



Teacher's Guide For The New English Curriculum

● Language

● Technology

● Rainforest

Sixth Grade  
Unit 3 2022

<b>Dimensions</b>				
<b>1. Ways of thinking ( X )</b>				
<b>2. Ways of living in the world ( X )</b>				
<b>3. Ways of relating with others ( X )</b>				
<b>4. Tools for integrating with the world ( )</b>				
<b>Scenario:</b>				
<b>Enduring Understanding</b>	Litter harms our school, community, Costa Rica and the world. The actions we take now to help with litter will help our neighbors today and in the future.			
<b>Essential Question</b>	Why should we be concerned about litter?			
<b>Assessment and Goals</b>				
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5 &amp; 6</b>
<b>Theme</b>	<b>Theme</b>	<b>Theme</b>	<b>Theme</b>	
1. What Is Litter?	3. Why is Litter Bad?	3. Where Does Litter Go?	4. What Can I do About Litter?	
<b>Assessment:</b> <b>L.1.</b> Recognizes the dialogue of a movie,	<b>Assessment:</b> <b>R.3.</b> Recognizes short instructions	<b>Assessment:</b> <b>R.PA.4.</b> Reads words and sentences to demonstrate	<b>Assessment:</b> <b>L.2.</b> Recognizes simple procedural	<b>Week 5</b> Review and Suggested Integrated Mini project

<p>cartoon or documentary.</p> <p><b>R.PA. 4.</b> Reads words and sentences to demonstrate knowledge of phonemic awareness.</p> <p><b>W.1.</b> Writes straightforward text on topics familiar to them using appropriate transitional words such as 'and', 'but' and 'because'</p> <p><b>Goals:</b></p> <p><b>L.1.</b> understand the dialogue of a movie or cartoon when the visuals provide contextual support.</p> <p><b>R.PA. 4.</b> demonstrate knowledge of phonemic awareness.</p>	<p>illustrated through step-by-step visuals.</p> <p><b>R.PA. 4.</b> Reads words and sentences to demonstrate knowledge of phonemic awareness.</p> <p><b>SI.1.</b> Asks for information as well as offer simple explanations to others.</p> <p><b>W.2.</b> uses simple grammatical structures to write simple texts.</p> <p><b>Goals:</b></p> <p><b>R.3.</b> understand short instructions illustrated through step-by-step visuals (e.g., simple science experiments, instructions for art projects).</p> <p><b>R.PA. 4.</b> demonstrate</p>	<p>knowledge of phonemic awareness.</p> <p><b>SP.1.</b> Describes using simple words, their opinion of a situation or event.</p> <p><b>R.1.</b> Uses knowledge of first language to aid in understanding the second language.</p> <p><b>Goals:</b></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 (e.g. too much trash, ugly litter, dumping garbage).</p> <p><b>R.1.</b> use knowledge of first language to aid in</p>	<p>explanations if given slowly and clearly.</p> <p><b>R.2.</b> Follows instructions as part of daily activities.</p> <p><b>R.PA. 4.</b> Reads words and sentences to demonstrate knowledge of phonemic awareness.</p> <p><b>SP.2.</b> Produces a summary of a short story expressed in a simple sequence of events.</p> <p><b>Goals:</b></p> <p><b>L.2.</b> understand simple procedural explanations if given slowly and clearly, and opportunity is given for clarification (e.g., how to do a project to have a cleaner school, how to live in a cleaner society).</p>	<p><b>Week 6</b> Suggested Integrated Mini project</p>
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<p><b>W.1.</b> write straightforward text on topics familiar to them using appropriate transitional words such as 'and', 'but' and 'because'. Can use important connecting words to indicate chronological order (e.g., 'then', 'after', 'later').</p>	<p>knowledge of phonemic awareness.</p> <p><b>SI.1.</b> ask for information (e.g., where trash cans are located, if students use trash cans) as well as offer simple explanations to others.</p> <p><b>W.2.</b> use simple grammatical structures to write simple texts.</p>	<p>understanding the second language.</p>	<p><b>R.2.</b> follow instructions for protecting the environment from litter (e.g., reuse, recycle, reduce litter)</p> <p><b>R.PA. 4.</b> demonstrate knowledge of phonemic awareness.</p> <p><b>SP.2.</b> produce a summary of a short story expressed in a simple sequence of events.</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 how litter affects the environment</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>– Describing cause and effect relationships</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>– Describing actions to clean public places from litter</li> <li>– Retelling events in past simple</li> </ul>	
<p><b>Discourse Markers</b> Linkers: Sequential - past tense First, then, after that, finally</p>	<p><b>Discourse Markers</b> Linkers: Sequential - past tense First, then, after that, finally</p>	<p><b>Discourse Markers</b> Linkers: Sequential - past tense First, then, after that, finally</p>	<p><b>Discourse Markers</b> Linkers: Sequential - past tense First, then, after that, finally</p>	

<b>Grammar &amp; Sentence Frames</b>  <u>Using verb tenses (past, present, and future)</u> <ul style="list-style-type: none"><li>- Litter pollutes rivers and sewers.</li><li>- He planted some plants in the yard last week.</li><li>- She will collect litter around school tomorrow.</li></ul>	<b>Grammar &amp; Sentence Frames</b>  <u>Wh information questions in present tense</u> <ul style="list-style-type: none"><li>- Who leaves litter on the ground?</li><li>- What can you do about litter?</li><li>- Which kind of litter takes longer to decompose?</li></ul>	<b>Grammar &amp; Sentence Frames</b>  <u>Explaining cause and effect using because and since</u> <ul style="list-style-type: none"><li>- Recycle bins are important because they help us separate garbage.</li><li>- Litter is dangerous because it pollutes rivers.</li><li>- The park is dirty since people throw garbage on the ground.</li></ul>	<b>Grammar &amp; Sentence Frames</b>  <u>Sequencing adverbs</u> <ul style="list-style-type: none"><li>- First, we have to make a plan.</li><li>- Then, we will present the plan to our teacher.</li><li>- Finally, we will make a school campaign.</li></ul>	
<b>Phonemic Awareness</b>  -Practicing minimal pair sounds: <b>f / tʃ</b> <b>shoes / choose</b> <b>sheep / cheap</b> <b>wash / watch</b> <b>mash / match</b> <b>cash / catch</b> <b>ship/ chip</b> <b>share/chair</b>	<b>Phonemic Awareness</b>  - Cognates and false cognates <b>Cognates:</b> problem, toxic, gases, ocean, ideas, different, cause, effect, recycle, materials.	<b>Phonemic Awareness</b>  - Creation of new words when a specific grapheme is changed, added, or removed in the initial, medial, or final position (e.g., face to place to space)	<b>Phonemic Awareness</b>  - Applying knowledge of affixes to base words in context: tree --> trees protect--> protects --> protected --> protecting	

<p><b>shop/ chop</b>  <b>cash/ catch</b>  <b>shin/ chin</b>  <b>shock/ chock</b>  <b>sherry/ cherry</b></p>	<p><b>False Cognates:</b>          idiom, bomber,          large, library,          grocery, cartoon,          policy, exit,          introduce.</p>		
<p><b>Vocabulary</b>  <b>1. What is litter?</b>  <b>Objects</b>  <b>Nouns</b> <ul style="list-style-type: none"> <li>– (Old) food</li> <li>– Paper and plastic used for wrapping things</li> <li>– (Empty) containers</li> <li>– Garbage</li> <li>– Trash</li> <li>– Waste</li> <li>– Ground</li> </ul> <b>Verb forms (simple present)</b> <ul style="list-style-type: none"> <li>– Litter</li> <li>– Be</li> <li>– Throw</li> <li>– Affect</li> </ul> </p>	<p><b>Vocabulary</b>  <b>2. Why is litter bad?</b>  <b>Nouns</b> <ul style="list-style-type: none"> <li>– Water</li> <li>– Health</li> <li>– Recreation</li> <li>– Environment</li> <li>– Ecology</li> </ul> <b>Verb forms (simple present)</b> <ul style="list-style-type: none"> <li>– Pollute</li> <li>– Affect</li> <li>– Trap</li> <li>– Look</li> <li>– Cause</li> <li>– Throw</li> </ul> <b>Adjectives</b> <ul style="list-style-type: none"> <li>– Ugly</li> <li>– Dirty</li> </ul> </p>	<p><b>Vocabulary</b>  <b>3. Where does litter go?</b>  <b>Nouns</b> <ul style="list-style-type: none"> <li>– Rivers</li> <li>– Containers</li> <li>– Sewers</li> <li>– Streets</li> <li>– Lot</li> <li>– Ocean</li> </ul> <b>Verb forms (present and future tense)</b> <ul style="list-style-type: none"> <li>– Damage</li> <li>– Destroy</li> <li>– Travel</li> <li>– Go</li> <li>– Throw</li> </ul> <b>Adjectives</b> <ul style="list-style-type: none"> <li>– Dangerous</li> <li>– Harmful</li> </ul> <b>Opinion:</b> <ul style="list-style-type: none"> <li>– I think...</li> <li>– I believe...</li> <li>– In my opinion...</li> </ul> </p>	<p><b>Vocabulary</b>  <b>4. What can I do about litter?</b>  <b>Nouns</b> <ul style="list-style-type: none"> <li>– Garbage</li> <li>– Goods/products</li> </ul> <b>Verb forms (present and future tense)</b> <ul style="list-style-type: none"> <li>– Reuse</li> <li>– Recycle</li> <li>– Reduce</li> <li>– Dispose</li> <li>– Clean</li> <li>– Dispose</li> <li>– Use/buy</li> </ul> <b>Adjectives</b> <ul style="list-style-type: none"> <li>– Reusable</li> <li>– Recyclable</li> <li>– Right</li> <li>– Responsible</li> </ul> </p>

<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Expressing positive attitudes such as pride in their culture and community</li> </ul> <p><b>Sociocultural</b> Avoiding impoliteness when expressing contempt or dislike related littering</p> <p><b>Idioms/phrases</b> <u>Expressions</u></p> <ul style="list-style-type: none"> <li>– Go Green</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Expressing positive attitudes such as pride in their culture and community</li> </ul> <p><b>Sociocultural</b> – Applying conventions for turn-taking as in discussions or debates</p> <p><b>Idioms/phrases</b> <u>Expressions</u></p> <ul style="list-style-type: none"> <li>– Give a Hoot, Don't Pollute</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Showing intrinsic/extrinsic motivations for social responsibility focused on the community</li> </ul> <p><b>Sociocultural</b> – Avoiding impoliteness when expressing contempt or dislike related littering</p> <p><b>Idioms/phrases</b> <u>Expressions</u></p> <ul style="list-style-type: none"> <li>– Go Green</li> <li>– Give a Hoot, Don't Pollute</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Describing values related to ethical and moral service</li> </ul> <p><b>Sociocultural</b> – Expressing social responsibility in actions related to the environment</p> <p><b>Idioms/phrases</b> <u>Expressions</u></p> <ul style="list-style-type: none"> <li>– Go Green</li> <li>– Give a Hoot, Don't Pollute</li> <li>– Reduce, reuse, recycle</li> </ul>	
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Term:	Level: Sixth Grade	Unit: 3 Environmentally Speaking	Week:1		
Domain: Socio-interpersonal	Scenario: Environmentally Speaking	Theme 1: What Is Litter?			
<b>Enduring Understanding:</b> Litter harms our school, community, Costa Rica and the world. The actions we take now to help with litter will help our neighbors today and in the future.					
<b>Essential Question: Why should we be concerned about litter?</b>					
<p style="text-align: center;"><b>Dimensions</b></p> <p style="text-align: center;"><b>1. Ways of thinking ( X )</b></p> <p style="text-align: center;"><b>2. Ways of living in the world ( X )</b></p> <p style="text-align: center;"><b>3. Ways of relating with others ( X )</b></p> <p style="text-align: center;"><b>4. Tools for integrating with the world ( )</b></p>					
Learn to Know	Learn to Do	Learn to Be and Live in Community			
<b>Grammar &amp; Sentence Frames</b> <u><b>Using verb tenses (past, present, and future)</b></u> <ul style="list-style-type: none"> <li>– Litter pollutes rivers and sewers.</li> <li>– He planted some plants in the yard last week.</li> </ul>	<p style="text-align: center;"><b>Function</b></p> <ul style="list-style-type: none"> <li>– Describing places and things</li> </ul> <p style="text-align: center;"><b>Discourse Markers</b></p> <p>Linkers: Sequential - past tense: First, then, after that, finally</p>	<p style="text-align: center;"><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Expressing positive attitudes such as pride in their culture and community</li> </ul> <p style="text-align: center;"><b>Sociocultural</b></p> <p>Avoiding impoliteness when expressing contempt or dislike related littering</p>			

<ul style="list-style-type: none"> <li>- She will collect litter around school tomorrow.</li> <li>-</li> </ul> <p><b>Phonemic Awareness</b></p> <p>- Practicing minimal pair sounds: <b>ʃ / tʃ</b></p> <p><b>shoes / choose</b>  <b>sheep / cheap</b>  <b>wash / watch</b>  <b>mash / match</b>  <b>cash / catch</b>  <b>ship/ chip</b>  <b>share/chair</b>  <b>shop/ chop</b>  <b>cash/ catch</b>  <b>shin/ chin</b>  <b>shock/chock</b>  <b>sherry/cherry</b></p> <p><b>Vocabulary</b></p> <p><b>1. <u>What is litter?</u></b></p> <p><b>Objects</b></p> <ul style="list-style-type: none"> <li>- (Old) food</li> <li>- Paper and plastic used for wrapping things</li> <li>- (Empty) containers</li> <li>- Garbage</li> <li>- Trash</li> <li>- Waste</li> <li>- Ground</li> </ul>		<p><b>Idioms/phrases</b></p> <p><u>Expressions</u></p> <ul style="list-style-type: none"> <li>- Go Green</li> </ul>
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<b>Verb forms (simple present)</b>			
<ul style="list-style-type: none"> <li>- Litter –protect-damage-plant-pollute-</li> <li>do-reduce-recycle- reuse-save-</li> <li>waste- be- affect-refuse-commit-</li> <li>- throw (away)- clean (up)-cut (down)- turn (off)- pick(up)</li> </ul>			
<b>Assessment Strategies &amp; Indicators 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></p> <p><b>Routine:</b> Greet, checking attendance. Teacher tapes on the wall the Essential Question and Enduring Understanding (annex 1) and talks with the students about them both, then she/he shares the class agenda, etc.</p> <p><b>Warm up</b></p> <p>Students watch a video that shows some helpful tips on how to maintain an environmentally friendly lifestyle. In the following link, teacher will find the video.</p> <p><a href="https://www.youtube.com/watch?v=8DJ45Yc3ura">https://www.youtube.com/watch?v=8DJ45Yc3ura</a> Students are asked to take notes about the different ways to go green they find in the video.</p> <p><b>Activation of Prior Knowledge</b></p> <p>After watching the video, teacher tells students that there are plenty of small ways to make a big impact on the environment. Teacher tapes or projects on the board a picture (annex 2) with the idiom "Go Green" and asks the following two questions:</p>	'7  '3  '10



What is the meaning of GO GREEN?

What are some examples of litter?

Teacher elicits students' responses and takes notes on the board, then she/he explains that *Going Green* is defined as making more environmentally friendly decisions such as to "reduce, reuse and recycle." Using the notes from the Warm-up activity, students mention some actions they can do to go green at their school and at home. Teacher takes notes on the board (annex 3) using the following chart.

GO GREEN	
AT SCHOOL	AT HOME
Examples of Litter	

Teacher shares the goal(s) for the week.

	<p style="text-align: center;"><b>Modeling</b></p> <p>Using the previous chart, unknown phrases and vocabulary are checked (meaning and pronunciation) Teacher tells students that our Mother Earth is currently facing a lot of environmental concerns. The environmental problems like global warming, acid rain, air pollution, water pollution, climate change and many more affect every human, animal, and nation on this planet. She/he states that it's not necessary to turn your life upside down to make a difference. If we all commit to just one or two lifestyle choices that are more sustainable, over time this will have a cumulative and positive impact on the Earth. To start talking about different ways to help the environment, teacher presents some important verbs using a video. In the following link, teacher will find the video. <a href="https://www.youtube.com/watch?v=hXE_D5r4g54">https://www.youtube.com/watch?v=hXE_D5r4g54</a> She/he plays the video and stops it at '4:46. Students pronounce each verb (at least three times) every time it appears in the video. Once, students know the meaning and the pronunciation of the verbs, they are asked to watch another video to review the three verb tenses. In the following link, teacher will find the video. <a href="https://www.youtube.com/watch?v=4Rm9I6y3-WY">https://www.youtube.com/watch?v=4Rm9I6y3-WY</a> Then, she/he presents the sentence frames for the week and encourages students to help her/him to make sentences using the different verb tenses (annex 4). For example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: green; color: white; text-align: center; padding: 5px;">PLANT</td> </tr> <tr> <td style="padding: 5px;">I plant trees in my community.</td> </tr> <tr> <td style="padding: 5px;">I planted some trees in my community last week.</td> </tr> <tr> <td style="padding: 5px;">Next month, I will plant some trees in my community.</td> </tr> </table>	PLANT	I plant trees in my community.	I planted some trees in my community last week.	Next month, I will plant some trees in my community.	'15
PLANT						
I plant trees in my community.						
I planted some trees in my community last week.						
Next month, I will plant some trees in my community.						

## Clarifying

When they finish making sentences along with the teacher, she/he plays the VERB VIDEO again [https://www.youtube.com/watch?v=hXE\\_D5r4g54](https://www.youtube.com/watch?v=hXE_D5r4g54) to practice and check understanding. Teacher plays the video from '4:46 to '5:54. They all can make the worksheet together if it is projected on the board or teacher can give students a copy with the practice (annex 6). Students have to complete sentences using the verbs from the box.

### Practice

1. Don't \_\_\_\_\_ water!
2. Don't \_\_\_\_\_ old things \_\_\_\_\_. \_\_\_\_\_ them again and again.
3. Don't \_\_\_\_\_ trees \_\_\_\_\_. \_\_\_\_\_ more of them.
4. \_\_\_\_\_ our planet. Don't \_\_\_\_\_ the environment!
5. \_\_\_\_\_ your computer \_\_\_\_\_ and \_\_\_\_\_ batteries.
6. After the picnic, we need to \_\_\_\_\_ the park \_\_\_\_\_.
7. Don't \_\_\_\_\_ the ocean. \_\_\_\_\_ the marine life.

Clean up
Damage
Throw away
Plant
Recycle
Save
Cut down
Pollute
Waste
Protect
Reuse
Turn off

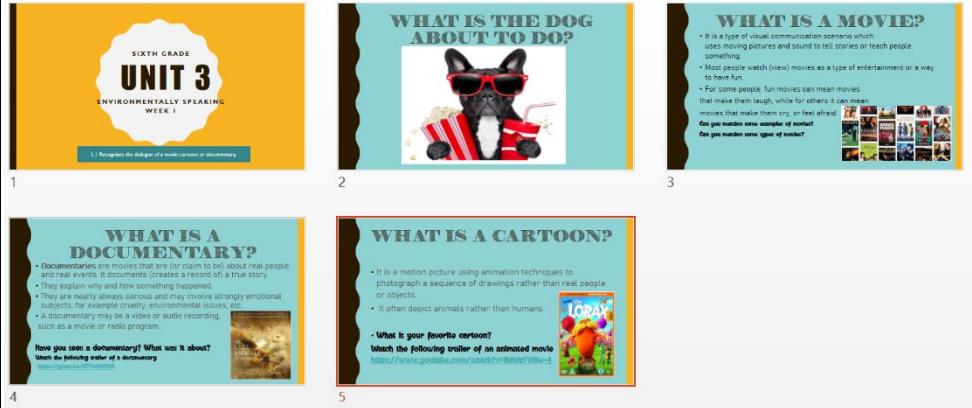
Teacher allows some time to finish the practice and checks it using the video (From '6:00 to '7:06). Teacher provides feedback if necessary. The video will be played one more time to make a practice in which students have to read carefully some sentences and circle the letter of the correct answer.

Teacher gives students a worksheet (annex 7) and allows some minutes to finish it, then she/he checks answers playing the video again from '7:14 to '8:20. Teacher provides feedback if necessary.

**Read carefully and circle the letter of the correct answer.**

1. People \_\_\_\_\_ the river and kill the fish.  
a. waste    b. pollute    c. protect
2. Please don't \_\_\_\_\_ those things! They're expensive.  
a. damage    b. protect    c. save
3. You can \_\_\_\_\_ old things and make new things from them.  
b. clean up    b. waste    c. recycle
4. We never \_\_\_\_\_ water in my house.  
a. damage    b. waste    c. protect

<p><b>L.1.</b> recognizes the dialogue of a movie; (cartoon or documentary).</p>	<p><b>L.1.</b> understand the dialogue of a movie when the visuals provide contextual support.</p>	<p><b>Pre-Task</b></p> <p>Teacher shares L.1 indicators.</p> <p>Using a PowerPoint Presentation (annex 5), teacher shows students a picture (slide#2) and they are asked to infer what the dog is about to do. Teacher listens to the different inferences and tells students that the dog is going to watch a movie.</p>  <p>Using the same PowerPoint presentation, teacher gives the definition of movie and asks for some examples and types. She/he takes notes of names and types and tells students that today they are going to focus on two types of movies (Cartoons and Documentaries). She/he presents the information about documentaries and asks students two questions: Have you seen a documentary? What was it about? Teacher presents the information about cartoons and asks student the following question: What is your favorite cartoon? Teacher elicits students' responses about the differences they can</p>	<p>'15</p>
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<p><b>Indicators of learning:</b></p> <p><b>L.1.1.</b> gets the gist of a dialogue of a movie; (cartoon or documentary).</p>	<p>spot between cartoons and documentaries. She/he takes notes on the board. In the following link, teacher will find the presentation.</p> <p><a href="https://recursos.mep.go.cr/sitio_primaria_ingles/sexta.html">https://recursos.mep.go.cr/sitio_primaria_ingles/sexta.html</a></p>  <p>'10</p>	
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<p><b>L.1.2.</b> recognizes the type of dialogue that is heard in a cartoon or documentary.</p>	<p>c. The global average surface temperature is changing, resulting in climate change.</p> <p>Students watch a trailer of Wall-E movie. In the following link, teacher will find the video <a href="https://www.youtube.com/watch?v=CZ1CATNbXg0">https://www.youtube.com/watch?v=CZ1CATNbXg0</a></p> <p>Students watch the video for the first time and are asked to get the gist of it. Teacher writes or projects on the board the following question and its possible answer:</p> <p style="text-align: center;"><b>What is the general idea of the video?</b></p> <p class="list-item-l1">a. A robot that cleans the Earth up from trash.</p> <p class="list-item-l1">b. Life in a spaceship.</p> <p class="list-item-l1">c. A technologically advanced robot sent to the space to clean it up.</p> <p style="text-align: center;"><b>Task-Completion</b></p> <p>Students are asked to listen to two audio snippets. They have to recognize if what they listened is a cartoon or a documentary based on the dialogue and the characteristics of each type of movie. Every time they listen to a snippet, teacher stops the audio and asks them if it is a cartoon or documentary. They answer orally.</p> <p>(Double click on the icons to listen to the snippets)</p> <p style="text-align: center;">  wall-e-audio-week1.mp3                trashed-week-1.mp3       </p> <p style="text-align: center;"><b>Task-Assessment</b></p> <p>To check understanding, students are asked to describe what they saw and listened in the videos from the Task-Rehearsal stage. Teacher takes notes on the board and gives feedback if necessary.</p>	<p>'5</p> <p>'5</p>
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Students participate in self-assessment of task performance.

### Student Self-assessment Grid

Indicators	Level of achievement		
I can ...	Not achieved yet	In progress	Achieved
get the gist of a dialogue of a movie; (cartoon or documentary)			
recognize the type of dialogue that is heard in a cartoon or documentary			

### Post-Task

Based on the information from the videos, students are asked to write three commitments to the Environment in order to prevent littering and pollution. Students use the vocabulary and sentences frames from the Pre-Teaching stage. They use a copy given by the teacher (annex 12). In pairs, students share answers. Note: This graphic organizer will be used again in a writing activity this week.

