

Semilla Bilingüe Kids

Transición - Primaria



Alcaldía de Medellín



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Presentación

Querido docente:

En esta sección de la cartilla, usted encontrará cuatro unidades que contienen varias tareas (*tasks*) que fueron especialmente diseñadas para ayudar a sus estudiantes a familiarizarse con temas relacionados de su vida cotidiana. Las tareas incluyen actividades que darán a sus niños y niñas la oportunidad de descubrir, explorar, aprender y utilizar vocabulario y expresiones sobre temas de sus intereses y necesidades. Al mismo tiempo, tendrán la posibilidad de contar lo que ya saben sobre el idioma y expresar sus ideas y sentimientos a través de la visualización de videos, participación en juegos, desarrollo de guías de trabajo, intervención en pequeñas charlas sobre temas sugeridos e intervención en actividades de TPR (Respuesta Física Total).

Las unidades temáticas, también incluyen materiales como fichas, material para recortar y actividades de extensión que ayudarán a sus estudiantes a estimular su imaginación, aumentar la motivación y disfrutar de la experiencia de aprendizaje mientras practican lo que han aprendido. Estos materiales pueden ser instrumentos útiles para identificar los resultados del aprendizaje y promover la interacción en el entorno de enseñanza. Los temas sugeridos pueden ser transversalizados a otras áreas del conocimiento tales como: Ciencias Sociales, Ciencias Naturales, Matemáticas y Educación Artística. Además, es posible relacionarlos con otros temas como la comida, los colores, los números, las actividades, los lugares y las preferencias.

Transición

semilla
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Tareas

Información personal

Actividades-previas:

Introducir nociones lingüísticas (diálogo, juego “lanza el dado”).

Actividades-durante:

Comprender y reforzar nociones lingüísticas trabajadas en la etapa anterior (guía).

Actividades-posterior:

Practicar nociones lingüísticas (presentación oral).

Familia

Actividades-previas:

Lluvia de ideas sobre el tema. Introducir nociones lingüísticas (video, títeres de dedo).

Actividades-durante:

Practicar vocabulario (guía).

Actividades-posterior:

Producción oral (rompecabezas).

Todo a mi alrededor

Actividades-previas:

Presentar vocabulario (presentación PowerPoint, actividad TPR “Respuesta Física Total”).

Actividades-durante:

Explorar vocabulario (fichas, presentación PowerPoint, guía).

Actividades-posterior:

Producción oral (diálogo).

Nuestros ayudantes de la comunidad

Actividades-previas:

Introducir vocabulario (fichas, video).

Actividades-durante:

Explorar vocabulario (actividad TPR “Respuesta Física Total”, dibujos).

Actividades-posterior:

Producción oral (exhibición, diálogo).

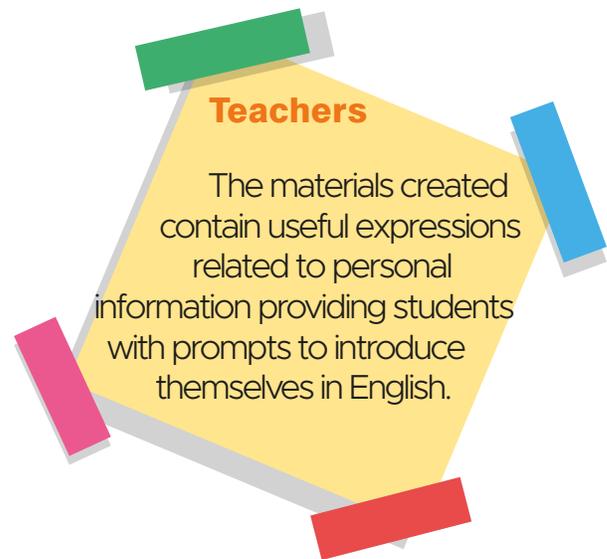
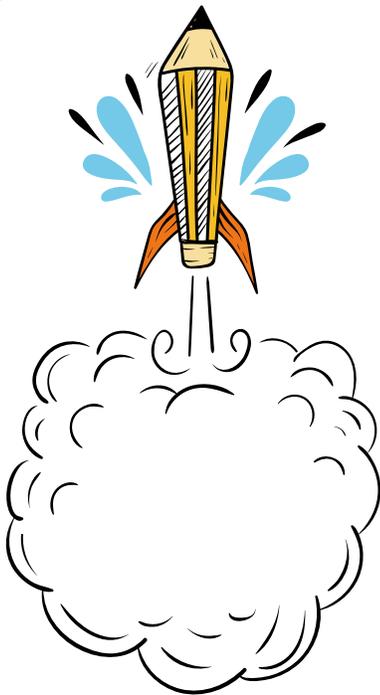
UNIT 1

Personal Information

Activity 1. Personal information (Pre-brainstorming ideas about the topic/ introducing language notions).

- ❖ Have a little talk with your students to brainstorm their ideas about the topic. You can ask the following questions:
 - If you want to introduce yourself to someone you don't know.
 - What kind of information do you provide?
 - How would you say your name/ age/ gender?
 - How would you express your preferences about colors/ toys/ food? After listening to your students' ideas, you will introduce some personal information language notions by playing the game "Roll the dice". It is a good idea to explore the material before you play the game. You can ask the following questions:
 - What's this?
 - Do you have it at home?
 - What do you use it for?

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Teachers

The materials created contain useful expressions related to personal information providing students with prompts to introduce themselves in English.

- ❖ You can also encourage your students to talk about it:
 - What pictures can you see?
 - If you roll the dice and you get this picture, what would you have to do?
- ❖ Tell your students they are going to roll the dice by taking turns.
- ❖ Students will complete the prompt given with your help.
- ❖ In case you have a virtual class, a virtual wheel has been (was) created to help you apply the activity.

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Activity 2. Understanding personal information (While-writing).



- ❖ Students are going to work on a handout to understand and reinforce the language notions worked during the pre-stage. They have to draw and write some personal information. It would be a good idea you be a role model to your students. Work on your own handout before your students start the activity. These are the instructions:
- Write your name on the dotted line. Then, draw your face inside the frame.
- Write your age on the dotted line (number). Draw candles on the cake according to your age.
- Circle the correct word and picture according to your gender (boy or girl).
- Write the name of your favorite color. Color the balloon with your favorite color.

Activity 3. Using what I learned (Post-oral production).

- ❖ Have a final display: encourage your students to practice the language notions worked by introducing their works to the class. Remember it is a good idea to be a role model to your students before they perform the activity:
- Hello class, my name is... I'm... years old. I'm a boy/girl. My favorite color is... Thanks for listening!



<https://wheelofnames.com/view/g5p-rgt/>

Activity 1. Roll the dice.

My favorite toy is



My favorite food is



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I'm a boy / girl



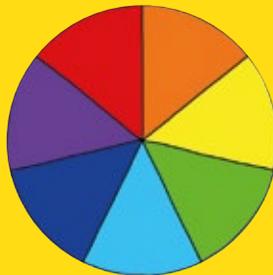
I'm _____ years old



My name is



My favorite color is



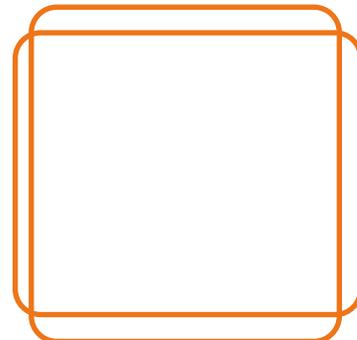
**SEMILLA
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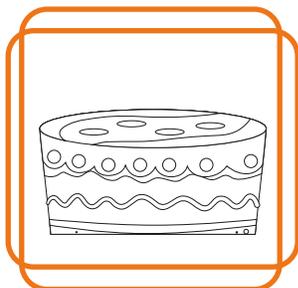
All about me!

Activity 2. Write your name on the line. Then, draw your face inside the frame.

My name is _____.



Write your age on the dotted line (number). Draw candles on the cake according to your age.



I'm _____ years old.



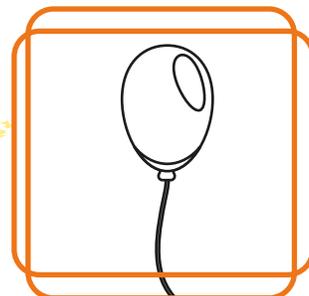
Circle the correct word and picture according to your gender (boy or girl).

I'm a boy / girl.



Write the name of your favorite color. Color the balloon with your favorite color.

My favorite color is _____.



UNIT 2

My beautiful family

- ❖ The materials created contain vocabulary related to the topic “Family”. They intend to provide students with vocabulary about family members in English.

Activity 1. family (Before-brainstorming about the topic/introducing vocabulary).

- ❖ Invite the students to watch the video “Finger Family Song”. They will have a wonderful time singing a family finger song. Have choral repetition with your students.

<https://www.jigsawplanet.com/?rc=play&pid=0c7f2359ce39>



- ❖ After watching the video, encourage them to talk about what they saw in the video. You can ask the following questions:

Did you like the video?

What did you like most about it?

What family members did you see?

What was the father/mother doing?

- 12 ❖ Now that the students are excited talking about family, start asking students questions about their families:

Who do you live with?

What's your mother's/father's name?

Do you have any brothers/sisters? What are their names? What do you like to do with your family?

- ❖ Tell the students they are going to make family fingers puppets to sing the song. Show them the pictures and ask questions:

Who's this?

- ❖ Give the instructions:
 - First, you are going to color the father.
 - It's time to color the mother. Now color the brother.
 - Finally, color the sister.
- ❖ Have students cut the pictures and wrap each around their fingers.
- ❖ Play the video again and encourage students to sing along using their finger puppets.

Extension Activities

You can have a storytelling with your finger family puppets. The video recommended can be used to teach vocabulary about food.



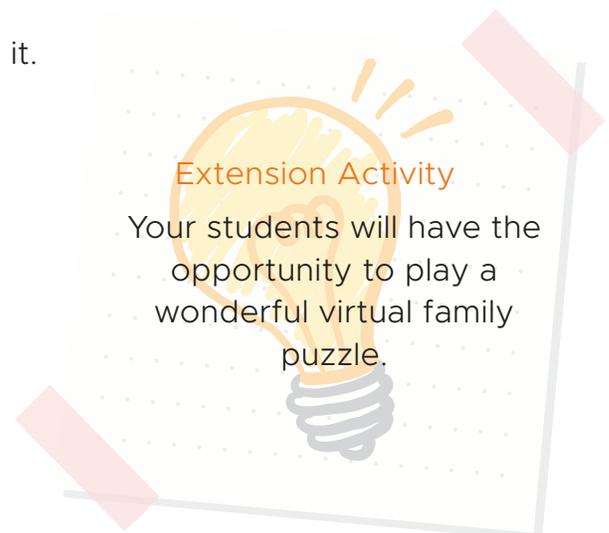
Activity 2. Practicing vocabulary (While-writing/reading).

- ❖ Tell the students they are going to practice word tracing to reinforce the vocabulary they have learned so far. Encourage them to identify each word:
Look at the first word. What family member would it be?
- ❖ Model the activity to students and recommend to trace each word with a different color.
- ❖ Then, your students are going to reinforce word recognition by working on a matching worksheet. They have to match the pictures with the correct words. Ask students questions:
Who's this?
What color would be the word related to this picture?
- ❖ Model the activity to the students and suggest to trace each line with a different color.
- ❖ Have a final display.



Activity 3. Using what I learned (Post-oral production).

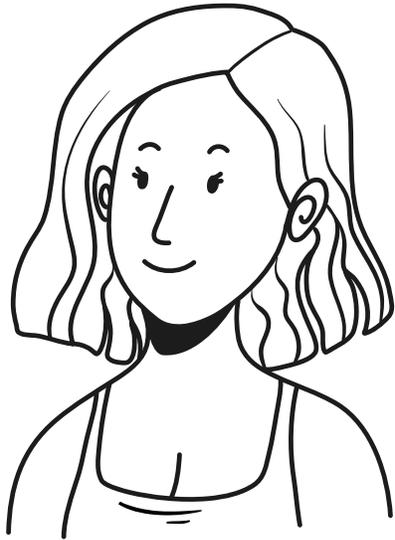
- ❖ Tell the students they are going to have a family puzzle template to cut and play. Before they start working on the activity, you can ask the following questions:
Do you like puzzles?
Do you have some at home?
What pictures do your puzzles have?
How many pieces does the family puzzle have?
- ❖ Students cut the pieces and start playing with it.
- ❖ They can play in pairs or small groups.
- ❖ At the end, encourage the students to make comments about the activity:
Was it easy or difficult? Why?



My Family finger puppets

Activity 1. Color the family members.

