



Scenario: OH! The places you will Go				
Enduring Understanding	A good vacation requires proper planning. Different people like to do different things on their vacations.			
Essential Question	What makes a good vacation?			
ALL THE MATERIALS SUGGESTED IN THIS PLANNING (PPT, PDF, WORKSHEETS) CAN BE FOUND IN THIS LINK, JUST CLICK AND DOWNLOAD THEM <a href="https://drive.google.com/drive/folders/1xMsAvUcLwIH_cVo3vaDQgOnVz1Iaye8D?usp=sharing">https://drive.google.com/drive/folders/1xMsAvUcLwIH_cVo3vaDQgOnVz1Iaye8D?usp=sharing</a>				
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme 1. Where to Go	Theme 1. Where can I Go?	Theme 2. Planning a Vacation	Theme 4. Oh, The Things that you will do	
Assessment:  L.1. Recognizes the main points in short, simple stories and reports. R.PA.1. Identifies English sounds /3: // ɔ:/ æ/ / ʌ/ and decodes words. S.I.1. Asks others about their likes and dislikes.	Assessment:  L.2. Recognizes phrases and high frequency vocabulary related to areas of personal interest by circling them in songs, conversations among others. R.1. Recognizes and enjoys texts. R.PA.1. Identifies English sounds /3: // ɔ:/	Assessment:  R.2. Recognizes most of what occurs in a well-structured short story by ordering the events in a story coherently. R.PA.1. Identifies English sounds /3: // ɔ:/ æ/ / ʌ/ and decodes words. SI.2. Asks straightforward questions in familiar situations and understand the responses during	Assessment:  R.PA.1. Identifies English sounds /3: // ɔ:/ æ/ / ʌ/ and decodes words. SI.2. Asks straightforward questions in familiar situations and understand the responses during dialogues and conversations. SP.1. Describes basic aspects of an event in an oral presentation.	Assessment  Instruments for Process/Product  Week 6 Suggested Integrated Mini project  My Dream Vacation Flipbook

<p><b>Goals:</b></p> <p><b>L.1.</b> Understands the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.</p> <p><b>R.PA.3.</b> Identifies the sounds /3: / ɔ://æ // ʌ/</p> <p><b>SI.1.</b> Asks others about their likes and dislikes (e.g. discuss favorite foods of Costa Rican vacation destinations).</p>	<p>æ/ / ʌ/ and decodes words.</p> <p><b>SP.1.</b> Describes basic aspects of an event in an oral presentation.</p> <p><b>Goals:</b></p> <p><b>L.2.</b> Understands phrases and high frequency vocabulary related to areas of personal interest (e.g. On vacation, we will swim in the sea and eat fish).</p> <p><b>R.1.</b> Comprehends readings, analyses and enjoys texts.</p> <p><b>R.PA.3.</b> Identifies the sounds /3: / ɔ://æ // ʌ/</p> <p><b>SP.1.</b> Describes basic aspects of an event.</p>	<p>dialogues and conversations.</p> <p><b>W1.</b> Writes a short text related to personal vacation plan.</p> <p><b>Goals:</b></p> <p><b>R.2.</b> Understands most of what occurs in a well-structured short story and can identify the story's main characters.</p> <p><b>R.PA.1.</b> Identifies the sounds /3: / ɔ://æ // ʌ/</p> <p><b>SI.2.</b> Asks straightforward questions in familiar situations and understand the responses.</p> <p><b>W.1.</b> Writes, with the help of illustrations, an explanation of where they will go how to get there, and what they will do.</p>	<p><b>W.2.</b> Applies conventions of standard English.</p> <p><b>Goals:</b></p> <p><b>R.PA.1.</b> Identifies the sounds /3: / ɔ://æ // ʌ/</p> <p><b>SI.2.</b> Asks straightforward questions in familiar situations and understand the responses.</p> <p><b>SP.1.</b> Describes basic aspects of an event.</p> <p><b>W.2.</b> Applies conventions of standard English.</p>	
<p><b>Function</b></p>	<p><b>Function</b></p> <p>Describing daily activities</p>	<p><b>Function</b></p>	<p><b>Function</b></p> <p>Making suggestions</p>	

Describing places and people		Expressing preferences (likes and dislikes)		
<b>Discourse Markers</b>	<b>Discourse Markers</b>	<b>Discourse Markers</b>	<b>Discourse Markers</b>	
Linkers: Sequential - past tense	Linkers: Sequential - past tense	First, then, after that, finally	First, then, after that, finally	
<b>Grammar &amp; Sentence Frames</b>	<b>Grammar &amp; Sentence Frames</b>	<b>Grammar &amp; Sentence Frames</b>	<b>Grammar &amp; Sentence Frames</b>	
<u>Describing places</u> My ____ (hotel) has ____ (a swimming pool). ____ (Guanacaste) is ____ (hot) and ____ (dry).  <u>Yes/no questions present simple</u> Do you have a double/single room for tonight? Do you accept credit cards? Does the hotel have a swimming pool?  <u>Prepositions of places</u> At, in, on...)  The hotel restaurant is ____ (on) the second floor.	<u>Present Progressive:</u> I'm going to ____  <u>Verb +ING</u> I like going to the beach  <u>Simple future</u> I will bring my ____ (sunglasses). We will go to the (beach) _____, We will swim in the (river) _____.  Want= would like I would like to go to the beach.	<u>Simple present tense with a conjunction</u> I like ____ (camping), but I prefer ____ (staying at a hotel).  On vacation I like to ____ (sleep late/wake up early) and eat a ____ (big breakfast/lunch/dinner)	<u>Wh- questions</u> Where will you go on vacation this summer? When are you going? What will you bring to ____?  <u>Simple future and first conditional</u> If we ____ (go) to Cahuita, we ____ (will surf). If I ____ (go) to the beach, I ____ (will play soccer on the sand).	

