



1st - 6th Grade

TEFL for MEP



Sample Lesson Plans for Teaching English as a Foreign Language in the Costa Rican Classroom

TEFL for MEP

The first edition of *TEFL for MEP – Elementary* was compiled by Tico 25 TEFL Peace Corps Volunteers Thomas Marren, Alicia Potes, Brittany Stromko, and Abby Taylor in 2015. Lesson plans were written by Tico 25 TEFL PCVs Christelle Demercant, Richard Garcia, America Gonzales, Alicia Potes, Yessenia Prodero, Eve Solomon, Brittany Stromko & Abby Taylor and by Tico 27 PCVs Allie Bustin, Fiona Donovan, & Lauren Sanguinet. Editing was done by PC Response Volunteers David Burns and Peter Bohan. Formatting was done by PCVs Nicole Carrell, Fiona Donovan, Thomas Marren, Cory Sams. *Strategies for the Communicative Classroom, Objective Writing and Assessment, and Preparing Students for Real Communications* adapted from the TEFL Curriculum by Peace Corps Nicaragua.

Welcome to TEFL for MEP, 1st Edition!

TEFL for MEP is a collection of lesson plans based on the Costa Rican English Curriculum and written in a 4MAT lesson plan style. This guide is just that, a **GUIDE**. If you wait to read the lesson plan right before class, you will find that it will be difficult to utilize it effectively. Most of the lesson plans require materials, vocabulary lists or students' homework from previous classes. It is essential for you, as the teacher, to look over the lesson plans at least a couple of days ahead of time to be fully prepared.

How Should I Use This Guide?

Look over an entire unit at a time and plan out which lessons work best for your students and how you want to present the activities.

If you are unable to make flashcards for certain vocabulary, plan out how you will draw the vocabulary on the board. You do not NEED each of the materials listed, they are just there as suggestions. However, if you do not plan on utilizing a material, you need to have a plan in place of how to substitute the use of that material.

Mix and match the activities. Teach in a way that is engaging to your individual group of students.

Whenever you see *(word)*, throughout these lesson plans, insert a different vocabulary word.

For example: “I like to *(hobby)*” means you should insert a hobby vocabulary word into the parentheses:

“I like to read!”

What is a 4MAT Lesson Plan?

4MAT is a template for delivering instruction in a way that will appeal to all learners. It is a cycle of learning that moves from learner engagement to knowledge acquisition to skills and fluency development, then to creative adaptation of material learned.

By moving through this cycle, teachers naturally address the various needs of diverse learners.

A 4MAT learning environment *encourages*:

- Motivational activities that connect learning to the lives of students
- Displays of student work
- Visual displays of key information and ideas
- Learning by doing
- Active projects, not desk work
- Key conceptual ideas that tap into the interests of students
- Student initiated learning

4MAT lesson plans aim to *minimize*:

- Fragmented presentation that do not connect
- Skills and drills
- Rote memorization
- Long lectures
- Knowledge for knowledge's sake
- Teacher-directed learning
- Students asking, “Why do I need to know this?”

There are four parts to a 4MAT lesson:

- **Motivation:** get the students excited for the lesson and elicit previous knowledge
- **Information:** teacher presents new information
- **Practice:** students engage in activities to practice new information
- **Application:** students produce the language

Additional Activities

At the end of some units, you will find additional activities, resources, and sample conversations. You can utilize these resources in any way you see fit. If a lesson is progressing quickly, you can use an additional activity during the practice phase of the lesson or combine multiple activities into a review day at the end of the unit to help students prepare for their exam.

In Summary...

TEFL for MEP, in conjunction with the 4MAT style of lesson planning, aims to provide students of all learning types with interactive, engaging, and dynamic English lessons that result in successful English language acquisition by Costa Rican students!

Strategies for the Communicative Classroom

This section includes ideas to create a classroom where students feel comfortable. When students are comfortable, they are going to communicate more.

Be Positive

1. Have Positive Expectations.

The teacher must believe in the ability of the students. They can learn English. Students rise to the teacher's expectations.

- Communicate that you expect great work and explain what great work is.
- Change your negative phrases to positive:
Negative: "You didn't do your homework. You were lazy." Positive: "You can do your homework and I expect you to show me."
- Encourage students to answer questions with phrases like "Aquí no hay pena."
- Encourage students to participate. Give a participation grade.
 - On note cards or wooden sticks, write the numbers 1-60 or more or less, depending on your class size. When you want someone to participate, choose a number and that student must participate or lose their points. This material can be used for all of your classes.
 - For each class make a note card for each student. Choose the note card like above, but write directly on the note card a mark for participation and a different mark if the student does not participate. At each quarter, use the note card to calculate the participation grade for each student.

2. Give positive reinforcement.

- Participation books
 - Students make Mini-Books (See Multi-Purpose Activities Index).
 - Give stamps or sign the book as a reward for participation or good behavior.
 - Cross out stamps or signatures for bad behavior. (See "Have Rules" in this section.)
 - Collect books at the end of the month and give extra points for stamps.
- Letter Game
 - On a poster paper or with letters cut out of paper, reward good behavior with one letter in a predetermined word. For example, if the word is "song," when the students complete the word (with their good behavior) they can choose a

song in English to listen to and learn in class.

- When students spell the word, do a Multi-Purpose Activity or give the reward that the word spells.
- Take letters away for bad behavior. (See "Have Rules" in this section.)

- Learn students' names.

- This shows students that you value them and notice their presence in your class.

- Make nametags or participation cards with individual students' names in class to help learn names faster.

- Praise deeds, not students.

- Ex: "Good work!" or "Thank you for listening."

- Ex: "Thank you for being prepared," instead of "Juan is always prepared."

- Ex: "Looking at your notes from last time is very intelligent," instead of "Tatiana is very intelligent."

Use Procedures

Procedures are the way you do something. In class, procedures can be how the students begin the class, how they pass in papers, how they write in their notebooks, etc. You must model and practice each procedure with the students. Procedures must be taught and practiced in the first weeks of school. With practice, procedures become routines. Then, you must be consistent and always use the same procedures. Routines and consistency make students feel comfortable. They also save you time so that you don't have to spend a lot of class time on administrative things (like taking attendance or getting students' attention) and you can dedicate your time to learning.

You should practice procedures for the following with the students:

1. Getting immediately to work.

- Bellwork or Warm-Ups. This is work that you put immediately on the board that the students know they must begin to work on when the class starts. It can be a short activity or just the date and agenda for the class.

2. Coming to attention.

- It is good to use a silent signal like raising your hand.
- Use the phrase "If you can hear me, clap once..."
- Use only one method consistently.

3. Listening and responding to questions.

- Students raise their hands to answer a question.

- Students have their notebooks closed or are taking notes when the teacher or another student is presenting.

4. Students asking questions.

- Students raise their hands.
- Students write the question on a piece of paper and pass it in at the end of class.

5. Indicating whether or not they understand.

- Ask students if they understand the content or directions to an activity.
- Students can indicate their understanding with thumbs up or thumbs down
- Before beginning an activity, ask for a student to translate the directions to Spanish to check understanding.

6. Working in groups.

- Assign groups, and give each student a role. Students can work in these groups all semester or all month.
- Arrange the seats in rows so it's easy to transition into group work. Assign groups based on their place in the row.

7. Writing in your notebook.

- Explain to the students when to copy things into their notebooks and when it is not necessary.
- Tell the students where to write vocabulary in their notebooks. (*Ex: a vocabulary list in the back of their notebook*)
- Explain that the students must keep a list of vocabulary in English and Spanish, even if you only present the English word and a picture.
- Tell the students where to put their exercises and how to label them.

8. Passing in papers.

- Pass papers to the right. A person in the last row collects all of them.
- First student in each row collects the papers.

9. When students are absent.

- Students must copy the lesson from someone before the next class.
- Create clear rules about when students can make up tests and missed assignments.

10. When students need a pencil, pen, eraser, etc.

- Students cannot ask for materials when the teacher is talking.
- If students need materials during an evaluation, they must raise their hands and ask the teacher.
- Students cannot stand up to borrow materials from other students.
- Students cannot throw materials across the room.

11. When students finish early. (See "Take time to plan" in this section)

12. Being prepared for class.

- Delegate jobs to the students to save time. Use a system of student monitors.
 - Attendance, Erase the board
- Students must finish aseo before the class starts.

Remember, if you establish a procedure in your class (like asking permission before leaving their seats), but you allow students to leave their seats even when they haven't asked permission, then you are demonstrating to the class that they don't have to ask permission. For this reason it is VERY important that you, the teacher, respect the procedures and be consistent in your class.

Have Rules

Write 3-5 rules with consequences for your class. Do not write more than 5 because research shows that it is difficult to remember more than 5. Consequences are necessary because without them, the student has no reason to follow the rules.

Rule	Consequence
1. Be on time.	<ul style="list-style-type: none"> - Lose participation points for the day. - More than 5 minutes late, student has to write a letter of apology.
2. Listen when the teacher or a classmate is speaking.	<ul style="list-style-type: none"> - <i>First time:</i> Name on the board as a warning. - <i>Second time:</i> Check mark next to the name, lose points. - <i>Third time:</i> 2 check marks, lose points and call to parents.
3. Throw trash in the trashcan.	<ul style="list-style-type: none"> - Lose points - Pick up trash during the break
4. No leaving your seat without permission.	<ul style="list-style-type: none"> - <i>First time:</i> Warning - <i>Second time:</i> Teacher takes away points for discipline.

Examples of Rules and Consequences:

If possible, rules should be positive. For example, say “*listen*” instead of “*don’t talk*” and “*throw trash in the trashcan*” instead of “*don’t throw trash on the floor*.
Sometimes, it is clearer to use a negative rule like “*No leaving your seat without permission.*”

Consequences should be:

1. Immediate—have a system for immediately writing the names of students who will receive consequences.

- Have a consequences book you can give to the students to sign their names and recognize the consequences.
- Use a section of the board.
- Use a poster paper.

2. Consistent—If sometimes there are consequences and sometimes not, students will not believe the rules are serious.

3. Reasonable—(See “Positive Reinforcement” in this section and consequences above.)

4. Uncomfortable—If a consequence is something that the student wants (like not entering class) then it won’t have any effect in deterring bad behavior.

When students break rules or do not follow procedures:

- Speak softly and slowly.
- Ask “*what?*” not “*why?*” For example, “*What are you doing?*” not “*Why are you doing that?*” If you ask “*Why?*” you will get an excuse. If you ask “*What?*” you are reminding the student that she/he is not doing what they should be doing.
- Ask “*What should you be doing?*”

Take Time to Plan

As a general rule, it takes about twice as long to develop an effective lesson plan as it does to teach the lesson.

When you plan your lessons, you should:

1. Break concepts into small learning chunks.

2. Write clear, simple instructions.

3. Plan a lot of time to give instructions.

Activities will work better and you will save time repeating and clarifying to individual students later.

- Write and say the instructions.

- Repeat the instructions.
- Students repeat.
- Check for understanding. (See “Use Procedures.”)
- Model.
- Give examples.

4. Teach to different types of learners.

- Use visuals.
 - Maps
 - Pictures
 - Drawings—*stick figures are good!*
 - Graphic organizers
- Engage students physically. (See Multi-Purpose Activities.)

5. Have activities ready for students who finish work early.

Being positive, using rules and procedures consistently and planning lessons carefully all help make a classroom more comfortable for the students and therefore more communicative.

Estrategias para el Aula Comunicativa

Esta sección contiene algunas ideas para crear un ambiente en el aula donde l@s estudiantes se sienten cómodos, de tal manera que les permite comunicarse más.

Sea Positivo

1. Tenga Expectativas Positivas

El/la profesor@ tiene que creer en la habilidad de l@s estudiantes. Ellos PUEDEN aprender inglés. L@s estudiantes alcanzan las expectativas del/la profesor@.

- Comunique a sus estudiantes que usted espera un buen desempeño de ellos y explíquenes como es un buen desempeño.
- Cambie sus frases negativas a frases positivas:
Negativa: "*No hiciste la tarea. Que haragán que sos.*" Positiva: "*Podes hacer la tarea y espero que me lo demuestres.*"
- Motive a l@s estudiantes para responder en inglés con frases como "*Aquí no hay pena.*"
- Motive a l@s estudiantes para participar. Deles puntos para participación.
 - En fichas o palitos, escriba los números de 1-60, dependiendo en el tamaño de la clase. Cuando quiere que alguien participe, elija un número y ese estudiante debe participar o pierde puntos. Se puede usar estos materiales en todas las clases.
 - Para cada clase haga una ficha para cada estudiante. Cada vez que un estudiante participe en clase marque su ficha. Si no participa, márquela con una marca distinta. A cada corte, use la ficha para calcular la nota de participación para cada estudiante.

2. Deles reforzamiento positivo

- Libros de participación.
 - L@s estudiantes hacen Mini-Libros. (Vea el Mutli-Purpose Activities Index)
 - Ponga un sello o firme el libro cada vez que el estudiante participa o demuestra buen comportamiento.
 - Borre o manche los sellos o firmas por mal comportamiento. (Vea "Tenga Reglas" en esta sección.)
 - Coleccione los libros al final del mes para dar extra puntos para los sellos.
- Juego de Letras
 - En un papelografo o con letras cortadas, premie buen comportamiento añadiendo una letra a la palabra predeterminada. Por ejemplo, si la

palabra es "Song," significa que cuando l@s estudiantes completan la palabra (por comportarse bien), pueden elegir una canción en inglés para escuchar y aprender en clase.

- Quite letras de la palabra por mal comportamiento. (Vea "Tenga Reglas" en esta sección.)

▪ Aprenda los nombres de l@s estudiantes

- Esto demuestra a l@s estudiantes que usted l@s valora y nota su presencia en la clase.
- Haga etiquetas en clase para ayudarle aprender sus nombres más rápido.

▪ Elogie los hechos, no l@s estudiantes

- Ej: "*Buen trabajo!*" or "*Gracias por escuchar.*"
- Ej: "*Gracias por estar preparado,*" en vez de "*Juan siempre está preparado.*"
- Ej: "*Revisar el contenido de la clase anterior es una estrategia muy inteligente para prepararte para la prueba.*" en vez de "*Tatiana es muy inteligente.*"

Use Procedimientos (Rutinas)

Los procedimientos son las maneras en que hacemos algo. En la clase, algunos procedimientos pueden ser como l@s estudiantes empiezan cada clase, como entregan sus trabajos, como escriben en sus cuadernos, etc. Usted debe modelar y practicar cada procedimiento con l@s estudiantes. Se debe enseñar y practicar los procedimientos en las primeras semanas de clase. Con la práctica, los procedimientos se convierten en rutinas. Usted tiene que ser consistente y siempre usar los mismos procedimientos. Rutinas y consistencia les hace sentir cómodos a l@s estudiantes porque saben qué esperar en su clase. También ahorran tiempo para que usted no tenga que dedicar mucho tiempo en clase a asuntos logísticos (como entregar trabajos o llamar la atención de l@s estudiantes) y puede dedicar el tiempo al aprendizaje.

Usted debería practicar procedimientos para las siguientes acciones con l@s estudiantes:

1. Empezar a trabajar inmediatamente.

- "*Trabajo del timbre.*" o "*Calentamientos.*" Es una tarea que usted pone en la pizarra cuando entra en el aula. L@s estudiantes saben que tienen que empezar esta tarea cuando tocan el timbre. Puede ser una actividad breve o solamente que escriban la fecha y agenda de la clase.

2. Llamar la atención de la clase.

- Use una señal como levantar la mano.
- Use la frase "*If you can hear me, clap once...*"
- Use solamente un método consistentemente.

3. Escuchar y responder a preguntas.

- L@s estudiantes levantan sus manos para responder

a una pregunta.

- L@s estudiantes tienen sus cuadernos cerrados o están tomando notas cuando el/la profesor@ u otro estudiante está exponiendo sobre algo.

4. Hacer preguntas.

- L@s estudiantes levantan sus manos.
- L@s estudiantes escriben su pregunta en un papel y lo entregan al final de clase.

5. Demostrar si entiende las instrucciones o no.

- Pregunta a l@s estudiantes si entienden el contenido o las direcciones de una actividad.
- L@s estudiantes demuestran un pulgar arriba si entienden o un pulgar abajo si no.
- Antes de comenzar una actividad, un(a) estudiante traduzca las direcciones para verificar comprensión.

6. Trabajar en grupos.

- Asignar grupos, y de cada estudiante un rol. Estudiantes pueden trabajar en estos grupos todo el semestre o mes.
- Poner las hileras en formación para facilitar la transición a trabajo en grupos. Asignar los grupos basado en su lugar en la hilera.

7. Escribir en su cuaderno.

- Explicar a l@s estudiantes cuando deben copiar y cuando no es necesario.
- Dígales donde escribir vocabulario.
(Ej: una lista de vocabulario en la esquina del cuaderno)
- Explicar que l@s estudiantes deben tener una lista de vocabulario ambos en inglés y español, aunque se presente el vocabulario sin traducirlo.
- Dígales donde escribir los ejercicios y como titularlos.

8. Entregar trabajos.

- Pasar los papeles a la derecha. Una persona en la última fila recolecta todos.
- La primera persona en cada fila recolecta los papeles.

9. Cuando un@ estudiante está ausente.

- L@s estudiantes deben copiar la lección de otra persona antes de la próxima clase.
- Dar reglas claras sobre cuando el/la estudiante puede re- hacer exámenes o trabajos perdidos.

10. Cuando un@ estudiante necesita un lápiz, lapicero, borrador, etc.

- No se puede pedirlo mientras el/la profesor@ habla.
- Si l@s estudiantes necesitan materiales durante una evaluación, hay que levantar la mano y pedir permiso.
- No puede levantarse para prestar materiales.
- No se puede tirar materiales en el aula.

11. Cuando un@ estudiante termina temprano. (Vea “Tome tiempo para planificar” en esta

sección.)

12. Estar preparado para la clase.

- Delegar responsabilidades a l@s estudiantes para ahorrar tiempo. Usar un sistema de monitores. - Pasar la asistencia, Borrar la pizarra
- L@s estudiantes tienen que terminar el recreo antes de que comienza la clase.

Recuerde, si usted establece un procedimiento en su clase (como pedir permiso para salir del aula), pero luego permite a l@s estudiantes salir aun cuando no han pedido permiso, entonces usted está demostrando a todos que no es necesario salir sin pedir permiso. Por esta razón, es MUY importante que usted, el/la profesor@ respete los procedimientos y que sea consistente en su clase.

Tenga Reglas

Escriba 3-5 reglas con medidas para su clase. No escriba más de cinco porque según investigaciones, es difícil recordar más de cinco. Las medidas son necesarias porque sin ellas, el estudiante no tiene porque seguir las reglas.

Reglas	Medida
1. Sea puntual	- Pierde puntos de participación para ese día. - Si llega más de cinco minutos tarde, tiene que escribir una carta de disculpa.
2. Escuche al/la profesor@ o a otro companer@ cuando esta hablando.	- Primera falta: Nombre en la pizarra como advertencia - Segunda falta: Pierde puntos - Tercera falta: Pierde puntos y una llamada a sus padres.
3. Ponga la basura en su lugar	- Pierde puntos - Recolecta basura en el patio durante recreo.
4. No levantarse de la silla sin permiso.	- Primera falta: Advertencia - Segunda falta: El/la profesor@ quita puntos de disciplina.

Ejemplos de Reglas y Medidas:

Si es posible, las reglas deberían ser positivas. Por ejemplo, puede decir “escucha” en vez de “no hables” y “ponga la basura en su lugar” en vez de “no tires basura en el suelo.” Sin embargo, a veces es más claro y directo usar una regla como “No levantarse de la silla sin permiso.”

Las medidas deben ser:

1. Inmediatas—tenga un sistema para escribir inmediatamente nombres de l@s estudiantes que han violado la regla.

- Tenga un libro de medidas donde l@s estudiantes firmen cuando han violado una regla.
- Use una sección específica de la pizarra o un papelógrafo.

2. Consistentes—Si usted solo cumple con las medidas a veces (no siempre), l@s estudiantes no tomarán en serio las reglas.

3. Razonables—(Vea “Reforzamiento Positivo” en esta sección.)

4. Incomodas—Si la medida es algo que es deseable para l@s estudiantes (como no entrar en clase) no tendrá ningún efecto en detener el comportamiento malo.

4. Ensene de una forma que toma en cuenta los diferentes estilos de aprendizaje.

- Use materiales visuales.
 - Mapas
 - Fotos
 - Dibujos – *aunque sean recortes!*
 - Organizadores gráficos

5. Tenga actividades preparadas para los que terminan las tareas antes de los demás.

Ser positivo, usar reglas y procedimientos y planificar con cuidado son todas buenas estrategias para crear un ambiente cómodo en el aula, y en consecuencia hacer una clase mas comunicativa.

Cuando un@ estudiante viola una regla o no sigue un procedimiento:

- Habla con calma.
- Pregúntele al estudiante “*¿Qué está haciendo?*” y no “*¿Por qué está haciendo esto?*” Si pregunta porque, recibirá una excusa. Cuando usted pregunta que está haciendo, esta recordándole de una forma indirecta lo que debería estar haciendo. Pregúntele “*¿Qué debería estar haciendo?*”

Tome Tiempo para Planificar

Como una regla general, si una clase es de una hora, se le debe tomar dos horas en planificarla.

Cuando planifica sus clases, debería:

- 1. Dividir los conceptos en partes pequeñas.**
- 2. Escriba instrucciones que son claras y simples.**
- 3. Planifique suficiente tiempo para dar las instrucciones.**

Las actividades funcionan mejor y ahorra tiempo porque no tendrá que repetir y clarificar después.

- Escriba las instrucciones y dígalas en voz alta.
- Repita las instrucciones.
- L@s estudiantes repita las instrucciones.
- Chequee su comprensión de las instrucciones. (Vea “Use procedimientos” en esta sección.)
- Sea el ejemplo.
- De ejemplos.

Objective Writing and Assessment

In teaching as well as in many aspects of life, we need to set goals and know where we are headed. When you arrive at the bus station, do you know where you want to go? No one arrives at the bus station without a destination in mind. Likewise, when you walk into English class do you know what you'd like to accomplish? Do you have a goal for your students? What skills or abilities would you like them to have at the end of class, the end of the week, or the end of the school year? We need to know our destination, and once we know,

we can make a plan on how to arrive there in the simplest and most enjoyable manner. In the classroom, our destination is a learning objective that MINED gives us in the form of an Achievement Indicator, such as **Unit: Personal Information**, “*The student interacts in short introductions confidently.*” But how will I know that my students have achieved this indicator? This is why we have to write objectives that are specific to our classes and that are easy to measure.

Student assessment is important, and not only because students must receive grades: assessment allows students to monitor their own progress as English learners, and for teachers to see whether we are effectively transmitting the information to students. Assessment tells us whether or not we have reached our destination—the achievement indicator. But in order to reach this destination, we have to start planning our journey from the beginning, always keeping the end goal in mind.

Objectives

Let's go back to the bus station analogy. There's much more to a trip than just choosing a destination. Usually we expect to see landmarks along the way to know we're on the right track. For example, if I'm going from Managua to Esteli, I expect to see signs for Tipitapa, then San Benito, then Sebaco, etc. If I see a sign that says “Welcome to Rivas,” I know I'm not going in the direction of my destination.

As learners and teachers of the English language, Nicaraguan professors know from experience that communication is the ultimate goal of our classes. We dream that our students will graduate from high school with the ability communicate in English with one another and with native speakers. What's more, we have Achievement Indicators to tell us what our destinations should look like. But how can we measure our students' ability to communicate in English to make sure they're on the right track?

This is the reason we write objectives. Objectives are landmarks along the road to the Achievement Indicator. Objectives are clear, specific, and measurable, so they help us assess whether or not we are moving closer to the Achievement Indicator.

So how do we write a weekly or class objective for our class that is based on our Achievement Indicator and that is specific to our students' needs? Let's imagine that this is your Achievement Indicator:

Unit: Usual Activities

Achievement Indicator: *The student describes daily activities using simple present tense.*

A possible weekly objective might be: *At the end of this week, students will be able to describe at least 6 daily activities using the simple present tense.*

In order to write this clear, specific, measurable objective, we answered these questions:

1. What?

What is the new ability that is going to be achieved? Based on the achievement indicator, we chose “describe daily activities.” The verb is very important. The verb needs to be an action that the students can demonstrate. For example, “*understand*” is not an action verb that you, the teacher, can observe. (Simply because a student says, “Yes, *I understand*” does not mean that he or she actually does.) What you can observe is an action that is the result of understanding, like *responding, identifying, describing, explaining*, etc.

2. When?

When will they achieve this new ability? The objective above is a weekly objective, because it says “*At the end of the week*,” but depending on your needs, you can write a daily objectives, weekly objectives, bi-weekly objectives, etc.

3. Who?

Who is achieving the new ability? In our classes, our focus is always on what the students will be able to do. An objective cannot be, “*Explain the simple past*,” because this is an objective for the teacher. The teacher can “*Explain the simple past*,” and the students might not understand anything. Our objectives are based on what the students can do, not on what the teacher can do.

4. How many?

In this case, how many daily activities will the students be able to describe? This makes the objective easier to measure. This also depends on your students' needs. In

one class, ten may be enough, but in another class ten would be too many. You decide based on your knowledge of your students.

5. In what manner?

What grammatical or vocabulary knowledge will the students need to achieve the new ability? Will they need to use the simple present? Will they need to use adjectives?

Look at the examples below and identify the answers to these five questions in the objective.

Unit: National Identity

Achievement Indicator: *The student recognizes vocabulary and tradition associated with major Central American holidays and contrasts with native customs.*

Objective: *At the end of the week, students will be able to explain the customs and traditions of at least one Central American holiday using the simple present tense.*

Unit: Directions

Achievement Indicator: *The student communicates effectively using vocabulary related to locations and directions.*

Objective: *At the end of the week, students will be able to give directions to three places in their community using commands.*

Connecting Objectives to Assessment

A well-written objective tells you, the teacher, exactly what to assess. Now that you have written a clear, specific, measurable objective, the next step is choosing an assessment tool that actually measures the objective.

Most teachers are very familiar with “traditional” forms of assessment. Some characteristics of traditional assessment are:

- **Decontextualized:** In traditional assessment we often use written tests with fill in the blank or multiple-choice questions. This doesn’t reflect real life. How many times have you arrived at the bus station and the lady at the window passes you a paper that says: *I would like to go to: A) Leon B) Matagalpa C) Chinandega D) Managua.* Decontextualized evaluation does not measure a student’s ability to use the language in a real-life situation.
- **Discrete point:** In traditional assessment students trans- late vocabulary words one at a

time or conjugate verbs in isolated sentences.

- **Reliable:** One positive thing about traditional assessment is that since the questions only have one correct answer, anyone can give the test and grade it. The teacher does not have to speak English to administer the test.
- **Not valid:** The biggest problem with traditional assessment is that it usually does not measure our objectives very well. Imagine this is my objective: *“At the end of the week, students will be able to give directions to five places in their community using commands.”* If my assessment is a test with fill in the blank and multiple-choice, the results will not tell me which students can actually give directions around town. The only thing it tells me which students are good at taking tests. The only way for me to know if my students are able to give directions in their community is if they actually give directions in their community.

In this section of the manual, we are promoting a different kind of assessment. It is called “Authentic, Performance-Based Assessment,” and some of its characteristics are:

- **Authentic:** This kind of assessment reflects real life situations. For example, if the objective is that the students will be able to order food in a restaurant, then the assessment could be a dialogue play where one student is a customer in a restaurant and the other is a waiter. The customer chooses food from a menu and the waiter brings it to him. This allows the teacher to measure the student’s ability to use the language in a real life situation.
- **Integrated:** Authentic, Performance-Based Assessment combines grammar, vocabulary, culture, and many other parts of language in a way that is natural.
- **Valid:** Authentic, Performance-Based Assessment is based on learning objectives. Therefore, if your objective is, *“At the end of this week, students will be able to describe at least 6 daily activities using the simple present tense,”* then that is exactly what they will do in the assessment. Maybe the students do a role play or maybe they write a letter. In this way, the teacher can see if they are able to use the language.
- **Requires planning of parameters:** One disadvantage of this type of evaluation is that it is susceptible to the opinion of the teacher. Two teachers grading the same student’s assessment can come up with two completely different grades. That is why the teacher has to plan the parameters of the assessment long before the day of the assessment.

Rubrics

As mentioned before, authentic, performance-based assessment can be difficult to grade if there are not clear parameters set from the beginning. In order to make sure that both teacher and student are clear about what will be graded on the exam, it is very helpful to use a rubric.

In pairs students perform a dialogue where a person is telling a tourist about three places to visit in town and how to get there.

This rubric contains four parameters: use of commands, use of prepositions of place, pronunciation, and presence. It also contains a scale of excellent, ok, and poor. For each parameter, there is a descriptor which describes what an excellent performance, ok performance, and poor performance looks like.

On the day that the teacher explains the assignment, the students copy the rubric in their notebooks. With this information the students know exactly what to do to receive a good grade. In addition, the teacher has less work to do on the day of the assessment: he or she simply uses the rubric to grade the students, and writes the grade on the rubric in the student's notebook.

Summary

With these tools—objectives, performance-based assessment, and rubrics—you, the teacher will be able to assess your students in a way that not only measures your students' ability to use English in real situations, but also in a way that helps you to be sure that you're on your way to reaching your goal. These practices are like a roadmap that provides landmarks on the way to your destination—communication in English!

Escribiendo Objetivos y Evaluación

Tanto en la enseñanza como en muchos aspectos de la vida, necesitamos establecer metas para saber hacia dónde vamos. Cuando uno llega a la estación de buses, ya sabe donde quiere ir. Nadie llega hasta la estación de buses sin un destino en mente. Igualmente, cuando entra en el aula de clase, ¿sabe lo que quiere lograr? ¿Tiene una meta para sus estudiantes? ¿Cuáles habilidades o destrezas quiere que tengan ellos al final de la clase, al final de la semana, al final del año? Necesitamos saber nuestro destino, y una vez que sabemos, podemos hacer un plan sobre cómo llegar en la manera más sencilla y agradable. En el aula, nuestro destino es un objetivo de aprendizaje que nos da MINED en la forma de indicador de logro, como este: **Unidad: Personal Information**, *"The student interacts in short introductions confidently."* ¿Pero como sabrá que los estudiantes han logrado este indicador? Por eso, tenemos que escribir objetivos que son específicos a nuestras clases y que son fáciles de evaluar.

La evaluación de estudiantes es importante, y no solo porque los estudiantes deben recibir calificaciones: la evaluación les permite a los estudiantes monitorear su propio progreso como hablantes de inglés, y para que el/la profesor@ vea si está transmitiendo la información de una forma eficaz. La evaluación nos dice si hemos llegado a nuestro destino—el indicador de logro. Pero para llegar a este destino, tenemos que empezar a planificar el viaje desde el principio, sin perder de vista la meta que queremos alcanzar.

Objetivos

Regresemos a la analogía de la estación de buses. Hay mucho más en planear un viaje que solamente elegir un destino. Normalmente, esperamos ver puntos de referencia a lo largo del camino para saber que vamos por la vía correcta. Por ejemplo, si voy de Managua a Estelí, espero ver rótulos para Tipitapa, luego San Benito, luego Sébaco, etc. Si veo un rótulo que dice "Bienvenidos a Rivas," sé que no voy en la dirección de mi destino.

Como estudiantes y profesor@s de inglés, sabemos por experiencia que la comunicación es la meta final de nuestras clases. Soñamos que nuestros estudiantes se gradúen de la secundaria con la habilidad de comunicarse en inglés entre ellos y con hablantes nativos. Además, tenemos indicadores de logros para decirnos como será este destino. ¿Pero cómo podemos medir la habilidad del habla o la comunicación en nuestros estudiantes y asegurarnos que van por el camino correcto?

Por esta razón escribimos objetivos. Los objetivos son nuestros puntos de referencia en el camino hacia el

indicador de logro. Los objetivos son claros, específicos, y medibles, así que nos ayudan a evaluar si estamos acercándonos al indicador de logro.

Ahora, ¿cómo escribimos un objetivo de clase o semanal que está basado en nuestro indicador de logro y que es específico según las necesidades de nuestros estudiantes? Imaginemos que este es su indicador de logro:

Unidad: Usual Activities

Indicador de Logro: *The student describes daily activities using simple present tense*

- Un objetivo semanal podría ser: *Al final de la semana, los estudiantes serán capaces de describir al menos 6 actividades diarias usando el presente simple.*

Para escribir este objetivo claro, específico, y medible, contestamos estas preguntas:

1. ¿Cuál?

¿Cuál es la nueva habilidad que será lograda? Basado en el indicador de logro, elegimos “describir actividades diarias.” El verbo que usamos es muy importante. Necesita ser una acción que los estudiantes pueden demostrar. Por ejemplo, “comprender” no es un verbo de acción porque usted, el/la profesor@ no puede observar comprensión. (Simplemente porque el/la estudiante dice, “Sí, entiendo” no significa que realmente entiende.) Lo que si puede observar es una acción que es el resultado de comprensión, como *responder, identificar, describir, explicar*, etc.

2. ¿Cuándo?

¿Cuándo lograrán esta nueva habilidad? El objetivo arriba es un objetivo semanal, por eso dice “*Al final de la semana*,” pero dependiendo de sus necesidades, puede escribir objetivos diarios, semanales, quincenales, etc.

3. ¿Quién?

¿Quién va a lograr esta nueva habilidad? En nuestras clases, nuestro enfoque siempre está en lo que los estudiantes pueden hacer. Un objetivo no puede ser, “*Explicar el pasado simple*,” porque esto es un objetivo para el/la profesor@. El/ la profesor@ puede lograr el objetivo de “*Explicar el pasado simple*,” y tal vez los estudiantes no entenderán nada. Nuestros objetivos están basados en lo que los estudiantes serán capaces de hacer, no en lo que el/la profesor@ será capaz de hacer.

4. ¿Cuántos?

En este caso, ¿cuántas actividades diarias describirán los estudiantes? Cuantificar el objetivo lo hace más fácil de

medir. Esto también depende de las necesidades de sus estudiantes. En una sección, tal vez diez es suficiente, pero en otra sección diez es demasiado. Usted decide según cuánto conozca a sus estudiantes.

5. ¿De qué manera?

¿Qué gramática o vocabulario necesitarán saber usar los estudiantes para poder lograr la nueva habilidad? ¿Necesitarán el presente simple? ¿Necesitarán usar adjetivos? En el ejemplo de arriba, incluimos esta parte con la frase “*usando el presente simple*.”

Mire los ejemplos siguientes e identifique las respuestas a estas cinco preguntas en cada objetivo.

Unidad: National Identity

Indicador de logro: *The student recognizes vocabulary and tradition associated with major Central American holidays and contrasts with native customs.*

- **Objetivo:** *Al final de la semana, los estudiantes serán capaces de explicar los costumbres y tradiciones de al menos una fiesta centroamericana usando el presente simple.*

Unidad: Directions

Indicador de logro: *The student communicates effectively using vocabulary related to locations and directions.*

- **Objetivo:** *Al final de la semana, los estudiantes serán capaces de dar direcciones de tres lugares en su comunidad usando comandos.*

Conectando los Objetivos a la Evaluación

Un objetivo bien escrito le dice a usted, el/la profesor@, exactamente lo que va a evaluar. Ahora que ha escrito un objetivo que es claro, específico, y medible, el siguiente paso es elegir una herramienta de evaluación que realmente mide el objetivo.

La mayoría de los profesores están muy familiarizados con la forma tradicional de evaluar. Aquí hay unas características de evaluación tradicional:

- **Descontextualizada:** Frecuentemente en la evaluación tradicional usamos exámenes escritos con un completo o preguntas de selección múltiple. Este tipo de examen no refleja la vida real. ¿Cuántas veces ha llegado a la estación de buses y la señora en la ventanilla le pasa una hoja que dice “*Me gustaría ir a: A) León B) Matagalpa C) Chinandega D) Managua?* La evaluación descontextualizada no

mide la habilidad del estudiante para usar el idioma en una situación de la vida real.

• **Lenguaje aislado:** En la evaluación tradicional, los estudiantes traducen palabras de vocabulario una por una o conjugan verbos en oraciones aisladas.

• **Confiable:** Una cosa positiva de evaluación tradicional es que cualquier persona puede aplicar y calificar el examen, porque cada pregunta solo tiene una respuesta correcta. El/la profesor@ no tiene que hablar inglés para aplicar el examen.

• **No válida:** El problema más grande con la evaluación tradicional es que normalmente no mide muy bien los objetivos. Imagine que esto es mi objetivo: “*Al final de la semana, los estudiantes serán capaces de dar direcciones a cinco lugares en su comunidad usando comandos.*” Si mi evaluación es un examen con un completo y elección múltiple, los resultados no me dirán cuales estudiantes realmente pueden dar direcciones en su comunidad. Solo me dirá cuales estudiantes tienen buenas destrezas de tomar exámenes. La única manera de saber si mis estudiantes pueden dar direcciones en su comunidad es si realmente dan direcciones en su comunidad.

En esta sección del manual, estamos promoviendo un tipo de evaluación diferente. Se llama Evaluación Auténtica de Desempeño,” y algunas de sus características son:

• **Auténtica:** Este tipo de evaluación refleja situaciones de la vida real. Por ejemplo, si el objetivo es que los estudiantes serán capaces de pedir comida en un restaurante, la evaluación podría ser que los estudiantes hagan un diálogo donde uno es cliente y otro es mesero. Uno tiene que pedir comida de un menú y el otro tiene que traerla. Este tipo de evaluación permite al/la profesor@ medir la habilidad de los estudiantes de usar el lenguaje en una situación de la vida real.

• **Integrada:** La evaluación auténtica de desempeño combina gramática, vocabulario, cultura, y muchas otras partes del idioma de una manera natural.

• **Válida:** La evaluación que es auténtica y está basada en el desempeño del estudiante siempre está basada en objetivos de aprendizaje. Como consecuencia, si su objetivo es, “*Al final de la semana, los estudiantes serán capaces de describir al menos 6 actividades diarias usando el presente simple,*” entonces es exactamente lo que harán los estudiantes en la evaluación. Tal vez hacen un sociodrama o escriben una carta. De esta manera, el/la profesor@ puede ver si pueden usar el idioma.

• **Requiere planeamiento de parámetros:** Una desventaja de este tipo de evaluación es que es

susceptible a la opinión del/la profesor@. Dos profesores calificando la evaluación del mismo estudiante puede sacar dos notas completamente diferentes. Por eso un/a profesor@ debe planificar los parámetros de la evaluación mucho antes del día de la evaluación.

Rúbricas

Como mencionamos antes, la evaluación auténtica de desempeño puede ser difícil de calificar si no hay parámetros claros desde el principio. Para asegurar que el/la profesor@ y el/la estudiante están claros sobre lo que será calificado en el examen, es conveniente usar una rúbrica.

En parejas los estudiantes hacen un diálogo donde una persona explica a un turista sobre tres lugares para visitar en su comunidad y cómo llegar a dichos lugares.

Esta rúbrica contiene cuatro parámetros: uso de comandos, uso de preposiciones de lugar, pronunciación, y presencia. También contiene una escala de excelente, ok, y pobre. Para cada parámetro hay un descriptor, lo cual describe cómo es un desempeño excelente, un desempeño ok, y un desempeño pobre.

Ejemplo de una rúbrica para, Unidad: Directions

El día que el/la profesor@ explica la tarea que harán para la evaluación, los estudiantes copian la rúbrica en sus cuadernos. Con esta información los estudiantes saben exactamente lo que tienen que hacer para sacar una buena nota. Además, el/la profesor@ tiene menos trabajo el día de la evaluación: solo usa la rúbrica para calificar el trabajo de los estudiantes y escribe la nota en la rúbrica en el cuaderno del/la estudiante.

Resumen

Con estas herramientas—objetivos, la evaluación auténtica de desempeño, y rúbricas—usted, el/la profesor@, será capaz de evaluar a sus estudiantes de una manera que no solamente mide su habilidad de usar inglés en situaciones de la vida real, pero que también le ayuda a asegurar que está en el camino para alcanzar su meta. Estas prácticas son como el mapa que le da los puntos de referencia en el camino hacia su destino—icomunicación en inglés!

Preparing Students for Real Communication

Our goal as teachers is to help students use English to communicate information relevant to their lives. Therefore, our objective in the classroom is to engage students in communicative activities that use authentic language. However, before students are ready to participate in realistic communicative tasks, they must master the necessary grammar and vocabulary. This mastery comes only through sufficient and appropriate practice. The aim of this chapter, thus, is to present ways to improve practice activities and offer strategies for transitioning to production activities. If we adequately prepare our students, they will be able to use English not just to pass an exam, but rather to really communicate!

I. USING DRILLS AS PRACTICE

We learn habits through repetition. Using repetition in the classroom, therefore, helps students establish English structures as habits, which greatly helps the language learning process. These habits will help students communicate without having to think about every single word. This helps build student confidence, so that they will feel more ready to produce original language in the “Application” phase.

Repetition exercises, or “drills,” sometimes have a bad reputation, because they can be very boring if students simply repeat vocabulary words after the teacher. However, if used with adequate variation, drills can be a fun and effective practice exercise for teachers and students. Following are some techniques that offer variety for the very important process of learning through repetition.

A. Oral Substitution Drills

In oral communication, drills help students’ pronunciation. Students hear the teacher’s correct pronunciation, imitate what they hear, and later are able to substitute new language in the same structure. Students repeat not just vocabulary words, but rather useful phrases or “chunks” of language.

To implement oral substitution drills, give students a common structure that will be useful in their lives and that demonstrates the lesson’s grammar. Start with the basic structure from the lesson and vary the language as the students engage in the repetition. Students will replace the language in the sentence with the language you give as a “cue.”

Ejemplo:

Teacher says: *In my backpack, I have a notebook.*
Class repeats: *In my backpack, I have a notebook.*
Teacher says (cue): *a pencil.*

One student says:
Teacher repeats:
Class repeats:
Teacher says (cue):
One student says:
Teacher repeats:
Class repeats:
Teacher says (cue):

In my backpack, I have a pencil.
In my backpack, I have a pencil.
In my backpack, I have a pencil.
a ruler.
In my backpack, I have a ruler.
In my backpack, I have a ruler.
In my backpack, I have a ruler.
a marker.

The teacher gives the original phrase or sentence (which can be written on the board) and the students repeat it as a group. The teacher then gives a new word (the cue). Then the teacher indicates a single student to repeat the sentence, substituting the new word (in the example above, “pencil”) for the original word (in the example above, “notebook”). The student might correctly substitute the cue, or he/she might produce an incorrect sentence. In either case, the teacher repeats the sentence in its correct form, so that all of the class can verify if the student’s response was correct or not. After the teacher has given the correct sentence, the whole class repeats it together. The pattern is thus:

1. Teacher says the original sentence.
2. Class repeats the original sentence.
3. Teacher gives the cue and indicates an individual student.
4. Individual student responds, using the cue.
5. Teacher gives the correct response.
6. Class repeats the correct response.

Change the exercise frequently to keep the students interested. Subject pronouns, negative forms, and interrogative forms can also be used as cues.

Ejemplo:

Teacher says: *I don't have a notebook in my backpack.*
Class repeats: *I don't have a notebook in my backpack.*
Teacher says (cue): *a pen.*
One student says: *I don't have a pen in my backpack.*
Teacher repeats: *I don't have a pen in my backpack.*
Class repeats: *I don't have a pen in my backpack.*
Teacher says (cue): *He.*
One student says: *He doesn't have a pen in his backpack.*
Teacher repeats: *He doesn't have a pen in his backpack.*
Class repeats: *He doesn't have a pen in his backpack.*

The final stage of this process is to use a variety of types of changes in one exercise:

Teacher says: *I have long hair.*
Class repeats: *I have long hair.*
Teacher says (cue): *brown*
Class repeats: *I have brown hair.*
Teacher repeats: *I have brown hair.*
Class repeats: *I have brown hair.*
Teacher says (cue): *eyes.*
One student says: *I have brown eyes.*
Teacher repeats: *I have brown eyes.*
Class repeats: *I have brown eyes.*
Teacher says (cue): *He*
One student says: *He has brown eyes.*
Teacher repeats: *He has brown eyes.*
Class repeats: *He has brown eyes.*

<i>Teacher says (cue):</i>	<i>They</i>
<i>One student says:</i>	<i>They have brown eyes.</i>
<i>Teacher repeats:</i>	<i>They have brown eyes.</i>
<i>Class repeats:</i>	<i>They have brown eyes.</i>

While students focus on substituting nouns or changing the verbs, they are also repeating the structures (affirmative, negative, interrogative) and mastering useful phrases. Each cue is focused on making one small change, but in reality students are practicing many different aspects of language.

NOTE: Drilling with many different kinds of changes is almost as difficult as talking in real life, so mistakes are natural and expected. When students make a mistake, tell them not to worry. Students just need to focus on repeating the correct version after you.

B. Written Substitution Drills

Sometimes it is difficult for students to make changes in fast-paced oral substitution drills. Therefore, you can use the same kind substitution-repetition drills as written exercises.

To use a written substitution drill, write the model for the conjugation (affirmative, negative, interrogative) on one side of the board. Write a sentence on the board, then give a cue for the change you want applied to the sentence. Call an individual student to come to the board and write (in a different color) a new sentence, according to the cue that you gave. Then continue giving cues and calling on different individual students to apply the corresponding changes to the sentence.

Example:

<i>Teacher writes:</i>	<i>They have brown eyes.</i>
<i>Cue for Student 1:</i>	<i>blue</i>
<i>Student 1 writes:</i>	<i>They have blue eyes.</i>
<i>Cue for Student 2:</i>	<i>I</i>
<i>Student 2 writes:</i>	<i>I have blue eyes.</i>

Students should copy the written drills in their notebooks. The written drills can then be practiced orally.

Quick Summary, Oral and Written Drills: Oral and written drills are one way to improve practice activities, because they are an opportunity to practice many aspects of language at once. Although they have a reputation for being boring, drills can be an interesting and effective practice activity if used with sufficient variety. Follow the structure provided above in order to implement drills in your classroom.

II. APPLYING CONTEXTS TO PRACTICE AND PRODUCTION ACTIVITIES

Many English exercises, especially written exercises, use language out of context. Real communication, however, always occurs within a context. Therefore, practice activities are more authentic and interesting for students when they are given within a situation or story.

Following are examples of how to implement contexts into classroom practice activities.

A. Fill-In-The-Blank Exercises with a Context

Fill-in-the-blank exercises, in which students complete a space with a correct verb or pronoun, are a very common “Practice” step for any content. However, these exercises are often a random collection of sentences that are completely unrelated in their topics. When using a fill-in-the-blank exercise, maintain a consistent theme or story in all the sentences in order to give the exercise a context and to keep student interest.

Compare the two sets of exercises below:

Set A. Present Progressive Exercises

1. I _____ medicine. (study) *I am studying medicine.*
2. Joe _____ a sandwich. (eat) *Joe is eating a sandwich.*
3. We _____ to school. (walk) *We are walking to school.*
4. Donna and Matthew _____ TV. (watch) *Donna and Matthew are watching TV.*

Set B. Present Progressive Exercises: The Soccer Competition

I _____ for a soccer competition. (prepare) *I am preparing for a soccer competition.*
 My brother _____ with me. (practice) *My brother is practicing with me.*
 We _____ to improve our skills. (try) *We are trying to improve our skills.*
 My team _____ tickets to the game. (sell) *My team is selling tickets to the game.*

Exercise Set B is more interesting to students, because it provides a context for the language and allows students to picture a “story” for the sentences. It is also a more realistic use of language, because real communication is always part of a situation or context.

When writing fill-in-the-blank exercises, try to imagine a situation for the target language, and maintain the consistent theme throughout all of the sentences.

B. Scenarios

Scenarios are another type of exercise that practice language structures within a context. A scenario is a short paragraph explaining a situation, followed by questions. It is a useful practice activity, because it shows students how target language structures are applied to real situations. Scenarios can be used to practice any vocabulary or grammar structures.

Example (from 10.1.3 Family Ties):

Mrs. Smith asks her son, Mike, to please take out the garbage and wash the car. She orders her daughter, Alice, to wash the dishes and sweep the floor.

Questions:

Does Mike have to wash dishes? Does Mike have to wash the car? Does Alice need to wash the floor? Should Alice take out the garbage? Is it true that Mike must not sweep the floor?

Note how the context makes the grammar much clearer. Without a situation, it would be difficult to distinguish between degrees of necessity, but when a clear situation is given, students can imagine themselves in the story and thus determine the correct answers.

This technique can be useful combined with fill-in-the-blank exercises as well. For example:

Read the paragraph and then complete the following sentences using has to, doesn't have to, should, and must not:

1. Mike _____ wash the dishes. 2. He _____ wash the car, 3. Alice _____ wash the floor. 4. Alice _____ take out the garbage. 5. Mike and Alice _____ forget to do their chores.

C. Skits

Skits, or role-plays, are another good way to approach authentic language use within a context. First, give students a scenario, and ask them to determine what they would say and do in the given situation. Next, ask groups of students to write scenes based on their scenarios. Later, ask students to act out their scenes. If students have difficulty, have them write scenes based on a model, controlling the kind of language they will use.

Example:

Students read the scenario in groups:

You arrive at school and you see that your best friend, María José, is crying. She is very sad because her ex-boyfriend has a new girlfriend. María José asks you to accompany her to the

park to talk to her, but English class is starting. What will you do?

Next, the group members determine their roles within the scenario. Then students create a dialogue using the target language structures. For example, if the students are practicing have to/must/don't have to/must not/should/need to, their skit might look like this:

Alicia: Teacher, I have to miss class. I need to go to the park with María José.

Teacher: No, you must sit down and be quiet.

Alicia: You don't understand. María José has a problem, and I have to talk to her.

Ramón: You should help your friend, but you don't have to do it right now. You can talk to her after class. We students must be in class.

Alicia: But María José is very sad! I think I should talk to her now.

Interesting hypothetical situations are more fun for the students than thinking about their real life chores, family problems, etc. You can also include discussion questions about whether or not students agree with their classmates' suggestions or actions.

Quick Summary, Context: Giving context to language is another easy way to improve practice and production activities. Context not only makes language exercises more interesting but also more authentic. Fill-in-the-blank stories, scenarios, and skits are all examples of practice activities that use context.

Preparing and Transitioning to Communicative Production Activities

The ultimate goal of practice activities is to prepare students for communicative “Application” activities, but students cannot produce language without sufficient preparation. Remember that students will need to practice target language structures with two or three activities before becoming comfortable enough with the new material to use it to communicate independently.

Even after a lot of appropriate, effective practice activities, it is often still difficult for students to proceed to the “Application” phase. You can help students make this transition from practice to production by giving clear instructions and explaining specifically the type of language that will be used in each activity.

Consider, for example, a lesson on family (7.2.4).

For this lesson, you can present the activity “Find Someone Who...”

Find someone who... _____ has no sisters. _____ has a grandmother over 70 years old. _____ has an uncle named Carlos. _____ has a niece.

After the students have copied the list in their notebooks, ask them: "What questions will you need to ask to find someone? How will you find, for example, someone who has no sisters? What will you ask each person you talk to? How will you answer the questions?" These questions make students think about the specific language they will need to do the activity. Next, give examples for the type of language you want students to produce in the activity (in this case, questions and answers about family members).

Example:

How many brothers/sisters do you have? *I have _____ / (no) sister(s).* How old is your grandmother? *She's _____ years old.* What are your uncles' names? *My uncles' names are _____,*

_____ , and _____. Do you have a niece? Yes, I do/No, I don't.

Always model the activity before starting, so that students have an example of how the interaction should look and sound. Also remember to leave examples written on the board for students' reference.

Many activities in the manual will require this kind of extensive preparation before students can transition to communication. Luckily, if you use the same types of activities frequently, the students will remember them, and you won't have to explain them each time. See the Multi-Purpose Activities Index for activities you can apply to many contents.

Quick Summary, Transition to Production: Even with a lot of practice activities, students may have difficulty producing language on their own. Help students make the transition to production by giving clear instructions, explaining the language needed for communication, and modeling activities.

Choosing the Right Content

Sometimes there isn't enough time to get all the students to master all of the material suggested for each lesson. It can be a long, slow process going from simple repetition to being able to use new constructions and vocabulary to genuinely communicate. You can't usually go from Information to Practice to Application in one lesson. So you need to limit the content that you present and the skills (reading, writing, listening, speaking) that you focus on.

Think about the lesson and how students will use it in their lives. Students need to understand these sentences

when you say them in class, but they don't need to be able to say them, because they are not the teacher. Therefore, you can focus on just listening activities for this section, not on speaking, reading, or writing. In Giving Directions it may be important for students to understand oral directions (if they are in a foreign English speaking city) or to be able to give directions (to a foreigner in their city). But it is unlikely that they will need to read or write such directions as often. So you can focus on speaking and listening, instead of reading and writing.

An important thing to remember: Test students on what you teach them. If there isn't time to teach both writing and speaking for a topic, make sure you evaluation reflects what the students practiced. For example: If you teach Classroom Actions through listening, you shouldn't give a test that requires the students to write out the classroom action commands. This is not authentic to how they will use English in the real world or classroom, and does not reflect what you taught. On the other hand, if you teach Folklore through reading exercises, a reading comprehension quiz on the stories you studied would be appropriate.

Preparando al Estudiante para Comunicación Real

Nuestra meta como profesores es ayudar a los estudiantes a que usen el inglés para comunicar información que sea relevante en sus vidas. Por lo tanto nuestro objetivo en la clase es impulsar a los estudiantes a que participen en actividades comunicativas que imiten el uso auténtico del lenguaje. Sin embargo, antes de que los estudiantes estén listos para participar en tareas comunicativas reales, deben dominar el vocabulario y la gramática necesaria. Este dominio viene sólo de suficiente y adecuada práctica. El objetivo de este capítulo, entonces, es presentar maneras de mejorar las actividades de práctica y ofrecer estrategias para la transición a actividades de producción. Si preparamos a los estudiantes de forma adecuada, tendrán la habilidad de usar el inglés no sólo para aprobar un examen, sino para comunicarse de verdad!

