

Instituto
MILENIO^{ES}
Una nueva cultura educativa

Little Learners 2

Workbook A

Miss Diana

..... ♥ Made for Little Learners ♥

Little Learners



Workbook A

PARA MAMÁ Y PAPÁ · Escuchen la pronunciación en casa



Apunta la cámara

Entra a:

lingua.imilenium.mx/k2

- 1 Entra a esa dirección desde el celular, o apunta la cámara al código.
- 2 Escribe el número que viene abajo en la hoja donde está trabajando tu hijo.
- 3 Toca reproducir y escuchen juntos cómo se dice en inglés. Repítanlo en voz alta.

No hay que instalar nada ni registrarse. Es gratis para las familias del instituto.

Fun with English!

WELCOME

This book belongs to:



TABLE OF CONTENTS

Lesson	Topic/Vocabulary	Sight words/Grammar	Skills	Sound lab	Discovery lab	Speaking project	Reading
All about me! Pages: 5-20	-Greetings -My favorite things -Feelings -Ways of saying hello (foot tap, high five)	-I, you, he, she -This is my	-Introduce themselves using simple sentences. -Identify feelings in different situations. -Express favorite things Use basic greetings	-The alphabet. -Vowels review.	-Counting 1 to 10 -Number 11 -My feelings in everyday situations.	Things that makes me feel...	Isabella says hello
I can do it! Pages: 21-39	-Action verbs (run, sleep, cry, cook)	-I can / I can't run -I like to cook pasta	-Express abilities -Talk about likes and activities -Describe actions using adjectives	-Letter M (moon, milk, mouse, mitten, monkey)	-Number 12 -The objects we use to do things.	I like to...	Things I like to do
At the Zool Pages: 40-58	-Zoo animals (lion, monkey, zebra, elephant)	-There is a lion. -There are monkeys. -The lion can run. -I like flamingos.	-Describe animals -Talk about animal abilities -Use basic structures to describe places	-Letter S (soap, sock, sun, seahorse)	-Number 13 -Life at the Zoo: What animals eat, where they live, how they move	My favorite animal	Isabella's funny dream
People who help us Pages: 59-77	-Community helpers (doctor, firefighter, police officer, nurse) -Tools (hose, stethoscope, badge, truck)	-A firefighter can help people. -The nurse is happy. -He is a doctor / She is a teacher.	-Describe what a community helper can or can't do -Identify and use he and she correctly	-Letter T (tomato, tie, turtle, tent)	-Number 14 -Where community helpers work	What do you want to be?	Isabella the Little Helper
My busy city Pages: 78-95	-Places (library, hospital, police station, gym) -Transportation (bus, car, truck, bike)	-There is a hospital. -I go to school by bus. -The bakery is next to the library.	-Say what you can do in places (I can read at the library) -Use simple prepositions for location -Understand the importance of transportation	-Letter P (pencil, pizza, paint, pig, pumpkin)	-Number 15 -How a community works	My City Map	Isabella and the Lost Penguin

MATERIAL . For these activities you will need different materials.
These icons will give you a clue about each activity.



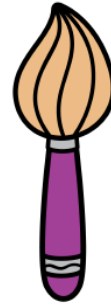
color



paste



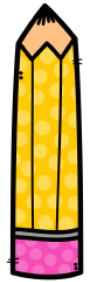
tempera



paint



observe



write



glue



cut



use your
hands



surprise
materials



listen



speak

LESSON 1: ALL ABOUT ME



How do you feel today? / How are you today?



Happy



Angry



Sad



Amazed



Tired



Scared

- I feel happy
- I am happy, tired, sad.

- I am great!
- I am fine, thank you!

Good morning



Good afternoon



Good night



What's your name?

My name is _____

How old are you?

I am _____ years old.

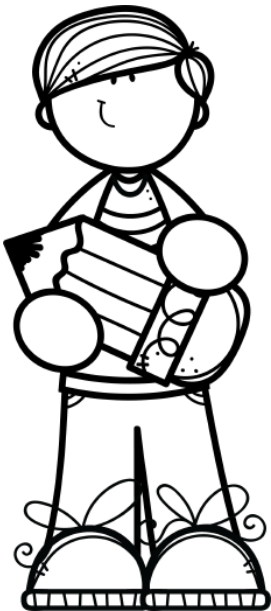
ALL ABOUT ME

Complete the information about you.



ALL ABOUT ME

I am a:



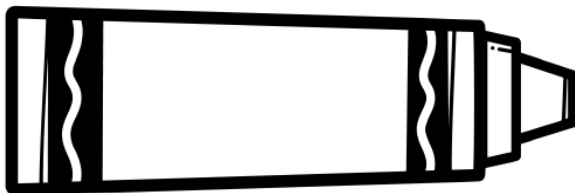
boy

* Color the child that represents you.



girl

My favorite color is: I am:



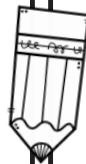
* Color the crayon with your favorite color.



years old.

My favorite animal is: My favorite fruit is:

* Draw your favorite animal.



* Draw your favorite fruit.

ALL ABOUT ME

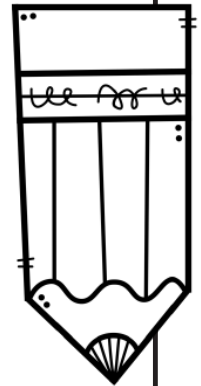
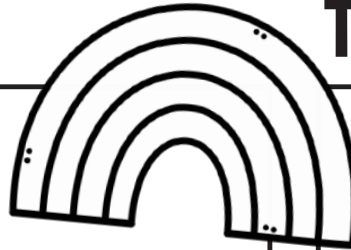
Complete the information about you.



ALL ABOUT ME

This is my family:

This is my house:

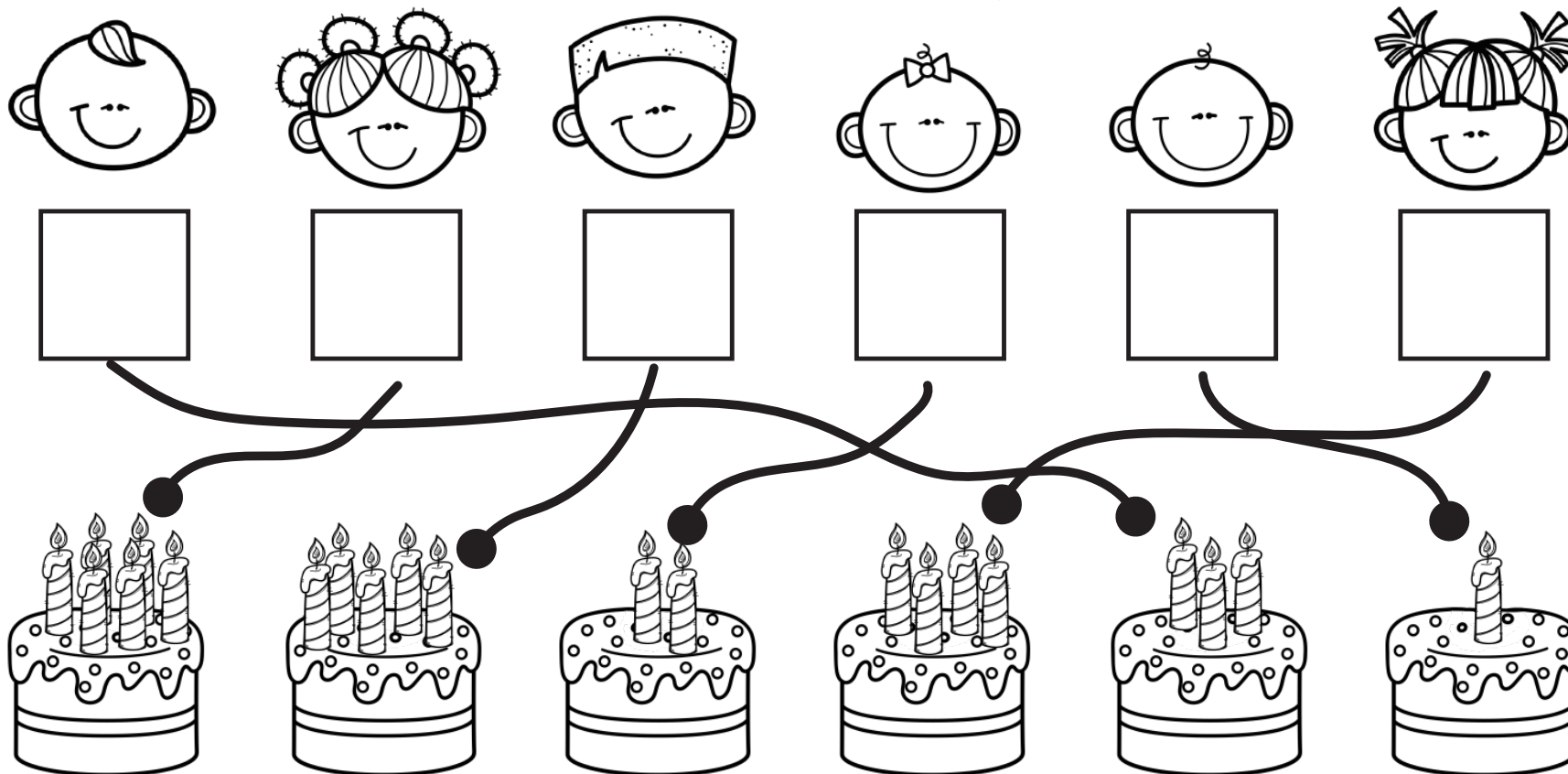


* Draw your family.

* Draw your house.



How old are you?



8

1 2 3 4 5 6



Feelings



Angry



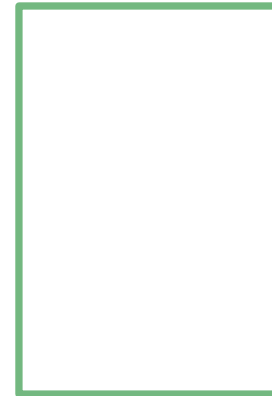
Sad



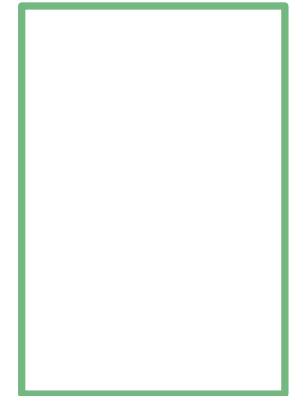
Happy



Tired

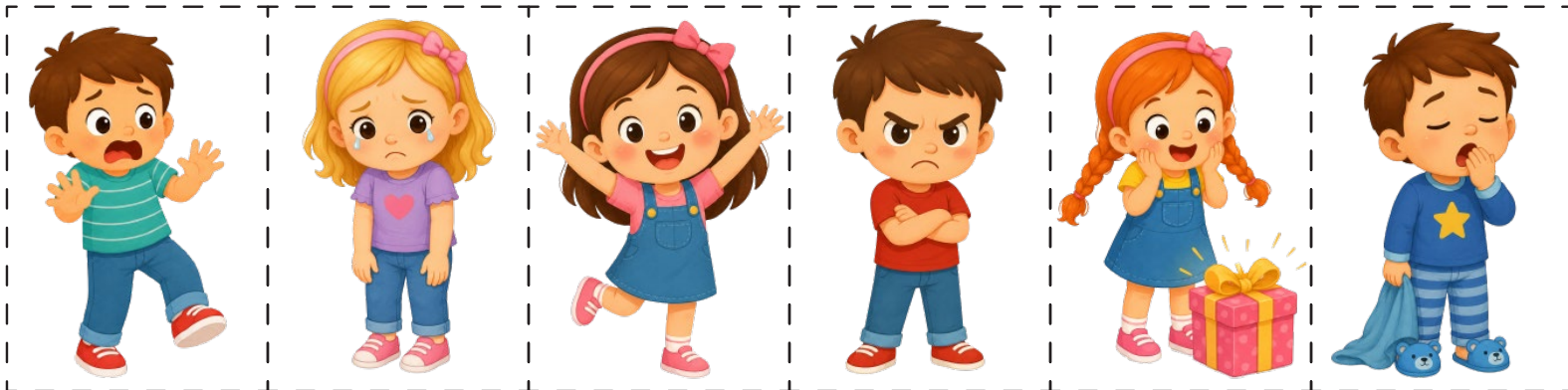


Amazed



Scared

9



ALL ABOUT ME

Listen and name the correct emotion for each picture.



Look at all the different ways of saying hello. Can you do it with your classmates? Circle your favorite greeting.



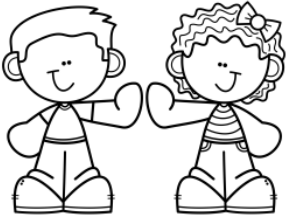
Say hello around the world



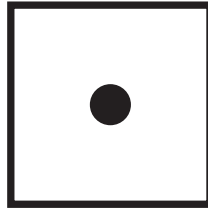
ALL ABOUT ME



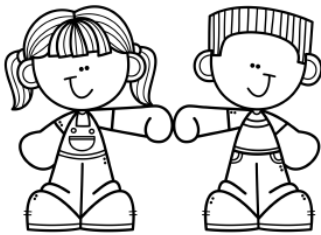
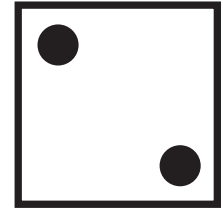
Play in pairs. Roll a die and act out the greeting. Then draw a tally mark each time you act out that greeting.



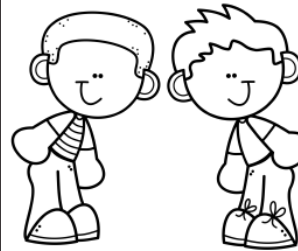
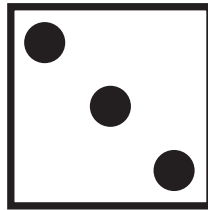
High five



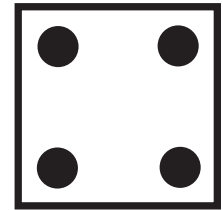
Foot tap



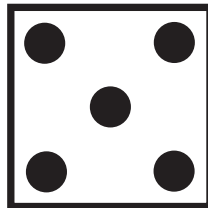
Fist bump



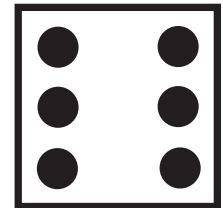
Bowing



Peace sign



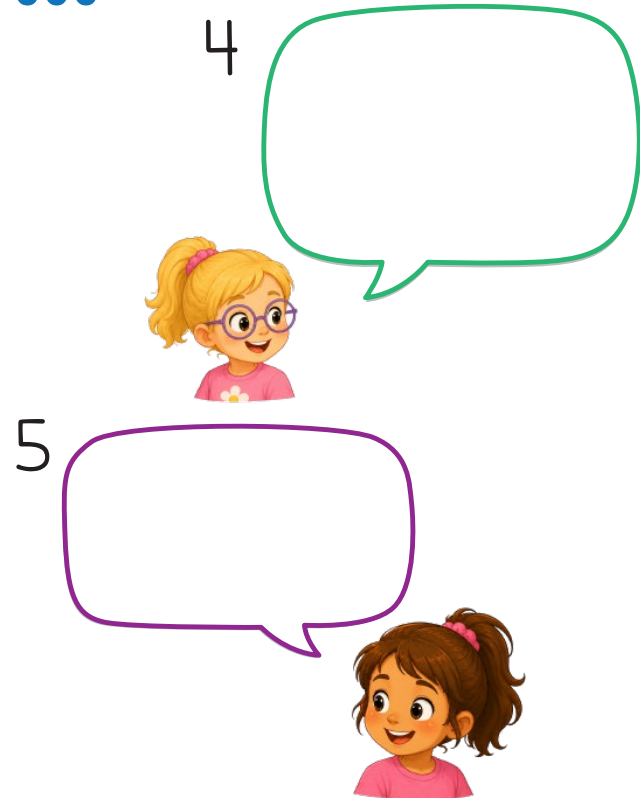
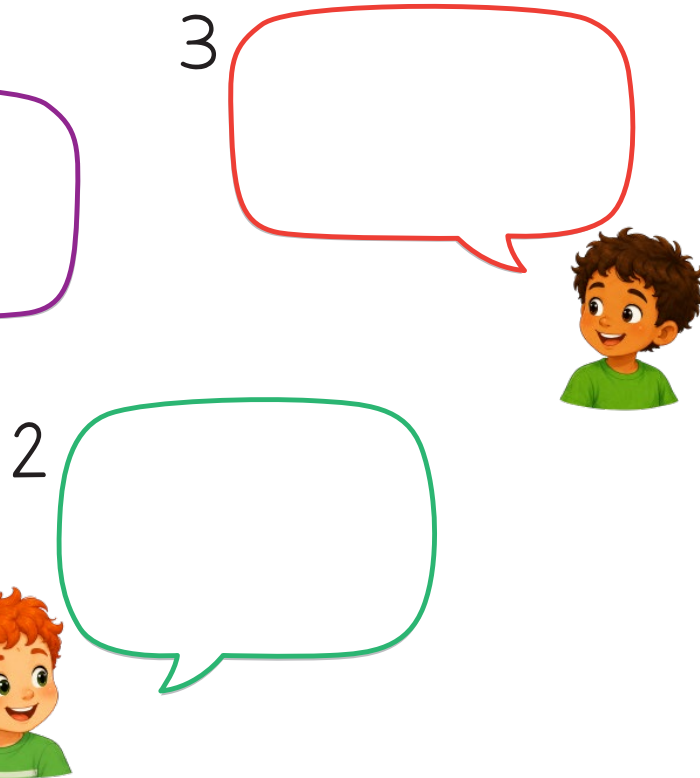
Happy hands



Listen and paste the objects in the correct speech bubbles.

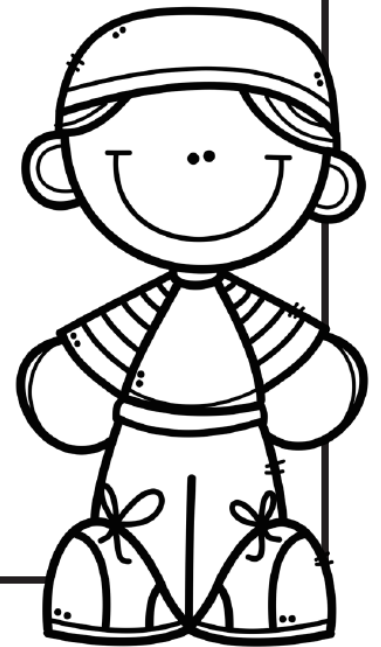
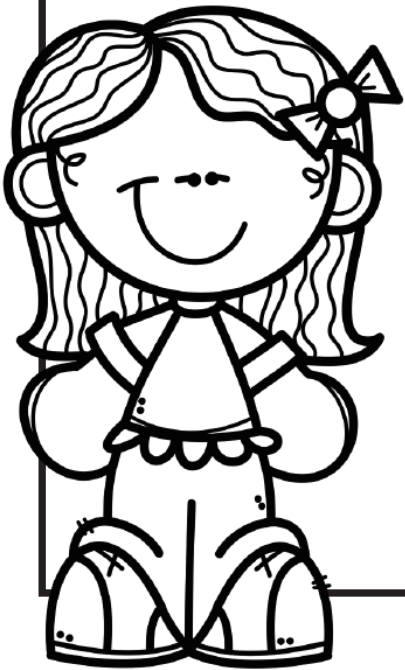


This is my...





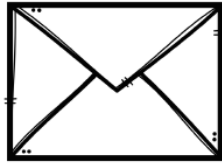
This is my...



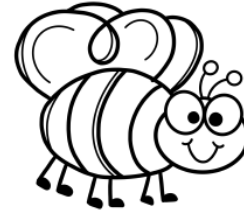


VOWELS

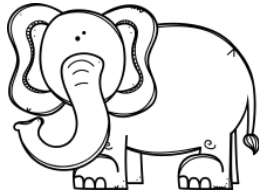
A a



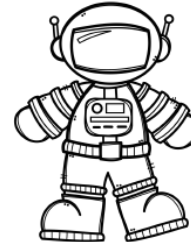
I i



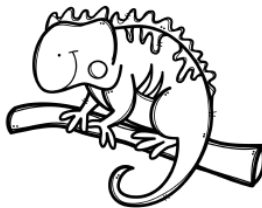
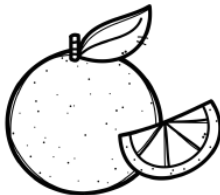
E e



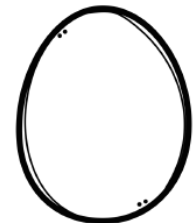
U u



O o



E e

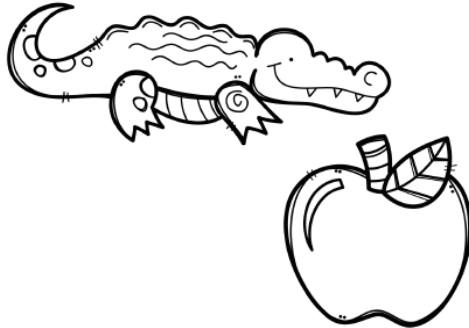


SOUND LAB

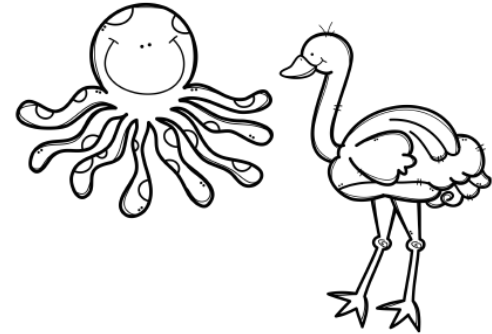
Trace the vowels and name the nouns.



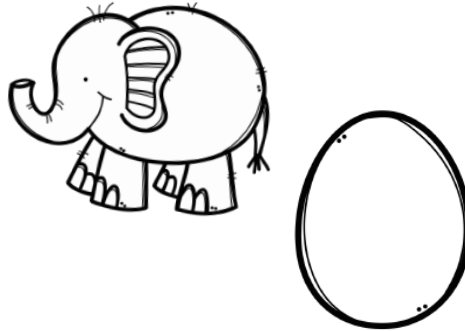
A a



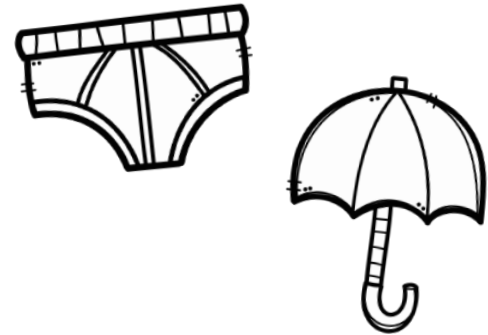
O o



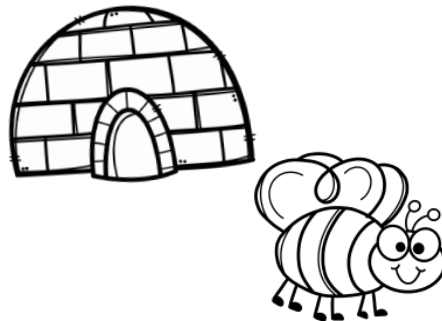
E e



U u

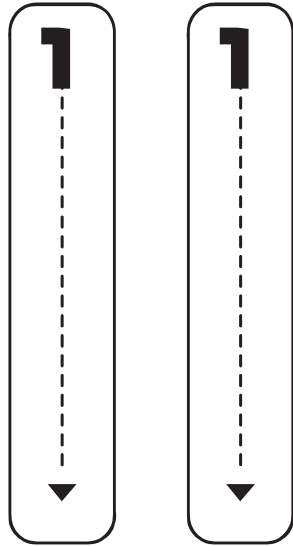


I i



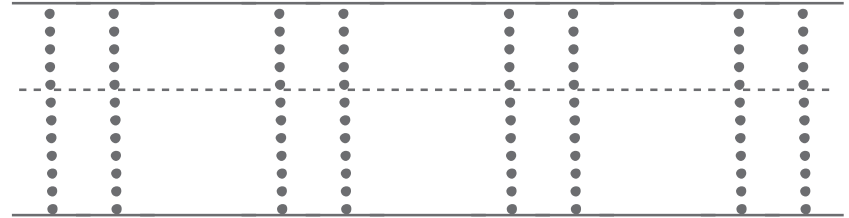


Trace

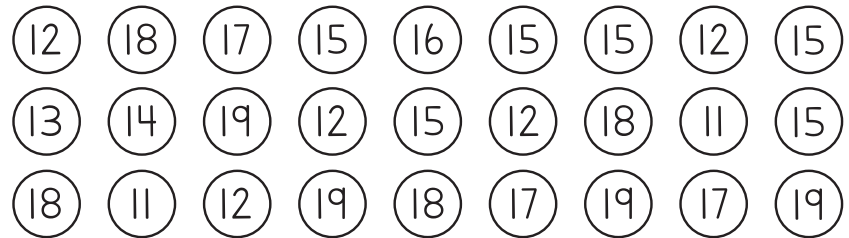


Trace the number

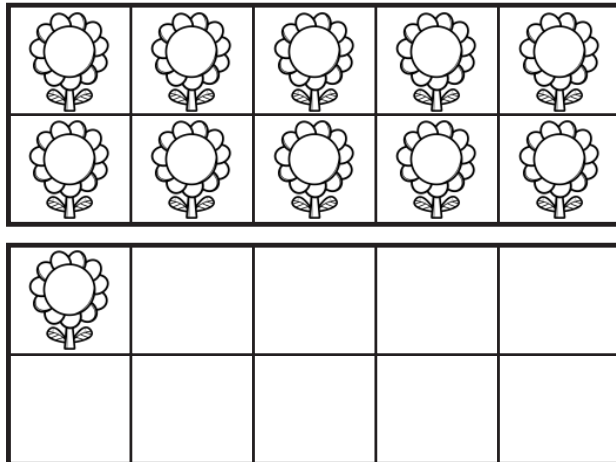
eleven



Find the number



Count and color



Color 11



Read each situation and draw the face that matches how you feel.



How Does This Feel?



happy



sad



angry



tired



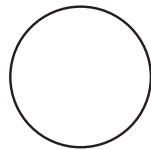
amazed



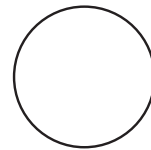
scared



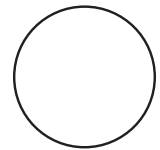
Celebrating my birthday makes me feel...



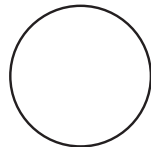
Seeing a cockroach makes me feel...



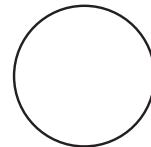
Washing the dishes makes me feel...



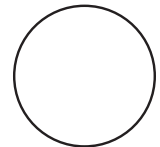
Doing my homework makes me feel...



Running a lot makes me feel...



If my ice cream falls on the floor, it makes me...





Draw or paste a picture of a situation that makes you feel happy, angry, or sad.

My feelings

I feel happy when:



I feel angry when:



I feel sad when:

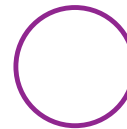
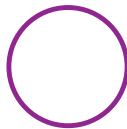
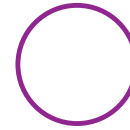
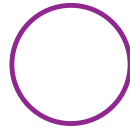
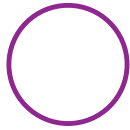


READING: ISABELLA SAYS HELLO

Look at the story pictures. Write the numbers from 1 to 5.



Put the Story in Order



LESSON 2: I CAN DO IT!



listen



drink



push



talk



laugh



sing



cry



eat



mop



juggle



read



kick



jump



dance



clean



cook



climb



skate



write



sew



paint



wash



watch



play



swim



sleep



build



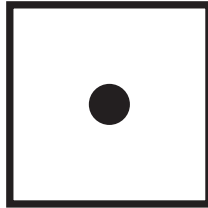
run

I CAN DO IT!

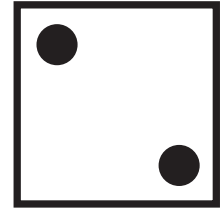
Play with your classmates and your teacher. Roll a die and do the verb, then draw a tally mark each time you act out each verb.



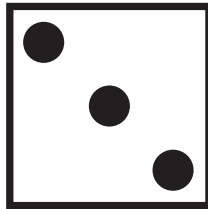
Pretend to kick a ball



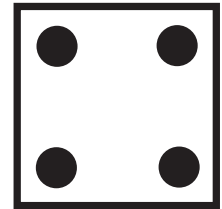
Jump 2 times



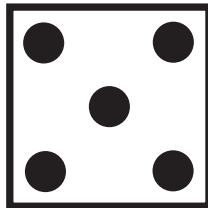
Run in place



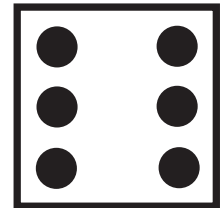
Dance



Sing

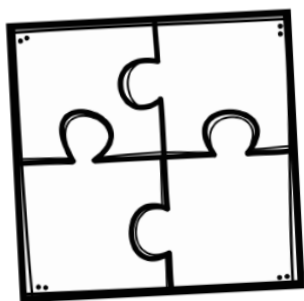


Pretend to swim





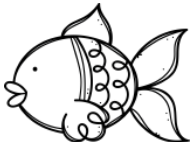
What are they doing?



1- run	2- build	3- listen
4- paint	5- cook	6- drink
7- talk	8- play	9- watch



Things Animals Can Do

The lion can run fast.  ☐ ☐	The fish can swim.  ☐ ☐	The penguin can cook lasagna.  ☐ ☐	The bear can cook.  ☐ ☐
The elephant can read a book.  ☐ ☐	The flamingo can dance ballet.  ☐ ☐	The gorilla can sleep.  ☐ ☐	The snake can jump.  ☐ ☐
The zebra can drink water.  ☐ ☐	The walrus can clap.  ☐ ☐	The bird can build a nest.  ☐ ☐	The parrot can sing.  ☐ ☐



What can they do?

Luis



Can you do it?



Can you do it?



Melody



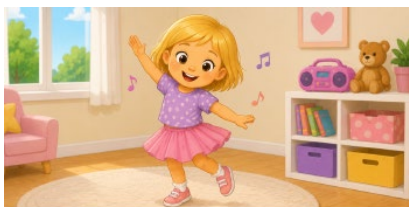
Can you do it?



Can you do it?



Lisa



Can you do it?



Can you do it?



Kyle



Can you do it?

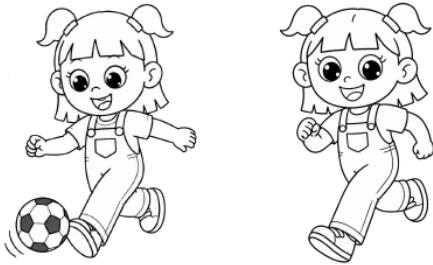


Can you do it?

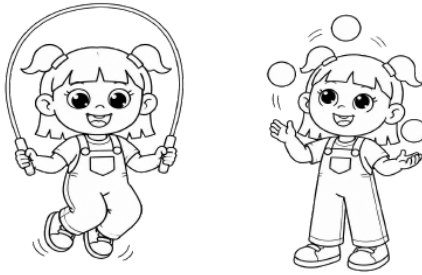


I CAN DO IT!

Circle the correct option.



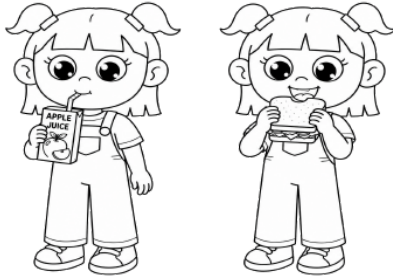
1- I **can** run.



2- I **can** jump.



3- I **can** dance.



4- I **can** eat.



5- I **can** swim.



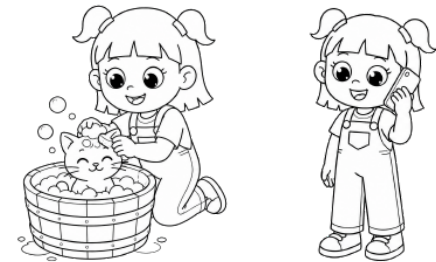
6- I **can** climb.



7- I **can** write.



8- I **can** clean.



9- I **can** talk.



can or can't



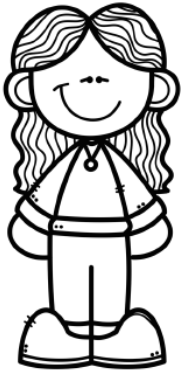


Can you do the same?



I CAN DO IT!

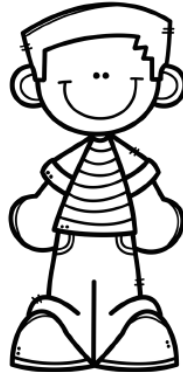
Follow the lines and name what kids can do.



Lisa can...



Lucy can...



Rob can...



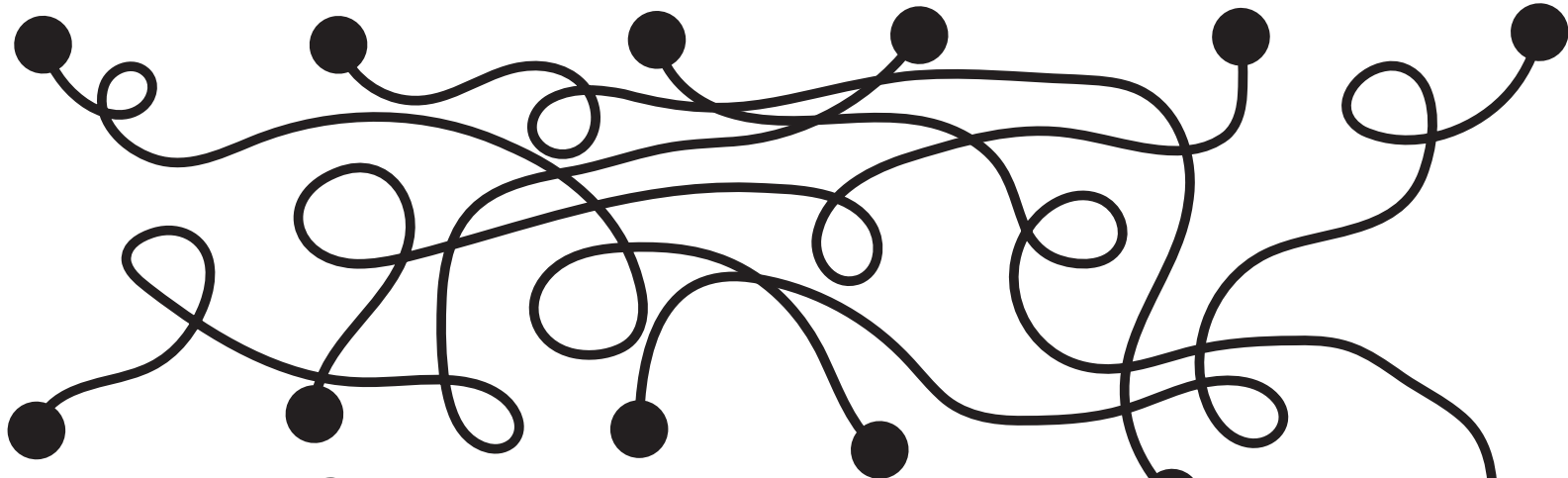
Dan can...



Gerry can...



Isa can...



I CAN DO IT!

Match with a line.



I can
sleep



I can
play



I can
run



I can
eat



I can
jump



I can
dance





What do you like to do?

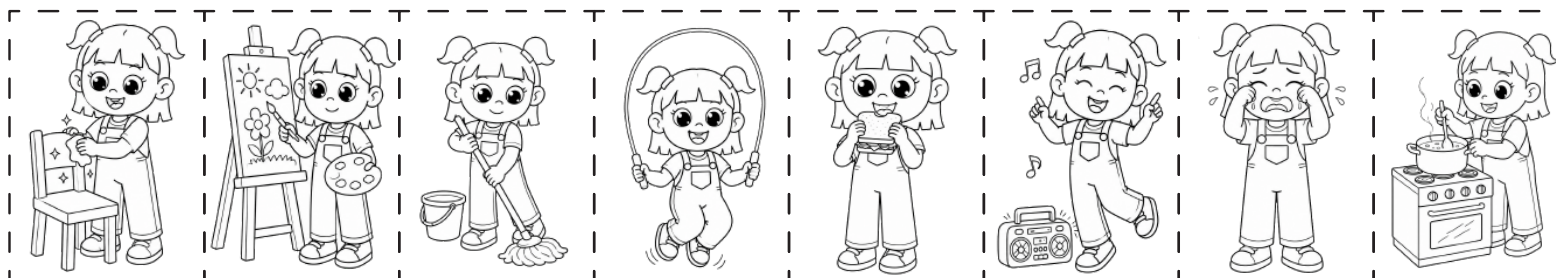
I like to



I don't like to



31





I like to / I don't like to

Luis



Melody



Lisa



Kyle



DICTATION



Paste the correct pictures according to what your teacher dictates. Then complete the sentences. (Page 97)



I can

and I can't

I like to

and I don't like to



I can

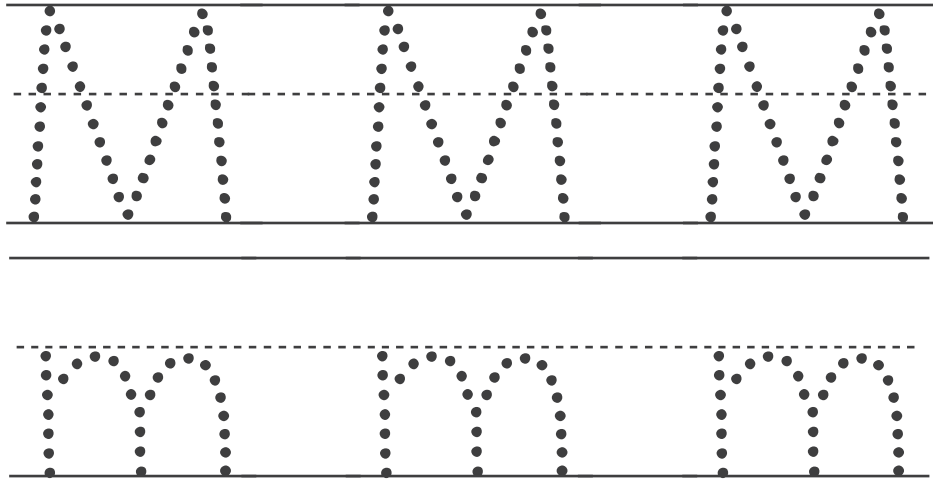
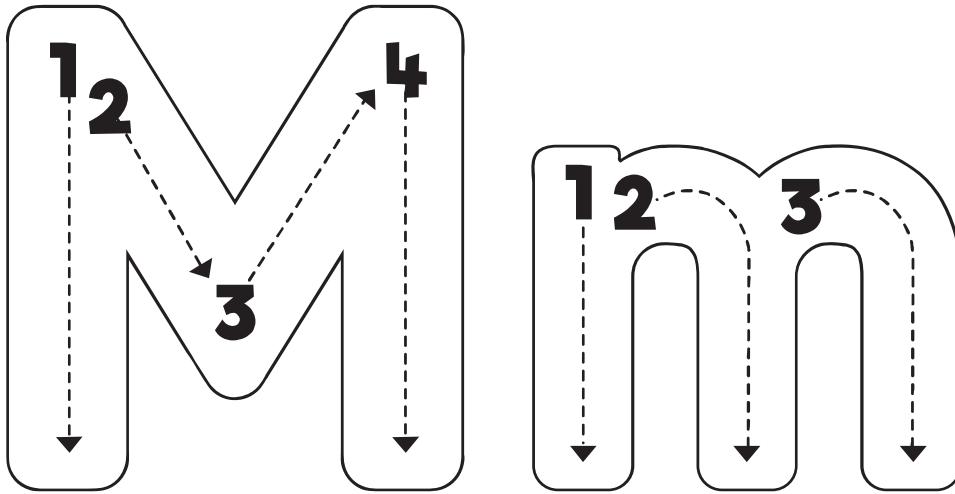
and I can't

I like to

and I don't like to

SOUND LAB

Trace the letter "M" and color the nouns that start with an "M".



