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Objectives

The children can greet each other.

Vocabulary

Key: eyes, face, fine, hand, happy, hello, mouth, nose, sad

Extended: monster

Language

Key: Hello, how are you? Fine, thank you. Is he happy or sad? He's happy.

Extended: Are you happy or sad? I'm happy. I'm sad.

Materials

crayons, scissors, glue sticks, white paper

Preparation

Write the children's names on sticky name tags. Photocopy the Activity 1 page (1 per child).

Warmer

Greet the children. Wave to them and say *Hello*. Encourage the children to wave to each other and say *Hello*, too. Next, hold up a name tag (see Preparation) and say *Hello, (Carlos)*. Encourage the child to identify him or herself and to stick the tag on his or her clothes. Then teach the children the following song, using the tune of '*London bridge is falling down,*' and encourage the children to join in as you sing:

*Hello, (Carlos), how are you?
How are you? How are you?
Hello, (Carlos). How are you?
Fine, thank you.*

Repeat with each child in the group until all the children have got their name tags and have been greeted by the class using the song.

Listen and trace. Cut and glue.

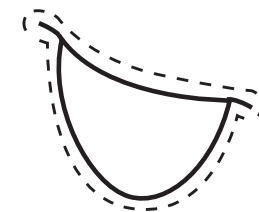
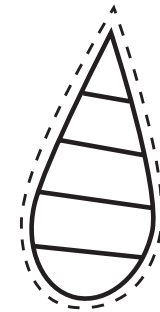
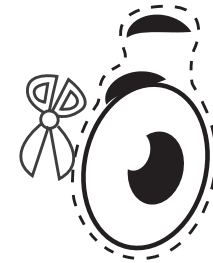
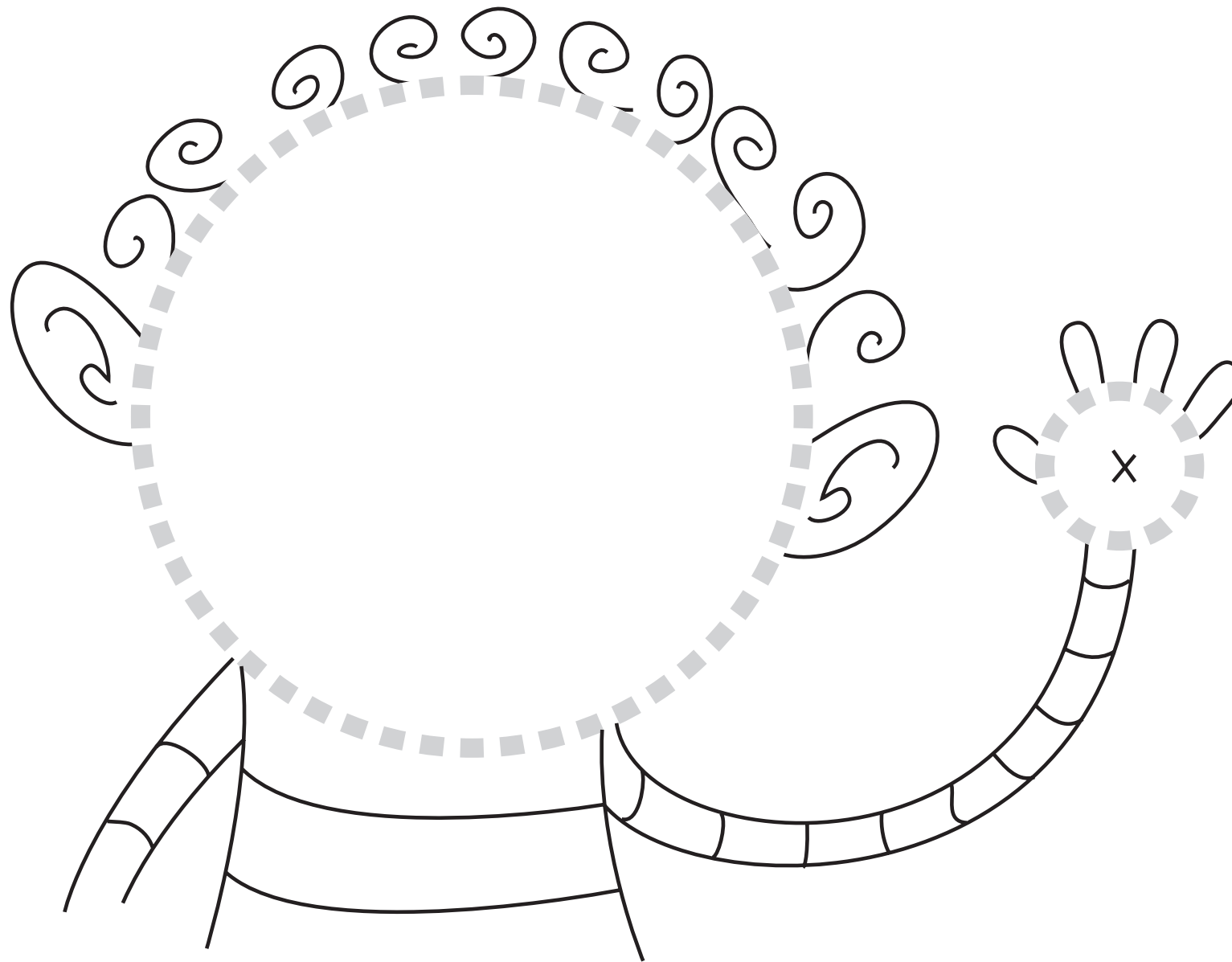
Distribute crayons, scissors, glue sticks and the Activity 1 page (see Preparation). Hold up the activity page and point to the picture. Say *Look at the monster. He's saying hello. Point to the monster's hand. Now circle his hand.* Then, say *Now point to the monster's face. Circle his face.* Next, ask the children to point to the monster's eyes, nose and mouth one by one and cut them out. Ask the children to glue the monster's features on his face. Finally, ask the children *Is the monster happy or sad?* Encourage them to answer *He's happy.*