I. Usando “Drills” Como Práctica

Adquirimos hábitos a través de la repetición. Usando la repetición en el aula de clase ayudamos a los estudiantes a reconocer estructuras gramaticales de forma rutinaria, lo que facilita el proceso de aprendizaje del idioma. A través del uso de la repetición, los estudiantes pueden comunicarse (de forma oral o escrita) sin necesidad de pensar en cada palabra. Esto ayuda a darles confianza, para que se sientan más preparados a producir lenguaje original en la fase de “Application.”

Ejercicios repetitivos, o “drills,” a veces tienen una mala reputación, porque pueden ser bastante aburridos si el estudiante sólo tiene que repetir el vocabulario que dicta el profesor. No obstante, si se usa una variación adecuada, “drills” pueden ser ejercicios divertidos y efectivos para el profesor y los estudiantes. Lo que sigue son algunas técnicas para ofrecer una variedad de ejercicios para el indispensable proceso de aprendizaje a través de la repetición.

A. Ejercicios de Sustitución Oral

En comunicación oral, los ejercicios repetitivos ayudan a la pronunciación de los estudiantes. Los estudiantes escuchan la pronunciación correcta del profesor, imitan lo oído, y después son capaces de sustituir nuevas palabras en la misma estructura. Los estudiantes no solo repiten el vocabulario, sino frases o “trozos” útiles del idioma.

Para implementar ejercicios de sustitución oral, dé a los estudiantes una estructura común que será útil en sus vidas y que presente la gramática de la lección. Empiece con una estructura básica de la lección y varíe el lenguaje con cada repetición de los estudiantes. Los estudiantes reemplazan el lenguaje de la oración con lenguaje que usted da como “pistas.”

Ejemplo:

Profesor dice: In my backpack, I have a notebook.
Clase repite: In my backpack, I have a notebook.
Profesor dice (pista): a pencil.
Un estudiante dice: In my backpack, I have a pencil.
Profesor repite: In my backpack, I have a pencil.
Clase repite: In my backpack, I have a pencil.
Profesor dice (pista): a ruler.
Un estudiante dice: In my backpack, I have a ruler.
Profesor repite: In my backpack, I have a ruler.
Clase repite: In my backpack, I have a ruler.
Profesor dice (pista): a marker.

Etc.

El profesor da la oración original (que puede estar escrita en la pizarra) y los estudiantes la repiten como grupo. Entonces el profesor da una nueva palabra (la pista). Después, el profesor elige a un solo estudiante para que repita la oración, sustituyendo la nueva palabra (en el ejemplo dado, “pencil”) por la palabra original (en el ejemplo dado, “notebook”). El estudiante puede que sustituya la palabra original por la pista de forma correcta, o él/ella puede que produzca una oración incorrecta. En cualquier caso, el profesor repite la oración de forma correcta, para que toda la clase pueda verificar si la respuesta del estudiante fue correcta o no. Después de que el profesor dé la respuesta correcta, la clase entera lo repite.

1. El profesor dice la oración original.
2. La clase repite la oración original.
3. El profesor da la pista y elige a un estudiante.
4. El estudiante responde, usando la pista.
5. El profesor da la respuesta correcta.
6. La clase repite la respuesta correcta.

Cambie el ejercicio frecuentemente para mantener interesados a los estudiantes. Los pronombres, la forma negativa, y la forma interrogativa también pueden ser usados como pistas.

Ejemplo:

Profesor dice: I don't have a notebook in my backpack.
Clase repite: I don't have a notebook in my backpack.
Profesor dice (pista): a pen.
Un estudiante dice: I don't have a pen in my backpack.

Profesor repite: I don't have a pen in my backpack.
Clase repite: I don't have a pen in my backpack.
Profesor dice (pista): He.
Un estudiante dice: He doesn't have a pen in his backpack.
Profesor repite: He doesn't have a pen in his backpack.
Clase repite: He doesn't have a pen in his

backpack.

En la etapa final del proceso se aplican varios tipos de cambios a un solo ejercicio:

Profesor dice:	<i>I have long hair.</i>
Clase repite:	<i>I have long hair.</i>
Profesor dice (pista):	<i>brown</i>
Un estudiante dice:	<i>I have brown hair.</i>
Profesor repite:	<i>I have brown hair.</i>
Clase repite:	<i>I have brown hair.</i>
Profesor dice (pista):	<i>eyes.</i>
Un estudiante dice:	<i>I have brown eyes.</i>
Profesor repite:	<i>I have brown eyes.</i>
Clase repite:	<i>I have brown eyes.</i>
Profesor dice (pista):	<i>He</i>
Un estudiante dice:	<i>He has brown eyes.</i>
Profesor repite:	<i>He has brown eyes.</i>
Clase repite:	<i>He has brown eyes.</i>
Profesor dice (pista):	<i>They</i>
Un estudiante dice:	<i>They have brown eyes.</i>
Profesor repite:	<i>They have brown eyes.</i>
Clase repite:	<i>They have brown eyes.</i>

Mientras los estudiantes se enfocan en sustituir el sustantivo o en cambiar el verbo, también están repitiendo la estructura gramatical (afirmativa, negativa, interrogativa) y dominando oraciones útiles. Cada pista está enfocada en hacer un pequeño cambio, pero en realidad los estudiantes están practicando muchos diferentes aspectos del idioma.

NOTA: Usar muchos diferentes cambios durante un ejercicio es casi tan difícil como hablar en la vida real, así que es natural que los estudiantes cometan errores. Cuando esto ocurra, dígale al estudiante que no se preocupe. Los estudiantes solo necesitan enfocarse en repetir la versión correcta después de que la repita el profesor.

B. Ejercicios de Sustitución Escrita

A veces es difícil para los estudiantes hacer cambios en ejercicios acelerados de sustitución oral. Por lo tanto, puede usar el mismo tipo de ejercicios de sustitución-repetición pero de forma escrita.

Para usar un ejercicio de sustitución escrita, escriba el modelo de la conjugación (afirmativo, negativo, interrogativo) en un lado de la pizarra. Escriba una oración en la pizarra y dé una pista del cambio que quiera aplicar a la oración. Llame a un estudiante a que vaya a la pizarra y escriba (en un color diferente) una nueva oración, dependiendo de la pista que usted haya dado. Después, continúe dando pistas y llamando a diferentes individuos a que suban a la pizarra y apliquen los cambios correspondientes.

Ejemplo:

Profesor escribe:	<i>They have brown eyes.</i>
Pista para Estudiante 1:	<i>blue</i>
Estudiante 1 escribe:	<i>They have blue eyes.</i>
Pista para Estudiante 2:	<i>I</i>
Estudiante 2 escribe:	<i>I have blue eyes.</i>

Los estudiantes deben copiar el ejercicio en sus cuadernos. El ejercicio escrito puede entonces ser practicado de forma oral.

Resumen, “Drills” Orales y Escritos: “Drills” orales y escritos son una manera de mejorar las actividades de práctica, porque ofrecen una oportunidad de practicar diferentes aspectos del lenguaje todos al mismo tiempo. Aunque tienen la reputación de ser aburridos, los ejercicios repetitivos pueden ser interesantes y efectivos si se usa suficiente variedad. Sigua la estructura indicada arriba para implementar ejercicios repetitivos en su aula de clase.

II. APLICANDO CONTEXTO A ACTIVIDADES DE PRÁCTICA Y PRODUCCIÓN

Muchos ejercicios en inglés, especialmente ejercicios escritos, usan el lenguaje fuera de contexto. La comunicación en la vida real, sin embargo, siempre ocurre dentro de un contexto. Por lo tanto, las actividades de práctica tienen mayor autenticidad y son más interesantes para los estudiantes cuando son dadas dentro de una situación o historia.

Lo que sigue son ejemplos de cómo implementar actividades de práctica con contexto en el aula de clase.

A. Ejercicios de Rellenar el Espacio con Contexto

Ejercicios de llenar el espacio, en donde los estudiantes llenan un espacio con el verbo o sustantivo correcto, son muy comunes en el paso “Pratice” de cualquier contenido. Sin embargo, frecuentemente estos ejercicios son una colección de oraciones elegidas al azar que no tienen relación alguna al tema. Al usar ejercicios de llenar el espacio, mantenga una temática o narrativa consistente en todas las oraciones para darle al ejercicio un contexto y mantener al estudiante interesado.

Serie A. Present Progressive Exercises

1. I _____ medicine. (study) *I am studying medicine.*
2. Joe _____ a sandwich. (eat) *Joe is eating a sandwich.*
3. We _____ to school. (walk) *We are walking to school.*
4. Donna and Matthew _____ TV. (watch) *Donna and Matthew are watching TV.*

Serie B. Present Progressive Exercises: The Soccer Competition

I _____ for a soccer competition. (prepare) *I am preparing for a soccer competition.*
My brother _____ with me. (practice) *My brother is practicing with me.*
We _____ to improve our skills. (try) *We are trying to improve our skills.*
My team _____ tickets to the game. (sell) *My team is*

selling tickets to the game.

El ejercicio de la Serie B es más interesante para los estudiantes, porque plantea un contexto para el lenguaje y permite a los estudiantes imaginarse una “historia” relacionada a las oraciones. También usa el lenguaje de una forma más real, porque la comunicación real siempre forma parte de una situación o contexto.

Al escribir ejercicios de llenar el espacio, intente imaginarse una situación para el lenguaje que va a enseñar y mantenga la misma narrativa a lo largo de todas las oraciones.

B. Escenarios

Escenarios son otro tipo de ejercicio que aplica estructuras lingüísticas dentro de un contexto. Un escenario es un breve párrafo que explica una situación, seguida de unas preguntas. Es una actividad de práctica útil, porque le enseña a los estudiantes como la estructura lingüística del tema se aplica a situaciones reales. Se pueden usar escenarios para practicar cualquier vocabulario o estructura gramatical.

Ejemplo:

Mrs. Smith asks her son, Mike, to please take out the garbage and wash the car. She orders her daughter, Alice, to wash the dishes and sweep the floor.

Questions:

Does Mike have to wash dishes? Does Mike have to wash the car? Does Alice need to wash the floor? Should Alice take out the garbage? Is it true that Mike must not sweep the floor?

Note como el contexto hace que la gramática sea más accesible. Sin una situación, sería difícil distinguir entre los grados de necesidad, pero cuando se les da una situación clara, los estudiantes pueden situarse dentro de la historia y, como resultado, pueden determinar la respuesta correcta.

Esta técnica también puede ser útil en combinación con ejercicios de completar la oración. Por ejemplo:

Read the paragraph and then complete the following sentences using has to, doesn't have to, should, and must not:

1. Mike _____ wash the dishes.
2. He _____ wash the car.
3. Alice _____ wash the floor.
4. Alice _____ take out the garbage.
5. Mike and Alice _____ forget to do their chores.

C. Socio-Dramas

Socio-dramas, o dramatizaciones, son otra manera de

plantear el uso de lenguaje auténtico dentro de un contexto. Primero, déle al estudiante una situación, y dígales que determinen que dirían y harían en esa circunstancia. Segundo, dígales a diferentes grupos de estudiantes que escriban una escena basada en la situación. Más tarde, dígales a los estudiantes que actúen su escena. Si los estudiantes tienen dificultades, haga que escriban escenas basadas en un modelo, controlando el tipo de lenguaje que pueden usar.

Por ejemplo:

Los estudiantes leen la situación en grupos:

You arrive at school and you see that your best friend, María José, is crying. She is very sad because her ex-boyfriend has a new girlfriend. María José asks you to accompany her to the park to talk to her, but English class is starting. What will you do?

Después, los miembros del grupo determinan qué papel interpretarán dentro de la escena. Luego, los estudiantes crean un diálogo usando las estructuras lingüísticas del tema. Por ejemplo, si en la lección los estudiantes están practicando have to/must/don't have to/must not/should/need to, su dramatización podría verse así:

Alicia: Teacher, I have to miss class. I need to go to the park with María José.

Teacher: No, you must sit down and be quiet.

Alicia: You don't understand. María José has a problem, and I have to talk to her.

Ramón: You should help your friend, but you don't have to do it right now. You can talk to her after class. We students must be in class.

Alicia: But María José is very sad! I think I should talk to her now.

Interesantes situaciones hipotéticas son más divertidas para los estudiantes que la realidad de sus tareas de la casa, sus problemas familiares, etc. También puedes incluir preguntas de discusión sobre si los estudiantes están de acuerdo o no con las sugerencias y acciones de sus compañeros.

Resumen, Contexto: Dándole contexto al lenguaje es otra manera fácil de mejorar las actividades de práctica. El contexto no solo hace que los ejercicios sean más interesantes sino también más auténticos. Ejercicios de llenar el espacio, escenarios, y socio-dramas son todos ejemplos de actividades de práctica que usan contexto.

Preparación y Transición a Actividades de Producción Comunicativa

La meta principal de las actividades de práctica es preparar a los estudiantes para las actividades comunicativas de “Application,” pero los estudiantes no

pueden producir lenguaje auténtico sin suficiente preparación. Recuerde que los estudiantes necesitarán dos o tres actividades de práctica de las estructuras lingüísticas del tema para poder sentirse lo suficientemente cómodos con el nuevo material como para poder usarlo para comunicarse de forma independiente.

Aún después de muchas actividades efectivas y adecuadas de práctica, es común que los estudiantes todavía tengan dificultades al avanzar a la fase “Application.” Puede ayudar a los estudiantes a hacer esta transición de práctica a producción dándoles instrucciones claras y especificando el tipo de lenguaje que se debe usar en cada actividad.

Considere, por ejemplo, una lección sobre la familia.

Para esta clase, puede presentar la actividad “Find someone who...”

Find someone who...

- _____ has no sisters
- _____ has a grandmother over 70 years old
- _____ has an uncle named Carlos
- _____ has a niece

Después de que los estudiantes hayan copiado la lista en sus cuadernos, pregúntele: “¿Qué preguntas necesitarán hacer para encontrar a una de esas personas? ¿Cómo, por ejemplo, encontrarán a alguien que no tiene hermanas? ¿Qué le preguntarán a cada persona con la que van a hablar? ¿Cómo responderán las preguntas?” Estas preguntas hacen que el estudiante piense en el lenguaje específico que necesitará usar. Luego, dé ejemplos del tipo de lenguaje que quiere que el estudiante produzca en la actividad (en este caso, preguntas y respuestas sobre miembros de la familia).

Por ejemplo:

How many brothers/sisters do you have? *I have _____ / (no) sister(s).*

How old is your grandmother? *She's _____ years old.*
What are your uncles' names?

My uncles' names are _____, _____, and _____.

Do you have a niece? *Yes, I do/No, I don't.*

Siempre dé un modelo de la actividad antes de empezar, para que los estudiantes tengan un ejemplo de cómo la interacción debería sonar. También recuerde dejar los ejemplos escritos en la pizarra como referencia para los estudiantes.

Muchas actividades en el manual requieren este tipo de extensa preparación antes de que el estudiante pueda hacer la transición a la comunicación. Por suerte, si usa los mismos tipos de actividades frecuentemente, el estudiante las recordará, y no tendrá que explicarlo de nuevo cada vez. Vea el Multi-Purpose Activities Index para actividades que se pueden aplicar a varios contenidos.

Resumen, Transición a Producción: Aún con muchas actividades de práctica, los estudiantes pueden tener dificultades produciendo lenguaje por sí solos. Ayude a los estudiantes a hacer la transición a la producción dando instrucciones claras, especificando el lenguaje que se necesita para la producción, y ofreciendo un modelo de las actividades.

Eligiendo el Contenido Correcto

A veces no hay suficiente tiempo para que todos los estudiantes dominen todo el material sugerido en cada tema. El proceso de ir de simple repetición a usar nuevas construcciones y vocabulario a comunicación real puede ser largo y arduo. Normalmente no se puede ir de Information a Practice a Application en una sola clase. Así que va a ser necesario limitar el contenido que se presenta y las habilidades (leer, escribir, escuchar, hablar) en las que se va a enfocar.

Piense en el tema y como los estudiantes lo usarán en sus vidas. Los estudiantes necesitan entender las frases cuando usted las dice en clase, pero no es necesario que las digan, porque no son profesores. Por lo tanto, para esta sección puede simplemente enfocarse en actividades de escuchar, en vez de actividades de hablar, leer, o escribir. En Giving Directions puede ser importante para los estudiantes entender direcciones orales (si están en un país extranjero donde se habla el inglés) o ser capaz de dar direcciones (a un extranjero en su ciudad). Pero es poco probable que vayan a necesitar leer o escribir esas direcciones con la misma frecuencia. Así que puede enfocarse en actividades de hablar y escuchar, en vez de leer y escribir.

Una cosa importante que vale la pena recordar: evalúe a los estudiantes conforme a lo enseñado. Si no hubo tiempo de enseñar como escribir y hablar sobre un tema, asegúrese de que su evaluación refleja lo que los estudiantes practicaron. Por ejemplo: si enseña Classroom Actions a través de ejercicios de escuchar, no debería dar una prueba que requiera que el estudiante escriba las acciones. Esto no coincide con cómo los estudiantes usarán el inglés de ese tema en la vida real o en el aula de clase, y no refleja lo que usted les enseñó. Por otro lado, si enseña Folklore a través de ejercicios de lectura, una prueba donde los estudiantes responden preguntas de comprensión sobre la lectura de un cuento que estudiaron sí sería apropiado.

Table of Contents

1st Grade

Unit 1 – Socializing	2
Unit 2 – My Body	13
Unit 3 – My Nuclear Family	20
Unit 4 – My Interests	25
Unit 5 – My Classroom	34
Unit 6 – My Community	47
Unit 7 – My Environmental Education	54

2nd Grade

Unit 1 – Socializing	68
Unit 2 – My Body	82
Unit 3 – My Family	96
Unit 4 – My Interests	108
Unit 5 – My School	122
Unit 6 – My Community	136
Unit 7 – My Environmental Education	148

3rd Grade

Unit 1 – Socializing	161
Unit 2 – Body Health	175
Unit 3 – My Home	189
Unit 4 – My Preferences	203
Unit 5 – My School Community	217
Unit 6 – My Community	227
Unit 7 – My Environmental Education	235

4th Grade

Unit 1 - Socializing	244
Unit 2 – Keeping Healthy	254
Unit 3 – Family Ties.....	263
Unit 4 – My Social Life	273
Unit 5 – Holidays and Celebrations	285
Unit 6 – Costa Rican Identity	291
Unit 7 – Environmental Education	298

5th Grade

Unit 1 - Socializing	307
Unit 2 – Taking Care of my Body	323
Unit 3 – My Family Relationships.....	338
Unit 4 – Costa Rican Customs and Traditions.....	351
Unit 5 – Holidays and Celebrations in my Country	364
Unit 6 – Costa Rican Beauties	377
Unit 7 – Environmental Education	390

6th Grade

Unit 1 - Socializing	399
Unit 2 – My Physical Changes	409
Unit 3 – Types of Families in the World	422
Unit 4 – Costa Rica and English Speaking Countries	435
Unit 5 – Holidays and Celebrations in English Speaking Countries.....	449
Unit 6 – Costa Rica: A Green Paradise for the Rest of the World	463
Unit 7 – Environmental Education	479

The Theory Behind this Guide 492

1st Grade

TEFL for MEP
1st Edition

1st Grade

Unit 1 – Socializing

Lesson Plans

- 1.1.1 Greetings, Introductions, and Leave Takings
- 1.1.2 Days of the Week
- 1.1.3 Weather Conditions
- 1.1.4 Basic Classroom Language
- 1.1.5 English: A New Language to Enjoy

Lesson 1.1.1

Greetings, Introductions, and Leave Takings

Objectives:

Students will be able to greet one another and perform short introductions.
Students will be able to recognize greetings and respond accordingly.

Motivation: *10 minutes*

Have students stand in a circle passing a ball around and say
“Hello (name)!”

Materials:

Ball

Information: *15 minutes*

Write a short greeting dialogue on the board. Read each line while pointing to the word on the board so students can follow along. Have the class practice together.

Student 1: Hello.

Student 2: Hello.

Student 1: My name is _____. What is your name?

Student 2: My name is _____.

Student 1: Nice to meet you.

Student 2: Nice to meet you, too.

Student 1: Goodbye.

Student 2: Goodbye.

Materials:

Time of Day pictures:
Morning
Afternoon
Evening

Make 3 columns on the board. In the first column write “hello, hi, hey.” In the second column write, “good morning, good afternoon, good evening.” In the third column write, “goodnight, goodbye, see you later”

Go over vocabulary by mimicking a greeting or a leave taking.

Teach “good morning/afternoon/evening” by drawing or pasting pictures of different times of the day on the board and pointing to the appropriate picture for each greeting.

Discuss when it's appropriate to use a greeting and when to use a leave taking.

Practice the following question:

What is your name?

My name is _____.

Practice: *10 minutes*

Activity #1 Question and Answer:

Say “My name is _____” and throw the ball to a student and ask him/her “What is your name?”

Students answer, “My name is _____. ” Play continues until all students have asked and answered the question.

Materials:

Ball

Activity #2 Role play:

Have two lines of students. One line will be student 1 and the other will be student 2. The teacher will say Student 1's line and all Student 1s will repeat. Then the teacher will say Student 2's line and all Student 2s will repeat. Each pair will complete the entire dialogue.

Application: *5 minutes*

One by one, greet the students and asks, “What is your name?” The student should answer saying, “My name is _____.”

Suggested Homework:

Students draw a picture depicting Good Morning, Good Afternoon, and Good Evening.

Lesson 1.1.2

Days of the Week

Objectives:

Students will be able to recognize and pronounce the days of the week.
Students will be able to order the days of the week.

Motivation: *5 minutes*

One by one, greet the students and asks each of them “What is your name?” The student should answer using “My name is _____.”

Information: *10 minutes*

Write “Days of the Week” on the board.

Underneath in a different color write the days of the week:

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Teach the days of the week using the following movements. Have the class stand up and repeat the movements as they say each day of the week:

Sunday: arms above head

Monday: arms out to the side

Tuesday: arms in front

Wednesday: jump and open legs

Thursday: jump and close legs

Friday: left arm out in front (like a punch)

Saturday: right arm out in front (like a punch)

Write the following question on the board and practice pronunciation.

Question: What day is today?

Answer: Today is _____.

Practice the question and answer with the students.

Practice: *15 minutes*

Activity #1 Question and Answer:

Ask random students, “What day is today?”

Have them answer using the statement “Today is _____.”

Help the students answer in a complete sentence.

Activity #2 Grasping the Concept:

Sing the “7 Days in a Week” song to the tune of “Oh my Darling”

Materials:

“7 Days in a Week” song

Example can be found at:
[youtube.com/watch?v=Oiisv7EhG98](https://www.youtube.com/watch?v=Oiisv7EhG98)

There are 7 days. There are 7 days. There are 7 days in a week.
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Application: *10 minutes*

Draw a calendar on the board without the days of the week labeled. Write each day of the week on the side of the calendar in a scrambled order. Students will copy the calendar into their notebook and fill in the days of the week. Point to each day of the week, pronounce it, and have students repeat.

Suggested Homework:

Students should draw what they do on their favorite day of the week and label what day they are drawing.

Lesson 1.1.3

Weather Conditions

Objectives:

Students will be able to identify different weather conditions.
Students will be able to correctly identify vocabulary from spoken language

Motivation: *5 minutes*

As a class, review the days of the week movements and have students do the movements as they say the days of the week.

Information: *10 minutes*

Write “Weather Conditions” on the board.

Tape images of weather conditions on the board

Hold up a pre-made label of a weather condition and try to have the students guess which picture the label corresponds to.

Review pronunciation after each picture has its correct label.

Materials:

Images of weather conditions

Tape

Pre-made labels of weather conditions

Vocabulary: **rainy, windy, cloudy, sunny, snowy**

Teach the following question and possible answers:

Question: What is the weather like today?

Answer: It is _____. (rainy/windy/cloudy, etc)

Point to a weather condition on the board and have the students say, “It is _____” according to the picture you are pointing to.

Practice: *20 minutes*

Play weatherman:

On a white piece of paper (or in their notebooks), have the students create a table with 7 columns.

Have them write the days of the week.

Distribute a print out of pictures of weather conditions.

Ask them to cut each picture.

Read a sentence using the days of the week and weather conditions and have the students match the right weather condition to the day.

For example: Say “Tuesday is rainy.” Under Tuesday, the student should paste the picture of “rainy.”

Application: *5 minutes*

As the students exit the class, ask each student:

“What day is today?” and “What is the weather like today?”

Students should respond in complete sentences.

“Today is Monday. It is rainy.”

Materials:

Print out of weather condition images to be cut-out

Glue

White paper or notebooks

Suggested Homework:

Students draw two types of weather conditions and label.

Lesson 1.1.4

Basic Classroom Language

Objectives:

Student will be able to respond to basic classroom language.
Students will be able to form short questions to communicate their needs inside the classroom.

Motivation: *10 minutes*

Do a ball toss with the students asking all of the previously learned questions.

For example, throw a ball to a student and ask one of the following questions:

“What is your name?” / “What day is today?” / “What is the weather like today?”

Students should respond in complete sentences and then throw the ball back to the teacher as play continues.

Materials:

Ball

Flashcards of days of the week/weather conditions if necessary to review

Information: *15 minutes*

Introduce the following vocabulary by presenting pictures of each action.

Vocabulary:

May I go to the bathroom, please?

May I go drink water, please?

May I stand up / sit down, please?

Open your books.

Close your books.

Materials:

Pictures of actions or posters created that include the questions. (posters would be best to hang in the room for reference)

Practice pronunciation.

Go over the possible answers and their significance.

Yes, you may.

No, you may not.

Write a short dialogue on the board and practice.

Student: May I go to the bathroom, please?

Teacher: Yes, you may.

Student: Thank you.

Teacher: You're welcome.

Practice: *10 minutes*

Have a student come to the front of the class and ask the teacher one of the questions. The teacher should answer, “Yes, you may” or “No, you may not.”

If the teacher answers yes, the student should do what they asked. If the teacher responds no, the student should return to their seat.

Continue with different students.

For example: A student asks, “May I drink some water?” The teacher says, “Yes, you may” so the student goes outside to drink water.

Application: *5 minutes*

Have each student ask the teacher a question they learned today.

Suggested Homework:

Have students draw a picture of one of the questions they learned and write the question as well.

Lesson 1.1.5

English: A New Language to Enjoy

Objectives:

Student will learn songs and stories in English.
Students will be able to understand meaning from oral stories.

Motivation: *5 minutes*

Look for a video about the importance of English use in Spanish speaking countries.

If youtube is not available, speak to the students about your personal experience learning English and why you wanted to.

Materials:

Youtube Video example:
[youtube.com/watch?v=YEacK3MYrfA](https://www.youtube.com/watch?v=YEacK3MYrfA)

Information: *10 minutes*

Teach a song or story in English. (Showing a YouTube video may help the students learn the tune).

Materials:

YouTube Video

Songs:

Twinkle Twinkle Little Star
Old McDonald had a Farm
If You're Happy and You Know It

Story:

Three Little Pigs
Red Riding Hood

Practice: *20 minutes*

Sing-A-Long:

Students should practice the songs and possibly add gestures to help them remember the lyrics. Write the lyrics of the chosen song on the board for students to read.

Materials:

Puppets and materials for a puppet show

Puppet show:

Use puppets to bring the stories to life.

Application: *5 minutes*

Ask students to present their reasons for learning English and their future goals. This could be done by the students drawing a picture of themselves in the future using English and giving an explanation to the class in Spanish.

Materials:

Colored Pencils

Suggested Homework:

Put It All Together!

Have students write one sentence about everything they learned in this unit.

For example: My name is Juan. Today is Tuesday. It is cloudy.

The students can add drawings to their sentences if they choose.

1st Grade

Unit 2 – My Body

Lesson Plans

- 1.2.1 Parts of the Body
- 1.2.2 Body Communication
- 1.2.3 Numbers

Lesson 1.2.1

Parts of the Body

Objectives:

Students will be able to identify parts of the body.
Students will be able to form basic questions and answers.
Students will be able to respond to verbal commands.

Motivation: *5 minutes*

Students draw an outline of the human body in their notebooks.

Information: *15 minutes*

Draw a person on the board with lines pointing to each of the following body parts:

Vocabulary: head, shoulders, knees, toes, eyes, ears, mouth, nose

Point to a part of the body, say the name, ask the students to repeat it. Then label it correctly on the board.

Teach the following question:

Question: "What is this?" (point to a body part on the board)

Answer: "This is my _____. Make sure students point to their body part. Practice with different body parts, eliciting the answers from the students.

Practice: *10 minutes*

Sing the song “Head, shoulders, knees and toes” and model the actions. Then have all the students stand and sing the song as they touch each body part.

Application: *10 minutes*

As the students leave the class, tell each student, “Touch your _____” as the teacher says a body part. The student should touch the corresponding body part.

For example:

Teacher: “Touch your shoulder.”
Student touches his shoulder.

Suggested Homework:

Students should label three body parts on the drawing they made during the motivation.

Lesson 1.2.2

Body Communication

Objectives:

Students will be able to understand meaning from visuals.
Students will be able to respond to instructions given by the teacher.
Students will be able to respond to basic questions.

Motivation: *5 minutes*

Review the parts of the body by pointing to a part of the body and ask the students to touch that part of their bodies and say in a full sentence “This is my _____.” (shoulder, head, etc.)

Information: *10 minutes*

Teach the following vocabulary by presenting flashcards of the actions to the students and practicing pronunciation.

Vocabulary: walking, running, studying, listening, talking, singing, writing, dancing, jumping

Teach the following question and answer to the students and practice with different vocabulary.

Question: “What are you doing?”

Answer: “I am _____. ” (walking, studying, etc.)

Materials:

Flashcards of Verbs

Tape

Practice: *10 minutes*

Play Charades.

Model how to play charades. Act out one of the verbs as the class guesses what they are doing.

For example: The teacher runs in place and the students call out “Running!”

Make sure the flashcards are still taped to the board for reference.

Next, have a student come to the front of the room and whisper a verb in their ear. Have the student act out the verb.

The rest of the class should guess what the student is doing.

Play continues until each student acts out a verb.

Application: *15 minutes*

Make up a short story that uses all the vocabulary words. Have the students listen to the story first. Then have the students sit in a circle and assign them the actions verbs. For example, three students might be assigned “dancing,” the next two are assigned “studying,” etc.. As the teacher reads the story, the students will act out their action as they hear their assigned verb.

Materials:

A short story listing all of the vocabulary

Suggested Homework:

Students should find five pictures from a newspaper that displays the verbs they learned in class. Students cut out the pictures and paste them in their notebooks.

Lesson 1.2.3

Numbers

Objectives:

Students will be able to count from 1-10.
Students will be able to recognize numbers from verbal cues.
Students will be able to form basic questions and answers.

Motivation: *5 minutes*

Play “Follow the Leader” with body parts.

The teacher starts by saying a body part and touching that body part.

The teacher then calls on another student and they then say and touch the same body part as the teacher and then a new body part.

Play continues with each student saying and touching the body part of the student before them and then their own.

Information: *15 minutes*

Teach the following numbers by writing both the number and the spelled out word on the board:

Vocabulary: 1 – one, 2- two, 3- three, 4- four, 5- five, 6-six, 7-seven, 8-eight, 9-nine, 10-ten

Materials:

Posters representing numbers (optional)

Present posters or use drawings to depict the numbers.

For example:

A drawing of two bananas under the number two.

Review pronunciation. Count backwards for added difficulty.

Have the students count using their fingers and show each finger as they count.

Practice: *15 minutes*

Use body parts to help the students count.

For example teacher asks:

“How many fingers do you have?”

“I have 10 fingers!”

Repeat with different body parts.

Application: *5 minutes*

Students should label the body they previously drew in their notebook with numbers representing the different body parts.

For example: Students should write “2 eyes” next to the eyes of their drawing.

Suggested Homework:

Students should draw two different pictures symbolizing different numbers.

For example: The student writes “2” and draws 2 apples.

1st Grade

Unit 3 – My Nuclear Family

Lesson Plans

- 1.3.1 My Nuclear Family
- 1.3.2 Expression of Feelings Toward a Family Member

Lesson 1.3.1

My Nuclear Family

Objectives:

Students will be able to identify family members of a nuclear family.

Students will be able to respond to verbal questions.

Students will be able to identify basic language in oral form.

Motivation: *5 minutes*

Play a short video about family or bring a photo of family to share. Introduce the members of the family in the photo stating each member's relation and name.

Materials:

Video or Photo

Video example:
youtube.com/watch?v=GiRUF7hvWuM

Information: *10 minutes*

Draw a family tree on the board with either drawings or images of family members, including the following vocabulary:

Vocabulary: mother, father, brother, sister, grandmother, grandfather

Label the family tree and practice pronunciation.

Point to different drawings/images and ask,

Question: "Who is this?"

Answer: "He is the father." / "She is the sister."

Materials:

Images of a Family

Explain that we use "he" to refer to males and "she" to refer to females.

Practice: *15 minutes*

Hand the images of the 5 family members to 5 different students and have them come to the front of the room. The teacher should tell a story about the family members or just say a few sentences using the vocabulary.

The students should get in order according to the order the family members are said.

For example: “The Martinez family is small. The father, Juan, is a police officer and the mother, Alicia, is a teacher.”

At this point, the student holding the image of “father” should be first in line and next to that student should be the student holding “mother.”

Repeat with different students and different stories.

Materials:

Images of a family

Application: *10 minutes*

Students draw their family and present their drawing using the vocabulary list.

Suggested Homework:

Have students draw pictures of the 6 family members learned in this lesson.

Lesson 1.3.2

Expression of Feelings Toward a Family

Objectives:

Students will be able to identify different feelings and emotions.

Students will be able to form simple sentences.

Students will be able to describe family members using visual material.

Motivation: *5 minutes*

Hang the family member images on the board and label each one. Have the students label the pictures they drew for homework.

Materials:

Family Member Images

Tape

Information: *15 minutes*

Tape on the board different faces that represent the following vocabulary:

Vocabulary: mad, happy, sad, tired, sleepy

Practice pronunciation and have the students act out each of the emotions as they say it.

Teach the following question by writing it on the board and practicing with random students.

Question: "How do you feel?"

Answer: "I am _____." (happy, sad, mad, tired, sleepy)

Students should draw the faces and write the correct emotion below it.

Materials:

Images of face emotions

Practice: *20 minutes*

Using the images of family members and the faces of emotions, help the students form sentences by holding an image of a family member and an emotion.

For example, hold “father” and the facial expression of “tired” and then say, “The father is tired.”

Do a few practice rounds on the board before calling on students to form the sentences.

Materials:

Images of facial emotions and family members

Application: *5 minutes*

As the students leave, have each student respond to the question, “How do you feel?”

Suggested Homework:

Have the students draw a member of their family expressing one of the emotions they learned in class and write a sentence to describe the picture.

For example: The student draws a picture of their mother being happy and writes, “My mother is happy.”

1st Grade

Unit 4 – My Interests

Lesson Plans

- 1.4.1 Kinds of Food and Beverages
- 1.4.2 Pet Animals
- 1.4.3 Hobbies
- 1.4.4 Different Articles of Clothing

Lesson 1.4.1

Kinds of Food and Beverages

Objectives:

Students will be able to identify different kinds of food and beverages.

Students will be able to recognize categories and groups.

Students will be able to produce short statements orally.

Motivation: *10 minutes*

Greet students and ask questions with learned vocabulary.

Some examples:

“What is your name?”

“What day is today?”

“What’s the weather like today?”

Materials:

Cut out of fruits

Information: *15 minutes*

Say each of the following vocabulary words starting with fruits. The students who are holding the corresponding fruit should hold it up as they repeat the word. Then have the whole class repeat the word.

Write the food categories on the board.

Materials:

Food flash cards

Tape

Continue presenting the following vocabulary by showing the class the flashcard and saying the word before taping the flashcard under the correct category.

Vocabulary list:

Fruits: orange, lemon, apple, banana

Vegetables: tomato, corn, carrot, plantains

Dessert: cake, cookies, ice cream

Meat: beef, pork

Poultry: chicken, turkey

Seafood: fish, shrimp

Beverages: water, juice, milk, soda

Practice: *10 minutes*

Take the flashcards off the board and pass them out to the students.

Each student should come to the board and paste the flashcard under the correct category and then say the name of the food.

For example: A student with a picture of chicken comes to the board and pastes the picture under “poultry” and says “chicken!”

Materials:

Vocabulary cut outs

Application: *5 minutes*

The students should draw their favorite food item and color it.

Students present their drawing by saying, “This is a/an _____.”

Materials:

Colored pencils/Crayons

Suggested Homework:

Students draw 3 foods they learned in class and label them.

Lesson 1.4.2

Pet Animals

Objectives:

Students will be able to identify pet animals.
Students will be able to form short questions and answers.

Motivation: *5 minutes*

Pass out fruit cutouts to students so that each student has one.

Play “Fruit Salad”: Put the chairs in a circle with one less than the number of students. One student stands in the middle of the circle and says a fruit. Any students holding that fruit cutout must get up and find a new chair. A student in the middle can also say “Fruit Salad” and all of the students must get up and find a new chair.

*Variation: Students can take a piece of paper and draw a fruit of their choosing and then use that fruit for the game.

Materials:

Fruit cutouts or pieces of blank paper

Information: *10 minutes*

Using images of pets, introduce the following vocabulary. Ask students if they know the name in English before presenting it. Practice pronunciation.

Vocabulary list: dog, cat, turtle, fish, rabbit,

Materials:

Images of pets

parrot

Have students write the vocabulary in their notebook.

Introduce the following question:

Question: What is it?

Answer: It is a _____ (dog /cat, etc.)

Go around the room asking students the question while pointing to a different pet.

If time allows, ask the students, “What sound does it make?” Elicit different animal sounds. Say a pet and have the class respond with the correct sound.

Practice: *15 minutes*

Play flyswatter. Tape the pet flashcards on the board. Divide the class into two teams and have them form two lines facing the board. Hand a flyswatter to the first student in each line. Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their flyswatter. The first one to hit the correct word wins a point for their team.

Make sure to model the activity before beginning.

Materials:

Pet flashcards

Tape

2 Flyswatters

Application: *10 minutes*

Have students draw their favorite pet and color it.

Students present their work stating, “It is a _____ (pet name).”

Suggested Homework:

Have students draw each of the pets they learned in class.

Lesson 1.4.3

Hobbies

Objectives:

Students will be able to share different hobbies that they like.
Students will be able to answer questions in complete sentences.

Motivation: *10 minutes*

Draw or have a large poster prepared that contains animals. Tell the students a short story involving the picture. Make sure to point to different characters and use mimics as well to convey meaning.

After the story, ask the students questions about the story and the picture.

For example:

“What animal is this?”

“What is the (*animal*) doing?

“What sound does the (*animal*) make?

Materials:

Poster or white board drawing

Information: *10 minutes*

Write on the board, “What do you like to do?”

Next, present vocabulary by showing action flashcards of the following vocabulary:

Vocabulary: play, dance, sing, read, watch TV, listen to music

Materials:

Flashcards of action verbs

Tape

Tape the flashcards to the board.

Practice pronunciation.

Ask the question:

“What do you like to do?”

Write possible answers on the board by modeling the way to form the correct answer:
“I like to + (verb from vocabulary list).”

Go around the room asking each student what they like to do and elicit the response in complete sentences.

Practice: *15 minutes*

Play charades.

Model how to play charades. Act out one of the verbs as the class guesses what you are doing.

For example: Dance in place and the students call out “Dance!” Make sure the flashcards are still taped to the board for reference.

Next, have a student come to the front of the room and the teacher whispers a verb in the student’s ear. Have the student act out the verb.

The rest of the class guesses what the student is doing.

Play continues until each student acts out a verb.

Application: *5 minutes*

Students draw the activity they like to do.

Next, the students present their drawing stating what they like to do by saying, “I like to _____ (play/sing/dance, etc.)

Materials:

Colored Pencils

Suggested Homework:

Have students ask a family member, “What do you like to do?” They should then draw the family member doing that action.

For example: If a student asks their mother, “What do you like to do?” and the mother responds, “I like to watch TV.” then the student should draw their mother watching TV.

Lesson 1.4.4

Different Articles of Clothing

Objectives:

Students will be able to identify different articles of clothing.

Motivation: *5 minutes*

Review the topics of this unit by doing a ball toss with the students. Throw a student the ball and ask them a question.

Question examples:

What is your name?

Where do you live?

What food is this? (Have flashcards ready to show)

What do you like to do?

Materials:

Ball

Food flashcards

Information: *10 minutes*

Have a drawing of a person or a poster hung on the board with the question, “What are you wearing?”

Introduce the following vocabulary by pointing to the article of clothing on the poster and also if you are wearing the article of clothing. Practice pronunciation. Have the

Materials:

Drawing or poster of person wearing articles of clothing vocab

students also touch the article of clothing if they are wearing it.

Vocabulary: hat, dress, skirt, t-shirt, shirt, pants, shorts, shoes

Ask the students the question,

“What are you wearing?”

Model on the board the correct answer in the format:

“I am wearing a/an _____.”

Practice asking and answering the question.

Practice: *15 minutes*

Have students bring their chairs into a circle with one less chair than students. The student in the middle has to say one article of clothing they are wearing.

For example, “I am wearing a t-shirt.”

Then, every student who is also wearing a t-shirt must stand up and find a new seat. Play continues with the student who does not have a seat being in the middle and saying a new sentence.

Application: *10 minutes*

Students draw each of the articles of clothing they learned in their notebook and correctly label each.

Materials:

Colored pencils

Suggested Homework:

Students draw a self-portrait and include the clothing they like to wear. They should then label three of the articles of clothing.

1st Grade

Unit 5 – My Classroom

Lesson Plans

- 1.5.1 My Classroom
- 1.5.2 Shapes
- 1.5.3 Size
- 1.5.4 Colors
- 1.5.5 Numbers
- 1.5.6 Toys

Lesson 1.5.1

My Classroom

Objectives:

Students will be able to identify classroom objects.
Students will be able to recognize classroom objects and personal belongings orally.

Motivation: *10 minutes*

Play a YouTube video about classroom objects.

Have the students sing along. Pause the video as you go to practice pronunciation.

Materials:

Speakers

Classroom Objects video
youtube.com/watch?v=D1zf1mnFK_4

Information: *15 minutes*

Point to an item in the classroom and say the item's name in English. Have the students repeat to practice pronunciation. Tape a pre-made label onto the classroom object.

Vocabulary: book, desk, pen, pencil, notebook, board, eraser, marker, glue, paper, chair

Ask the question, "What is this?" while pointing to a classroom object. Prompt the students to answer by saying, "It is a _____. "

Materials:

Labels for the different items one can find in a classroom

Tape

Practice: *10 minutes*

After practicing the vocabulary, take the labels off the classroom objects. Hold up a label and have the class pronounce the word without the teacher saying it first. Then hand the label to a student and have them tape it back in the correct place around the room. Continue with each of the labels.

Materials:

Labels of classroom objects

Tape

Application: *5 minutes*

Hold two classroom objects in your hands or point to objects if they are too large. For example, hold a pencil and an eraser in your hand. Then turn to a student and say one of the words, for example, pencil. The student should point to the pencil in order to identify which of the two objects was said. Repeat with different students and different objects.

Suggested Homework:

Have the students draw their own classroom and label three of the classroom objects.

Lesson 1.5.2

Shapes

Objectives:

Students will be able to identify shapes presented orally.
Students will be able to recognize everyday objects according to their shape.

Motivation: *5 minutes*

Have a few classroom objects from the previous lesson laid out on a table.

Have one student come to the front of the room. Say the name of a classroom object. The student should pick up the correct object and then repeat the name.

Continue until each student has a turn.

Materials:

Classroom objects

Information: *10 minutes*

Draw the following shapes on the board. Introduce the vocabulary by writing the name of each shape next to its drawing. Practice pronunciation.

Vocabulary: Square, rectangle, triangle, oval, circle, star

Ask students, “What shape is this?”

Prompt the students to replay by saying, “It is a/an (*shape*).”

Practice: *15 minutes*

Students take out a blank sheet of paper from student's notebooks. Each student should divide his or her sheet into 6 parts by folding the paper. Have the students number the boxes 1-6. Tell the students to draw a square in box number one. Continue with different shapes in each of the boxes. When all six boxes have a shape in them, check that the students put the correct shape in each box.

Next, have the students cut out the shapes and paste them on popsicle sticks.

Materials:

Blank paper

Scissors

Glue

Popsicle sticks

Application: *10 minutes*

Tell the students to hold up their shape (square, oval, etc.) Each student holds up the popsicle stick that has the correct shape on it. Repeat with different shapes. Ask individual students to perform the task to check comprehension. For added difficulty, have a student call out the shape names.

Materials:

Popsicle sticks with shapes

*Have students save popsicle sticks for future lessons.

Suggested Homework:

Students should draw 3 everyday objects that represent 3 different shapes they learned.

For example, a student draws a soccer ball and writes, "circle."

Lesson 1.5.3

Size

Objectives:

Students will be able to identify different sizes and recognize an object by size.
Students will be able to match visual content to spoken language.

Motivation: *5 minutes*

Review shapes by asking students to identify different shapes around the room. Students look around the room and think for a moment. Then call on students who raise their hand to point out an object and say its shape. For example, a student can point at the board and say, “rectangle.” Make sure to model the activity to ensure comprehension.

Information: *10 minutes*

Draw different shapes of varying sizes on the board from the previous lesson. Point to each of the larger shapes and say, “Big.” Point to the smaller shapes and say, “Small.” Have the students repeat to practice pronunciation. Use the name of the shape as well by saying, “This is a BIG star.”

Draw two different people on the board, one tall and one short. Label each. Introduce the vocabulary by saying, “This person is TALL.” “This person is SHORT.” Have the students repeat to practice pronunciation.

Vocabulary: **big, small, tall, short**

Practice: *20 minutes*

Students open to a blank sheet of paper in their notebooks. Ask them to draw something that is big, something small, something tall, and something short.

Materials:

Colored pencils

For example, students could draw a tall tree and a big soccer stadium.

Students share their drawing with the class and say which picture is big, small, tall, and short.

Application: *5 minutes*

Bring four chairs outside and place them roughly two feet apart from one another. On each chair, hang a picture that represents one of the vocabulary words. For example, you could hang a picture of a big elephant on one chair and a short child on another.

Next, say one of the vocabulary words. The students as a group should try and figure out which picture describes the word and then they should hold hands and form a circle around the correct chair. The students then say the adjective out loud.

Materials:

Four pictures. One that represents big, small, tall, and short.

Tape

Chairs

For example, the teacher says, “tall,” and the students run to form a circle around the chair that has a picture of a skyscraper. Then the students say, “Tall!”

Suggested Homework:

Write the following on the board: Big star, Small circle, Tall desk, Short chair.

Students copy the words into their notebooks and then draw each of the shapes according to the adjective.

For example, students should draw a big star next to a small circle. Model the activity on the board with a different example to ensure comprehension.

Lesson 1.5.4

Colors

Objectives:

Students will be able to identify color names.

Student will be able to identify colors in their environment.

Motivation: *10 minutes*

Have students take out their popsicle sticks with shapes. Call out a shape and have students raise the correct shape. Repeat with different shapes. Have students begin to call out a shape name for added difficulty.

Materials:

Popsicle sticks with shapes

Information: *15 minutes*

Write, “What color is it?” on the board.

Point to a different object in the classroom and ask, “What color is it?” to the class. See if any students can identify the color. If not, say the color of the object by saying, “It is (color).” Have the class repeat to practice pronunciation. Repeat to introduce each of the colors listed below.

Vocabulary: red, orange, yellow, green, blue, purple, pink, black, white, gray, brown

Practice: *10 minutes*

Write each of the learned vocabulary words on the board and have students copy the vocabulary into their notebooks.

Have the students color in a box next to each word with the appropriate color.

For example, next to the word blue, students should draw a blue box.

Materials:

Colored pencils

Colored whiteboard markers or pieces of colored paper and tape

Try and have students work independently for 10 minutes. Then they should be allowed to work with a partner to check their answers for an additional 5 minutes. Go over the answers as a class when all students have finished by drawing the correct colored box on the board with whiteboard markers or pasting the correct color of paper

Application: *5 minutes*

Students identify a color by pointing to an object in the classroom and say, “It is (color).”

Suggested Homework:

Students draw and color three different shapes and label each. For example: “Red star.”

Lesson 1.5.5

Numbers

Objectives:

Student will be able to count from 0 – 20.
Students will be able to work cooperatively in teams.

Motivation: *5 minutes*

Students present their homework by identifying the shape and color aloud while showing the class their picture.

Materials:

Homework from last lesson with 3 shapes colored in

Information: *10 minutes*

Write the numbers 0-20 on the board in both numerals and words.

For example: 15 – fifteen

Go over pronunciation of each number. Count until twenty a few times to allow students the chance to practice.

Vocabulary: Numbers 0-20

Practice: *20 minutes*

Play a YouTube video about counting numbers from 0-20.

Have students sing along and practice counting from 0-20 while mimicking the video.

Materials:

Numbers video
youtube.com/watch?v=oVLxWIHRD4E

Application: *5 minutes*

Divide the class into four groups and have the students take out 20 colored pencils per group. Say a number out loud and each group needs to hold up the corresponding number of pencils. Each team that holds up the correct number of pencils receives a point for their team. Keep track of points on the board.

Materials:

Colored Pencils

Suggested Homework:

Students draw a certain number (10 – 20) of shapes and write the correct number. For example, a student could draw 13 circles and write, “thirteen.”

Lesson 1.5.6

Toys

Objectives:

Students will be able to identify toys that they have at home.
Students will be able to describe different toys orally.

Motivation: *5 minutes*

Students stand in a circle, possibly outside. Have the students count from 0-20 in order by throwing a ball. For example, the teacher starts by saying, “zero,” and then throws the ball to a student who then says, “one.” Play continues until each student has said a number.

Variations: Every time a student says the wrong number, start from zero again. Every time the ball drops, start from zero.

Materials:

Ball

Information: *10 minutes*

Introduce the following vocabulary by showing the class flashcards or bringing in the actual objects. Have students repeat the vocabulary.

Materials:

Toy flashcards or actual toys

Vocabulary: doll, ball, truck, video games, kite, marbles, car, balloon

Ask the students, “What is this?” while point to a toy. Prompt the students to respond using, “It is a/an (*toy*).”

Practice: *20 minutes*

Bring the class outside. Create a large circle with either the actual toys or with chairs that have different toys taped to the backs. The students should stand in a group inside of the circle. Call out a toy and the first student to run to the right toy wins the round. The student should then correctly repeat the toy name as well. Continue play. Students can also call out a toy name for their classmates.

Materials:

Toys or toy flashcards
with chairs and tape

Application: *5 minutes*

Ask students to draw their favorite toy on a piece of paper and color it in. They should then present their drawings to the class by saying, “It is a (*toy name*).” “It is (*color*).”

Materials:

Colored Pencils

Suggested Homework:

Students draw 2 toys and write their description of size, color, and shape. For example, a student draws a soccer ball and writes, “Big. Black and white. Circle.”

1st Grade

Unit 6 – My Community

Lesson Plans

- 1.6.1 My Community
- 1.6.2 Occupations
- 1.6.3 Means of Transportation

Lesson 1.6.1

My Community

Objectives:

Students will be able to identify locations in their community.
Students will be able to ask simple questions and answer them in context.
Students will be able to produce short conversations in the target language.

Motivation: *5 minutes*

Lay out images of locations in the community and labels that go with them. Have students work together to try to match the labels to the correct image.

Materials:

Labels and images of community locations

Vocabulary: school, bank, church, hospital, supermarket, restaurant, soccer field

Information: *10 minutes*

Once the students have matched the correct label with the correct image, tape the images up all around the room.

Materials:

Images of community locations

Practice the pronunciation several times with students as you are taping up each location.

Teach students how to ask and answer the following question by modeling with puppets or with a student.

Practice asking and answering the following question several times as a whole group:

“Where are you?”
“I am at the (school).”

Practice: *15 minutes*

Activity #1 Listening:

Play music and allow students to move around the room. When you stop the music call out a location, such as “school!” All students should move to stand under the image of the school.

Ask the group, “Where are you?”

Students respond as a whole group, “I am at the school.”

Activity #2

Play music and allow students to move around the room. When you stop the music now the students choose a location and move to stand underneath the image. Teacher pretends to call a student and has a short conversation:

T: “Good morning Melannie!”

S: “Hello Teacher!”

T: “Where are you?”

S: “I am at the bank.”

Application: *10 minutes*

Inside/Outside Circle: Have half of the students stand in a circle with their backs facing inwards. The other half of the students form a second circle around the first circle.

Students should be facing each other.

Students have a short conversation with the student in front of them.

Materials:

Smaller versions of the location images

A: Good afternoon!

B: Hey!

A: Where are you?

B: I am at the (*bank*.)

A: Ok, bye!

B: See you later!

Suggested Homework:

Students draw three places around their communities and label the drawings.

Then, have the outside circle rotate one student to their left and repeat the conversation with the new partner. Continue this several times to practice asking and answering the question.

*Students can choose where they are, or you can have smaller versions of the location images printed out and give one to each student to hold in the circle to guide their answer. The students can switch images before they rotate in the circle so they always have a different image. This is a good way to make sure the students are not using the same vocabulary word each time they answer.

Lesson 1.6.2

Occupations

Objectives:

Students can identify different occupations from visual aids.
Students can respond to questions about occupations.

Motivation: *5 minutes*

Lay out (or hide images around the room for students to find) images of different occupations and allow students to choose an image and then get into groups with the other people who have chosen the same image.

Materials:

Several sets of occupation images.

Information: *15 minutes*

Vocabulary: teacher, doctor, nurse, firefighter, police officer, dentist, chef

After students are in groups based on the occupation image they chose, teach the name of each occupation and practice the pronunciation several times with students.

Materials:

Occupation images

Students repeat the names of each occupation. Then students stand in a circle. Practice the names by calling out an occupation (ex. Police officer) and students who are holding a police officer have to do a funny action.

For example: Jump in place, turn in a circle, sit down quickly, etc.

Collect the images and have students sit in a circle. Hold up an image and ask the class,

“What does she/he do?”

Teach the class how to respond:
“She/He is a (doctor.)”

Practice asking and answering this question as a whole group with the remaining images. Remember to review she and he.

Practice: *15 minutes*

Activity #1 Everyone Who

Sitting in a circle, give each student an occupation image. Stand in the middle of the circle and call out the name of an occupation. For example, “Dentist!” All the students holding the image of a dentist must stand up and quickly find a new empty spot in the circle.