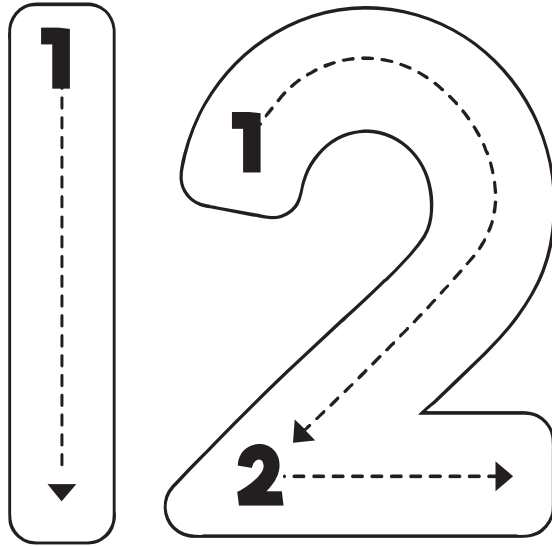


Letter M

Vowels

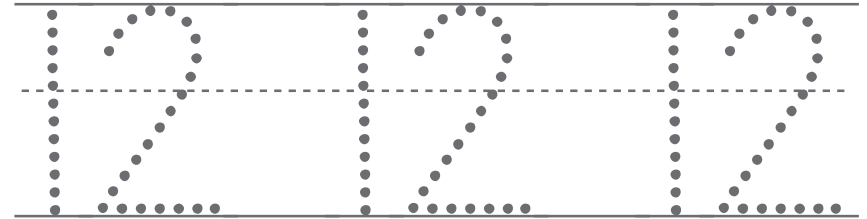


Trace

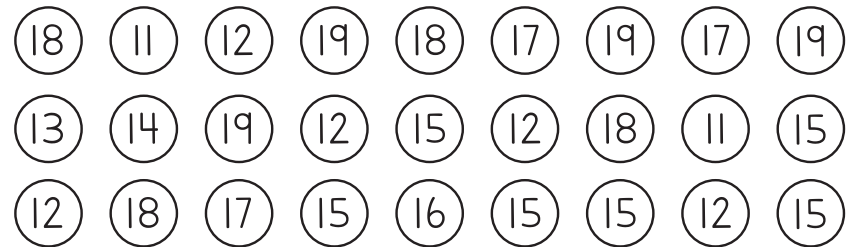


Trace the number

twelve



Find the number



Count and color

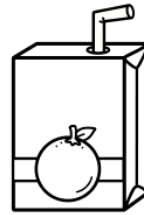
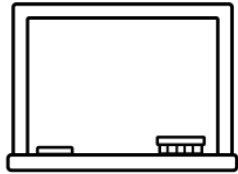


Color 12

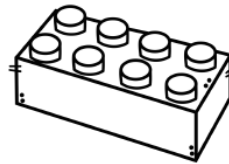


DISCOVERY LAB

Observe the objects and talk about when you can use them and for what activities. Then complete the sentences with a drawing.



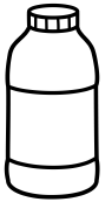
1- I can



2- I can



a



3- I can



a



4- I can



5- I can



a





I like to

A large empty rectangular box with a double border, intended for pasting pictures of things you like to do with your family.

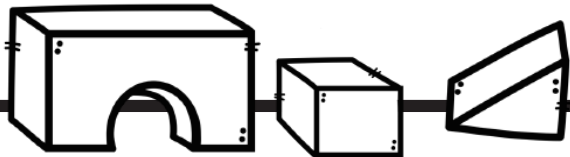
with my family.

READING: THINGS I LIKE TO DO

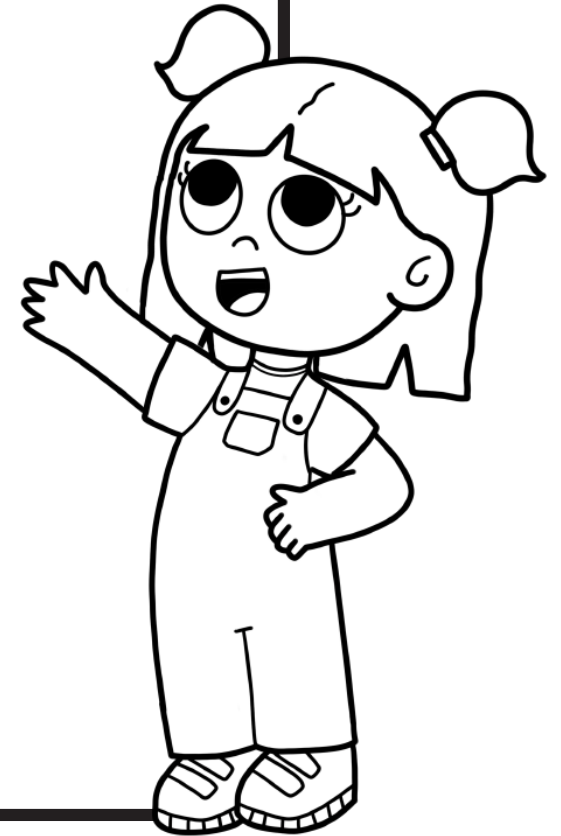
Use the story "Things I Like to Do" as inspiration and create your own sentences. Share them with your classmates.



I like to...



But, I don't like to...



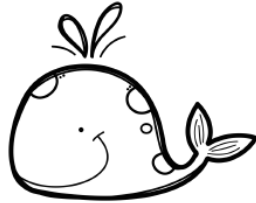
LESSON 3: AT THE ZOO!





Describe animals

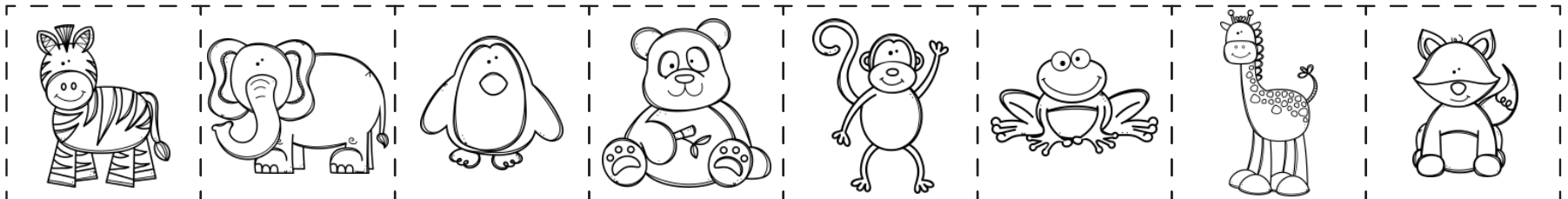
Big



Small



41



Paste each animal in the column that best shows how it moves.



Animals can...

swim

fly

walk

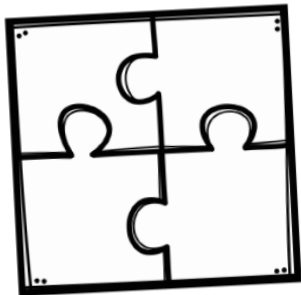
42





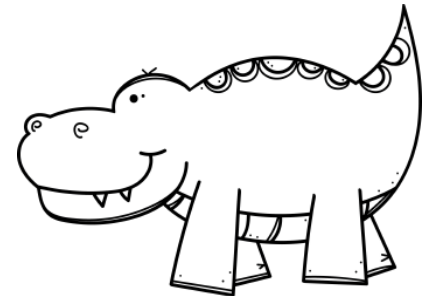
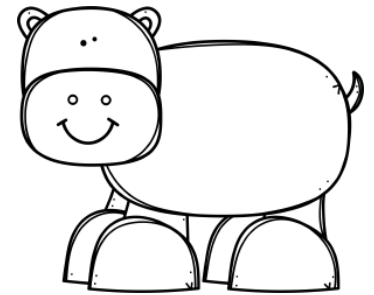
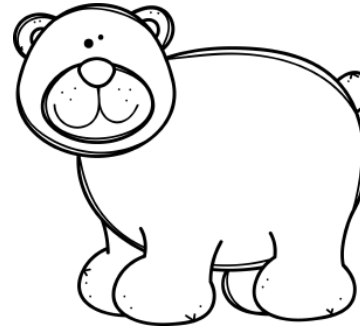
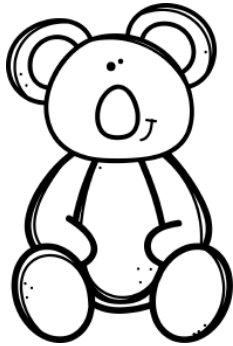
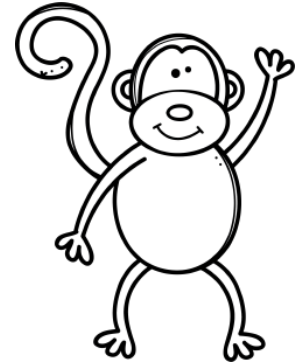
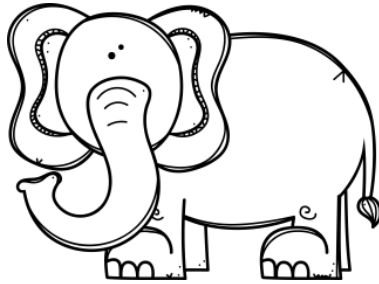
What animals can you see?

1-lion	2-elephant	3-frog	4-gorilla
5-tiger	6-flamingo	7-bear	8-panda
9-turtle	10-hippo	11-rhino	12-penguin



AT THE ZOO!

Listen to the animal sounds and circle the animals you hear.





Did you know...?



Circle the things that animals can do and cross out the things that they can't do.



3 Truths and 1 Lie!

Foxes can...



eat berries and meat.



run very fast.



sleep in dens.



write with a pencil.

Monkeys can...



climb trees.



drive a school bus.



eat bananas and fruit.



swing with their arms.

Giraffes can...



bake cookies.



eat leaves from tall trees.



use their long tongues to grab food.



run fast.

Penguins can...



swim very fast.



slide on ice.



catch fish in the water.



fly like eagles.

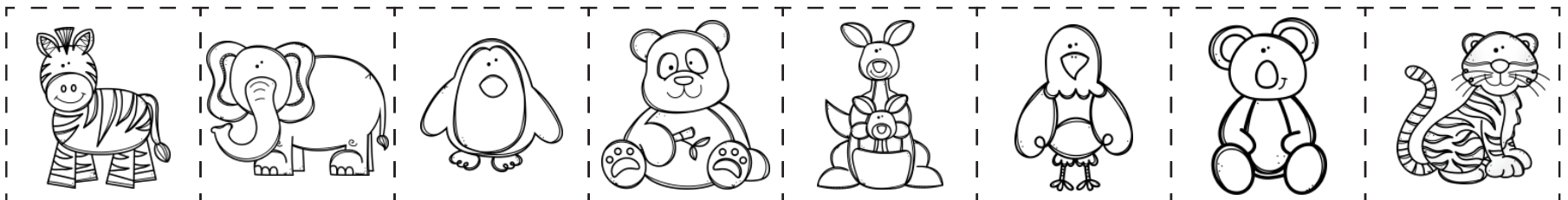
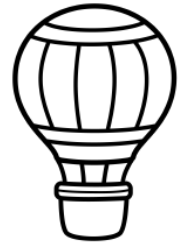


Describe animals

Fast



Slow

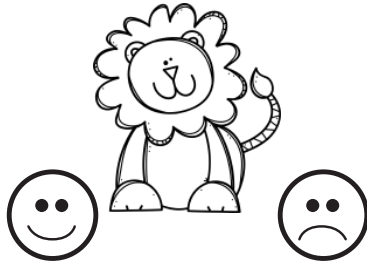


AT THE ZOO!

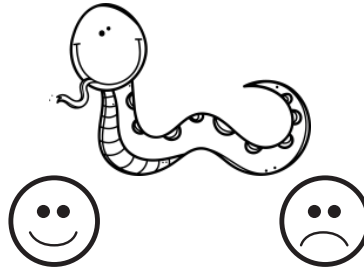
Read the sentences and choose yes or no.



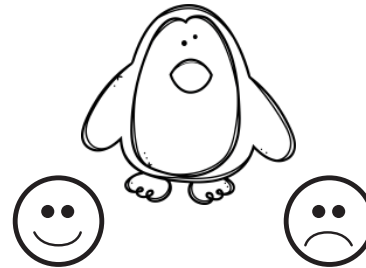
There is a lion.



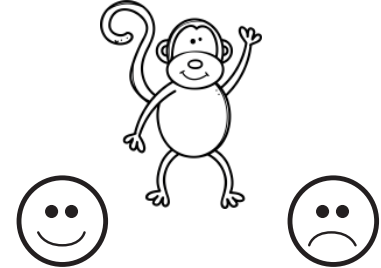
There is a snake.



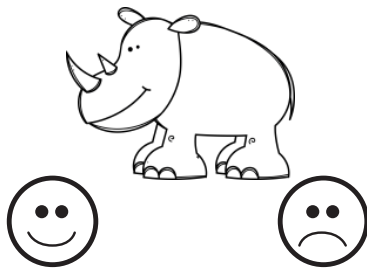
There is a penguin.



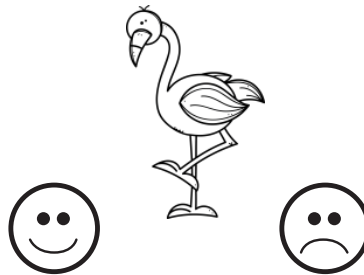
There is a bear.



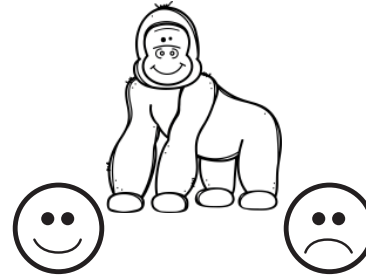
There is a rhino.



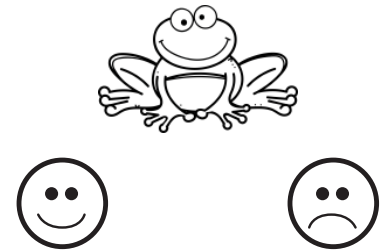
There is a flamingo.



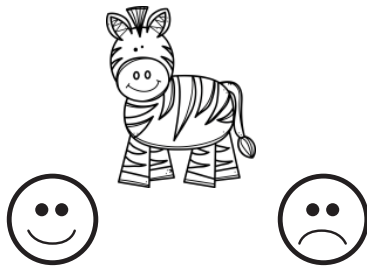
There is a tiger.



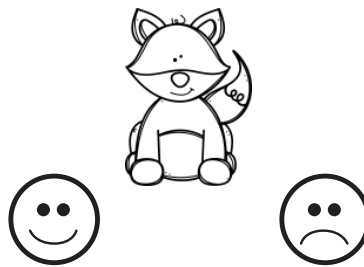
There is a frog.



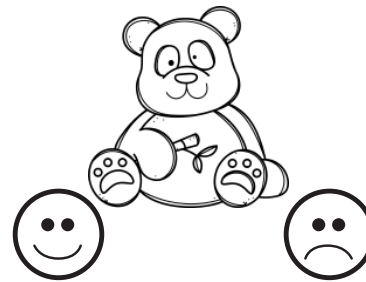
There is a zebra.



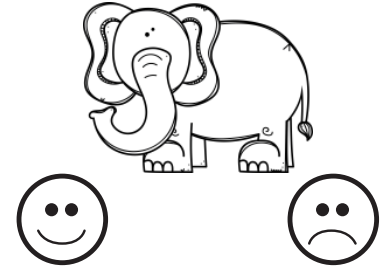
There is a fox.



There is a panda.



There is an elephant.





There is / There are

1-

☐

☐


4-

☐

☐


2-

☐

☐


5-

☐

☐


3-

☐

☐


6-

☐

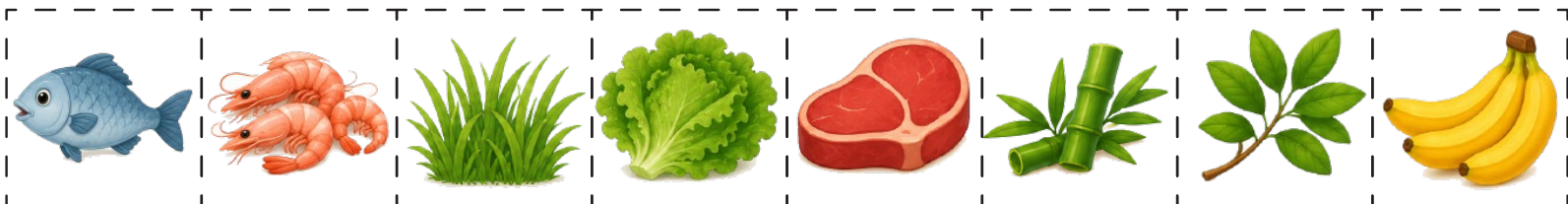
☐




Feed the animals



50



AT THE ZOO!

Look carefully at both zoo maps and circle all the differences you can find.



There are two elephants.



DICTATION

Paste the animals in the correct place. (page 99)



1- There is a

2- There are

3- There is a

4- There are

5- There is a

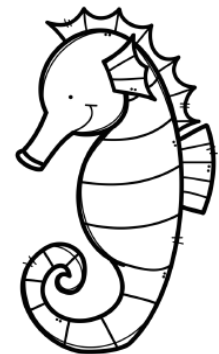
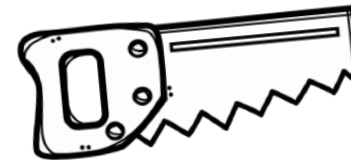
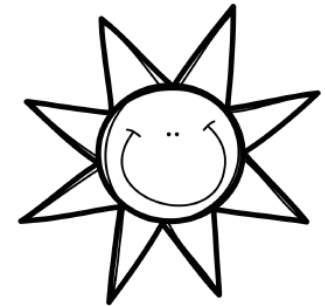
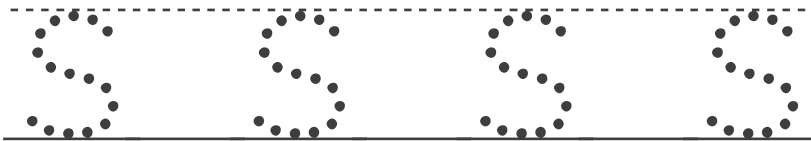
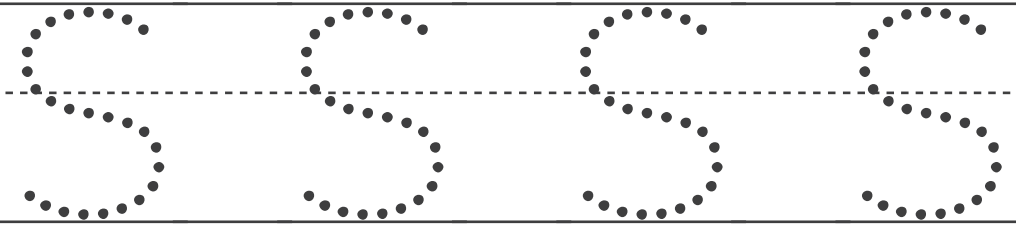
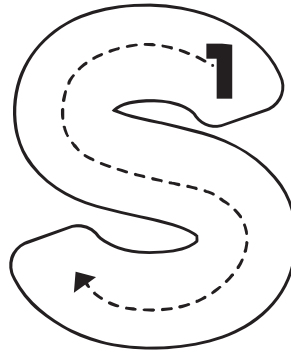
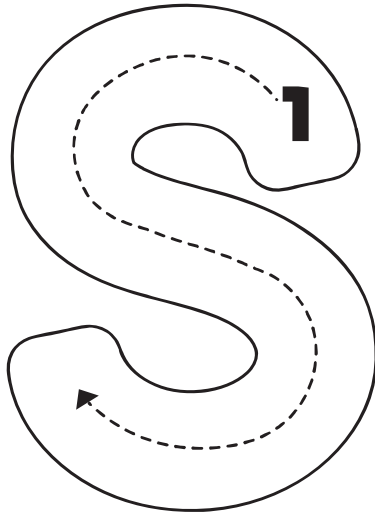
6- There are

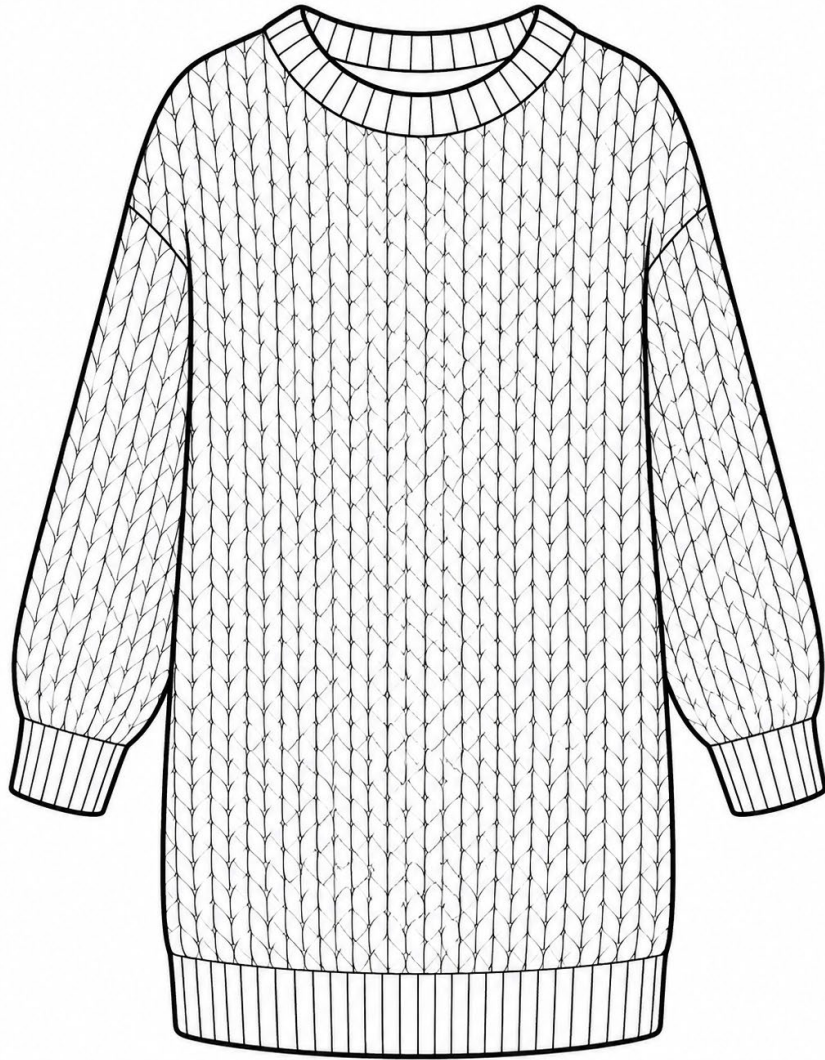
7- There is a

8- There are

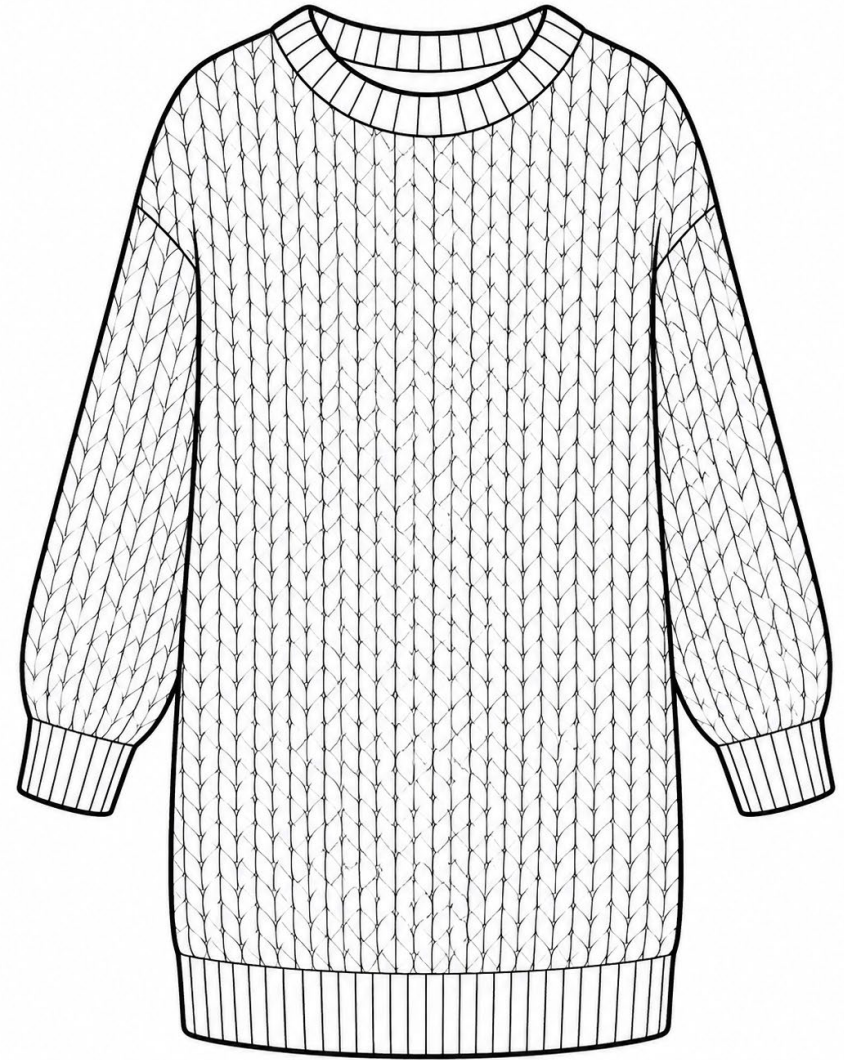
SOUND LAB

Trace the letter "S" and color the nouns that start with an "S".





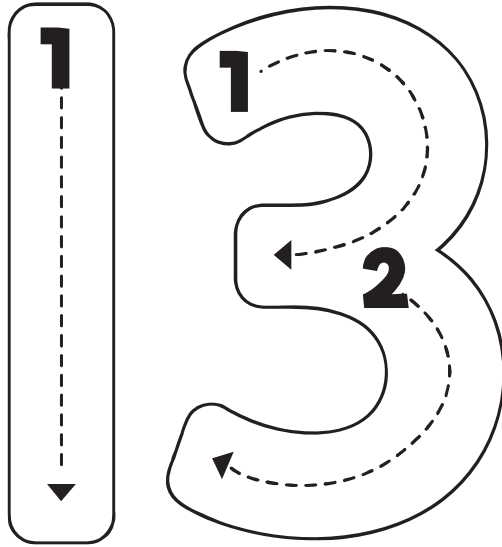
Letter S



Letter M

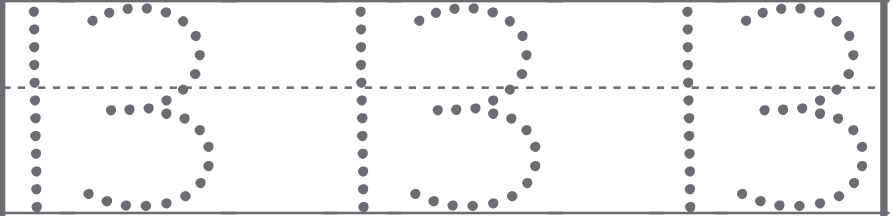


Trace

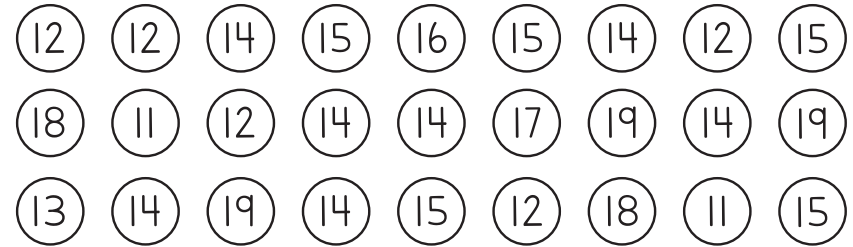


Trace the number

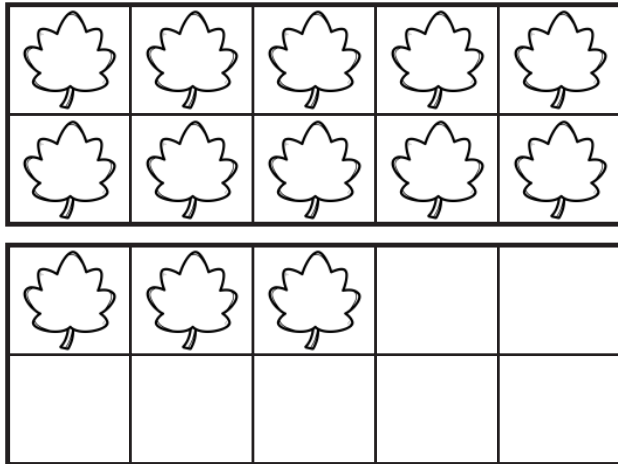
thirteen



Find the number



Count and color



Color 13





Explore Habitats!



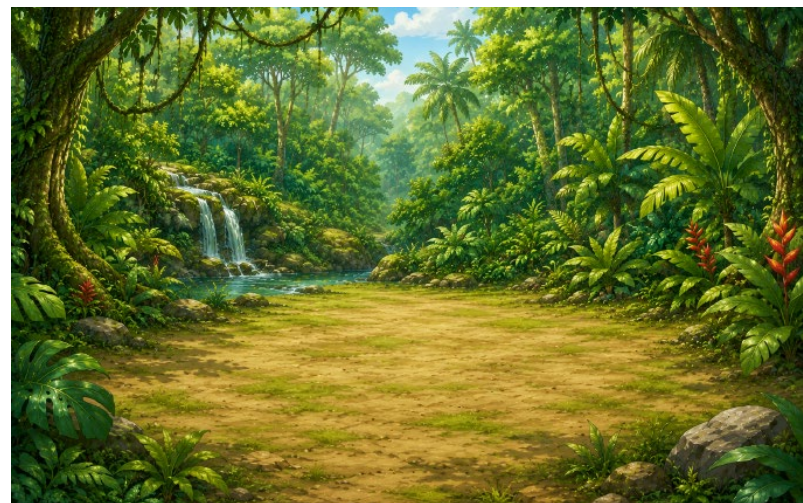
Arctic



Grassland



Desert



Rainforest

SPEAKING PROJECT

Draw your favorite animal and complete the information about it.



My favorite animal is:



The animal is:

Big



Small



The animal is:

Fast



Slow



The animal can...

Swim

Fly

Walk

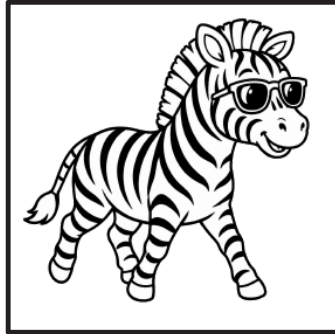
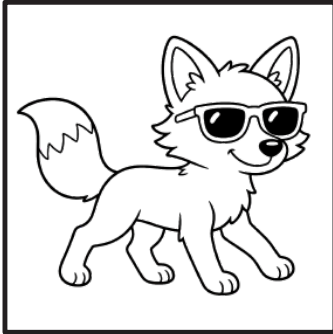
READING: ISABELLA'S FUNNY DREAM

After reading the story, circle the animals Isabella saw in her funny dream.

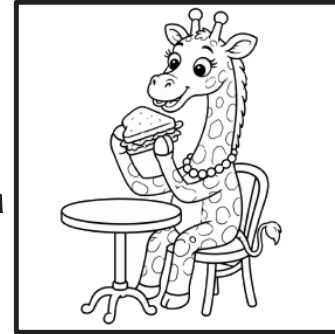


What Did Isabella See?

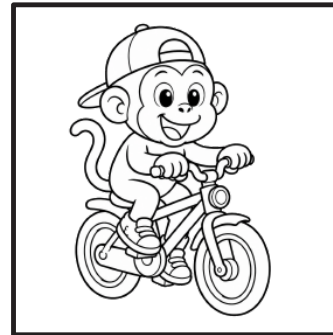
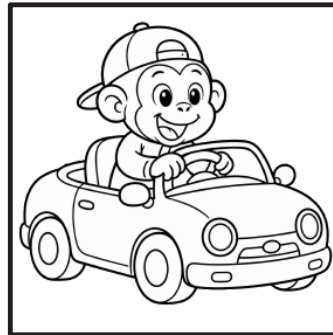
1



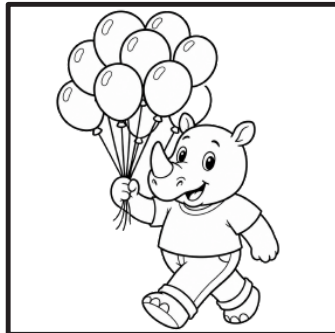
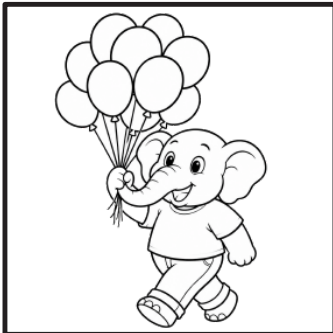
2



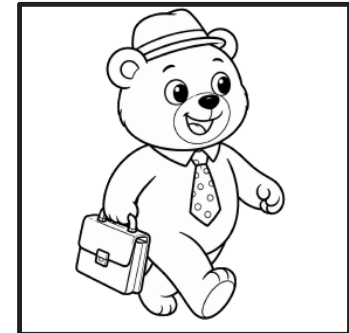
3



4



5



LESSON 4: PEOPLE WHO HELP US



Mechanic



Photographer



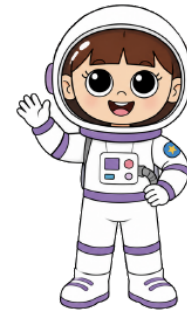
Dentist



Construction worker



Police officer



Astronaut



Firefighter



Florist



Doctor



Artist



Pilot



Veterinarian



Postal worker



Farmer



Chef



Hair stylist



Coach



Reporter



Painter



Musician



Waiter



Cashier



Teacher



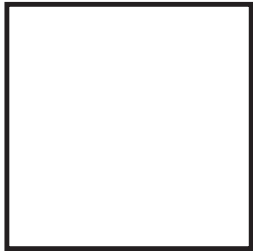
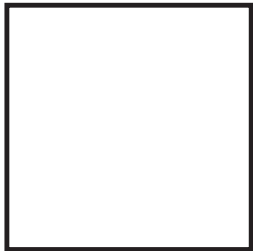
Scientist



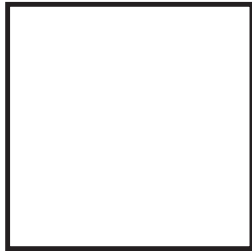
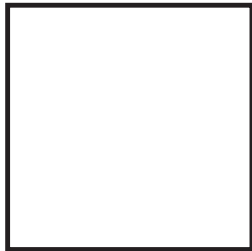
Community helpers' tools



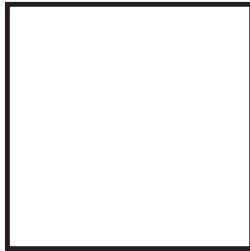
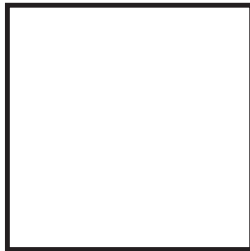
=



=



=



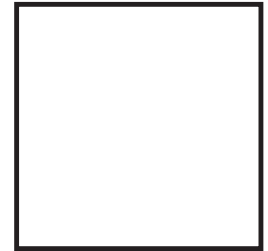
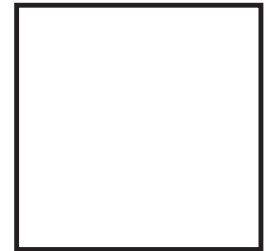
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=

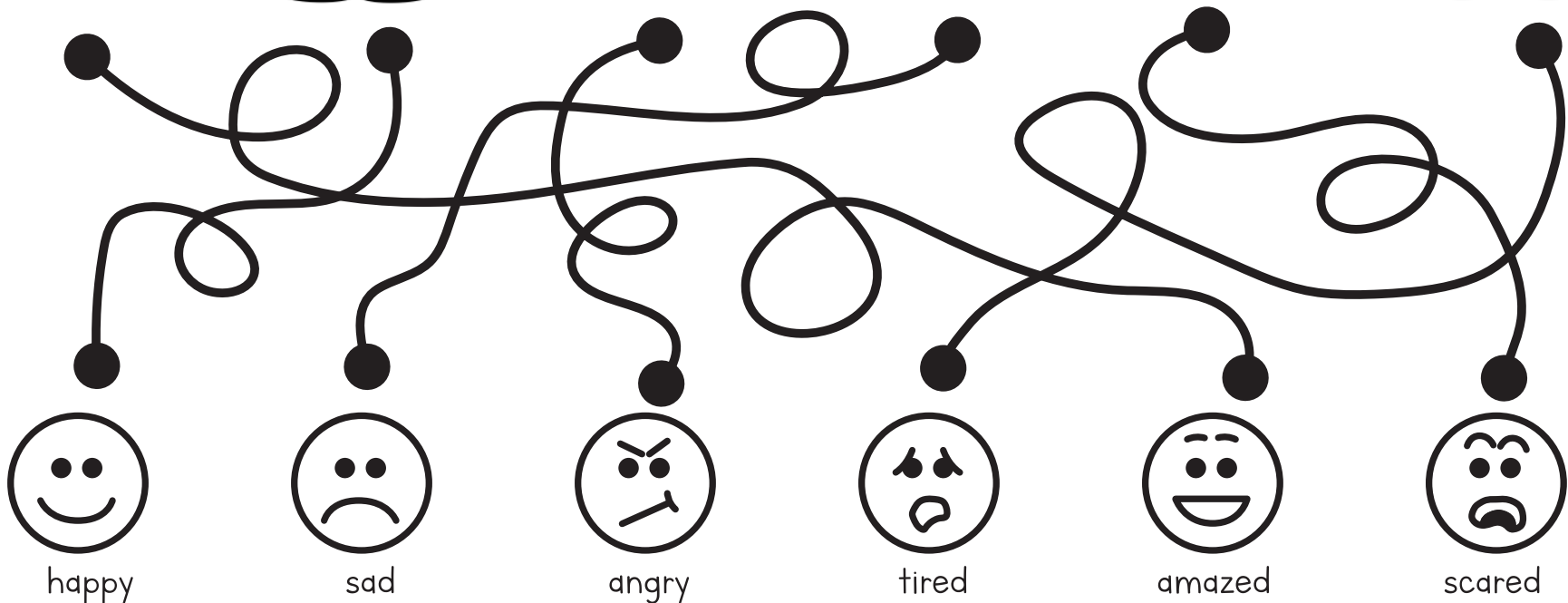
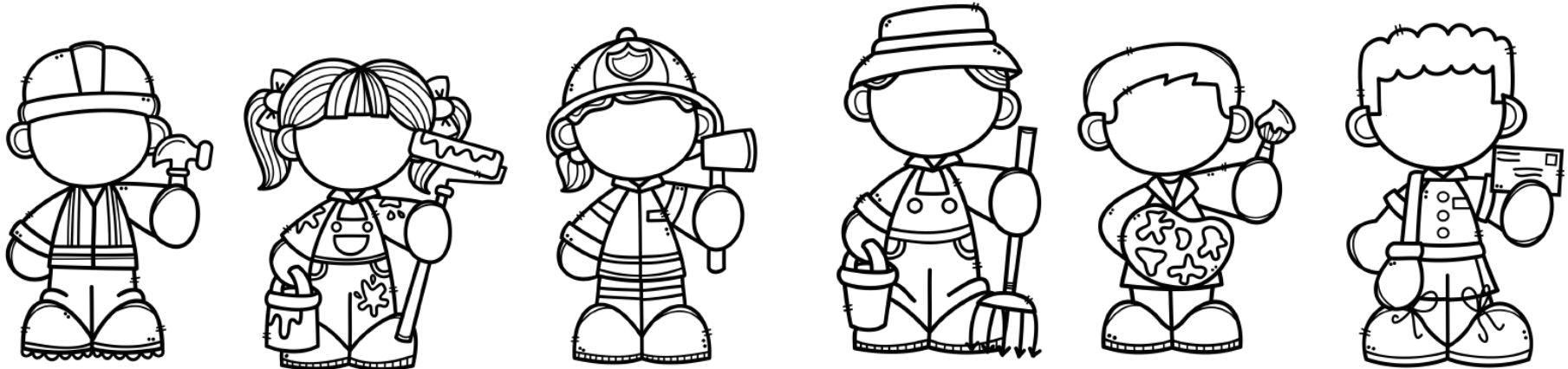


=





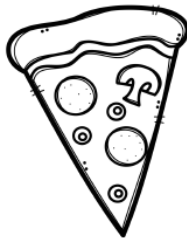
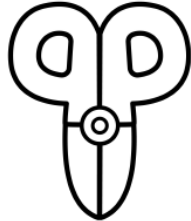
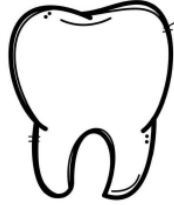
How do they feel?



