



Unit - 2



- Look at the picture. Repeat what your teacher says and paste the stickers (p. 193).

Learning Goals:

Identify family Members

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Mother, Father, brother,
Sister, son, daughter, Uncle,
Aunt, Cousin, Grandmother,
grandfather.

Circle Time:

Pregunta: "Where is (child's name)?"

El niño o la niña que está presente responde: "Here I am."

Si el niño o la niña no está presente, el grupo responde: "He/She is not here."

Poster Time:

Muestra el póster y, señalando la imagen completa, decir: "This is a family."

Teacher: "What is this?" Los niños responden: "This is a family."

Repetir el mismo proceso con las familias más pequeñas que aparecen en la imagen.

"This is the father.", "This is the sister.", etc.

Puppet Time:

Teacher: "Do you have a mother?"

Puppet: "Yes, I have a mother."

Teacher: "Do you have a sister?"

Puppet: "No, I don't have a sister."

Puppet: "Do you have a sister? Raise your hand if you have a sister."

Los niños con la mano levantada responden: "I have a sister."

Los niños con la mano abajo responden: "I don't have a sister."

Sing the Song:

The Family Song – Pista 8

Book Time:

1. Ayuda a los niños para que abran el libro en la página 25.
2. Indica que ubiquen los stickers en la página 195.
3. Pídeles que observen la imagen y pregunta: "Is this picture complete?" y "Who is missing?" Guía a los niños para que inferan las respuestas (por ejemplo: "The uncle is missing.", "The cousin is missing.").
4. Nombra los miembros de la familia y pide a los niños que repitan.
5. Finalmente, indica: "Repeat what your teacher says and stick the stickers where they belong."

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2

Different families

Match the families that have the same number of members. Write the number of the picture.

Pág. 27

- Match the families that have the same number of members. Write the number of the picture.

Learning Goals:

Relate numbers with size. Recognize small, médium and big concepts.

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Numbers from 1 to 13, size, small, medium, large, family.

Circle Time:

Cantamos la primera parte de la canción Make a Circle- Pista 4 (hasta Hello, hello) y repetimos.

Poster Time:

Coloca el póster en la pared para que todos los niños lo vean.

Teacher: "What is this?" (señalando todo el póster)

Students: "This is a family."

Teacher: "What is this?" (señalando una de las familias más pequeñas)

Students: "This is a family."

Teacher: "Who is this?" (señalando cada miembro de la familia)

Students: "This is the father.", "This is the sister.", etc.

Puppet Time:

Teacher: "What's your mother's name?"

Puppet: "My mother's name is Sara."

Teacher: "What's your father's name?"

Puppet: "My father's name is George."

Puppet: "What's your mother's name?"

Students: "My mother's name is ..."

Puppet: "What's your father's name?"

Students: "My father's name is ..."

Sing the Song:

The family Song – Pista 8

Book Time:

1. Ayuda a los niños a abrir el libro en la página 27.

2. Observa la ficha y pregunta: "Are these families the same?"

- Espera que los niños respondan: "No."

- Pregunta: "What's the difference?"

3. Con ayuda de los brazos, muestra los tamaños de las familias:

- "One family is big" - abrir los brazos.

- "The other family is medium" - cerrar los brazos un poco.

- "The last one is small" - cerrar los brazos completamente.

4. Enseña el vocabulario: "This is the size: Big, Medium, and Small."

5. Finalmente, indica: "Match the families with the same number of members. Then, write the image number in the box."

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2

Family paths

Lucy

Michael

Susy

Listen what your teacher says about the children's families, then match them with their families.

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- Listen what your teacher says about the children's families, then match them with their families.

Learning Goals:

Identify the physical characteristics of family members. Compare their traits.

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Eyes, hair, skin, brown, black, green, blue, dark skin, light skin.

Circle Time:

Señala a dos niños con características diferentes y pregunta: "Are you family?"

Respuesta esperada: "No." Completa: "You are friends."

Explica que los miembros de la familia comparten características (traits): ojos, cabello y piel. Señala cada parte del cuerpo mientras hablas.

Haz que los niños repitan sus propias características:

Ejemplo: "My eyes are brown.", "My hair is black.", "My skin is light/dark."

Puppet Time:

El títere interactúa con los niños para que observen qué características comparten con sus padres.

Puppet: "What characteristics do you share with your family? I have the eyes of my Mom."

Teacher: "Touch your eyes and say: 'The eyes of my Mom.'"

Puppet: "I have the hair of my Dad."

Teacher: "Touch your hair and say: 'The hair of my Dad.'"

Puppet: "I have the nose of my Mom."

Teacher: "Touch your nose and say: 'The nose of my Mom.'"

