

# semillitas bilingües

"Buen Comienzo"



Alcaldía de Medellín



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Daniel Quintero Calle      Alcalde de Medellín  
Alexandra Agudelo Ruiz      Secretaria de Educación

Autoras      Jeanine Muñoz García  
Marta Cecilia Arnedo Ortiz  
Maure Carolina Aguirre Ortega  
Yenny Chavarría García

Revisión      Wilder Andrés Quiroz Moncada

Diseño y diagramación      Daniela Arbeláez López

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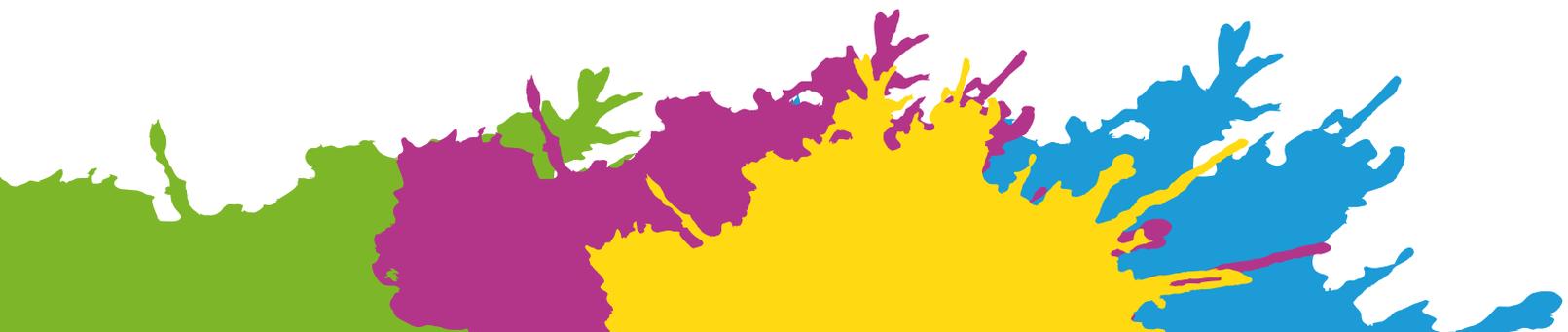
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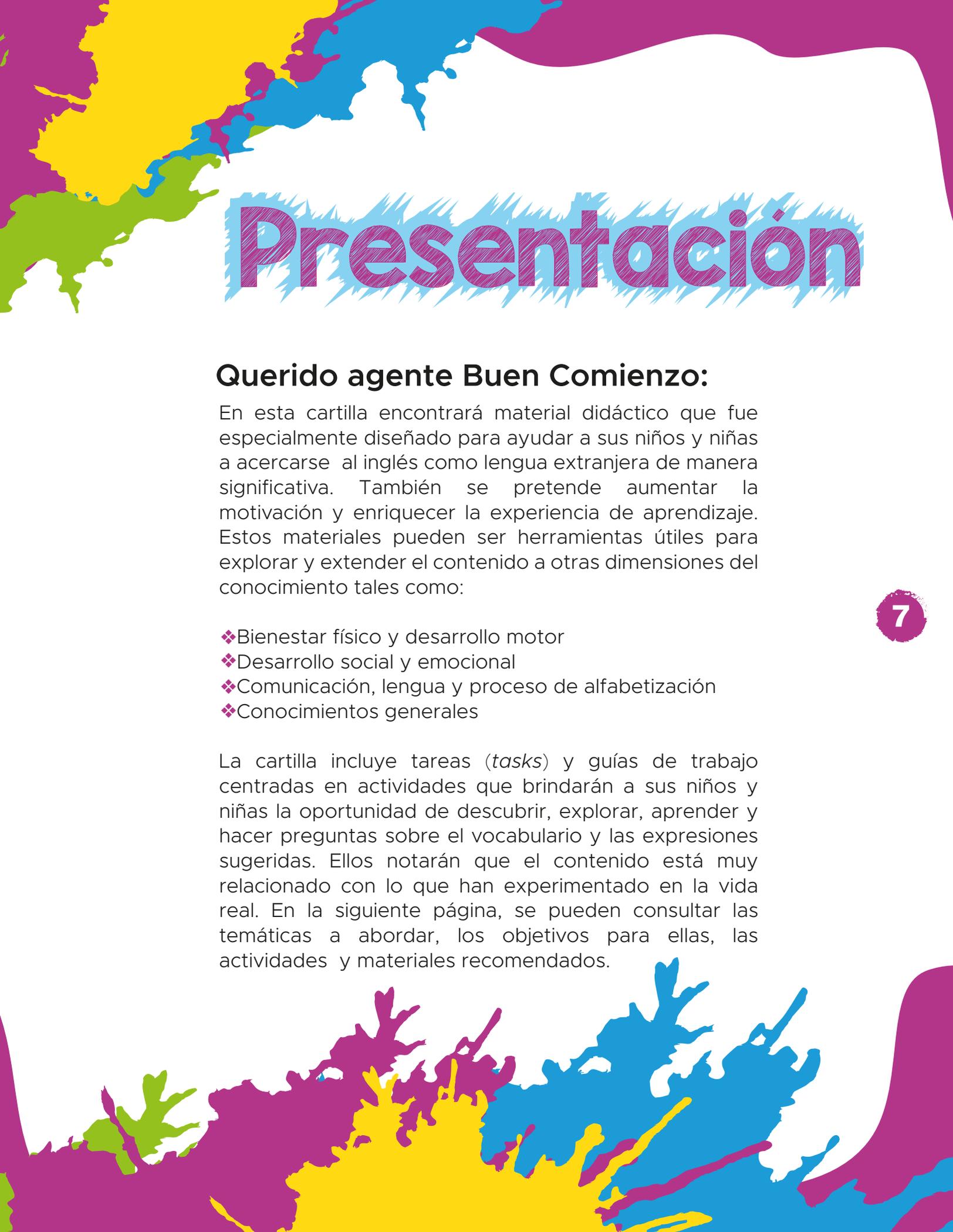
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# Presentación

## Querido agente Buen Comienzo:

En esta cartilla encontrará material didáctico que fue especialmente diseñado para ayudar a sus niños y niñas a acercarse al inglés como lengua extranjera de manera significativa. También se pretende aumentar la motivación y enriquecer la experiencia de aprendizaje. Estos materiales pueden ser herramientas útiles para explorar y extender el contenido a otras dimensiones del conocimiento tales como:

- ❖ Bienestar físico y desarrollo motor
- ❖ Desarrollo social y emocional
- ❖ Comunicación, lengua y proceso de alfabetización
- ❖ Conocimientos generales

La cartilla incluye tareas (*tasks*) y guías de trabajo centradas en actividades que brindarán a sus niños y niñas la oportunidad de descubrir, explorar, aprender y hacer preguntas sobre el vocabulario y las expresiones sugeridas. Ellos notarán que el contenido está muy relacionado con lo que han experimentado en la vida real. En la siguiente página, se pueden consultar las temáticas a abordar, los objetivos para ellas, las actividades y materiales recomendados.

TEMA	OBJETIVO	ACTIVIDADES	MATERIALES
Información personal	Identificar y utilizar vocabulario y expresiones relacionadas con información personal.	Ejercicios de escritura, cortar y pegar, realizar dibujos.	-Guías de trabajo -Material para recortar
Familia	Reconocer y nombrar los miembros de la familia y las actividades que ellos pueden realizar.	Visualizar videos, relacionar imágenes con palabras, cantar, jugar, dibujar.	-Tareas (Tasks) -Presentación Power Point -Video -Fichas -Guías de trabajo -Ruleta virtual
Colores	Identificar vocabulario relacionado con los colores.	Ejercicios de escritura, colorear, dibujar, jugar.	-Guías de trabajo
Números	Reconocer números del uno al diez al realizar conteo.	Visualizar videos, jugar, trazar, contar y escribir.	-Libro virtual -Fichas -Videos -Guías de trabajo
Objetos del salón de clase	Identificar algunos objetos del salón de clase y su letra inicial para que los estudiantes estén más conscientes de la fonética.	Visualizar videos, jugar, encerrar y colorear.	-Videos -Fichas -Guías de trabajo
Ropa	Reconocer vocabulario relacionado con la ropa. Hablar de los estereotipos que la sociedad tiene en relación con la forma en que las personas se visten.	Jugar, desarrollar ejercicios de escucha, colorear y cortar imágenes.	-Fichas -Sitios Web -Audios
Comida	Identificar vocabulario relacionado con los alimentos saludables.	Hacer dibujos, relacionar imágenes con palabras, resolver un laberinto.	-Guías de trabajo
Animales	Hablar sobre los rasgos físicos de los animales, lo que pueden hacer y sus hábitats.	Cantar, hacer dibujos, visualizar videos, relacionar imágenes con palabras, colorear, ejercicios de escritura.	-Tareas (Tasks) -Fichas -Videos -Guías de trabajo
Medios de transporte	Identificar los medios de transporte.	Colorear, ejercicios de escritura.	-Guías de trabajo
Profesiones	Aprender vocabulario sobre las profesiones.	Ejercicios de escritura, dibujar, jugar, leer un libro, cortar imágenes, actividades de comprensión, relacionar imágenes con palabras.	-Domino -Libro -Material para recortar -Guías de trabajo -Fichas



**UNIT**  
**1**

# Hello, my name is...

## Activity 1.

**Think!**

What's your name?  
What's your mother's name?  
What's your father's name?

Write your family members' names.

**Me**

---

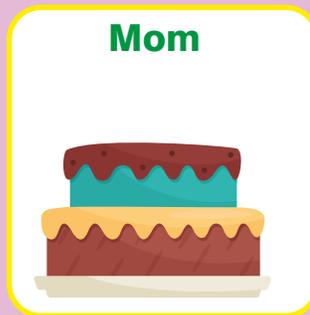
**Mom**

---

**Dad**

---

How old are you? How old are your parents? Draw the candles.



## Family time

Ask your parents how old they are to draw the candles on the cake.  
Look for birthday pictures and have a nice time recalling those great moments.

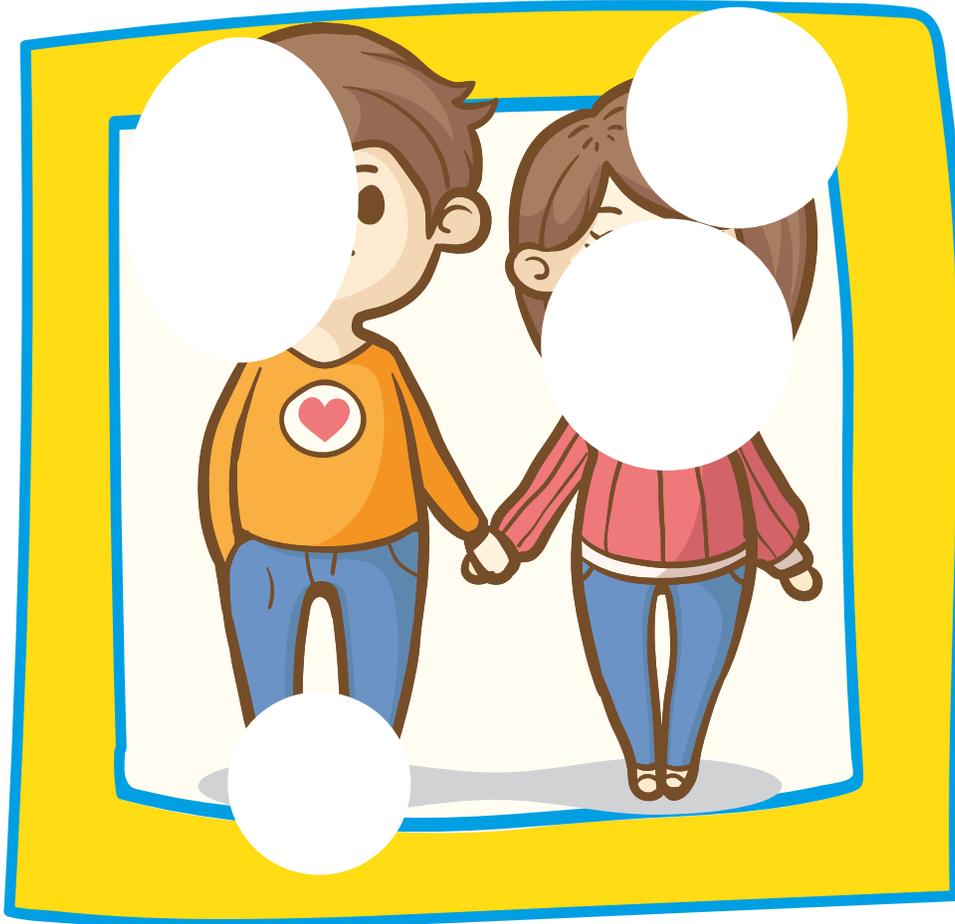


# Personal Information

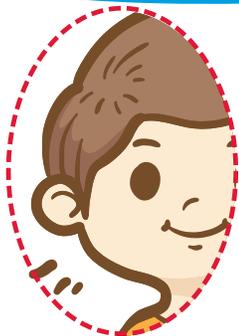
## Activity 2. Who is this?