PEOPLE WHO HELP US

Read the sentences and decide if the community helper can do the activity or not.



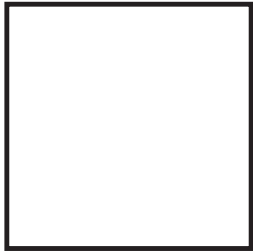
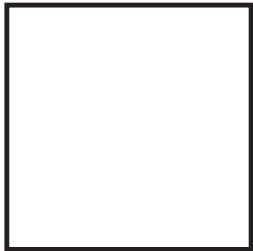
 The chef can give you medicine. 	 The construction worker can build houses. 
 The veterinarian can help sick animals. 	 The reporter can bake cupcakes. 
 The painter can make pizza. 	 The hair stylist can cut hair. 
 The photographer can take pictures. 	 The musician can check your teeth. 



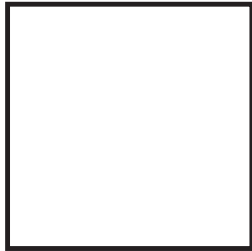
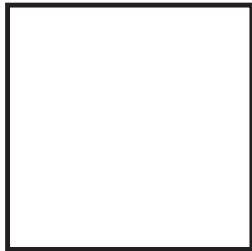
Community helpers' tools



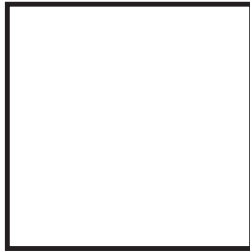
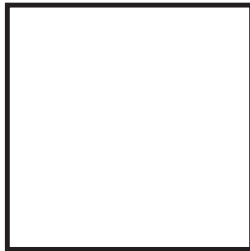
=



=



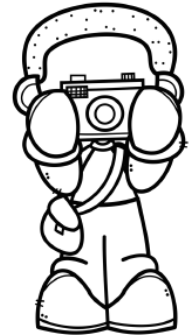
=



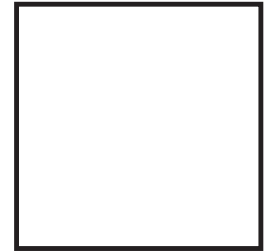
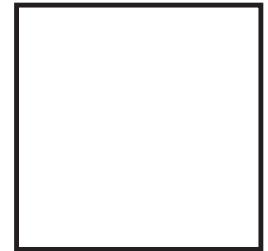
=



=



=



PEOPLE WHO HELP US



Circle the things each community helper can do and cross out the things they can't do.

1- The astronaut can...



fly in a rocket.



breathe without a helmet.



float in space.



bring a dog to space.

2- The firefighter can...



drive a big fire truck.



spray water to stop fires.



climb tall ladders.



build a house

3- The farmer can...



plant seeds to grow flowers.



take care of animals like lions or zebras.



drive an ambulance.



water plants every day.

4- The teacher can...



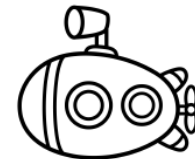
help children learn new things.



go to the moon.



read stories to the class.



operate a submarine.

Listen and name the community helper each situation needs.



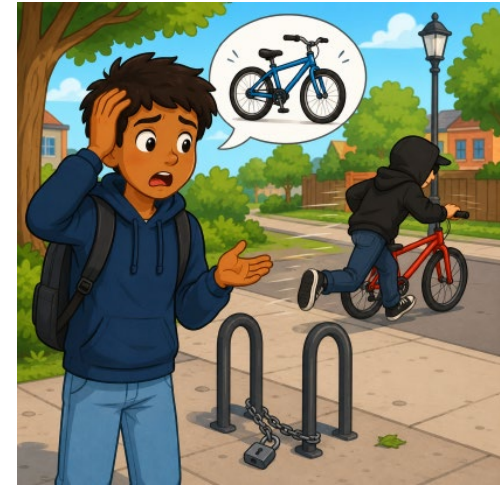
Who Can Help?



There is a fire in the kitchen.



Emma wants to send a package to her grandma.



Someone stole his bicycle.



A road is broken and needs repair.



The plants on the farm need care.



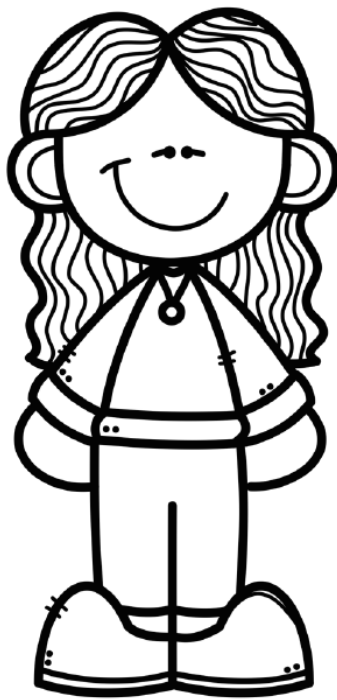
Dylan is sick and has a fever.



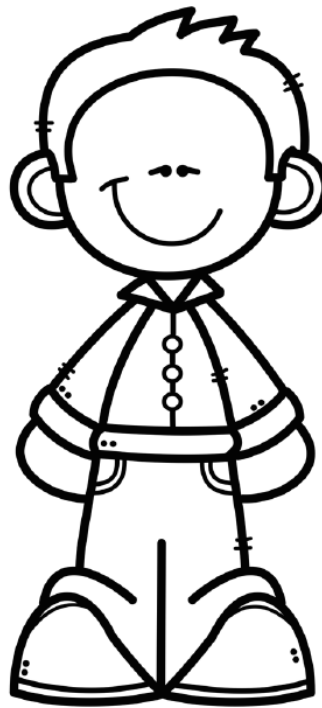
When I grow up I want to be...



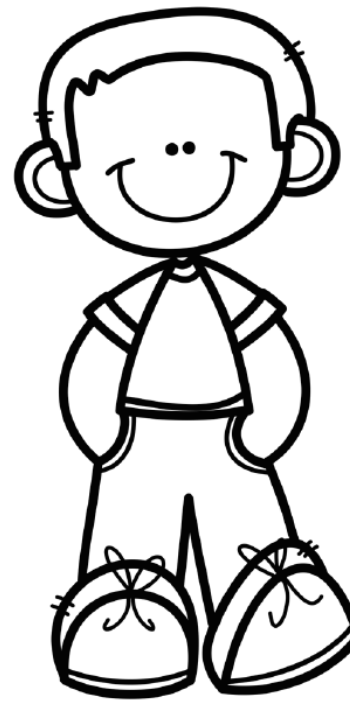
a chef.



a construction
worker.



a mechanic.



a police
officer.

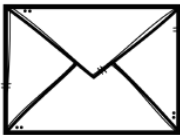
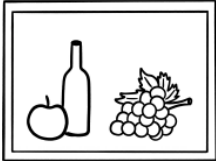


a firefighter.

PEOPLE WHO HELP US

Read the sentences and decide if the community helper can do the activity or not.



 The doctor can drive a fire truck. 	 The police officer can keep people safe. 
 The postal worker can bring you letters. 	 The artist can paint pictures. 
 The mechanic can fix cars. 	 The astronaut can fly to space. 
 The coach can grow vegetables. 	 The farmer can play music in a band. 



Who are they?

She is / He is



PEOPLE WHO HELP US

Listen and match with a line.



The _____ likes to....



cook
pancakes



play with
students



build a hotel



paint



drive a
truck



feed the dog



swim

PEOPLE WHO HELP US

Observe the pictures and talk about who works there.



Who works here?



①



②



③



④



⑤



⑥



⑦



⑧

DICTATION

Listen and paste the community helper in the correct place. (page 103)



1- He is a

5- He is a

2- She is a

6- He is a

3- She is a

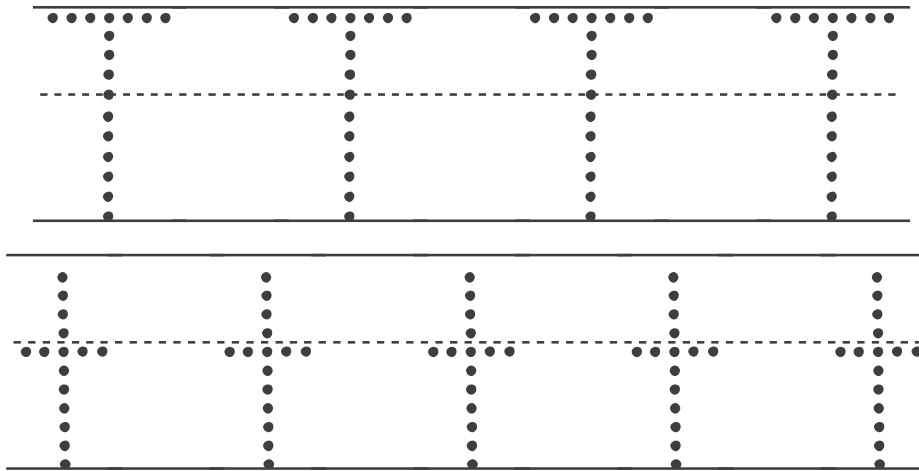
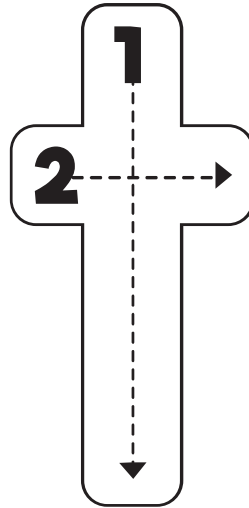
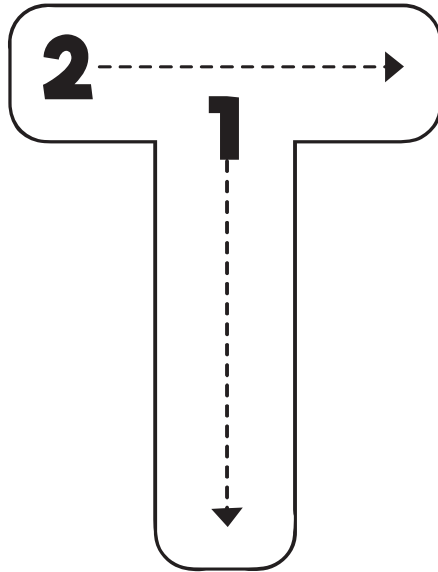
7- She is a

4- He is a

8- He is a

SOUND LAB

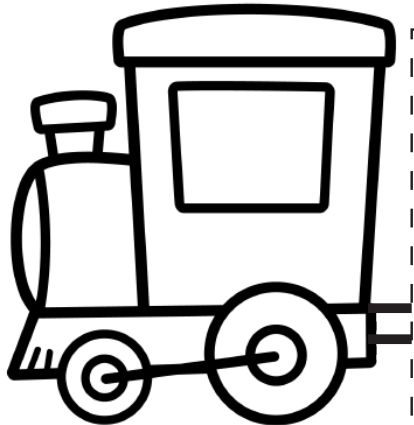
Trace the letter "T" and color the nouns that start with a "T".



Paste the wagons in the correct place. (Page 102)

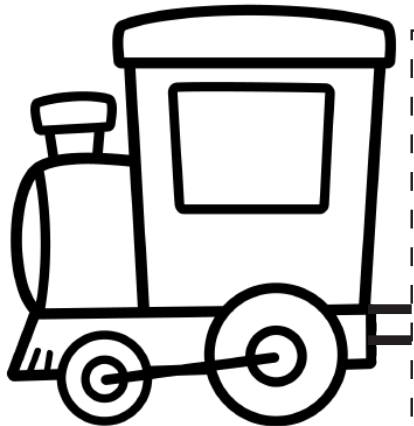


S s



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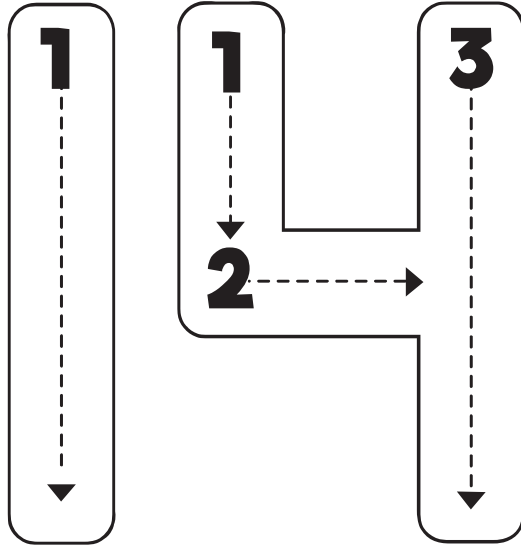
T t



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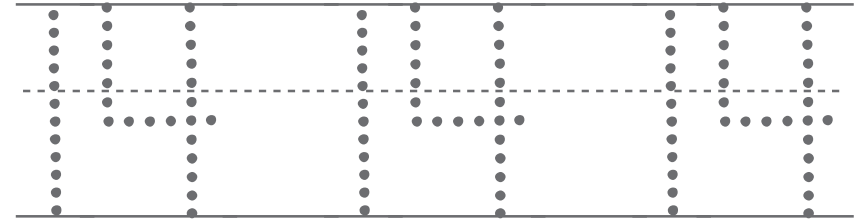


Trace

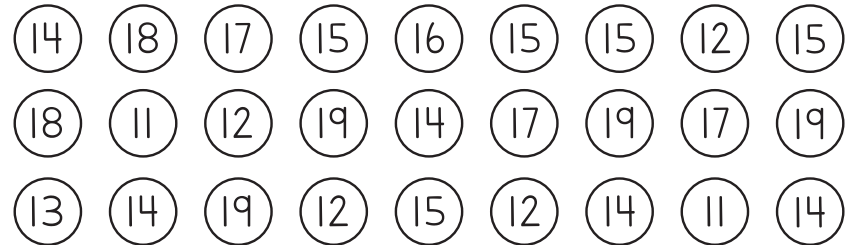


Trace the number

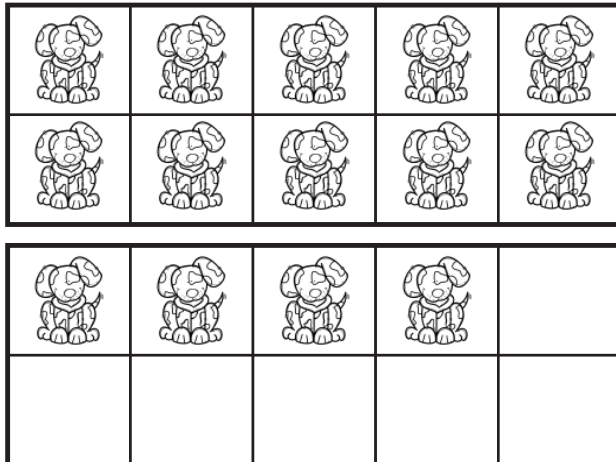
fourteen



Find the number



Count and color



Color 14





Observe the pictures and talk about what safety gear each community helper needs.

Uniforms and Safety Gear



helmet



gloves



boots



mask



goggles



apron



vest



firefighter jacket



SPEAKING PROJECT



Draw the community helper you want to be when you grow up. Next to your drawing, draw the place where you would work and the tools you would use.

When I grow up I want to be...

I will be a:

The tools I will use:

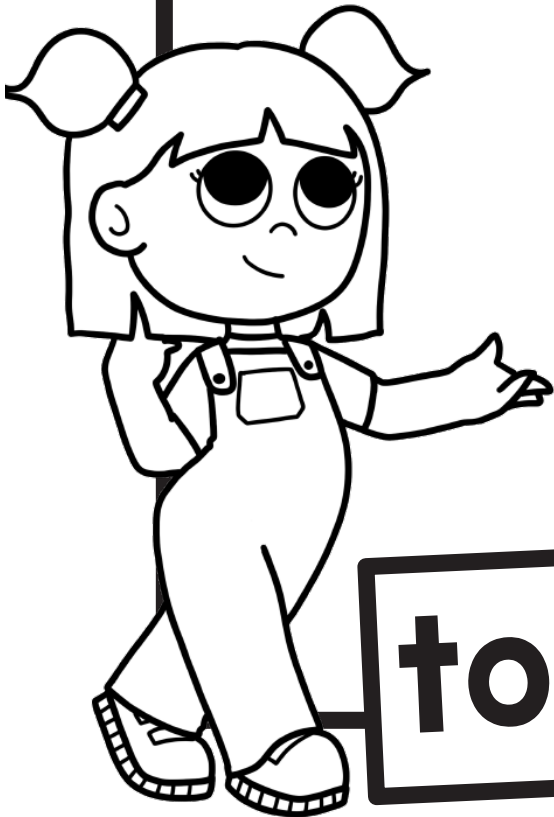
I will work at/in:

READING: ISABELLA THE LITTLE HELPER

Make a drawing of how you can be a little helper. Then share it with the class.



I can...



to be a little helper.

LESSON 5: MY BUSY CITY



MY BUSY CITY

Help the kids get to the school bus.





Land

A large, empty rectangular box with a black border, intended for pasting vehicles that travel on land.

Air

A large, empty rectangular box with a black border, intended for pasting vehicles that travel through the air.

Water

A large, empty rectangular box with a black border, intended for pasting vehicles that travel on water.

Paste the correct vehicle under the community helper who uses it.

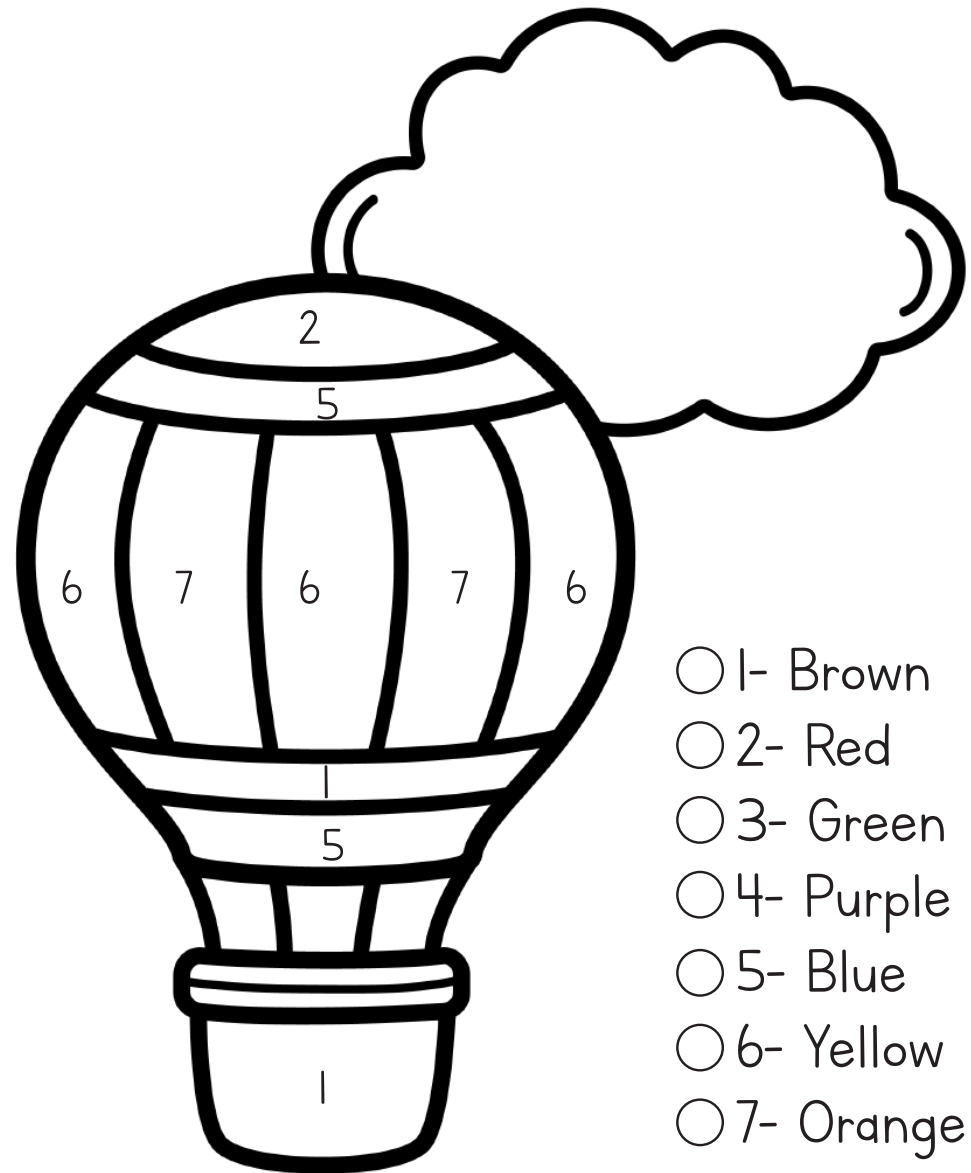
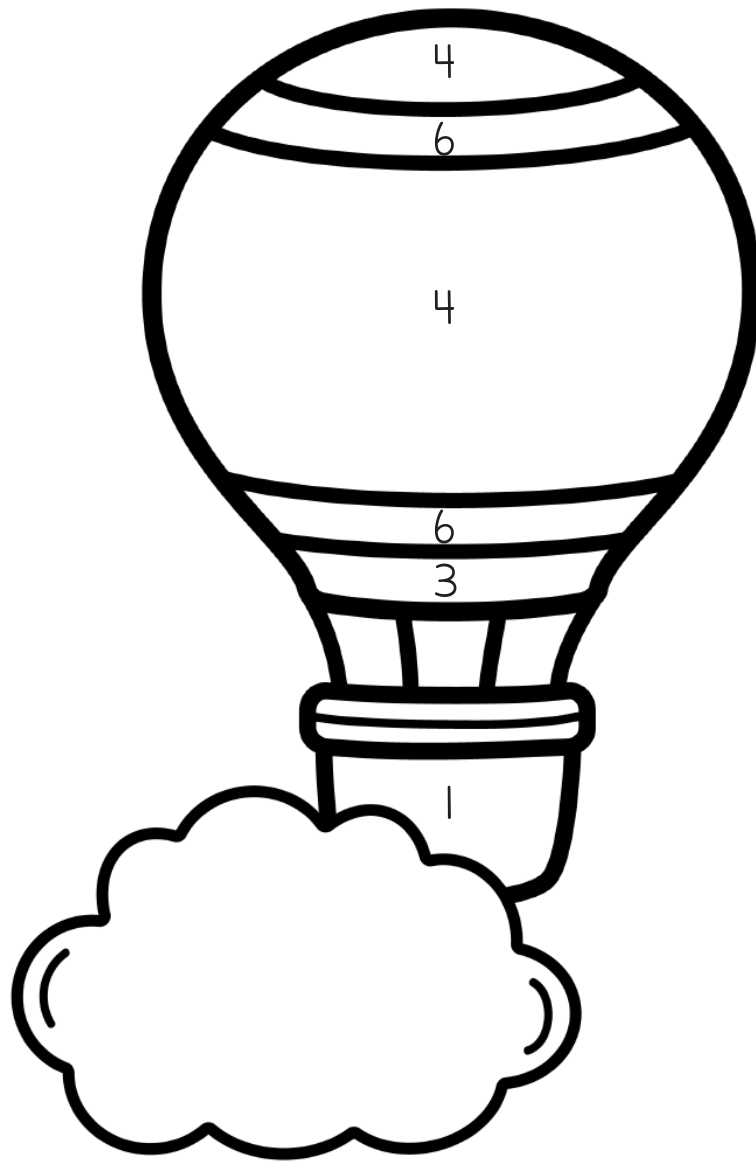


Who Uses This Vehicle?



81

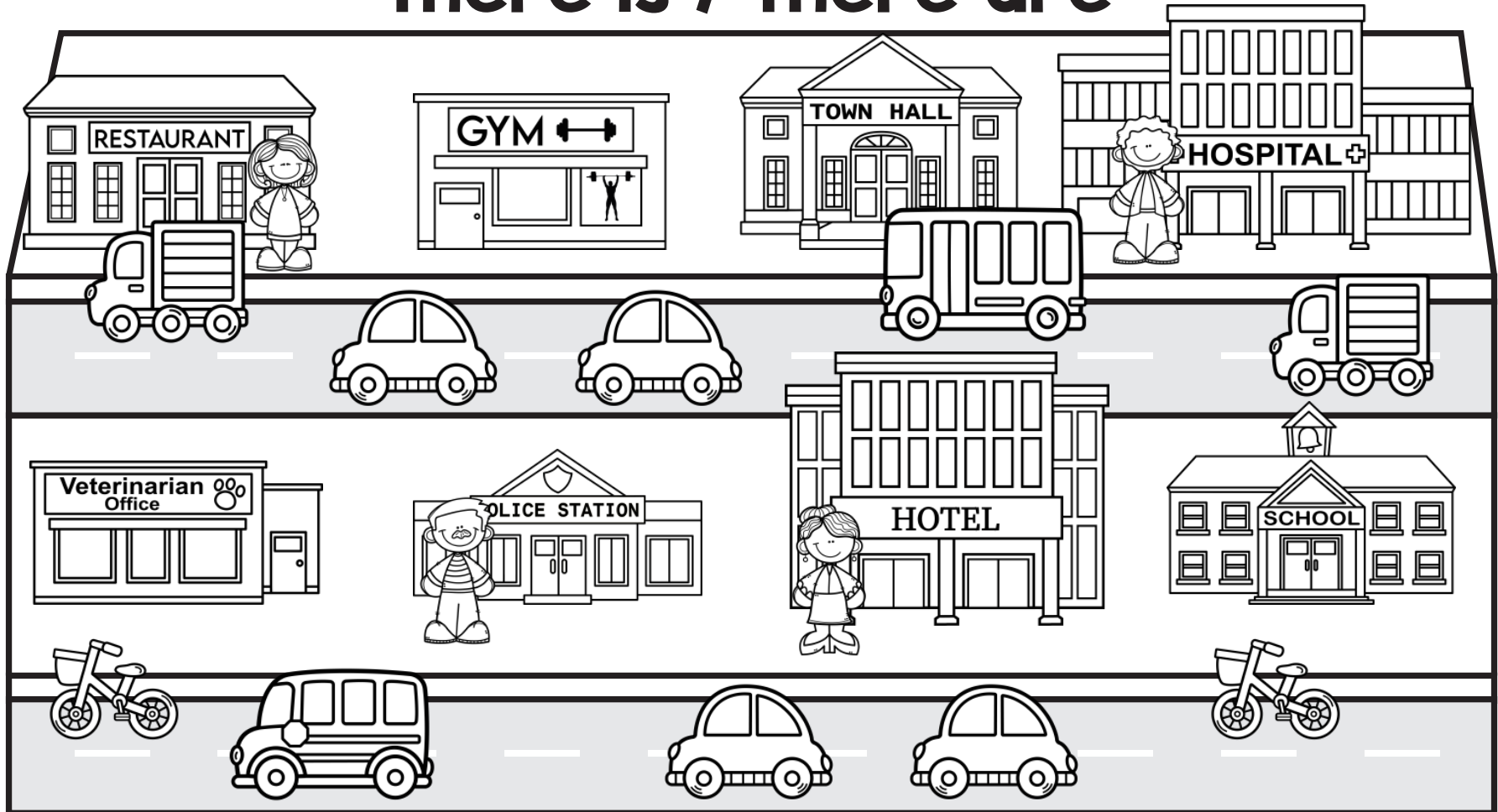




- 1- Brown
- 2- Red
- 3- Green
- 4- Purple
- 5- Blue
- 6- Yellow
- 7- Orange



There is / There are



- 1- There is a yellow bus.
- 2- There is a green bus.
- 3- There are 2 purple cars.
- 4- There is an orange car.

- 5- There is a red car.
- 6- There are 2 green trucks.
- 7- There is a brown bicycle.
- 8- There is a pink bicycle.

MY BUSY CITY

Listen and draw a line to match each person with the means of transportation they use.



Nelson



Mary



Luca



Monica



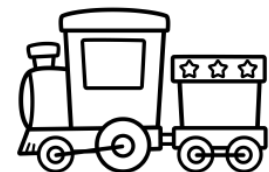
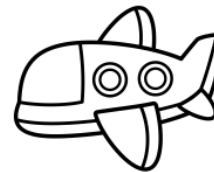
Elena



Gerry



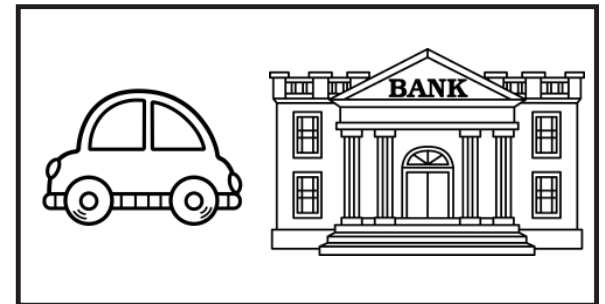
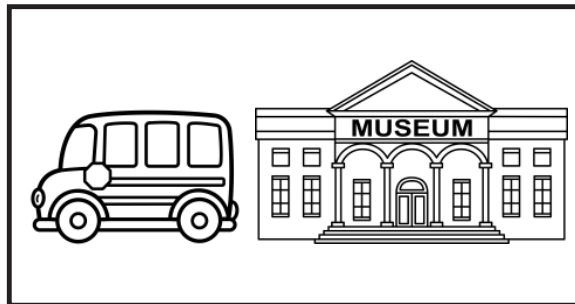
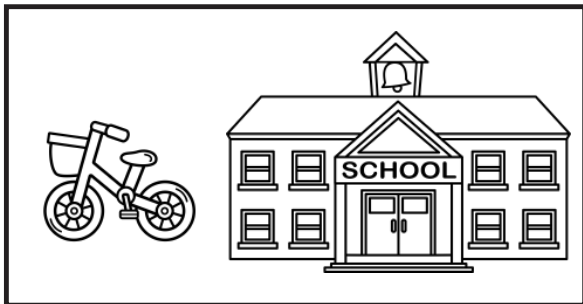
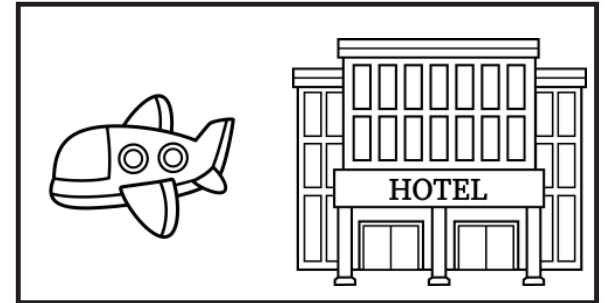
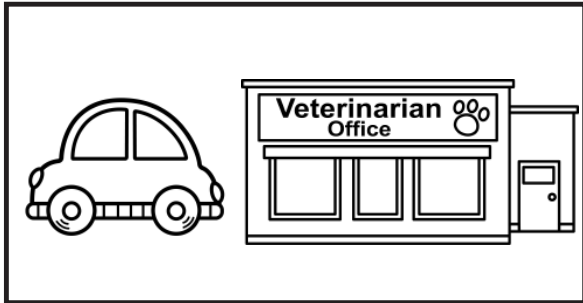
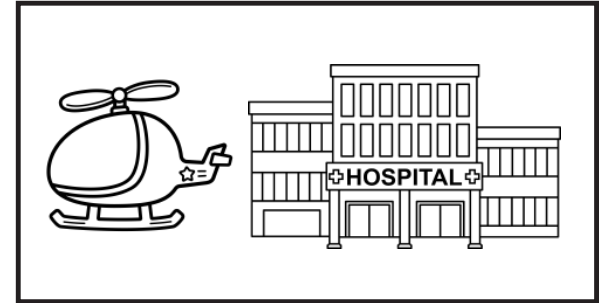
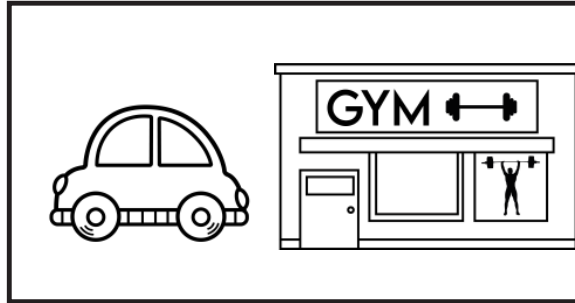
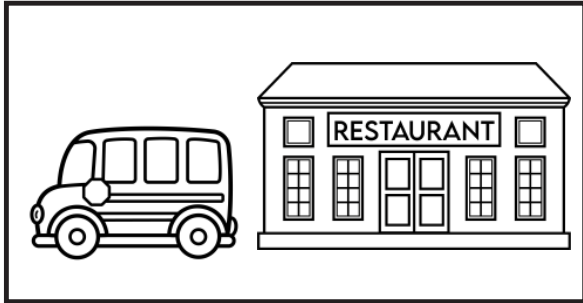
Karina





Observe the pictures and talk about how you can go to different places.

How can I go to the _____ ?



You can go by _____



Listen and talk about where these people are. Then match to the correct picture.

Where are they?



Kyle



1

Dylan



2

Emily



3

Mikayla



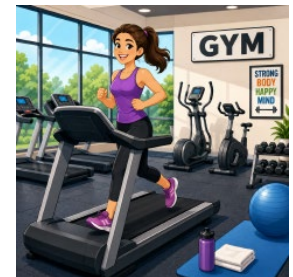
4

Rob



5

Diana



6



Where do they work?



MY BUSY CITY

Observe the map and talk about what you can see.



Where are they?



Dahika



Lorena



Lilith



Antonio



DICTATION



Listen to your teacher and paste the community building in the correct place to complete the sentences.



1- Dylan is at the



4- Carl and Luis are at the



2- Emma is at the



5- Lisa and Mia are at the



3- Elena is at the



6- Moni and Dan are at the

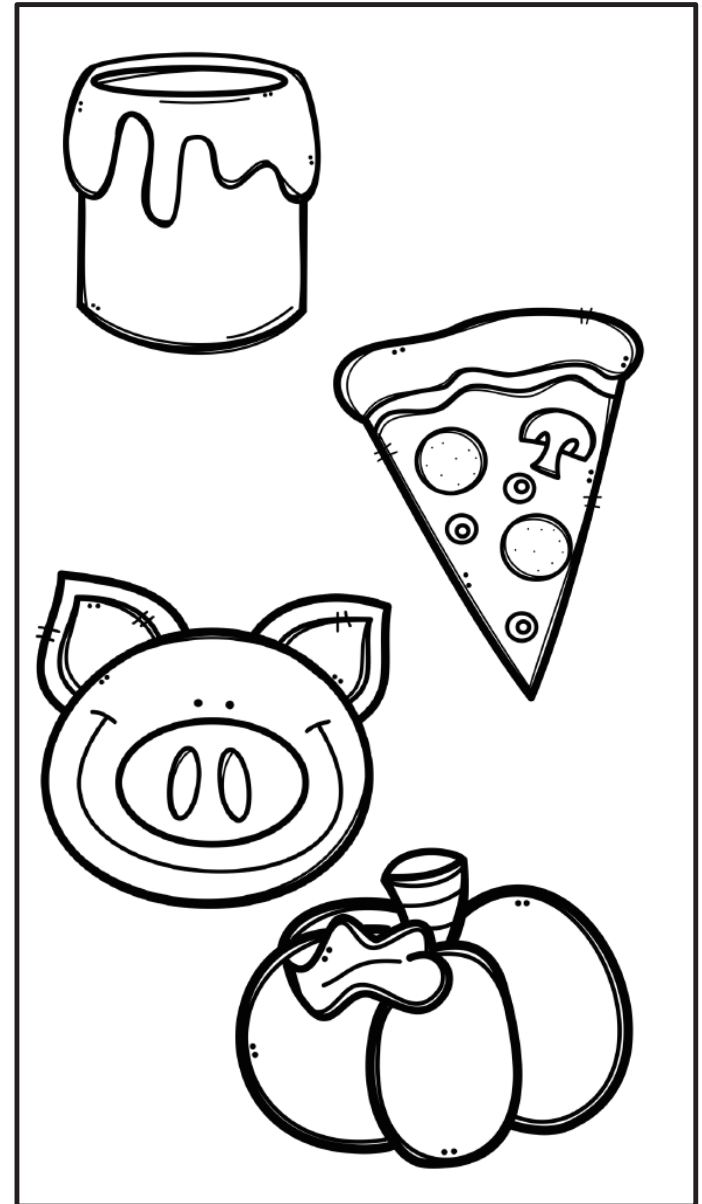
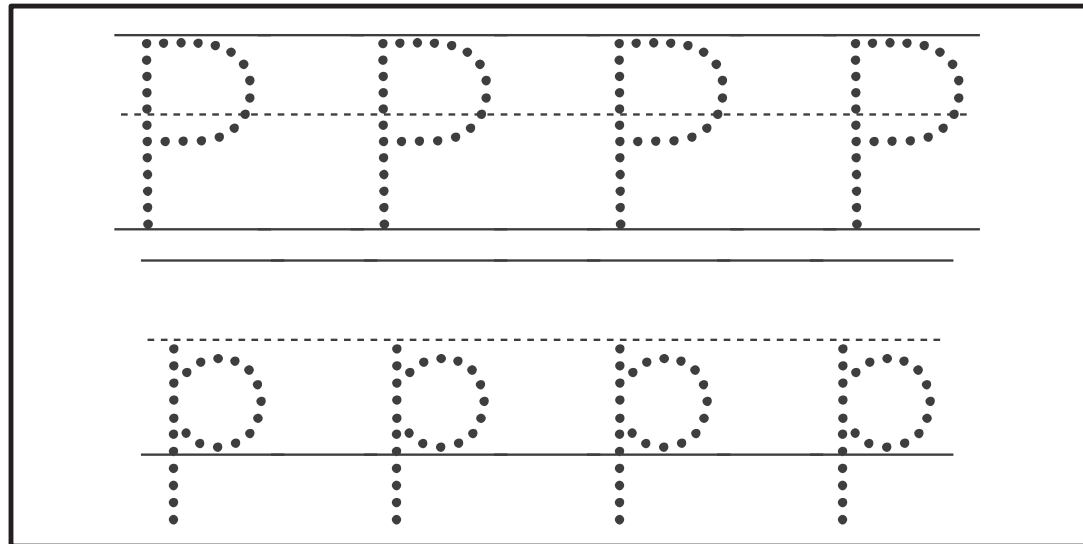
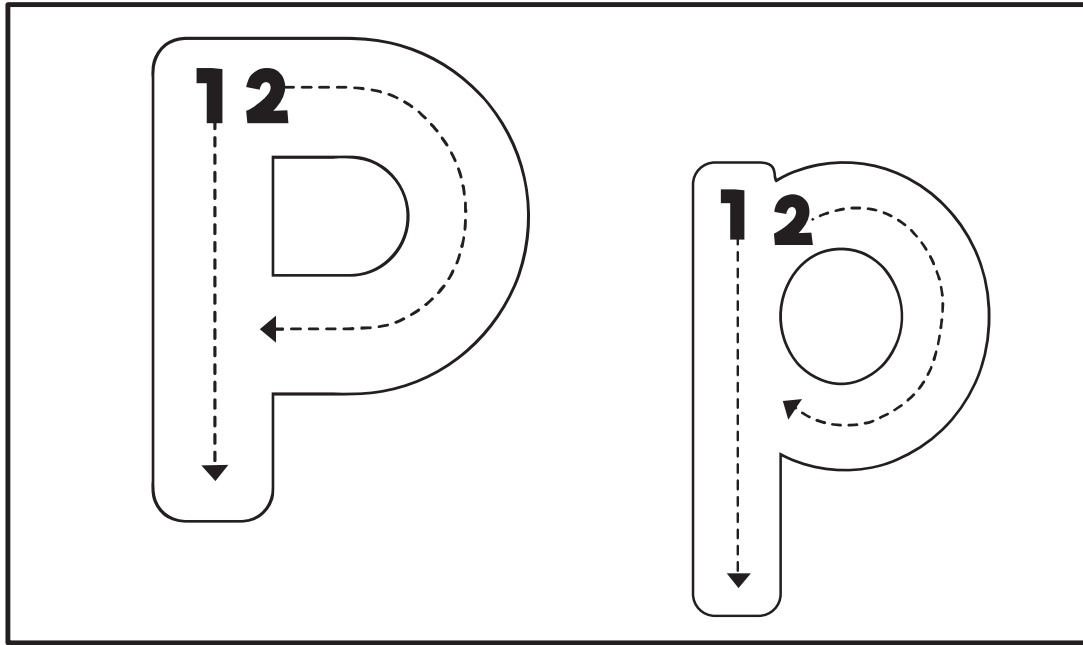


89

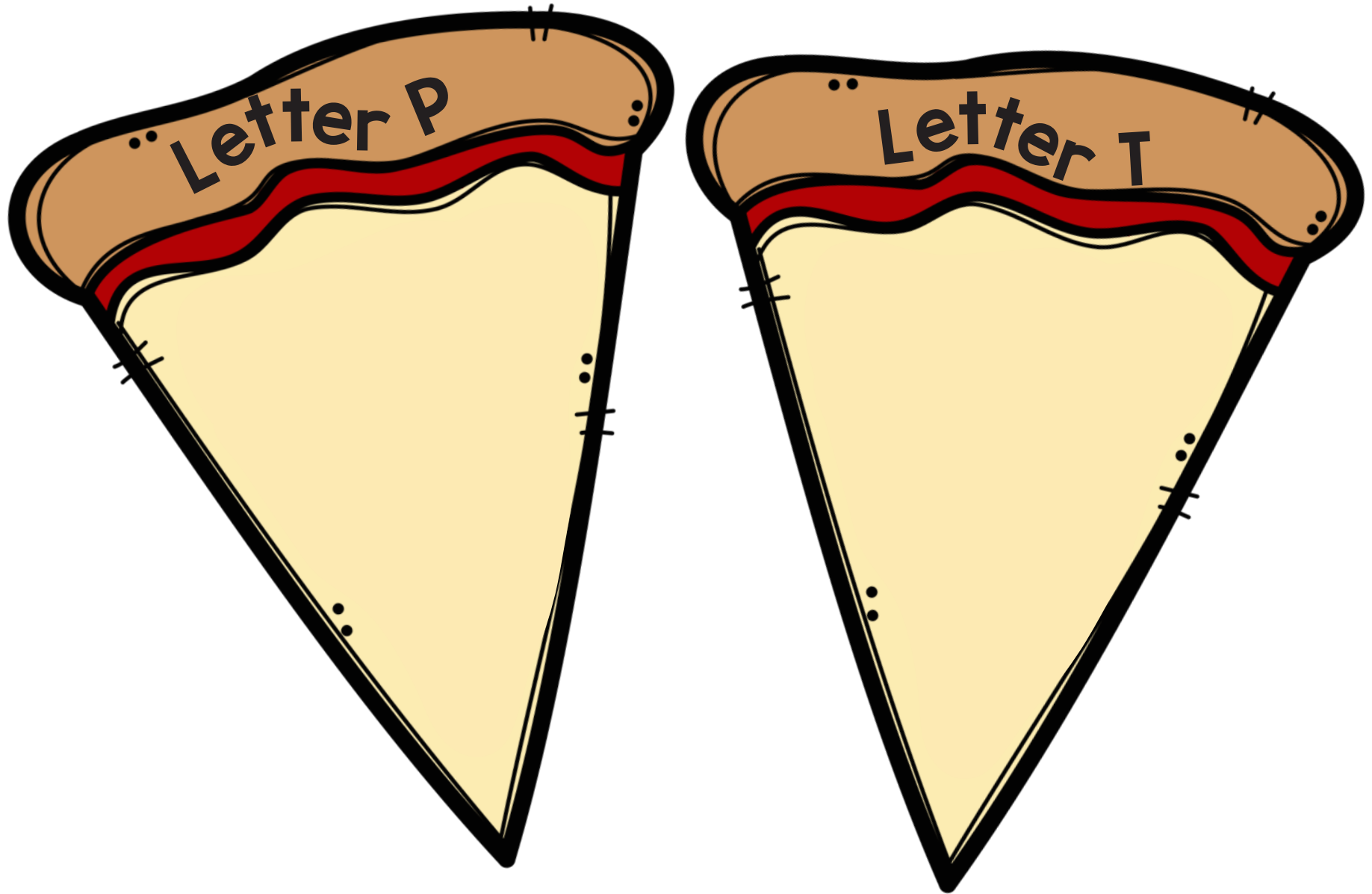




Trace the letter "P" and color the nouns that start with a "P".

