Teacher´s Guide for the New English Curriculum
First Grade
2016

Scope and Sequence First Cycle

	Scope and Sequence First Cycle					
Level	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**
First Grade	**Scenario: All About Me!** **Themes:** • Saying hello! Saying Good Bye! • Introducing Myself • The Way I Look and Feel • Making New Friends	**Scenario: This is our Classroom!** **Themes:** • Stand up! Sit down! • Things in My Classroom • My School Supplies • Where is my Pencil?	**Scenario: We Are All Different!** **Themes:** • Meet my Family • What my Family Looks Like • Different Things my Family Likes to Do • I Like…	**Scenario: Going to School, so Cool!** **Themes:** • This Is my School. • Helpers at my School. • Going around School. • A Week at my School	**Scenario: My Neighborhood.** **Themes:** • This Is my Neighborhood • Where is the School? • How can I Get to the Supermarket? • Community Helpers	**Scenario: Playtime** **Themes:** • Fun Games and Activities • I need a Rope to Play • My Favorite Game and Activities • Show me How to Play
Second Grade	**Scenario: Learning Is Fun** **Themes:** • Hi! How are you today? • My Learning Environment • What Do I do at School? • What I Like about School?	**Scenario: Healthy Habits** **Themes:** • I Love my Body! • Healthy Habits make me Feel Great! • Yummy and Good for my Tummy • I Can Be Healthy and Happy	**Scenario: Home Sweet Home** **Themes:** • A Visit from my Cousins • A Home Tour • What We Do around the House • Cleaning the House	**Scenario: Loving and Caring Animals** **Themes:** • Barn or House? • Moo, Meow, and Cock-a-Doodle-Do • Living with Animals and Pets around me • Walk the Dog...and Other Ways to Care for Animals	**Scenario: Fabulous Flora and Fauna** **Themes:** • A Nature Walk • Animals A to Z • Green Kingdom • Protecting Nature	**Scenario: A change of Scenery** **Themes:** • Rain, Rain Go Away • Try This on • May I Have a Bite? • Please Tell me What´s Fun
Third Grade	**Scenario: Our Family "to Do" List** **Themes:** • Family Chores • Things I Like to Do to Help my Family • Can you help me? • Where is the Broom?	**Scenario: Families Celebrate Together!** **Themes:** • What isthere to Celebrate? • My Family`s Special Dates • When is your Birthday? • Sharing Family Celebrations!	**Scenario: May I Help You?** **Themes:** • Is This the Cashier or the Clerk? • Going to a Store! • Where do I Get some Fresh Vegetables? • How Much does it Cost?	**Scenario: Getting around Town!** **Themes:** • A Day in my Community • Help! I Need a Pair of Shoes. • Walk this Way • Step by step Directions	**Scenario: Fun Places and Spaces** **Themes:** • Let´s Go Outside • Indoor fun on a rainy day • Come on! Make-up your Mind. • Are you ready to Have Fun?	**Scenario: Welcome to Costa Rica** **Themes:** • Costa Rica: a Diverse Country • Where Can I Go? • How will I Get There? • Exploring Costa Rica: no Better Place to Be

Unit 1 Scope and Sequence

Scenario: All about me	
Enduring Understanding	Our names, the way we look, and the way we feel make us special.
Essential Question	What makes us special?