**Exercise 1.** Link the dots. What is missing in the picture? Cut and paste where it corresponds.

We are kids

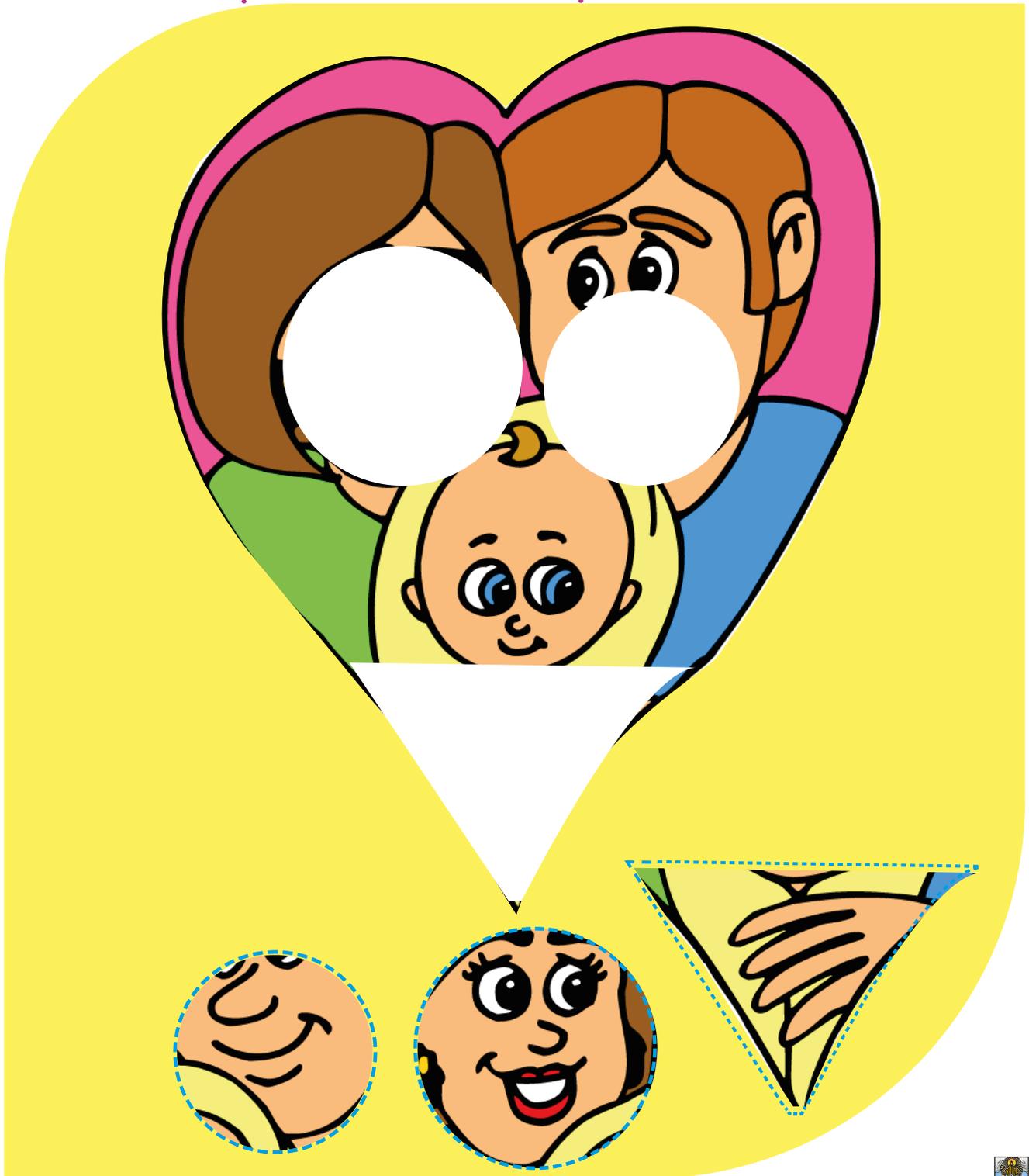


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**Exercise 2.** Link the dots. What is missing in the picture? Cut and paste where it corresponds.

They are parents.



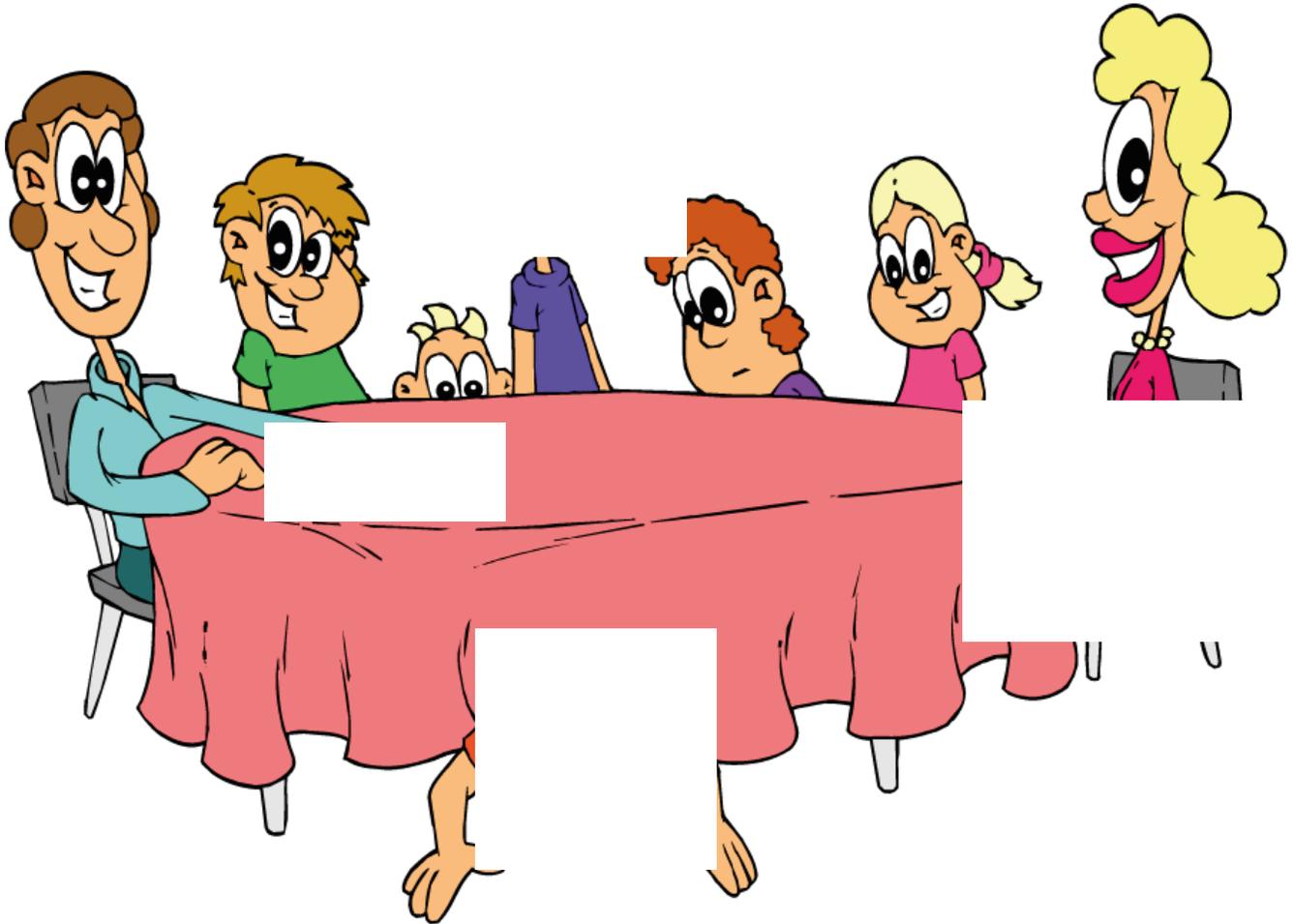
Hello, my name is...

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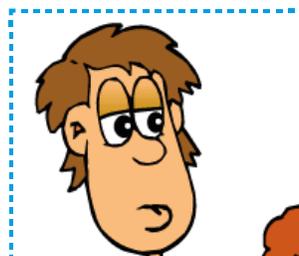
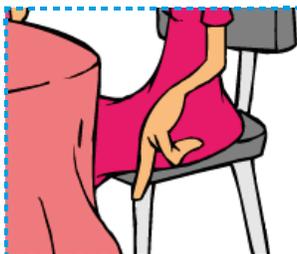


**Exercise 3.** Link the dots. What is missing in the picture? Cut and paste where it corresponds.

We are a family.



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### Activity 3. This is me and my family!

**Exercise 1.** Link the dots and complete the information in the green spaces with the help of your parents:

My name is

I am  years old.

I am a

My favorite color is

My favorite food is

My mom's name is

My dad's name is

My dad is  years old.

My mom is  years old.



## Activity 4. I love my family

**Exercise 1.** Link the dots. Draw your family and pets.

I LOVE MY FAMILY

# My family and pets

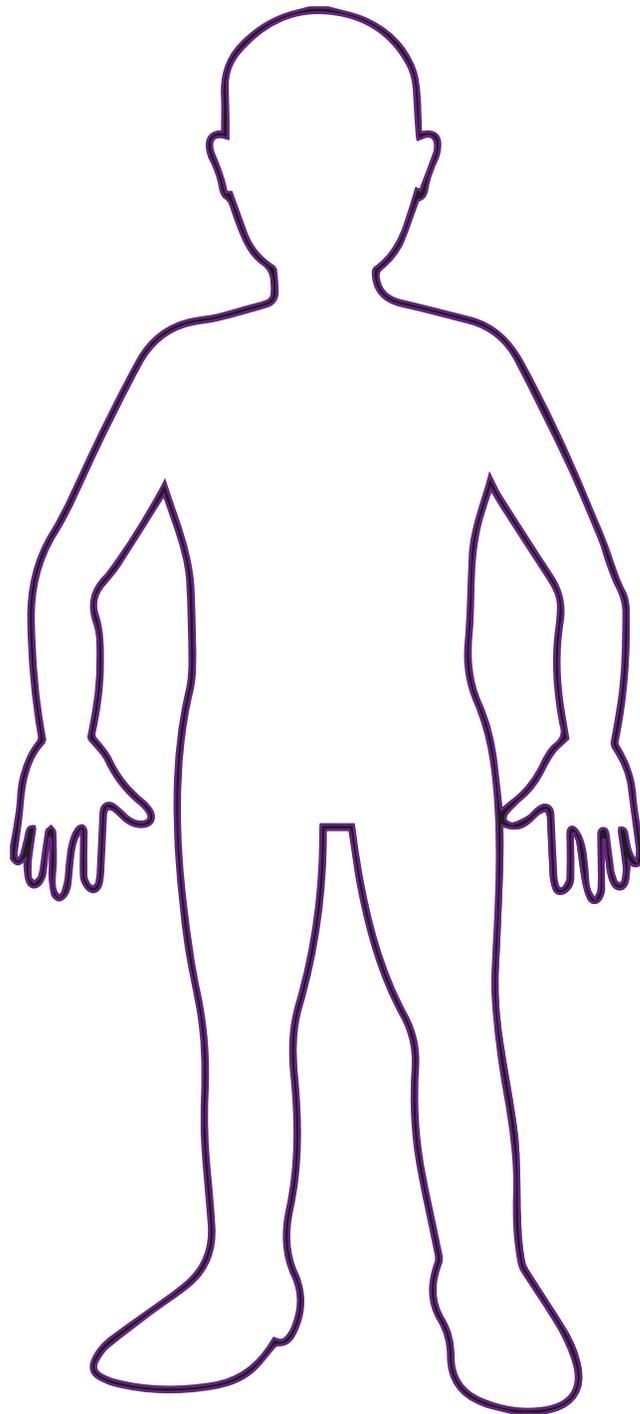


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**Activity 5. This is me!**

**Exercise 1.** Link the dots. Draw your family and pets.



My name is: \_\_\_\_\_.





# UNIT 2

# Family

## Aim:

❖ Identify and name family members and activities they can do.

❖ Present vocabulary related to family members using a Power Point presentation “My first family members book”. Ask the students questions about family members and activities they can see.

❖ The material can be presented as a video (class in situ).

❖ The material can be printed to make a Big Book (class in situ).

❖ The material is available online (virtual class).

<https://my.visme.co/view/90mz17g6-my-first-family-members-book>



## Before:

❖ After watching the presentation, ask the students to recall and name family members they saw.

❖ Ask the students to recall the activities they saw. Invite them to talk about activities they usually do with their parents.

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## While:

❖ To explore family members’ vocabulary using flashcards, ask the students questions about their families:

- Is your family big or small?
- How many family members are there in your family?
- What do you like to do with your mother/father/brother/sister/pet?

❖ Tell the students they are going to work on a handout to practice vocabulary related to family members and numbers. Give the instructions:

- Match the pictures with the correct words.
- How many members are there in these families? Circle the correct number.
- Count the family members and draw the number.
- ❖ Encourage the students to play a family members fortune wheel.

<https://wheelofnames.com/view/es/cf4-kpt/>



❖ To close the activity, sing the song “Finger Family Song”.

<https://www.youtube.com/watch?v=G6k7dChBaJ8>



## After:



**My mom can cook.**



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**My dad can drive a car.**



**My sister can read books.**



**My brother can ride a bike.**



My pet can swim.



