



Teacher's Guide for the New English Curriculum

Fourth Grade
2020

Unit 4

Level 4 th Unit 4				
Scope and Sequence				
Scenario: Take Care				
Enduring Understanding	When we are sick, we should visit a specialist to describe our symptoms in order to receive the right			
Essential Question	What can we do when we do not feel well?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme 1. Not Feeling Well!	Theme 2. Doctor, Doctor!	Theme 3. Pharmacy: Injections, Pills, and Creams... Oh, My!	Theme 4. I Went to the Doctor Yesterday	
Assessment: L2. Recognizes the most important points in a straightforward talk or presentation. R.1. Recognizes and enjoys different types of texts. R.PA.1. Reads words by decoding English graphemes and phonemes. SP.2. Describes common diseases,	Assessment: L1. Recognizes short, clear, and simple instructions and explanations. R.PA.1. Reads words by decoding English graphemes and phonemes. SP.1. Presents with a group, topic sentence and two to three details related to being healthy. Goals:	Assessment: R.PA.1. Reads words by decoding English graphemes and phonemes. SI.1. States single directions, advice / commands. SI.2. Provides and accepts advice. W.1. Prepares simple reminders or notes for personal use. Goals:	Assessment: R.2. Recognizes much of what is written in short simple texts by identifying main points. R.PA.1. Reads words by decoding English graphemes and phonemes. W.2. Copies dates and facts from short, simple text. Goals:	Assessment Instruments for Process/Product Week 6 Suggested Integrated Mini project ✓ Mini book

<p>symptoms and treatments.</p> <p>Goals:</p> <p>L2. understand the most important points in a straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there is some previous familiarity with the topic.</p> <p>R.1. comprehend reading, analyze and enjoy texts.</p> <p>R.PA.1. decode English graphemes and phonemes that sound different in Spanish using knowledge of phonemic awareness.</p> <p>SP.2. describe common diseases,</p>	<p>L1. understand short, clear, and simple instructions and explanations when delivered slowly (e.g., getting a prescription and some medical advice)</p> <p>R.PA.1. decode English graphemes and phonemes that sound different in Spanish using knowledge of phonemic awareness.</p> <p>SP.1. present with a group, a topic sentence and two to three details</p>	<p>R.PA.1. decode English graphemes and phonemes that sound different in Spanish using knowledge of phonemic awareness.</p> <p>SI.1. state single directions, advice / commands using words and phrases.</p> <p>SI.2. provides and accepts advice.</p> <p>W.1. prepare simple reminders or notes for personal use (e.g., diary, journal, homework book).</p>	<p>R.2. understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</p> <p>R.PA.1. decode English graphemes and phonemes that sound different in Spanish using knowledge of phonemic awareness.</p> <p>W.2. copy dates and facts from short, simple text.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

symptoms and treatments.			
Function	Function	Function	Function
– Describing common diseases, symptoms and treatments	– Describing actions that you can do to stay healthy	– Giving advice	Retelling/relating past events
Discourse Markers	Discourse Markers	Discourse Markers	Discourse Markers
Linkers: Sequential - past tense First, then, after that, finally	Linkers: Sequential - past tense First, then, after that, finally	Linkers: Sequential - past tense First, then, after that, finally	Linkers: Sequential - past tense First, then, after that, finally
Grammar & Sentence Frames	Grammar & Sentence Frames	Grammar & Sentence Frames	Grammar & Sentence Frames
<u>Subject + have/has + noun</u> – I have fever, stomachache, and headache. – I have a toothache and earache. – I have an emergency. – <u>Present progressive tense</u>	<u>Subject + to be + verb/adj/or noun</u> – She is a doctor. – He is/ not sick. – He is healthy <u>Simple future tense (will)</u> – She will exercise more.	<u>Personal pronoun 'it'</u> – It is terrible. – It is a disease. – It is at 4:00 pm. <u>Simple Past</u> – I broke my arm. – I fainted and fell down. – I got the flu.	<u>Past Progressive</u> – Yesterday, it was raining and I got wet. – I was walking when I fell down. <u>Simple Past</u> – I broke my arm.

<ul style="list-style-type: none"> - I am having a terrible headache. - I am not feeling well. - My back is hurting me. <p><u>Information Questions</u></p> <ul style="list-style-type: none"> - May I help you? Yes, I need an appointment - What time do you need it? At 3 pm. - What are the symptoms? 	<ul style="list-style-type: none"> - She will drink eight glasses of water every day. - She will sleep 8 hours. 	<p><u>Review Sequence</u></p> <ul style="list-style-type: none"> - First, _____ then, _____ and finally _____. 	<ul style="list-style-type: none"> - I fainted and fell down. - I got the flu. <p><u>Review Sequence</u></p> <ul style="list-style-type: none"> - First, _____ then, _____ and finally _____.
<p>Phonemic Awareness</p> <ul style="list-style-type: none"> - V : (vomit, vaccine, fever) 	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> - Sh :(rash, shot, she) 	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> - U :(flu, school, cure) 	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> - Z :(sneeze, nose, examine)
<p>Vocabulary</p> <p><u>1. Not feeling well!</u></p> <p><u>Diseases:</u></p> <ul style="list-style-type: none"> - the flu, a cold, dengue fever <p><u>Symptoms:</u></p>	<p>Vocabulary</p> <p><u>2. Doctor, doctor!</u></p> <ul style="list-style-type: none"> - Tips/Recommendations - To visit the doctor, to take medicines, to drink, to buy medicines, to listen to 	<p>Vocabulary</p> <p><u>3. Pharmacy:</u> <u>injections, pills, and creams... Oh, my!</u></p> <ul style="list-style-type: none"> - Pharmacist, pain prescription, cold reliever, tablets, 	<p>Vocabulary</p> <p><u>4. I went to the doctor yesterday</u></p> <ul style="list-style-type: none"> - took my temperature - Listened to my heart - Examined my eyes and throat

<ul style="list-style-type: none"> – fever, cough, headache, vomiting <p><u>Treatments:</u></p> <ul style="list-style-type: none"> – pills, natural medicine, vaccination, 	<p>recommendations you should.</p> <p><u>Action verbs</u></p> <ul style="list-style-type: none"> – To have, to get, to feel, to rest. 	<p>ointment, creams, vitamins, injections.</p> <p><i>Imperative form of Verbs</i></p> <p>Take it with food or milk.</p> <p>Take one tablet every eight hours.</p>	
<p>Psycho-social</p> <ul style="list-style-type: none"> – Taking responsibility for being healthy <p>Sociocultural</p> <ul style="list-style-type: none"> – Using greetings & address forms (ex. Hello, Dr. Lopez, handshake) <p>Idioms/phrases</p> <ul style="list-style-type: none"> – Catch a cold 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Another showing interest in person's well being <p>Sociocultural</p> <ul style="list-style-type: none"> – Using and choice of interjections (e.g. Ouch! Yum!) <p>Idioms/phrases</p> <ul style="list-style-type: none"> – To throw up (vomit) <p><u>Proverbs/idioms:</u></p>	<p>Psycho-social</p> <ul style="list-style-type: none"> – Using all tools at hand including technology for promoting healthy lifestyles <p>Sociocultural</p> <ul style="list-style-type: none"> – Using of please and thank you appropriately <p>Idioms/phrases</p> <ul style="list-style-type: none"> – To throw up (vomit) 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Using all tools at hand including technology for promoting healthy lifestyles <p>Sociocultural</p> <ul style="list-style-type: none"> – Using of please and thank you appropriately <p>Idioms/phrases</p> <ul style="list-style-type: none"> – I am in pain.




