

LITTLE STARS

TEACHER'S
EDITION

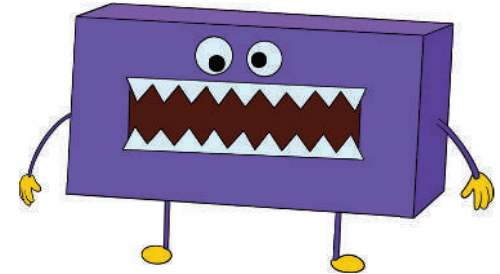
To access the Little Stars Active Teach tool, follow the steps below:

- 1 Access the URL www.pearson.com.ar/little_stars*
- 2 Click on the Level 3 cover*
- 3 The password for access is Tchr3@Pearson*

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INTRODUCTION

LITTLE STARS

Little Stars is a three-level series in English for pre-primary education. The aim of **Little Stars** is to help prepare children for the society they live in, at present and in the future. This involves an integral approach that focuses on social, affective, emotional, cognitive, motor, and expressive aspects. To achieve this, the series is based on the following principles:

Language as a social practice

We engage in social practices in our everyday life, many of which involve language. We always listen, read, write and speak with a purpose. We use language to construct meaning. Stories and situations that reflect children's everyday lives contribute to the use of language as a social practice.

Involvement

Any human being learns best when they are involved. In **Little Stars**, students are engaged through visuals, stories, situations, and games that mix their real lives with elements of fantasy and magic. Movement is important for very young children, so **Little Stars** gets students moving. This keeps them involved and focused on the activity, and helps them make connections between language and meaning.

Multisensory approach

There are plenty of hands-on activities that involve different senses. The more senses involved, the more effective learning will be!

Stories

Stories are part of our everyday life. Adults come home to tell others what happened throughout their day. Anecdotes engage people. Through stories, children get to know and learn about the world, and learn how to cope with different situations. For very young learners, meaning is shown through illustrations (picture books). Language accompanies the stories. It is through stories, especially when they are dramatized, that children remember expressions that make their learning more vivid. They will be able to use these expressions in other everyday situations in the classroom.

Play

Play is essential in the pre-primary classroom since it promotes interaction between what is individual and what is social, between what is subjective and what is objective. Not every child plays in the same way or the same games as games are part of our sociocultural background. Therefore, games present a rich opportunity for children to interact meaningfully with others, learning the importance of rules, honesty, and the value of participation. Through games, children learn about values and norms. Games also promote the development of self-confidence, autonomy, solidarity, cooperation, friendship, shared work, among others.

WHAT MAKES *LITTLE STARS* UNIQUE?

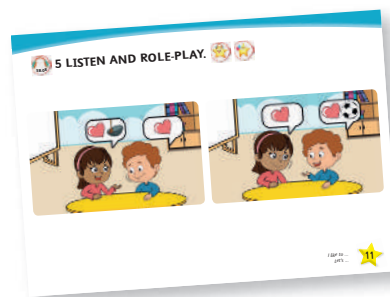
- **Stories** Engaging stories are a key feature and present language in a context that is familiar to students, yet with a special, magical element that keeps them interested. Stories help develop the whole children as they address everyday issues that affect them inside and outside the classroom.



- **Songs, chants, and literacy development** Music and rhythm contribute to making songs memorable. In *Little Stars*, song and chant lyrics are presented in the form of images. This supports the development of literacy as students begin to understand that they can construct meaning from any text; in this case, visual.



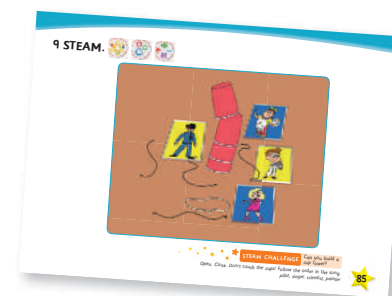
- **Meaningful activities** All activities focus on at least one aspect of children's development.



- **Life skills** Students acquire and develop life skills through stories presenting everyday situations at school or in the home. Language accompanies these stories so that children can use it meaningfully when a similar situation arises.



- **STEAM challenges** Children are naturally curious and are excited about exploring and discovering the world around them. Challenges or activities that involve a combination of Science, Technology, Engineering, Arts, and Math inspire and encourage attitudes of inquiry, creativity, and a love of learning from an early age.



TEACHING AND LEARNING WITH *LITTLE STARS*

Very young children are naturally curious and expressive. They are usually eager to communicate what is of importance to them, whether at school, at home, or in any other familiar setting. Moreover, at a subconscious level, they know that when communicating, meaning is conveyed in different forms and is accompanied by words. It is these principles that are present in ***Little Stars*** to help children learn English naturally and to help them develop their social, affective, emotional, cognitive, motor, and expressive skills. How is this achieved?

