



Integrating ABCmouse Aprende Inglés:

A Guide for MEP Elementary English Teachers
“Enhancing Language Acquisition through
Technology”

ABCmouse

Aprende Inglés





Embarking on the journey of teaching English as a Foreign Language to young learners is both thrilling and demanding. To enrich the learning adventure and facilitate effective language acquisition, the incorporation of technology, such as ABCmouse Aprende Inglés, proves to be immensely advantageous. This comprehensive guide is tailored for elementary English teachers in Costa Rica, offering a systematic approach to seamlessly integrate ABCmouse Aprende Inglés into the classroom setting.

This guide is structured into the following sections, each designed to provide a detailed roadmap for educators:

1. [Understanding the app](#)
2. [Familiarizing yourself with the platform](#)
3. [Preparing for app usage](#)
4. [Integrating the app into your lesson planning](#)
5. [Implementing the app in various MEP scenarios](#)
6. [In-Class Integration](#)
7. [Personalized Learning](#)
8. [Ongoing Assessment](#)
9. [Reflect and adapt](#)
10. [Supplemental Activities](#)
11. [Adapting resources from the app](#)

Through these meticulously crafted sections, educators will gain the necessary insights and skills to optimize the educational potential of ABCmouse Aprende Inglés within their classrooms.



1. Understanding ABCmouse Aprende Inglés:

ABCMouse Aprende Inglés is a comprehensive digital learning platform designed for beginner English language learners. It offers:

- Animated and live-action videos specifically created to build listening comprehension.
- Hundreds of interactive games designed to teach and practice English.
- Thousands of enriching books, puzzles, and art activities.
- Speech Recognition Technology that provides personalized feedback to help improve pronunciation.

Modes of Learning:

There are two Modes of Learning: The Learning Path and Exploratory Learning.

- The Learning Path:** The ABCmouse Aprende Inglés curriculum is structured as a step-by-step learning path and considers the student's language capabilities at each lesson, and it is easy to use independently. The Learning Path activities motivate the students with tickets and rewards for activities and lessons completed.





- b. **Exploratory Learning:** There is a section called Ticket Town, where students learn through play and are immersed in a world of exploration. As students progress along the Learning Path, they earn tickets that they can use in Ticket Town. Ticket Town is a theme-park with several fun houses: Pet Park, Game House, Art House, Puzzle House, Library, Movie Theater, and more.



2. Familiarizing Yourself with the Platform:

Before introducing ABCmouse Aprende Inglés to your classroom, take the time to thoroughly navigate and explore through the platform to gain a clear understanding of its layout, features, functionalities, and available resources. This will help you make the most of the platform's offerings during your lessons and enhance language learning by providing a dynamic and interactive environment for students to practice and apply their language skills.

3. Preparing to Use ABCmouse Aprende Inglés:

- a. **Technical Requirements:** Ensure that the devices used in the classroom (computers, tablets, etc.) meet the platform's technical specifications and internet connection is stable to run the app.



b. **Demo Account:** Age of Learning Foundation has created two different demo accounts for teachers with different purposes.

- **Demo account to have the learner experience:** Use it to familiarize yourself with the learning path your students will follow along with the ABC mouse character. You can access this student experience account by using the following credentials:

Username: demomepteacher@emsxtest.com

Password: Abc123456!

- **Unlocked demo account for teaching purposes:** Adapt songs, videos, games, and other resources in ABCmouse Aprende Inglés to your everyday lesson plan. You can access the unlocked demo account using the following credentials:

Username: teacherdanelle@emsxtest.com

Password: Abc123456!

Select DEMO student to access 130 lessons available on levels 1 and 2.

Go to the Adventure Book in the upper left corner of the app to move from one lesson to another one.