<u>Proverbs/idioms:</u> – An apple a day keeps the doctor away. –	– I feel rough.	<u>Proverbs/idioms:</u> – I am alive and kicking. (to continue to be well, healthy or successful)	<u>Proverbs/idioms:</u> – I am alive and kicking. (to continue to be well, healthy or successful)
-------------------------------------------------------------------------	-----------------	------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------

Term: II	Level: Fourth	Unit:4	Week:1
Domain: Social-Interpersonal	Scenario: Take Care	Theme: Not Feeling Well	
Enduring Understanding: When we are sick, we should visit a specialist to describe our symptoms in order to receive the right treatment.			
Essential Question: What can we do when we do not feel well?			
New Citizenship:			
<div>Dimensions</div> <div>1. Ways of thinking (X)</div> <div>2. Ways of living in the world (X)</div> <div>3. Ways of relating with others (X)</div> <div>4. Tools for integrating with the world ()</div>			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<div>Grammar & Sentence Frames</div> <div><u>Subject + have/has + noun</u></div> <div>-I have fever, stomachache, and headache.</div> <div>-I have a toothache and earache.</div>	<div>Function</div> <div>Describing common diseases, symptoms and treatments.</div> <div>Discourse Markers</div> <div>Linkers: Sequential - past tense</div>	<div>Psycho-social</div> <div>-Taking responsibility for being healthy</div> <div>Socio-cultural</div> <div>-Using greetings & address forms (ex. Hello, Dr. Lopez, handshake)</div>	

<p>- I have an emergency.</p> <p><u>Past Progressive</u></p> <p>-Yesterday, it was raining, and I got wet.</p> <p>-I was walking when I fell down.</p> <p><u>Information Questions</u></p> <p>-What are the symptoms?</p> <p>- May I help you? Yes, I need an appointment</p> <p>-What time do you need it? At 3 pm.</p> <p>Vocabulary</p> <p><u>Not feeling well Diseases:</u></p> <p>The flu, a cold, dengue fever.</p> <p><u>Symptoms:</u></p> <p>Fever, cough, headache, vomiting.</p> <p><u>Treatments:</u></p> <p>Pills, natural medicine, vaccination,</p> <p>Phonology</p> <p>V: (vomit, vaccine, fever)</p>	<p>First, then, after that, finally</p>	<p>Idioms/Phrases</p> <p>-Catch a cold.</p> <p>Proverbs/Idioms</p> <p>An apple a day keeps the doctor away</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------	------------------------------------------------------------------------------------------------------------------------------

Assessment Strategies & indicators of learning	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p><u>All materials are found in the following link:</u> https://tinyurl.com/t3m9eje</p> <p>Pre-teaching Warm-up</p> <p>Learners watch the video “Symptoms” (Annex 1) and comment on the different diseases and symptoms.</p> <p>Activation of Prior Knowledge</p> <p>After watching the video, learners brainstorm the diseases they identified through it. Students can also name other diseases and symptoms they know about. Teacher can ask students about the ways of treating those symptoms and diseases.</p> <p>Modelling</p> <p>Teacher plays the video for a second time to highlight the new vocabulary and sentence frames presented in the video. Teacher introduces sentence frames related to diseases: What is the matter? What are the symptoms?</p> <p>Clarifying</p> <p>Teacher shows picture and says pretending to be the doctor, what’s the matter? And students show comprehension of the sentence frames and vocabulary by identifying the symptom and responding, I have stomachache, for example. Teacher listens and helps with pronunciation and new meanings.</p>	40 minutes
L2. Recognizes the most important points in	L2. understand the most important points in a	<p><u>Oral Comprehension (Listening)</u></p> <p>Pre-task</p>	40 minutes




a straightforward talk or presentation.	straightforward talk or presentation, accompanied with drawings and/or diagrams, provided there is some previous familiarity with the topic.	<p>Teacher introduces the goal of the lesson. By using the first 27 seconds of the video “Dengue” (Annex 4), students get familiarized to the topic and comment on the disease described. Teacher may ask: What do you know about Dengue? Do you know someone who had suffered from Dengue? What are some of the symptoms?</p> <p>Which ones can you identify from the chart below? Students point to the symptoms based on a first listening and review their answers by listening a second time.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>FEVER JOINT PAIN STOMACHACHE HEADACHE DIARRHEA RASH</p> </div> <p style="text-align: center;">Task-rehearsal</p> <p>Teacher writes some questions (Annex 5) on the board about “Causes and Symptoms of Dengue” to be responded by the learners while listening to for a third time to the video “Dengue” from 0:27 – 2:30. The teacher can also use a chart like this for students to complete while listening for a third time.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Cause of Dengue</th><th style="text-align: center;">Places where the mosquito is found</th><th style="text-align: center;">Places where the mosquito breeds(reproduces)</th><th style="text-align: center;">Symptoms of Dengue</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td><td>1. 2.</td><td>1. 2 3.</td><td>1. 2. 3. 4.</td></tr> </tbody> </table>	Cause of Dengue	Places where the mosquito is found	Places where the mosquito breeds(reproduces)	Symptoms of Dengue	1.	1. 2.	1. 2 3.	1. 2. 3. 4.	
Cause of Dengue	Places where the mosquito is found	Places where the mosquito breeds(reproduces)	Symptoms of Dengue								
1.	1. 2.	1. 2 3.	1. 2. 3. 4.								

