



**Teacher's Guide** for the New English Curriculum

**Fourth Grade**  
**2020**

**Unit 5**

Level 4th Unit 5 Scope and Sequence				
Scenario: What a Disaster!				
Enduring Understanding	Natural disasters sometimes occur. Most of the time we are safe but we can be safer if we make a plan and follow it if one occurs.			
Essential Question	What can we do if a disaster happens?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme 1. Was that an Earthquake?	Theme 2. It was Raining Cats and Dogs	Theme 3. Calling 911	Theme 4. Getting Ready for a Natural Disaster	
Assessment:  L.2. Recognizes others' expression of feelings.  R.PA.1 Produces and reads English sounds /-ed/ /-ing/ / s/ / θ/  SI.3. Expresses common feelings during an event.	Assessment:  L.1. Recognizes basic phrases that denote position and can understand simple instructions including directions.  R.PA.1 Produces and reads English sounds /-ed/ /-ing/ / s/ / θ/  SI.2. Asks how to express something in another language.  SP.1. Talks about a familiar topic in a short presentation.	Assessment: R.2. Reads with fluency and accuracy.  R.PA.1 Produces and reads English sounds /-ed/ /-ing/ / s/ / θ/  SI.1. Asks others simple questions concerning personal opinions or their interests.  W.1. Composes short sentences expressing needs and preferences.	Assessment:  R.1. Recognizes short text messages as well as short greetings.  R.PA.1 Produces and reads English sounds /-ed/ /-ing/ / s/ / θ/  SP.2. States single step directions/ commands using words and phrases in conversations, dialogues or oral presentations.	Assessment  Instruments for Process/Product  Week 6  Suggested Integrated Mini project  ✓ Mini book

<p><b>Goals:</b></p> <p><b>L.2.</b> understand others' expression of feelings (e.g., whether they are indicating they are happy/scared, relaxed, and well/ill).</p> <p><b>R.PA.1</b> produce English sounds /ed/ /-ing/ /s / /θ/ with verbal modeling and visual cues.</p> <p><b>SI.3.</b> express common feelings</p>	<p><b>Goals:</b></p> <p><b>L.1.</b> recognize basic phrases that denote position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near the window, after the next person).</p> <p><b>R.PA.1</b> produce English sounds /ed/ /-ing/ /s / /θ/ with verbal modeling and visual cues.</p> <p><b>SP.1.</b> talk about a familiar topic in a short presentation, prepared in advance.</p> <p><b>SI.2.</b> ask how to express something in another language.</p>	<p><b>Goals:</b></p> <p><b>R.2.</b> read with fluency and accuracy</p> <p><b>R.PA.1</b> produce English sounds /ed/ /-ing/ /s / /θ/ with verbal modeling and visual cues.</p> <p><b>SI.1.</b> ask others simple questions concerning their homes (village/town) or personal information (e.g., what is your name? Where do you live?).</p> <p><b>W.1.</b> compose short sentences expressing wants and needs.</p>	<p><b>W.2.</b> Composes short messages like instructions, signs and warnings.</p> <p><b>Goals:</b></p> <p><b>R.1.</b> recognize short text messages as well as short greetings (e.g., "make a plan", "build</p> <p><b>R.PA.1</b> produce English sounds /ed/ /-ing/ /s / /θ/ with verbal modeling and visual cues.</p> <p><b>SP.2.</b> state single step directions/ commands using words and phrases.</p> <p><b>W.2.</b> compose short messages like instructions, signs and warnings.</p>
<p><b>Function</b></p> <p>– Describing natural disasters and feelings</p>	<p><b>Function</b></p> <p>– Describing past events</p>	<p><b>Function</b></p> <p>– Asking for help</p>	<p><b>Function</b></p> <p>– Giving and following safety procedures</p>

<p><b>Discourse Markers</b></p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p><b>Discourse Markers</b></p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p><b>Discourse Markers</b></p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p><b>Discourse Markers</b></p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>
<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Simple present</u></p> <ul style="list-style-type: none"> <li>– I am afraid/scared of /earthquakes/ tornados and volcanic eruptions.</li> <li>– We have an emergency plan at home/school.</li> <li>– We have canned food, bottled water, a first aid kit and a flashlight.</li> </ul> <p><u>Wh- questions</u></p> <ul style="list-style-type: none"> <li>– Which natural disaster worries you the most?</li> <li>– Which disasters are common in your local area?</li> <li>– What are some ways to prepare for natural disasters?</li> </ul>	<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Simple past</u></p> <ul style="list-style-type: none"> <li>– Last night, there was an earthquake.</li> <li>– We woke up.</li> <li>– Yesterday, it rained heavily and my house was flooded.</li> </ul> <p><u>Wh-question in simple past</u></p> <ul style="list-style-type: none"> <li>– What happened during the flood/earthquake?</li> <li>– What did you do?</li> </ul>	<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Imperative form of verbs</u></p> <ul style="list-style-type: none"> <li>– Stay calm</li> <li>– Call the 911</li> </ul>	<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Modals: should/ can</u></p> <ul style="list-style-type: none"> <li>– You should stay calm.</li> <li>– You should not run.</li> <li>– You can listen to the news.</li> <li>–</li> </ul>

<p><b>Phonemic Awareness</b></p> <p>Identifying base words (walk, clean, dress) that have been modified by inflectional endings (e.g., -ing; -ed) through an oral or written cloze.</p> <ul style="list-style-type: none"> <li>– Plan- planning/ planned</li> <li>– Communicate /communicating/communicated</li> <li>– Listen- listening/listened</li> </ul>	<p><b>Phonemic Awareness</b></p> <p>Identifying base words (walk, clean, dress) that have been modified by inflectional endings (e.g., -ing; -ed) through an oral or written cloze.</p> <ul style="list-style-type: none"> <li>– Plan- planning/ planned</li> <li>– Communicate /communicating/communicated</li> <li>– Listen- listening/listened</li> </ul>	<p><b>Phonemic Awareness</b></p> <p>Practicing: <b>s / θ</b></p> <p><b>sum / thumb sank / thank sink / think saw / thaw sin-thin</b></p>	<p><b>Phonemic Awareness</b></p> <p>Practicing: <b>s / θ</b></p> <p><b>sum / thumb sank / thank sink / think saw / thaw sin-thin</b></p>
<p><b>Vocabulary</b></p> <p><u>1. Was that an earthquake?</u></p> <p>Emergencies and natural disasters</p> <ul style="list-style-type: none"> <li>– Car accident</li> <li>– Earthquake</li> <li>– Volcanic eruption</li> <li>– Hurricane</li> <li>– Drought</li> </ul> <p><u>Earthquakes</u></p> <ul style="list-style-type: none"> <li>– Ground moving&gt;</li> <li>–</li> </ul>	<p><b>Vocabulary</b></p> <p><u>2. It was raining cats and dogs</u></p> <p><u>Floods</u></p> <ul style="list-style-type: none"> <li>– rain</li> <li>– thunder storm</li> </ul> <p><u>Effects of Floods</u></p> <ul style="list-style-type: none"> <li>– Water entered into the houses/cars</li> <li>– Furniture and appliances damaged</li> <li>– Classes cancelled.</li> </ul>	<p><b>Vocabulary</b></p> <p><u>3. Calling 911</u></p> <p><u>Useful phrases</u></p> <ul style="list-style-type: none"> <li>– 911, May I help you?</li> <li>– I have an emergency.</li> <li>– There was an earthquake in Nicoya.</li> <li>– I am calling 911 to report it.</li> </ul> <p><u>Personal information</u></p>	<p><b>Vocabulary</b></p> <p><u>4. Getting ready for a natural disaster</u></p> <p><u>People:</u></p> <ul style="list-style-type: none"> <li>– Rescue Team</li> <li>– Survivors</li> </ul> <p><u>Emergency Kit items for 3 days:</u></p> <ul style="list-style-type: none"> <li>– water</li> <li>– battery powered radio</li> <li>– non-perishable food</li> <li>– blankets</li> </ul>

<ul style="list-style-type: none"> <li>– Floor rippling</li> <li>– Circular motion</li> <li>– Objects falling</li> </ul> <p><u>Feelings:</u></p> <ul style="list-style-type: none"> <li>– Scared</li> <li>– Calm/relaxed</li> </ul>		<ul style="list-style-type: none"> <li>– Name, Age</li> <li>– Place, Time</li> <li>– People injured</li> </ul>	<ul style="list-style-type: none"> <li>– First Aid box</li> </ul> <p><u>Have an evacuation plan</u></p> <ul style="list-style-type: none"> <li>– Watch the weather.</li> <li>– Pay attention to warnings.</li> <li>– Follow instructions.</li> <li>– Pick a meeting place.</li> </ul> <p><u>Build an emergency kit.</u></p> <ul style="list-style-type: none"> <li>– Bring pets inside</li> <li>– Listen to weather reports and updates for advice and instructions.</li> <li>– Only return home once you are told it is safe.</li> </ul>	
<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Taking personal and social responsibility for preventing and reacting in an emergency situation</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>– Showing interest in a person's well being</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Showing willingness to follow instructions</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>– Sharing experiences and concerns</li> </ul> <p><b>Idioms/phrases</b></p>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Working cooperatively with others</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>– Use of conventions for turn-taking</li> </ul> <p><b>Idioms/phrases</b></p>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Working cooperatively with others</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>– Use of conventions for turn-taking</li> </ul> <p><b>Idioms/phrases</b></p>	

