

Cuaderno de trabajo DE INGLÉS | 2º



2021

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GUÍA DE APRENDIZAJE Inglés - Segundo grado

Nombre del estudiante

Centro Educativo:

Medidas de prevención por el COVID - 19



LAVA LOS ALIMENTOS
ANTES DE CONSUMIRLOS



DESINFECTA LAS
SUPERFICIES



NO TE TOQUES LA CARA



CUBRE TU NARIZ Y
BOCA



MANTEN LA DISTANCIA Y
EVITA LOS SALUDOS



2 mts.



LAVA TUS MANOS CON
JABÓN FRECUENTEMENTE



QUÉDATE
EN CASA

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MENSAJE PARA LOS ESTUDIANTES

Apreciado estudiante:

Pensando en ti, para que puedas lograr tus sueños, queremos que sigas aprendiendo. Ahora que estás en casa, aprovecha y comparte con tu familia, escribe historias con tus personajes favoritos, lee todo lo que puedas, imagina un mundo mejor, cuida a los animales, siembra un árbol; en fin, aprovecha el tiempo y trata de ser muy feliz.

¡Te extrañamos! pronto nos veremos, recuerda que es importante que sigas aprendiendo. Para lograrlo, debes desarrollar cada una de las asignaciones y actividades, que han sido elaboradas, especialmente para ti. Trata de hacerlo de forma independiente, si tienes quien te ayude, ¡fabuloso! Pero recuerda, tienes una oportunidad valiosa para que, a través de los libros, puedas conocer el mundo, aprender la magia de los números, viajar con la lectura, analizar la importancia del agua, los beneficios de los árboles, el funcionamiento de nuestro cuerpo y los cuidados que debemos darle.

Eres de gran valor para tu familia y nuestro país, por eso debes cuidar tu salud y seguir las recomendaciones para la prevención de enfermedades.

Pronto volveremos a la escuela y queremos que nos digas cuanto aprendiste, el tema más interesante que desarrollaste, la lectura que más te gustó, lo divertido que fue para ti, aprender en casa. ¡Nos veremos pronto, todo va a salir bien!

Maruja Gorday de Villalobos

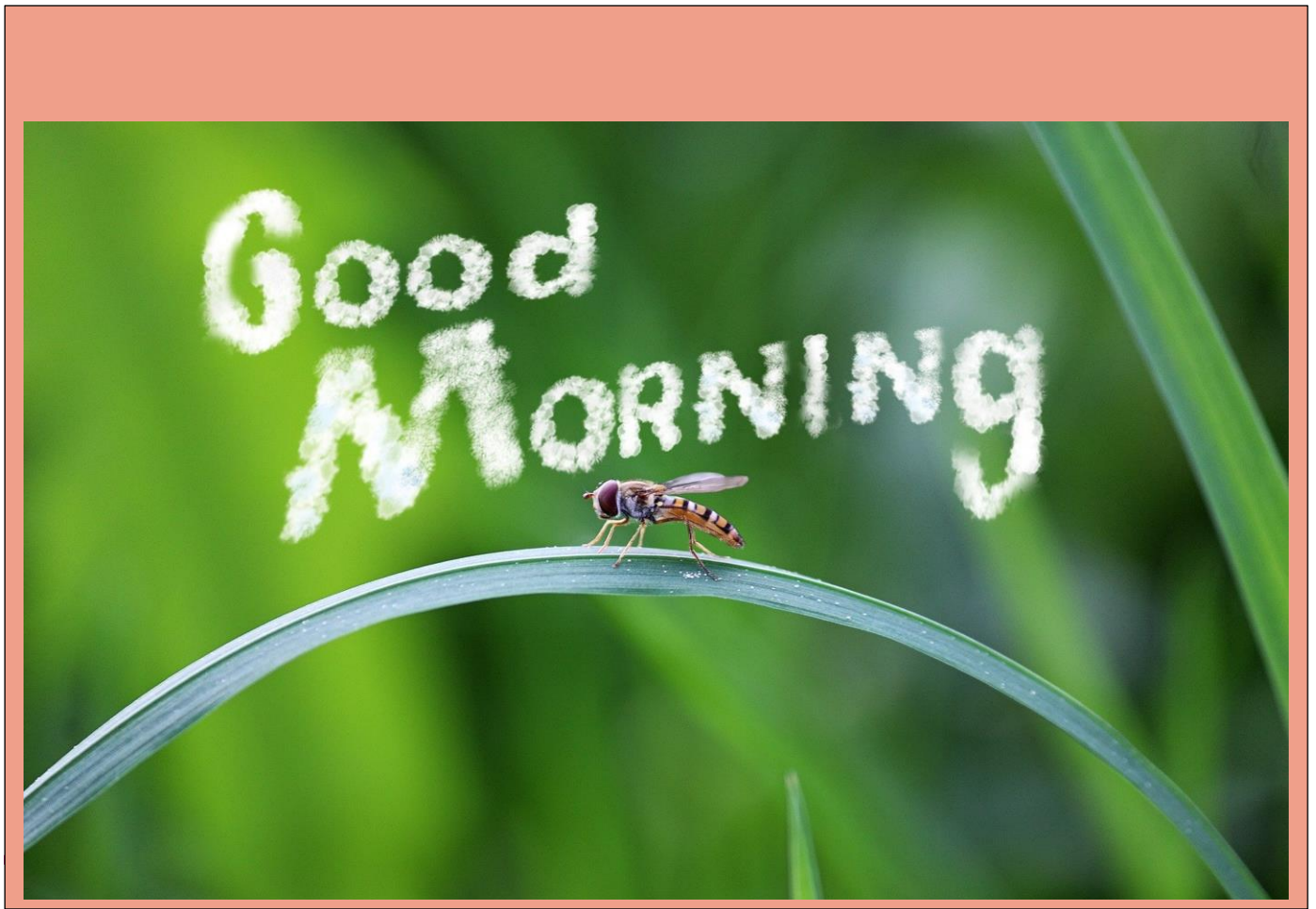
Ministra de Educación



WEEKS	TOPICS
1-2	GREETINGS
3-4-5	FAMILY MEMBERS
6-7-8	EXTENDED FAMILY
9-10-11	PARTS OF THE HOUSE
12-13	EXTERNAL PARTS OF THE HOUSE
14-15	PRIMARY COLORS
16-17-18	SECONDARY COLORS
19-20	PEOPLE AT SCHOOL
21-22-23	SCHOOL HELPERS
24-25	SCHOOL SUPPLIES
26-27-28	PLACES AT SCHOOL
29-30-31	POSITIVE FEELINGS
32-33-34	NON -FEELINGS
35-36-37	PARTS OF THE BODY

38-39-40

SENSES



WEEKS 1-2

GREETINGS AND INTRODUCTIONS

INTRODUCTION TO THE TOPIC

In this lesson, students will learn the most basic greetings in English and introduce you.

OBJECTIVES

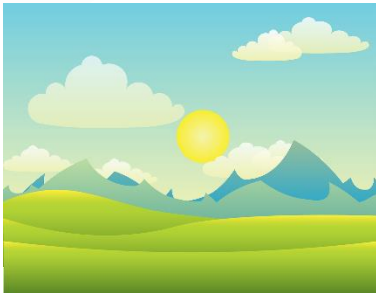
1. To Use correctly greeting expressions in the handouts.
2. To connect formal greeting with informal greeting

DID YOU KNOW?

Greetings and introductions are the most important topics when you are learning a language.



According to the pictures what greetings do you use?



**TOPIC
EXPLANATION**

GREETINGS AND INTRODUCTIONS

TO GREET PEOPLE



TO RESPOND GREETINGS



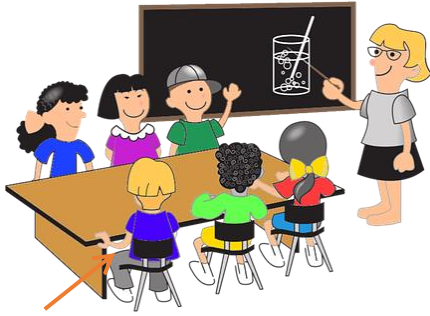
LEAVE -TAKINGS



Good morning	I am fine	Bye
Good afternoon	Great	See you
Good evening	Very well, thanks	Goodbye
Hello	Good	See you tomorrow
How are you?	Pretty	See You later
Hi		Take care
How are you doing?		

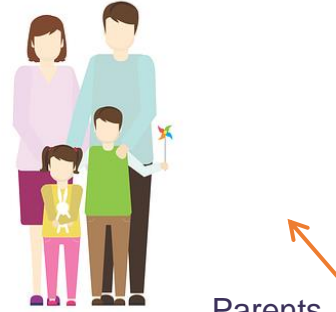
VOCABULARY

Learn new words in the story.



Students

Teacher



Parents

READING COMPREHENSION

Read the following passage about Manuel.



Our first day of classes

It is time to come back to school. Teacher and students are in the classroom. Good morning students, I am your teacher, my name is Mariela. Today, we have a new student in our class. His name is Manuel. He is from Panama City. He is eight years old. He lives with his parents. He likes to play soccer and baseball. His favorite color is red. Say hello to Manuel.

ACTIVITY 1

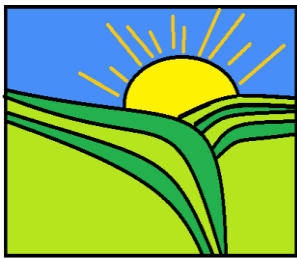
Answer the question according to the information from the story.
"OUR FIRST DAY OF CLASSES"

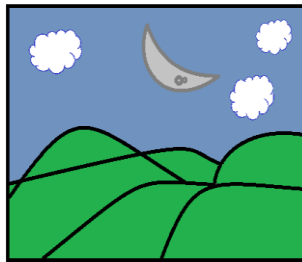


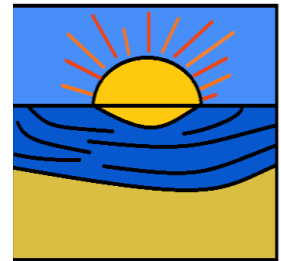
1. Where are the teachers and students? _____
2. Who is Mariela? _____
3. Who is a new student? _____
4. Where does Manuel live? _____
5. What is his favorite color? _____

ACTIVITY 2

ACCORDING TO THE PICTURES USE
GOOD MORNING,
GOOD AFTERNOON,
GOOD EVENING







STRUCTURE

WH-QUESTIONS WITH THE VERB TO BE

What is...? / What is your name?

What's...? / What's your name? (contracted form)

- My name is Benjamin. / I'm Benjamin.
- My name is Olga. / I'm Olga

1. What's your name? _____
2. What's your last name? _____
3. Where are you from? _____
4. How old are you? _____
5. When is your birthday? _____

ACTIVITY 3

Complete the dialog using the words in the box.

Dialog

A. Good morning everyone.

B. Good _____.

A. How are _____.?

B. Fine, thanks and you?

A. Great.

B. My _____ is Karen.

A. I _____ Conny

B. Nice to meet you

A. _____ to meet you too.

you
morning
am
Nice
name



WORD SEARCH

Find these words in the word search.

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

BYE	FINE
GOOD	HELLO
INFORMATION	NAME

GREETINGS AND INTRODUCTIONS

Make your poster by using greetings and the pictures. Be creative
You can introduce your yourself. (go to page... to get the pictures to cut and paste.



Example:



GLOSSARY

Look at the pictures and learn new words

 <p>"Good morning."</p>	{ <u>Gud mornin</u> }
 <p>"Good afternoon."</p>	{ <u>Gud afternun</u> }
 <p>"Good evening."</p>	{ <u>Gud evenin</u> }
 <p>"Goodbye."</p>	{ <u>Gud bai</u> }

I CAN...

YOU CAN DO IT

- I can greet using formal or informal language in oral and written practices.
- I can identify personal information.
- I can complete a short dialog using greetings.

**SUPPLEMENTARY
MATERIAL**

**You can reinforce your knowledge
using these internet pages.**

<https://www.liveworksheets.com/fq268628ag>

<https://www.youtube.com/watch?v=Fw0rdSHzWFY>

<https://www.youtube.com/watch?v=Fw0rdSHzWFY&t=313s>

<https://www.youtube.com/watch?v=7isSweryaQc>



WEEKS 3-4-5

FAMILY MEMBERS

INTRODUCTION TO THE TOPIC

A family is a group of people, parents and their children that live in a house.

In this topic we are learn about the family.

OBJECTIVES

1. To identify family members.
2. To relate family ties among members.






**DID
YOU
KNOW?**

Family is important because it provides love, support and values to the members.



CAN YOU REMEMBER SOME MEMBERS OF FAMILY?

Draw a line from the word to the picture.

Sister	
Brother	
Mother	
Baby	
Father	

TOPIC EXPLANATION

FAMILY MEMBERS

The principal purpose of this topic is to give basic details about family members.

EXAMPLE: Who are your family members?

Mother, father, sister, brother, sister, baby

VOCABULARY

Look at the pictures and learn these words.

 <p>small</p>	 <p>Friendly</p>	 <p>Saved</p>	 <p>Danger</p>
 <p>Helpful</p>	 <p>Responsible</p>	 <p>Proud</p>	 <p>Teacher</p>

READING COMPREHENSION

Carefully read a story about a family

My family



Hello, my name is Isabelis. I am seven years old and I live in Panama. I am in the second grade. I come from a small family, there are six members in my family. They are my mother, father, my brother, sister, baby brother and me. My family is friendly and happy. My mother is Maria. She is a teacher, and my father Alberto is a fireman who has saved a lot of people in danger. They teach us to be helpful and responsible. This is my family, and I am proud of it. My brother Aymar is six years old and my sister Anna is four years old and my baby brother Ivan is one years old.

ACTIVITY 1

After reading the story, answer the following questions.

1. How old is Isabelis? _____
2. Who is Maria? _____
3. How old is Aymar? _____
4. Who is Anna? _____
5. Is Isabelis's family big o small? _____

ACTIVITY 2

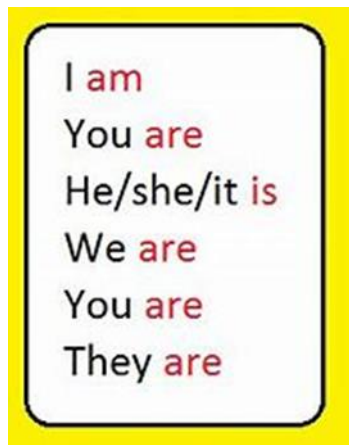
Write yes or no according to the story.

#	Sentence	yes	no
1	Is Isabelis in second grade?	_____	_____
2	There are five members in Isabelis's family.	_____	_____
3	Isabelis's mother is a teacher.	_____	_____
4	Isabelis's father is a doctor.	_____	_____
5	Isabelis has two brothers and one sister.	_____	_____

STRUCTURE

PERSONAL PRONOUNS AND VERB TO BE

In English the personal pronouns are: *I, you, he, she, it, we and they*. We must **ALWAYS** use them when introducing a verb whether it is written or spoken. The verb “to be” is the most important verb in the English language and needs to be learnt and memorized as soon as possible. Unfortunately, it is irregular!



ACTIVITY 3

Write the personal pronoun under the correct form of the verb to be.

She	I	He	It
are	is	am	



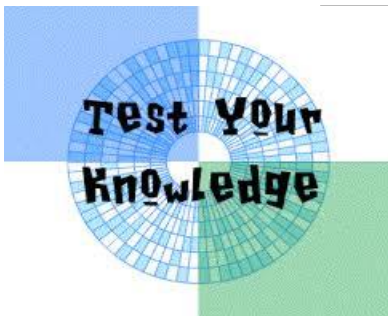
Find the family members in this crossword puzzle.



Family Members

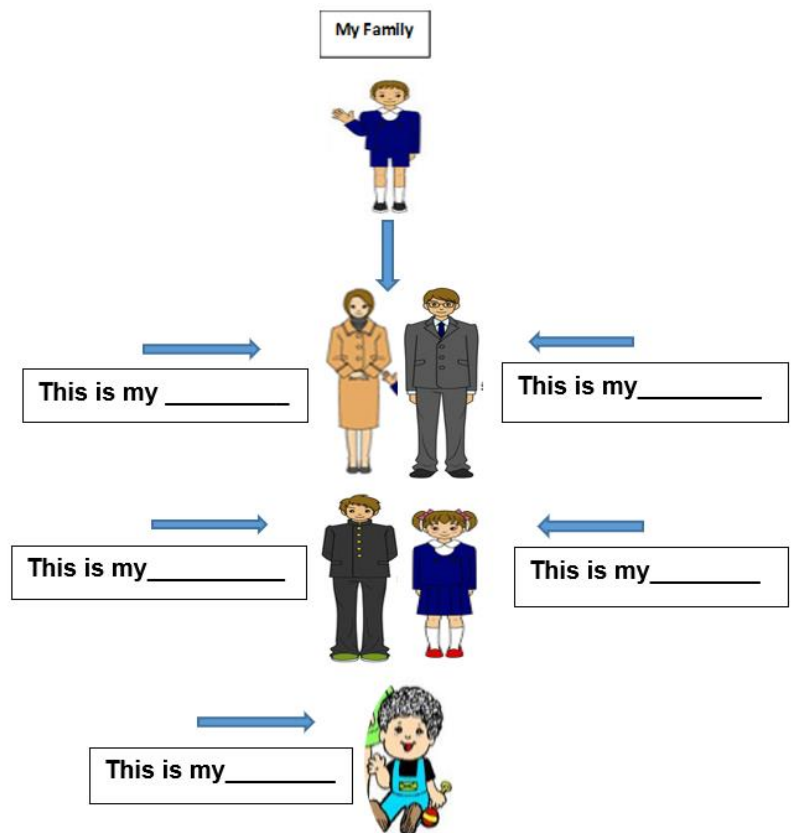
B R O T H E R F I E
 R U N P C A L A V K
 F P F N C G N T A X
 T T U B C O M H R B
 V A H A E J O E T D
 J S D B S E T R B O
 H B D Y U S H F G K
 D Z D O I C E R Z K
 R L L S Z Y R P F U
 P D Z I A J C Q C X

BABY
 MOTHER
 FATHER
 SISTER
 BROTHER








MI FAMILY DIAGRAM

Complete the diagram using the information of your family.



