



Gobierno de Reconciliación
y Unidad Nacional

El Pueblo, Presidente!

MINED
Un Ministerio en la Comunidad

MINISTERIO DE EDUCACIÓN

ACTIVITY BOOK 3



THIRD GRADE

DIRECCIÓN DE EDUCACIÓN
PRIMARIA REGULAR Y EXTRA-EDAD

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Fuente de Financiamiento: Recursos del Tesoro

PRESENTACIÓN

El Ministerio de Educación, de conformidad con la Estrategia Nacional de Educación “Bendiciones y Victorias 2024-2026” en todas sus modalidades, concretamente con el Eje 1 Educación para la Vida, el Lineamiento 8 Fortaleceremos el Aprendizaje del Inglés como Segundo Idioma para Estudiantes y Docentes, en todos los niveles educativos, como herramienta para el desarrollo profesional y personal, y en coherencia con el Plan de Educación 2022-2026, Objetivo 1, Tema Estratégico 2, Línea de Acción 2.1: Consolidación del Aprendizaje del Inglés como Segundo Idioma en estudiantes de Educación Primaria, en los que se establece la incorporación del inglés como segundo idioma en planes de estudio de todas las modalidades educativas, para el desarrollo y certificación de habilidades lingüísticas con estándares internacionales de acuerdo a las normas del Marco Común Europeo de Referencias para las Lenguas, presenta el **Cuaderno de Trabajo Activity Book 3rd Grade** a fin de reforzar el aprendizaje del idioma inglés en Educación Primaria.

Este recurso didáctico incluye diversas actividades formativas, dirigidas a niñas y niños de primer grado en los centros educativos públicos de Primaria Regular, para desarrollar procesos de aprendizaje adecuados y la apropiación del idioma inglés.

Estas actividades han sido concebidas y diseñadas para fomentar las habilidades lingüísticas de este idioma de manera didáctica, contando con el compromiso de la maestra y el maestro, el protagonismo de los estudiantes y el invaluable apoyo de madres y padres de familia.

1

Unit

The Alphabet

Activity 1: Listen to the conversation; then, complete the information card.



Activity 2: Read about Angely.

My name is Angely, I am in third grade, I am eight years old, my phone number is 8264 - 9645, I am in classroom B2, in Teacher Claudia's Class, my mom's name is María, she is 28 years old; my dad's name is Elias, and he is 29 years old. I have two brothers and one sister Angel, Daniel and Mariana.

I have two pets, a cat named Moni and a dog named Tarzan I like to eat apples and I don't like to eat carrots.

My favorite color is pink.



Activity 3: Look at the example in exercise 2 and write your own information.

My name is...

Activity 4:

Find at least three of your classmates; then, ask them the following question and write in the chart.

How do you spell your name?



--	--	--	--	--	--	--	--	--	--	--	--



--	--	--	--	--	--	--	--	--	--	--	--



--	--	--	--	--	--	--	--	--	--	--	--

Activity 5:

Complete the words with the missing letters and match them, with the correct picture.

THIRTEEN

□AT□R□□M

BE□RO□M

□IR□

□□□H□N

A□□PL□N□

B□□TER□L□

K□T□

B□C□C□E

S□□IRR□□

L□VI□G□OO□

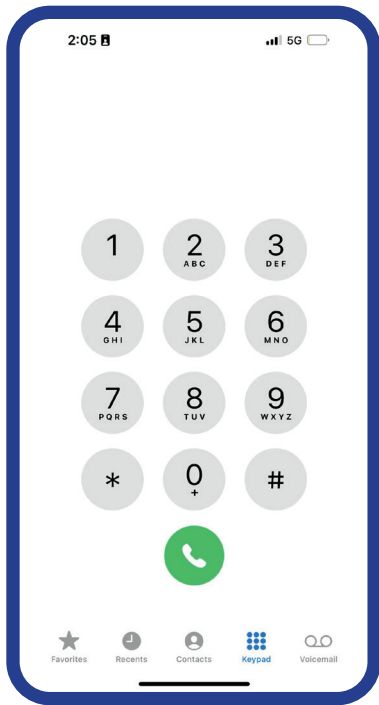
□R□E

Activity 6:

Write the words in exercise 5 in alphabetical order.

1	2	3	4
5	6	7	8
9	10	11	12

Activity 7: Complete the phone numbers; then, share with your classmates. (Use the questions what's your mom's/ dad's/ teacher's/ classmate's number?)



Teacher's phone number:

--	--	--	--	--	--	--	--

Mom/Dad's phone number:

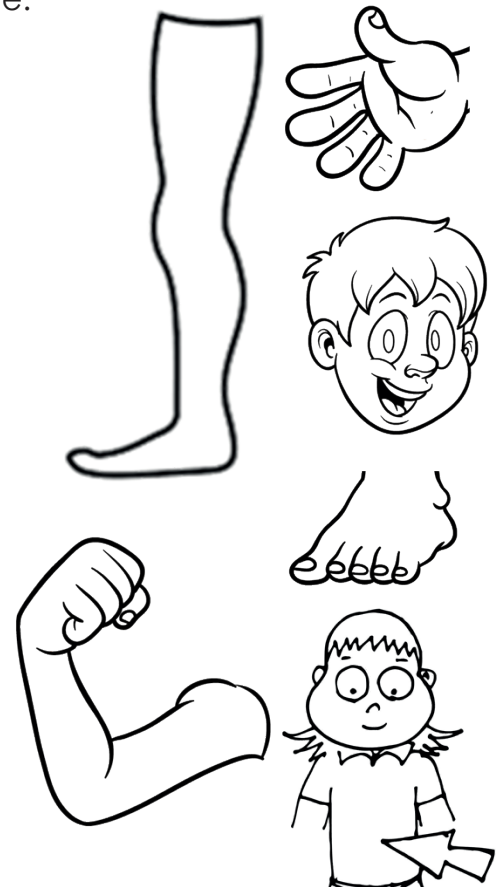
--	--	--	--	--	--	--	--

Classmate's phone number:

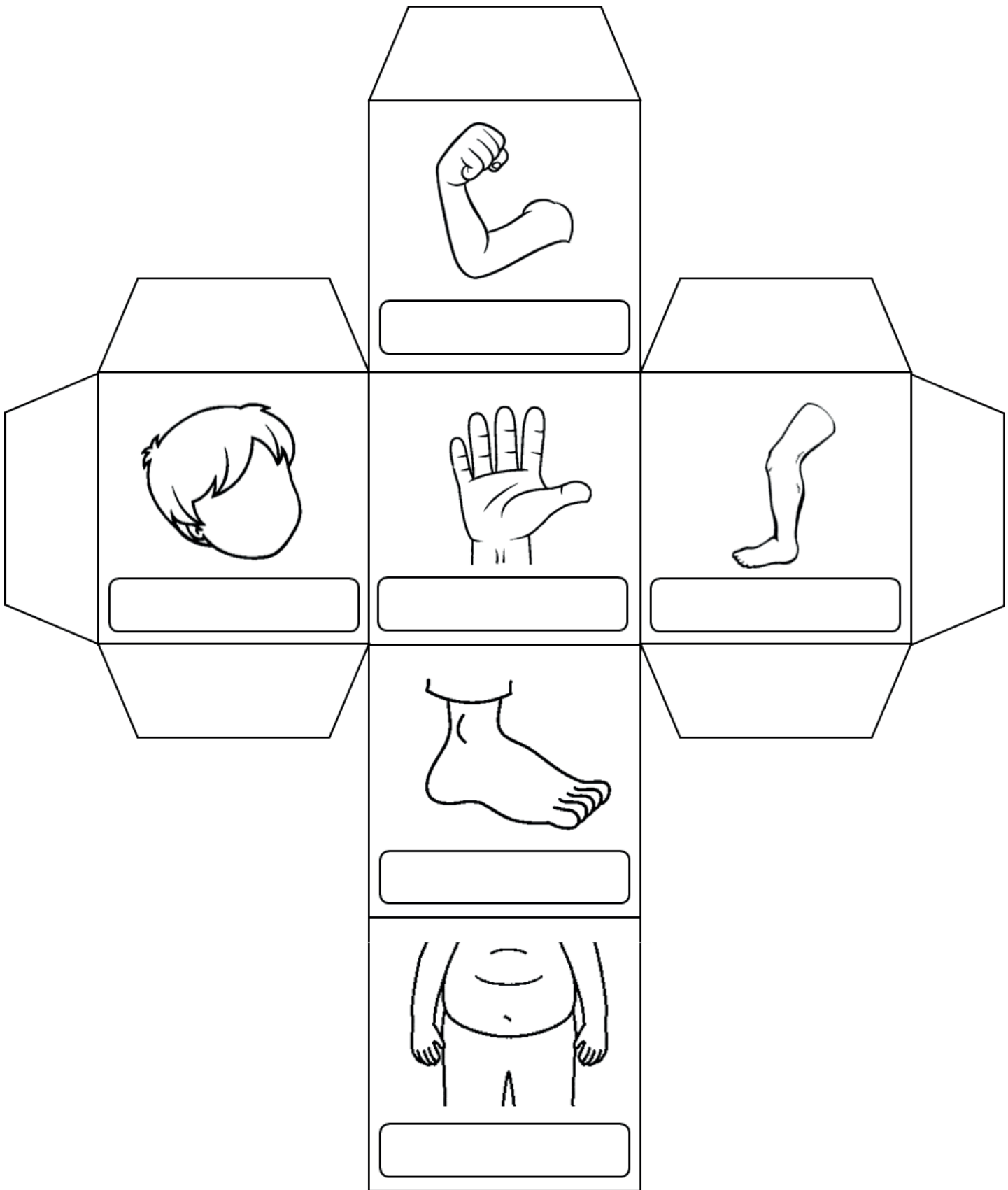
--	--	--	--	--	--	--	--

Activity 8: Find the body parts in the word search puzzle.

A	U	O	R	J	F	U	I
U	R	A	T	U	M	M	Y
Z	R	M	H	W	X	L	B
T	U	E	E	E	N	U	H
L	O	R	A	L	A	H	A
E	X	O	D	B	T	D	N
G	R	T	B	Z	Y	G	D
A	E	F	O	O	T	E	O



Activity 9: Complete the dice with the body parts (singular nouns).

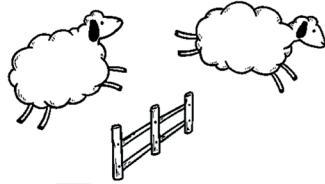


Activity 10:

Look at the pictures and check the correct option in each item to differentiate singular and plural nouns.



- Ball
 Balls



- Sheep
 Sheeps



- Car
 Cars



- Butterfly
 Butterflies



- Foot
 Feet



- Pear
 Pears



- Teddy bear
 Teddy bears



- Woman
 Women

Activity 11:

Circle the correct option in each sentence.



1. This is / These are my crayon/crayons.
2. This is / These are my English notebook/notebooks.
3. This is / These are my big ruler / rulers.
4. This is / These are my pencil / pencils.
5. This is / These are my glue.

Activity 12: Look at the picture.