- **By introducing language through stories that combine the children's real world and the world of fantasy.** Four fantastic characters go to school and interact with schoolchildren who are the same age as the students themselves. These characters are made of recycled materials, for two distinct reasons: to enable children to recreate their own version of the characters, and to emphasize the value and importance of recycling. The characters engage in everyday situations both at school or in the home and, together with the teacher, their families, and their classmates, they learn what to do and recognize good behaviors. Language accompanies these stories so that students can start imitating the characters when similar situations arise.
- **Through songs and chants that focus on different aspects of language (lexical areas and structures).** Music and rhythm will help students remember the songs and chants and perform them at home.
- **By presenting and doing engaging activities.** There are plenty of listening activities in which students have to do something, such as follow a sequence, circle, show, find, and even use their bodies to play. Once students are ready, respecting their own rhythms, they will start producing English naturally and meaningfully, which is the purpose of speaking activities.
- **By means of routine time.** Routines are necessary in life since they help create structures and develop confidence. Different routines are presented in ***Little Stars***, and they grow together with the children. Routines are also a source of meaningful language for students. At some point, with the help of the teacher, students will be able to transfer the language from the routine to other situations. Routines also help structure the lesson. Using routines supported by songs and picture cards, students learn when it is time to sit in a circle, to go back to their places at a table, to get ready for an activity, or to calm down.
- **By integrating new language with what students have already learned.** In ***Little Stars***, new language is integrated with what has been worked on, in keeping with a spiral approach.
- **By helping students become aware of how much they are learning, which will contribute to their confidence development.** This is carried out all along the units. Students are invited to become aware of what and how much they have learned. Teachers can keep a class record on poster paper, and can also invite students to create their own files to keep a record. This constitutes a form of assessment in keeping with the students' age and the approach in ***Little Stars***.
- **By taking part in STEAM challenges.** Activities that comprise a combination of at least two STEAM areas (Science, Technology, Engineering, Arts, and Math) encourage children to explore and discover by doing. Each of these activities poses a question as the starting point to take up a challenge to grasp a better understanding of the world while developing important skills like problem-solving, collaboration, creativity, and much more!

THE STRUCTURE OF THE UNITS

In *Little Stars 3*, there is a *Welcome* unit and eight topic- and story-based units. In the *Welcome* unit, the characters are presented together with the *Hello* and *Goodbye* songs and some classroom language.

Units 1–8 start with a story in the form of a picture book and supporting audio recording. The focus of level 3 is social life in different forms: how they interact, how community workers help everybody and how we all interact in society following rules. The language focus of the unit is then presented through a song or chant, whose lyrics are presented in visual form. This contributes to the development of literacy since very young children can begin to understand that symbols represent something, and that keeping a record will help them remember what to say. Students can use these lyrics to sing or chant at home. Families can download the song and chant tracks, and sing together with their children at home.

Listening (recognition) activities of different types – both in the Student Book and in the Workbook – follow the songs and chants. Teachers can use the recordings or can read out the script in the Teacher's Edition. As students gain confidence, some may be ready to produce a few words, which can be an instance of recognition for the rest. A second song or chant introduces another teaching point in the unit, which is again followed by activities for students to use the language meaningfully.

In addition to helping with language development, the activities in *Little Stars* focus on:

- Developing gross and fine motor skills
- Helping and collaborating with others in games and daily life
- Recognizing social groups: family and school
- Learning to respect the rules of behavior within the child's social group
- Using the body as a means of expressing feelings
- Showing an interest in oral communication and respecting the rules of social interaction
- Showing an interest in role-play
- Understanding the concept of number and quantity
- Learning the basics of art and craft to stimulate creativity
- Using movement to develop spatial awareness
- Learning about bodies
- Visual discrimination
- **Life skills:** Students are presented with a second story in which life skills are emphasized. The language that accompanies the situations will be used in class whenever a similar situation crops up. In the Workbook, the same problematic situation is presented in a different context for students to decide which is the correct situation.
- **STEAM challenges:** The unit's target language is reviewed once again while exploring concepts through Science, Technology, Engineering, Arts, and Math as an integrated approach.

HOW TO GO ABOUT ...

THE STORIES

Before working on the stories, the teacher can sing the *Story Time* rhyme so that students know it is time for a story, and, at the same time, show the Story Time poster from level 1. The illustrations help students grasp meaning. The teacher can focus the students' attention on the illustrations first. Teachers can and should use English at this stage since children derive meaning from situations, rather than from individual words. The teacher can also ask students a question about the situation, e.g. *Is it a problem?, Is the ending good* (thumbs up gesture) *or bad* (thumbs down gesture)? This type of question will serve as a pre-listening task, since the students will make predictions about the story. Students will listen to the story while they look at the illustrations and answer the question.

It is not advisable to ask students to repeat the story at this stage. However, a part of it can be used toward the end of the unit for dramatization. Ideas for this are presented below.

When working with the stories, students can use their books if they are sitting at their tables, they can take their books to the circle on the floor, or you can use your book to show the story.

THE ACTIVITIES

All the instructions for the activities combine words and visuals, which helps children understand what they have to do. It is advisable for teachers to read aloud the instructions while focusing students' attention on the icons.

