



**Teacher's Guide** For The New English Curriculum

● Language

● Technology

● Rainforest

**Sixth Grade  
Unit 4 2022**

**Level 6th Unit 4 Rainforest Rescue**  
**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: Rainforest Rescue**

<b>Enduring Understanding</b>	<b>Enduring understanding:</b> Rainforests are tall, densely growing, broad-leaved evergreen trees in a tropical area with high annual rainfall. They recycle and clean water; protect against pollution and erosion, provide plants for food and medicine provide homes for many types of life forms. Rainforests are quickly being cut down mostly for wood to build houses and roads as well as making space for cattle raising and farming.
<b>Essential Question</b>	What are rainforests and what happens if they disappear?

**Assessment and Goals**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Theme</b>  1. The Rainforest: a Treasure	<b>Theme</b>  2. Are We Saying “Goodbye” to the Rainforest?	<b>Theme</b>  3.Ways to Rescue It	<b>Theme</b>  4.My Role in the Rainforest Rescue	
<b>Assessment:</b>  L.1 Recognizes simple procedural explanations if given slowly and clearly.  R.PA.3. Reads with fluency and accuracy.  SP.2. Provides a simple description of a studied object	<b>Assessment:</b>  L.2. Recognizes the general idea of overheard conversations.  R.PA.3. Reads with fluency and accuracy.  SI.1. Asks other students to confirm solutions to problems.	<b>Assessment:</b>  L.1 Recognizes simple procedural explanations if given slowly and clearly.  R.PA.4. Distinguishes between sounds /v / b/ in words.  SP.1. Describes, using simple words, their opinion of a situation or event.  W.1. Engages in the writing process during pre-	<b>Assessment:</b>  R.1. Recognizes readings, analyzes and enjoys texts.  R.PA.3. Reads with fluency and accuracy  W.3. Applies conventions of standard English (e.g., advertisement, labeling a photo essay).  <b>Goals:</b>	<b>Assessment Instruments for Process/Product</b>  <b>Week 6 Suggested Integrated Mini project</b>

<p><b>Goals:</b></p> <p><b>L.1.</b> understand simple procedural explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to create a project).</p> <p><b>R.PA.3.</b> read with fluency and accuracy.</p> <p><b>SP.2.</b> provide a simple description of a studied object (e.g., describe a rainforest).</p>	<p><b>W.2.</b> Devises a timeline for a topic.</p> <p><b>Goals:</b></p> <p><b>L.2.</b> comprehend the general idea of overheard conversations.</p> <p><b>R.PA.3.</b> read with fluency and accuracy.</p> <p><b>SI.1.</b> ask other students to confirm solutions to problems.</p> <p><b>W.2.</b> devise a timeline for a topic.</p>	<p>writing, drafting, editing and simple publications.</p> <p><b>Goals:</b></p> <p><b>L.1</b> Recognize simple procedural explanations if given slowly and clearly.</p> <p><b>R.PA. 4.</b> demonstrate knowledge of phonemic awareness.</p> <p><b>SP.1.</b> describe, using simple words, their opinion of a situation or event.</p> <p><b>W.1.</b> engage in the writing process during pre-writing, drafting, editing and simple publications.</p>	<p><b>R.1.</b> comprehend reading, analyze and enjoy texts.</p> <p><b>R.PA.3.</b> read with fluency and accuracy.</p> <p><b>W.3.</b> apply conventions of standard English</p>
<p><b>Function</b></p> <ul style="list-style-type: none"> <li>– Describing places and things</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>– Describing condition of the rainforests</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>– Describing cause effect relationships</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>– Giving advice</li> </ul>

Discourse Markers	Discourse Markers	Discourse Markers	Discourse Markers
Linkers: <u>Sequence adverbs-past tense</u>  First, next, then, finally	Linkers: <u>Sequence adverbs-past tense</u>  First, next, then, finally	Linkers: <u>Sequence adverbs-past tense</u>  First, next, then, finally	Linkers: <u>Sequence adverbs-past tense</u>  First, next, then, finally
<b>Grammar &amp; Sentence Frames</b> <u>Verb forms (present and past tense)</u>  <ul style="list-style-type: none"> <li>- A rainforest is a living ecosystem.</li> <li>- Rainforests are warm and wet forests.</li> <li>- Rainforests grow in mountain regions.</li> <li>- I saw lots of insects.</li> </ul> <u>Simple present and simple past using (S+V+O+PP) pattern.</u>  <ul style="list-style-type: none"> <li>- The boy saw a toucan in a tree.</li> <li>- The guide drove the tourists through the rainforest.</li> <li>- The woman went into the rain forest.</li> </ul>	<b>Grammar &amp; Sentence Frames</b> <u>Adjectives (different types)</u>  <ul style="list-style-type: none"> <li>- Some trees live for a hundred years.</li> <li>- Huge trees live in a rainforest.</li> <li>- You see that little light gets across the canopy.</li> <li>- Some trees drop their leaves.</li> </ul> <u>Wh information questions in present tense</u>  <ul style="list-style-type: none"> <li>- Why are rainforests important?</li> <li>- What can we do to rescue the rainforest?</li> <li>- What causes harm to the rainforest?</li> </ul> <u>Simple present using (S+V+PP) pattern</u>	<b>Grammar &amp; Sentence Frames</b> <u>Comparative and superlative forms</u>  <ul style="list-style-type: none"> <li>- Eating food grown in a sustainable way is (good, better, best) for the rainforest.</li> <li>- Learning about the rainforest is (good, better, best) for students.</li> <li>- Using palm oil is (bad, worse, worst) for the rainforest.</li> </ul>	<b>Grammar &amp; Sentence Frames</b> <u>Sequencing adverbs with can and should</u>  <ul style="list-style-type: none"> <li>- First, you should save water.</li> <li>- Next, you can educate people.</li> <li>- Then, you should plant trees.</li> <li>- Finally, we should recycle.</li> </ul>

	<ul style="list-style-type: none"> <li>- Different species live in the rain forest.</li> <li>- Ferns grow in the rainforest.</li> <li>- Rainforests are in different parts of the country.</li> </ul>		
<b>Phonemic Awareness</b> <u>Phonemic Awareness</u>	<b>Phonemic Awareness</b> <u>Phonemic Awareness</u>	<b>Phonemic Awareness</b> <u>Phonemic Awareness</u>	<b>Phonemic Awareness</b> <u>Phonemic Awareness</u>
Sequencing event using transition words in a sentence frame (e.g., first, next, finally).	Sequencing event using transition words in a sentence frame (e.g., first, next, finally).	<p>Practicing minimal pair sounds: <b>v / b</b></p> <p><b>vote / boat</b></p> <p><b>very / berry</b></p> <p><b>van / ban</b></p> <p><b>vest / best</b></p> <p><b>vet / bet</b></p> <p><b>vat/bat</b></p>	<p>Practicing silent letters (kn, wr, gn)</p>

<p><u>Verb forms (simple present and simple past tense)</u></p> <ul style="list-style-type: none"> <li>- Be</li> <li>- Have</li> <li>- See</li> </ul> <p><u>Nouns</u></p> <ul style="list-style-type: none"> <li>- Rainfall</li> <li>- Climate</li> <li>- Flora and fauna</li> <li>- Canopy</li> <li>- Species</li> </ul> <p><u>Adjectives</u></p> <ul style="list-style-type: none"> <li>- Warm</li> <li>- Dense</li> <li>- Exotic</li> <li>- Tropical</li> <li>- Dark</li> </ul> <p><u>Climate</u></p> <ul style="list-style-type: none"> <li>- Humid</li> <li>- Cloudy</li> <li>- Rainy</li> </ul>	<ul style="list-style-type: none"> <li>- Urbanization</li> <li>- Deforestation</li> <li>- Irresponsible tourism</li> <li>- Road construction</li> <li>- Hunting</li> <li>- Pollution</li> <li>- Wildfires</li> </ul> <p><u>Verb forms</u></p> <ul style="list-style-type: none"> <li>- Cut down</li> <li>- Damage</li> <li>- Destroy</li> <li>- Build</li> <li>- Cause</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Educate</li> <li>- Plant</li> <li>- Save</li> <li>- Use</li> </ul> <p><u>Adjectives</u></p> <ul style="list-style-type: none"> <li>- Endangered</li> <li>- Sustainable</li> <li>- Less</li> </ul> <p><u>Nouns</u></p> <ul style="list-style-type: none"> <li>- Biodiversity</li> <li>- Landscape</li> <li>- Wildlife</li> <li>- Paper</li> </ul>	<ul style="list-style-type: none"> <li>- Reduce</li> <li>- Reuse</li> <li>- Recycle</li> <li>- Save (water)</li> <li>- Print (on both sides)</li> <li>- Tell</li> <li>- Donate</li> <li>- Learn</li> </ul> <p><u>Nouns</u></p> <ul style="list-style-type: none"> <li>- Class/community projects</li> <li>- Species</li> <li>- Money</li> </ul> <p>Time</p>	
<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Differentiating intrinsic and extrinsic motivations to take care of the rainforest</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Discriminating between instrumental and integrative reasons to rescue the rainforest (personal</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Discriminating between instrumental and integrative reasons to rescue the rainforest (personal benefit vs. community benefit)</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Discriminating between instrumental and integrative reasons to rescue the rainforest (personal benefit vs. community benefit)</li> </ul>	

<p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>– Showing respect and politeness for others' feelings and opinions</li> </ul> <p><b>Idioms/phrases</b></p> <ul style="list-style-type: none"> <li>– Take care of the earth and she will take care of you.</li> </ul>	<p>benefit vs. community benefit)</p> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>– Sharing experiences and concerns about the rainforest current situation</li> </ul> <p><b>Idioms/phrases</b></p> <ul style="list-style-type: none"> <li>– Take care of the earth and she will take care of you.</li> </ul>	<ul style="list-style-type: none"> <li>– Expressing ethical and moral values when making decisions related to rainforest preservation</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>– Sharing experiences and concerns about the rainforest current situation</li> </ul> <p><b>Idioms/phrases</b></p> <ul style="list-style-type: none"> <li>– Show your care, do your share</li> <li>– Save the planet.</li> </ul>	<ul style="list-style-type: none"> <li>– Expressing ethical and moral values when making decisions related to rainforest preservation</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>– Using expressions of belief via graffiti, t-shirt slogans and catch phrases</li> </ul> <p><b>Idioms/phrases</b></p> <ul style="list-style-type: none"> <li>– Show your care, do your share</li> <li>– Save the planet.</li> </ul>
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Term: 2	Level: Sixth Grade	Unit: 4	Week:1		
Domain: Socio-interpersonal	Scenario: Rainforest Rescue		Theme: The Rainforest: a Treasure		
<b>Enduring Understanding:</b> Rainforests are tall, densely growing, broad-leaved evergreen trees in a tropical area with high annual rainfall. They recycle and clean water; protect against pollution and erosion, provide plants for food and medicine provide homes for many types of life forms. Rainforests are quickly being cut down mostly for wood to build houses and roads as well as making space for cattle raising and farming.					
<b>Essential Question:</b> What are rainforests and what happens if they disappear?					
<p style="text-align: center;"><b>Dimensions</b></p> <p style="text-align: center;">1. Ways of thinking ( X )</p> <p style="text-align: center;">2. Ways of living in the world ( X )</p> <p style="text-align: center;">3. Ways of relating with others ( X )</p> <p style="text-align: center;">4. Tools for integrating with the world ( X )</p>					
Learn to Know	Learn to Do	Learn to Be and Live in Community			
<b>Grammar &amp; Sentence Frames</b> <u>Verb forms (present and past tense)</u> <ul style="list-style-type: none"> <li>- A rainforest is a living ecosystem.</li> <li>- Rainforests are warm and wet forests.</li> <li>- Rainforests grow in mountain regions.</li> <li>- I saw lots of insects.</li> </ul>	<p style="text-align: center;"><b>Function</b></p> <p style="text-align: center;">– Describing places and things</p> <p style="text-align: center;"><b>Discourse Markers</b></p> <p style="text-align: center;">Linkers: <u>Sequence adverbs-past tense</u></p>	<p style="text-align: center;"><b>Psycho-social</b></p> <p style="text-align: center;">– Differentiating intrinsic and extrinsic motivations to take care of the rainforest</p> <p style="text-align: center;"><b>Sociocultural</b></p>			

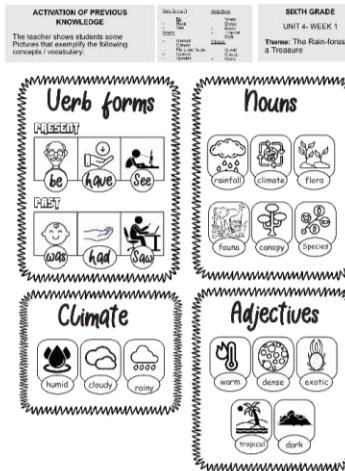
<p><u>Simple present and simple past using (S+V+O+PP) pattern.</u></p> <ul style="list-style-type: none"> <li>- The boy saw a toucan in a tree.</li> <li>- The guide drove the tourists through the rainforest.</li> <li>- The woman went into the rain forest.</li> </ul> <p><b>Phonemic Awareness</b></p> <p>Sequencing event using transition words in a sentence frame (e.g., first, next, finally).</p> <p><b>Vocabulary</b></p> <p><b>1. <u>The Rainforest: a treasure</u></b></p> <p><u>Verb forms (simple present and simple past tense)</u></p> <ul style="list-style-type: none"> <li>- <u>Be</u></li> <li>- <u>Have</u></li> <li>- <u>See</u></li> </ul> <p><u>Nouns</u></p> <ul style="list-style-type: none"> <li>- Rainfall</li> <li>- Climate</li> <li>- Flora and fauna</li> <li>- Canopy</li> </ul>	<p>First, next, then, finally</p>	<ul style="list-style-type: none"> <li>- Showing respect and politeness for others' feelings and opinions</li> </ul> <p><b>Idioms/ phrases</b></p> <ul style="list-style-type: none"> <li>- Take care of the earth and she will take care of you.</li> </ul>
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<ul style="list-style-type: none"> <li>- Species</li>   <u>Adjectives</u> <ul style="list-style-type: none"> <li>- Warm</li> <li>- Dense</li> <li>- Exotic</li> <li>- Tropical</li> <li>- Dark</li> </ul>   <u>Climate</u> <ul style="list-style-type: none"> <li>- Humid</li> <li>- Cloudy</li> <li>- Rainy</li> </ul> </ul>		
Assessment Strategies & Evidences of learning  (Diagnostic, formative, summative)	Goals	<b>Pedagogical Mediation/ Didactic Sequence</b>
Learner...	Learner can	<p><b>Pre-teaching</b></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><b>Warm up</b></p>

- The teacher will paste some flashcards (Annex 1) on the whiteboard, related to the new vocabulary and the class is divided in 3 groups. Each group will take turns to say as many words as they can, as a game. The teacher will copy the words on the whiteboard. Some of them are: Rainfall, climate, flora and fauna, canopy, species.

### **ACTIVATION OF PRIOR KNOWLEDGE**

- The teacher shows students some pictures (Annex 2) and names them to exemplify the concepts below. Students will listen to them, while pointing to the one they hear:



### **MODELING**

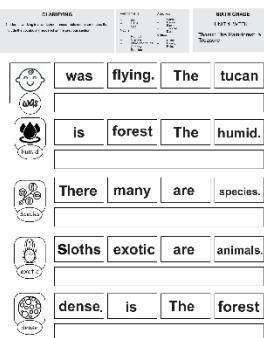
The class will watch the video Procedural Text – Recipe. In the following link, you will find a video about how to write a procedural text:  
<https://www.youtube.com/watch?v=2hR3TuYhXSE>, so the students will be able to learn what a procedural text or explanation is.

Teacher writes some sentences that exemplify a procedure, using the vocabulary presented on the previous section. Students come to the board and complete some of the sentences the teacher has written for them. For example:

- First, we went to a rainforest.
- Then, my father said: A rainforest is a living ecosystem.
- Rainforests are warm and wet forests.
- Next, he explained that rainforests grow in mountain regions.
- Finally, I saw lots of insects.

### CLARIFYING

Students, working in a worksheet, unscramble some sentences that include the vocabulary modeled on the previous section. Once they have finished, students compare their answers with their partners and provide feedback if needed (Annex 3).



<p><b>L.1</b> Recognizes simple procedural explanations if given slowly and clearly.</p> <p><b>L1.1.</b> identifies simple procedural explanations about the rainforest if</p>	<p><b>L.1.</b> understand simple procedural explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to create a project).</p>	<p><b>PRE-TASK</b></p> <p>The teacher introduces the goal of the lesson.</p> <p>In the following link, you will find the video “How can we help protect the rainforests?” <a href="https://www.youtube.com/watch?v=gTKzoMuW-s4">https://www.youtube.com/watch?v=gTKzoMuW-s4</a> . (Annex 4), Students watch the video, and the teacher plays it back and pauses it on specific frames to comment on the information snippets, and sentences.</p>  <p><b>TASK-REHEARSAL</b></p> <p>Students will watch for a second time the video “How can we help protect the rainforests?” <a href="https://www.youtube.com/watch?v=gTKzoMuW-s4">https://www.youtube.com/watch?v=gTKzoMuW-s4</a> . Then, students identify simple procedural explanations about the rainforest used in the video by matching each statement with their corresponding icon. (Annex 5)</p>	<p>40 minutes</p>
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delivered slowly and clearly.

**L1.2** recognizes simple procedural explanations about the rainforest if delivered slowly and clearly.

SIXTH GRADE	UNIT 4- WEEK 1
<b>TASK REHEARSAL</b>  Assessment Strategies & Evidence of learning:  L1. I understand simple procedural explanations [given slowly and clearly, and opportunities are given for clarification (e.g., how to create a project)].  Students listen and watch the video "How can we help protect the rainforest?" https://www.youtube.com/watch?v=KQcAjw4a4ws. Then, students answer the following questions used in the video by matching each statement with their corresponding icon.	

## TASK COMPLETION

Task: You will have a conversation in class about the rainforest. Your part in the conversation is to talk about ways to protect the rainforest. To prepare your presentation, you have to answer the questions below.  
Students watch the video one more time to recognize simple procedural explanations about the rainforest by answering the following questions copied on the whiteboard by the teacher:

1. What is the first step to save rainforests?
2. To deforest is a second step to save rainforests?
3. Do you think education is an important step to save rainforests?

