




ENGLISH INSTRUCTIONAL MODULE KINDERGARTEN

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DE DEPARTAMENTO DE
EDUCACIÓN
GOBIERNO DE PUERTO RICO

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LETTER FOR TEACHERS, STUDENTS AND PARENTS

Dear Student:

This instructional module is a document that favors your learning process. It allows you to learn more effectively and independently, in other words, without the need of having a face to face or online class in every moment. Likewise, it contains all the necessary elements for learning the concepts and skills of the English class, without the constant help from your teacher. Its content has been prepared by teachers, facilitators, and Academic Program Directors of the Puerto Rico Department of Education (PRDE) to support your learning process in these extraordinary times in which we live.

I invite you to complete this instructional module following the progress calendar established per week. In it, you will be able to review knowledge, improve skills and learn new concepts about the English class through definitions, examples, reading passages, exercises, and assessments. We also suggest additional resources available on the internet, so that you can expand your learning. Remember that this learning experience is essential in your academic and personal development, so start now.

Dear Families:

The Puerto Rico Department of Education (PRDE) committed to the education of our students, has designed this instructional module in collaboration with teachers, facilitators, and academic program directors. Its purpose is to provide the academic content of the **English** class for the first ten weeks of the new school year. In addition, to develop, reinforce, and evaluate the concepts and skills domain of our students. This is one of the alternatives that PRDE promotes to

develop the knowledge of our students, your children, in order to improve their academic achievement.

It is proven that when families are involved in the education of their children, they improve the results of their learning. For this reason, we invite you to support the academic and comprehensive development of your children using this module to **support** their learning. It is essential that your child advance in this module following the progress schedule established per week.

The PRDE staff recognizes that you will be anxious with the new teaching methods, and that you want your children to do very well in the process. We request all families to provide direct and active collaboration in the teaching and learning process of their children. In these extraordinary times we live in, we remind you that it is important for you to develop your child's confidence, sense of accomplishment, and independence when doing schoolwork. Do not forget that the educational needs of our children and youth are everyone's responsibility.

Estimadas familias:

El Departamento de Educación de Puerto Rico (DEPR) comprometido con la educación de nuestros estudiantes, ha diseñado este módulo didáctico con la colaboración de: maestros, facilitadores docentes y directores de los programas académicos. Su propósito es proveer el contenido académico de la materia de inglés para las primeras diez semanas del nuevo año escolar. Además, para desarrollar, reforzar y evaluar el dominio de conceptos y destrezas claves. Ésta es una de las alternativas que promueve el DEPR para desarrollar los conocimientos de nuestros estudiantes, tus hijos, para así mejorar el aprovechamiento académico de estos.

Está probado que cuando las familias se involucran en la educación de sus hijos mejoran los resultados de su aprendizaje. Por esto, te invitamos a que apoyes el desarrollo académico e integral de tus hijos utilizando este módulo para apoyar su aprendizaje. Es fundamental que tu hijo avance en este módulo siguiendo el calendario de progreso establecido por semana.

El personal del DEPR reconoce que estarán realmente ansiosos ante las nuevas modalidades de enseñanza y que desean que sus hijos lo hagan muy bien. Le solicitamos a las familias que brinden una colaboración directa y activa en el proceso de enseñanza y aprendizaje de sus hijos. En estos tiempos extraordinarios en que vivimos, les recordamos que es importante que desarrolles la confianza, el sentido de logro y la independencia de tu hijo al realizar las tareas escolares. No olvides que las necesidades educativas de nuestros niños y jóvenes es responsabilidad de todos.

Dear teacher:

The Puerto Rico Department of Education (PRDE) committed to the education of our students, has designed this instructional module in collaboration with teachers, facilitators, and academic program directors. This constitutes a useful and necessary resource to promote an innovative teaching and learning process that allows the holistic and comprehensive development of our students to the best of their abilities. Furthermore, it is one of the alternatives provided to develop the knowledge of PRDE students; in the face of the emergency situations that confronts our country.

The module's purpose is to provide the content of the English class for the first ten weeks of the new school year. It is a work tool that will help develop concepts and skills in students to improve their academic knowledge. When selecting this teaching alternative, you must ensure that students advance in the module

following the progress calendar established per week. It is important to promote their full development, providing tools that can support their learning. Therefore, you must diversify the offerings with creative learning and evaluation alternatives of your own creation to significantly reduce the gaps in their academic achievement.

PRDE staff expect that this module can help you achieve that students have a significant progress in their academic achievement. We hope that this initiative can help you develop the abilities of our students to the maximum of their capacities.

Estimada familia:

El Departamento de Educación de Puerto Rico (DEPR) tiene como prioridad el garantizar que a sus hijos se les provea una educación pública, gratuita y apropiada. Para lograr este cometido, es imperativo tener presente que los seres humanos son diversos. Por eso, al educar es necesario reconocer las habilidades de cada individuo y buscar estrategias para minimizar todas aquellas barreras que pudieran limitar el acceso a su educación.

La otorgación de acomodados razonables es una de las estrategias que se utilizan para minimizar las necesidades que pudiera presentar un estudiante. Estos permiten adaptar la forma en que se presenta el material, la forma en que el estudiante responde, la adaptación del ambiente y lugar de estudio y el tiempo e itinerario que se utiliza. Su función principal es proveerle al estudiante acceso equitativo durante la enseñanza y la evaluación. Estos tienen la intención de reducir los efectos de la discapacidad, excepcionalidad o limitación del idioma y no, de reducir las expectativas para el aprendizaje. Durante el proceso de enseñanza y aprendizaje, se debe tener altas expectativas con nuestros niños y jóvenes.

Esta guía tiene el objetivo de apoyar a las familias en la selección y administración de los acomodados razonables durante el proceso de enseñanza y evaluación para los estudiantes que utilizarán este módulo didáctico. Los acomodados razonables le permiten a su hijo realizar la tarea y la evaluación, no de una forma más fácil, sino de una forma que sea posible de realizar, según las capacidades que muestre. El ofrecimiento de acomodados razonables está atado a la forma en que su hijo aprende. Los estudios en neurociencia establecen que los seres humanos aprenden de forma visual, de forma

auditiva o de forma kinestésica o multisensorial, y aunque puede inclinarse por algún estilo, la mayoría utilizan los tres.

Por ello, a continuación, se presentan algunos ejemplos de acomodados razonables que podrían utilizar con su hijo mientras trabaja este módulo didáctico en el hogar. Es importante que como madre, padre o persona encargada en dirigir al estudiante en esta tarea los tenga presente y pueda documentar cuales se utilizaron. Si necesita más información, puede hacer referencia a la **Guía para la provisión de acomodados razonables** (2018) disponible por medio de la página www.de.pr.gov, en educación especial, bajo Manuales y Reglamentos.

GUÍA DE ACOMODOS RAZONABLES PARA LOS ESTUDIANTES QUE TRABAJARÁN BAJO MÓDULOS DIDÁCTICOS

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>Cambian la manera en que se presenta la información al estudiante. Esto le permite tener acceso a la información de diferentes maneras. El material puede ser presentado de forma auditiva, táctil, visual o multisensorial.</p>	<p>Cambian la manera en que el estudiante responde o demuestra su conocimiento. Permite a los estudiantes presentar las contestaciones de las tareas de diferentes maneras. Por ejemplo, de forma verbal, por medio de manipulativos, entre otros.</p>	<p>Cambia el lugar, el entorno o el ambiente donde el estudiante completará el módulo didáctico. Los acomodados de ambiente y lugar requieren de organizar el espacio donde el estudiante trabajará.</p>	<p>Cambian la cantidad de tiempo permitido para completar una evaluación o asignación; cambia la manera, orden u hora en que se organiza el tiempo, las materias o las tareas.</p>
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras ▪ Uso de láminas, videos pictogramas. ▪ Utilizar claves visuales tales como uso de colores en las instrucciones, 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Utilizar la computadora para que pueda escribir. ▪ Utilizar organizadores gráficos. ▪ Hacer dibujos que expliquen su contestación. ▪ Permitir el uso de láminas o dibujos 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Ambiente silencioso, estructurado, sin muchos distractores. ▪ Lugar ventilado, con buena iluminación. ▪ Utilizar escritorio o mesa cerca del 	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> ▪ Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar. ▪ Reforzar el que termine las tareas asignadas en la agenda.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>resaltadores (highlighters), subrayar palabras importantes.</p> <ul style="list-style-type: none"> ▪ Demostrar lo que se espera que realice el estudiante y utilizar modelos o demostraciones. ▪ Hablar con claridad, pausado ▪ Identificar compañeros que puedan servir de apoyo para el estudiante ▪ Añadir al material información complementaria <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Leerle el material o utilizar aplicaciones que convierten el texto en formato audible. ▪ Leer en voz alta las instrucciones. ▪ Permitir que el estudiante se grabe mientras lee el material. ▪ Audiolibros ▪ Repetición de instrucciones ▪ Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer ▪ Utilizar el material grabado ▪ Identificar compañeros que puedan servir de 	<p>para explicar sus contestaciones</p> <ul style="list-style-type: none"> ▪ Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un comunicador visual. ▪ Contestar en el folleto. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Grabar sus contestaciones ▪ Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado. ▪ Hacer presentaciones orales. ▪ Hacer videos explicativos. ▪ Hacer exposiciones <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Señalar la contestación a una computadora o a una persona. ▪ Utilizar manipulativos para representar su contestación. ▪ Hacer presentaciones orales y escritas. ▪ Hacer dramas donde represente lo aprendido. 	<p>adulto para que lo dirija.</p> <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas. ▪ Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. ▪ Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. 	<ul style="list-style-type: none"> ▪ Utilizar agendas de papel donde pueda marcar, escribir, colorear. ▪ Utilizar “post-it” para organizar su día. ▪ Comenzar con las clases más complejas y luego moverse a las sencillas. ▪ Brindar tiempo extendido para completar sus tareas. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas. ▪ Establecer mecanismos para recordatorios que le sean efectivos. ▪ Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. ▪ Establecer horarios flexibles para completar las tareas. ▪ Proveer recesos entre tareas. ▪ Tener flexibilidad en cuando al mejor horario para completar las tareas.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>apoyo para el estudiante</p> <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Presentar el material segmentado (en pedazos) ▪ Dividir la tarea en partes cortas ▪ Utilizar manipulativos ▪ Utilizar canciones ▪ Utilizar videos ▪ Presentar el material de forma activa, con materiales comunes. ▪ Permitirle al estudiante investigar sobre el tema que se trabajará ▪ Identificar compañeros que puedan servir de apoyo para el estudiante 	<ul style="list-style-type: none"> ▪ Crear videos, canciones, carteles, infografías para explicar el material. ▪ Utilizar un comunicador electrónico o manual. 		<ul style="list-style-type: none"> ▪ Comenzar con las tareas más fáciles y luego, pasar a las más complejas. ▪ Brindar tiempo extendido para completar sus tareas.

HOJA DE DOCUMENTAR LOS ACOMODOS RAZONABLES UTILIZADOS AL TRABAJAR EL MÓDULO DIDÁCTICO

Nombre del estudiante: _____
Materia del módulo: _____

Número de SIE: _____
Grado: _____

Estimada familia:

1.

