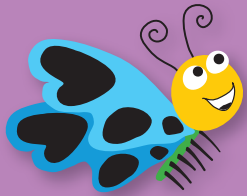


Teacher Resource Files

BIG

3



FUN

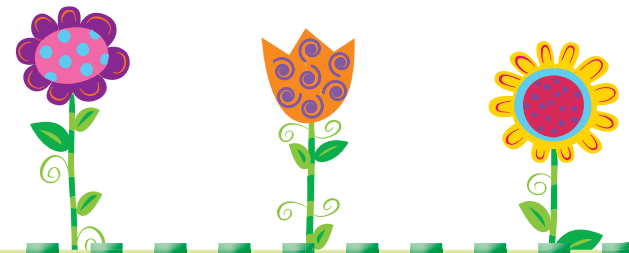


Mario Herrera
Barbara Hojel

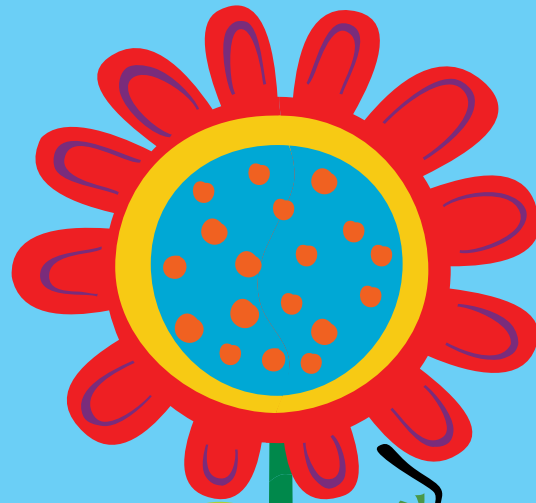
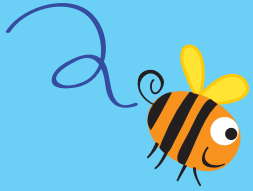


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TIPS AND TECHNIQUES



Planning Classes

Working with very young children requires a lesson plan that incorporates active and passive activities. Your classes will also be more effective when you include several short activities that rely on a variety of materials.

Here is an outline of a sample lesson that integrates these strategies:

1. Have children stand in a circle and sing the “Good Morning Song.”
2. Have children sit down and listen to the puppet as it quickly reviews the vocabulary with flashcards or introduces a new concept using the *Big Fun Class Audio CD* or *Big Fun DVD*.
3. Have children stand up again. Lead them in the corresponding gestures as they listen to the *Class Audio CD* or *DVD*.
4. Have children sit down. Use a *Big Fun Poster* or write on the board to introduce the material on the *Student Book* page.
5. Distribute *Student Books* and materials. Guide children in doing the activity.
6. Have children stand up and sing the “Let’s Wiggle!” song. Alternatively, have children play a game.

By working in this way, your classes will support all learning styles—visual, auditory and kinesthetic learners.

If you have activities that you have used before that are related to the theme of the unit, by all means, add them to the lesson plan. The *Teacher’s Edition* offers further ideas for maintaining a lively class rhythm so that children are constantly engaged.

Tips for Better English Classes

With children from Level 3, begin to ask: *What activity did you like best today?* Model the answers by asking the puppet first and having it answer: *I liked singing the “Feelings Song”* (have the puppet start singing the song) or *I liked playing this game* (have the puppet explain in simple terms or demonstrate the game).

Try to speak in English only. Do not translate the instructions. Children will soon grasp what they must do or say if they watch you model the activity as they listen to your instructions.

Children learn by practicing, practicing, and then practicing some more! Sing the songs as children line up to start or finish the day. Children also love to listen to you read stories. Select works of children’s literature that are linked to the themes and topics you are working with.

Be sure to praise all of the children’s attempts to speak and work in English. Don’t pressure the children to speak—those who are more reticent will eventually catch on and feel confident to try to speak in English as well.

Have a hand signal that means children should stop, look, and listen to you. By using this hand signal, you can avoid raising your voice to get the children's attention! For example, raise your hand, clap three times, and say: *Red light!* Or, repeat a simple poem again and again: *One, two, three; One, two, three; Turn around and (look at me/listen to me)!*

You will find many more tips in the Tips for Teachers section on p. vii of the Teacher's Edition. There are also green boxes with teaching tips sprinkled throughout the lessons pages of the Teacher's Edition.

Understanding the Big Fun Unit Structure for Level 3

The **first page** of each unit helps you discover children's prior knowledge of the topic or theme. Children are asked to predict what they will be learning about by looking at pictures, then drawing their ideas about the topic based on their predictions. Predicting is an important skill that will help children when they begin to read and write.

The **second and third pages** of each unit highlight the TARGET LANGUAGE both in isolation and in context. On these pages, children will learn the TARGET SONG, which presents the target language in a fun way.

On the **fourth page**, children will have the opportunity to PRACTICE TARGET LANGUAGE AND VOCABULARY in context. In level 3, a variety of fun activities, such as listening, tracing, matching, and coloring, aims to consolidate children's understanding.

The **fifth page and sixth pages** help children master the skills that are the bases for reading and writing in English. The READING AND WRITING READINESS page ensures that each level steadily progresses in building the necessary skills in order for children to be successful when they begin to read and write. For this level, focus is on discriminating initial sounds and phonics words that children hear and reproduce. They use CUTOUTS to put what they are learning into practice. This activity helps them build their PSYCHOMOTOR skills as they develop their language skills. Children also practice tracing rebuses and completing simple sentences to further consolidate the words they are learning.

A VALUES activity appears at the end of these two pages, relating directly to the Values Poster. Children are encouraged to reflect on Values that they have seen in the previous two levels and to make a drawing as a way of envisioning it.

The **seventh and eighth pages** feature a pull-out LITTLE BOOK that offers a review of the language children already know while reinforcing the language they are currently learning. The LITTLE BOOK has been ANIMATED for children's enjoyment. The animated version of the storybook can be found on the ACTIVETEACH and on the DVD.

On the **ninth page**, children work on MATH skills. They learn to identify and count numbers 1–100, to identify sets of ten, and tell the time.

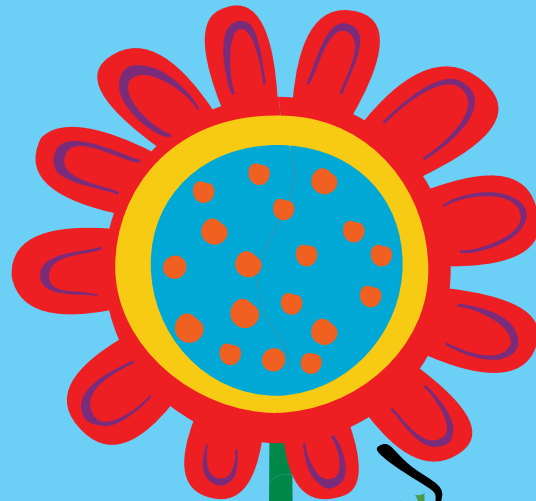
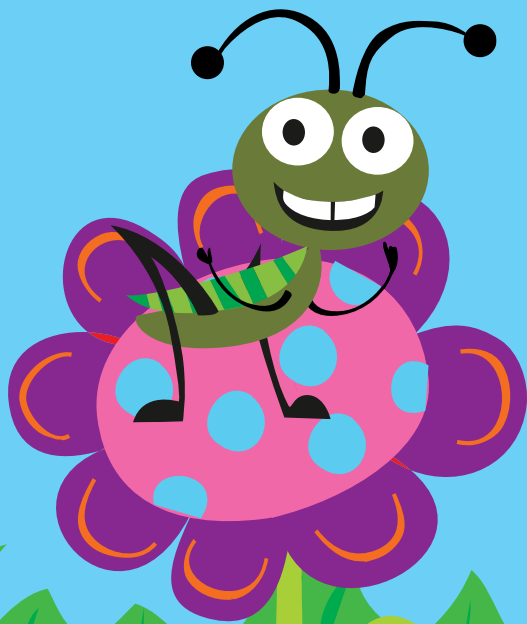
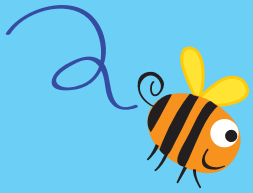
The **tenth and eleventh pages** of each unit allow children to use all of the language they have learned with something completely different: AMAZING! The tenth page presents a nature concept and includes a variety of activities, games, role-plays, and songs to complement the lesson. The eleventh page features a project linked to the new concept being learned and practiced. This is another instance where the children can use all of the language they have learned as well as produce something and display what they have done. This page develops problem-solving, critical thinking, and creativity, while putting into practice the values that they have been learning throughout the program.

The **last page** of the unit is where children can REVIEW the core material and REFLECT ON what they have learned in the unit as part of the ASSESSMENT FOR LEARNING process. For the final activity of the unit, children turn to the final pages of their book and draw a picture of the activity that they liked best. Children's personal responses on these pages should be collected, placed in their Portfolio Envelopes, and reused at the end of the school year to plan the Unit 9 Show Time performance.





Vocabulary Playing Cards



Vocabulary Playing Cards

The vocabulary playing cards are a fun and versatile resource that can be used in a variety of ways to reinforce children's understanding of the key vocabulary items they have seen throughout the level. Here are some ideas to put into practice:

Vocabulary Bingo

Print out one copy of the Vocabulary Cards and divide the class into eight teams. Distribute a page of Vocabulary Cards and colored crayons to each team and elicit the items as a class. Then, draw an item on the board, have the class name it, and invite the team with the corresponding item to color it in on their paper. Continue the procedure, ensuring that you call out vocabulary from all units at random, until a team has colored in all of their items. Have that team shout *Bingo!* and ensure that the items correspond to those that you called out. You may repeat the procedure several times, mixing up the groups and Vocabulary Cards each time.

Concentration

Make two copies of the Vocabulary Cards for the same unit and cut them out. Distribute the Vocabulary Cards and hand out colored crayons. Invite children to color in the vocabulary items. Then, collect all cards and place

them picture side down in a central space where children can sit around them. Invite children to take turns picking up two cards, naming each item, and identifying whether they are the same. When a child picks up two items that are the same, have him/her say *Snap!* and keep the cards. The child may then have a second turn. Continue the procedure until all pairs have been found. Repeat the procedure for the remaining units' Vocabulary Cards.

Vocabulary Hunt

Make a copy of the Vocabulary Cards of four units. Divide the class into four groups and distribute a page and colored crayons to each. Have children color in the Vocabulary Cards and, when finished, help children cut out the cards with scissors. Collect all the cards and have children put their heads on their desks and close their eyes. Hide the cards around the classroom in random places that children can reach. When you're done, ask children to sit up and open their eyes. Next, draw a vocabulary item on the board and elicit what it is. Once children have correctly guessed the item, invite children to hunt for that Vocabulary Card in the room. Once the correct card has been found, have the child return it to you, and continue the procedure. Once all cards have been retrieved, repeat the procedure for the remaining four units' Vocabulary Cards.



Classifying Vocabulary

Make a copy of all Vocabulary Cards. Cut out the cards and have children form small groups. Divide the cards equally among the groups and hand out colored crayons. Have children color in their Vocabulary Cards. Next, write the name of one of the eight topics on the board and say it aloud (for example, *Animals*). Invite children to look at their Vocabulary Cards and identify any that correspond to the topic. Have children hold up and name the cards that they think belong to the topic mentioned and invite the rest of the class to confirm or reject them. Once all cards have been identified correctly, collect them and go through each one in turn, having children name them. Repeat the procedure for the remaining topics.

Guessing Vocabulary

Make a copy of all Vocabulary Cards. Divide the pages among eight teams and hand out colored crayons. Have children color in the pictures, and help cut them out. Have children fold their cards in half so that the picture cannot be seen. Then, collect all the folded papers and place them in a container or hat. Invite a child to take and unfold a paper from the hat without showing the rest of the class. Have the child show only you the card, and tell the rest of the class what topic the card falls under (for example, *People at School*). Invite the rest of the class to guess the vocabulary item. Give them one minute to guess the item before having the child reveal it. Repeat the procedure for the rest of the cards.

Cards on Chairs

Arrange chairs in a circle or square, one chair per child. Have the backs of the chairs face the inside and the seats outside so that children can sit down quickly. Make copies of as many cards as you need. Put a picture card face up on each chair. Have the children walk around the circle or square slowly as you play some music. When the music stops, children sit on the nearest chair. Give a clue, such as *Where is the bed?* or *This animal has a very long neck.* The children look at the pictures on their seats and identify the cards that match what you have said. Each student who sat on a card you named and who identified it correctly gets a point. The first student to get to (ten) points is the winner of the game.

Swat

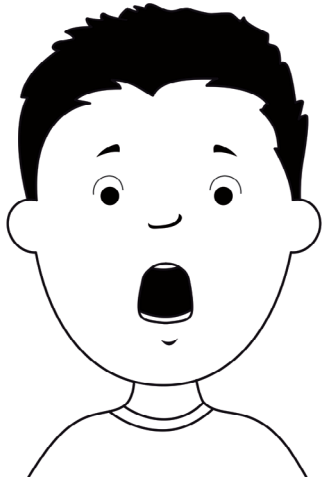
Arrange a number of cards on the floor or stick them to a bulletin board or chalkboard. Divide the class into two teams and give each team a flyswatter. When you call out a word, one member from each team should run to the cards and try to be the first to identify and swat the correct card with his/her flyswatter. The first one to swat the correct card gets one point. Then that same child has a chance to get two points for his/her team by using the word pictured on the card correctly in a sentence. Make sure all team members get a chance to use the flyswatter.