'5

		<p style="text-align: center;"><b>My Commitment to the Environment</b></p> 	
<b>R.PA.4.</b> reads words and sentences to demonstrate knowledge of phonemic awareness.	<b>R.PA. 4.</b> demonstrate knowledge of phonemic awareness.	<p><b>Pre-Task</b></p> <p>Teacher shares R.PA.4. Indicators. Students watch a video that presents differences between the consonant sounds: /ʃ/ /tʃ/ that are similar in pronunciation but definitely not the same to a native speaker. In the following link, teacher will find the video.  <a href="https://www.youtube.com/watch?v=dz7FHvzaItE">https://www.youtube.com/watch?v=dz7FHvzaItE</a> Students along with the teacher practice how to produce the sound. Teacher stops the video at '2:15.</p> <p><b>Task-Rehearsal</b></p> <p>The video will be played again from '2:15 to '3:06. In the video the sounds will be emphasized so students can clearly hear the differences. Teacher explains that /sh/ is voiceless and it sounds like the quiet sound "Shhhhhhhh...." The /ch/ is voiceless too and it sounds like a sneeze "Ah-choo!" Teacher tapes or projects the following chart on the wall (annex 9).</p>	'5  '15

<p><b>Indicators of learning:</b> R.PA.4.1. identifies minimal pair sounds: /ʃ /</p>	<table border="1" data-bbox="734 238 1617 470"> <thead> <tr> <th data-bbox="734 238 1178 319">/sh/</th><th data-bbox="1178 238 1617 319">/ch/</th></tr> </thead> <tbody> <tr> <td data-bbox="734 319 1178 401"><b>Voiceless</b></td><td data-bbox="1178 319 1617 401"><b>Voiceless</b></td></tr> <tr> <td data-bbox="734 401 1178 470">Like the quiet sound "Shhhh....."</td><td data-bbox="1178 401 1617 470">Like a sneeze "Ah-choo!"</td></tr> </tbody> </table> <p>Students listen and repeat a list of words. Students pronounce minimal pairs after the teacher using the words from the following list:</p> <ul style="list-style-type: none"> <li>• <b>shoes / choose</b></li> <li>• <b>sheep / cheap</b></li> <li>• <b>wash / watch</b></li> <li>• <b>mash / match</b></li> <li>• <b>cash / catch</b></li> <li>• <b>ship/ chip</b></li> <li>• <b>share/chair</b></li> <li>• <b>shop/ chop</b></li> <li>• <b>cash/ catch</b></li> <li>• <b>shin/ chin</b></li> <li>• <b>shock/ chock</b></li> <li>• <b>sherry/cherry</b></li> </ul> <p>A video will be played for students to practice again the pronunciation of some minimal pairs. In the following link, teacher will find the video.  <a href="https://www.youtube.com/watch?v=2qUiHxYfMSU">https://www.youtube.com/watch?v=2qUiHxYfMSU</a> Teacher stops the video at '1:55.</p> <p style="text-align: right;"><b>Task-Completion</b></p> <p>Students work in worksheet #1 (annex 10) where they listen to some minimal pairs and circle the word they hear. The words chosen to be pronounced are: shoe, chair, watch, ship, cash, catch, sheep, shop, cherry.</p>	/sh/	/ch/	<b>Voiceless</b>	<b>Voiceless</b>	Like the quiet sound "Shhhh....."	Like a sneeze "Ah-choo!"	'15
/sh/	/ch/							
<b>Voiceless</b>	<b>Voiceless</b>							
Like the quiet sound "Shhhh....."	Like a sneeze "Ah-choo!"							

tʃ in words and sentences.

#### PRACTICE 1

Circle the word that is being pronounced.

shoe	chew
share	chair
wash	watch
ship	chip
cash	catch
sheep	cheap
shop	chop
sherry	cherry

In practice #2 (annex 11), students are asked to listen to the teacher reading some sentences that contain minimal pairs. They have to complete them by writing the missing word.

The sentences are:

- She's eating my cheese.
- This ship is not cheap.
- Should Sherry wash her cherry?
- We went to the shop to buy two chairs.
- Keep your chin up!
- Chop the cheese into small cubes.
- I don't want to share my toys.
- The sheep is white color.

#### PRACTICE 2

Listen to the following sentences and write the missing word.

\_\_\_\_\_ eating my \_\_\_\_\_.

This \_\_\_\_\_ is not \_\_\_\_\_.

Should \_\_\_\_\_ wash her \_\_\_\_\_.

We went to the \_\_\_\_\_ to buy two \_\_\_\_\_.

Keep your \_\_\_\_\_ up!

\_\_\_\_\_ the cheese into small cubes.

I don't want to \_\_\_\_\_ my toys.

The \_\_\_\_\_ is white color.

<p><b>R.PA.4.2.</b> articulates minimal pair sounds: /ʃ/ /tʃ/ in words and sentences.</p> <p><b>R.PA.4.3.</b> reads minimal pair sounds: /ʃ/ /tʃ/ in words and sentences to demonstrate knowledge of phonemic awareness.</p>	<p>Students try to remember how to move their tongue, lips, teeth and jaw to produce /sh/ and /ch/ sounds. In pairs and taking turns, they pronounce words from practice 1. Teacher walks around the class to give feedback if necessary.</p> <p>Students along with the teacher participate in choral reading with sentences from practice #2. With their elbow partner and taking turns, students read again the sentences from practice #2, then they volunteer to read them aloud.</p> <p><b>Task-Assessment</b>          Students are asked to play a game. In this game, students spin the wheel, pronounce the word that is selected and say the sound (sh or ch). Teacher models the activity for them. In the following link, teacher will find the game <a href="https://wordwall.net/resource/13442357/sh-and-ch-sounds">https://wordwall.net/resource/13442357/sh-and-ch-sounds</a>          Students participate in self-assessment of task performance.</p> <p><b>Student Self-assessment Grid</b></p> <table border="1" data-bbox="762 926 1818 1318"> <thead> <tr> <th data-bbox="762 926 1332 997">Indicators</th><th colspan="3" data-bbox="1332 926 1818 997">Level of achievement</th></tr> </thead> <tbody> <tr> <td data-bbox="762 997 1332 1160">I can ...</td><td data-bbox="1332 997 1501 1160">Not achieved yet </td><td data-bbox="1501 997 1670 1160">In progress </td><td data-bbox="1670 997 1818 1160">Achieved </td></tr> <tr> <td data-bbox="762 1160 1332 1241">identify minimal pair sounds: /ʃ/ /tʃ/ in words and sentences</td><td data-bbox="1332 1160 1501 1241"></td><td data-bbox="1501 1160 1670 1241"></td><td data-bbox="1670 1160 1818 1241"></td></tr> <tr> <td data-bbox="762 1241 1332 1318">articulate minimal pair sounds: /ʃ/ /tʃ/ in words and sentences</td><td data-bbox="1332 1241 1501 1318"></td><td data-bbox="1501 1241 1670 1318"></td><td data-bbox="1670 1241 1818 1318"></td></tr> </tbody> </table>	Indicators	Level of achievement			I can ...	Not achieved yet 	In progress 	Achieved 	identify minimal pair sounds: /ʃ/ /tʃ/ in words and sentences				articulate minimal pair sounds: /ʃ/ /tʃ/ in words and sentences				'7 '5
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		<p>read minimal pair sounds: /ʃ/ /tʃ/ in words and sentences to demonstrate knowledge of phonemic awareness</p>					
		<p><b>Post-Task</b>  If there is internet connection at school, students can have extra practice with some fun and interactive games. They choose out of the following options (whack-a-mole, airplane, group sort, balloon pop, gameshow quiz). In the following link, teacher will find the games.  <a href="https://wordwall.net/resource/13442357/sh-and-ch-sounds">https://wordwall.net/resource/13442357/sh-and-ch-sounds</a></p>					'3
<b>W.1.</b> writes straightforward text on topics familiar to them using appropriate transitional words such as 'and', 'but' and 'because'	<b>W.1.</b> write straightforward text on topics familiar to them using appropriate transitional words such as 'and', 'but' and 'because'. Can use important connecting words to indicate chronological order (e.g., 'then', 'after', 'later').	<p><b>Pre-Task</b>  Teacher shares W.1 indicators.  Students are asked to use again the graphic organizer with the commitments completed in the last session (annex 12).</p> <p>My Commitment to the Environment</p> 					'20

Teacher tells students that they will write a paragraph using the commitments they made.

Teacher explains the task:

You belong to an organization that helps the environment. Last month, you worked on a community that was littered and polluted. You decided to do some actions to help the community and the environment. Write a paragraph explaining three actions you did.

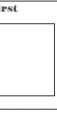
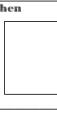
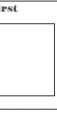
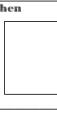
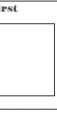
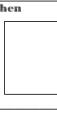
To write the paragraph take into consideration the following aspects:

- Use the graphic organizer to write the paragraph.
- Choose a topic.
- Write an introductory sentence.
- Use the order of the commitments to establish a sequence.
- Add more details to each commitment.
- Use sequencing and linking word.
- Write a conclusion.

Before working on the task, teacher introduces students to sequence adverbs (e.g., first, then, next, finally) as a way of clarifying sequencing. Sequencing refers to the identification of the components of a story or event (the beginning, middle, and end) The words ***first, next, then, finally*** are sequencing words. Teacher explains that these words tell us the order in which events happened.

As an example, teacher retells the sequence of her/his morning routine using the sequence words. She/ he says that 'First' signals the first thing someone did in a story or the first step in a procedure. 'Then', 'later', 'after' are sequence words that might be found in the middle of a story and "finally" refers to the end of the story.

Teacher also reviews some linking or connecting words (but, and, because) and explains that they are used to link together different ideas in a text.

<p><b>Indicators of learning:</b></p> <p><b>W.1.1.</b> lists key words, phrases and expressions to write a straightforward text to describe places and things.</p> <p><b>W.1.2.</b> organizes main ideas using graphic organizers to describe places and things.</p>	<p><b>Task-Rehearsal</b></p> <p>Students make a list of verbs and key words found in the commitment copy to start working on the graphic organizer. Students work in pairs. Student A reads his/her commitments to student B and he/she retells them using past tense.</p> <p><i>(My Commitment to the Environment)</i></p> 	<p><b>Task-Completion</b></p> <p>Teacher shows students an example of the expected outcome (annex 13). She/he shows a graphic organizer with all the information provided and gives clear explanations on how to do it. She/he presents and explains each section to finally present an example of the expected paragraph. Then, teacher gives students an empty graphic organizer (annex 14) for students to complete it.</p> <table border="1" data-bbox="891 851 1320 1245"> <tr> <td><b>Topic:</b></td><td colspan="3">My commitment to my community</td></tr> <tr> <td><b>Introduction:</b></td><td colspan="3">In my community there are many places that have a lot of trash. I do not want my community to be this way, so I decided to do some actions to clean it up.</td></tr> <tr> <td><b>Name:</b> Noah</td><td></td><td><b>First</b>  Pick up trash in the park</td><td><b>Then</b>  Clean the local creek up</td><td><b>Finally</b>  Recycle paper, glass, plastic and metal.</td></tr> <tr> <td><b>Conclusion:</b></td><td colspan="3">I feel happy because I was a super hero that helped my community to look better.</td></tr> <tr> <td><b>Paragraph:</b></td><td colspan="3"> <p><b><u>My commitment to my community</u></b></p> <p>In my community there are many places that have a lot of trash. I do not want my community to look this way, so I decided to do some actions to clean it up.</p> <p>First, I picked up trash in the park. I found many plastic objects and cans. Then, I cleaned the local creek up because it was full of trash. I found many things that could be recycled like tires, plastic bottles and bags. Finally, I recycled paper, glass, plastic and metal.</p> <p>I feel happy because I was a super hero that helped my community to be better and look more beautiful.</p> </td></tr> </table> <table border="1" data-bbox="1339 851 1727 1245"> <tr> <td><b>Topic:</b></td><td colspan="3"></td></tr> <tr> <td><b>Introduction:</b></td><td colspan="3"></td></tr> <tr> <td><b>Name:</b></td><td><b>First</b></td><td><b>Then</b></td><td><b>Finally</b></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td><b>Conclusion:</b></td><td colspan="3"></td></tr> <tr> <td><b>Paragraph:</b></td><td colspan="3"> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </td></tr> </table>	<b>Topic:</b>	My commitment to my community			<b>Introduction:</b>	In my community there are many places that have a lot of trash. I do not want my community to be this way, so I decided to do some actions to clean it up.			<b>Name:</b> Noah		<b>First</b>  Pick up trash in the park	<b>Then</b>  Clean the local creek up	<b>Finally</b>  Recycle paper, glass, plastic and metal.	<b>Conclusion:</b>	I feel happy because I was a super hero that helped my community to look better.			<b>Paragraph:</b>	<p><b><u>My commitment to my community</u></b></p> <p>In my community there are many places that have a lot of trash. I do not want my community to look this way, so I decided to do some actions to clean it up.</p> <p>First, I picked up trash in the park. I found many plastic objects and cans. Then, I cleaned the local creek up because it was full of trash. I found many things that could be recycled like tires, plastic bottles and bags. Finally, I recycled paper, glass, plastic and metal.</p> <p>I feel happy because I was a super hero that helped my community to be better and look more beautiful.</p>			<b>Topic:</b>				<b>Introduction:</b>				<b>Name:</b>	<b>First</b>	<b>Then</b>	<b>Finally</b>					<b>Conclusion:</b>				<b>Paragraph:</b>	<hr/>		
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<p><b>W.1.3.</b> drafts a text that describe places and things using appropriate transitional words such as 'and', 'but' and 'because'.</p> <p><b>W.1.4</b> revises the text to look for mistakes related to capitalization, spelling, and basic punctuation and appropriate transitional words such as 'and', 'but' and 'because'.</p>	<p>Once they finished the conclusion, they start drafting the text. Teacher reminds students some aspects to be included in the draft.</p> <ul style="list-style-type: none"> <li>• Use the information from the graphic organizer to make the draft.</li> <li>• Make sure the commitments are in order.</li> <li>• Add more details to each commitment.</li> <li>• Use sequencing and linking word.</li> </ul> <p><b>Task-Assessment</b></p> <p>Using a checklist each student revises their own paragraph and tries to improve it, then using the same instrument each student will check her/his elbow partner's paragraph. Teacher monitors the process and provides feedback.</p> <table border="1"> <thead> <tr> <th>Checklist</th><th>Yes</th><th>No</th><th>Partially</th></tr> </thead> <tbody> <tr> <td>I wrote a topic</td><td></td><td></td><td></td></tr> <tr> <td>I wrote an introduction</td><td></td><td></td><td></td></tr> <tr> <td>My actions are in order</td><td></td><td></td><td></td></tr> <tr> <td>My spelling is correct</td><td></td><td></td><td></td></tr> <tr> <td>I used capitals and periods</td><td></td><td></td><td></td></tr> <tr> <td>I used sequencing words</td><td></td><td></td><td></td></tr> <tr> <td>I used linking words</td><td></td><td></td><td></td></tr> <tr> <td>I wrote a conclusion</td><td></td><td></td><td></td></tr> </tbody> </table>	Checklist	Yes	No	Partially	I wrote a topic				I wrote an introduction				My actions are in order				My spelling is correct				I used capitals and periods				I used sequencing words				I used linking words				I wrote a conclusion				'10
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<p><b>W.1.5.</b> edits a text that describe places and things.</p>	<p>Students participate in self-assessment of task performance.</p> <p style="text-align: center;"><b>Student Self-assessment Grid</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #00AEEF; color: white;"> <th style="padding: 5px;">Indicators</th><th colspan="3" style="padding: 5px;">Level of achievement</th></tr> </thead> <tbody> <tr> <td style="padding: 5px;">I can ...</td><td style="padding: 5px; text-align: center;">Not achieved yet </td><td style="padding: 5px; text-align: center;">In progress </td><td style="padding: 5px; text-align: center;">Achieved </td></tr> <tr> <td style="padding: 5px;">list key words, phrases and expressions to write a straightforward text to describe places and things</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">organize main ideas using graphic organizers to describe places and things</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">draft a text that describe places and things using appropriate transitional words such as 'and', 'but' and' because'</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">revise the text to look for mistakes related to subject-verb Agreement, capitalization, spelling, and basic punctuation and appropriate transitional words such as 'and', 'but' and' because'</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> <tr> <td style="padding: 5px;">edit a text that describe places and things (check after Post-Task)</td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td></tr> </tbody> </table> <p style="text-align: center;"><b>Post- Task</b></p> <p>Considering their classmates' feedback, learners correct and modify their paragraph. Teacher also monitors learners and helps them in the editing process. Once, their work is finished, they tape their final draft on the wall so classmates can read them.</p>	Indicators	Level of achievement			I can ...	Not achieved yet 	In progress 	Achieved 	list key words, phrases and expressions to write a straightforward text to describe places and things				organize main ideas using graphic organizers to describe places and things				draft a text that describe places and things using appropriate transitional words such as 'and', 'but' and' because'				revise the text to look for mistakes related to subject-verb Agreement, capitalization, spelling, and basic punctuation and appropriate transitional words such as 'and', 'but' and' because'				edit a text that describe places and things (check after Post-Task)				'5
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<b>Integrated Mini-Project</b>		<b>Time</b>
Phase: _____		
See options in week # 5.		
<b>Reflective Teaching</b>		
What worked well	What didn't work well	How to improve
<b>Enduring Understanding Reflection</b>		

List of links:

<https://www.youtube.com/watch?v=8DJ45Yc3urg>

[https://www.youtube.com/watch?v=hXE\\_D5r4g54](https://www.youtube.com/watch?v=hXE_D5r4g54)

<https://www.youtube.com/watch?v=4Rm9l6y3-WY>

[https://www.youtube.com/watch?v=hXE\\_D5r4g54](https://www.youtube.com/watch?v=hXE_D5r4g54)

[https://www.youtube.com/watch?v=5z2s\\_klZkFg.](https://www.youtube.com/watch?v=5z2s_klZkFg.)

<https://www.youtube.com/watch?v=CZ1CATNbXg0>

<https://www.youtube.com/watch?v=dz7FHvzaItE>

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

<https://wordwall.net/resource/13442357/sh-and-ch-sounds>

<https://wordwall.net/resource/13442357/sh-and-ch-sounds>



# MATERIAL

Unit 3

Week #1

## Annex 1

# Essential Question

Why should we be concerned about litter?

# Enduring Understanding

Litter harms our school, community, Costa Rica and the world. The actions we take now to help with litter will help our neighbors today and in the future.

## Annex 2



## Annex 3

### GO GREEN

**At SCHOOL**

**At Home**

**Examples of Litter**

## Annex 4

### PLANT

I plant trees in my community.

I planted some trees in my community last week.

Next month, I will plant some trees in my community.

## **Annex 5**

**SIXTH GRADE**

# **UNIT 3**

**ENVIRONMENTALLY SPEAKING**

**WEEK 1**

L.1 Recognizes the dialogue of a movie; cartoon or documentary.

# WHAT IS THE DOG ABOUT TO DO?



# WHAT IS A MOVIE?

- It is a type of visual communication scenario which uses moving pictures and sound to tell stories or teach people something.
- Most people watch (view) movies as a type of entertainment or a way to have fun.
- For some people, fun movies can mean movies that make them laugh, while for others it can mean movies that make them cry, or feel afraid.

**Can you mention some examples of movies?**

**Can you mention some types of movies?**



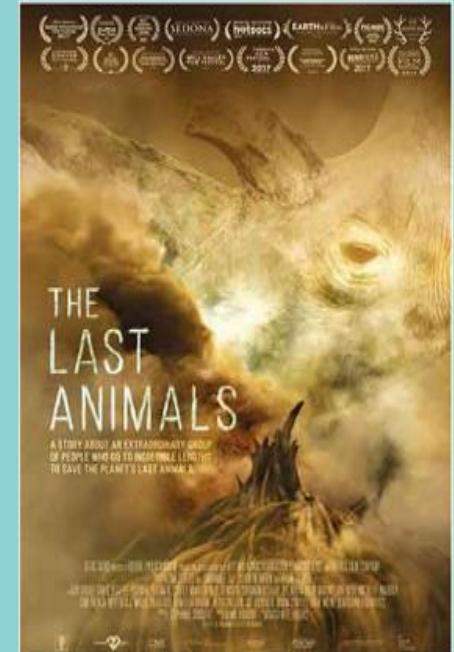
# WHAT IS A DOCUMENTARY?

- Documentaries are movies that are (or claim to be) about real people and real events. It documents (creates a record of) a true story.
- They explain why and how something happened.
- They are nearly always serious and may involve strongly emotional subjects, for example cruelty, environmental issues, etc.
- A documentary may be a video or audio recording, such as a movie or radio program.

**Have you seen a documentary? What was it about?**

**Watch the following trailer of a documentary**

<https://youtu.be/8VToxIkKHIA>

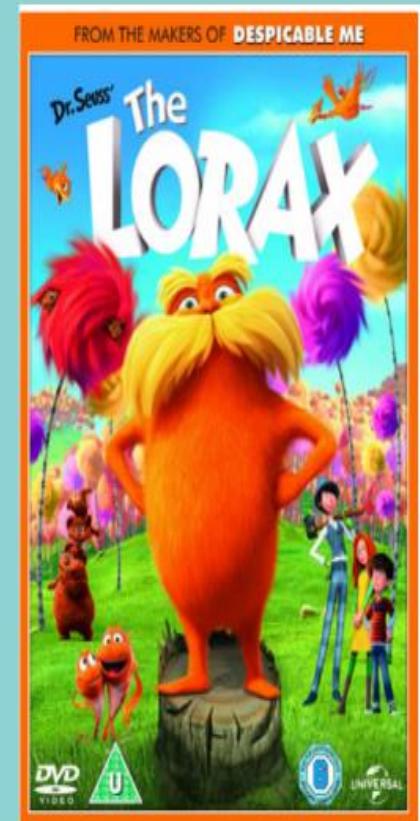


# WHAT IS A CARTOON?

- It is a motion picture using animation techniques to photograph a sequence of drawings rather than real people or objects.
  - It often depict animals rather than humans.
- 
- **What is your favorite cartoon?**

**Watch the following trailer of an animated movie**

<https://www.youtube.com/watch?v=1bHdzTUNw-4>



# Annex 6

## Practice

1. Don't \_\_\_\_\_ water!
2. Don't \_\_\_\_\_ old things \_\_\_\_\_. \_\_\_\_\_ them again and again.
3. Don't \_\_\_\_\_ trees \_\_\_\_\_. \_\_\_\_\_ more of them.
4. \_\_\_\_\_ our planet. Don't \_\_\_\_\_ the environment!
5. \_\_\_\_\_ your computer \_\_\_\_\_ and \_\_\_\_\_ batteries.
6. After the picnic, we need to \_\_\_\_\_ the park \_\_\_\_\_.
7. Don't \_\_\_\_\_ the ocean. \_\_\_\_\_ the marine life.

Clean up  
Damage  
Throw away  
Plant  
Recycle  
Save  
Cut down  
Pollute  
Waste  
Protect  
Reuse  
Turn off

---

## Practice

8. Don't \_\_\_\_\_ water!
9. Don't \_\_\_\_\_ old things \_\_\_\_\_. \_\_\_\_\_ them again and again.
10. Don't \_\_\_\_\_ trees \_\_\_\_\_. \_\_\_\_\_ more of them.
11. \_\_\_\_\_ our planet. Don't \_\_\_\_\_ the environment!
12. \_\_\_\_\_ your computer \_\_\_\_\_ and \_\_\_\_\_ batteries.
13. After the picnic, we need to \_\_\_\_\_ the park \_\_\_\_\_.
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Clean up  
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---

## Practice

15. Don't \_\_\_\_\_ water!
16. Don't \_\_\_\_\_ old things \_\_\_\_\_. \_\_\_\_\_ them again and again.
17. Don't \_\_\_\_\_ trees \_\_\_\_\_. \_\_\_\_\_ more of them.
18. \_\_\_\_\_ our planet. Don't \_\_\_\_\_ the environment!
19. \_\_\_\_\_ your computer \_\_\_\_\_ and \_\_\_\_\_ batteries.
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Throw away  
Plant  
Recycle  
Save  
Cut down  
Pollute  
Waste  
Protect  
Reuse  
Turn off

# Annex 7

Read carefully and circle the letter of the correct answer.

1. People \_\_\_\_\_ the river and kill the fish.  
a. waste      b. pollute      c. protect
  2. Please don't \_\_\_\_\_ those things! They're expensive.  
a. damage      b. protect      c. save
  3. You can \_\_\_\_\_ old things and make new things from them.  
b. clean up      b. waste      c. recycle
  4. We never \_\_\_\_\_ water in my house.  
a. damage      b. waste      c. protect
- 

Read carefully and circle the letter of the correct answer.

5. People \_\_\_\_\_ the river and kill the fish.  
b. waste      b. pollute      c. protect
  6. Please don't \_\_\_\_\_ those things! They're expensive.  
c. damage      b. protect      c. save
  7. You can \_\_\_\_\_ old things and make new things from them.  
d. clean up      b. waste      c. recycle
  8. We never \_\_\_\_\_ water in my house.  
b. damage      b. waste      c. protect
- 

Read carefully and circle the letter of the correct answer.

