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Curso de Especialização em Ensino de Inglês – CEI

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English for Little Explorers:
Two Textbook Units for Pre A1 Starters

Belo Horizonte
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English for Little Explorers:

Two Textbook Units for Pre A1 Starters

Trabalho apresentado ao Curso de Especialização em Ensino de Inglês da Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial para a obtenção do título de Especialista em Ensino de Língua Inglesa.

Orientadora: Prof^ª. Dr^ª Climene Arruda.

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UNIVERSIDADE FEDERAL DE MINAS GERAIS
CURSO DE ESPECIALIZAÇÃO EM LÍNGUA INGLESA/CEI

ATA DE DEFESA DE MONOGRAFIA/TCC

Às 14:10 horas do dia 06 de dezembro de 2024, reuniu-se na Faculdade de Letras da UFMG a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa, para julgar, em exame final, o trabalho intitulado, English for Little Explorers: Two Textbook Units for Pre A1 Starters, apresentado por Eliana Sessa Generoso Moura, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca examinadora, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à (ao) candidato(a) para a apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença do(a) candidato(a) e do público, para julgamento e expedição do resultado final.

Foram atribuídas as seguintes indicações:

Profa. Dra. Junia de Carvalho Fidélis Braga indicou a (X) aprovação/ () reprovação do(a) candidato(a)

Profa. Dra. Valdeni da Silva Reis indicou a (X) aprovação/ () reprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi considerado (X) aprovado(a)/ () reprovado(a). Nota: 90

O resultado final foi comunicado publicamente ao(à) candidato(a) pelo Presidente da Comissão. Nada mais havendo a tratar, este encerrou a sessão, da qual foi lavrada a presente ATA assinada eletronicamente por todos os membros participantes da Comissão Examinadora.



Documento assinado eletronicamente por **Valdeni da Silva Reis, Professora do Magistério Superior**, em 16/12/2024, às 15:23, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



Documento assinado eletronicamente por **Junia de Carvalho Fidelis Braga, Professora do Magistério Superior**, em 17/12/2024, às 17:16, conforme horário oficial de Brasília, com fundamento no art. 5º do [Decreto nº 10.543, de 13 de novembro de 2020](#).



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INSTRUÇÕES

Este documento deve ser editado apenas pelo Orientador e deve ser assinado eletronicamente por todos os membros da banca.

Resumo

Atualmente estou matriculada no CEI (Curso de Especialização em Ensino de Inglês) oferecido pela Faculdade de Letras da UFMG, com o objetivo de aprimorar minhas habilidades como professora de inglês e apoiar meus colegas em suas práticas pedagógicas. Esse curso de especialização ampliou significativamente meu conhecimento sobre diversas metodologias de ensino e sua aplicação para atender às necessidades específicas de vários grupos de alunos. Uma das principais conclusões do programa é a compreensão de que as escolhas dos educadores desempenham um papel fundamental na formação dos resultados de aprendizagem dos alunos, e a promoção da competência comunicativa deve ser um foco central no ensino da língua inglesa.

A motivação para criar as unidades de Inglês para English for Little Explorers deriva da minha experiência de trabalho com alunos -Anos Iniciais em escola pública, onde os professores não dispõem de livros didáticos nem de outros materiais de apoio fornecidos pelo município. Este recurso foi concebido com o objetivo de tornar as aulas de inglês agradáveis e de fomentar nos alunos uma paixão pela aprendizagem ao longo da vida. O material integra abordagens de aprendizagem envolventes e interativas, ao mesmo tempo que promove uma perspectiva de futuro no processo de ensino-aprendizagem. O objetivo final é proporcionar aos alunos experiências de aprendizagem significativas e de alta qualidade, estabelecendo uma base sólida para o seu crescimento acadêmico e pessoal no futuro.

O material English for Little Explorers foi desenvolvido para apoiar a aprendizagem da língua inglesa por alunos do primeiro ano do ensino básico, com seis anos de idade, em escolas públicas onde recursos como livro didático não estão muitas vezes disponíveis. Baseado em uma abordagem comunicativa e alinhado com o nível Pre A1 Starters do Quadro Europeu Comum de Referência para as Línguas (QECR), este material enfatiza as competências de compreensão auditiva, expressão oral e leitura, reconhecendo que os alunos ainda estão a desenvolver a literacia na sua língua materna.

Orientadas pelo princípio de que a aprendizagem de línguas deve ser significativa, envolvente e contextualmente relevante, as unidades integram cenários da vida real para promover tanto a competência linguística como o desenvolvimento socio-emocional. Inspiradas na afirmação

da Professora Junia¹, - Se as pessoas o fazem na sua vida real, avance com o seu plano de aula, as atividades ligam a utilização da língua às experiências do dia a dia, tornando a aprendizagem do inglês lúdica e acessível.

A primeira unidade, Back to School (Retorno às aulas), introduz vocabulário relacionado com o material escolar, ao mesmo tempo que promove o trabalho de equipa, a responsabilidade e o respeito. A segunda unidade, Look at My Face, centra-se nas características e formas faciais, promovendo a auto-aceitação, a empatia e a diversidade. Ambas as unidades utilizam métodos interactivos, incluindo canções, jogos e debates, para fomentar a competência comunicativa e valores como a inclusão e o respeito.

O material segue um formato estruturado que inclui actividades de aquecimento, exercícios de audição e leitura, exploração gramatical, prática de pronúncia, tarefas de expressão oral e expressão criativa através do desenho. Uma componente de estratégia de aprendizagem incentiva a reflexão e a definição de objectivos, enquanto uma secção de verificação dos progressos consolida a aprendizagem.

Desenvolvido para fins educativos, este material procura tornar as aulas de inglês agradáveis e significativas, fomentando o gosto pela aprendizagem e uma base para o crescimento futuro. Não se destina a uso comercial e a sua reprodução é proibida sem o consentimento do autor.

Palavras-chave: abordagem comunicativa; inglês para crianças; ensino na escola pública; aquisição de línguas; desenvolvimento de materiais didáticos.

¹ Discurso da Professora Junia de Carvalho Fidelis Braga, durante aula ao vivo da disciplina/atividade - Abordagens Contemporâneas para o Ensino de Língua Inglesa, ministrada para o —Curso de Especialização em Ensino de Inglês do Programa de Pós-Graduação em Estudos da Linguagem da UFMG. A disciplina ocorreu no período de 13 de maio a 3 de junho de 2023

Abstract

I am currently enrolled in the CEI (Curso de Especialização em Ensino de Inglês) offered by the Faculdade de Letras at UFMG, with the aim of enhancing my skills as an English teacher and supporting my colleagues in their pedagogical practices. This specialized course has significantly expanded my knowledge of diverse teaching methodologies and their application to address the specific needs of various student groups. A key takeaway from the program is the understanding that educators' choices play a pivotal role in shaping students' learning outcomes, and fostering communicative competence should be a central focus in English language teaching.

The motivation to create the units for English for Little Explorers stems from my experience working with —Anos Iniciais‖ students in a public school setting, where teachers lack textbooks and other support materials provided by the municipality. This resource was designed with the objective of making English classes enjoyable and fostering a lifelong passion for learning among students. The material integrates engaging and interactive approaches to learning, while also promoting a forward-looking perspective on the teaching-learning process. The ultimate aim is to provide students with meaningful, high-quality learning experiences today, setting a strong foundation for their academic and personal growth in the future.

The English for Little Explorers material was developed to support English language learning for first-year elementary school students, aged six, in public school settings where resources like textbooks are often unavailable. Rooted in a communicative approach and aligned with the Pre A1 Starters level of the Common European Framework of Reference for Languages (CEFR), this material emphasizes listening, speaking, and reading skills, recognizing that students are still developing literacy in their mother tongue.

Guided by the principle that language learning should be meaningful, engaging, and contextually relevant, the units integrate real-life scenarios to foster both linguistic competence and social-emotional development. Inspired by Professor Junia²'s¹ assertion, - If

² Speech by Professor Junia de Carvalho Fidelis Braga, during a live class on the subject/activity —Contemporary Approaches to English Language Teaching‖, given to the —Specialisation Course in English Teaching‖ of the Postgraduate Programme in Language Studies at UFMG. The subject took place from 13th May to 3rd June 2023.

people do it in their real life, go ahead with your lesson plan,|| the activities connect language use to everyday experiences, making English learning playful and accessible.

The first unit, Back to School, introduces vocabulary related to school supplies while fostering teamwork, responsibility, and respect. The second unit, Look at My Face, focuses on facial features and shapes, promoting self-acceptance, empathy, and diversity. Both units employ interactive methods, including songs, games, and discussions, to nurture communicative competence and values like inclusion and respect.

The material follows a structured format that includes warm-up activities, listening and reading exercises, grammar exploration, pronunciation practice, speaking tasks, and creative expression through drawing. A Learning Strategy component encourages reflection and goal-setting, while a Check Your Progress section consolidates learning.

Developed for educational purposes, this material seeks to make English classes enjoyable and meaningful, fostering a love for learning and a foundation for future growth. It is not intended for commercial use, and reproduction is prohibited without the author's consent.

Keywords: communicative approach; English for children; public school education; language acquisition; teaching materials development.

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1 RATIONALE

English for Little Explorers was designed to combine the principles of the Natural Approach and Total Physical Response (TPR), two methodologies rooted in the comprehension approach to language teaching. Together, these methods provide a comprehensive and effective framework for young learners, emphasising listening and comprehension as key skills for language acquisition.

The Natural Approach focuses on language development that reflects the natural progression of the child's mother tongue. The centrepiece of this approach is the period of silence, during which students are encouraged to concentrate on understanding spoken language without the pressure of immediate verbal production. During this phase, responding in their mother tongue is acceptable as it demonstrates understanding of the target language. This gradual process builds confidence, allowing students to naturally move on to speaking in English as their skills increase. According to Krashen's Monitor Model, this approach:

- Respects the English Language Learners' (ELL) silent period.
- Discourages error correction to create a safe learning environment.
- Emphasizes oral language proficiency development over explicit grammar teaching.
- Integrates TPR as a supportive methodology.

In addition, TPR improves comprehension by integrating physical actions with spoken instructions, which makes it particularly suitable for young learners. Teachers give instructions in the target language while using gestures and movements to reinforce meaning, allowing children to associate words with actions. By presenting language in meaningful chunks rather than isolated words, TPR facilitates the passive acquisition of grammar and creates a learning experience. The benefits of TPR include:

- Students are actively engaged in the language acquisition process by responding nonverbally (physically).
- Students are actively engaged in the language acquisition process by responding nonverbally (physically).
- It is an effective method to employ while second language learners are in the silent

(comprehension/preproduction) period.

- Method allows teachers to ascertain comprehension long before second language learners are able to respond verbally.
- Is an effective method of including second language learners in lessons while in the silent period.
- Helps second/new language learners develop a sense of belonging and accomplishment while still in the silent period.
- Pictures, objects, and realia are effective to enhance and expand the use of TPR in the classroom.

According to Terrell (1977), entire class periods should be centred on communicative activities rather than the explicit teaching of grammar rules. *English for Little Explorers* adopts this principle, providing students with numerous opportunities to develop their listening and comprehension skills as a basis for language acquisition. As students' comprehension progresses, they can be gradually exposed to a wide variety of topics, ensuring they remain comfortable and confident throughout the communication process.

Dell Hymes (1972) introduced the idea of communicative competence, emphasizing that effective language use goes beyond grammatical knowledge. Learners must develop the ability to use language appropriately in various social contexts, incorporating skills such as understanding cultural norms, context-specific vocabulary, and pragmatic functions. For young learners, this means integrating real-world communication scenarios, such as greetings, classroom interactions, and expressions of needs and feelings. Activities in *English for Little Explorers*, such as interactive games, songs, and storytelling, simulate real-life situations where learners practice using language in meaningful ways, fostering both linguistic and social skills.

Guided by the **Teacher's Guide**, educators can align theory with practice, using suggestions and instructions to create engaging lessons that promote collaboration and meaningful communication. The **Teacher's Guide** also emphasises the importance of establishing a consistent classroom routine, offering practical examples to help teachers structure their lessons effectively. This approach not only supports children's learning, but also reinforces the role of routine in building a safe and productive learning environment.

The materials used in *English for Little Explorers* was carefully selected from reliable websites to immerse students in the target language through real-life contexts. By presenting relatable and engaging scenarios aligned with each unit's theme, the program helps children connect language learning to meaningful, everyday experiences. The content emphasizes important values such as teamwork, responsibility, and respect, fostering both linguistic and social development. Through the use of songs, games, and hands-on activities, students are actively engaged in their learning, making the process both enjoyable and impactful.

Both Units 1 and 2 in this material were designed for first-year students in elementary school considering the age group of six years. It will address a public school's (level Pre A1 Starters according to the Common European Framework of Reference for Languages – CEFR). Pre A1 Starters is the first of three Cambridge English Qualifications designed for young learners. At this stage, children are typically:

1. Curious and Energetic: They enjoy exploring new ideas and concepts through playful and interactive activities, making songs, games, and hands-on tasks highly effective for maintaining their interest.
2. Developing Fine Motor Skills: Activities like drawing, coloring, and simple crafts help strengthen these skills while reinforcing language concepts in an engaging way.
3. Building Social Skills: This age is crucial for learning how to work with others, making teamwork and collaborative activities essential. The material incorporates tasks that encourage cooperation, sharing, and respect for peers.
4. Focused on Listening and Comprehension: At this stage, children are better at understanding spoken language than producing it. The material emphasizes listening and comprehension activities to build a strong foundation for language acquisition.
5. Receptive to Routine and Structure: Predictable routines and familiar activities help six-year-olds feel secure and confident, so the material includes structured lessons that follow a consistent format.
6. Imaginative and Relational: This age group learns best through relatable and creative content. By connecting lessons to real-life themes and using authentic materials, the program engages students in meaningful and memorable ways.

The design of this material reflects these developmental needs, ensuring that learning English is both age-appropriate and enjoyable for young learners. The Teacher's Guide for *English for Little Explorers* provides clear, step-by-step instructions to help teachers effectively guide students through each lesson. It includes a *Before Each Lesson* section, which offers practical suggestions to help teachers establish and maintain a productive classroom routine, ensuring a smooth and consistent flow to the learning process. This section also serves as a helpful prompter, providing ideas and strategies to encourage student engagement and facilitate meaningful learning experiences. Additionally, the *Extra Support* section provides useful language chunks for establishing agreements at the start of the lesson and introduces the engaging use of the **Mystery Box** to captivate students' interest. The teacher can freely use it as a preparation for the lesson or before they start doing the activity. The *Mystery box* can provide students with a fun atmosphere. Children are curious and receptive to new ideas, so activities that arouse their curiosity are particularly effective.

The *Base Nacional Comum Curricular* (BNCC) establishes essential competencies for first-year students in Brazilian public schools, emphasizing comprehensive development across multiple domains of learning. Rooted in this framework, *English for Little Explorers* aligns its content with the principles and objectives outlined in the BNCC, ensuring that its pedagogical approach supports the foundational skills required for holistic student development. By integrating these guidelines, the material aims to promote meaningful learning experiences that foster cognitive, social, emotional, and linguistic growth in young learners. Here are some key skills grouped by learning areas:

1.1 Language and Communication (Língua Portuguesa e Inglês):

- **(EF01LP01):** Develop listening comprehension by identifying information from oral texts such as instructions, descriptions, or stories.
 - **(EF01LI02):** Respond to simple instructions in English, incorporating Total Physical Response (TPR) activities.
 - **(EF01LI05):** Recognize words and phrases in English related to familiar topics like colors, greetings, and family.
-

1.2 Mathematics:

- **(EF01MA03):** Recognize and write numbers from 0 to 10, identifying quantity and order.
 - **(EF01MA08):** Solve simple addition and subtraction problems using concrete objects or drawings.
 - **(EF01MA11):** Explore geometric shapes (circle, triangle, square) in everyday objects, identifying their properties.
-

1.3 Natural Sciences (Ciências Naturais):

- **(EF01CI01):** Identify parts of the human body and their functions.
-

1.4 Artistic Expressions (Arte):

- **(EF01AR04):** Explore different materials to create artistic works like drawings or sculptures.
 - **(EF01AR06):** Recognize rhythm and melody in songs, expressing themselves through movement and singing.
-

1.5 Physical Education (Educação Física):

- **(EF01EF01):** Develop coordination and motor skills through structured play and games.
 - **(EF01EF03):** Understand the importance of teamwork and collaboration during group activities.
-

1.6 Social-Emotional Skills:

- **(BNCC General Competencies):**
 - Develop self-awareness and regulate emotions in social interactions.
 - Practice empathy and respect for diversity.
 - Resolve conflicts constructively, fostering cooperation in group settings.

The *English for Little Explorers* units are structured into sections, beginning with the **Warm-up**. This initial section features activities designed to establish the unit's context and activate students' prior knowledge of the topic. Its primary goals are to spark students' interest, foster motivation, and support their comprehension of the theme.

As Shin (2006) notes, —As children get older, their ability to concentrate for longer periods of time increases. So for students ages 5-7, you should try to keep activities between 5 and 10 minutes long. It's always possible to revisit an activity later in class or in the next class‖ (p.4). Additionally, after engaging in focused activities, teachers can incorporate short breaks to refresh students. These breaks could last about a minute and include physical movement, such as standing up and participating in a quick **Total Physical Response (TPR)** activity or a fun game of **Simon Says**, helping students re-energize while having fun.

The principles of the Post-Method Era, as articulated by scholars such as V. Saraswathi, Diane Larsen-Freeman, and Kumaravadivelu, resonate deeply with the pedagogical framework of *English for Little Explorers*. This program, designed for first-year public school students in the early years, reflects the rejection of a singular teaching method in favor of an eclectic approach that draws from multiple methodologies to address the dynamic and diverse needs of young learners. Saraswathi emphasizes that —different methods may be appropriate to different contexts,‖ a perspective evident in the program's flexible structure, which adapts to the specific developmental and linguistic challenges of its audience.

Diane Larsen-Freeman's assertion that —no single truth necessarily accounts for the whole of language acquisition‖ is central to the design of the didactic units, which combine strategies from communicative language teaching, task-based learning, and play-based methodologies. These units promote both functional language use and holistic engagement, recognizing the

multifaceted nature of language learning in early childhood.

Kumaravadivelu's concept of —principled pragmatism‖ further underpins the program's philosophy, empowering teachers to create meaningful, contextually relevant learning experiences. For instance, the program incorporates culturally responsive materials and activities tailored to the realities of public school classrooms, echoing Freeman and Freeman's critique of standardized solutions that disregard local conditions and learner diversity.