1. Complete the body parts in the picture.
2. Write the name of the body parts in alphabetical order.

Singular nouns

H _ I _

H _ _ D

_ O _ E

_ O _ _ H

_ _ R _

H _ _ _ D

L _ _ _ _

_ _ O O _

Plural nouns

_ Y _ _ _

A _ _ _ _

_ A _ _ _ _

L _ _ _ S

F _ E _ _



1

2

3

4

5

6

7

8

9

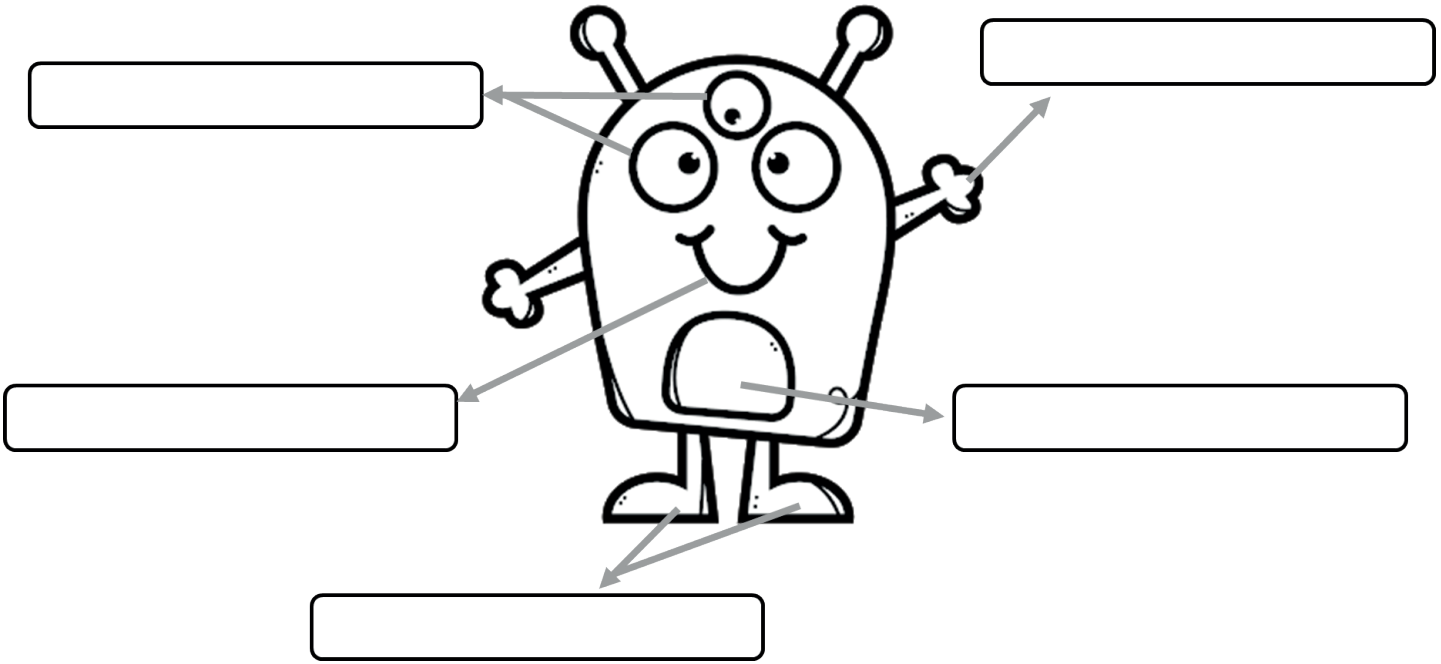
10

11

12

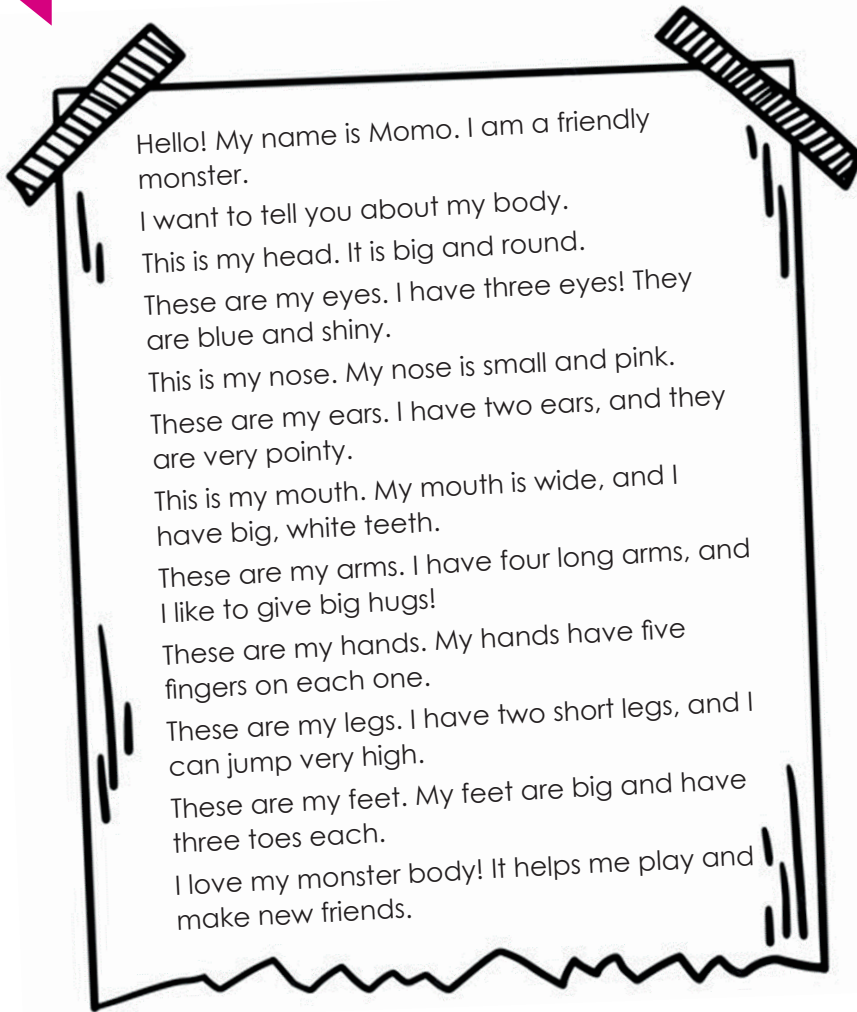
13

Activity 13: Look at the picture and write sentences with This is my or These are my in the bubble.

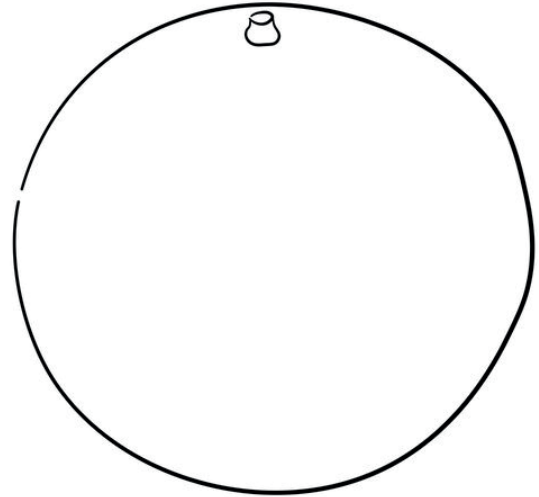


Activity 14:

Read the text about Momo and complete the exercises.



- a. Read the text and draw Momo according to the description.



- b. Write TRUE or FALSE for the following statements.

1. Momo has two eyes, and they are green. _____
2. Momo's nose is small and pink. _____
3. Momo has five short arms. _____
4. Momo's mouth is wide, and it has big, white teeth. _____
5. Momo has two feet, and each foot has three toes. _____

- c. Answer the following questions.

What color are Momo's eyes?

How many ears does Momo have?

What is special about Momo's arms?

How many toes does Momo have on each foot?

What does Momo like to do with his body?

2

Unit

Let's do it

Activity 1: Label the pictures with the words in chart.

JUMP

FLOOR

WALL

DOOR

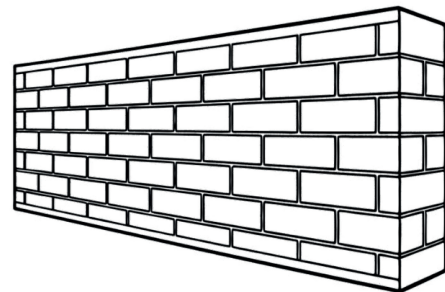
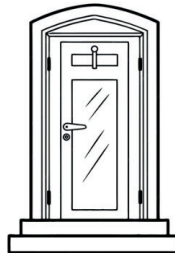
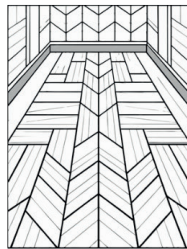
TOUCH

WINDOW

RUN

WALK





Activity 2: Listen to the audio and circle the correct imperative verb.

1. Jump / run
2. Run / walk
3. Touch / walk
4. Touch / run

Activity 3: Circle True or False for each exercise.

1. You can jump on a wall. **TRUE FALSE**
2. You can touch the floor with your hands. **TRUE FALSE**
3. You can run through a window. **TRUE FALSE**
4. You can open a door. **TRUE FALSE**
5. You can walk on the floor. **TRUE FALSE**

Activity 4: Color the sentences you can see in the puzzle.

LOVE TO JUMP ON THE FLOOR IYZM

HIU YRT TOUGH YOUR HEAD

OPEN THE DOOR PLEASE M KFL

KILY RUN TO THE WALL OIRTY

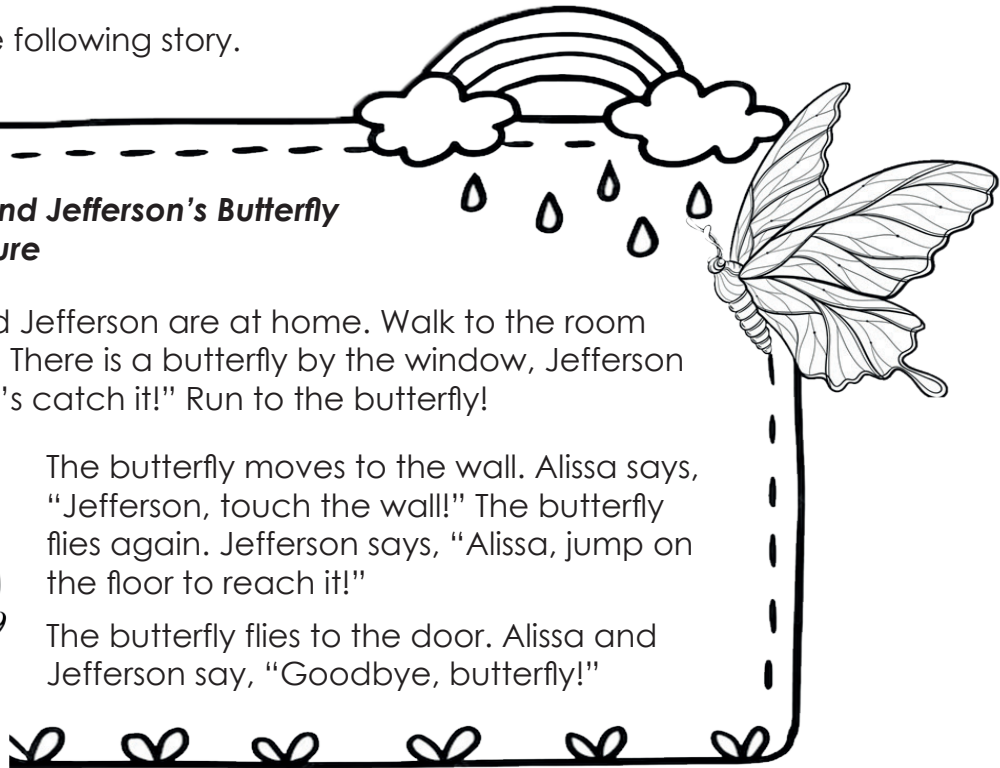
Activity 5: Read the following story.

Alissa and Jefferson's Butterfly Adventure

Alissa and Jefferson are at home. Walk to the room and look! There is a butterfly by the window, Jefferson says, "Let's catch it!" Run to the butterfly!

The butterfly moves to the wall. Alissa says, "Jefferson, touch the wall!" The butterfly flies again. Jefferson says, "Alissa, jump on the floor to reach it!"

The butterfly flies to the door. Alissa and Jefferson say, "Goodbye, butterfly!"



Activity 6: Draw pictures for the scenes of the story.



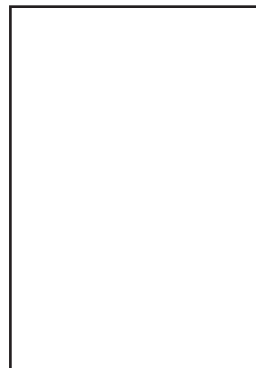
Alissa and Jefferson walking.



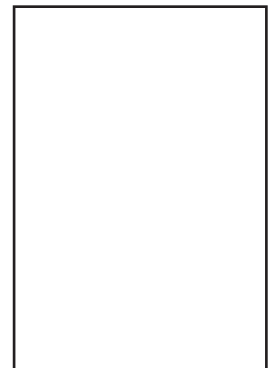
A butterfly by the window.



Jefferson touching the wall.



Alissa jumping on the floor.



Both saying goodbye at the door.

Grammar Tip: Keep Learning about imperative verbs.

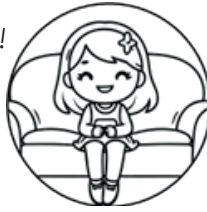
Remember...

Affirmative

We use imperatives to give direct orders, invitations or advices. We use the infinitive of the verb.