Wrap-up

Distribute white paper and ask the children to draw a picture of themselves saying hello. Have each student show their picture and ask *Are you happy or sad?* Encourage the children to answer according to their pictures.

Name: _____

Listen and trace. Cut and glue .



Objectives

The children can identify food and drink items. The children can say what food and drink they have in their lunchboxes.

Vocabulary

Key: milk, sandwich

Extended: drink, eat, food, hungry; other lunchbox food and drinks you would like to review

Language

Key: I have got a sandwich and a banana.

Extended: What is he drinking? What is she eating? What have you got in your lunchbox?

Materials

crayons, white paper (2 sheets per child), the children's lunchboxes

Preparation

Prepare a lunchbox with food and drinks you would like to review with the children. Print out and photocopy the Activity 2 page (1 per child). Prepare the headings *Food* and *Drink* on large strips of paper.

Warmer

Say to the children *I'm hungry. Are you hungry?* Rub your tummy to show the children how hungry you are. Then, show the children a lunchbox (see Preparation) and say *I have got my lunchbox. Can you guess what's inside it?* Open your lunchbox and gradually reveal one of the items until the children guess what it is. Once the children have guessed, take the item out, say its name and ask the children to repeat. Do the same with all the items in the lunchbox. Then, show the children each item one by one again and ask *Is it food or a drink?*

Look and point. Say and colour.

Distribute crayons and the Activity 2 page (see Preparation). Hold up the activity page and point to the pictures. Ask the children to point to the boy and the girl having their lunch. Ask what the boy is drinking and encourage the children to answer *milk*. Then, ask what the girl is eating and encourage the children to answer *a sandwich*. Distribute crayons and ask the children to colour the pictures.

Wrap-up

Distribute white paper (see Materials) and ask student to take out their lunchboxes. Ask the children to draw a food item they have got in their lunchbox on one sheet and a drink they have on the other. Then, ask the children to show their pictures and say what they have got in their lunchbox. (For example, *I have got an apple and some milk.*) Finally, stick the headings *Food* and *Drink* on a classroom wall and ask the children to stick their pictures below the correct headings.

Name: _____

Look and point. Say and colour.



Objectives

The children can identify members of the family and shapes.

Vocabulary

Key: family members: baby, brother, dad, mom, sister; *shapes:* circle, rectangle, square, triangle

Extended: robot

Language

Key: This is my brother.