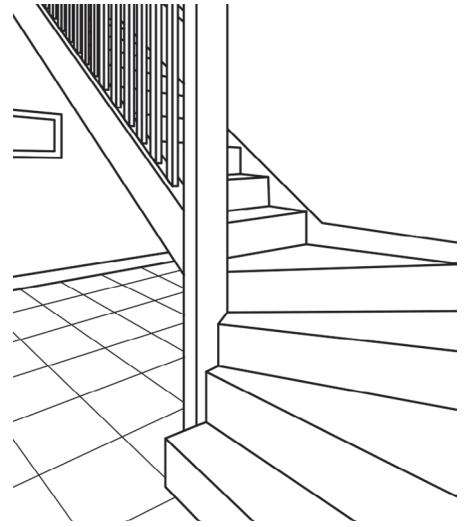
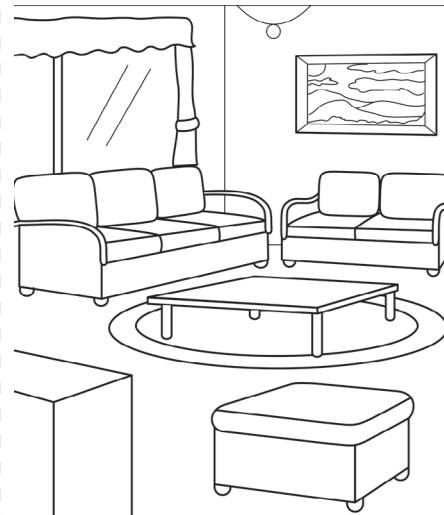
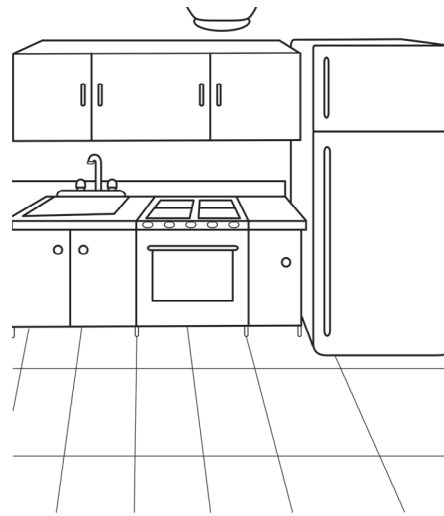
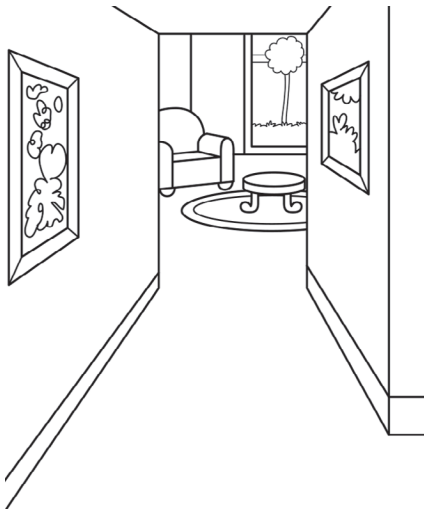
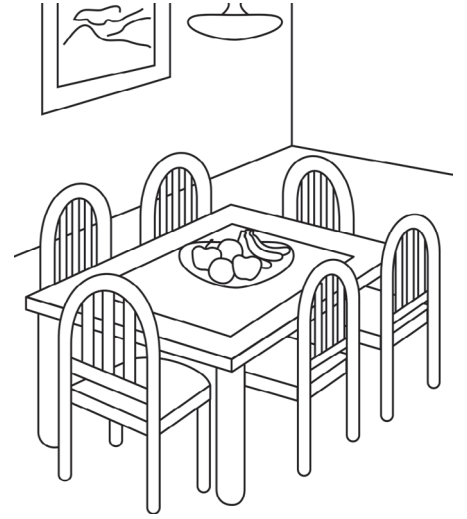
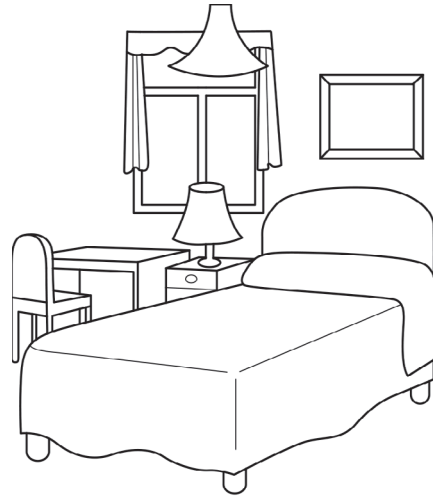
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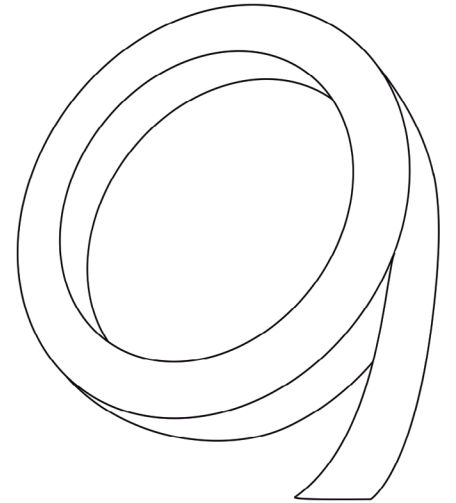
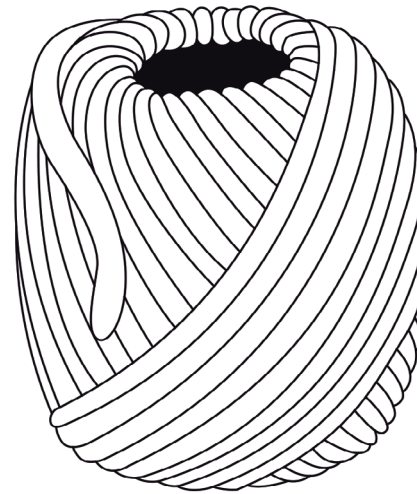
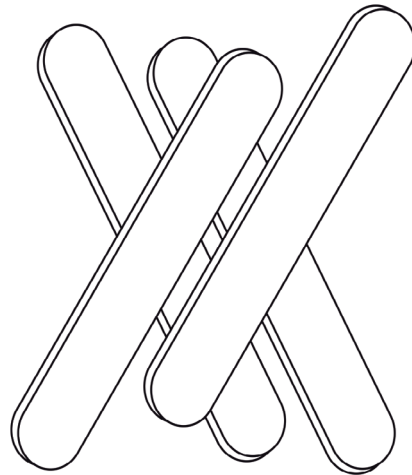
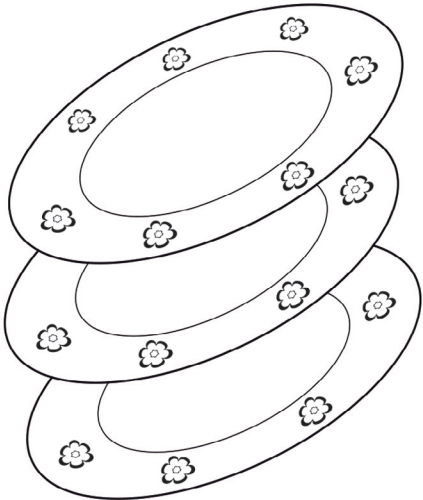
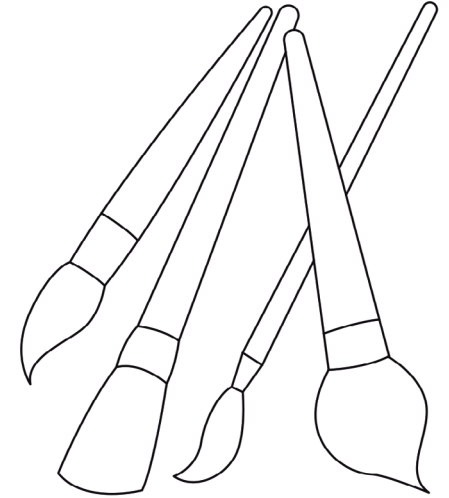
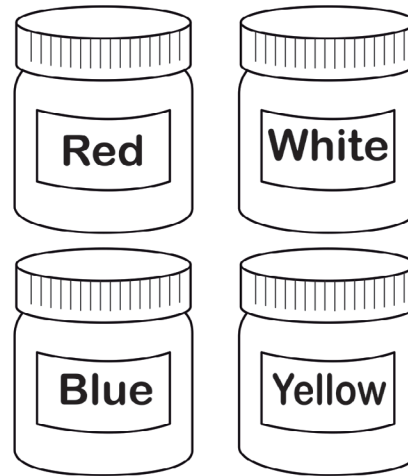
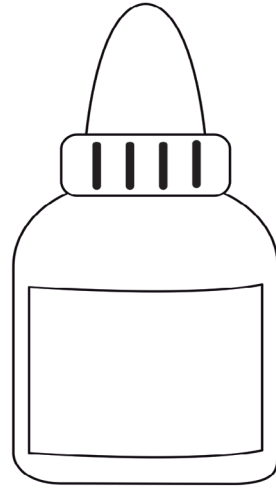
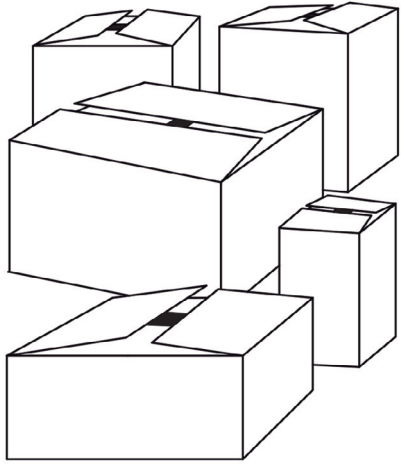
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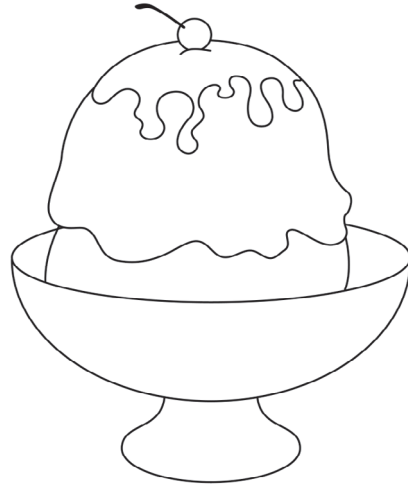
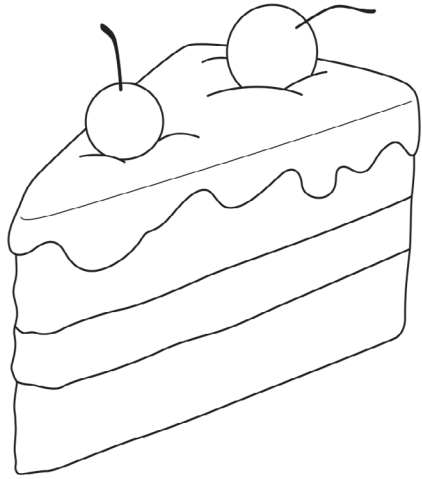
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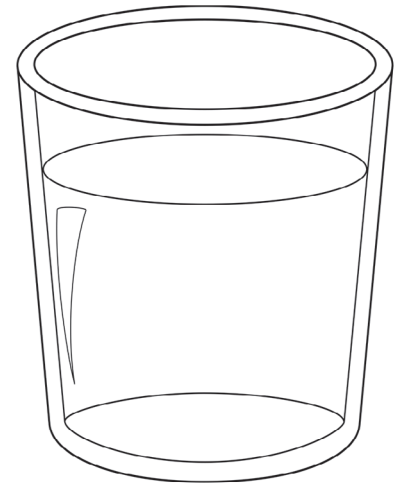
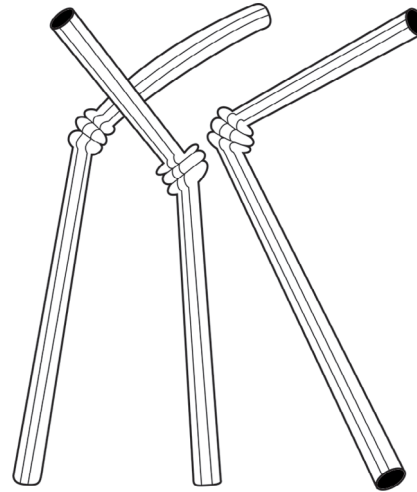
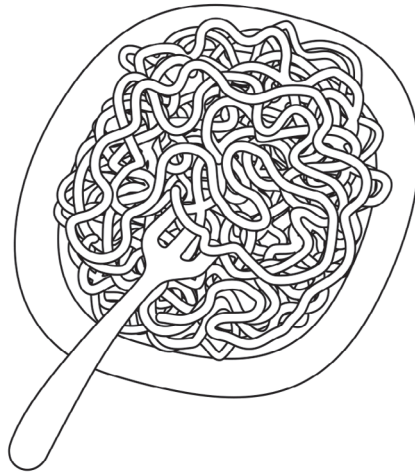
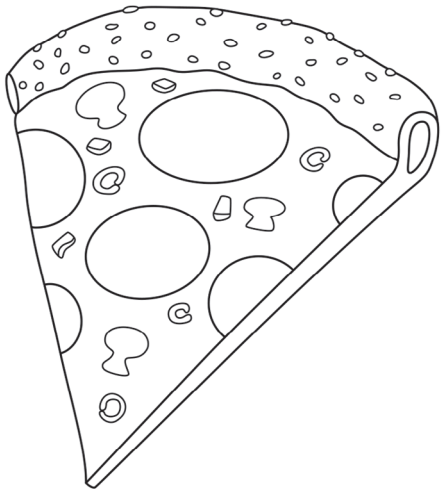
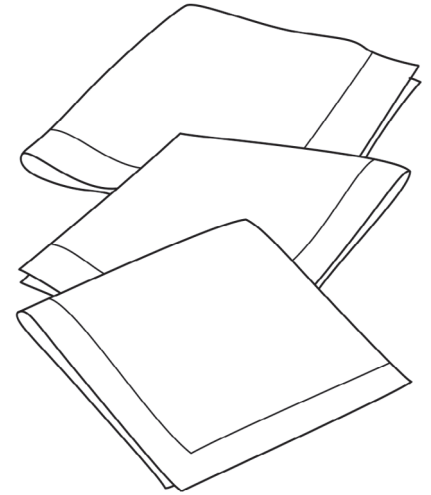
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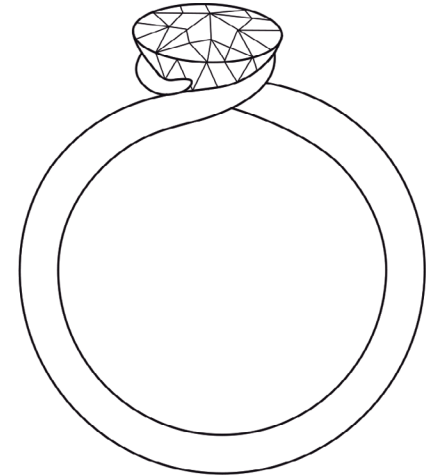
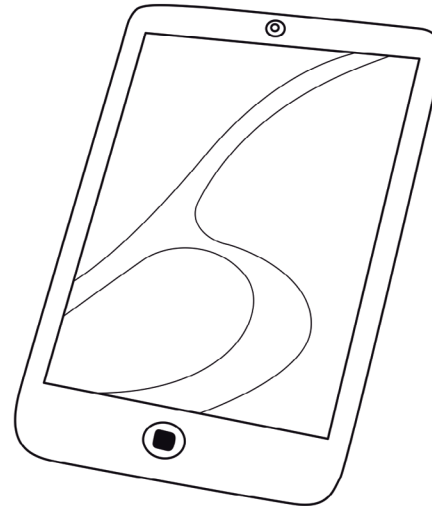
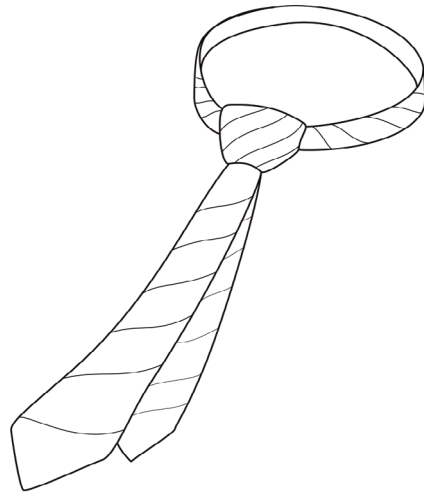
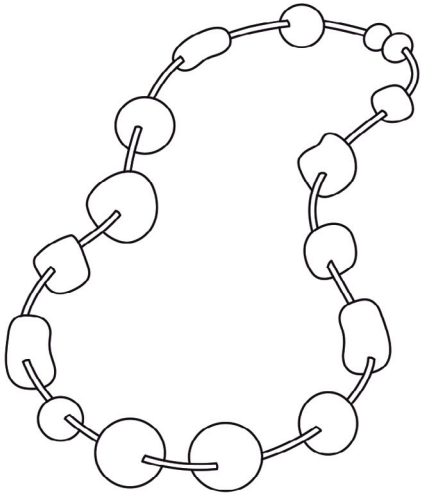
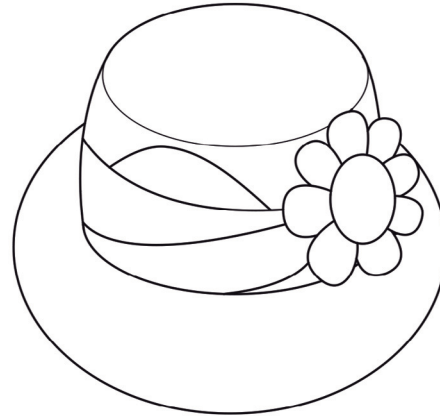
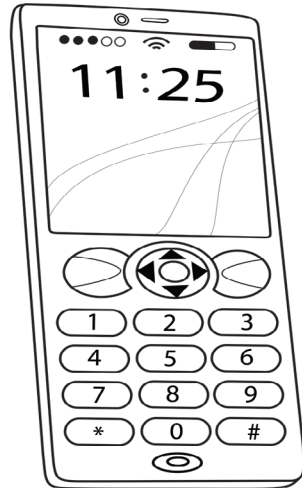
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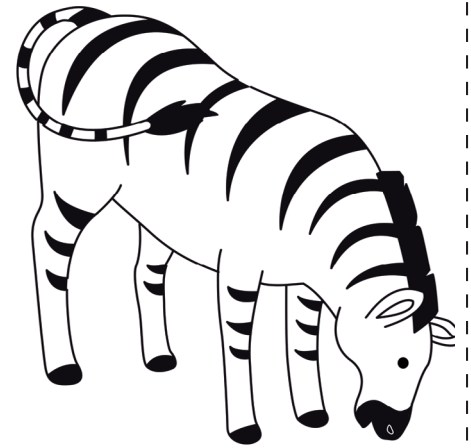
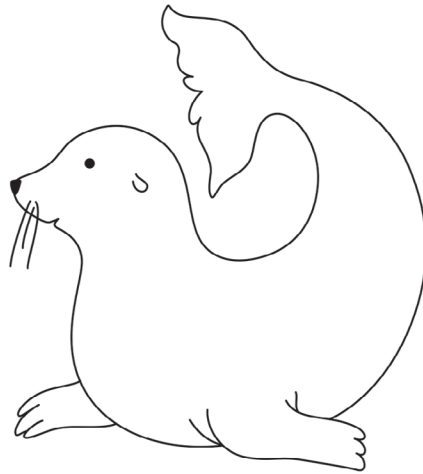
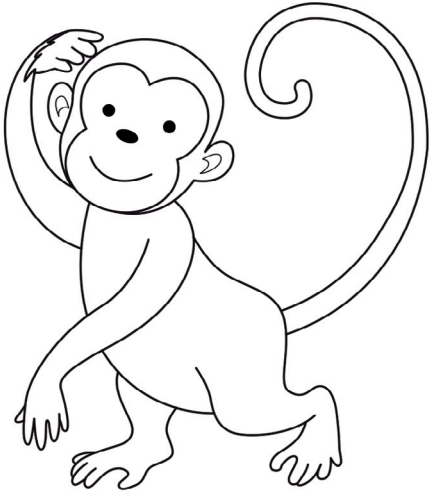
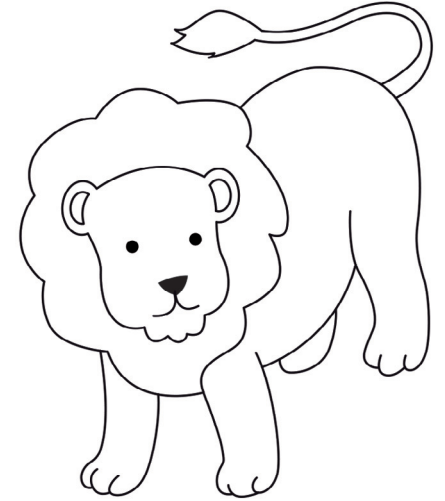
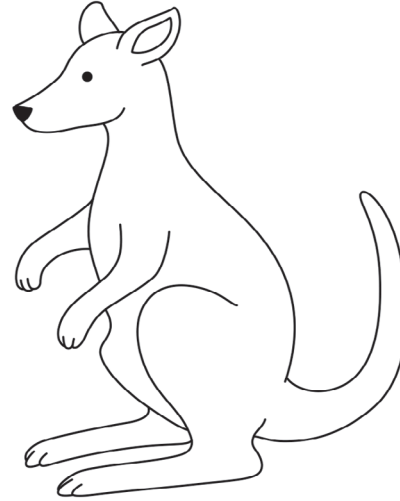
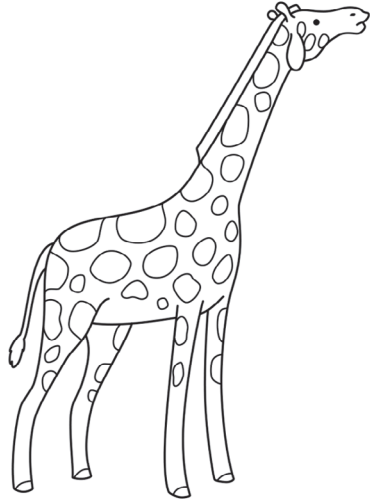
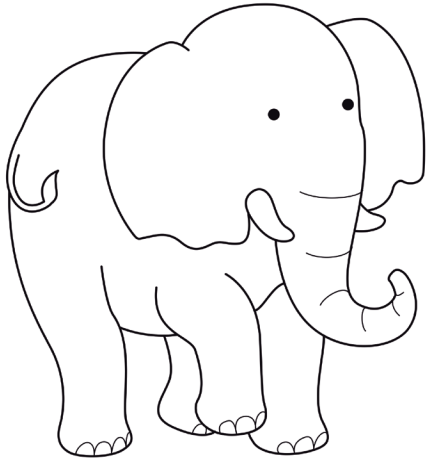
Menu		
	Soup	3.00
	Chicken	5.00
	Cake	2.00