9. People \_\_\_\_\_ the river and kill the fish.  
c. waste      b. pollute      c. protect
10. Please don't \_\_\_\_\_ those things! They're expensive.  
e. damage      b. protect      c. save
11. You can \_\_\_\_\_ old things and make new things from them.  
f. clean up      b. waste      c. recycle
12. We never \_\_\_\_\_ water in my house.  
c. damage      b. waste      c. protect

## Annex 8

**What is the general idea of the video?**

- a. A robot that cleans the Earth up from trash.
- b. Life in a spaceship.
- c. A technologically advanced robot sent to the space to clean it up.

**What is the general idea of the video?**

- a. Damage to the environment through pollution of our air, land and sea by waste.
- b. Overpopulation and its effect on Earth.
- c. The global average surface temperature is changing, resulting in climate change.

## Annex 9

/sh/

**Voiceless**

Like the quiet sound "Shhhhh....."

/ch/

**Voiceless**

Like a sneeze "Ah-choo!"

# Annex 10

## PRACTICE 1

**Circle the word that is being pronounced.**

shoe	chew
share	chair
wash	watch
ship	chip
cash	catch
sheep	cheap
shop	chop
sherry	cherry

## PRACTICE 1

**Circle the word that is being pronounced.**

shoe	chew
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## PRACTICE 1

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shoe	chew
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## PRACTICE 1

**Circle the word that is being pronounced.**

shoe	chew
share	chair
wash	watch
ship	chip
cash	catch
sheep	cheap
shop	chop
sherry	cherry

# Annex 11

## PRACTICE 2

**Listen to the following sentences and write the missing word.**

\_\_\_\_\_ eating my \_\_\_\_\_.

This \_\_\_\_\_ is not \_\_\_\_\_.

Should \_\_\_\_\_ wash her \_\_\_\_\_.

We went to the \_\_\_\_\_ to buy two \_\_\_\_\_.

Keep your \_\_\_\_\_ up!

\_\_\_\_\_ the cheese into small cubes.

I don't want to \_\_\_\_\_ my toys.

The \_\_\_\_\_ is white color.

## PRACTICE 2

**Listen to the following sentences and write the missing word.**

\_\_\_\_\_ eating my \_\_\_\_\_.

This \_\_\_\_\_ is not \_\_\_\_\_.

Should \_\_\_\_\_ wash her \_\_\_\_\_.

We went to the \_\_\_\_\_ to buy two \_\_\_\_\_.

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I don't want to \_\_\_\_\_ my toys.

The \_\_\_\_\_ is white color.

# Annex 12

## My Commitment to the Environment



# Annex 13

Topic:	My commitment to my community		
Introduction:	In my community there are many places that have a lot of trash. I do not want my community to look this way, so I decided to do some actions to clean it up.		
Name: Noah	 <p>First</p>  <p>Pick up trash in the park</p>	<p>Then</p>  <p>Clean the local creek up</p>	<p>Finally</p>  <p>Recycle paper, glass, plastic and metal.</p>
Conclusion:	I feel happy because I was a super hero that helped my community to be better and look more beautiful.		
<p>Paragraph:</p> <p style="text-align: center;"><u>My commitment to my community</u></p> <p>In my community there are many places that have a lot of trash. I do not want my community to look this way, so I decided to do some actions to clean it up.</p> <p>First, I picked up trash in the park. I found many plastic objects and cans. Then, I cleaned the local creek up because it was full of trash. I found many things that could be recycled like tires, plastic bottles and bags. Finally, I recycled paper, glass, plastic and metal.</p> <p>I feel happy because I was a super hero that helped my community to be better and look more beautiful.</p>			

# Annex 14

<b>Term:</b>	<b>Level: Sixth Grade</b>	<b>Unit: 3</b>	<b>Week: 2</b>					
<b>Domain: Socio-interpersonal</b>		<b>Scenario: Environmentally Speaking</b>	<b>Theme: Why is Litter Bad?</b>					
<b>Enduring Understanding:</b> Litter harms our school, community, Costa Rica and the world. The actions we take now to help with litter will help our neighbors today and in the future.								
<b>Essential Question:</b> Why should we be concerned about litter?								
<b>New Citizenship:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #f2f2f2;">Dimensions</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffffcc;"><b>1. Ways of thinking ( X )</b></td></tr> <tr> <td style="background-color: #e0f2ff;"><b>2. Ways of living in the world ( X )</b></td></tr> <tr> <td style="background-color: #ffcc99;"><b>3. Ways of relating with others ( X )</b></td></tr> <tr> <td style="background-color: #cceeff;"><b>4. Tools for integrating with the world ( )</b></td></tr> </tbody> </table>				Dimensions	<b>1. Ways of thinking ( X )</b>	<b>2. Ways of living in the world ( X )</b>	<b>3. Ways of relating with others ( X )</b>	<b>4. Tools for integrating with the world ( )</b>
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<b>2. Ways of living in the world ( X )</b>								
<b>3. Ways of relating with others ( X )</b>								
<b>4. Tools for integrating with the world ( )</b>								
<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><b>Wh- Information questions in present tense</b></u> -Who leaves litter on the ground? -What can you do about litter? -Which kind of litter takes longer to decompose?	<b>Function</b> Describing how litter affects the environment	<b>Psycho-social</b> -Expressing positive attitudes such as pride in their culture and community						

<b>Vocabulary</b> <u>Why is litter bad?</u> <b>Nouns</b> <ul style="list-style-type: none"><li>- Water, Health, Recreation, Environment, Ecology</li></ul> <p>Because it affects....</p> <b>Verb forms</b> (simple present) <ul style="list-style-type: none"><li>- Pollute</li><li>- Affect</li><li>- Burn</li><li>- Bury</li><li>- Dump</li><li>- Trap</li><li>- Look</li><li>- Cause</li><li>- Throw</li></ul> <b>Adjectives</b> <ul style="list-style-type: none"><li>- Ugly</li><li>- Littered</li></ul> <b>Phonology</b> <b>Cognates and false cognates</b> <b>Cognates:</b> problem, toxic, gases, ocean, ideas, different, cause, effect, recycle, materials. <b>False Cognates:</b> idiom, bomber, large, library, grocery, cartoon, policy, exit, introduce.	<b>Discourse Markers</b> <b>Linkers:</b> Sequence adverbs-past tense <ul style="list-style-type: none"><li>-First, then, after that, finally</li></ul>	<b>Sociocultural</b> <ul style="list-style-type: none"><li>-Applying conventions for turn-taking as in discussions or debates</li></ul> <b>Idioms/phrases</b> <b>Expressions</b> <ul style="list-style-type: none"><li>Litterbug</li><li>Go Green</li><li>I'm all ears.</li><li>Give a Hoot, Don't Pollute!</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> Welcome students, checking attendance, share the class agenda, etc.</p> <p><b>Warm up</b></p> <p>Students get five words written on the board <b><u>Water, Health, Recreation, Environment, Ecology.</u></b> Students listen to the teacher and repeat the vocabulary. Then, teacher tapes five pictures (annex 1): (printed in advance) on the board and 5 volunteers match them with their corresponding word by tracing a line.</p>   <p><b>Activation of Prior Knowledge</b></p> <p>Students watch a two-minute documentary trailer. In the following link, teacher will find the documentary regarding litter and its environmental impact.  <a href="https://www.youtube.com/watch?v=gd9ZFVgoQ68&amp;t=128s">https://www.youtube.com/watch?v=gd9ZFVgoQ68&amp;t=128s</a> While watching the video, students are asked to take notes on vocabulary or expressions they recognize from last week. When the video is over, orally, the students answer the following questions:</p> <ul style="list-style-type: none"> <li>• Was the video about a forest or an ocean?</li> <li>• Was the ocean clean or littered?</li> <li>• Can you mention some examples of litter?</li> <li>• Is litter ugly or beautiful?</li> <li>• Is litter bad or good?</li> </ul>	5' 5' 5'

	<p style="text-align: center;"><b>Modeling</b></p> <p>Using a PPT (annex 2), teacher reviews verbs, adjectives and sequence adverbs. She/he also presents idioms, grammar/ sentence frames and unknown vocabulary for the week. Teacher writes on the board the question: <b>Why is litter bad?</b> She/he also writes “<b>Because it affects...</b>” Every time teacher points to a picture, students are asked to add information for a response using the 5 words from the warm-up activity (Water, Health, Recreation, Environment, Ecology) to complete the expression. The activity is repeated as many times as necessary to use all the words in context. Students along with the teacher emphasize words to reinforce pronunciation and meaning. Once it is done, teacher shares weekly goals. In the following link, teacher can find the PPT  <a href="https://recursos.mep.go.cr/sitio_primaria_ingles/sexta.html">https://recursos.mep.go.cr/sitio_primaria_ingles/sexta.html</a></p> 	15'
	<p style="text-align: center;"><b>Clarifying</b></p> <p>Students check understanding of vocabulary and expressions by answering to some TRUE and FALSE claims. Sentences are written on the board for them to take as a point of reference. They listen to the instructor reading each sentence.</p>	10'

		<p>As a whole, they say aloud if each sentence is TRUE or FALSE. Teacher provides feedback if necessary.</p> <p><b>Sentences:</b></p> <p>Plastic <u>pollutes</u> oceans.</p> <p>Litter <u>affects</u> the environment.</p> <p>A net <u>traps</u> only fish in the water.</p> <p>The park <u>looks</u> dirty.</p> <p>Pollution <u>causes</u> health problems.</p>	
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<b>R.3.</b> recognizes short instructions illustrated through step-by-step visuals.	<b>R.3.</b> understand short instructions illustrated through step-by-step visuals (e.g., simple science experiments, instructions for art projects).	<p><b>Pre-Task</b></p> <p>Teacher shares R.3 indicators and tells students they are going to read a conversation in which two friends are talking about how to deal with trash. Before reading the conversation, students are exposed to a matching exercise with key vocabulary for them to understand better the conversation. The matching exercise can be written on the board or teacher can make copies of it (annex 3).</p> <p>Teacher explains that <u>Column A</u> contains definitions of key words in a conversation and <u>Column B</u> contains the corresponding words. Students read words in Column B and find their definition in Column A.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 50%;">Column A</th><th style="text-align: center; width: 50%;">Column B</th></tr> </thead> <tbody> <tr> <td>A quantity of something.</td><td>(   )      1. Trash</td></tr> <tr> <td>To put or hide under ground.</td><td>(   )      2. Ton</td></tr> <tr> <td>To finish, use, or sell all of something, so that there is none left.</td><td>(   )      3. Amount</td></tr> <tr> <td>Without inhabitants; vacant or unoccupied.</td><td>(   )      4. Burn</td></tr> <tr> <td>I'm ready and eager to hear what you have to say.</td><td>(   )      5. Dump</td></tr> <tr> <td>To move into a direction quickly and suddenly.</td><td>(   )      6. Bury</td></tr> <tr> <td>Rubbish or garbage.</td><td>(   )      7. Run out</td></tr> <tr> <td>Unit of mass equal to 1,000 kilogram.</td><td>(   )      8. I'm all ears</td></tr> <tr> <td>To produce flames and heat while consuming a material.</td><td>(   )      9. Shoot</td></tr> <tr> <td>To deposit or dispose of (garbage, waste, or unwanted material), typically in a careless or hurried way.</td><td>(   )      10. Empty</td></tr> </tbody> </table>	Column A	Column B	A quantity of something.	(   )      1. Trash	To put or hide under ground.	(   )      2. Ton	To finish, use, or sell all of something, so that there is none left.	(   )      3. Amount	Without inhabitants; vacant or unoccupied.	(   )      4. Burn	I'm ready and eager to hear what you have to say.	(   )      5. Dump	To move into a direction quickly and suddenly.	(   )      6. Bury	Rubbish or garbage.	(   )      7. Run out	Unit of mass equal to 1,000 kilogram.	(   )      8. I'm all ears	To produce flames and heat while consuming a material.	(   )      9. Shoot	To deposit or dispose of (garbage, waste, or unwanted material), typically in a careless or hurried way.	(   )      10. Empty	15'
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	<p>Randomly, students give answers. Students draw pictures in their notebooks of words from the matching to clarify meaning.</p> <p><b>Task-Rehearsal</b></p> <p>Teacher asks <b>WHAT IS A GENERAL IDEA?</b> Students brainstorm some ideas that will be written on the board. Using a picture (annex 4), teacher presents the definition of general/main idea. This picture can be printed or projected.</p>  <p>The main idea = what the writer wants the reader to understand about the <b>subject</b>.</p> <p>The main idea of a passage or reading is the <b>central thought or message</b>.</p> <p>The main idea is always <b>general</b>, details are always <b>specific</b>.</p> <p>Teacher tells students that today they will be looking for the general idea of a conversation and writes on the board some steps for them to follow:</p> <ol style="list-style-type: none"> <li>1. Look at the title...What is it about?</li> <li>2. Look at the illustration... What can you see?</li> <li>3. Look for clue words that are used repeatedly.</li> <li>4. Look for the first and last sentence.</li> </ol> <p>As an example to model what students should do, a picture with a text (annex 5) is presented. Students along with the teacher follow the previous steps to get the gist of the text.</p>	10 '
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**Indicators of learning:**

**R.3.1.** gets the gist of short instructions illustrated through step-by-step visuals.

**R.3.2.** labels short instructions illustrated through step-by-step visuals.

## Reduce, Reuse, Recycle!

To protect our environment, it's important to reduce, reuse, and recycle the items you use every day. When you do this, you create less trash. You can start by reducing the amount of items you buy, like clothing, toys, and junk food. You can also reuse old items instead of throwing them out. For example, an old jelly jar can hold crayons and an old shirt can become a pajama top. If you can't reuse an item, try to recycle it. Many items like plastic, aluminum, and paper can be recycled, or broken down and remade into a brand new item. That's smart!

Once students know what to do, teacher presents the conversation (annex 6), and they are asked to read it and follow again the steps to get the gist of it. Teacher monitors students and provides feedback if necessary.

Talking about Trash	
Noah:	Uh Zoë! Look at this place. Trash is everywhere!
Zoë:	People have always had trash. Today trash is a big problem. More people mean more trash and more kinds of trash.
Noah:	Yeah, I know!
Zoë:	Every year each one of us throws away almost one ton of trash.
Noah:	What are we going to do with this large amount of trash?
Zoë:	We can burn it.
Noah:	But burning trash can cause fire, gases and pollution.
Zoë:	Well... we can dump it in the ocean or rivers.
Noah:	But burning can pollute water too.
Zoë:	We can bury it.
Noah:	But we are running out of empty land near cities.
Zoë:	I read a book at the library and it states that some scientists have even suggested shooting it off into empty space.
Noah:	Come on Zoë! Don't be a litter bug. There are better solutions to go green.
Zoë:	Take me, I'm all ears.
Noah:	Well, there are three ways for you. First, we can recycle. Recycling is a way to take trash and turn it into new products. Second, we can limit the amount of materials we consume. Finally, we can reuse materials or they can be used by other people.
Zoë:	Thank you, Noah. I feel embarrassed I was a litterbug. Now, I have greener solutions to avoid.
Noah:	My pleasure.

## Task-Completion

Some statements are presented in a chart (annex 7). Those statements contain information taken from the conversation. Students are asked to read each statement and find an appropriate label for each description.

Dumping trash in rivers and oceans.	Giving materials to be used by other people.	Burning trash causes toxic gases.	Burying trash in empty land.	Turning trash into new products.	Limiting the quantity of things we consume.	A person who litters public places with trash.

12'

7'

**R.3.2** recognizes important information in short instructions illustrated through step-by-step visuals.

The labels to be used are:

- Air pollution
- Land pollution
- Litterbug
- Recycle
- Reuse
- Reduce
- Water pollution

In pairs, students check answers. Then, volunteers give answers aloud.

Students read the conversation again and a graphic organizer (annex 8) is provided for them to complete. They have to look for information in the conversation such as: topic, participants, positive and negative advice given in the conversation in order to get rid of trash.

I can recognize important information



Topic:	
Participants:	
Positive Advice	Negative Advice

Randomly, students give answers. Teacher provides feedback if necessary.

7'

5'

### Task-Assessment

Based on the information provided in the conversation, students are asked to read the following statements (annex 9) and decide whether they are true or false.

Statements	True	False
Today trash is a big problem.		
Dumping trash in the ocean or rivers cause toxic gases.		
Each one of us throws away almost one kilogram of trash per year.		
One solution is to reduce the amount of materials we consume.		
Burning trash is a great solution to deal with littering.		

Teacher monitors students and provides feedback if necessary.  
Students participate in self-assessment of task performance.

### Student Self-assessment Grid

Indicators	Level of achievement		
I can ...	Not achieved yet 	In progress 	Achieved 
get the gist of short instructions illustrated through step-by-step visuals			

		<p>label short instructions illustrated through step-by-step visuals</p> <p>recognize important information in short instructions illustrated through step-by-step visuals</p>													
		<p><b>Post-Task</b></p> <p>Students make a list of items that can be reduced, recycled or reused. Teacher can use the following chart (annex 10).</p> <table border="1"> <thead> <tr> <th colspan="3">Items that can be...</th> </tr> <tr> <th>REDUCED</th> <th>RECYCLED</th> <th>REUSED</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Items that can be...			REDUCED	RECYCLED	REUSED							5'
Items that can be...															
REDUCED	RECYCLED	REUSED													
<b>R.PA.4.</b> reads words and sentences to demonstrate knowledge of phonemic awareness.	<b>R.PA. 4.</b> demonstrate knowledge of phonemic awareness.	<p><b>Pre-Task</b></p> <p>Teacher supports students with translation of words if required. Teacher encourages the use of the expression.... How do you say _____ in English? Feedback is provided if necessary.</p>				10'									

<p><b>Indicators of learning:</b></p> <p><b>R.PA.4.1.</b> identifies cognates and false cognates in words and sentences.</p>	<p>In the following link, teacher can find the PPT (annex 11).</p> <p><a href="https://recursos.mep.go.cr/sitio_primaria_ingles/sexta.html">https://recursos.mep.go.cr/sitio_primaria_ingles/sexta.html</a></p> <p><b>Task-Rehearsal</b></p> <p>Students are asked to use again the reading <b>TALKING ABOUT TRASH</b> (annex 6). They have to circle all cognates and underline all false cognates they found in the conversation.</p> <p><b>TALKING ABOUT TRASH</b></p> <table border="1"> <tr> <td> <p>Noah: Ok. First look at this place. Trash is everywhere!</p> <p>Zoe: People have always had trash. Today trash is a big problem. More people mean more trash.</p> <p>Noah: Yeah, I know.</p> <p>Zoe: Every year each one of us throws away almost one ton of trash.</p> <p>Noah: Wow! What are we going to do with this amount of trash?</p> <p>Zoe: We can burn it.</p> <p>Noah: But burning trash can cause toxic gases and pollution.</p> <p>Zoe: Well, we can dump it in the ocean or rivers.</p> <p>Noah: But chemicals can pollute water too.</p> <p>Zoe: We can bury it.</p> <p>Noah: The problem is that of empty land time cities.</p> <p>Zoe: Some scientists have even suggested shooting it off into empty space.</p> <p>Noah: Come on! Zoe! Don't be a litter bug. There are better solutions to go green.</p> <p>Zoe: I tell you, I'm all ears.</p> <p>Noah: Well, there are many ways to help you. First, we can recycle. Recycling is a way to take trash and turn it into new products.</p> <p>Zoe: We can reuse old materials or they can be used by other people.</p> <p>Noah: Then you, Noah. Now, I have greener solutions to avoid littering.</p> <p>Zoe: My pleasure.</p> </td> </tr> </table>	<p>Noah: Ok. First look at this place. Trash is everywhere!</p> <p>Zoe: People have always had trash. Today trash is a big problem. More people mean more trash.</p> <p>Noah: Yeah, I know.</p> <p>Zoe: Every year each one of us throws away almost one ton of trash.</p> <p>Noah: Wow! What are we going to do with this amount of trash?</p> <p>Zoe: We can burn it.</p> <p>Noah: But burning trash can cause toxic gases and pollution.</p> <p>Zoe: Well, we can dump it in the ocean or rivers.</p> <p>Noah: But chemicals can pollute water too.</p> <p>Zoe: We can bury it.</p> <p>Noah: The problem is that of empty land time cities.</p> <p>Zoe: Some scientists have even suggested shooting it off into empty space.</p> <p>Noah: Come on! Zoe! Don't be a litter bug. There are better solutions to go green.</p> <p>Zoe: I tell you, I'm all ears.</p> <p>Noah: Well, there are many ways to help you. First, we can recycle. Recycling is a way to take trash and turn it into new products.</p> <p>Zoe: We can reuse old materials or they can be used by other people.</p> <p>Noah: Then you, Noah. Now, I have greener solutions to avoid littering.</p> <p>Zoe: My pleasure.</p>	<p>5'</p>
<p>Noah: Ok. First look at this place. Trash is everywhere!</p> <p>Zoe: People have always had trash. Today trash is a big problem. More people mean more trash.</p> <p>Noah: Yeah, I know.</p> <p>Zoe: Every year each one of us throws away almost one ton of trash.</p> <p>Noah: Wow! What are we going to do with this amount of trash?</p> <p>Zoe: We can burn it.</p> <p>Noah: But burning trash can cause toxic gases and pollution.</p> <p>Zoe: Well, we can dump it in the ocean or rivers.</p> <p>Noah: But chemicals can pollute water too.</p> <p>Zoe: We can bury it.</p> <p>Noah: The problem is that of empty land time cities.</p> <p>Zoe: Some scientists have even suggested shooting it off into empty space.</p> <p>Noah: Come on! Zoe! Don't be a litter bug. There are better solutions to go green.</p> <p>Zoe: I tell you, I'm all ears.</p> <p>Noah: Well, there are many ways to help you. First, we can recycle. Recycling is a way to take trash and turn it into new products.</p> <p>Zoe: We can reuse old materials or they can be used by other people.</p> <p>Noah: Then you, Noah. Now, I have greener solutions to avoid littering.</p> <p>Zoe: My pleasure.</p>			

<p><b>R.PA.4.2.</b> gets meaning of cognates and false cognates in sentences.</p> <p><b>R.PA.4.3.</b> reads cognates and false</p>	<p><b>Task-Completion</b></p> <p>Students are given a matching activity (annex 12). They have to match underlined cognates and false cognates in <u>column B</u> with their corresponding definitions in <u>column A</u>.</p> <p><b>Instructions.</b> Column A contains definitions of cognates and false cognates and Column B contains sentences with underlined cognates and false cognates in context. Read sentences in Column B and match their definitions in Column A.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center; width: 50%;">Column A</th><th style="text-align: center; width: 50%;">Column B</th></tr> </thead> <tbody> <tr> <td>Feel ashamed.</td><td>( ) 1. Littering is a serious <u>problem</u>.</td></tr> <tr> <td>The opposite of <u>SAME</u>.</td><td>( ) 2. A <u>large</u> amount of trash affects the environment.</td></tr> <tr> <td>A situation, question or thing that causes difficulty, stress or doubt.</td><td>( ) 3. "Go green" is an <u>idiom</u> that means to take care of the environment.</td></tr> <tr> <td>A word or phrase which means something different from its literal meaning.</td><td>( ) 4. I feel <u>embarrassed</u> because I don't recycle.</td></tr> <tr> <td>A synonym of <u>BIG</u>.</td><td>( ) 5. <u>Different</u> kinds of materials can be recycled.</td></tr> </tbody> </table> <p>Teacher monitors students and provides feedback if necessary.</p> <p><b>Task-Assessment</b></p> <p>In pairs, students read sentences from Column B and say if the underlined word is a cognate or false cognate. They also practice pronunciation of words.</p> <ol style="list-style-type: none"> <li>1. Littering is a serious <u>problem</u>.</li> <li>2. A <u>large</u> amount of trash affects the environment.</li> <li>3. "Go green" is an <u>idiom</u> that means to take care of the environment.</li> <li>4. I feel <u>embarrassed</u> because I don't recycle.</li> <li>5. <u>Different</u> kinds of materials can be recycled.</li> </ol>	Column A	Column B	Feel ashamed.	( ) 1. Littering is a serious <u>problem</u> .	The opposite of <u>SAME</u> .	( ) 2. A <u>large</u> amount of trash affects the environment.	A situation, question or thing that causes difficulty, stress or doubt.	( ) 3. "Go green" is an <u>idiom</u> that means to take care of the environment.	A word or phrase which means something different from its literal meaning.	( ) 4. I feel <u>embarrassed</u> because I don't recycle.	A synonym of <u>BIG</u> .	( ) 5. <u>Different</u> kinds of materials can be recycled.	5'
Column A	Column B													
Feel ashamed.	( ) 1. Littering is a serious <u>problem</u> .													
The opposite of <u>SAME</u> .	( ) 2. A <u>large</u> amount of trash affects the environment.													
A situation, question or thing that causes difficulty, stress or doubt.	( ) 3. "Go green" is an <u>idiom</u> that means to take care of the environment.													
A word or phrase which means something different from its literal meaning.	( ) 4. I feel <u>embarrassed</u> because I don't recycle.													
A synonym of <u>BIG</u> .	( ) 5. <u>Different</u> kinds of materials can be recycled.													

cognates in words and sentences to demonstrate knowledge of phonemic awareness.