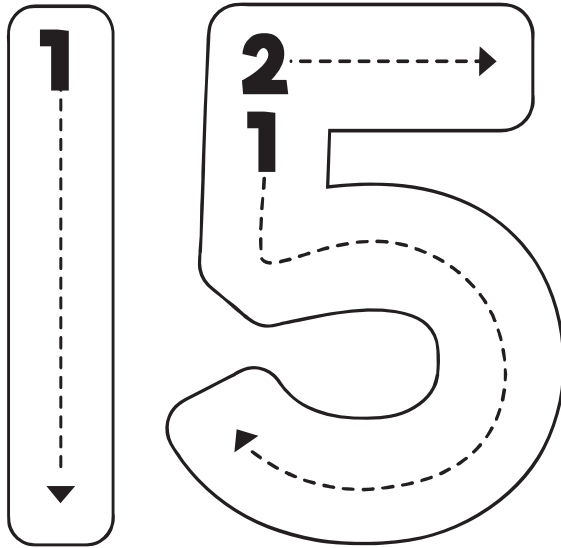


Paste the pepperoni slices on the correct pizza slice. (Page 105)



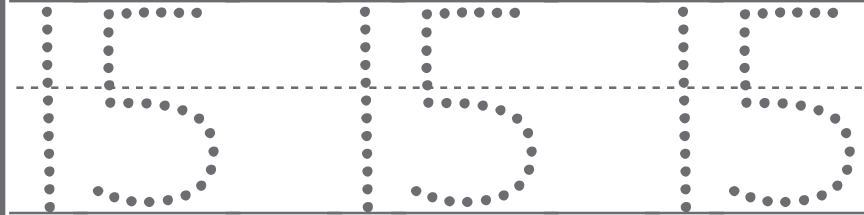


Trace

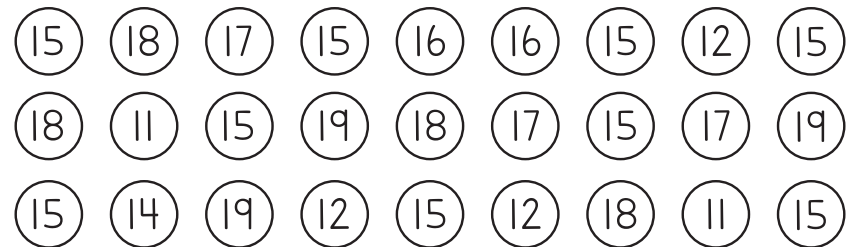


Trace the number

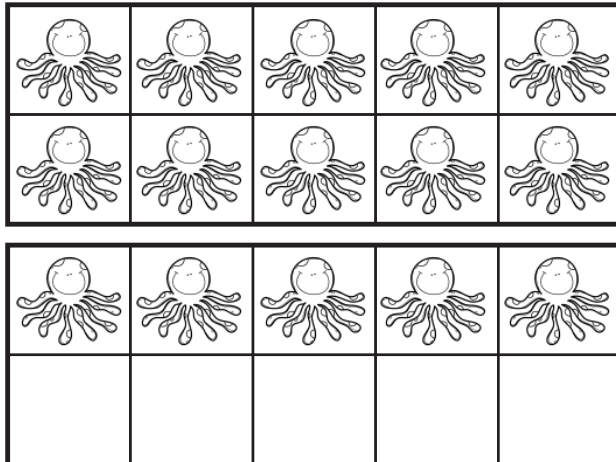
fifteen



Find the number



Count and color



Color 15





What can I do in my city?



I can study.



I can play.



I can read.



I can get my teeth checked.



I can eat.



I can buy.



I can get my pet checked.



I can send a letter.



Draw a map of the area around your house. Add places near your home. Share your map with the class.

Places Near My Home

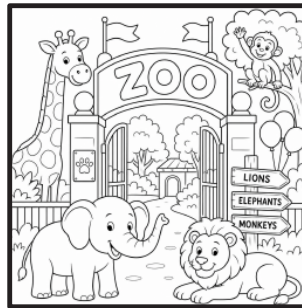
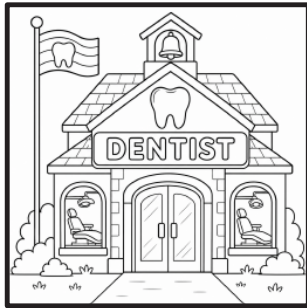


94

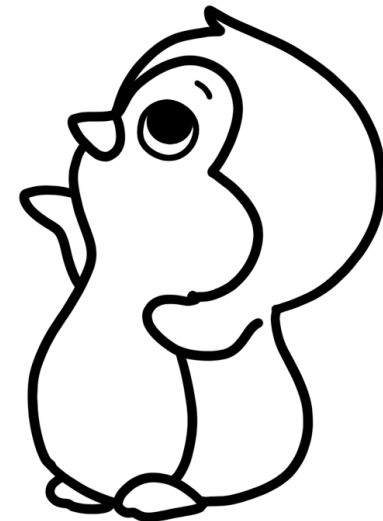


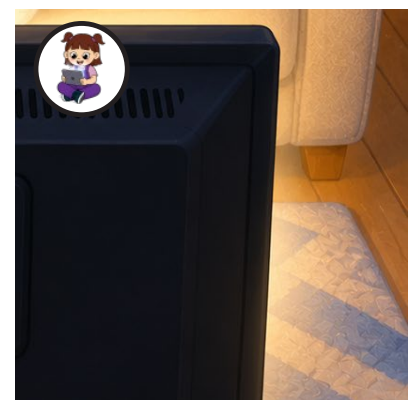
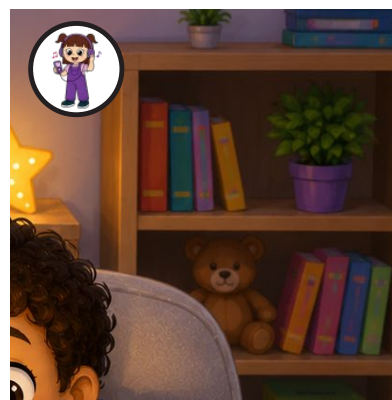
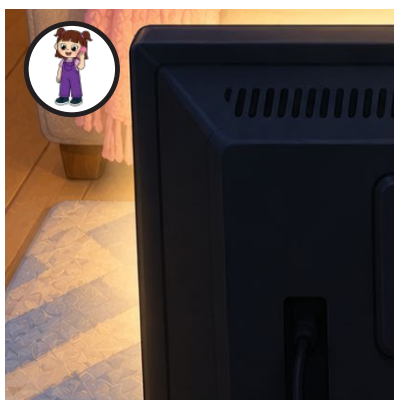
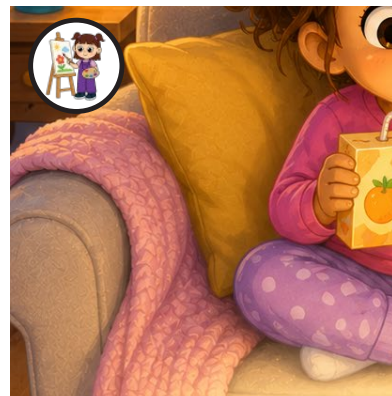
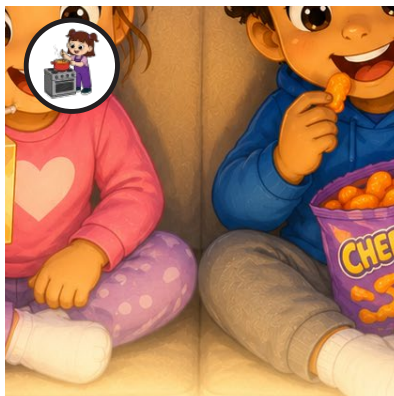
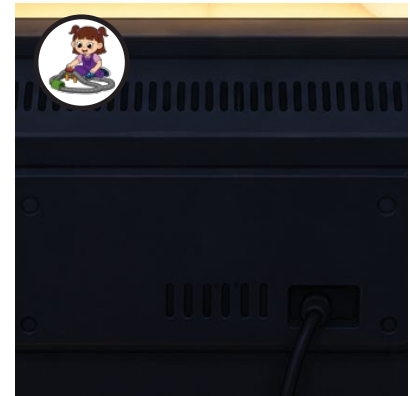
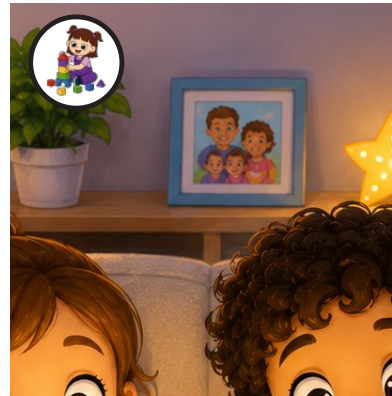
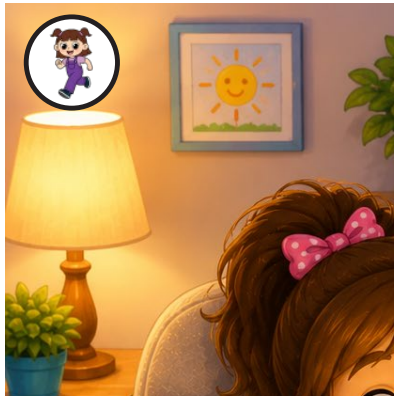
READING: ISABELLA AND THE LOST PENGUIN

Circle the places Isabella visited with the penguin. Then draw how you imagine the penguin's home at the zoo.



Penguin's home





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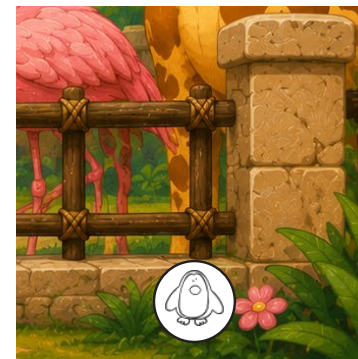
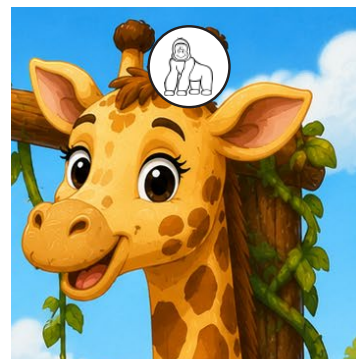
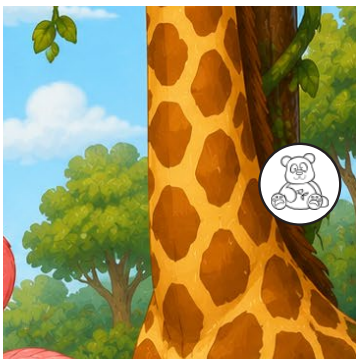
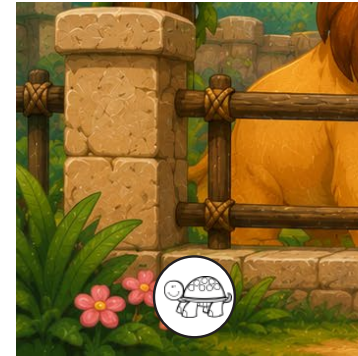
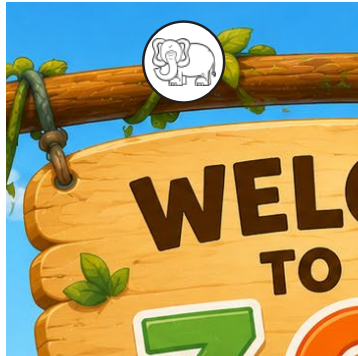
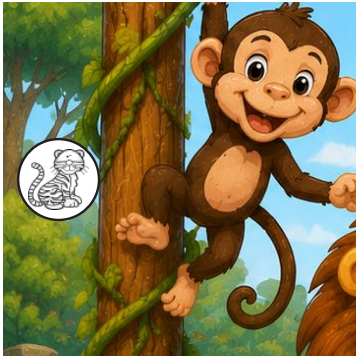
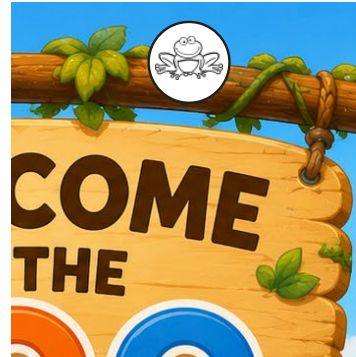
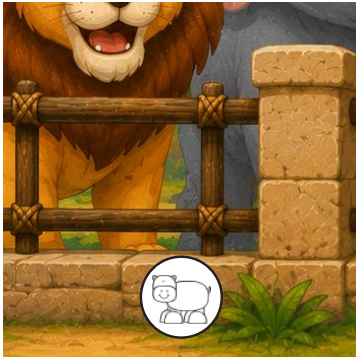


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AT THE ZOO

Cut

PAGE 43



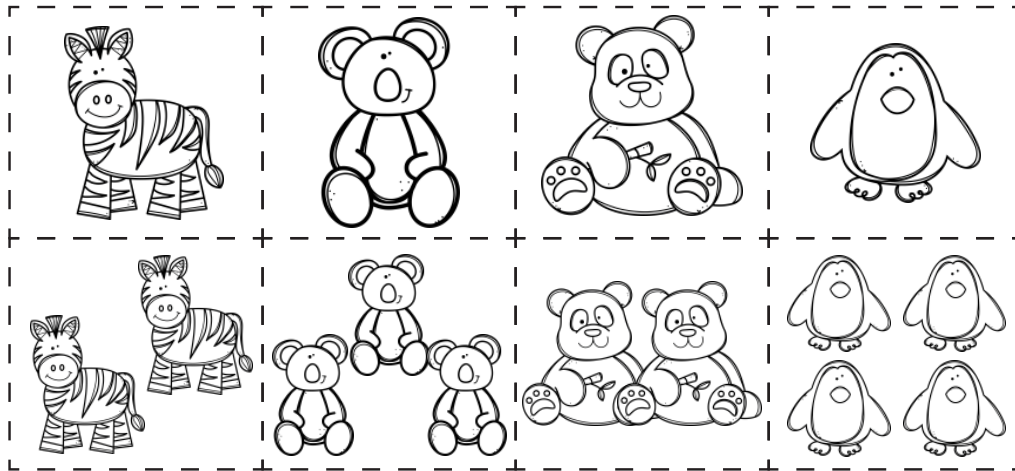
Esta página se deja en blanco a propósito

AT THE ZOO

Cut



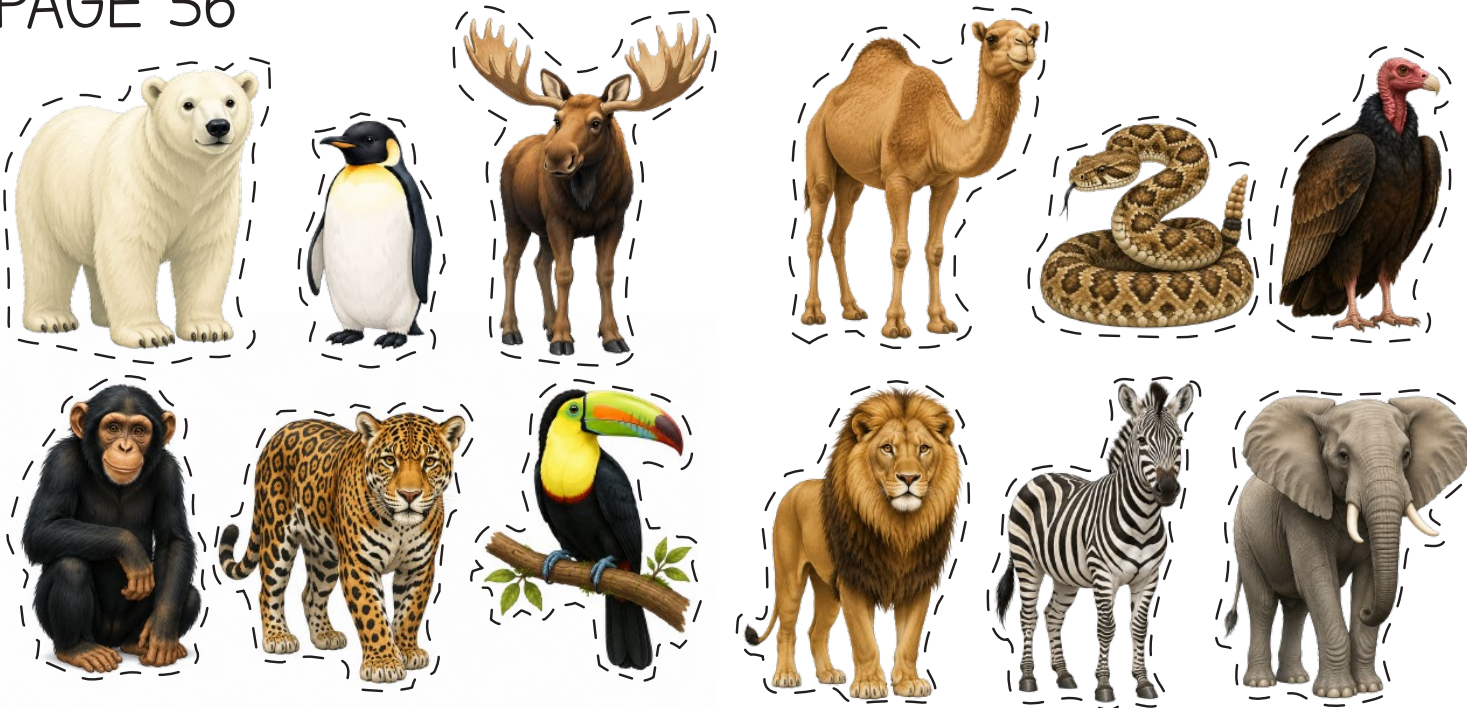
PAGE 52



PAGE 54



Esta página se deja en blanco a propósito

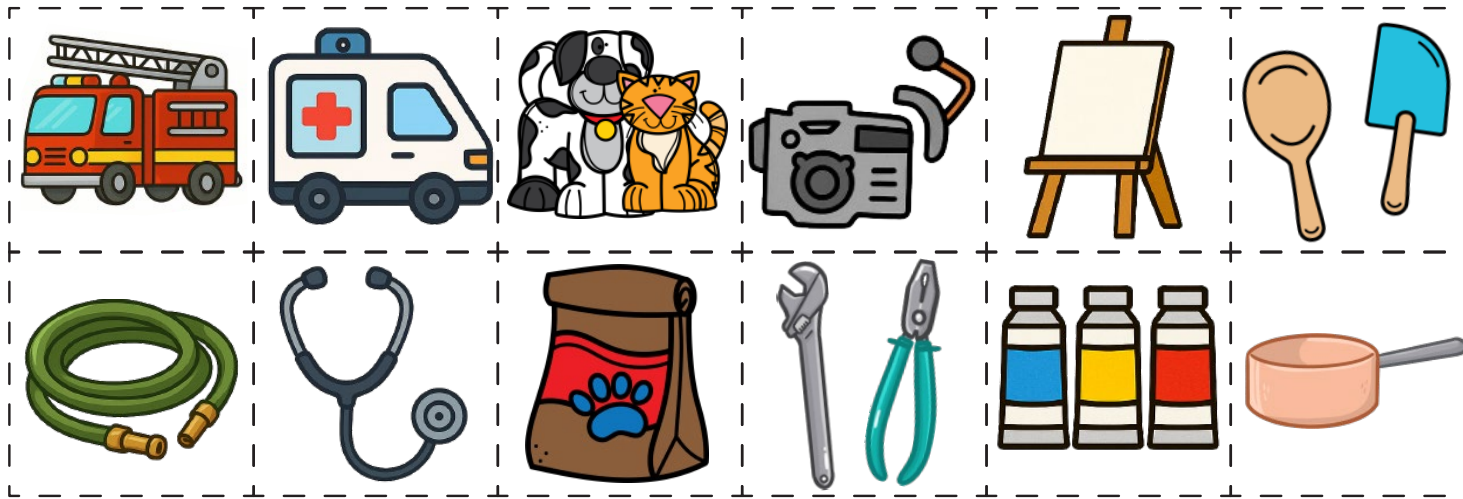


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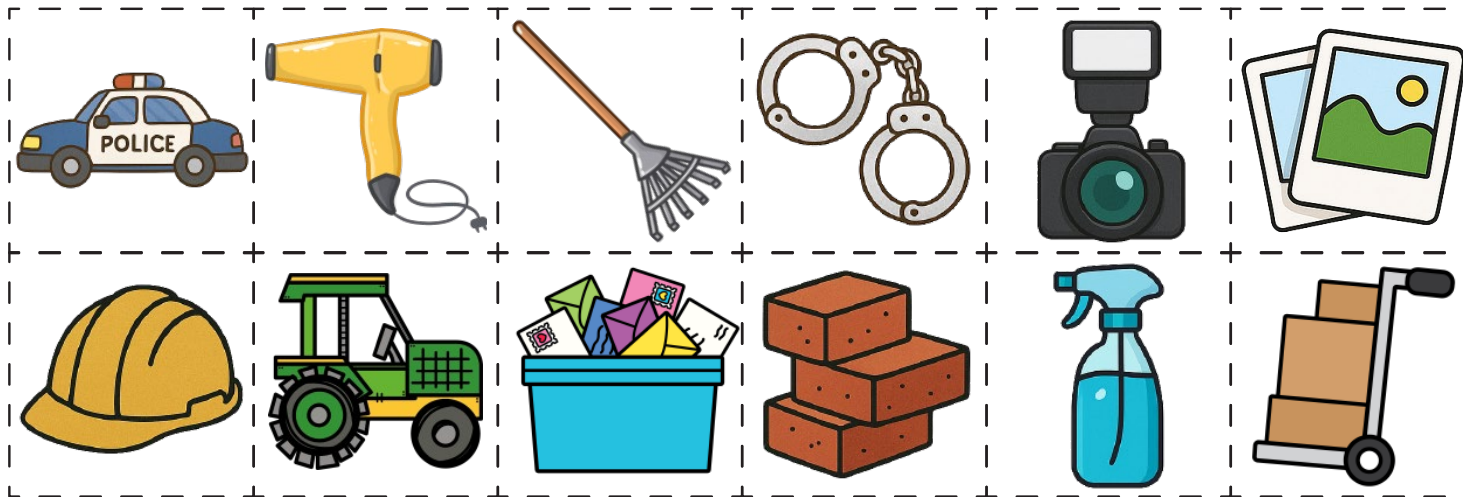
PEOPLE WHO HELP US

Cut

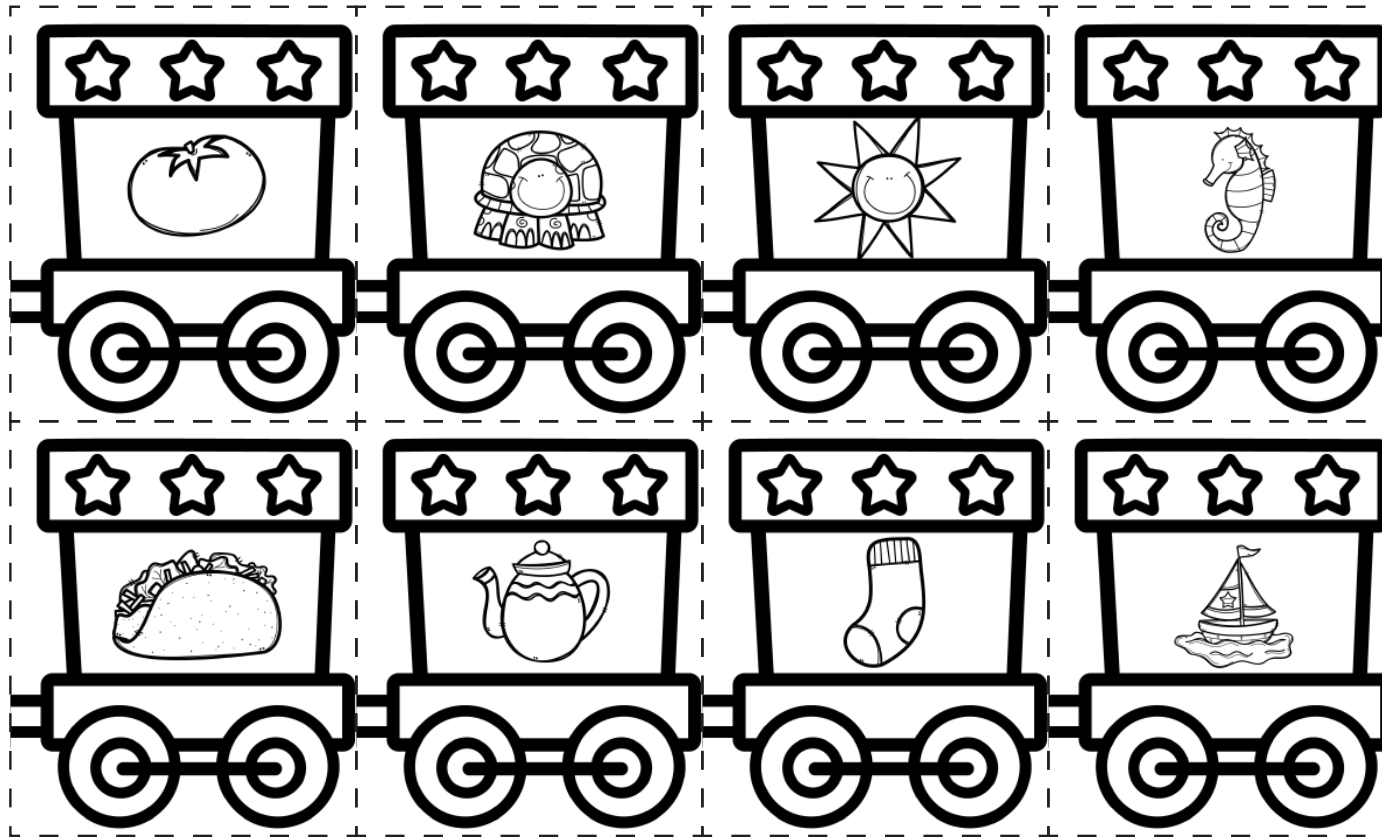
PAGE 60



PAGE 63



Esta página se deja en blanco a propósito



Esta página se deja en blanco a propósito

PEOPLE WHO HELP US

Cut

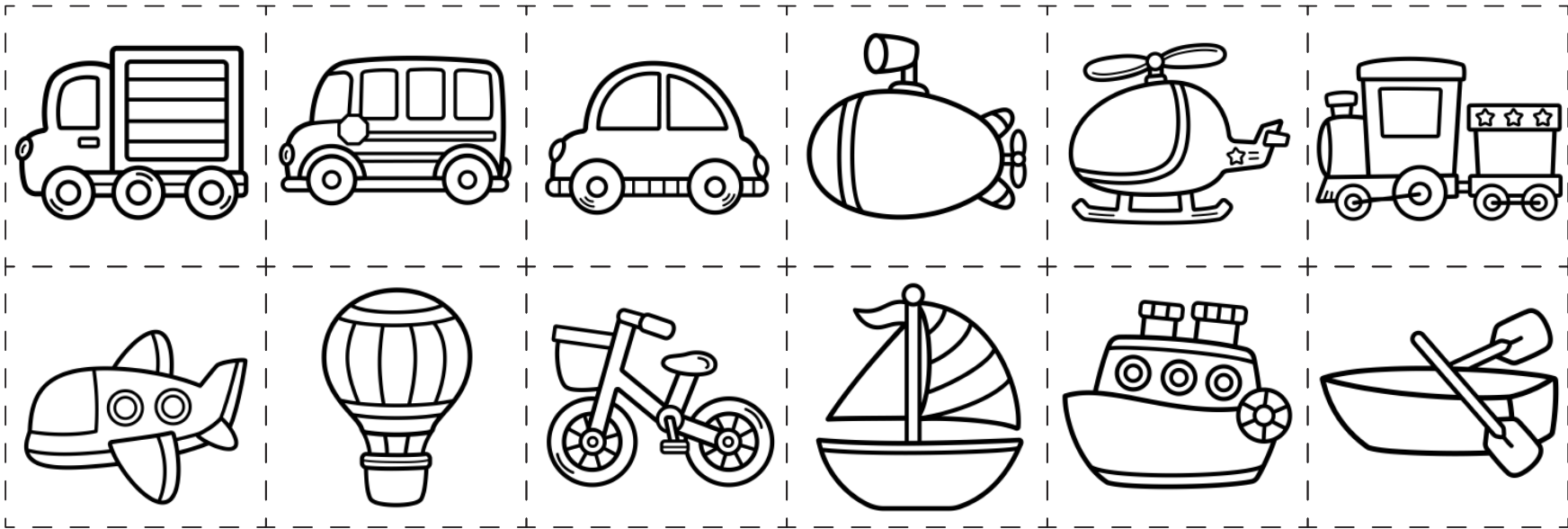
PAGE 66



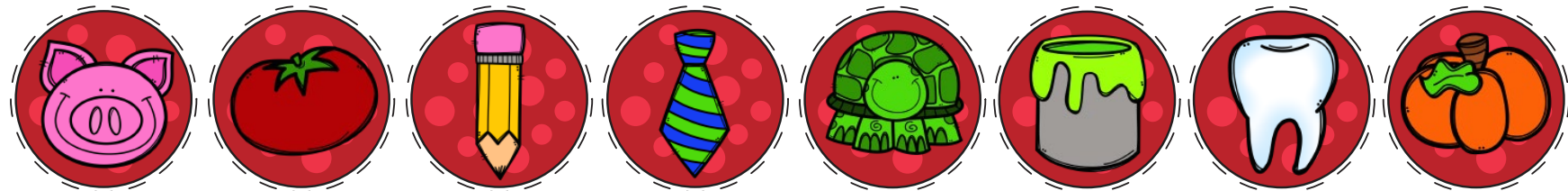
PAGE 71



Esta página se deja en blanco a propósito



Esta página se deja en blanco a propósito



Esta página se deja en blanco a propósito

Términos de uso

Gracias por interesarte en mi producto.

Me hace muy feliz que ya lo tengas en tus manos.

Estos materiales didácticos están hechos con mucho amor y son los recursos que yo misma utilizo para mis clases. Cada material ha sido creado cuidadosamente y modificado si es necesario para que sea atractivo para mis estudiantes, así que estoy segura de que a ti también te resultarán muy útiles. Es sumamente importante hacerte saber que este recurso deberá ser empleado únicamente con fines educativos. A continuación podrás leer las condiciones de uso de este material.

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Me encantaría ver como utilizas estos recursos añadiendo tu toque extra de creatividad. No olvides postearlo en tus redes sociales y etiquetarme.



Missdianaingles

Little Learners



Workbook A





Little Learners 2

Arts and Crafts



Miss Diana

..... ♥ Made for Little Learners ♥

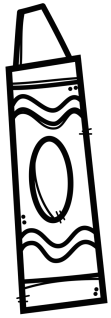
Little Learners



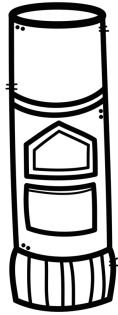
Arts and Crafts

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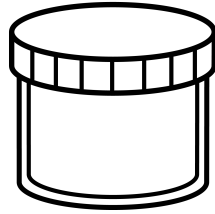
MATERIAL . For these activities, you will need different materials.
These icons will give you a clue about each activity.



color



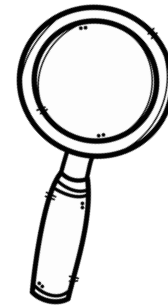
paste



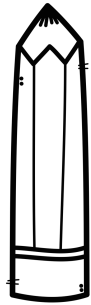
tempera



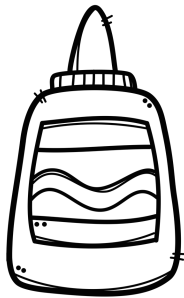
paint



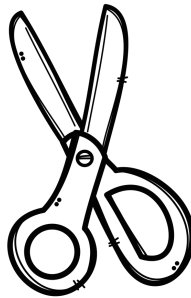
observe



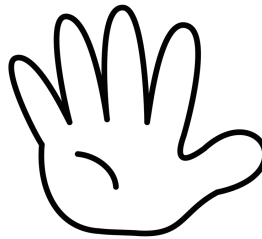
write



glue



cut



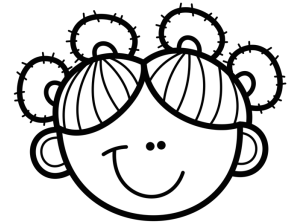
use your
hands



surprise
materials



listen



speak

Esta página se deja en blanco a propósito



Color and cut out the feeling faces. Fold each circle in half and glue them together to make an accordion.

Feelings flip puppet

How to make the puppet:

1- Fold each circle in half

2- Glue them together to make an accordion.

3- Paste the accordion on the head and review feelings.



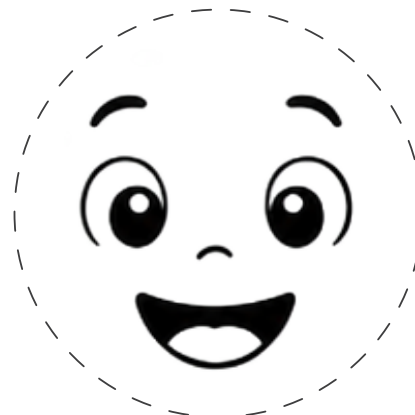
sleepy



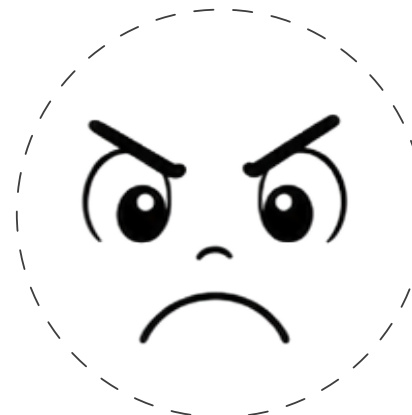
scared



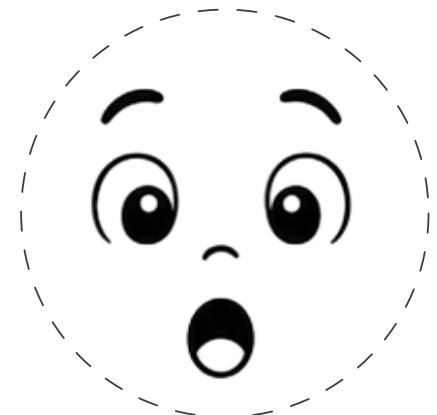
sad



happy



angry



amazed

Esta página se deja en blanco a propósito

ALL ABOUT ME

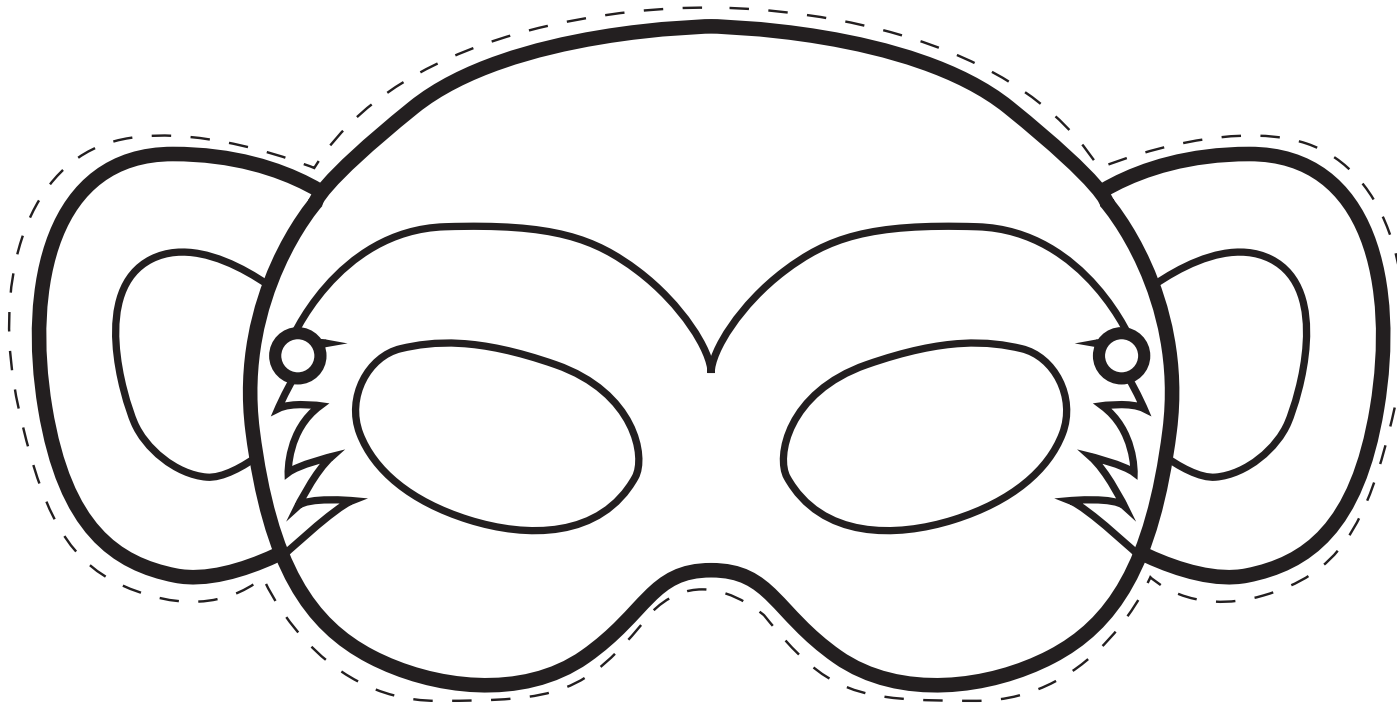
Paste the feelings accordion onto the girl's head. Then draw or talk about each feeling.



