sound. Once they identify that the English /r/ sound is different from the Spanish one, teachers can show them other English words they know that start with the same sound, e.g. *rubber*. It is very important to help kids become aware of these features of language to help them develop autonomy in reading. It is very important as well to ask kids to say where they think it says a word, e.g. *black*. This will show teachers the strategies kids use, e.g. letter-sound relationship, length of words, among others.

A print-rich environment is essential in the development of literacy. Kids will use the information in posters and flashcards when they have a difficulty to solve, e.g. when they can't remember the meaning of a written word, to disambiguate between two words which may sound similar – *ball* and *doll* – among other examples.

It is also important when kids start reading to include the written word and the concept (flashcard or drawing) at the beginning. After some time, give them the words alone to see if they can really read them. Once they decode the word, they should match it with the concept (flashcard or drawing).

In the case of sentences or phrases, tell kids there are some parts which remain the same, e.g. *I like biscuits*, *I like blue*, *I like books*. Kids should identify these chunks (sight words) and then identify what is different.

Kids should be given plenty of meaningful reading practice of these chunks (*I like*, *I have*, *the*, *a*) since it helps develop fluency in reading.

Reading instructions is a reading activity in itself. Encourage kids to read instructions. Kids will know what they have to do since the icons are very clear. The teacher will provide them with the spoken form. Once they start reading in English, the teacher can show them a couple of flashcards with the written instructions, e.g. *WRITE*, for kids to stick it on the board next to the icon. Later on, instead of choosing the correct flashcard they can start writing the instruction next to the icon.

### How to go about writing

The following are points to bear in mind when working on writing:

- › Kids should start writing words they can read quite easily.
- › Kids need many fine motor skill activities. These activities should not focus on the physical act of writing alone, but should incorporate meaning as well. For instance, never ask kids to write words if they cannot match them with a picture.
- › Let kids use the type of print they are most comfortable with: block capitals or cursive, as long as they can understand what they write (some kids love writing in cursive but can't read what they write!)
- › Encourage kids to help you make classroom posters with vocabulary. This is a type of wall picture dictionary. Every word should be written on a piece of paper. Fold it in two so that the word is covered and make the drawing on the outside flap, so that the poster should be a collection of drawings. When kids cannot remember how to spell a word, they should go to the poster, lift the flap and read the word.

# Planificación anual

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN				APRENDER A APRENDER	VALORES Y REFLEXIÓN INTERCULTURAL	REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	RESPUESTAS A:	INTERACCIÓN ORAL	RECONOCIMIENTO			
1	Nombres de los personajes. Identificar los personajes. Útiles escolares: <i>book, copybook, pencil, pencil case, marker, rubber, glue</i> . Actividades de reconocimiento basadas en la escucha. Actividades de producción guiada.	<i>What's your name?</i> <i>Who's this?</i> <i>Is this...?</i> <i>What's this?</i>	Saludos: <i>Hello.</i> <i>Goodbye.</i> Presentarse: <i>I'm... + name.</i> <i>Thank you.</i> <i>Please.</i> <i>That's not nice.</i> <i>Sorry.</i>	Órdenes típicas en el contexto áulico: <i>stand up, sit down, give me..., show me..., open..., close..., listen, draw, glue, write, sing, colour, point to.</i>	Identificar las consignas y los íconos como fuente de información. Controlar que se tenga el material adecuado.	La identidad. La diversidad. El cuidado de los útiles escolares y de los materiales. El respeto por nombres ajenos a la cultura propia. Seguimiento de consignas y órdenes. Actitud de aprendizaje frente al juego: saber ganar y perder. La colaboración. La cortesía y buena educación.	Sonidos diferentes en inglés y en castellano.
2	Colores: <i>red, yellow, green, black, blue</i> . Identificación de números del 1 al 5. Actividades de reconocimiento basadas en la escucha. Actividades de producción guiada. Actividades de integración de colores, números y útiles escolares.	<i>What colour...?</i> <i>How many...?</i>		Órdenes típicas en el contexto áulico: <i>show me..., touch..., give me....</i>	Generar juegos en grupos. Poder recordar secuencias. Usar gestos y lenguaje corporal para recordar sentidos.	El respeto por tiempos diferentes. Actitud de aprendizaje frente al error propio y ajeno. Saber perdonar. La comprensión de que los colores están relacionados con aspectos culturales.	La formación del plural.
3	Colores: <i>orange, brown, pink, white</i> . Identificación de tamaño: <i>big, small</i> . La edad. Números del 6 al 10. Actividades de reconocimiento basadas en la escucha. Actividades de producción guiada. Actividades de integración.	<i>How old are you?</i> <i>How old is...?</i>	Saludos: <i>Hello, how are you? Fine.</i> Decir la edad: <i>I'm + age.</i>	El clima: <i>sunny, cloudy, rainy.</i>	Identificar pistas en la escucha. Buscar similitudes entre el inglés y el castellano para recordar números. Buscar formas claras para unir dibujos.	El cuidado de los materiales. La limpieza del aula y del banco o de la mesa. El juego ordenado. Las reglas del juego. Los juegos en diferentes grupos etarios y culturas. La ayuda y la cooperación. El festejo de los cumpleaños. Celebraciones familiares en diferentes culturas.	La ubicación del adjetivo antes del sustantivo.

