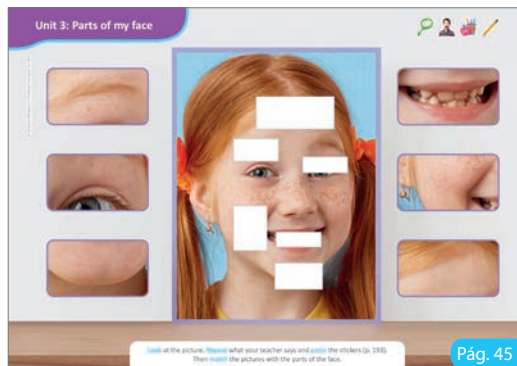




Unit - 3



- Look at the picture. Repeat what your teacher says and paste the stickers (p. 193). Then match the pictures with the parts of the face.

Learning Goals: _____
Identifying the parts of the face

Greetings: _____
Good Morning Dear Teacher – Pista 2

Vocabulary:

Eye, nose, forehead, eyebrow, eyelashes, mouth, chin, cheek, teeth, ear.

Circle Time:

Recitamos la rima línea por línea y hacemos los movimientos:

“One little finger, one little finger” - movemos el dedo índice.

“One little finger, tap, tap, tap” - aplaudimos con los dedos índices.

“Put your finger up” - dedo índice hacia arriba.

“Put your finger down” - dedo índice hacia abajo.

“Put it on your head: Head!” - tocamos la cabeza con el dedo índice.

Repetimos la rima reemplazando head por: Forehead, Eyebrow, Eyelashes, Eye, Nose, Ear, Cheek, Chin, Teeth, Mouth.

Sing the Song:

These are happy faces – Grupo 4 Pista 6

Book Time:

1. Ayuda a los niños a abrir el libro en la página 45.
2. Observa el rostro de la niña y pregunta: “What parts are missing?”
3. Indica: “Look at the picture. Repeat what your teacher says and paste the stickers (p. 193). Then match the pictures with the parts of the face.”

Puppet Time:

Con la ayuda del títere, decimos: “Put your finger on your head.”

Los niños tocan la cabeza con el dedo y dicen: “Head.”

Repetimos con las demás partes de la cara: Forehead, Eyebrow, Eyelashes, Eye, Nose, Ear, Cheek, Chin, Teeth, Mouth.

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 face. Say the parts of the face.

Learning Goals:

Identifying parts of the face and personal characteristics.

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Head, neck, hair, eyes, nose, eyebrows, eyelashes, mouth, ears.

Circle Time:

Mostramos el poster “My Body and Face” y señalamos una parte: “Is this the head?” - “Yes, this is the head.” - niños repiten y se tocan la cabeza.

Señalamos otra parte para corregir:

“Is this the ear?” - “No, this is the nose. This is the ear!”

Para partes plurales (eyelashes, teeth):

“Are these the eyelashes?” - “No, these are not the eyelashes, these are the teeth.”

Repetimos con otras partes de la cara.

Sing the Song:

These are happy faces – Grupo 4 Pista 6

Book Time:

1. Ayuda a los niños a abrir el libro en la página 47.
2. Observa la imagen y pregunta: “What is it?”
 - Indica: “This is a head. This is your head.”
 - Pregunta: “What are the missing parts?” - Ejemplo: “The hair is missing.”
3. Finalmente, indica: “Draw and color your face. Say the parts of the face.”

Puppet Time:

Puppet Activity – Face Parts

Con la ayuda del títere, señalamos las partes de la cara en el poster “My Body and Face” y los niños las repiten.

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Draw and color the hair of each child according to the pictures.

Learning Goals:

Identifying different hair colors.

Greetings:

Hello, Hello - Grupo 4 Pista 2

Vocabulary:

Black Hair, Brown Hair, Red Hair, Blond Hair, Grey Hair, White Hair, Light Hair, Dark Hair.

Circle Time:

Mostramos imágenes de personas con diferentes colores de cabello: black, brown, red, gray, white, blond.

Preguntamos: "Do you have black hair?"

- Yes, I do - van a la derecha (Go to the right).
- No, I don't - van a la izquierda (Go to the left).

