



Teacher's Guide for the New English Curriculum

..... **Fifth Grade**

2021

Unit 1

Presentation

Dear teachers

This is unit 1 of Fifth Grade Teacher's Guide and have the purpose to provide English teachers of Fifth grade with the guidelines on how to develop effectively the knowledge, skills and abilities set in the new English syllabus. As a result, learners can achieve an expected level of performance in the target language according to the CEFR. We believe that you know your students best and therefore we encourage you **to adapt and contextualized** what you find here so that it responds to the needs and context of your learner. This lesson plan includes in the first page of the planning template, the four dimensions of the new Curricular Policy, "To Educate for a New Citizenship". The ones mostly emphasized in the unit are identified with an X. These dimensions are embedded and developed in the learning experiences provided. This unit will be completed within a timeline of six weeks.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Level 5th Unit 1 Scope and Sequence				
<div>Dimensions</div> <div>1. Ways of thinking (X)</div> <div>2. Ways of living in the world (X)</div> <div>3. Ways of relating with others (X)</div> <div>4. Tools for integrating with the world (X)</div>				
Scenario: Go Green				
Enduring Understanding	Our actions can have a positive or negative chain effect on the environment around us. If we are responsible, we can make the environment better. If we are wasteful, the environment suffers and so do we all.			
Essential Question	How do our actions affect the environment around us?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme	Theme	Theme	Theme	
1. Our Environment: Making the Connection	2. Actions that Harm the Environment	3. Protecting my Planet	4. Solving Environmental Problems	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment
L.1. Recognizes isolated, familiar words and phrases when listening to clear, slow,	L.2. Recognizes phrases and high frequency vocabulary related to theme by selecting them from	SI.1. Indicates strengths and weaknesses of personal or human actions on the environment.	SI.1. Indicates strengths and weaknesses of personal or human actions on the environment.	Instruments Process/Product fo

<p>and basic text with slow clear pronunciation.</p> <p>SI.2. Asks for clarification of unknown words and expressions</p> <p>SP.1. Talks about a familiar theme in a short presentation, prepared in advance</p> <p>R.PA.1. Reads words and sentences by decoding English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>Goals:</p> <p>L1. understand isolated, familiar words and</p>	<p>texts/ word/phrase banks.</p> <p>R.2. Follows a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.</p> <p>SP.1. Talks about a familiar theme in a short presentation, prepared in advance</p> <p>R.PA.1. Reads words and sentences by decoding English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>Goals:</p> <p>L2. understand phrases and high frequency vocabulary related to</p>	<p>R.PA.1. Reads words and sentences by decoding English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>W.1. Labels charts, diagrams, and maps.</p> <p>Goals:</p> <p>SI.1. indicate strengths and weaknesses related to the theme and language function.</p> <p>R.PA. 1. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>W.1. label charts, diagrams, and maps.</p>	<p>R.PA.1. Reads words and sentences by decoding English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>W.2. Applies conventions of standard English when writing short texts.</p> <p>Goals:</p> <p>SI.1. indicate strengths and weaknesses related to the theme and language function.</p> <p>R.PA. 1. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>W.2. apply conventions of standard English</p>	<p>Week 6</p> <p>Suggested Integrated Mini project</p>
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<p>phrases when listening to clear, slow, and basic text being read aloud.</p> <p>SI.2. ask for clarification of unknown words and expressions</p> <p>SP.1. talk about a familiar theme in a short presentation, prepared in advance</p> <p>R.PA. 1. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>areas of personal interest.</p> <p>R.2. follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.</p> <p>SP.1. talk about a familiar theme in a short presentation, prepared in advance</p> <p>R.PA. 1. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>		
<p>Function</p> <ul style="list-style-type: none"> – Describing nature at local, national and global level – Asking for and giving information 	<p>Function</p> <ul style="list-style-type: none"> – Describing environmental problems at local, national and global level 	<p>Function</p> <ul style="list-style-type: none"> – Giving advice for protecting the environment 	<p>Function</p> <ul style="list-style-type: none"> – Describing ways to solve environmental problems

<p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>
<p>Grammar & Sentence Frames</p> <p><u>Present Simple</u></p> <ul style="list-style-type: none"> - A dry forest has ____. - In the cloud forest there are ____. - Some examples of fauna are ____ <p><u>Information questions with "to be" and "can"</u></p> <p>1. What type of animals and plants can you find in the rainforest?</p> <p>2. How can we preserve our forests and animals?</p>	<p>Grammar & Sentence Frames</p> <p><u>First Conditional</u></p> <ul style="list-style-type: none"> - If I/we (throw) pesticides into rivers (fish) will die. 	<p>Grammar & Sentence Frames</p> <p><u>Modal Can</u></p> <ul style="list-style-type: none"> - I can ____ (save) money for ____ (recycling). - I can ____ (plant) trees to enhance reforestation. - We can use ____ (boxes) instead of using ____ (plastic) bags. <p><u>Modal "have to"</u></p> <ul style="list-style-type: none"> - I have to protect my environment. - We have to separate garbage. 	<p>Grammar & Sentence Frames</p> <p><u>Modal Should</u></p> <ul style="list-style-type: none"> - We should/shouldn't ____ - I should/n't ____.

3. Why the conservation of the environment is so important?			
Phonemic Awareness <u>Long Vowel sounds:</u> /ay/ /ey / i/ /u/ (e.g., kite, buy, made, cake, save, tree, use, do, etc.)	Phonemic Awareness <u>Long Vowel sounds:</u> /ay/ /ey / i/ /u/ (e.g., kite, buy, made, cake, save, tree, use, do, etc.)	Phonemic Awareness <u>Segmenting multi-syllabic words into syllables.</u> (/but/ter/fly/, gar/bage/)	Phonemic Awareness <u>Segmenting multi-syllabic words into syllables.</u> (/but/ter/fly/, gar/bage/)
Vocabulary (Including but not limited to) 1. <u>Our environment:</u> <u>Making the Connection</u> <u>Environmental terms</u> Climate, plants, animals, forest, energy, habitat <u>Information questions</u> <ul style="list-style-type: none"> – What type of animals and plants can you find in the rainforest? – Why the conservation of the 	Vocabulary <u>2. Actions that Harm my Environment</u> -What human actions do harm/damage the planet? <u>Actions against the environment</u> <ul style="list-style-type: none"> – cut down forest – use of chemicals and pesticides – throw garbage in rivers – pollute water and the air – kill the animals 	Vocabulary <u>3. Protecting my Planet</u> How can I save the planet? <u>Actions to help the environment</u> -Recycle, reuse, reduce, plant trees, go organic, walk /cycle, save water, use clean power, avoid buying plastic bags, classify garbage	Vocabulary <u>4. Solving Environmental Problems</u> <u>Problems</u> Littering, energy misuse, water misuse <u>Actions</u> Planting, reusing, recycling <u>Expressions</u> <ul style="list-style-type: none"> – We___ (classify) garbage. – We ____ (plant)trees

environment is so important?	<ul style="list-style-type: none"> – destroy mother nature – If I/we (throw) pesticides into rivers (fish) will die. 		We should not waste ____ (water and energy).	
<p>Psycho-social</p> <ul style="list-style-type: none"> – Respecting the environment – Cooperating among classmates <p>Sociocultural</p> <ul style="list-style-type: none"> – Taking care of Mother Earth – Conserving the protected areas in our country <p>Idioms/phrases</p> <p><u>Answer the call of nature</u> (If you answer the call of nature, you need to go to the toilet)</p>	<p>Psycho-social</p> <ul style="list-style-type: none"> – Respecting the environment – Cooperating among classmates <p>Sociocultural</p> <ul style="list-style-type: none"> – Taking care of Mother Earth – Conserving the protected areas in our country <p>Idioms/phrases</p> <p><u>Down to earth</u> (If you are down to earth, you are practical and sensible)</p>	<p>Psycho-social</p> <ul style="list-style-type: none"> – Respecting the environment – Cooperating among classmates <p>Sociocultural</p> <ul style="list-style-type: none"> – Taking care of Mother Earth – Conserving the protected areas in our country <p>Idioms/phrases</p> <p><u>To built castles in the air</u> (Plans that are unlikely to happen)</p>	<p>Psycho-social</p> <ul style="list-style-type: none"> – Developing creativity, collaboration critical thinking and communication skills <p>Sociocultural</p> <ul style="list-style-type: none"> – Taking care of Mother Earth – Conserving the protected areas in our country <p>Idioms/phrases</p> <p><u>Out of the woods</u> (out of danger)</p>	

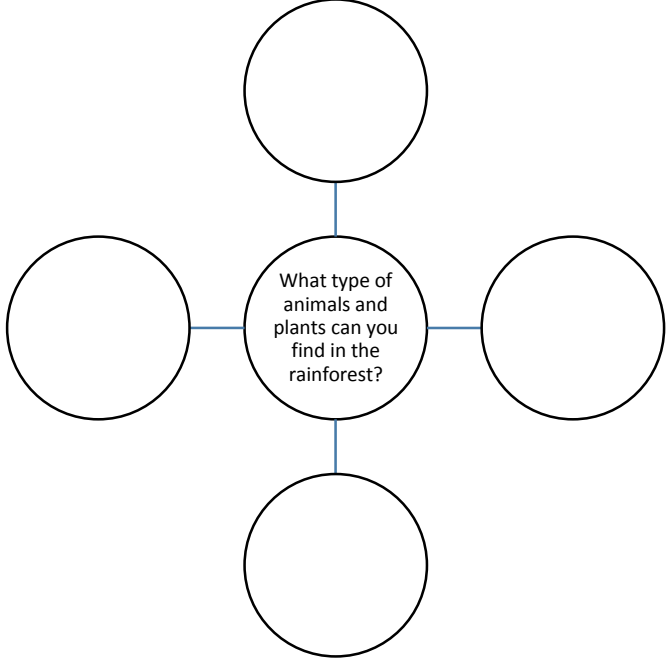
Term:	Level: Fifth Grade	Unit:	Week:1
Domain: Socio-interpersonal		Scenario: Go Green	Theme: 1. Our Environment: Making the Connection
Enduring Understanding: Our actions can have a positive or negative chain effect on the environment around us. If we are responsible, we can make the environment better. If we are wasteful, the environment suffers and so do we all.			
Essential Question: How do our actions affect the environment around us?			
<div><div>Dimensions</div><div>1. Ways of thinking ()</div><div>2. Ways of living in the world ()</div><div>3. Ways of relating with others ()</div><div>4. Tools for integrating with the world ()</div></div>			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames	Function	Psycho-social	
<u>Present Simple</u>		Psycho-social	