Use please to sound more polite.

Sit down, please!



Negative

In negative we use **“do not”** or **“don’t”** before the infinitive.

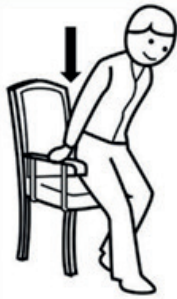
Don't climb the tree, please!



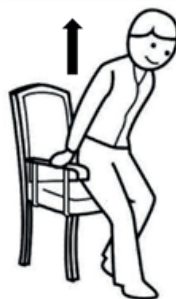
We don't use subject pronoun for imperative verbs.

Activity 7: Look at the pictures and complete the affirmative and interrogative imperatives.

Please!



Please!



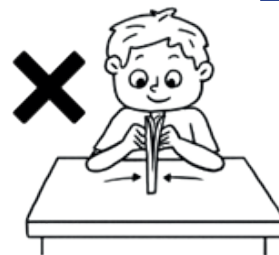
In the page 23.



Don't _____
_____, Please!

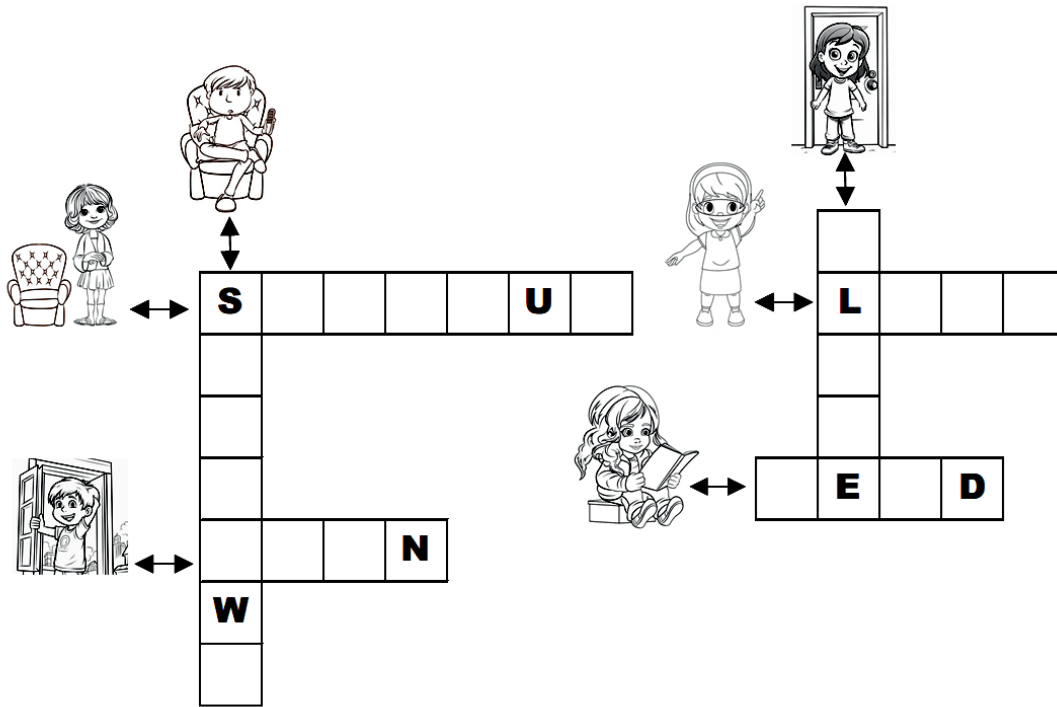


_____ Close you
_____ Please!



Activity 8:

Complete the crossword with the imperatives verbs that the pictures indicate.

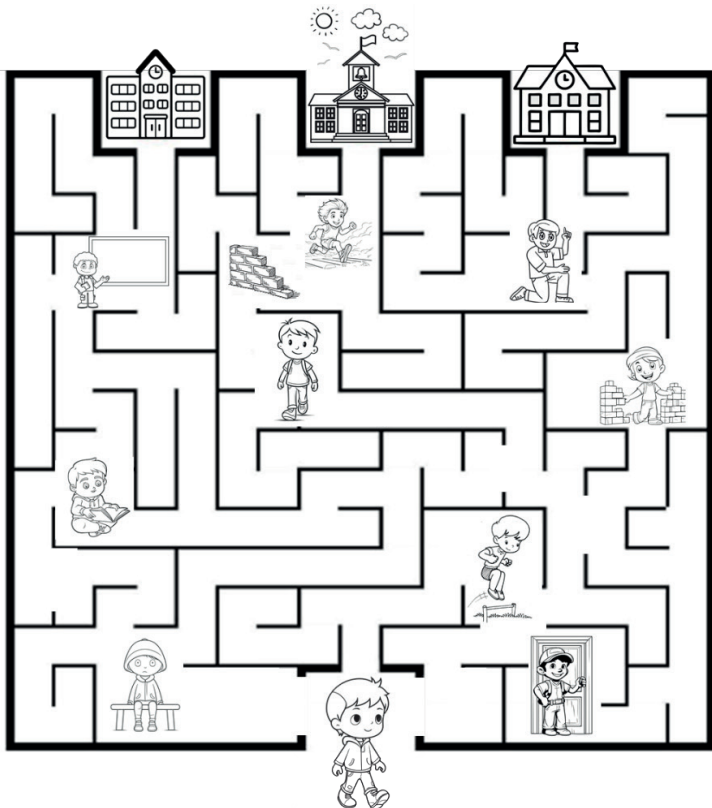


Activity 9:

Today is Andrew's First day at school; listen to the audio about what instructions he needs to arrive at school.

Activity 10:

Complete the story with the appropriated imperative.



One day, Miss Lily came into the classroom.

"Hello, everyone!" she said. "Please ____ your books to page 5."

The children found the page.

"Now, ____ at the big picture," Miss Lily said. "What do you see?"

Emma raised her hand and said, "I see a puppy!" Miss Lily smiled and said,

"Great! Now, ____ the first paragraph, please."

When everyone finished, Miss Lily said, "Okay, ____ your books and ____ at me."

























She clapped her hands and said, "Now, ____ so we can play a fun game!"

3


Unit

I want to be a/an...

Activity 1: Listen to the audio and check the correct profession in the following exercises.

1	 □	 □	 □	5	 □	 □	 □
2	 □	 □	 □	6	 □	 □	 □
3	 □	 □	 □	7	 □	 □	 □
4	 □	 □	 □	8	 □	 □	 □

Activity 2: Match the long form with the short form of the verb to Be.

He is	She is	I am	He is not	She is not	I am not
●	●	●	●	●	●
					
She isn't	He isn't	I'm not	He's	I'm	She's
●	●	●	●	●	●

Activity 5: Read the text.

It's a happy morning in El Crucero!

*Mr. Lopez wears a big white hat in the restaurant. **He is a chef.** He makes delicious food for the customers.*

*In front of the restaurant, Miss Clara is teaching math to her students in the classroom. **She isn't a nurse,** but she is a teacher.*

*At the fire station, Mr. Brown is checking the fire truck. **He isn't a police officer. He is a firefighter.***

*In the hospital, Dr. Green is helping a sick boy. **He is a doctor,** and Miss Lily is giving medicine to a patient. **She isn't a dentist. She is a nurse.***

*At the café, Joe is serving coffee to the customers. **He is a waiter,** and he loves his job.*

*Finally, at the dental clinic, Miss Emily is cleaning someone's teeth. **She is a dentist,** and she takes care of everyone's smiles!*

Activity 6: Circle TRUE or FALSE according to the reading.

1. Mr. Lopez is a police officer. **TRUE** **FALSE**
2. Miss Clara isn't a teacher. **TRUE** **FALSE**
3. Mr. Brown is a firefighter. **TRUE** **FALSE**
4. Dr. Green is in the hospital. **TRUE** **FALSE**
5. Miss Lily is a doctor. **TRUE** **FALSE**
6. Joe is a chef at the café. **TRUE** **FALSE**
7. Miss Emily works at the dental clinic. **TRUE** **FALSE**

Activity 7: Read the job responsibilities and check the right profession.

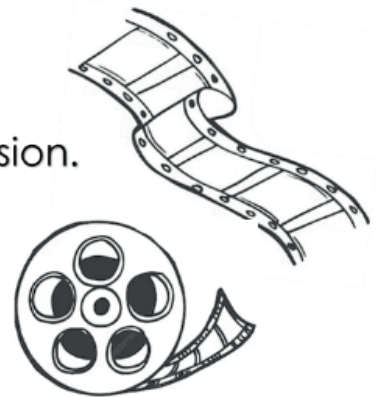
Job Responsibilities	Doctor	Chef	Nurse	Teacher	Fire fighter	Waiter	Dentist
Teach Maths to students							
Serve coffee at the restaurant							
Wear a big white hat		✓					
Give medicine to patients							
Check the fire truck							
Clean people's teeth							
Help sick people							

Activity 8:



Act out as your favorite profession.

Speaking Time



Activity 9: Read the sentences in column A and number from 1 to 6 in column B.

Column A

- ___ He isn't a dancer. He flies planes.
- ___ He isn't an astronaut. He dances ballet.
- ___ She isn't a singer. She takes pictures.
- ___ She is a musician. She plays the guitar.
- ___ He isn't a photographer. He sings on stage.
- ___ He is an astronaut. He goes to space

Column B

- 1  Photographer
- 2  Musician
- 3  Singer
- 4  Astronaut
- 5  Dancer
- 6  Pilot

Activity 10: Find the words in the word search puzzle. Words are hidden.



N	D	E	N	T	I	S	T	T	C	V	U	Q	Q	M	G	D	Y	C
U	D	P	P	O	L	I	C	E	O	F	F	I	C	E	R	W	H	T
R	A	I	Y	D	E	G	M	T	W	R	T	U	I	O	P	Y	U	E
S	N	L	D	O	K	H	M	S	Z	S	F	C	B	N	J	L	Ñ	A
E	C	O	S	C	W	U	I	U	I	S	A	Q	D	F	B	N	J	C
G	E	T	C	T	A	A	S	R	S	N	U	I	T	G	F	V	C	H
Q	R	Q	H	O	W	T	I	U	Y	I	G	V	B	L	J	K	F	E
H	S	R	E	R	I	F	J	T	K	Ñ	C	E	Ñ	Q	Q	Z	Y	R
K	Z	Y	F	D	P	X	U	J	E	X	Z	I	R	K	R	O	Y	H
F	I	R	E	F	I	G	H	T	E	R	X	H	A	L	Y	Y	T	E
L	Y	U	K	F	H	X	L	P	V	B	M	Y	P	N	Z	J	A	Y
Ñ	H	O	Ñ	G	Z	A	S	T	R	O	N	A	U	T	X	H	O	K
A	R	P	H	P	H	O	T	O	G	R	A	P	H	E	R	L	P	W

FIRE FIGHTER

DENTIST

POLICE OFFICER

CHEF

PILOT

DANCER

DOCTOR

ASTRONAUT

MUSICIAN

NURSE

PHOTOGRAPHER

WAITER

SINGER

TEACHER

Activity 11: Listen to the audio and choose the correct option.

Alyssa



- a. She wants to be a doctor.
- b. She wants to be an Astronaut.
- c. She wants to be a teacher.

Damian



- a. He wants to be a chef.
- b. He wants to be a fire fighter.
- c. He wants to be a police officer.

Javiera



- a. She wants to be a pilot.
- b. She wants to be a dancer.
- c. She wants to be a singer.

Isaac



- a. He wants to be a waiter.
- b. He wants to be a fire dentist.
- c. He wants to be a photographer.

Andrea



- a. She wants to be a nurse.
- b. She wants to be a fire fighter.
- c. She wants to be a teacher.

Activity 12: Find someone who.

Ask to your classmate "what do you want to be?" and complete the worksheet with your classmates' names.

Find Someone who wants to be a...



_____ wants to be a _____



_____ wants to be a _____

_____ wants to be a _____



_____ wants to be a _____



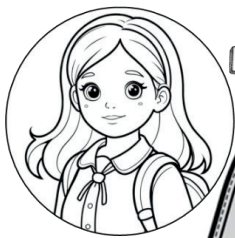
_____ wants to be a _____



_____ wants to be a _____

Activity 1:

Listen to the conversation between Helena and Marcus; then, draw what they have in their back packs.



