



# STORYLINE

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Teacher's Companion

SAMPLE UNIT

PEARSON

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	UNIT	VOCABULARY	ANSWERS TO	RECOGNITION	INTEGRATION	ORAL INTERACTION	
1	MY FRIENDS	<b>Names of characters</b> <b>School objects:</b> ruler, school bag, scissors, pen <b>Colours:</b> purple, grey	<i>What's your name?, Who's this?, What's this? Is this...?, What colour...?, What's your favourite...?, How many...?, How old are you...?, Are you...?</i>	<b>Classroom language:</b> stand up, sit down, give me, show me, open, close, listen, draw, glue, write, sing, colour, point to. <b>The weather:</b> sunny, cloudy, rainy <b>Feelings:</b> happy, tired, OK	Colours School objects <b>Numbers:</b> 1-10 Big / small	<i>Hello, Goodbye. I'm + name. I'm + age. Thank you, Please, That's not nice, Sorry, Hello, how are you?, Fine!</i>	18
	Max & friends	Integration through a story					26
2	MY FAMILY	<b>Family members:</b> granny, grandpa <b>Drinks:</b> water, milk	<i>Do you like...?</i>		Family members Numbers Colours School objects Food <b>Oral interaction</b> <i>I like... I don't like...</i>	<i>I have... I don't have...</i>	28
	Max & friends	Integration through a story					36
Board Game 1		Integration and Consolidation					37
3	MY HOUSE	<b>The house:</b> kitchen, bedroom, living room, bathroom, bed, table, chair	<i>Do you have...? Where...?</i>		Toys Food Big / small <b>Oral interaction</b> <i>I have... I don't have... I like... I don't like... Answers to Do you like...? Is this...?</i>	<i>in + part of the house</i>	38
	Max & friends	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	ANIMALS	Animals: cow, pig, horse, chicken, sheep Fat / thin			Pets Colours Food Parts of the house Big/ small <b>Oral interaction</b> I have... I don't have... I like... I don't like... <b>Answers to</b> Is this...? Who's this? Do you have...? What's this? Where...?		48
	Max & friends	Integration through a story					
Board Game 2		Integration and Consolidation					57
5	MY CLOTHES	Clothes: cap, T-shirt, skirt, sweater, pants, trainers, jeans, shorts, overall			Colours Food and drinks Family members <b>Oral interaction</b> I have... I don't have... I like... I love... <b>Answers to</b> Is this...? What's this? What colour...?	I'm wearing...	58
	Max & friends	Integration through a story					66
6	MY FACE	The face: eyes, ears, mouth, nose, hair, face Descriptive adjectives: tall/ short, beautiful, nice Numbers: 11-20	Who am I?	You are... You have...	Big / small Colours Animals Thin / fat Clothes <b>Oral interaction</b> I have... I don't have... I like... I don't like... I'm wearing...	Personal information	68
	Max & friends	Integration through story					
Board Game 3		Integration and Consolidation					77
Photocopiable material							78
VISITING SANTA – End-of-the-year play							87