- 1- Deforestation is a problem for the rainforest.
- 2- It is the habitat of many species of animals and plants.
- 3- The rainforest is endangered. We can help the rainforest by ...
- 4- First, replanting trees.
- 5- Then, educating new generations about the rainforest.
- 6- After that, promoting ecotourism as a mean of preservation.
- 7- Finally, we should select the trees we are planting carefully.

	<p>4. Can we plant all kinds of trees?</p> <h3 style="text-align: center;">TASK ASSESSMENT</h3> <p>Students listen to the text read by the teacher and set it in order using the adverbs of frequency "First, Then, Next and Finally". (Annex 6)</p> <p><b>SIXTH GRADE</b> UNIT 1-WEEK 1 Theme: The Rainforest: a Treasure</p> <p><b>TASK ASSESSMENT</b></p> <p>Students listen to the text read by the teacher and set it in order using the adverbs of frequency "First, Then, Next and Finally".</p> <p><b>Assessment Strengths &amp; Evidence of Learning</b></p> <p>1. Listen to the text and sort the adverbs of frequency in the correct order.</p> <p><b>What did Flash say?</b></p> <p>Hi, I'm Flash, your rain forest tour guide. I'm here to share some information you've got to know before starting our journey.</p> <p><b>he said that</b></p> <p>There are different things you can do if you want to help. Replanting the forest is one of those things.</p> <p><b>he said that</b></p> <p>Promoting the conservation of the endemic species in the forest is crucial for its preservation.</p> <p><b>he said that</b></p> <p>You can make the difference by teaching other students about the importance of the rain forest.</p> <p><b>he said that</b></p> <p>The rain forest is endangered, and for the first time since we learned that, we are capable of doing something about it.</p> <p><b>Finally</b></p> <p><b>Next</b></p> <p><b>Then</b></p> <p><b>First</b></p>		
<b>R.PA.3. Reads with fluency and accuracy.</b>	<b>R.PA.3. read with fluency and accuracy.</b>	<p><b>PRE-TASK</b></p> <p>The teacher introduces the goal of the lesson. In the following link, you will find a video of a song concerning Costa Rican Rainforest <a href="https://www.youtube.com/watch?v=QbhCpfxsod8">https://www.youtube.com/watch?v=QbhCpfxsod8</a>. After watching the video, teacher plays it back and pauses it on specific frames to comment how they recognize some of the main vocabulary, and clarifying concepts.</p>	40 minutes

## TASK-REHEARSAL

The students read the lyrics of the song twice in a coral reading lead by the teacher. Then, they will highlight the words they find familiar. (Annex 7)



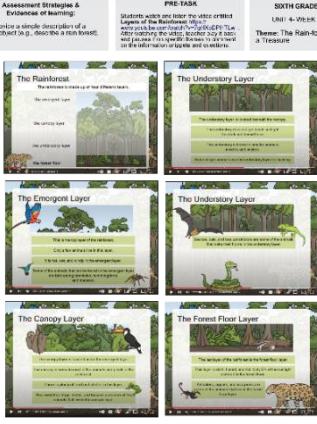
## TASK COMPLETION

**Task:** You and a classmate want to participate in the English Festival at school. You will practice the song about the rainforest for a presentation.

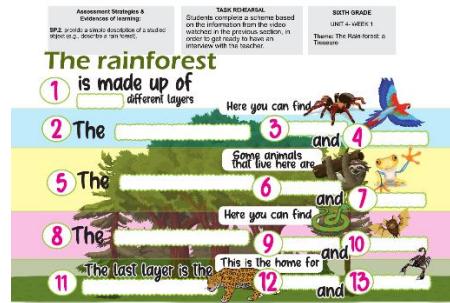
Students listen to the song one more time and fill in the blanks with the vocabulary from the word bank. In pairs the students will practice the reading to reinforce their fluency and accuracy. (Annex 8)



## TASK ASSESSMENT

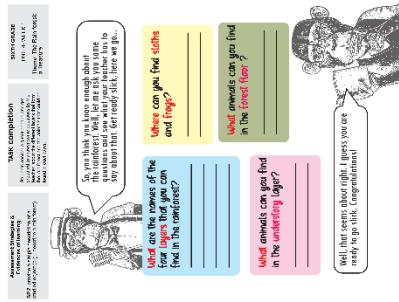
		The students read a sentence of the lyrics, with fluency and accuracy to make it comprehensible.	
<b>SP.2.</b> Provides a simple description of a studied object	<b>SP.2.</b> provide a simple description of a studied object (e.g., describe a rainforest).	<p style="text-align: center;"><b>PRE-TASK</b></p> <p>The teacher introduces the goal of the lesson.</p> <p>In the following link, you will find a video about the layers of the Rainforest  <a href="https://www.youtube.com/watch?v=7qHXoDPHTLw">https://www.youtube.com/watch?v=7qHXoDPHTLw</a></p> <p>Students watch the video while the teacher pauses it on specific frames to have a conversation on the information snippets in an oral way to clarify the vocabulary and sentence frames (Annex 9).</p> 	40 minutes
<b>SP.2.1.</b> brainstorms high frequency vocabulary and phrases to		<p style="text-align: center;"><b>TASK-REHEARSAL</b></p> <p>Individually, students make a list of the most relevant vocabulary and phrases that were used in the video.</p> <p>Students get in pairs and compare their lists of words.</p> <p>Now, using the brainstormed words and phrases, students complete the information missing in an illustration based on the video that they watched in the previous section. Teacher can play the video while students complete this task. (Annex 10)</p>	

describe the rainforest.



## TASK COMPLETION

Based on the previous vocabulary and phrases, students will get ready to complete a **task**. The teacher tells them that they were invited to talk to a group of students from another country about Costa Rica's rainforest. They are going to be the experts concerning the different layers that form the rainforest, and they are going to describe the rainforest to them before they go on an actual trip. In order to be ready for the presentation, students can complete the questionnaire below. (Annex 11)



## TASK ASSESSMENT

Students volunteer to present to the rest of the classroom.

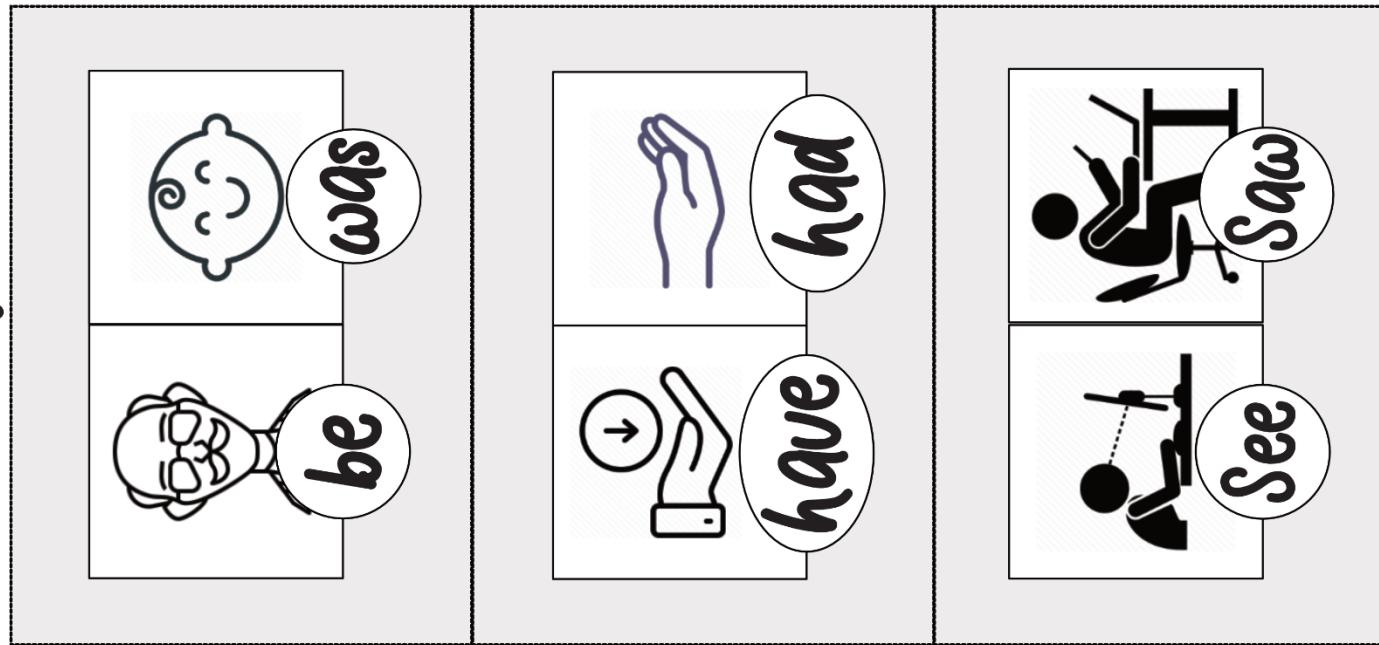
**SP.2.2.**  
describes with simple vocabulary and sentences the rainforest.

<b>Integrated Mini-Project</b>	<b>Time</b>	
Phase: <u>1</u> The students will work on groups can make a:  1. Mini book 2. Power point presentation 3. Poster 4. Model or mock up  Or any other tool they choose to present about the different aspects of the rainforest studied in the unit to the rest of the class.  5. On this first week they will choose the type of activity that they will do as a project (you as teacher can give them ideas for them to choose) and the tool.	40 minutes	
<b>Reflective Teaching</b>		
What worked well	What didn't work well	How to improve
<b>Enduring Understanding Reflection</b>		

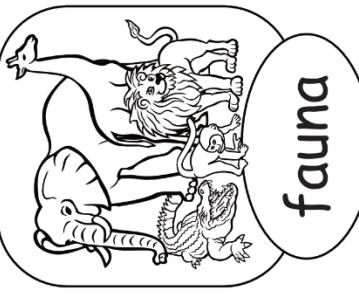
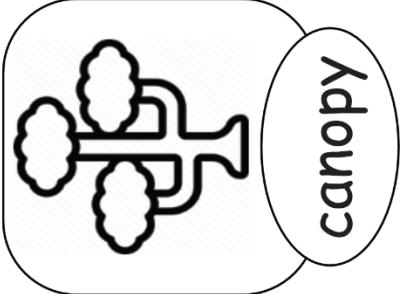
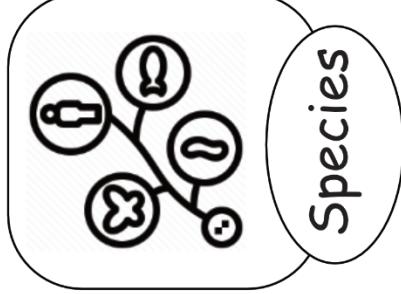
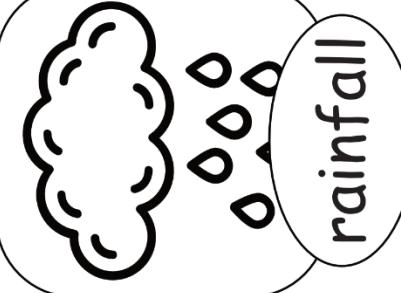
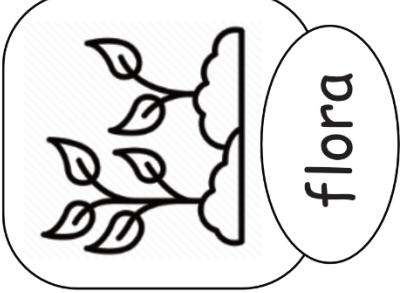
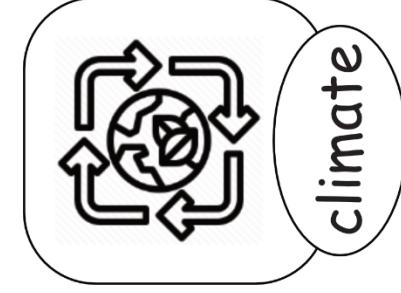
Learner Self-Assessment			
<i>I can</i>	 Achieved	 In progress	 Not achieved yet
<b>L1.1.</b> identify simple procedural explanations about the rainforest if delivered slowly and clearly.			
<b>L1.2</b> recognize simple procedural explanations about the rainforest if delivered slowly and clearly.			
<b>R.PA.3.</b> Read with fluency and accuracy.			
<b>SP.2.</b> Provides a simple description of a studied object			

Annex 1: Flashcards

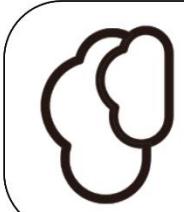
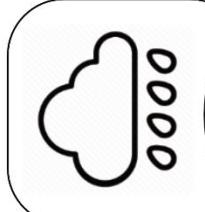
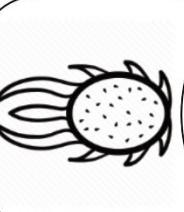
Verb forms



**nouns**

 fauna	 canopy	 Species
 rainfall	 flora	 climate

## Climate Adjectives

	humid
	cloudy
	warm
	tropical
	dense
	rainy
	dark
	exotic

## ACTIVATION OF PREVIOUS KNOWLEDGE

The teacher shows students some Pictures that exemplify the following concepts / vocabulary:

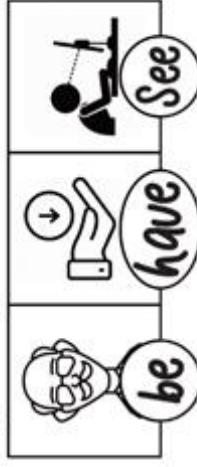
Verb forms ()	Adjectives
- Be	Warm
- Have	Dense
- See	Exotic
- Nouns	Tropical
- Rainfall	Dark
- Climate	-
- Flora and fauna	Humid
- Canopy	Cloudy
- Species	Rainy

## Annex 2

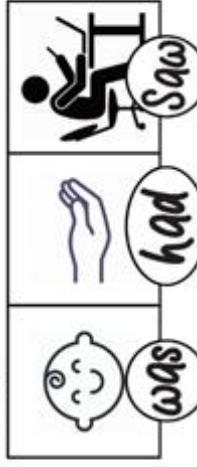
SIXTH GRADE	UNIT 4- WEEK 1
Theme: The Rain-forest: a Treasure	

## Verb forms

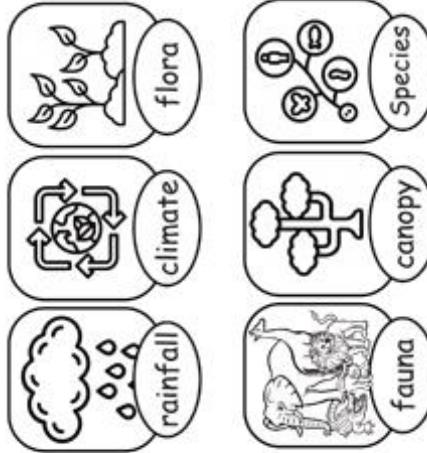
### PRESENT



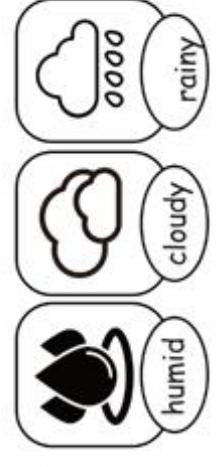
### PAST



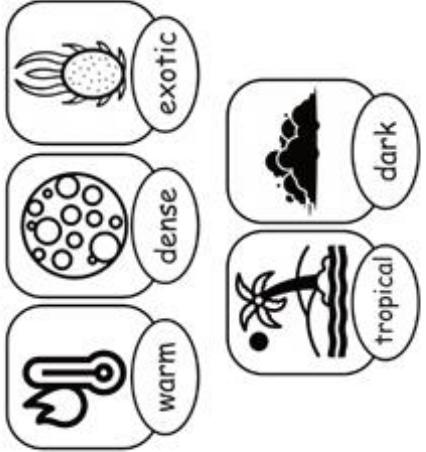
## Nouns



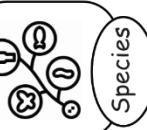
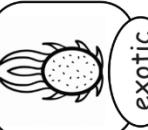
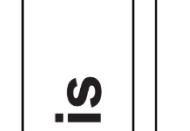
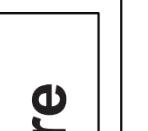
## Climate



## Adjectives



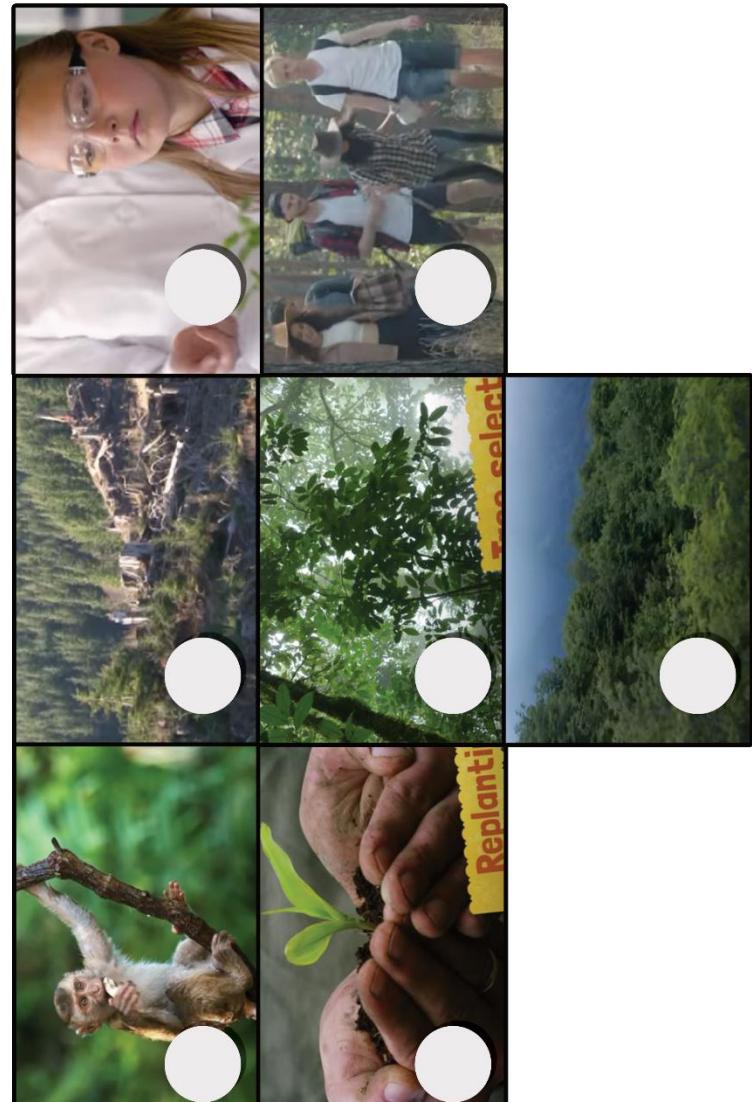
Annex 3

CLARIFYING		SIXTH GRADE	Adjectives
<p>Students, working in a worksheet, unscramble some sentences that include the vocabulary modeled on the previous section:</p>	<p>Verb forms () – Be – Have – See Nouns – Rainfall – Climate – Flora and fauna – Canopy – Species</p>	<p>UNIT 4- WEEK 1</p>	<p>Warm Dense Exotic Dark Climate Humid Cloudy Rainy</p>
<p>Theme: The Rain-forest: a Treasure</p>			
<b>was</b>	<b>flying.</b>	<b>The</b>	<b>tucan</b>
			
