



Sunburst



1

Primary

Teacher's Guide

Mario Herrera

 Pearson



Ciclo 1

Lengua extranjera. Inglés

Teacher's guide



La Patria (1962),
Jorge González Camarena.

Esta obra ilustró la portada de los primeros Libros de Texto Gratuitos. Hoy la reproducimos aquí para mostrarte lo que entonces era una aspiración: que estos libros estuvieran entre los legados que la Patria deja a sus hijos.

Estimada(o) alumna(o):

El libro de texto gratuito que tienes en las manos es el resultado del esfuerzo que realizan el Gobierno de la República y los gobiernos estatales para garantizar que todas las niñas, niños y jóvenes que cursan la educación básica en nuestro país cuenten con materiales educativos para apoyar su aprendizaje, y ello contribuya a tener una educación de calidad.

Este libro del Programa Nacional de Inglés (PRONI) forma parte de los materiales educativos que se ofrecen a la comunidad escolar para que, con el trabajo diario de maestras, maestros, directivos y padres de familia, en tu escuela sea posible aprender a aprender y aprender a convivir.

Te invito a que acudas a tu Biblioteca Escolar para que disfrutes la lectura y amplíes tus conocimientos sobre los temas que más te interesen de este libro.

Este libro es tuyo, ¡conócelo y disfrútalo!

DISTRIBUCIÓN GRATUITA. PROHIBIDA SU VENTA



Sunburst

1

Primary

Teacher's Guide



Catalogue Publication Data

Author: Mario Herrera Salazar
Sunburst 1 Primary Teacher's Guide
First published 2018
Pearson Educación de México, S.A. de C.V., 2018
ISBN: 978-607-32-4449-7
Area: ELT
Format: 20.5 x 27 cm Page count: 156

Managing Director: Sergio Fonseca ■ **Innovation & Learning Delivery Director:** Alan David Palau ■ **Regional Content Manager - English:** Andrew Starling ■ **Publisher:** Hened Manzur ■ **Content Development:** Susana Moreno ■ **Content Support:** Engeli Haupt ■ **Art and Design Coordinator:** Juan Manuel Santamaria ■ **Design Process Supervisor:** Salvador Pereira ■ **Layout:** Berenice Juárez ■ **Cover Design:** Factor02 ■ **Photo Credits:** Shutterstock

First published, 2018

ISBN PRINT BOOK: 978-607-32-4449-7

D.R. © 2018 por Pearson Educación de México, S.A. de C.V.
Avenida Antonio Dovalí Jaime #70
Torre B, Piso 6, Colonia Zedec Ed. Plaza Santa Fe
Delegación Álvaro Obregón, México, Ciudad de México, C. P. 01210

Cámara Nacional de la Industria Editorial Mexicana Reg. Núm. 1031

www.pearsonenespañol.com

Impreso en México. *Printed in Mexico.*

1 2 3 4 5 6 7 8 9 0 - 21 20 19 18



All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson Hispanoamérica

Argentina ■ Belice ■ Bolivia ■ Chile ■ Colombia ■ Costa Rica ■ Cuba ■ República Dominicana ■ Ecuador ■ El Salvador ■ Guatemala ■ Honduras ■ México ■ Nicaragua ■ Panamá ■ Paraguay ■ Perú ■ Uruguay ■ Venezuela

ESTRATEGIA NACIONAL PARA EL FORTALECIMIENTO DE LA ENSEÑANZA DEL INGLÉS

Programa Nacional de Inglés.
Para alumnos en Educación Básica. PRONI

La producción de estos materiales fue hecha por encargo de la Secretaría
de Educación Pública para usarse como material didáctico
en escuelas públicas de Educación Básica.

Impreso en México · Printed in Mexico
Distribución gratuita · Prohibida su venta





Dear Teacher,

Welcome to **Sunburst**.

We planned and designed this book to provide you with interesting social situations that will engage your students in learning English as a second language. We selected different contexts within the learning environments that may be attractive, and in which your students will naturally use the language to communicate.

Sunburst aims towards communicative interaction using the language as a cognitive and reflexive tool. At the end of this cycle, your students will be able to express and exchange ideas, talk about themselves and their emotions, give information about others, build up knowledge, organize their thoughts, and reflect on the new language.

