



UNIT 1

Teacher's Guide for the New English Curriculum

Fourth Grade
2020

Presentation

Dear teachers

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

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

- A. **Assessment Strategies and Evidences of Learning:** Each goal has a specific assessment indicator for each linguistic competence that requires the elaboration of assessment instruments. Sample models of rubrics are provided
- B. **Goals:** Each lesson has specific and clear learning goals connected to a domain, scenario, theme and language function.
- C. **Pedagogical Mediation/ Didactic Sequence:** subdivided in the following stages;
 - ✓**Pre-Teaching:** (Warm-up, Activation of Prior Knowledge, Modeling, Clarifying)
 - ✓**Pre-task:** Introductory activity for activation of students' prior knowledge to carry out a specific task connected to a goal. It places emphasis on the linguistic, cognitive resources needed by the learner.
 - ✓**Task rehearsal:** Class work where students practice the language in a meaningful way for successful task completion.
 - ✓**Task completion:** A task that learners perform to demonstrate that the goal has been successfully achieved.
 - ✓**Task assessment:** An activity for self and/or peer assessment and teacher feedback and/ or repair in relation to the achievement of a goal. Evaluation tools to evaluate performance tasks, of what students know and can do.
- D. **Time:** Each phase of the didactic sequence includes a suggestion for the time that may be needed.
- E. **Integrated Mini Project:** The project is a creative opportunity for students to integrate knowledge, abilities and skills.
- F. **Reflective Teaching:** Suggestions for you to assess your own progress in teaching the material.
- G. **Enduring Understanding Reflection:** Space to record how students grasped new understandings and ideas in connection with the essential question of the unit.

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

Unit 1- Weather Wise













Term: 1	Level: 4th Grade	Unit: 1	Week: 1					
Domain: Psychosocial and socio-cultural	Scenario: Weather Wise	Theme: Weather and seasons						
Enduring Understanding: Depending on the weather, we can decide what we would like to wear, the kind of activities we would like to perform, and the way we feel.								
Essential Question: How does weather affect the way we live?								
<table><tr><th>Dimensions</th></tr><tr><td>Ways of thinking ()</td></tr><tr><td>Ways of living in the world (x)</td></tr><tr><td>Ways of relating with others (x)</td></tr><tr><td>Tools for integrating with the world ()</td></tr></table>				Dimensions	Ways of thinking ()	Ways of living in the world (x)	Ways of relating with others (x)	Tools for integrating with the world ()
Dimensions								
Ways of thinking ()								
Ways of living in the world (x)								
Ways of relating with others (x)								
Tools for integrating with the world ()								
Learn to Know	Learn to Do	Learn to Be and Live in Community						
<p>Grammar &Sentence Frames</p> <p><u>Simple present using (S-V-C) pattern.</u></p> <ul style="list-style-type: none">– My sister ____ (likes) ____ (winter).– I feel ____ (happy) when it ____ (rains).– It is sunny and dry in ____ (January). <p><u>Comparative and superlative forms. (i.e., quantity/size/shape/ color) with adjectives and nouns.</u></p> <ul style="list-style-type: none">– Today is ____ (colder) than yesterday.– This shirt is ____ (larger) than that one. <p>This is ____ (the hottest) day of the year.</p>	<p>Function</p> <p>Describing things (weather conditions, seasons)</p> <p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p> <ul style="list-style-type: none">– <u>First</u>, the weather in Costa Rica is beautiful.– <u>Then</u>, the people are nice.– <u>After that</u>, the food is delicious. <p><u>Finally</u>, the places I visited were wonderful.</p>	<p>Psycho-social</p> <ul style="list-style-type: none">– Showing respect for others’ preferences. <p>Sociocultural</p> <ul style="list-style-type: none">– Identifying cultural and regional differences in terms o weather and behavior at local, national and global level. <p>Idioms/phrases</p> <p><u>Expressions</u></p> <ul style="list-style-type: none">– Let’s get dressed <p><u>Idioms</u></p> <ul style="list-style-type: none">– It’s raining cats and dogs. (It’s raining heavily.)<ul style="list-style-type: none">• Put on your _____• Quick, get ready!						

