

Cuaderno de trabajo DE INGLÉS | 1º



2021

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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

ABC

3
+
5
-
5

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FEELINGS

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INFOGRAPHY



HELLO!

I'm your teacher and I will be with you during this school year.

Let me show you the instructions pictures you will need to accomplish each one of the following activities.



Cut



Look

Paste



Pronounce



Color



T_RT
C_N



Write

Test

Listen

Match

Check

Complete

Draw

Number

Circle

Trace

TOPIC 1

GREETINGS



GREETINGS HOW ARE YOU TODAY?



WEEKS 1-2

GREETINGS

INTRODUCTION TO THE TOPIC

It is common to use different **greetings** depending on whether you **greet** a friend, family or your teachers.

When you meet friends, use **informal greetings**.

Formal greetings are also used with people you do not know very well.

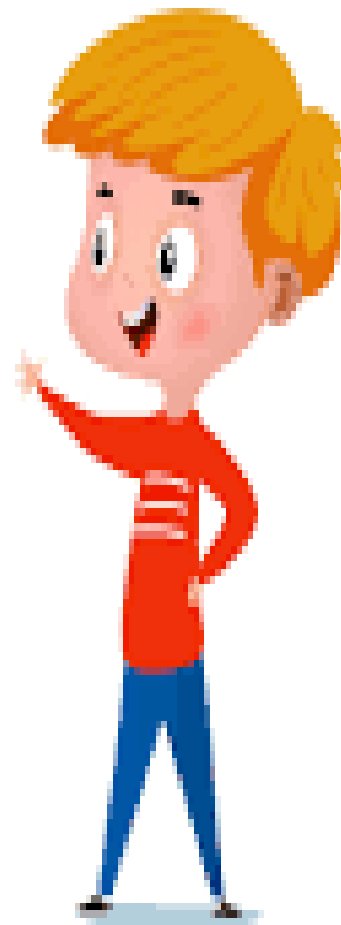
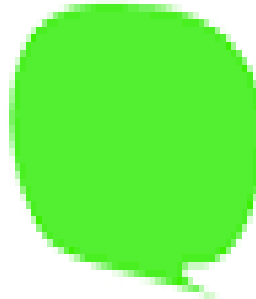
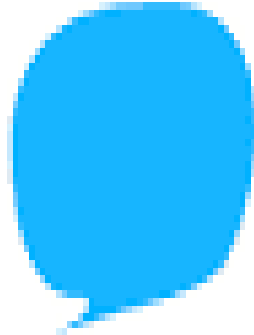
OBJECTIVES

1. To use the words and expressions to greet their friends or family members.
2. To greet and introduce people formally and informally.

DID
YOU
KNOW?

...greetings and salutation are good manners to socialize?

CAN YOU SAY HOW YOU GREET A FRIEND?

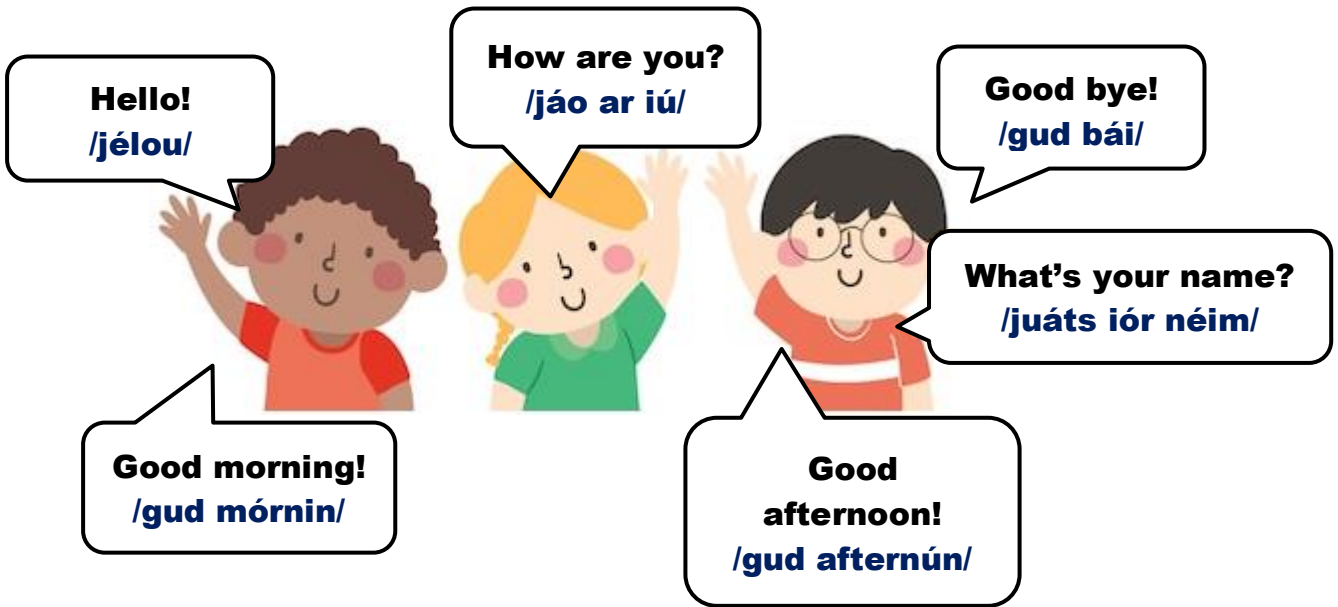


TOPIC
EXPLANATION



GREETINGS

These are some words and expressions used to greet a friend or family.

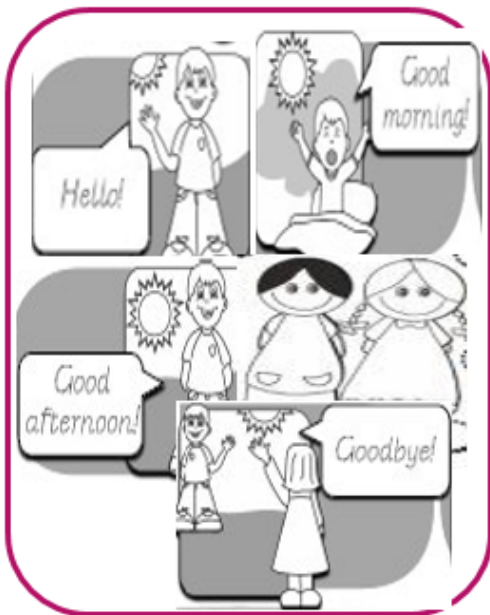


READING COMPREHENSION



GREETINGS

Read and trace the greetings.



Hello !

Good morning !

Good afternoon !

How are you?

Good bye!

ACTIVITY 1

T _ RT _ G _
C _ N _ J _

Fill in the circles with the missing letters about greetings.

G o o d o r n a m e
 H e l l o
 o d y
 H

ACTIVITY 2



Trace the greetings and color the images.

Hello



Good Bye

Good Morning



Good Afternoon

STRUCTURE



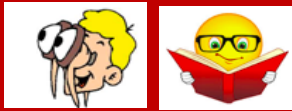
WH-QUESTIONS AND THE VERB BE

Ask and answer wh-questions with the verb be.



What's your name?
My name is _____

ACTIVITY 3



Look and use a line to match the pictures with the correct word.



Good bye!

Hello!

Good morning!

How are you?

Good afternoon!



PLAY WHILE LEARNING



Write the words and expressions about greetings on a container with sand.



EXAMPLE

| BINGO | | |
|---------------|---------------|-----------------|
| Hello! | Good morning! | Good afternoon! |
| Good evening! | FREE | Good bye! |

MY GREETINGS BINGO

INSTRUCTIONS

Make your BINGO.

- ✓ Fold the paper into three columns.
- ✓ Fold the three (3) columns into two (2) rows.
- ✓ Write the word BINGO at the top of each column.
- ✓ Cut out the pictures about greetings.
- ✓ Place a picture within each square of the bingo card when someone (teacher, mother, friend) calls out the word for you.
- ✓ The first person who completes the bingo card is the winner.



GLOSSARY



Review the words and expressions learned in the topic.

Hello!

How are you?

What's your name?



Good afternoon!

Good morning!

Good bye!

I CAN...



Put a check mark to the activities you have learned.

I can greet somebody pretty well.

I can introduce myself to friends.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

<https://youtu.be/x23rTDI4AMs>

<https://www.dltk-kids.com/cards/bingo/instructions.htm>

Topic 2

FAMILY MEMBERS



This is my family



WEEKS 3-4-5

FAMILY MEMBERS INTRODUCTION TO THE TOPIC

What is family?

Family is a group of people composed of a father, a mother, a sister and a brother.

OBJECTIVES

1. To identify the members of the family.
2. To ask and answer questions about family members.

**DID
YOU
KNOW?**

...family is the first social environment in which we learn values, principles, notions of life and share bond of love?



DO YOU HAVE FAMILY?

Paste photos of your family

Family is...

PHOTO

PHOTO

PHOTO

PHOTO

**TOPIC
EXPLANATION**



FAMILY MEMBERS

These are the family members names that you will learn today.

READING COMPREHENSION



FAMILY MEMBERS

Read the poem about family members.



/fáder/



/máder/



baby

/béibi/



/sístter/



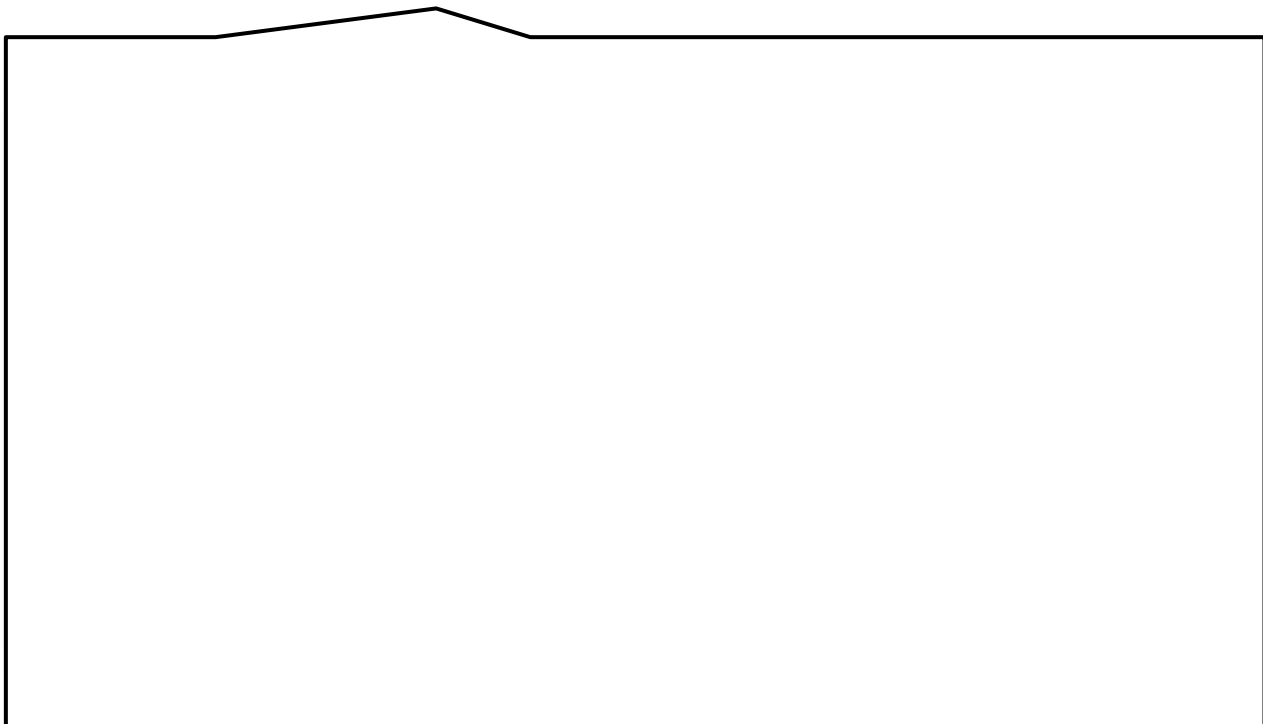
/bróder/

ACTIVITY 1



MY FAMILY

Draw your hand family.





ACTIVITY 2



Look at the pictures and match tracing a line to the corresponding word.



mother

sister

father

STRUCTURE



WH-QUESTIONS

Ask and answer wh-questions.

Who is he?

Who is she?

He is my father?

She is my mother.



ACTIVITY 3



Trace the family members names.

WHO IS _____?

Father

He is my

Mother

She is my

Brother

He is my

Sister

She is my

Baby

He/She is my



PLAY WHILE LEARNING



Cut and place the pictures on the correct square.

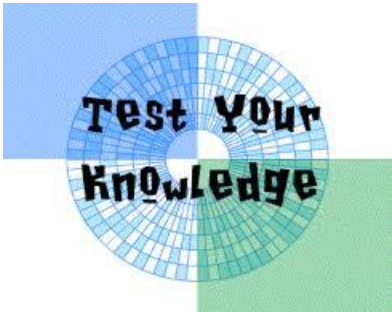
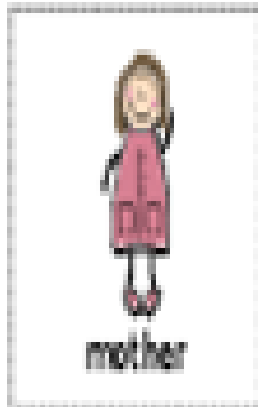
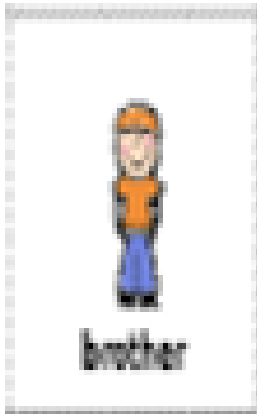
BROTHER

FATHER

MOTHER

SISTER

BABY



MY BINGO CARD

Construct a bingo card about your family members.



Make origami.

- ✓ Use a
- ✓ Fold
- ✓ Take
fold t
- ✓ Draw
hous
- ✓ Color

GLOSSARY



TIME TO REVIEW THE VOCABULARY

MY FAMILY





baby



I CAN...



Put a check mark to the activities you have learned.

I can distinguish family words very well.

I can identifies his/her family members on pictures very well.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

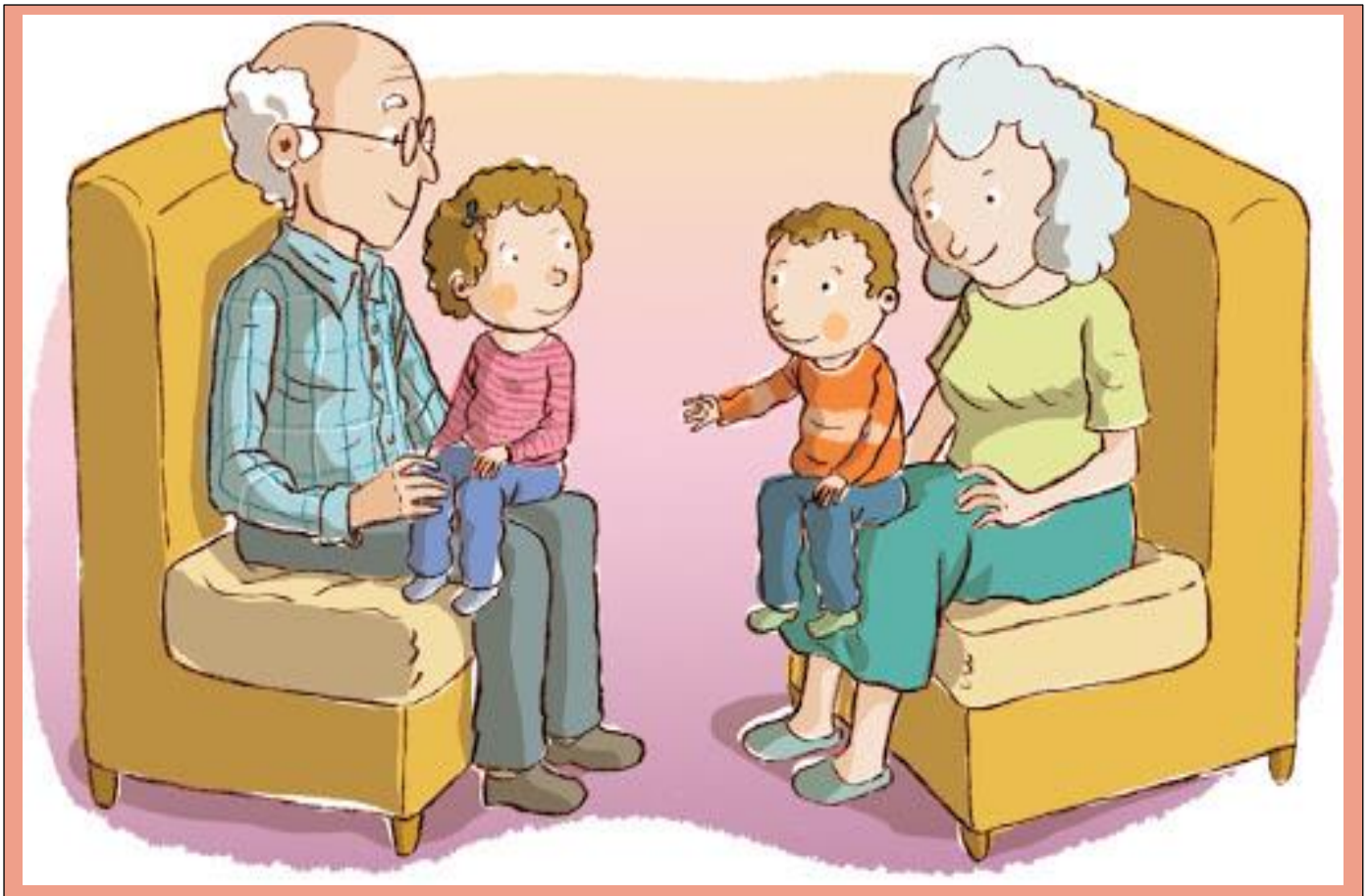
<https://youtu.be/2UEfpsIPMvQ>

<https://youtu.be/NVEzzzia8Yo>

TOPIC 3

FAMILY MEMBER'S RELATIONSHIPS





WEEKS 6-7-8

FAMILY MEMBERS RELATIONSHIP INTRODUCTION TO THE TOPIC

Grandparents are very important in our life.



OBJECTIVES

1. To recognize family member's relationship.
2. To introduce his or her family members correctly.

**DID
YOU
KNOW?**

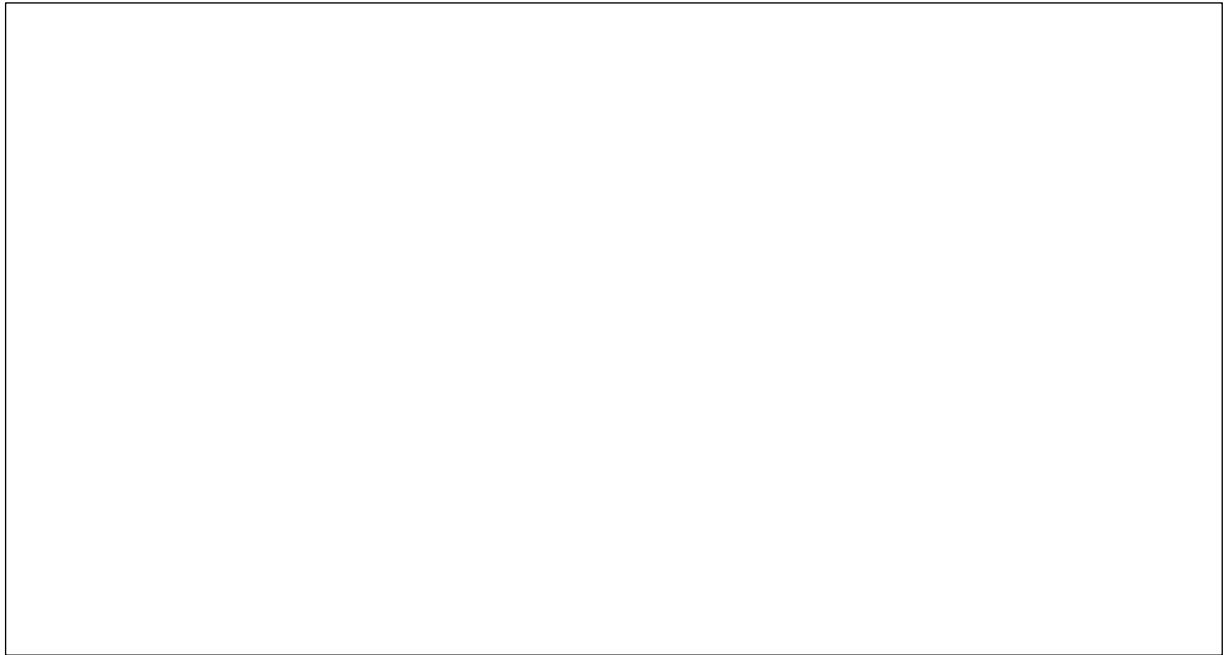
...the word grand was first used in 1375?

The female or male ancestor...



DO YOU HAVE GRANDPARENTS?

Paste a photo of your grandfather and your

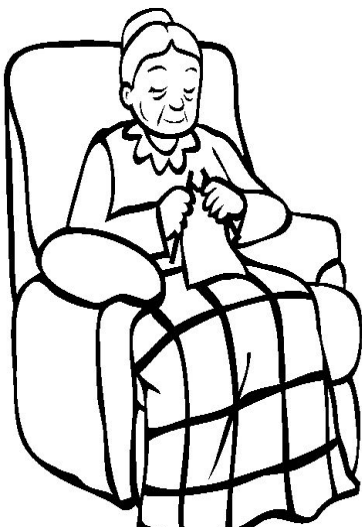


**TOPIC
EXPLANATION**



MY GRANDPARENTS

Color the pictures of the grandmother and grandfather.



VOCABU

father and grandmother are loving people.

Grandmother



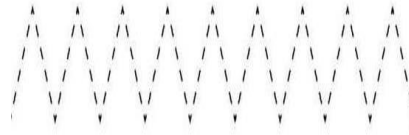
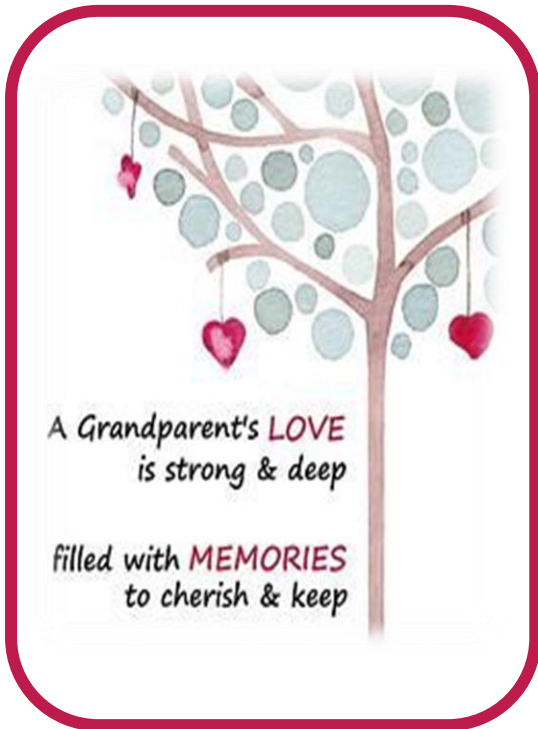
Grandfather



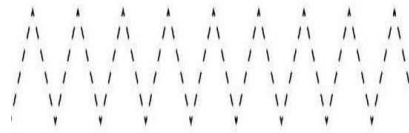
FAMILY MEMBERS RELATIONSHIP
READING COMPREHENSION



Read the poem and the vocabulary.