Assessment and Goals

Week 1	Week 2	Week 3	Week 4	Week 5
Theme 1. Saying Hello! Saying Good-bye!	**Theme** 2. Introducing Myself	**Theme** 3. The Way I Look and Feel	**Theme** 4. Making New Friends	
Assessment: **L.4.**Recognizes one or two forms of greetings farewells (Hello, Good-bye) expressions of politeness and personal feelings expressed slowly and clearly. **R.1.** Participates in choral reading to identify greetings and leave-takings. **R.PA2.** Identify the initial phoneme of a spoken word.	**Assessment:** **L.3.** Recognizes simple questions, which directly concern them such as their name and where they are from. **R.PA2.** Identify the initial phoneme of a spoken word. **SI.1.**Asks for something when pointing or gesturing to support the request. **SP.1.** Describes personal appearance	**Assessment:** **L.2.**Recognizes simple personal information (e.g.**name, age, country of origin, personal traits**) **R.PA2.** Identify the initial phoneme of a spoken word. **SI.2.** Uses one or two forms of greetings and farewells (Hello, Good-bye). **SI.3.**Expresses a lack of understanding.	**Assessment:** **L.1.**Recognizes simple personal information (e.g.**name, age, country of origin, personal traits**) **R.PA2.** Identify the initial phoneme of a spoken word. **SI.4.**Responds in a predictable pattern to simple questions about familiar things.	**Assessment** **Instruments for Process/Product** ✓ Sticky notes ✓ anecdotal note cards ✓ Checklists ✓ Inside and outside circle **Week 6** **Suggested Integrated Mini project** ✓ a poster, ✓ a mobile,

SP.1. Recognizes how he/she or other person is feeling using simple, standard expressions. **Goals:** **L.4.** understand basic greetings, farewells, expressions of politeness and feelings (e.g., hello, good-bye, sorry, pardon?). **R.1.** Participates in choral reading (clapping and chanting) in response to the rhyme and rhythm of a predictable patterned song or picture story that is read aloud. Can repeat key words after the teacher. **R.PA2.** identify sounds of letters **/m/ /e/** of the alphabet in order with a concrete item or picture representing the sound.	and feelings with simple words. **Goals:** **L.3.** understand simple questions, which directly concern them such as their name and where they are from. **R.PA.2.** identify sounds of letters **/s/ /a/** of the alphabet in order with a concrete item or picture representing the sound. **SI.1.** ask for something when pointing or gesturing to support the request.	**W.1.** Says words for the teacher to write. **Goals** **L.2.** recognize often spoken words similar to the languages with which they are familiar (e.g., Pay attention, silence, excellent). **R.PA.2.** identify sounds of letters **/t//e/** of the alphabet in order with a concrete item or picture representing the sound. **SI.2.** use one or two learned expressions of greeting, farewell, and politeness (e.g., hello, good-bye, please, you are welcome and thank you). **SI.3.** express a lack of understanding. **W.1.** dictate words for the teacher to write.	**W.2.** Represents an event or character from a picture story or one main idea. **Goals:** **L.1.** Recognize simple information such as name, age, and perhaps country of origin when that information is given slowly and clearly. **R.PA.2.** identify sounds of letters **/l//a/** of the alphabet in order with a concrete item or picture representing the sound. **SI.4.** understand and respond in a predictable pattern to simple questions about familiar things and if the other person speaks slowly and clearly. **W.2.** draw pictures of an event or character from a picture story or one main idea.	✓ magic box or ✓ booklet using cardboard or technology for introducing oneself

SP.1. Express how I look and feel using simple, standard expressions.			
Function • Greeting and saying good bye in proper contexts	**Function** • Introducing myself	**Function** - Identifying personal traits and feelings	**Function** - Getting to know others
Discourse Markers – and	**Discourse Markers** – and	**Discourse Markers** – and	**Discourse Markers** – and
Grammar & Sentence Frames Personal and Possessive pronouns – I, my – I am Amanda. – Mynameis Juan. Question/Answerswith BE – What is your name? My… – How are you? Fine. – Howold are you? 6	**Grammar &Sentence Frames** Personal and Possessive pronouns – I, my – I am Amanda. – My name is Juan. Question/Answers with BE – What is your name? My… – How are you? Fine. – How old are you? 6	**Grammar & Sentence Frames** Yes/No Questions – Are you a student? Yes – Are you in first grade? Yes – Are you tall? Yes/No (use appropriate) (S-V-C) sentences – I am_____ (name, age, country, physical description) – I feel _____ (happy/sad).	**Grammar & Sentence Frames** Wh- questions in Simple Present – Where do you live? – Where are you from? Clarifying Questions – Pardon? – What? – Repeat, please.
Phonemic Awareness **/m/ /e/ (me, meet; eight, egg)**	**Phonemic Awareness** **/s/ /a/ (sad, sound, are, am)**	**Phonemic Awareness** **/t/ /e/ (ten, tall, egg, elephant)**	**Phonemic Awareness** **/l/ /a/ (love, live, am, ant)**