It is best to copy the activity on the board and do at least two examples with the students to make sure everybody understands and knows what to do. Teachers are advised to check what students are doing as they work on the activities, rather than wait until the end. At the end of the activity, they should check again. This can be done by having the activity on the board. Depending on the activity, the students can take turns doing the activity on the board. Very young children may not know how to check, so it is the teacher's responsibility to show them how to do so. For instance, with activities involving drawing, coloring, circling, or checking, the teacher can show students they have to look at their answers in the book and check if it is the same as what they can see on the board. In the case of hands-on activities, such as *Hands on ...*, *Touch ...*, *Point to ...*, among others, the teacher should check after every instance, and there can then be a closing moment with the activity on the board with students performing what they have to do.

There are games in **Little Stars**, and many of the activities can be turned into a game. Use the Play Time poster from Level 1 to signal this. Games are very important for students since they include rules, consequences when these are not followed, and there are winners and losers. Children need to learn not only to be good winners, but good losers as well.

If a student has made a mistake, the teacher should point out there is nothing wrong with it. On the contrary, realizing a mistake is an excellent learning strategy and opportunity. If other students should make fun of this, the teacher can show them how this can make a person feel bad, something that we should avoid. Teachers can check the list of chants, rhymes, and songs for routine and classroom management for further ideas on how to deal with this issue.

ROLE-PLAYING AND DRAMATIZATIONS

There are two different possibilities for role-playing activities in **Little Stars**. First, in the Teacher's Edition and also in the units, where there are short dialogues for the students to role-play that are related to the topic of the unit. Students should repeat after the teacher, imitating intonation and including gestures. It can be conducted as a class activity first, then dividing the class into two so that each half role-plays one of the characters, switching roles, and finally, inviting pairs of students to role-play the situation.

The same procedure can be used for parts of the story or the *Life Skills* situations. Since they may be too long for the students to learn, it may be better for teachers to focus on one exchange or two for students to dramatize.

When students are confident enough, they can use these short exchanges and change parts of it. By way of example, if a color is named, students can replace it for another color.

ROUTINES

There are different routine times during a lesson: the beginning, the end, and different moments during the lesson. Each of them is explained below.

Opening the lesson It is advisable to have all the students ready for class, sitting at their tables. Teachers can use a simple rhyme, e.g. *1, 2, 3, everybody ready, please!* Then they can sing the *Hello* song. Teachers can ask students to follow the lyrics in their books, or alternatively, they can draw the song on the board or draw it on a poster which they can use every class.

Days, Months, and Dates routine The teacher can use a blank monthly calendar or a weekly calendar, which will help students remember the day of the week. Before students decide on which day it is, sing the *Days of the Week* song. The teacher can tell them to put up their hands when they hear the correct day of the week. Teachers can write the day on the calendar or use their own picture cards. A set of useful materials can be found in the Resources section of the Teacher's Edition and on the **Little Stars** website.

The Weather routine The teacher can sing the *Weather* song and have students look through the window to answer the question. As the teacher sings the second part, *Is it a (rainy) day?*, the corresponding weather picture card should be placed on a Weather poster if teachers use one or use the one from Level 1, (or the teacher can draw the symbol on the board). It is advisable to leave the correct weather word for the end, so that students answer *Yes, it is* at the end of the song.

The Feelings routine It is useful to have different icons for each feeling. The teacher can start with a happy face and tell the students he / she is happy today (gesture). Then he / she asks the students, e.g. *Who's happy today?* (while pointing to each student, the teacher can ask, *Are you happy? Yes or no?*). At the end, the teacher can say how many students are happy that day. If there are photos of the students in the classroom, or cards with their names, the teacher can draw a happy face (or the one that he / she is working on) and stick the students' photos below. Alternatively, a huge face can be drawn so that all the

photos fit inside. The same procedure can be used for the other feelings as students learn new ones. It is advisable to add the new ones to the ones they know, rather than focusing on only the new ones. If a student says he / she is not feeling happy or OK, it is important to ask why and to see how to help this student. You might have to switch into L1 (their mother tongue) if the situation deserves a deeper exchange.

The Helper routine It is advisable to choose helpers every class. They can be in charge of distributing materials, collecting picture cards at the end of an activity, among other responsibilities. To select the helpers, teachers can have all the students' names in a bag and pick two names from it. These names should go into another bag or into a box so that they are not called again before everybody has been a helper. If there are photos of the students in the classroom, the teacher can show who the helpers of the day are by placing the students' photos below the word HELPER on the board. Teachers can also use a checklist with the students' names and tick the ones who have acted as helpers.

Transitions At times, teachers will want students to sit in a circle on the floor. At other times, they will work at their tables. It is advisable to use the chants and rhymes for this and to accompany the words with the corresponding picture card.

Nice attitude awareness Very young children often make fun of another child, or say something incorrect when they lose or when another child wins in a game. In any situation in which their behavior is not what we expect, students can sing the *Not Nice* chant, which focuses on good manners.

SONGS AND CHANTS

The teacher can draw the lyrics on the board or use picture cards, play and sing the song or chant and point to each of the items. An activity can be done to get ready to sing the song, e.g. *Hands on ...*, *Touch ...*, *Point to ...* so as to expose the students to the new language several times, while making it meaningful.