Grandmother



Grandfather

ACTIVITY 1

T _ RT _ G _
C _ N _ J _

Fill in the spaces with the missing letters.

Grandmother

Grandfather

GR _____ NDM _____ THER

GRANDF _____ TH _____ R

ACTIVITY 2

Trace the letters to form the words.



Grandfather

Grandmother

STRUCTURE



WH-QUESTIONS

Ask and answer wh-questions.

Who is your grandmother? She is _____

My grandmother's name is _____

Who is your grandfather? He is _____

My grandfather's name is _____



ART PROJE CT

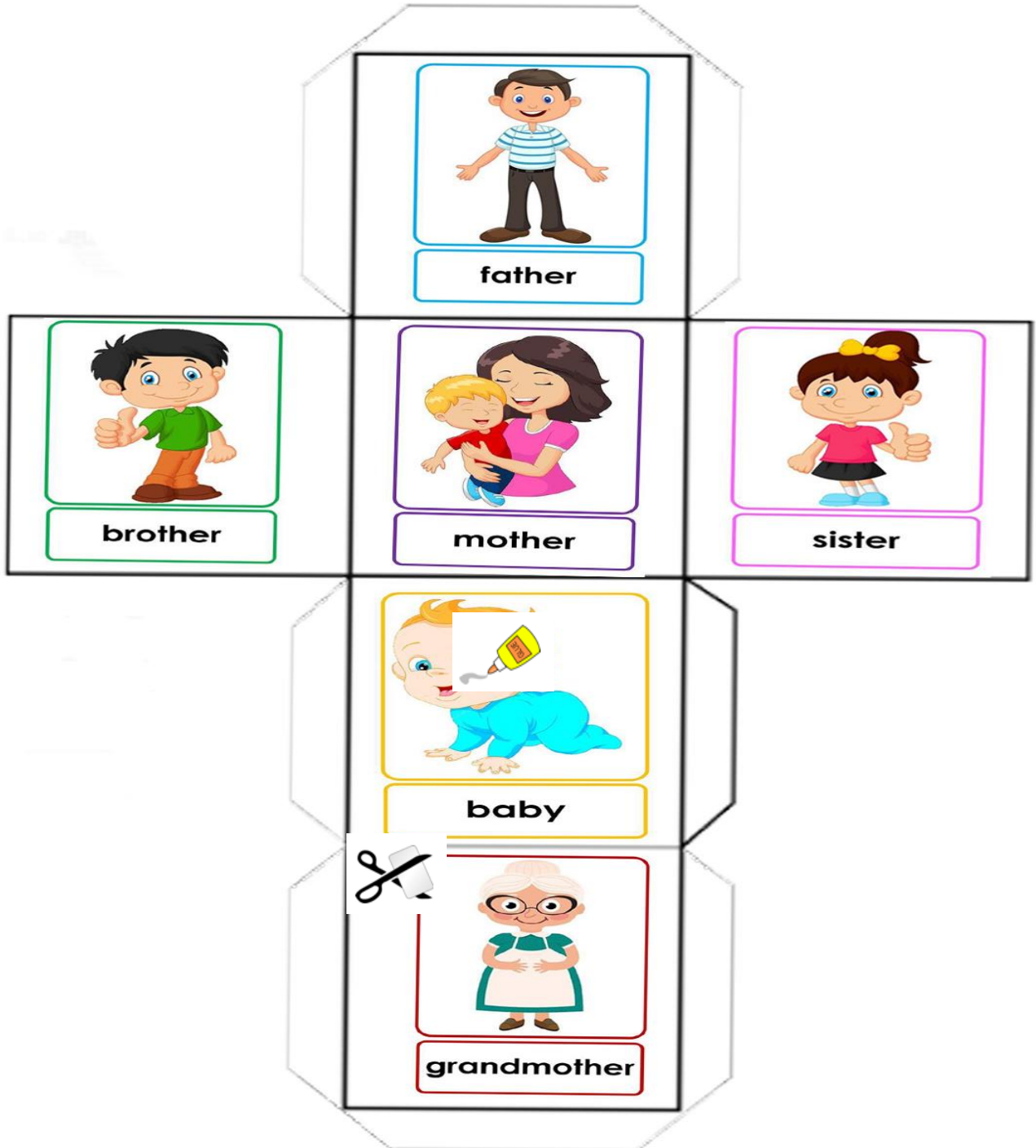
ACTIV ITY 3

Use a
magaz



ut
picture
s of
family
memb

ers and paste them here.



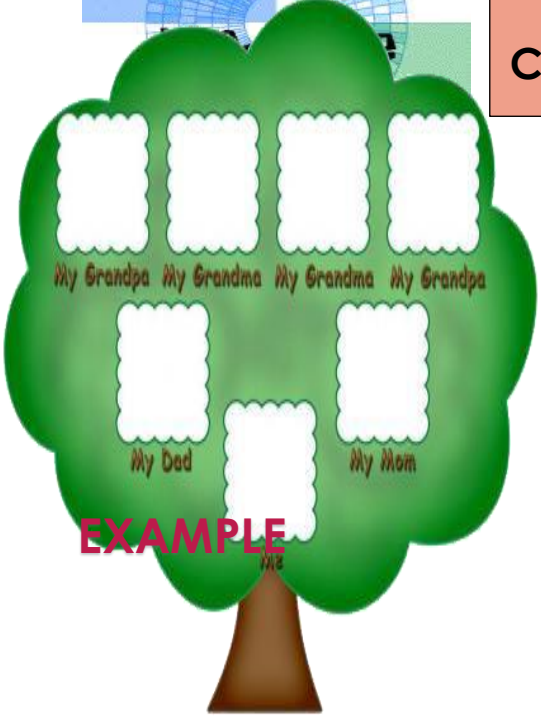
p

l



MY FAMILY TREE

Create your family tree.



EXAMPLE

MY FAMILY TREE

INSTRUCTIONS

Make your Family Tree.

- ✓ Take out a sheet of paper.
- ✓ Draw a tree like the example.
- ✓ Use magazines, newspapers or photos of your family.
- ✓ Paste the pictures or photos of your family on the tree rectangles.
- ✓ Cut out the vocabulary to identify each picture or photo of your family.



Grandmother

Grandfather

mother

GLOSSARY



TIME TO REVIEW THE WORDS

Read and share the following family members names.

My Family

sister

father

brother

I CAN...



Put a check mark to the activities you have learned.

I can name family members.

I can give information about my family.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

<https://youtu.be/FHaObkHEkHQ>

<https://youtu.be/wd2dl491RBk>

TOPIC 4

HOUSE: INTERNAL PARTS OF THE HOUSE



PARTS OF THE HOUSE



WEEKS 9-10

HOUSE: INTERNAL PARTS OF THE HOUSE INTRODUCTION TO THE TOPIC

Houses are made of different materials and sizes; however, every house has the same parts. Some parts of the house are:

- ✓ Door
- ✓ Window
- ✓ Floor
- ✓ Ceiling

OBJECTIVES

1. To identify some internal parts of the house.
2. To pronounce the internal parts of the house.

DID YOU KNOW?

... the history and evolution of houses go along with the history of a country?



Draw your house here.



MY HOUSE



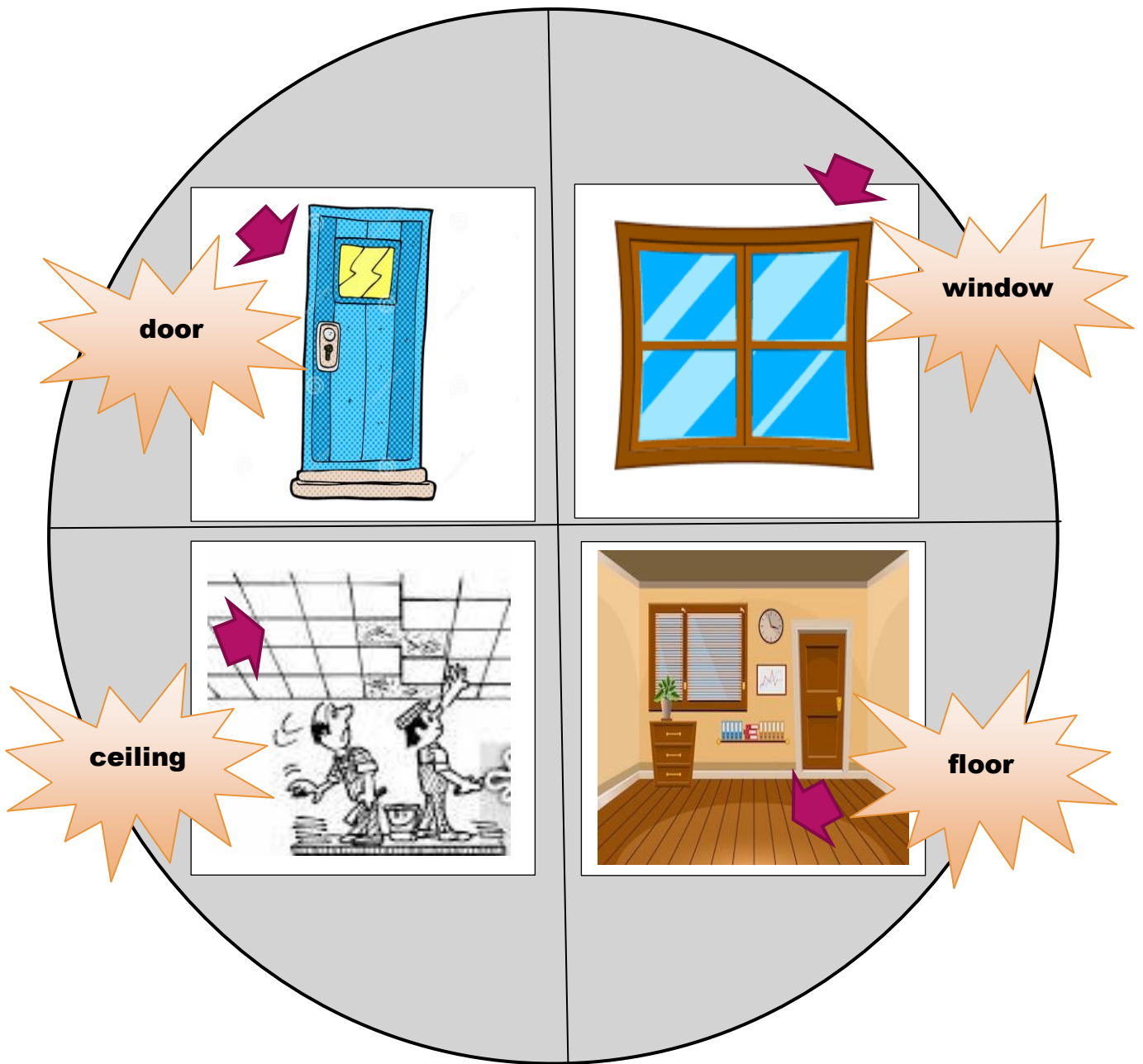
TOPIC EXPLANATION



INTERNAL PARTS OF THE HOUSE

Look and repeat these internal parts of a house.

- ✓ **Door** /dóor/
- ✓ **Window** /uíndou/
- ✓ **Floor** /flóor/
- ✓ **Ceiling** /sílin/



READING COMPREHENSION



Read the words in each box and unscramble the internal parts of the house.
Write the correct word on the line.



1. ordo

2. icneilg

3. orfol

4. dwoinw

ACTIVITY 1



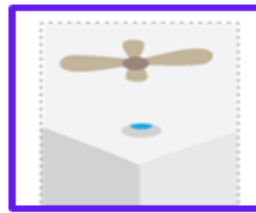
Trace a line from the word to the corresponding picture.

WINDOW

FLOOR

DOOR

CEILING



ACTIVITY 2



Place them in the correct

house

door

window

floor

ceiling

STRUCTURE

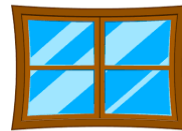


Look at the structure to answer this question.

WHAT IS THIS?



This is a door. This is a window.



ACTIVITY 3



Look at the pictures and write sentences according to the structure.

WHAT IS THIS?



This is



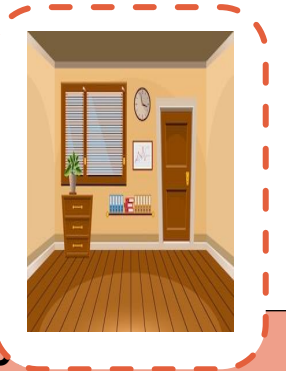
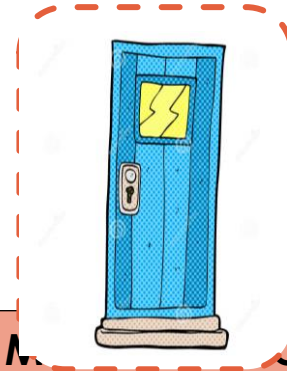
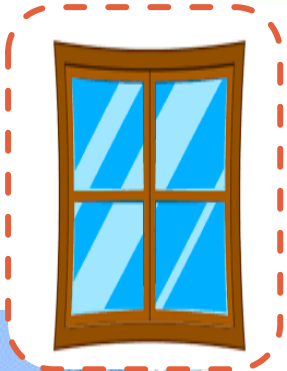
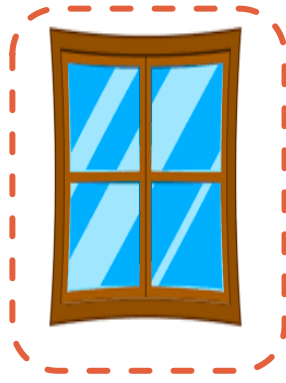
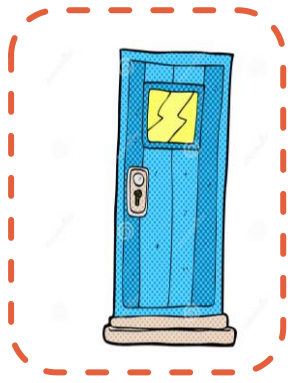
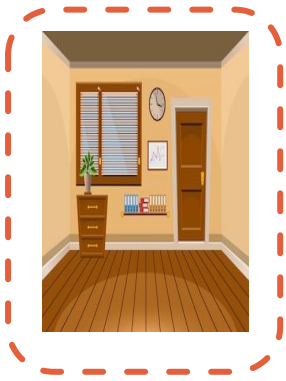
This is



PLAY AND HAVE FUN

Form a particular group of matching cards.





Test Your Knowledge



Follow the instructions to make the following project.

EXAMPLE



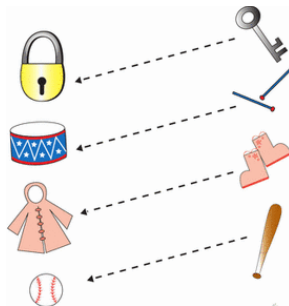
Draw your

- ✓ Use
- ✓ Im
- ✓ Wri
- the
- ✓ Dra

GLOSSARY



Say the glossary aloud.



1. Draw

2. Match

3. Unscramble

I CAN...



Put a check mark to the activities you have learned.

I can mention some internal parts of the house using simple sentences.

I can identify the internal parts of the house using flashcards.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

<https://youtu.be/R9intHqlzhc>

TOPIC 5

HOUSE: EXTERNAL PARTS OF THE HOUSE





WEEKS 11-12

HOUSE: EXTERNAL PARTS OF THE HOUSE INTRODUCTION TO THE TOPIC

Houses are buildings where families live together and every member of the family should keep the parts of the houses clean.

The external parts of the houses, you are going to study are

- ✓ *Patio*
- ✓ *Yard*
- ✓ *Garage*
- ✓ *Terrace*
- ✓ *Garden*

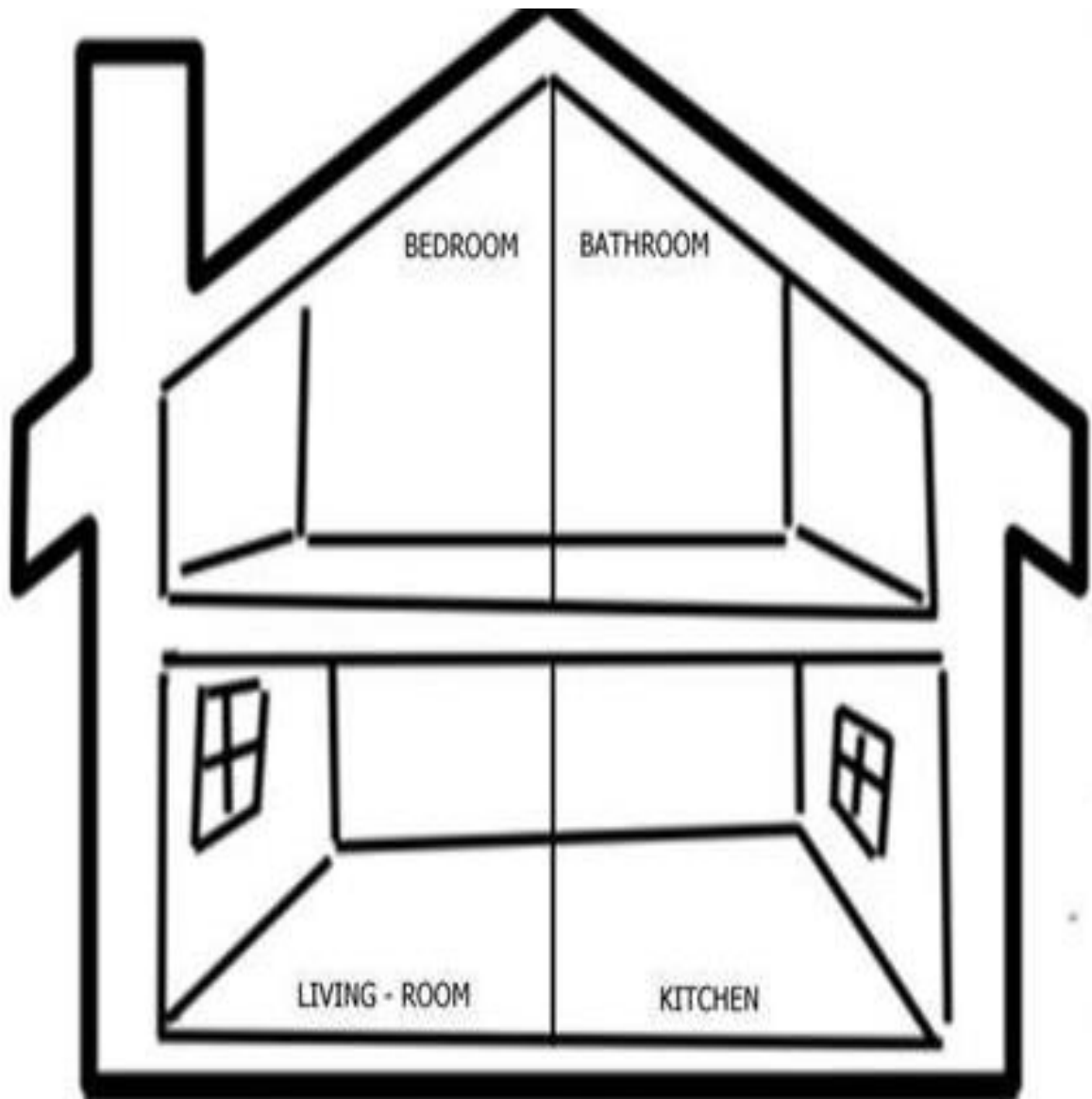
OBJECTIVES

1. *To recognize some external parts of the house.*
2. *To associate the family members with the external parts of the house.*

**DID
YOU
KNOW?**

... the word
“garage”
comes from the
French word
“garer,” which
means “to
shelter.?”





TOPIC EXPLANATION



EXTERNAL PARTS OF THE HOUSE

Look and repeat the external parts of the house.

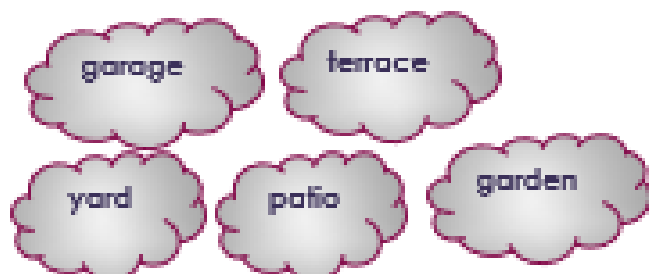
- ✓ Patio /pátió/
- ✓ Yard /yard/
- ✓ Garage /gærách/
- ✓ Terrace /térrés/
- ✓ Garden /gárdén/



READING COMPREHENSION

EXTERNAL PARTS OF THE HOUSE

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| D | P | Y | O | P | M | V | P |
| G | A | R | A | G | E | Q | A |
| F | T | G | A | R | X | S | G |
| H | I | G | A | R | D | E | N |
| T | E | R | R | A | C | E | E |



ACTIVITY 1



T _ RT _ G _
C _ N _ J _

Look at the pictures and complete the boxes with the missing letters.



G R D



T R R C

ACTIVITY 2



Look at the words and re-write each one on the line.

1. Garage
2. Garden
3. Patio
4. Terrace
5. Yard

WH-QUESTIONS

STRUCTURE

Follow the structure examples to answer these questions.

WHO IS SHE?

WHERE IS SHE?

WHO IS HE?

WHERE IS HE?



She is my mother.



She is in the patio.

ACTIVITY 3

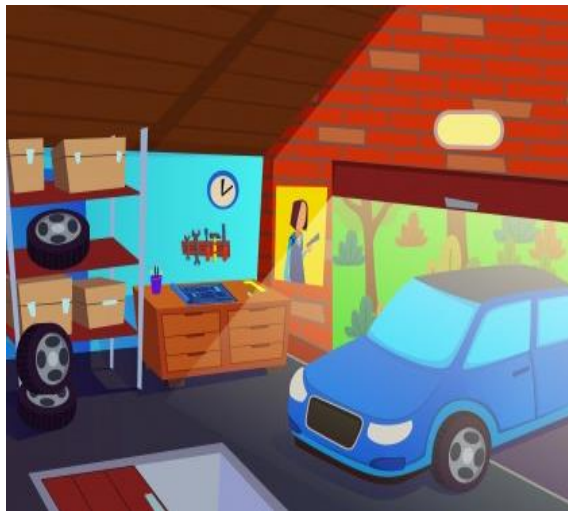


Look at the pictures and write sentences according to the structure.