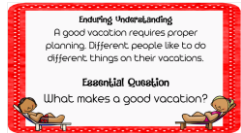
<p>We are leaving____ (on) December the 24<sup>th</sup>. She is____ (in) her room now.</p> <p><u>Possessive adjectives</u> ____ (My mother) likes to go to the beach, but ____ (my father) likes to go to the mountains.</p>				
<p><b>Phonemic Awareness</b></p> <p><u>Practicing minimal pair sounds:</u> work / walk bird / bored fur / for shirt / short sir / saw</p>	<p><b>Phonemic Awareness</b></p> <p><u>Practicing minimal pair sounds:</u> æ / cat / cut ankle / uncle ran / run drank / drunk match / much</p>	<p><b>Phonemic Awareness</b></p> <p><u>Practicing vowel consonant combinations to form several words:</u> /m/, /s/, /a/, /t/, /n/, /e/</p>	<p><b>Phonemic Awareness</b></p> <p><u>Practicing vowel consonant combinations to form several words:</u> /m/, /s/, /a/, /t/, /n/, /e/</p>	
<p><b>Vocabulary</b></p> <p><b>Where to go</b> <u>Places</u> Beach, River, Beach hotel, waterfall</p> <p><u>Typical foods:</u> Rice and beans Coffee, Tamales, Seafood,</p> <p><u>Expressing preferences</u></p>	<p><b>Vocabulary</b></p> <p><b>Different people, different places</b> <u>Places to go</u> Going to visit my grandparents Going to the beach Going to a beach hotel Going to the river <u>Descriptive words</u> Happy, Excited Hot, Cold</p>	<p><b>Vocabulary</b></p> <p><b>Planning vacations</b> <u>Making a hotel reservation</u> Book a room I need a single or double room How much is it? I need some personal information</p> <p><u>Packing:</u></p>	<p><b>Vocabulary</b></p> <p><b>Oh, the things that you will do</b> <u>Vacation activities:</u> Hiking, Walking Dancing, Eating Swimming Do karaoke Horse back riding</p> <p><u>Expressing future</u> I will go hiking/swimming</p>	

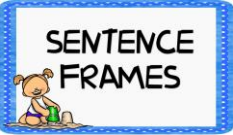


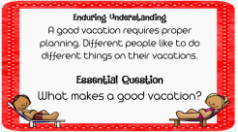
I like/ don't like/ she likes/she doesn't like.. I would like...	<u>People to meet</u> Uncle-aunt Grandparents <u>Transportation</u> Bus, car...	T-shirt, shorts Suitcase, backpack <u>Daily routines:</u> sleep (late) wake up (early) eat breakfast/ lunch/ dinner	If I go... I will....	
<b>Psycho-social</b>  Showing creativity for selecting a vacation place.  <b>Sociocultural</b> Using "please" and "thank you" appropriately in rehearsing and preparing for vacation  <b>Idioms/phrases</b> "I can't wait ... "	<b>Psycho-social</b>  Communicating ideas and desires politely.  <b>Sociocultural</b> Using "please" and "thank you" appropriately in rehearsing and preparing for vacation  <b>Idioms/phrases</b> "What do you want to do?" "This is the best yet."	<b>Psycho-social</b>  Using technology to get information and share information  <b>Sociocultural</b> Using formal and Informal registers when greeting and saying good-bye  <b>Idioms/phrases</b>  Have a safe trip	<b>Psycho-social</b>  Using technology to get information and share information  <b>Sociocultural</b> Using formal and Informal registers when greeting and saying good-bye  <b>Idioms/phrases</b>  Have a safe trip	

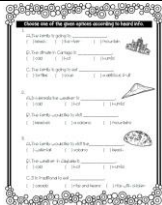


Term: 3	Level: Fourth Grade	Unit: 6	Week:1					
Domain:	Scenario: OH! The places you will Go		Theme: Where to Go					
Enduring Understanding: A good vacation requires proper planning. Different people like to do different things on their vacations.								
Essential Question: What makes a good vacation?								
New Citizenship:								
<table><tr><td>Dimensions</td></tr><tr><td>1. Ways of thinking ( )</td></tr><tr><td>2. Ways of living in the world ( )</td></tr><tr><td>3. Ways of relating with others ( )</td></tr><tr><td>4. Tools for integrating with the world ( )</td></tr></table>				Dimensions	1. Ways of thinking ( )	2. Ways of living in the world ( )	3. Ways of relating with others ( )	4. Tools for integrating with the world ( )
Dimensions								
1. Ways of thinking ( )								
2. Ways of living in the world ( )								
3. Ways of relating with others ( )								
4. Tools for integrating with the world ( )								
Learn to Know	Learn to Do	Learn to Be and Live in Community						
<p>Grammar &amp; Sentence Frames</p> <p><u>Describing places</u></p> <p>– My _____ (hotel) has _____ (a swimming pool).</p> <p>– ____ (Guanacaste) is ____ (hot) and ____ (dry).</p>	<p>Function</p> <p>Describing places and people</p> <p>Discourse Markers</p>	<p>Psycho-social</p> <p>– Showing creativity for selecting a vacation place.</p>						