Use this Alignment Document to search contents and resources within the app that might be adapted to your lesson plan. ([Download Alignment HERE](#))

4. Integrating ABCmouse Aprende Inglés into your Lesson Planning:

- a. Align the platform's curriculum with your teaching objectives and MEP English Language National Standards.
 - Here is a sample lesson plan aligned for First Grade, Unit 1: All About Me, Week 1. This sample lesson was written by Randall Centeno, MEP National English Advisor for Primary School. It provides different ways in which you can align content in the app with MEP National Program for 1st grade. ([Download Lesson Plan HERE](#))
- b. Choose lessons that correspond to the proficiency level of your students.
 - Explore the Alignment above for first cycle (1st, 2nd, and 3rd grade) especially designed for teachers.
- c. Incorporate ABCmouse Aprende Inglés features as supplementary resources to reinforce classroom content.
 - See a sample lesson plan aligned for First Grade, Unit 6: Play Time, Week 4, and Integrated Mini Project. This sample lesson was written by Age of Learning Foundation to provide a sample on how you can incorporate ABC mouse Aprende Inglés features into your lesson planning. ([Download Lesson Plan HERE](#))
- d. Identify specific language skills (listening, speaking, reading, writing) that ABCmouse Aprende Inglés can support.
 - Listening: Through fun and interactive activities, students listen to English words, phrases, sentences, and dialogues. They hear native speakers pronounce words clearly, which helps them improve their pronunciation and understanding. The program offers engaging stories, songs, and



conversations, allowing students to practice listening in different contexts. This helps build their confidence in comprehending spoken English, making learning the language more enjoyable and effective. Teachers will find useful tips on [listening](#) supplemental activities for lesson planning [HERE](#).

- Speaking: Thanks to Speech Recognition Technology, kids can listen and repeat words, to improve pronunciation while they get personalized feedback. Interactive games encourage speaking, like describing pictures or answering questions. Students practice conversations with virtual characters, building confidence. It also provides a safe space to practice without fear of mistakes. Teachers will find useful tips on [speaking](#) supplemental activities for lesson planning [HERE](#).
- Reading: With thousands of engaging stories at the Ticket Town's Library, ABCmouse Aprende Inglés builds essential reading skills like recognizing letters, sounding out words, and understanding meanings. The colorful visuals and clear pronunciations help learners grasp new words and phrases easily. By following along with the stories, students improve their comprehension and vocabulary. Teachers will find useful tips on [reading](#) supplemental activities for lesson planning [HERE](#).
- Writing: The platform offers a variety of activities that guide young learners through the process of forming letters and words. Through tracing, children are exposed to the specific sequence of strokes required to create each letter in the alphabet. This helps them internalize the fundamental shapes and structures of letters, promoting consistent and accurate letter formation. Additionally, as they trace, they visually engage with the letters, reinforcing letter recognition and the association between the written and spoken language. This foundation is crucial for building strong reading and writing skills later, as they progress to composing words and sentences. Teachers will find useful tips on [writing](#) supplemental activities for lesson planning [HERE](#).



- e. Identify resources in ABCmouse Aprende Inglés that you can incorporate as part of the Didactic Sequence approved by MEP.
- Pre-Task: plan activities that help kids get ready for the main task connected to a goal. Start by activating their prior knowledge about the topic and sparking their interest. Introduce new words and phrases related to the task and help them understand these through fun and interactive exercises. Use songs, videos, games, visuals, and simple conversations you will find in the app to build their comprehension. This stage sets the foundation for the main task by preparing their minds and language skills for the exciting activities that follow. Check some resources you can adapt from ABCmouse Aprende Inglés in the [Pre-Task](#) phase
 - Task rehearsal: focus on helping students practice elements of the task that they are learning. This could involve role-playing conversations, solving problems, or completing tasks that require using the language in a practical way. Encourage interaction among students, fostering communication and collaboration. Provide guidance and feedback to help them improve their language abilities while gaining confidence in using English in various contexts. Check some resources you can adapt from ABCmouse Aprende Inglés in the [Task rehearsal](#) phase.
 - Task completion: A task that learners perform to demonstrate that the goal has been successfully achieved. Design activities that challenge students to put their newfound knowledge into practice, often involving interactive tasks, games, or projects. Check some resources you can adapt from ABCmouse Aprende Inglés in the [Task completion](#) phase.
 - Task assessment (post-task): It involves observing how well students have grasped the language concepts taught during the lesson and how effectively they can use them in practical tasks. Check some resources you can adapt from ABCmouse Aprende Inglés in the [Task assessment](#) stage.