Students participate in self-assessment of task performance.

#### **Student Self-assessment Grid**

Indicators	Level of achievement		
I can ...	Not achieved yet	In progress	Achieved
identify cognates and false cognates in words and sentences			
get meaning of cognates and false cognates in sentences			
read cognates and false cognates in words and sentences to demonstrate knowledge of phonemic awareness			

#### **Post-Task**

Students are asked to play the game **RUN AND TOUCH** (annex 13).

Teacher tapes some pictures on the board. Ten volunteers are split into two teams. Each team gets in line (two lines). Every time the teacher reads a sentence that contains a cognate or false cognate, one participant from each team runs and touches the picture that represents it.

The sentences are:

- Gases cause air pollution.
- I like to read books in the library.
- I feel embarrassed that I was a litterbug.
- Large animals are affected by littering.

5'

		<ul style="list-style-type: none"> <li>Littering is a serious problem.</li> </ul> 	
<p><b>SI.1.</b> asks for information as well as offer simple explanations to others.</p> <p><b>Indicators of learning:</b>  <b>SI.1.</b> brainstorms vocabulary, phrases and questions to ask for information as well as offer simple explanations to others.</p>	<p><b>SI.1.</b> ask for information (e.g., where trash cans are located, if students use trash cans) as well as offer simple explanations to others.</p>	<p><b>Pre-task</b>  Teacher shares SI.1 indicators and presents students the following task:</p> <p><b>You are an interviewer in a talk show. You will interview a famous environmental activist in order to give people advice on how we can reduce or avoid litter.</b></p> <p>Before students start planning their talk show, teacher asks them to brainstorm some vocabulary, phrases and questions they can use as a prompt in the given task.  Students will be divided into pairs: interviewer and guest.  Teacher writes on the board some questions for students to use as a guide. They will answer each question based on information given in the class. Both students will answer the questions because they will switch roles.</p>	7'

<p><b>SI.1.2.</b> makes a list of single words, phrases, and expressions to ask for information and offer explanations.</p> <p><b>SI.1.3.</b> asks questions to others.</p> <p><b>SI.1.4.</b> offers simple explanations to others.</p>	<p>Teacher sets up chairs, one in front of the other.</p> <p><b>Possible Questions:</b></p> <ul style="list-style-type: none"> <li>• What is litter?</li> <li>• What can you do about litter?</li> <li>• Why is litter bad?</li> <li>• Which kind of litter takes longer to decompose?</li> </ul> <p>Some time is given for students to make a list of single words, phrases, and expressions to prepare the answers choosing the appropriate vocabulary, grammar structure and sentence frames. Also, each student will think about the way to introduce his/her guest. Teacher models the activity with a volunteer for students to know what they have to do and to see the expected outcome.</p> <p style="text-align: center;"><b>Task-Rehearsal</b></p> <p>Once students have answered the questions, they are asked to practice the introduction, questions and answers individually. They work on pronunciation, intonation and tone of voice. Teacher walks around the class and monitors students' work. They ask for help if necessary.</p> <p style="text-align: center;"><b>Task- Completion</b></p> <p>Students get in pairs and start the interviews. They switch roles in order to ask and answer the questions offering simple explanations. Teacher monitors students and provides feedback if necessary.</p> <p style="text-align: center;"><b>Task-Assessment</b></p>	5' 5' 5'
---	---	----------------

Teacher asks for some volunteers to come to the front of the class (the audience) and hold their interviews. Teacher opens the floor to questions from the audience.  
 Students participate in self-assessment of task performance.

#### **Student Self-assessment Grid**

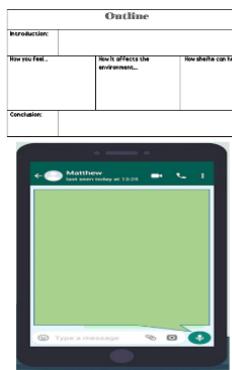
Indicators	Level of achievement		
I can ...	Not achieved yet	In progress	Achieved
brainstorm vocabulary, phrases and questions to ask for information as well as offer simple explanations to others			
make a list of single words, phrases, and expressions to ask for information and offer explanations			
ask questions to others			
offer simple explanations to others			

#### **Post-Task**

Teacher reviews vocabulary, grammar structures and sentence frames from week 1 and 2.

5'

<p><b>W.2.</b> uses simple grammatical structures to write simple texts.</p> <p><b>Indicators of learning:</b></p> <p><b>W.2.1.</b> brainstorms key words, phrases and expressions to describe how litter affects the environment.</p>	<p><b>W.2.</b> use simple grammatical structures to write simple texts.</p>	<p><b>Pre-Task</b></p> <p>Teacher shares W.2. indicators and writes on the board the following idiom:  <b>Give a hoot, don't pollute!</b></p> <p>She/he explains that to 'give a hoot' is like 'to care'. A common expression people use is 'I don't give a hoot!' which means I don't care, or I couldn't care less. So, "<b>Give a hoot, don't pollute</b>" means '<b>Show you care, don't pollute</b>'.</p> <p>Teacher tells students that they should give a hoot about the environment and that they should be concerned about the way people is littering the world and the way it affects life on Earth. Students are asked to watch a video that contains an example of how litter affects the environment. In the following link, teacher will find the video.</p> <p><a href="https://www.youtube.com/watch?v=dEIY-fn_xag">https://www.youtube.com/watch?v=dEIY-fn_xag</a></p> <p>After watching the video students are asked to brainstorm key words, phrases or expressions that describe how litter affects the environment. Teacher takes notes on the board.</p> <p>Students are presented with the following task:</p> <div style="background-color: #ffffcc; border: 1px solid #000; padding: 10px;"> <p>You are sad and concerned because your best friend acts as a litterbug and he does not give a hoot about the environment. Write a WhatsApp message to your best friend to convince him to care about the environment. Use the following ideas as a guide to tell your best friend:</p> <ol style="list-style-type: none"> <li>1. how his behavior makes you feel</li> <li>2. how litter affects the environment</li> <li>3. what he can do to help the environment</li> </ol> <p>Use sequence adverbs and the idioms; Give a hoot, don't pollute! and Litterbug.</p> </div>	<p>10'</p>
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<p><b>W.2.2.</b> makes an outline to organize the main ideas about how litter affects the environment.</p> <p><b>W.2.3.</b> drafts a text/paragraph using simple grammatical structures to describe how litter affects the environment.</p> <p><b>W.2.4.</b> revises the text/paragraph to look for mistakes related to subject-verb Agreement, capitalization, spelling,</p>	<p><b>Task-Rehearsal</b></p> <p>Before writing the WhatsApp message, students make an outline with all the ideas generated from the brainstorm activity. Students are provided with an outline (annex 14) for them to organize their ideas.</p>  <p>The image shows a 'Outline' template with sections for Introduction, How you feel..., How it affects the environment..., and What we can do... Below it is a screenshot of a WhatsApp message screen with a green background and a placeholder 'Type a message...'.</p> <p><b>Task -Completion</b></p> <p>Students take information from the outline and write the preliminary message. Students use the WhatsApp layout provided in the previous activity. Teacher monitors students and provides feedback if necessary.</p> <p><b>Task-Assessment</b></p> <p>Using a checklist each student revises their own message and tries to improve it, then using the same instrument each student will check her/his elbow partner's message. Teacher monitors the process and provides feedback.</p>	7' 10' 10'
---	---	------------------

and basic punctuation and content.

Checklist	Yes	No	Partially
I wrote an introduction.			
I wrote how I feel.			
I described how litter affects the environment.			
I included some advice on how he can help.			
My spelling is correct.			
I used capitals and periods.			
I used sequencing words.			
I included the idioms.			
I wrote a conclusion.			

Students participate in self-assessment of task performance.

#### **Student Self-assessment Grid**

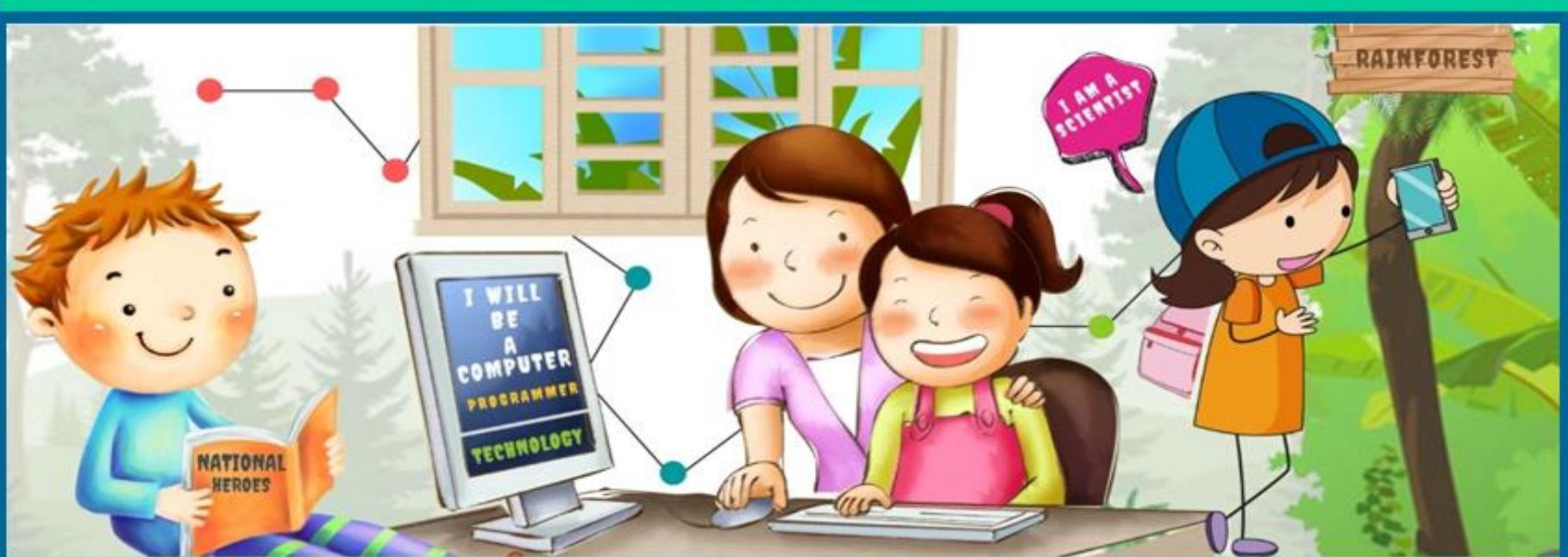
Indicators	Level of achievement		
	Not achieved yet	In progress	Achieved
I can ...			
brainstorm key words, phrases and expressions to describe how litter affects the environment			
make an outline to organize the main ideas about how litter affects the environment			
draft a text/paragraph using simple grammatical structures to describe how litter affects the environment			

		<p>revise the text/paragraph to look for mistakes related to subject-verb Agreement, capitalization, spelling, and basic punctuation and content</p> <p>edit a text that describes how litter affects the environment (check after Post-Task)</p>									
<b>W.2.5.</b> edits a text that describes how litter affects the environment.		<p><b>Post- Task</b>            Considering their classmates' feedback, learners correct and modify their WhatsApp message. Teacher also monitors learners and helps them in the editing process. Once, their work is finished, they tape their final draft on the wall so classmates can read it.</p>						5'			
<b>Integrated Mini-Project</b>						<b>Time</b>					
Phase: _____											
See examples in week#5.											
<b>Reflective Teaching</b>											
What worked well	What didn't work well	How to improve									
<b>Enduring Understanding Reflection</b>											

List of links

<https://www.youtube.com/watch?v=gd9ZFVgoQ68&t=128s>

[https://www.youtube.com/watch?v=dEIY-fn\\_xag](https://www.youtube.com/watch?v=dEIY-fn_xag)

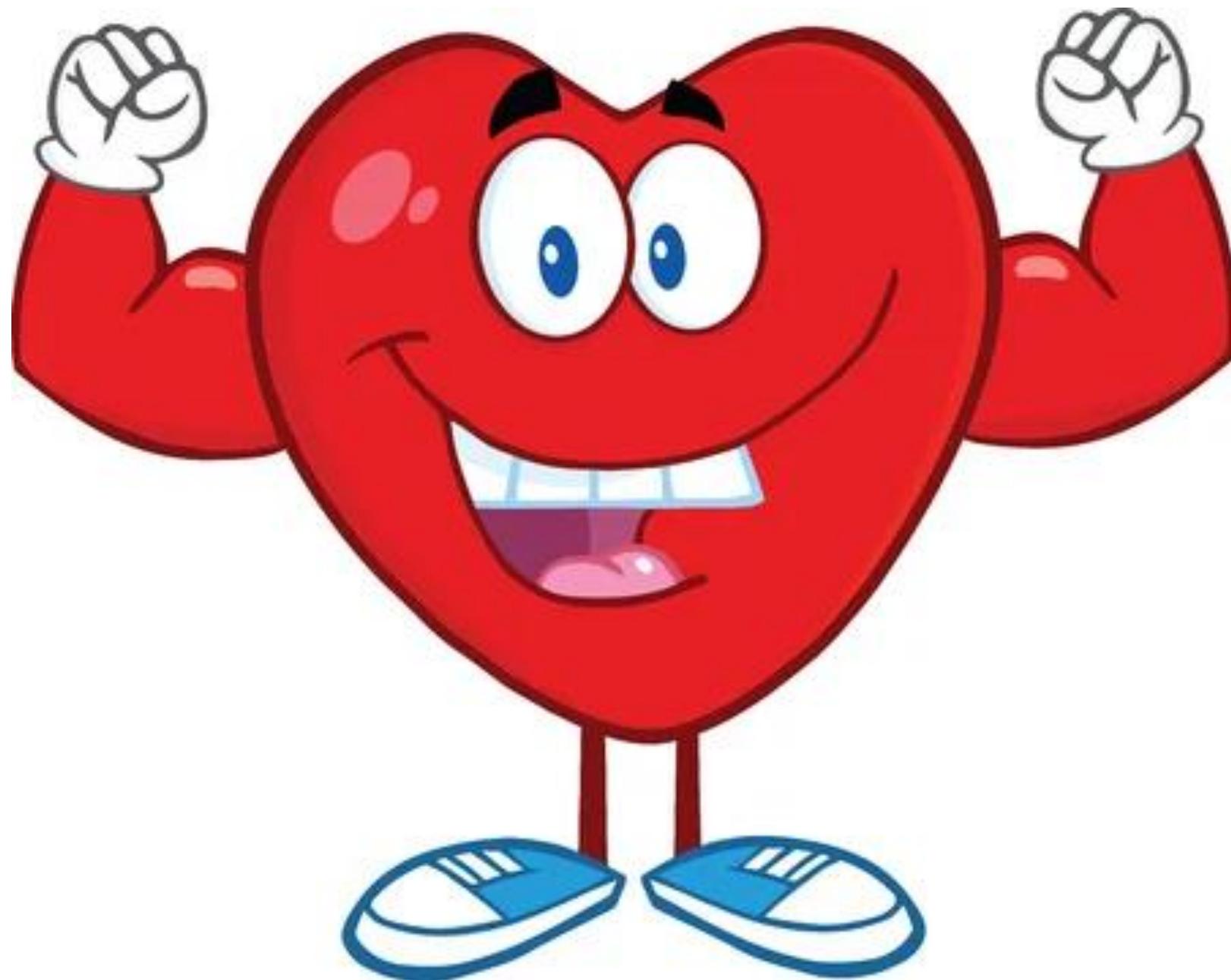


# MATERIAL

Unit 3  
Week #2

## Annex 1











# Annex 2

PowerPoint Presentation



## Why Is Litter Bad?

Unit 3, Week 2

Environmentally  
Speaking

# Simple Present Tense: Verb forms



Pollute

**Affect**  
*verb*  
To influence or bring about a change  
Example: Alcohol affects the brain and heart.

Affect



Burn



Bury

# Simple Present Tense: Verb forms



Dump



Trap



Look



Throw

# Adjectives



Ugly



Littered



Bad



Good

# Why is Litter Bad?

Because it affects water.



Because it affects health.



Because it affects recreation.



Because it affects the environment.



Because it affects ecology.



Because it affects all living things on Earth.



# Who leaves litter on the ground?



People leave litter on the ground.

# What can you do about litter?



I can reduce, reuse and recycle.

# Which kind of litter take longer to decompose?



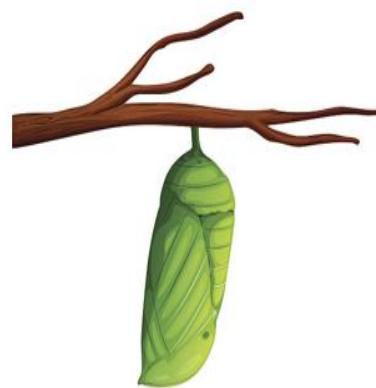
# Sequence Adverbs

1



First

2



Then

3



After that

4



Finally

# Idioms

Listening attentively.



I'm all ears

Don't care at all about something.



Give a hoot, don't pullute!

# Idioms

Carelessly drop litter in a public place.



Litter bug

Become environmentally conscious in your decisions.



Go Green

# Annex 3

## Column A

A quantity of something.	(   )	1. Trash
To put or hide under ground.	(   )	2. Ton
To finish, use, or sell all of something, so that there is none left.	(   )	3. Amount
Without inhabitants; vacant or unoccupied.	(   )	4. Burn
I'm ready and eager to hear what you have to say.	(   )	5. Dump
To move into a direction quickly and suddenly.	(   )	6. Bury
Rubbish or garbage.	(   )	7. Run out
Unit of mass equal to 1,000 kilogram.	(   )	8. I'm all ears
To produce flames and heat while consuming a material.	(   )	9. Shoot
To deposit or dispose of (garbage, waste, or unwanted material), typically in a careless or hurried way.	(   )	10. Empty

## Annex 4

# What is the Main Idea?



The main idea = what the writer wants the reader to understand about the **subject**.

The main idea of a passage or reading is the **central thought or message**.

The main idea is always **general**, details are always **specific**.

## Annex 5

# Reduce, Reuse, Recycle!

To protect our environment, it's important to reduce, reuse, and recycle the items you use every day. When you do this, you create less trash. You can start by reducing the amount of items you buy, like clothing, toys, and junk food. You can also reuse old items instead of throwing them out. For example, an old jelly jar can hold crayons and an old shirt can become a pajama top. If you can't reuse an item, try to recycle it. Many items like plastic, aluminum, and paper can be recycled, or broken down and remade into a brand new item. That's smart!

# Annex 6

<b>Talking about Trash</b>	
Noah:	Oh Zoe! Look at this place. Trash is everywhere!
	
Zoe:	People have always had trash. Today trash is a big problem. More people mean more trash and more different kinds of trash.
Noah:	Yeah, I know!
Zoe:	Every year each one of us throws away almost one ton of trash.
Noah:	Wow! What are we going to do with this large amount of trash?
Zoe:	We can burn it.
	
Noah:	But burning trash can cause toxic gases and pollution.
Zoe:	Well... we can dump it in the ocean or rivers.
	
Noah:	But dumping can pollute water too.
Zoe:	We can bury it.
	
Noah:	But we are running out of empty land near cities.
Zoe:	I read a book at the library and it states that some scientists have even suggested shooting it off into empty space.
	
Noah:	Come on Zoe! Don't be a litter bug. There are better solutions to go green.
Zoe:	Tell me, I'm all ears.
Noah:	I have some ideas for you. First, we can recycle. Recycling is a way to take trash and turn it into new products. We can also reduce the amount of materials we consume. Finally, we can reuse materials or they can be used by other people.
	
Zoe:	Thank you, Noah. I feel embarrassed I was a litterbug. Now, I have greener solutions to avoid littering.
Noah:	My pleasure.

Pictures taken from <https://www.clipartmax.com>

# Annex 7

Dumping trash in rivers and oceans.	Giving materials to be used by other people.	Burning trash causes toxicgases.	Burying trash in empty land.	Turning trash into new products.	Limiting the quantity of things we consume.	A person who litters public places with trash.

Dumping trash in rivers and oceans.	Giving materials to be used by other people.	Burning trash causes toxicgases.	Burying trash in empty land.	Turning trash into new products.	Limiting the quantity of things we consume.	A person who litters public places with trash.

Dumping trash in rivers and oceans.	Giving materials to be used by other people.	Burning trash causes toxicgases.	Burying trash in empty land.	Turning trash into new products.	Limiting the quantity of things we consume.	A person who litters public places with trash.

Dumping trash in rivers and oceans.	Giving materials to be used by other people.	Burning trash causes toxicgases.	Burying trash in empty land.	Turning trash into new products.	Limiting the quantity of things we consume.	A person who litters public places with trash.

Dumping trash in rivers and oceans.	Giving materials to be used by other people.	Burning trash causes toxicgases.	Burying trash in empty land.	Turning trash into new products.	Limiting the quantity of things we consume.	A person who litters public places with trash.

# Annex 8

I can recognize important information



**Topic:**

**Participants:**

Positive Advice

Negative Advice

I can recognize important information



**Topic:**

**Participants:**

Positive Advice

Negative Advice

# Annex 9

<b>Statements</b>	<b>True</b>	<b>False</b>
Today trash is a big problem.		
Dumping trash in the ocean or rivers cause toxic gases.		
Each one of us throws away almost one kilogram of trash per year.		
One solution is to reduce the amount of materials we consume.		
Burning trash is a great solution to deal with littering.		

<b>Statements</b>	<b>True</b>	<b>False</b>
Today trash is a big problem.		
Dumping trash in the ocean or rivers cause toxic gases.		
Each one of us throws away almost one kilogram of trash per year.		
One solution is to reduce the amount of materials we consume.		
Burning trash is a great solution to deal with littering.		

<b>Statements</b>	<b>True</b>	<b>False</b>
Today trash is a big problem.		
Dumping trash in the ocean or rivers cause toxic gases.		
Each one of us throws away almost one kilogram of trash per year.		
One solution is to reduce the amount of materials we consume.		
Burning trash is a great solution to deal with littering.		

# Annex 10

**Items that can be...**

**REDUCED**

**RECYCLED**

**REUSED**

**Items that can be...**

**REDUCED**

**RECYCLED**

**REUSED**

## Annex 11

# Cognates and False Cognates

PowerPoint  
Presentation

Unit 3  
Week 2

**R.PA.4.** Reads words and sentences to demonstrate knowledge of phonemic awareness.

# COGNATES

**Words in two languages (Spanish-English) that share a similar meaning, spelling, and pronunciation.**

**Example:** Banana



**Family**



# COGNATES



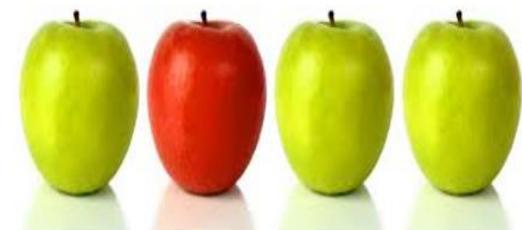
Toxic



Gases



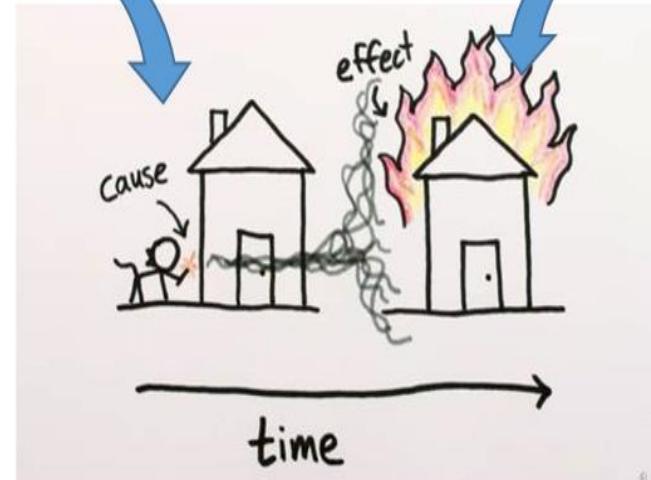
Different



# COGNATES

Cause

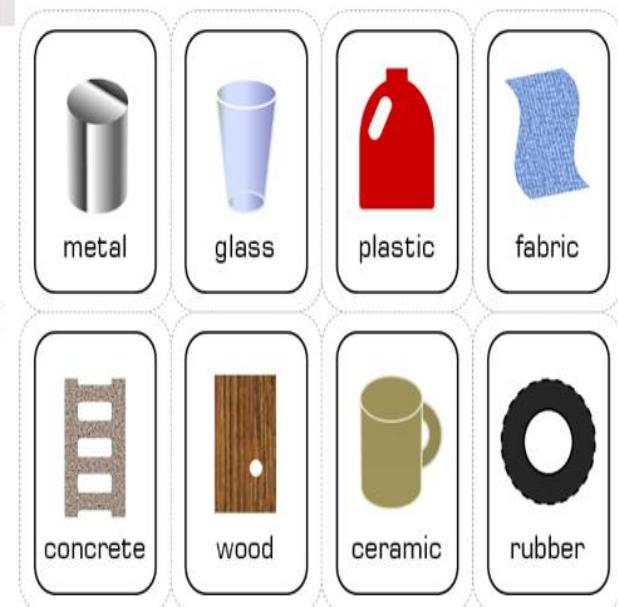
Effect



Recycle



Materials



# FALSE COGNATES

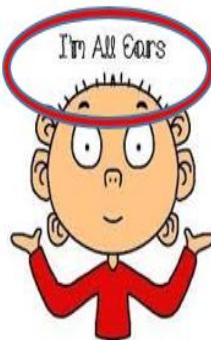
Words that look and sound very similar in two languages (Spanish-English), but don't have the same meaning.