Esta página se deja en blanco a propósito

AT THE ZOO!

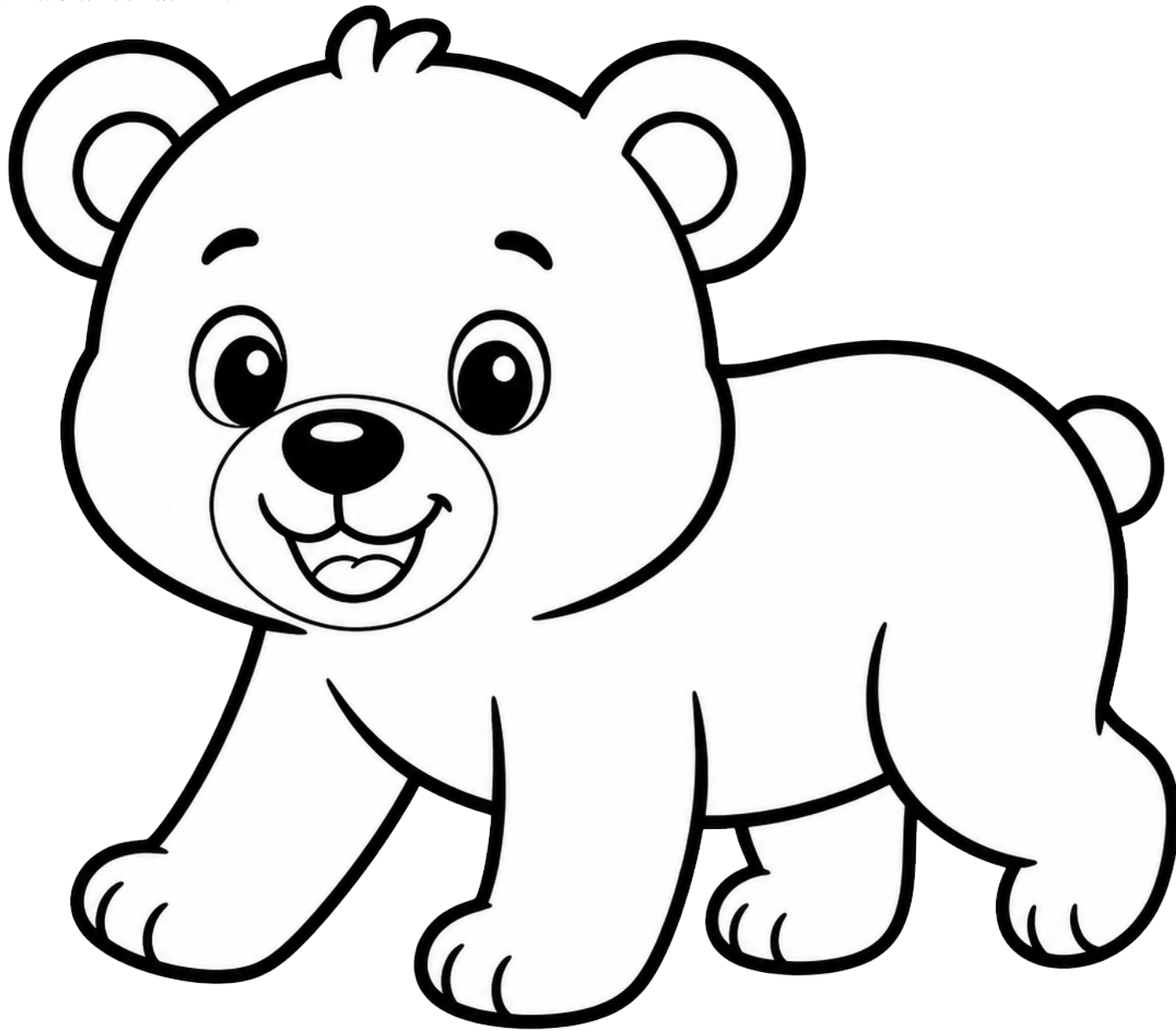
Color and cut out the monkey mask.



Esta página se deja en blanco a propósito

AT THE ZOO!

Glue pieces of brown felt onto the bear.



Esta página se deja en blanco a propósito

PEOPLE WHO HELP US

Color and decorate the firefighter hat.



Esta página se deja en blanco a propósito

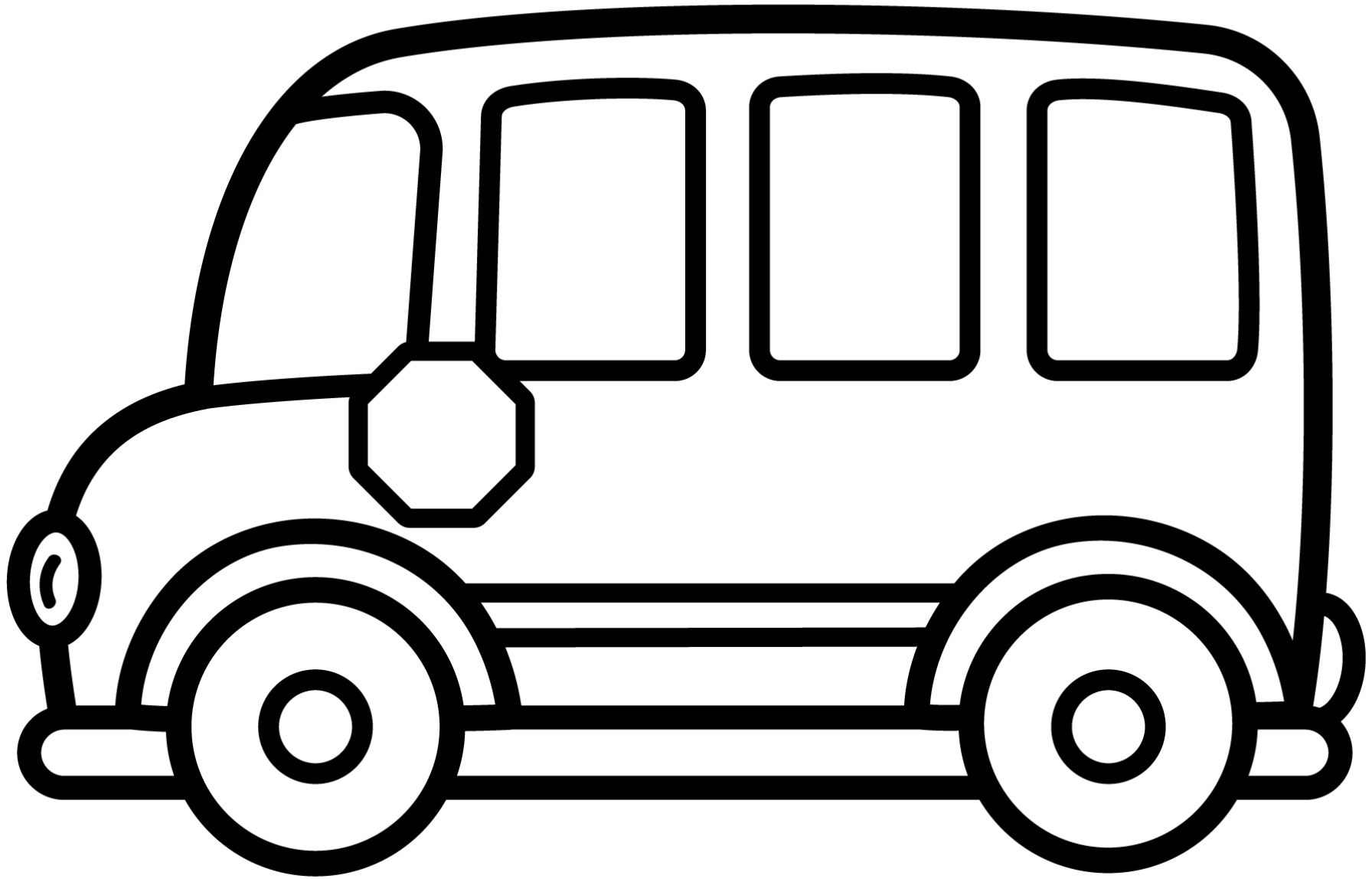
PEOPLE WHO HELP US

Color and decorate the chef hat.



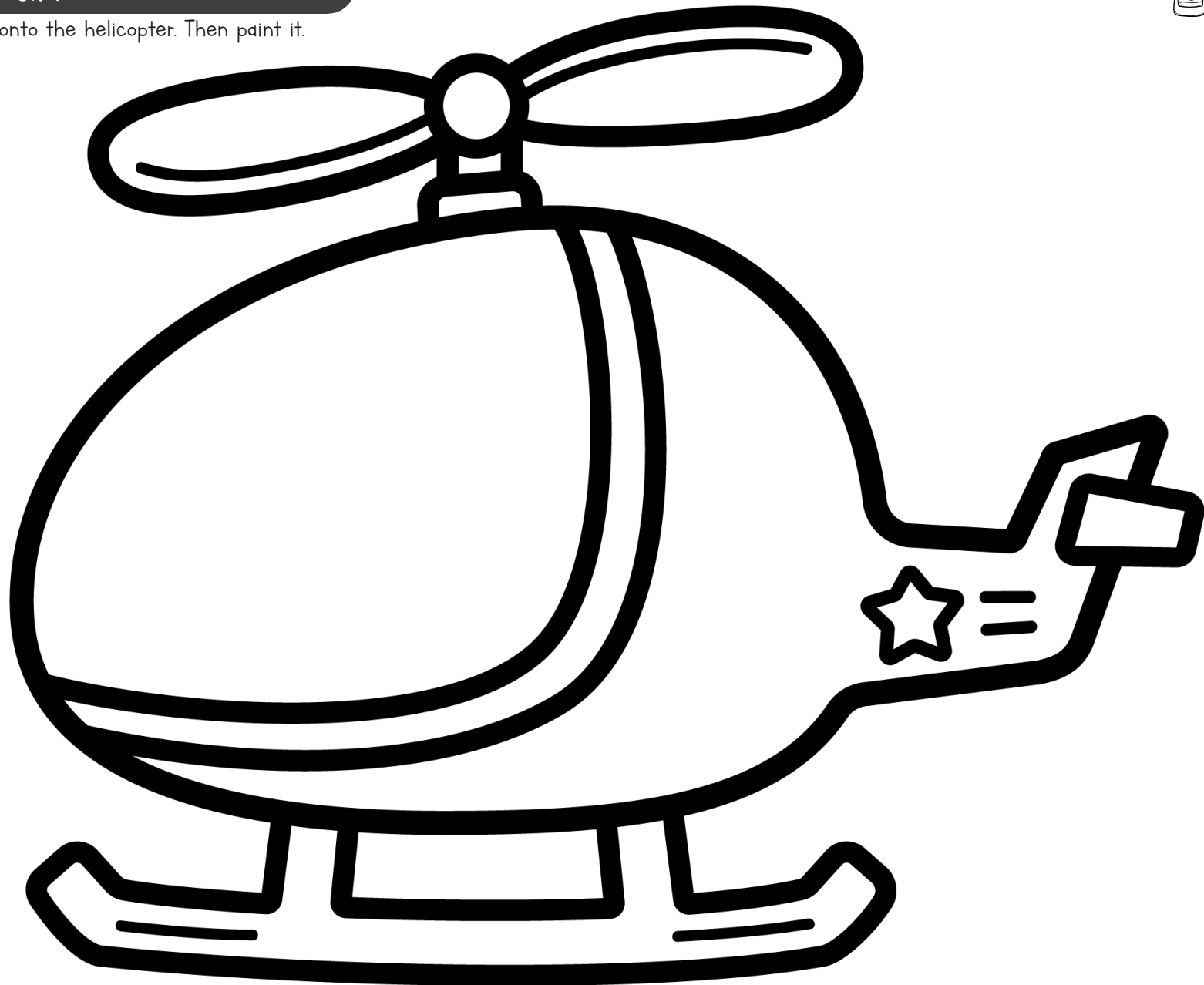
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Decorate the bus with yellow gelatin powder.



Esta página se deja en blanco a propósito

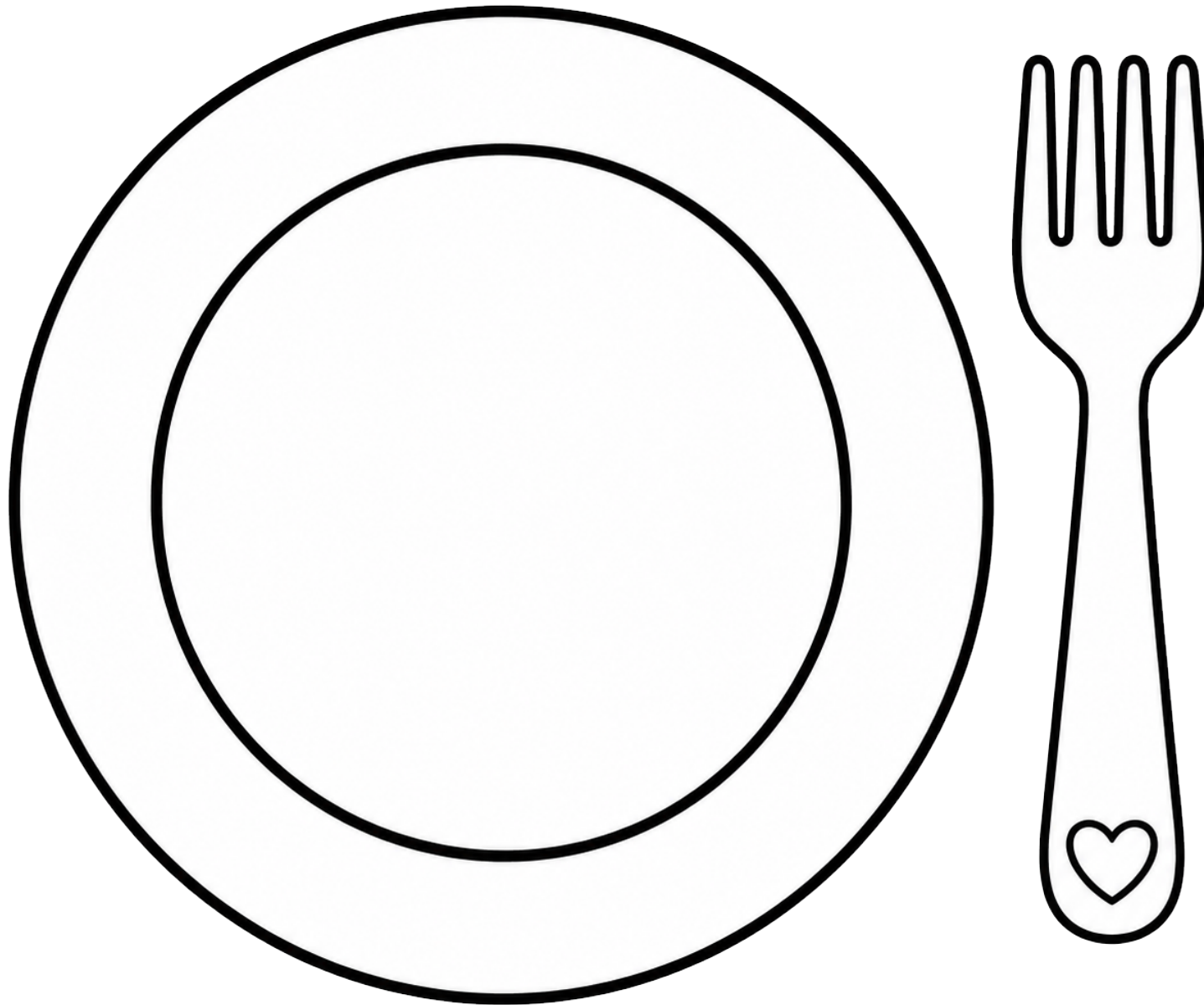
Glue lentils onto the helicopter. Then paint it.



Esta página se deja en blanco a propósito

WHAT'S ON MY PLATE?

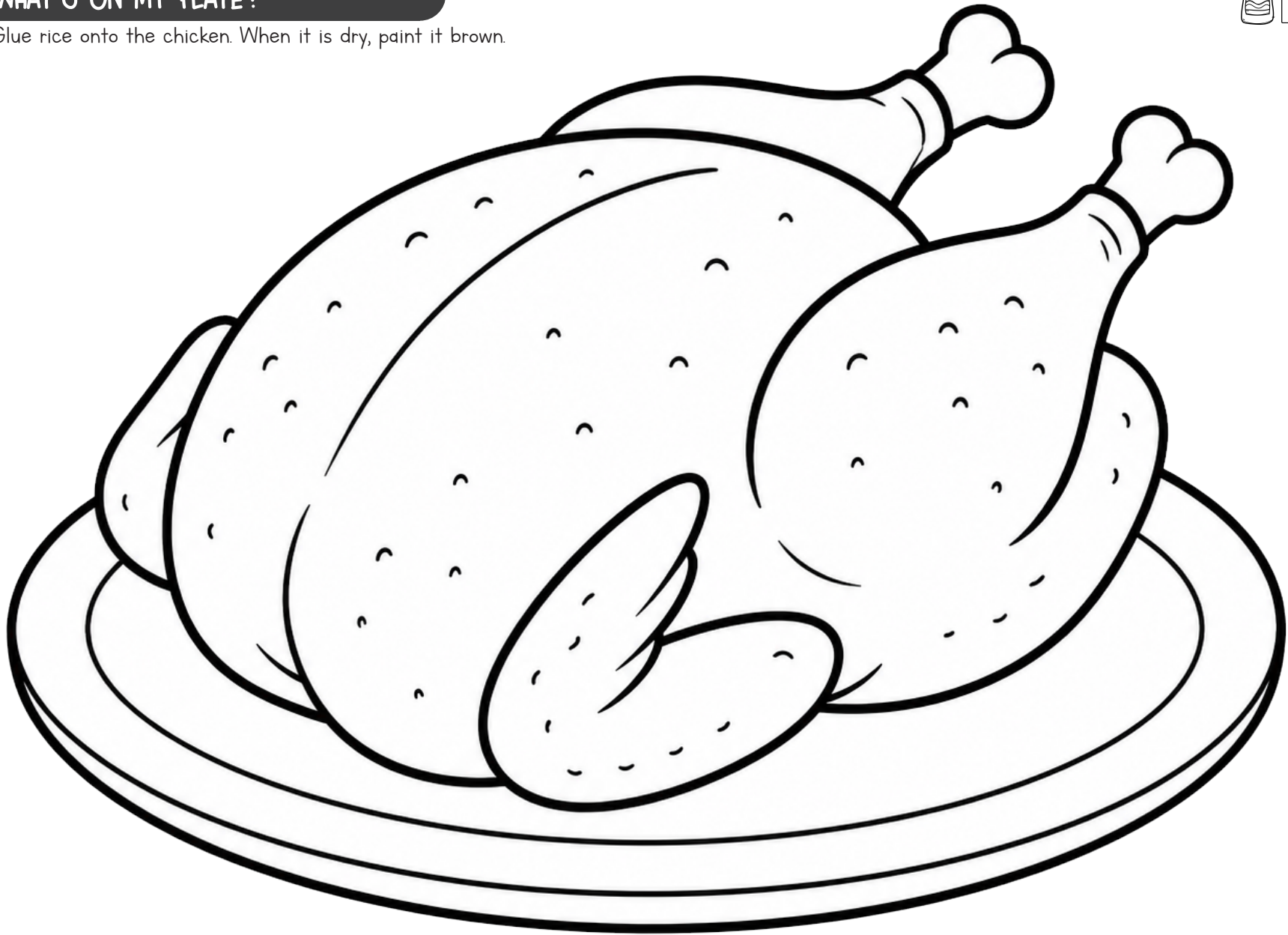
Glue yellow yarn onto the plate to make spaghetti. Add brown pom-poms for the meatballs and red felt for the tomato sauce.



Esta página se deja en blanco a propósito

WHAT'S ON MY PLATE?

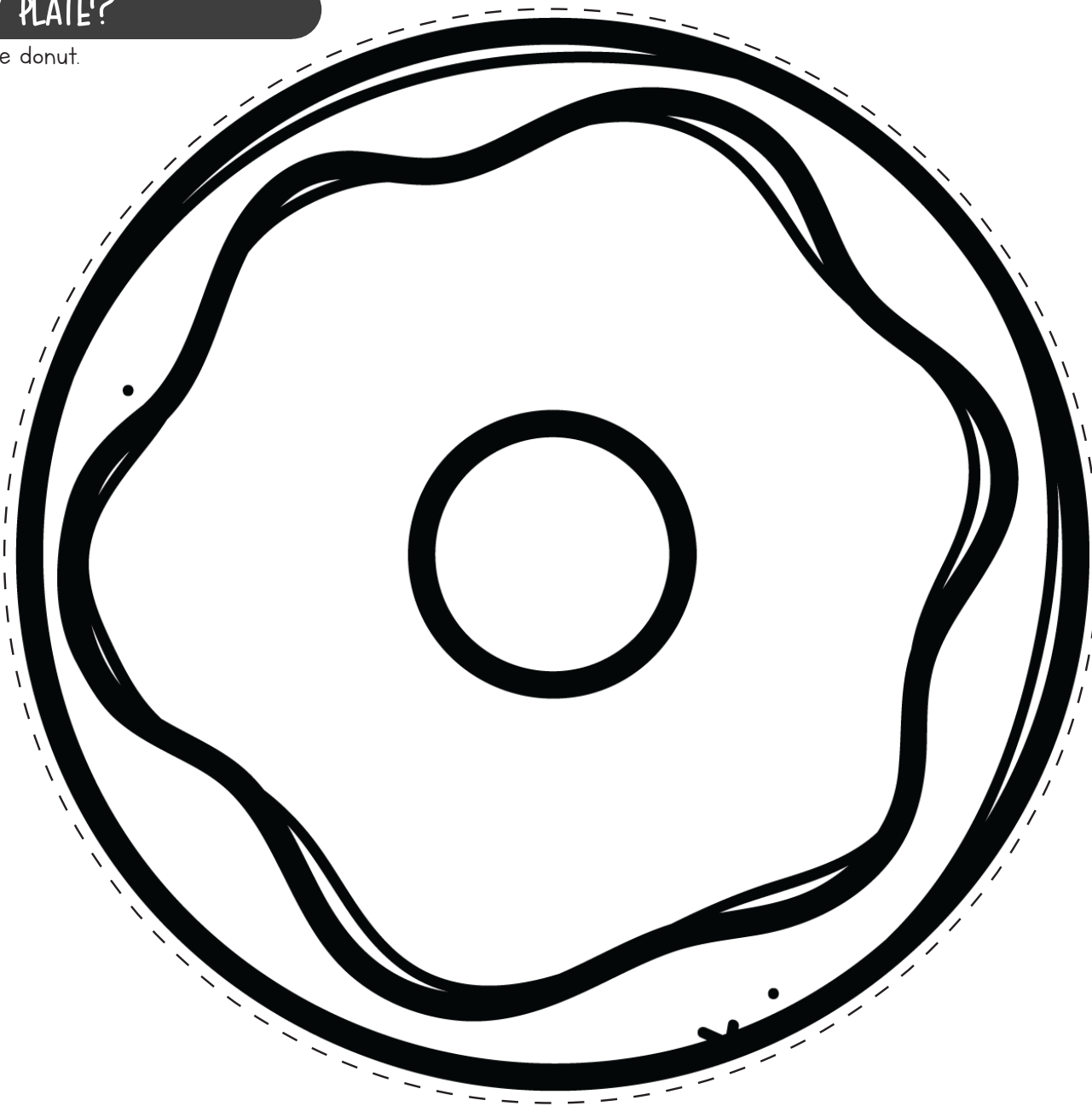
Glue rice onto the chicken. When it is dry, paint it brown.



Esta página se deja en blanco a propósito

WHAT'S ON MY PLATE?

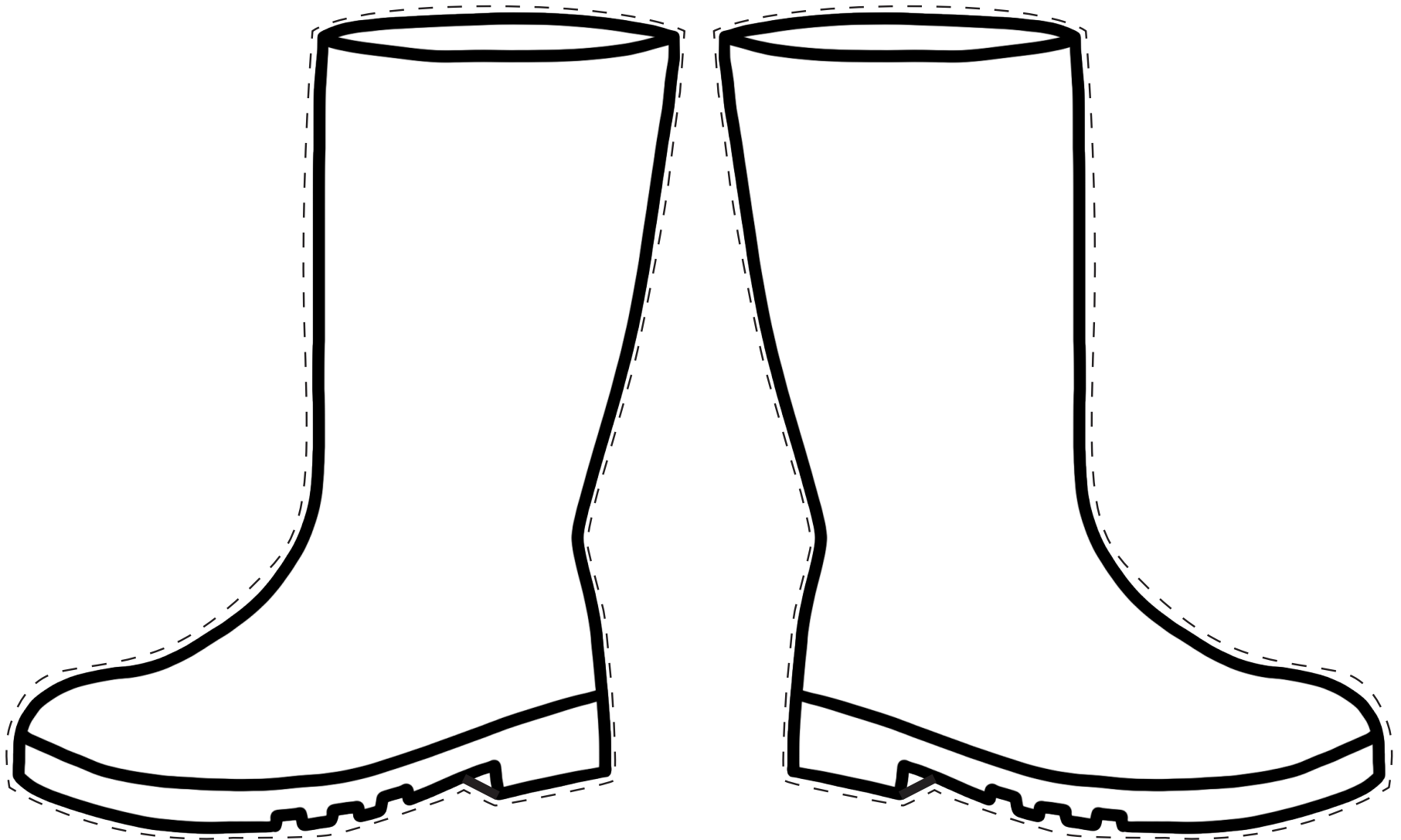
Add sprinkles to the donut.



Esta página se deja en blanco a propósito

WHAT SHOULD I WEAR?

Decorate the rain boots with watercolors.



Rain boots

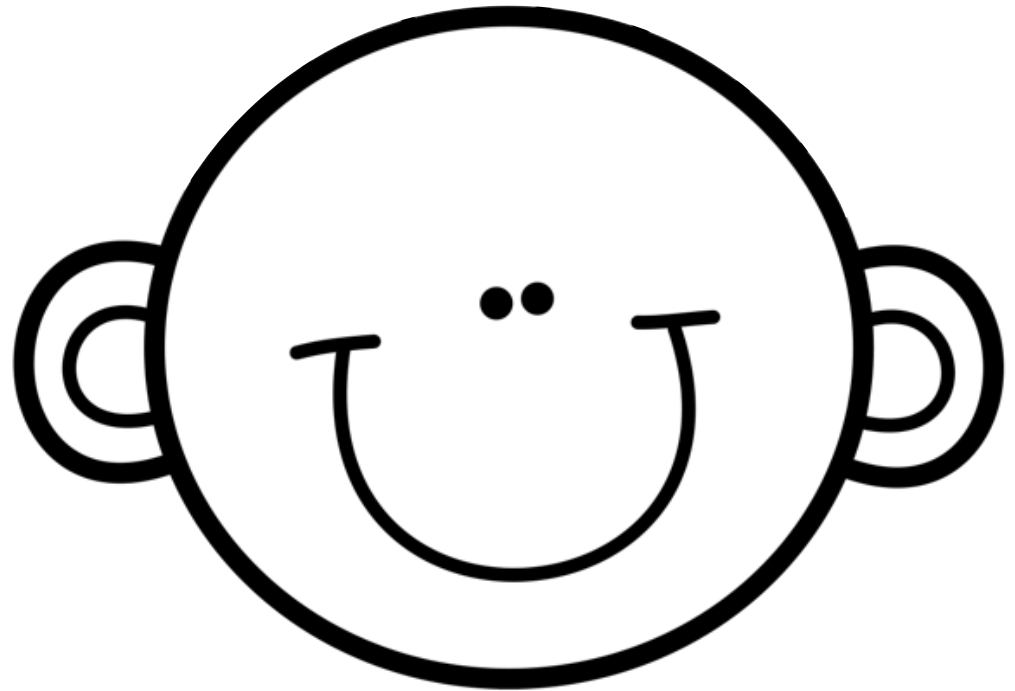
Esta página se deja en blanco a propósito

WHAT SHOULD I WEAR?

Drop tempera on the top of the head and blow air through a straw directly at the colored drops.



Windy hair



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LET'S PLAY SPORTS!

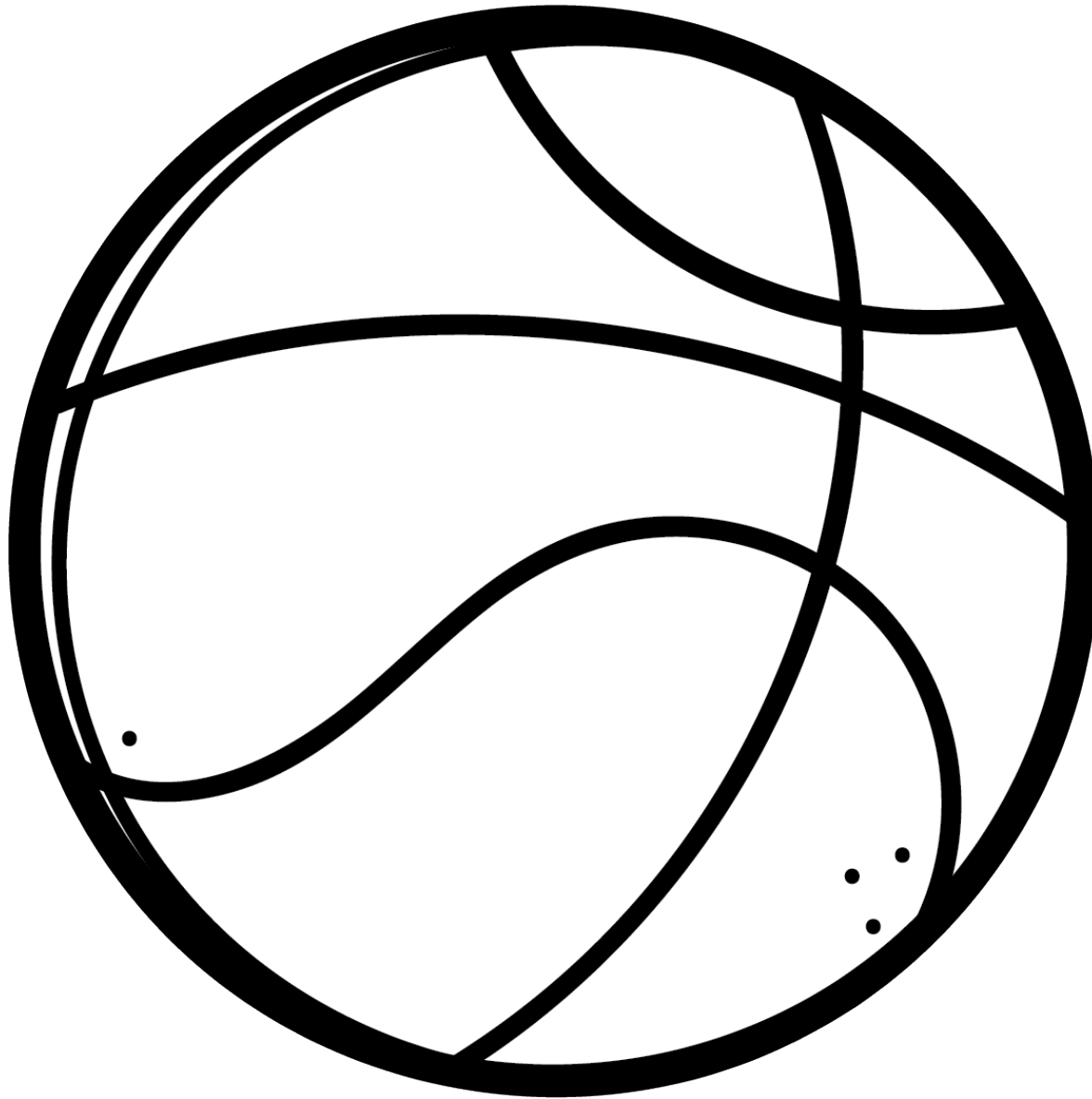
Decorate your soccer jersey. Use many colors and be creative.



Esta página se deja en blanco a propósito

LET'S PLAY SPORTS!

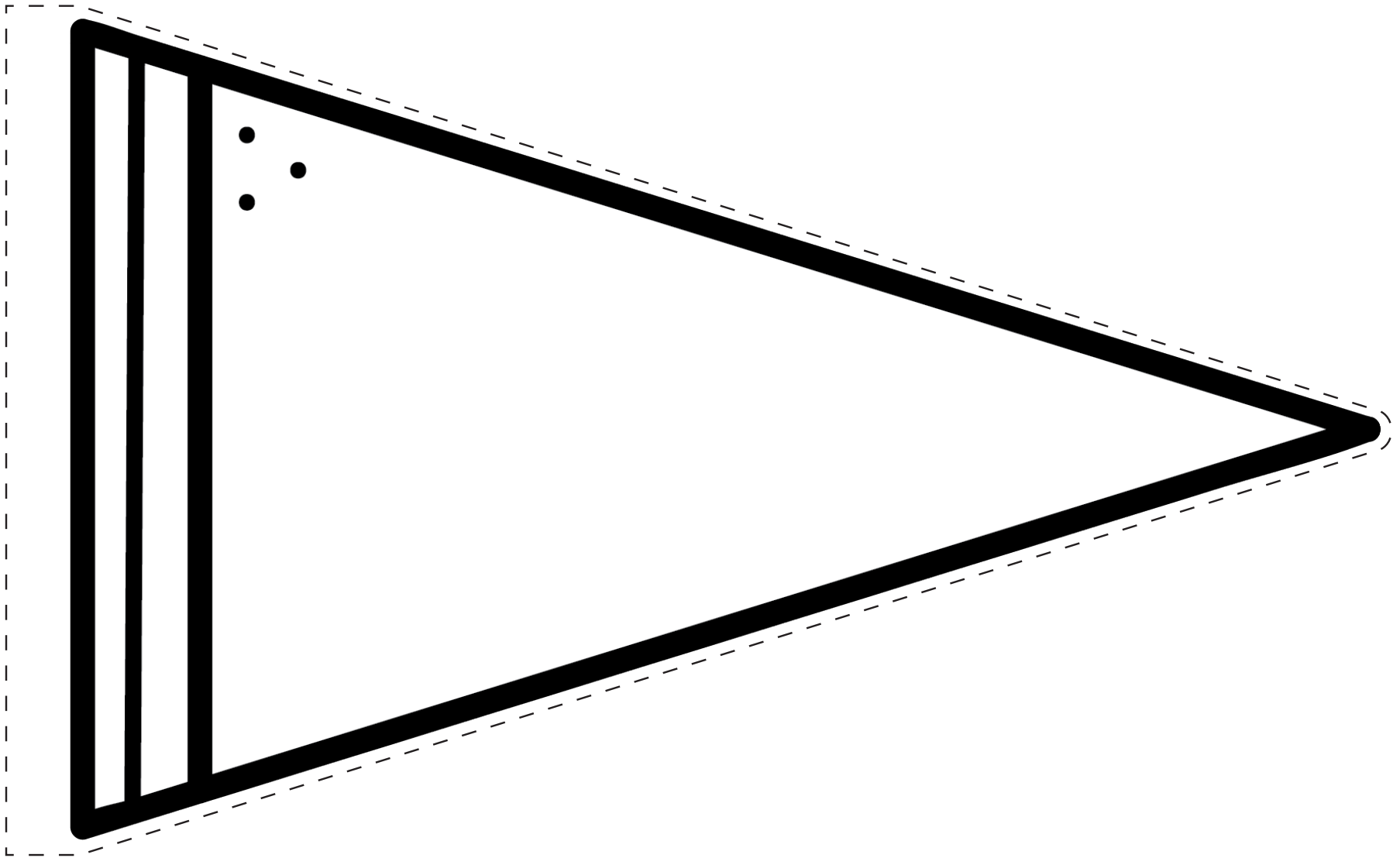
Use orange tempera and your index finger to paint the basketball.



Esta página se deja en blanco a propósito

LET'S PLAY SPORTS!