Vocabulary	Vocabulary	Vocabulary	Vocabulary	
1. Saying Hello! Saying good bye! Greetings − Hi! Hello! Good morning, Good afternoon, Good evening, How are you? Leave-takings − Good-bye, bye, see you, see you later.	2.Introducing myself − My name is… − I am from… / 7 years old. − 'I live in… Expressions of Politeness − Excuse me, pardon, thank you, you are welcome, − Nice to meet you. Cardinal Numbers − 1-10 Nationalities − Costa Rica, Nicaragua…	3.The way I look and I feel Physical Appearance − short, tall, handsome, pretty Colors red, blue, green,yellow	4.Making new friends Information questions − What´s your name? Where are you from? − How old are you? − Nice to meet you/too.	
Psycho-social − Showing self-esteem, self-confidence **Socio-cultural idioms/ phrases** − Greeting people (handshaking,	**Psycho-social** − Showing self-esteem, self-confidence **Sociocultural Idioms/phrases** Hey! Bye-bye	**Psycho-social** − Showing self-awareness by describing self **Sociocultural Idioms/phrases** See you later alligator!	**Psycho-social** − Stimulating creativity through the arts (drawing, acting, body language) **Sociocultural Idioms/phrases** After a while crocodile!	

kissing and some others depending on the community or context).	See ya				

Unit 1 All about me

Term: 1	Level: First	Unit: 1	Week: 1
Domain: Socio-Interpersonal		**Scenario:** All about me	**Theme:** Saying Hello! Saying Good-bye!
Enduring Understanding: Our names, the way we look, and the way we feel make us special.			
Essential Question: What makes us special?			
Learn to Know	**Learn to Do**		**Learn to Be and Live in Community**
Grammar & Sentence Frames Personal and Possessive pronouns – I, my – I am Amanda. – My name is Juan. Question/Answers with BE – What is your name? My… – How are you? Fine. – How old are you? 6 **Vocabulary** 1. Saying Hello! Saying good bye!	**Function** Greeting and saying good bye in proper contexts **Discourse Markers** And Hello **and** goodbye!		**Psycho-social** – Showing self-esteem, self-confidence **Socio-cultural** **idioms/ phrases** Greeting people (handshaking, kissing and some others depending on the community or context).

<u>Greetings</u>

– Hi! Hello! Good morning, Good afternoon, Good evening, How are you?

<u>Leave-takings</u>

– Good-bye, bye, see you, see you later.

Phonemic Awareness
/m/ /e/ (me, meet; end, egg

Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner…	Learner can	- Teacher greets students and introduces Essential Question and goals for the day. **Pre-teaching** **Warm up** – Listening to a song, "Hello, Hello! Kids Song " **Activation of Prior Knowledge** – Teacher introduces greetings and leave-takings, vocabulary and sentence frames using a power point presentation/puppets. **Modeling** – Teacher uses flashcards to model pronunciation of greetings and leave-takings and students participate in choral repetition.	15 minutes

		Clarifying – Teacher clarifies vocabulary and expressions by asking questions. In cian, you can see the original proposal. **Oral Comprehension (Listening)** **Pre-task: Identification of personal information** – Teacher introduces the goal for the lesson. – Students repeat words and sentence frames related to greetings and leave-takings after modeling by the teacher chorally and individually using visual aids (power point) or puppets. **Lesson 53 Aprendo Inglés** Play first video to help kids get familiar with both expressions and the use in context. When the video is over, greet and say goodbye to your students as it was done in the video just to check what the reaction of the students is. The teacher can show both pictures to the students to support oral language.	
L.4. Recognizes one or two forms of greetings farewells (Hello, Good-bye) expressions of politeness and personal feelings expressed slowly and clearly.	**L.4.** understand basic greetings, farewells, expressions of politeness and feelings (e.g., hello, good-bye, sorry, pardon?).		25 minutes

| | | | **Task rehearsal**
– Learners act out greetings and leave-takings as they are heard.
– Learners identify the greetings and leave-takings in pictures shown by the teacher.