20

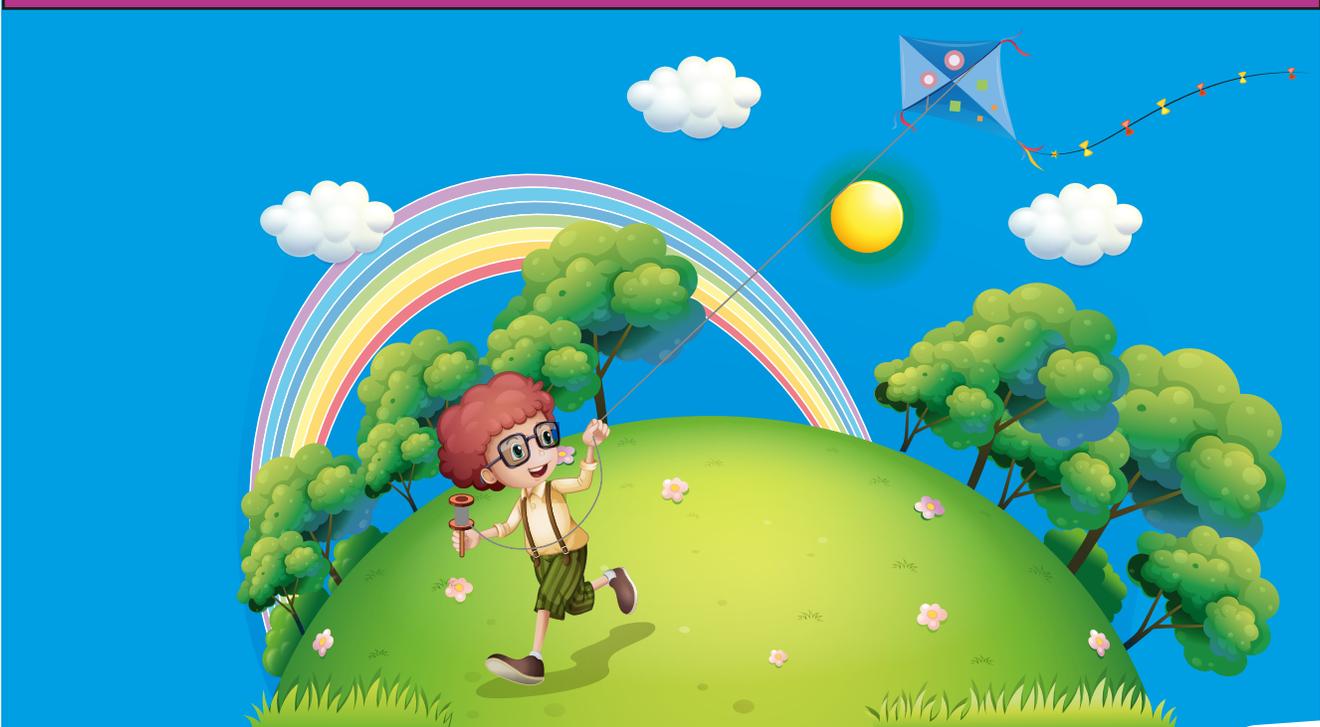
My grandpa can play soccer.



**My grandma can sing.**



**My cousin can fly kites.**





**Activity 1.** Match the pictures with the correct words.



**Activity 2.** How many members are there in these families? Circle the correct number.

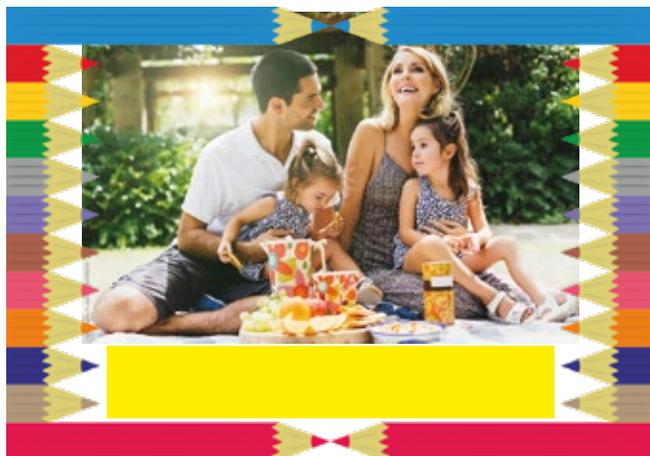


Family

23



**Activity 3.** Count the family members and draw the number.



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Para más actividades de los miembros de la familia, visita el QR:

LOWOOD  
www.lowood.com

<https://wheelofnames.com/view/es/cf4-kpt/>

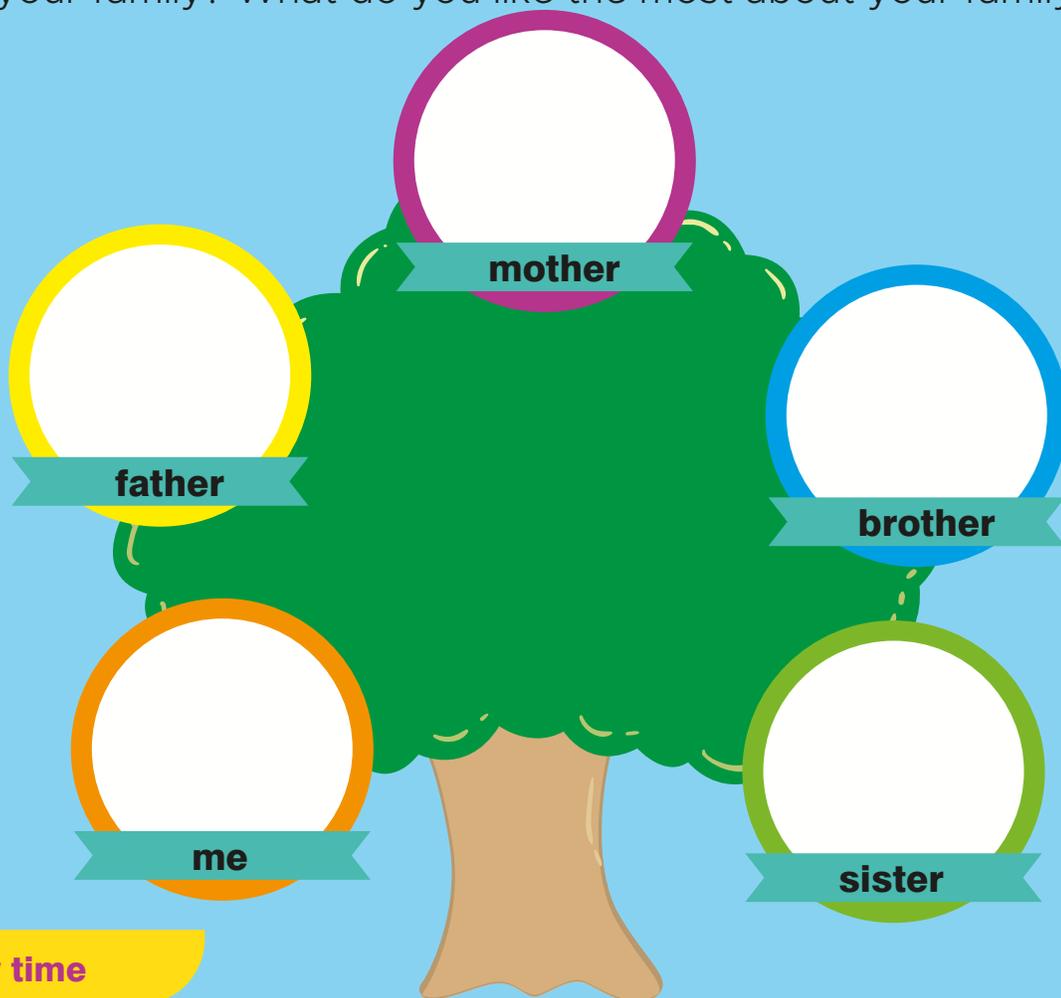




**Think!**

**Activity 4 . Draw your family.**

How is your family? What do you like the most about your family?



**Family time**

Ask each family member his/her age. Write the number in the box.

My father is  years old.

My mother is  years old.

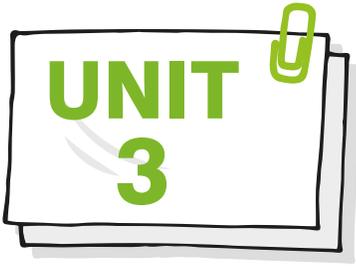
My brother is  years old.

My sister is  years old.

I am  years old.



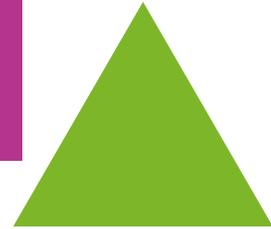
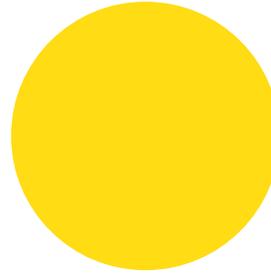




## Think!

### Activity 1. Trace and match.

What colors do you know? What's your favorite color?



Let's play "I spy with my little eye".



I spy with my little eye something that is red. What's this?

I spy with my little eye something that is yellow. What's this?

I spy with my little eye something that is green. What's this?

I spy with my little eye something that is brown. What's this?

## Family Time

Play with your parents "I spy with my little eye". Tell them your answers.



# Colors

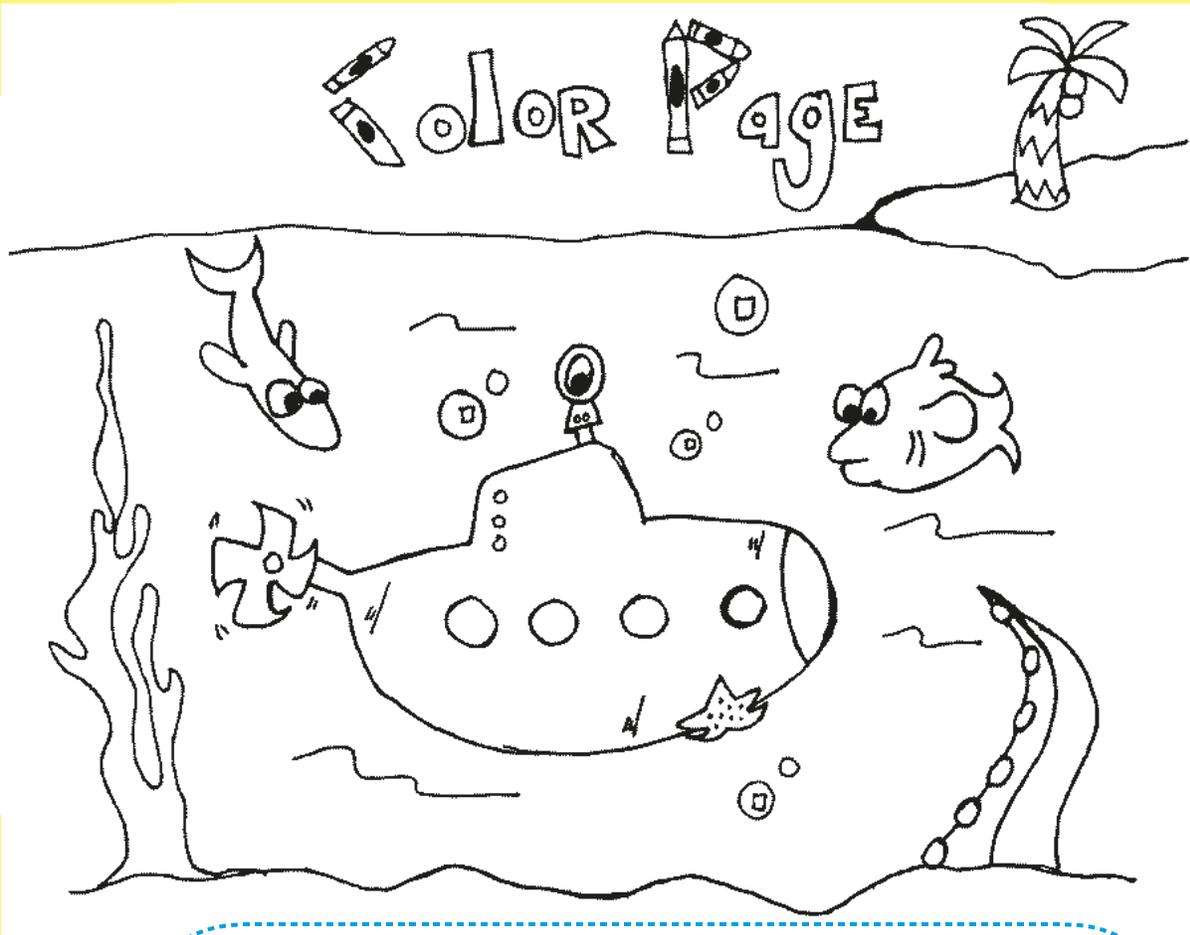
## Activity 2. Color blue

**Exercise 1.** Link the dots. What colors can you find under the sea? Let your imagination flow and say the colors you use.

Colors under the sea



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Blue

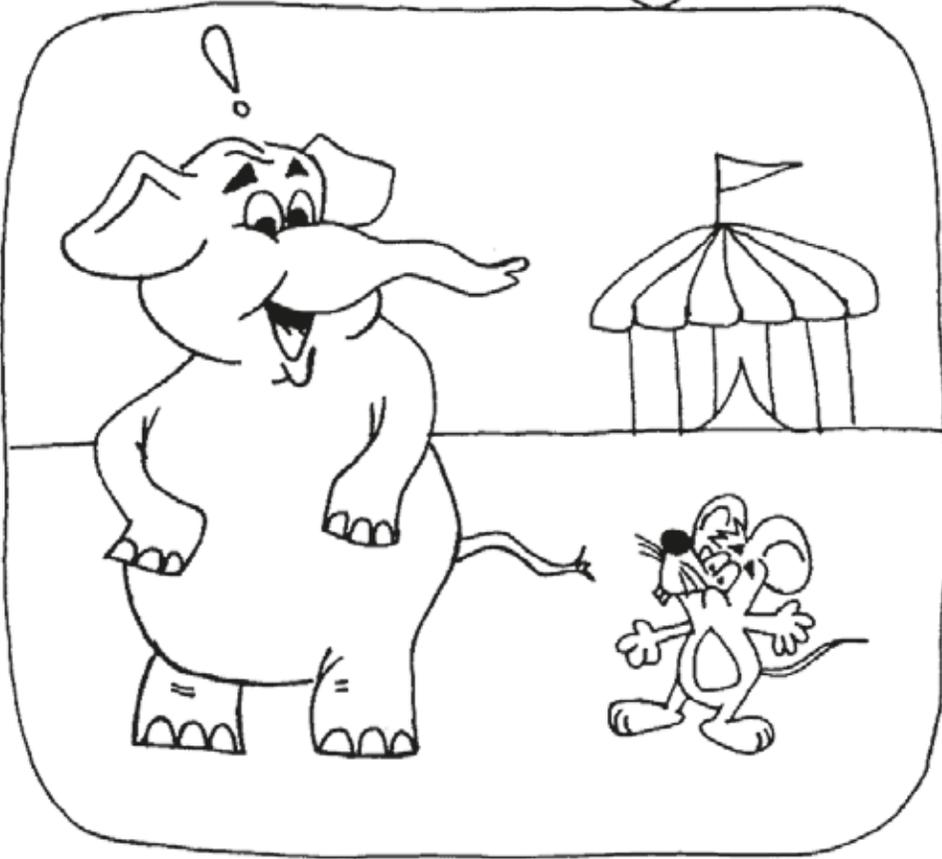


### Activity 3. Color grey

**Exercise 1.** Link the dots. What colors can you find under the sea? Let your imagination flow and say the colors you use.

