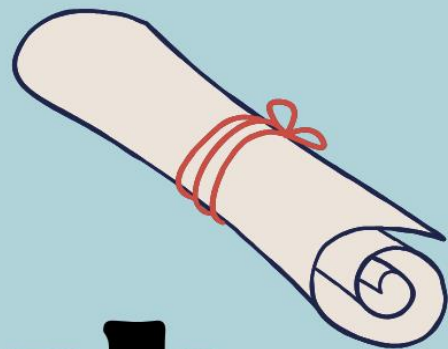
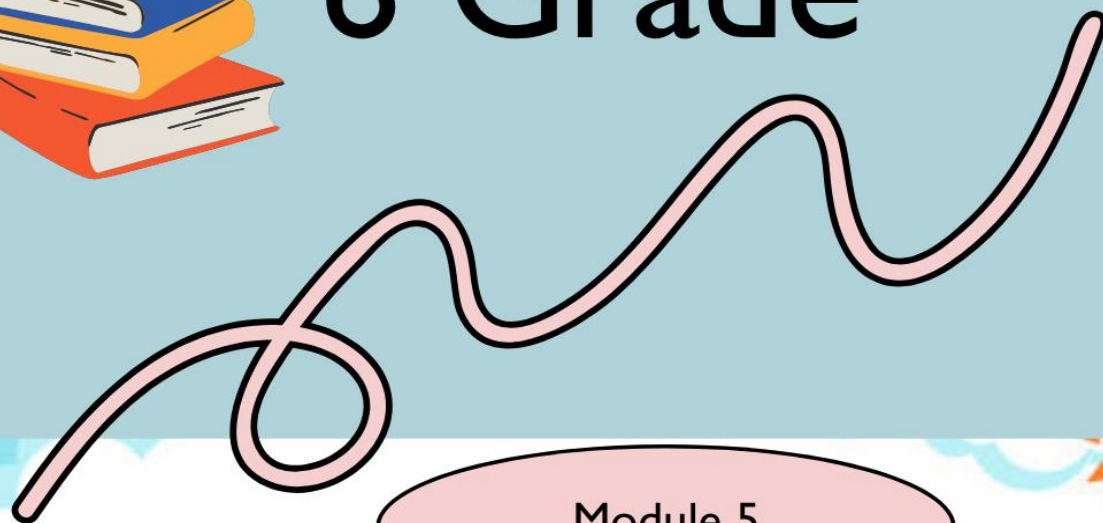


class of

English



6 Grade



Module 5



ENGLISH MODULE 5: WEATHER, CLIMATE, TIME, NUMBERS AND MONETARY UNITS

I. GENERAL OBJECTIVE

Develop students' ability to interpret and produce oral and written discourse about weather, climate, time, numbers and money, using appropriate vocabulary and grammar structures to communicate practical ideas, plan activities, and understand everyday contexts.

II. SPECIFIC LEARNING OBJECTIVES

- List the roles and functions of money and identify alternatives to cash in daily life.
- Apply the definition of money to real-world transactions and role-play purchase and saving scenarios.
- Understand and describe basic weather concepts and climate patterns.
- Read and interpret national and local weather maps and present forecasts.
- Tell and write the time, use cardinal and ordinal numbers, and handle monetary amounts accurately.

This module is divided into three main units:

- 1. Unit 1: Money Matters in Panama**
- 2. Unit 2: All About Weather**
- 3. Unit 3: Time and Numbers**

Unit 1: Money Matters in Panama

Concepts:

- Monetary Units in Panama (US Dollar, Balboa as a coin)
- The concept of money: what it is and what it's used for.
- Different denominations of money (coins and bills).



Grammar:

- Wh- questions (What, How much)
- Yes/No questions - answer

Procedures:

- Identifying the monetary unit of Panama: Students will learn that Panama uses the US Dollar as its official currency, alongside Panamanian Balboa coins. They will recognize different denominations.

- Discriminating monetary unit through a listening: Students will listen to scenarios or descriptions and identify the correct monetary unit being discussed.
- Writing a sketch about an activity in which people use monetary units: Students will work in groups to create short role-play scenarios where they demonstrate the use of money (e.g., buying items at a store, saving money).

Attitudes:

- Developing awareness of the value of money.
- Valuing the importance of saving money.
- Showing interest to know the monetary unit used in Panama.

Progress / Achievement Indicators:

The student:

- Matches the monetary unit with the illustration that corresponds in each case (e.g., matching a picture of a dollar bill with its name).
- Completes the phrase with the correct monetary unit (e.g., "In Panama, we use the ____ as our currency.").
- Writes a dramatization (sketch script) using monetary units correctly.