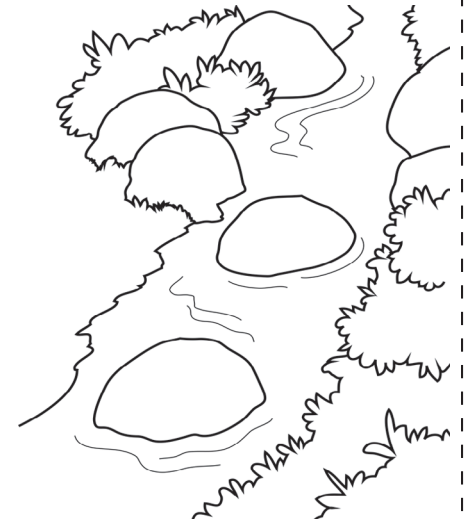
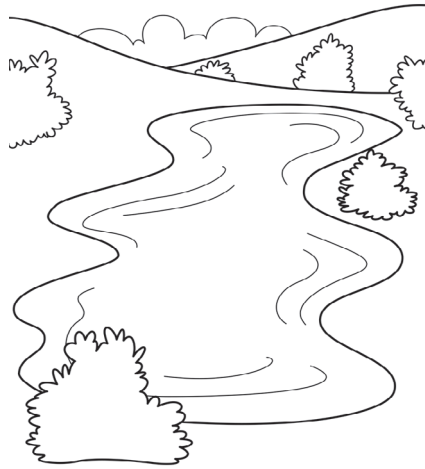
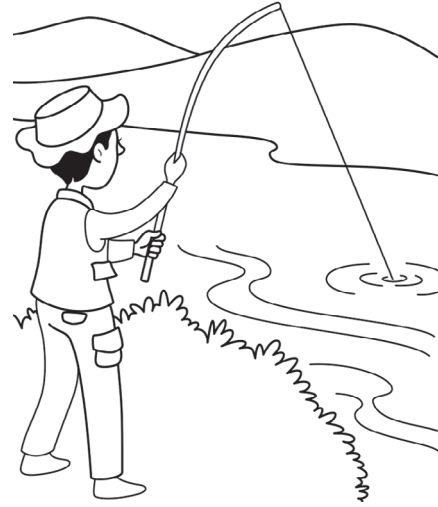
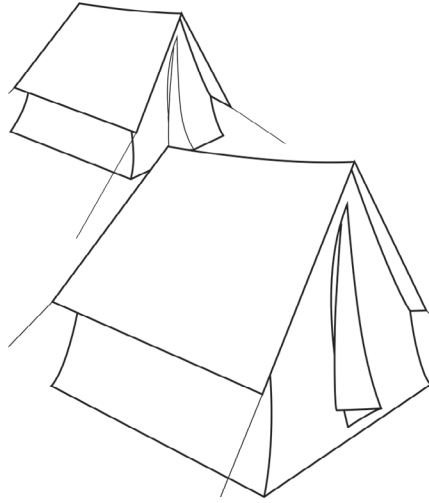
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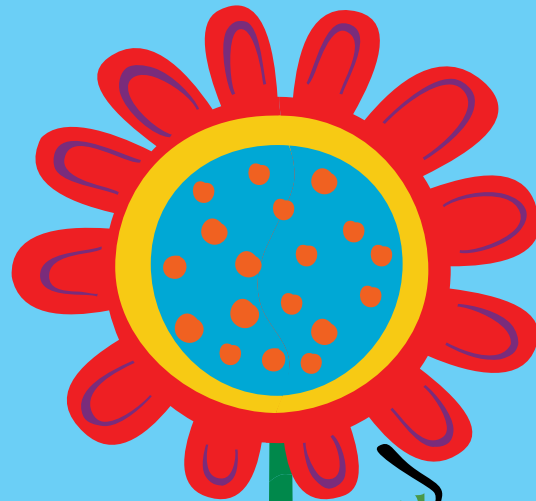
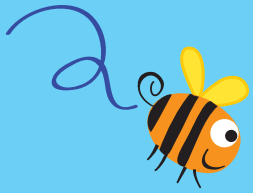
Unit 7



Unit 8



Games



Conversation Cube

Use the Conversation Cube to increase children's speaking opportunities. The Conversation Cube is ideal for class warm-ups and for closing activities when there are just a few minutes before class ends.

Making the Cube

- Paste or draw a small picture on each side of the cube.

OR

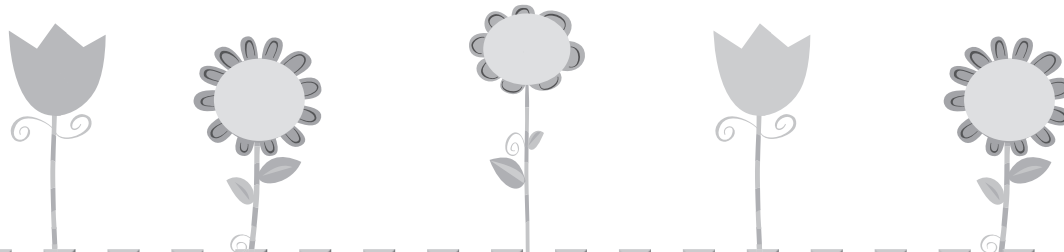
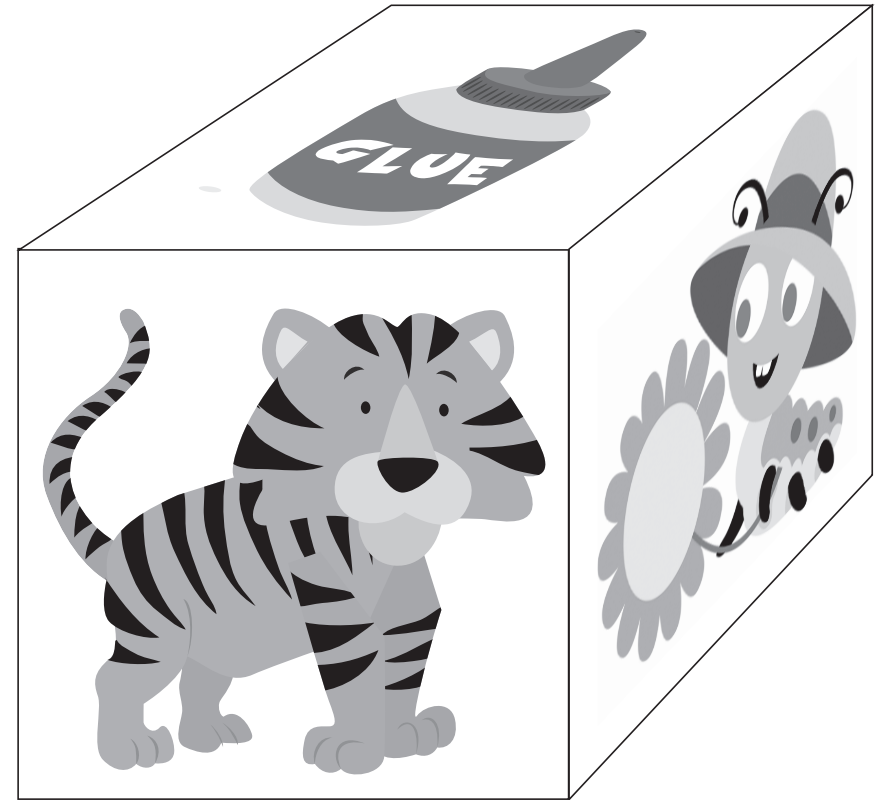
- Enlarge the cube shape on a photocopier to make it large enough to paste a full-sized photo on each side.

