

TEACHER'S BOOK

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» GETTING STARTED

The Little Friend bilingual education program was developed by a team of experienced English teachers. It provides complete, fully planned day-to-day lessons, along with all the additional resources needed for a fun-filled, academically-sound teaching experience.

This material was designed to meet the needs and characteristics of the preschool children and attend the demands of the National Curriculum Parameters. Each book

is divided into four units containing 10 activities per unit. They were carefully structured based on the concepts being taught in the native language.

The program is based on principles of communicative approach, in which the emphasis is placed on effective communication in real life situations, taking into account the child's stage of development, proficiency level and individual skills in second language acquisition.

The basic philosophical focus of the material is formed

Day 1

Objective

- Get to know the teacher.

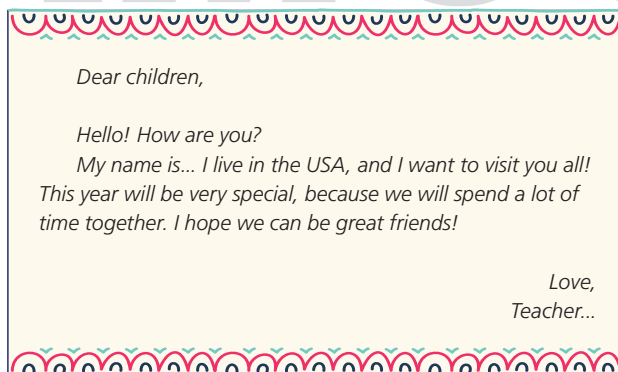
Resources

- Classroom decorated with the colors of the American flag
- Cupcakes, popcorn, and jello
- Letter sent previously for the class
- Miniature American flags for each child
- Photos and postcards representing the United States
- Suitcase

The party and the arrival of the teacher

The first day of the program needs to be very special! The native language teacher and children will prepare a party to receive a visitor from an English speaking country. They will make cupcakes, popcorn, jello, and decorate the party with the colors of the American flag.

The English teacher will prepare a letter or record an audio of the message for the class, announcing his/her arrival:



On the day of the party, the English teacher will knock on the door carrying a suitcase containing an American flag, photos, postcards and other items representing the United States.

The teacher says: *Hello! Wow! It's nice to meet you! I'm so happy to be here and meet all of you!*

The teacher introduces herself/himself, then asks the name of the main teacher and each child, using the expressions: *What is your name? My name is...*

At the end of the party, after interacting with the children, the English teacher hands out a little American

flag to each child and says goodbye: *It was nice to meet you! I need to go, but tomorrow I will be back and we can learn more together and have lots of fun!*

Remember to always encourage the children. Do not use Portuguese, unless it is absolutely necessary. The teacher will only speak English. Instead of translating, try to use gestures, expressions, and visual resources.

Day 2

Objectives

- Get to know the classmates.
- Identify names in written and spoken forms.

Resources

- Attendance chart
- Children's name printable template to color
- Daily calendar
- Goodbye song: "Goodbye to you", available at: <english.cpb.com.br>.
- Greetings song: "Hello, how are you?", available at: <english.cpb.com.br>.
- Name cards to place on desks
- Name tags to place on each child
- Nosso Amiguinho dolls
- Song: "What's your name?", available at: <https://youtu.be/zMdq9jSaNLg>. Accessed on: Aug. 10th, 2018.
- Weather song: "How is the weather?", available at: <english.cpb.com.br>.

Value

- Identity

Key expressions and vocabulary

- *Hello!*
- *What is your name?*
- *My name is ____.*

You can access all links, videos, songs, and other materials on the website <english.cpb.com.br> or by scanning the QR code with your smartphone.



Boy: *Hi, my name is Noguinho.*
 Girl: *Hi, nice to meet you. My name is Luísa. I am a girl.*
 Boy: *Nice to meet you too. I am a boy.*

Classroom activity 2

Using the boy and girl flash cards point to each child and ask: *Is he/she a boy or a girl?* Encourage the children to reply in English.

Classroom activity 3

Using the flash cards, tell them to run up to the board to touch the right picture when they hear the words *boy* or *girl*. Demonstrate what to do first.

Classroom activity 4

Using playdough, ask children to build a boy or girl model according to their gender. Demonstrate while saying: *My name is Luísa. I am a girl.*



Wrap-up

To finish the class, play the Goodbye song twice and sing along.



Warm-up

Welcome routine

See the description of Welcome routine on page 14.



Core lesson

Classroom activity 1

Count 1 to 10 using crayons. Emphasize numbers 1 to 5. Repeat as many times as necessary.