#### 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

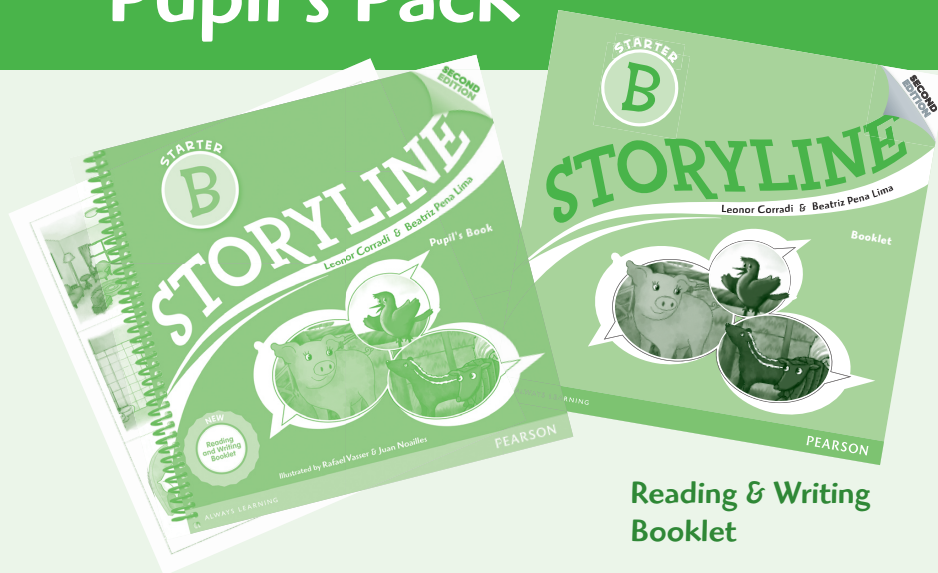
##### Social awareness

- group work
- rules

##### Intercultural awareness

- politeness
- diversity

# Pupil's Pack



Integrated Pupil's Book  
+ cut-outs

Reading & Writing  
Booklet

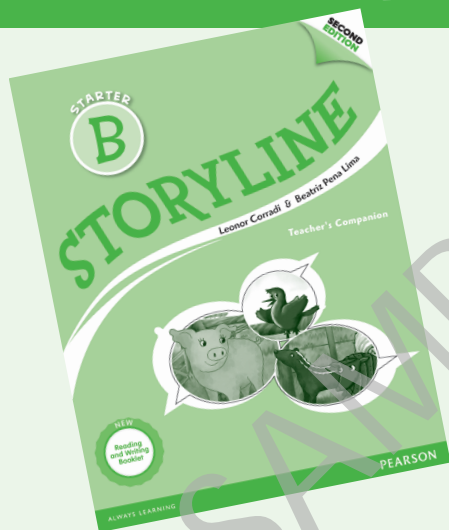


MP3 songs



*Encuentros  
Escuela + Hogar*

# Teacher's Companion



MP3 Class  
audio files



Teacher  
Training Video



# Adoption Pack



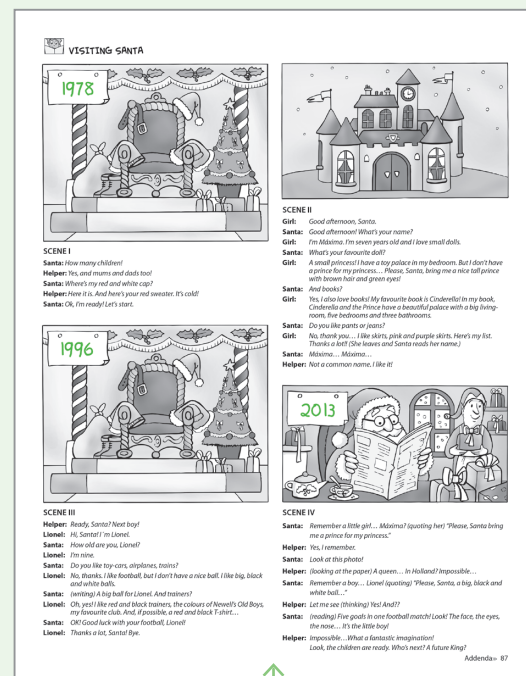
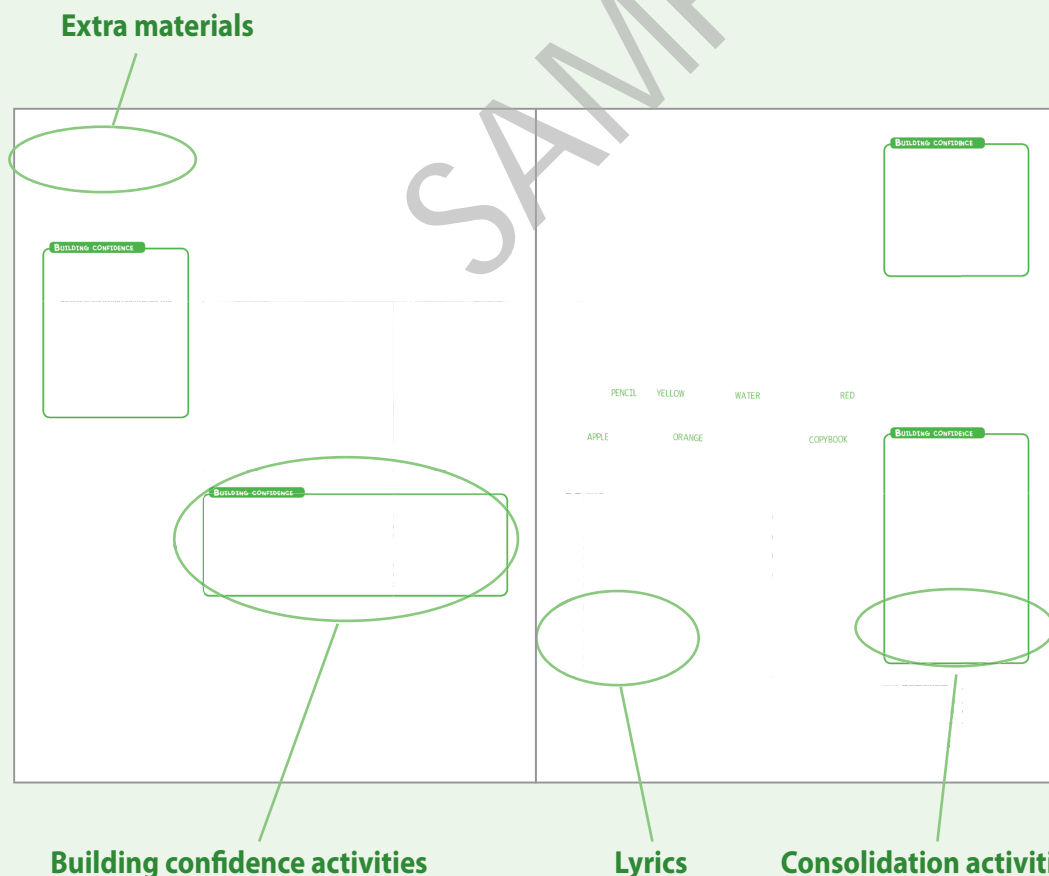
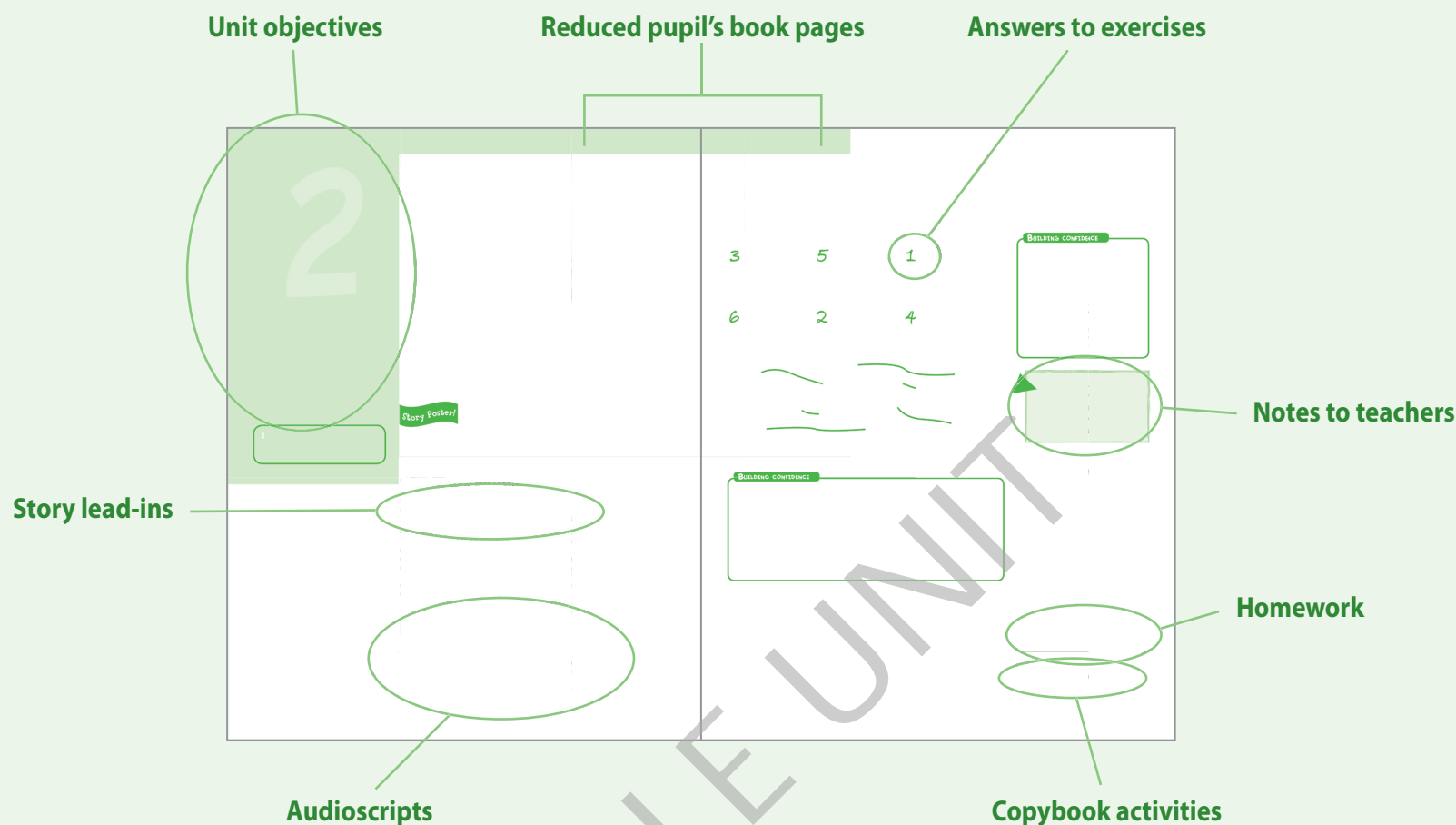
Story Posters  
for every unit



A set of 74  
flashcards



# In this Teacher's Companion...



# 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 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 develop 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

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.

## 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 tips 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 B*. 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**. 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 B* **present the linguistic and communicative teaching points of the unit** through animal characters that learners can easily identify with as they are second graders like themselves. The geographical context is the South-American pampas. In it, some farm animals strike up a friendship with some wild ones who live on the other side of the wire fence. They all learn from one another with the help of their families and their second form teachers.

The farm animals are:

- › **Chuck**, an extremely sociable, happy-go-lucky chick with a large family.
- › **Peggy**, a very friendly female piglet who is more interested in having a good time than in studying.
- › **Doris** the duck is Chuck's friend.
- › **Rosie** the cow is wise, patient and warm-hearted.

The wild animals are:

- › **Max**, (*Furnarius rufus*) a young male "hornero", is an only son who lives with his parents in his very picturesque nest. He is clever, inquisitive and very daring.
- › **Millie**, a South-American female "armadillo", is shy but yet manages to make new friends, even among the animals living on the farm.
- › **Hilda**, a very lively and coquettish female skunk.

School teachers:

- › **Mr Speedy**, the hare: he is the very enthusiastic second form teacher of both the wild and tame animals.
- › **Miss Turkey**, the drama teacher.

#### 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.

- 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.

*Story Poster!*

## 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 second form (or first 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 icon.
- 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.
- 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 try it out first with the kids to check that everybody knows what to do.
- 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: if a audio player is not available, 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 icon. 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.
- 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.
- 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 the 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 roles together 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*. 