WHO IS HE?



WHERE IS HE?



PLAY AND HAV



Cut and form the puzzle.

Test Your
Memory



MY DREAM



EXAMPLE



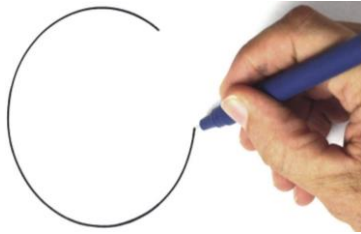
Draw y

- ✓ In
- ✓ U
- ✓ W
- H
- sh
- ✓ D
- ac

GLOSSARY



Read these words.



1. Circle



2. Color

I CAN...



Put a check mark to the activities you have learned.

I can recognize some external parts of the house.

I can pronounce all these external parts of the house pretty well.

I can associate family members with internal and external parts of the house.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

<https://youtu.be/R9intHqIzhc>

TOPIC 6

PEOPLE AT SCHOOL

PART-1





WEEKS 13-14-15

PEOPLE AT SCHOOL

INTRODUCTION TO THE TOPIC

School is a place at which students receive instructions such as Spanish, English, Values and math.

OBJECTIVES.

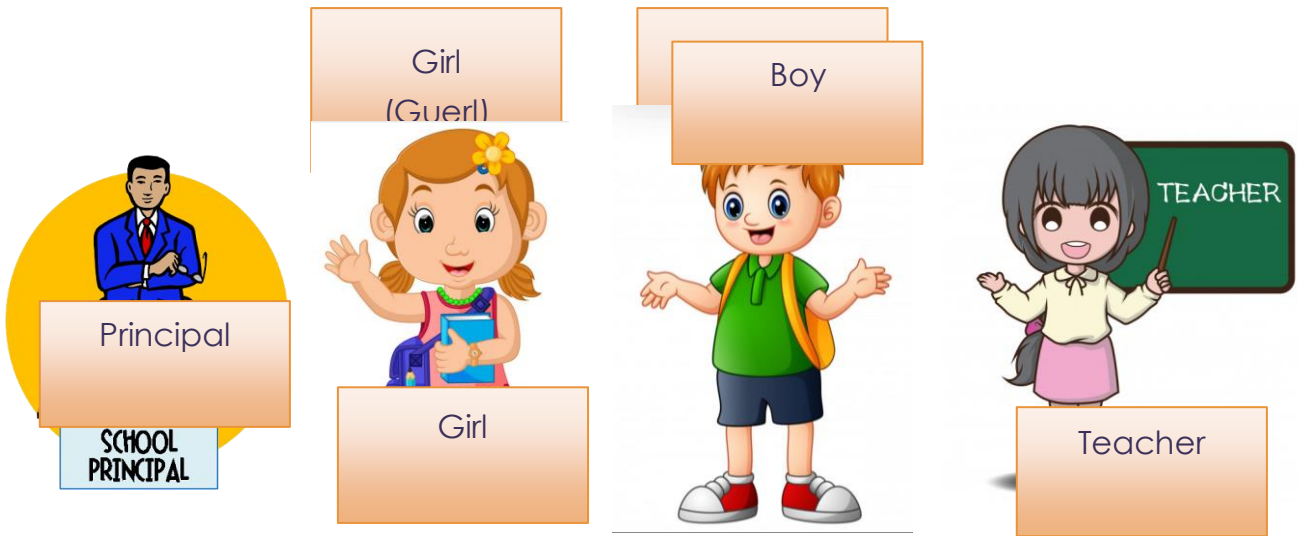
1. *To familiarize with the words used to name school personnel.*
2. *To pronounce the school personnel vocabulary words pretty well.*

**DID
YOU
KNOW?**

...our first elementary school was open in 1836 by the name of Nuestra Señora del Carmen, for girls from 6 to 12 years old.

Give names of people at school.





TOPIC EXPLANATION



Every person at school is important for the students' development. Let's learn names of some people who work at school.



Teacher
/Tícher/



Principal
/Príncipal/



Student
/Student/



Boy
/boi/



Classmate
/Clásmeit/



Girl
/Guerl/

VOC



ame and write the school staff.



READING COMPREHENSION



Cut and label the name of people at my school.

Who are they?

Principal



Boy

TEACHER

CLASSMATE

Girl

Students

ACTIVITY 1



T _ RT _ G _

C _ N _ J _

Look at the words and fill in the spaces with the missing letters.

1-B__y

2- G__rl

3- St__d__nts

4- Pr__nc__p__l

5- Cl__ssm__t__s

6- T__ch__r.

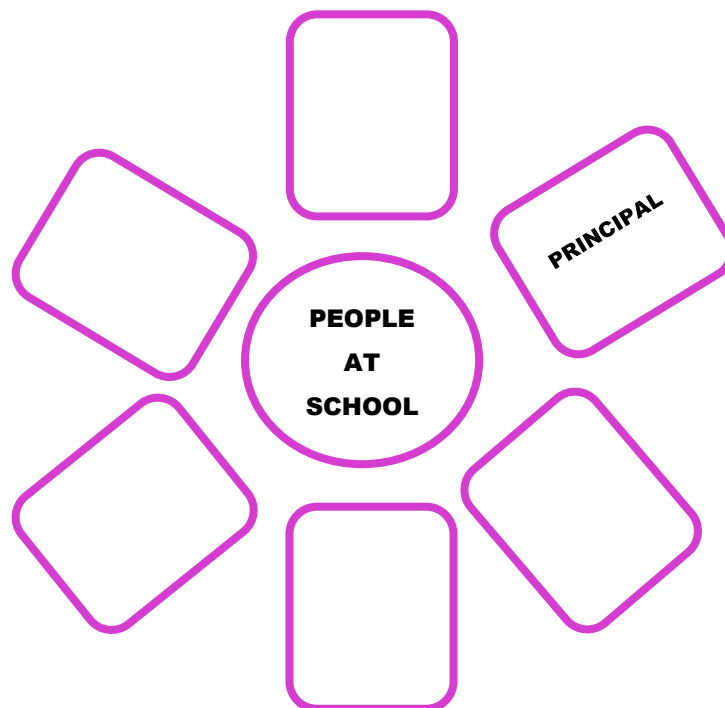


ACTIVITY
2



BRAINSTORMING

Complete the graphic organizer.



STRUCTURE



WH-QUESTIONS

Ask and answer these questions.

Who is _____?

Who is he?



he is a _____.

Who is she?



She is a _____.

Who is he?



he is a _____.

Who is she?



She is a _____.



WORD SEARCH



Find and color the words in the crossword.

PEOPLE AT SCHOOL



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

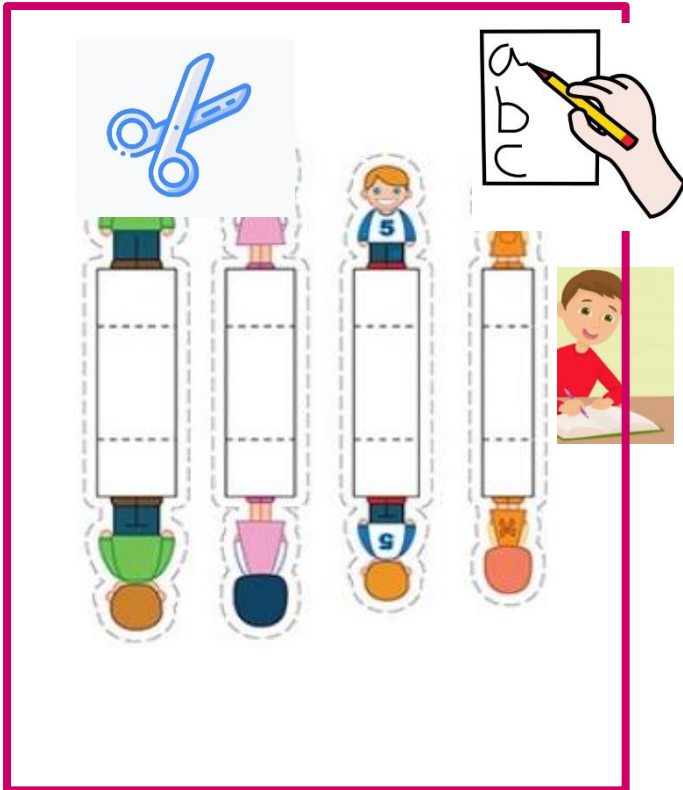
PRINCIPAL
TEACHER
STUDENT
CLASSMATE
BOY
GIRL

Test Your
Knowledge



Make your flashcards.

EXAMPLE



Make your

- ✓ Ta
- ✓ Lo
- pe
- ✓ Pa
- sh
- ex
- ✓ Cu
- ex
- ✓ Fo

GLOSSARY

TIME TO REVIEW

1-Cut

2-Draw

3-Paste

I CAN...



Put a check mark to the activities you have learned.

I can recognize school personnel pretty well.

I can pronounce these vocabulary words pretty well.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

<https://youtu.be/3BmczLcMIbo>

TOPIC 7

PEOPLE AT SCHOOL

PART 2





WEEKS 16-17-18

PEOPLE AT SCHOOL INTRODUCTION TO THE TOPIC

School is a place at which students receive instructions such as Spanish, English, Values and math School is

OBJECTIVES

1. *To recognize the school personnel.*
2. *To name and value the importance of the school members and their jobs.*

**DID
YOU
KNOW?**

...people at school are subordinate to superior rules or employer?



DO YOU REMEMBER THESE SCHOOL MEMBERS NAMES?

Principal
(príncipal)



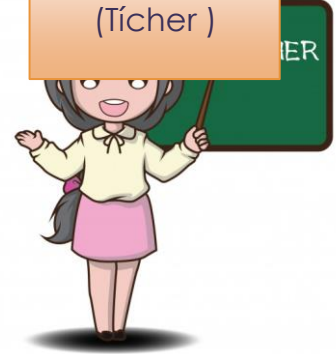
Girl



Boy



Teacher
(Tícher)



TOPIC EXPLANATION

PEOPLE AT SCHOOL

We must always show respect to the school staff.



VOCABULARY



Read and repeat the following words with the teacher.

READING COMPREHENSION



T _ R T _ G _

Look at the pictures and complete the words with the missing letters.



Secretary
~~secretary~~
/secretari/



Bus Driver
~~busdriver~~
/busdraivə/



Janitor
~~janitor~~
/janitor/



Security Guard
~~security guard~~
/sekjuri:ti gɑ:rd/



What Are They?



A Bus _____

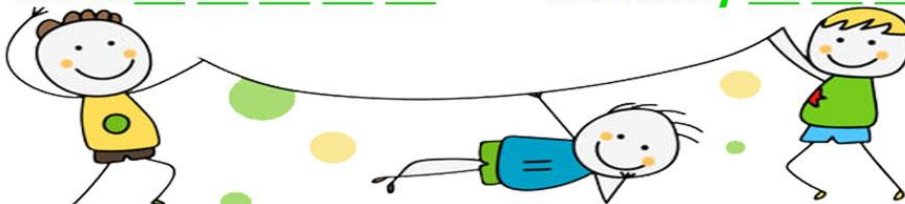
A Jan _____



A Secr _____



A Security _____



ACTIVITY 1



Look at the pictures and write the words in the squares.



□ □ □ □ □ □ □ □ □ □



□ □ □ □ □ □ □



□ □ □ □ □ □ □ □ □



□ □ □ □ □ □ □ □ □ □ □ □ □ □

ACTIVITY 2



Have a short conversation with a secretary.



ST WR



ICTURE

-QUESTIONS

Answer these questions using personal pronouns and the verb be.



Who is he?

He is a _____



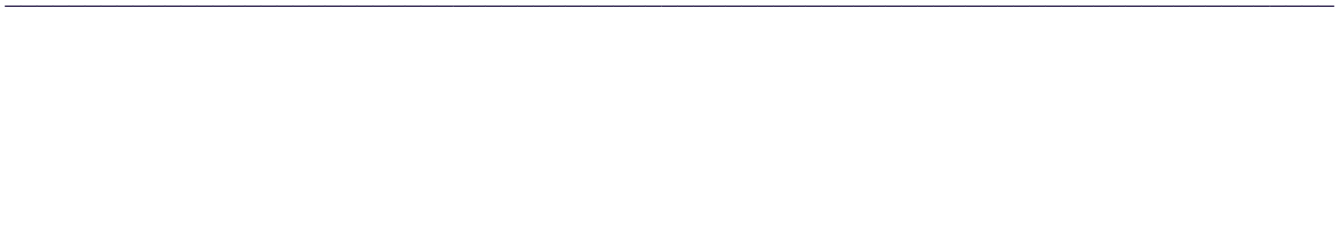
Who is she?

She is a _____



WHO IS SHE?

WHO IS HE?



A

SECURITY GUARD

SHE

HE

IS

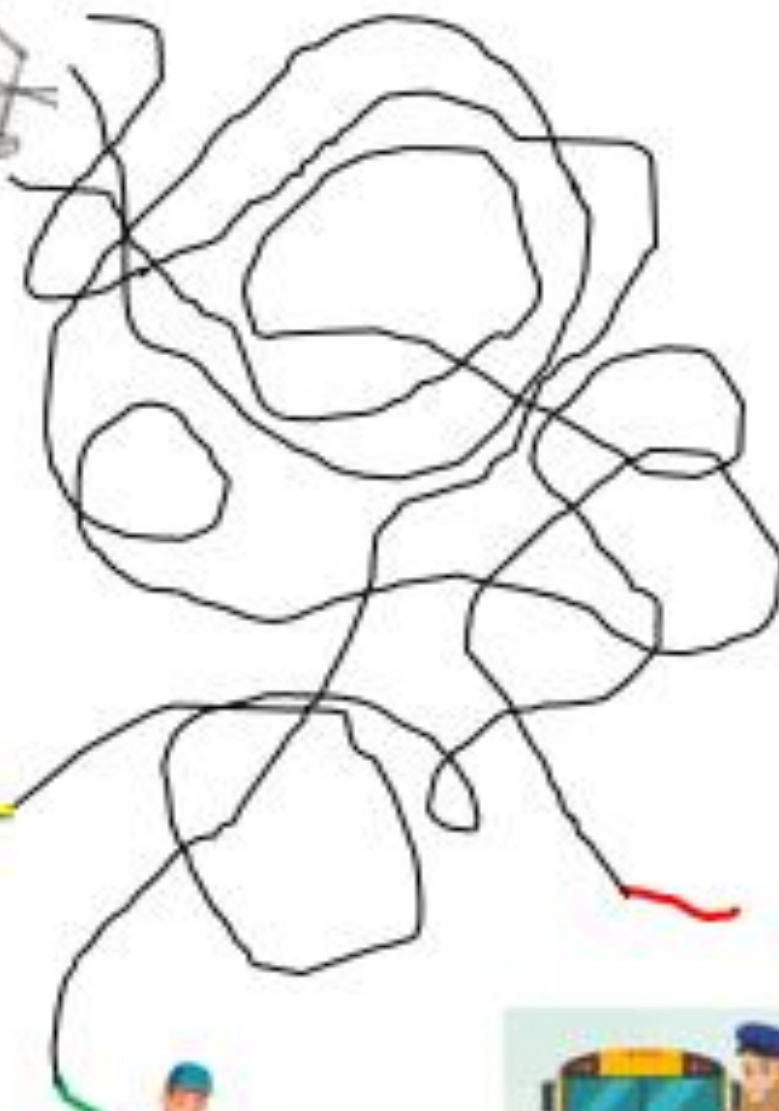
IS

BUS DRIVER

A



Help the security guard, janitor and the bus driver find the secretary.



MY FLIP BOOK

Create your flip book.

Test Your
Knowledge
EXAMPLE



**PEOPLE AT
SCHOOL**

SECRETARY

BUS DRIVER

JANITOR

SECURITY GUARD

Make your

- ✓ Use
- ✓ Cut
- ✓ Pas
jani
driv
- ✓ Writ
- ✓ pict
- ✓ Pas
the

GLOSSARY

Read the names of each school member.



I CAN...



Put a check mark to the activities you have learned.

I can make connections between people and places in the school.

I can name and value the school authorities.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

<https://youtu.be/E2v6ofSmfW4>

TOPIC 8

SCHOOL SUPPLIES





School Supplies

WEEKS 19-20

SCHOOL SUPPLIES INTRODUCTION TO THE TOPIC

School items are objects commonly used at school such as glue, scissors, ruler and book.



OBJECTIVES.

1. To identify some of the school supplies.
2. To relate school supplies and numbers.

DID YOU KNOW?

...that pencil was the mayor invention created by Borrodale England in 1564?

DO YOU REMEMBER SOME SCHOOL SUPPLIES?





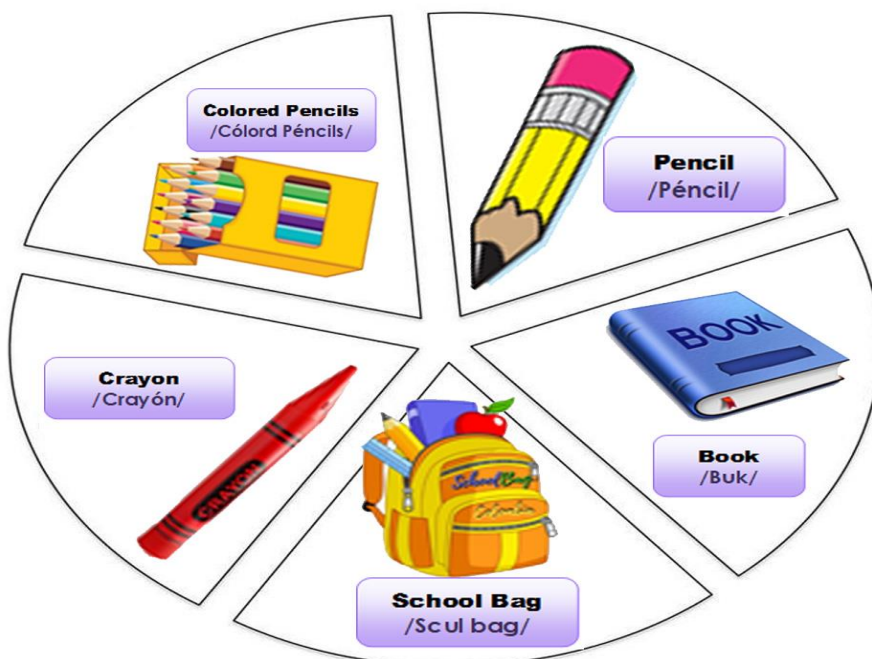
Colored Pencils School bag Crayon Pencil Book

**TOPIC
EXPLANATION**



SCHOOL SUPPLIES

Look at the pictures and read the names of the school supplies you find in a classroom.



READING COMPREHENSION



Find and color the school supplies in the backpack.



ACTIVITY 1



Cut the pictures and paste them on the words.

A



Pencil

Book

Colored Pencils

School Bag

Crayon

STRUCTURE



Match the words with the corresponding pictures.

ACTIVITY 3

Use the pictures in the structure



answer the questions.

A hot air balloon with a basket and a person inside. The balloon is divided into sections with text. To the right are various school supplies: a stack of books, two pencils, five crayons, and a green backpack. A pink arrow points from the balloon to the books.

Two pencil
One school bag
Four colored Pencils
Five crayon
Three book

How Many?

How many books are there?

There are _____

How many pencils are there?

There are _____

How many crayons are there?

There are _____

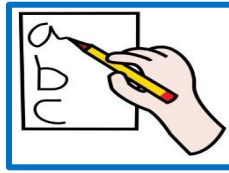
How many school bags are

there? There

are _____

How many colors pencils are there?



There are _____



School Supplies



- 1. COLORED 
- 3. PENCILS 
- 5. SCHOOL 
- 6. BOOK 
- 7. BAG 

- 2. PENCIL 
- 4. CRAYON 

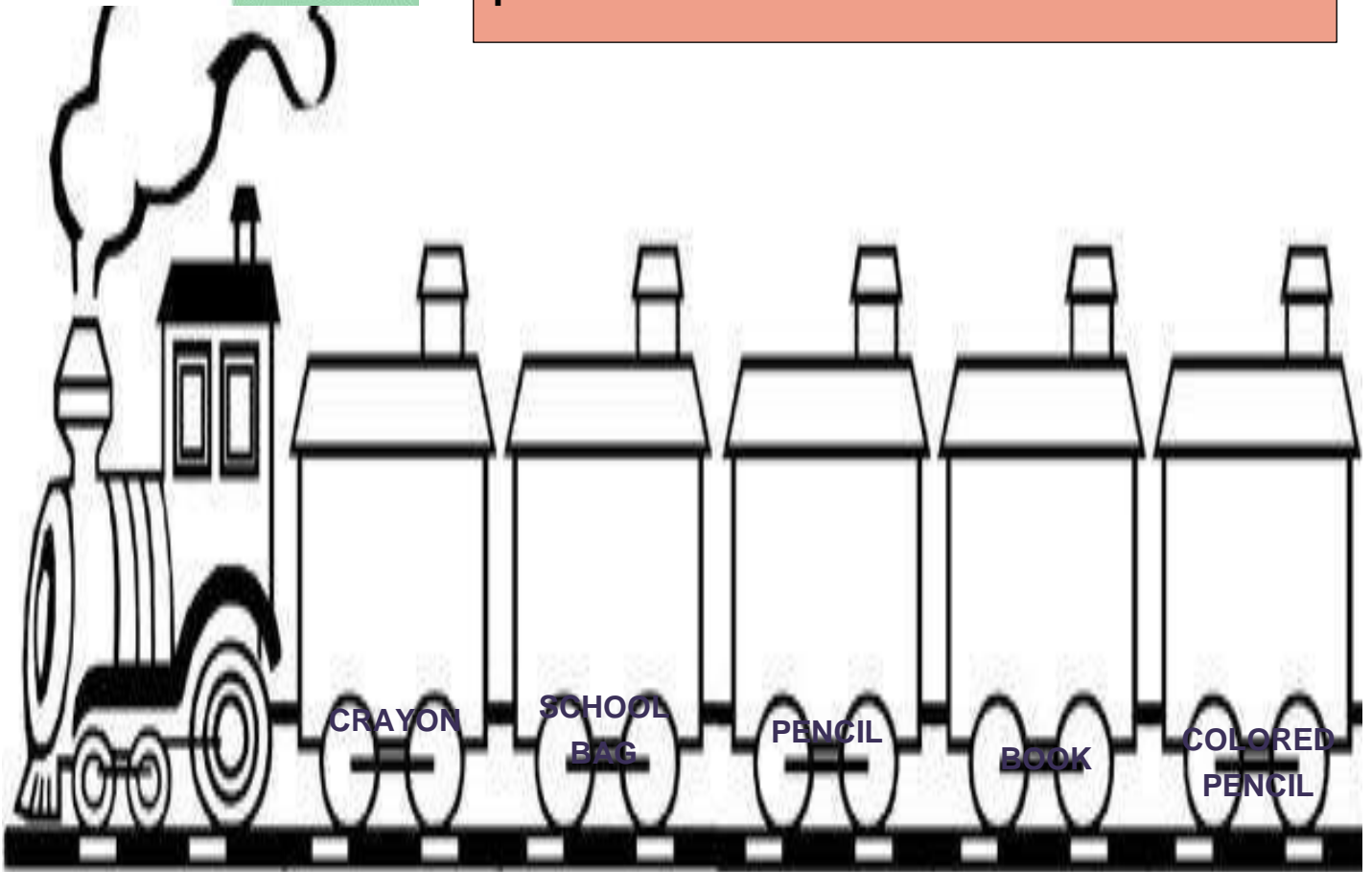


Test Your
Knowledge



COLORING ACTIVITY

Color the picture using your favorite color pencils.