After this, students can be asked to imitate the singers, one line at a time to practice pronunciation, and to help students memorize the lyrics. Teachers can challenge the students by having them repeat two lines after the audio, instead of just one. Have students sing the first line following the lyrics in their books, and then play the audio of the first line to check how close they were. This can be made more challenging by asking students to sing two lines, then three, and so on. When doing other activities, if students do not remember a word, the teacher can refer them back to the songs and chants, showing students the resources they have which they can

use whenever necessary. To signal a song, rhyme, or chant, use the Song poster from Level 1.

STEAM CHALLENGES

At the beginning of each STEAM challenge, the teacher gathers with all the students in a circle, shows the STEAM poster from Level 1 to signal this activity, and uses this moment to introduce the challenge, give instructions and demonstrate the task. Due to the nature of these challenges, language should be kept simple, repetitive, and to the point, accompanied by gestures, pointing, and using visuals that make meaning accessible. Over-clarification and checking of understanding is recommended. Once students are clear about what they are expected to do, they are either asked to explore the task in groups or individually. If a teacher assistant is available, he or she would monitor and assist students in their explorations. Interaction is fundamental for students to feel supported and secure, to provide as much exposure to the language as possible and to paraphrase the language that the children are using from L1 into L2. These challenges are not expected to be fulfilled to perfection. They are exploratory tasks in which students are expected to play with the provided materials progressing toward a given aim, but are not assessed on their final productions.

STEAM stands for:

Science The process of understanding the natural world by predicting, observing, describing, investigating, and comparing results.

Technology The use of machines or tools that help achieve objectives, ranging from electronic technology like computers or smartphones to non-electronic technology like magnifying glasses or wheels (even a fork was once considered a new technology!).

Engineering The process of planning, designing, creating, and building, often to solve a problem.

Arts An umbrella term for different types of artistic forms used for expressing, communicating, and creating creatively (meaning art, dance, drama, photography, etc.)

Math The process of understanding relationships among patterns, numbers, and shapes that can involve measuring, comparing, sequencing, patterning, etc.

THE PUPPET

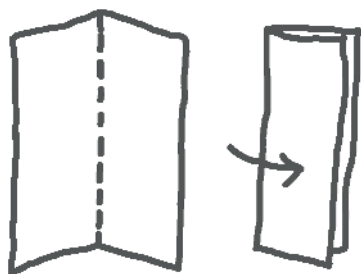
The puppet is a very useful resource in a pre-primary classroom. The teacher and the puppet can engage in dialogues as a model of what learners are asked to do. The puppet can also engage in dialogue with the students in several ways: asking questions because it does not remember something, giving support to students to carry something out, checking on students' behavior, among other possibilities.

It is suggested that the puppet is used for the routine, to model how to do some of the activities, to present short exchanges to students which they will have to dramatize, to play with students when there is a competition between students and the teacher. The list is not exclusive and teachers will find more ways to make the puppet an invaluable resource.

Closing the lessons Before the end of every lesson, students should clean up their classroom. This may involve putting the books back in their backpacks or on a shelf or box in the classroom, putting toys and classroom materials away, and getting ready for whatever comes next. The *Tidying up* song can be sung as students help organize their classroom. Once they are ready, it is time to sing the *Goodbye* song.

The Little Books There are eight Little Books in **Little Stars**, one per unit. Though they are at the end of the Student Book, they are to be used after completing each unit.

Ask parents to cut the pages out or do that yourself, and fold the pages into little books. These Little Books can be laminated. Children love going over their story books all the time!



Show the cover of the book and read the title. You can ask students to predict what may happen. Play the audio or read it aloud yourself. Check that students know when to turn over the page and focus on a different frame. At the end, go back to their predictions.

You can further exploit the Little Books by playing *Point to ...*, *Show me ...*, *Hands on ...* activities, among other examples. Have students role-play frames using the procedure suggested in the Role-playing and dramatizations section, and even turn one of these Little Books into a play, in which students have different roles.

Assessing students At this stage, and in keeping with a spiral approach, assessment should be permanent and ongoing. Students are expected to recognize the new items they have been taught, though it is not expected for this to happen immediately. As a unit develops, they will recognize an item or two, sometimes maybe more. With plenty of exposure and practice, students will be able to recognize all. Some students will be ready to produce a few items.

Assessment can be carried out at the end of every lesson. Students can be asked what they have learned using the picture cards. Display some picture cards on the floor or on your desk, and students point to the ones they have been taught. Another possibility is to name the items they have learned for the students to say *Yes* or *No*, depending on whether they have worked with them in the lesson. It is important to include all the items in the lesson, even if they are not teaching points, e.g. reviewed vocabulary items.

It is suggested that, at the end of the unit, students work on the Our Achievements poster from Level 1 / assessment. In order to do this, they will go over the unit and dictate to the teacher what they have learned. As part of the lessons, the teacher can devote some time in the week to the Our Achievement poster / assessment. This means all the students will point to each of the words on the board, and say them if they are ready. Students can have their own individual personalized achievement poster / sheet, which they can take home to help establish home-school connections. Each student will be helped to keep a record of those words they recognize. In this way, assessment will be personalized. In the Resource Section of the Teacher's Edition, there are forms that can be used to keep a record of assessment.