<u>Wh /information questions in present tense</u> – What’s the weather like in Costa Rica/ England? – What’s your favorite season? Vocabulary <u>1. Weather and Seasons</u> <u>Weather conditions:</u> – Sunny, Rainy, Cloudy, Windy, Snowy,... <u>Seasons of the year:</u> – Spring, Summer, Winter, Autumn (Fall) <u>Months of the year:</u> <u>Countries:</u> – England, Mexico, United States Phonemic Awareness Segmenting sentences into words (e.g., cutting up sentence strips) – I /feel/ happy. – I/ am/ wearing/ a/ jacket. – I /like/ winter.			<u>Idioms</u> • It’s raining cats and dogs. (It’s raining heavily.) • I am on cloud nine. (A person is extremely happy.) • Dressed to kill. (Dressed in fancy, stylish clothing.)
Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time
		Pre- teaching Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do’s, and class agenda, etc.	

		<p style="text-align: center;">Warm up:</p> <p>Teacher collects a variety of seasonal objects and pictures that show the four different seasons and divides the objects into even piles, with one pile for each small group (3-4 students) in the class. Each pile is put in a box, basket, or bag. Each pile should have between 10-20 objects such as magazine pictures (beach scenes, snow scenes), fake fall leaves, winter hat, gloves, flower seeds, etc. The class is split into groups. The teacher gives each group a pile of objects to sort and tells them there are many ways to sort the objects, and they must decide as a group how to sort them.</p> <p>After each group is finished, the teacher talks with the class about the different ways the objects were sorted. Did any group choose to sort their items by the four seasons? The teacher explains to the class that they will learn more about what each season is.</p> <p style="text-align: center;">Activation of prior knowledge:</p> <p>Learners observe as the teacher sticks four squares on the board. Then, in each square the teacher starts drawing and interacting with the class:</p> <ul style="list-style-type: none"> • In the first square, the teacher draws a tree, flowers in the tree, a sun and clouds in the sky and he/she asks learners: “What’s the weather like?” Learners answer <i>“It’s cloudy and warm.”</i> • In the second square, the teacher draws a tree, lots of leaves in the tree, a big sun in the sky, and then asks “What’s the weather like?” • In the third square, the teacher draws a tree, some leaves in the tree, leaves falling off the tree, leaves on the ground, clouds in the sky, and wind. • In the fourth square, the teacher draws a tree with no leaves, snow on the ground, a cloud in the sky with snow falling, and a snowman, and then asks “What’s the weather like?” <p style="text-align: center;">Modeling</p> <p>The teacher divides the board into two sections: United States/Canada and Costa Rica. Then s/he takes the squares she drew the pictures on (previous activity) and sticks them under the USA/Canada section. Next, s/he explains that in countries like United States and Canada, there are four seasons depending on the months of the year. The teacher writes the months next to the corresponding square.</p> <ul style="list-style-type: none"> • Winter: December, January, February • Spring: March, April, May • Summer: June, July, August • Fall (Autumn) : September, October, November 	
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<p>L.1. Recognizes isolated, familiar words and phrases when listening to clear, slow, and basic texts.</p>	<p>L.1. understand isolated, familiar words and phrases when listening to clear, slow, and basic texts.</p>	<p>Learners pronounce each season after the teacher, twice.</p> <p>After that, the teacher explains that each season has specific elements. For example,</p> <ul style="list-style-type: none"> • Spring: learners can see flowers, trees, rain, grass, puddles, birds, etc. • Summer: beach, sun, pool, etc. • Autumn (Fall): colored leaves, clouds, wind, etc. • Winter: snow, snowman, snowflakes, snowballs cold, etc. <p>Learners illustrate each season in their notebooks. Next, the teacher explains that in Costa Rica we don't have four seasons but two: rainy and dry season. The teacher illustrates each one and elicits key vocabulary by using realia, e.g. umbrella, sun cream, shorts, etc., to see if learners make a connection with the weather.</p> <p style="text-align: center;">Clarifying</p> <p>Learners play flashcard basketball. In teams, learners take shots with a ball (or a scrunched up piece of paper) at a trash can/box/etc. First, the teacher shows one of the drawings on the board and asks either of the following questions “How’s the weather? What season is it?” If the learner answers correctly, then s/he can have a shot at the basket. If the learner gets the ball in the basket then s/he wins 2 points. If the learner hits the basket without going inside then s/he wins 1 point. The team with the most points is the winner.