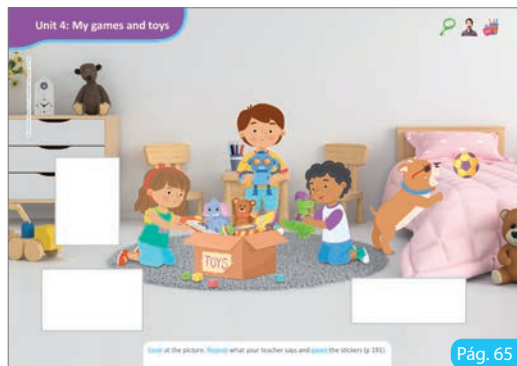




Unit - 4



- Look at the picture. Repeat what your teacher says and paste the stickers (p 191).

Learning Goals: _____
Identifying different toys.

Greetings: _____
orning Dear Teacher – Pista 2

Vocabulary:

Board game, plush toy, train, dinosaur, car, doll, carpet, blocks, ball.

Circle Time:

Señala el poster y pregunta:

Teacher: What is this?

Students: This is a Toy Shop.

Señala los juguetes y nómbralos:

Teacher: This is a doll. Repeat:

Students: This is a doll.

Teacher: This is a ball. Repeat:

Students: This is a ball.

Repite con los demás juguetes del poster.

Sing the Song:

Are you ready to clap your hands . Grupo 4 pista

Book Time:

1. Ayudar a los niños a abrir el libro en la página 65.
2. Preguntar: "What are the kids in this picture doing?" - "They are playing with the toys."
3. Sacar los stickers de la página 191.
4. Indicar: "Repeat what your teacher says and paste the stickers in the correct place."

Puppet Time:

Muestra un juguete:

Teacher: What is this?

Puppet: This is a ball.

Teacher: Is this a robot, children?

Students: No, this is a ball.

Repite con los demás juguetes (robot, doll, car).

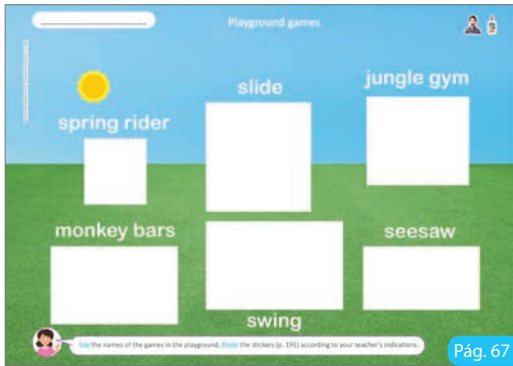
Teacher: Very good, puppet!

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Say the names of the games in the playground. Paste the stickers (p. 191) according to your teacher's indications.

Learning Goals: _____

Identifying games at the playground.
Identifying On, In and Under

Greetings: _____

Good Morning Dear Teacher – Pista 2

Vocabulary:

Playground, Slide, Monkey bars, Spring rider, Jungle Gym, Swings, Seesaw.

Circle Time: _____

Playground Rhyme
I play in the playground,
I slide and swing,
I go up and down,
I laugh and smile,
I have so much fun!

Puppet Time: _____

Teacher: Puppet, do you go to the playground?
Puppet: Yes, I do! I love the playground.
Teacher: What are your favorite games?
Puppet: The slide!
Teacher: The slide!
Students: The slide!
Puppet: No, no! The Monkey Bars!
Teacher: The Monkey Bars!
Students: The Monkey Bars!
Puppet: No, no! The Swings!
Teacher: The Swings!
Students: The Swings!

Sing the Song: _____

Are you ready to clap your hands . Grupo 4 pista

Book Time: _____

1. Ayuda a los niños a abrir el libro en la página 67.
2. Sacar los stickers de la página 191.
3. Nombrar los juegos: Slide, Monkey bars, Spring rider, Jungle Gym, Swings, Seesaw.
4. Pegar cada sticker en el lugar correcto: Paste the pictures in the correct place.