<p><u>Yes/no questions present simple</u></p> <ul style="list-style-type: none"> <li>– Do you have a double/single room for tonight?</li> <li>– Do you accept credit cards?</li> <li>– Does the hotel have a swimming pool?</li> </ul> <p><u>Prepositions of places</u></p> <ul style="list-style-type: none"> <li>– At, in, on...)</li> <li>– The hotel restaurant is____ (on) the second floor.</li> <li>– We are leaving____ (on) December the 24<sup>th</sup>.</li> <li>– She is____ (in) her room now.</li> </ul> <p><u>Possessive adjectives</u></p> <ul style="list-style-type: none"> <li>– ____ (My mother) likes to go to the beach, but ____ (my father) likes to go to the mountains.</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <p><u>Where to go</u></p> <p><u>Places</u></p> <ul style="list-style-type: none"> <li>– Beach, River, Beach hotel, waterfall</li> </ul> <p><u>Typical foods:</u></p> <ul style="list-style-type: none"> <li>– Rice and beans</li> <li>– Coffee, Tamales,</li> <li>– Seafood,</li> </ul> <p><u>Expressing preferences</u></p> <ul style="list-style-type: none"> <li>– I like/ don't like/ she likes/she doesn't like..</li> <li>– I would like...</li> </ul>	<p>Linkers: Sequential - past tense</p>	<p style="text-align: center;"><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>– Using “please” and “thank you” appropriately in rehearsing and preparing for vacation</li> </ul> <p style="text-align: center;"><b>Idioms/phrases</b></p> <ul style="list-style-type: none"> <li>– “I can’t wait ... “</li> </ul>
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<b>Phonemic Awareness</b> <u>Practicing minimal pair sounds:</u> <ul style="list-style-type: none"> <li>– work / walk</li> <li>– bird / bored</li> <li>– fur / for</li> <li>– shirt / short</li> <li>– sir / saw</li> </ul>			
Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p><b>ALL THE MATERIALS SUGGESTED IN THIS PLANNING CAN BE DOWNLOADED FROM THIS LINK</b></p> <p><a href="https://drive.google.com/drive/folders/1xMsAvUcLwIH_cVo3vaDQqOnVz1Iaye8D?usp=sharing">https://drive.google.com/drive/folders/1xMsAvUcLwIH_cVo3vaDQqOnVz1Iaye8D?usp=sharing</a></p> <p><b>Pre-teaching</b></p> <p>Students watch and listen to a video where an American family describes the adventures they went through during their visit to Costa Rica  <a href="https://www.youtube.com/watch?v=gRnkXuky7f4">https://www.youtube.com/watch?v=gRnkXuky7f4</a></p> <p>Teacher introduces essential question and motivates students to participate by telling them where to go on vacations.</p> 	

<p><b>L.1.</b> Recognizes the main points in short, simple stories and reports.</p>	<p><b>L.1.</b> Understands the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly</p>	<p style="text-align: center;"><b>Activation of prior knowledge</b></p> <p>Teacher introduces sentence frames and vocabulary about places to visit and traditional food to eat in Costa Rica by using real pictures from a power point presentation.</p> <p style="text-align: center;"><b>Modeling</b></p> <p>Teacher uses a power point presentation while pronouncing the new sentence frames when introducing vocabulary about places to visit and traditional food to eat in Costa Rica. Students repeat after the teacher.</p> <p style="text-align: center;"><b>Clarifying</b></p> <p>The teacher locates images related to places and typical food around the class (under the chair, on the walls, behind something, etc). If the group is large, divide it into small groups. The teacher says students to walk around in order to grab an image; when everybody has one tell students to look for his/her pair to mention the frame structures previously practiced.</p> <p style="text-align: center;"><b>Pre-task</b></p> <p>The teacher introduces the goal of the lesson, sentence frames, and vocabulary needed for the main task by using pictures.</p> <p style="text-align: center;"><b>Task-rehearsal</b></p> <div style="text-align: right;">     </div>
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	and possibly repeated.	<p>Students listen to information related to places to go and food to eat from different provinces of Costa Rica. They have to recognize information according to the listened by choosing one option in a given multiple choice practice.</p> <p><b>Task completion</b></p> <p>Students listen to the teacher saying some sentences about places to go and food to eat according to Costa Rican provinces in order to distinguish images. (teacher can use the flashcards from Clarifying). Students get in groups of four; listen to the teacher, and then each group goes in front of the classroom to paste images on the board according to the listened sentences.</p> <p><b>Task assessment</b></p> <p>Students listen to three different short stories related to places to go and food to eat in Costa Rica according to character´s experiences. They have to distinguish the sequence of done activities by arranging images.</p> <p><b>Speaking Interaction</b></p> <p><b>Pre-task</b></p>	  
<p><b>SI.1.</b> Ask others about their likes and dislikes (e.g. discuss favorite foods of Costa Rican vacation destinations).</p>	<p><b>S.I.1.</b> Asks others about their likes and dislikes.</p>		

The teacher shows a Costa Rican map in order to elicit students' knowledge and experiences. As the teacher points, students have to name provinces and tell about activities to do and food to eat according to previous knowledge. Then, the teacher introduces the goal of the lesson, sentence frames, and vocabulary needed for the main task by using pictures.



### Task-rehearsal

Students get in pairs. Each pair goes in front of the classroom to play by using a power point wheel. One student asks questions written on the board (where would you like to go? What food would you like eat?) and the other spins the wheel to answer according to the option showed. He/she has to spin the wheel twice; one in the first slide which indicates place. The second time in the next slide to indicate the traditional food to mention about.

Students can switch turns. To answer they have to use the structures "I would like to go to \_\_\_\_\_ and I would like to eat \_\_\_\_\_".