The last student left standing must then call out a different occupation. For example, “Police Officer!” All students holding a police officer must stand up and move to a new spot.

After a few rounds, have students pass their image to the right so they can practice with a different occupation.

*To increase the difficulty, call out several occupations at the same time. For example, “nurses and chefs.”

Application: *5 minutes*

Play music and students move around the room holding an occupation image. When the music stops, students find a partner and have a short conversation:

For example:

A: Hi

B: Good morning

A: What does she/he do? (asking about the image)

B: She/He is a (*firefighter*.) What does she/he do?

A: She/He is a (*teacher*.)

Materials:

Paper and materials for drawing

When the music starts again, students switch images, say goodbye, and move around the room. When the music stops, students find a new partner and repeat the conversation, this time with a new image.

Lesson 1.6.3

Means of Transportation

Objectives:

Students will be able to identify different means of transportation from visual aids.

Students will be able to respond to simple questions in the target language.

Motivation: *5 minutes*

Draw an image of each transportation vocabulary word on the board or use flashcards. Ask students if they know what any of these are called in English and help them try to guess.

Materials:

Transportation
flashcards

Information: *15 minutes*

Vocabulary list: car, taxi, airplane, boat, bike, bus, motorcycle, truck

After students have named all the modes of transportation they know in English, teach the phrase: “What is that?”

Have students ask altogether as a group, “What is that?” and provide them with the answer as you write it on the board next to the image: “It is a (taxi.)”

Practice the pronunciation of each by asking students, “What is that?” and students answer as a whole group: “It is a (truck.)”

Practice: *15 minutes*

Materials:

Ball

Activity #1

Students stand in a circle with the teacher in the middle. Call out a vocabulary word. For example, “Motorcycle.” Students repeat the word and then act out riding a motorcycle.

Activity #2

Stand in a circle and have a ball. Toss the ball to a student and that student acts out one of the vocabulary words. For example, “Airplane.” The other students in the circle must guess which vocabulary word it is by saying, “It is an airplane!”

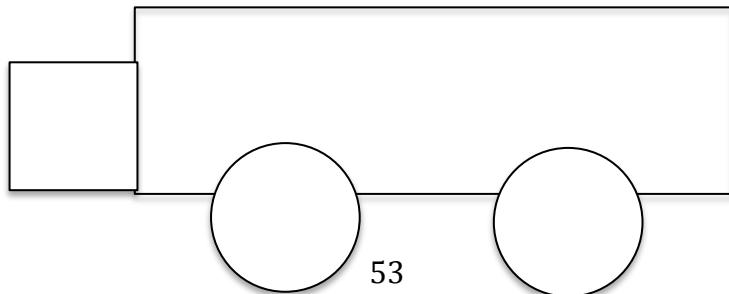
Application: *5 minutes*

Students draw a picture of three modes of transportation. As they are drawing, teacher walks around asking each student, “What is that?” and waiting for the students to respond, “It is a (*motorcycle*).”

Suggested Homework:

Students draw a mode of transportation using shapes learned from previous lessons and label the shapes.

For example: A student draws a truck with a square, rectangle, and two circles.



1st Grade

Unit 7 – My Environmental Education

Lesson Plans

- 1.7.1 What Animal is this?
- 1.7.2 My Surroundings
- 1.7.3 Describing my Surroundings
- 1.7.4 Let's Plant a Tree!
- 1.7.5 Keep the Environment Clean
- 1.7.6 Use the Trashcan!

Lesson 1.7.1

What Animal is this?

Objectives:

Students will be able to identify different Costa Rican animals.
Students will be able to match spoken language to visual aids.

Motivation: *10 minutes*

Play some animal noises and have the students guess which animal is making them.

Materials:

Audio of animal sounds

Information: *15 minutes*

Write the sentence, “What animal is this?” on one side of the board.

On the other side of the board write, “This is a (*animal*).”

One by one hold up pictures of different animals and ask,
“What animal is this?”

Have the students respond with,
“This is a (*animal*).”

As you go through each animal, tape the picture on the board.

Materials:

Pictures of animals

Vocabulary: Bird, pig, cow, horse, sloth, monkey

Practice: *10 minutes*

Play flyswatter. Tape the animals on the board. Divide the class into two teams and have them form two lines facing the board. Hand a flyswatter to the first student in each line. Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their flyswatter. The first one to hit the correct word wins a point for their team.

Make sure to model the activity before beginning.

Materials:

Pictures of animals
Tape
Two flyswatters

Application: *5 minutes*

Have the students draw a picture of one of the animals they just learned. Under the picture they should write, “This is a bird/pig/ etc.”

When they are finished, they should turn to a partner and show them their picture. They should tell their partner what animal they drew.

Materials:

Colored pencils

Suggested Homework:

Students must point out an animal to someone in their family and tell them what it is in English.

Lesson 1.7.2

My Surroundings

Objectives:

Students will be able to describe their natural surroundings.
Students will practice memorization.

Motivation: *5 minutes*

Have students draw a picture of a natural place close by their house or school. For example: their parent's farm, their favorite park, their favorite beach.

Materials:

Colored pencils

Information: *10 minutes*

Tape pictures of the vocabulary words on the board. Point to each picture and go over pronunciation. Have the class repeat.

Then write the sentence, “This is a (*lake*.)” on the board and point to the words again using the complete sentence. Have students repeat.

Materials:

Pictures of the vocabulary

Vocabulary: river, lake, beach, volcano, rock, tree, plants, water

Practice: *15 minutes*

Play memory!

Tape the pictures and matching words on the wall facing down so that the students can't see them.

Divide the class into two groups. Each group gets to choose two cards. As they choose, flip over the card on the board. Let the students look at the cards and then flip them back over. Every time a team matches a picture with a word they say the word and get a point.

Materials:

Cards with pictures of vocabulary words and cards with names (make sure the cards are the same size and on the same kind of paper)

Application: *10 minutes*

Students use their picture from the beginning of class. They should label everything they can in their drawing.

*Make sure they keep this drawing for the next class

Suggested Homework:

Students write two sentences about things they see around their house.

For example “There is a (river.)”

Lesson 1.7.3

Describing my Surroundings

Objectives:

Students will be able to identify different sizes and recognize an object by size.
Students will be able to match visual content to spoken language.

Motivation: *5 minutes*

Play flyswatter. Tape the nature pictures on the board. Divide the class into two teams and have them form two lines facing the board. Hand a flyswatter to the first student in each line. Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their flyswatter. The first one to hit the correct word wins a point for their team.
Make sure to model the activity before beginning.

Materials:

Pictures of nature vocabulary
Tape
Two flyswatters

Information: *10 minutes*

Tape pictures that compare the adjectives using the vocabulary from last class.

For example: A **dirty** beach. A **clean** beach. A **big** lake. A **small** lake.

Materials:

Pictures
Tape

Write the adjectives next to the pictures. Use hand motions and facial expressions to express the adjectives.

Once students know the adjectives. Write the sentence, “The beach is dirty” on the board. Show how the adjective is the last word in the sentence.

Vocabulary: Dirty, clean, big, small.

Practice: *20 minutes*

Split students into small groups or pairs. Give each group/pair a picture of nature and ask them to describe using an adjective they just learned. Groups work together and then come to the front of the class and present their picture to the rest of the students.

For example: Give a pair a big volcano.
The students say “The volcano is big”

Application: *5 minutes*

Have students take out their drawing from the previous class. Tell them to use adjectives to describe their drawings. For example, if they had a field in their drawing, they will now write, “The field is small” or “The field is big”

Materials:

Nature pictures

Materials:

Drawing from previous class

Suggested Homework:

Students draw their own nature scene and describe it in one sentence.

Lesson 1.7.4

Let's Plant a Tree!

Objectives:

Students will be able to describe the steps of planting a tree.
Students will be able to chronologically order written text.

Motivation: *10 minutes*

Ask the students to draw a picture of what they imagine the life cycle of a tree to be.

Materials:

Colored pencils

Information: *15 minutes*

Write the steps to planting a tree on the board.

1. Dig a hole.
2. Plant the seed.
3. Cover the seed.
4. Water the seed.
5. Wait.

Materials:

Small pot, small shovel,
seed, water
or
pictures of steps

Bring in all the materials or flashcards to demonstrate to the class how to plant a seed.
As you demonstrate, say the steps out loud and have the students repeat.
Make sure you emphasize the verbs and mime the action.

Practice: *10 minutes*

Erase the steps from the board and tape up large slips of paper with the steps written on them. Tape them up out of order.

Work together as a class to put the steps in the right order. As each step is put into place, mime the action and have the students repeat.

Materials:

Large slips of paper with the steps of planting a tree written on them.

Application: *5 minutes*

Have students plant their own tree! As they plant, make sure they say the steps in English!

This could be done with small rocks as “seeds” and spoons to mimic the act of planting a tree.

Materials:

Seeds for every student, small shovels if possible, or spoons, water.

Suggested Homework:

Students illustrate the steps of planting a tree.

Lesson 1.7.5

**Keep the
Environment Clean!**

Objectives:

Students will be able to use short phrases about keeping the environment clean.

Motivation: *5 minutes*

Take the students outside to where they planted their trees. Have them check to see if they have grown.

Information: *10 minutes*

Ask students what words they remember from the past classes. Write their answers on the board. Answers should include animals and natural resources.

If they don't remember some, write additional words on the board at the end.

Explain that today you will be talking about the environment, and that all the things on the board are a part of the environment.

Write the sentence, "Protect the environment" on the board. Explain that people need to help take care of the environment.

Vocabulary: Use the trash can. Protect the animals, plants, and rivers.
Save energy. Don't pollute the rivers.

Practice: *20 minutes*

Students draw a picture of the part of the environment they think needs the most protection.

Students label the part of the environment.

Materials:

Colored pencils

Application: *5 minutes*

Students create posters about protecting the environment to hang around the school.

For example: Students draw a picture of someone throwing trash in a river and draw an X through it.
Write “Don’t pollute the rivers!”

Materials:

Poster paper

Markers

Lesson 1.7.6

Use the Trashcan

Objectives:

Students will be able to follow and give instructions on disposing of trash.

Students will work together to perform a skit in the target language.

Motivation: *5 minutes*

Before class, write the word “TRASH” on pieces of paper. Crumple up the papers and throw them around the room. When the students come in have them look around and pick up all the pieces of “trash”. Have students hold on to the papers. Walk around the room collecting the papers. Straighten out the papers and show the class that they have “trash” written on them.

Materials:

Paper

Information: *10 minutes*

Write the phrases, “Don’t litter” and “Use the trashcan” on the board.

Say the sentences and have the students repeat.

Do a small skit.

Have a student come up to the front of the class and throw a paper on the board. The teacher then says, “Don’t litter!” OR “Use a trashcan!” The students should then pick up their trash and put it in the trashcan.

Repeat several times with different students

Practice: *20 minutes*

Put the students in pairs.

Each pair should practice the skit.

Make sure the students take turns throwing the paper AND saying, “Don’t litter!” or “Use a trashcan!”

Walk around the room to ensure participation.

Materials:

Small pieces of paper

Application: *5 minutes*

Students perform their skits in front of the class

Suggested Homework:

Pick up one piece of trash on your way home. If you see someone polluting tell them, “Don’t litter. Use a trash can!”

2nd Grade

TEFL for MEP
1st Edition

2nd Grade

Unit 1 – Socializing

Lesson Plans

- 2.1.1 Formal and Informal Greetings
- 2.1.2 Classroom Language
- 2.1.3 Days of the Week
- 2.1.4 Months of the Year
- 2.1.5 The Weather
- 2.1.6 Must Know Phrases in English

Lesson 2.1.1

Greetings

Objectives:

Students will be able to have a basic introductory conversation.
Students will be able to follow directions given by models

Motivation: *5 minutes*

On the board, write in two alternating colors:

What is your name?

My name is _____.

It's nice to meet you, _____.

It's nice to meet you, too.

Practice saying these phrases with the group.

Get all of the students in a circle and toss the ball around, having each person answer and ask the question “What is your name?” and say, “It’s nice to meet you.”

Materials:

Ball

Information: *15 minutes*

On the board, hang 3 illustrations of morning, afternoon, and evening. Write the names of the times of day over each illustration. Hang greetings underneath the appropriate times of day they can be used. Hang emotion faces under each mood.

Vocabulary:

Greetings: Good morning, Good afternoon, Good evening, hello, hey, hi

Moods: Great, well, okay, fine

Leave Takings: Goodbye, bye, see you later, goodnight

Practice pronunciation.

Model a conversation on the board.

1: (Greeting)

2: (Greeting)

1: What is your name?

2: My name is _____?

1: It's nice to meet you.

2: It's nice to meet you, too.

1: How are you?

2: I'm _____, thanks. And you?

1: I'm _____, thanks.

2: (Leave taking)

1: (Leave taking)

Materials:

3 time of day
illustrations (Greetings)

Slips paper with
greetings: good morning,
good afternoon, good
evening, hello, hi, hey

4 emotion smiley faces:
great, well, okay, and
fine

Practice: *15 minutes*

Have students practice by putting them into pairs and asking “How are you?” and responding.

Materials:

All the items listed above

After this activity, take everything off of the board except for the time of day illustrations. Put the class into two single file lines. Place the slips of paper with the greetings and leave takings on a table between the two lines. Have a relay race where the first person of each line must put one greeting/leave taking under its appropriate time of day.

Application: *5 minutes*

Have students stand in two lines facing each other. Each student must ask the other “How are you” and then use a physical contact motion to end the conversation such as a handshake, fist bump or high five. After each conversation, rotate the lines so they may have practice with different partners.

Suggested Homework:

Students prepare a basic conversation to be presented in front of the class with a partner.

Lesson 2.1.2

Classroom Language

Objectives:

Students will be able make requests.

Student will be able to ask questions related to the classroom environment.

Motivation: *5 minutes*

Stand at the door as students come in and have them give you one greeting and have them answer the question, "How are you?"

Information: *20 minutes*

Place illustrations on the board that represent a student asking to do different activities related to the classroom. Each picture can represent the following:

Vocabulary:

- May I go outside, please?**
- May I go drink water, please?**
- May I stand up / sit down, please?**
- May I go out, please?**
- May I go to the bathroom, please?**

Materials:

Illustrations that represent classroom activities

May I speak, please?

As you review each illustration, practice pronunciation of each question with the students. Also, ask the students to act out each question.

Show students that it is appropriate to raise their hand when they ask these questions.

Make sure to review the two possible answers to these questions:

“Yes, you may.” / “No, you may not.”

Practice: *10 minutes*

Have students copy each question into their notebook and draw their own illustration to represent each question.

Materials:

Colored pencils
(optional)

Application: *5 minutes*

Put students into pairs and have them practice asking and answering the questions with each other.

If time allows, have pairs present their brief dialogue in front of the class.

Suggested Homework:

Have students draw a picture of one of the questions they learned and write the question and answer as well.

Lesson 2.1.3

Days of the Week

Objectives:

Students will be able to name the days of the week in order.
Students will be able to respond to oral questions.

Motivation: *5 minutes*

Before class starts, write the following question on the board:

“What day is today?”

Have students guess what day it is in English and then fill in the question with the correct answer by writing, “Today is _____.”

Information: *15 minutes*

Write each day of the week in alternating colors on the board and have students listen to pronunciation and repeat.

Vocabulary: yesterday, today, tomorrow

Write the vocabulary on the board.

Write the correct day of the week under “Today” and then write the complete sentence underneath. “Today is Monday.”

Write the correct days under “Yesterday” and “Tomorrow.”

For example, “Yesterday was Sunday.” “Tomorrow is Tuesday.”

Practice with different days of the week as “Today.” Elicit complete sentence answers from students about what day is tomorrow and what day was yesterday.

Practice: *10 minutes*

Teach the students the, “Days of the Week” song (to the tune of twinkle twinkle Little Star)

Sunday, Monday, Tuesday too,
Wednesday, Thursday just for you.
Friday, Saturday that’s the end.
Now let’s sing those days again!

Materials:

YouTube video of “Days of the Week” song (optional)

Have the students write the days of the week in their notebook.

Application: *10 minutes*

Have students tell you what day yesterday was, or tomorrow will be, as they exit the classroom.

For example: “What day was yesterday?”
Answer: “Yesterday was Monday.”

Suggested Homework:

Students memorize the Days of the Week song to present to the class.

Lesson 2.1.4

Months of the Year

Objectives:

Students will be able to name the months of the year.
Students will be able to identify written text from oral cues.

Motivation: *5 minutes*

Do a ball toss with the students to review days of the week.
Throw the ball to each of the students and ask one of the three questions:

- “What day is today?”
- “What day was yesterday?”
- “What day is tomorrow?”

Materials:

Ball

Information: *10 minutes*

Give each student in the classroom a cut out of each month of the year. As you go through each month have the student with that month come up to the front of the classroom and have the class all repeat aloud the pronunciation of each month.

Materials:

Cut outs of the months of the year

Vocabulary: January, February, March, April, May, June, July, August, September, October, November, December

Write each month on the board as you go for reference.

Practice: *20 minutes*

Play flyswatter. Tape the months on the board. Divide the class into two teams and have them form two lines facing the board. Hand a flyswatter to the first student in each line. Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their flyswatter. The first one to hit the correct word wins a point for their team.

Make sure to model the activity before beginning.

Materials:

Fly swatters

Cut outs of different months of the year

Application: *5 minutes*

Ask each student, “What month is it?” as they exit the classroom. The students should reply, “It is (*month*).”

Suggested Homework:

Students pick three months of the year and draw an illustration for each.

Play and Learn Level 2, page 17

Lesson 2.1.5

The Weather

Objectives:

Students will be able to identify different weather conditions.
Students will practice the target language through songs.

Motivation: *5 minutes*

As the students enter the classroom ask them the question:
“What’s the weather like today?”

Have the students try to recall some of the vocabulary that they have learned from the previous year. Write brainstorm vocabulary on the board.

Information: *10 minutes*

Write the remaining weather conditions on the board:

Vocabulary: sunny, rainy, snowy, windy, cloudy

Materials:

Cut outs of different weather conditions

Under each condition place a picture or illustration that represents that specific weather condition.

Have each student copy the conditions and illustrations into their notebooks.

Practice: *20 minutes*

Teach the students the weather song.

What's the weather?
What's the weather?
What's the weather like today?
Is it sunny?
Is it rainy?
What's the weather like today?

What's the weather?
What's the weather?
What's the weather like today?
Is it cloudy?
Is it windy?
What's the weather like today?

Have the students make flashcards with illustrations on the back to use as study guides.

Application: *5 minutes*

Ask each student “What was the weather like yesterday?” as they exit the classroom.
Student’s reply, “It was (*weather.*)”

Suggested Homework:

Students draw two types of weather conditions and write
“It is (*weather.*)”

Play and Learn Level 2, page 18

Materials:

Index cards to make
flashcards

Lesson 2.1.6

Important Phrases in English

Objectives:

Students will be able to pronounce important phrases and questions.
Students will be able to ask and answer questions on different topics.

Motivation: *5 minutes*

Ask the students “What is the weather like today?” / “What was the weather like yesterday?”

Prompt students to respond in complete sentences.

For example, “It is sunny today.” / “It was cloudy yesterday.”

Information: *15 minutes*

Write the following questions and phrases on the board and have the students repeat:

Vocabulary: I speak a little English.

Can you slow down please?

I don't understand.

Can you help me?

Can you repeat that?

How do you say _____?

Mimic each question to ensure comprehension.

Write possible answers to the questions underneath each.

Practice: *15 minutes*

Students write each phrase on a flashcard. On the back of each flashcard students draw an illustration of each phrase.

Materials:

Index cards to make flashcards

Application: *5 minutes*

Write possible answers to each question on the board.

Ask each student a question and they must race up to the board and tap a possible answer to the question.

Suggested Homework:

Students study their flashcards.

Have students study page 6 in the Play and Learn workbook, Level 2

Additional Activities

1. Have students invent characters to a story and present the story to the class. The name of the person, how they feel, what their favorite day and month is.
2. Students make up their own song for the days of the week.
3. Students bring items from home to represent each different weather condition.

2nd Grade

Unit 2 – My Body

Lesson Plans

- 2.2.1 Parts of the Body
- 2.2.2 Physical Characteristics
- 2.2.3 Us as Unique People
- 2.2.4 Shapes
- 2.2.5 Senses
- 2.2.6 Numbers

Lesson 2.2.1

Parts of the Body

Objectives:

Students will be able to identify parts of the body.
Students will be able to respond to verbal commands.

Motivation: *5 minutes*

Split the class into groups of 4 people and give each group a picture of one body part.

The teacher draws a face and body on the board.

One by one each group comes to the board and tapes their body part in the correct spot on the board.

After each group places their body part on the board, the teacher labels the body parts.

Example: The student puts the mouth on the face and beside the mouth the teacher writes, “mouth.”

Information: *10 minutes*

The class writes down the vocabulary from the drawing on the board and practices pronunciation.

Vocabulary: head, face, mouth, nose, eyes, ears, hair, arm, leg, chest, elbow, knee, shoulder, foot, toes, hand, fingers

Materials:

Cut outs/flashcards of body parts

Tape

Materials:

Notebooks

Pencils

Practice: *20 minutes*

Students split into two teams and each team picks one student to be the "model" for their team.

Materials:

Pictures/Labels for each team

The teacher gives cut out pictures (or labels) of body parts for each team and one by one each teammate comes up to tape a body part on the model.

Then, that student tags the next person in their team to put the next body part on.

The team who finishes first with the labels in the correct spots win.

Application: *5 minutes*

Play Simon Says to review parts of the body.

Suggested Homework:

Students draw themselves and label their body parts

Lesson 2.2.2

Physical Characteristics

Objectives:

Students will be able to identify physical characteristics.
Students will be able to describe themselves using adjectives and the verbs
to be and *to have*.

Motivation: *5 minutes*

Ask the students to color their drawing from the previous homework with their own hair color, eye color etc.

Materials:

Colored pencils

Information: *15 minutes*

Bring in pictures of people who have different hair color, eyes, and height.

Materials:

Pictures of people with different physical characteristics

Write the verb “To be” on one side of the board and the verb “To have” on the other side. As you go through each picture, place it on the appropriate side.

For example, “red hair” would be placed under the verb “to have.” Then write “red hair” beside the picture.

After all of the pictures are labeled, add the rest of the following vocabulary under the correct “To be” or “To have” verb.

Vocabulary:

red hair	blue eyes	tall
black hair	brown eyes	short
blonde hair	green eyes	
brown hair		

Practice putting these characteristics into sentences.

For example: "I have black hair." "I am tall."

Practice: *15 minutes*

Have students write three sentences describing themselves. You can then invite students to read their sentences aloud for the class.

Make sure to model this on the board before starting.

For example, describe yourself by writing, "I have short hair. I am tall. I have brown eyes. I have brown hair."

Application: *5 minutes*

As the students exit the room, each student must answer a question.

For example:

What color is your hair?

I have black hair.

What color are your eyes?

I have brown eyes.

Are you tall?

I am tall.

Are you short?

I am short.

Suggested Homework:

Play & Learn, Level 2, Page 23

Students draw a picture of themselves and label the characteristics.

Lesson 2.2.3

Us as Unique People

Objectives:

Students will be able to describe the physical characteristics of another person using third person.

Students will be able to form short sentences in context.

Motivation: *5 minutes*

Before class starts, hang up images around the room that show different physical characteristics.

When the students come into class, they must stand under the sign that most accurately describes them.

Have the groups of students use their characteristic in a sentence by saying, “We have (*black hair, brown eyes, etc.*)!”

Information: *15 minutes*

Call one student up to the board to ask them questions about their physical characteristics.

Ask him/her:

- “What color is your hair?”
- “What color are your eyes?”
- “Are you tall?”

Write all of the answers on the board illustrating so that the entire class can view them.

For example:

Teacher: "What color is your hair?"

Student: "I have black hair."

(Teacher writes both question and answer on the board)

The teacher should then use third person to describe the student.

For example:

Teacher: "Juan HAS black hair."

Repeat with a variety of students.

Practice: *15 minutes*

Put students in pairs and ask them to draw a person, color their drawing, and label it with physical characteristics and body parts.

Put both basic vocabularies for body parts on the board, along with their new physical characteristics vocabulary, so that the students may see the vocabulary lists as they label their drawing.

For added difficulty, have the students write 3 sentences about their drawing in third person.

For example:

"Michelle is tall."

"Michelle has blonde hair."

"Michelle has green eyes."

Application: *5 minutes*

Have the entire class stand in a circle and do a ball toss.

Materials:

Ball/balloon

When they get the ball they must say one thing about the student who threw them the ball.

Example:

Maria throws the ball to Juan and Juan says, "Maria has brown hair." Juan throws the ball to Sara and Sara says, "Juan is short."

Suggested Homework:

Play and Learn Level 2,
page 25

Students should draw
their best friend and label
their physical
characteristics.

Lesson 2.2.4

Shapes

Objectives:

Students will be able to identify shapes.
Students will be able to understand oral commands.

Motivation: *5 minutes*

When class starts give each student a cut out of a different shape.

When they have their shapes, they must organize themselves into groups with people who also have that same shape.

Materials:

Cut outs of different shapes
(oval, circle, rectangle, square, and triangle)

Information: *15 minutes*

Have the students with the same shapes sit together in groups.

The teacher will also have a cut out of all the shapes. There should be an **oval, circle, rectangle, square, and triangle**.

As you review the name of each shape have the class repeat to practice pronunciation. Then go around and ask each group. "What is your shape?" Each group shouts back the name of their shape.

Materials:

Cut outs of different shapes

Practice: *15 minutes*

Play flyswatter. Tape the shapes on the board. Divide the class into two teams and have them form two lines facing the board. Hand a flyswatter to the first student in each line. Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their flyswatter. The first one to hit the correct word wins a point for their team. Make sure to model the activity before beginning.

Materials:

Fly swatters

Tape

Application: *5 minutes*

Bring the students outside if possible or move the desks to the walls to make a large space.

Break the class into groups of four or five.

Call out a shape and have students form the shape by standing in the correct shape said by the teacher.

For example, call out “Circle!” and the students stand in a circle.

Suggested Homework:

Have students draw three shapes and present them in the next class by saying “This is a (*shape.*)”

Play and Learn Level 2, page 27 & 28

Lesson 2.2.5

The 5 Senses

Objectives:

Students will be able to identify the five senses.
Students will be able to combine old and new vocabulary.

Motivation: *5 minutes*

At the beginning of class, have an object such as food, a soft blanket, or perfume.

Materials:

Objects (food, soft blanket, perfume)

Have each student come up and touch or taste or smell the objects.

Information: *15 minutes*

As you go through each object, write on the board the verb that you use to describe the sense.

Example: “I smell the perfume with my nose.”
“I eat the food with my mouth.”

This will also help to review body parts with the students.

Teach the following phrases by pointing to the body part that each sense uses:

I see with my eyes.
I hear with my ears.
I speak with my mouth.
I smell with my nose.
I taste with my tongue.
I touch with my hands.

Practice: *15 minutes*

Have the students write three sentences about their senses using their imagination or objects from the classroom.

Demonstrate on the board how to form sentences about senses.

“I (*sense*) (*noun*) with my (*body part.*)”

For example:

“I smell the flowers with my nose.”

“I listen to my teacher with my ears.”

Application: *5 minutes*

Hold up a random object (they can be the objects from the beginning of the class)

Ask the students what senses they could use with the object.

For example: If the teacher holds up a flower, the students can say, “I smell the flower. I see the flower. I touch the flower.”

For added difficulty, also have the students use body parts. For example, “I smell the flower with my nose.”

Materials:

Random objects

Suggested Homework:

Play and Learn Level 2, page 29

Have the students draw two objects from their house. Start the next class by having the students present one of their pictures and describing it in a sentence with sense. For example: “I see the dog.” “I smell arroz con pollo.”

Lesson 2.2.6

Numbers

Objectives:

Students will be able to count from 0-25.

Students will be able to produce target language from written cues.

Students will be able to work cooperatively to respond to verbal commands.

Motivation: *5 minutes*

On the ground tape sheets of paper with a different number on them from 1-15 (or you can write the numbers with chalk) in a large circle. Students walk around the circle and count to fifteen aloud.

After counting, all students should stand on one of the numbered pieces of paper.

The teacher randomly calls a number 1-15 and the students who are standing on that number must come to the center of the circle.

Repeat with a different number. Each time a new number is called the students from the center can return to any of the numbered pieces of paper.

Materials:

Cut outs of different numbers or chalk

Information: *10 minutes*

Write the numbers 0-25 on the board with both numerals and words. Practice pronunciation.

Practice: *15 minutes*

Split the class into small groups of four or five students and give each group a small whiteboard or piece of paper.

Materials:

Small whiteboards or pieces of paper

When you say a number aloud, the group must write the number on their whiteboard or on their piece of paper. The group who finishes first with the correct answer wins a point for their team.

Make sure the students rotate who is writing the numbers.

Application: *10 minutes*

Write a number on the board.

Call on a student to have them pronounce the number.

For example:

The teacher writes “11” on the board. The teacher then calls on a student and the student responds, “eleven.”

Suggested Homework:

Have students draw five different shapes and label them with a number in the middle of each different shape. Review the shapes and numbers next class by saying, “Who has a circle and a 5?” Anyone who wrote 5 in their circle should raise their hand.

*Walk around while you speak to see what combinations students have.

Play and Learn Level 2, Pages 32 & 33

Additional Activities

1. Have students draw and color a monster to present to the class. Their monster can have many eyes, legs, arms etc. Encourage them to be creative! The students should describe their monster by saying, “The monster has 8 eyes. The monster has blonde hair. Etc.,” according to their drawing.
2. Give each student a few magazine cut outs of people. They must take the cut outs home and describe each person in a small paragraph.
3. Have students bring household items from home to present to class and explain the shape of each object.
4. Students can demonstrate 2 of the 5 senses by bringing something from home such as a cake, or a soft pillow.
5. Students can have a number count off at the end of the unit and the student that gets to the highest number gets a prize!
6. Students draw a body and describe the number of body parts. “I have two hands. I have one nose. I have ten fingers.”

2nd Grade

Unit 3 – My Family

Lesson Plans

- 2.3.1 Nuclear Family
- 2.3.2 Extended Family
- 2.3.3 Emotions
- 2.3.4 Family Activities
- 2.3.5 Family Duties

Lesson 2.3.1

Nuclear Family

Objectives:

Students will be able to describe their nuclear families.
Students will be able to respond to oral questions.

Motivation: *5 minutes*

Draw an example of a nuclear family on the whiteboard.
Ask each student to draw a picture in their notebook of their family.

Materials:

Colored pencils

Information: *15 minutes*

As a class, review your drawing from the whiteboard and label each family member.

Vocabulary: mother, father, brother, sister

Have the students repeat each word several times in order to practice pronunciation.

Materials:

Notebooks

Pencils

Flashcards (optional)

Teach students the following questions:

“How many people are in your family?”

“Do you have any sisters?”

“Do you have any brothers?”

Teach the following answers:

“There are 5 people in my family.”

“Yes, I have **2** sisters.”
“No, I do not have any brothers.”

Practice the questions and answers with different family members by writing them on the board.

Practice: *15 minutes*

Students should label the family members from their drawings.
Students write three sentences that describe their family.

For example: I have one mother. I have two sisters.

Application: *5 minutes*

As the students leave the room, ask each student “Do you have any (*family member*)?”

For example:

“Do you have any sisters?”
“Yes, I have **3** sisters.”

Suggested Homework:

Students should write three characteristics of a family member.
For example, “My father has brown hair”

Students complete page 36 in the Play and Learn Workbook
Level 2

Lesson 2.3.2

Extended Family

Objectives:

Students will be able to identify their extended family.
Students will be able to produce the target language to describe visuals.

Motivation: *5 minutes*

Have a drawing already on the board of a Nuclear Family. Review the vocabulary of the nuclear family by pointing to the family members and asking the students “Who is this?”

Materials:

Picture of a nuclear family

Information: *10 minutes*

Add to the drawing of the nuclear family, by including the following vocabulary words and pictures:

Materials:

Pictures of family members (optional)

Vocabulary: Grandmother, Grandfather, Granddaughter, Grandson, Uncle, Aunt, Cousins

Practice pronunciation.

Practice: *20 minutes*

Bring in images from magazines and newspapers.

Put the students into pairs of two and tell them to look through the newspapers to cutout and label one example of an extended family and another example of a nuclear family.

Have the students label them so that they may see the added vocabulary of the extended family.

Materials:

Magazine or newspaper clippings

Application: *5 minutes*

Have each student present their cutout from the magazine to the class.

The students should identify each of the family members from the learned vocabulary.

Suggested Homework:

Students draw and label a family tree to represent their entire extended family.

Lesson 2.3.3

Emotions

Objectives:

Students will be able to repeat a simple dialogue about emotions.
Students will be able to show comprehension of sentences and expressions

Motivation: *5 minutes*

Draw a family tree on the board.

Have students point to different family members and elicit their names.

For example, point to the drawing of the father and the students say “Father!”

Information: *15 minutes*

Hang each emotion face on the board.

Vocabulary: Sad, happy, bored, angry, confused, tired

Materials:

Emotion faces

Teach the students the question: “How do you feel today?”

Teach the answer: “I am (*feeling*).”

Go around the room and ask random students the question and elicit the answer prompting them to use different words.

Practice: *15 minutes*

Write a quick conversation on the board and have the students practice it in pairs.

Example conversation:

- 1: Hi, what is your name?
 - 2: My name is Abby. What is your name?
 - 1: My name is Max.
 - 2: How do you feel?
 - 1: I am happy.
 - 2: How do you feel?
 - 1: I am confused.
-

Application: *5 minutes*

Ask students “How do you feel?” as they exit the classroom.

Suggested Homework:

Have students ask two family members how they feel and draw the answers.

For example: A student asks their dad, “How do you feel?” and their dad answers “Feliz.” The student should draw their dad being happy in their notebook.

Play and Learn Level 2, page 42

Lesson 2.3.4

Family Activities

Objectives:

Students will be able to identify family activities.
Students will work cooperatively to express target content.

Motivation: *5 minutes*

Bring in a photo album from your own home with different activities that you and your family have done together. If you do not have any family albums, you can cut out photos from magazines or newspapers.

Present the images to the class.

Materials:

Cut outs of family pictures

Information: *15 minutes*

Once you present the different images to the class, tape them to the board and label the activity that is presented in each picture.

Have the students copy the information into their notebooks.

Materials:

Cut outs of different pictures with labels

Practice: *15 minutes*

Put the students into groups of 3 or 4.

Give each group a picture of an activity that they must act out in front of the class. Their vocabulary will be limited, but make sure they understand the activity that is happening in the picture.

Have each group present their activity while the other students try to guess what they are acting out.

Application: *5 minutes*

Ask the students their favorite family activity as they exit the classroom

For example:

Teacher: "What do you like to do with your family?"

Student: "I like to go to the beach."

Suggested Homework:

Students draw a picture of their extended family doing an activity. Have student label both the activity and the family members in their drawing.

Play and Learn Level 2, page 44

Lesson 2.3.5

Family Duties

Objectives:

Students will be able to identify different chores related to their family.
Students will be able to match vocabulary words to pictures.

Motivation: *5 minutes*

At the beginning of class, have each student say a family activity that they have done in the last week with their family in order to review the previous lesson.

For example, “My family and I went to the beach.”

*Help students with the sentence up until the family activity

Information: *15 minutes*

On one side of the board write all of the family members that the students have learned. On the other side of the board write all of the duties or chores related to the family or home.

Materials:

Flashcards of chores and family members

Vocabulary: Goes grocery shopping, cooks dinner, does the dishes, washes the car, goes to work, goes to school, takes out the trash

With the family members on one side of the board, and the chores listed on the other side of the board, go over each different chore and its meaning using flashcards.

Practice: *15 minutes*

Hand out flashcards to each student. Some will have a picture of a chore and others will have the word to represent the chore. Students must find the student that has the match to their card.

Materials:

Some flashcards of chores and others with the word to represent each chore.

Application: *5 minutes*

Have each student tell you their favorite chore to do at home.

For example:

Teacher: "What chore do you like to do?"

Student: "I like to wash the dishes."

Suggested Homework:

Have the students draw three pictures of their family members doing different chores. Have them label the name of the family member and chore.

Play and Learn Level 2, page 45 and 46

Additional Activities

1. Have students draw a more developed family tree to present to the class.
2. Students design a weekly calendar and display their own emotion for each day using the emotions vocabulary they learned in lesson 3.
3. Have students take pictures of themselves and their family during different family activities to present to the class.
4. Students take pictures of their family members and themselves to present to the class and describe each family member.
5. Students draw a person expressing each of the emotions they learned and label.

2nd Grade

Unit 4 – My Interests

Lesson Plans

- 2.4.1 Healthy Food vs. Junk Food
- 2.4.2 Using your Senses with Food
- 2.4.3 What do you eat for Breakfast, Lunch, Dinner?
- 2.4.4 Which domestic animal do you like?
- 2.4.5 Traditional Games
- 2.4.6 Things I like to do

Lesson 2.4.1

Healthy Food vs. Junk Food

Objectives:

Students will be able to differentiate between healthy foods and junk foods.

Motivation: *5 minutes*

Distribute pictures of healthy foods/junk foods. Draw two columns on the board labeled healthy food and junk food.

Then, students take turns placing their picture in one of the two columns. Ask questions like “Which foods are good for you?” “Which foods are bad for you?” The teacher should use the two lists to create a “food vocabulary” list for the class.

For example:

Vocabulary:

Junk Food: hamburger, pizza, soda, popcorn, hot dog, French fries, hot chocolate

Healthy Food: orange, carrot, fish, lettuce, eggs, chicken, cheese, juice, milk, rice, eggs, apple, tomato, watermelon

Information: *15 minutes*

Materials:

Notebooks
Pencils
Colored pencils

Go over pictures on the board one by one, eliciting the names of the foods and move incorrect placement.

Once every picture is in the correct column, review the names of the foods.

The class copies the pictures and new vocabulary in their notebook and then practice pronunciation.

Practice: *15 minutes*

Hand out small pieces of paper with different foods on them
For example: grapes, carrots, candy, chips).

Materials:

Small paper cut outs of
pictures of food

Students have to group themselves into the same category.
There should be one group of healthy foods and one group of junk food. Students have to say one by one the name of the food on their picture.

Application: *5 minutes*

As students exit the room they must say their favorite healthy food and their favorite junk food.

Lesson 2.4.2

Using your Senses with Food

Objectives:

Students will be able to identify the senses used with food.

Motivation: *5 minutes*

Put three foods on a table (example: lemon, banana, mango with salt on it) and ask for three volunteers.

Blindfold them and ask them to describe the food (if in Spanish it's ok for this part of the class)

Materials:

Foods

Blindfold

Information: *15 minutes*

Use flashcards with pictures of different foods to go over describing types of foods that are sweet, sour, salty and hard, soft and colors.

Teacher explains the senses (taste, touch, sight, listen) by pointing to the part of the body we use while going over the flashcards again.

For example: "The apple is red" and the teacher points to eyes)

Students copy the senses vocabulary into their notebooks.

Materials:

Flashcards

Vocabulary:

Taste: salty, sweet, sour
Touch: hard, soft, hot
Smell: bad, good

Practice: *15 minutes*

Split class into two teams and draw two bodies on the board.

Teams form two lines and teacher then says a sentence.

For example: “The lemon tastes sour!”

First student in each line from each team has to run up to the board and hit the part of body that uses this sense.

Application: *5 minutes*

Students do a ball toss and when they receive the ball, the teacher must give them an adjective such as: hot or hard

Materials:

Ball

The student must then say a food that is hot or an object that is hard.

Lesson 2.4.3

**What do you eat for
Breakfast, Lunch, Dinner?**

Objectives:

Students will be able to identify which foods are for which time of day.

Motivation: *5 minutes*

Hold up a picture of someone eating breakfast and elicit answers from students by asking questions like:
“What time of day is this?” or “What is he/she doing?”

Do the same with pictures for lunch and dinner.

Materials:

Pictures

Information: *15 minutes*

Draw three columns on the board (breakfast, lunch, dinner) and hold up flashcards of different foods.

Ask students which food goes in which column and stick the flashcard on the board.

Go over each food/pronunciation and students copy the columns and food lists into their notebook.

Materials:

Flashcards

Tape

Practice: *15 minutes*

Put students into groups and assigns each group a time of day.

Students have to work together to draw a complete meal of appropriate foods for that time of day.

For example: Breakfast= toast, fruit, and coffee

Materials:

Colored pencils

Paper

Application: *5 minutes*

Teacher asks students to draw their favorite meal of the day.

Lesson 2.4.4

Which domestic animal do you like?

Objectives:

Students will be able to describe which type of domestic animals they like and dislike.

Motivation: *5 minutes*

Hold up pictures of animals (dog, cat, bird, rabbit, turtle, fish) and asks, “What noise does a _____ make?” for each picture.

Materials:

Pictures of animals

Information: *15 minutes*

Go over all of the animals and pronunciation. Write on the board “I like” and “I don’t like” and explain the meaning.

Materials:

Pictures of animals

Write examples sentences such as:

“I like dogs.”

“I don’t like cats.”

Practice: *15 minutes*

Hand out different slips of paper with different pictures of animals. Teacher asks for a type of animal and whoever has that animal on their paper has to make the noise of that animal and get in a group with the other person who has that same animal.

Materials:

Pictures of animals

For example: “Who is a dog?” All students with a picture of a dog say “RUFF! RUFF!” and group together. Once they are all in groups each group has to make the noise again (one group at a time).

Then teacher asks students:

“Do you like (*animal*)?” and students have to respond
“Yes, I like _____. ” No, I don’t like _____.”

Application: *5 minutes*

Ask students to write two animals they like and one animal they don’t like.

Lesson 2.4.5

Traditional Games

Objectives:

Students will understand how to play traditional games.
Students will be able to balance physical activity with learning.

Motivation: *5 minutes*

Pull out a jump rope and asks, “What is this?” and then demonstrates. Repeat with yo-yo and/or other quick game options.

Materials:

Jump rope
Yo-yo

Information: *15 minutes*

Explain how to play three different traditional games (more or less depending on time). Write key vocabulary on the board.

Materials:

Traditional games

Vocabulary: sack race, marbles, yo-yo, jump rope, hide and go seek

Practice: *15 minutes*

Split class into groups and create stations for different traditional games.

Groups rotate and practice playing the games. Encourage students to use English.

Materials:

Traditional games

Application: *5 minutes*

Students have to write their favorite game and picture to go along with it.

Lesson 2.4.6

Things I Like to Do

Objectives:

Students will understand how to talk about things they like to do.
Students will be able to produce vocab from visual actions.

Motivation: *5 minutes*

Act out things to do and asks students “What am I doing?” Elicit answers (Spanish is ok for this part of class.)

Information: *15 minutes*

Ask students what they like to do and elicit answer in English. Write on the board “I like to...” and then list things students like to do.

Vocabulary: play my guitar, walk my dog, play jump rope, color, draw, ride my bike/horse/skateboard

Go over each activity again with “I like to...” and practice pronunciation.

Practice: *15 minutes*

Play Charades.

Model how to play charades. Act out one of the activities as the class guesses what they are doing.

For example: The teacher pretends to ride a horse and the students call out
“Ride a horse!”

Make sure the words are on the board for reference.

Next, have a student come to the front of the room and whisper a verb in their ear.
Have the student act out the verb.

The rest of the class should guess what the student is doing.

Play continues until each student acts out an activity.

Application: *5 minutes*

Students draw three things they like to do on a piece of paper.

Additional Activities

1. Have students draw foods on a piece of paper and then draw a ☺ next to the healthy foods and a ☹ next to junk foods.
2. Teacher puts pictures of foods on the wall all over the room. Teacher numbers off students to put them in groups and they have to go to one of the pictures. Students have to describe the food in with their group and present to the class.
3. Place 3 signs on 3 separate walls labeled breakfast, lunch and dinner. Have all students stand up and get ready to listen. Teacher yells out a type of food/drink and students have to move to the sign thinking about when they eat this food.
4. https://www.youtube.com/watch?v=rfmx_72Coc (play “Old MacDonald Had A Farm” and have students sing along)
5. Have students draw their favorite animals, share with a partner and then find people other classmates who also like that animal.
6. In pairs or in groups students have to explain how to play one of the traditional games and/or write simple instructions.
7. Teacher shows videos of traditional games.
<https://www.youtube.com/watch?v=7DiKpBmmbTo>
8. Students draw pictures of things they like to do and have to find other classmates that like the same things.

2nd Grade

Unit 5 – My School

Lesson Plans

- 2.5.1 Details about my School
- 2.5.2 School Items
- 2.5.3 Where are my school items?
- 2.5.4 School Activities and Duties
- 2.5.5 Shapes
- 2.5.6 Numbers and Telling Time

Lesson 2.5.1

Details about my School

Objectives:

Students will be able to explain things about the school (places and location).

Motivation: *5 minutes*

Show flashcards of different places in the school and elicit answers from students “What is this?”

Materials:

Flashcards

Information: *15 minutes*

Go over rooms of the school in detail, and write them on the board and practices pronunciation.

Review prepositions as you go through the description of each school room. Use the preposition song.

Materials:

Copies of the “Preposition Song” to give to students.

Preposition song:

“In, on, under,
In, on, under,
In front of, In front of,

Behind, beside,
Behind, beside,
In front of”

Teacher should have the students write the “School Items” vocabulary list, and the “Places in the school” vocabulary list in their notebooks.

Vocabulary:

School Items: desk, blackboard, eraser, trash can, chalk, ruler, pen, glue, scissors, pencil, clock, book, crayons, watercolor paint.

Places in the school: principal’s office, library, English classroom, cafeteria, bathroom, gym.

Practice: *15 minutes*

Students are broken into groups. They are given a flashcard of a room in the school.

Materials:

Flashcards

Then, they have to work with their group to explain where the room is

For example: This is the bathroom. The bathroom is beside the cafeteria.

Application: *5 minutes*

Students have to list or draw their favorite room in the school in their notebooks and then share with a partner.

Lesson 2.5.2

School Items

Objectives:

Students will be able to identify different classroom items.

Motivation: *5-10 minutes*

Point to different items in the classroom and elicit answers
“What is this?”
“This is a trash can.”

Materials:

Items in the classroom

Information: *10-20 minutes*

Draw items on the board and have students copy them in their notebooks with words.

Go over pronunciation of vocabulary for “school items”. Teacher may also use this time to review numbers.

For example, “I have one eraser.”

Vocabulary: trashcan, chalk, pencil, ruler, scissors, notebook, desk, chair, board

Practice: *15 minutes*

Draw certain items on the board.

For example: Draw six scissors, two pencils, and one notebook.

Call each student up to the board one by one and each student must label one item on the board and write how many there are.

Application: *5 minutes*

Students have to list three classroom items and where they are in the classroom to review prepositions.

For example, “This is a pencil. The pencil is on the desk.”

Lesson 2.5.3

Where are my school items?

Objectives:

Students will be able to explain where items are in the classroom.

Motivation: *5 minutes*

Review names of classroom items and elicit answer by asking:

“What is this?”
“Where is it?”

Place notebook on the desk and elicit responses.

Materials:

Items in the classroom

Information: *15 minutes*

Review the preposition song from Lesson 1.

Then, discuss where certain items are in the classroom. Draw items on the board (an eraser on a desk, a notebook in the trashcan) and have students copy them in their notebooks.

Practice: *15 minutes*

Scavenger hunt

Split the students into teams depending on class size and give each team a slip of paper with classroom items and their locations listed on them.

Materials:

Slips of paper

Classroom items

The students then have to find the items in the classroom. First team to find all of the items wins.

Application: *5 minutes*

Students have to list three classroom items that they found during the scavenger hunt in their notebooks.

Lesson 2.5.4

School Activities and Duties

Objectives:

Students will understand school activities and duties.

Motivation: *5 minutes*

Ask students what they do at school.

Information: *15 minutes*

Have flashcards of each duty or activity and show and explain their meaning.

Draw a symbol for each duty or activity with the words and have students copy the symbols or new vocabulary words into their notebooks.

Vocabulary:

I read my book.

I practice my soccer.

I draw in Art class.

I come to school at 7am.

I leave school at 2pm.

I pay attention to the teacher.

**I do my homework.
I raise my hand in class.
I keep the classroom clean.**

Practice: *15 minutes*

Play Charades.

Model how to play charades. Act out one of the activities as the class guesses what they are doing.

For example: The teacher reads a book and the students call out, “Read a book!” Next, have a student come to the front of the room and whisper a verb in their ear. Have the student act out the verb.

The rest of the class should guess what the student is doing.

Play continues until each student acts out a verb.

Application: *5 minutes*

Students have to say one classroom duty before they leave and make sure they understand the meaning

Lesson 2.5.5

Shapes

Objectives:

Students will be able to recognize different shapes.

Motivation: *5 minutes*

Draw a shape on the board and elicit answers asking, “What shape is this?”

Information: *15 minutes*

Once all the shapes are drawn on the board write the names of the shapes next to them and have students copy them in their notebooks.

Vocabulary: **Square, rectangle, circle, oval, triangle, star, heart**

Hold up classroom items and ask what shape each item is and practice pronunciation. Also, review colors.

For example: “I have a red rectangle notebook.”

Practice: *15 minutes*

Hand students little slips of paper with different shapes on them.

Materials:

Slips of paper with shapes

Then, students have to find other classmates with the same shape and get into groups. Finally, each group must say their shape and color.

Application: *5 minutes*

Students have to list three classroom items, their shapes, and their colors.

For example: “The eraser is pink and is a rectangle.”

Lesson 2.5.6

Important Phrases in English

Objectives:

Students will be more familiar with telling time.

Motivation: *5 minutes*

Draw pictures or use flashcards of different times of the day and ask students “What time of day is it?” while pointing to the picture or flashcard.

For example:

“What time of day is it?”

“It is morning.”

Information: *15 minutes*

Draw a clock on the board and explain different times of the day.

Review a daily schedule using a character.

For example: “Lauren wakes up at 6am. Lauren eats breakfast at 6:30am, Lauren goes to school at 7am.”

Continue with more activities throughout the day.

Review numbers 1-12 while students copy times of day in their notebooks.

Practice: *15 minutes*

Put students into teams.

Draw two clocks on the board. Each team forms two lines. Yell out a time and first students in line have to draw the write time on the clock.

Next, students continue and teacher keeps points. (Students may use pieces of paper in groups at their desk, or little dry erase boards, or little dry erase clocks—depending on time and materials).

Application: *5 minutes*

Students must draw a clock in their notebooks with the hands at their favorite time of day. Students must write two activities they do at this time of day.

Additional Activities

1. students can go on a tour of the school and talk about each room.
2. Students can work in groups to draw a map of the school. As a class or in groups students can create symbols to represent each room.
3. Teacher calls out items and students have to walk to them in the classroom (one by one or in groups).
4. Teacher says where a certain item is (The pencil is on the desk) and students have to agree or disagree. Keep changing items (can even have the students move the items to the correct place).
5. Have worksheets with good and bad behavior/activities—students have to put a ☺ for good behaviors and a ☹ for bad behaviors.
6. Have different shapes posted on the wall. Teacher calls out a shape and students have to go find that shape (can alternate with colors too).
7. Play telephone in 2 teams/lines—teacher says a time to students at the end of the line and students have to whisper down the time. The last student has to write the time on the board (either on a clock or just the numbers—11:30am, 1pm...)
8. Have students count off and all the odd numbers have to go to one corner of the room and all of the even numbers have to go to another corner.
9. Teacher puts signs on walls (morning, afternoon and night time) and yells out activities. Students have to travel to the wall related to the time of day that they do this activity.

2nd Grade

Unit 6 – My Community

Lesson Plans

- 2.6.1 Community Helpers
- 2.6.2 Community Goods and Services
- 2.6.3 Means of Transportation
- 2.6.4 Traffic Signs
- 2.6.5 Directions

Lesson 2.6.1

Community Helpers

Objectives:

Students will be able to identify the duties of various professions.
Students will apply language in different contexts.

Motivation: *5 minutes*

Hold up flashcards of professions and elicits answers from students. “What does he/she do?”

Materials:

Flashcards

Information: *15 minutes*

Teacher explains professions and their duties using pictures of professions.

Materials:

Pictures of professions

Vocabulary: teacher, nurse, doctor, police officer, trash collector, dentist, fireman, veterinarian

Draw or tape flashcards on the board and write the duties next to each profession.

For example:

The fireman puts out fires.

The doctor and nurse help us stay healthy.

The mail carrier delivers mail.

The trash collector collects trash.

The police officer helps keep us safe.

The teacher helps us learn.

The veterinarian helps animals.

Practice: *15 minutes*

Students are broken into groups and the teacher *secretly* assigns each group a profession.

Then, students have to work together to act out the profession while the other groups guess. Encourage other classmates to say, “You are a (*profession*).”

Application: *5 minutes*

Ask students “What do you want to be when you are an adult?” If needed, the teacher can explain this question in Spanish.

Have students write which profession they want to be when they are adults and draw themselves in this profession. They share their drawing with the teacher as they exit the room.

For example, “I want to be a (*profession*).”

Lesson 2.6.2

Community Goods and Services

Objectives:

Students will be able to correlate professions and where they work.
Students will be able to produce oral language from visual cues.

Motivation: *5 minutes*

Post pictures of buildings on the board. Hand out flashcards of professions and students have to place the correct profession under the appropriate building.

For example: **hospital, school, police station, dentist office, veterinarian's office**

Materials:

Pictures/Flashcards

Information: *15 minutes*

Go over the correct matches as a class and make sentences. Do this with all the professions and buildings and have students copy them in their notebooks while practicing pronunciation.

Materials:

Pictures/Flashcards

Vocabulary:

A nurse and doctor work in a hospital.
A teacher works in a school.

A police officer works in a police station.
A dentist works in a dentist office.
A veterinarian works in a veterinarian's office.

Practice: *10 minutes*

Teacher hands out pictures of buildings and flashcards of professions. Students have to find their correct pair. Once pairs are together, have students say their profession and where they work.

For example, “He is a doctor. He works in a hospital.”

Materials:

Pictures/Flashcards

Application: *10 minutes*

Students are broken into groups and given different pictures from magazines or actual objects that you would find in certain buildings.

For example: a pencil for the school, a book for the church, a letter for the post office, a band-aid for the hospital.

Students have to work together to decide where they would find each item. Have desks at the front of the class with each building on it. Students have to bring their items up and place them on the desk. The students must say, “The pencil is in the school.”