Utiliza la siguiente hoja para documentar los acomodados razonables que utiliza con tu hijo en el proceso de apoyo y seguimiento al estudio de este módulo. Favor de colocar una marca de cotejo [✓] en aquellos acomodados razonables que utilizó con su hijo para completar el módulo didáctico. Puede marcar todos los que aplique y añadir adicionales en la parte asignada para ello.

Acomodos de presentación	Acomodos de tiempo e itinerario
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras <input type="checkbox"/> Uso de láminas, videos pictogramas. <input type="checkbox"/> Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (<i>highlighters</i>), subrayar palabras importantes. <input type="checkbox"/> Demostrar lo que se espera que realice el estudiante y utilizar modelos o demostraciones. <input type="checkbox"/> Hablar con claridad, pausado <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante <input type="checkbox"/> Añadir al material información complementaria <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leerle el material o utilizar aplicaciones que convierten el texto en formato audible. <input type="checkbox"/> Leer en voz alta las instrucciones. <input type="checkbox"/> Permitir que el estudiante se grabe mientras lee el material. <input type="checkbox"/> Audiolibros <input type="checkbox"/> Repetición de instrucciones <input type="checkbox"/> Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer <input type="checkbox"/> Utilizar el material grabado 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizar la computadora para que pueda escribir. <input type="checkbox"/> Utilizar organizadores gráficos. <input type="checkbox"/> Hacer dibujos que expliquen su contestación. <input type="checkbox"/> Permitir el uso de láminas o dibujos para explicar sus contestaciones <input type="checkbox"/> Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un comunicador visual. <input type="checkbox"/> Contestar en el folleto. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grabar sus contestaciones <input type="checkbox"/> Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado. <input type="checkbox"/> Hacer presentaciones orales. <input type="checkbox"/> Hacer videos explicativos. <input type="checkbox"/> Hacer exposiciones <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Señalar la contestación a una computadora o a una persona. <input type="checkbox"/> Utilizar manipulativos para representar su contestación. <input type="checkbox"/> Hacer presentaciones orales y escritas. <input type="checkbox"/> Hacer dramas donde represente lo aprendido. <input type="checkbox"/> Crear videos, canciones, carteles, infografías para explicar el material.

Acomodos de presentación	Acomodos de tiempo e itinerario
<ul style="list-style-type: none"> <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentar el material segmentado (en pedazos) <input type="checkbox"/> Dividir la tarea en partes cortas <input type="checkbox"/> Utilizar manipulativos <input type="checkbox"/> Utilizar canciones <input type="checkbox"/> Utilizar videos <input type="checkbox"/> Presentar el material de forma activa, con materiales comunes. <input type="checkbox"/> Permitirle al estudiante investigar sobre el tema que se trabajará <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizar un comunicador electrónico o manual.
Acomodos de respuesta	Acomodos de ambiente y lugar
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente silencioso, estructurado, sin muchos distractores. <input type="checkbox"/> Lugar ventilado, con buena iluminación. <input type="checkbox"/> Utilizar escritorio o mesa cerca del adulto para que lo dirija. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas. <input type="checkbox"/> Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. <input type="checkbox"/> Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. 	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar. <input type="checkbox"/> Reforzar el que termine las tareas asignadas en la agenda. <input type="checkbox"/> Utilizar agendas de papel donde pueda marcar, escribir, colorear. <input type="checkbox"/> Utilizar “post-it” para organizar su día. <input type="checkbox"/> Comenzar con las clases más complejas y luego moverse a las sencillas. <input type="checkbox"/> Brindar tiempo extendido para completar sus tareas. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas. <input type="checkbox"/> Establecer mecanismos para recordatorios que le sean efectivos. <input type="checkbox"/> Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. <input type="checkbox"/> Establecer horarios flexibles para completar las tareas. <input type="checkbox"/> Proveer recesos entre tareas. <input type="checkbox"/> Tener flexibilidad en cuando al mejor horario para completar las tareas. <input type="checkbox"/> Comenzar con las tareas más fáciles y luego, pasar a las más complejas.

Acomodos de presentación	Acomodos de tiempo e itinerario
	<input type="checkbox"/> Brindar tiempo extendido para completar sus tareas.
Otros: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

2.

Si tu hijo es un candidato o un participante de los servicios para estudiantes aprendices del español como segundo idioma e inmigrantes considera las siguientes sugerencias de enseñanza:

- Proporcionar un modelo o demostraciones de respuestas escritas u orales requeridas o esperadas.
- Comprobar si hay comprensión: use preguntas que requieran respuestas de una sola palabra, apoyos y gestos.
- Hablar con claridad, de manera pausada.
- Evitar el uso de las expresiones coloquiales, complejas.
- Asegurar que los estudiantes tengan todos los materiales necesarios.
- Leer las instrucciones oralmente.
- Corroborar que los estudiantes entiendan las instrucciones.
- Incorporar visuales: gestos, accesorios, gráficos organizadores y tablas.
- Sentarse cerca o junto al estudiante durante el tiempo de estudio.
- Seguir rutinas predecibles para crear un ambiente de seguridad y estabilidad para el aprendizaje.
- Permitir el aprendizaje por descubrimiento, pero estar disponible para ofrecer instrucciones directas sobre cómo completar una tarea.
- Utilizar los organizadores gráficos para la relación de ideas, conceptos y textos.
- Permitir el uso del diccionario regular o ilustrado.
- Crear un glosario pictórico.
- Simplificar las instrucciones.
- Ofrecer apoyo en la realización de trabajos de investigación.
- Ofrecer los pasos a seguir en el desarrollo de párrafos y ensayos.
- Proveer libros o lecturas con conceptos similares, pero en un nivel más sencillo.
- Proveer un lector.
- Proveer ejemplos.

- Agrupar problemas similares (todas las sumas juntas), utilizar dibujos, láminas, o gráficas para apoyar la explicación de los conceptos, reducir la complejidad lingüística del problema, leer y explicar el problema o teoría verbalmente o descomponerlo en pasos cortos.
- Proveer objetos para el aprendizaje (concretizar el vocabulario o conceptos).
- Reducir la longitud y permitir más tiempo para las tareas escritas.
- Leer al estudiante los textos que tiene dificultad para entender.
- Aceptar todos los intentos de producción de voz sin corrección de errores.
- Permitir que los estudiantes sustituyan dibujos, imágenes o diagramas, gráficos, gráficos para una asignación escrita.
- Esbozar el material de lectura para el estudiante en su nivel de lectura, enfatizando las ideas principales.
- Reducir el número de problemas en una página.
- Proporcionar objetos manipulativos para que el estudiante utilice cuando resuelva problemas de matemáticas.

3.

Si tu hijo es un estudiante dotado, es decir, que obtuvo 130 o más de cociente intelectual (CI) en una prueba psicométrica, su educación debe ser dirigida y desafiante. Deberán considerar las siguientes recomendaciones:

- Conocer las capacidades especiales del estudiante, sus intereses y estilos de aprendizaje.
- Realizar actividades motivadoras que les exijan pensar a niveles más sofisticados y explorar nuevos temas.
- Adaptar el currículo y profundizar.
- Evitar las repeticiones y las rutinas.
- Realizar tareas de escritura para desarrollar empatía y sensibilidad.
- Utilizar la investigación como estrategia de enseñanza.
- Promover la producción de ideas creativas.
- Permitirle que aprenda a su ritmo.
- Proveer mayor tiempo para completar las tareas, cuando lo requiera.
- Cuidar la alineación entre su educación y sus necesidades académicas y socioemocionales.

CONTENT

LETTER FOR TEACHERS, STUDENTS AND PARENTS	2
LIST OF COLLABORATORS	17
MODULE PROGRESSIVE CALENDAR.....	18
Lesson 1	19
Routine Activities.....	21
The ABC Song.....	23
Read out aloud the days of the week.	24
Months of the year	26
How is today's weather?	27
Building skills: Learning the numbers	28
Learning the colors	30
Today is:	33
Theme: Learning from Home	35
Building skills: Shapes	40
Colors and shapes.....	41
Let us draw and color our house.....	44
Building skills: Recognize the phonemes Bb-Dd.....	47
Building skills: Identify the beginning letter of the following pictures.....	49
Lesson 2.....	50
Theme: My School	54
Building skills: Identify school supplies	55
Building Skills: Identify school supplies.....	57
Have Fun and Draw!	60
Lesson 3.....	62
Building skills: Recognize the phonemes Dd	66
Say the name of each picture.....	67
Building skills: Recognize the phonemes Dd	68
Building skills: Learning about technology	69
The Computer Poem.....	72
This is a keyboard.....	75

This is a computer mouse.....	77
Lesson 4.....	80
ABC Song.....	82
Building skills: Identify my five senses.....	84
Sensory Walk.....	84
My Five Senses.....	85
My Eyes	86
My Ears	87
My Nose	88
My Tongue	89
My Skin	90
Match the five senses:.....	91
Lesson 5.....	92
ABC Song.....	94
Building skills: Recognize the phonemes Cc - Ff	96
Building skills: Parts of the body	98
Here Are My Fingers.....	100
Building skills: Identify the parts of the face	101
Sing the song: Head, shoulder knee and toes.....	102
Lesson 6.....	104
ABC Song.....	106
The ABC Song.....	107
Building skills: ABOUT ME.....	108
What can you do?	109
What can you do?	109
What do you like to do?.....	110
What is your favorite thing to do?	112
Lesson 7.....	113
ABC Song.....	115
Theme: The Importance of Being Healthy	117
Healthy body needs:.....	117
hand washing	119

Sing a song when you wash your hands	120
Why is it important to eat different types of food?	122
Lesson 8.....	125
The ABC Song.....	128
Building skills: Recognize the phonemes Ff	129
Say the name of each picture.....	130
Learn about traditions and customs, festivals, and celebrations.....	132
Color the world!	134

LIST OF COLLABORATORS

Collaborators

Pascual Normandía
English Facilitator
ORE San Juan

María A. Rivera Velázquez
English Program Coordinator
PRDE

Patricia Nieves Sánchez
English Program Director
PRDE

MODULE PROGRESSIVE CALENDAR

DAYS/WEEKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Routine activities every day and every week					
1	Months of the year	Today's weather	Learning the numbers	Learning the colors	Today's date
2	Learning from home	The Shapes	Colors and shapes	Phonemes Bb-Dd	Identify the letters
3	My school	School supplies	School Supplies	Have fun and draw!	Recognize phonemes D-d
4	Say the name of the picture	Recognize the phonemes D-d	Learning about technology	The computer poem	This is a keyboard
5	This is a computer mouse	My five senses	My Eyes	My Ears	My Nose
6	My Tongue	My Skin	Match the five senses	Phonemes Cc-Ff	Parts of the body
7	Here are my fingers	Parts of the face	Head, shoulder, knees, and toes song	About Me	What can you do?
8	What can you do?	What do you like to do?	The importance of being healthy	Healthy body needs	Hand washing
9	Different types of food	Washing hands song	Recognize the phonemes F-f	Say the name of each picture	Recognize the phonemes F-f
10	The world: Uganda	Children from Uganda	The world: Japan	Color the world!	Children from Japan

Lesson 1

Unit: Learning from Home

Objectives:

At the end of this lesson the student will:

Use common courtesy words (thank you, may I go to the bathroom, good morning, enjoy your meal, good afternoon)

Be able to listen and responds to basic commands

Identify parts of the house

Recognize sounds and spoken words

Standards and Expectations:

Foundational Skills

K.R.FS.11

Recognize sounds (phonemes), syllables, and spoken words.

