



Teacher's Guide For The New English Curriculum

● Language

● Technology

● Rainforest

Sixth Grade
2022

Dear teachers

This sample unit is part of the Teacher's Guide for Sixth Grade that will be in our site and is intended to provide English teachers of Sixth grade with the guidelines on how to develop effectively the knowledge, skills, abilities and competences set in the new English syllabus for Sixth graders. As a result, learners can achieve an expected level of performance in the target language according to the CEFR. We believe that you know your students best and therefore we encourage you **to adapt and contextualized** what you find here so that it responds to the needs and context of your learners. This lesson plan includes in the first page of the planning template, the four dimensions of the new Curricular Policy, "To Educate for a New Citizenship". The ones mostly emphasized in the unit are identified with an X. These dimensions are embedded and developed in the learning experiences provided. This unit will be completed within a timeline of six weeks.

The unit includes all the steps that should be followed in the pedagogical mediation which are:

A. **Assessment Strategies and Evidences of Learning:** Each goal has a specific assessment indicator for each linguistic competence that requires the elaboration of assessment instruments. Sample models of rubrics are provided

B. **Goals:** Each lesson has specific and clear learning goals connected to a domain, scenario, theme and language function.

C. **Pedagogical Mediation/ Didactic Sequence:** subdivided in the following stages;

✓**Pre-Teaching:** (Warm-up, Activation of Prior Knowledge, Modeling, Clarifying)

✓**Pre-task:** Introductory activity for activation of students' prior knowledge to carry out a specific task connected to a goal. It places emphasis on the linguistic, cognitive resources needed by the learner.

✓**Task rehearsal:** Class work where students practice the language in a meaningful way for successful task completion.

✓**Task completion:** A task that learners perform to demonstrate that the goal has been successfully achieved.

✓**Task assessment:** An activity for self and/or peer assessment and teacher feedback and/ or repair in relation to the achievement of a goal. Evaluation tools to evaluate performance tasks, of what students know and can do.

D. **Time:** Each phase of the didactic sequence includes a suggestion for the time that may be needed.

E. **Integrated Mini-project:** The project is a creative opportunity for students to integrate knowledge, abilities and skills.

F. **Reflective Teaching:** Suggestions for you to assess your own progress in teaching the material.

G. **Enduring Understanding Reflection:** Space to record how students grasped new understandings and ideas in connection with the essential question of the unit.

We hope that this effort will help you to customize your teaching in an effective, creative, engaging, and interactive way in response to your students' needs. This unit offers a variety of activities for each phase of the lesson plan; the teacher selects those that are appropriate for achieving the learning goals, the context and learners needs, and the numbers of lesson available for teaching English in the school.

Level 6 th Unit 1 Costa Rican Heroes Scope and Sequence				
Dimensions 1. Ways of thinking (X) 2. Ways of living in the world (X) 3. Ways of relating with others (X) 4. Tools for integrating with the world (X)				
Scenario: Costa Rican Heroes				
Enduring Understanding	Heroes make sacrifices to improve the lives of those they serve.			
Essential Question	What actions define a hero?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme 1. National Heroes and Famous People	Theme 2. Super Heroes World Famous People	Theme 3. My Hero is the Best.	Theme 4. I Can Be a Hero	
Assessment: L.1Gets the main idea of a short text when read aloud clearly and slowly. R.1. Distinguishes the important information in everyday visual text. R.PA.3. Demonstrates knowledge of phonemic	Assessment: L.2 Gets the gist of a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly. R.PA.3. Demonstrates knowledge of phonemic awareness by reading	Assessment: R.2. Reads patterned and predictable text. R.PA.4. Applies knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (e.g., su/per,	Assessment: L.1Gets the main idea of a short text when read aloud clearly and slowly. R.PA.4. Applies knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (e.g., su/per,	Assessment Instruments Process/Product

<p>awareness by reading short texts aloud.</p> <p>SI.1. Provides some information concerning special or famous people.</p> <p>Goals: L.1. get the main idea of a short text when read aloud clearly and slowly.</p> <p>R.1. distinguish and understand the important information in everyday visual text.</p> <p>R.PA.3. demonstrate knowledge of phonemic awareness.</p> <p>SI.1. provide some information concerning special or famous people.</p>	<p>short texts aloud.</p> <p>SI.2. Asks for information as well as offer simple explanations to others.</p> <p>Goals: L.2. understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person of a similar age exploring common interests).</p> <p>R.PA.3. demonstrate knowledge of phonemic awareness.</p> <p>SI.2. ask for information (e.g., what a hero is) as well as offer simple explanations to others.</p>	<p>sa/cri/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).</p> <p>SP.1. Provides a short, simple account of something experienced.</p> <p>W.1. Provides descriptions of different types of heroes and actions.</p> <p>Goals: R.2. read patterned and predictable text.</p> <p>R.PA.4. apply knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (e.g., su/per, sa/cri/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).</p> <p>SP.1. provide a short, simple account of something experienced (e.g., a personal experience with a significant person).</p> <p>W.1. provide descriptions of different types of heroes.</p>	<p>sa/cri/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).</p> <p>SP.1. Provides a short, simple account of something experienced.</p> <p>W.2. Describes various aspects of life and achievements of different types of heroes.</p> <p>Goals: L.1. get the main idea of a short text when read aloud clearly and slowly.</p> <p>R.PA.4. apply knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (e.g., su/per, sa/cri/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).</p> <p>SP.1. provide a short, simple account of something experienced (e.g., a personal</p>	<p>Suggested Integrated Mini project</p>
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			<p>experience with a significant person).</p> <p>W.2. describe various aspects of life and achievements of different types of heroes. Can include concrete details such as what, where, and when.</p>
<p>Function</p> <p>– Describing people’s achievements and personal characteristics</p>	<p>Function</p> <p>– Describing superheroes</p>	<p>Function</p> <p>– Describing and comparing heroic actions</p>	<p>Function</p> <p>-Retelling/relating past events using connectors</p>
<p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>
<p>Grammar & Sentence Frames</p> <p><u>Grammar & Sentence Frame</u></p>	<p>Grammar & Sentence Frames</p> <p><u>Simple past tense with prepositions of time (i.e., on, by, during)</u></p>	<p>Grammar & Sentence Frames</p> <p><u>Comparative and superlative forms</u></p>	<p>Grammar & Sentence Frames</p> <p><u>Sequencing adverbs with Modal “must”</u></p>

<p><u>Simple present tense and personal subject pronouns (SVC)</u></p> <ul style="list-style-type: none"> – (Juan Santamaria, Sandra Cauffman,) are <u>national heroes/famous people</u>. – He/she is <u>sacrificial</u>. (brave, courageous) – He/she <u>fights crime</u>. (flies, disappears, freezes things, destroys, jumps, etc.) 	<ul style="list-style-type: none"> – She represented the country <u>during</u> the Conference. – _____ was born <u>on</u> April 5, 1969. – He/she accomplished many things <u>by</u> 1999. <p><u>Comparative and superlative forms</u></p> <ul style="list-style-type: none"> – (Name of superhero) is <u>the strongest</u> of all the superheroes. – _____ is <u>stronger</u> <u>than</u> _____. – _____ is <u>as intelligent</u> <u>as</u> _____. 	<ul style="list-style-type: none"> – (Name of superhero) is <u>the strongest</u> of all the superheroes. – _____ is <u>stronger than</u> _____. – _____ is <u>as intelligent</u> <u>as</u> _____. <p><u>Adverbial phrases of cause and time</u></p> <ul style="list-style-type: none"> – My hero is important <u>because</u> (reason). – I can be a hero <u>when</u> I (action). – He/she became a hero after rescuing those people. 	<ul style="list-style-type: none"> – First, I <u>must</u> know the need. – Next, I <u>must</u> make a plan. – Finally, I <u>must</u> thank my team. <p><u>WH Questions</u></p> <ul style="list-style-type: none"> – <u>What</u> made (name of person) a hero? – <u>Who</u> is your hero? – <u>Why</u> is he/she your hero? <p><u>Past Tense</u></p> <ul style="list-style-type: none"> – The police officer <u>stopped</u> the speeding car. – The firefighter <u>ran</u> into the burning building. – The young woman <u>saved</u> the life of her baby.
<p>Phonemic Awareness</p> <p><u>Segmenting regularly spelled two-syllable words and common CVC</u></p>	<p>Phonemic Awareness</p> <p><u>Segmenting regularly spelled two-syllable words and common CVC words including</u></p>	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> – Decoding two- or three-syllable and compound words (e.g., sa/cr/i/fice, su/per/he/ro, com/mu/ni/ty) 	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> – Decoding two- or three-syllable and compound words (e.g., sa/cr/i/fice,

<u>words including the sounds represented by:</u> <ul style="list-style-type: none"> Single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives, bravery, save, fire). 	<u>the sounds represented by:</u> <ul style="list-style-type: none"> Single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives, bravery, save, fire). 		su/per/he/ro, com/mu/ni/ty)	
Vocabulary <u>1.National Heroes and famous people</u> <u>Heroes and famous people</u> <ul style="list-style-type: none"> Community leaders/helpers Sportsmen/women scientists actor/actress religious leaders <u>Actions or Places of incidence</u> <ul style="list-style-type: none"> Community and national problems entertaining people 	Vocabulary <u>2.Super heroes and world famous people</u> <u>Super heroes</u> <ul style="list-style-type: none"> Wonder woman Batman <u>World Famous People</u> <ul style="list-style-type: none"> Clodomiro Picado Twight Anne Frank Mother Theresa <u>Heroic actions (past tense)</u> <ul style="list-style-type: none"> Volunteered Died 	Vocabulary 3. My Hero is the Best. <ul style="list-style-type: none"> Good/better/best Intelligent/more intelligent/ the most intelligent Strong/stronger/strongest <u>Information questions</u> <ul style="list-style-type: none"> Why is your hero the best of all? Because, he can... How she became a hero/ famous? 	Vocabulary <u>4. I can be a hero</u> How can you become a hero? <ul style="list-style-type: none"> First, I can help my classmates. Then, I can help my teacher. Finally, I can help people in my community I must study hard. I must be kind to people. 	

<u>Heroes/ famous people's characteristics</u> <ul style="list-style-type: none"> – Brave, intelligent, strong... <u>Information questions</u> <ul style="list-style-type: none"> – Who is your hero/ who do you admire the most? – I like.../ my favorite person/hero is... 	<ul style="list-style-type: none"> – invented/created <u>Heroic actions (present tense)</u> <ul style="list-style-type: none"> – Fights crime – Flies – Disappear 	<ul style="list-style-type: none"> – She became famous when... 		
<p>Psycho-social</p> <ul style="list-style-type: none"> – Expressing respect and pride for local and national culture, outstanding people, family and friends <p>Sociocultural</p> <ul style="list-style-type: none"> – Using different choices of greetings and leave takings according to context – Expressing positive politeness to express admiration, affection and gratitude 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Explaining motivations to improve/change lives <p>Sociocultural</p> <ul style="list-style-type: none"> – Using different choices of greetings and leave takings according to context – Expressing positive politeness to express admiration, affection and gratitude 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Expressing respect for diversity of gender roles and senior citizens in our society <p>Sociocultural</p> <ul style="list-style-type: none"> – Expressing positive politeness to express admiration, affection and gratitude – Expressing belief in one's own capacities and values 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Expressing respect for diversity of gender roles and senior citizens in our society <p>Sociocultural</p> <ul style="list-style-type: none"> – Expressing positive politeness to express admiration, affection and gratitude – Expressing belief in one's own capacities and values 	

<p><u>Social Language</u></p> <p>Idioms/phrases</p> <ul style="list-style-type: none"> – To take the bull by the horns.(To make something hard in a brave determined way 	<p><u>Social Language</u></p> <p>Idioms/phrases</p> <ul style="list-style-type: none"> – To fill someone's shoes(to take someone's place and do the work satisfactory) 	<p><u>Social Language</u></p> <p>Idioms/phrases</p> <ul style="list-style-type: none"> – To go from zero to hero(someone with a sudden rise in popularity or success) 	<p><u>Social Language</u></p> <p>Idioms/phrases</p> <ul style="list-style-type: none"> – To go from zero to hero(someone with a sudden rise in popularity or success) – To take the bull by the horns.(To make something hard in a brave determined way
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Term: I	Level: Sixth Grade	Unit:1	Week:1
Domain: Socio-interpersonal	Scenario: Costa Rican Heroes	Theme: National Heroes and Famous People	
Enduring Understanding: Heroes make sacrifices to improve the lives of those they serve.			
Essential Question: What actions define a hero?			
Dimensions 1. Ways of thinking (X) 2. Ways of living in the world (X) 3. Ways of relating with others (X) 4. Tools for integrating with the world (X)			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <u>Simple present tense and personal subject pronouns (SVC)</u> – (Juan Santamaria, Sandra Cauffman,) are <u>national heroes/famous people</u> . – He/she is <u>sacrificial</u> . (brave, courageous) – He/she <u>fights crime</u> . (flies, disappears, freezes things, destroys, jumps, etc.) Phonemic Awareness	Function Describing people’s achievements and personal characteristics Discourse Markers Linkers: Sequential - past tense First, then, after that, finally	Psycho-social – Expressing respect and pride for local and national culture, outstanding people, family and friends Socio-cultural – Using different choices of greetings and leave takings according to context – Expressing positive politeness to express admiration, affection and gratitude idioms/ phrases – To take the bull by the horns.(To make something hard in a brave determined way	

<p><u>Segmenting regularly spelled two-syllable words and common CVC words including the sounds represented by:</u></p> <ul style="list-style-type: none"> – Single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives, bravery, save, fire). <p style="text-align: center;">Vocabulary</p> <p><u>1.National Heroes and famous people</u></p> <p><u>Heroes and famous people</u></p> <ul style="list-style-type: none"> – community leaders/helpers – sportsmen/women – scientists – actor/actress – religious leaders <p><u>Actions or Places of incidence</u></p> <ul style="list-style-type: none"> – community and national problems – entertaining people <p><u>Heroes/ famous people's characteristics</u></p> <ul style="list-style-type: none"> – Brave, intelligent, strong... <p><u>Information questions</u></p> <ul style="list-style-type: none"> – Who is your hero/ who do you admire the most? 		
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– I like.../ my favorite person/hero is... –			
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p>Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question and Enduring Understanding and talks with the students about both of them. T shares the class agenda, etc. on the board</p> <p>Warm up</p> <p>Say the name aloud. The teacher shows a series of pictures of famous people and heroes (8 in total) of Costa Rica, one at a time. The teacher shows each picture for 3 seconds. In that time, students altogether have to say the name of that person aloud. Optional: After showing each picture, the teacher can ask students a follow up question such as: What does she do? Why is she famous? What do you know about this person?</p> <p>Activation of Prior Knowledge</p> <p>The teacher shows one of the previous pictures. One of a famous Costa Rican who is still alive (See Appendix 1: Andrea Carolina Vargas). The teacher asks them about what she does, her achievements (Take some time to explain what “achievements” means and give some familiar examples.) what she can do and about what they think are the personal characteristics of that person. The teacher writes the headings and answers on the board. To motivate students to think more about the topic, ask them follow up questions like; How do you know that she is strong? Why do you think that she is hard working? Example: Name: Andrea Vargas is a runner. Achievements: She won a gold medal in the 100-meter hurdle competition at the Pan-American Games in Lima, Perú.</p>	40 minutes

		<p>Characteristics: She can run fast and jump high. She is disciplined, strong, fast, hardworking, etc.</p> <p>The teacher does the same activity, but this time he/she includes the picture of a famous Costa Rican who is not alive (See Appendix 1: Carmen Lyra).</p> <p>Name: María Isabel Carvajal (Carmen Lyra) was a writer.</p> <p>Achievements: She wrote and published the fairy tale collection Cuentos de mi tía Panchita and was the first female Costa Rican writer.</p> <p>Characteristics: She was an intellectual, smart, brave and visionary woman.</p> <p>Note: Just for the fun of it, ask students if they have seen Carmen Lyra any other place. Carmen Lyra's face is on the 20000 colones bill. You can show them a picture.</p> <p style="text-align: center;">Modeling</p> <p>The teacher asks students if they notice any difference between the sentences that have been written on the board. Students sit down in pairs to compare the information. After a couple of minutes, the teacher asks them to share their answers with the whole group. Once students have shared their answers, the teacher will call their attention to the difference between verb tenses (simple present and simple past) and explains why it is so (reinforcing students' answers).</p> <p style="text-align: center;">Clarifying</p> <p>The teacher erases all the information from the board. He/She says some sentences about both Andrea and María. The teacher will use the present and past tense to make one statement at a time about each of them. Some statements will be grammatically correct (in terms of the use of the verb tense) and some will not. If the statement is correct, the students will say; "That's right." and raise their right hand. If the statement is wrong, they will say; "That's wrong." and raise their left hand.</p> <p>Note: You can ask students to add a head nodding with their answer.</p>	
L.1. gets the main idea of a short text when read aloud clearly and slowly.	L.1. get the main idea of a short text	<p style="text-align: center;">Pre-task</p> <p>The teacher asks students to listen carefully to an audio that he/she is going to play. He/She asks them to try to guess what is going on. The teacher plays the audio (no video) of a space shuttle lift off. In the following link, you will watch a video about the</p>	40 minutes