</p> <p>Using the pictures from the warm-up section, the teacher takes one of the pictures (a flower, for example), elicits the word and then says: “Where I should put this?” and gestures towards the 4 squares. After receiving a reply for spring, the teacher calls out a learner and asks him/her to stick the picture on the corresponding square. The activity continues by showing more pictures and locating them in the squares.</p> <p style="text-align: center;">Pre task:</p> <p>The teacher introduces the goal of the lesson. The learners review the seasons of the year by watching the video “Seasons Song” https://www.youtube.com/watch?v=Iisj2kTZIFs . The teacher writes the words: spring, summer, fall, and winter on small cards, and distributes them among the learners. Each time they hear the word they have on their card; they stand up and show it.</p> <p>Teacher explains the difference between someone’ favorite and least favorite season.</p> <p style="text-align: center;">Task rehearsal:</p> <p>Learners listen to the teacher as she talks about her favorite and least favorite season. To do so, the teacher shows pictures to illustrate her description.</p>	
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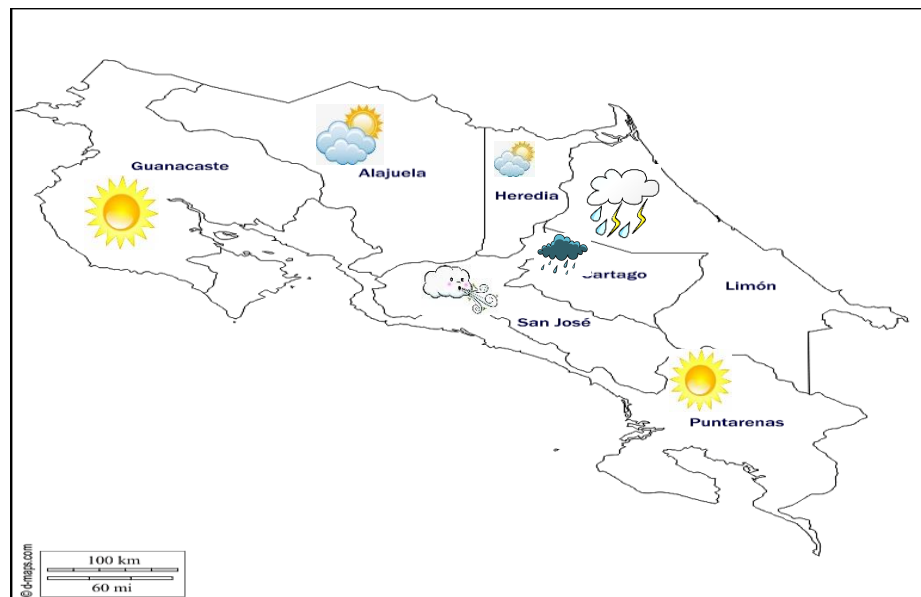
<div>Indicator of learning</div> <div>Recognizes people's favorite and least favorite season of the year when listening to clear, slow, and basic texts.</div>	<p><i>"My favorite season is summer because I go to the beach with my family and its vacation time. I love to jump the waves, ride a banana boat, or just lay down by the beach. I also like the summer because I go hiking to places like Cerro Pelado o Pozo Verde. My family and I also go to the river and to the pool. My least favorite season is winter. It's really cold, and people have to wear heavy coats. Sometimes it gets so cold that people have to stay home and school is cancelled. Besides, I don't know how to ski"</i></p> <p>Based on the teacher's description, the learners are asked to answer the following questions. If the answer is Yes, learners show a thumb up; if the answer is No, learners show a thumb down.</p> <table><tr><td>1. Teacher's favorite season is spring.</td><td>Yes</td><td>No</td></tr><tr><td>2. Teacher likes the summer because she gets to go to the beach</td><td>Yes</td><td>No</td></tr><tr><td>3. On the summer, teacher likes to go to river with her family.</td><td>Yes</td><td>No</td></tr><tr><td>4. Teacher's least favorite season is winter because it's really cold</td><td>Yes</td><td>No</td></tr><tr><td>5. Teacher knows how to ski.</td><td>Yes</td><td>No</td></tr></table>	1. Teacher's favorite season is spring.	Yes	No	2. Teacher likes the summer because she gets to go to the beach	Yes	No	3. On the summer, teacher likes to go to river with her family.	Yes	No	4. Teacher's least favorite season is winter because it's really cold	Yes	No	5. Teacher knows how to ski.	Yes	No																							
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<p>Task completion</p> <p>Learners listen to five people talking about their favorite season. Based on the audio, they fill out the worksheet below. Learners listen to the audio twice, then they make pairs and compare their answers with a partner, then as a whole group.</p>																																							
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SI.1. Provides basic information about familiar things and ideas during different types of exchanges.	SI.1. provide basic information about familiar things and ideas.	<div> <div>Her least favorite season is</div> <div></div><div></div><div></div><div></div> </div>					
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		<div> <div> 5. Rose Her favorite season is ... </div> <div> Her least favorite season is </div> </div>					
		<div> <div> Task Assessment Learners are given two pieces of paper. In one, they are asked to draw their favorite season, and on the other one, their least favorite season. Learners mingle around the classroom telling their classmates about the season they like or dislike. Then, all students stick their drawings on the board to see which season is the most or least favorite one in the group. </div> <div> Pre-Task Teacher asks learners to come over to the window (or even outside). Then the teacher says a few times "How's the weather?", "Look outside", and elicits t from the class the weather and if it's hot or cold (you can also teach "warm" if necessary). E.g. "It's cloudy and rainy and cold". Then, teacher asks each student in turn "How's the weather?" and encourage them to reply. </div> </div>					

