



Brickly Tool
CARDS

STEPS FOR BRICKLY

Remember:



I look at the flashcard.



I listen carefully to the sound.



I do the gesture to remember.



I say the word in my head first.



HELP CARD

I need some help!



1. I HAVE A QUESTION:

I don't understand something



2. ASK FOR HELP:

I can ask a friend or the teacher



3. EXPLAIN THE PROBLEM:

I will try to explain what is difficult



4. FIND A SOLUTION:

Together, we can find the answer!

PEER MENTOR

(I can help my friends)



1. TEAM UP:

I work with a friend to help them learn.



2. EXPLAIN THE STEPS:

I show them how to do it,



3. LISTEN & SHARE:

I listen to their ideas and share mine



4. CELEBRATE SUCCESS

We learn together and feel proud!

EXTENDED CHALLENGE



(I want something harder)



1. TASK COMPLETED:

I finished my work and I'm ready for more!



2. I WANT A CHALLENGE:

I want a tougher task!



3. ASK FOR NEW TASK:

I ask my teacher for something new.



4. LEARN & GROW:

Every challenge makes me stronger!

CHALLENGES

(I want something harder)



The Alphabet Challenge

Find and list one object or adjective in the classroom for every letter of the alphabet.

The Mini-Teacher Quiz

Create a five-question test with an answer key based on the current lesson.

The Story Builder

Write a coherent paragraph naturally incorporating three random words provided by Linko.

The Backward Spelling

Write ten spelling words in reverse order for a peer to decode and pronounce.

The Mini-Crossword Maker

Design a small grid with horizontal and vertical words using simple clues in English.

BEHAVIOUR CARDS



You are in charge of giving out
Warning cards & Performance
cards



DELIVERY PERSON

You must choose 3 more
friends and ask them:



Can you help me,
please?

Yes! I can!

BREAK CARD

I need to move!



1. FEELING FIDGETY:

My body needs to move a little!



2. CHOOSE A MOVEMENT:

I can stretch, walk, or dance!



3. QUICK BREAK:

I will move for 1 minute to feel calm.



4. READY TO FOCUS:

I feel calm and ready to learn!

CALM AND READY!

I am in control!



1. STOP & THINK:

I stop, breathe, and think before I act.



2. FOCUS:

I look work with my teacher and listen to the instructions.



3. BODY CHECK:

My hands are still, and I stay in personal space.



4. TAKE A BREAK:

I ask to cool down if I feel overwhelmed

EMOTION TOOLKIT

Feeling in control



1. STOP & BREATHE: I pause and take deep breaths



2. NAME THE FEELING:
Am I sad, mad, or worried?



3. CHOOSE THE STRATEGY: I can squeeze a toy ask for help, think twice before I do



4. FEEL PROUD STRATEGY:
I did it! I feel proud of my hard work.

CLASSROOM RULES

Respect and attention



1. RESPECTFUL TALKING:

I raise my hand to speak.



2. LISTEN TO OTHERS:

I look and listen when someone is talking.



3. SIT PROPELY:

I sit on chair with two feet on the floor



4. CARE FOR MATERIALS

I take care of my books and toys.

BRAIN BREAKS



Symphony No. 5

We will
rock
you



CALL & RESPONSE



TEACHER SAYS:	STUDENTS SAY:
 Hocus Pocus 	 Everybody focus 
Macaroni and Cheese	 Everybody Freeze 
 One, two, three, eyes on me	 One, two, eyes on you! 
Class, class	 Yes, yes
 I'm ready to talk	 I'm ready to listen
 Flat tire!	 Shhhhhhhhhh
 Wake me up!	 Before you go, go 



1

Each member gets a number.
Teacher asks a question.
Group thinks of an answer together.
Teacher calls on a number.
Students from each group, with that number, answer the question.

4



Numbered heads together

2

3



MAGIC REMOTE CONTROL!



Now you turn into a....

Freeze!

Melt

Fast forward

Slow motion

Rewind

Pause

Mute

Volume up

Power off

Recharge

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Dance

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Gigants

Tiny

Robot mode

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Airplane

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Frog

Pirate

5 MINUTES CONVERSATION



Let's speak about

Ideas:

What is your favourite film?

Can you describe a monster?

If you were a king or a queen, what is your first rule?

What is your favourite food?

Do you like playing football or dancing?

What is your favourite day of the week?

Can you say a word that starts with the letter 'B'?

What is the name of your street?

What is your favourite hobby?

How many brothers or sisters do you have?