	<p>when read aloud clearly and slowly.</p>	<p>final countdown of a space shuttle lift off:</p> <p>https://www.youtube.com/watch?v=2CDHXq1tJWc</p> <p>Students will think about it individually. Share their answers in pairs and finally, share their answers with the whole group.</p> <p>The teacher collects their answers, writes some down on the board and plays the video for all of them to check their answers.</p> <p>Next, the teacher asks them if they know what they will be studying in that lesson. After some students make their guesses, the teacher introduces the goal of the lesson: They will listen to a short audio about a famous Costa Rican to get the main idea.</p> <p>The teacher asks the students what they know about space exploration and NASA and if they know the name of any astronaut. If the students mention words that are in the audio, the teacher can write them down for later.</p> <p>The teacher writes down the key words on the board: degree, plasma, space shuttle, retiring, rocket engine, awards. The teacher asks students to line up and walk slowly in front of the words. If they know the meaning of any of the words, they can take a marker and write down a check (✓) next to it.</p> <p>Based on that information, the teacher will get some feedback about how much students know about the new words in order to move to the next step.</p> <p>The teacher shows each word at a time in a sentence with a picture attached (See Appendix 2). He/She reads each sentence and gives a short explanation about what each word means trying to accompany this with some gestures. For example, (Teacher reads the sentence for retiring.) Then, he/she says retiring is when you finish working after many years of doing it.</p> <p>Now, the teacher reads the sentences and asks students to repeat after him/her.</p> <p style="text-align: center;">Task-rehearsal</p>	
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<p>L.1.1. identifies relevant information (who, what) in a short text that describes people's achievements and personal characteristics when read aloud clearly and slowly.</p>		<p>Using Appendix 2, the teacher makes statements with the words to clarify their meanings. If what the teacher says is true, they raise their right hand and say: "Yes.". If what the teacher says is wrong, they raise their left hand and say: "No.". Example: The rocket engines gives the power to the space shuttle. (Yes.) You finish fifth grade in school, and you get a degree. (No.)</p> <p>Ask them to write down the sentences from Appendix 2 in their notebooks or make a small copy with the sentences. Show students Appendix 3. Students will sit down in pairs. One of them will read one sentence at a time, and the other will say the number of the picture. They switch roles.</p> <p>In the same or different pairs, one student will call a number from Appendix 3, and the other student has to say the word. They switch roles as they do it. They have the sentences in their notebooks or in a piece of paper.</p> <p>Note: Challenge your students to keep track of their right answers and to try to get them all right.</p> <p>The teacher tells students that they are going to listen to some information about a famous Costa Rican because they need to make a short oral presentation for students from a school in the USA.</p> <p>The teacher writes a couple of questions on the board or gives students a copy with the questions. In the following link, you will find a short audio about Franklin Chang Díaz: https://recursos.mep.go.cr/sitio_primaria_ingles/sexta.html</p> <p>1. Who is the speaker talking about?</p> <p>() Neil Armstrong () Michael Lopez-Alegria () Franklin Chang Díaz</p>	
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<p>L.1.2. gets the main idea of a short text about people's achievements and personal characteristics when read aloud clearly and slowly.</p>		<p>2. What is the audio about?</p> <p>() Dr. Chang's life and achievements</p> <p>() Dr. Chang could not speak English.</p> <p>() Dr. Chang was an astronaut.</p> <p>Very quickly, the teacher checks if all students were able to complete the exercise, and if there is no need for repetition.</p> <p>If they all did, the teacher asks students to compare answers with a partner. They, they all share the answers, and the teacher writes them down on the board.</p> <p>Note: The teacher can ask students why they think that one particular answer is the right one and listen to their arguments.</p> <p style="text-align: center;">Task completion</p> <p>The teacher tells the students that they are going to listen to the audio again to get more information that they need for their presentation.</p> <p>What is the main idea of the audio?</p> <p>() As a young boy, Dr. Chang dreamed about becoming an astronaut and going into space.</p> <p>() When Dr. Chang was a boy, he had a dream, and he worked hard to make it real.</p> <p>() Dr. Chang worked hard to receive a Doctor of Science degree in applied plasma physics.</p> <p>Quickly, the teacher checks if all students were able to complete the task. Try to check how certain students are with their choice. The teacher can ask them to show with</p>	
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		<p>their hands how certain they are: 1 finger: Not sure. 2 fingers: A little uncertain 3 fingers: Totally sure</p> <p style="text-align: center;">Task assessment</p> <p>The teacher walks around the classroom to look at the students' answers. He/She asks them to get in pairs, compare answers and talk about the reasons why they pick the option that they did. After that, the teacher asks volunteers to share their answers with the whole group, and he/she writes them on the board. The teacher uses an instrument to evaluate the students' performance.</p> <p>Post task: If all students do well in the task completion, the teacher tells students that they are going to sit down in pairs and pretend that their classmate does not know anything about Dr Franklin Chang, so they are going to tell him/her about what they learned from the audio.</p>	
R.1. distinguishes the important information in everyday visual text.		<p style="text-align: center;">Pre-task</p> <p>The teacher asks students to stand up right next to their desks with enough space to move without hitting a classmate. This can be done outdoors, too. The teacher asks students to imitate what he/she will do and try to think about what they will study in the lesson. The teacher acts out several Olympic sports: swimming, cycling, weightlifting, running (track and field), basketball, soccer and tennis for example. When they are done, the teacher asks students about the activities they did, if they know their names and how they are all connected. The teacher tries to lead students to use the words sports and the Olympics.</p> <p>Once the word Olympics comes up, the teacher will ask students to talk to a partner and think about Costa Ricans who have participated in the Olympics and in what sports they did. After some time, the teacher asks one volunteer per pair to go to the front and write down the name of the athlete who participated and the sport on the board. It is ok if names are repeated. The teacher asks them if they know if any of those athletes has won a medal. In addition, what medals can an athlete win at the Olympics (gold, silver and bronze)?</p> <p>After these activities, the teacher asks students to guess what they are going to study in the lesson. After a short conversation, the teacher introduces the goal of the lesson: understand the important information in a reading about a famous Costa Rican athlete.</p>	40 minutes

<p>R.1.1. identifies text features such as titles, headings or illustrations</p>		<p>The teacher presents the key words for the reading: swimmer, competed, freestyle, citizen, confident, hard working. The teacher does this by asking the students to go on a gallery walk (a variation can be done by projecting the phrases on the board and ask students to read the sentences from their places). The teacher pastes pictures with sentences that include the key word on the walls of the classroom. Students walk around the classroom in pairs and talk to each other about the meaning of the bolded or highlighted words.</p> <p>Then, the teacher asks them about the meaning of the words. He/She points to one word at a time and asks students to raise the hand if they know the meaning of the word. The teacher asks a volunteer to act out the meaning of the word or define it in some way in English. The teacher or another student can complement the answer. For those words that none of the students know, the teacher can read the sentence and explain the meaning of the key word.</p> <p>The teacher reads the sentences and asks students to repeat after him/her.</p> <p style="text-align: center;">Task-rehearsal</p> <p>The teacher clarifies the vocabulary by asking different questions about the words. For example, does a swimmer compete on the ground on in the water? Is María a citizen?</p> <p>Using Appendix 4, the students practice the new vocabulary. The teacher projects the pictures and sentences on the board. The students work in pairs with one of them facing the blackboard and the other facing the opposite direction. This latter has the list of words in his/her notebook. His/Her classmate acts out one of the pictures or gives a definition in his/her own words, and the other student has to say the corresponding word. They switch roles. Encourage students to keep track of their right answers and to try to get all of them right.</p> <p>The teacher projects or gives a copy of the text in Appendix 5. The teacher asks students the following question: If a person who does not speak English asks you what</p>	
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<p>that provide information about the topic of the text.</p> <p>R.1.2. identifies relevant ideas in an everyday visual text that describes people's achievements and personal characteristics.</p> <p>R.1.3. distinguishes important information in an everyday visual text about people's achievements and personal characteristics.</p>		<p>the reading is about, what 2 elements of the text can you use to know that without reading it? Write them down.(the title and the illustration/picture)</p> <p>1. _____ 2. _____</p> <p>Students share answers in pairs explaining their answers to each other. Then, answers are shared as a whole group and written on the board.</p> <p>The teacher asks students to go to the text a second time and look for information that they consider relevant about Claudia's achievements and personal characteristics and underline them in the text.</p> <p>Students check their answers in pairs. Some volunteers read the sentence that they underlined and the teacher underlines it on the board.</p> <p style="text-align: center;">Task completion</p> <p>The teacher tells his/her students that Claudia Poll is coming to their school for a visit. The principal wants a sixth grade student to make a short introduction of her for the rest of the school, and that student has to do it in English. The teacher gives students a table to complete with the information that they should include in their presentation (Possible answers are included in blue). Students read the text for the third time to complete the table.</p> <table border="1" data-bbox="772 1036 1766 1421"> <thead> <tr> <th>Personal Information</th><th>Sports Achievements</th><th>Personal Achievements</th><th>Personal Characteristics</th></tr> </thead> <tbody> <tr> <td>She is a Costa Rican swimmer.</td><td>Only Olympic gold medalist/She won an Olympic gold medal.</td><td>She was declared Honor Citizen.</td><td>She's hard-working</td></tr> <tr> <td>She competed in the 200m to</td><td>She has national records.</td><td>She graduated in Business Administration.</td><td>She's confident</td></tr> <tr> <td></td><td></td><td></td><td>She goes after her dreams</td></tr> </tbody> </table>	Personal Information	Sports Achievements	Personal Achievements	Personal Characteristics	She is a Costa Rican swimmer.	Only Olympic gold medalist/She won an Olympic gold medal.	She was declared Honor Citizen.	She's hard-working	She competed in the 200m to	She has national records.	She graduated in Business Administration.	She's confident				She goes after her dreams	
Personal Information	Sports Achievements	Personal Achievements	Personal Characteristics																
She is a Costa Rican swimmer.	Only Olympic gold medalist/She won an Olympic gold medal.	She was declared Honor Citizen.	She's hard-working																
She competed in the 200m to	She has national records.	She graduated in Business Administration.	She's confident																
			She goes after her dreams																

		<p>800m. freestyle. She began swimming in 1979.</p> <p>She won two bronze medals in 2000 Olympics.</p> <p>Task assessment</p> <p>Students compare their answers in pairs and talk about their choices. Volunteers go to the blackboard to write their answers. The rest of the students check their own answers and make the necessary corrections. The teacher uses an instrument to evaluate the students' performance.</p> <p>Post task: Make small groups (3 or 4 students). Using the information from the task completion ask one student at a time to pretend to give a short oral presentation to the other classmates about Claudia Poll. (5 to 10 minutes)</p>													
R.PA.3. demonstrates knowledge of phonemic awareness by reading short texts aloud.	R.PA.3. demonstrate knowledge of phonemic awareness.	<p>Pre-task</p> <p>The teacher writes down the match below on the board and asks students to write it down in their notebooks.</p> <table> <tr> <td>Boy</td> <td>1</td> <td>empty</td> <td>a consonant digraph</td> </tr> <tr> <td>Plasma</td> <td>2</td> <td>empty</td> <td>b diphthong</td> </tr> <tr> <td>Shuttle</td> <td>3</td> <td>empty</td> <td>c consonant blend</td> </tr> </table> <p>After they do that, the teacher asks them which of those words they are familiar with. Students can discuss this in pairs.</p>	Boy	1	empty	a consonant digraph	Plasma	2	empty	b diphthong	Shuttle	3	empty	c consonant blend	40 minutes
Boy	1	empty	a consonant digraph												
Plasma	2	empty	b diphthong												
Shuttle	3	empty	c consonant blend												

		<p>The teacher listens to the students and writes down any notes that he/she may consider important for the goal of the lesson.</p> <p>Then, he/she writes down the following instructions on the board:</p> <p>I will play three short videos. I play one video at a time. When I stop the video, you will match a word from the left with a word from the right. You pay attention to the next video.</p> <p>Here is the list of videos to use:</p> <p>1. In the following link, you will find a video about English diphthongs: https://www.youtube.com/watch?v=gpf6mwzabw When the teacher stops the video, he/she gives students some time to match the words.</p> <p>2. In the following link, you will find a video about English consonant digraphs: https://www.youtube.com/watch?v=9A0TfBx-vrM When the teacher stops the video, he/she gives students some time to match the words.</p> <p>3. In the following link, you will find a video about English consonant blends: https://www.youtube.com/watch?v=dcMK1bqpGHk</p> <p>Note: It is not necessary to play all the video. The teacher can choose the first 30 or 40 seconds of each video. This is an introduction to the topic and goal of the lesson.</p> <p>The teacher gives students time to compare their answers in pairs and talk about their choices.</p> <p>Next, the teacher checks the exercise. He/She calls a student and asks for his/her answer to the first word and a short, simple explanation for his/her choice. If the answer is correct, the teacher writes down the answer on the board and a short explanation. If the answer is not correct, the teacher asks follow up questions trying to help the student analyze his/her answer and consider another option. Then, the teacher writes down the correct answer and a short explanation.</p> <p>Notes for the teacher:</p>	
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<p>R.PA.3.1. distinguishes single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives,</p>		<p>Diphthong a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves toward another (as in <i>coin</i>, <i>loud</i>, and <i>side</i>).</p> <p>a digraph representing the sound of a diphthong or single vowel (as in <i>feat</i>).</p> <p>In the following link, you will find more information about diphthongs: shorturl.at/dfBFK</p> <p>With the exception of long E (/i/), all of the traditional long vowel sounds are diphthongs. These most predictably occur when the vowel letter is followed by a single consonant and a silent “e”. In the following link, you will find more information about diphthongs: https://rb.gy/t9das4</p> <p>In the following link, you will find more examples of diphthongs: https://usefulenglish.ru/phonetics/practice-diphthongs</p> <p>Consonant Digraph: Consonant digraphs are two or more consonants that, together, represent one sound. For example, the consonants “p” and “h” form the grapheme ph that can represent the /f/ sound in words such as “nephew” and “phone.” In the following link, you will find more information about consonant digraphs: shorturl.at/fBC14</p> <p>Consonant blend: Consonant blends, also referred to as adjacent consonants or consonant clusters, are composed of two or three consonant graphemes that precede or follow a vowel within a syllable e.g.;, st-op, str-ing at the beginning or ki-nd, unke-mpt at the end. In the following link, you will find more information about consonant blends: https://rb.gy/t9das4</p> <p>After this activity, the teacher presents the goal of the lesson: Demonstrates knowledge of digraphs, blends and diphthongs by reading short texts aloud.</p> <p style="text-align: center;">Task-rehearsal</p> <p>The teacher gives students a short paragraph (Appendix 6) and the following instructions:</p> <p>Underline the words that have a <u>diphthong</u>.</p> <p>Circle the words that have a <u>consonant blend</u>.</p> <p>Frame the words that have a <u>consonant digraph</u> in a rectangle.</p>	
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bravery, save, fire) when reading short texts aloud.

This is what the paragraph would look like:

Costa Rica National Hero Juan Santamaria

Juan Santamaria Day is a holiday in Costa Rica, and it is celebrated on April 11th. The holiday commemorates the Battle of Rivas, made famous by the heroic actions of the National Hero, Juan Santamaria: the "Little Drummer Boy".

The Battle of Rivas took place in Rivas, Nicaragua between the army lead by William Walker and Costa Rica's army led by President Juan Rafael Mora Porras.

The two armies were fighting each other in a battle for over nine hours. Juan Santamaria, a Costa Rican drummer boy from Alajuela, volunteered to set the "El Mesón de Guerra" on fire, a building, in which Walker's troops were. Santamaria threw a torch onto the grass roof of Walker's fort, causing it to catch fire and Walker's troops to run away. Juan Santamaria was successful in his mission and his actions helped Costa Ricans win the battle. Santamaria was killed by enemy fire.




If possible, the teacher can project the paragraph, and call several students at the same time for them to draw their answers on the paragraph. Students check their own answers and make their own corrections.