By weaving together elements from various approaches, **English for Little Explorers** exemplifies the Post-Method Era's call for teacher agency and methodological flexibility, providing a robust framework for fostering young learners' linguistic and cognitive development in a context-sensitive manner.

The **Teacher's Guide** also includes an **Extra Support** section, offering flashcards that can be used to introduce vocabulary or as tools for engaging and interactive activities, enriching the learning experience.

Confucius once said, —I hear, and I forget. I see, and I remember. I do, and I understand.‖ This statement is particularly relevant for young learners, who are beginning to make sense of the world through their experiences. Piaget (1970) emphasized that children are active learners and thinkers, constructing knowledge through their interactions with the physical environment in distinct developmental stages.

Primary school students typically fall within Piaget's Preoperational Stage (ages 2-7) and Concrete Operational Stage (ages 7-11). Very young learners, aged 5-7, are generally in the later part of the Preoperational Stage. At this stage, children exhibit egocentric tendencies and a vivid imagination but are gradually beginning to distinguish between fantasy and reality. Their learning is shaped by their active engagement with their surroundings, making hands-on and experiential activities highly effective.

English for Little Explorers is grounded in retrieval-based learning, a strategy that has proven effective in fostering long-term knowledge retention across various age groups, including preschoolers (Fritz, Morris, Nolan, & Singleton, 2007). This approach emphasizes the active recall of information, which strengthens memory pathways and deepens

understanding over time. Research suggests that retrieval practices are particularly beneficial for young learners as they engage in forming foundational language skills and cognitive connections critical for future academic success.

By integrating age-appropriate retrieval techniques—such as interactive games, visual prompts, and repetition within meaningful contexts—**English for Little Explorers** ensures that learning is both engaging and effective. For instance, activities that encourage children to recall vocabulary and apply it to familiar scenarios help consolidate language acquisition while promoting critical thinking skills. These strategies align with developmental theories, such as Piaget's stages of cognitive development, underscoring the importance of active participation and interaction in the learning process.

Another retrieval technique employed in **English for Little Explorers** is the **Learning Strategy moments** incorporated at the end of each unit. During this phase, students revisit and review the topics and skills covered throughout the unit. This reflective process not only reinforces memory retention but also helps consolidate their learning. By encouraging students to actively recall and engage with what they have learned, this stage enhances their sense of achievement and fosters a deeper understanding of the material.

In the final stage of the unit, Check Your Progress, the —not yetll mindset, as introduced by Dweck (2014), is used to guide self-assessment. This mindset shifts the focus from perfection to growth and development, encouraging students to view challenges as opportunities for improvement. By embracing the idea that mastery is a process, students are motivated to revisit and reinforce areas they have not yet fully grasped, fostering a positive attitude toward continuous learning. One effective method for engaging young learners in self-assessment is the use of emojis, which provide a visual and relatable way for children to express their progress and feelings about their learning. This system is accessible, interactive, and fun, making it ideal for five-year-olds who benefit from visual cues and simple tools to reflect on their progress. Additionally, it fosters self-awareness and helps teachers gain valuable insights into their students' learning experiences. Incorporating this approach into lessons or activities can create a supportive and engaging environment where young learners feel motivated to succeed.

Understanding the individual preferences, interests, and motivations of students is crucial for

effectively catering to their diverse learning styles and intelligences in the classroom. By gaining insight into their hobbies, personal likes and dislikes, as well as their reasons for learning English, teachers can create a more learner-centered and inclusive environment. This personalized approach ensures that a variety of activities are offered, enhancing engagement and accommodating the unique needs of each student (Foord, 2009).

This material —English for little explorerll provides a comprehensive framework for promoting a positive and engaging learning environment. By introducing some content and skills, establishing clear objectives and target language, teachers can effectively prepare students for a successful school year. Through interactive activities, students will develop essential skills and build a solid foundation for future learning. The units book end with valuable conclusions that emphasize the importance of creating a welcoming and supportive classroom culture, promoting student engagement and celebrating individual growth. A positive learning experience can shape students' attitudes towards English, making them more motivated and eager to learn. The units provide a multisensory, engaging, and developmentally appropriate introduction to English, laying a strong foundation for future learning.

2 REFERENCES FOR THE RESOURCES USED IN THE UNITS

BOOK COVER

Picture:

Taken from: <https://acesse.one/svJfh>. Access: November 18, 2024.

ILUSTRATIONS OF THE UNITS

Pictures:

Taken from: <https://www.canva.com> . Access: November, 2024.

UNIT 1

Game 1:

Taken from: <https://encr.pw/DwHYC>. Access: July 20, 2024.

Game 2:

Taken from: <https://acesse.one/ewa9l>. Access: July 20, 2024.

Numbers 1 to 10:

Taken from: <https://l1nk.dev/ZEFXu>. Access: July 10, 2024.

School Materials:

Taken from: <https://l1nk.dev/ONMIm>. Access: July 10, 2024.

Video 1:

Taken from: <https://acesse.one/I9dHV>. Access: July 11, 2024.

Vídeo 2:

Taken from: <https://l1nk.dev/I9dHV>. Access: July 11, 2024.

Video 3:

Taken from: <https://acesse.one/LybsI>. Access: July 13, 2024.

Video 4:

Taken from: <https://11nk.dev/vChNv>. Access: July 13, 2024.

Video 5:

Taken from: <https://11nk.dev/Xzwtn>. Access: July 13, 2024.

UNIT 2

Activity 6:

Taken from: <https://11nq.com/qqhBO>. Access: July 11, 2024.

Parts of the face:

Taken from: <https://11nk.dev/LDmMN>. Access: July 10, 2024.

Shapes:

Taken from: <https://11nk.dev/QGxTg>. Access: July 10, 2024.

Video 1:

Taken from: <https://11nq.com/P28K8>. Access: July 11, 2024.

UNITS 1 AND 2

Extra Support

Language Cards:

Taken from: <https://11nk.dev/EI0Rr>. Access: July 26, 2024.

Weekly Chart:

Taken from: <https://11nk.dev/xX1Af>. Access: July 10, 2024.

Video 1:

Taken from: <https://11nq.com/jsjHv>. Access: July 10, 2024.

Video 2:

Taken from: <https://11nq.com/tUsPD>. Access: July 11, 2024.

Video 3:

Taken from: <https://11nq.com/OSRoA>. Access: July 11, 2024.

Video 4:

Taken from: <https://l1nq.com/kfHp7>. Access: July 11, 2024.

Video 5:

Taken from: <https://l1nq.com/hZKfn>. Access: July 11, 2024.

Video 6:

Taken from: <https://l1nk.dev/0C43O>. Access: July 11, 2024.

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APENDIX A — English for Little Explorers

ENGLISH FOR LITTLE EXPLORERS

TEACHER'S GUIDE

TEACHER'S GUIDE AND UNITS	
WARM UP	Engaging activities to introduce the topic, capture students' interest, and prepare them for new content.
LISTENING AND READING (Detailed Observation)	Activities that develop comprehension and attention to detail through exposure to the target language.
GRAMMAR (Language Structure)	Contextualized learning of basic grammatical concepts through guided discovery.
PRONUNCIATION	This section presents grammar inductively. It works on meaning, use and form. Focused practice on sounds and intonation to build oral proficiency.
PRACTICE AND SPEAKING	Hands-on and oral activities to reinforce learning and encourage active participation.
WRITING	While not a primary focus, students express themselves through drawing, which can serve as a precursor to writing. Labeling their drawings introduces basic written skills.
LEARNING STRATEGY	These reflective moments are embedded throughout the units and the Check Your Progress section. They encourage students to review topics, set learning goals, and use strategies like repetition, association, and real-world application to internalize the target language.
CHECK YOUR PROGRESS	A review section to consolidate learning and provide a foundation for subsequent lessons.

TEACHER'S GUIDE
UNIT 1: BACK TO SCHOOL

BEFORE PLANNING	
AUDIENCE	First-year elementary school students considering the age group of six years.
LEVEL	Pre A1 Starters (CEFR).
AIMS	To give students a chance to develop their listening, speaking, and reading skills in English (considering that this age group is in the process of becoming literate in their mother tongue, so it is not yet possible to work on their writing skills) and to encourage their use by inserting them into real-life situations in line with the unit's theme.
LANGUAGE PRACTICES	Verbal, audio, visual, corporal and digital.
KNOWLEDGE OBJECTS	<p><i>Greetings:</i> Hello / Hi / Good Morning / Good Afternoon / Goodbye...</p> <p><i>School Objects:</i> pencil / book / notebook / crayon / eraser / pencil case/ backpack / paper.</p> <p><i>Colors:</i> red / blue / green / yellow / white / black / pink / orange.</p> <p><i>Numbers:</i> one / two / three / four / five / six / seven / eight / nine / ten.</p>
SKILLS	<p><i>Greetings:</i> understand the use of greetings in each situation and their social/cultural function.</p> <p><i>School Objects:</i> Name school objects by pronouncing the words. Use vocabulary in the classroom. Understand words and their meaning.</p> <p><i>Colors:</i> identify the colours. Understand by hearing and knowing how to pronounce the words for colours. Communicate by saying what colours they like and don't like.</p> <p><i>Numbers:</i> Recognise numbers. Name the numbers. Relate numbers to the quantity of objects, things and animals.</p>

TEACHER'S GUIDE
UNIT 2: LOOK AT MY FACE

BEFORE PLANNING	
AUDIENCE	First-year elementary school students considering the age group of six years.
LEVEL	Pre A1 Starters (CEFR).
AIMS	To give students a chance to develop their listening, speaking, and reading skills in English (considering that this age group is in the process of becoming literate in their mother tongue, so it is not yet possible to work on their writing skills) and to encourage their use by inserting them into real-life situations in line with the unit's theme.
LANGUAGE PRACTICES	Verbal, audio, visual, corporal and digital.
KNOWLEDGE OBJECTS	<i>Face:</i> eyes / ears / mounth / nose / head / hair. <i>Shapes:</i> circle / square / rectangle.
SKILLS	<i>Face:</i> Identify each part of the face. Name the parts of the face. <i>Shapes:</i> Identify and name geometric shapes in English and relate them to everyday objects. Use social practices to ask and answer questions about geometric shapes.

APENDIX B — Little Explorers Practice Pack

English for Little Explorers

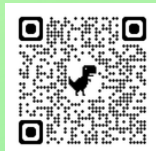


UNIT

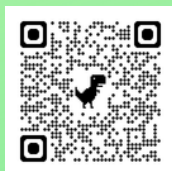
1

BACK TO SCHOOL

Use the QR Code to access
the FLASHCARDS



Use the QR Code to access
the SONG



Use the QR Code to access
the Memory Game:

Warm-up



Peça aos estudantes que observem a imagem atentamente e digam o que veem. Explore a imagem com eles. Reproduza a canção "GREETING AND FEELINGS SONG!" faça gestos enquanto canta para que compreendam o que diz a canção. Reproduza novamente o áudio e após certificar-se de que eles compreenderam. Fale um pouco sobre os diferentes tipos de cumprimento que as pessoas utilizam no dia a dia. Aproveite esse momento para falar um pouco sobre como as crianças se sentem ao retornarem à escola e explore os FLASHCARDS da song. Auxilie-os na dramatização em duplas. Lembre-se de que os estudantes estão ainda em processo de alfabetização em sua língua materna. Sendo assim, não é necessário neste momento nenhuma cobrança específica de compreensão leitora. Para tornar o momento ainda mais divertido que tal brincar de memory game acessando o link: <https://learningapps.org/watch?v=psv3fbu9n24>. Access: July 20, 2024.



Are you ready to have fun?

Let's dive in!

ACTIVITY 1



Peça aos estudantes que observem a imagem da página 1 novamente e ressalte a importância do lar (home) e da escola (school) na vida de toda criança. Diga que é muito bom frequentar uma escola, pois no ambiente escolar aprendemos a conviver com outras crianças, fazemos amigos e aprendemos muitas coisas importantes para nossa vida. Depois, explore a imagem com a turma e peça a eles que digam o que veem, ativando o conhecimento prévio deles em inglês, como teacher, student, backpack,, entre outras. Apresente os **FLASHCARDS** dos materiais escolares e convide-os a fazer inferências e formular hipóteses. Apresente as funções comunicativas: *Is it (a book?) Yes./No.* e *This is (a notebook).* Agora peça que observem a página 2 atentamente e use o comando *I spy with my little eyes (a pencil)* e os estudantes deverão apontar para o lápis que está na imagem. Se desejar peça que circulem os materiais escolares de acordo com seu comando. Para tornar o momento ainda mais divertido, peça aos alunos que digam: *I spy with my little eyes inside my backpack...* e têm de dizer o que vêem utilizando a língua inglesa. Outra ideia seria colocar material escolar em duas secretárias e pedir-lhes que, em pares, utilizem a estrutura: *Eu espio com os meus olhinhos... O que é que consegues espiar?*

I spy with my little eyes ...

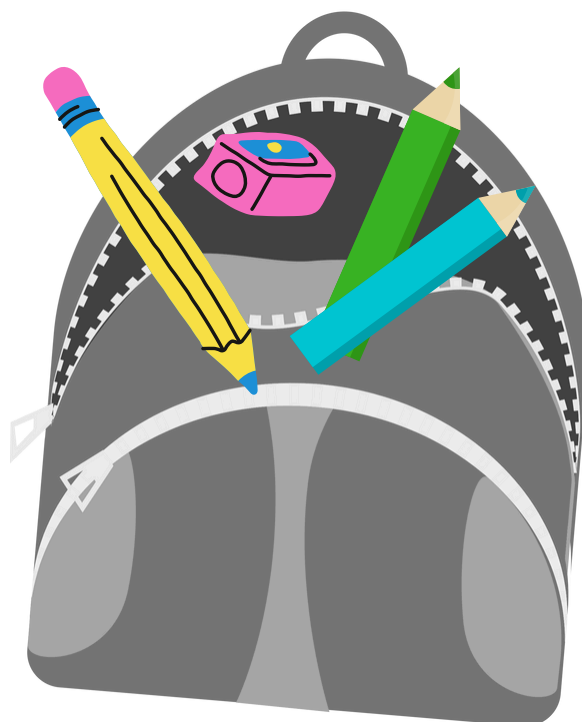
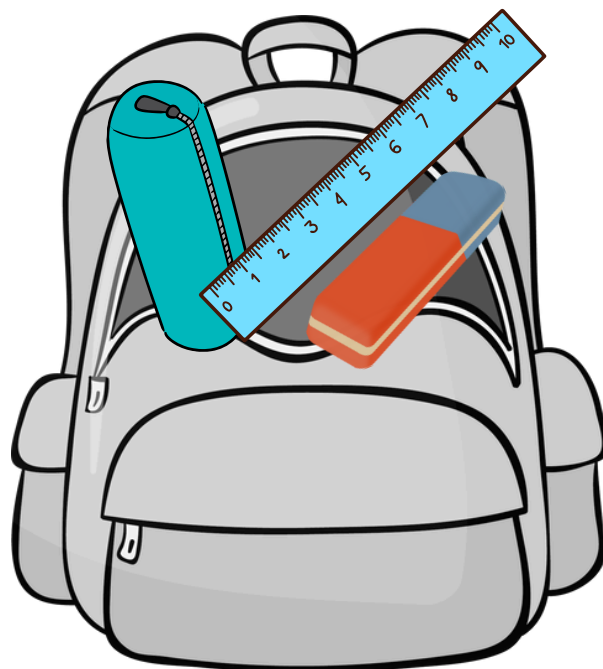


ACTIVITY 2



Antes de apresentar a página, utilize a *Mystery Box* (sugestão de uso no teacher's guide) e coloque materiais escolares dentro. Os estudantes terão que adivinhar o que tem. Após esse momento de diversão utilize os **FLASHCARDS** mostrando três de cada vez, diga os nomes em inglês peça que repitam e depois coloque as cartas viradas e tire uma. Mostre as duas que ficaram e pergunte (What's missing?) os estudantes deverão dizer o nome da carta que você retirou em inglês. Repita a brincadeira enquanto todos estejam envolvidos. Agora peça que abram o livro na página 3 e diga que terão que descobrir o que está faltando na schoolbag que não tem cor e em seguida deverão desenhar o objeto que sumiu.

OH NO, WHAT'S MISSING?

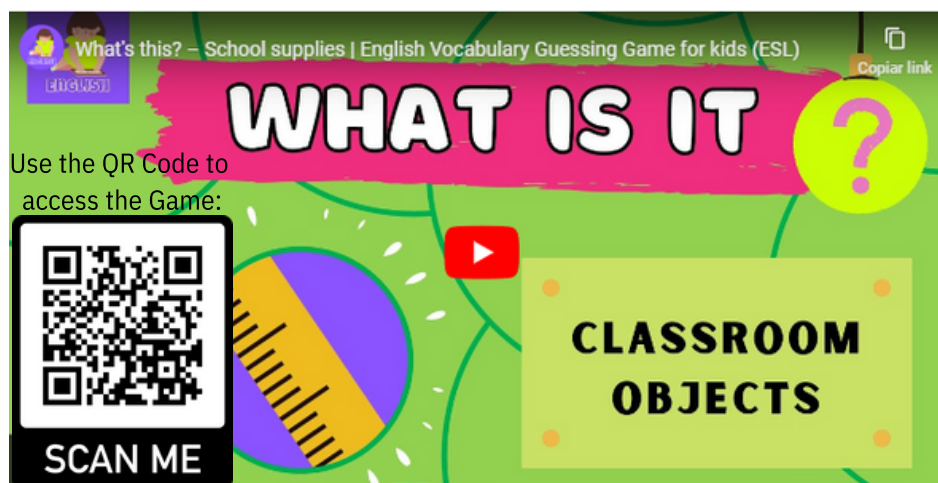


ACTIVITY 3



Antes de iniciar o jogo, explore a imagem dos materiais escolares, pedindo aos estudantes que circule somente os materiais que o professor pedir e que deverão circular utilizando os lápis de cor na cor escolhida pelo professor. Coloque o vídeo e diga aos estudantes que à medida que a imagem for aparecendo eles deverão identificar dizendo em inglês o que a imagem mostra. Aproveite o momento para utilizar perguntas como: "What is it?", "It is a/an...?"

GUESSING GAME





ACTIVITY 4



LISTEN AND SAY.