GLOSSARY



Practice these words.



Read



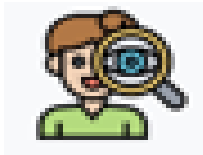
Cut



Glue/ Paste



Trace



Look



Color

I CAN ...
Put a checkmark to the activities you



I can name some of the school supplies I have.

I can count the school supplies I see on a picture.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

<https://www.google.com/amp/s/www.pinterest.com/amp/pin/526287906457731026/>

<https://www.youtube.com/watch?v=hAwGe6hnR5w&feature=youtu.be>

TOPIC 9

SCHOOL SUPPLIES

PART 2





WEEKS 21-22

SCHOOL SUPPLIES INTRODUCTION TO THE TOPIC

School items are objects commonly used at school such as glue, scissors, ruler and notebook.



OBJECTIVES.

1. To name the school supplies shown in the flashcard.
2. To locate school supplies at home.

**DID
YOU
KNOW?**

... a notebook is a collection of sheets of paper, used to make notes and draw?



0 1 2 3 4
5 6 7 8 9

Using the given vocabulary, write the school

1. Pencil case

2. Eraser

3. Notebook

4. Scissor

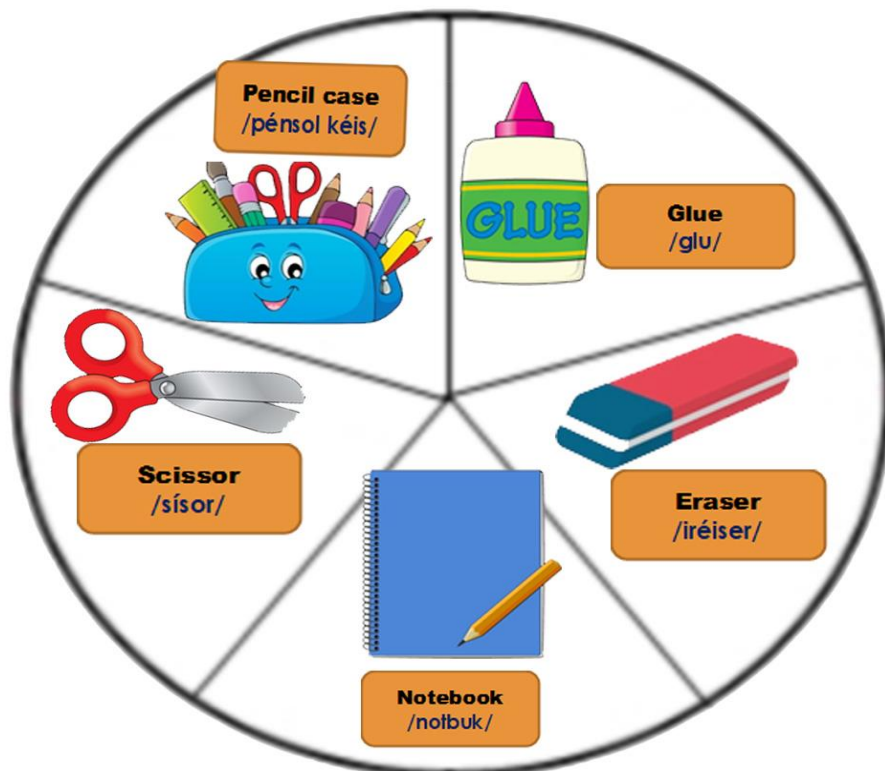
5. Glue



TOPIC
EXPLANATION



Let's see together (teacher, parents, classmates) some school supplies items commonly used at school.

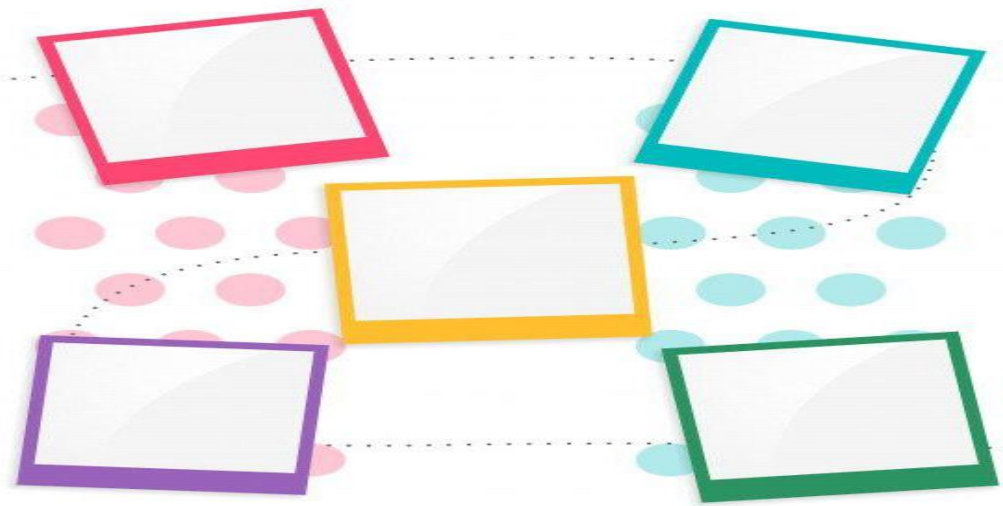


READING COMPREHENSION



Read and draw your school supplies.

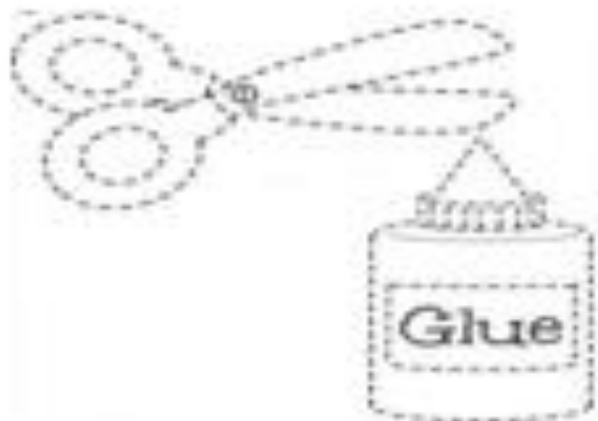
- Pencil case
- Eraser
- Notebook
- Scissor
- Glue



ACTIVITY 1



Trace the lines and color the school supplies.



ACTIVITY 2

Complete the words with the missing vowels.

T _ R T _ G _

C _ N _ J _

PENCIL C _ S _ E

ER _ S _ R

N _ T _ BOOK

SC _ SS _ R

GL _ _ _



STRUCTURE



Look at the pictures and read the sentences.

ACTIVITY 3

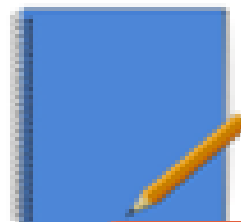


Look at the pictures and answer the questions.

What is it?



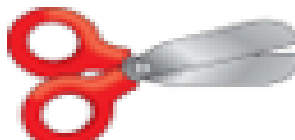
It is a pencil case.



It is a notebook.



It is an eraser.



It is a scissors.



It is a glue.

What is it?



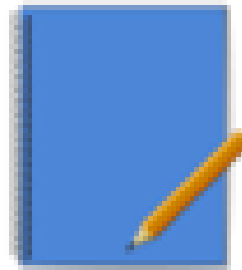
It is _____



It is _____



It is _____



It is _____



It is _____



Cut the circle, rotate it and give the names.

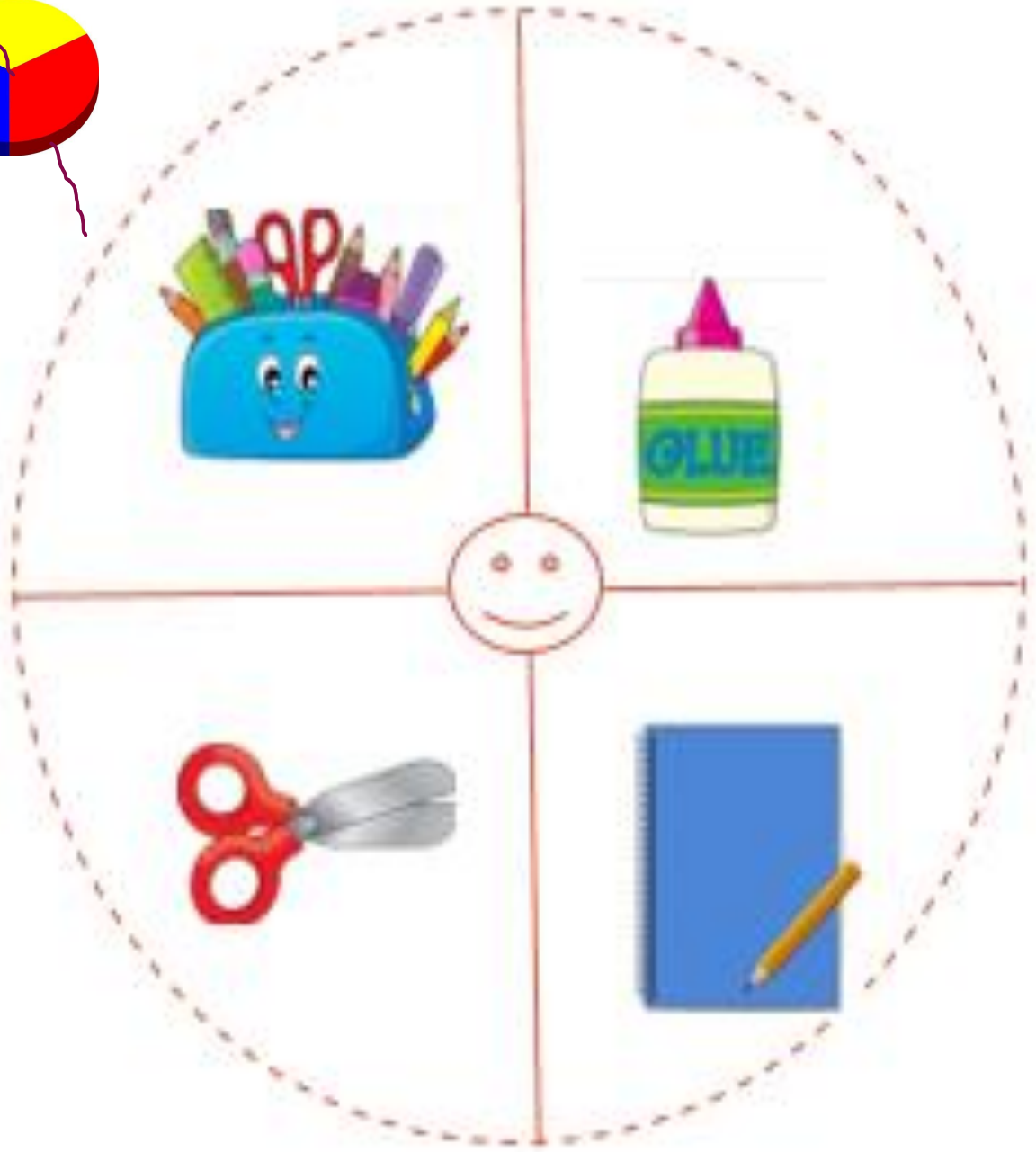
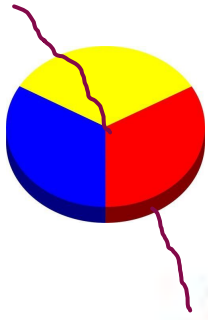
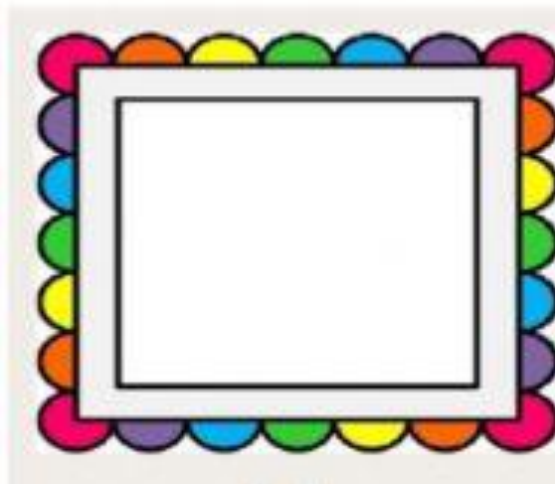
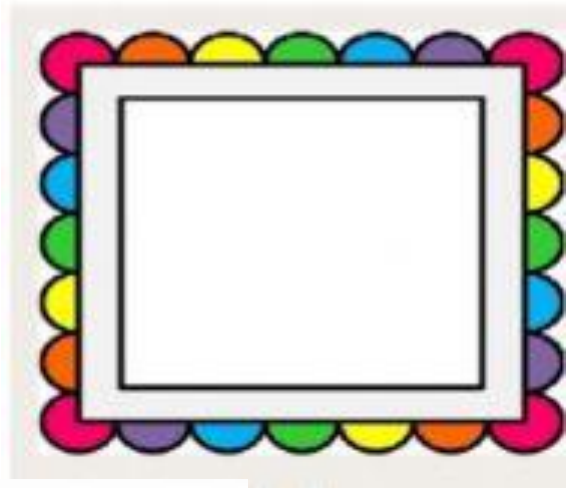
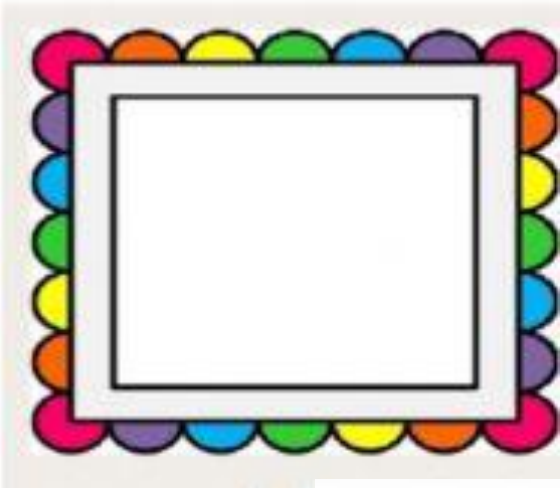


PHOTO FRAME

Test Your Knowledge



From magazines or newspapers your
favorite pictures, cut them out and paste them
on these frames.



GLOSSARY



I CAN...



Put a check mark to the activities you have learned.

I can name some of the school supplies I have.

I can count the school supplies I see on a picture.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

Good Morning

I wake in morning

I raise up my hands

I look at the sky

And say God is Good.



In The Morning

In the morning

In the morning

The sun shine for you

In the morning

In the morning

say hello how are you

I'm fine thanks and you?

TOPIC 10

PRIMARY COLORS





WEEKS 23-24

PRIMARY COLORS INTRODUCTION TO THE TOPIC



Colors affect people mood and emotions from eyes to brain.

OBJECTIVES

1. To identify the primary colors.
2. To say what color things are.

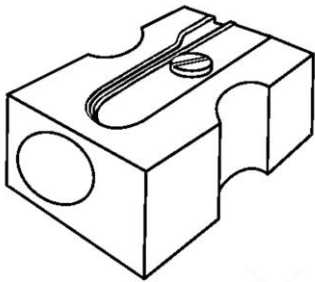
**DID
YOU
KNOW?**

...colors in nature have universal meaning. For example, green, represents nature and white, peace?

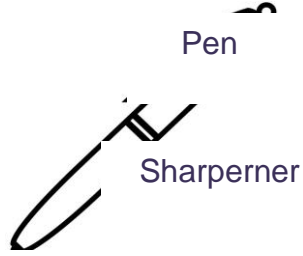


CAN YOU REMEMBER THE COLORS OF YOUR SCHOOL SUPPLIES?

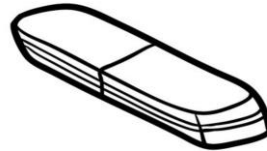




Pen



Sharpener

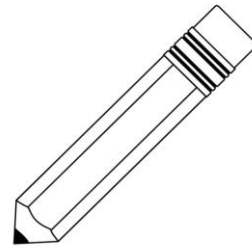


Eraser

Pencil case



Pencil



TOPIC EXPLANATION



Colors are bright as the rainbow.
Let's read together.

PRIMARY COLORS

Let's read together



RED

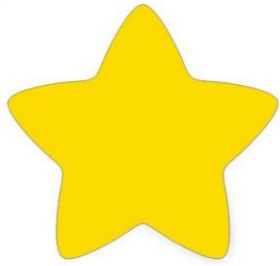
YELLOW

BLUE

VOCABULARY



Look and read the primary colors.



YELLOW



RED



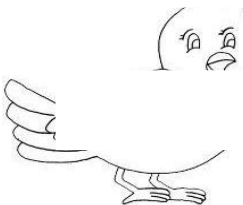
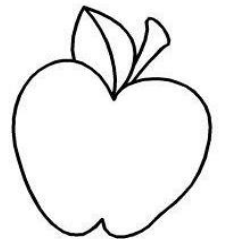
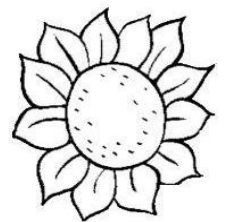
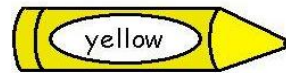
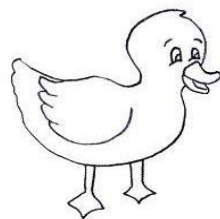
BLUE

READING COMPREHENSION



PRIMARY COLORS POEM

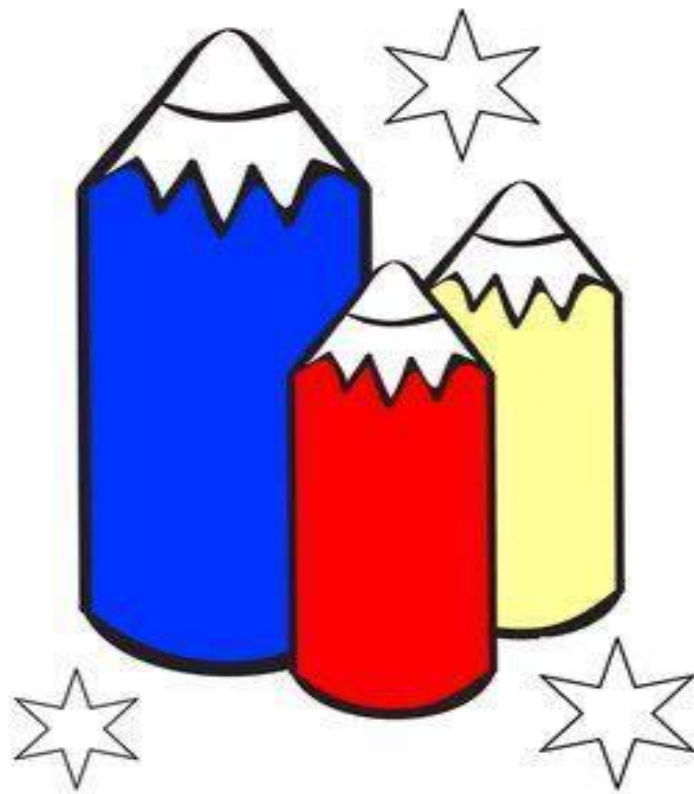
Read the poem and color the pictures.



ACTIVITY 1



Trace the words and match them to the corresponding object.



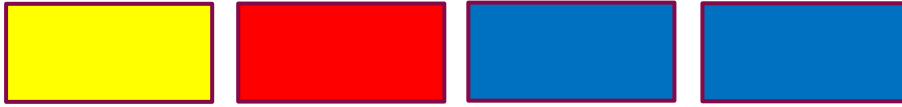
blue red yellow

blue red yellow

ACTIVITY 2



Cut and paste red, blue and yellow squares and place them in front of the school supplies names.



1- _____ Sharpener.

2-  _____ Pen.

3- _____ Eraser.

4- _____ Pencil case.

5- _____ School bag

STRUCTURE



DEMONSTRATIVE ADJECTIVES

Answer these questions using demonstrative adjectives this and that with your favorite color.

What color is this pen?

That pen is red.

What color is that ruler?

_____ ruler is _____

What color is this book?

_____ book is _____

What color is this Pencil?

_____ pencil is _____

What color is that sharpener?

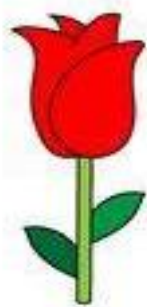
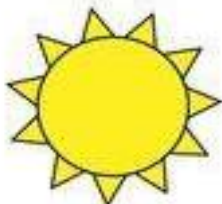
_____ sharpener is _____

ACTIVITY 3

Cut and paste the primary colors below and



place them on the rectangles.



red

blue

yellow

red

blue

yellow





RECOGNIZE AND COLOR

Yellow is one of the three (3) primary colors. Below are some objects that are yellow. Color them.



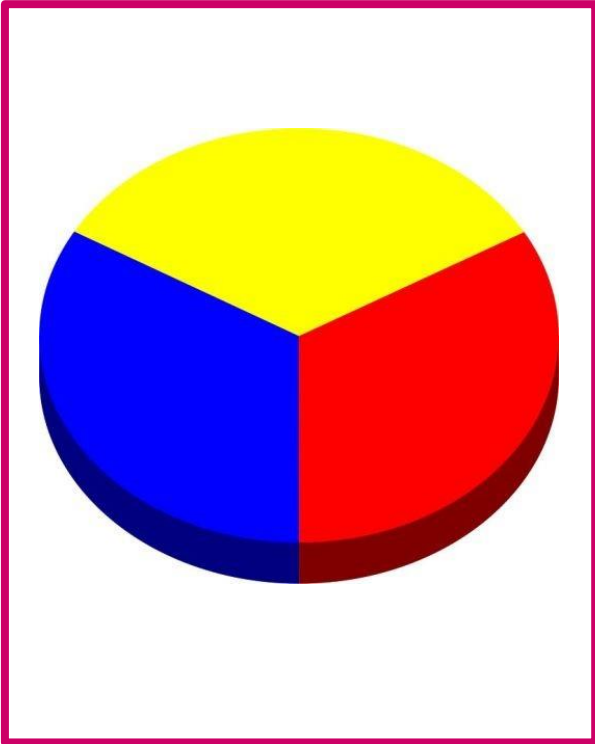
Now draw and color your own picture of something yellow.



Design your spinning wheel to review primary



EXAMPLE



IN

Make your

- ✓ Use
- ✓ Draw
- ✓ Cut
- ✓ Divi
- ✓ Col
- ✓ yellow
- ✓ Ope
- ✓ Pas

GLOSSARY



Read the vocabulary.