Repetimos la dinámica con los demás colores.

Reforzamos vocabulario: blond (no yellow), dark hair (oscuro), light hair (claro).

Sing the Song:

These are happy faces – Grupo 4 Pista 6

Book Time:

1. Ayuda a los niños a abrir el libro en la página 49.
2. Pregunta: "What is missing in these heads?" - Respuesta: "The hair is missing."
3. Indica: "Draw and color the hair of each child according to the pictures."

Puppet Time:

Con la ayuda del títere, preguntamos a cada niño: "What color is your hair?"

Posibles respuestas: It's black, It's brown, It's red, It's blond.

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Look at the special characteristics and paste the stickers (p. 193).

Learning Goals: _____

Recognizing different characteristics that can make each one unique.

Greetings: _____

Good Morning Dear Teacher – Pista 2

Vocabulary: _____

Braces, Scar, Mole, Glasses, Freckles. Face.

Circle Time: _____

Conversamos:

- Teacher: "We are different and unique, we are beautiful. Repeat with me: We are beautiful!"
- Students: "We are beautiful!"

Con el poster My Body and Face, colocamos apliques de características especiales:

- Brackets: colocamos en la boca. Repetir: "Brackets"
- Scar: colocamos en la frente. Repetir: "Scar"
- Mole: colocamos en la mejilla. Repetir: "Mole"
- Glasses: colocamos en la cara. Repetir: "Glasses"
- Freckles: colocamos en la cara. Repetir: "Freckles"

Puppet Time: _____

Con la ayuda del títere, repetimos la actividad anterior de colocar y nombrar los apliques: Brackets, Scar, Mole, Glasses, Freckles.

Sing the Song: _____

Hockey Pockey - Pista 6

Book Time: _____

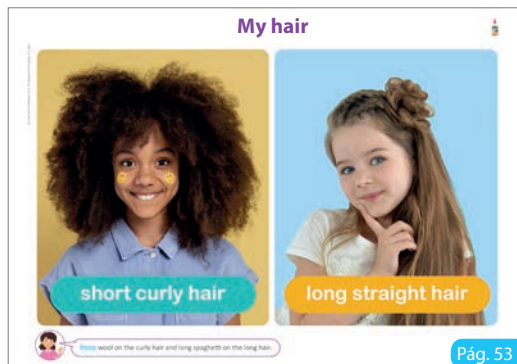
1. Ayuda a los niños a abrir el libro en la página 51.
2. Ubica los stickers de la página 193. Observa y pregunta: "What are they?" - Brackets, Scar, Mole.
3. Indica: "Look at the special characteristics and paste the stickers."

What have we learned today? _____

Escuchamos a los niños y reforzamos

Goodbye Time: _____

Sing the See you later song – Pista 2



- Paste wool on the curly hair and long spaghetti on the long hair.

Learning Goals:

Recognizing opposite characteristics between hairs.

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Short, long, curly, straight, light hair, dark hair, black hair, blond hair.

Circle Time:

Cantamos juntos la canción “Head, Shoulders, Knees and Toes” (Pista 7).
Explicamos el juego “Frozen”:

- Cuando escuchamos “Frozen”, todos se quedan congelados.
- Cuando escuchamos “Unfrozen”, nos movemos libremente.
- Volvemos a cantar la canción alternando “Frozen” y “Unfrozen”.

Puppet Time:

Con la ayuda del títere, recitamos la rima señalando y representando los tipos de cabello:

- My hair is short - Short, short, short! (mano debajo de la oreja)
- My mom’s hair is loooong - (mano del centro de la cabeza hacia abajo)
- My dad’s hair is curly - Curly, curly! (hacemos rizo con el dedo)
- My aunt’s hair is straight - (mano subiendo y bajando en línea recta)
- Los niños repiten: short, long, curly, straight.