Helena's
Back pack



Marcus's
Back pack



Activity 2:

Read the text about Tom and Lucy and color the school supplies correctly.

Tom and Lucy's School Supplies

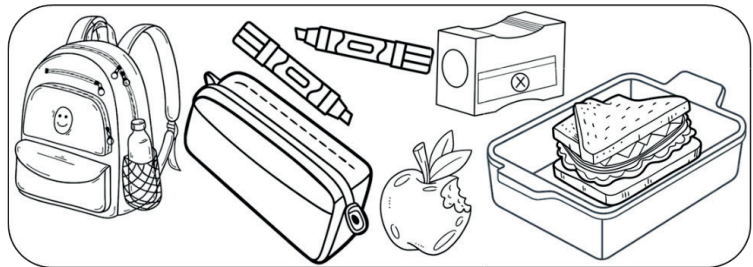
Tom and Lucy are best friends. They have many school supplies for their classes.

Tom has a big blue backpack. Inside, he has a red pencil case with two blue felt pens and a yellow pencil sharpener. In his lunch box, he has a sandwich and an apple.

Lucy has a pink backpack. She has a green glue stick, a pair of purple scissors, and an orange pencil case with three brown pencils. She also has a lunch box with orange juice and cookies.

Tom and Lucy are ready for school!

Tom's School Supplies



Lucy's School Supplies



Grammar Tip: Keep learning about possessions of School Supplies.

Have and **Has** are both used to indicate possession.

HAVE

To indicate possession we use **HAVE** for the Personal Pronouns: **I, You, We, They**.

Also, use **HAVE** for plural nouns.

They have back packs.



HAS

To indicate possession we use **HAS** for the Personal Pronouns: **He, She, It**.

Also, use **HAS** for singular nouns and a person's name.

She has a lunch box.



Activity 3:

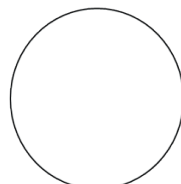
Look at the pictures and write sentences to describe what school supplies they have.









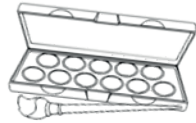


Draw yourself and
4 School Supplies you have





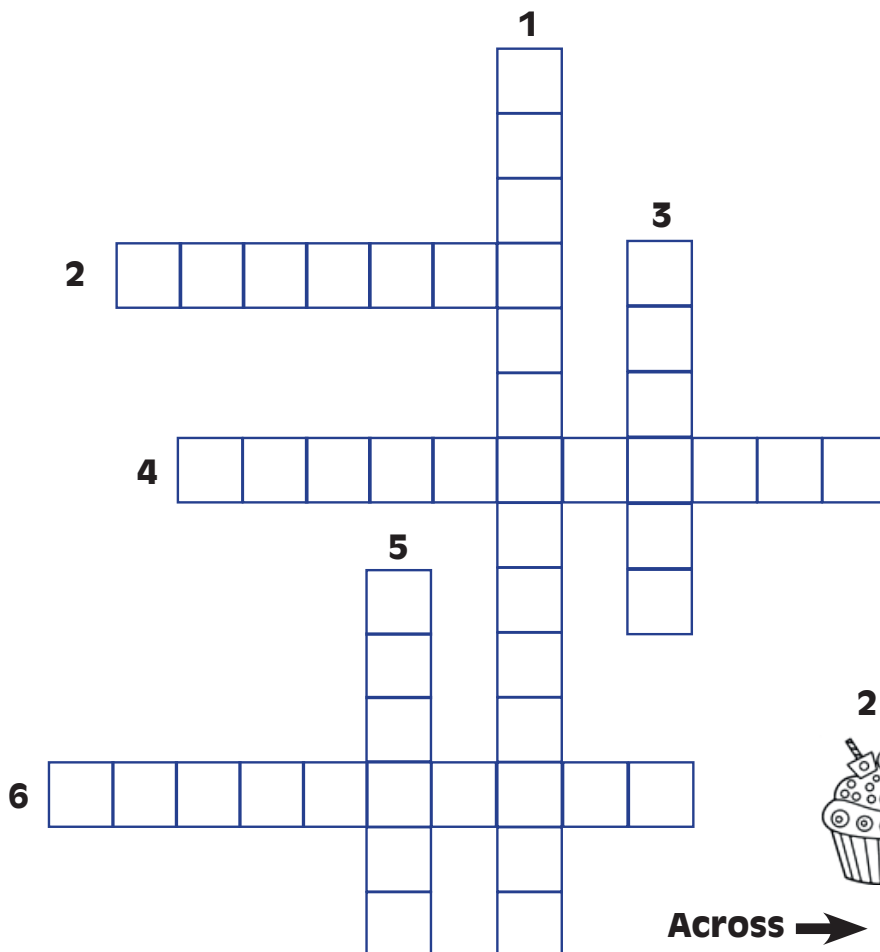
Speaking Time



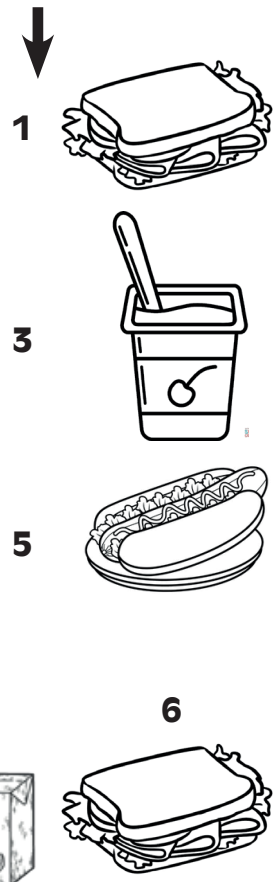
Activity 4: Talk about the school supplies you and your classmates have.

- Sit down on the floor and make a circle.
- Hold your school supplies.
- Tell to your classmate the school supplies you have using: I HAVE...
- Describe what your classmates have using: He has... or She has...

Activity 5: Complete the crossword with the clues given.



Down



Across →

Grammar Tip: Keep learning about possessions.

Both Don't and Doesn't are used for negative sentences.

In this lesson we Will use them to refer to things that we DON'T possess.

We use

Don't with the Personal Pronouns:
I, You, We and They

I don't have a blue lunch box.

They don't have a sandwich.

Don't



We use

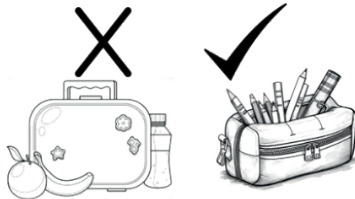
Doesn't with the Personal Pronouns:
He, She, it.

She Doesn't have a yogurt.

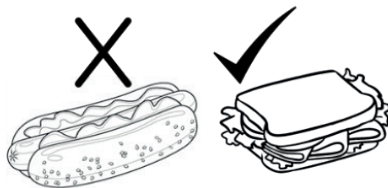
He Doesn't have a pencil.

Doesn't

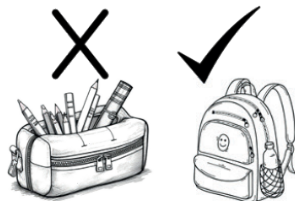
Let's revise some other examples.



They don't have a lunch box, They have a pencil case.



He doesn't have a hot dog; he has a ham sandwich.



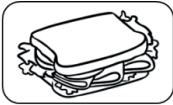
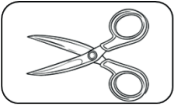
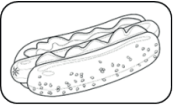
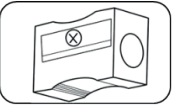




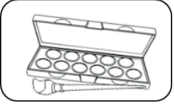
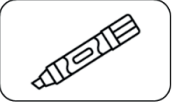


She doesn't have a pencil case; he has a backpack.



They don't have a cup cake; they have yogurt.

Activity 6: Listen to the children and put a check (✓) for the school supplies they have and put a cross (x) for the school supplies they don't have.

					
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity 7: List the sentences you heard in exercise 6.



1. He has a pencil case.
2. _____
3. _____
4. _____
5. _____



1. She doesn't have a cupcake.
2. _____
3. _____
4. _____
5. _____

Activity 8: Read the text about Tom and Lucy.

Tom's Busy School Day

Tom and Lucy are best friends. Every morning, they put their things in their backpacks and go to school.

Tom looks inside his pencil case. "I have a felt pen, a pencil sharpener, and two glue sticks," he says. "But I don't have my scissors!"

Lucy smiles. "I have scissors! You can use mine."

Later, it's art time! The teacher gives them a big box of paints. "Let's paint a rainbow!" Lucy says.

At lunchtime, Tom opens his lunch box. "I have a ham sandwich, a cupcake, and orange juice. What do you have, Lucy?"

Lucy checks her lunch box. "I have a cheese sandwich, a hot dog, and yogurt. But I don't have a cupcake."

Tom smiles and gives her half of his cupcake. "Now we both have one!"

Their teacher sees them sharing and says, "Great job, Tom and Lucy! Sharing is caring!"

After lunch, they pack their backpacks again and get ready for the next lesson. It's a great school day!

Activity 9: Read the text again and write T (True) or F (False) for the following sentences.

- Tom has a felt pen and a pencil sharpener.
- Lucy has a pencil sharpener and glue sticks.
- Tom doesn't have scissors.
- Lucy has a box of paints in her backpack.
- Tom has a ham sandwich and a cupcake.
- Lucy doesn't have orange juice.

Activity 10: Find Someone Who...

Walk around the classroom and ask to your classmates the questions:

- "Do you have a lunch box?"
- "Do you have a box of paints?"
- "Do you have a cheese sandwich? "

Write down your classmates' answers in a chart:

Afterward, tell the sentences: "Anna has scissors, but she doesn't have a felt pen!"

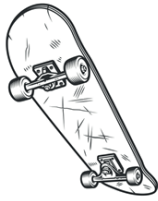
Name	Has	Doesn't have	Sentences
Andrea	Pencil case	Box of paints	She has a pencil case but she doesn't have a box of paints.

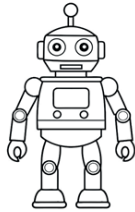
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Unit

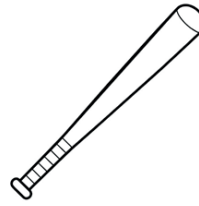
My toys

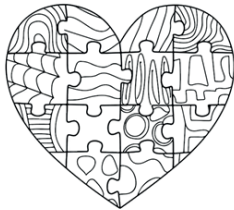
Activity 1: Listen to the children talking about their toys and number from 1 to 8.

















Activity 2: Select the correct option to complete the sentences.

_____ a skateboard?

- a. She have
- b. Does she have
- c. She has



I _____ a puzzle.

- a. Have
- b. Has



They _____ roller blades.

- a. Have
- b. Has



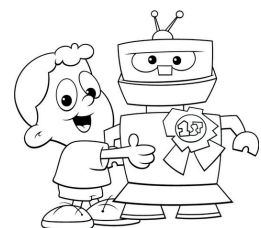
_____ you a video game?

- a. Do
- b. Does
- c. Have

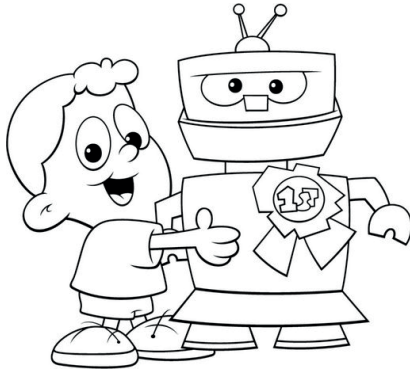


He _____ a robot.

- a. Have
- b. Has



Activity 3: Show and Tell.



Bring one of your favorite toys (or draw a picture of a toy) to class.

Describe your toy in front of your classmate,

- "I have a (toy). It's (color) I like my ()."

Ask to your classmates the following questions:

- "What toy do you have?"
- "What color is your toy?"

Activity 4: Write the toys Words in the correct column. If you can play with the toy alone, write in the individual column; if you can play with Friends, write it in the group column.

Individual Toy	Group Toy

Activity 5:

Toy Show. Look for three of your classmates and ask them the following questions.

"What toy do you have?"

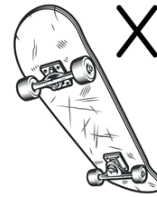
"Do you have a robot?"

"Does she have a skateboard?"