Primary Colors



I CAN...



Put a check mark to the activities you have learned.

I can identify primary colors on pictures.

I can classify objects that have the primary colors.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

<https://youtu.be/yP8Qedl1gS0>

<https://youtu.be/BOA15qs179w>

TOPIC 11

SECONDARY COLORS





WEEKS 25-26

SECONDARY COLORS INTRODUCTION TO THE TOPIC

Colors play a vitally important role in the world in which we live. They can inspire thinking, change actions, and cause reactions.

OBJECTIVES

1. *To relate colors with school objects.*
2. *To classify things according to their colors.*

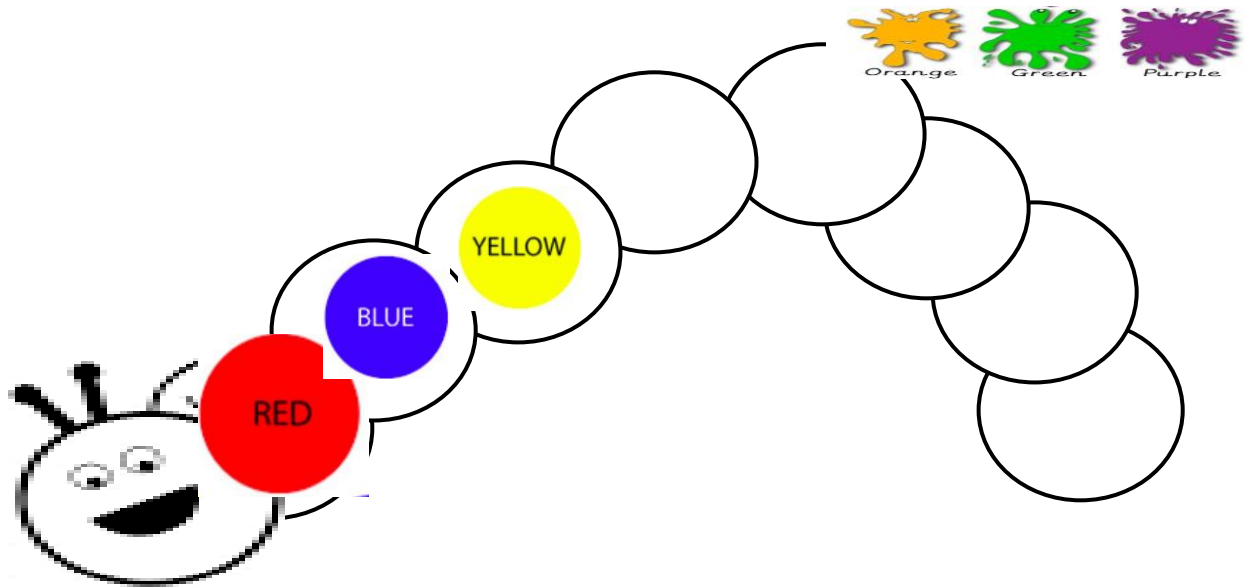
**DID
YOU
KNOW?**

...the exact same thing can taste different depending on the color of the dish in which it's served?



DO YOU REMEMBER THE PRIMARY COLORS?

Color the caterpillar using the primary colors and add



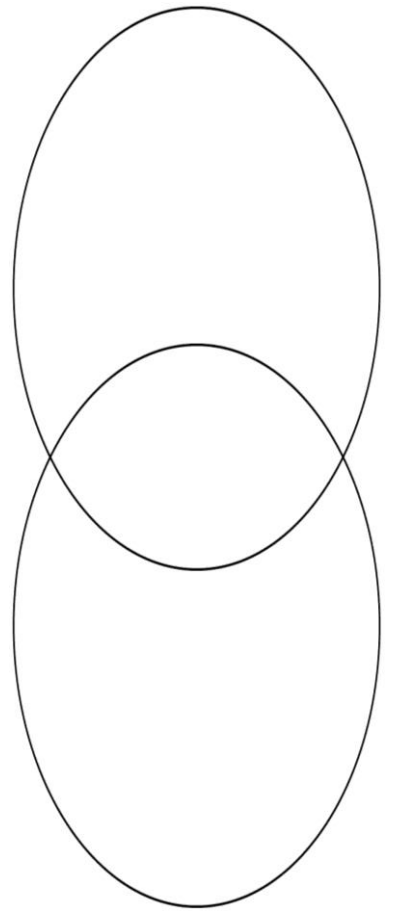
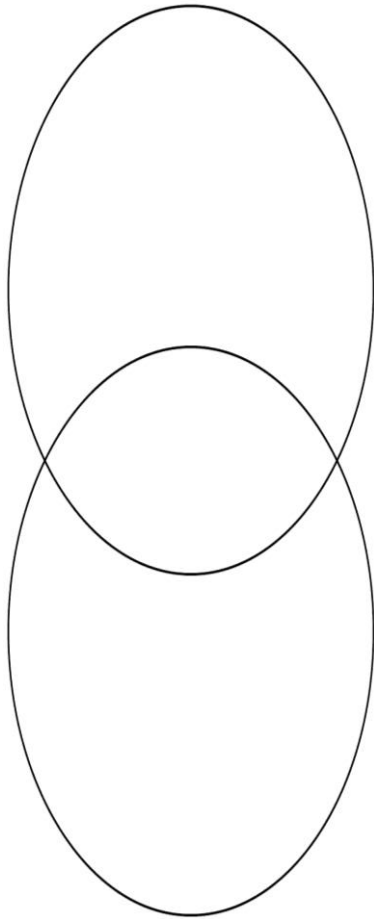
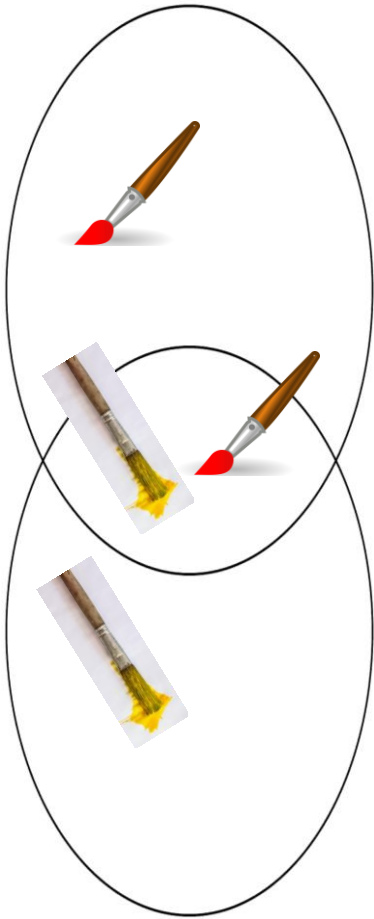
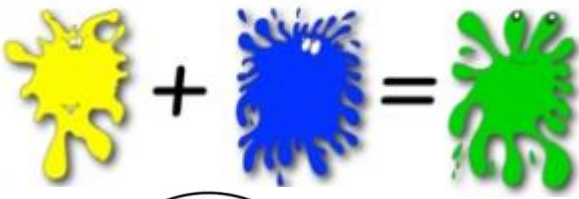
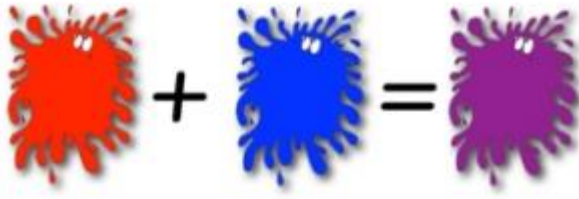
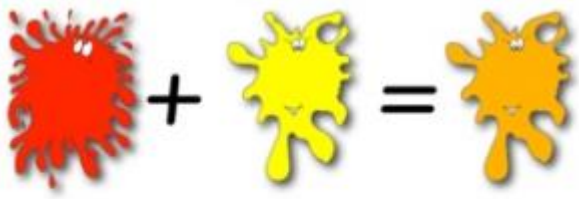
TOPIC EXPLANATION

COLORS INSPIRE THINKING

Secondary colors – *green, orange and purple* - are the complement of primary colors.



Mix primary colors to acquire secondary colors.



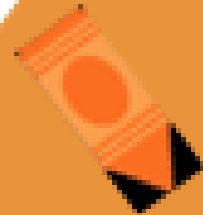
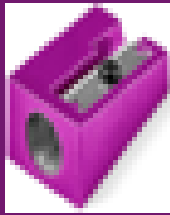
ACTIVITY 2



Look for purple, green and orange school supplies and paste them in the correct oval.

STRUCTURE

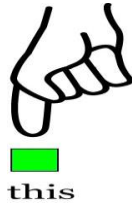
Use this and that demonstrative adjectives to



Trace the lines using green, orange and purple color pencils.

green orange purple
green orange purple
green orange purple

What color is



that



It is purple.

That is green.



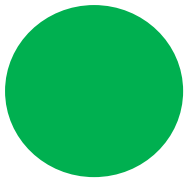
ACTIVITY 3



Complete and write sentences using the demonstrative adjectives this and that.

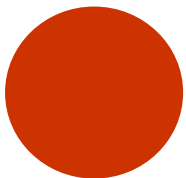
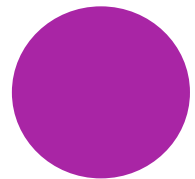
What color is This?

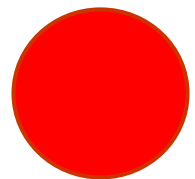
That?



It is _____

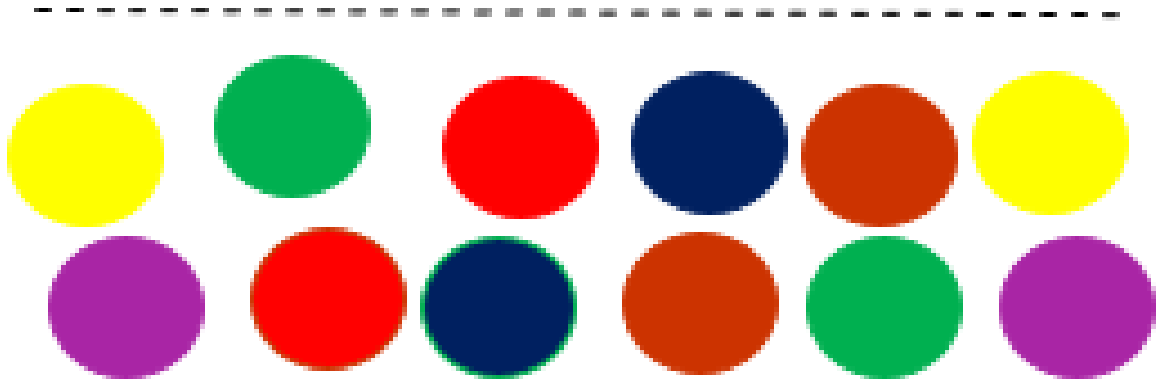
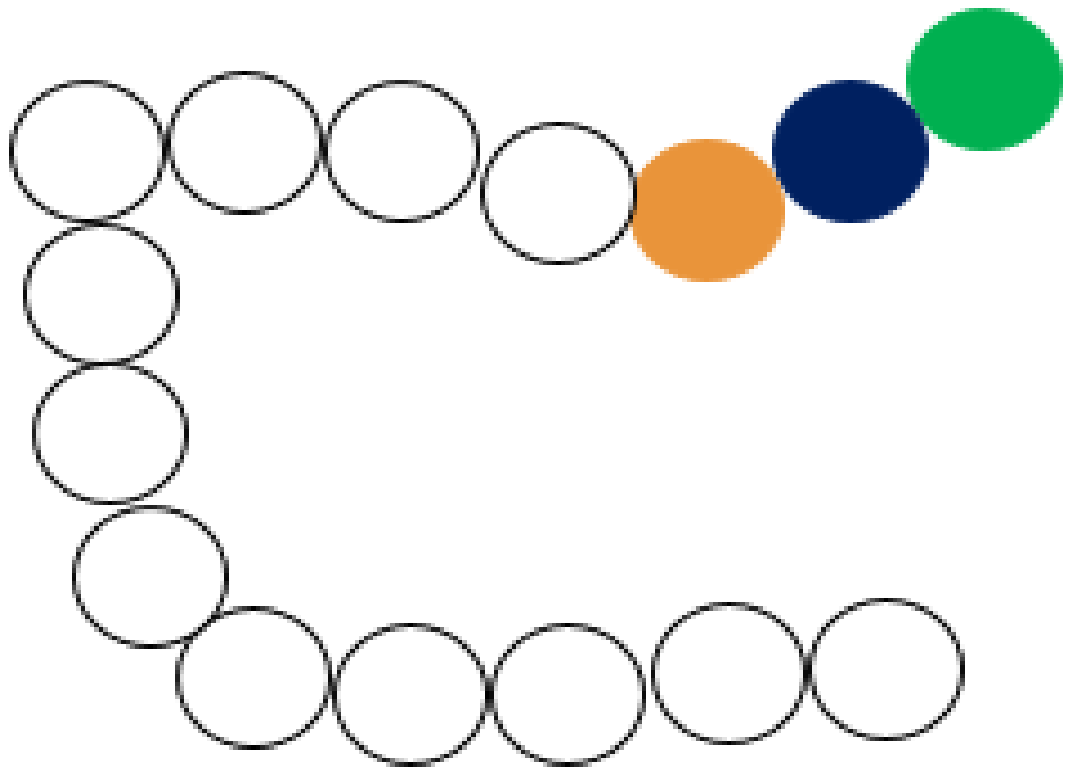
That is _____





SEQUENCE GAME



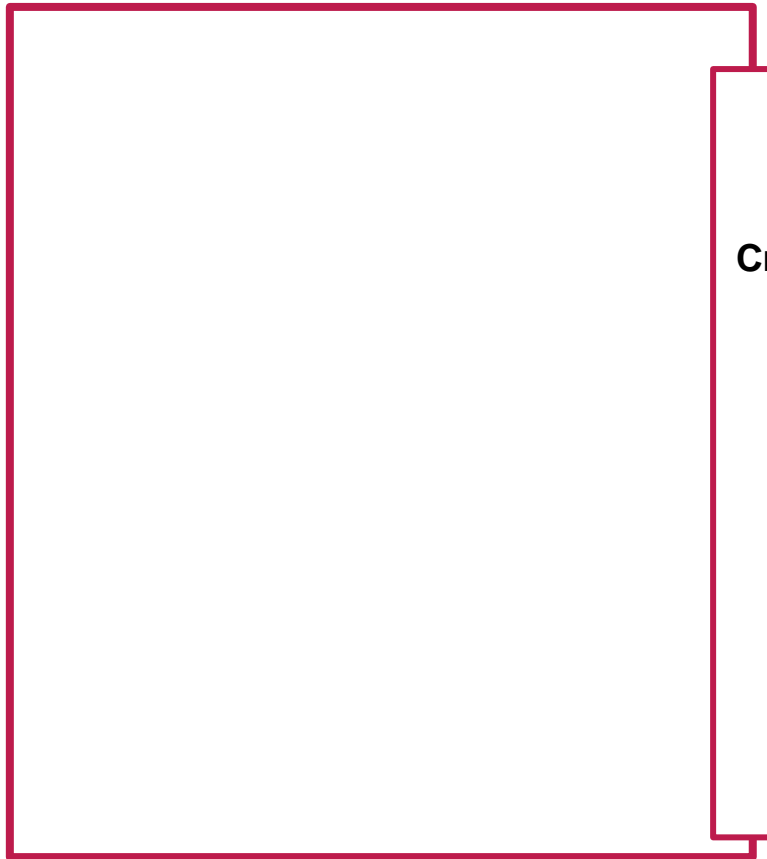
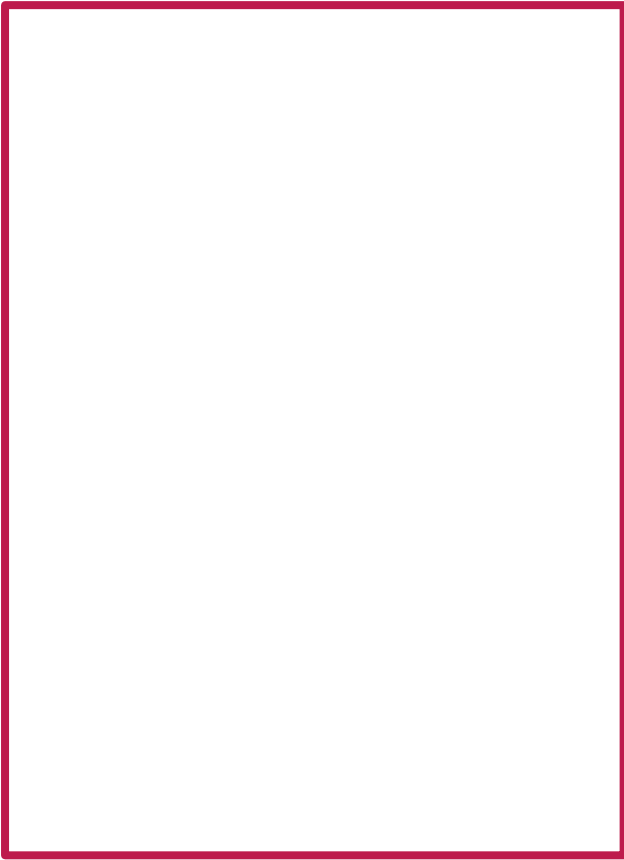


MY PROJECT

Test Your
Knowledge

For the instructions to make your project.

EXAMPLE

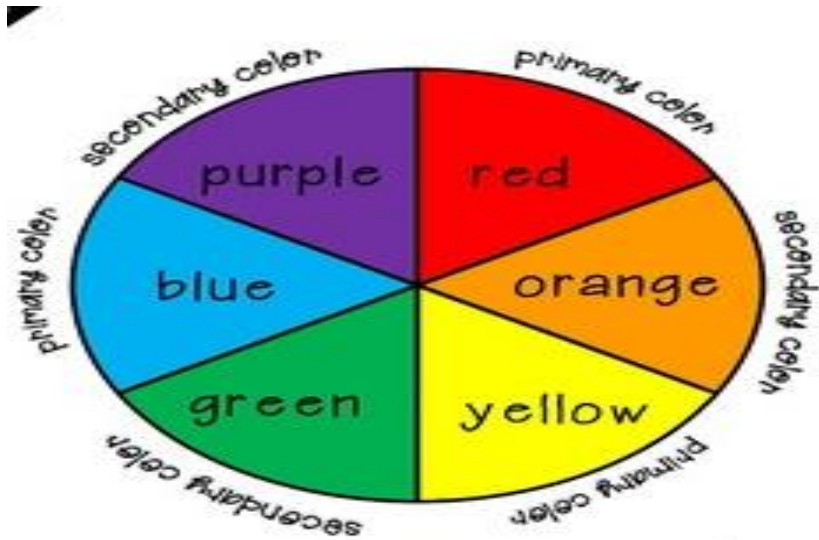


Create

- ✓ U
- ✓ D
- S
- ✓ W
- o
- S
- ✓ P
- th
- ✓ P

GLOSSARY

Review colors.



I CAN...



Put a check mark to the activities you have learned.

I can classify school objects according to their colors.

I can identify the colors I see.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

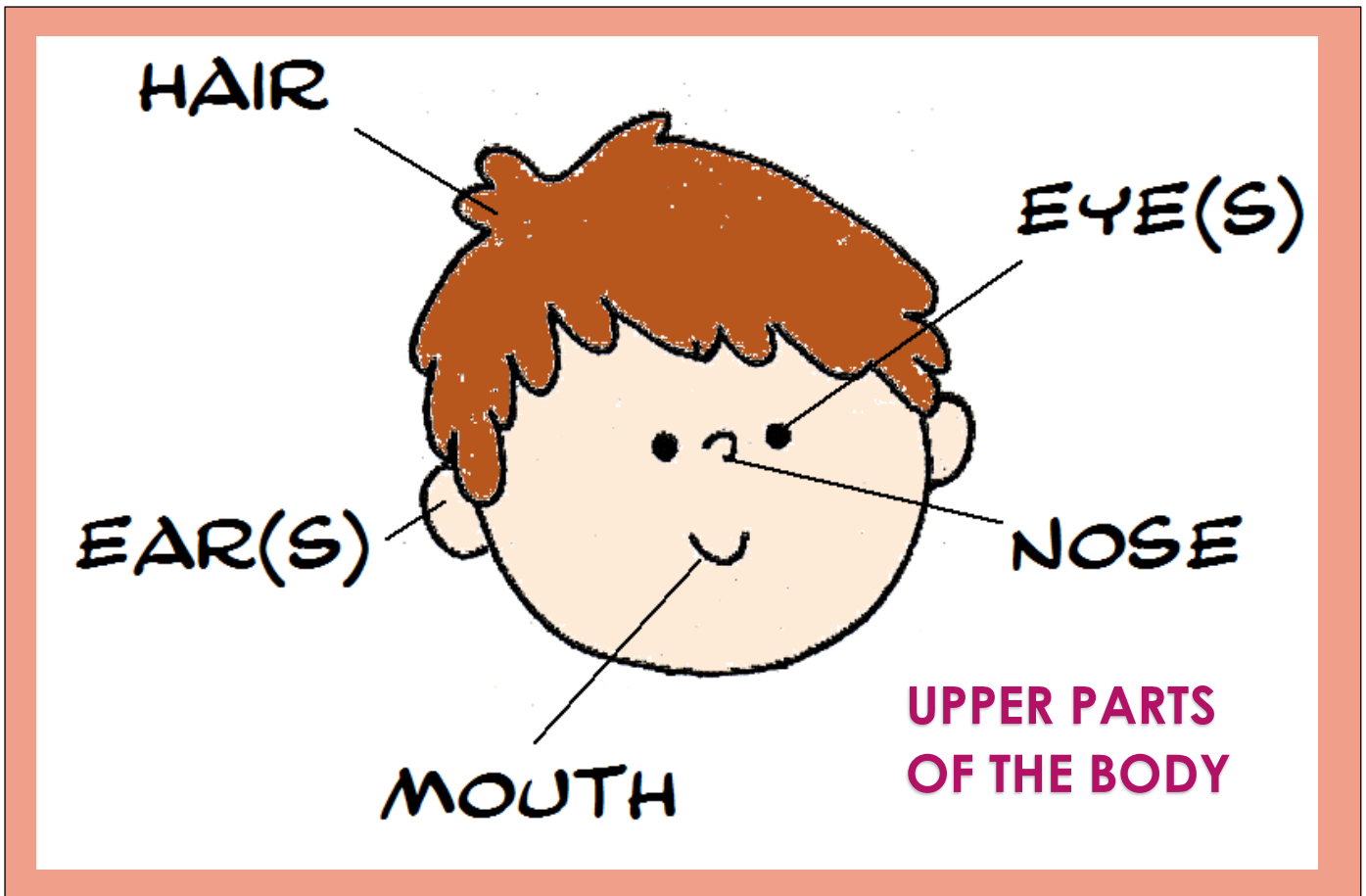
https://youtu.be/bmquqAP2w_8

<https://youtu.be/lwfZvRuE7s8>

TOPIC 12

UPPER PARTS OF THE BODY





WEEKS 27-28-29

UPPER PARTS OF THE BODY INTRODUCTION TO THE TOPIC

The human body has many different parts and one of the basic parts of the human body is the head.