Elephant and mouse

Color Page

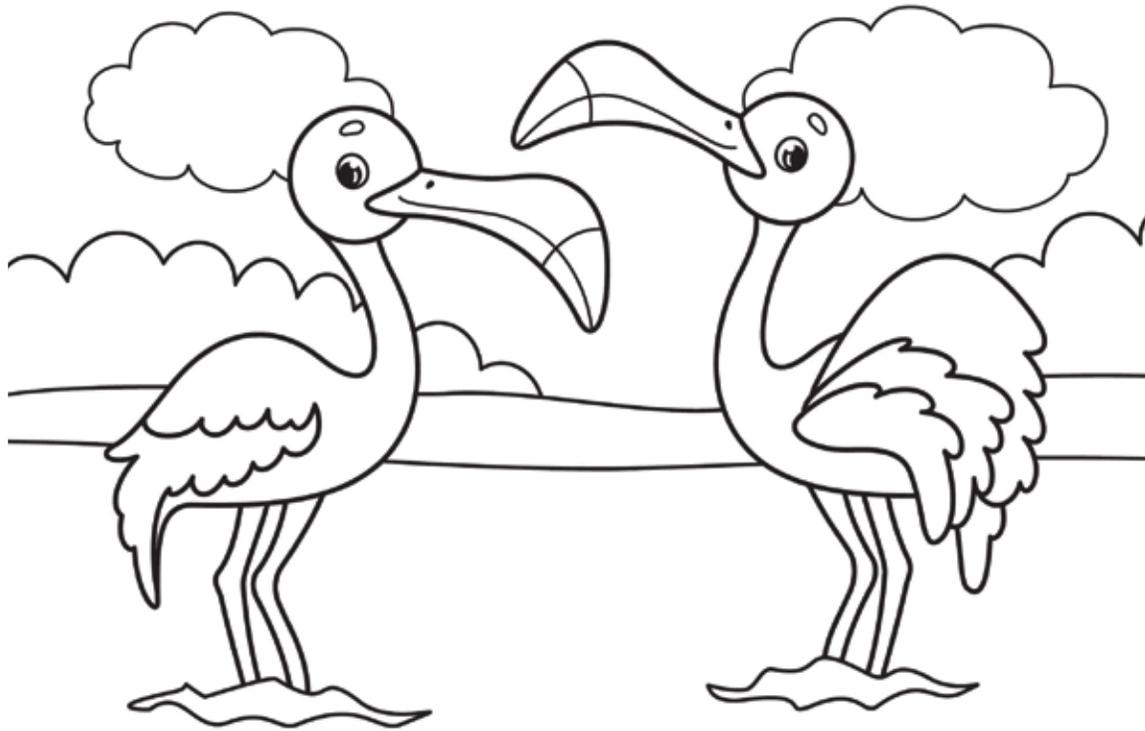


Grey

### Activity 4. Color pink

**Exercise 1.** Link the dots. Flamingos are interesting birds! Use other colors for the other elements in the picture. Say them aloud!

Flamingos are pink



30

Pink



## Activity 5: Color green

**Exercise 1.** Link the dots. Flamingos are interesting birds! Use other colors for the other elements in the picture. Say them aloud!

Mountains are green



Green

**Activity 6. Find objects that are these colors.**

**Exercise 1.** Link the dots. Flamingos are interesting birds! Use other colors for the other elements in the picture. Say them aloud!

32

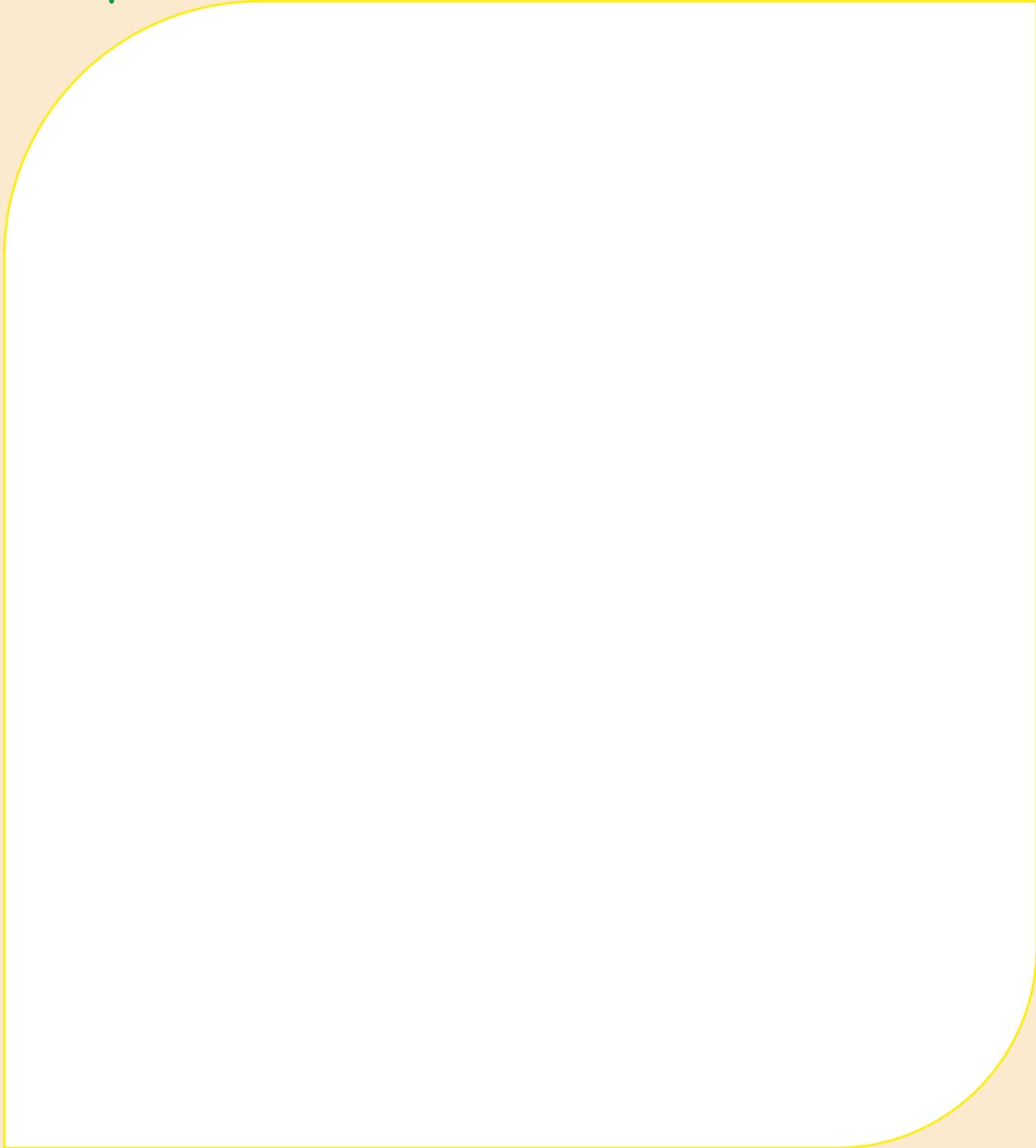
<b>Color</b>	<b>Objects</b>
Black	
Purple	
Brown	
Silver	
Orange	
White	



## Activity 7. Free-drawing: my favorite colors!

**Exercise 1.** Link the dots. Draw something you like (use your imagination!) using your favorite colors.

My favorite colors





**UNIT**  
**4**

**Numbers**

**Think!** **Activity 1.** What Numbers do you know? Are you able to count from one to 10? Try it!

Count the objects. Write the number.

A counting activity featuring three rows of objects. The first row has five geometric shapes: a pink cube, a blue rectangular prism, a purple cube, a purple cylinder, and a red trapezoid. The second row has three colorful backpacks: blue, yellow, and blue with a cat face. The third row has three items: an orange cat, a brown dog, and a paw print. To the right of each row is a large empty square box for writing the count.

Trace.

one two three four five  
one two three four five

**Family time**

Ask your parents to help you model numbers from one to five using playdough. Try to say the numbers in English.

# How many can you count?

**Purpose:** ❖ Identify numbers from 1 to 10 when counting.

**Pre:** ❖ Show the cards with numbers from 1 to 10. Ask students: what number is this?

❖ Use the material, *My number cards*, available in the folder. You can also use the material that is available in the following link:

<https://my.visme.co/view/4dy9z979-i-spy-my-first-numbers-book>



❖ Use some materials like pencils, colors, toys, pieces of paper to ask students: How many \_\_\_\_\_ can you count?

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❖ Help students to count the objects.

❖ Ask a student to practice the question with a classmate:

Juan, please ask Camila: how many pencils can you count?

❖ Share the video with students:

<https://www.youtube.com/watch?v=Yt8GFgxIITs>



❖ Invite the students to sing along.

❖ Share the *Tracing numbers* worksheet and have students to complete it.

❖ If they don't have the printed worksheet, they can cut and paste the numbers from

**While** ❖ Tell the students they are counting beautiful pictures. Show the worksheet.

❖ Ask the students to say the names of what they see:  
star/moon/sun/tree/cloud.

❖ Give the instructions: now, let's count together! How many \_\_\_\_\_  
(stars) can you count?



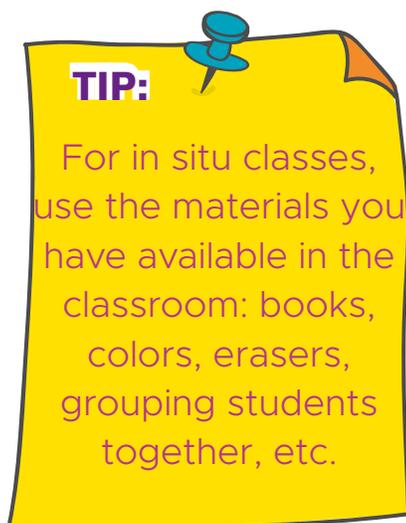
- ❖ The students write the number next to the picture.
- ❖ The students can color the worksheet (when printed) as they want or the teacher can give the color for each picture:

- Please color the trees in yellow.
- Please color the stars in red.
- Color the moons in blue.

- ❖ In case of virtual class, ask the students to draw and color on their notebook.

### After:

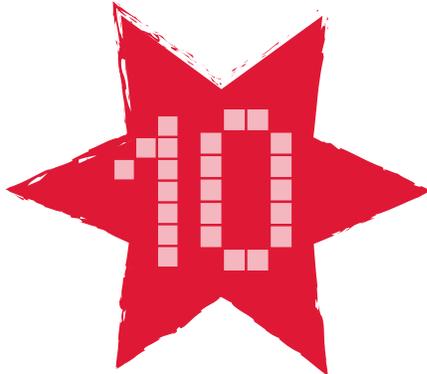
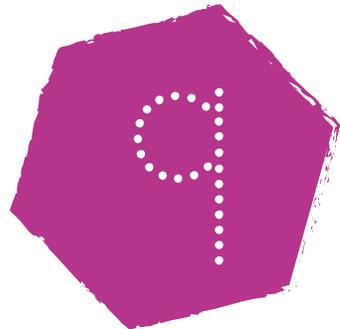
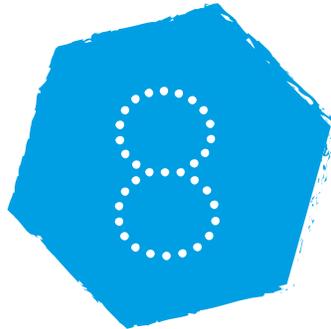
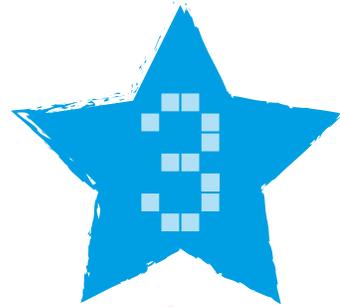
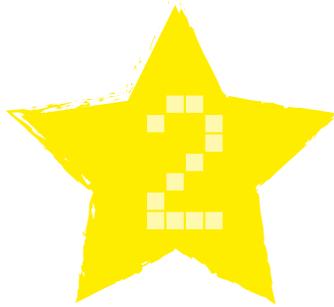
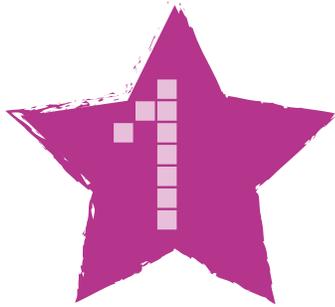
- ❖ When they finish, the teacher can ask: \_\_\_\_\_, can you count the stars, please?
- ❖ Game: tell the students you need them to find things in their houses.
  - They need to run fast and show you the items.



- ❖ For the students to find the things, use house stuff:
  - Go and bring 5 shoes.
  - Bring 6 colors.
  - Bring 3 “caldo Maggy.”
  - Bring 1 fruit (any fruit).
  - Bring 8 clips/books.
- ❖ To wrap up, ask the students how/when or where they can use numbers:
  - To say their age. How old are you? I am \_\_\_\_\_ years old.
  - To count my friends. How many friends do you have at school? Around your house?
  - To play games, to the count of 3 and we jump!
  - To count family members. In my house, we are 5 people.