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN				APRENDER A APRENDER	VALORES Y REFLEXIÓN INTERCULTURAL	REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	RESPUESTAS A:	INTERACCIÓN ORAL	RECONOCIMIENTO			
4	Los juguetes: <i>ball, car, doll, plane, robot, soft toy, train</i> . Actividades de reconocimiento a partir de la escucha. Actividades de producción guiada. Actividades de integración.	<i>Are you...? What's your favourite...? What's that?</i>		Estados de ánimo: <i>happy, tired, OK</i> .	Identificar y reconocer formas de ordenar la información. Visualizar objetos para recordar secuencias. Identificar una parte de un todo.	El cuidado de los juguetes. Compartir. Los juguetes y los estereotipos. El error. Actitudes positivas frente al error. Actitudes positivas frente al conocimiento.	
5	La familia: <i>dad, mum, brother, sister, baby, family</i> . Mascotas: <i>dog, cat, bird, fish</i> . Actividades de reconocimiento a partir de la escucha. Actividades de producción guiada. Actividades de integración.	<i>Is that...?</i>	Información personal: <i>I'm (Ana), I'm six. Look! My mum, my dad, my sister and my brother. Look! My dog.</i>		Reconocer las pistas en los dibujos para encontrar información.	La familia. Familias típicas y no típicas. Familias monoparentales. El cuidado de las mascotas. Animales que pueden ser mascotas. El valor del juego cooperativo.	
6	La comida: <i>sandwich, biscuit, ice cream, apple, orange, banana, egg, pizza</i> .	<i>Do you like...?</i>	<i>I like.... I don't like....</i>		Buscar similitudes entre el inglés y el castellano para facilitar el aprendizaje. Buscar pistas para identificar palabras. Trabajar con tablas.	La alimentación sana. El respeto por gustos diferentes. Las comidas en diferentes culturas. Compartir. Las celebraciones. Formas de celebrar.	

#### Contenidos transversales

El desarrollo de la motricidad fina.

**La ubicación en el espacio:** el aula, la superficie de trabajo, el cuaderno.

Hábitos de orden.

El cuidado de los materiales.

Las reglas y las consignas.

El respeto.

#### Reflexión/ Toma de conciencia:

**Lingüística:** ubicación del adjetivo, el plural, diferencias y similitudes

fonológicas entre el inglés y el castellano.

**Cognitiva:** autoevaluación, control del tiempo, identificación de los materiales que se necesitan.

**Social:** el trabajo en grupos; las reglas de convivencia.

**Intercultural:** reglas de cortesía, la diversidad cultural.

SAMPLE UNIT

# The first week

## Getting started

As this is the first lesson, start by greeting kids. Say **Hello** to them while you wave your hand showing you're greeting them. Invite kids to greet you by repeating **Hello** and waving their hand.

### BUILDING CONFIDENCE ACTIVITY

**Act out.** Tell kids in Spanish they'll be greeting you imitating different characters, e.g. an ogre, a little mouse, a lion, a very old lady, an ant, a big dog.

## Introduction of I'm...

- Introduce yourself. Tell kids your name, e.g. **I'm Laura**. If you prefer, you can use *Miss*, *Mrs* or *Mr* –i.e. titles– and your surname, e.g. *Mrs Robles*.
- Then invite kids to say their names. You can look at one and say **I'm Laura, and you?** Use body language and gesture to signal what you want the kid to say. If the kid only answers his or her name, say your name again stressing **I'm...** for everybody to see how to begin. Do this with all the kids.

In English, *Miss*, *Mr* or *Mrs* aren't used with one's first name as they are in Spanish. However, there is a strong tradition in Argentina to use *Miss*, *Mr* or *Mrs* with the teacher's first name as a sign of affection. Teachers can help kids see how greetings and signs of formality differ from culture to culture.

## Introduction of Yes and No

- Tell kids they have to correct you if you make a mistake. Point to one of the kids and say his or her name. The rest of the kids will say **Yes** or **No**.

### BUILDING CONFIDENCE ACTIVITIES

- 1 Yes/No.** Kids have to say **Yes** when you nod your head and **No** when you shake it. Do this several times in a game-like manner.
- 2 Lip reading.** Tell kids you'll have a go at lip reading. They should introduce themselves without producing any sound, just mouthing the sentence **I'm...** You say the kid's name and he/ she tells you **Yes** or **No**. This is a good way to learn all the kids' names.

## Hello song

- Tell kids you're going to sing a song when the class starts. Play or sing the *Hello song* and ask kids if they can identify any words. Play or sing it again and invite kids to sing along. Do not force them to sing if they are not ready yet.



### LYRICS MP3 TRACK 2

Hello boys!  
Hello girls!  
Hello class!  
Hello to you!  
Hello to you!

## Introduction of What's your name?

- Call one of the kids by a name that's not his/ hers. Then ask him/ her **What's your name?** He/ She should give the correct answer. Do not expect or ask for a complete answer (**I'm...**). The name alone is more frequent in conversation. Do the same with another kid. Then ask all the kids.

## End of the lesson

- Tell kids it's the end of the lesson. Tell them you're going to say **Goodbye**. Make sure kids understand that *hello* is used when you arrive and *goodbye* when you leave.

### BUILDING CONFIDENCE ACTIVITY

**Hello! Goodbye!** Mime arriving at a place for kids to say **Hello** and then mime leaving a place for kids to say **Goodbye**. Do this several times in a game-like manner. You can invite kids to either demonstrate **Hello** or **Goodbye** for the rest to use the right greeting.

## Goodbye song

- Tell kids that you are going to say **Goodbye** with a song in every class. Play or sing the *Goodbye song* and ask kids if they can identify any words. Play or sing it again and invite kids to sing along.



### LYRICS MP3 TRACK 3

Goodbye boys!  
Goodbye girls!  
Goodbye class!  
Goodbye to you!  
Goodbye to you!