					5. 6.	
		<p style="text-align: center;">Task completion</p> <p>Students complete a mind map when listening about “Diagnosis and Treatment” through the video “Dengue” (Annex 6) from 3:54 – 4:30. In pairs, students check their answers together.</p> <p style="text-align: center;">Task assessment</p> <p>Students play “Bean-Bag Toss.” The teacher using pictures reviews again diseases and symptoms. Then, teacher creates circles on the floor with masking tape and places a picture card about diseases and symptoms in each circle. Learners stand behind a line marked with masking tape and throw a small bean bag so that it lands in one of the circles. Then, the learners use the picture to make a sentence, for example, “I have Dengue. I have a fever.”</p> <p>Learners work on self and peer assessment. Whole class assesses their achievement of the goal.</p> <div style="text-align: center;">  Yes!  Sort of  No. Help! </div>				
SP.2. Describes common diseases, symptoms and treatments.	SP.2. describe common diseases, symptoms and treatment.	<p style="text-align: center;">Pre-task</p> <p>Teacher introduces the goal of the lesson. Using a Power Point Presentation (Annex 2) teacher reviews diseases and symptoms and presents the sentence frames. Teacher tells students that they are going to play “Pictionary”. The pictures from The Power Point Presentation (Annex 2) are showed to some students who are supposed to draw in the board the image in order to let the other kids guess the word they are drawing. After the class guesses the word.</p>				40 minutes






















		<p>The class as a whole with the help of the teacher creates a complete sentence to describe a diseases and its symptoms.</p> <p style="text-align: center;">Task-rehearsal</p> <p>Students received a worksheet (Annex 3) with pictures describing different symptoms and diseases. In this sheet, learners have to find the option that best completes each item. In pairs, students describe their pictures and the matching to their partners using personalization. For example: I have dengue. I have fever. They take turns to check their picture matching together.</p> <p style="text-align: center;">Task completion</p> <p>Teacher creates a real-life hospital environment in the classroom with the help of the students in which learners are divided into doctors and patients. Learners watch the video "Symptoms" (Annex 1)</p> <p>Using the pictures of the former activity, students choose a disease and two symptoms. They are supposed to participate in a reality show and common illnesses and diseases. The ones that play the role of doctors will choose one disease and will describe some of the symptoms. The ones who are patients will describe a disease they have and at least 2 symptoms.</p> <p style="text-align: center;">Task assessment</p> <p>Students spin the, "wheel" to practice and review the vocabulary and sentence frames studied. They have to say the word, try to create a sentence and act it out. In case Internet connection is not available, the teacher can use cards. Example: stomachache. They say: I have a stomachache.</p>	
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>R.1. Recognizes and enjoys different types of texts.</p>	<p>R.1. comprehend reading, analyze and enjoy texts.</p>	<p style="text-align: center;"><u>Reading</u> Pre-task</p> <p>The teacher shows the goal of the lesson. Teacher highlights and introduces some new vocabulary to be found in the reading using the pictures that appear in the first exercise of reading for activating prior knowledge with new knowledge. https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-the-story-of-quinine-worksheet.pdf</p> <p style="text-align: center;">Task-rehearsal</p> <p>In pairs, students read “The Story of Quinine” (Annex 7). They underlined the words they don’t know and look up the vocabulary in the dictionary. In pairs, the students ask to each other questions such as: What is the reading about? What is quinine? What disease does quinine cure? Do you like the story? What did you like the most?</p> <p style="text-align: center;">Task completion</p> <p>Students work on the sheet (Annex 8). Go to “The Story of Quinine Worksheet”. Students reread the text and show their comprehension by solving the exercises in the link. Teacher prints them or writes them on the board according to context. In pairs, students practice the vocabulary and sentence frames. On the board, students check their answers.</p> <p style="text-align: center;">Task assessment</p> <p>The students work in pairs. Based on their comprehension from the reading, they are going to create or take one picture that represents one idea from the text. Then, they write a sentence that describes that main idea from the reading and</p>	<p>40 minutes</p>
--------------------------------------------------------------------	-----------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------

		<p>share it orally with their partner. The teacher models with a student first, so everyone understands what to do. Teacher shows a picture that represents one idea from the reading, for example, "medicine". Then, with the help of students, make a sentence (e.g. "Quinine is a famous <u>medicine</u>") and expresses it in oral way.</p> <p style="text-align: center;">Student A: mosquitoes Mosquitoes transmit many illnesses.</p>	
R.PA.1. Reads words by decoding English graphemes and phonemes	R.PA.1. decode English graphemes and phonemes that sound different in Spanish using knowledge of phonemic awareness.	<p style="text-align: center;"><u>Phonemic Awareness</u> Pre-task</p> <p>The goal of the lesson is introduced. The teacher shows and explains the –v sound and words that begin with that sound through a Power Point Presentation. (Annex 9) Teacher models how the sound /v/ is produced pressing the upper lip with the lower lip. Students follow the teacher exaggerating the sound. Then, students with the help of the teacher practice the sound in words accompanied with pictures.</p> <p style="text-align: center;">Task-rehearsal</p> <p>Students listen to the teacher read the story “Violet Valley” (Annex 10). Then, students read aloud along with the teacher. They identify the words with the–v words by shouting them as they read them.</p> <p style="text-align: center;">Task completion</p> <p>The teacher displays word and picture cards on the board. Some volunteers go to the front and match the words to their corresponding picture with the /v/ sound. The students then pronounce each word aloud.</p> <p style="text-align: center;">Task assessment</p>	40 minutes

		<p>The students are divided into two groups. They are assigned 5 minutes to write on the board as many words as they know with the phoneme /v/. The group which writes more words correctly wins.</p> <p>Self-assessment grid</p> <p>I can recognize the most important points in a straightforward talk or presentation.</p> <p>I can talk about common diseases and symptoms.</p> <p>I can recognize the /v/ sound.</p> <p>I can pronounce words with the /v/ sound correctly.</p> <div><div></div><div>Yes!</div><div></div><div>Sort of</div><div></div><div>No. Help!</div></div>	
Integrated Mini-Project			Time
Phase: Instructions for the integrated mini project are found at the end of the unit. Teachers can either work on it every week or leave it for weeks 5 and 6.			
Reflective Teaching			
What worked well	What didn't work well?	How to improve	
Enduring Understanding Reflection			

Term: II	Level: Fourth	Unit:4	Week:2					
Domain: Social-Interpersonal	Scenario: Take Care	Theme: Doctor, Doctor!						
Enduring Understanding: When we are sick, we should visit a specialist to describe our symptoms in order to receive the right.								
Essential Question: What can we do when we do not feel well?								
New Citizenship:								
<table><tr><td>Dimensions</td></tr><tr><td>1. Ways of thinking (X)</td></tr><tr><td>2. Ways of living in the world (X)</td></tr><tr><td>3. Ways of relating with others (X)</td></tr><tr><td>4. Tools for integrating with the world ()</td></tr></table>				Dimensions	1. Ways of thinking (X)	2. Ways of living in the world (X)	3. Ways of relating with others (X)	4. Tools for integrating with the world ()
Dimensions								
1. Ways of thinking (X)								
2. Ways of living in the world (X)								
3. Ways of relating with others (X)								
4. Tools for integrating with the world ()								
Learn to Know	Learn to Do	Learn to Be and Live in Community						
<p>Grammar & Sentence Frames</p> <p>– <u>Subject + to be + verb/adj/or noun</u></p> <p>– She is a doctor.</p> <p>– He is/ not sick.</p> <p>– He is healthy</p>	<p>Function</p> <p>– Describing actions that you can do to stay healthy</p> <p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p>	<p>Psycho-social</p> <p>– Another showing interest in person’s well being</p> <p>Socio-cultural</p>						