5. Implementing ABCmouse Aprende Inglés in Various MEP Scenarios

ABCMouse Aprende Inglés is a valuable tool for English language teachers in MEP. Its interactive features can significantly enhance language learning. Below are recommendations for different MEP scenarios where you can incorporate ABCmouse Aprende Inglés into your teaching practices:

A. Computer Lab Availability:

When your school has access to a computer lab, you have two options for integrating the app into your lessons:

- Collaborate with the computer lab teacher to create a schedule allowing students to spend 60 minutes per week on the platform during their computer science lessons. English teachers should subsequently reinforce and expand upon the content and skills acquired through the app during regular classroom sessions.
- Request the school principal to allocate a dedicated schedule for your students to use the app in the computer lab. In this scenario, English teachers can be present in the lab to provide real-time feedback and later follow up in the classroom to further develop what students have learned.

B. Mobile Lab Availability:

When a mobile cart with laptops is available for use in classrooms, consider these approaches:

- Coordinate with the school principal and fellow teachers to establish a schedule that allows each classroom 60 minutes of access to the laptops each week.



- Request the school principal to assign a set of laptops specifically for your classroom, enabling you to use the app with small groups of students, fostering more personalized learning experiences.

C. Students Have Laptops Assigned (Program 3 -Donation):

If students have laptops assigned as part of a government donation program, you can seamlessly integrate the app into your English lessons. Here are two suggestions:

- Dedicate 20 minutes at the end of each lesson for students to use the app. Follow up in the next class to informally assess their progress and what they've learned.
- Organize students into rotating small groups. Once they complete their assigned lesson tasks, they can use the app, making efficient use of the provided laptops.

D. Other Mobile Devices Available:

In cases where alternative mobile devices like tablets or cellphones are available to students, consider these strategies:

- Collaborate with the principal and fellow teachers to establish a schedule that ensures students collectively spend 60 minutes per week using these devices for English language learning.
- If a computer lab and mobile devices are at your disposal, collaborate with the school principal and fellow teachers to establish a weekly schedule for utilizing the application. You can allocate 40 minutes per week for computer lab sessions and incorporate an additional 20 minutes of tablet or cellphone usage within the classroom environment. This approach will allow you to maximize technology integration, resulting in a total of 60 minutes of combined tech utilization each week.



- Regularly monitor and engage with students to assess their progress and learning when using these devices in your lessons.

By tailoring your approach to the specific resources available in your school, you can effectively incorporate ABCmouse Aprende Inglés into your English language teaching, fostering a more engaging and interactive learning experience for your students.

6. In -Class Integration:

Teachers can make effective use of ABCmouse Aprende Inglés in various classroom situations by employing different methods. Here are some practical ideas for integrating the app into your teaching:

A. Students Working Individually

- **Student Access:** Organize the classroom to ensure all students can access the platform. Teach them how to log in and navigate through the platform independently.
- **Guidance and Support:** Provide guidance and support as students work through activities. Encourage them to explore, ask questions, and seek help when needed.

B. Individual or Group Work

- **Interactive Learning Stations:** Set up learning stations in your classroom where students can work on ABCmouse Aprende Inglés activities independently or in small groups. This fosters a self-directed learning environment and encourages collaboration.

C. Whole Class Activities Guided by the Teacher

- **Teacher Projecting Activities:** Utilize a video projector, a TV screen, or an interactive whiteboard to project ABCmouse Aprende Inglés activities to



the entire class. Engage students in group discussions, and interactive exercises using this shared platform.

