

Unit 1 My Friends

1 Count and stick. 🎧



♦ Listen, point and say the numbers. 🎧

2 Listen and sing. 🎧

The Numbers Song

One and two,

Three and four.

Five and six,

Seven and more.

Eight and nine,

The last one ten!

Clap your hands,

Sing it all again!



Unit 1 My Friends

Objectives of the day:

1. Learn to count from one to ten.
2. Recognize the written form of numbers from one to ten.

Materials: a bell; *Numbers 1–10* Flashcards, Flashcard Activities 1A and 1B on page XIV.

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Flashcard Activity 1A.

You may want to present the numbers one to ten using this activity. However, you can present the numbers using Activity 1 in the book and do the flashcard activity to review them at the beginning of the next class.

Open the book!

1 Count and stick.

Ask students to stand up and raise their hands. Wiggle your fingers and have students do the same. Then stand on your toes and wiggle your fingers higher up. Students should follow you. Say: *Wiggle five fingers.* Model this for the students to do the same. Repeat for other numbers from one to ten. Then point to the picture and ask: *Where are they? How many boys can you see? How many girls? How many red pegs?* Students may show each number with their fingers if still not confident about saying them out loud. Then have students look at the numbers and find which ones are missing. (1, 3, 6, 9) Have them find the correct stickers and paste the correct number in each space.

◆ Listen, point and say the numbers.

You may want to do this activity several times, but we suggest that students only listen when you play Track 6 for the first time. The second time they can listen and point. Finally, they can listen, point and say the numbers.

2 Listen and sing.

Point to the girl and ask what she is doing. (She's counting with her fingers.) Students stand up and count from one to ten showing the correct number of fingers. Then play Track 7. Students listen and follow the lyrics in their books. Play the audio again. Students show the right number of fingers every time a number is mentioned in the song. Finally, play the audio one more time and invite the whole class to sing.

Close the day

- ◆ Flashcard Activity 1B.

  Practice Book: Assign Activity 1 on page 8 as homework.

Go to video "Honeybees."

On the platform, you will find a video along with activities and projects related to this level's animal characters (the honeybee). It is important to begin raising students' awareness of this species. You might want to take a few minutes to show the opening of the video and then elicit from students what they know about honeybees. They can do the "Before Watching" activity online now. If possible, ask students to talk to their family members about the importance of honeybees for the planet. They can draw pictures of the insects and bring them to the classroom for the next class. They can be part of the classroom decoration if permitted. Finally, to review numbers, ask: *How many different families of bees are there? (7) How many types of bees are there in each colony? (3 — queen bee, drones and worker bees) How many different reasons are there for the extinction of bees? (3 — pesticides, loss of habitat and climate change).* This might also be a good time to introduce one of the projects available for them.

If you are interested in learning more about honeybees, we recommend these two links:

<https://www.honeybeesuite.com/the-seven-families-of-bees/>

http://beegone.eu/bee_types_and_life_cycle/

Objectives of the day:

1. Learn the colors: *red, yellow, orange, brown, green, white, blue, black.*
2. Ask and answer the question: *What color is...? It's...*
3. Talk about your experiences related to the topic.

Materials: a bell; color cards that you have prepared (see page XIV), Flashcard Activities 1C and 1D on page XIV crayons, colored pencils or markers (3 or 4 of each color), poster paper (8 sheets).

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Chant *Hello, hello* (to the tune of *twinkle, little star*):
*Hello, hello,
How are you?
I'm fine, thank you.
What about you?*

Sing the chant and point to a student when you sing the last line. They say: *I'm fine, thank you.* Repeat several times with other students.

Sing the chant as a class:

<https://www.youtube.com/watch?v=OZuA3bDwGrs>

- ◆ Flashcard Activity 1C.

You may present the vocabulary using this activity and the colors cards that you have prepared. However, you can do this using Activity 3 in the book and do the flashcard activity at the end of the class.

Open the book!

3 Color and match.

This is a presentation of colors through a discovery activity. Students should have a colored pencil of each of the new colors ready before they color the remaining letters in each word using the same color. Once they have colored in the words, they should match each word with the corresponding backpack.

- ◆ **Listen and point.**  

Read the color words and point to each word in the book. Then play Track 8 and invite students to listen and point. You may want to stop the audio after each word when you play it for the first time and make sure that students are pointing to the right word. Repeat twice more. Ask volunteers to read a word for the class to point to. Finally, remind students to visit the online platform for more practice at home.

My Space

◆ Color the backpack.

Have students work in pairs for this activity. Each student colors in the backpack using at least one of the colors that they have just learned. Giving students the option to use more than one color keeps fast finishers engaged in the activity.

◆ Ask and answer.

Read the dialogue pretending that you are two different people. Exaggerate the intonation of the questions enough for students to notice. You may want to walk around the classroom pointing to some school objects asking the question and having volunteers repeat after you: *What color is the pencil? What color is the crayon?*, etc. Then have students form pairs and practice reading the dialogue. Once they are ready, invite them to say the dialogue replacing *blue* with the color they used to color in the backpack in the picture.

Close the day

You can do either of the two activities below to close your class:

- ◆ Divide students into three teams and locate them at the back of the classroom. They should have their school objects at hand. Each group chooses a runner. Stand as far as possible from them and say: *Bring me something...* and choose one of the colors they learned today. Each team provides their runner with a school object that matches that color. The runners should get to where you are as fast possible. The first runner to get to your place wins one point. The team with the most points, wins.
- ◆ If you did Flashcard Activity 1C with students, you may now do Flashcard Activity 1D. Otherwise, use Flashcard Activity 1C as a review.



Practice Book: Assign Activity 2 on page 9 as homework.

Open Day Tip Classroom Management

It is important to make sure that any activity that implies students moving around is safe. Students should clear the space around their desks so that there is nothing on the floor that could cause a student to trip. If there is not enough space in the classroom, you can do the activities that involve movement in the school yard.

3 Color and match.

red brown blue black green yellow orange white

◆ Listen and point.  

My Space

- ◆ Color the backpack.
- ◆ Ask and answer.

What color is your backpack?

It's blue.

1 Listen and follow.

Good Buddies New Friends



◆ Read and circle.

1. I'm six years old.
2. Green is my favorite color.
3. I'm in Grade 2.

Kim Alex

Kim Alex

Kim Alex

◆ Trace, read and complete.

How old are you?

I'm _____.

◆ Listen and say.

Objectives of the day:

1. Review the greetings: *How are you? What's your name? My name's...*
2. Read and listen to a comic strip about the first day of school.
3. Learn to ask and answer the question: *How old are you? I'm...*

Materials: a bell; *Numbers 1-10* Flashcards, color cards, drawings from Flashcard Activity 1C, Flashcard Activity 1D on page XIV.

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Flashcard Activity 1D.

Open the book!

1 Listen and follow.

Point to the comic strip in your book and ask students to look at the pictures in silence. After one minute, tell them to cover the pictures with their notebooks or close their books. Ask some questions about the pictures: *Where are the students at the beginning? Where are they later? How many boys and girls are there? How many times does the bee appear in the comic strip?* Write some answers on the board. Have students look at the story again to check whether they remembered correctly or not. Next, play Track 9 and have students follow the text with their fingers. Play the first part again and ask students to find and circle a color word and a number word. (six, red) Play the second part of the audio and tell students to find and circle two number words and a color word. (six, seven, green) Finally, you can either play the audio again or read the text using different voices for different characters. Ask students how many people are talking in the comic strip and what their names are. (the teacher, Kim, Tom, Alex, Eva)

◆ Read and circle.

Read the three sentences one by one and have students repeat after you chorally. Then students find and point to the same sentences in the comic strip and check who is saying each one and circle the correct names.

◆ Trace, read and complete.

Ask some volunteers how old they are. Emphasize the intonation of the question. If some of your students are six and some seven years old, you can place the *Numbers 1-10* Flashcards *six* and *seven* on the board and ask volunteers to answer your question by touching the correct number. As an alternative, you can ask them to answer by showing the right number of fingers or jumping in place the right number of times. Explain to students that to answer the question using a complete sentence, they should use the verb *to be*: *I'm (six)*. Have a volunteer answer using a complete sentence and the rest of the class echos their answer. After that, students trace the words in their books. Students should practice reading the question and the answer according to their age in pairs. Finally, students complete the sentence.

◆ Listen and say.

Play Track 10 for students to listen to short dialogues. Play the audio again. Stop after each question and have a volunteer answer it. Play the audio again to check the answer. Repeat for students to say the question for each answer they hear.