What is your favourite fruit?

What do you want to be when you grow up?

What is your favourite place in the school?

How are you feeling today?

What is your favourite colour? Why?

What did you have for breakfast?

Would you rather be a wizard or a superhero?

What is the weather like today?

What is your favourite animal?

Chocolate or fruit for a snack?

What is the best thing in your school bag?

Which do you prefer: summer or winter?

What is your favourite subject at school?

What did you do yesterday after school?

If you had a robot, what would it do?

If you could fly, where would you go?

Tell me one thing that is blue in this room.

What is your favourite toy?

Who is your best friend?

Do you have a pet? What is its name?

WORD OF THE WEEK

Uk Uk! 1,2,3, 4, 5



Answer - Respuesta
Alphabet - Alfabeto
Cupboard - Armario
Mirror - Espejo
People - Gente

Neighbour - Vecino
Shoulder - Hombro
Stomach - Estómago
Knee - Rodilla
Tongue - Lengua

Thumb - Pulgar
Weather - Tiempo
Island - Isla
Autumn - Otoño
Mountain - Montaña

Building - Edificio
Biscuit - Galleta
Clothes - Ropa
Castle - Castillo
Doubt - Duda

Everything - Todo
Guitar - Guitarrá
Half - Mitad
Hour - Hora
Journey - Viaje

Knife - Cuchillo
Library - Biblioteca
Muscle - Músculo
Ocean - Océano
Whistle - Silbato

Bracelet - Pulsera
Business - Negocio
Cereal - Cereal
Daughter - Hija
Exercise - Ejercicio

Feather - Pluma
Height - Altura
Honey - Miel
Journey - Viaje
Listen - Escucha

Machine - Máquina
Nephew - Sobrino
Queue - Cola / Fila
Vegetable - Verdura
Calendar - Calendario





Melody Moo Tool

CARDS

STEPS FOR MELODY MOO

Remember:



1. LISTEN CAREFULLY: I listen to the song or the story.



2. FOLLOW ALONG: I look at the pictures while I listen.



3. MOVE TO THE BEAT: I move to love the music (staying in my spot).



4. CHECK YOUR FEELINGS:
How does this story make me feel?

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The Lyric Designer

Draw a detailed illustration that represents the main message or scene of the song.

The New Verse Creator

Compose an original verse for the song following the same rhythm and rhyme.

The Character Profile

Create a biography or fact file for a character, including their age, personality, and hobbies.

The Song Translator

Translate the main chorus into your own language to explain the meaning to a friend.

The Interview Challenge

Write three questions you would like to ask the main character or the singer.

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cards



DELIVERY PERSON



You must choose 3 more
friends and ask them:

Can you help me,
please?

Yes! I can!

REPLAY CARD

*I want to see/listen
again*



1. WATCH & LISTEN:

I watch the video or listen to a song



2. I WANT TO SEE IT AGAIN:

I didn't understand everything



3. USE MY CARD:

I give this card to the teacher



4. REVIEW & LEARN:

I can watch it the times I need to learn

BREAK CARD

I need to move!



1. FEELING FIDGETY:

My body needs to move a little!



2. CHOOSE A MOVEMENT:

I can stretch, walk, or dance!



3. QUICK BREAK:

I will move for 1 minute to feel calm.



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3. BODY CHECK:

My hands are still, and I stay in personal space.



4. TAKE A BREAK:

I ask to cool down if I feel overwhelmed

EMOTION TOOLKIT

Feeling in control



1. STOP & BREATHE: I pause and take deep breaths



2. NAME THE FEELING:
Am I sad, mad, or worried?



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I did it! I feel proud of my hard work.

CLASSROOM RULES

Respect and attention



1. RESPECTFUL TALKING:

I raise my hand to speak.



2. LISTEN TO OTHERS:

I look and listen when someone is talking.



3. SIT PROPELY:

I sit on chair with two feet on the floor



4. CARE FOR MATERIALS

I take care of my books and toys.

BRAIN BREAKS



Twinkle
Twinkle
Little Star

Air Writing

Students must "write" one of the tricky words in the air using their finger, their nose, or their elbow. Their classmates must guess which word it is



CALL & RESPONSE



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Macaroni and Cheese	 Everybody Freeze 
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Class, class	 Yes, yes
 I'm ready to talk	 I'm ready to listen
 Flat tire!	 Shhhhhhhhhh
 Wake me up!	 Before you go, go 

MAGIC REMOTE CONTROL!