Indicators of learning

Answers simple questions about weather conditions using simple words and phrases.

Teacher shows a map of Costa Rica and the weather in different places of the country.



Task Rehearsal

Using the map as a stimulus, the teacher asks learners: "How's the weather in Guanacaste?" Learners are expected to answer. *"It's sunny and hot". Do you like hot weather? No, I don't like hot weather.* Teacher continues asking questions and eliciting answers from learners.

Pictures of weather conditions are arranged in a different position. Some new weather conditions are included (foggy, for example.) Some volunteers go to the front and ask their classmates how the weather in different places of the country is.

Task completion

Each learner gets a map of Costa Rica. They are asked to draw different weather conditions in different parts of the country. In pairs, learners have a short conversation asking about the weather conditions in different parts of the country, based on the maps they completed.

Example:

A: How's the weather in Cartago?

B: It's windy and cold.

A: How's the weather in Guanacaste?

B: It's sunny and hot.

R.PA.1. Reads words by decoding English graphemes and phonemes.

Indicator of learning



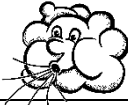


Reads simple words related to weather conditions.

R.PA.1. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness

A: Oh. I love cold weather. **A:** Oh. I don't like hot weather.

Task Assessment

Learners observe the teacher as s/he writes a list of weather conditions on the board. Each learner gets a card with a weather condition. They are asked to walk around the room asking “*How’s the weather?*” and answering the question based on the card they have. Learners should try to find someone to say each weather word listed on the board and get signatures from the students they talk to.

How’s the weather?	
Weather condition	My classmate’s signature
	
	
	
	
	

Pre-task

The teacher introduces the goal of the lesson. Then, the teacher writes a list of words related to this week’s theme on the board (windy, snowy, cloudy, foggy, etc.), and previews the words by asking each student to “see” the word in their head. Then, the learners, along with the teacher, read each word and write it in the air.

Task-Rehearsal

The teacher shows a set of letters to the students and explains to them that those letters form the words they just reviewed (Please, erase the words from the board.)









The teacher shows a picture of a weather condition and puts the letters of that word into a box. Then, two volunteers work together to take the letters from the box and form the word the picture represents. The activity continues until all the words have been recognized.

s n o w y






Task- Completion

Individually, learners work on the following worksheet.

I can read!			
windy	snowy	foggy	rainy
sunny	stormy	cloudy	partly cloudy
			
			

		<div>Task-Assessment</div> <div>In pairs, learners play Tic-Tac-Toe. To play, each learner has to choose a word from the ones studied in class, and take turns to write the word in a tic-tac-toe grid. Each time they write the word, they have to read it too. The first person to write down and read three in a row is the winner.</div> <div><div>cloudy</div><div>windy</div><div>cloudy</div><div>windy</div><div>cloudy</div><div>windy</div></div>	
Integrated Mini-Project			Time
<div>Integrated Mini-Project</div> <div><div>– Planning, creating collaboratively a weather forecast. Learners pretend to be a weather person, create a forecast poster as a visual aid and present their weather report to the class. They also talk about the clothes people should wear depending on weather conditions, and the indoor and outdoor activities people can do.</div><div>– Rehearsing and briefly describing the weather forecast to the class.</div><div>– Participating in individual assessment.</div></div>			Group presentations can be week 5 or 6.
Reflective Teaching			
What worked well	What didn't work well		How to improve
Enduring Understanding Reflection			
How well did the learners progress in their understanding of the Enduring Understanding?			
Week Plan Self-Assessment			
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)			