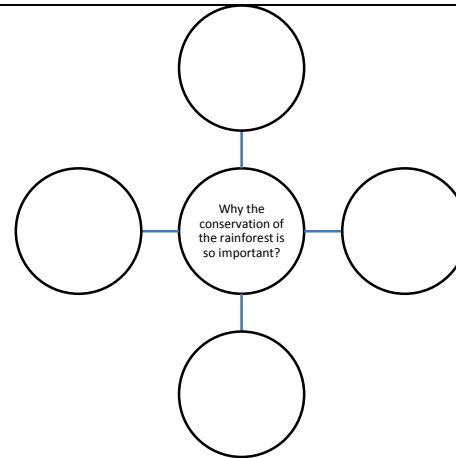
<ul style="list-style-type: none"> - A dry forest has ____. - In the cloud forest there are ____. - Some examples of fauna are ____ <p><u>Information questions with “to be” and “can”</u></p> <p>1. What type of animals and plants can you find in the rainforest?</p> <p>2. How can we preserve our forests and animals?</p> <p>3. Why the conservation of the environment is so important?</p> <p style="text-align: center;">Phonemic Awareness</p> <p><u>Long Vowel sounds:</u></p> <p style="text-align: center;">/ay/ /ey / i/ /u/ (e.g., kite, buy, made, cake, save, tree, use, do, etc.)</p> <p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">(Including but not limited to)</p> <p>2. <u>Our environment: Making the Connection</u></p> <p><u>Environmental terms</u></p> <p>Climate, plants, animals, forest, energy, habitat</p> <p><u>Information questions</u></p>	<p style="text-align: center;">Function</p> <ul style="list-style-type: none"> - Describing nature at local, national and global level - Asking for and giving information <p style="text-align: center;">Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<ul style="list-style-type: none"> - Respecting the environment - Cooperating among classmates <p style="text-align: center;">Sociocultural</p> <ul style="list-style-type: none"> - Taking care of Mother Earth - Conserving the protected areas in our country <p style="text-align: center;">idioms/ phrases</p> <p><u>Out of the woods</u> (out of danger)</p>
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<ul style="list-style-type: none"> – What type of animals and plants can you find in the rainforest? – Why the conservation of the environment is so important? 			
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p>Pre-teaching</p> <p>Share the Essential Question on the board and Goal (Can do's) of the class</p> <p>Warm up <u>Connecting</u></p> <p>Students listen to the song: <u>Rainforest rap song</u> and or <u>Anthem for the Amazon</u> song and sing it with the teacher. The teacher facilitates the lyrics. (Annex 1)</p> <p>https://www.youtube.com/watch?v=ZOgApjGFmnU</p> <p>https://www.youtube.com/watch?v=ZKumZJPClec</p> <p>Activation of Prior Knowledge</p> <p>Students will name and guess the name of some of the plants, animals and places they saw in the video to activate their prior knowledge.</p> <p>Teacher asks students:</p>	40 minutes

		<p>What do you think is the song about? What do you think is the message? What did you like the most? Teacher gets students prepared and interested in the topic and participate actively with the question: How do our actions affect the environment around us?</p> <p style="text-align: center;">Modeling</p> <p>Students watch a video about the rainforest. https://www.youtube.com/watch?v=3vijLre760w</p> <p>Teacher asks students: What is a rainforest? Why is the rainforest important for the environment and necessary to keep life in the planet? As they watch it, students recall and pronounce the names of animals, plants and natural sceneries they see in the video.</p> <p>Teacher introduces new vocabulary, sentence frames and models pronunciation for students.</p> <p>The rain forest has.... (trees, rivers, waterfalls) In the rainforest, there are.... (plants, mammals, birds and insects) Some examples of fauna are: tigers, jaguars, snakes and monkeys.</p> <p style="text-align: center;"><u>Clarification</u></p> <p style="text-align: center;">Clarifying</p> <p>Students read with the support of the teacher sentences supported with pictures to describe the flora and fauna of the rainforest.</p> <p>Teacher asks questions like: Is a jaguar a mammal, and insect or a bird? Tell me which of the following animals do not belong to the rainforest? (penguin, hummingbird, snake)</p>	
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<p>L.1. Recognizes isolated, familiar words and phrases when listening to clear, slow, and basic text with slow clear pronunciation.</p> <p>Identifies familiar words, phrases and main ideas related with the rain forest when listening to clear, slow, and basic text being read aloud.</p>	<p>L1. understand isolated, familiar words and phrases when listening to clear, slow, and basic text being read aloud.</p>	<p style="text-align: center;"><u>Connecting</u> <u>Pre-task</u></p> <p>Teacher shares the goal of the lesson. Teacher using pictures reviews again sentence frames and vocabulary used to describe the rainforest. Then teacher poses the 2 following questions:</p> <ul style="list-style-type: none"> – What type of animals and plants can you find in the rainforest? – Why the conservation of the environment is so important? Teacher let students to brainstorm some ideas in pairs and with the whole group. – <p>Students are going to make a graphic organizer or spider web to present the ideas brainstormed.</p>	40 minutes

			
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Clarification
Task-rehearsal

Students are going to listen to the following video about the rainforest and answer some questions. The questions are reviewed and clarified before listening.

<https://www.youtube.com/watch?v=3vijLre760w>

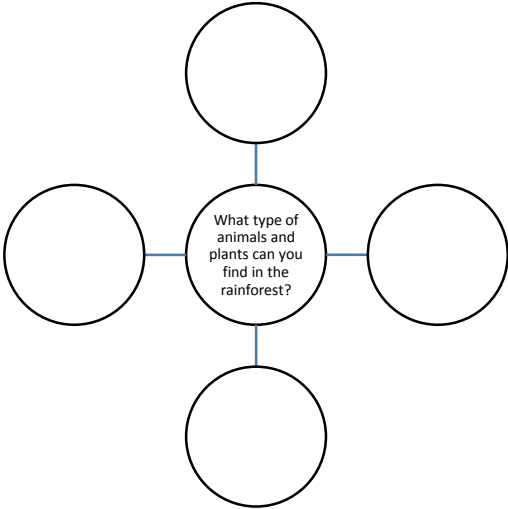
Students listen for the first time and take notes. During second listening they answer the following first 5 questions:

1. What animals and plants are familiar to you?
2. How old are the rainforests?
3. How different is the tropical rainforest from the temperate one?
4. How much rain can fall in the rainforest?
5. What amount of the total of animals and plant species can live in the rainforest?

The answers of the first 4 questions are checked. Teacher provides feedback.

		<p style="text-align: center;"><u>Application/ building up</u></p> <p style="text-align: center;">Task completion</p> <p>Students listen to the video for the second time at a deeper level and take notes. They answer the following 4 questions</p> <ol style="list-style-type: none"> 1. Why are rainforests so important for medical science? 2. What are 3 other benefits of the rainforest for the life in the planet? 3. What is causing deforestation of the rainforest? 4. How can deforestation be stopped? <p style="text-align: center;"><u>Collaboration</u></p> <p>The answers of the second 4 questions are checked first in pairs or small groups. They students listen to the video for the last time for confirmation of their answers. Teacher provides feedback.</p> <p style="text-align: center;">Task assessment</p> <p>Question/answer Game. Students play a game. They are divided in small groups. The teacher asks questions related to the information in the video or shows pictures related to the information in the video. The group that can answer most of the questions is the winner.</p>	
SI.2. Asks for clarification of unknown words and expressions	SI.2. ask for clarification of unknown words and expressions	<p style="text-align: center;"><u>Connecting</u></p> <p style="text-align: center;">Pre-task</p> <p>Teacher shares the goal of the lesson.</p> <p>Students with the help of the teacher brainstorm forms studied before for asking for clarification of vocabulary like the following:</p> <p>Excuse me? Pardon me? I don't understand</p>	40 minutes

		<p>Teacher introduces and explains with examples other forms to ask for clarification of unknown words or phrases in English, for example:</p> <p>Student: Excuse me, teacher what is the meaning of the word, rainforest? Teacher/ students: it is an area with many trees, plants and animals living all together. It has a very rich biodiversity.</p> <p>Student: Excuse me, what is the meaning of the word, snake? Teacher/ partner: It means_____ A snake is a long, limbless reptile. It can be poisonous.</p> <p>Teacher models the pronunciation of sentence frames and provides all required clarification.</p> <p style="text-align: center;"><u>Clarification</u> Task-rehearsal</p> <p>Students read and sing the rainforest rap song while identify and write at least five words or phrases they do not know and would like to know the meaning. They will walk around the class and ask some of their partner using the sentence frame:</p> <p>A:Excuse me, what is the meaning of the word_____? B: It means_____.</p> <p>As he gets an answer, s/he will say “thanks a lot”.</p> <p style="text-align: center;"><u>Application/building up</u> Task completion</p> <p>After listening to the song, Anthem to the Amazon, the students will be asking clarification questions to the teacher or partners about words and phrases they do not understand the meaning using the appropriate sentence frame. Students can support their answers using a virtual searching tool like google.</p> <p style="text-align: center;">Task assessment</p>	
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		<p>Students will play a memory game matching pictures with vocabulary related with the rainforest. When they do not know the meaning of the word. They will ask a partner or teacher for the clarification of the word's meaning. (Look at the annex N.2)</p> <p><u>(Collaboration)</u></p>	
<p>SP.1. Talks about a familiar theme in a short presentation, prepared in advance</p>	<p>SP.1. talk about a familiar theme in a short presentation, prepared in advance</p>	<p><u>Connecting</u></p> <p>Pre-task</p> <p>Teacher shares the goal of the lesson.</p> <p>Students in pairs or groups of three are going to go back to the graphic organizer or spider web they created before to brainstorm their ideas about the animals and plants they can find in the rainforest and why its conservation is important.</p> 	40 minutes

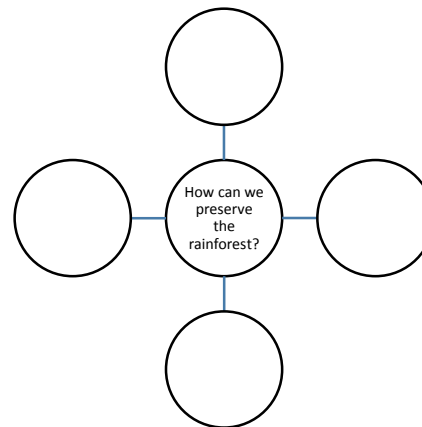
In the rainforest we can find animals like.... (monkeys, butterflies, tapirs).
We can also see birds like scarlet macaws and toucans.

Students will discuss in pairs or groups of three more about ways to preserve the rainforest. They will record their thoughts in the graphic organizer below.

They can use the following sentence frames and vocabulary below for the discussion.

I think that three ways to protect the rainforest are the following:

1. Preserving the trees and the animals.
- 2.Avoiding making fires.
- 3.Keeping the water clean.



I think that three ways to preserve the rainforest are the following:

- 1.
- 2.
- 3.