Comece por relacionar a atividade com a rotina escolar diária dos estudantes. Peça que pensem nas suas atividades matinais, tais como contar os passos para a sala de aula, o número de lápis no estojo ou os amigos que cumprimentam todos os dias. Utilize este contexto para introduzir a ideia de contagem de uma forma divertida e significativa. Mostre uma ilustração colorida de pintinhos e pergunte: "Quantos pintinhos tem nesta imagem? Vamos contar juntos!" Encoraje-os a contar primeiro em voz alta na sua língua materna, como podem fazer quando estão a organizar o material escolar ou a contar os colegas. Quando todos estiverem à vontade, introduza os números em inglês, dizendo-os em voz alta e pedindo aos estudantes que repitam depois de si. Para reforçar esta ideia, utilize [FLASHCARDS](#) com os números de 1 a 10, à semelhança do que acontece quando reconhecem alguns objetos durante as atividades da sala de aula. Faça corresponder os cartões aos pintinhos da imagem.

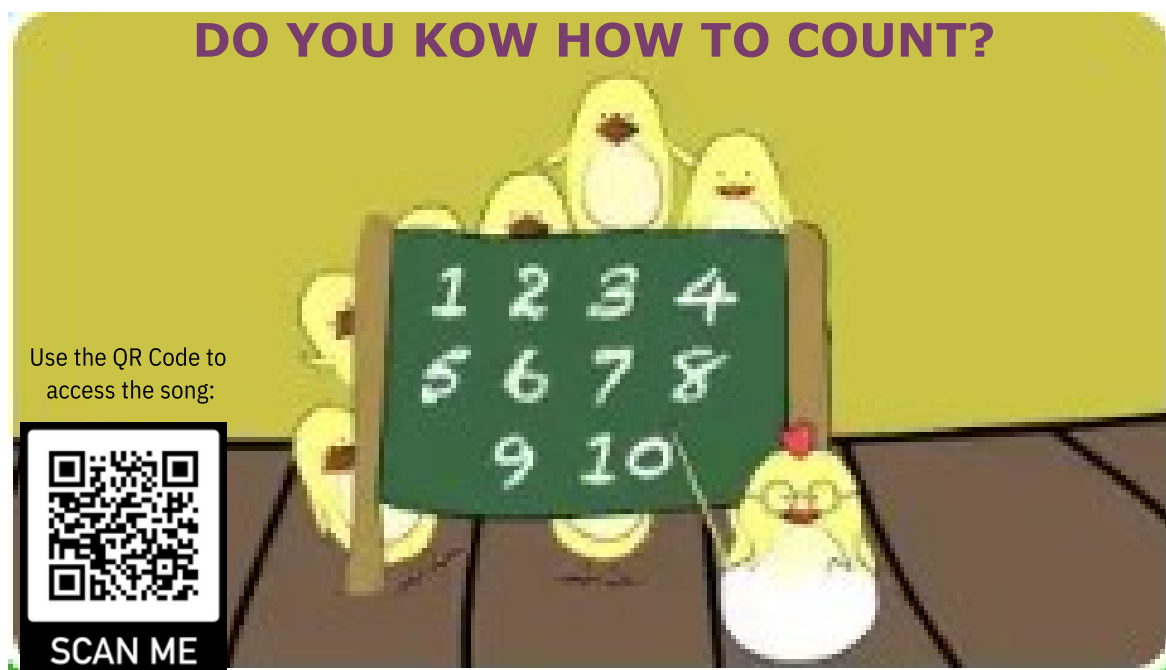


ACTIVITY 5



LISTEN AND SING.

Reproduza a canção de contagem animada através do QR CODE, convidando os estudantes a cantar e a imaginar a contagem de pintinhos - um cenário lúdico que se liga à sua curiosidade e gosto por contar histórias. Reproduza o áudio, incentivando a participação e ajudando-os a ganhar confiança na utilização natural do inglês.

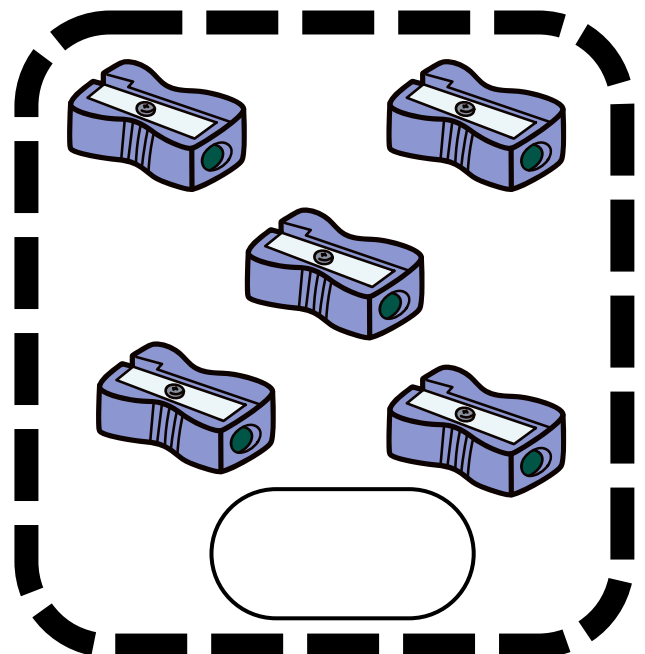
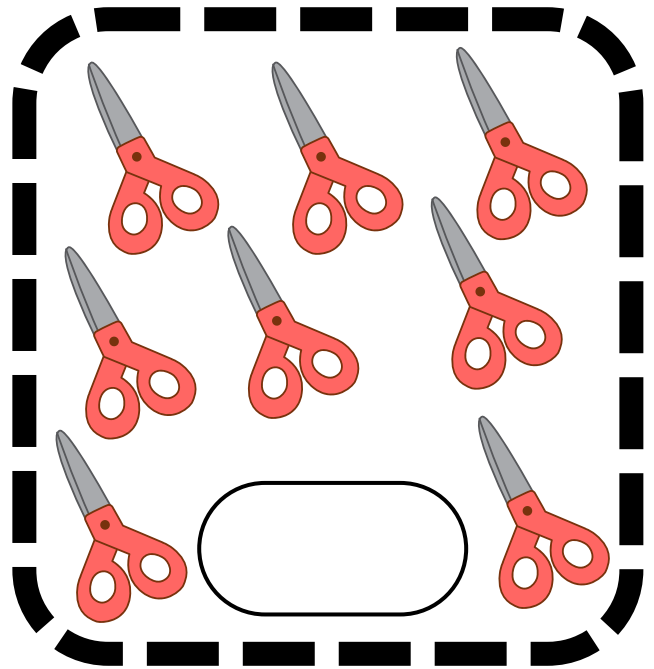
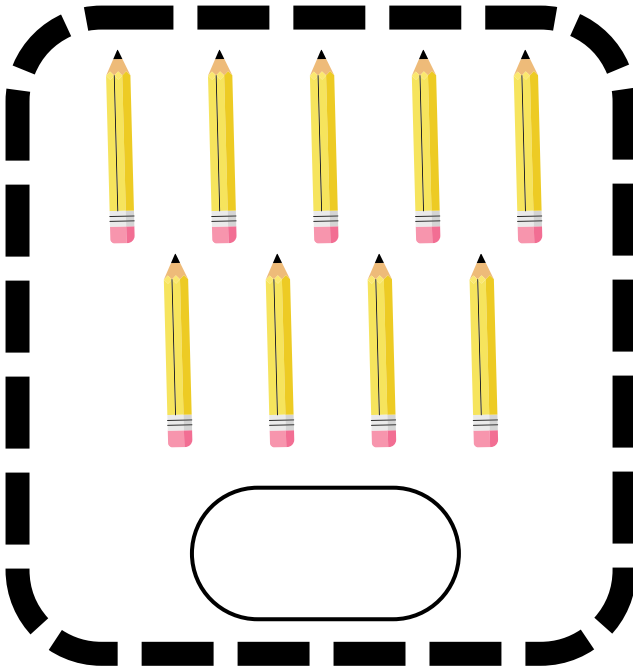


ACTIVITY 6



Antes de iniciar a atividade, pergunte aos alunos que idade têm: Quantos anos tem? pergunte-lhes qual é o seu número preferido: Qual é o teu número preferido? e pergunte-lhes onde encontram os números: Onde podemos encontrar os números? Peça aos estudantes que observem a ilustração e identifiquem os objetos. Então, liste-os no quadro. Em seguida, solicite-lhes que verifiquem a quantidade de cada objeto que há na ilustração e escrevam o numeral correspondente no espaço indicado na imagem.

LOOK, COUNT, AND WRITE



1 2 3 4 5 6 7 8 9 10

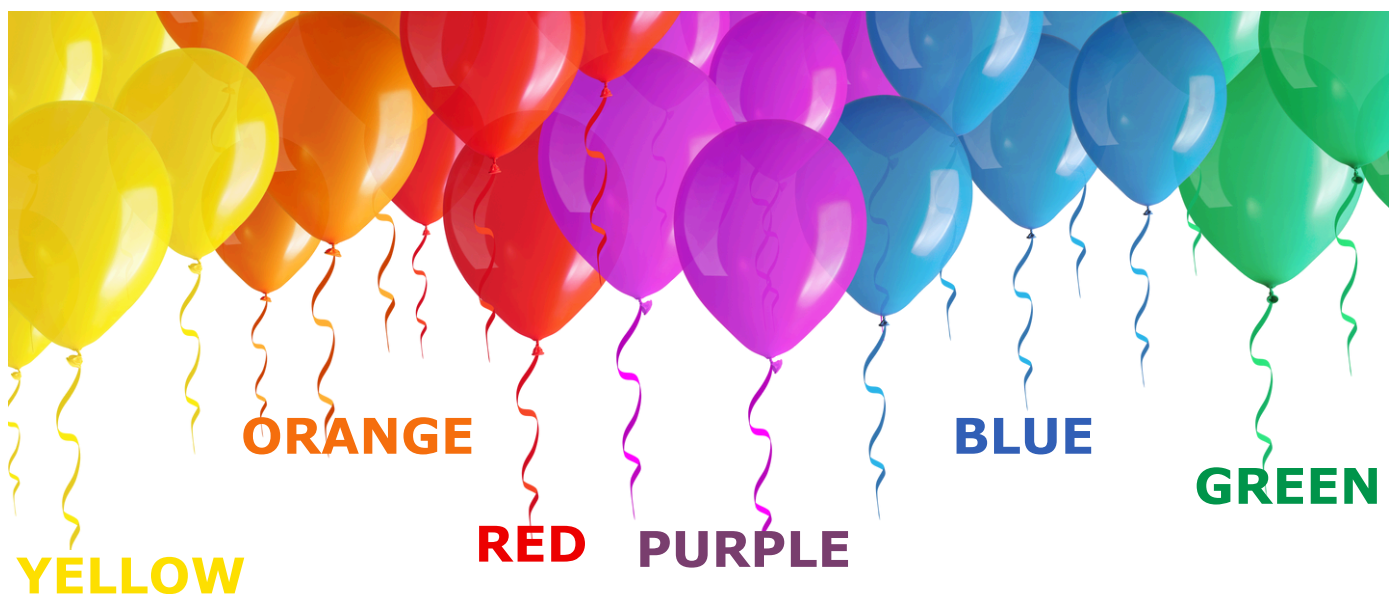
ACTIVITY 7



LISTEN, POINT AND SAY

Pergunta à turma quem gosta de desenhar, colorir e brincar com pincéis e tintas. Pergunte a eles se gostam das aulas de Arte e incentive-os a dizer por que gostam. Peça aos estudantes que observem a imagem. Chame a atenção deles para o nome das cores e ensine em inglês. Peça que repitam. Em seguida, use as funções comunicativas *What color is it? It's red.* Por fim, pergunte qual é a cor preferida dos estudantes *What's your favorite color?* estimulando-os a dar respostas em inglês. Distribua folha de papel A4, tinta guache nas cores estudadas e pincel para cada estudante e peça a eles que use a imaginação e crie sua própria pintura.

I SEE COLORS EVERYWHERE



Use the QR Code to access the song:



SCAN ME

QR code com sugestão de música para ativar o conhecimento prévio.





Inicie a atividade dizendo que vemos cores em todos os lugares. Em seguida, aponte para alguns objetos da sala de aula e pergunte a cor de cada um em inglês (What color is it?), ativando o conhecimento prévio deles, como blue, orange, yellow, red, green, entre outras, dizendo por exemplo It's (blue). Após algumas práticas, leia o enunciado da atividade e explique que devem ouvir o professor e colorir o material escolar correspondente na imagem. Dite pausadamente: A red sharpener / A blue scissors / An orange notebook, até que todos os materiais escolares estejam coloridos.

LISTEN AND COLOR



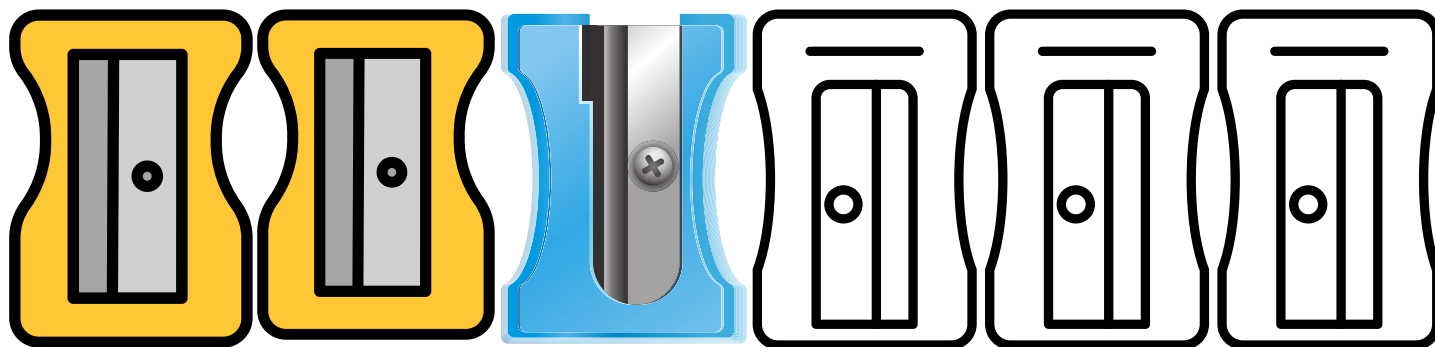
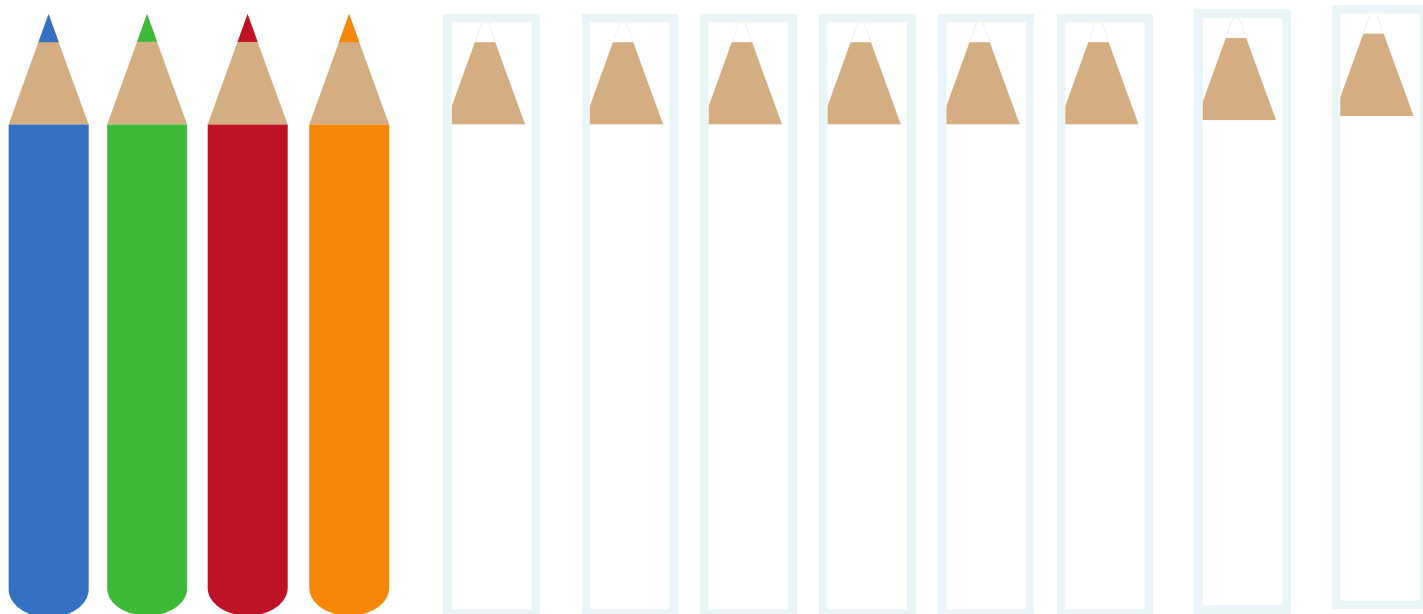


ACTIVITY 9



Sugere-se que o professor faça algumas sequências previamente utilizando os FLASCARDS. Coloque as cartas uma ao lado da outra: A red rubber, a purple rubber, a yellow rubber, a red rubber, a purple rubber, What's next?. Criar três ou quatro sequências diferentes e deixar que os estudantes organizem sequências lógicas com o grupo. Encoraje-os a perguntar: What's next?. Em seguida, leia o enunciado e explique aos estudantes que eles devem observar as cores dos objetos e colorir as imagens em branco, de acordo com a sequência de cores de cada alternativa. Para corrigir com a turma toda, convide alguns estudantes adizer a sequência de cores e objetos escolares em inglês, por exemplo: A blue colored pencil /A green colored pencil.

COLOR THE SEQUENCE



ACTIVITY 10



Os estudantes devem ouvir e seguir as instruções dadas na canção.

SING AND FIND THE COLORS





Peça aos estudantes que desenhem seus materiais escolares, em grupo ou individualmente. Ao finalizarem, conduza o grupo ou o estudante a mostrarem seus desenhos e dizerem o que desenharam. Encourage-os a usarem o Chunk: It's (a pencil) / It's (a red sharpener).

SHOW AND TELL



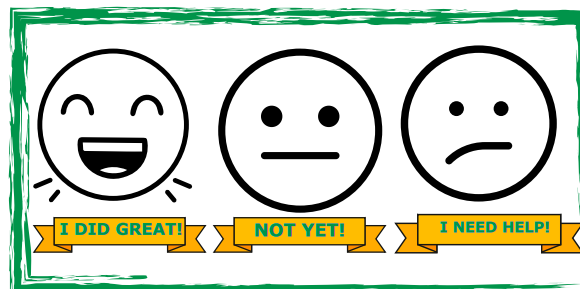
LEARNING STRATEGY

Chegamos ao final desta unidade. Dê aos alunos muitas oportunidades para utilizarem e aplicarem o vocabulário-alvo de uma forma interactiva e cativante. Veja algumas sugestões no manual do professor.