Close the day

◆ Play I Spy:

Explain to students that you will think of one of the objects in the comic strip and tell them only its color using a rhyme: *I spy with my little eye... something green!* Students should guess what object you have in mind. They can name the object or point to it.

  Practice Book: Assign Activities 1 and 2 on page 10 as homework.

Objectives of the day:

1. Learn to ask questions with the verb *to be* to find out information: *Are you six? Are you in Grade 2?*
2. Learn to give information about yourself: *I'm six years old. I'm not in Grade 2. My favorite color is green.*

Materials: a bell; Poster 1 with Cutouts, Poster Activity 1A on page XXI.

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Chant *Hello, hello.* (See page T15.)

Language Presentation

Questions with the Verb to Be

In this lesson, students will learn how to form questions using the verb *to be*. We suggest that you do Poster Activity 1A at this stage to make students feel more confident while doing the activities on this page.

Open the book!

2 Read and match.

Read the comic strip or play Track 9 again for students to recall the story. Then ask them to find Kim and say how old she is. Read the questions and have students echo. Have students circle the verb *Are* at the beginning of each question. Read the answers and have students repeat them chorally. Finally, ask students to match the questions with the answers.

3 Choose a star. Then ask and answer.

Students should work in pairs for this activity. Each student picks a star and pretends to be this person. Read the model dialogues, one question and answer at a time, and have students echo. Model the dialogue with a volunteer. Next, have students practice their dialogues. Once students have finished practicing, have some volunteers say the dialogue to the class. Applaud their performance.

Close the day

You can do either of the two activities below to close your class:

- ◆ Place cutouts of two students on the board, write their names, age and grade. Point and model: *Hello (Claire). How old are you?* You can reply pretending to be Claire or ask a volunteer to answer using the information on the board. Ask: *Are you in Grade (1)?* Elicit the answer.
- ◆ Invite students to come to the board and pick a *backpack* cutout for each of the cutouts of the students. Write on the board: *My favorite color is...* Model the presentation of each *student*: *Hello, my name's (Claire). I'm (six). I'm in Grade 1. My favorite color is (green).* Have students echo each sentence. Finally, have volunteers pretend to be the students in the cutouts and present themselves following the model. You can guide them by prompting the first word in each sentence.



Practice Book: Assign Activities 3 and 4 on page 11 as homework.

Later...

3



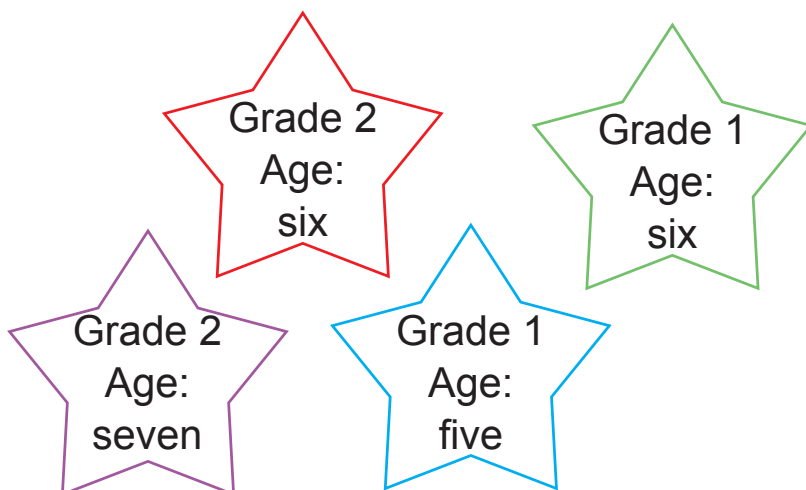
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2 Read and match.

- Are you six, Kim? No, I'm not.
- Are you in Grade 2, Kim? Yes, I am.

3 Choose a star. Then ask and answer.



Are you in Grade 2?

Yes, I am. /
No, I'm not.

Are you six?

Yes, I am. /
No, I'm not.

4 Listen and number the pictures.



◆ Read and trace.

1 Mom, this is my new friend. **Her** name is Eva.



2 Mom, this is my new friend Alex. **His** favorite color is green.

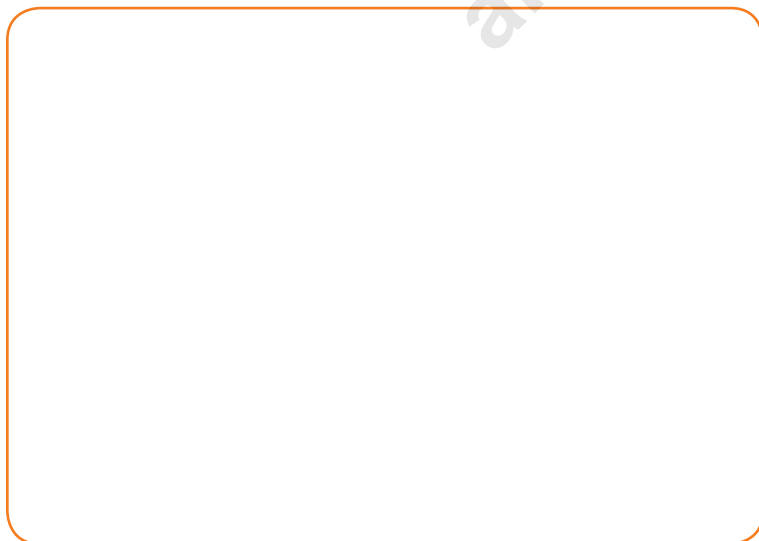
5 Read and circle.

KIM: This (1) **is** / **isn't** my new friend. (2) **His** / **Her** name is Eva.

(3) **He** / **She** is in my class.

MOM: Nice to meet you, Eva.

6 Draw and introduce a friend.



This is my friend Anna.
She is seven. Her favorite color is orange.



Objectives of the day:

1. Learn when to use possessive adjectives *his / her*.
2. Learn to give information about others: *She (He)'s six years old. She (He) isn't in Grade 2. Her (His) favorite color is green.*

Materials: a bell; Poster 1 with Cutouts, Poster Activity 1B on page XXI.

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Chant *Hello, hello.*

Open the book!**4 Listen and number the pictures.**

Point to the two pictures in the book and ask: *What is the same and what is different in each picture?* (Same: place, mom, Kim; Different: Eva, Alex) Students can go back to the comic strip on pages 16 and 17 if they are not sure about the names of the kids. Then play Track 11 once. Students just listen for the names of people mentioned in the dialogues. Ask: *Who is mentioned in Dialogue 1?* (Eva) Students write 1 in the box in the picture with Eva. They write 2 in the other picture. Finally, play the audio once more, pausing after each sentence for students to echo.

◆ **Read and trace.**

Read the text in the bubbles for students to repeat chorally. Ask whether they recognize the sentences that Kim was saying in the audio. Point to the words *His* and *Her* and elicit what they may refer to. Accept all answers. After that, have students trace the possessive adjectives.

Language Presentation**Possessive Adjectives**

Now that students have seen the context for the use of the possessive adjectives *his / her*. Use Poster Activity 1B to present these words formally. Then go back to the sentences Kim says in Activity 4 and ask volunteers why each possessive adjective is used.

5 Read and circle.

Read the first sentence and ask a volunteer which option they would choose to complete it. (*is*) Read the next sentence and ask what the correct option is and why. (*Her* because Kim is talking about Eva, a girl.) Then allow a few minutes for students to read and circle the remaining option individually. Finally, invite two volunteers to read the complete dialogue for the class.

6 Draw and introduce a friend.

Have students point to the drawing and guide them in describing it: *Is your friend a boy or a girl? What's his / her favorite color?* Then read the text in the speech bubble. Explain that this is how you present a friend to someone, such as your mom, dad or a teacher. Read each sentence again and have students repeat after you. Ask what else students have found out about the girl. (Her name's Anna. Her favorite color is orange.) Allow five minutes for students to draw a picture of their friend in the box. Once the time is up, call on a couple of volunteers to present their friends to the class.

Finally, remind students to visit the online platform for more practice at home.

Close the day

You can do either of the two activities below to close your class:

- ◆ Go online and have students do Activity 4. If it is not possible to do it in the classroom, assign the activity for homework.
- ◆ Walk around the classroom and point to different school objects on students' desks. Pick one up and ask: *Whose (pencil) is it?* Students should point at the owner of the school object and say: *It's (her / his) (pencil).*



Practice Book: Assign Activities 5 and 6 on page 12 as homework.

Objectives of the day:

1. Understand and follow spoken instructions.
2. Listen for specific information.
3. Review the names of classroom objects.
4. Listen for specific information about others.