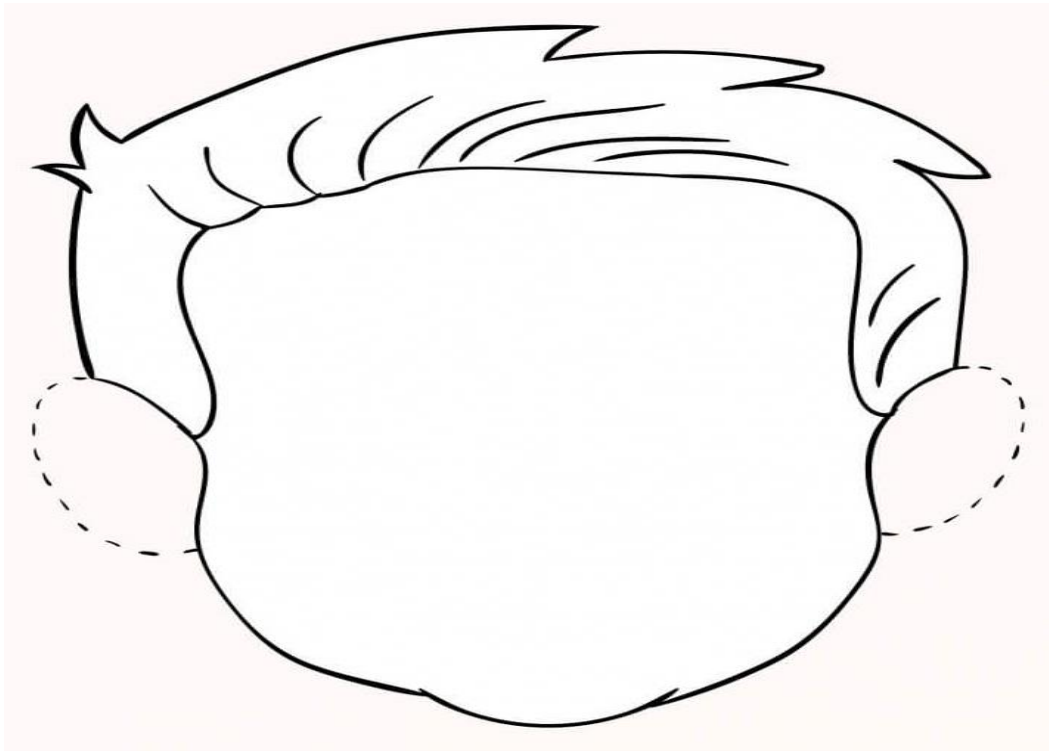
OBJECTIVES

1. To identify some upper parts of the body.
2. To say and point to upper part of the body.

DID YOU KNOW?

... the human **eye** can differentiate approximately 10 million different colors?





**TOPIC
EXPLANATION**



UPPER PARTS OF THE BODY

Let's learn together different parts of the face.



mouth



eyes



ear



nose



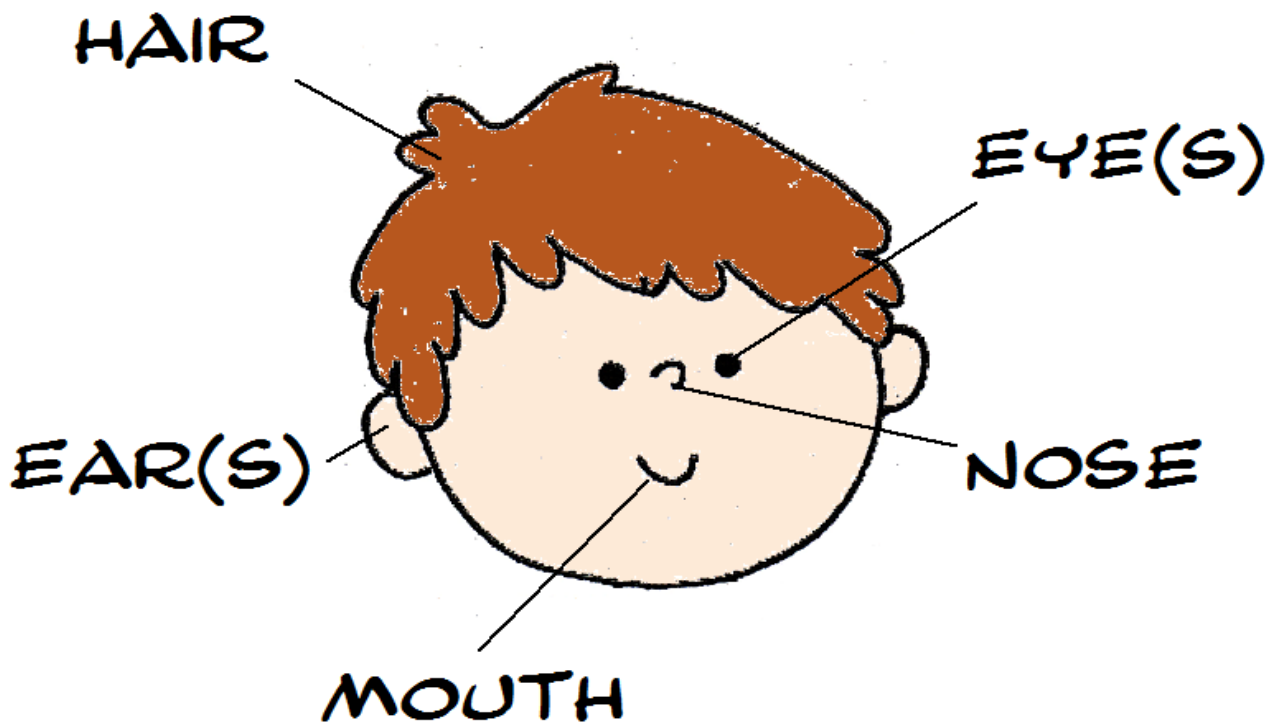
hair

head

VOCABULARY



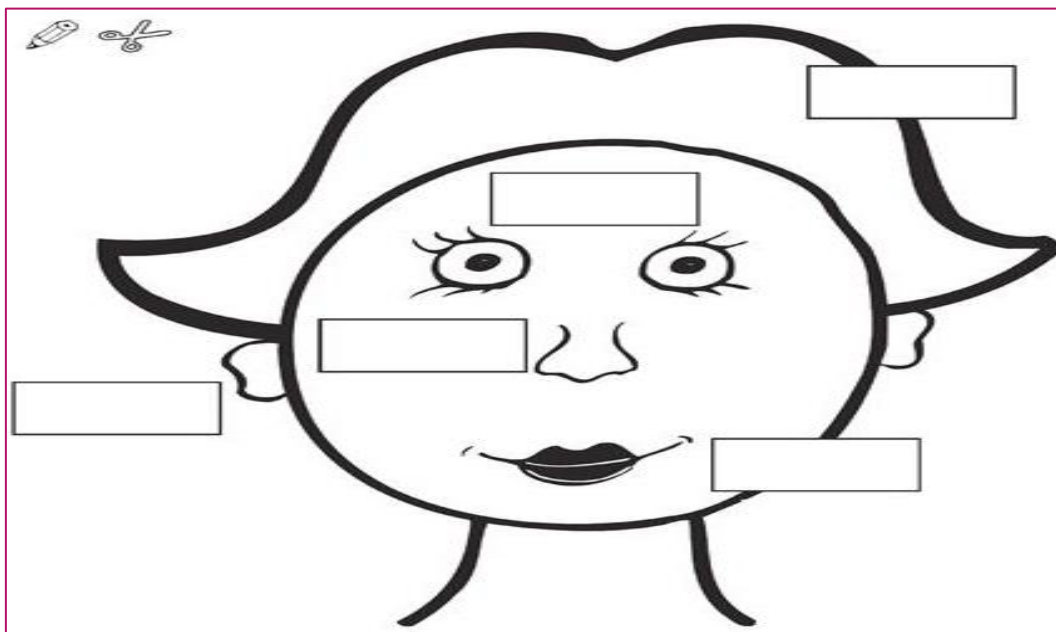
Recognize and name each upper part of the body.



READING COMPREHENSION



Read, cut and label each word in the correct place.



mouth

eyes

ears

head

nose

ACTIVITY 1



Form and paste the face puzzle on a sheet of paper.

PASTE



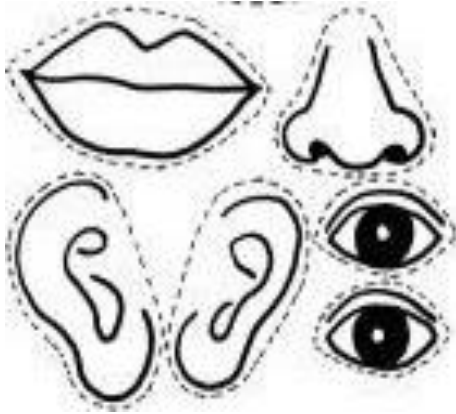
STRUCTURE



Look at the wh- questions structure and write sentences with the possessive adjective my and the verb be.

WHAT COLOR ARE YOUR EYES?

My



is

are



red



blue



yellow



brown



black

ACTIVITY 3



Use magazines or newspapers to cut and paste parts of the face and write sentences using the possessive adjective my and the verb be.

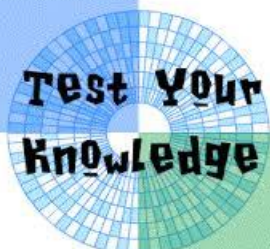
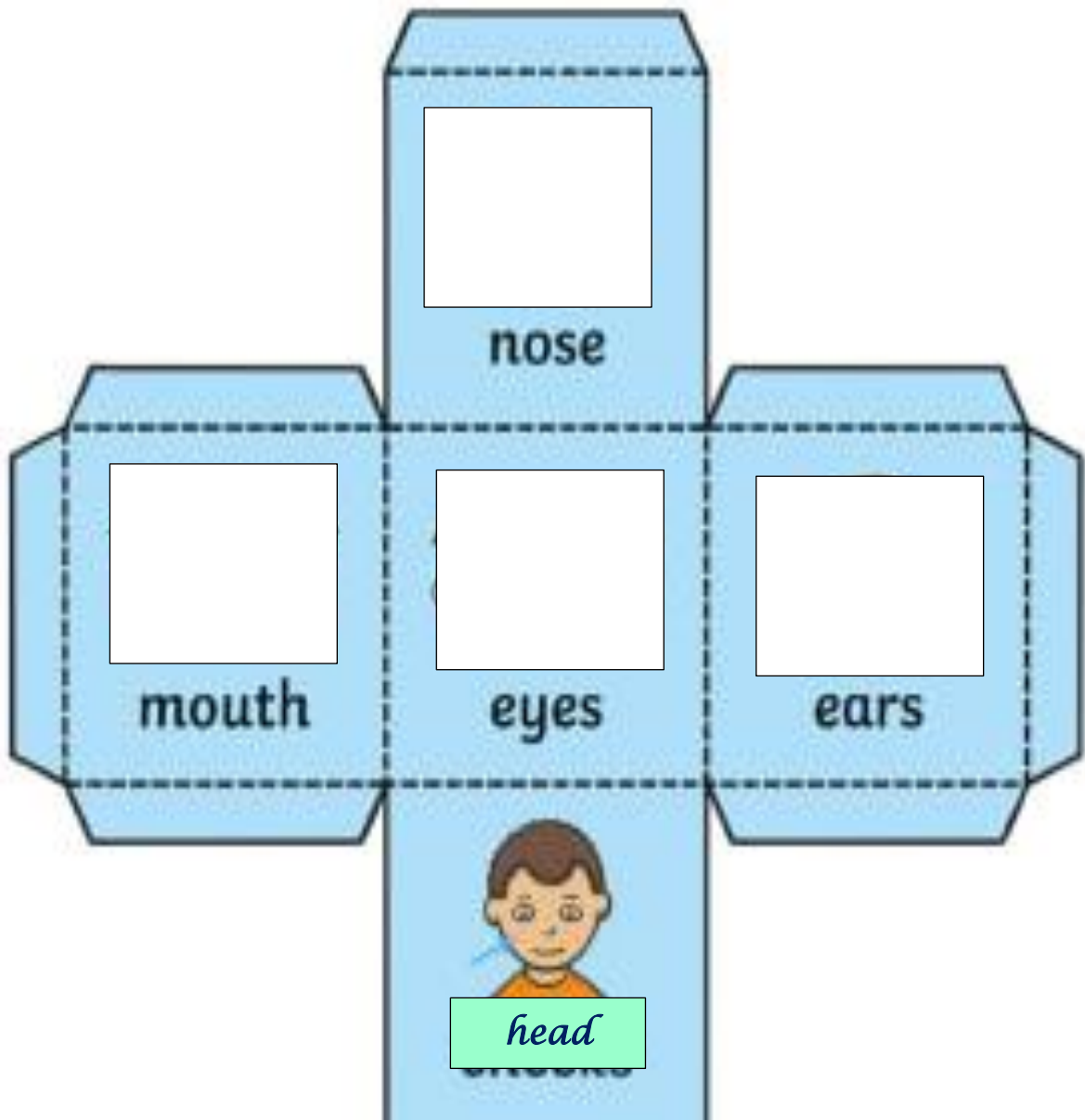
WHAT COLOR ARE YOUR EYES?



DICE GAME



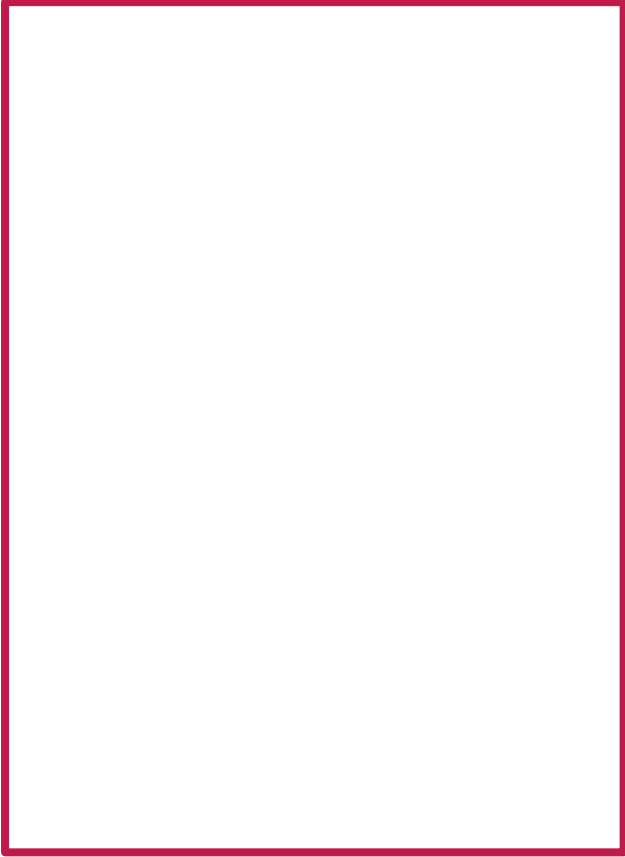
Listen (teacher, mother or friend), cut and play with the parts of the body dice.



MY PROJECT

Create a face project.

EXAMPLE



- m
- co
- pe
- ✓ P
- co
- co
- ✓ S
- fa
- cl

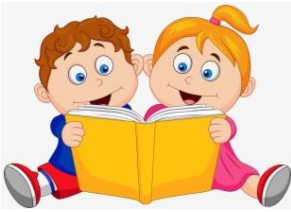
GLOSSARY



Review these words.



1. Cut



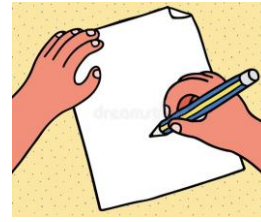
4. Read

2. Paste



5. Say

3. Play



6. Write

I CAN...



Put a check mark to the activities you have learned.

I can pronounce the vocabulary words of the upper part of the body.

I can identify some upper part of the body.

I can answer simple questions.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

<https://youtu.be/Ma5EMrurTmU>

<https://youtu.be/6pLFxeumlpe>

<https://youtu.be/sZdy89thv3g>

TOPIC 13

LOWER PARTS OF THE BODY



Head

Mouth

Nose

Hand

Stomach

Arm

Chest

Neck

Fingers

Toes

body

LOWER PARTS OF THE BODY



WEEKS 30-31-32

LOWER PARTS OF THE BODY INTRODUCTION TO THE TOPIC

The main parts of the human body are head, chest and limbs.

Let's study specific parts of human body as for example:

- ✓ chest
- ✓ shoulder
- ✓ knee
- ✓ foot
- ✓ toes

OBJECTIVES

1. To identify some lower parts of the body.
2. To say and point to lower parts of the body.

DID YOU KNOW?

... the foot is one of the most overworked, under-appreciated parts of the human body?

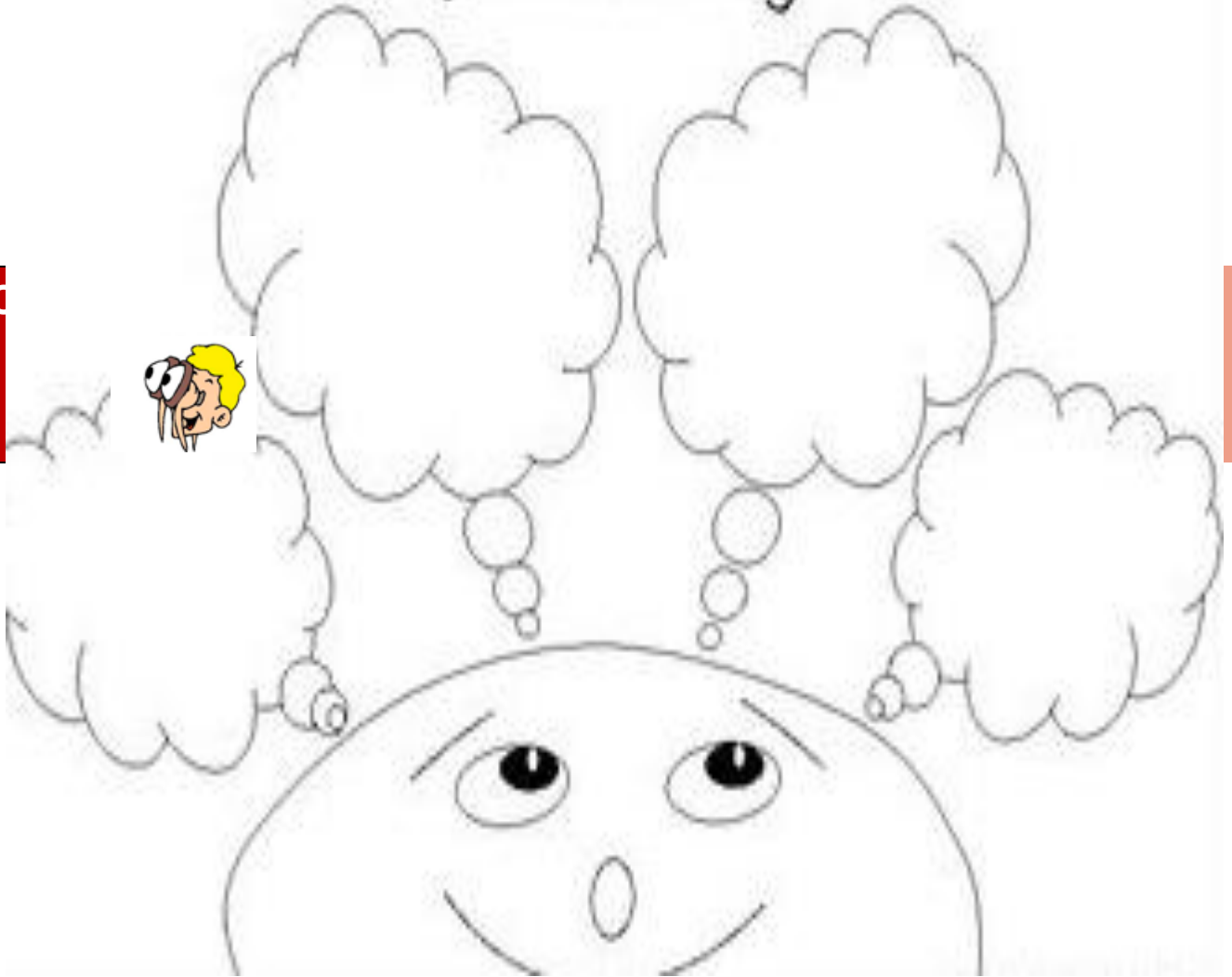


Brainstorm ideas about the lower parts of the body.