What have we learned today? _____

Escuchamos a los niños y reforzamos

Goodbye Time: _____

Sing the See you later song – Pista 2



- Look at the pictures. Circle the 7 differences.

Learning Goals:

Identifying games at the playground.
Reviewing On In, and Under

Greetings:

Hello, Hello – Grupo 4 Pista 2

Vocabulary:

Playground, Slide, Monkey bars, Spring rider, Jungle Gym, Swings, Seesaw, sandbox.

Circle Time:

Material: Una pelotita o juguete pequeño.

Rima con movimientos:

On: Pon la palma derecha sobre el puño izquierdo.

In: Mete el dedo índice derecho dentro del puño izquierdo.

Under: Coloca la palma derecha debajo del puño izquierdo.

Puppet Time:

Dinámica:

Teacher: On, in, under! Where is the ball?

Coloca la pelotita on tu mano - dices: "On!"

Repite la rima: On, in, under!

Coloca la pelotita in tu puño - dices: "In!"

Repite la rima: On, in, under!

Coloca la pelotita under la silla - dices: "Under!"

Repite la rima: On, in, under!

Sing the Song:

The itzy bitzy spider – Grupo 4 Pista 31

Book Time:

1. Ayuda a los niños a abrir el libro en la página 69.

2. Pregunta: "What place is this?" Espera la respuesta: "The Park" o "The Playground".

3. Señala que las dos imágenes son muy similares: "These pictures are alike, but there are 7 differences."

4. Indica a los niños que busquen las diferencias y las encierren en un círculo: "Look for the differences and circle them."

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Paint the sandbox. Decorate it with sand.

Learning Goals: _____

Identifying games at the playground.

Greetings: _____

Good Morning Dear Teacher – Pista 2

Vocabulary: _____

Playground, sandbox, bucket, shovel, sand, slide, swings.

Circle Time: _____

Nos paramos frente a los niños y explicamos:

When I say “Stand” stay still, when I say “Jump” jump, and when I say “Clap” clap.

Damos las indicaciones mezclando algunos movimientos correctos y otros incorrectos.

Si algún niño sigue el movimiento y no la palabra, decimos: “Got you! You must follow the word.”

Continuamos el juego repitiendo las consignas y movimientos.

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 71.
2. Observa la imagen y nombra: This is the sandbox.
3. Finalmente indica: Paint the sandbox. Decorate it with sand.

Puppet Time: _____

Rima con títere

I play in the playground. - Students repiten

I jump in the park. - Students repiten

I clap when I'm happy. - Students repiten

I run with my friends. - Students repiten

I have so much fun! - Students repiten

What have we learned today? _____

Escuchamos a los niños y reforzamos

Goodbye Time: _____

Sing the See you later song – Pista 2



- Paint the scene. Trace the numbers from one to ten.

Learning Goals:

Counting from 1 to 20. recognizing living room and furniture.

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Numbers from 1 to 20, hide, count, seek, find, living room, couch, cushions, curtains, window.

Circle Time:

Coloca 8–10 juguetes en el piso y los nombramos:

This is a blue ball, This is a car, This is a teddy bear...

Pide a los niños: "Close your eyes"

Esconde un juguete. "Open your eyes. What toy is missing?"

Los niños responden el objeto faltante.

Repite 4–5 veces con diferentes juguetes.

Puppet Time:

Seleccionamos un juguete y lo colocamos en diferentes posiciones:

- Under - debajo de la silla
- In - dentro de la caja
- On - sobre la mesa

El títere pregunta: "Where is the [toy]?"

Los niños responden según la posición: "Under the chair", "In the box", "On the table"

Sing the Song:

Counting to 20 – Pista 15

Book Time:

1. Ayuda a los niños a abrir el libro en la página 73.
2. Pregunta sobre la escena: What's going on? Where are they? What are they playing?
3. Finalmente indica: Paint the scene. Trace the numbers from one to ten.