<b>is</b>	<b>forest</b>	<b>The</b>	<b>humid.</b>
			
<b>There</b>	<b>many</b>	<b>are</b>	<b>species.</b>
			
<b>Sloths</b>	<b>exotic</b>	<b>are</b>	<b>animals.</b>
			
<b>dense.</b>	<b>is</b>	<b>The</b>	<b>forest</b>
			

## Annex 4

PRE TASK	Verb forms.()	Adjectives	SIXTH GRADE
Students watch the video "How can we help protecting the rainforest?" <a href="https://www.youtube.com/watch?v=vgTfKz0MWh4">https://www.youtube.com/watch?v=vgTfKz0MWh4</a> , then, teacher plays it back and pauses it on specific frames to comment on the information snippets, and sentences.	- Be - Have - See  - Nouns  - Rainfall - Climate - Flora and fauna - Canopy - Rainy Species	- Warm - Dense - Exotic - Tropical - Dry  - Humid - Cloudy - Rainy	UNIT 4- WEEK 1 <b>Theme:</b> The Rain-forest: a Treasure
 <b>Habitat</b>	 <b>Replanting</b>	 <b>Tree Selection</b>	 <b>Rainforest in danger</b>
 <b>Deforestation</b>	 <b>Ecotourism</b>	 <b>Education</b>	

## Annex 5

Assessment Strategies & Evidences of learning:	TASK REHEARSAL.	SIXTH GRADE UNIT 4- WEEK 1 Theme: The rain-forest: a Treasure
<p>L.1. understand simple procedural explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to create a project).</p> <p>Students listens and watch the video "How can we help protect the rainforests?" <a href="https://www.youtube.com/watch?v=fgTKzcoMuW-s4">https://www.youtube.com/watch?v=fgTKzcoMuW-s4</a>. Then, students identify the phrases / words used in the video by matching each statement with their corresponding icon.</p>		

- 1- Deforestation is a problem for the rainforest.
- 2- It is the habitat of many species of animals and plants.
- 3- The rainforest is endangered. We can help the rainforest by :  
  
4- First, replanting trees.
- 5- Then, educating new generations about the rainforest.
- 6- After that, promoting ecotourism as a mean of preservation.
- 7- Finally, we should select the trees we are planting carefully.

## Annex 6

Assessment Strategies &  
Evidences of learning:

L.1. understand simple procedural explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to create a project).

### TASK ASSESSMENT

Students listen to the text read by the teacher and set it in order using the adverbs of frequency "First, then, next and finally".

### SIXTH GRADE

#### UNIT 4- WEEK 1

**Theme:** The Rain-forest:  
a Treasure



Hi, I'm Flash, your rain forest tour guide. I'm here to share some information you've got to know before starting our journey.

## What did Flash say ?

he said that.

You can make the difference by teaching other students about the importance of the rain forest.

he said that.

There are different things you can do if you want to help. Replanting the forest is one of those things.

he said that.

The rain forest is endangered, and for the first time since we learned that, we are capable of doing something about it.

he said that.

Promoting the conservation of the endemic species in the forest is crucial for its preservation.

First

Then

Next

Finally

Assessment Strategies &  
Evidences of learning:

L.1. understand simple procedural explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to create a project).

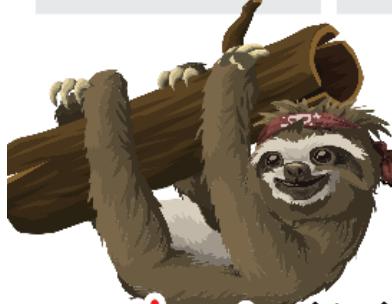
### TASK ASSESSMENT

Students listen to the text read by the teacher and set it in order using the adverbs of frequency "First, then, next and finally".

### SIXTH GRADE

#### UNIT 4- WEEK 1

**Theme:** The Rain-forest:  
a Treasure



Hi, I'm Flash, your rain forest tour guide. I'm here to share some information you've got to know before starting our journey.

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The rain forest is endangered, and for the first time since we learned that, we are capable of doing something about it.

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Promoting the conservation of the endemic species in the forest is crucial for its preservation.

First

Then

Next

Finally

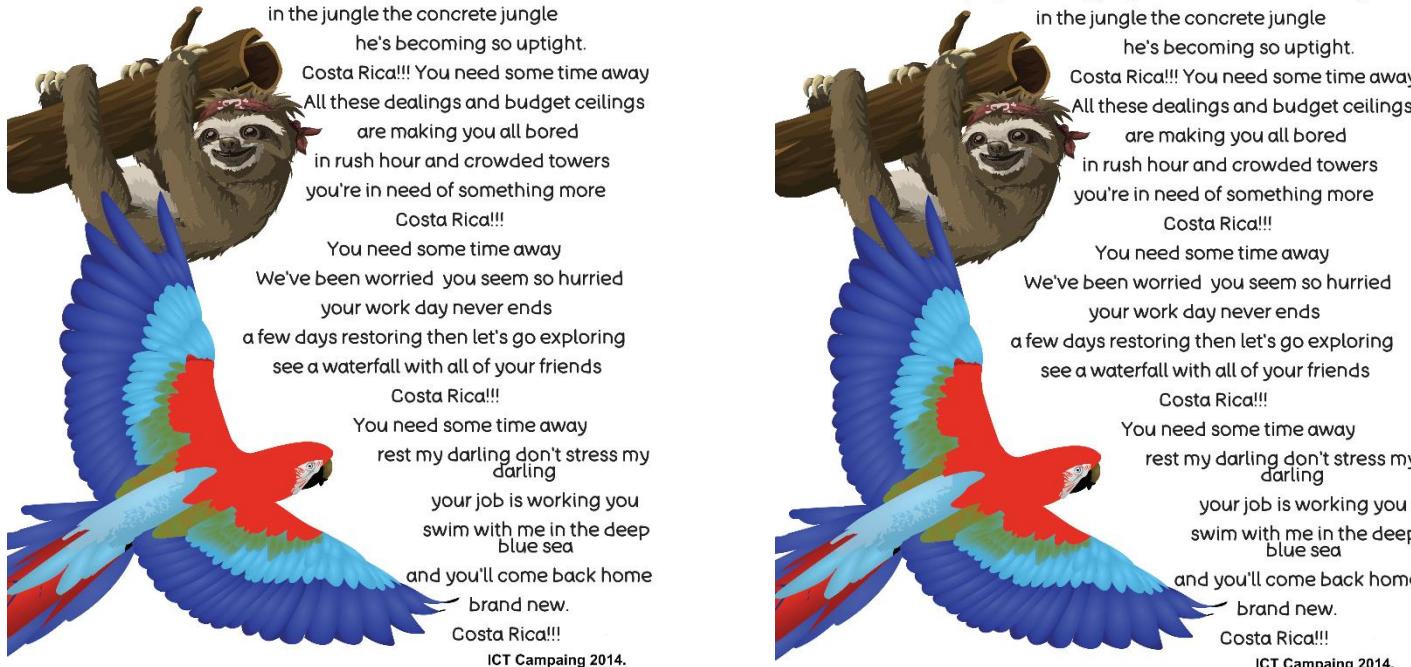
Annex 7

<b>Assessment Strategies &amp; Evidences of learning:</b> R.1.1 reads a short text or narration with good intonation and speed to make it comprehensible.	<b>TASK REHEARSAL</b> - The students will read the lyrics twice in a coral reading	<b>SIXTH GRADE</b> <b>UNIT 4- WEEK 1</b> <b>Theme: The Rain-forest; a Treasure</b>	<b>Assessment Strategies &amp; Evidences of learning:</b> R.1.1 reads a short text or narration with good intonation and speed to make it comprehensible.	<b>TASK REHEARSAL</b> - The students will read the lyrics twice in a coral reading	<b>SIXTH GRADE</b> <b>UNIT 4- WEEK 1</b> <b>Theme: The Rain-forest; a Treasure</b>
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## SAVE THE AMERICANS

in the jungle the city jungle the human works tonight.  
 in the jungle the concrete jungle  
 he's becoming so uptight.  
 Costa Rica!!! You need some time away  
 All these dealings and budget ceilings  
 are making you all bored  
 in rush hour and crowded towers  
 you're in need of something more  
 Costa Rica!!!  
 You need some time away  
 We've been worried you seem so hurried  
 your work day never ends  
 a few days restoring then let's go exploring  
 see a waterfall with all of your friends  
 Costa Rica!!!  
 You need some time away  
 rest my darling don't stress my darling  
 your job is working you  
 swim with me in the deep blue sea  
 and you'll come back home  
 brand new.  
 Costa Rica!!!

ICT Campaign 2014.



Annex 8

Assessment Strategies &  
Evidences of learning:

R.PA.3. read with fluency and  
accuracy.

**TASK COMPLETION**

-Students listen the song one more time and fill in the blanks with the vocabulary from the word bank. to practice reading with fluency and accuracy.

**SIXTH GRADE**

UNIT 4- WEEK 1

Theme: The Rain-forest:  
a Treasure

Assessment Strategies &  
Evidences of learning:

R.PA.3. read with fluency and  
accuracy.

**TASK COMPLETION**

-Students listen the song one more time and fill in the blanks with the vocabulary from the word bank. to practice reading with fluency and accuracy.

**SIXTH GRADE**

UNIT 4- WEEK 1

Theme: The Rain-forest:  
a Treasure

## SAVE THE AMERICANS

in the **jungle** the city jungle the human  tonight.

in the jungle the concrete jungle

he's becoming so

Costa Rica!!! You need some time away

All these dealings and  ceilings

are making you all

in rush hour and crowded towers

you're in need of  more

Costa Rica!!!

You need some time away

We've been worried you seem so

your work day never ends

a few days restoring then let's go

see a  with all of your friends

Costa Rica!!!

You need some time away

my darling don't stress my darling

your job is working you

with me in the deep blue

and you'll come back home

brand new.

Costa Rica!!!

ICT Campaing 2014.



jungle

uptight

bored

hurried

waterfall

swim

works

budged

something

exploring

nest

sea

## SAVE THE AMERICANS

in the **jungle** the city jungle the human  tonight.

in the jungle the concrete jungle

he's becoming so

Costa Rica!!! You need some time away

All these dealings and  ceilings

are making you all

in rush hour and crowded towers

you're in need of  more

Costa Rica!!!

You need some time away

We've been worried you seem so

your work day never ends

a few days restoring then let's go

see a  with all of your friends

Costa Rica!!!

You need some time away

my darling don't stress my darling

your job is working you

with me in the deep blue

and you'll come back home

brand new.

Costa Rica!!!



jungle

uptight

bored

hurried

waterfall

swim

works

budged

something

exploring

nest

sea

ICT Campaing 2014.

## Annex 9

Assessment Strategies & Evidences of learning: <b>SP 2.</b> provide a simple description of a studied object (e.g., describe a rain forest).	PRE-TASK Students watch and listen the video entitled <b>Layers of the Rainforest</b> <a href="https://www.youtube.com/watch?v=7gHXoDPHTLw">https://www.youtube.com/watch?v=7gHXoDPHTLw</a> . After watching the video, teacher play it back and pauses it on specific frames to comment on the information snippets and questions.	SIXTH GRADE UNIT 4- WEEK 1 <b>Theme:</b> The Rain-forest: a Treasure		
	 <p>The Rainforest</p> <p>The rainforest is made up of four different layers.</p> <ul style="list-style-type: none"><li>the emergent layer</li><li>the canopy layer</li><li>the understory layer</li><li>the forest floor</li></ul> <p>0:23 / 3:48 • The Rainforest Layer &gt;</p>	 <p>The Understory Layer</p> <p>Geckos, bats, and boa constrictors are some of the animals that make their home in the understory layer.</p> <p>1:59 / 3:48 • The Understory Layer &gt;</p>	 <p>The Canopy Layer</p> <p>The canopy layer is located under the emergent layer.</p> <p>The canopy is home to most of the animals and plants of the rainforest.</p> <p>There is plenty of food and shelter in this layer.</p> <p>Red-eyed tree frogs, sloths, and toucans are some of the animals that live in the canopy layer.</p> <p>1:20 / 3:48 • The Canopy Layer &gt;</p>	 <p>The Forest Floor Layer</p> <p>The last layer of the rainforest is the forest floor layer.</p> <p>This layer is dark, humid and hot. Only 5% of the sunlight makes it to the forest floor.</p> <p>Ameeters, jaguars, and scorpions are some of the animals that live in the forest floor layer.</p> <p>2:41 / 3:48 • The Forest Floor Layer &gt;</p>

**Assessment Strategies &  
Evidences of learning:**

**SP.2.** provide a simple description of a studied object (e.g., describe a rain forest).

**TASK COMPLETION**

Student complete a scheme based on the information from the video watched in the previous section. Teacher can play the video while students complete this task.

**SIXTH GRADE**

UNIT 4- WEEK 1

**Theme:** The Rain-forest: a Treasure

# The rainforest

1 is made up of  
different layers

2 The

5 The

8 The

11

Here you can find

3

and

4

Some animals  
that live here are

6

and

7

Here you can find

9

and

10

This is the home for

12

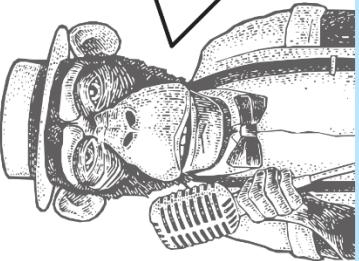
and

13

The last layer is the



Annex 11

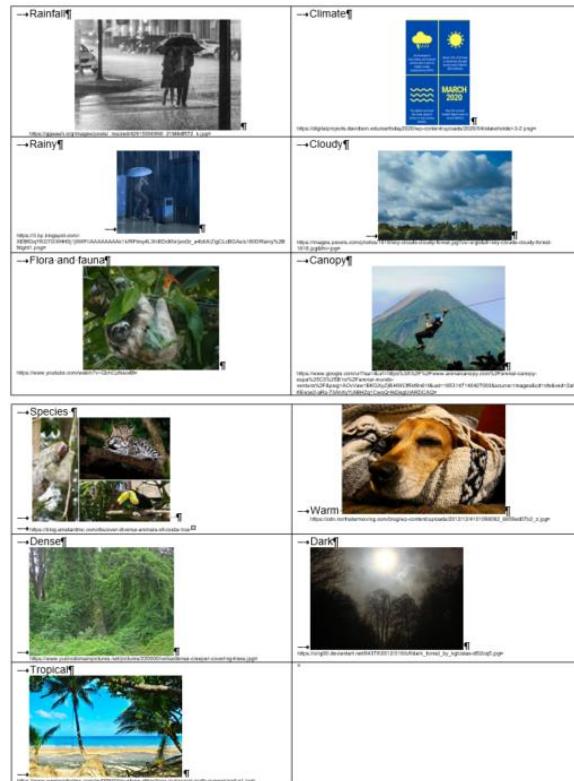
Assessment Strategies & Evidences of learning: <b>SP.2.</b> provide a simple description of a studied object (e.g., describe a rain forest).	TASK completion  Students answer a questionnaire and get prepared to answer some questions by the teacher about the different layers that form the rain forest and the animals that could be found in each layer.	SIXTH GRADE UNIT 4- WEEK 1 Theme: The Rain-forest: a Treasure
	 <p>So, you think you know enough about the rainforest. Well, let me ask you some questions and see what your teacher has to say about that. Get ready slick, here we go...</p>	<p><b>Where can you find sloths and frogs?</b></p> <hr/> <hr/> <p><b>What animals can you find in the forest floor ?</b></p> <hr/> <hr/> <p><b>What are the names of the four layers that you can find in the rainforest?</b></p> <hr/> <hr/> <hr/> <hr/>
		 <p>Well, that seems about right. I guess you are ready to go slick. Congratulations!</p>

Term: 2	Level: Fifth Grade	Unit: 4	Week:2
Domain: Socio-interpersonal	Scenario: Rainforest Rescue	Theme: Are We Saying “Goodbye” to the Rainforest?	
<p><b>Enduring Understanding:</b> Rainforests are tall, densely growing, broad-leaved evergreen trees in a tropical area with high annual rainfall. They recycle and clean water; protect against pollution and erosion, provide plants for food and medicine provide homes for many types of life forms. Rainforests are quickly being cut down mostly for wood to build houses and roads as well as making space for cattle raising and farming.</p>			
<p><b>Essential Question:</b> What are rainforests and what happens if they disappear?</p>			
<p style="text-align: center;"><b>Dimensions</b></p> <ol style="list-style-type: none"> <li>1. Ways of thinking ( )</li> <li>2. Ways of living in the world ( )</li> <li>3. Ways of relating with others ( )</li> <li>4. Tools for integrating with the world ( )</li> </ol>			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p><b>Grammar &amp; Sentence Frames</b></p> <p><u>Adjectives (different types)</u></p> <ul style="list-style-type: none"> <li>– Some trees live for a hundred years.</li> <li>– Huge trees live in a rainforest.</li> <li>– You see that little light gets across the canopy.</li> <li>– Some trees drop their leaves.</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>– Describing the condition of the rainforests</li> </ul> <p><b>Discourse Markers</b></p> <p>Linkers: <u>Sequence adverbs-past tense</u></p>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Discriminating between instrumental and integrative reasons to rescue the rainforest (personal benefit vs. community benefit)</li> </ul>	
			<b>Sociocultural</b>