Here you will find suggestions on how to work each of the activities provided in 10 units. Reading skills will also be developed with activities designed for the Big Books.

You will also find opportunities to develop research abilities and cooperative work with your students which will enhance *critical thinking* skills and, very important, they will *learn to learn*.

Thank you in advance for your enthusiasm and commitment. We really hope that you and your students will enjoy **Sunburst**.

Sincerely,
The Authors





Contents

Introduction to the course	v
Course Components	viii
Pronunciation Guide	xii
Useful Expressions in the Classroom	xiii
Scope and Sequence	xiv
Unit 1	
Hello	T6A
Family and Community Environment	
Unit 2	
It Rhymes!	T16A
Recreational and Literary Environment	
Unit 3	
Let's Do It!	T26A
Academic and Educational Environment	
Unit 4	
Safe in the Street!	T36A
Family and Community Environment	
Unit 5	
My Story!	T46A
Recreational and Literary Environment	
Unit 6	
My Week!	T56A
Academic and Educational Environment	
Unit 7	
Who Are You?	T66A
Family and Community Environment	
Unit 8	
How Do You Feel?	T76A
Recreational and Literary Environment	
Unit 9	
My Country's Animals	T86A
Academic and Educational Environment	
Unit 10	
Community Workers	T96A
Family and Community Environment	
Audio Scripts	T107
Worksheets	T112
Bibliographic References	T120
Diploma	T121



Introduction to the Course

The Learning Experience

Nowadays the learning process should be focused on the development of skills and abilities in students that may help them solve problems creatively and respond to daily situations applying what they know.

Objectives are not longer isolated but integrated and lead students to accomplish this goal. Students should be able to develop the ability to adapt and continue learning by themselves throughout their lives (*learning to learn*). Students should also be conscious that they are part of a community and they should contribute with these skills, always guided by democratic values.

Our role is to provide them with a learning environment in which they may be able to have significant experiences that can help them develop the skills they need.

Specifically, in a second language acquisition process, they should have opportunities to communicate and interact in real-life situations. For that purpose, **Sunburst** series has focused on building an appropriate context for their age interests, choosing relevant materials; this gives students the chance to perform social practices, interacting among themselves and with their teacher, who will act as a guide to reach specific achievements. Activities are designed to help them through this process, practicing the four language abilities (reading, writing, listening, and speaking) to express ideas, organize their thoughts, develop critical thinking, and participate in cultural interactions in different learning environments:

- Family and community environment
- Recreational and literary environment
- Academic and educational environment

Each lesson offers a wide range of guided and semi-guided activities that model what students have to do to finally prepare the *product* of the unit, which reflects their accomplishment according to the social practice of the language. The role of the teacher is to facilitate and support students, making them feel confident.

Collaborative learning is a key element so it is very important to build a respectful atmosphere where your students can commit to work together towards achieving common goals. *Collaborative learning* helps you and your students identify strengths and the areas of opportunity for each.

Organization

Sunburst is organized into 10 units. We suggest that each of them should be covered in 12 sessions. Each unit is divided into 4 lessons (see the suggested table below.) Each lesson is planned to cover a 50-minute class.

Each lesson will guide students to develop the skills they need to acquire the language. Also, at the end of every lesson, students will self-evaluate to find out which are their achievements and which their areas of opportunity.

At the end of Lessons 1-3, the book provides guidelines for the product and a self-evaluation. After Lesson 4, the book provides instruction for the product presentation and a Review.

Suggested lesson schedule for teaching a unit

	Session 1	Session 2	Session 3
Week 1	Lesson 1	Lesson 1	Lesson 2
Week 2	Lesson 2	Lesson 3	Lesson 3
Week 3	Lesson 4	Lesson 4	Reading Activity
Week 4	Product Preparation	Product Presentation	Review