CHECK YOUR PROGRESS

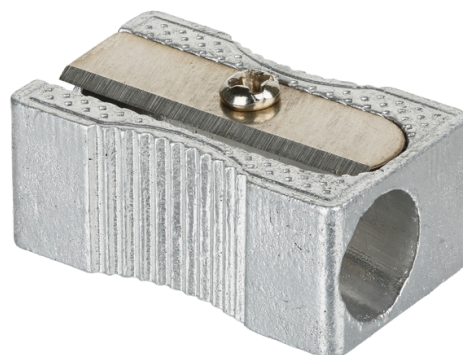
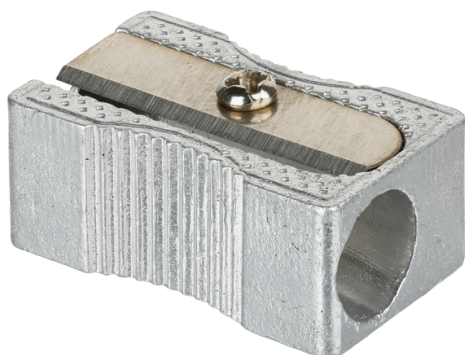
Explique aos estudantes a função e importância desta seção de autoavaliação. Diga que serve para contribuir para o estudo e aquisição da língua inglesa. É importante que neste momento eles reflitam sobre a participação e o empenho nas aulas de inglês. Incentive-os a responder às questões: Você fez as tarefas da unidade? (Did you do the activities of the unit?) Buscou ajuda e aprendeu? (You asked for help and learned?). Apresente as expressões abaixo de cada emoji fazendo gestos e expressões faciais para ajudá-los a compreender o significado de cada uma delas. Peça-lhes que reflitam sobre seu progresso e instrua-os a colorir o emoji que corresponde ao seu nível de aprendizado.



MEMORY GAME

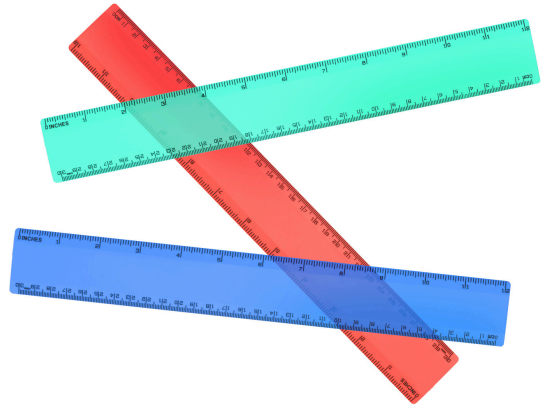
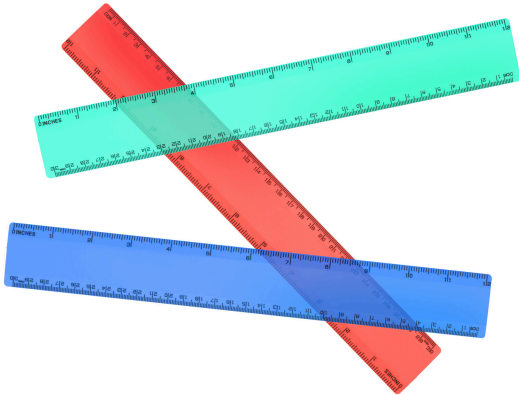
Objetivos: Consolidar o vocabulário estudado e estimular a memória. Organize os estudantes em duplas ou grupos de 3 a 5 integrantes. Eles vão utilizar apenas um conjunto de mini-cards completo (figura-figura). O jogo inicia com todas as cartas viradas para baixo. Um por vez, os estudantes vão desvirando as cartas, de duas em duas, tentando formar duplas de figuras correspondentes. Os pares formados são retirados do conjunto, e será vencedor o estudante que formar o maior número deles.

LET'S CUT OUT!



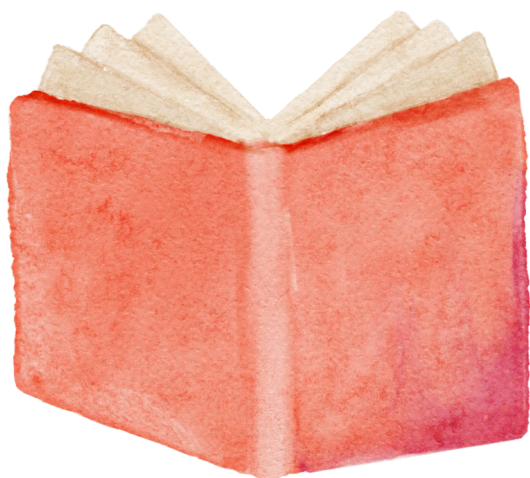
MEMORY GAME

LET'S CUT OUT!



MEMORY GAME

LET'S CUT OUT!



MEMORY GAME

LET'S CUT OUT!



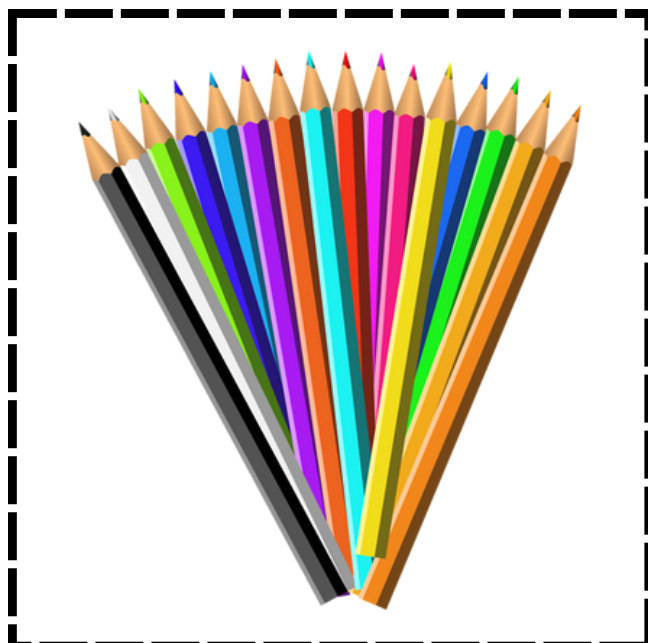
MEMORY GAME

LET'S CUT OUT!



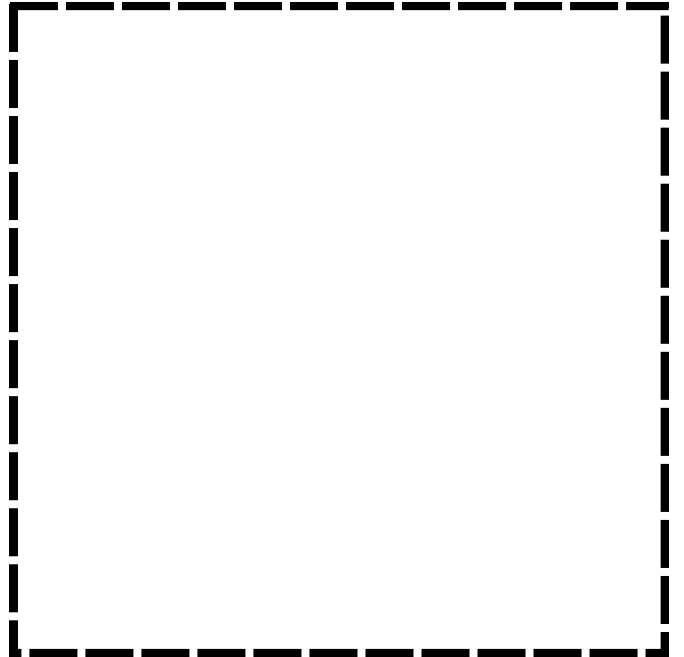
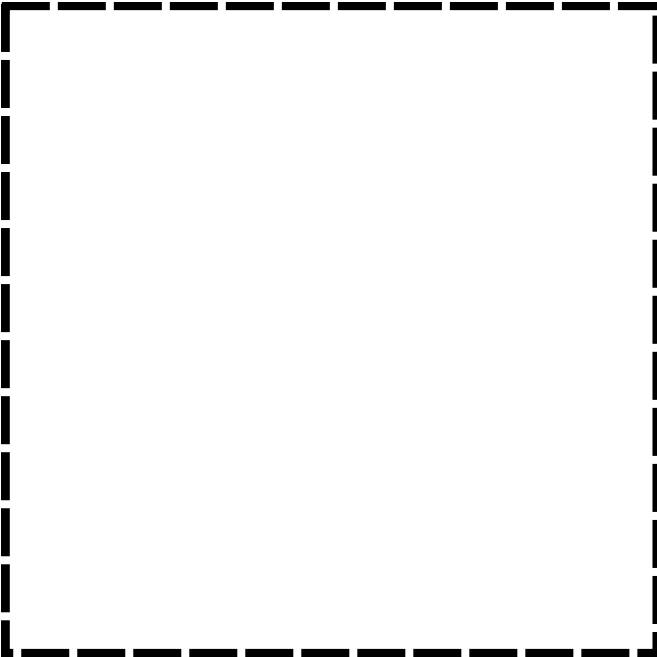
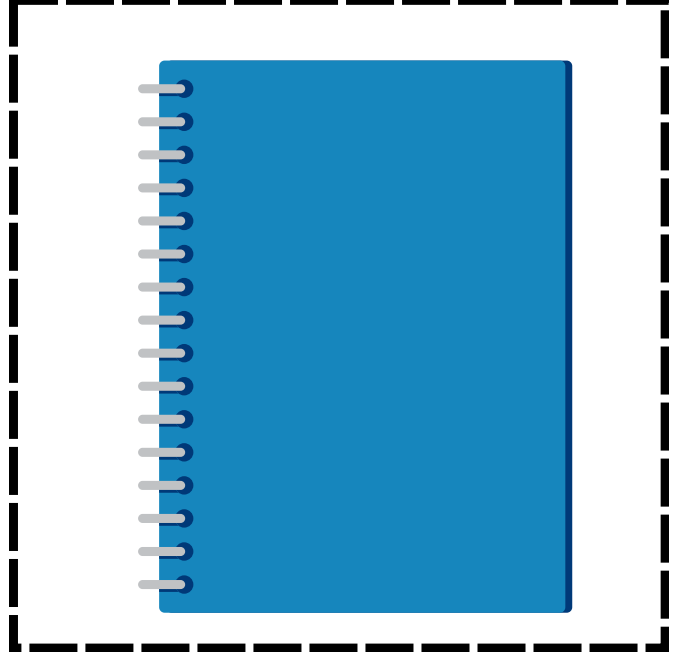
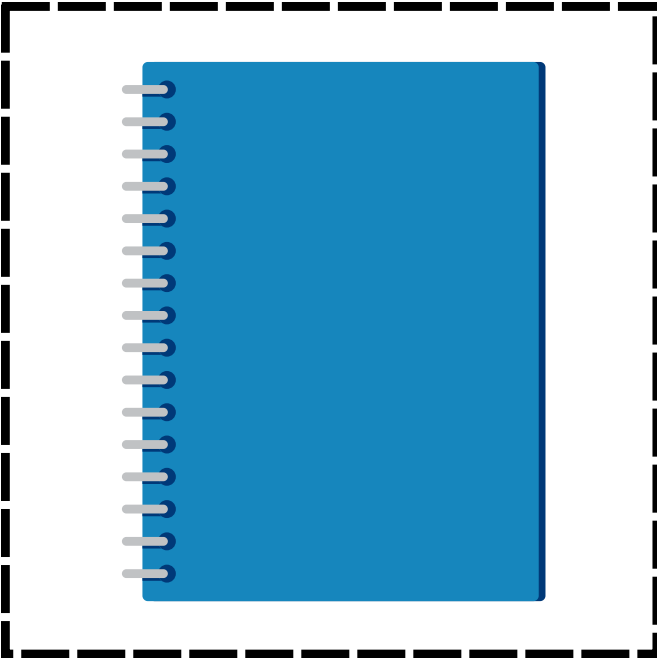
MEMORY GAME

LET'S CUT OUT!



MEMORY GAME

LET'S CUT OUT!



UNIT

2

LOOK AT MY FACE

Warm-up



Use the QR Code to access
the SONG "[We All Have Faces](#)"

Warm-up

Inicie a aula apontando para o Emoji e pergunte aos estudantes o que veem. Aponte para os (eyes, nose, mouth, ears) dizendo as palavras em inglês e peça que repitam. Explore a imagem do emoji para que percebam que agora vão estudar as partes do rosto (the face). Ao apresentar os vocabulários novos, aponte para as partes do rosto no emoji e encoraje os estudantes a apontálos no próprio rosto deles. Como atividade de consolidação de vocabulário e de pronúncia, diga aos estudantes: Show me your nose/eyes/ears/mouth. Reproduza a canção "[We All Have Faces](#)". Faça gestos enquanto canta para que compreendam o que diz a canção. Se for possível apresente o vídeo da canção para os estudantes para tornar o momento ainda mais significativo e interessante.



ACTIVITY 1

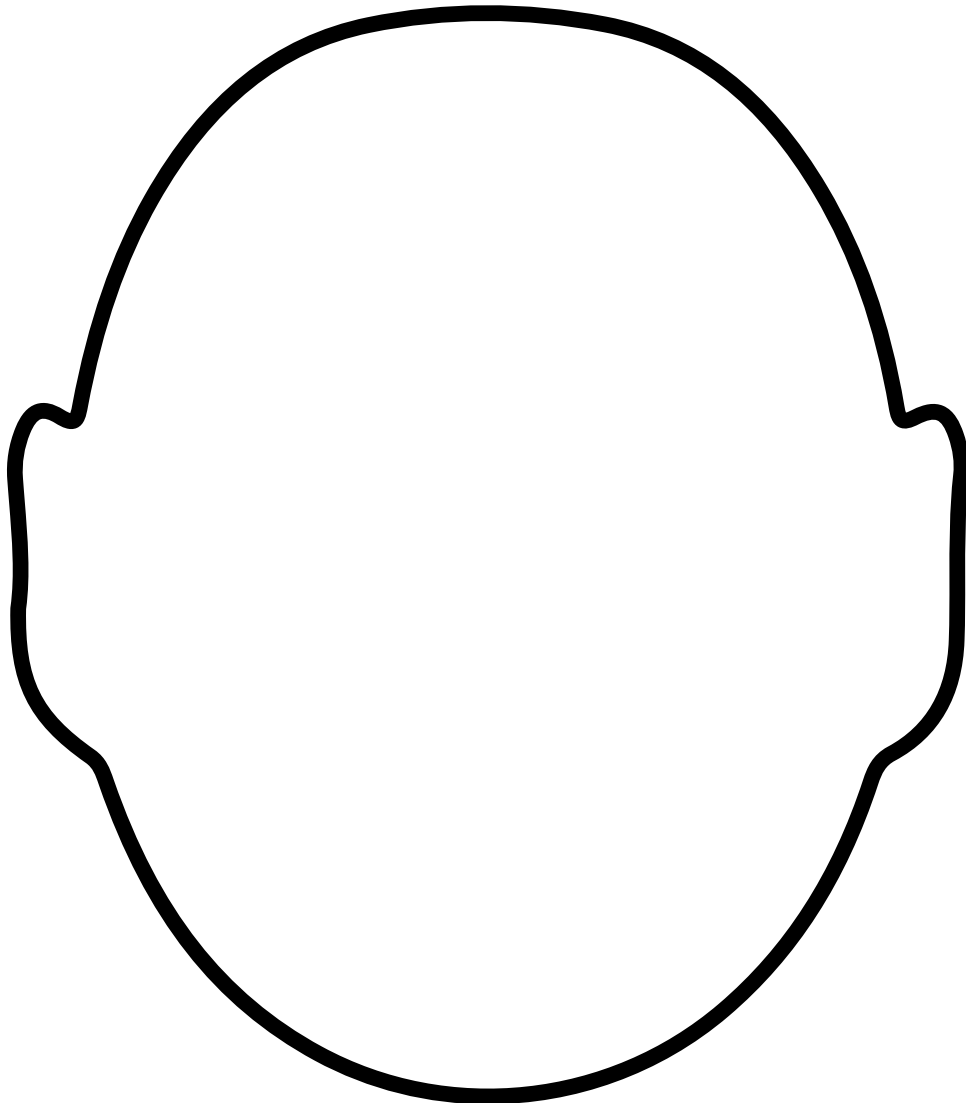


Peça aos estudantes que desenhem seus próprios rostos, como se fossem criar seus "emojis" pessoais. Diga a eles para pensarem nas partes principais: eyes, nose, mouth, ears, enquanto desenhavam. Incentive a personalização, permitindo que escolham uma expressão (feliz, triste, surpresa) para seus rostos, como os emojis. Após o desenho, peça que cada estudante apresente seu "emoji pessoal" para a turma, dizendo em inglês as partes do rosto que desenharam. Exemplo:

"These are my eyes, this is my nose, this is my mouth, and these are my ears."

A turma pode repetir em coro as palavras enquanto cada estudante apresenta. Reforce o aprendizado mostrando novamente os emojis e pedindo aos estudantes para nomearem as partes do rosto em inglês. Você também pode brincar de apontar rapidamente para diferentes partes do seu próprio rosto e perguntar "What's this?" para que eles respondam. Se ainda tiver tempo, cante a canção sugerida na atividade 1 e peça que cantem e dançam.

DRAW YOUR FACE



ME

ACTIVITY 2

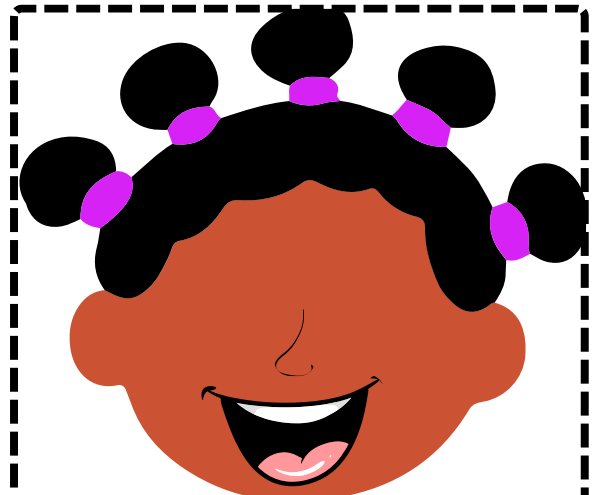
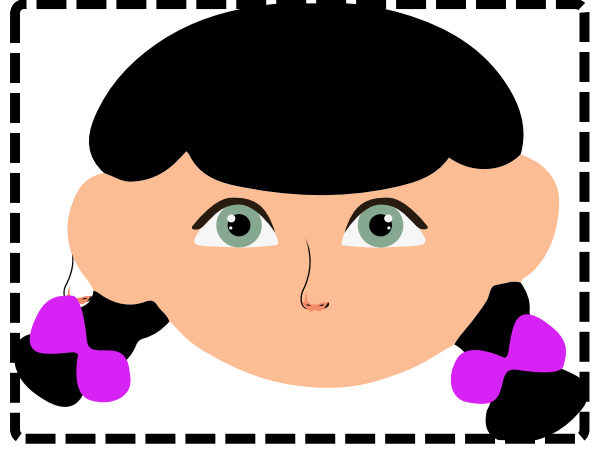


Comece a atividade apresentando um boneco ou marionete. Dizer: "Este é o meu amigo! Podem me ajudar a nomear as partes do rosto dele? "Aponte para os olhos, o nariz, a boca e as orelhas do boneco, um a um, dizendo cada parte em inglês. Peça aos estudantes que repitam em seguida. Divirta-se com isto! Faça o boneco "falar" e peça aos estudantes que apontem para as suas próprias faces enquanto repetem o vocabulário. Mostre os **flashcards** e jogue "What's missing" com eles.