<p><u>Wh information</u>  <u>questions in present</u>  <u>tense</u></p> <ul style="list-style-type: none"> <li>- Why are rainforests important?</li> <li>- What can we do to rescue the rainforest?</li> <li>- What causes harm to the rainforest?</li> </ul> <p><u>Simple present using (S+V+PP) pattern</u></p> <ul style="list-style-type: none"> <li>- Different species live in the rain forest.</li> <li>- Ferns grow in the rainforest.</li> <li>- Rainforests are in different parts of the country.</li> </ul> <p><b>Phonemic Awareness</b></p> <p>Sequencing event using transition words in a sentence frame (e.g., first, next, finally).</p> <p><b>Vocabulary</b></p> <p><b>2. Are we saying “Goodbye” to the Rainforest?</b></p> <p><u>Threats (nouns)</u></p> <ul style="list-style-type: none"> <li>- Urbanization</li> <li>- Deforestation</li> <li>- Irresponsible tourism</li> </ul>	<p>First, next, then, finally</p>	<ul style="list-style-type: none"> <li>- Sharing experiences and concerns about the rainforest current situation</li> </ul> <p><b>Idioms/ phrases</b></p> <ul style="list-style-type: none"> <li>- Take care of the earth and she will take care of you.</li> </ul>
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<ul style="list-style-type: none"> <li>- Road construction</li> <li>- Hunting</li> <li>- Pollution</li> <li>- Wildfires</li> </ul> <p><u>Verb forms</u></p> <ul style="list-style-type: none"> <li>- Cut down</li> <li>- Damage</li> <li>- Destroy</li> <li>- Build</li> <li>- Cause</li> </ul>			
<b>Assessment Strategies &amp; Evidences of learning</b> (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b>	<b>Time</b>
Learner...	Learner can	<p><b>Pre-teaching</b>            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><b>Warm up</b></p>	40 minutes

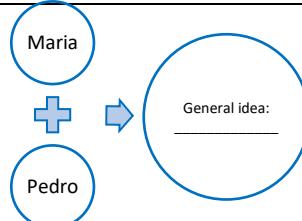
The teacher will paste some flashcards on the whiteboard, related to the vocabulary, and the class will be divided on 3 groups. Each group will take turns to say as many words as they know or recognize as a game. They have to respect each other's answers. The teacher will copy their answers on the whiteboard. Some of them are: rainfall, climate, flora and fauna, canopy, species, warm, dense, exotic, tropical, dark (Annex 1)



### Activation of Prior Knowledge

		<p>In the following link, you will find a video about the importance of rainforests: <a href="https://www.youtube.com/watch?v=zV2druTpnaA">https://www.youtube.com/watch?v=zV2druTpnaA</a> The teacher will tell the students to pay attention to the different animals they can recognize and write their names in their notebooks. Then, they will share them with the rest of the class. The teacher will write down the answers on the whiteboard, and the students will check their own answers.</p> <p><b>Modeling</b></p> <p>By taking turns, every person in the classroom will choose an animal and with the help of the teacher, they will write a sentence describing places and things they saw on the video in order. For example; First, I saw a rainforest. Next, we saw a gorilla hanging from a tree. Then, the boy saw a toucan in a tree. Finally, a person is picking up the plastic bags from the grass...</p> <p><b>Clarifying</b></p> <p>Students will talk to each other about the Costa Rican rainforest, the flora and fauna we can find in it, and their importance.</p>	
<b>L.2.</b> Recognizes the general idea of overheard conversations.	<b>L.2.</b> comprehend the general idea of overheard conversations.	<p><b>Pre-task</b></p> <p>Students will listen to a conversation related to the importance of the rainforests to be able to recognize some ideas and vocabulary from it. The teacher asks students to identify familiar words and phrases.</p> <div style="border: 1px solid black; padding: 10px;"> <p>Maria: Hi, Pedro. I went to Arenal National Park last Saturday.            Pedro: Hi, Maria. Really, how was it?            Maria: It is a very nice place. Do you know it is a Rainforest?            Pedro: No, I did not that... What is a Rainforest?            Maria: Rainforests are in different parts of the country, Arenal Volcano is one of them. Mr. González, my teacher, told us that more than two thirds of the world's plant species live in rainforest environments. That's more than 80,000 different plants!</p> </div>	40 minutes

	<p>Pedro: Oh, that is interesting... so different species live in the rain forest...</p> <p>Maria: Yes... And also you can see lots of monkeys and hummingbirds and lots of other species.</p> <p>Pedro: I will tell my family to visit the National Park...</p> <p>Maria: Do it. Rainforests are very important. See you later</p> <p>Pedro: Bye.</p> <p>In the following link, you will find the online audio with the conversation <a href="https://youtu.be/8HTcGFMFg9k">https://youtu.be/8HTcGFMFg9k</a> The teacher can also read it with the help of a hand puppet if he/she does not have internet connection.</p> <p>After listening to the conversation, students participate sharing the words and phrases that are familiar.</p> <p style="text-align: center;"><b>Task-rehearsal</b></p> <p>The teacher will copy on the board the following ideas:</p> <ul style="list-style-type: none"> <li>Rainforests are not necessary for the world.</li> <li>Rainforests are very important.</li> <li>You can find a lot of animals in the rainforest.</li> <li>There are not animals on the rainforest.</li> </ul> <p>Then the teacher will explain to the students that they will listen to the previous conversation for a second time and they will identify the general idea by completing a mind map, they can use the structures given and copied by the teacher on the board. (Annex 2)</p>	
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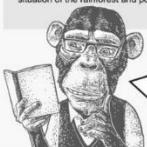


<p><b>L2.2</b> recognizes the general idea of overheard conversations related with the rainforest.</p>	<p>Students get in trios and share their answers. They talk and decide if they want to change their answer.</p> <p><b>Task completion</b></p> <p><b>Task:</b> At school, you are preparing an excursion to a rainforest. A friend of yours does not know what a rainforest is, so you are going to listen to the conversation to get the general idea and talk to your friend about the school excursion and what the rainforest is.</p> <p>Working in a different trio, the students will listen to the conversation again. Every student will confirm or change their answer.</p> <p>Then, they will share their mind maps, and talk about the correct general idea with their classmates trying to give reasons for their choice.</p> <p>The teacher reads one option from the board at a time and will ask students to raise their hand according to the option they chose. When the teacher has asked about every option on the board, (and depending on the students answers) the teacher will ask questions to help students recognize the general idea.</p> <p><b>Task assessment</b></p>	
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		<p>Every group will share their general idea related to the rainforest with the rest of the class. The teacher will encourage critical thinking among the students by asking every group to share their reasons for their choice.</p> <p><b>Option 2.</b> Get in pairs and pretend your friend does not know what a rainforest is. Tell him/her about the excursion and what a rainforest is.</p>	
<b>R.PA.3.</b> Reads with fluency and accuracy.	<b>R.PA.3.</b> read with fluency and accuracy	<p><b>Pre-task</b></p> <p>The teacher will copy the new vocabulary on the board, for example: instead, two thirds, gardening gloves, volunteered, Amazonian. The teacher will read them several times, then the teacher asks students to look up their meaning in a dictionary, understanding the words and pronouncing them as they write and draw them, to be able to pronounce them with fluency and accuracy.</p> <p><b>Option 2.</b> If they do not have dictionaries, the teacher can prepare a simple matching exercise with the words and their pronunciation on one side and their meaning on the other side.</p> <p><b>Task-rehearsal</b></p> <p>The class will practice a coral reading of the “Rainforest Calling”, to have more fluency and accuracy, guided by the teacher: (Annex 3)</p> 	40 minutes
<b>R.1.2.</b> reads words and sentences related with the rainforest and its preservation with good pronunciation and with attention to punctuation pauses.		<p>Taken and adapted from:  <a href="http://www.llanhariprimary.com/resources/home_learning/class_7/8th_june/Week%2020Comprehension%20-%20Rainforest%20Calling.pdf">http://www.llanhariprimary.com/resources/home_learning/class_7/8th_june/Week%2020Comprehension%20-%20Rainforest%20Calling.pdf</a></p>	

<p><b>R.1.3.</b> reads with accuracy and fluency a short text related with the rainforest and its preservation to support comprehension of listener.</p>	<p><b>Task:</b> As part of the activities that you have at school with students from other countries, the teacher has asked you to read a short text about the rainforest in a civic act. Practice with a classmate, so you can read the text with fluency and good pronunciation.</p> <p>In pairs, students will practice reading the text focusing on good pronunciation and attention to punctuation pauses.</p> <p style="text-align: center;"><b>Task completion</b></p> <p>Students in pairs will fill in the blanks of the text studied in class, while preparing themselves to read, so they will practice their pronunciation and comprehension. The students might use the word bank from the worksheet. (Annex 4)</p>  <p><b>Task assessment</b></p> <p>Students, one by one, will read aloud with accuracy and fluency a paragraph of "Rainforest Calling" short text to the class.</p>	
<p><b>SI.1.</b> Asks other students to confirm solutions to problems.</p>	<p><b>SI.1.</b> ask other students to confirm</p>	<p><b>Pre-task</b> The teacher introduces the goal of the lesson.</p> <p>40 minutes</p>

<p><b>SI.1.1.</b> Brainstorms types of questions to request others ‘people’s opinion about current situation of the rainforest and possible solutions.</p>	<p>solutions to problems.</p> <p>The teacher will talk to the class and present to the students the following questions to request their own opinions, using some flashcards (Annex 5) to help them answer properly:</p> <ul style="list-style-type: none"> <li>– Why are rainforests important?</li> <li>– What causes harm to the rainforest?</li> <li>– What can we do to rescue the rainforest?</li> </ul>  <p><b>Task-rehearsal</b></p> <p>The class will talk about the rainforest and the nowadays problems to motivate the students to brainstorm two or three questions and possible solutions. Students write down their questions in their notebooks.</p> <p>The teacher shares the task with the students. <b>Task:</b> You and your friend are at a rainforest in Costa Rica. You are worried because you see some problems. Talk to your friend about the situation of the rainforest and possible solutions.</p> <p>Students sit down in pairs and practice asking and answering the questions that they have.</p>	
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<p><b>SI.1.2.</b> Asks other students 'opinions about current situation of the rainforest and possible solutions.</p>		<p><b>Task completion</b></p> <p>The class will work in pairs, so they can ask and answer questions about their opinions by filling up the chart, Annex 6 to remember the different answers.</p> <div style="background-color: #f0f0f0; padding: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Assessment Strategies &amp; Evidences of learning:</p> <p>SI.1.2.Ask other students' opinions about current situation of the rainforest and possible solutions.</p> </div> <div style="width: 40%;"> <p><b>TASK COMPLETION</b></p> <p>The class will work in pairs, so they can ask and answer the questions presented by the teacher in the Pre-Task stage.</p> </div> <div style="width: 30%;"> <p>SIXTH GRADE UNIT 4- WEEK 2</p> <p>Theme: Are We Saying "Goodbye" to the Rainforest?</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>It's the moment of <b>truth!</b> Let's find out how much your mates know about the current situation of the rainforest.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Classmates names</th><th style="padding: 5px;"><b>Why</b> are rainforests important?</th><th style="padding: 5px;"><b>What</b> causes harm to the rainforest?</th><th style="padding: 5px;"><b>What</b> can we do to rescue the rainforest?</th></tr> </thead> <tbody> <tr> <td style="height: 40px;"></td><td></td><td></td><td></td></tr> <tr> <td style="height: 40px;"></td><td></td><td></td><td></td></tr> <tr> <td style="height: 40px;"></td><td></td><td></td><td></td></tr> </tbody> </table> </div> <p><b>Task assessment</b></p> <p>Some groups will present their opinions to the rest of the class.</p> </div>	Classmates names	<b>Why</b> are rainforests important?	<b>What</b> causes harm to the rainforest?	<b>What</b> can we do to rescue the rainforest?													
Classmates names	<b>Why</b> are rainforests important?	<b>What</b> causes harm to the rainforest?	<b>What</b> can we do to rescue the rainforest?																
<p><b>W.2.</b> Devises a timeline for a topic.</p>	<p><b>W.2.</b> devise a timeline for a topic.</p>	<p><b>Pre-task</b></p> <p>The teacher will paste some flashcards on the whiteboard about the vocabulary, for example an empty land, a mountain burning, a rainforest, some seeds, among others, and she/he will ask the students to tell her/him which of the pictures could be the beginning of a rainforest... (Annex 7) and to order the rest of the pictures in the order that they believe corresponds. The teacher will write a number under each picture (first, second, and so on), When all of the pictures are numbered, the teacher explains to the students that it is an example of a timeline for a rainforest. Students will repeat the timeline after her.</p>	<p>40 minutes</p>																

	<p style="text-align: center;"><b>Task-rehearsal</b></p> <p>The students listen and read a text about the importance of Tropical Rainforest. Adapted from: <a href="https://kids.britannica.com/kids/article/rainforest/353695">https://kids.britannica.com/kids/article/rainforest/353695</a></p> <div style="background-color: #0070C0; color: white; padding: 2px 10px; text-align: center;">The Importance of Tropical Rainforests</div> <p>A tropical rainforest is a delicate network of relationships between plants and animals. Many plants, for instance, rely on animals to spread their pollen from flower to flower. At the same time, animals may depend on plants for their food and shelter. In addition, millions of people live in the forests. For them the forests are sources of food, shelter, and other materials.</p> <p>Even people who live far away from tropical rainforests are affected by the forests. Many rainforest plants are used as medicines to help treat <b>diseases</b> such as cancer. Scientists believe there are many more plants there that will help treat or even cure serious diseases. In addition, products such as fruits, nuts, rubber, rattan, and wood come from rainforests.</p> <p>Finally, like all green plants, rainforest plants absorb carbon dioxide gas from the atmosphere and produce oxygen. They do this through the process of <b>photosynthesis</b>. Because the number of plants in the rainforests is so huge, the forests produce much of the world's oxygen, which all animals need to live. For this reason, tropical rainforests have been called the "lungs of the planet."</p> <p>The teacher shares the following task with the students: <b>Task:</b> A classmate was absent this day at school. You and a friend will make a list of the most important topics about a text that the teacher shared with you today to share with your absent friend.</p> <p>The class will talk about the reading and the topics that they think are in the reading. Then; in pairs, students will make a written list of the most important topics of the text.</p>	
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<b>W.2.2.</b> Arranges the topics in a logical sequence.	<p>The teacher asks volunteers to go to the whiteboard and write down the topics. This does not have to be done in any particular order. The teacher will check that all important topics are there. Students self-evaluate their answers.</p> <p><b>Task completion</b></p> <p>Then, they will arrange the topics from the list they did in a logical sequence in a time line.</p> <p><b>Task assessment</b></p> <p>Students will present their time lines to the class.</p>	
<b>Integrated Mini-Project</b>		<b>Time</b>
Phase: <u>2</u> The students will work on their groups making: <ol style="list-style-type: none"> <li>1. A list of the ideas of the important topics they want to talk.</li> <li>2. Drafting the sentences for their presentation.</li> </ol> You as teacher can give them ideas and guide them while giving feedback to the groups.		40 minutes
<b>Reflective Teaching</b>		
What worked well	What didn't work well	How to improve
<b>Enduring Understanding Reflection</b>		



Learner Self-Assessment			
<i>I can</i>	 Achieved	 In progress	 Not achieved yet
<b>L.2.1.</b> identify the general idea of overheard conversations related with the rainforest.			
<b>L2.2</b> recognize the general idea of overheard conversations related with the rainforest.			
<b>R.1.2.</b> reads words and sentences related with the rainforest and its preservation with good pronunciation and with attention to punctuation pauses.			
<b>R.1.3.</b> reads with accuracy and fluency a short text related with the rainforest and its preservation to support comprehension of listener.			
<b>SI.1.1.</b> Brainstorms types of questions to request others 'people's opinion about current situation of the rainforest and possible solutions.			
<b>SI.1.2.</b> Asks other students 'opinions about current situation of the rainforest and possible solutions.			
<b>W.2.1.</b> Lists the most important topics a text.			
<b>W.2.2.</b> Arranges the topics in a logical sequence.			

## Annex 1

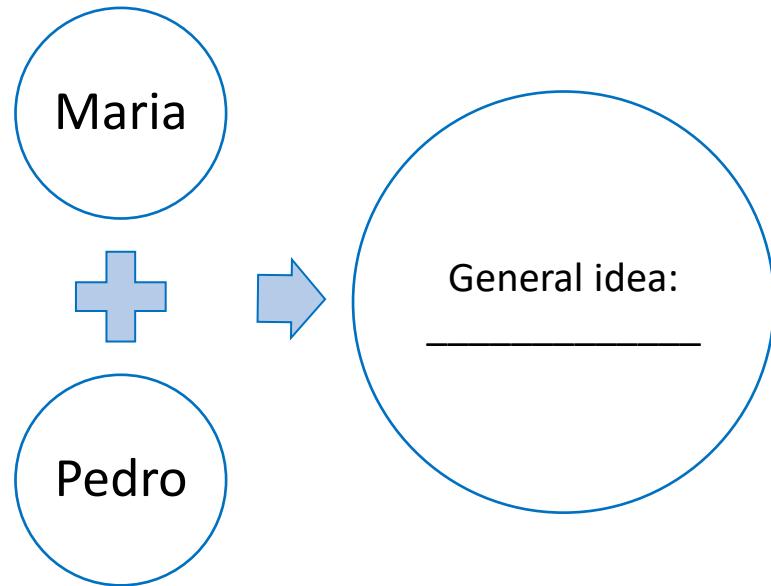
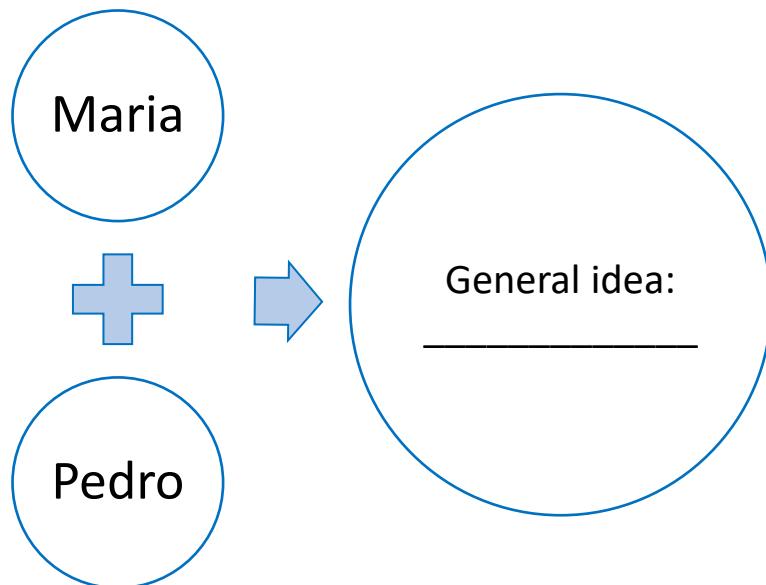
<p>– Rainfall</p>  <p><a href="https://qwash.org/images/posts/_resized/42915090990_21fd8df572_k.jpg">https://qwash.org/images/posts/_resized/42915090990_21fd8df572_k.jpg</a></p>	<p>– Climate</p>  <p>An increase in hurricanes and tropical storms due in part to higher ocean temperatures (EPA)</p> <p>About 12% of US was in moderate drought by the end of March 2020 (NOAA)</p> <p>The global sea level has risen about 8 inches in last century (NASA)</p> <p>MARCH 2020 Was the second hottest March ever on record (NOAA)</p> <p><a href="https://digitalprojects.davidson.edu/earthday2020/wp-content/uploads/2020/04/stakeholder-3-2.png">https://digitalprojects.davidson.edu/earthday2020/wp-content/uploads/2020/04/stakeholder-3-2.png</a></p>
<p>– Rainy</p>  <p><a href="https://3.bp.blogspot.com/-XEBlGqYKGT0/XHHSj1j9WFI/AAAAAAAk1k/RFtmv4L3hIEDcMixjeo0z_a4btAlZiqCLcBGAs/s1600/Rainy%2BNight1.png">https://3.bp.blogspot.com/-XEBlGqYKGT0/XHHSj1j9WFI/AAAAAAAk1k/RFtmv4L3hIEDcMixjeo0z_a4btAlZiqCLcBGAs/s1600/Rainy%2BNight1.png</a></p>	<p>– Cloudy</p>  <p><a href="https://images.pexels.com/photos/1818/sky-clouds-cloudy-forest.jpg?cs=srgb&amp;dl=sky-clouds-cloudy-forest-1818.jpg&amp;fm=jpg">https://images.pexels.com/photos/1818/sky-clouds-cloudy-forest.jpg?cs=srgb&amp;dl=sky-clouds-cloudy-forest-1818.jpg&amp;fm=jpg</a></p>
<p>– Flora and fauna</p>	<p>– Canopy</p>