Materials:

Pictures from magazine or objects

Lesson 2.6.3

Means of Transportation

Objectives:

Students will be able to identify different means of transportation.
Students will be able to use target vocabulary in context.

Motivation: *5 minutes*

Play sound of each means of transportation and has students guess what it is.

Materials:

Something to play sound (computer, or phone)

Information: *15 minutes*

Show pictures or videos of each form of transportation.

Then, write each one on the board and have students copy the vocabulary in their notebooks. Use flashcards and practice pronunciation.

Materials:

Pictures/Flashcards

Vocabulary: truck, taxi, bus, car, plane, bike, scooter, helicopter, boat, train

Practice: *15 minutes*

Split students into groups and give them a picture.

Then, they have to demonstrate or act out their transportation with sounds and motions while the rest of the class guesses.

Materials:

Pictures/Flashcards

Application: *5 minutes*

Students draw a picture of their favorite mode of transportation, share with a partner, and then the class by saying, “My favorite means of transportation is (*transportation.*)”

Suggested Homework:

Draw two means of transportation and label them.

Lesson 2.6.4

Traffic Signs

Objectives:

Students will be able to identify traffic lights, pedestrian lights, and crosswalk.

Students will be able to respond to verbal questions.

Motivation: *5 minutes*

Explain to students that we will be talking about traffic signs in today's lesson. Hold up a green circle and ask "What color is this?" and then "What does this mean?" Do the same with yellow and red. (You can run, walk slowly, and stop to help elicit answers.)

Materials:

Red, yellow, and green circles

Information: *15 minutes*

Draw circles on the board and explain what a traffic light is. Explain what each one means (go, slow down, stop) and have them copy in their notebooks.

Show students pictures of a pedestrian light and crosswalk and explain their meanings.

Materials:

Pictures/Flashcards

Vocabulary: red light, green light, yellow light, crosswalk, pedestrian light

Practice: *15 minutes*

Bring students outside. Have students stand in a row and hold up different colors. Students have to walk fast when the teacher holds up the green circle, slow down with the yellow circle, and stop with the red.

Materials:

Red, yellow, and green circles

When the teacher is holding up the green circle the students scream, “Go!”

When the teacher is holding up the yellow circle the students scream, “Slow down!”

When the teacher is holding up the red circle the students scream, “Stop!”

Application: *5 minutes*

As the students leave the class teacher says a color to them and they have to say either “go, slow down, or stop” depending on the color.

Suggested Homework:

Students draw a traffic light, color in the circles, and write the correct actions next to each color.

Lesson 2.6.5

Directions

Objectives:

Students will be able to give and receive verbal directions.

Motivation: *5 minutes*

Students form a circle and the teacher passes a ball to a student and asks basic questions.

For example:

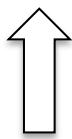
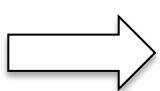
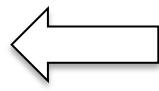
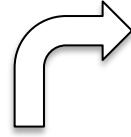
- What is your name?
- How are you?
- Where do you live?
- How old are you?

Materials:

Ball

Information: *10 minutes*

Teach basic directions and common words used with directions by drawing symbols.

Vocabulary:**straight****right****left****turn**

Have students copy directions in their notebooks.

Practice: *15 minutes*

In pairs, have students draw a basic map of their town and identify important buildings. Students draw a line between two buildings on their map. Students give directions in front of the class following their line using basic commands.

Application: *10 minutes*

Set up a small obstacle course with chairs throughout the classroom. Blindfold one student and have another student guide them through the chairs using the directions. Model for the students first.

Materials:

Blindfold

Suggested Homework:

Draw five giant arrows on the board pointing either left or right and the students copy them into their notebook and have to label them (left or right) for the next class.

Additional Activities

1. <https://www.youtube.com/watch?v=JBXaupIJHr8> - song about professions—play song then go through lyrics... the teacher picks out professions to focus on. Have class sing along.
2. Go on a field trip to police station or whatever is available in the town or see if a police officer or nurse or anyone can come in to talk to the class.
3. Have magazines for students to find pictures of buildings and students cut out pictures of buildings and paste on a piece of paper or cardboard to make their own little town. (groups or individually)
4. Split class into teams and have them form two lines. Have flashcards/pictures of each profession face down on one desk (you'll need two sets of flashcards, one for each team.) Then have two sets of pictures of buildings face up on a second desk. First students in line have to grab a picture of a profession (face down) and then go match it with the correct building (face up). First student to match profession with correct building in each round wins a point for the team.
5. <https://www.youtube.com/watch?v=-CilXCFVwBg> - sounds of means of transportation
6. <https://www.youtube.com/watch?v=npdJM4tT6Wo> - another video about means of transportation, have class sing along.
7. Put green, yellow, and red on different walls. When teacher calls out a traffic light command, students have to walk to the appropriate color.
8. Students have to practice giving directions to their house.
9. Draw a big map of the community on the board. Teacher has volunteers come to the board and gives them directions to an unknown place. Students have to follow the directions, mark the place on the board and then say what it is.

2nd Grade

Unit 7 - My Environmental Education

Lesson Plans

- 2.7.1 Natural Resources**
- 2.7.2 Save the Trees and Don't Throw Garbage**
- 2.7.3 Protect the Animals**
- 2.7.4 Ways to Take Care of Plants**
- 2.7.5 Ways to Take Care of the Environment**

Lesson 2.7.1

Natural Resources

Objectives:

Students will be able to identify and describe natural resources.

Motivation: *5 minutes*

Hang a map of Costa Rica on the board and asks students where their favorite beach, mountain, volcano or river is in Costa Rica, as she labels them on the map.

Materials:

Map

Information: *15 minutes*

Explain each natural resource and use flashcards or photos to show students, practicing pronunciation.

Write the words on the board. Students copy in their notebooks.

Materials:

Flashcards/Pictures

Vocabulary: **river, volcano, beach, lake, forest, ocean**

Practice: *15 minutes*

Students are broken into groups and they have to pick a card with a certain natural resource.

Materials:

Colored pencils and paper

Students work together in their groups to draw their resource on construction paper and describe their natural resources using color, number, and other descriptive adjectives that they have learned such as hot, cold, tall, short.

For example, “The Miravalles volcano is tall and green.”

Application: *5 minutes*

Students present their natural resource to the rest of the class.

Materials:

Presentation poster

Suggested Homework:

Students draw and describe their favorite natural resource.

Lesson 2.7.2

Save the Trees and Don't Throw Garbage

Objectives:

Students will understand the importance of keeping the environment clean.

Students will be able to identify the difference between good and bad treatment of the environment.

Motivation: *5 minutes*

Walk in the classroom and throw pieces of trash all over the floor.

Materials:

Trash

Then start a conversation with students eliciting answers. “Is this good for the environment?” Some amount of Spanish may have to be used here.

Information: *15 minutes*

Explain the importance of keeping the environment clean.

Teach vocabulary using flashcards or pictures on the board.

Materials:

Flashcards/Pictures

Vocabulary: tree, trash, recycle, garbage can

Practice: *15 minutes*

Split the board into two columns one with a ☺ face and one with a ☹ face.

Show pictures of good examples and bad examples of protecting the environment, while saying what they are. Students have to tape the pictures in the right column.

For example:

Bad:

Someone throwing trash in the river.

Good:

Turning off lights to conserve energy.

Materials:

Pictures

Tape

Application: *5 minutes*

Students draw something they can do to protect the environment.

Materials:

Colored pencils

Suggested Homework:

Students ask their parents for ideas about how to protect the environment. Bring in their responses in Spanish and translate them into English in the next class.

Lesson 2.7.3

Protect the Animals

Objectives:

Students will learn new animal vocabulary and be able to identify their habitats.
Students will be able to produce short sentences based on visual cues.

Motivation: *5 minutes*

Hold up flashcards of animals to review animal vocabulary.
Ask students where each animal lives.

Materials:

Flashcards

Information: *15 minutes*

Explain ways to help protect animals. Use pictures from magazines or wherever to show how certain actions can harm animals.

Materials:

Pictures/Videos

Vocabulary:

Animals: monkey, tiger, lion, zebra, toucan, lizard, dolphin
Habitats: jungle, mountains, plains, trees, ocean

Practice: *15 minutes*

Hand out different cards with either an animal or a location. Students with animals have to find their partner of the animals' habitat.

For example: Student with a picture of a dolphin has to find someone with a card that says ocean with a picture of the ocean.

Once they find their pair the students say, "The (*animal*) lives in the (*habitat*)."

Materials:

Cards with pictures of animals and habitats

Application: *5 minutes*

Students have to draw their favorite animal in its habitat and how they can help protect it in their notebook. Walk around and if students draw animals not practiced teach them how to say/write it.

Materials:

Colored pencils

Lesson 2.7.4

Ways to Take Care of Plants

Objectives:

Students will learn the process of caring for plants.
Students will be able to identify Costa Rican plants and flowers.
Students will be able to produce target language in context.

Motivation: *5 minutes*

Hold up different pictures of plants and flowers in and around Costa Rica and ask the students about a plant or flower they know.

Which plant/flower is their favorite? What color is it? How many petals/leaves does it have?

Materials:

Flashcards of Costa Rican plants and flowers

Information: *15 minutes*

Teacher explains the process of taking care of plants.

1. Plant a seed
2. Water the soil
3. Care for the plant
4. Watch your plant grow

Vocabulary: water, soil, grow, seed, sun, leaves, petals

Practice: *15 minutes*

Put students in pairs and have them make a plan for what plant or flower they want to grow. They must then present a drawing to the class of the flower or plant they will grow and describe it. They can use location of where they will plant it, its color, its size etc.

For example: Students draw a picture of an orchid and describe it by saying, “This is an orchid. The orchid is in the jungle. The orchid is purple. The orchid is small.”

Application: *5 minutes*

Students draw 5-10 things that are related to the care of plants. Draw an example of one thing on the board to help ensure student comprehension.

For example: water, soil, sun, oxygen, light

Materials:

Construction paper to draw plant

Colored pencils

Materials:

Colored pencils

Suggested Homework:

Students draw a different flower or plant than the one they used during the practice and label the drawing.

Lesson 2.7.5

Ways to Take Care of the Environment

Objectives:

Students will learn different ways to correct mistreatment of the environment.

Students will be able to comprehend written text.

Motivation: *5 minutes*

Hold up different images that represent not caring for the environment. Say what is happening in each picture when you show it. Have students repeat.

Examples:

Trash in the road

Burning trash

Wasting water

Wasting energy by not turning lights off.

Materials:

Pictures

Information: *15 minutes*

Explain the different ways to correct this mistreatment of the environment using pictures.

Recycle materials into paper, glass, cans, and plastic bins.

Don't burn trash.

Turn off the water when you are not using it.

Turn off lights when you are not using them.

Materials:

Pictures/Videos

Practice: *15 minutes*

Students are put into four groups and must plan a short 2-3 minute skit on how they plan to care for their environment. The students say which of the four methods to help the environment and then act out how they plan to help. The teacher narrates what is happening in the skit

Application: *5 minutes*

Separate the board into two sides.

On one side put the four pictures of the four mistreatments.

On the other side of the board write how to correct the mistreatments from the information section.

Draw a line from one picture to the corresponding description of how to help.

Three students come up to make the remaining three matches.

Additional Activities

1. Teacher makes up a story involving all of the natural resources. Teacher reads story out loud two or three times. Then teacher hands students cuts outs of sentences of the story and students have to work together to put the story in order and form a line. Then students have to read one by one and see if the story is in correct order. If this is too hard teacher can use a more picture-based story.
2. Students are broken into groups and have to work together to make up a skit and act out a way to protect the environment.
3. Teacher has class walk outside for a little and point to the things that are important to the environment.
4. https://www.youtube.com/watch?v=ChS_MF13GE - show this video or a similar video about protecting animals and discuss it as a class, pointing out important facts or ways we can work to protect animals.
5. Bring in stuffed animals and props and have students work in groups to make skits about protecting animals.
6. <http://youtu.be/xldSRWtNMXE> - Show this video to the class to demonstrate how plants grow.
7. Teach the students this song to help them remember the 5 things that plants need to grow. <http://youtu.be/dUBIQ1fTRzI>
8. Students could plan a group day to clean up trash in the street or make recycle bins.
9. Show students this short video about recycling <http://youtu.be/M34p215c2NQ>

3rd Grade

TEFL for MEP
1st Edition

3rd Grade

Unit 1 – Socializing

Lesson Plans

- 3.1.1 Greetings & Leave Takings
- 3.1.2 Personal Information & Meeting People
- 3.1.3 Classroom Instructions
- 3.1.4 Numbers
- 3.1.5 Months of the Year & Weather
- 3.1.6 Days of the Week

Lesson 3.1.1

Greetings Leave Takings

Objectives:

Students will be able to perform greetings and leave takings.
Students will be able to participate in oral tasks using the target language individually and in pairs.

Motivation: *5 minutes*

Draw a line down the middle of the board, label one side “Greetings” and write all greetings below:

hello, hey, hi, good morning, good afternoon, good evening

Label the other side “Leave Takings” and write all leave takings below:

bye, goodbye, see you later, good night

Give each student a flashcard with a picture of a greeting or leave-taking on it. Read off each greeting/leave-taking and when the student has it, they tape it next to the one written on the board.

Materials:

Flashcards with a picture of greetings and leave takings on them, enough for each student to have one

Tape

Information: *15 minutes*

As a class, review all the words on the board. Act out each word. Practice pronunciation. Discuss when it's appropriate to use a greeting vs. a leave taking. Students may copy the vocabulary words in their notebooks.

Practice: *15 minutes*

Activity #1:

Have students stand in a circle, start with passing the ball around and having the students in possession of the ball say either a greeting or a leave-taking.

Materials:

Ball

Activity #2:

Have students stand in two lines, facing each other. Students have to step towards each other, shake hands / fist bump / high five / wave / etc. and have a very short conversation.

For example:

students high five

Student 1: hey

Student 2: hi!

Student 1: goodbye

Student 2: see you later

After each conversation, the first person in one line goes to the end and they repeat the process. Advise students to change the greetings and leave takings they use. Stop when each possible pair has gone.

Application: *5 minutes*

Tell students to think of a leave taking. Line them up at the door and have each student tell you one as they walk out.

Suggested Homework:

Each student chooses one greeting and one leave taking and draws an illustration depicting each and labels them.

Lesson 3.1.2

Personal Information Meeting People

Objectives:

Students will be able to understand a basic conversation in written text.

Students will be able to utilize the grammar of the verb *to be*.

Students will be able to orally produce target language.

Motivation: *5 minutes*

Have students brainstorm the greetings and leave takings they learned in the last lesson and write them on the board. Tell students these are ways to start and end a conversation and ask if they know what could be said in the middle of the conversation. Write their answers on the board.

Information: *15 minutes*

Complete the board with the following questions if not mentioned:

Nice to meet you.

How are you?

What is your name?

What do you do?

Materials:

TO BE verb chart

Practice the TO BE verb chart. Go over the meanings. Have class come up with a sample conversation together, including new phrases. Write it on the board. Practice pronunciation together.

TO BE Verb Chart

I am	We are
You are	You all are
He/She/It is	They are

Practice: *15 minutes*

Activity #1:

Put students in pairs. Give each pair an envelope with a conversation in strips to unscramble together.

Materials:

Conversations cut into strips and put into separate envelopes

Activity #2:

Once they're done, have each pair come up with an original conversation based on what they've learned.

Application: *5 minutes*

Have student pairs go up to front and read their conversations out loud.

Suggested Homework:

Students go and have a basic conversation with a family member or friend (in Spanish) and translate it into English to present to the teacher.

Lesson 3.1.3

Classroom Instructions

Objectives:

- Students will be able to comprehend simple classroom instructions.
Students will be able to ask for permission.
Students will be able to produce visuals from written text.

Motivation: *5 minutes*

Students stand in a circle and do a ball toss asking and answering the previously learned questions

For example:

- What is your name?
How are you?
What do you do?
Where do you live?

Materials:

Ball

Information: *15 minutes*

Try to elicit information from students by saying “How do you ask to go to the bathroom?” Help students come up with the following vocabulary. While students are calling out previously learned phrases write the following phrases on board:

Stand up

Sit down

Open your books

Close your books

May I go to the restroom?

May I go drink water?

Say each and have students repeat. As students say each phrase, have them act out each action.

Practice: *15 minutes*

Assign one phrase or instruction to each student. Have them make a poster with an illustration depicting each phrase or instruction. Make sure the phrase is written somewhere on the poster.

Materials:

Paper for each student to make a poster.

Markers / crayons.

Application: *5 minutes*

Have each student show their poster and repeat their phrase to the class. Hang each poster up in the room.

Materials:

Tape

Suggested Homework:

Each student should practice all the instructions and phrases so they can start using them next class.

Lesson 3.1.4

Numbers

Objectives:

Students will able to count from 1 to 30.

Students will be able to produce simple questions and answer them in context.

Students will be able to comprehend oral commands.

Motivation: *5 minutes*

Ask the class “How old are you?” Write their ages on the board as they respond. Have them ask you. Tell students you will be learning numbers today. Just write down the number if students are not able to respond “I am ___ years old.”

Information: *15 minutes*

Write 0-30 numerals on the board with the corresponding word spelled out next to each number. Practice pronunciation.

*Focus on the difference between 13 and 30 and work on the “th” sound.

Write the questions “How old are you?” on the board with the TO BE verb chart as well. Under the question write “I am ___ years old.” and show that I am comes from the verb *to be*. Teach students how to respond to “How old are you?” in a complete sentence.

Go around the room and ask students “How old are you?” and encourage them to reply in a complete sentence.

Practice: *15 minutes*

Split students into groups (pairs is preferable). Give each group a dry-erase board. Call out numbers and have groups write them on boards, only showing their answer when all groups are ready. Keep track of points for each group.

After a few rounds, have students take turns announcing the numbers.

Materials:

Small home-made dry erase boards, enough to have groups of max. 3 students.

Dry erase markers

Application: *5 minutes*

Have students make a circle and pass a ball around. When a student has the ball, they must ask another student “How old are you?” and pass the ball. The student that receives the ball must answer in a complete sentence. Then they throw the ball to another student and ask again. Continue until every student has answered.

Materials:

Ball

Suggested Homework:

Have student learn their phone numbers to recite in class the next day.

Lesson 3.1.5

Months of the Year Weather

Objectives:

Students will be able to identify the months of the year in order.

Students will be able to match meanings and visual images.

Students will be able to exchange information with partners.

Motivation: *5 minutes*

Give twelve students a month of the year on a flashcard. Say the months of the year in order and after each month the student with the corresponding flashcard comes up and stands at the front of the class. Try to have students recognize their month on their own. Repeat the months of the year as needed.

Materials:

Flashcards for each month of the year

Information: *15 minutes*

Practice month pronunciation.

Draw and label illustrations of 'sunny', 'cloudy' and 'rainy' on the board. Assign each weather condition a hand action. Point to each illustration, have students repeat each weather condition as they do the hand action.

Materials:

Illustrations of 'sunny', 'cloudy', and 'rainy'.

Tape

Review the questions,

“What’s the weather like today?” / “What was the weather like yesterday?”

“It is (*weather*).” / “It was (*weather*).”

Practice: *15 minutes*

Have students write the months of the year in their notebooks. As a class, discuss which weather condition best fits each month. Have students tape the flashcards (from Motivation) by each illustration of the corresponding weather condition. Have students draw a small icon depicting each weather condition that best represents the month next to the month in their notebooks.

Materials:

Month flashcards

Tape

Markers / crayons

Application: *5 minutes*

Have students get in pairs and practice saying, “(month) is (weather)”

For example:

January is sunny.

July is rainy.

As students leave ask them, “What’s the weather like today?” or “What was the weather like yesterday?” Have them respond in a complete sentence.

Suggested Homework:

Print out a word search worksheet with the months of the year.

Lesson 3.1.6

Days of the Week

Objectives:

Students will be able to produce orally the days of the week.
Students will be able to participate in oral tasks using the target language individually.

Motivation: *5 minutes*

Have a big blank calendar (one month) on the board. Start by reviewing the months of the year. Write the current month on the calendar. Ask the students what other information they can get from a calendar.

Write the days of the week on the calendar by prompting the students to help.

Materials:

Blank calendar

Information: *15 minutes*

Practice pronunciation. Sing the days of the week, starting with Sunday, to the tune of “Oh My Darling, Clementine”

Review the days of the week using the following movements. Have the class stand up and repeat the movements as they say each day of the week:

Sunday: arms above head

Monday: arms out to the side

Materials:

Days of the Week Song
[youtube.com/watch?v=Oiiisv7EhG98](https://www.youtube.com/watch?v=Oiiisv7EhG98)

Tuesday: arms in front
Wednesday: jump and open legs
Thursday: jump and close legs
Friday: left arm out in front (like a punch)
Saturday: right arm out in front (like a punch)

Practice: *15 minutes*

Give each student a bingo card (can be a blank one they can fill in or a pre-made one). Bingo cards should have both months of the year and days of the week. Play Bingo.

Materials:

Bingo cards

Something with which to mark cards (corn, beans, etc)

Baggie/bucket with months and days written on individual papers

Application: *5 minutes*

Have each student make their own calendar (of this month), make sure they label the days of the week.

Suggested Homework:

Have students complete their calendar for this month.

Additional Activities

1. Split the students into 2 groups. Assign one group “greetings” and the other “leave takings”. Have the greetings group say one and then have the leave takings group respond. Go back and forth until all greetings and leave takings have been used.
2. Have students create a nametag with all their personal information on it.
3. Have students create flashcards with each command. Pair students up and have them study together.
4. Have students play fly swatter with numbers. Split the class into 2 teams and line them up. Write the numbers 1-30 scattered on the board, call out a number and the first team to touch the number with the flyswatter gets a point.
5. Have the months of the year printed on one paper each and taped around the room. Have the students go to the month that their birthday is in. Students can learn “My/Our birthday/s is/our in _____” and say it individually and as a group.
6. Have students come up with an acronym to help them remember the days of the week in order (ex. Senor Martin Trae Wafles, Tambien Fresas Sabrosas)
7. Lesson plans, worksheets, and activities to teach and review greetings:
<http://www.eslflow.com/eslessonplans.html>
8. Lots of ideas for teaching weather vocabulary at this link:
<http://www.eslgamesplus.com/?s=weather>
9. Here’s a good supplementary lesson plan for teaching Days of the Week:
<http://www.eslkidstuff.com/lesson-plans/pdf/days-of-the-week-lesson-plan.pdf>

3rd Grade

Unit 2 – Body Health

Lesson Plans

- 3.2.1 Numbers
- 3.2.2 Shapes and Sizes
- 3.2.3 Parts of the Body
- 3.2.4 Personal Hygiene
- 3.2.5 Exercise
- 3.2.6 Healthy Food vs. Junk Food

Lesson 3.2.1

Numbers

Objectives:

- Students will be able to count from 0-60.
- Students will be able to show comprehension in oral tasks.
- Students will be able to perform guided tasks given by models.

Motivation: *5 minutes*

Ask students to count to 30 out loud as a class. Then have them count to 30 again one by one with each student saying a number until the class reaches 30.

Write out 20-29 on the board in both numbers and words.

Ask if the class can guess how to say “31” (point out the structure of the 20s written on the board and explain that 31 follows the same pattern as 21). Have them go as high as possible or until they reach 60.

Information: *10 minutes*

Repeat the numbers 0-60 as a class, practicing pronunciation and stressing the “th” and “t” sound differences. Spell out each number on the board and have students write them in their notebooks.

Practice: *10 minutes*

Play flyswatter. Write the numbers 31 – 60 scattered throughout board and some of 1-30. Divide the class into two teams and have them form two lines facing the board. Hand a flyswatter to the first student in each line. Say a number on the board. The two students need to hit the corresponding number on the board with their flyswatter. The first one to hit the correct word wins a point for their team. Make sure to model the activity before beginning.

Materials:

2 fly swatters

Application: *15 minutes*

Review “I am ____ years old” and “we are ____ years old” by pointing to the TO BE verb chart. Write example sentences on board.

Materials:

To Be Verb Chart

Put students in pairs. Each student individually says their age out loud to their partner. Then together they say their combined age.

For example: A student is 10 years old, so they say, “I am 10 years old.” Their partner is 8 years old, so their partner says, “I am 8 years old.” They add their ages to be 18, so they say, “We are 18 years old.”

Have pairs of students team up with other pairs of students and repeat with the individuals stating their age then their combined age (so there are then 4 students). Have teams combine and repeat. Repeat until all the teams have combined into the whole class.

Suggested Homework:

Have students ask all the family members in their homes their ages to present orally next class.

Lesson 3.2.2

Shapes and Sizes

Objectives:

Students will be able to identify the difference between “big” and “small.”

Students will be able to produce short sentences in the target language.

Students will be able to show comprehension in oral tasks.

Motivation: *5 minutes*

Draw several of each shape on the board and ask students how many of each shape there are.

For example: 6 small triangles grouped together, 8 small rectangles, 9 small ovals

Information: *10 minutes*

Redraw shapes individually, some big and some small. Review their names and have students draw them in their notebooks. Point out the size differences and exaggerate “BIG triangle” “small rectangle” using hand motions.

Vocabulary: square, circle, triangle, rectangle, oval, star, hexagon

Practice: *15 minutes*

With chalk, draw out each shape on the floor in a large circle. Have students walk around slowly as you count to 10. When you get to 10, students should stop in whichever shape they are closest to. Call out a shape and all students that are standing in that shape are out. Continue until there is only 1 student left. They are the winner.

Materials:

Chalk

Application: *10 minutes*

Give each student a shape (varying in sizes). Write the name of each shape on the board. One by one call out each shape name and every student with that shape must go to the front and tape it under the shape name. As they are taping the shape, they must describe it with the size, color, and shape name in complete sentences.

For example: “This is a circle. It is big. It is blue.”

Materials:

Colored shape cut-outs
in different sizes
(enough for each student
to have one)

Tape

Suggested Homework:

Have students look for each shape in their house and have them draw the objects and label the shapes.

For example: Student draws a door for a rectangle and labels it “rectangle” and draws a fan for a circle and labels it, “circle.”

Lesson 3.2.3

Parts of the Body

Objectives:

Students will be able to identify parts of the body.
Students will be able to comprehend written text.
Students will be able to obey oral commands.

Motivation: *5 minutes*

Draw a blank body on the board and ask students what body parts they know. Students can call out body parts by raising their hands and the teacher labels the body, or the student can come to the board and label the body drawn on the board.

Information: *10 minutes*

Fill in any blanks students may have left and go over as a class to practice pronunciation. As students are saying the body parts, have them touch their own.

Vocabulary: head, face, mouth, nose, eyes, ears, hair, arm, leg, chest, elbow, knee, shoulder, foot, feet, toes, hand, fingers, wrist, neck, ankle

Review the song *Head, Shoulders, Knee, and Toes* and have students stand, sing the song, and touch the corresponding body parts as they go.

Practice: *10 minutes*

Divide students into 3 groups and have them line up on one side of the room with one of their members on the opposite side of the room as the team's "model." Put the body part labels by the model. One person from each team must run over to the labels, pick one, and tape it to their model in the correct location as fast as they can, then run to the end of the line. Once the team member is back with the group, the student next in line repeats. Continue until all the labels are used. First team to correctly label their model wins.

For example: A student must tape the label that says, "Shoulder" on their model's shoulder.

Application: *15 minutes*

Play "Simon Says."

A command must start with "Simon Says" for students to act it out. If students act out a command without "Simon Says" said in the beginning, they are out. Play Simon Says with phrases such as "Simon says touch your "*(Body part)*."

Materials:

Body parts labels
(enough for 3 groups)

Tape

Suggested Homework:

Have students label the body parts of a stuffed animal/doll/action figure the way they did during the practice with labels written on pieces of paper and taped in the correct locations. Bring the item from home for the next class and present.

Lesson 3.2.4

Personal Hygiene

Objectives:

Students will be able to identify hygienic actions.
Students will be able to respond to oral prompts.

Motivation: *10 minutes*

Have individual students come to the front of the class and present their stuffed animal/doll/action figure by showing and naming all of the labeled part of the body.

Materials:

Homework from last class

Information: *10 minutes*

Go through the parts of the body and ask students what they do to stay clean. Elicit prior knowledge.

Write actions next to the corresponding body part.

For example: Write, “brush my teeth” next to the mouth.

As a class, come up with a physical action to represent each hygienic act.

Vocabulary: Brush my teeth, brush my hair, wash my hands, wash my face, take a shower

Practice: *15 minutes*

Play charades.

Model how to play charades. Act out one of the vocabulary words as the class guesses what you are doing. For example, act out “brushing your hair” and the students call out, “brush my hair!” Next, have a student come to the front of the room and the teacher whispers a word in the student’s ear. Have the student act out the new vocabulary word. The rest of the class guesses what the student is doing. Play continues until each student acts out a vocabulary word.

Application: *5 minutes*

Have students make a circle and pass a ball around. The first student with the ball says an action and passes the ball to another student. The student that catches the ball must act out the action. That student then names a *different* action and passes the ball. Continue until all students have said and acted out an action.

Materials:

Ball

Suggested Homework:

Students draw an illustration for each of the hygiene phrases and label each one.

Lesson 3.2.5

Exercise

Objectives:

Students will be able to identify exercise techniques.
Students will be able to use target language in context.
Students will be able to participate in oral tasks.

Motivation: *5 minutes*

Bring students outside and form a circle. Ask them if they know any exercises.

Perform the exercise as a class.

For example: do 10 jumping jacks, do 5 pushups, run a lap around the school.

Information: *15 minutes*

Explain that while they are playing, they are exercising and that exercising is good for their health. Elicit any exercise vocabulary the students may already know and write the vocabulary on the board. Complete the vocabulary list from the words listed below.

Vocabulary: **jumping jacks, push-ups, sit-ups, squats, running, jogging, walking**

Together, come up with a physical action to represent each exercise.

Write, “Do you like to exercise?” on the board. Model the response by saying and writing, “Yes, I like to exercise!” or “No, I do not like to exercise.” Practice pronunciation. Ask individual students the questions. Guide them through the appropriate response in complete sentences.

Practice: *10 minutes*

Play “Hot Potato” with the class. Get in a circle and pass around the ball until the music/noise stops (teacher can turn around and clap their hands for a period of time if music is unavailable). When the music/noise stops, call out an exercise and whichever student has the ball must act it out.

Materials:

Ball

Application: *5 minutes*

Each student makes a quick illustration depicting their favorite exercise. They must then write a complete sentence to describe the picture.

For example: Student draws a picture of themselves doing jumping jacks and writes, “I like to do jumping jacks.”

Materials:

Colored pencils

Suggested Homework:

Have students teach an exercise they learned to a family member.

Lesson 3.2.6

Healthy Food vs. Junk Food

Objectives:

Students will be able to categorize food items as healthy foods or junk foods.
Students will be able to use target language in context.

Motivation: *5 minutes*

Ask students what exercises they taught their family members. Go around the room and have each student say which exercise they taught. If they did not do their homework, have the student do 5 push-ups in the front of the class.

Information: *10 minutes*

Have pictures of food items taped on the board with their names written next to them. Teach the words “healthy” and “junk.” Practice food names and pronunciation.

As a class, decide which foods are healthy and which are junk. As you decide, put an “X” for junk and a “✓” for healthy next to each individual food item.

Materials:

Pictures of food
Tape

Vocabulary:

Healthy Food: fish, chicken, milk, apple, broccoli, salad

Junk Food: hamburger, hotdog, French fries, chips, candy

Practice: *15 minutes*

Assign each student a food item and have each student find a partner. Each pair should have one healthy food item and one junk food item. In those pairs, students make a poster with a phrase such as, “Instead of eating (*junk food item*) eat (*healthy food item*).”

For example: Instead of eating French fries, eat apples.

Have pairs present their finished poster.

Materials:

Paper

Markers or crayons

Application: *10 minutes*

Give a food picture from the information to each student. Divide the board in half and label one half “Healthy” and the other half “Junk.” One by one, students should go to the front and tape their food item in the correct section. Have students say their food item as well as what category it is in.

For example: A student with the picture of chips comes to the board and tapes the picture on the “Junk” side and says, “Chips are junk food.”

Materials:

Pictures of food

Tape

Suggested Homework:

Have students draw a healthy meal and describe it in a sentence. For example: “This healthy meal has chicken, broccoli, and milk.”

Additional Activities

1. Have students form a circle. Toss the ball around, as each person gets the ball they must say a number starting with 1 and ending with 60. If extra time, go by 10s then 5s.
2. Give each student a shape. There should be two of each shape in the group – one big and one small. Have students walk around stating which shape they have until they find their pair (so a big triangle will end up paired to a small triangle).
3. Have students draw a body part by part as you say each body part. For example you can say ,“first draw the hands, now draw the toes, now draw the head” and they must draw it in the order you say.
4. Play Simon Says. Example: “Simon Says brush your teeth.”
5. Have pairs think up a one-minute exercise routine and present it to the class.
6. Form a circle with the students. Toss the ball around the circle and the student with the ball must name a food item. Have students first say all the healthy foods then all the junk foods then alternate between the two (so one student will say “grapes” and the next will say “hamburger” and the next “fish,” etc.)
7. A variety of exercises and activities to review body parts and much more:
<http://eslgamesworld.com/members/games/levels/easy/index.html>
8. Human body lesson plans and worksheets:
<http://www.eslflow.com/humanbodylessonplans.html>

3rd Grade

Unit 3 – My Home

Lesson Plans

- 3.3.1 Family Members: Immediate
- 3.3.2 Family Members: Extended
- 3.3.3 Parts of the House
- 3.3.4 Furniture
- 3.3.5 Furniture and Its Location
- 3.3.6 Recreational Actions

Lesson 3.3.1

Family Members: Immediate

Objectives:

Students will be able to identify immediate members of their family.
Students will be able to use the target language orally in context.

Motivation: *10 minutes*

Draw an unlabeled family tree on the board. Ask class to guess what today's topic is. Once they guess, "Family," ask students to guess/recall family member names. Fill in the family tree as students provide the names.

Information: *20 minutes*

As students are naming family members, write the names in their correct place. Fill in any missing vocabulary. Write both formal and informal names.

For example: father/dad, mother/mom

Vocabulary: mother, mom, father, dad, brother, sister, baby, stepmother, stepfather

Go over vocabulary and practice pronunciation.

Practice: *15 minutes*

Have each student make their own family tree with their immediate family, labeling each person with member name and actual name.

Materials:

Crayons /
Colored Pencils

For example: Student labels the picture of their mother, “Mom – Sandra.”

Application: *5 minutes*

Form a circle with the class. Have them toss a ball around. When a student gets the ball they must name a family member. Keep going until all have been named, formal and informal. Ask students not to repeat until all vocabulary has been covered.

Materials:

Ball

Suggested Homework:

Have students complete their family trees by adding drawings of their extended family. Students do not need to label the family tree, just draw in the additional members of their family.

Lesson 3.3.2

Family Members: Extended

Objectives:

Students will be able to identify extended family members.

Students will be able to match written text to visuals.

Students will be able to participate in oral tasks by using the target language individually.

Motivation: *5 minutes*

Call a student to the front of the room to share their family tree drawing from last class. The student should point to each of their family members learned in the previous lesson and say, “This is my (*family member*).” Have five students present.

Materials:

Family tree from previous lesson’s motivation & homework

Information: *10 minutes*

Have an extended family tree drawn on the board before class starts with the vocabulary from last class already labeled. Prompt students to supply the missing vocabulary as the teacher labels the remaining family members. Practice pronunciation.

Vocabulary: grandmother, grandma, grandfather, grandpa, grandchild, grandchildren, granddaughter, grandson, aunt, uncle, cousin

Practice: *20 minutes*

Separate students into groups of 3 or 4 students. Give each group a blank family tree and family tree labels. As a group, they must place labels in correct place on family tree. If there is extra time, have students change groups and repeat.

*If unable to prepare a blank family tree and labels, students could draw the family tree themselves and label.

Materials:

3+ blank family trees
with a set of family member labels each

Scissors

Glue

Application: *5 minutes*

As each student leaves class, tell them a family member and have the student say that family member's name.

For example: Teacher says, “uncle” and the student says, “David is my uncle” because the student has an uncle named David.

Model how students should respond on the board before starting.

Suggested Homework:

Have students label their completed family tree from last lesson's homework with the new vocabulary.

Lesson 3.3.3

Parts of the House

Objectives:

Students will be able to identify the parts of the house.

Students will be able to match written text to visuals.

Students will be able to produce short sentences in target language.

Motivation: *5 minutes*

Draw a house on the board, blue-print style, before class starts. Put key furniture in each room to hint at which room it's supposed to be

Write "House" on board. Ask students if they know the meaning of that word.

Hand out room labels to students. One by one, have students come to the board and try and correctly tape the label to its corresponding room drawn on the board.

For example: A student with the label, "kitchen" tapes the label where the kitchen is drawn on the board.

Materials:

Names of parts of the house labels

Tape

Information: *10 minutes*

Go over vocabulary and practice pronunciation while pointing to each of the rooms as you say the name.

Vocabulary: **kitchen, living room, bedroom, garage, porch**

Materials:

Room labels from motivation

Practice: *15 minutes*

Have students draw and label their own houses.

Materials:

Crayons /
Colored Pencils

Application: *10 minutes*

Have each student present his or her house to the class. Have students use complete sentences.

For example: “This is my kitchen. This is my bedroom.”

Suggested Homework:

Have each student draw and label their dream house to present next class.

Lesson 3.3.4

Furniture

Objectives:

Students will be able to identify furniture around their house.
Students will be able to participate in oral activities.

Motivation: *10 minutes*

Have students present their dream house to the class by pointing to each room and saying, “This is the (*room*).”

Once they are done, ask what is missing. Introduce “furniture” as the topic.

Materials:

Dream house homework

Information: *10 minutes*

Have pictures of furniture taped to board and labeled. Go over each piece of furniture practicing pronunciation.

Vocabulary: **stove, refrigerator, oven, microwave, sofa, chair, table, dresser, bed**

Materials:

Pictures of furniture

Tape

Practice: *5 minutes*

Have each student take out a sheet of paper and draw a Bingo card. Students draw pieces of furniture in each a spot.

Application: *15 minutes*

Play Bingo. Call out a furniture name and have students put a placeholder on their bingo card if they have the corresponding picture.

Materials:

Small labels with pieces of furniture (in English)

Baggie / jar

Beans / corn / Bingo placeholders

Suggested Homework:

Have students draw their bedrooms from home, with furniture labeled.

Lesson 3.3.5

Furniture and Its Location

Objectives:

Students will be able to identify the location of each piece of furniture and how to state that in a sentence.

Students will be able to match written text with visuals.

Students will be able to participate in oral tasks.

Motivation: *10 minutes*

Ask class what furniture they found in their rooms. Each student should say one sentence about his or her room in a complete sentence.

For example: “There is a bed in my bedroom.”

Materials:

Bedroom drawing
homework

Information: *10 minutes*

Have the phrases on the board:

“**Where is the (*furniture*)?**”
“**The (*furniture*) is in the (*room name*).**”

Practice saying each phrase and then practice saying it with different options.

For example:

Where is the bed?

The bed is in the bedroom.

Practice: *15 minutes*

Tape the sheets of paper with parts of the house written around the room.

Give each student a flashcard with a piece of furniture. Instruct them to walk to the room where their specific piece of furniture belongs on the count of 3. Tell them to try to do the activity with only the name of the furniture and turn it over to the drawing only if they need help.

When all the students are at their respective rooms, have each say “The (*furniture*) is in the (*room name*).”

Mix the flashcards and repeat.

Materials:

Sheets of paper with one part of the house name on each

Flashcards with name of furniture on one side and drawing on the other side

Tape

Application: *5 minutes*

Write each room name on the board in a row. Ask them “Where is the (*furniture*)?” and the student with that piece of furniture must go to the board and tape it under the correct room and say, “The (*furniture*) is in the (*room name*).”

That student must then ask the question for a different piece of furniture.

Materials:

Furniture pictures (can be flashcards from practice activity)

Tape

Suggested Homework:

Have students write the names of each of the rooms in the house and then draw each of the pieces of furniture that belong in each room.

For example: Student writes “Kitchen” and draws a refrigerator, microwave, and table.

Lesson 3.3.6

Recreational Activities

Objectives:

Students will be able to identify activities they enjoy doing with their families.

Students will be able to form short questions and answers.

Students will be able to participate in oral tasks.

Motivation: *5 minutes*

Ask class what they like to do in their house and with their family. Have them draw one activity in their notebooks. Draw an example on the board before beginning.

Information: *10 minutes*

Write the following phrase and answer on the board.

Vocabulary: “**What do you like to do with your family?**”
“**I like to (activity).**”

Go over the meaning of the phrase and possible answers.

Vocabulary: **go camping, play soccer, read a book, watch TV, go on picnics, go to the beach**

Make activities vocabulary relevant to the community. Practice pronunciation and assign each answer a physical action.

Practice: *20 minutes*

Have students get into 2 circles, one inside the other. Students in the inside circle should be facing out and students in the outside circle should be facing in. Make sure the circles have the same number of students in each.

Have students ask the student in front of them what they like to do, student answers and asks back. Rotate one of the circles to make them change partners, repeat question/answer dialogue. Rotate until they've all partnered with each student.

For example:

Student in inner circle: "What do you like to do with your family?"

Student in outer circle: "I like to go to the beach."

Application: *5 minutes*

As students walk out of class, ask each one what they like to do.

For example:

Teacher: "What do you like to do with your family?"

Student: "I like to go on picnics."

Suggested Homework:

Have students ask their family members what they like to do and present the answers next class.

Additional Activities

1. Read the class a simple story and have them draw out the family that was in the story. (ex. Goldilocks)
2. Play Bingo with all the family members.
3. Put students in groups and have them build a house (out of popsicle sticks/paper mache/etc). Present.
4. Give students a crossword puzzle with this lesson's vocabulary to complete. Have a word bank to make it easier.
5. Give each student a label with either a piece of furniture or a part of the house. Have them find their pair (person with “bed” finds person with “bedroom) and present to the class.
6. Charades. Have each student go to the front of the class and pull out a recreational activity from a jar/baggie. They must act it out as the class guesses which activity it is. Correct guesser goes next.

3rd Grade

Unit 4 – My Preferences

Lesson Plans

- 3.4.1 Food
- 3.4.2 Tableware & Table Manners
- 3.4.3 Farm Animals
- 3.4.4 Clothes
- 3.4.5 Hobbies & Games
- 3.4.6 Fairy Tales

Lesson 3.4.1

Food

Objectives:

Students will be able to identify food items in the categories of meats, fruits, vegetables, desserts, and beverages.

Students will be able to participate in oral tasks individually.

Students will be able to use the target language in context.

Motivation: *5 minutes*

Ask students what their favorite foods are. Write responses on the board. Elicit as much vocabulary as possible.

Information: *10 minutes*

Have pictures of food from each category taped on the board. Go over meaning and pronunciation.

Vocabulary:

Fruits: apple, orange, banana, pineapple, grapes, strawberry, peach, lemon

Vegetables: cabbage, corn, lettuce, carrots, broccoli, tomato

Dessert: cake, lollipop, cookies, ice cream

Meat: chicken, fish, beef, pork, turkey

Beverages: coffee, tea, milk, juice, water, soda

Materials:

Pictures of food items

Tape

Introduce the following question and answer. Practice pronunciation and responding with different food items.

What is your favorite (*food category*)?
My favorite (*food category*) is (*food*).

For example:
What is your favorite fruit?
My favorite fruit is a peach.

Practice: *15 minutes*

Play flyswatter.

Leave taped food pictures on the board. Divide the class into two teams and have them form two lines facing the board. Hand a flyswatter to the first student in each line. Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their flyswatter. The first one to hit the correct word wins a point for their team.

Make sure to model the activity before beginning.

Materials:

Pictures of food items
Tape
2 flyswatters

Application: *10 minutes*

Write the words “**meats**,” “**vegetables**,” “**fruits**,” “**desserts**,” and “**beverages**” on the board. Hand each student at least one food item. Have each student go to the front of the class, say their food item, and correctly place it under its respective category.

Materials:

Pictures of food items
Tape

Suggested Homework:

Have students think of a food item they didn't learn during this lesson. Next lesson, make a list of their food items in English.

Lesson 3.4.2

Tableware and Table Manners

Objectives:

Students will be able to identify items used in tableware.
Students will be able to use written text to describe visuals.
Students will be able to produce target language in context.

Motivation: *5 minutes*

Ask students for a list of the foods they thought of for homework. Write the words on the board with drawings if possible. Practice pronunciation.

Information: *10 minutes*

Practice pronunciation of each of the pieces of tableware.

Vocabulary: **plate, cup, fork, knife, spoon, napkin**

Have students draw and label a place set in their notebooks.

Ask students for proper table manners and help them translate into English. Practice pronunciation.

Materials:

Table set (plate, cup, fork, knife, spoon, napkin)

Practice: *10 minutes*

Have students draw a place set with a complete meal.

For example: Food on the plate and a drink in the cup.

They should include at least one food item from each category (meats, fruits, vegetables, etc.) and properly label with the food name and category name.

For example: A student draws a plate with chicken, carrots, and cake. The student should then label each of the food items by writing, “chicken – meat,” “carrots – vegetable,” and “cake – dessert.”

Students should also label the plate, spoon, fork, etc.

Materials:

White copy paper.
(enough for each student
to have 1)

Crayons/Colored pencils

Application: *15 minutes*

Have students pair up and practice a short sketch as if they were eating at a restaurant together, incorporating the use or lack of tables manners. Each pair goes to the front and acts out their sketch. The rest of the class must state whether the pair is using table manners or not by saying either:

“They are using table manners.”

“They are not using table manners.”

Suggested Homework:

Have students write their dinner to present orally next class.

Lesson 3.4.3

Farm Animals

Objectives:

Students will be able to identify farm animals.

Student will review numbers and sizes.

Students will be able to produce short sentences.

Motivation: *5 minutes*

Introduce “Farm Animals” as this lesson's topic. Ask students what animals they have at their homes or what animals can be seen around their town. Write these animals on the board. If students are unable to say any animal names in English, have 3 students come to the board and draw the animal. Write the name of the animal in English after.

Information: *15 minutes*

Add any missing animal names on the board and go over pronunciation. Tape animal pictures next to their names.

Review “**big**” and “**small**” and have students point out which animals are big and which ones are small.

Materials:

Farm animal pictures
(varying sizes and quantities)

Tape

Review numbers and have students say how many of each animal there are. Practice the sentences:

“**There is 1 small/big (farm animal).**”

“**There are (#) small/big (farm animal)s.**”

Vocabulary: dog, cat, cow, sheep, chicken, cattle, pig

Practice: *15 minutes*

Have 2 farms drawn on the board. Divide class into 2 groups and have them line up equal distance from the board, each in front of a farm. At the end of the line, put a table with tape and one of each animal. Stand at the front of the line and whisper an animal into the ear of the first student in each line. They must then whisper it to the next student and so on until the last student hears the animal name. The last student must pick up said animal picture, put tape on the back and pass it to the person next to them until it's passed to the front again. The student in the front tapes it on the farm and moves to the end of the line. Tell another animal to the next student and repeat the process. First group to get all the animals in correct order taped to the farm wins!

Materials:

Farm drawing (optional)
Farm animal pictures
Tape

Application: *5 minutes*

Have a worksheet where there are varying sizes and quantities of animals. Have students write a sentence for each animal.

For example: "There is one big cow."

*Animals can also be drawn on the board if worksheets cannot be made.

Materials:

Worksheet

Suggested Homework:

Have students draw and label all (at least 3) the animals found at their homes to present next class.

Lesson 3.4.4

Clothes

Objectives:

Students will be able to identify clothing and colors.
Students will be able to produce short sentences.

Motivation: *5 minutes*

Place a piece of colored paper on each student's desk. Ask out loud, "Who has (color)?" Students with said color must hold it up and repeat its name.

For example: The teacher calls out, "Who has blue?" Each student with a blue piece of paper must hold it up and says, "Blue!"

Materials:

Colored paper

Information: *10 minutes*

Have colorful pictures of clothing on the board. Go over the name of each clothing item. After all clothing is reviewed, add color information. Stress the importance of the color by saying, "blue dress, red shirt." Go over clothing as a class, this time stating the colors of the clothes.

Materials:

Colorful clothing pictures

Tape

Vocabulary: hat, dress, skirt, t-shirt, shirt, pants, shorts, shoes, tennis shoes, bathing suit, suit, tie, socks, blouse

Practice: *20 minutes*

Bring clothing to class (or tell students the previous day to bring some for this lesson). Have students get in groups of 4. Each group picks some clothing items and selects a model. Have students present in a mini fashion show. Students should use the sentence “**He/She is wearing (*clothing item*)**” to present their model to the class.

Materials:

Assortment of clothing

Application: *5 minutes*

As students walk out, have them tell you what they are currently wearing.

For example:

Teacher: “What are you wearing?”
Student: “I am wearing a white shirt.”

Suggested Homework:

Have students draw and label an outfit.
Have students include both the name of the clothing items and their colors.

Lesson 3.4.5

Hobbies & Games

Objectives:

Students will be able to identify hobbies and games.

Students will be able to recognize written text.

Students will be able to produce short sentences about the topic.

Motivation: *5 minutes*

Ask students, “What do you like to do with your family?”

(Learned in lesson 3.3.6).

List all the vocabulary the students remember.

Possible answers: go camping, go on a picnic, play soccer

Information: *10 minutes*

Review the hobbies/games written on the board and add new vocabulary. Assign a physical action to each. Practice pronunciation and actions.

Vocabulary: play soccer, read, listen to music, play my guitar, walk my dog, play jump rope, color, draw, ride my bike/horse/skateboard

Practice: *15 minutes*

Play Charades.

Model how to play charades. Act out one of the activities as the class guesses what they are doing.

For example: The teacher pretends to ride a horse and the students call out “Ride a horse!”

Make sure the words are on the board for reference.

Next, have a student come to the front of the room and choose a slip of paper that has the actions written on them.

Have the student act out the verb.

The rest of the class should guess what the student is doing.

Play continues until each student acts out an activity.

Application: *10 minutes*

Review the following phrases:

“I like to (*verb*).”

“I don’t like to (*verb*).”

Each student must orally present one hobby or game that they like and one that they don’t like.

For example: “I like to play soccer” / “I don’t like to draw.”

Suggested Homework:

Have students draw their favorite hobby and write a sentence to describe it.

For example: “I like to read.”

Materials:

Baggie/jar with hobbies/games on slips of paper

Lesson 3.4.6

Fairy Tales

Objectives:

Students will be able to comprehend a story told orally.
Students will be able to produce language through repetition.
Students will be able to produce target language in context individually.

Motivation: 5 minutes

Bring a prop related to a story (*Cinderella* = Barbie princess, *3 Little Pigs* = stuffed animal of a pig, etc.) and have students guess which story the prop is related to.

Materials:

Prop of choice

Information: 10 minutes

Read the story to the class and check for comprehension throughout, after each sentence if necessary. For best results, pick a story with repetition (like *5 Little Monkeys*) or a story they will already be familiar with (like *Cinderella*). After reading, discuss morals presented in the story.

Materials:

Book/Story

Practice: *15 minutes*

Divide class into multiple groups and assign each group a part of the story. Each group must design a skit, with key dialogue, and present it in front of the class.

Materials:

Book/story

Props (optional)

Application: *10 minutes*

Have each student draw a new and different book cover to the story read. Have them present to the rest of the class. Students should present in complete sentences by saying, “This is a _____” while pointing to the different parts of their picture.

Materials:

White copy paper

Colored pencils/Crayons

For example: If the student draws the cover to the *Three Little Pigs*, the student could point to a pig and say, “This is a pig.” Then the student can point to the house and say, “This is a house.”

Encourage the students to use all of the vocabulary they know.

Suggested Homework:

Have students pick their favorite fairy tale/story and draw an illustration along with the sentence “My favorite story is (*story name*).”

Additional Activities

1. Have students make their own Bingo cards and play Bingo.
2. Play Simon Says with the table manners.
3. Teach students the song *Old MacDonald Had a Farm*.
4. Play hot potato. When the hot potato lands on a student, point to an item of clothing and they must name it.
5. Form a circle. First student says a hobby and performs the action, passes the ball to a second student. Second student must say and perform the first action plus a new one and pass the ball. Third student must say and perform first two, plus add a new one. Continue that pattern.
6. Have students draw their favorite part of the story as a poster and present.

3rd Grade

Unit 5 – My School Community

Lesson Plans

- 3.5.1 School Activities
- 3.5.2 Subject Matter and School Duties
- 3.5.3 Sports, Art, and Games
- 3.5.4 Schedule and Ways of Telling Time

Lesson 3.5.1

School Activities

Objectives:

Students will be able to discuss common school activities.
Students will be able to associate preference with target vocabulary.

Motivation: *5 minutes*

Write “School Activities” on the board. Draw or post a photo of a “thumbs up” on one side of the board, and a “thumbs down” on the opposite side. Ask the kids if they know/remember any school activities. Help them out by miming simple tasks, such as reading, writing, or drawing. Post the drawings that the kids mentioned; save the remaining for the *Information*. As activities are mentioned, dramatically display dislike or enjoyment (facial expressions, posture, sounds) in addition to using thumbs up/thumbs down. Make sure the kids are doing it too. This is a good way to make sure you have their attention from the start.

Materials:

Drawings

Information: *15 minutes*

Mime out different school activities (using available classroom props) and as students realize what you’re miming, post a photo to confirm their guesses (rather than speaking Spanish). As each activity is posted/revealed, write the vocab word, have kids repeat the vocab word, and have them show a “thumbs up” or “thumbs down” to show if they like it or not.

Materials:

Drawings

Props

Tape

Vocabulary: to Read, to Write, to Draw, to Color Recess, Lunch, to Learn, Tests/Exams, to Study, to Pray

Practice pronunciation together.

Teach the phrase “I like/Yes, I like” and “ I don’t like/No, I don’t like”, again using the thumbs up/thumbs down

*This will be reinforced and re-used throughout the unit.

Practice: *15 minutes*

Now move the pictures of the thumbs up/down to opposite ends of the classroom. Make a statement: “I like tests”, and have students go to the side they agree with. Have volunteers from each side say either “Yes I like tests”, or “No, I don’t like tests.” Have students lead a few rounds by saying an activity aloud to the class.