GLOSSARY

Learn more words related to the topic.

<u>Word</u>		<u>Pronunciation</u>
Mother		(.moder.)
Father		(.fader.)
Sister		(sister)
Brother		(broder.)
Baby		(bebi.)

I CAN...

CHECK (✓) THINGS THAT YOU CAN

- I can identify the family members.
- I can ask a question about the family members
- I can make short sentences about my family members
- I can understand the short reading about the family

**SUPPLEMENTARY
MATERIAL**

**Use the internet to reinforce your
knowledge about the topic.**

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/The_family/My_family_al929im](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_family/My_family_al929im)

<https://www.youtube.com/watch?v=BcA6muHkGXc>

<https://youtu.be/FHaObkHEkHQ>

<https://www.youtube.com/watch?v=BcA6muHkGXc>

<https://youtu.be/FHaObkHEkHQ>



WEEKS 6-7-8

EXTENDED FAMILY MEMBERS

INTRODUCTION TO THE TOPIC

In this lesson, students learn how to describe family members and relationships.

OBJECTIVES

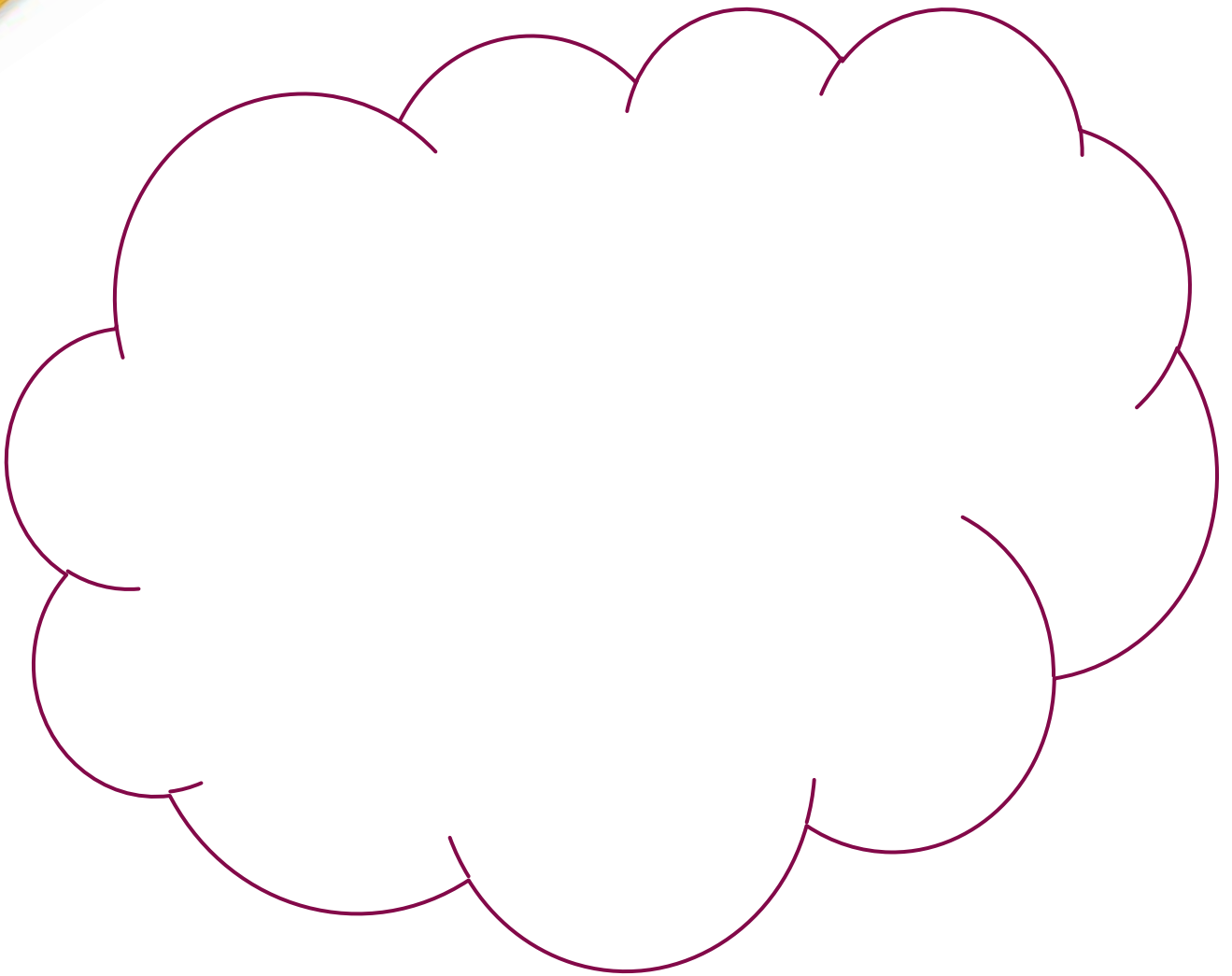
1. To use family members' vocabulary in simple sentences.
2. To answer written wh-questions about family members.

DID YOU KNOW?

Family is the most important and valuable surprise that God has given us.



WRITE THE NAME OF YOUR EXTENDED FAMILY MEMBERS.



TOPIC
EXPLANATION

This is my extended family. look at the picture-

Extended Family

A couple and their children living with or near their aunts and uncles, cousins, grandparents, nieces and nephews, etc.

FAMILY

Esteban

Marta



Roberto

Lidia

Alicia

Juan



Keyfan

Me

Amelia

Blacky

Olga

Aymar



Match the numbers to the correct word of family members.

cousin brother grandmother aunt

cousin father uncle mother

grandfather sister

VOCABULARY

Learn new words of extended family members



Grandfather
Uncle



Grandmother



sister



Aunt



Cousins



Pet



Football player

READING COMPREHENSION

Read carefully the story “MY FAMILY”



My family

Hi. My name is Jose. I am seven years old and this is my beautiful family. I have a large family: my father Reynaldo, my mother Sasha, my brother Dangelo, he is seventeen years old he is a football player. This is my sister who is ten years old. She is in the fourth grade. This is my grandfather. His name is Roberto. This is my grandmother. Her name is Marta. My mother is a teacher, and she works in a school. My father is a photographer. This is my uncle. His name is Simon. This is my aunt. Her name is Grace. They have a daughter. She is my cousin. Her name is Lilia. This is my dog. Its name is Blaky.

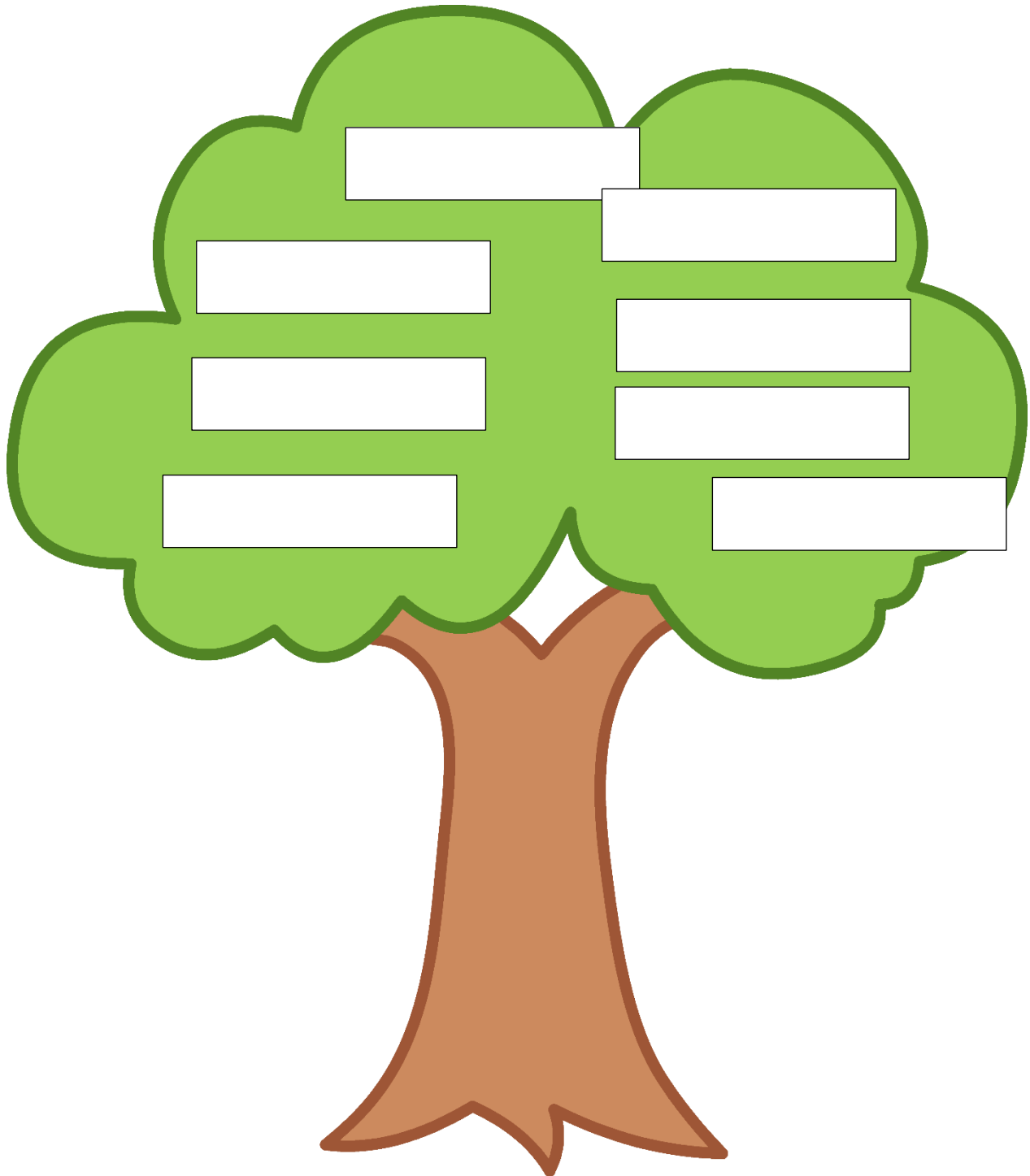
ACTIVITY 1

Answer the questions from the story “MY FAMILY”

1. How old is Jose? _____
2. What is his mothers' name? _____
3. Who are his grandparents? _____
4. Is his pet a dog or a cat? _____
5. Is Dangelo a football player? _____

ACTIVITY 2

Complete the extended family tree using your personal information (names) from grandparents, parents, brothers, aunt, uncle and cousins.



STRUCTURE

WH-QUESTIONS AND THEIR USES TO ASK QUESTIONS.

Example

What is that?

It is a pencil.

Where do you live?

I live in Colon City.

WHAT?



An object or action
What is that?

WHEN?



A time
When does school start?

WHERE?



A place
Where do you live?

WHY?



A reason or explanation
Why can't I climb the tree?

WHO?



A person or animal
Who Will be at the party?

HOW?



An number (how much/old/many/often)
Or the way things are done
How many cupcakes do you have?

ACTIVITY 3

Answer the questions about your family.

1. Who are your grandparents? _____
2. Who is your aunt? _____
3. What is your pet's name? _____

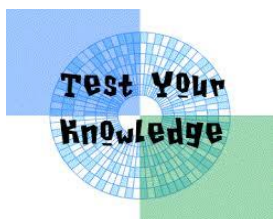


Word search.

Learn new words



AUNT	COUSIN
GRANDFATHER	GRANDMOTHER
PET	UNCLE



LET'S TALK ABOUT FAMILY

Answer the questions from your family tree. Give personal information.

Who is he? He's my father. His name is Esteban.

Who is she? She is my mother. Her name is Lidia.

Who is she? She's my cousin. Her name is Suseth.

Who is she? She's my grandmother. Her name is Lilia.

Draw your pet and write his or her name.







Example:



This is my pet, its name is chiquitin

GLOSSARY

Learn more words related to the topic.

Grandfather		(gran fader)
Grandmother		gran moder)
Aunt		(ant)
Uncle		(unkul)
Cousin		(Cusin)
Pet		(pet)

I CAN...

CHECK (✓) THINGS THAT YOU CAN

- I can answer using simple sentences about wh-questions based on family trees
- I can write two sentences commenting personal information (names) from his-her parents, grandparents and cousins.
- I can draw and write the name of his-her pet using a simple sentence.

SUPPLEMENTARY MATERIAL

Use the internet to reinforce your knowledge about the topic.

<https://youtu.be/TC6XYeDjyvYp>

[https://www.liveworksheets.com/worksheets/en/English as a Second L](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_L)

[anguage_\(ESL\)/The_family/My_family_al929im](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_family/My_family_al929im)

<https://www.youtube.com/watch?v=BcA6muHkGXc>

<https://youtu.be/FHaObkHEkHQ>



WEEKS 9-10-11

PARTS OF THE HOUSE

INTRODUCTION TO THE TOPIC

In this topic students will know and describe some objects and parts of the house.

New words:

OBJECTIVES

1. To correctly recognize the parts of a house.
2. Making wh-questions and giving information about the part of the house.

**DID
YOU
KNOW?**

A house is a place that is built for people to live in. It serves as a home basically for families.



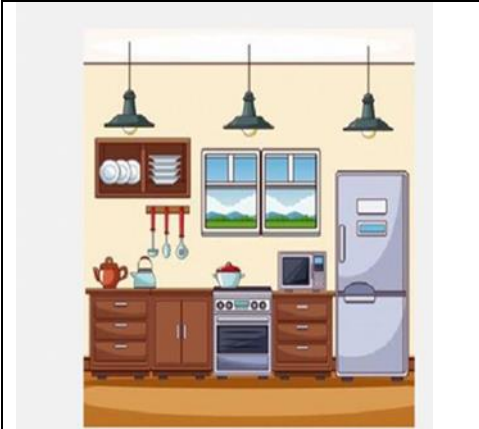
CAN YOU MATCH THE WORDS WITH THE PARTS OF THE HOUSE?



Living room

Kitchen

Bedroom



Bathroom

TOPIC EXPLANATION

OBJECTS IN YOUR HOUSE

Use the vocabulary and describe some objects in your house.
Example: my bedroom has a table.

#	Sentence
1	
2	
3	
4	

VOCABULARY

Look at the pictures and learn these words.



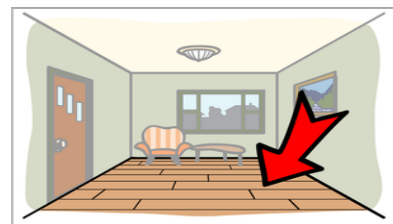
DOOR



CEILING



WINDOW



FLOOR



TABLE



YARD

READING COMPREHENSION

Read the passage of "MY BEDROOM"



My Bedroom

This is my bedroom. It is blue. It has two windows and a door.

My desk is under the window.

My bed is in front of the door. My ceiling is white with a small lamp.

By the window, I see the flowers in the yard. I like my bedroom, it is my favorite place.

ACTIVITY 1

Answer the questions from the passage "MY BEDROOM"

1. Where is the bed? _____
2. How many Windows are in the bedroom? _____
3. What color is the ceiling? _____
4. Where are the flowers? _____
5. What color is the bedroom? _____

ACTIVITY 2

Draw your house and name the main parts.



STRUCTURE

IDENTIFY PERSONAL PRONOUNS AND POSSESSIVE ADJECTIVES.

Personal pronouns	Sentence	Possessive adjectives	Sentence
I	I have a house.	My	My house is beautiful.
You	You have a bed.	Your	Your bed is small.
She	She has a pet.	Her	Her pet is a dog.
He	He has a car.	His	His car is red.
It	It is a cat.	Its	Its cat is yellow.
You	You have a table.	Your	Your table is new.
We	We have friends.	OUR	Our friends are happy.
They	They have a classroom.	Their	Their classroom is big.

ACTIVITY 3

Complete the sentences using possessive adjective. (My ,Your, Her, His, Its, Our, Your, their)

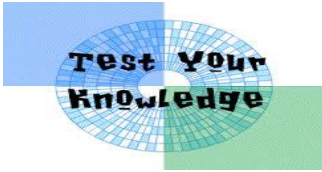
1. Elena has a house. _____(Her/My) house is big.
2. Juan has a car. _____(Her/His) car is blue.
3. This is a pet. _____ (Its/ Their) name is Blaky.
4. Eliza and Cesar have a bedroom. _____ (His/Their) bedroom is blue.
5. I have a table. _____ (My/Our) table is small.



FIND AND CIRCLE THESE WORDS IN THE PUZZLE. USE THE WORDS FROM THE BOX.