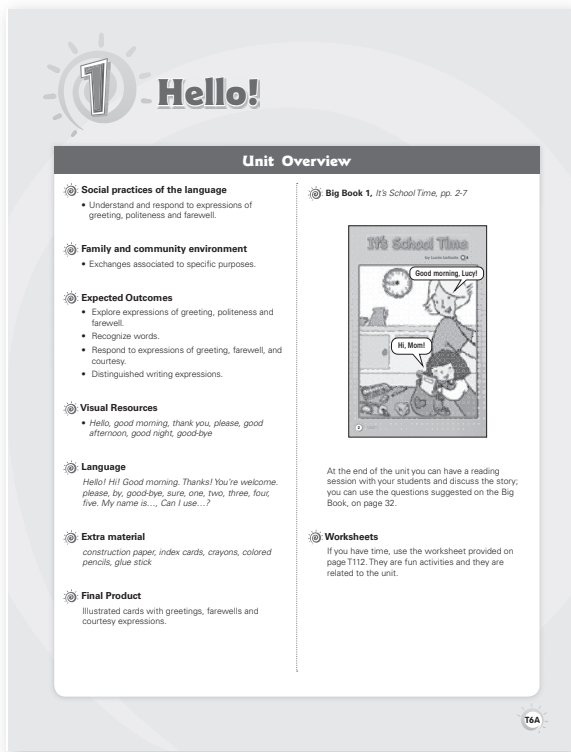
Introduction to the Course

Features

Unit Overview

At the beginning of each unit, you will find a *Unit Overview* with useful information for the teacher: the social practices of the language, the environment, and the expected outcomes. It also suggests what resources you need and the language that is covered in the unit.

Finally, it contains references to the Big Book story and to the worksheet you can use as extra activity.



Warm Up suggestions

They include chants, songs and games. However, feel free to use whichever activity you find useful; more over, you can also repeat the ones your students like the most.

When the warm-up activity suggests a song, bear in mind the following:

- Introduce the song using mime, TPR or cards to convey the meaning.
- Play the audio once and give students a chance to listen while you model the sentences.
- Play the audio once again and ask students to repeat and imitate you.

Wrap Up suggestions

As above, this is a fun way to reinforce what was learned during the lesson. Use the activities you feel more comfortable with. Here's a suggestion:

- **Words and letters:** Write on the board the new vocabulary. Write the first letter with one color and the last letter with another color. This will help students to visually distinguish which words have the same letters at the beginning and at the end. It can also help them to recognize, identify and reflect on how words are formed.

Warm Up and Wrap Up Activities

Sunburst suggests activities you can use for opening and for closing your English lessons. For this cycle, we suggest activities that can become a routine because routines give children more confidence. These activities can also be adapted and used to practice what was taught in the previous lessons, to introduce the new lesson, or to learn vocabulary in a fun way. The warm-up activities are a useful icebreaker, too.



Introduction to the Course

Features

Developing your class

You might find the following suggestions useful while developing the lesson in the classroom:

- Rhyming words: Clap each time words rhyme and encourage students to do the same every time they hear them.
- If your students are restless, make four groups and name each group with a similar word, for example, *bat*, *rat*, *cat*, *hat*. Make sure each group recognizes their name. Say each word slowly. When the group with that name listens to the word, they stand up. If they listen to the word again, they sit down. Say the words faster and faster each time. You can play this game for 3 minutes, more or less. It will help with discrimination of sounds.
- Pronunciation and repeating activities: When students need to repeat a word or expression to practice how it is pronounced, have them say it in different voices, for example, whispering, or in a loud voice, "singing"; in a "tiger's" voice, etcetera.

Be Curious

We know many of your students may have different cultural backgrounds so these tasks will allow them to share with their classmates a little bit of themselves.

These activities will guide students to reflect upon the diversity of cultures and be aware of the differences between their contexts and the world.