Materials: a bell; *School Objects and Letters* Flashcards, Flashcard Activity 1E on page XIV; music.

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Flashcard Activity 1E.
- ◆ Explain to students that, in this section of the book, all the activities will be geared towards students' preparation for international certifications. Point to the symbol next to each instruction for students to always recognize this type of activity. Finally, tell students that only these activities will have an example marked with number 0.

Open the book!

Speaking

International Certification: Speaking

The Speaking part of the international certifications can be more stressful for students than the remaining parts of the assessments. It is important to tell students to stay calm (through mindful breathing techniques), to listen carefully to the examiner and to pay attention to the objects that the examiner names at the end of the question, no matter whether the question starts with *Which is* or *Where is*. Then they find the object in the picture and point to it.

1 Look at the picture. Point and ask.

Since this is the first time students are doing an activity with the international certification format, we suggest that you guide them through it. Students should look at the picture and identify all the classroom objects in silence. First, say: *Look at this. Here's a classroom desk. Where are the backpacks?* (Students point to numbers 1, 2 and 3.) *Where is the book?* (Students point to number 7.) Keep going until they've identified all

of the objects. Then say: *Now, what is it?* Elicit an answer: *A backpack*. Ask: *What color is it?* Elicit the color: *Green*. Continue in the same way with the remaining objects.

Listening

International Certification: Listening

Tell students that in this type of activity it is common to hear the spelling of some names. If your students are having problems with spelling, use *Letters* Flashcards to practice spelling their own names. Play the audio again so that they can notice how this strategy is applied.

2 Listen and match.

In this activity, students are expected to listen for specific information. In this case, they will only need to listen for the answers to the questions, so it is important that they understand all of the questions. Read the questions aloud one by one and mime their meaning. Tell students that one example is done for them, and point to Question 0. Play Track 12. Students listen in silence. Then play it again and have students match the questions with the answers. To check the answers, invite volunteers to read the questions for the class to answer chorally.

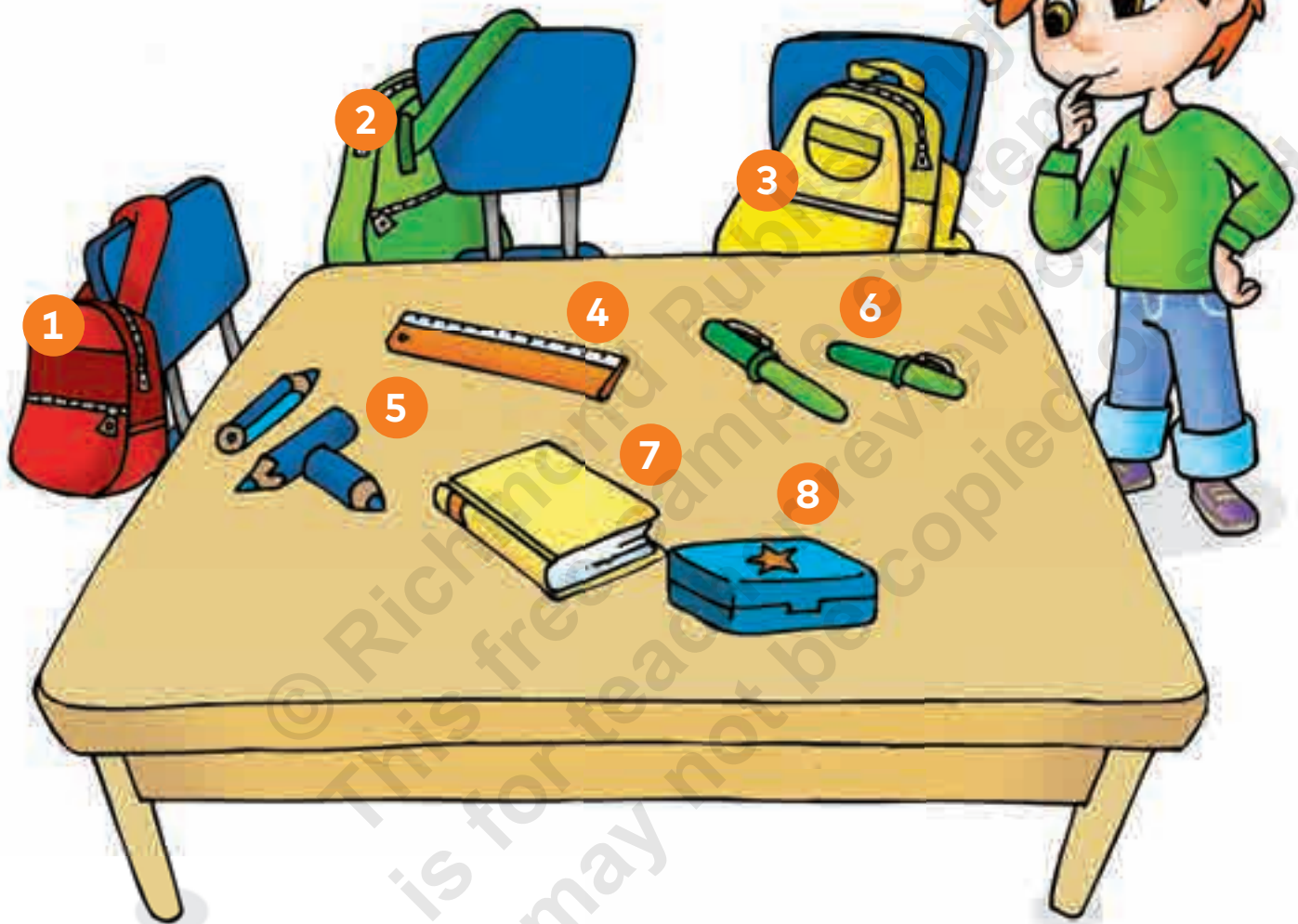
Close the day

◆ Play Word Freeze:

Name a category of words students have seen so far, for example *colors*. Play music for students to start dancing. Call out words from that category and others. (numbers, classroom objects) Students should freeze when they hear a color word, but keep dancing for any other word. If they do not freeze, they are out, and have to sit down. The last student standing wins.

Speaking

1 Look at the picture. Point and ask. 



Listening

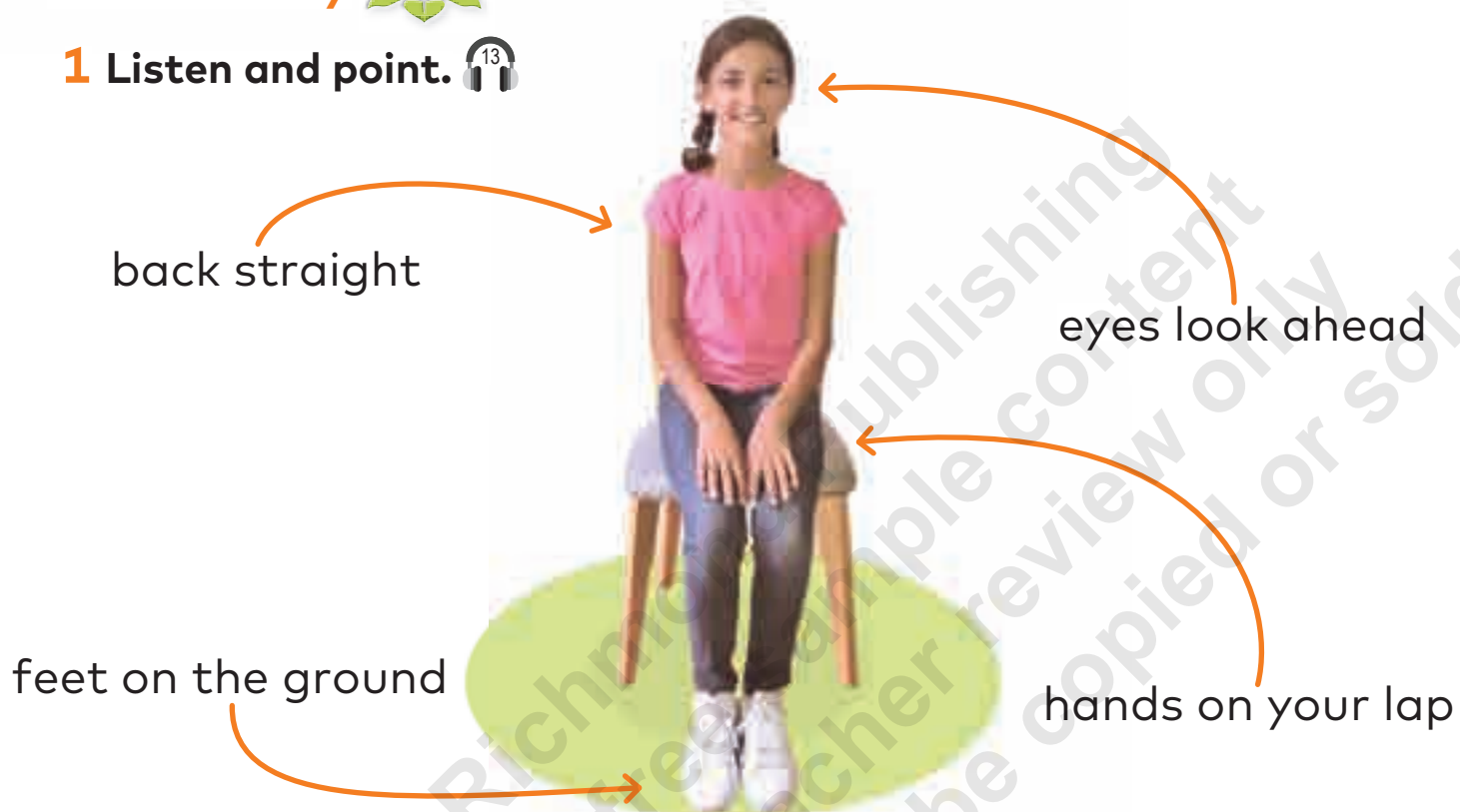
2 Listen and match.  