Reminders:

- **Integration with Real-life Contexts:** Relate the activities on ABCmouse Aprende Inglés to real-life situations that students might encounter in an English-speaking environment. This helps students see the practical application of what they're learning.
- **Engaging Learning Activities:** Incorporate platform activities into classroom discussions, games, role-playing exercises, and hands-on activities such as integrated educational projects. Encourage students to share what they've learned from ABCmouse Aprende Inglés with their peers, family members and friends.

7. Personalized Learning:

Personalized learning strategies can greatly enhance the effectiveness of teaching English as a Foreign Language (EFL). Here are some tips on how to apply personalized learning strategies in your classroom while implementing ABCmouse Aprende Inglés:

- a. Get to Know Your Students:** Start by understanding the unique needs, learning styles and prior knowledge of each student. While the class is using ABCmouse Aprende Inglés, take a moment to conduct individual formative assessments or informal surveys to assess your student's prior knowledge, proficiency levels, interests, and motivations for learning English.
- b. Flexible Content Delivery:** Offer a variety of learning resources you can find in the app, such as books, videos, songs, puzzles, and interactive games that provide a mix of activities catering to visual, auditory, kinesthetic, and reading/writing learners. Allow students to choose resources that align with their learning preferences. In this way you



will accommodate your lesson activities to various learning styles and abilities.

- c. **Self-Paced Learning:** Encourage students to learn English at their own pace in the Learning Path provided by ABCmouse Aprende Inglés. Divide the class into small groups and assign each group learning activities providing opportunities for them to advance more quickly in areas where they excel and spend extra time on challenging topics.
- d. **Regular Feedback:** Walk around the classroom while students are using the app. Provide constructive feedback on students' work and progress. Provide students feedback about pronunciation while they say words in the Speech Recognition activities and encourage them to reflect on their learning journey.
- **Celebrate Achievements:** Take some time at the end of your lesson to recognize and celebrate each student's accomplishments in the app. Motivate students to share what they have learned by using the platform and celebrate individual achievements no matter how small. Once a month, print certificates to commemorate the time students spend on the app. Access these certificates easily through the following link: [ABCMouse Aprende Inglés Resources](#) This positive reinforcement can significantly boost confidence and serve as a strong motivator for ongoing participation.

Personalized learning requires time, but it can lead to more engaged and successful English language learners. Adapt your strategies as needed to meet the unique needs of everyone in your classroom.

8. Ongoing Assessment:

Regularly assess students' understanding through quizzes, oral questions, exit tickets, and assignments based on ABCmouse Aprende Inglés activities. Use the insights gained to modify your teaching strategies and adapt to students' needs.



9. Reflect and Adapt:

- Regularly assess the effectiveness of integrating ABCmouse Aprende Inglés into your classroom. Reflect on what is working well and what can be improved by completing the “Reflective Teaching” section at the end of each week planning template provided by MEP.

Reflective Teaching		
What worked well	What didn't work well	How to improve

- Collaborate with other EFL teachers to share experiences and best practices for using ABCmouse Aprende Inglés effectively.
- Adapt your strategies based on student engagement and progress, feedback from colleagues, students, and your own observations.

Conclusion

Incorporating ABCmouse Aprende Inglés into your EFL classroom in Costa Rican public schools can significantly enhance your students' English language learning experience. By following this guide and tailoring its recommendations to your specific classroom context, you can create a dynamic and effective learning environment that supports your students' language acquisition journey.



Supplemental Activities

Supplemental activities to boost language skills can be created in the classroom with ABCmouse Aprende Inglés. Teachers can integrate fun exercises like interactive games, storytelling sessions, and vocabulary challenges by adapting the platform features and resources. With ABCmouse Aprende Inglés, students engage in playful learning, practicing speaking, listening, and reading in English. Learning becomes an exciting adventure, helping young learners develop strong language abilities while having a great time.