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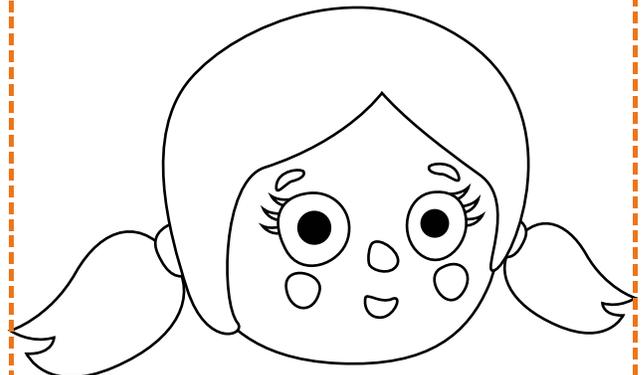
mother



father



brother



sister



Family puzzle

Activity 2. Cut and play with the family puzzle.



My beautiful family

15



Family members

Activity 3. Match the pictures with the correct words.



mother



father

16



baby



sister



brother

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Activity 4. Word trace practice.

mother

baby

sister

brother

father



UNIT 3

All around me

Aims:

- ❖ Identify and name things and places around. Express their names and characteristics (shapes, colors).

Before:

- ❖ Present vocabulary related to shapes using a Power Point presentation “I spy. My first shapes book”.
- ❖ Ask the students questions about shapes, colors and objects they can see.

- The material can be presented as a video (class in situ).
- The material can be printed to make a big book (class in situ).
- The material is available online (virtual class).



<https://my.visme.co/view/4dy9z979-i-spy-my-first-shapes-book>

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- ❖ After watching the presentation, ask the students to recall and name shapes they saw.
- ❖ Select some students at random. Ask them to walk around the classroom to look for and find shapes. Encourage the students to name the shapes (in situ class).
- ❖ Select one student at random and ask him to name shapes he sees around his house (virtual class).

While:

- ❖ Explore shapes using flashcards. Ask questions about vocabulary related to shapes and colors.
- ❖ Show the students a power point presentation about Medellín city.
- ❖ Encourage them to identify and name the shapes they can see in the pictures.

- ❖ Explain the students they are going to work on a handout to practice vocabulary and handwriting. Give the instructions:
 - Match the pictures with the correct shapes.
 - Trace the words.

After:

- ❖ Ask the students what places or events from the city they like the most.
- ❖ Encourage the students to talk about their experiences in those places or events.

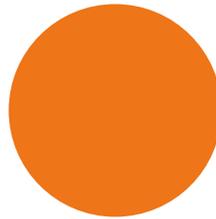


Shapes

Activity 1. Match the pictures with the correct shapes. Trace the words.



triangle



rectangle



circle



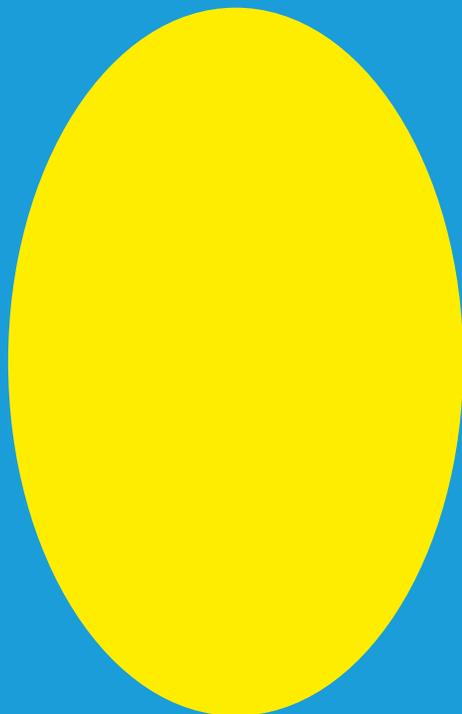
square

Blue circle



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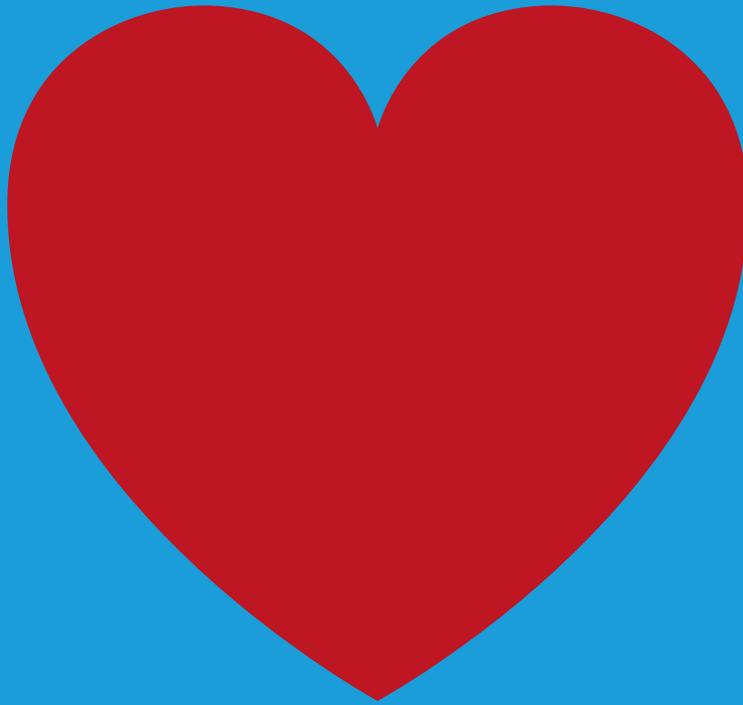
Yellow oval



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Red heart



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All around me

21

Pink triangle



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Bilingüe

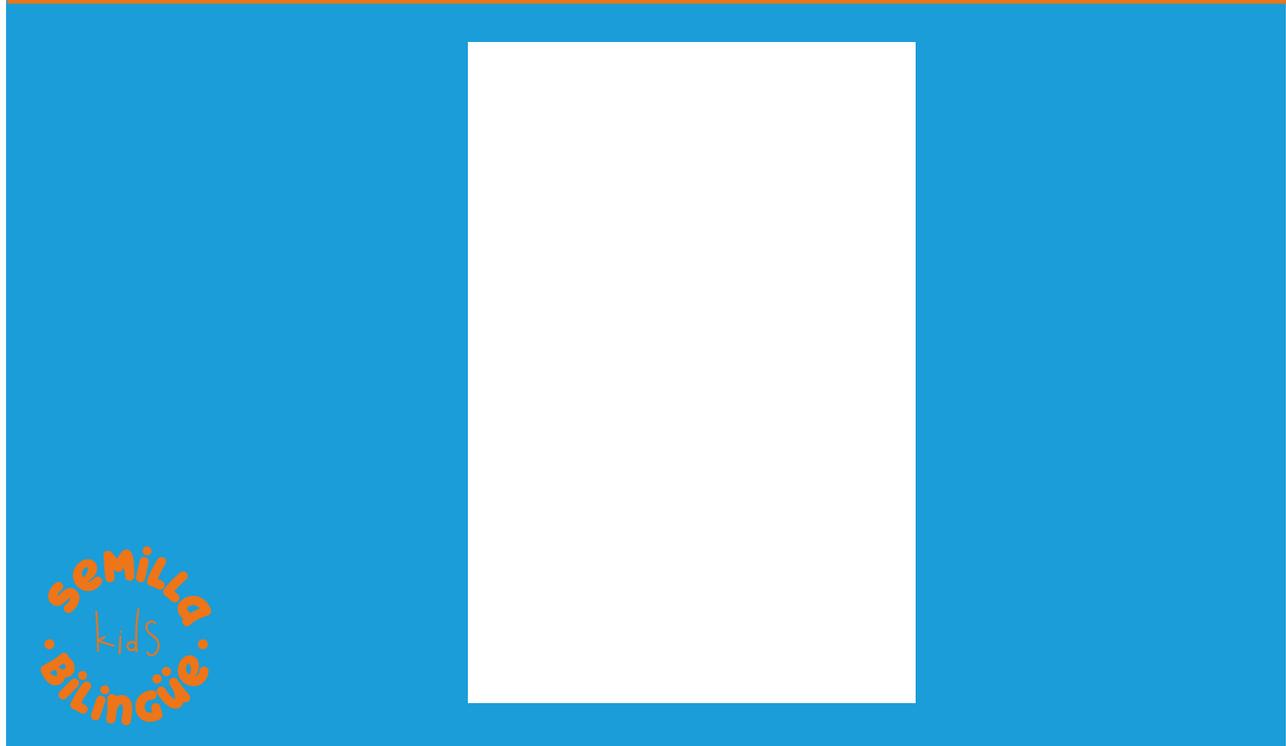
Purple square



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22

White rectangle



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Orange star



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All around me

23

Green diamond



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Our community helpers

UNIT 4

Flashcards

Aim:

❖ Identify and name community helpers. Express their names and the activities they can do.

- ❖ Ask the students to describe what they see: community helpers, colors, places, actions, e.g. Who's this? Where does she/he works? What is she/he wearing? What color is her/his uniform?
- ❖ Watch the video and sing the song.

<https://www.youtube.com/watch?v=ckKQclquAXU>



Warm up:

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While:

❖ The teacher asks the students who their favorite community helpers are.

- ❖ Explore more occupations by asking the students about their parents occupations. e.g. What's your mother's occupation? Where does she work? What does she do?
- ❖ What's your father's occupation? Where does he work? What does he do?
- ❖ Ask the students to mime the actions they do (TPR: total physical response).
- ❖ Tell the students they are going to draw their favorite community helpers.
- ❖ While the students are drawing, use the flashcards to ask the students some questions about their parents: Is your father a doctor? Is your mother a vet?
- ❖ Encourage each student to talk about their parents' occupations. Help them express their ideas. e.g. My mother is a ...She works at... My father is a ...He works at.

After:

- ❖ The students share their drawings with classmates in a gallery walk (if class is in Situ) For virtual classes, teachers can share students' works using Padlet App.
- ❖ Close the task, ask the students to express if they like their parents' occupations and think about what they would like to be when they grow up.



Firefighter



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Our community helpers

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Vet



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Dentist



Teacher



Doctor



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Our community helpers

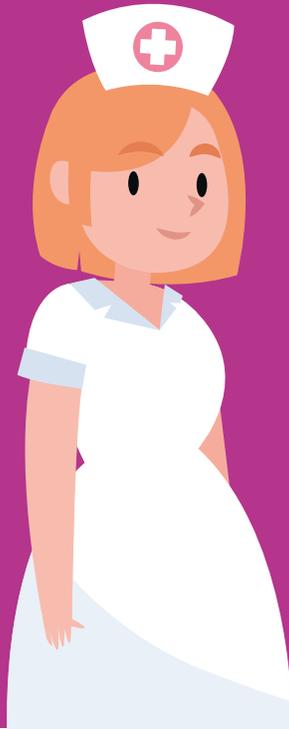
27

Policeman



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Nurse



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28

Chef



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Musician



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Our community helpers

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Bus driver



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Student



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Mechanic



SEMILLA
kids
Bilingüe

Farmer



semilla
kids
Bilingüe

Singer



semilla
kids
Bilingüe

Artist



semilla
kids
Bilingüe

semilla
kids
Bilingüe



1° y 2°

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Presentación

Querido docente;

Las actividades diseñadas para los grados de Primero y Segundo de Básica Primaria, son un material intencionado a fortalecer, desarrollar y motivar el aprendizaje del inglés como lengua extranjera. Estas proponen la identificación tanto de vocabulario como de patrones lingüísticos que están conectados a temáticas. Dichas actividades se sugieren como una tarea (task), cuyo objetivo es conectar un contenido con la vida cotidiana, para que el aprendizaje sea más significativo. A usted, apreciado docente, le estamos entregando unas indicaciones generales de las tareas, tanto en inglés como en español para lograr un mayor alcance. Las actividades tienen material para trabajo del estudiante con el docente, trabajo individual por parte del estudiante y también involucra a la familia para que les apoyen en su proceso. Todo el material es sugerido; quiere decir que los docentes pueden tomar una de las tareas y ajustarlas a otro tema, agregar más actividades o hacer cambios dependiendo del nivel de comprensión y producción de los actores de la comunidad educativa.

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Los materiales propuestos contemplan lecturas, ejercicios de deletreo y escritura básica (repetición de un patrón usado en actividades previas o identificado en audios y lecturas). También encontrarán sopas de letras, crucigramas, elaboración de afiches, fichas para colorear siguiendo instrucciones o de manera independiente, elaboración de manualidades simples y algunos juegos de mesa como domino y escalera.