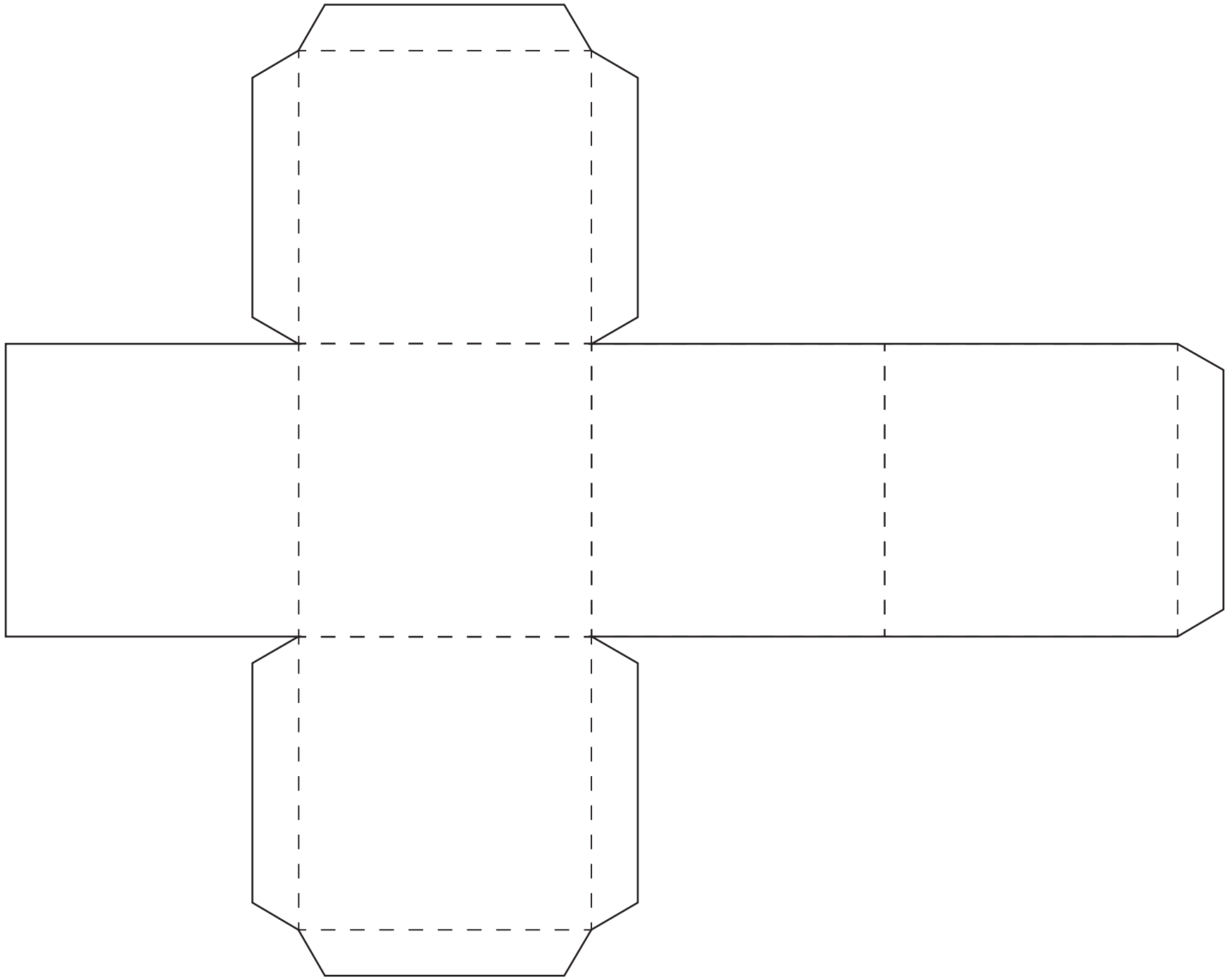
OR

- Write a number or draw a picture to illustrate a number on each side.

Steps

1. One child gently throws the cube in the same way dice are thrown.
2. The child must talk about whatever comes up on the TOP side of the cube (in the sample, *glue*).
3. After the child has said a sentence or two, the other children in the group ask the child questions about the drawing, photo, or words used.
4. Children in the group take turns tossing the cube and speaking.





Make Your Move! All-purpose Game Board

Keep this game board as a MASTER and make copies from it to use for each game you develop.

You can enlarge this game board on a copier so that you can fit normal-sized pictures on the squares OR you can draw whatever you want, then shrink the images on a copier, and cut and paste them into the squares.

This game board can be used in many ways:

1. as a “getting-to-know-you” activity for the first day of class or during the first week of school,
2. as a way to practice speaking and conversation on a controlled topic,
3. as a way to review course content, or
4. as a way to use specific grammar constructions.

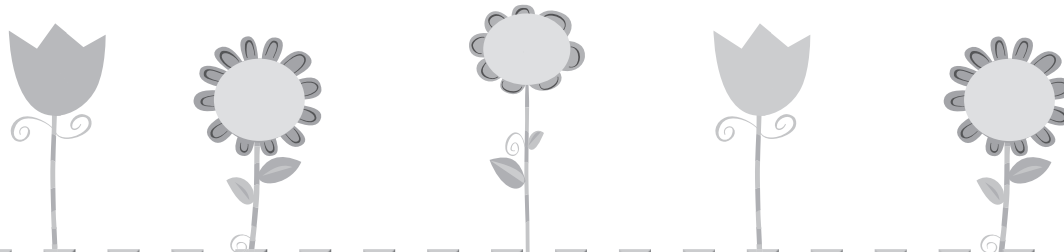
You can control the time it takes to play the game in several ways:

1. You can eliminate some of the squares by using white correction fluid or you can put in stickers, drawings, or symbols in random squares to make the game go faster.
2. You can set a time limit at the beginning of the game and then end the game, regardless of the progress students have made around the board.

3. You can make the game more complex by adding requirements, such as a rule that each person in the group must ask the speaker one question before the next turn.
4. You can build in suspense by putting in such steps as *Go back 2 squares* or *Go forward 2 squares*.
5. You can add in silly instructions, such as *Sing a few lines from your favorite song* or *Make a sound like a farm animal*.

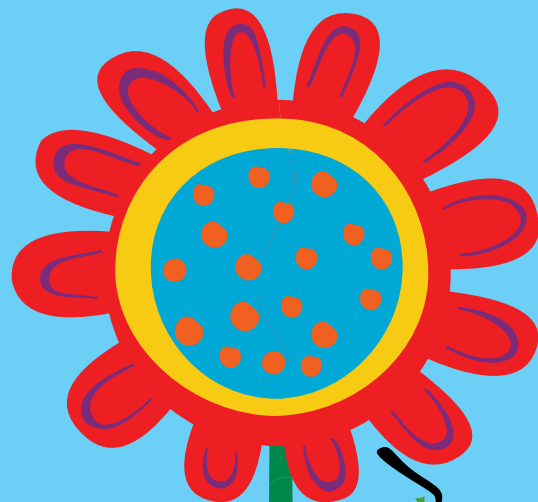
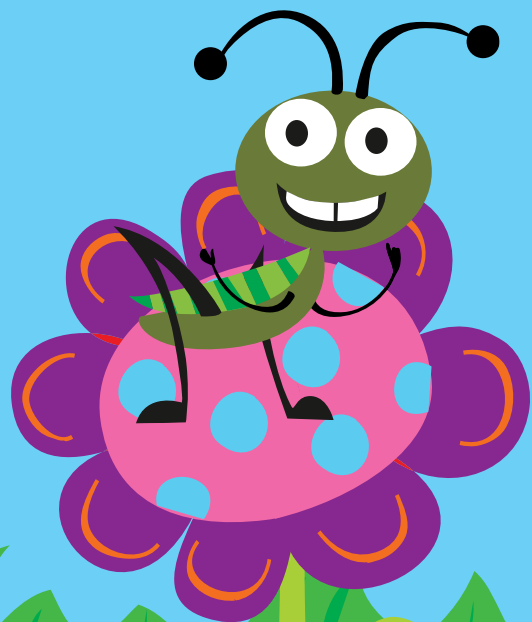
Keep copies of ALL the games you make, as they can be used again and again.

Have your students make up the content of the games as a group project from time to time.



	<h1>Play a Game</h1>					
START 						

Alphabet Playing Cards



Alphabet Playing Cards

Each card shows the capital and lowercase letter with a picture of something that begins with the letter. Photocopy and cut out these cards for children to use to play games and practice their letters. The following are some suggestions:

Concentration

Divide the class into pairs. Give each pair 8–10 Alphabet Playing Cards: two cards for each letter sound you want to practice (two *Ff* cards, two *Ll* cards, and so on). Have children play *Concentration*. Children place all the cards face down on a table. Partners take turns trying to make a match by turning over two cards at a time. If a child makes a match (for example, two *Ff* cards), he/she names the letter and keeps the pair. If not, he/she places the cards back on the table, and the partner tries for a match.

Pop Up

Have children sit in a circle. Give each child an Alphabet Playing Card. Give clues about one of the letters and have the child holding that Alphabet Playing Card “pop up” and name the letter. You may display an alphabet strip so children can refer to it during the game. You can use clues like the following (for the letter *Ff*): *farmer, four, It makes the /f/ sound.*

Use Your Body

Use this kinesthetic activity to help children become familiar with the shapes of the letters. On the board, write one letter you want to practice (choose either the capital or lowercase). Guide the class in using their bodies to “make” the letter. For example, for the letter *F*, children might stand up tall and put their two arms out in front of them to mimic the shape of the letter. Then, distribute some Alphabet Playing Cards showing letters that you want to practice. Have children work with partners to come up with a way to make one of their letters. Invite partners to share their letter shapes. Have the rest of the class guess which letter each pair is making.

Alphabet Playing Cards Index

Aa, apple

Bb, barn

Cc, cake

Dd, dog

Ee, elephant

Ff, fish

Gg, girl

Hh, hat

Ii, ice cream

Jj, jacket

Kk, kite

Ll, lion

Mm, monkey

Nn, nest

Oo, octopus

Pp, pencil

Qq, queen

Rr, rabbit

Ss, sandwich

Tt, toothbrush

Uu, umbrella

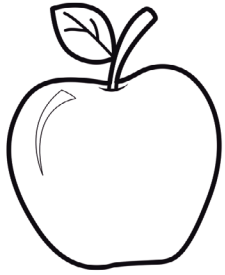
Vv, violin

Ww, watermelon

Xx, X-ray

Yy, yarn

Zz, zebra



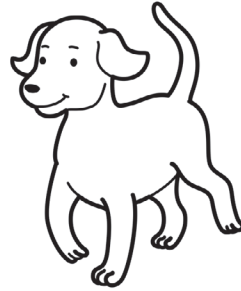
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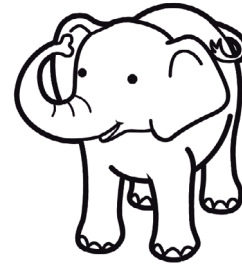
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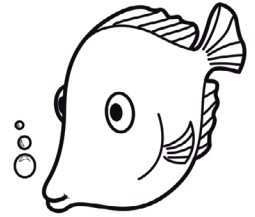
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Dd



Ee



Ff



Gg



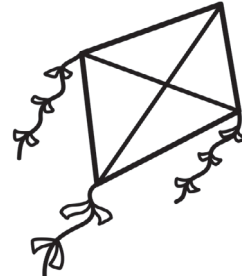
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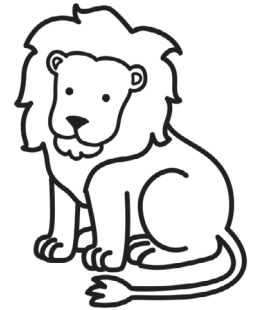
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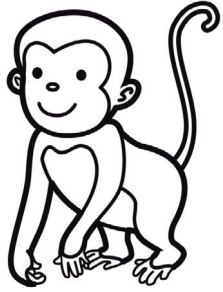
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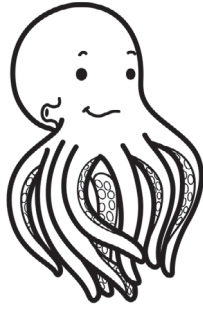
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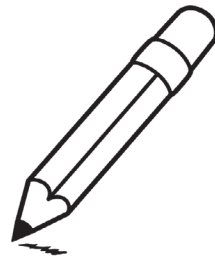
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Nn



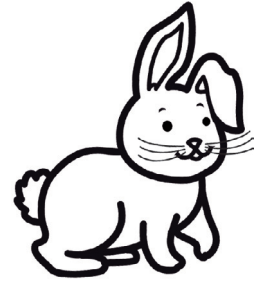
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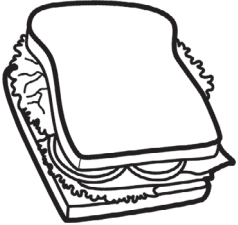
Pp



Qq



Rr



Ss



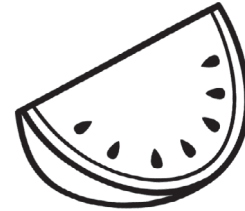
Tt



Uu



Vv



Ww



Xx



Yy

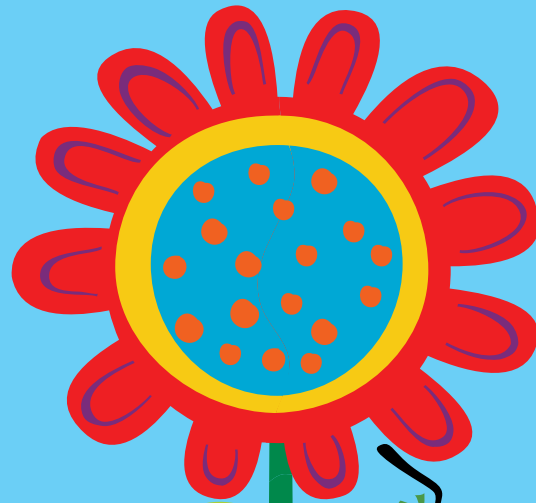
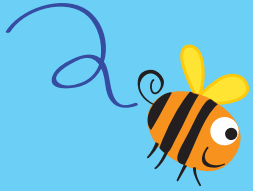


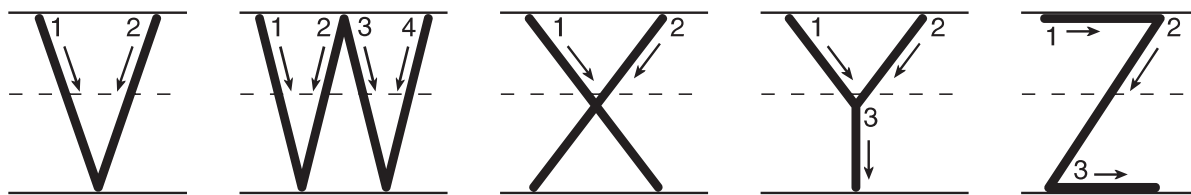
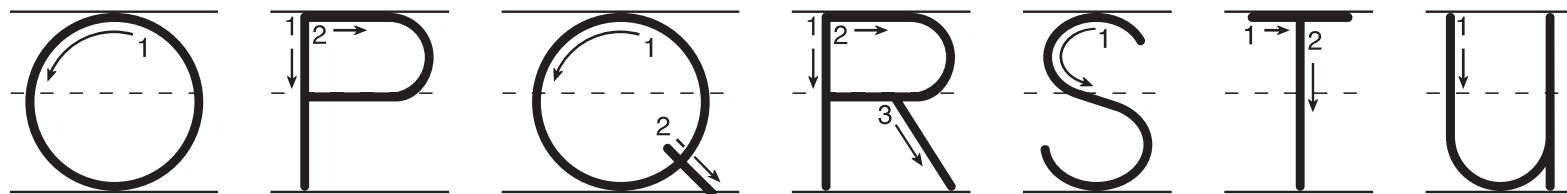
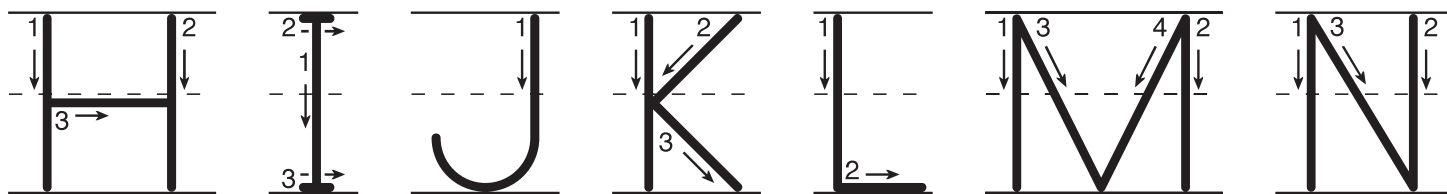
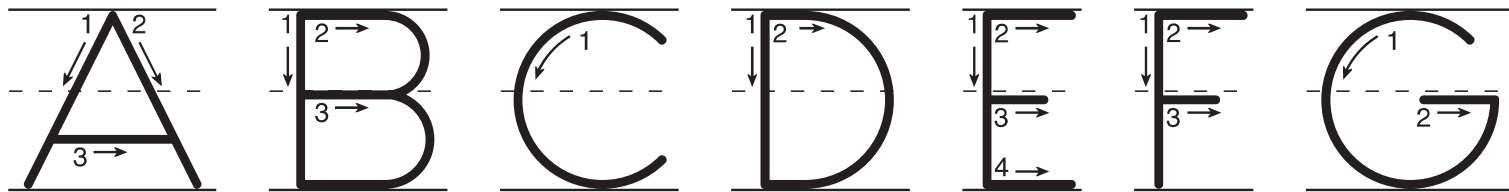
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Alphabet Writing