### How to go about reading

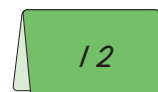
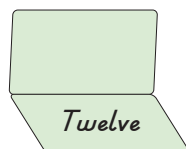
- Choose three or four words belonging to the same lexical set. They should all start with a different consonant, e.g. *blue, green, pink, red*.
- Show kids the flashcards for them to name the colour or object.
- Write the four words on the bb. Confirm with the grade teacher what type of print kids are used to reading (block capitals, lower case or cursive).
- Ask kids to look at the words, and ask them where they think it says *pink*.
- Match the word and the flashcard.
- Do the same with the other words.
- When kids are familiar with these words, add a level of difficulty: two words which start with the same letter, e.g. *blue, black*. Invite kids to predict which is which (using the flashcards). Help them become aware of how identifying consonants and then vowels can help.
- Remember kids should only be asked to read words they can say.
- 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 milk, I like oranges*. 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.
- Kids should then be given practice in identifying the same word written in block capitals, lower case print and cursive. It is important that the concept should be part of the activity as well.
- Reading instructions is a reading activity in itself. Encourage kids to read instructions.



### How to go about writing

- Kids should start writing words they can read quite easily.
- Kids need lots of 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.
- 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 twos 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. They should not be allowed to take their notebooks so that they make the effort to remember the word.



## 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.


## 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 say what they **think** something is and not 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.
- › It is very important at this stage to give kids something concrete for them to measure time.



### COPYBOOK ACTIVITIES

- › As kids work in their copybooks, make sure they 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 bb.
- › Consult the grade teacher on the use of pencil or ink.

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.
- › 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.

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. 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.

The *Once upon a time...* section offers suggestions of other stories which are thematically related to the ones in the units, for parents and care-givers to share with their children.

Lastly, section five 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 children 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 children's 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 B*, 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 un MP3 con las canciones que vamos a cantar en clase. Espero que las 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, as is 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.

How are instrumental and formative aspects dealt with in *Storyline*?

In this approach, structures, tenses, conjuncts and other elements are tackled as linguistic discursive elements that help the construction of meaning. Therefore, they are not the starting point of any teaching unit. 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 teaching notes in green boxes which focus either on difficulties young learners may have related to language – for instance, the tendency of Spanish speaking kids to understand the word *brothers* meaning *brothers* and *sisters*, or the fact that young learners may not understand what we mean by *a full sentence* – or on aspects which teachers need to bear in mind, e.g. asking at school if all kids have a mother and a father.

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 B*, 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 children 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*. If you did this when using *Storyline A* with the same group of kids, you can conduct this discussion as a reminder, or to challenge kids to see how much they remember about other ways of greeting.

In Unit 1 diversity can be discussed as from the actual choice of the characters: big and small farm animals make friends with some wild animals who live on the other side of the wire fence. Though their habitats and customs are extremely different, they have a lot in common: similar homes and parents who care about them and their school performance. Other topics for discussion on diversity are the characters’ bedrooms, toys, school objects and attitudes towards school which can be compared and contrasted to one’s students. The topic of collaboration and help is also present in this unit, which can lead to a discussion on how a positive attitude can lead to conflict resolution, related to the construction of citizenship.

In Unit 2, the topic of families and family organizations springs naturally, as the characters’ families are not structured in the same way. Moreover, we see that in Chuck’s family, two of his grandparents live with the family whereas in other families this is not so. We see Chuck’s granny knitting in the living room, a rather stereotypical portrayal which may have little to do with the kids’ family roles. Food is also a good starting point to discover other realities. What may be considered delicious in some cultures may be disgusting in others.

Unit 3 presents the topic of houses. The characters in the story enjoy seeing how their friends’ houses are different from theirs and learn that diversity makes the world an interesting place to live in. What finally matters in the story is not the house a friend may have, that is, the building itself, but whether that house is a true home.

Unit 4 focuses on animals, also a good source for intercultural awareness in terms of which we consider pets and which to be exotic according to the region we live in. The topic of animals is also used to discuss the fact we, just as the animals in the story, are all different, and unique, as regards our physical appearance.

The teacher can discuss intercultural awareness in relation to behaviours: what jokes can be acceptable and which ones cannot and whether jokes are universal or culture-bound.

In Unit 5, traditional stories are a good source of intercultural awareness. What traditional stories do kids know? Is there anything in common in them? Who tells them stories at home? Values are always present in stories for children, many of which are related to diversity, respect, conflict resolution and the construction of citizenship. The unit also stresses the educational function of performing arts regarding diversity: stepping into somebody else’s shoes teaches kids to see the world from another vantage point. The topic of clothes can also lead to interculturality. What did grandparents wear? Is pink associated with girls everywhere? These and other questions can introduce a good discussion.

Finally, Unit 6 presents the issue of achievement after having worked cooperatively in a play, and how everybody, actors and helpers, contributes to its success. The notion of success and failure is culture related. For instance, for some kids sleeping without a light on may be an achievement, while for others, this may be part of their routine. While a sense of achievement is universal, what different cultures consider an achievement may differ. The topic of the unit, parts of the face, can also be a springboard for intercultural awareness since the concept of beauty is cultural.

## 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 children 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 function 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 particular word. 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 milk*, *I like oranges*. 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*, *READ*, for kids to stick 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.
- › 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. They should not be allowed to take their notebooks so that they make the effort to remember the word.

# Planificación anual

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN					APRENDER A APRENDER	VALORES	REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	RESPUESTAS A	INTERACCIÓN ORAL	RECONOCIMIENTO	REVISIÓN E INTEGRACIÓN			
1	Nombres de los personajes. Identificar los personajes. Útiles escolares. Colores. Actividades de reconocimiento basadas en la escucha. Actividades de producción guiada.	Who's this? What's this? Is this...? What's your name? What colour...? How many...? How old are you...? Are you...? What's your favourite...?	Saludos: Hello, how are you? Fine. Goodbye. Presentarse: I'm... + name. Fórmulas de cortesía: Thank you. Please. That's not nice. Sorry. Decir la edad: I'm... + age.	Órdenes típicas en el contexto áulico: stand up, sit down, give me, show me, open..., close..., listen, draw, glue, write, sing, colour, point to. Condiciones climáticas. Sentimientos y estados de ánimo.	Colores. Útiles escolares. Números del 1 al 10. Identificación de tamaño: big, small.	Identificar las consignas y los íconos como fuente de información. Controlar que se tenga el material adecuado. Buscar similitudes entre el inglés y el castellano en la lectura de palabras. La lectura de tablas.	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. Formas plurales. La relación entre la palabra escrita y la oralidad. La relación entre la forma de escritura en castellano y en inglés.
2	Miembros de la familia: granny, grandpa. Bebidas: water, milk. Actividades de reconocimiento basadas en la escucha. Actividades de producción guiada. Actividades de integración.	Do you like...?	I like.... I don't like.... I have.... I don't have....	Revisión e integración de lo conocido.	Miembros de la familia. Números. Colores. Útiles escolares. Comidas.	Generar juegos en grupos. Poder recordar secuencias. Usar gestos y lenguaje corporal para recordar sentidos. Interpretar tablas. Reconocer pistas en las oraciones para identificar el sentido.	El respeto por tiempos diferentes. Valoración de la familia. Familias típicas y no típicas. Familias monoparentales. El respeto por familias diferentes. El respeto por gustos diferentes. Actitud de aprendizaje frente al error propio y ajeno. Saber perdonar.	El orden de los modificadores en la frase nominal. Formas plurales. La relación entre la palabra escrita y la oralidad. La relación entre la forma de escritura en castellano y en inglés.
3	La casa: house, kitchen, bedroom, living room, bathroom table, bed, chair. Actividades de reconocimiento basadas en la escucha. Actividades de producción guiada. Actividades de integración.	Do you have...? Where...?	in + parte de la casa	Revisión e integración de lo conocido.	Juguetes. Comidas. Identificación de tamaño: big, small.	Identificar pistas en la escucha. Buscar similitudes entre el inglés y el castellano. Reconocer las pistas en los dibujos para encontrar información.	El cuidado de los materiales. El juego ordenado. Las reglas del juego. La ayuda y la cooperación. Diferentes tipos de casas. Los juguetes y la generación de juegos.	El orden de los modificadores en la frase nominal. Formas plurales. La relación entre la palabra escrita y la oralidad. La relación entre la forma de escritura en castellano y en inglés. La escritura en inglés.