To keep a record of students' progress, use the learning objectives listed at the beginning of each lesson. They can be transcribed into an assessment checklist and can be used to assess students as well as to plan lessons.

Lesson objectives and Learning objectives Learning objectives are can-do statements that describe what students will be able to do at the end of a unit of instruction (a lesson, a unit, a course) as the result of teaching. The focus, therefore, is the student. Learning objectives inform teachers when planning and when assessing. They provide a useful resource to check learners' progress, both individually and as a group.

Lesson objectives are the purpose or purposes underlying each lesson. The activities proposed create a path between lesson objectives and learning objectives.

SERIES COMPONENTS

STUDENT BOOK

The Student Book opens with a Welcome Unit followed by eight topic- and story-based units. The opening stories in each unit provide meaningful, relevant, and motivating contexts for language presentation. The activities in the units help in the students' development beyond the language they will learn. Students will develop their social and cognitive skills through a variety of activities and topics. At the end of the Student Book, there are *Little Books*, which foster the children's imagination and provide excellent opportunities for home-school connection, as well as the main characters' masks for the fun role-play moments.



WORKBOOK

The Workbook provides practice and reinforcement of what has been learned in the units, including the values and life skills. The activities can be completed in class or as homework.



TEACHER'S EDITION WITH ACCESS TO THE ACTIVE TEACH

This interleaved Teacher's Edition contains full-size Student Book pages next to very clear teaching notes with ideas on how to best exploit the lessons and all the resources available, as well as special sections on *STEAM* and *Assessment*, among other key areas in teaching very young children. There is also a section with ideas on how to prepare an Open Class or Family Day, which can be useful for teachers. All the Teacher's Edition and a lot more content to be used in class and while preparing the classes is also available in the **Little Stars** Active Teach.



AUDIO FILES

All the stories, songs, and chants, as well as listening activities recordings available as MP3 files in the Teacher's site as well as in the Active Teach.

POSTERS

Little Stars 3 has eight posters that can be used at different moments. They provide opportunities for students to use the language in different communicative and meaningful situations. They are also available from the Active Teach.



PICTURE CARDS

There is a set of picture cards of all the target vocabulary of each level. In **Little Stars 3** Picture Cards set, there is also a card for every rubric icon so that students can learn them by playing with them. They are also available from the Active Teach.



PUPPET

The Little Star puppet can help teachers model the language before role-plays or lead the games in class, among other fun ideas presented in the teaching notes.



STUDENTS' SITE

Students and their families will be able to access www.pearson.com.ar/little_stars to find the MP3 files used with the Student Book (all the audio files including the Little Books audio) and in the Workbook so that they can practice and reinforce at home with their families.

TEACHER'S SITE

By getting into www.pearson.com.ar/little_stars, teachers will be able to access the Active Teach as well as the Teacher's site, where they will find a variety of resources to be used offline and online, such as the audio files, picture cards, posters, and even the Teacher's Edition.

TOUR OF A UNIT

TOUR OF A STUDENT BOOK UNIT

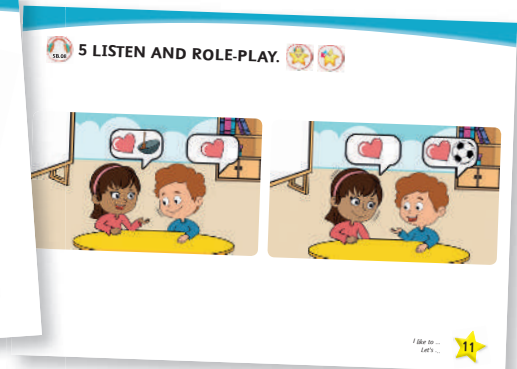
- **The Story:** It introduces the topic and teaching points of the unit in a meaningful context. The interaction with the non-human characters in these stories provides a fantasy element that children this age love.



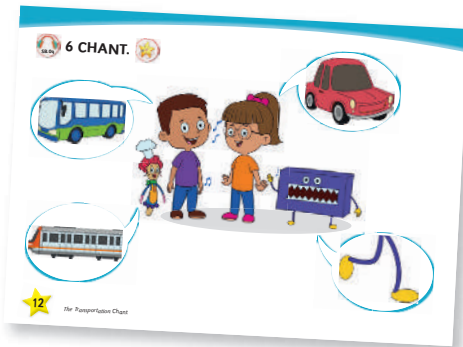
- **Song or chant I:** It focuses on one of the teaching points of the unit, and helps reinforce the target language and its pronunciation through an activity students really enjoy.



- **Language development activities:** They move students from recognition to guided production while helping very young children develop their gross and fine motor skills. The role-play activities provide an opportunity for students to gain more confidence and also develop their creativity and imagination.



- **Song or chant II:** It introduces the second main teaching point of the unit by increasing their motivation as children love to sing and chant.



- **Language development activity:** It practices the second main language point.