<p><b>Idioms/phrases</b></p> <p>– Creating a storm in a teacup</p>	<p>– The calm before the storm.</p>	<p>– It is better to be safe than sorry.</p>	<p>– It is better to be safe than sorry.</p>	
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Term: I	Level: Fourth Grade	Unit: 5	Week: 1					
Domain: Socio-interpersonal		Scenario: What a Disaster!	Theme: Was that an Earthquake?					
Enduring Understanding: Natural disasters sometimes occur. Most of the time we are safe but we can be safer if we make a plan and follow it if one occurs.								
Essential Question: What can we do if a disaster happens?								
New Citizenship:								
<table><tr><td>Dimensions</td></tr><tr><td>1. Ways of thinking ( )</td></tr><tr><td>2. Ways of living in the world ( X )</td></tr><tr><td>3. Ways of relating with others ( X )</td></tr><tr><td>4. Tools for integrating with the world ( )</td></tr></table>				Dimensions	1. Ways of thinking ( )	2. Ways of living in the world ( X )	3. Ways of relating with others ( X )	4. Tools for integrating with the world ( )
Dimensions								
1. Ways of thinking ( )								
2. Ways of living in the world ( X )								
3. Ways of relating with others ( X )								
4. Tools for integrating with the world ( )								
Learn to Know	Learn to Do	Learn to Be and Live in Community						
<p>Grammar &amp; Sentence Frames</p> <p><u>Simple present</u></p> <ul style="list-style-type: none"><li>I am afraid/scared of /earthquakes/ Tornados and volcanic eruptions.</li><li>We have an emergency plan at home/school.</li><li>We have canned food, bottled water, a first aid kit and a flashlight.</li></ul> <p><u>Wh- questions</u></p>	<p>Function</p> <p>-Describing natural disasters and feelings</p> <p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Psycho-social</p> <ul style="list-style-type: none"><li>Taking personal and social responsibility for preventing and reacting in an emergency situation</li></ul> <p>Socio-cultural</p> <ul style="list-style-type: none"><li>Showing interest in a person’s well being</li></ul>						



<ul style="list-style-type: none"><li>– Which natural disaster worries you the most?</li><li>– Which disasters are common in your local area?</li><li>– What are some ways to prepare for natural disasters?</li></ul> <p><b>Phonemic Awareness</b></p> <p><b>Vocabulary</b></p> <p><u>1. Was that an earthquake?</u></p> <p>Emergencies and natural disasters</p> <ul style="list-style-type: none"><li>– Car accident</li><li>– Earthquake</li><li>– Volcanic eruption</li><li>– Hurricane</li><li>– Drought</li></ul> <p><u>Earthquakes</u></p> <ul style="list-style-type: none"><li>– Ground moving</li><li>– Floor rippling</li><li>– Circular motion</li><li>– Objects falling</li><li>–</li></ul> <p><u>Feelings:</u></p> <ul style="list-style-type: none"><li>– Scared</li><li>– Calm/relaxed</li></ul>			<p><b>idioms/ phrases</b></p> <ul style="list-style-type: none"><li>– Creating a storm in a teacup</li></ul>
<p><b>Assessment Strategies &amp; Evidences of learning</b></p> <p>(Diagnostic, formative, summative)</p>	<p><b>Goals</b></p>	<p><b>Pedagogical Mediation/ Didactic Sequence</b></p>	<p><b>Time</b></p>

Learner...	Learner can	<p style="text-align: center;"><b>Pre-teaching</b> <b>Warm up:</b></p> <p>The teacher shows a video <a href="https://youtu.be/uh4dTLJ9q9o">https://youtu.be/uh4dTLJ9q9o</a> and sings the song with the class, and then ask them what they think it is going to be the new topic about and brainstorming some ideas.</p> <p style="text-align: center;"><b>Activation of prior Knowledge</b></p> <p>The teacher places different natural disasters pictures without their name on the board and asks students, "what do you think is this picture about? Students volunteer to answer by raising their hands. The teacher listens their answers and tell them to wait to watch a video to know if they are correct or not.</p> <div data-bbox="978 560 1602 997" data-label="Image"> <p style="text-align: center;">Flashcards      <b>Natural Disasters</b>      © www.kids-pages.com</p> </div> <p>The teacher presents the video <a href="https://youtu.be/smJ13x90oM">https://youtu.be/smJ13x90oM</a> to learn about different natural disasters images with their corresponding name.</p> <p><u>Some Natural Disasters Definitions</u></p> <p><b>Earthquake</b> is a sudden strong shaking of the ground.</p> <p><b>Hurricane</b> is a storm with very strong winds.</p> <p><b>Drought</b> is a long time when there is not enough rain.</p>	40 minutes
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**Lightning** is a sudden bright light in the sky when there is a storm.

**Explosion** is a bursting suddenly with a very loud noise.

**Tornado:** a violent destructive whirling wind accompanied by a funnel-shaped cloud that progress in a narrow path over the land.

After watching the video, students listen to sentences provided by the teacher about natural disasters and regular landscapes and students will express to his/her partner their how they feel about it. Example:

*Teacher (shows an earthquake pic), Student A: I feel scared when there is a quake*

*Teacher (shows a drought pic), Student A: I feel sad when there is a drought*



Find more flashcard here URL: <https://stellaelm.net/>

		<p style="text-align: center;"><b><u>Modeling</u></b></p> <p>The teacher will show to the students a set of pictures about different feelings, students will listen to the pronunciation.</p> <p>The teacher will show to the students a set of pictures about the natural disasters, students will listen to the pronunciation.</p> <p>The teacher will mention expression related with feelings and natural disasters using the pictures to represent the meaning of the expressions.</p> <p>Examples:</p> <ol style="list-style-type: none"> <li>1. Mario feels calm after the earthquake.</li> <li>2. Karla feels scare because of the thunders.</li> </ol> <p style="text-align: center;"><b><u>Clarifying</u></b></p> <p>Teacher mentioning expressions related to feelings and natural disasters.</p> <ol style="list-style-type: none"> <li>1. Mario feels calm after the earthquake.</li> <li>2. Karla feels scare because of the thunders.</li> </ol> <p>The students will select the pictures mentioned by the teacher.</p>	
<b>L.2.</b> Recognizes others' expression of feelings.	<b>L.2.</b> understand others' expression of feelings (e.g., whether they are indicating they are happy/scared, relaxed, and well/ill).	<p style="text-align: center;"><b><u>Pre-task</u></b></p> <ul style="list-style-type: none"> <li>- The teacher introduces the topic of the lesson</li> <li>- The teacher reviews the vocabulary about feelings and natural disasters.</li> </ul> <p style="text-align: center;"><b><u>Task rehearsal</u></b></p> <p>Students will listen to the teacher mentioning expressions related to feelings and natural disasters.</p> <ol style="list-style-type: none"> <li>1. Mario feels calm after the earthquake.</li> <li>2. Karla feels scare because of the thunders.</li> </ol>	40 minutes

The students will select the pictures that represent the expression mentioned by the teacher.

### **Task completion**

By listening to the teacher reading 3 different short stories about someone telling his or hers experience during a natural disaster, the students will identify the way those people felt during the situation and the type of natural disaster mentioned using the following chart.