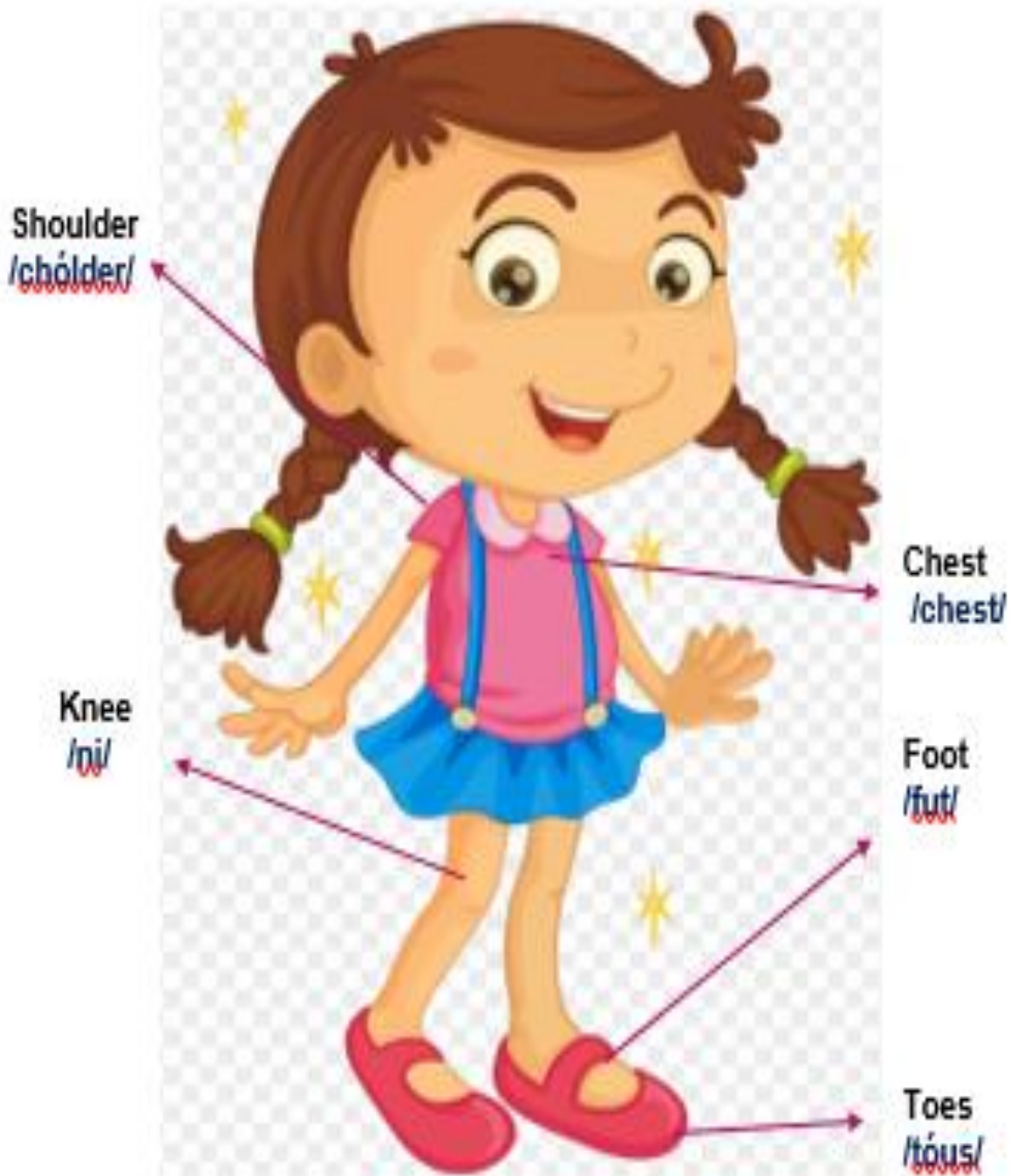
Brainstorming

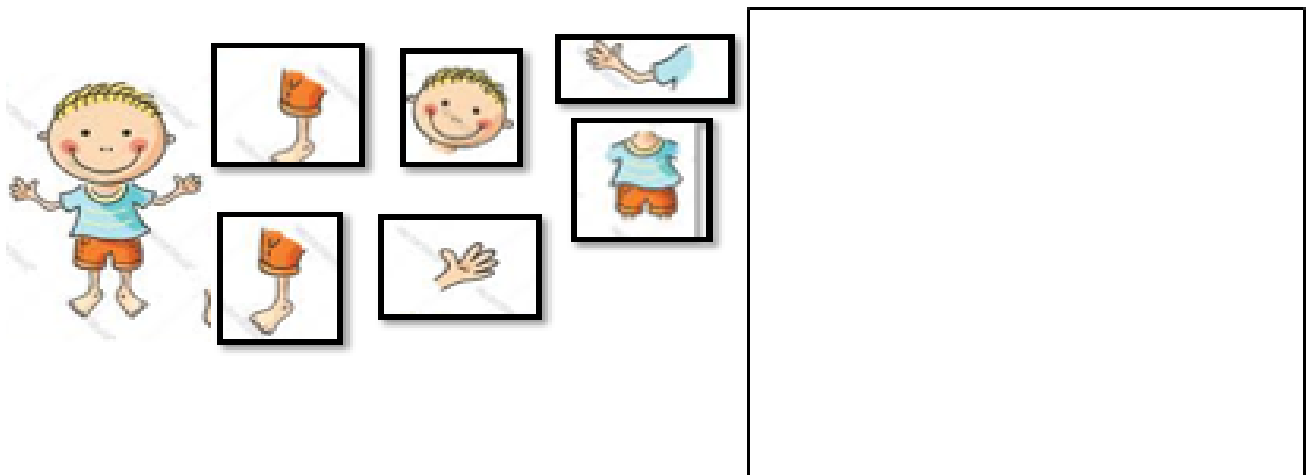
TO



READING

Look, cut and form the body with each given





shoulder
chest
knee
foot
toes

ACTIVITY 1



Look at the pictures and write the names of the lower parts of the body with the corresponding number.

DOWN ↓ ACROSS →

RESTRUCTURE
 THE
 RE
 V
 h
 -
 C
 U

WHICH PART OF THE BODY IS IT?

It

is

the chest.

the knee.

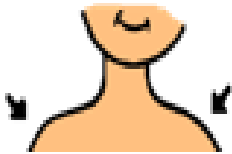


ACTIVITY 3



Follow the example and write sentences with lower parts of the body.

WHICH PART OF THE BODY IS IT?



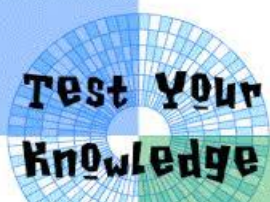




parts of the body using a dice.



| | | |
|---|---|---|
| START |  | Go on 1 space |
|  | FINISH |  |
|  | Go back 1 space |  |



Follow the instructions to draw the picture of your body.

EXAMPLE



Make t

- ✓ P
- p
- o
- ✓ L
- c
- o
- ✓ A
- y
- ✓ W
- n
- y
- ✓ W
- th

GLOSSARY



Read the glossary aloud.



1. Cut



2. Paste



3. Play



4. Remember



5. Say



6. Write

I CAN...



Put a check mark to the activities you have learned.

I can pronounce the vocabulary words of the lower part of the body.

I can identify some lower part of the body.

I can answer simple questions.

SUPPLEMENTARY MATERIAL

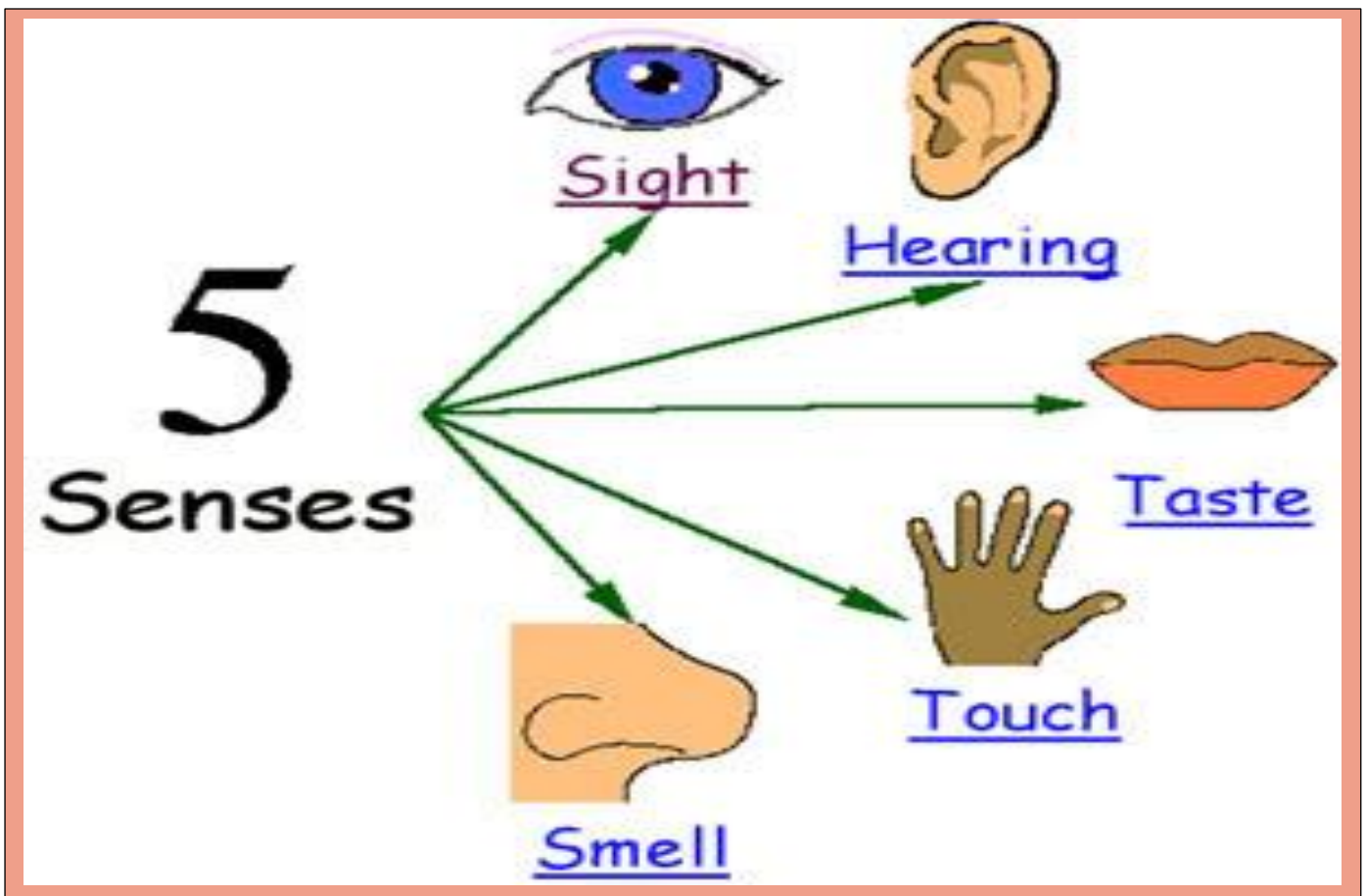
Check this material for extra knowledge.

<https://youtu.be/h4eueDYPTlg>

TOPIC 14

THE FIVE SENSES





WEEKS 33-34-35

THE FIVE SENSES INTRODUCTION TO THE TOPIC

Senses allow us to observe and understand the world around us.

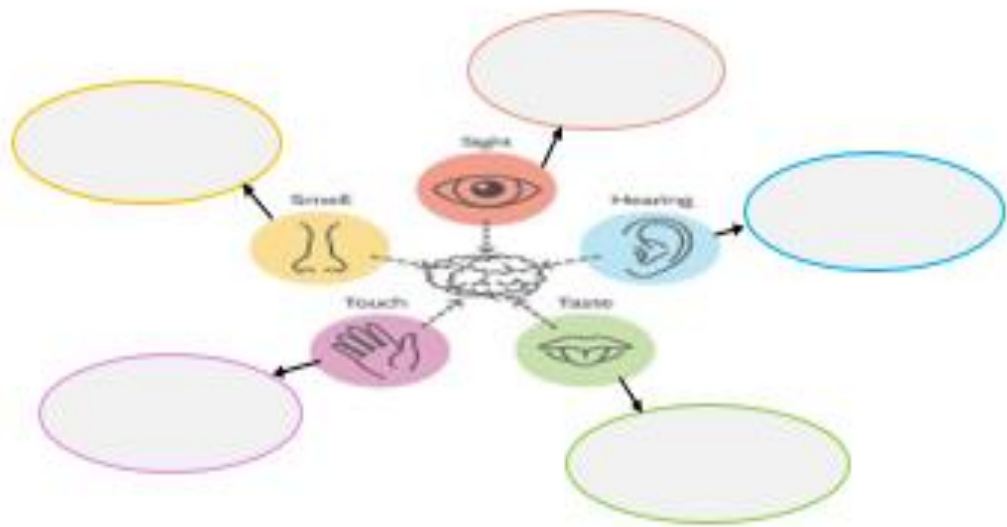
OBJECTIVES

1. To identify the five senses.
2. To recognize the function of the senses.

DID YOU KNOW?

...the sense of smell is the first sense, developing even while a person is still in the womb?





TOPIC EXPLANATION

The five senses - seeing, hearing, smelling, tasting and touching - help us learn about our surroundings.

THE FIVE SENSES

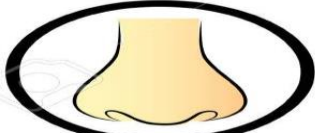
5 Senses Sorting

VOCABULARY

THE FIVE SENSES



Read and repeat the following words with your teacher, parents or classmates.



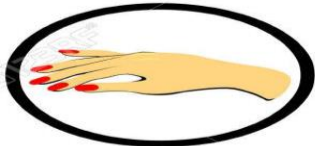
SMELL



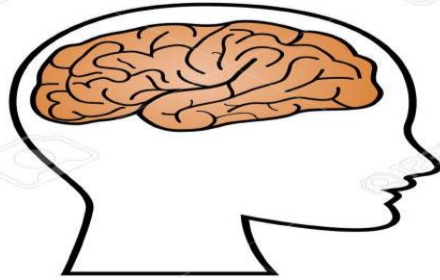
HEARING



TASTE



TOUCH



FIVE SENSES



SIGHT

READING COMPREHENSION

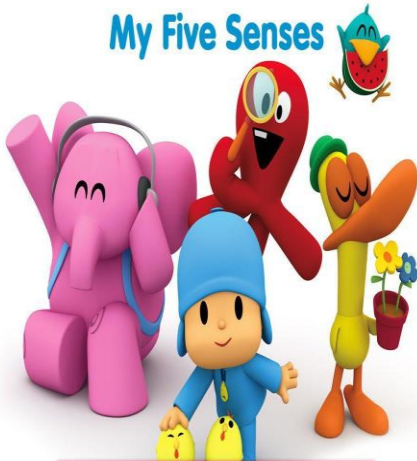


WHAT DO YOU DO WITH YOUR FIVE SENSES?

Read and name what you do with your five senses.

PICTURE

My Five Senses



Discover the five senses with Pocoyo!

I SEE WITH MY EYES.

I TOUCH WITH MY HANDS.

I HEAR WITH MY EARS.

I TASTE WITH MY MOUTH.

I SMELL WITH MY NOSE.

ACTIVITY 1

SENSES I USE TO...



Look, read and write a check mark (✓) beside the corresponding sense.

ACTIVITY 2



MY 5 SENSES



- Taste
- Hearing
- Touch
- Sight
- Smell

- Taste
- Hearing
- Touch
- Sight
- Smell

- Taste
- Hearing
- Touch
- Sight
- Smell

- Taste
- Hearing
- Touch
- Sight
- Smell

- Taste
- Hearing
- Touch
- Sight
- Smell



- Taste
- Hearing
- Touch
- Sight
- Smell

- Taste
- Hearing
- Touch
- Sight
- Smell

- Taste
- Hearing
- Touch
- Sight
- Smell

- Taste
- Hearing
- Touch
- Sight
- Smell

- Taste
- Hearing
- Touch
- Sight
- Smell

STRUCTURE



Read the pattern to ask and answer questions to say what you do with your senses.



touch/ feel



taste



hear



smell



see/ sight

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

HEARING

TASTE

TOUCH

WHAT DO YOU DO WITH YOUR _____ ?

I SEE WITH MY EYES.

I SMELL WITH MY NOSE.

I HEAR WITH MY EARS.

I TASTE WITH MY MOUTH.

I TOUCH WITH MY HANDS.

ACTIVITY 3



Cut, paste and trace the words.

My Five Senses

I with my eyes.

see

I with my ears.

smell

I with my tongue.

touch

I with my nose.

hear

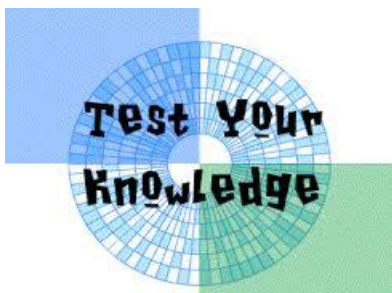
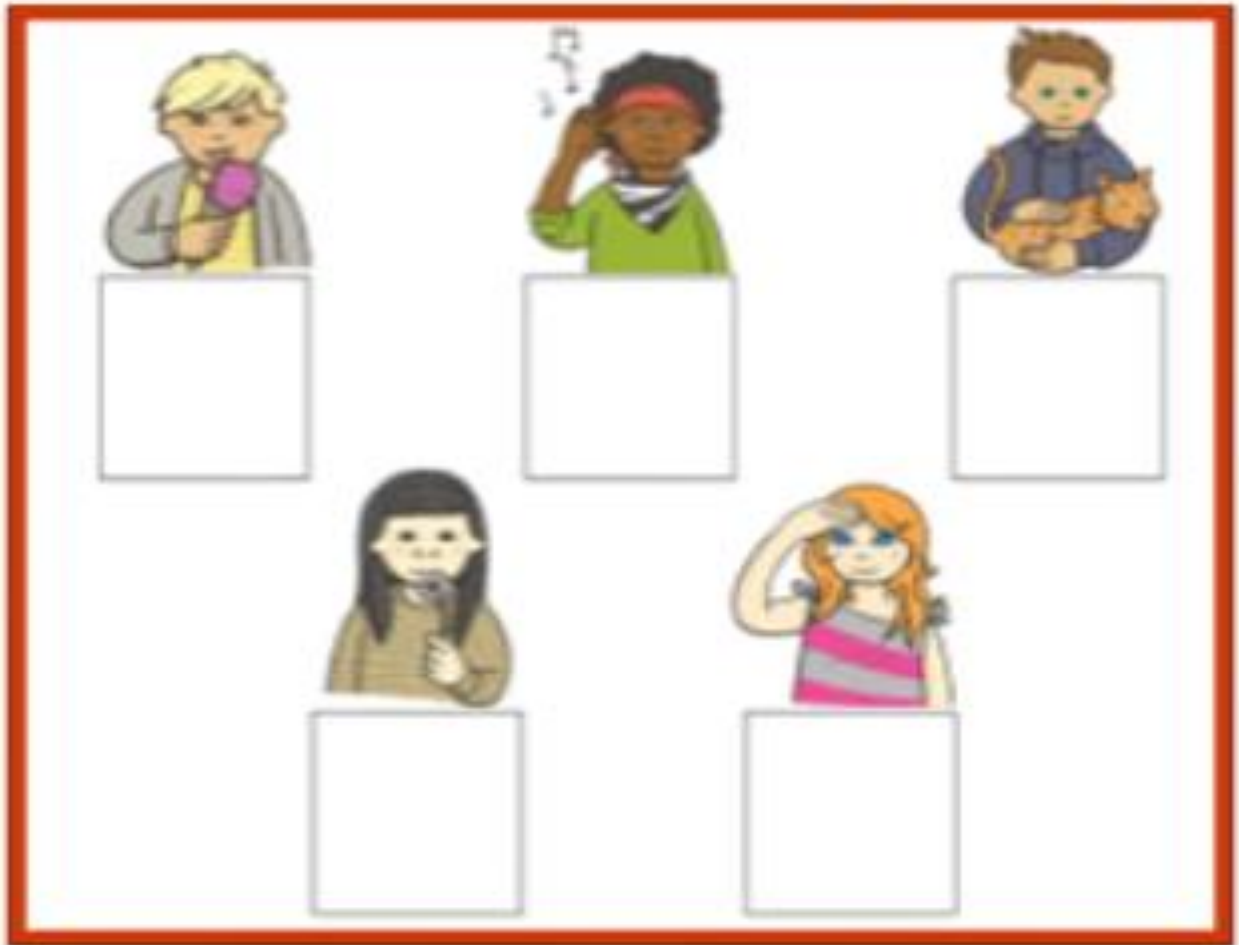
I with my hands.

taste



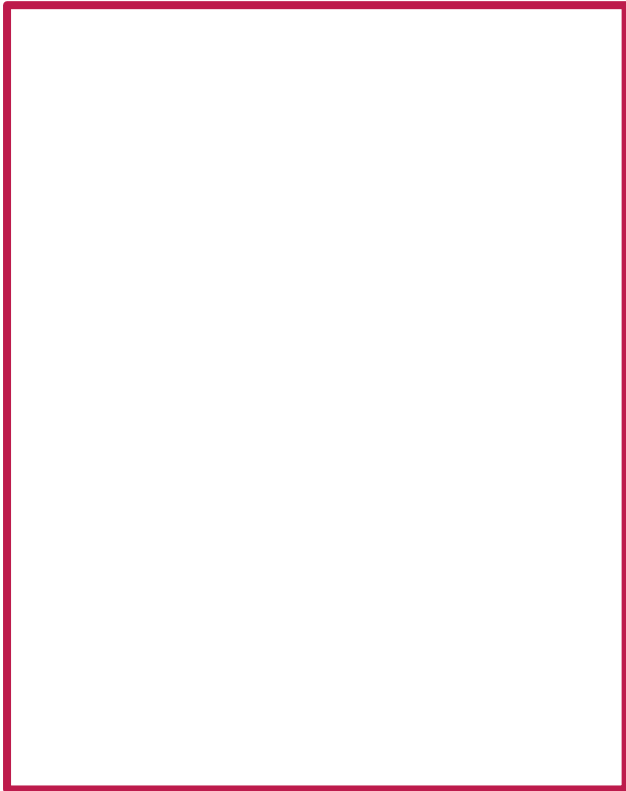
LET'S HAVE FUN

Cut the pictures below and paste them under the corresponding sense.



Follow the instructions to make a booklet.

EXAMPLE

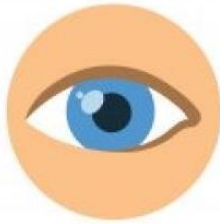


GLOSSARY



Read aloud the vocabulary.

5 Senses



Sight



Hearing



Touch



Smell



Taste

I CAN...



Put a check mark to the activities you have learned.

I can pronounce the vocabulary words about senses pretty well.

I can realize the function that each sense has in students' life.

**SUPPLEMENTARY
MATERIAL**

Check this material for extra knowledge.