### Task completion

Teacher and students' competition. The teacher chooses one picture for place and one for food. The teacher asks students to guess the image's situation he/she has on his/her hands by saying a sentence. **Example: The teacher would like to visit Puntarenas and eat seafood.**

**R.PA.1.** Identifies English sounds /3: // ɔ: / and decodes words.

**R.PA.3.** Identifies the sounds /3: / ɔ: /

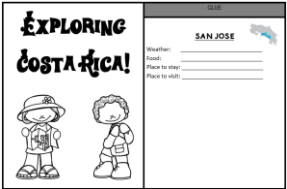
Students has three opportunities to guess; if they do not guess, the teacher scores one point. As soon as students have lost the opportunity of guessing the teacher shows the images he/she had on hands and says the expected sentence. Finally, the teacher changes images and starts again. (use flashcards from clarifying)



**Task assessment**

Students create their own flip book named Exploring Costa Rica. They have to complete information about weather, place and food for each province by writing it on given lines. After that, they get in pairs to ask each other about two of their favorite food and destinations to go on vacations in Costa Rica.

They have to ask each other the following questions: where would you like to go on vacations? Where would you like to stay? What places would you like to visit? What food would you like to eat?



**Phonemic Awareness (Week 1)**

**Pre-task**

Teacher introduces the goal for the lesson.

Teacher designates particular movements to particular sounds, as lively or as gentle as you like. For instance, the students could be sitting at their desks and raise a hand, clap or stand up when they hear a particular sound, or they could be standing in space and jump or run in response to sounds. They could respond to words on flashcards by correctly pronouncing them and moving in the prescribed way, or they could respond to the teacher (or another student) saying the words.



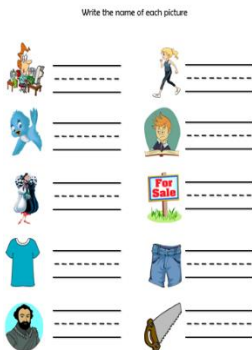
Teacher uses a power point presentation with the different minimal pair sounds /ɜ:/ /ʊ:/. Teacher says the words and students repeat chorally. Teacher emphasizes the sounds and the difference.

### Task-rehearsal

The class is divided into four groups to play a memory game. Words and pictures are mixed up, faced down on the floor in rows. Learners take turns to turn over two cards, and if the two cards match (minimal pairs), they keep them. The game is over when all the cards have been matched. Learners work on self and peer assessment, as well as the whole class assesses their achievement of the goal.

### Task completion

Learners, individually work on the following worksheets.



		<div>Task assessment</div> <div>1. Pop quiz: Teacher gives students a pop quiz paper sheet. Teacher pronounces minimal pair words.<div>Pop quiz: Listen to the teacher and write the words you listen.<div>1. <div></div></div><div>2. <div></div></div><div>3. <div></div></div><div>4. <div></div></div><div>5. <div></div></div><div>6. <div></div></div></div></div> <div>2. Minimal pair race: Teacher forms students in three teams and ask them to form lines. Teacher stands in front of the teams and show a set of minimal pairs. Students run to the board and write the name of the minimal pair's name. Teacher checks grammar if necessary and continues to show the pictures until they are finished.</div>	
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			

Term: I	Level: Fourth Grade	Unit:6	Week:2
Domain: Socio-interpersonal	Scenario: OH! The places you will Go	Theme: Where can I Go?	
Enduring Understanding: A good vacation requires proper planning. Different people like to do different things on their vacations.			
Essential Question: What makes a good vacation?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar &Sentence Frames  <u>Present Progressive:</u>  – I´m going to_____	Function  Describing daily activities  Discourse Markers  Linkers: Sequential - past tense	Psycho-social  Communicating ideas and desires politely.  Socio-cultural Using “please” and “thank you” appropriately in rehearsing and preparing for vacation	
<u>Verb +ING</u>  – I like going to the beach			





<p>L.2. Recognizes phrases and high frequency vocabulary related to areas of personal interest by circling them in songs, conversations among others.</p>	<p>L.2. Understands phrases and high frequency vocabulary related to areas of personal interest (e.g. On vacation, we will swim in the sea and eat fish).</p>	<p>Teacher introduces the goal of the lesson. Using a Power Point Presentation teacher shows how to plan a vacation trip using sentence frames. The teacher models pronunciation. <b>Annex 2</b></p> <p>For example:  I am going to visit the beach  I am going to get there by bus  I am going to take the sun and have some fun on the waves  I am going to eat hamburgers  I will bring my sunglasses</p> <p style="text-align: center;"><b>Task-rehearsal</b></p> <p>Teacher split the class into two teams. Teacher paste pictures of activities to do during vacations on the board. Teacher models pronunciation for each activity. Students play "listen and run" (Each team choose a student, teacher says a phrase "During my vacations I am going to swim" Students listen, when the teacher indicates (1,2,3 go) students run and touch the picture that represents the activity described by the teacher, the team that choose the correct picture first win a point) <b>Annex 3</b></p> <p style="text-align: center;"><b>Task completion</b></p> <p>-Students listen an audio about Allison's travel plans. Students answer questions based on the conversation. <b>Annex 4 and 5</b></p> <p style="text-align: center;"><b>Task assessment</b></p> <p>-Teacher ask the students to describe what the conversation is about by brainstorming ideas.</p> <p style="text-align: center;"><b>Pre-task</b></p> <p>-Teacher introduces the goal of the lesson. Teacher activates prior knowledge by showing different flashcards about places to visit during vacations. <b>Annex 6</b></p> <p>-Teacher pastes on the board the question: Where can I go? Students brainstorm about where they want to go on vacation.</p>	<p>10 minutes</p> <p>10 minutes</p> <p>10 minutes</p>
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**R.PA.1.** Identifies English sounds / æ/ / ʌ/ and decodes words.