Materials

a tray, a cloth, crayons, white paper, glue sticks

Preparation

Prepare small cutouts of circles, triangles, squares and rectangles (3 of each shape per child). Photocopy the Activity 3 page (1 per child).

Warmer

Distribute small shapes to the children (see Preparation). Hold up a cutout of each shape one by one and ask the children to hold up the same shape. Then, elicit or say its name and ask the children to repeat. Next, put four shapes on a tray in a row. Ask the children to identify the shapes before covering them with a cloth. Then, ask the children to organize their shapes in front of them so that they have got the same pattern. Uncover the shapes and check the answers. Repeat several times.

Listen and colour.

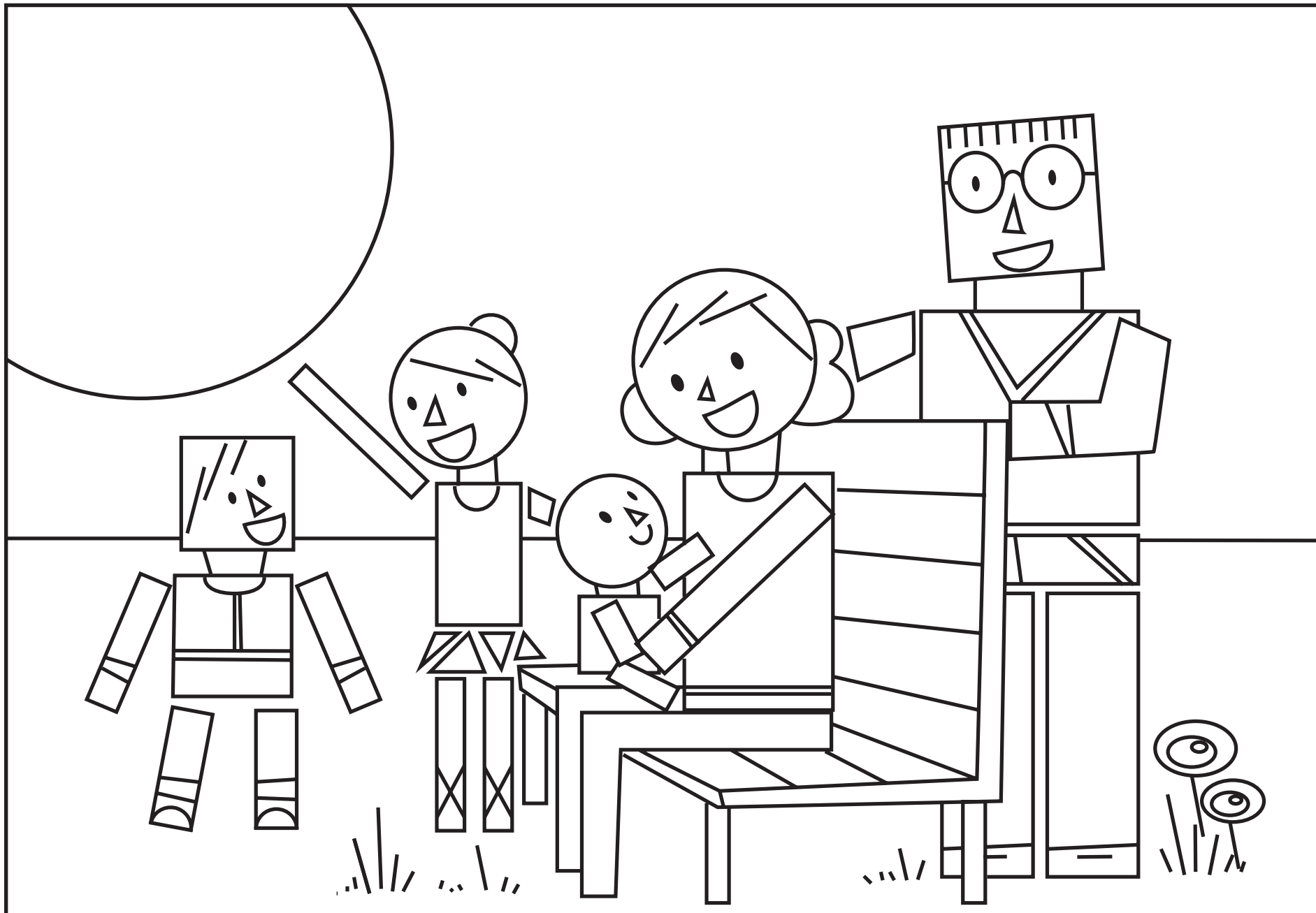
Distribute crayons and the Activity 3 page (see Preparation). Hold up the activity page and point to the picture. Ask the children what they can see. Encourage them to answer *a robot family*. Elicit the names of the family members or say their names for the children to repeat. Then, say *Can you see some triangles? Colour all the triangles in the picture green*. Repeat with *circles–red, squares–yellow, rectangles–blue*.