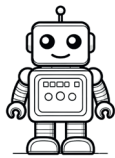


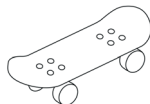
Activity 6:

Write sentences to describe what toys the children have or don't have.

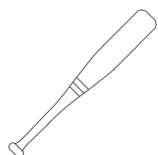
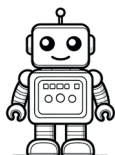


She has roller blades but, she doesn't have a skateboard.











Activity 7: Draw four toys you have and four you don't have.

Write sentences about them, for example: "I have a scooter, but I don't have a skateboard."

Present your drawings in front of the class.



A large, empty rounded rectangular box with a blue border, intended for drawing toys.

Four horizontal blue lines, two on the left and two on the right, intended for writing sentences.

Activity 8: Read the text about "Tom's Birthday Gifts".

Tom's birthday is today. He is very excited to open his presents! His parents give him a **videogame** and a **puzzle**. His sister gives him a **basketball**. But Tom is a little sad because he really wants **roller blades**.

At school, Tom talks to his friends about his gifts.

"I don't have **roller blades**, but I have a **skateboard**," he says.

His friend Anna says, "I have **roller blades**, but I don't have a **basketball**."

Leo says, "I don't have a **robot**, but I have a **baseball bat**."

Sofia says, "I don't have a **scooter**, but I have a **puzzle**."

At the end of the day, Tom's friends share their toys and play together. Now, everyone is happy!

Activity 9: Read the sentences and match them with the characters from the story. Tom, Anna, Leo or Sofia.

1. ___ "I don't have roller blades, but I have a skateboard."
2. ___ "I have roller blades, but I don't have a basketball."
3. ___ "I don't have a robot, but I have a baseball bat."
4. ___ "I don't have a scooter, but I have a puzzle."

Activity 10: Choose the correct answer for each sentence according to the previous story.

1. Tom is happy because he has a ____.

- a. skateboard
- b. videogame
- c. scooter

2. Tom says: "I don't have ____, but I have a skateboard."

- a. a puzzle
- b. roller blades
- c. a baseball bat

3. Anna has ____, but she doesn't have a basketball.

- a. roller blades
- b. a robot
- c. a puzzle

4. Leo doesn't have a robot, but he has a ____.

- a. skateboard
- b. scooter
- c. baseball bat

5. Sofia says: "I don't have a scooter, but I have a ____."

- a. puzzle
- b. basketball
- c. videogame

6. Which sentence is correct?

- a. Tom doesn't have roller blades, but he has a scooter.
- b. Tom doesn't have roller blades, but he has a skateboard.
- c. Tom doesn't have a puzzle, but he has roller blades.

7. What do Tom and his friends do at the end of the day?

- a. They go home.
- b. They play alone.
- c. They share their toys and play together.

Activity 11: Speaking Time.

Work into small groups and choose a role: Tom, Anna, Leo, or Sofia.

Act out the conversation from the story using props or drawings of the toys.

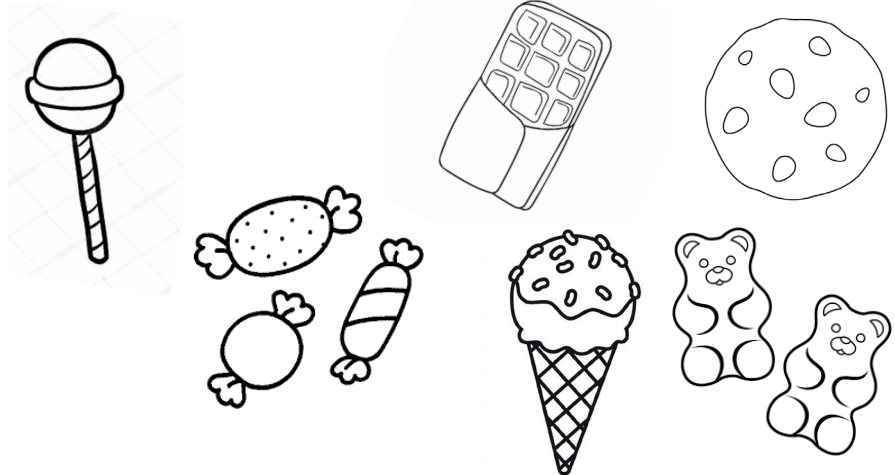
Tell sentences like:

- "He doesn't have a skateboard, but he has a robot."
- "They don't have a puzzle, but they have roller blades."



Activity 12: Look at the pictures. Write the plural form of each word in the blank.

- 1 lollipop 2 _____
- 1 candy bar 3 _____
- 1 cookie 5 _____
- 1 popsicle 4 _____
- 1 caramel 6 _____
- 1 jelly vean 10 _____



Activity 13: Imagine you have a candy store! Complete the sentences using plural nouns.

- a. In my store, I sell _____ (lollipop).
- b. There are many _____ (cookie) on the shelf.
- c. I have colorful _____ (popsicle) in the freezer.
- d. Customers love our delicious _____ (caramel).
- e. Kids buy bags of _____ (jelly bean) every day!
- f. My best-selling treat is _____ (candy bar).

Activity 14:

Let's Play – Find Someone Who... Walk around the class and find someone who have the description in the chart...

Description	Classmate's Name
Has two lollipops	
Loves cookies	
Eats popsicles in summer	
Buys candy bars at school	
Likes caramels	
Has a bag of jelly beans	

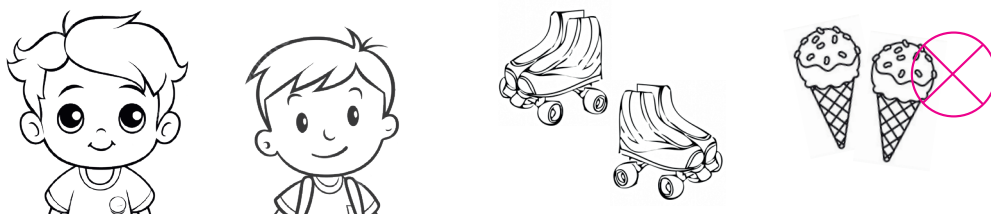
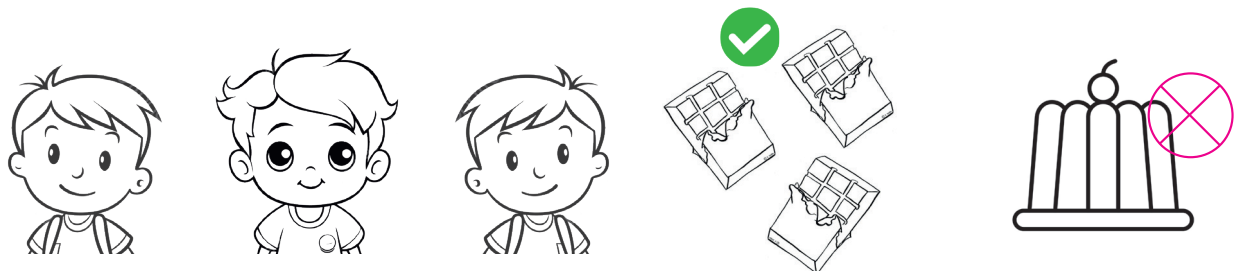
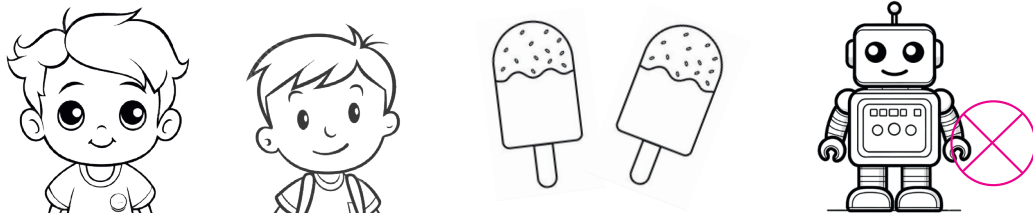
Activity 15:

What Do They Have? Look at the picture of the children and their toys & candies. Write sentences using "They have" or "They don't have."

Example: They have candy bars; but, they don't have a robot.

They have _____; but, they don't have _____.

They have _____; but, they don't have _____.



Activity 16: Read the text about "Emma and Liam's Surprise Box".

Emma and Liam are best friends. Today, they find a big box in the park. They open it and see many toys and candies inside!

"They have lollipops and jelly beans!" says Emma.

"They have a skateboard and a robot!" says Liam.

Emma and Liam look inside again. "Oh no! They don't have a puzzle," says Emma.

"They don't have a baseball bat either," says Liam.

A group of children comes running. "That's our box!" they say.

Emma and Liam smile. "Do you want to share?"

The children say, "Yes! Let's play together!"

Now, they have a scooter, popsicles, and cookies to share. Everyone is happy!



Activity 17: Read the text and circle the best option.

1. What do Emma and Liam find in the park?

- a. A toy store
- b. A big box
- c. A school bag}

2. What do they find inside the box?

- a. A skateboard and jelly beans
- b. A puzzle and a baseball bat
- c. A teddy bear and a book

3. What don't they have in the box?

- a. Lollipops and cookies
- b. A puzzle and a baseball bat
- c. A scooter and a candy bar

4. What do Emma and Liam do when the children arrive?

- a. They keep the box
- b. They run away
- c. They share the toys and candies

Activity 18: Complete the sentences using "They have" or "They don't have" and the correct vocabulary words from the reading.

Emma and Liam open the box. They have _____ and _____.

Liam says: "They have _____ and _____!"

Emma looks again and says: "They don't have _____."

Liam adds: "They don't have _____ either."

When the children arrive, Emma and Liam decide to share. Now, they have _____, _____, and _____ together!

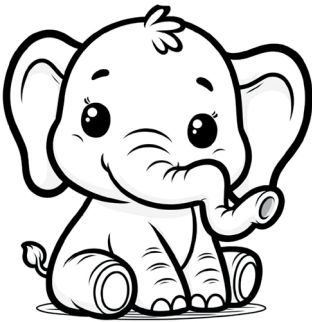
6

Unit

Feelings and appearance

Activity 1: Describe the Picture. Look at the pictures and complete the sentences using the correct word (clean, dirty, happy, sad, fat, thin, big, or small).

- The child is _____.
- The cat is _____.
- The elephant is _____.
- The mouse is _____.
- The boy is _____.
- The girl is _____.



Activity 2: Design your own monster with these features and write about it!

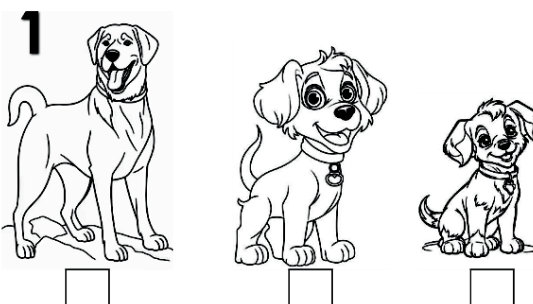
- My monster is **big**.
- It has a **dirty** face.
- It is **happy** because it loves candy!
- It has a **small** nose.

Activity 3: Walk around the classroom and find a classmate who matches the description.

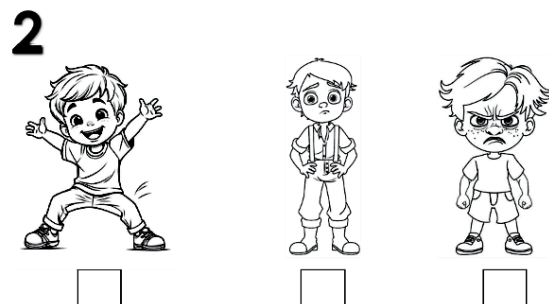
Find someone who...	Classmate's Name
Has a big backpack	
Is happy today	
Has dirty shoes	
Has a small pencil case	
Feels sad sometimes	
Has a clean desk	

Activity 4: Listen to the children talking and check the correct option in each exercise.