				
	<p><a href="https://www.youtube.com/watch?v=QbhCpfxsod8">https://www.youtube.com/watch?v=QbhCpfxsod8</a></p> <p>– Species</p>   <p>– <a href="https://blog.amstardmc.com/discover-diverse-animals-of-costa-rica/">https://blog.amstardmc.com/discover-diverse-animals-of-costa-rica/</a></p>		<p><a href="https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fwww.arenalcanopy.com%2Farenal-canopy-espa%25C3%25B1ol%2Farenal-mundo-ventura%2F&amp;sig=AOVvaw1BKGXyZjBiHWCfRkf8n61t&amp;ust=1653147140427000&amp;source=images&amp;cd=vfe&amp;ved=2ahUKEwjw2-aRs-73AhXyYjABHq1CwsQr4kDegUIARDCAQ">https://www.google.com/url?sa=i&amp;url=https%3A%2F%2Fwww.arenalcanopy.com%2Farenal-canopy-espa%25C3%25B1ol%2Farenal-mundo-ventura%2F&amp;sig=AOVvaw1BKGXyZjBiHWCfRkf8n61t&amp;ust=1653147140427000&amp;source=images&amp;cd=vfe&amp;ved=2ahUKEwjw2-aRs-73AhXyYjABHq1CwsQr4kDegUIARDCAQ</a></p> <p>– Warm</p>  <p><a href="https://cdn.northstarmoving.com/blog/wp-content/uploads/2012/12/4101098092_6659ed07b2_z.jpg">https://cdn.northstarmoving.com/blog/wp-content/uploads/2012/12/4101098092_6659ed07b2_z.jpg</a></p>	
	<p>– Dense</p>  <p>– <a href="https://www.publicdomainpictures.net/pictures/22000/velka/dense-creeper-covering-trees.jpg">https://www.publicdomainpictures.net/pictures/22000/velka/dense-creeper-covering-trees.jpg</a></p>		<p>– Dark</p>  <p>– <a href="https://orig00.deviantart.net/6437/f/2012/319/b/f/dark_forest_by_kgbistas-d5l2cq5.jpg">https://orig00.deviantart.net/6437/f/2012/319/b/f/dark_forest_by_kgbistas-d5l2cq5.jpg</a></p>	
	<p>– Tropical</p>			



<https://www.weekendnotes.com/im/009/03/mustsee-attractions-in-tropical-north-queensland-a1.jpg>

Annex 2



## Annex 3

### Rainforest Calling

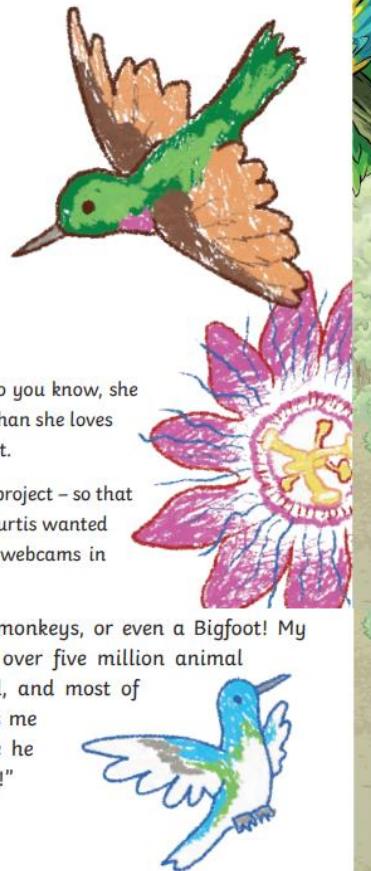
**9:50 a.m.**

I wonder if the person who gave the rainforest its name had ever actually been there. Surely, if they had, they'd have called it the 'plant forest' instead. Mrs Curtis, my teacher, told us that more than two thirds of the world's plant species live in rainforest environments. That's more than 80,000 different plants!

There's no way that I'm telling my Grandma Wilkins that! She'd be on the first plane to Brazil with her lucky gardening gloves because she really loves plants. Do you know, she once told me that she might love plants even more than she loves my mum! Don't worry, I haven't told my mum that.

That's one of the reasons why I volunteered for this project – so that I could tell my grandma about all the plants. Mrs Curtis wanted one of us to spend a whole week looking at some webcams in the Amazonian rainforest.

I'd love to spend all my time looking for the monkeys, or even a Bigfoot! My dad says that scientists claim there are still over five million animal species waiting to be discovered in the world, and most of those probably live in the rainforest. He wants me to keep my eyes peeled for a Bigfoot because he says, "Daisy, that'll be like winning the lottery!"



### Rainforest Calling

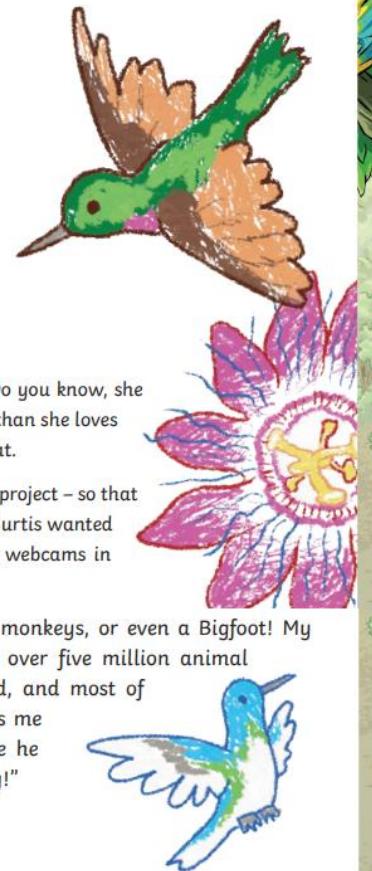
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Activation of previous knowledge	TASK COMPLETION	SIXTH GRADE UNIT 4 - WEEK 2	THEME: Are We Saying "Goodbye" to the Rainforest?
R.1.3 reads with accuracy and fluency a short text related with the雨林和 its preservation to support comprehension of the listening.	Students fill in the blanks of the text studied in class while preparing themselves to read. The student must use the word bank from the worksheet.		

I [redacted] if the person who gave the rainforest its name had ever been there. Surely, if they had, they'd have called it the 'plant forest' [redacted]. Mrs Curtis, my teacher, told us that more than two thirds of the world's plant species live in rainforest [redacted]. That's more than 80,000 different plants! There's no way that I'm telling my Grandma Wilkins that! She'd be on the first plane to [redacted] with her lucky [redacted] gloves because she really loves plants.



Brazil    actually  
wonder    gardening  
instead    environments

## Annex 5

### Assessment Strategies & Evidences of learning:

SI.1.1. Brainstorms types of questions to request others 'people's opinion about current situation of the rainforest and possible solutions.

### PRE-TASK

The teacher will talk to the class and present to the students the following questions to request their students opinions, using some flashcards to help them:

- Why are rainforests important?
- What can we do to rescue the rainforest?
- What causes harm to the rainforest?

### SIXTH GRADE

#### UNIT 4- WEEK 2

**Theme:** Are We Saying "Goodbye" to the Rainforest?



They produce oxygen



Replant the forest



Illegal hunting



They are the habitat of millions of species.



Educate the new generations.



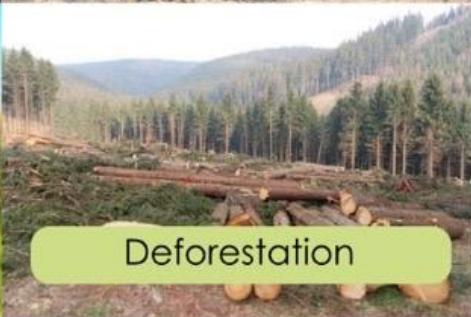
Uncontrolled wild fires



They produce substances that could cure deadly diseases.



Re-use , Repair, Recycle.



Deforestation

Annex 6

Assessment Strategies &  
Evidences of learning:

SI.1.2.Ask other students' opinions about current situation of the rainforest and possible solutions.

**TASK COMPLETION**

The class will work in pairs, so they can ask and answer the questions presented by the teacher in the Pre-Task stage.

**SIXTH GRADE**

**UNIT 4- WEEK 2**

**Theme:** Are We Saying  
"Goodbye" to the Rainforest?



It's the moment of **truth!** Let's find out how much your mates know about the current situation of the rainforest.

<b>Classmates names</b>	<b>Why</b> are rainforests important?	<b>What</b> causes harm to the rainforest?	<b>What</b> can we do to rescue the rainforest?

## Annex 7 Flashcards

	<p><a href="#">Esta foto</a> de Autor desconocido está bajo licencia <a href="#">CC BY-NC-ND</a></p> <p>empty land</p>		<p><a href="#">Esta foto</a> de Autor desconocido está bajo licencia <a href="#">CC BY-NC-ND</a></p> <p>Mountain burning</p>
	<p>rainforest</p>		<p><a href="#">Esta foto</a> de Autor desconocido está bajo licencia <a href="#">CC BY-SA</a></p> <p>seeds</p>

## The Importance of Tropical Rainforests

A tropical rainforest is a delicate network of relationships between plants and animals. Many plants, for instance, rely on animals to spread their pollen from flower to flower. At the same time, animals may depend on plants for their food and shelter. In addition, millions of people live in the forests. For them the forests are sources of food, shelter, and other materials.

Even people who live far away from tropical rainforests are affected by the forests. Many rainforest plants are used as medicines to help treat **diseases** such as cancer. Scientists believe there are many more plants there that will help treat or even cure serious diseases. In addition, products such as fruits, nuts, rubber, rattan, and wood come from rainforests.

Finally, like all green plants, rainforest plants absorb carbon dioxide gas from the atmosphere and produce oxygen. They do this through the process of **photosynthesis**. Because the number of plants in the rainforests is so huge, the forests produce much of the world's oxygen, which all animals need to live. For this reason, tropical rainforests have been called the "lungs of the planet."

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A tropical rainforest is a delicate network of relationships between plants and animals. Many plants, for instance, rely on animals to spread their pollen from flower to flower. At the same time, animals may depend on plants for their food and shelter. In addition, millions of people live in the forests. For them the forests are sources of food, shelter, and other materials.

Even people who live far away from tropical rainforests are affected by the forests. Many rainforest plants are used as medicines to help treat **diseases** such as cancer. Scientists believe there are many more plants there that will help treat or even cure serious diseases. In addition, products such as fruits, nuts, rubber, rattan, and wood come from rainforests.

Finally, like all green plants, rainforest plants absorb carbon dioxide gas from the atmosphere and produce oxygen. They do this through the process of **photosynthesis**. Because the number of plants in the rainforests is so huge, the forests produce much of the world's oxygen, which all animals need to live. For this reason, tropical rainforests have been called the "lungs of the planet."

Term: 2	Level: Fifth Grade	Unit: 4	Week:3
Domain: Socio-interpersonal	Scenario: Rainforest Rescue	Theme: Ways to Rescue It	
<b>Enduring Understanding:</b> Rainforests are tall, densely growing, broad-leaved evergreen trees in a tropical area with high annual rainfall. They recycle and clean water; protect against pollution and erosion, provide plants for food and medicine provide homes for many types of life forms. Rainforests are quickly being cut down mostly for wood to build houses and roads as well as making space for cattle raising and farming.			
<b>Essential Question:</b> What are rainforests and what happens if they disappear?			
<p style="text-align: center;"><b>Dimensions</b></p> <p style="text-align: center;">1. Ways of thinking ( )</p> <p style="text-align: center;">2. Ways of living in the world ( )</p> <p style="text-align: center;">3. Ways of relating with others ( )</p> <p style="text-align: center;">4. Tools for integrating with the world ( )</p>			
<b>Learn to Know</b> <u>Grammar &amp; Sentence Frames</u> Comparative and superlative forms		<b>Learn to Do</b> <b>Function</b> <ul style="list-style-type: none"> <li>Describing cause effect relationships</li> </ul> <b>Discourse Markers</b>	<b>Learn to Be and Live in Community</b> <b>Psycho-social</b> <ul style="list-style-type: none"> <li>Discriminating between instrumental and integrative reasons to rescue the rainforest (personal benefit vs. community benefit)</li> </ul>
<ul style="list-style-type: none"> <li>Eating food grown in a sustainable way is (good, better, best) for the rainforest.</li> </ul>			

<ul style="list-style-type: none"> <li>Learning about the rainforest is (good, better, best) for students.</li> <li>Using palm oil is (bad, worse, worst) for the rainforest.</li> </ul> <p><b>Phonemic Awareness</b></p> <p>Practicing minimal pair sounds: <b>v / b</b></p> <p><b>vote / boat</b></p> <p><b>very / berry</b></p> <p><b>van / ban</b></p> <p><b>vest / best</b></p> <p><b>vet / bet</b></p> <p><b>vat/bat</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><u>Ways to Rescue It</u></li> </ul> <p><u>Verb forms</u></p> <ul style="list-style-type: none"> <li>Protect</li> <li>Value</li> </ul>	<p>Linkers: <u>Sequence adverbs-past tense</u></p> <p>First, next, then, finally</p>	<ul style="list-style-type: none"> <li>Expressing ethical and moral values when making decisions related to rainforest preservation</li> </ul> <p style="text-align: center;"><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>Sharing experiences and concerns about the rainforest current situation</li> <li>Using expressions of belief via graffiti, t-shirt slogans and catch phrases</li> </ul> <p style="text-align: center;"><b>Idioms/ phrases</b></p> <ul style="list-style-type: none"> <li>Show your care, do your share Save the planet.</li> </ul>
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<ul style="list-style-type: none"> <li>• Educate</li> <li>• Plant</li> <li>• Save</li> <li>• Use</li> </ul> <p><u>Adjectives</u></p> <ul style="list-style-type: none"> <li>• Endangered</li> <li>• Sustainable</li> <li>• Less</li> </ul> <p><u>Nouns</u></p> <ul style="list-style-type: none"> <li>• Biodiversity</li> <li>• Landscape</li> <li>• Wildlife</li> <li>• Paper</li> </ul>			
<b>Assessment Strategies &amp; Evidences of learning</b> (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b>	<b>Time</b>
Learner...	Learner can	<b>Pre-teaching</b> <b>Routine:</b> 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.	40 minutes

**Warm up**

In the following link, you will find a video that students will watch: Deforestation 2-d animation, <https://www.youtube.com/watch?v=9E4j6jphTaU>.

Then they will brainstorm the principal ideas of the video, the teacher will copy them on the board.

**Activation of Prior Knowledge**

The class will have a walk through the green zones of the school, the students will draw attention to the beauty-blue skies, leaves... Teach the students about the different plants you can find there, the trees or the animals they can see. Promote conversations about protecting them, value their importance, saving and using them in a reasonable way... like natural medicines or teas.

Back indoors, the teacher will present the students some sentences for them to use the comparative and superlative forms, for example: Eating food grown in a sustainable way is (good, better, best) for the rainforest.

Learning about the rainforest is (good, better, best) for students.  
Using palm oil is (bad, worse, worst) for the rainforest.

**Modeling**

Teacher will show the students a chart, and she will paste it on the board. The students will brainstorm words of things or animals they know that could be categorized under each category of the chart as it corresponds, and the teacher will write them down. (Annex1)



## Endangered



## Sustainable



## Less

Endangered taken from <https://webenglish.se/wp-content/uploads/2020/08/List-Of-Endangered-Animals-1.jpg>

Sustainable taken from <https://www.onecommunityglobal.org/wp-content/uploads/2021/03/410-BUILDING-OPEN-SOURCE-SUSTAINABLE-CITIES-1197X627.jpg>

Less taken from bing search

As students finish their brainstorm, the teacher will guide them about how to categorize the animals and things. The teacher provides some examples: the endangered animals can be explained just as endangered wildlife... use less paper ...sustainable biodiversity ... sustainable landscape...