Story #1	Name	Felling	Natural disaster
Story #2	Name	Felling	Natural disaster
Story #3	Name	Felling	Natural disaster

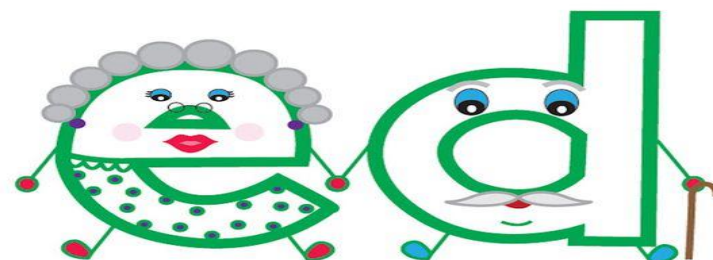
### **Task assessment**

The students received a set of cards with feelings and natural disasters and they match them as they are heard. Then, the whole group assesses themselves.

 earthquake	 tsunami	 volcanic eruption
 nervous	 scared	 well

		Indicators	Not achieved	In progress	achieved		
		I can identify the way people feel during and after a natural disaster by listening to them.					
<b>SI.3.</b> Expresses common feelings during an event.	<b>SI.3.</b> express common feelings about natural disasters.	<p style="text-align: center;"><b>Pre-task</b></p> <ul style="list-style-type: none"> <li>The teacher introduces the goal of the lesson and reviews sentences frames related with natural disasters and expressing feelings using videos and flashcards.</li> <li>Teacher reviews feelings using the video <a href="https://youtu.be/o5jZlswSfSE">https://youtu.be/o5jZlswSfSE</a> to review feelings. Teacher reinforces the words, happy, scared, relaxed well and ill, using flashcards.</li> </ul> <p>Teacher emphasizes the importance of controlling emotions and feelings during a natural disaster.</p> <p style="text-align: center;"><b>Task-rehearsal</b></p> <p>Teacher reviews feelings using the video <a href="https://youtu.be/o5jZlswSfSE">https://youtu.be/o5jZlswSfSE</a> to review feelings. Teacher reinforces the words, happy, scared, relaxed well and ill, using flashcards.</p> <p>After watching the video, the teacher asks the students:</p> <ol style="list-style-type: none"> <li>How do you feel during an earthquake?</li> <li>How do you feel during a thunderstorm?</li> <li>How would you feel if there is a fire here in the school?</li> <li>How would you feel if there is a flood in your neighborhood?</li> </ol> <p style="text-align: center;"><b>Task completion</b></p> <p>Using the questions from the previous activity the students will interview each other, the teacher will divide the class in two groups (Students A / Students B)</p> <p>Students A questions:</p>					40 minutes

		<ol style="list-style-type: none"> <li>1. How do you feel during an earthquake?</li> <li>2. How do you feel during a thunderstorm?</li> <li>3. How would you feel if there is a fire here in the school?</li> <li>4. How would you feel if there is a flood in your neighborhood?</li> </ol> <p>Students B possible responses:</p> <ol style="list-style-type: none"> <li>1. During a _____ I feel very _____</li> <li>2. I always feel very _____ during a _____</li> </ol> <p>Students A make the question: how do you feel during an earthquake? And student's B give a response following the structure below. Once they finish they change roles.</p> <p style="text-align: center;"><b>Task assessment</b></p> <p>Students select 2 natural disasters they have experienced and they feeling they experienced. After they are paired up and share it with a partner. Finally, the whole group assesses themselves</p> <table border="1"> <thead> <tr> <th>Indicators</th><th>No achieved</th><th>In progress</th><th>Achieved</th></tr> </thead> <tbody> <tr> <td>I can express common feelings about natural disasters.</td><td></td><td></td><td></td></tr> </tbody> </table>	Indicators	No achieved	In progress	Achieved	I can express common feelings about natural disasters.				
Indicators	No achieved	In progress	Achieved								
I can express common feelings about natural disasters.											
<b>R.PA.1</b> Produces and reads English sounds /-ed/ /-ing/ / s / / θ/	<b>R.PA.1</b> produce English sounds /ed/ /-ing/ /s / /θ/ with verbal modeling and visual cues.	<p style="text-align: center;"><b><u>Phonemic Awareness</u></b></p> <p style="text-align: center;"><b>Pre-task</b></p> <p>The teacher shares the goal of the lesson.</p> <p>The teacher reviews some action verbs to start the topic.</p> <p>The teacher shows the following image to introduce the topic</p>	40 minutes								



it happened in the past

First, learners are asked to watch the video <https://youtu.be/jxl28KQOHy4> to explain the use of **-ed** ending. After watching it, the video learners are asked what word they remember from the video.

Then, the teacher explains learners that there are different words ending and shows the class the following video <https://youtu.be/J1UwR97CUYY>



it is happening now

After that, learners watch the video below and the teacher gives then a brief explanation and some more examples of the use of **-ed** and **-ing** as adjective. <https://youtu.be/gVudS5jlZFY>,

Finally, the teacher explains the difference between different ending words and emphasis that the **-ed** ending is used to create the past tense for regular verbs; and the **-ing** ending is used to create present continuous and both are also used to created adjectives.

**Task-rehearsal**



The teacher sticks some verbs in simple form on the board. Students takes turns in pairs to go to the front and blend, -ed or -ing ending to each verb to practice the new words.

**Task completion**













Learners individually, complete de worksheet below adding -ed or -ing to complete the sentence about adjectives.

Worksheet

Adjectives in -ed and -ing

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Add -ed or -ing to the words below and complete the sentences:

<div>1.</div> <div></div> <div>Dr Frankenstein looks ..... Children often feel ..... during thunderstorms.</div> <div>frighten</div>	<div>2.</div> <div></div> <div>Everyone was ..... to hear about the plane crash. The earthquake was a ..... experience for me.</div> <div>shock</div>	<div>3.</div> <div></div> <div>We had a very ..... meal at that restaurant last night. The teacher was ..... with the students' progress.</div> <div>satisfy</div>
<div>4.</div> <div></div> <div>Tom was ..... today at school. Life on the farm must be immensely ..... for him.</div> <div>bore</div>	<div>5.</div> <div></div> <div>Alex was so ..... about the trip the next day that he couldn't sleep. Scuba diving is a very ..... sport.</div> <div>excite</div>	<div>6.</div> <div></div> <div>Taking care of a little baby is ..... Emily felt so ..... after working in the garden.</div> <div>tire</div>
<div>7.</div> <div></div> <div>The bath she took was so ..... Rachel felt ..... after having a nap.</div> <div>relax</div>	<div>8.</div> <div></div> <div>He felt ..... because he made a fool of himself at the party. It was ..... to see the man crying like a baby.</div> <div>embarrass</div>	<div>9.</div> <div></div> <div>Stella was very ..... when she heard the news. It would be ..... if she didn't pass the examination.</div> <div>surprise</div>
<div>10.</div> <div></div> <div>I find India a very ..... country. My cousin is ..... in astronomy and bought a small telescope.</div> <div>interest</div>	<div>11.</div> <div></div> <div>He was ..... at his friend's joke. His story was highly ..... to us.</div> <div>amuse</div>	<div>12.</div> <div></div> <div>His test score was ..... for everyone. I am ..... because I didn't win the contest.</div> <div>disappoint</div>

<https://www.kids-pages.com/folders/worksheets/Adjectives/page1.htm>


**Task Assessment**

The teacher places some flashcards without words all over the classroom. Learners listen to the teacher and point at the picture the teacher describes; depending of the ending if it is with -ed or -ing.

<i>-ed and -ing</i>  walked	<i>-ed and -ing</i>  walking	<i>-ed and -ing</i>  jumped	<i>-ed and -ing</i>  jumping
<i>-ed and -ing</i>  painted	<i>-ed and -ing</i>  painting	<i>-ed and -ing</i>  talked	<i>-ed and -ing</i>  talking

### Post task

The teacher gives the worksheet and explains the activity with an example.  
In pairs, students roll a dice, look at the clue and complete the verb row.



## Roll & Write

Name: \_\_\_\_\_

# Inflectional Endings

Directions: Roll the dice. Write the matching word with one of the three endings below. Continue until you have written each word with all three endings.

1 dot = look

2 dots = jump

3 dots = cook

4 dots = play

5 dots = walk

6 dots = melt

-s	-ed	-ing

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### Integrated Mini-Project

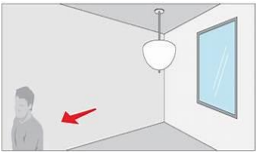







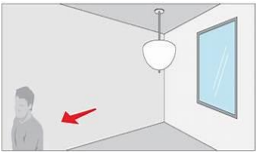







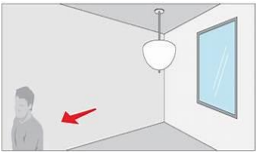







**Time**

- Planning creating collaboratively a classroom mini book describing each natural disaster and their corresponding definition using recycled materials, cardboard or technology for reporting to small groups or whole class.
- Another idea is creating a poster or power point presentation about one specific natural disaster.
- Rehearsing and briefly describing the personal pages in the mini book to the class.
- Participating in individual assessment.

<b>Reflective Teaching</b>				
What worked well	What didn't work well	How to improve		
<b>Enduring Understanding Reflection</b>				
<b>BONUS TRACK</b>				
<i>At the end of the week, the T guides their progress in the check list below</i>				
	<b>I can...</b>	<b>Not achieved</b>	<b>In progress</b>	<b>achieved</b>
	Recognize the most important information in a talk about natural disasters.			
	Expresses common feelings during an event.			
	Produces and reads English sounds /-ed/ and /ing/ endings.			