When all answers are drawn, the teacher reads and asks students to repeat after him/her. The teacher puts special emphasis on digraphs, blends or diphthongs that are

<p>R.PA.3.2. blends single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives, bravery, save, fire) when reading short texts aloud.</p>		<p>hard for the students, so he/she pays close attention to the students as they are repeating after him/her.</p> <p>Students sit down in pairs and take turns reading the text aloud. The partner makes comments about the pronunciation of words if necessary.</p> <p style="text-align: center;">Task completion</p> <p>The teacher tells students that there will be an important meeting with people from other countries. They want to know about one Costa Rican hero, and they have to prepare themselves to read the text for those people in a formal ceremony at school.</p> <p>When students feel that they have practiced enough, they call the teacher and read the text for him/her to listen. If there is some kind of tech devices in the classroom, students can use them to record themselves reading. Students can share the audio with the teacher, and they can also be shared with the rest of the class.</p> <p style="text-align: center;">Task assessment</p> <p>The teacher walks around the room and listens to the students reading the texts. He/She can collect audios and listen to them and share some others. The teacher uses an instrument to evaluate the students' performance.</p>	
<p>SI.1. provides some information concerning special or famous people.</p>	<p>SI.1. provide some information concerning special or famous people.</p>	<p style="text-align: center;">Pre-task</p> <p>The teacher shows students the picture of Shirley Cruz and asks students: What questions would you like to ask Shirley Cruz about her achievements, personality, life, work?</p> <p>Students write down a question on a post-it paper. Then, when all of them have written down a question, they go to paste their paper on the board.</p> <p>The teacher reads all the questions and selects some (5 or 6) and writes them down on the board.</p> <p>The teacher tells students that he/she is going to show the picture of Shirley Cruz again and say something brief about her, and they have to ask him/her the questions written on the board to know more about her.</p>	<p>40 minutes</p>

<p>SI.1.1. brainstorms with a partner vocabulary, phrases and questions to ask and respond about someone's achievements and personal characteristics.</p>		<p>Example: This is a person that I admire (Shows picture of Shirley and makes a pause). The teacher waits for students to ask him/her some of the questions that are on the board. In Appendix 6, the teacher will find some basic information about Shirley to answer the questions)</p> <p style="text-align: center;">Task-rehearsal</p> <p>The teacher asks students to look for and brainstorm information about a famous Costa Rican that they admire a lot and bring it to class. They have to include information related with physical characteristics, personal data and achievements. Students should bring a picture if possible.</p> <p>Note: Have a couple of simple biographies of famous Costa Ricans to give to those students who do not do the assignment.</p> <p>The teacher asks students to follow these steps:</p> <ol style="list-style-type: none"> 1. With information that they brought, students sit down in pairs and talk about the most important details about each person that they have. They help each other to fill out the following table about the person that they have. The teacher lets his/her students know that they do not have to complete all columns if they do not have the information. <table data-bbox="772 1052 1766 1133"> <tr> <td>Personal Information</td><td>Sports Achievements</td><td>Personal Achievements</td><td>Personal Characteristics</td></tr> </table> <ol style="list-style-type: none"> 2. In the same pairs, they will help each other to write down possible questions for the information in the table. If students include different questions from the ones practiced before, the teacher can write them down on the board. 	Personal Information	Sports Achievements	Personal Achievements	Personal Characteristics	
Personal Information	Sports Achievements	Personal Achievements	Personal Characteristics				

<p>SI.1.2. responds to questions about people's achievements and personal characteristics.</p>		<p>3. Once they have all the questions ready, they can start practicing.</p> <p style="text-align: center;">Task completion</p> <p>This time, students complete the task taking turns trying not to depend on their notes. This is the situation: A friend of yours from another country wants to know about a famous Costa Rican that you admire. Your friend will ask you questions about that person. Start by showing the picture of that person and saying: This is a famous Costa Rican that I admire... Students should practice until they feel that they are successful completing the task.</p> <p>Note: The teacher should ask learners to try not to depend on their notes and practice several times to build on fluency.</p> <p style="text-align: center;">Task assessment</p> <p>Students can call their teacher to their places and perform the task in front of him/her if they finish before the others. Some volunteers can go to the front of the class. The teacher uses an instrument to evaluate the students' performance.</p> <p>Post task: The teacher asks students to sit down in groups of four. Every student writes down the name of a famous Costa Rican in his/her notebook or piece of paper. Students exchange papers and write down as many questions as they can about that person. They send it back to the paper's owner, and volunteers can answer the questions if they want and know the answers.</p>	
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Learner Self-Assessment			
<i>I can</i>	 <i>Achieved</i>	 <i>In progress</i>	 <i>Not achieved yet</i>
L.1.1. identify relevant information (who, what) in a short text that describes people's achievements and personal characteristics when read aloud clearly and slowly.			
L.1.2. get the main idea of a short text about people's achievements and personal characteristics when read aloud clearly and slowly.			
R.1.1. identify text features such as titles, headings or illustrations that provide information about the topic of the text.			
R.1.2. identify relevant ideas in an everyday visual text that describes people's achievements and personal characteristics.			

			R.1.3. discriminate the important information in an everyday visual text about people’s achievements and personal characteristics.					
			R.PA.3.1. distinguish single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives,					
			R.PA.3.2. blend single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives, bravery, save, fire) when reading short texts aloud.					
			SI.1.1. discuss with a partner basic information to describe someone’s achievements and personal characteristics.					
			SI.1.2. respond to questions about people’s achievements and personal characteristics.					
Integrated Mini-Project								Time
Some ideas to develop the mini project:								

<p>1. Planning and creating collaboratively an ideal super hero to take care of a community problem (including characteristics and actions on how the hero would be “making a difference” and “changing or improving people’s lives”). Rehearsing and Participating in an oral presentation to the whole class.</p> <p>2. Planning and Creating a digital comic book /Rehearsing and participating in an oral exchange of the story to the class. Participating in self and co- assessment using technically designed instruments.</p> <p>3. Super Hero Convention: Planning. In groups of 5, students are all super heroes. They will organize a Super Hero Convention. Creating. They have to prepare a brochure or poster to tell about the event and the super heroes who will be there. Rehearsing. Each hero practices how to introduce him/herself. They all have to ask other super heroes questions. Participating. And they all together have to organize themselves to narrate a heroic event in which they all participated. For example, the final battle against Thanos in the Avengers. A variation for this activity is that they act out super heroes that were not included in the unit. For that, students will need new readings or access to technology to do some research.</p> <p>4. Famous People Press Conference: Planning. In groups of 5 students, 4 of them are famous people and one of them is a reporter. Creating. Students wear costumes and pretend that they are famous people. They are all sitting at a round table. Rehearsing. They sit down in pairs to play their role with a partner before beginning the show. Participating. The moderator will ask all of the famous people questions about their achievements, an important past event in which they participated, personal characteristics and so on.</p> <p>5. Super Heroes Reader’s Theater: Planning. In groups of 5 students, they will organize themselves to write down a very short, simple script that one or two of them will read aloud. Creating. Students write the script of the story. Rehearsing. The other classmates will act out the scenes and talk when necessary. They have to include questions for the characters to ask, heroic actions for them to do, comparisons and narration of past heroic events. Participating. Students act out the play for the whole class. Note: You can use a similar variation with famous people.</p>		
Reflective Teaching		
What worked well	What didn't work well	How to improve
Enduring Understanding Reflection		

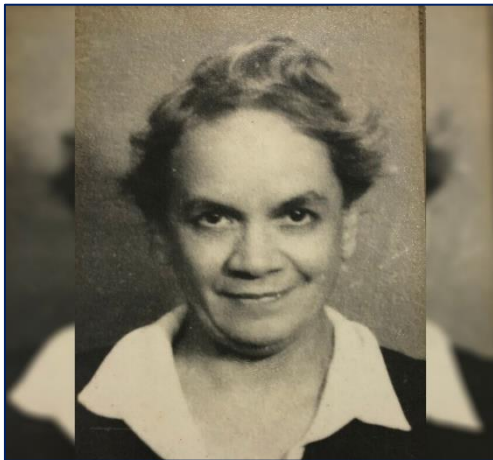
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Appendixes

Appendix 1



Taken from: https://semanariouniversidad.com/wp-content/uploads/2019/10/71654150_468905893710488_615643545671303168_n.jpg



Taken from: <https://www.laizquierdadiario.cr/IMG/jpg/lid-20.jpg>

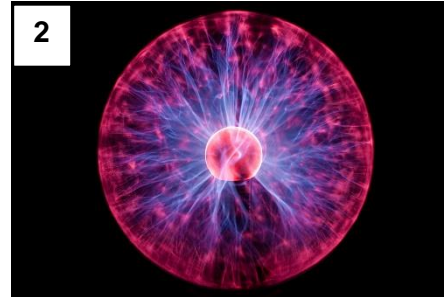
Appendix 2



My sister got a Doctor of Science **degree** when she finished the university.



A **space shuttle** can carry up to seven astronauts at a time.



Plasma is a very hot gas that has a lot of energy.

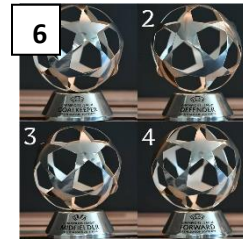


After **retiring** from work, my grandfather started a new company.

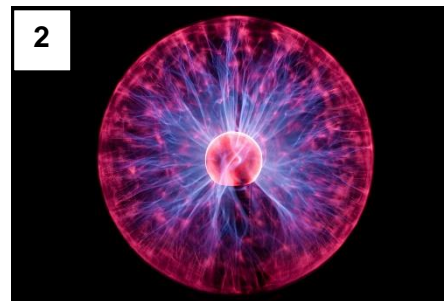


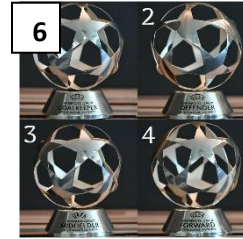
A **rocket engine** uses the energy to get a spaceship off the ground.

Appendix 3



Keylor Navas has received many **awards** in Europe.





Appendix 4



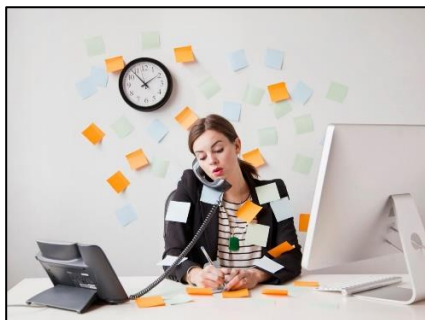
Pablo is a good **swimmer**.



Adriana Vargas **competed** at the 2020 Summer Olympics.



Carlos competed in the 100-meter **freestyle**.



Carol is a **hard-working** person. She is full of energy.



David recycles his wastes. He is a good **citizen**.



Paula is a very **confident** person. She's sure of herself.

Appendix 5

Claudia Poll Ahrens

Claudia Maria Poll Ahrens is a Costa Rican swimmer who competed in the 200m to 800m freestyle. She began swimming in 1979 under coach Francisco Rivas and quickly became one of the best in Central America, winning many regional competitions. She is Costa Rica's only Olympic gold medalist. She won the country's first Olympic gold medal at the 1996 Atlanta Olympics in the 200-meter freestyle. She has national records in independent events. Claudia also competed at the 2000 Olympics, where she won two bronze medals. Also, she was the first person in Central



Taken
from: <https://c8.alamy.com/zoomses/9/aee9fda336c44462971436679917587d/g6phh9.jpg>

America to win a gold medal, and the only one to do so, until the 2008 Olympics, when Panama's Irving Saladino won a gold medal. The Costa Rican Congress declared Claudia "Honor Citizen" in 1996. She graduated in Business Administration from the Universidad Internacional de las Américas in 1998. Claudia is considered a confident and hard-working person who is ready to go after her dreams.

Adapted from <https://allfamous.org/people/claudia-poll-19721221.html>, <https://en-academic.com/dic.nsf/enwiki/596880> and <https://physiognomica.com/catalog-celebrities/en/claudia-poll.html>

Appendix 6

Costa Rica National Hero Juan Santamaría

Juan Santamaria Day is a holiday in Costa Rica, and it is celebrated on April 11th. The holiday commemorates the Battle of Rivas, made famous by the heroic actions of the National Hero, Juan Santamaria: the "Little Drummer Boy".

The Battle of Rivas took place in Rivas, Nicaragua between the army lead by William Walker and Costa Rica's army led by President Juan Rafael Mora Porras.

The two armies were fighting each other in a battle for over nine hours. Juan Santamaría, a Costa Rican drummer boy from Alajuela, volunteered to set the "El Mesón de Guerra" on fire, a building, in which Walker's troops were. Santamaria threw a torch onto the grass roof of Walker's fort, causing it to catch fire and Walker's troops to run away. Juan Santamaría was successful in his mission and his actions helped Costa Ricans win the battle, Santamaria was killed by enemy fire.

Adapted from <https://www.officeholidays.com/holidays/costa-rica/juan-santamaria-day>

Appendix 7



Shirley Cruz Traña was born on August 28, 1985, in San José, Costa Rica. She is a Costa Rican soccer player. She currently plays in the Chinese club Jiangsu Suning of the Chinese Women's Super League.

She was the first female professional soccer player in Costa Rica and is the most successful Central American player as a professional soccer player.

She played for Olympique Lyon, with whom she was six times champion of France, won two French Cups and two Champions League.

Shirley Cruz participated in her first women's World Cup with Costa Rica in Canada 2015. She was the captain.

She is an extraordinary athlete, strong, disciplined, confident and hard working. She is a leader.

Adapted from: <https://thecostaricanews.com/meet-shirley-cruz-the-first-female-soccer-player-in-costa-rica/>

Term: I	Level: Fifth Grade	Unit:1	Week:2
Domain: Socio-interpersonal	Scenario: Costa Rican Heroes	Theme: Super Heroes World Famous People	
Enduring Understanding: Heroes make sacrifices to improve the lives of those they serve.			
Essential Question: What actions define a hero?			
Dimensions 1. Ways of thinking (X) 2. Ways of living in the world (X) 3. Ways of relating with others (X) 4. Tools for integrating with the world (X)			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <u>Simple past tense with prepositions of time (i.e., on, by, during)</u> – She represented the country <u>during</u> the Conference. – _____ was born <u>on</u> April 5, 1969. – He/she accomplished many things <u>by</u> 1999. <u>Comparative and superlative forms</u>	Function Describing superheroes Discourse Markers Linkers: Sequential - past tense First, then, after that, finally	Psycho-social Explaining motivations to improve/change lives Socio-cultural – Using different choices of greetings and leave takings according to context – Expressing positive politeness to express admiration, affection and gratitude idioms/ phrases To fill someone’s shoes(to take someone’s place and do the work satisfactory)	

- (Name of superhero) is the strongest of all the superheroes.
- _____ is stronger than _____.
- _____ is as intelligent as _____.

Phonemic Awareness

Segmenting regularly spelled two-syllable words and common CVC words including the sounds represented by:

- Single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives, bravery, save, fire).

Vocabulary

Super heroes and world famous people

Super heroes

- Wonder woman
- Batman

World Famous People

- Clodomiro Picado Twight
- Anne Frank
- Mother Theresa

Heroic actions (past tense)

<ul style="list-style-type: none"> – Volunteered – Died – invented/created <p><u>Heroic actions (present tense)</u></p> <ul style="list-style-type: none"> – Fights crime – Flies – Disappears 			
Assessment Strategies & Evidences of learning	Goals	Pedagogical Mediation/ Didactic Sequence	Time
(Diagnostic, formative, summative)			
Learner...	Learner can	<p>Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question and Enduring Understanding and talks with the students about both of them. T shares the class agenda, etc. on the board</p> <p>Warm up</p> <p>I can. Students stand up and make a circle. The first student in the circle makes a sentence starting with “I can” and an action that he/she can do (ability). Example: I can jump high. The next student repeats the previous sentence and adds a new one. They continue until a student cannot remember all the previous sentences. In that moment, they start again.</p> <p>Activation of Prior Knowledge</p> <p>In the following link, you will find a Power Point Presentation with a hidden picture behind numbers: https://recursos.mep.go.cr/sitio_primaria_ingles/sesto.html </p>	40 minutes

Prepare 16 questions, one for each square. You can ask questions about what they studied in the previous week about content, vocabulary or Phonemic Awareness.
Instructions: One student at a time picks a number and answers a question. If the answer is correct, the square is removed with a click of the mouse. When several squares are removed, they have the chance to guess who is in the hidden picture. If a participating student does not know the answer, he/she gets a chance to ask a classmate for help as long as he/she does it in English. If they do not know how to do it, talk to them before starting the game to write 2 expressions that they can use along the way. Have fun!

Example of questions:

1. What is one of Franklin Chang's achievements?
2. What medal did Claudia Poll win in the Olympic games?

Answer: The hidden picture is one of the Flash and Superman.

Modeling

Once the picture is uncovered, the teacher asks students questions such as:
 What can the Flash do? What can Superman do? The Flash runs very fast.

Who is faster?

Who is stronger?

Is Superman the strongest of all super heroes?

Is the Flash the fastest of all super heroes?

These questions review several aspects of the Learn to know column.

Clarifying

The teacher selects one of the two super heroes and talks briefly about him using the answers that the students gave him/her in the previous activity (the teacher can also project the short text for students to read).