The following language skills-based teaching activities are designed to provide ideas on how EFL teachers can incorporate platform resources in the classroom. To access the resources referenced in the supplementary activities below, kindly utilize the unlocked teacher account with the following credentials:

- User: teacherdanelle@emsxtest.com
- Password: Abc123456!

Navigate to either the “Adventure Book” or “Ticket Town” sections to efficiently locate each recommended resource for the respective activities. Your unlocked teacher account ensures seamless access to these valuable educational materials.

Listening	
The following activity can be used as a warm up activity or part of the pre-task before you work with the goal in 1st Grade, Unit 1, Week 1	
Goal: L.4. Understand basic greetings, farewells, expressions of politeness and feelings (e.g., hello, good-bye, sorry, pardon?)	
ABCMouse Aprende Inglés resource:	Song “If You’re Happy and You Know It.” Level 2, Lesson 71: Emotions Part 1
	Description: <ul style="list-style-type: none">• Begin by playing the song and encouraging the students to actively listen to the lyrics and the rhythm.



- Display visual aids or gestures corresponding to the song's actions, such as clapping hands, stomping feet, and nodding heads.
- After the initial listening, provide the students with printed lyrics and have them follow along as the song plays again. This promotes word recognition recognition and phonemic awareness.
- Then, divide the class into small groups and assign each group a specific action from the song. Have them listen and identify their assigned action, promoting listening comprehension and collaboration.
- As a culminating activity, students can showcase their comprehension by performing the song together, incorporating the actions they've learned. This activity fosters not only listening skills but also vocabulary acquisition, teamwork, and language expression in a fun and interactive manner.

Return to Reading



Speaking

The upcoming activity serves as an ideal pre-task exercise, introducing essential vocabulary for the task rehearsal and task completion phases. This approach is particularly effective when teaching **1st Grade, Unit 6, Weeks 2 and 3**.

Goals:

SP.2. express likes and dislikes using simple, standard expressions.

ABCmouse Aprende Inglés resource:

Instructional Video: Level 1, Lesson 16: Toys Part 1



Description:

- Begin by projecting the instructional video where Ms. Jennifer introduces the vocabulary words: doll, robot, and car. (Use a TV screen, a projector, or an interactive whiteboard)
- Distribute small pictures or cutouts of toys items to each student.
- Next, guide the learners in forming simple sentences or questions using the target vocabulary. For instance, they could say, "I like this doll," "The robot is red," or they could ask each other: "Do you like this car?", "Is the car big?" "Is that a doll?"
- To enhance the activity, encourage pairs, trios, or small groups of students to engage in short dialogues incorporating these vocabulary words.



Here you have two examples:

a. One student might act as a doll, another as a robot, and they could have a conversation using the target language, such as the doll saying:

- Doll: "Hello, robot! Do you like my dress?"
- Robot: Hi doll! Yes, I do. I like your dress.

b. One student is taking out pictures, cutouts, or objects from a bag. Encourage students to ask and answer questions related to the object they see.

Student 1: Do you like robots?

Student 2: Yes, I do.

Student 1: Here you are.

- ST1 gives ST2 the object he /she likes.
- If student 2 says No, student 1 asks another classmate.

This hands-on, imaginative approach fosters language acquisition by enabling learners to actively use the vocabulary in context, promoting both speaking skills and confidence in their English communication abilities.

[Return to Reading](#)



Reading

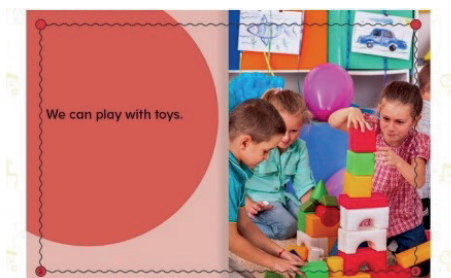
This activity can be used as an effective pre-task exercise, enabling children to familiarize themselves with the essential vocabulary required to successfully complete the task completion phase of the lesson when teaching **1st Grade, Unit 6, Weeks 1 and 3**.

Goals:

R.1. participate in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictably patterned song or picture story that is read aloud.