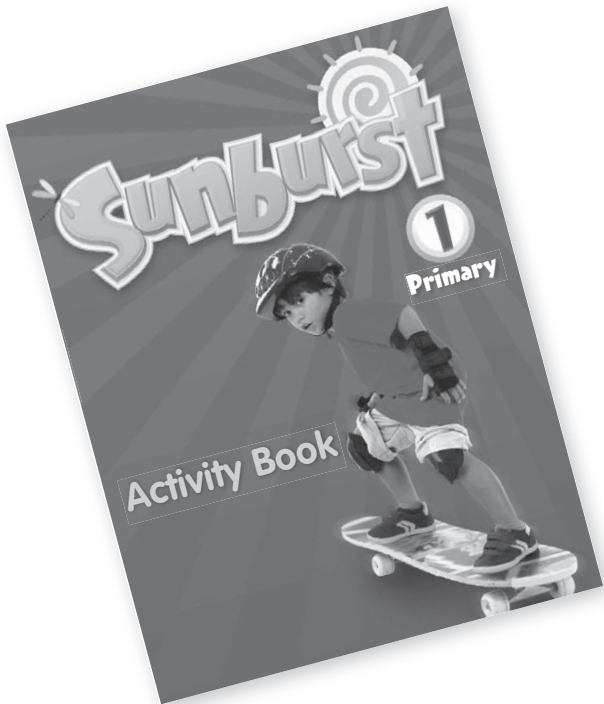
Time to Shine

This activity will give students the opportunity to reflect upon the way they learn by contributing with extra information related to the theme of the unit. It is also important to mention that the knowledge is continually recycled, so as you start to advance, you will find activities that were developed previously. There are suggestions so students can transform these *Time to Shine* activities into significant experiences that will allow them to be more responsible for their learning process.

Evaluation Tool

At the end of each unit, there is an evaluation tool, which may help you to evaluate your students individually. This tool has been adapted to cover the achievements that your students should reach, so we hope this tool we designed makes evaluation a lot easier for you.

Course Components



Activity Book

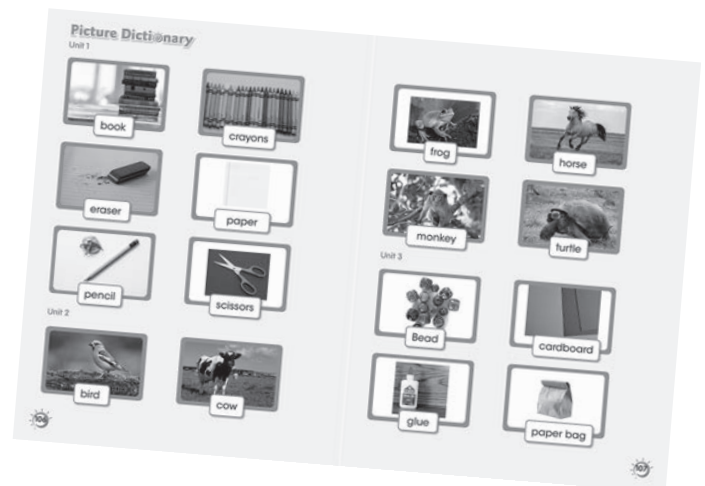
The activities in each lesson follow a sequence that goes from controlled activities to semi-controlled ones and free practice. This is to promote a gradual development of student's skills.

The book has 10 units, with 4 lessons each, to be divided into three sessions, plus the product development and a review.

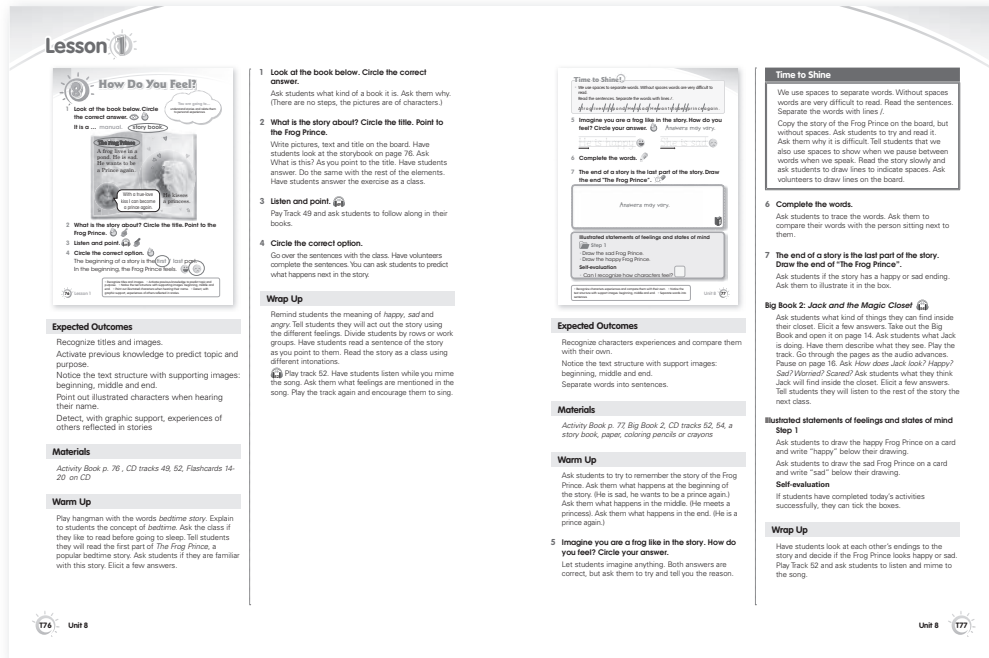
Every unit includes:

- A *Unit Opener* which includes the social practice of the language, a reading text or a listening activity.
- Activities that foster the practice of the four skills (with less emphasis on the writing skills for Cycle 1);
- Teaching guidelines to reach the *Achievements* of the unit;

- On-line references to encourage students to go beyond their books, using technology;
- Critical thinking and practice problem solving abilities;
- Cross-curricular activities;
- Cooperation activities which promote different ways of interaction;
- Language structures that will be familiar to students in real-life situations;
- Reflection on students' learning process;
- Pair or work-group activities;
- A step-by-step process to elaborate the product, result of the skills developed in each of the lessons;
- Big Book icon that links the activity to the text;
- A self-evaluation box easy to use;
- *Time to Shine!* activities: Learning to learn;
- *Be Curious* activities: Critical thinking;
- Cut-outs;
- Picture Dictionary that can be used to practice the new vocabulary and play word-games.



Course Components



Teacher's Guide

A comprehensive guide that contains plenty of suggestions and information to successfully guide students through their learning process, such as:

- Daily plans with a step-by-step description on how to guide students to perform each of the activities included in their books;
- Answer key provided in a reproduction of the Activity Book;
- A *Warm Up* and a *Wrap Up* for each session that will help teachers open and close the lessons with interesting activities including songs, chants and games;
- Suggestions per lesson and per unit on how to work with the Big Books;
- An evaluation tool per unit that corresponds to the aspects to be assessed;
- An introduction of the program which explains the methodology to be used and how the components are linked to create appropriate environments to perform the social practices of the language;
- A scope and sequence section which gives an overall view of each of the units;
- A pronunciation guide to help the teacher with the phonetics of the English language (included in the audio CD);

- A list of useful expressions in the classroom to make teacher and students more comfortable with the language (included in the audio CD);
- Audioscripts of the audios used in the books;
- Ten photo-copiable worksheets to sum up the contents of each unit

CD

It includes authentic material recorded with different pronunciations for the listening and reading activities to help students:

- Improve pronunciation;
- Practice listening skills and language abilities;
- Track list for a quick reference. It also includes PDF files with:
- Flashcards for useful vocabulary words in the units;
- An evaluation tool;
- Instructions for the evaluation tool;
- Diagnostic rubrics;
- 10 worksheets, one per unit, that may help you expand your work