## VOCABULARY

**Names of characters:** Pam, Gus, Colin, Susie, Willie, Miss Whiskers, Mr Longlegs  
**pencil, rubber, glue, book, copybook, pencil case, marker**

## ANSWERS TO

*What's your name?*

*Who's this?*

*Is this...?*

*What's this?*

## RECOGNITION

Classroom language: **stand up, sit down, give me, show me...**

**Listen, draw, glue, write, sing, open, close, colour, point to**

## ORAL INTERACTION

**Hello, Goodbye, Thank you, Please, That's not nice, Sorry**

**I'm + name**

## LANGUAGE AWARENESS

Phonological differences between English and Spanish (final consonants different from Spanish, e.g. /m/ in **I'm** + name, /k/ in **book** and **copybook**, the quality of initial /k/ and /p/ as in **Colin, pencil**, the quality of the /h/ sound in **hello**, the quality of the /b/ sound in **book, rubber**)

**I** See Introduction for suggestions on how to tackle activities and develop cognitive, social and intercultural awareness in children.

# 1 SCHOOL

1



LOOK AND LISTEN

Story Poster!

6

## Getting started

Start the lesson with the routine suggested in the Introduction.

Spanish speaking kids have a tendency to skip the /m/ sound in **I'm**... Ask them to stress this sound, e.g. closing their mouths tight.

## BUILDING CONFIDENCE ACTIVITIES

**1 Lip reading.** Tell kids you'll be mouthing either **hello** or **goodbye** for them to say the word. Do this several times. Tell kids you're going to make it more difficult. This time, add **yes** and **no** to **hello** and **goodbye**.

**2 Act out.** Tell kids they'll introduce themselves imitating different characters or animals which you will name in Spanish, e.g. *un elefante enorme, un ogro*, etc., and one of the kids will have to say **I'm...** as if they were a huge elephant.



LOOK AND LISTEN

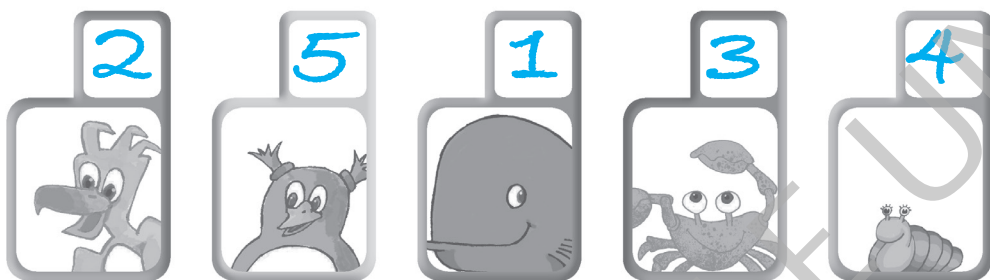
Possible lead-ins (you may choose):

- Tell kids some anecdote about your first day at school. You can bring a photo of yourself as a child at school to enhance understanding. For kids not to feel bad it may be advisable to let them know that only one of the parents/ close relatives can accompany a kid on their first day. It is important to mention this because some kids may feel bad if only one of their parents was there.
  - Ask kids about their first day of school or kindergarten.
- Ask kids to open their books at page 6. Show them the page. Check that all the books are open at the correct page. This is not necessary if you are using the big book/posters.
  - Work on the icons. See the Introduction and the DVD for ideas on how to work on instructions.
  - Elicit from kids where the animals are, whether it is a regular school, who the grownups are, why they are leaving the classroom, what the teacher is doing and if they think this is the first day of class.
  - Play the recording or play the role of Miss Whiskers using the character flashcards and dramatising the situation.
  - Point to the animals as Miss Whiskers names them. Stick the flashcards on the bb and pretend that that is your list. As the animals say their name, you write a tick next to the flashcard.
  - After playing the recording ask kids if their predictions were right.

## 2 LISTEN AND SHOW



## 3 LISTEN AND NUMBER



7

## 2 LISTEN AND SHOW

- Explain to kids the rules for playing.
- Show kids how to play. You can refer to the DVD for ideas.
- Make sure that kids put their cards away at the end of the game. In order to check that they have all the cards, name the characters one by one for kids to put each card in the envelope in their packs.

### AUDIOSCRIPT MP3 TRACK 3

**Miss Whiskers:** Colin... Willie... Susie...  
Gus... Pam.  
Colin and Gus... Gus and Susie... Willie and Pam.  
Colin and Susie... Gus and Willie... Gus and Pam.

You may have to stop the recording to check that all the kids are showing the right card. It will take some time for kids to remember all the characters' names, so do not worry if some kids put up a wrong card at some point.

## 3 LISTEN AND NUMBER

- First ask kids to look at the icons and tell you what they have to do. Then elicit from them which elements they need to carry out the activity.
- Tell kids the rules for listening.
- After playing the MP3 or reading the script, check the answers. This can be done by using the flashcards, sticking them on the bb. The numbers should be written above each picture.

### AUDIOSCRIPT MP3 TRACK 4

**Miss Whiskers:** Willie... Gus... Colin...  
Susie... Pam.

### AUDIOSCRIPT MP3 TRACK 2

**Miss Whiskers:** Hello, children. I'm Miss Whiskers, the teacher.  
**All:** Hello, Miss Whiskers.  
**Miss Whiskers:** Gus?  
**Gus:** Here! I'm Gus. Hello.  
**Miss Whiskers:** Hello, Gus. Willie?  
**Willie:** I'm Willie! Hello, Miss Whiskers.  
**Miss Whiskers:** Hello, Willie. Pam?  
**Pam:** Here! I'm Pam. Hello.  
**Miss Whiskers:** Hello, Pam. Colin?  
**Colin:** Hi! I'm Colin. Hello.  
**Miss Whiskers:** Hello, Colin. OK. Ready?  
**Susie:** Me! Me!  
**Miss Whiskers:** Oh! What's your name?  
**Susie:** Susie!  
**Miss Whiskers:** Hello, Susie.  
**Susie:** Hello, Miss Whiskers.