**R.PA.3.** identify the sounds /æ // ʌ/

## Phonemic Awareness

### Pre-task

Teacher introduces the goal for the lesson.

Teacher asks the students to search some words in a word search.

Then to write under the words they consider are similar or related.

Word search: Look for the words given in the box.

Use a pencil and write the words in the box.

E	T	R	M	U	C	H	A	C	H
S	H	E	P	H	I	A	S	E	P
H	O	P	A	U	P	H	I	A	S
U	N	E	P	H	I	A	S	E	P
N	U	A	V	C	V	A	C	N	
H	E	P	H	I	A	S	E	P	
A	S	E	P	H	I	A	S	E	P
S	H	E	P	H	I	A	S	E	P
H	A	N	H	I	A	S	E	P	
U	E	P	H	I	A	S	E	P	
N	E	P	H	I	A	S	E	P	
E	T	R	M	U	C	H	A	C	H

Write the similar words  
from the box.



Write other words





_____	_____
_____	_____
_____	_____
_____	_____
_____	_____





Teacher uses a power point presentation with the different minimal pair sounds /æ // ʌ/.

Teacher says the words and students repeat chorally. Teacher emphasizes the sounds and the difference.

Week 2

	
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### Task-rehearsal

The class is divided into four groups to play. Teacher gives each group a set of letter cards. Students must form the words learned (minimal pairs). When they have formed all the words they should call the teacher. The teacher reviews the correct grammar, then asks students to repeat all the words chorally.

Look at the pictures, cut and paste the similar sound pictures together.

	drank		drunk
			
			

### Task completion

Learners, individually work on the following worksheets.

## re-task

for the lesson.

[illegible]

s to play. Teacher gives each group a set of letter  
ds learned (minimal pairs). When they have formed  
acher. The teacher reviews the correct grammar,  
words chorally.

Learners, individually work on the following worksheets.



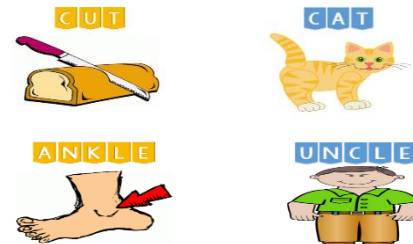
### Task assessment

1. Pop quiz: Teacher gives students a pop quiz paper sheet. Teacher pronounces a word and students paste the correct picture.



2. Oral presentation: Teacher previously asks students to bring newspapers, magazines, pictures or drawings. Students are form into four groups they must make a mural or poster including all the minimal pairs (week 1 and week 2) they have learned. Students must paste the minimal pairs pictures next to each other and write the name. Then each group present the poster or mural to the class, they have to read the words.

Example:



Reflective Teaching

What worked well	What didn't work well	How to improve
<b>Enduring Understanding Reflection</b>		

Term: III	Level: Fourth Grade	Unit: 6	Week:3
Domain:	Scenario: OH! The places you will Go	Theme: Planning a Vacation	
Enduring Understanding: A good vacation requires proper planning. Different people like to do different things on their vacations			
Essential Question: What makes a good vacation?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p><b><u>Grammar &amp; Sentence Frames</u></b></p> <p><u>Simple present tense with a conjunction</u></p> <p>– I like ____ (camping), but I prefer ____ (staying at a hotel). On vacation I like to____ (sleep late/wake up early) and eat a_____ (big breakfast/lunch/dinner)</p> <p><b><u>Vocabulary</u></b></p>	<p><b>Function</b></p> <p>Expressing preferences (likes and dislikes)</p> <p><b>Discourse Markers</b></p> <p>First, then, after that, finally</p>	<p><b>Psycho-social</b></p> <p>– Using technology to get information and share information</p> <p><b>Sociocultural</b></p> <p>– Using formal and Informal registers when greeting and saying good-bye</p> <p><b>Idioms/phrases</b></p> <p>Have a safe trip</p>	

<p><u>3. Planning vacations</u></p> <p><u>Making a hotel reservation</u></p> <ul style="list-style-type: none"> <li>– Book a room</li> <li>– I need a single or double room</li> <li>– How much is it?</li> <li>– I need some personal information</li> </ul> <p><u>Packing:</u></p> <ul style="list-style-type: none"> <li>– T-shirt, shorts</li> <li>– Suitcase,</li> <li>– backpack</li> </ul> <p><u>Daily routines:</u></p> <ul style="list-style-type: none"> <li>– sleep (late)</li> <li>– wake up (early)</li> <li>– eat breakfast/ lunch/ dinner</li> </ul> <p style="text-align: center;"><b><u>Phonology</u></b></p> <p style="text-align: center;"><b>Phonemic Awareness</b></p> <p><u>Practicing vowel consonant combinations to form several words:</u></p> <ul style="list-style-type: none"> <li>– /m/, /s/, /a/, /t/, /n/, /e/</li> </ul>			
Learner...	Learner can	<b>ALL THE MATERIALS SUGGESTED IN THIS PLANNING</b>	

**CAN BE DOWNLOADED FROM THIS LINK**

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**Pre-teaching**

**Warm up:**

- Students listen, repeat and dance the Boom Chicka boom song from the next video: <https://youtu.be/hfZ-438Drls>
- **Brainstorming:** Teacher asks students to brainstorm words that come to their minds when thinking about planning a vacation.
- Teacher asks students to draw their favorite activity during vacation time.

**Activation of prior knowledge**

- Teacher introduces the question: What do you like to do for vacation time?
- Then, Teacher shows the video <https://youtu.be/mVhh0oATqBI> to elicit some examples of activities to do during vacation time.
- Teacher asks students about their favorite activities.