Clarifying
Task-rehearsal

		<p>After completing, the graphic organizers students individually explain in oral form their ideas using pictures to a partner or a family member.</p> <ol style="list-style-type: none"> 1. What type of animals and plants can you find in the rainforest? In the rainforest, we can see many animals like..... There are also many birds like.... 2. How can we preserve our forests and animals? For preserving the rainforest, we have to keep the trees. We have to ... 3. Why the conservation of the rainforest is so important? It is very important because the rainforest gives us many things like..... <p>During this talk, they have to:</p> <p>Greet the audience, for example, “hello, everyone”</p> <p>Introduce themselves , for example: I am ... My name is...</p> <p>Introduce the topic, for example, I am going to talk about...</p> <p style="text-align: center;"><u>Application/building up</u></p> <p style="text-align: center;">Task completion</p> <p>Students individually select their favorite animal from the rainforest. They will use the following organizer of their thoughts to make a short talk.</p> <p>During this talk, they have to:</p> <p>Greet the audience, for example, “hello, everyone”</p>	
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		<p>Introduce themselves , for example: I am ... My name is...</p> <p>Introduce the topic, for example, I am going to talk about...</p>	
		Image of the animal	<p>Introduction</p> <p>This is a....</p> <p>It is my favorite rainforest animal/ bird.</p>
		Appearance	<p>It is...</p> <p>It has...</p>
		Habitat	It lives in
		Diet	It eats....
		Interesting facts	
		<p>Students get feedback from partners, teachers or family members at the end of the talk. (<u>Collaboration</u>)</p> <p>Task assessment</p> <p>Students create three pictures or drawings. One describes the flora and fauna found in the rainforest. The second one describes ways to preserve the rainforest. The third one explains the reasons for protecting the rainforest. Students are divided in small</p>	

		groups. They have to select randomly one of the three cards and describe its meaning. They work collaboratively. (collaboration)							
<p>R.PA.1. Reads words and sentences by decoding English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>Identifies long vowel sound /ai/ in different types of spellings of words.</p> <p>Reads words that contain long vowel /ai/</p>	<p>R.PA. 1. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p style="text-align: center;"><u>Connecting</u> Pre-task</p> <p style="text-align: center;">Teacher shares the goal of the lesson.</p> <p>Teacher shows a list of words for the students to pronounce. Can you identify which ones have a long vowel?</p> <table border="1"><tr><td>Tiger</td><td>hill</td><td>ten</td></tr><tr><td>whale</td><td>mice</td><td>snake</td></tr></table> <p>Teacher explains that they will review long vowels in English focusing on vowel sound / /ai/ with spellings / i/ and /ine/</p> <p>https://www.youtube.com/watch?v=d7o61e_8OEY</p> <p>https://www.youtube.com/watch?v=yCnTJd2O9So&list=PLDrTATEEK78zX9u2x4j8Go_mevfg7km5wc</p> <p>After students watch the following video and identify the words and spellings that contain the long vowel sound /ai/</p> <p>https://www.youtube.com/watch?v=4Puv-pjUb0I</p>	Tiger	hill	ten	whale	mice	snake	40 minutes
Tiger	hill	ten							
whale	mice	snake							

		<p>Teacher clarifies by posing questions to students like what is the pronunciation of this word:</p> <p>Pine, mine, mice, size, ice, eyes...</p> <p>(clarification) Task-rehearsal</p> <p>Students practice pronouncing long vowel /ai/, blending and matching pictures with words and different spellings.</p>	
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 **-ice** 93
[-ais]


ice	rice
nice	slice
mice	spice
dice	twice

 **-ide** 94
[-aid]

hide	side
ride	wide
slide	bride

 **-ike** 95
[-aik]

like	bike
pike	trike
hike	Mike

 **-ime** 96
[-aim]

dime	time
lime	rime
mime	prime

Students identify the long vowel /ei/ in the following words after being pronounced, first by themselves, then heard and pronounced by the teacher.













Application/building up
Task completion

Students pronounce the words and select by circling the one that has the long vowel /ai/. They check their answers in pairs. **(Collaboration)**

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Words With the Long I Sound Name: _____

Each picture has three words that describe it. Choose the word that has the Long I sound. The Long I sound is the sound in ice, fly, like, and high.

 look see eye	 tree pine fir	 cone ice cream dessert
 think thought idea	 bulb light bulb glowing	 iris flower bloom
 marooned land island	 pie dessert sweets	 cylinder shape pipe
 midnight noon clock	 bees hive insects	 ivy plant green























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Task assessment

Students say the words and circle the picture that represents the word.




Name _____ Date _____

Blend the letter sounds together as you say each word. Then color the picture it names.

sl ice ➡				5
sl ime ➡				
t ime ➡				
v ine ➡				
wh ite ➡				
wr ite ➡				

Students get feedback from teacher and partners. . **(Collaboration)**

Student self-assessment grid

Level of achievement			
Assessment Indicators I can ..	Not achieved yet 	In progress 	Achieved 
1. identify familiar words, phrases			

		and main ideas related with the rain forest when listening to clear, slow, and basic text being read aloud.					
		2.ask for clarification of unknown words and expressions					
		3. talk about a familiar theme in a short presentation, prepared in advance					
		4.1.identifylong vowel sound /ai/ in different types of spellings of words.					

		4.2. Read words that contain long vowel /ai/					
Integrated Mini-Project							Time
Phase: _____							
Reflective Teaching							
What worked well		What didn't work well			How to improve		
Enduring Understanding Reflection							

Annex 1. Lyrics Anthem for the Amazon

Final Lyrics

Anthem for the Amazon

Date: Nov. 6, 2014

Verse 1:

Do you believe she connects everything?

The brightest skies, the birds and trees

Her breath it is what keeps us alive

And now she's hurting can you help us make her stronger?

First Pre-Chorus:

We gotta care for the world we see

She's gotta breathe

We gotta take responsibility
She's gotta breathe
Chorus:
Breathing life into our world
(World)
(World)
Breathing life into our world
(World)
(World)
What will we/you see in just a few years?
Each and everyday nature disappears
Beyond the mountains the air is heavy
The pressure's growing and we can't wait any longer
Now she's hurting and we gotta make her stronger
Second Pre-Chorus:
We gotta care for the world we see
She's gotta breathe
She's so precious we all have to believe
She's gotta breathe
Breathing life into our
Chorus:
Breathing life into our world
(World)
(World)
Breathing life into our world
(World)
(World)
Post Chorus:
Open up your heart now and give
What you wanna give
Planting the seeds of the world
REVISED RAP FOR KIDS:
Rapper #1: What do you think about all this destruction?
Rapper #2: I don't know does it even effect me?

Rapper #1: I know it's hard to believe that cuttin' down tree effects the water and the air that we breathe

Rapper #2: But when I look around everything looks fine?

Rapper #1: You may think so but it's just a matter of time that there is no solution for the pollution, overusing, abusing the natural resources that we're losin'.

RAP AFTER SPANISH RAPPER:

Imagine a world with clean air (World)

Ozone gap close up we don't fear (World)

She brings life to all things

You and me see we gotta believe

Each one of us yeah we can make a change

No need to point fingers no need to point blame

One seed

One tree


One life




Breathe

Annex 2. Match the names of the animals with their picture. Use the question form.

Excuse me, what is the meaning of the word: _____?

It means _____.

1. 	Scarlet macaw
	snake

2.	
	
3.	sloth
	
4.	tapir
	

Term:	Level: Fifth Grade	Unit:	Week:2
Domain: Socio-interpersonal		Scenario: Go Green	Theme: 2. Actions that Harm the Environment
Enduring Understanding: Our actions can have a positive or negative chain effect on the environment around us. If we are responsible, we can make the environment better. If we are wasteful, the environment suffers and so do we all.			
Essential Question: How do our actions affect the environment around us?			
<div><div>Dimensions</div><div>1. Ways of thinking ()</div><div>2. Ways of living in the world ()</div><div>3. Ways of relating with others ()</div><div>4. Tools for integrating with the world ()</div></div>			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <u>First Conditional</u> – If I/we (throw) pesticides into rivers (fish) will die.	Function Describing environmental problems at local, national and global level Discourse Markers Linkers: Sequential - past tense	Psycho-social – Respecting the environment – Cooperating among classmates Sociocultural – Taking care of Mother Earth	

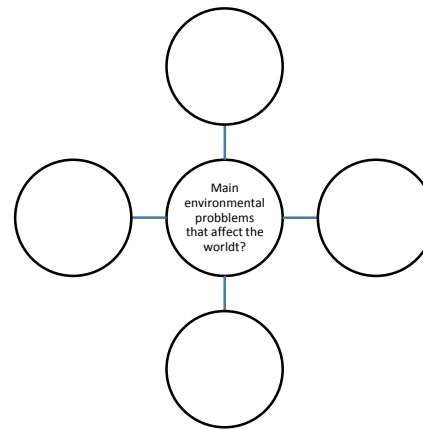
<p>Phonemic Awareness</p> <p><u>Long Vowel sounds:</u></p> <p>/ay/ /ey / i/ /u/ (e.g., kite, buy, made, cake, save, tree, use, do, etc.)</p> <p>Vocabulary</p> <p><u>2. Actions that Harm my Environment</u></p> <p>-What human actions do harm/damage the planet?</p> <p><u>Actions against the environment</u></p> <ul style="list-style-type: none"> – cut down forest – use of chemicals and pesticides – throw garbage in rivers – pollute water and the air – kill the animals – destroy mother nature – If I/we (throw) pesticides into rivers (fish) will die. 		<p>First, then, after that, finally</p>	<p>– Conserving the protected areas in our country</p> <p>idioms/ phrases</p> <p><u>To built castles in the air</u> (Plans that are unlikely to happen)</p>
<p>Assessment Strategies & Evidences of learning</p> <p>(Diagnostic, formative, summative)</p>	<p>Goals</p>	<p>Pedagogical Mediation/ Didactic Sequence</p>	<p>Time</p>

Learner...	Learner can	<div><div>Pre-teaching</div><div>Share the Essential Question on the board and Goal (Can do’s) of the class</div><div>Connecting</div><div>Warm up</div><div>Students unscramble the following words and guess their meaning.</div><div><div>ENVIRONMENT VOCABULARY - WORD SCRAMBLE GAME</div><div>Here is a nice word scramble game worksheet. Put the letters into the correct order.</div><div>POLLUTION, RECYCLE, CHEMICALS, CLIMATE, DISASTER, DROUGHT, RESOURCES, EARTHQUAKE, ECOLOGY, ECOSYSTEM, EFFECT, ENDANGERED, EROSION, EXTINCT, FLOOD, HABITAT, HARMFUL, LANDSLIDE</div><div><div><div>1. CEEYCLR</div><div>.....</div></div><div><div>2. MSSEOYECT</div><div>.....</div></div><div><div>3. TAIHT BA</div><div>.....</div></div><div><div>4. YGEOOCL</div><div>.....</div></div><div><div>5. ODOLF</div><div>.....</div></div><div><div>6. RDTUHGO</div><div>.....</div></div><div><div>7. DISAETRS</div><div>.....</div></div><div><div>8. AAUKRTQHE</div><div>.....</div></div><div><div>9. MITELCA</div><div>.....</div></div><div><div>10. FAURLHM</div><div>.....</div></div><div><div>11. OPLUTILON</div><div>.....</div></div><div><div>12. FTCEFE</div><div>.....</div></div><div><div>13. LEDSLIAND</div><div>.....</div></div><div><div>14. TXTNIEC</div><div>.....</div></div><div><div>15. ERGDEDNEAN</div><div>.....</div></div><div><div>16. NOORSEI</div><div>.....</div></div><div><div>17. SECSORERU</div><div>.....</div></div><div><div>18. HMICSECLA</div><div>.....</div></div></div><div><div>www.english-learn-online.com – Learn English vocabulary with free online games, puzzles and quizzes</div><div>ENGLISH learn online</div></div></div></div> <div><div>Activation of Prior Knowledge</div><div>Brain storming: What are the main factors that affect the environment in your community?</div></div>	40 minutes
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Let's listen to the following video and identify the ten most common problems that affect the world. Are they similar or different from the ones in your community?

<https://www.youtube.com/watch?v=A0pB1qw8SMs>

Teacher and students discuss some of the ideas collected.



Modeling

After listening to the video and teacher presents the following question: What human actions do harm/damage the planet? Based on the information collected from the video and the discussion students present their ideas. Teacher using pictures from the context of the community or the country introduces the following vocabulary and sentence frames.