# HOW MANY CAN YOU

**Activity 2.** Trace the numbers.



38



# How many can you count?

Activity 3. Look, count and color.



**Activity 4.** Count the objects in activity 3 and write down the number for each of them.



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**UNIT**  
**5**



**Classroom**  
**supplies**



**Think!**

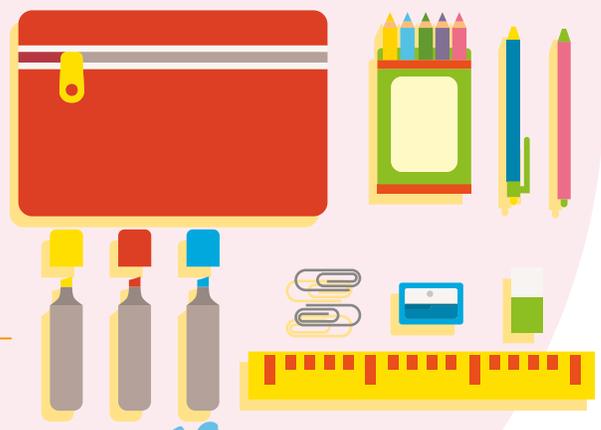
**Activity 1. Draw what you have in your school bag.**

What classroom supplies do you know? What do you have in your school bag?



Look at the classroom supplies and answer the following questions.

- What color is the ruler?
- What color is the sharpener? \_\_\_\_\_
- What color is the eraser? \_\_\_\_\_



**Family time**  
Ask your parents to help you answer the questions. Tell them what your favorite classroom supplies are.

# School objects

**Purpose:** ❖ Identify some school objects and their initial letter to make the students more aware of the phonics.

❖ Show students some of the school supplies you usually use: a pencil, a pen, an eraser, a notebook, a marker, colors, a pair of scissors. Practice the question: what is this?

**Pre:**

❖ Use the same objects to describe what you can do with them:

- I can write with the pencil or the marker.
- I can color with the crayons.
- I can erase with the eraser.

❖ Ask further questions to give more characteristics:

- what color is the pencil? What colors do you see? What color is the eraser?

❖ Share the video to refresh/practice the vocabulary.

<https://www.youtube.com/watch?v=AS5nhKzaOqo>



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**While:**

❖ Share the flashcards and ask students to say the item after you say the initial letter and some information, like the color or what you can do with it:

- This object starts with P, it is yellow, you can write.
- This object is blue, you can cut paper.

- ❖ Practice a little the sounds of the initial letters. Ask students if there are repeated sounds in the names of the objects.
- ❖ Use the worksheet *Choose beginning* sound to practice the sounds.
- ❖ With the *School supplies circle and color* worksheet, students circle the item you say and then color it.
- ❖ The teacher chooses the item for them to circle.

**Tip:**

mimic the actions you can do with the objects.

**After:**

❖ Tell students you are having a race. You say the name of a school supply and they need to show it to you: Go and get a blue color/ go and get an eraser/ go and get a notebook

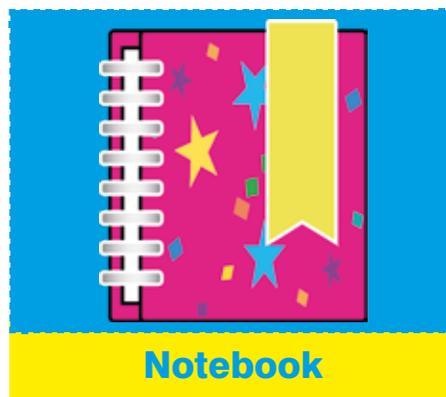
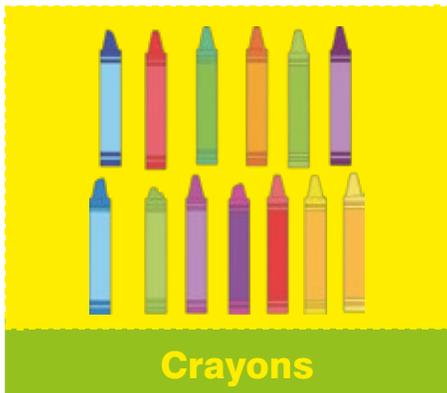
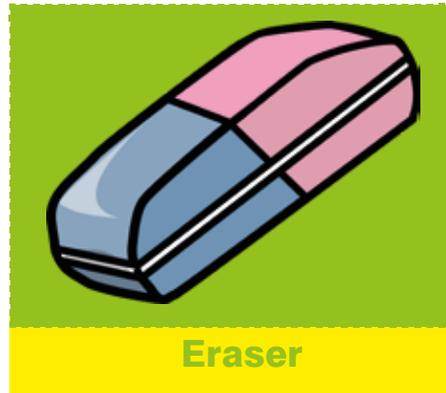
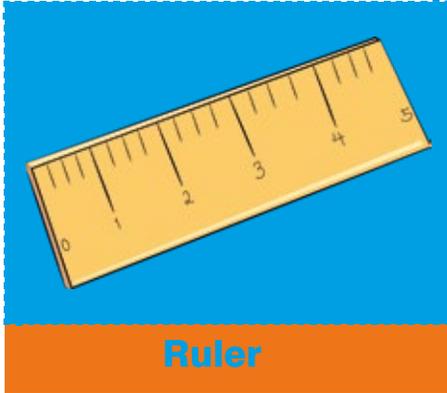
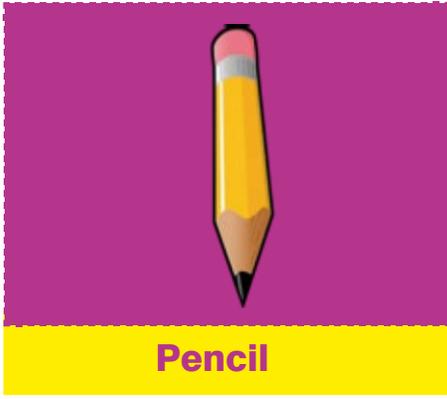
❖ Ask them to bring their pencil case (show yours so they know what they need to get). Ask the question:

- What's in your pencil case? I have ...
- Elicit answers: an eraser, a pencil, 2 color pencils. Model answers for students.

❖ With the help of a person in your family, work on the puzzle to find school objects. Explore the ones you have in your house, the ones you use and the ones you don't use.

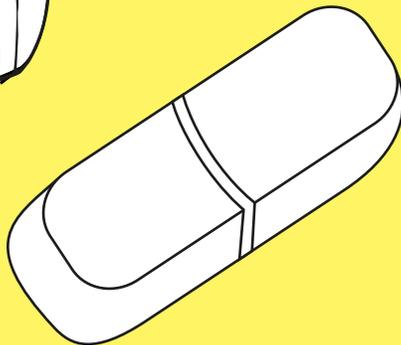
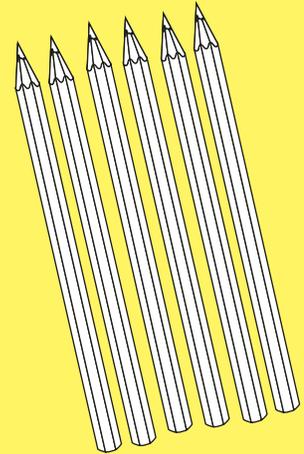
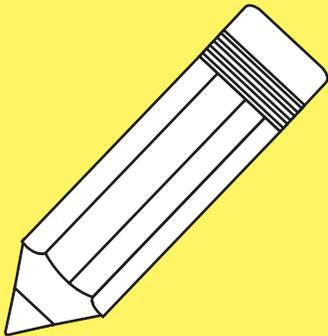
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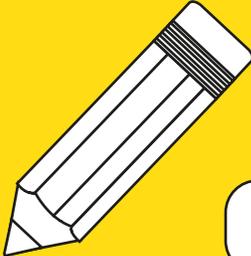
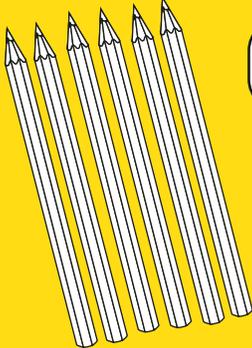
# School objects

**Activity 2.** Listen to the teacher. Circle, Color.



# School objects

**Activity 3.** Put an X on the beginning sound of the word. Color the objects of the school.

 <b>E</b> <b>A</b>	 <b>S</b> <b>P</b>
 <b>R</b> <b>M</b>	 <b>L</b> <b>S</b>
 <b>C</b> <b>T</b>	<b>N</b> <b>B</b> 



**UNIT**  
**6**

**Healthy food**

**Activity 1.** Complete the series.

**Activity 2.** Create your own series.

--	--	--	--	--	--	--

**Activity 3.** Draw your favorite healthy food on the plate.



**Activity 4.** Match the halves.



**Activity 5.** Circle the food that does not belong.

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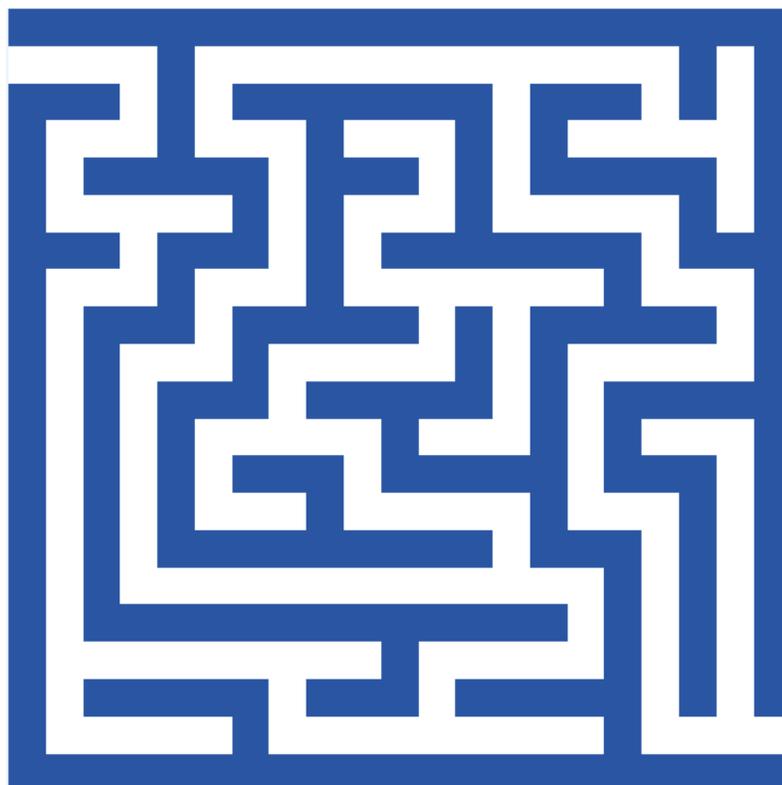



**Activity 6.** Look at the fruit salad. Draw the ingredients.



kiwi	mango	strawberry	grapes

**Activity 7.** Help the girl find the path to the bowl of cereal.





**UNIT  
7**

**I'm wearing...**



**Think!**

**Activity 1. Circle the correct option.**

What clothing do you know? What are you wearing today?

<b>socks</b>		
<b>dress</b>		
<b>T-shirt</b>		
<b>sweater</b>		
<b>boots</b>		

Draw the pictures. Then color **them**.

<b>T-shirt</b>	<b>socks</b>	<b>dress</b>	<b>boots</b>

**Family time**

Ask your parents to help you look up for these words in the dictionary or in the Internet. Then, talk about the clothing you are wearing.



# This is the way we get dressed...

## Ideas for teachers:

This task is accompanied by several activities related to the topic of clothing. Additionally, the questions proposed and the images included in the activity aim at opening the discussion about those stereotypes that society has in relation to the way people dressed and what we think about people's look or outfit.

## Aims

## Pre

- ❖ Introduce the topic of the lesson:
- To activate students' previous knowledge.
- To model the outcome of the task.

## Instructions

1. Select one of the characters included in the worksheet "Dress the character"; cut it and be creative with its decoration.

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- You can color him/her or use paintings or magazine clippings to decorate the character. Then, name your character. This has to be done before class.
- You need to have your character ready once you start with this task. If you prefer, you can make a puppet.

2. Show students your character and tell them his/her name. Ask students to speculate about the character; ask them to think about: age, place of origin, place of residence, etc.

3. Use the flash cards added to this task to go over the vocabulary about clothing. The flash cards include images and words. The images usually represent different styles of the same piece of clothing. You can use this as an excuse to explore students' preferences in terms of clothing and to reinforce notions such as colors or adjectives used to describe objects, especially, clothes.

For example, you will see a short and a long dress, they will have different colors and materials will also be different. You can work on adjectives related to size, color and material. In fact, you can associate some pieces of clothing to traditional outfits linked to certain countries or regions.



**Eg:** You will see a typical cumbia skirt. You can ask students if they have seen this type of skirt before, where, when people use it and what we usually associate to this outfit.

**4.** Now, tell students that you are going to play a game. The game is called “Who is wearing\_\_\_\_\_?”. In the worksheet “Game Who is wearing?” you will see two collages of people from different countries and origins wearing different clothes. Tell students that when you ask: who is wearing\_\_\_\_\_ ? They have to say the number of the picture that shows a person wearing the clothes you describe.

For example:

You will say:

- This kid is wearing red pants and a black t-shirt

Students will say:

- # 3 (This number represents the picture that shows a woman wearing red pants and a black t-shirt)

You can also teach more vocabulary related to clothing. You can explore these <https://www.learningchocolate.com/es/category/clothing>



<https://learnenglishkids.britishcouncil.org/es/category/topics/clothes>



100  
minutes

- Worksheet\_Dress the characters
- Flash cards\_Clothing
- Game\_Who is wearing?”
- Teacher’s Key\_ Game\_Who is wearing?”