Action/turn into a ...

Freeze!

Melt

Fast forward

Slow motion

Rewind

Pause

Mute

Volume up

Power off

Recharge

Spin

Jump

Dance

Shake

Fly

Sleep

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5 MINUTES CONVERSATION

Let's speak about



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What is your favourite film?

Can you describe a monster?

If you were a king or a queen, what is your first rule?

What is your favourite food?

Do you like playing football or dancing?

What is your favourite day of the week?

Can you say a word that starts with the letter 'B'?

What is the name of your street?

What is your favourite hobby?

How many brothers or sisters do you have?

What is your favourite fruit?

What do you want to be when you grow up?

What is your favourite place in the school?

How are you feeling today?

What is your favourite colour? Why?

What did you have for breakfast?

Would you rather be a wizard or a superhero?

What is the weather like today?

What is your favourite animal?

Chocolate or fruit for a snack?

What is the best thing in your school bag?

Which do you prefer: summer or winter?

What is your favourite subject at school?

What did you do yesterday after school?

If you had a robot, what would it do?

If you could fly, where would you go?

Tell me one thing that is blue in this room.

What is your favourite toy?

Who is your best friend?

Do you have a pet? What is its name?





Grammar Tool
CARDS

STEPS FOR GRAMMAR



I build sentences



1. EACH PIECE IS A WORD: Every block is important. Select carefully!



2. ARRANGE & CONNECT:
I touch the blocks to order the sentence.



3. REVIEW & CHECK: Are all the pieces to new word in a sentence.



4. MY SENTENCE MAKES SENSE:
The green light means I did it!

GRAMMOR ADVANCED

I build complex sentences



1. MULTI-LAYER BUILDING:

I use different colors for subjects, verbs, and extra details.



2. CONNECT THE BRICKS:

I use 'connector' blocks (and, but, because) to join two ideas.



3. ADD DETAIL BRICKS:

I add adjectives and adverbs to make my sentence more descriptive.



4. STRUCTURAL REVIEW:

I check: is my grammar correct and sentence interesting?

HELP CARD

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The Missing Link Challenge

Identify and fill in the missing words or punctuation marks to restore the sentence.

The Verb Tense Transformer

Rewrite a short paragraph by changing all the verbs from the present to the past.

The Adjective Expansion

Enhance a basic sentence by adding three descriptive adjectives to every noun.

The Longest Sentence Builder

Create the longest grammatically correct sentence possible using only words from the current unit.

The Punctuation Roof

Place the correct punctuation "roof" over a text by adding all missing capital letters and full stops.

BEHAVIOUR CARDS



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DELIVERY PERSON

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friends and ask them:



Can you help me,
please?

Yes! I can!

BREAK CARD

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EMOTION TOOLKIT

Feeling in control



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CLASSROOM RULES

Respect and attention



1. RESPECTFUL TALKING:

I raise my hand to speak.



2. LISTEN TO OTHERS:

I look and listen when someone is talking.



3. SIT PROPELY:

I sit on chair with two feet on the floor



4. CARE FOR MATERIALS

I take care of my books and toys.

BRAIN BREAKS



The Wiggle Dance

Mirror Pairs - In pairs, one student is the "actor" and the other is the "mirror". The actor makes slow movements and the mirror must imitate them exactly. When you shout "Change!", they swap roles.



CALL & RESPONSE



TEACHER SAYS:	STUDENTS SAY:
 Hocus Pocus 	 Everybody focus 
Macaroni and Cheese	 Everybody Freeze 
 One, two, three, eyes on me	 One, two, eyes on you! 
Class, class	 Yes, yes
 I'm ready to talk	 I'm ready to listen
 Flat tire!	 Shhhhhhhhhh
 Wake me up!	 Before you go, go 

MAGIC REMOTE CONTROL!



Now you turn into a....

Freeze!

Melt

Fast forward

Slow motion

Rewind

Pause

Mute

Volume up

Power off

Recharge

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Jump

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Shake

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Sleep

Gigants

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Robot mode

Wobble

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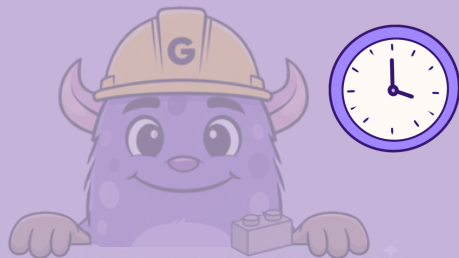
Tree

Frog

Pirate

5 MINUTES CONVERSATION

Let's speak about



Ideas:

What is your favourite film?