- | | |
|-------------------------------|--------|
| 0. How old is Alex? | 2. |
| 1. What grade is Alex in? | Red. |
| 2. What's his favorite color? | Six. |
| 3. How old is Eva? | Seven. |
| 4. What's her favorite color? | Green. |



Mindful Body

1 Listen and point. 

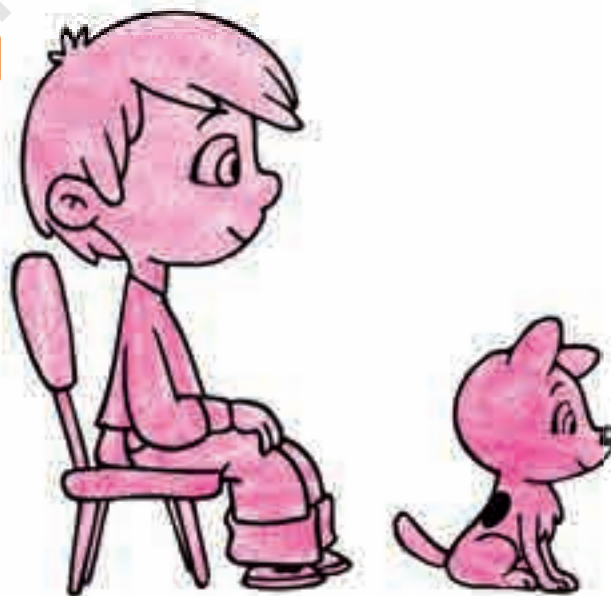


2 Look and color the mindful position.

1



2



3 Sit in the mindful position. Circle how you feel.



Objective of the day:

1. Become aware of your body to focus and pay attention.

Materials: a bell, a rattle, a drum.

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ "Mindful Body 1" practice.

Guide students to move different body parts for five seconds each: *Shake your head! Wave your hands! Wiggle your fingers! Move your shoulders up and down.* Be a model, so that students know which part of the body to move and how. Say: *Now we will put our mindful bodies on. Follow me. Ground your feet to the floor. Imagine that you have glue on your shoes and you can't move your feet. Shake your knees, but keep your feet grounded to the floor! Now, raise your arms high to the sky and shake them! Are your feet well grounded to the floor? Move your shoulders up and down! Observe your feet. Are they still grounded? Now shake the middle part of your body! Keep your feet grounded! Shake your whole body! And stop! Then say and model slowly: Ground your feet to the floor. Put your back straight like a tree. Put your hands on your lap and try to reach the sky with your head. This is your mindful body, a body ready to pay attention.*

Open the book!

Mindful Body

1 Listen and point.

Point to the picture of the girl and say: *She has her mindful body on. Can you sit like her?* Students should go back to sitting in the position of the mindful body. Read the indications around the picture and mime them for students to check their position. Then play Track 13. Students listen and point to the phrases. Finally, ring the bell and have students imagine themselves sitting on the chair. Give one indication at a time for students to adjust that part of their body. Then have students close their eyes. Play the audio again. They listen in silence and adjust each part of the body that is being mentioned. Ring the bell to end the activity.

2 Look and color the mindful position.

Students observe both pictures for a couple of minutes. Ask students to say what is similar and what is different. You can have them get into strange or uncomfortable postures on purpose for a few seconds to notice how they feel. Then ask them to get back into their mindful bodies and notice how that feels. Finally, have students identify the picture where the boy and the dog are sitting in the mindful position and color it.

3 Sit in the mindful position. Circle how you feel.

Ring the bell. Invite students to put their mindful bodies on and close their eyes. Do the "Buzzing Bees" breathing with them. Ring the bell and have students open their eyes. Allow a few moments for them to think how they feel when they sit in their mindful position. Say: *Is it comfortable? Does it help you to breathe?* After a moment of reflection, students circle the face that best describes how they felt.

Close the day

◆ Play Sound Freeze:

Play the drum or use your desk or table to make a slow and rhythmic sound. Say: *When you hear this sound, you will shake your whole body slowly. Freeze when the sound stops.* Play the drum and model the movement for 15 seconds. Bring out the rattle and say: *When you hear this sound, you will move your shoulders up and down. Freeze when the sound stops!* Shake the rattle and model the movement for 15 seconds. Shake the rattle faster and say: *Now put your arms up and wiggle your fingers. Freeze when the sound stops!* and model the movement for 15 seconds. Now tell students that they have to pay attention to sounds and do the right body movements. Slow rattle, fast rattle, drum, drum, fast rattle, slow rattle. Do this for one minute. If students get the movements wrong, model and repeat.

Objectives of the day:

1. Learn to produce the short a in consonant-verb-consonant (CVC) patterns (c, h, m, r, t).
2. Review the alphabet.

Materials: a bell; *Letters* Flashcards, Flashcard Activities 1F and 1G on page XV. You can use the IPA Pronunciation Guide on pages A1 and A2 and the online platform as a guide.

Open the day

- ◆ "Buzzing Bees" practice.

Make sure that all students get into their mindful body position before doing the breathing practice.

- ◆ Flashcard Activity 1F.

Open the book!

1 Color the letters.

Display flashcards *Hh, Mm, Rr, Cc, Tt* on the board. Point to letter *h* on the board and say: *Small h*. Point to *H* and say: *Capital H*. Have students point to each letter in their books. Say how the letter sounds and have students echo. Repeat for the other letters. Finally, students color the letters.

- ◆ **Listen, point and follow the lines.** 

Play Track 14 once and ask students to identify the beginning sounds by pointing to the correct consonants in the book or on the board. Then play the audio again and ask students to follow the arrows from *c* to *a* to *t*. Continue for the remaining words. Then play the audio for the third time, stop it after each word, and have students echo. Finally, say a word and have students point to the correct picture.

2 Trace and read.

Have students point to the cat, the mat, the hat and the rat in the picture. Invite them to trace each word. Then invite volunteers to say each word as they heard it in the audio, saying the sounds first and then the complete word: *c-a-t; cat*. This is a good opportunity to make students aware of how the /æ/ vowel sound is produced. Write *hat* and *hot* on the board. Mime the words to check understanding. Say the words and ask students if they notice a difference in how they sound. Say the short /æ/ sound in *hat* several

times for students to repeat. Then do the same with *cat* and *cot*. Finally, have students repeat the words *cat, hat, mat* and *rat* chorally and individually.