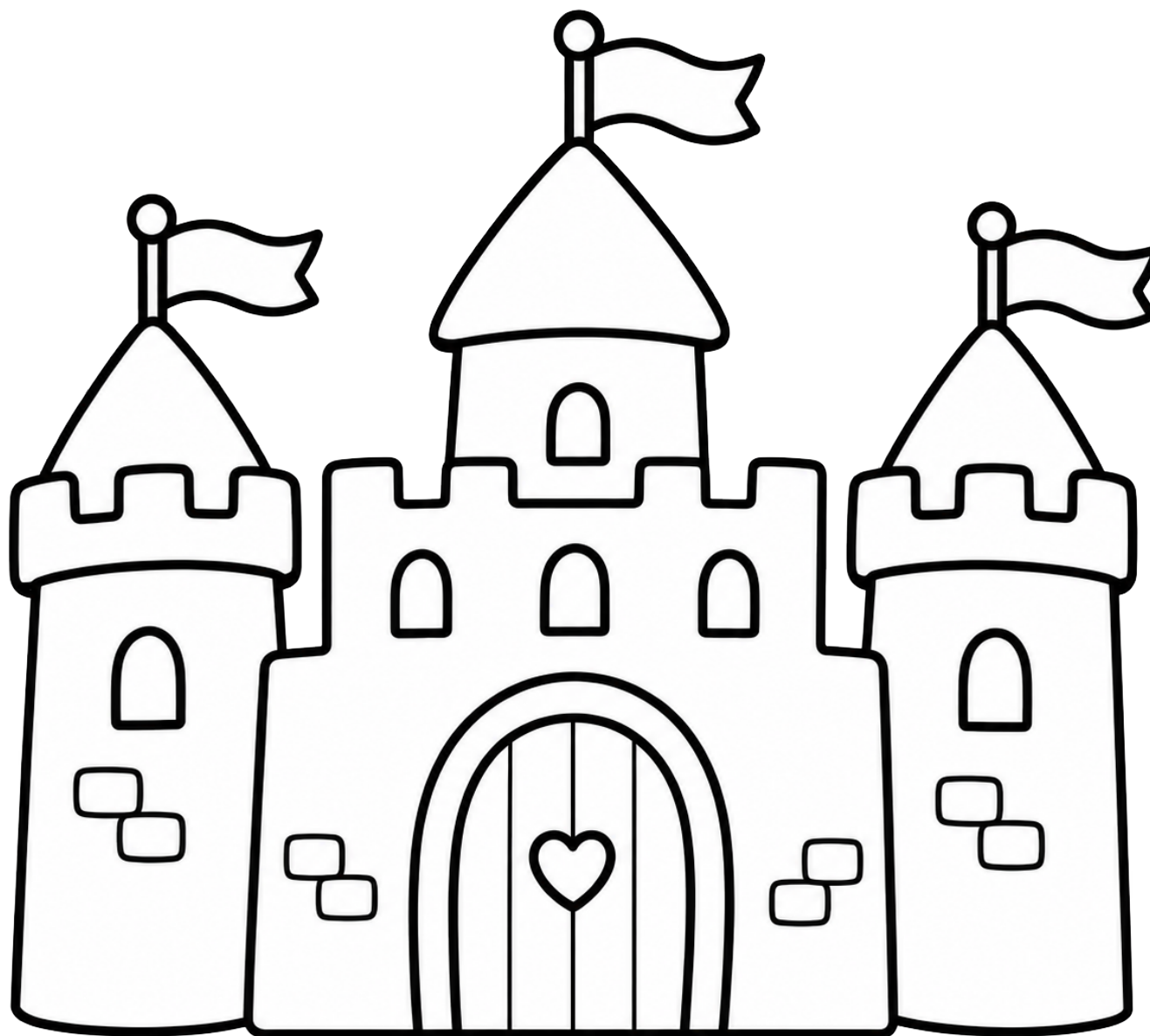
Decorate your sports banner.



Esta página se deja en blanco a propósito

AT THE PLAYGROUND

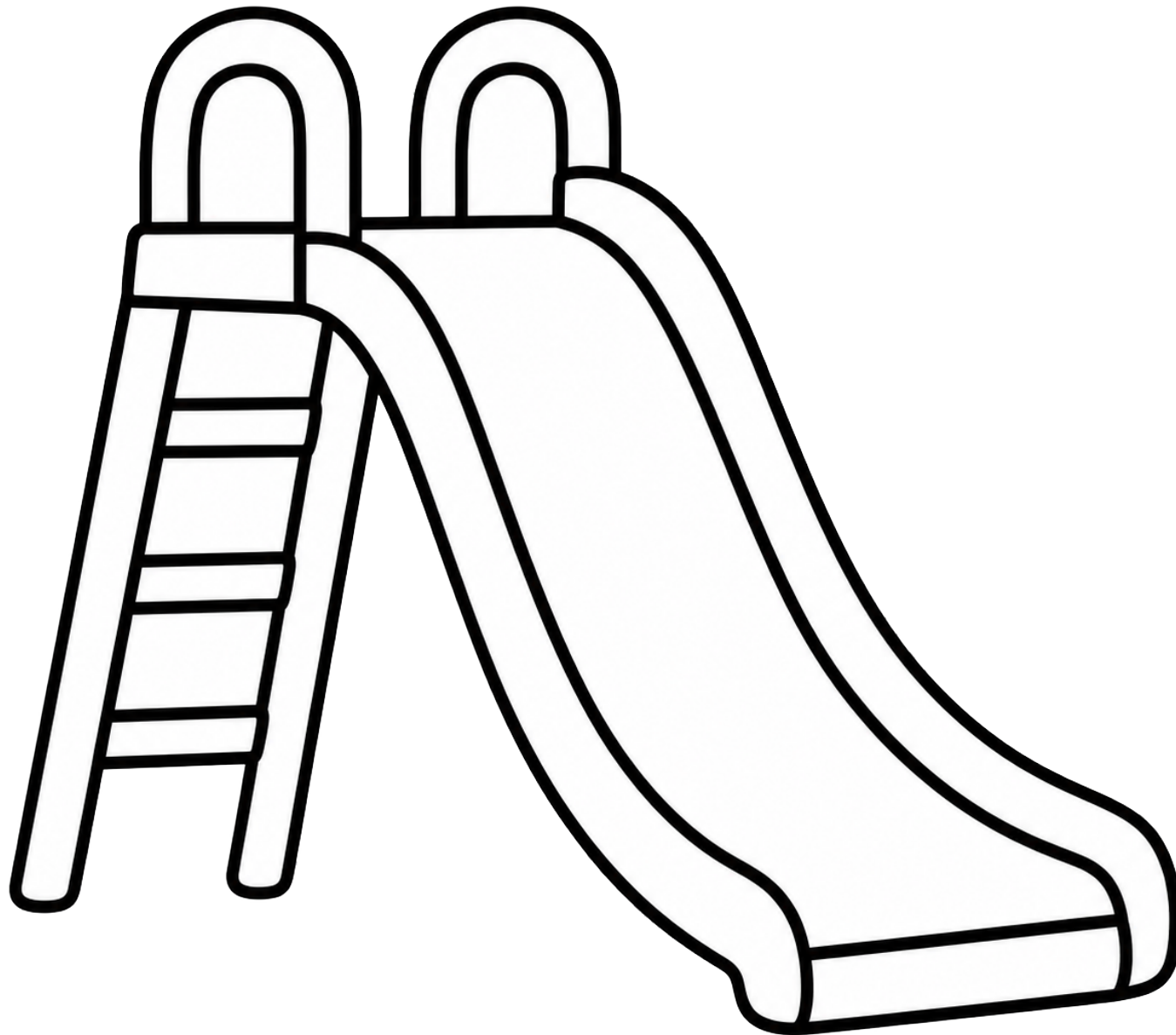
Glue sawdust onto the sandcastle.



Esta página se deja en blanco a propósito

AT THE PLAYGROUND

Glue paper balls onto the slide.



Esta página se deja en blanco a propósito

MY DAILY ROUTINE

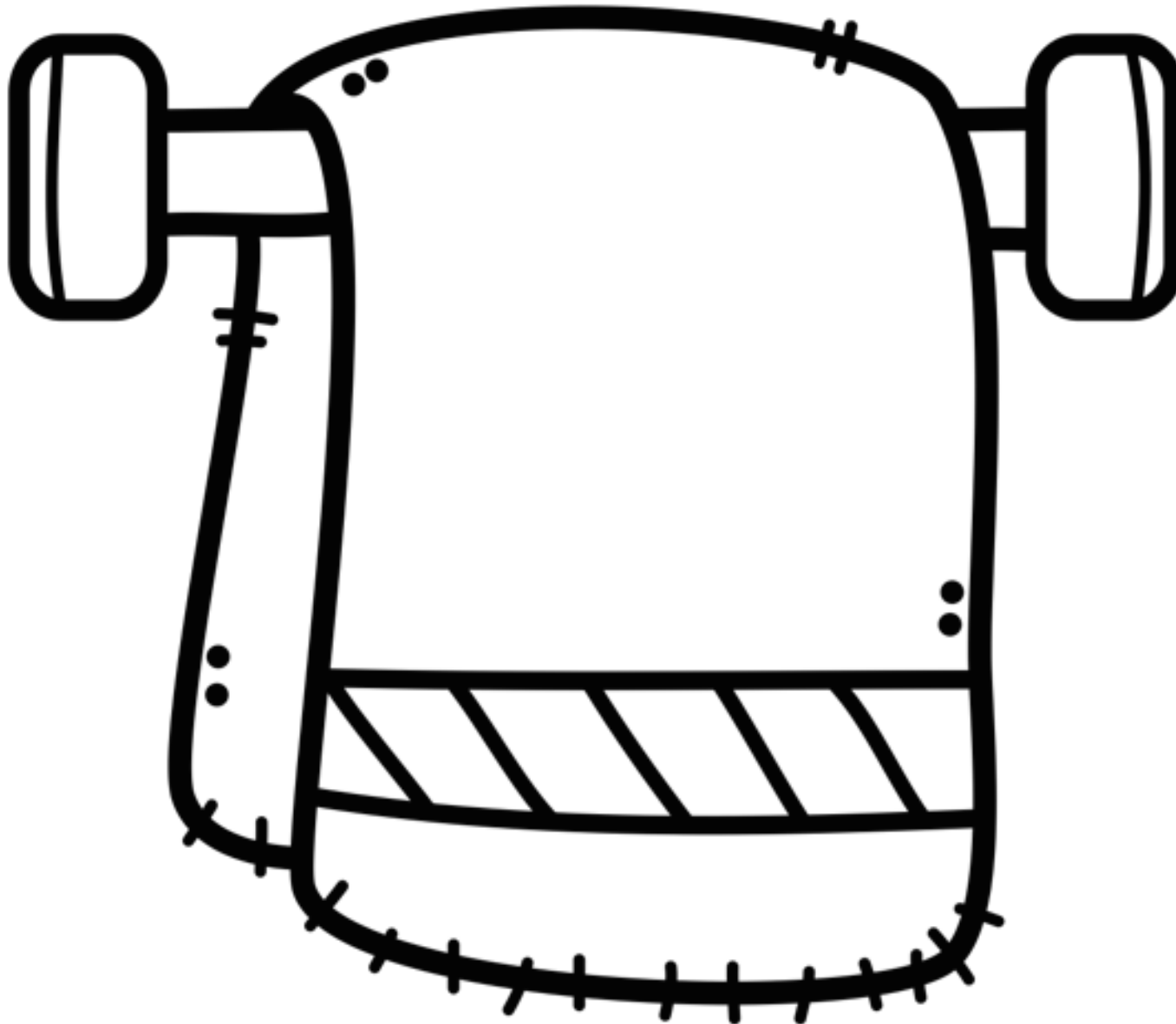
Paint the shampoo bottle with your fingers.



Esta página se deja en blanco a propósito

MY DAILY ROUTINE

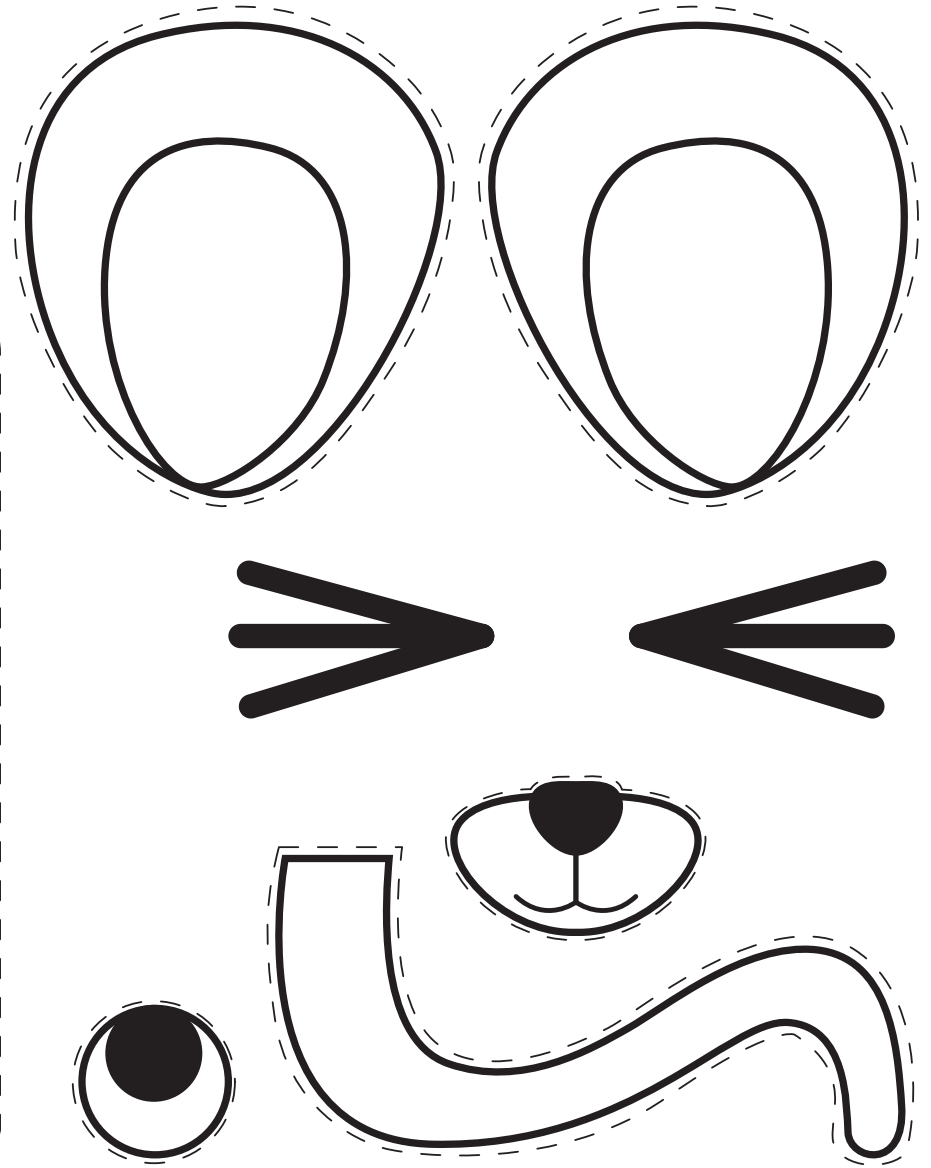
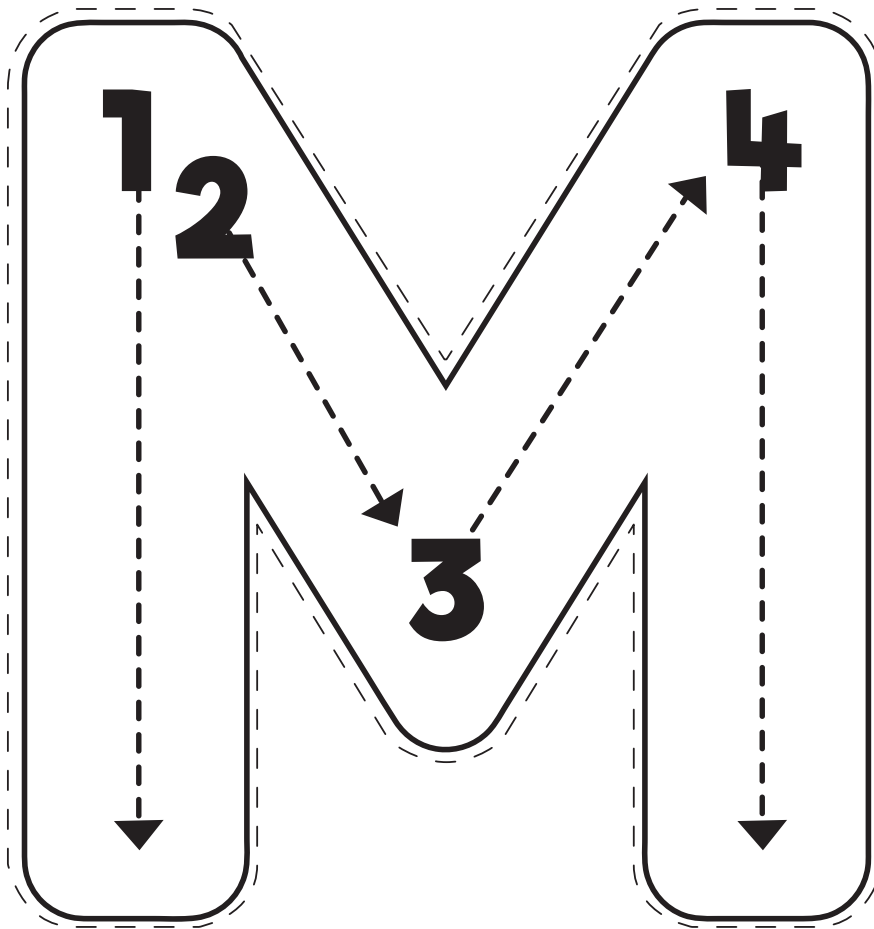
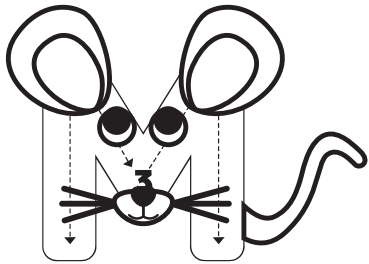
Put paint on the towel and spread it with a fork.



Esta página se deja en blanco a propósito

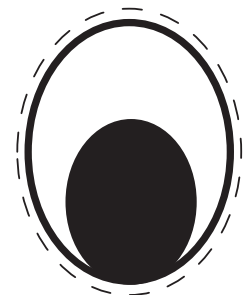
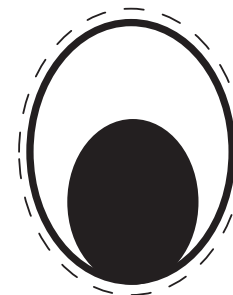
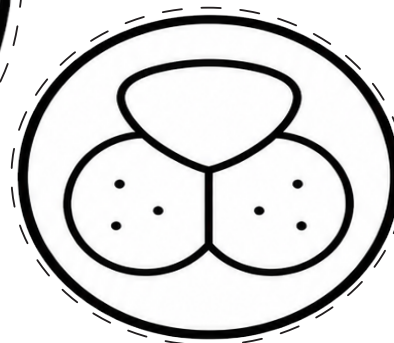
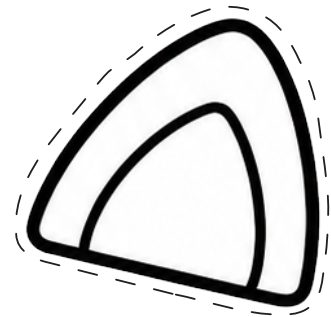
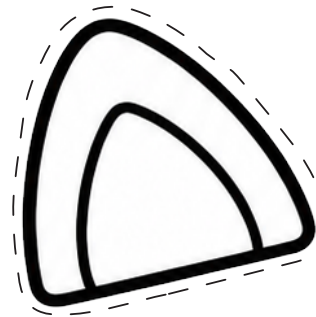
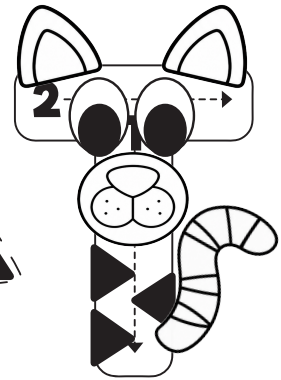
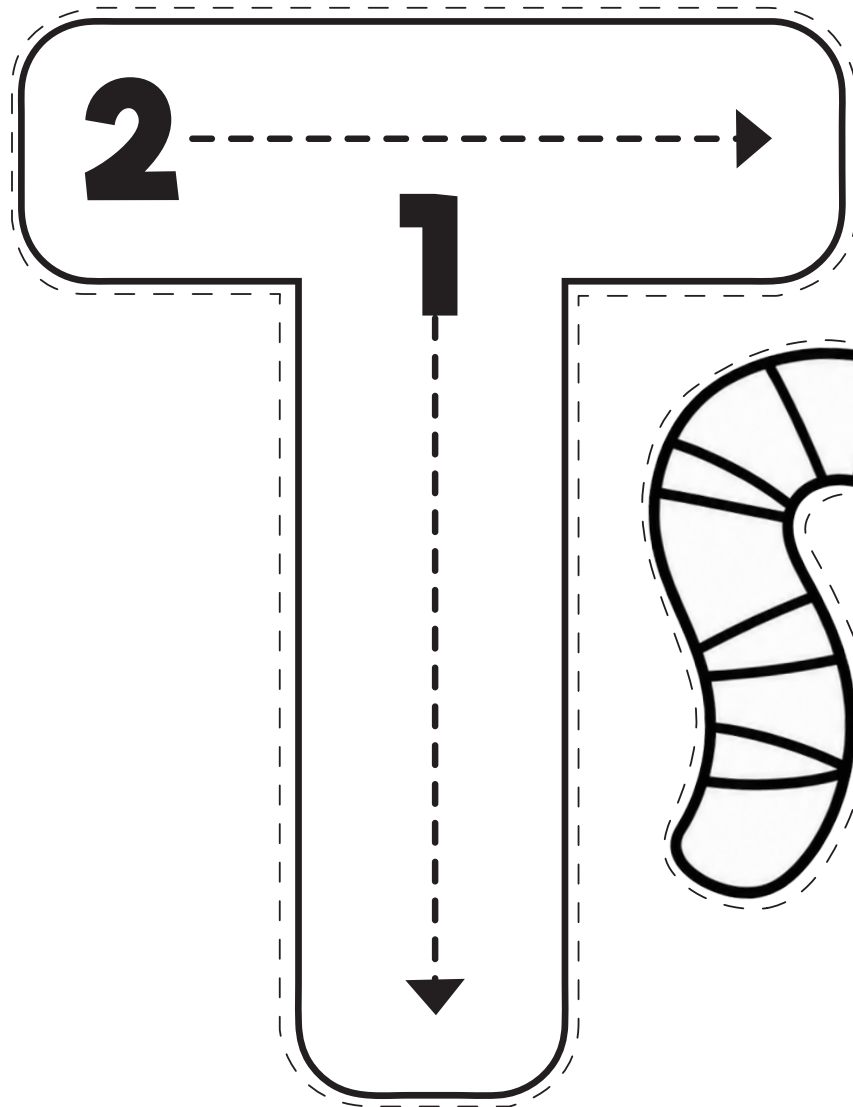


Trace the letter "M" 5 times with gray color, then color and cut the pieces to assemble the mouse like in the example.



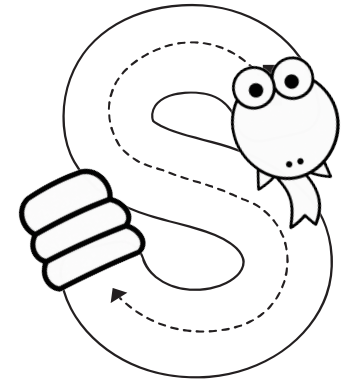
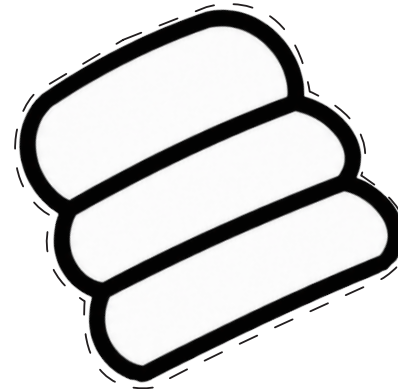
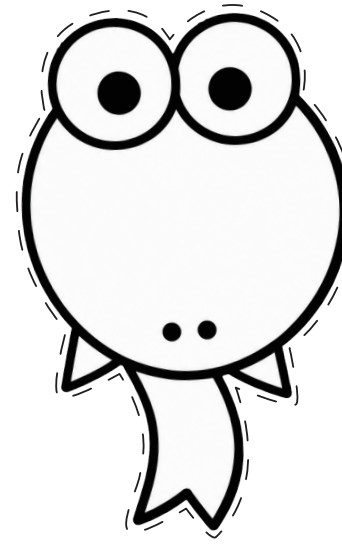
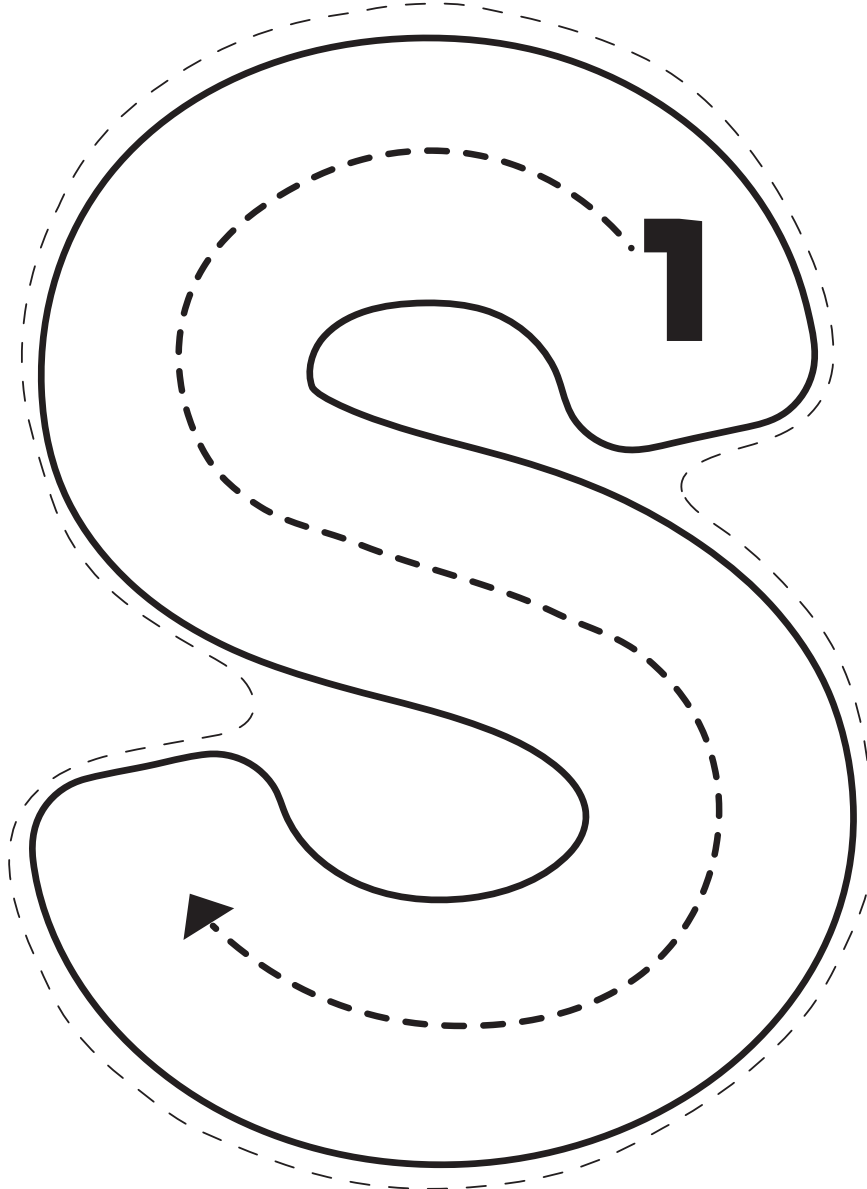
Esta página se deja en blanco a propósito

Trace the letter "T" 5 times with orange color, then color and cut the pieces to assemble the tiger like in the example.



Esta página se deja en blanco a propósito

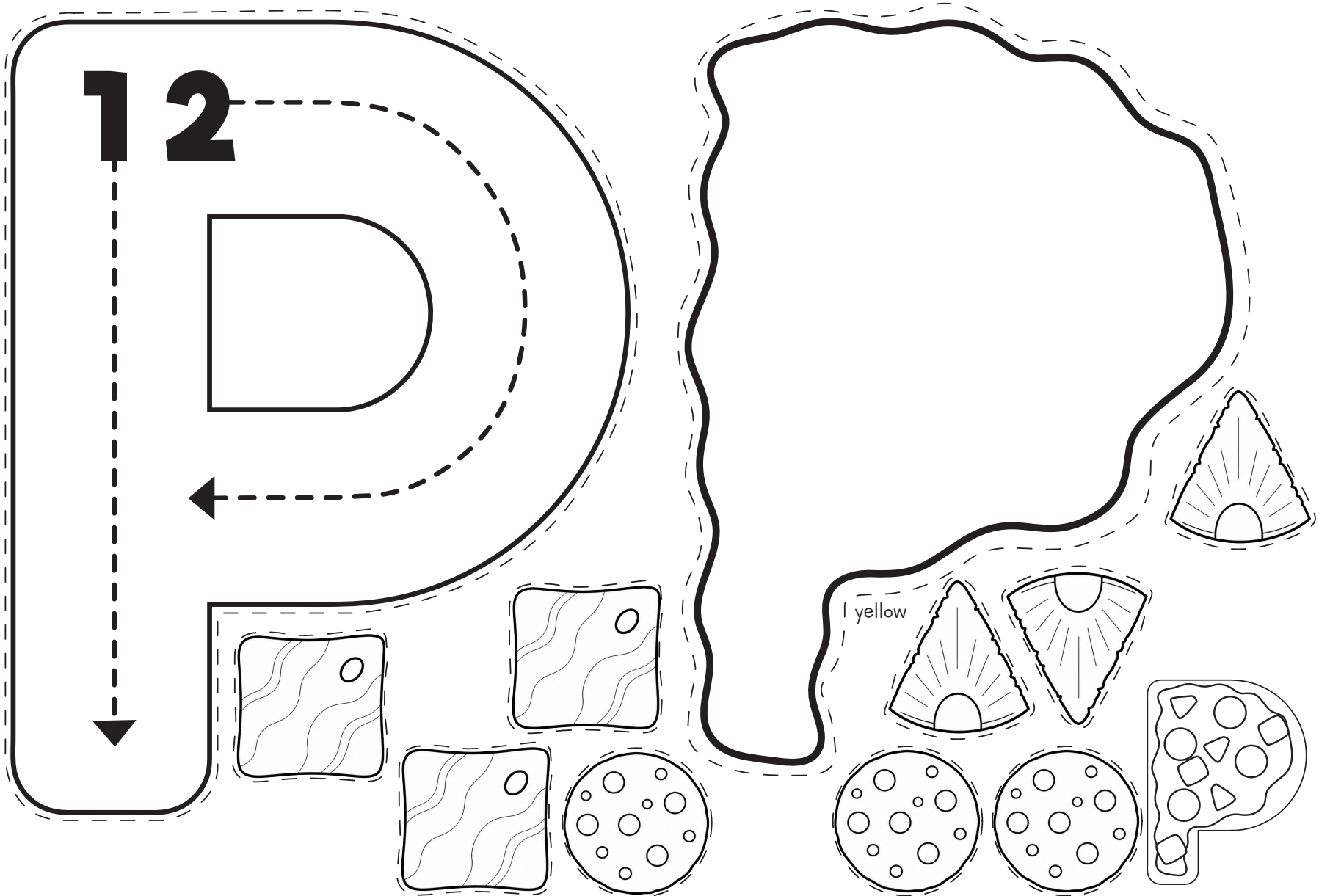
Trace the letter "S" 5 times with green color, then color and cut the pieces to assemble the snake like in the example.



Esta página se deja en blanco a propósito



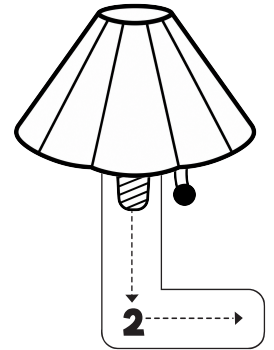
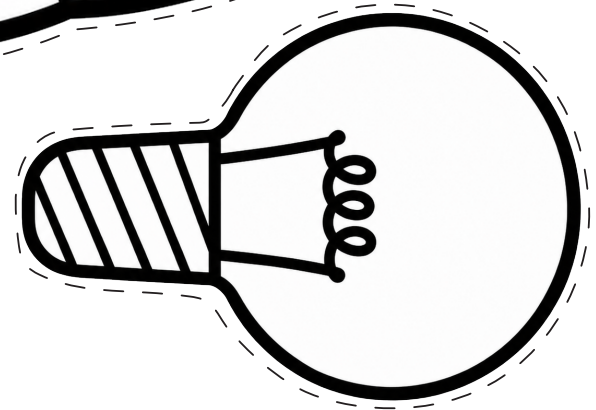
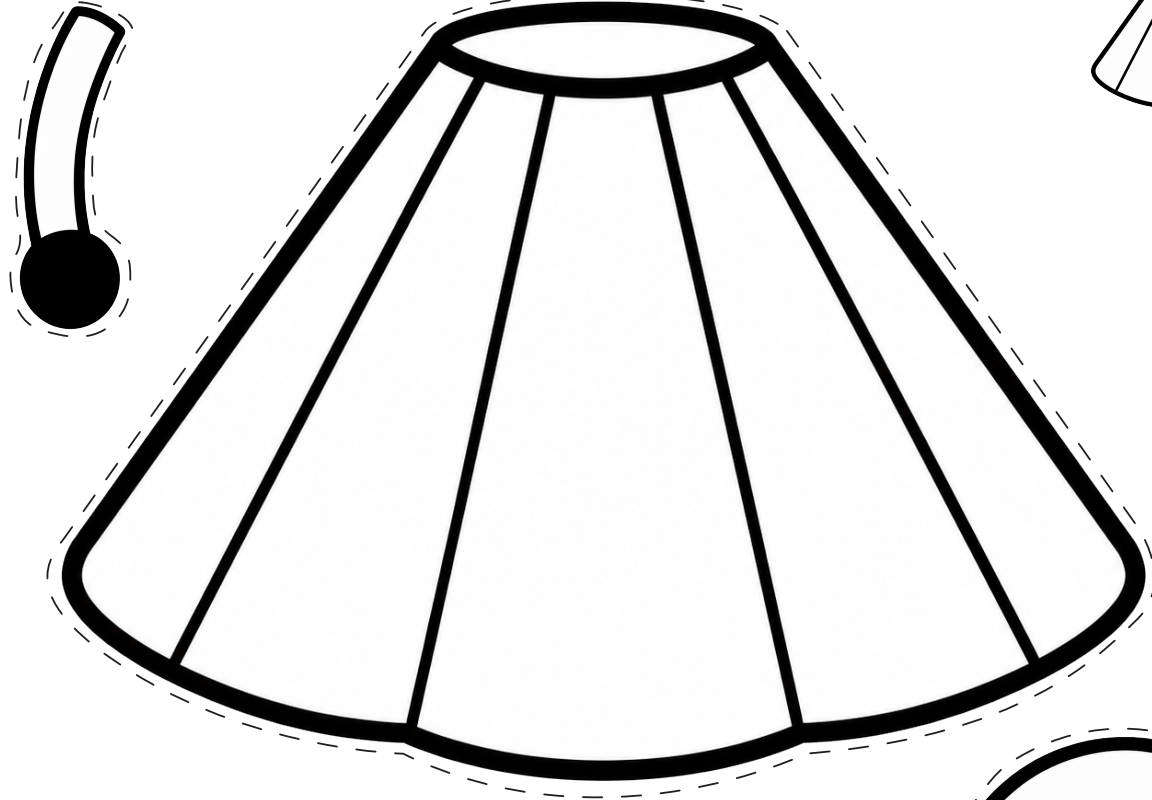
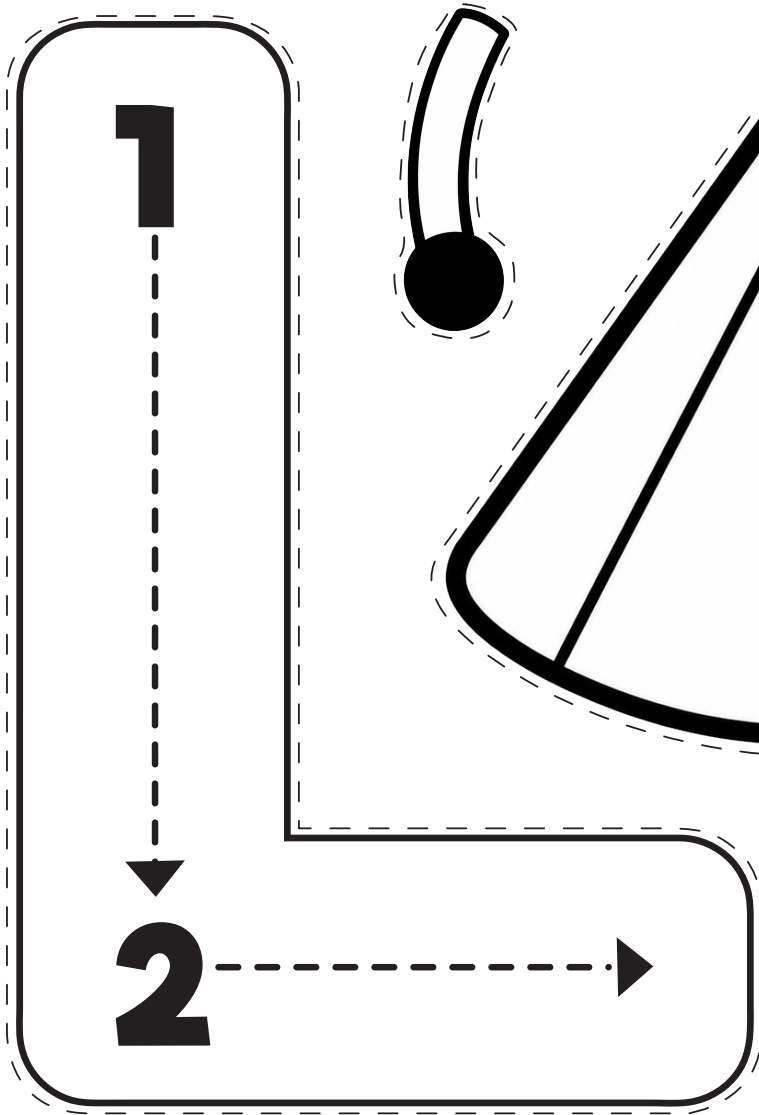
Trace the letter "P" 5 times with red color. Then color and cut out the pieces to assemble the pizza like in the example.