UNIDAD	PRÁCTICAS DE COMPRENSIÓN Y PRODUCCIÓN					APRENDER A APRENDER	VALORES	REFLEXIÓN LINGÜÍSTICA
	VOCABULARIO	RESPUESTAS A	INTERACCIÓN ORAL	RECONOCIMIENTO	REVISIÓN E INTEGRACIÓN			
4	Animales: <i>cow, pig, horse, sheep, chicken</i> . Descripción: <i>fat, thin</i> . Actividades de reconocimiento a partir de la escucha. Actividades de producción guiada. Actividades de integración.	<i>Is this...? Who's this? Do you have...? What's this? Where...?</i>	<i>I have... I don't have... I like... I don't like...</i>	Revisión e integración de lo conocido.	Mascotas. Colores. Comidas. Partes de la casa. Identificación de tamaño: <i>big, small</i> .	Identificar pistas para reconocer palabras. Buscar similitudes entre el inglés y el castellano y entre palabras en inglés.	El cuidado de las mascotas. Animales que pueden ser mascotas. La honestidad. El respeto por características físicas. La fiesta de cumpleaños. Formas de celebrar. El valor del juego cooperativo.	El orden de los modificadores en la frase nominal. Formas plurales. La relación entre la palabra escrita y la oralidad. La relación entre la forma de escritura en castellano y en inglés. La escritura en inglés.
5	La ropa: <i>T-shirt, pants, jeans, overall, shorts, skirt, sweater, trainers, cap</i> .	<i>Is this...? What's this...? What colour...?</i>	<i>I'm wearing...</i>	Revisión e integración de lo conocido.	Colores. Comidas. Miembros de la familia.	Buscar similitudes entre el inglés y el castellano y entre palabras en inglés. Buscar pistas para identificar palabras.	La ropa. Respeto por gustos diferentes. La colaboración y la cooperación. Compartir.	El orden de los modificadores en la frase nominal. Formas plurales. La relación entre la palabra escrita y la oralidad. La relación entre la forma de escritura en castellano y en inglés. La escritura en inglés.
6	Descripción: <i>tall, short, nice, beautiful</i> . La cara: <i>face, ears, hair, mouth, nose, eyes</i> . Números del 11 al 20. Actividades de reconocimiento a partir de la escucha. Actividades de producción guiada. Actividades de integración.	<i>Who am I?</i>	Información personal.	Revisión e integración de lo conocido.	Identificación de tamaño: <i>big, small</i> . Colores. Animales. Descripción: <i>fat, thin</i> . La ropa.	Identificar y reconocer formas de ordenar la información. Visualizar objetos para recordar secuencias. Identificar una parte de un todo.	El error. Actitudes positivas frente al error. Actitudes positivas frente al conocimiento. Las celebraciones. Formas de celebrar. Respeto por características físicas. La diversidad. Estereotipos.	La falta de marca de pluralidad para los adjetivos en inglés.

#### 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.



# 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 back.

### BUILDING CONFIDENCE

- 1 **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.
- 2 **Memory test.** Tell kids you'll test their memory by showing flashcards of last year's characters for them to greet.

## Revision 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.

## Revision 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

- 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

1, 2, 3, 4,  
Now it's time to say hello  
5, 6, 7, 8,  
Are you ready? Let's play!  
9, 10, 9, 10,  
Books and pencils on the desk.

## Revision 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.

## Revision of numbers

- **Show me your hands!** Tell kids you'll say a number, and they'll have to show you that number using their fingers.
- **Numbers in the air.** Draw a number in the air for kids to say which one it is. You can make it more challenging by drawing it without taking their position into account (they'll see it backwards).
- **Which one's missing?** You need the number flashcards. Remove one from the set and place it on your desk. Show kids the rest of the cards for them to identify the one which is missing. You can make it more challenging by placing the numbers in random order.

Some kids are much faster than others and tend to give all the answers, which may frustrate the rest. Make sure you give everybody time to think before you ask for an answer. You can tell kids they can all answer on the count of three.

## Revision of colours

- **Point to...** You need the colour flashcards. Place them at different spots in the classroom. Make sure they're wide apart. As you name the different colours, kids have to point to them. You can start with three colours and then add more.
- **Flash it!** Flash one of the colour flashcards and ask kids, e.g. **Is this red?** For kids to say **Yes** or **No**. You can play this as a competition.
- **Touch...** Tell kids that every time you name a colour, they have to touch something that colour.
- **Colour gym.** Ask kids to take out one of their colour cut-outs. Make sure there are different colours. Give kids orders, e.g. **Red, stand up. Green, show me a pencil.**

## Revision of school objects

- **What's in the box?** You need a box (a shoe box is perfect for this). Place a school object inside, shake the box so that kids can hear the sound and ask them **Is this a pencil?** Once kids say **Yes** or **No**, open the box and show them what's inside.
- **Picture dictation.** Tell kids what to draw and what colour to use for each object, e.g. **Draw a pencil case. Colour it red. Draw ten pencils. Colour the pencils blue, pink and yellow.**

- › **Memory chain.** Tell kids you'll start a chain, which they have to remember. Make sure they understand they have to repeat what has been said and add another object, e.g. **A pencil. A pencil and two rubbers. A pencil, two rubbers and four books.** You can start with objects in the singular, and then challenge kids to include the quantity as well.

This is a good opportunity to work with strategies. Tell kids they can visualise the objects in their mind so that they can remember the sequence more easily.

## Introduction of characters

- › Stick the character flashcards on the board: Chuck, Max, Millie, Peggy, Hilda and Doris. Write a number from 1 to 6 below each flashcard.
- › Draw something that is representative of each character, e.g. the pig's nose, the skunk's tail, the *peludo's* forehead or shell, the duck's, the *hornero's* and the chick's beaks. Point to one of the characteristics, e.g. the nose and tell kids **This is Peggy** for kids to say the number.
- › **Guessing game.** Flash one of the characters and tell kids, e.g. **This is Max.** Kids have to say **Yes** or **No**.
- › Stick the character flashcards on the bb. Play track 2. As the kids hear each character introducing him/ herself, they have to come to the front and stick the pictures in the correct order.
- › Play the recording for kids to listen to each character and repeat what they say, imitating their intonation and voices as far as possible.

### AUDIOSCRIPT MP3 TRACK 2

**Max:** Hello! I'm Max.  
**Chuck:** Hi! I'm Chuck.  
**Millie:** Hello! I'm Millie.  
**Peggy:** Hi! I'm Peggy.  
**Hilda:** Hello! I'm Hilda.  
**Doris:** Hi! I'm Doris.

- › **Guessing game.** Play track 3 of the recording. This time, kids have to listen to each character and identify who it is. Stop the recording after each character says **I'm...** for kids to say who it is. Then let them check.

### AUDIOSCRIPT MP3 TRACK 3

**Hilda:** Hello! I'm... Yes! I'm Hilda.  
**Peggy:** Hello! I'm... Yes! I'm Peggy.  
**Max:** Hello! I'm... Yes! I'm Max.  
**Millie:** Hello! I'm... Yes! I'm Millie.  
**Doris:** Hello! I'm... Yes! I'm Doris.  
**Chuck:** Hello! I'm... Yes! I'm Chuck.