- ◆ **Listen, chant and mime.**  

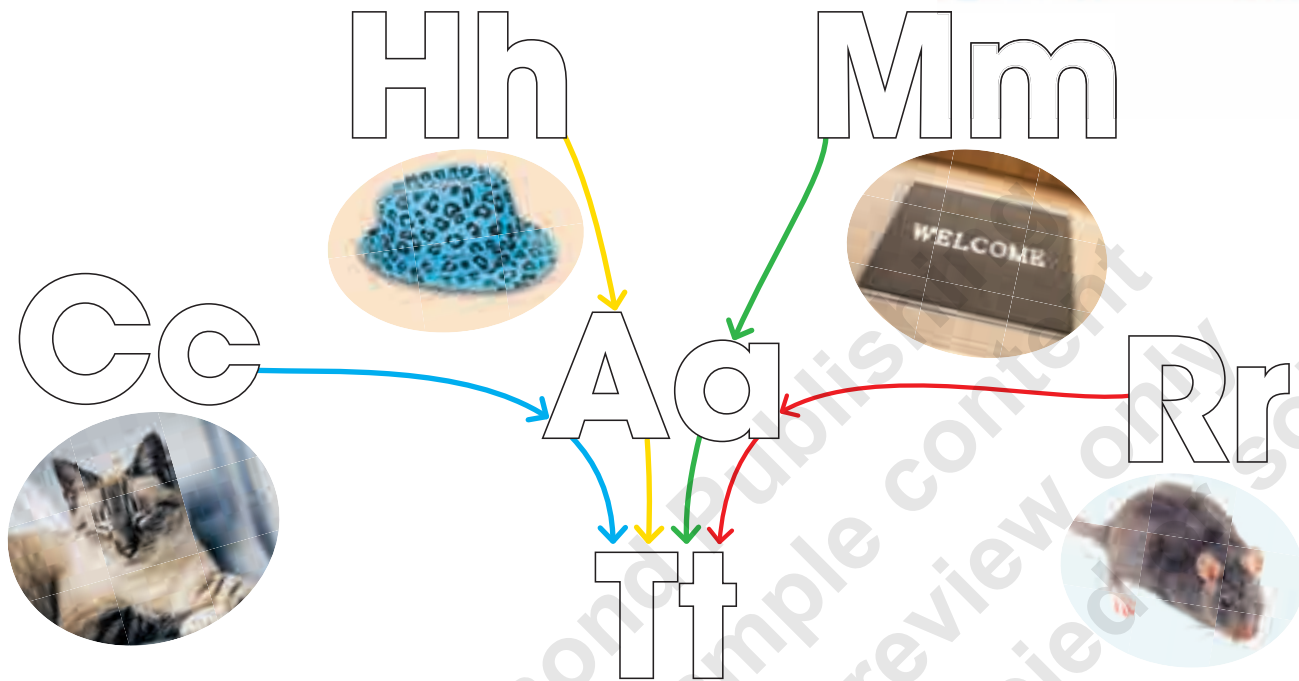
Play Track 15 for students to just point to the correct pictures as they hear each word. Then play it again and have students follow the lyrics in their books. Then read line by line and decide with students what the best way to mime it is. Once you have decided on how to mime each line, play the audio again, have students chant and mime. Next, you can ask students to chant it without the music, once slower and once much faster.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ Flashcard Activity 1G.

1 Color the letters.



- ◆ Listen, point and follow the lines. 

2 Trace and read.

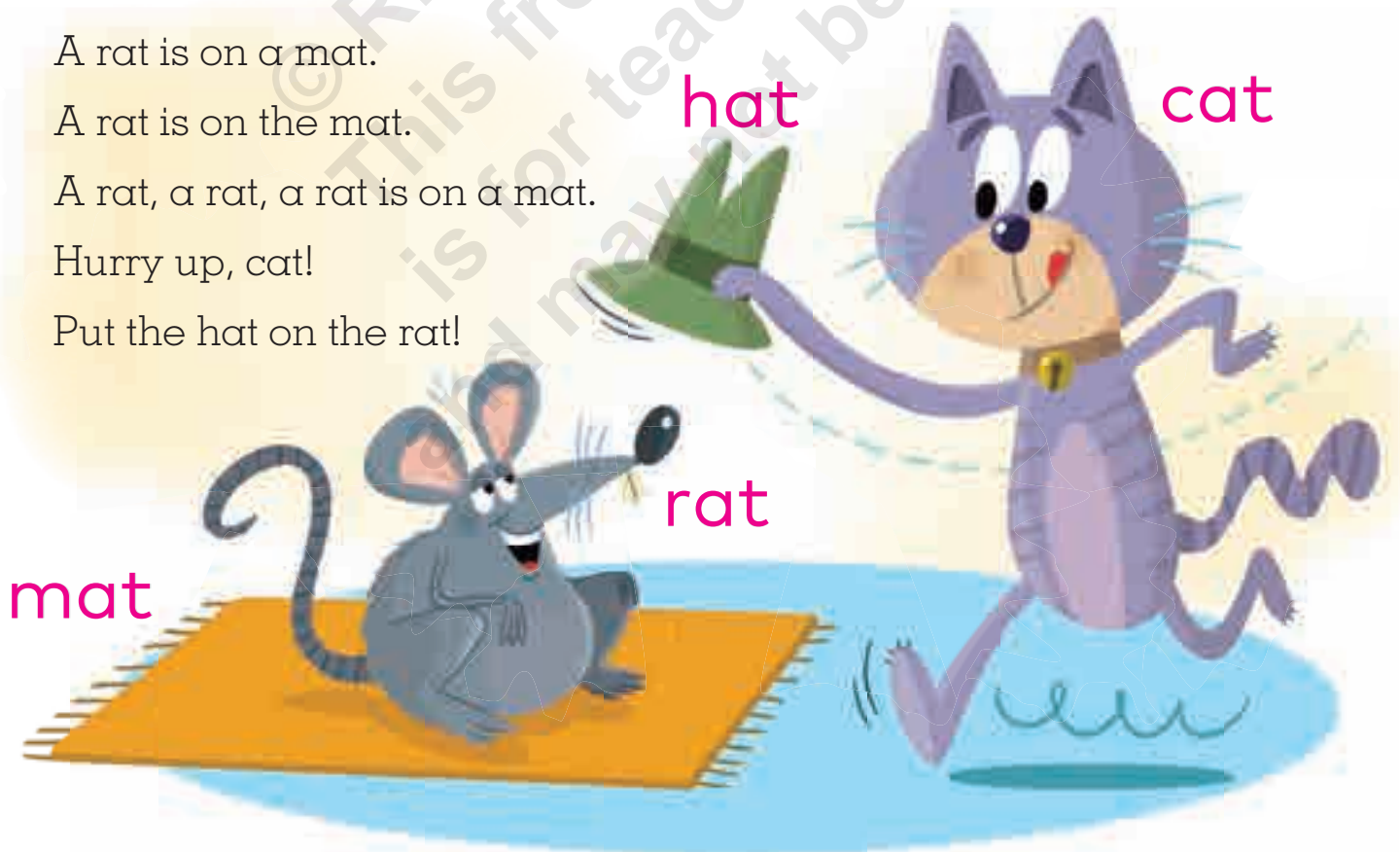
A rat is on a mat.

A rat is on the mat.

A rat, a rat, a rat is on a mat.

Hurry up, cat!

Put the hat on the rat!



- ◆ Listen, chant and mime.  

Reading

1 Read and match.

Cool Friends!



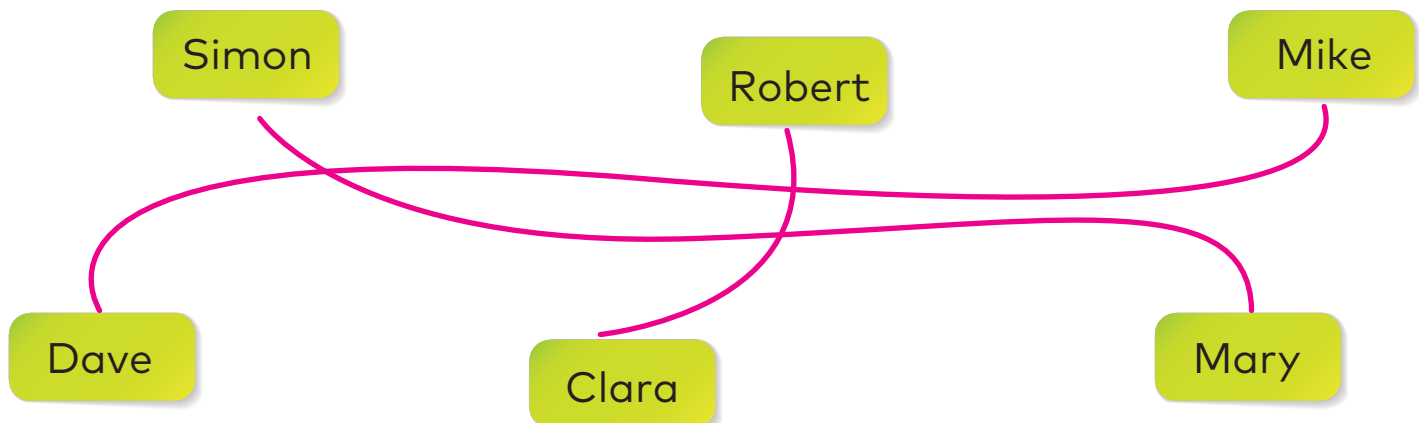
My name is Simon. I am 6 years old. This is my friend Mary. She isn't in Grade 1. She's in Grade 2. She is seven years old. Her favorite color is blue. My favorite color is blue, too!