Esta página se deja en blanco a propósito

SOUND LAB

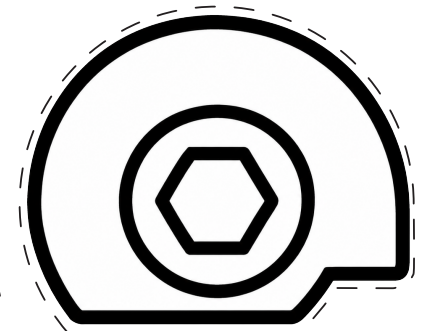
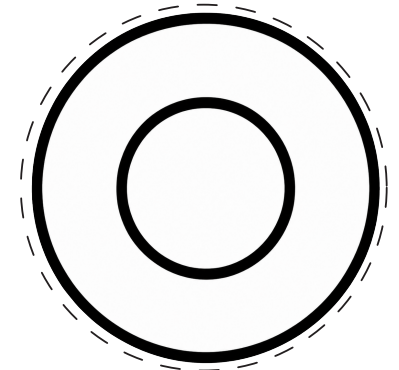
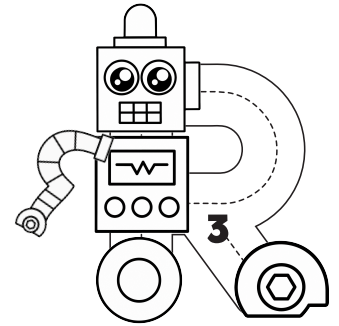
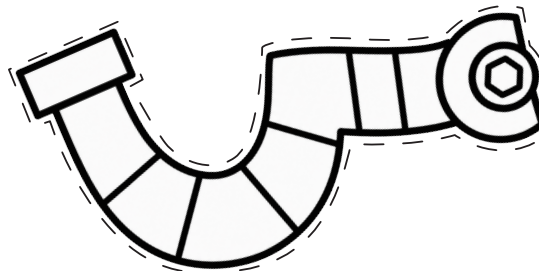
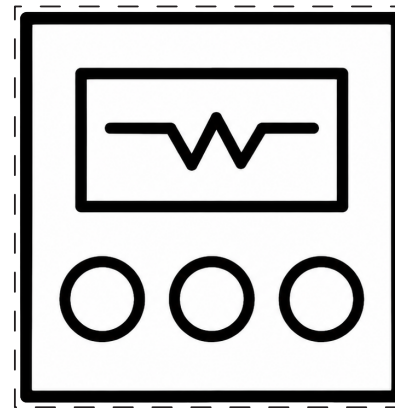
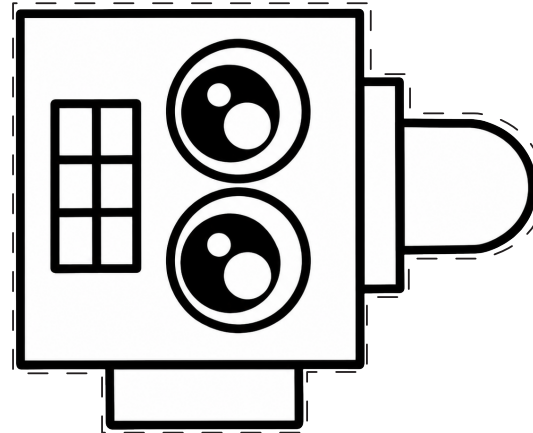
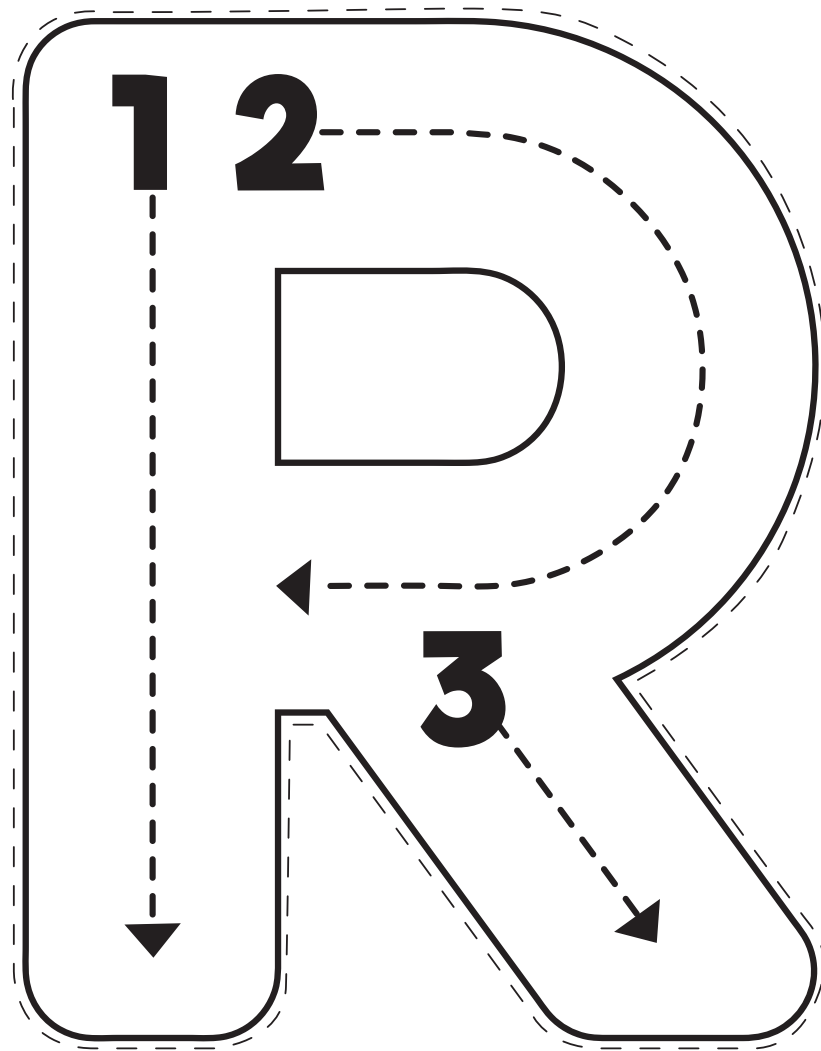
Trace the letter "L" 5 times with yellow color, then color and cut the pieces to assemble the lamp like in the example.



Esta página se deja en blanco a propósito

SOUND LAB

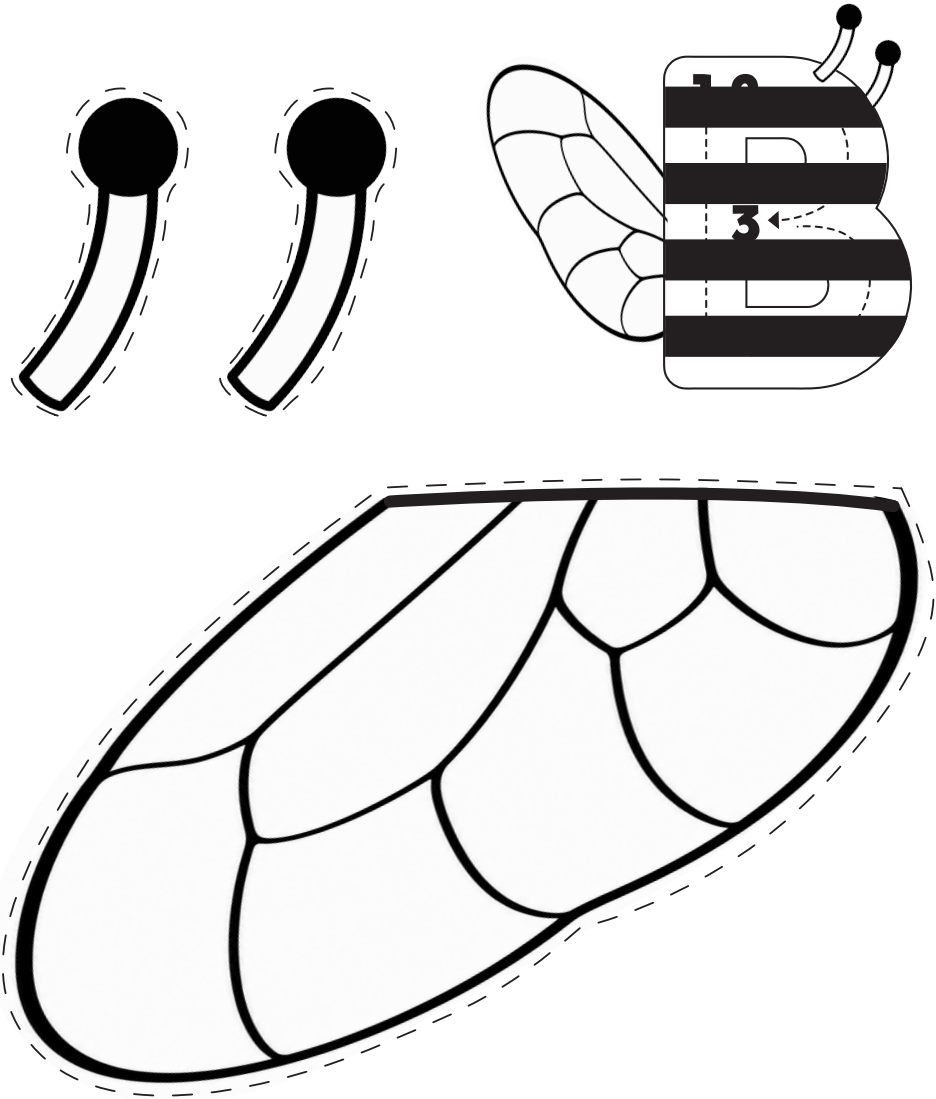
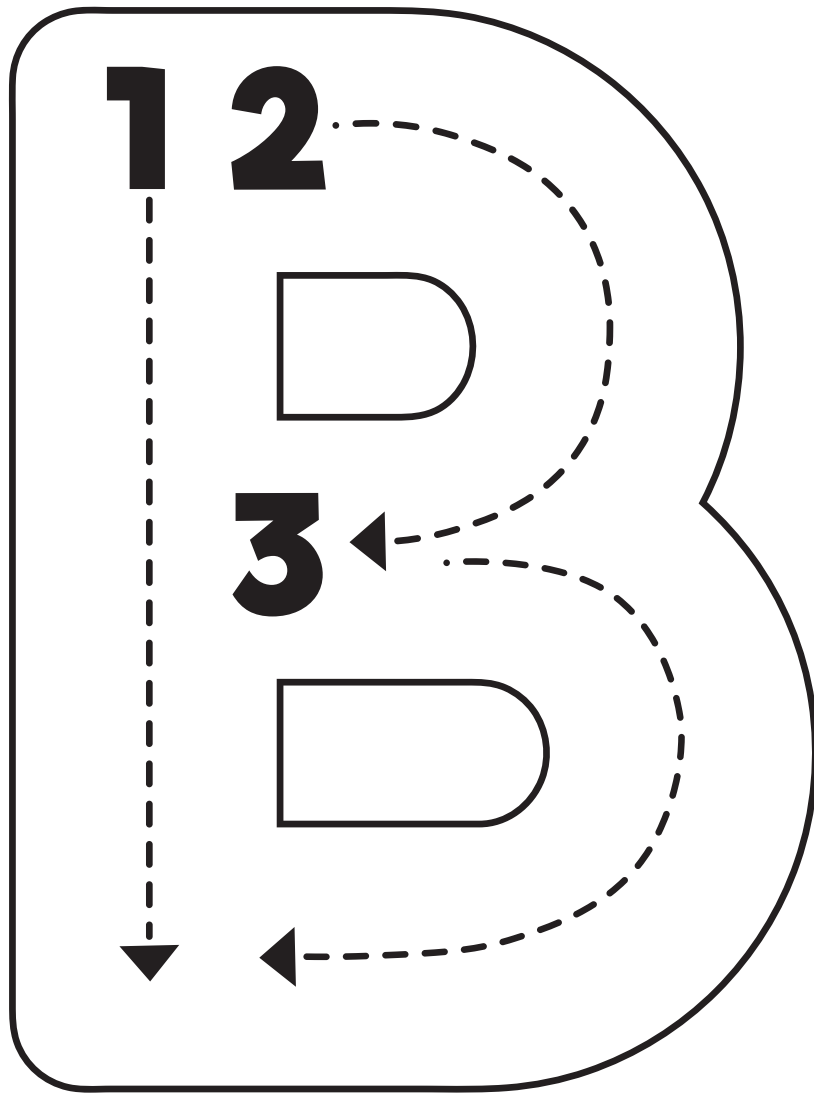
Trace the letter "R" 5 times with gray color, then color and cut the pieces to assemble the robot like in the example.



Esta página se deja en blanco a propósito

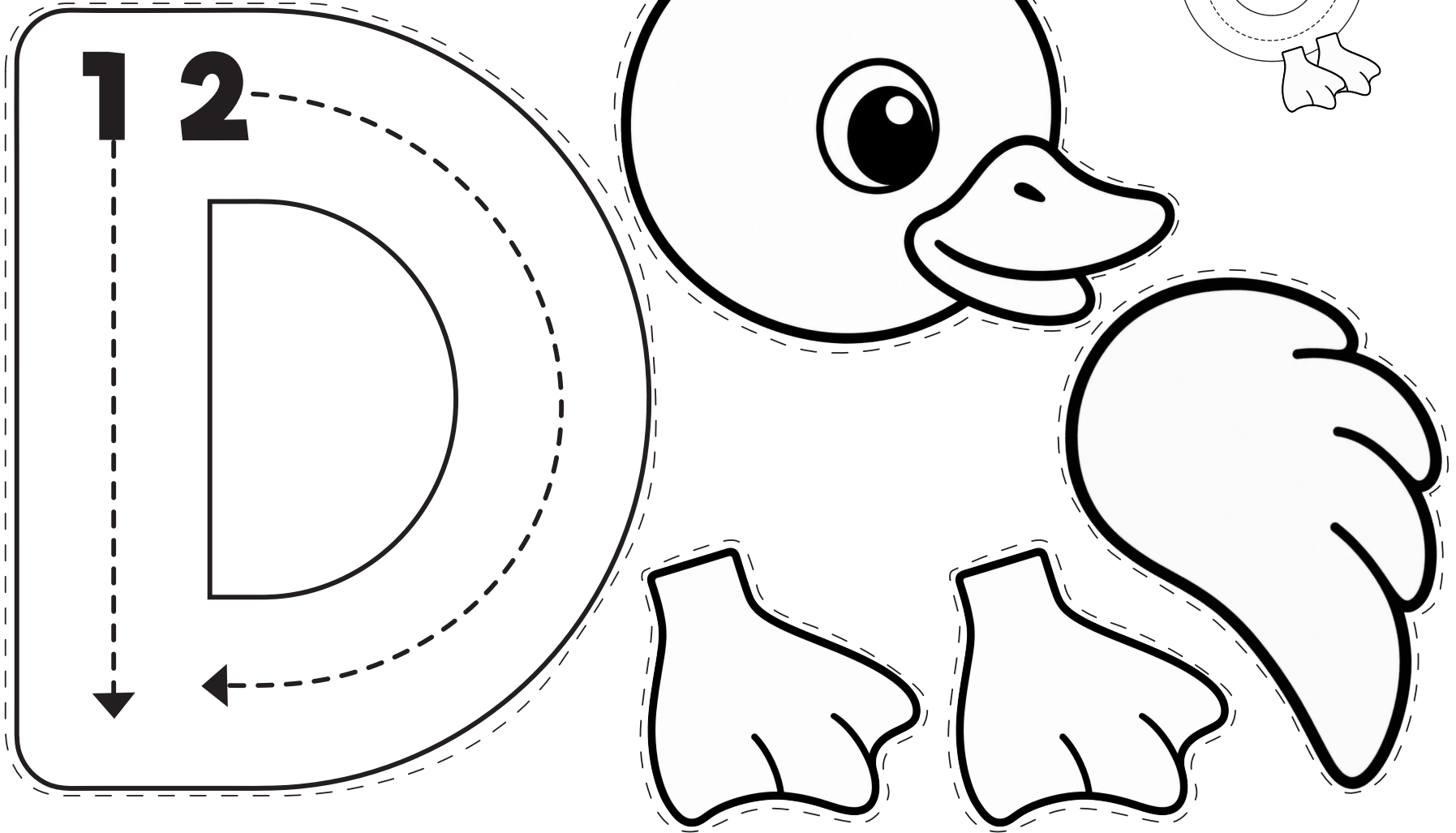
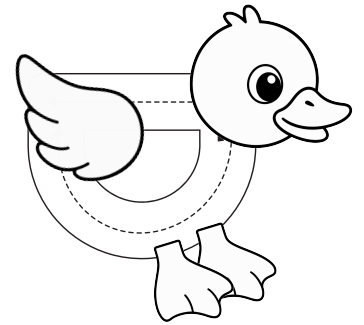
SOUND LAB

Trace the letter "B" 5 times with yellow color. Then color and cut out the pieces. Cut black strips from black paper to assemble the bee like in the example.



Esta página se deja en blanco a propósito

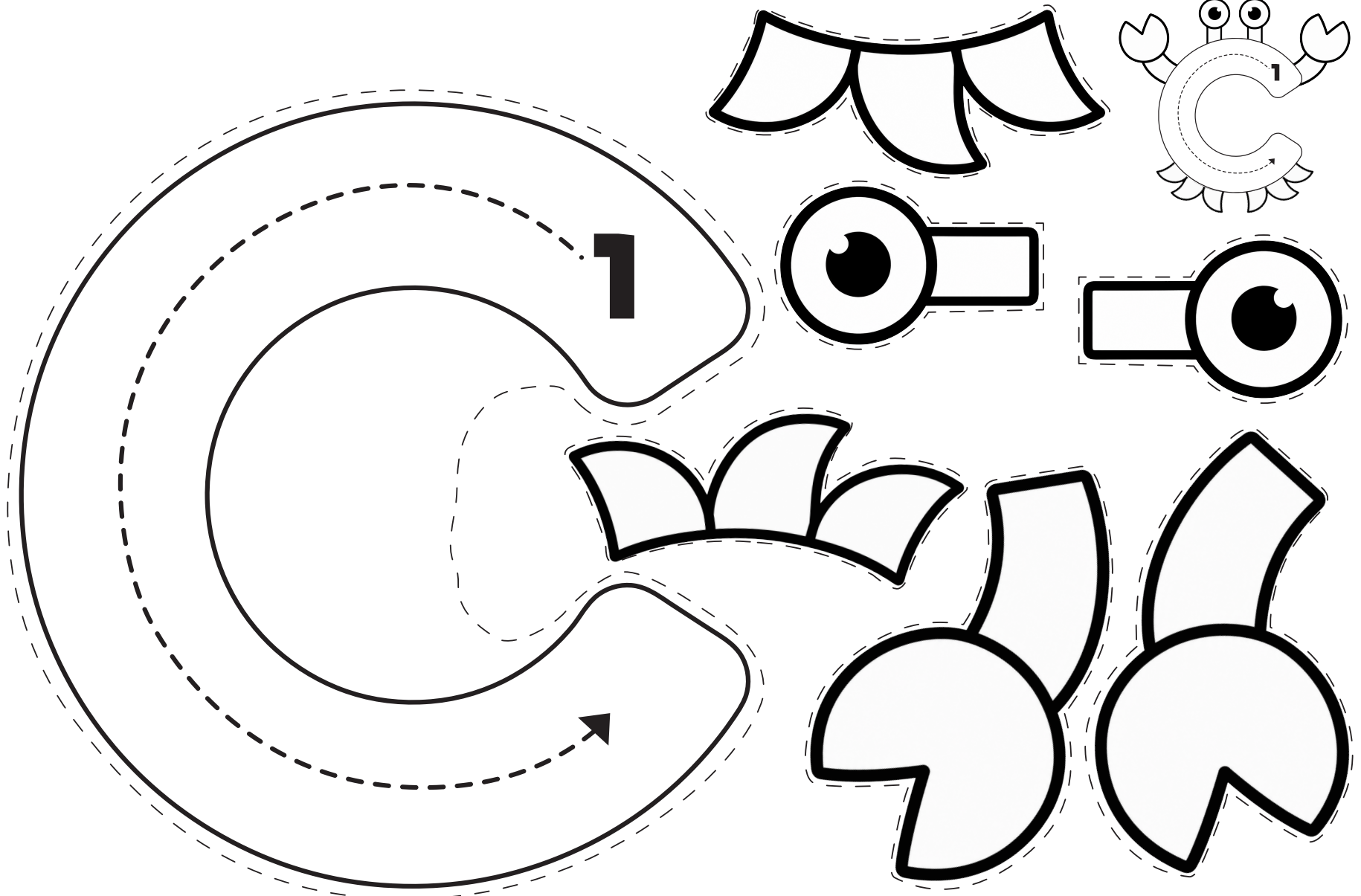
Trace the letter "D" 5 times with yellow color. Then color and cut out the pieces to assemble the duck like in the example.



Esta página se deja en blanco a propósito

SOUND LAB

Trace the letter "C" 5 times with red color. Then color and cut out the pieces to assemble the crab like in the example.



Esta página se deja en blanco a propósito

SOUND LAB

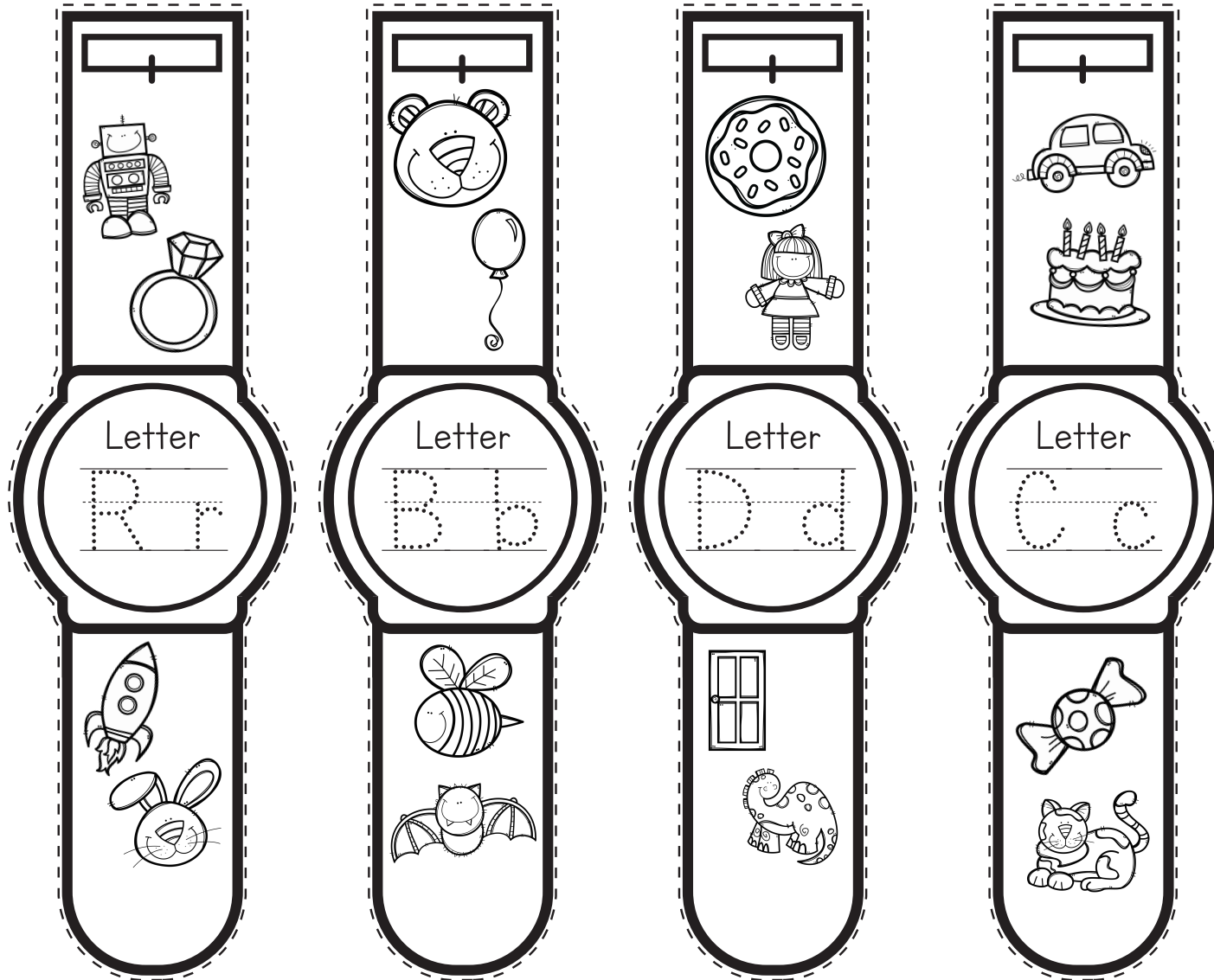
Color and cut out each watch every time you learn a new letter.



Esta página se deja en blanco a propósito

SOUND LAB

Color and cut out each watch every time you learn a new letter.



Esta página se deja en blanco a propósito

Little Learners



Arts and crafts

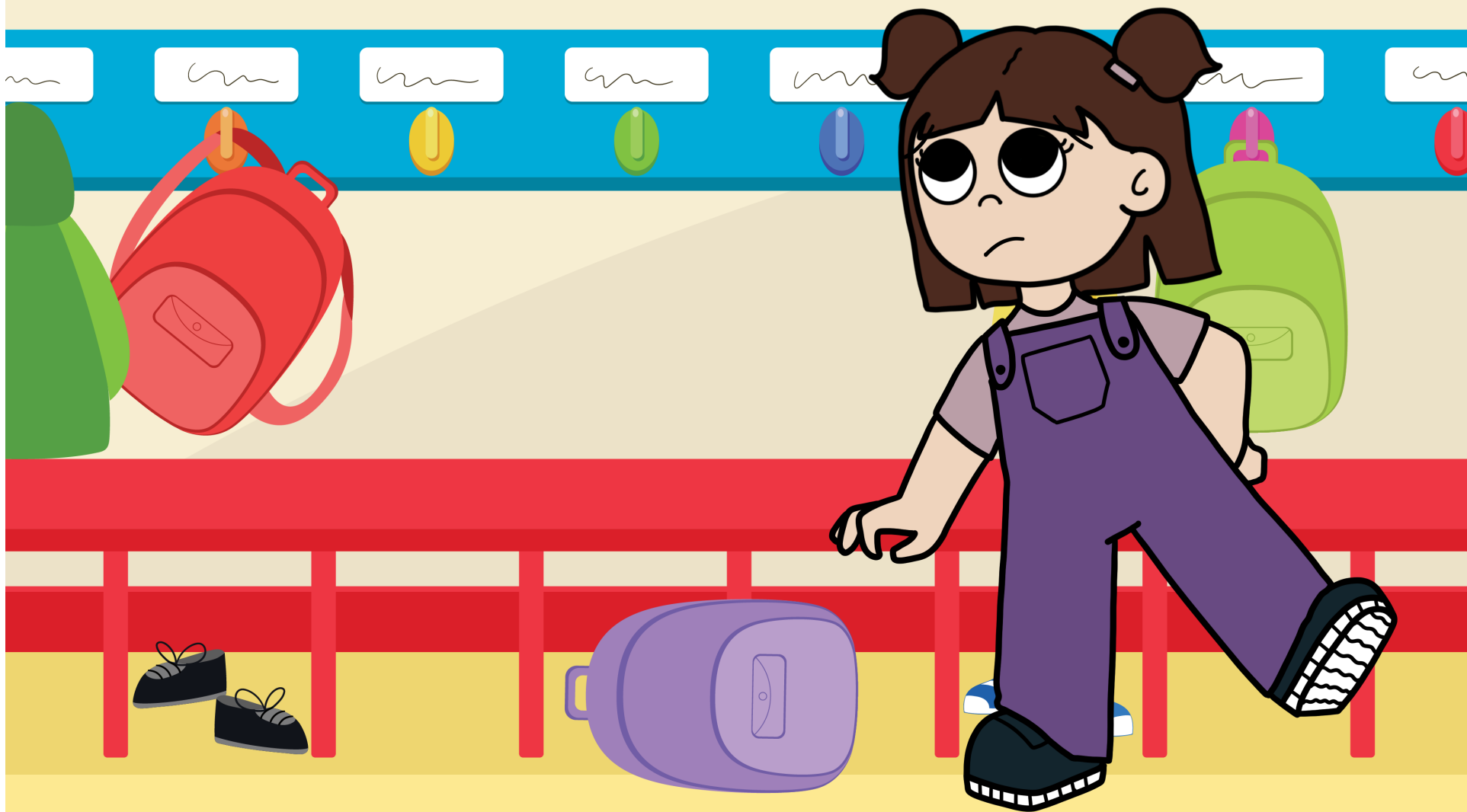
 Miss Diana

Esta página se deja en blanco a propósito

CHOICES AT SCHOOL



At school Isabella hangs her backpack.
Suddenly, she sees another backpack on the floor.
She looks at it and thinks:
"Should I leave it there.. or pick it up?"

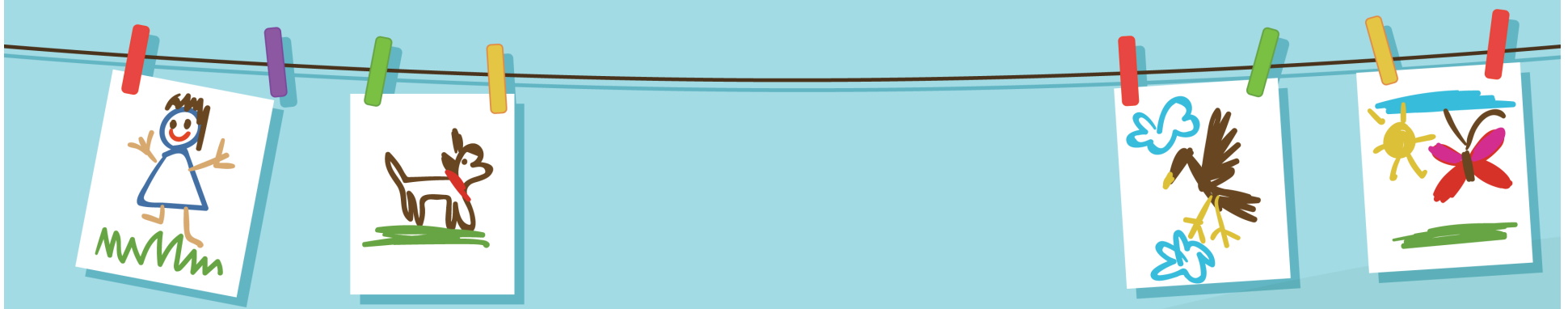


"What is the good choice?"
Good choice: Pick it up and hang it nicely.

Then, Isabella looks at her table and sees her crayons
all over the place.
Some are even on the floor!
She thinks: "Should I leave them like that.. or put them
back in the box?"



"What should she do?"
Good choice: Put them back to keep her table clean.



In art class, Isabella sees a bottle of paint at the edge of the table.
It could fall any second!
She thinks: "Should I move it.. or just ignore it?"



"What is the good choice?"
Good choice: Move the paint to the center of the table.

Everyone finishes their lunch and the bell rings for recess!
Isabella sees trash and food still on the tables.
She thinks:
"Should I run to recess or help clean first?"

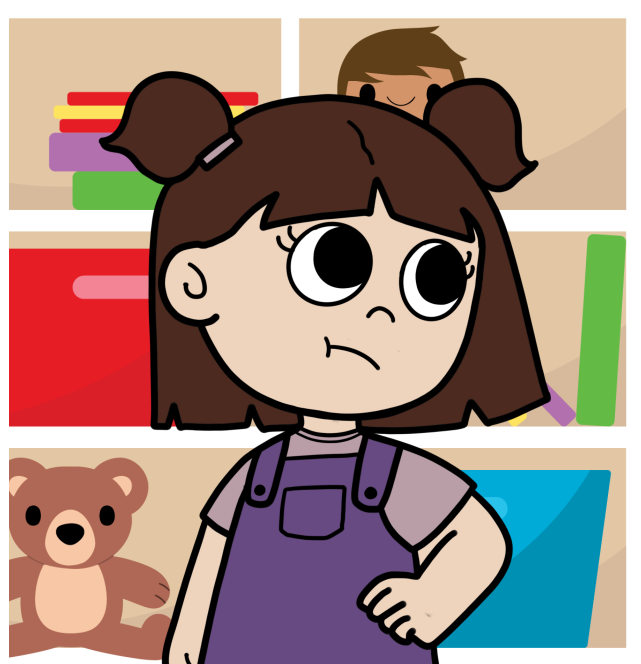
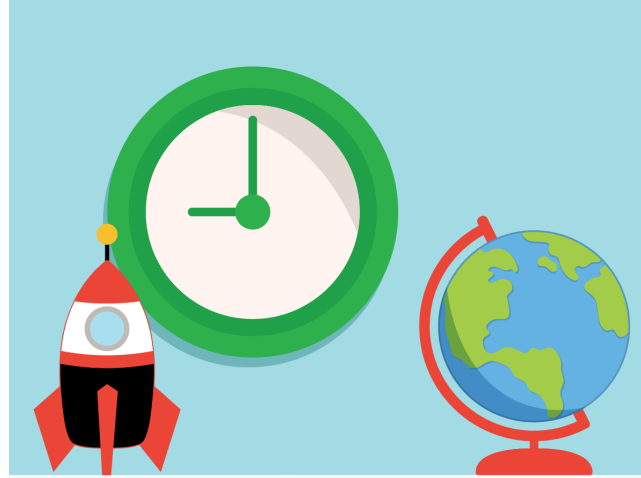


"What would she do?"
Good choice: Pick up the lunch.

After recess, toys are all over the playground.
There's a big box nearby for putting them away.
Isabella looks around and thinks:
"Should I leave the toys... or help pick them up?"



"What is the good choice?"
Good choice: Put the toys inside the box.



At the end of the day, the Teacher says:
"Time to line up to go home!"
Everyone grabs their backpacks.
Isabella sees that a classmate left their lunchbox on
the floor.
She thinks:
"Should I leave it there.. or give it back before we
leave?"



"What is the good and kind choice?"
Good choice: Pick up the lunchbox and return it to her friend.

"Thank you, Isabella! You made good choices today."



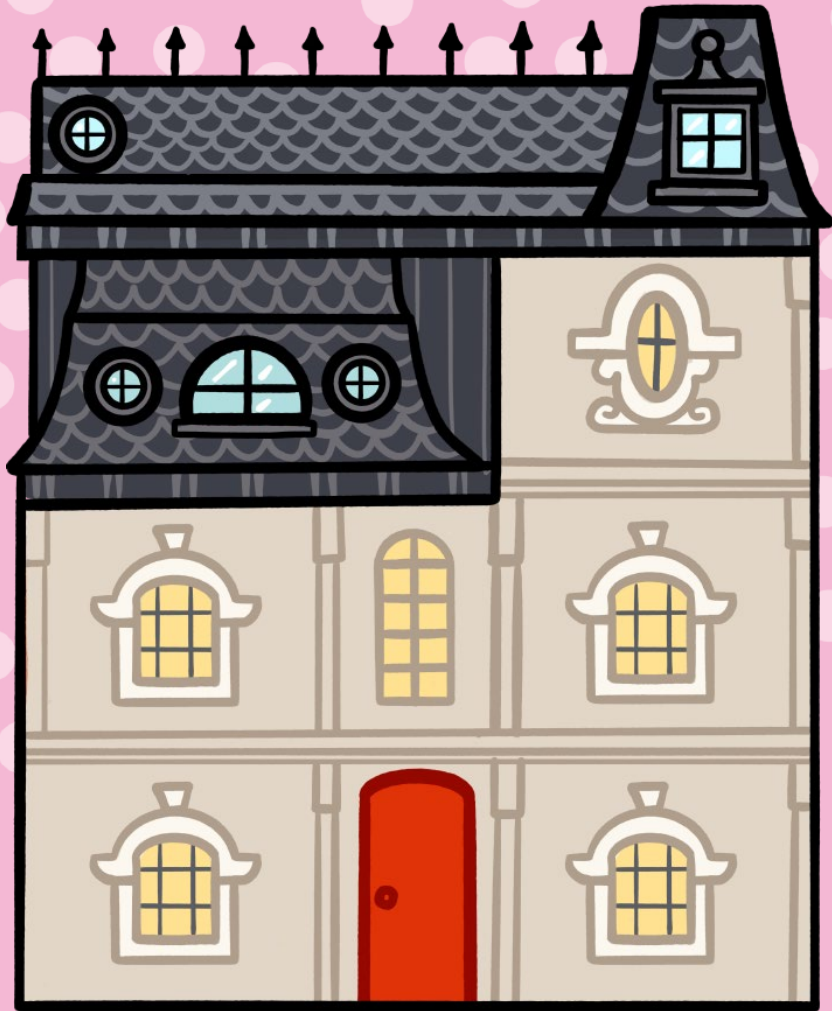
"Can you help like Isabella does at school?"



THE END



HOUSE TOUR



"I'm going to show you my house and more!
Behind each door, there's a special place.
I'll give you clues—let's start the race!"



Ask: "Are you ready to guess the rooms?"

“This room is quiet, I sleep here at night.
There’s a big soft bed and a little nightlight.
I keep my teddy and books in here—
Can you guess?”



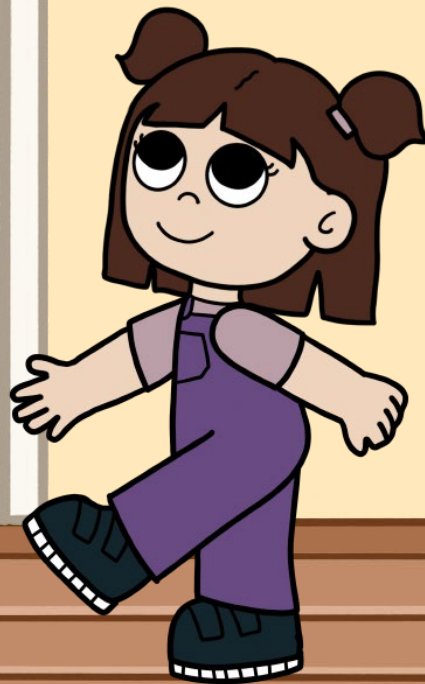
Ask: “Which room is it?”

"This is my bedroom, my toys are here.
Here's where I sleep, and I count sheep.
There's also my bed, my books, and a fluffy bear."



Ask: "What do you see in Isabella's bedroom?"
Do you have a bedroom? What's in there?"

“Now here’s a door that’s white and bright.
Inside, we clean and wash just right.
A toothbrush, soap, and a towel, too...
Guess the room—can you?”



Ask: “What room do we use to wash and brush?”

"This is the bathroom, where I get clean!
I brush my teeth so they stay nice and sheen.
I wash my hands and take a bath—
Splish splash splash, then dry on the mat!"



Ask: "What can you see?"

“Now, this room smells really good.
We cook and eat delicious food here!
The fridge is cold, the oven’s hot...
Can you guess? I come here a lot!”



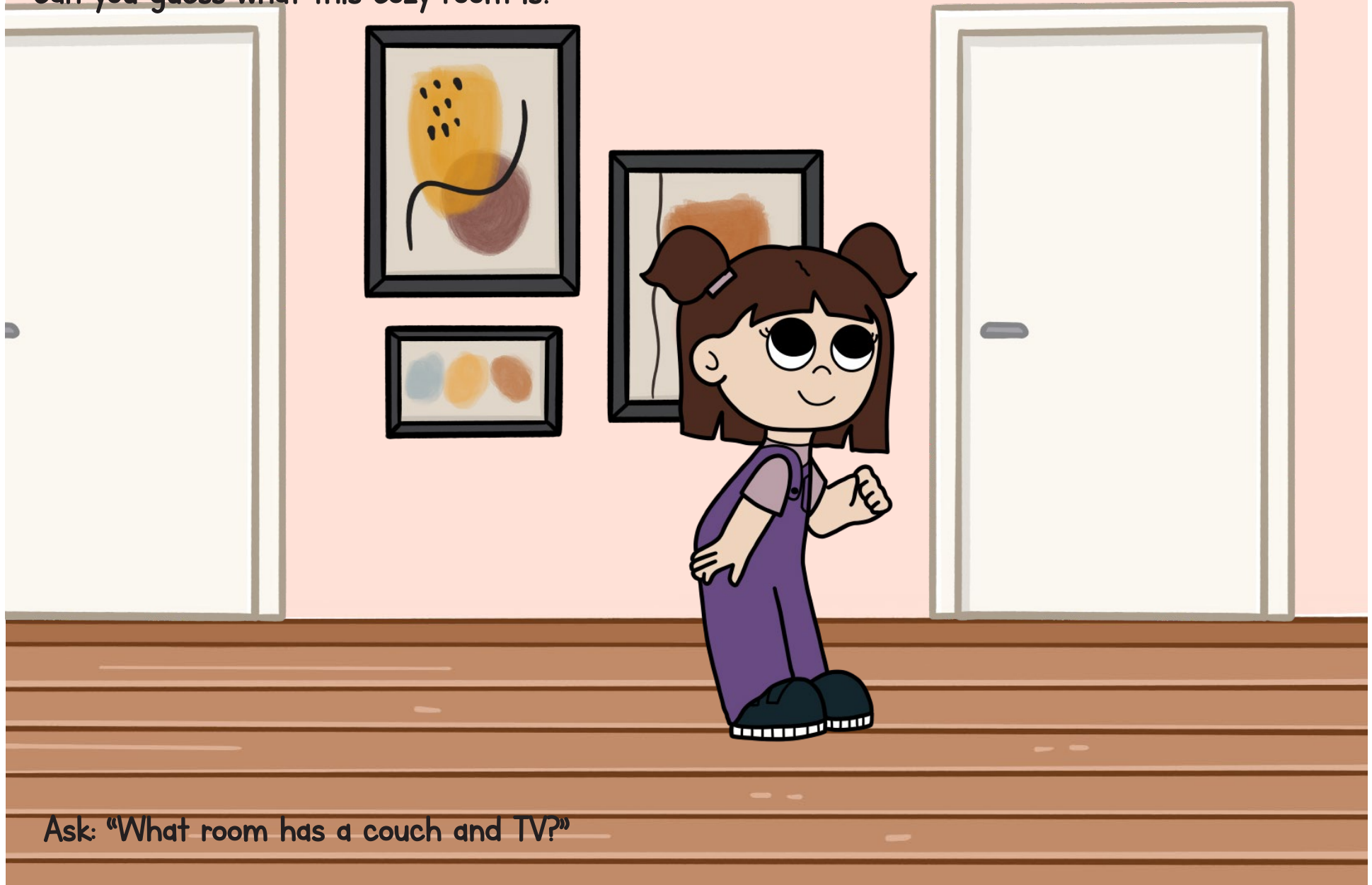
Ask: “Which room do we use to cook in?”

"This is the kitchen, full of food.
We cook and eat—Yummy, it's good!"
There's a fridge, a table, and a pan.
"Mom makes soup, and I stir if I can!"



Ask: "What do you eat in the kitchen?"
"Can you find something that doesn't belong to the kitchen?"