Learner Self-Assessment

<i>I can...</i>	 Yes	 Sort of	 No. Help!
recognize people's favorite and least favorite season of the year when listening to clear, slow, and basic texts.			
answer simple questions about weather conditions using simple words and phrases.			
read simple familiar words related to weather conditions.			

Which season can you see in each picture? How do you know which season it is?



Taken from <https://it.dreamstime.com/illustrazione-di-stock-quattro-illustrazioni-di-tema-di-stagioni-hanno-messo-con-di-melo-l-aviario-ed-i-dintorni-image53158475>

Listening: What's your favorite season?

SCRIPT

Lindsay / United States



My favorite season is summer. I love summer. There is no school. It's warm. The sun sets late. You can sit on your balcony and drink a chocolate. I just think it's fabulous. My least favorite then obviously is winter, because the sun goes down early, you can't go on your balcony and relax, it's freezing cold, and it's just not an enjoyable season at all.

Kat / Germany



My favorite season is winter, because there's a lot of snow, and it's cold outside, and it's just beautiful. I feel happy when it is snowing. Also, I love to build snowman, have snowball fights with my friends, so that is definitely my favorite season. My least favorite season is summer, because it's too hot. I really don't like the heat.

Matt / United States



My favorite season is springtime, because everything is getting all flowery and new and fresh again. My least favorite season, however, is fall because I know that it's going to be getting cold soon, and you can't predict if it's going to be a warm day or a cold day.

Warren / Canada



My favorite season would be summer. It's pretty cold in Canada, and it's nice to have a long, sunny, dry summer, and there are a lot of outdoor things you can do then, and it just feels better. My sister loves summer, too. My least favorite is definitely winter, because it's cold, and you don't want to get outside.

Rese / Botswana



Well, in my country, we've only got two seasons. It would be summer and winter. So, I'd say my favorite is summer, because of the sun and the warm weather, you can hang out with friends and do pretty much anything you want to do. I guess winter I don't like so much, because I can't handle the cold and there's really not that much to do when it's cold weather.






<http://www.ello.org/english/Mixer126/T148-Season.htm>









My favorite and least favorite season

Instructions:

Listen to five people talking about their favorite and least favorite season. Write a check mark (✓) in the corresponding parenthesis, based on what they say.

	Winter 	Spring 	Summer 	Fall 
1. Lindsay Her favorite season is ... Her least favorite season is				
2. Kat Her favorite season is ... Her least favorite season is				
3. Matt His favorite season is ... His least favorite season is...				
4. Warren His favorite season is ... His least favorite season is...				
5. Rose Her favorite season is ... Her least favorite season is				

How's the weather?	
Weather condition	My classmate's signature
	
	
	
	
	

I can read!			
windy	snowy	foggy	rainy
sunny	stormy	cloudy	partly cloudy
			
			

Unit 1- Weather Wise

Term: 1	Level: 4th Grade	Unit: 1	Week: 2					
Domain: Psychosocial and socio-cultural	Scenario: Weather Wise	Theme: Sunshine and Rainbows – my Feelings						
Enduring Understanding: Depending on the weather, we can decide what we would like to wear, the kind of activities we would like to perform, and the way we feel.								
Essential Question: How does weather affect the way we live?								
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Learn to Know	Learn to Do	Learn to Be and Live in Community						
<p>Grammar &Sentence Frames</p> <p><u>Simple past -ed, past tense</u></p> <p><u>regular and irregular verbs</u></p> <p>– It _____ (rained) yesterday.</p> <p>– Yesterday, it _____ (was) rainy.</p> <p>– Last week, it _____ (was) sunny, so I _____ (played soccer outside).</p> <p><u>Information questions with past tense</u></p> <p>– How was the weather yesterday?</p> <p>Vocabulary</p>	<p>Function</p> <p>Expressing past events and activities according to weather and feelings</p> <p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p> <p>– <u>First</u>, the weather in Costa Rica was beautiful.</p> <p>– <u>Then</u>, the people were nice.</p> <p>- <u>After that</u>, the food was delicious.</p>	<p>Psycho-social</p> <p>– Developing skills to work cooperatively.</p> <p>Sociocultural</p> <p>– Identifying cultural and regional differences in terms of weather and behavior at local, national and global level.</p> <p>Idioms/phrases</p> <p><u>Expressions</u></p> <p>– Put on your_____</p> <p><u>Idioms</u></p>						