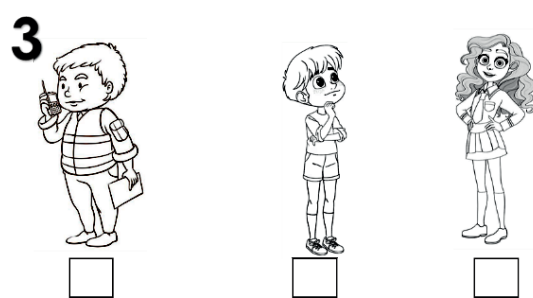
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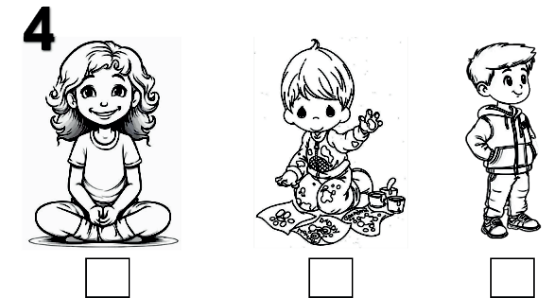
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3



4



Activity 5: Complete the sentences with the correct form "I am," "I am not," "He is," "He isn't," "She is," or "She isn't."

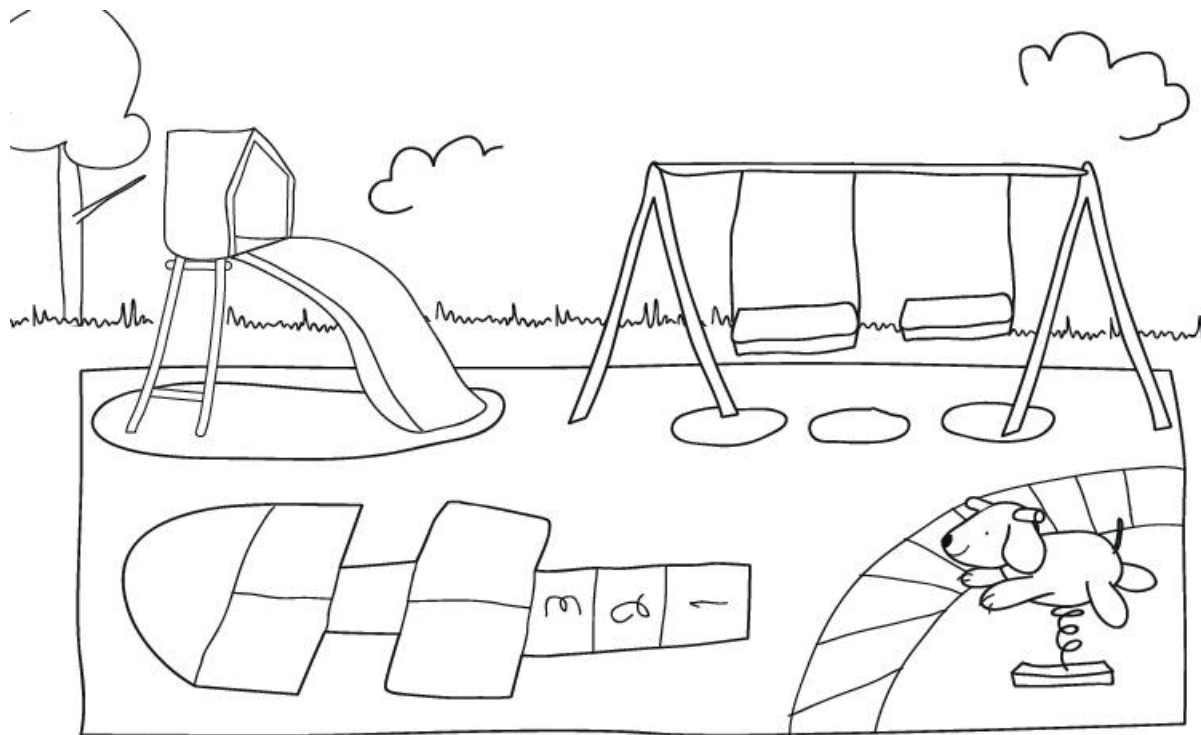
- I _____ happy today.
- She _____ thin, she is fat.
- He _____ clean. His hands are dirty.
- I _____ sad, I am excited!
- He _____ small, he is big!
- She _____ happy, she is sad.

Activity 6: Read about "A Day at the Park".

It is a sunny day, and Tom and Anna are at the park. Tom is big and happy. He isn't sad. Anna is thin and clean. She isn't dirty. They are having a lot of fun!

Tom has a big red ball. He plays with it for hours. Anna has a small blue kite. She flies it in the wind. They both love to play outside.

After some time, Tom feels tired. He sits down under a big tree. Anna continues playing with her kite. She is still happy. The Park is clean, and there is no trash anywhere. Tom looks at the big sky and says, "I am happy today!"



Activity 7: Read the text again and circle the correct option.

1. Where are Tom and Anna?

- a. At the beach
- b. At the park
- c. At school

2. What does Tom have?

- a. A small ball
- b. A big red ball
- c. A small kite

3. What does Anna have?

- a. A big ball
- b. A kite
- c. A frisbee

4. How does Tom feel?

- a. Sad
- b. Tired
- c. Angry

5. What is the park like?

- a. Dirty
- b. Clean
- c. Crowded

6. Fill in the blank:

"Anna is _____ and clean."

- a. Big
- b. Thin
- c. Fat

Activity 8: Write about your Perfect Day at the Park!

- Imagine you are going to the park with a friend. Write about your perfect day at the park.
- Use the vocabulary words (clean, dirty, happy, sad, big, small, etc.) and the grammar structures (I am, I am not, He is, He isn't, She is, She isn't) to describe the day.
- Follow the Structure Below:
- Complete the sentences and add your details. You can add more sentences to make the story longer!

Introduction:

Today, I went to the park with my friend. The weather was _____ (sunny/rainy).

Describing the Characters:

I am _____ (happy/sad). My friend is _____ (big/small). We are both _____ (clean/dirty).

What Did You Do at the Park?

I played with a _____ (big ball/small toy). My friend played with a _____ (kite/skateboard).

How Did You Feel?

I felt _____ (happy/sad) because the park was _____ (clean/dirty). We had a lot of fun!

Draw a Picture:

After writing, draw a picture of your perfect day at the park. Show your activities and your feelings.

Activity 9: Complete the chart with the opposite adjective.

Word	Opposite
Tall	
Beautiful	
Young	
Happy	
Big	
Clean	
Thin	

Activity 10:

Complete the sentences with the correct word from the list (tall, short, beautiful, ugly, young, old).

1. My grandmother is very _____.
2. The tree is very _____.
3. That flower is so _____.
4. The dog is very _____.
5. The monster looks _____.
6. My sister's cat is _____.



Activity 11:

Choose a person or object you want to describe. It can be someone in your family, a friend or a pet.

Write Three Sentences:

Use the vocabulary words tall, short, beautiful, ugly, young, and old to describe them.

A large rectangular area with a blue border and rounded corners, containing ten horizontal blue lines for writing.

Activity 12: Find the Adjective words in the word search puzzle.

Q	W	S	C	S	W	T	D	T	R	B	D	U	T
A	E	U	L	X	Q	B	O	I	P	O	I	I	E
C	A	R	E	F	U	L	U	R	Ñ	R	F	S	R
S	K	P	V	Q	I	O	B	E	B	I	F	X	R
T	D	R	E	T	T	N	L	D	U	N	E	E	I
R	F	I	R	O	C	D	E	V	S	G	R	A	B
O	U	S	T	H	I	R	S	T	Y	L	E	S	L
N	N	E	V	N	W	M	Q	O	P	N	N	Y	E
G	N	D	I	F	F	I	C	U	L	T	T	H	Z
F	Y	X	F	A	M	O	U	S	V	B	N	M	X

BLOND

WEAK

BUSY

CAREFUL

STRONG

CLEVER

DIFFERENT

BORING

HOT

DOUBLE

EASY

FUNNY

QUIT

DIFFICULT

TERRIBLE

THIRSTY

FAMOUS

SURPRISED

TIRED

Activity 13: Project My Superhero Character!

Create a superhero character using the vocabulary and grammar you have learned. Use words like blond, funny, strong, clever, and more to describe their superhero, and apply grammar structures like I am, I'm not, he is, she isn't, they don't have to tell us about their superhero's characteristics.

Step 1.

Choose Your Superhero's Appearance:

- Is your superhero blond or strong?
- Are they young or old?
- Are they tall or short?
- What makes them different from regular people?
- Draw your superhero and color them! Be creative and add lots of details.

Step 2.

Give Your Superhero a Name:

- What's your superhero's name? Choose a name that suits their powers!

Step 3.

Superhero Powers:

- What can your superhero do? Is your superhero clever and can solve any problem?
- Is your superhero strong and can lift cars? Or maybe they have another special power.

Step 4.

Write a Short Description: (Physical Description (using words like blond, tall, young) Is your superhero blond or strong?)

- Powers (use words like strong, clever, funny)
- Personality Traits (use words like careful, famous, quiet, difficult)

Example.

"My superhero's name is Lightning Girl. She is blond, tall, and young. She is very strong and can lift a car with one hand! She is also clever and can solve any mystery. People know her because she is famous for helping others. She is always careful when she fights the bad guys."

Step 5.

Present your superhero to the class.

- You will introduce your superhero by saying things like:
- "My superhero is strong and clever."
- "She isn't boring. She is always busy saving the world!"

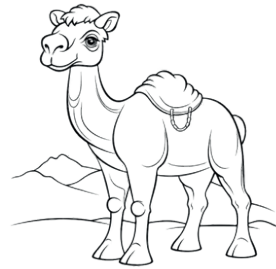
Activity 1: Draw a line to match each animal with its description.

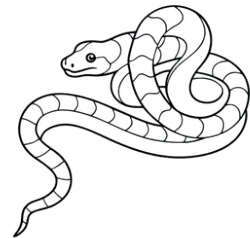
- | | |
|--------------------------------------------------------------------------------------|--------------|
| 1. A large animal that hibernates in the winter. | Parrot |
| 2. A bird that stands on one leg and has pink feathers. | Snake |
| 3. An animal that can survive without water for a long time and lives in the desert. | Bear |
| 4. A horse - like animal with black and white stripes. | Hippopotamus |
| 5. A large animal that lives in rivers and loves water. | Flamingo |
| 6. A colorful bird that can mimic sounds and words. | Gorilla |
| 7. A long, slithering reptile without legs. | Camel |
| 8. A large, strong ape that lives in the jungle. | Zebra |

Activity 2: Listen to the description of animals and number them from 1 to 8.

















Activity 3:

Describing Animals. Circle the correct animal and choose the correct adjective from the list and fill in the blanks.

Word Bank: Big, Fast, Colorful, Loud, Friendly, Slithering

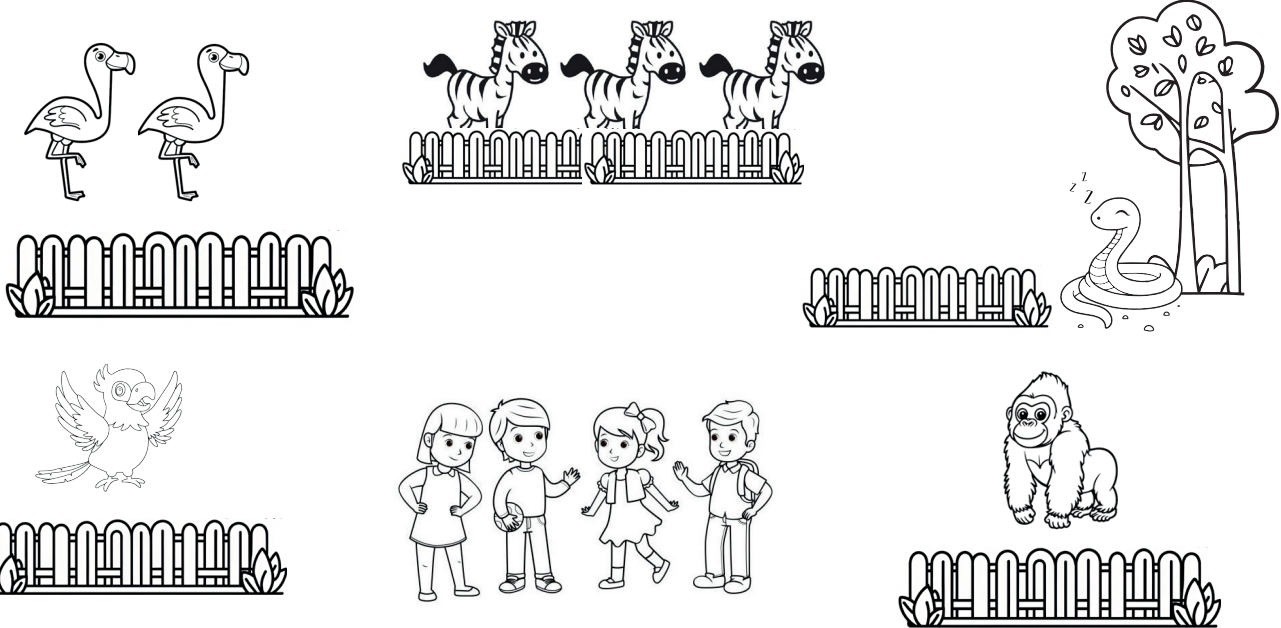
- The **(snake/zebra)** is very _____ because it moves without legs.
- The **(flamingo/hippopotamus)** is very _____ with its pink feathers.
- The **(gorilla/camel)** is _____ and very strong.
- The **(parrot/hippopotamus)** is very _____ and can make loud noises.
- The **(zebra/bear)** is _____ and has black and white stripes.