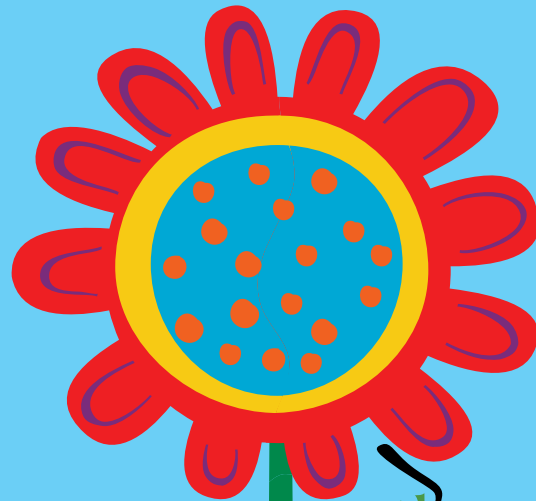
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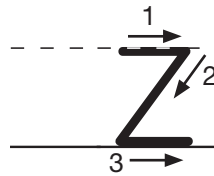
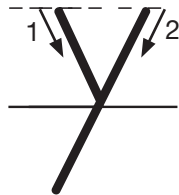
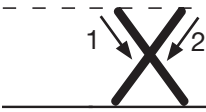
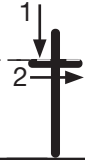
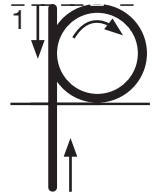
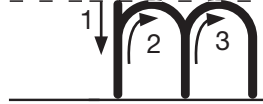
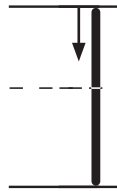
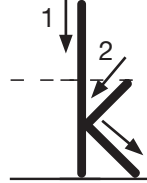
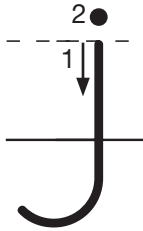
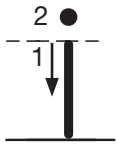
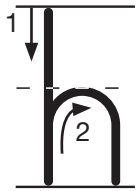
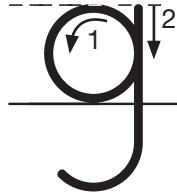
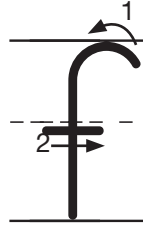
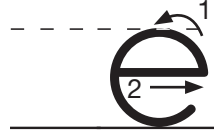
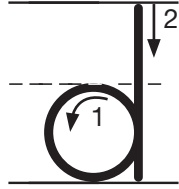
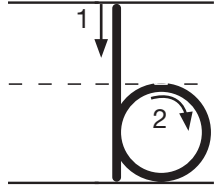
Capital Letters



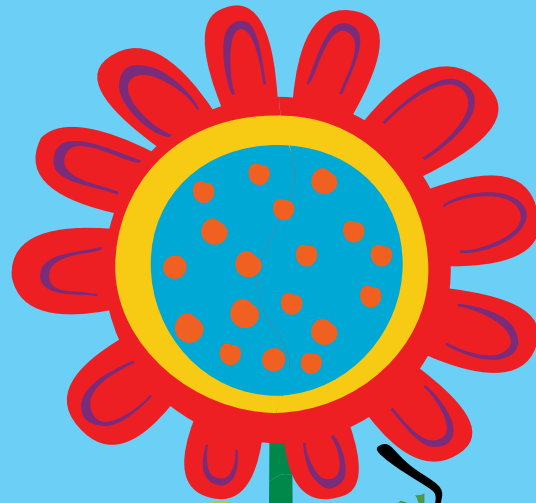
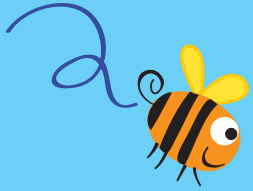


Alphabet Writing Stroke Order for Lowercase Letters





Writing Worksheets



Writing Worksheets

Use these worksheets to practice letter formation. Some suggestions follow:

Trace and Write

Photocopy the sheet(s) for the letter(s) you want to practice. Make sure every child has a sharpened pencil and a worksheet. Point to the letter and then to the pictures next to it. Say the letter, say the sound, and name the pictures. Have children repeat. On the board, write the capital letter as it is written on the Writing Worksheet and include the arrows. Trace the letter on the board, showing children how to follow the arrows. Then have children trace the capital letter on their worksheets. When they are ready, have them write the letter a few more times to practice. Repeat for the lowercase letter. Children also may have fun coloring the pictures on the Writing Worksheets.

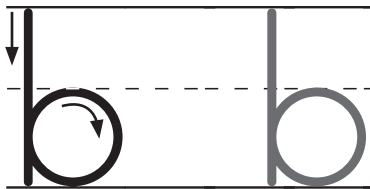
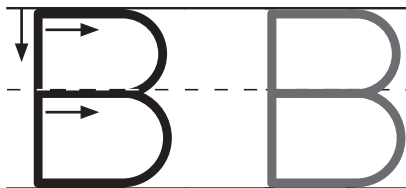
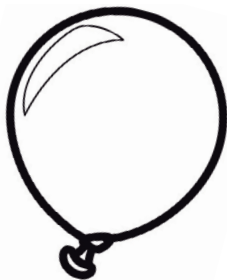
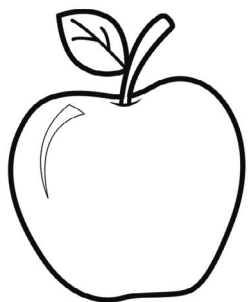
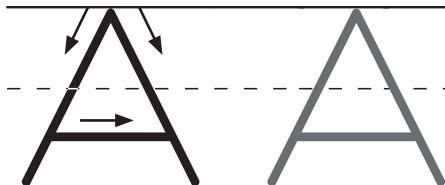
My Best One

Children can practice writing for form and neatness. Have children choose one of the letters on the Writing Worksheets. After they write the letter a few times, ask them to trade papers with a partner so the partner can pick the one he or she thinks looks the best. Have partners circle the best one. Then hang up their work in the classroom under the heading *My Best Letter (A)*.

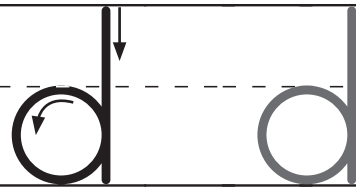
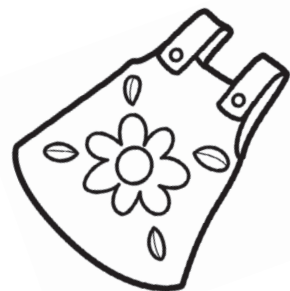
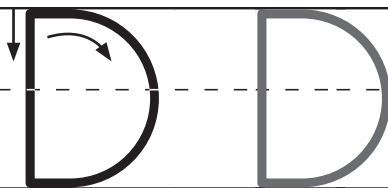
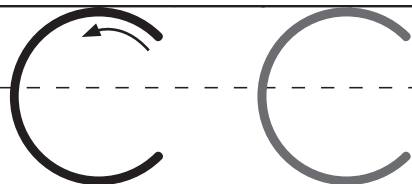
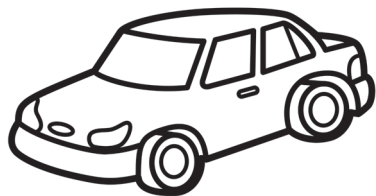
Finger Writing

Use this kinesthetic activity to help children practice letter formation. Write the letters that you want children to practice on the board and include the arrows that are shown on the Writing Worksheets. Divide the class into pairs. Make sure each pair has a pencil with an eraser. (The pencil should not be sharpened.) Invite a volunteer to the front of the room to model. Using the eraser end of the pencil, “write” a letter on the palm of your partner’s hand. See if your partner can guess which letter you are writing. Repeat with a few other children and then have children play the game with their partners. Make sure you remind children to follow the arrows on the Writing Worksheet.