- a. Recognize, generate, and produce rhyming words, including nonsense words.
- b. Identify syllables through actions (e.g. clapping).
- c. Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.

Listening

K.L.1^a Ask and answer basic instructions and routine questions appropriate to the topic.

K.L.1c Listen and respond to simple commands and 2-step instructions and directions.

Speaking:

K.S.1 Engage in conversations and relate personal experience or story information by asking and answering simple yes-no and wh- questions using gestures, words, and simple phrases

K.S.2a Use common courtesy words and offer verbal and nonverbal forms of greetings and phrases when interacting with others.

Reading

K.R.2L Identify key details in a story read aloud.

K.R.5 Recognize common types of texts (e.g., storybooks, poems) and identify the front cover, back cover, and title page of a book

Language

K.LA.1c Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities

Routine Activities

Remember every day before each lesson to practice the daily routines. The ABC song, Days of the week, months of the year, numbers from 1-20 and the weather.

Select a book a read aloud!

Routine Activities

Today is: Monday, Tuesday, Wednesday, Thursday, Friday

Routine activities

Good morning songs and chants

Good Morning to You!

(Tune: Happy Birthday)

Good morning to you,

Good morning to you,

Good morning to (name, kindergarten),

Good morning to you!

Hello Neighbor (Chant)

Hello neighbor (wave your hand)

What do you say? (thumbs up)

It's going to be a beautiful day!

So clap your hands and stomp your feet,

Jump up and down and have a seat!

Sing the ABC Song every day!!

ABC Song

Lyrics:

A for Apple, A for Ant

B for Bat, B for Ball

C for Cat and C for Cup

D for Dog, D for Dots

E for Egg and E for Elephant

F for Frog, F for Fish

G for Goat and G for Grass

H for Hand, H for Hat

I for Ink and I for Insect

J for Juice, J for Jar

K for King and K for Kite

L for Lamb, L for Leaf

M for Man and M for Monkey

N for Neck, N for Nose

O for Ocean, O for Oar

P for Plum, P for Parrot

Q for Queen and Q for Quail

R for Rope, R for Rat

S for Sun and S for Sunflower

T for Tap, T for Tub

U for Uncle, U for Umbrella

V for Violin, V for Violet

W for Well and W for Water

X for Box, X for Fox

Y for Yacht and Y for Yellow

Z for Zoo, Z for Zebra



The ABC Song

<https://www.youtube.com/watch?v=hq3yfQnllfQ>

Read out aloud the days of the week.



**Every Week
(Tune: Are you Sleeping)**

Every week has 7 days
See how many you can say.

**Sunday, Monday, Tuesday,
Wednesday, Thursday, Friday,
Saturday.** What's today?



Days of Week

✓ There are **7 days**
in a week.

✓ In English, the days of the
week begin with capital
letters.

○ Example: **S**unday

Months of the Year	
January	July
February	August
March	September
April	October
May	November
June	December

Months of the year

Sing a Song Months of the Year

(To the tune of "Ten Little Indians")

January, February, March, and April,
May, June, July, August, and September,
October, November, and December

These are the months of the year.

How is today's weather?

Today is a sunny day.



Today is a cloudy day.



Today is a rainy day.



Today is a windy day.



Building skills: Learning the numbers

Trace the letter and say the words aloud.

1	one
2	two
3	three
4	four
5	five

6	six
---	-----

7	seven
---	-------

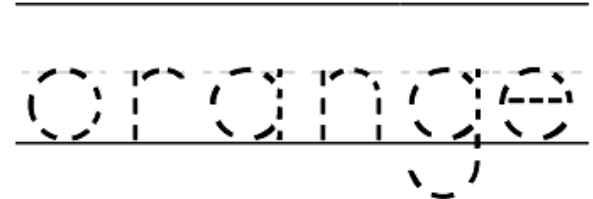
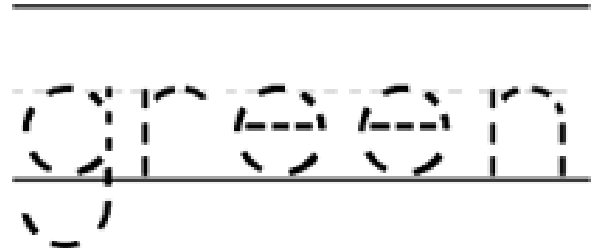
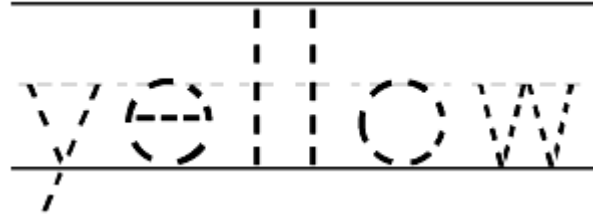
8	eight
---	-------

9	nine
---	------

10	ten
----	-----

Learning the colors

Trace the words and say aloud each color.



The Colors Song ~ Learn the Colors

Tamsin Ambrose

Red, red strawberries
Red apples on the trees
Red hearts and poppies
We love the color red

Orange, orange, oranges
Orange juice and
pumpkins
Orange lamp and
mandarins
We love the color orange

Yellow, yellow sunflowers
Yellow sun and yellow cars
Yellow birds and bananas
We love the color yellow

Green, green Christmas
tree
Green plants, green peas
Green fields and broccoli
We love the color green

Blue, blue, blueberry pie
Blue sea, blue sky

blue eyes and dragonfly
We love the color blue

Purple, purple lavender
Purple crystal, purple flower
Purple plums and purple
house
We love the color purple

White, white mistletoe
White clouds, white snow
White doves and window
We love the color white

Gray, gray mountains
Gray fish and fountains
Gray stones and elephants
We love the color gray

Black, black blackberries
Black cats and black seeds
Black night and black
sheep
We love the color black

Brown, brown teddy bear
Brown dog and brown
chair

Brown cow and brown hair
We love the color brown

Pink, pink flamingos
Pink bike and pink bows
Pink shoes and pink rose
We love the color pink
Red, orange, yellow, green
Blue, purple, white, gray
Black, brown, and pink!
We love all the colors!

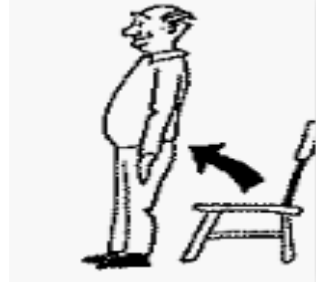


<https://www.youtube.com/watch?v=pUPM3DtK9so>

Today is: Monday, Tuesday, Wednesday,
Thursday, Friday

Building skills: Basic commands

Stand up



Raise your hand



Open your notebook



Sit down



Practice

Listen to the teacher, parents, grandparents, or tutor and responds to simple commands

1. "Raise your hand".
2. "Stand up".
3. "Open your notebook".
4. "Sit down".

Theme: Learning from Home



From home we can learn together.

Trace the letters **h o m e**:

home

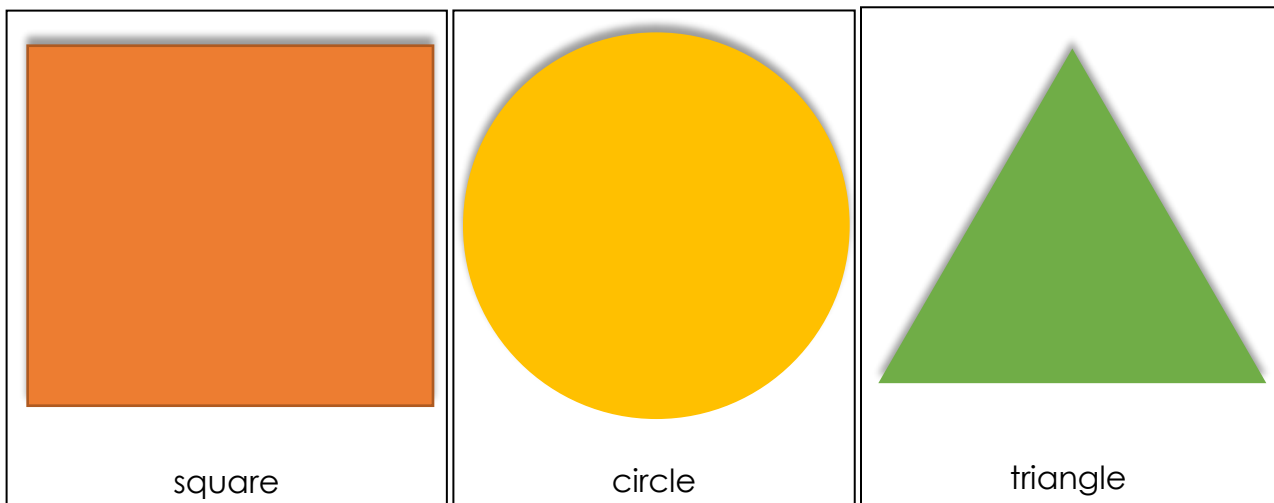
home



Houses come in different shapes and sizes!



Here are different shapes:



'SHAPES SONG LYRICS' | 'LEARN SHAPES' | ' SHAPES SONGS'

<https://www.youtube.com/watch?v=AnoNb2OMQ6s>

There are many kinds of shapes

I see them everywhere

I love circles and rectangles

Triangles and squares

Circles!

When I go walking I see circles

Everywhere I go

A circle is round like a steering wheel

It's shaped just like an "O"

Like the big bright sun

And a cinnamon bun

And the wheels on a bicycle

Round and round they go

Like a big balloon

Like the big full moon

How many kinds of circles

Do you know?

Squares!

I see squares when we go to town

They're everywhere you turn

They have four sides of the very same length

Let's see what we can learn

Like a pizza box

And my toy blocks

Equal sides of 1,2,3,and 4
Like a picture frame
Or a windowpane
A square is just a shape
that I adore

Triangles!

Here and there I find
triangles
Look around and see
And a triangle has three
sides

One and two and three

Like a pizza slice
A piece of pie is nice
How about a great big
Ice cream cone?

Like a volcano
Or the sail on my boat
Or a steeple, or the shape
of the roof

That's on my home

Rectangles!

I share my house
With a lot of rectangles
Let's just take a look
With two sides long
And two sides short
They're shaped just like a
book

Like my front door
And the rug on my floor
Like a fridge, like a brick
Like a bed, like a stereo

Like a Kleenex box
And my grandfather clock
I see rectangles
Everywhere I go!

There are many kinds of
shapes

I see them everywhere

I love circles and
rectangles

Triangles and squares.



<https://www.youtube.com/watch?v=AnoNb2OMQ6s>

Building skills: Shapes

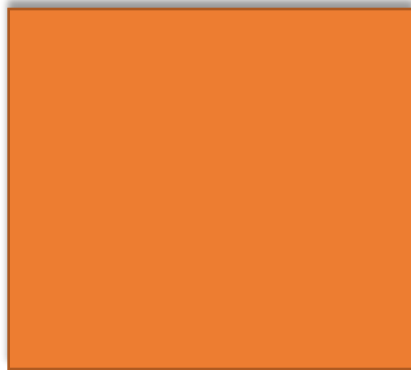
Match the **shape** with the **shape's name**.