Negative Actions against the environment

- cut down forest
- use of chemicals and pesticides
- throw garbage in rivers
- pollute water and the air
- kill the animals

		<ul style="list-style-type: none"> – destroy mother nature Teacher then explains that our action on the environment have a positive or negative impact in our lives. <p>For example: If we plant more trees, we will have cleaner air and more oxygen. This is a positive action with a positive result. On the contrary:</p> <ul style="list-style-type: none"> – If I/we (throw) pesticides into rivers (fish) will die. This is a negative action with a negative result. <p style="text-align: center;"><u>Clarification</u></p> <p style="text-align: center;">Clarifying</p> <p>Teacher presents some possible actions and ask students what are the consequences. Students present their ideas</p> <p>If we cut down the trees, <u>animals and birds will die.</u> <u>If we throw pesticides and chemicals in rivers and the sea,.....</u></p>	
L.2. Recognizes phrases and high frequency vocabulary related to theme by selecting them from texts/ word/phrase banks.	L2. understand phrases and high frequency vocabulary related to areas of personal interest.	<p style="text-align: center;"><u>Connecting</u> Pre-task</p> <p>Teacher shares the goal of the lesson. Teacher asks students: do you remember what are high frequency words?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>High frequency words are those that appear too much in a written text, for example articles, pronouns, prepositions, verbs and nouns.</p> </div>	40 minutes

Recognizes phrases and high frequency vocabulary related to the environment by selecting them from an audio text.	<p>Now we are going to call high frequency vocabulary all the one we have emphasize in this unit so far. What vocabulary and phrases do you remember ? Some vocabulary and phrases are for example:</p> <p>Rainforest, environment, climate, habitat, names of animals, names of plants...</p> <ul style="list-style-type: none">- We can make a change.- Avoid making fires in the forest.- Do not throwing garbage in rivers.- Taking care of mother Earth. <p>Now I am going to introduce 15 key vocabulary words related with these topic, take notes, and ask questions if you need clarification.</p> <p>https://www.youtube.com/watch?v=zo_6cKHS4dk</p> <p>Repeat them and practice them with a partner.</p> <p style="text-align: center;"><u>Clarification</u> Task-rehearsal</p> <p>Now you are going to listen to a video for the first time and you are going to identify 8 high frequency words related with the environment. The name of the video is. The environment.</p> <p>https://www.youtube.com/watch?v=Oa7ntoCf8yU</p> <table><tr><td>My list of high frequency words heard in the video about the environment</td></tr><tr><td></td></tr></table>	My list of high frequency words heard in the video about the environment		
My list of high frequency words heard in the video about the environment				

		Share your list with a partner. Teacher provides feedback to students. <u>Application/building up</u> Task completion Students listen to the video for a second time and identify other 8 frequency words and then share the list with classmates. Teacher provides feedback. . <u>(Collaboration)</u> Task assessment Students match words with definition to clarify meanings. Then using drawings or cut outs from magazines they add up an image to each word definition.					
				Insert a picture			
		1. Fussil fuels	A person that takes care of the environment.				
		2. Habitat	Use something again with another purpose. For example, using a plastic bottle as a recipient for house decoration.				

		3. Sea level	It happens when many trees are cut down.			
		4. environmentalist	The specific place where animals live.			
		5. pollution	It is everything you throw away.			
		6. garbage	A rise in sea level happens when lots of ice melt because of warmer temperatures.			
		7. recycle	It is nonrenewable resource, for example coal and oil.			
		8. deforestation	Different ways in which human harm and contaminate the environment.			
		Student get feedback from each other and work collaboratively. . <u>(Collaboration)</u>				
R.2. Follows a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.	R.2. follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.	<p style="text-align: center;"><u>Connecting</u> <u>Pre-task</u></p> <p>Teacher shares the goal of the lesson.</p> <p>Teacher explains that in order to keep the environment healthy we have to follow some steps:</p> <p>When you describe steps you need to use some magic words like:</p> <p>First, next, then, finally. These magic words help connect the steps. We can also use numbers like, first, second, third, finally.</p>			40 minutes	

		<p style="text-align: center;"><u>Clarification</u></p> <p style="text-align: center;">Task-rehearsal</p> <p>Students read the following steps to protect the environment for the first time and put them in order as they appear in the video using numbers from 1 to 10.</p> <p>Video: https://www.youtube.com/watch?v=YND_rYGLwzE</p> <p>_____ Use reusable containers</p> <p>_____ Switch to reusable bags</p> <p>_____ Reduce, reuse, recycle</p> <p>_____ Heat and cool smartly</p> <p>_____ Switch to efficient light bulbs.</p> <p>_____ Spread the word: reduce, reuse, recycle</p> <p>_____ Reduce electricity use</p> <p>_____ Switch from paper to digital</p> <p>_____ Plant a tree</p> <p>_____ Preserve the water</p> <p style="text-align: center;"><u>Application/building up</u></p> <p style="text-align: center;">Task completion</p>	
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Students read the following steps to protect the environment for a second time and match them with the pictures following the sequence of the in the video using numbers from 1 to 10.

_____ Use reusable containers

_____ Switch to reusable bags

_____ Reduce, reuse, recycle

_____ cool smartly

_____ Switch to efficient light bulbs.

_____ Spread the word: reduce, reuse, recycle

_____ Reduce electricity use

_____ Switch from paper to digital

_____ Plant a tree

_____ Preserve the water



		<p style="text-align: center;">Task assessment</p> <p style="text-align: center;">Using the pictures, students retell the most important steps to protect the environment using the connectors, first, second, third... Students work collaboratively and provide feedback to partners when need it. . <u>(Collaboration)</u></p>	
<p>SP.1. Talks about a familiar theme in a short presentation, prepared in advance.</p> <p>Talks about human actions and consequences in the environment in a</p>	<p>SP.1. talk about a familiar theme in a short presentation, prepared in advance.</p>	<p style="text-align: center;"><u>Connecting</u> Pre-task</p> <p style="text-align: center;">Teacher shares the goal of the lesson.</p> <p>Teacher reviews with students some actions and consequences of humans on the environment, using the examples presented at the beginning of the week.</p> <p>For example: If we plant more trees, we will have cleaner air and more oxygen. This is a positive action with a positive result. On the contrary:</p> <ul style="list-style-type: none"> – If I/we (throw) pesticides into rivers (fish) will die. This is a negative action with a negative result. 	40 minutes

short presentation, prepared in advance.		<div>Clarification</div> <div>Task-rehearsal</div> <p>Students individually select three actions that can harm the environment. Then they using and if sentence say the action, and add another sentence indicating the consequence using the following chart.</p> <p>If we...</p> <table><tr><th>Action</th><th>Consequence</th></tr><tr><td>Cut trees</td><td>The forest will disappear</td></tr><tr><td>Throw garbage in rivers</td><td>The water of rivers will be polluted</td></tr><tr><td>Pollute the air</td><td>The air will be harmful to breathe</td></tr><tr><td>Hunt wild animals</td><td>Many animal species will disappear</td></tr><tr><td>Waste water</td><td>drinking water will not be available</td></tr><tr><td>Use too much plastic bags</td><td>The rivers and seas will be polluted</td></tr></table> <div>Application/building up</div> <div>Task completion</div> <p>Students prepare a short talk about the human actions that are harming the environment and its consequences using if sentences as much as possible. In the conclusion, the learner will present three actions we can do to preserve the environment.</p>	Action	Consequence	Cut trees	The forest will disappear	Throw garbage in rivers	The water of rivers will be polluted	Pollute the air	The air will be harmful to breathe	Hunt wild animals	Many animal species will disappear	Waste water	drinking water will not be available	Use too much plastic bags	The rivers and seas will be polluted	
Action	Consequence																
Cut trees	The forest will disappear																
Throw garbage in rivers	The water of rivers will be polluted																
Pollute the air	The air will be harmful to breathe																
Hunt wild animals	Many animal species will disappear																
Waste water	drinking water will not be available																
Use too much plastic bags	The rivers and seas will be polluted																
		<table><tr><td>Greeting</td><td>Hello!</td></tr><tr><td></td><td>Good morning</td></tr></table>	Greeting	Hello!		Good morning											
Greeting	Hello!																
	Good morning																

			Good afternoon					
		Personal introduction of topic	I am going to talk about...					
		Human actions and consequences on the environment	If we cut the trees, animals, birds and plants will die, humans too,					
		Three recommendations to conserve the environment	To preserve our Mother Earth, we have to ...					
		<div>Task assessment</div> <p>Students in pairs will play a game where one person says an action that harms the environment and the partner says the consequence. They can take turns.</p> <p>A: If I cut trees,</p> <p>B: Animals and birds will disappear.</p>						
R.PA.1. Reads words and sentences by decoding English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	R.PA. 1. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	<div>Connecting</div> <div>Pre-task</div> <p>Teacher shares the goal of the lesson.</p> <p>Teacher shows a list of words for the students to pronounce. Can you identify which ones have a long vowel /ei/</p> <table><tr><td>stream</td><td>tapir</td><td>bird</td></tr></table>			stream	tapir	bird	40 minutes
stream	tapir	bird						

4.1.identifies long vowel sound /ai/ in different types of spellings of words.					

4.2. Reads words with different spellings that contain long vowel /ei/




Students identify the long vowel /ei/ in the following words after being pronounced, first by themselves, then heard and pronounced by the teacher.

bake	may	bay
pain	crime	rain
fame	still	arrive


Application/building up
Task completion

Students listen to the words and complete them with the correct spelling for long vowel sound /ei/. Students check their answers in pairs. . **(Collaboration)**

SOUND



SPELLING



a

1. a_e 2. ai

3. ay

Fill in the correct spelling for the long a-sound in the following words

a_e	ai	ay
g__m__	br__n	rem__n
cl__m	pr__	n__m__
sw__	pl__c__	f__led
s__lor	betr__	w__st__
sn__k__	gr__n	del__
str__	t__m__	br__k__
tr__ler	expl__n	dec__
merm__d	f__k__	gr__d__
holid__	spr__n	t__l










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Task assessment




Students pronounce and match the picture with the word that represents the long vowel /ei/. Students check their responses in pairs. . **(Collaboration)**

Name: _____

Long A Words
Circle the word that names the picture.

 lake rake cake	 take bake vase	 ape tape gape	 vane lane mane	 face case ace	 ate gate date
 cave face trace	 save wave cape	 sane sale safe	 gape drape grape	 cake vase case	 cane can cane

Student self-assessment grid

Assessment Indicators	Level of achievement		
	Not achieved yet 	In progress 	Achieved 
1.Recognizes phrases and high frequency vocabulary related to the environment			

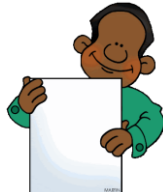

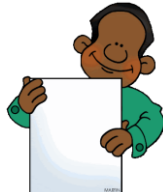

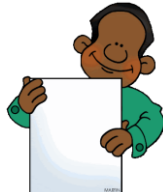

		by selecting them from an audio text.					
		2.Follows a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.					
		3.1.Talks about human actions and consequences in the environment in a short presentation, prepared in advance. 3.2.Talks about ways to protect the environment.					
		4.1.identifies long vowel sound /ai/ in different types of spellings of words.					