DOOR	WINDOW	CEILING
FLOOR	TABLE	YARD





INFORMATION ABOUT YOUR HOUSE

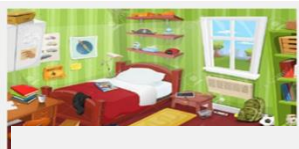
Draw a picture of your house.

Label the parts of your house using these words: door, window, floor, and ceiling

Make sentences of your house using prompts

What are the names of each part of the house? Write the name by the number.

1. _____



2. _____



3. _____



4. _____



What does your house or apartment look like? Write about it here. Give specific numbers and names of the part of your house.

My house has _____ windows.

My house has _____ ceiling.

My house has _____ bedrooms.

GLOSSARY

Learn more words related to the topic.

Word	Pronunciation
Window =	(Windoo)
Door =	(DOOR)
Ceiling =	(SIILIN)
Floor =	(FLOUR)
Patio =	(PATIO)

I CAN...

CHECK (✓) THINGS THAT YOU CAN

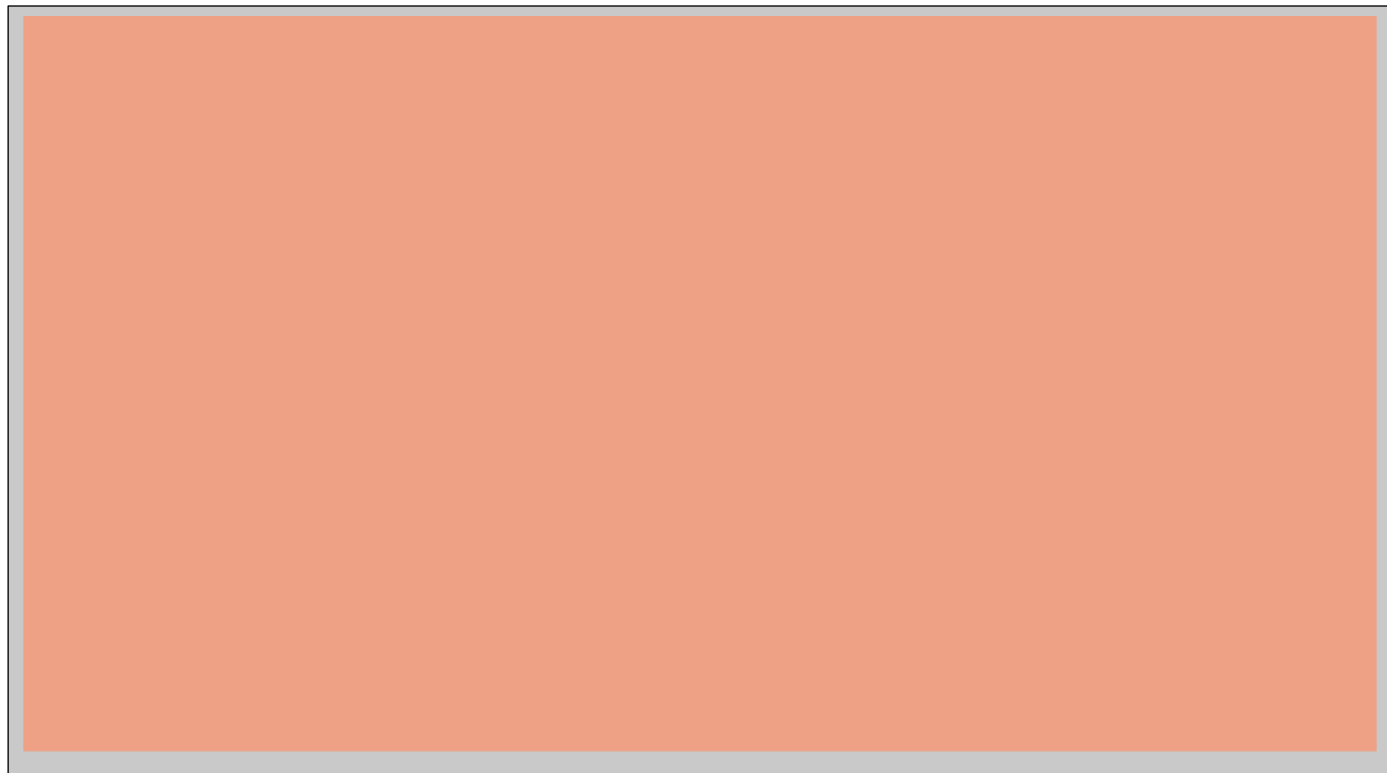
- I can identify the parts of the house using a simple sentence.
- I can give information to questions (what) using concepts and simple sentences based on a drawing.
- I can draw my house and write its parts.

SUPPLEMENTARY MATERIAL

You can reinforce your knowledge

<https://www.woodwardenglish.com/lesson/parts-of-the-house>

<https://en.islcollective.com/video-lessons/parts-house-2>



WEEKS 12-13

EXTERNAL PARTS OF THE HOUSE

INTRODUCTION OF THE TOPIC

Our house is the place where we share with our family and do many activities. The house has many parts and in each of them we carry out different activities.

OBJECTIVES

1. To use the vocabulary in simple sentences and questions.
2. To make information questions to know subject, object and place of a given family member.

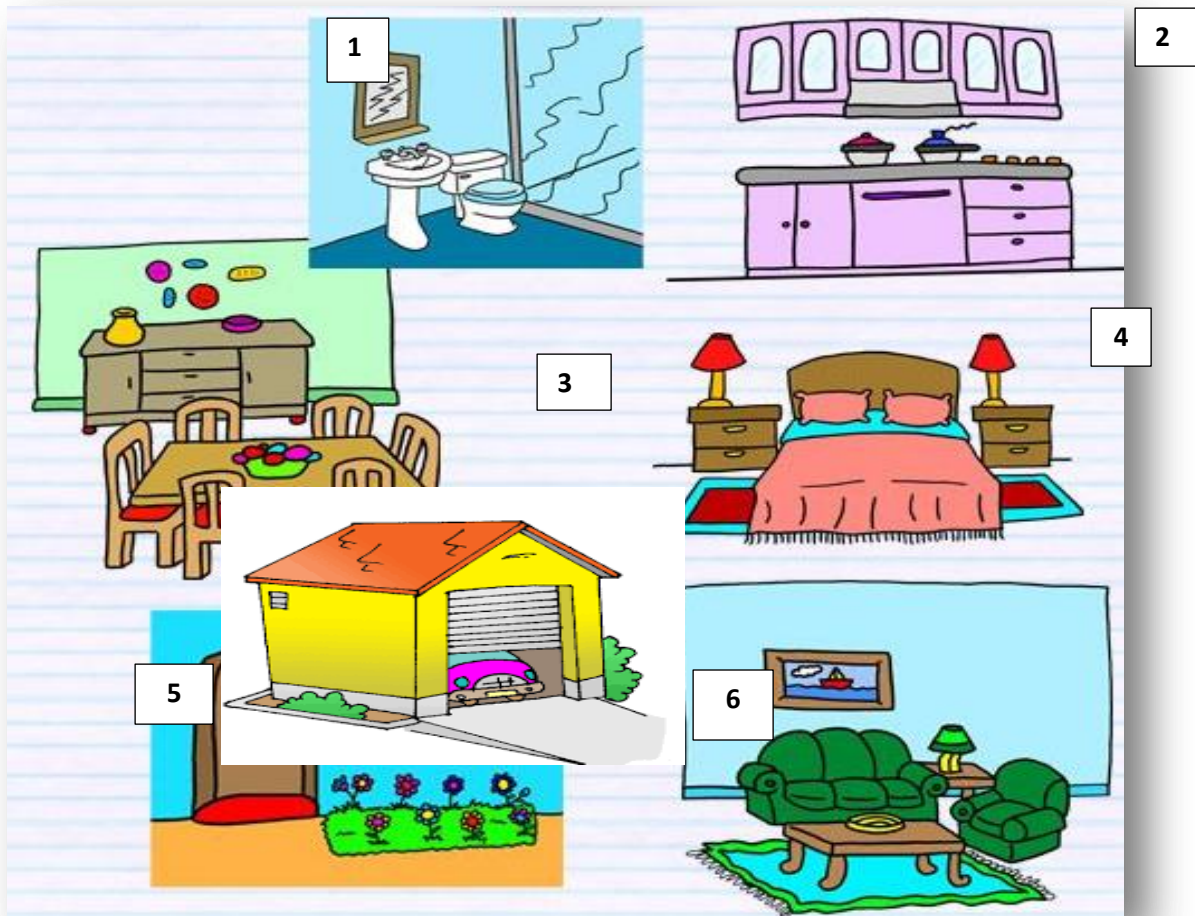
DID YOU KNOW?

House is a place that provides us security,
Peace, love,
and privacy.



Look at the pictures. can you name the parts of the house?

There are six parts of the house in the picture that are missing their names. Match the number with the name of the part of the house.



Dining room.....

Bedroom

Living room

Kitchen

Bathroom.....

Garage

TOPIC EXPLANATION

PARTS OF THE HOUSE

In
this
par

t, using the vocabulary you are going to identify Parts of the house.

VOCABULARY

Learn new words



DINING ROOM



BEDROOM



KITCHEN



LIVING ROOM



BATHROOM



GARAGE

READING COMPREHENSION

MY HOUSE

Read the following short story carefully.

My house



Hi! I am Amelia, Welcome to my house! The roof of my house is red, in my house there are five rooms. I like to watch television in the **living room**, while my mom prepares the food in the **kitchen**. I like to eat the food in the **dining room** and take a shower in the **bathroom**. At night, my brother and I go to the **bedroom** to sleep. Outside of my house there is a big **garage** where my family leaves our blue car. I love my house.

ACTIVITY 1

Answer to the following questions, according to the story.

1. What color is the roof? _____
2. Where does Amelia watch television? _____
3. Where does her mom prepares the food? _____
4. Where does she eat her food? _____
5. Where does she take a shower? _____
6. Where does Amelia sleeps? _____
7. What color is the car? _____

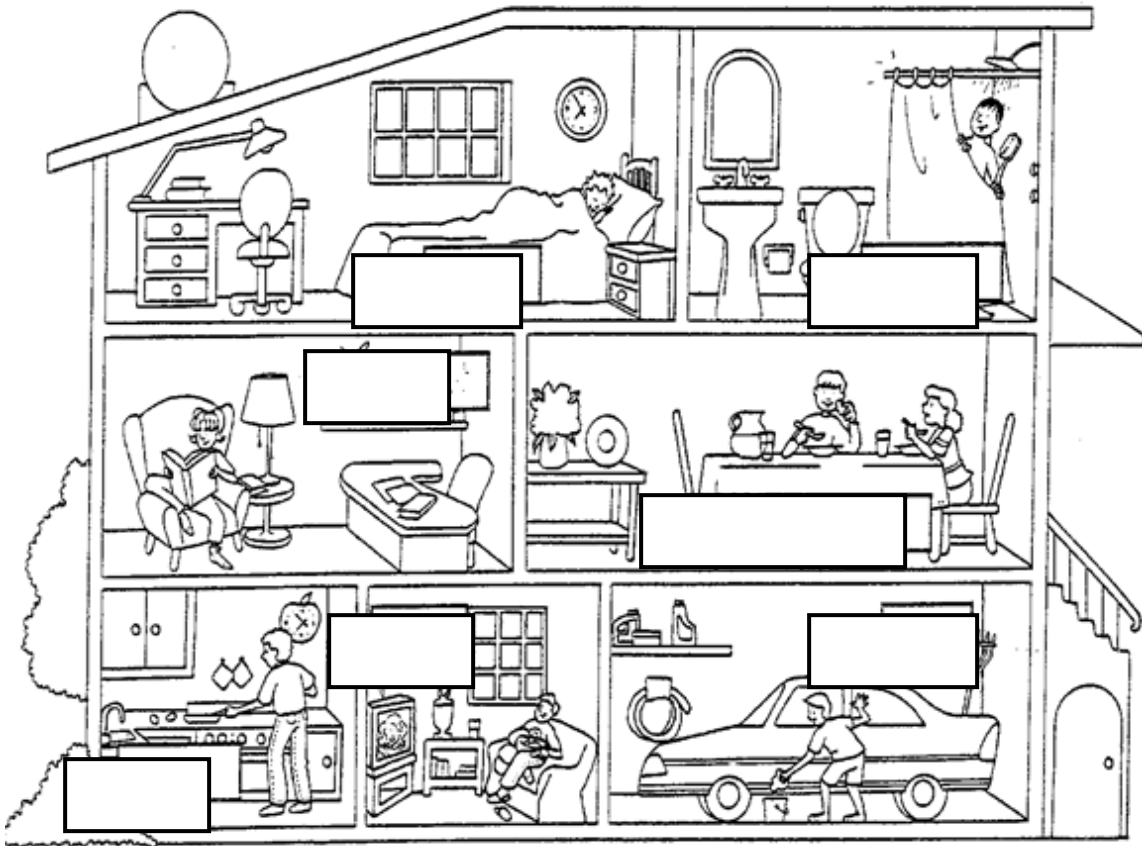
ACTIVITY 2

COLOR THE PICTURE

COLOR THE PICTURE AND COMPLETE THE INFORMATION.

Example: Where are they?

Read the sentences and write their names in the right place.



- 1- **Luis** is in the garage.
- 2- **Manuel** is in the living room.
- 3- **Josue** is in the kitchen.
- 4- **Angela** and Irving are in the dining room.
- 5- **Victoria** is in the living room.
- 6- **Agustin** is in the bathroom.
- 7- **Roger** is in the bedroom.

STRUCTURE

PREPOSITIONS OF PLACE

Prepositions of places is refer to a place where something is located.

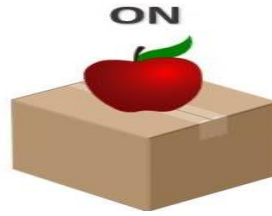
Example:

The apple is in the box.



The apple is on the box





ACTIVITY 3

Look to the picture and write using the correct preposition.

Example: Where is the pillow? The pillow is on the floor.



Where is the table?
The table is _____ the kitchen

Where are the clothes? The clothes
are _____ the bed.

Where is the dish? The dish is
_____ the table.

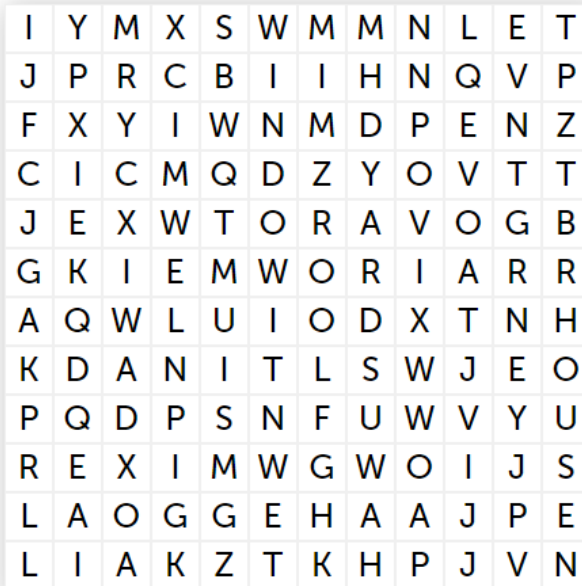
Where is the open book? The open
book is _____ the bed.

Where is the kitchen, bedroom and
dining table? There are _____
the house.



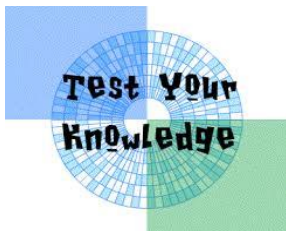
WORD SEARCH

Find the words you see in the list



PISTAS

- | | |
|---------|-------|
| CEILING | DOOR |
| FLOOR | HOUSE |
| WINDOW | YARD |



PROJECT My House

1. Using recyclable materials create your own home.
2. Use your imagination and be creative.
3. Recreate the rooms that you have and name each of them
4. Write the parts of the house.

Example:



ESTIMATIVE SCALE	1	2	3
Creativity			
Uses recyclable materials.			
Label the names of each room.			
Spelling			
Picture			
TOTAL POINTS	/15		

GLOSSARY

Learn more words related to the topic.

Word	Pronunciation
Living room	(LIVIN RUUM)
Dining room	(DAININ RUUM)
Bedroom	(BED RUUM)
Kitchen	(KIISHEN)
Bathroom	(BATRUUM)
Garage	(GARAJ)

I CAN...

CHECK (✓) THINGS THAT YOU CAN

I can recognize the parts of the house.

I can pronounce parts of the house.

I can talk about my own house.

**SUPPLEMENTARY
MATERIAL**

**Use the internet to reinforce your
knowledge**

<https://www.youtube.com/watch?v=aOSJZbHoiY8&t=14s>

<https://www.youtube.com/watch?v=niPyVnC6W5g>



WEEKS 14-15

PRIMARY COLORS AND SIZES

INTRODUCTION OF THE TOPIC

Students will know the primary colors red, blue, and yellow. They will explore what happens when you mix two of these colors together.