Draw a line from the name to the shape.

square



triangle

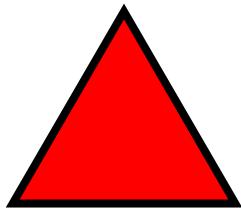


circle



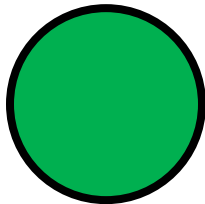
Colors and shapes

Match the shape with the **color**. Draw a line from the name to the shape.



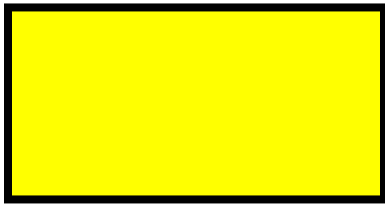
triangle

yellow



circle

orange



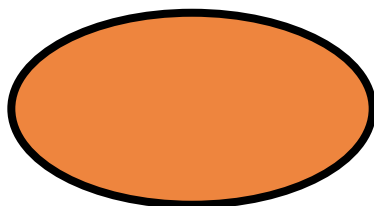
rectangle

blue



square

red



oval

green

What shape do you see?

Houses can have MANY different windows.





bedroom

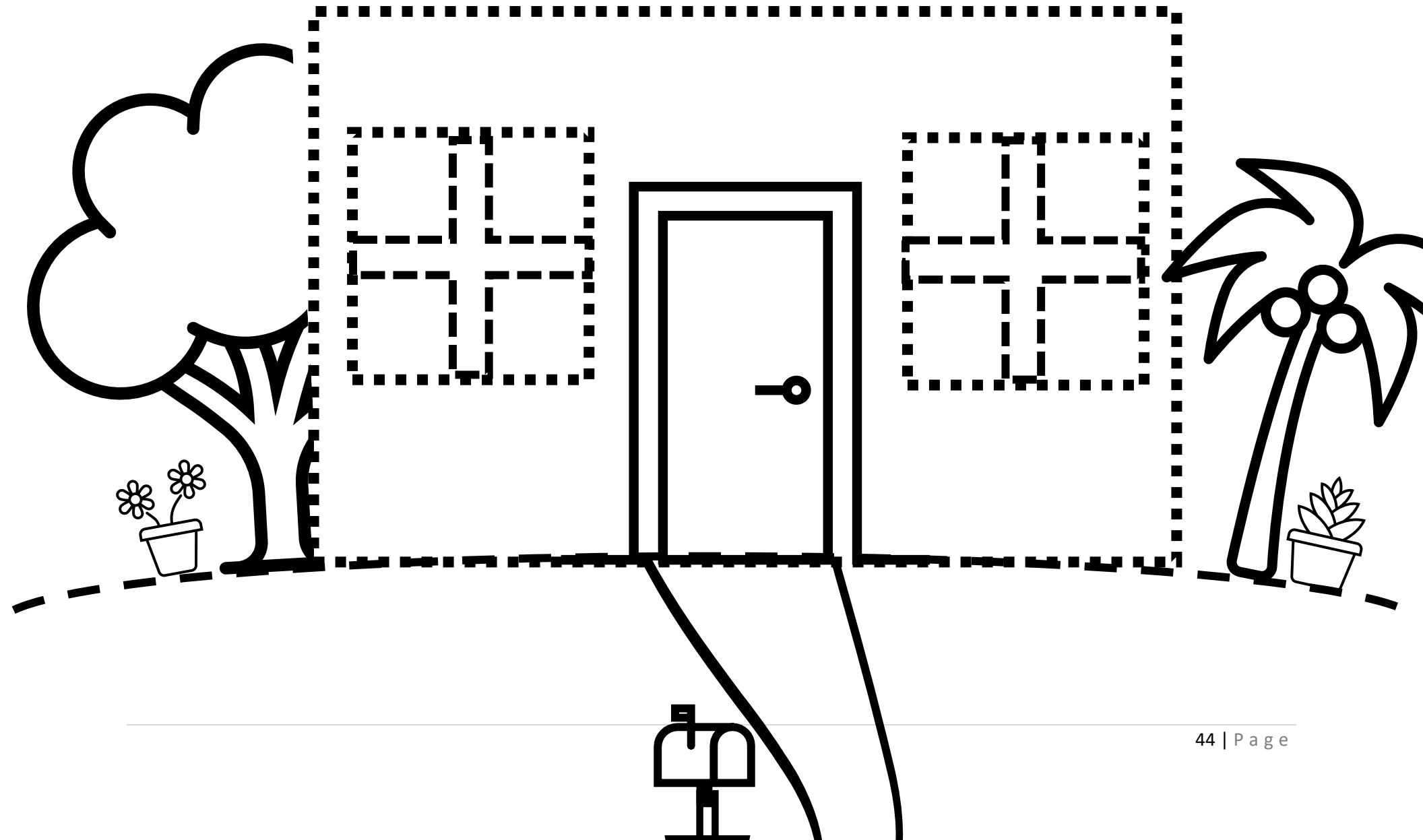


kitchen



bathroom

Let us draw and color our house.



I like my house

I like my house

I like my house

I like my house





I learn at home

I learn at home

I learn at home

I learn at home

Building skills: Recognize the phonemes Bb-Dd

Trace the letter and say it aloud

B B

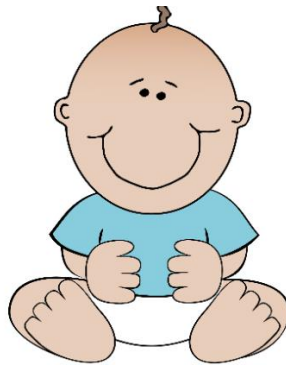
b b



bat



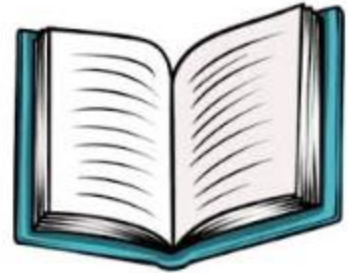
bed



baby

Using a pencil trace the letter and say the name of each picture.

B B



book

b b

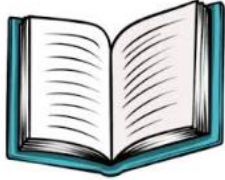




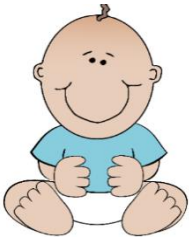


bone



bike

Building skills: Identify the beginning letter of the following pictures.

1 	2 	3 
___ ook	___ ike	___ at

4 	5 	6 
___ aby	___ one	___ ed

Lesson 2

Unit: Learning from Home

Objectives:

At the end of this lesson the student will:

Use common courtesy words (thank you, may I go to the bathroom, good morning, enjoy your meal, good afternoon)

Be able to listen and responds to basic commands

Acquire vocabulary for use in a school setting.

Explore the different school supplies that are used regularly at school.

Recognize sounds and spoken words

Standards and Expectations:

Foundational Skills

K.R.FS.11

Recognize sounds (phonemes), syllables, and spoken words.

- a. Recognize, generate, and produce rhyming words, including nonsense words.
- b. Identify syllables through actions (e.g. clapping).
- c. Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.

Listening

K.L.1^a Ask and answer basic instructions and routine questions appropriate to the topic.

K.L.1c Listen and respond to simple commands and 2-step instructions and directions.

Speaking:

K.S.1 Engage in conversations and relate personal experience or story information by asking and answering simple yes-no and wh- questions using gestures, words, and simple phrases

K.S.2a Use common courtesy words and offer verbal and nonverbal forms of greetings and phrases when interacting with others.

Reading

K.R.2L Identify key details in a story read aloud.

K.R.5 Recognize common types of texts (e.g., storybooks, poems) and identify the front cover, back cover, and title page of a book

Language

K.LA.1c Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities

Routine Activities

Remember every day before each lesson to practice the daily routines. The ABC song, Days of the week, months of the year, numbers, and the weather.

Select a book a read aloud!

Sing the ABC Song every day!!

ABC Song

A for Apple, A for Ant

B for Bat, B for Ball

C for Cat and C for Cup

D for Dog, D for Dots

E for Egg and E for Elephant

F for Frog, F for Fish

G for Goat and G for Grass

H for Hand, H for Hat

I for Ink and I for Insect

J for Juice, J for Jar

K for King and K for Kite

L for Lamb, L for Leaf

M for Man and M for Monkey

N for Neck, N for Nose

O for Ocean, O for Oar

P for Plum, P for Parrot

Q for Queen and Q for Quail

R for Rope, R for Rat

S for Sun and S for Sunflower

T for Tap, T for Tub

U for Uncle, U for Umbrella

V for Violin, V for Violet

W for Well and W for Water

X for Box, X for Fox

Y for Yacht and Y for Yellow

Z for Zoo, Z for Zebra

The ABC Song

<https://www.youtube.com/watch?v=hq3yfQnlfQ>



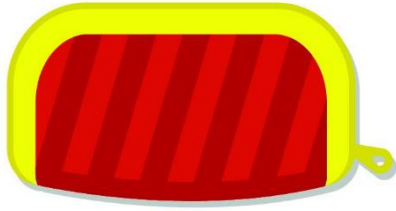
Theme: My School



My School

My School

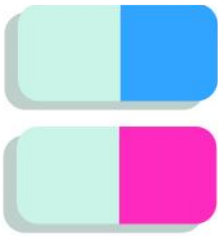
Building skills: Identify school supplies



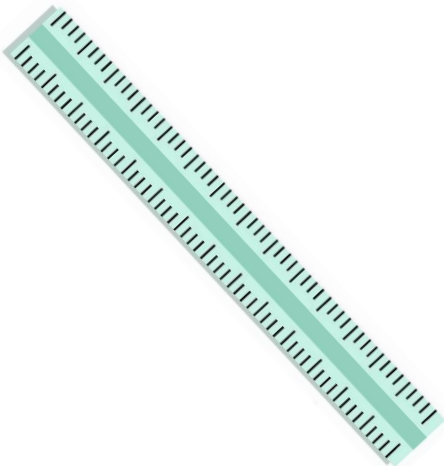
pencil case



pencils



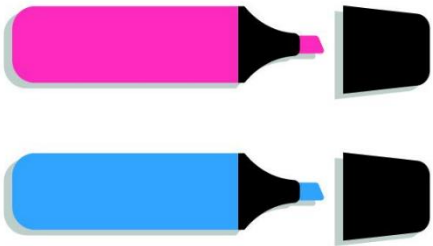
eraser



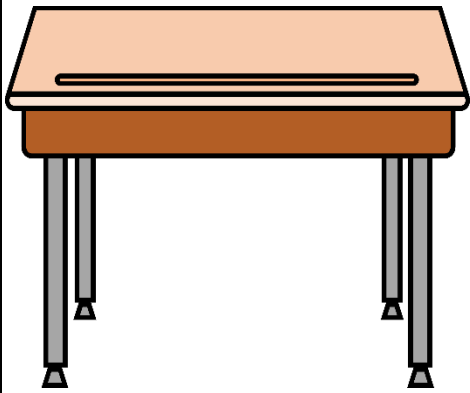
ruler



scissors



markers



desk

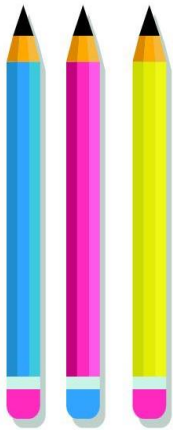
Building Skills: Identify school supplies

pencils

pencils

pencils

pencils



pencil case

pencil case

desk

desk

desk

desk





scissors

scissors

scissors

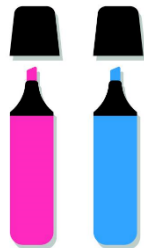
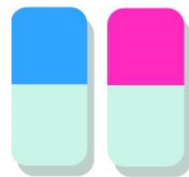
scissors