El aprendizaje de una lengua requiere de exposición a la misma. Pensar en el tipo de material que usamos para esa exposición o acercamiento puede marcar la diferencia y potenciar el interés por expandir el conocimiento.

UNIT 5

This is me!

Share “orally” some personal information by using complete sentences based on the model given to get to know classmates.

Pre: The teacher can ask:

- ❖ Do you know your classmates?
- ❖ Are you friends with your classmates?
- ❖ Is _____ your friend?
- ❖ Do you want to know your classmates?

Share orally some personal information by using complete sentences based on the model given to get to know classmates.

- ❖ **Teacher:** Remember you need to model the answers.

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- ❖ The teacher can start asking the students about the questions randomly. The questions PDF can be shared as well so they can read along.
- ❖ After some time, ask the students to practice the questions with other classmates. They can create a chain: The teacher asks Juan, then Juan asks Daniela and so on.

Example: Is this Juan Camilo? Is this Mariana?

Remember you need to model the answers.

Students watch a short video in which they say hello and their names. Explore the options so you can choose the best one for your class.



https://www.youtube.com/watch?v=yqlbn_ni2w8
<https://www.youtube.com/watch?v=zMdq9jSaNLg>
<https://www.youtube.com/watch?v=pvOZWoeYIT4>

EXTRA TIP: the questions and the infographic can be adapted to any topic students need to cover. The infographic can be edited using [canva.com](https://www.canva.com).

You can expand on favorite things/ places/ animals/toys/clothes, etc.

While: The teacher reads the infographic using his/her own information.

- ❖ Some comprehension questions can be asked: Is my name Juliana? Am I a boy? students might only answer yes or no.
- ❖ The teacher can start asking students randomly about the questions. The questions PDF can be shared as well so they can read them.
- ❖ After some time, ask students to practice the questions with other classmates. They can create a chain: The teacher asks Juan, then Juan asks Daniela and so on.
- ❖ Encourage the students to give complete answers.

After: The teacher asks the students to reproduce the infographic on a piece of paper or on their notebooks. It is a small poster.

❖ If class is in Situ, there is a printable worksheet in which the students trace the sentences and then complete with the corresponding information.

- ❖ The students can decorate their small posters and then start to share their ideas.
- ❖ The teacher can ask comprehension questions after they finish.



This is me!



Activity 1. Sharing personal information.



My name is _____.



I am a:
boy or girl.



a house.

I live in _____.



an apartment.

My favorite
color is _____.



My favorite
food is _____.



NICE TO MEET YOU!!! 😊

This is me!

UNIT 6

I can do many things!

Purpose:

❖ Express the activities one can do by using complete sentences and the patterns orally.

- ❖ The teacher shows 3 or 4 different flashcards of actions words.
- ❖ Ask the students to describe what they see: colors, places, actions, people e.g. Is this a boy or a girl? Where is s/he? What is s/he wearing? What color are his pants?

Warm up:

- ❖ The teacher shares a picture of a student who can swim and reads the sentence aloud: The girl can swim. Can you swim? to give these sentences, the teacher can use the same 3 or 4 pictures shown in the beginning.

- ❖ To explore more action words, share the following video:
<https://www.youtube.com/watch?v=hzo9me2fdzg>

- ❖ Ask students to mimic/repeat the actions the kids do. (TPR: total physical response).



Now, let's explore those actions in complete ideas!

- ❖ The teacher shares 5 of the things s/he can do very well:
e.g.

While:

- I can walk very fast.
- I can cook pasta.
- I can play guitar.
- I can speak English.
- I can jump very high.

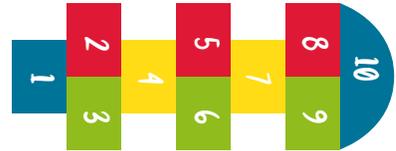
- ❖ Attached is a PPP with the sentences and the images.
- ❖ Then, elicit some answers to the question: Can you _____? Use the action words included in the slides.
- ❖ Model the answer: Yes, I can/ No, I can't.
- ❖ Use the flashcards to ask the students randomly using the pattern CAN YOU...?
- ❖ Ask a student to practice the questions with another one: Juan please ask Camila: Camila, can you play basketball?
- ❖ Depending on the action word, give the students the words so they can complete the question.
- ❖ Use the worksheet for completing the sentences and/ or questions.
- ❖ Ask the students to make a poster with images of 5 things they can do.
- ❖ They can cut and paste or draw the images.
- ❖ They share the poster with classmates in a gallery walk (if class is in Situ).

After:

I can do many things!

Activity 1: Complete the sentences and the questions.

I can _____ hopscotch.



I can _____ at school.



I can _____ on my notebook.



Can you _____ ?



Can you _____ ?



I can do many things!



UNIT 7

Houses are different

Purpose:

- ❖ Identify rooms in a house in order to describe it saying their names, color, size and some of the objects in each room.

Pre: Spelling bee.

- ❖ Start sharing the video where rooms in a house are shown.



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<https://www.youtube.com/watch?v=aOSJZbHoiY8>

The teacher can use the rooms of a house to review the alphabet/spelling. S/he spells words as the students are

- taking notes on the worksheet. Use their notebooks to spell some vocabulary.

The students can use the digital template (when in Situ, it can be printed).

1. **Bedroom** **Kitchen** **Bathroom**

Garden **Living room**

2. To continue activating prior knowledge, you can show the images of different houses. Elicit answers for these questions:

- What do you see? (colors, shapes, sizes, names of houses)
 - What is the name of house # ___? Is it a ___?
 - Do you live in a ...?
3. The PDF with images is attached. Share the link to an interactive worksheet for independent work:



While: Parts of a house.

- ❖ The teacher can now show the PDF with the name: Rooms in a house.
- ❖ Ask the students: what room is this? It's the _____.
- ❖ The students then write the corresponding name.

Tip: You can play the video of the pre - stage again and stop where the name of the room is shown.

- ❖ Ask the students to repeat the name and check pronunciation
- ❖ To give a more organized description, introduce the pattern There is/there are.
- ❖ Start giving complete sentences: In my house, there is a living room/ In my house there are 2 bedrooms.



❖ Clarify: there is: singular There are: plural

❖ **Extra practice:**

- ❖ To continue, ask the students about the things in the room.
- ❖ Show images of some objects with their names. Ask the students to repeat them.
- ❖ Share the next question:
- ❖ Where is the ...? Sofa, toilet, fridge, bed, dining table.
Model the answer: The sofa is in the living room.
- ❖ Help the students to locate each item in the corresponding room: The sofa is in the living room
The toilet is in the bathroom, etc.
- ❖ The students cut the objects on the THINGS OF A HOUSE worksheet. They can paste them in the worksheet ROOMS IN MY HOUSE. They can draw and color the rest.

Tip:

for older students (second graders), you can ask the students to include an extra piece of information:

The sofa is green and is in the living room.

The toilet is blue and is in the bathroom.



After

- ❖ The students share their drawings and say the complete ideas that give the simple description.
- ❖ As an extra activity, the teacher can ask them to draw their favorite room or the room of their dreams.
Later on, they can share that production as well.
- ❖ You can assign the THIS IS MY HOUSE reading as homework.
- ❖ To wrap up, ask the students if their houses are similar or very different and why.

Houses are Different

Activity 1. Look at the houses.



40



semilla
kids
Bilingüe

HOUSES ARE SIMILAR, TOO!



Rooms in a House

Activity 2. Name the rooms of the house.

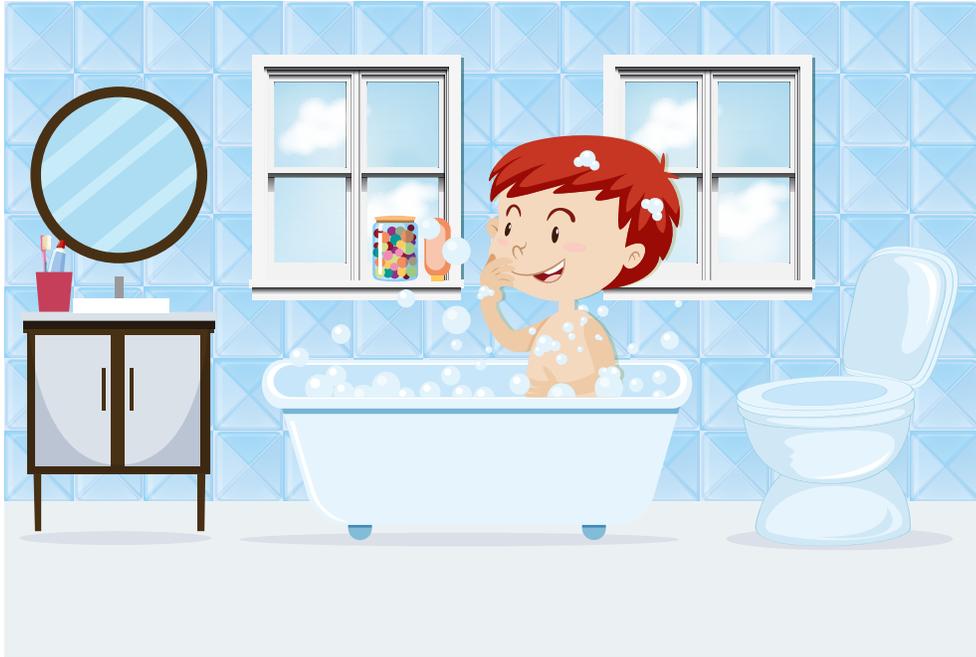


Room: _____



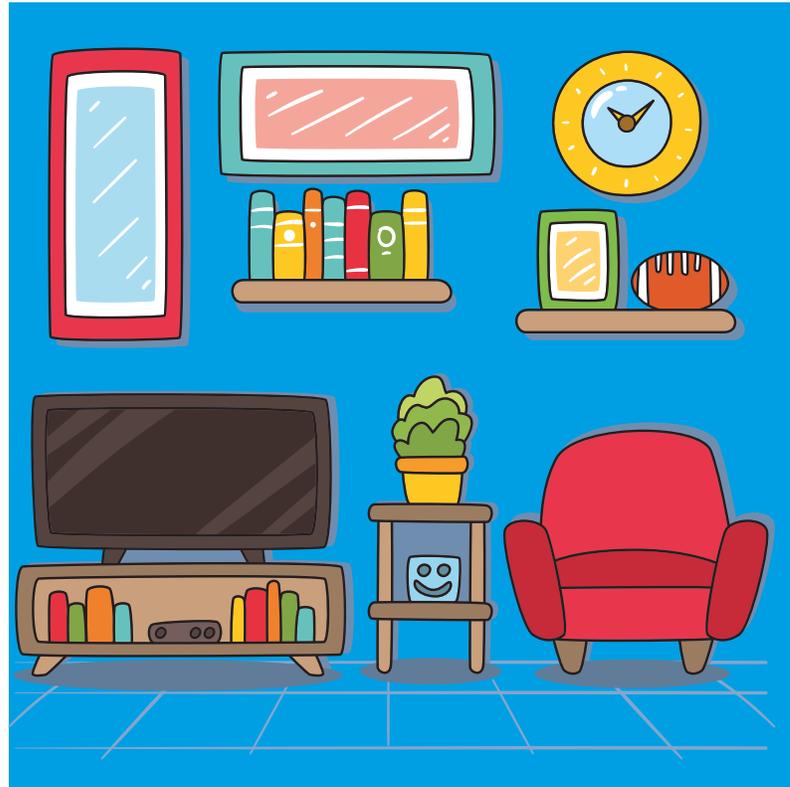
Room: _____





Room: _____

42



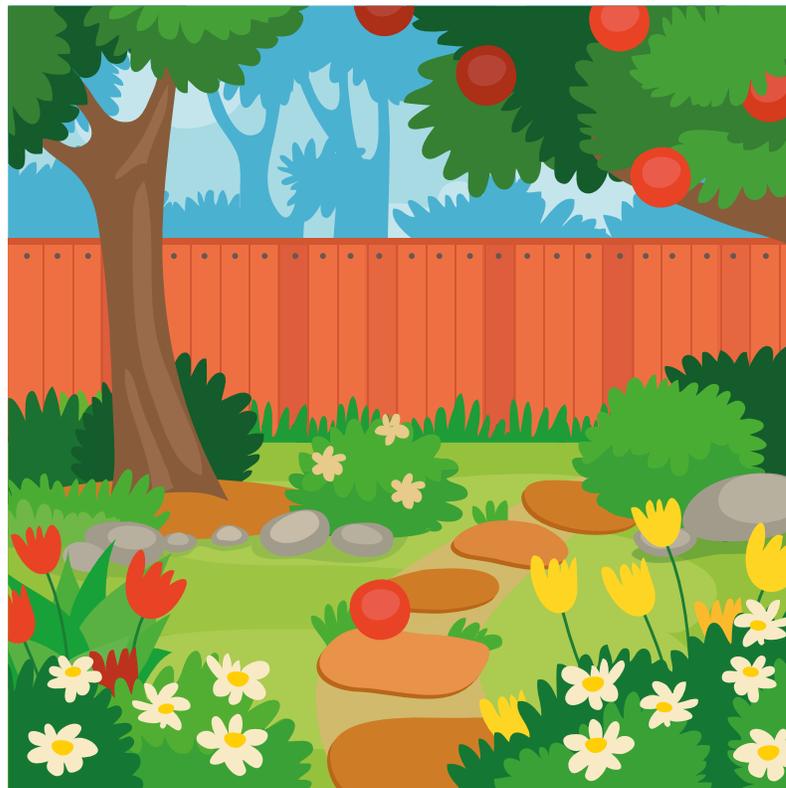
Room: _____

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kids
Bilingüe





Room: _____



Room: _____

This is my House

Activity 3. Read and answer the questions.