		Example: Superman flies, runs fast, has X-ray vision and is very strong. He is stronger than the Flash and the strongest of all super heroes.	
L.2. gets the gist of a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly.	L.2. understand a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly (e.g., another student's report on a classroom project, an interview with a person of a similar age exploring common interests).	<p style="text-align: center;">Pre-task</p> <p>The teacher writes down the following question on the board: Who is your favorite super hero? The teacher also asks them to think why they like that super hero. He/She gives them time to think of their answer individually. Then, he/she asks them to sit down in pairs and share their answer with a classmate trying to explain why they like that super hero. Finally, volunteers share their answers with the whole group.</p> <p>After this activity, the teacher asks students if they know what they are going to study in that lesson. After a few participations, the teacher introduces the goal of the lesson: understand a presentation about a super hero</p> <p>The teacher introduces the key words of the lesson: bitten, shoots, spider webs, speed, sense, strong, climb, crime</p> <p>The teacher shows them a matching exercise Appendix 1. The teacher asks them to match the words on the left with the pictures on the right. If they do not know the meaning of a word, they can make an educated guess. This is a short diagnostic activity. If possible, make a copy of the exercise. If that is not possible, the teacher can ask students to write numbers with the corresponding letters in their notebooks. Instruct them to use a pencil to do the exercise.</p> <p>When they are finished, they can compare their answers very quickly with a classmate. Then, the teacher asks a volunteer to share his/her answer. Then, the teacher asks the rest of the group to raise their hands if they have the same answer. <u>The teacher does not make any correction of the answer.</u> If there are different answers, the teacher writes them down on the board. They will all go back to the exercise later on.</p>	40 minutes

<p>L.2.1. gets the gist of a presentation describing superheroes when the subject is familiar to them and it is delivered slowly and clearly.</p>		<p style="text-align: center;">Task-rehearsal</p> <p>With the copy on their desks, students pay attention to the teacher as he/she is giving examples and acting out the key words. No illustrations. As the teacher does this, every student thinks if he/she needs to change any of his/her previous answers. If students do not have the copy, project the matching exercise.</p> <p>Sentences that the teacher can use:</p> <p>The boy was bitten by a mosquito. A water gun shoots jets of water. This is an old house. It is full of spider webs. The Flash can run at incredible speed. Wolverine can sense enemies through his smell and hearing. The Hulk is a very strong super hero. Spider man can climb tall buildings. Superman also fights crime.</p> <p>After giving students the examples, the teacher takes them back to the matching exercise and goes over the answers one more time to see if there are any changes.</p> <p>Next, the teacher goes over every word and shows them the right answer. When all answers are correct, the teacher gives them the sentences on a piece of paper or asks them to write them down on the copy under/next to the corresponding picture. Then, the teacher reads every word first. Reads the sentence and students listen and repeat.</p> <p>In pairs, students play charades. One student acts out a word and the other has to say the corresponding word or sentence. Encourage them to keep track of the right answers and to try to get all of them right.</p> <p style="text-align: center;">Task completion</p> <p>Task for students: There is a Super Hero Festival at school. The teacher sent you an audio with information about one super hero. Listen and do the exercises, so you can learn information about this super hero to make a small poster about him. Students</p>	
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		<p>listen and answer questions 1 and 2. In the following link, you will find an audio about Spider-man: https://recursos.mep.go.cr/sitio_primaria_ingles/sesto.html</p> <p>1. Who is the speaker talking about?</p> <p>() Superman () Spider-man () Aquaman</p> <p>2. What is the audio about?</p> <p>() About Peter Parker's family.</p> <p>() About Spider-man's real name.</p> <p>() About Spider-man and his powers.</p> <p>The teacher asks students to raise their hands if they are 100% sure about their answers. Based on their answers, they can check the answers, or the teacher can play the audio again.</p> <p>The teacher plays the audio again and asks students to answer the last question.</p> <p>3. What is the main idea of the audio?</p> <p>() Spider-man has many super hero powers.</p> <p>() Spider-man uses his powers to help people and fight crime.</p> <p>() Peter Parker went to a school excursion and was bitten by a spider.</p> <p style="text-align: center;">Task assessment</p> <p>The teacher walks around the classroom to see how students did in the exercise. The teacher asks students to compare their answers in pairs and explain to each other why</p>	
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		<p>they picked the option that they did. The teacher uses an instrument to evaluate the students' performance.</p> <p>Post task: If all students do well in the task, and there is no need to review or reinforce anything, the teacher can ask students to make a half-a-page poster of Spider-man with some phrases or sentences that they learned about him.</p>	
<p>R.PA.3. demonstrates knowledge of phonemic awareness by reading short texts aloud.</p> <p>R.PA.3.1. distinguishes single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives,</p>	<p>R.PA.3. demonstrate knowledge of phonemic awareness.</p>	<p style="text-align: center;">Pre-task</p> <p>The teacher starts with an activity to review the concepts studied the previous week. Drag and drop activity. If the teacher has access to a computer and a projector, he/she can play the game using a Power Point Presentation. In the following link, you will find a Power Point Presentation with a Drag and Drop exercise to review diphthongs, consonant blends and consonant digraphs:</p> <p>https://recursos.mep.go.cr/sitio_primaria_ingles/sesto.html</p> <p>Students copy the words and the table from the Power Point in their notebooks. The table has to be big enough for them to place more words of a future exercise. The teacher gives them some time to classify the words. When all of them are done, the teacher can project the presentation and ask students to go to the computer, one at a time, and drag the different words to the corresponding place or can ask them to go to the board and pretend to move the words as the teacher moves them with the mouse. When a student drags a word, the teacher asks him/her where the diphthong, blend or digraph is.</p> <p>Note: If the teacher does not have access to technology, he/she can print/write the words on the board on a side. When the students finish, volunteers go one by one to the front to classify the words.</p> <p style="text-align: center;">Task-rehearsal</p> <p>The teacher gives students the text on Appendix 2. The teacher reads the text once. Then, he/she reads and students repeat. Using the same table that they used in the previous exercise, students go to the text and find some more examples of diphthongs, consonant blends and digraphs in the</p>	40 minutes

bravery, save, fire) when reading short texts aloud.		<p>text. They write them in the table in the corresponding column. The teacher or students decide if they work individually or in pairs.</p> <p>When students are done, they compare their answers with a classmate. Then, volunteers go to the board and write down the words in the corresponding column. Every time a student writes a word, the teacher asks him/her to pronounce the word aloud. The teacher pays attention to any important situation that may deserve explanation or reinforcement. Answers on Appendix 3.</p> <p style="text-align: center;">Task completion</p> <p>Task: At school, there is a special activity, and they are projecting a Wonder Woman movie to pre-k and first grade students. They do not know who Wonder Woman is, so you will read the text to all of them before watching the movie.</p> <p>The teacher asks students to sit down in pairs and practice reading the text. They can give each other feedback on their reading.</p> <p style="text-align: center;">Task assessment</p> <p>The teacher walks around the room listening to the students reading the texts. Some volunteers may read the text for the rest of the class aloud. The teacher uses an instrument to evaluate the students' performance.</p> <p>Note: If there are some electronic devices, students can use it to record themselves as they read. They can share the audio with the teacher and classmates.</p>	
SI.2. asks for information as well as offer simple explanations to others.	SI.2. ask for information (e.g., what a hero is) as well as offer simple explanations to others.	<p style="text-align: center;">Pre-task</p> <p>The teacher shows students a picture of Superman (Appendix 4). The teacher asks students a few questions (The teacher can write them down or project them) about him such as, Who is he? What is his name? Does he have super powers? What are his super powers? Can he run very fast? Why is he a super hero? As students answer his /her questions, he/she writes down their answers on the board. Finally, when all questions are answered, the teacher explains briefly, what characteristics make Superman a super hero. Example: Superman is a super hero because he has super</p>	40 minutes

<p>SI.2.1. makes a list of questions related to the description of superheroes with a partner.</p> <p>SI.2.2. makes a list of characteristics or actions that make someone a superhero.</p> <p>SI.2.3. asks questions to request information about the characteristics of superheroes.</p> <p>SI.2.4. explains what characteristics make someone a superhero.</p>		<p>powers. He flies. He has speed, heat vision and super senses. He is probably the strongest of all super heroes.</p> <p>After this activity, the teacher asks students if they know what the goal for the lesson is. After some guesses by the students, the teacher writes down the goal: ask questions and give explanations about what makes someone a super hero.</p> <p>The teacher tells students that each of them has to choose a super hero. They will work in pairs to make a list of questions related to the description of those super heroes similar to the ones used in the previous exercise. The questions should include characteristics and actions that make those heroes super heroes. Note: If students come up with other questions of their interest, the teacher writes them down on the board.</p> <p>Once they have the list of questions, they will help each other answer those questions.</p> <p style="text-align: center;">Task-rehearsal</p> <p>Once they have the questions and answers ready, they will start practicing asking and answering questions about the super heroes. One student at a time. When all questions have been asked, the student who is answering them explains briefly, what makes that person a super hero. Then, they switch roles. They should practice until both of them can do the activity fluently and without reading from their notes.</p> <p style="text-align: center;">Task completion</p> <p>The teacher tells students that one of them is an expert on comics, and the other one is a reporter from a TV channel who is going to ask him/her questions about a super hero whose new movie is about to premiere.</p> <p>Students present their short role-play to the teacher. They can use all props that they want to make it look as real as possible.</p>	
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		<p style="text-align: center;">Task assessment</p> <p>Those students who finish before the rest can call their teacher and perform in front of him/her. The rest of students can go to the front and present for the group. The teacher uses an instrument to evaluate the students' performance.</p> <p>Post task: If all students complete the task successfully, and there is no need for reviewing or reinforcing, the teacher asks students to play a short game. They need two pieces of paper. Every student writes down the name of a super hero on his/her piece of paper. Then, they take turns exchanging the pieces of paper to write down questions for the other student to answer about the super hero. When time is up, one student tells the other what characteristics make that person a super hero. This activity should take no more than 5 minutes.</p>	
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Learner Self-Assessment			
<i>I can</i>	 Achieved	 In progress	 Not achieved yet
L.2.1. identify relevant information (who, what) of a presentation, describing superheroes and it is delivered slowly and clearly.			
L.2.2. recognize the main idea of a short text describing superheroes when read aloud clearly and slowly.			
R.PA.3.1. distinguish single letters, consonant blends, consonant digraphs, and diphthongs. (e.g. Changing lives, bravery, save, fire) when reading short texts aloud.			
R.PA.3.2. blend single letters, consonant blends, consonant digraphs, and diphthongs. (e.g.			

			Changing lives, bravery, save, fire) when reading short texts aloud.					
			SI.2.1. make a list of questions related to the description of superheroes with a partner.					
			SI.2.2. make a list of characteristics or actions that make someone a superhero.					
			SI.2.3. ask questions to request information about the characteristics of superheroes.					
			SI.2.4. explain what characteristics make someone a superhero.					
Integrated Mini-Project								Time
<p>Some ideas to develop the mini project:</p> <p>1. Planning and creating collaboratively an ideal super hero to take care of a community problem (including characteristics and actions on how the hero would be “making a difference” and “changing or improving people’s lives”). Rehearsing and Participating in an oral presentation to the whole class.</p> <p>2. Planning and Creating a digital comic book /Rehearsing and participating in an oral exchange of the story to the class. Participating in self and co- assessment using technically designed instruments.</p> <p>3. Super Hero Convention: Planning. In groups of 5, students are all super heroes. They will organize a Super Hero Convention. Creating. They have to prepare a brochure or poster to tell about the event and the super heroes who will be</p>								

there. **Rehearsing.** Each hero practices how to introduce him/herself. They all have to ask other super heroes questions. **Participating.** And they all together have to organize themselves to narrate a heroic event in which they all participated. For example, the final battle against Thanos in the Avengers. A variation for this activity is that they act out super heroes that were not included in the unit. For that, students will need new readings or access to technology to do some research.

4. Famous People Press Conference: **Planning.** In groups of 5 students, 4 of them are famous people and one of them is a reporter. **Creating.** Students wear costumes and pretend that they are famous people. They are all sitting at a round table. **Rehearsing.** They sit down in pairs to play their role with a partner before beginning the show. **Participating.** The moderator will ask all of the famous people questions about their achievements, an important past event in which they participated, personal characteristics and so on.

5. Super Heroes Reader's Theater: **Planning.** In groups of 5 students, they will organize themselves to write down a very short, simple script that one or two of them will read aloud. **Creating.** Students write the script of the story. **Rehearsing.** The other classmates will act out the scenes and talk when necessary. They have to include questions for the characters to ask, heroic actions for them to do, comparisons and narration of past heroic events. **Participating.** Students act out the play for the whole class. **Note:** You can use a similar variation with famous people.

Phase: _____

Reflective Teaching

What worked well

What didn't work well

How to improve

Enduring Understanding Reflection

Appendix 1

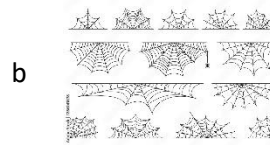
shoots 1.

empty



speed 2.

empty



bitten 3.

empty



strong 4.

empty



sense 5.

empty



climb 6.

empty



spider webs 7.

empty



crime 8.

empty



Appendix 2

Wonder Woman

Wonder Woman's real name is Princess Diana. She is a descendent of the mythical Amazon Women of Greece. Princess Diana is the daughter of Zeus. Wonder Woman is immortal, this means she cannot die.

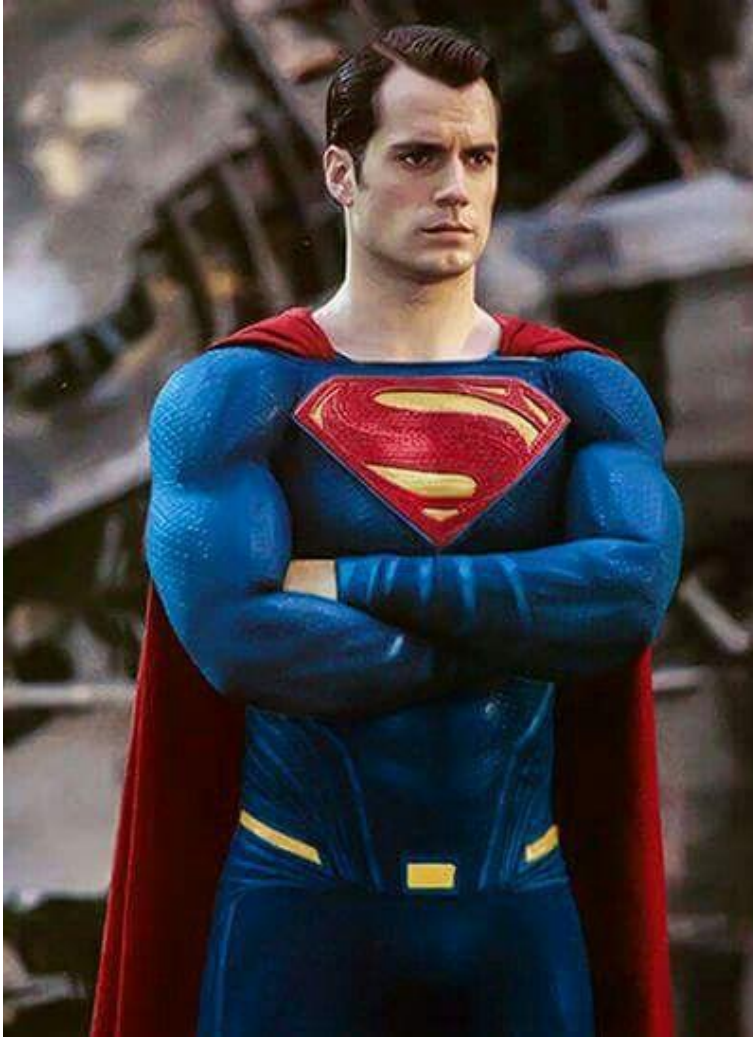
Wonder Woman is taken to the United States. In the United States, she takes on a secret identity and soon joins the Justice League. The Justice League is a group of superheroes that includes Superman, Batman, Robin, The Green Lantern, Flash, and many others. Wonder Woman has many abilities. She wears bulletproof bracelets. She also has great strength and speed. Wonder Woman's most special fighting tool is her Lasso of Truth. If she wraps this rope around a person and asks them questions, they tell the truth.

Adapted from: <https://www.coursehero.com/file/52609158/13-Superheropdf/>

Appendix 3

Diphthong			Consonant Blend			Consonant Digraph		
joins	superheroes	name	descendent	Greece	immortal	princess	she	mythical
real	die	taken	means	cannot	secret	daughter	this	the
United	States	takes	group	includes	Superman	that	Flash	others
identity	bracelets	great	Batman	Green	Lantern	strength	fighting	Truth
fighting	rope	around	wears	bracelets	great	they	bullet	tell
			speed	and	most			
			special	asks				

Appendix 4



Taken from: <https://pbs.twimg.com/media/Dm7DIROXcAAIJsV.jpg>

Term:	Level: Sixth Grade	Unit: 1	Week:3
Domain: Socio-interpersonal		Scenario: Costa Rican Heroes	Theme: 3. My Hero is the Best
Enduring Understanding: Heroes make sacrifices to improve the lives of those they serve.			
Essential Question: What actions define a hero?			
<div>Dimensions</div> <div>1. Ways of thinking (X)</div> <div>2. Ways of living in the world (X)</div> <div>3. Ways of relating with others (X)</div> <div>4. Tools for integrating with the world (X)</div>			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<div>Grammar & Sentence Frames</div> <div><u>Comparative and superlative forms</u></div> <div><div>– (Name of superhero) is <u>the strongest</u> of all the superheroes.</div><div>– _____ is <u>stronger than</u> _____.</div><div>– _____ is <u>as intelligent as</u> _____.</div></div>	<div>Function</div> <div>– Describing and comparing heroic actions</div> <div>Discourse Markers</div> <div>Linkers: Sequential - past tense</div>	<div>Psycho-social</div> <div>– Expressing respect for diversity of gender roles and senior citizens in our society</div> <div>Socio-cultural</div> <div>– Expressing positive politeness to express admiration, affection and gratitude</div>	

<p><u>Adverbial phrases of cause and time</u></p> <ul style="list-style-type: none"> – My hero is important <u>because</u> (reason). – I can be a hero <u>when</u> I (action). – He/she became a hero after rescuing those people. <p style="text-align: center;">Phonemic Awareness</p> <ul style="list-style-type: none"> – Decoding two- or three-syllable and compound words (e.g., sa/cri/fice, su/per/he/ro, com/mu/ni/ty) <p style="text-align: center;">Vocabulary</p> <p>My Hero is the Best.</p> <ul style="list-style-type: none"> – Good/better/best – Intelligent/more intelligent/ the most intelligent – Strong/stronger/strongest <p><u>Information questions</u></p> <ul style="list-style-type: none"> – Why is your hero the best of all? – Because, he can... – How she became a hero/ famous? 	<p>First, then, after that, finally</p>	<ul style="list-style-type: none"> – Expressing belief in one's own capacities and values <p style="text-align: center;">idioms/ phrases</p> <ul style="list-style-type: none"> – To go from zero to hero(someone with a sudden rise in popularity or success)
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– She became famous when...			
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p>Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question and Enduring Understanding and talks with the students about both of them. T shares the class agenda, etc. on the board</p> <p><u>Warm up</u></p> <p>Teacher plays the following videos, “Comparative and superlative forms: Rocking in English,” found in these links: https://www.youtube.com/watch?v=872gqAJjc1g https://www.youtube.com/watch?v=YkerUbNqBI0</p> <p>Students shout out the comparatives and superlative forms they hear.</p> <p><u>Activation of Prior Knowledge</u></p> <p>Teacher reviews essential question: What actions define a hero/superhero?</p>	40 minutes

Remember: Heroes make sacrifices to improve the lives of those they serve.