OBJECTIVES

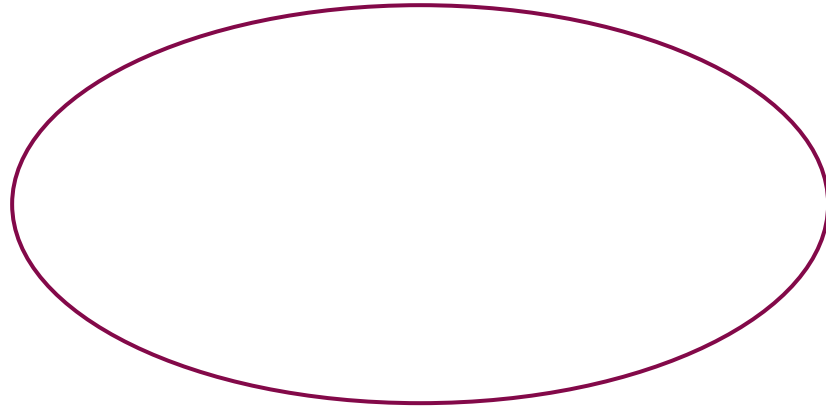
1. To correctly use adjectives to express colors and sizes.
2. To list an object (color and size) using a simple sentence.

DID YOU KNOW?

The primary colors are used to create all other colors.



Draw and color something using your favorite color.



**TOPIC
EXPLANATION**

ACCORDING TO THE PICTURE USE PRIMARY
COLOR.



The sun is _____



The apple is _____



The sky is _____

VOCABULARY NEW WORDS IN THE STORY



Box



Ribbon



Happy



Table



Gift



Small

Big

READING COMPREHENSION

Read carefully. use the vocabulary



My gift

Hello, my name is Melisa.

It is Christmas day and my family, and I are celebrating this holiday.

There are many gifts under the tree. My mother said the big red box with blue ribbon is for me. The small green box is for my sister Amaryllis. The gift that is on the red table is for my father. And the gift that is in front of the fireplace is for my mother. We are happy,

ACTIVITY 1

Answer the questions about the reading.
Using personal and possessive pronoun.

1. What are they celebrating? _____
2. What color is the big box? _____
3. What color is the ribbon? _____
4. Where is my mother's gift? _____
5. How are they? _____

ACTIVITY 2

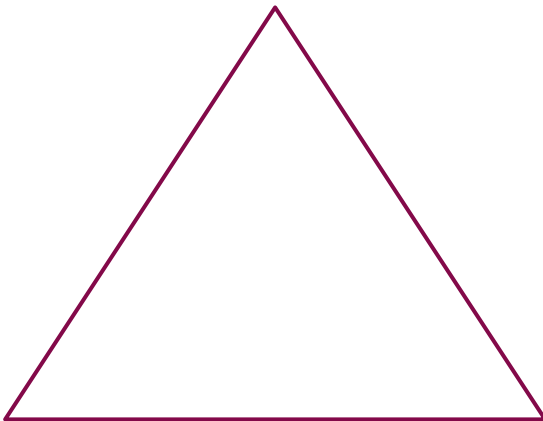
Draw two objects using the primary colors.



Write a short sentence about your drawing.

Example: The banana is yellow.

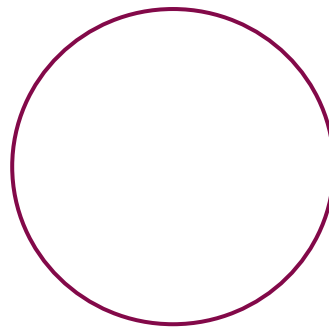
Blue



Yellow

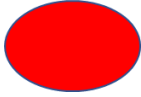


Red

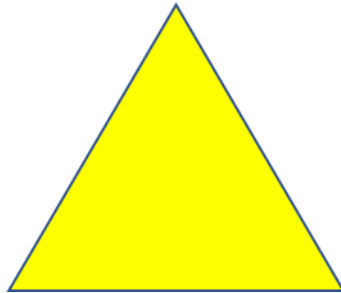


STRUCTURE

In each picture you can see sizes and shapes. use them to answer the questions.



SMALL CIRCLE



BIG TRIANGLE



LARGE RECTANGLE

What color is the rectangle? _____

What size is the circle? _____

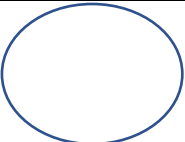











What color is the triangle? _____

ACTIVITY 3

Use shapes, size and primary colors to complete the practice.

1-Color the big ball Blue.
2-Color the small rectangle red
3-Color the large giraffe
yellow

4-Color the short bug blue
5-Color the big heart Red
6-Color the small triangle yellow

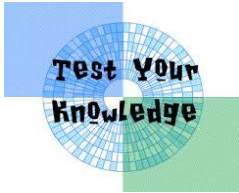
1- Ball	 
2. Rectangle	 
3- Giraffe	 
4-Square	 
5. Heart	 
6-Triangle	 



FIND THE NEW WORDS IN THE SEARCH WORD

H	A	E	L	G	N	A	I	R	T	U	O
W	T	M	Y	X	R	E	D	Y	I	T	D
B	P	B	G	E	F	C	F	V	C	W	C
C	G	E	W	K	N	K	Y	Y	U	X	C
O	Q	M	V	T	N	M	E	I	E	O	K
Y	L	A	U	W	R	J	L	W	U	E	D
G	S	A	M	I	N	L	L	Y	L	G	E

BLUE	LARGE
MEDIUM	RED
SMALL	TRIANGLE
YELLOW	



Create a collage with your favorite color.

Create a collage with your favorite toys.

Draw or use pictures of your favorite toys.

Talk about the primary colors in the toys. (red, blue, yellow)

Talk about the different sizes of the toys. (Small, medium, large, big)

Make two sentences about your favorite toy:-

_____.

_____.

Example:

What is it? It is a duck?

1. What color is the duck? It is yellow and yellow
2. What size is the duck? It is small.



GLOSSARY

Learn words related to

<u>Word</u>	<u>Pronunciation</u>
Red	reed
Green	GRIN
Rectangle	RENTAGUL

Square	SSSKUER
Shapes	SHEIPSSS
Small	SSSMAALL
TRIANGLE	TRAIANGUL
Blue	BLUU
Yellow	IELOW

I CAN...

CHECK (✓) THINGS THAT YOU CAN

- I can draw his-her favorite part of the house and color it primary colors.
- I can make a short description using colors and sizes about a part of his-her house.
- I can elaborate a poster showing his-her favorite toy and answer wh-questions.
What is this? What color is it? What size is it?

**SUPPLEMENTARY
MATERIAL**

You can reinforce your knowledge

<https://www.bing.com/images/search?q=interactive+worksheets+with+colors&qpv=interactive+worksheets+with+colors&form=IGRE&first=1>

https://youtu.be/bmquqAP2w_8



WEEKS 16-17-18

SECONDARY COLORS AND SHAPES

INTRODUCTION OF THE TOPIC

In this lesson students will learn to describe people, places and things. They will use adjectives such as sizes, shapes, and secondary colors.

New words:

OBJECTIVES

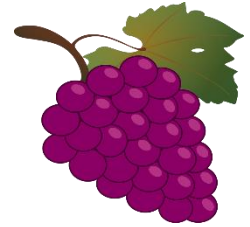
1. To use correctly adjectives to know colors (secondary) and shapes in the context.
2. To organize simple questions and giving answers with simple questions.2.

**DID
YOU
KNOW?**

If you mix two primary colors, you get a secondary color.



CAN YOU DESCRIBE THIS?



TOPIC EXPLANATION

IN COLOR THEORY FOR ARTISTS, THE SECONDARY COLORS GREEN, ORANGE, AND PURPLE ARE CREATED BY MIXING TWO PRIMARY COLORS.



VOCABULARY

New words to understand story

Bookshelf



Kids



Maps



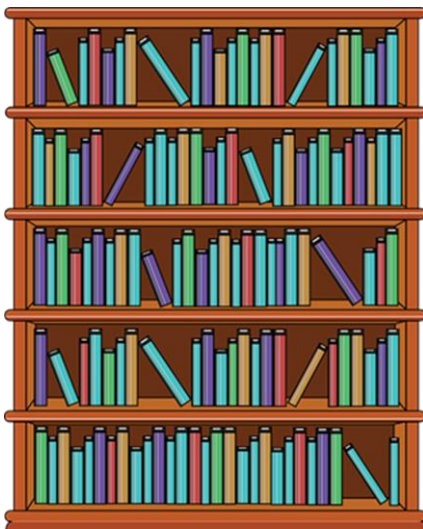
READING

COMPREHENSION

READ THE STORY

“AT THE LIBRARY”.

At the library.



The library in my school has many books and maps. It is a big library. There are large and small books. There are also books for elementary, secondary and university students. There is a big green map of Panama. There are two orange bookshelves for kids' books. I go to the library because I love to read.

ACTIVITY 1

ANSWER THE QUESTIONS ABOUT STORY

1. What is the title of the story? _____
2. What size is the library? _____
3. What color is the map? _____
4. Where are the kids' books? _____
5. How is the map of Panama? _____

ACTIVITY 2

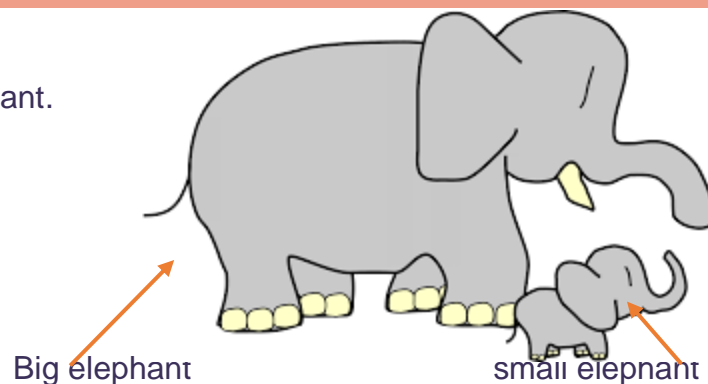
Use coloring pencils or tempera paint to create the secondary color, practice and complete the information.

1. You mix red and yellow You have _____
2. You mix _____ and red you have _____
3. You mix blue and yellow you have _____

STRUCTURE

There are different kinds of adjectives. some adjectives describe nouns.

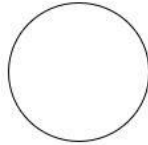
EXAMPLE: The big elephant.



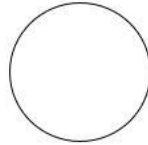
ACTIVITY 3

Use primary and secondary colors to complete activity. first color the circle, after color the house according to the color number.

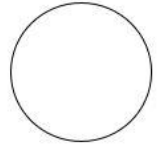
1 = RED



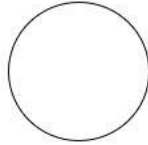
2 = BLUE



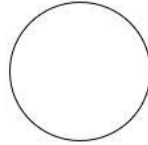
3 = GREEN



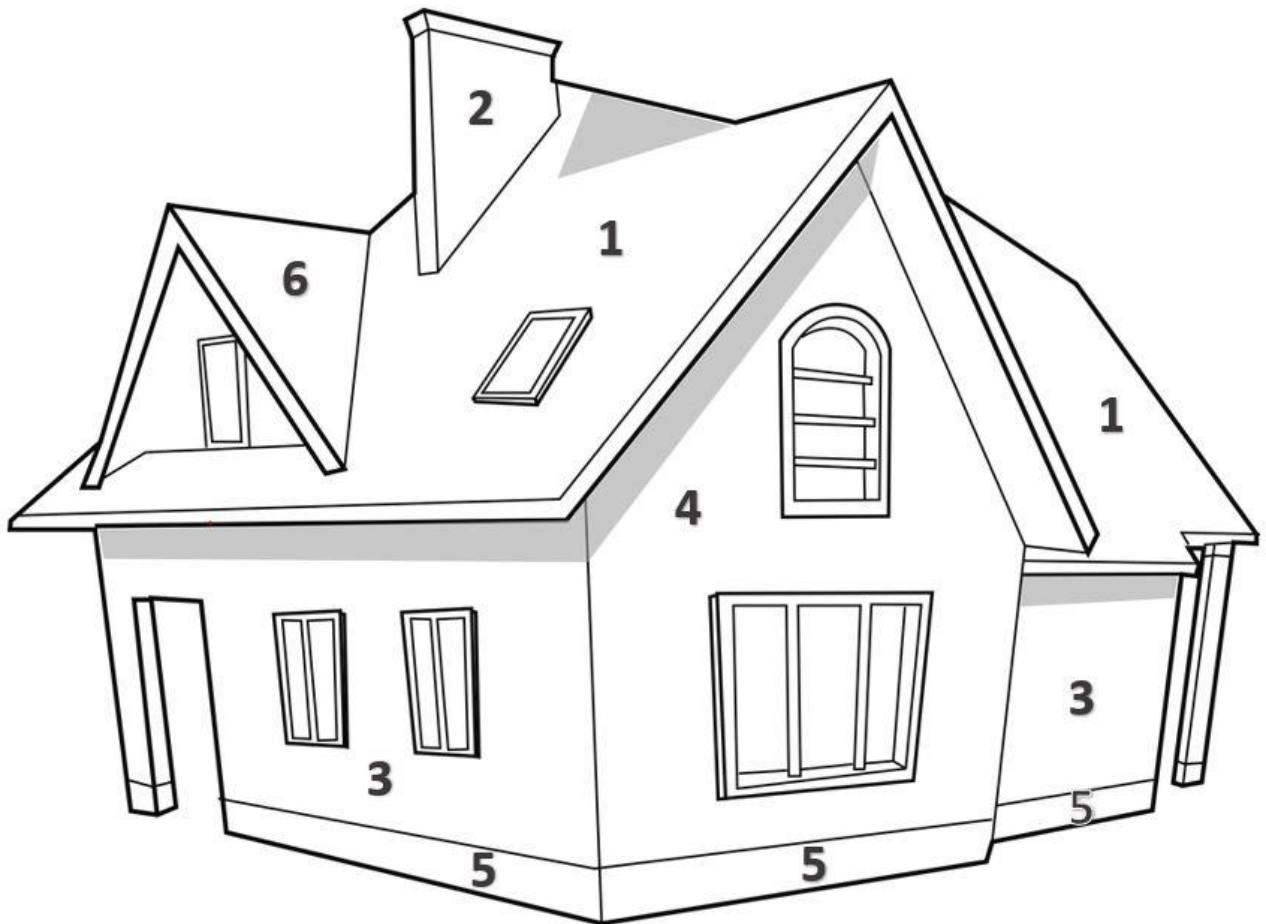
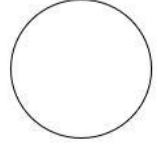
4 = YELLOW



5 = ORANGE



6 = PURPLE





FIND AND CIRCLE THE NEW WORDS



CIRCLE

GREEN

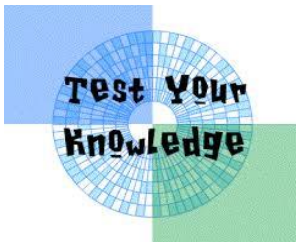
ORANGE

RECTANGLE

SHAPES

SQUARE

VIOLET



SECONDARY COLORS PROJECT

PROJECT:

Color the rainbow using different colors, and write the name of each color.

Home project: Create a poster using bottles, recycle 6 dishes for each color, cardboard, and paint.

How to do it:

- 1- Fill the dishes with different colors, then put the bottle inside and press to get the paint.
- 2- Then paint a flower with the bottle in the cardboard.
- 3- Then write the name of each color.



GLOSSARY

Learn words related to the topic

Circle  CERKUL

Green  GRIN

Orange  ORANJ

Rectangle  RENTAGUL

Square  SSSKUER

Violet  VAIOLET

Shapes  SHEIPSSS



Colors COLORSSS

Big  BIG



Small SSSMAALL TRAIANGUL

TRIANGLE  TRAIANGUL

I CAN...