Hi!

My name is Nicole. I am eight years old and I live in a big house with my family. My house is color white, my favorite color! In my house there is a living room. The sofa is there. In the kitchen is the fridge, fruits are in it. The table in the dining room is brown. The bathroom is on the second floor. It is colors white and blue. The toilet is blue. There are 3 bedrooms, they are big and there are 4 beds for my family members.

I love my house!

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Answer the questions:

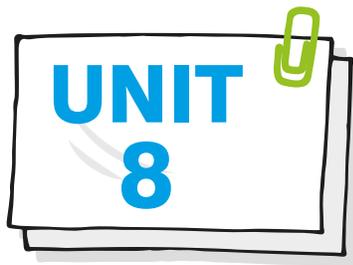
1. What color is the house?

2. Is the fridge in the living room?

3. Is the bathroom white and blue?

4. Are the bedrooms small?

5. Is the table black?



UNIT 8

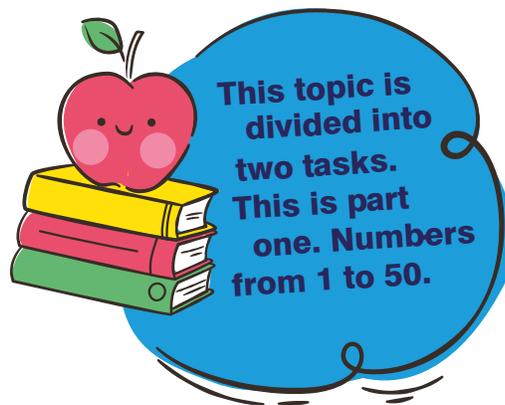
Counting is fun!

Purpose: Identify numbers from 1 to 100, in letters and digits, so they can use them when counting, adding and subtracting.



Pre:

- ❖ Start by asking the students about their favorite number. If they say it in Spanish, challenge/help them to say it in English. The teacher can say: Do you mean ____? And ask them to repeat it.



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- ❖ Ask 3 or 4 students (randomly) about the numbers they know in English. The teacher can draw them on the board or on a piece of paper to show it to them. Explore with these numbers: 10 20 35 46 50
- ❖ Work with/ help the students to complete the first part of the worksheet: Building numbers.
- ❖ Read the instructions for each step of the worksheet. They include spelling, pronouncing and writing with students.
The teacher can play a guessing game to see how much they know about numbers:
e.g. This number starts with S and finishes in X. It has three letters: what number is it?
a. seven b. six c. fifty
You can explore with the same numbers used in the previous activity: 10, 20, 35, 46, 50.



While:

- ❖ Invite the students to listen to a short story : Chasing numbers.
- ❖ Show the first page of the story and ask the students: Is the story about colors? Numbers? Places? People?
- ❖ Start reading the story. You can rise the tone of your voice to exaggerate some of the words in order to make it more interesting.

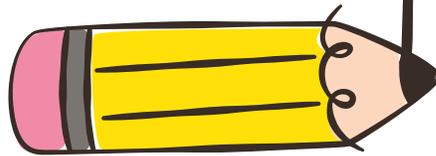


- ❖ The teacher can ask some comprehension questions:
- ❖ What is the name of the girl?
 - Is she at school?
 - Is she intelligent?
 - Is she a super heroine?
- Does she like numbers?
- ❖ Read the story again, if it is necessary. If you read it again, ask the students to read some of the sentences.



Extra tip:

Ask the students to help you read the numbers that appear in the story.



After reading:

- ❖ The teacher asks the students to draw their favorite part of the story. They can later share what part it is, using English (numbers) and other information in Spanish.
- ❖ The students will use any recycling material they have at home to make their favorite number from 1 to 50. They can make it by drawing the number on a piece of newspaper, cut it and then paint it or color it. They can decorate it with small balls of paper, color pencils waste or any material they find.
- ❖ They show the class their favorite number. Encourage them to say: My favorite number is _____.
- ❖ As homework, ask the students to start counting things in their houses and take notes on their notebook: I count 10 colors, I count 20 eggs, I count 40 tiles.

Activity 1. Read the story Chasing Numbers.

Chasing numbers!

Couting is fun!

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Chasing numbers!

Once upon a time, there was a strong girl who liked numbers very much. Her name was Tammy, she was 7 years old and she was very curious. "Can we learn all numbers?" She once wondered...



One day, after school, she asked her parents about numbers: "Do you know all numbers?" She asked her mom and dad. They answered: " No , we don't."

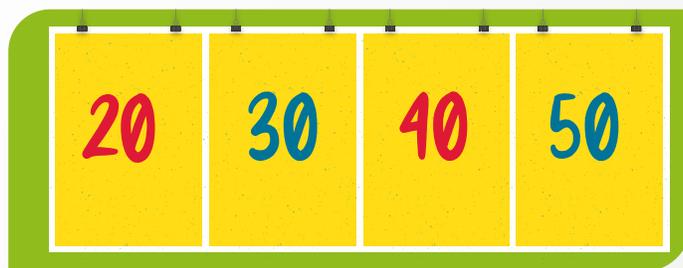


The girl, who had a secret identity, decided to travel in an adventure to see all the numbers she could. She put her super heroine clothes on and started her search.

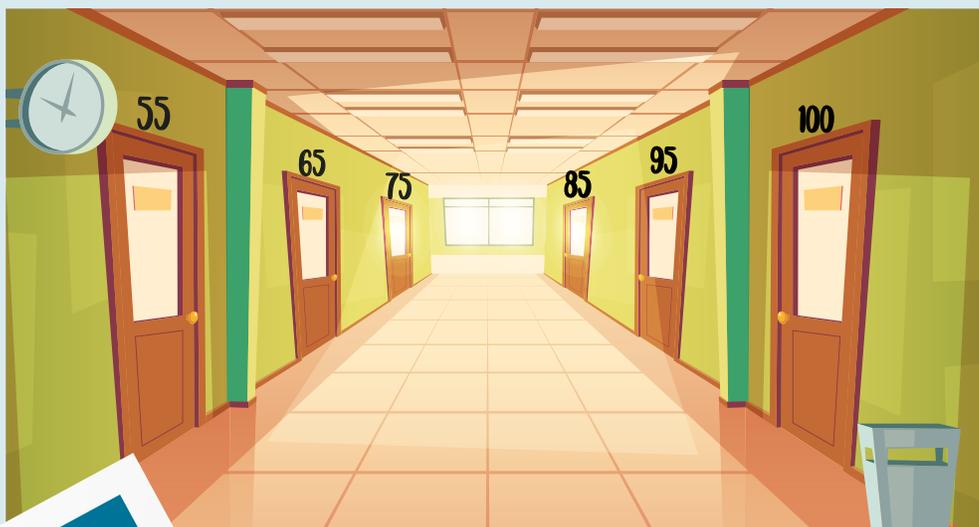


First, she went to the park and counted 10 kids playing. "Very interesting" she said. She wrote the number in a piece of paper. To continue, she saw a man wearing a t-shirt with number 15. Again, she took notes.

After that, Tammy went to the supermarket. There, she found many numbers: 20, 30, 40 and 50. “How incredible numbers are!” Tammy thought. “I hope I can find more!”



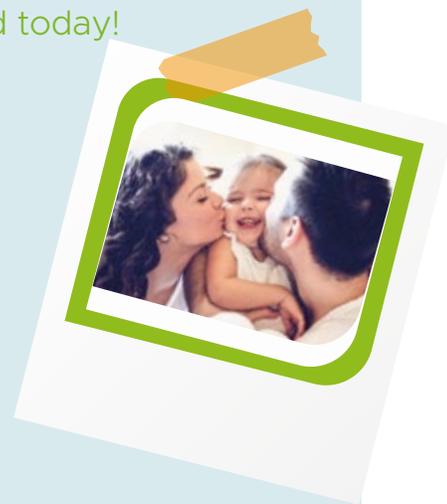
Tammy was very happy, so she continued her search. Now, off she went to the hotel. When she entered that place, numbers were everywhere!

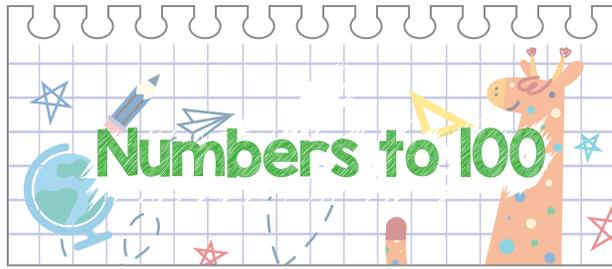


Rooms with number 55 and 65 too, she also saw 70 and 82. Number 90 was there as well. And as she walked the hotel, more numbers appeared her way: 91, 92 and 93, Tammy counted. She finally got to the last room: and there is the place with fabulous number 100. She couldn't believe how many numbers she learned today!



After chasing numbers all over the place, Tammy went home with a smile in her face. “I learned many numbers today!” She said. She showed her parents her notes and they were very pleased to have a girl that intelligent, curious and strong!





Activity 2. Numbers are a new world to discover. Let's explore how to form them from 1 to 100. First, practice from 1 to 10. Write the numbers with the help of your teacher.

50

1 One	2	3	4	5
6	7	8	9	10

Now, match the numbers to the word. Listen to your teacher.

11	12	13	14	15
Eleven	Fifteen	Twelve	Thirteen	Fourteen



Activity 3. What family is next? Yes! That's correct!

Can you continue by yourself? Ask the teacher to spell for you!

16 S_____en

17 Se_____teen

19 Nin_____

20 Twenty

Numbers continue!! The next family is the 30 – Thirty. So, can you guess how to write 31? Match the numbers:

31

32

33

34

35

36

37

38

39

Thirty-nine

Thirty-five

Thirty- one

Thirty-seven

Thirty-two

Thirty-three

Thirty-four

Thirty- eight

Thirty-six

Couting is fun!

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Activity 4. What family is next?

F	E	N	X	F	Q	P	E	R	F
O	V	E	I	O	U	T	N	U	O
R	I	V	S	R	R	O	I	O	R
T	F	E	Y	T	O	E	N	F	T
Y	Y	S	T	Y	S	F	Y	Y	Y
T	T	Y	R	E	V	Y	T	T	O
H	R	T	O	I	R	L	R	R	N
R	O	R	F	G	H	R	O	O	E
E	F	O	Y	H	Z	Q	F	F	G
E	D	F	W	T	O	C	Y	S	H

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Forty-one

Forty-Eight

Forty-six

Forty-four

Forty-five

Forty-Three

Forty-nine

Forty-seven

We finish this first part in number 50:
F-I-F-T-Y.