Use the QR Code to access the flashcards

STICK THE MISSING PARTS



STICKERS

Explique que faltam algumas partes importantes nos rostos! Peça aos estudantes para destacarem os adesivos relacionados com esta atividade e completarem os rostos. Verifique, perguntando aos estudantes: "O que é que está faltando aqui?" (Apontar para as imagens e pedir a palavra). Chame a atenção para cada parte em inglês:

"Encontre os olhos e cole-os no rosto!"

"Agora encontre um nariz!"

"Podes acrescentar uma boca?"

Enquanto colam as partes, repitam as palavras em conjunto para reforçar o vocabulário.

Antes de iniciar a atividade, diga aos estudantes que vão brincar de "Simon Says" com as partes do rosto. Se o comando começar por "Simon Says", devem fazê-lo. Se não começar, devem ficar parados e não seguir o comando. Se não começar, devem ficar quietos e não seguir o comando. Para mais informações, consulte o Manual do Professor.

LET'S PLAY



ACTIVITY 4 - Part 1

Comece a aula debatendo o fato de todas as pessoas serem especiais e únicas. Utilize os espelhos para ajudar os estudantes a observarem os seus próprios rostos. Peça-lhes para olharem atentamente para os seus olhos, narizes e bocas e compará-los com os dos colegas. Faça perguntas como:

- “Temos todos o mesmo nariz?”

“Os nossos olhos têm a mesma forma e cor?”

OUR FACES ARE UNIQUE



Revise as partes do rosto utilizando um modelo de rosto grande no quadro. Aponte para os olhos, o nariz, a boca e as orelhas e diga as palavras em inglês. Incentive os estudantes a repetirem em seguida.

Dê-lhes tempo para se olharem novamente nos espelhos e identificarem estas partes nos seus próprios rostos, enquanto repetem as palavras em voz alta.

ACTIVITY 4 - Part 2

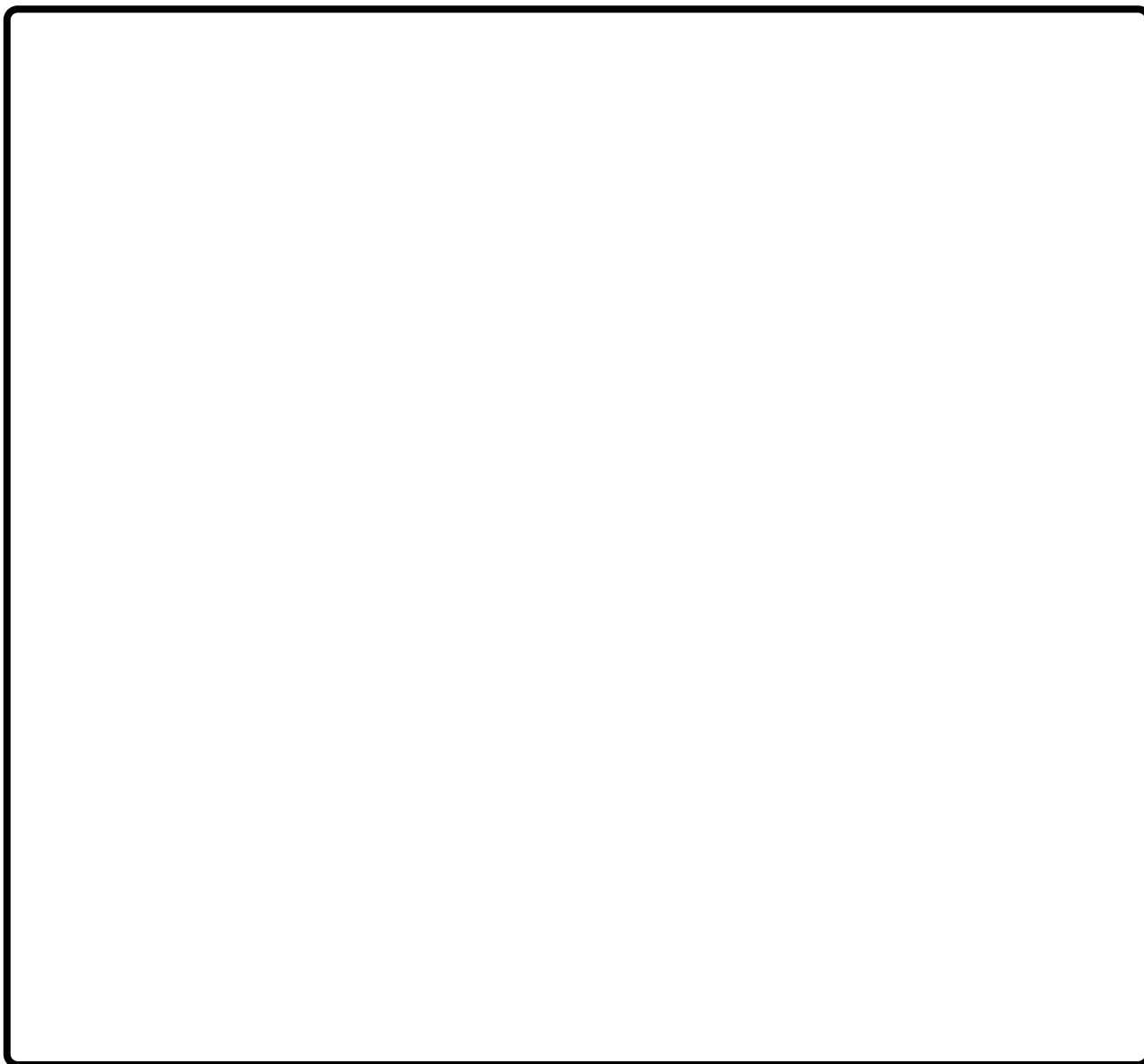
Depois de rever o vocabulário, fale com os estudantes sobre o fato de todos os rostos serem um pouco diferentes, e é isso que nos torna únicos.

- "Alguns de nós têm olhos grandes, alguns de nós têm narizes pequenos e alguns têm olhos de cores diferentes. Não é interessante?"

Incentive os estudantes a apreciarem estas diferenças. Pode dizer-se:

- "Ser diferente é o que nos torna especiais! Todos nós somos bonitos à nossa maneira e os nossos rostos são uma parte do que nos torna únicos."

CREATE YOUR UNIQUE FACE



- Dê a cada estudante uma variedade de recortes de olhos, nariz, boca e orelhas (com diferentes formas, tamanhos e tons de pele).
- Peça aos estudantes para escolherem as características faciais de que gostam e colá-las na página do livro para criarem o seu próprio rosto.
- Incentive-os a colorir o rosto, o cabelo e quaisquer outras características que gostariam de acrescentar. Show and Tell (Para mais informações, consulte o Manual do Professor).

Comece por mostrar [Flashcards](#) as formas básicas (círculo, quadrado, triângulo, retângulo) ou desenhe-as no quadro.

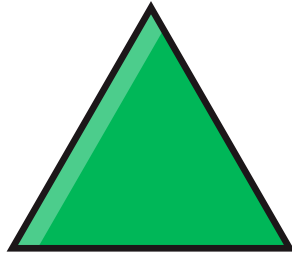
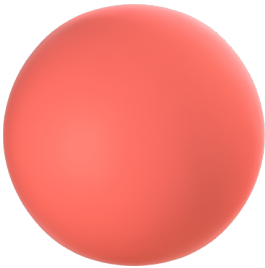
- Pergunte aos estudantes se reconhecem estas formas nas coisas que os rodeiam:
- “Que objectos vemos que têm a forma de um círculo?” (por exemplo, bola, sol)
- “Consegue pensar em algo que seja um quadrado?” (por exemplo, janela)
- Mostre imagens da vida real de objectos compostos por formas para ajudar os estudantes a estabelecer em ligações.

ACTIVITY 5



Use the QR Code to access the flashcards

SHAPE AND FACES



Mostrar imagens de rostos e explicar como as diferentes partes do rosto podem ser feitas utilizando as formas:

- “Os olhos podem ser círculos ou ovais”.
- “Os narizes podem ser triângulos”.
- “As bocas podem ser retângulos ou curvas”.

Deixe os estudantes repetirem o vocabulário, utilizando tanto os nomes das formas como das partes do rosto.

ACTIVITY 6

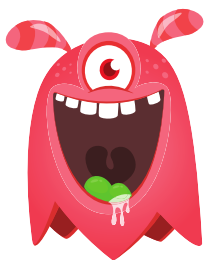
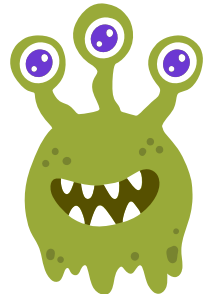
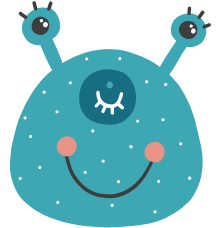
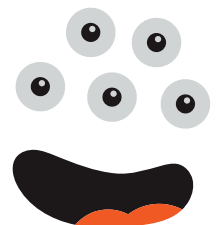


Use the QR Code to access the flashcards

Diga aos estudantes que vão criar os seus próprios rostos de monstro utilizando formas! Diga que os monstros são divertidos e que podem ter as formas que quiserem: redondo, grandes, pequenos, com muitos olhos ou sem nenhum, etc.

- Forneça a cada estudante modelos de rostos de monstro ou papel em branco e uma variedade de formas pré-cortadas (em diferentes tamanhos e cores). Incentive a criatividade.
- "Use a sua imaginação! O seu monstro pode ter olhos triangulares, uma boca circular e talvez até orelhas quadradas!"
- Incentive-os a misturarem formas e partes do corpo de maneiras engraçadas para criar os seus monstros. Para tornar o momento mais divertido, que tal contar a história "O monstro colorido" Acesse o link: <https://padlet.com/eliana338834/great-ideas-njqoohor6obs1cis/wish/YDgnZe4RBVyBQwrA> ou acessando ao código QR.

CREATE A MONSTER'S FACE



Descreva o seu monstro (Prática de expressão oral):

- Quando os estudantes terminarem os seus rostos de monstro, peça-lhes que apresentem as suas criações à turma.
- Podem descrever os seus monstros utilizando vocabulário relativo à forma e às partes do rosto:
- "O meu monstro tem três olhos circulares e um grande nariz triangular!"

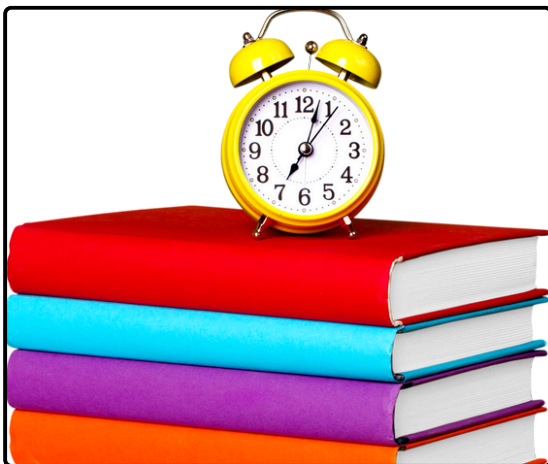
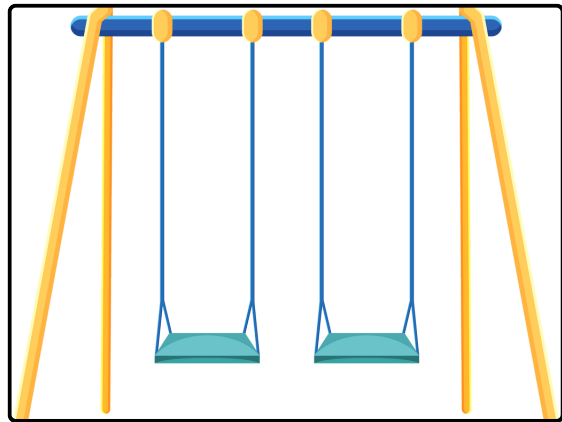
A turma pode repetir as formas e as partes do rosto após cada apresentação, reforçando o vocabulário.

ACTIVITY 7

Após a apresentação dos monstros, ajude os estudantes a perceberem que as formas estão por toda parte, não apenas nos monstros ou nas caras.

- Mostre algumas imagens da vida real (por exemplo, uma casa com um telhado triangular, um carro com rodas circulares) e pergunte:
- "Que formas vocês veem nesta imagem?"
- "Onde mais podem ver formas à nossa volta?" (janelas, portas, livros, etc.)
- Diga que as formas constituem muitas coisas à nossa volta - incluindo os nossos rostos!
- Pergunte aos estudantes:
- "Qual é a sua forma favorita?"
- "Onde é que podemos ver formas na nossa sala de aula?"

SHAPES AROUND US



Depois de rever o vocabulário, fale com os estudantes sobre o facto de todos os rostos serem um pouco diferentes, e é isso que nos torna únicos.

- "Alguns de nós têm olhos grandes, alguns de nós têm narizes pequenos e alguns têm olhos de cores diferentes. Não é interessante?"

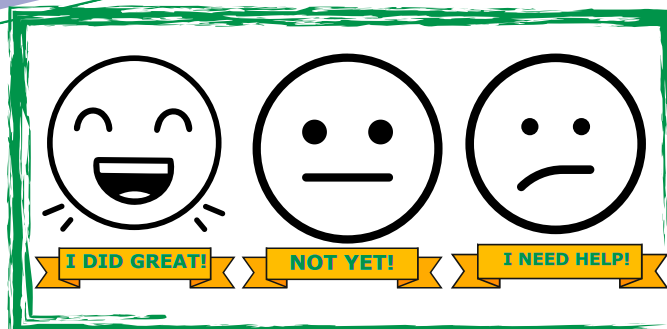
Incentive os estudantes a apreciarem estas diferenças. Pode dizer-se:

"Ser diferente é o que nos torna especiais! Todos nós somos bonitos à nossa maneira e os nossos rostos são uma parte do que nos torna únicos."

GAME - Shape Hunt Adventure: see how to play in the Teacher's Guide.

LEARNING
STRATEGY

Chegamos ao final desta unidade. Dê aos alunos muitas oportunidades para utilizarem e aplicarem o vocabulário-alvo de uma forma interactiva e cativante. Veja algumas sugestões no manual do professor.

CHECK YOUR
PROGRESS

Explique aos estudantes a função e importância desta seção de autoavaliação. Diga que serve para contribuir para o estudo e aquisição da língua inglesa. É importante que neste momento eles reflitam sobre a participação e o empenho nas aulas de inglês. Incentive-os a responder às questões: Você fez as tarefas da unidade? (Did you do the activities of the unit?) Buscou ajuda e aprendeu? (You asked for help and learned?). Apresente as expressões abaixo de cada emoji fazendo gestos e expressões faciais para ajudá-los a compreender o significado de cada uma delas. Peça-lhes que reflitam sobre seu progresso e instrua-os a colorir o emoji que corresponde ao seu nível de aprendizado.

English for Little Explorers

Teacher's Guide

The two following units are designed for first-year elementary school students considering the age group of six years. It will address a public school's (level Pre A1 Starters according to the Common European Framework of Reference for Languages – CEFR). Pre A1 Starters is the first of three Cambridge English Qualifications designed for young learners. Following the criteria set out in the Materials Production module, these units aim to give students a chance to develop their listening, speaking, and reading skills in English (considering that this age group is in the process of becoming literate in their mother tongue, so it is not yet possible to work on their writing skills) and to encourage their use by inserting them into real-life situations in line with the unit's theme. By the end of Unit 1, the students will be able to:

- Understand the use of greetings and their social/cultural function.
- Identify and name school objects by pronouncing the words correctly.
- Use vocabulary in the classroom.
- Understand words and their meaning.
- Recognize colors.
- Understand when they hear and know how to pronounce the words for colors.
- Communicate by saying what colors they like and don't like.
- Recognize and naming numbers.
- Relate numbers to quantities of objects.

The unit will present the image of children who return to school and are excited about their new school supplies. It also aims to help them adjust to the new school year and develop positive attitudes and values. The unit uses songs, engaging children through relatable situations. The curriculum focuses on introducing school materials and their importance, emphasizing the value of teamwork, responsibility, and respect.