### BUILDING CONFIDENCE ACTIVITIES

- 1 Listening.** Play the recording again for kids to point to each of the characters as they introduce themselves.
- 2 Flashcard game.** Show kids one of the characters and say either the character's name or some other character's name. Kids have to say **yes** or **no**.
- 3 Miming game.** Say one of the characters' name and kids mime the character, e.g. they flap their arms as if they were a seagull (Gus).

### Homework

Ask kids to bring the character cards to school ready.

### COPYBOOK ACTIVITY

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE ACTIVITY

**Miming game.** Remind kids of the names of the characters. Use the flashcards. First show one of the flashcards and say the name of the character. Kids have to say either **yes** or **no**. Once you've mentioned all the characters, tell kids you'll say one of the names and they have to mime the character.

If you see that some kids are ready to say one of the names, let them do so. Tell them about the rules for participating (see the Introduction).

With the help of puppet cards you can greet kids by saying **Hello, Colin; Hello Pam**, etc. for them to say **Hello, Miss...** You can also use the teacher card yourself for kids to greet you back **Hello, Miss Whiskers**.

### Introduction of *Who's this?*

- › Tell kids you'll be doing the miming now.
- › Tell them they cannot shout the name of the character. They have to put up their hands first and wait to be called upon.
- › Mime one of the characters and ask **Who's this?**
- › Choose one of the kids to answer. Do this with all the characters.

### 4 LISTEN AND SAY

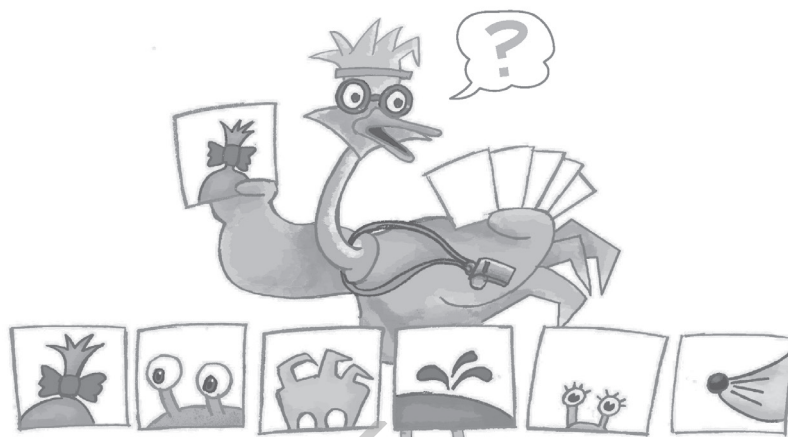
- › Ask kids to open their books at page 8. Show them the page.
- › Ask kids while pointing to Mr Longlegs **Is this Miss Whiskers, yes or no?**
- › Tell kids to listen and see if they can get his name.
- › Play the recording once or say the first part.
- › Make sure kids understand the concept of game.
- › Ask kids again **Who's this?** If they can't say it properly, ask them **Miss Whiskers or Mr Longlegs?**
- › Work on the instruction icons.
- › Ask kids to focus on the pictures. Can they see the characters clearly? To check if they're good at guessing, you'll ask them about the pictures.
- › Play the recording again or say it yourself.

1

4



LISTEN AND SAY



5



GUESS



8

### AUDIOSCRIPT MP3 TRACK 5

**Mr Longlegs:** Hello, children. I'm Mr Longlegs, the sports teacher. A game, OK?

Look! Who's this?

**Kid:** Pam.

### 5 GUESS

- › Tell kids about the rules for playing a game.
- › You need the character flashcards. You play this guessing game by flashing the cards quickly for kids not to see the image very clearly. This way, you create an information gap.
- › As you flash one of the cards, ask kids **Who's this?**
- › Check the kids' answers by showing the flashcard.

**Remember that kids are not supposed to ask the question themselves, but to answer it.**

6



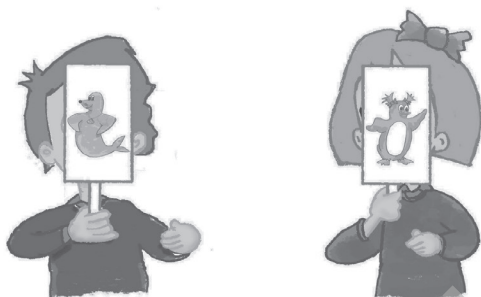
LOOK AND LISTEN



7



ACT OUT



9

## BUILDING CONFIDENCE ACTIVITIES

**1 Ready, steady, go!** Tell kids you're going to play a game. Remind them of the rules for playing. First, show kids the two instructions you'll give them, **stand up** and **sit down**. Demonstrate both. Kids have to do as you say. Try out the activity with the kids. To make it more challenging, you can repeat the same instruction two or three times.

**2 Character game.** Kids need to use their cut-outs of the characters. Each kid has to choose one of the characters. Make sure there are different characters. This time, you are Mr Longlegs and you'll be giving instructions to different characters, as Mr Longlegs did, e.g. **Colin, stand up. Susie, sit down.** Try it out with the kids before playing.