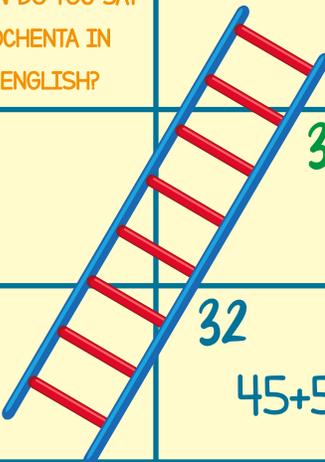
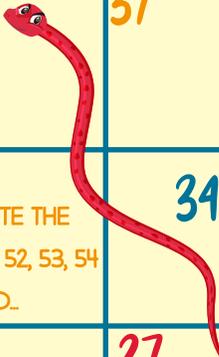
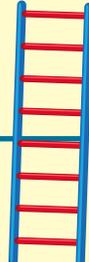
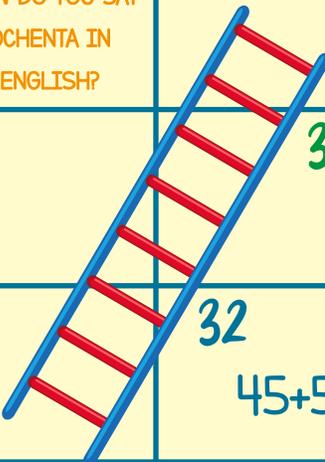
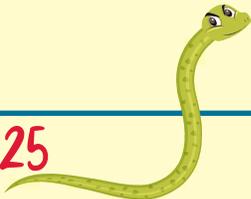
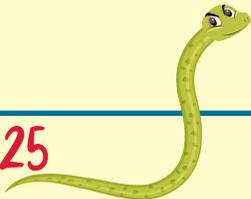
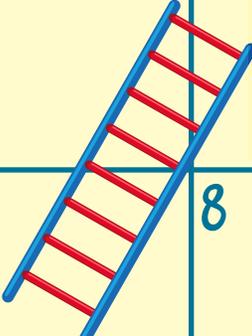
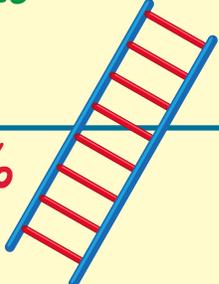
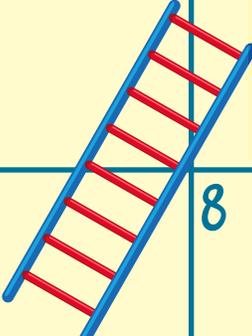
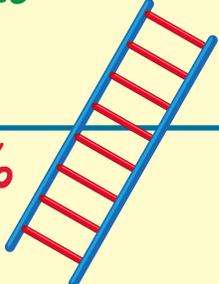


Snakes and Ladders

- ❖ Each player requires a counter on the start position.
- ❖ Each game requires dice, although a coin could be used as a substitute (heads moves 1 pace; tails moves three spaces).
- ❖ The object of the game is to move from the start square to the finish square.
- ❖ Each player rolls their dice moving incrementally up the board.
- ❖ If a player lands on a square at the foot of a pair of ladders, he/she is permitted to climb to the square at the top of the ladders.
- ❖ If a player lands on the head of a snake, he/she slide down to the square at its tail.
- ❖ Players who land on a square with a question/task, must answer before completing their go.



Snakes and Ladders

41 HOW DO YOU SAY OCHENTA IN ENGLISH?	42 	43 $80+10= ?$	44 YOU FINISH WHEN YOU GET TO 100. BUT IN ENGLISH!	
40	39	38 	37 	36 WHAT GOES AFTER 69?
31 	32 $45+5= ?$	33 COMPLETE THE SERIES: 51, 52, 53, 54 AND...	34 	35 WHAT NUMBER IS BEFORE 60?
30 	29 WHAT IS AFTER 44?	28 	27 COMPLETE THE SERIES: 41, 42, 43 AND..	26 
21 	22 $30+5= ?$	23 	24 WHAT NUMBER GOES AFTER 39?	25 
20 THIS NUMBER IS THE RESULT OF ADDING 3 TIMES 10.	19 HOW DO YOU SAY VEINTISIETE IN ENGLISH?	18 	17 THIS NUMBER IS BEFORE 23. ?	16 $10+10= ?$ IN ENGLISH ,PLEASE!!
11 ORGANIZE THE LETTERS. WHAT NUMBER IS IT? V-E-S-N-E-T-N-E-E	12 	13	14	15 
10 THIS NUMBER IS AFTER 16	9 	8 WHAT IS AFTER 14?	7 $10+3= ?$	6 
START	2 I. HOW DO YOU SAY THIS NUMBER IN ENGLISH?	3 WHAT IS THE NEXT NUMBER?	4 HOW DO YOU SAY TRES IN ENGLISH?	5 WHAT NUMBER IS THIS? 10. SAY IT IN ENGLISH!!!

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Presentación

Querido docente:

Las actividades propuestas para los grados 3°, 4°, 5° incluyen historias cortas, flash cards (tarjetas informativas), ejercicios de escucha (audio y guión), juegos, posters y fichas de ejercicios que corresponden a diferentes temáticas y que buscan no sólo explorar el tema central de la actividad, sino también promover espacios de discusión y reflexión sobre la relación que encontramos entre dichos contenidos y los contextos y realidades de los niños y las niñas.

Cada una de las actividades incluidas, contiene una descripción general de la misma, y una serie de instrucciones sugeridas para el docente que podrán ser adaptadas y/o modificadas según el contexto. Cada actividad está dividida en tres partes: previa-s, durante y posterior. Estas etapas buscan ir construyendo la actividad y permitirle a los estudiante aprender el vocabulario y las nociones gramaticales propuestas paso a paso, a medida que van desarrollando los ejercicios sugeridos.

Las actividades incluyen preguntas que pueden ser usadas no sólo para reconocer el conocimiento previo de los estudiantes, sino también para explorar percepciones,

ideas y conceptos pre-establecidos que los estudiantes pueden tener acerca de los temas trabajados. Esto se hace con el propósito de promover espacios en los que se puedan deconstruir estereotipos y discutir críticamente con los estudiantes sobre los temas de clase.

Finalmente, este diseño y actividades propuestas son un punto de partida para la adaptación y creación de su propio material de clase.

3°, 4°, 5°

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UNIT 9

I love my body!

This task is accompanied by the book “I love my body the way it is”. This book allows you to explore the vocabulary about body parts and also the notion of numbers. Besides, this story intends to open the conversation towards diversity and self-love. The message of this book aims at showing students that no matter how they look, they are unique, important and beautiful.

Instructions

- 56
- ❖ Show the students a collage of different body types and ask them to share what words come to their minds when they see these pictures.
 - ❖ Write down their ideas in order to create a “word cloud”.
 - ❖ To start exploring the main topic of the book, let’s explore what the students know about the vocabulary related to body parts. Ask the students to work on the worksheet “body parts word search”.

Time suggested

60 minutes

Necessary materials

Collage worksheet “body parts word search”

Pre-task

- ❖ Go over the word search and take advantage of the pictures included to continue exploring the vocabulary about body parts. You can also ask the students some of the following questions:
 - How many arms do you have?
 - How many fingers do you have?
 - How many toes do you have?
 - How many ears do you have?
- ❖ Now, show them students the cover page of the book and explore it by asking them the following suggested questions:
 - Who do you see?
 - What is his name?
 - What do you think the book is about?

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Activity 1. How different are our bodies? Take a look at the pictures and describe the kids you see in them.



Instructions

- ❖ It is time to start reading aloud. You can ask the students to read with you! The story has a simple structure and there are sentences that are repeated, especially those that will allow you to talk with your students about diversity and self-love.
- ❖ It is recommended that you explore each page in depth. Read, stop and explore the info provided. Ask follow-up questions not only about the content and language but also about what they think in relation to the story:

These are some suggested questions:

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- What do you like about your body?
- What things don't you like about your body?
- Why don't you like them?
- Are we perfect? Is that important?
- How different are our bodies?

Necessary materials

Worksheet "I love my body reading comprehension"

Stage

While-task

- ❖ While reading, ask students to listen to the story, pay attention to it and complete the worksheet "I love my body reading comprehension" simultaneously. This means that the students will be completing the worksheet while listening to the story. Do not forget to go over this worksheet and provide instructions before starting reading the story.
- ❖ After reading the story, you can ask the students to complete the following prompts:
 - What I loved about the story is....
 - What called my attention the most was...
 - The message of the story is...
 - I love my body because...
 - What I love about my body is ...
- ❖ Now, let's go over some language notions. You can use the collage presented at the beginning of the lesson to explore new vocabulary about body parts. You can ask the students to follow the prompts included in the book to describe the bodies of the characters included in it.
- ❖ You can also ask the students to come up with the names of body parts that they do not know how to say in English, encourage other kids to participate and provide them with new vocabulary.

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Activity 2. Read the story and complete the reading

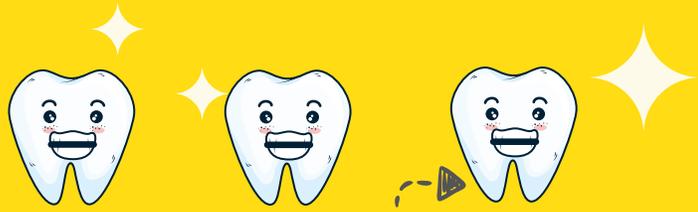
I love my body the way it is...
My head is big and that is ok!



My two eyes are brown, my
eyelashes are short and my
eyebrows are thin . . . and I love that!

It is ok to look different!

Page 1



I don't have three of my teeth
and it is ok!



My mouth is big, my ears are
small and round and I have two
chubby cheeks.

It is ok to look different!

60

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Page 2



Reading comprehension

"I love my body the way it is"

True or false?

Activity 3. Write "T" if the information is true ✓ and "F" if it is false, ✗ .



If the information is false make it true!

Felipe has brown eyes

Felipe does not have thin eyebrows

Felipe has all his teeth

Felipe does not have big cheeks

Felipe has two arms

Felipe's body is different but he likes it



Food Festival: Making healthy choices

Food, countable and uncountable nouns

Ideas for teachers:

This task is accompanied by a “photo gallery”. The students will be exposed to different pictures through which they will experience a food festival. Local, national and international food will be named and described and the students will have the opportunity to link the information they learn about food with the notion of countable and uncountable nouns. Besides, this photo gallery intends to open the conversation towards preferences, cultural background, migration experiences and diasporic scenarios. This activity is linked to a previous one in which a recipe was explored and created by students and in which the notion of countable and uncountable nouns was introduced. In this activity, the students will go further and they will study quantifiers or expressions that are used to quantify nouns.

Aims

- ❖ Activate students' previous Knowledge.
- ❖ Explore students' ideas about food and countable and uncountable nouns
- ❖ Open the discussion about the relevancy of food and its influence on our cultural practices.

Pre-stage

Instructions

1. To explore your students' previous knowledge about food and special dishes, ask them to share with the rest of the group the names of those dishes that they usually enjoy eating with their families. You can ask the students to share information about:

- Their favorite family dishes
- Dates on which they eat these dishes
- How their family prepares these dishes at home.
- ❖ Now, tell the students that today in class they are going to participate in a photo gallery. Explain to them that this gallery includes photos that represent dishes that people usually eat at a local, national and international level.
- ❖ Ask the students to share with the rest of the class if they have participated in a festival and specifically in a food festival. Ask them to describe what kind of festivals they have attended and to share their experience with the rest of the class.

- ❖ To introduce the photo gallery, show the students the first poster titled “Welcome to our food festival” and read with them the description provided by the teacher Carolina. Ask the students to speculate about the dishes they think will be presented in this festival. Then, you can ask the students these exploratory questions:
 - What is your favorite local dish?
 - Why is it special?
 - What is your favorite Colombian food?
 - When do you usually eat it?
 - What dishes from other countries do you like? -Which would you like to eat?

30 minutes

Time suggested

Necessary materials

Photo Gallery_Poster 1



Welcome to our food festival



Hello everyone!
My name is Carolina. I am a teacher at the San José School in Antioquia. My students and I prepared this festival to you show you a little bit of our gastronomical variety

These are our stands:

1. **Local food:** Here you will find typical dishes from Antioquia
2. **National food:** Here you will find typical dishes from Colombia
3. **International food:** Here you will find typical dishes from different countries around the world.



While-stage

- ❖ Explore grammar notions: countable and uncountable nouns and quantifiers.

Aims

Instructions

- ❖ Review the vocabulary about food explored in a previous task.

❖ Now, go to the first stand of this festival “Local Food”. Ask the students to first take a look at the pictures included and check if they recognize the dishes mentioned.

❖ Read Sara’s description about this stand and ask your students the following questions:

- What are local products?
- Who grow local products?
- Why are local products important?

❖ Now, take a look at the first dish “Bandeja paisa”. Ask the students these follow-up questions:

- Do you like Bandeja Paisa?
- When do you eat this dish?
- Who usually cooks this dish at home?
- Do you like all the ingredients of this dish?

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❖ Tell the students will work on the worksheet “How much do you need for this recipe?” the students will work on this worksheet through the exploration of the photo gallery. After exploring each stand, the students will work on different activities included in this worksheet (How much do you need for this recipe?) which are focused on grammar, especially, on the expressions that we use to quantify nouns.

Ask the students to work on the first exercise in which they have to classify the ingredients of each of the dishes included in the stand “Local Food” into two categories: countable and uncountable nouns. The students will have to classify the ingredients of all the dishes showed in each stand: local, national and international food.

❖ Focus on the description that Sara gives about the dish: Mondongo. You can ask the students these questions:

- Do you like mondongo?
- When do you eat it?
- Who prepares it at home?