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



• Complete the drawing. Then color.

Learning Goals:

Identifying numbers from 1 to 10.

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Numbers from 1 to 10.
Hopscotch to jump.

Circle Time:

Decimos a los niños: "My treasure is something red, bring me something red!"

Esperamos a que traigan un objeto rojo.

Continuamos: "My treasure is something blue, find something blue!"

Los niños buscan un objeto azul.

Luego: "My treasure is something green, find something green!"

Los niños buscan un objeto verde.

Se puede repetir con otros colores para reforzar vocabulario

Sing the Song:

Ten Little buttons – Grupo 4 Pista 24

Book Time:

1. Ayuda a los niños a abrir el libro en la página 75.
2. Observa la imagen y pregunta: What is it? What are the children doing?
3. Pregunta: How many boxes are there in the hopscotch? (Respuesta: Ten).
4. Finalmente indica: Complete the drawing. Then color.

Puppet Time:

El títere hace un pedido a un niño:

Puppet: José, show me your brown color!

El niño responde al encontrarlo:

José: Here it is!

Repetimos con cada niño del grupo.

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Look at the picture. Count and color the graphic according to the quantity of each toy.

Learning Goals:

Identifying toys. Counting from 1 to 20.

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Bedroom, bookshelf, dresser, bed, floor, dinosaur, doll, car, robot.

Circle Time:

Cantamos en el círculo la canción Counting to 20 – Track 15.

Luego, permaneciendo en círculo y con una pelota o un globo, comenzamos a contar del 1 al 20.

Un niño toma la pelota, dice “One” y la pasa al niño de su derecha.

Ese niño dice “Two”, la pasa, y así sucesivamente.

Si algún niño se equivoca, corregimos el número juntos y volvemos a empezar.

El objetivo es llegar correctamente hasta el número 20.

Puppet Time:

Cantamos con nuestro títere: Ten Little indians – Pista 3

Sing the Song:

Counting to 20 – Pista 15

Book Time:

1. Ayuda a los niños a abrir el libro en la página 77.
2. Pídeles que observen la imagen: “Look at the picture.”
3. Nombra los juguetes que aparecen: robot, doll, dinosaur, car, etc.
4. Pregunta: “How many dolls do you see?” Cuenta con los niños y responde, por ejemplo: “Seven.”
5. Finalmente indica: “Count and color the graphic according to the quantity of each toy.”

What have we learned today?

Escuchamos a los niños y reforzamos

Goodbye Time:

Sing the See you later song – Pista 2



- Repeat what your teacher says. Paste the pictures (p. 189) according to your teacher indications.

Learning Goals:

Learning the habit to share with others and friendship.

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Toys, play soccer, play with dolls, jump the rope and play board games.

Circle Time:

Dividimos el aula en grupos de 4 niños y damos un juguete a cada grupo.

Decimos: You have to play with this toy.

Después de unos minutos, preguntamos:

How do you feel?

What did you do with the toy?

Cerramos diciendo y modelando:

To have fun, we have to share our toys.

Tomamos un juguete y decimos: I share my toy with you, y los niños repiten mientras se lo pasan.

Puppet Time:

Cantamos con la tonada de la canción anterior:

This is the way we play volley,
we play volley, we play volley,
this is the way we play volley,
I share my toys.