Start the Unit 1

Warm-up



To begin the unit, it is important to motivate and arouse the student's interest in the topic to be worked on and to activate their previous knowledge. Here are some suggestions:

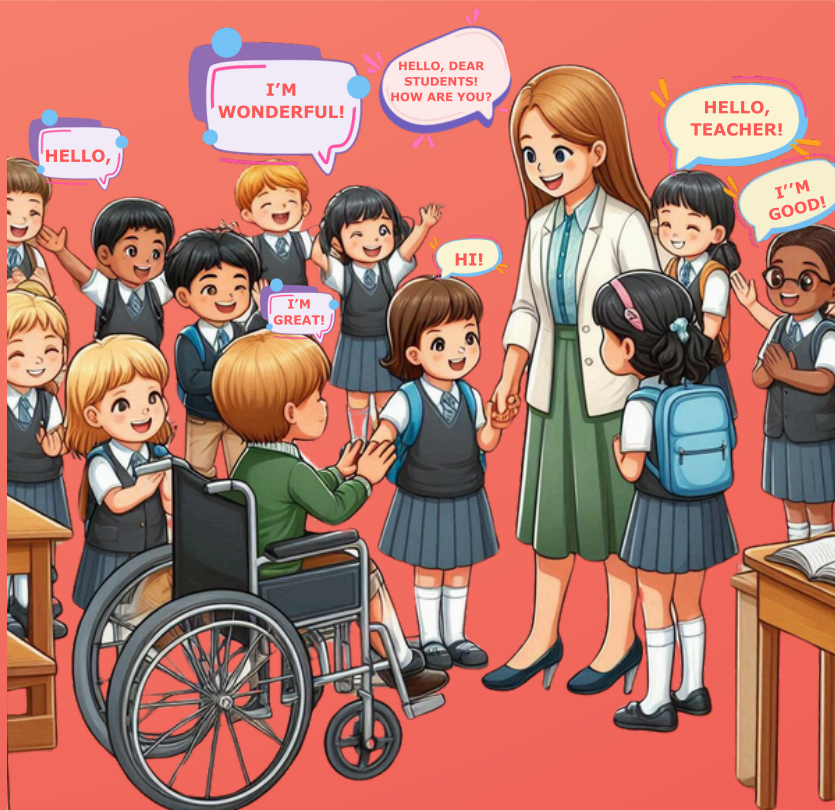
- Ask the students to look carefully at the image on **page 1** and tell them what they see. Explore the picture with them.
- Play the song “**GREETING AND FEELINGS SONG!**” and gesture as you sing so that they understand what the song is saying. Play the audio again and then make sure they have understood.
- Talk a bit about the different types of greetings people use daily.
- Take this moment to talk about how the children feel when they return to school and explore the **FLASHCARDS** in the song.
- Help them do a role-play in pairs. Remember that the students are still in the process of becoming literate in their mother tongue. As such, specific reading comprehension tests are not necessary at his stage.
- To make the activity even more fun, play memory game by going to the link from: <https://learningapps.org/watch?v=psv3fbu9n24> Accessed: July 20, 2024.

NOTE TO TEACHERS:

Take the opportunity to explore how we introduce ourselves using the English language. Tell the students: I am miss Moura. And you? What is your name? In a circle, let them introduce themselves and then ask the question to the colleague next to them. Use a ball so that they can pass it on to the classmate who will be the next to answer, making the moment more enjoyable and fun.



Use the QR Code to access the game



Activity 1 - I spy with my little eyes ...

Ask the students to look at the image on page 1 again and emphasize the importance of home and school in every child's life. Tell them it's great to go to school because, in the school environment, we learn to get along with other children, make friends, and learn many important things for our lives. Then explore the picture with the class and ask them to say what they see, activating their previous knowledge of English, such as teacher, student, and backpack.

Present the FLASHCARDS of school materials and invite them to make inferences and formulate hypotheses. Introduce the communicative functions: Is it (a book?) Yes./No. and This is (a notebook). Now ask them to look closely at page 2 and use the command I spy with my little eyes (a pencil) and the students should point to the pencil in the picture. Ask them to circle the school materials according to your command. To make it even more fun, ask the students to say: I spy with my little eyes inside my backpack (notebook/pencil/ruler) and they have to say what they see using English. Another idea would be to place school materials on two desks and ask them, in pairs, to use the structure: I spy with my little eyes... What can you spy?

Activity 1 - The skills that are being worked on:

Language Skills Vocabulary: Introduction and practice of vocabulary related to the school environment and school materials (e.g., teacher, student, book, pencil, rubber). **Grammar structures:** Practicing questions and answers with “Is it...?” and statements with “This is...”. **Communicative functions:** Using expressions to identify and name objects, such as “Is it a book?” and “This is a notebook”. **Observation and Attention Skills Detailed Observation:** Students must carefully observe the images and identify different objects. **Attention to Detail:** Identifying specific materials based on the description given by the teacher (“I spy with my little eyes...”).

Cognitive Skills: Activating Prior Knowledge: Connecting new vocabulary and concepts with knowledge they already have. **Inference and Hypothesis Formulation:** Using contextual clues to make inferences about the objects in the images.

Social Skills Interaction and Collaboration: Participation in group activities, answering questions and pointing out objects, promoting interaction between classmates.

Relationship building: Discussion about the importance of home and school in children's lives, emphasizing socialization and friendship. **Fine Motor Skills Motor Coordination:** Activities that involve pointing and circling objects in pictures help develop fine motor coordination. **Listening and Comprehension Skills:** Following the teacher's instructions and responding to specific commands, such as “I spy with my little eyes...”. **Active Listening:** Paying attention to explanations and commands in order to carry out activities correctly.



Book Activities

Activity 2 - OH NO, WHAT'S MISSING?

Before showing the page, use the Mystery Box (suggested in the teacher's guide) and put school materials inside. The students have to guess what's inside. After this moment of fun use the FLASHCARDS to show three at a time, say the names in English and ask them to repeat them, then turn the cards over and remove one. Show the remaining two and ask the students (What's missing?) to say the name of the card they've removed in English. Repeat the game until everyone is involved. Now ask them to open the book to page 3 and tell them that they have to find out what's missing from the bag that has no color and then draw the missing object.



The skills that are being worked on:

Language Skills Vocabulary: Introduction and practice of vocabulary related to school materials through flashcards. **Pronunciation:** Repeating the names of objects in English, helping to improve pronunciation. **Questions and Answers:** Use of the “What's missing?” structure to promote question practice in English. **Cognitive skills Memory:** The “What's missing?” game helps develop short-term memory, as students need to remember which cards have been shown and which have been removed. **Attention and Concentration:** The need to look closely at the flashcards and remember them develops concentration skills. **Problem-solving:** Identifying the missing object and drawing it in the book develops problem-solving skills. **Fine Motor Skills Drawing:** Drawing the missing object on the book page helps develop fine motor coordination and drawing skills.

Social Skills Interaction and Collaboration: Participating in group activities, answering questions and interacting with classmates and the teacher promotes social interaction skills. **Teamwork:** Involving all students in the game “What's missing?” encourages teamwork and collaboration. **Listening and comprehension skills** Listening: Following the teacher's instructions and answering questions improves listening comprehension. **Active Listening:** Paying attention to the words and phrases spoken by the teacher during the game and acting on them.



Activity 3 - GUESSING GAME

Before starting the game, explore the image of the school materials, asking the students to circle only the materials that the teacher asks them to circle using the crayons in the colour chosen by the teacher.

Play the video and tell the students that, as the image appears, they will have to identify it by saying in English what the image shows. Take the opportunity to use questions like: “What is it?”, “Is it a/an...?”

The skills that are being worked on:

Language Skills Vocabulary: Identifying and naming objects in English as the images appear in the video. **Grammar structures:** Question and answer practice using “What is it?” and “It is a/an...”. **Listening and comprehension skills:** Following the teacher's instructions and identifying objects based on the questions asked. **Active Listening:** Paying attention to the video and the questions, focusing on the details of the images presented.

Memory: Remembering previously learned vocabulary to name objects correctly. **Social Skills Interaction and Collaboration:** Actively participating in group activities, answering the teacher's questions and interacting with classmates. **Teamwork:** Getting involved in group activities, promoting a collaborative learning environment.

Observation and Attention Skills Detailed

Observation: Identifying and naming objects as they appear in the video. **Attention to Detail:** Keeping an eye on the rapid changes in the images and responding accordingly. **Cognitive Skills Information Processing:** Quickly identifying and naming objects in English as the images appear.

Analysis and Inference: Observing the image and using prior knowledge to identify and name the objects.

Decision-making: Quickly deciding which word or phrase to use to describe the image presented. **Communication Skills: Verbal Expression:** Using the English language to express what they see in the images, improving fluency and confidence in communication. **Pronunciation:** Practicing correct pronunciation when answering the teacher's questions and naming objects.





Activity 4 - LISTEN AND SAY

Activity 5 - LISTEN AND SING

Start by connecting the activity to the student's daily school routine. Begin by asking them to think about their morning activities, such as counting steps to the classroom, the number of pencils in their case, or the friends they greet each day. Use this relatable context to introduce the idea of counting in a fun and meaningful way.

Show a colorful illustration of chicks, and ask, "How many little chicks do you think are in this picture? Let's count together!" Encourage them to count aloud in their mother tongue first, as they might do when organizing their school supplies or counting classmates. Once everyone is comfortable, introduce the English numbers by saying them aloud and asking students to repeat them after you.

To reinforce this, use FLASHCARDS with numbers 1 to 10, similar to how they might recognize labels or tags during classroom activities. Match the cards to the chicks in the picture. Finally, play a lively counting song via the QR CODE, inviting the students to sing along and imagine counting chicks in a farmyard—a playful scenario that ties to their curiosity and love for storytelling. Replay the audio if they request, encouraging participation and helping them build confidence in using English naturally.

The skills that are being worked on:

Cognitive Skills:

Numeracy: counting and recognizing numbers from 1 to 10, both in their mother tongue and in English. Pattern Recognition: Associating numbers with quantities (e.g., chicks in the illustration). Language Development: Learning new vocabulary in English, such as numbers and farm-related words.

Linguistic Skills:

Pronunciation: practicing the correct pronunciation of numbers in English. Listening Comprehension: engaging with the counting song and responding to verbal instructions. Oral Communication: repeating and singing the numbers in English, fostering language production.

Social and Emotional Skills: collaboration: Participating in group activities, such as counting together and singing along. Confidence Building: Gaining confidence in using a new language in a safe and playful environment.

Motor Skills:

- Fine Motor Skills: Handling flashcards and pointing to objects during counting activities.
- Gross Motor Skills: Engaging physically while singing and possibly moving rhythmically to the song.

Cultural Awareness:

- Understanding the connection between everyday activities and language learning through relatable contexts, such as counting objects or singing about farm life.

Activity 6 - LOOK, COUNT, AND WRITE

Before starting the activity, ask the students how old they are: How old are you? ask them what their favorite number is: What's your favorite number? and ask them where they find the numbers: Where can you find numbers? Ask the students to look at the illustration and identify the objects. Then list them on the board. Next, ask them to check the number of each object in the illustration and write the corresponding numeral in the space indicated in the picture.

The skills that are being worked on:

Language Skills Vocabulary: Identifying and naming the objects in the illustration in English.

Reading and Writing: Practice writing the numerals and names of the objects in their mother tongue or in English, depending on the instruction. **Mathematical Skills Counting:** Counting the objects in the illustration.

Number Recognition: Writing the numerals corresponding to the number of each object.

Cognitive Skills Memory: Remembering the names of the objects and the corresponding numbers.

Information Processing: Translating the number of objects in the illustration into written numerals. **Association:** Associating objects with their quantities and writing the corresponding number in the space indicated. **Observation and Attention Skills Detailed Observation:** Identifying and counting the objects in the illustration accurately. **Attention to Detail:** Focusing on the details of the image to ensure that all objects are counted correctly. **Social Skills Interaction and Collaboration:** Working in groups to identify and count the objects, promoting social interaction. **Teamwork:** Collaborate with colleagues to check the counts and discuss the answers.

Listening and Comprehension Skills

Listening: Following the teacher's instructions to complete the task. **Active Listening:** Paying attention to the teacher's explanations and commands.

Communication Skills Verbal Expression: Using mother tongue and/or English to discuss and list objects and numbers. **Active Participation:** Engaging in the activity, asking questions and contributing to the list on the board. **Fine Motor Skills Writing:** Writing the numerals in the illustration and on the board, developing fine motor coordination.



Activity 7

Ask the class who likes to draw, color, and play with brushes and paints. Ask them if they like art lessons and encourage them to say why they like them. Ask the students to look at the picture. Draw their attention to the names of the colors and teach them in English. Ask them to repeat it. Then use the communicative functions What color is it? It's red. Finally, ask the students What's your favorite color? and encourage them to answer in English. Give each student a sheet of A4 paper, gouache paint in the colors studied and a paintbrush and ask them to use their imagination and create their own copy of the picture.

The skills that are being worked on:

Language skills Vocabulary: Learning and practicing color names in English. **Grammatical structures:** Using the communicative functions “What color is it?” and “It's [color].” and “What's your favorite color?”. **Communication skills Verbal expression:** Using English to describe colors and express preferences, improving fluency and confidence in communication. **Active participation:** Engaging in discussions about art and color preferences. **Social skills Interaction and collaboration:** Participate in group discussions about art and colors, promoting social interaction. **Teamwork:** Collaborate and share art materials, developing cooperation skills. **Cognitive skills Memory:** Remembering the names of the colors taught and their correspondences. **Information processing:** Apply knowledge of colors when describing and discussing art.

Creativity: Using imagination to create a copy of the image with the colors studied. **Observation and attention skills Detailed observation:** Paying attention to the details of the image and the teacher's instructions. **Attention to detail:** Concentrating on colors and details when creating their own copies of the image. **Artistic and fine motor skills Drawing and painting:** Using brushes and paints to recreate the image, developing artistic skills and fine motor coordination. **Creative expression:** Exploring creativity through drawing and painting. **Listening and comprehension skills Listening:** Following the teacher's instructions to carry out the activity. **Active listening:** Paying attention to the explanations about the colors and the questions asked by the teacher. **Emotional skills Expressing preferences:** Expressing personal tastes and preferences in relation to art and colors. **Involvement:** Being actively involved in an activity that combines learning and personal expression, increasing interest and motivation.



Activity 8

Start the activity by saying that we see colors everywhere. Then point to some objects in the classroom and ask them what color they are in English (What color is it?), activating their prior knowledge, such as blue, orange, yellow, red, and green, among others, saying for example It's (blue). After some practice, read out the activity statement and explain that they have to listen to the teacher and color in the corresponding school material in the picture. Say it slowly: A red sharpener / A blue scissors / An orange notebook, until all the school materials have been colored.

The skills that are being worked on:

Linguistic Skills Vocabulary: Learning and practicing the names of colors and school materials in English. **Grammar Structures:** Using sentences like "What color is it?" and "It's (color)" to practice sentence formation. **Listening and Comprehension Skills Listening Comprehension:** Following the teacher's instructions to color the correct school materials. **Active Listening:** Paying close attention to the color and item descriptions provided by the teacher. **Cognitive Skills Memory:** Recalling the names of colors and school materials previously learned. **Processing Information:** interpreting verbal instructions and applying them to the task of coloring the correct items. **Observation and Attention Skills Detail Observation:** Identifying specific objects and their colors in the classroom and in the picture. **Attention to Detail:** Carefully listening and coloring the school materials as instructed.



Social Skills Interaction and Collaboration: Participating in a group activity, answering questions, and sharing materials if necessary. **Teamwork:** Working together and helping each other to understand and complete the task. **Fine Motor Skills Coloring:** Using crayons or colored pencils to color the school materials, improving hand-eye coordination and fine motor control.

Creative Skills

Artistic Expression: Applying colors to the school materials, allowing for creative expression within the guidelines of the instructions.

Communication Skills

Verbal Expression: Using English to answer questions about the colors of various objects.

Engagement: Actively participating in the activity by responding to the teacher and following directions. **Emotional Skills**

Confidence Building: Gaining confidence in using English to describe colors and objects.

Enjoyment and Motivation: Engaging in a fun and interactive activity that combines learning with creativity.



Activity 9

As a model for students make some sequences with the FLASCARDS beforehand. Place the cards next to each other: A red eraser, a purple eraser, a yellow eraser, a red eraser, a purple eraser, What's next? Create three or four different sequences and let the students organize logical sequences with the group. Encourage them to ask: What next? Then read out the statement and explain to the students that they have to observe the colors of the objects and color the blank pictures according to the color sequence of each alternative. To correct with the whole class, invite some students to say the sequence of colors and school objects in English, for example: A blue colored pencil / A green colored pencil. Students should listen and follow the instructions given in the song.

The skills that are being worked on:

Language Skills

Vocabulary: Learning and practicing the names of colors and school supplies in English.

Grammar structures: Using questions and statements such as “What’s next?” and “A blue colored pencil / A green colored pencil” to practice forming sentences.

Cognitive skills Pattern recognition: Identifying and continuing sequences of colors and objects.

Logical reasoning: Organizing objects in a logical sequence and predicting what comes next based on patterns.

Observation and attention skills Observation of details: Carefully observing the sequence of colors and objects. **Attention to detail:** Paying close attention to ensure the correct order of sequences. **Social skills**

Interaction and collaboration: Working in groups to organize sequences, discuss options and ask questions.

Teamwork: Collaborating and communicating with colleagues to complete the task.

Fine motor skills

Coloring: Using crayons or colored pencils to color objects according to the sequence, improving hand- eye coordination and fine motor control.

Communication skills Verbal expression: Using English to ask and answer questions about the sequences and to describe the sequences.

Involvement: Taking an active part in the activity, responding to the teacher and classmates. **Listening and comprehension skills**

Listening comprehension: Following the teacher's instructions to understand and complete the sequences. **Active listening:**

Paying attention to colleagues' responses during group activities and the correction process. **Creative skills Artistic expression:**

Applying colors to school materials, allowing for creative expression within the guidelines of the sequences. **Emotional skills Confidence building:**

Gaining confidence in using English to describe colors and objects and in predicting sequences. **Enjoyment and motivation:**

Engaging in a fun and interactive activity that combines learning with creativity.



Book Activities

Activity 11

Ask the students to draw their school supplies, in groups or individually. When they've finished, get the group or student to show their drawings and say what they've drawn. Encourage them to use Chunk: It's (a pencil) / It's (a red sharpener).

The skills that are being worked on:

Linguistic Skills

Vocabulary: Practicing the names of school supplies in English.

Grammar Structures: Use the chunk “It’s (a pencil)” and “It’s (a red sharpener)” to form sentences.

Communication Skills

Verbal Expression: Using English to describe their drawings and the school supplies they have drawn.

Presentation Skills: Speaking in front of the class to present their drawings, which helps build confidence and public speaking skills.

Fine Motor Skills

Drawing: Using pencils, crayons, or markers to draw school supplies, improving hand-eye coordination and fine motor control.

Cognitive Skills Creativity: Using their imagination to draw school supplies. **Recall:** Remembering the names and appearances of different school supplies to include in their drawings. **Social Skills Interaction and Collaboration:** Working in groups to create drawings and discussing their school supplies with peers.

Teamwork: Collaborating with classmates to complete the task and presenting as a group.

Observation and Attention Skills

Detail Observation: Paying attention to the details of school supplies to accurately represent them in drawings.

Attention to Instructions: Following the teacher's instructions to complete the drawing and presentation activity.

Emotional Skills Confidence Building:

Gaining confidence in their ability to draw and describe school supplies in English.

Enjoyment and Motivation: Engaging in a fun, creative activity that combines art with language learning.

Listening and Comprehension Skills

Listening to Peers: Paying attention to the presentations of other students to understand and learn from their descriptions. **Following Instructions:** Understanding and following the teacher's guidelines for the drawing and presentation tasks.