Wrap-up

Distribute white paper and glue sticks. Encourage the children to make a picture of one of their family members using their cutouts of small shapes. Tell them to glue the shapes onto the paper and colour their pictures. Have each child show their picture and talk about their family member. (For example, *This is my brother. He's a baby*.) Display the children's work on the classroom walls.

Name: _____

Listen and colour.   



Objectives

The children can identify pets. The children can talk about their pets.

Vocabulary

Key: cat, dog, guinea pig, parrot, rabbit, snake, spider

Extended: brush, care, feed, ice cream, like, love, wash

Language

Key: I have got a dog. I feed my dog.

Materials

crayons, white paper

Preparation

Prepare pictures of the following pets: cat, dog, guinea pig, parrot, rabbit, snake and spider. Photocopy the Activity 4 page (1 per child).

Warmer

Show the children pictures of pets one by one (see Preparation). Elicit or say the name of each pet and ask the children to repeat. Then, ask the children to raise their hands if they have got a pet. Ask various children what kind of pets they have got and the names of their pets.

Listen and cross out.

Distribute crayons and the Activity 4 page (see Preparation). Hold up the activity page and point to the pictures. Tell the children you are going to tell them a story about Daniel and his cat Bella. Tell them they have got to cross out the pictures showing actions that Daniel doesn't do with Bella. Then, tell the following story, pausing so that the children can cross out the pictures as necessary:

Daniel has got a cat. Her name is Bella. Daniel loves Bella. He cares for Bella very well. He feeds Bella every day. Sometimes he brushes her too, but he doesn't wash her. Bella doesn't like to take a bath! Bella loves ice cream, but Daniel doesn't give her ice cream because ice cream isn't good for cats.

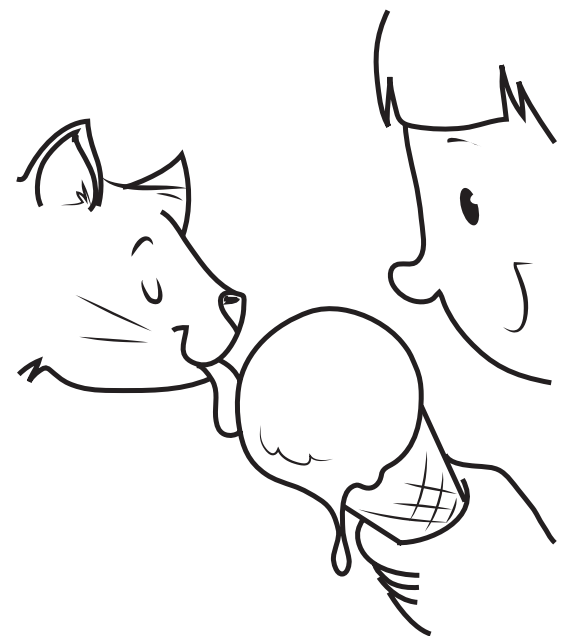
If necessary, tell the children the story a second time. Check the answers by asking the children questions about each picture. (For example, *Does Daniel feed Bella? Does Daniel give Bella ice cream?*)

Wrap-up

Distribute white paper. Encourage the children to draw themselves taking care of their pet. Then, ask the children to show their pictures and tell the class about their pets. (For example, *I have got a dog. I feed him every day.*)

Name: _____

Listen and cross out. 



Objectives

The children can describe the sky. The children can count from 1 to 10.

Vocabulary

Key: bird, cloud, kite, sky, sun; numbers 1–10

Language

Key: I can see the sun. I can see two kites.