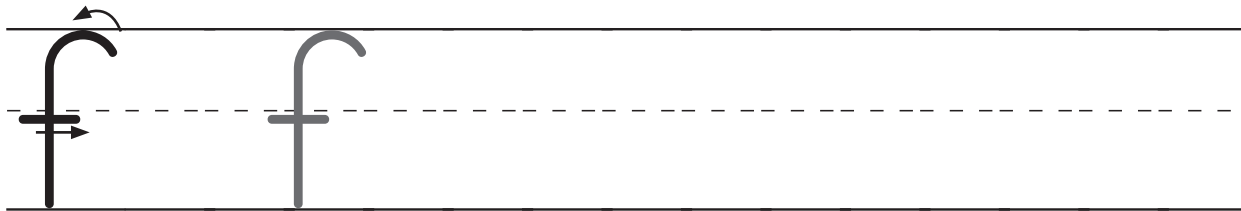
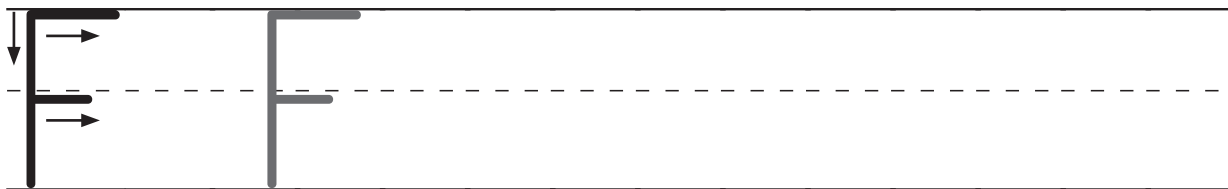
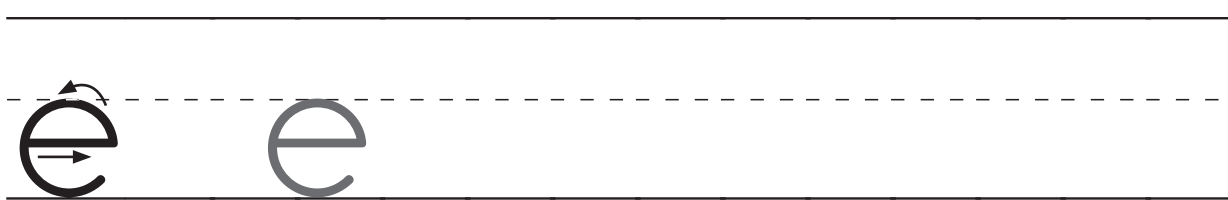
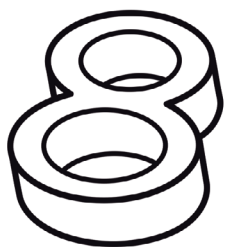
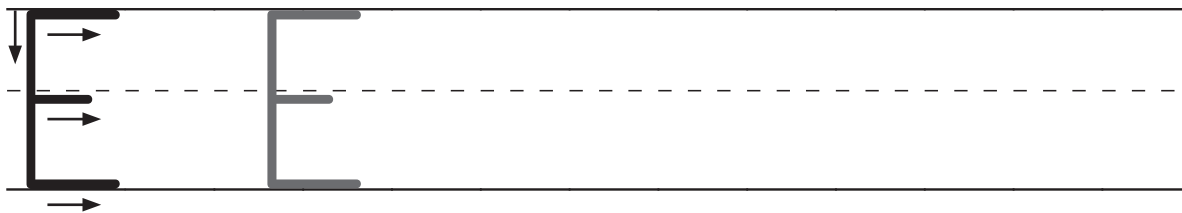
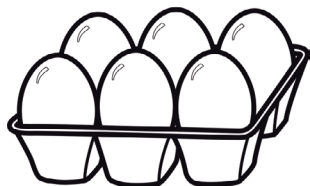
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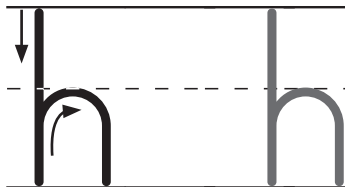
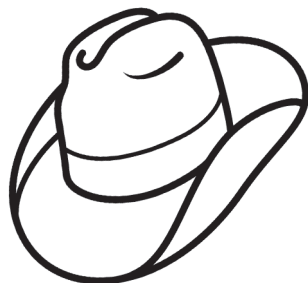
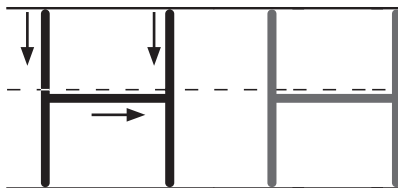
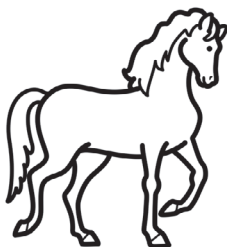
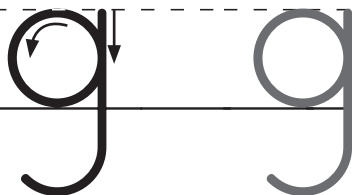
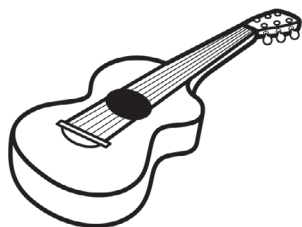
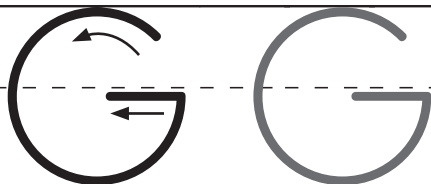
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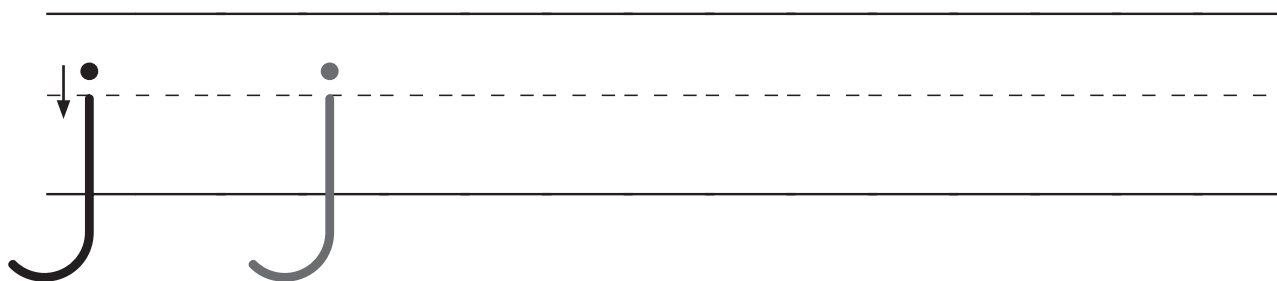
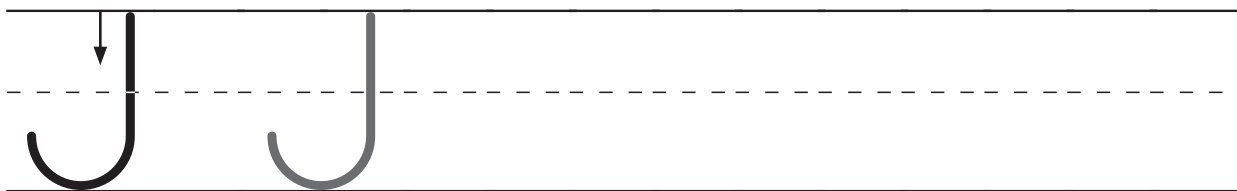
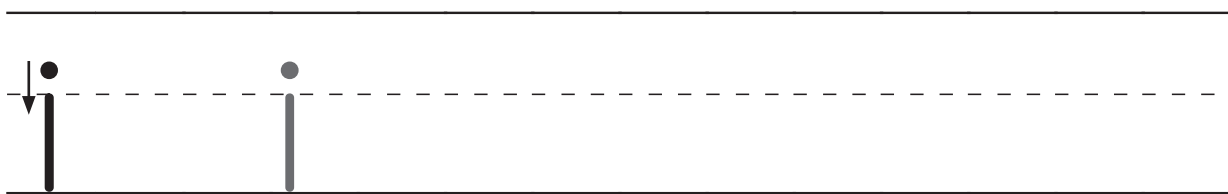
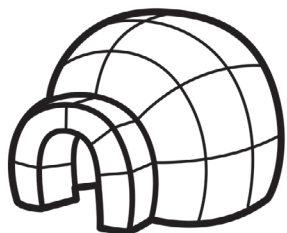
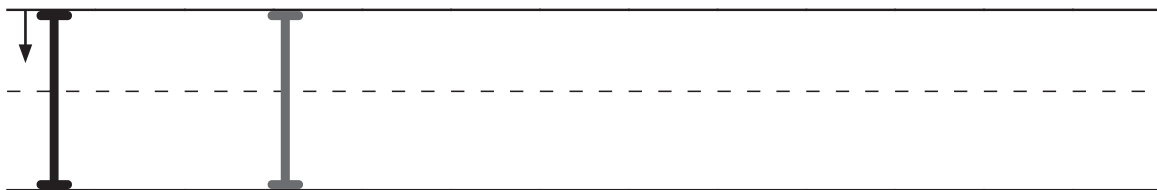
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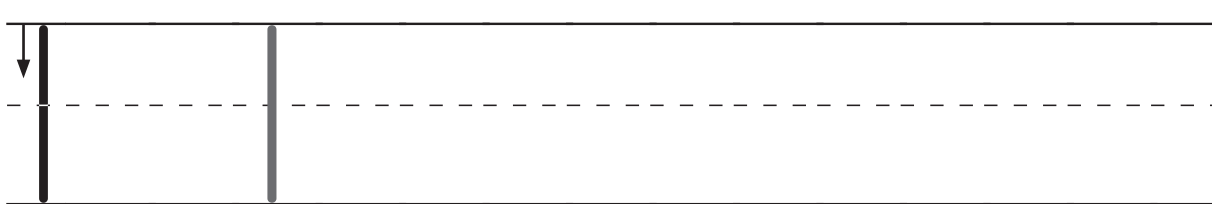
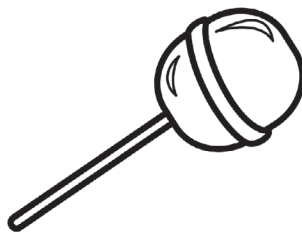
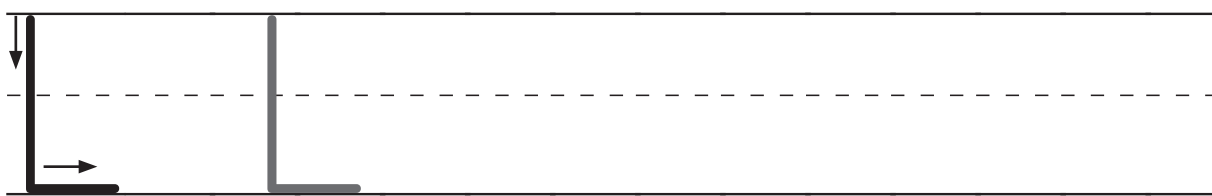
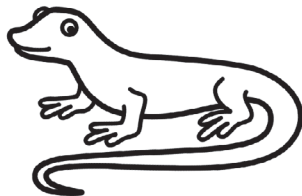
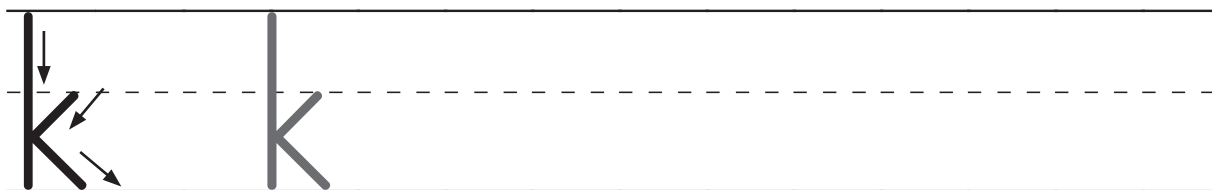
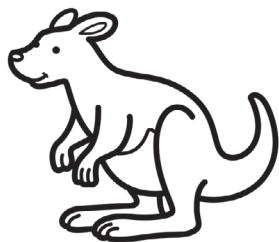
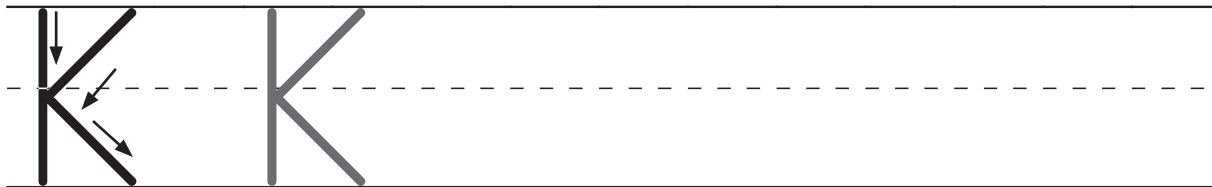
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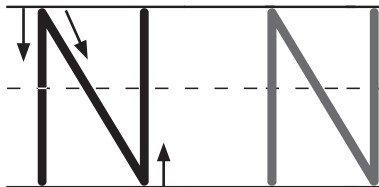
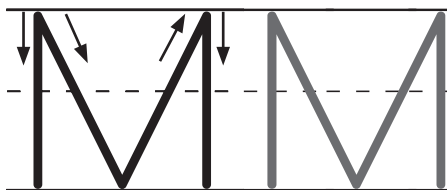
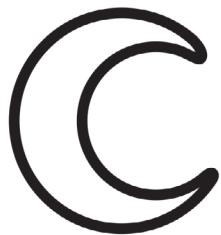
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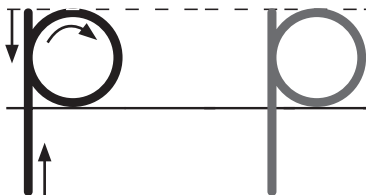
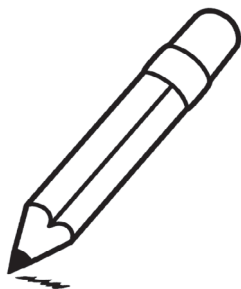
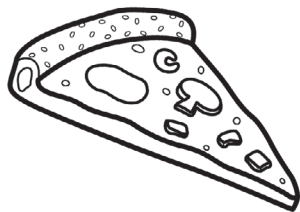
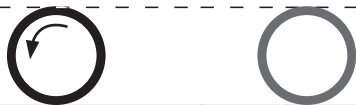
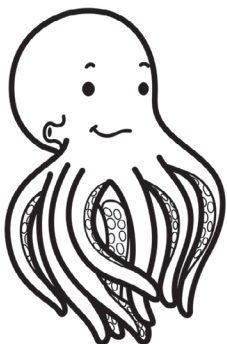
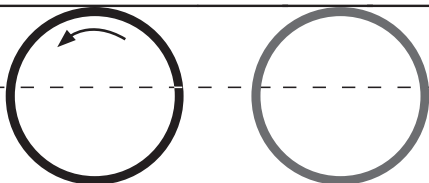
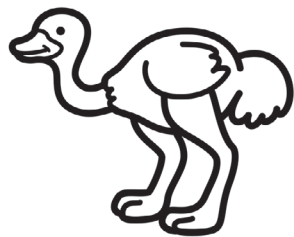
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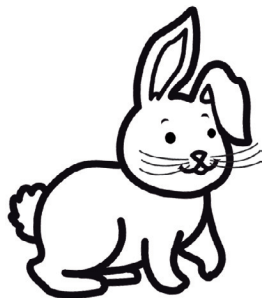
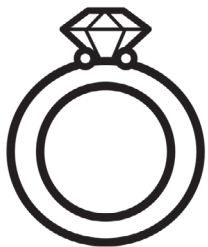
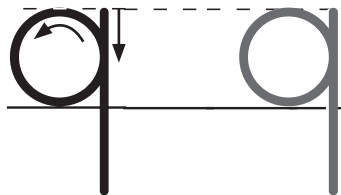
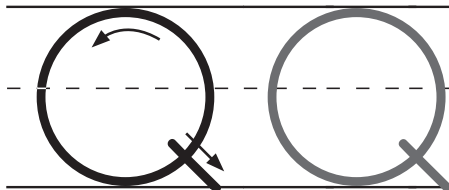
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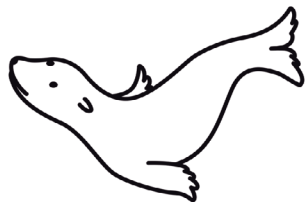
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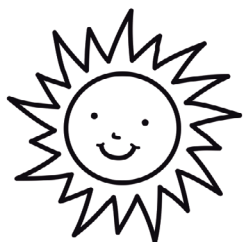
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S S



S S

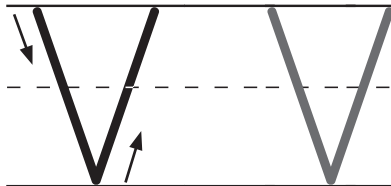
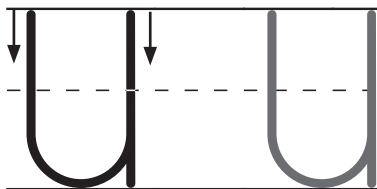


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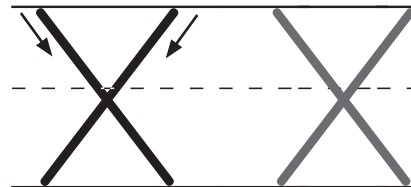
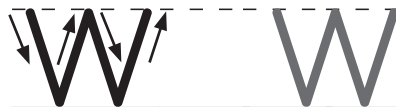
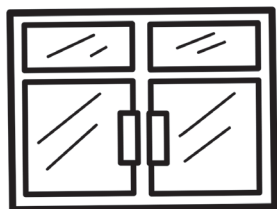
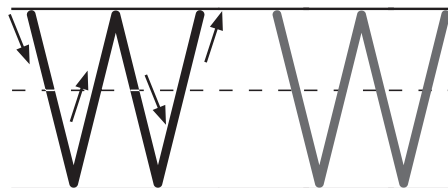
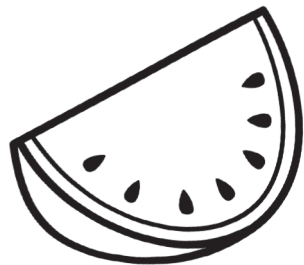