Necessary materials

Photo Gallery
Worksheet_How much do you need for this recipe?

Time suggested

180 (60minutes to explore each of the stands)

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Local food

In Antioquia, local products come from farms and villages where peasants grow food. Local vegetables and fruits are fresh, organic and cheaper!



Hi! My name is Sara. In these stands, you will find typical food from different places in Antioquia

Stand Bandeja Paisa



To prepare Bandeja Paisa, you need:

- A pound of chicharron
- A little bit of rice
- Some slices of plantain
- A fried egg
- An avocado
- A lot of beans
- A small arepa
- Some hogao

Stand Arroz con leche



To prepare Arroz con leche, you need:

- A bit of milk
- A teaspoon of vanilla extract
- One or two cinnamon sticks
- A little bit of salt
- A good amount of rice
- One or two glasses of water
- Some margarine





National food

Hi! My name is Camilo. In these stands, you will find typical food from Colombia.



In Colombia, each city, department or region has its own way of preparing traditional dishes. We prepare the same dish but sometimes we use different ingredients or preparations.

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To prepare Tamales, you need:

Marinade:	Filling:	Masa:
- Garlic cloves	- 1-pound pork belly	- 1 pound yellow
- Onions	- 1-pound pork meat	precooked corn
- Pepper	- 3 potatoes	meal
- 2 or 3	- 1 cup of peas	- 5 cups of water
tablespoons	- 1 cup of carrots	- Salt
of cumin		- ½ cup marinade
- 2 cups of water		- 2 tablespoons
		of color



To prepare Cuy for your family, you need:

3 or 4 Cuy	- ½ cup oil
- 50 grams of corn	- ½ cup water
- 2 kilos of potatoes	- Salt and cumin
- 8 cloves of garlic	
- 6 fresh pepper	

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Exercise 1. Complete the questions using the quantifiers “How much...?” or “How many...?”. **Much** is used with uncountable nouns and **Many** is used with countable nouns.

- a. _____ chicharron do you need to prepare a Bandeja paisa?
- b. _____ eggs do you need?
- c. _____ arepas do you have in a Bandeja paisa?
- d. _____ beans do you add to a Bandeja paisa?
- e. _____ milk do you need to prepare Arroz con leche?
- f. _____ margarine do you add to the preparation of Arroz con leche?
- g. _____ teaspoons of vanilla extract do you add?

Exercis 2. Complete the sentences with “A little”, “A few”, or “A lot of”. A little is used with uncountable nouns, **A few** is used with countable nouns, and **A lot of** is used with uncountable and countable nouns.

To prepare a sancocho, you need:

- a. _____ potato(es)
- b. _____ cassava
- c. _____ corn
- d. _____ water
- e. _____ salt
- f. _____ cilantro
- g. _____ pepper
- h. _____ plantain



Exercis 3. A quantifier is a word or phrase which is used before a noun to indicate the quantity or amount of something. Quantifiers are used with countable and uncountable nouns.

SOME	ANY
<ul style="list-style-type: none"> It is used in affirmative sentences. 	<ul style="list-style-type: none"> It is used in negative and interrogative sentences.

Exercis 4. Now, complete the following sentences using **Some** or **Any**

To prepare Quesadillas...

- a. I need _____ tomatoes.
- b. Do you need _____ water?
- c. We don't need _____ sugar
- d. I can add _____ rice.
- e. Do you want _____ cheddar?
- f. I don't need _____ garlic.
- g. I need _____ oil or butter.

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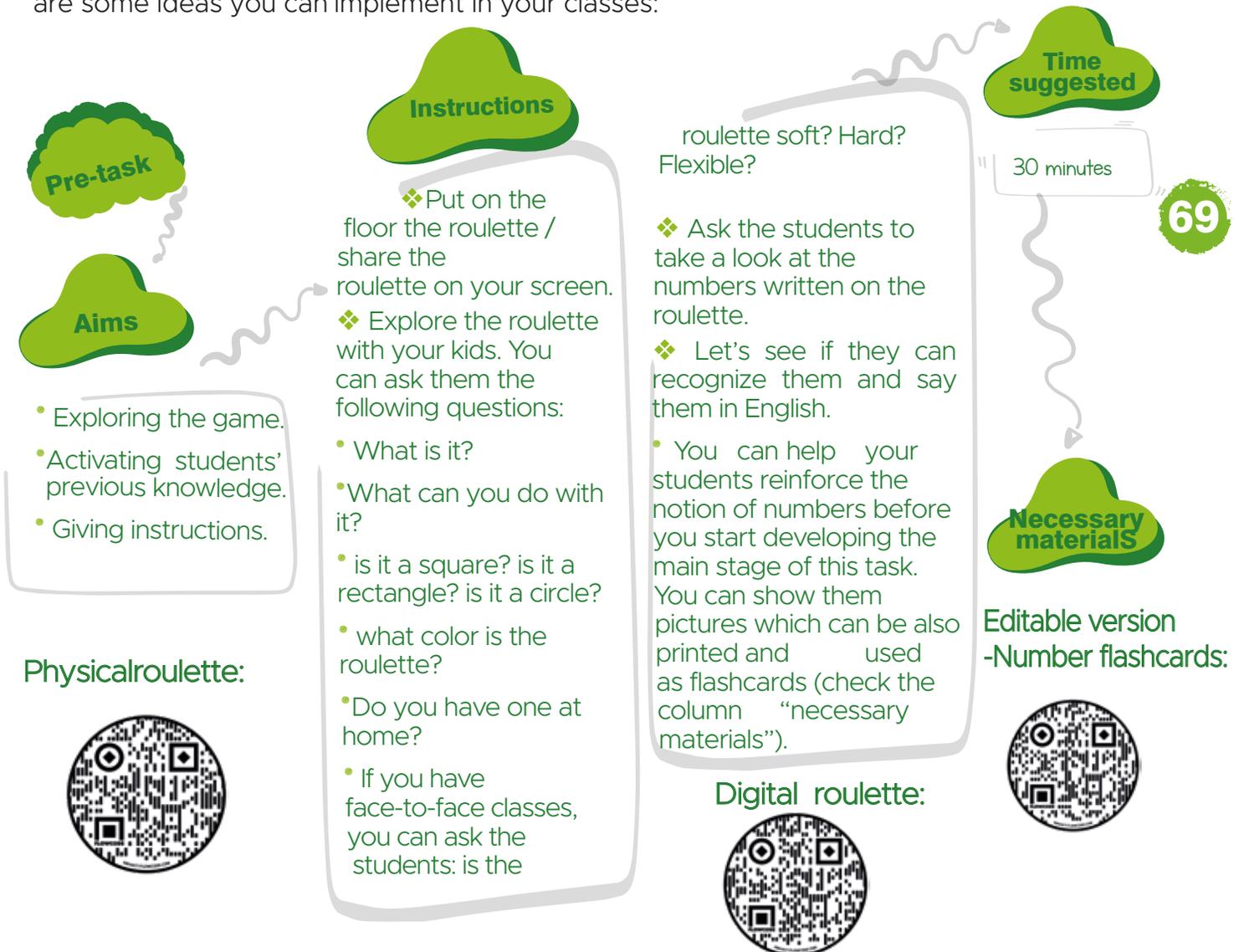
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UNIT 11

This is me!

Ideas for teachers:

- ❖ This task is accompanied by the video and audio “Personal information (3rd and 5th graders)”. This is the input material for the development of the activities proposed below.
- ❖ The purpose of the video/audio is to introduce the subject of personal information, to provide basic linguistic elements on this subject and to share with the students what they are expected to be able to do at the end of the implementation of this task. These are some ideas you can implement in your classes:





Stage

Instructions

While

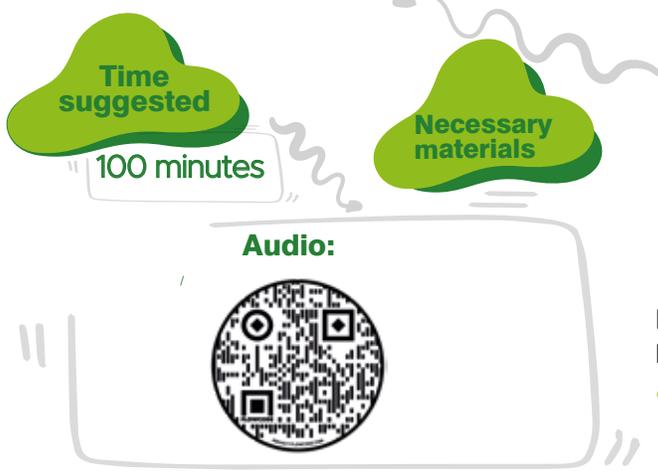
❖ Now, listen to the audio and explore the content with your kids. These are some ideas you can use:

- stop the video after each question and go back to it, write it down and ask your kids how they think they can answer that question. Ask them to pay attention to the audio and notice the prompts provided. For example, for the question “what is your full name?”, you can ask students other questions:

- What is your middle name?
- What is your nickname?
- What is your last name?

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❖ Ask the students to describe what they see, ask them to name the colors and shapes that they see and encourage them to make connections with their own lives.



Time suggested

100 minutes

Necessary materials

Audio:



- ❖ After watching the video or listening to the audio:
 - Go back to the physical or virtual roulette and tell the students that they have to spin it (or you do it) and then they have to try to answer the question using key words or the prompts that you showed them before when you watch the video (or listen to the audio).
 - Tell your kids that once they give their answer, they have to challenge a classmate to answer the same question.
 - You can also modify the roulette and add these questions:
 - ❖ What is your mom’s name?
My mom’s name is _____
 - ❖ What is your father’s name?
My father’s name is _____
 - ❖ What is your favorite animal?
My favorite animal is _____
 - ❖ Where do you study?
 - ❖ I study at ...
 - ❖ After playing, you can create a chart and ask the students to help you put the information into the correct category.
 - How can you ask about (eg: someone’s name?)
 - How can you answer this question?

Question	Answer

Note: It is important that you explore these language notions with your kids:

- simple present to ask for and provide personal information questions.
- vocabulary about numbers and colors.
- Vocabulary about places like school and their neighborhood To do this, ask your kids to help you complete the “poster template” about Lina’s friend. (*see the sample attached “Ashy’s personal information”) Don’t forget to explore other personal pronouns and the verb to be conjugation.

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Stage

POST

❖ Now, ask your kids to remember the name of Lina's friend. Ask them to describe her.

❖ Ashy is.....

You can ask them the following questions?

- What animal is Ash?
 - What color is Ash?
- ❖ Tell them that they will create their own new friend. It can be done with recycled materials or your students can use the "animals cut out" worksheet provided with this task.
- This can also be assigned as a homework.

❖ Ask your students to think of the following information about their character:

- Name
- Age
- Favorite color
- Favorite animal
- School grade
- Neighborhood
- Place of birth

❖ You can also ask them to think about other categories.

❖ Once your students have their character ready, ask them to complete the poster template "My new friend" provided with this task. The students have to write short but complete sentences using the prompts studied in order to introduce their character.

❖ Finally, you can have a "gallery walk" activity in which your students introduce their new friends to the rest of the class. You can ask them to orally introduce them and use their poster as a visual aid.

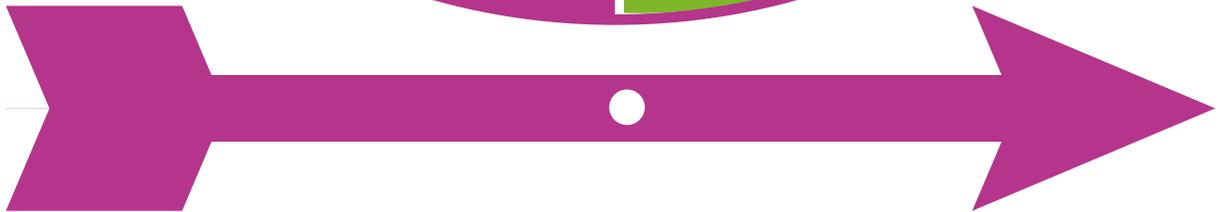
Time suggested

160 minutes for design of their character + 40 minutes for the gallery walk

Activity 1. Personal information roulette.



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This is my new friend!

Activity 2. Listen to the audio and complete the information.



Name: _____

Age: _____

Favorite Color: _____

Favorite animal: _____

Place of residency: _____

This is me!