Materials:

Drawings

Tape

Application: *15 minutes*

Clear board.

Write each activity in a different order than previously. Have the drawings in a pile, ready to post. Ask students to come up one by one and randomly select a drawing. They must post the drawing next to the correct vocab word. At the end repeat each word.

Materials:

Drawings

Tape

Suggested Homework:

Ask each student to draw himself or herself “liking” one activity and “disliking” a different one; to be presented at the beginning of the next class.

Lesson 3.5.2

Subject Matter and School Duties

Objectives:

Students will be able to discuss school subjects and school duties.
Students will be able to match visuals with written vocab.

Motivation: *5 minutes*

Write on the board: “I like _____” and “I don’t like _____”. Post the thumbs up/thumbs down below “like” and “don’t like”, and drawings of activities in a column below the “_____”.

Have students present two drawings (one like, one dislike) from the previous class. As students present, teacher follows along and points to the words/drawings on the board.

Materials:

Drawings
Tape

Information: *15 minutes*

Write “School Subjects and Duties” on the board.
Post vocab flashcards on the board in two columns:

Materials:

Props
Flashcards

Vocabulary:

Subjects: Math, Science, Social Studies, English, Spanish, Physical Education (Phys. Ed.)

Duties: Erase the board, Clean the classroom, Do homework, Study for the test, Behave well at school

Using props to represent each Subject and Duty, go over each vocab word (protractor for Math, flag or map for Social Studies, an eraser for Erase the board—use what's around you, things that are familiar to the students.) Pass out the items (multiples may be necessary). Once each student has an object, call out vocab words. When a student's Subject is called out, they must stand up. Repeat. Shuffle items. Repeat.

Practice: *15 minutes*

Assign each student a Classroom Duty and a Subject, and have them draw a representation of that Subject and Duty on a blank piece of paper (2 minutes! Time them to keep them on task). There will be repeats.

You should have multiple Flashcards with a Subject or Duty written on them. Collect the drawings from the students.

Materials:

Flash cards

Application: *5 minutes*

Have students line up to leave. Using the stack of flashcards (half teacher made, half student made) have each student pick two cards. In order to leave class they must identify both cards.

Materials:

Flashcards

Suggested Homework:

Write in each student's notebook " My favorite subject is"; ask students to draw their favorite subject below. Tell them to practice by telling their favorite subject to a friend, classmate, or family member.

Lesson 3.5.3

Sports, Art, and Games

Objectives:

Students will be able to discuss common sports, art, and games.
Students will be able to respond to short phrases.

Motivation: *5 minutes*

Post the thumbs up/thumbs down on opposite sides of the room. Start to mime vocabulary, ask students to identify activities in Spanish, and to show if they “like” or “dislike” the sport/art/game by standing under the correct sign. Explain that they will be learning about these activities in English today.

Materials:

Drawings
Tape

Information: *15 minutes*

Present the vocabulary in English, continuing to consistently mime along with the vocab (write and draw vocab on board—or use reusable drawings/placards)

Materials:

Ball
Drawings
Tape

Vocabulary: **to paint, to color, to play soccer, to play basketball, throw the ball, kick the ball**

Ask students to stand up and mime the vocab with you, while repeating the words.

Have students make a circle after a few repetitions. Pass a ball around; the person passing the ball names a vocab word, the person receiving the ball must repeat and mime the activity to show that they know the meaning. Work on pronunciation; make sure each student passes and receives.

Practice: *15 minutes*

Assign a vocabulary word to each student (there will be multiples). Teacher reads aloud a paragraph with simple phrases utilizing vocab, and when the assigned vocab word is said, the student must mime the action.

Materials:

Paragraph(s)

For example: Sara likes to play soccer. She does not like to paint, but she does like to draw. When she plays soccer, her favorite thing to do is kick the ball. She is happy when she kicks the ball.

Read through multiple times, increasing speed. Use multiple short paragraphs, and assign different vocab words to students.

Application: *5 minutes*

Create groups of two. When exiting the classroom, students must mime a vocab word for their partner; partner must name vocab word. Then the roles will change.

Suggested Homework:

Tell students to practice the miming and vocab with friends; encourage them to create a new game or use vocab during recess.

Lesson 3.5.4

Schedule and Telling Time

Objectives:

Students will be able to tell time while practicing numbers 1-60.
Students will be able to discuss their daily schedules.

Motivation: *5 minutes*

Using the SUBJECT flashcards from the Subject and Duties lesson, play a matching game on the floor. Repeat and review Subject vocab.

After a few rounds have students put Subject and Duties into a daily schedule order. Tell students they'll be learning about time and schedules.

Materials:

Flashcards

Information: *15 minutes*

Present a clock to the class (made with cardstock & adhesive paper). Class says the numbers aloud (1-12) as the Teacher points.

Draw a larger clock on the board (with dashes for minutes). Have six kids come to the front of the class and hold up 10 fingers. Help the students count to 60; Repeat.

Materials:

Handmade paper clock

Write the phrases:

“What time is it?

It is ____:____. ” on the board

Model the questions and response, by pointing to a clock or to a watch. Have students repeat. Give example times, and move the hands on the clock, or draw the hands on the board.

Practice: *15 minutes*

Give each student his or her own small paper clock (with moveable hands, or to be used with a whiteboard marker). Write a time out on the board, and have students draw the hands on the clock. Repeat.

Draw one column of clocks and a second column of written out times. Have students come to the board and match the clock to the correct time.

Materials:

Handmade paper clocks

Whiteboard markers

Application: *5 minutes*

Activity 1:

Hand out 60 numbered popsicle sticks (with words). Have kids organize the popsicle sticks on the ground in the correct order.

Materials:

Clocks

Popsicle sticks

Time slips

Activity 2:

Give each student a time. Example: “twelve fifty seven.” They must draw the time on their clock before leaving.

Suggested Homework:

Paste a chart with empty boxes into each student’s notebook.
Have the students fill in their daily schedule.

Additional Activities

1. Give a set of 2 phrases (I like to draw; I do not like to read.) to each student. Student must draw 2 pictures to represent the phrases, then present them to the class.
2. Split into teams (by counting off) and play charades.
3. Give paragraphs to students and have them underline or highlight the vocabulary in the text. (cover or erase vocab on board to make it more difficult).
4. Have students play fly swatter; write out multiple times of day. Display a time on the clock and students must compete to hit the correct written time.
5. Read a schedule aloud to the students. Give them a worksheet that has two columns: one for a subject and one for a written time. Students must listen and fill in the blanks. (word bank optional)

3rd Grade

Unit 6 – My Community

Lesson Plans

- 3.6.1 Community Helpers
- 3.6.2 Jobs, Occupations, and Community Helpers
- 3.6.3 Duties and Responsibilities in the Community

Lesson 3.6.1

Community Helpers

Objectives:

Students will be able to identify common community buildings/locations around their town.

Motivation: *5 minutes*

Draw a map of the town. Using a cutout of a person, walk them around town and ask the kids what the building or place in town is called.

Ask kids to move the “person” to a specific building or location on the map.

If possible, do the tour outside.

Materials:

Map

Cut out person/Figurine

Information: *15 minutes*

Post photos of different buildings/locations around the room. Walk around and say the word of each building/location. Have students repeat. Stand in front of different posted locations/building and prompt students to produce the vocab.

Teach:

“Where is he/she?” “He/She is at the (*location.*)” Have students stand at each photo. Practice.

Materials:

Notebooks

Worksheet

Photos of buildings

Vocab slips

Post corresponding vocab next to each photo.

Hand out worksheets with copies of each building and each vocab word printed on them (in two columns). Have students match each photo to the corresponding photo. Paste this handout in their notebooks.

Practice: *15 minutes*

Have a bag of items that correspond or could represent each building/location.

For example: A soccer ball for the soccer field.

Notebook for school. Band-aids for hospital. Paper police badge for police station.

Have students decide where to place each item.

Materials:

String

Props

Building/Location photos

Play a large matching game on the floor using the items and photos of buildings/locations to show they understand the meaning of each location/building. Have 2 students on either end of a string or rope; they will make a line connecting the item and building.

Application: *5 minutes*

Return to the map from the beginning of class. This time have 2 students use fly swatters to hit the correct location/building (or have the words posted instead of photos to practice reading and word recognition) on the map as different students call out vocab words.

Ask “Where is she/he?”
“He/She is at the (*location*).”

Materials:

2 flyswatters

Map

Photos of buildings/Locations

Suggested Homework:

Have students draw a map of their own town and label it. Give them vocab to include on strips of paper. They can cut them out and paste them onto the completed map.

Lesson 3.6.2

Jobs, Occupations, and Community Helpers

Objectives:

Students will be able to discuss different jobs.

Motivation: *5 minutes*

Post photos of occupations on the wall or whiteboard. Photos of community locations/buildings should be posted around the room. Ask students to select an occupation photo from the board. First, the teacher should say the occupation, and if the students do not understand, mime out the word. The student must place the occupation on the correct building photo.

Materials:

Photos of town locations/buildings
Occupation photos
Tape

Information: *15 minutes*

Present all of the occupation vocab. Write the word next to each photo. Act out each occupation, and have the class stand up and learn the miming as well. Focus on vocabulary that is relative to their school life, home life, and safety/health.

Repeat the vocabulary. Call out vocab and have students act out the profession to show comprehension.

Materials:

Photos of occupations
Tape
Marker
Newsprint

Write “What do you do?” on the board, or hang up a piece of Newsprint with the lesson’s grammar. Practice saying the question. Model the question by having the class answer with “I am a teacher”.

If students are grasping this material, attempt to explain the use of “a” versus “an”. Have students do a matching activity to practice this usage.

Practice: *15 minutes*

Distribute slips of paper with a copy of the occupation photo on them to each student. Post photos that correspond with each occupation around the room. Have students find their occupation and practice saying,

“What do you do?”
“I am a/an (job.)”

Have students ask the question to each following student; this way they practice speaking more, and hear the teacher’s voice less. Once everyone has gone, point at random students and say “What does she do?” Have the class answer.

Collect and pass out the photos again. Repeat.

Application: *5 minutes*

As students leave have them answer, “What does she/he do? 3 times while holding up different professions.

Materials:

Photos of occupations
Tape
Smaller occupation photos

If students are having a rough time with the sentence structure, hold up a paper that reads, “She/He is a/an (job.)”

Materials:

Occupation photos

Suggested Homework:

Have the students draw a picture of their dream career. Teacher should write “What do you do?” and “I am a/an (job.)” in the students’ notebooks. Have them present the drawing and answer the question in front of the class the start the next session.

Lesson 3.6.3

Duties and Responsibilities in the Community

Objectives:

Students will be able to discuss occupations.
Students will be able to decipher meanings from visual cues.

Motivation: *5 minutes*

Review buildings/locations vocab using the map and photos again.

Talk about actions you could do in each location.
Post photos of different traffic signs: Traffic light, stop sign, pedestrian crossing, and/or a sign for a bike lane.

Teach the meaning of each sign by miming; have the students replicate the actions when you point to the signs.

Materials:

Map
Traffic signs

Building/Location
photos

Information: *15 minutes*

Discuss actions that you can do in each location.

First the teacher acts out and uses props, and students repeat the phrases.

A cardboard steering wheel or keys for “Drive to the _____”

A bike helmet and reflective vest for “Ride my bike”

A pedestrian sign and hand signals for “Cross the street” and “Walk”

A traffic light for “STOP” “GO” “SLOW DOWN”

Materials:

Gear/props
Signs
Worksheet
Notebooks
Glue

Soccer ball for “play at the park” or “play soccer”

Write phrases on the board and have students run to touch the appropriate gear for each phrase.

Have students write the phrases on a worksheet next to the corresponding photo of gear or location/building (photos should be provided to avoid wasting too much time drawing each item). Paste worksheet in Notebook.

Practice: *15 minutes*

*Outdoor space may be more ideal, or move desks to center of class to create a circular track

Say the new phrases and students will take turns going through “obstacle course” or commands. Example: Drive the car. Slow down. Stop. GO. Stop. Play soccer.” Students must pick up appropriate gear and respond to phrases with actions. As this continues with different students, have volunteer students call out the phrases instead of the teacher. Teacher should encourage more talking, and correct pronunciation as more students complete the activity.

Materials:

Gear/props

Open space for activity

Application: *5 minutes*

Students will work in pairs to give one command/phrase. Partner must select the correct piece of gear or a prop. Reverse roles and repeat.

Materials:

Gear/props

Suggested Homework:

Have students draw 3 photos that correspond to 3 different phrases.

Ask students to practice commands on the way home and teach phrases to their families.

Additional Activities

1. Create a new town as a class using magazine photos or the pre-made building/location photos. Go over vocab. // Re-create the local town using large Text (HOSPITAL, PARK, SCHOOL); it's best to lay it all out on the floor. If there is extra time teach "Go to the _____" and other basic directions.
 - a. <https://www.youtube.com/watch?v=LULzOE1IVYk> [town vocab song]
2. Play charades! // Have students make flashcards that integrate the word and photo for each occupation. Examples: Doctor could have a RED cross as the "t", Teacher could have an apple as the "a" or a ruler/pencil for the "t" or "h"
3. Play Simon Says: "Simon says drive the car" "Walk" "Simon Says"
4. <https://www.youtube.com/watch?v=it-dTcFGsFc> [simple traffic light song]

3rd Grade

Unit 7 – My Environmental Education

Lesson Plans

- 3.7.1 Ways to Take Care of Plants and Animals
- 3.7.2 Natural Resources
- 3.7.3 Ways to Protect the Environment and Nature

Lesson 3.7.1

Ways to Take Care of Plants and Animals

Objectives:

Students will be able to discuss caring for plants and animals.
Students will be able to understand key phrases related to the environment.

Motivation: *5 minutes*

Use pictures (or draw on the board) of plants and animals that students may have seen in their communities or in Costa Rica. Ask students if they know any of the names. Focus on pronunciation.

Materials:

Whiteboard
Photos
Tape
Markers

Information: *15 minutes*

Teach all of the vocabulary and write words next to the photos/drawings. Have students repeat.

For animals, ask the students (without pointing to the photo/drawing) “What does the (*animal*) say?” to get the kids to respond with animal noises. Make the animal noises yourself and ask students to name the animal.

Teach plants that are commonly found in Costa Rica, and if possible use props and pass them around while discussing the vocab.

After repeating vocabulary, introduce different phrases about caring for plants and animals (if you would like, have additional photos showing wilting crops or thinner animals to demonstrate).

Materials:

Photos/Drawings
Animal noise video (optional)
Fruit or Crop props

Focus on phrases such as:

Water the plants.

Give plants sun.

Feed the _____ (cow, cat, chicken, dog, horse, sheep, etc.)

Give the _____ water.

Do not pollute the rivers.

Do not litter.

Practice: *15 minutes*

Assign students a partner. Give each group a scenario, example: “Do not pollute the rivers.” Ask them to illustrate the phrase. Make posters to hang up in the classroom. Have students present their posters to the class.

Materials:

Paper
Markers
Colored Pencils

Application: *5 minutes*

Put the students in two lines. Using all props and photos, start passing the items to each line. As the student passes the item they must say the word; the next student must repeat the word to the following student. If the student does not know the word, the photo must go back to the front of the line. Continue this chain of repetition and keep passing more props or photos. Increase speed, and walk among rows listening to and correcting pronunciation.

Materials:

Photos/Drawings

Suggested Homework:

Ask students to teach their families about taking care of plants and animals. Draw a picture of a plant or animal in or near your home and write one of the phrases from class.

Lesson 3.7.2

Natural Resources

Objectives:

Students will be able to discuss natural resources of Costa Rica.
Students will be able to recognize relations between ideas.

Motivation: *5 minutes*

Show a video, or post photos/drawings of different natural resources: water, wind, trees, earth, sun, ocean.

Materials:

Videos
Drawings/Photos

Ask if students know the name of any resources. Focus on pronunciation. Connect new words to words students may already know (ocean to “beach”, wind to “windy”, sun to “sunny”)

Information: *15 minutes*

Explain what a natural resource is: a resource found in nature that is used by humans.

Draw or print diagrams (logs for trees, windmills for wind, water bottle for water, solar panel for sun) that show natural resources being used for power or consumption.

Materials:

Photos/Drawings
Tape
Worksheet
Notebook

Write the vocab word under each resource.

Vocabulary:

Let's appreciate our natural resources (if possible make a poster to hang on the wall or decorate a bulletin board with this phrase as the header). Mime this phrase by applauding each resource and saying thank you (kids should applaud too, get the energy up, don't be afraid to be silly).

Lets protect _____.

Provide students with a worksheet that allows them to match the resources as noted above or connect words to pictures. Paste this worksheet in their notebooks.

Practice: *15 minutes*

Discuss which Provinces have which resources. Then, using a map of Costa Rica, have students come to the board and place resources in different Provinces.

Teach the phrases:

(province) has (resource)
Let's protect (resource)

Materials:

Newsprint
Whiteboard
Markers
Map of CR
Resource Photos

Assign students different provinces or different resources. Have them draw the resource and write the two phrases. Present the drawing to the class.

Application: *5 minutes*

Ask students to find different natural resources around the room (stand in the sun, point at water bottles, touch the wooden desk, etc.)

Materials:

Props

Lesson 3.7.3

Ways to Protect the Environment and Nature

Objectives:

Students will be able to discuss protecting the environment and nature.
Students will be able to assume a leader role and facilitate learning.

Motivation: *5 minutes*

Write “Lets Protect _____”. Give each student a resource photo or a piece of paper with a resource written out on it. Students must find their match. When everyone has found their match, they must find an example of their resource in the classroom and stand with it. Each group will say “Lets protect (resource)”

Materials:

Resource photos/drawings
Resource Words
Props

Information: *15 minutes*

Study the photos of natural resources and additional photos of different labeled environments (beach, forest, lake, river, town). Once the students have practiced these words, pull out photos of trash, smoke, or oil. Place these photos on top of the environments.

Ask the kids if the environments look good (thumbs up for non-polluted, thumbs down for polluted). Exaggerate facial expressions and hand motions.

Materials:

Pollution
Environment Photos
Resource Photos
Poster with key phrases (optional)
Necessary props (cape, recyclables, trash bag, etc...)

Teach the phrase: **The _____ is polluted.**

Ask students what we can do to help, how we can be environmental superheroes!

Teach the following phrases; have photos or drawings ready.

Vocabulary:

What can we do to stop pollution?

Let's save the dolphins.

Let's recycle.

Let's plant a tree

Protect the animals.

Dispose the garbage properly.

Mime each task and repeat phrases.

Practice: *15 minutes*

Create scenarios on the board (using environment photos, pollution) and ask kids to produce phrases.

Then write sentences on the board and have the students assemble the props or photos to represent the sentence.

Materials:

Environment and
Pollution Photos
Whiteboard
Markers
Props

Create an “obstacle course” of pollution. Take turns using a superhero cape or mask. Give the superhero directions “Let's recycle”. The “superhero” must act out the command. Let students give commands to fellow students after a few rounds.

Application: *5 minutes*

Write the key phrases on the board. Students should copy down all the phrases. Teacher will then hand out sheets of paper with drawings representing each phrase. Students must cut out all of the photos and paste them in their notebooks next to the accompanying phrases/vocabulary.

Materials:

Notebooks
Glue
Scissors
Worksheet

Suggested Homework:

Students should finish their Application work at home // Ask students to draw a photo of what they can do in their home to help protect the environment (shorter shower, turning off lights, recycling, composting, etc.)

Additional Activities

1. Ask students to draw what they do in their homes/outside of school to take care of nature and animals. Help them articulate what they draw. Have the students post their photos and do a “gallery crawl”: half the class stands with their photos to explain, and the other half walks around learning and viewing their classmates’ work. //Post animal/nature photos around the room and then tape a vocabulary word on each student’s back. The students must help each other find their matches by miming, and guiding, or by *speaking English* in order to find and stand in front of the correct photo.
2. Using Newsprint, create large diagrams representing each resource and their stages. (trees>saw>logs>desk/house/floor) Have students write the key phrases and teach the class about their resource.
3. Post scenarios around the room. Read sentences aloud and students must go stand next to the scenario the teacher is describing. Let students announce phrases to students after a few teacher-led rounds. // create bingo boards using the vocabulary from the entire unit, play using recycled bottle caps or soda can tabs.
4. Some worksheets and games to practice vocabulary with animals:
http://bogglesworldesl.com/lessons/animal_parts.htm
5. Link to over 270 worksheets to practice Nature and Environment vocabulary:
http://busytteacher.org/classroom_activities-vocabulary/environment_and_nature-worksheets/

4th Grade

TEFL for MEP
1st Edition

4th Grade

Unit 1 – Socializing

Lesson Plans

- 4.1.1 Classroom Language
- 4.1.2 Greetings and Leave Takings
- 4.1.3 Invitations
- 4.1.4 Conversations

Lesson 4.1.1

Classroom Language

Objectives:

Students will be able to use classroom language.
Students will be able to use basic greetings.

Motivation: *5 minutes*

The teacher will have the students line up outside the class in a single line. In order to enter the classroom students must individually respond to the teacher's greeting. This should be a simple repetition. Such as: "Good morning", "Nice to see you", "Hello", "Hey", etc.

Information: *15 minutes*

Ask each student to repeat to the class the greeting that was given to them at the door. List all of the greetings on the board. As you write the phrases on the board give the class the correct pronunciation. Students will repeat the phrase together after the teacher. Pick random students to repeat the greetings. After you have listed the phrases, have the students copy down the list.

Materials:

Whiteboard
markers/chalk

A compiled list of
classroom language

Present the classroom language by acting out the phrases. For example: be quiet (finger on the mouth), listen (pointing to your ear), sit down (going from a standing position to a seated position, etc.) Students will copy the phrases into their notebooks.

Practice: *10 minutes*

Students will practice the phrases with a partner. Circulate to make sure students are on task. Correct pronunciation as necessary.

Application: *10 minutes*

Break class into two teams. The teacher will act out the classroom language with the signals. For example, the teacher will put his hand on his lips; the student would have to say "be quiet". Two students will compete against one another at a time. The first to raise her/his hand with the correct answer wins a point. Afterward, the class as a whole will repeat the phrase.

Suggested Homework:

Greet at least one family member in English.

Lesson 4.1.2

Greetings and Leave Takings

Objectives:

Students will differentiate between formal and informal greetings, introductions, and leave takings.

Students will know how to start and finish simple conversations.

Motivation: *5 minutes*

Have the students line up in front of the classroom in a single line. Instruct them that they must greet you with a greeting from the previous lesson. The teacher will reciprocate the greeting. If the student is unable to remember a greeting, send them to the end and instruct them to listen to the other students' greetings.

Information: *10 minutes*

Brainstorm with the class what constitutes formal and informal greetings. List for students examples of formal and informal greetings, introductions, and leave takings. The students will repeat the pronunciation of each phrase.

Materials:

Whiteboard
markers/chalk

Informal: Hey what's up? How's it going? He's/She's my _____. What's your name? It's cool seeing you again. Later! Peace!

Example conversation:

*Alicia and Abby= friends

Alicia: Hey, what's up?

Abby: Hey Alicia, how's it going?

Alicia: Peace!

Abby: Later!

Formal: Hi, how are you? Nice to meet you. This is _____. What is your name? I'll see you soon. Good bye. Take care.

Example conversation:
Tom and Brittany= co-workers

Tom: Hello, what is your name?
Brittany: Hi, my name is Brittany.
Tom: Nice to meet you.
Brittany: Nice to meet you too.

Practice: *20 minutes*

Point to each greeting listed on the whiteboard and have class repeat. Also, pick individual students to repeat. The teacher will demonstrate proper pronunciation and correct students as needed. The students will copy the phrases into their notebooks. The teacher will number the phrases on the whiteboard. At the end, random students will read the phrases.

Materials:

Whiteboard
markers/chalk

Application: *5 minutes*

The teacher will throw a beach ball around and ask random student to give them a formal or informal greeting, introduction, or leave-taking phrase.

Materials:

Ball

Suggested Homework:

Students will draw a picture of an informal greeting situation or a formal greeting situation and write the appropriate greeting.
For example: two friends meeting for lunch= informal greeting situation
For example: greeting your boss at work= formal greeting situation)

Lesson 4.1.3

Invitations

Objectives:

Students will be able to extend invitations.
Students will be able to accept and decline formal and informal invitations.

Motivation: *5 minutes*

Each student must present their homework from the previous lesson to the class.

Information: *15 minutes*

Pass out little slips of papers with a response written on them. Read the questions and see if the students can figure out which response corresponds to your question. Explain that each question is an invitation and explain what the word “invitation” means.

Materials:

Slips of paper with a sentence dialogue

Examples:

Questions:

Would you join me for coffee?

Want to come to my party?

Let's play soccer later?

Would you like to have dinner with me?

Want to watch the soccer game at my place?

Responses:

Sure! I love coffee!

No, thank you.

Dinner sounds great!

Maybe another time.

Sounds fun!

Practice: *10 minutes*

Throw the ball to one student. Invite the student using one of the questions above. Student will use one of the responses listed above to answer the invitation.

Materials:

Ball

Application: *10 minutes*

The students will pair up, and the teacher will hand out mini conversations to each pair. The students will try to order the conversation given to them. The teacher will circulate the class checking in on each pair. When the students have figured out the order, they will let the teacher know. The students will read the conversation. The teacher will help with pronunciation and other errors.

Materials:

Slips of paper with dialogue

Suggested Homework:

Student will invite one family member to an event.

Lesson 4.1.4

Conversations

Objectives:

Students will be able to have a basic conversation with a tourist.

Motivation: *5 minutes*

The teacher will have each student pick a popsicle stick. Each popsicle has a pair, so the students have to find the other student with the same popsicle. The students then have to formally introduce themselves to their partner. The teacher will circulate to monitor the students.

Materials:

Colored popsicle sticks or colored strips of paper

Information: *15 minutes*

Break the students into groups of 3. Students will brainstorm different places or scenarios in which they might come into contact with foreigners. Have them list as many countries as they can that have English speaking populations. After five minutes, call on the groups. Write down what the groups came up with, add to the list, and have the students copy down what's on the board. Explain that English is widely spoken, and as a result, the chances are high that they might run into someone who speaks English.

Materials:

Whiteboard markers/chalk

Example countries:

United States	England	Canada	South Africa
Scotland	Belize	Jamaica	Australia

Example situations:

Beaches	Supermarkets	Airports	Bus stations
Hotels	San Jose	Tourist Places	Restaurants
Club			

Practice: *10 minutes*

The teacher will pretend to be a tourist, and the students will be the locals. The teacher will at first speak very quickly while reading the script. The students will most likely not understand what the teacher says the first time. The teacher will teach the class "slower please". The students can attempt to respond to the teacher. If the students are unable to answer, the teacher will provide the required dialogue. The teacher will model all the dialogue, and the students will repeat the dialogue.

Materials:

Short list of dialogues

Examples:

Teacher:

Hi nice to meet you!
What is your name?
Want to come to my party?

How are you doing?
Would you like to have coffee?
Would you like to see a movie?

Student:

It's nice to meet you too!
My name is _____; what is your name?
Sorry I can't make it to the party.

I'm great! Thank you for asking.
Coffee sounds great!
Maybe next time.

Application: *10 minutes*

The class will be broken up into two lines that are facing each other. The teacher will give one side the initial dialogue, and the other half will get the response. The teacher will demonstrate what the students will do. After each cycle, the students on the response side will shift over one person. This system will continue until all the students have had a chance at each dialogue. The student will then change sides so that the responders are now the initiators. The teacher will circulate and provide feedback and corrections as needed.

Materials:

Strips of papers with the dialogue from the information section

Suggested Homework:

Students must name one place or scenario in which they needed to speak English.

Additional Activities

1. http://www.eslprintables.com/writing_worksheets/invitations/
2. <http://www.brighthubeducation.com/esl-lesson-plans/76884-learn-about-inviting-people-to-events/>
3. <http://www.teach-this.com/resources/making-suggestions>
4. <http://www.newsflashenglish.com/english-lessons/why-english-is-the-most-important-language-in-the-world>
5. https://schoolsonline.britishcouncil.org/sites/so/files/files/C666_Lesson_plan%20covers%20and%20inners_FINAL_web%20only.pdf

4th Grade

Unit 2 – Keeping Healthy

Lesson Plans

- 4.1.1 Internal Body Organs
- 4.1.2 Common Diseases in Costa Rica
- 4.1.3 Symptoms and Treatment of Common Diseases
- 4.1.4 Maintaining a Healthy Lifestyle

Lesson 4.2.1

Internal Body Organs

Objectives:

Students will be able identify internal body organs.
Students will know the location of various organs within the body.

Motivation: *10 minutes*

Teacher draws the outline of a body on the board and asks the students which internal body organs they know. As students call out organs the teacher draws them on the body.

Variation: If the students don't know the names of the organs in English, they can come up to the board and draw an organ inside the outline of the body the teacher drew on the board.

Materials:

Whiteboard
markers/chalk

Information: *10 minutes*

Teacher labels the organs that were drawn on the body. If there are any organs missing from the list, the teacher will draw and label them. The teacher can also ask the students; "How many lungs do we have?" "Where is the brain located?" etc.

Materials:

Whiteboard
markers/chalk

List of organs:

Brain
Stomach

Throat
Kidneys

Lungs

Liver

Heart

Next, the teacher will pronounce and have the students repeat each of the organs several times.

Practice: *10 minutes*

Students will copy the body drawn on the whiteboard into their notebooks and practice pronunciation and location with a partner.

Application: *20 minutes*

“Pin the Organ on the Body” -- Depending on the size of the classroom each student will draw a different organ on a piece of paper and cut it out. It’s ok to have two or even three drawings of the same organ. The organs don’t have to be perfect, what’s important is that the student can distinguish which organ it is and become familiarized with it. Once all the students have finished the teacher collects the drawings and once again draws a large outline of a body on the board. One student at a time will be blindfolded in front of the board and given an organ. The rest of the class will direct the blindfolded student and tell them where the organ needs to go on the body outline that has been drawn on the board.

OR:

Erase the board and have students close their notebooks. In groups of 3 or 4 give students a blank sheet of newsprint and have them draw and label the internal organs learned in the lesson. Once finished, have the group present their poster to the class.

Materials:

Scissors

Markers/crayons/
colored pencils

Blank paper

Tape

Blindfold

Materials:

Newsprint

Markers/crayons/
colored pencils

Suggested Homework:

Students will draw self-portrait including and identifying their organs.

Lesson 4.2.2

Common Diseases in Costa Rica and Health Centers

Objectives:

Students will be able to identify the most common diseases found in Costa Rica.
Students will understand the terminology related to health care centers in Costa Rica.

Motivation: *5 minutes*

Review the internal body organs learned in the previous lesson. Ask students which diseases they believe are common in Costa Rica.

Information: *10 minutes*

The teacher writes common diseases found in Costa Rica:

Dengue
Chickenpox
Diabetes

Cholera
Flu
Obesity

Hepatitis
Cold

Materials:

Whiteboard
markers/chalk

The teacher has the students repeat the vocabulary and asks them if they know what each of the diseases are. Then writes the main health centers nearby, clinic-EBAIS, hospital- writes the name of the nearest accessible hospital, pharmacy. Teacher asks the students whether they have visited any of these institutions for any of the reasons mentioned above or if a family member has.

Practice: *20 minutes*

The teacher writes the different diseases on separate slips of paper and tapes them around the classroom. Give pairs or trios of students a slip of paper with a short concise definition of the disease.

Materials:

Slips of paper

Pen/marker

Tape

- Dengue: is transmitted by a mosquito.
- Cholera: is an infection in the large intestine.
- Hepatitis : hurts the liver and causes fevers
- Chickenpox : is contagious, causes red spots on skin
- Flu :caused by virus and causes fever and body aches
- Cold : causes coughing, sneezing and affects nose, eyes and throat
- Obesity/overweight : too heavy, weighing more than this healthy
- Diabetes : high level of sugar in the blood

Students will then walk around the classroom, find the disease their definition belongs to and stand next to it. The teacher will go around and correct the students if needed and then the students will read their definition and words out loud. Have students write the information in their notebooks.

Application: *5 minutes*

Erase the information on the board and have students close their notebooks. Have the students sit in pairs with a small blank piece of paper. Give them 3 minutes to write down as many of the words they learned in the lesson. At the end of the 3 minutes tell them to stop and put their pencils down. Have each pair count how many words they were able to write in the 3 minutes (misspelled words are ok as long as the teacher can understand what it says). The pair that was able to write the most words wins.

Materials:

Small pieces of plank paper

Suggested Homework:

Have students visit the closest medical center.

Lesson 4.2.3

Symptoms and Treatment of Common Diseases

Objectives:

Students will be able to describe symptoms present in common diseases.
Students will be able to identify various treatments for each common disease.

Motivation: *10 minutes*

Review common diseases and definitions by doing the activity from the previous lesson (tape the words of the disease around the classroom and have students stand by the word with their respective definition).

Materials:

Slips of paper with diseases

Information: *20 minutes*

On the board, the teacher will tape the slips of paper with the common diseases written on them. Underneath each word, students write the symptoms they know for each disease.

- Cold = runny nose, sneezing, cough, chills

Materials:

Slips of paper with diseases

Whiteboard markers/chalk

Then (maybe in a different color) have the students write the treatments they know for each disease.

- Cold = get some rest, drink lots of liquids, take some aspirin

Have students copy information into their notebooks and go over pronunciation.

Practice: *5 minutes*

Students will stand in a circle and clap or snap out a beat. In order, one at a time, each student in the circle will say a word or phrase learned in the lesson. If the student repeats a word or phrase that student is out of the game. The goal is to have one student standing and that student wins.

OR:

In pairs, have students pick three diseases and in a limited amount of time (3 minutes or so) have students write as many symptoms and treatments as they can remember without looking at their notebooks.

Materials:

Slips of blank paper

<u>Diabetes:</u>	<u>Dengue:</u>
Fatigue	rash
Dry mouth	body ache
Exercise	take acetaminophen
Insulin shots	drink lots of liquids

Have them check and compare with another pair of students sitting close by.

Application: *10 minutes*

The teacher will write the main vocabulary words on slips of paper and place them in a bag. Example: sneezing, cough, fever, chills, headache, itching, etc.

Play charades.

Model how to play charades. Act out one of the vocabulary words as the class guesses what you are doing.

For example, “scratch your arm” and the students call out “itching”. Next, have a student come to the front of a room and choose a slip of paper. Have the student act out the new vocabulary word. The rest of the class guesses what the student is doing. Play continues until each student acts out a vocabulary word.

Materials:

Slips of paper

Pen/marker

Container for vocabulary words

Suggested Homework:

Draw a poster to illustrate one disease, its causes, symptoms, and treatments.

Lesson 4.2.4

Maintaining a Healthy Lifestyle

Objectives:

Students will be able to describe habits for a healthy lifestyle.

Motivation: *5 minutes*

Review previous lessons vocabulary by playing “Charades”. The teacher will write the main vocabulary words on slips of paper and place them in a bag. Example: sneezing, cough, fever, chills, headache, itching, etc. Students will volunteer or the teacher can call on them to come up and choose a slip of paper without looking. That student will act out the vocabulary word without speaking and the rest of the class has to guess what the vocabulary word is.

Materials:

Slips of paper

Pen/marker

Container for vocabulary words

Information: *10 minutes*

Brainstorm healthy living habits with students. Ask students: Which kind of foods should you eat? Which kind of foods should you avoid? How many hours of sleep should you get? What types of exercises are good for you? How often should you exercise? When should you wash your hands? As students provide answers write them on the board. Go over pronunciation with students and have them write the information in their notebooks.

Materials:

Whiteboard
markers/chalk

Practice: *10 minutes*

On the board, write “Healthy Habits” and “Unhealthy Habits”. On slips of paper, write 5 to 10 habits for each.

Healthy habits:

- Eat vegetables
- Eat fruits
- Drink a lot of water
- Wash your hands before eating
- Brush your teeth after each meal
- Sleep 8 hours a day
- Exercise frequently

Unhealthy habits:

- Eat a lot of candy
- Eat a lot of fried foods
- Drink soda
- Watch a lot of TV
- Play video games all day
- Lie down after eating

Write these habits on slips of paper and hand one to each student. Make sure you have enough for each student. The student will go up to the board, read their slip of paper to the class and tape it underneath the corresponding category.

Application: *15 minutes*

In pairs or individually have students draw their “Healthy Pyramid”. They can draw different healthy foods they like to eat such as lettuce, carrots, apples, or bananas. They can draw different exercises they like to do such as swimming or playing soccer. Any healthy habits students practice can be drawn on the pyramid. If needed students can finish their pyramid at home

Materials:

- Slips of paper
- Pen/marker
- Tape

Materials:

- Markers/crayons/
colored pencils
- Blank pieces of paper

Suggested Homework:

They must write down all the food that they ate that day and decide whether each food item is healthy or unhealthy.

4th Grade

Unit 3 – Family Ties

Lesson Plans

- 4.3.1 My Family
- 4.3.2 Family Roles
- 4.3.3 Rooms in the House
- 4.3.4 Things in the Room

Lesson 4.3.1

My Family

Objectives:

Students will be able to identify family members.
Students will be able to describe their families.

Motivation: *5 minutes*

The teacher will hand out a little strip of paper to each student with his/her mother's name on it. The teacher will also have a strip of paper to demonstrate, "_____ is my mother/mom." The teacher will ask each student who the person is on the strip of paper.

Materials:

Slips of paper with each student's mother's name on it

Information: *15 minutes*

Students will randomly pick out strips of papers. Each strip will have a different family member. The student will read out what is on their individual slip to the class. The teacher will write the words on the board. The teacher will make two columns for the labels. Male and female. The teacher should explain the difference. The teacher will model the correct pronunciation, and the students will repeat after the teacher. The teacher should let the students try to figure out what each means. The students will copy as the teacher writes down the names on the board.

Materials:

Strips of papers with the family names on them

Vocabulary: mother/mom, father/dad, brother, sister, cousin, grandmother, grandfather, aunt, uncle

Practice: *10 minutes*

The teacher will draw out a family tree on the board. The teacher will hand out the labels for each. One by one the teacher will point to a position and ask for the student with the appropriate label to come to the board. The students will repeat the names after they have been put on the board. The students can copy the visual after the teacher is done explaining.

Materials:

Labels with the family members on them

Application: *10 minutes*

Explain the difference between the nuclear family, and the extended family. Half the students will draw and label their nuclear family, and the other half will draw and label their extended.

Suggested Homework:

The students will draw and label the part of family they did not do in class. The beginning of the next class will consist of four students presenting their families. Two students will present on nuclear families, and two on extended families.

Lesson 4.3.2

Family Roles

Objectives:

The students will be able to identify and describe common family rights and duties.

Motivation: *5 minutes*

Four students will present the family diagrams they did as homework from the previous lesson. The teacher will help with pronunciation as the students present.

Materials:

Family diagrams
homework from the
previous lesson

Information: *10 minutes*

Teacher will explain that every member of a family has duties and hobbies that can sometimes be shared and sometimes are different. Teacher will write the different “duty” and “hobby” categories.

Daily family duties: go to work, wash the dishes, make the bed, wash clothes, mow the lawn, do homework

Daily family hobbies: watch TV, listen to music, play outside

Practice: *15 minutes*

Students will draw a family tree and underneath each family member they will assign duties and hobbies.

Application: *10 minutes*

Students will split into pairs and present their lists of family duties and hobbies.

Suggested Homework:

The students should write three sentences describing a brother or sister. The sentences should describe what a brother/sister does and what his or her role is within the family.

Lesson 4.3.3

Rooms in the House

Objectives:

Students will be able to identify the areas of a house.
Students will identify what the different areas are used for.

Motivation: *5 minutes*

The students will be put into one of five little groups spread out in the class (garage, kitchen, bedroom, living room, bathroom). Each group will be given two clues about their area in the house (ex: you shower here, you brush your teeth here). Praise the group that figures out their area. Review as a class.

Information: *10 minutes*

The teacher will have the areas of the house the students guessed written on the board. Two more clues should be given; if the students still can't guess the room, go ahead and tell them the correct answer. Once the names are on the board, the teacher will have the students practice the correct pronunciation. The four clues should be turned into information under each area's name. The students will copy down the information in their notebooks.

Materials:

Whiteboard
markers/chalk

Practice: *15 minutes*

The students will be instructed to draw a house with the 5 areas already covered. In each area they will draw a person doing what is typically done in that area. Each area should be labeled as such.

Application: *10 minutes*

Read out a description of a room. The student who raises his/her hand first with the correct answer will get a point. At the end the student with the most points should win something (round of applause/candy/something small).

Materials:

Small prize

Suggested Homework:

Students will draw a picture of their house and label the rooms.

Lesson 4.3.4

Things in the Room

Objectives:

Students will have an understanding of what furniture belongs in a house.
Students will demonstrate that they know where furniture belongs inside the house.

Motivation: *5 minutes*

Have each student draw the furniture from one room in their house and label the room.

Information: *15 minutes*

The information will be presented by section of the house.

Vocabulary:

Kitchen: stove, sink, window,

Bedroom: bed, closet, rug

Bathroom: sink, toilet, shower

Living Room: chair, sofa, rug, TV

Garage: car

Materials:

Whiteboard
markers/chalk

Practice: *10 minutes*

The teacher will give the students the sentence templates:

Materials:

Whiteboard markers/chalk

Kitchens have _____, _____, _____, and _____.

Bathrooms have _____, _____, _____, and _____.

Garages have _____, _____, _____, and _____.

Bedrooms have _____, _____, _____, and _____.

Living rooms have _____, _____, _____, and _____.

The teacher will do one as practice for the class. Afterward the students should work on the rest in small groups. The teacher will circulate to offer assistance.

Application: *10 minutes*

Materials:

Whiteboard markers/chalk

The class will compete against one another in the groups that were already established. The teacher will say a room in the house. A dedicated person from the group should raise his/her hand. The teacher will pick the person with his/her hand up first. Each person from that team will have to name a piece of furniture/ a thing in that room.

Examples:

A _____ has a _____.
garage cars

Groups are awarded points for each correct answer/response. The winning group should win something (an applause, 2 minutes early out, candy).

Suggested Homework:

The students should choose one room in their house to describe.
It should include colors, numbers, and size (big & small).

Additional Activities

1. Over 280 free printable worksheets to teach about family and friends:
http://busyteacher.org/classroom_activities-vocabulary/familyfriends-worksheets/
2. Free printable worksheets and activities for teaching family tree:
http://www.eslprintables.com/vocabulary_worksheets/family/family_tree/index.asp?page=13
3. Family diagram supplemental lesson plan:
<https://www.esl101.com/resources/family-members-bingo-part-1-2-%E2%80%93-lesson-plan-and-family-tree-diagram#.VOqilbPF-oc>
4. Free printable worksheets and activities for teaching about furniture:
http://www.eslprintables.com/vocabulary_worksheets/the_house/furniture/
5. Free printable worksheets and activities for teaching vocabulary about the house:
http://www.eslprintables.com/vocabulary_worksheets/the_house/

4th Grade

Unit 4 – My Social Life

Lesson Plans

- 4.4.1 Different Kinds of Foods in My Community
- 4.4.2 Table Manners and Tableware
- 4.4.3 Leisure Time Activities
- 4.4.4 Ways to Express Preferences
- 4.4.5 Costa Rican Folktales and Legends

Lesson 4.4.1

Different Kinds of Foods in My Community

Objectives:

Students will be able to identify different types of foods and beverages.

Motivation: *5 minutes*

Teacher will brainstorm with the students what traditional foods and beverages they consume.

Materials:

Whiteboard
markers/chalk

Foods: tres leches, tamal asado, tamales, empanadas, gallo pinto, tortillas, choreadas...

Beverages: agua dulce, agua de sapo, horchata...

Explain that many of these items do not have translations because they are traditionally consumed in Spanish speaking countries.

Information: *20 minutes*

Make lists of different food and beverage categories (i.e. vegetables, fruits, meats, beverages, desserts, dairy). Have students say the foods they already know.

Vegetables: carrot, broccoli, onion, tomato

Fruits: banana, orange, apple, strawberry

Meats: beef, chicken, fish

Beverages: juice, coca-cola, water, coffee, tea

Dairy: milk, yogurt, cheese

Desserts: cookies, cake, candy

Materials:

Whiteboard
markers/chalk

Pictures of different foods and beverages

Go over pronunciation, repeat out loud and allow the students time to write the information in their notebooks. Optional: if you have pictures of the foods and beverages tape them on the board.

Write words on the board needed to write a recipe (i.e. chop, add, cook, fry, stir, mix, strain).

Practice: *15 minutes*

Write a recipe as a class. Gallo pinto is a simple recipe for this activity. Start with ingredients: rice, beans, salt, water, oil, pepper, onions, garlic, cilantro, lizano sauce. Continue with preparation: for this portion write the different steps on separate pieces of paper.

Materials:

Gallo pinto instruction
on separate pieces of
paper

1. Chop garlic, cilantro, pepper, onions and cilantro
2. Place vegetables in a pan
3. Add oil and stir
4. Add rice and salt to the pan
5. Add beans to the rice
6. Stir the rice and beans and add lizano sauce
7. Serve and enjoy!

Hand out the strips of papers to 7 students and have them organize themselves in order. Read the instructions out loud.

Application: *5 minutes*

“Going on a Picnic” -- Students stand in a circle. They say “I’m going on a picnic and I’m taking ...” Students must say a word from the list of foods and beverages learned earlier.

Each student has to repeat what the previous students said until all students in the circle have had a turn. Example: “I’m going on a picnic and I’m taking a peach.”

Suggested Homework:

Students will write a recipe of a traditional food or beverage.

Lesson 4.4.2

Table Manners and Tableware

Objectives:

Students will be able to recognize different tableware.
Students will be able to identify proper and improper table manners.

Motivation: *5 minutes*

Teacher will display tableware (brought from home) for the students: fork, knife, spoon, pot, pan, cup, bowl, plate, pitcher, place mat. Ask students if they know the name of each item. Go over the names. (Leave the items on display for a later activity.)

Materials:

Tableware brought from teacher's home

Information: *15 minutes*

Teacher will solicit from students the table manners they know. Take time to explain and act out each action so the students understand better. Go over pronunciation and repeat as a class. Allow the students time to write the information in their notebooks.

Materials:

Whiteboard
markers/chalk

- Don't chew with mouth open.
- Don't place elbows on the table.
- Don't speak with food in mouth.
- Sit up straight.

Don't eat with hands.
Don't play while eating.
Wash hands before eating.
Always remember to say thank you.
Don't wear a hat at the table.

Practice: *10 minutes*

Go back to the tableware the teacher brought from home and had placed on display at the beginning of class. Write the words of each of the items on separate pieces of paper and hand them out to students. Have the students come up and label each item. Go over pronunciation and allow students to write the information in their notebooks.

Materials:

Tableware brought from teacher's house

Labels of each piece of tableware

Application: *10 minutes*

Write the table manners on slips of paper and place in a bag. Have volunteers take a slip of paper out of the bag without looking and have the student act out the table manner without speaking. The class has to guess what the table manner the student is acting out.

Materials:

Slips of paper with the table manner written on them

Bag (or other recipient) to hold the slips of paper

Suggested Homework:

Tell your family one table manner.

Lesson 4.4.3

Leisure Time Activities

Objectives:

Students will be able to identify different leisure activities.

Motivation: *5 minutes*

Explain what leisure time is. Have students say what some of their leisure activities are.

Information: *10 minutes*

On the board write different leisure activities in a full sentence. Go over pronunciation and have students write the information in their notebooks.

Materials:

Whiteboard
markers/chalk

Examples:

I like to read.

I like to walk.

I like to ride my bicycle.

I like to play marbles.

I like to listen to music.

I like to jump rope.

I like to watch TV.

I like to play videogames.

I like to swim.

I like to play soccer.

Practice: *20 minutes*

Assign each pair or individual student depending on the size of the classroom one leisure activity to draw. There should not be any repeated drawings. Cut a piece of paper in half and give the student or pair a piece of paper. They will draw a leisure activity.

Materials:

Paper

Markers/crayons/color pencils

Application: *5 minutes***Play Flyswatter**

Tape or write the vocabulary on the board. Divide the class into two teams and have them form two lines facing the board. Hand a fly swatter to the first student in each line. Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their fly swatter. The first one to hit the correct word wins a point for their team. Make sure to model the activity before beginning.

Optional: teacher will print images of leisure activities.

Materials:

2 flyswatters

Student drawings

Tape

Suggested Homework:

Draw one picture of yourself doing a leisure activity.

Lesson 4.4.4

Ways to Express Preferences

Objectives:

Students will be able to express their likes and dislikes.

Motivation: *10 minutes*

Review different foods learned in previous lesson show images if available. Show drawing students made describing leisure activities.

Materials:

Images of food and beverages

Students' leisure activity drawings

Information: *10 minutes*

Teacher will write on the board: "I like/ I don't like" and provide examples so the students understand. Students will write information in their notebook.

Materials:

Whiteboard
markers/chalk

Examples:

I like to ride my bike.
I don't like walking.

I like gallo pinto.
I don't like tamal asado.

Practice: *15 minutes*

The students will make a poster expressing 3 things they like to do and three things they don't like to do. Traditional foods and beverages and leisure activities should be included in this poster.

Materials:

Blank paper

Markers/crayons/color pencils

Application: *5 minutes*

Students will stand in 2 rows facing each other. The teacher will say statements like:

- “I like horchata”
- “I don’t like empanadas”
- “I like to run”
- “I don’t like to swim”.

As the teacher calls out these statements, one at a time the students that agree will step forward and make a temporary third row. The students in the third row will repeat what the teacher said and then they will step back. Once the students have formed the original 2 rows the teacher will call out another statement.

Suggested Homework:

Students will bring one thing from home that they like to present to the class.

Lesson 4.4.5

Costa Rican Folktales and Legends

Objectives:

Students will be able to identify common Costa Rican folktales and legends.

Motivation: *5 minutes*

The teacher will read: “There was once a beautiful woman. Men would see her at night. They would try to kiss her, but her face would turn into a horse. The men would get scared and run away from her.” Have students guess which legend it is. Answer: La segua

Information: *10 minutes*

Teacher will define:

Urban legend: horrific story or piece of information that is taken to be true.

Folklore: traditional beliefs, stories and costumes of a community passed through generations.

Materials:

Whiteboard
markers/chalk

(Printed short versions
of legends)

Ask students which some of the urban legends and folklore they know.

Examples:

La Mona
El Cadejas

La Segua
Carretera Sin Bueyes

La Llorona
Etc.

If possible, print a short version of these urban legends for the students, like the one for La Segua.

Practice: *20 minutes*

In groups of 3 have students illustrate one urban legend from the ones mentioned in class.

Materials:

Paper

Markers/crayons/color pencils

Application: *5 minutes*

Students will make a short presentation on the urban legends they illustrated.

Materials:

Students' legend illustrations

Suggested Homework:

Tell their family one legend in English.

Additional Activities

6. Another idea for an authentic cooking experience as a lesson:
<https://www.englishclub.com/esl-activities/cooking.htm>
1. Some supplementary worksheets and activities to teach about food, drink, and cooking: (<http://www.teach-this.com/resources/food-drink>)
(http://americanfolklore.net/folklore/2010/07/folklore_lesson_plans_teacher.html)
2. Supplemental activities and ideas to talk about leisure activities, hobbies, exercise, and sports: (<http://www.teach-this.com/resources/free-time-activities>),
(<http://www.esolcourses.com/topics/hobbies-and-sports.html>)
3. Supplementary worksheets and activities to teach about likes and dislikes and preferences: (<http://www.teach-this.com/resources/likes-dislikes>),
(<http://www.eslflow.com/elementarylessonplans.html>)
4. Supplementary materials to teach more about folktales and fairy tales in the USA and around the world: (<http://www.webenglishteacher.com/fairytales.html>)

4th Grade

Unit 5 – Holidays and Celebrations

Lesson Plans

- 4.5.1 Holidays and Celebrations in My Region
- 4.5.2 Food and Music for Holidays

Lesson 4.5.1

Holidays and Celebrations

Objectives:

Students will be able to recognize holidays and celebrations in their region and in other regions of Costa Rica.

Motivation: *5 minutes*

Ask students which holidays are celebrated in their region and in Costa Rica. The teacher or students will write them on the board.

Materials:

Whiteboard
markers/chalk

Information: *5 minutes*

Some of the holidays are (always add more if needed):

**Virgen del Mar celebration, Independence Day,
Annexation of Guanacaste, Carnival in Limón,
Christmas, Virgen de Los Angeles Day, Juan Santamaría Day**

Materials:

Whiteboard
markers/chalk

Ask the students what they know about each holiday and brainstorm some ideas about how each holiday is celebrated (should be something brief). Have students write down the information in their notebooks.

Practice: *20 minutes*

Write symbolic things that represent each holiday on strips of paper and without allowing them to look have the students select a paper. Each student will draw what was written on the paper. For example:

- Virgen del Mar Celebration: fishing boats with lights, Virgen del Mar, peninsula de Nicoya
- Independence Day: torch, lanterns, music band, national flag
- Annexation of Guanacaste: horse parade, marimba, traditional dancing
- Carnival in Limón: parade with a float, comparsas (costume with feathers)
- Christmas: nativity scene, posadas, tree
- Virgen de los Angeles Day: Cartago church, Virgen de los Santos, people walking
- Juan Santamaria Day: house burning, Juan Santamaria, traditional dancing

Write the holidays on the board again when the students have finished drawing, tape up the images under the proper title. Go over the vocabulary, have them pronounce and repeat each symbol.

Application: *10 minutes*

On the board write:

When is the holiday celebrated?

Where is the holiday celebrated?

What are some important symbols or people of the holiday?

In pairs, have the students ask each other these questions about each holiday.

Materials:

Strips of papers

Markers/crayons/color pencils

Paper

Tape

Suggested Homework:

Students will pick one holiday and draw a picture to represent it.

Lesson 4.5.2

Food and Music for Holidays

Objectives:

Students will recognize food and beverages consumed during the different holidays.
Students will recognize the music and the traditional dances during the holidays.

Motivation: *5 minutes*

Hold up the images drawn during the previous lesson and have the students call out what each image is.