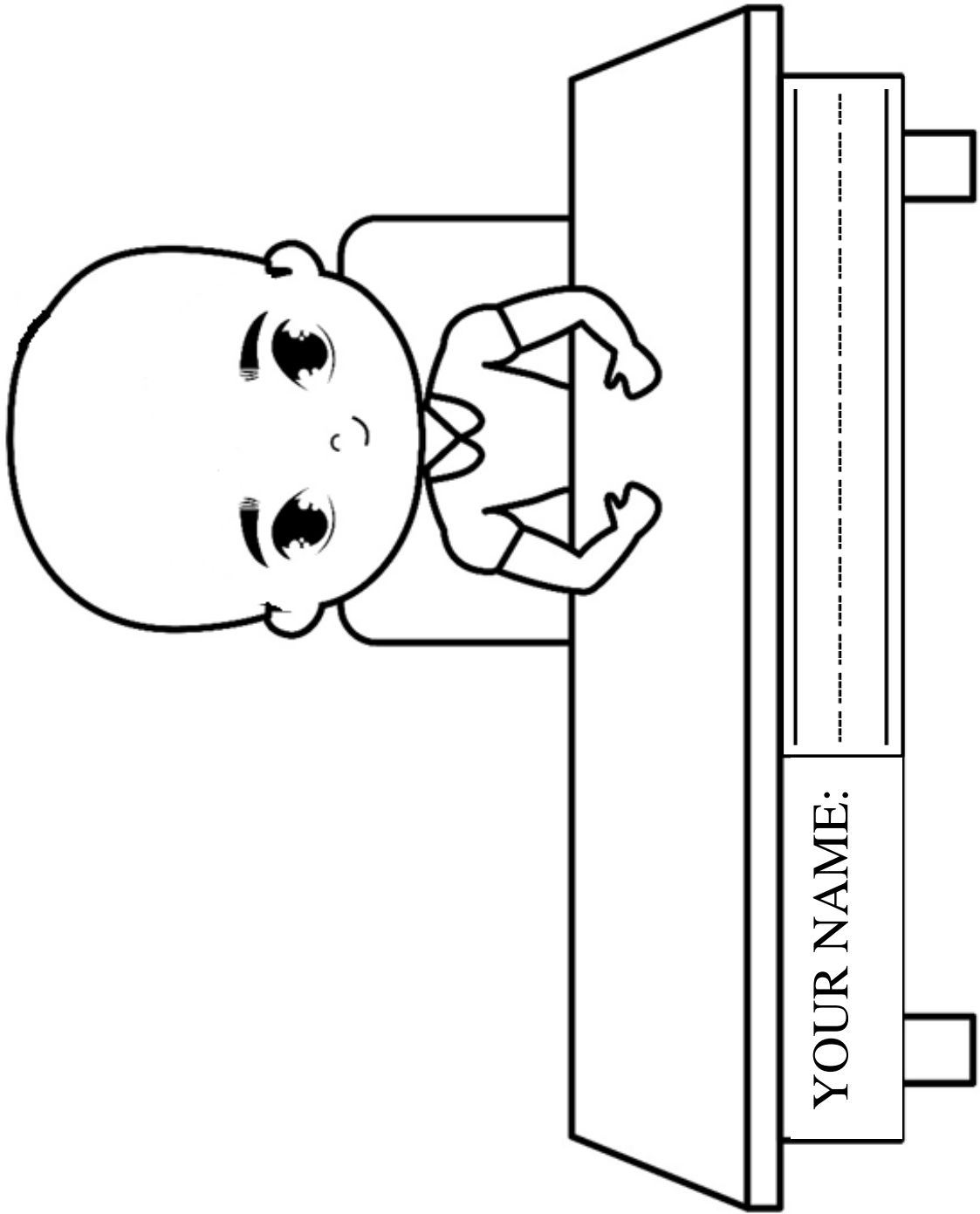
Have Fun and Draw!

Instructions:

- 1) Draw your hair on the person sitting on the desk.
- 2) Write your name on the desk.
- 3) Draw on the desk:

- safety scissors
- glue
- markers
- ruler
- pencil
- pencil case





Lesson 3

Unit: Fun and Learning with Technology

Objectives:

At the end of this lesson the student will:

Use common courtesy words (thank you, may I go to the bathroom, good morning, enjoy your meal, good afternoon)

Be able to listen and responds to basic commands

Recognize sounds and spoken words

Identify parts a computer

Standards and Expectations:

Foundational Skills

K.R.FS.11

Recognize sounds (phonemes), syllables, and spoken words.

- a. Recognize, generate, and produce rhyming words, including nonsense words.
- b. Identify syllables through actions (e.g. clapping).
- c. Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.

Listening

K.L.1^a Ask and answer basic instructions and routine questions appropriate to the topic.

K.L.1c Listen and respond to simple commands and 2-step instructions and directions.

Speaking:

K.S.1 Engage in conversations and relate personal experience or story information by asking and answering simple yes-no and wh- questions using gestures, words, and simple phrases

K.S.2a Use common courtesy words and offer verbal and nonverbal forms of greetings and phrases when interacting with others.

Reading

K.R.2L Identify key details in a story read aloud.

K.R.5 Recognize common types of texts (e.g., storybooks, poems) and identify the front cover, back cover, and title page of a book

Language

K.LA.1c Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities

Routine Activities

Before each lesson

Remember every day before each lesson to practice the daily routines. The ABC song, Days of the week, months of the year, numbers, and the weather.

Select a book and read aloud!!!!

Sing the ABC Song every day!!

ABC Song

A for Apple, A for Ant

B for Bat, B for Ball

C for Cat and C for Cup

D for Dog, D for Dots

E for Egg and E for Elephant

F for Frog, F for Fish

G for Goat and G for Grass

H for Hand, H for Hat

I for Ink and I for Insect

J for Juice, J for Jar

K for King and K for Kite

L for Lamb, L for Leaf

M for Man and M for Monkey

N for Neck, N for Nose

O for Ocean, O for Oar

P for Plum, P for Parrot

Q for Queen and Q for Quail

R for Rope, R for Rat

S for Sun and S for Sunflower

T for Tap, T for Tub

U for Uncle, U for Umbrella

V for Violin, V for Violet

W for Well and W for Water

X for Box, X for Fox

Y for Yacht and Y for Yellow

Z for Zoo, Z for Zebra

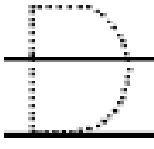
The ABC Song

<https://www.youtube.com/watch?v=hq3yfQnllfQ>



Building skills: Recognize the phonemes Dd

Trace the letter and say it aloud

D 

d 



dog



door



doll

Say the name of each picture.



doctor

dime



duck

Read the words aloud!

Building skills: Recognize the phonemes Dd

Circle the picture with the beginning sound of the letter **d**.



Building skills: Learning about technology

In this lesson, we will learn about the computer and devices related to the computer. These vocabulary words are computer, keyboard, mouse, power button, internet and click.

1. Computer - a **machine** that can process information.
2. Keyboard - an object with **keys** to write in the computer.
3. Mouse - an object that controls where you point in the computer.

How many computer elements can you identify in the following picture?

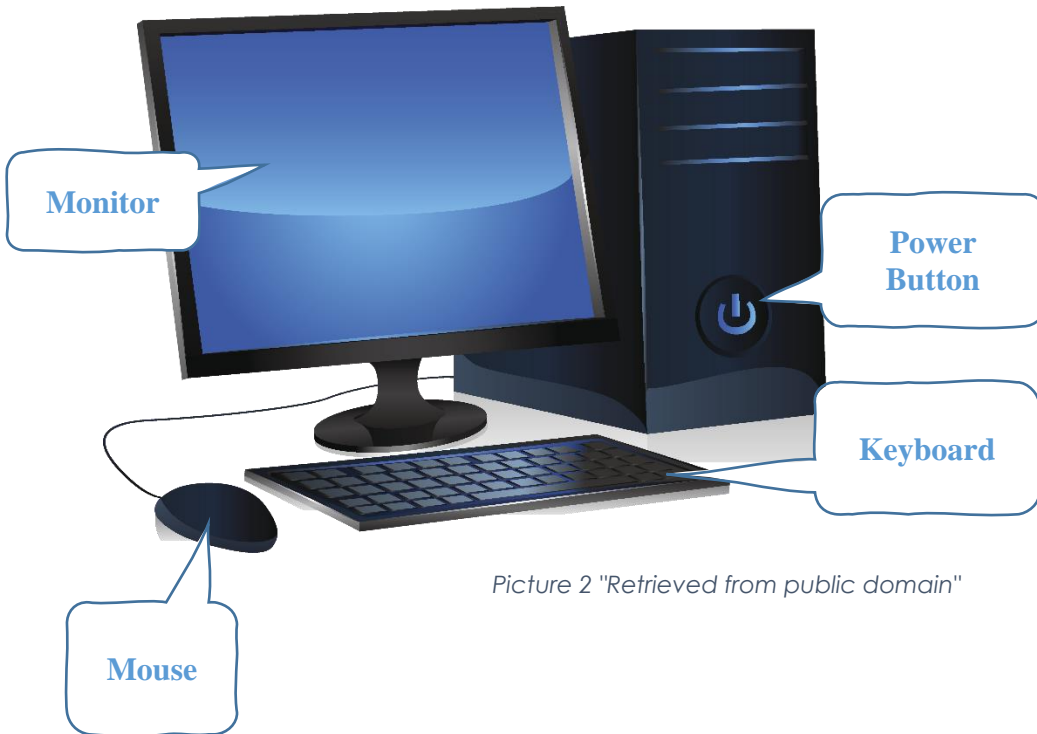


Picture 1 Designed by sentavio / Freepik

This is a computer:

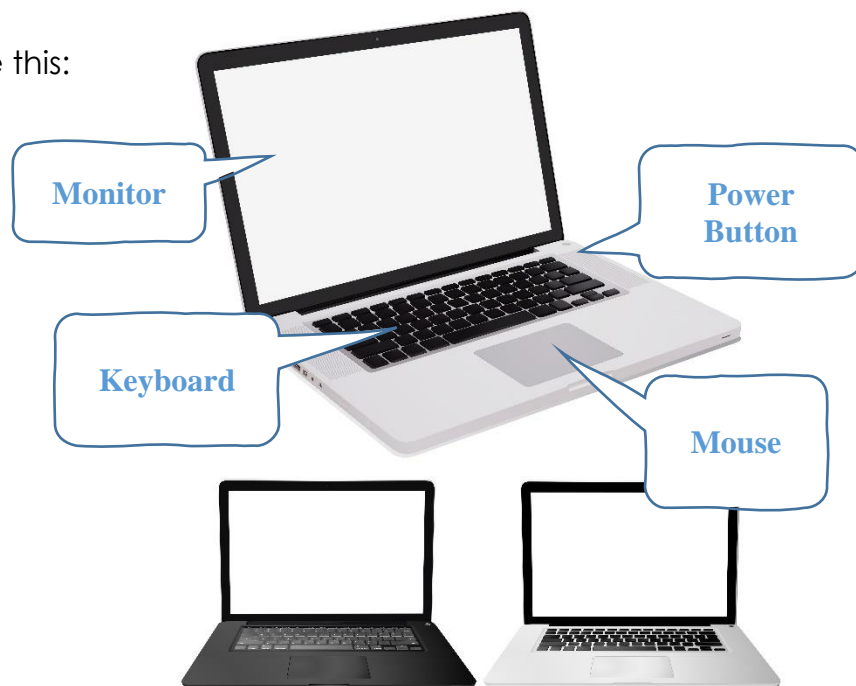
A computer has a **mouse** and a **keyboard**.