Classroom activity 2

- a) Ask the children to match the numbers flash cards to the ones with the corresponding quantity. Example:
 Teacher: *I see three dolls here* (hold the dolls flash cards).
Three dolls. Let's repeat?
 Teacher and children: *Three dolls.*
 Teacher: *Which is the right number?* (point to the number 3)
- b) Play the song "Numbers".

Student's book – Activity 1 (p. 1)

Help the children to complete the assignments in the Student's book as instructed in the activity.

Day 4

Objectives

- Say and write the own name and age.
- Identify the numbers 1 to 10.

Resources

- Attendance chart
- Crayons
- Daily calendar
- Flash cards: dolls, numbers, and objects
- Goodbye song: "Goodbye to you"
- Greetings song: "Hello, how are you?"
- Song: "Numbers", available at: <https://youtu.be/kz_EQSfx0g>. Accessed on: Aug. 10th, 2018.
- Student's book
- Weather song: "How is the weather?"

Value

- Identity

Key expressions and vocabulary

- *My name is...*
- *How old are you?*
- *I'm ___ years old.*
- *I'm a boy/girl.*
- *One, two, three, four, five, six, seven, eight, nine, ten.*

Objectives of the activity 1

- Visually and orally recognize the own name.
- Write the own name and age.
- Recognize and differentiate numbers from 1 to 5.
- Become familiar with saying the own age.
- Identify himself/herself as a boy or girl.



Wrap-up

To finish the class, play the Goodbye song twice and sing along.



Wrap-up

To finish the class, play the Goodbye song twice and sing along.

Day 8

Objectives

- Express himself/herself by using the expressions: *I like* and *I don't like*.
- Value friendship.
- Become familiar with the meaning of the verbs: *to play*, *to hug*, *to eat*.

Resources

- Attendance chart
- Circle time song: "Let's make a circle"
- Daily calendar
- Flash cards: objects or actions that express good things and bad things
- Goodbye song: "Goodbye to you"
- Greetings song: "Hello, how are you?"
- Student's book
- Thumbs up and thumbs down flash cards
- Weather song: "How is the weather?"

Key expressions and vocabulary

- *I like...*
- *I don't like...*



Warm-up

Welcome routine

See the description of Welcome routine on page 14.



Core lesson

Classroom activity

- Use the flash cards indicated on resources. Show the pictures or the objects and say: *I like...* / *I don't like...*
- Use your thumbs (up and down) to help the children to understand the expressions *like* and *don't like*. Ask them how they feel about objects or actions, by saying: *Do you like ___?* Repeat their answer using thumbs up or thumbs down.
- Emphasize that each person has different preferences. It's important to respect them. Encourage children to talk about it.

Student's book – Activity 4 (p. 7)

Help the children to complete the assignments in the Student's book as instructed in the activity.

I LIKE. I DON'T LIKE.
 CIRCLE ○ THE THINGS YOU LIKE. 👍
 MARK AN ✖ ON THE THINGS YOU DON'T LIKE. 👎



Objectives of the activity 4

- Understand the meaning of the expressions: *I like*. / *I don't like*.
- Express likes and dislikes.
- Know and respect likes and dislikes of friends.
- Become familiar with the meaning of the verbs: *to play*, *to hug*, and *to eat*.



Circle time

- Play the Circle time song and sing along twice.
- Ask the children to sit on the floor on a circle around you to review likes and dislikes.
- Use the flash cards indicated to practice the expressions. Suggested dialogue: *Today we learned about things we like* (thumbs up and smile) *and things we don't like* (thumbs down and frown). *What do you like?* (thumbs up), *What you don't like?* (thumbs down). Help them to answer.

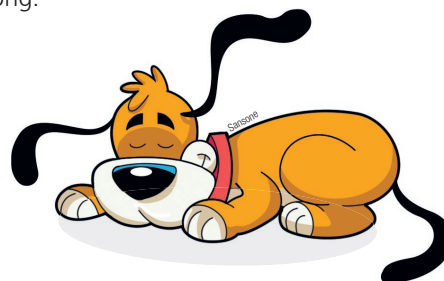
Teaching tip

The emphasis of this activity is communication. You must keep in mind that it's more important for them to try to communicate in English than to achieve perfection at this point.



Wrap-up

To finish the class, play the Goodbye song twice and sing along.



Key expressions and vocabulary

- I found...
- This is a house.
- Where do you live?
- I live...
- The ant lives...
- The butterfly lives...



Warm-up

Welcome routine

See the description of Welcome routine on page 30.



Core lesson

Playtime activity

- Show the picture of a detective and hand out the magnifying glasses, while saying: *Today we're going on an adventure.* Invite the children to look for small animals and their homes. You can take them to the garden, to the schoolyard or look for it inside the classroom.
- Each child or group will use the magnifying glass to find insects and their homes. Whenever they find one, tell them: *I see an ant, a little worm, a butterfly, a cricket...* Ask them to repeat after you.