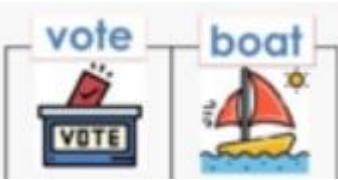
		<p style="text-align: center;"><b>Clarifying</b></p> <p>The class will stand up and they will play “hot potato”. The teacher will point to one of the words of the chart and the student that got the ball will say a sentence with the adjective as it corresponds... for example, we use less paper... Cut less trees... among others.</p>	
<b>L.1</b> Recognizes simple procedural explanations if given slowly and clearly.	<b>L.1</b> Recognize simple procedural explanations if given slowly and clearly.	<p style="text-align: center;"><b>Pre-task</b></p> <p>The teacher introduces the goal of the lesson.</p> <p>The class will play “tell me a story about the rainforest” the teacher explains to the class that we are going to make up a story by using the following words at the beginning of the sentence each time they are going to change an idea (teacher writes the words on the board: procedural explanations) So the teacher starts by saying: First, I went to the rainforest in “Parque del Agua” with my family...and students will continue.</p> <p style="text-align: center;">First,</p> <p style="text-align: center;">Next,</p> <p style="text-align: center;">Then,</p> <p style="text-align: center;">Finally</p>	40 minutes

<p><b>L1.1.</b> identifies simple procedural explanations about the rainforest if delivered slowly and clearly.</p>	<p><b>Task-rehearsal</b></p> <p>Students will listen to the teacher's script, teacher will tell the students to listen carefully and take notes of the procedural explanation they are listening to.</p> <p><b>Four Basic Steps for Saving the Rainforests</b></p> <p><b>First</b>, teach others about the importance of the environment and how they can help save the rainforests.</p> <p><b>Next</b>, restore damaged ecosystems by planting trees on land where forests have been cut down.</p> <p><b>Then</b>, encourage people to live in a way that doesn't hurt the environment.</p> <p><b>Finally</b>, support parks and companies that minimize damage to the environment and protect the rainforest and the wildlife.</p> <p>Text adapted from: <a href="https://rainforests.mongabay.com/10-how-to-save-rainforests.html">https://rainforests.mongabay.com/10-how-to-save-rainforests.html</a></p> <p>Students will share with the class what they identified.</p>	
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		<p style="text-align: center;"><b>Task completion</b></p> <p>Students will listen to the teacher again and will recognize simple procedural explanations in the piece heard by ordering the sentences following the correct steps and matching them with a line. Students work on the worksheet (Annex 1 and Annex 2).</p> <p style="text-align: center;">Four Basic Steps to Saving Rainforests</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">encourage people</td><td style="width: 33%;">Finally,</td><td style="width: 33%;">environment and how they can help save rainforests.</td></tr> <tr> <td>restore damaged ecosystems</td><td>• First,</td><td>by planting trees.</td></tr> <tr> <td>support parks and companies</td><td>• Next,</td><td>that minimize damage to the environment to protect rainforests and wildlife.</td></tr> <tr> <td>teach others about the importance of the</td><td>• Then,</td><td>to live in a way that doesn't hurt the environment.</td></tr> </table> <p>The class will check the activity all together.</p> <p style="text-align: center;"><b>Task assessment</b></p> <p>Students will make a draw concerning their favorite part of the information heard.</p>	encourage people	Finally,	environment and how they can help save rainforests.	restore damaged ecosystems	• First,	by planting trees.	support parks and companies	• Next,	that minimize damage to the environment to protect rainforests and wildlife.	teach others about the importance of the	• Then,	to live in a way that doesn't hurt the environment.	
encourage people	Finally,	environment and how they can help save rainforests.													
restore damaged ecosystems	• First,	by planting trees.													
support parks and companies	• Next,	that minimize damage to the environment to protect rainforests and wildlife.													
teach others about the importance of the	• Then,	to live in a way that doesn't hurt the environment.													
<b>R.PA.4.</b> Distinguishes between sounds /v / b/ in words.	<b>R.PA. 4.</b> demonstrate knowledge of	<p style="text-align: center;"><b>Pre-task</b></p>	40 minutes												

phonemic awareness.	<p>The teacher introduces the goal of the lesson. In the following link, you will find a video that students will watch/ listen: [b] vs. [v]   English Pronunciation Lesson, <a href="https://www.youtube.com/watch?v=Ghb6qapA_gM">https://www.youtube.com/watch?v=Ghb6qapA_gM</a>.</p> <p>Students will pay attention to the part about how they place their mouth when they have to pronounce each sound.</p>  <p><b>Task-rehearsal</b></p> <p>The teacher writes a list of words related to the week's theme on the board or uses the flashcards (vote / boat, very / berry, van / ban, vest / best, vet / bet, vat/bat). Then, the learners, along with the teacher, read each word and write it in the air, paying attention to how the sound is produced in the vocal cords and the sensations that it causes, for example, vibration. (Annex 4)</p>	
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<p><b>RPA.1.1.</b> identifies words with the sounds /v/ / b/ in words.</p>		<p><b>Task completion</b></p> <p>The teacher shows a set of letters to the students and explains to them that those letters are the first letters of the words they just reviewed. (Please, erase the words from the board.)</p> <p>Students complete the words by writing their first letter /v/ or /b/. They use the images as a visual aid. (Annex 5)</p>
<p><b>RPA.1.2.</b> Compares similarities and differences between the sounds /b/ and /v/ when heard in words.</p>		

<p><b>RP.A.1.3.</b> pronounces sounds /v/ and /b/ in words.</p>	<p>Students will talk in pairs about the similarities and differences they can find between the sounds /b/ and /v/ when heard in words, and when they write them too. They will write down the differences they found and share it with the rest of the class.</p> <p>Students will pronounce them by practicing orally the minimal pair sounds: <b>v / b</b></p> <p style="text-align: center;"> <b>vote / boat</b>  <b>very / berry</b>  <b>van / ban</b>  <b>vest / best</b>  <b>vet / bet</b>  <b>vat/bat</b> </p> <p><b>Task assessment</b></p> <p>Students will play “I know the word”. They will work in pairs. Teacher will show the students the flashcard. One of the pair members will pronounce the word in a correct way, and the other member will say if the sound heard at the beginning of the word is V or B. Then they will identify one similarity or difference between the two letters, for example:</p> 	
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		Student A: Vote / Student B: V: you place your front teeth on the lower lip and it vibrates.	
<b>SP.1.</b> Describes, using simple words, their opinion of a situation or event.  <b>SP.1.1.</b> brainstorms ideas related to ways to rescue the rainforest.	<b>SP.1.</b> describe, using simple words, their opinion of a situation or event.	<p style="text-align: center;"><b>Pre-task</b></p> <p>The teacher introduces the goal of the lesson. In the following link, you will find a video: "<b>Anthem for the Amazon</b>" <a href="https://www.youtube.com/watch?v=ZKumZJPClec">https://www.youtube.com/watch?v=ZKumZJPClec</a></p> <p>The students watch and listen to the song. They express one idea about what they think is the message of the song. They teacher writes their ideas on the board.</p> <p>Then, students will share their experiences and concerns about the rainforest current situation, the teacher will guide them in the discussion by asking them questions like: What did you understand from the video? How did you feel? Have you been in a rainforest? Have you been to Arenal Volcano or to Río Celeste or Upala?</p> <p>How can you rescue the rainforest? Students give their ideas and the teacher will write down the ideas students express about how to rescue the rainforest on the board.</p> <p>Then she explains that they will participate in the following task.</p> <p>Task: Give a short speech Topic: How to save the rainforest</p> <p><u>Task description</u></p> <p>You have to give a speech on a duty civic act at the school about the rainforest and you are going to explain how to save it giving at least five ideas. The speech will last 3 minutes maximum.</p>	40 minutes

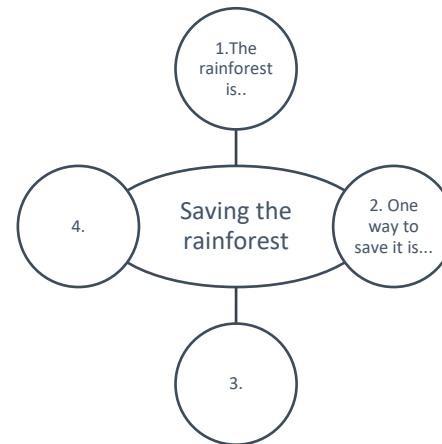
**SP. 1.2.**outlines with simple phrases and sentences personal opinion about ways to rescue the rainforest.

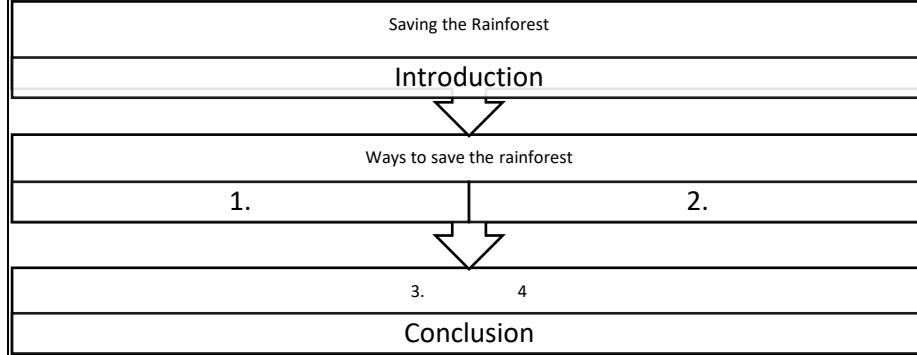
You will start brainstorming ideas with the help of the teacher. Then you will write your ideas in complete sentences. Next, you will support your speech presentation with pictures and rehearse it in pairs. Finally, you will be ready to give your speech.

### **Task-rehearsal**

Students will write down an outline with simple phrases and sentences describing the rainforest and ways to rescue it.

In order to organize their ideas, they will brainstorm some characteristics of the rainforest and then all the possible ways to save it using a spider web.



<p><b>SP.1.3.</b> describes with simple words, phrases and sentences personal opinion about ways to rescue the rainforest in a presentation.</p>	<p>Students in pairs, using the spider web will complete the circles with sentences that support their ideas. Additionally, they will add an introduction and a conclusion to their speech, and finally, they will rehearse it with a partner.</p> <p style="text-align: center;"><b>Saving the Rainforest</b></p>  <p style="text-align: center;"><b>Task completion</b></p> <p>In pairs, they will edit the outline of the speech. Then, they will practice the pronunciation between each other. Students will make a visual aid, (poster) that helps them present their speech to the audience. Students will present their speech.</p> <p style="text-align: center;"><b>Task assessment</b></p> <p>Students will provide feedback to their partner after the speech presentation using the following checklist.</p>	
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**Peer assessment checklist/ Self-assessment checklist**

I/He/ she can...	Not achieved yet	In progress	Achieved
1.brainstorm ideas in oral form about ways to rescue the rainforest.			
2.complete a spider web with main ideas about the rainforest and ways to save it.			
3.make an outline of the speech, including an introduction, a body and a conclusion.			
4.use visual aids to reinforce main ideas of the speech.			
5.deliver a clear speech to an audience about how to rescue the rainforest.			

<b>W.1.</b> Engages in the writing process during pre-writing, drafting, editing and simple publications.	<b>W.1.</b> Engages in the writing process during pre-writing, drafting, editing and simple publications.	<p><b>Pre-task</b></p> <p>The teacher introduces the goal of the lesson. The teacher will explain to the class that they have to make a letter to a TDX Executive Committee about ideas and acts they as students can do to rescue the rainforest. These letters will be part of one of the TDX Talks. The whole class will participate writing letters about ways to rescue the rainforest they will be sent to the TDX. The letter must have an introduction, a body and a conclusion. It must include a minimum of 150 word and 15 lines. Make sure to use correct grammar, spelling, capitalization and punctuation.</p> <p><b>Task-rehearsal</b></p> <p>Students will begin writing down an outline about the ideas they want to express in the letter of ways to rescue the rainforest. You can review the following video about how to write a letter: In the following link, you will find a video about how to write a friendly letter:</p> <p><a href="https://www.youtube.com/watch?v=3ClV82aT2oA">https://www.youtube.com/watch?v=3ClV82aT2oA</a></p> <p>The letter goes to the TDX Executive Committee. It must include the following:</p> <ul style="list-style-type: none"> <li>• Introduction (Salutation)</li> </ul>	40 minutes
<b>W.1.1.</b> brainstorms main ideas about ways to rescue the rainforest as a form of pre-writing.			
<b>W.1.2.</b> makes an outline to organize the main ideas about ways to rescue the rainforest.			

- | <p><b>W.1.3.</b> makes a draft of text by writing complete sentences for each main idea.</p> | <ul style="list-style-type: none"> <li>• Body</li> <li>• Conclusion</li> </ul> <p><b>Task completion</b><br/>With the outline, students will write a first draft of the letter. Once the letter is completed, in pairs they will read each other's letters and provide feedback. They can use the following checklist.</p> <p><b>Peer assessment checklist</b></p> <table border="1" data-bbox="739 856 1858 1387"> <thead> <tr> <th data-bbox="739 856 1003 922">He/she can</th> <th data-bbox="1003 856 1267 922">Not achieved yet</th> <th data-bbox="1267 856 1531 922">In progress</th> <th data-bbox="1531 856 1858 922">Achieved</th> </tr> </thead> <tbody> <tr> <td data-bbox="739 922 1003 1126">The letter has an introduction, a body and a conclusion.</td> <td data-bbox="1003 922 1267 1126"></td> <td data-bbox="1267 922 1531 1126"></td> <td data-bbox="1531 922 1858 1126"></td> </tr> <tr> <td data-bbox="739 1126 1003 1264">The letter includes at least 15 lines</td> <td data-bbox="1003 1126 1267 1264"></td> <td data-bbox="1267 1126 1531 1264"></td> <td data-bbox="1531 1126 1858 1264"></td> </tr> <tr> <td data-bbox="739 1264 1003 1387">The letter uses correct grammar.</td> <td data-bbox="1003 1264 1267 1387"></td> <td data-bbox="1267 1264 1531 1387"></td> <td data-bbox="1531 1264 1858 1387"></td> </tr> </tbody> </table> | He/she can  | Not achieved yet | In progress | Achieved | The letter has an introduction, a body and a conclusion. |  |  |  | The letter includes at least 15 lines |  |  |  | The letter uses correct grammar. |  |  |  |
|--|--|-------------|------------------|-------------|----------|--|--|--|--|---------------------------------------|--|--|--|----------------------------------|--|--|--|
| He/she can   | Not achieved yet   | In progress | Achieved         |             |          |  |  |  |  |                                       |  |  |  |                                  |  |  |  |
| The letter has an introduction, a body and a conclusion.                                     |  |             |                  |             |          |  |  |  |  |                                       |  |  |  |                                  |  |  |  |
| The letter includes at least 15 lines  |  |             |                  |             |          |  |  |  |  |                                       |  |  |  |                                  |  |  |  |
| The letter uses correct grammar.   |  |             |                  |             |          |  |  |  |  |                                       |  |  |  |                                  |  |  |  |

With the outline, students will write a first draft of the letter. Once the letter is completed, in pairs they will read each other's letters and provide feedback. They can use the following checklist.

He/she can	Not achieved yet	In progress	Achieved
The letter has an introduction, a body and a conclusion.			
The letter includes at least 15 lines			
The letter uses correct grammar.			

<b>W.1.4.</b> edits a text by checking grammar, spelling, punctuation and capitalization to make sure it is well-written.	The words in the letter are correctly spelled.			
	The letter uses correct punctuation.			
	The letter uses correct capitalization.			
	Based on the feedback provided, in pairs the students will edit the text of the letter to TDX Executive Committee, and will be ready to presented to the teacher for final feedback.			
<b>Task assessment</b> Some students will read and present their letter to the class. All of them will paste it on the English board. They can use the same checklist to write comments to their peers. They have to provide two positive comments and 2 suggestions for improvement.				
<b>Integrated Mini-Project</b>				<b>Time</b>
Phase: <u>3</u>				40 minutes
<ul style="list-style-type: none"> <li>• The students will work on their groups:</li> <li>• Edit the text by checking grammar, spelling, punctuation and capitalization to make sure it is well-written.</li> </ul>				76

- The teacher can give them ideas and guide them while giving feedback to the groups.

### **Reflective Teaching**

What worked well

What didn't work well

How to improve

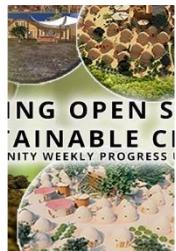
### **Enduring Understanding Reflection**

Learner Self-Assessment			
<i>I can</i>	Achieved	In progress	Not achieved yet
<b>L1.1.</b> identify simple procedural explanations about the rainforest if delivered slowly and clearly.			
<b>L1.2</b> recognize simple procedural explanations about the rainforest if delivered slowly and clearly.			
<b>RPA.1.1.</b> identify words with the sounds /v / b/ in words.			
<b>RPA.1.2.</b> Compare similarities and differences between the sounds /b/ and /v/ when heard in words.			
<b>RP.A.1.3.</b> pronounce sounds /v/ and /b/ in words.			
<b>SP.1.1.</b> brainstorm ideas related to ways to rescue the rainforest.			
<b>SP. 1.2.</b> outline with simple phrases and sentences personal opinion about ways to rescue the rainforest.			
<b>SP.1.3.</b> describe with simple words, phrases and sentences personal opinion about ways to rescue the rainforest in a presentation.			
<b>W.1.1.</b> brainstorm main ideas about ways to rescue the rainforest as a form of pre-writing.			
<b>W.1.2.</b> make an outline to organize the main ideas about ways to rescue the rainforest.			
<b>W.1.3.</b> make a draft of text by writing complete sentences for each main idea.			
<b>W.1.4.</b> edit a text by checking grammar, spelling, punctuation and capitalization to make sure it is well-written.			