It can look like this:



Picture 2 "Retrieved from public domain"

Or it can look like this:



my computer

my computer

my computer

my computer

The Computer Poem

By María A. Rivera Velázquez

A **computer** can think just like you!
You can write, paint, or make it sing a tune
Though, it does need a user too
With some lessons you will learn soon
To use a **computer** and reach for the moon!



Picture 3 "Retrieved from www.vecteezy.com"



Picture 4 "Retrieved from www.vecteezy.com"

Everything is possible with a **computer**, just think...

You can go around the world in a blink

Using a trusty internet link!

Maybe browse around for a bedtime story

Or watch heroes save the day in glory

Picture 5 "Retrieved from www.vecteezy.com"



Everything is possible with a **computer**

Use your imagination and learn of other places

So many cultures and so many faces!

*With a **computer**, you cannot go wrong*

This is how we have fun all year long

Learning about **computers** and singing along!

This is a keyboard



Picture 6 "Retrieved from Public Domain"

The **keyboard** has **keys**.

And the **keys** look like this:



You can write with a keyboard using your fingers!



Picture 7 "Retrieved from Public Domain"

keyboard

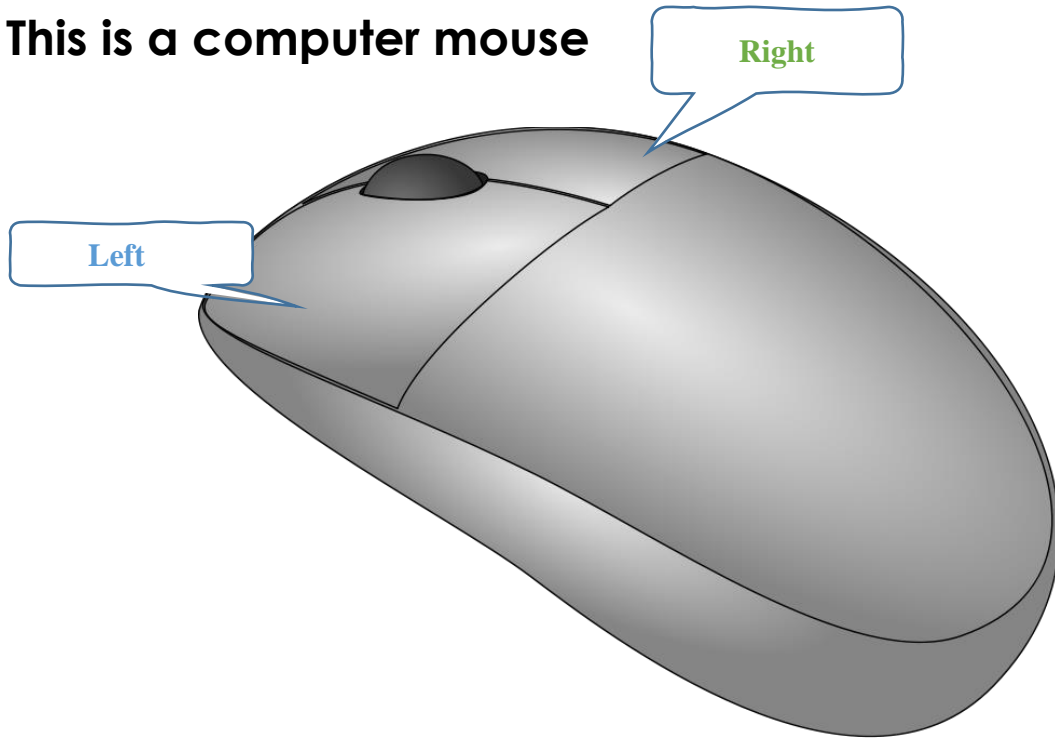
keyboard

keyboard

keyboard



This is a computer mouse



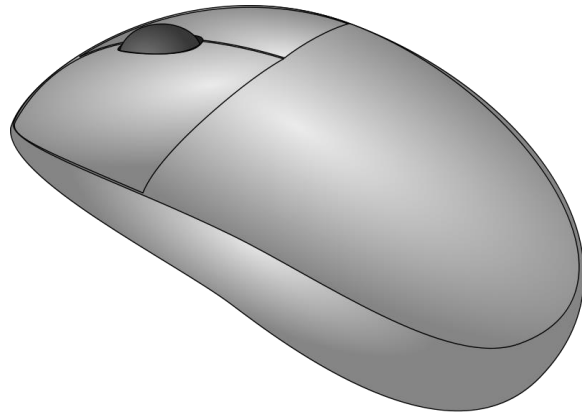
Picture 8 "Retrieved from Public Domain"

The mouse has **TWO** buttons.

You can click, click, click with the **left** button, or **right** button on the **mouse**!

Point with your fingers, where is the **left** button?

Point with your fingers, where is the **right** button?



mouse

mouse

mouse

mouse

Interactive practice games



<https://www.tvokids.com/preschool/games/letter-tree-abc>

Lesson 4

Unit: Five Senses

Objectives:

At the end of this lesson the student will:

Use common courtesy words (thank you, may I go to the bathroom, good morning, enjoy your meal, good afternoon)

Be able to listen and responds to basic commands

Recognize sounds and spoken words

Identify and describe the five senses

Standards and Expectations:

Foundational Skills

K.R.FS.11

Recognize sounds (phonemes), syllables, and spoken words.

- a. Recognize, generate, and produce rhyming words, including nonsense words.
- b. Identify syllables through actions (e.g. clapping).
- c. Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.

Listening

K.L.1^a Ask and answer basic instructions and routine questions appropriate to the topic.

K.L.1c Listen and respond to simple commands and 2-step instructions and directions.

Speaking:

K.S.1 Engage in conversations and relate personal experience or story information by asking and answering simple yes-no and wh- questions using gestures, words, and simple phrases

K.S.2a Use common courtesy words and offer verbal and nonverbal forms of greetings and phrases when interacting with others.

Reading

K.R.2L Identify key details in a story read aloud.

K.R.5 Recognize common types of texts (e.g., storybooks, poems) and identify the front cover, back cover, and title page of a book

Language

K.LA.1c Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities

Routine Activities

Before each lesson practice the daily routines. The ABC song, Days of the week, months of the year, numbers, and the weather.

Select a book and read aloud!!!!

Sing the ABC Song every day!!

ABC Song

A for Apple, A for Ant

B for Bat, B for Ball

C for Cat and C for Cup

D for Dog, D for Dots

E for Egg and E for Elephant

F for Frog, F for Fish

G for Goat and G for Grass

H for Hand, H for Hat

I for Ink and I for Insect

J for Juice, J for Jar

K for King and K for Kite

L for Lamb, L for Leaf

M for Man and M for Monkey

N for Neck, N for Nose

O for Ocean, O for Oar

P for Plum, P for Parrot

Q for Queen and Q for Quail

R for Rope, R for Rat

S for Sun and S for Sunflower

T for Tap, T for Tub

U for Uncle, U for Umbrella

V for Violin, V for Violet

W for Well and W for Water

X for Box, X for Fox

Y for Yacht and Y for Yellow

Z for Zoo, Z for Zebra

The ABC Song



<https://www.youtube.com/watch?v=hq3yfQnlfQ>

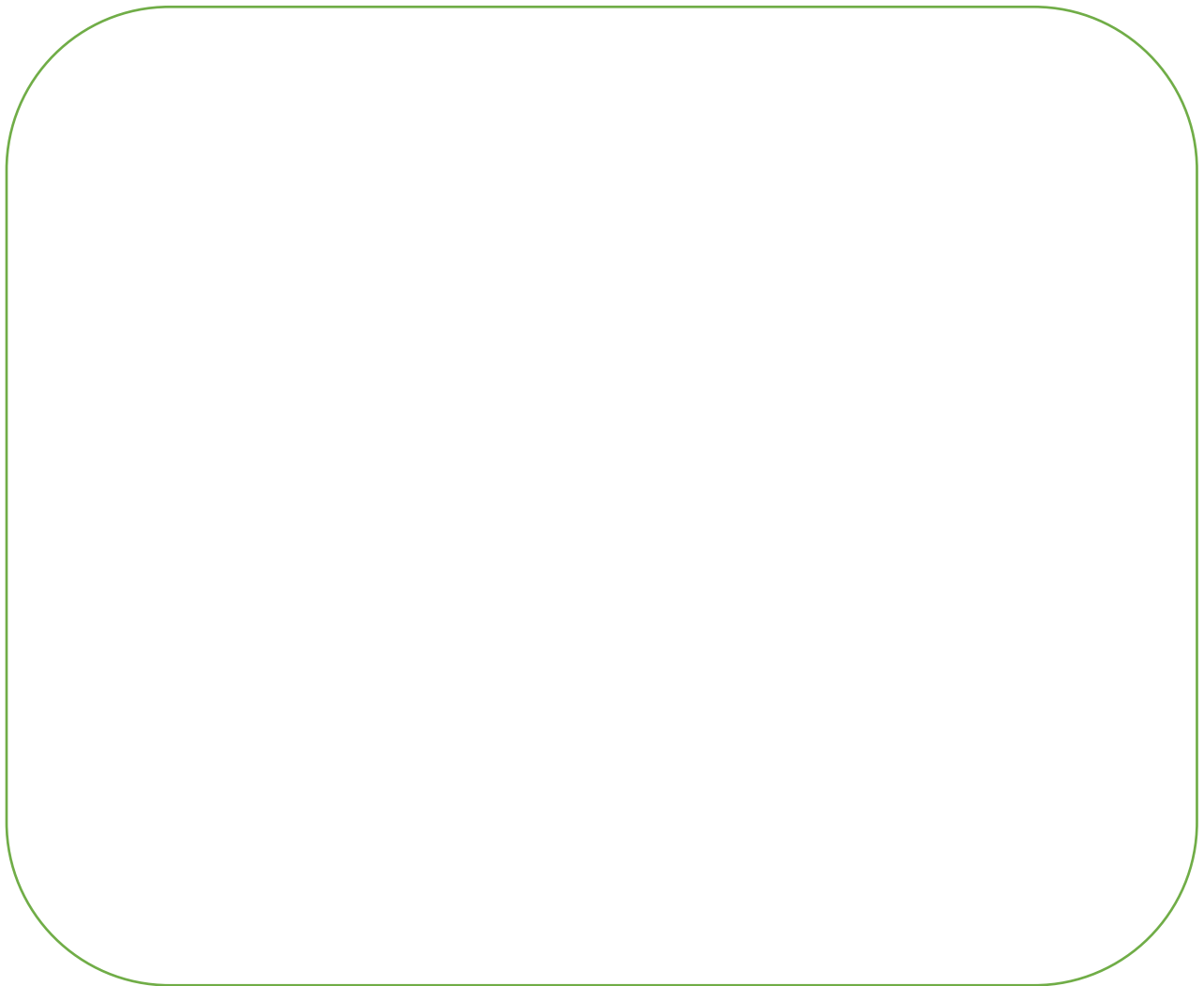
Building skills: Identify my five senses

Sensory Walk

Activity:

The students will walk around and notice everything they can sense around them. They will use their eyes to see, their ears to hear, their nose to smell, their tongue to taste, and their hands to feel.