Materials

white paper, crayons, construction paper cut into kite shapes measuring approximately 10 cm x 8 cm (1 per child), watered-down paint, straws (2 per child), scissors, glue sticks, ribbon, string (optional)

Preparation

Photocopy the Activity 5 page (1 per child). Have sheets of newspapers ready to cover the tables.

Warmer

Take the children to the playground and ask them to look up. Help them to describe the sky. (For example, *I can see the sun. I can see clouds.*) Depending on the weather conditions and your school context, review with the children the words *bird, cloud, sky* and *sun*. Then, take the children back to the classroom and distribute white paper and crayons. Ask the children to draw what they saw in the sky.

Look and count. Connect and colour.

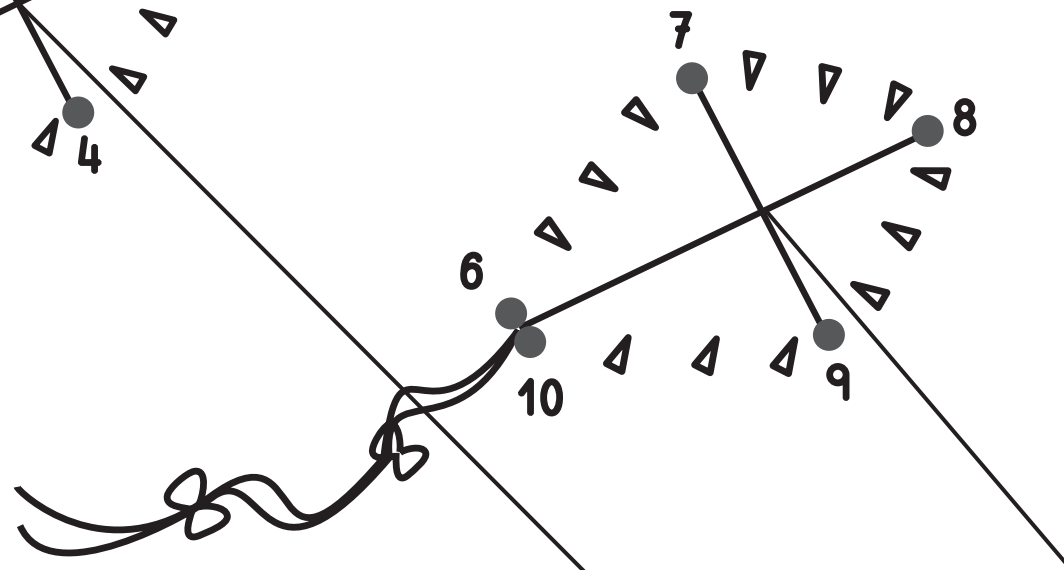
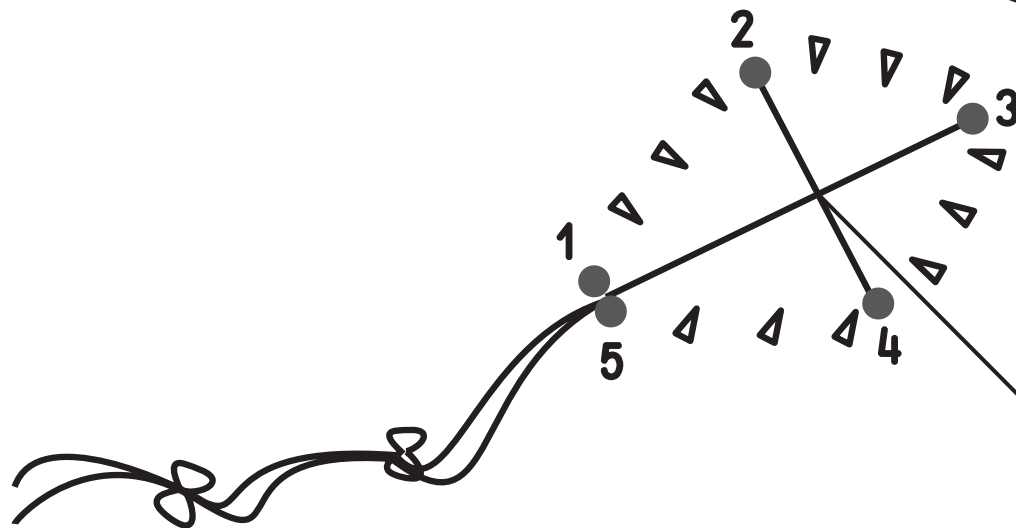
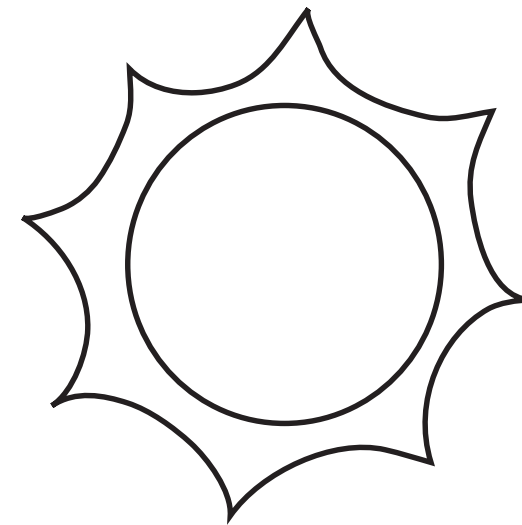
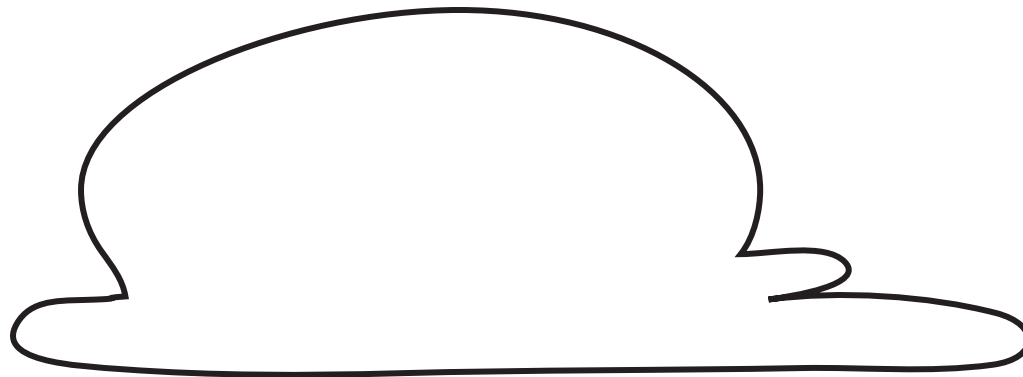
Distribute the Activity 5 page (see Preparation). Hold up the activity page and point to the picture. Ask the children to describe what they can see. (For example, *I can see a cloud. I can see two kites.*) Say *bird, cloud, kite, sky* and *sun* for the children to repeat. Next, point to the first kite and encourage the children to point to the numbers one by one and say them with you. Do the same with the second kite. Then, ask the children to connect the points to complete the pictures of the kites. Finally, ask the children to colour the whole picture.