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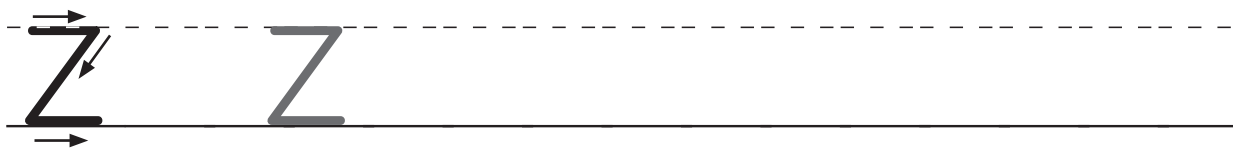
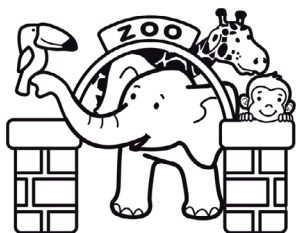
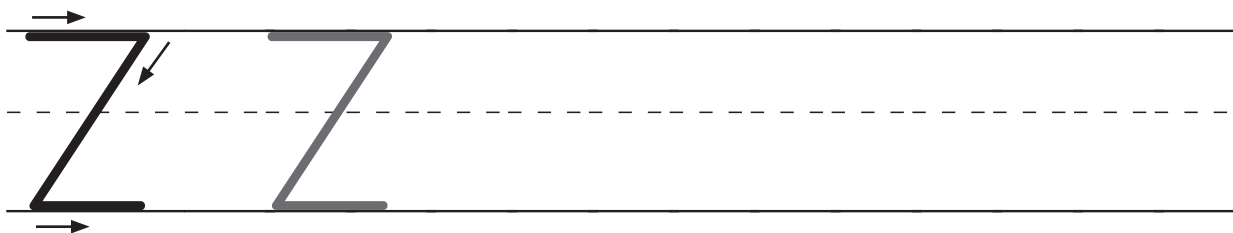
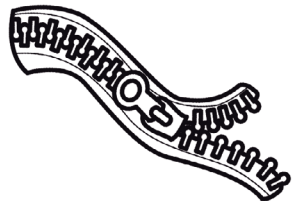
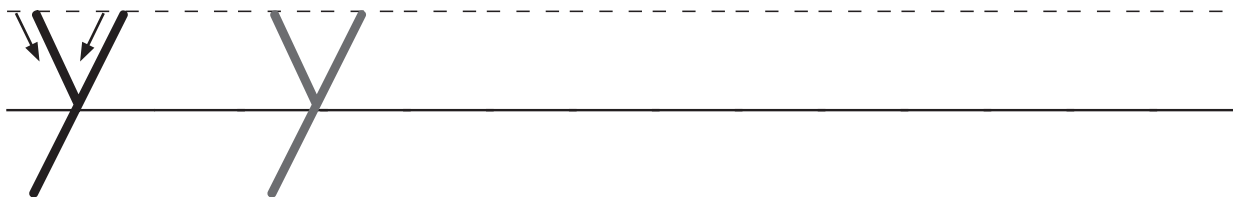
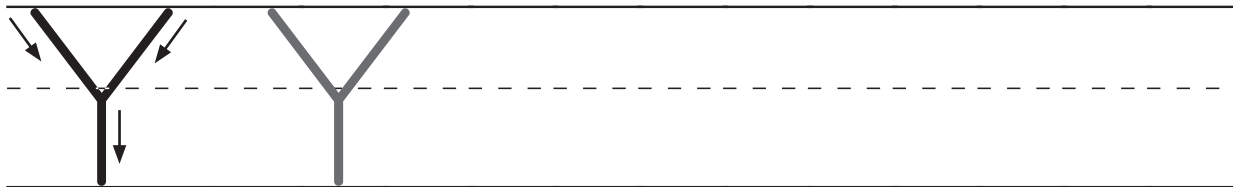
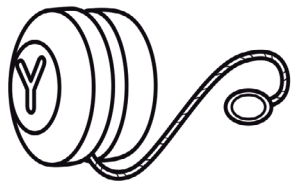
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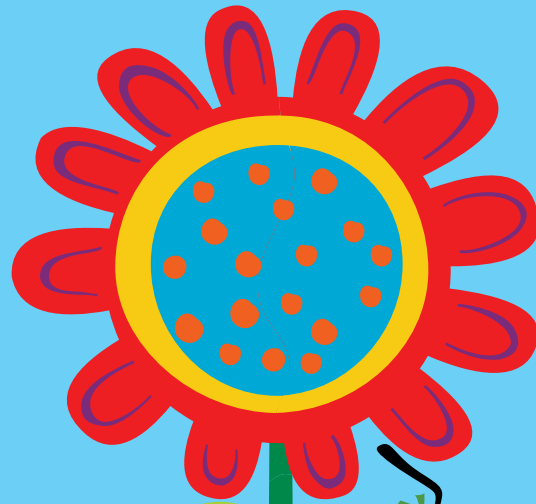
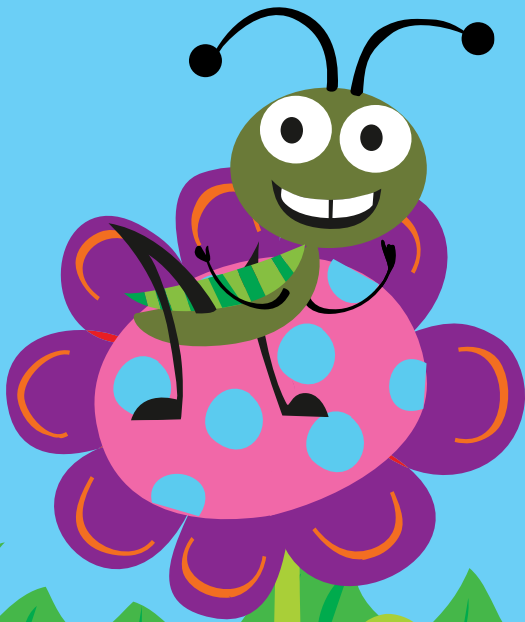
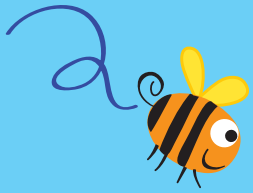
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Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Sentence Cards



Sentence Cards

These cards show words from Big Fun 3. Photocopy and cut out these cards for children to use to practice making sentences. Draw pictures or write words on the blank cards to practice additional vocabulary and make additional sentences.

Before you use these cards for activities, make sure to help children read the words and identify the pictures. (The rebuses included are: *red, big, small, yellow, monkey, ice cream, bed, seal, monkeys, ice creams, beds, seals.*) Tell children that the dot is called a period. It tells readers that they have come to the end of a sentence. Remind children to put a period at the end of each sentence.

The following are some suggestions for activities:

Pair Work

Divide children into pairs. Make copies of one set of cards for each pair. Have children cut out and mix up the cards. Give them a model of the sentence they are going to practice: write the words (*I see*) and draw a picture of (three boxes) with (red) chalk on the board. Ask children to read the sentence aloud: (*I see red boxes*). Then ask them to make a sentence like yours with the cards they cut out and a drawing of an object of their choice on a blank card. Have partners take turns looking at each other's completed sentences and reading: (*I see a red crayon*). Then give them models of other sentences they can make: (*I see a big yellow bed*); (*It is a small monkey*); etc. Encourage them to make as many sentences as possible with the cards they cut out and their own drawings to describe a single object or plural objects in different colors and sizes. Invite pairs to share their sentences with the class.

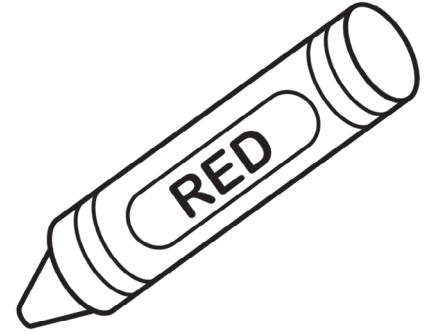
Sentence Race

Divide the class into small groups and have each group sit around a table. Make copies of one set of cards for each group. Have children cut out and mix up the cards. Use the words and pictures on the cards to make a sentence and write it on the board. Have children read it out loud. Then, when you say *Go*, ask all groups to find and arrange the cards with the words and pictures in your sentence correctly on their table. When a group finishes, the children in that group can stand up. Repeat with different sentences. Remember to have children mix up the cards each time after they finish arranging the cards into a correct sentence. The first group to finish arranging the cards into a sentence correctly gets one point. At the end of the game, add up the points for each group. The group with the most points is the winner.

It

It

I



is

is

see



a

red

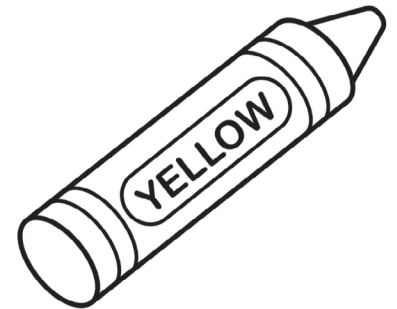
a



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.

.



I

see

a

.

moon

sandwich

fish

pizza

yo-yo

lion

toothbrush

car

nest

cat

guitar

igloo

They

are

beds

.

hens

rabbits

bananas

kites

dogs

umbrellas

violins

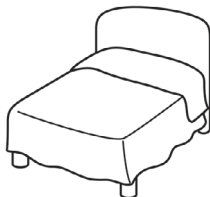
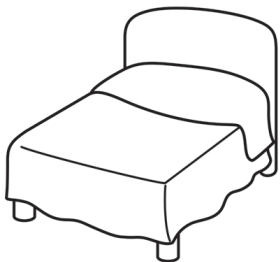
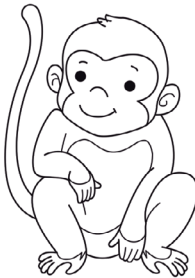
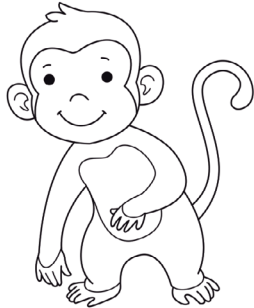
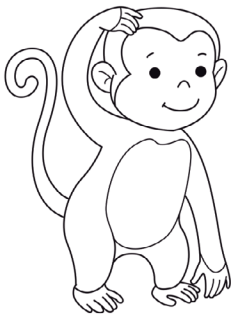
windows

elephants

boxes

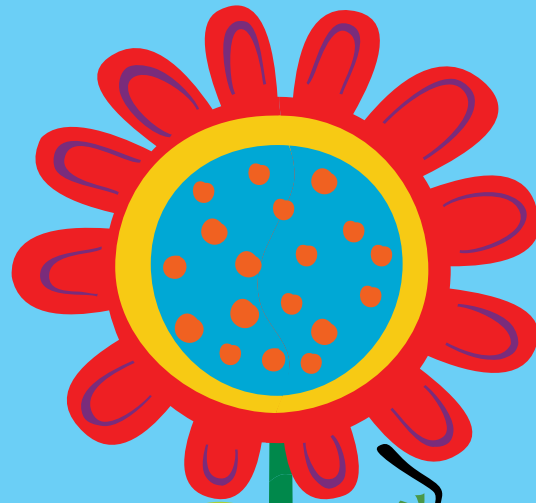
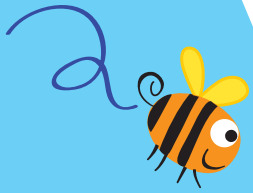
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axes

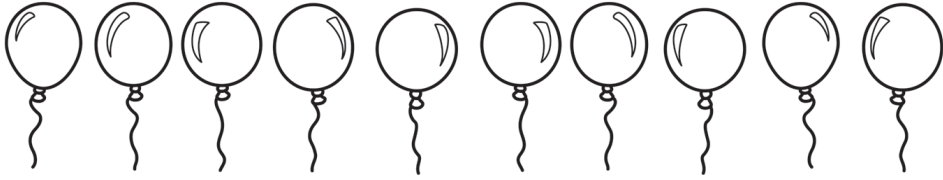




Math Cards and Worksheets



Cut out and mix up the cards. Have children match the numbers to the pictures.



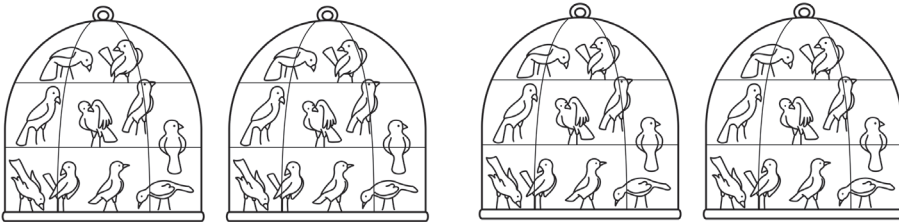
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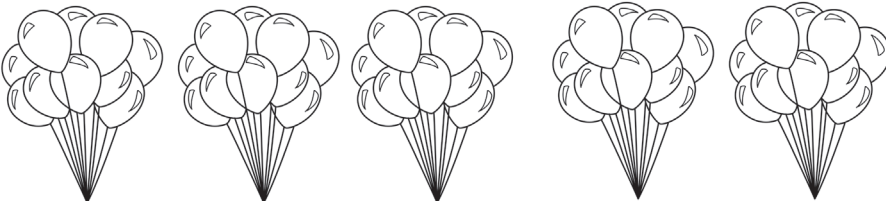
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30

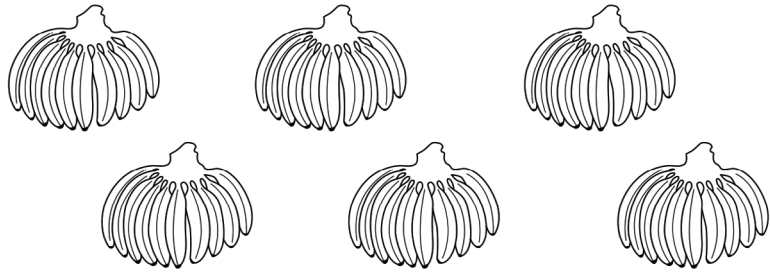


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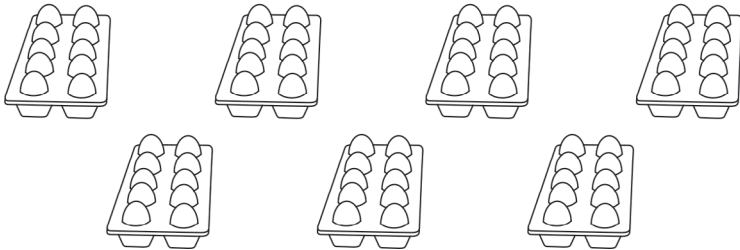


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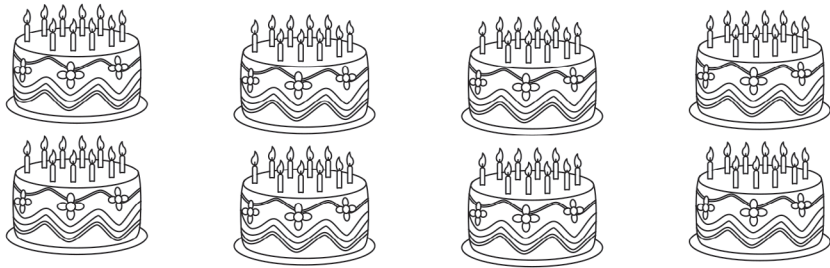
Cut out and mix up the cards. Have children match the numbers to the pictures.



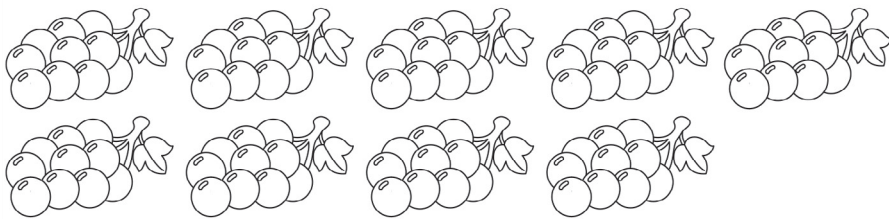
60



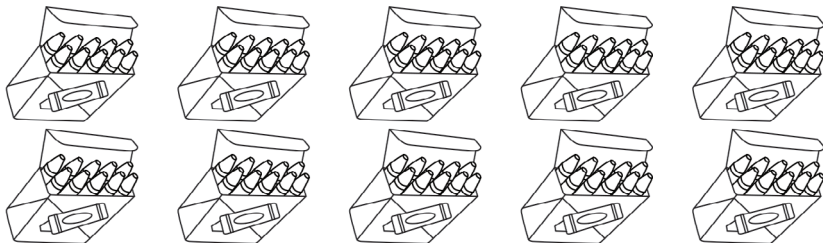
70



80



90



100

Cut out the cards and use them to form any number from 1 to 100. Have children name the number.

1

2

3

4

5

6

7

8

9

10

0

Have children count out loud and fill in the missing numbers.