CHECK (✓) THINGS THAT YOU CAN

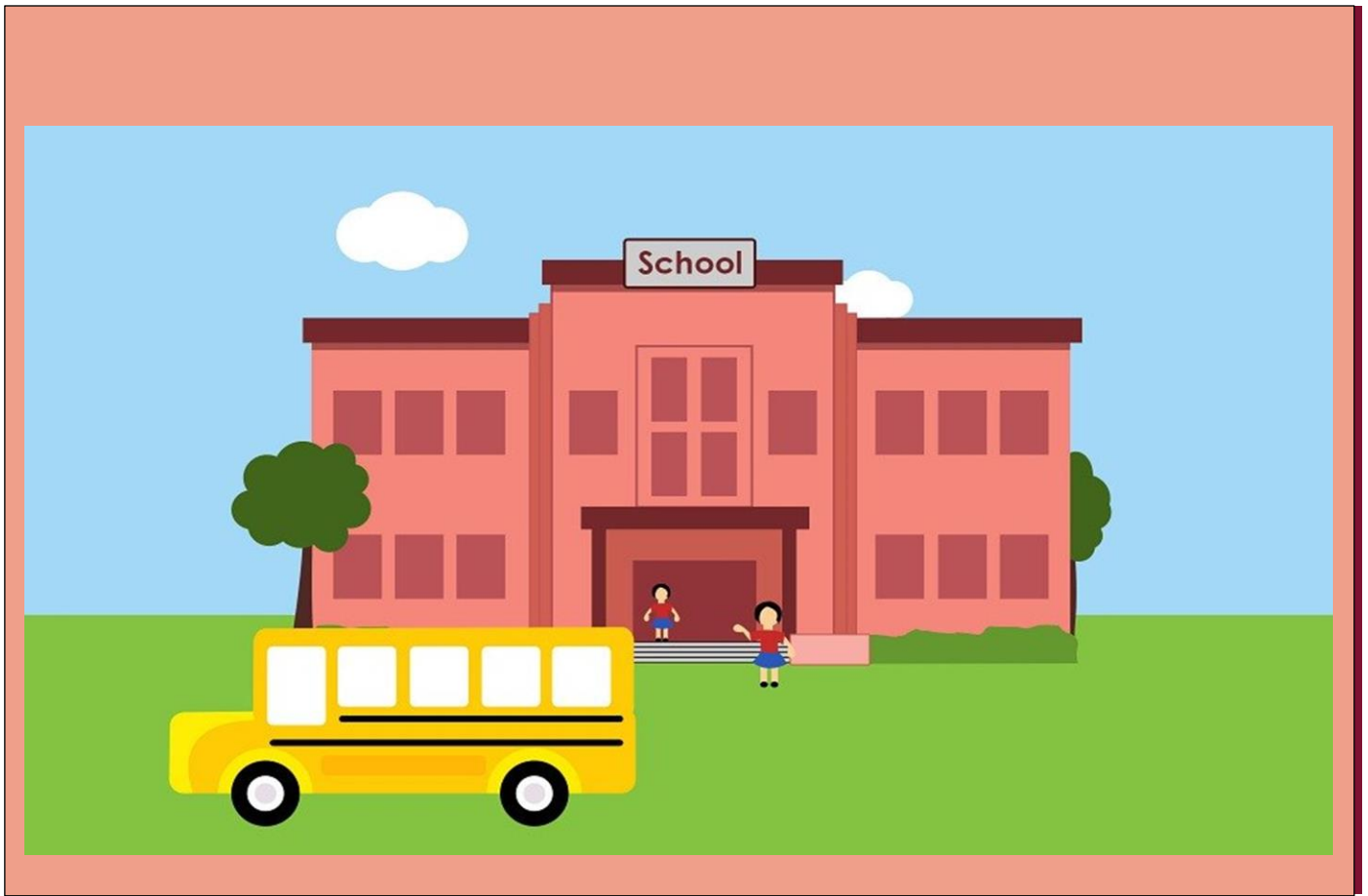
- I can write a short description of object or elements in my copybook expressing colors, size and shapes.
- I can color and describes with sentences using adjectives for size, shape and colors.
- I can describe my favorite toy in my copybook and describes the drawing using simple sentences.

**SUPPLEMENTARY
MATERIAL**

REINFORCE YOUR KNOWLEDGE

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

<https://www.bing.com/images/search?q=interactive+worksheets+with+colors&qpv=interactive+worksheets+with+colors&form=IGRE&first=1>



WEEKS 19-20

PEOPLE AT SCHOOL

INTRODUCTION OF THE TOPIC

In this lesson students will know people at school and their contribution in our house.

There are:

OBJECTIVES

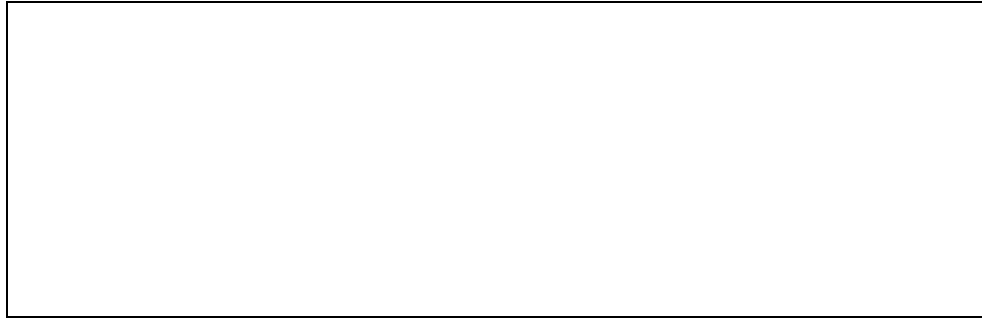
1. To identify the different job titles at school.
2. To implement wh-questions and giving answers using simple sentences.

**DID
YOU
KNOW?**

**People at
school play
an
important
role in the
lives of
students.**



DRAW YOUR SCHOOL



**TOPIC
EXPLANATION**

IDENTIFY PEOPLE AT YOUR SCHOOL



Principal



Sub- Principal



Students



**Secretary
Accountant**



Teacher



VOCABULARY Learn words related to the topic.



Finances



Lessons

MAIN INFORMATION

Read the description of people at school.

1. **Principal:** A leader in a school.
2. **Sub principal:** An assistant principal of a school.
3. **Secretary:** An important person that knows the students at school.
4. **Accountant:** A person responsible of the school finances.
5. **Teacher:** A person who teaches, especially in the school.
6. **Students:** People who learn the lessons.

ACTIVITY 1

Complete the information about people at school using the words in the box.

Teacher - Secretary - Sub- principal - Principal - Accountant - Students

- 1- A person who is responsible to school finances _____
- 2- A person who prepares lessons: _____
- 3- A person who is a leader at school. _____
- 4- A person who knows all the students. _____
- 5- People who learn the lesson. _____
- 6- A person who is assistant principal. _____

ACTIVITY 2 Use the pictures to complete the sentences.



1. He is the _____



2. She is a _____



3. They are _____







4. She is a _____

STRUCTURE

Simple present and wh- questions. a question starting with wh-questions words, that are used to ask about specific information.

WH-questions are questions starting with WH-words including **what, when, where, who, whom, which, whose, why and how**. Question words are used to ask about specific qualities, times, places, people and so on.

<p>WHAT?</p>  <p>is a thing or action</p>	<p>HOW?</p>  <p>is the way something is</p>
<p>WHERE?</p>  <p>is a place</p>	<p>WHO?</p>  <p>is a person</p>

ACTIVITY 3

Answer the questions. Use personal pronouns.

Example, Where is the secretary? She is in the school.

What does she do? She files documents, she types

1. Where is the teacher? _____
2. Who is the leader? _____
3. Where is the principal? _____
4. Where are the students? _____



WORD SEARCH



find the words.

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

ACCOUNTANT	CLASSROOM
PRINCIPAL	SECRETARY
STUDENTS	TEACHER



PEOPLE AT SCHOOL DIAGRAM

Complete a diagram giving the names and job title of people at school using simple sentences.

- Writes a short dialogue using a prompt conversation with the principal at school.

The principal speaks with the student

Example:

Student A: Who is he?

Student B: He is the principal

Student A: What is his name?

Student B: Mr. Lowe.

Student A: Good morning Mr. Lowe.

Principal: Good morning. May I help you?

Student A: Yes. My name is Marta. I am in second grade.

I am a new student.

Principal: Welcome to our school. Do you like your school?

Student A: Yes, I love it.

- Make two sentences using the vocabulary with people at school.

Example: The teacher is pretty.

The principal is in the office.

- Dramatize the dialog. When school starts.

GLOSSARY

Learn the words related to the topic.

<u>Word</u>	<u>Pronunciation</u>
Principal	(PRINCIPAL)
Sub-principal	(SUB PRINCIPAL)
Secretary	(SECRETARY)
Teacher	(TICHER)
Students	(STUDENT)
Accountant	(ACUNTANT)

I CAN...

CHECK (✓) THINGS YOU CAN

- I can complete a diagram giving the names and job title of people at school using simple sentences.
- I can write a short dialogue using a prompt for names and job titles from people at school.
- I can draw my school, identifies where the Principal's office is and describes it with simple sentences.

**SUPPLEMENTARY
MATERIAL**

**Use the Internet to reinforce your
knowledge.**

<https://www.youtube.com/watch?v=3BmczLcMIbo>

<https://www.youtube.com/watch?v=l6u9tbrOYso>



WEEKS 21-22-23

SCHOOL HELPERS

INTRODUCTION TO THE TOPIC

Students will be able to describe and write about school community helper and know what person contributes to keep the school community safe and happy.

OBJECTIVES

1. To identify occupations at school.
2. To make simple sentences, and wh-questions and answers.

**DID
YOU
KNOW?**

People at school should work together to promote a safe education, and learning for all students.



WHO ARE THE PEOPLE THAT HELP YOU IN YOUR SCHOOL?

SENTENCES

1 _____

2 _____

3 _____

4 _____

5 _____

**TOPIC
EXPLANATION**

IMPORTANT PEOPLE AT MY SCHOOL.



Bus driver



Cleaner

Gardener

VOCABULARY

New words to introduce the story.



Call



Sick



Driver



Plant



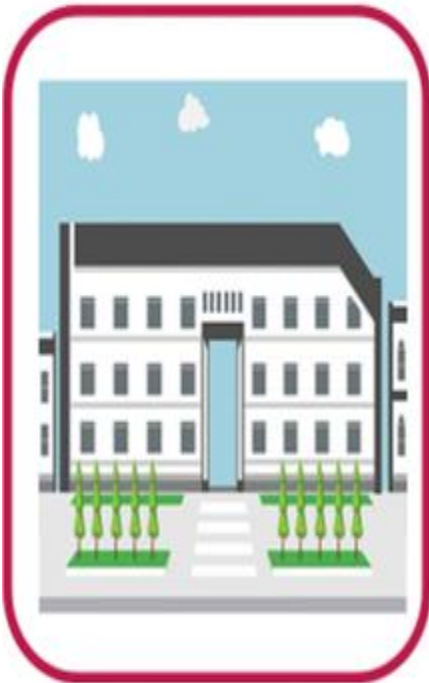
Clean

READING

Carefully read the story about

COMPREHENSION

“People at school.”



PEOPLE AT MY SCHOOL

There are some people in my school. They are my second family. The principal is our leader. The secretary knows all the information about us in the school. When I am sick, she calls my mother. Teachers explains and teaches us the lessons.

There are other important people as: librarian, gardener, cleaner, janitor and bus driver.

Mario is a bus driver in my school.

Monica is a librarian; she is in the library.

Daniel is a janitor. He is in the principal door of my school. Marta is a gardener in my school. She plants the flowers.

Ricardo is a cleaner in my school. Every day he cleans my classroom.



ACTIVITY 1

According to the story, answer the questions.

1. Who is the leader in my school? _____
2. Who calls my mother? _____
3. Who cleans the school? _____
4. Who plants flowers? _____
5. Who drives the school bus? _____

ACTIVITY 2

MATCH A JOB TITLE WITH THE DEFINITION.

#	JOB TITLE		DEFINITION
1	Bus driver		People who clean the school
2	Janitor		People who plant flowers
3	Cleaner		People who drive school bus.
4	Librarian		A person who is in the principal office.
5	Gardener.		People who give books

STRUCTURE

Prepositions

PREPOSITIONS ARE SHORT WORDS (AT, IN, ON) WHICH ARE USED TO SHOW POSITION, LOCATION, DIRECTION, AND TIME IN ENGLISH.

Example: The apple is in the box.



ACTIVITY 3

Using preposition IN, ON, AT, answer the questions.

Example: Where are the students?

They are in the classroom.



1. Where is the bus driver? _____.
2. Where is the librarian? _____.
3. Where is the gardener? _____.
4. Where is the cleaner? _____.



FIND NEW WORDS IN THE WORD SEARCH.



BUS	CLEANER
DRIVER	DRIVER
GARDENER	JANITOR
LIBRARIAN	OCCUPATIONS

Test Your Knowledge

People at school information.

Make a flyer with the different occupations that a school may have and identifies three that your school has. Use your creativity



Write a report specifying how many people perform different roles at school.

Example: The gardener cuts the grass.

The janitor _____

The bus driver _____

The librarian _____

The cleaner _____

GLOSSARY

Learn the words related to the topic.

<u>Word</u>	<u>Pronunciation</u>
Gardener	(GARDENER)
Janitor	(JANITER)
Bus driver	(BUS DRIVER)
Librarian	(LAIBRERIAN)
Cleaner	(CLINER)

I CAN...

CHECK (✓) THINGS YOU CAN

- I can classify information using a diagram about the different job titles at school and identify them with names.
- Make a flyer with the different occupations that a school may have and identifies three that his-her school have.
- Writes a report specifying how many people perform different roles at school.
- Complete activities using the topic.

**SUPPLEMENTARY
MATERIAL**

Use the Internet to reinforce your
knowledge.

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/The family/My family al929im](https://www.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/The%20family/My%20family%20al929im)

<https://www.youtube.com/watch?v=BcA6muHkGXc>

<https://youtu.be/FHaObkHEkHQ>



WEEKS 24-25

SCHOOL SUPPLIES

INTRODUCTION OF THE TOPIC

In this lesson students will identify five different objects in the classroom.

OBJECTIVES

1. To use vocabulary related to school supplies
2. To describe in a written form the positions of some schools supplies in a given context.

DID YOU KNOW?

Classroom supplies are objects that help students during the learning process.

What do you know?

Look at the pictures and name the school supplies that you know.



1. _____

4. _____

2. _____

5. _____

3. _____

TOPIC EXPLANATION

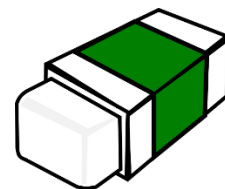
THERE ARE SOME SCHOOL SUPPLIES THAT YOU USE IN SCHOOL.



Pencil



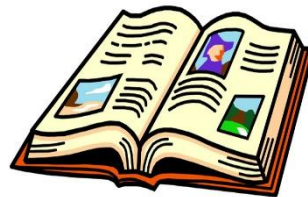
Notebook



Eraser



Coloring pencil



Book

VOCABULARY Learn the words related to the topic



COMPREHENSION YOUR CLASSROOM



ACTIVITY 1 LOOK AT THE PICTURE AND ANSWER THE QUESTIONS

Using There is/ Singular. There are/ plural.

Example: How many chairs are in the classroom? There



Questions

Answer

1 How many students are in the classroom?

2 How many tables are in the classroom?

3 How many bookshelves are in the classroom?

4 How many teachers are in the classroom?

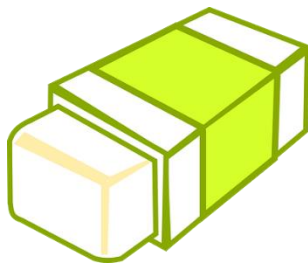
ACTIVITY 2

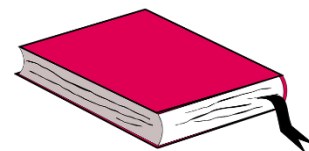
Describe the school supplies. using colors (primary/ secondary) size (big, small, medium, large)

Example:



This pencil is yellow and small.







STRUCTURE

WH-QUESTIONS It refers to: (Who-person) (What-things) (Where-place) **PREPOSITION** : (Place)

Example: 1. **Who** is she? She is my teacher.



2. **What** is her name? Her name is Rosa.

3. **Where** is she? She is in the classroom.

4. Is she **at** school? Yes, she is.

5. Is her notebook **on** the table?
Yes, it is.

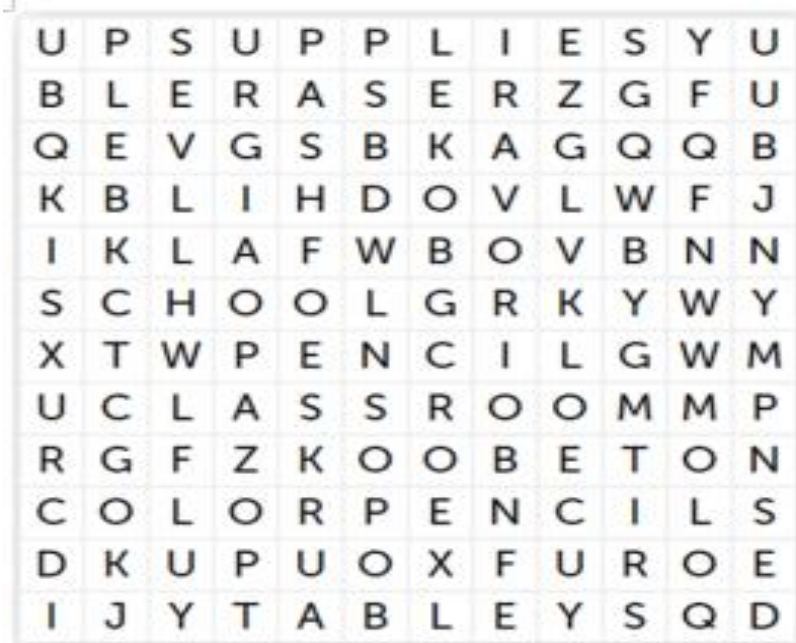
ACTIVITY 3

Use wh-questions (what, where, who) and preposition (in, on, at) to complete the information

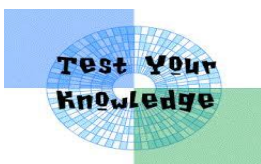
1. _____ is she? *She is my teacher.*
2. _____ is she? *She is in the classroom.*
3. _____ her name? *Her name is Carolina.*
4. Is her book _____ the desk? *No, it is not.*
5. Is She _____ school? *Yes, she is*



FIND AND CIRCLE THE NEW WORDS IN A SEARCH WORDS



- | | |
|--------------|-----------|
| BOOK | CLASSROOM |
| COLORPENCILS | ERASER |
| NOTEBOOK | PENCIL |
| SCHOOL | SUPPLIES |
| TABLE | |



School supplies

Draw your pencil case.

Describe school supplies. using sentences expressing color, size, and shape.

Elaborate a flier of five schools supplies.

Example:



1. The eraser is square.
2. The pencil is yellow.
3. The book is small.
4. The glue is orange, white and blue.
5. The scissors are red.

Draws his or her school supplies in their pencil case, color them and describe each one.

1. The pencil is_____
2. The glue is_____
3. The scissors are_____
4. The eraser is_____
5. The box of coloring pencils is_____

Write a report commenting what school supplies your pencil case has.