**Modeling**

- Teacher shows a power point presentation to introduce sentence structures to use when planning a vacation:
- I like \_\_\_\_ (camping), but I prefer \_\_\_\_ (staying at a hotel).
- On vacation I like to \_\_\_\_ (sleep late/wake up early) and eat a \_\_\_\_ (big breakfast/lunch/dinner)

**Clarifying**

- Using flashcards with pictures about vacation activities from the previous PPT, the teacher checks if learners know the vocabulary and the use of sentence frames by asking: **what do you like to do on vacations?**



<p><b>R.2.</b> understand most of what occurs in a well-structured short story and can identify the story's main characters.</p>	<p><b>R.2.</b> Recognizes most of what occurs in a well-structured short story by ordering the events in a story coherently.</p>	<ul style="list-style-type: none"> <li>- Students must pick up the activity they want and answer with it in the next way: I like _____, but I prefer _____.</li> </ul> <p style="text-align: center;"><b>Pre-task</b></p> <ul style="list-style-type: none"> <li>- The teacher shares the goal of the lesson.</li> <li>- Teacher introduces the topic of planning vacations by telling one her favorite vacation activities.</li> </ul> <p style="text-align: center;"><b>Task-rehearsal</b></p> <ul style="list-style-type: none"> <li>- Students will organize some vacation activities.</li> <li>- Students will number some articles of clothing to use during vacations.</li> </ul> <p style="text-align: center;"><b>Task completion</b></p> <ul style="list-style-type: none"> <li>- Students read the text “<b>Planning my vacations</b>” and check the activities each member of a family enjoy doing.</li> </ul> <p style="text-align: center;"><b>Task assessment</b></p> <ul style="list-style-type: none"> <li>- Students re-read the previous text to circle and underline the family members and their favorite activity at the beach. Also, they write the activities mentioned in the reading.</li> </ul>	
<p><b>SI.2.</b> Asks straightforward questions in familiar situations and understand the responses during dialogues and conversations.</p>	<p><b>SI.2.</b> Asks straightforward questions in familiar situations and understand the responses.</p>	<p style="text-align: center;"><b>Pre-task</b></p> <ul style="list-style-type: none"> <li>- The teacher shares the goal of the lesson.</li> <li>- Students watch a video about a person making a hotel reservation. Link: <a href="https://youtu.be/zKeIMFMlae0">https://youtu.be/zKeIMFMlae0</a></li> </ul> <p style="text-align: center;"><b>Task-rehearsal</b></p> <ul style="list-style-type: none"> <li>- Students and teacher brainstorm some tips presented in the video about what to ask when you are booking a hotel room.</li> </ul>	

<p><b>W.1.</b> Writes, with the help of illustrations, an explanation of where they will go how to get there, and what they will do.</p> <p><b>W.2.</b> Applies conventions of standard English.</p>	<p><b>W.1.</b> Writes a short text related to a personal vacation plan.</p>	<p style="text-align: center;"><b>Task completion</b></p> <ul style="list-style-type: none"> <li>- Students interview a classmate about a place they would like to visit (hotel, beach, mountain, river, and city), the activities they would like to enjoy and the type of clothing they would choose for the occasion. Encourage students to review the previous information about vacation activities and clothing to answer the interview questions.</li> </ul> <p style="text-align: center;"><b>Task assessment</b></p> <ul style="list-style-type: none"> <li>- In pairs, students will create a dialogue about a person making a hotel reservation. The teacher will provide a sample dialogue for them to follow it.</li> <li>- Students perform a role play with the dialogue they created.</li> </ul> <p style="text-align: center;"><b>Pre-task</b></p> <ul style="list-style-type: none"> <li>- The teacher shares the goal of the lesson.</li> <li>- Students watch the video “I Love Summer Time”. Link <a href="https://youtu.be/Xg5i9rxuJM">https://youtu.be/Xg5i9rxuJM</a></li> <li>- Students mention the different places mentioned in the video.</li> </ul> <p style="text-align: center;"><b>Task-rehearsal</b></p> <ul style="list-style-type: none"> <li>- In pairs, students answer the question <b>what do you like to do in vacation? In my vacations I like _____.</b></li> </ul> <p style="text-align: center;"><b>Task completion</b></p> <ul style="list-style-type: none"> <li>- Students write sentences related to places to visit and match them with activities to do according to the place and their preferences.</li> </ul> <p style="text-align: center;"><b>Task assessment</b></p> <ul style="list-style-type: none"> <li>- Students write a short paragraph saying a place they would like to visit for vacation and the activities they would like to do.</li> <li>- Example: For my vacations I would like to go to the beach. I would like playing soccer but I prefer swimming in the ocean.</li> </ul>	
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**R.PA.1.** Identifies English sounds /3: // ɔ:/ æ/ / ʌ/ and decodes words.

**R.PA.1.** Identifies the sounds /3: / ɔ:/æ // ʌ/

**Phonemic Awareness**

**Pre-task**






- The teacher shares the task of the lesson.
- The teacher shows to the learners the power point presentation related to the sounds and words that they have to learn.
- Learners have to go to the board and say the name of the pictures that the teacher shows them.

**Task-rehearsal**

- Learners have to cut the pictures and paste them in the corresponding column according to each words.

cut the pictures and paste them in the correct name.

Skirt		Mom	
Mop		Dirt	
First		Sob	

**Task completion**

- Learners have to look at the pictures, listen to what the teacher said and write the name of each one in the corresponding line.

Picture:  
Write the name of the pictures.