ABCmouse Aprende Inglés resource:

Book: Toys. Level 2, Lesson 86: Toys I like: Part 1



Description:

- Begin by asking the students if they have any favorite toys. Discuss briefly.
- Introduce the concept of toy vocabulary and explain that today, they will learn new words related to toys.
- Display picture cards of the following vocabulary on the whiteboard. (Vocab: doll, toys, truck, ball, play)
- Pronounce the names of the toys one by one and have the students repeat after you.
- Point to each picture and encourage students to identify and say the name of the toy in English.
- Play the narrated book directly from the app. Share audio and video on the TV, smart board, or use a video projector.



- As the book is played, emphasize the toy-related vocabulary, pointing to the corresponding picture on the whiteboard.
- Ask students to participate in choral reading by repeating aloud each book sentence.
- Pause the book narration at certain points to ask simple comprehension questions related to the story and the toys.

Return to Reading



Writing

The following activity can be included in the task completion phase when teaching **5th grade, Unit 5, week 3**. It is suggested that teachers previously teach week 1 and 2 before proceeding with this task.

Goals:

W.1. write a short text with the help of illustrations, a little short story or fairy tale.

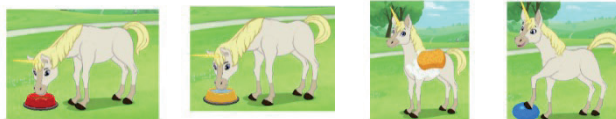
ABCmouse Aprende Inglés
resource:

Ticket Town, Pet Park, Adoption Center



Description:

- Introduce the concept of descriptive words to encourage students to use adjectives when writing short stories or fairy tales.
- Brainstorm descriptive adjectives and write them down on the whiteboard.
- Ask students to get into the Pet Park located in Ticket Town and adopt a virtual pet.
- Introduce the use of sequence adverbs and the concept of descriptive writing in short texts by providing a sample short paragraph using the adjectives students brainstormed. Here is a sample:



Character: Unicorn

Setting: Pet Park



I have an ancient unicorn. His name is Diamond. Let me tell you about Diamond's daily routine.

First, Diamond takes a bath with fresh water.

Next, I give Diamond a delicious breakfast. Then, Diamond plays with its favorite blue ball.

After that, my unicorn drinks cold water because it is tired.

Finally, Diamond takes a pleasant nap.


- Guide your students to adopt a pet at the "Pet Park" in Ticket Town and write a short story using descriptive words and sequence adverbs about their new pet.
- Encourage students to share their short story paragraph with the class.

Return to Reading



Adapting resources from ABCmouse Aprende Inglés into MEP Didactic Sequence

Teachers can integrate the hundreds of resources available within “ABCMouse Aprende Inglés” at every stage of the didactic sequence, aligning with the national English program set forth by the Ministry of Education. This versatile app offers a diverse array of tools that can be effectively connected throughout the entire instructional process, spanning the pre-task, task rehearsal, task completion, and task assessment phases. Below, you’ll find a selection of valuable suggestions to use in **Second Grade, Unit 2, Week 1: I Love My Body** to enhance your teaching experience.

Pre- Task Language Skills: Listening and Speaking	
ABCMouse Aprende Inglés resource:	Ticket Town, Theater, Song: “Head Shoulders, Knees and Toes”
	Description: <ul style="list-style-type: none">• Project the song on a TV screen, smartboard, or use a video projector.• Have the students watch the video for the first time.• Have the students watch the video a second time, but this time sing along and dance with them. Song Lyrics: Head, shoulders, knees, and toes- knees and toes. Head, shoulders, knees, and toes- knees and toes. Eyes and ears and mouth and nose Head, shoulders, knees, and toes- knees and toes.