**5.** Now that your students have explored some vocabulary about clothing, ask them to listen to the audio “This is the way we dress” and work on the activity “Comprehension exercise\_This is the way we dress”

Students have to complete the comprehension activity while listening to the information from the audio. They will listen to descriptions about people wearing different clothes and they will have to complete a chart with the name, the nationality and the clothes kids around the world are wearing.

In the audio, you will also listen to information that is related to cultural practices associated with the places where the characters of this activity are from. Use this information to talk about diversity related to the way we dress and about the clothes that your student like to wear, especially, if they wear them in a special occasion.

- Audio “This is the way we dress” (script)
- Teacher’s Key\_ This is the way we dress
- Worksheet\_ Comprehension
- Exercise\_ This is the way we dress



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6. Now, ask your students to pick one of the characters included in the worksheet “Dress the character”. Your students have to cut the figure first and then they have to select different clothing to dress him/her up. To complete this part of the task, your students have to:

- Cut the figure of their character.
- Color, paint or decorate the clothing they want to use to dress him/her up.
- Paste the clothing on the figure.
- Name the character and make up information about: name, age, place of residency, place of birth, etc.

You can organize a mini fashion show in which students introduce their character and describe what they are wearing.

You can actually ask parents to help students create a runway with recycled materials and you can also ask them to design the characters not with paper but with recycled material, so that it becomes a puppet.



# Listening Exercise

## This is the way we dress

**Activity 2.** Listen to the audio and complete the chart with the vocabulary studied in class:

NAME	AGE	NATIONALITY	WHAT ARE THEY WEARING?
1			
2			
3			

I'm wearing...

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# Flashcards: Clothing

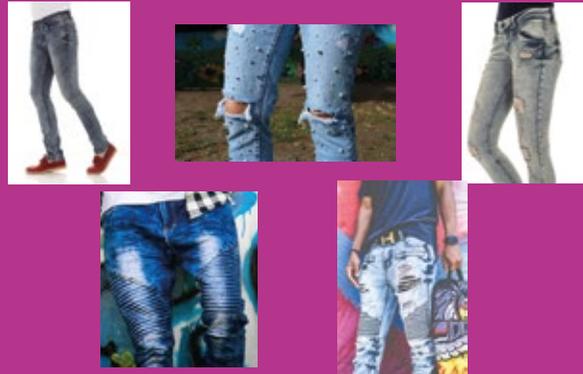
**SKIRT**



**PANTS**



**JEANS**



**HAT**



# T-SHIRT



# SHIRT



# DRESS



# SHOES



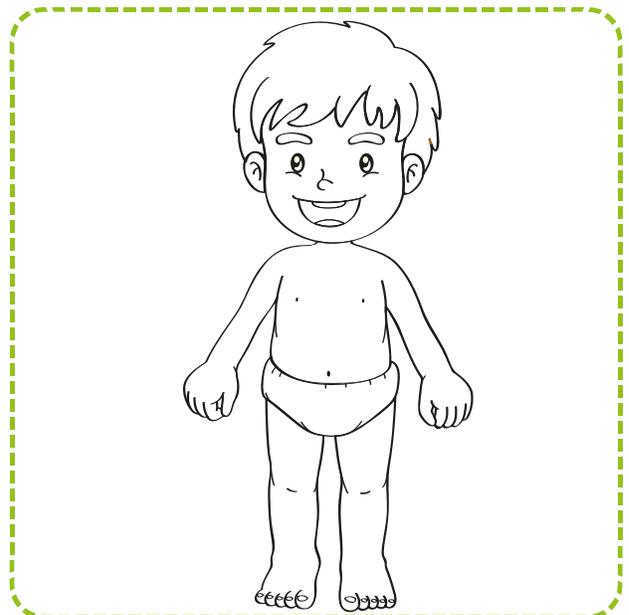
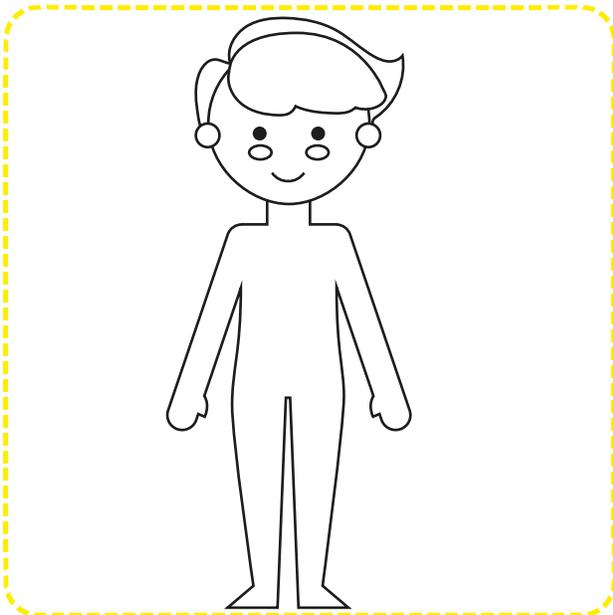
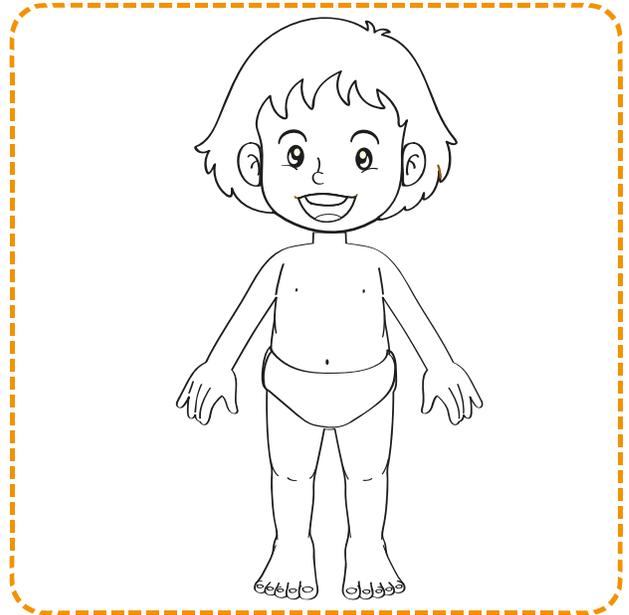
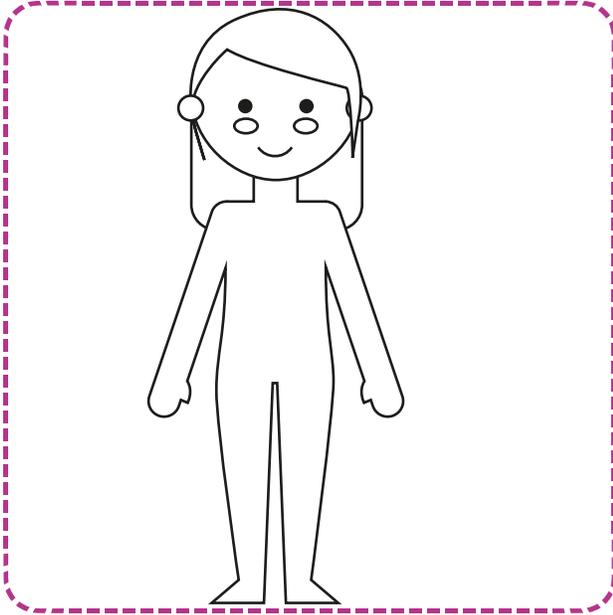
I'm wearing...

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# Dress the character

**Activity 3.** Select and color a character. Then, cut the image following the dotted line.



# Who is wearing...?



I'm wearing...



# Who is wearing...?

B

60



**UNIT**  
**8**



**Think!** Activity 1. Trace. Then, match the pictures with the correct words.

Do you know these Animals? What do they eat? What's your favorite animal?



cat

mouse

dog

rabbit

fish

**Family time**

If you have a pet, talk with your family about pet care.



# Animals

**Purpose:** ❖ Identify the names of some animals and the place (habitat) where they live.

**PRE:**

❖ Start by saying they are watching a video about some special creatures: ANIMALS!

❖ The teacher can ask students about their favorite animal, elicit complete answers: My favorite animal is the \_\_\_\_\_.

❖ Ask the students if they know the zoo and the animals we can see there: lion, elephant, zebra, monkey, etc

❖ Invite students to watch a story called “Good night gorilla”. Share the link:

<https://www.youtube.com/watch?v=Svnb0jEOC8>



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❖ Repeat the video and stop to explore the names of animals, their colors or sizes, and what happens in the story. Tell students that the animals are in the zoo, but they have a natural place to live: HABITATS.

❖ Elicit some answers to the questions: does the rhino live in a house? Does the duck live on a farm? Does the dog live in the ocean?

❖ Invite the students to explore more about animals and their habitats: Let’s explore more about these amazing creatures!

**While:**

❖ Share/show the worksheet Animal Habitats. Ask students about the things they see. Help them with necessary vocabulary:

Trees, water, plants, sand, corals, a house

Explain students that animals have a place to live and say the names: ocean, farm, desert and the jungle

❖ Share the video:

<https://www.youtube.com/watch?v=dxLLJVgOr7A>



❖ Students color the images of the habitats.

❖ Work now on the worksheet in which students need to circle the picture that doesn’t belong. The second part is to match the animal to the corresponding habitat.

❖ As students are working on it, help them with extra questions:

- What is not correct: the bat, the pencil, the owl or the lion? Circle the picture that is NOT correct

<https://www.youtube.com/watch?v=yS1z14g7HLA>



## Tip:

Emphasize the word NOT when pronouncing.

- ❖ Repeat the video of the habitats to confirm they matched the animals with the correct picture.
- ❖ As a way to check comprehension, use the animals from the worksheet to ask where they live as in the PRE section:  
Does the lion live in the ocean? Does the cat live in the savannah?

## Tip

Remember that some animals can live in other habitats.

### After:

- ❖ To start wrapping up, share the video to identify animals they are familiar with:



<https://www.youtube.com/watch?v=yS1zI4g7HLA>

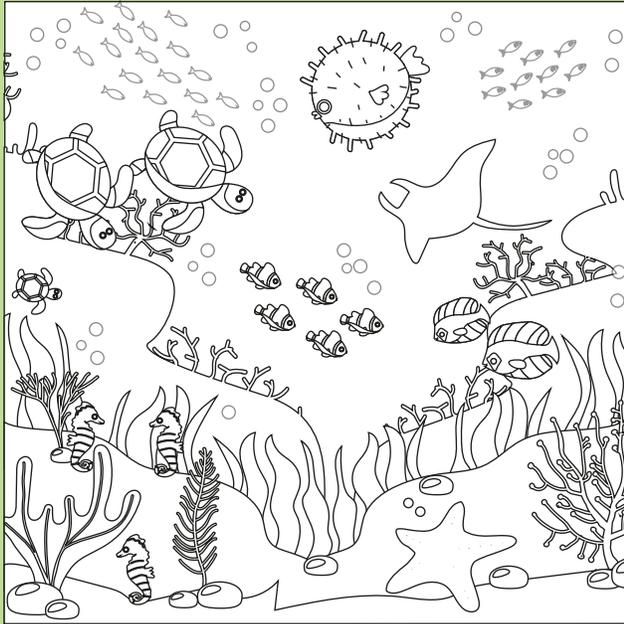
- ❖ Invite students to make a poster with one of the habitats they like and to include 2 animals that live there. They can use any material they have to decorate the habitat: colors, markers, crayons, small pieces of paper, cut images from magazines or a newspaper.
- ❖ They can share their mini-posters in a gallery walk or show it on camera in case of virtual scenario.
- ❖ As a final question, ask students if animals can live free in their habitats and why. Share some of the problems animals have: people cut their trees, people hunt animals, they don't have water to drink.  
Invite students to protect natural resources because animals need them too.