“This next room is where we rest and sit.
There’s a TV, a couch, and stories to knit.
I play here when the day is done—
Can you guess what this cozy room is?”



Ask: “What room has a couch and TV?”

"This is the living room, big and bright.
We read, we play, we laugh at night."
There's a sofa, a rug, and a big TV.



Ask: "What do you do in your living room?"

“Next, there’s the place where we find chairs and a table.
and we sit to eat, all nice and neat.
We eat breakfast, lunch, and dinner here, too.—
What’s this room?”



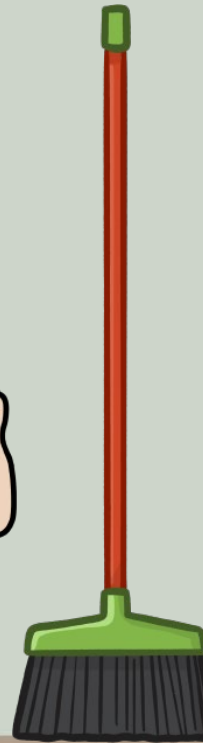
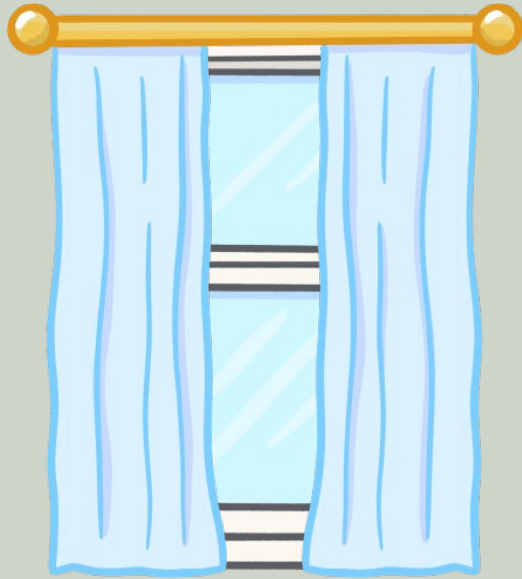
Ask: “Where do we eat together?”

"This is the clean dining room, so clean and bright.
We sit and eat from left to right!
I eat soup, rice, and sometimes pie—
I always say thanks before I try!"



Ask: "Can you find something that doesn't belong to the dining room?"

“This room has baskets, soap, and more.
We wash our clothes behind this door.
The washing machine goes round and round—
What’s this room with a spinny sound?”



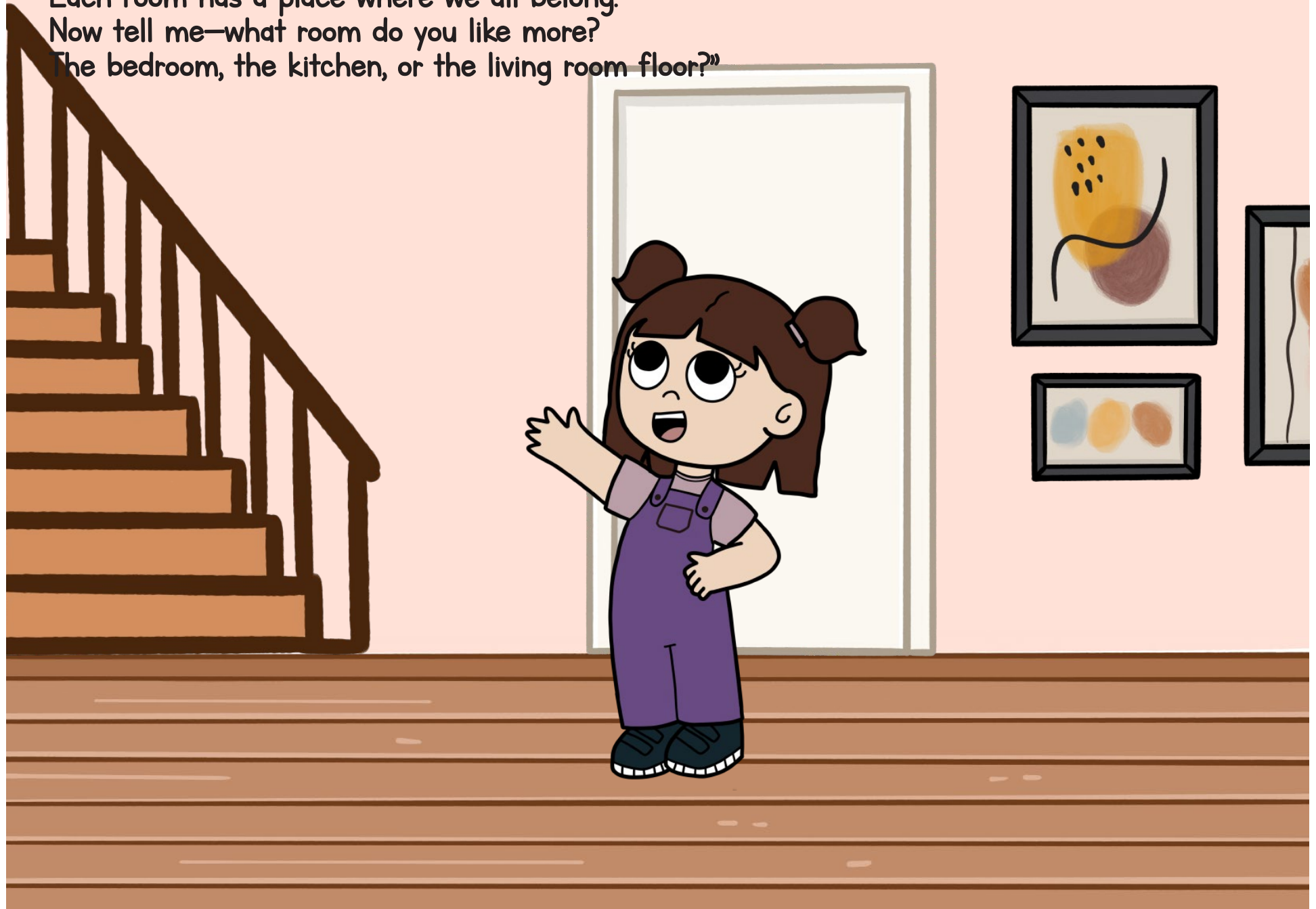
Ask: “What room do we use to clean our clothes?”

"This is the laundry room, clean and neat.
It smells like soap and spinning sheets!
We fold our clothes and socks in a pair—
Would you like to help me there?"



Ask: "What room do we use to clean our clothes?"

“Thanks for guessing and coming along!
Each room has a place where we all belong.
Now tell me—what room do you like more?
The bedroom, the kitchen, or the living room floor?”





THE
END



ISABELLA



IS ON A



MISSION!



Isabella wakes up full of cheer,
but something's missing!— what's not
here?
She looks around with big, wide eyes:
—“Where’s Mom’s pink bag?” she cries.



She checks the floor and looks on the chair,
but Mom's pink bag is not there.

–“Is it next to the lamp or behind the closet?”

It's not in my room— I must explore!”





She runs to her parents' room so fast,
hoping to find the bag at last.
On the table she sees Dad's keys,
but his laptop is gone—what a miss!



"Where is Dad's laptop?" she says out loud.

"It's not on the bed or under the rug"
She checks near the closet
just finds a sock and a giant bug!

In the bathroom, she looks once more.
Maybe Grandma's shoes are near the floor?
She peeks behind the laundry bin,
but finds only shampoo and a safety pin.

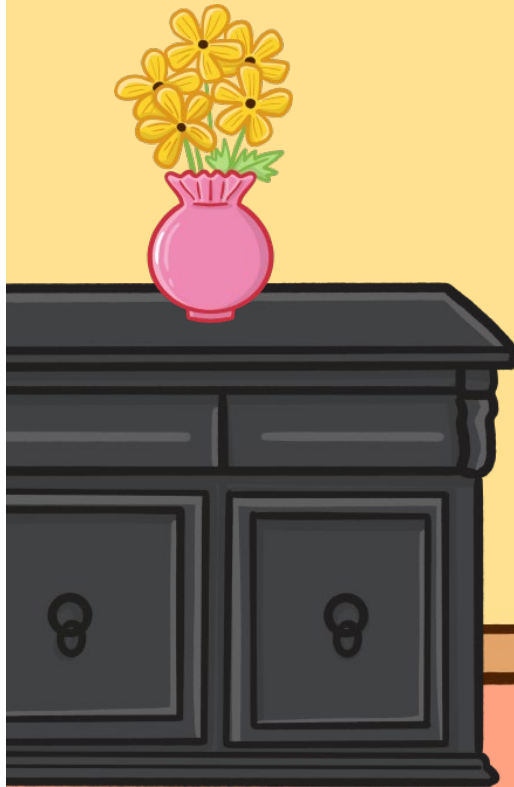


She hurries off to the kitchen floor,
where Grandma's shoes were seen
before.

She checks near the fridge and in the
the sink— "Oh no! Just carrots and so-
mething pink!"



In the dining room, she looks around.
Grandpa's glasses might be found!
She checks on the table and under the
chair — "Not here!" she says, "They're
not anywhere!"



In the living room, she sees her
cat sitting in front of some-
thing... "What is that?"
It's Mom's pink bag!



She finds Dad's laptop under the table
and Grandma's shoes between the
plants.

- "Grandpa's glasses? On the shelf!
Everything is here! Hooray! Hooray!"

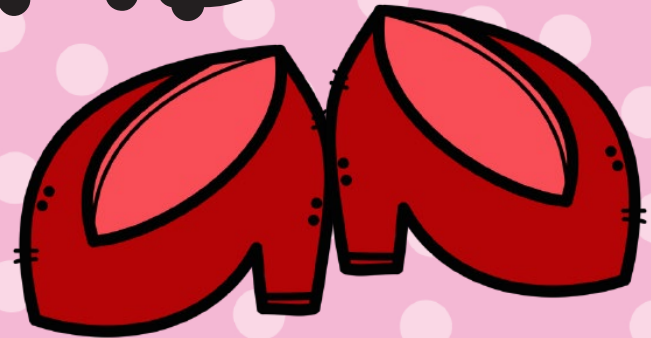
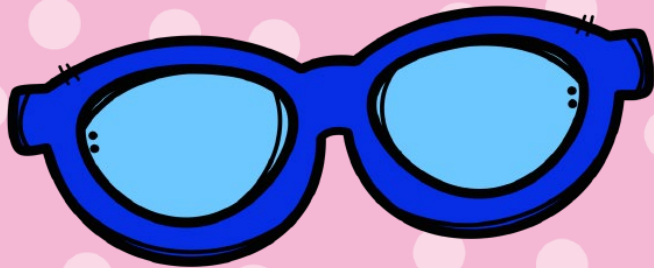


"Thank you, friends, for all you've done.
Without your help, it wouldn't have
been fun!
You showed me where to look and see..
I found it all, thanks to you and me!"



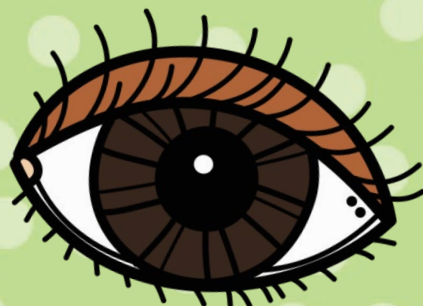
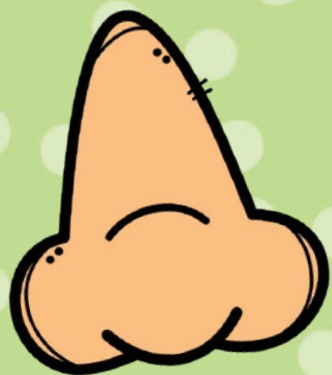


THE END





A SILLY DAY



One sunny morning, Isabella woke up and said:
“Today feels funny. Did I bump my head?”
She looked around with sleepy eyes...
and saw something wild!



The cat had glasses, shoes, and a hat.
"That's not normal!" she laughed at that.
"I see something silly with my eyes—
this day is full of funny surprises!"



She went to the kitchen and opened the door.
But the fridge said, "Hello!" – then it sang some more!
"Did my fridge just sing to me?, What a melody!"



She walked to the sofa to rest for a bit,
but the cushion felt bumpy — not a good fit!
“It’s hard, not soft. Did someone hide rocks?”



In the bathroom,
she sniffed the air and took a deep breath,
expecting clean soap or flowers, at best..
But—sniff sniff!—her shampoo smelled like cheese!
“Yuck! What is this? A pizza breeze?!”



"I need a snack," she said
She takes a chocolate and give it a bite.
But—chomp!—"This tastes like toothbrush!
What a surprise!



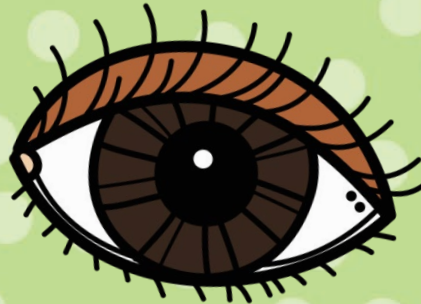
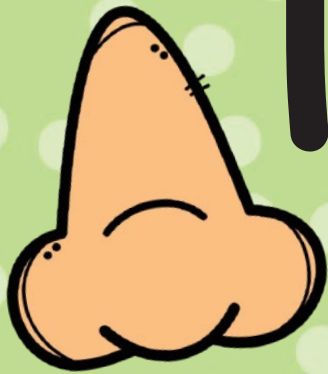


At the end of her silly, twisty day,
Isabella went outside to play.

She smiled and run, her senses had fun,
and now..



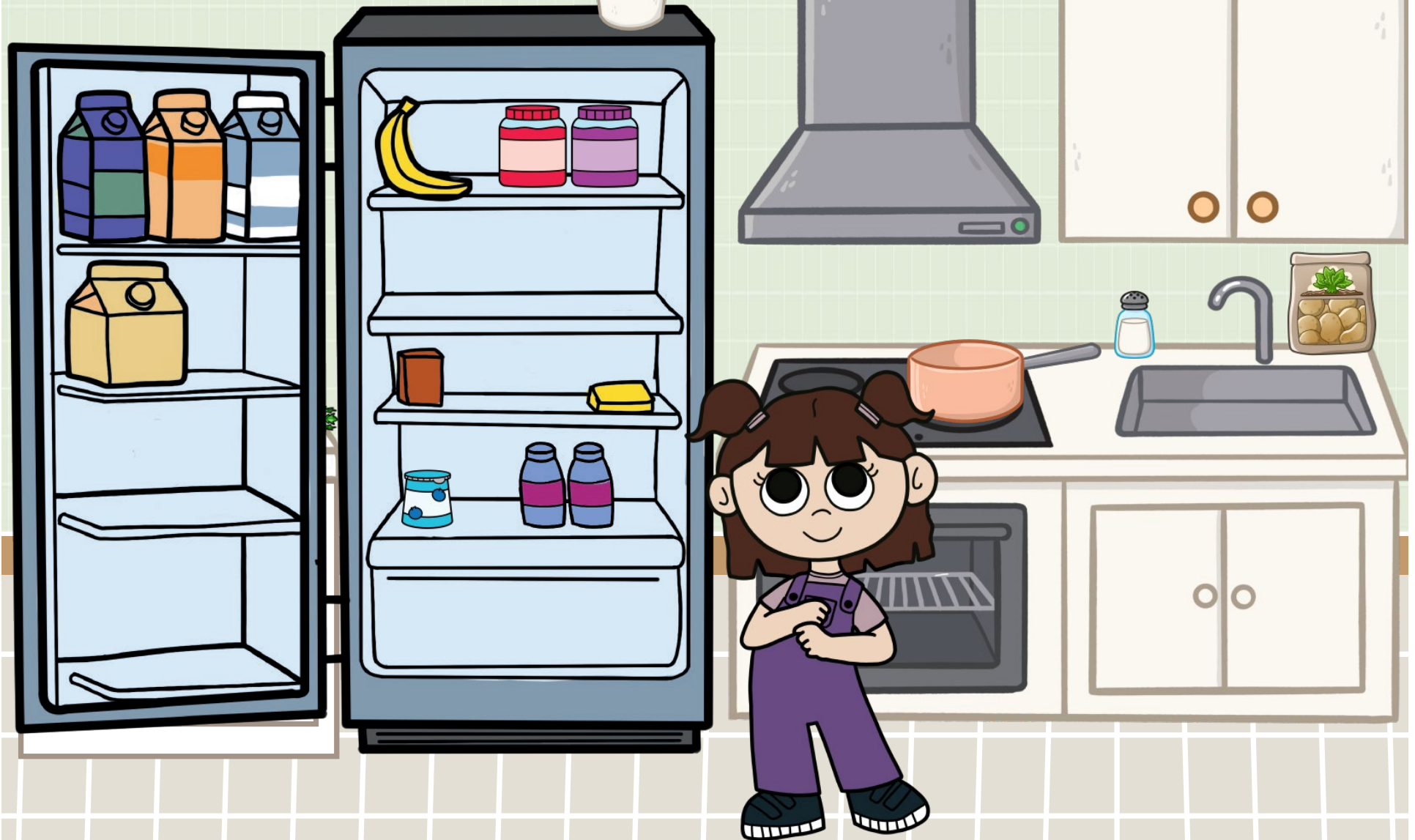
THE END





A WEEK OF SHOPPING

On Monday, Isabella opened the fridge.
"Oh no! We don't have any eggs or strawberries!"
"It's time to go to the supermarket," she said.



Ask: "What does Isabella have to buy?"
"Are there any eggs or strawberries in the fridge?"

At the supermarket Isabella looked for her items.



Ask: "How much does each item cost?"
"How much is the total?"

Isabella puts the food on the counter.
The cashier said: "That will be \$6." and Isabella paid.



Let students confirm the total.
Ask: "Was it enough money?"

On Tuesday, Isabella said:
"I need milk, cereal, cookies and grapes for breakfast!"



Look at the kitchen. What does Isabella have to buy?

At the supermarket Isabella looked for her items.



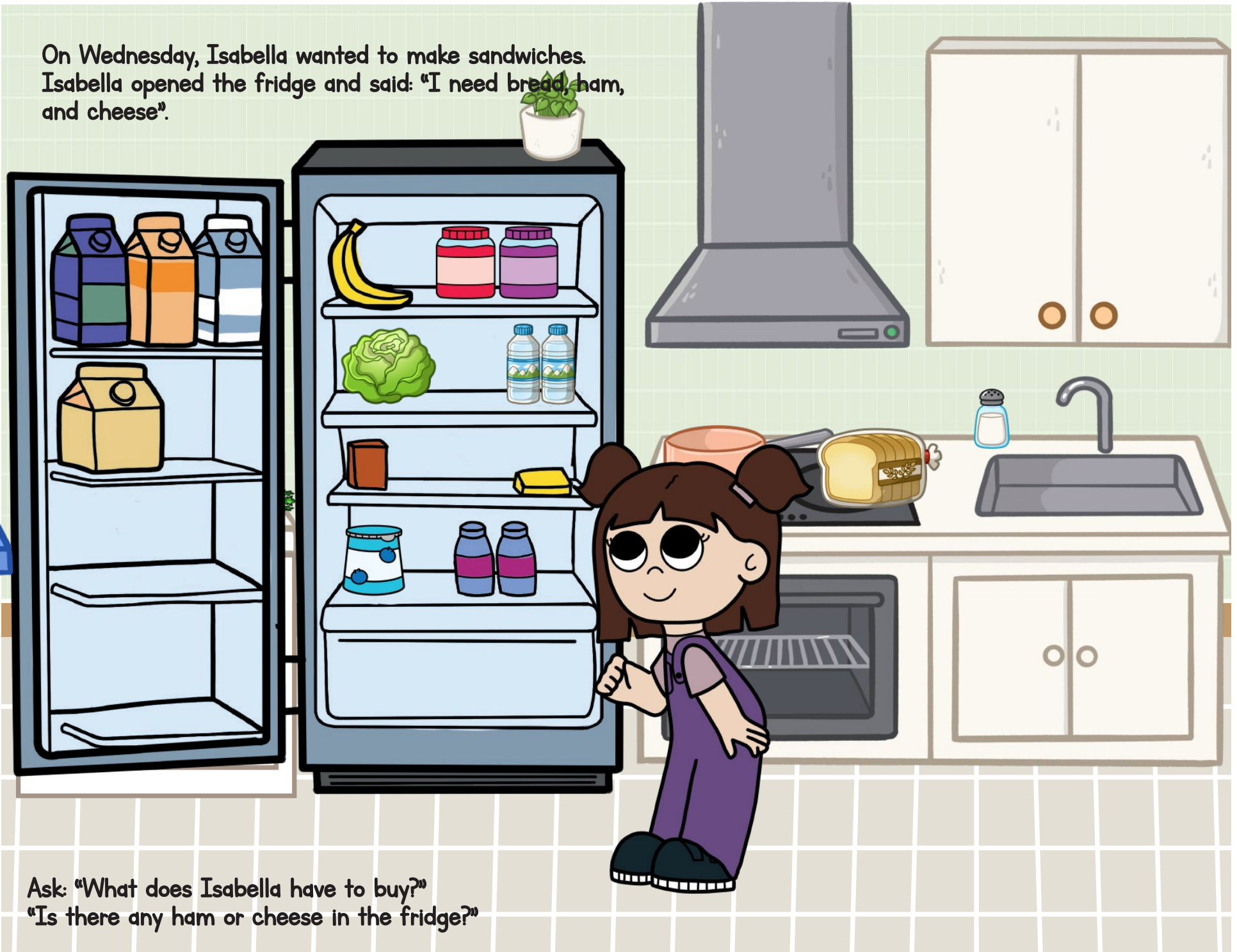
Ask: "How much does each item cost?"
"How much is the total?"

Isabella puts the food on the counter.
The cashier said: "That will be \$10," and Isabella paid.



Let students confirm the total.
Ask: "Was it enough money?"

On Wednesday, Isabella wanted to make sandwiches. Isabella opened the fridge and said: "I need bread, ham, and cheese".



Ask: "What does Isabella have to buy?"
"Is there any ham or cheese in the fridge?"

At the supermarket, Isabella looked for her items.



\$ 7



\$ 10

\$ 7



\$ 5



\$ 10

\$ 3



\$ 10

\$ 4



\$ 3



\$ 5

\$ 4



\$ 3



\$ 3



Ask: "How much does each item cost?"
"How much is the total?"

Isabella put the food on the counter.
The cashier said: "That will be \$9." and Isabella paid.



Let students confirm the total.
Ask: "Was it enough money?"

On Thursday, Isabella needed a snack for school.
She wanted cookies, a tuna sandwich, and yogurt.



Ask: "Look at the kitchen. What does Isabella have to buy?"

At the supermarket, Isabella looked for her items.



\$ 7



\$ 10

\$ 7



\$ 5



\$ 10

\$ 3



\$ 10

\$ 4



\$ 3



\$ 5

\$ 4



\$ 3



\$ 3



Ask: "How much does each item cost?"
"How much is the total?"

Isabella put the food on the counter.
The cashier said: "That will be \$17." and Isabella paid.



Let students confirm the total.
Ask: "Was it enough money?"

On Friday Isabella wanted soup.
She needs carrots and tomatoes.



Ask: "Are there any carrots or tomatoes in the fridge?"

At the supermarket, Isabella looked for the items.



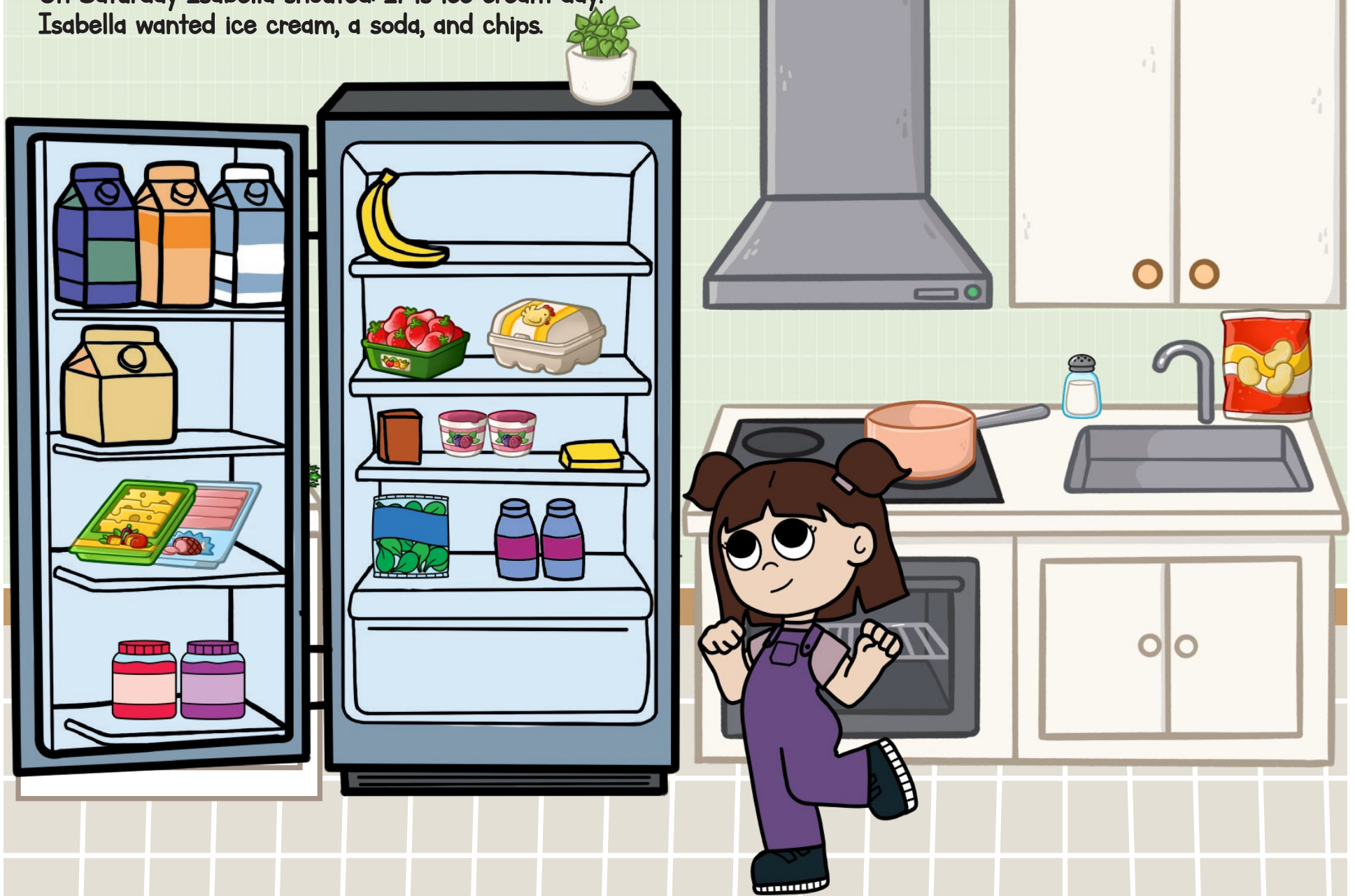
Ask: "How much does each item cost?"
"How much is the total?"

Isabella put the food on the counter.
The cashier said: "That will be \$14." and Isabella paid.



Let students confirm the total.
Ask: "Was it enough money?"

On Saturday Isabella shouted: It is ice cream day!
Isabella wanted ice cream, a soda, and chips.



Ask: "Look at the kitchen. What does Isabella have to buy?"

At the supermarket, Isabella looked for the items.



\$ 7



\$ 10

\$ 7



\$ 5

\$ 3



\$ 10

\$ 3



\$ 10

\$ 4



\$ 2



\$ 5

\$ 4



\$ 3



\$ 3

Ask: "How much does each item cost?"
"How much is the total?"

Isabella put the food on the counter.
The cashier said: "That will be \$5." and Isabella paid.



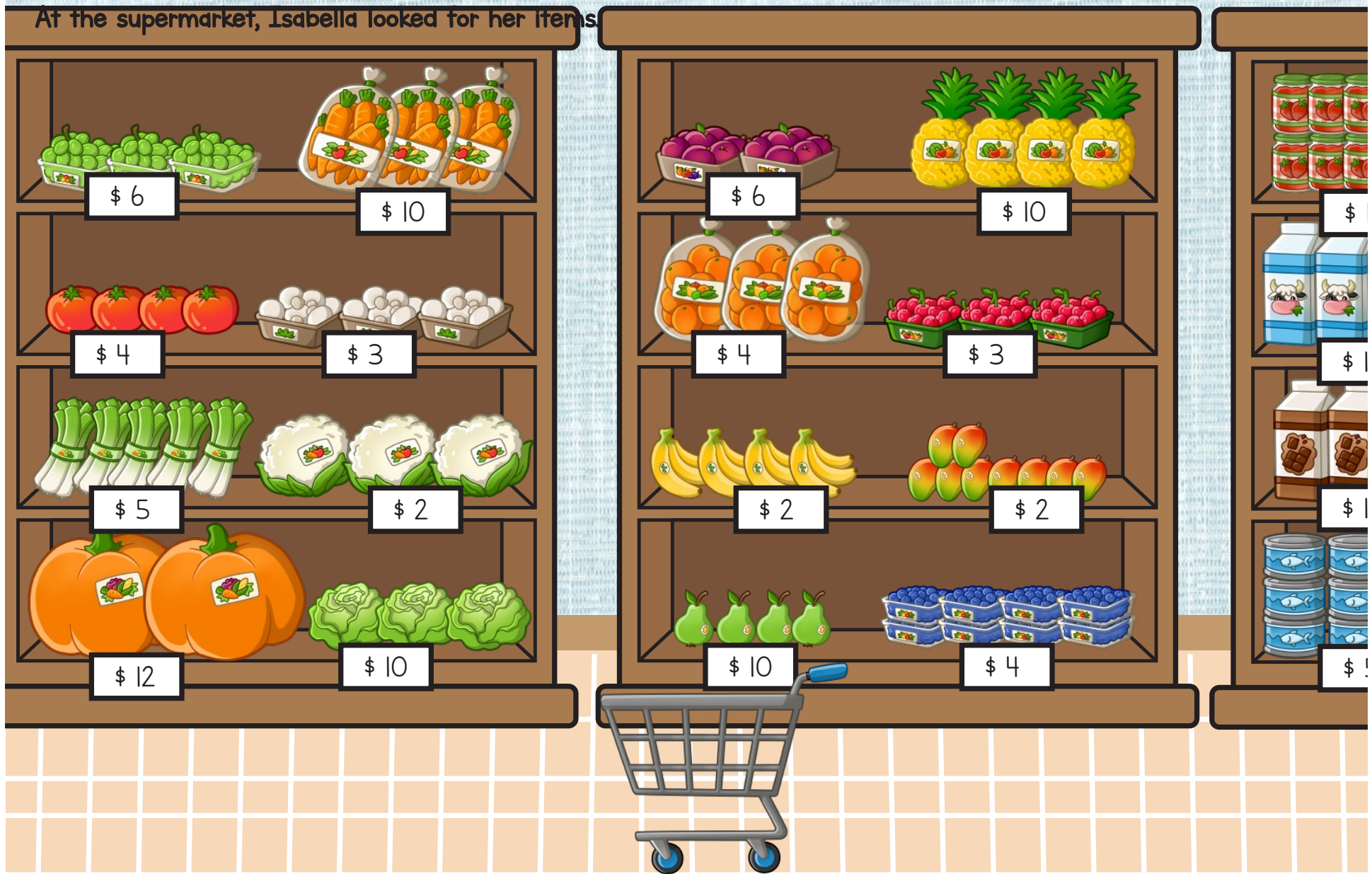
Let students confirm the total.
Ask: "Was it enough money?"

On Sunday Isabella opened the fridge and said: "Let's make a fruit salad! I need blueberries, oranges, and grapes."



Ask: "What does Isabella have to buy?"

At the supermarket, Isabella looked for her items.



Ask: "How much does each item cost?"
"How much is the total?"

Isabella put the food on the counter.
The cashier said: "That will be \$8." and Isabella paid.



Let the students confirm the total.
Ask: "Was it enough money?"



After shopping every day,
Isabella put the last bag away.
She opened the fridge and smiled with cheer—
“Look! It’s full of food, from far and near!”

Now there’s milk, eggs, fruit, and more,
vegetables, snacks, and juice to pour.
She clapped her hands and gave a shout:
“My fridge is stock full—no more food runouts!”





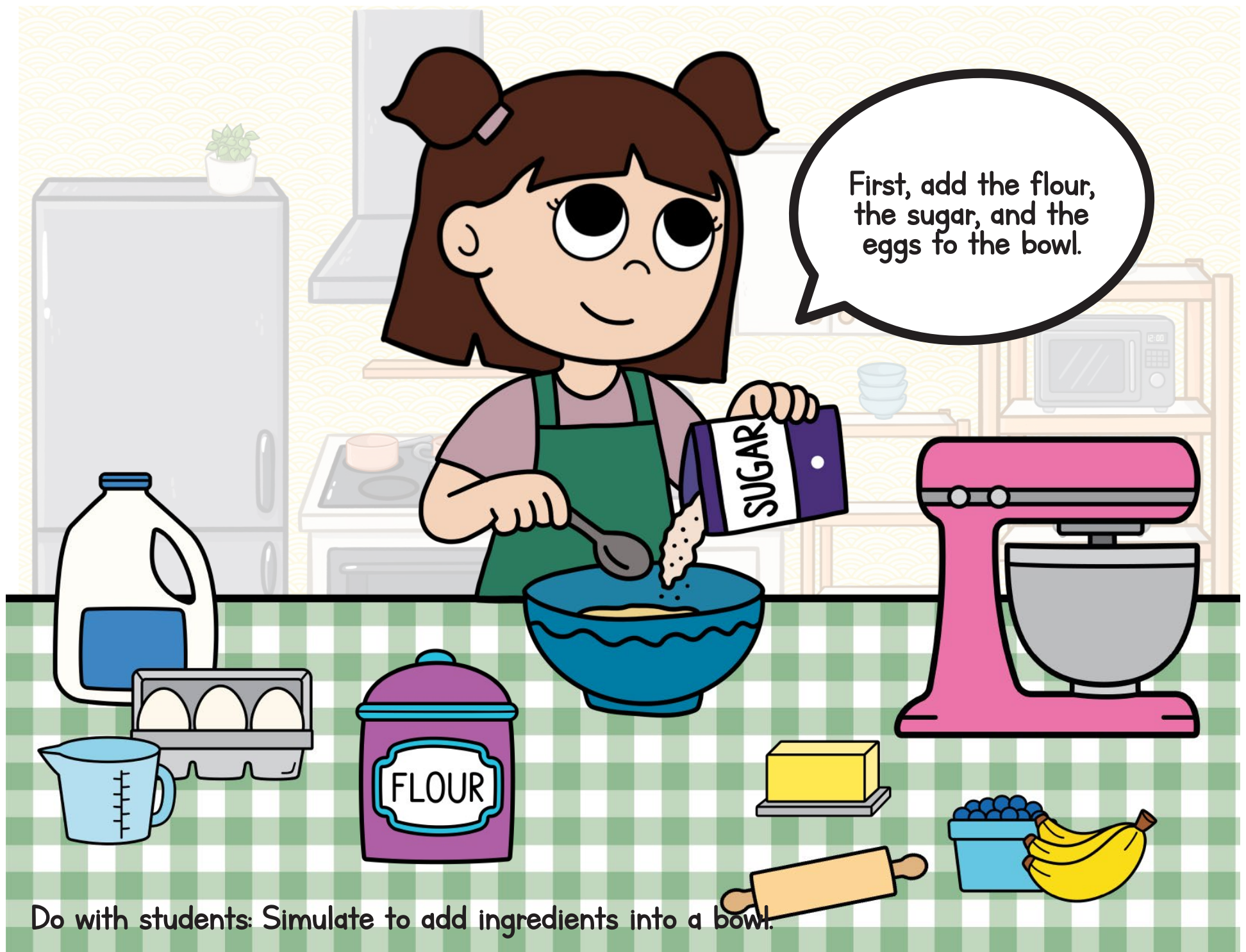
ISABELLA'S COOKING SHOW





Hello, friends!
Welcome to Isabella's
Cooking Show!
Today we will bake a
delicious cake. Are you
ready?

Ask: "What do you need to bake a cake?"



Do with students: Simulate to add ingredients into a bowl.





Do with students: Pour the milk like Isabella.

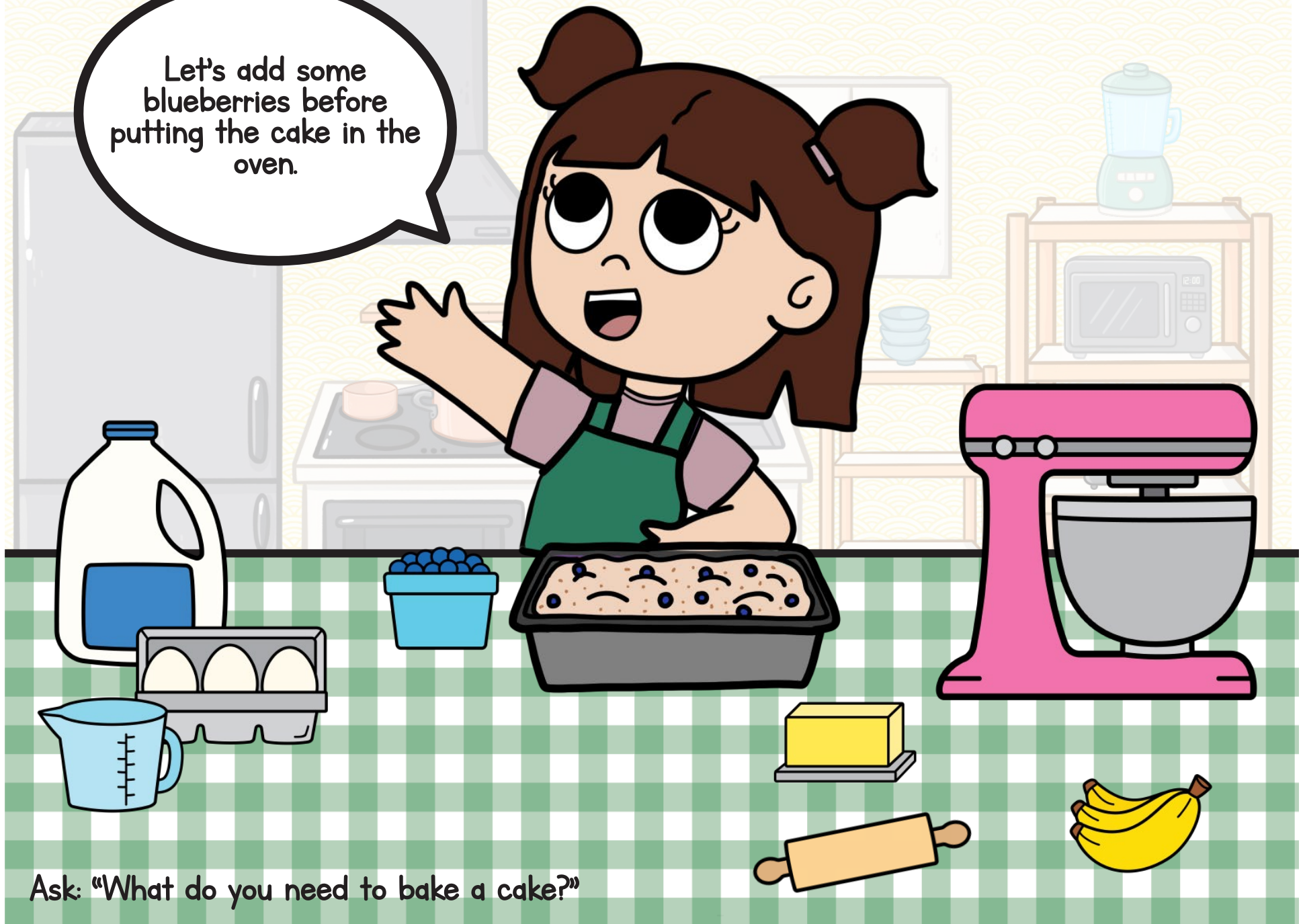


Do with students: Shake a small container with the class.



Now, mix everything really well. Mix, mix, mix. And then pour the batter into the cake pan.

Let's add some
blueberries before
putting the cake in the
oven.



Ask: "What do you need to bake a cake?"



Time
to put it in the
oven! Let's wait... and
clean up while we do!

Ask: "What do we do while the cake is baking?"



Ask: "What do we do while the cake is baking?"

Thank you for
cooking with me
today!, You can cook,
too! See you next time!





THE END