Sing the Song:

Head, Shoulder Knees and Toes – Pista 7

Book Time:

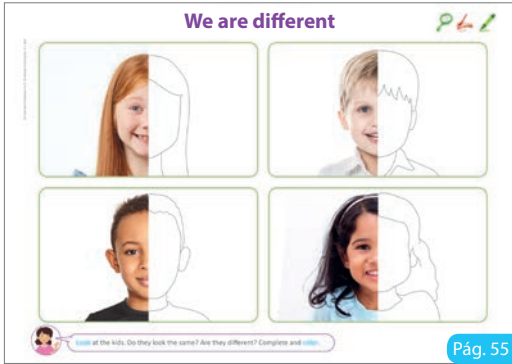
1. Ayuda a los niños a abrir el libro en la página 53.
2. Observa las imágenes y pregunta:
 - Are they the same?” - “No”
 - “What is different?” - “The hair”
 - “What are the differences?” - los niños responden.
3. Indica: “Paste wool on the curly hair and long spaghetti on the long hair.”

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Look at the kids. Do they look the same? Are they different? Complete and color.

Learning Goals:

Recognizing that we are different and

Greetings:

Hello, Hello - Grupo 4 Pista 2

Vocabulary:

Light hair, dark hair, black hair, blond hair.

Circle Time:

Conversamos: "We are different and unique. We are all beautiful!"
Sacamos al frente grupos de 2 o 3 niños y mencionamos características de cada uno:

- "His eyes are black."
- "Her hair is curly."
- "His skin is dark."

Al resto del grupo les decimos: "They are beautiful!"

Todos repiten: "We are beautiful!"

Puppet Time:

Teacher: "Puppet, we are different!"

Puppet: "Yes, we are!"

Intercambiamos características señalando las diferencias:

- Teacher: "I have long hair." - Puppet: "I have short hair."
- Teacher: "I have dark hair." - Puppet: "My hair is brown."
- Teacher: "I have glasses." - Puppet: "I don't have glasses."

Concluimos: "We are different."

Sing the Song:

I color with my crayon – Pista 12

Book Time:

1. Ayuda a los niños a abrir el libro en la página 55.
2. Observa la ficha y pregunta: "Are the pictures complete or incomplete?" - "Incomplete"
3. Pregunta: "Are they the same or different?" - "Different" - reforzar: "They are different."
4. Indica: "Complete and color the pictures."

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Goodbye, Goodbye – Grupo 4 Pista 3



- Paste white plasticine on Tommy's teeth. How many teeth does he have? Count and write the number.

Learning Goals:

Identifying different furniture in a house.

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Tooth, teeth, numbers from 1 to 20, small, big, tongue, mouth. Head, face, neck.

Circle Time:

Dibujar una boca con 20 dientes en un papelote.
 Con los niños, hacer 20 bolitas de papel y colocarlas sobre cada diente.
 Contar juntos: One, two, three... twenty.
 Preguntar: "How many teeth are there in this mouth?" - contar nuevamente y responder: "There are 20 teeth."

Puppet Time:

Con el títere, vamos quitando una bolita de la boca de papel hasta que queden 16 dientes.
 Cada vez que se quita una bolita, el títere pregunta: "How many teeth?"
 Los niños responden contando: Nineteen, eighteen, seventeen... sixteen.

Sing the Song:

Counting to 20 – Pista 15

Book Time:

1. Ayuda a los niños a abrir el libro en la página 57.
2. Pregunta: "What part of the face is this?" - "The mouth."
3. Señala un diente y pregunta: "What is it?" - enseñar: "Tooth" (uno), "Teeth" (varios).
4. Indica: "Paste white plasticine on Tommy's teeth. Count and write how many teeth he has." "Twenty".

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Look at the emotions. Paste the stickers (p. 191) and color the frames according to the indications.

Learning Goals:

Identifying feelings and emotions

Greetings:

Hello, Hello - Grupo 4 Pista 2

Vocabulary:

Emotions, Angry, Sad, Disgusted, Surprised, Scared, Happy.

Circle Time:

Nos ponemos de pie en círculo y cantamos "If You're Happy and You Know It" (Grupo 4, pista 17).

Mostramos y nombramos emociones:

"This is my happy face" - sonrisa, los niños imitan.

"This is my disgusted face" - expresión de asco, los niños imitan.

"This is my surprised face" - expresión de sorpresa, los niños imitan.

"This is my scared face" - expresión de miedo, los niños imitan.

Puppet Time:

El títere aparece triste, con la cabeza gacha y sollozando.