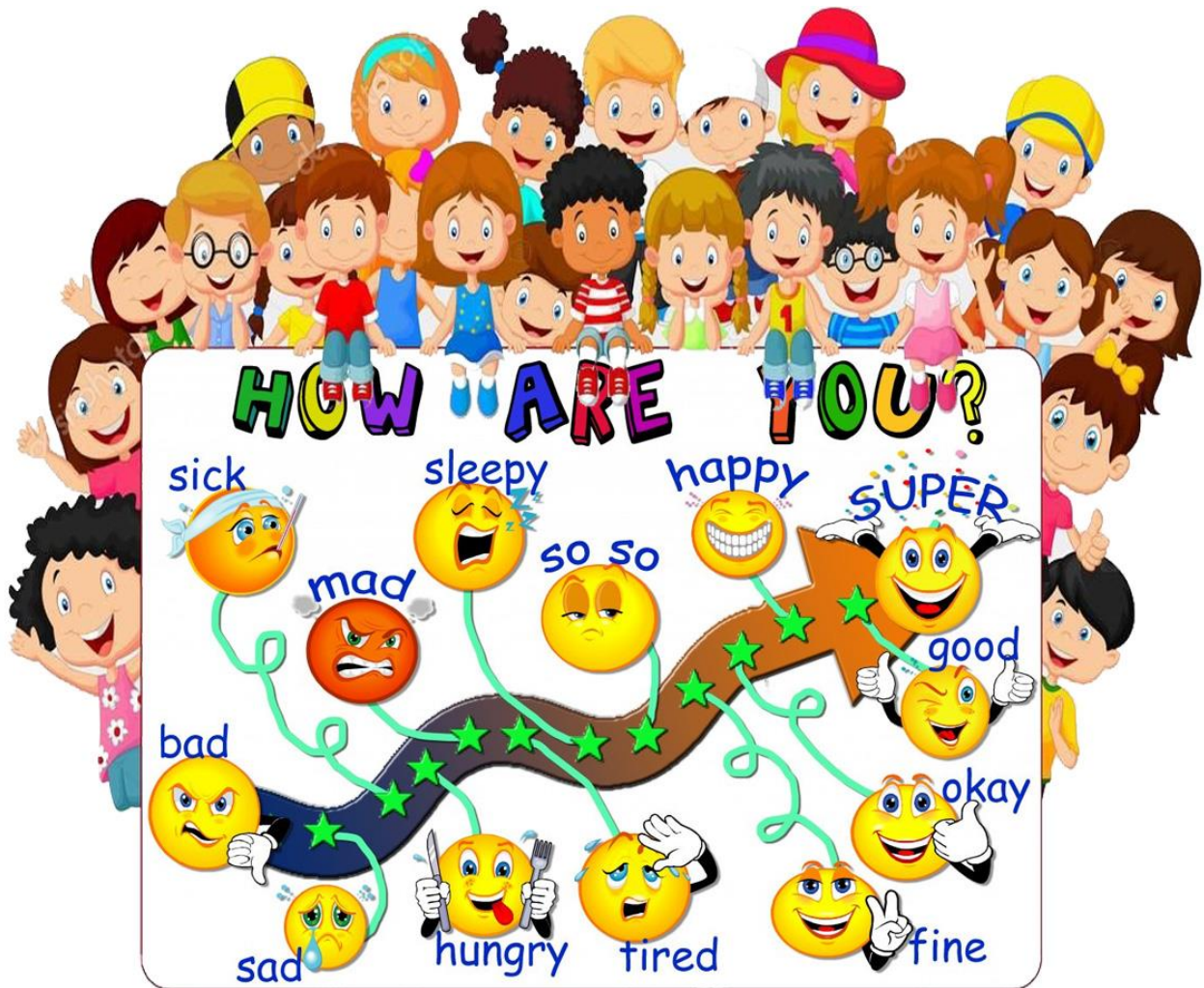
<https://youtu.be/q1xNuU7gaAQ>

<https://youtu.be/LNajQTnZviQ>

<https://youtu.be/OEi39haJwHk>

TOPIC 15

FEELINGS





WEEKS 36-37-38

FEELINGS INTRODUCTION TO THE TOPIC

Our feelings change from moment to moment depending on what's going on around us.

OBJECTIVES

1. To identify feelings using a variety of adjectives.
2. To say how a person feels at the moment.

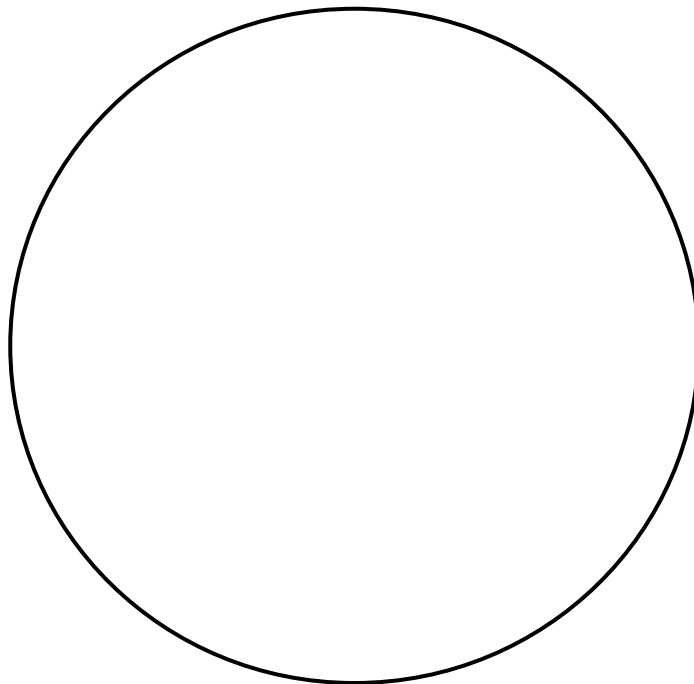
**DID
YOU
KNOW?**

... you have 43 facial muscles expressing the whole spectrum of feelings?





THIS IS HOW I FEEL.



TOPIC EXPLANATION



These are some motivating faces showing different feelings.

ACTIVITY 1



Trace a line to join the feelings pictures to their names.

Sad

Sleepy

Happy

Hungry

Angry

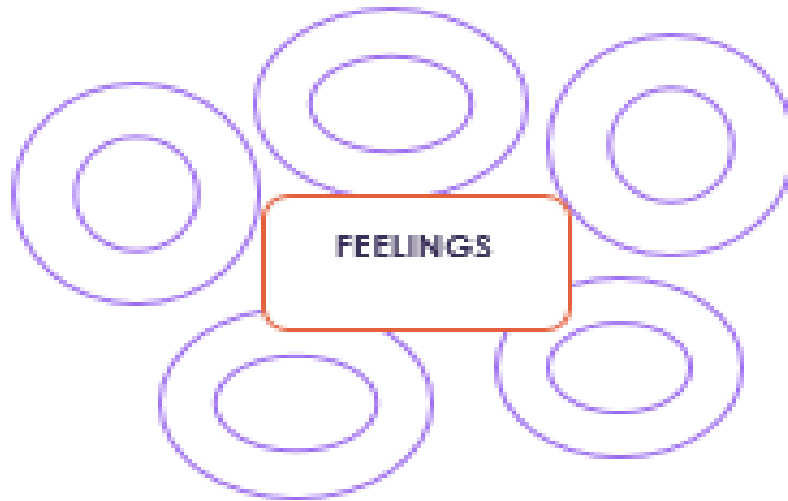
angry

sleepy

sleepy



Cut out pictures about feelings from magazines or newspapers and paste them on the circles.



**ST
RU
CT
UR
E**

Us
e
w
h-
w
or
d
ho
w,
sin
gu
lar
an
d
pl



rs
on
al
pr
on
ou
ns
an
d
th

e verb be to answer questions.

HOW ARE YOU?

I

am

He
She
It

is

We
You
They

are



ACTIVITY 3



Look at the pictures, draw the feelings and write sentences using personal pronouns and the verb

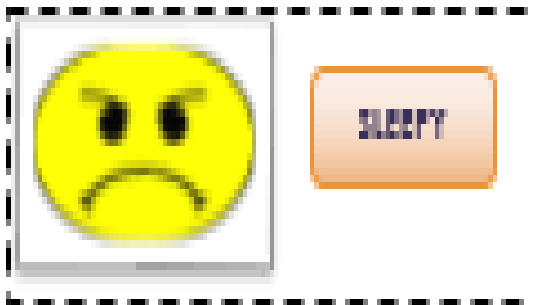
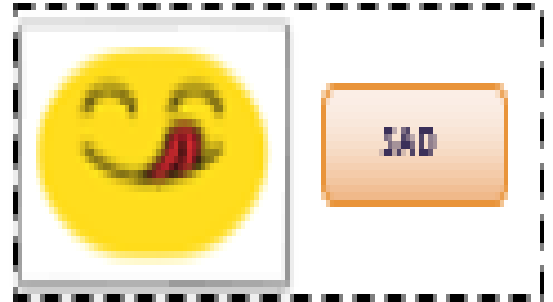




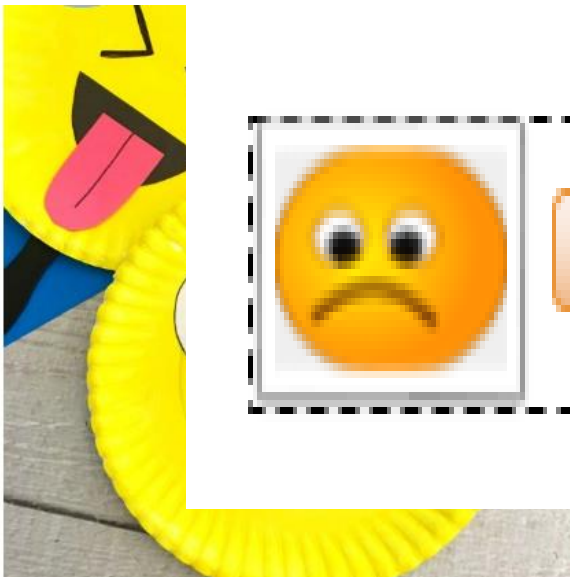
GAME TIME



Cut the domino pieces and play matching the feelings with their corresponding name.



EXAMPLE



MY EMOJI

GLOSSARY



Pronounce the words.



1. Cut



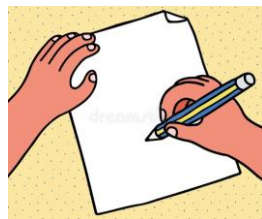
2. Paste



3. Read



3. Say



5. Write

I CAN...



Put a check mark to the activities you have learned.

I can identify feelings shown in pictures.

I can pronounce the feelings words correctly.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

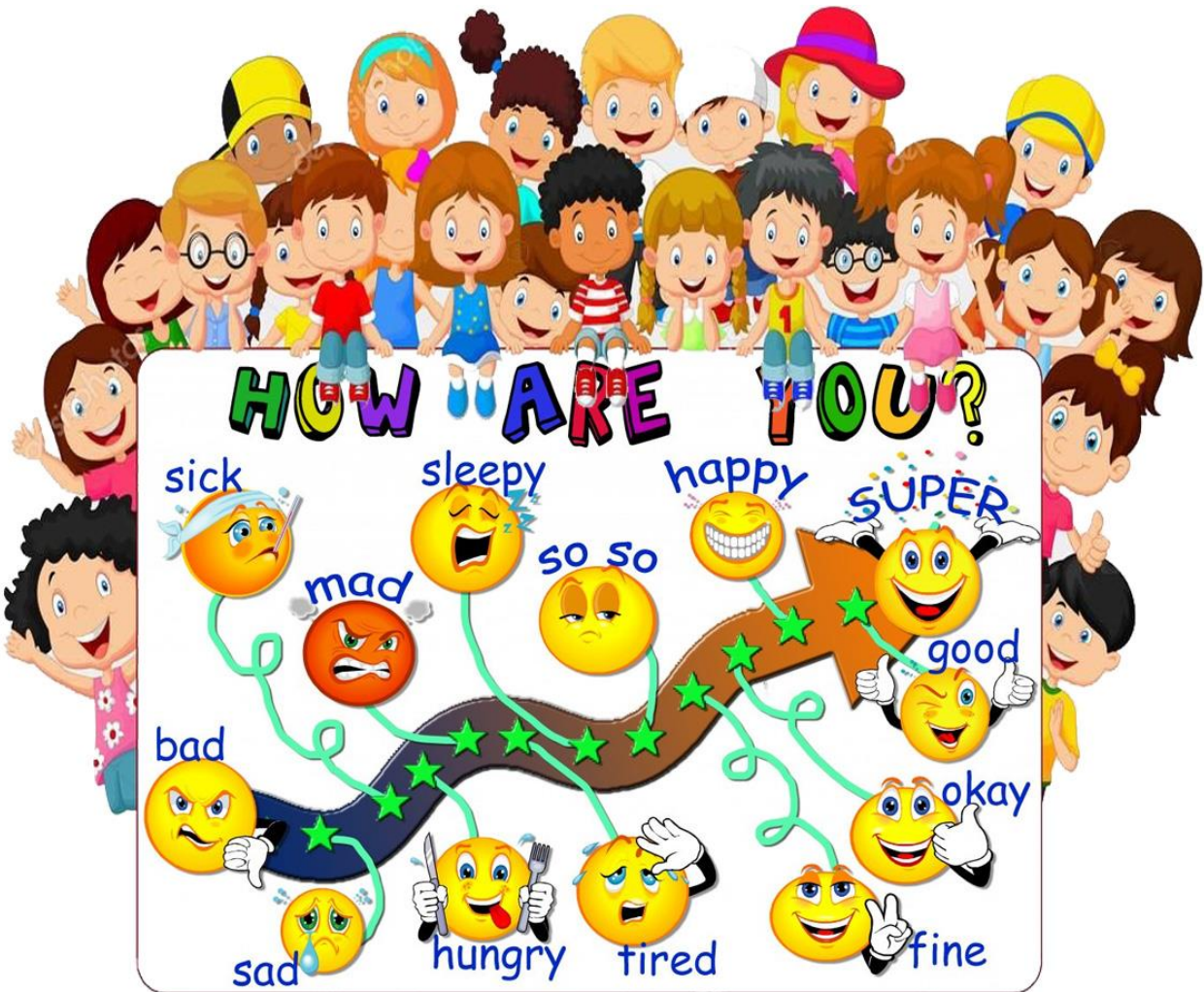
<https://youtu.be/dOkyKyVFnsS>

<https://youtu.be/4Rh6H8fa4UM>

<https://youtu.be/71hqRT9U0wg>

TOPIC 16

FEELINGS





WEEKS 39-40

FEELINGS INTRODUCTION TO THE TOPIC

Feelings are contagious, even if we are not paying attention to them. When we are in a group or with one other person, we can “catch” both positive and negative emotions.

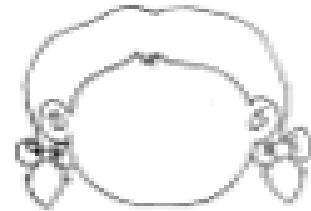
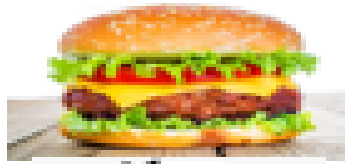
OBJECTIVES

1. *To identify feelings using a variety of adjectives.*
2. *To say how a person feels at the moment.*

**DID
YOU
KNOW?**

**...feelings
spread
between
people like a
virus?**





TOPIC EXPLANATION

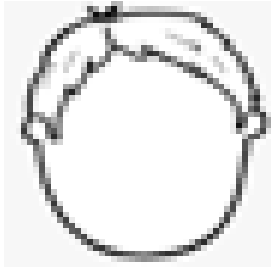
Let's learn some words that express feelings.



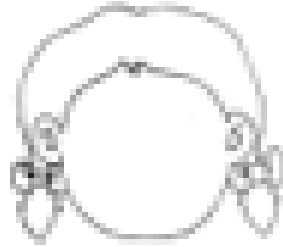
vo



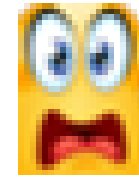
Cut out the feelings and paste them on the faces according to the sentences.



I am scared.



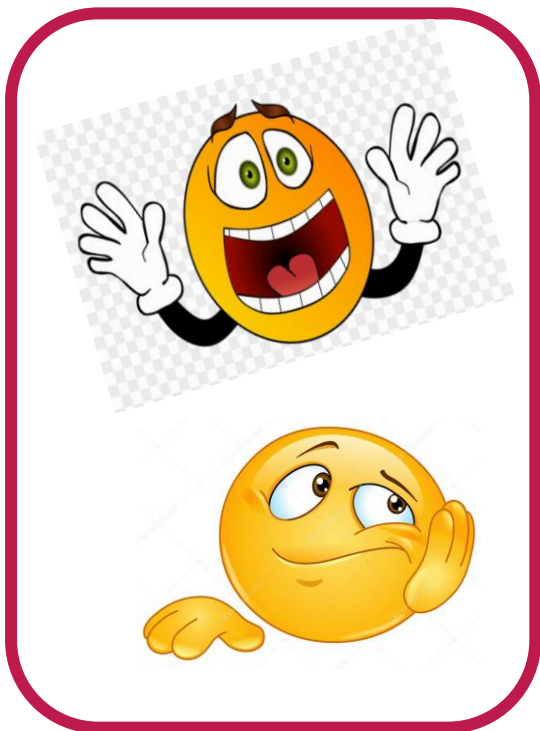
I am worried.



READING COMPREHENSION



Let's learn more about feelings using this reading.



We all have feelings. We show our feelings with our faces by raising our eyebrows when we are **surprised** or resting our cheeks on the palm of our hands when we are **bored**.

ACTIVITY 1

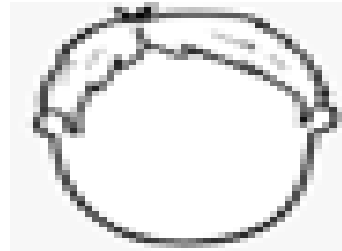
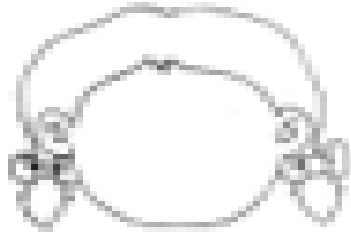


Look at the words below, write them on the boxes and draw the feelings on the faces.

WORRIED

SCARED

WORRIED



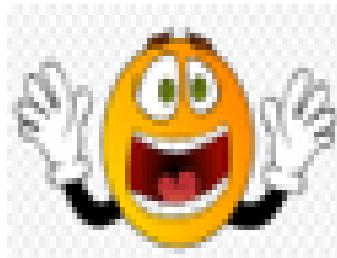
ACTIVITY 2



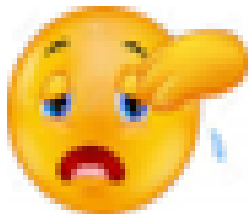
Help the teacher identify feelings.
Check the correct word according to the emoji.



- Happy
- Sad
- Worried
- Scared
- Grumpy



- Happy
- Sad
- Worried
- Scared
- Grumpy



- Happy
- Sad
- Worried
- Scared
- Grumpy



- Happy
- Sad
- Worried
- Scared
- Grumpy

URE

TIONS WITH ADJECTIVES

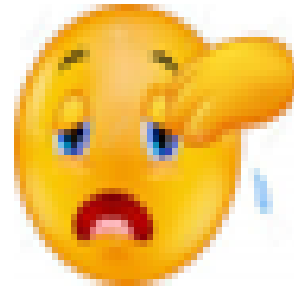
Pay attention to the wh- questions sentences with adjectives.

How are you?



I am scared.

How is he/she?



He is fired.

ACTIVITY 3

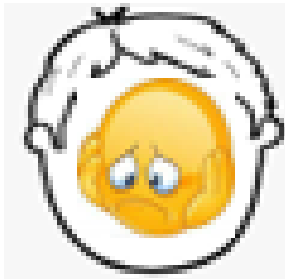


Look at each picture and answer the questions.



How are you?

I am _____



How is he?



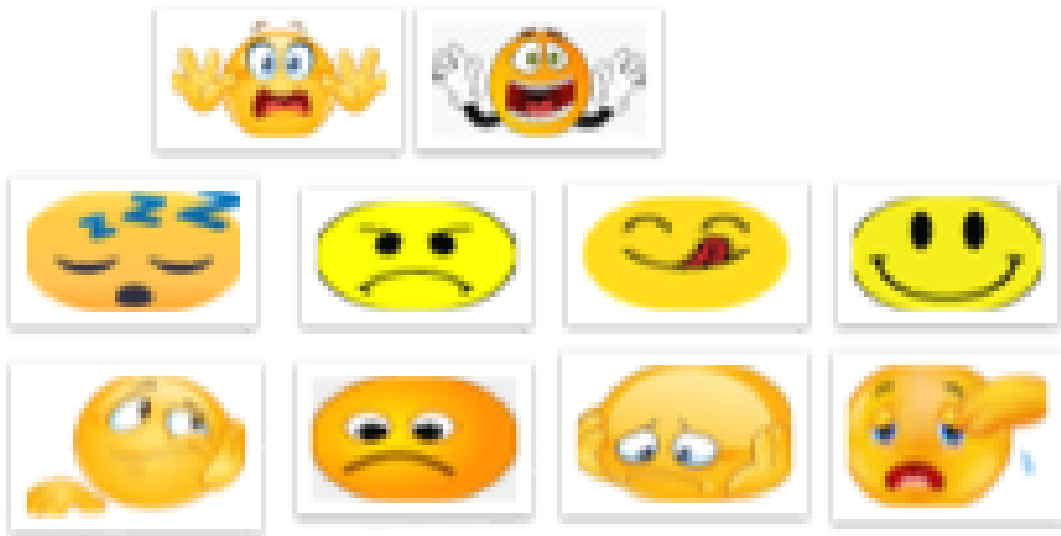
How is she?



BINGO TIME



Cut out your favorite six pictures and paste them inside each square. Ask your teacher, parents or classmates to help you play.

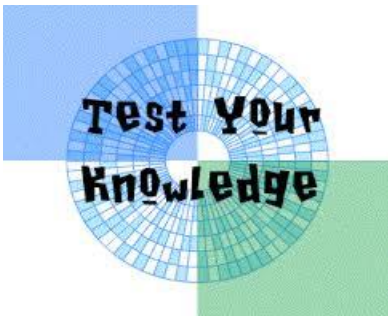


| | | | | |
|--------|--------|--------|--------|--------|
| HAPPY | SAD | ANGRY | SLEEPY | HUNGRY |
| POUNCE | POUNCE | POUNCE | POUNCE | POUNCE |

| | | |
|----------------|--|--|
| <h1>BINGO</h1> | | |
| | | |
| | | |

TEST YOUR KNOWLEDGE

Follow the instructions to create your feeling wheel.



EXAMPLE



Today I am...

INSTRUCTIONS

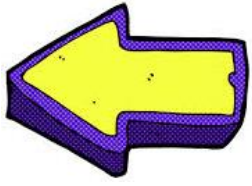
Create your feeling wheel.

- ✓ Use a plate.
- ✓ Divide the plate into five triangles.
- ✓ Paste pictures or draw faces with the feelings studied in this class.
- ✓ Cut and put a small arrow in the center of the plate.
- ✓ Attach the arrow with a fastener.
- ✓ Spin the wheel and say how you are according to where the arrow stops.

GLOSSARY



Pronounce these words.



arrow



face



Triangle

square

I CAN...



Put a check mark to the activities you have learned.

I can identify feelings shown on pictures.

I can pronounce the feelings words correctly.

SUPPLEMENTARY MATERIAL

Check this material for extra knowledge.

<https://wordwall.net/resource/349343/emotions-feelings-wheel>

INFOGRAPHY

<https://bit.ly/2CG3hS9>
<https://bit.ly/2CgFJDI>
<https://bit.ly/2ZFTbcQ>
<https://bit.ly/2DUMNpX>
<https://bit.ly/2CI2cJJ>
<https://bit.ly/3eEwTwG>
<https://bit.ly/2Bfq476>
<https://bit.ly/3fDRK4w>
<https://bit.ly/3hhtdTj>
<https://bit.ly/3jhC4Wz>
<https://bit.ly/2B892aK>
<https://bit.ly/2OxkNL0>
<https://bit.ly/2CmYfdu>
<https://bit.ly/2Wy52I7>
<https://bit.ly/2DLeFfZ>
<https://bit.ly/3fRk4Ql>
<https://bit.ly/3h8FgSE>
<https://bit.ly/396brQ1>
<https://bit.ly/2OwWKMm>
<https://bit.ly/2ZJ9dmF>
<https://bit.ly/2ZCEM1a>
<https://bit.ly/3h3Qkk2>
<https://bit.ly/2ZEf3FB>
<https://bit.ly/3fRmK0l>
<https://bit.ly/2CLE7Sh>
<https://bit.ly/2CeeTMw>
<https://bit.ly/2CLghpA>
<https://bit.ly/2WvUBVw>
<https://bit.ly/2WvWWzD>