Term: I	Level: Fourth Grade	Unit: 5	Week:2					
Domain: Socio-interpersonal		Scenario: What a Disaster!	Theme: It was Raining Cats and Dogs					
Enduring Understanding: Natural disasters sometimes occur. Most of the time we are safe but we can be safer if we make a plan and follow it if one occurs.								
Essential Question: What can we do if a disaster happens?								
New Citizenship:								
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4. Tools for integrating with the world ( )								
Learn to Know	Learn to Do	Learn to Be and Live in Community						
<p>Grammar &amp; Sentence Frames</p> <p><u>Simple past</u></p> <ul style="list-style-type: none"><li>– Last night, there was an earthquake.</li><li>– We woke up.</li><li>– Yesterday, it rained heavily and my house was flooded.</li></ul> <p><u>Wh-question in simple past</u></p> <ul style="list-style-type: none"><li>– What happened during the flood/earthquake?</li><li>– What did you do?</li></ul> <p>Phonemic Awareness</p> <p>Identifying base words (walk, clean, dress) that have been modified by inflectional endings (e.g., -ing; -ed) through an oral or written cloze.</p> <ul style="list-style-type: none"><li>– Plan- planning/ planned</li><li>– Communicate /communicating/communicated</li><li>– Listen- listening/listened</li></ul> <p>Vocabulary</p> <p><u>It was raining cats and dogs</u></p> <p><u>Floods:</u>rain -thunder storm</p> <p><u>Effects of Floods</u></p>	<p>Function</p> <p>Describing past events</p> <p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Psycho-social</p> <ul style="list-style-type: none"><li>– Showing willingness to follow instructions.</li></ul> <p>Socio-cultural</p> <ul style="list-style-type: none"><li>– Sharing experiences and concerns.</li></ul> <p>idioms/ phrases</p> <p>The calm before the storm.</p>						

– Water entered into the houses/cars-Furniture and appliances damaged – Classes cancelled.			
Assessment Strategies & Evidences of learning  (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p><b>Pre-teaching</b></p> <p>(Teacher pastes/writes the scenario, goal and the essential question on the board)</p> <p><b>Warm Up:</b></p> <ul style="list-style-type: none"> <li>Students play a game to reinforce vocabulary studied. Teacher write on the board “Natural disasters” and have students write as many natural disasters as they know in English. The student who writes more words is the winner.</li> </ul> <p><b>Activation of prior knowledge:</b></p> <p>-Teacher has learners to watch a video about “How to prepare for a flood”  <a href="https://youtu.be/43M5mZuzHF8">https://youtu.be/43M5mZuzHF8</a></p> <ul style="list-style-type: none"> <li>Teacher shows gestures of basic phrases that denote position (under, over, beside) and simple instructions including directions (e.g., on the second floor, near the window, after the next person, stay calm, follow the emergency plan in case of a natural disaster.</li> <li>(e.g., teacher says: under the table and students do the mimic).</li> </ul> <p><b>Modeling</b></p> <ul style="list-style-type: none"> <li>Teacher displays pictures or images about natural disasters that have happened in Costa Rica, (annex 1) while he/she models vocabulary and sentence frames such as: <b>Simple past</b>. Last night, yesterday, 10 year ago. ...  <b>Sequential - past tense:</b> First, then, after that, finally...</li> </ul> <p><b>Clarifying</b></p> <p>-Teacher models pronunciation and meanings of the new sounds-vocabulary- sentence frames of the theme.</p>	40 minutes

<p><b>L.1.</b> Recognizes basic phrases that denote position and can understand simple instructions including directions.</p>	<p><b>L.1.</b> Recognize basic phrases that denote position (under, over, beside) and can understand simple instructions including directions (e.g., on the second floor, near the window, after the next person).</p>	<div data-bbox="1234 45 1352 77">Pre-task</div> <p>-Teacher is going to use a song to introduce phrases that denote positions.  <a href="https://youtu.be/4PZS5g4pSjY">https://youtu.be/4PZS5g4pSjY</a> “ The preposition song”</p> <div data-bbox="1188 183 1396 215">Task-rehearsal</div> <p>- Students will listen to the teacher mentioning expressions related to directions in case of some natural disasters.</p> <ol style="list-style-type: none"> <li>Cover your head and neck</li> <li>Use the stairs.</li> <li>Get under desk</li> <li>Stay on the second floor</li> <li>Make a line</li> <li>Don't stand near the window</li> <li>Stay calm</li> <li>Get the fire extinguisher</li> </ol> <p>-The students will recognize the pictures that represent simple instructions mentioned by the teacher, writing the number of the phrase into the parenthesis.</p> <table border="1"> <tbody> <tr> <td data-bbox="739 760 1012 1101">  <p>( )</p> </td><td data-bbox="1012 760 1264 1101">  <p>( )</p> </td><td data-bbox="1264 760 1537 1101">  <p>( )</p> </td><td data-bbox="1537 760 1822 1101">  <p>( )</p> </td></tr> <tr> <td data-bbox="739 1101 1012 1416">  <p>( )</p> </td><td data-bbox="1012 1101 1264 1416">  <p>( )</p> </td><td data-bbox="1264 1101 1537 1416">  <p>( )</p> </td><td data-bbox="1537 1101 1822 1416">  <p>( )</p> </td></tr> </tbody> </table>	 <p>( )</p>	 <p>( )</p>	 <p>( )</p>	 <p>( )</p>	 <p>( )</p>	 <p>( )</p>	 <p>( )</p>	 <p>( )</p>	<p>40 minutes</p>
 <p>( )</p>	 <p>( )</p>	 <p>( )</p>	 <p>( )</p>								
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### Task completion

-By listening to the teacher reading 3 different directions during a natural disaster from the previous activity, the students will recognize simple instructions during the situation mentioned using and completing the following chart.

Natural disaster	First	Then	Finally
#1 During a flood 			
#2 During an earthquake 			
#3 During a fire 			

### Task assessment

- For feedback, the teacher places pictures of directions on the floor or gives small pictures of directions to the children. Teachers pastes the picture of a child on the board and says, I am going to give instructions to Tim/Laura about what should she/he do in case of a disaster, show your picture as you hear the instruction that corresponds to your picture. Then, the whole group assesses themselves



Indicator	Achieved	Not achieved	In progress
I can recognize basic phrases that denote position and understand simple instructions including directions.			

**R.PA.1** Produces and reads English sounds /-ed/ /-ing/ / s/ / θ/

**R.PA.1** Produce English sounds /ed/ /-ing/ /s / /θ/ with verbal modeling and visual cues.

### Phonemic Awareness

#### **Pre-task**

- The teacher shares the goal of the lesson.
- Teacher has learners to watch a video about the sounds (/ed/ /-ing/ /s / /θ/ <https://youtu.be/jxl28KQOHy4> <https://youtu.be/nipQ0bNcpBg> <https://youtu.be/SbarejDZmcl>
- Teacher can use a power point presentation to reinforce the sounds presented on the video.

#### **Task-rehearsal**

- Students work with a worksheet writing the correct word according to the ending.

Name \_\_\_\_\_

### **Inflectional Endings**

Directions: Look at each word. Write the new ending on each word.

1. If I walk with a lot of things, I mean that the cat is jumping over the fence. When I see a cat with a lot of things, I mean that the cat is jumping over the fence.

2. If I walk with a lot of things, I mean that the cat is jumping over the fence. When I see a cat with a lot of things, I mean that the cat is jumping over the fence.

3. If I walk with a lot of things, I mean that the cat is jumping over the fence. When I see a cat with a lot of things, I mean that the cat is jumping over the fence.

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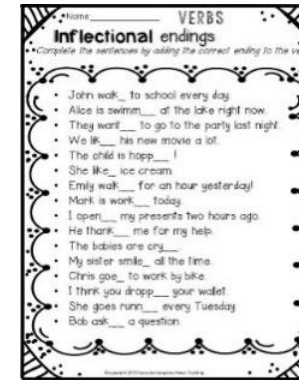
#### **Task completion**

- Teacher writes some words on the board. Then, the students listen to the teacher saying the words. Learners write the letter that is missing according to what they hear. When they finish, students chorally say aloud the word to review the ending sounds.

#### **Task assessment**

40  
minutes

Students work in a worksheet. The students have to complete the sentence by adding the correct ending to the verb. Then, the whole group assesses themselves



Indicator	Not achieved	In progress	Achieved
I can produce English sounds /ed/ /-ing/ /s / /θ/ with verbal modeling and visual cues.			

**SP.1.** Talks about a familiar topic in a short presentation.

**SP.1.** Talk about a familiar topic in a short presentation, prepared in advance.

### Pre-task

- The teacher introduces the goal of the lesson and reviews sentences frames related to Simple past and Wh-question in simple past.
- Teacher reinforces the sentences and questions, using flashcards (annex#1).
- What happened during the flood/earthquake? What did you do?
- **What happened during the flood/earthquake?**

We woke up, ground moved, furniture and appliances damaged, classes cancelled

- Floor rippled
- Objects felt down
- My house was flooded
- There was a violent storm with a strong wind and lot of rain
- There was a violent shaking of the earth surface
- Hot lava and ashes came out of the volcano

40  
minutes

**What did you do?** I prepared an emergency plan, I had a flashlight, canned food, a battery-powered radio, a bottled water, we had a first aid kit, I was scare.