Teacher: "How are you today?"

Puppet: "Today I am sad" - el títere llora.

Teacher: "Why are you sad?"

Puppet: "I'm sad because I lost my favorite pencil" - el títere vuelve a llorar.

Teacher entrega el lápiz: "Here is your pencil! I found it!"

Puppet: "Thank you! I'm not sad, now I am happy!" - el títere ríe (ha-ha-ha).

Sing the Song:

If you're happy and you know it clap your hands
- Grupo 4 pista 17

Book Time:

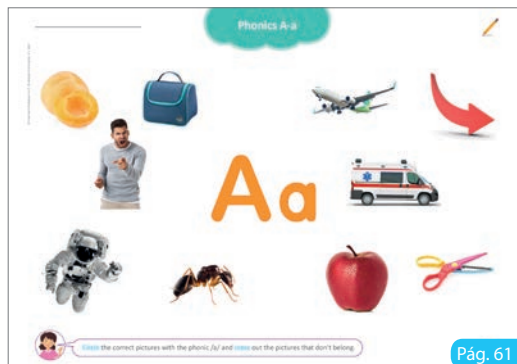
1. Ayuda a los niños a abrir el libro en la página 59.
2. Observan las emociones y repiten: angry, surprised, happy, disgusted, scared, sad.
3. Indica: "Paste the stickers from page 191 and color the frames."

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 /a/ and cross out the pictures that don't belong.

Learning Goals:

Letter "A-a" Phonic /a/

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Apple, scissors, ambulance, arrow, airplane, lunchbox, peach, anger, astronaut and ant.

Circle Time:

Cantar la ABC Song – Pista 10 y la canción de la letra A con el títere.
Dar a los niños una hoja bond doblada horizontalmente. ("Fold the paper")

Indicar:

- Izquierda: dibujar un happy face.
- Derecha: dibujar un sad face.

Escribir debajo de cada dibujo: HAPPY / SAD y subrayar la letra "A" con color rojo.

Practicar pronunciación: decir HAAAAAAPY y SAAAAAD, los niños repiten.

Puppet Time:

Escoger a un niño con cabello negro.

Con el títere preguntar al grupo:

Puppet: What color is his hair? Estudiantes responden: Black.

Repetir y reforzar la pronunciación:

Teacher: Black

Teacher & Puppet: AAAAA, black!

Sing the Song:

Walking, Walking – Pista 14 .

Book Time:

1. Ayuda a abrir el libro en la página 61.
2. Señalar la manzana: "What is this?" - "It's an apple."
3. Señalar la ambulancia: "What is this?" - "It's an ambulance."
4. Preguntar: "What is the first sound of 'apple' and 'ambulance'?" - practicar el sonido /a/.
5. Indicar: "Circle the pictures with /a/ 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 to the indications of your teacher, then draw and color the boy and the girl.

Learning Goals: _____
Recognizing parts of the face.

Greetings: _____
Good Morning Dear Teacher – Pista 2

Vocabulary:

Eye, forehead, eyebrow, nose, mouth, eyelashes, chick, chin, teeth, ear.

Circle Time: _____

Los estudiantes deben tocar la parte de la cara mencionada.

Point your forehead - Forehead

Point your eyebrow - Eyebrow

Point your eyelashes - Eyelashes

Point your eye - Eye

Point your nose - Nose

Point your ear - Ear

Point your cheek - Cheek

Point your chin - Chin

Point your teeth - Teeth

Sing the Song: _____

ABC Song – Pista 10

Book Time: _____

1. Ayuda a abrir el libro en la página 63.

2. Pedir a los niños que digan los nombres de las partes de la cara.

3. Indicar: "Draw and color the boy and the girl."

Puppet Time: _____

El títere pregunta y los estudiantes responden señalando:

• Puppet: Is this the forehead? - Students: Yes

• Puppet: Is this the chin? - Students: No, this is the chin

Repetir con: eyes, nose, mouth, ears, cheeks, eyebrows, eyelashes, teeth.

What have we learned today? _____

Escuchamos a los niños y reforzamos

Goodbye Time: _____

Sing the See you later song – Pista 2