Annex 1



Endangered



Sustainable



Less

## Annex 2

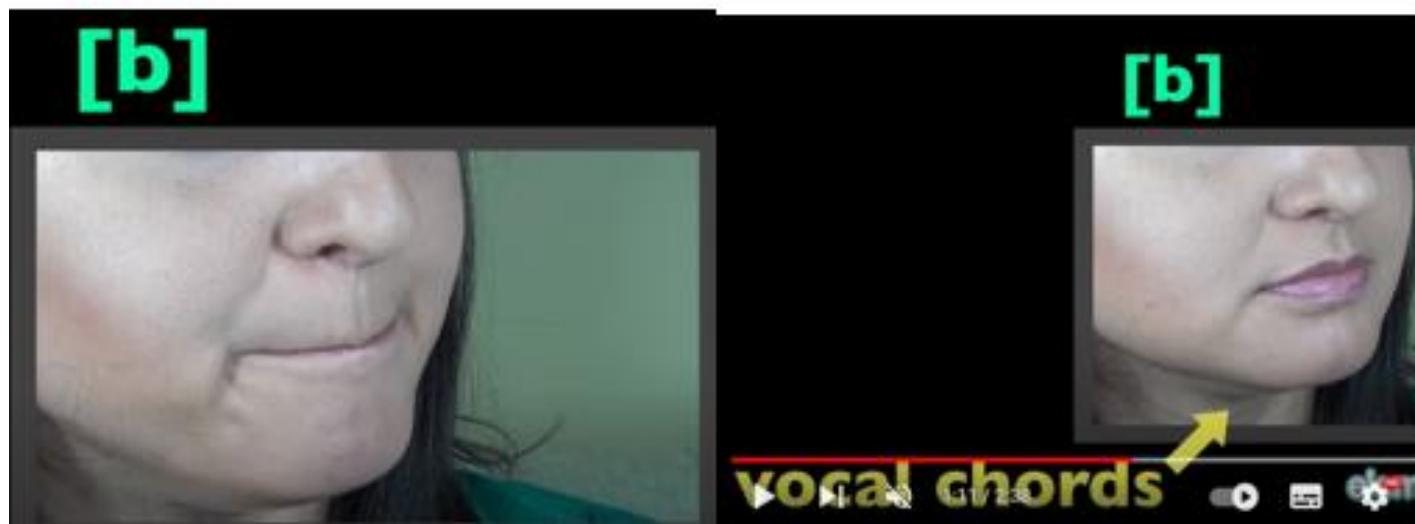
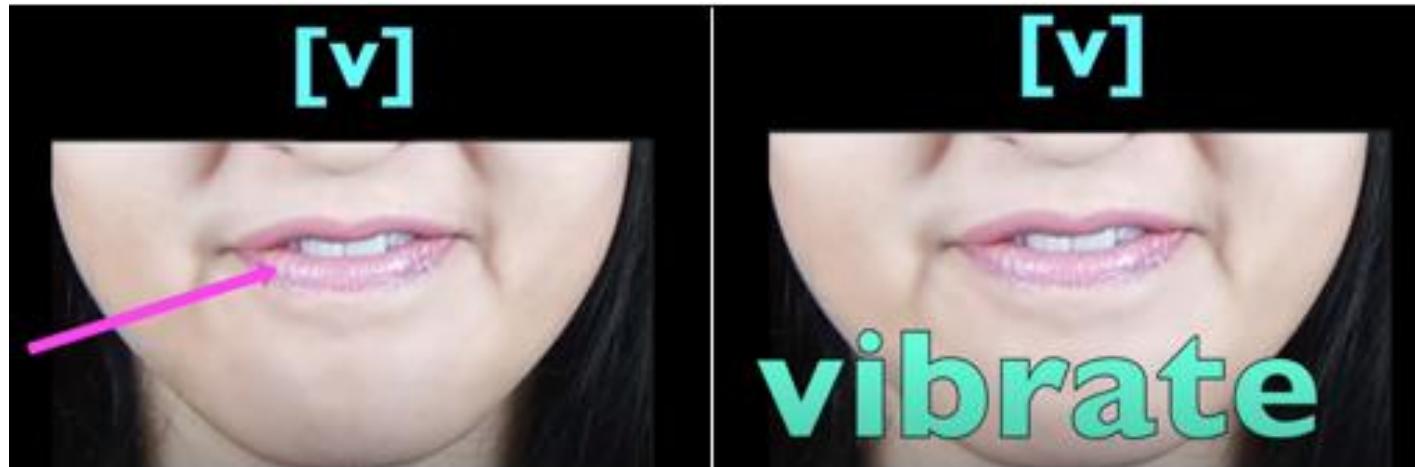
### Four Basic Steps to Saving Rainforests

- encourage people
- Finally, • environment and how they can help save rainforests.
- restore damaged ecosystems
- First, • by planting trees.
- Next, • that minimize damage to the environment.to protect rainforests and wildlife.
- support parks and companies
- Then, • to live in a way that doesn't hurt the environment.
- teach others about the importance of the

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Annex 3

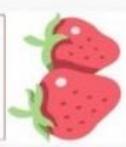
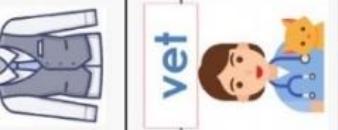
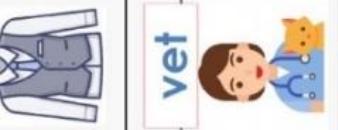
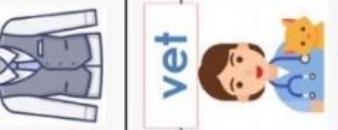


## Annex 4

**SIXTH GRADE**  
**UNIT 4- WEEK 3**  
**Theme: Ways to Rescue It**

**Assessment Strategies & Evidences of learning:**  
**PA.1.1** identifies words with the sounds /v / b/ in words.

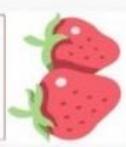
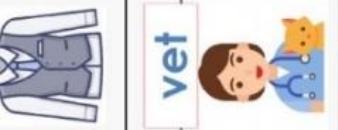
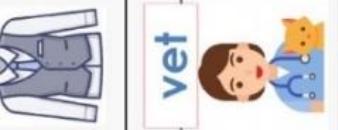
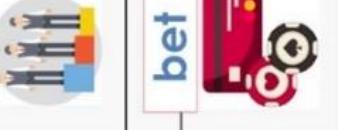
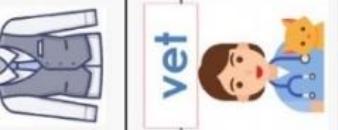
**Task-rehearsal**  
 The teacher writes a list of words related to the week's theme on the board or uses the Alphacards. Words like: berry, very, vote, boat, bat, vat, best, vest, bet, van, ban, vet. Students have to read each word and write it in the order: red, black, blue and white in the order: white, blue, black, red.

<b>berry</b>		<b>bat</b>	
<b>very</b>		<b>vat</b>	
<b>vote</b>		<b>best</b>	
<b>boat</b>		<b>vest</b>	
<b>bat</b>		<b>van</b>	
<b>vat</b>		<b>bet</b>	
<b>best</b>		<b>van</b>	
<b>vest</b>		<b>vet</b>	
<b>bet</b>		<b>vet</b>	

**SIXTH GRADE**  
**UNIT 4- WEEK 3**  
**Theme: Ways to Rescue It**

**Assessment Strategies & Evidences of learning:**  
**PA.1.1** identifies words with the sounds /v / b/ in words.

**Task-rehearsal**  
 The teacher writes a list of words related to the week's theme on the board or uses the Alphacards. Words like: berry, very, vote, boat, bat, vat, best, vest, bet, van, ban, vet. Students have to read each word and write it in the order: red, black, blue and white in the order: white, blue, black, red.

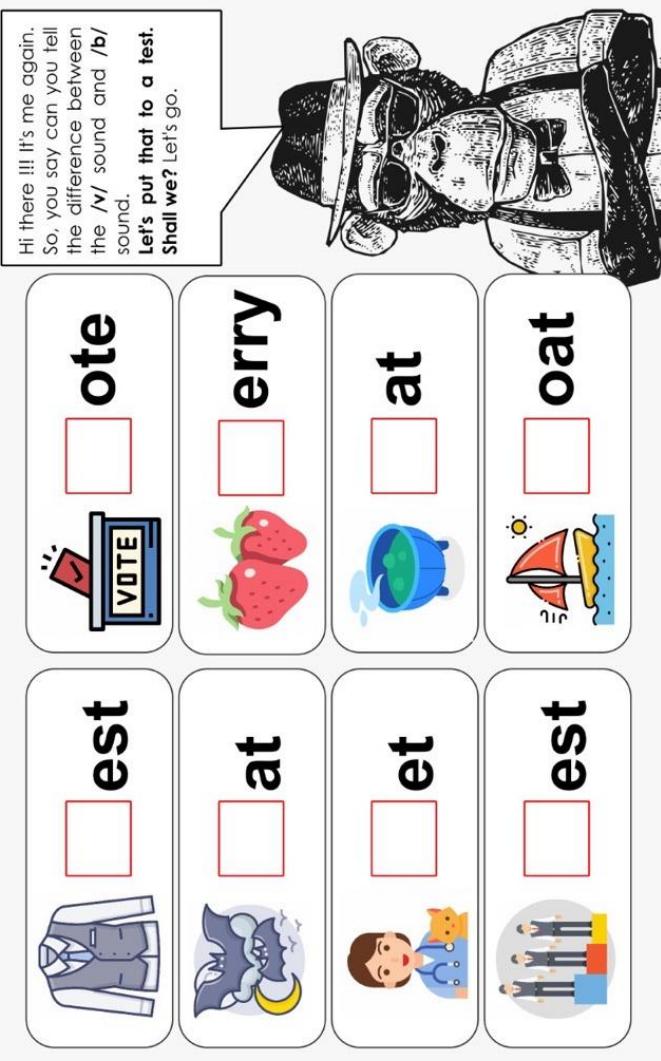
<b>berry</b>		<b>bat</b>	
<b>very</b>		<b>vat</b>	
<b>vote</b>		<b>best</b>	
<b>boat</b>		<b>vest</b>	
<b>bat</b>		<b>van</b>	
<b>vat</b>		<b>bet</b>	
<b>best</b>		<b>van</b>	
<b>vest</b>		<b>vet</b>	
<b>bet</b>		<b>vet</b>	

**Assessment Strategies &  
Evidences of learning:**  
PA.1.2. Compares similarities  
and differences between the sounds  
*/b/* and */v/* when heard in words.

**TASK COMPLETION**  
Students complete the words by writing their first  
letter */v/* or */b/*. They use the images as a visual aid

**SIXTH GRADE**  
UNIT 4- WEEK 3

**Theme:** Ways to Rescue It



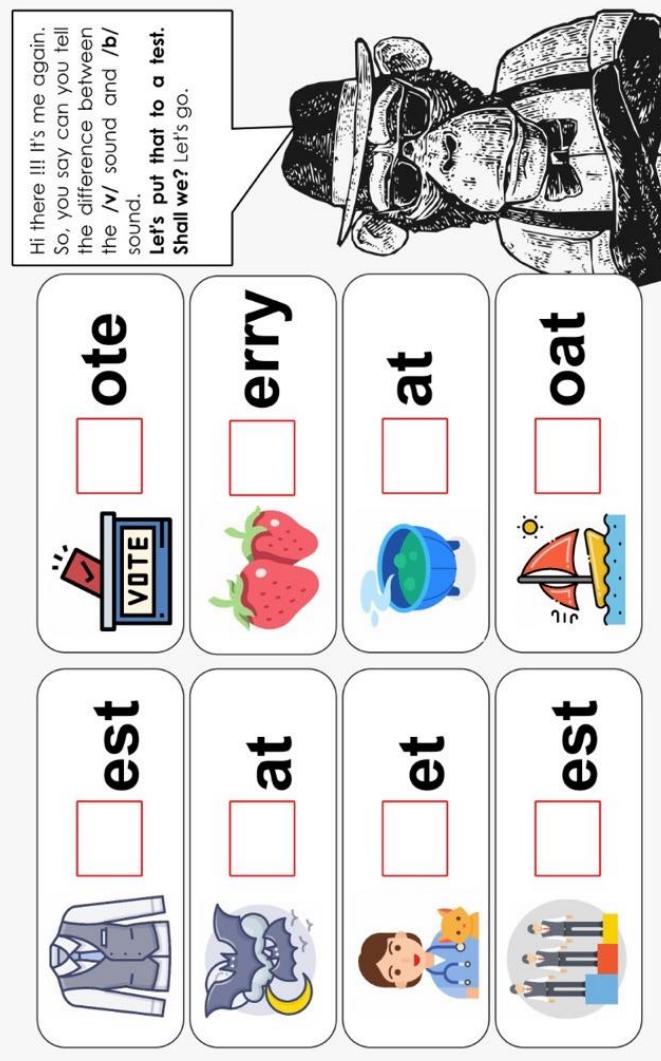
## Annex 5

**Assessment Strategies &  
Evidences of learning:**  
PA.1.2. Compares similarities  
and differences between the sounds  
*/b/* and */v/* when heard in words.

**TASK COMPLETION**  
Students complete the words by writing their first  
letter */v/* or */b/*. They use the images as a visual aid

**SIXTH GRADE**  
UNIT 4- WEEK 3

**Theme:** Ways to Rescue It



Term: 2	Level: Fifth Grade	Unit: 4	Week:4					
Domain: Socio-interpersonal	Scenario: Rainforest Rescue	Theme: My Role in the Rainforest Rescue						
<b>Enduring Understanding:</b> Rainforests are tall, densely growing, broad-leaved evergreen trees in a tropical area with high annual rainfall. They recycle and clean water; protect against pollution and erosion, provide plants for food and medicine provide homes for many types of life forms. Rainforests are quickly being cut down mostly for wood to build houses and roads as well as making space for cattle raising and farming.								
<b>Essential Question:</b> What are rainforests and what happens if they disappear?								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #a6c9e9;"> <th style="text-align: center; padding: 5px;">Dimensions</th> </tr> </thead> <tbody> <tr style="background-color: #ffd700;"> <td style="text-align: center; padding: 5px;">1. Ways of thinking ( X )</td> </tr> <tr style="background-color: #ff9999;"> <td style="text-align: center; padding: 5px;">2. Ways of living in the world ( X )</td> </tr> <tr style="background-color: #00CEDB;"> <td style="text-align: center; padding: 5px;">3. Ways of relating with others ( X )</td> </tr> <tr style="background-color: #9999FF;"> <td style="text-align: center; padding: 5px;">4. Tools for integrating with the world ( X )</td> </tr> </tbody> </table>				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 )
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 )								
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>						
<b>Grammar &amp; Sentence Frames</b> <u>Sequencing adverbs with can and should</u> <ul style="list-style-type: none"> <li>• First, you should save water.</li> <li>• Next, you can educate people.</li> </ul>	<b>Function</b> <ul style="list-style-type: none"> <li>• Giving advice</li> </ul> <b>Discourse Markers</b>	<b>Psycho-social</b> <ul style="list-style-type: none"> <li>• Discriminating between instrumental and integrative reasons to rescue the rainforest (personal benefit vs. community benefit)</li> </ul>						

<ul style="list-style-type: none"> <li>• Then, you should plant trees.</li> <li>• Finally, we should recycle.</li> </ul> <p><b>Phonemic Awareness</b></p> <p>Practicing silent letters (kn, wr, gn)</p> <p><b>Vocabulary</b></p> <p><b>4. My Role into the Rainforest Rescue.</b></p> <p><u>Verb forms</u></p> <ul style="list-style-type: none"> <li>• Make a plan</li> <li>• Reduce</li> <li>• Reuse</li> <li>• Recycle</li> <li>• Save (water)</li> <li>• Print (on both sides)</li> <li>• Tell</li> <li>• Donate</li> <li>• Learn</li> </ul> <p><u>Nouns</u></p> <ul style="list-style-type: none"> <li>• Class/community projects</li> <li>• Species</li> <li>• Money</li> </ul> <p>Time</p>	<p>Linkers: <u>Sequence adverbs-past tense</u></p> <p>First, next, then, finally</p>	<ul style="list-style-type: none"> <li>• Expressing ethical and moral values when making decisions related to rainforest preservation</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>• Using expressions of belief via graffiti, t-shirt slogans and catch phrases</li> </ul> <p><b>idioms/ phrases</b></p> <ul style="list-style-type: none"> <li>• Show your care, do your share Save the planet.</li> </ul>
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Assessment Strategies & Evidences of learning  (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p><b>Pre-teaching</b></p> <p><b>Routine:</b> 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><b>Warm up</b></p> <p>In the following link, you will find a video that students will watch/read: Nature Is Speaking – Julia Roberts is Mother Nature   Conservation International (CI), <a href="https://www.youtube.com/watch?v=WmVLcj-XKnM">https://www.youtube.com/watch?v=WmVLcj-XKnM</a>.</p> <p>Teacher plays “<b>Prison brake</b>” with the class. Students make a circle, then, they place their right index finger on the left palm of the classmates next to them. Teacher shares a secret password/phrase with the group which could be one of the following: Reduce, Reuse, Recycle, Save (water), First, Next, and Then. After that, the teacher shares a story with the class that includes the secret password/phrase. When the secret password is heard, students will try to grab their classmates’ fingers while fleeing from the hand of their adjacent</p>	40 minutes

	<p>colleagues. The teacher chooses a new person to be the narrator of the story, on the next round and so on.</p> <p><b>Activation of Prior Knowledge</b></p> <p>Teacher writes the following paragraph on the board:</p> <p>If you want to rescue the rainforest, this is what you should do: First, you should save water. Water is not only expensive but is becoming more and more scarce (= difficult to find). Then, you must plant trees. Trees produce oxygen and clear the air from Co2. Next, you should reduce, repair, and recycle all the products you use and buy daily. Finally, you must educate others about the importance of rescuing the rainforests.</p> <p>Then, the teacher encourages the students to read along each sentence while pausing on those words/phrases that are going to be used as “key words” during this week.</p> <p><b>Modeling</b></p> <p>Teacher encourages the students to speak about other ways to rescue the rainforest while writing their ideas on the board. Students then read their ideas from the board.</p> <p><b>Clarifying</b></p>	
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		<p>Students copy the ideas from the board onto a worksheet that has a paragraph layout similar to the text used by the teacher for the activation of the prior knowledge. (<b>Annex 1</b>) They make sure to order their ideas in a way that follows a logical sequence. Once finished they receive feedback from teacher and classmates as a form of clarification.</p> 	
<b>R.1.</b> Recognizes readings, analyzes and enjoys texts.	<b>R.1.</b> comprehend reading, analyze and enjoy texts.	<p style="text-align: center;"><b>PRE-TASK</b></p> <p>The teacher introduces the goal of the lesson.</p> <p>Students play “<b>Extreme Rock Paper Scissors</b>”. The class is divided in two teams. Teacher places marks on the floor in a way of a path, each team lines up in the opposite ends of the path. At the teacher’s command, a member of each team starts hopping their way towards the opposite direction. When students meet, they play “Rock Paper, Scissors” to determine which student continues moving and which one needs to go back to the starting point. In order to move forward, the winner must answer a question by the teacher regarding</p>	40 minutes

<p><b>R.1.1.</b> recognizes much of what is written in short, simple texts on subjects related with rainforest preservation and personal responsibility.</p> <p><b>R.1.2.</b> examines the main points of texts for making decisions and recommendations about rainforest preservation</p>	<p>the ideas reviewed in the previous section. Students can use the worksheet from the “Clarifying” section to reply to the teacher.</p> <ul style="list-style-type: none"> <li>• What should we do to rescue the rain forest?</li> <li>• Mention one action that will help to rescue the rainforest?</li> <li>• Which action do you think we need to do first and which one we need to do after that?</li> </ul> <p><b>Task-rehearsal</b></p> <p>Students read the article entitled; Rainforest preservation and personal responsibility. Then, they will recognize by highlighting on yellow those ideas in the text that talk about the actions that governments, organizations and conservation groups are doing to rescue the rainforest. They will highlight on red, the actions that students can do to help preserving the rainforest. (Annex 2)</p>  <p><b>Task completion</b></p>	
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<p>and personal responsibility.</p> <p><b>R.1.3.</b> connects personal feelings and experiences with the texts read about rainforest preservation and personal responsibility.</p>	<p>In pairs, students read the text again, and they will complete a chart with the main projects Costa Rica is developing to protect the rainforest and the actions they are performing. In the next column students are going to decide which of the projects are the most innovative, and which are the least innovative. Finally, they are going to make recommendations about how to improve the projects so that they can protect the forest in a more comprehensive way.</p> <table border="1"> <thead> <tr> <th>Name of the project</th><th>Main characteristics</th><th>Mark with + the most innovative project and with a – the least innovative ones</th><th>Write one recommendation to each</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Next, they will have a conversation with their pair about recommendations and feelings they have towards the preservation of the rainforest. So they can make decisions and recommendations on their own by taking personal responsibility.</p> <p style="text-align: center;"><b>Task assessment</b></p>	Name of the project	Main characteristics	Mark with + the most innovative project and with a – the least innovative ones	Write one recommendation to each																					
Name of the project	Main characteristics	Mark with + the most innovative project and with a – the least innovative ones	Write one recommendation to each																							

		<p>Students complete the survey about the Text from the previous section in which they'll connect specific ideas from the text with their feelings. (Annex 3)</p>  <p>Students will exchange surveys with a classmate and read to the class what his/her classmates feel about the ideas presented on the survey. Then as volunteers, students explain to the class the main points of the reading they understood and can even recommend other texts or ideas about this topic.</p>	
<b>R.PA.3.</b> read with fluency and accuracy.	<b>R.PA.3.</b> read with fluency and accuracy.	<p><b>Pre-task</b></p> <p>The teacher introduces the goal of the lesson. Students are going to watch/listen the video Silent Letters wr, kn, gn EDITED and (taken from, Letras mudas: wr. kn, gn, Sellika Reese), <a href="https://www.youtube.com/watch?v=JMq61QPyi_E">https://www.youtube.com/watch?v=JMq61QPyi_E</a></p> <p>Teacher provides additional explanation if required.</p>	40 minutes

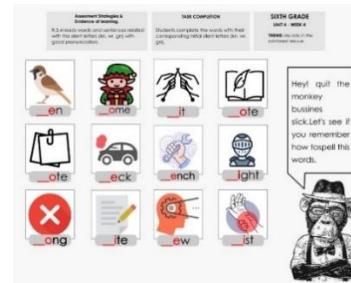
**R.PA 3.4.** reads words and sentences related with silent letters (kn, wr, gn) with good pronunciation.