Can you describe a monster?

If you were a king or a queen, what is your first rule?

What is your favourite food?

Do you like playing football or dancing?

What is your favourite day of the week?

Can you say a word that starts with the letter 'B'?

What is the name of your street?

What is your favourite hobby?

How many brothers or sisters do you have?

What is your favourite fruit?

What do you want to be when you grow up?

What is your favourite place in the school?

How are you feeling today?

What is your favourite colour? Why?

What did you have for breakfast?

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If you could fly, where would you go?

Tell me one thing that is blue in this room.

What is your favourite toy?

Who is your best friend?

Do you have a pet? What is its name?





Linko Tool CARDS

HELP CARD

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1. I HAVE A QUESTION:

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I WANT SOMETHING NEW TO LEARN



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CHALLENGES

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The Linko Lexical Bridge

The Challenge: Connect words by their letters.

The last letter of one word must be the first letter of the next (e.g., Apple -> Elephant -> Train)

The Vowel Vacuum

The Mission: Write a list of 10 words, but there is a catch! One vowel has disappeared.

Choose one "forbidden" letter from this list: A, E, I, O, or U.

Write 10 different words (objects, animals, or names) that do not contain your chosen letter.

Example: If you choose 'E', you cannot write "Apple", but you can write "Dog" or "Milk".

The Goal: Finish your list without making a single mistake!

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4. CARE FOR MATERIALS

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BRAIN BREAKS



The Silent Count

The class must count to ten in English. Only one person can speak at a time. If two students speak at the same once, you must start again from zero!

The Slip and Slide Dance



CALL & RESPONSE



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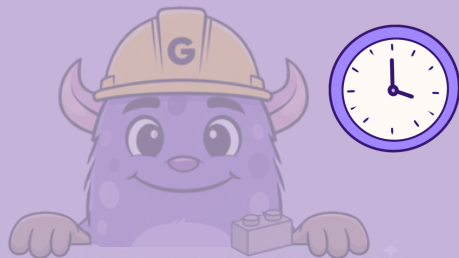
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Try-it Tim Tool
CARDS

STEPS FOR TRY-IT TIM



Learning Stations



1. TIME TO EXPLORE:

I have 10 minutes at this station.



2. TEAMWORK:

We work together, we don't compete.



3. TRY AGAIN: It's okay it's make mistakes! I try again.



3. PACK UP & GO: When finished, I clean my space and move calmly.

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I sit on chair with two feet on the floor



4. CARE FOR MATERIALS

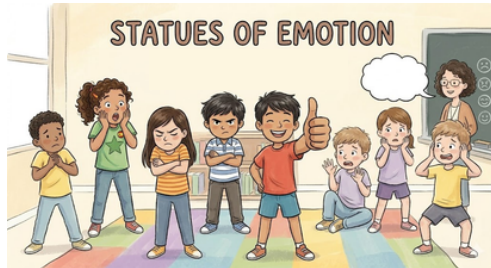
I take care of my books and toys.

BRAIN BREAKS



Inside Out Brain Break

Statues of Emotion
Shout an emotion
(e.g., Angry, Happy,
Surprised) and the
students must
freeze in that pose
with the correct
facial expression.



CALL & RESPONSE



TEACHER SAYS:	STUDENTS SAY:
 Hocus Pocus 	 Everybody focus 
Macaroni and Cheese	 Everybody Freeze 
 One, two, three, eyes on me	 One, two, eyes on you! 
Class, class	 Yes, yes
 I'm ready to talk	 I'm ready to listen
 Flat tire!	 Shhhhhhhhhh
 Wake me up!	 Before you go, go 

MAGIC REMOTE CONTROL!



Now you turn into a....

Freeze!

Melt

Fast forward

Slow motion

Rewind

Pause

Mute

Volume up

Power off

Recharge

Spin

Jump

Dance

Shake

Fly

Sleep

Gigants

Tiny

Robot mode

Wobble

Butterfly

Statue

Mountain

Wizard

Airplane

Clock

Monkey

Tree

Frog

Pirate

5 MINUTES CONVERSATION

Let's speak about



Ideas:

What is your favourite film?

Can you describe a monster?

If you were a king or a queen, what is your first rule?

What is your favourite food?

Do you like playing football or dancing?

What is your favourite day of the week?

Can you say a word that starts with the letter 'B'?

What is the name of your street?