Example: My pencil case has an eraser, a pencil, a glue, coloring pencils, and scissors



GLOSSARY

Learn words related to the topic

Words [Pronunciation](#)

Pencil	(PENCIL)
Notebook	(NOUTBUK)
Book	(BUUK)
Eraser	(IREISER)
Color	(COLOR)

I CAN...

CHECK (✓) THINGS YOU CAN

- I can describe school supplies, them using simple sentences expressing color, size and shape.
- I can describe the position of school supplies in an image using simple sentences.
- I can write a written report commenting in a written way what school supplies in my pencil case

**SUPPLEMENTARY
MATERIAL**

**You can reinforce your knowledge
using the internet**

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/School_objects/school_supplies_ny7753ry](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/School_objects/school_supplies_ny7753ry)

<https://www.youtube.com/watch?v=41cJ0mqWses>



WEEKS 26-27-28

PLACES AT SCHOOL

INTRODUCTION OF THE TOPIC

This lesson will describe different places in a school.

OBJECTIVES

1. To identify places at school.
2. To describe places at school.

**DID
YOU
KNOW?**

**School
places are
important
because
they are our
second
house.**



What is your favorite place at school? can you describe it



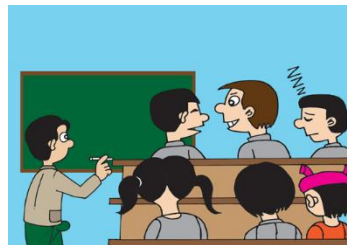
**TOPIC
EXPLANATION**

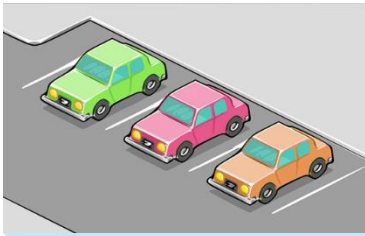
There are some places in a school

Library



Classroom





Parking lot



Principal's office



Garden

VOCABULARY

Learn words to introduce the main information about the topic.



Office



Books



Flowers



Ground

MAIN INFORMATION

MEANING OF THE NEW VOCABULARY.

Principal office:

It is an office of a leader of a school.

Library:

It is a place where there are many books.

Classroom:

It is a learning space, a room in which there are students and teacher.

Parking lot:

It is an area where people can leave their cars.

Garden:

It is a small piece of land when flowers grown.

ACTIVITY 1

Answer the questions. Use personal pronouns, and verb to be.

Personal pronoun

Verb to be

Example: Where is the secretary? **She** **is** in her office

1. Where are the books? _____

2. Where are the cars? _____

3. Where are the flowers? _____

4. Where are teachers and students? _____

5. Where is the principal? _____

ACTIVITY 2

Draw your school and people at school in their places. using the new vocabulary.

Principal office, parking lot, gardener, library, classrooms.

Draw →

Example



STRUCTURE

Verb "to be" refers to a present or general state, whether temporary, permanent or habitual.

Example: I am happy. He is helpful. It is a pencil.

Verb "To Be"

use

AM ARE IS

1. I ___ happy! 😊
2. You ___ scared.
3. He ___ small. ✨
4. She ___ surprised. 🤩
5. It ___ brown. 📖
6. We ___ young.
7. You ___ tall.
8. They ___ old. ✨
9. Jack ___ brazilian.
10. The dog ___ black.

Verb to be	
I am	a student
You are	my friend
He is	a teacher
She is	my mother
It is	a pencil
We are	brothers
You are	my cousin
They are	my family

ACTIVITY 3

Look at the picture and answer the wh-questions. Use personal pronouns (I, you, she, he, it, we, you, they) and verb to be (am, is, are).

Example: where are the students? they are in the library



1. Where is the bus? _____



2. Where is the teacher? _____



3. Where are the students? _____



4. Where is the gardener? _____



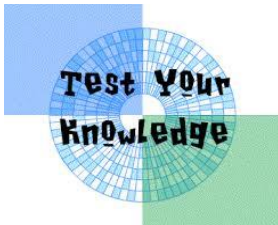
5. Where is the principal? _____





FIND NEW WORDS IN WORDS SEARCH

E	K	Y	T	G	N	I	K	R	A	P	F
T	C	M	Y	C	E	J	T	T	M	O	G
E	A	E	C	I	F	F	O	K	Q	H	K
A	Z	Q	B	M	T	Z	U	N	A	L	E
C	L	V	M	O	O	R	S	S	A	L	C
H	I	J	L	R	I	K	G	R	X	M	I
E	B	A	C	K	V	O	B	L	L	N	H
R	R	V	Y	Y	U	G	Y	R	K	E	Y
I	A	M	S	K	U	K	O	T	U	D	L
S	R	B	K	P	E	B	F	P	G	R	B
V	Y	T	Y	F	R	Y	O	J	L	A	P
O	T	E	C	A	L	P	V	J	K	G	X



DRAW YOUR CLASSROOM AND SOME OBJECTS

PREPOSITIONS

Draw a picture of your classroom.

Use the prepositions to say where things are.

Use prepositions: in – on – under – next to – in front of

Use objects in the classroom to demonstrate the positions of indicated.

Example:



GLOSSARY

Learn the words related to the topic.

Word

Pronunciation

Classroom

(CLASSRUM)

Library

(LAIBRERI)

Principal's office

(PRINCIPALS OFISS)

Garden

(GARDEN)

I CAN...

CHECK (✓) THINGS THAT YOU CAN

Parking lot

(ARKING LOT)

- I can remember places at my school and describe it with simple sentences.
- I can make a short paragraph describing his-her favorite place at school using a prompt.
- I can organize information about where a place is at school.

**SUPPLEMENTARY
MATERIAL**

**YOU CAN REINFORCE YOUR
KNOWLEDGE**

<https://www.youtube.com/watch?v=z8GsLbSRVi8>

<https://www.youtube.com/watch?v=8e1IRY1hvi0>



WEEKS 29-30-31

POSITIVE FEELINGS

INTRODUCTION OF THE TOPIC

In this lesson, students will be able to identify feelings by using a variety of words.

OBJECTIVES

1. To identify different feelings in her-his context.
2. To describe feelings using simple sentences.

DID
YOU
KNOW?

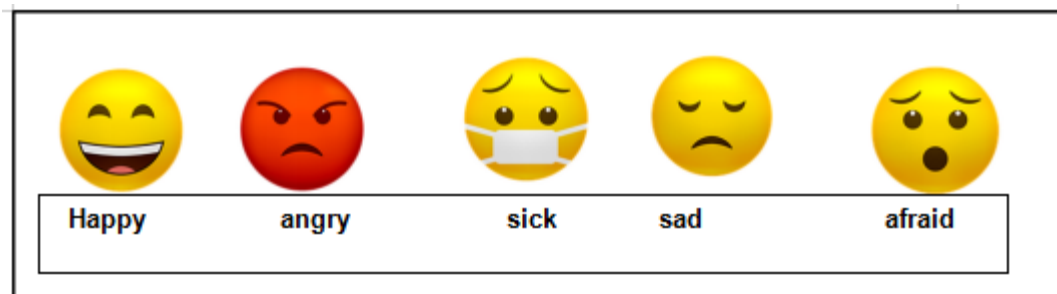
**Feelings are
emotional
expressions
through body
language**



TOPIC

EXPLANATION

THIS LESSON INTRODUCES LEARNERS TO VOCABULARY AND STRUCTURES USED FOR DESCRIBING FEELINGS



VOCABULARY

NEW WORDS TO DEVELOP THE TOPIC.



Sunny



Stormy



Rainy



Noisy

**READING
COMPREHENSION**

GESTURES FOR EACH FEELING.

"When it's sunny"	"I am happy"	(smile).
"When it's rainy"	"I am sad"	(look sad).
"When it's lunch time"	"I am hungry"	(look hungry).
"Time to eat",	I eat	(look happy).
"When it's noisy"	"I am angry"	(look angry).
"When it's stormy"	"I am scared"	(look scared).

ACTIVITY 1

Answer the questions about the feelings according to the situations.

1. How do you feel when it is raining? _____
2. How do you feel when it is sunny? _____
- 3, How do you feel when it is your birthday? _____
3. How do you feel when you are sick? _____

ACTIVITY 2

DRAW HOW DO YOU FEEL TODAY? WRITE A SENTENCE. Example: Today I am

Write your sentence here

STRUCTURE

We use w-questions to ask for information

WHAT?



is a thing or action

HOW?



is the way something is

WHERE?



is a place

WHO?



is a person

ACTIVITY 3

DRAW ACCORDING TO THE FEELING AND ANSWER THE QUESTIONS

EXAMPLE: How are you today? I am happy.

HOW ARE THEY TODAY?

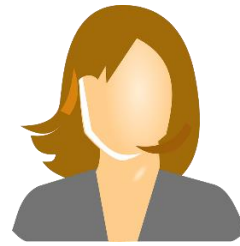
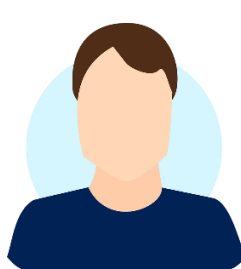
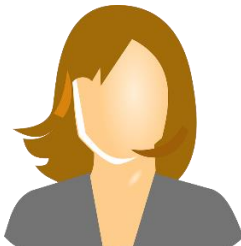
JUAN

ANNA

CARLOS

OLGA

BENJAMIN



AFRAID

HAPPY

SAD

SICK

ANGRY

1. How is Benjamin today? _____

2. How is Olga Today? _____

3. How is Anna today? _____

4. How is Juan today? _____

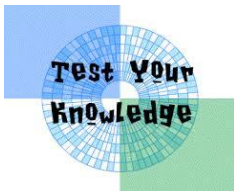
5. How is Carlos today? _____



FIND NEW WORDS IN THE WORD RESEARCH



AFRAID
FACE
HAPPY
SICK

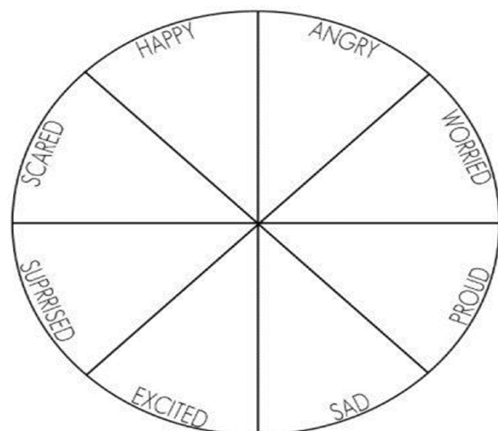
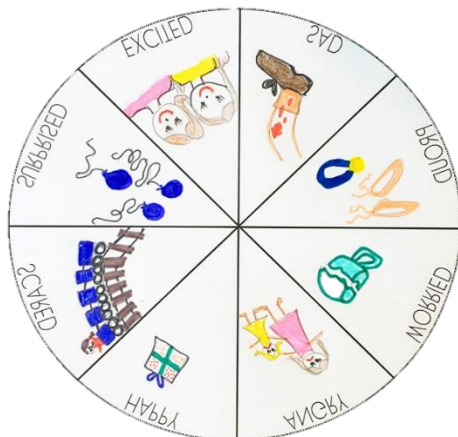


EMOTIONS WHEEL PROJECT

Draw your feelings in the wheel. Your emotions wheel. What starts big feelings, how your body feels as it responds and what they can do in the moment?

MY EMOTIONS WHEEL

Example



Draw or paste a picture in the wheel according to the way you feel when doing an activity.

Make two sentences about the way you feel now.

Make questions about feelings.

Answer the questions.

Example:

How do you feel when you listen to music?

I am happy



How do you feel when your pet is sick?

I am sad



GLOSSARY

Learn words about the topic.

<u>Word</u>	<u>Pronunciation</u>
Sad	(SAAD)
Happy	(API)
Angry	(ANGRI)
Afraid	(AFREID)
Sick	(SSIK)

I CAN...

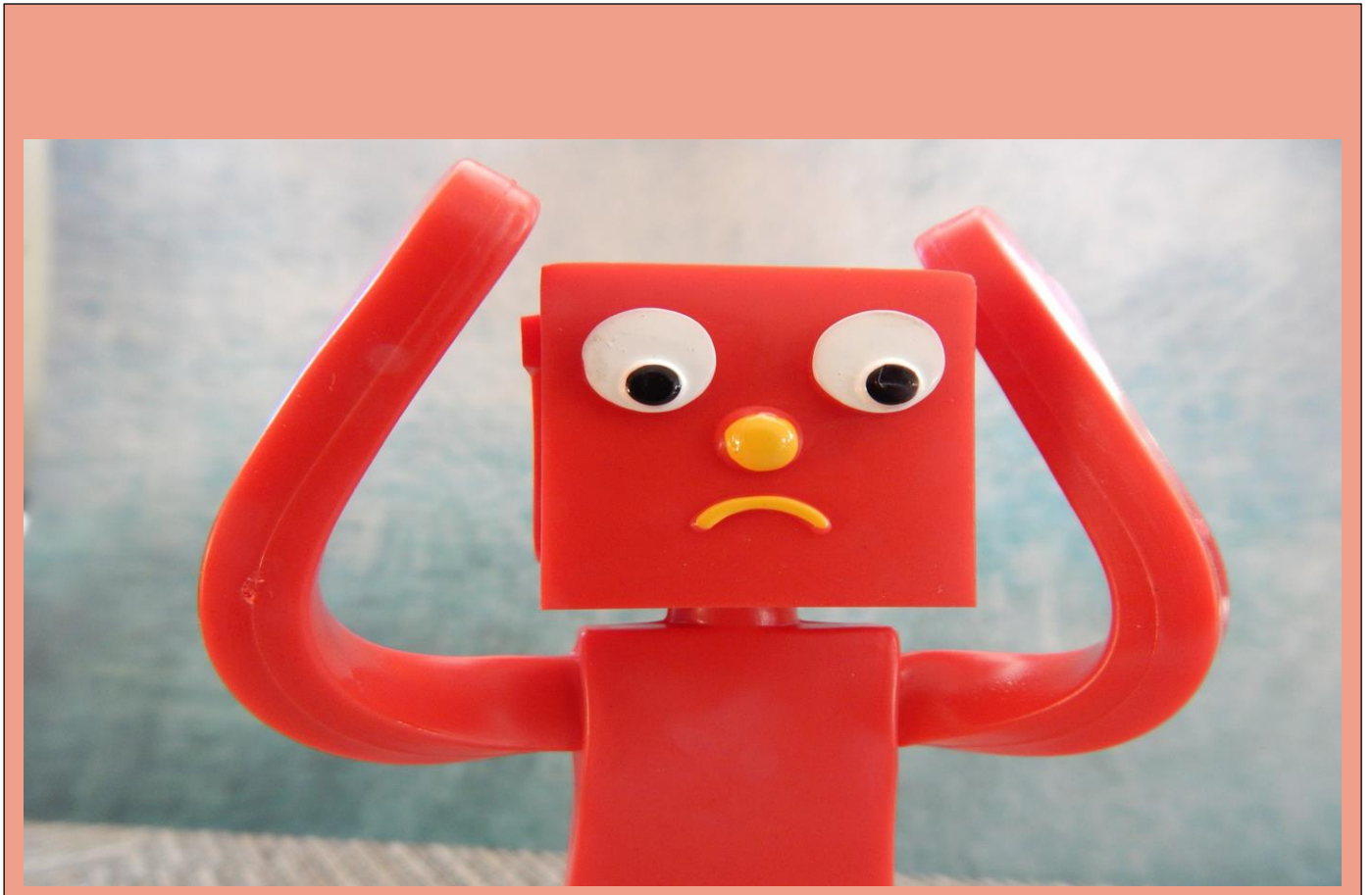
CHECK (✓) THINGS THAT YOU CAN

- I can identify some feelings using simple sentences.
- I can draw my face expressing my favorite feeling and describes it using a simple sentence.
- Answer the questions about the topic.

**SUPPLEMENTARY
MATERIAL**

**YOU CAN REINFORCE YOUR
KNOWLEDGE**

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



WEEKS 32-33-34

NON- FEELINGS

INTRODUCTION OF THE TOPIC

In this lesson students will practice talking about simple feelings

OBJECTIVES

1. To use vocabulary about feelings.
2. To describe feelings in a written way about people around them.

**DID
YOU
KNOW?**

**FEELINGS TELL
US ABOUT
SOMETHING
AND
SITUATIONS-
USUALLY
SOMETHING
IMPORTANT.**



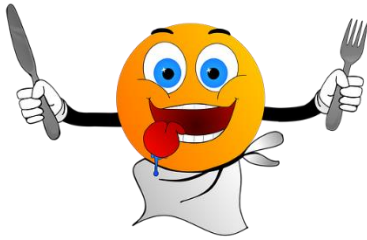
NON -FEELINGS



TOPIC
EXPLANATION

Describe the following pictures according to the feelings

HUNGRY



WORRIED



THIRSTY



BORED



MAD



FEELINGS

VOCABULARY

NEW WORDS TO UNDERSTAND THE STORY.



Working



Forgot



Lunch



Think



Raining



Office

READING

COMPREHENSION

READ THE PASSAGE “ AT HOME”

At Home.



Clarice is ten years old. She lives in Colon City with her parents.

Today, she is happy because she has English class on television. Her mother is worried because her father is working and forgot his lunch.

She thinks that her father should be hungry and thirsty.