**Task-rehearsal**  
The teacher will read the words from the worksheet and the students will listen to them. Then students will repeat after the teacher and read words from the worksheet with good pronunciation. (Annex 4)



### Task completion

Students complete the words with their corresponding initial silent letters (kn, wr, gn). (Annex 5)



Students will make a sentence using the words, they will read the sentences in front of the class with good pronunciation.

### Task assessment

		Students will make a draw of the sentence they read to the class.	
<b>W.3.</b> Applies conventions of standard English (e.g., advertisement, labeling a photo essay).	<b>W.3.</b> apply conventions of standard English	<p><b>Pre-task</b></p> <p>The teacher introduces the goal of the lesson. The teacher will bring to the class some reusable magazines and old papers and she is going to give an example of what the students will do today. She is going to take three pictures, For example:</p>  <p>Taken from: <a href="https://www.kimkim.com/c/costa-rica-self-drive-adventure-rainforests-mountains-beaches-15-days">https://www.kimkim.com/c/costa-rica-self-drive-adventure-rainforests-mountains-beaches-15-days</a></p>  <p>taken from: <a href="https://www.costarica.com/attractions/celeste-river-waterfall">https://www.costarica.com/attractions/celeste-river-waterfall</a></p>  <p>taken from: <a href="https://www.riocelestehideaway.com/">https://www.riocelestehideaway.com/</a></p> <p>Then teacher will explain the students the following writing task:</p>	40 minutes

<p><b>W.3.1.</b>uses capital letters at the beginning of sentences, proper nouns and first person singular when writing a description of actions.</p>	<p>Task: a Photo description of a family trip to the rainforest</p> <p>You are going to make a photo description that includes the following:</p> <ul style="list-style-type: none"> <li>• A title</li> <li>• An outline</li> <li>• Pictures of activities in the forest.</li> <li>• A description of its content with complete sentences.</li> <li>• All the sentences must have correct grammar, capitalization and punctuation.</li> <li>• Make sure that words are well-spelled.</li> </ul> <p>See. (Annex 6)</p> <p>Example: The Rainforest at Río Celeste.</p>  <p>I went with my family to the Rain forest in Río Celeste.</p>  <p>We walked a lot and cross a wooden bridge.</p>  <p>We saw a wonderful waterfall. I was so happy!</p>	
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**W.3.2.** writes a period at the end of sentences describing actions.

**W.3.3.** writes sentences describing actions using correct grammar and spelling.

#### **Task-rehearsal**

The teacher will tell the students that they will make a photo description. They will have to think about a trip they did with their family to the forest or national park. Students will look for three pictures to start writing the sentences. They will make sure they are using proper capital letters and periods at the end of each one.

It is recommendable to make an outline before writing the sentences. The outline can include the following categories: place visited, activities done, flora and fauna of the place, feelings experienced.

#### **Task completion**

Students working in pairs, based on the outline, they will create their photo description. They will check that each sentence they wrote for describing this special trip have a period at the end

Students in pairs will edit the sentences they wrote, and they will check that they use the correct grammar and spelling, punctuation and capitalization

#### **Task assessment**

Students will share their work with the rest of the class and they will paste it on the English board so all the students can read their photo description.

They can use the following checklist to assess their task.

#### **Peer and self-assessment checklist**

He/she can	Not achieved yet	In progress	Achieved
------------	------------------	-------------	----------

		The photo description has an album.			
		There is an outline as an organizer of ideas.			
		The photo album includes several pictures.			
		The sentences use correct grammar.			
		All words are correctly spelled.			
<b>Integrated Mini-Project</b>					<b>Time</b>
Phase: <u>4, 5 and 6</u>					40 minutes
<ul style="list-style-type: none"> <li>• The students will work on their groups making the final part of the presentation.</li> <li>• The teacher can give them ideas and guide them while giving feedback to the groups.</li> </ul>					96

- On week 5 the students will practice the pronunciation of the presentation, as the teacher give feedback to the groups.
- On week 6 the students will present their mini-projects.
- Teacher will have a place on the classroom where the students can exhibit their mini-projects.

### **Reflective Teaching**

What worked well

What didn't work well

How to improve

### **Enduring Understanding Reflection**

Learner Self-Assessment			
<i>I can</i>	Achieved	In progress	Not achieved yet
<b>R.1.1.</b> recognize much of what is written in short, simple texts on subjects related with rainforest preservation and personal responsibility.			
<b>R.1.2.</b> examine the main points of texts for making decisions and recommendations about rainforest preservation and personal responsibility.			
<b>R.1.3.</b> connect personal feelings and experiences with the texts read about rainforest preservation and personal responsibility.			
<b>R.PA 3.4.</b> reads words and sentences related with silent letters (kn, wr, gn) with good pronunciation.			
<b>W.3.1.</b> uses capital letters at the beginning of sentences, proper nouns and first person singular when writing a description of actions.			
<b>W.3.2.</b> writes a period at the end of sentences describing actions.			
<b>W.3.3.</b> writes sentences describing actions using correct grammar and spelling.			

## Annex 1

**SIXTH GRADE**

**UNIT 4- WEEK 4**

**Theme:** My Role in the Rainforest Rescue

**CLARIFYING**

Students copy the ideas from the board onto a worksheet that has a paragraph layout similar to the one used by the teacher for the activation of the prior knowledge.

**VOCABULARY**

Word	Definition
• Mac-Rain (the Rainforest Doctor)	Reduce Preserve Protect Teach Learn
• Reduce	Minimize Decrease Slow down Cut down
• Preserve	Keep safe Stop damage Stop pollution
• Protect	Guard Save Safe
• Teach	Share knowledge Show Explain
• Learn	Get information 吸收 吸收

**ACTIVATION**

If you want to rescue the rainforest, this is what you should do:

**First**

**Then**

**Next**

**Finally**

And that's how you save the rainforest!

**Well, What do you know ! You made it this far and now it's time to do some reading, but first let's get our head straight.**

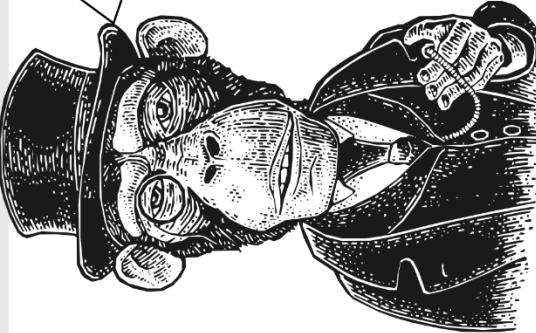
**Assessment Strategies & Evidences of learning**

R.1.2. examines the main points of texts for making decisions and recommendations about rainforest preservation and personal responsibility.

### TASK REHEARSAL

Students read the article entitled;

Rainforest preservation and personal responsibility. Then, they highlight on yellow those ideas in the text that talk about the actions that governments, organizations and conservation groups are doing to rescue the rainforest. They will highlight on red, the actions that students can do to help preserving the rainforest.



It's come the time for showing off.

Let's show your friends that you can do something more than just read.

Let's use your colors; yellow for actions that help to rescue the rainforest and red for those actions that you can do to help.

## Rainforest preservation and personal responsibility

Rainforest preservation is very important for all of us, because without it we cannot live as we do right now.

Many people, communities, governments, intergovernmental organizations, and conservation groups are making plans to protect endangered rainforest habitats. Many countries are supporting businesses and initiatives that promote the sustainable use of their rainforests.

Costa Rica is investing in ecotourism projects that financially contribute to local economies and the forests they depend on. The country also signed an agreement with an American pharmaceutical company, Merck, which sets aside a portion of money they are making from rainforest-derived pharmaceutical compounds to fund conservation projects.

Students can also help to preserve the Rainforests. It does not matter if you are a little child or you are a teenager, you can also do some activities to preserve the Rainforest:

- 1- Plant trees.
  - 2- Do not cut plants.
  - 3- Pick up garbage.
  - 4- Use less paper.
  - 5- Reuse cans and plastic bags.
  - 6- Reduse the one time plastic use.
  - 7- Recycle the paper, aluminum and glass.
  - 8- Take care of our country flora and fauna.
- That is right, you can do a lot of different things to preserve our Rainforest.

**SIXTH GRADE  
UNIT 4 - WEEK 4**

**Theme: My Role in the Rainforest Rescue**

### Annex 2

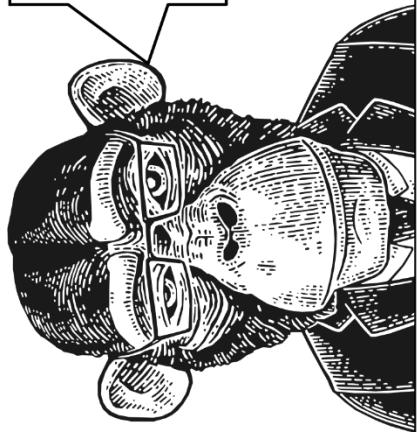
**Assessment Strategies &  
Evidences of learning**

**R.1.3.** connects personal feelings and experiences with the texts read about rainforest preservation and personal responsibility.

#### TASK COMPLETION

Students complete the survey about the Text from the previous section in which they'll connect specific ideas from the text with their feelings.

**SIXTH GRADE  
UNIT 4 - WEEK 4**  
**Theme:** My Role in the Rainforest Rescue



Now, let's talk about your feelings.  
Complete the survey and then we'll talk a little bit more about your responsibilities to the environment.

To know that my government is doing something for preserving the rainforests makes me feel . . .

SAD  HAPPY  WORRIED

To know that I can be part of a movement that promotes and protects the rainforests makes feel . . .

SAD  HAPPY  WORRIED

To know that is my responsibility to protect our country's flora and fauna makes me feel . . .

SAD  HAPPY  WORRIED

#### Annex 3

## Annex 4

Assessment Strategies & Evidence of learning:		TASK COMPLETION		SIXTH GRADE UNIT 4 - WEEK 4 THEME: My role in the rainforest rescue.	
R.3.4 reads words and sentences related with the silent letters (kn, wr, gr) with good pronunciation.	Students read words from the worksheet with good pronunciation.		<b>wrong</b>		<b>wren</b>
	<b>wrench</b>		<b>write</b>		<b>gnome</b>
	<b>wrench</b>		<b>wrench</b>		<b>gnome</b>
	<b>wrench</b>		<b>wrench</b>		<b>gnome</b>
	<b>wrench</b>		<b>wrench</b>		<b>gnome</b>
	<b>wrench</b>		<b>wrench</b>		<b>gnome</b>
	<b>wrench</b>		<b>wrench</b>		<b>gnome</b>
	<b>wrench</b>		<b>wrench</b>		<b>gnome</b>
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	I went with my family to the Rain forest in Río Celeste.				
	We walked a lot and cross a wooden bridge.				
	We saw a wonderful waterfall. I was so happy!				

### ***Links used in this unit***

Video the song “**Anthem for the Amazon**” <https://www.youtube.com/watch?v=ZKumZJPClec>

Video “How can we help protect the rainforests?” <https://www.youtube.com/watch?v=gTKzoMuW-s4>

Costa Rican Rainforest <https://www.youtube.com/watch?v=QbhCpfxsod8>.

Video entitled **Layers of the Rainforest** <https://www.youtube.com/watch?v=7gHXoDPHTLw> .

Rainfall [https://ggwash.org/images/posts/\\_resized/42915090990\\_21fd8df572\\_k.jpg](https://ggwash.org/images/posts/_resized/42915090990_21fd8df572_k.jpg)

Climate <https://digitalprojects.davidson.edu/earthday2020/wp-content/uploads/2020/04/stakeholder-3-2.png>

Rainy <https://3.bp.blogspot.com/->

[XEBfGqYKGT0/XHHSj1j9WFI/AAAAAAAk1k/RFtmy4L3hIEDcMixljeo0z\\_a4btAlZigCLcBGAs/s1600/Rainy%2BNight1.png](https://XEBfGqYKGT0/XHHSj1j9WFI/AAAAAAAk1k/RFtmy4L3hIEDcMixljeo0z_a4btAlZigCLcBGAs/s1600/Rainy%2BNight1.png)

Cloudy <https://images.pexels.com/photos/1818/sky-clouds-cloudy-forest.jpg?cs=srgb&dl=sky-clouds-cloudy-forest-1818.jpg&fm=jpg>

Flora and fauna <https://www.youtube.com/watch?v=QbhCpfxsod8>

Canopy <https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.arenalcanopy.com%2Farenal-canopy-espa%C3%25C3%25B1ol%2Farenal-mundo-ventura%2F&pSIG=AOvVaw1BKGXyZjBiHW CfRkf8n61t&ust=1653147140427000&source=images&cd=vfe&ved=2ahUKEwjjw2-aRs-73AhXyYjABHZq1CwsQr4kDegUIARDCAQ>

Species <https://blog.amstardmc.com/discover-diverse-animals-of-costa-rica/>

Warm [https://cdn.northstarmoving.com/blog/wp-content/uploads/2012/12/4101098092\\_6659ed07b2\\_z.jpg](https://cdn.northstarmoving.com/blog/wp-content/uploads/2012/12/4101098092_6659ed07b2_z.jpg)  
Dense <https://www.publicdomainpictures.net/pictures/220000/velka/dense-creeper-covering-trees.jpg>

Dark [https://orig00.deviantart.net/6437/f/2012/319/b/f/dark\\_forest\\_by\\_kgbistas-d5l2cq5.jpg](https://orig00.deviantart.net/6437/f/2012/319/b/f/dark_forest_by_kgbistas-d5l2cq5.jpg)

Tropical <https://www.weekendnotes.com/im/009/03/mustsee-attractions-in-tropical-north-queensland-a1.jpg>  
video Why are rainforests important?, <https://www.youtube.com/watch?v=zV2druTpnaA>

audio at <https://youtu.be/8HTcGFMFg9k> UNIT 4 - WEEK 2 - PRE-TASK - LISTENING – YouTube

Taken and adapted from:

[http://www.llanhariprimary.com/resources/home\\_learning/class\\_7/8th\\_june/Week%202%20Comprehension%20-%20Rainforest%20Calling.pdf](http://www.llanhariprimary.com/resources/home_learning/class_7/8th_june/Week%202%20Comprehension%20-%20Rainforest%20Calling.pdf)

Taken and adapted from: <https://kids.britannica.com/kids/article/rainforest/353695>

video Deforestation 2-d animation, <https://www.youtube.com/watch?v=9E4j6jphTaU>.

Endangered taken from <https://webenglish.se/wp-content/uploads/2020/08/List-Of-Endangered-Animals-1.jpg>

Sustainable taken from <https://www.onecommunityglobal.org/wp-content/uploads/2021/03/410-BUILDING-OPEN-SOURCE-SUSTAINABLE-CITIES-1197X627.jpg>

Less taken from bing search

video Rainforests 101 | National Geographic, <https://www.youtube.com/watch?v=3vijLre760w>

video [b] vs. [v] | English Pronunciation Lesson, [https://www.youtube.com/watch?v=Ghb6qapA\\_gM](https://www.youtube.com/watch?v=Ghb6qapA_gM).

video Nature Is Speaking – Julia Roberts is Mother Nature | Conservation International (CI),

<https://www.youtube.com/watch?v=WmVLcj-XKnM>

video Silent Letters wr kn, gn EDITED and (taken from, Letras mudas: wr. kn, gn, Sellika Reese),

[https://www.youtube.com/watch?v=JMq61QPyi\\_E](https://www.youtube.com/watch?v=JMq61QPyi_E)

taken from: <https://www.kimkim.com/c/costa-rica-self-drive-adventure-rainforests-mountains-beaches-15-days>

<https://www.costarica.com/attractions/celeste-river-waterfall>

<https://www.riocelestehideaway.com/>

**Elaboración:**

Livia Gamboa Cordero, Asesora regional de inglés, Dirección Regional de San Carlos  
Royner Vinicio Villalobos Rojas, docente de inglés, Dirección Regional de San Carlos

**Revisión final y edición**

Randall Centeno Hernández, Asesor nacional de inglés, Departamento de Primero y Segundo Ciclos  
Ana Isabel Campos Centeno, Asesora nacional de inglés, Departamento de Primero y Segundo Ciclos