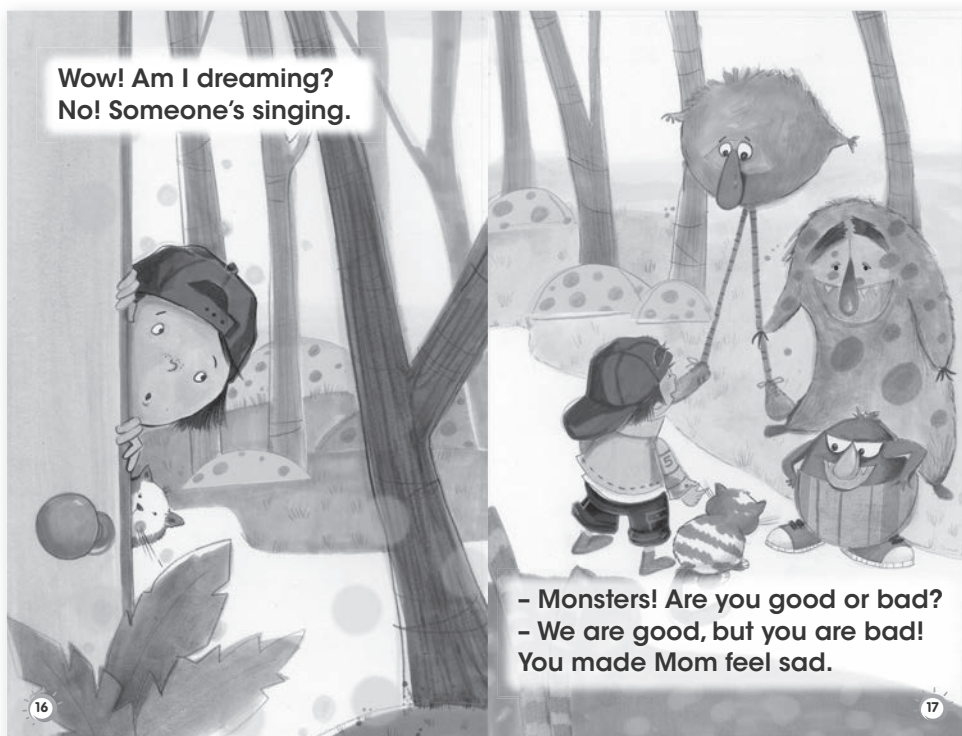
Course Components

Big Books

Big Books are a flexible resource that can be used throughout the course. They can be used to present the topic, reinforce concepts or to close a unit. We suggest you use them with the CD to help with pronunciation and intonation. Each level has two Big Books.

Big Books are designed to present linguistic resources and contents of the program in a natural way. Besides using them in the planned sessions, you may use them whenever you need an additional activity or for additional practice, especially if students like the text. They can be presented using different strategies (keep in mind that the guide presents you with suggestions on how to use them, but you have the final word and can use them as you see fit. A lot depends on your students and what they need to help them learn.).

- Before showing the corresponding text to students, present a situation similar to that in the book so students begin thinking about it and relate it to their own experiences and knowledge. Have students work in pairs or small groups to share their ideas with the whole group, they can also imagine a scene and draw it.
- Show the title, sub-title (if there is one) and illustrations on the title page and ask students to predict what the story is about. Allow them to speculate and accept all ideas.
- You can show students the text and illustrations and ask if they know anything about the topic.
- Ask one or two questions related to the text, so students listen for the answers or can infer them.
- Ask students to work in pairs or trios; give each pair or group the printed text. Have them scan to find specific information as quickly as possible.
- Once students have become familiarized with the text, ask them to summarize the text briefly using their own words in English (or their own language) orally.
- Put the text on construction paper or cardboard and cut out the sentences so students can put the text in order. Have students work in pairs for this activity.





Course Components

Game Bank

Young students love games. However, it is important to maintain control in class while students play. Before you begin any game, keep this in mind:

- Remind students of classroom rules.
- Emphasize that they must wait their turn.
- Explain that students who shout a lot will not be taken into account (a certain level of noise is acceptable during play).
- Always use the same signal to indicate that the game is over. It's a good idea to have a poster or use a hand sign for this purpose (for example, hands in the air),
- Use these phrases in games: *It's your turn. That's right. That's wrong. Raise your hand when you finish.*

Before you begin any activity you should make sure that students clear the floor of their belongings. Remind them not to leave pencils or other objects on the floor. If the room is small, we suggest playing in the yard. This will change the dynamics of your class. The most important thing is for accidents to be avoided when doing any type of activity.

Hot Potato: Have students form a circle. Crumple up a sheet of paper or use a soft ball and throw it to a student, while saying a word in English. The students must throw the ball to another student and say a different word in English. You may use specific categories or words that begin with a specific letter, etc. Students who do not say a correct word, must sit down. The last one standing wins.

Colors and numbers: Ask students to form a circle. In the center of the circle, on the floor, put different objects, some of the same color. For example, two red pens, three blue books, one yellow pen, etc. Say to a student: *red pen*. The student counts and says how many red pens there are. Repeat with different students and objects.

Miming: Divide the group into two or more teams. Have one student from each team come to the front of the class and whisper a word or phrase to both of them to mime/act out for the rest of the students to guess. The first team to answer is the winner. Playing this game in pairs (even from opposite teams) helps children understand that a game should be played for fun.

Follow the Leader: Mime the following actions, while you say them out loud: *open your book, close your book*, and any other command you think appropriate. Give the commands. Students carry out the actions. Repeat the commands faster. Follow this procedure for as long as students are having fun. For variety you can play music and/or march at the same time.