Learner...	Learner can	<div>Pre-teaching Warm up:</div> <div>-Teacher starts the class by watching a video. The video shows the cause effect of bad healthy habits. Organ Story.</div> <div>Activation of prior knowledge</div> <div>After watching the video, the teacher shares some health problems people could face if they have bad healthy habits. To activate students' prior knowledge about healthy and unhealthy habits, students do the following matching activity.</div> <div><div>Healthy or Unhealthy Habits</div><div>Match the pictures with the words that go together.</div><table><tr><td></td><td>Eat fruits</td></tr><tr><td></td><td>Smoke cigarettes</td></tr><tr><td></td><td>Take a shower</td></tr><tr><td></td><td>Drink beer</td></tr><tr><td></td><td>Brush your teeth</td></tr><tr><td></td><td>Eat junk food</td></tr><tr><td></td><td>Get enough sleep</td></tr></table></div> <div>Taken from: https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Healthy_Habits/Healthy_and_Unhealthy_Habits_fu301742ku</div> <div>The teacher invites students to tell name of diseases or consequences if they do not have good habits.</div> <div>Modeling</div> <div>-Teacher models pronunciation and provides examples of sentence frames to give suggestions to someone for a healthier life. For example: someone is overweight, and wants to be healthy, what can he she/he do?</div> <div>Some actions are:</div>		Eat fruits		Smoke cigarettes		Take a shower		Drink beer		Brush your teeth		Eat junk food		Get enough sleep	40 minutes
	Eat fruits																
	Smoke cigarettes																
	Take a shower																
	Drink beer																
	Brush your teeth																
	Eat junk food																
	Get enough sleep																

		<p>-S/he will exercise more.</p> <p>-S/he will drink eight glasses of water every day.</p> <p>-S/he will sleep 8 hours.</p> <p style="text-align: center;">Clarifying</p> <p>Students make a circle, the teacher places large titles on the floor, each of the titles with lack of information. Students must pick them up and match them with the missing word/ words. Students complete the sentences orally. Teacher provides feedback on responses and emphasizes correct pronunciation.</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">He will drink</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">She will sleep</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">of water every day</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">She will exercise</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">eight glasses</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">more</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;">8 hour</div>	
L1. Recognizes short, clear, and simple instructions and explanations	L1. Understand short, clear, and simple instructions and explanations when delivered slowly (e.g., getting	<p style="text-align: center;"><u>Oral Comprehension</u></p> <p style="text-align: center;">Pre-task</p> <p>Teacher shares the goal of the lesson. In order to provide examples of actions people can take to be healthy, teacher reviews actions to prevent infection from COVID 19 and adapted to the context. She uses, for example, the sentence</p>	40 minutes

a prescription and some medical advice)

frame: I will wash my hands frequently... She shows the following chart with some healthy habits to fight coronavirus.

 <p>I will eat healthy</p>	 <p>I will keep learning from home</p>	 <p>I will wash my hands frequently</p>
 <p>I will wear a facemask if I go out.</p>	 <p>I will do exercises</p>	 <p>I will practice physical distancing, but be kind</p>

Teacher asks students to point to the ones they practice as she reads them using the form:

I will eat healthy. I will do exercises.. I will take wash my hands frequently.

Teacher clarifies vocabulary.

		<p style="text-align: center;">Task-rehearsal</p> <p>Students are given a copy of the above handout with pictures. They listen to the teacher as she describes the actions s/he and he family will do. Students circle the one they listen to.</p> <p style="text-align: center;">Task completion</p> <p>Students listen to a doctor explaining 10 things you can do to manage COVID 19 at home. Go to https://www.youtube.com/watch?v=qPoptbtBjkg</p> <p>Students listen to the video for the first time and identify three advices they know and practice.</p> <p>Students listen for a second time and organize the 10 advices in order from 1 to 10.</p> <p>Organize them from 1 to 10 based on what you listen.</p> <p>___ Wash your hands often.</p> <p>___ Cover your coughs and sneezings.</p> <p>___ Stay away from others in your home, use a separate bathroom.</p> <p>___ Rest and stay hydrated.</p> <p>___ Avoid sharing personal items.</p> <p>___ Monitor your symptoms.</p> <p>___ Clean all surfaces touched often.</p> <p>___ Stay home, do not go out.</p> <p>___ If you have a doctor's appointment call ahead to inform.</p>	
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--




		<p>_____ If symptoms get severe, call 911.</p> <p style="text-align: center;">Task assesment</p> <p>Students listen to the video for the third time and check their answer with a partner. Finally the teacher provides feedback.</p> <p>Finally, the teacher tells learners to line up in front of the door to wait for their turn to enter the doctor's office (the classroom). In order to get into the class, each learner must tell the teacher two things he/she will do to protect from COVID 19.</p>	
<p>SP.1. Presents with a group, topic sentence and two to three details related to being healthy.</p>	<p>SP.1. present with a group, a topic sentence and two to three details.</p>	<p style="text-align: center;"><u>Spoken Production</u></p> <p style="text-align: center;">Pre-task</p> <p>Teacher shares the goal of the lesson. Teacher activates prior knowledge by showing different pictures related to tips and recommendations to have good health. The teacher plays a video: You should. Teacher emphasizes on the expressions shown to give advice to someone for a healthier life style. Teacher explains the meaning with examples. (You have the flu. You should rest, you should take a hot bath, you should drink a lot of water, etc.)</p> <p>Students watch a Prezi presentation about recommendations to reinforce sentence structure. Teacher reads each tip aloud. Students repeat after the teacher. Prezi Presentation</p> <p>Teacher pastes on the board the question: What should you do to be healthy? Students select a tip or recommendation of the ones already presented.</p> <p style="text-align: center;">Task-rehearsal</p>	

Students receive a medical appointment worksheet. In pairs student fill out the chart. In order to fill it out; students use the sequential order expressions.
First, Then , Finally

Doctor's Appointment	
Patient's name: _____	
Patient I have the flu.	Doctor What is matter with you?
What should I do to be healthy?	First You should:
	Then I recommend you to:
	Finally You should:

Once students fill it out they practice it orally with their partner. They take roles. One person is the doctor and the other plays the role of the patient. Then, they switch turns.