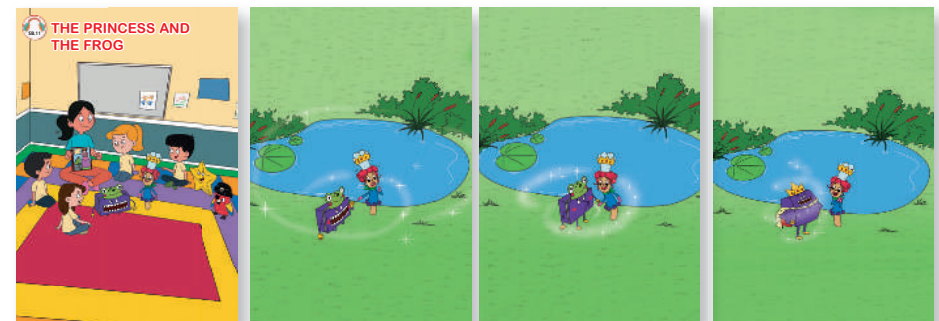
- **Life Skills:** A story shows life skills in action. Students will learn and reflect on good values through meaningful situations.



- **STEAM Challenge:** Students will use the language learned in the unit in a different context, while working with concepts related to Science, Technology, Engineering, Arts, and Math.



- **Little Books:** There is a story book for every unit that integrates language from that unit while resorting to the magical power of story-telling. These Little Books are also ideal for home-school connection as students can share their stories with their families, which can also give them a sense of achievement.



SCOPE AND SEQUENCE

UNIT	KEY LANGUAGE	ROUTINES	SITUATIONAL AND CLASSROOM LANGUAGE	LIFE SKILLS
0 WELCOME!	Greetings The classroom: pencil box, glue, scissors, eraser, marker Parts of the body: nose, legs, toes, arms	Weather: review of weather words Helper		
1 BACK TO SCHOOL	Transportation: scooter, boat, train, bus, car, bicycle, tricycle, truck Activities: cook, draw, dance, sing, play, ride a bike, jump, run, swim, walk I like to ... I come to school by ... I walk to school.	Weather: sunny, rainy, cloudy, it's raining, cold, warm, hot Helper - Dates Shapes: circle Transportation	Be quiet, please! Silence, please!	Being quiet when appropriate
2 AT THE PLAYGROUND	Parts of the body: arms, legs, nose, ears, head, eyes Description: big, small, long, short (Maria) has ... Do you have ...?	Same as above Shapes: rectangle	Good job!	Being friendly Being helpful Collaborating with others
3 AT WORK	Community workers: cook, nurse, firefighter, police officer, doctor, dentist, clerk, garbage collector, sailor, teacher, driver Work places: hospital, restaurant, street, shopping mall, store, school (Doctors) work in ... (Paul's father) works in ...	Same as above Shapes: triangle	Can you help me?	Civic responsibility Being clean Recycling
4 ON A BOAT	Activities: fish, clean, drink, eat, sleep I can ... He / She can ...	Same as above Shapes: square Transportation	Slowly! Be careful!	Being careful / honest Helping others Civic responsibility
5 AT THE OBSERVATORY	The universe: planet, sun, moon, star, shooting star Prepositions: in, on, next to, under, behind	Same as above Shapes: diamond	Let's calm down.	Calming down Keeping calm
6 OUR CLOTHES	Clothes: pants, shorts, sneakers, cap, dress, skirt, T-shirt, scarf, beanie, jacket I'm wearing ...	Same as above Shapes: oval	(Scissors), please. Here you are. Thank you!	Sharing Collaborating
7 IN THE FOREST	The forest: condor, river, mountain, tree, snake, armadillo, plants (Armadillos) live in ... They eat ... They drink ...	Same as above Clothes	Let's ...	Understanding the importance of a break Accepting rules Taking a break for healthy meal
8 GROWING UP	Community workers: singer, mechanic, actor, astronaut, pilot, dancer, painter, scientist I want to be ...	Same as above	Carefully.	Following rules Helping somebody in need Including everybody

STEAM	LANGUAGE USE	
	LISTENING	SPEAKING
	Can participate in the activities proposed.	
STEAM Challenge: Can you feel your heartbeat? Focus: Science and Math	Can follow instructions. Can participate in the activities proposed.	Can sing a song.
STEAM Challenge: Are your fingers long or short? Focus: Science and Math	Can follow instructions. Can participate in activities. Can understand questions	Can sing a song. Can respond to different questions. Can begin to ask some questions with support and guidance.
STEAM Challenge: Can you build a ...? Focus: Technology, Engineering, and Math	Can recognize a few familiar everyday nouns and adjectives. Can recognize familiar words and phrases in short, simple songs or chants. Can follow basic instructions. Can understand questions.	Same as above. Can repeat single words and phrases if spoken slowly and clearly. Can sing a simple song, if supported by pictures.
STEAM Challenge: Can your superhero fly? Focus: Science, Technology, and Engineering	Same as above. Can recognize familiar words and basic phrases in short illustrated stories, if read out slowly and clearly.	Same as above. Can say single words and phrases related to familiar topics, if supported by pictures or gestures.
STEAM Challenge: How can we calm down? Focus: Science, Technology, and Math	Same as above. Can understand short, simple instructions addressed slowly and clearly. Can understand basic questions.	Same as above. Can recite a short, simple rhyme or chant. Can name everyday objects, around them or in pictures using single words and phrases.
STEAM Challenge: Can you discover textures? Focus: Science, Art, and Math	Same as above.	Same as above.
STEAM Challenge: Can your snake camouflage? Focus: Science, Technology, and Art	Same as above.	Same as above.
STEAM Challenge: Can you build a cup tower? Focus: Science, Technology, and Math	Same as above.	Same as above.