Numbers, Numbers: You need a soft ball or a paper ball. Say *one!* and throw the ball to a student; the student says the next number: *two!* This student throws the ball to another for him/her to say the next number, and so on. Continue the activity until all the numbers students know have been said. To make it more challenging speed up the pace as the game progresses.



Pronunciation Guide



Consonants

p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	get	/get/
tʃ	chain	/tʃeɪn/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	see	/si:/
z	zoo	/zu:/
ʃ	shoe	/ʃu:/
ʒ	vision	/'vɪʒn/
h	hat	/hæt/
m	man	/mæn/
n	now	/naʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

Vocals and diphthongs

i:	see	/si:/
i	happy	/'hæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	cat	/kæt/
ɑ:	father	/'fɑ:ðə(r)/
ɑ	got	/gɒt/ (British English)
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	actual	/'æktʃuəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ:(r)/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/ (British English)
oʊ	go	/goʊ/ (American English)
aɪ	my	/maɪ/
ɔɪ	boy	/bɔɪ/
aʊ	now	/naʊ/
ɪə	near	/nɪə(r)/ (British English)
eə	hair	/heə(r)/ (British English)
ʊə	pure	/pjʊə(r)/ (British English)



Classroom Language for the Teacher

Act out. • Actúa.
Mime. • Haz con mímica.
Ask questions. • Haz preguntas.
Check the spelling. • Revisa la ortografía.
Check the punctuation. • Revisa la puntuación.
Check your partner's work. • Revisa el trabajo de tu compañero.
Check your work. • Revisa tu trabajo.
Clap. • Aplauda.
Come to the board. • Pasa al pizarrón.
Come to the front. • Ven al frente.
Complete the sentences. • Completa las oraciones.
Copy this. • Copia esto.
Count. • Cuenta.
Describe. • Describe.
Do this exercise as homework. • Haz este ejercicio de tarea.
Follow the instructions. • Sigue las instrucciones.
Help your partner. • Ayuda a tu compañero.
How are you today? • ¿Cómo estás el día de hoy?
Identify. • Identifica.
Line up. • Haz fila.
Listen carefully. • Escucha cuidadosamente.
Look at the flashcards. • Mira las tarjetas.
Look at the pictures. • Mira las ilustraciones.
Look at the board. • Mira el pizarrón.
Look. • Mira.
Name. • Nombra.
Open your books. • Abran sus libros.
Pay attention. • Pongan atención.
Play. • Juega.
Point. • Señala.
Show. • Muestra.
Read aloud. • Lee en voz alta.
Read. • Lee.
Remember to do your homework. • Recuerda hacer tu tarea.
Remember to pay attention. • Recuerda poner atención.
Remember to show respect. • Recuerda mostrar respeto.

Repeat the words. • Repite las palabras.
Repeat. • Repite.
Review your work. • Revisa tu trabajo.
Settle. • Serénate.
Calm down. • Cálmate.
Sing. • Canta.
Sit down. • Siéntate.
Stand up. • Ponte de pie.
Take out your homework. • Sacar la tarea.
Take out your pencils. • Saquen sus lápices.
Take out your notebook. • Saquen sus cuadernos.
Take turns. • Túrñense.
Talk. • Habla.
Think of... • Piensa en...
Work in pairs. • Trabajen en parejas.
Work in trios. • Trabajen en trios.
Work in groups of four. • Trabajen en grupos de cuatro.
Work on your own. • Trabaja tú solo.
Write in your notebook. • Escribe en tu cuaderno.
Write on the board. • Escribe en el pizarrón.
Write some sentences. • Escribe algunas oraciones.

Classroom Language for the Student

Can I borrow a pencil? • ¿Me puedes prestar un lápiz?
Can I borrow an eraser? • ¿Me puedes prestar una goma?
Can I have a piece of paper? • ¿Me pueden dar un pedazo de papel?
Can you repeat that? • ¿Puede repetir?
Excuse me. • Disculpe.
Good morning. • Buenos días.
Good afternoon. • Buenas tardes.
Hello / Hi • Hola
How do you say? • ¿Cómo se dice?
How do you spell? • ¿Cómo se escribe?
I don't understand. • No entiendo.
May I go to the bathroom? • ¿Puedo ir al baño?
Please • Por favor
Speak slowly. • Hable más lentamente.
Thank you. • Gracias.