Teacher pastes pictures of superheroes on the walls of the classroom and let students brainstorm the names of the ones they know.

Teacher asks students to select the superhero they like the most and then write on a piece of paper three adjectives that describe their superhero and try to write three sentences, one descriptive. One using the comparative form and another one using the superlative form. The teacher will invite the students to come in front, read the paper and paste it on the board. (**Superheroes, annex 1**)



good
bad
brave
strong
kind
confident
helpful
resourceful
smart



Teacher provides one example.

1. Wonder woman is strong.
2. She is stronger than cat woman.
3. She is the strongest woman in the world.

		<p style="text-align: center;">Modeling</p> <p>Teacher introduces and reviews sentence frames and vocabulary used to compare heroes or describing them using the superlative forms. Teacher can use the following video to provide context of form, meaning and use.</p> <p>In the following link, you will find a video for comparing superheroes. https://www.youtube.com/watch?v=ksY7fIScoEo (Use only the first 2:12 minutes)</p> <p>After reviewing the comparative and superlative forms the teacher asks students:</p> <p>What are some characteristics of superheroes? For example:</p> <ul style="list-style-type: none"> – They are strong. – They have super powers. – They are intelligent. – They are friendly. – They are courageous. – They are generous. – They are kind. – They are collaborative. – They are peace keepers. – They protect humanity. <p><i>What makes wonder woman or superman a superhero? For example,</i></p> <ul style="list-style-type: none"> – She helps people. 	
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		<ul style="list-style-type: none"> – She has special super powers. – She performs amazing actions. – She defends and protects the weak like children and elders. <p>Then we can justify our reasons this way:</p> <ol style="list-style-type: none"> 1. Wonder woman is a superhero <u>because she helps the people</u> who are in danger. 2. Superman is a superhero <u>because he fights against bad guys</u> who want to destroy the planet. <p style="text-align: center;">Clarifying</p> <p>Look at the following two pictures of superheroes. Let us compare wonder woman and superman. Who is faster? Who is stronger? Who is wiser?</p>	
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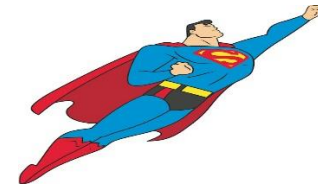
Wonder woman is more courageous than superman.

Wonder woman is friendlier than superman

Wonder woman is the most courageous.

Why do you like wonderwoman the most?

I like her the most because she is **the most courageous** woman in the world.





Superman is stronger than wonder woman.

Superman is quitter than wonder woman.



Superman is the strongest.

Why do you like superman the most?

I like superman the most because he is **the most helpful**.

R.2. reads patterned and predictable text.	R.2. read patterned and predictable text.	<p>Pre-task</p> <p>Teacher introduces the goal of the lesson. Teacher asks students: Do you have favorite superheroes? Teacher gives time for students to answer. If you had to choose from 2 superheroes, which would those 2 superheroes be? After listening to students' answers, teacher introduces his/her favorite two superheroes. Mine are Batman and Superman. Teacher shows the pictures. What do you know about them?</p> <p>Where were they born? How did they become superheroes? How are they the same? How are they different?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Students in pairs discuss and write their responses by completing this chart.</p>	40 minutes

		What do you know about them?	What would you like to know?	How can you learn more?	
<div>Task-rehearsal</div> <p>You will read a text that compare and contrast two superheroes. Before reading watch the following video that explains how this text is organized.</p> <p>In the following link, you will find a video that explains how a text is organized.</p> <p>https://www.youtube.com/watch?v=SBTldiZu8Sc</p> <div>Superman vs Batman (Annex 2)</div> <p>Superman comes from a planet called Krypton. After Superman is born, he is sent by his parents to the Earth because his planet is about to be destroyed. His capsule lands in a small rural town of Kansas State, USA. A family adopts the baby superman. He is named Clark Kent. He becomes a reporter and works for the newspaper, The Planet, at Metropolis City. Because planet Earth has weaker gravity than Krypton, Superman has super strength, super hearing can fly and has x-ray vision.</p> <p>Bruce Wayne was born in a big city called Gotham City. He is born in a wealthy family. When he is a child, criminals killed his parents. He promises to take revenge. He takes a secret identity inspired in the capacities of bats and becomes Batman. He develops special weapons to fight all criminals at Gotham city as well as mental and physical abilities. He is very smart and can</p>					

<p>R.2.1. gets the gist of a patterned, comparing and contrasting text about heroic actions.</p>		<p>solve all types of riddles. He can fly like bats; he has a lot of physical strength and ability to fight the villains.</p> <p>Some differences among them are the following. Superman is stronger than Batman is. Batman is smarter than Superman is. Superman is an alien who comes from Krypton. Batman is human. Batman has stronger mental abilities than Superman does, but Superman has better hearing. Superman can fly longer distances than Batman can. Superman has more powerful eyes than Batman does. Batman is taller than Superman is. Batman comes from a bigger city than Superman does.</p> <p>Some similarities between Superman and Batman are the following. Batman is as good as superman at fighting against bad people. Superman and Batman have secret identities. Batman can fly as superman does. They both like to help people and save humanity from bad people and criminals.</p> <div data-bbox="1024 824 1276 1089">  </div> <div data-bbox="1346 824 1598 1133">  </div>	
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<p>R.2.2. identifies specific information from both types of texts.</p>		<p>After reading the text, answer the following questions.</p> <p>1. Who are the two characters of the story?</p> <hr/> <p>2. How are they similar?</p> <hr/> <p>3. How are they different?</p> <hr/> <p>4. What is the purpose of the text?</p> <hr/> <p>Complete this Venn diagram by identifying <u>2 similarities</u> and <u>2 differences</u> between the two superheroes. Use comparative and superlative forms.</p>	
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<p>R.2.3. gets the gist of a predictable text describing heroic actions.</p>		<div data-bbox="810 293 1755 703"> </div> <p style="text-align: center;">Task completion</p> <p>Now you will read a descriptive text about only one of the superheroes. Before reading, watch this video about descriptive texts. In the following link, you will find two videos about descriptive texts.</p> <p style="text-align: center;"> https://www.youtube.com/watch?v=S1F36kwi7Go https://www.youtube.com/watch?v=rLgP_e3Dy4M </p> <p>Read the following descriptive text about superman. (Annex 3)</p>	
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Superman by Liza, Iram and Hande from Netherlands



Our hero is Superman. Also called "The Man of Steel", "The Man of Tomorrow", and "The Last Son of Krypton".

He is the one who saves the world day in, day out. He defends the people against the evil monsters. He is very strong, he can fly, he is super-fast, he has got a freezing breath, super hearing, superman strength, regeneration etc. But there is one thing he cannot bear and that is kryptonite, a substance coming from Krypton, Superman's birth place. His enemy, Lex Luther knows this and uses it against Superman.

Superman was born on Krypton. Just before his planet Krypton exploded his father sent him to Earth. Superman was found by Jonathan and Martha Kent, who lived in a little town not far away from Smallville. Jonathan and Martha called their new son: Clark Kent.

Superman grew up on Earth with the name Clark. With his superpowers, he fights crime, but when he doesn't do that he works as a journalist for the Daily Planet. Superman always fights crime. You almost can say he never rests.

R.2.4. identifies the purposes of both texts.	<p>When anybody has got a problem Superman will be there for them, he always must go to a quiet place to change from his undercover-clothes, to Superman.</p> <p>Why is Superman a hero? Superman is a real hero because he saves many people with his special powers. He is the strongest man in the world. He also has to fight with criminals who are after his powers. That is why he is a big hero for many people. Superman is a hero and not a celebrity. He saves people because that is good and not because he wants to be a famous man. This man is very important to us, because we like his films and comics.</p> <p>Taken from: https://myhero.com/Superman_schr_NL_07_ul</p> <p>After reading the text, answer the following questions:</p> <ol style="list-style-type: none">1. Who is the text describing?2. What are some characteristics of this person? <p>Can you summarize in the following chart, 2 characteristics of comparing and contrasting text and 2 characteristics of a descriptive text? Students complete the chart in small groups or pairs.</p>				
	<table><tr><th>Characteristics of comparing and contrasting text</th><th>Characteristics of descriptive texts</th></tr><tr><td>1. 2.</td><td>1. 2.</td></tr></table>	Characteristics of comparing and contrasting text	Characteristics of descriptive texts	1. 2.	1. 2.
Characteristics of comparing and contrasting text	Characteristics of descriptive texts				
1. 2.	1. 2.				

		<div></div> <div></div> <p>Task assessment</p> <p>Students provide feedback on their responses among groups. Finally, teacher provides feedback and summarizes main points and learnings. Students participate in self- and co assessments of task.</p> <p>Post task</p> <p>Students select the story they like the most and in pairs, they retell the story to their partner.</p>	
<p>R.PA.4. applies knowledge of basic syllabication rules when decoding <u>two- or three-syllable</u> and compound words (e.g., su/per, sa/crí/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).</p>	<p>R.PA.4. apply knowledge of basic syllabication rules when decoding <u>two- or three-syllable</u> and compound words (e.g., su/per, sa/crí/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).</p>	<p>Pre-task</p> <p>Teacher shares the goal of the lesson. Teacher activates students' prior knowledge about syllable division with this song.</p> <p>In the following link, you will find a song about syllable division https://www.youtube.com/watch?v=vIBc703kYMg syllable song</p> <p>Teacher recalls previous knowledge about syllable division using the following video:</p> <p>In the following link, you will find two videos about syllable division https://www.youtube.com/watch?v=9S7DY2lgJIU https://www.youtube.com/watch?v=H5azHca5yY</p> <p>Task-rehearsal</p> <p>Students listen to the following song about words of one, two and three syllables. They move their bodies according to the number of syllables in the word.</p> <p>Let's learn about syllables:</p>	<p>40 minutes</p>

R.PA.4.1. identifies syllables in two- or three-syllable and compound words.

R.PA.4.2. decodes two- or three-syllable and compound words (e.g.,

In the following link, you will find a video about counting syllables

<https://www.youtube.com/watch?v=HKxAjCqc3wU>

Teacher asks students about the number of syllables in the following words:

apple, salamander
cat

After verifying their understanding, students decide the number of syllables in the following words and clap their hands as they pronounce them.

words	1 syllable	2 syllable	3 syllables
hero			
cat woman			
football			
sacrifice			
helmet			
smart			
batman			
helpful			
strong			
best			

Task completion

Teacher asks students to go back to the same words, underline the vowels and split them into syllables. Before they solve the task, they review how to split 2

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strong			
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sa/crī/fice, su/per/he/ro,
com/mu/ni/ty).

syllables words for decoding. Syllable division Demo:
<https://www.youtube.com/watch?v=UaC0x3TncuE>

words	Underline the vowels	Split the words into syllables	Decode the words
hero			
woman			
football			
sacrifice			
helmet			
smart			
batman			
helpful			
strong			
best			

Task assessment

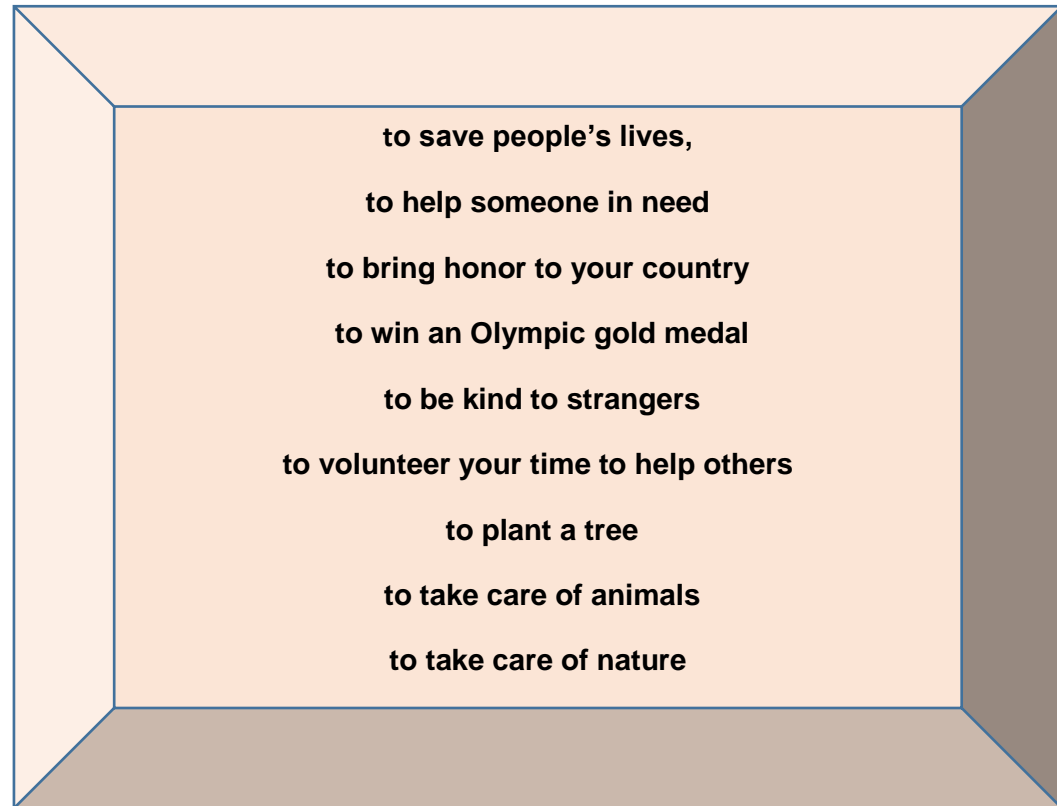
Students as a form of assessment play noughts & crosses. They have to clap and say correctly the number of syllables in the word and decode them aloud.

A	B	C
1.		
2.		
3.		

Words: monkey, batman, hero, strong, faster, smarter, helpful

<p>SP.1. provides a short, simple account of something experienced.</p>	<p>SP.1. provide a short, simple account of something experienced (e.g., a personal experience with a significant person).</p>	<p>Pre-task</p> <p>Teacher shares the goal of the lesson and shows the pictures of people who have done heroic actions. Teacher asks the students: Do you know them? Why are they heroes? What heroic actions have they done? Teacher collects students' responses on the board.</p> <div data-bbox="900 475 1268 777" data-label="Image"> </div> <div data-bbox="1312 475 1667 761" data-label="Image"> </div> <div data-bbox="900 779 1283 1034" data-label="Image"> </div> <div data-bbox="1312 779 1667 1042" data-label="Image"> </div>	<p>40 minutes</p>


Some heroic actions are:



SP.1.1. lists a series of events related to heroic actions.	<p>Then teacher asks: Can we all be heroes? Yes, we all can be a hero. The task for this class is the following: Think about one event in your life when you have done one or several heroic actions that you want to share, for example, rescuing an animal/pet in danger, helping a family member that was sick or needed your help, protecting nature, taking care of the environment. Follow these steps:</p> <ol style="list-style-type: none">1. Decide which is the event/ experience you want to share.2. Watch the following video and listen to the story to get ideas.3. In the following link you will find a story about A hero like you: https://www.youtube.com/watch?v=FgdKD9owv7E). Then, write down some heroic actions you listen to as a form of input for ideas to talk about.4. List all the heroic actions you did.5. Describe in detail each of them. (Ex: I found a bird injured. I took it. One of the wings was broken, I cured it. I fed it)6. Be ready to share your short story (2 minutes) Use images to make it more attractive and easy to understand. <p>Task-rehearsal</p> <p>Students in pairs begin talking and exchanging ideas about a possible experience to talk about. They individually decide about the event they will talk and complete this chart.</p>	
	Name of my heroic experience	Think about a title for your story and write it here.

SP.1.2. describes a past heroic experience in a short, simple way.			
		They individually make a list of heroic actions they did as they narrate the story.	
		Name of my heroic experience	Think about a title for your story and write here.
		My heroic actions	1. 2. 3. 4.
		<p>Share your ideas with your partner.</p> <p style="text-align: center;">Task completion</p> <p>Each student completes the following chart as a guide to describe his/her heroic experience. Students can use pictures/ cutout or drawings to aid the comprehension of the story.</p>	
		Name of my heroic experience	Think about a title for your story and write here.
		When and where did the experience happened?	