		4.2. Reads words that contain long vowel /ei/					
Integrated Mini-Project							Time
Phase: _____							
Reflective Teaching							
What worked well		What didn't work well			How to improve		
Enduring Understanding Reflection							

Term: I	Level: Fifth Grade	Unit: 1	Week:3					
Domain: Socio-interpersonal	Scenario: Go Green	Theme: 3. Protecting my Planet						
Enduring Understanding: Our actions can have a positive or negative chain effect on the environment around us. If we are responsible, we can make the environment better. If we are wasteful, the environment suffers and so do we all.								
Essential Question: How do our actions affect the environment around us?								
<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 ()</td></tr><tr><td>4. Tools for integrating with the world (X)</td></tr></table>				Dimensions	1. Ways of thinking (X)	2. Ways of living in the world (X)	3. Ways of relating with others ()	4. Tools for integrating with the world (X)
Dimensions								
1. Ways of thinking (X)								
2. Ways of living in the world (X)								
3. Ways of relating with others ()								
4. Tools for integrating with the world (X)								
Learn to Know	Learn to Do	Learn to Be and Live in Community						
Grammar & Sentence Frames	Function	Psycho-social						
<u>Modal Can</u> – I can ____ (save) money for ____ (recycling). – I can ____ (plant) trees to enhance reforestation.	– Giving advice for protecting the environment Discourse Markers	– Respecting the environment – Cooperating among classmates						

<ul style="list-style-type: none"> - We can use _____ (boxes) instead of using _____ (plastic) bags. <p><u>Modal “have to”</u></p> <ul style="list-style-type: none"> - I have to protect my environment. - We have to separate garbage. <p>Phonemic Awareness</p> <p><u>Segmenting multisyllabic words into syllables.</u></p> <p>(/but/ter/fly/, gar/bage/)</p> <p>Vocabulary</p> <p><u>3. Protecting my Planet</u></p> <p>How can I save the planet?</p> <p><u>Actions to help the environment</u></p> <p>-Recycle, reuse, reduce, plant trees, go organic, walk /cycle, save water, use clean power, avoid buying plastic bags, classify garbage</p>		<p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>		<p>Socio-cultural</p> <ul style="list-style-type: none"> - Taking care of Mother Earth - Conserving the protected areas in our country <p>idioms/ phrases</p> <p><u>To build castles in the air</u> (Plans that are unlikely to happen)</p>	
Assessment Strategies & Evidences of learning	Goals	Pedagogical Mediation/ Didactic Sequence			Time
(Diagnostic, formative, summative)					
Learner...	Learner can	<p>Pre-teaching</p> <p>Routine: Take attendance in class,</p>			40 minutes

		<p>Share the Essential Question on the board and Goal (Can do's) of the class</p> <p><u>Connecting</u> Warm up</p> <p>Learners listen and reflect on the song Michael Jackson - Earth Song. (Lyrics) https://www.youtube.com/watch?v=Ostvvp8QuxQ</p> <p>Activation of Prior Knowledge</p> <p>Learners watch video of Sarah Hyland Wants You to Protect Our Planet – Now You Know https://www.youtube.com/watch?v=8olvMsyQDWc</p> <p>Learners identify key words in the video and then define those terms prior to do a brainstorming with the advices are mention on the video. Teacher can give some hints or show some pictures to help them.</p> <p>Modeling</p> <p>Teacher models pronunciation of different ways of giving advice for protecting the environment comment in the video. For example</p> <ul style="list-style-type: none"> • Shop with reusable bag. • Get a reusable water bottle. • Unplug appliances when you are not using them. • Switch to led bulbs. <p><u>Clarification</u></p> <p>Clarifying</p> <p>Teacher asks questions to clarify meanings while learners observe (cards) images and match with corresponding advice.</p>	
SI.1. Indicates strengths and weaknesses of	SI.1. indicate strengths and weaknesses related to the theme and language function.	<p><u>Connecting</u> Pre-task</p> <p>The teacher shares the goal of the lesson.</p>	

personal or human actions on the environment.	<p>Learners watch and listen to the video with some positive and negative impact of human actions on the environment. The Human Impacts on the Environment https://www.youtube.com/watch?v=IKZMGBA_0Ik</p> <table><tr><th>Positive actions</th><th>Negative actions</th></tr><tr><td></td><td></td></tr><tr><td>1. Increase crop production rate</td><td>1. Increasing demand for land space causing deforestation</td></tr><tr><td>2. Use of cloning techniques to produce a population of organisms</td><td>2. Pollution of air, sound, water, land</td></tr><tr><td>3. Cure for diseases are found</td><td>3. The greenhouse effect (Global warming)</td></tr><tr><td>4. Pesticides, insecticides, fungicides, herbicides</td><td>4. Overuse of pesticides, insecticides, fungicides, herbicides</td></tr><tr><td>5. Develop technology like greenhouses are watered automatically</td><td>5. Littering, dumping of toxic waste to water bodies</td></tr><tr><td>6. Satellites are used to monitor crops</td><td>6. Bio magnification (causes disease in humans)</td></tr></table> <p>Teacher brings posters with positive and negative human actions on the environment.</p> <p style="text-align: center;"><u>Clarification</u> Task-rehearsal</p> <p>Teacher pastes on board a poster “Ways to save environment” and read it with students. Then students in small groups match different photos of negative actions with the advice they think will help to protect the environment. Look the example</p>	Positive actions	Negative actions			1. Increase crop production rate	1. Increasing demand for land space causing deforestation	2. Use of cloning techniques to produce a population of organisms	2. Pollution of air, sound, water, land	3. Cure for diseases are found	3. The greenhouse effect (Global warming)	4. Pesticides, insecticides, fungicides, herbicides	4. Overuse of pesticides, insecticides, fungicides, herbicides	5. Develop technology like greenhouses are watered automatically	5. Littering, dumping of toxic waste to water bodies	6. Satellites are used to monitor crops	6. Bio magnification (causes disease in humans)	40 minutes
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6. Satellites are used to monitor crops	6. Bio magnification (causes disease in humans)																	

What this picture represent? Pollution
 What can be a way to protect the planet from pollution?
 Students practice in pairs asking and responding to the questions.



gg65733447 GoGraph.com

Do not litter (join/star community events which involves cleaning up your environment.

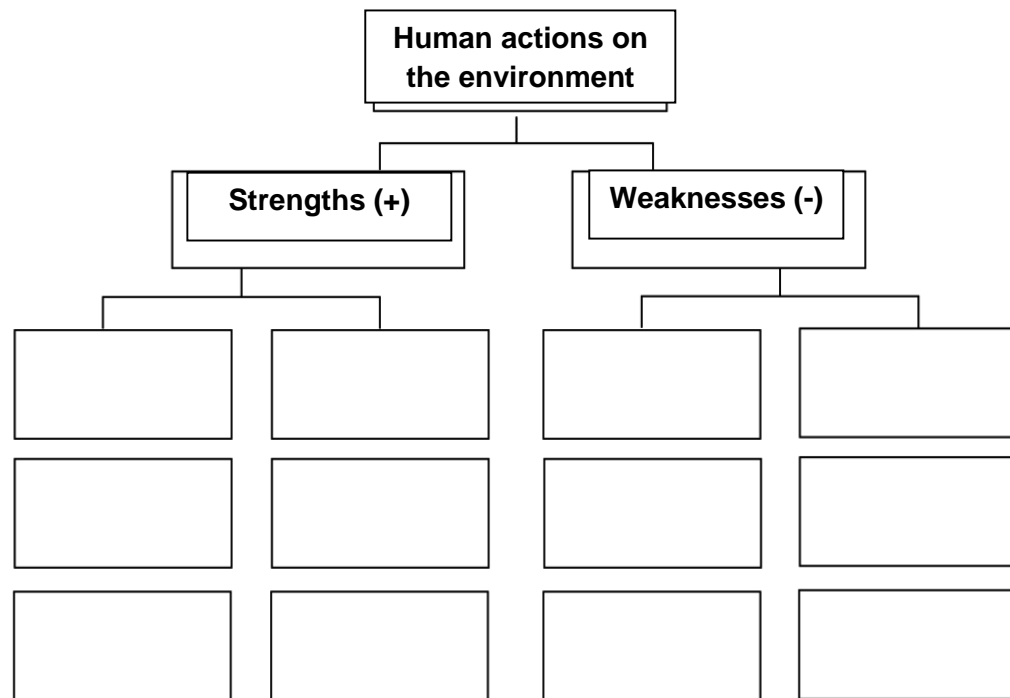
Ways to save the environment



1. Minimize the use of fossil fuels (using public transportation, bikes)
2. Increase the use of renewable energy (solar, geothermal, wind, hydroelectric)
3. Use of laws (restrict public access to certain habitats)
4. Educate people about importance of conserving the environment.
5. Do not litter (join/star community events which involves cleaning up your environment.
6. Raise Awareness tell others why conservation is important.


Application/building up
Task completion

Learners in pairs or small groups complete the graphic organizer by indicating **Strengths (+)** and **Weaknesses (-)** of human actions and how they impact on the environment. Then share the information with the class.



Task assessment

Teacher writes on the board some phrases about positive and negative actions affecting the planet. The class is divided into pairs. Each pair works together orally to classify them in good or bad actions. The teacher monitor learners' performance. Learners interact with the teacher about the correct categorization of the phrases.

		<p>ARE YOU SAVING THE WORLD OR HURTING IT?</p> <p>2) Read and match.</p> <ol style="list-style-type: none"> 1) Plant a tree 2) Recycle products 3) Ride a bike 4) Eat organic products 5) Save water 6) Cut trees 7) Use plastic bags 8) Pick up garbage 9) Have a bath 10) Turn off the lights  <p>WHAT THINGS ARE GOOD AND BAD FROM ACTIVITY 2?</p> <p>GOOD BAD</p> <p>_____</p> <p>_____</p> <p>_____</p>	
R.PA.1. Reads words and sentences by decoding English graphemes and phonemes using knowledge of word parts,	R.PA. 1. Decode English graphemes and phonemes using knowledge of word parts, syllabification	<p>Phonemic Awareness Connecting Pre-task</p> <p>The teacher shares the goal of the lesson.</p>	40 minutes

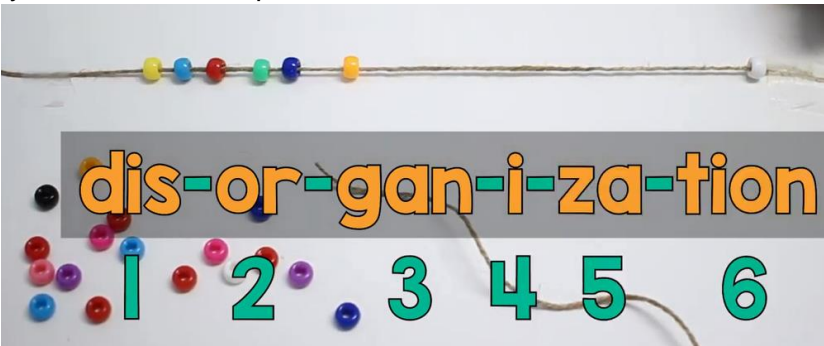
<p>syllabification and phonemic awareness.</p>	<p>and phonemic awareness.</p>	<p>Learners watch and listen to the video Decode Multi-Syllable Long Words Song https://www.youtube.com/watch?v=4qe5SJf5jGg</p> <p>Encourage students to sing along and repeat the multisyllabic long words song.</p> <p>Teacher writes on board “Segmenting multisyllabic words into Syllables” and show the following video Syllables! Scratch Garden https://www.youtube.com/watch?v=9S7DY2lqJIU</p> <p>Teacher introduces word list with vocabulary from this scenario and show Segmenting multisyllabic words into syllables. For example /but/ ter/ fly/, gar/ bage/</p> <p style="text-align: center;"><u>Clarification</u> Task-rehearsal</p> <p>First, teacher is going to say the word and have student to repeat back to you, then, the students get a plastic building block and count the syllables as they are building a tower in the process. Look the example Have students to choose 6 words to practice.</p> <div data-bbox="1073 852 1787 1338" data-label="Image"> <p>The diagram illustrates a task-rehearsal activity using building blocks. A stack of four blocks is shown: a green block on top, followed by a red block, a yellow block, and a red block at the bottom. Arrows point from each block to a corresponding syllable box: the green block points to 'tion', the red block points to 'va', the yellow block points to 'ti', and the bottom red block points to 'mo'. This visualizes the segmentation of the word 'motion' into its syllables.</p> </div>	
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Application/building up

Task completion

Learners work individually in the **Segmenting multisyllabic words into syllables Worksheet** below. The teacher monitors learners' performance.