Example: Embarrassed



# FALSE COGNATES

## Idiom



-means you are ready to  
listen-

MEANING OF GOING GREEN

- Go Green is a widely used term that can mean something different to everyone.
- The U.S. Chamber of Commerce Small Business Nation defines going green as simply taking steps to "conserve energy, reduce pollution and save money."

An illustration of a blue and green globe of the Earth, surrounded by several green leafy sprouts.

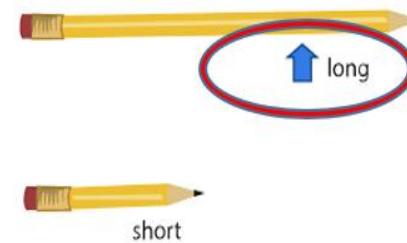
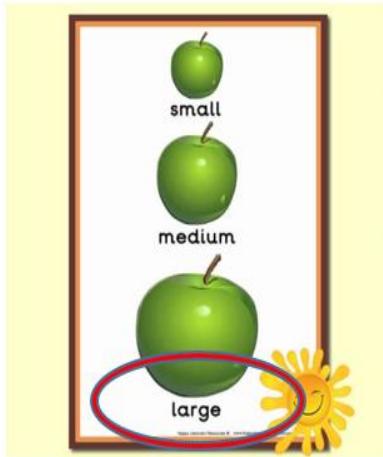
## LANGUAGES

## Bomber



# FALSE COGNATES

Large



Library



# FALSE COGNATES

Grocery



Cartoon



# FALSE COGNATES

Policy



Exit

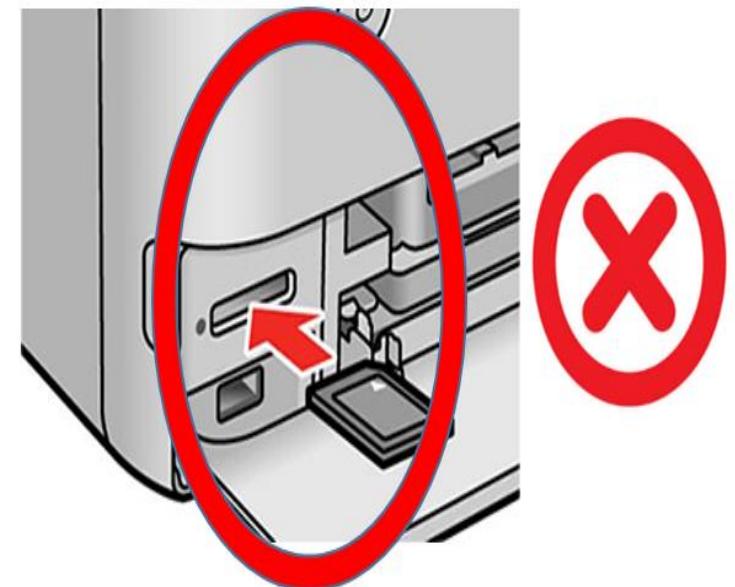


ENTRANCE



# FALSE COGNATES

**Introduce**



# Annex 12

**Instructions.** Column A contains definitions of cognates and false cognates and Column B contains sentences with underlined cognates and false cognates in context. Read sentences in Column B and match their definitions in Column A.

## Column A

Feel ashamed.

(   )

The opposite of **SAME**.

(   )

A situation, question or thing that causes difficulty, stress or doubt.

(   )

A word or phrase which means something different from its literal meaning.

(   )

A synonym of **BIG**.

(   )

## Column B

1. Littering is a serious **problem**.

2. A large amount of trash affects the environment.

3. "Go green" is an **idiom** that means to take care of the environment.

4. I feel **embarrassed** because I don't recycle.

5. **Different** kinds of materials can be recycled.

# Annex 13

## RUN AND TOUCH ACTIVITY











# Annex 14

Outline		
Introduction:		
How you feel...	How it affects the environment...	How she/he can help...
Conclusion:		



<b>Term:</b> I	<b>Level:</b> Fifth Grade	<b>Unit:</b> 3	<b>Week:</b> 3					
<b>Domain:</b> Socio-interpersonal	<b>Scenario:</b> Environmentally Speaking	<b>Theme:</b> Where Does Litter Go?						
<b>Enduring Understanding:</b> Litter harms our school, community, Costa Rica and the world. The actions we take now to help with litter will help our neighbors today and in the future.								
<b>Essential Question:</b> Why should we be concerned about litter?								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #f2f2f2;">Dimensions</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffffcc;"><b>1. Ways of thinking ( X )</b></td></tr> <tr> <td style="background-color: #ccccff;"><b>2. Ways of living in the world ( X )</b></td></tr> <tr> <td style="background-color: #ffcc99;"><b>3. Ways of relating with others ( X )</b></td></tr> <tr> <td style="background-color: #ccffcc;"><b>4. Tools for integrating with the world ( )</b></td></tr> </tbody> </table>				Dimensions	<b>1. Ways of thinking ( X )</b>	<b>2. Ways of living in the world ( X )</b>	<b>3. Ways of relating with others ( X )</b>	<b>4. Tools for integrating with the world ( )</b>
Dimensions								
<b>1. Ways of thinking ( X )</b>								
<b>2. Ways of living in the world ( X )</b>								
<b>3. Ways of relating with others ( X )</b>								
<b>4. Tools for integrating with the world ( )</b>								
<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><b>Explaining cause and effect using because and since</b></u> Recycle bins are important because they help us separate garbage. Litter is dangerous because it pollutes rivers. The park is dirty since people throw garbage on the ground.	<b>Function</b> Describing cause and effect relationships.  <b>Discourse Markers</b>	<b>Psycho-social</b> Showing intrinsic/extrinsic motivations for social responsibility focused on the community.						

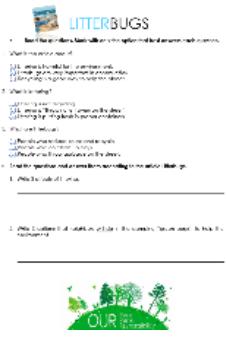
<p><b>Phonemic Awareness</b>  Creation of new words when a specific grapheme is changed, added, or removed in the initial, medial, or final position (e.g., face to place to space)</p> <p><b>Vocabulary</b></p> <p><b>Where does litter go?</b></p> <p><b>Nouns</b></p> <p>Rivers  Containers  Sewers  Streets  Lot  Ocean</p> <p><b>Verb forms</b> (present and future tense)</p> <p>Damage  Destroy  Travel  Go  Throw</p> <p><b>Adjectives</b></p> <p>Dangerous  Harmful</p> <p><b>Opinion:</b></p> <p>I think...  I believe...  In my opinion...</p>	<p><b>Linkers:</b> Sequential - past tense. First, then, after that, finally</p>	<p><b>Socio-cultural</b></p> <p>Avoiding impoliteness when expressing contempt or dislike related littering</p> <p><b>Idioms/ Phrases</b></p> <p><b>Expressions</b></p> <p><b>Go Green:</b> To do things in a way that protects the natural environment.</p> <p><b>Give a hoot, don't pollute!</b>: To care about the environment.</p>
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<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></p> <p><b>Routine:</b> Greet, check attendance. Teacher reads the Essential Question that is on the wall and shares class agenda: Why should we be concerned about litter? Teacher tells students that the actions we take now to help with litter will help our neighbors today and in the future.</p> <p><b>Warm up</b></p> <p>Students are shown an aluminum can brought by the teacher. The teacher introduces the can to students (the name of the can is <b>AL</b>) and asks them to watch a video to know what the class will be about. In the following link, teacher will find the video about littering.  <a href="https://www.pbslearningmedia.org/resource/ee18-sci-waterpol/kids-go-green-litter-and-our-oceans/">https://www.pbslearningmedia.org/resource/ee18-sci-waterpol/kids-go-green-litter-and-our-oceans/</a></p> <p>Students are asked the following questions orally:  Who was <b>AL</b>?  What happened to <b>AL</b>?  Where was <b>AL</b> at the beginning of the video?  Where was <b>AL</b> at the end?</p> 	5'  5'

	<p><b>Activation of Prior Knowledge</b></p> <p>Students are divided into two groups; they are shown a PPT (annex 1) with the places where <b>AL</b> (the aluminum can) passed by. In the following link, teacher can find the PPT  <a href="https://recursos.mep.go.cr/sitio_primaria_ingles/sexto.html">https://recursos.mep.go.cr/sitio_primaria_ingles/sexto.html</a></p> <p>Each group has to note down as many words as possible seen in the PPT, in their notebooks.</p> <p>Students read aloud words they wrote. The group with more words is the winner.</p> <p>Once the students finish presenting, they are asked the following questions:</p> <ul style="list-style-type: none"> <li>• Have you seen a person littering?</li> <li>• Have you seen a clean beach or river?</li> <li>• Have you seen a dirty beach or river?</li> <li>• Do you like clean parks?</li> <li>• Is your community clean?</li> </ul> <p>Once they finish, teacher shares the goals for the week.</p> <p><b>Modeling</b></p> <p>Students listen to the teacher's presentation of the vocabulary, grammar and expressions. Teacher writes on the board the title: <b><u>Where does litter go?</u></b> Then, teacher tapes flashcards (annex 2) of the sequence of litter until</p>	15 '
--	--	------

		<p>it reaches the ocean. The process is explained using the sequential adverbs. The cause- effect process is also explained through examples.</p> <p><b>Clarifying</b> Students are given a summary with vocabulary and pictures (annex 2 and 3) about the presentation done by the teacher. They read along with the teacher, and glue the sheets in their notebooks. They complete the sentences with the vocabulary given. Teacher and students read the answers and check them together.</p>	5'
R.1. uses knowledge of first language to aid in understanding the second language.	<b>R.1.</b> use knowledge of first language to aid in	<b>Pre-Task</b> Teacher shares R.1 indicators. Students are given a worksheet (annex 5) with an example of a newspaper article; they take a look at the different features of it. Then, they have to write the title, heading and infer what the	5'

	<p>understanding the second language.</p> <p><b>Indicators of learning</b></p> <p>R.1.1. identifies text features such as titles, headings or illustrations that provide information to make predictions related to what the text may be about.</p> <p>R.1.2. gets the gist of a text.</p>	<p>illustration is about. Teacher and students read the answers and check them together.</p>  <p><b>Task-Rehearsal</b> Students are given a magazine article about litterbugs (annex 6). They have to identify the text features by:</p> <ul style="list-style-type: none"> <li>• circling the heading with color red</li> <li>• underlining the title with color green</li> <li>• circling the illustrations with color blue</li> </ul> <p>Teacher and students read the answers and check them together. Then, they are asked the question:</p> <p><b><i>What do you think the article will be about?</i></b></p> <p>Students brainstorm ideas.</p>  <p><b>Task-Completion</b></p>	5'
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R.1.3. identifies specific information in the text.	<p>Students read the magazine article from the previous task, they read individually for the first time and answer question number one to get gist of the reading. Teacher reminds students the steps studied the last week in order to get the gist of a text.</p> <p>Students along with the teacher read the article for the second time. Then, they answer specific questions about it (annex 7). Orally, answers are checked as a whole.</p>  <p><b>Task-Assessment</b></p> <p>Students are given a worksheet (annex 8). They have to do the following:</p> <p><u>First task:</u></p> <ol style="list-style-type: none"> <li>1. Cut and glue parts of an article.</li> <li>2. Label the text features (title, heading and illustration).</li> </ol> <p><u>Second task:</u></p> <ol style="list-style-type: none"> <li>1. Cut out the route litter takes until it reaches the ocean.</li> <li>2. Write the correct information based on the picture.</li> </ol>	15'
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Students are given an instrument to assess their process.

### **Student Self-assessment Grid**

Indicators	Level of achievement		
I can ...	Not achieved yet 	In progress 	Achieved 
identify text features such as titles, headings or illustrations that provide information to make predictions related to what the text may be about			
get the gist of a text			
get specific information in a text			

5'

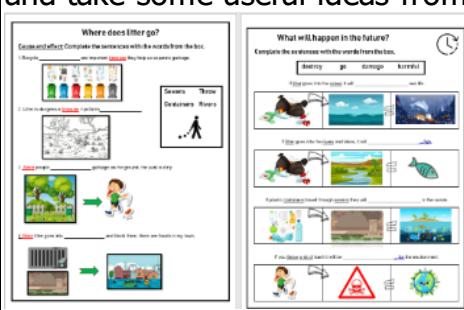
**SP.1.** describes using simple words, their opinion of a situation or event.

**SP.1.** describe, using simple words, their opinion of a situation or event (e.g. too much trash, ugly litter,

**Pre-Task**  
Teacher shares SP.1 indicators. The sentence **I DON'T LIKE BACHATA MUSIC** is written on the board. Teacher starts asking some students... Do you like bachata music? Students' answers are written on the board (no, yes, so so, etc.) Teacher tells them that we all have different opinions about the type of music we like. She/he tells them that knowing how to express opinion in English is valuable whether they are speaking or writing. Teacher

15'

<p><b>Indicators of learning</b></p> <p><b>SP.1.1.</b> brainstorms words, phrases or sentences to express his/her opinion of a situation or event.</p>	<p>dumping garbage).</p>	<p>states that in today's class they will look at phrases they can use to share their point of view.</p> <p>Students brainstorm words, phrases or sentences they know that are used to express opinions. Teacher takes notes on the board.</p> <p>Many phrases are suitable in everyday speech and some types of writing, such as on WhatsApp messages, blogs and social media.</p> <p><b>Some of the phrases are:</b></p> <ul style="list-style-type: none"> <li>• I think...</li> <li>• I believe...</li> <li>• In my opinion...</li> </ul> <p>Students are presented with some phrases in context to express opinion. The teacher writes the phrases on the board. Students take notes of the sentences written on the board. They read them together.</p> <p><b><u>Expressing Opinion</u></b></p> <p><u>In my opinion...</u>the ocean will have more trash than fish in the future.  <u>I think...</u>animals are in danger.  <u>In my opinion...</u>there is <u>too much trash</u>.  <u>I believe...</u>the river is <u>dirty and ugly</u>.  <u>I think...</u> littering <u>is a serious problem</u>.</p> <p>Teacher writes on the board the following task:</p> <div style="background-color: yellow; border: 2px solid blue; padding: 10px;"> <p>You are an environmental activist that was invited to a school. You will make a presentation for students about the serious problem of littering.</p> <p><b>Include in your presentation:</b></p> <ul style="list-style-type: none"> <li>• What is littering?</li> <li>• Where does litter go?</li> <li>• What will happen in the future?</li> <li>• Your opinion</li> </ul> </div>	
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<p><b>SP.1.2.</b> organizes ideas in sentences to express his/her opinion of a situation or event.</p>	<p>Students are invited to use again the following worksheets (annex 3 and 4) and take some useful ideas from this material.</p>  <p>Students use the following graphic organizer (annex 9) to include ideas and make sentences for their presentation.</p> <table border="1" data-bbox="760 718 1288 1044"> <thead> <tr> <th>Introduction for the presentation</th><th>What is littering?</th><th>Where it goes (include opinion)</th><th>What will happen in the future (include opinion)</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table> <p><b>Task-Rehearsal</b>      Students are given some time to rehearse individually their presentation. Then, they practice it with another classmate who is asked to give feedback to the presenter. They switch roles. Teacher walks around the class and monitors students' work. They ask for help if necessary.</p>	Introduction for the presentation	What is littering?	Where it goes (include opinion)	What will happen in the future (include opinion)					<p>10'</p> <p>5'</p>
Introduction for the presentation	What is littering?	Where it goes (include opinion)	What will happen in the future (include opinion)							

**SP.1.3.** describes using simple words, his/her opinion of a situation or event.

**Task-Completion**  
Students present in front of the class. Teacher monitors students and provides feedback if necessary.

30'

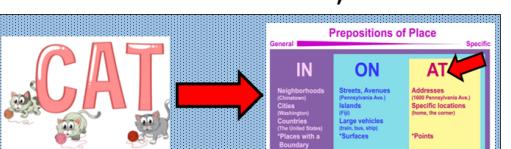
**Task-Assessment**  
Students play hot potato, music plays while students pass an item around, when the music stops the student who has the item, has to give his or her opinion about pieces of news from Costa Rica (in a PPT) (annex 10). In the following link, teacher can find the PPT.  
[https://recursos.mep.go.cr/sitio\\_primaria\\_ingles/sexta.html](https://recursos.mep.go.cr/sitio_primaria_ingles/sexta.html)

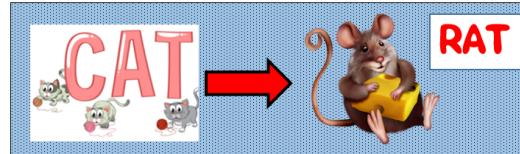


Students are given an instrument to assess their process.

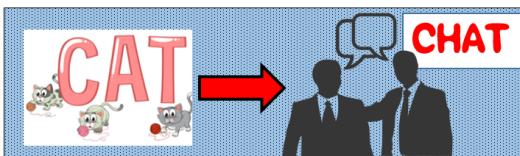
#### Student Self-assessment Grid

Indicators	Level of achievement		
I can ...	Not achieved yet	In progress	Achieved
brainstorm words, phrases or sentences to express his/her opinion of a situation or event			
organize ideas in sentences to express his/her opinion of a situation or event			

		describe using simple words, his/her opinion of a situation or event			
<b>R.PA.4.</b> reads words and sentences to demonstrate knowledge of phonemic awareness.	<b>R.PA. 4.</b> demonstrate knowledge of phonemic awareness.	<p><b>Pre-Task</b></p> <p>Teacher shares R.PA.4 indicators. The word <b>CAT</b> is written, taped or projected on the board (annex 9).</p>  <p>Students are asked to say what is the initial (C), medial (A) and final (T) grapheme of this word.</p> <p>The teacher explains the following:</p> <ul style="list-style-type: none"> <li>A word can change if a letter is deleted (annex 10). For example: <b>CAT</b> becomes <b>AT</b>, if the letter <b>C</b> is deleted.</li> </ul>  <ul style="list-style-type: none"> <li>A word can change if a letter is substituted by another letter (annex 11). For example: <b>CAT</b> becomes <b>RAT</b> if letter <b>C</b> is substituted by the letter <b>R</b>.</li> </ul>	5'		



- A word can change if a letter is added to it (annex 12). For example: **CAT** becomes **CHAT**, if we add an **H** to the word.



Students are given a sheet (annex 13) with some examples. They read the words along with the teacher.

Word	Substitution	Deletion	Addition
Trash	Crash	Rash	Trashy
Cat	Rat	At	Chat
Will	Wild	Ill	Twill
Face	Race	Ace	Facet

5'

### Task-Rehearsal

A list of words are written on the board for students to identify the initial, medial and final word on them. Using the list, they are asked to delete, add or substitute a word to create new ones.

#### List of words:

<p><b>Indicators of learning:</b></p> <p><b>R.PA.4.1.</b> identifies initial, medial or final graphemes in words.</p> <p><b>R.PA.4.2.</b> deletes initial, medial or final graphemes to create new words.</p> <p><b>R.PA.4.3.</b> substitutes initial, medial or final graphemes in words to create new words.</p>	<ul style="list-style-type: none"> <li>• The</li> <li>• Arm</li> <li>• Hat</li> <li>• Ham</li> </ul> <p style="text-align: center;"><b>Task-Completion</b></p> <p>The students are given a worksheet (annex 14). They have to read some sentences and/or words to identify initial, medial and final letters in words by circling them. In pairs, students check answers. Teacher walks around the class to monitor students' work.</p> <p><b>Identifying Graphemes</b> </p> <ul style="list-style-type: none"> <li>• Read the following sentence and circle the <b>initial</b> grapheme of each word with color green.</li> </ul> <div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p>My uncle Will was picking up trash one day, and the next day, he had a rash on his face.</p>  </div> <ul style="list-style-type: none"> <li>• Read the following sentences and circle the <b>final</b> grapheme of each with color blue.</li> </ul> <div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p>Two months ago, things were really wild here. People were having car crashes, since they were driving very fast.</p>  </div> <ul style="list-style-type: none"> <li>• Read the following words and circle the <b>medial</b> graphemes with color yellow.</li> </ul> <div style="border: 1px dashed black; padding: 10px; text-align: center;"> <table border="0"> <tr> <td>ace</td> <td>can</td> <td>net</td> <td>bug</td> </tr> <tr> <td>cat</td> <td>sun</td> <td>sea</td> <td>log</td> </tr> </table> </div> <p style="text-align: right;">15'</p> <p>A second worksheet (annex 15) is given to students. They have to delete, add or substitute letters to create new words. After they finish, the worksheet is projected or written on the board and students share their new words. Teacher takes notes on the board of all new words created and clarify their meaning</p>	ace	can	net	bug	cat	sun	sea	log
ace	can	net	bug						
cat	sun	sea	log						

**R.PA.4.4.** adds initial, medial or final graphemes in words to create new words.  
**R.PA.4.5.** reads new words and sentences created to demonstrate knowledge of phonemic awareness.

and pronunciation. Students choose one word from each practice and make a sentence using the new word in context. Each student chooses one sentence to read aloud. Teacher clarifies pronunciation and/or meaning if necessary. Students along with the teacher participate in choral reading of all words written on the board.

Look at the following list of words. Add a grapheme in order to create a new word and draw each one.

Word	New Word	Drawing of the new word
For	Four	
Ace		
In		
All		
Set		
To		

Look at the following list of words. Delete a grapheme in order to create a new word and draw each one.

Word	New Word	Drawing of the new word
Warm	War	
Card		
Trash		
Cat		
Hill		
Part		

Look at the following list of words. Substitute a grapheme in order to create a new word and make a draw of each one.

Word	New Word	Drawing of the new word
Box	Fox	
Way		
Fix		
Well		
Bell		
Hat		

15'

### Task-Assessment

Students play snowman with the words studied in the previous practices. Previously, teacher watches a video that explains how to play snowman (*the video is not for the students*) In the following link, teacher will find the video. <https://www.youtube.com/watch?v=8dRFwpWuRDs>

Class is split into two groups. A volunteer from each group goes to the front and tries to guess the word. Every time a word is guessed, the student has to create a new word by adding, substituting, or deleting letters, and writes it next to the snowman. Each volunteer is supported by his/her group when giving answers. To finish the game, an extra word is given to each group. Each group has to add, delete and substitute a letter to create a new one from the original word. Additional points are given to the group who finishes first and that has more words correct. Students can use extra help (use of cellphone or dictionary).

**Words and their possible answers are:**

CARE		
Adding	Deleting	Substituting
Scare	Are	Core
Carer	Car	Cure
Caret		Fare
Carex		Came
Clare(name)		Case

BAT		
Adding	Deleting	Substituting
Bath	At	Bay
Bate		Mat
Batt		Kat
Barf (name)		Cat
		Hat
		Bet
		But
		Bit

5'

When the game is over, students are given an instrument to assess their process.