Materials:

Students' illustrations from previous class

Information: *10 minutes*

The teacher will write the different holidays on the board and ask the students what special foods are eaten during each holiday (some may not have special foods or beverages). Explain that since many of the foods and beverages are traditional from Costa Rica, they may not have translations. For example:

Materials:

Whiteboard
markers/chalk

- Virgen del Mar: picadillos, seafood, ceviches.
- Annexation of Guanacaste: cuajada, bizcocho, tanelas, rosquillas.
- Independence Day: Coyol, horchata, resbaladera, atolito, chiceme.
- Carnival in Limón: rice and beans, pan bon, rondon, patty.
- Christmas: tamales, fried pork leg, fruit cake.

Next, add different dances and music related to each holiday, the teacher can add these to the list of foods and beverages. For example:

- Carnival in Limon: soca, samba.

Many have marimba music and traditional dances. Give the students time to write the information in their notebooks.

Practice: *15 minutes*

In pairs or in groups of three assign the students a different food or beverage. Together they will write how the item is made (they can refer to a previous unit on how to write recipes).

Application: *10 minutes*

Students present their recipe to the class.

OR

Play flyswatter with the images drawn by the students in the previous lesson.

Play Flyswatter

Materials:

(2 flyswatters)

(Students' images from previous class)

Tape or write the vocabulary on the board. Divide the class into two teams and have them form two lines facing the board. Hand a fly swatter to the first student in each line. Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their fly swatter. The first one to hit the correct word wins a point for their team. Make sure to model the activity before beginning.

<p style="text-align: center;">Suggested Homework: Students ask a family member for their favorite recipe.</p>

Additional Activities

Activity ideas for teaching about American recipes in class:

(http://www.eslprintables.com/vocabulary_worksheets/food/recipes/),

(http://www.brighthubeducation.com/esl-lesson-plans/23458-american-winter-cooking-recipes-for-esl/?cid=parsely_rec)

4th Grade

Unit 6 – Costa Rican Identity

Lesson Plans

- 4.6.1 Costa Rica's Provinces
- 4.6.2 My Province
- 4.6.3 The Best of My Province

Lesson 4.6.1

Costa Rica's Provinces

Objectives:

The students will be able to ask and answer basic questions about Costa Rica.

Motivation: *5 minutes*

The teacher will have several Costa Rican maps cut up according to province. The teacher will also have the names of the provinces on separate slips of papers. The groups will be instructed to put the country puzzle together. The teacher will give the students the sentence template. “This is the _____ province.” After the groups have managed to put the puzzle together, the teacher will ask the students about the maps.

Materials:

Cut-up maps

Province names on slips of paper

Information: *15 minutes*

Ask the class if they know what the word “democracy” means. If someone knows, let them explain as best they can. Otherwise, provide a simple explanation. Give a simple explanation about what the president, courts, and legislature do.

Materials:

Whiteboard markers/chalk

Printed handout with province information

Present information about the provinces. Ask the students to name the provinces. The teacher will write the names on the board as the students list them.

- San Jose: Includes the capital city, grows coffee, and it has a cold climate.

- Alajuela: Has the international airport, it has Poas Volcano, Rio Celeste, and Arenal Volcano.
 - Cartago: Has the Basilica, Irazú Volcano, and has the Pacuare River.
 - Limón: Has a large banana business, it has a large port, and there is an Afro-Caribbean culture.
 - Heredia: has many business' headquarters, a cold climate, and has both mountainous and flat areas.
 - Puntarenas: Has the largest coast line, fishing is a big business, and has the large Corcovado Park.
 - Guanacaste: Has a large airport in its capital city, beef, tourism, and corn are important for the economy.
-

Practice: *10 minutes*

Review quickly the facts of each province. Have the students repeat after the reading.

Materials:

Ball

Throw a ball to the students. The students will have to say one thing about the province the teacher gives them. The teacher will say something like, “Richard, tell me about San Jose.” The student will respond with something like, “San Jose grows coffee.”

Application: *10 minutes*

Play Flyswatter

Tape or write the vocabulary on the board. Divide the class into two teams and have them form two lines facing the board. Hand a fly swatter to the first student in each line.

Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their fly swatter. The first one to hit the correct word wins a point for their team. Make sure to model the activity before beginning.

Materials:

Whiteboard
markers/chalk

2 flyswatters

Suggested Homework:
Students must draw one item to represent their favorite province of Costa Rica.

Lesson 4.6.2

My Province

Objectives:

The students will have a better understanding of their province.
The students will be able understand and describe facts about their province.

Motivation: *10 minutes*

The teacher will hand out slips of paper with different facts about a province in which they don't live. The students will try and figure out which province the slips of paper describe. The teacher will help the students figure out the correct answer. The facts can include commonly known facts. Example: Guanacaste: the driest province, touches the Pacific Ocean, has Liberia as its capital, it has the second biggest airport, its home to the Guanacaste tree, and part of it covers the Nicoya peninsula.

Materials:

Slips of paper with information on them

Information: *15 minutes*

Collect the slips of papers from the previous activity. Instruct the students that they are going to describe their own province in the same manner as the previous province. Field information from the class. After the students have exhausted their knowledge, start giving the students the rest of the information. The students will listen to the teacher's pronunciation. The students will repeat after the teacher has modeled. Teach the students the following expressions:

Materials:

Whiteboard
markers/chalk

- My country is...
- There are... In my...
- My province is...
- People like to visit...

Practice: *5 minutes*

Pair the students. Each pair will be given a random fact about their province. The students have to work together to make an illustration for their provincial fact. The pair must come up with an illustration and a description of what it shows. The teacher will circulate to provide assistance.

Materials:

Blank sheets of paper

Markers/crayons/color pencils

Application: *5 minutes*

The pairs will go to the front of the class to present their illustration to the rest of the class. Both students should talk while presenting.

Materials:

Students' illustrations from the practice activity

Suggested Homework:

Present your province to your family.

Lesson 4.6.3

The Best of My Province

Objectives:

Students will learn the most important regions in their province.
Students will describe places within their region.

Motivation: *5 minutes*

Begin by asking the students to name the 7 provinces. Place the students into small groups. These groups will guess which province the teacher is describing out loud. For example: “This province touches Nicaragua and Panama.” The group that gets the most correct gets a round of applause.

Information: *10 minutes*

The teacher will highlight the most important places within their province. The important places can include capitals, volcanoes, cities, and beaches. As the teacher describes the different places, he/she will point out the places on the map for reference.

- San Jose: The capital city of San Jose, Los Santos, Escazu, National Theatre, National Museum.
- Alajuela: Juan Santa Maria airport, capital city of Alajuela, Cuidad Quesada, Poas Volcano, Rio Celeste, Arenal Volcano.
- Heredia: Capital of Heredia, Braulio Carrillo National Park, La Selva Park.
- Limon: Cities of Limon, Guapiles, and Siquirres, Talamanca beaches, Tortugero.
- Puntarenas: City of Puntarenas and Ciudad Neily, Osa Peninsula, Manuel Antonio Park, Jaco Beach.
- Guanacaste: Capital of Liberia, Monteverde, Santa Rosa National Park, Rincon de la Vieja Volcano, Golden Coast.

Materials:

Map of Costa Rica

Practice: *15 minutes*

The following templates will be written on the board:

- _____'s capital is _____.
- A popular place in _____ is _____.
- People like to visit _____.
- There are _____ in my _____.
- My province is _____.
- I live in _____.

Materials:

Whitebaord
markers/chalk

The teacher will teach the significance of each expression. The teacher will model, then require choral reading, and last solicit individual answers from students.

Application: *10 minutes*

The students will be given around ten minutes to draw two places from their region. Each picture must be accompanied by one of the completed template sentences. The teacher will circulate during this activity to ensure that students are on task. Additionally, the teacher should ask the students questions about their pictures to check for comprehension, and to practice speaking English.

Materials:

Blank paper
Markers/crayons/
colored pencils

Suggested Homework:

Draw a picture of your favorite place in your province.
Write two sentences to describe the picture.

4th Grade

Unit 7 – Environmental Education

Lesson Plans

- 4.7.1 Natural Resources in Costa Rica
- 4.7.2 Pollution in My Province
- 4.7.3 Ways of Preventing Pollution

Lesson 4.7.1

Natural Resources in Costa Rica

Objectives:

Students will have a better understanding of what natural resources are present in Costa Rica.

Students will understand how to take care of natural resources.

Motivation: *5 minutes*

Tape pictures of the following natural resources on the board: fresh water, wind, trees, the oceans, and volcanoes. The teacher will ask if any of the students knows what the drawings are depicting. Label the ones they know, and explain the ones they don't know. It's possible they know all or none of the words. The teacher will model the pronunciation first, and then the students will practice afterward.

Materials:

Pictures of natural resources
Whiteboard
markers/chalk

Information: *15 minutes*

First, the teacher will explain that a natural resource is something that is in nature that can potentially be used by humans. Just because something is present doesn't mean we should use it up. Every province has trees and rivers that run through the national parks. Each province also has a lot of wildlife.

Materials:

Whiteboard
markers/chalk

- Guanacaste, Puntarenas, and Limón all have long coastlines. This gives them access to the oceans and the fish in them.
- Guanacaste, Alajuela, Heredia, Cartago, and Puntarenas have volcanoes.
- Several provinces have geothermal, hydroelectric, and solar power projects.

Practice: *10 minutes*

The teacher will show the class a map of Costa Rica. The students will be asked if they can find their province on the map. The teacher will ask the students whether they know which natural resources are in their province. Teach the sentence templates:

My province _____ is beautiful.

You can find _____ in (my province)_____.

Let's protect _____.

The students will be grouped and given a specific resource. They must draw an illustration for the resource. The students must also plug their resource's information into the sentence templates.

Application: *10 minutes*

Each group will go to the front of the class to present its natural resource. The groups should describe the drawing, and also use the sentence templates to tell the class about their natural resource and province.

Materials:

Whiteboard
markers/chalk

Blank sheets of paper

Colored pencils

A map of Costa Rica

Materials:

Whiteboard
markers/chalk

Blank sheets of paper

Colored pencils

A map of Costa Rica

Suggested Homework:

Make a list of all the natural resources around your house.

Lesson 4.7.2

Pollution in my Province

Objectives:

Students will become familiar with different types of pollutants.

Motivation: *5 minutes*

If possible the teacher will print images of a beach, jungle, river and farm. If not, draw each image on the board before the start of class. Go over vocabulary from the previous lesson and of the images on the board.

Materials:

Whiteboard
markers/chalk

Environment images

Information: *10 minutes*

With the images, brainstorm with the class all the things that are harmful and destroy each of the different environments.

Example:

- Farm: pesticides, chemical waste and air pollution from factories.
- Ocean: oil spills from deep-ocean drilling, dumping trash in the ocean.
- River: throwing trash in the river
- Jungle: deforestation (cutting down trees)

Materials:

Whiteboard
markers/chalk

Environment images

Above and beyond: You can also explain that there are 7 different types of environmental pollutions

1. Air (caused by factories, car emission)
 2. Land (litter, trash found on the street)
 3. Light (too much light in big cities)
 4. Noise (construction sites, loud noises)
 5. Thermal (warmer bodies of water or air)
 6. Visual (graffiti, skyscrapers, falling homes)
 7. Water (sewage in water, trash dumping)
-

Practice: *20 minutes*

In groups of 3-4 assign students an image. Groups can repeat the images. On newsprint each group will draw the images and the different things that can contaminate the environment.

Materials:

Newsprint

Markers/crayons/
colored pencils

Or

Give each group a different pollutant and have them draw a picture of what it means.

Application: *5 minutes*

Tape the drawings around the classroom and have the students walk around and observe the work their classmates have done. If there's time, they can discuss the drawings in a circle.

Materials:

Tape

Suggested Homework:

The student must decide what the biggest pollutant in their province is.

Lesson 4.7.3

Ways of Preventing Pollution

Objectives:

Students will be able to describe different ways to prevent pollution.

Motivation: *5 minutes*

Hang up the drawings from the previous lesson. Review vocabulary.

Materials:

Drawings from previous lesson

Information: *10 minutes*

How can we stop/prevent/reduce pollution?

Discuss this question with the class. Have them suggest their own ideas. Make a list of the top ideas.

Materials:

Whiteboard
markers/chalk

Examples:

1. Walk or ride a bike instead of driving a car, bus or motorcycle
2. Pick up litter (trash thrown on the street/side of the road)
3. Don't throw trash in the river or ocean
4. Recycle trash thrown out in the home
5. Compost organic waste (throw organic waste in a hole to decompose, to be used later as natural fertilizer for plants)
6. Plant trees

Practice: *10 minutes*

This is a visual representation of water pollution: Cut a big plastic soda bottle in half. Cut a sponge in the shape of a fish. Bring in various materials to emulate different pollutants (oil, food coloring, cut a plastic bag into small pieces, small pieces or cardboard, salt, soil).

Fill the plastic bottle halfway with water. Put the sponge fish inside. Teacher can do it or have student helpers add different “pollutants” to the water. After all the pollutants are in the water ask the students what they observe.

Example:

- Would you drink this water?
 - How does the fish feel?
 - Is this a safe environment for the fish?
 - What does the water look like?
 - Etc.
-

Application: *15 minutes*

“Let’s STOP Pollution Poster”

Students will work together in groups of 3 and draw one way to stop pollution (mentioned in the information section).

They will write the title “Let’s STOP Pollution”. This helps create awareness and allows students to visualize things they can do to help the environment.

Materials:

Plastic bottle

Water

Sponge

Scissors

Various “pollutants”

Materials:

Newsprint

Markers/crayons/color pencils

Suggested Homework:

Write one type of pollution that you have seen.

Additional Activities

- Lesson plans about the environment: <http://www.henry4school.fr/Environment/>
- More ideas and lesson plans for teaching about pollution, climate change, and the environment: <http://www.eslflow.com/environmentlessonplans.html>
- Earth Day (April 22) lesson plans and activities:
[\(http://lessonplanspage.com/earthday-htm/\)](http://lessonplanspage.com/earthday-htm/),
[\(\[http://www.eslholidaylessons.com/04/earth_day.html\]\(http://www.eslholidaylessons.com/04/earth_day.html\)\)](http://www.eslholidaylessons.com/04/earth_day.html)

5th Grade

TEFL for MEP
1st Edition

5th Grade

Unit 1 – Socializing

Lesson Plans

- 5.1.1 Greetings, Introductions, & Goodbyes
- 5.1.2 Extending Invitations
- 5.1.3 What are you doing?
- 5.1.4 Accepting & Rejecting Invitations
- 5.1.5 Asking Favors
- 5.1.6 My Interests

Lesson 5.1.1

Greetings, Introductions, & Goodbyes

Objectives:

Students will be able to greet others and introduce themselves.
Students will be able to ask others how they are doing.
Students will be able to appropriately say goodbye.

Motivation: *5 minutes*

Review the phrases “What is your name?” and “Nice to meet you.”

Have the group form a circle.

In the circle, toss the ball to a student and ask, “What is your name?” Have the student respond with, “My name is _____. ” Then have that student toss the ball and ask the same question, repeating the sequence.

Add “Nice to meet you” after a few turns.

Write these phrases on the board if difficult for the students.

Information: *10 minutes*

On the board, draw 4 illustrations of times of day.

Example: Sun = Morning
Clouds with sun = Afternoon
Sunset = Evening
Moon = Night

Underneath the drawings, write the appropriate greeting
(Good Morning / Afternoon / Evening / Night)

Materials:

Ball

Materials:

4 time of day illustrations

Explain that “Good Night” is only used to say goodbye at the end of the day.

On the left side of the board write: & on the right side of the board write:

“Hello”

“Goodbye”

“Hi”

“Bye”

“Hey”

“See you later”

“Good night”

Practice pronunciation and have students copy vocabulary in their notebook.

Practice: *10 minutes*

Write different times of day on the board and have students come up to the board and write the correct corresponding greeting.

Example: 8:00am = Good Morning, 3:00pm = Good Afternoon

Have the students copy each into their notebooks when finished.

Application: *15 minutes*

In pairs, have the students practice a brief conversation and then present to the class.

Ex. - (A) “Hi!”

(B) “Good morning!”

(A) “What is your name?”

(B) “My name is Juan. What is your name?”

(A) “My name is Jose. See you later!”

(B) “Goodbye!”

Suggested Homework:

Play and Learn Workbook Level 5, Page 8.
Have the students write another example conversation like the application.

Lesson 5.1.2

Extending Invitations

Objectives:

Students will be able to extend invitations and give appropriate responses.
Students will be able to use context clues to identify correct vocabulary.

Motivation: *5 minutes*

As a group, review the phrases learned, “What is your name,” “Nice to meet you,” “Good Morning/Afternoon/Evening,” and “How are you?”

Standing in a circle, have students ask and respond to the questions learned thus far.

Continue until everyone has asked and answered a question.

Materials:

Ball

Information: *10 minutes*

Write, “Would you like to...” on the board.

Underneath, finish the sentence with a few examples such as: “come to my party,” “play soccer,” “go to the beach,” “exchange phone numbers,” and “walk to school?”

Use pictures and mimics to help explain the questions.

Materials:

Pictures of a party, soccer games, beach, phone, walking to school, etc.

Present example answers such as:

“That sounds like fun!” “I’d love to,” Sure!” and “I’m sorry, but (reason to not attend)”

Practice: *20 minutes*

Play hangman to practice the learned phrases. Have the winning student loudly repeat the phrase to win.

Examples:

1. _____ like to come to my party? (Would you)
 - a. Sorry, I'm _____. (busy)
 - b. I'd ____ to! (love)
 - c. That sounds _____.! (like fun)
-

Application: *5 minutes*

Have the students make an invitation using construction paper, if available.

Materials:

Construction Paper

For example, an invitation for a beach party would have on the front, “Would you like to go to the beach?” and inside would list the details of the event as follows:

Date: June 3rd, 2015
Time: 1:00pm – 5:00pm
Where: Playas del Coco
Contact number: 8468-9832

On the back, make a space for a “Response” to the invitation.

Save the invitations for a later lesson.

Suggested Homework:

Finish and decorate the invitation.

Lesson 5.1.3

What are you doing?

Objectives:

Students will be able to ask and respond to questions regarding what they are doing.
Students will be able to answer questions based on written text.
Students will be able to use the present progressive verb form.

Motivation: *5 minutes*

Before class starts, write the phrase “Would you like to _____” on the board.

Ask a student the question, for example, “Would you like to play soccer?”

If the student is able to respond, continue asking students questions with different activities. If the student is unable to answer, review the proper example responses.

After a few rounds have the student that answers the question come to the front of the room and ask a fellow student the question.

Example: Question: “Would you like to go to the beach?”
Response: “That sounds like fun!”

Information: *10 minutes*

Present the following phrases and responses:

“Are you busy (on Tuesday/this weekend/etc.)?”

“Yes, I am busy.”

“No, I am not busy.”

“What are you **doing** (Saturday night/tomorrow)?”

“I am _____ (**play**ing soccer, **go**ing to the movies, **travel**ing to San José)

Practice: 20 minutes

Draw a monthly calendar on the board filled in with activities such as soccer games, dinner plans, beach days, etc.

Write and say the question, “What are you doing Tuesday” while pointing to Tuesday on the calendar where it says “Soccer Game.”

Write the corresponding answer under the question, “I am going to play soccer on Tuesday.”

Practice a few more examples and then have students come to the board to write the answers.

Application: 5 minutes

Have the students draw a one-week calendar from Sunday to Saturday and fill it in with activities in English.

If your students have a lower level of English, brainstorm activities together on the board beforehand, such as: soccer game, dinner at grandma’s house, birthday party, etc.

In partners, have one student ask the other either “Are you busy on _____ (Tuesday)?” or “What are you doing on _____ (Monday)?”

The student responds based on his/her calendar.

Do a practice with the whole class after they have created their calendars but before they work in pairs so that the students understand the directions.

After the students work in pairs, have students present their conversations in front of the class.

Suggested Homework:

Have the students write 5 sentences using the learned “-ing” verb form.
Example: I am **going** to the beach on Friday.

Lesson 5.1.4

Accepting & Rejecting Invitations

Objectives:

Students will be able to accept and reject invitations.
Students will be able to elicit information from listening.

Motivation: *5 minutes*

Divide the class into groups of 3 or 4.

Pass out an envelope to each group with cut up strips of a conversation inside.

Have the students put the conversation in order and present to the class when finished.

Materials:

Envelopes with cut up conversations inside

Information: *10 minutes*

Review the learned vocabulary about offering invitations and the ways to accept an invitation, “That sounds like fun!” “I’d love to,” and “Sure!”

Present the new vocabulary, explaining that these are ways to accept or reject an invitation. Use miming or flashcards to best describe what each response means. Elicit Spanish translations to ensure comprehension.

Vocabulary:

I can come, but I'll be a bit late.

What time (does it start/does it end)?

I have another appointment at that time.

Where is it?

I'm sorry, but I'm busy (that day/Friday afternoon/etc.).

I'm running late.

Practice: *15 minutes*

Have students rip a piece of paper in 2 and write “Yes” on one sheet and “No” on the other.

Bring a student to the front of the room.

Ask the student a question using the invitation vocabulary, such as “Would you like to go to the beach on Saturday?”

Have the student respond with one of the learned phrases that are written on the board or the review phrases about accepting invitations.

Once the student responds ask the class, “Is he/she going?”

The rest of the class should hold up the piece of paper with their answer if they believe he/she accepted or rejected the invitation.

Example:

Teacher: “Would you like to go to the park on Sunday?”

Student: “I have another appointment at that time.”

Class should hold up their piece of paper that says “No” because the student rejected the invitation.

After a few rounds, have students ask the questions as well.

Application: *10 minutes*

Have students take out the invitations they made 2 lessons ago.

In pairs, have the students exchange invitations.

Materials:

Invitations made by students in lesson 3

In the area left blank for responses, have the students write their response to their partner’s invitation, either choosing to accept or reject the invitation.

Have pairs read their responses aloud.

Suggested Homework:

Have the students write a dialogue in which someone extends an invitation and the other person either accepts or rejects it.

Lesson 5.1.5

Asking Favors

Objectives:

Students will be able to properly ask for an item.
Students will be able to have a conversation in which they ask a favor of another person.

Motivation: *5 minutes*

Have the students stand in a circle with one student in the middle.

Materials:

Ball

The student in the middle throws the ball to another student and extends a greeting to them.

The student in the circle responds by either accepting or rejecting the invitation.

That student then moves to the center and play continues until all students have had a turn in the middle.

Example:

Student in center: “Would you like to go to the park on Sunday?”

Student in circle: “Yes, I’d love to!” or “Sorry, no, I’m busy on Sunday.”

Information: *10 minutes*

Present the following vocabulary by using mimics.

“Would you mind passing me...?”

...the notebook, the pencil, etc

“Can you pass me...”

“May I borrow your...”

“Can you lend me your...”

Practice: *20 minutes*

Arrange a collection of assorted items on a desk.

Call a student to the front of the room and ask them for one of the items.

The student will look for the correct item and hand it to the teacher.

Example:

Teacher: "Would you mind passing me the pencil?"

Student: Looks for and then passes the teacher the pencil and says, "Yes, here is the pencil."

After a few rounds have students ask the question as well.

Application: *5 minutes*

Have the students create and act out a dialogue in pairs including a greeting, an introduction, and an asking of a favor.

Present a sample dialogue to the students on the board.

Example:

Luke: "Hi! My name is Luke. What is your name?"

Bryan: "My name is Brian. How are you?"

Luke: "I'm great! How are you?"

Bryan: "I'm well. May I borrow your glue, Luke?"

Luke: "Sure. Here you go." (Luke passes the glue to Bryan)

Bryan: "Thanks Luke! See you later!"

Luke: "You're welcome. Bye!"

Materials:

Assorted items that the students know in English, such as; a notebook, pencil, pen, scissors, glue, hat, sunglasses, cell phone, crayons, markers, etc.

Suggested Homework:

Have the students write 5 questions and answers relating to asking favors.

Lesson 5.1.6

My Interests

Objectives:

Students will be able to ask about and explain interests.
Students will be able to write briefly about themselves and their interests.

Motivation: *5 minutes*

Have students stand in a circle.

Materials:

Ball

The student holding the ball asks a question and then throws the ball to another student.

The student who catches the ball answers the question and then asks another question and throws the ball.

Play continues until all students have asked and answered a question.

Examples:

“What is your name?” / “My name is Kevin.”

“Where do you live?” / “I live in San Jose.”

Information: *10 minutes*

Teach the verb “To Like”

*I like, You like, He/She likes, we like,
they all like, they like*

Materials:

Flashcards with pictures

Present new verbs by using flashcards.

Vocabulary:

To dance, To draw, To exercise, To go for a walk, To listen to music, To play, To read, To sing, To swim, To write

Explain how to use “to like” with the new verbs to describe interests.

Example: I like to read. / He likes to exercise.

Practice: *15 minutes*

Separate the class into 2 groups to play charades.

Have 1 student from each of the groups come to the front of the room and tell the students which verb to act out.

The teams must guess which verb their players are acting out by saying, “He / She likes to _____.”

The first team to answer correctly in a complete sentence gets a point.

Application: *10 minutes*

Have the students write a biography of themselves, including; their name, age, where they are from, physical descriptions, and what they like to do.

Allow students to work alone; referencing only their previous English work in their notebooks.

If the students are struggling after 10 minutes of individual work, create a paragraph together on the board as an example. Elicit as many sentences as possible from the students.

Have the students present if there is time remaining.

Suggested Homework:

Have the students write 5 sentences about their favorite activities.

Additional Activities

1. Unscramble the sentences

- a. you/to/party?/Would/my/like/come/to/
(Would you like to come to my party?)
- b. love/park./come/I/would/to/the/to
(I would love to come to the park.)
- c. go/beach?/Would/like/to/the/you/to
(Would you like to go to the beach?)
- d. busy/Saturday/I'm/on/night.
(I'm busy on Saturday night.)

2. Interview/Introduce a classmate

Have students get in pairs to conduct an interview.

Ask questions such as, “What is your name?” “How old are you?” “Where do you live?” and “What do you like to do?”

Students interview each other and then present their partner to the class.

3. Venn-Diagram About Interests

Have the students get in to pairs and ask each other about their interests and things they like to do.

The students should create a vend-diagram to display their similar and dissimilar interests.

Students write their common interests in the overlapping oval, while writing their unique interests on the side labeled with their name.

4. “I Spy” with Classroom Vocabulary

One student picks a classroom object and describes its color by saying, “I spy something _____ (color).”

Other students take turns guessing what the item is that matches that color.

The student who guesses the correct item then becomes the person who picks the next item.

5. Pen Pal Activity

Have the students write a letter to an imaginary pen pal.

They can include anything they want, but should describe where they live and what their interests are.

The students can switch letters with a partner and then respond to the letter as if they were their partner's pen pal.

In the response, students can make up where the imaginary pen pal lives and what the imaginary pen pal likes to do.

6. Accepting / Rejecting Invitations Brainstorm

On the board make 2 columns with "Accept" and "Reject"

Have the students come to the board and brainstorm all the different ways to accept or reject an invitation.

7. Accepting / Rejecting Game

Create a stack of cards with locations or activities written on them.

Create a different stack of cards with happy faces on some and sad faces on others.

Have the students get into groups of 4 or 5.

Taking turns, one student will pick up an activity card and extend an invitation to the student on their right based on the card.

Example Card: "Soccer" – The student would then ask, "Would you like to play soccer with me?"

The student sitting to the right of the person asking the question picks up a face card and accepts the invitation if they pick up a happy face or rejects the invitation if they pick up a sad face.

Example: Happy face – "Yes! I'd love to play soccer with you!"

Example Conversations

Jose: Good Morning! What is your name?

Mark: Good morning! My name is Mark.

What is your name?

Jose: My name is Jose. Where do you live, Mark?

Mark: I live in San Jose. Where do you live, Jose?

Jose: I live in Heredia.

Mark: It's nice to meet you!

Jose: It's nice to meet you too!

Mark: See you later!

Jose: Bye!

Karen: Good afternoon.

Sara: Good afternoon.

Karen: Would you like to go to the beach with me?

Sara: I would love to!

Karen: Great!

Paul: Hi, Kevin.

Kevin: Hey.

Paul: Would you like to play soccer with me?

Kevin: Sure. When?

Paul: On Friday.

Kevin: Okay. At what time do you want to play?

Paul: At 3p.m.

Kevin: Great, see you then.

Paul: Awesome, bye!

Alex: Hey Erin. Would you like to go to the park with me on Saturday?

Erin: I'm sorry, but I can't. I'm going to the beach on Saturday.

Alex: Okay. Would you like to go on Friday?

Erin: That sounds like fun!

Alex: Great, see you on Friday!

Erin: See you Friday!

Ben: Would you mind passing me the glue?

Dan: Sure, here it is. (Passes the glue)

Ben: Thank you!

Dan: You're welcome!

Ben: Could you also pass me the tape?

Dan: Here you go.

Ben: Thanks!

5th Grade

Unit 2 – Taking Care of My Body

Lesson Plans

- 5.2.1 Internal Organs
- 5.2.2 Common Diseases
- 5.2.3 Symptoms
- 5.2.4 Treatment
- 5.2.5 Preventing Common Diseases
- 5.2.6 Going to the Doctor

Lesson 5.2.1

Internal Organs

Objectives:

Students will be able to identify internal organs and their function.
Students will be able to understand information presented in visual form.

Motivation: *5 minutes*

Have students sing “Head & Shoulders” while they identify parts of the body they already know.

“Head, shoulders, knees and toes.
Knees and toes.
Eyes, ears, mouth and nose.
Mouth and nose.
Head, shoulders, knees and toes.
Knees and toes.”

Information: *10 minutes*

Draw a body on the board including internal organs.

Pass out labels to students that include the following vocabulary:

brain, heart, liver, stomach, lungs, kidneys, spinal cord, and intestines

Materials:

Labels of Internal Organs

Have students come to the board and place the label on the correct organ.

Repeat and practice pronunciation.

On the board, write the organ’s functions as follows, without writing the name of the organ:

Liver- it produces substances necessary for digestion.

Kidneys- they process and purify the blood.

Heart- it sends blood around the body.

Stomach- it digests the food.

Intestines- they absorb water and ingested food, and excrete solid waste material.

Brain- it controls our coordination.

Have students try to match the organ with the correct definition.

Practice: *20 minutes*

Divide the class into 2 teams.

Have each team pick a “model.”

One by one, each team needs to tape labels of each organ in the correct position on their team’s model.

The first team to finish correctly wins.

Materials:

Labels of Internal Organs

Application: *5 minutes*

Have the students work in pairs to create a conversation about at least 2 organs.

Present the following example:

Steve: What is the function of the liver?

Joe: The liver produces substances necessary for digestion.

Steve: Where is it located?

Joe: The liver is located here (points to abdomen).

Have students present their conversations to the class.

Suggested Homework:

Write one sentence for each internal organ learned.

(Example: My heart pumps blood to my body).

Play & Learn Level 5 Workbook: Internal Body Parts Crossword Puzzle, page 22

Lesson 5.2.2

Common Diseases

Objectives:

Students will be able to identify common diseases and epidemics in Costa Rica.
Students will be able to identify written words from listening to their definitions.

Motivation: *5 minutes*

Standing in a circle, have one student say the name of an internal body organ.

Materials:

Ball

Next, have the student throw the ball to another student.

The student who catches the ball must point to where that organ is located in their body.

Continue with this pattern until everyone has taken a turn.

Information: *10 minutes*

Write the description of each disease on the board as follows:

Materials:

Labels of Diseases

Flu- affects the respiratory system.

Dengue- non-contagious disease transmitted by a mosquito.

Mumps- a contagious disease caused by a virus.

Chickenpox- a very contagious disease common in kids.

Measles- an infection that affects the respiratory system.

Cold- a common respiratory infection.

Cholera- a contagious disease caused by contaminated food.

Cancer- uncontrolled growth of abnormal cells in the body.

AIDS- causes severe damage to the immune system.

Have students try and match pre-made labels with the diseases written on them to the correct definition.

Practice pronunciation.

Practice: *15 minutes*

Have students copy the following sentences and circle the correct underlined word, trying to do so without their notes:

1. The cold is a common / not a common respiratory infection.
 2. Measles is an infection that affects the digestive / **respiratory** system.
 3. Dengue fever is transmitted by a mosquito / person.
 4. Mumps is a contagious / non-contagious disease.
 5. Chickenpox is very common in kids / adults.
-

Application: *10 minutes*

Play Flyswatter.

Write each of the learned diseases on the board.

Divide the class into two teams and have them form two lines facing the board. Hand a fly swatter to the first student in each line. Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their fly swatter. The first one to hit the correct word wins a point for their team. Make sure to model the activity before beginning.

Materials:

2 Flyswatters

Suggested Homework:

Have students write 3 sentences about a common disease and include at least one internal organ in their description.

Lesson 5.2.3

Symptoms

Objectives:

Students will be able to identify common symptoms of diseases and illnesses.

Students will be able to match symptoms to their correct causes.

Motivation: *5 minutes*

Write “Internal Organs” and “Common Diseases” on different sides of the board.

Have the students brainstorm all of the internal organs and common diseases that they can remember.

Start by writing the words the students say and then continue by having students come to the board and write a word each.

Information: *10 minutes*

Introduce the following vocabulary by acting out each symptom;

**diarrhea, headache, backache, rash, cough,
sore throat, runny nose, chest pain, cramps, vomit**

Materials:

Symptoms Flashcards

You can also use pre-made flashcards depicting each of the symptoms.

Practice: *15 minutes*

Create a chart on the board of symptoms on the top and the following diseases on the side: **flu, dengue, mumps, chickenpox, measles, cold, cholera, cancer, and AIDS.**

Have students come to the board and check off the correct symptoms that match each disease previously learned.

Application: *10 minutes*

Play charades with symptoms.

Assign a symptom to a student who must then act out the symptom for the class.

The student who guesses must raise their hand and say, “You have a _____.”

Suggested Homework:

Have students write 5 sentences about diseases and their symptoms.
(Example: You have a cough when you have a cold.)

Play & Learn Level 5 Workbook: Multiple Choice Questions, page 25

Lesson 5.2.4

Treatment

Objectives:

Students will be able to identify common treatments.
Students will be able to prescribe the correct treatment to common diseases and illnesses.

Motivation: *5 minutes*

Write different diseases on the board.

Divide the class into two teams and have them form two lines facing the board. Hand a fly swatter to the first student in each line. Say a list of symptoms. The two students need to hit the corresponding disease on the board with their fly swatter. The first one to hit the correct word wins a point for their team. Make sure to model the activity before beginning.

The first student to select the correct disease on the board wins.

Example: “Cough, sore throat, runny nose”

Student should select “Cold” on the board.

Information: *10 minutes*

Introduce the following vocabulary by presenting pictures;
prescription, medicine, pills, injection/shot, rest in bed, exercise, blood test, X-rays, diet

Practice pronunciation

Introduce the verb “**should**” and practice its usage.

Materials:

2 Flyswatters

Materials:

Treatment flashcards

Examples: You **should** take your medicine.

He **should** get an x-ray.

I **should** rest in bed.

Practice: *20 minutes*

Write out different illnesses or diseases on the board.

Have students come to the board to write the correct treatment using complete sentences.

Examples:

1. **Cold**

Answer: You should rest in bed.

2. **Dengue**

Answer: You should take a blood test, take medicine, and rest in bed.

Application: *5 minutes*

Play charades with symptoms.

Assign a symptom to a student who must then act out the symptom for the class.

The student who guesses must raise their hand and say “You have a _____”

To add difficulty, after a few rounds have the students also prescribe the treatment.

For example, after a student acts out a headache, the responding student should say, “You have a headache! You should lie down and rest.”

Suggested Homework:

Have the students bring in or draw a picture of a sick person depicting a certain symptom. Have them describe the treatment the patient should have.

Play & Learn Level 5 Workbook: Fill in the blanks, page 26.

Lesson 5.2.5

Preventing Common Diseases

Objectives:

Students will be able to identify practical methods of preventing common disease.
Students will read critically to answer relevant questions.

Motivation: *5 minutes*

Write the names of different illnesses and treatments in random locations on the board.

Have students come to the board and draw a line between an illness and its correct treatment.

Have them present the sentence as follows, “When you have a **headache**, you should **rest in bed**” after they draw a connecting line between “headache” and “rest in bed.”

Continue until all illnesses and treatments are connected.

Information: *10 minutes*

Present the following paragraph to the class:

“AH1N1 influenza is an infection caused by a virus. It affects the respiratory system. Some symptoms of this disease are sore throat, runny nose, cough, and fever. Some ways to prevent it are to eat fruits with vitamin C, wash your hands before eating, and to cover your mouth when you cough.”

Ask the students how to prevent AH1N1. Have them act out each action.

Practice: *15 minutes*

Write the following sentences on the board and have the students decide if the statements are true or false.

“To prevent diseases, we should...

1. eat lots of hamburgers and chocolate bars (F)
 2. clean our house (T)
 3. eat fruits and vegetables (T)
 4. watch TV all day (F)
 5. eat with clean hands (T)
 6. exercise everyday (T)”
-

Application: *10 minutes*

Divide the class into 4 groups.

Assign each group a disease (flu, dengue, cold, & cholera).

Have each group write at least 3 sentences about how to prevent their disease using a dictionary when necessary.

Present an example using chicken pox.

1. To prevent chicken pox, you should stay away from anyone who has chicken pox.
2. You should wash your hands often.
3. You should eat fruits with vitamin C.

Suggested Homework:

Have students write 5 sentences about healthy habits.

Lesson 5.2.6

Going to the Doctor

Objectives:

Students will be able to provide appropriate vocabulary for a doctor's visit.
Students will be able to respond to questions in response to a written paragraph.

Motivation: *5 minutes*

Tape pre-made labels of healthy and unhealthy habits on the board.

Write “Healthy Habits” and “Unhealthy Habits” on opposite sides of the board.

Have students one by one move a label to its matching side.

Materials:

Labels describing healthy and unhealthy habits
Tape

For example: A label that says “Eating fruits” should be placed under “Healthy Habits” while a label saying “Smoking” should be placed under “Unhealthy Habits”

Information: *10 minutes*

Teach the following expressions by acting out each phrase;

- Ouch! That hurts!
- What happened? What's the problem?
- How do you feel today?
- I am sick.
- I have an upset stomach. I have an allergy, the mumps, the measles, fever, and a cold.
- Would you like some ointment, an aspirin, some alcohol, a piece of cotton, some gauze, a pill, a bandage aid, etc.

- Get well soon.
 - You should take some medicine.
-

Practice: *15 minutes*

Have the students read aloud the following paragraph:

“The Costa Rican Social Security Administration is a public medical institution that takes care of sick people. It has health centers called Ebais in most communities. In these centers, people can get medical attention when they don’t feel well, receive injections to prevent contagious diseases, find information about common diseases, and participate in activities to have healthy habits.”

Ask students questions about the reading such as, “What is an Ebais? Why go to an Ebais? What treatment can you receive at an Ebais?”

Application: *10 minutes*

Write the following conversation on the board and have students fill in the blanks in the following conversation:

Doctor: How do you feel today?

Patient: I feel sick.

Doctor: What are your symptoms?

Patient: I have an upset stomach and a fever.

Doctor: I’m going to give you a shot for the pain.

Patient: Ouch! That hurts!

Doctor: Sorry. You will feel better soon. Here is a prescription. Take 2 pills a day and get lots of rest.

Patient: Ok. Thank you!

Doctor: You’re welcome. Get well soon!

Provide a word bank if difficult.

Suggested Homework:

Have the students create a dialogue about a doctor’s visit.

Additional Activities

1. Body Parts Bingo

- o Pass out blank bingo cards.
- o Have students draw different body parts and internal organs in each box.
- o Call out random body parts and internal organs to play Bingo.

2. Trace the Body

- o Divide the class into groups of 4 or 5.
- o Pass out large sheets of paper.
- o Have the students trace one person and labels all of the body parts they know.

3. Simon Says with Body Parts

- o Play Simon says by saying “Simon says touch your _____.”
- o After a few rounds have the student that wins become Simon.

4. Role Play at a Doctor’s Office

- o In pairs, have the students create a dialogue about going to a doctor with one student being the doctor and one student being the patient.
- o Make sure they include vocabulary about common diseases, symptoms, and a treatment.
- o Have students present their dialogues to the class.

5. Fly Swatter with Internal Organs

- o Draw a body on the board.
- o Have students come to the board to draw an internal organ in its correct place in the body.
- o Once all organs are drawn, divide the class into 2 teams and have 1 person from each team come to the board with a fly swatter.
- o Call out an internal organ and the first student that hits the organ with the flyswatter gets a point for their team.

6. Charades with Symptoms

- o Have students come to the front of the room and act out a certain symptom.
- o The class must respond by saying “You have a(n) _____.”
- o For example, a student who is acting out a stomach should bend over and clutch their stomach. The class should repeat, “You have a stomachache.”

Example Conversations

Luke: Hi. I'm Luke. What is your name?

Eric: Hello. My name is Eric.

Luke: I am sneezing and coughing a lot. Do you know what is wrong with me?

Eric: Maybe you have a cold.

Luke: What should I do?

Eric: You should rest in bed and take medicine. You should also drink a lot of liquids.

Luke: Thanks! I will!

Eric: Get well soon!

Luke: Thanks, bye!

Doctor: How are you feeling today?

Patient: I'm not feeling well.

Doctor: What's wrong?

Patient: My throat is sore and I am sneezing.

Doctor: Do you have a cough too?

Patient: Yes I do.

Doctor: I think you have the flu. You should take antibiotics.

Patient: Thanks I will!

Doctor: Great, feel better! Bye.

Bryan: I don't feel well.

Doctor: What's wrong?

Bryan: I have a headache and am sneezing.

Doctor: You should rest and drink lots of water.

Bryan: Ok. I will. Thanks.

Doctor: Get well soon!

Bryan: Bye.

5th Grade

Unit 3 – My Family Relationships

Lesson Plans

- 5.3.1 Extended Family
- 5.3.2 Different Types of Families
- 5.3.3 Around the House
- 5.3.4 Chores Around the House
- 5.3.5 Who Washes the Dishes?
- 5.3.6 Describing Your Room

Lesson 5.3.1

Extended Family Members

Objectives:

Students will be able to identify extended family members.
Students will be able to participate in oral tasks.

Motivation: *5 minutes*

Before class, draw your family tree on the board and include made-up relatives if necessary. Label your family tree with names, not titles.

For example, do not write “Mom,” write Marta.

Have the students draw their own family tree and write down their family member name as well.

When finished, review all of the family member vocabulary in complete sentences by saying, “Marta is my Mom.” “Jose is my uncle.”

Pick students to say one sentence about their family tree.

Information: *10 minutes*

Add or label the following vocabulary to your family tree on the board:

aunt, uncle, niece, nephew, cousin, mother-in-law, father-in-law, godmother, godfather

Explain the connections within a family.

For example, “Raul is my father's brother, so he is my uncle.”

Show the connection on the board. Do this with each of the new vocabulary words and practice pronunciation.

Practice: *15 minutes*

Have the students finish labeling their family tree by including the new vocabulary.

Then, have the students write five sentences in their notebook about their family.
For example, “Melisa is my godmother.”

Application: *5 minutes*

Draw a different family tree on the board of an imaginary person while the students are writing their sentences.

Group the students into groups of 4 and hand out a mini-white board and marker to each group. (You can also use a piece of paper and marker).

Ask the students questions about the family tree on the board, such as “Who is Maria's aunt?” The students have one minute to discuss in their groups before writing the answer on the white-board. Call out, one, two, three! And have the students raise their whiteboard in the air for you to check the answers.

Answers should be in complete sentences.

For example, “Alicia is Maria's aunt.”

Each team with the right answer receives a point. Make sure students switch who is writing the answers after each question.

Added difficulty: Have students ask the questions.

Suggested Homework:

Have the students write five sentences about their family.

Lesson 5.3.2

Different Types of Families

Objectives:

Students will be able to distinguish between nuclear, single and extended families.

Motivation: *10 minutes*

Review family member vocabulary by drawing a family tree on the board with certain family members labeled and others not.

Have the students complete the family tree by calling students to the board to label the unlabeled family members. When finished, call on students to make sentences about the family.

For example, “America is Fernanda's mother-in-law.”

Information: *10 minutes*

Draw different types of family trees on the board.

Draw a family with only one parent and children and label it a “Single parent family.”

Draw a family tree with only grandparents and children.

Draw another family tree with parents and a child and label it an “Adopted family.”

Explain that there are many different types of families and each family is unique.

Practice: *15 minutes*

Write partial sentences on the board in regards to family types and have students come to the board to fill in the blanks.

For example:

A family with one parent is called a _____ (single-parent family).

A nuclear family has two _____ (parents) and children.

An _____ (adopted) family has at least one adopted child.

Application: *5 minutes*

Paste pre-made flashcards/pictures (or draw pictures) on the board of different types of families and different family members. Divide the class into two teams and play “flyswatter.”

One student from each team stands in front of the board with a flyswatter and the teacher calls out a vocabulary word on the board.

The first student who correctly identifies the word by hitting it with their flyswatter and then using the word in a complete sentence earns a point for their team.

For example: The teacher calls out “nuclear family” and the student slaps the picture of a nuclear family and says, “A nuclear family has two parents and children.”

Materials:

Pictures of different family members and different types of families
2 Flyswatters

Suggested Homework:

Have students choose a type of family and draw a family tree that corresponds to that family. Have the students label the family tree.

Lesson 5.3.3

Around the House

Objectives:

Students will be able to describe rooms and items in a house.
Students will be able to produce short dialogues on target content.

Motivation: *5 minutes*

Review rooms of the house by playing hangman.

Keep a list of the words on the board after each round for reference.

Information: *10 minutes*

Bring in pre-made flashcards of the following vocabulary:

oven, microwave, refrigerator, stove, television, couch, dining room table, china cabinet, bed, closet

Teach each word in a sentence about where the item is located in the house.

For example, “The oven is located in the kitchen.”

Practice pronunciation.

Draw a large house on the board and tape the flashcards in the appropriate room after teaching each one.

Practice: *15 minutes*

Draw a table on the board with “Appliances” and “Furniture” in two columns on the top and with rooms of the house going down the side. Have the students work in groups to brainstorm all of the different appliances and furniture that can be found in each room using the newly learned vocabulary and previously known vocabulary.

Provide dictionaries for additional help.

Example:	<u>Kitchen</u>	
	Appliances	Furniture
Oven		Table
Microwave		Chairs
Stove		Cabinet
Blender		

Application: *5 minutes*

Have students work in pairs. Hand out pictures of a room to one student in the pair. The other student should ask yes or no questions about the picture in an attempt to draw the picture with as much detail as possible.

Materials:

Pictures of rooms in a house / colored pencils (not necessary)

For example,

Student A: “Is the room the kitchen?”

Student B: “No.”

Student A: “Is the room the living room?”

Student B: “Yes.”

Student A: “Is there a television?”

Student B: “Yes.”

Student A; “Is there a couch in front of the television?”

Student B: “No.”

Student A should try drawing the room that student B is looking at. The teacher should monitor and encourage as much English practice as possible.

Suggested Homework:

Have students write five sentences about what furniture/appliances is located in what rooms. For example – The oven is in the kitchen.

Lesson 5.3.4

Chores Around the House

Objectives:

Students will be able to identify and discuss household chores.

Students will be able to produce target language in pairs.

Students will be able to participate in oral tasks.

Motivation: *5 minutes*

Review the appliances and furniture around the house by playing Pictionary.

Show a flashcard to a student and have them draw it on the board as the other students guess what it is.

Label the drawings as you go without erasing them. After each student has a turn, review pronunciation.

Materials:

Flashcards with names of appliances and furniture written on them

Information: *10 minutes*

Have the class brainstorm chores around the house. If they do not know how to say a chore in English, have them act it out.

Teach the following vocabulary, “wash the dishes, watch TV, surf the web, babysit, read, go to school, study, do homework, cook dinner.”

Act out each phrase to ensure comprehension. Call on students to also act out phrases.

Teach the verb “To Like” and use it in sentences with chores.

For example, I like to cook dinner. I do not like to wash the dishes.
He likes to watch TV. She likes to read.

Practice: *15 minutes*

Have the students write four sentences about what they like to do and what they do not like to do.

For example, I like to study. I do not like to cook dinner (or) I don't like to cook dinner.

Have them practice saying their sentences to a partner.

Application: *5 minutes*

Have all the students stand in the middle of the room. Ask the class a question.

For example, do you like to wash the dishes?

If they do like to wash the dishes, they should move to the right side of the room and if they do not like to wash the dishes, they should move to the left side of the room.

Have the students in each respective group say, “WE like to wash the dishes” or “WE do not like to wash the dishes.”

After, have everyone move back to the center of the room and repeat.

Suggested Homework:

Have students write five sentences about what chores they like to do and what chores they don't like to do.

Lesson 5.3.5

Who Washes the Dishes?

Objectives:

Students will be able to identify which members in their family do certain chores.

Students will be able to use target language in context.

Motivation: *5 minutes*

Do a ball toss to review chores around the house. Throw the ball to a student and ask, “Do you like to cook dinner?”

The student should answer, “Yes, I like to cook dinner” or “No, I do not like to cook dinner.”

They should throw the ball to another student and ask about a different chore. The pattern should continue until all the students have asked and answered a question.

Information: *10 minutes*

Present the following questions by either having the actions printed on flashcards, by actually bringing in props to act out the action, or by mimicking the actions if flashcards or props are unavailable.

Teach the possible answers to the questions. Ask students one by one the questions and have them produce an answer in a correct sentence to ensure comprehension. You can use the ball from the warm-up to achieve this if the class has trouble talking out of turn.

Who washes the dishes? My dad washes the dishes.

Who makes dinner? My grandmother makes dinner.

Who does the laundry? My brother does the laundry.
Who takes care of the children? My uncle takes care of the children.
Who babysits? My uncle babysits.

Practice: *15 minutes*

Play charades. Whisper a chore in a student's ear and have them act it out in front of the class.

The class should guess what the student is doing in a complete sentence.

For example, if the student is acting out washing dishes, the students should respond by saying, "You wash dishes!" Play continues as each student acts out a chore.

Application: *5 minutes*

Write a dialogue about chores on the board with blanks throughout for the students to fill in.

For example:

Tom: Hello!

Kyle: _____

Tom: How are you?

Kyle: _____ am excellent! And you?

Tom: I'm _____.

Kyle: Who _____ the dishes at your house?

Tom: My _____ washes the _____. Who does the laundry at your house?

Kyle: My _____ does the laundry. Who takes care of the _____ at your house?

Tom: My _____ takes _____ of the children.

Kyle: Got it. See you later!

Tom: _____ !

Suggested Homework:

Have the students write five sentences about which family members do which chores in their house. Make sure the students use different family members and different chores in each sentence.

Lesson 5.3.6

Describing Your Room

Objectives:

Students will be able to describe their room.
Students will be able to produce short sentences.

Motivation: *5 minutes*

Draw a floor plan of a house on the board and appliances or furniture in some rooms to make it obvious that it is a bedroom, kitchen, living room, etc.

Call students to the board to label each room.

Use complete sentences by saying, “This is the kitchen. This is the bedroom.”

Practice pronunciation.

Information: *10 minutes*

Brainstorm the list of furniture vocabulary previously taught. Keep the list on the board.

Using the floor plan on the board, ask about the location of furniture within in the house.

Where is the chair? The chair is in the bedroom.

Where is the couch? The couch is in the living room.

Continue to teach preferences about the house such as the following:

What is your favorite place in the house? My favorite place in the house is _____.

I like my bedroom because it has a bed and a television.

My bedroom is small. My bedroom has a bed, a cabinet, and a chair.

Practice: *15 minutes*

Continue to make sentences about the house on the board while pointing to the drawn pieces of furniture within the floor plan.

Have the students come to the board to make their own sentences to ensure comprehension.

Application: *5 minutes*

Have students draw their own floor plan of either their house or a made-up house.

Have them draw different furniture and appliances as well.

When finished, have them write five sentences about their individual floor plans.

If there is time, have students share their floor plan and a sentence with the class.

Suggested Homework:

Have students describe their bedrooms in as much detail as possible.

5th Grade

Unit 4 – Costa Rican Customs and Traditions

Lesson Plans

- 5.4.1 My Community
- 5.4.2 Activities and Entertainment
- 5.4.3 Traditional Costa Rican Food
- 5.4.4 Grocery Shopping and Recipes
- 5.4.5 Restaurants and Table Manners
- 5.4.6 Costa Rican Folk Tales, Legend and Songs

Lesson 5.4.1

My Community

Objectives:

Students will be able to identify important landmarks in their community.

Students will be able to describe where each place is located.

Motivation: *5 minutes*

Have the question “**Where do you live?**” on the board and as students enter the classroom ask them the question.

Model the answer by saying “**I live in _____**” so that they understand.

Information: *10 minutes*

Ask students where they spend time in their community and make a list of all of the places on the board.

Vocabulary:

School, Church, Supermarket, Hardware Store, Hospital, Bank, Restaurants

Have students describe the community by saying:

There is one church.

There are two restaurants.

Practice: *15 minutes*

Give each student a sheet of paper and tell them to draw their community.

Have them label all the major landmarks in their community with the words written on the board

Let students be creative and use magazine cutouts if they'd like.

Materials:

Paper
Colored pencils
Magazines
Glue

Application: *5 minutes*

Put students in pairs and have them describe their community to their partner.

Instruct students to use sentences like:

My church is near the football field.

My supermarket is very big.

My school is small.

If students live in the same community, have them talk about how their maps are similar or different.

Suggested Homework:

Take the map home and discuss it with their families. Talk about which places in the community are the most important, and which places everyone likes to spend the most time.

Lesson 5.4.2

Activities and Entertainment

Objectives:

Students will be able to identify different forms of entertainment.
Students will explain how they spend their free time in different locations in their community.

Motivation: *10 minutes*

Throw a ball from student to student and ask them what their favorite hobbies are

How do you spend your free time?

I like to _____

My favorite hobby is _____

Materials:

Ball

Information: *10 minutes*

Give each student a card with either a picture of a hobby or a word that describes that action.

Materials:

Cards with hobbies and matching vocabulary

Vocabulary

Hobbies:

Dancing, Reading, Singing, Cooking, Biking, Drawing, Writing, Acting, Painting, Sewing

Playing sports:

basketball, soccer, running, tennis, football, swimming, hockey

Practice the pronunciation of each word alongside each picture.

Practice: *15 minutes*

Have students walk around the room and find the student that has the same word or picture that matches theirs. Once they have found their pair, students should use their hobby or sport in a sentence.