What is your favourite hobby?

How many brothers or sisters do you have?

What is your favourite fruit?

What do you want to be when you grow up?

What is your favourite place in the school?

How are you feeling today?

What is your favourite colour? Why?

What did you have for breakfast?

Would you rather be a wizard or a superhero?

What is the weather like today?

What is your favourite animal?

Chocolate or fruit for a snack?

What is the best thing in your school bag?

Which do you prefer: summer or winter?

What is your favourite subject at school?

What did you do yesterday after school?

If you had a robot, what would it do?

If you could fly, where would you go?

Tell me one thing that is blue in this room.

What is your favourite toy?

Who is your best friend?

Do you have a pet? What is its name?

THE FAN

Holds the cards like a fan
and says:



“Fan a card, pick a card”

THE PICKER

Chooses a card
and asks:



“Can you spell _____?”

THE ANSWERER

Spells the word out
loud

A (Ei)	N (En)
B (Bi)	O (Ou)
C (Ci)	P (Pi)
D (Di)	Q (Kiu)
E (I)	R (Ar)
F (Ef)	S (Es)
G (Yi)	T (Ti)
H (Eich)	U (Iu)
I (Ai)	V (Vi)
J (Jei)	W (Dábol-iu)
K (Kei)	X (Ex)
L (El)	Y (Uai)
M (Em)	Z (Zed).



THE CHECKER/PRAISER

Looks at the flascard and checks.
Praises the effort



Let me check...
Correct!
That's right!
Great job!
Well done!
Nearly! Try
again



1

Each member gets a number.
Teacher asks a question.
Group thinks of an answer together.
Teacher calls on a number.
Students from each group, with that number, answer the question.

4



Numbered heads together

2

3







Builder Boo Tool

CARDS

STEPS FOR TRY-IT TIM



Boxing-Up!



PLAN YOUR IDEAS!

Think about what you want to write.



CHECK YOUR SENTENCES!

Do I have capital letters and full stops?



USE CLASS VOCABULARY!

Did I use the words we learned in class?



READ IT AGAIN!

Does my writing make sense?

HELP CARD

I need some help!



1. I HAVE A QUESTION:

I don't understand something



2. ASK FOR HELP:

I can ask a friend or the teacher



3. EXPLAIN THE PROBLEM:

I will try to explain what is difficult



4. FIND PROUD SOLUTION:

Together, we can find the answer!

PEER MENTOR

(I can help my friends)



1. TEAM UP:

I work with an friend to help them learn.



2. EXPLAIN THE STEPS:

I show them how to do it,



3. LISTEN & SHARE:

I listen to their ideas and share mine



4. CELEBRATE SUCCESS

We learn together and feel proud!

EXTENDED WRITING

I build strong paragraphs



1. TOPIC SENTENCE:

I start with clear idea of what I am writing about.



2. SUPPORT DETAILS:

I add 2 or 3 sentences to explain my main idea.



3. TRANSITION WORDS: I use words like sentence starters 'First', 'Next', 'Finally', to connect ideas, to connect ideas.



6. CONCLUDING THOUGHT

I finish with strong sentence that summarizes my work.

EXTENDED CHALLENGE

(I want something harder)



I WANT SOMETHING NEW TO LEARN



1. TASK COMPLETED:

I finished my work and I'm ready for more!



2. I WANT A CHALLENGE:

I want a tougher task!



3. ASK FOR NEW TASK:

I ask my teacher for something new.



4. LEARN & GROW:

Every challenge makes me stronger!

CHALLENGES

(I want something harder)



The Vocabulary Star

The Challenge: Write a short text incorporating 5 of the most difficult tricky words from the weekly list. All 5 words must be underlined within the text to highlight their use.

The Sentence Snake (Extended)

The Challenge: Write a single, meaningful sentence where every word starts with the last letter of the previous one (e.g., School lemon night...).

The Story Dice

The Challenge: Roll the story cubes to pick three random objects or symbols. Create a coherent story incorporating all three elements in a maximum of 5 sentences.

BEHAVIOUR CARDS



You are in charge of giving out
Warning cards & Performance
cards



DELIVERY PERSON



You must choose 3 more
friends and ask them:

Can you help me,
please?

Yes! I can!

BREAK CARD

I need to move!



1. FEELING FIDGETY:

My body needs to move a little!



2. CHOOSE A MOVEMENT:

I can stretch, walk, or dance!



3. QUICK BREAK:

I will move for 1 minute to feel calm.