Sing the Song:

The Family Song – Pista 8

Book Time:

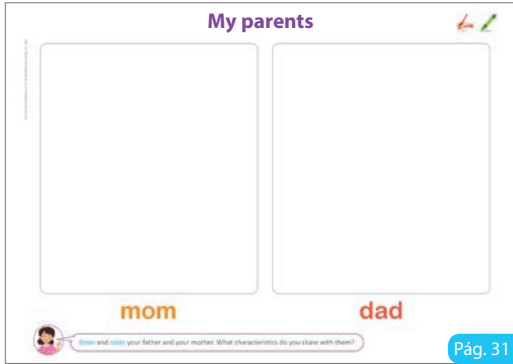
1. Ayuda a los niños a abrir el libro en la página 29.
2. Observa la primera columna de la ficha y pregunta: "Do they look alike or are they different?" Los niños respondan: "They are different."
3. Señala los personajes de la segunda columna y pregunta: What are they? Are they friends or are they families?" Los niños a responder: "Families."
4. Indica a los niños que emparejen los niños de la primera columna con las familias de la segunda columna: "Match the kids with their families."

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Draw and color your father and your mother. What characteristics do you share with them?

Learning Goals:

Identifying parts of the face

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Hair color, eye color, skin color, curly hair, straight hair, wavy hair.

Circle Time:

Pregunta: "Who remembers? What are family traits? What are family characteristics?"

Da un minuto a los niños para que respondan: "The color of the hair, the color of the eyes, etc."

Puppet Time:

Puppet: "What color are your eyes, Ms. Xxx?"

Teacher: "My eyes are brown. What color are your eyes, ___?"

Puppet: "What color is your hair?"

Teacher: "My hair is black." (adaptar según el color real: blond, grey, red, etc.)

Puppet: "What color is your skin?"

Teacher: "My skin is medium." (usar light, medium o dark según corresponda)

Señala a un niño, quien responde y luego pregunta al siguiente, hasta completar el grupo.

Sing the Song:

The Family Song – Pista 8

Book Time:

1. Ayuda a los niños a abrir el libro en la página 31.

2. Pregunta: "What characteristics do you share with your dad? With your mom? Hair? Eyes?"
Los niños responden: "Yes" o "No."

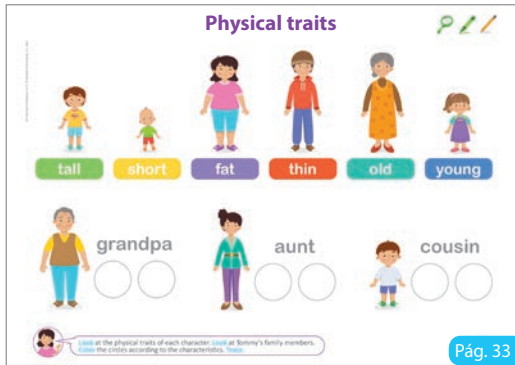
3. Finalmente, indica: "Draw and color your father and your mother. What characteristics do you share with them?"

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Look at the physical traits of each character. Look at Tommy's family members.

Learning Goals:

Identifying parts of the face. Counting face

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Tall, Short, Fat, Thin, Old, Young.

Circle Time:

Sentados en círculo, cantamos la canción realizando la mímica correspondiente.

Después de la canción, selecciona a dos niños con características físicas diferentes.

Pregunta: "Do they look alike? Are they different?"

Los niños responden: "Yes, they are different."

Pregunta: "What are their physical traits?"

Ejemplo: señala al niño más alto y di: "He/She is tall."

Puppet Time:

Con la ayuda del títere y el póster de la familia, señala a cada personaje y sus características.

Teacher: "How is Grandma?"

Puppet: "She is old."

Teacher: "How is Grandma, kids?"

Students: "She is old."

Repite con otras características: tall, short, fat, thin, old, young.

Sing the Song:

Are you ready to clap your hands - Pista 8

Book Time:

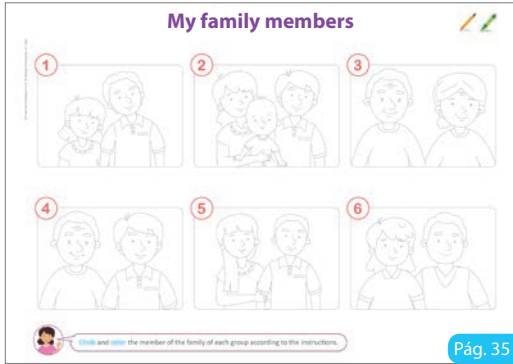
1. Ayuda a los niños a abrir el libro en la página 33.
2. Observa a los miembros de la familia de Tommy y describe "Tommy is tall, Tommy's sister is young, Tommy's mother is fat, Tommy's father is thin, Tommy's grandma is old, Tommy's brother is short."
3. Señala los colores de las características: Tall - blue, short - orange, old - green.
4. Observa los personajes de la línea de abajo y pide que elijan dos características que los describan: "How is Grandpa? Is he old or young?" - Respuesta esperada: "Old" Pregunta: "What color is the old label?" - Green.
5. Indica: "Color the first circle green." Continúa con la tía y el primo de la misma manera.