The students will draw what they saw, felt, smelled, tasted and heard.



Building skills: Identify my five senses

My Five Senses

I see with my eyes.



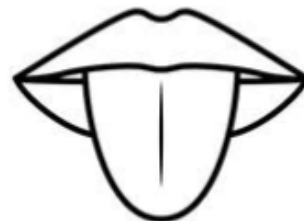
I smell with my nose.



I hear with my ears.



I taste with my tongue.



I feel with my skin.



Building skills: Identify my five senses

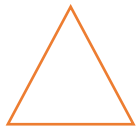
My Eyes

I can see with my eyes.

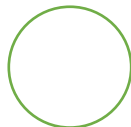
I can see colors and shapes.

I can see near and far.

I can see you.



Red



blue



green



Circle with a red crayon all triangle objects

Circle with blue crayon all circle objects

Circle with green crayon all square objects

Building skills: Identify my five senses

My Ears

I can hear with my ears.

I can hear the birds singing

I can hear low sounds and high sounds.

What can you hear?

Circle:



Building skills: Identify my five senses

My Nose

I can smell with my nose.

I can smell bad and good things.

Circle the things that smells good.

Mark with a **X** the things that smells bad.



Building skills: Identify my five senses

My Tongue

I can taste with my tongue.

I can taste sweet, salty, sour, and bitter things.

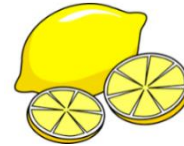
Match:

salty

sweet

bitter

sour



Building skills: Identify my five senses

My Skin

I can feel with my skin.

I can feel soft and hard things.

I can feel hot and cold things.

Match :

soft

hot

hard

cold



Building skills: Identify my five senses

Match the five senses:

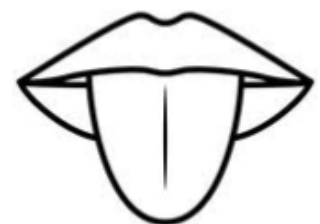
feel

taste

see

smell

hear



Lesson 5

Unit: Parts of the Body

Objectives:

At the end of this lesson the student will:

Use common courtesy words (thank you, may I go to the bathroom, good morning, enjoy your meal, good afternoon)

Be able to listen and responds to basic commands

Recognize sounds and spoken words

Identify parts of the body

Standards and Expectations:

Foundational Skills

K.R.FS.11

Recognize sounds (phonemes), syllables, and spoken words.

- a. Recognize, generate, and produce rhyming words, including nonsense words.
- b. Identify syllables through actions (e.g. clapping).
- c. Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.

Listening

K.L.1^a Ask and answer basic instructions and routine questions appropriate to the topic.

K.L.1c Listen and respond to simple commands and 2-step instructions and directions.

Speaking:

K.S.1 Engage in conversations and relate personal experience or story information by asking and answering simple yes-no and wh- questions using gestures, words, and simple phrases

K.S.2a Use common courtesy words and offer verbal and nonverbal forms of greetings and phrases when interacting with others.

Reading

K.R.2L Identify key details in a story read aloud.

K.R.5 Recognize common types of texts (e.g., storybooks, poems) and identify the front cover, back cover, and title page of a book

Language

K.LA.1c Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities

Routine Activities

Before each lesson practice the daily routines. The ABC song, Days of the week, months of the year, numbers, and the weather.

Select a book and read aloud!!!!

Sing the ABC Song every day!!

ABC Song

Lyrics:

A for Apple, A for Ant

B for Bat, B for Ball

C for Cat and C for Cup

D for Dog, D for Dots

E for Egg and E for Elephant

F for Frog, F for Fish

G for Goat and G for Grass

H for Hand, H for Hat

I for Ink and I for Insect

J for Juice, J for Jar

K for King and K for Kite

L for Lamb, L for Leaf

M for Man and M for Monkey

N for Neck, N for Nose

O for Ocean, O for Oar

P for Plum, P for Parrot

Q for Queen and Q for Quail

R for Rope, R for Rat

S for Sun and S for Sunflower

T for Tap, T for Tub

U for Uncle, U for Umbrella

V for Violin, V for Violet

W for Well and W for Water

X for Box, X for Fox

Y for Yacht and Y for Yellow

Z for Zoo, Z for Zebra

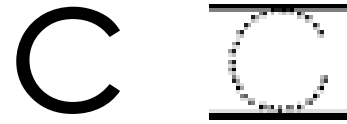
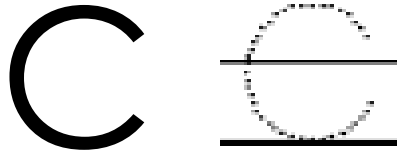


The ABC Song

<https://www.youtube.com/watch?v=hq3yfQnllfQ>

Building skills: Recognize the phonemes Cc - Ff

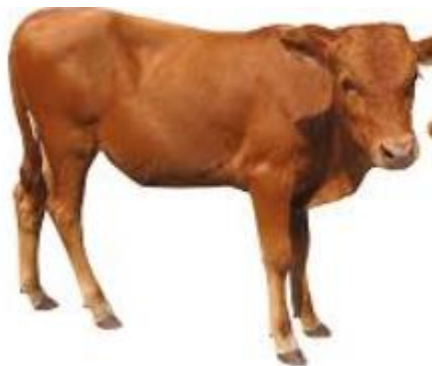
Trace the letter and say the words aloud



cake

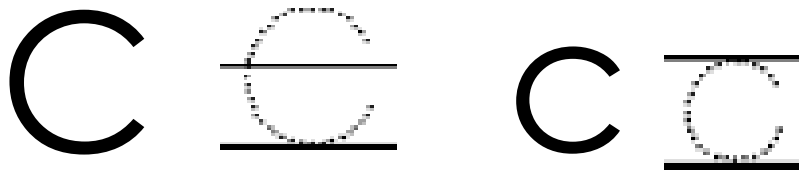
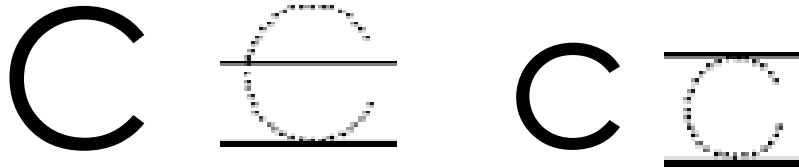


cat



COW

Trace the letter and say the words aloud



Recognize the phonemes Cc - Ff



cloud



car



comb

Building skills: Parts of the body



arm



face



leg



hand



feet



ear



nose



knee

shoulder



Building skills: Read together!

POEM

Here Are My Fingers

Here are my fingers and here is my nose.
Here are my ears and here are my toes.
Here are my eyes that open wide.
Here is my mouth with my white teeth inside.
Here is my pink tongue that helps me speak.
Here are my shoulders and here is my cheek.
Here are my hands that help me play.
Here are my feet that go walking each day.
(Author Unknown)

Building skills: Identify the parts of the face



ears nose eyes mouth hair

Sing the song: Head, shoulder knee and toes

ChuChu TV Nursery Rhymes & Kids Songs

Head, shoulders, knees, and toes,

Knees and toes.

Head, shoulders, knees, and toes,

Knees and toes.

And eyes, and ears, and mouth,

And nose.

Head, shoulders, knees, and toes,

Knees and toes.

March march march Let us all March

March March March Get your body charged

Head, shoulders, knees, and toes,

Knees and toes.

Head, shoulders, knees, and toes,

Knees and toes.

And eyes, and ears, and mouth,

And nose.

Head, shoulders, knees, and toes,

Knees and toes.

Jump Jump Jump,

Let us all Jump Jump Jump Jump, make your muscle pump

Punch Punch Punch, Let us all Punch
Punch Punch Punch, Have a hearty munch
Head, shoulders, knees, and toes,
Knees and toes.
Head, shoulders, knees, and toes,
Knees and toes.
And eyes, and ears, and mouth,
And nose.
Head, shoulders, knees and toes, Knees, and toes.



<https://www.youtube.com/watch?v=h4eueDYPTlg>

Lesson 6

Unit: About Me

Objectives:

At the end of this lesson the student will:

Use common courtesy words (thank you, may I go to the bathroom, good morning, enjoy your meal, good afternoon)

Be able to listen and responds to basic commands

Recognize sounds and spoken words

Describe about themselves and their actions

Standards and Expectations:

Foundational Skills

K.R.FS.11

Recognize sounds (phonemes), syllables, and spoken words.

- a. Recognize, generate, and produce rhyming words, including nonsense words.
- b. Identify syllables through actions (e.g. clapping).
- c. Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.

Listening

K.L.1^a Ask and answer basic instructions and routine questions appropriate to the topic.

K.L.1c Listen and respond to simple commands and 2-step instructions and directions.

Speaking:

K.S.1 Engage in conversations and relate personal experience or story information by asking and answering simple yes-no and wh- questions using gestures, words, and simple phrases

K.S.2a Use common courtesy words and offer verbal and nonverbal forms of greetings and phrases when interacting with others.

Reading

K.R.2L Identify key details in a story read aloud.

K.R.5 Recognize common types of texts (e.g., storybooks, poems) and identify the front cover, back cover, and title page of a book

Language

K.LA.1c Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities

Routine Activities

Before each lesson practice the daily routines. The ABC song, Days of the week, months of the year, numbers, and the weather.

Select a book and read aloud!!!!

Sing the ABC Song every day!!

ABC Song

Lyrics:

A for Apple, A for Ant

B for Bat, B for Ball

C for Cat and C for Cup

D for Dog, D for Dots

E for Egg and E for Elephant

F for Frog, F for Fish

G for Goat and G for Grass

H for Hand, H for Hat

I for Ink and I for Insect

J for Juice, J for Jar

K for King and K for Kite

L for Lamb, L for Leaf

M for Man and M for Monkey

N for Neck, N for Nose

O for Ocean, O for Oar

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Q for Queen and Q for Quail

R for Rope, R for Rat

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U for Uncle, U for Umbrella

V for Violin, V for Violet

W for Well and W for Water

X for Box, X for Fox

Y for Yacht and Y for Yellow

Z for Zoo, Z for Zebra



The ABC Song

<https://www.youtube.com/watch?v=hq3yfQnllfQ>

Building skills: ABOUT ME

Write your name:

What can you do?