**Student Self-assessment Grid**

Indicators	Level of achievement

		I can ...	Not achieved yet 	In progress 	Achieved 				
		identify initial, medial or final graphemes in words							
		delete initial, medial or final graphemes to create new words							
		substitute initial, medial or final graphemes in words to create new words							
		add initial, medial or final graphemes in words to create new words							
		read new words and sentences created to demonstrate knowledge of phonemic awareness							
<b>Integrated Mini-Project</b>						<b>Time</b>			
Phase: _____									
See examples in week #5.									
<b>Reflective Teaching</b>									
What worked well		What didn't work well		How to improve					
<b>Enduring Understanding Reflection</b>									

List of links:

<https://www.pbslearningmedia.org/resource/ee18-sci-waterpol/kids-go-green-litter-and-our-oceans/>

[Week 3 Activation of prior knowldge.pptx](#)

Week 3 Snoken production TA nntx



# MATERIAL

Unit 3

Week #3



# Annex 1

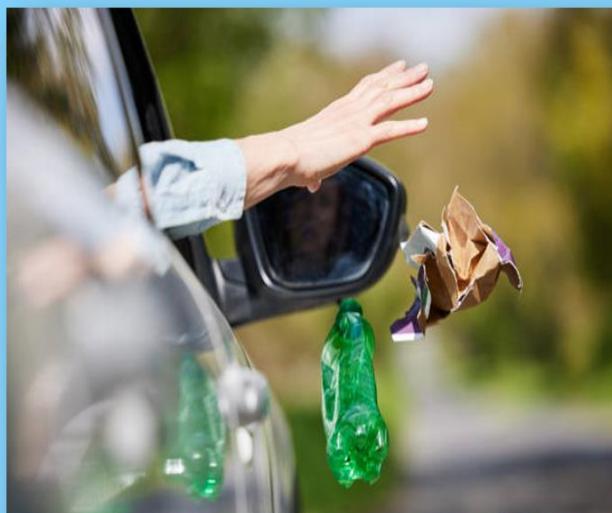
PowerPoint Presentation

**Help Al remember the places he was  
at and the things he saw...**



**Write as many words as you can!**

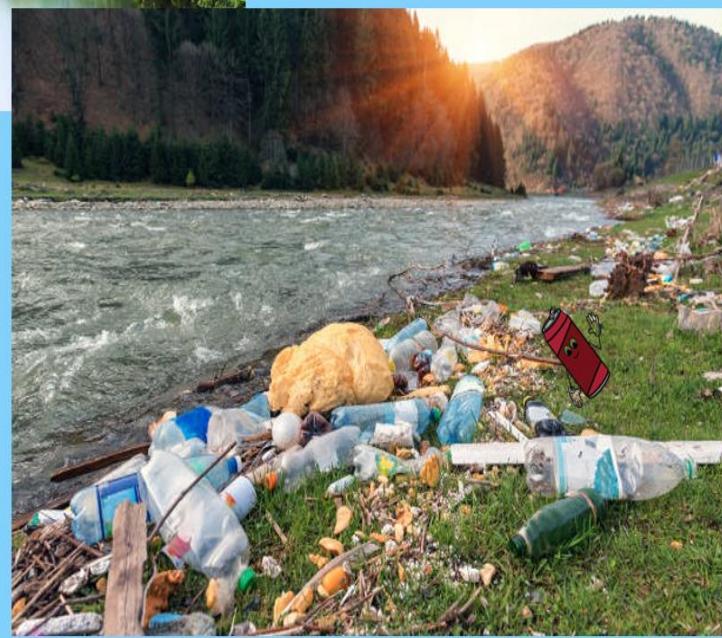
















# Questions

- Have you seen a person littering?
- Have you seen a clean beach or river?
- Have you seen a dirty beach or river?
- Do you like clean parks?
- Is your community clean?

## Annex 2



**1. Litter** is all the waste or trash we throw on the ground.

2. The park is dirty, since people throw garbage on the ground.



3. There are floods since litter goes into sewers and block them.



4. Litter is dangerous because it pollutes rivers.



5. If litter goes into the ocean, it will destroy sea life.



6. If you throw a lot of trash, it will be harmful for the environment.



# Annex 3



## Where does litter go?

Cause and effect: Complete the sentences with the words from the word bank.

### Word Bank

Sewer

Throw

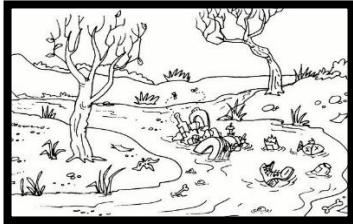
Containers

Rivers

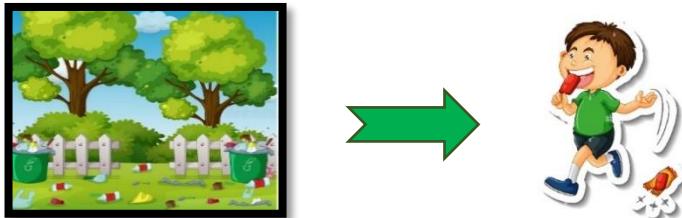
1. Recycle \_\_\_\_\_ are important because they help us separate garbage.



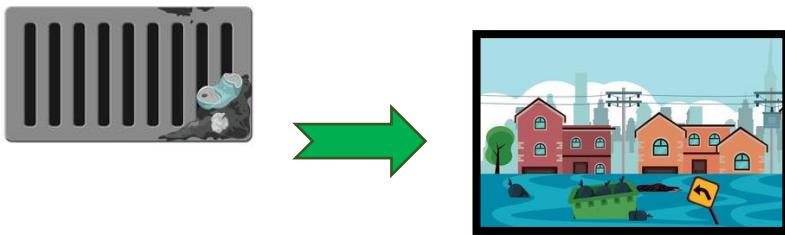
2. Litter is dangerous because it pollutes \_\_\_\_\_.



3. The park is dirty since people \_\_\_\_\_ garbage on the ground.



4. There are floods in my town since litter blocks the \_\_\_\_\_.



## What will happen in the future?



## Annex 4

Complete the sentences with the words from the box. Some words can be used interchangeably.

destroy

go

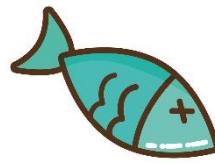
damage

harmful

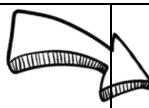
1. If litter goes into the ocean it will \_\_\_\_\_ sea life.



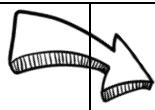
2. If litter goes into the rivers and lakes, it will \_\_\_\_\_ fish.



3. If plastic containers travel through sewers they will \_\_\_\_\_ to the ocean.



4. If you throw a lot of trash it will be \_\_\_\_\_ for the environment.



# Annex 5

## Texts Features



When we read certain features can help us understand the message better.

Title



# Calling all litter heroes

The Great British Spring Clean is back in Brent and this year it is bigger than ever. Beverley Walkden found out all you need to know to get involved.

**T**hroughout March and April, the council is giving residents like you a helping hand to spruce up your local streets and parks by running community clean up events.

Together with its waste collection partner, Veolia, the council is supplying all litter heroes across Brent with the tools you need to make your neighbourhood cleaner and greener.



The council will provide all the gloves, litter pickers and bags you need and will clear away the rubbish afterwards.

The annual event is run in partnership with local resident groups, Veolia, and Keep Britain Tidy, and is supported by Neighbourhood Managers from Brent Council. The community skip will also be popping up at a string of locations.

Cllr Krupa Sheth, Brent Council's Cabinet Member for Environment, said: "We all want an environment to be proud of, but to get there we all need to show we're ready and willing to roll up our sleeves and get our hands dirty."

"Like you, I want a cleaner, greener more considerate Brent, so if you're someone who wants to make a difference in your area, please get involved and make Brent tidy together." For more information, or to run your own community clean up, email: [recyclemore@brent.gov.uk](mailto:recyclemore@brent.gov.uk)

Got an idea to improve the environment?

Do you have an idea that could inspire people to do the right thing with their waste or enhances the local environment? You can apply for support and funding through Veolia's Recycling Fund for Communities. Your project could receive a cash boost, extra resources or volunteers to help get it off the ground. Up to £1,000 is available through the fund, which is doubled to £2,000 if your project has a positive impact on plastic waste. Across London the fund has supported projects from community gardens, reclaimed furniture projects, bicycle repair workshops and a reusable lunch box scheme to cut plastic waste.

For more information on how you bring your idea to life visit [www.veolia.co.uk/london/recyclingfund](http://www.veolia.co.uk/london/recyclingfund).

Heading:



**H**eadline: Calling all litter heroes

The Great British Spring Clean is back in Brent and this year it is bigger than ever. Beverley Walkden found out all you need to know to get involved.

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Write the correct information from the previous article.

Heading: \_\_\_\_\_

Title: \_\_\_\_\_

Illustration: \_\_\_\_\_

## Annex 6



Issue 15, June

# LITTER BUGS



**Let's go green!**

A campaign called "Green Bugs" will start next month. First, recycle containers will be around town so people can separate garbage. After that, neighbors will participate in community clean – up days. Then, people will ride bikes to go to work and school. Finally, an expert will give a speech on how to reuse, reduce and recycle.

**Some  
people  
don't give  
a hood!**

Litter is any kind of left-over that people do not put in its proper container. These people are called litterbugs because they throw garbage on the street.



**Effects of littering**

First, litter makes our neighbourhoods look dirty. Then, the sewers are blocked because water rain takes litter into them. Litter also pollutes rivers and, it is harmful for species. Finally, it gets to the ocean and damage sea life. Litter is really dangerous for the planet since it destroys ecosystems.



## Annex 7

# LITTERBUGS

**A. Read the question. Mark with an x the option that best answers the question.**

What is the article about?

- ( ) Littering is harmful for the environment.
- ( ) Litterbugs are very important in communities.
- ( ) Recycling is a good way to help the planet.

**B. Read the questions and answer them according to the article Litterbugs.**

What is littering?

- ( ) Littering is not recycling.
- ( ) Littering is “throwing left overs on the street”.
- ( ) Littering is putting trash in proper containers.

What are litterbugs?

- ( ) People who reduce, reuse and recycle.
- ( ) People who do cleanup days.
- ( ) People who throw garbage on the street.

**C. Read statements and answer them according to the article Litterbugs.**

A. Write 3 effects of littering.

---

---

B. Write 3 actions that neighbors will do in the camping “green bugs”, to help the environment.

---

---

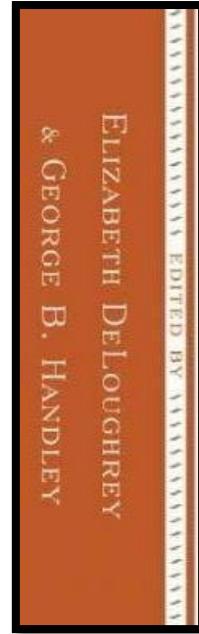
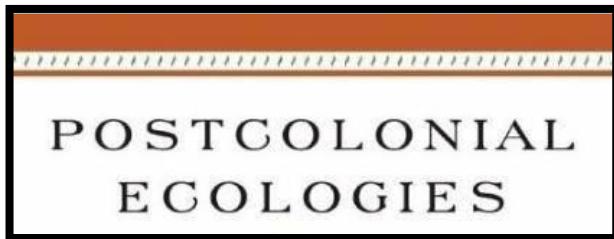


# Annex 8



Be a designer!

- Cut out the parts of the article and organize it in your notebook.
- Write the text features: Title, illustrations and heading.



Be a reporter!

- Cut out the process of littering from the beginning until it reaches the ocean. Paste it in your notebook, in the correct order.
- Write the correct information on each picture, use: First, then and finally.



# Annex 9

Introduction for the presentation	What is littering?	Where it goes (include opinion)	what will happened in the future (include opinion)

## Annex 10

**WHAT DO YOU THINK  
ABOUT THIS COSTA  
RICAN NEWS?**



**SURFSIDE  
GUARDIAN**

NEWS FOR SURFSIDE, POTRERO AND FLAMINGO COSTA RICA

**The Costa Rica Star®**

Tuesday, January 18, 2022 | \$ Exchange Buy



# TRASH AND LITTERING STILL MAJOR PROBLEMS IN GUANACASTE, COSTA RICA (2014)





**COSTA RICANS HAVE TO CHANGE THEIR  
LITTERING HABITS  
(2015)**

# DEAD CROCODILE WAS FOUND IN BAJAMAR BEACH. HE ATE GARBAGE. (2017)



# MESSAGES ALONG SAN JOSÉ'S STREETS ASK PEOPLE TO STOP LITTERING (2017)





COSTA RICAN MARINE LIFE. (2019)



# COSTA RICA'S CLEANEST BEACHES GET BLUE FLAGS (2020)



# RECYCLING IN COSTA RICA: COMBATING RENEWABLE WASTE ISSUES (2021)



# THE IMPACT OF COVID-19 ON MARINE PLASTIC POLLUTION (2021)

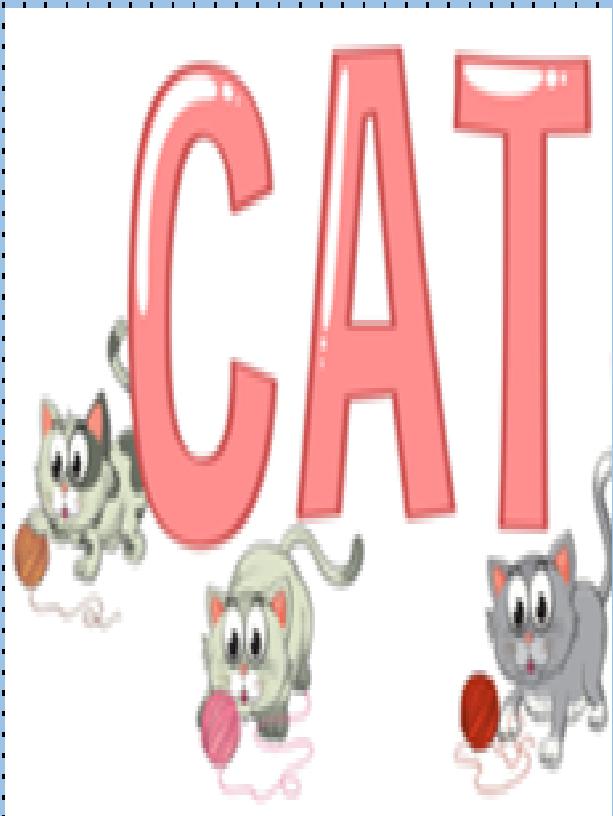
**GO GREEN**

**There is no Planet B**

## Annex 9



# Annex 10



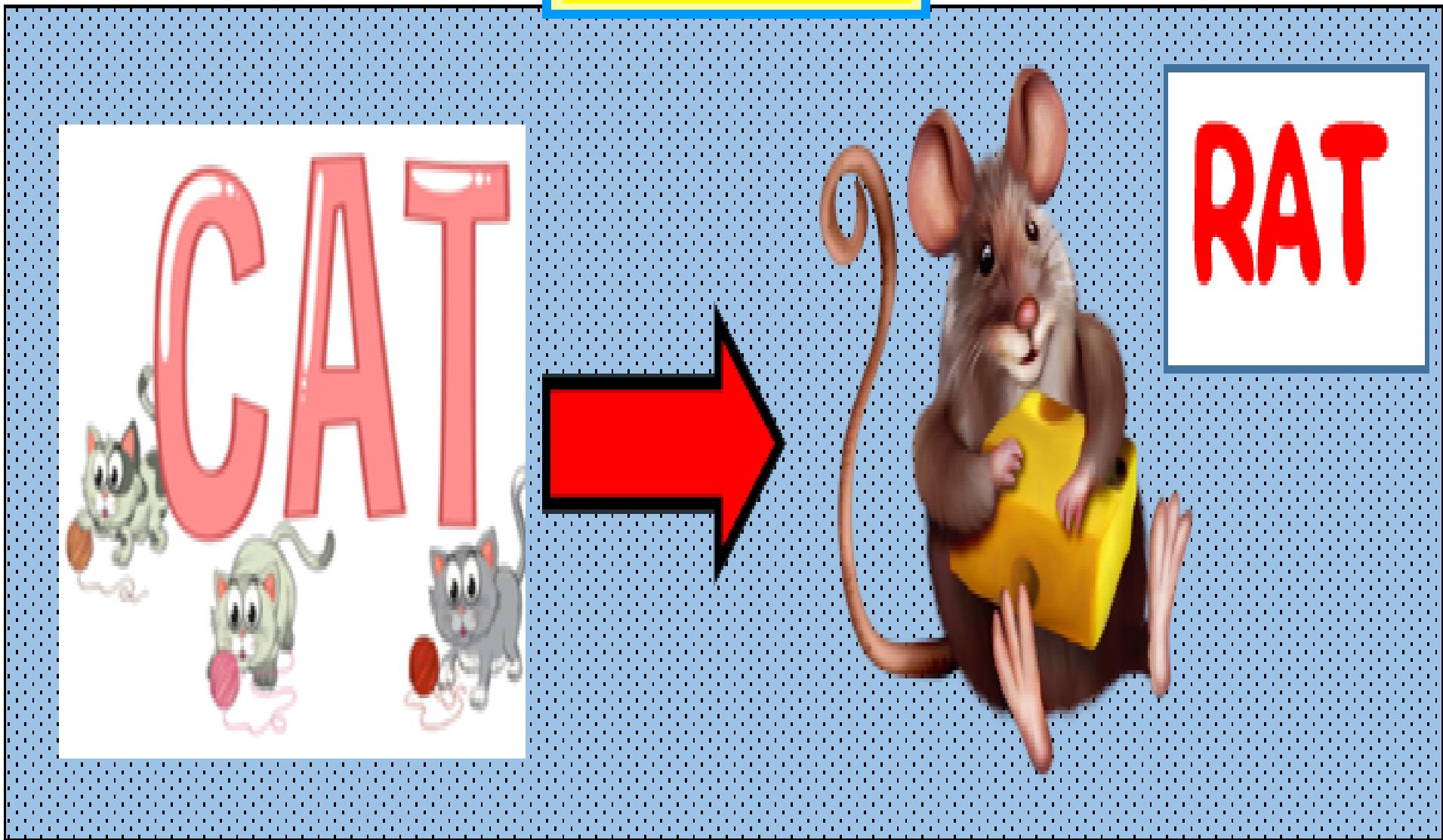
A large red word 'CAT' is formed by three cartoon cats. A red arrow points from the word towards the 'Prepositions of Place' chart.

**Prepositions of Place**

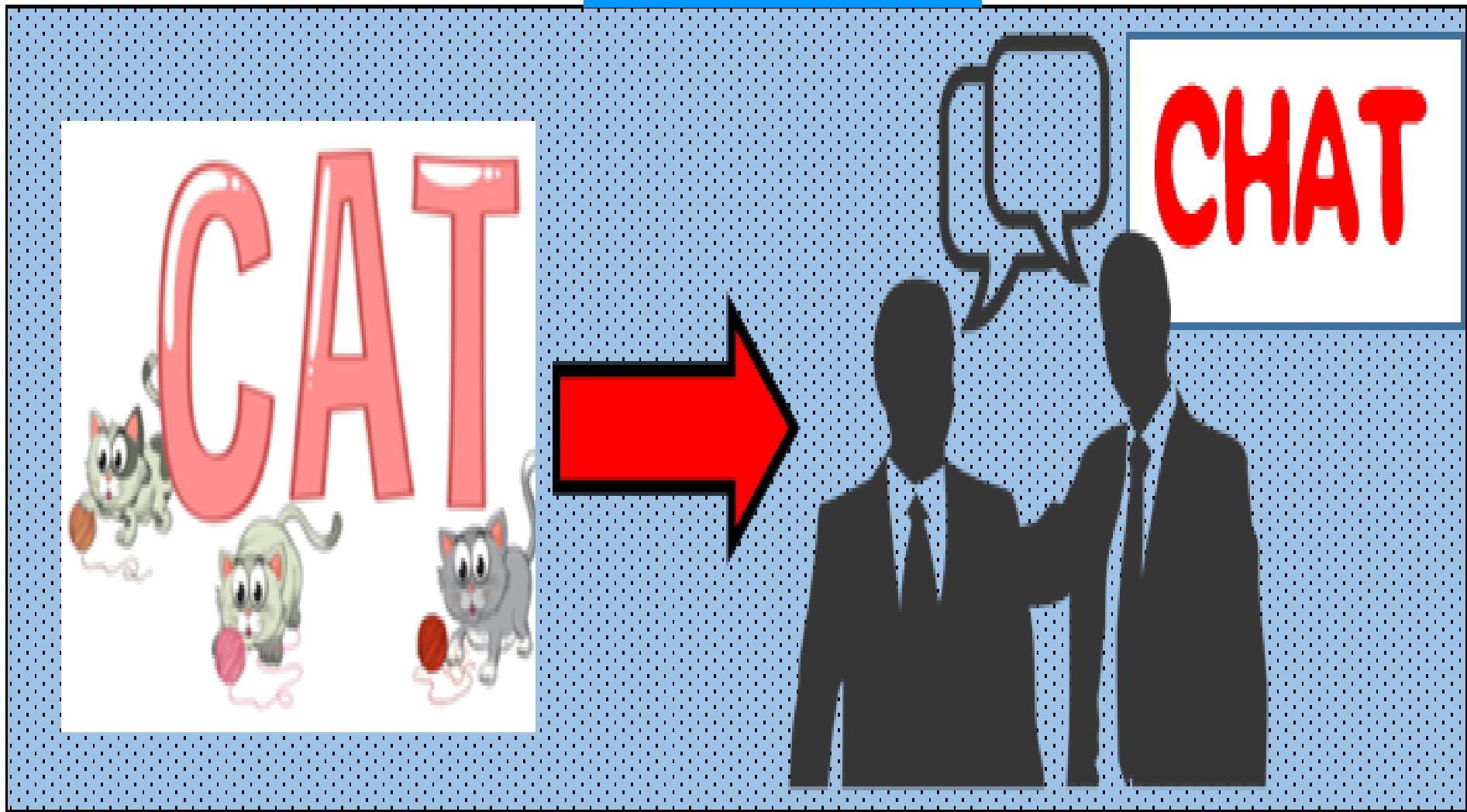
General      Specific

IN	ON	AT
Neighborhoods (Chinatown)	Streets, Avenues (Pennsylvania Ave.)	Addresses (1600 Pennsylvania Ave.)
Cities (Washington)	Islands (Fiji)	Specific locations (home, the corner)
Countries (The United States)	Large vehicles (train, bus, ship)	
*Places with a Boundary	*Surfaces	*Points

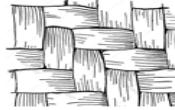
## Annex 11



## Annex 12



# Annex 13

Word	Substitution	Deletion	Addition
Trash 	Crash 	Rash 	Trashy 
Cat 	Rat 	At 	Chat 
Will 	Wild 	III 	Twill 
Face 	Race 	Ace 	Facet 

Word	Substitution	Deletion	Addition
Trash 	Crash 	Rash 	Trashy 
Cat 	Rat 	At 	Chat 
Will 	Wild 	III 	Twill 
Face 	Race 	Ace 	Facet 

# Annex 14

## Identifying Graphemes



- Read the following sentence and circle the **initial** grapheme of each word with color green.

My uncle Will was picking up trash one day, and the next day, he had a rash on his face.



- Read the following sentences and circle the **final** grapheme of each with color blue.

Two months ago, things were really wild here. People were having car crashes, since they were driving very fast.



- Read the following words and circle the **medial** graphemes with color yellow.

ace	can	net	bug
cat	sun	sea	log

# Annex 15

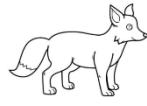
Look at the following list of words. Add a grapheme in order to create a new word and draw each one.

Word	New Word	Drawing of the new word
For	Four	
Ace		
In		
All		
Set		
To		

Look at the following list of words. Delete a grapheme in order to create a new word and draw each one.

Word	New Word	Drawing of the new word
Warm	War	
Card		
Trash		
Cat		
Hill		
Part		

Look at the following list of words. Substitute a grapheme in order to create a new word and draw each one.