Wrap-up




Distribute the rest of the materials and cover the children's tables with newspaper (see Preparation). Tell the children they are going to make a kite. Help them use their straws to blow paint patterns onto the kite shapes. Then, help them cut the straws and glue them onto the kite shapes to form the kite's sticks. Finally, help the children glue ribbon onto their kite to form its tail. Display the children's kites around the classroom. Alternatively, if it is a windy day, you could help the children tie string to their kites and take them outside to fly them!


Name: _____

Look and count. Connect and colour.



Unit 1



Look and read. Match.    Name: _____

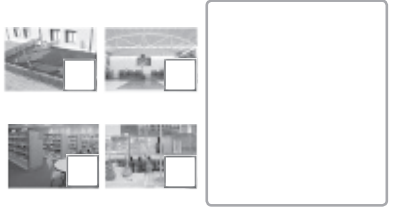


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Materials: pencils

Instructions: Encourage the children to look at the scene. Have them read the sentences in the speech bubbles. Ask the children to decide who says what and match the speech bubbles to the right character.



Say and write ✓ or X. Draw.   Name: _____

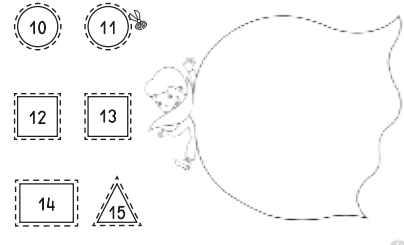


14 Fast finishers Unit 1 © Remedios photographía © Santillana Educación, S.L.

Materials: pencils, crayons

Instructions: Ask the children to say the names of the places they see in the pictures. Have them write a ✓ if the place exists in their school or a X if it does not. Have them draw their own school including the places they checked.