## End of the lesson

- › Tell kids it's the end of the lesson. Tell them you're going to say **Goodbye.**

## 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.

SONGS

### LYRICS MP3 TRACK 3

*Let's put everything away  
 All books, copybooks and pens  
 Next class we'll learn and play  
 With Max and all his friends  
 But now it's time to say goodbye*

## VOCABULARY

### New

**Names of characters:** Millie, Max, Hilda, Chuck, Doris, Peggy, Rosie

**School objects:** *school bag, ruler, scissors, pen*

**Colours:** *grey, purple*

### Revision

**Colours:** *red, yellow, pink, green, brown, white, black, orange, blue*

**School objects:** *pencil, copybook, glue, rubber, book, pencil case, marker*

**Numbers:** 1 to 10

**Big/ small**

### ANSWERS TO

#### Revision

*What's your name?, Who's this?, Is this...?, What's your favourite...?, What's this?, What colour...?, How many...?, How old are you...?, Are you...?*

### RECOGNITION

#### Revision

**Classroom language:** *stand up, sit down, give me, show me..., listen, draw, glue, write, sing, open, close, colour, point to*

**The weather:** *sunny, cloudy, rainy*

**Feelings:** *happy, tired, OK*

### ORAL INTERACTION

#### Revision

*Hello, Goodbye, Thank you, Please, That's not nice, Sorry, How are you? Fine*  
I'm + name, I'm + age

### LANGUAGE AWARENESS

Phonological differences between English and Spanish (final consonants different from Spanish)

No aspiration of initial /s/

Adjective before the noun

Beginning of print/sound relationship

Plural forms

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

## Getting started

Start the lesson with the routine suggested in the Introduction.



### LOOK AND LISTEN

Possible lead-in:

- ☐ Tell kids some anecdote about your having made friends with neighbours/ people from



other provinces/ countries or meeting new friends. Once having told them your anecdote, ask them about friends they've made in their neighbourhood or friends they may have from other parts of the country or from other countries. (To stress that diversity/ distance isn't an obstacle to making friends). See the Introduction and the DVD for ideas on how to lead in to a story.

**Remember that the lead-in stage can be conducted in Spanish since the aim is to pave the way to the story.**

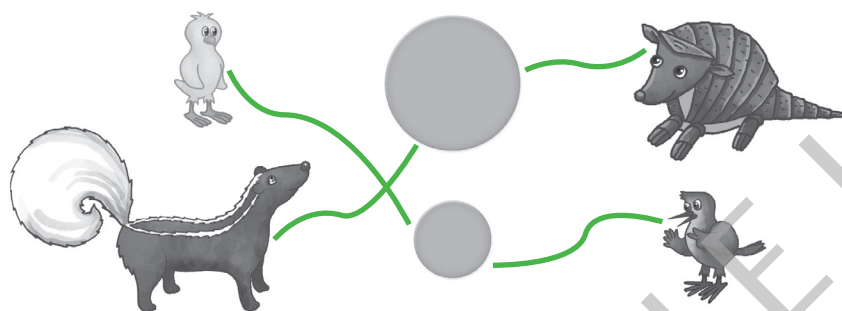
- Ask kids whether they've been to a farm and, if so, whether they can mention any farm animals. Then show them the poster. Ask them if they can recognise any of the characters. Point to the farm animals. Then, ask kids where they live inside the farm. You can then point to the other three and ask them whether those are farm animals as well and where each lives. You can then tell them they are wild animals and that they suffer a lot in captivity.
- Ask kids if they think what they see is the animals' natural habitat, that is, their house, or not.
- Use the flashcard icons. See the Introduction and the DVD for ideas on how to work on instructions.
- Elicit from kids what the animals may be talking about, if they know each other or not.
- Play the recording or play the role of the animals using the character flashcards and dramatising the situation.
- Point to the animals as you impersonate each of them.
- After playing the recording ask kids if their predictions were right.
- Tell kids you're going to play the recording again. Place Peggy on the bb. Tell kids she names two friends. Kids have to listen and choose the two correct flashcards (Chuck's and Doris'). You can do the same with Millie and her two friends (Max and Hilda).



## 2 LISTEN AND MIME



## 3 MATCH



7

## 2 LISTEN AND MIME

- Ask kids to open their books at page 7. Work on the icons.
- Explain to them the rules for playing.
- Show kids how to go about the game.
- If you think they are ready, you can appoint a few to name a character.

### AUDIOSCRIPT MP3 TRACK 5

Max  
Peggy  
Chuck  
Millie  
Doris  
Hilda

### BUILDING CONFIDENCE

**1 Big and small.** Take out the flashcard for Max. Ask kids using gesture *Is Max big or small? What about Peggy? Is Peggy big or small?* Once kids know the meaning of *big* and *small*, you can play this game. You'll say either **big** or **small** and they'll have to represent the concept with their arms.

**2 Miming characters.** Tell kids that they'll be miming the characters, but this time they'll have to add the size depending on your cues, e.g. **Big Max**, and they flap their arms representing a big bird; then **Small Max**, and they'll flap two fingers or they'll crouch to represent a small bird.

## 3 MATCH

- First ask kids to look at the icon and tell you what they have to do. Then elicit from them which elements they need to carry out the activity.
- Tell kids, that when they finish, they'll have to wait for everybody else to have completed the activity.
- When all the kids are ready, check the answers. This can be done by sticking the flashcards on the bb. You can appoint different kids to draw the lines between them and the two circles.

## Homework

Ask kids to bring a drawing of their favourite character from the book.



## COPYBOOK ACTIVITY

### AUDIOSCRIPT MP3 TRACK 4

**Peggy:** Hello, you! I'm Peggy... My friends, Chuck and Doris. What's your name?  
**Millie:** My name's Millie.  
**Chuck:** Hello, Millie. I'm Chuck.  
**Doris:** Hello, Millie. I'm Doris.  
**Millie:** This is my friend Hilda.  
**Hilda:** Hello!  
**Millie:** And this is Max.  
**Peggy:** Who's Max? The small bird?  
**Max:** Small? I'm not small. I'm seven. And Hilda is six!  
**Peggy:** Oops! Sorry Max!

### BUILDING CONFIDENCE

- 1 Listening.** Place the character flashcards in different parts of the classroom, wide apart. Play the recording again for kids to point to each of the characters as they talk.
- 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.** Name one of the characters for kids to name the character's friends, e.g. You say **Millie** and kids say **Max and Hilda**. If you feel it is a bit too much at the beginning, you can ask kids to name only one friend. You can name any character, not just Millie or Peggy.

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**1 Greeting activity.** Tell kids to choose one of the character flashcards. Approach one of the characters and greet him/ her, e.g. **Hello, Hilda, how are you?** If kids do not answer **Fine, thanks!**, use body language (smile) and say **Fine?** Do the same with several kids.

**2 Act out.** Tell kids they'll impersonate one of the characters and introduce him/ herself. If necessary, play the first recording for kids to imitate the characters' voices. Remember that kids are not supposed to ask the question themselves, but to answer it. The name alone is OK, do not expect kids to say **It's** [Max].

## 4 LOOK AND LISTEN

- Ask kids to open their books at page 8. Show them the page and the exercise number.
- Point to Peggy and ask **Who's this?** Point to Peggy's mum and ask kids who it may be.
- Elicit from kids what is going on. Accept all their ideas. Point to the underground scene and ask kids **Who's this?** while pointing to Millie. Point to Millie's mum and elicit who it may be.
- Play the recording to check their predictions.
- Play the recording again. This time they have to count the number of school objects Peggy takes to school (six).
- Check the kids' answers.

### AUDIOSCRIPT MP3 TRACK 6

**1**  
**Peggy's Mum:** Ready for school, Peggy?  
**Peggy:** Not ready. And my school bag?  
**Peggy's Mum:** Here it is. And look! Two blue copybooks, a white rubber, scissors, a ruler and a pen.  
**Peggy:** Wow! Thanks, Mum. I love school.