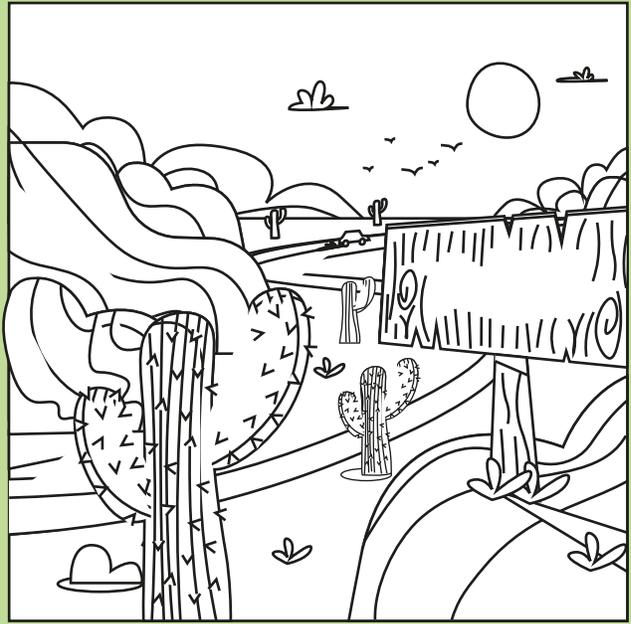
# Animals' habitats

**Activity 2.** Color the habitats of the animals.

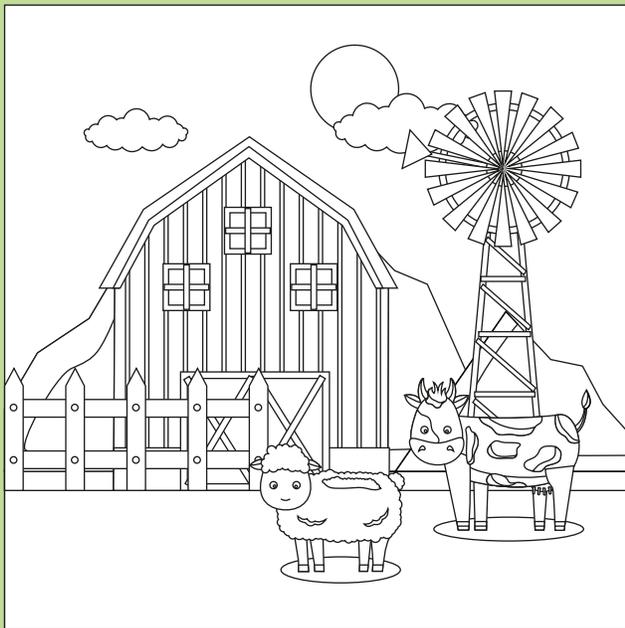
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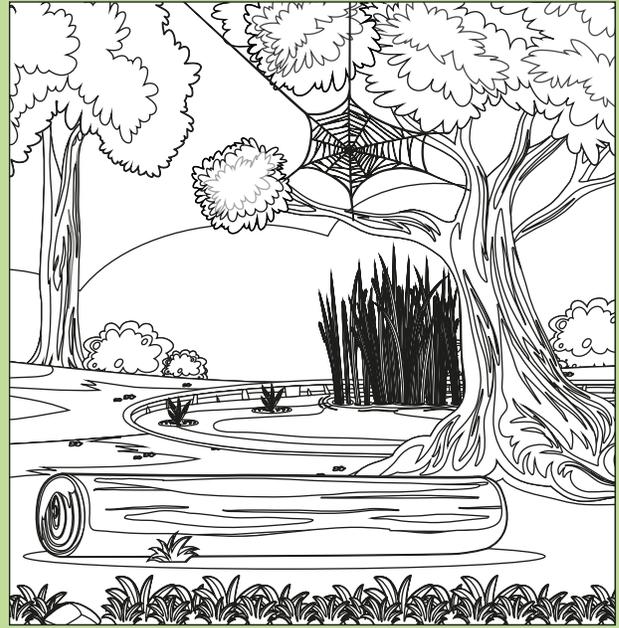
The ocean or the sea



The savannah



The farm

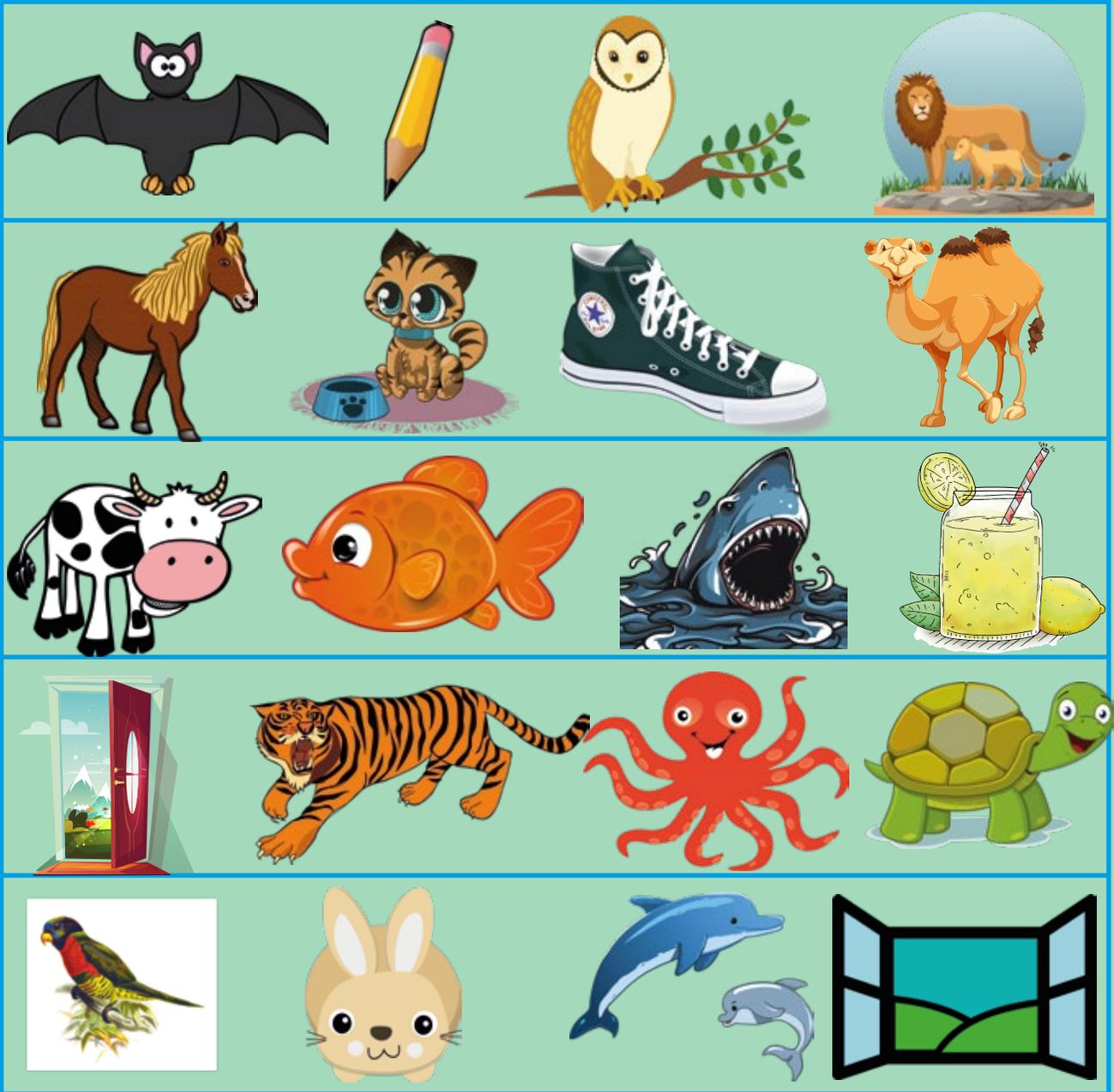


The forest

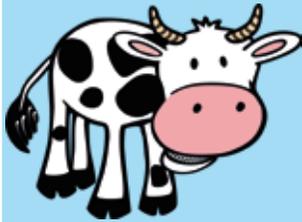


# Animals

Activity 3. Circle the incorrect picture.



**Activity 4.** Now, match the pictures with the habitat or house of the animal.



# Animals everywhere

## Flashcards

### Aim:

- ❖ Talk about animal physical traits and what they can do (abilities).

The teacher shows 3 or 4 different flashcards of animals. Ask students to describe what they see: animals, colors, body parts, e.g. What animal is this? What color is it?

### Warm up:

- ❖ The teacher asks the students questions about animals' traits (eyes/ mouth, arms/legs).
- ❖ The teacher asks the students about animals' abilities. e.g. Can it swim/fly/jump/run?
- ❖ Watch and sing the animals' song.

<https://www.youtube.com/watch?v=wCfWmlnJI-A&t=8s>



- ❖ Ask students to mimic/repeat the actions animals can do. (TPR: total physical response).

### While:

- ❖ Now, let's talk about our favorite animals.

- ❖ The teacher plays a guessing game with the students about animals. Use the flash cards to play it. e.g.

- It can walk very fast. What animal is it?
- It can fly. What animal is it?
- It can swim. What animal is it?
- It can speak. What animal is it?
- It can jump very high. What animal is it?

- ❖ Ask the students to talk about their favorite animals. Ask if they have pets and encourage them to talk about them (name, color, physical traits, abilities)

- ❖ Instruct the students they are going to draw their favorite animals.

- ❖ While the students make their drawings, ask them questions using the flashcards: What animal is it? What color is it?

- ❖ Encourage the students to talk about their favorite animals. Help them to express their ideas. e.g. This is my favorite animal. It's a ... It can ...

- ❖ Have a display in the classroom to share students' works (in situ class).

- ❖ For virtual class, teachers can share the students' works using Padlet App.

- ❖ To close the task, encourage the students to talk about their pets. Have a little talk about pet care.

- ❖ Ask the students if they would like to adopt a pet and why.

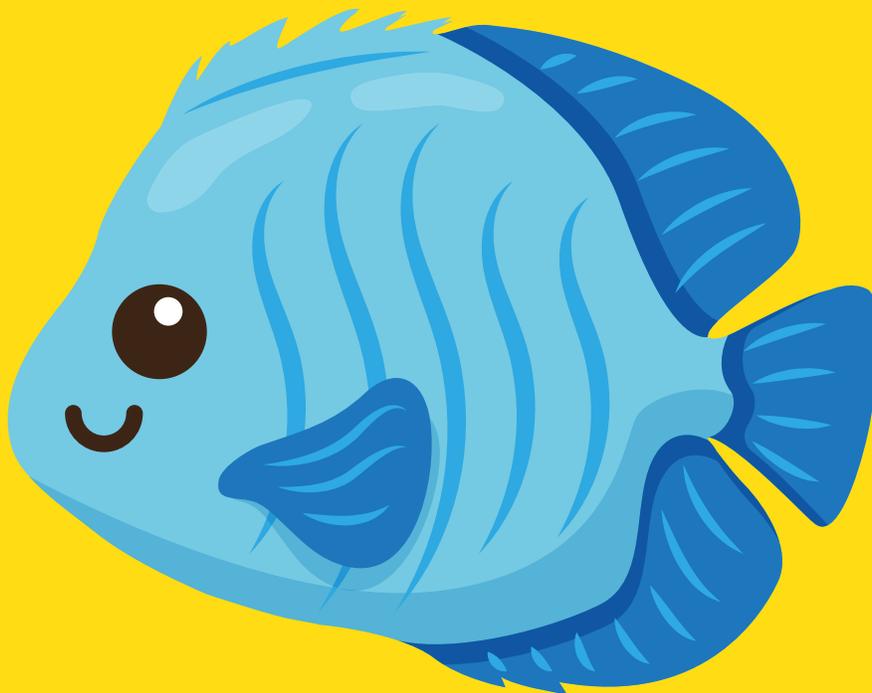


Dog



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Fish



# Bird



# Cat

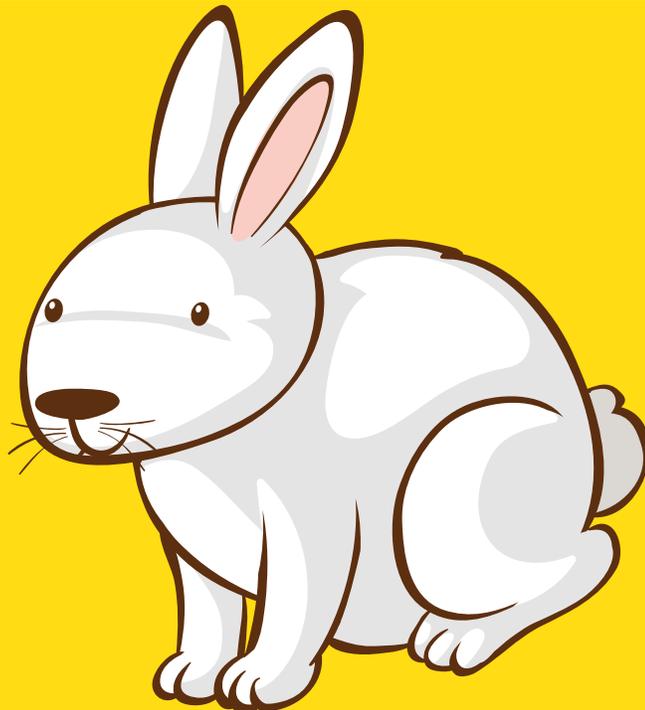


# Hamster



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# Rabbit



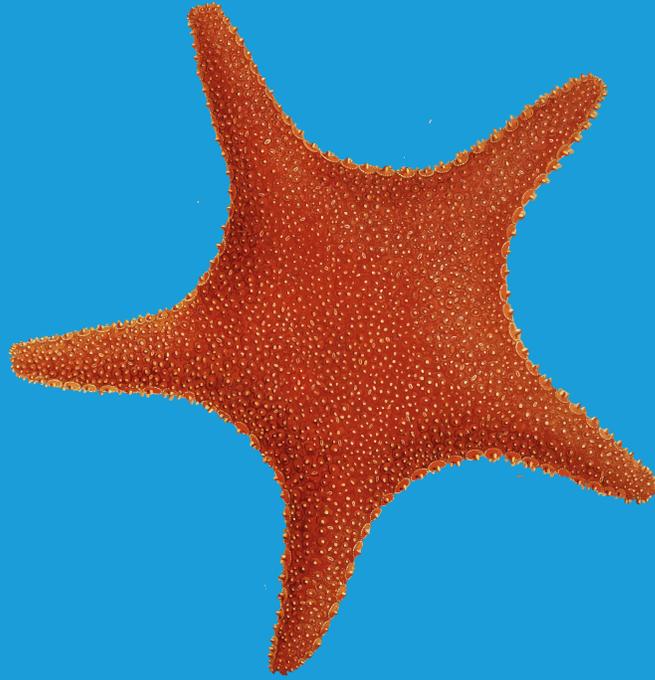
# Guinea pig



# Parrot



# Starfish

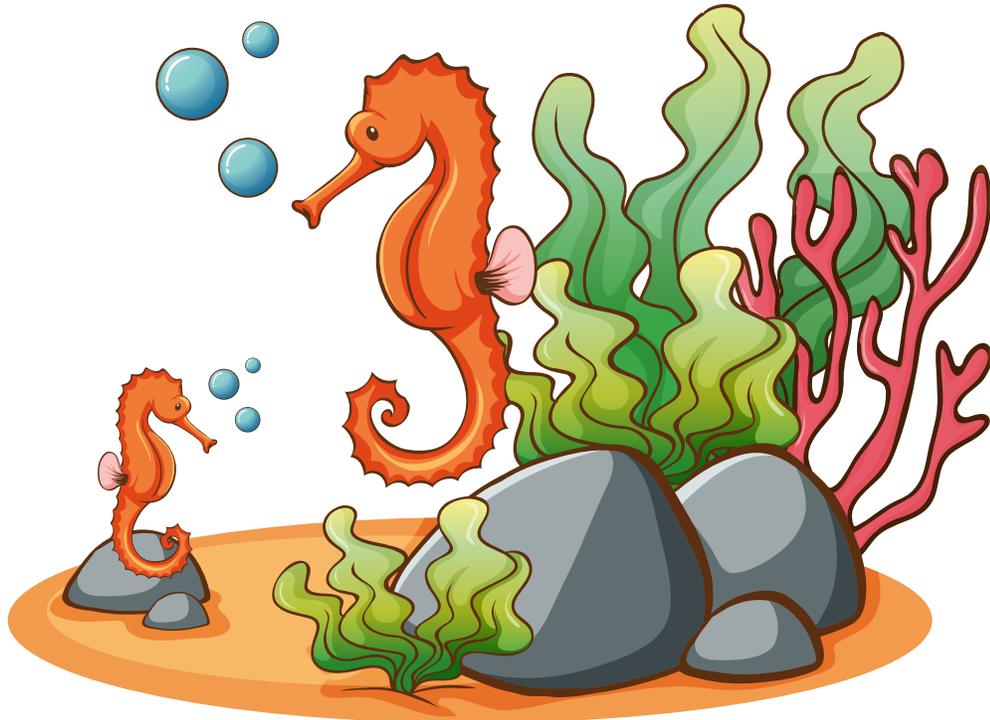


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# Whale



# Seahorse



# Octopus





**UNIT**  
**9**

**Means of transportation**

**Think!**

**Activity 1. Match the words to the pictures.**

What are means of transportation? What means of transportation do you know? What's your favorite mean of transportation?