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Mis notas

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Maestros

Presentación

En esta sección de la cartilla encontrará actividades para usted como aprendiz activo, proactivo y crítico del inglés. Cada una de las 4 unidades contiene actividades que le ayudará a adquirir vocabulario, gramática y expresiones al tiempo que le abren espacios para reflexionar socialmente sobre temas de interés. Varias de las actividades también incluyen un “En mi propia clase de inglés, podría...” donde encontrara ideas sobre cómo usar actividades similares en sus clases:

Tema	Actividades previas	Actividades durante	Actividades posteriores	En mi propia clase
Información personal (Página 76)	<ul style="list-style-type: none"> • Reflection questions. • The importance of personal information. 	Escucha Preguntas de reflexión: la importancia de la información personal.	<ul style="list-style-type: none"> • Hacer preguntas sobre información personal a compañeros. • Construir un perfil para redes sociales • Reflexionar sobre cuánta información es importante compartir. 	<ul style="list-style-type: none"> • Espacios abiertos para preguntar a nuestros estudiantes cuánta información están compartiendo a través de las redes sociales, el ciberacoso y el peligro de publicar información.
Apariencia física, profesiones y rasgos de personalidad. (Página 79)	<ul style="list-style-type: none"> • Toma de notas: canción sobre la apariencia física y las profesiones. • Ampliar el vocabulario sobre la apariencia diversa a través de imágenes. • Juego de relacionamiento. (enlace). 	Lectura <ul style="list-style-type: none"> • Descripciones sobre la personalidad de las personas: completar los espacios en blanco con el género y las profesiones adecuadas (discutir después). • Punto gramatical: pronombres y adjetivos posesivos en la lectura. 	<ul style="list-style-type: none"> • Uso de lo aprendido: Describir a alguien a quien admiran y a alguien a quien no. • Completar una tabla con profesiones y personalidades esperadas - discutir. 	<ul style="list-style-type: none"> • Cantar una canción e inventar sus propios ritmos y letras. • Crear sopas de letras propias con palabras de la lectura.
Describiendo mi lugar favorito: mi casa (Página 86)	<ul style="list-style-type: none"> • Explorar conocimientos previos sobre partes de la casa (dibujar e identificar imágenes). 	Lectura <ul style="list-style-type: none"> • Tres realidades diferentes en tipos de hogares y dinámicas familiares / Preguntas de comprensión y reflexión. 	<ul style="list-style-type: none"> • Uso de lo aprendido: imaginar los dormitorios y las realidades de los niños / reflexionar sobre la justicia social y las formas de vida. 	<ul style="list-style-type: none"> • Dibujar diferentes tipos de hogares a partir de una lectura similar - Hacer preguntas de reflexión.
Emociones y sentimientos (Páginas 92)	<ul style="list-style-type: none"> • Explorar qué situaciones específicas te hacen sentir (imágenes y vocabulario). • Diferencias entre sentimientos y emociones. 	Reading and listening <ul style="list-style-type: none"> • Lectura de rompecabezas - definición de emociones. • Comparar con compañeros y discutir. 	<ul style="list-style-type: none"> • Preguntas de comprensión y reflexión. • Ver una película sobre emociones. • Dar sentido a las propias emociones. 	<ul style="list-style-type: none"> • Mostrar imágenes y hacer una lluvia de ideas sobre las emociones de los estudiantes Adaptar textos para niños.

Siéntanse libre de utilizar, adaptar y crear sus propias actividades. Además, los invitamos a explorar el resto del material creado para el programa que no está incluido en esta cartilla, seguro que complementarán su proceso de aprendizaje. Este material no está pensado para que lo sigan al pie de la letra. Su objetivo es encender la pasión por descubrir el asombroso potencial de diversas formas de comunicar ideas, vivir en una comunidad, tomar decisiones informadas y reflexionar sobre situaciones de la vida diaria mientras se aprende inglés. El español no se rechaza. Es bienvenido como una forma de apreciar la diversidad lingüística y no cortar las reflexiones necesarias dentro de cualquier aula de clase.

¡Que lo disfrute!

In the audios created to accompany this material, you will find useful expressions and explanations related to how to provide personal information and how to ask the same information around, which gives you tools to have a simple conversation in English!

Feel free to use this material (the audios and the script) in your own English classes. We are sure, with your guidance, students will also find it very interesting.

Activity 1. The importance of personal information (pre-listening).

Providing personal information is a common activity in any class. Some people feel fine with any type of question, some others do not. Let's reflect about the following questions before starting! you can do it first individually at first and then in small groups. Feel free to use English or Spanish for the conversation:

- What is the importance of providing personal information? In what settings?

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- What are sensitive questions that should be avoided? or how should these questions be presented?

- How could we (as teachers) engage students in similar activities without forgetting about these issues (e.g.sensitive information, private information, personal safety)?

The conclusions you reach as a group and the opinions of your colleagues about the topic will for sure enrich your classes! These could be interesting questions to ask students and issues like exposing personal information in social media may arise. Great way of having our little ones being critical in such situations!



Activity 2. Understanding personal information and building up on my own profile (while-listening).

The audio gives details about how to provide personal information. Listen to the audio once and complete the column “Rank”, assigning a number that corresponds to the order in which the information is presented:

Rank (number)	Information
	Email address
	Who you live with
	Name (spelling)
	Dreams and goals
	Hometown and place of residence
	Phone number
	Profession /school
	Age

After checking your answers with a peer and the teacher, complete the following chart. In the second column, “Question”, write the questions that correspond to each piece of information (mentioned in the video). In the third column, “Other possibilities”, talk to your classmates and try to consider different ways of asking the same question. Be creative! Finally, in the fourth column, “Your answer”, write down your own answers. You can follow the examples in the audio.

Rank	Information	Question	Other possibilities	Your answer
1				
2				
3				
4				
5				
6				
7				
8				

Going beyond – Extra activity:

What other pieces of information are useful when meeting someone in the first day of class? Think about at least three more (even though they are not included in the audio) and add them to the chart! If you have more than three, go for it!

Rank	Information	Question	Other possibilities	Your answer
9				
10				
11				





Activity 3. Using what I learned (post-listening).

Now, it is time to use what you know! Use the questions you learned, modified, and created in the previous activity and ask them to at least 4 classmates. You can use the following chart first (with chunks of language, not complete sentences) and then, expand the information into complete sentences with the help of your teacher:

Classmate	Name (spelling)	Age	Phone number	Hometown and place of residence	Email address	Profession /school	Dreams and goals	Who they live with

Going beyond – Extra activity:y

Now, you have enough information to build a profile, in a written way. Think about your preferred social media (Facebook, Instagram, LinkedIn, TikTok, Twitter, etc.) and organize your information (learned in this class) as if you were going to create a real profile. Then, go for it and post it so that your classmates can read or even your own students!

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UNIT 13

People I love the most: physical appearance, professions and personality traits.

We love people in many different ways: we love our family, our friends, our peers and colleagues; our students. We like some things about their personalities for various reasons. Let's learn more about how to describe these people and how to tell someone else about their personalities.

Activity 1. What I know about physical appearance, professions and personality traits (pre-reading).

• Let's first listen to this song about physical appearance and professions :
Which of the expressions are you familiar with? What words did you learn?

<https://www.youtube.com/watch?v=RpuF57cltw>



Notes from the song:

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Activity 2. Exploring vocabulary about physical appearance (pre-reading).

What does she look like? What does he look like? There is an example in the first picture. It is OK to register only words:

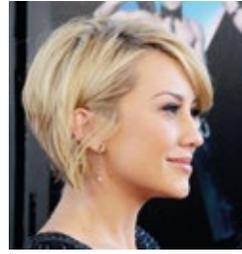


She has short dark curly hair cleft chin long neck .pointy nose She is pretty.









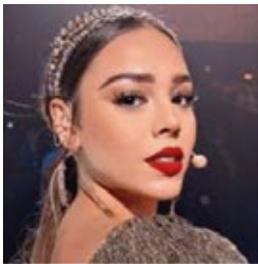


















Here are some words you could use! Add the ones you learned with your classmates:

BODY PARTS	HAIR	BUILD	FACE	EYES	NOSE	MOUTH/LIPS
Head	Short	Fat / thin	Round	Large	Big - wide	Thin
Nose	Long	Build-up	Oval	Small	Pointed	Full
Mouth	Curly	Short / tall	Freckled	Slanted	Snub	Pouty
Ears	Straight	Overweight / fit	With	Squinty	Little	
Eyes	Wavy		spots	Crinkly		
Forehead			Wrinkled			
Chin						
Neck						
Shoulders						
Hair						
Eyebrows						
Beard						

Extra activity 1. Click on the following link and play the matching game. Make it more fun by using each match with someone everyone knows! For example, "Lionel Messi has a beard": <https://learningapps.org/view769850>



In my own English class, I could:

With your own students, you could ask them to sing the song and repeat it while dancing it out! They could complement by adding at least one sentence to the song! Something that relates to them: "*This is mom, she is great. She has lots of love to share*". Great way to foster their creativity!

Activity 3. Understanding different personality traits and professions (while-reading).

Read the following descriptions of people. Which professions do you consider fit these descriptions? How do you imagine this person's physique? "In the blank lines, use 'he, she, her, his, him, it, its', according to what you consider is pertinent." Compare with your classmates and see how interesting this activity can become!



Useful grammar point.

Maybe you noticed that the previous activity also required to make a decision about these people's gender (male/female). Once we make that decision, we need to know how to use the proper pronouns. Pronouns are words that can replace nouns. These can be personal, demonstrative and interrogative. We will focus on personal pronouns for this activity. Personal pronouns can be subject, object, possessive and reflexive. We will add the possessive adjectives (characteristics, always go with a noun afterwards) because they are helpful for the activity:

Personal pronouns				Adjectives
Subject Pronouns	Object Pronouns	Possessive Pronouns	Reflexive Pronouns	Possessive Adjectives
I	Me	Mine	Myself	My
You (tú – Ustedes)	You	Your	Yourself	Your
He	Him	His	Himself	His
She	Her	Hers	Herself	Her
It	It	Its	Itself	Its
We	Us	Ours	Ourselves	Our
They	Them	Theirs	Themselves	Their

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Extra activity. Go back to the text and highlight nouns that can be replaced by any of these pronouns. For example, “this person” can be replaced by either “she” or “he” depending on the gender you chose.



In my own English class, I could:

With this tool, you could create your own personalized wordsearch for the kids. You can add pictures, descriptions and more words. Here is the free tool: <https://thewordsearch.com/maker/>

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Activity 4 . Using physical appearance, personality traits and professions (post-reading).

Use the previous texts and words in the list as examples to write a short paragraph about one person that you deeply admire and one person that you are not very fond of. This will help you externalize and verbalize your emotions and (ideally) the reasons why you like or don't like someone:

Someone I admire: _____	Someone I am not very fond of: _____

Activity 5. Using physical appearance, personality traits and professions (post-reading).

This is an activity that intends to relate the topic to your life. Choose 4 professions and reflect about the personality traits that are needed and the reasons why for these features. Then, add some information about a family member or someone you admire. Use the language you feel more comfortable with. Let's start with your own profession and see what your classmates write.

People I love the most

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Profession	Expected personality traits	In what situations (What for?)	Who in my family? OR Someone I admire)
Teacher			

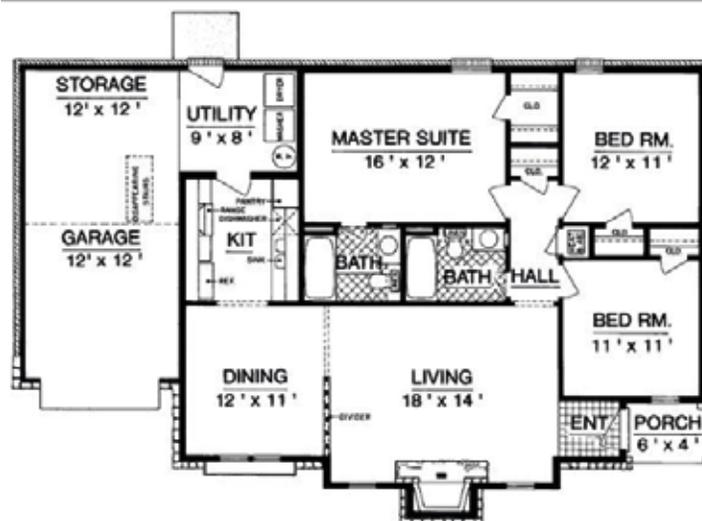
UNIT 14

Describing my favorite place: My house

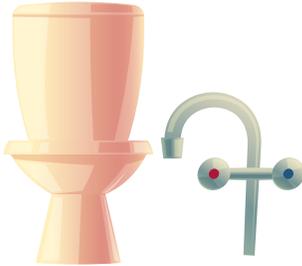
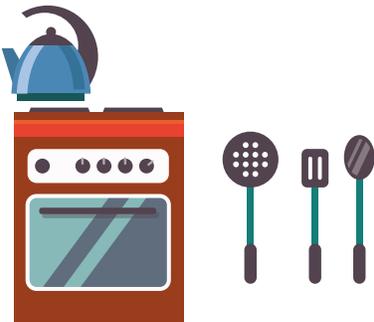
There is nothing better than getting back from work and relaxing! Our homes are usually that place we long to be. Let's learn how to talk about our homes and different homes around the world.