My name's Dave. This is my friend. His name is Mike. He is six years old. He's in my class. His favorite color is green. Mike's cool!



My name is Clara. This is my friend Robert. He is seven years old. He's in Grade 2. His favorite color isn't red. It's yellow. Robert is cool!



Objectives of the day:

1. Read texts that introduce yourself and others.
2. Practice the following reading strategy:
 - Identifying people from personal pronouns and possessive adjectives: *I, he, she / my, his, her*.
3. Reading comprehension: Discriminating between true and false statements about the text.

Materials: a bell; *Letters (A-T)* and *Numbers 1-10* (1, 2, 6, 7), color cards, Flashcard Activity 1H on page XV.

Open the day

- ◆ "Mindful Body 2" practice.

Sit on your chair and get into a bad posture. (bent back, elbows on your laps, etc.) Ask: *Am I sitting in a mindful position?* Have students copy you and ask them whether this is a good position to sit in and whether it helps them to pay attention to what's happening in the classroom. Tell students that in order for the brain to work well, it needs oxygen. When we are sitting in our mindful body position, the brain receives the most oxygen, so that we can learn better. Then ask students to get into their mindful body posture following your instructions: *Back straight. Hands on your laps. Feet firmly on the ground. Eyes looking straight ahead.* When students are ready, you may want to do the "Buzzing Bees" practice with them.

- ◆ Flashcard Activity 1H.

Open the book!

Reading

Reading Strategy

Identifying People from Personal Pronouns and Possessive Adjectives

Tell students that when they see a personal pronoun in a text, they should ask: *Who is doing the action?* Then they read the sentence before it to find the person that the pronoun represents. Write an example on the board: *This is Kate. She is my friend. Her favorite color is blue.* Circle *Kate, She* and *Her*. Then walk around the classroom, point to different students and say: *This is X. He (She) is six. His (Her) favorite color's (green).* Invite some volunteers to give more examples.

1 Read and match.

Write *Cool Friends* on the board. Point to *Cool* and elicit whether this is a positive or a negative word by asking students to show thumbs up or thumbs down. Then explain that students will read texts that some children wrote about their friends. Point to the first text and read the first two sentences. Ask: *Who is writing the text, a boy or a girl?* (a boy) *What's his name?* (Simon) Tell students to point to the pronoun that helps them identify the author of the text. Read the next sentence or ask a volunteer to read it. Ask: *Who is Simon's friend?* (Mary) *Is Mary a boy or a girl?* (a girl) *What pronoun can we use to talk about her, he or she?* (she) Tell students to find and circle the pronoun *she* in the text. Then read the sentences that includes it. Finally, read the last two sentences and write *Her* and *My* on the board. Elicit a sentence that students have practiced so far that includes these possessive adjectives: *My name's...* / *My favorite color is...* / *Her name's...* / *Her favorite color is...* Form pairs and ask students to read the remaining texts. They should circle the personal pronouns that help them to identify the people mentioned in each text. To check the answer, point to the picture of the boy in a green cap and ask: *What's his name? How old is he? Whose friend is he?* Repeat for the other picture. You may want to invite some volunteers to introduce the children in the pictures. Finally, students match the names of the authors of the texts with the names of their friends.

Close the day

- ◆ "Mindful Body 3" practice.

Invite students to get into their mindful body posture. Once they are ready, say and do the actions and have students imitate you: *Wiggle your fingers in the air. Stomp your feet. Close your eyes. Open your eyes and put your hand on your lap.* Finally, have students close their eyes and do "Buzzing Bees" breathing for ten seconds.

Objectives of the day:

1. Read texts that introduce yourself and others.
2. Read texts for specific information (scanning).

Materials: a bell.

Open the day

- ◆ Chant *Hello, hello.*
- ◆ "Mindful Body 2" practice. (See page T22.)
- ◆ Ask students questions about the *Cool Friends!* reading to activate their prior knowledge: *How many kids wrote the texts about their friends?* (three) *What are their names?* (Simon, Clara and Dave) *What are the names of their friends?* (Robert, Mike and Mary) *What are some of their favorite colors?* (blue, yellow, green)

Open the book!

Reading

International Certification: Reading

Scanning is an important skill for students to master to be successful in their Reading examinations. When faced with exercises that require specific answers, students should first identify what information about the text is required. Then they should read the text quickly focusing only on finding the piece of information that helps them to complete the task.

2 Read and mark (✓ or X) in each box.

To do this activity, students should apply the scanning strategy. Tell them that they will read a series of sentences and decide whether or not they are true or false according to the *Cool Friends!* reading. Students should identify what information they need to confirm in each sentence. Do the example with the class. Ask: *What's the name of the person?* (Robert) *How old is he?* (Seven) The check mark shows that the information is true. Students should go back to the reading, find the name *Robert* and read the sentence that confirms the information. Read the next sentence and ask: *What information do we need to confirm now?* (his favorite color) Students go back to the text about Robert, find and read only the two sentences that include the name of a color. They draw an

X because his favorite color is yellow not blue. Students complete the activity on their own and then check their answers with a classmate.

3 Read, circle and color.

Write *his* and *her* on the board. Remind students that we use *his* if something belongs to a boy and *her* if something belongs to a girl. Invite volunteers to draw a boy or a girl next to each word on the board. Then students read the names of the children in the left-hand side column and circle the corresponding possessive adjective in each sentence on the right. Ask what information they will need to find in the text. (each person's favorite color) They go back to the text and, using the scanning technique, find the missing information and color in the spots using the crayon of the corresponding color.

4 Read and circle.

Students look at the picture to identify the boy. Then they read the sentences and circle the correct word from what they remember. Then they confirm the information about him in the *Cool Friends!* reading.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- ◆ Have students look at the *Cool Friends!* reading again. Ask specific questions and invite them to find the information using the scanning technique: *Who is in Grade 2?* (Mary, Robert) *Who is six years old?* (Mike, Simon)

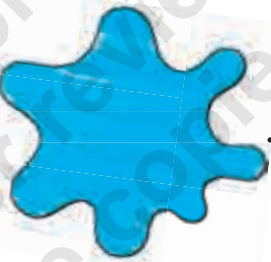
  Practice Book: Assign Activity 1 on page 13 as homework.

2 Read and mark (✓ or X) in each box.

0. Robert is seven years old.
1. Robert's favorite color is blue.
2. Simon and Mike are six years old.
3. Mary is in Grade 2.
4. Dave is not in Mike's class.



3 Read, circle and color.

Mary	1. His / <u>Her</u> favorite color is  .
Robert	2. <u>His</u> / Her favorite color is  .
Mike	3. <u>His</u> / Her favorite color is  .