-Teacher models pronunciation and meanings of the new sounds-vocabulary- sentence frames of the theme.

- To do so, the teacher uses images, pictures or a power point presentation.

#### **Task-rehearsal**

- Organize students in pairs and ask them to predict the effects for the following disasters, then have them to compare their prediction in a chart report. At the end of the activity, they have to present it in oral form to the rest of the class.

<b>Natural Desastre</b>	<b>What happened during the flood/earthquake?</b>	<b>What did you do?</b>
<b>1. Flood</b>		
<b>2. Earthquake</b>		
<b>3. Hurricane</b>		
<b>4. Landscape</b>		
<b>5. Volcanic eruption</b>		
<b>6. Avalanche</b>		

#### **Task completion**

- Learners prepare a short oral presentation to the class where they describe a natural disaster using past tense. Teacher encourages learners to bring magazines, newspapers, photos or pictures related to natural disasters before the presentation and use the information from the previous activity. Learners will talk about the natural disasters and their effects using past tenses.

#### **Task assessment**

Students answer questions about **disasters** based on their presentations.

Wh-question in simple past

*What happened during the flood/earthquake?*

*What did you do?*

*Then, the whole group assesses themselves*

Indicator	Not achieved	In progress	Achieved
I can talk about a familiar topic in a short presentation, prepared in advance			

**SI.2.** Asks how to express something in another language.

**SI.2.** Ask how to express something in another language.

**Pre-task**

- Teacher introduces the goal of the lesson.
- Teacher activates prior knowledge by showing different pictures related to natural disasters.
- Teacher writes on the board the question:  
What happened during the flood/earthquake?  
What did you do? along with the pictures previously showed. Students select a natural disaster and pick it from the board. Teacher highlights the next sentence structures:  
Last night, there was an earthquake.  
We woke up.  
Yesterday, it rained heavily and my house was flooded.

**Task-rehearsal**

- In pairs students receive flashcards with different natural disasters.
- Teacher explains to the students that one will be in charge of the flashcards and ask questions and the other will be the one who identifies the natural disaster and answer.  
“What happened during the flood/earthquake?”
  - Water entered into the houses/cars
  - Furniture and appliances damaged
- Classes cancelled.  
What did you do? I was scared.
- Students can switch roles.

**Task completion**

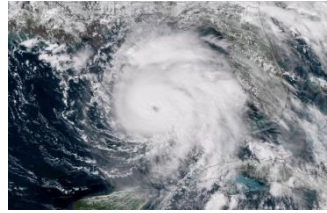
- Students participate in a role play describing a natural disaster occurred in the past.
- Students use the question What did you do? the other student can answer: I was scared.  
“What happened during the flood/earthquake?”
  - Water entered into the houses/cars
  - Furniture and appliances damaged
- Classes cancelled.
- At the end of the activity the students present their works in from of the class.

40  
minutes

		<p align="center"><b>Task assessment</b></p> <p>Bring music and a ball to class. Put names of disasters in a bag. Sit students in a circle. Play the music and have students throw the ball to each other. Stop the music and the student who has the ball will explain the disaster effects from the box. Then, the whole group assesses themselves</p> <table border="1"> <tr> <th>Indicator</th> <th>Achieved</th> <th>Not achieved</th> <th>In progress</th> </tr> <tr> <td>I can ask how to express something in another language.</td> <td></td> <td></td> <td></td> </tr> </table>			Indicator	Achieved	Not achieved	In progress	I can ask how to express something in another language.															
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## ANNEX 1

### NATE HURACANE-October 4<sup>th</sup> 2017



### CINCHONA -January 8<sup>th</sup> 2019



### FLOODS IN COSTA RICA



### VOLCANIC ERUPTION IN COSTA RICA

#### ARENAL VOLCANO -JULY 29<sup>TH</sup> ,1968



#### IRAZÚ VOLCANO -MARCH 12TH ,1963



Term: I	Level: Fourth Grade	Unit: 5	Week:3					
Domain: Socio-interpersonal	Scenario: What a disaster	Theme: Calling 911						
Enduring Understanding: Natural disasters sometimes occur. Most of the time we are safe but we can be safer if we make a plan and follow it if one occurs.								
Essential Question: What can we do if a disaster happened								
New Citizenship:								
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Learn to Know	Learn to Do	Learn to Be and Live in Community						
<p>Grammar &amp; Sentence Frames</p> <p>Simple Present:</p> <p>-I am afraid of...</p> <p>-We have an emergency plan</p> <p>Phonemic Awareness</p> <p>Practicing: s / θ</p> <p>sink / think</p>	<p>Function</p> <p>-Asking for help</p> <p>Giving and following safety procedures</p> <p>Discourse Markers</p> <p>-Linkers: Sequential past tense</p> <p>-First, then, after that, next, finally</p>	<p>Psycho-social</p> <p>– Another showing interest in person’s well being</p> <p>– Using all tools at hand including technology for promoting healthy lifestyles</p> <p>Socio-cultural idioms/ phrases</p> <p>Using greetings &amp; address forms</p> <p>– Using of please and thank you appropriately</p>						

<p><b>Vocabulary</b></p> <p><u>3. Calling 911 Useful phrases</u></p> <ul style="list-style-type: none"> <li>– 911, May I help you?</li> <li>– I have an emergency.</li> <li>– There was an earthquake in Nicoya. <ul style="list-style-type: none"> <li>– I am calling 911 to report it.</li> </ul> </li> </ul> <p><u>Personal information</u></p> <ul style="list-style-type: none"> <li>– Name, Age</li> <li>– Place, Time</li> <li>– People injured</li> </ul>			
<p><b>Assessment Strategies &amp; Evidences of learning</b></p> <p>(Diagnostic, formative, summative)</p>	<p><b>Goals</b></p>	<p><b>Pedagogical Mediation/ Didactic Sequence</b></p>	<p><b>Time</b></p>



Learner...	Learner can	<p style="text-align: center;"><b>Pre-teaching</b></p> <p style="text-align: center;"><b>Warm up</b></p> <p>-Students watch a video about 911 and the situation in which is necessary to call the emergency number. <a href="https://www.youtube.com/watch?v=ulf4oKqTUc8">https://www.youtube.com/watch?v=ulf4oKqTUc8</a></p> <p>-The teacher brings to the classroom a PPT with picture of 10 situations of emergency's that makes necessary to call 911.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>- "house on fire"</li> <li>- "car accident"</li> <li>- "Robbery"</li> <li>- "Someone really hurt"</li> <li>- "A person laid down unconscious"</li> <li>- "people tramp on an elevator"</li> <li>- "gas leakage"</li> <li>- "Bee Swarm"</li> </ul> <p style="text-align: center;"><b>Activation of Prior knowledge</b></p> <p>-Teacher will activate prior knowledge by showing a PPT of examples of emergencies or natural disasters and asking to the students "What's this?"</p> <p style="text-align: center;"><b>Modeling</b></p> <p>- Using a PPT with expressions and pictures the teacher will read the expressions that they can be used while they are talking with an operator from 911.</p> <p>Example:</p>	40 minutes
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		<ul style="list-style-type: none"> <li>- “This is 9-1-1 what is your emergency?”</li> <li>- “How can I help you”</li> <li>- “I need help” “My _____ needs help”</li> <li>- “Where does it hurt?” “It hurts on _____”</li> <li>- “An ambulance is coming to you”</li> <li>- “A police officer is coming to you”</li> <li>- There is a house on fire</li> <li>- “You have to _____”</li> </ul> <p>The teacher will project or write on the board a script from a small role play about somebody calling to the 911 and after that will ask the students to read it and will ask some questions about the script.</p> <p><b>Operator:</b> This is 9-1-1, what is your emergency?</p> <p><b>Kid:</b> There is gas leakage at my kitchen.</p> <p><b>Operator:</b> Ok. Tell me what is your address?</p> <p><b>Kid:</b> I live in San Pablo, next to the bank, house color brown.</p> <p><b>Operator:</b> What is your name?</p> <p><b>Kid:</b> My name is Carlos Sánchez</p> <p><b>Operator:</b> The firefighters are coming to your house very soon</p> <p><b>Kid:</b> Thank you very much.</p> <p style="text-align: center;"><b>Clarifying</b></p> <p>-The students will receive a worksheet from the teacher with the expressions used on the previews script in an incorrect order. Students must have to read the expressions and paste them in a correct order.</p>	
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<p><b>R.2.</b> Reads with fluency and accuracy conversation scripts about people and emergency operator from 911.</p>	<p><b>R.2.</b> read with fluency and accuracy the script of conversation about people and emergency operator from 911.</p>	<p style="text-align: center;"><b>Pre-task</b></p> <ul style="list-style-type: none"> <li>- The teacher introduces the topic of the lesson</li> <li>- The teacher reviews the PPT about the emergency situations when it is necessary to call 911</li> </ul> <p style="text-align: center;"><b>Task-rehearsal</b></p> <p>-The teacher will paste on the board 4 different scripts about emergency calls, after that the students will be divided on groups of four students, the teacher will mention on type of emergency previews learned by the students and by reading the scripts the students will have to identify which script has the emergency mentioned by the teacher.</p> <p style="text-align: center;"><b>Task completion</b></p> <p>-The teacher will provide the students with a worksheet with a script with missing words of a conversation about an emergency call. The students will complete the conversation with the correct emergency situation.</p> <p style="text-align: center;"><b>Task assessment</b></p> <p>-The teacher will locate different cards with the name in English of examples of emergencies studied before. The teacher will mention the emergency and the students will point to the card mentioned by the teacher. The whole class assesses their achievement of the goal.</p>	<p>40 minutes</p>
<p><b>R.PA.1</b> Produces and reads English sounds / s / / θ /</p>	<p><b>R.PA.1</b> produce English sounds /s / /θ/ with verbal modeling and visual cues.</p>	<p style="text-align: center;"><b><u>Phonemic Awareness</u></b></p> <p style="text-align: center;"><b>Pre-task</b></p> <p>-Introduce the topic of the lesson</p> <p>-Learners will identify and produce the new sounds with the help of the following videos:</p> <p style="text-align: center;"> <a href="https://www.youtube.com/watch?v=uSVzk2pqWB4">https://www.youtube.com/watch?v=uSVzk2pqWB4</a>  <a href="https://www.youtube.com/watch?v=o3INXFPrfJM">https://www.youtube.com/watch?v=o3INXFPrfJM</a> </p> <p>-Teacher will present cards with the minimal pairs / s / / θ /</p>	