Task completion







		<p>The teacher creates a real-life environment of a clinic in the classroom. Students play the role of doctors who have to give advice to people in the community about how to be healthy and fight coronavirus. For example:</p> <p>Good morning everyone. I want to give three advices about how to be heathy and fight coronavirus. Number one: Wash your hands frequently....</p> <p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Say a greeting 2. Make an introduction to the topic 3. Give two or three advices 4. Say good-bye <p style="text-align: center;">Task assessment</p> <p>Students play Hot potato with actions that you can do to stay healthy: Every time a student gets the “potato” he/she must say a tip or recommendation.</p> <p>The teacher provides feedback or repair. Whole group assesses their performance</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>Yes!</p> </div> <div style="text-align: center;">  <p>Sort of</p> </div> <div style="text-align: center;">  <p>No. Help!</p> </div> </div>	
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>R.PA.1. Reads words by decoding English graphemes and phonemes.</p>	<p>R.PA.1. decode English graphemes and phonemes that sound different in Spanish using knowledge of phonemic awareness.</p>	<p style="text-align: center;"><u>Phonemic Awareness</u></p> <p style="text-align: center;">Pre-task</p> <p>Teacher introduces the goal for the class. Option 1, Teacher introduces the /sh/ diagraph sound with the following video: Sh video . Option 2, this link can be used interactively with a tablet or a computer . <u>Sh diagraph.</u> . Teacher models the sound for the students. Students make the sound with the teacher and exaggerate the sound. Students listen to and repeat a set of words with the /sh/ sound.</p> <p style="text-align: center;">Task-rehearsal</p> <p style="text-align: center;">Students watch the video Beginning and ending Sh.</p> <p>Students work with a worksheet about sorting the words according to the beginning or ending /sh/ diagraph.</p>	<p>40 minutes</p>
-------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------

		<div>Name _____</div> <div>Read each word. Then sort the words.</div> <table><tr><th>sh____</th><th>____sh</th></tr><tr><td></td><td></td></tr></table> <div>Word Cards</div> <table><tr><td>shop</td><td>crash</td><td>shot</td><td>dish</td><td>shelf</td></tr><tr><td>ship</td><td>trash</td><td>brush</td><td>wish</td><td>shell</td></tr><tr><td>fresh</td><td>shut</td><td>fish</td><td>shed</td><td>splash</td></tr></table> <div>Task completion</div> <div>Teacher reviews the /sh/ sounds. Then, they listen to the teacher saying the words. Learners work in a worksheet circling the word they hear. When they finish, students chorally say aloud the name of each picture to review the /sh/ sound.</div>	sh____	____sh			shop	crash	shot	dish	shelf	ship	trash	brush	wish	shell	fresh	shut	fish	shed	splash	
sh____	____sh																					
shop	crash	shot	dish	shelf																		
ship	trash	brush	wish	shell																		
fresh	shut	fish	shed	splash																		

Circle It

Say the picture name.
Circle the word for the picture.
Write the word on the line.

 <p>stop ship shop</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>sell shell shelf</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>trash rash traps</p> <p>_____</p> <p>_____</p> <p>_____</p>
 <p>fist fits fish</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>disk dash dish</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>bush brush bust</p> <p>_____</p> <p>_____</p> <p>_____</p>

Write a sentence for each word.

wish _____

shop _____

Extra material for /Sh/

Task assessment

Teacher hands out worksheet per group. Students in pairs continue practicing the sound /sh/ in the words below. Then match the words with the pictures. Students participate in self-assessment and peer assessment.

		<p>Name _____</p> <p>I Can Read! sh</p> <p>fish ship shell oash</p> <p>dish trash brush shop</p> <p>Read the words.</p> <p>Match the picture to the word.</p> <p>Self-assessment grid</p> <p>I can recognizes short, clear, and simple instructions and explanations.</p> <p>I can give a short presentation including two to three details related about being healthy.</p> <p>I can make the sound /sh/ correctly.</p> <p>I can pronounce the words correctly.</p>	
Integrated Mini-Project			Time
Phase: Instructions for the integrated mini project are found at the end of the unit. Teachers can either work on it every week or leave it for weeks 5 and 6.			
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			

Term: II	Level: Fourth	Unit: 4	Week:3					
Domain: Social-Interpersonal	Scenario: Take Care	Theme: Pharmacy: Injections, Pills						
Enduring Understanding: When we are sick, we should visit a specialist to describe our symptoms in order to receive the right treatment								
Essential Question: What can we do when we do not feel well?								
New Citizenship:								
<table><tr><td>Dimensions</td></tr><tr><td>1. Ways of thinking (X)</td></tr><tr><td>2. Ways of living in the world (X)</td></tr><tr><td>3. Ways of relating with others (X)</td></tr><tr><td>4. Tools for integrating with the world ()</td></tr></table>				Dimensions	1. Ways of thinking (X)	2. Ways of living in the world (X)	3. Ways of relating with others (X)	4. Tools for integrating with the world ()
Dimensions								
1. Ways of thinking (X)								
2. Ways of living in the world (X)								
3. Ways of relating with others (X)								
4. Tools for integrating with the world ()								
Learn to Know	Learn to Do	Learn to Be and Live in Community						
<p>Grammar & Sentence Frames</p> <p><u>Personal Pronoun “it”</u></p> <p>It is terrible</p> <p>It is a disease</p> <p>It is at 4:00 pm.</p> <p><u>Simple Past</u></p> <p>I broke my arm.</p> <p>I fainted and fell.</p>	<p>Function</p> <p>Giving Advice</p> <p>Discourse Markers</p> <p>Linkers: Sequential-past tense</p> <p>First, then, after that, finally</p>	<p>Psycho-social</p> <p>– Using all tools at hand including technology for promoting healthy lifestyles</p> <p>Socio-cultural</p> <p>– Using of please and thank you appropriately</p> <p>Idioms/phrases</p>						




<p>I got the flu. <u>Review Sequence</u> First, _____ then, _____ and finally _____.</p> <p>Vocabulary 5. Pharmacy: Injections, pills, and creams... Oh, my!</p> <p>- Pharmacist, pain, prescription, cold, reliever, tablets, ointment, creams, vitamins, injections.</p> <p><i>Imperative form of verbs</i> Take it with food or milk. Take one tablet every eight hours.</p> <p>Phonology U: (flu, school, June, Rule)</p>		<p>I am in pain. Proverbs / Idioms: – I am alive and kicking (to continue to be well, healthy or successful)</p>	
Assessment Strategies & indicators of learning	Goals	Pedagogical Mediation/ Didactic Sequence	Time
(Diagnostic, formative, summative)			
Learner...	Learner can	<p>All materials for this week can be downloaded at: https://tinyurl.com/t7ddgjd</p> <p>Pre-teaching Warm Up</p> <p>Teacher plays the video “Doctor’s Office” (Annex 1) and poses the questions:</p> <ul style="list-style-type: none"> • What is the boy’s problem? • Where is the boy? 	40 minutes