1. <u>Sunshine and Rainbows – My Feelings</u>	– <u>Finally</u> , the places I visited were wonderful.	– I am on cloud nine. (A person is extremely happy.)	
<u>Feelings:</u> – Happy, excited, sad			
<u>Verbs forms:</u> – Feel, Play, Go, visit			
Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time
		<p>Pre- teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do’s, and class agenda, etc.</p> <p>Warm up:</p> <p>Learners listen to the teacher as she reads and acts the poem “ <i>Winter, Spring, Summer, Fall</i>” taken from http://mrsrampersad.weebly.com/poems.html</p> <div><p>Winter, Spring, Summer, Fall</p><p>Winter, Spring Summer, Fall. Which do you Like best of all?</p><p>Winter's cold. Summer's hot. Springtime's green, and Fall is not!</p><p>I can't decide, I like them all, Winter, Spring, Summer, Fall! –Helen H. Moore</p></div>	

Learners read the poem along with the teacher, twice, and act each action the poem says.

Activation of prior knowledge:

Learners observe the teacher as she writes the word Summer on the board. In groups of three, learners are asked to think of activities they do in the summer. Teacher provides an example, "In the summer, I go to the beach." Learners share and the teacher writes and illustrates with a drawing each activity on the board.

Modeling

The teacher sticks a set of pictures of his/her last trip to the beach. The teacher sticks the pictures one by one and says, for example:



Last summer, I went to Tamarindo Beach in Guanacaste.
It was summer time.
It was really sunny and hot.



I was so excited and happy to be there.



I swam at the beach.




I ate a Churchill



I played soccer with my family and friends.




<p>L.2. Recognizes familiar phrases and high frequency vocabulary in graphic organizers or word banks.</p>	<p>L.2. understand phrases and high frequency vocabulary that is familiar.</p>	<p>I visited Las Baulas National Park.</p> <p></p> <p>I saw many turtles nesting their eggs. It was a fantastic trip.</p> <p>The teacher writes the key verbs on the board: went, was, swam, ate, played, visited, saw, and provides learners with several examples on how to use them.</p> <p>Clarifying</p> <p>The teacher places the pictures on a table and asks two volunteers to go to the front. The teacher says a sentence (e.g I saw many turtles) and learners have to show the corresponding picture and say: <i>“The teacher saw turtles.”</i> The class provides help if necessary.</p> <p>Learners play ‘Last Man Standing’. The teacher grabs a ball and has all the learners form a circle. The teacher says a past tense verb (e.g. visited) and begins by tossing the ball at a student. As each person catches the ball, they need to come up with a word that completes the following statement: <i>“Last summer, I visited _____</i> (e.g.my grandma). If they repeat a word that has already been said or can’t think of a new one within a few seconds, they are out and must sit on the sidelines.</p> <p>Important: Although some students are not in the circle anymore, they’ll still be learning!</p> <p>Pre task:</p> <p>The teacher shares the goal of the lesson and reviews the simple past tense verbs studied in previous classes by playing charades. The teacher acts out each verb and learners say what it is (e.g The teacher ate ice cream.) Additionally, the teacher writes down words used to indicate the past, such as “yesterday,” “last Sunday,” “ last December,” “last week,” and “a year ago.”</p> <p>Task rehearsal:</p> <p>Learners observe as the teacher draws a table with four columns on the board. Each column is labeled with a past tense verb.</p>	
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		<table><tr><th colspan="4">My daughter's last vacation</th></tr><tr><th>Ate</th><th>Swam</th><th>Visited</th><th>Played</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td colspan="4">Teacher places on the floor a set of cards with words and phrases, and asks two volunteers to go to the front. Teacher explains that s/he is going to describe her daughter's last vacation. As they listen to the story, the volunteers look for the card with the word or phrase that best completes each column, and stick it in the corresponding place.</td></tr></table>				My daughter's last vacation				Ate	Swam	Visited	Played					Teacher places on the floor a set of cards with words and phrases, and asks two volunteers to go to the front. Teacher explains that s/he is going to describe her daughter's last vacation. As they listen to the story, the volunteers look for the card with the word or phrase that best completes each column, and stick it in the corresponding place.			
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Teacher says: "Last December, my daughter went to Barceló Hotel for a day. She went there with her friends from high school. She had a lot of fun. The weather was sunny and a little bit windy. First, she swam at the beach and at the big pool. Then, she played beach volleyball and soccer with her friends. Next, she went to restaurant and ate sea food, pasta, and delicious desserts. Finally, on her way back, she visited her uncle, Geovanni, who lives near the hotel. She was so happy and really enjoyed the trip."																					
Learners check the chart as a group.																					
Indicator of learning		<p>Recognizes words and familiar phrases related to past events and activities, if help is provided with a word bank.</p>																			