Project activity 2 to the board and call for volunteers.

When the boy calls out a word, let the volunteer touch the right picture. Switch volunteers to let others play. The rest can point with their fingers.

Teacher pauses the video and says one of the two expressions and kids point to the corresponding picture on the board.

Tell kids that besides Hello! There are other ways to greet people. Activity 5: video of the birthday party.

Ask them to pay close attention to the video to try to find out which those other 2 expressions are. Kids say these expressions at the very beginning. Play video of the birthday party. | 35
minutes |

Listen to the students answers. Give them feedback. Ask them to listen and repeat: Hey! Hi! Hello! Explain that they use only one of them at a time.

Teacher projects activity 6 on the board and calls three students at a time to the front.

Students listen to the kid and each student touches a picture on the board. If the teacher has fly swaters, students can use them for this activity. Another way of doing this, can be with one student at a time using the computer to tick on the right pictures. Another variation can be done by having the teacher pause the video of the game and produce the sentences him/herself.

Task completion(p)
– Students identify greetings and leave-takings from pictures by pointing, drawing, circling, matching or using body language after a slow and clear oral conversation.

– **Task**: Tell your students that they are at the school backyard. Two students are talking to them, one student at a time. They have to identify who is speaking by pointing to the correct picture. (**Jamboard 1**: https://jamboard.google.com/d/1StCnsgQtzIxVy6C2s-zskB8aePcIrBoqwnXQ_ejZUS8/edit?usp=sharing Listen and make a little mark under the correct picture using the pen on the left side menu.)

40

minutes

Task assessment
- Students play the flyswatter game (Annex 1) to correct students´ work.
- The teacher provides feedback and/or repair. Whole group assesses their performance.

Goal: Approaching   Good   Excellent

Note on

Fn+im pnt   print scr

Phonemic Awareness(p)

Pre-task: Identification of sounds

| R.PA2. Identify the initial phoneme of a spoken word. | R.PA2. identify sounds of letters **/m/ /e/** of the alphabet in order with a | - Teacher introduces the goal for the lesson.
- Teacher introduces sounds of nature to activate students 'prior knowledge (drops of rain, the ocean, a river, a bird).
- Teacher shows pictures that express meanings with the target sounds. | 40 minutes |

| | concrete item or picture representing the sound. | – Teacher models the initial sound of three words beginning with /m/ and /e/ and shows the pictures.
– Teacher exaggerates the sounds.
– At this point, it is not recommended to print the words on the pictures. The goal is to make the students hear, notice and distinguish the initial sounds of the words when they are heard.
– Teacher clarifies understanding by showing pictures of words with the two sounds to see if they recognize the difference between them.

– As a complement, learners can listen to the videos ¨**Letter M Phonics Song** by Little Fox¨ and ¨**Letter E Phonics Song**¨ with sounds /m/ and /e/ with exaggerated gestures and pictures associated with the sounds.
As a complement, teacher can project the stories The Letter M Book and The Letter E Book.

Task rehearsal
– Learners hear, notice and repeat the sound /m/ and /e/ with words that contain the sound at the beginning of the word.
Teacher pastes the pictures of the 4 words included in the guide on one side of the board. Then, he/she pastes some other pictures of the words from the readings. Teacher writes the letters **M** and **E** on the other side of the board as headings. | |

Teacher reads every word and asks students to point to the initial sound under which he/she should paste them. Some words that may be used are: man, milk, mango, elbow, envelope, elephant

Learners hear, notice and repeat the sound /m/ and /e/ with words that contain the sound at the beginning of the word.

Task completion

– Learners sing and chant words and phrases that contain the target sound using pictures and/or the video ¨**Phonics Letter M song**¨ and ¨**Phonics Letter E song**¨.

Teacher pastes the pictures all pictures on one side of the board. Teacher writes the letters **M** and **E** on the other side of the board as headings.