Word	New Word	Drawing of the new word
<b>Box</b>	Fox	
<b>Way</b>		
<b>Fix</b>		
<b>Well</b>		
<b>Ball</b>		
<b>Hat</b>		

Term: 1	Level: Sixth Grade	Unit: 3	Week:4
Domain: Socio-interpersonal	Scenario: <b>Environmentally Speaking</b>	Theme: What Can I do About Litter?	
<b>Enduring Understanding:</b> Litter harms our school, community, Costa Rica and the world. The actions we take now to help with litter will help our neighbors today and in the future.			
<b>Essential Question:</b> Why should we be concerned about litter?			
<b>Dimensions</b>			
<b>1. Ways of thinking ( X )</b>			
<b>2. Ways of living in the world ( X )</b>			
<b>3. Ways of relating with others ( X )</b>			
<b>4. Tools for integrating with the world ( )</b>			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<b>Grammar &amp; Sentence Frames</b>  <b>Sequencing adverbs</b> First, we have to make a plan.  Then, we will present the plan to our teacher.  Finally, we will make a school campaign.  <b>Phonemic Awareness</b> Applying knowledge of affixes to base words in context:	<p><b>Function</b> Describing actions to clean public places from litter Retelling events in past simple</p> <p><b>Discourse Markers</b> Linkers: Sequential - past tense First, then, after that, finally</p>	<p><b>Psycho-social</b> Describing values related to ethical and moral service</p> <p><b>Sociocultural</b> Expressing social responsibility in actions related to the environment</p> <p><b>Idioms/phrases</b> <u>Expressions</u> Go Green</p>	

<p>tree --&gt; trees protect--&gt; protects --&gt; protected --&gt; protecting</p> <p>Organize--&gt; organizes --&gt;organized--&gt;organizing--&gt;organization--&gt;disorganized -&gt;reorganize</p> <p><b>Vocabulary</b></p> <p><b><u>What can I do about litter?</u></b></p> <p><b><u>Nouns</u></b></p> <ul style="list-style-type: none"> <li>- Garbage</li> <li>- Goods/products</li> <li>- Container</li> <li>- Can</li> <li>- Bottle</li> <li>- Bin</li> <li>- Compost</li> <li>- Packaged food</li> <li>- Boxes</li> <li>- Electricity</li> <li>- S.T.E.A.M</li> </ul> <p><b><u>Present sent and future tense)</u></b></p> <ul style="list-style-type: none"> <li>- Reuse</li> <li>- Recycle</li> <li>- Reduce</li> <li>- Refuse</li> <li>- Dispose</li> <li>- Clean</li> <li>- Use/buy</li> </ul> <p><b><u>Adjectives</u></b></p> <ul style="list-style-type: none"> <li>- Reusable</li> <li>- Recyclable</li> <li>- Right</li> </ul>		<p>Give a Hoot, Don't Pollute Reduce, reuse, recycle</p>
---	--	--

- Responsible			
<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></p> <p><b>Routine:</b> Greet students, check attendance, read the Essential Question and the Enduring Understanding that are on the wall, class agenda, etc.</p> <p><b>Warm up</b></p> <p>Teacher walks around the classroom drinking a beverage (could be a plastic bottle of water or a can of soda) and eating chips out of a small one-serving, pre-packaged container, and throws the waste on the floor. Teacher asks students... <b>What do you think about what I just did?</b> Teacher elicits students' responses.</p> <p>Then, the teacher asks the students if they know actions that can help to reduce litter. Students will probably answer: dispose the garbage in the proper place, recycle, reduce, reuse among others.</p> <p><b>Activation of Prior Knowledge</b></p> <p>Teacher asks students the following question:</p> <ul style="list-style-type: none"> <li>- <b>Do you know what recycle is?</b></li> </ul> <p>Teacher explains to students that there are different processes to convert one material into another product. Students are asked to watch a video and take notes of litter (plastic bag, can, food, glass and plastic bottle, metals, magazine, etc.)</p> <p>In the following link, teacher will find the video.</p> <p><a href="https://www.youtube.com/watch?v=6jQ7y_qQYUA">https://www.youtube.com/watch?v=6jQ7y_qQYUA</a></p> <p>After the video, the teacher asks the following questions:</p> <ul style="list-style-type: none"> <li>• Can you mention some examples of litter from the video?</li> <li>• What type of materials can be recycled?</li> <li>• Can you recycle food?</li> <li>• Is it ok to throw food to the trash bin?</li> </ul>	5' 5' 10'

- What can you do with food instead of throwing it into the trash bin?
- Teacher shows students a picture of a compost bin as a way to dispose food (annex 1).



- Do you use a compost bin in your school or at home? Teacher elicits students' responses.

### **Modeling**

Teacher uses a PowerPoint presentation (annex 2) to introduce and model the vocabulary for this week, as well as the grammar and sentence frames. In the following link, teacher finds the PPT.

[https://recursos.mep.go.cr/sitio\\_primaria\\_ingles/sexta.html](https://recursos.mep.go.cr/sitio_primaria_ingles/sexta.html)

For example: What can I do about litter?

There are some actions we can take to reduce litter:

- I can reduce, reuse, refuse and recycle.
- I can dispose garbage properly.
- I can use a compose bin to dispose food.
- We can clean our school.
- We can buy less packaged food.

10'

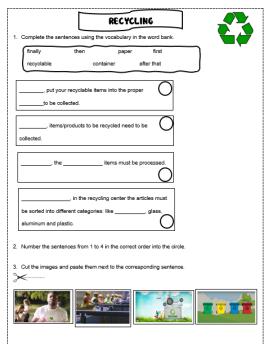


While the teacher is showing every slide (until slide N° 7), the students repeat after her. Then, she/he reviews the sequence words (Slides N° 8-9) and explains how to reduce litter through recycling.

7'

### Clarifying

After teacher clarifies meaning and pronunciation, students are given a worksheet (annex 3) in which they have to complete sentences using given words. Then, they have to organize the sequence of the events described. Finally, they look at some pictures and glue them next to each sentence that best describes them. Students glue the worksheet into their notebook. Teacher checks the answers with them.



**L.2.** recognizes simple procedural explanations if given slowly and clearly.

**L.2.** understand simple procedural explanations if given slowly and clearly, and

### Pre-Task

Teacher shares L.2 indicators and asks students to play a game named "*Broken Phone*".

Students are arranged in two lines, teacher whispers the sentence "**recycling transforms garbage into a new product**" to the first in line who whispers it

3'

<p><b>Indicators of learning:</b></p> <p><b>L.2.1.</b> gets the topic of simple procedural explanations if given slowly and clearly.</p> <p><b>L.2.3.</b> identifies specific information in simple procedural explanations if the explanations are given slowly and clearly.</p>	<p>opportunity is given for clarification (e.g., how to do a project to have a cleaner school, how to live in a cleaner society).</p> <p>on to the next in line, and so on until the last student. The last student for each line writes the sentence on the board. Teacher awards the winner team.</p> <p><b>Task-Rehearsal</b></p> <p>Students listen to an audio (script annex 4) about a teacher that creates new products out of plastic waste. In the following icon, teacher can find the audio.</p>  <p>Listening Week 4 6th.m4a</p> <p>Students listen to the audio for the first time and are asked to get the gist of it. Teacher writes or projects on the board the following question (annex 5) and its possible answer:</p> <p><b>What is the general idea of the audio? How to _____.</b></p> <p>a) make a Christmas tree out of plastic  b) turn plastic waste into art  c) make earrings and bracelets</p> <p><b>Script</b></p> <p>My name is Carlos and I'm an English teacher from Costa Rica. Today, I am going to talk about an art project that I'm working on as a hobby.</p> <p>The project is about how to use plastic to make things like wall murals, dresses, accessories and art. I pick up plastic that you all have disposed on the ground. And I keep it and use it to make new things. Now, I'm going to show you how we can use plastic to make beautiful things.</p> <p>First, I collect plastic from the street in our communities for recycling, reducing and reusing. The caps are not useless – I use them for projects like a wall mural.</p> <p>Then, I mix the cement and put it on the wall. Finally, I take the bottle caps and put them on the cement on the wall, to make a beautiful flower mosaic.</p> <p>I have also made some pairs of earrings and bracelets. And I'm making necklaces right now.</p> <p>So I'm making this project out of plastic waste. Plastic that you have disposed like cups, bottles and so much more. This project is 95 percent waste. I get plastic and cut it out into different shapes and patterns.</p> <p>Last Christmas, my students and I made a Christmas tree out of plastic bottles. We also made plastic dresses to protest against the use of single-use plastics. I always look for different ways to protect the environment. I give a hoot, I don't pollute.</p> <p>Adapted from <a href="https://learnenglishkids.britishcouncil.org/study-break/video-zone/turning-plastic-waste-art">https://learnenglishkids.britishcouncil.org/study-break/video-zone/turning-plastic-waste-art</a></p> <p>Volunteers give answers, orally.</p> <p><b>Task-Completion</b></p> <p>Students listen to the audio again and are given a worksheet (annex 5). They have to read some questions and choose the correct answer for each one.</p>	<p>5'</p> <p>6'</p>
---	---	---------------------

<p><b>L.2.2.</b> gets keywords, phrases and expressions in simple procedural explanations if given slowly and clearly.</p>	<p><b>Read the following questions and find the correct answers.</b></p> <p><b>What is Carlos' project about?</b></p> <ul style="list-style-type: none"> <li>a) Design and make things out of waste plastic.</li> <li>b) Try not to use any plastic.</li> <li>c) Sell jewelry made of plastic.</li> </ul> <p><b>Where does Carlos get the plastic from? From _____.</b></p> <ul style="list-style-type: none"> <li>a) a recycling center</li> <li>b) the streets where he lives</li> <li>c) the beach</li> </ul> <p><b>What kinds of accessories does Carlos make?</b></p> <ul style="list-style-type: none"> <li>a) Earrings, bracelets and necklaces.</li> <li>b) Hats and earrings.</li> <li>c) Bags and bracelets.</li> </ul> <p><b>How much of the material used for his jewelry is waste plastic?</b></p> <ul style="list-style-type: none"> <li>a) 50 percent</li> <li>b) 75 percent</li> <li>c) 95 percent</li> </ul> <p><b>What decoration did Carlos make for Christmas? A _____.</b></p> <ul style="list-style-type: none"> <li>a) Christmas tree</li> <li>b) snowman</li> <li>c) Santa</li> </ul> <p><b>Why does Carlos make plastic dresses?</b></p> <ul style="list-style-type: none"> <li>a) Because they are fashionable.</li> <li>b) Because they are cheaper than normal dresses.</li> <li>c) To show he doesn't agree with single-use plastic.</li> </ul> <p>When students finish the previous task, they are asked to write in the chart (annex 10) the items that teacher Carlos created out of the plastic.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #FFD700;"> <th style="text-align: center; padding: 5px;">Things to be created out of plastic</th></tr> </thead> <tbody> <tr style="height: 150px;"> <td style="padding: 10px;"></td></tr> </tbody> </table> <p>Teacher checks answers along with the students.</p> <p style="text-align: right;"><b>Task-Assessment</b></p> <p>To check understanding, students are asked to organize a sequence of steps presented in the audio by completing a matching (annex 6). Teacher gives feedback if necessary.</p>	Things to be created out of plastic	
Things to be created out of plastic			

5'

**Matching**

Instruction: Column A has sequential words and column B has the steps to make an art project out of plastic waste. Trace a line to match column A with column B by connecting the dots.

**Column A****First.****Then.****Finally.****Column B**

- I take the bottle caps and put them on the cement on the wall.

- I mix the cement and put it on the wall.

- I collect plastic from the street in our communities for recycling, reducing and reusing.

Students participate in self-assessment of task performance.

**Student Self-assessment Grid**

Indicators	Level of achievement		
I can ...	Not achieved yet 	In progress 	Achieved 
get the topic of simple procedural explanations if given slowly and clearly			
identify specific information in simple procedural explanations if the explanations are given slowly and clearly			
get keywords, phrases and expressions in simple procedural explanations if given slowly and clearly			

**Post-Task**

Students are asked to think about an art project they can make made out of plastic waste and share their ideas orally with the rest of the class.

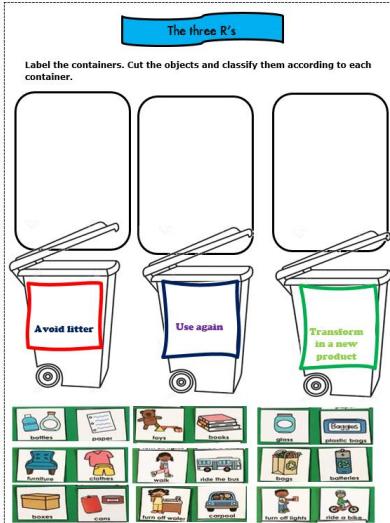
5'

<p><b>R.2.</b> follows instructions as part of daily activities.</p> <p><b>Indicators of learning:</b></p> <p><b>R.2.1.</b> gets the gist of simple instructions.</p>	<p><b>R.2.</b> follow instructions for protecting the environment from litter (e.g., reuse, recycle, reduce litter)</p>	<p><b>Pre-Task</b></p> <p>Teacher shares R.2 indicators and asks students to play bingo (annex 7). The bingo contains some materials or items can be reduced, reused or recycle. In advance, teacher makes copies of the bingo for the class and brings beans or something that can be used as tokens.</p>  <table border="1"> <tbody> <tr> <td>Yogurt Container</td><td>School/Office Paper</td><td>Cereal Box</td><td>Glass Jar</td><td>Corrugated Cardboard Box</td></tr> <tr> <td>Orange Juice Container</td><td>Newspaper</td><td>Aluminum Can</td><td>Plastic Containers</td><td>Soda Carton</td></tr> <tr> <td>Plastic Milk Jug</td><td>Green Glass</td><td style="background-color: #008080; color: white;">FREE SPACE</td><td>Brown Glass</td><td>Steel Can</td></tr> <tr> <td>Aluminum Pie Pans</td><td>Milk Container</td><td>Telephone Book</td><td>Mail</td><td>Plastic Soda Bottle</td></tr> </tbody> </table> <p><b>Task-Rehearsal</b></p> <p>As soon as the bingo game is finished, the teacher hands out a reading called <b><i>The 3R's of the Environment</i></b> (annex 8) and gets them to skim it. The teacher writes the following question on the board and elicits students' responses.</p> <p><b>What is the general idea of the reading?</b></p> <div style="border: 1px solid black; padding: 10px;"> <p><b>The three Rs of the environment</b></p> <p>People everywhere in the world produce a lot of garbage but there is not enough space to dispose it. If we want to save our planet, then the three Rs are essential for learning how to deal with the waste we produce. The three Rs are reduce, reuse, and recycle. Here are a number of tips on what you can do to save the environment.</p> <p><b>Reduce</b> A good place to start is by buying things that don't have a lot of packaging. Then there are items you may not use very often, so you might as well borrow them from someone instead of buying them. Nowadays, newspapers can be read online so buying the paper edition is not necessary. The same goes for emails and hence it is usually not necessary to print them out. Generally, the use of electricity can be greatly reduced by, for example, turning off lights that are not used.</p> <p><b>Reuse</b> When you go shopping, bring a used bag with you. If you're not buying a lot, a bag is not necessary. Reusable bags should be heavier and more durable. If you prepare your lunch at home, put it in a plastic lunch box. I always keep shoe boxes as they are great to store stuff. Many cities have collection points for used clothes. If you have clothes that are still in good shape, you can bring them to the collection points rather than throwing them away.</p> <p><b>Recycle</b> Recycling is a process that makes it possible to create new products out of old ones. Paper, aluminum, glass and plastic can often be recycled. Glass has been used for thousands of years and is relatively easy to recycle. Aluminum can be repeatedly recycled quickly and easily. Paper is recyclable but it cannot be recycled forever. The small fibers in paper eventually become very weak so that they can't be recycled into good paper anymore. Also, not every type of paper is recyclable as some high-quality paper is too expensive to recycle.</p> </div>	Yogurt Container	School/Office Paper	Cereal Box	Glass Jar	Corrugated Cardboard Box	Orange Juice Container	Newspaper	Aluminum Can	Plastic Containers	Soda Carton	Plastic Milk Jug	Green Glass	FREE SPACE	Brown Glass	Steel Can	Aluminum Pie Pans	Milk Container	Telephone Book	Mail	Plastic Soda Bottle
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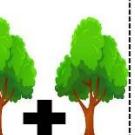
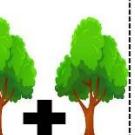
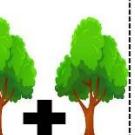
7'

10'

<p><b>R.2.2.</b> recognizes key words, phrases and expressions in simple instructions.</p> <p><b>R.2.4.</b> follows simple instructions.</p>	<p>Teacher gives feedback if necessary.</p> <p><b>Task-Completion</b></p> <p>Students read the text again and complete the following chart with some statements (annex 11). Teacher can make copies or write the information on the board. Students identify if the statement is <b>TRUE</b> or <b>FALSE</b> according to the reading. As a whole, answers are checked.</p> <table border="1"> <thead> <tr> <th>Statement</th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>There are 4 Rs to deal with waste.</td><td></td><td></td></tr> <tr> <td>Newspapers can be read online to reduce printing.</td><td></td><td></td></tr> <tr> <td>Shoe boxes can be very useful to store things.</td><td></td><td></td></tr> <tr> <td>Using plastic bag is better when we buy things.</td><td></td><td></td></tr> <tr> <td>Electricity can be reduced by turning lights off when we don't need them.</td><td></td><td></td></tr> <tr> <td>Recycling is a process that makes it possible to create new products.</td><td></td><td></td></tr> <tr> <td>Clothes that are in good shape can be used again.</td><td></td><td></td></tr> </tbody> </table> <p>Students take again the reading <b>The 3R's of the Environment</b> (annex 8) and follow the instructions below:</p> <ol style="list-style-type: none"> <li>1. Highlight the title.</li> <li>2. Circle with <b>red</b> pen/pencil the items that can be recycled.</li> <li>3. Circle with <b>blue</b> pen/pencil the items that can be reused.</li> <li>4. Circle with <b>yellow</b> pen/pencil the items that can be reduced.</li> <li>5. Extract two unknown words and look up for their meaning.</li> </ol>	Statement	True	False	There are 4 Rs to deal with waste.			Newspapers can be read online to reduce printing.			Shoe boxes can be very useful to store things.			Using plastic bag is better when we buy things.			Electricity can be reduced by turning lights off when we don't need them.			Recycling is a process that makes it possible to create new products.			Clothes that are in good shape can be used again.			<p>15'</p>
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<p><b>R.2.3.</b> labels pictures that contain instructions.</p>	<p><b>Task-Assessment</b> Students are given a worksheet (annex 9) to label the containers with the words <b>Reduce, Reuse and Recycle</b>. Then they have to cut, classify and glue the objects to be disposed in each one.</p> <p>10'</p>  <p>Students participate in self-assessment of task performance.</p> <table border="1" data-bbox="739 913 1816 1387"> <thead> <tr> <th data-bbox="739 913 1372 1019">Indicators</th><th colspan="3" data-bbox="1372 913 1816 1019">Level of achievement</th></tr> </thead> <tbody> <tr> <td data-bbox="739 1019 1372 1183">I can ...</td><td data-bbox="1372 1019 1541 1183">Not achieved yet</td><td data-bbox="1541 1019 1689 1183">In progress</td><td data-bbox="1689 1019 1816 1183">Achieved</td></tr> <tr> <td data-bbox="739 1183 1372 1215">get the gist of simple instructions</td><td></td><td></td><td></td></tr> <tr> <td data-bbox="739 1215 1372 1297">recognize key words, phrases and expressions in simple instructions</td><td></td><td></td><td></td></tr> <tr> <td data-bbox="739 1297 1372 1330">follow simple instructions</td><td></td><td></td><td></td></tr> <tr> <td data-bbox="739 1330 1372 1362">label pictures that contain instructions</td><td></td><td></td><td></td></tr> </tbody> </table>	Indicators	Level of achievement			I can ...	Not achieved yet	In progress	Achieved	get the gist of simple instructions				recognize key words, phrases and expressions in simple instructions				follow simple instructions				label pictures that contain instructions			
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		<p style="text-align: center;"><b>Post-Task</b></p> <p>Orally, students mention one item (that is not in the reading) that can be reduced, recycled or reused.</p>	3'
<b>R.PA.4.</b> reads words and sentences to demonstrate knowledge of phonemic awareness.	<b>R.PA. 4.</b> demonstrate knowledge of phonemic awareness.	<p style="text-align: center;"><b>Pre-task</b></p> <p>Teacher shares R.PA.4 indicators and tapes/projects the following printed words on the board with the affixes in different color:</p> <p style="text-align: center;"><b>Recycle - Trees - Protects – Protected - Protecting</b></p> <p>She/he asks the students if they know why some letters are printed in a different color.</p> <p>Using a PPT (annex 12), teacher tapes/projects the following pictures on the board to explain the meaning of affixes. In the following link, teacher finds the PPT.</p> <p style="text-align: center;"><a href="https://recursos.mep.go.cr/sitio_primaria_ingles/sexta.html">https://recursos.mep.go.cr/sitio_primaria_ingles/sexta.html</a></p> <div style="background-color: #e6f2ff; padding: 10px; text-align: center;"> <h3 style="margin: 0;">WHAT IS AN AFFIX?</h3> </div> <div style="background-color: #e6f2ff; padding: 10px; text-align: center;"> <p>An affix is a prefix or suffix, that can be attached to a base, stem, or root word.</p>  <div style="border-radius: 50%; background-color: #e6f2ff; width: 150px; height: 100px; display: inline-block; vertical-align: middle; margin-left: 10px;"> <p>Affixes include; prefixes suffixes</p> </div> </div>	10'

<p><b>Indicators of learning:</b></p> <p><b>R.PA.4.1.</b> identifies affixes in base words in context.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; padding: 10px;">  <p><b>r e</b> again <b>Recycle</b></p> </td><td style="text-align: center; padding: 10px;">  <p><b>s</b> more than one (plural) <b>trees</b></p> </td><td style="text-align: center; padding: 10px;">  <p><b>s</b> 3rd Person Singular <b>Recycle protects trees</b></p> </td></tr> <tr> <td style="text-align: center; padding: 10px;">  <p><b>e d</b> already happened <b>Recycled</b></p> </td><td style="text-align: center; padding: 10px;">  <p><b>i n g</b> happening now <b>Protecting</b></p> </td><td style="text-align: center; padding: 10px;">  <p><b>a b l e</b> able to <b>Recyclable</b></p> </td></tr> </tbody> </table> <p style="text-align: center;"><b>Task-Rehearsal</b></p> <p>Through choral reading students along with the teacher pronounce the words presented. Teacher models and monitors pronunciation.</p> <p style="text-align: center;"><b>Task-Completion</b></p> <p>Teacher uses the previous reading titled "<b>The three R's of the environment</b>" (annex 8) and asks the students to identify affixes by underlining:</p> <ul style="list-style-type: none"> <li>• prefixes using color <b>GREEN</b></li> <li>• suffixes using color <b>ORANGE</b></li> </ul>	 <p><b>r e</b> again <b>Recycle</b></p>	 <p><b>s</b> more than one (plural) <b>trees</b></p>	 <p><b>s</b> 3rd Person Singular <b>Recycle protects trees</b></p>	 <p><b>e d</b> already happened <b>Recycled</b></p>	 <p><b>i n g</b> happening now <b>Protecting</b></p>	 <p><b>a b l e</b> able to <b>Recyclable</b></p>
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<p><b>R.PA.4.2.</b> creates new words using derivational affixes and prefixes and inflectional suffixes.</p> <p><b>R.PA.4.3.</b> reads affixes in base words in context to demonstrate knowledge of phonemic awareness.</p>	<p><b>The three Rs of the environment</b></p> <p>People everywhere in the world produce a lot of garbage but there is not enough space to dispose it. If we want to save our planet, then the three Rs are essential for learning how to deal with the waste we produce. The three Rs are reduce, reuse, and recycle. Here are a number of tips on what you can do to save the environment.</p> <p><b>Reduce</b></p> <p>A good place to start is by buying things that don't have a lot of packaging. Then there are items you may not use very often, so you might as well borrow them from someone instead of buying them. Nowadays, newspapers can be read online so buying the paper edition is not necessary. The same goes for emails and hence it is usually not necessary to print them out. Generally, the use of electricity can be greatly reduced by, for example, turning off lights that are not used.</p> <p><b>Reuse</b></p> <p>When you go shopping, bring a used bag with you. If you're not buying a lot, a bag is not necessary. Reusable bags should be heavier and more durable. If you prepare your lunch at home, put it in a plastic lunch box. I always keep shoe boxes as they are great to store stuff. Many cities have collection points for used clothes. If you have clothes that are still in good shape, you can bring them to the collection points rather than throwing them away.</p> <p><b>Recycle</b></p> <p>Recycling is a process that makes it possible to create new products out of old ones. Paper, aluminum, glass and plastic can often be recycled. Glass has been used for thousands of years and is relatively easy to recycle. Aluminum can be repeatedly recycled quickly and easily. Paper is recyclable but it cannot be recycled forever. The small fibers in paper eventually become very weak so that they can't be recycled into good paper anymore. Also, not every type of paper is recyclable as some high-quality paper is too expensive to recycle.</p>	<p>5'</p> <p>5'</p>																											
	<p>Teacher gives the students a worksheet with the affixes reviewed (annex 13) as well as the root words to create new ones.</p> <table border="1" data-bbox="734 959 973 1323"> <thead> <tr> <th colspan="3">Practice</th> </tr> <tr> <th colspan="3">Directions: Use the affixes and root words below to create new words.</th> </tr> <tr> <th>Affixes</th> <th>Root words</th> <th></th> </tr> </thead> <tbody> <tr> <td>re s ed ing able</td> <td>cycle tree protect</td> <td></td> </tr> <tr> <th>Affix</th> <th>Root Word</th> <th>New Word</th> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Practice			Directions: Use the affixes and root words below to create new words.			Affixes	Root words		re s ed ing able	cycle tree protect		Affix	Root Word	New Word													<p>Teacher uses again the reading titled "<b>The three R's of the environment</b>" (annex 8) and asks the students to work in pairs and read it aloud in order to</p>
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demonstrate knowledge of phonemic awareness. During the activity the teacher walks around the class, provides feedback and monitors pronunciation of words.

3'

#### **The three Rs of the environment**

People everywhere in the world produce a lot of garbage but there is not enough space to dispose it. If we want to save our planet, then the three Rs are essential for learning how to deal with the waste we produce. The three Rs are reduce, reuse, and recycle. Here are a number of tips on what you can do to save the environment.