Activity 12

MEMORY GAME

Objectives: to consolidate the vocabulary studied and stimulate memory.

- Organise the students into pairs or groups of 3 to 5 people. They will use only one complete set of mini-cards (picture-figure). The game starts with all the cards face down. One at a time, the students turn over the cards, two by two, trying to form pairs of identical figures.

The pairs formed are removed from the set and the student who forms the most pairs wins.

This activity is engaging and multidimensional, making it an excellent choice for reinforcing vocabulary while fostering holistic development in young learners.

The skills that are being worked on:

Cognitive Skills Creativity: Cognitive Skills: Memory: Students practice recalling the location of specific cards, which enhances short-term and long-term memory. **Visual Discrimination:** Identifying and matching similar images helps students sharpen their ability to distinguish visual patterns.

Language Skills: Vocabulary Reinforcement: The activity helps students review and consolidate vocabulary by associating images with words. **Speaking and Listening (optional):** If students are encouraged to say the name of the objects on the cards as they turn them over, it supports pronunciation and word recall.

Social Skills: Turn-Taking: Taking turns promotes patience and cooperation. **Collaboration:** In group settings, students learn to interact and work towards a shared goal.

Motor Skills: Fine Motor Development: Picking up and turning over small cards requires precision and coordination.

Attention and Concentration:

- Focusing on the task and remembering the card positions help build sustained attention.

Problem-Solving:

- Strategizing about which cards to turn over next supports logical thinking and planning.

Emotional Development:

- Winning or losing helps students learn about handling emotions and resilience.

Competitive and Cooperative Abilities:

- Balancing competition with fair play teaches valuable social and ethical lessons.



Learning Strategy for the Unit 1

At the end of the unit, students can reinforce their basic vocabulary in this section while gaining confidence and language skills in a fun and supportive environment. Give students plenty of opportunities to use and apply the target vocabulary interactively and engagingly. Here are some suggested activities for this moment:

1. Greetings:

- Flashcards: Create flashcards with pictures of characters saying "Hello" and "Goodbye." You can use smiley faces or children waving to represent greetings visually.
- Role-Play Cards: Design cards with simple greeting scenarios, like a picture of a child arriving at school (for "Hello") or leaving (for "Goodbye"). Ask students to act it out.

2. School Materials:

- Matching Worksheet:
 - Prepare a worksheet with images of common school items like pencils, erasers, books, rulers, etc. Next to each item, provide a few options for the students to circle the correct name.
 - Alternatively, use a cut-and-paste activity where students match the name to the image.
- Picture Cards: Create individual picture cards(sugestão na página 17) for each school material. You can use these for a group activity where students hold up the card that matches the item you call out.

3. Coloring Activity:

- Picture: An apple, a sun, and a balloon.
- Instructions: "Color the apple red, color the sun yellow, and color the balloon blue."

4. Recognizing Numbers (1-10):

- Counting Worksheet: Design a worksheet with groups of objects (e.g., 3 apples, 5 stars, 8 flowers). Underneath each group, leave a space for students to write or match the number.
- Number Cards: Print cards(sugestão na na página 17) with numbers from 1-10. You can create a matching game where students match the number to a group of objects (e.g., the card "4" goes with four stars).

This learning strategy plan aims to be inclusive and child-friendly, considering the developmental stage of first-grade students while providing multiple ways for them to demonstrate their learning.



Check Your Progress

Explain to the students the function and importance of this self-assessment section. Tell them that it contributes to their study and acquisition of the English language. They must reflect on their participation and commitment in English classes. Encourage them to answer the questions: Did you do the activities in the unit? Did you ask for help and learn? Present the expressions below each emoji, using gestures and facial expressions to help them understand the meaning of each one. Ask them to reflect on their progress and instruct them to color in the emoji corresponding to their learning level.

How to Use This System:

- End of Lesson Check-In: At the end of a lesson or activity, show the three emojis to the class and ask students to point to or select the emoji that best represents their feelings about what they learned.

Using emojis to help kids check their progress can be a fun and effective way to engage young children. Since emojis are visual and easy to understand, they can help children express their feelings and understand their achievements in a more relatable way. Here are some ideas for using emojis to assess the progress of five-year-olds:

1. Emoji Progress Charts

Emojis represent various levels of achievement or feelings about tasks. For example:

- 😊 Smiley Face: "I did great! I feel happy about what I did."
- 😐 Neutral Face: "Not yet!, but I need more practice."
- 😞 Sad Face: "I need help. I didn't understand."

This system is very accessible and helps young learners develop self-awareness of their progress while also giving you insights into how they feel about their learning. Incorporating emojis makes progress tracking interactive and fun for kids, helping them express their learning experiences in a simple, child-friendly way. Would you like to implement this system in any specific lessons or activities?



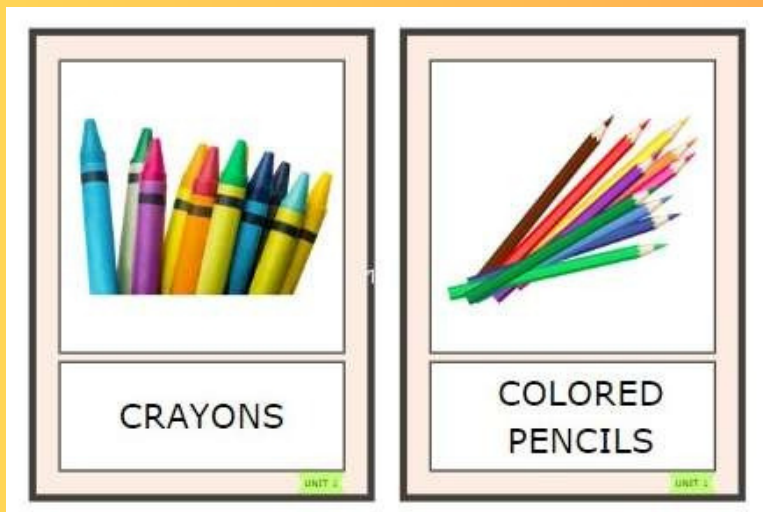
Flashcards - Unit 1

Using flashcards with kids in the classroom can be a highly effective and engaging way to reinforce learning. Here are some strategies to maximize their effectiveness:

What's Missing?: Show a sequence of flashcards, then remove one while the students' eyes are closed. Ask them "What's missing?" to help them recall and reinforce memory. **Guessing Game:** Hold a flashcard up without showing it to the students. Give them clues or let them ask yes/no questions until they guess what's on the card. **Logical Sequences:** Create sequences with flashcards (e.g., a red eraser, a purple eraser, a yellow eraser, a red eraser). Ask, "What's next?" to encourage logical thinking and pattern recognition. **Daily Review:** Start or end each class with a quick flashcard review session to reinforce vocabulary. **Digital Flashcards:** Use digital versions of flashcards on interactive whiteboards or tablets to add a tech-savvy element to your lessons. **Educational Apps:** There are many apps available that allow students to practice with digital flashcards, incorporating multimedia elements like sound and animation.

By using these strategies, you can effectively incorporate flashcards into your classroom activities, making learning both interactive and enjoyable for your students.

School Materials



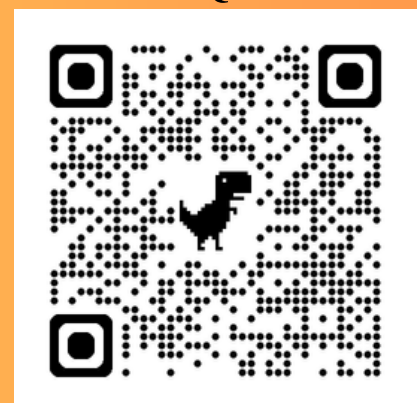
Use the QR Code:



Numbers 1_10



Use the QR Code:



Through activities and discussions, the students will discover that everyone's face is unique, and that's something to celebrate! Talk about how our differences make us special and why it's important to be kind and respectful towards everyone, no matter how they look. By the end of Unit 2, the students will be able to:

- Explore vocabulary related to facial features like eyes, nose, mouth, and ears, using songs, games, and visual aids.
- Learn to identify and name common shapes such as circles, squares, triangles, and rectangles through fun and interactive activities.
- Understand how basic shapes can be used to draw and describe parts of the face (e.g., eyes as circles, nose as a triangle).
- Engage in activities that enhance their ability to listen, understand, and pronounce new English words related to shapes and facial features.
- Draw their own faces using shapes and describe their drawings, promoting creativity and reinforcing vocabulary.
- Gain confidence in using simple English vocabulary in a fun and meaningful context that connects with their everyday experiences.

This unit aims to be playful, engaging, and accessible, making English learning enjoyable for young learners.





Start the Unit 2

70

LOOK AT MY FACE



Warm-up



Start the lesson by pointing to the Emoji and ask the students what they see. Point to the (eyes, nose, mouth, ears) saying the words in English and ask them to repeat. Explore the image of the emoji so that they realize that they are now going to study the parts of the face. When introducing new vocabulary, point to the parts of the face in the emoji and encourage students to point to them on their own faces. As a vocabulary and pronunciation consolidation activity, tell the students: Show me your nose/eyes/ears/mouth. Play the song “[We All Have Faces](#) 🎵”— gesture as you sing so they understand what it is saying. If possible, show the students the video of the song to make it even more meaningful and interesting.



Use the QR Code to access
the SONG “We All Have Faces 🎵”





Activity 1 - (Draw Your face)

Ask the children to draw their faces, as if they were creating their own personal 'emoji'. Tell them to think about the main parts: eyes, nose, mouth, ears, as they draw. Encourage personalization by allowing them to choose an expression (happy, sad, surprised) for their faces, like an 'emoji'. After drawing, ask each student to present their "personal emoji" to the class, saying in English what parts of the face they drew. Example:

"These are my eyes, this is my nose, this is my mouth and these are my ears." The class can repeat the words in chorus as each student presents. Reinforce the learning by showing the emotions again and asking the children to name the parts of the face in English. You could also play a game where you quickly point to different parts of your face and say "What is that? If you have time, sing the song suggested in Activity 1 and ask them to sing and dance to along.

Activity 1 - The skills that are being worked on:

Listening: Students listen to instructions, vocabulary, and the presentations of their classmates.

Speaking: Students present their drawings and practice saying the parts of the face in English, as well as repeating vocabulary in chorus.

Reading: Students may be exposed to written words (eyes, nose, mouth, ears) if the teacher uses flashcards or writes them on the board, helping them recognize written language.

Writing: Though not the main focus, students express themselves through drawing, which can be seen as a precursor to writing. If they label their drawings, this introduces basic writing skills.

Language Structure:

The activity introduces a basic sentence structure that is simple enough for first-year students to use and practice. For example:

- "These are my eyes."
- "This is my nose."
- "This is my mouth."
- "These are my ears."

Vocabulary: The students are introduced to basic vocabulary related to the parts of the face: eyes, nose, mouth, ears. By associating these words with visual elements (their drawings and emoticons), they strengthen their understanding and retention of the vocabulary.

Repetition: Through both teacher-led examples and student presentations, reinforces the learning of these key terms in English.

Pronunciation: The activity provides multiple opportunities for students to practice pronunciation, as they repeat the words for the parts of the face both individually and in chorus. Hearing the teacher and their classmates pronounce the words allows students to internalize the correct sounds, particularly with focus on phonemes that may not exist in their first language. The rhythm of any included song can also enhance pronunciation practice, as students learn the flow of the language through music.

Cognitive Skills: Visual processing: When drawing their personal emoticons, students must think about how to represent the features of their face. This engages visual-spatial skills and creativity. Memory: Associating the English vocabulary with the parts of the face requires memorization. The act of drawing and presenting reinforces their recall of new terms. Attention and focus: Students need to focus on following the teacher's instructions, identifying the parts of the face, and listening to their classmates. Expression and decision-making: When students personalize their emojis by choosing expressions (happy, sad, surprised), they are making decisions that reflect their understanding of emotions, further deepening their cognitive engagement.



Activity 2 - (Stick the missing parts)

Start the activity by introducing the doll or puppet. Say: "This is my friend! Can you help me name the parts of their face?" Point to the doll's eyes, nose, mouth, and ears one by one, saying each part in English. Ask the students to repeat after you. Have fun with it! Make the doll "talk" and ask the students to point to their faces as they repeat the vocabulary.

Explain that the faces are missing some important parts! Ask students to get the stickers related to this activity and complete the faces. Check by asking students: "What's missing here?" (Point at the pictures and elicit the word). Call out each part in English:

"Find the eyes and stick them on the face!"

"Now find a nose!"

"Can you add a mouth?"

As they stick the parts, repeat the words together to reinforce the vocabulary.



This activity provides a multi-sensory approach to learning English vocabulary, reinforcing it through listening, speaking, and hands-on interaction.

Activity 2 - The skills that are being worked on:

Listening: Following verbal instructions. How it's developed: Students listen carefully as the teacher gives directions: "Find the eyes and stick them on the face!" and "Now find a nose!" They also listen when the teacher asks questions like, "What's missing here?", prompting them to identify the missing parts of the face.

Speaking: Repeating vocabulary and answering questions. How it's developed: Students are encouraged to answer questions when the teacher elicits the missing parts ("What's missing here?"), helping them practice saying words like eyes, nose, mouth, and ears. As they stick the parts, the teacher asks them to repeat the vocabulary together, reinforcing their speaking and pronunciation skills.

Vocabulary Building: Learning words related to the face. How it's developed: The activity focuses on building vocabulary around parts of the face. By associating the word with the corresponding part (e.g., eyes, nose), students strengthen their memory of these terms. Repetition of the words as they stick the stickers helps solidify the vocabulary in their minds.

Cognitive Development: Associating words with corresponding parts of the face. How it's developed: Students must think critically to identify the missing parts of the face and match the stickers to the correct spot on the picture. When asked "What's missing here?", they need to process the question, recall the vocabulary, and apply it to the visual context of the face.

Fine Motor Skills: Handling stickers and placing them correctly. How it's developed: Students practice precise motor movements as they peel off and stick the facial parts onto the blank face template.

Following Directions: Understanding and executing multi-step instructions. How it's developed: The teacher provides sequential instructions ("First, find the eyes. Now find a nose. Can you add a mouth?"), which students must follow to complete the task correctly.



Activity 3 - (Let's Play)

Before starting the activity tell the students they will play "Simon Says" with face parts. If the command starts with "Simon says", they should do it. If it doesn't, they should stand still and not follow the command.

How to Play:

1. Explain the Rules:

- Tell the students that they will play "Simon Says" with face parts. If the command starts with "Simon says", they should do it. If it doesn't, they should stand still and not follow the command.

Example Commands:

- "Simon says touch your nose."
- "Simon says touch your mouth."
- "Simon says touch your ears."
- "Touch your eyes." (This is a trick command!

If they touch their eyes without "Simon says," they're out.)

You can continue with various commands such as:

- "Simon says point to your ears."
- "Simon says wiggle your nose."
- "Touch your mouth." (trick)
- "Simon says blink your eyes."
- "Simon says cover your ears."
- "Simon says smile!"



Activity 3 - The skills that are being worked on:

Listening: Students must listen carefully to distinguish between commands that begin with "Simon says" and those that don't. This enhances their ability to follow oral instructions in English.

Vocabulary Development: Through repeated exposure and physical actions, students reinforce their knowledge of vocabulary for the parts of the face (nose, mouth, ears, eyes).

Cognitive (Attention and Focus): The game requires quick thinking, attention to detail, and the ability to inhibit a response when necessary (if the command doesn't start with "Simon says").

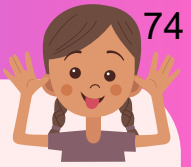
Speaking: You can rotate the role of "Simon" to give some students a chance to call out commands. This allows them to practice speaking the vocabulary out loud.

Motor and Coordination: Students develop fine motor skills by performing actions such as touching their noses, ears, or other parts of their faces in response to the commands.

Social and Teamwork: This group game fosters a fun and cooperative learning environment, encouraging students to work together and respect the rules.

"Simon Says" is a simple yet engaging way to help students practice vocabulary related to the parts of the face while developing listening, speaking, motor coordination, and attention skills. This activity keeps students active and engaged while reinforcing their English language learning in a playful way!





Activity 4 - Part 1 (Create your unique face)

Start the lesson by discussing how everyone is special and unique. Use the mirrors to help students observe their own faces. Ask them to look closely at their eyes, noses, and mouths and compare them with their classmates. Ask questions like:

- "Do we all have the same nose?"
- "Are our eyes the same shape and color?"

Teach the parts of the face by using a large face template on the board. Point to the eyes, nose, mouth, and ears and say the words in English. Encourage students to repeat after you. Next, give them time to look in the mirrors again and identify these parts on their faces while repeating the words out loud.

Activity 4 - Part 2 (Create your unique face)

Discussion about Differences: After reviewing the vocabulary, talk to the students about how everyone's face looks a little different, and that's what makes us unique.

- "Some of us have big eyes, some of us have small noses, and some have different-colored eyes. Isn't that cool?"
- Encourage students to appreciate these differences. You could say:

"Being different is what makes us special! We are all beautiful in our own way, and our faces are a part of what makes us unique."

Create Your Unique Face:

- Give each student a variety of eye, nose, mouth, and ear cutouts (with different shapes, sizes, and skin tones).
- Ask students to choose the facial features that they like and glue them to the book page to create their own unique face.
- Encourage them to color the face, hair, and any other features they'd like to add.

5. Show and tell:

- Once the students have completed their faces, ask each of them to share their drawing with the class. As they present, they can use the vocabulary they've learned. For example:
- "These are my eyes, this is my nose, and this is my mouth."

As a class, emphasize that all the faces are different and unique, and that's something to celebrate.

Activity 4 - The skills and Values that are being worked on:



Listening: Students listen to instructions, vocabulary words, and the video.

Speaking: Students describe their unique faces using the vocabulary (eyes, nose, mouth, ears).

Fine motor skills: Students glue and color their drawings.

Creativity: They create their own unique faces using different features.

Social and Emotional Learning: The activity promotes acceptance and appreciation of diversity, teaching students that it's okay to look different from one another.

This activity combines language learning with a meaningful message about diversity and self-acceptance. Children learn about the parts of the face while understanding that it's okay—and even great—to be different!

Book Activities - Unit 2

Activity 5 (Shape and Fances)

Teach first-grade students the names of basic shapes (circle, square, triangle, rectangle) while reinforcing the parts of the face (eyes, nose, mouth, ears).

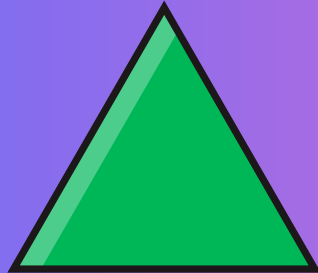
Begin by showing flashcards of basic shapes (circle, square, triangle, rectangle) or draw them on the board. Show a real-life example of each shape (e.g., a round clock, a square piece of paper) to help them connect the shape to objects they know.