Ex: I like to play basketball.

Application: *5 minutes*

Build upon vocabulary by saying where in the community each activity takes place.

Using their community maps, students should match activities to locations in their community and then present their cards in sentences to the rest of the class

Example sentences:

**I play soccer on the soccer field.
I sing when I'm in church.
I read books in school.
I dance at the community center.**

Materials:

Same cards as previous

Materials:

Community maps

Suggested Homework:

Write 5 sentences about what you like to do in your free time and where you do it.

Lesson 5.4.3

Traditional Costa Rican Food

Objectives:

Students will be able to identify popular Costa Rican dishes.
Students will understand which ingredients are needed to prepare each dish.

Motivation: *5 minutes*

Play the “Who am I?” game.

To play, a picture of a dish is taped onto each student’s back. Without speaking and by miming the dish, students must help one another learn their food’s identity.

Give 3 minutes and have them reveal their dish. Ask if any of the students already know any related vocabulary in English.

Materials:

Pictures of dishes
tape

Information: *10 minutes*

Ask students to list their favorite Costa Rican dishes

Dishes should include **Gallo Pinto, Tamales, Picadillos, Tortillas, Casados, Arroz con Pollo**

Make a list on the board of each dish with a matching picture, and then help students identify the ingredients that make up each dish.

Gallo pinto- rice and beans

Picadillos- potatoes, beef, vegetables, ayote, onions, peppers, green beans, squash

Tamales- plantain leaves, corn, flour, chicken/pork, salsa Lizano

Tortillas- corn, flour

Casado- rice, beans, fish, salad, platanos

Arroz con pollo- rice and chicken

Ask students for any additional foods they traditionally prepare in their homes.

Practice: *15 minutes*

In groups of 4-5 at tables, all students are dealt “Go Fish” cards with food items written and/or drawn on them. The rest of the cards are stacked in the middle of the table face down. As in the game “Go Fish,” students need to find groups of cards, so they ask each other for what they’re looking for in order to make up a Costa Rican dish.

For example, if a student has rice and salsa lizano, they may ask classmates for “beans” so that they can have all the necessary ingredients for gallo pinto.

Students ask one by one for ingredients- if another student has the card, they must give it to their classmate, otherwise they can say “**Sorry, I don’t have that card.**”

If their classmate does not have the card, they must draw from the pile in the middle; if they do receive a card, they get another turn.

The person who makes the most dishes with their cards is the winner.

Application: *5 minutes*

After the game is over, students must tell the class what meals they made with their Go Fish cards.

Teach the phrases “_____ **is made of** _____.”

For fun, students can rearrange some of their ingredients and imagine what other dishes could be prepared using the same ingredients.

Students can identify what ingredients are missing for other dishes, or what else they would need in order to cook something else.

Suggested Homework:

Have students come prepared for next class with a recipe, not traditionally found in Costa Rica, and a list of the ingredients they think are needed to make that dish.

Materials:

Go Fish ingredient cards for rice, beans, corn, flour, salsa Lizano, onions, peppers, plantain leaves, potatoes, beef, chicken, pork, fish etc

Lesson 5.4.4

Ingredients and Recipes

Objectives:

Students will be able to choose ingredients in order to prepare a variety of dishes from different countries.

Students will learn vocabulary related to the preparation and cooking of said dishes.

Motivation: *5 minutes*

Play Flyswatter

Tape or write the vocabulary on the board. Divide the class into two teams and have them form two lines facing the board. Hand a fly swatter to the first student in each line. Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their fly swatter. The first one to hit the correct word wins a point for their team. Make sure to model the activity before beginning.

Relay style, the first person on each team gets a fly swatter and races to swat the food the teacher calls out, “a carrot” or “some rice.” The first person to swat the correct food gets a point for their team. The fly swatter is passed to the next person in each line.

Information: *10 minutes*

Give the class an example recipe for a dish of your choice that is not traditionally found in Costa Rica

First list the ingredients by answering the question “**What is it made of?**”
“**It is made of _____.**”

Materials:

Fly swatters
Pictures of foods and corresponding words

Materials:

Step by step recipe

Present the recipe step by step to the class incorporating new vocabulary for food, as well as for food preparation; such as: **cut up, peal, wash, chop, fry, boil, pour, mix, measure, bake.**

Write all of the vocabulary on the board and act out each of the words so that students fully understand their meaning.

Practice: *15 minutes*

Divide the students into groups. Give each group a simple recipe for a dish including step-by-step instructions, cut up into strips. Have the students put the recipe back in order.

Materials:

Recipes divided into strips
Tape

Have each group tape the recipe together on the board in the right order.

Have the group present the ingredients to the class by saying “**It is made of _____**” and then have them talk through, and act out the recipe to the rest of the class.

Application: *5 minutes*

Using the recipes students brought in for homework, have the class work individually to identify the ingredients for their personal dish.

Go around the class one by one and have each student say one sentence to the class about what they need to do to prepare their meal

Ex.

I wash the lettuce.

I bake the cookies.

I cut up the potatoes.

Suggested Homework:

Tell students to ask someone in their family for a recipe that they love. Tell them to write it down in their notebook using as much English as possible.

Lesson 5.4.5

Restaurants and Table Manners

Objectives:

Students will be able to put together a conversation using restaurant vocabulary and restaurant manners.

Motivation: *5 minutes*

Review likes and dislikes by playing the two-line game.
Have students line up in two lines facing one another about 2 meters apart, marked by masking tape.

Materials:

Tape

Ask the question “**Who likes cheese?**” Students who like cheese immediately step to the middle and say, “**I like cheese!**”

Step back and repeat, include all foods and dishes previously learned.

Information: *10 minutes*

Perform a skit for the students about ordering food at a restaurant. The dialogue can be written on the board for everyone to see.

Waiter: Good evening sir. Would you like something to drink?

John: Yes. I would like some juice, please.

Waiter: Of course. What would you like to eat?

John: I would like some tomato soup and a cheese sandwich, please.

Waiter: Yes, sir.

John: Thank you.

Waiter: Here is your soup and your sandwich. And here is your juice.

John: Thank you very much!

Going line by line in the dialogue, teach new phrases and vocabulary and review any previously taught vocabulary.

Also introduce vocabulary such as:

menu, appetizer, main course, dessert, side dish, silverware (knife, fork, spoon)

Practice: *15 minutes*

In pairs, students receive envelopes containing a scrambled conversation between a waiter/waitress and a customer.

Materials:

Dialogue cut into strips

When they finish arranging the conversation and get it checked by the teacher, they should copy it down in their notebooks.

Application: *5 minutes*

Pairs act out their dialogues using a restaurant scene with a table, dishes, glasses, a napkin and silverware.

Materials:

Dish, glass, napkin, silverware

As pairs perform, ask them about the restaurant scene so they practice vocabulary.

“What is this” / “That is a napkin.”

Suggested Homework:

Ask students to create a dialogue for a restaurant that they like going to. Have them write out what they would order at that place and what they would say to their waiter.

Lesson 5.4.6

Costa Rican Folk Tales, Legends, and Songs

Objectives:

Students will be able to read famous Costa Rican legends in English.
Students will identify popular music trends in Costa Rica.

Motivation: *10 minutes*

Have a popular Costa Rican song playing when students come into class.

Ask students to list what types of music they think are traditionally Costa Rican, as well as what dances they know are popular in their country.

Materials:

Boom box or Computer

Information: *10 minutes*

Write the following titles on the board “**The Cegua**” “**The Weeping Woman**” “**The Ox-less Cart.**”

Give the students a summary of each Costa Rican legend and highlight important vocabulary from each tale.

Ask students to explain the moral of each tale.

Practice: *15 minutes*

Split the class into three groups and assign each group one of the legends.

Give each group a simple English version of their legend and ask each group to read it, and then write a short play/dialogue (no more than 5 minutes) to perform for the class.

Help groups with vocabulary and make sure each student will participate in acting in the play.

Application: *5 minutes*

Have each group perform their legend to the rest of the class.

After each presentation, tell students to say what the moral of each story is and why it is important.

Suggested Homework:

Each student should ask their parents which Costa Rican legend influenced them the most. Which one do they remember the most from childhood? Students should come to class prepared to share.

5th Grade

Unit 5 – Holidays and Celebrations in My Country

Lesson Plans

- 5.5.1 Happy Birthday to You!
- 5.5.2 Costa Rican Holidays
- 5.5.3 My Favorite Holiday
- 5.5.4 Holiday Fashion Show
- 5.5.5 Holiday Feast
- 5.5.6 Merry Christmas and a Happy New Year

Lesson 5.5.1

Happy Birthday to You!

Objectives:

Students will reinforce their knowledge of months of the year.
Students will be able to say their birthdays and the birthdays of those in the class.

Motivation: *5 minutes*

With the lyrics to Happy Birthday on the board, sing **Happy Birthday** as a group and discuss any unknown words.

Ask if anyone has a birthday coming up soon.

Information: *10 minutes*

Write the **days of the month and the ordinal numbers** on the board and practice pronouncing them with the students. Put emphasis on the sound “**th**” and make sure students are placing their tongues between their teeth.

Teach students the question, “**When is your birthday?**” and the answer, “**My birthday is _____.**”

Also teach them “**When is his/her birthday?**” and the answer, “**His/her birthday is _____.**”

Practice: *15 minutes*

Have each student write their birthday on a piece of paper then split the class into 2 teams.

In teams, students race to line up in birthday order by only speaking in English.

Once they are finished, go down the line to see if they are all in the correct order.

Application: *10 minutes*

Students make pretend invitations to their birthday party.

Invitations should have the information, “**What, where, when/time, what to bring.**”

Materials:

Colored Paper
Markers
Stickers
Glue

Students present their invitations one by one to the class. Make sure they say “**My birthday is _____**”

Additionally, have them say “**Her birthday is _____**” or “**His birthday is _____**” to practice the ordinal numbers and other months of the year.

Ask students to explain what they will eat at their birthday party and what activities there will be.

Suggested Homework:

Have students finish their birthday invitations if they did not have time in class.

Lesson 5.5.2

Costa Rican Holidays

Objectives:

Students will learn how to discuss Costa Rican Holidays in English. They will be able to label holidays on a calendar and explain why each holiday is celebrated.

Motivation: *5-10 minutes*

As students enter the classroom throw each of them a ball and ask them **“What is your favorite month?”**

Materials:

Ball

They should respond **“My favorite month is _____.”**

Have them explain why they like that month.

Information: *10 minutes*

Write a list on the board of all of the most important holidays celebrated in Costa Rica.

The list should include:

New Years Eve, New Years Day, Semana Santa, Easter, Valentines Day, Dia de Juan Santamaria, Dia de los Trabajadores, Dia de Guanacaste, Dia de la Virgen de Los Angeles, Dia de la Madre, Dia de Independencia, Dia de los Muertos, Festival de la Luz, Christmas

Ask students to explain why each holiday is celebrated, what happens on that day, and what date each falls on.

Practice: *15 minutes*

Students will create an event calendar where each holiday is labeled in each month.

Ask students to pick a few holidays to illustrate in their calendar.

If they do not have time to finish it, they can finish at home.

Materials:

Paper
Colored pencils

Application: *5 minutes*

Each student presents their illustrations to the class and explains how they represented each holiday.

Have students practice ordinal numbers again by saying “**New Years Eve is on December 31st.**”

Suggested Homework:

Have each student pick his or her favorite holiday to research further. Have them come to the next class prepared to present to the rest of the class.

Lesson 5.5.3

My Favorite Holiday

Objectives:

Students will individually research one holiday more in depth.
Students will learn the traditions practiced on each holiday and improve presentation skills.

Motivation: *5 minutes*

Have all the major holidays written on pieces of paper in a hat.

Play Charades! Have each student select a holiday and then describe what happens on that day until a classmate guess which holiday it was

For example, if the holiday is Christmas, the student would say “**There is a tree, there are lights, families eat tamales...etc.**”

Materials:

Paper
Hat

Information: *10 minutes*

Students learn vocabulary to help compare and contrast holidays.

Vocabulary:

better or worse than, more or less fun than, better or worse food than, more or less important than.

Practice: *15 minutes*

Students present their homework research to the rest of the class.

They should say what their holiday is, what happens on that day, why it is important, what people wear, what people eat and where people go on this day.

They should compare their holiday to the rest of the holidays by saying sentences like, **“Christmas is more fun than Easter” or “Guanacaste Day is better than the Light Festival.”**

Application: *5 minutes*

After presentations, students should be able to answer the following questions.

Who was? (Juan Santamaria, Christopher Columbus)

When/How is your holiday celebrated?

How does your family celebrate?

What is your favorite holiday? Why?

Do you prepare special dishes?

Do you wear a special type of outfit?

Display the posters and give students the opportunity to walk around the classroom and see their peers work.

Suggested Homework:

Students must bring in clothing that represents their holiday for the next class.

Materials:

Homework check!
Poster boards
Pictures

Lesson 5.5.4

Holiday Fashion Show

Objectives:

Students will be able to identify holiday clothing.
They will be able to describe what they and others are wearing.

Motivation: *5 minutes*

Play people to people to get students thinking about body part vocabulary. Students form a circle in a large open area and stand next to a partner.

Call “**head to shoulder**” and pairs must put one of their shoulders to the other one’s head. Repeat with different body parts.

Call “**people to people**” once in a while. This command makes students find a different partner.

Information: *10 minutes*

Put on a fashion show.

Have students put on the holiday clothing that they have brought in and parade around the room as the teacher comments, “**On her neck, she is wearing a green necklace.**” “**On her feet, she is wearing black boots.**”

As the teacher says the item, the model points to that piece of clothing.

When all the vocabulary is introduced, hold up each article of clothing, review the pronunciation and write it on the board.

Materials:

Fashion show clothing

Practice: *15 minutes*

Have students stand one by one. Ask, “**What is he/she wearing?**” to the group and have them answer, “**He/She is wearing...**”

Have each student explain what they are wearing for their holiday and why they are wearing it.

Application: *5 minutes*

Have students pick another student to write about in their notebooks. Then have them practice reading their descriptions in pairs.

Suggested Homework:

Ask students to bring in a dish to share with the rest of the class for the holiday feast. If they cannot prepare something to eat, have them draw a picture of a holiday food or take a picture of something in their home.

Lesson 5.5.5

Holiday Feast

Objectives:

Students will understand and use language referring to foods and beverages consumed during Costa Rican Holidays.

Students will be able to express their likes and dislikes.

Motivation: *5 minutes*

Begin by distributing the food brought in amongst the students

As they eat, tell them all to write down at least 3 things they taste in each dish.

Materials:

Food
Plates

Information: *10 minutes*

Have each student present the holiday dish they brought in, and have them explain why they eat that food for that holiday.

If the students didn't bring in food, have them describe the picture they drew.

As the students present, write food vocabulary on the board.

Practice: *15 minutes*

Play “Guess my Dish.”

Divide the class into two teams (sides of the room, they remain seated) Have a student come to the front.

Hand them a slip of paper with the name of a dish related to Costa Rican Holidays.

The student must say, “**It is made of...**” and then name ingredients until someone guesses what it is.

The side of the room that guesses first wins a point.

Application: *10 minutes*

Ask students to say what foods they like/dislike and why.

Have them use the sentence

“**I like _____ because _____**” and “**I dislike _____ because _____**”

Tell them to name their favorite ingredients in each holiday dish

Suggested Homework:

Ask students to bring a Santa Hat to the next class! If they can't find a Santa hat, instruct them to make it out of paper.

Materials:

Charade Papers

Lesson 5.5.6

Merry Christmas and a Happy New Year

Objectives:

Student will be able to explain Christmas and New Years traditions.
Students learn the words to traditional Christmas songs.

Motivation: *5 minutes*

As students file into class, have a timer set and counting down.

Pretend it's New Years Eve and ask students what they're going to do when the clock strikes "midnight."

Write everything they say on the board before the timer runs out.

When the timer rings, have everyone shout "**Happy New Year!**"

Materials:

Timer

Information: *10 minutes*

Hand out the lyrics to 2 different Christmas Songs:
Examples: We Wish You a Merry Christmas, Silent Night, Jingle Bells, Rudolph the Red Nose Reindeer.

Sing each of the songs with the students, having them repeat each line back to you.

Write any vocabulary on the board that they don't understand.

Materials:

Christmas lyrics

Practice: *15 minutes*

Split the class into 4 different groups and assign each one of them a song to learn. Two groups will have the same song.

Help each group with the correct pronunciation of the lyrics in their song.

Application: *5 minutes*

Perform the song for the class.

Suggested Homework:

Ask students to go home and teach the Christmas songs to their families to sing over the holidays.

5th Grade

Unit 6 – Costa Rican Beauties

Lesson Plans

- 5.6.1 Costa Rican Natural Beauties
- 5.6.2 Exploring the Weather Conditions
- 5.6.3 Protecting My Environment
- 5.6.4 Welcome to Costa Rica!
- 5.6.5 A Tourist's Guide to Costa Rica
- 5.6.6 Human Rights in My Country

Lesson 5.6.1

Costa Rican Natural Beauties

Objectives:

Students will be able to use language referring to Costa Rican natural Beauties.
Students will know how to describe the characteristics of nature.

Motivation: *5 minutes*

Test the students' prior knowledge of Costa Rican beauties.

Play the fly swatter game with nature vocabulary- split the class into two teams and see how many words they can identify.

Play Flyswatter

Tape or write the vocabulary on the board. Divide the class into two teams and have them form two lines facing the board. Hand a fly swatter to the first student in each line. Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their fly swatter. The first one to hit the correct word wins a point for their team. Make sure to model the activity before beginning.

Materials:

Fly swatters

Information: *10 minutes*

Ask students to list all of their favorite places in nature.

Vocabulary:

Beaches, waterfalls, rivers, sea, lakes, coast, forest, island, mountain, ocean, valley, volcano

Materials:

Ball

Throw the ball around the class and ask:

“What is your favorite place?”

“My favorite place is _____”

“Which do you prefer, _____ or _____?”

“I prefer _____”

Practice: *15 minutes*

Have students draw their favorite place to go in nature in their community.

Have them label each place in the picture with the relevant vocabulary.

Materials:

Colored Paper
Paper

Application: *5 minutes*

Ask students to present their drawings to the class.

“This is Playa Hermosa. It has white sand and warm water. It is on the Pacific Ocean.”

Ask students in the class to ask presenters questions about their drawings.

“Which do you prefer, Playa Hermosa or Playas del Coco?”

“I prefer Playas del Coco.”

Suggested Homework:

Ask students to write 3 sentences about their parents' favorite place in nature.

For example: “My mom's favorite beach is Playas del Coco.”

Lesson 5.6.2

Exploring the Weather Conditions

Objectives:

Students will be able to describe in details what is happening to the weather conditions.

Students will be able to give a forecast of weather in the future.

Motivation: *5 minutes*

Students play hot potato and when the ball lands on someone, they need to say a word that has something to do with the weather.

Materials:

Ball

Information: *10 minutes*

Students learn adjectives to describe the weather.

Students form sentences describing past and future weather conditions.

Materials:

Pictures of different weather conditions

Vocabulary:

Cloudy, cold, foggy, cool, rainy, dry, humid, misty, stormy, sunny, wet, windy, hot, cold
“Today it is _____”
“Yesterday it was....”
“On Thursday, it will be rainy”
“In June, it is dry.”
“During the summer, it is very hot.”

Practice: *15 minutes*

Students make a calendar for a 10-day weather forecast.

Students use as much vocabulary as they can to invent what the weather will be like over the following days.

Students draw pictures for each day that represent the weather conditions.

Materials:

Paper
Colored pencils
Markers

Application: *10 minutes*

Ask students to present their calendars to the class.

Materials:

Calendars

Students should ask, “What is the weather like on Wednesday?”

“On Wednesday it will be 90 degrees, hot and sunny.”

Suggested Homework:

Have students monitor how the weather changes over the next week. Ask students to compare their forecast to what the actual weather is each day.

Lesson 5.6.3

Protecting My Environment

Objectives:

Students will be able to name the most important and necessary ways to protect our environment.

Students will be able to explain why we need to take these actions.

Motivation: *5 minutes*

Show students this youtube video:

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

Ask students to list all one way that they see humans damaging the environment.

Materials:

Computer or cell phone to show video

Information: *10 minutes*

Ask students ways that they can counteract the negative impact shown in the video.

Vocabulary:

Don't litter, always recycle, clean up the beaches, protect the environment, plant trees, conserve water, turn off the lights, don't waste electricity

Practice: *15 minutes*

Help students brainstorm events that they could hold in their communities to help protect the environment.

Have each student make a poster for a “Save the Environment” event they could hold.

On the posters, students should explain the following information regarding the event

Ex: **“When: Saturday, April 5th at 9am.**

What: Beach clean-up at Playa Hermosa.

Why: Keeping our beaches clean is very important to our community. We need to make sure the water does not get polluted and that fish don't die. It is also important to help contribute in order to keep our planet clean.

Who: The community of La Libertad”

Application: *10 minutes*

Ask students to present their posters to the class in pairs.

Each student should read their partner’s poster out loud and share one way that this event could leave a lasting impact on the environment.

Materials:

Poster boards

Markers

Magazines

Scissors

Glue

Suggested Homework:

Talk to community members about holding the event.

Lesson 5.6.4

Welcome to Costa Rica!

Objectives:

Students should be able to label all 7 provinces.
Students should be able to describe what each province is known for and what makes each one unique and different.

Motivation: *5 minutes*

Split the class into 7 groups, giving each one a province to pretend they are from.

Play duck, duck goose with students but using provinces, the person who is “it” needs to try and guess which province the “goose” is- if they are correct, the person sitting chases.

Information: *10 minutes*

Learn vocabulary that describes each province

San Jose- capital city, most people and restaurants

Heredia- smallest, at the foot of volcanoes

Cartago- Catholic city of Costa Rica, cooler weather, Irazu volcano, Turriabla

Alejuela- City of mangos, Poas Volcano, Arenal, hot springs, fruit production

Puntarenas- largest province, hiking in Corcovado, borders Panama

Guanacaste- cattle farming, traditional, cowboys, hot and dry, droughts

Limon- Afro Caribbean culture, banana production, lots of rain, Talamanca and bribri culture

Practice: *15 minutes*

Have students draw a map of Costa Rica and label the seven provinces.

Ask them to draw detailed pictures of whichever province they were given during duck, duck goose that characterize the qualities of that place.

Have them also identify the most popular flora and fauna in that region.

Materials:

Paper
Colored pencils
Map of Costa Rica to model

Application: *5 minutes*

Split the class into groups where each province is represented and have students present their maps to each other, always using complete sentences.

Suggested Homework:

Write 5 sentences about what is found in 5 different provinces.
For example, “In Guanacaste, there are the most beautiful beaches such as Playa Hermosa and Playa Ocotal.”

Lesson 5.6.5

A Tourist's Guide to Costa Rica

Objectives:

Students will understand and use language related to tourism.
Students will be able to answer frequently asked questions by tourists in Costa Rica.

Motivation: *5 minutes*

Have students pretend that they are visiting Costa Rica for the first time.
Brainstorm: What questions would they have about Costa Rica? Where would they want to go? What would they need to know?
Make a list on the board.

Information: *10 minutes*

Teach students the questions that tourists would ask.

What are the best beaches?

The best beaches are _____

What are the most fun things to do? (Zip lining, white water rafting, national parks, hiking, find animals, surfing)

The most fun thing to do in Costa Rica is _____

What's your favorite National Park?

My favorite National Park is _____

Have you ever seen an (animal) in (province)?

What activities can you do on the beach?

What volcanoes are in Costa Rica? (Poas, Irazu, Arenal, Rincon de la Vieja, Turriabla)

How do you get to the _____.

Practice: *15 minutes*

Have students make a travel brochure for a tourist attraction in Costa Rica.

Ask students to describe their activity, where it is, why it's fun, its price etc.

Students should illustrate the activity so that it would look appealing to a tourist and is comprehensive.

Materials:

Paper, pictures, scissors, glue, colored markers

Application: *5 minutes*

Split students into pairs and have them pretend that one is a tourist visiting Costa Rica.

The “tourist” should ask the other person questions about their attraction and the other person should answer; switch roles.

Suggested Homework:

Ask students to write about if they could go one place in Costa Rica, where would it be? What would the attraction be like? Why do they want to go there?

Lesson 5.6.6

Human Rights in My Country

Objectives:

Students will understand and use language referring to our basic human rights.
Students will discuss the importance of being tolerant of all people and all ideas.

Motivation: *5 minutes*

Ask students what they think diversity is.

Explain that there is diversity of ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, and other ideologies.

Information: *10 minutes*

Discuss what kind of diversity exists in Costa Rica.

Vocabulary:

Race: White, Black, Hispanic, Asian

Religion: Catholic, Christian, Evangelical, Protestant, Jewish

Sexual Orientation: Gay, Straight, Bisexual, etc.

Gender: Male, female → Man, Woman, transgender, etc.

**(Male, female are biological sex. Gender refers to social norms
“Gender roles”)**

Explain our most important human rights.

Right to education, right to health services, right to have a family etc.

Resources on Human Rights:

https://www.amnesty.org.uk/sites/default/files/resource_sheet_7.pdf

<http://www.unitedmusicvideo.org/pdfs/lessonplan.pdf>

Practice: *15 minutes*

Split the class into pairs and make Venn diagrams that compare and contrast each partners' values.

On one side of the diagram, write values that important are important to one person. On the other side of the diagram, write values that important to the other person. In the middle, write values that are important to both people.

Discuss in pairs which values are considered more important than others.

**Religion is very important to me.
I go to church every Sunday.**

Application: *5 minutes*

As a class, reflect on what students learned in their partner activity.

Ask students why it is important to be tolerant, respect private lives and understand different people's views, religions etc.

Suggested Homework:

Ask students to do the same Venn diagram activity with their families. Tell them to look at the ways their values and their parents values are the same or different.

5th Grade

Unit 7 – Environmental Education

Lesson Plans

- 5.7.1 Conserving Our Planet
- 5.7.2 Technology and the Environment
- 5.7.3 Natural Disasters
- 5.7.4 Ways of Preventing Natural Disasters

Lesson 5.7.1

Conserving Our Planet

Objectives:

Students will use and understand language referring to ways in which we can conserve resources and energy.

Students will be able to explain the “Reduce, Reuse, Recycle” cycle.

Motivation: *5 minutes*

Make two columns on the board, one with
“Waste” and “Recycle.”

Have the students brainstorm vocabulary for each of the columns.
For example: paper can be recycled while an old pen is waste.

Information: *10 minutes*

Teach the phrases “conservation” and its definition, “making provisions for the future. A habit of moderation and saving.”

Materials:

Flashcards of different materials

Teach the following phrases:

Let's plant a tree.

Don't burn trash.

Let's save energy, electricity, water, etc.

Let's fight deforestation.

Don't destroy trees.

Don't pollute.

Don't poison the rivers.

We should try to cut down on the amount of garbage we produce.

The best way to do so is to remember the three R's:
“Reduce, Reuse, and Recycle.”

Show flashcards of materials that fit in each category and stick them near the correct word on the board.

Practice: *15 minutes*

Ask the students for a list of all the things they can reduce using in their lives, all the things they can reuse, and all the things they can recycle.

Make columns on the board and have each student come to the board and write one item down in the correct column and use it in a sentence.

For example, a student writes “water” under the reduce column and says, “I can reduce my use of water.”

Do a few examples so the students understand the structure of the sentences.

What kind of pollution do you know in your community?
Can we prevent / control pollution?

Application: *5 minutes*

Have the students draw a picture of one way they can help conserve the planet.

For example, a student can draw a picture of them riding their bike and write a sentence, “I will ride my bike instead of taking the bus.”

Materials:

Paper
Colored pencils

Draw two examples on the board before the students begin.

Suggested Homework:

Students will go home and find one thing they can do in their house to conserve resources. They should write 3 sentences about how this can help the environment.

Lesson 5.7.2

Technology and the Environment

Objectives:

Students will be able to explain how technology has positively and negatively impacted the environment.

Students will continue to brainstorm ways they can conserve energy in their daily lives.

Motivation: *5 minutes*

Review reducing water use by brainstorming all the ways the students use water.

Vocabulary:

Using the faucet, cooking, washing clothes, flushing the toilet, taking a shower, and watering plants.

Next to each activity, ask the students how often they use water in each of the different capacities each day. Discuss the ways in which the students could use less water.

Information: *10 minutes*

Write a chart on the board that lists at least 3 technologies and their corresponding positive and negative effects.

Prompt the students to think of the positive and negative effects of each of the technologies.

Vocabulary:

air conditioning, washing machines, telephones, lights, cars, trains, airplanes

Practice: *15 minutes*

Have students write 5 sentences about the environment and technology.

Write example sentences on the board.

For example:

“When I play PlayStation, I use electricity.”

“When I ride in a car, I use gasoline.”

Application: *10 minutes*

Have students stand in a circle and do a ball toss. One student says a technology then throws the ball to another student who has to say what natural resource that technology affect.

For example, **washing clothes – water; playing PlayStation – electricity; driving a car – gasoline.**

Materials:

Ball

Suggested Homework:

Students must practice one way to reduce the use of water in their home.

Lesson 5.7.3

Natural Disasters

Objectives:

Students will be able to recognize and identify different natural disasters in the world.
Students will explore why and how certain natural disasters occur in Costa Rica.

Motivation: *5 minutes*

Hang up pictures of natural disasters on the board.

Ask students if they have experienced any of the disasters that are listed on the board.

Materials:

Pictures of natural disasters

Information: *10 minutes*

Write the natural disasters on the board next to the corresponding pictures.

Materials:

Pictures of natural disasters

Vocabulary:

Earthquake, Volcanic Eruption, Flood, Tsunami, Blizzard, Drought, Hailstorm, Heat wave, Tornado, Wildfires, Hurricane

Practice: *15 minutes*

Ask each student to think back to a natural disaster they lived through, or have heard of inside or outside of Costa Rica.

Materials:

Paper
Colored pencils

Examples: Droughts in Guanacaste, flooding in Limon, Hurricane Katrina, Earthquake in Haiti etc.

Have each student illustrate the natural disaster and write 5 sentences about the damages that each natural disaster caused.

Application: *10 minutes*

Ask students to read their sentences to the rest of the class.

Ask students why the impact of natural disasters is so terrible.

Answers: property is damaged, buildings are demolished, people are killed, people lose their homes, government spending increases significantly

Suggested Homework:

Have students go home and brainstorm 3 ways that they think they can help prevent natural disasters.

Lesson 5.7.4

Ways of Preventing Natural Disasters

Objectives:

Students will compare and contrast natural disasters to manmade disasters.
Students will explore the ways in which they can help prevent natural disasters.

Motivation: *5 minutes*

Play hot potato; when the ball lands on a person, give them a natural disaster and they have to explain what it is.

Materials:

Ball

Example: Tsunami- when an earthquake causes a long, high sea wave to come

Information: *10 minutes*

Explain the difference between natural disasters and manmade disasters.

Explain the environmental impact of **factories, industries, chemicals, oil, fertilizer.**

Ask students to explain why these things are so hard to regulate and why humans are causing so much harm.

Practice: *15 minutes*

In groups students think of ways they can help prevent natural disasters and manmade disasters.

Vocabulary:

Disaster Prevention (ex. Don't build houses in disaster prone areas)

Disaster mitigation (ex. Building codes, reinforcing important building structures)

Disaster preparedness (ex. Disaster plans, evacuation plans)

Oil spills (ex. more oil regulations)

Pollution (ex. fines for carbon emissions)

Climate Control (ex. Biking instead of driving)

Application: *10 minutes*

Individually, ask students to imagine what the world will be like in 100 years if nothing changes.

Have them write silently for 5 minutes and then share their thoughts with the rest of the class.

Suggested Homework:

Have students research a natural disaster from the past and write 5 sentences about how they think it could have been prevented, or how disaster preparedness could have been better.

6th Grade

TEFL for MEP
1st Edition

6th Grade

Unit 1 – Socializing

Lesson Plans

- 6.1.1 Permission
- 6.1.2 Telephone Conversations
- 6.1.3 Taking and Leaving Messages

Lesson 6.1.1

Permission

Objectives:

Students will be able ask for and give permission to engage in social activities.
Students will be able to work together to produce target content.

Motivation: *5 minutes*

Write the phrase, “May I ...” on the board. Ask students for ways of completing the sentence. Write their responses on the board. If students have trouble, provide an example. (“May I sit down?”)

Information: *10 minutes*

Explain that “May I go to” is the same for the bathroom and for any other activity or place. Teach vocabulary:

- May I go to (*place*).
- Can I go to (*place*).
- Yes, you may./Yes, you can.
- No, you may not/ No, you can’t.

For example: May I go to the bathroom? Can I go to my friend's house to play? May I go to the movies?

Practice: *10 minutes*

In pairs students create a skit using the vocabulary.

For example:

Ben: Hi, Dad! How are you?
Jerry: Hello, I'm great!
Ben: May I go to the beach tomorrow?
Jerry: Yes, you may.
Ben: Thank you!

Application: *15 minutes*

Students will present their skits to the class.

Suggested Homework:

Have students ask their parents if they can go somewhere in English and write the conversation.

Lesson 6.1.2

Telephone Conversations

Objectives:

Students will be able to answer the phone politely and respond to common questions encountered during an average phone conversations.
Students will be able to apply vocabulary in different situations.

Motivation: *5 minutes*

As students come in, they will write down their phone number on a strip of paper and turn it in to the teacher. The teacher will “call” a couple of the numbers and have a mini conversation with the students who “answer” the phone.

For example:

Teacher: Eight, four, three, seven, nine, two four, zero.

Students raises their hand if that is their phone number.

Teacher: Hello. How are you?

Student: I’m great, thanks and you?

Teacher: I’m ok. Talk to you later.

Student: Goodbye.

Teacher repeats with other numbers.

Materials:

Strips of paper

Information: *10 minutes*

Write two sample phone conversations on the board from the ones provided at the end of this unit. Highlight the following vocabulary in the conversations:

Vocabulary: **May I speak to _____, This is _____, Hold on, One minute please**

Practice: *10 minutes*

Split the class in two. Each side reads along with one of the characters of the conversation. Hand out cut up conversations to groups of 2 or 3. Students will put the strips in order. Students will then practice saying the conversation aloud.

Materials:

Conversations in strips

Application: *15 minutes*

Put students in pairs and have students create a phone dialogue including the learned vocabulary. Present the dialogues aloud to the class.

Suggested Homework:

Students write a phone conversation with their parents in which they ask permission to go somewhere. Dialogues must also include greetings and leave takings.

Lesson 6.1.3

Taking and Leaving Messages

Objectives:

Students will be able to take and leave messages.
Students will practice pronunciation through repetition of written text.

Motivation: *5 minutes*

Play Telephone. Have students get into one long line. Whisper a phrase to the first student in the line. That student must then turn to the person next to them and whisper the same phrase. Continue through all students. The student at the end of the line says the phrase aloud. Check to see if the phrase is correct. Use phrases containing the new vocabulary.

For example: “May I speak to Maria?” “One minute please.”

Information: *15 minutes*

Have the following conversations written on the board before class starts. Have students practice reading the following two conversations. Call on individual students to read the dialogues.

Alicia: Hello! Is Brittany at home?

Tom: Yes, but she is busy. May I take a message?

Alicia: No, thanks. I'll call back later.

Tom: Bye!

Alicia: Goodbye.

Erin: Hi! This is Erin. Is Braden at home?
Stacy: Yes, but he is busy. Would you like to leave a message?
Erin: Yes. Tell him to call me back.
Stacy: Ok. I will. Bye.
Erin: Thank you. Good-bye.

Focus on the following vocabulary and practice pronunciation.

Vocabulary:

- **Is... at home?**
 - **Yes, but he/she is busy.**
 - **May I take a message?**
 - **Would you like to leave a message?**
 - **Yes, tell him/her to call me back.**
 - **No, thanks. I'll call back later.**
-

Practice: *15 minutes*

Students listen to three conversations and answer questions about the conversations. Use the conversations provided at the end of this unit.

Materials:

Telephone conversations

Questions:

1. Who's calling?
 2. Did they leave a message?
 3. If they leave a message, what is it?
-

Application: *10 minutes*

As a class, review the answers to the questions.

Suggested Homework:

Call one of your classmates and leave a message in English.

Examples

1

Samples for Telephone Conversations

Alice: Hello! Smith residence. Alice speaking.
Mr. Black: Hello, Alice. This is Mr. Black.
Alice: Hello Mr. Black. What can I do for you?
Mr. Black: Is your mother at home?
Alice: No, I'm sorry. She's at the grocery store. Would you like to leave a message?
Mr. Black: No, thanks. I'll call back again.
Alice: OK, bye!
Mr. Black: Good bye.

Caroline: Hello?
Daniel: Hey!
Caroline: Who is this?
Daniel: This is Daniel.
Caroline: Oh! Hi, Daniel!
Daniel: Hi, Caroline.
Caroline: What's up?
Daniel: I was wondering if you had Max's phone number.
Caroline: Sure. Hold on. The number is 8581 0554.
Daniel: Ok, thanks!
Caroline: No problem. Talk to you later.

2

Samples for Taking and Leaving Messages

Rebecca: Hello?
Luis: Hello. May I speak to Carlos please?
Rebecca: Who is this?
Luis: This is Luis.
Rebecca: Carlos is not here right now. Would you like to leave a message?
Luis: No, thanks. I'll call back later.
Rebecca: Ok, bye.
Luis: Goodbye

Nicole: Hi, this is Nicole.
Jose: Hi Nicole, is Ana home?
Nicole: Yes, but she's busy. Can I take a message?
Jose: Sure. Tell her I'll pick her up at 7pm for the movie.
Nicole: Ok, bye.
Jose: Thanks! Bye.

Michael: Hello, may I speak to Pablo please?
Patricia: Who's calling?
Michael: This is Michael.
Patricia: Hi, Michael. Pablo isn't here right now. Would you like to leave a message?
Michael: Yes please, tell him to call me back.
Patricia: Ok, I'll tell him.
Michael: Thanks, bye!
Patricia: Bye.

Additional Activities

1. Pen Pal Activity: This can be done within the class, or between two different classes. Have students write a letter in English about themselves. Have them include their name, where they live, their hobbies, information about their family, and anything else they want. Have the students “send” the letter by giving it to you. Next class, distribute the letters and have students respond.
2. Give students slips of paper with a name and a message. Have students create a dialogue based on the information on the paper. For example:

Name: Francisco
Dinner is at 8pm.

6th Grade

Unit 2 – My Physical Changes

Lesson Plans

- 6.2.1 My Internal Organs
- 6.2.2 How Do You Feel?
- 6.2.3 Common Illnesses and Diseases
- 6.2.4 Growing Up!
- 6.2.5 Going through Puberty
- 6.2.6 Healthy Habits

Lesson 6.2.1

My Internal Organs

Objectives:

Students will be able to identify internal organs and their functions.

Motivation: *5 minutes*

Review body parts from head to toe. You can sing “*Head, Shoulders, Knees, and Toes*” and play “people to people.”

Information: *10 minutes*

Teach internal organ vocabulary, but try to keep it brief, teaching only the essentials. Use a big drawing or poster to show where the organs are in the body. Practice pronunciation & have students copy vocabulary in their notebook.

Materials:

Whiteboard
markers/chalk

Poster or drawing

Vocabulary: Brain, Heart, Stomach, Intestines, Liver, Esophagus, Lungs, Kidneys, Spinal Cord, Bladder

Practice: *10 minutes*

Play flyswatter. Tape pictures or drawings of internal organs on the board.

Divide the class into two teams and have them form two lines facing the board. Hand a flyswatter to the first person in each line. Say a word from the vocabulary list. The two students need to hit the corresponding word on the board with their flyswatter. The first one to hit the correct word wins a point for their team. Make sure to model the activity before beginning.

Materials:

Flyswatters or labels

Application: *15 minutes*

Have students draw a diagram of themselves with their internal organs. They should label their internal organs and write the function of each one (Example: "This is my heart. My heart moves blood through my body." "This is my brain. My brain thinks." Etc.)

Materials:

Pencils

Colored pencils

Paper

Liver- it produces substances necessary for digestion.

Kidneys- they process and purify the blood.

Heart- it sends blood around the body.

Stomach- it digests the food.

Intestines- they absorb water and ingested food, and excrete solid waste material.

Brain- it controls our coordination.

Intestines- they carry food through your body.

Esophagus- it moves food from mouth to stomach.

Spinal cord- it carries messages from the brain to the rest of the body.

Suggested Homework:

Finish internal organ diagrams if you didn't finish in class.

Internal organ matching or word search exercise.

Research one internal organ and write three sentences about it.

Lesson 6.2.2

How Do You Feel?

Objectives:

Students will be able to utilize the vocabulary and language necessary to talk about symptoms of illness, specifically in the context of a doctor's visit.

Motivation: *5 minutes*

Review what you learned last class by having everyone who can/wants to describe one body part.

Information: *10 minutes*

Write the phrases:

- “Doctor, I feel sick!”
- “What is bothering you?”
- “My _____ hurts!”
- “I am going to do some tests.”

Brainstorm with the class other ways to talk about how you’re feeling.

For example “I have a stomach ache”; “I have a headache”; “I feel dizzy”; “I feel hot/cold” etc.

Students copy the new vocabulary into their notebooks. Make sure students understand to fill in the blank with the vocabulary learned in the last class.

Practice: *15 minutes*

Have students play doctor and patient, repeating the given dialogue but filling in the blanks. It's fun if you can bring doctor and patient masks or a hospital gown and stethoscope.

Materials:

Optional: masks, hospital gowns, and stethoscope

Application: *10 minutes*

Ask students what illnesses they are familiar with. Give the English name. Choose a few of these illnesses/diseases and write them on the board. Have students write the likely symptoms for those illnesses.

Materials:

Whiteboard markers/chalk

Suggested Homework:

Research one illness and its symptoms. Write a paragraph describing the illness and its symptoms.

Lesson 6.2.3

Common Illnesses and Diseases

Objectives:

Students will identify common illnesses and diseases.

Motivation: *5 minutes*

Try to recall the illnesses we learned in the previous class, and their symptoms.

Materials:

Whiteboard
markers/chalk

Information: *15 minutes*

Students watch the video “The ABC’s of Disease” <https://www.youtube.com/watch?v=u81jxuaFOfM> and fill in the blanks of the lyrics to reveal and discover lots of new diseases. The video is great for kids and will have your students engaged. Have them watch a few times to identify the diseases. Practice pronouncing the new words. Many are difficult and take a while to pronounce.

Materials:

Computer
Speakers
Projector

Practice: *10 minutes*

Hand out cards to all students. Some cards will have the name of an illness or disease, and the rest will have a description of the illness or disease. Have students walk around and find their matching pair.

Students stand with their pair and present their illness to the class.

Materials:

Cards with new vocabulary words

Application: *10 minutes*

Have students make disease cards, drawing a picture (possibly inspired by the video), adding a label and symptoms.

Materials:

Pencils

Paper

Suggested Homework:

Students finish disease cards if they didn't during class.

Lesson 6.2.4

Growing Up!

Objectives:

Students will be able to use comparative adjectives to describe their physical changes.

Motivation: *5 minutes*

Students draw a picture of themselves when they were younger and a picture of themselves now. Alternatively, they could bring two pictures to class.

Materials:

Optional: “Now and Then” photos of students brought from home

Information: *10 minutes*

Together as a class, brainstorm vocabulary to describe how students look and act now, compared to how they looked and acted when they were younger. Explain how to use comparative adjectives.

For example: “I am taller than I was when I was a child.”

Practice: *15 minutes*

Students practice converting adjectives to comparative adjectives. Write the vocabulary on the board. Draw arrows from the adjective to the comparative adjective.

For example: Tall → taller

Students should write a few sentences under their images to describe the changes. Try to have them elaborate and describe specific changes to body parts.

Materials:

Whiteboard
markers/chalk

Students'
pictures/photos

Vocabulary: **tall, short, slow, fast, light, heavy, old, young, strong, weak, happy, sad.**

taller, shorter, slower, faster, lighter, heavier, older, younger, weaker, happier, sadder

Application: *10 minutes*

Students present their changes to the class. Have them say at least two sentences.

Materials:

Students'
pictures/photos

Suggested Homework:

Students write a reflection about their physical changes.

Lesson 6.2.5

Going through Puberty

Objectives:

Students will be able to understand and discuss the physical and emotional differences between boys and girls during teen years.

Motivation: *5 minutes*

Name a few physical characteristics typical of girls and boys (without saying what you are doing) and have students go to one side of the room if they have recognized that they have those characteristics. For example: “long hair”, “large muscles”, “facial hair”, “short hair”, “deep voice.”

Information: *10 minutes*

Have students identify physical changes they are going through. Write them on the board (you will have to help translate). You can divide these into three categories, boys, girls, and both.

Vocabulary: facial hair, voice changes, bigger external sexual glands (testicles, penis), changes in mood, more independent, more time spent with friends, menstruation, growth of breasts and hips, pubic hair.

Present drawings of female and male genitals and have students copy labels.

Materials:

Whiteboard
markers/chalk

Drawings of female and male genitals

Practice: *10 minutes*

Discuss differences and similarities between boys and girls. Differences may include physical changes. Similarities include abilities, such as “girls and boys can do similar activities including play soccer, dance, run, do the dishes, cook, work on the farm, etc.” Students label female and male genital images.

Application: *15 minutes*

Explain what a stereotype is. For example:

“A stereotype is a fixed idea that is not based on reality. For example: ‘boys must not clean the house’ or ‘girls can’t play soccer.’ In the past, boys and girls were considered and treated differently. Women were housewives, secretaries or teachers. They were not engineers, pilots or soccer players. Now, people recognize that women can be great engineers, pilots and soccer players, and men can be great home keepers, secretaries and teachers. Thanks to increasing awareness and understanding, some stereotypes are now disappearing. Boys and girls now mostly have the same rights, duties and opportunities.”

What is a stereotype that still exists? Students write down a stereotype that exists in their community. They also write down why it’s not true, or at least one example that breaks the stereotype. Students then discuss in a circle.

Suggested Homework:

Have students write about which changes they’re experiencing during puberty in a “journal entry”.

Lesson 6.2.6

Healthy Habits

Objectives:

Students will be able to discuss healthy living habits and classify good and bad advice for someone going through puberty.

Motivation: *5 minutes*

Students ask each other questions about their living habits.

For example: “What did you eat for breakfast?” “What is your favorite food?”
“How often do you take a shower?”

Information: *10 minutes*

Discuss healthy habits and write new vocabulary on the board, including what to eat, how often to exercise, how often to shower, how often to play video games, and what to do when you feel sad. Students copy down the new vocabulary.

Practice: *10 minutes*

Students take a quiz about healthy habits. Example:

Materials:

Healthy Habits Quiz

- 1. I eat** _____
 - a. fruits and vegetables every day
 - b. fruits and vegetables one day per week
 - c. junk food every day, and I hate vegetables!
- 2. I play sports** _____
 - a. three times a week
 - b. once a week
 - c. never
- 3. I take a shower** _____
 - a. every day
 - b. every other day
 - c. once a week
- 4. I watch TV or play video games** _____
 - a. one hour a day
 - b. three hours a day
 - c. more than five hours a day
- 5. When I feel sad I** _____
 - a. like to be with my family and friends
 - b. stay at home and watch TV alone
 - c. cry and eat

3 or more A's: You have healthy habits! Keep them up!

3 or more B's: Not too bad! But you can improve your habits.

3 or more C's: Alert! It's time to take better care of yourself. You can change your habits by talking to a teacher or trying to do some of the suggestions in category A.

Application: *15 minutes*

Students draw a picture of themselves as “super healthy me!” and write down one thing they’d like to improve about their health.

Materials:

Paper

Colored pencils

Suggested Homework:

Students should identify one unhealthy habit that they have and write down how they can change it.

6th Grade

Unit 3 – Types of Families in the World

Lesson Plans

- 6.3.1 Family Members
- 6.3.2 Different Types of Families
- 6.3.3 Family Customs throughout the World
- 6.3.4 My Future Family
- 6.3.5 Technology in the Home
- 6.3.6 Being a Good Family Member

Lesson 6.3.1

Family Members

Objectives:

Students will be able to identify the members of a family and explain how they relate to other family members.

Motivation: *5 minutes*

Throw a ball in a circle and every student has to say a different family member.

Materials:

Ball

Information: *15 minutes*

Together, draw a family tree on the board. Be sure to include complex vocabulary.

Vocabulary: second cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, step-brother, step-sister, great grandmother/grandfather, great, great grandmother/grandfather

Practice: *15 minutes*

Place students into groups of two or three. Give each group a handful of cards with different family members written on them. Students select a card with a family member on it.

They have to describe who the family member is without saying the family member's "relationship". For example, if I pull a card that says "aunt" I have to describe, "my mother's sister" and the other members of my team have to guess who it is. The correct answer would be "aunt."

Materials:

Cards with family members on them

Application: *5 minutes*

Split students into groups of 3 or 4. Give each group 3 or 4 cards with members of the family written on the. Together they write and present a play involving the family members on their cards.

Materials:

Cards with family members on them

Suggested Homework:

Have the students create an extended family tree.

Lesson 6.3.2

Different Types of Families

Objectives:

Students will be able to describe different types of families.

Motivation: *5 minutes*

Review family members from previous lesson. Each student selects a family-member card and explains how that family member is related to another member.

For example: “my brother is my mother’s son.”

Materials:

Family member cards

Information: *10 minutes*

Prepare drawings or pictures of different types of families. Tape them to the board. These can include: “nuclear family”, “single-parent family”, “same-sex parent family”, “multi-generational family”, “adoptive family” and/or “cross-cultural family”. Explain each family and write a description below the picture. Students should copy the information into their notebooks.

Materials:

Drawings/pictures of different types of families

Practice: *15 minutes*

Bring in magazines. Students get into groups and search through the magazines to identify images that could represent different types of families. They could also cut out different people and glue them together to make a collage of at least three types of families. Students then present their collages to the class.

Materials:

Magazines

Glue

Construction paper

Scissors

Application: *10 minutes*

Students write about their own families – what type of family do they have and give evidence. Make sure students write at least five sentences. If there is time, have students present their families to the rest of the class.

For example:

My family is a nuclear family. I have two parents and a brother. I do not have any uncles or aunts. I do not have any grandparents. I do not have any nieces or nephews.

Suggested Homework:

Students finish their writing assignments if they have not finished by the end of class.

Lesson 6.3.3

Family Customs throughout the World

Objectives:

Students will be able to identify their own family customs and use comparative adjectives to describe different family customs throughout the world.

Motivation: *5 minutes*

Review different types of families. Invite students to share their writing from last class/homework.

Information: *10 minutes*

Write the following questions on the board:

What are some customs that your family has?

Who are the members of your family?

What does your father do?

What does your mother do?

What do you contribute to the household?

Go over the questions as a class and write down possible answers. Discuss Costa Rican family customs and take notes on the board.

Practice: *10 minutes*

Watch a video or movie about how different cultures raise their children. One movie recommendation is Babies, about how babies are raised in Tokyo, the USA, Mongolia and Nigeria. Here is the trailer:

<https://www.youtube.com/watch?v=vB36kohGxDM>. This is a good YouTube channel which has stories of families around the world told from children's perspectives. Each video is about a minute long:

https://www.youtube.com/watch?v=iplRtamog_8&index=3&list=PL7DC2752DDEBDD116

Materials:

Computer

Speakers

Projector

Application: *15 minutes*

Choose a different culture. In groups students identify differences between that culture and their own, then present to the class.

Suggested Homework:

Write about three things you like about Costa Rican family culture and three things you would change if you could.

Lesson 6.3.4

My Future Family

Objectives:

Students will be able to express their hopes for their own families in the future.

Motivation: *5 minutes*

Have the students form a circle. One by one, everyone says one type of family that we've studied and who the family members are.

Materials:

Ball

Information: *10 minutes*

Review future tense, i.e. "will be". Brainstorm qualities that describe families, i.e. "loving" "caring" "hard-working" etc. Write each type of family we've studied on the board. Students list positive qualities of each.

Practice: *15 minutes*

Reading comprehension: find a passage about a family in England or the United States and have students read it, then answer questions.

Materials:

Reading comprehension passage

Application: *5 minutes*

Students draw and describe/write about what they imagine their future families will be like. They can include family members, the rules that they will have in their families, the customs and traditions they will follow, etc.

Materials:

Paper

Colored pens/pencils

Suggested Homework:

Finish “my future family” writing/drawing exercise.

Lesson 6.3.5

Technology in the Home

Objectives:

Students learn about how technology can change or affect families.

Motivation: *5 minutes*

Students who want to share their “my future family” art and written work present to the class. Listeners practice active listening and ask questions.

Materials:

Students’ “My Future Family” art

Information: *10 minutes*

Brainstorm technology devices that students have in their homes on the board. Repeat and review vocabulary.

Play Pictionary. Have a volunteer come to the board. Give the volunteer a vocabulary word. They must draw the vocabulary word and the rest of the class should try to guess what they are drawing. Students discuss the different ways that these apparatuses are used in the home. i.e. video games, talking to relatives who live far away, etc.

Vocabulary: tablet, computer, mouse, keyboard, cellphone, TV, X-box, Nintendo, laptop

Practice: *15 minutes*

Student read article in Breaking News English, “Internet helps families stay more in touch.”

<http://www.breakingnewsenglish.com/0810/081021-family.html>.

Students answer comprehension questions.

Materials:

News article

Application: *5 minutes*

In groups, students choose an electronic apparatus and write down three ways that it could positively affect a family and three ways that it could negatively affect a family. Have students present to the class.

Suggested Homework:

Write a list of all the electronic devices that you use after school.

Lesson 6.3.6

Being a Good Family Member

Objectives:

Students learn about the dynamic of families.
Students will be able to learn how they can contribute positively to their family.

Motivation: *5 minutes*

Have students form a circle. Throw a ball to a student. That student must say one of the vocabulary words from the previous class. Have the entire class repeat after the student.

Materials:

Ball

Information: *10 minutes*

Brainstorm positive and negative qualities of a family member.

For example:

Positive: kind, thoughtful, friendly, patient, compassionate

Negative: rude, selfish, impatient, mean, arrogant

Practice: *10 minutes*

Students write in their notebooks one thing they do that annoys another family member and one thing that other family members do that annoys them. Students share with the class.

Have students brainstorm ways they can be less annoying to their family.