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Circle and color the member of the family of each group according to the instructions.

Learning Goals:

Learning adjectives related to

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Size, tall, short, fat, thin, old, young. White hair, brown hair, blond hair, mustache, beard, braid.

Circle Time:

Cuenten la historia acompañada de mímica. Los niños deben repetir cada acción.

This is a story of the Red Family:

- The father is tall, tall, tall - alzar la mano por encima de la cabeza.
- The mother is short, short, short - agacharse.
- The brother is young, young, young - manos en la cintura.
- The sister has a braid, braid, braid - sujetarse el cabello simulando una trenza.
- The grandma is old, old, old - encorvarse.
- The grandpa has a beard, beard, beard - sujetarse la barbilla.
- The uncle is fat, fat, fat - brazos mostrando volumen del cuerpo.

Sing the Song:

The Family Song – Pista 8

Book Time:

1. Ayuda a los niños a abrir el libro en la página 35.
2. Observa la imagen de las fotos de las familias y describe las características del miembro a descubrir en cada grupo:
 - Group 2: She has short hair.
 - Group 3: He is old.
 - Group 4: He is young.
 - Group 5: She has long hair.
 - Group 6: He is fat.
3. Finalmente, indica: "Circle and color the family member in each group according to the instructions."

Puppet Time:

Con el títere, repite la dinámica de la historia de la Red Family. El títere narra cada característica y realiza la mímica, mientras los niños imitan y repiten.

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Look at the sequence. Which one looks like you? Color the pictures.

Learning Goals:

Recognize stages of his/her life, and the abilities between each age.

Greetings:

Hello, Hello - Grupo 4 Pista 2

Vocabulary:

Newborn, baby, toddler, boy, girl, teenager, sleep, crawl, walk, run.

Circle Time:

Cantamos Baby Shark haciendo la mímica de cada personaje.

Newborn: "What does a newborn do?" - "Newborns sleep." - todos simulan dormir.

Baby: "What does a baby do?" - "Babies crawl." - todos gatean.

Toddler: "What does a toddler do?" - "Toddlers walk." - todos caminan.

Kid: "What does a kid do?" - "Kids run!" - todos corren y se detienen al decir "Stop."

Puppet Time:

Puppet: "A kid grows up and becomes?"

Teacher: "A teen."

Puppet: "A teen grows up and becomes?"

Teacher: "A young adult."

Puppet: "A young adult grows up and becomes?"

Teacher: "An adult."

Puppet: "An adult grows up and becomes?"

Teacher: "An old man."

Puppet: "Newborn, Baby, Toddler, Kid, Teen, Young adult, Adult and Old man!"

Teacher: Repetimos todos juntos: "Yes: Newborn, Baby, Toddler, Kid, Teen, Young adult, Adult, Old man! That's how we grow up!"

Sing the Song:

Walking, Walking – Pista 14

Book Time:

1. Ayuda a los niños a abrir el libro en la página 37.

2. Observa la primera imagen y pregunta: "Is this a teen?" Los niños responden: "No." Teacher: "No, it isn't. It's a newborn."

3. Repite con las demás imágenes. Señala que la palabra "kid" puede ser boy o girl.

4. Pide a los niños que señalen la imagen que se parezca a ellos: "Point to the one that looks like you."

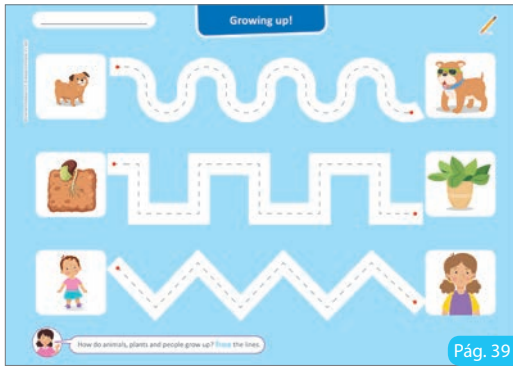
5. Finalmente, indica: "Look at the sequence. Which one looks like you? Color the pictures."

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- How do animals, plants and people grow up? Trace the lines.

Learning Goals:

Learning that every living creature can grow up.