**2**  
**Millie's Mum:** Ready for school, Millie?  
**Millie:** No, Mum. I don't like school. I like my toys...

**1**

**4**   **LOOK AND LISTEN**



**5**   **LISTEN AND NUMBER**



**8**

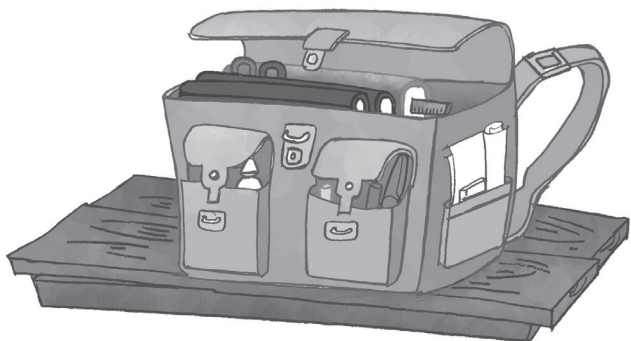
### BUILDING CONFIDENCE

- 1 Quickly!** Ask kids to take out their school pen and pencil cut-outs. You'll say **Pen** or **Pencil** for kids to show you the correct card. You can say the words more quickly or have a sequence, e.g. **pencil, pen, pen, pencil**. Do the same with the other new school objects (ruler, school bag, scissors).
- 2 Miming game.** Concentrate on the new objects and include some of the objects kids already know. Name a school object for kids to mime.
- 3 How many school objects?** Ask kids about the different school objects that they bring to school. They should tell you how many they bring, e.g. **Books? Two. Black pencils?...** **Copybooks?...**

## 5 LISTEN AND NUMBER

- Ask kids to look at the icons and tell you what they have to do. Elicit what materials they need to do the activity.
- Remind kids of the rules for listening. See the Introduction and the DVD for ideas on how to work with a listening activity.
- Play the recording or say it yourself.
- Check the kids' answers by placing them on the bb sill and drawing circles above each flashcard. Play the recording again and do the activity (or have kids write the numbers).

## 6 LOOK AND SAY



## 7 COUNT



	3
	2
	2
	1

9

- Tell kids to look at the school bag and identify the school objects inside.
- Remind kids of the rules for participating.

### BUILDING CONFIDENCE

- 1 The box game.** Place a school object inside a shoe box without kids seeing what it is. Give the box to a few kids. They shake the box and say what's inside, e.g. **A pen**. Open the box for kids to check.
- 2 A chain game.** Tell kids they'll build a sequence of school objects. Try the activity out with the kids once. Name one school object. Ask a kid to repeat the first school object and add another one. Ask a third kid to repeat the first two objects and add a third one. Tell kids they can't repeat the names.

## 7 COUNT

- Ask kids whose house this is (Millie's). Ask kids if Millie is tidy or untidy.
- Ask kids to look at the instruction icon and tell you what they have to do.
- Draw three books on the bb following the idea of the exercise in the book. Ask kids if they can see the books clearly. Make sure they understand the purpose of this activity. You may need to work together with the kids.
- Refer them to the grid and ask them what objects they can see: a pen, a ruler, scissors and a school bag.
- Draw a chart on the bb and stick your flashcards in the drawing cells.
- Tell kids you'll start with **pen**. Elicit from them the best strategies to avoid counting the same object twice, e.g. cross them out in pencil.
- Let kids count the pens and then ask them **How many pens?** Write the number in the chart on the bb.
- Do the same with the other objects.
- To round off the activity, ask kids **How many pens? How many rulers? How many pairs of scissors? How many school bags?**

## Homework

Ask kids to bring a drawing of one of the new school objects: a school bag, scissors, a pen or a ruler.



### COPYBOOK ACTIVITY

## AUDIOSCRIPT MP3 TRACK 7

Number 1: ruler  
Number 2: scissors  
Number 3: pencil case  
Number 4: school bag  
Number 5: pen  
Number 6: marker  
Number 7: pencil  
Number 8: glue

### BUILDING CONFIDENCE

- 1 Guess the word.** Tell kids you'll mouth (say it without speaking) a school object for them to say which object it is. Then, you will show them the object.
- 2 Cut-outs activity.** Ask kids to take out their school object cut-outs. Have them place the cut-outs on their desks. You'll say a colour and they'll have to name the correct object, e.g. **Blue and white? Rubber!**

## 6 LOOK AND SAY

- Ask kids to look at the icons and tell you what they have to do. Point to the school bag and ask **What's this?** Ask them **Millie's or Peggy's?** If they can't answer, tell kids to look at Exercise 4. Ask kids whether Peggy is tidy or untidy.



## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**1 What's this?** You need the school object flashcards. Flash one and ask **What's this?** You can play against the class or divide the class into groups.

**2 Point to!** Take out the colour flashcards except for purple and grey and place them wide apart at different spots in the classroom. You can watch the DVD for ideas on this activity.

**3 School object gym.** Tell kids to take out the drawing they've brought and hold it in their hands. Give different orders, e.g. **School bags, stand up. Scissors, touch red.**

## 8 LISTEN AND COLOUR

- Ask kids to open their books at page 10 and look at the icons for Exercise 8. Elicit from kids what materials they need.
- Remind kids of the rules for listening.
- To check, draw the school objects on the bb and stick the correct colour flashcard below each.

### AUDIOSCRIPT MP3 TRACK 8




*The ruler's red.  
The pencil case's orange and black.  
The scissors are pink.  
The rubber's blue and green.  
The school bag's yellow and white.  
The pen's brown.*

### BUILDING CONFIDENCE

**Memory game.** Use the drawings in Exercise 8. Ask kids **What colour's the ruler?** Do the same with the other objects. Remember that kids are only supposed to answer the question. Do not expect kids to say **It's [red]**.



## Introduction to reading

You can refer to the Introduction for suggestions on how to introduce reading with young learners.

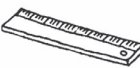









# 1


8

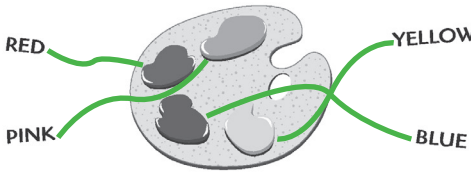



LISTEN AND COLOUR










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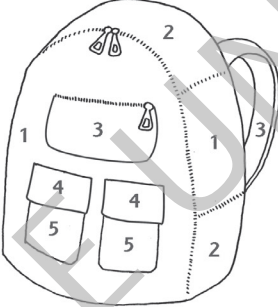

MATCH





10






READ AND COLOUR




1 RED


2 BLUE


3 PINK


4 BLACK


5 YELLOW


## 9 MATCH

- Ask kids to focus on the icon for instructions and tell you what they have to match.
- Since this is the first reading exercise, it is advisable to do it on the bb. Use the four colour flashcards and write the four words as shown in the exercise. Point to *pink* and ask kids to name the colour. Ask what letter it starts with. Then ask kids to look at the four words and say which one they think is the one for *pink*.
- Do the same with the other words.
- Give kids some time to do the activity, then check.

### BUILDING CONFIDENCE

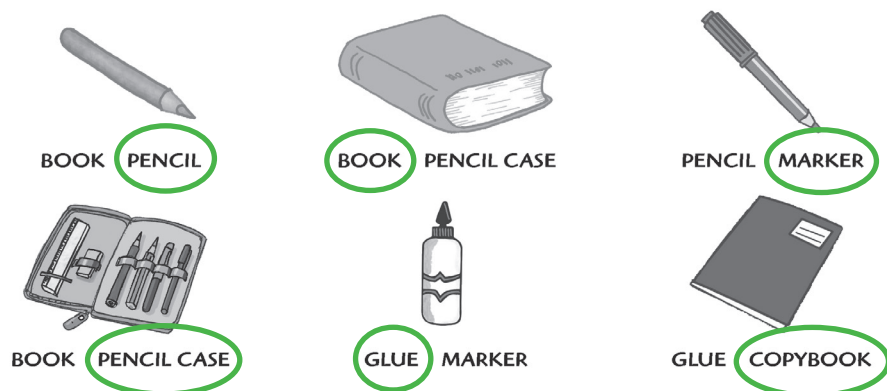
**1 Colour reading.** Follow the same procedure as before to introduce *black*, *green* and *orange*. If you include other colours kids have just seen, don't use *blue* because at this stage, kids may confuse it with *black*.