Segmenting multisyllabic words into syllables worksheet												
<ul style="list-style-type: none"> • Read the word and clap as segmenting into syllables. • Point out the squares as you say the syllables. • Write down each syllable in a square. 												
1	 Environment				 WATER CONSERVATION Conservation				 Important			
2	 Rainforest				 Deforestation				 Pollution			
3	 TECHNOLOGY Technology				 Renewable				 Think GREEN Awareness			
4	 DISEASE Diseases				 Satellite				 Transportation			

		<p>Task assessment</p> <p>Teacher asks learners segment words by placing moving beads on a string for each syllables as you can see in the picture.</p>  <p>Learners self-assess themselves by clapping each syllables of the word to see if is correct. Finally teacher asks: What is the word? How many syllables have?</p>	
W.1. Labels charts, diagrams, and maps.	W.1. label charts, diagrams, and maps.	<p><u>Connecting</u> Pre-task</p> <p>The teacher shares the goal of the lesson. Learners watch the video Reduce, Reuse and Recycle, to enjoy a better life Educational Video for Kids https://www.youtube.com/watch?v=OasbYWF4_S8 In this way they became more sensitive to the topic and learn to use new vocabulary and sentences structure.</p> <p><u>Clarification</u> Task-rehearsal</p> <p>Teacher draws on the board a graphic organizer with 3 columns R's (Reduce, Reuse and Recycle) and give some directions: Reduce, Reuse, and Recycle. There are 3 great ways YOU can eliminate waste and protect the environment. Draw a picture or write ways that you can Reduce, Reuse, and Recycle is the columns below.</p>	40 minutes

		<p>Name: _____ Date: _____</p> <p>Directions: Reduce, Reuse, and Recycle — Three great ways YOU can eliminate waste and protect the environment. Draw a picture or write ways that you can Reduce, Reuse, and Recycle in the columns below.</p> <table border="1"><thead><tr><th>Reduce</th><th>Reuse</th><th>Recycle</th></tr></thead><tbody><tr><td></td><td></td><td></td></tr></tbody></table> <p>Task completion</p> <p>The teacher passes out a worksheet Main Idea Mystery and have students to complete individually.</p>	Reduce	Reuse	Recycle				
Reduce	Reuse	Recycle							

Name _____

Main Idea Mystery



Match each sentence to the correct main idea.
Write the letter next to the sentence.

A Let's make every day Earth Day!!	B You should reduce your use of resources.
C Try to re-use as much as you can.	D Don't forget to recycle when you can.

_____ 1.) You can use empty paper towel tubes to make an art project!

_____ 2.) If you reduce, reuse and recycle every day you protect our amazing planet!

_____ 3.) Unplug things when they are not being used.

_____ 4.) If it is plastic, try to recycle it.

_____ 5.) Buy only what you need. Not extra. Fewer things is better for Earth.

_____ 6.) Now, go practice the 3Rs all year long!

_____ 7.) When your clothes get too small, give them to someone younger to use.

_____ 8.) Cans can be melted and made into new cans!

Growing Firsties

This worksheet has different information for reuse, reduce and recycle and learners classify the sentences by matching each one with the corresponding main idea from the 4 options on the chart.

After the students complete the task, the teacher asks the learners to check and self-assess their answers.

Task assessment

Learners look at the picture and complete the phrases by writing the words next to the corresponding sentence. After writing their answers, students will share with a partner.

(Collaboration)



Look at the picture and complete the phrases.

be protect save recycle cut down
plant have throw away put



1. the planet.

2. animals.

3. rubbish in the bin.

4. trees.

5. plastic bags.

6. water.

7. bottles, cans & paper.

8. rubbish on the ground.

9. trees.

10. baths.

11. glass in the green bin.

12. green.















Integrated Mini-Project			Time
Phase: _____			
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			

Learner Self-Assessment			
<i>I can...</i>	Not achieved yet	<i>In progress</i>	<i>Achieved</i>
Give some advice for protecting the environment.			
Point out strengths and weaknesses of personal or human actions on the environment.			
Segmenting multisyllabic words into syllables.			
Labels charts, diagrams, and maps with ways of protecting the planet.			

Segmenting multisyllabic words into syllables Worksheet

- Read the word and clap as segmenting into syllables.
- Point out the squares as you say the syllables.
- Write down each syllable in a square.

1	 <p style="margin-top: 10px;">Environment</p>	 <p style="margin-top: 10px;">Conservation</p>	 <p style="margin-top: 10px;">Important</p>
	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>
2	 <p style="margin-top: 10px;">Rainforest</p>	 <p style="margin-top: 10px;">Deforestation</p>	 <p style="margin-top: 10px;">Pollution</p>
	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>

3	 <p>Technology</p>	 <p>Renewable</p>	 <p>Awareness</p>
4	 <p>Diseases</p>	 <p>Satellite</p>	 <p>Transportation</p>

Shop with reusable bag.

Get a reusable water bottle.

Unplug appliances when you are not using them.

Switch to led bulbs.

Name _____

REDUCE REUSE AND RECYCLE! ANSWERS

REDUCE ↓	REUSE 	RECYCLE 
 Walk or ride a bike instead of driving	 Use refillable water bottles	Recycle plastic containers 
 Use energy efficient bulbs and appliances	Use re-useable grocery bags 	Recycle soda cans 
 Turn the water off when brushing your teeth	Use re-useable lunch boxes 	Recycle cardboard boxes 
Compost food to change it into rich soil 	Use the back side of paper 	Recycle paper newspapers and magazines 
BUY LESS! 	Reuse materials for crafts 	Compost leaves and yard waste 

Term: I	Level: Fifth Grade	Unit: 1	Week:4										
Domain: Socio-interpersonal	Scenario: Go Green	Theme: 4. Solving Environmental Problems											
Enduring Understanding: Our actions can have a positive or negative chain effect on the environment around us. If we are responsible, we can make the environment better. If we are wasteful, the environment suffers and so do we all.													
Essential Question: How do our actions affect the environment around us?													
<table><tr><td colspan="2">Dimensions</td></tr><tr><td colspan="2">1. Ways of thinking (X)</td></tr><tr><td colspan="2">2. Ways of living in the world (X)</td></tr><tr><td colspan="2">3. Ways of relating with others (X)</td></tr><tr><td colspan="2">4. Tools for integrating with the world (X)</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 (X)	
Dimensions													
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4. Tools for integrating with the world (X)													
Learn to Know	Learn to Do	Learn to Be and Live in Community											
<p>Grammar & Sentence Frames</p> <p><u>Modal Should</u></p> <p>– We should/shouldn’t ____</p> <p>– I should/n’t ____.</p>	<p>Function</p> <p>– Describing ways to solve environmental problems</p> <p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p>	<p>Psycho-social</p> <p>– Developing creativity, collaboration critical thinking and communication skills</p> <p>Socio-cultural</p> <p>– Taking care of Mother Earth</p>											

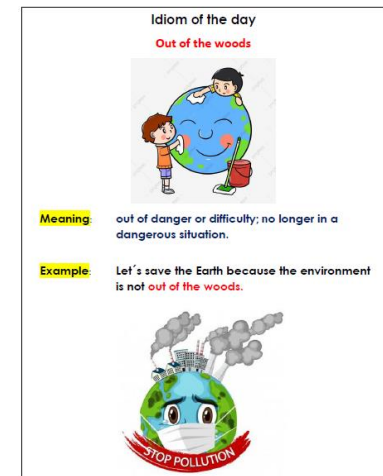
Phonemic Awareness <u>Segmenting multi-syllabic words into syllables.</u> (/but/ter/fly/, gar/bage/)		First, then, after that, finally		– Conserving the protected areas in our country idioms/ phrases <u>Out of the woods</u> (out of danger)	
Vocabulary <u>4. Solving Environmental Problems</u> <u>Problems</u> Littering, energy misuse, water misuse <u>Actions</u> Planting, reusing, recycling <u>Expressions</u> – We ___ (classify) garbage. – We ___ (plant) trees We should not waste ___ (water and energy).					
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence			Time
Learner...	Learner can	Pre-teaching Routine: Take attendance in class, Share the Essential Question on the board and Goal (Can do's) of the class Connecting Warm up			40 minutes

Learners listen and reflect on the video story What really happens to the plastic you throw away - Emma Bryce

https://www.youtube.com/watch?v= 6xINyWPpB8&feature=emb_logo

Activation of Prior Knowledge

Teacher use the idiom poster **Out of the woods** to explain the meaning and give an example of sociocultural and social language related with the scenario and theme of this unit.



Modeling

Teacher model pronunciation and explain meaning of vocabulary related with What is Climate Change? Video

https://www.youtube.com/watch?v=ko6GNA58YOA&feature=emb_logo

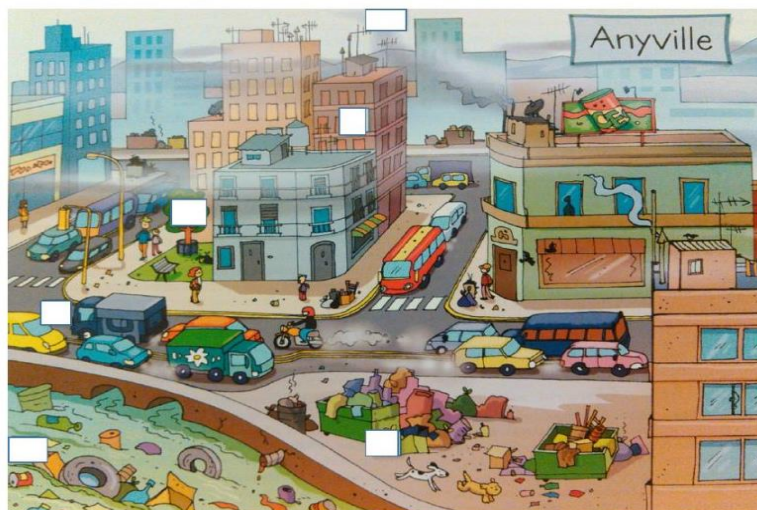
Clarification

Clarifying

Teacher shows a picture of the city and ask the following questions

What can you see in this city?

What problems can you see?



Learners mention problems like pollution (air and water), trash/ garbage, overpopulation; few green areas, a lot of traffic (vehicles, cars) and teacher clarify pronunciation and meaning of vocabulary.

SI.1. Indicates strengths and weaknesses of personal or human actions on the environment.

SI.1. indicate strengths and weaknesses related to the theme and language function.

Pre-task Connecting

The teacher shares the goal of the lesson.

Learners watch the video about **The environment problems and solutions Logos Academy** <https://www.youtube.com/watch?v=zu2cgoQwnPU> and point out problems that are affecting the environment and some of the possible solutions.



















Clarification Task-rehearsal


Learners in pairs talk about the environmental problems and actions for solving the problems mention on the video.