### Task-rehearsal

Learners will make a matching exercise using the words that have the sound studied with the correct picture.



### Task completion

-Learners will identify the different between the two sounds and pick up the correct card mentioned by the teacher.

-Learners will pick a card and pronounce the sound that correspond to the word of the card picked.

### Task assessment

- Students assess themselves.

Indicators	Not Achieved	In progress	Achieved
I can identify the sounds.			
I can pronounce word with the sounds studied.			

<p><b>SI.1.</b> Asks others simple questions concerning personal opinions or their interests.</p>	<p><b>SI.1.</b> ask others simple questions concerning their homes (village/town) or personal information (e.g., what is your name? Where do you live?).</p>	<p style="text-align: center;"><b>Pre-task</b></p> <p>-The teacher introduces the goal of the class          -The teacher plays the song 911 as a warm up  <a href="https://www.youtube.com/watch?v=tQjzsKdeGA4">https://www.youtube.com/watch?v=tQjzsKdeGA4</a>          -The teacher will show to the students a list of questions that will be asked by a 911 operator.          Example:</p> <p style="padding-left: 100px;">-What is your emergency?          -what is your name?          -Where do you live?          -Are you alone?          -Who is hurt?          -Where does it hurt?</p> <p style="text-align: center;"><b>Task-rehearsal</b></p> <p>-The students will perform a role play about a phone call to 911 using the expressions and vocabulary learned before.          Example:</p> <p><b>Operator:</b> This is 9-1-1, what is your emergency?  <b>Kid:</b> We are tramped in the elevator.  <b>Operator:</b> Ok. Tell me where are you?  <b>Kid:</b> I am in Mall San Pedro.  <b>Operator:</b> What is your name?  <b>Kid:</b> My name is Carlos Sánchez  <b>Operator:</b> The firefighters are coming to help you.  <b>Kid:</b> Thank you very much.</p>	<p>40 minutes</p>
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Task completion				
Indicator	Excellent	Very Good	Good	Needs Improvements
Asks for the appropriate information during the role play	The outcome of the task is achieved satisfactorily.	The outcome of the task is achieved acceptable.	The outcome of the task is achieved partially.	The outcome of the task was not achieved at all.
Provides the correct information asked during the role play	The outcome of the task is achieved satisfactorily.	The outcome of the task is achieved acceptable.	The outcome of the task is achieved partially.	The outcome of the task was not achieved at all.
Uses the correct vocabulary and expressions when calling 911 during the dialogue.	Uses a range of appropriate vocabulary when talking during the role play	Uses a limited range of appropriate vocabulary to talk during the role play	Uses a limited range of appropriate vocabulary to talk during the role play.	Doesn't use any of the vocabulary assigned in the task.
Shows interaction and communication skills during the dialogue.	Maintains and develops the interaction and negotiates towards an outcome without any support.	Keeps the interaction going with very little prompting and support.	Keeps the interaction going with very little prompting and support.	Very low interaction requires prompting and support.
<p>-Students will perform a conversation with the previous activity from the task-rehearsal as an example, but they must change the information and the emergency. T might grade students' performance with the rubric below.</p> <p><b>Rubric</b></p>				




		<div>Task assessment</div> <div>The whole group assess themselves.</div> <table><tr><td>Indicators</td><td>Achieved</td><td>In progress</td><td>Not achieved</td></tr><tr><td>I can give all the information requested by a 911 operator during an emergency due a natural disaster.</td><td></td><td></td><td></td></tr></table>	Indicators	Achieved	In progress	Not achieved	I can give all the information requested by a 911 operator during an emergency due a natural disaster.				
Indicators	Achieved	In progress	Not achieved								
I can give all the information requested by a 911 operator during an emergency due a natural disaster.											
W.1. Composes short sentences expressing needs and preferences.	W.1. compose short sentences expressing wants and needs.	<div>Pre-task</div> <div>-The teacher introduces the goal of the class.</div> <div>- The teacher with the students will create a brainstorming activity by asking to the students which are emergencies for calling 911 and which don't.</div> <div>Task-rehearsal</div> <div>-Students will receive a worksheet where there is a list of emergencies and the students must organize them in 2 columns "Necessary to call 911" "Not necessary to call 911".</div> <div>Example:</div> <table><tr><td>Necessary to call 911</td><td>Not necessary to call 911</td></tr><tr><td></td><td></td></tr></table> <div>Task completion</div> <div>-Students will write sentences using the previous vocabulary expressing which emergencies are necessary to call 911 and in which don't.</div>	Necessary to call 911	Not necessary to call 911			40 minutes				
Necessary to call 911	Not necessary to call 911										

		<p>Example:</p> <p>-There is gas leakage in my house I need to call 911</p> <p>-I left my English book in my school, I don't need to call 911, I need to call my teacher</p> <p style="text-align: center;"><b>Task assessment</b></p> <p>The whole group assesses themselves</p> <table border="1"> <tr> <th>Indicators</th> <th>Achieved</th> <th>In progress</th> <th>Not achieved</th> </tr> <tr> <td>I can identify the emergencies due natural disasters when is necessary to call 911.</td> <td></td> <td></td> <td></td> </tr> </table>			Indicators	Achieved	In progress	Not achieved	I can identify the emergencies due natural disasters when is necessary to call 911.				
Indicators	Achieved	In progress	Not achieved										
I can identify the emergencies due natural disasters when is necessary to call 911.													
<b>Integrated Mini-Project</b>				<b>Time</b>									
Phase: _____													
<b>Reflective Teaching</b>													
What worked well	What didn't work well		How to improve										
<b>Enduring Understanding Reflection</b>													



Term: I	Level: Fourth Grade	Unit: 5	Week: 4																
Domain: Socio-interpersonal	Scenario: What a Disaster!	Theme: Getting Ready for a Natural Disaster																	
Enduring Understanding: Natural disasters sometimes occur. Most of the time we are safe but we can be safer if we make a plan and follow it if one occurs.																			
Essential Question: Natural disasters sometimes occur. Most of the time we are safe but we can be safer if we make a plan and follow it if one occurs.																			
<table><tr><td colspan="4">1. Ways of thinking ( X )</td></tr><tr><td colspan="4">2. Ways of living in the world ( X )</td></tr><tr><td colspan="4">3. Ways of relating with others ( X )</td></tr><tr><td colspan="4">4. Tools for integrating with the world ( )</td></tr></table>				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 ( )			
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 ( )																			
Learn to Know	Learn to Do	Learn to Be and Live in Community																	