##### **Reduce**

A good place to start is by buying things that don't have a lot of packaging. Then there are items you may not use very often, so you might as well borrow them from someone instead of buying them. Nowadays, newspapers can be read online so buying the paper edition is not necessary. The same goes for emails and hence it is usually not necessary to print them out. Generally, the use of electricity can be greatly reduced by, for example, turning off lights that are not used.

##### **Reuse**

When you go shopping, bring a used bag with you. If you're not buying a lot, a bag is not necessary. Reusable bags should be heavier and more durable. If you prepare your lunch at home, put it in a plastic lunch box. I always keep shoe boxes as they are great to store stuff. Many cities have collection points for used clothes. If you have clothes that are still in good shape, you can bring them to the collection points rather than throwing them away.

##### **Recycle**

Recycling is a process that makes it possible to create new products out of old ones. Paper, aluminum, glass and plastic can often be recycled. Glass has been used for thousands of years and is relatively easy to recycle. Aluminum can be repeatedly recycled quickly and easily. Paper is recyclable but it cannot be recycled forever.

The small fibers in paper eventually become very weak so that they can't be recycled into good paper anymore. Also, not every type of paper is recyclable as some high-quality paper is too expensive to recycle.

3'

### **Task-Assessment**

Orally, students provide more examples of suffixes and prefixes and teacher takes notes on the board of given words.  
Students participate in self-assessment of task performance.

### **Student Self-assessment Grid**

Indicators	Level of achievement		
I can ...	Not achieved yet 	In progress 	Achieved 
identify affixes in base words in context			
create new words using derivational affixes and prefixes and inflectional suffixes			

		<p>read affixes in base words in context to demonstrate knowledge of phonemic awareness</p>				
		<p><b>Post-Task</b> Students are asked to participate in a competition. Teacher writes on the board the word <u>ORGANIZE</u> and asks students to write as many suffixes and prefixes as they can. The winner is the student that creates more words.</p>				
<b>SP.2.</b> produces a summary of a short story expressed in a simple sequence of events.	<b>SP.2.</b> produce a summary of a short story expressed in a simple sequence of events.	<p><b>Pre-Task</b> <b>Note for the teacher:</b> Positive teaching influence can boost your students' confidence when making career choices. In daily life, teachers will find many opportunities to help their students prepare for a great future because they can make a significant impact by helping to take care of the world.</p> <p>Teacher shares SP.2 indicators and asks students to watch a video that shows some information about S.T.E.A.M. Teacher writes the acronym S.T.E.A.M. on the board and asks students to take notes of its meaning. In the following link, teacher finds the video. <a href="https://www.youtube.com/watch?v=ysNGVmzIZvo">https://www.youtube.com/watch?v=ysNGVmzIZvo</a> When they finish watching the video, teacher elicits students' responses and talks about how some careers can impact and help people and the environment. The following question will be written on the board:</p> <p style="text-align: center;"><b>What would you like to be when you grow up?</b></p> <p>Teacher elicits students' responses, takes notes on the board and explains the following task:</p> <p>You have the power to create a SUPER GIRL that will help to save the environment by cleaning public places from litter. The SUPER GIRL will be presented to the rest of the class. To create this SUPER GIRL you need to take into account the following:</p> <ul style="list-style-type: none"> <li>• Choose one paper doll given by your teacher.</li> <li>• Choose a career and clothes for her.</li> <li>• Describe your SUPER GIRL by giving her some special characteristics (physical and/or personality features, special powers, etc.)</li> <li>• Create a short story about your SUPER GIRL. Include in your story these aspects:</li> </ul>	15'			

**Indicators of learning:**

**SP.2.1.**brainstorms the most important aspects of a short story such as who, where and what.

Teacher makes sure students understand the task and gives them a graphic organizer (annex 15) for them to brainstorm important ideas/ aspects to be included in the short story. 10'

SHORT STORY			
Title of the story			
What the story is about			
Characteristics of the SUPER GIRL			
Who is she?			
Where the story took place			
What did to help the environment	First	Then	Finally
End of the story:			

Teacher gives students a worksheet with some paper dolls (annex 14) and asks them to choose one. They cut out the doll and choose clothes according to the career they like the most. Teacher also takes a paper doll and presents her story in front of the class and models students the expected outcomes.

<p><b>SP.2.2.</b> organizes ideas in sentences according to what happened in the story.</p> <p><b>SP.2.3.</b> summarizes the short story in a simple sequence of events.</p>	 <p>Once students finish, they are asked to make sentences to organize and create the short story using the information provided before.</p> <p><b>Task-Rehearsal</b></p> <p>Once students have finished the short story, they are asked to practice it in pairs. They work on pronunciation, intonation and tone of voice. Teacher walks around the class and monitors students' work. They ask for help if necessary.</p> <p><b>Task-Completion</b></p> <p>Students present in front of the class. Teacher monitors students and provides feedback if necessary.</p> <p><b>Task-Assessment</b></p> <p>Once students listen all short stories, volunteers are asked to choose their favorite and tell why.</p> <p>Students participate in self-assessment of task performance.</p> <p><b>Student Self-assessment Grid</b></p> <table border="1" data-bbox="739 1134 1826 1460"> <thead> <tr> <th data-bbox="739 1134 1383 1215">Indicators</th><th colspan="3" data-bbox="1383 1134 1826 1215">Level of achievement</th></tr> </thead> <tbody> <tr> <td data-bbox="739 1215 1383 1379">I can ...</td><td data-bbox="1383 1215 1552 1379">Not achieved yet </td><td data-bbox="1552 1215 1700 1379">In progress </td><td data-bbox="1700 1215 1826 1379">Achieved </td></tr> <tr> <td data-bbox="739 1379 1383 1460">brainstorm the most important aspects of a short story such as who, where and what</td><td data-bbox="1383 1379 1552 1460"></td><td data-bbox="1552 1379 1700 1460"></td><td data-bbox="1700 1379 1826 1460"></td></tr> </tbody> </table>	Indicators	Level of achievement			I can ...	Not achieved yet 	In progress 	Achieved 	brainstorm the most important aspects of a short story such as who, where and what				5' 20' 3'
Indicators	Level of achievement													
I can ...	Not achieved yet 	In progress 	Achieved 											
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		organize ideas in sentences according to what happened in the story				
		summarize the short story in a simple sequence of events				
			<b>Post -Task</b>			
All stories are taped on the wall for the rest of the class to read them.						5'
<b>Integrated Mini-Project</b>						<b>Time</b>

Phase: \_\_\_\_\_

See examples in week #5.

### Reflective Teaching

What worked well

What didn't work well

How to improve

### Enduring Understanding Reflection

List of links:

[https://www.youtube.com/watch?v=6jQ7y\\_qQYUA](https://www.youtube.com/watch?v=6jQ7y_qQYUA)

[PPT AFFIX WEEK 4.pptx](#)

<https://adminmepcr->



## Annex 1



# Annex 2



WHAT CAN I DO ABOUT LITTER?

1



THERE ARE SOME ACTIONS WE CAN TAKE TO **REDUCE** LITTER

2

**Reduce  
Reuse  
Recycle**

I can **REDUCE,  
REUSE,  
and  
RECYCLE.**

3



I CAN DISPOSE GARBAGE PROPERLY.

4



WE CAN CLEAN OUR SCHOOL

5



We can buy less packaged food

6



I can use a compose bin to dispose food

7

Sequence words



8

Recycling to reduce litter

- **First**, items/products to be recycled need to be collected.
- **Then**, put your recyclable items into the proper container to be collected.
- **After that**, in the recycling center the articles must be sorted into different categories: like paper, glass, aluminum and plastic.
- **Finally**, the recyclable items must be processed.



9

# Annex 3

## RECYCLING

1. Complete the sentences using the vocabulary in the word bank.

finally      then      paper      first  
recyclable      container      after that



\_\_\_\_\_, put your recyclable items into the proper  
\_\_\_\_\_ to be collected.

\_\_\_\_\_, items/products to be recycled need to be  
collected.

\_\_\_\_\_, the \_\_\_\_\_ items must be processed.

\_\_\_\_\_, in the recycling center the articles must  
be sorted into different categories: like \_\_\_\_\_, glass,  
aluminum and plastic.

2. Number the sentences from 1 to 4 in the correct order into the circle.

3. Cut the images and paste them next to the corresponding sentence.



## RECYCLING

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finally      then      paper      first  
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aluminum and plastic.

2. Number the sentences from 1 to 4 in the correct order into the circle.

3. Cut the images and paste them next to the corresponding sentence.



# Annex 4

## Script for Listening

My name is Carlos and I'm an English teacher from Costa Rica. Today, I am going to talk about an art project that I'm working on as a hobby.

The project is about how to use plastic to make things like wall murals, dresses, accessories and art. I pick up plastic that you all have disposed on the ground. And I keep it and use it to make new things. Now, I'm going to show you how we can use plastic to make beautiful things.

First, I collect plastic from the street in our communities for recycling, reducing and reusing. The caps are not useless – I use them for projects like a wall mural.

Then, I mix the cement and put it on the wall. Finally, I take the bottle caps and put them on the cement on the wall, to make a beautiful flower mosaic.

I have also made some pairs of earrings and bracelets. And I'm making necklaces right now.

So I'm making this project out of plastic waste. Plastic that you have disposed like cups, bottles and so much more. This project is 95 percent waste. I get plastic and cut it out into different shapes and patterns.

Last Christmas, my students and I made a Christmas tree out of plastic bottles. We also made plastic dresses to protest against the use of single-use plastics. I always look for different ways to protect the environment. I give a hoot, I don't pollute.

Adapted from <https://learnenglishteens.britishcouncil.org/study-break/video-zone/turning-plastic-waste-art>

# Annex 5

What is the general idea of the audio? How to \_\_\_\_\_.

1. make a Christmas tree out of plastic
2. turn plastic waste into art
3. make earrings and bracelets

**Read the following questions and find the correct answers.**

**What is Carlos' project about?**

- a) Design and make things out of waste plastic.
- b) Try not to use any plastic.
- c) Sell jewelry made of plastic.

**Where does Carlos get the plastic from? From\_\_\_\_\_.**

- a) a recycling center
- b) the streets where he lives
- c) the beach

**What kinds of accessories does Carlos make?**

- a) Earrings, bracelets and necklaces.
- b) Hats and earrings.
- c) Bags and bracelets.

**How much of the material used for his jewelry is waste plastic?**

- a) 50 percent
- b) 75 percent
- c) 95 percent

**What decoration did Carlos make for Christmas? A \_\_\_\_\_.**

- a) Christmas tree
- b) snowman
- c) Santa

**Why does Carlos make plastic dresses?**

- a) Because they are fashionable.
- b) Because they are cheaper than normal dresses.
- c) To show he doesn't agree with single-use plastic.

# Annex 6

## Matching

Instruction: **Column A** has sequential words and **column B** has the steps to make an art project out of plastic waste. Trace a line to match column A with column B by connecting the dots.

### Column A

**First.**

**Then.**

**Finally.**

### Column B

- I take the bottle caps and put them on the cement on the wall.

- I mix the cement and put it on the wall.

- I collect plastic from the street in our communities for recycling, reducing and reusing.

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# Annex 7

				
				
		<b>FREE SPACE</b>		
				

				
				
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# Annex 8

## The three Rs of the environment

People everywhere in the world produce a lot of garbage but there is not enough space to dispose it. If we want to save our planet, then the three Rs are essential for learning how to deal with the waste we produce. The three Rs are reduce, reuse, and recycle. Here are a number of tips on what you can do to save the environment.

### **Reduce**

A good place to start is by buying things that don't have a lot of packaging. Then there are items you may not use very often, so you might as well borrow them from someone instead of buying them. Nowadays, newspapers can be read online so buying the paper edition is not necessary. The same goes for emails and hence it is usually not necessary to print them out. Generally, the use of electricity can be greatly reduced by, for example, turning off lights that are not used.

### **Reuse**

When you go shopping, bring a used bag with you. If you're not buying a lot, a bag is not necessary. Reusable bags should be heavier and more durable. If you prepare your lunch at home, put it in a plastic lunch box. I always keep shoe boxes as they are great to store stuff. Many cities have collection points for used clothes. If you have clothes that are still in good shape, you can bring them to the collection points rather than throwing them away.

### **Recycle**

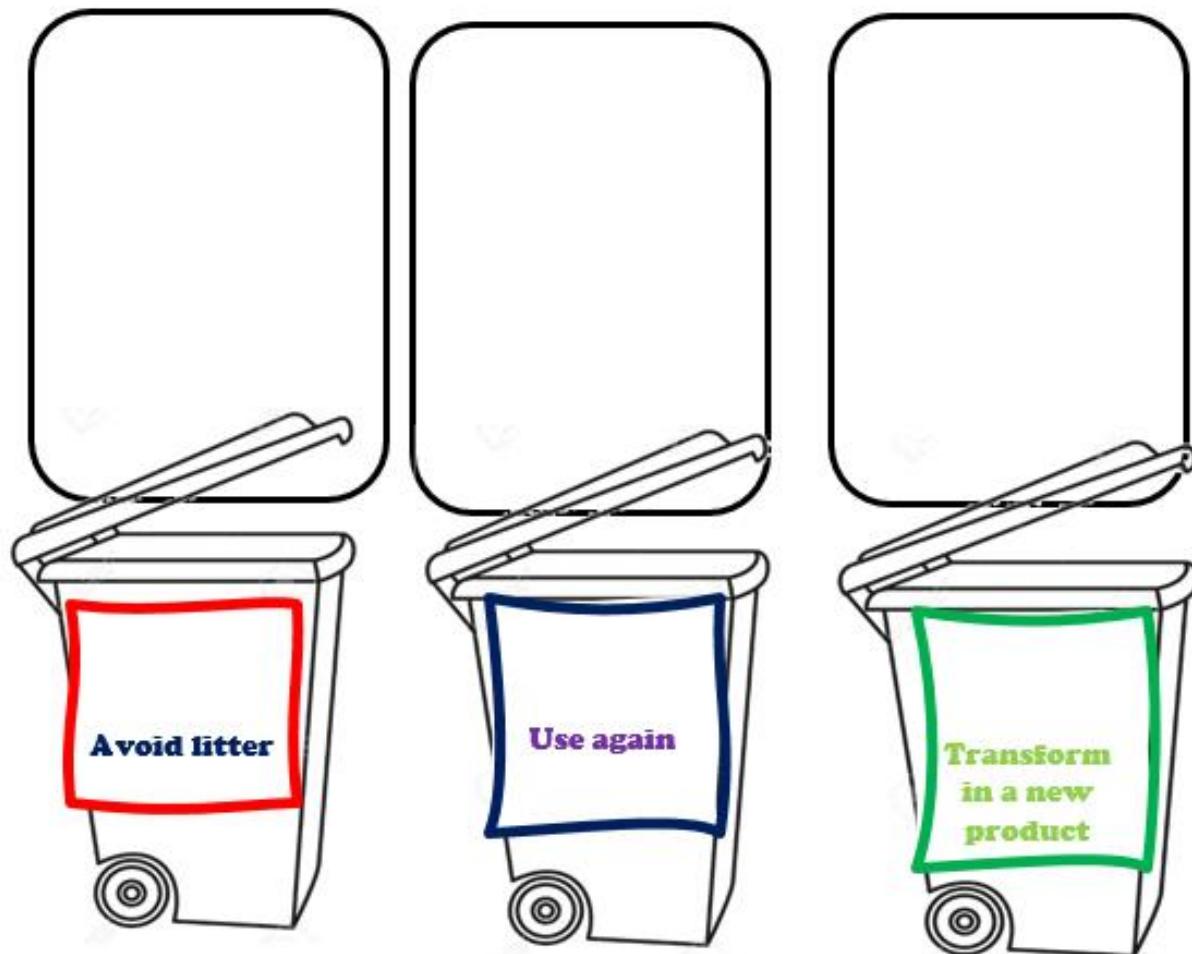
Recycling is a process that makes it possible to create new products out of old ones. Paper, aluminum, glass and plastic can often be recycled. Glass has been used for thousands of years and is relatively easy to recycle. Aluminum can be repeatedly recycled quickly and easily. Paper is recyclable but it cannot be recycled forever.

The small fibers in paper eventually become very weak so that they can't be recycled into good paper anymore. Also, not every type of paper is recyclable as some high-quality paper is too expensive to recycle.

# Annex 9

## The three R's

Label the containers. Cut the objects and classify them according to each container.



# Annex 10

Things to be created out of plastic

Things to be created out of plastic

Things to be created out of plastic

# Annex 11

Statement	True	False
There are 4 Rs to deal with waste.		
Newspapers can be read online to reduce printing.		
Shoe boxes can be very useful to store things.		
Using plastic bag is better when we buy things.		
Electricity can be reduced by turning lights off when we don't need them.		
Recycling is a process that makes it possible to create new products.		
Clothes that are in good shape can be used again.		

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Clothes that are in good shape can be used again.		

# Annex 12

## WHAT IS AN AFFIX?

An affix is a prefix or suffix, that can be attached to a base, stem, or root word.



Affixes include;  
prefixes  
suffixes

**r e**

again

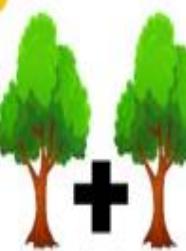
**Recycle**



**s**

more than one  
(plural)

**trees**



**s**

3rd Person Singular



**Recycle protects trees**

**e d**

already happened

**Recycled**



**i n g**

happening now

**Protecting**



**a b l e**

able to

**Recyclable**



# Annex 13

## Practice

**Directions:** Use the affixes and root words below to **create new words**.

Affixes	Root words
re s ed	cycle tree
ing able	protect

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re            s            ed	cycle        tree
ing            able	protect

PAPER DOLL 1

# Annex 14



PAPER DOLL 2



PAPER DOLL 3



Pictures taken from  
<https://www.doverpublications.com/zb/samples/820246/sample7c.html>

# Annex 15

# SHORT STORY

# SHORT STORY

Title of the story			
What the story is about			
Characteristics of the SUPER GIRL			
Who is she?			
Where the story took place			
What she did to help the environment	<b>First</b>	<b>Then</b>	<b>Finally</b>
 A cartoon illustration showing two characters from the waist up. On the left, a character in a white lab coat and yellow pants holds a book titled "SCIENCE". On the right, a character in a white space suit with blue stripes and a helmet holds a small globe. The word "Doctor" is written below the first character, and "Astronaut" is written below the second character.			
End of the story:			

## Review and Integrated Mini-Project (MP)

### Week # 5

**Level: 6<sup>th</sup>**

**Unit: 3**

**Enduring Understanding:** Litter harms our school, community, Costa Rica and the world. The actions we take now to help with litter will help our neighbors today and in the future.

**Essential Question:** Why should we be concerned about litter?

**New Citizenship:**

#### **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 Frame</b>	<b>Function</b>	<b>Psychosocial</b>	
<ul style="list-style-type: none"> <li>▪ Did Ls use all sentence frames?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Did Ls use all functions?</li> </ul>	<ul style="list-style-type: none"> <li>Did Ls show evidence of ...</li> </ul>	
<b>Vocabulary</b>	<b>Discourse Markers</b>	<b>Working on their own strengths and limitations.</b>	
<ul style="list-style-type: none"> <li>▪ Did Ls say aloud, write and understand all vocabulary?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Did Ls practice the discourse markers in spoken interactions?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being flexible and open to changes to reach success in many areas of life.</li> </ul>	
<b>Sociocultural</b>	<b>Did Ls show evidence of ...</b>	<b>Did Ls show evidence of ...</b>	
<ul style="list-style-type: none"> <li>▪ Supporting classmates to reach goals together.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Promoting healthy habits for improving my family and classmates lives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Did Ls practice idioms and quotes?</li> </ul>	
<b>Assessment Strategies &amp; indicators of learning</b> (Diagnostic, formative, summative)	<b>Learner can</b>	<b>Didactic Sequence Mediation</b>	<b>Time</b>
			<b>Total:</b>
			<b>200 min</b>
			<b>(5 lessons)</b>
<ul style="list-style-type: none"> <li>▪ Did Ls achieve all indicators of learning?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Can Ls do all tasks?</li> </ul>	<p>Teacher uses this column to plan the tasks that need to be strengthen and reviewed according to the assessment strategies and their indicators of learning.</p>	<b>80'</b>

Options	Integrated Mini-Project	Time
<p><b>Suggested Integrated Mini-Project</b></p> <p><b>-“Go green fair” (groups of 3/4)</b></p> <p><b>Task:</b> You and your friends are presenters at a School Fair. You have to raise awareness and show your classmates what they can do to help the environment. Each stand should have a different topic (What can you do about litter? Why is litter bad? Where does litter go? Why should we be concerned about litter?) Choose your topic, organize your ideas, make a creative stand and present the information to your classmates.</p> <p><b>-“Helping the environment” (LAPBOOK and oral presentation) (groups of 3)</b></p> <p><b>Task:</b> You and your friends will present information about different ways to help the environment. You will create a lapbook to include the information and pictures related to it. Take into account the following aspects:</p> <ul style="list-style-type: none"> <li>• Base your lapbook on your real-life experiences.</li> <li>• Focus on things you and other children can do to help the environment and keep the world around us clean.</li> <li>• Add pictures and written ideas.(Teacher checks the written ideas previously)</li> <li>• Finally, share ideas orally with the rest of the class.</li> </ul> <p><b>-“No more litterbugs” (groups of 4/5)</b></p> <p><b>Task:</b> You and your classmates will be in charge of organizing an eco-campaign at school. You have to create posters with information on how to avoid being a litterbug and the importance of keeping the environment clean. The posters will be taped around the school.</p> <p>Take into account the following aspects:</p> <ul style="list-style-type: none"> <li>• assign roles of participants</li> <li>• make lists of resources</li> </ul>	<p><b>Phase 1: Planning</b> Teacher explains and writes on the board ALL options of Mini-Projects learners have. Teacher can also give a sheet with the information in order to save time. Learners are asked to think about each Mini-Project and choose their favorite.</p> <p>Learners make groups and choose the Mini-Project they will develop. Teacher writes the name of the members (group) and the Mini- Project they chose.</p> <p><b>Phase: 2 Creating Collaboratively</b> Learners start planning, negotiating and finding information collaboratively about the language content and strategies, resources and organizing the work to distribute assignments among the group members. Learners make sure that the materials will be ready for next class and that all members know their responsibility.</p> <p>They assign roles of participants, make lists of resources they need, check schedule,learners do some online research about the selected topic, start working on their MP to finally complete the product.</p> <p><b>Phase 3: Rehearsing</b> Students practice the Mini-Project presentation or finish final details before presenting their Mini- Project. Teacher monitors learners' work and progress.</p>	120'

- present in advance the information that will be included in the poster for the teacher to check it.
- Create your posters.
- Tape your posters around the school
- With teacher's help, organize a tour to see and read the posters. Introduce the information of each one.

## Integrated Mini-Project Week # 6

Options	Integrated Mini-Project	Time 200 min (5 lessons)
<b>Integrated Mini-Projects:</b> -"Go green fair" -"Helping the environment" -"No more litterbugs"	<p><b>Phase 4: Participating</b></p> <p>Students present their MP to an audience</p> <ul style="list-style-type: none"> <li>▪ creatively deliver the Mini-Project</li> <li>▪ answer questions from the audience.</li> </ul> <p>Leaners participate in individual and peer assessment of Mini-Projects.</p> <p>Teachers monitor ....</p> <ul style="list-style-type: none"> <li>▪ Did Ls use English during all aspects of Integrated Mini-Project?</li> <li>▪ How did project presentations reflect understanding and/or mastery of Can Do statements?</li> <li>▪ Did Ls put into practice the focus of Learn to Be and Live in Community?</li> <li>▪ Did the Integrated Mini-Project provide answers to the Essential Question?</li> </ul> <p>Teacher uses a check list to check MP every week to track learners' progress.</p>	200'

## Mini-Project Checklist

<b>Student.....</b>	<b>Yes</b>	<b>No</b>	<b>Partially</b>
chooses a suggested MP (Week 5)			
gets in a group (Week 5)			
distributes assignments (Week 5)			
makes a list of resources they will need (Week 5)			
does online research about the selected MP (Week 5)			
looks for subject experts (Week 5)			
prepares a plan (Week 5)			
makes and distributes a schedule among teammates (Week 5)			
works equally in the group (Week 5)			
makes presentation eye catching (Week 5)			
makes information neat and organized (Week 5)			
shows responsibility in assigned tasks (Week 5)			
uses English during all aspect of MP (Week 5 and 6)			
reflects understanding and/or mastery of can-do statements in their Mini-Project presentation (Week 6)			
puts into practice the focus of learn to BE and Live-in community (Week 6)			
provides answers to the Essential Question in MP (Week 6)			
pronounces correctly (Week 5 and 6)			
uses grammar structures correctly (Week 5 and 6)			
uses a variety of vocabulary and expressions (Week 5 and 6)			
speaks smoothly with little hesitation according to his/her level (Week 6)			

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