Colour and cut. Glue.   Name: _____




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Materials: crayons, scissors, glue sticks

Instructions: Ask the children to colour each shape and cut them out. Have them paste the shapes onto the magic cape.

Trace and say. Match.    Name: _____



16 Fast finishers Unit 1 © Remedios photographía © Santillana Educación, S.L.

Materials: coloured pencils

Instructions: Ask the children to trace the lines to connect the words, using a different colour per phrase. Have them read the activities. Ask the children to match the phrases with the corresponding picture according to the activities.

Name: _____

Look and read. Match.   

You're welcome.

How are you?

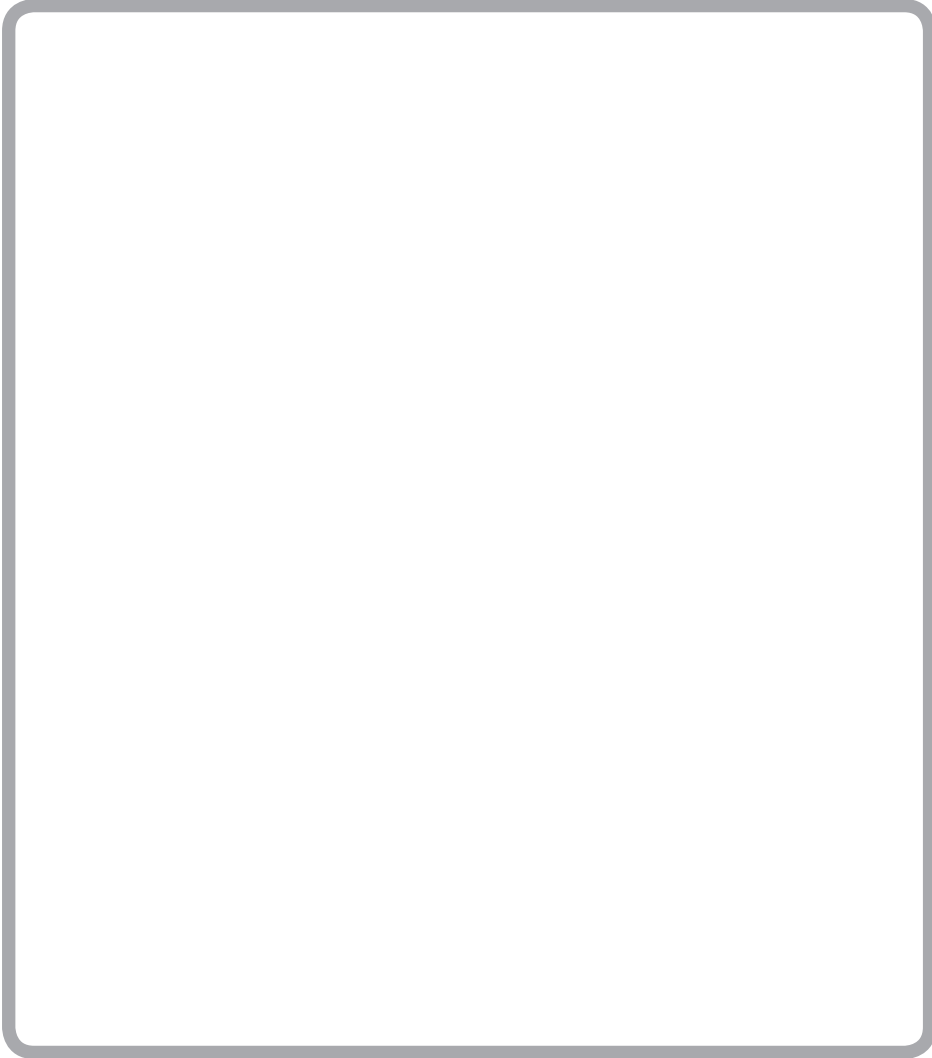


Hello!

Thank you.