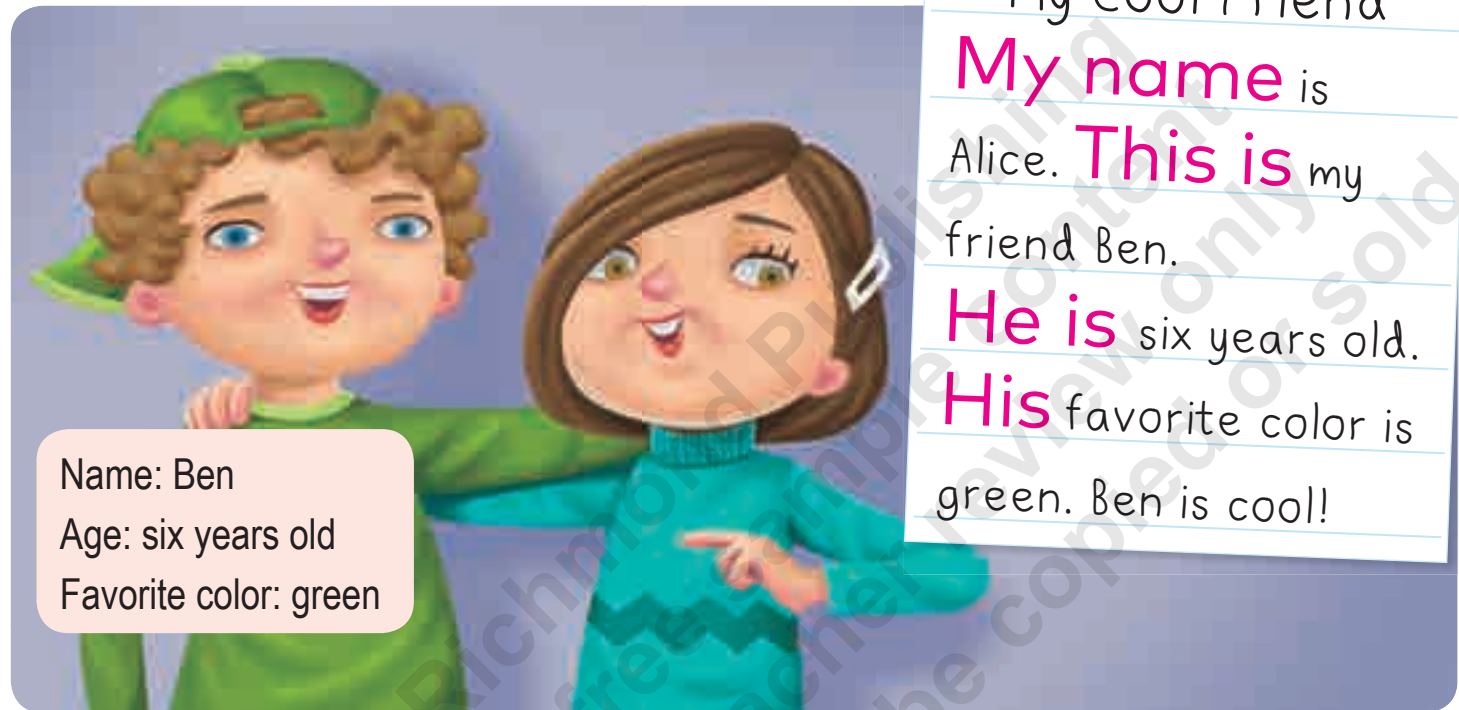
4 Read and circle.

1. What's his name? Dave. / Mike.
2. How old is he? Six. / Seven.
3. What's his favorite color? Blue. / Green.



Writing

1 Trace and read.



My Cool Friend
My name is
 Alice. **This is** my
 friend Ben.
He is six years old.
His favorite color is
 green. Ben is cool!

Name: Ben
 Age: six years old
 Favorite color: green

2 Read and mark (✓) the correct box.

1. How old is Ben?

☐

☒

☐


2. What's his favorite color?

☒

☐

☐


Objectives of the day:

1. Read and understand the model text.
2. Practice the following reading strategy:
 - Using pictures and word clues to confirm understanding of a text.
3. Identify capital letters and end punctuation.

Materials: a bell; *Letters* (T, o, m, i, s, P, a, t) and *Numbers 1–10* (six, seven) Flashcards, color cards, Flashcard Activity 1I on page XV; Poster 1 with a cutout of a boy and a girl; construction paper signs: *Name, Age, Color*.

Open the day

- ◆ "Mindful Body 3" practice. (See page T22.)
- ◆ Flashcard Activity 1I (Part 1).

Open the book!**Writing****Reading Strategy****Using Pictures and Word Clues to Confirm Understanding**

Note: In Process Writing there is a need for students to read and understand a model text first. This is the reason for adding a reading strategy in this section.

Pictures are illustrations or photographs that accompany stories and other written texts. They are sometimes accompanied by word clues needed to describe the picture. Students can construct and confirm their understanding of a story or text by looking at the pictures and reading the clues.

1 Trace and read.

Have students look at the picture and the word clues. (name, age and favorite color) Ask students who the information is about. (the boy) Then point to the text on the right-hand side and read the title: *My Cool Friend*. Remind students that *cool* means *good* or *fun*. Show a thumbs up to confirm understanding. After that, tell students to listen and follow along. Read the text aloud. Then display the construction paper signs on the board. You can also write the words if the signs are not available. Point to each sign and say the word. Confirm understanding by asking students to give examples. Then ask students to listen to

the text again for this information. Read the text aloud. Point to the *Name* sign and ask: *What's his name?* (Ben) Point to the *Age* sign and ask: *How old is he?* (six) Do the same with the *Color* sign. Then have students trace the words in the text. Finally, write the first sentence on the board and circle the capital letter *M* and the period. Explain or elicit that we use the capital letter to begin each sentence and to write names. We use the period to end each affirmative sentence.

2 Read and mark (✓) the correct box.

Read the first question and ask a volunteer to come to the board and point to the construction paper sign that says what information students should find to mark this answer correctly. (age) Read the next question and do the same. (color) Students mark the answers with a check mark. To check the answers, invite volunteers to come to the board, pick the correct flashcard and show it to the class.

Close the day

You can do either of the two activities below to close your class:

- ◆ Flashcard Activity 1I (Part 2).
- ◆ Ask students to look at the picture in Activity 1. Tell them to cover the main text with a notebook or a sheet of paper. Read the first clue and elicit a complete sentence from a volunteer: *His name's Ben*. Continue for the remaining clues. Then point to the girl and ask what her name is. (Alice) Volunteers describe her by coming up with the information about her age and favorite color. You may want to tell students to use the construction paper signs on the board as a guide.

Objectives of the day:

1. Use pictures and word clues to construct understanding.
2. Practice the following writing strategy:
 - Using capital letters and end punctuation.

Materials: Letters and Numbers 1–10 Flashcards, color cards, Flashcard Activity 1I on page XV; Poster 1 with cutouts of the boys and girls; construction paper signs: *Name, Age, Color*; a bell.

Open the day

- ◆ “Mindful Body 1” practice.
- ◆ Flashcard Activity 1I (Part 2).

Variation: Have students make up information and construct sentences about the cutouts of the boy and girl that were not used previously.

Open the book!

Writing

Writing Strategy

Using Capital Letters and End Punctuation

Capitalizing words is a fundamental skill. It signals the importance of certain words, such as names. It also functions as a marker for new sentences. On the other hand, the period signals the end of each sentence. Tell students that the correct use of capital letters and periods will make their texts easy to read and understand for them and others.

3 Choose a cool friend.

Form small groups. Place the construction paper signs on the board. Point to each sign and elicit or read the words. Have students look at the model text on page 24. Elicit information about *Ben* using the construction paper signs as prompts. Then have students look at the picture of the three kids. Allow a minute for them to find as much information about each person as possible using the pictures and the word clues. When the time is up, say: *Meg*. Have students point to the picture in the center. Ask: *How old is she?* (seven) Elicit how students found out this information. (candles on the cake) Ask: *What’s her favorite color?* Students should use her T-shirt

for the clue. (red) Continue in the same way for the other two pictures. Finally, tell students to choose one of the kids to be their “cool friend” that they will describe in a text.

◆ Read and complete. Then draw a picture of you and your cool friend.

Direct students’ attention to the title: *My Cool Friend*, and draw their attention to the word *My* at the beginning. Remind students to begin each sentence and each name with a capital letter. You may want to display some *Letters* Flashcards (small and capital letters). Students should stand up or raise their hands every time you show a capital letter and not do anything when you show a small letter. Point to the *My Cool Friend* text and read it aloud pausing for volunteers to say words that could complete each sentence. Once the task is clear, students complete the text using the information about the person that they chose in the previous activity. Walk around the classroom to help as needed. Students may look at the model text on the previous page if needed. You may want to ask students to write each capital letter using their favorite colored pencil. To check the answers, ask how many capitals letters they used in their text. (five) You may also ask a volunteer to read their text and show their drawings to the class.

Open Day Tip Being Tolerant

Every child is different and not all of your students have a cool friend who is the same age as they are. Some of them may consider their family member, their pet or even an imaginary friend to be their best friend. If possible, talk to your students about who their best friends are and why they consider them their best friends. It is important not to ask anyone to speak, but to wait for students to volunteer. This is a good moment to talk to them about tolerance and how important it is to listen to others and never to judge them or laugh at what they say.

Close the day

- ◆ “Buzzing Bees” practice.



Practice Book: Assign Activity 1 on page 14 as homework.

3 Choose a cool friend.



- ◆ Read and complete. Then draw a picture of you and your cool friend.

My Cool Friend

My name is _____.