7



ACT OUT

- › Remind kids of the first day of these animals' school. What did Miss Whiskers do and say?
- › Ask kids to take out their puppets.
- › Role-play the dialogue with a kid. He or she should choose one of the characters and you'll be Miss Whiskers the first time. Use gesture to help kids remember the dialogue:

**Hello! I'm Miss Whiskers.**

**Hello, Miss Whiskers.**

**Pam?** (or the name of the character the kid has chosen)

**Yes, I'm Pam.**

- › Choose another kid. This time, the kid plays the role of Miss Whiskers and you play one of the characters. Have the dialogue again.
- › Call on two kids: one will play the role of Miss Whiskers and the other, one of the characters.
- › Encourage kids to imitate the characters as they act out.

## BUILDING CONFIDENCE ACTIVITY

**What's missing?** Place all the character cards on the bb. Ask kids to close their eyes and not to peep. Remove one of the cards and hold it in your hands. Do not let kids see it. Tell kids to open their eyes and ask them pointing to the card in your hand **Who's this?**

6



LOOK AND LISTEN

- › Ask kids to focus on the situation. Remind them that Mr Longlegs is the sports teacher. You can also tell them what his name means and that *ñandúes* (American rheas) can run very fast (90 km per hour).
- › Ask them how the animals are feeling (tired). Ask them why (because they're doing physical exercise).
- › Ask kids what Mr Longlegs may be saying. You can give them an example, e.g. **Hello?**
- › Ask kids to look at the icons for the instructions and to tell you what they have to do.
- › Play the recording or say it yourself.
- › Go back to the kids' predictions.

## AUDIOSCRIPT MP3 TRACK 6

**Mr Longlegs:** OK, children. Here we go! Stand up... Go! Sit down. Stand up... Sit down... Gus, stand up. Pam, sit down... Stand up... Sit down...

**Willie:** STOP, PLEASE!!!

**All:** Poor Willie!

You may feel that kids are not ready to work in pairs yet (all the pairs at the same time). If this is the case, ask different pairs to act out the dialogue at the front.



## Homework

Ask kids to draw their favourite character from the book on a separate piece of paper.



## COPYBOOK ACTIVITY

## Getting started

Start the lesson with the routine suggested in the Introduction.

### 8 LOOK AND LISTEN

- Ask kids to open their books at page 10.
- Elicit from them where the characters are (at school) and what Miss Whiskers is asking them about (whether they've brought their school objects). She's doing some type of checking. There's a huge wave that will soak them!
- Ask them to predict if the ending is happy or sad.
- Play the recording once or read out the dialogue.
- Check the kids' predictions (happy ending, school situation, checking on kids' school objects).
- After reading out the dialogue you can ask kids why it is that Susie was able to "save" her book (She's on the blackboard). What will happen/ has happened to the other books?

#### AUDIOSCRIPT MP3 TRACK 7

1  
**Miss Whiskers:** Ready? OK... Pencil...  
**All:** Yes!  
**Miss Whiskers:** OK... Copybook?  
**All:** Yes!  
**Miss Whiskers:** Good!... Pencil case?  
**All:** Yes!  
**Miss Whiskers:** OK! Rubber?  
**All:** Yes!!!!  
**Miss Whiskers:** Marker?  
**All:** Yes!!!!  
**Miss Whiskers:** Glue?

2  
**Miss Whiskers:** Book?  
**Colin, Pam, Willie and Gus:** No...  
**Susie:** Yes!

### 1 LOOK AND LISTEN



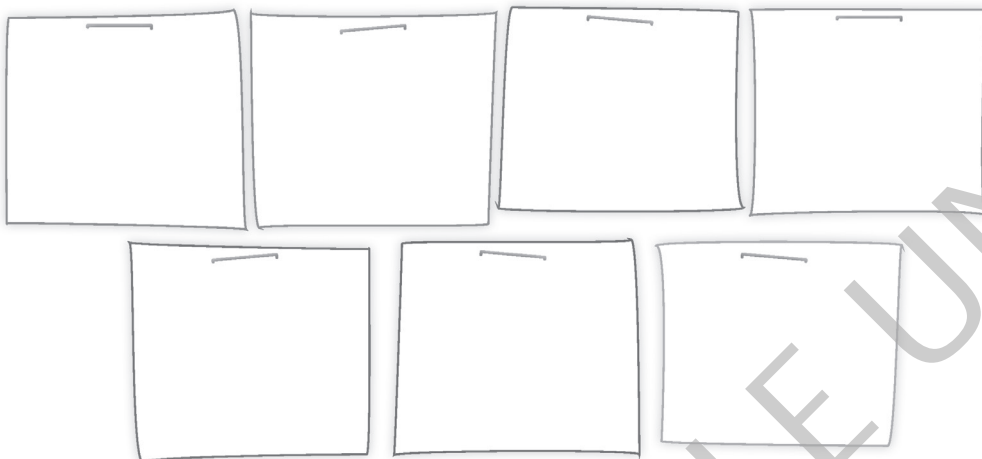
#### BUILDING CONFIDENCE ACTIVITIES

- 1 **Checklist.** You'll need the following school objects: a black pencil, a pencil case, a copybook, a rubber, a marker, a pen, a bottle of glue and a book. Ask kids to tell you which of those items Miss Whiskers was checking on. Show the kids one by one naming them for the kids to say **yes** or **no** (It's **yes** for all of them with the exception of the pen).
- 2 **Get it!** Place the seven school objects kids have learnt in a bag. Take the bag to one of the kids and ask him or her to take out one of the school objects, e.g. **pencil**. Play this as a game. Make it quick so that it is more challenging for the kids.
- 3 **Show me...** Ask kids to get their school objects ready on their desks. Check that each kid has the following by naming each school object: **a pencil, glue, a book, a copybook, a marker, a rubber, a pencil case**. Tell kids you'll give them instructions, e.g. **Show me...** Demonstrate what they have to do. Do this with several school objects. You can make it more challenging by asking kids to show two or three objects, e.g. **Show me a pencil, a rubber and a marker**.