4. READY TO FOCUS:

I feel calm and ready to learn!

CALM AND READY!

I am in control!



1. STOP & THINK:

I stop, breathe, and think before I act.



2. FOCUS:

I look work with my teacher and listen to the instructions.



3. BODY CHECK:

My hands are still, and I stay in personal space.



4. TAKE A BREAK:

I ask to cool down if I feel overwhelmed

EMOTION TOOLKIT

Feeling in control



1. STOP & BREATHE: I pause and take deep breaths



2. NAME THE FEELING:
Am I sad, mad, or worried?



3. CHOOSE THE STRATEGY: I can squeeze a toy ask for help, think twice before I do



4. FEEL PROUD STRATEGY:
I did it! I feel proud of my hard work.

CLASSROOM RULES

Respect and attention



1. RESPECTFUL TALKING:

I raise my hand to speak.



2. LISTEN TO OTHERS:

I look and listen when someone is talking.



3. SIT PROPELY:

I sit on chair with two feet on the floor



4. CARE FOR MATERIALS

I take care of my books and toys.

BRAIN BREAKS



Uptown
Funk

Brain Gym
Hand Exercise



CALL & RESPONSE



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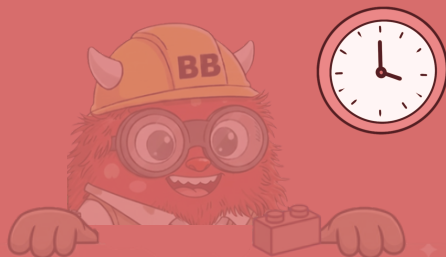
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Pirate

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What do you want to be when you grow up?

What is your favourite place in the school?

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Would you rather be a wizard or a superhero?

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What is the best thing in your school bag?

Which do you prefer: summer or winter?

What is your favourite subject at school?

What did you do yesterday after school?

If you had a robot, what would it do?

If you could fly, where would you go?

Tell me one thing that is blue in this room.

What is your favourite toy?

Who is your best friend?

Do you have a pet? What is its name?

BUILDER BOO'S VIDEO TIPS!







Checkwell Tool
CARDS

STEPS FOR CHECKWELL

Quality Control



REVIEW MY LIST:

I check off my tasks.



HOW DID I WORK?

I think about how well I did today.



FIND IMPROVEMENTS

I ask myself: What can u do better next time?



CELEBRATE SUCCESS!

Good job! I finished my work!

HELP CARD

I need some help!



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4. CARE FOR MATERIALS

I take care of my books and toys.

BRAIN BREAKS



Hands
Warmup-up

Patrones musicales
gráficos



CALL & RESPONSE



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Mountain

Wizard

Airplane

Clock

Monkey

Tree

Frog

Pirate

5 MINUTES CONVERSATION

Let's speak about



Ideas:

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What is your favourite food?

Do you like playing football or dancing?

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What is the name of your street?

What is your favourite hobby?

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What is your favourite fruit?

What do you want to be when you grow up?

What is your favourite place in the school?

How are you feeling today?

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Tell me one thing that is blue in this room.

What is your favourite toy?

Who is your best friend?

Do you have a pet? What is its name?

TEACHER'S EVALUATION

Class Notes



LS:	
L1: BRICKLY	
L2: BRICKLY	
L3: MELODY MOO	
L4: GRAMMOR	
L5: LINKO	
L6: TRY-IT TIM	
L7: BUILDER BOO	
L8: BUILDER BOO	
L9: CHECKWELL	

TEACHER'S EVALUATION



Self-Reflection Questions about teaching task

LS:	
Did I achieve my objectives?	
Did I follow my lesson plan?	
Was the timing of the educational sequence appropriate?	
Were the activities at the right level?	
Would I change something about the lesson plan?	
How could I improve my teaching for the next learning situation?	
Did my students enjoy the activities?	
Did I have resources appropriate for all levels?	



TEACHER'S EVALUATION



Self-Reflection Questions about teaching task

LS:	NEVER	SOMETIMES	OFTEN	ALWAYS
We have worked on the specific objectives established for this LS				
We have contributed to the development of the seven key competences.				
The content chosen for this LS is appropriate for students' age and interests				
We have worked on cultural aspects of English-speaking countries				
We have employed cooperative learning strategies				
Learning stations have been used by all students				
LKTs have been integrated in the learning sequence				
Students have had an active role in the learning process				
The materials are in concordance with the teaching objectives				
The information gathered has been enough to do the students' evaluation				