SONGS, RHYMES, AND CHANTS

COUNTING-OUT RHYME

*Little stars, little stars,
How many stars can we count?*

Counting-out rhymes are useful for selecting a student to be the first to take a turn, to have a certain responsibility, to be the helper, etc. With students sitting, point to each student in turn (or tap their heads) in order around the circle, saying the rhyme to a beat (*Little*: point to one student, *Stars*: point to another child, (x2), *How many*: point to student number three, *Stars*: point to the next student, *can we*: point to the next, *count*: point to another. On the word “count”, that student says a number, e.g. 4. Count four more students: *One, two, three, four* and student number four is the chosen one.

STORY TIME RHYME

*1, 2, 3
Look at me,
4 and 5,
It's story time!*

HELPER CHANT

*Helper today, helper today
Who's the helper today?
Here's a name, here's a name
Who's the helper today?*

Have all the students' names on pieces of paper and put them in a bag. Invite a student to take out two pieces, one per helper, or do that yourself. For more information, see Teacher's Edition page viii.

CHANT FOR CIRCLE TIME

*One, two,
Blue, blue
Three, four,
Bottoms on the floor!*

NOT NICE CHANT

*That's not nice,
No, no, no
Say I'm sorry,
Ready, set, go!*

BACK TO SEATS CHANT

*1, 2, 3
Back to your seats*

This can be done with the teacher pointing to the three students who have to go back to their seats.

TIDYING UP SONG

(Sung to the tune of London Bridge Is Falling Down)

*Now it's time to tidy up, tidy up, tidy up,
Now it's time to tidy up, all together.*

WEATHER SONG

(Sung to the tune of London Bridge Is Falling Down)

*What's the weather like today, like today, like today
What's the weather like today? Let me see.*

Teacher: *Is it a rainy day, rainy day, rainy day,
Is it a rainy day?*

Children: *No, it isn't.*

The verse is then repeated for the other weather conditions. It is advisable to leave the correct one for the end, for students to answer *Yes, it is*.

DAYS OF THE WEEK SONG

(Sung to the tune of Oh, My Darling Clementine)

Seven days, seven days, seven days, in a week,

Monday, Tuesday, Wednesday, Thursday

Friday, Saturday, Sunday

CALMING DOWN RHYME

Up, up, up,

Down, down, down,

Let's calm down

Now, now, now.

The teacher should lower his / her voice as from down, down, down onwards.

CALLING ATTENTION CHANT

Teacher: *Little stars! Little stars!*

Children: *Yes, Miss (Lucía), here we are!*

Call-and-response is a technique for getting attention. Teach students to respond in unison to your calling whenever they hear it, and explain that that means they have to stop talking, stop moving, stop what they are doing and only focus on you.

OPEN CLASS SUGGESTIONS

Students enjoy learning, especially as this happens as they play and engage in different activities. Families also enjoy seeing how their children are learning. An open class – sometimes referred to as Family Visit, Family Day, Fair, or Show, among other possibilities – is an excellent opportunity to let families peep into an English class. As it is a party, there is need to prepare for it. Below are some suggestions that teachers can follow to organize an open class.

Number of visitors, room and time

Sometimes families are invited late in the evening so that everybody can make it. In this case, you need to plan for around five people per child. This will also depend on the school policy, whether they invite grandparents to these shows or not, etc. If this is the case, a big room will be necessary. It can be the school auditorium, a big classroom, or the playground. In this last case, weather conditions have to be considered as well. If many people are coming, then it is advisable to set different stations in corners of the room that families can walk between. In each of the corners, there could be a display of students' productions, e.g. drawings, collages, etc. Students can present their productions to families in each of the corners.

A good idea is to film students singing or chanting, engaging in a game, doing their Achievement moment, or role-playing. This can be organized into a loop projection.

If families are invited during regular class time, it is important to restrict the number of adults per child in keeping with the size of the room. It is necessary to visualize how adults will go into the classroom, and whether they will be sitting or standing up at the back and sides of the classroom.

In an open class, a sample of activities is presented to families so that they can have a taste of what classes are about. This includes routine songs, chants, and rhymes, a game, a circle time activity and a book activity – Workbook or Student Book – and the final assessment of each class.

Depending on how long the open class can last, teachers will decide on which sample activities to carry out. The purpose of an open class is to show what students do in class. Therefore, nothing should be new to children, with the exception of the presence of adults. For this, they need to learn how to work without getting distracted: preparing their eyes and ears, concentrating to work, among other techniques they use on a daily basis.