## 9 LISTEN AND SHOW



## 10 LISTEN AND DRAW



11

## 9 LISTEN AND SHOW

- Ask kids to focus on the icons for instructions and tell you what they have to do.
- Make sure they take out their cards and place them on their desks.
- To check that they have all their cards, name the objects one by one. As you mention each school object, kids put up the corresponding card.
- Try it out with the kids.

### AUDIOSCRIPT MP3 TRACK 8

**Miss Whiskers:** Book... rubber... copybook... glue... pencil case... pencil... marker.  
Book, copybook... Book, pencil case... Pencil, rubber... Rubber, glue...  
Copybook, rubber... Pencil, marker... Marker, book.

### BUILDING CONFIDENCE ACTIVITY

**Thank you.** Tell kids you'll be collecting school objects. Approach one of the kids and tell him/her **Give me a pencil.** Use body language and gesture to make clear what you want them to do. As they give you what you've requested, say **Thank you.** Do the same with several school objects. Now tell kids you'll test if you have a good memory. Approach one of the kids whose school object you have and tell him/her **Here's your pencil.** Elicit from kids the expression you used to show politeness (**Thank you**). Give the objects back to the kids.

### CONSOLIDATION ACTIVITY

Ask kids to take out their character puppets. They should select one and show it. Tell kids you're going to give them instructions. Try it out with the kids first. Tell kids, e.g. **Colin, stand up and show me a pencil.** Those who have selected the Colin puppet should carry out the instructions.

## 10 LISTEN AND DRAW

- Ask kids to open their books at page 11. Show them the page.
- Elicit from them what they have to do. Remind them of the rules of listening.
- Elicit from them what materials they need (a pencil and a rubber). Check they have these two ready by calling out **pencils** first and then **rubbers**. As you name them, kids should show they have them ready.
- When you've finished playing the recording or reading the script, check on the bb. Draw the squares in the same way as in the book and either draw the objects yourself or use the flashcards.
- To check, you can ask kids, e.g. **Book, is it OK? Yes or no?** Do this with each of the squares.

### AUDIOSCRIPT MP3 TRACK 9

**Miss Whiskers:** Book... pencil... pencil case... rubber... glue... marker... copybook.

### BUILDING CONFIDENCE ACTIVITY

**Miming game.** Tell kids you'll play a game. You'll name a school object and they'll have to mime it. Try out the activity first. Do this with each of the school objects.

## Homework

Ask kids to start bringing cut-outs of school objects.



## COPYBOOK ACTIVITY

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE ACTIVITY

**Guessing game.** Play this game to prepare kids for the listening activity in Exercise 11. You need a box and school objects. Place a school object inside without letting kids see what you've put. Shake the box for kids to guess what's inside. Ask kids, e.g. **Is this a pencil? Yes or no?** Kids should say **yes** or **no** depending on the sound they hear. Open the box and show the kids the object.

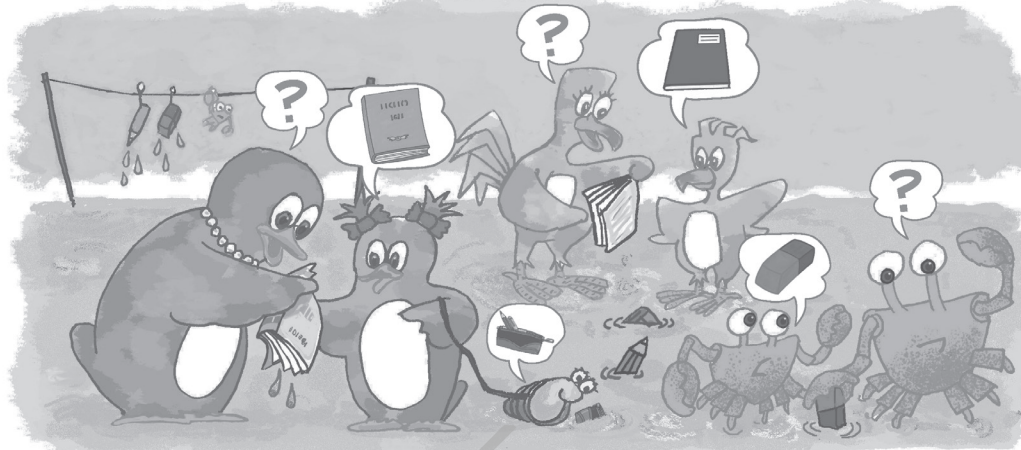
## 11 LOOK AND LISTEN

- Ask kids to open their books at page 12.
- Focus kids' attention on the school objects drying up on the line and lying on the beach.
- Elicit from kids what the problem is (a huge wave covered the beach and the animals).
- Ask kids what the characters can be talking about.
- Play the recording or read out the dialogue.
- Check kids' predictions.
- Ask kids what Susie is showing (a pencil case).
- After having worked on the dialogue, ask kids if they have ever been to the beach. If they have, ask them if a wave has ever taken away their toys/ clothes/ towels/ flip-flops from the beach. If none of the kids have ever been to the beach, you may ask them if they know anybody who has experienced a similar situation.