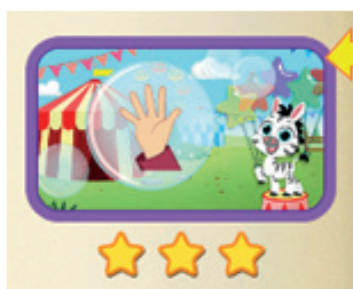
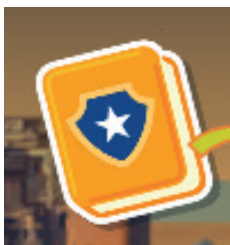
After this activation, you can introduce other parts of the body to your students in the Task Rehearsal stage of your lesson.

Return to Reading



Task – Rehearsal Language Skills: Listening

ABCmouse Aprende Inglés
resource:



Adventure Book: Level 2, Lesson 123: Part 1,
Bubbles Game

Description:

- Display flashcards of body parts on the board and write short sentences related to the vocabulary:
“This is my foot” / “These are my eyes.”
- Model pronunciation of each sentence and ask your students to repeat chorally as they point to each body part.
- Project ABCmouse Aprende Inglés on the TV, smartboard or use a video projector.
- Using the [unlocked demo account](#) for teachers, go to the Adventure Book, level 2, lesson 123: part 1.
- Select the Bubble identification game and ask one volunteer to play the game while it is projected. Ask the class to participate by listening, saying the word, and pointing at the body part mentioned in the game.
- Encourage your students to use short complete sentences when they identify each body part.

Sample sentences:

This is my leg.

These are my eyes.

This is my hand. / These are my hands.

This is my arm. / These are my arms.

Return to Reading

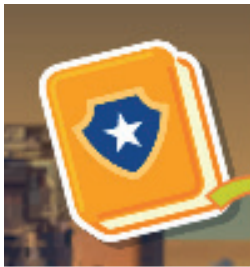


Task – Completion

Language Skills: Speaking

ABCMouse Aprende Inglés
resource:

Adventure Book: Level 2, Lesson 123: Part 1,
Identification video



Description:

- Play the video that displays images of different body parts one by one, and mentions sentences describing each body part (e.g., "This is my arm," "These are my arms," "This is my hand," etc.).
- Pause the video briefly after each body part is introduced, giving learners time to process and repeat the sentence.
- After pausing the video, encourage students to repeat the sentence they heard while pointing to the corresponding body part on their own bodies.
- Divide the learners into pairs or small groups.
- Provide each group with pictures of different body parts on cards (one card per body part).
- Students will play "Simon says" using the pictures. Have one student in each group choose a card, show it to the group, and say the corresponding sentence (e.g., Simon says: "Move your arm", "Touch your leg").
- The other students in the group should perform the action while repeating the sentence.

Return to Reading



Task – Assessment Language Skills: Listening

**ABCmouse Aprende Inglés
resource:**

Adventure Book: Level 2, Lesson 124: Part 2,
Identification game



Return to Reading

Description:

- Use the Identification game in Lesson 124: Hands and Feet (Part2) as a formative assessment.
- Divide the class into teams (you can have 2-4 teams depending on class size).
- Start the interactive quiz game on the TV or projector.
- Display the first question.
- Encourage students to discuss the answers within their teams and select the correct option.
- Use a timer to limit the response time for each question (e.g., 10 seconds).
- After each question, reveal the correct answer and award points to the teams that answered correctly.
- Continue this process until the game is over.
- For added excitement, introduce a bonus round where students need to physically point to the body part being called out. You can use a pointer or simply have them raise their hands.
- Ask rapid-fire questions like, "Point to your head," "Raise your hand if you have two feet," etc. Award points for correct responses.
- Use the whiteboard to keep track of each team's scores.
- Announce the winning team and praise their knowledge of body parts.



In conclusion, “ABCMouse Aprende Ingles” offers a versatile array of resources that can be seamlessly integrated into every phase of your teaching sequence. These invaluable tools not only enhance your teaching style but also significantly elevate student engagement in the pursuit of mastering English as a foreign language. Embracing these resources can undoubtedly transform the way you and your students experience the learning journey.

Acknowledgments

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