Activity 4:

Read the short paragraph.

Welcome to the Zoo!

"Welcome to the Happy Zoo! Here, you can see many amazing animals. There is a big gorilla in the jungle area. There are two pink flamingos near the pond. There is a parrot that can talk! There are three zebras running in the field. There is a long snake sleeping under a tree. There are many visitors enjoying the zoo!"

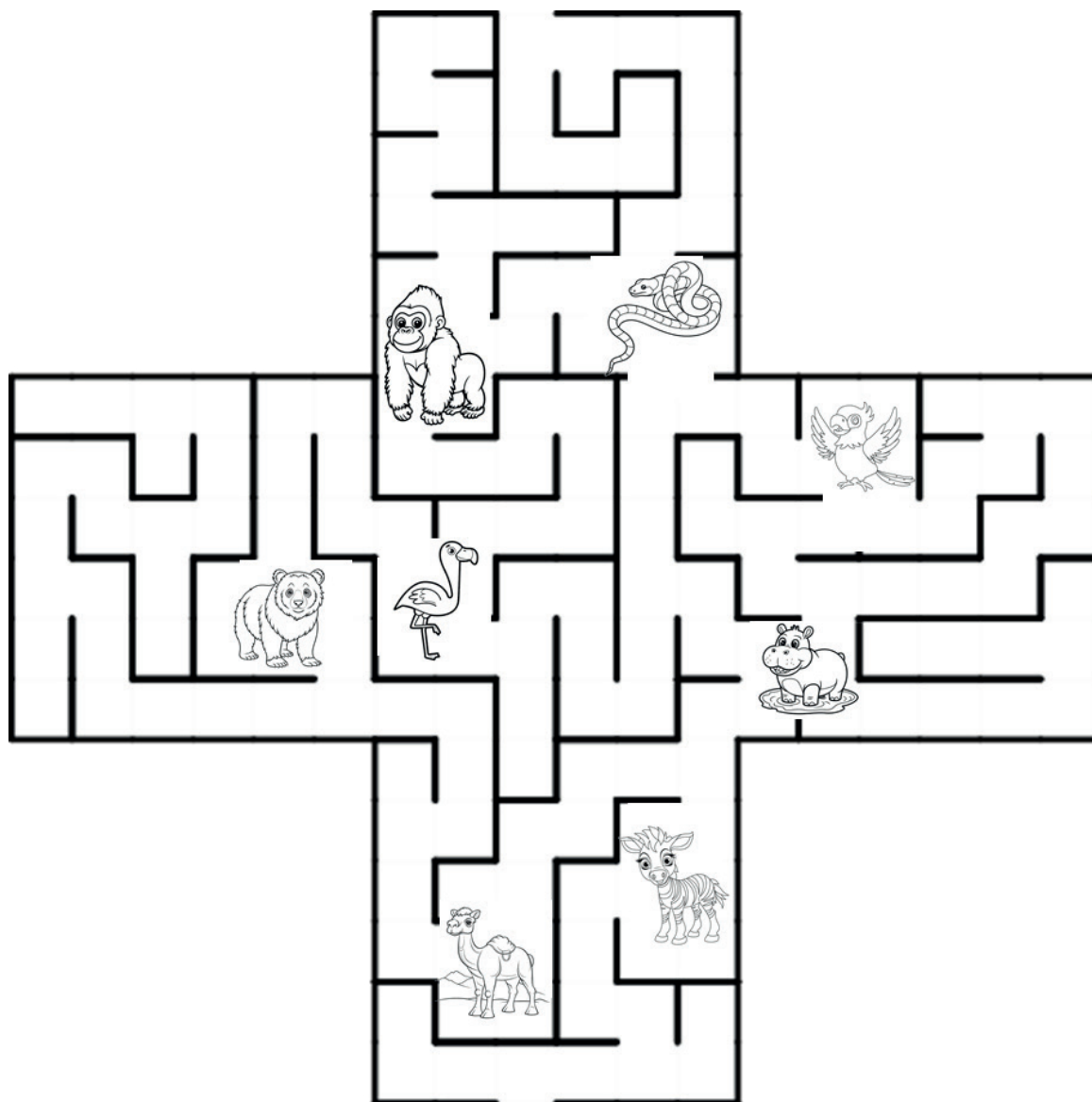
**Activity 5:**

Complete the sentences using there is/ there are:

- _____ a big gorilla in the jungle area.
- _____ two pink flamingos near the pond.
- _____ a long snake under a tree.
- _____ many visitors at the zoo.
- _____ a parrot that can talk!

Activity 6:

Listen to the audio and find the correct way to the zoo.

**Activity 7:**

Correct the mistakes in the following sentences.

a. "There are a big bear in the zoo."

Correct: There is a big bear in the zoo.

b. "There is two camels in the desert."

Correct: _____

c. "There are a long snake in the tree."

Correct: _____.

d. "There is five hippos in the water."

Correct: _____.

Activity 8:

Listen to the audio about Emma and Tom visiting the Zoo and order the events (1-4).



- _____ They visited the jungle and saw a parrot.
- _____ They saw a big bear sleeping under a tree.
- _____ They saw two pink flamingos in the pond.
- _____ They watched the zebras before going home.

Activity 9:

Look at the clues and guess the animal! Write the correct sentence using "He has" or "She has."

- a. Tom has a big, strong animal that sleeps a lot in caves.
He has a bear.
- b. Emma has a pink bird that stands on one leg.
_____.
- c. David has a large animal that can live in the desert.
_____.
- d. Anna has a small, colorful bird that loves to fly.
_____.
- e. John has an animal with no legs that moves on the ground.
_____.

f. Sophie has a black-and-white animal that runs fast.

_____.

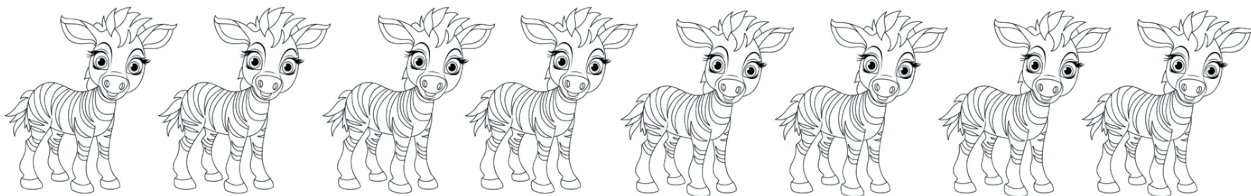
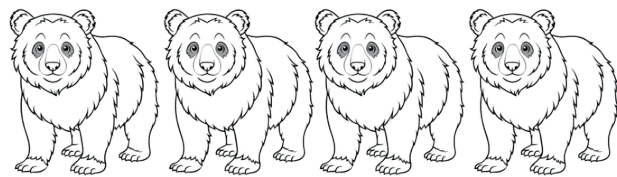
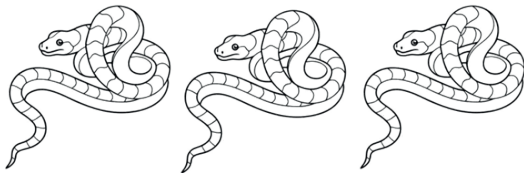
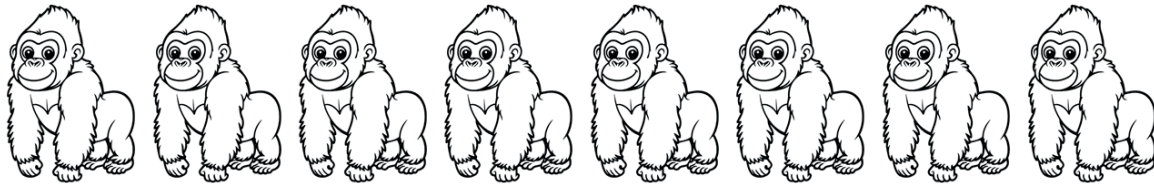
g. Liam has a strong animal that climbs trees.

_____.

h. Emily has a big animal that loves water and has a large mouth.

_____.

Activity 10: Look at the pictures and describe what animals she or he has.



Activity 11:

Read the clues and guess the animal! Write a sentence using the correct adjective.

- a. I am brown and very big. I love to eat honey. **It's a big bear.**
- b. I am small and colorful. I can talk. _____.
- c. I am very long, and I crawl on the ground. _____.
- d. I am huge and love the water. I have a big mouth. _____.
- e. I have four legs, and I can walk in the desert. _____.
- f. I in the desert. I am pink. People say I look elegant. _____.
- g. I live in the jungle, and I am very strong. I can climb trees. _____.
- h. I am black and white. I have stripes, and I can run fast. _____.

Activity 12:

Read the sentences. If there is a mistake, correct it!

- a. The gorilla is weak. **The gorilla is strong.**
- b. The parrot is boring. _____.
- c. The bear is small. _____.
- d. The camel is short. _____.
- e. The hippopotamus is thin. _____.
- f. The snake is strong. _____.
- g. The zebra is ugly. _____.
- h. The flamingo is big and fat. _____.
- i. The camel is fast. _____.
- j. The bear is weak. _____.

Activity 13:

Read the text "A Day at the Ocean Zoo"

There is a big zoo with many animals. In the Arctic Zone, there is a fat polar bear. He has white fur and a big body. There are also small penguins. They have clean feathers and short legs. The penguins are happy because they love to slide on the ice!

In the Ocean Zone, there are many sea animals. There is a huge whale. She has a strong tail and a big mouth. There are also dolphins. They have smooth skin and happy faces. The dolphins love to jump in the water!

In the Tropical Zone, there is an octopus. He has eight long arms. There are also many colorful fish. They have small bodies and clean scales. Some fish are happy, but others look sad because they are hiding behind the rocks.

The zoo is full of amazing animals! There are so many to see!

Activity 14: Read each sentence. If it is true write T. If it is false, write F and correct the mistake.

- a. There is a fat polar bear in the Arctic Zone. ____
- b. He has black fur and a short tail. ____
- c. There are small penguins with clean feathers. ____
- d. The dolphins are sad because they cannot jump. ____
- e. There is a huge whale in the Ocean Zone. ____
- f. She has small eyes and a strong tail. ____
- g. There are no fish in the zoo. ____
- h. The octopus has eight long arms. ____
- i. The fish have dirty scales. ____
- j. The zoo has many amazing animals. ____

Activity 15: Create a zoo map by drawing animals in their correct zones and writing sentences using There is, There are, He has, She has, and They have.

Instructions:

Draw Your Zoo Map!

- Draw a big zoo with four zones:
 - Arctic Zone (Cold animals)
 - Ocean Zone (Water animals)
 - Jungle Zone (Tropical animals)
 - Savanna Zone (Hot, dry places)

Place the Animals in the Correct Zone!

Describe the Animals

- Write one sentence per animal using:
There is / There are → "There is a big gorilla in the jungle."

Make It Colorful!

- Color your zoo and add trees, water, mountains, and sky to make it realistic.

Present Your Zoo!

- Share your zoo with a partner and describe three of your animals.

8

Unit

School Subject

Activity 1: Guess the subject. Look at the picture and write the subject in the blank below.

















Activity 2: Listen to the children talking about their favorite subjects; Label each picture with the names in the box.

Matias

Ian

Lucia

Mateo

Dina

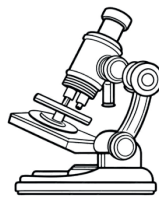
Nia

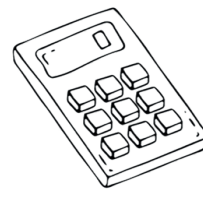
Jeff

Maggi



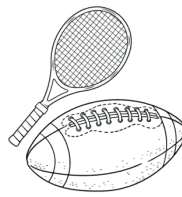














Activity 3: Read the text.