### AUDIOSCRIPT MP3 TRACK 10

<b>Mother Penguin:</b>	<i>Oh no! What's this?</i>
<b>Pam:</b>	<i>A book.</i>
<b>Mother Seagull:</b>	<i>What's this?</i>
<b>Gus:</b>	<i>A copybook!</i>
<b>Father Crab</b>	<i>And what's this?</i>
<b>Colin:</b>	<i>A rubber.</i>
<b>Susie:</b>	<i>Look!</i>
<b>Colin, Pam, Willie and Gus:</b>	<i>What's this?</i>
<b>Susie:</b>	<i>A pencil case!</i>

## 1 LOOK AND LISTEN



## 12 GUESS

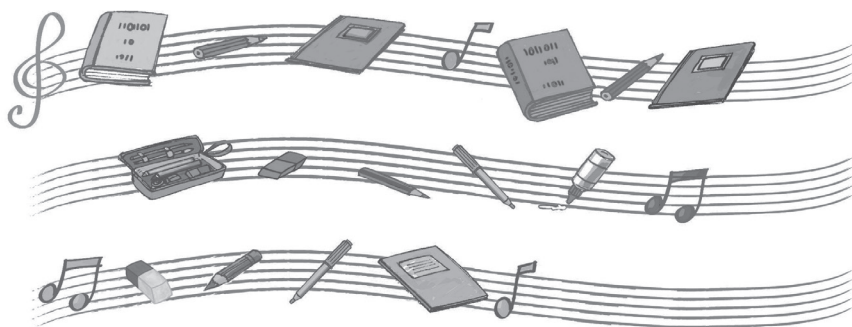


### BUILDING CONFIDENCE ACTIVITIES

- Memory game.** Use the box again. Place a school object inside and shake the box. Ask kids **What's this?** When kids answer **book**, remind them that the characters were saying **a book**.
- What's this?** Use the flashcards. Choose one of the flashcards and cover part of the drawing so that kids cannot see what it is. Ask kids **What's this?** Do this several times.
- Pictionary.** Draw a line on the bb and ask kids **What's this?** If kids do not come up with an answer, give them options, e.g. **Is it a book, a pencil case...?** Add some more detail to the drawing and ask again **What's this?** Do this several times. You may teach kids how to ask for a clue, e.g. **A clue, please.**

At this age, kids are not ready to understand the concept of articles. You can show them why they have to say *a book* by referring to Spanish, e.g. *¿Qué decimos, "Es libro" o "Es un libro"?*

### 13 SONG



### 14 MY SCHOOL OBJECTS



### 12 GUESS

- Place the school objects flashcards on the bb.
- Check with kids that you have all the flashcards by calling out each school object. If the card is on the bb, kids should say **yes**.
- Collect all the cards. Shuffle them and choose one.
- Show kids a small part of the card for them to guess what it is. Ask them **What's this?** If kids do not guess (you can set a number of guesses, e.g. two or three), you can show more detail and ask again, **What's this?** until they get it.

### 13 SONG

- Ask kids to focus on the instruction icon and elicit from them what they have to do.
- Ask them what other songs they've learnt with you (the *Hello song* and the *Goodbye song*).
- Tell kids that what they have on the page is the lyrics of the song. Point to each of the objects and ask kids **What's this?** to check that everybody understands the drawings.
- Play the song once. Tell kids to follow the song by pointing to each of the drawings as the singer names them.
- Play the song again. You can do it in chunks this time for kids to listen to each line and then sing it.
- You can refer to the DVD for ideas.

SONGS

### LYRICS MP3 TRACK 4

book, pencil, copybook  
book, pencil, copybook

pencil case and rubber  
pencil, marker, glue

book, pencil, copybook  
book, pencil, copybook

pencil case and rubber,  
pencil, marker, glue

rubber, pencil, marker, copybook

book, pencil, copybook  
book, pencil, copybook

pencil case and rubber,  
pencil, marker, glue

book, pencil, copybook  
book, pencil, copybook

pencil case and rubber,  
pencil, marker, glue  
pencil case and rubber,  
pencil, marker, glue

### 14 MY SCHOOL OBJECTS

- Ask kids to look at the instruction icon and tell you what they have to do.
- Tell them they'll be drawing their own school objects. They can choose to draw as many as they want.
- Elicit from them what they need in order to draw (a black pencil and a rubber).
- Remember to give kids a time limit.

### Homework

Ask kids to colour the school objects at home.



### COPYBOOK ACTIVITY

## Getting started

Start the lesson with the routine suggested in the Introduction.

# PAM AND THE GANG

- Ask kids to open their books at page 14.
- Point to Pam at the top of the page and ask kids **Who's this?** Tell kids that this is a story about Pam and her friends, or the gang.
- Tell kids to go back to page 10 and ask them what is happening. Then ask them to go back to page 14 and describe the situation.
- Ask kids to predict what is going on. They should focus on the characters' expression and on the drawings.
- Elicit from kids why the school objects are hanging from the line, what Gus does and how Pam and Colin feel about it.
- Ask kids which are the things they normally hang from the clothes line. Then ask them if they've ever hung books or copybooks from it.
- Play the recording. Kids should look at the drawings.
- Check the kids' predictions.
- Play the part in which the teacher shows Gus he was wrong. Tell kids what she tells Gus **That's not nice**. You can use this phrase when kids do something which is not nice. Encourage kids to use it themselves.
- Elicit from them what Gus has done wrong (Getting hold of school objects which aren't his/ which aren't dry yet. Not asking Miss Whiskers for permission to fetch the school objects, etc.).
- Point to the fact that Gus realises he's done something wrong and therefore, he apologises. Elicit from kids how he apologises (he says **Sorry**).