Grammar & Sentence Frames	Function	Psycho-social
<p><u>Modals: should/ can</u></p> <ul style="list-style-type: none"> <li>- You should stay calm.</li> <li>- You should not run.</li> <li>- You can listen to the news.</li> </ul> <p><b>Vocabulary</b></p> <p><u>4. Getting ready for a natural disaster</u></p> <p><u>People:</u></p> <ul style="list-style-type: none"> <li>- Rescue Team</li> <li>- Survivors</li> </ul> <p><u>Emergency Kit items for 3 days:</u></p> <ul style="list-style-type: none"> <li>- water</li> <li>- battery powered radio</li> <li>- non-perishable food</li> <li>- blankets</li> <li>- First Aid box</li> </ul> <p><u>Have an evacuation plan</u></p> <ul style="list-style-type: none"> <li>- Watch the weather.</li> <li>- Pay attention to warnings.</li> <li>- Follow instructions.</li> <li>- Pick a meeting place.</li> </ul> <p><u>Build an emergency kit.</u></p> <ul style="list-style-type: none"> <li>- Bring pets inside</li> <li>- Listen to weather reports and updates for</li> </ul>	<ul style="list-style-type: none"> <li>- Giving and following safety procedures</li> </ul> <p><b>Discourse Markers</b></p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<ul style="list-style-type: none"> <li>- Working cooperatively with others.</li> </ul> <p><b><u>Sociocultural</u></b></p> <ul style="list-style-type: none"> <li>- Use of conventions for turn-taking</li> <li>-</li> </ul> <p><b><u>Social Language Samples</u></b></p> <p><b><u>and idioms/phrases</u></b></p> <p>It is better to be safe than sorry.</p>

advice and instructions.  – Only return home once you are told it is safe.  <b><u>Phonemic Awareness</u></b>  Practicing: s / θ  sum / thumb sank / thank sink / think saw / thaw sin / thin			
<b>Assessment Strategies &amp; Evidences of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/Didactic Sequence</b>	<b>Time</b>
<b>Learner can</b>	<b>Learner can</b>	<b>Pre-teaching Warm up</b>  Students watch a short video about types of natural disasters <a href="https://www.youtube.com/watch?v=PLemHQ5Rc8s">https://www.youtube.com/watch?v=PLemHQ5Rc8s</a> , then, teacher and students play Stand Up, Sit down. Teacher uses a large image of a Rescue Team, and a large image of survivors. When he/she says Rescue Team, students have to stand up and extend their hands down, like trying to help someone, when he/she says survivors, students have to sit down and raise their hands like asking for help.    	40 minutes



### Activation of prior Knowledge:

Teacher writes the title national disasters on the board, then, she places images of natural disasters on the left side of the board and writes incomplete sentences next to the images.



Teacher asks students about the types of natural disasters where rescue teams help survivors. For example: Observe this image. What type of natural disaster is this?

Students answer: earthquake. Teacher says: Earthquakes damage houses in Costa Rica every year.

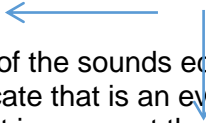
Rescue teams help survivors of earthquakes. Observe this other image. What type of natural disaster is this? Students answer: a flood. Teacher says: Floods damage communities in Costa Rica. Rescue teams help survivors of floods.

Teacher continues asking students questions about images of natural disasters, then she makes a comment about each of them and reinforces that rescue teams

		<p>help survivors.</p> <p><b>Modeling:</b></p> <p>Teacher writes two sentences on the board and uses two pictures of natural disasters to show students how to match the images to the written sentences, based on the meaning of the messages.</p> <div data-bbox="1142 431 1472 626" data-label="Text"> <p>Rescue teams help survivors of...</p> </div> <p><b>Clarifying:</b></p> <p>Teacher clarifies the meaning of sentences using images and yes/no questions. Teacher emphasizes on pronunciation.</p>	
R1. Recognizes short text messages.	R1. Recognize short text messages. (e.g.) “make a plan” build...”	<p><b>Pre-task</b></p> <p>Teacher reviews the meaning of written sentences, focusing on the meaning or the words: rescue teams, survivors, make a plan, build shelters, and names of natural disasters, by using images and sentences written on large paper strips.</p> <p>Example:</p> <p>Rescue teams make a plan to help survivors of <u>earthquakes</u>.  Rescue teams build shelters to help survivors of <u>floods</u>.  Rescue teams make a plan to help survivors of <u>landslides</u>.  Rescue teams build shelters to help survivors of <u>hurricanes</u>.  Rescue teams make a plan to help survivors of <u>volcanic eruptions</u>.  Rescue teams build shelters to help survivors of <u>tornados</u>.  Rescue teams make a plan to help survivors of <u>wildfires</u>.  Rescue teams build shelters to help survivors of <u>tsunamis</u>.</p>	40 minutes

		<p style="text-align: center;"><b>Task rehearsal</b></p> <p>Teacher places four of the paper strips with written sentences on the left side of the board and four of the images of natural disasters on the right side of the board. After that, teacher divides the group into two teams and asks students to sit on the floor. Teacher tells students that one group is a group of survivors of natural disasters and the other group is a rescue team. Students are asked to take the paper strips with sentences and the images from the board respectively. Then, teacher asks students from each group to pass around the paper strip or image they have. Teacher claps hands and when she/he stops, students who have the paper strips and images stand up and go to the board. They are asked to match sentences to images by standing up together. The whole group reads the sentences out loud and verifies that they were matched correctly.</p> <p style="text-align: center;"><b>Task completion</b></p> <p>Students are given a handout with a matching practice that contains sentences and images related to rescue teams and survivors of natural disasters. Students have to match sentences to images.</p> <p style="text-align: center;"><b>Task assessment</b></p> <p>Teacher gives each student a handout with images of natural disasters and an image of a rescue team. Then, they are shown a paper strip with a written sentence and they have to use the image of the rescue team to point out the image that the sentence refers to. They do it with 5 different sentences.</p> <p>The whole class assesses their achievement of the goal.</p> <table border="1"> <thead> <tr> <th>Indicator:</th><th>achieved</th><th>In progress</th><th>Not achieved</th></tr> </thead> <tbody> <tr> <td>I can recognize short text messages.</td><td></td><td></td><td></td></tr> </tbody> </table>	Indicator:	achieved	In progress	Not achieved	I can recognize short text messages.				
Indicator:	achieved	In progress	Not achieved								
I can recognize short text messages.											
SP.2. States single step directions/ commands using words and phrases in	SP.2. state single step directions/ commands using words and phrases.	<p style="text-align: center;"><b>Pre-task</b></p> <p>The teacher introduces the goal of the lesson by having students watch a short video about how to prepare for a natural disaster.  <a href="https://www.youtube.com/watch?v=iLvvcvghKKvc">https://www.youtube.com/watch?v=iLvvcvghKKvc</a></p>	40 minutes								

<p>conversations, dialogues or oral presentations.</p>		<p>After that, on the board, the teacher draws a square box, pretending it is an Emergency Kit. Then, the teacher tells students that it is very important to prepare an Emergency Kit for three days to be ready for a natural disaster. Then she places cutaway drawings of emergency items inside the box and tell the students what a family should put in an Emergency Kit in order to be safe. The teacher says: This is my family's Emergency Kit for three days, all the family members place an emergency item in the Emergency kit. For example:</p> <ul style="list-style-type: none"> <li>- My father puts water bottles in the Emergency Kit.</li> <li>- My brother puts a battery powered radio in the Emergency Kit.</li> <li>- My mother puts some non-perishable food in the Emergency Kit.</li> <li>- My grandmother puts some blankets in the Emergency Kit.</li> <li>- My grandfather puts a First Aid box in the Emergency Kit.</li> </ul> <p>(As the teacher says what each member puts in the Emergency Kit, he/she holds pictures of family members and pictures of emergency items and pretends each family member places an emergency item in the square box).</p> <p style="text-align: center;"><b>Task rehearsal:</b></p> <p>Some volunteers go to the board. They are asked to think about the emergency items their own family members should put in the Emergency Kit for three days. Students take turns to take a picture of a family member and a picture of an emergency item, and paste the picture of the emergency item in the square box while saying: "My brother puts a battery powered radio in the Emergency kit".</p> <p>Students sit in pairs on the floor. They are given images of family members and images of five emergency items. Each pair of students uses the images to makes a sentence that includes the name of a family member and the name of an emergency item. Example: My grandmother puts blankets in the Emergency Kit. The rest of the class decides if the sentence is correct or not. If necessary, the teacher will provide help.</p> <p style="text-align: center;"><b>Task completion:</b></p>	
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		<p>Students, individually, fold a paper sheet in two parts. On one part they draw a square box with five emergency items inside, pretending it is an Emergency Kit for three days. On the other part they draw five family members. Then they trace lines to join each family member to one emergency item. Learners display their pictures of the desks and then, they sit in groups, taking turns to tell their classmates what each of their family members put in the Emergency Kit for three days.</p> <p style="text-align: center;"><b>Task Assessment:</b></p> <p>Students are asked to sit in a circle on the floor. The teacher places laminated pictures of emergency items on the floor. Students play “paper plane”. Learners take turns to stand up and throw a paper plane so that it lands on or near one of the emergency items. Then, each student uses the picture to say a phrase (command). For example. Andy, put water bottles in the emergency kit. The student mentioned is the next one to do it. Students work on self and peer assessment. The whole class assesses their achievement of the goal.</p> <table border="1"> <thead> <tr> <th>Indicator:</th><th>achieved</th><th>In progress</th><th>Not achieved</th></tr> </thead> <tbody> <tr> <td>I can state single commands using words and phrases.</td><td></td><td></td><td></td></tr> </tbody> </table>	Indicator:	achieved	In progress	Not achieved	I can state single commands using words and phrases.				
Indicator:	achieved	In progress	Not achieved								
I can state single commands using words and phrases.											
R.PA. 1 Produces and reads English sounds /ed/ -/ing/	R.PA.1 Produce English sounds /ed/ -/ing/ with verbal modeling and visual cues.	<p style="text-align: center;"><b><u>Pre-task</u></b></p> <p>The teacher introduces the goal of the lesson. Students observe a chart that contains the sounds /ed/-/ing/</p> <p>The teacher uses two arrows to represent the meaning of the sounds ed and ing in word. Using the arrow to indicate that is an event that happened in the past, and the to indicate that it is an event that is happening at this moment.</p> 	40 minutes								