"Our Favorite Subjects!"

Carlos: "I like Math! I like numbers! I don't like Geography."



Sofia: "I like Art! I like to paint! I don't like Science."



David: "I don't like Science. I don't like experiments!" I like English. I love talking in English."



Emma: "I don't like History. I don't like old books! I like Math."



Luis: "I like Physical Education! I like to run! I don't like Science."



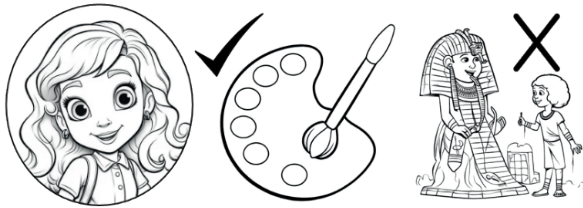
Ana: "I like Reading! I like stories!" I don't like Physical Education."

Activity 4: Read the text again and circle YES or NO in the sentences.

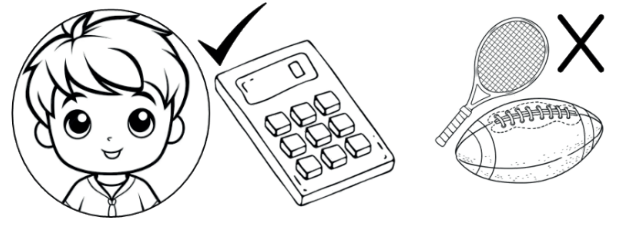
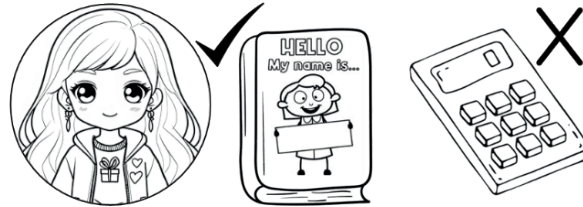
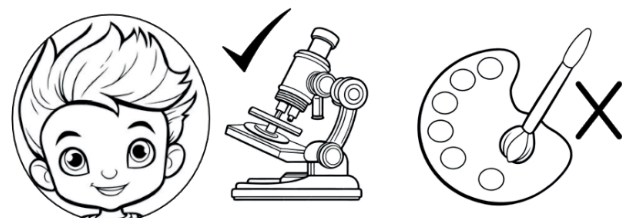
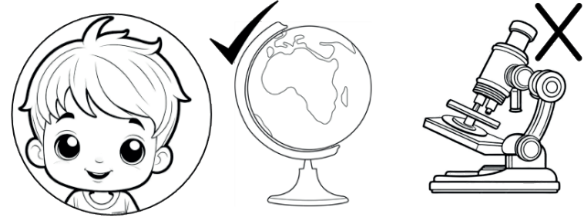
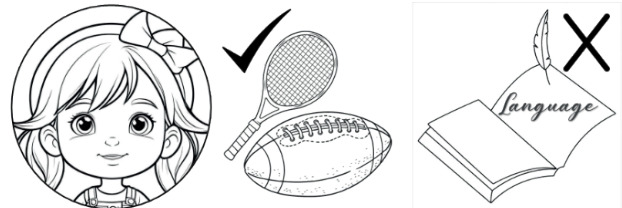
- a. Carlos likes Math. **YES** **NO**
- b. Emma likes History. **YES** **NO**
- c. Luis doesn't like Science. **YES** **NO**
- d. Ana likes Physical Education. **YES** **NO**
- e. Sofia doesn't like Art. **YES** **NO**
- f. David likes Experiments. **YES** **NO**

Activity 5:

Write affirmative and negative sentences to describe what he/she likes or doesn't like.



She likes art classes, but she Doesn't like history.



Activity 6:

Walk around and ask your friends the questions.
Do you like Math?/ Do you like Reading?

Find someone who...	Name
Likes Math	
Likes Art	
Likes Physical Education	
Likes Science	
Likes English	
Likes History	
Likes Reading	
Likes Geography	
Doesn't like Math	
Doesn't like Science	
Doesn't like History	
Doesn't like Physical Education	

Activity 7: Find the days of the week in the word search puzzle.

SUNDAY	E	Y	U	I	P	Q	W	C	V	B	M	J	K	L	W
MONDAY	S	L	Q	W	X	W	Q	W	T	I	U	P	U	Y	E
TUESDAY	M	Ñ	Y	T	H	U	R	S	D	A	Y	O	J	R	D
WEDNESDAY	O	P	P	G	F	R	I	D	A	Y	R	S	F	Q	N
THURSDAY	N	U	L	F	Z	L	S	A	H	O	F	U	G	S	E
FRIDAY	D	R	S	V	C	Z	F	S	Q	S	Z	N	L	X	S
SATURDAY	A	Z	D	B	V	K	G	D	A	W	Q	D	H	A	D
	Y	A	X	S	A	T	U	R	D	A	Y	A	J	R	A
	T	U	E	S	D	A	Y	F	G	U	Y	Y	K	T	Y

Activity 8: Look at the codes and write the correct day of the week.

A B C D E F G H I J
1 2 3 4 5 6 7 8 9 10

K L M N O P Q R
11 12 13 14 15 16 17 18

S T U V W X Y Z
19 20 21 22 23 24 25 26

20-8-21-18-19-4-1-25

13-15-14-4-1-25

13-15-14-4-1

23-5-4-14-5-19-4-1-25

20-21-5-19-4-1-25

6-18-9-4-1-25

19-21-14-4-1-25

19-1-20-21-18-4-1-25

9-4-15-14-20-12-9-11-55-14-7-12-9-19-8

9-12-9-11-513-1-20-8

9-12-9-11-57-5-15-7-18-1-16-8-25

94-15-14-2012-9-11-51-18-20

Activity 9: Read Emily's Class Schedule.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00-7:45	Art	Math	Math	Science	Math	NO CLASSES
7:45-8:30	English	Reading	English	Art	English	
8:30-9:15	Math	Art	Physical E.	Reading	Art	
9:15-9:45	BREAK TIME					
9:45-10:30	Geography	Physical E.	Reading	Math	Reading	
10:30-11:15	History	Science	Science	Physical E.	Science	
11:15-12:00	Reading	History	Geography	History	Geography	

Activity 10: Read the Emily Schedule and Fill the gaps in the sentences.

- Emily has Art on _____ from 7:00 to 7:45 AM.
- On _____, she has Physical Education from 8:30 to 9:15 AM.
- She studies Science on _____, _____, and _____ from 10:30 to 11:00 AM.
- Emily's first class on Thursday is _____.
- Emily has Reading on _____ at 11:15 to 12:00 AM.
- She has History on _____ from 10:30 - 11:15 AM.
- The last subject Emily has on Friday is _____.
- The subject Emily has before Science on Wednesday is _____.
- Emily has English on _____, _____, and _____ from 7:45 to 8:30 AM.
- Emily has Physical Education on _____ and _____.

Activity 11: Look at the chart and complete with correct day; then write and tell sentences about Emily's Schedule

Time	Subject	Day	Sentence
7:45 – 8:30	Reading	Tuesday	On Tuesday, Emily has Reading Class From 7:45 to 8:30
8:30 - 9:15	Physical E.		
9:45 - 10:30	Math		
10:30 - 11:15	History		
9:45 - 10:30	Geography		

Activity 12: Create your Own Class Schedule.

Look at Emily's schedule as an example.

Think about your favorite subjects.

Fill in the table below with the subjects you would like to have each day.

Be sure to include a Break Time.

When you finish, share your schedule with a classmate and compare!

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						NO CLASSES

Speaking Time

Activity 13: In front of the class, describe your class schedule.

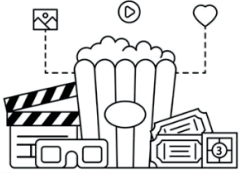


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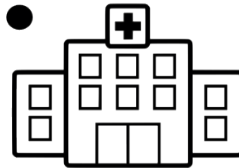
Unit

Places

Activity 1: Match the pictures with the correct description of the place.



- You come here when you feel sick, and doctors and nurses take care of you.
- You can watch exciting movies on a big screen with popcorn!
- Firefighters work here.
- This place sells toys, dolls, and games.
- You go here to learn new things and meet your friends.
- You can buy food and drinks here for your home.
- If you have a sweet tooth, you will love this place full of chocolates and candies!
- You come here to eat delicious meals with family or friends.



Activity 2: Complete the chart with sentences to describe what items you can buy or find in each place. (Be careful with the use of singular and plural nouns).

Place	Item	Sentence
Toy Store	Doll	In a toy store, I can buy a doll.
Candy Store	Candy Bar	In a _____, I can buy a _____.
Supermarket	Apples	In a _____, I can buy _____.
Hospital	Bandages	
Firehouse	Fire Truck	
Restaurant	Pizza	
Movie Theater	Popcorn	
School	Books	

Activity 3: Listen to the audio and choose the correct option in each exercise.

1. Where can you buy toys like dolls, action figures, and board games?
 - a. Hospital
 - b. Toy Store
 - c. Restaurant

2. In which place can you buy sweet treats like chocolates and candies?
 - a. Candy Store
 - b. Supermarket
 - c. Movie Theater

3. Where would you go if you feel sick or hurt?
 - a. Firehouse
 - b. Hospital
 - c. Restaurant

4. Where can you go to eat pizza, pasta, or other meals with your family?
 - a. Supermarket
 - b. Restaurant
 - c. School

5. Where can you buy food like fruits, vegetables, milk, and bread?
 - a. Toy Store
 - b. Firehouse
 - c. Supermarket

Activity 4: Read the sentences and write True if it is correct, or False if it is incorrect.

You can buy toys like dolls and action figures at the **hospital**. _____.

You can find sweet like chocolates and candies at the **candy store**. _____.

If you get hurt, you should go to the **firehouse**. _____.

Firefighters keep their gear at the **restaurant**. _____.

You can eat pizza and pasta at the **supermarket**. _____.

You can buy fruits, vegetables, and milk at the **supermarket**. _____.

You can watch movies and buy popcorn at the **movie theater**. _____.

You go to the **school** to learn and meet your friends. _____.

Activity 5: Listen to the audio and complete the sentences with the correct preposition of place.

- a. The ball is _____ the basket.
- b. The dog is _____ the tree.
- c. The flower is _____ the house.
- d. The bird is _____ the window.
- e. The cat is _____ the fence.
- f. The giraffe is _____ the zoo entrance.
- g. The monkey is _____ the tree.
- h. The elephant is _____ the waterfall.
- i. The lion is _____ the cage.
- j. The parrot is _____ the birdhouse.

Activity 6:

Draw three of the descriptions in the exercise 5.



Speaking Time

Activity 7: Look at the map and answer the question.



1. Where is the hospital?
2. Where is the supermarket?
3. Where is the school?
4. Where do you buy a pair of shoes?
5. Where do you buy a pet?

Activity 8:

Listen to the children talking about their jobs and write their names of each character.



Allan



Activity 9: Read the text about "A Walk Around the Neighborhood"



Tommy went for a walk around his neighborhood. First, he stopped by the toy store, which is next to the bakery. The candy store is behind the toy store. Tommy walked past the hospital, which is in front of the firehouse.

Next, he went to the restaurant, which is next to the supermarket. He passed the movie theater, which is in front of the bookstore. On his way home, Tommy went to the drugstore, which is next to the beauty parlor, and the hotel, which is behind the bank.

Finally, Tommy went to his school, which is in front of the library.

Activity 10: Read the sentences about Tommy and choose where he is.

- Tommy is at the toy store. Where is the bakery?
 - In front of the toy store
 - Behind the toy store
 - Next to the toy store
- Tommy is at the hospital. Where is the firehouse?
 - Behind the hospital
 - Next to the hospital
 - In front of the hospital
- Tommy is at the movie theater. Where is the bookstore?
 - Next to the movie theater
 - Behind the movie theater
 - In front of the movie theater
- Tommy is at the hotel. Where is the bank?
 - Behind the hotel
 - In front of the hotel
 - Next to the hotel

Referencias bibliográficas

Dirección General de Educación Primaria MINED. (2018). Mallas de Inglés de Primaria Regular para tercero y cuarto grado. [Documento no publicado, proporcionado por la Dirección General de Educación Primaria, MINED]

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