Student A

Student B

40
minutes

		<table><tr><td>What is the environment?</td><td colspan="3">All the living things and the characteristics where they live, like temperature, soil and humidity.</td></tr><tr><td rowspan="2">What problems do you identify by looking at the following pictures?</td><td></td><td></td><td></td></tr><tr><td>Pollution</td><td>Extinction of animals</td><td>Desertification</td></tr><tr><td>What is the difference between deforestation and desertification?</td><td colspan="2">Deforestation Is cutting down of trees and disappearance the forest.</td><td>Desertification Is the transformation of some landscape into desert areas.</td></tr><tr><td rowspan="2">Which are some solutions for the environmental problems?</td><td></td><td></td><td></td></tr><tr><td>Protected Natural areas</td><td>Reduce the amount of garbage</td><td>Avoid cutting down trees</td></tr></table>	What is the environment?	All the living things and the characteristics where they live, like temperature, soil and humidity.			What problems do you identify by looking at the following pictures?				Pollution	Extinction of animals	Desertification	What is the difference between deforestation and desertification?	Deforestation Is cutting down of trees and disappearance the forest.		Desertification Is the transformation of some landscape into desert areas.	Which are some solutions for the environmental problems?				Protected Natural areas	Reduce the amount of garbage	Avoid cutting down trees	
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<p align="center"><u>Application/building up</u></p> <p align="center">Task completion</p>																									
		<table><tr><th>Environmental problems</th><th>Action for solving problems</th></tr></table>	Environmental problems	Action for solving problems																					
Environmental problems	Action for solving problems																								

			water misuse		
			energy misuse		
			Littering		

Learners get the following chart with some other environmental problems.

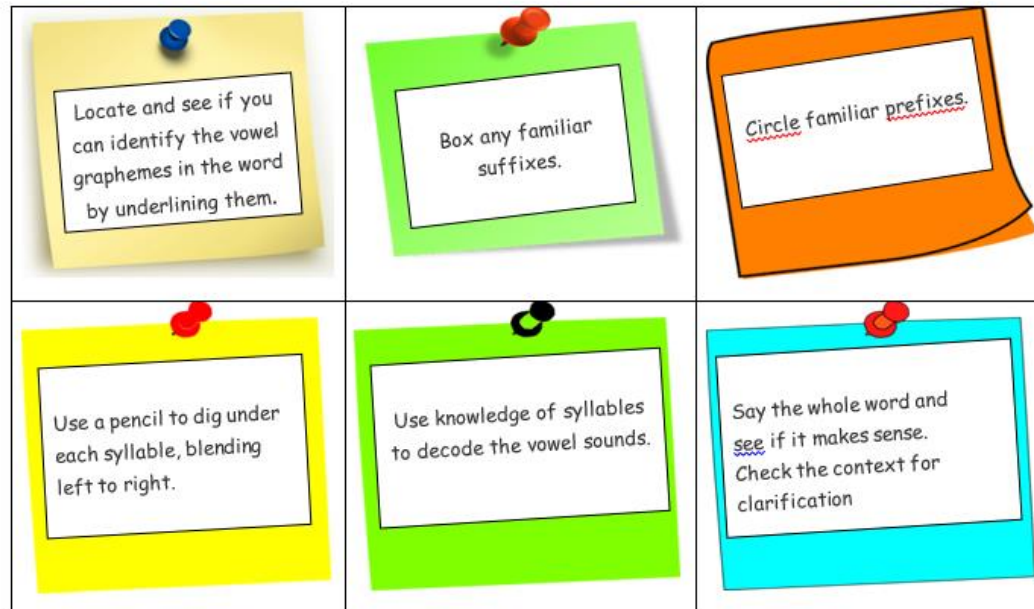
In pairs, they are going to asked each other and share different actions or solution for each problem, based on the example of videos they watched. . **(Collaboration)**

Task assessment

Learners in pairs are going to assess themselves by asking each other the questions on the conversation cards about environmental problems and matching them with the solutions or answers. . **(Collaboration)**

What are 3 environmental problems you can identify?	Which are 3 solutions for the environmental problems?	What are 2 ways to save water?
What are 3 effects of pollution?	What are 2 solutions for deforestation?	What are 3 tips to save energy?
Reforestation	Soil	Be a leak detective
Government regulation	Water	Take a short showers
	Air	
Pollution	Recycle	Turn off the lights
Desertification	Avoid cutting trees	Unplug unused electronics
Extinction of animals	Protected natural areas	Use natural light

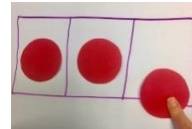
R.PA.1. Reads words and sentences by decoding English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	R.PA. 1. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	<div>Connecting Pre-task</div> <p>The teacher shares the goal of the lesson. Learners watch the video about Multisyllabic Word Reading Strategy https://www.youtube.com/watch?v=drMJtTnrtM Teacher have a list of words for students and ask them to use the following tips for reading multisyllabic words in the list:</p> <table><tr><th colspan="5">Multisyllabic word list for Environment</th></tr><tr><th></th><th>2 Syllable Words</th><th>3 Syllable Words</th><th>4 Syllable Words</th><th>5 or 6 Syllable Words</th></tr><tr><td>1</td><td>paper</td><td>syllable</td><td>environment</td><td>electricity</td></tr><tr><td>2</td><td>garden</td><td>dangerous</td><td>education</td><td>organization</td></tr><tr><td>3</td><td>garbage</td><td>pollution</td><td>temperature</td><td>precipitation</td></tr><tr><td>4</td><td>water</td><td>connection</td><td>conversation</td><td>deforestation</td></tr><tr><td>5</td><td>sunny</td><td>recycling</td><td>population</td><td>communication</td></tr><tr><td>6</td><td>planting</td><td>littering</td><td>thermometer</td><td>collaboration</td></tr><tr><td>7</td><td>plastic</td><td>energy</td><td>extinction</td><td>classification</td></tr><tr><td>8</td><td>reduce</td><td>organic</td><td>transportation</td><td>imagination</td></tr><tr><td>9</td><td>forest</td><td>habitat</td><td>combination</td><td>desertification</td></tr><tr><td>10</td><td>reuse</td><td>opinion</td><td>vegetable</td><td>reforestation</td></tr><tr><td>11</td><td>protect</td><td>bicycle</td><td>responsible</td><td>evaporation</td></tr><tr><td>12</td><td>question</td><td>solution</td><td>information</td><td>unforgettable</td></tr><tr><td>13</td><td>frozen</td><td>government</td><td>explanation</td><td>overpopulation</td></tr></table> <p>https://www.howmanysyllables.com</p>	Multisyllabic word list for Environment						2 Syllable Words	3 Syllable Words	4 Syllable Words	5 or 6 Syllable Words	1	paper	syllable	environment	electricity	2	garden	dangerous	education	organization	3	garbage	pollution	temperature	precipitation	4	water	connection	conversation	deforestation	5	sunny	recycling	population	communication	6	planting	littering	thermometer	collaboration	7	plastic	energy	extinction	classification	8	reduce	organic	transportation	imagination	9	forest	habitat	combination	desertification	10	reuse	opinion	vegetable	reforestation	11	protect	bicycle	responsible	evaporation	12	question	solution	information	unforgettable	13	frozen	government	explanation	overpopulation	40 minutes
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1	paper	syllable	environment	electricity																																																																										
2	garden	dangerous	education	organization																																																																										
3	garbage	pollution	temperature	precipitation																																																																										
4	water	connection	conversation	deforestation																																																																										
5	sunny	recycling	population	communication																																																																										
6	planting	littering	thermometer	collaboration																																																																										
7	plastic	energy	extinction	classification																																																																										
8	reduce	organic	transportation	imagination																																																																										
9	forest	habitat	combination	desertification																																																																										
10	reuse	opinion	vegetable	reforestation																																																																										
11	protect	bicycle	responsible	evaporation																																																																										
12	question	solution	information	unforgettable																																																																										
13	frozen	government	explanation	overpopulation																																																																										



Clarification **Task-rehearsal**

Learners applying segmenting multisyllabic words into syllabus with the presentation of Multisyllabic words 1 video <https://www.youtube.com/watch?v=QYNEHD1C99M>

In pairs learners are going to use the same list and will practice segmenting words. Students can use buttons, bottle caps to represent segmenting multisyllabic words like the example was shown on the presentation in the video. The students put down a



counter for each segmenting sound.

Application/building up

Task completion

Learners are going to classify multisyllabic words into syllables using the poster when they finish teacher say the word and the whole class have to clap for each syllable of the word. . **(Collaboration)**

Poster to classify Multisyllabic words in syllables				
Environment, pollution, deforestation, energy, information, water, reforestation, recycling, paper, desertification, garbage, planting, extinction, solution, reduce, littering, conservation, classification, collaboration, temperature				
	2 Syllables ★ ★	3 Syllables ★ ★ ★	4 Syllables ★ ★ ★ ★	5 or 6 Syllables ★ ★ ★ ★ ★ ★
1				
2				
3				
4				
5				

		<p>Task assessment</p> <p>Students use a drum or tambourine to take turns drumming out the syllables in the word or picture the teacher shows. Example How many beat do you hear in this word?</p> <div data-bbox="793 427 1776 771" data-label="Image"> </div>	
<p>W.2. Applies conventions of standard English when writing short texts.</p>	<p>W.2. apply conventions of standard English</p>	<p><u>Connecting</u> Pre-task</p> <p>The teacher shares the goal of the lesson. The teacher reviews the use of end punctuation. Learners watch and listen how the intonation and punctuation change depending if it is a question or answer on the video Environmental Problems Speaking English Fluently Common Daily Expressions https://www.youtube.com/watch?v=Ot_4VSmpQk4</p> <p><u>Clarification</u> Task-rehearsal</p> <p>Learners gets short paragraph without any end punctuation and play the video to apply the end punctuation.</p>	<p>40 minutes</p>

		<p>Girl: are you worried about our future</p> <p>Do you care about the environment</p> <p>Boy: I'm worry about our future And I care about the environment</p> <p>Girl: what are some of the most serious environmental problems</p> <p>Boy: Our environment is constantly changing</p> <p>Some of the most serious environmental problems are pollution, global warming and overpopulation</p> <p>Girl: Pollution is one of the biggest threats for the environment and affects everyone: animals humans forest and oceans</p> <p>what is your thought on global warming</p> <p>where will we get our energy when we run out of oil</p>		
		<p>The teacher monitor the learners' performance and check that they are including capital letters, periods, and question marks.</p> <p><u>Application/building up</u></p> <p>Task completion</p> <p>Learners work individually using the information about environment in the infographic to create at least six sentences.</p>		



6 WAYS TO HELP THE ENVIRONMENT EVERYDAY!



After the learners complete the task are going to work in pairs to self-assess their sentences. The teacher ask them to check if the punctuation is correct (capital letters, periods). . **(Collaboration)**

Task assessment

Learners will write one questions for each sentence. They can follow this example

- What can you do to save water?
- I can use a drink bottle to save water.




Finally, share your work with a partner.

Integrated Mini-Project. (Collaboration)

Time

Creating a mini compost bin or bag Project <ul style="list-style-type: none">– Planning and creating collaboratively in the house and community to be conscious about changing actions that affect the environment. Learners create a compost poster as a visual aid and present their compost bin or bag report to the class. They can talk about the definition of compost, green and brown materials, the process and ways to compost.– Preparing a presentation, rehearsing and narrating how to start composting.– Participating in individual assessment.			
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			

Learner Self-Assessment

<i>I can...</i>	 <i>Not achieved yet</i>	 <i>In progress</i>	 <i>Achieved</i>
recognize the meaning of the idiomatic expression Out of the woods in a real context or short expression			
point out strengths and weaknesses of personal or human actions on the environment.			
segmenting multisyllabic words into syllables.			
apply conventions of standard English grammar and usage when writing short texts.			
use capital letter at the beginning of a sentence.			
write a period at the end of a sentence.			
use a question mark at the end of a question			

Idiom of the day

Out of the woods



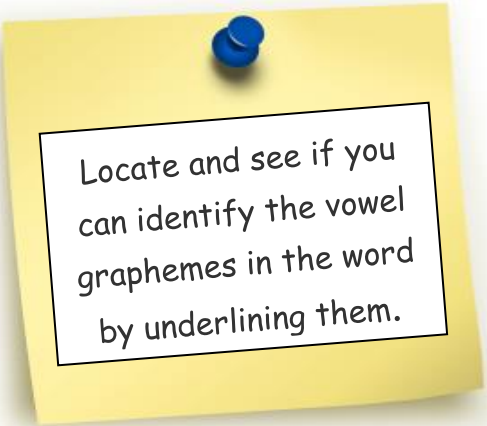
Meaning: out of danger or difficulty; no longer in a dangerous situation.