Application: *15 minutes*

“What Kind Of Family Member Are You” quiz. Create a quiz with questions like the following:

Materials:

“What Kind Of Family Member Are You” quiz

1. Your mom asks you to wash the dishes but you are watching TV. What do you do?
 - A. Go wash the dishes and then watch TV.
 - B. Watch TV and wash the dishes after.
 - C. Watch TV. Sorry, mom!

2. Your baby brother hits you with a toy so you:
 - A. Explain to him why hitting is mean.
 - B. Take away the toy.
 - C. Hit him back.

Suggested Homework:

Write three ways you can be a positive member of your family.

6th Grade

Unit 4 – Costa Rica and English-Speaking Countries

Lesson Plans

- 6.4.1 Typical Costa Rican Dishes
- 6.4.2 Dishes from the USA and England
- 6.4.3 Table Manners
- 6.4.4 What Do You Do for Fun?
- 6.4.5 Would You Like to Come?
- 6.4.6 English Speaking Countries' Folk Tales & Legends

Lesson 6.4.1

Typical Costa Rican Dishes

Objectives:

Students will be able to say what their favorite typical dish is and describe what it is made of.

Motivation: *5 minutes*

Play BOOM. Students form a circle. The teacher stands in the center. Teacher tosses the ball to a student and has them say the name of an item of food. Student tosses the ball back to the teacher. Teacher says the word and has the entire circle repeat. Teacher tosses the ball to the next student, and so on. If a student repeats a word that has already been said or takes too long to come up with a word, the entire group yells, BOOM!, and that student is out. Continue until there are only a couple of students left.

Materials:

Ball

Information: *15 minutes*

Using pictures, teach food vocabulary for typical dishes.

Vocabulary:

- **Gallo pinto:** rice, beans, cilantro, Lizano sauce, onion, and pepper.
- **Arroz con pollo:** rice, chicken, and spices.
- **Casado:** Rice, beans, salad beef, pork, chicken, and cheese.
- **Arroz con leche:** milk, rice, cinnamon, cloves, and condensed milk.

Materials:

Pictures of Food

Teach the phrases:

- Gallo pinto is made of...
 - What is your favorite typical dish?
 - What about you?
-

Practice: *10 minutes*

Play “Guess my Dish.” Divide the class into two teams. Have a student come to the front. Hand them a strip of paper with the name of a dish you discussed. The student must say, “It is made of...” and then name ingredients until someone guess it. The side of the room with the correct guesser gets a point.

Materials:

Strips of paper with typical dishes

Application: *10 minutes*

Students get into pairs. One student asks, “What is your favorite typical dish?” The other one responds and then asks “What about you?”

For Example:

- A. What is your favorite typical dish?
- B. My favorite typical dish is gallo pinto. What about you?
- A. My favorite typical dish is arroz con leche.

Suggested Homework:

Each student must choose one typical dish and write down all the ingredients.

Lesson 6.4.2

Dishes from the USA and England

Objectives:

Students will be able to talk about one dish from each English speaking country.
Students will be able to say which dish is their favorite.

Motivation: *5 minutes*

Have students make two lines facing each other. Ask the question, “Who likes gallo pinto?” Students who like gallo pinto step to the middle and say, “I like gallo pinto” Everyone else should say, “I don’t like gallo pinto”. Repeat with other typical dishes.

Information: *15 minutes*

Show a picture of pumpkin pie. Explain that pumpkin pie is a typical dish of the United States. Write, “What are the ingredients for pumpkin pie?” on the board. Explain that “ingredients” means what a food is made of. Write the answer, “Pumpkin pie is made of...” (pumpkin, evaporated milk, cinnamon, cloves, eggs, sugar). Make sure students know all the vocabulary for the ingredients.

Materials:

Picture of pumpkin pie and “fish and chips”

Show a picture of fish and chips. Write, “What are the ingredients for fish and chips?” on the board. Write the answer, “Fish and chips is made of...” (Fish, breading, fried potatoes (aka French fries)).

Practice: *10 minutes*

Have students form two lines. The first person in each line turns to the person next to them and asks, “What are the ingredients for pumpkin pie?” The person answers with the ingredients. That person then turns to the next person in line and asks, “What are the ingredients for fish and chips?” Repeat down the lines, alternating pumpkin pie and fish and chips. The line that gets to the end first wins.

Application: *10 minutes*

Play flyswatter. Write the ingredients of both pumpkin pie and fish and chips on the board. Divide the class into two teams and have them form two lines facing the board. Hand a flyswatter to the first person in each line. When you call out one of the ingredients, a student from each team runs to the board to swat the correct ingredient. The students only gain points for their team if they can say which dish the ingredient is in. For example, “pumpkin is an ingredient in pumpkin pie.”

Materials:

Whiteboard
markers/chalk

2 flyswatters

Suggested Homework:

Students tell a member of their family about a typical dish from another country. Every student must find a different typical dish from an English speaking country and write down all the ingredients. They can present their dish in the next class.

Lesson 6.4.3

Table Manners

Objectives:

Students will be able to determine proper table manners.

Motivation: *5 minutes*

Call out different foods (include typical dishes of English speaking countries) Have students stand at their desks if they like the food. Start slow and speed it up to energize the students!

Have students present the dish they researched for homework.

Information: *10 minutes*

Explain that today you will be talking about table manners. Use pictures to show different bad table manners. Put each picture on the board. Ask the students what is wrong with every picture. Ask them to correct the behavior. Under the pictures write the correct behavior.

For example:

- Don't put your elbows on the table.
- Chew with your mouth closed.
- Wash your hands before eating.
- Don't talk while chewing.

Materials:

Pictures of bad table manners

Make sure you go over any unknown vocabulary. Use actions to explain what each sentence means. Ask students if they can think of any other good table manners.

Practice: *15 minutes*

Have students come to the front of the class and act out a BAD table manner. The rest of the students should yell the CORRECT table manner, and the student in the front should correct their behavior.

For example, a student comes to the table and starts chewing with their mouth wide open. The rest of the class yells, “Chew with your mouth closed!” Make sure that each behavior is acted out several times.

Application: *5 minutes*

Have students get in groups of 4. Each person receives a slip of paper with a correct table manner on it. Each student acts out their table manner and the rest of their group guesses which table manner they are acting out. Repeat until each member of the group has acted something out.

Materials:

Slips of papers with different table manners

Suggested Homework:

Students must show their family their perfect table manners!

Lesson 6.4.4

What Do You Do for Fun?

Objectives:

Students will be able to say which activities they enjoy and which activities they don't enjoy.

Motivation: *5 minutes*

Give 5 students cards with a picture of a hobby (Use simple ones that students have seen in previous grades). Student must act out the activity and the rest of the class must try to guess what the activity is.

Materials:

Cards with pictures of hobbies

Information: *15 minutes*

Write the question, "What do you do for fun?" on the board. Underline FUN! Make sure they understand that these are activities for entertainment. Write all the activities on the board. Hand out cards with the pictures that match the words you have written. Each student should receive one. Have the students come to the board and tape the picture next to the correct word. Go over pronunciation.

Dance	Read	Sing	Cook	Bike
Draw	Write	Act	Paint	Sew
Play basketball	Play soccer	Play tennis	Play hockey	Swim
Go running	Go to the movies	Go to the beach	Go to a restaurant	
Go to the mall				

Materials:

Pictures of activities

Tape

Write the phrase, “I like to _____ for fun.” Explain that you can put any activity into the blank.

Practice: *15 minutes*

Have students get in a circle. Stand in the middle and say one thing that you like to do for fun. For example, “I like to read for fun” Toss the ball to a student and ask, “What do you like to do for fun? That student answers, “I like to _____ for fun.” Then that student tosses the ball to someone else and asks, “What do you like to do for fun?” Repeat until every student has asked and answered the question.

Materials:

Ball

Application: *5 minutes*

Students get into pairs. Each pair must tell each other ALL the things they like to do for fun.

Suggested Homework:

Each student must write 5 sentences about what they like to do for fun.

Lesson 6.4.5

Would You Like to Come?

Objectives:

Students will be able to extend invitations to social events.

Motivation: *5 minutes*

Have students get in a circle. Stand in the middle and toss the ball to students and ask, “What do you like to do for fun? That students answer, “I like to _____ for fun,” and tosses the ball back to you. Respond to their sentence with “Me too!” or “I don’t like to _____.”

An example:

Teacher: What do like to do for fun?
Student: I like to play soccer.
Teacher: I don't like to play soccer.

Another example:

Teacher: What do you like to do for fun?
Student: I like to read.
Teacher: Me too!

Information: *15 minutes*

Ask the students which activities they remember from the previous class. As they say them, write them on the board. Write, “Would you like to...?” next to that activities. Draw arrow to the different activities to show that you can use ANY activity in the sentence.

Explain that this is an invitation. Write a couple of examples:

Questions:

Would you like to go to the movies?
Would you like to play soccer?
Would you like to go to a restaurant?

Responses:

Yes! I would love to!
That sounds like fun! I'm sorry, but I can't.
Sure! No, thank you.

Practice: *10 minutes*

Tape a scrambled up conversation on the board. Work with the students to unscramble the conversation together. When the conversation is in the correct order, read it aloud. Split the class in two and have each half of the class read one part of the conversation.

Materials:

Large pieces of paper with a scrambled conversation

Tape

Application: *10 minutes*

Students get into pairs and prepare a short dialogue for an invitation. Leave the conversation you unscrambled with the students on the board as an example.

- A. Hello!
- B. Hello! How are you?
- A. I'm great, thanks! I like go to the movies for fun.
- B. Me too!
- A. Would you like to go to the movies?
- B. That sounds like fun!
- A. Great!

Suggested Homework:

Students must create an invitation to a fake event that they are having. For example: A birthday party or special dinner.

Lesson 6.4.6

English Speaking Countries' Folk Tales & Legends

Objectives:

Students will be read and explain a folk tale from an English speaking country.

Motivation: *5 minutes*

Ask the class whether anyone knows any Costa Rican folk tales. When someone answers, have them tell the story to the class.

Information: *10 minutes*

Explain that just as there are folk tales in Costa Rica, there are folk tales from all over the world. Including English speaking countries. Pair the students. Each pair will receive either the British folk tale OR the American story. Have the students read the story together and look up any words they don't understand in the dictionary. Circulate among the students to check for comprehension.

Materials:

Handouts (1 each pair) of the British and American folk story (See "Resources".)

Practice: *15 minutes*

In their pairs, students draw a visual representation of their story. It can be in the style of a cartoon strip, or a single large picture.

Materials:

Colored
pencils/markers
Paper

Application: *10 minutes*

Each pair presents their drawing to the class

Suggested Homework:

Students tell their family the stories they learned in class.
Additional Work: Put students in groups and have them prepare skits of the stories. Tell them to be creative! They can create props and costumes!

Resources

British Folk-Tale

The Two Brothers and the White-Bearded Old Man

Once upon a time there were two brothers. They decided to start venturing from town to town and from village to village to seek happiness. Along the way, they saw an old man with white beard heading towards them. The old man stopped and asked the boys where they were headed. When he found out he told them:

"I want to help you." He put his hand in his pocket and pulled out a handful of golden coins. "Which one of you wants these?" he asked.

"I want them." replied the big brother immediately. The old man hand in his other pocket and pulled out a precious gem, shining like the sun, and asked again:

"Which one of you want to have the gem?

"I want it." hasty answered the big brother and the old man gave him the gem. Then the old man put down the sack he was carrying on his back and said:

"Now who is gonna help me bring this sack to the village?"

The big brother said nothing. On the other hand the little brother pulled up his sleeves and bended down to help him. The old man smiled and said:

"Take it with you, my boy, along with everything that is inside."

"No it's not mine."

"Take it, take it." said the old man. "It's my gift to you."

The little brother opened the sack. And what did his eyes see? The bag was filled with precious gemstones. He stood up to thank the old man, but he was nowhere to be found.

American Folk-Tale

Johnny Appleseed

Johnny Appleseed was a hermit and a wanderer who was welcomed wherever he went in the Ohio territory. Everyone loved him, in spite of his unkempt appearance. He always carried a sack full of apple seeds to plant, and walked barefoot all year round. He knew the frontier woods better than anyone. Even the Indians respected Johnny Appleseed for his courage.

When the War of 1812 began, many Indians allied themselves with the British, seeking to revenge injustices done to their people by the settlers. They attacked up and down the Ohio territory, but they left Johnny Appleseed alone. Taking advantage of his position, Johnny Appleseed became the Paul Revere of the Ohio territory, warning settlers of danger.

On one occasion, Johnny Appleseed learned that a band of Indians had laid siege on the town of Mansfield, Ohio. Johnny Appleseed ran twenty-six miles through the forest to Mt. Vernon to obtain help for the settlers. As he ran, he tried to warn other settlers along the path of the danger by blowing on an old powder horn. Aid reached the town within a day, and the settlers were spared, thanks to the bravery of Johnny Appleseed.

6th Grade

Unit 5 – Holidays and Celebrations in English Speaking Countries

Lesson Plans

- 6.5.1 New Year's Day
- 6.5.2 Holy Week
- 6.5.3 Labor Day
- 6.5.4 Annexation of Guanacaste Day
- 6.5.5 Christmas
- 6.5.6 Review

Lesson 6.5.1

New Year's Day

Objectives:

Students will be able to identify New Year's Eve traditions from Costa Rica and the United States.

Motivation: *5 minutes*

As a class, practice counting down from 10. At the end, explain that this is a tradition that people all around the world practice on New Year's Eve and that at the end they yell, "Happy new year!" If you want, you can also show a video of this exercise.

Materials:

Optional:
<https://www.youtube.com/watch?v=woUxVig45w8>

Information: *15 minutes*

Ask the class what traditions they practice on New Year's Eve. Students should generate vocabulary, which you can write on the board, including types of food that they eat, throwing glitter in the air, staying awake until midnight. Teach the formulation, "On New Year's Eve, my family and I _____" and have students write three sentences about what they do on New Year's Eve. Students can then share this work with a partner or the group.

Materials:

Whiteboard
markers/chalk

Explain that in the United States (and perhaps Costa Rica), the tradition is to write New Year's resolutions. Resolutions are ways that you plan to improve your life in the future by acting differently. Examples of resolutions are:

- In 2016 I will exercise more.
 - In 2016 I will help my mom take care of my little brother.
-

Practice: *15 minutes*

Students write New Year's resolutions for the coming year. If appropriate, the teacher should edit the resolutions. When finished, students are free to share their resolutions with partners or the class.

Application: *5 minutes*

Students should create mini-books with one page per holiday. On the first page, they should write their New Year's traditions and resolutions.

Materials:

Colored paper

As an exit ticket, students must say one way they celebrate New Year's Eve with their families and things they look forward to in 2016.

Suggested Homework:

Edit the New Year's resolutions and draw a picture of yourself after you have fulfilled them in the mini-books.

Lesson 6.5.2

Holy Week

Objectives:

Students will be able to understand the meaning and significance of holy week. Students will be able to use vocabulary to describe how they celebrate it with their families.

Motivation: *5 minutes*

Review traditions discussed during the last lesson with students. Have each student state one New Year's tradition.

Information: *10 minutes*

Review the story of Easter, including the last supper, death of Jesus and the resurrection. It is effective to use a PowerPoint presentation with images of these events.

Vocabulary: resurrection, cross, last supper, Holy Thursday, Good Friday, Easter, parade

Materials:

PowerPoint presentation
Computer
(Projector)

Practice: *20 minutes*

Print out images of the events that we celebrate in Costa Rica during holy week (the death and resurrection of Jesus). In groups, students have to sort the images into the correct order. Once students have sorted out the story, they present it to the class as a group.

Materials:

Scrambled print-out images of Easter (1 for every 4 students)

Application: *5 minutes*

Students add a page about holy week to their mini-books. They can use their creativity to depict how they celebrate the week, or the historical events.

Materials:

Mini-books

Suggested Homework:

Finish working in mini-books.

Lesson 6.5.3

Labor Day

Objectives:

Students practice vocabulary related to worker's day.
Students will be able to answer comprehension questions
about a reading.

Motivation: *5 minutes*

Review vocabulary from the previous lesson. Ask students to review work professions by saying what their parents do for a living.

Information: *10 minutes*

Students complete a reading on Cesar Chavez. Teacher should read the article with the students as a class. Make sure to check for comprehensions and go over unknown vocabulary as a class.

Materials:

Reading on Cesar Chavez (see "Resources")

Practice: *15 minutes*

Students should answer comprehension questions (written by the teacher) about the reading.

Materials:

Comprehension
questions

Application: *10 minutes*

In their mini-books, students should write a Labor Day “thank you” letter to someone in their lives who is a worker, such as a farmer, mechanic, teacher, etc.

Materials:

Mini-books

Suggested Homework:

Students should complete their letters.

Lesson 6.5.4

Annexation of Guanacaste Day

Objectives:

Students will be able to discuss the traditions and foods that were added to Costa Rican culture when Guanacaste joined the nation.

Motivation: *5 minutes*

Students share the letters they wrote in the previous class.

Materials:

Letters from last lesson

Information: *10 minutes*

Students list the traditions and foods that came to Costa Rica when Guanacaste joined the region. Explain that the performance aspects of the celebration of Guanacaste Day consist of parades, folk dances and the playing of musical instruments, and bullfights. Ask if students have seen these traditions, and have them describe them.

Practice: *15 minutes*

Charades: based on the students' brainstorm, write activities celebrated for Guanacaste Day on slips of paper. Students should demonstrate dancing, playing instruments, bullfighting, making traditional foods, etc.

Materials:

Small slips of paper

Application: *10 minutes*

Students add a page about Guanacaste Day to their holiday mini-books.

Materials:

Mini-books

Suggested Homework:

Finish Guanacaste section of the mini-books.

Lesson 6.5.5

Christmas

Objectives:

Students will be able to explain the traditional foods and customs they practice during Christmas time in Costa Rica.

Motivation: *10 minutes*

Students listen to and sing a traditional English Christmas Song, such as “Jingle Bells” or “We Wish You a Merry Christmas.”

Materials:

Music player
(Speakers)

Information: *15 minutes*

Bring to class the ingredients necessary to make tamales. Students generate the vocabulary necessary to describing what they do on Christmas. Show an image of the nativity scene and introduce students to vocabulary for describing it. As a class, review the vocabulary.

Vocabulary: donkey, baby Jesus, three kings, Mary, Joseph, shepherds, sheep, manger

Materials:

Whiteboard
markers/chalk
Image of nativity scene
Tamal ingredients

Practice: *10 minutes*

In groups, students write a recipe for tamales, the traditional Costa Rican food for Christmas.

As the students make the recipe, show them the ingredients that you brought in.

Application: *5 minutes*

Students add a page about Christmas to their mini-books. Make sure they decorate the page with Christmas décor and that they add the recipe for tamales.

Materials:

Mini-books

Suggested Homework:

Students apply finishing touches to their mini-books.

Lesson 6.5.6

Review

Objectives:

Students review all they have learned about holidays.

Motivation: *0 minutes*

None.

Information: *0 minutes*

None.

Practice: *25 minutes*

Students play trivia or jeopardy. The game should include questions about each of the holidays studied. Students can use their mini-books to “cheat”. Students should have to answer questions like “for which holiday do Costa Ricans make tamales?” or “What month is Annexation of Guanacaste Day in?” in order to get points for their teams.

Materials:

Jeopardy game on the board OR trivia game papers

Mini-books

Application: *15 minutes*

Students give two-minute presentations of their mini-books.

Materials:

Mini-books

Resources

Cesar Chavez

Where did Cesar Chavez grow up?

Cesar Chavez grew up on a farm in Yuma, Arizona with his two brothers and two sisters. His family owned a farm and a local grocery store. Cesar had a happy time growing up with family and relatives around him. His best friend was his brother Richard. His family lived in an adobe home built by his grandfather.

The Great Depression

When Cesar was around eleven years old, hard times from the Great Depression caused his father to lose the farm. The family didn't know what to do. They packed up all they owned and moved to California to find work.

Migrant Worker

Cesar's family became migrant workers. They moved from farm to farm in California looking for work. All the family members had to work, even Cesar. He worked in all sorts of different fields from grapes to beets. The days were long and the work was very hard. Despite working so hard, the family barely had enough to eat.

Moving so often, Cesar didn't go to school much anymore. In just a few short years he had attended thirty-five different schools. The teachers were tough on him. One time when he didn't speak English, a teacher made him wear a sign that read "I am a clown. I speak Spanish". After graduating from the eighth grade, Cesar stopped going to school.

Poor Treatment

The working conditions at the fields for Cesar and his family were horrible. The farmers seldom treated them like people. They had to work long hours with no breaks, there weren't any bathrooms for them, and they didn't have clean water to drink. Anyone who complained was fired.

Latino Civil Rights

When Cesar was nineteen he joined the navy, but he left after two years and returned home to marry his sweetheart Helen Fabela in 1948. He worked in the fields for the next few years until he got a job at the Community Service Organization (CSO). At the CSO Cesar worked for the civil rights of Latinos. He worked for the CSO for ten years helping register voters and work for equal rights.

Starting a Union

Cesar read a lot and was influenced by a number of other leaders including Mohandas Gandhi and Dr. Martin Luther King, Jr. He wanted to help the migrant field workers of California and he thought he could do it in a peaceful manner.

In 1962, Cesar quit his job in the CSO to start a union of migrant farm workers. He formed the National

Farm Workers Association. There were only a few members at first, and they were mostly family members.

Growing the Union

Cesar went back to working in the fields where he could recruit workers to his union. It was a tough sell. People didn't believe that the union could work. They had tried it before. They were scared they would lose their jobs or even get beat up for joining. Cesar continued to work at it. Slowly but surely the union started to get more members. Cesar called the movement for better working conditions "La Causa", or The Cause.

Grape Workers March

One of Cesar's first major actions was to strike against grape farmers. A strike is when workers refuse to work. The strike started in Delano, California. Cesar and sixty-seven workers decided to march to Sacramento, the state capital. It took them several weeks to march the 340 miles. On the way there people joined them. The crowd grew larger and larger until thousands of workers arrived in Sacramento to protest. In the end, the grape growers agreed to many of the worker's conditions and signed a contract with the union.

Continued Work

Cesar and the union continued to work for the cause of the worker. Over the next several decades the union would grow and continue to fight for the rights and working conditions of the migrant farmer.

Fasting

In order to bring attention to his cause Cesar fasted. This is when you don't eat. One time he fasted for 36 days. Many celebrities also fasted with him.

Cesar died in his sleep on April 23, 1993. Over 50,000 people attended his funeral service.

6th Grade

Unit 6 – Costa Rica: A Green Paradise for the Rest of the World

Lesson Plans

- 6.6.1 Types of Ecosystems in Costa Rica
- 6.6.2 What's in a Rainforest?
- 6.6.3 Reading about the Rainforest
- 6.6.4 Types of Governments
- 6.6.5 Democracy
- 6.6.6 Let's Vote!

Lesson 6.6.1

Types of Ecosystems in Costa Rica

Objectives:

Students will be able to identify the various ecosystems in Costa Rica.
Students will be able to tell what kind of ecosystem exists in National Parks.

Motivation: *5 minutes*

Take students outside. Ask the students if they know the names of any of the surrounding objects. For example, “tree, rock...” If students can’t think of any, point out some examples and have students repeat after you.

Information: *15 minutes*

On the board, tape pictures of the different ecosystems of Costa Rica. Ask students if any of the pictures look familiar. Ecosystems:

- Tropical Dry Forest (Guanacaste, Nicoya peninsula)
- Tropical Rainforest (Manuel Antonio)
- Mangrove Swamps (Corcovado, Osa Peninsula)
- Cloud forest (Monteverde)
- Paramo (Highest part of the Cordillera de Talamanca, Chirripo)
- Coral Reefs (Caribbean Coast, Cahuita)

Materials:

Pictures of the different ecosystems in CR

Tape

Whiteboard
markers/chalk

Go over pronunciation, have students repeat. Under the pictures write the names of the places where you can find those ecosystems. Write the phrase: “This is a...” and write a couple of examples. “This is a tropical dry forest.”

Practice: *10 minutes*

Play memory! On the board, tape cards with the names of the ecosystems and pictures of the different ecosystems.

(Make sure you can't see the pictures or the names.)

Students take turns coming to the board and flipping over two cards. If they flip over a name, they must read it, and if they flip over a picture they should try to name the ecosystem. The rest of the class should repeat.

The goal is to match up the pictures with the names. Continue until all the cards have been matched. If the class is very large, consider having two separate games at the same time.

Materials:

Cards with names of ecosystems

Pictures of ecosystems

Application: *10 minutes*

Have students pick an ecosystem and draw a picture to represent it. Once completed, students should pair off and present their pictures to their partner. They should use the phrase: "This is a ..."

Materials:

Markers/crayons/
colored pencils

Paper

Suggested Homework:

Do some research about the ecosystem they drew in class. Find out what animals and plants live there. Add those animals and plants to the drawing.

Lesson 6.6.2

What's a Rainforest?

Objectives:

Students will be able to identify rainforest animal vocabulary.

Motivation: *5 minutes*

Review the different ecosystems by playing a quick game of memory. (See previous lesson.)

Materials:

Cards with names of ecosystems

Pictures of ecosystems

Information: *15 minutes*

Post pictures of things that you can find in the rainforest. Write the phrase: "In Costa Rica there are many different types of birds, snakes, butterflies, and mammals." Explain that all these things can be found in the rainforest. Write the name under the pictures. Go over pronunciation and have students repeat.

Materials:

Whiteboard
markers/chalk

Pictures of rainforest animals

Vocabulary:

anteater
tree frog
flower

ocelot
sloth
bird

snake
chameleon
butterfly

monkey toucan
plant tree

Write the phrase: “The _____ lives in the rainforest.” Show how any animal can be placed in the blank. For example, “The sloth lives in the rainforest.”

Practice: *10 minutes*

Play flyswatter! Divide the class into two teams and have them form two lines facing the board. Hand a flyswatter to the first person in each line. Say a word from the vocabulary list. The two students need to hit the corresponding picture on the board with their flyswatter. The first one to hit the correct word wins a point for their team. Make sure to model the activity before beginning.

Materials:

2 flyswatters

Application: *10 minutes*

Each student picks an animal. They must come to the front of the classroom and tell the class where their animal lives.

For example: The tree frog lives in the rainforest.

Suggested Homework:

Students must describe one animal that lives close to their home. They should include colors and where it lives.

Lesson 6.6.3

Reading about the Rainforest

Objectives:

Students will be able to respond to questions about a short reading.

Motivation: *5 minutes*

Review the animals of the rainforest by playing a quick game of flyswatter. (See previous lesson.)

Materials:

2 flyswatters

Information: *10 minutes*

Have students get into pairs. Hand out one copy of “Animals of the Rainforest” to each pair. Tell the students that you are going to read the story aloud and that they should underline or highlight any words they don’t understand. Read the story twice.

Materials:

Copies of “Animals of the Rainforest” (below)

Practice: *15 minutes*

In their pairs, students should look up any words they don't know. Once they look up all the words, they should take turns reading parts of the story. For example, they can alternate reading paragraphs or sentences. Teacher should circulate to ensure participation and comprehension

Materials:

Spanish/English dictionaries

Application: *10 minutes*

Students answer the questions found at the end of the story. If there's time, go over the answers as a class.

Materials:

Copies of "Animals of the Rainforest" (below)

Suggested Homework:

Read a section of "Animals of the Rainforest" to a sibling or family member.

Lesson 6.6.4

Types of Governments

Objectives:

Students will be able to describe different forms of government.

Motivation: *5 minutes*

Have six pictures representing the different types of governments in the “Information” section. On separate pieces of paper, write the names of the types of governments. Have students come to the front and try to match the name with the photo.

Materials:

Pictures of governments

Slips of paper with government names

Tape

Information: *5 minutes*

Write several types of governments on the board. Go over pronunciation and have students repeat.

Write the sentence, “_____ is a _____. ” on the board. Explain that any country can go in the first blank, and the second blank is for a type of government.

For example:
Costa Rica is a Democracy.
England is a Monarchy.

Vocabulary:

Democracy
Aristocracy

Monarchy
Dictatorship

Republic
Oligarchy

Practice: *20 minutes*

Split the class into as many groups as there are types of governments on the board. For example, if there are 5 types of governments, split the class into 5 groups. Assign one type of government to each group. If computers are available, have each group research their government. If computers are not available, have some information available for each group.

Materials:

Computers (if unavailable, information about different types of governments)

Application: *10 minutes*

Each group must present their type of government to the class. If there's time, have students write the information on a poster and use it during the presentation.

Materials:

Posters
Markers

Suggested Homework:

Students must research three countries to see what kind of government they have. For example, The United States is a Democracy.

Lesson 6.6.5

Democracy

Objectives:

Students will be able to use vocabulary relevant to Democracy.

Motivation: *5 minutes*

Have students form a circle. Stand in the middle and toss the ball to a student. That student must say one of the types of governments. Repeat the word and have the rest of the students repeat after you. Toss the ball to every student. There will be a lot of repetition.

Materials:

Ball

Information: *10 minutes*

Using vocabulary flashcards, go over the pronunciation and definition of the vocabulary words.

Materials:

Flashcards with vocabulary words on one side and the definition on the other (See “Resources”.)

Practice: *15 minutes*

Give each student either a vocabulary word or a definition. Make sure that the words match the definitions. Students must go around the room trying to match up the words with the definitions. Once every students finds their pair, they should stand with their pair. In turns, each pair should say their word and definition out loud.

For example, one student gets a card with the word “amendment” written on it. Another students receives a card with the definition, “The process of formally altering or adding to a document or record, such as the constitution.” These students must find each other.

Application: *10 minutes*

Each student must write 3 sentences. Each sentence must include at least one vocabulary word. For example, “Costa Rica is a democracy” “There was an election in 2014.”

Suggested Homework:

Every students must give one reason why Costa Rica is a Democracy. For example, “In Costa Rica, there are elections.”

Materials:

Cards with vocabulary words

Cards with definitions

Lesson 6.6.6

Let's Vote!

Objectives:

Students will be able to vote on classroom issues.

Motivation: *5 minutes*

Play this video for the students:

<https://www.youtube.com/watch?v=Otqml6WIQPo>. After students watch the video, see if they can translate the words of the bill. "School Bus Must Stop at Railroad Crossing."

Materials:

Computer
Speakers
Projector

Information: *20 minutes*

Explain that an important part of Democracy is voting, and that today they will be learning how to vote in English. Write the following phrases on the board:

- **Let's vote.**
- **I vote that we...**
- **I vote that we don't...**
- **The votes are in.**
- **The majority votes that...**

Go over the phrases to ensure pronunciation and comprehension. Have the students discuss one classroom issue that they would like to vote about. For example, they could vote to have a longer recess or to be allowed to use their cell phones in class. Write the issue on the board and two voting options.

For example:

Have a 10 minute break during class.

I vote that we have a 10 minute break during class.

I vote that we don't have a 10 minute break during class.

Practice: *10 minutes*

Start the voting! The teacher should start by saying, “Let’s vote!” Each student should stand up and say whether they vote for or against the issue on the board. Make sure to keep a tally on the board of the number of people voting for and against the issue.

Application: *5 minutes*

Once every student has cast their vote, the teacher says, “The votes are in! The majority votes that...” Once the vote is revealed, each student should write the result in their notebooks. For example, if the majority voted to have a 10 minute break during class, each student should write, “We vote that we have a 10 minute break during class.” Have the entire group say the phrase in unison.

Suggested Homework:

Have students stage a vote in their house with their family.

Resources

Animals of the Rainforest

In the rain forests you can find more kinds of animals than anywhere else in the world. Rain forests have many layers of vegetation so there is room for various animals to thrive. Imagine an anteater on the forest floor passes by an ocelot. The ocelot jumps up onto a tree branch next to a snake. The snake slithers up a liana toward a monkey. The monkey climbs up the tree even further to find a toucan resting at the top!

Because the trees are so high, many rain forest animals have special features that help them to climb more easily. For example, monkeys, opossums, anteaters, and climbing porcupines have a *prehensile tail*. Prehensile tails act as a fifth limb that animals use to help them climb. An animal can also anchor itself to a tree branch using its tail, allowing it to find insects, pick fruit, and fight predators with its hands.

Tree frogs have *adapted* to life in the trees as well. Tree frogs have suction pads on their feet in order to cling onto slippery leaves and branches. They also have flaps of skin between their toes that act like parachutes, helping the frogs to glide from one tree to the next as if they were flying. In the rain forest, living things depend on each other in order to survive. This is called a *food chain*. Plants are at the beginning of the chain. Plants make their own food from water and sun. Some animals eat only plants, fruit, and nectar. These plant eaters, such as the sloth, are called *herbivores*. Plant eaters are *prey* for *carnivores*, animals that eat other animals. These meat eaters, such as the harpy eagle and the jaguar, prey on birds, mice, lizards, monkeys and sloths.

Some animals have special ways to defend themselves from *predators*. Arrow-poison frogs are very colorful, warning other animals that they are poisonous and should not be eaten.

Chameleons can change color so that they blend into their surroundings and are hard to see. Many other animals use *camouflage* as well, so they will blend into the background; a sloth is covered in green algae and blends into the leaves; the jaguar has a spotted coat and blends into the dappled light. Camouflaged, these animals can either hide from their predators or hide from their prey in order to launch a surprise attack!

The rain forest is home to millions of colorful animals and insects. Which rain forest animal is your favorite? With so many to choose from, it may be a hard decision to make!
What animal lives at the very top of trees?

Questions:

What is a prehensile tail used for?

What do tree frogs use to cling on to slippery leaves and branches?

What is an animal that eats only plants called?

What animal can change colors?

What is your favorite rain forest animal?

Amendment: The process of formally altering or adding to a document or record, such as the constitution.

Ballot: A ballot means either 1. the act, process, or method of voting, especially in secret or a sheet of paper or 2. a card used to cast or register a vote, especially a secret one. A *ballot box* is a box in which voters deposit their marked ballots.

Campaign: Election campaign is a series of coordinated activities, such as public speaking and demonstrating, designed to achieve a social, political.

Candidate: A candidate is a person seeking or nominated for election to a position of authority such as president, prime minister, member of parliament...

Congress: The national legislative body of a nation, especially a republic. It is formal assembly of representatives. (See the entry about *parliament*)

Constitution: A constitution is a system of fundamental laws and principles that prescribes the nature, functions, and limits of a government.

Democracy: The term *Democracy* comes from the Greek words *dēmos* (people) and *Kratos* (power). In its literal meaning, democracy means the "rule of the people". In fact it is a form of government in which all eligible people have an equal say in the decisions that affect their lives. Democracy as a political systems existed in some Greek city-states, notably Athens following a popular uprising in 508 BC.

Election: An *election* is a formal decision-making process by which a population chooses an individual to hold public office. Elections have been the usual mechanism by which modern representative democracy operates.

Government: Government is the means by which state policy is enforced, as well as the mechanism for determining the policy of the state.

Political Party: A *political party* is a political organization that typically seeks to influence government policy, usually by nominating their own candidates and trying to seat them in political office. Parties participate in electoral campaigns, educational outreach or protest actions.

President: Head of state in a presidential system.

Republic: A political order whose head of state is not a monarch and in modern times is usually a president.

State: It is an organized political community, living under a government

Voting: *Voting* is a method for a group such as a meeting or an electorate to make a decision or express an opinion—often following discussions, debates, or election campaigns. It is often found in democracies and republics. The minimum age for voting in most countries is 18.

Additional Activities

Play “Boom”. Have students form a circle. Teacher stands in the middle and tosses the ball to a student. That student must say one of the vocabulary words from the previous lesson. The student tosses the ball back to the teacher. The teacher repeats the word and has the rest of the group repeat the word. Toss the ball to the next student. Repeat. If a student says a word that another student has already said, the entire group yells “BOOM” and that student is out.

6th Grade

Unit 7 – Environmental Education

Lesson Plans

- 6.7.1 Air Pollution
- 6.7.2 Water Pollution
- 6.7.3 Let's Recycle!
- 6.7.4 Noise Pollution
- 6.7.5 Global Warming
- 6.7.6 Identifying Different Types of Pollution

Lesson 6.7.1

Air Pollution

Objectives:

Students will be able to describe the causes and effects of air pollution.
Students will be able to produce correct sentences about the target content.

Motivation: 5 minutes

Write a couple of examples of cause and effect relationships on cards. Tape them on the board in pairs. Ask students whether the cards are a *cause* or an *effect*. For example:

Billy finished his homework. (cause) → Billy got an A+. (effect)
Maria didn't go to class. (cause) → Maria got a C-. (effect)

Materials:

Large cards or paper
Tape

Information: 15 minutes

Explain to the students that you will be talking about air pollution. Have all the causes and effects of air pollution taped on the board. Write “cause” or “effect” on the back of each card so that the students cannot see. Keep the “cause” cards on one half of the board and the “effect” cards on the other. Explain the idea of cause and effect. Go over each card checking for comprehension. If necessary, have students tell you what each card means in Spanish to ensure comprehension. Go over pronunciation.

Materials:

Large cards or paper
Tape

Causes: Car exhaust, forest fires, volcanic eruptions, manufacturing exhaust (factories), building construction.

Effects: smog, rain acidity, crop depletion, higher rates of asthma

Practice: *10 minutes*

Scramble the cards on the board so that the students don't see which category they are in, go through each one and ask the students if it is a cause or an effect. As they tell you, flip over the card so that they can see whether "cause" or "effect" is written on the back. Go over each card several times to make sure all students understand the difference between cause and effect.

Materials:

Cause and effect cards

Application: *10 minutes*

Put students into four groups. Assign each group a cause of air pollution. Have them think of situations when they've seen one of these causes in Costa Rica. Groups will write three sentences about their cause. Come together as a class and talk about what they found in their groups.

Materials:

Small slips of paper with causes and effects of air pollution

Suggested Homework:

Students will write two examples of cause and effect relationships.

Lesson 6.7.2

Water Pollution

Objectives:

Students will be able to describe the causes and effects of water pollution. Students will be able to complete texts.

Motivation: *5 minutes*

Tape the cards with the causes and effects of water pollution on the board. As students come in, tell them to look at the board and see if they can guess what kind of pollution they are going to be talking about during class. Have each student write down their guess on a slip of paper or in their notebook. Ask students what their guesses are and reveal the correct answer.

Causes: Increased sediment from soil erosion, Improper waste disposal and littering, Organic materials decay in water supplies.

Effects: Lower quantity of drinkable water, Lower water supplies for crop irrigation, Impacting fish and wildlife population.

Materials:

Cards with causes and effects of water pollution on them

Tape

Information: *15 minutes*

Divide students into six groups. Give each group a slip of paper with a cause OR effect of water pollution. Each group must discuss what their slip means and decide if it is a cause or an effect. Walk around the classroom to ensure comprehension.

Materials:

Slips of paper with causes and effects written on them

Practice: *10 minutes*

Divide the board in half. Write “cause” on one side and “effect” on the other. In their groups, students come to the board and tape their slip to the appropriate side.

Write the following sentences on the board:

“_____ is a cause of water pollution.”

“_____ is an effect of water pollution.”

Call volunteers to the board and have them fill in the blanks with an appropriate cause or effect.

Application: *10 minutes*

Students stay in their groups and discuss ways to reduce water pollution. In their groups they then present their ideas to the rest of the class.

Suggested Homework:

Students draw a picture of what they think a clean water source would be (could be a river, creek or ocean) and a picture of what a polluted source would be.

Students should write three sentences describing their drawings.

Lesson 6.7.3

Let's Recycle!

Objectives:

Students will be able to describe the causes and effects of soil pollution. Students will be able to produce target language.

Motivation: *5 minutes*

Ask students to look around for any trash they see around the classroom or right outside the classroom. When they gather it all, hold each item and ask if it should go in the trashcan or in a recycling bin.

Materials:

(Pieces of trash)

Information: *15 minutes*

Write the phrases, “We must recycle” and “We must take care of our environment” on the board. Explain that another type of pollution is soil pollution and that one of the causes is littering and improper waste management. Explain that recycling is a way to reduce pollution.

Practice: *10 minutes*

In groups, students decorate recycling boxes for the classroom. If the classroom already has recycling boxes, then the students can take the boxes home.

Materials:

Cardboard boxes from the grocery store

Colored paper

Markers

Application: *10 minutes*

In groups, students go around the school picking up anything they find. They can then put what they find in the recycling boxes they just made, or in the trash can.

Materials:

Recycling boxes

Suggested Homework:

Students must tell their family about recycling and see if they want to start recycling at home.

Lesson 6.7.4

Noise Pollution

Objectives:

Students will be able to identify and speak about causes sources and effects of noise pollution.

Motivation: *10 minutes*

Students go outside of the classroom and sit with their eyes closed for 5 minutes. Then, they take notes on the sounds that they heard.

Information: *10 minutes*

Together as a class, make a Venn diagram on the board or on poster paper of the sounds students heard. The two categories of the diagram should be “noise pollution” and “natural noises.” Students should also brainstorm other possible sources of noise pollution. Students should repeat new vocabulary.

Materials:

Poster

Markers

Causes: Traffic, Airports, Railroads, Manufacturing plants, Construction or demolition, concerts

Effects: Hearing loss, wildlife disturbances

Practice: *15 minutes*

With the vocabulary that students came up with, play sound charades. Students are split into two teams; they close their eyes while one classmate makes a noise; the rest of the students guess what source of noise pollution it is. Then, in groups, students discuss what the possible effects of noise pollution might be. They can include hearing loss and wildlife disturbances.

Materials:

Little pieces of paper

Application: *5 minutes*

Students write a plan of how they can reduce noise pollution in their daily lives.
For example: biking to school instead of riding in the car, not screaming during recess, etc.
Students share their ideas.

Suggested Homework:

Students draw and label a picture of the noise pollution near their houses.

Lesson 6.7.5

Global Warming

Objectives:

Students will be able to identify and speak about global warming.

Motivation: *5 minutes*

Ask students if they or their parents have noticed any changes in the temperature in recent years, if it has rained more or less or if it has been more or less hot than before.

Information: *10 minutes*

Explain that these changes are called global warming and that they are due to changes in the temperature of the Earth. A good way to introduce this topic is with a video. Here is a good suggestion from National Geographic: <https://www.youtube.com/watch?v=oJAbATJCugs>. Write up and print out worksheets with pre-written questions or fill-in-the blanks about the video to keep students engaged. Watch the video (3 mins) multiple times and clarify vocabulary if necessary.

Materials:

Computer
Speakers
Projector
Worksheets

Practice: *20 minutes*

Students should discuss the different types of pollution that contribute to global warming. Ask them “How do cows contribute to global warming?” They should answer “Cows contribute to global warming because they release methane gas.”

For example: Question: “How do cars contribute to global warming?” Answer: “Cars contribute to global warming because they burn gasoline.”

Application: *5 minutes*

Together in groups, students make a list of all of the ways they contribute to global warming and ways that they could help reduce it.

Suggested Homework:

Interview your parents and grandparents about the changes in weather or crops in your region in recent years. Translate their responses into English.

Lesson 6.7.6

Identifying Different Types of Pollution

Objectives:

Students will be able to use vocabulary related to light pollution.
Students will be able to identify different types of pollution.

Motivation: *5 minutes*

Split students into groups and have each group write as many things as they can remember about a certain type of pollution or global warming. Now, introduce light pollution and explain that light from big cities or sporting events can make it difficult to see the stars and can stop certain birds from nesting in the area.

Information: *10 minutes*

Students present the review information to the class and together, make a chart on the board. Leave the examples column blank (we'll fill that in later). Students copy the chart in their notebooks.

Type	Air pollution	Water pollution	Soil pollution	Noise pollution	Light pollution
causes					
effects					
examples (from real life)					

Practice: *20 minutes*

Students go outside and walk around all together or in groups. The goal is to identify in real life the different types of pollution. So, if they find a discarded tin can, they should identify it as a found item and write items like “tin can” under the correct pollution category. When students return to the classroom, they should tally up the number of each type of pollutant that they found. Students should put the information onto a poster board.

Materials:

Poster board

Application: *5 minutes*

Students can present this information in English to other members of the community, such as a different group of students.

Suggested Homework:

Students should perform the exercise from the “practice” section of the lesson plan around their own homes. Students should bring in the results for the next class.

The Theory Behind this Guide

Adapt and Modify Materials to Fit Student's Needs

Disclaimer: The lesson plan outlines contained in this guide are not intended for teachers to follow word for word and activity by activity. Teachers should consider the materials as examples and outlines that provide examples of activities, materials, and how tasks in a lesson plan are sequenced in a logical order to reach the objective of the lesson plan. It is *essential that teachers adapt, modify, and supplement the activities according to student's needs.* Teachers should always be aware of the classroom environment and whether students are:

- interested in the activity and materials
- having too easy or too difficult a time with the material
- actively engaged in the learning process

Teacher as Facilitator in Learner Centered Classroom Environment

The teacher has an important function of facilitating students through tasks to keep them actively engaged and producing target language in a natural context as much as possible. The lesson plans emphasize a learner centered classroom environment where students are at the center of the learning process (not the teacher always at the center). A key concept in that regard is that the *teacher scaffolds and guides students in the learning process* through classroom activities by providing a framework of support to guide students along (framing questions, providing cues, modeling examples and answering student questions).

Practical Teaching Tip

Make the Classroom a Friendly and Inviting Place for Students

Pedagogical Concept

Lowering Affective Filter or Barrier Encourages Communication

Language learning should be enjoyable for students thereby motivate and lower student's inhibitions to participate in tasks (lowering the affective filter). Consideration towards a classroom environment and atmosphere that is welcoming and inclusive for all students is an additional factor that lowers barriers toward student participation. Class topics should be inherently interesting and tailored to student interests and choice of tasks should allow some level of freedom and personalization (e.g. poster creation, student presentations, web searches) so that learners can use the learned language to express things that are important to them. Utilizing a variety of tasks including visual aids, music, and interesting projects can stimulate learners. Tasks should emphasize that students have the ability to utilize target language outside of the classroom for their personal, academic, professional, and social growth.

Implicit in the concept of providing students with inherently interesting tasks is the concept that teachers should continually adapt and modify authentic materials in lesson plans to suit the needs and interests of the learners. Thus, a lesson plan task or activity that may have been interesting and motivating for a particular group of students might not be relevant for another group. As a result, teachers should continuously adapt and modify tasks and activities according to student's needs and interests.

Practical Teaching Tip

Maximize activities that get students to produce target language

Pedagogical Concept

A communicative approach in tasks that facilitates language acquisition

The primary goal of language learning is effective communication and moving from basic interpersonal communicative skills (BICS) or surface skills to cognitive academic language proficiency (CALP) skills, which enable students to begin to cope with academic demands in the second language (Cummins). Moreover, in developing productive skills (speaking and writing), communication skills, particularly in *production of spoken language* that utilizes real world language, allows learners to gain awareness of and proficiency in development of social skills and critical thinking. These skills are necessary for students to be successful adults in society.

As a result, teachers should include tasks within the classroom that maximize opportunities for production of spoken English. These production tasks for speaking should be contextualized to practical real life situations utilizing authentic language. Building on that foundation, teachers should introduce tasks that develop academic skills for students in the target language through tasks that encourage language production and which encourage students to work cooperatively and collaboratively towards a learning objective thereby developing language, social skills, and academic skills.

Practical Teaching Tip

Include a variety of tasks because students learn in different ways

Pedagogical Concept

Different students have different learning styles and strengths

Multiple intelligences refers to the concept that different learners have different special aptitudes or skill sets that influence the way they learn and how they feel comfortable in the learning environment. The eight different multiple intelligences (Gardner) are: linguistic, visual-spatial, naturalist, interpersonal, intrapersonal, logical-mathematical, musical-rhythmic and bodily-kinesthetic. Therefore, because different learners have these different aptitudes or skill sets, they feel more comfortable if tasks in the lesson plans incorporate activities that relate to those aptitudes. In short, teachers should try to *include activities in lesson plans that have some connection to the various types of intelligences* that students have. A brief breakdown of those skills and potential tasks is as follows:

Linguistic – intelligence type refers to having special aptitude related to using words effectively in written or oral work; teachers should utilize tasks that include print-rich materials, poems, short stories or texts and activities related to discussing same.

Visual-spatial - intelligence type refers to having special aptitude related to colors, shapes, and sizes and the way that things look together; utilizing graphic organizers or creating posters would be particularly good types of visual tools for these types of students.

Naturalist – intelligence type refers to a special aptitude at classifying natural or artificial things from plants, animals or cars and machines. Can identify and describe natural processes (seasonal change, the growth of animals or plants). Categorizing natural or artificial items and classifying them are useful tasks to relate to students with this aptitude.

Interpersonal – intelligence type refers to a special aptitude at awareness of others and empathy for their feelings. These students may be effective leaders and work well in group settings and conflict resolution or problem solving types of tasks and therefore related classroom tasks are effective for these types of students.

Intrapersonal – intelligence type refers to a special aptitude for one's own feelings and awareness of same and work well independently. Tasks that are reflective and introspective; journal writing, independent internet search, working in pairs are types of tasks that might be well received by these students.

Logical-mathematical – intelligence type refers to a special aptitude for numbers, logic, cause and effect, and steps in a process and tasks that incorporate logic or cause and effect may be well received by these students.

Body-kinesthetic – intelligence type refers to special aptitude for physical related activity and expression of non-verbal feelings and expressing feelings or ideas through drama, dance or presentation. Classroom tasks related to acting out short performances, dialogs, presentations, performances and drama might be effective classroom tasks.

Musical-rhythmic—intelligence type refers to special aptitude for music, singing or playing instruments. Lesson plans activities that include writing poems or tasks related to songs (gapfill, vocabulary matching, singing along) are particularly well received by students with this intelligence type.

Practical Teaching Tip

Include tasks where students work together towards an outcome

Pedagogical Concept

Cooperative Learning (working collaboratively towards goals) facilitates language acquisition

Cooperative learning is a pedagogical model for tasks within lesson plans and within the framework of a learner centered classroom environment, utilizing a communicative approach to language learning where students are at the center of the learning process and involved in tasks where they actively participate in the learning process. Cooperative learning tasks are those whereby students work together on a language-learning task towards an objective or outcome and negotiate choices and meaning in the process. Therefore, consideration of activities in lesson planning and activities within the curriculum that require cooperation, collaboration, and production of language while working on tasks (*task based learning*) is a vital component of the curriculum design. Social skills are further developed in student participation in tasks that incorporate cooperative learning.

Practical Teaching Tip

Actively engage students in reading and listening tasks

Pedagogical Concept

Students should be active readers/listeners using a PDP approach

Whereas the communicative approach places an emphasis on spoken language (a productive skill), reading and listening are connected to development of receptive skills for language learning. Yet, the goal is for teachers to try and integrate both productive and receptive skills in lesson plans for a holistic approach. With respect to reading and listening tasks, teachers should shape tasks that allow students to be **active learners rather than passive recipients**. As such, teachers should engage learners in reading and listening tasks using a PDP approach which involve three stages (pre-reading/listening, during reading/listening and post reading/listening). Pre-reading/listening and during reading/listening tasks scaffold learners through task objectives, encourage active reading and listening, while post

reading/listening tasks encourage critical thinking, collaboration, integrating receptive, and productive skills. Importantly, there is an *emphasis on including reading tasks to prepare for the Bachillerato exam and to train students to be active readers with a specific approach to reading tasks.*

Practical Teaching Tip

Balance communicative activities with activities that focus on form

Pedagogical Concept

Focus on tasks that solidify grammar/vocabulary in controlled practice

Although the curriculum places an emphasis on building communicative competency through language production, lesson plans and activities should also consider student needs and weaknesses in the language learning process and address those areas needing improvement (e.g. accuracy in grammar and syntax considerations). Thus, classroom tasks that are aimed at improving fluency should be balanced and supplemented by a focus on form because a holistic approach to language learning views language as a communicative whole that is supported by its foundational components – syntax, vocabulary, morphology, phonology across the four skills: reading, listening, speaking and writing – which all work together to assist students to complete real world tasks. In short, building new skills, information, and language should be presented and practiced in a communicative context which is balanced by some activities that includes focus on form to provide learners opportunity towards fluency while maintaining accuracy.

Practical Teaching Tip

Include a task that gives evidence the objective was achieved

Pedagogical Concept

Authentic/Continuous assessment shapes effective future lessons

Continuous assessment relates to the approach that assessment is ongoing in the learning process, looking both forward (formative – what the assessment reveals about future lesson planning strategies and objectives) and back (summative – what the assessment reveals regarding what has been demonstrated as learned or not). In grades 10-11, summative assessment may have more relevance towards measuring learners' capacity. For younger language learner,s homework assignments, project work, and brief presentations, either in groups or to the whole class, will be an important means of assessing if learners can effectively use the communication, cultural, strategies, and social skills that they have learned in addition to providing information on teaching techniques and materials. Importantly, teachers should consider that monitoring group activity is important evidence to assess if learners are able to apply target communicative and social skills.

Practical Teaching Tip

Use Lesson plan checklists to monitor your lesson plan approach

Pedagogical Concept

Teachers should reflect on lesson plans to improve future lessons

The following questions may provide useful questions to structure lesson plan:

- Does the lesson plan have a clearly stated **objective**?
- Is there an attention getter at the beginning of the lesson to capture attention and **activate schemata** (prior knowledge related to the topic)?
- Is there a stage early in the lesson that presents the target language objective clearly for the students?
- Is there a task/s (early in the lesson plan) to offer students the ability to practice the target language objective in a controlled setting?
- Is there a task/s that offer students an opportunity for fluency practice and are those tasks logically sequenced in the lesson plan?
- Is there attention to scaffolding the activities in the lesson plan (allowing some support for students through cues and teacher feedback or assistance) with tasks moving from more controlled practice to less controlled practice logically?
- Is there a **variety of input** that is utilized (visual, audio, text, images)?
- Are materials authentic and inherently interesting and addressing student needs, interests and objectives?

Tasks in lesson plans:

- Do tasks encourage students to **think critically** and to analyze and problem solve?
- Do tasks require that students **collaborate** with each other, and **work cooperatively** towards the task objectives?
- Do tasks require that students **communicate** with each other while working towards the task objectives?
- Do tasks encourage student **creativity** and is there an element of student choice in the performance of the task?
- Do tasks offer students an element of **choice** and encourage learner autonomy (that students don't need to rely always on the teacher)?

Is there an activity at the end of the lesson plan that gives closure to the lesson and serves as an **assessment** to demonstrate evidence that students have met learning objectives?