Classroom activity

- Show flash cards of small animal houses of your region.
- Give a white paper sheet and a pencil to each child and ask them to draw and color the insect or animal they found in their expedition.
- Play the song "Animal habitats".



Wrap-up

To finish the class, play the Goodbye song twice and sing along.

Day 5

Objective

- Identify animals by their pictures and names.

Resources:

- Attendance chart
- Chalk or tape
- Daily calendar
- Flash cards: dog, cat, bird, fish, and hen
- Goodbye song: "Goodbye to you"
- Greetings song: "Hello, how are you?"

- Song: "Animal habitats", available at: <https://bit.ly/2oYZu8F>. Accessed on: Aug. 10th, 2018.
- Student's book
- Weather song: "How is the weather?"

Key expressions and vocabulary

- Dog, cat, bird, fish, and hen.



Warm-up

Welcome routine

See the description of Welcome routine on page 30.



Core lesson

Classroom activity

- Show to the class the animals flash cards and ask them to repeat the names after you.
- Call seven children and direct them to hold one flash card in front of them.
- Position them side by side on a line drawn on the floor with chalk or tape.
- When you say the name of an animal, the children should line up in front of the child holding the corresponding card. Demonstrate what to do with the help of an assistant.
- Repeat the game announcing the name of each animal.
- Play the song "Animal habitats".

Student's book – Activity 2 (p. 23)

Help the children to complete the assignments in the Student's book as instructed in the activity.

ANIMALS HAVE HOUSES TOO.
MATCH EACH ANIMAL TO ITS HOUSE. USE DIFFERENT COLORS.

DOG

BIRD

FISH

CAT

HEN



Student's book – Activity 5 (p. 69)

Help the children to complete the assignments in the Student's book as instructed in the activity.

1. SPELL THE WORDS ALOUD WITH THE TEACHER.



S-L-E-E-P



E-A-T



D-R-I-N-K



C-O-O-K

AUDIO 1: AZEITONA IS EATING HIS FOOD.
AUDIO 2: MINDINHO IS DRINKING MILK.

2. LISTEN TO THE AUDIO AND MARK AN X ON THE RIGHT ANSWER.



X



A



X



B

Objectives of the activity 5

- Understand the meaning of the words: *to eat*, *to sleep*, *to drink*, and *to cook*.
- Role-play situations using the verbs: *to eat*, *to sleep*, *to drink*, and *to cook*.
- Review spelling alphabet.
- Practice listening comprehension about action verbs: *to eat*, *to sleep*, *to drink*, and *to cook*.



Wrap-up

To finish the class, play the Goodbye song twice and sing along.

Day 9

Objectives

- Learn table manners.
- Count the colors in a healthy dish.
- Learn how to use the utensils of a dinner table.

Resources

- Attendance chart
- Chalk or tape
- Daily calendar
- Flash cards: *to eat*, *to sleep*, *to cook*, *to drink*
- Goodbye song: "Goodbye to you"
- Greetings song: "Hello, how are you?"
- Healthy toy fruit and vegetables
- Table settings for two people (silverware and tableware)
- Weather song: "How is the weather?"

CLIL

- Self care related to hygiene and nutrition

Values

- Table manners
- Healthy habits

Key expressions and vocabulary

- *What is this? This is a sandwich.*
- *Is this nice?*
- *Is this polite?*
- *Let's set the table?*



Warm-up

Welcome routine

See the description of Welcome routine on page 64.



Core lesson

Classroom activity

- Tell the children they will learn how to set a nice table and how to eat using polite manners.
- Ask them to help you set a table for 2 people. To do so, bring to class two plates, two forks, two knives and whatever else is needed. While you are setting the table, say the names of each object and ask the children to repeat after you. Do this with all the silverware and tableware. Take the opportunity to review and practice the numbers. Say: *How many plates do we have here? How many spoons?*
- Show and tell the children how to set a nice table. Say: *Forks go on the left; knives go on the right.* Keep doing the same with napkins, glasses, plates, and spoons.
- Set toy food on the plates reviewing the name of each one of them. Remind the vocabulary by asking: *What is this? This is a sandwich; this is a carrot, etc.*
- Pretend to eat in a rude way. Say: *Is this polite? Is this nice?* Use gestures and thumbs up and down expressions to see how children respond. If they say *No!*, pretend to eat in a very polite way and ask again: *Is this polite? Is this nice?* If it seems appropriate, ask a child to imitate what you are doing and the rest of the class to say if it is polite or not.
- Allow children to role-play polite table manners at the table.

Teaching tip

The emphasis of these activities is communication. You must keep in mind that it's more important for them to try to communicate in English than to achieve perfection at this point.