Greetings:

Hello, hello– Grupo 4 Pista 2

Vocabulary:

Puppy, dog, sprout, plant, girl, adult.

Circle Time:

Sentados, la maestra dice cada oración línea por línea y los niños repiten:

- “A newborn grows up and becomes a baby.”
- “A baby grows up and becomes a toddler.”
- “A toddler grows up and becomes a kid.”
- “A kid grows up and becomes a teen.”
- “A teen grows up and becomes a young adult.”
- “A young adult grows up and becomes an adult.”

Puppet Time:

- Puppet: “Can an animal grow up?”
- Teacher: “Yes!”
- Pregunta: “Children, what animals do you know?”
- Títere: “Cats grow up!”, “Dogs grow up!”, etc.
- Puppet: “Can a plant grow up?”
- Teacher: “Yes! Baby plants are sprouts.” - niños repiten: “Sprout.”
- “A baby dog is a puppy.” - niños repiten: “Puppy.”
- “We say baby boy or baby girl!”

Sing the Song:

If you’re happy and you know it – Pista 11

Book Time:

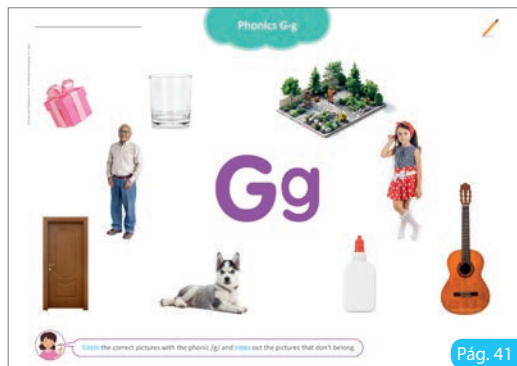
1. Ayuda a los niños a abrir el libro en la página 39.
2. Observa las imágenes y pregunta: “How do animals, plants, and people grow up?”
3. Señala cada imagen y di los nombres: “Puppy, Dog, Sprout, Plant, Girl, Adult.”
4. Finalmente, indica: “Trace the lines.”

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Circle the correct pictures with the phonic /g/ and cross out the pictures that don't belong.

Learning Goals:

Letter "G" Phonic /g/

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Dog, rubber, guitar, girl, map, glass, gift, grandfather, door.

Circle Time:

Pregunta: "Where is (nombre de un niño)?"

Si el niño está presente: responde "Here I am."

Si no está presente: toda la clase dice "He/She is not here."

Puppet Time:

El títere saluda al maestro/a:

- Puppet: "GGG Good Morning Teacher!"
- Teacher: "GGG Good Morning Puppet!"
- Puppet: "GGG Good Morning children!" - los niños responden: "GGG Good Morning Puppet!"

Despedida:

- Puppet: "GGG Goodbye Teacher!"
- Teacher: "GGG Goodbye Puppet!"
- Puppet: "GGG Goodbye children!" - los niños responden: "GGG Goodbye Puppet!"

Sing the Song:

Walking, Walking – Pista 14 .

Book Time:

1. Ayuda a los niños a abrir el libro en la página 41.
2. Observa la imagen del abuelo y pregunta: "Who is he?" - Respuesta: "He is the grandfather."
3. Señala la imagen de la guitarra y pregunta: "What is it?" - Respuesta: "It's a guitar."
4. Pregunta: "What is the first sound of 'grandfather' and 'guitar'?" - Practican el sonido /g/.
5. Finalmente, indica: "Circle the correct pictures with /g/ and cross out the ones that do not belong."

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Listen and color the frames of the family members according to what your teacher says.

Learning Goals:

Recognizing and identifying family

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Mother, Father, Sister, Brother, grandmother, grandfather.

Circle Time:

Muestra el poster de la familia.

Pregunta: "Who is this?" - los niños responden.

También se puede preguntar: "Is this the father?"

Si la respuesta es "Yes": reforzamos: "This is the father."

Si la respuesta es "No": corregimos: "This is the uncle."

Sing the Song:

The Family Song – pista 8

Book Time:

1. Ayuda a los niños a abrir el libro en la página 43.
2. Indica que observen cada personaje y escuchen el color del marco: "You have to listen carefully to the family member and the color of the frame. For example: 'Color the baby's frame brown.'"
3. Dicta cada miembro de la familia con un color; los colores pueden repetirse.

Puppet Time:

Con la ayuda del títere, nombra y señala a cada miembro de la familia.

Los niños repiten los nombres: Mother, Father, Brother, Sister, Baby Brother, Father's Side Grandpa, Father's Side Grandma, Mother's Side Grandpa, Mother's Side Grandma, Great Grandpa, Great Grandma, Aunt, Uncle, Cousin.

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2