Suggested Assessment Activities:

- . Solving a written test about monetary unit:
 - Completing a paragraph with the correct monetary unit through a CD recording or the teacher's voice (listening comprehension).
 - Matching exercises: pictures of coins/bills to their names/values.
 - Short answer questions: "What is the currency of Panama?" "Name two uses of money."
- Presenting the dramatization in front of the group: Group performance assessed on content accuracy (use of money), clarity, and participation.

Unit 2: All About Weather

Concepts:

- Common weather conditions in Panama: Hot, Cool, Rainy, Sunny, Cloudy, Windy.
- Basic understanding of where weather comes from and where it happens (atmosphere).
- Localization of weather (e.g., "It's sunny in Panama City, but cloudy in Bocas del Toro").

Grammar:

- Why-because (cause and effect in weather)
- Comparatives-superlatives adjectives (e.g., hotter, coolest, sunniest)

Procedures:

- Answer questions about weather:
 - What are some examples of weather?
 - Where does weather come from?
 - Where does weather happen?
 - How does weather happen? (brief and simple explanation: sun, water cycle, wind)
 - Is weather always the same? (discussing changes in weather)
- Elaborating a weather map of your community/Panama: Students will learn to interpret basic weather symbols and create a simple weather map.
- Creating a dialogue about weather: Students will work in pairs to write and practice conversations about daily weather, asking and answering questions.
- Designing a brochure about the weather of Panama: Students will research and present information about typical weather patterns in different regions of Panama, including what to pack for certain conditions.

Attitudes:

- Being aware of the influence that weather has in people's lives (e.g., what clothes to wear, activities to do).
- Showing curiosity about natural phenomena.

Progress / Achievement Indicators:

The student:

- Writes sentences using comparative and superlative adjectives using weather topics (e.g., "Today is *hotter* than yesterday." "July is the *rainiest* month.").
- Creates a poster with a weather map of a community or Panama, using appropriate symbols.
- Writes a dialogue about weather, including questions and answers.
- Completes a brochure with information about the weather of Panama (e.g., typical temperatures, rainy season, sunny season).

Suggested Assessment Activities:

- Presenting the sentences in a written way with their illustrations: Students submit their sentences with drawings that illustrate the weather conditions described.
- Giving a weather report using their map: Students present their self-made weather maps to the class, acting as a meteorologist and describing the weather in different locations.
- Performing the dialogue in front of the class: Pairs present their weather dialogues, assessed on fluency, pronunciation, and content.
- Presenting the brochure in front of the class: Students present their brochures, explaining the information they included about Panama's weather.



Unit 3: Time and Numbers

Concepts:

- Telling time (o'clock, half past, quarter past/to, minutes).
- Daily routines and activities related to time.
- Numbers 1-100 (review and extension).
- Cardinal and ordinal numbers.
- Basic calculations with money and numbers.

Grammar:

- Simple present tense for daily routines.
- Asking and answering "What time...?" and "When...?" questions.

Procedures:

- Telling Time Activities:
 - Reading analog and digital clocks.
 - Matching times to pictures of daily activities.
 - Discussing personal daily schedules.
- **Number Games and Practice:**
 - Counting activities (forward and backward).
 - Identifying numbers in different contexts (phone numbers, addresses, prices).
 - Simple addition/subtraction problems related to money (e.g., "If an ice cream costs \$1.25 and you have \$2.00, how much change will you get?").
- **Role-playing:**
 - "At the Store": Students practice buying and selling items, using numbers and monetary units.
 - "Daily Schedule Interview": Students interview classmates about their daily routines.

Attitudes:

- Appreciating the importance of punctuality.
- Developing precision in numerical understanding.
- Showing confidence in using numbers and telling time.

Progress / Achievement Indicators:

The student:

- Accurately tells time using various expressions (e.g., "It's quarter past three," "It's five to ten").
- Uses numbers correctly when discussing prices and quantities.
- Asks and answers questions about daily routines and time.
- Completes simple math problems involving money.

Suggested Assessment Activities:

- Time Bingo: Teacher calls out times, students mark their cards.
- "What Time Is It?" Quiz: Students draw clock hands or write times for given scenarios.
- "My Daily Schedule" Presentation: Students draw or write their daily routines and present them to the class, including specific times.
- Money Math Worksheet: Students solve word problems involving purchasing items and calculating change.
- Role-play assessment: Teacher observes and assesses students' use of numbers and monetary units during store role-plays.