**car**



**airplane**



**Metro**



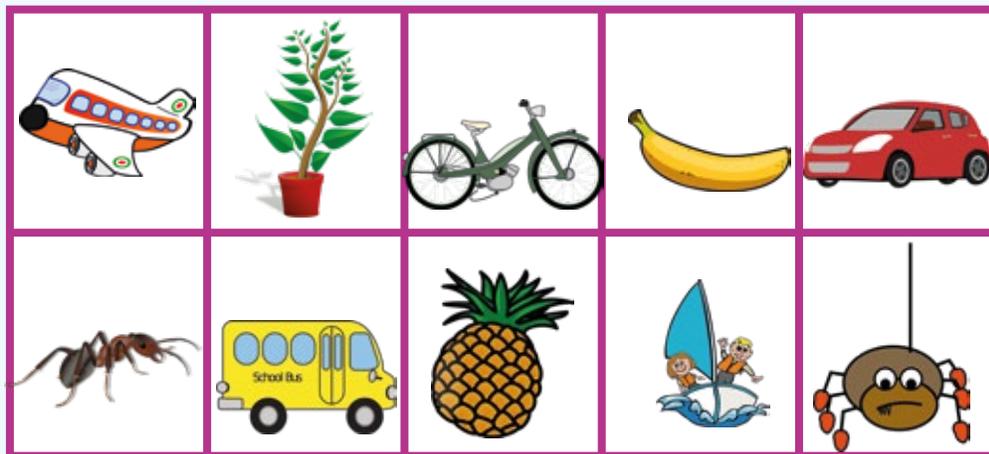
**bus**



**bike**

**75**

Find and circle pictures in each row that does not belong.



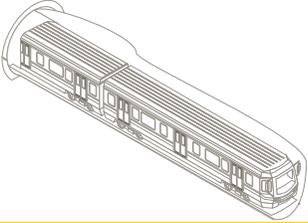
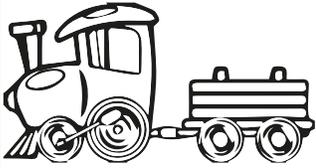
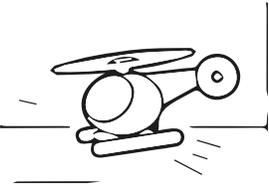
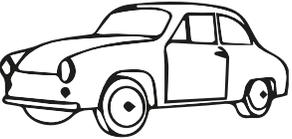
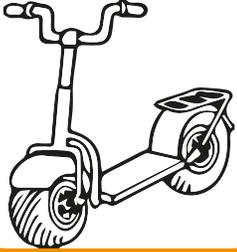
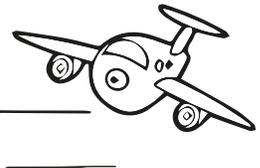
**Family time**

Tell your parents what means of transportation you use to go to school and for traveling. Draw them.



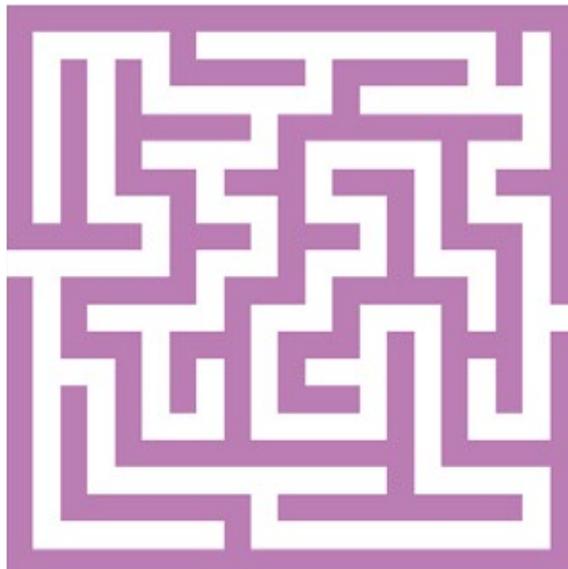
# Transportation

**Activity 2.** Color the means of transportation.

			
<b>Metro</b>	<b>train</b>	<b>taxi</b>	<b>helicopter</b>
			
<b>car</b>	<b>scooter</b>	<b>airplane</b>	<b>bus</b>

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Help the car find the path to the garage.



**Activity 3.** Trace the words.



police car



ambulance



fire truck



submarine



hot air balloon



motorcycle



**Activity 4.** Circle the means of transportation according to the code.



**water=blue**

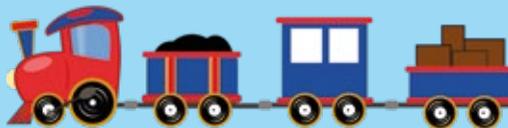


**land=brown**



**air=yellow**

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# When I grow up, I want to be...

## Occupations

### Instructions

### Aims

### Pre-task

Introduce the topic of occupations.

Explore students' previous knowledge about the topic.

Learn vocabulary about occupations.

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1. Tell the students that you are going to play Domino! This game includes cards in which you will find an image that represent a job or occupation and a word. In the game, students have to match the picture of each card with its corresponding profession. The student that gets rid of all their dominoes wins.

2. Place all the domino tiles face down on a table or on the floor. Ask students to select some domino tiles at random and stand them in front of them, so that other students cannot see them. Choose one student that will begin. He or she has to place one of their dominoes on the table or floor. The next student must place a matching domino next to the first one. Throughout the game,

students need to match a domino to any one of the two open ends of the trail. If a student cannot match an end, they have to take a domino from the draw pile.

3. After playing the game, use the domino tiles to talk with your students about jobs or professions that are usually associated with women or men exclusively. You can show them the pictures included in the domino game and ask them if it is common to see women or men performing a certain profession and the reasons why some jobs are only performed by men and some others by women. This can be done in Spanish, but you can encourage students to use the prompt: People usually think that doctors are \_\_\_\_\_ (women/men; old/young).



**Time suggested** 60 minutes

**Necessary materials** Domino!

**Aims**

Encourage students to make connections between occupations and their personal interests in regards to who they want to become in the future.

Explore and explain the grammar notion: articles “A” and “AN”.

Reinforce the use of the verb TO BE to talk about occupations or professions.

**While-task**

4. Now, tell students that you are going to read the book “When I grow up, I want to be ... Happy!”. This book is told by several kids that want to express what they want to become when they grow up. The book explores different jobs and occupations, but it is focused on the idea that the most important thing is to be happy doing what you love.

The message of this book is to become the person you want to be and to perform the activity, job or profession that makes you happy.

5. Explore the cover page of the book and read the title aloud. Point out at the three characters of the book and ask students to speculate about the professions or jobs that

**Instructions**

they would like to have when they grow up. The three characters represent three different social, cultural and ethnic groups. So, you can focus on the stereotypes that society has in regards to physical appearance, origin and social background in connection to the topic of occupation.

6. Read each page of the book and go over the vocabulary included about occupations. Highlight the action words that are used to describe what people who have certain jobs/professions have to do in their everyday life.

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7. While reading the book, ask students

\* Finally, ask students to complete the sentences included in the last exercise of this worksheet by filling in the boxes with the corresponding letter. Take advantage of this last exercise to explain to students the use of “A” and “AN” while describing someone’s profession.

8. Focus on the last page of the book and ask the students the question: When you grow up, what do you want to be? To help the students answer this question, show them the domino tiles again. You can help them remember the vocabulary about occupations by using the domino tiles as flash cards.

to complete the comprehension exercise attached to this task (worksheet: comprehension activities). To complete this comprehension activity, your students have to:

\*Match the name of each character with the corresponding occupation.

\*Cut out the pictures included in this worksheet and while reading the book, they have to paste them into the corresponding categories. The idea is that students associate these pictures with the information provided about the different professions/occupations included in the book.



- Book: “When I grow up, I want to be ... Happy!”.
- Worksheet comprehension activities.





## Pre-task



## Aims

Practice the grammar and vocabulary learned in this lesson.



## Instructions

❖ There are several activities you can do with your students in order to practice and expand on the grammar notion and the

vocabulary learned throughout this task. Some of the activities might include students written and oral production. For example, you can encourage your students to:

- ❖ Create a similar book to the one you read in which they express who they want to become. This can actually be a classroom project in which you create one big book with all your students' entries. You can use the book "When I grow up, I want to be .... Happy!" as a model.
- ❖ Ask students to create a poster with the help of their parents in each they describe their parents' professions and the job or occupation they want to have in the future.

Motivate your students to wear costumes that represent who they want to become. Students can prepare short presentations to describe the profession or occupation they would like to have.

- ❖ You can design a worksheet in which students will have to draw themselves performing the occupation they would like to have in the future. You can also ask them to write down short sentences related to such profession.



## Time suggested

120 minutes (this depends on the kind of activity you decide to implement)

When i grow up,  
I want to be... happy!

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Hi! My name is Sofia! Let me tell you about me!

My mom is a nurse and my dad is a builder.

When I grow up, I want to... protect our nature.

When I grow up, I want to be an ecologist.

When I grow up, I want to study plants and animals.

When I grow up, I want to be happy!



When I grow up, I want to  
... protect our nature.

My grandparents are  
farmers, my dad is a taxi driver  
and my mom is a  
cook.

When I grow up, I want to  
make people dance.

My name is Mateo! Let me  
tell you about me!

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When I grow up, I want to  
be a musician.

When I grow up, I want  
to be happy!





I am Santiago! Let me tell you about me!

My mom is a janitor and my stepdad is a hairdresser.

When I grow up, I want to ... be a community helper.

When I grow up, I want to be happy!

When I grow up, I can be a teacher, a police officer, a social leader or a doctor.

When I grow up, I want to help people to be happy and stay safe.





**We have  
different  
talents and  
interests.**



**We want to  
have  
different  
professions.**

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**But we all want  
to be happy  
doing what we  
love!**



**Student's name:** \_\_\_\_\_

**Activity 2.** While reading the book "When I grow up, I want to be ...happy!", match the characters with the corresponding occupation.



**Community  
helper**



**Ecologist**



**Musician**



Student's name: \_\_\_\_\_

**Activity 3.** Cut out the images and paste them in the corresponding box.

SOFIA	MATEO	SANTIAGO

90



Student's name: \_\_\_\_\_

**Activity 4.** Complete the information by filling in the boxes with the corresponding article "A" or "AN" and with the correct occupation

Sofia's mother is



Sofia's father is



Mateo's grandparents are



Mateo's father is

Mateo's mom is



Santiago's mother is



Santiago's stepdad is



# Flashcards: Occupations

**COFFEE  
PICKER**



**PILOT**



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**BUTCHER**



**MUSICIAN**



**VET**



**PAINTER**



**GARDENER**



**NURSE**



**FARMER**

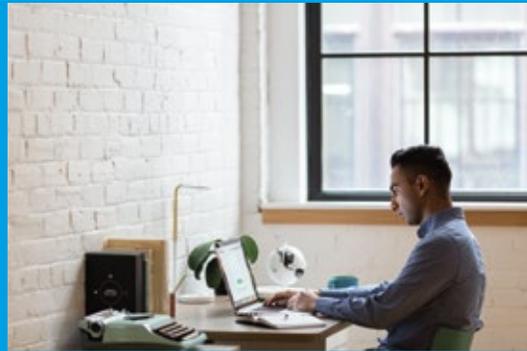


**HAIRDRESSER**



94

**ENGINEER**



**SECRETARY**



**TAILOR**



**TEACHER**



**POLICE OFFICER**



**BUILDER**



**FIRE FIGHTER**



**MECHANIC**



96

**DRIVER**



**DANCER**



**CARPENTER**



**JANITOR**



**SINGER**



**WRITER**



**DOCTOR**



**PLUMBER**



98

**PHOTOGRAPHER**



**COOK**



# semillitas bilingües

**“Buen Comienzo”**

*“Aprender un idioma es tener una ventana más  
desde la que ver el mundo”*  
(Proverbio chino)

Municipio de Medellín  
Centro Administrativo Municipal, calle 44 N°. 52-165  
Línea única de atención a la ciudadanía: 444 41 44  
[www.medellin.gov.co](http://www.medellin.gov.co)  
Medellín, Colombia



**Alcaldía de Medellín**