Her brother is bored because it is raining, and he cannot go to his office.

ACTIVITY 1

Answer the questions about the reading. Use personal pronouns to answer.

Example: where does Clarice live? She lives in Colon.

1. How old is Clarice? _____
2. How does Clarice feel? _____
3. How does her mother feel? _____
4. How does her father feel? _____
5. How does her brother feel? _____

ACTIVITY 2

ACCORDING TO THE PICTURES CIRCLE THE CORRECT WORD.

1. He is _____ (bored/ happy)



2. She is _____ (mad/sad)



3. Lorena is _____ (afraid/hungry)



4. We are _____ (happy/worried)



5. They are _____(thirsty/sad)



STRUCTURE

Use prepositions *in- on. at- in front of-* to refer a place where something or someone is located.

in



on



in front of



at

ACTIVITY 3

Complete the activity using preposition *in-on-at- in front of.*

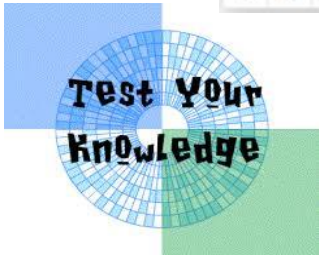
1. There are many books _____ the library. (in/at)
2. The principal's office is _____ school. (on/ at)
3. My house is _____ the school: (in front of/ on)
4. The bus driver is _____ the bus. (in / at)
5. My book is _____ the table. (at/ on)



FIND THE NEW WORD IN A WORD SEARCH



- BORED
- HUNGRY
- THIRSTY
- WORRIED
- CLASSROOM
- MAD
- TODAY



DESCRIBE DIFFERENTS FEELINGS

Elaborates a poster with different feelings and describes it and write three sentences.

How do you feel today?



Who is worried?
He is worried.

Who is hungry?
She is hungry.

How is he today?

He is mad.

The boy is worried.

The girl is hungry.

The boy is mad.

Makes a written report about how his-her family members feel.



My father is serious. My brother is happy. My baby brother is bored, and I am hungry. We are loved.

GLOSSARY

Learn words related to the topic.

Words

Pronunciation

Mad

(MAD)

Hungry

(UNGRI)

Thirsty

(TIRSTI)

Worried

(WORI)

Bored

(BORR)

I CAN...

CHECK (✓) THINGS THAT YOU CAN

- I can make a written report about how family members feel.
- I can identify in a series of images a specific feeling.
- I can elaborate a poster with different feelings and describes in sentences.

**SUPPLEMENTARY
MATERIAL**

**Use the internet to reinforce your
knowledge**

<https://www.youtube.com/watch?v=BXWNhq-IPD8>

<https://www.bing.com/images/search?q=interactive+worksheets+with+colors&qv=interactive+worksheets+with+colors&form=IGRE&first=1&tsc=ImageHoverTitle>

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/The_family/My_family_a1929im](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/The_family/My_family_a1929im)

<https://www.youtube.com/watch?v=BcA6muHkGXc>

<https://youtu.be/FHaObkHEkHQ>



WEEKS 35-36-37

PARTS OF THE BODY

INTRODUCTION OF THE TOPIC

In this lesson students will be able to identify some common body parts.

OBJECTIVES

1. To identify parts of the body.
2. To make a written description of parts of the body.

**DID
YOU
KNOW?**

Our body consist of a number of systems that have specific functions necessary to live.



DRAW YOUR BODY PARTS. TRY TO WRITE THEIR NAMES.



**TOPIC
EXPLANATION**

The body has different parts with different functions but works together.

Your eyes help you see



Your ears help you hear



Your legs help you walk



Your hands help you touch



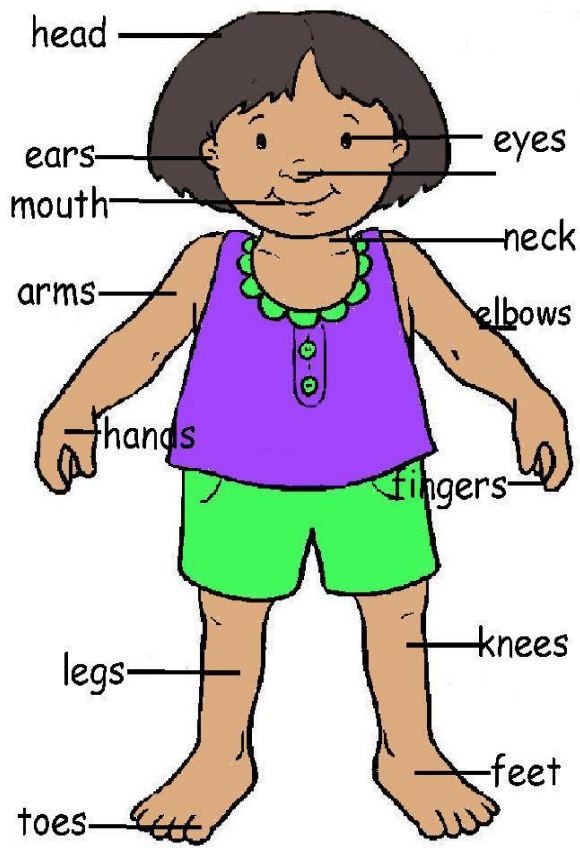
Your mouth helps you talk



Your fingers helps you to point



VOCABULARY NEW WORDS TO INTRODUCE THE TOPIC



MAIN INFORMATION

Read the passage of "THE HUMAN BODY"



Human Body

The human body has many parts. One of the most important parts of the body is head.

Between the eyes and the forehead are the eyebrows. Eyelashes are parts of the eyes too. Between the eyes and mouth we have the nose. The mouth has two lips.

On our trunk is the chest. Besides, we have two arms, legs and hands. Each hand has five fingers. The principal part of the leg is foot.

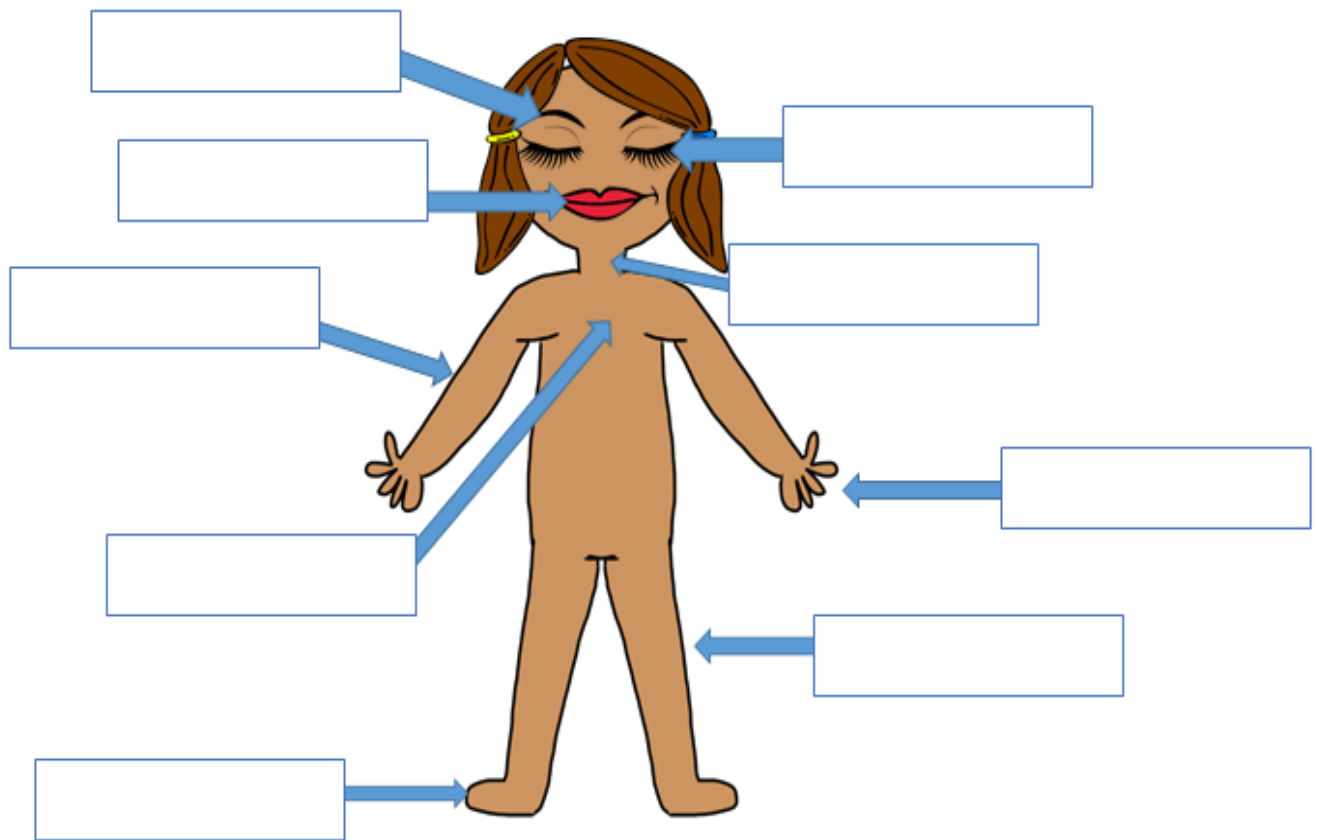
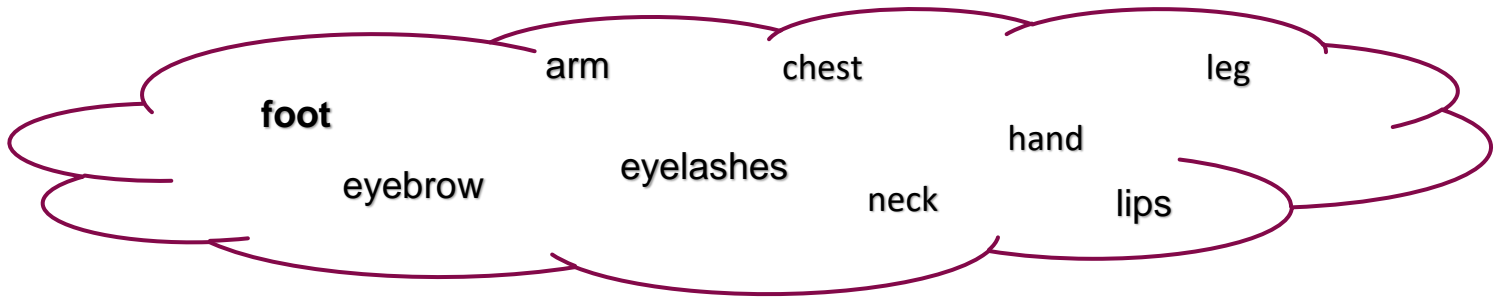
ACTIVITY 1

Answer the questions about the human body

#	Questions	Yes	No
1	The head is important.	_____	_____
2	The chest is on our trunk.	_____	_____
3	The mouth has four lips.	_____	_____
4	The principal part of the leg is the knee.	_____	_____
5	The eyebrows are between the eyes and the forehead.	_____	_____

ACTIVITY 2

Look at the picture and click the words in the cloud to identify the parts of the body.



STRUCTURE

How many? is used with countable nouns.

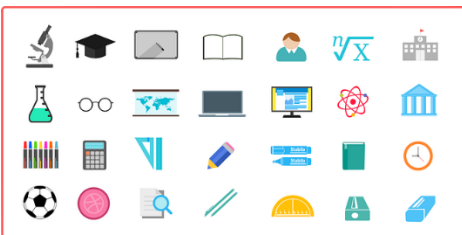
You can count people, animals, fruits, and objects, let's see numbers from twenty five (25) to fifty (50)

Twenty five	2 5	Thirty	3 0	forty	4 0
Twenty six	2 6	Thirty one	3 1	Forty one	4 1
Twenty seven	2 7	Thirty two	3 2	Forty two	4 2
Twenty eight	2 8	Thirty three	3 3	Forty three	4 3
Twenty nine	2 9	Thirty four	3 4	Forty four	4 4
		Thirty five	3 5	Forty five	4 5
		Thirty six	3 6	Forty six	4 6
		Thirty seven	3 7	Forty seven	4 7
		Thirty eight	3 8	Forty eight	4 8
		Thirty nine	3 9	Forty nine	4 9
				fifty	5 0

ACTIVITY 3

How many objects can you see in the images bellow? count and write the numbers in words.

Example: There are twenty nine / There are thirty four.









WORD SEARCH

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

ARM

BODY

CHEST

EYE

EYEBROW

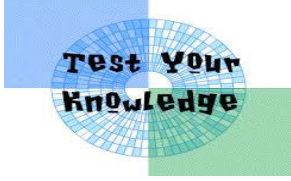
FOOT

HAND

LEG

LIP

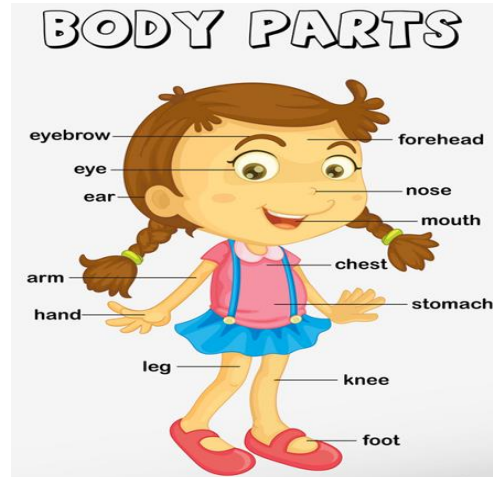
NECK



DESCRIBE YOUR BODY

Describe an image about some specific parts of the body using simple sentences.

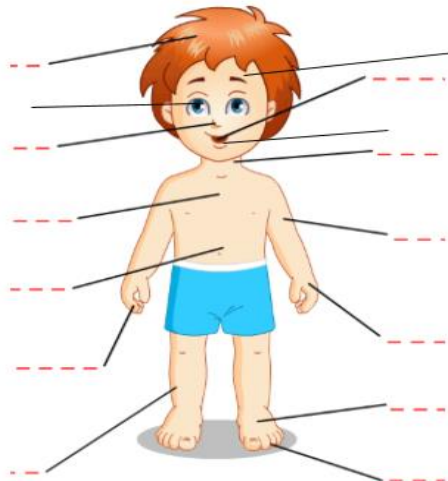
1. What is this?
This is my mouth
2. Where is your mouth?
On my face.
3. Is this your mouth?
Yes, it is.



Makes a poster about a person and label the parts of the body. Use the word bank.

Word Bank

head eyes eyebrows nose lips mouth neck
chest arm fingers hand tummy leg foot
toes



GLOSSARY

Learn the words related to the topic.

<u>Word</u>	<u>Pronunciation</u>
Eyebrow	(AIBROU)
Eyelashes	(AILASH)
Lip	(LIP)
Neck	(NEK)
Arm	(ARRM)
Hand	(JAN)
Chest	(CHES)
Leg	(LEG)
Foot-feet	(FUT-FIIT)

I CAN...

CHECK (✓) THINGS THAT YOU CAN

- I can draw me and describe myself my body parts.
- I can describe an image about some specific parts of the body using simple sentences.
- I can make a poster about a person and label the parts of the body.
- I can use numbers from 25 to 50

**SUPPLEMENTARY
MATERIAL**

**Use the internet to reinforce your
knowledge**

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

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/
The family/My family al929im](https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/The+family/My+family+al929im)

<https://www.youtube.com/watch?v=BcA6muHkGXc>

<https://youtu.be/FHaObkHEkHQ>



WEEKS 38-39-40

SENSES

INTRODUCTION OF THE TOPIC

Students will be able to identify and describe the five senses

OBJECTIVES

1. To identify correctly the different senses.
2. To practice in written way answers about senses using sentences with modal verb.

**DID
YOU
KNOW?**

The five basic senses that are used as our methods of perception.





WHAT DO YOU SEE? SMELL? TASTE? TOUCH?
HEAR? WRITE.




1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

TOPIC

EXPLANATION

Use your senses and try to identify common objects found in or around the virtual classroom. (house)

I hear with my	
I see with my	

I taste with my	
I smell with my	
I touch with my	

VOCABULARY NEW WORDS TO HELP TO UNDERTAND THE STORY.



READING

COMPREHENSION

READ CAREFULLY THE STORY

A wonderful day



Laura and her mother are in the park. They smell the fresh scenes of the flowers. They walk around the park and see beautiful birds. There are yellow, red and blue birds.

They listen the sounds around them. Laura can hear the birds sing.

Finally, they were hungry. They sat down under a big tree and tasted their lunch.

Laura and her mother sat on the green grass. She and her mom walk back home.”

ACTIVITY 1

Answer the questions about the story.