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		<div>Task assessment</div> <div><div><div>-</div><div>The teacher have to project the images on the board or print them and paste them on the board. The students have to listen to the words that the teacher said and run to the board to touch the correct pictures</div></div></div> <div><div></div><div></div></div>	
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			

Term: III	Level: Fourth Grade	Unit: 6	Week:4
Domain:	Scenario: OH! The places you will Go	Theme: Oh, The Things that you will do	
Enduring Understanding: A good vacation requires proper planning. Different people like to do different things on their vacations			
Essential Question: What makes a good vacation?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<u>Grammar &amp; Sentence Frames</u>  <u>Wh- questions</u>  – Where will you go on vacation this summer? – When are you going? – What will you bring to _____?  <u>Simple future and first conditional</u>	<u>Function</u>  Making suggestions  <u>Discourse Markers</u>  First, then, after that, finally	<u>Psycho-social</u>  – Using technology to get information and share information   <u>Socio-cultural</u>  – Using formal and Informal registers when greeting and saying good-bye	

<p>– If we ____ (go) to Cahuita, we ____ (will surf). If I ____ (go) to the beach, I ____ (will play soccer on the sand).</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p><u>Vacation activities:</u></p> <ul style="list-style-type: none"> <li>– Hiking, Walking</li> <li>– Dancing, Eating</li> <li>– Swimming</li> <li>– Do karaoke</li> <li>– Horse back riding</li> </ul> <p><u>Expressing future</u></p> <ul style="list-style-type: none"> <li>– I will go hiking/swimming</li> </ul> <p>If I go... I will....</p> <p style="text-align: center;"><b><u>Phonology</u></b></p> <p style="text-align: center;"><b>Phonemic Awareness</b></p> <p><u>Practicing vowel consonant combinations to form several words:</u></p> <ul style="list-style-type: none"> <li>– /m/, /s/, /a/, /t/, /n/, /e/</li> </ul>		
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**Pre-teaching**

Warm up: Two truths and a lie

- Teacher writes three sentences about his/her vacations. Two statements should be true and one false, for example: I went to a Disney the last year. I went to a volcano with my family on January, and I played soccer at the beach the last weekend. Ask each pair which statement they think is untrue and have them explain why. Reveal your answer at the end.
- Then, the teacher can ask learners to mention their preferences about places for summer vacations.

**Activation of prior knowledge**

- Teacher introduces wh – questions with a song named **6 Questions song** in the following link <https://youtu.be/D5KuipbiL5k>
- Teacher plays the song for a second time and asks learners sing the song.
- Teacher asks students to watch the videos Type 1 if conditional <https://youtu.be/Tz-35-2pWpU>
- and First conditional if. <https://youtu.be/WX6rviEY-TE>

**Modeling**

Teacher introduces the basic questions to know people vacation plans, and vacations activities. ppt: “wh-questions”. And “Simple future and first conditional”.

- Teacher asks students read and repeat.