Example: Let's save the Earth because the environment is not **out of the woods**.




Multisyllabic word list for Environment				
	2 Syllable Words	3 Syllable Words	4 Syllable Words	5 or 6 Syllable Words
1	paper	syllable	environment	electricity
2	garden	dangerous	education	organization
3	garbage	pollution	temperature	precipitation
4	water	connection	conversation	deforestation
5	sunny	recycling	population	communication
6	planting	littering	thermometer	collaboration
7	plastic	energy	extinction	classification
8	reduce	organic	transportation	imagination
9	forest	habitat	combination	desertification

10	reuse	opinion	vegetable	reforestation
11	protect	bicycle	responsible	evaporation
12	question	solution	information	unforgettable
13	frozen	government	explanation	overpopulation
https://www.howmanysyllables.com				



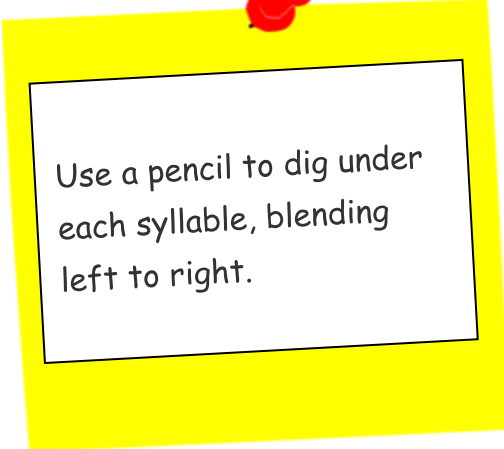
Locate and see if you
can identify the vowel
graphemes in the word
by underlining them.



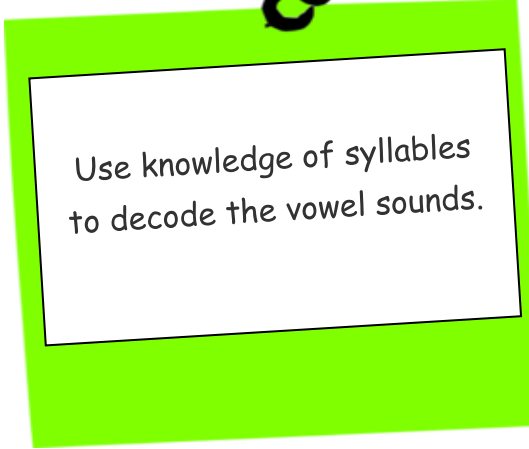
Box any familiar
suffixes.



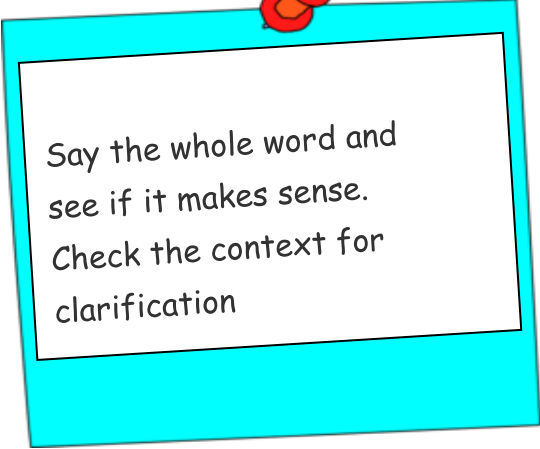
Circle familiar prefixes.







Use a pencil to dig under
each syllable, blending
left to right.



Use knowledge of syllables
to decode the vowel sounds.



Say the whole word and
see if it makes sense.
Check the context for
clarification

Poster to classify Multisyllabic words in syllables				
Environment, pollution, deforestation, energy, information, water, reforestation, recycling, paper, desertification, garbage, planting, extinction, solution, reduce, littering, conservation, classification, collaboration, temperature				
	2 Syllables 	3 Syllables 	4 Syllables 	5 or 6 Syllables 
1				
2				
3				
4				

5				

Dialogue from Environmental Problems Video

https://www.youtube.com/watch?v=Ot_4VSmPQk4

Girl: Are you worried about our future?

Do you care about the environment?

Boy: I'm worry about our future. And I care about the environment.

Girl: What are some of the most serious environmental problems?

Boy: Our environment is constantly changing.

Some of the most serious environmental problems are pollution, global warming and overpopulation.

Girl: Pollution is one of the biggest threats for the environment and affects everyone: animals, humans, forest and oceans.

What is your thought on global warming?

Where will we get our energy when we run out of oil?

Boy: Global Warming refers to the rise in average surface temperatures on Earth.

We have to expand the use of renewable energy.

We have to transform our energy system to one that is less dependent on coal and other fossil fuels.

Will the problems get worse or will they slowly disappear?

Girl: They will never disappear. They only get worse, if we don't change our lifestyles.

Boy: Do you think houses will be more environmentally friendly in the future?

Girl: I hope they will be environmentally friendly. Otherwise, our future will be dark.

We have to drive hybrids cars.

Boy: We should do whatever we can to prevent pollution and global warming.

6 WAYS TO HELP THE ENVIRONMENT EVERYDAY!



2. USE A DRINK BOTTLE



3. SWITCH OFF THE LIGHTS



4. TAKE SHORTER SHOWERS



5. SAY NO TO PLASTIC BAGS



6. PICK UP RUBBISH
IF YOU SEE IT AROUND





SAVE WATER



**USE
ECO-FRIENDLY
RULES**



AVOID LITTERING



Links for materials

Links week 1

Week 1

The original rainforest rap with lyrics

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

Anthem for the Amazon- Lyric Video

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

Anthem for the amazon lyrics

<https://amazonaid.org/anthem-for-the-amazon/>

Rainforests 101 | National Geographic

<https://www.youtube.com/watch?v=3vijLre760w>

Phonics Word RAP | Long Vowel i (CVCe) | Phonics Monster

https://www.youtube.com/watch?v=d7o61e_8OEY

Phonics Lesson | Long Vowel i (CVCe) | Phonics Monster

<https://www.youtube.com/watch?v=yCnTJd2O9So&list=PLDrTATEEK78zX9u2x4j8Gomevfg7km5wc>

Links week 2

Environment vocabulary – Word search puzzle in English

<https://www.english-learn-online.com/>

Words with the long I sound

<https://www.enchantedlearning.com/phonics/mc/i-long/worksheet.png>

Phonics Flashcards (Long I Vowel)

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.englishforkidz.com%2F2015%2F03%2Fphonics-flashcards-long-i-vowel.html&psig=AOvVaw04fpB1Msri0rv22axe6FnP&ust=1612042046354000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCKj34e2Kwu4CFQAAAAAdAAAAABAE>

Long vowel I Bingo

https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQG9gEafHbvBuc_0_CdOXIRZWICyTDd5RowzQ&usqp=CAU

Worksheet for long vowel /ei/

<https://blog.maketaketeach.com/wp-content/uploads/2012/05/4-In-A-Row-Magic-e-Freebie1.gif>

Long /a/ sound activity

<https://i.pinimg.com/originals/1e/25/06/1e25060063511fab07b05cd533896bbc.jpg>

Read and draw activity

<https://i.pinimg.com/originals/1b/9a/9d/1b9a9d7c50bbfc2c6435d8eea39f7064.jpg>

Write the word

<https://i.pinimg.com/originals/66/ee/42/66ee42806eddf0e0690f913a275b3d7e.jpg>

Videos

Ten simple steps to save our environment

https://www.youtube.com/watch?v=YND_rYGLwzE

Long vowel pair AY Sound Song I Phonics for English Education

<https://www.youtube.com/watch?v=PHkBMNJhK8I>

AI , A - E and AY | Similar Sounds | Sounds Alike | How to Read | Made by Kids vs Phonics

<https://www.youtube.com/watch?v=ghd898RDjEM>

Phonics ai and ay words. Sounds Great 5: Unit 1

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

15 Words - About the Environment

https://www.youtube.com/watch?v=zo_6cKHS4dk

10 Major Current Environmental Problems

<https://www.youtube.com/watch?v=A0pB1qw8SMs>

How to take care of the environment 10 ways to take care of the environment

https://www.youtube.com/watch?v=X2YgM1Zw4_E

Sarah Hyland Wants You to Protect Our Planet – Now You Know

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

Greenhouse Effect video for Kids | The Greenhouse Effect

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

Greenhouse Effect | [#aumsum](#) [#kids](#) [#science](#) [#education](#) [#children](#)

https://www.youtube.com/watch?v=x_sJzVe9P_8&feature=emb_logo

Reduce, Reuse and Recycle, to enjoy a better life | Educational Video for Kids.

https://www.youtube.com/watch?v=OasbYWF4_S8

THE EARTH BOOK by Todd Parr

<https://www.youtube.com/watch?v=lpEc5nHqO2c>

Michael Jackson - Earth Song. (Lyrics)

<https://www.youtube.com/watch?v=OstvP8QuxQ>

Recycle Rally -- How to Set Up and Play This Board Game by Adventerra Games North America

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

Let's Play "RECYCLE RALLY"

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

Human Impact | Environment Biology

<https://www.youtube.com/watch?v=Um-bo2MWDsQ>

Human Impacts on the Environment

https://www.youtube.com/watch?v=IKZMGBA_0lk

8 Ways Kids Can Help the Environment

<https://www.youtube.com/watch?v=vONBU7btYuo>

5 Incredibly Fun GAMES to Teach Self-Regulation (Self-Control) | Early Childhood Development

https://www.youtube.com/watch?v=H_O1brYwdSY

Teaching Self-Regulation by Modeling

<https://www.youtube.com/watch?v=UD9m5n-ZpB0>

Habilidades de autorregulación: ¿por qué son cruciales?

<https://www.youtube.com/watch?app=desktop&v=O5-hFF3nri8>

Autorregulación de emociones

<https://www.youtube.com/watch?v=3HJlSyQdQIM>

Mabra - La autorregulación video

<https://www.youtube.com/watch?v=cPpDUoUS33Y>

TÉCNICA DE LA TORTUGA - AUTORREGULACIÓN PARA NIÑOS

<https://www.youtube.com/watch?v=9hHCqnkyjgg>

Decode Multi-Syllable Long Words Song

<https://www.youtube.com/watch?v=4qe5SJf5jGg>

Syllables! | Scratch Garden (segmenting)

<https://www.youtube.com/watch?v=9S7DY2lgJIU>

Multisyllabic Word Reading Strategy

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

My favorite multisyllabic Word activities

https://www.youtube.com/watch?v=uFEsFsqcaw&feature=emb_logo

Multisyllabic words 1

<https://www.youtube.com/watch?v=QYNEHD1C99M>

Multi-Syllable Words: Part 1 of 2

<https://www.youtube.com/watch?v=DEYGgcoCwI8>

Multi-Syllable Words: Part 2 of 2

https://www.youtube.com/watch?v=7HHSk7nyk_0

Spot & Dot Decoding Strategy

https://www.youtube.com/watch?v=yc3ZE6_GU9s

Créditos

Dirección de Desarrollo Curricular

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