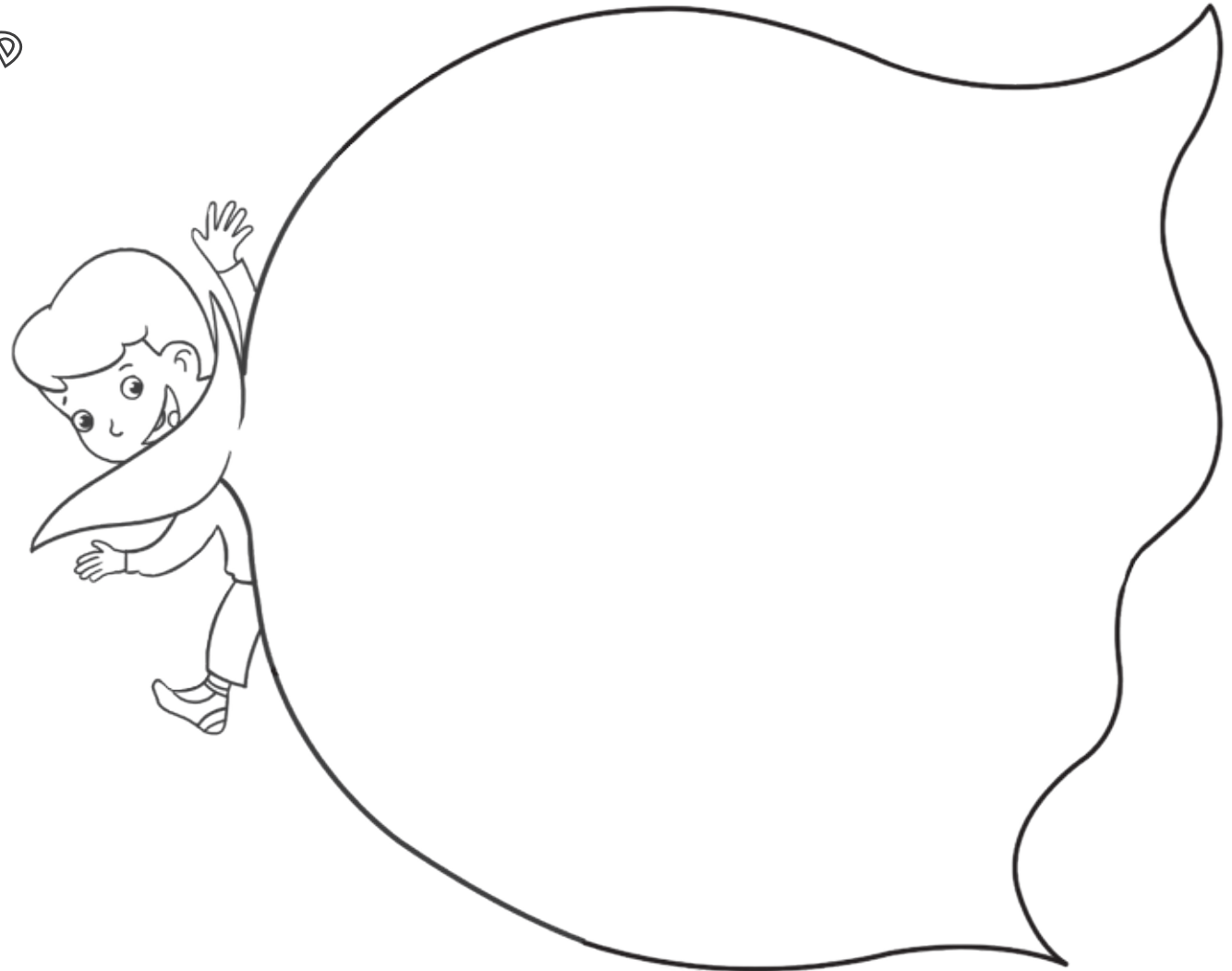
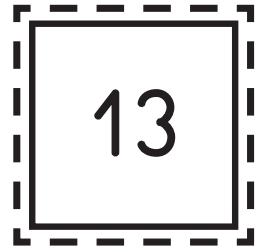
Name: _____

Say and write ✓ or ✗. Draw.   



Name: _____

Colour and cut. Glue.   



Name: _____

Trace and say. Match.   

read  books

paint  pictures

do  exercise

do  experiments