		<p>(these questions can be written on the board or in a poster for better understanding).</p> <p style="text-align: center;">Activation of Prior Knowledge</p> <p>On the board, the teacher writes “health problems” and asks students to provide some examples. S/he can either write the examples or ask students to come to the board to write them.</p> <p style="text-align: center;">Modeling</p> <p>The teacher shows a Prezi presentation (Or Download Annex 2) where some of the phrases from the video – and pictures – are highlighted.</p> <ul style="list-style-type: none"> • I don’t feel well. • I have a headache. • I want to go to bed. • My temperature’s high. • I’m dizzy. <p>Using TPR, the teacher reads the words and students have to act them out. Then, the teacher acts out one disease or symptom and students tell the phrase.</p> <p style="text-align: center;">Clarifying</p> <p>Teacher plays the game, charades, with students. One of them comes to the front and takes a paper from a bag, reads the phrase and acts it out. The other students must guess.</p>	
SI.1. States single directions, advice / commands	SI.1. State single directions, advice / commands using words and phrases.	<p style="text-align: center;"><u>Spoken Interaction</u></p> <p style="text-align: center;">Pre-task</p> <p>Using the board or a poster, the teacher introduces the goal of the lesson.</p> <p>Students are presented with a video about how to should and shouldn’t (Annex 3) to give advice to other people.</p> <p>Using Flashcards (Annex 4) the teacher reviews the main phrases and asks students to repeat after him/her. Teacher can play a game in which he covers</p>	40 minutes

		<p>the flashcard and starts uncovering little by little and students must guess the recommendation contained in the flashcard.</p> <p>Task-rehearsal</p> <p>Students are provided with a memory game (Annex 5) about expressions we tend to use in order to give advice. E.g. (you should go to the dentist; you shouldn't eat candy). They play in small groups (4 or 5 people) and they need to match the suggestion to the correct picture.</p> <p>Task completion</p> <p>Students are given a picture representing suggestions (Annex 6). They paste it in their chest. They walk around looking at their classmates' pictures and asking each other "What should I do?". They need to answer based on their classmate's picture.</p> <p>Task assessment</p> <p>Teacher gives students different pictures that represent suggestions (same as in task completion). T asks one student to come to the front and give an advice; the students that have such advice stand up. The process is repeated with four or five students.</p>	
R.PA.1. Reads words by decoding English Graphemes and phonemes.	R.PA.1 Decode English graphemes and phonemes that sound different Spanish using knowledge of phonemic awareness.	<p><u>Phonemic Awareness</u></p> <p>Pre-task</p> <p>The teacher shares the goal of the lesson. Teacher posts or writes the following combination of letters on the board: -ew, -u, -oo, -ue, -oe Teacher asks students to repeat the sound of these letters (U:). Then, the teacher writes words with those spelling patterns (screw, flu, school, blue, shoe)</p>	40 minutes

		<p style="text-align: center;">Task-rehearsal</p> <p>The teacher provides students with a worksheet (Annex 7) in which they blend letters to form words they find in a word search. Then, they match the words with the correct picture.</p> <p>Ss watch the video on long U: sound (Annex 8) to learn more words and spelling patterns.</p> <p style="text-align: center;">Task completion</p> <p>Students get in small groups (5 or 6 people) and they are given a die with different combinations of letters on the different sides. They roll the die and have to say a word that has the same letters pronounced as /U:/</p> <p style="text-align: center;">Task assessment</p> <p>Students are given a worksheet (Annex 9) and individually they must complete the word with the corresponding spelling for the sound /U:/</p> <p>Students are encouraged to share with the whole class and teacher corrects as needed.</p>	
SI.2. Provides and accepts advice	SI. 2. provides and accepts advice.	<p style="text-align: center;"><u>Spoken Interaction</u></p> <p style="text-align: center;">Pre-task</p> <p>The teacher shares the goal of the lesson. The teacher projects the video about giving advice health problems (Annex 10) and emphasizes on the expression “What’s the matter?”. Students listen for a second time and the teacher asks them to pay attention to the doctor’s suggestions. T writes some on the board with the help of the students.</p> <p style="text-align: center;">Task-rehearsal</p>	40 minutes

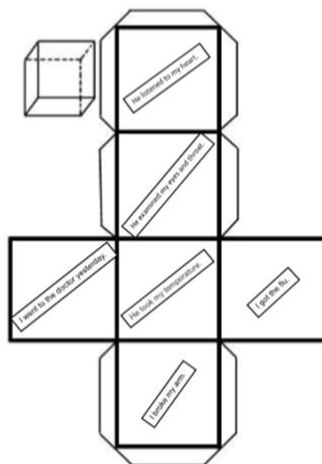
		<p>Using the phrases that are written on the board, the teacher calls some volunteer students. They choose a card with a picture representing a health problem (Annex 11) and tell their classmates the problem they got. The whole class provides a suggestion from the ones on the board and the student posts the card next to the correct suggestion.</p> <p style="text-align: center;">Task completion</p> <p>The teacher divides the class in two groups: doctors and patients. He gives a card with a picture representing a health problem to the patients (Annex 11), these students look for a doctor and have a conversation like the following:</p> <p style="padding-left: 40px;">Doctor: What's the matter?</p> <p style="padding-left: 40px;">Patient: I have a</p> <p style="padding-left: 40px;">Doctor: You should / Shouldn't ...</p> <p style="padding-left: 40px;">Patient: Thank you Doctor.</p> <p>This process is repeated with 3 students. Then, they swap roles.</p> <p style="text-align: center;">Task assessment</p> <p>Students play rock paper scissors. The winner says a problem and the other students offers a piece of advice. They play with 4 or 5 different classmates.</p>	
W.1. Prepares simple reminders or notes for personal use.	W.1. Prepare simple reminders or notes for personal use (e.g., diary, journal, homework book)	<p style="text-align: center;"><u>Writing</u> Pre-task</p> <p>T shares the goal of the lesson. T provides Ss a newspaper article where someone asks for advice and there is a response from the reporter. As a group, they need to complete the response with should or shouldn't (Annex 12).</p>	40 minutes