Activity 1. What I know about places in my house (pre-reading).

How much do you know about places in a house? Look around and draw a map of your home. You could use the image below as a reference:



Now, with your own house in mind, make a list of the different places that your house has and as many elements as you can find in them. Here is an initial list, complement it with what you consider pertinent:

Place in the house	In this place, there is... there are...
<p style="text-align: center;">Bedroom</p> 	
<p style="text-align: center;">Restroom / Bathroom</p> 	
<p style="text-align: center;">Kitchen</p> 	

Living room



Dining room



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More vocabulary:

<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
-------------------------------	-------------------------------

In my own English class, I could:

Depending on the age of our students, we could use a similar pre-activity with them. For example, with pre-schoolers, first and second graders, you could have big cut outs of different places in the house, have them in groups and ask them to each organize their "house maps" and share them with their classmates. With third to fifth graders, you could have them draw their house maps. Once all the drawings are done, you randomly give the drawings to different students.

They will compare their houses in terms of similarities, e.g. "This house has 2 bedrooms and mine too!". The idea is to encourage students to find more relatedness among themselves so that they have aspects in common they can talk about.

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Activity 2. Understanding different types of houses (while-reading).

Houses are different and many times these reflect the realities of the families who inhabit them. Read the following texts and answer the questions.

María Alzate

Hello friends! My name is María and I am 9 years old. I live with my parents and little sister in a two-bedroom house in an apartment building complex in the city. My house has a living room and a small kitchen, with an oven, a fridge and an electric stove. It has a balcony and one bathroom. We like our house because it is ours. Sometimes it is difficult because it is small and I have to share my bedroom with my sister, but I don't mind most of the times.

Cristian García

What's up? My name is Cristian and I am 12 years old. I live with my dad on a farm. Our house has three bedrooms, a patio, a living room, a dining room and a place where we put the coffee we grow to dry. Outside the house, there is the kitchen, a bathroom, and a terrace where we keep the pigs and the hens. In the back of my house, there is a big land where our cows are fed. I like our home and I enjoy spending time with my dad and our farm animals.

Romy Andrea Gañán

Hello friends. My name is Romy and I live in an ancestral territory in La Guajira. I live in a shared hut with 3 of my grandparents, my parents, my four siblings and my aunts' family. We are about 20 people here. Our place has two latrines, hammocks for each one of us and a huge kitchen with a wooden stove. We have a water --well that belongs to the whole community that is about 15 minutes away from our home. We walk there everyday to get the water we need to cook. I love my home!

Comprehension questions:

1. True or false? They all like their houses.

2. Which of the three is the biggest house? How do we know?

3. What are the similarities you can find between Romy and Cristian' houses? List at least.



Kid's Information



Juan David, 10, Medellín, Colombia

Bedroom



Description

90



Syra, yeras old, Senegal



Ahkohxet, 8, Brazil



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Kid's Information	Bedroom	Description
 <p data-bbox="277 667 456 699">Jaime, 9, USA</p>		
 <p data-bbox="285 1167 472 1199">Risa, 15, Japan</p>		



In my own English class, I could:

These are real pictures from bedrooms of real kids around the world. A good idea for your own classes would be to show some of these pictures and have students describe the rooms with simple words. Then, take them further into reflecting what life is like for these kids and how they imagine their lives. Remember the whole project can be found in this link:

[https://www.jamesmollison.com/where-children-sleep.](https://www.jamesmollison.com/where-children-sleep)



UNIT 15

Emotions and feelings

Underlying one's needs

How are you feeling today? Is it different from how you felt last night? Last week? If the answers are not the same, that is absolutely natural. Emotions show you how everything that is happening in your life is affecting you. They are signals that help you understand what you are living and that is not positive or negative, but necessary!

Activity 1: What I know about emotions and feelings (pre-reading).

To start, take a look at the following situations. How do they make you feel? Use only words. You can use Spanish if you feel more comfortable. The first one is an example of what you are expected to do:

a. With delicious food around.



HAPPY!
Thrilled and excited
Joy and satisfaction

Reflect and share: do these feelings change when the immigrant is a person that lives in Colombia from a neighboring country?

b. When you see a similar poster, either live or on TV.

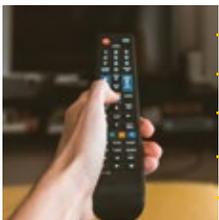


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c. When you see puppies sleeping.



d. When you have time to spare.



e. When you walk in a kitchen and see this.



f. When someone is being mistreated.



Now that you had the chance to think about what these situations make you feel and write the words you know or look them up in the dictionary (we recommend www.wordreference.com), it is time to share with your classmates. Did you find similarities? Differences? Why do you think this happens?

In my own English class, I could:

Well, talking about emotions and feelings with the little ones is necessary in several situations: to solve difficulties of communication among them, to get them to express something that bothers them, to understand what is going on emotionally, etc. Kids, just like adults, need to speak out these feelings and emotions. So, you could do a similar activity with them where you show some pictures of situations and ask them what these situations make them feel and then brainstorm these words on the board. You could enrich their vocabulary by designing small emoji-like posters with the emotions and they would show them to you while you present the situation. You can also talk about differences and similarities in feelings! They will have so much fun, for sure!

Activity 2: Understanding emotions and feelings (while-reading).

Emotions and feelings are really similar. As you can see in the chart, emotions -nouns- can be expressed through feelings -adjectives-. So, for example, you could say “Sadness is all around today. I definitely feel sad”. Notice that nouns are accompanied by verbs (“is” in this case) and adjectives characterize **how** someone/something feels or is. What other expressions or words are you familiar with? Try and brainstorm and then ask around to enrich your vocabulary chart:

Emotions -nouns-	Feelings -adjectives- (I am, I feel...)	Other ways of expressing the emotion (I am, I feel...)
Happiness, joy, contentment	Happy, joyful, content	E.g: Glad
Sadness	Sad	E.g: Blue, down
Anger	Angry	
Fear	Afraid	
Loneliness	Lonely	
Jealousy	Jealous	
Disgust	Disgusted	
Trust	Confident	
Surprise	Surprised	

Activity 3: Understanding emotions and feelings (while-reading 2).

Now that some vocabulary was talked about, it is time to read about some of these emotions and the feelings they produce while matching the emotion (a, b, c, d, e, etc.) with the description (chart). You can always go back and keep completing the chart in the previous activity if you identify new vocabulary or expressions. If you want to listen to someone reading for you, ask your teacher to play the video or the recording that is available to accompany this activity!

- a. Jealousy b. Disgust c. Happiness d. Anticipation e. Sadness f. Fear g. Surprise
 h. Anger i. Loneliness j. Trust



Emotions and feelings

Reading

So which emotion do you have the earliest memory of? One of the first core emotions you experience is happiness. When you're younger, happiness is often a feeling that comes from a sense of safety and security that your parents bring you. It arises from the knowledge that you are loved and taken care of. As you grow older, you might begin to associate it with feelings of contentment and emotional connection. Joy, pleasure and satisfaction all exist to remind you of what it is that you value most. So, think about the times when you feel the happiest and you'll come to realize what it is that you want most in life.

Do you remember that feeling just before an exam starts? In the most basic meaning of the word, anticipation refers to the psychological state of arousal that you experience when you're excited, anxious or uncertain about what's to come. If you're feeling anxious about something, it's your mind's way of reminding you to plan ahead of time and better prepare yourself for the future. But, if what you feel is more of a nervous excitement then it means you're doing something that pushes you out of your comfort zone and, that's a good thing.

It's something you feel when something unexpected happens to you or those around you. Shock and surprise can intensify whatever emotions you're feeling like happiness anger and despair. When you feel surprised you become more curious and alert because it forces you to change your perspective and adapt to new situations.

"Why is trust on this list of emotions?", you ask. Many would argue it's not so much emotion as a choice and while it's true that trust isn't as instinctive feeling as these other basic emotions, it's still a feeling because sometimes you just feel like you can trust someone, even if you don't really know them that well yet. Trust is an emotion built on your experiences and it's meant to remind you of both the good and bad the other people have done unto you, so you can better protect yourself against emotional pain. Oftentimes, trust and love go hand in hand so, when a loved one betrays you, they often lose not only our trust but also your affection.

If you hear the phrases "clinched fists", "tense muscles" and a "flushed face", what emotions come to your mind? Well it may not seem like it, but anger can actually be a very good emotion to experience if you take the time to understand it more. You feel frustrated because there's something stopping you from getting what you want, so you lash out by breaking things or stomping your feet to make yourself feel less helpless against the situation. But anger is meant to do more than just beg to be unleashed. It forces you to act and fight against the problems you're facing.



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	<p>Evolutionary psychology tells us that fear is the basic survival mechanism of our ancestors meant to keep them safe from potential danger. It's why you have an innate fight-or-flight response that's triggered whenever you feel physically or emotionally threatened by something. But sometimes you feel fear towards things that aren't lethal: like failure, uncertainty, emotional vulnerability and the loss of control. If you're not aware of your emotions, your fear can keep you from taking risks, challenging yourself and going after what you want.</p>
	<p>That emotion which follows the loss of something that was important to you. Sadness is a very complex and nuanced emotion, having varying degrees and manifesting in a lot of different ways. It's most important purpose is to help you process your feelings of grief and disappointment. Feeling sad allows you to take a step back and look at yourself and your situation to better understand what it is that's causing so much pain. It teaches you to be more introspective, resilient and learn from your mistakes.</p>
	<p>Do you ever get that strange feeling of wanting what someone else has? You may feel envious of others when you perceive that there are more fortunate than you in some way, that they're happier wealthier smarter or more successful. Jealousy gives way to security and hurts your self-esteem because it makes you think that you aren't good enough to have everything you want. It's important for you to pay close attention to what sparks that feeling in you, because it speaks volumes about what it is you feel is missing from your life.</p>
	<p>What is the exact emotion you feel when a cockroach comes into your side, causing you to shake? Another emotion rooted in our evolution is that of disgust. You feel repulsed by things that you consider to be unclean or disease ridden, like cockroaches, rats waste and rotten food. You also feel revolted by things that go against the most fundamental social norms, such as heinous crimes and certain sexual behaviors. The feeling of intense dislike and aversion, disgust is an emotional response you feel towards something that is unhealthy for you.</p>



Emotions and feelings

Reading

Loneliness results when you feel isolated from those around you. Psychologist Abraham Maslow even posited that one of the most basic human needs is the need for belongingness, along with the psychological needs for shelter, food and water. As a human being, you have a deep-seated need for social interaction. Loneliness is meant to signal to you that you need to reconnect with your loved ones and attend to relationships with those you care about.

Compare your choices with someone else and talk about the information in the text. Remember that every time you learn a new expression, you should register it somewhere so that your vocabulary keeps increasing!

In my own English class, I could:

In your own English classes with the little ones you could select some of these sentences or make a shorter description so that your students do not feel overwhelmed by so much text. They can also try and match the descriptions with the emotion. And... what about the audio? You can do it yourself! Once you create or adapt this text, you could record it or ask someone to record it so that your students can listen while reading. They will enjoy it big time!

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Activity 4. Understanding emotions and feelings (while-reading).

What did you understand from the reading? Answer the following questions:

1. What is the emotion that causes you to shake, according to the reading?

2. What is the purpose of sadness?

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3. What is the basic survival mechanism of our ancestors?

4. How is trust built?

5. What is “the good thing” about anticipation?

Activity 5. Using what I learned (post-reading).

We have learned that understanding and expressing our emotions and feelings is of great importance. As a final activity, and in your own time, you will watch the movie “Inside Out” by Disney, 2015 (<https://www.netflix.com/pa/title/80030684> or <https://www.youtube.com/watch?v=SvoycpSKClw>). You will use as much information from the movie and from the reading in order to create your own map of emotions. There, you will include the emotions / feelings and the situations that cause them. You can choose to share it with the class (it would be great), but if you feel more comfortable doing it only to yourself, cherish that moment of deep reflection as well. You can use the format you prefer; it could be something like this (use English or Spanish, as long as you feel comfortable):

Emotion or feeling	
I feel this when...	
I have felt this in my life when... (memories)	
This situation has taught me	



Semilla Bilingüe Kids

Transición - Primaria

“Un idioma diferente es una visión diferente de la vida.”

(Federico Fellini)

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