		My heroic actions	1. 2. 3. 4.		
		What happened at the end?			
<p>Once you are finished. Be ready to share the experience with the class and family.</p> <p style="text-align: center;">Task assessment</p> <p>Teacher provides students a list of adjectives students can use to describe their feelings about the story heard, for example:</p> <p>Touching, interesting, powerful, funny, thrilling, clear, fearless, brave, and courageous.</p> <p>Students decide in small groups which heroic actions did they like the most and why? They use comparative and superlative forms. For example:</p> <p><i>I liked Saul's experience because I was the most touching.</i> <i>For me Mary's story was the most powerful.</i> <i>For me, Roger's story is the best because it is about nature.</i></p> <p>Students share some of the examples and the teacher provides final feedback.</p>					

		<p>Post task</p> <p>Poster Walk. Students make a small poster that represents their heroic actions and paste it on the walls of the classroom. Students walk around, look at the posters and paste sticky notes expressing one heroic action they remember from the story. Example: He helped a bird. He took care of nature.</p>	
<p>W.1. provides descriptions of different types of heroes and actions.</p>	<p>W.1. provide descriptions of different types of heroes.</p>	<p>Pre-task</p> <p>Teacher shares the goal of the lesson. Teacher explains students that now they will learn about how to write descriptive sentences and a short descriptive text. Teacher provides some examples taken from the reading about superman studied before.</p> <p>A descriptive text has:</p> <div> <p>Person or thing</p>  </div> <div> <p>Descriptive words or adjectives</p> <p>Superman was born on Krypton. He is very strong, he can fly, he is super-fast, he has got a freezing breath, super hearing, superman strength, regeneration etc.</p> </div>	<p>40 minutes</p>

<p>W.1.1. brainstorms characteristics and actions of different types of heroes.</p>		<p>In order to get more ideas about the characteristics of descriptive texts, students will watch and listen to the following videos under the guide of the teacher. Descriptive text and the example: In the following link, you will find two videos about characteristics of descriptive text</p> <p>+https://www.youtube.com/watch?v=7BO_6bCLRKQ</p> <p>https://www.youtube.com/watch?v=eyKoDqeelaQ</p> <p>Teacher clarifies once more how to write a descriptive sentence and text. Teacher sets the writing task. Follow this guidelines:</p> <ol style="list-style-type: none"> 1. Select your favorite hero or superhero. 2. Make a spider web with the main characteristics, qualities, use as many descriptive words as possible. 3. Make a small plan or outline to organize your ideas. 4. Write your draft text about your hero of a minimum of 10 lines long. 5. Edit your draft for submission to your teacher and classmates. 	
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<p>W.1.2. makes an outline to organize the main ideas about the characteristics and actions of different types of heroes.</p>		<p style="text-align: center;">Task-rehearsal</p> <p>Each student decides who is the hero or superhero he/she wants to describe. He creates a spider web or chart to write the main characteristics or attributes of the hero selected.</p> <div data-bbox="1066 358 1596 852" data-label="Diagram"> <pre> graph TD A((My hero)) --- B1[] A --- B2[] A --- B3[] A --- B4[] A --- B5[] A --- B6[] A --- B7[] A --- B8[] </pre> </div> <p>Based on the information students collect in the spider web, they make a plan about how to organize the information. The teacher explains that a short text includes the following elements:</p>	
--	--	---	--

W.1.3. writes a draft of a text/paragraph about characteristics and actions of different types of heroes.

Introduction: My favorite superhero is...

Main subtopics

Origin He/ she comes from/ He/she was born in..

Name

Brief history He became a superhero once he was bitten by a spider.

physical description He/she....

Superpowers He/she can.....

Closing: This is my favorite super hero because...

Using the example above, students begin planning their ideas for beginning writing the descriptive text.

Task completion

Students using the outline they created, students begin writing their descriptive draft. They can follow this pattern.

W.1.4. edits the descriptions of different types of heroes and actions by checking correct use of capitalization,

Title: _____
Introduction: _____
Body: _____ _____ _____ _____
Concluding sentence: _____ _____

Once they finish writing their short paragraph, students get in pairs to get feedback from their partners. They exchange their drafts and they revise their partner's text using the following checklist.




Peer-editing checklist.

As you read and revise your partner's draft, pay attention to the following aspects.

Aspects to pay attention	YES	NO
--------------------------	-----	----

punctuation, grammar and spelling.		The text includes a title.				
		The text includes an introduction.				
		The text includes characteristics of the hero described.				
		The text includes a concluding sentence.				
		The sentences begin with a capital letter.				
		Proper names are capitalized.				
		All sentences end with a period.				
		The words are well-spelled.				
		The text uses good grammatical sentences				
		Comments and remarks:				
Task assessment						

		<p>Students then participate in self-assessment following the same criteria. Teacher provides final feedback to learners.</p> <p style="text-align: center;">Post task</p> <p>Guessing Game. Students describe the characteristics of their hero or super hero with complete sentences, and classmates guess the name of the hero or super hero.</p>	
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Learner Self-Assessment			
<i>I can</i>	 <i>Achieved</i>	 <i>In progress</i>	 <i>No achieved yet</i>
R.2. read patterned and predictable text.			
R.2.1. get the gist of a patterned, comparing and contrasting text about heroic actions.			
R.2.2. get the gist of a predictable text describing heroic actions.			
R.2.3. identify the purposes of both texts.			
PA.4.1. identify syllables in two- or three-syllable and compound words.			
R.PA.4.2. decode two- or three-syllable and compound words (e.g.,			

			sa/cr/i/fice, su/per/he/ro, com/mu/ni/ty).					
			SP.1. Provide a short, simple account of something experienced.					
			SP.1.1. list a series of events related to heroic actions.					
			SP.1.2. describe a past heroic experience in a short, simple way.					
			W.1. Provide descriptions of different types of heroes and actions.					
			W.1.1. brainstorm characteristics and actions of different types of heroes.					
			W.1.2. make an outline to organize the main ideas about the characteristics and actions of different types of heroes.					
			W.1.3. write a draft of a text/paragraph about characteristics and					

			actions of different types of heroes.					
			W.1.4. edit the descriptions of different types of heroes and actions by checking correct use of capitalization, punctuation, grammar and spelling.					
Integrated Mini-Project								Time
<p>Some ideas to develop the mini project:</p> <p>1. Planning and creating collaboratively an ideal super hero to take care of a community problem (including characteristics and actions on how the hero would be “making a difference” and “changing or improving people’s lives”). Rehearsing and Participating in an oral presentation to the whole class.</p> <p>2. Planning and Creating a digital comic book /Rehearsing and participating in an oral exchange of the story to the class. Participating in self and co- assessment using technically designed instruments.</p> <p>3. Super Hero Convention: Planning. In groups of 5, students are all super heroes. They will organize a Super Hero Convention. Creating. They have to prepare a brochure or poster to tell about the event and the super heroes who will be there. Rehearsing. Each hero practices how to introduce him/herself. They all have to ask other super heroes questions. Participating. And they all together have to organize themselves to narrate a heroic event in which they all participated. For example, the final battle against Thanos in the Avengers. A variation for this activity is that they act out super heroes that were not included in the unit. For that, students will need new readings or access to technology to do some research.</p>								

<p>4. Famous People Press Conference: Planning. In groups of 5 students, 4 of them are famous people and one of them is a reporter. Creating. Students wear costumes and pretend that they are famous people. They are all sitting at a round table. Rehearsing. They sit down in pairs to play their role with a partner before beginning the show. Participating. The moderator will ask all of the famous people questions about their achievements, an important past event in which they participated, personal characteristics and so on.</p> <p>5. Super Heroes Reader's Theater: Planning. In groups of 5 students, they will organize themselves to write down a very short, simple script that one or two of them will read aloud. Creating. Students write the script of the story. Rehearsing. The other classmates will act out the scenes and talk when necessary. They have to include questions for the characters to ask, heroic actions for them to do, comparisons and narration of past heroic events. Participating. Students act out the play for the whole class. Note: You can use a similar variation with famous people.</p>		
Reflective Teaching		
What worked well	What didn't work well	How to improve
Enduring Understanding Reflection		

What do you know about them?	What would you like to know?	How can you learn more?

Annexes

Annex 1: Superheroes



Annex 2

Superman vs Batman

Superman comes from a planet called Krypton. After Superman is born, he is sent by his parents to the Earth because his planet is about to be destroyed. His capsule lands in a small rural town of Kansas State, USA. A family adopts the baby superman. He is named Clark Kent. He becomes a reporter and works for the newspaper, The Planet, at Metropolis City. Because planet Earth has weaker gravity than Krypton, Superman has super strength, super hearing can fly and has x-ray vision.

Bruce Wayne was born in a big city called Gotham City. He is born in a wealthy family. When he is a child, criminals killed his parents. He promises to take revenge. He takes a secret identity inspired in the capacities of bats and becomes Batman. He develops special weapons to fight all criminals at Gotham city as well as mental and physical abilities. He is very smart and can solve all types of riddles. He can fly like bats; he has a lot of physical strength and ability to fight the villains.

Some differences among them are the following. Superman is stronger than Batman is. Batman is smarter than Superman is. Superman is an alien who comes from Krypton. Batman is human. Batman has stronger mental abilities than Superman does, but Superman has better hearing. Superman can fly longer distances than Batman can. Superman has more powerful eyes than Batman does. Batman is taller than Superman is. Batman comes from a bigger city than Superman does.

Some similarities between Superman and Batman are the following. Batman is as good as superman at fighting against bad people. Superman and Batman have secret identities. Batman can fly as superman does. They both like to help people and save humanity from bad people and criminals.

After reading the text, answer the following questions.

1. Who are the two characters of the story?

2. How are they



3. How are they

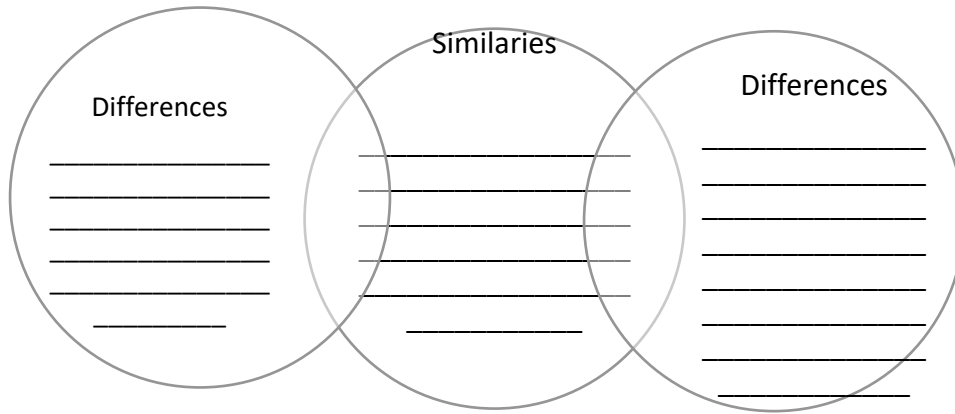


similar?

different?

4. What is the purpose of the text?

Complete this Venn diagram by identifying two similarities and two differences between the two superheroes. Use comparative and superlative forms.



Annex 3 Read the following descriptive text about superman.

Superman by by Liza, Iram and Hande from Netherlands



Our hero is Superman. Also called "The Man of Steel", "The Man of Tomorrow", and "The Last Son of Krypton".

He is the one who saves the world day in, day out. He defends the people against the evil monsters. He is very strong, he can fly, he is super-fast, he has a freezing breath, super hearing, superman strength, regeneration etc. But there is one thing he cannot bear and that is kryptonite, a substance coming from Krypton, Superman's birth place. His enemy, Lex Luther knows this and uses it against Superman.

Superman was born on Krypton. Just before his planet Krypton exploded his father sent him to Earth. Jonathan and Martha Kent, who lived in a little town not far away from Smallville, found superman. Jonathan and Martha called their new son: Clark Kent.

Superman grew up on Earth with the name Clark. With his superpowers he fights crime, but when he doesn't do that he works as a journalist for the Daily Planet. Superman always fights crime. You almost can say he never rests. When anybody has got a problem Superman will be there for them, he always must go to a quiet place to change from his undercover-clothes, to Superman.

Why is Superman a hero? Superman is a real hero because he saves a lot of people with his special powers. He is the strongest man in the world. He also has to fight with criminals who are after his powers. That's why he is a big hero for a lot of people. Superman is a hero and not a celebrity. He saves people because that is good and not because he wants to be a famous man. This man is very important to us, because we like his films and comics.

Taken from: https://myhero.com/Superman_schr_NL_07_ul

After reading the text, answer the following questions:

1. Who is the text describing?
2. What are some characteristics of this person?

Task assessment

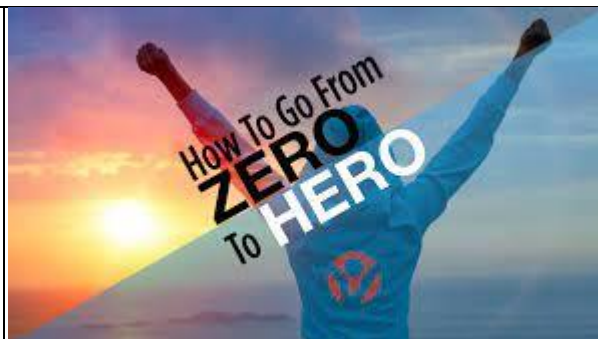
Can you summarize if the following chart 2 characteristics of compare and contrast text and 2 characteristics of descriptive texts. Students complete the chart in small groups or pairs.

Characteristics of comparing and contrasting text	Characteristics of descriptive texts
1. 2.	1. 2.

Term:	Level: Sixth Grade	Unit:1	Week:4
Domain: Socio-interpersonal		Scenario: Costa Rican Heroes	Theme: 4. I Can Be a Hero
Enduring Understanding: Heroes make sacrifices to improve the lives of those they serve.			
Essential Question: What actions define a hero?			
<div>Dimensions<div>1. Ways of thinking (X)</div><div>2. Ways of living in the world (X)</div><div>3. Ways of relating with others (X)</div><div>4. Tools for integrating with the world (X)</div></div>			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<div>Grammar & Sentence Frames <u>Sequencing adverbs with Modal “must”</u> <div>– First I <u>must</u> know the need.</div><div>– Next I <u>must</u> make a plan.</div><div>– Finally, I <u>must</u> thank my team.</div> <u>WH Questions</u> <div>– <u>What</u> made (name of person) a hero?</div><div>– <u>Who</u> is your hero?</div></div>	<div>Function -Retelling/relating past events using connectors Discourse Markers Linkers: Sequential - past tense First, then, after that, finally</div>	<div>Psycho-social – Expressing respect for diversity of gender roles and senior citizens in our society Socio-cultural – Expressing positive politeness to express admiration, affection and gratitude – Expressing belief in one’s own capacities and values</div>	

<p>– <u>Why</u> is he/she your hero?</p> <p><u>Past Tense</u></p> <ul style="list-style-type: none"> – The police officer <u>stopped</u> the speeding car. – The firefighter <u>ran</u> into the burning building. – The young woman <u>saved</u> the life of her baby. <p style="text-align: center;">Phonemic Awareness</p> <ul style="list-style-type: none"> – Decoding two- or three-syllable and compound words (e.g., sa/cr/i/fice, su/per/he/ro, com/mu/ni/ty) <p style="text-align: center;">Vocabulary</p> <p><u>4. I can be a hero</u></p> <p>How can you become a hero?</p> <ul style="list-style-type: none"> – First, I can help my classmates. – Then, I can help my teacher. – Finally, I can help people in my community – I must study hard. – I must be kind to people. 		<p style="text-align: center;">idioms/ phrases</p> <ul style="list-style-type: none"> – To go from zero to hero(someone with a sudden rise in popularity or success) – To take the bull by the horns.(To make something hard in a brave determined way
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Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p>Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question and Enduring Understanding and talks with the students about both of them. T shares the class agenda, etc. on the board</p> <p>Warm up</p> <p>Teacher introduces the idiom of the week: Go from Zero to Hero.</p>	40 minutes



Students listen to the following explanation of its meaning. In the following link you will find an explanation about the expression “going from zero to hero”
<https://www.youtube.com/watch?v=UCY7wQCf7Oo>

Then teacher asks: Can you make one sentence with the idiom?

Example:

In mathematics I went from zero to hero. I get very good grades now.

Teacher let's some students give some examples.

Activation of Prior Knowledge

Let us review some characteristics of heroes. Let's watch the following video:
In the following link, you will find a video about the characteristics of heroes.
<https://www.youtube.com/watch?v=I5UBikaulQM>

What heroic actions can you identify?

Who can be a hero?

Teacher agrees after listening to the students. Right! Each of us can be a hero.

From the following list of actions, which ones are heroic ones, which ones are not. Why? Choose and discuss with your partners.

To help people in need	To protect animals from bad people	To throw garbage in the streets	To say unkind words to others
To treat elderly people and parents in a disrespectful manner	To help classmates in the school	To be a peace keeper	To collaborate with the community to keep it safe.

Then teacher asks:

- Who is your hero?
- Why is he/she your hero?
- What made (name of person) a hero?

Teacher says remember when we give our reasons we say:

My mother is my hero because she works very hard for the family.