		<p style="text-align: center;">Task-rehearsal</p> <p>In pairs or small groups, they answer some questions regarding a problem and a solution that are presented in the worksheet (Annex 12).</p> <p style="text-align: center;">Task completion</p> <p>Ss are given a worksheet simulating a newspaper page. There is someone asking for advice and students need to write short responses giving recommendations based on a model or examples of notes provided by the teacher. (Annex 13).</p> <p style="text-align: center;">Task assessment</p> <p>The teacher spins a wheel digital wheel (if internet is not available, Teachers can use cards) and reads the situation to the class. Students come up with a suggestion and the rest of the class shows thumbs up or down to signal agreement or disagreement.</p> <p>Self-assessment grid</p> <p>I can make the sound /u/ correctly. I can pronounce the words correctly. I can give advice / commands to someone sick. I can accept advice. I can write short notes for giving advice.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Yes! </div> <div style="text-align: center;">  Sort of </div> <div style="text-align: center;">  No. Help! </div> </div>	
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Integrated Mini-Project			Time
Phase: Instructions for the integrated mini project are found at the end of the unit. Teachers can either work on it every week or leave it for weeks 5 and 6.			
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			

Term: II	Level: Fourth	Unit: 4	Week:4					
Domain: Social-Interpersonal	Scenario: Take Care	Theme: I Went to the Doctor Yesterday						
Enduring Understanding: When we are sick, we should visit a specialist to describe our symptoms in order to receive the right								
Essential Question: What can we do when we do not feel well?								
New Citizenship:								
<table><tr><td>Dimensions</td></tr><tr><td>1. Ways of thinking (X)</td></tr><tr><td>2. Ways of living in the world (X)</td></tr><tr><td>3. Ways of relating with others (X)</td></tr><tr><td>4. Tools for integrating with the world ()</td></tr></table>				Dimensions	1. Ways of thinking (X)	2. Ways of living in the world (X)	3. Ways of relating with others (X)	4. Tools for integrating with the world ()
Dimensions								
1. Ways of thinking (X)								
2. Ways of living in the world (X)								
3. Ways of relating with others (X)								
4. Tools for integrating with the world ()								
Learn to Know	Learn to Do	Learn to Be and Live in Community						
<p>Grammar & Sentence Frames</p> <p>Past Progressive</p> <p>– Yesterday, it was raining and I got wet.</p> <p>– I was walking when I fell down.</p> <p>Simple Past</p> <p>– I broke my arm.</p> <p>– I fainted and fell down.</p> <p>– I got the flu.</p>	<p>Function</p> <p>Retelling/relating past events</p> <p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Psycho-social</p> <p>Socio-cultural</p>						

Vocabulary <u>Review Sequence</u> – First, _____ then, _____ and finally _____ Phonology – Z :(sneeze, nose, examine)			
Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p style="color: red; text-align: center;">All materials for this week can be downloaded at: https://tinyurl.com/uq7e2vx</p> <p style="text-align: center;">Pre-teaching Warm up</p> <p>The teacher rolls the die (Annex 1)</p>	40 minutes



Students say the sentence where the dice fell.

Activation of the Prior Knowledge

The teacher asks students what they remembered from the warm-up. The teacher writes their contributions on the board

Modeling

The teacher chooses some ideas from the reading.

I broke my arm.

I got the flu.

I went to the doctor yesterday.

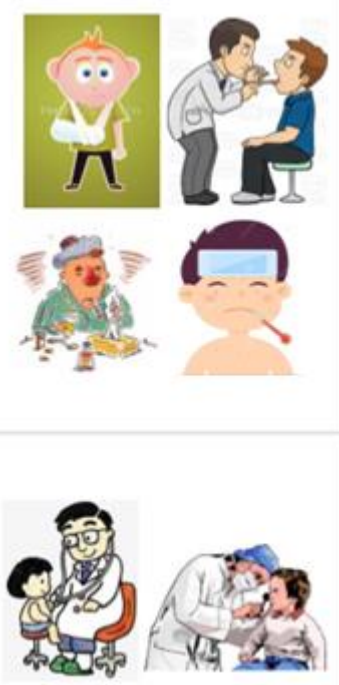
He took my temperature.

He listened to my heart.

He examined my eyes and throat.

Using TPR, the teacher reads the sentences and the Ss have to act them.

		<p>Clarifying</p> <p>The teacher pastes pictures on the board (Annex 2) and asks students to show thumbs up if they know the words or thumbs down if they don't know the words. Teacher provides feedback.</p> <div>He took my temperature.</div> <div>I got the flu.</div> <div>I went to the doctor yesterday.</div> <div>He listened to my heart.</div> <div>I broke my arm.</div> <div>He examined my eyes and throat.</div>	
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

			
R.2. Recognizes much of what is written in short simple texts by identifying main points.	R.2. understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.	<p style="text-align: center;"><u>Reading</u> Pre-task</p> <p>The teacher introduces the goal of the lesson and writes the goal on the board. Teacher pastes pictures in one side of the board and some sentences in the other side of the board. Teacher reads the sentences, the Ss who knows which one is the correct picture will raise his/her hand and will go to the board and match the sentence with the picture.</p> <p style="text-align: center;">Task-rehearsal</p> <p>Teacher writes or pastes incomplete sentences on the board without a verb. Teacher reads the sentences and asks ss to help her to find the correct word.</p>	40 minutes

Example:

I _____ my arm.
I _____ the flu.
I _____ the doctor yesterday.
He _____ my temperature.
He _____ my heart.
He _____ my eyes and throat.

With the participation of all learners, teacher completes each of the sentences with the correct verb with a color marker. Students along with the teacher read again the sentence completed.

I **broke** my arm.
I **got** the flu.
I **went to** the doctor yesterday
He **took** my temperature
He **listened to** my heart
He **examined** my eyes and throat

fell down

broke

got

went to

took

listened to

examined

Task completion

Students receive the text and an envelope with some pictures (**Annex 3**). Students work in groups of 4 or 5 and read the following text.

I went to the doctor

Yesterday I was playing soccer in the park when I fell down. My arm really hurts!

When I was coming home it was raining and I got wet. My mom gave me an aspirin because I had a terrible headache.

My mom took me to the doctor's office. When my mom and I arrived to his office. First, we sat in the waiting room for about ten minutes. Then, a nurse called me and took my blood pressure. After that, she asked me some questions.

Finally, when the doctor came into the room, he listened to my heart. He examined my arm, eyes, my throat and other parts of my body. He also took me the temperature and he took an X ray of my arm. He was a very nice doctor.

My mom and I waited for some minutes and then the doctor called us, he had bad news for us. I broke my arm!

After the visit to the doctor's office, my mom and I went to Pops and she bought me an ice cream. I was happy to know that I won't to go to the school for a while.

Students have to order the pictures in a sequence according to the information in the text using the frequency words: **first, then, after that, finally**. When they finish, they just raise their hands and the teacher checks their responses and provides feedback.



First

then

After that

finally

I

Task assessment













Students work in pairs. They make at least two questions about the text. They walk around and ask questions to their classmates.