**2 Matching.** Stick the colour flashcards on the bb, one below the other. Write the colour words, one below the other in another column. Ask kids to match the colour with the word.

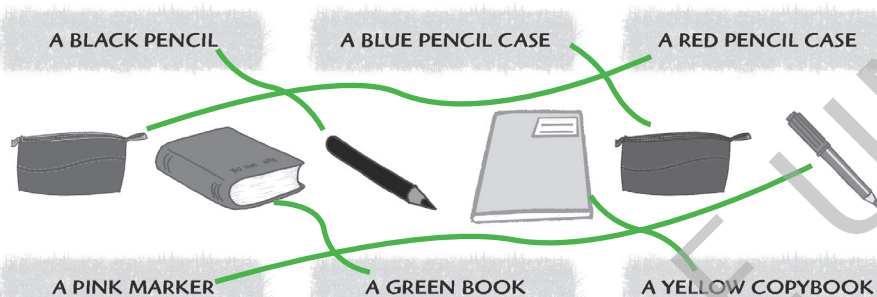
## 10 READ AND COLOUR

- Elicit from kids what they have to do and what materials they need.

## 11 LOOK AND CIRCLE



## 12 READ AND MATCH



11

- Ask them **Which colours?** Check they have the pencils ready by calling out **a red pencil, a blue pencil**, etc. Tell kids to colour the school bag following instructions. Elicit how they can tell which colour to use.
- First have kids read a word and colour the splodge. Make sure kids colour the splodges before colouring the school bag.

### BUILDING CONFIDENCE

- What's the colour?** Write the colours on the bb and place the colour flashcards on the bb sill. Say **One** and name a colour for a kid to write **1** next to the correct colour word. Then ask the kid to choose the correct colour flashcard and stick it next to the word. Do the same with the rest of the colours.
- Find the colour.** Write these words on the bb: **black, pink, blue, green, red, orange** and **yellow**. Place all the colour flashcards on the bb sill. Point to the word black and ask kids **What's this word?** Once kids read it, call one to the front to stick the correct flashcard next to the word. Do the same with the other words.
- Guess the word.** Tell kids you'll write the first letter of a colour word for them to guess the word. Remind kids of the rules for participating. Kids who are faster should wait for the rest to guess the word as well. Check by having kids show you the correct colour cut-out or say the colour on the count of three.

## 11 LOOK AND CIRCLE

- Ask kids to focus on the icons for instructions and tell you what they have to do. Elicit what the words may refer to.
- Point to the first drawing and ask kids **What's this?** Kids should focus on the first drawing and look at the two words to decide which one to circle. You can ask kids what they think the other word is.
- Do the same with the rest of the drawings.
- To check, use the flashcards and write the words on the bb as in the exercise. You can ask kids to read the words they haven't circled and draw the corresponding school object.

### BUILDING CONFIDENCE

- Read.** Use the school object flashcards: book, pencil, pencil case, copybook, marker. Place them one below the other on the bb. Make a second column with the words. First ask kids **What's this?** Then ask them to match the flashcard with the correct word.
- Picture dictation.** Write three phrases on the bb for kids to draw in their copybooks, e.g. **A brown pencil; A white copybook; A yellow book.**

## 12 READ AND MATCH

- Elicit from kids what they have to do.
- Point to the first drawing and ask **What's this? What colour is it?** Tell kids to identify the box which reads **A red pencil case** for them to match the drawing and the box. Do the same with the other drawings.

### Homework

Ask kids to bring cut-outs or drawings of colours.



### COPYBOOK ACTIVITY

## Extra materials

You need to prepare a set of cards with the words for the school objects rap (scissors, rubber, pen, ruler, glue, marker).

## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**Guessing game.** You need a plastic bag and school objects. Place a school object inside without letting kids see what you've put. Show a part of the object or press the bag around the object; then, show a part of it 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 what they think it is. Open the bag and show them the object.

## 13 a LOOK AND LISTEN

- Ask kids to open their books at page 12. Point to Max and ask kids **Who's this?** Do the same with Hilda. Point to the school bag and ask **What's this?** Do the same with the other school objects.
- Elicit from kids what may be going on, if the two friends are going to or coming from school and what they may be talking about.
- Play the recording or read out the dialogue and check kids' predictions.
- Play the recording again and ask kids to spot the school objects the characters name.

### AUDIOSCRIPT MP3 TRACKS 9 AND 10

**Max:** Nice pencils!

**Hilda:** Yes!

**Max:** I like the blue pencils.

**Hilda:** And I like the yellow pencil.




**Max:** What's your favourite colour?

**Hilda:** Purple. The colour of my pencil case. And your favourite colour?

**Max:** Grey, the colour of my school bag.


### BUILDING CONFIDENCE

**Show me.** Ask kids to take out the purple and grey cut-outs. Name the colours for kids to show you the correct cut-out.






## 1


### 13 a








### LOOK AND LISTEN



### 13 b



### NOW, LISTEN AND TICK

			
	✓		✓
		✓	✓

## 12

### BUILDING CONFIDENCE

**Quickly!** Ask kids about Hilda's and Max's favourite colours (purple and grey). Tell kids you'll talk about one of the characters, e.g. **I like purple** or **I like grey** and they'll have to say the correct name, either **Max** or **Hilda**. You can make it more challenging by saying, e.g. **I like purple pencils, I like grey pencil cases**.

## 13 b NOW, LISTEN AND TICK

- Ask kids to focus on Exercise 13b and tell you what they have to do. Make sure they understand they have to tick the box.
- Play the recording again or read out the dialogue. It's advisable to do this activity on the bb. You may have to stop the recording after every line for kids to tick off the right box.
- Play the recording again for kids to do the activity in their books. Check on the bb.

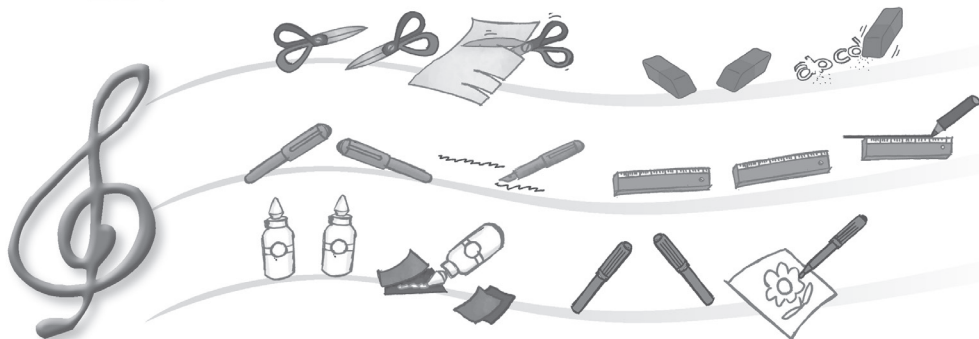
### BUILDING CONFIDENCE

**1 I like...** Ask kids to take out the colour cut-outs. You'll say what colours you like and they'll have to put up the correct colour cut-out, e.g. **I like blue**.