**Clarifying**

<p><b>SI.2.</b> Asks straightforward questions in familiar situations and understand the responses during dialogues and conversations.</p>	<p><b>SI.2.</b> Asks straightforward questions in familiar situations and understand the responses.</p>	<p>Using the examples from the ppts the teacher checks if learners know the vocabulary and the use of sentence frames.</p> <ul style="list-style-type: none"> <li>• Students look at the questions around the classroom.</li> <li>• In pairs, write down the correct question word</li> <li>• on the post it note to fill in the gap.</li> <li>• Stick the question word next to the question. For example</li> </ul> <p>- _____ will you go on vacation this summer?</p> <p>- _____ are you going to the beach?</p> <p>- _____ will you bring to the beach?</p> <p style="text-align: center;"><b>Pre-task</b></p> <ul style="list-style-type: none"> <li>- The teacher shares the goal of the lesson.</li> <li>- Teacher Introduces the topic of vacations by telling about one of his/her future vacations. Should include place, date, and useful things.</li> <li>- Ask students to come up with different useful items for their vacation according to the place, and write them on the board.</li> </ul> <p style="text-align: center;"><b>Task-rehearsal</b></p> <p>Students will think about a dream vacation place, time and things that they will bring to the trip. They can take notes if they want.</p> <p style="text-align: center;"><b>Task completion</b></p> <p>In pairs, students will make a vacation interview each other.</p> <p><b>For example:</b></p> <p>When will you go on vacation this summer?</p> <p>- I will go to <u>grandma's farm</u></p> <p>When are you going to <u>the Grandma's farm</u>?</p> <p>- I'm going to <u>grandma's farm on October 12th</u></p>	
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<p><b>SP.1.</b> Describes basic aspects of an event in an oral presentation.</p>	<p><b>SP.1.</b> Describes basic aspects of an event.</p>	<p>What will you bring to <a href="#">the Grandma's farm</a>?</p> <p>- I will bring _____, _____, and _____.</p> <p><b>Task assessment</b></p> <p>Once they've interviewed each other, have students choose a dream vacation for their partner.</p> <p><b>Pre-task</b></p> <ul style="list-style-type: none"> <li>- The teacher shares the goal of the lesson.</li> <li>- Students watch a video named: "My summer vacations" Link: <a href="https://youtu.be/V_BnhRJmxtA">https://youtu.be/V_BnhRJmxtA</a></li> </ul> <p><b>Task-rehearsal</b></p> <p>Students brain storm some vacation activities presented in the video. The teacher can write them on the board as they said them.</p> <p><b>Task completion</b></p> <p>Students talk about what activities will they do if they were in that place. First in pairs, and then some volunteers say it to the whole class.</p> <p><b>Task assessment</b></p> <ul style="list-style-type: none"> <li>- Students will pair and match first conditional correct structure, and say them aloud when the teacher asks them.</li> <li>- The class is divided into two groups, one group will have the "main clause" and the other the "if clause". They will talk about the vacation activities. (Annex 1)</li> </ul>	
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<p><b>W.2.</b> Applies conventions of standard English.</p>	<p><b>W.2.</b> Applies conventions of standard English.</p>	<ul style="list-style-type: none"> <li>- When they found the correct pair, they will present them orally in front of the class making the motions that represents the sentences.</li> </ul> <p style="text-align: center;"><b>Pre-task</b></p> <ul style="list-style-type: none"> <li>- The teacher shares the goal of the lesson.</li> <li>- Students watch the video “My Summer vacations” again.</li> </ul> <p style="text-align: center;"><b>Task-rehearsal</b></p> <p>In pairs, students write up from the video at least 5 activities that people do on their vacations.</p> <p style="text-align: center;"><b>Task completion</b></p> <p>Students have to complete the paragraph with the information seen in the video. For example:</p> <p style="text-align: center;"><b><i>In my summer vacations</i></b></p> <p><i>I am on vacation in _____ with my parents and my sister. We are staying at a beautiful _____ on the beach. There is a big _____ pool in the hotel. My family enjoy playing _____ on the beach. We also like to eat _____ on the beach. Also, we _____ over the waves!. My favorite summer activity is riding on a _____. It's so exciting!</i></p> <p><i>When there are big waves on the sea, you can go _____. I am crazy about swimming and _____. We are having many other activities like archery, rock _____, ropes course, Tarzan Swings, sack _____, jumping on a trampoline, playing frisbee, tug of war, water _____, kayaking, and finally in the evening we share _____ sat around the campfire.</i></p>	
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<p><b>R.PA.1.</b> identifies English sounds /ɜ:/ // ɔ:/ æ/ / ʌ/ and decodes words.</p>	<p><b>R.PA.1.</b> Identify the sounds /ɜ:/ / ɔ:/æ // ʌ/</p>	<p><b>Teacher with examples highlights the importance of capitalizing the first letter of a word at the beginning of sentences and proper names. Techer also reminds to finish sentences with a period.</b></p> <p><b>Task assessment</b></p> <p>Students should write the main items needed for at least three vacation activities.</p> <p>For example:</p> <p>For swimming you should bring: _____, _____ and _____</p> <p><b>Phonemic Awareness</b></p> <p><b>Pre-task</b></p> <ul style="list-style-type: none"><li>- The teacher shares the task of the lesson.</li><li>- The teacher shows to the learners the power point presentation related to the sounds and words that they have to learn.</li><li>- Learners have to go to the board and say the name of the pictures that the teacher shows them.</li></ul> <p><b>Task-rehearsal</b></p> <ul style="list-style-type: none"><li>- Learners listen to the teacher and write the missing letter .Then cut the pictures and paste them in the corresponding word.</li></ul> <div><p><small>Cut out the pictures and write the missing letter. Then cut the pictures and paste them in the corresponding word.</small></p><table><tr><td>T</td><td>__</td><td>B</td><td></td></tr><tr><td>C</td><td>__</td><td>T</td><td></td></tr><tr><td>H</td><td>__</td><td>T</td><td></td></tr><tr><td>M</td><td>__</td><td>N</td><td></td></tr><tr><td>N</td><td>__</td><td>T</td><td></td></tr><tr><td>B</td><td>__</td><td>D</td><td></td></tr></table></div>	T	__	B		C	__	T		H	__	T		M	__	N		N	__	T		B	__	D		
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## Integrated Mini-Project

**All the activities for this planning can be download from this link:**

[https://drive.google.com/drive/folders/1xMsAvUcLwIH\\_cVo3vaDQqOnVz1Iaye8D?usp=sharing](https://drive.google.com/drive/folders/1xMsAvUcLwIH_cVo3vaDQqOnVz1Iaye8D?usp=sharing)

### **MY DREAM VACATION**

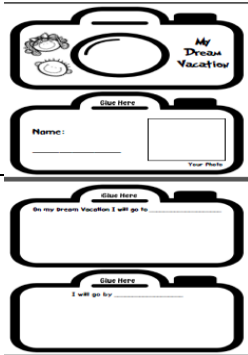
Learners use prior knowledge and linguistic skills to select the vocabulary required to describe their favorite vacation. Students choose which information they want to include. They complete **a flipbook** with the missing information including: place they will go, food they will find, transportation, people they will meet, what they need to pack and activities they will do. Once they complete the flipbook, they describe it orally to the rest of the class. Students should use the following structures:

**\*Greeting and name**

**Part 1:** Students choose where they would like to travel to, complete the sentences and represent it with drawings or pictures.

*Example:* I would like to go to Guanacaste.

**Part 2:** Students describe what mean of transportation they will use to get there.



*Example:* I will go by train.

**Part 3:** Learners indicate what they expect to find there and what they will eat.

*Example:* I will eat tanelas and I will visit my uncle Joey.

**Part 4:** Learners will explain what activities they will do during the vacation and what clothes are needed to wear there.

*Example:* I will play in the sand. I will wear my bathing suit and my sunglasses.

**\*Leave-taking**

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

**ANNEXES:**

**ALL THE ACTIVITIES SUGGESTED IN THIS PLANNING CAN BE DOWNLOADED IN THIS LINK:**

[https://drive.google.com/drive/folders/1xMsAvUcLwIH\\_cVo3vaDQqOnVz1laye8D?usp=sharing](https://drive.google.com/drive/folders/1xMsAvUcLwIH_cVo3vaDQqOnVz1laye8D?usp=sharing)

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