- Ask students if they recognize these shapes from things around them:
- "What objects do we see that are shaped like a circle?" (e.g., ball, sun)
- "Can you think of something that's a square?" (e.g., window)
- Show real-life pictures of objects made up of shapes to help students make connections.

Connecting Shapes to Face Parts:

Show pictures of faces and explain how different parts of the face can be made from shapes:

- "Eyes can be circles or ovals."
- "Noses can be triangles."
- "Mouths can be rectangles or curves."
- Let the children repeat the vocabulary, using both the shape names and face parts.



Activity 5 - The skills that are being worked on:

Listening : Students listen to shape names and instructions, improving their ability to follow oral commands in English.

Vocabulary Development: Students learn and reinforce the names of basic shapes (circle, square, triangle, rectangle) along with parts of the face (eyes, nose, mouth, ears).





Activity 6 (Create a Monster's face)

Materials:

- Pre-cut shapes (circles, squares, triangles, rectangles) in various sizes and colors.
- Large blank face templates.
- Glue or tape.
- Crayons or colored pencils.
- Shape flashcards.
- Pictures of real objects made of shapes (e.g., houses, balls, etc.).

Tell students they will create their own monster faces using shapes! Emphasize that monsters are fun and can have as many shapes as they want—silly, big, small, many eyes or none, etc.

- Provide each child with monster face templates or blank paper, and a variety of pre-cut shapes (in different sizes and colors). Encourage creativity:
- "Use your imagination! Your monster can have triangle eyes, a circle mouth, and maybe even square ears!"
- Encourage them to mix shapes and body parts in funny or unusual ways to create their monsters. As they work, circulate and ask questions like:
- "What shape are your monster's eyes?"
- "How many rectangles did you use?"

Describe Your Monster:

- Once students finish their monster faces, ask them to present their creations to the class.
- They can describe their monsters by using shape and face part vocabulary:
- "My monster has three circle eyes and a big triangle nose!"
- The class can repeat the shapes and face parts after each presentation, reinforcing vocabulary.

This fun and creative lesson integrates learning basic shapes with face vocabulary through the creation of monster faces. By dividing the lesson into pre-, while-, and post-activity phases, students build an understanding that shapes are not only part of faces but are also found all around them in everyday objects. The lesson encourages active learning, creativity, and vocabulary development in a playful and engaging manner.



Activity 6 - The skills that are being worked on:

Speaking: Students practice speaking by describing their monster faces using shape and body part vocabulary in simple sentences.

Fine Motor Skills: Handling and gluing shapes onto paper helps students develop fine motor coordination. **Creativity and Cognitive Development:** Students use their creativity and problem-solving skills to create unique monster faces using a combination of shapes and body parts.

Visual-Spatial Awareness: Matching shapes to body parts and placing them in correct positions on the face helps students develop spatial understanding.

Social and Emotional Learning: By presenting their unique monster faces, students build confidence in expressing their ideas and appreciating the creativity of others.

Activity 7 - (Shapes Around Us)

Teach first-grade students the names of basic shapes (circle, square, triangle, rectangle) while reinforcing the parts of the face (eyes, nose, mouth, ears) through the fun and creative activity of making monster faces. Additionally, help them understand that shapes are everywhere.

After the monster presentations, help students realize that shapes are everywhere, not just in monsters or faces.

- Show a few real-life pictures (e.g., a house with a triangle roof, a car with circle wheels) and ask:
 - "What shapes do you see in this picture?"
 - "Where else can you see shapes around you?" (windows, doors, books, etc.)
- Summarize the lesson by emphasizing that shapes make up many things around us—including our faces!
- Ask the students:
 - "What's your favorite shape?"
 - "Where can we see shapes in our classroom?"

Summarize the lesson by emphasizing that shapes make up many things around us—including our faces!



GAME - Shape Hunt Adventure

Classroom Game: "Shape Hunt Adventure"

Help first-year students recognize basic shapes (circle, square, triangle, rectangle) by identifying objects in the classroom that match the shapes the teacher asks for.

Materials:

- Shape flashcards (circle, square, triangle, rectangle).
- A large poster with the four shapes labeled for reference (optional).

How to Play:

- Introduction:
 - Start by reviewing the shapes using flashcards. Hold up each card and say the shape's name out loud, encouraging the students to repeat after you.
 - Ask them to look around the classroom and think about what objects might have the same shapes as you're showing.
 - Explain that they are going to go on a Shape Hunt Adventure!
 - You'll say a shape, and their job is to find an object in the classroom that has that shape.
 - When they find the object, they will point to or bring it to the front of the classroom to show everyone.



GAME - Shape Hunt Adventure

Game Play:

- Round 1 (Circle):
 - Teacher says: "Find something that is a circle!"
 - Give them 1-2 minutes to look around and find objects that match the shape (e.g., clock, bottle cap, wheels on toys).
 - When a student finds something, they come to the front and say: "This is a circle."
 - Allow several students to share what they found before moving to the next round.
- Round 2 (Square):
 - Teacher says: "Find something that is a square!"
 - Students find objects like a book, a window pane, a tile, or a piece of paper.
 - When they bring it to the front, they say: "This is a square."
- Round 3 (Triangle):
 - Teacher says: "Find something that is a triangle!"
 - Encourage students to find triangles in less obvious places, like the roof of a dollhouse or a corner of a toy.

GAME - Shape Hunt Adventure

Shape Recognition Challenge (Optional):

- For a fun twist, mix it up by asking:
 - "Can you find something that has both a circle and a rectangle?"
 - This will help students think critically about how shapes can combine.

Class Reflection:

- Gather the students together and ask them:
 - "What shapes did you find the most?"
 - "Where else do we see these shapes outside of the classroom?"
- Reinforce that shapes are everywhere, not just in toys and objects, but also in the world around us.



Activity 7- The skills that are being worked on:

Listening: Students practice listening carefully to shape instructions, which enhances their comprehension of spoken English.

Vocabulary Development: Repeated use of shape names (circle, square, triangle, rectangle) helps reinforce vocabulary.

Speaking: By describing the objects they find, students practice speaking simple sentences in English (e.g., "This is a square").

Critical Thinking and Problem Solving: Students must think about the characteristics of shapes and how to identify them in real objects, which builds their problem-solving and critical thinking skills.

Visual-Spatial Awareness: Searching for objects based on their shapes helps students understand the visual properties of different shapes in various contexts.

Motor Skills: Moving around the classroom and picking up objects enhances their physical coordination.

Confidence and Social Interaction: Presenting their objects in front of the class boosts students' confidence and encourages positive social interaction.

The "Shape Hunt Adventure" is an engaging and interactive way to help students identify and use shape vocabulary in real-life contexts. It combines fun, movement, and learning, encouraging students to explore their environment while developing critical language and cognitive skills.



At the end of the unit, students can reinforce their basic vocabulary in this section while gaining confidence and language skills in a fun and supportive environment. Give students plenty of opportunities to use and apply the target vocabulary interactively and engagingly. Here are some suggested activities for this moment:

1. Shape Bingo

- How to Play:
 - Create bingo cards with shapes (e.g., circles, squares, triangles).
 - Call out the names of shapes or descriptions like "Find a shape with three sides" for students to mark.

2. Face Builder

- Materials:
 - Magnetic boards or cutouts of shapes (circles, squares, triangles) and parts of the face (eyes, nose, mouth).
- Activity:
 - Ask students to build a face using the correct shapes for each part (e.g., "Use circles for eyes, a triangle for the nose, and a rectangle for the mouth").
 - Students explain their choices: "The eyes are circles."

3. Shape and Face Memory Game

- Materials:
 - Cards with pictures of shapes and face parts on one set and their names on another.
- Activity:
 - Lay the cards face down. Students take turns flipping two cards, trying to match the picture to the name.

4. Shape Hunt

- Activity:
 - Hide shape cutouts around the classroom. Students find them and describe their features or what part of the face they could represent (e.g., "I found a circle—it could be an eye!").

5. Hot Potato Recall

- Activity:
 - Pass a ball around while playing music. When the music stops, the student holding the ball answers a question (e.g., "What shape is the mouth?" or "Name a shape with four sides").

This learning strategy plan aims to be inclusive and child-friendly, considering the developmental stage of first-grade students while providing multiple ways for them to demonstrate their learning.



Explain to the students the function and importance of this self-assessment section. Tell them that it contributes to their study and acquisition of the English language. They must reflect on their participation and commitment in English classes. Encourage them to answer the questions: Did you do the activities in the unit? Did you ask for help and learn? Present the expressions below each emoji, using gestures and facial expressions to help them understand the meaning of each one. Ask them to reflect on their progress and instruct them to color in the emoji corresponding to their learning level.

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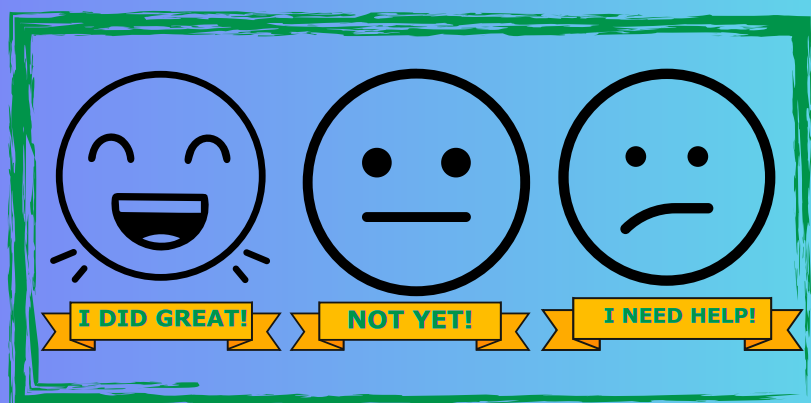
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This system is very accessible and helps young learners develop self-awareness of their progress while also giving you insights into how they feel about their learning. Incorporating emojis makes progress tracking interactive and fun for kids, helping them express their learning experiences in a simple, child-friendly way. Would you like to implement this system in any specific lessons or activities?



Classroom Routine Suggestions

Establishing a consistent classroom routine is crucial for young learners as it helps them feel secure, understand expectations, and transition smoothly between activities. Here's a suggested daily routine for young learners:

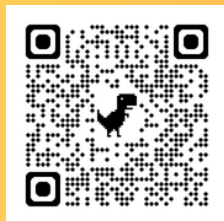
- [GREETING AND FEELINGS!](#)

Use the QR Code:



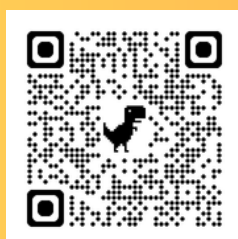
- [HOW'S THE WEATHER ?](#)

Use the QR Code:



- [SEE YOU LATER ALLIGATOR](#)

Use the QR Code:



Classroom Routine Suggestions

• **WEEKLY CHART**

Use the QR Code:

Ask:

- What's the day today?
It's the (8th) of (June), (2024). It's (Monday) - Yesterday was (Sunday) and tomorrow is (Tuesday).
- How is the weather? It's (sunny).
- What's the season? It's (Winter)
- Whose birthday is it today? (Pedro's / Nobody's).

Tips for Using the Chart

- Interactive Elements: Use moveable pieces (like Velcro or magnets) for parts of the chart that change daily (e.g., weather, date).
- Visuals: Incorporate pictures or icons to represent different activities and weather conditions to make it easier for young learners to understand.
- Student Involvement: Allow students to participate in filling out the chart each morning to foster engagement and a sense of responsibility.
- This chart provides a clear and engaging way for first year students to understand and look forward to their daily activities.
- They are important for children to be aware of their routine. It makes them feel safe, calm and helps them settle in. An established routine also helps teachers keep track of time to do as much as possible of what is on the lesson plan. Sing the routine songs. While saying the instructions, complete the table with the appropriate information. (choose two [helpers](#) for this moment).

Incorporating a "Today's Helper" section into your daily routine can give students a sense of responsibility and pride. Here's how you can integrate it into the "All About Today" chart:

Today's Helpers:

- Names: _____

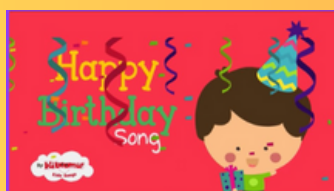
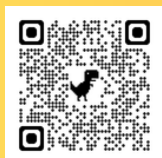
Extra Support for the Units 1-2

Classroom Routine Suggestions

Birthday

If there is a birthday, sing the HAPPY BIRTHDAY song with the group.

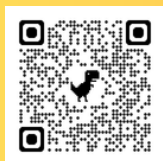
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Clean Up

Use music to signal to the children the importance of finishing the lesson and leaving the room organised.

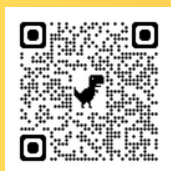
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Language cards

Establish the agreements at the beginning of the lesson.
Here are some suggestions.

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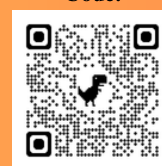
Mystery Box

"Mystery Box" - it can be used to add some surprising elements to the lesson. The teacher can freely use it as a preparation for the lesson or before they start doing the activity. The Mystery box can provide students with a fun atmosphere.

Instruction:

- the teacher can put different objects in any opaque bag or box, like a brown lunch bag or cloth bag or a decorate box.
- The students have to reach into the bag, feel the object, and describe it.
- Then students have to guess what the object is.
- The teacher could prepare a few bags for students to use in groups and put in objects that have different qualities, like hard, soft, big, small, long, short, round, square, etc. The students have fun guessing what the objects are.

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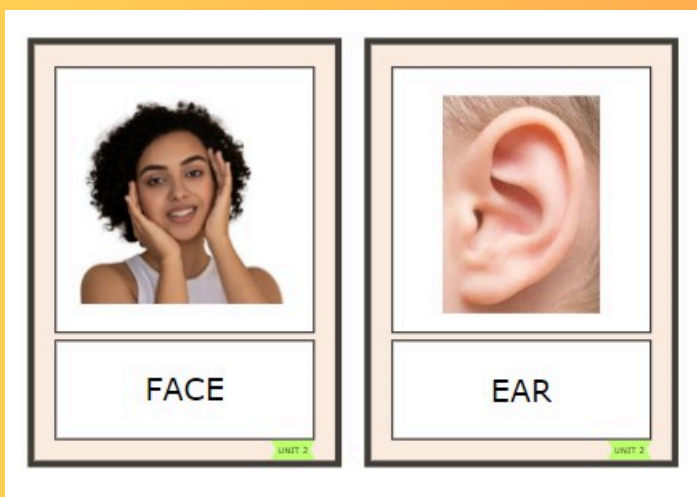
Extra Support for the Unit 2

Flashcards - Unit 2

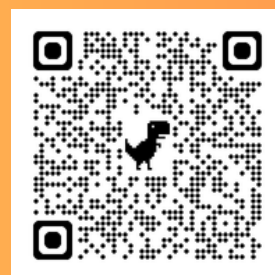
Using flashcards with kids in the classroom can be a highly effective and engaging way to reinforce learning. Here are some strategies to maximize their effectiveness:

What's Missing?: Show a sequence of flashcards, then remove one while the students' eyes are closed. Ask them "What's missing?" to help them recall and reinforce memory. **Guessing Game:** Hold a flashcard up without showing it to the students. Give them clues or let them ask yes/no questions until they guess what's on the card. **Logical Sequences:** Create sequences with flashcards (e.g., a red eraser, a purple eraser, a yellow eraser, a red eraser). Ask, "What's next?" to encourage logical thinking and pattern recognition. **Daily Review:** Start or end each class with a quick flashcard review session to reinforce vocabulary. **Digital Flashcards:** Use digital versions of flashcards on interactive whiteboards or tablets to add a tech-savvy element to your lessons. **Educational Apps:** There are many apps available that allow students to practice with digital flashcards, incorporating multimedia elements like sound and animation. By using these strategies, you can effectively incorporate flashcards into your classroom activities, making learning both interactive and enjoyable for your students.

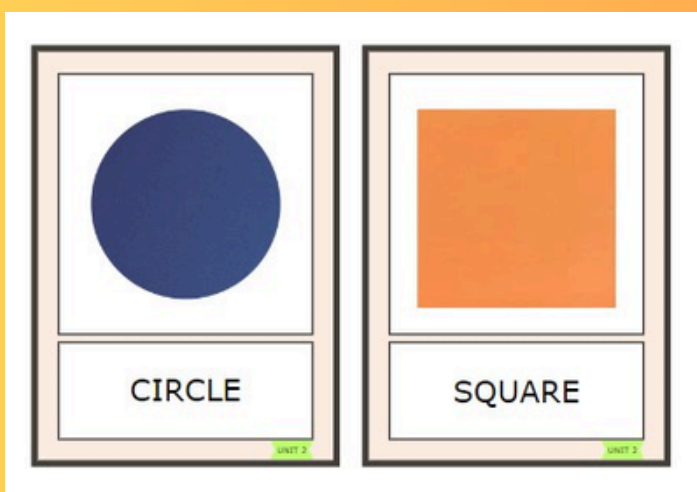
Parts of the face



Use the QR
Code:



Shapes



Use the QR
Code:



Classroom Activities

Engaging in classroom activities is essential for fostering learning and making the experience enjoyable for students. The unit book can provide a variety of interactive games, songs, and creative projects that align with the learning objectives. For instance, students can play a matching game using flashcards of school materials, sing a song about the theme, or create a drawing depicting their favorite school material. Hands-on activities allow students to explore and learn through doing. These activities not only encourage participation but also provide opportunities for students to develop critical thinking skills and build their confidence. By focusing on shapes and parts of the face, this unit provides a multisensory, engaging, and developmentally appropriate introduction to English, laying a strong foundation for future learning. A positive learning experience can shape students' attitudes towards English, making them more motivated and eager to learn.



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This material “English for little explorer!” provides a comprehensive framework for promoting a positive and engaging learning environment. By introducing some content and skills, establishing clear objectives and target language, teachers can effectively prepare students for a successful school year. Through interactive activities , students will develop essential skills and build a solid foundation for future learning. The unit book ends with valuable conclusions that emphasize the importance of creating a welcoming and supportive classroom culture, promoting student engagement and celebrating individual growth. A positive learning experience can shape students’ attitudes towards English, making them more motivated and eager to learn. By focusing on shapes and parts of the face, this unit provides a multisensory, engaging, and developmentally appropriate introduction to English, laying a strong foundation for future learning.