		<p>Example:</p> <ul style="list-style-type: none"> <li>- watch – watching – watched David is <u>watching</u> the weather. David <u>watched</u> the weather.</li> <li>- Pay – paying – payed David is <u>paying</u> attention to the warnings. David <u>payed</u> attention to the warnings.</li> <li>- Follow – following – followed. David is <u>following</u> instructions. David <u>followed</u> instructions.</li> <li>- Pick – picking – picked David is <u>picking</u> a meeting place. David <u>picked</u> a meeting place.</li> </ul> <p><b><u>Task Rehearsal</u></b></p> <p>Teacher places cutaway words on the board as well as the ending sounds ing and ed. Then, she asks students to listen to words mentioned by the teacher and take turns to place the correspondent sound at the end of them.</p> <p>watch – pay – follow – pick /ing/ - /ed/ The class is divided into groups of three. Each group is given three paper strips. The teacher tells each group to write the word they listen to on the paper. Then, the teacher tells the students to hold up their work. The teacher proceeds this way</p>	
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with the following words: *watching – watched - paying – payed – following – followed – picking – picked.*

### **Task Completion**

The teacher asks students to look at some words written on the board and invites them to read them aloud as she points them out in random order.

### **Task Assessment**

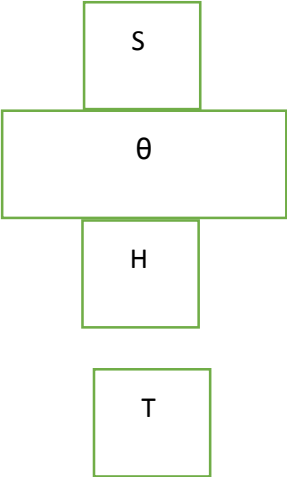
Learners, individually, read big written words shown by the teacher.

<b>Indicator:</b>	<b>achieved</b>	<b>In progre ss</b>	<b>Not achieved</b>
I can produce English sounds /ed/ -/ing/ with verbal modeling and visual cues.			

### **Post Task**

Students read the short story “It’s better to be safe than sorry”

David is an intelligent boy who lives in Parrita, Quepos. Last week his family experienced a natural disaster. It was a flood. But they all survived, because they watched the news on television. They payed attention to the warnings. They followed the instructions, and they picked the community soccer field as a meeting point. Today David is listening to the rescue team, he is paying attention to the warnings, he is following instructions, but he is not picking a new meeting point, because he thinks the soccer

		field is the best place for his family to stay at. David's Friend is telling him that his house is safe, that nothing happened there and that it wasn't necessary to evacuate. David answered: well, it is better to be safe than sorry.	
R.PA. 1 Produces and reads English sounds s/- /θ/.	R.PA.1 Produce English sounds /s/- /θ/ with verbal modeling and visual cues.	<p style="text-align: center;"><b><u>Pre-task</u></b></p> <p>The teacher introduces the goal of the lesson. Students observe a chart that contains the sounds /s/ /θ/.</p> <p>The teacher uses a mini hopscotch game made with masking tape on the floor.</p> <p>Students observe the teacher playing mini hopscotch and then, they are asked to line up to play mini hopscotch, stepping first on the letter t, after that on the letter h and then on the sound /θ/, at the end, they step on the sound /s/. They say the sounds of the letters when they step on them.</p> <p>Example:</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b><u>Task Rehearsal</u></b></p> <p>Teacher places the letter sounds /s/ and /θ/ on the board. Then, she asks</p>	40 minutes

		<p>students to listen to the sounds mentioned by him/her, and take turns to produce the correspondent sounds.</p> <p>After that, students are asked to sit in pairs. Each pair is given four paper strips. The teacher tells each pair of students to write the sound they listen to on the paper. Then, the teacher tells the students to hold up their work. The teacher proceeds this way with the following words: sum / thumb - sank / thank - sink / think- saw / thaw - sin/thin</p> <p style="text-align: center;"><b><u>Task Completion</u></b></p> <p>The teacher asks students to look at some words written on the board and invites them to read them aloud as she points them out in random order.</p> <p style="text-align: center;"><b><u>Task Assessment</u></b></p> <p>Learners, individually, read big written words shown by the teacher.</p> <table border="1"> <thead> <tr> <th>Indicator:</th><th>Not achieved</th><th>In progress</th><th>achieved</th></tr> </thead> <tbody> <tr> <td>I can produce English sounds s/- /θ/. with verbal modeling and visual cues.</td><td></td><td></td><td></td></tr> </tbody> </table>	Indicator:	Not achieved	In progress	achieved	I can produce English sounds s/- /θ/. with verbal modeling and visual cues.				
Indicator:	Not achieved	In progress	achieved								
I can produce English sounds s/- /θ/. with verbal modeling and visual cues.											
W.2. Composes short messages like instructions, signs and warnings.	W.2. compose short messages like instructions, signs and warnings.	<p style="text-align: center;"><b>Pre-task</b></p> <p>Teacher plays a video about how to prepare for a flood <a href="https://www.youtube.com/watch?v=43M5mZuzHF8">https://www.youtube.com/watch?v=43M5mZuzHF8</a> so that learners can watch some recommendations to follow during a national disaster.</p> <p>After watching the video, teacher shows students a big drawing of a tent with some of the words from the video. She explains that the tent represents the</p>	40 minutes								

shelter people need when they have to evacuate because of a natural disaster. Then, she shows students some paper strips that contain written sentences that include those words, using images that represent them. He/she emphasizes on the correct pronunciation. He/she also points out the importance of writing correctly.

- Build an emergency kit.
- Bring pets inside
- Listen to weather reports.
- Listen to updates for advice.
- Listen to updates for instructions.
- Return home when it is safe.



### Task-rehearsal

Teacher writes sentences on the board, including printed images as part of them. Students take turns to remove the images from the sentences and substitute them for given written words. Example:

*Listen to updates for*



Listen to updates for advise.



to updates for



Listen to updates for instructions.

### Task completion

Teacher places images of the vocabulary on the upper part of the board. Students work in pairs, each pair is given a paper sheet with a work bank on top of it, and is shown an image. After that, they are asked to use the words from the word bank to write a sign with a sentence related to the image they were shown. When they are done, they use masking tape to place their sign on the board under the correct image. The teacher shows students the sentence that goes with each image and they compare it to their sentence.

#### **WORD BANK:**

*Listen – build – bring – updates – inside – to – for – emergency kit – instructions – home – advice – safe – when – it – return – is – pets – weather report – an.*

*Sentences:*

- *Build an emergency kit.*
- *Bring pets inside*
- *Listen to weather reports.*
- *Listen to updates for advice.*
- *Listen to updates for instructions.*
- *Return home when it is safe.*

### Task assessment

Students are given a handout with a short written story that contains blanks and images. They have to write the word that goes in the blank that is next to

each of the pictures.

Story:

There is a terrible hurricane that is affecting the South part of Costa Rica. Some families were evacuated and they are listening to the Emergency commission because they need to know what to do during this natural disaster. You are there helping them by making signs that contain the instructions they should follow. Write the word that completes each instruction correctly.

Build an \_\_\_\_\_.



Bring \_\_\_\_\_ inside.



Listen to \_\_\_\_\_



Listen to updates for \_\_\_\_\_.



Listen to updates for \_\_\_\_\_.



Only return \_\_\_\_\_ when it is safe.



		Families are going to be fine because they are ready for the natural disaster.				
		<b>Indicator:</b>	<b>Not achieved</b>	<b>In progress</b>	<b>Achieved</b>	
		I can compose short messages like instructions, signs and warnings.				
<b>Integrated Mini-Project</b>						<b>Time</b>
- Planning, creating collaboratively a classroom mini book describing each natural disaster and their corresponding definition using recycled materials, cardboard or technology for reporting to small groups or whole class. - Another idea is creating a poster or power point presentation about one specific natural disaster. - Rehearsing and briefly describing the personal pages in the mini book to the class. - Participating in individual assessment.						
<b>Reflective Teaching</b>						
What worked well		What didn't work well		How to improve		
<b>Enduring Understanding Reflection</b>						



## Créditos

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