My best friend is a hero because....

Teacher let students listen to this video and identify who are the heroes of some children and the reasons why

		<p>In the following link you will find a video about characteristics of heroes: https://www.youtube.com/watch?v=B5mYnPr1ifo</p> <p>In a circle teacher plays with students “hot potato”. They have to say who is their hero and why.</p> <p style="text-align: center;">Modeling</p> <p>Now we are going to learn how to describe heroic actions in past tense. When a person did a heroic action, we describe the event using past tense, for example:</p> <p>My grandfather is my hero because he helped me do my homework. My teacher is my hero because she was very caring when I got sick.</p> <p>Let us watch the following videos to review how to express ideas using the simple past tense. In the following link, you will find two videos about how to express ideas in past tense.</p> <p>https://www.youtube.com/watch?v=R4J0r2edHT4</p> <p>https://www.youtube.com/watch?v=PpQxVLqSrFI</p> <p>Some examples of heroic actions in past tense are the following:</p> <ul style="list-style-type: none"> – The firefighter <u>ran</u> into the burning building. – The young woman <u>saved</u> the life of her baby. 	
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		<p>Clarifying</p> <p>Let's think about three people in our community who are always making heroic actions, for example:</p> <p>Police officer Fire fighter Doctor Nurse</p> <p>and explain the reason why the action is heroic. After some practice, teacher asks volunteers to share some of the sentences and provides feedback to the group.</p>	
L.1.gets the main idea of a short text when read aloud clearly and slowly.	L.1. get the main idea of a short text when read aloud clearly and slowly.	<p>Pre-task</p> <p>Teacher shares the goal of the lesson. Teacher shows a picture of a Dingo and asks students if they know what type of animal is the one in the picture. Where does it live? What does it eat? Is it dangerous for humans?</p>	40 minutes

1.



2.



After the guessing activity, the teacher shows a map of Australia and says, this is the name of the country where Dingos are from. Dingos are Australian wild dogs. Today we are going to listen to a story about heroes.

Who do you think is the hero? The dingo dog or a person?

What type of heroic action do you think is involved? Select one from the following.

1. Helping someone in need.
2. Saving the life of a baby.
3. Giving food to someone who was hungry.

Students guess, share their responses and begin to get ready for the first listening.

Teacher clarifies some key words before students listen to the story. In small groups or pairs, students are asked to match the following meanings with the pictures.

Match the picture with the concept: **(Annex 1)**

a) Jaw ()



b) To drag something ()



c) Campervan ()



d) Fought off (past) ()



e) Rushed (past) ()



Students in pairs check their answers, then as a whole class receive feedback from the teacher.

Task completion

Students individually listen to the story for a second time. Then, they have to sequence the main events using numbers from 1 to 8 as they appear in the story.

	The dingo dragged the baby from his campervan on an island on Friday.
	Residents are worried the attacks could threaten the island's heritage status.
	He rushed to help his son and dragged him from the dingo.
	He had surgery on a fractured skull and deep cuts to his neck.
	An Australian father was called a hero for saving his baby son from the jaws of a wild dingo.
	A long-term resident said visitors did not realize they should not camp in unfenced areas with young children.
	His father awoke and heard his son screaming.
	Doctors say he is in a stable condition and will make a full recovery.
	The attack is the third such incident this year.

Students in pairs check their answers. They listen for a third time and verify that their responses are correct.

		<p>Finally, students in pairs decide what the best title of the story is based on the main events. They select one from the following options and justify their response.</p> <p>_____A Father Becomes a Hero</p> <p>_____A Brave Father Fights a Dingo to Rescue His Baby</p> <p>_____ A Dingo Almost Eats up a Baby</p> <p>_____People are Scared about Dingoes' Attacks</p> <p>_____ Dingoes are Dangerous Animals</p> <p>Justification of selection:_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Task assessment</p> <p>Students discuss their selection as a whole class, then agree on one title for the story and receive feedback from the teacher.</p> <p>Post task</p>	
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		True-False. Students listen to statements about the story, and they decide if the statements are true or false.																
R.PA.4. applies knowledge of basic syllabication rules when decoding two- or three-syllable and <u>compound words</u> (e.g., su/per, sa/crí/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).	R.PA.4. apply knowledge of basic syllabication rules when decoding two- or three-syllable and <u>compound words</u> (e.g., su/per, sa/crí/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).	<div>Pre-task</div> <p>As a form of activating prior knowledge, teacher asks students to make a list of words that they know that have one syllable, two syllables or three syllables.</p> <table><tr><td>One syllable words</td><td>Two syllable words</td><td>Three syllable words</td></tr><tr><td>Ex: dog</td><td>Ex: pencil</td><td>Ex: calendar</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Teacher asks students to pronounce the words that they generated and clap as they count the number of syllables in each word.</p> <p>Then, teacher shares the goal of the lesson, emphasizing that the lesson will focus on decoding compound words.</p> <p>They listen to the song: It is Fun to Make New Words 1:</p> <p>In this link you will find a video about how to make new words in English https://www.youtube.com/watch?v=a6Fyu2w2Pi8</p> <p>Then, using TPR, they sing the song using their hands to show how compound words are created.</p> <p>Teacher asks them: What are compound words? What are some examples?</p>	One syllable words	Two syllable words	Three syllable words	Ex: dog	Ex: pencil	Ex: calendar										40 minutes
One syllable words	Two syllable words	Three syllable words																
Ex: dog	Ex: pencil	Ex: calendar																

R.PA.4.1. identifies syllables in two- or three-syllable and compound words.


Teacher let students participate actively.
Then teacher clarifies the concept using the following video:
In the following link, you will find a video about compound words
<https://www.youtube.com/watch?v=JUpt0fi9kws>

Task-rehearsal

Students read the sentences and identify the compound words they find by circling them. (**Annex 2**)

Name _____ Date _____

Compound Words
A compound word is two words combined to make one word.
EXAMPLE: dragon + fly = dragonfly
Find the compound word in each number. Print it on the line.



1. I enjoy watching sunrise. _____
2. There are many milkweed plants near the lake. _____
3. The gearshift on the tractor is broken. _____
4. Nancy lost her red eyeglasses. _____
5. We want to buy a houseboat. _____
6. The milkman delivers milk to the hospital. _____
7. The overcoat was too big for Jon. _____
8. The doorbell is not loud enough. _____
9. Let's go downtown this evening. _____
10. That is a very beautiful butterfly. _____
11. I ate too many pancakes this morning. _____
12. My dog loves to sleep in the sunshine. _____

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R.PA.4.2. decodes two- or three-syllable and compound words (e.g., sa/cr/i/fice, su/per/he/ro, com/mu/ni/ty).

Students check the responses in pairs. Teacher provides feedback.

Task completion

In pairs, students circle compound words in sentences. Then, students read multisyllabic words. They identify the one that are compound words. They decide the number of syllables they have.

(Annex 3)

Name: _____

Compound Word Practice

A **compound word** is a word made up of two smaller words that are joined together.

The words **out** and **side** can be joined together to make the compound word **outside**.

Part 1: Circle the compound word in each sentence.

1. The girls were playing softball at Veteran's Park.
2. Amelia bought some balloons for Samuel's birthday.
3. Will somebody please help me clean the dining room?
4. Susan made some delicious cupcakes.
5. Dominic got a sunburn when he was swimming in the pool.

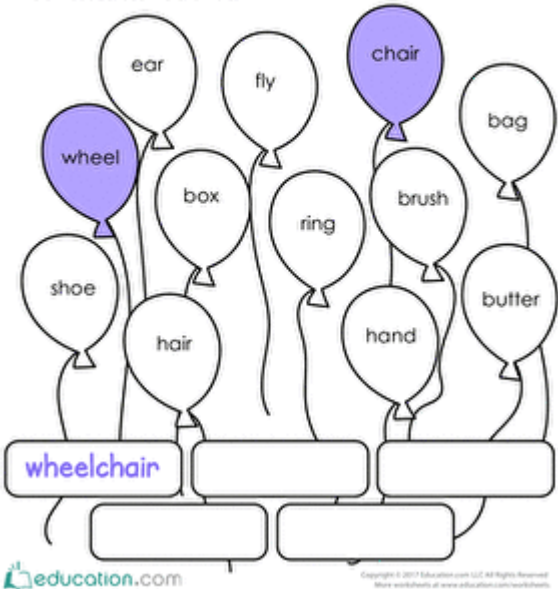
Part 2: Circle the compound word in each group.

- | | | | |
|----------------|------------|-----------|----------|
| 6. building | sunglasses | computer | jumped |
| 7. happiness | thunder | snowflake | puppy |
| 8. peanut | butter | picture | coloring |
| 9. cooked | monkey | dragonfly | plastic |
| 10. bumble bee | singer | mailbox | shirts |

Part 3: Complete each sentence with a compound word.

11. When I wake up in the morning, I use a _____ to clean my teeth.
12. For breakfast, I love to eat _____ with maple syrup.

		<p>Finally, students complete the sentences with the compound words that best complete it</p> <p style="text-align: center;">Task assessment</p> <p>. When students finish, they participate in peer assessment. They also receive feedback from the teacher.</p> <p style="text-align: center;">Post task</p> <p>Students decode compound words including two and three syllable words by blending two words into a compound word.</p>	
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		<p style="text-align: center;">Compound Word Balloons</p> <p>Name: _____ Date: _____</p> <p>Each balloon contains one word. Find the pairs of words that fit together and color them the same color. Then, write the new compound word in a blank space. See the example.</p> 	
SP.1. provides a short, simple account of something experienced.	SI.1. provide some information concerning special or famous people.	<p style="text-align: center;">Pre-task</p> <p>Teacher shares the goal of the lesson. Then teacher asks students:</p> <p>What makes someone a hero? Listen to these people talking about the best qualities a hero should have.</p>	40 minutes

		<p>In the following link, you will find a video about people talking of heroes and their main characteristics.</p> <p>https://www.youtube.com/watch?v=JtCrncJBEwg</p> <p>From the following heroic actions mentioned, select three that you like the most and share it with your partner.</p> <p>A person with integrity, he/she is doing the right thing when nobody is looking. A person that step up because is the right thing to do. A brave person who tries to protect others. A person that gives up his/her freedom for your freedom and for your safety. A person that does whatever it takes to help another. A person that sacrifices for others or for the nation.</p> <p>Who is your hero? Your mother, your father, your brother?</p> <p>Would you like to be a hero? Where? In the house? In the school? In the community? How?</p> <p>How can you become a hero?</p> <ul style="list-style-type: none"> – First, <u>I can</u> help my classmates. – Then, <u>I can</u> help my teacher. – Finally, <u>I can help</u> people in my community – I <u>must study</u> hard. – I <u>must be</u> kind to people. <p>Teacher emphasizes the use of the modal word “must and can” and the connecting words to explain how a person can become hero.</p>	
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Remember some verbs in past time:

helped, took, bought, cleaned, washed, cooked,
gave, cut, collected, planted










Task assessment

Students participate in process of self and peer assessment. Then after that, they receive feedback from the teacher.

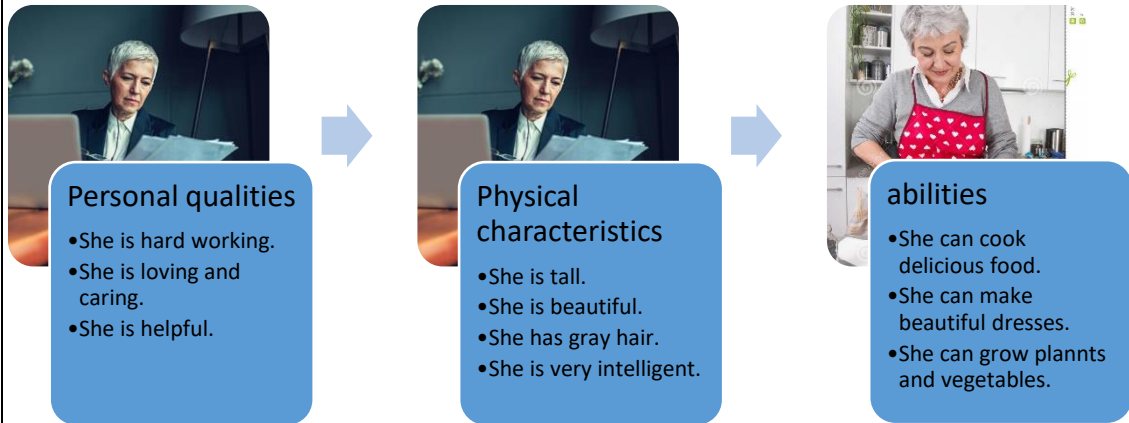
Self-assessment checklist

	Achieved 	In progress 	Not achieved yet 
I can talk about heroic actions I did.			
I can support my story with pictures.			
I can retell a heroic experience			
I can use connectors when retelling a story.			

Peer-assessment checklist

		<table> <tr> <td></td><td>Achieved </td><td>In progress </td><td>Not achieved yet </td></tr> <tr> <td>S/he can talk about the heroic actions s-he does.</td><td></td><td></td><td></td></tr> <tr> <td>S-he can support his/her story with pictures.</td><td></td><td></td><td></td></tr> <tr> <td>S-he can retell a heroic experience.</td><td></td><td></td><td></td></tr> <tr> <td>S-he can use connectors when retelling a story.</td><td></td><td></td><td></td></tr> </table> <p style="text-align: center;">Post task</p> <p>Students in small groups, select the three most important actions and advises they would give someone to become a hero. Make sure to use: First, Second and Third to give your opinion. They share their ideas and the class as a whole votes for the best advice.</p>		Achieved 	In progress 	Not achieved yet 	S/he can talk about the heroic actions s-he does.				S-he can support his/her story with pictures.				S-he can retell a heroic experience.				S-he can use connectors when retelling a story.				
	Achieved 	In progress 	Not achieved yet 																				
S/he can talk about the heroic actions s-he does.																							
S-he can support his/her story with pictures.																							
S-he can retell a heroic experience.																							
S-he can use connectors when retelling a story.																							
W.2. describes various aspects of life and achievements of different types of heroes.	W.2. describe various aspects of life and achievements of different types of heroes. Can include concrete details such	<p style="text-align: center;">Pre-task</p> <p>Teacher shares de goal of the lesson. Teacher shares with the students some achievements of his/her favorite hero.</p> <p style="text-align: center;">My mother is my hero</p> <p>This is my hero. She is my mother. She is the best person in the world for me...</p>	40 minutes																				

as what, where, and when.



Teacher shows students a way to organize ideas when writing about a person one admires a lot or one considers a hero.

Task-rehearsal

The teacher asks, do you have a person you admire too much? A person you consider your hero. What are this person's qualities? What does this person look like? What can this person do?

Task: Your best friend in Australia wants to know if you have a hero or superhero in your life. He wants to know what the main qualities of this person are, what his /her physical characteristics are, and what his /her abilities are.




<p>W.2.1. brainstorms various aspects of life and achievements of different types of heroes.</p>		<p>Write a short description you can send to your friend by e-mail including a picture.</p> <p>In order to respond to your friend’s request, do the following:</p> <ol style="list-style-type: none">1. Choose your hero. Write his/her name.2. Select a picture o make a drawing of this person.3. Brainstorm ideas about your hero. Include the following: personal qualities, physical characteristics, abilities.4. Make an outline using and the following chart as a guide.							
<p>W.1.2. makes an outline to organize the main ideas about the characteristics and actions of different types of heroes.</p>		<p style="text-align: center;">Task completion</p> <p>The students using the outline developed before begin writing a draft of a short text in the form of an e-mail to a friend of a maximum of 12 lines. The task to accomplish include the following elements:</p>							
<p>W.2.2. writes a draft of text/paragraph that describes various</p>		<table><tr><th>Personal qualities</th><th>Physical chrateristics</th><th>abilities and achievements</th></tr><tr><td><ul style="list-style-type: none">• 1.• 2.</td><td><ul style="list-style-type: none">• 1.• 2.</td><td><ul style="list-style-type: none">• 1.• 2.</td></tr></table>	Personal qualities	Physical chrateristics	abilities and achievements	<ul style="list-style-type: none">• 1.• 2.	<ul style="list-style-type: none">• 1.• 2.	<ul style="list-style-type: none">• 1.• 2.	
Personal qualities	Physical chrateristics	abilities and achievements							
<ul style="list-style-type: none">• 1.• 2.	<ul style="list-style-type: none">• 1.• 2.	<ul style="list-style-type: none">• 1.• 2.							