Teacher reads every word and asks students to point to the initial sound under which he/she should paste them. Some words that may be used are: man, milk, melon, elbow, envelope, elephant (**Jamboard 2** Draw a short line under the M or E column to identify the initial sound of the words. Use the pen to do it.)

Task assessment

– Learners identify the initial phoneme /m/ /e/ of familiar words by reacting with body language after aural stimuli. When students listen to words beginning with

		the sound /m/ they stand up and as they listen to a word beginning with sound /e/ they sit down. – Learners recognize the sound heard /m/ /e**/** by playing ¨Hot potato game¨ (Annex 2). – Whole group assesses their performance. **Goal: Approaching Good Excellent** **Oral Production** **Pre-task** Teacher introduces the goal for the lesson. – Students repeat words and sentence frames related to greetings and leave-takings using pictures, puppets or a power-point presentation (see https://www.youtube.com/watch?v=qVIFEVLzP4o). – Students listen to the teacher while shows flashcards with greetings and leave-takings. **Lesson 53**. Teacher projects the first video again. Then, the teacher shows them the video about the birthday party again. Make emphasis on Hey! Hi Hello!	
SI.2. Uses one or two forms of greetings and farewells (Hello, Good-bye).	**SI.2.** use one or two learned expressions of greeting, farewell, and politeness (e.g., hello, good-bye, please, you are welcome and thank you).		

		Task rehearsal	
		Show game with microphone on **Lesson 53**.	
		Ask all of them to listen and repeat.Students can stand up and act out the actions to help them memorize.	
		Do the same with the microphone game on **Lesson 54**. Ask students to repeat using TPR with a partner.Let them stand up.	
		Make a big circle with the students or groups of 6 students. The teacher is part of the circle in the first case. He/She greets each student on both of his/her	

sides in a different way. For example: He/She looks at the student to her right and says: Hello Karol! Then, looks at the student to her left and says: Hi Luis! These two students greet the student standing up next to them and so on. The activity finishes when both students on the teacher's sides greet him/her again.

		- They repeat this activity with a farewell expression.	
		– Students use puppets to greet/say good-bye to each other. Use the example from the video: Hello ABC! Good bye ABC!	
		–	
		– Students sing the song, "Good morning" (https://www.youtube.com/watch?v=gVIFEVLzP4o) and greet their classmates. **Task–Completion(p)** – Students role-play greetings and leave-takings using finger puppets or a toy. – Students use the appropriate greeting or leave taking with their partner as they see the picture of the greeting or leave-taking shown by the teacher or another classmate. – **Task:** – **Option 1**. The teacher is going to call you to give you something. Respond to what she/he tells you. (Preparation: Teacher brings some items that he/she can give to students or something that they have made and given to the teacher: a cookie, a sticker, etc. The teacher asks them to stand in line. As they approach her/him, she/he greets them, gives them the item and uses a farewell expression. Example: Hi Sebastian! (waits for student's answer) Here you are! (gives the student the item and waits for student to say Thank you!) Bye, bye! (waits for student's answer)	

– **Option 2**. The teachers tells all of them that they are going to pretend this is the first day of classes and they are going to introduce themselves to everyone.
Half of the students stand up in different parts of the classroom. Every student at some distance from each other. Half of the class would be walking around the classroom. Every student walks to where a classmate is standing, greets him/her, introduces him/hersefl and says good-bye. Example: Hi! My name is Rosa. (waits for the other student's answer). Good-bye Carlos. (waits for the other student's answer). Let them know that they can support each other during the activity.
Then, that student walks to another classmate and do the same until time is up. Then, students switch roles. The ones who were standing would be walking.

Task assessment

– Students role-play short conversations in pairs by using mini flashcards with greetings, leave-takings.
– The teacher provides feedback or repair. Whole group assesses their performance.

Goal: Approaching   Good   Excellent

Integrated Mini-Project	Time
Phase: _____	

Reflective Teaching		
What worked well	What didn't work well	How to improve
Enduring Understanding Reflection		