I can

I can



wash my hands.

wash my hands.

What can you do?

I can

I can



eat my food.

eat my food.

What can you do?

I can

I can



sleep.

sleep.

What do you like to do?



I like to read.

I like to read.



I like to think.

I like to think.



I like to explore.

I like to explore.

What is your favorite thing to do?

Draw the favorite thing that you like to do.

Lesson 7

Unit: The Importance of Being Healthy

Objectives:

At the end of this lesson the student will:

Use common courtesy words (thank you, may I go to the bathroom, good morning, enjoy your meal, good afternoon)

Be able to listen and responds to basic commands

Be aware of healthy food and habits

Standards and Expectations:

Foundational Skills

K.R.FS.11

Recognize sounds (phonemes), syllables, and spoken words.

- a. Recognize, generate, and produce rhyming words, including nonsense words.
- b. Identify syllables through actions (e.g. clapping).
- c. Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.

Listening

K.L.1^a Ask and answer basic instructions and routine questions appropriate to the topic.

K.L.1c Listen and respond to simple commands and 2-step instructions and directions.

Speaking:

K.S.1 Engage in conversations and relate personal experience or story information by asking and answering simple yes-no and wh- questions using gestures, words, and simple phrases

K.S.2a Use common courtesy words and offer verbal and nonverbal forms of greetings and phrases when interacting with others.

Reading

K.R.2L Identify key details in a story read aloud.

K.R.5 Recognize common types of texts (e.g., storybooks, poems) and identify the front cover, back cover, and title page of a book

Language

K.LA.1c Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities

Routine Activities

Before each lesson practice the daily routines. The ABC song, Days of the week, months of the year, numbers, and the weather.

Select a book and read aloud!!!!

Sing the ABC Song every day!!

ABC Song

By ChuChu TV Nursery Rhymes & Kids Songs

Lyrics:

A for Apple, A for Ant

B for Bat, B for Ball

C for Cat and C for Cup

D for Dog, D for Dots

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V for Violin, V for Violet

W for Well and W for Water

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Z for Zoo, Z for Zebra



The ABC song:

<https://www.youtube.com/watch?v=hq3yfQnllfQ>

Today is: Monday, Tuesday, Wednesday, Thursday, Friday

Theme: The Importance of Being Healthy

Healthy body needs:



hand washing

healthy food



taking baths

sleep



brush your teeth

exercise



Theme: The Importance of Being Healthy

Healthy body needs:

hand washing



Why do you need to wash your hands?

What do you need to wash your hands at a handwashing sink?



soap



paper towel



water

Sing a song when you wash your hands

Use the tune from – “Row, Row, Row your Boat”

Wash, wash, wash your hands.

Wash them every day.

Front and back and in between, wash those germs
away!



Listen to the tune and sing the song!

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

Today is: Monday, Tuesday, Wednesday, Thursday, Friday

You should eat different types of food every day.

fruits

vegetables

cheese

milk

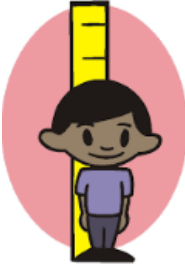
meat

rice



Why is it important to eat different types of food?

Healthy foods help you **grow**, **learn** and **play**.



Match the word with the picture



vegetables

fruits

meats

Today is: Monday, Tuesday, Wednesday, Thursday,
Friday

Theme: The Importance of Being Healthy

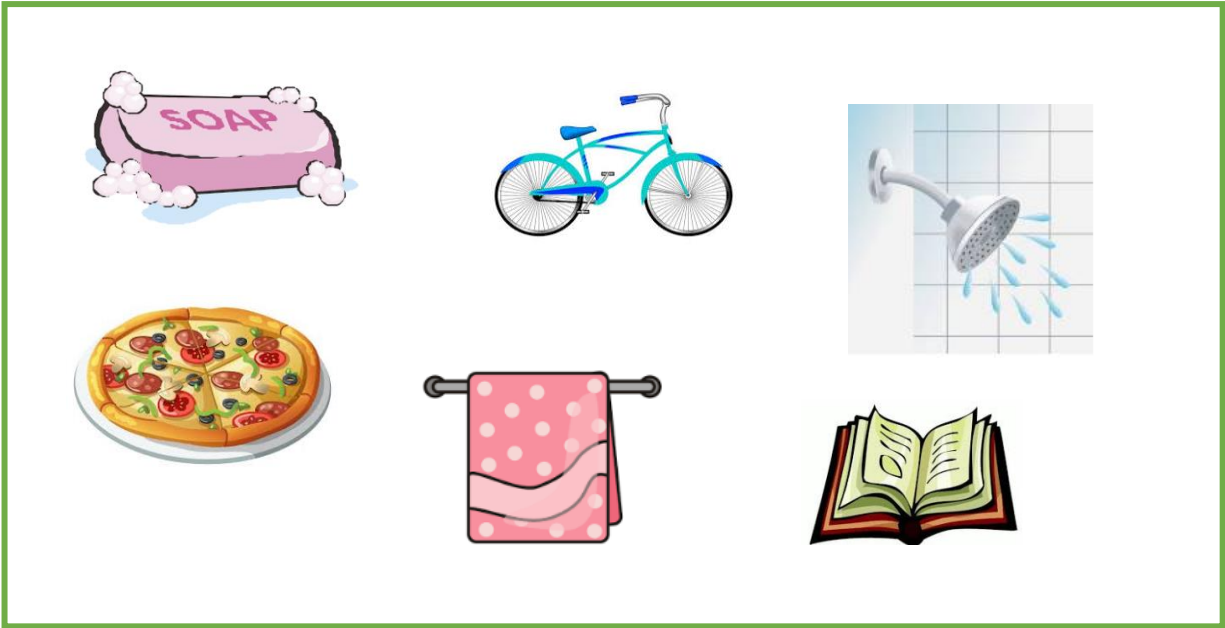


Sammy takes a bath twice a day.

Sammy washes his hair every day.

Sammy is clean and happy every day.

Circle the things Sammy will need, when he is taking a bath



Taking a bath is important and a healthy habit.

Lesson 8

Unit: Children from other countries

Objectives:

At the end of this lesson the student will:

Use common courtesy words (thank you, may I go to the bathroom, good morning, enjoy your meal, good afternoon)

Be able to listen and responds to basic commands

Recognize sounds and spoken words

Recognize customs, tradition, music, food and animals from different countries around the world.

Standards and Expectations:

Foundational Skills

K.R.FS.11

Recognize sounds (phonemes), syllables, and spoken words.

- a. Recognize, generate, and produce rhyming words, including nonsense words.
- b. Identify syllables through actions (e.g. clapping).
- c. Manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays.

Listening

K.L.1^a Ask and answer basic instructions and routine questions appropriate to the topic.

K.L.1c Listen and respond to simple commands and 2-step instructions and directions.

Speaking:

K.S.1 Engage in conversations and relate personal experience or story information by asking and answering simple yes-no and wh- questions using gestures, words, and simple phrases

K.S.2a Use common courtesy words and offer verbal and nonverbal forms of greetings and phrases when interacting with others.

Reading

K.R.2L Identify key details in a story read aloud.

K.R.5 Recognize common types of texts (e.g., storybooks, poems) and identify the front cover, back cover, and title page of a book

Language

K.LA.1c Develop phonemic awareness and the alphabetic principle when participating in listening and speaking activities

Routine Activities

Before each lesson practice the daily routines. The ABC song, Days of the week, months of the year, numbers, and the weather.

Select a book and read aloud!!!!

Sing the ABC Song every day!!

ABC Song

Lyrics:

A for Apple, A for Ant

B for Bat, B for Ball

C for Cat and C for Cup

D for Dog, D for Dots

E for Egg and E for Elephant

F for Frog, F for Fish

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W for Well and W for Water

X for Box, X for Fox

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Z for Zoo, Z for Zebra



The ABC Song

<https://www.youtube.com/watch?v=hq3yfQnlfQ>

Building skills: Recognize the phonemes Ff

Trace the letter and say it aloud

F E f

f f



five



fan



fish

Say the name of each picture.

father



flower

four



Building skills: Recognize the phonemes Ff

Circle the picture with the beginning sound of the letter **f**.



Today is: Monday, Tuesday, Wednesday,
Thursday, Friday

Learn about traditions and customs, festivals, and celebrations.

Today we are going to:



Uganda is a country from Africa

This is the flag from Uganda.





Children from Uganda.

<https://www.aidforafrica.org/issues/children-of-uganda/>

Uganda's people like to dance.



<https://www.ugandasafariexperts.com/blog/uganda-traditional-dances>



Animals from Uganda

<http://www.adventure-travellers.com/blog-animals-of-uganda.html>

Color the world!

Self-Introduction | Simple Skits - Maple Leaf Learning

<https://www.youtube.com/watch?v=KCZAtgacc7I>

I'd like to go to Africa (Point to self.)

Where natives build straw huts like this (Join fingertips of two hands and form roof)

Where elephants have big, gray trunks (clasp hands and swing arms in front like a trunk)

Where natives' arrow seldom misses (Shoot arrow in pantomime.)

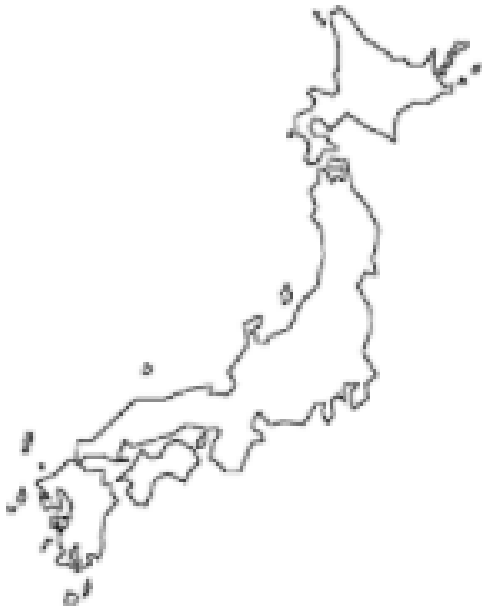
Where lions shake their manes and roar (Shake head & roar)

I'd like to go to Africa. (Point to self)

Today is: Monday, Tuesday, Wednesday,
Thursday, Friday

**Learn about traditions and customs, festivals,
and celebrations.**

Today we are going to:



Japan

Japan is a country.

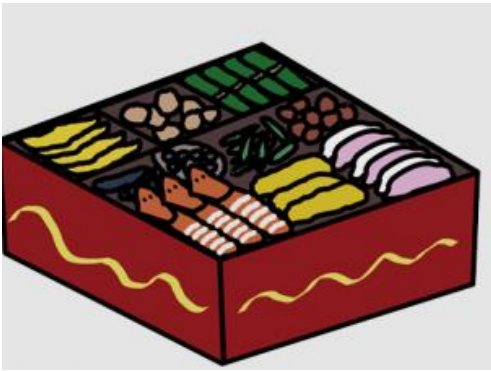
This is the flag from Japan.



Children from Japan.



<http://factsanddetails.com/japan>



Japan's special lunch box called, "Osechi".

<https://allesl.com/culture-lesson-plans/>

A kimono is traditional Japanese dress.