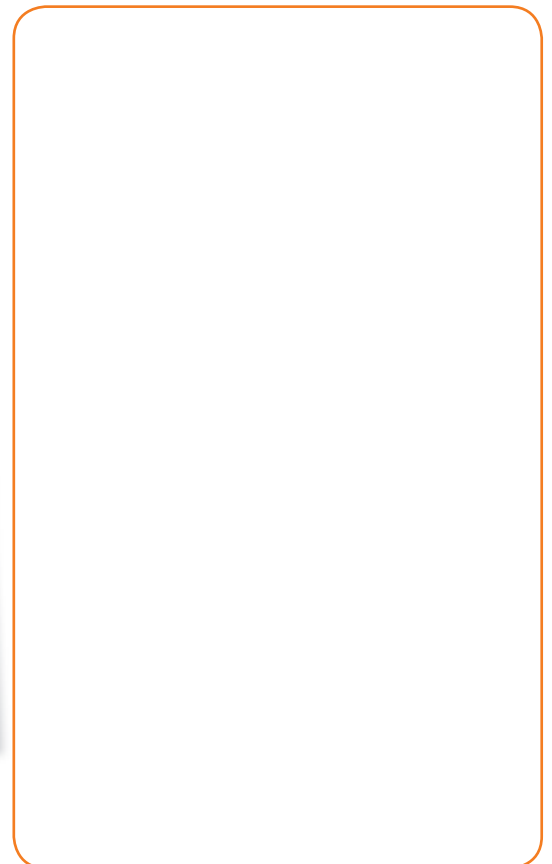
This is my friend _____.

_____ is _____

years old. _____

favorite color is _____.

_____ is cool!



Listening

1 Listen and circle.



1

John

Mike



2

Grade 1

Grade 2



3

seven years old

eight years old



4

yellow

blue

2 Listen again and match.

Karen

Molly

John

Sam

I'm in Grade 3.

Blue is my favorite color.

She's six years old.

My favorite color is green.

Objectives of the day:

1. Listen to children introducing their friends.
2. Practice the following listening strategy:
 - Listening for details.

Materials: a bell; *Letters and Numbers 1–10* Flashcards, color cards, Flashcard Activity 1I on page XV; construction paper signs: *Name, Age, Grade, Color;* Reader (1 per student).

Open the day

- ◆ “Buzzing Bees” practice.
- ◆ Flashcard Activity 1I (Part 1).

Open the book!**Listening****Listening Strategy****Listening for Details**

Explain to students that when they are listening for details, they should only be interested in a specific kind of information—a number, a name, a color, etc. The key word always appears in the question or in the multiple options. It is OK for them to ignore anything that does not sound relevant. In this way, they will be able to narrow down their search and get the details they need to complete a task.

1 Listen and circle.

Have students look at the photos of the children. Say the numbers of the photos, one at a time, for students to identify whether the person is a boy or a girl. Students should say *boy* or *girl* aloud. Mime *happy* and *sad*, and have students imitate you. You may also draw happy and sad faces on the board. Ask: *Are the boys and girls happy or sad?* (happy) Display the construction paper signs on the board. Read the word clues under the first photo aloud and ask a volunteer to come to the board and point to the sign that these clues refer to. (name) Continue for the remaining word clues in the same way. Explain to students that they will listen to short dialogues, identify the required information and circle the correct word. Play Track 16 twice. Check the answers by saying the number of a photo for students to say the word.

International Certification: Listening

When students present the Listening part of an international exam, they listen to the audio twice. Before listening, students should read the task and find out what information they will need to extract from the audio. We suggest that you do a mindful breathing practice with students before each listening activity so that they stay focused and understand the necessary information.

2 Listen again and match.

Direct students' attention to the photos in Activity 1. Say: *Number one. What's his name?* (John) Say: *Number three. How old is she?* (eight years old) Continue for the other two photos. Explain that you will play Track 16 twice. Students need to pay attention to who says each of the sentences and match them with the names of the children. Read each sentence aloud for students to echo. To check the answers, read each sentence aloud. Students say the corresponding names. Finally, remind students to visit the online platform for more practice at home.

Close the day**Reader**

Hand out the Reader. Write the title of the story, *The Red Ball*, on the board. Open the Reader to page 5 and point to the red ball. Invite a volunteer to find and display the corresponding color cards. Have students open the Reader to page 6. Point to the boy and ask: *Is it a boy or a girl?* (a boy) *Is he happy* (mime happy) or *sad* (mime sad)? Elicit why the boy is sad. Accept all answers. Students look at page 7 and point to the sad boy. Ask: *Is he still sad in the last picture?* (No, he is happy.) You may ask a volunteer to mime what has happened to the red ball. Then read aloud or play Track R1 for students to listen to pages 6, 7 and 8 of the story. Write *Grandma, Baldwin, real* and *fantasy* on the board and ask volunteers to match each name with the corresponding concept. If they struggle, guide them into considering whether a ball can transform into a hot air balloon in real life. Explain that the best part about stories is that everything becomes possible. Play Track R1 and have students follow along in their books. Play the audio again, stop it after each sentence and have students echo.



Practice Book: Assign Activity 1 on page 15 as homework.

Objectives of the day:

1. Ask and answer questions about yourself and others.
2. Ask questions to find out specific information.
3. Practice the following speaking strategy:
 - Taking turns by asking questions.

Materials: a bell; Poster 1 with Cutouts (boys, girls, four backpacks), Poster Activity 1B on page XXI; Numbers 1–10 Flashcards (1, 2, 6, 7); construction paper signs: *Name, Age, Color*; Practice Book (page 17).

Open the day

- ◆ "Buzzing Bees" practice.
- ◆ Poster Activity 1B.

Open the book!

Speaking

Speaking Strategy

Taking Turns by Asking Questions

It often happens that, when students are asked to speak, only some dominate the conversation and the other ones get bored. One strategy to get students to speak is to put them in pairs and ask them to take turns asking and answering questions in order to find out specific information. Students listen to their classmate's question, answer it and then ask them a different question. They should know not to interrupt and to listen carefully to their classmates. We suggest that you keep correcting students to the minimum, so that they don't lose their confidence. You may write down some common mistakes and give them feedback at the end of the activity.

Direct students' attention to the children at the top of the page. Say: *Point to the boys. How many boys can you see?* (three) Say: *Point to the girls. How many girls can you see?* (three) Say: *All boys, raise your hands!* (Boys should raise their hands and hold them up.) Say: *All girls, stand up.* (Girls should stand up.) Count the boys and girls, and write the number on the board. Then form pairs which would include a boy and a girl. The remaining students can join any pair. Then read the questions one by one for students to echo. Have them notice the words in bold and elicit what they refer to. (to the person who is speaking) Write *He / His* and *She / Her* on the board. Walk around the

class, point to students' belongings and ask: *Is this his* (point to a boy) *backpack?* *Is this her* (point to a girl) *book?* Once the possessive adjectives have been reviewed, students decide who Student A and who Student B is in each pair. In case you have formed trios, they can participate once as a Student A and once as a Student B. Point out the three columns and elicit what information each one refers to. (Students B should turn their books upside down first.) You may display the construction paper signs on the board: *Name, Age, Color*. Explain to students that their task is to take turns asking questions to find out the missing information in each column. Model with a volunteer how to complete the first missing name in Student A's column: *Girl number three. What's her name?* (Her name is Mary.) Allow ten minutes for students to complete the task. Walk around to make sure students are taking turns asking and answering questions.

Close the day

You can do either of the two activities below to close your class:

- ◆ "Mindful Body 2" practice.
- ◆ **Play Echo Names:**

While students sit in their mindful posture, ask them to close their eyes. Say a sentence using *his* or *her*, and then the name of a student who should repeat what you have said. This encourages students to listen carefully in case you say their name.

  Practice Book: Assign Activity 1 on page 16 as homework.

Time to Practice

You have now finished the first part of Topic 1 "My Friends and Family." This is a good moment to practice skills using the certifications' format. In this unit, students will practice Reading and Writing skills, as well as a Listening skill. Have students open their Practice Books to page 17. Review the words by saying the number and inviting volunteers to name the word: *Number 5.* (notebook) Explain that students will have to unscramble the words in parentheses and write each word on the corresponding line. Then tell students to go to page 18 and point to the objects in black and white. Explain that students should listen to the audio twice and color the objects according to what they hear. Tell them that it is OK if they do not understand everything. With practice, they will get better. Finally, assign the two pages as homework or do the activities at the beginning of the next class.

Speaking

What's **his** name?

How old is **he**?

What's **his** favorite color?

What's **her** name?

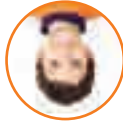
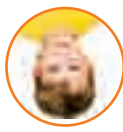
How old is **she**?

What's **her** favorite color?

Student A

Ask your classmate questions and complete.

	1	Bob	six years old	
	2	Kate	seven years old	
	3	Mary	eight years old	
	4	Simon	seven years old	

	seven years old	Simon	4	
	eight years old	Mary	3	
	seven years old	Kate	2	
	six years old	Bob	1	

Student B
Ask your classmate questions and complete.