1 2

--	--

 5 6

--

 8

--	--

11

--	--

 14


--	--

 17

--

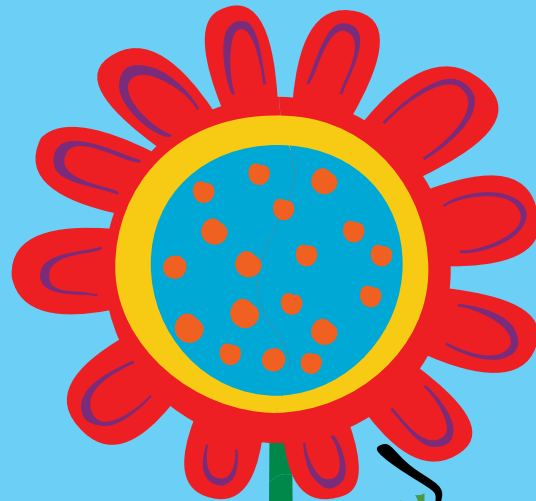
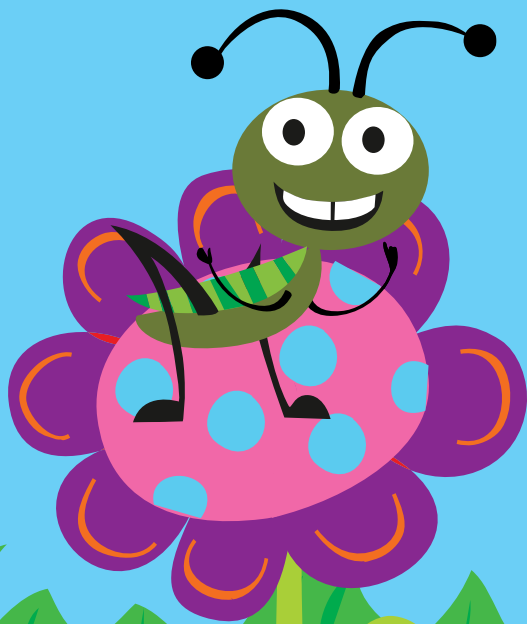
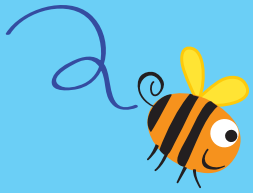
 19 20

Have children fill in the numbers.

0	1	2	3	4	5	6	7	8	9
10	 11								
20									
30									
40									
50									
60									
70									
80									
90									
100									



Letters Home in Spanish





Querido

Este mes estamos aprendiendo acerca de la gente en la escuela. Necesitamos practicar diciendo frases como éstas:

Who is he? He is the music teacher.

Necesitamos practicar usando estas palabras:

principal, secretary, English teacher, music teacher, gym teacher, janitor, gatekeeper, bus driver

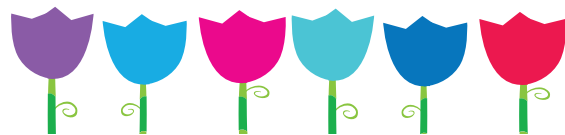
¿También me puedes ayudar a practicar estas cosas?

1. Contar hasta el número 19
2. Contar conjuntos de 10
3. Encontrar las letras *F/f, S/s, M/m* y *A/a*
4. Demostrar o hablar acerca del valor: respetar a los demás

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y colorean a su familia y/o al personal que los cuida, en la parte superior de la página. Pídale que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de los sentimientos. Necesitamos practicar diciendo frases como éstas:

Are you OK? Yes, I am. I'm amazed! No, I am not. I am sad.

Necesitamos practicar usando estas palabras:

amazed, happy, sad, sleepy, excited, mad, scared, sick

¿También me puedes ayudar a practicar estas cosas?

1. Contar hasta el número 29
2. Contar conjuntos de 10 (hasta el 20)
3. Encontrar y trazar las letras *L/l, T/t, P/p* y *E/e*
4. Demostrar o hablar sobre el valor: permanecer saludable

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y colorean a su familia y/o al personal que los cuida, en la parte superior de la página. Pídales que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de nuestro hogar. Necesitamos practicar diciendo frases como éstas:

Where is Sister? She is in the hallway. What is she doing? She is playing with a ball.

Necesitamos practicar usando estas palabras:

kitchen, living room, bedroom, bathroom, hallway, stairs, closet, dining room

¿También me puedes ayudar a practicar estas cosas?

1. Contar hasta el número 39
2. Contar conjuntos de 10 (hasta el 30)
3. Encontrar y trazar las letras *N/n, C/c, G/g* e *I/i*
4. Demostrar o hablar sobre el valor: respetar las diferencias

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y colorean a su familia y/o al personal que los cuida, en la parte superior de la página. Pídales que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de reciclar. Necesitamos practicar diciendo frases como éstas:
What are you using? I'm using tape. What do you need? I need glue. What are you making?
We're making a duck.

Necesitamos practicar usando estas palabras:
tape, paper plates, boxes, string, paint, paintbrushes, sticks, glue

¿También me puedes ayudar a practicar estas cosas?

1. Contar hasta el número 49
2. Contar conjuntos de 10 (hasta el 40)
3. Encontrar y trazar las letras *H/h, R/r, B/b* y *O/o*
4. Demostrar o hablar sobre el valor: no desperdiciar cosas

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y coloreen a su familia y/o al personal que los cuida, en la parte superior de la página. Pídales que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de comer afuera. Necesitamos practicar diciendo frases como éstas:

May I have a menu, please? Yes, of course. Is this your pizza? Yes, it is./No, it isn't.

Necesitamos practicar usando estas palabras:

menus, napkins, water, straws, pizza, spaghetti, ice cream, cake

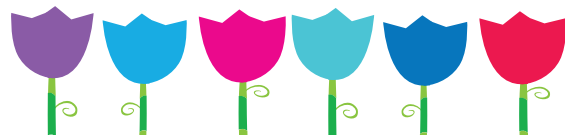
¿También me puedes ayudar a practicar estas cosas?

1. Contar hasta el número 69
2. Contar conjuntos de 10 (hasta el 60)
3. Encontrar y trazar las letras *J/j, K/k, D/d* y *U/u*
4. Demostrar o hablar sobre el valor: ayudarnos unos a otros

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y colorean a su familia y/o al personal que los cuida, en la parte superior de la página. Pídeles que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de nuestras pertenencias. Necesitamos practicar diciendo frases como éstas:

What are you looking for? I'm looking for my cell phone. Where is my necklace. I don't know. It's above your bed.

Necesitamos practicar usando estas palabras:

cell phone, tablet, laptop, backpack, necktie, hat, necklace, ring

¿También me puedes ayudar a practicar estas cosas?

1. Contar hasta el número 89
2. Contar conjuntos de 10 (hasta el 80)
3. Encontrar las letras V/v, Q/q, Y/y y W/w
4. Demostrar o hablar sobre el valor: ser ordenado

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y coloreen a su familia y/o al personal que los cuida, en la parte superior de la página. Pídales que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de animales del zoológico. Necesitamos practicar diciendo frases como éstas:

Do you see the kangaroos? Yes, I do. They're fast! What are the monkeys doing? They are eating. They're hungry!

Necesitamos practicar usando estas palabras:

giraffe, tiger, kangaroo, seal, zebra, elephant, lion, monkey

¿También me puedes ayudar a practicar estas cosas?

1. Contar hasta el número 100
2. Contar conjuntos de 10 (hasta el 100)
3. Encontrar y trazar las letras X/x y Z/z
4. Demostrar o hablar sobre el valor: trabajar en equipo

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y colorean a su familia y/o al personal que los cuida, en la parte superior de la página. Pídales que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





Querido

Este mes estamos aprendiendo acerca de lugares. Necesitamos practicar diciendo frases como éstas:

Where do you want to go? I want to go to the mountains. What can we do? Let's go hiking.

Necesitamos practicar usando estas palabras:

beach, mountains, lake, stream, camping, hiking, fishing, jogging

¿También me puedes ayudar a practicar estas cosas?

1. Decir la hora (en punto)
2. Repasar las letras A/a hasta la Z/z
3. Demostrar o hablar sobre el valor: compartir

Me encanta mostrarte lo que estoy aprendiendo.

¡Gracias por ayudarme a practicar inglés!

Para el maestro: Instruya a sus estudiantes para que dibujen y coloreen a su familia y/o al personal que los cuida, en la parte superior de la página. Pídales que se dibujen a sí mismos y que escriban sus nombres en la caja en la parte inferior de la página.





¡Ven a nuestro espectáculo!

Fecha

Hora

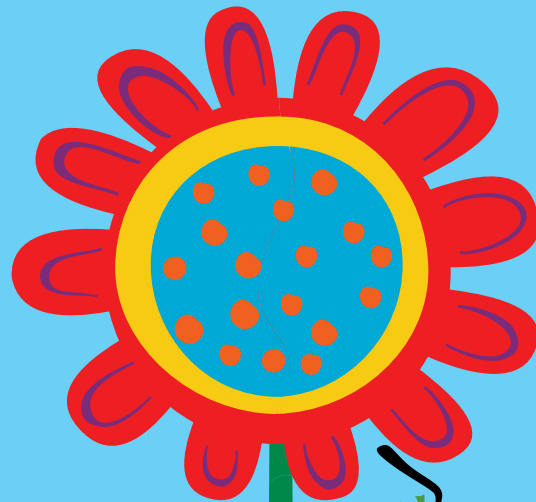
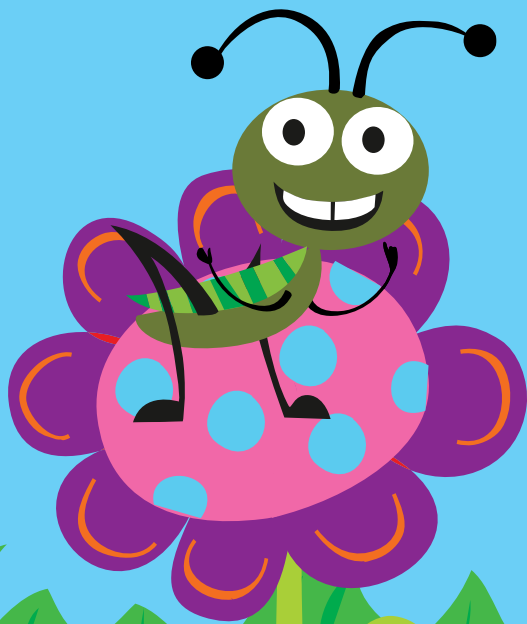
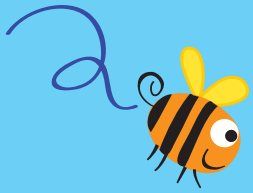
Lugar

Nombre





Letters Home in English





Dear

We are learning about school workers this month. We need to practice saying sentences like these:

Who is he? He is the music teacher.

We need to practice using these words:

principal, secretary, English teacher, music teacher, gym teacher, janitor, gatekeeper, bus driver

Can you also help me practice these things?

1. Counting to 19
2. Counting sets of 10
3. Finding the letters *F/f, S/s, M/m, and A/a*
4. Demonstrating or talking about the value: respecting others

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about feelings this month. We need to practice saying sentences like these:

Are you OK? Yes, I am. I'm amazed! No, I am not. I am sad.

We need to practice using these words:

amazed, happy, sad, sleepy, excited, mad, scared, sick

Can you also help me practice these things?

1. Counting to 29
2. Counting sets of 10 (up to 20)
3. Finding and tracing the letters *L/l, T/t, P/p, and E/e*
4. Demonstrating or talking about the value: staying healthy

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about our home this month. We need to practice saying sentences like these:

Where is Sister? She is in the hallway. What is she doing? She is playing with a ball.

We need to practice using these words:

kitchen, living room, bedroom, bathroom, hallway, stairs, closet, dining room

Can you also help me practice these things?

1. Counting to 39
2. Counting sets of 10 (up to 30)
3. Finding and tracing the letters *N/n, C/c, G/g, and I/i*
4. Demonstrating or talking about the value:
respecting differences

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about recycling this month. We need to practice saying sentences like these:
*What are you using? I'm using tape. What do you need? I need glue. What are you making?
We're making a duck.*

We need to practice using these words:

tape, paper plates, boxes, string, paint, paintbrushes, sticks, glue

Can you also help me practice these things?

1. Counting to 49
2. Counting sets of 10 (up to 40)
3. Finding and tracing the letters *H/h, R/r, B/b, and O/o*
4. Demonstrating or talking about the value:
not wasting things

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about eating out this month. We need to practice saying sentences like these:

May I have a menu, please? Yes, of course. Is this your pizza? Yes, it is./No, it isn't.

We need to practice using these words:

menus, napkins, water, straws, pizza, spaghetti, ice cream, cake

Can you also help me practice these things?

1. Counting to 69
2. Counting sets of 10 (up to 60)
3. Finding and tracing the letters *J/j, K/k, D/d, and U/u*
4. Demonstrating or talking about the value:
helping each other

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about our belongings this month. We need to practice saying sentences like these:

What are you looking for? I'm looking for my cell phone. Where is my necklace. I don't know. It's above your bed.

We need to practice using these words:

cell phone, tablet, laptop, backpack, necktie, ring, necklace, hat

Can you also help me practice these things?

1. Counting to 89
2. Counting sets of 10 (up to 80)
3. Finding the letters *V/v, Q/q, Y/y, and W/w*
4. Demonstrating or talking about the value: being neat

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about zoo animals this month. We need to practice saying sentences like these:

Do you see the kangaroos? Yes, I do. They're fast! What are the monkeys doing? They are eating.

They're hungry!

We need to practice using these words:

giraffe, tiger, kangaroo, seal, zebra, elephant, lion, monkey

Can you also help me practice these things?

1. Counting to 100
2. Counting sets of 10 (up to 100)
3. Finding the letters X/x and Z/z
4. Demonstrating or talking about the value: working as a team

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about places this month. We need to practice saying sentences like these:

Where do you want to go? I want to go to the mountains. What can we do? Let's go hiking.

We need to practice using these words:

beach, mountains, lake, stream, camping, hiking, fishing, jogging

Can you also help me practice these things?

1. Telling time (o'clock)
2. Reviewing the letters A/a through Z/z
3. Demonstrating or talking about the value: sharing

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Please come to our show!

Date

Time

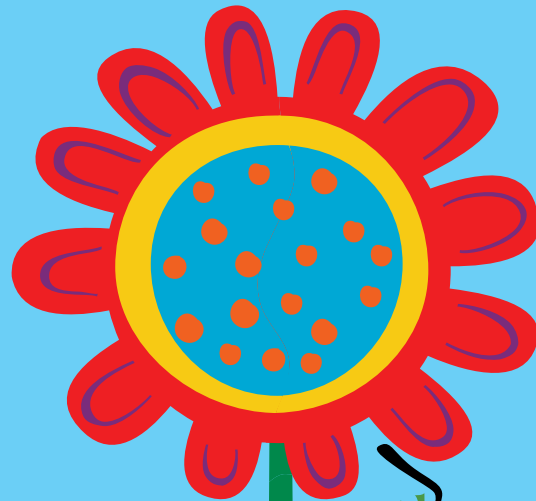
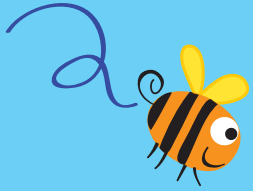
Place

Name



To the Teacher: Have your students draw and color a picture of their show.
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Templates



MENU

Main Dishes

Drinks

Vegetables

Dessert