### AUDIOSCRIPT MP3 TRACK 11

1  
**Colin:** *My pencil... and my book.*  
**Pam:** *My pencil case oh... and my copybook.*  
**Susie:** *My glue and my marker!*

2  
**Colin, Pam and Susie:** *Miss! Look at Gus!*

3  
**Miss Whiskers:** *That's not nice, Gus!*

4  
**Gus:** *Sorry, Colin... Sorry, Pam.*  
**Pam:** *It's OK, Gus.*

1

# PAM AND THE GANG



Story Poster!

14

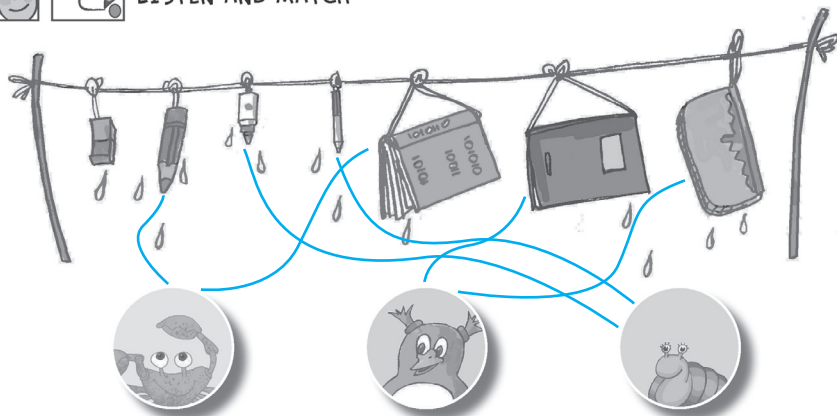
### BUILDING CONFIDENCE ACTIVITY

**Cut-outs game.** Tell kids to take out their cut-outs. They'll be using the school objects cut-outs. To check they've got all of them, name them one by one. Every time they hear one, kids should put up the corresponding card. Tell kids you're going to play the recording again and they will have to place the cards in the order in which the characters say them.

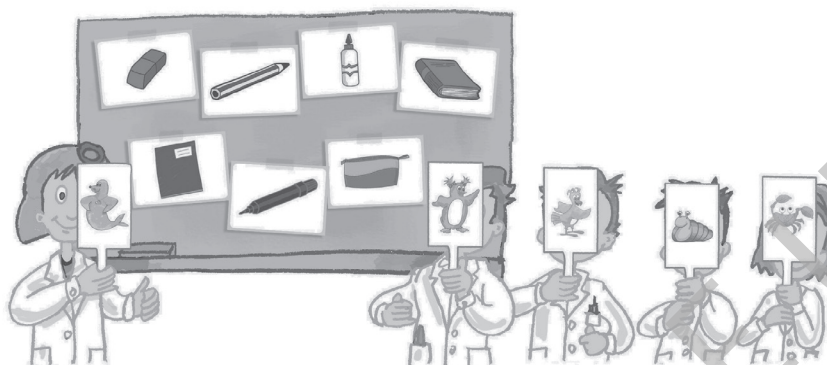
Try out the activity with the kids. Take out the Colin card and say **My pencil... and my book**. Check that kids put these two cards on their desks, apart from the others. Play the recording (MP3 Track 11). Check by having kids name the objects in the order in which they appear for you to place the flashcards on the bb. Play the recording again to check. When the game's finished, name the objects again for kids to make sure they have all of them. Make sure kids put them back in the envelope.

It is OK if kids find that the recording is too fast for them to put all the pictures in order. Stop the recording after each of the characters says his or her line.

## 1 LISTEN AND MATCH



## 2 ACT OUT



15

## 2 ACT OUT

- Tell kids they're going to act out the story.
- In order to do this, they have to learn the story.
- Play the first line of the recording (MP3 Track 11, Pam and the gang, page 24) and have kids repeat it. Encourage them to imitate Pam's voice.
- Tell them they can place their cut-outs on their desks in the order in which they're mentioned to help them remember the lines.
- Invite kids to say the dialogue together with the recording. They should imitate the characters as much as they can, especially their intonation.
- Invite kids to say the dialogue together without the recording this time. You can prompt them with your flashcards. They can place actual school objects on the blackboard sill and have a Gus "fly" to get hold of a pencil and a copybook.

### OUR POSTER

Collect the kids' cut-outs to make the poster. Each kid will glue his or hers. Remind them of the rules for this activity. If a kid didn't bring any cut-outs, he/ she would have to draw some school objects.

### CONSOLIDATION ACTIVITY

Once the poster is ready, ask kids what school objects they can see.



### COPYBOOK ACTIVITY

## 1 LISTEN AND MATCH

- Have kids look at the icons for instructions and tell you what they have to do.
- Elicit from them what materials they need.
- Show them that it's clearer if they use different colour lines for each character.
- Make sure they have all the materials: three coloured pencils and a rubber.
- Remind kids of the rules for listening.
- Play the recording. Stop after each character.
- Check by placing all the cards on the bb and drawing the lines.

### AUDIOSCRIPT MP3 TRACK 12

**Colin:** My pencil... and my book.

**Pam:** My pencil case oh... and my copybook.

**Susie:** My glue and my marker!

### BUILDING CONFIDENCE ACTIVITY

**Memory game.** Tell kids you're going to play a game with the flashcards. Keep them in your hands as if you were holding poker cards. Remove one of the cards and put it face down on your desk. Keep the other flashcards in your hands. Let kids see them for a few seconds. Pick up the card on the desk without letting kids see it and ask them **What's this?** Do this several times.