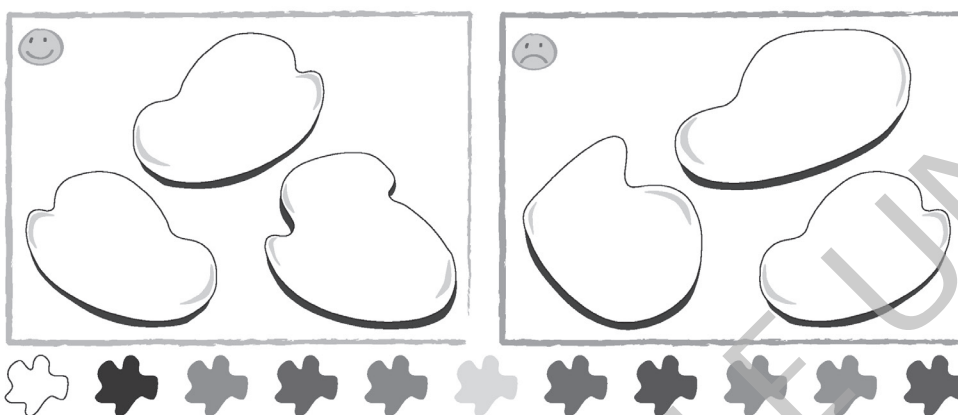
**2 Touch it!** Place six colour flashcards on the bb (include grey and purple). Tell kids they'll name a colour and you'll have to touch it very quickly! You can then appoint kids to touch the flashcards.



14  RAP



15  COLOUR



13

14  RAP

- 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.
- You can invite kids to mime the different actions, e.g. *cut, out, write*, etc.



#### LYRICS MP3 TRACK 4

scissors, scissors, cut, cut, cut  
rubber, rubber, out, out, out  
pen, pen, write and write  
ruler, ruler, draw a line  
glue, glue, stick and stick  
marker, marker, please colour this.

#### BUILDING CONFIDENCE

**1 A new song.** Tell kids you'll create a new rap by changing some of the words. Elicit from them which words they can change (*scissors, rubber, pen, ruler, glue* and *marker*). Ask kids to dictate to you which new words they can use. They can refer to their cut-outs to check which ones they can use (*pencil, school bag, pencil case, book, copybook*). You can tell them to use the word *IN* for *pencil case* and *school bag*, *DRAW* for *pencil*, *READ* for *book* and *COPY* for *copybook*. You can use the flashcards to have the lyrics of the new rap on the bb.

**2 Write the song!** You'll need the words for the school objects. Place the flashcard words on the bb (*scissors, rubber, pen, ruler, glue, marker*) and the flashcards. Have a matching exercise first. Then ask kids to place the words in the same order as they are named in the rap.

15  COLOUR

- Ask kids to look at the instruction icon and tell you what they have to do.
- Focus them on the two faces and elicit what they mean.
- Tell them they'll be colouring splodges according to their likes.
- Elicit from them what they need in order to colour (coloured pencils).
- Remember to give kids a time limit.

#### Homework

Ask kids to bring cut-outs of school objects.



#### COPYBOOK ACTIVITY



## Getting started

Start the lesson with the routine suggested in the Introduction.

### BUILDING CONFIDENCE

**1 Characters.** Take out the character flashcards and place them on the bb sill. Name the different characters for kids to point to the correct flashcard. Name the six characters kids know: **Max, Hilda, Chuck, Doris, Millie and Peggy.**

**2 Big and small!** Tell kids you'll say the word **big** or **small** and they'll have to point to a character which is either big or small, depending on your instruction, e.g. You say **Big** and kids can point to either Peggy, Millie or Hilda.

## Introducing Rosie

- Tell kids you'll name a character and they'll have to either mime the character or produce its typical sound. Name two characters they know first. Then, name **Rosie**. Most probably, kids won't know which character she is.
- Tell kids to open their books at page 14 to see if they guess who Rosie is.
- Play a few rounds of the game, this time including Rosie. Elicit from kids what sound she may make.

### BUILDING CONFIDENCE

**Mouth the characters.** Tell kids you'll mouth one of the characters' names and they'll have to say the name. If kids are not ready to say the name, you can ask them to point to the character flashcard.

# MAX & FRIENDS

- Ask kids to open their books at page 14.
- Point to Max at the top of the page and ask kids **Who's this?** Tell kids that this is a story about Max and his friends, or the gang (as in *Storyline Starter A*).
- Ask kids to name the characters they can see.
- Ask kids to predict what is going on. They should focus on the characters' expressions and on the drawings.
- Once having done so, make kids interact with the text. In Spanish or by means of gestures, choose school bags round the class that look heavy in order to ask them who helps them carry them to school.
- Play the recording. Kids should look at the drawings.
- Check the kids' predictions.



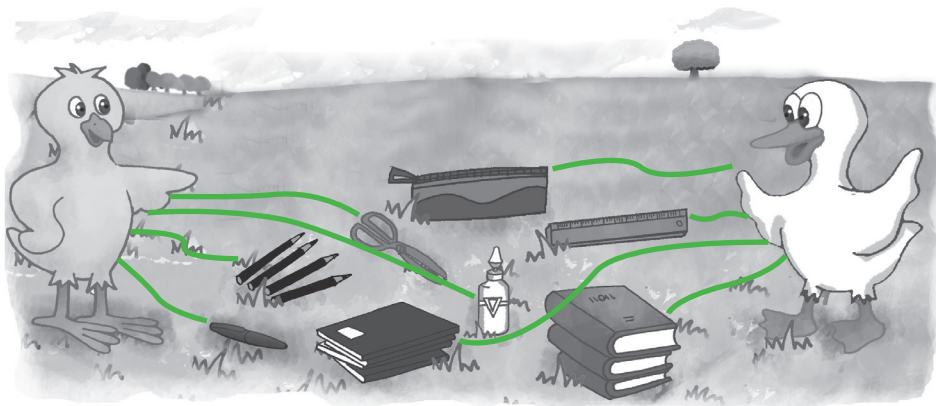
### AUDIOSCRIPT MP3 TRACK 11

- 1  
**Max:** Hello, Doris! Hello, Chuck! This is my friend Rosie.  
**Rosie:** Hello, kids.  
**Chuck and Doris:** Hello, Rosie.
- 2  
**Rosie:** Are you tired Chuck?  
**Chuck:** Very! Look at my school bag: two green books, scissors, glue, a pen, four black pencils, three copybooks, a ruler...  
**Rosie:** Wow! Poor Chuck!
- 3  
**Rosie:** And you Doris?  
**Doris:** Look! Four purple copybooks, my pencil case, a ruler, three books...  
**Rosie:** Oh, poor Doris!
- 4  
**Rosie:** OK kids. I'm your school bus today.  
**Chuck, Doris and Max:** Thank you, Rosie...

### BUILDING CONFIDENCE

**Colour memory.** Tell kids to look at the pictures. You'll name a colour and they'll have to say the correct school object.

## 1 LISTEN AND MATCH



## 2 GAME



15

### BUILDING CONFIDENCE

**Act out.** Tell kids they'll be impersonating the characters. Tell them that to practise, they'll repeat after each chunk trying to imitate the characters. Play the lines for kids to repeat. Encourage them to say the lines together with the recording. Then, have different groups of kids act out the lines.

## 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: two coloured pencils and a rubber.
- Remind kids of the rules for listening.
- Play the recording. Stop after each character. You may have to repeat each line several times.
- To check, draw the school objects on the bb, as shown in the exercise, and then draw the lines to the characters. For the characters, you may use the flashcards.

### AUDIOSCRIPT MP3 TRACK 12

**Chuck:** Look! My four black pencils, my scissors, my glue and my pen.

**Doris:** And look! My four purple copybooks, my pencil case, my ruler and my three grey books.

### BUILDING CONFIDENCE

**1 Flashcard game.** Tell kids you're going to play a game with the school object 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.

**2 Colour memory.** Have kids look at the picture in Exercise 1 and then close their books. Tell kids you'll name one of the school objects and they'll have to say the colour.

## 2 GAME

- 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) and have kids repeat it. Encourage them to imitate the characters' voices.
- Tell them they can look at the pictures 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 use real school objects.

### 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

Once the poster is ready, ask kids what school objects they can see. You can also ask **How many** [rulers]? **How many** [pens]?



### COPYBOOK ACTIVITY