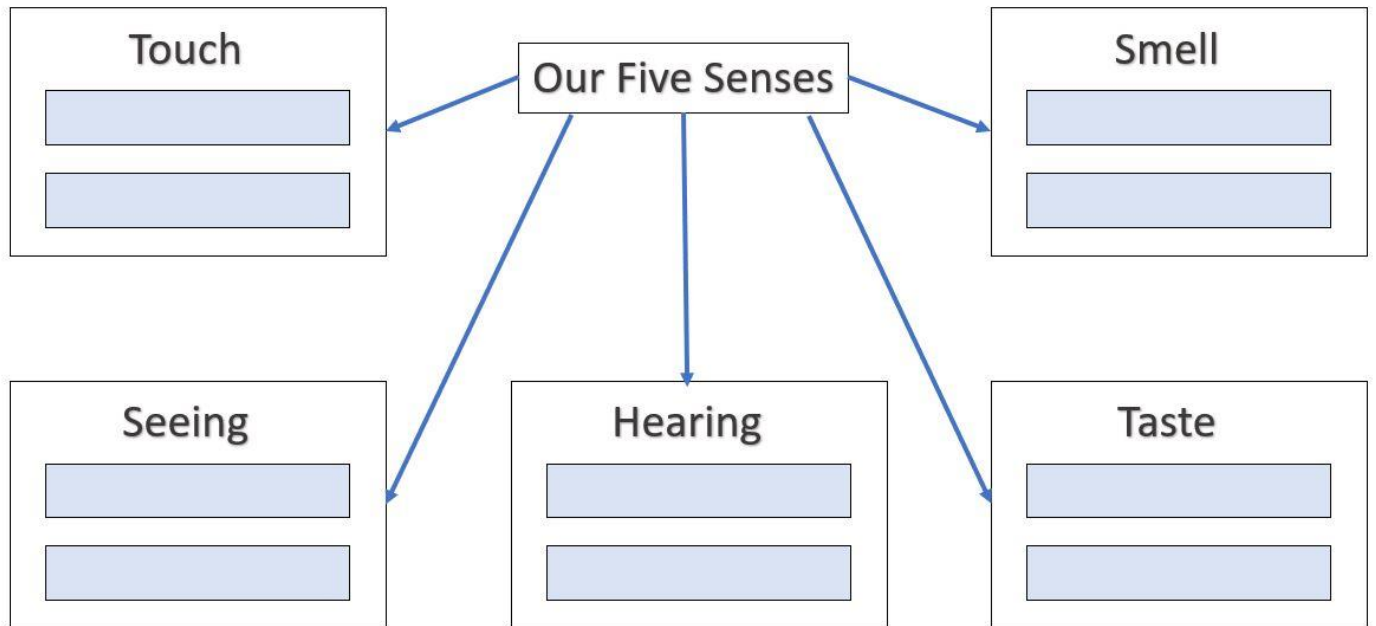
“A WONDERFUL DAY”

1. Who are in the park? _____
2. What do they smell? _____
3. What colors are the birds? _____
4. What do they taste? _____
5. What does Laura hear? _____

ACTIVITY 2

Complete the mind map using objects by

touch, sight, taste, smell, hear.



STRUCTURE

Modal auxiliary can: when we express ability and ask permission.

Example: I can hear the music/ Can you lent me your pencil?



I can ski



I can't ski

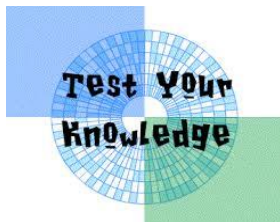
ACTIVITY 3

COMPLETE THE INFORMATION USING MODAL AUXILIARY CAN/ CAN'T

1. I _____ see pictures with my eyes. (can/cannot)
2. We _____ hear music with the tongue. (can/ cannot)
3. Miguel _____ touch the book with his hand. (can/cannot)
4. Alexis _____ taste an ice cream with his eyes. (can/ cannot)
5. I _____ smell the flowers with my nose. (can/ cannot)



FIND THE NEW WORDS IN A WORD SEARCH.



GRAFIC ORGANIZER ABOUT YOUR SENSES

Complete a graphic organizer about the different senses and write three ideas about the senses.



1. Can you taste the ice cream?
Yes, I can.
2. Can you see the music?
No, I can't.
3. Can you touch the cat?
Yes, I can.

Instructions:

Write a report about the senses and the action that can be done with the given sense.

What body part helps you see? _____

What body part helps you hear? _____

What body part helps you smell? _____

What body part helps you taste? _____

What body part helps you touch? _____

GLOSSARY

Learn the words related to the topic.

<u>Word</u>	<u>Pronunciation</u>
Smell	(SSSMEL)
Hearing	(IERIN)
Sight	(SAIT)
Touch	(TOSH)
Taste	(TEIST)
Can/can't	(CAN/ CAN NUT)

I CAN...

CHECK (✓) THINGS THAT YOU CAN

I can write a written report about the sense

I can complete a graphic organizer about the different senses

I can write sentences using a prompt with images/words.

SUPPLEMENTARY MATERIAL

YOU CAN REINFORCE YOUR
KNOWLEDGE

https://www.youtube.com/watch?v=-Hr1j6_qTSQ

ANSWER KEYS

WEEKS 1-2

GREETINGS AND INTRODUCTIONS

ACTIVITY 1

1. They are in the classroom
2. She is a teacher.
3. A new student is Manuel.
4. He lives in Panama city.
5. His favorite color is red.

ACTIVITY 2

Good Morning

Good Afternoon

Good Evening

ACTIVITIES 3

A. morning

A. you?

B. you

B. My name

A. am

B. Nice

WEEKS 3-4-5

FAMILY MEMBERS

ACTIVITY 1

1. She is seven years old.
2. She is her mother.
3. He is six years old
4. She is her sister
5. Her family is small.

ACTIVITY 2

1. Singular
2. Singular

3. Singular
4. Singular
5. Singular
6. Plural
7. Plural
8. Plural

ACTIVITY 3

1. Yes, she is
2. No, she is not
3. Yes, she is
4. Yes , he is

WEEKS 6-7-8

EXTENDED FAMILY

ACTIVITY 1

1. He is seven years old.
2. His mother name is Sasha
3. His grandparents are Roberto and Marta
- 4 . His pet is a dog
- 5 .Yes, he is.

ACTIVITY 2

Complete the family tree

ACTIVITY 3

Answer the questions about your family.

WEEKS 9-10-11

PARTS OF THE HOUSE

ACTIVITY 1

1. My bed is in front of the door
2. There are two windows
3. The ceiling is white
4. There are on the yard.

5. The bedroom is blue

ACTIVITY 2

Draw

ACTIVITY 3

1. Her
- 2.. His ,
- 3.. It
4. Their
5. My

WEEKS 12-13

EXTERNAL PARTS OF THE HOUSE

ACTIVITY 1

1. The roof is red_
2. She watches television in the living room.
3. She prepares the food in the kitchen
4. She eats food in the dinner room
5. She takes a shower in the bathroom
6. She sleep in the bedroom
7. The car is blue

ACTIVITY 2

Look at the picture

ACTIVITY 3

1. In
2. On
3. On
4. On
5. In

WEEKS 14-15

PRIMARY COLORS

ACTIVITY 1

1. They are celebrate Christmas
2. The big box is red
3. The ribbon is blue.

4. The gift of my mother is in front of the fireplace.
5. They are happy

ACTIVITY 2

Look at the picture

ACTIVITY 3

Color

WEEKS 16-17-18

SECONDARY COLORS

ACTIVITY 1

1. The title of the story is At the library
- 2 . It is big
3. It is green
4. The kids' books are in the bookshelves
5. It is green map.

ACTIVITY 2

1. orange
2. blue / purple
3. green

ACTIVITY

Color

WEEKS 19-20

PEOPLE AT SCHOOL

ACTIVITY 1

1. Accountant
2. Teacher
3. Principal
4. Secretary
5. Students
6. Sub principal

ACTIVITY 2

1. Principal
2. Teacher
3. Students
4. Secretary

ACTIVITY 3

1. She is in the school.
2. He is the principal.
3. He is in the office.
4. They are in the classroom.

WEEKS 21-22-23

SCHOOL HELPERS

ACTIVITY 1

1. The principal.
2. The secretary.
3. The janitor.
4. The gardener.
5. The bus driver.

ACTIVITY 2

1. Cleaner
2. Gardener
3. Librarian
4. Bus driver
5. Janitor

ACTIVITY 3

1. He is in the bus.
2. She is in the library.
3. She is in the garden.
4. He is in the school.

WEEKS 24-25

SCHOOL SUPPLIES

ACTIVITY 1

1. There are 10 students.
2. There are three tables.
3. There are two bookshelves.
4. There is one teacher.

ACTIVITY 2

1. The eraser is green and big.
2. The book is pink and small.
3. The note book is orange and small
4. The pencil is yellow and long.

ACTIVITY 3

1. Who
2. Where
3. What
4. On
5. At

WEEKS 26-27-28

PLACES AT SCHOOL

ACTIVITY 1

1. They are on the bookshelves.
2. They are in the parking lot.
3. They are in the garden.
4. They are in the classroom.
5. He's in the office.

ACTIVITY 2

DRAW

ACTIVITY 3

1. He is in the parking lot.
2. She is in the principal office.
3. They are in the classroom.
4. She is in the garden.
5. He is at school.

WEEKS 29-30-31

POSITIVE FEELINGS

ACTIVITY 1

1. I am sad.
2. I am happy.
3. I am happy.
4. I am sad.

ACTIVITY 2

1. DRAW

ACTIVITY 3

1. He is sick.
2. She is happy.
3. She is angry.
4. He is afraid.
5. He is sad.

WEEKS 32-33-34

NON- FEELINGS

ACTIVITY 1

1. She is ten.
2. She is happy.
3. She is worried.
4. He is hungry and thirsty.
5. He is bored.

ACTIVITY 2

1. Happy
2. Mad
3. Hungry
4. worried
5. thirsty

ACTIVITY 3

1. In
2. At
3. In front of
4. In
5. On

WEEKS 35-36-37

PARTS OF THE BODY

ACTIVITY 1

1. They are my hands
2. hands
3. Yes, I can.
4. They are my arms
5. arms
6. yes, I can
7. They are my fingers
8. fingers
9. yes, I can
10. They are my eyes
11. Eyes
12. Yes I can.
13. They are my legs.
14. Legs
15. Yes, I can.

ACTIVITY 2

1. Eye brow
2. Eye lashes
3. Lip
4. Neck
5. Hand
6. Arm

ACTIVITY 3

1. Twenty eight.
2. Thirty six.
3. Forty two.

WEEKS 38-39-40

SENSES

ACTIVITY 1

1. Laura and her mother.
2. The flowers.
3. Yellow, red and blue.
4. Their lunch.
5. The birds sing.

ACTIVITY 2

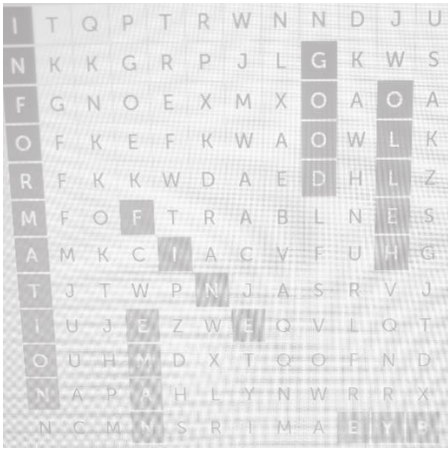
Free choice

ACTIVITY 3

1. Can
2. Can't
3. Can
4. Can't
5. Can

WORDS SEARCH KEY

TOPIC 1 - GREETINGS



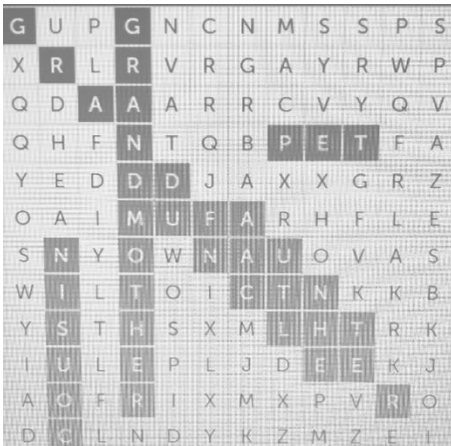
TOPIC 2 - THE FAMILY

Family Members

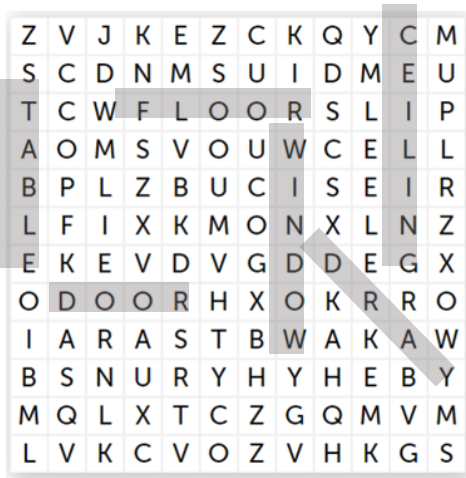


- BABY
- MOTHER
- FATHER
- SISTER
- BROTHER

**TOPIC 3
THE FAMILY**



TOPIC 4 - SOME PARTS OF THE HOUSE



TOPIC 5 - PARTS OF THE HOUSE



**TOPIC 6
PRIMARY COLORS**



TOPIC 7 - SECONDARY COLORS

S	M	G	K	U	N	C	B	P	S	E	D
P	Q	O	U	L	P	F	K	C	Q	P	C
S	C	N	T	D	L	Z	R	L	U	H	Z
N	H	I	L	E	O	I	Q	E	A	D	J
J	N	A	R	A	L	R	R	X	R	U	O
Q	L	S	P	C	G	O	A	S	E	R	U
R	W	I	F	E	L	I	I	N	E	J	Q
R	X	M	D	U	S	E	B	V	G	I	S
B	R	E	C	T	A	N	G	L	E	E	I
C	K	V	V	Z	I	A	N	V	R	G	A
R	E	V	W	I	J	U	B	F	C	U	Q
U	N	J	G	R	E	E	N	O	N	A	W

TOPIC 8 - PEOPLE AT SCHOOL

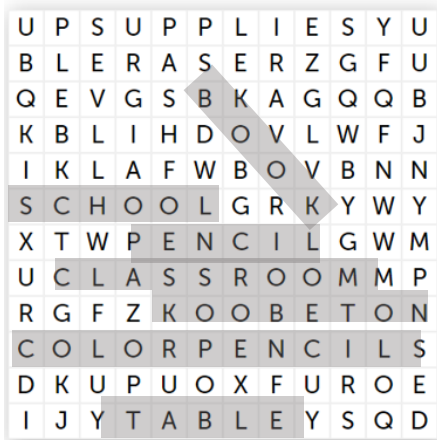
C	S	E	C	R	E	T	A	R	Y	A	A
K	H	A	R	Q	J	K	A	P	T	C	A
L	R	F	O	W	Y	P	W	R	M	C	O
C	M	P	Q	S	U	T	U	I	O	O	U
E	F	F	U	T	K	E	H	N	O	U	D
T	R	M	O	U	D	A	V	C	R	N	N
N	V	C	F	D	I	C	G	I	S	T	W
W	V	S	Z	E	D	H	A	P	S	A	F
W	W	F	I	N	Z	E	K	A	A	N	A
C	X	I	M	T	Q	R	H	L	L	T	E
W	M	B	I	S	N	Y	Q	K	C	E	O
Z	I	Z	L	O	T	W	W	Y	Y	C	M

TOPIC 9 - MORE PEOPLE AT SCHOOL

B	T	K	U	B	R	J	K	N	D	X	V
T	O	L	S	C	L	E	A	N	E	R	Y
P	C	I	D	L	J	D	G	Y	T	K	J
P	U	B	K	G	D	O	U	J	J	R	A
D	P	R	Y	A	H	U	T	A	S	E	K
F	A	A	N	R	P	V	D	N	V	V	R
U	T	R	R	D	E	K	W	J	J	I	Y
L	I	I	X	E	M	S	T	T	O	R	Q
C	O	A	Q	N	V	E	R	O	S	D	S
F	N	N	P	E	P	I	N	R	G	U	V
I	S	V	D	R	L	E	R	N	X	I	B
W	D	B	J	R	E	L	P	D	O	U	J

TOPIC 10 - SCHOOL SUPPLIES

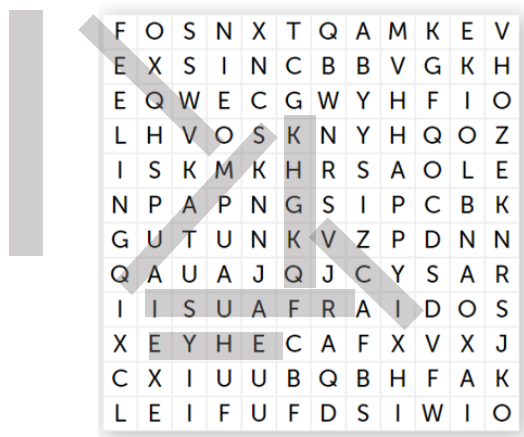




TOPIC 11 - PLACES AT SCHOOL



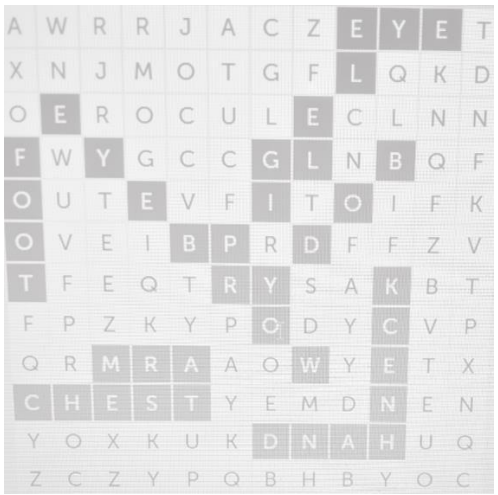
TOPIC 12 – FEELINGS



TOPIC 13 - MORE FEELINGS



TOPIC 14 - PARTS OF THE BODY



TOPIC 15 – SENSES