<p>aspects of life and achievements of different types of heroes.</p> <p>W.2.3. edits the draft by checking use of capitalization, punctuation, grammar and spelling.</p>		<ol style="list-style-type: none"> 1. Begin the message with a greeting. 2. Write a short introductory sentence highlighting the purpose of the message. 3. Describe your hero in regards to personal qualities, physical characteristics. 4. Conclude your short paragraph asking a question to your friend. 5. Say good-bye. <div data-bbox="800 566 1635 863"> <p>Dear Thomas,</p> <hr/> <hr/> <hr/> </div> <p>Once students have finished their short paragraph, they edit the text for spelling, punctuation, capitals and grammar.</p> <p>Task assessment</p> <p>Once students finish writing their piece of writing, they participate in a process of self and peer assessment. In pairs, they check punctuation, capitalization, grammar and spelling in each text. The teacher also provides feedback. Teacher creates a mural where all students share their work.</p> <p>Writing Self-assessment checklist</p>	
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				YES	No	Still working	
			I can write a greeting statement in an e-mail.				
			I can write an introductory sentence				
			I can describe my hero's personal qualities with complete sentences.				
			I can describe my hero's physical characteristics with complete sentences.				
			I can describe my hero's abilities and achievements with complete sentences.				
			I can use correct capitalization, punctuation, grammar and spelling/				
			Writing Peer-assessment checklist				

		Student name:	Yes	No	Still working
		He/she can write a greeting statement in an e-mail.			
		He/she can write an introductory sentence			
		He/she can describe my hero's personal qualities with complete sentences.			
		He/she can describe my hero's physical characteristics with complete sentences.			
		He/she can describe my hero's abilities and achievements with complete sentences.			
		He/she can use correct capitalization, punctuation, grammar and spelling/			
Post task					

Be a hero. Students, in pairs, identify three ways in which they can be heroes in their house, at school and in the community, and they discuss three ways in which they can do it. They vote for one of the three, and they create a brochure to advertise their idea. The brochure will have the key idea or title and three advices to make it happen.

Learner Self-Assessment of the week			
<i>I can</i>	 Achieved	 In progress	 Not achieved yet
L.1.1. identify relevant information (who, what) in a short text about heroic actions when read aloud clearly and slowly.			

			L.1.2. select a title that represents the main idea of a short text about heroic actions when read aloud clearly and slowly.					
			R.PA.4. Apply knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (e.g., su/per, sa/cri/fice, su/per/he/ro, com/mu/ni/ty, bra/ve/ry).					
			R.PA.4.1. identify syllables in two- or three-syllable and compound words.					
			R.PA.4.2. Decode two- or three-syllable and compound words (e.g.,					

			sa/cric/fice, su/per/he/ro, com/mu/ni/ty).					
			SP.1. Provide a short, simple account of something experienced.					
			SP.1.1. list a series of events related to heroic actions.					
			SP.1.2. describe a past heroic experience in a short, simple way					
			W.2. Describe various aspects of life and achievements of different types of heroes.					
			W.2.1. brainstorm various aspects of life and achievements of					

			different types of heroes.					
			W.2.2. write a draft of text/paragraph that describes various aspects of life and achievements of different types of heroes.					
			W.2.3. edit the draft by checking use of capitalization, punctuation, grammar and spelling					
Integrated Mini-Project								Time
<p>Some ideas to develop the mini project:</p> <p>1. Planning and creating collaboratively an ideal super hero to take care of a community problem (including characteristics and actions on how the hero would be “making a difference” and “changing or improving people’s lives”). Rehearsing and Participating in an oral presentation to the whole class.</p> <p>2. Planning and Creating a digital comic book /Rehearsing and participating in an oral exchange of the story to the class. Participating in self and co- assessment using technically designed instruments.</p>								

<p>3. Super Hero Convention: Planning. In groups of 5, students are all super heroes. They will organize a Super Hero Convention. Creating. They have to prepare a brochure or poster to tell about the event and the super heroes who will be there. Rehearsing. Each hero practices how to introduce him/herself. They all have to ask other super heroes questions. Participating. And they all together have to organize themselves to narrate a heroic event in which they all participated. For example, the final battle against Thanos in the Avengers. A variation for this activity is that they act out super heroes that were not included in the unit. For that, students will need new readings or access to technology to do some research.</p> <p>4. Famous People Press Conference: Planning. In groups of 5 students, 4 of them are famous people and one of them is a reporter. Creating. Students wear costumes and pretend that they are famous people. They are all sitting at a round table. Rehearsing. They sit down in pairs to play their role with a partner before beginning the show. Participating. The moderator will ask all of the famous people questions about their achievements, an important past event in which they participated, personal characteristics and so on.</p> <p>5. Super Heroes Reader's Theater: Planning. In groups of 5 students, they will organize themselves to write down a very short, simple script that one or two of them will read aloud. Creating. Students write the script of the story. Rehearsing. The other classmates will act out the scenes and talk when necessary. They have to include questions for the characters to ask, heroic actions for them to do, comparisons and narration of past heroic events. Participating. Students act out the play for the whole class. Note: You can use a similar variation with famous people.</p>		
Reflective Teaching		
What worked well	What didn't work well	How to improve
Enduring Understanding Reflection		

Annexes

Annex 1

Match the picture with the concept:

a) Jaw ()



b) To drag something ()



c) Campervan ()



d) Fought off (past) ()



e) Rushed (past) ()



f) skull ()



g) surgery ()



Students individually listen to the story for a second time. Then, they have to sequence the main events using numbers from 1 to 8 as they appear in the story.

	The dingo dragged the baby from his campervan on an island on Friday.
	Residents are worried the attacks could threaten the island's heritage status.
	He rushed to help his son and dragged him from the dingo.
	He had surgery on a fractured skull and deep cuts to his neck.
	An Australian father was called a hero for saving his baby son from the jaws of a wild dingo.
	A long-term resident said visitors did not realize they should not camp in unfenced areas with young children.
	His father awoke and heard his son screaming.

	Doctors say he is in a stable condition and will make a full recovery.
	The attack is the third such incident this year.

Annex: 2

Name _____ Date _____

Compound Words

A compound word is two words combined to make one word.
EXAMPLE: dragon + fly = dragonfly
Find the compound word in each number. Print it on the line.



1. I enjoy watching sunrise. _____
2. There are many milkweed plants near the lake. _____
3. The gearshift on the tractor is broken. _____
4. Nancy lost her red eyeglasses. _____
5. We want to buy a houseboat. _____
6. The milkman delivers milk to the hospital. _____
7. The overcoat was too big for Jon. _____
8. The doorbell is not loud enough. _____
9. Let's go downtown this evening. _____
10. That is a very beautiful butterfly. _____
11. I ate too many pancakes this morning. _____
12. My dog loves to sleep in the sunshine. _____

Annex 3

Name: _____

Compound Word Practice

A **compound word** is a word made up of two smaller words that are joined together.

The words **out** and **side** can be joined together to make the compound word **outside**.

Part 1: Circle the compound word in each sentence.

1. The girls were playing softball at Veteran's Park.
2. Amelia bought some balloons for Samuel's birthday.
3. Will somebody please help me clean the dining room?
4. Susan made some delicious cupcakes.
5. Dominic got a sunburn when he was swimming in the pool.

Part 2: Circle the compound word in each group.

- | | | | |
|----------------|------------|-----------|----------|
| 6. building | sunglasses | computer | jumped |
| 7. happiness | thunder | snowflake | puppy |
| 8. peanut | butter | picture | coloring |
| 9. cooked | monkey | dragonfly | plastic |
| 10. bumble bee | singer | mailbox | shirts |

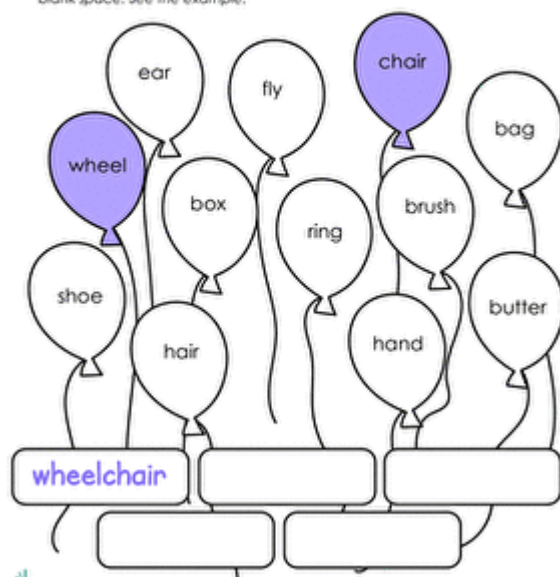
Part 3: Complete each sentence with a compound word.

11. When I wake up in the morning, I use a _____ to clean my teeth.
12. For breakfast, I love to eat _____ with maple syrup.

Compound Word Balloons

Name: _____ Date: _____

Each balloon contains one word. Find the pairs of words that fit together and color them the same color. Then, write the new compound word in a blank space. See the example.



Week 1 Links

In the following link, you will watch a video about the final countdown of a space shuttle lift off:

<https://www.youtube.com/watch?v=2CDHXq1tJWc>

In the following link, you will find a short audio about Franklin Chang Díaz: https://adminmepcr-my.sharepoint.com/:v:/g/personal/randall_centeno_hernandez_mep_go_cr/ES3urlvEeHtGvjg-iOWWQMsB3QUR9kcO-ESnq4CLo0T9-g?e=Os9kAV

In the following link, you will find a video about English diphthongs: <https://www.youtube.com/watch?v=gpf6mwzabw>

In the following link, you will find a video about English consonant digraphs: <https://www.youtube.com/watch?v=9A0TfBx-vrM>

In the following link, you will find a video about English consonant blends: <https://www.youtube.com/watch?v=dcMK1bqpGHk>

In the following link, you will find more information about diphthongs: <https://rb.gy/t9das4>

In the following link, you will find more examples of diphthongs: <https://usefulelenglish.ru/phonetics/practice-diphthongs>

Week 2 Links

In the following link, you will find a Power Point Presentation with a hidden picture behind numbers: https://adminmepcr-my.sharepoint.com/:p:/g/personal/randall_centeno_hernandez_mep_go_cr/EQKqICwBEvpOiG1RjJB0FQ4B44osSQTkvuVNegEIWZ7CrA?e=9NVtfD

In the following link, you will find an audio about Spider-man: https://adminmepcr-my.sharepoint.com/:v/g/personal/randall_centeno_hernandez_mep_go_cr/Ebrk1esKH1lFlcGlj8qlAi4B4kOF0oip93uuTz5w_PZiDA?e=5x2Vr7

In the following link, you will find a Power Point Presentation with a Drag and Drop exercise to review diphthongs, consonant blends and consonant digraphs: https://adminmepcr-my.sharepoint.com/:p/g/personal/randall_centeno_hernandez_mep_go_cr/EV-jppL2dTNLt3v_RkxiYboB3ROu_nuwfcZPhx0AXtafhw?e=ft7imX

Week 3 Links

In the following link, you will find Superheroes images:

https://lh3.googleusercontent.com/proxy/ac0frpQ4GC4VKVCKN8mcyD8LJN9jsyRoP_ahCyQQOHTXOQf-vH3pfJgNrddB0D1UHDis5d8grnZUEHk-OzR0-4OxfzF3Jk0

In the following link, you will find Superheroes: <https://superherotar.framiq.com/assets/img/banner01.png>

In the following link, you will find

Wonderwoman: <https://lh3.googleusercontent.com/proxy/zGBmsKO3K5JPjimpb8Glu0m1YPkQxUrjMZlc0CKdsY75BE8pnHv6HXpPvSFS5S2qkZDUHHyPdliYVscmQG4dKDiXsWJmo>

In the following link, you will find comparative superhero game : https://en.islcollective.com/preview/201710/f/comparative-superhero-game-boardgames-flashcards-fun-activities-games-games-p_101716_1.jpg

In the following link, you will find comparisons with superheroes

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Comparative_adjectives/Comparing_Superheroes_ze1288932gl](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Comparative_adjectives/Comparing_Superheroes_ze1288932gl)

In the following link, you will find an image of Superman: <https://lh3.googleusercontent.com/proxy/faXXQmw-b82NIEf5yz37FwMP8mL2gtNn9A-A160a1Oh-2UMo3Yo6ADKKMIkNBav-yvpjkDawIYoBXvoYFJDOKch5Ph8O0iWYeA>

In the following link, you will find an image of Catwoman: <https://creazilla-store.fra1.digitaloceanspaces.com/cliparts/7070/cat-woman-clipart-xl.png>

In the following link, you will find an image of Batman: https://www.pngfind.com/pngs/m/263-2634670_free-png-batman-png-png-image-with-transparent.png

In the following link, you will find an image Superman: https://www.pnclipart.com/picdir/middle/547-5470891_free-download-of-superman-transparent-png-image-superman.png

In the following link, you will find an image of Superman's story: https://myhero.com/Superman_schr_NL_07_ul

In the following link, you will find a Video for comparing and contrasting texts: <https://www.youtube.com/watch?v=SBTldiZu8Sc>

In the following link, you will find a video for a descriptive type of text: <https://www.youtube.com/watch?v=S1F36kwi7Go>
https://www.youtube.com/watch?v=rLgP_e3Dy4M

In the following link, you will find an image of Juan Santamaria: <https://thumbs.dreamstime.com/b/juan-santamar%C3%ADa-historical-national-monument-located-plaza-alajuela-costa-rica-was-unveiled-to-commemorate-38987877.jpg>

In the following link, you will find an image of Claudia Poll: [https://stillmed.olympics.com/media/Photos/1996/07/21/SAAEJ032.jpg?im=Resize=\(960,656\),aspect=fill](https://stillmed.olympics.com/media/Photos/1996/07/21/SAAEJ032.jpg?im=Resize=(960,656),aspect=fill)

In the following link, you will find an image of Bomberos de Costa Rica: <https://d1qqtien6gys07.cloudfront.net/wp-content/uploads/2020/07/bombero.png>

In the following link, you will find an image of the Cruz Roja:
<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.elmundo.cr%2Fcosta-rica%2Fpolicia-de-transito-le-bajo-placas-a-una-ambulancia%2F&psig=AOvVaw2Rs0l0bXnGeY9JAPWs1lb2&ust=1637841356014000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCOiBofD4sPQCFQAAAAAdAAAAABAD>

Week 4

In the following link, you will find an image of the phrase :Zero to hero:
<https://www.google.com/url?sa=i&url=https%3A%2F%2Fchampionchurch.org%2Fgoing-zero-hero-part-2%2F&psig=AOvVaw0gfs5-Uurlb5XAT-VI-oJ3&ust=1637877996248000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCIjRnp6BsvQCFQAAAAAdAAAAABAJ>

In the following link, you will find an image of a
Dingo:<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.istockphoto.com%2Fphotos%2Fdingo&psig=AOvVaw3eYPCw4h2Dd5ktAmBQwwBB&ust=1638389343674000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCMji0ovywPQCFQAAAAAdAAAAABAJ>

In the following link, you will find an image of the Map of Australia: <https://brickmakingmachinee.com/australia/australia-map/>

In the following link, you will find an image of Surgery:
https://www.google.com/url?sa=i&url=https%3A%2F%2Fpixabay.com%2Fimages%2Fsearch%2Fsurgery%2F&psig=AOvVaw1Wqm_2FTCGCgY5-s5enbLV&ust=1638390995631000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCIDDnJ_4wPQCFQAAAAAdAAAAABAD

In the following link, you will find an image of a Jaw:

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pngitem.com%2Fmiddle%2FiiTRimJ_wolf-jaws-wolf-jaws-png-transparent-png%2F&psig=AOvVaw1gsrjsyfrvgNvn6opl1bYA&ust=1638390951322000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCNCK1L74wPQCFQAAAAAdAAAAABAD

In the following link, you will find an image of a Campervan:

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pngitem.com%2Fmiddle%2FiiTRimJ_wolf-jaws-wolf-jaws-png-transparent-png%2F&psig=AOvVaw1gsrjsyfrvgNvn6opl1bYA&ust=1638390951322000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCNCK1L74wPQCFQAAAAAdAAAAABAD

In the following link, you will find an image of a skull:

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fpublicdomainvectors.org%2Fen%2Ffree-evil-skull-vector&psig=AOvVaw2pNJ5NXPjCGladRme8QigA&ust=1638391239213000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCJi30Jn5wPQCFQAAAAAdAAAAABAJ>

In the following link, you will find an image of

Fight: <https://www.google.com/url?sa=i&url=https%3A%2F%2Fpngtree.com%2Fso%2Ffight&psig=AOvVaw2RJtaMfX5Qg6gPBIERqfGH&ust=1638391421185000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCNDLkIL6wPQCFQAAAAAdAAAAABAD>

In the following link you will find an image of the verb “rush”

https://www.google.com/url?sa=i&url=https%3A%2F%2Fdepositphotos.com%2Fstock-photos%2Frush.html&psig=AOvVaw05limynne8NhAs2YfM9nh&ust=1638391523125000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCKCP_536wPQCFQAAAAAdAAAAABAD

In the following link, you will find a Compound words' practice:

<https://i.pinimg.com/564x/a5/fb/9b/a5fb9b889a8743191e4f3e651f989299.jpg>

In the following link, you will find an image of a woman working: <https://media.gettyimages.com/photos/mature-businesswoman-in-her-office-picture-id543211150?s=612x612>

In the following link, you will find an image of a woman cooking:

<https://previews.123rf.com/images/imagesbavaria/imagesbavaria1310/imagesbavaria131000792/22873511-senior-or-older-woman-with-grey-hair-cooking-in-kitchen.jpg>

Créditos

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- Nicolás Cárdenas Tamburini Semana 1 “Dreams Come True” Audio adaptado de:
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- Gabriela Caballero-Moersfelder Semana 2 “Spider-man” Audio creado al recopilar información de los siguientes sitios: https://www.takethepen.net/im-a-superhero/top-10-superheroes-reading-comprehension-exercises-writing-creative-w_79489_2/ , <https://www.coursehero.com/file/52609158/13-Superheropdf/> and https://www.ducksters.com/biography/spider_man.php