Invitations

Families love receiving an invitation made by their children. This can be done in class. Since pre-primary students find it very difficult, if not impossible to copy, a photocopied template can be used, which can be glued to the colored paper students will use for the invitation.

They can draw themselves and draw something that represents this special occasion.

There are nice and creative ideas online on how to fold invitations. This can be done by the teacher after students have drawn their own invitations. However, it is advisable to show students what part of the sheet of paper they can use for the drawings.

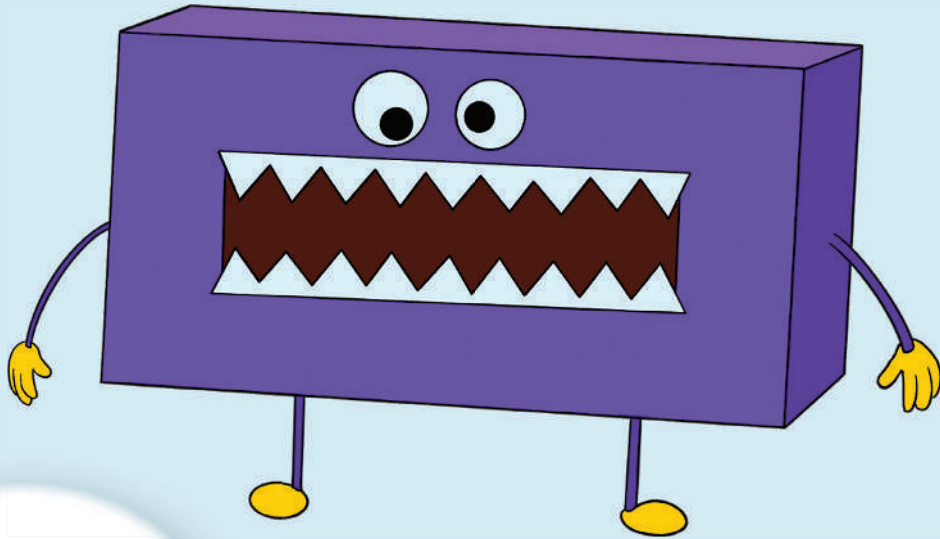
A dry run

If possible, adults from the school can be invited for rehearsal so that students get used to having adults in the classroom. These adults can be other teachers, assistants, among other possibilities. Once a rehearsal is carried out, an assessment session is necessary to go over what worked well and what needs improving. It is important to congratulate students on their performance and to brainstorm ways to work on what needs refining.

WELCOME!



1 LISTEN AND POINT.



LESSON 1

Lesson Objective

Introduce the characters

Learning Objectives

- Follow basic classroom instructions
- Say some English names
- Imitate some English sounds

Key Language

Hello

I'm ...

Point to ...

Materials

Little Star badge

GREETING

- This is the first class of the year with the students, and it is very important to get to know their names. If you do not know them from the year before, ask the class teacher for a file with their photos and names, or hand out the Little Star badge with each student's name on it, which you can pin or stick on their T-shirt, sweater, or pinafore. If you know the group and there are new students, ask the teacher for their photos and name.
- Show Little Star and say *Hello, Little Star!*
- Have the Little Star puppet greet you and greet the students. Invite them to greet Little Star back.

STUDENT BOOK, PAGES 2 AND 3

- Give out or ask students to take out their Student Books.
- Depending on the classroom, you can have students sit in a circle on the floor or a carpet if there is one, or just have them sitting at their tables but looking at you. Use gestures to call their attention for them to look at you.
- Students can use their books at their tables, or take their books to the circle on the floor.
- Tell students *Open your books to page 2*, and do this with your book as you give the instructions. Write a big 2 on the board. Check all the students have their books open to page 2. This time, they will need pages 2 and 3.



1 LISTEN AND POINT.

- Tell students *We're going to meet new friends. Look!*
- Play the first introduction on the audio file (*I'm Hungry Howie*) point to the first character and ask *Is this Hungry Howie? Hands up if you think this is Hungry Howie* (use gestures). Do the same with the other characters, then tell children which one Hungry Howie is.
- Do the same with the other characters.
- Play the audio again for students to point to the right character and greet them by saying *Hello!*

Audio script

Hungry Howie: I'm Hungry Howie.

Little Star: I'm Little Star.

Susy Spoon: I'm Susy Spoon.

Paul Parrot: I'm Paul Parrot.

Confidence building activities

1. Place two of the character picture cards on two corners of the classroom. Tell students to walk to the character you name. Show as you give the instructions. Remind students they should not shout as they won't hear your instructions. After three or four rounds, change the characters.
2. Decide on a way to represent each character. As you name each character, students have to perform the correct representation.
3. Students may be ready to say the names. Mime each character for students to say who it is.

SAYING GOODBYE

- If the books are kept in the classroom, this first time put them away yourself.
- Point to your watch or clock in the classroom and tell students it's time to finish the lesson.
- Say *Goodbye* to Little Star, and have the puppet greet you back.
- Say *Goodbye* to each of the students.





2 SING.



Hello Song