R.PA.1. Reads words by decoding English graphemes and phonemes.	R.PA.1. decode English graphemes and phonemes that sound different in Spanish using knowledge of phonemic awareness.	<div><div>Phonemic Awareness</div><div><div>Pre-task</div><div>The teacher introduces the goal of the lesson. Teacher asks students to repeat the sound of the following words. (sneeze, nose, examine) Ss watch the following video https://www.youtube.com/watch?v=llfvVDyMAJg&feature=youtu.be</div><div><div>Task-rehearsal</div><div>Students work with a worksheet (Annex 4) about sorting the words according to the middle or ending sound of /z/.</div><div><div>Name:</div><div>Read each words, then sort the words according</div><table><tr><td>First</td><td>Middle</td><td>End</td></tr><tr><td></td><td></td><td></td></tr></table><div><div>Cousin</div><div>nose</div><div>Zero</div><div>music</div><div>zebra</div><div>sneeze</div><div>Examine</div><div>please</div><div>zoo</div><div>noisy</div></div></div><div><div>Task completion</div><div>Teacher reviews the sound /z/ Gives a worksheet to ss, they need to listen to the teacher and circle the word they hear. Then they will read the words.</div></div></div></div></div>	First	Middle	End				40 minutes
First	Middle	End							

Words With the Z Sound

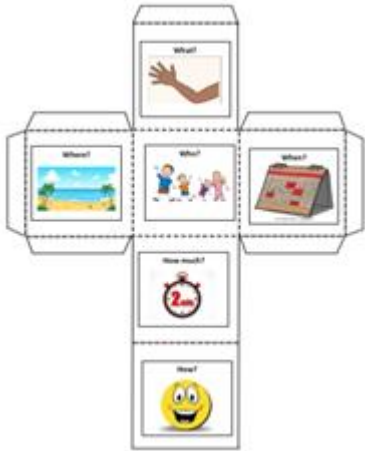
Name _____

Each picture has three words that describe it. Choose the word that has the Z sound. The Z sound is the sound in zap, zoom, buzz, fliers, and nose.

 crooked zigzag bent	 toothed zipper closure	 puzzle jigsaw piece
 bloom flower zinnia	 stringed zither instrument	 lizard reptile iguana
 striped black-and-white zebra	 witch magician wizard	 pizza pie topping
 box wrapped gift	 footwear boots leather	 rose flower blossom

Task assessment

Ss work in groups. Teacher gives some bottle caps to each group with some letters on it. Then the T says a word and each group forms the word, the group that finishes first ss raise their hands and the teacher will check the word. If they make the word correctly that group get a point.

W.2. Copies dates and facts from short, simple text.	W.2. copy dates and facts from short, simple text.	<p style="text-align: center;"><u>Writing</u></p> <p style="text-align: center;">Pre-task</p> <p>Teacher writes the goal of the lesson on the board. The teacher rolls the die (questions) (Annex 5) and reads the questions. Students call out the questions.</p> <div data-bbox="1039 418 1400 865">A net for a six-sided die, consisting of six squares arranged in a cross shape. Each square contains a question prompt and an illustration. The prompts are: 'What?' (top), 'What?' (middle-left), 'What?' (middle-right), 'How much?' (bottom-left), 'How much?' (bottom-right), and 'How?' (bottom). The illustrations are: a hand (top), a beach scene (middle-left), a group of children (middle-right), a calendar (bottom-left), a clock showing 2:00 (bottom-right), and a smiling emoji (bottom).</div> <p style="text-align: center;">Task-rehearsal</p> <p>Students receive a worksheet with questions and check some questions words (Annex 6) They will answer them</p>	40 minutes
-------------------------------------------------------------	-----------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------

QUESTION WORDS

Choose the correct word that completes the question.

- _____ is your favorite color?
- _____ is your birthday?
- _____ do you live with?
- _____ do you live?
- _____ do you feel today?
- _____ time do I have?
- _____ do you go for vacation?
- _____ is the English test?
- _____ is it?
- _____ is your hobby?

Where
What
How much
What
When

Task completion

Teacher reviews and writes some questions on the board. Students receive a text **(Annex 3)**

Students work in pairs, read the text and answer the questions **(Annex 7)**

READING COMPREHENSION

Use the text **I went to the doctor** to answer correctly the following questions.

- What did you do yesterday?

- Where were you when you fell down?

- Who did take you to the doctor?

- How much time did you spend in the waiting room?




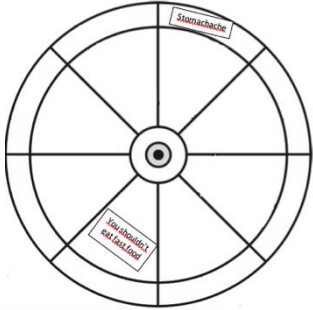
- What did the doctor do?

- When did you go to POPS?

- How did you feel when you ate an ice cream?

Task assessment

Students receive a question or an answer, then they play a mingle activity, they will walk around the classroom, until they will find their partner. Use the same questions **(Annex 7)**

		<p>Self-assessment grid</p> <p>I can make the sound /z/ correctly. I can pronounce the words correctly. I can identify main points in a reading. I can copy dates and facts from short, simple text by answering simple questions</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Yes! </div> <div style="text-align: center;">  Sort of </div> <div style="text-align: center;">  No. Help! </div> </div>	
Integrated Mini-Project			Time
<ul style="list-style-type: none"> The teacher gives a copy of the mini project wheel to each student (Mini Project Annex) Templates can be downloaded at https://tinyurl.com/sfhfuu7 Students cut out both wheels and cut the gray sections of the “Take Care” wheel out. In the blank wheel students write ailments or health problems in the edges and recommendations on the opposite triangles (see example). <div style="text-align: center; margin-top: 20px;">  </div>			80 min

<ul style="list-style-type: none"> • Make a whole in the middle of both wheels and attach both circles using a metal brad. • Have students play with the wheel and practice giving suggestions for different health problems. 		
Reflective Teaching		
What worked well	What didn't work well	How to improve
Enduring Understanding Reflection		

Créditos

Dirección de Desarrollo Curricular

Anabelle Venegas Fernández, Jefatura Departamento de Primero y Segundo Ciclos

Elaboración:

Ana Isabel Campos Centeno

Yaudy Ramírez Vásquez,

Asesoras Nacionales de Inglés, Departamento de Primero y Segundo Ciclos

Ezequiel Rojas Gutiérrez,

Asesor regional de inglés, Dirección Regional de Educación de San José Central

Equipo de docentes colaboradores, Dirección Regional de San José Central

Jonathan Elizondo Mejías,

Emilia Méndez Aguilar,

Cindy Morera Castañeda,

Adriana Piedra Hernández