Repetimos la canción cambiando play volley por:

jump the rope, play video games y play board games

Sing the Song:

This is the way we wash the clothes – Grupo 4

Book Time:

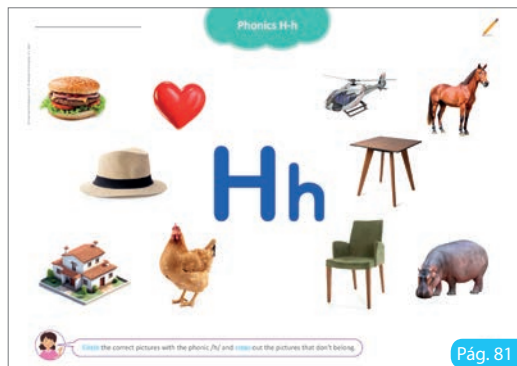
1. Ayuda a los niños a abrir el libro en la página 79.
2. Pídeles que observen las imágenes: "Look at the pictures."
3. Nombra las acciones: play soccer, play with dolls, jump the rope, play board games.
4. Finalmente indica: "Paste the stickers from page 189 in the correct place."

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

Learning Goals:

Letter "H" Phonic /h/

Greetings:

Good Morning Dear Teacher – Pista 2

Vocabulary:

Chair, hippopotamus, table, horse, helicopter, heart, hamburger, hat, house and hen.

Circle Time:

Saluda a los niños y preguntar: "How do you feel today? Sad or happy?"

Niños: "Happy"

Teacher: "I can't hear you! Louder, please" (tocarse la oreja y negar con la otra mano)

Niños responden más fuerte: "HAPPY".

Puppet Time:

Teacher pregunta al títere: "How do you feel today?"

Puppet: "HHHHHHHAPPY" (enfatar la H, sonido como la J en español, "Jamón")

Teacher: "Why are you happy?"

Puppet: "Because I'm having fun! HA-HA-HA. Laugh with me"

Teacher invita a los niños a reír: "HA, laugh with us, children" - Niños: "HA-HA-HA-HA-HA"

Juego de seguimiento: Teacher dice "HA-HA", niños repiten "HA-HA", aumentando el número de sílabas.

Final: Teacher: "Now say HHHHHH" - Niños repiten: "HHHHHHH"

Sing the Song:

Walking, Walking – Pista 14

Book Time:

1. Ayuda a los niños a abrir el libro en la página 81.
2. Observa las imágenes y señala el caballo.
Pregunta: "What is this?" - "It's a horse."
3. Señala la cabeza y pregunta: "What is it?" - "It's a head."
4. Pregunta: "What is the first sound of 'horse' and 'head'?" - practicar el sonido /h/.
5. Finalmente indica: "Circle the correct pictures with /h/ and cross out the pictures 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 what your teacher says and color the games in the playground according to her indications.

Learning Goals: _____

Recognizing games of the playground.

Greetings: _____

Good Morning Dear Teacher – Pista 2

Vocabulary: _____

Slide, monkey bars. Spring ride, jungle gym, swings, see saw.

Circle Time: _____

Recordamos los juegos del patio con gestos:

- I play in the playground - gesto de jugar
- I hang on the monkey bars - gesto de colgarse
- I slide - gesto de deslizarse
- I play on the swings - gesto de ir adelante y atrás
- I smile on the seesaw - gesto de subir y bajar
- I play in the jungle gym / spring rider - imitar movimientos con el cuerpo

Repetir la rima varias veces para reforzar vocabulario y acciones.

Puppet Time: _____

Con la ayuda del títere, repetimos la rima y los gestos de los juegos del playground.

Sing the Song: _____

Up and Down – Pista 4

Book Time: _____

1. Ayuda a los niños a abrir el libro en la página 83.
2. Señalamos las imágenes del libro y decimos: This is the jungle gym. This is the sandbox. This is the spring rider. This is the seesaw. These are the swings. These are the monkey bars.
3. Les indicamos que deben escuchar cuidadosamente para poder colorear: You have to listen and color the game with the color that I mention.
4. Comenzamos el dictado:
 - The swings are red.
 - The seesaw is green.
 - The sandbox is yellow.
 - The jungle gym is orange.
 - The monkey bars are purple.
 - The spring rider is pink.

What have we learned today? _____

Escuchamos a los niños y reforzamos

Goodbye Time: _____

Sing the See you later song – Pista 2