		Task completion	
		Learners listen to Felipe talking about his last vacation. As learners listen to the story, they complete the following graphic organizer.	

Indicator of learning

Recognizes words and familiar phrases related to past events and activities, if help is provided with a word bank.

<p>R.3. Recognizes most of what occurs</p>		<div data-bbox="575 121 1696 831"><p>Instructions: Listen to Felipe talking about his last vacation. Complete the graphic organizer based on what he says. Use the word bank.</p><div data-bbox="1035 212 1230 342"></div><p>Felipe</p><table border="1" data-bbox="575 511 1696 625"><thead><tr><th>Went to</th><th>Visited</th><th>Ate</th><th>Was</th></tr></thead><tbody><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr><tr><td>_____</td><td>_____</td><td>_____</td><td>_____</td></tr></tbody></table><div data-bbox="648 691 1612 795"><p>his cousins Barú Island excited Cartagena sancocho</p><p> happy shrimps</p></div></div>	Went to	Visited	Ate	Was	_____	_____	_____	_____	_____	_____	_____	_____	
		Went to	Visited	Ate	Was										
_____	_____	_____	_____												
_____	_____	_____	_____												
<p>Task Assessment</p> <p>Learners play ‘Bowling for words.’ Teacher makes a bowling score sheet for each pair of students (see sample), and a set of large construction paper bowling pins. On each pin, teacher writes a</p>															

in a well-structured short story and main characters.

R.3. understand most of what occurs in a well-structured short story and can identify the story's main characters.

past tense verb (the ones emphasized in class) and a number from 1 to 10. The words with the highest number are the most difficult. The pins are place in a bag or box so that students can't see them. The class is divided into small teams (3 pairs of students for team) . One pair from each team reaches in and selects a pin. If the players correctly read the word and make a sentence with it, they record the score on their score sheet. If the players can't read the word or say a sentence, they receive score of 0. The game ends when all the frames of the bowling game have been played and the scores tallied.

Bowling for words						
Total						
Max	6	0	7	8	3	24

Ate

Learners work on self and peer assessment, as well as the whole class assesses their achievement of the goal.



Achieved!



Pre-Task

Teacher shares the goal of the lesson. Teacher introduces the words: first, then, next, and finally, and explains to the students that those words are used to express a sequence. Teacher acts out an experience h/she had using the sequencing words. For example,

Yesterday afternoon was really nice.

First, I went home and had a cup of coffee.



Then, I played cards with my daughter.

Next, I watched TV.

Finally, I went to bed and slept all night.

Teacher provides some more examples to clarify meaning.

Task Rehearsal

<p>Indicators of leaning</p> <p>Recognizes the sequence of events in a short story.</p> <p>Identifies the main characters of a short story.</p>		<p>Teacher sticks the story ‘Summer and Winter’ on the board and reads it for the students. Then, the learners read the story along with the teacher.</p> <p>Teacher asks learners to mention some of the activities Wayne did during summer and winter. After that, the teacher shows to the students a set of pictures illustrating the story and asks two learners to arrange those pictures in order as the group reads the story one more time. The rest of the class helps the volunteers by providing immediate feedback as pictures are arranged.</p> <div data-bbox="835 444 1350 1089"><p style="text-align: center;"><u>Summer & Winter</u> <small>Story by Andrew Frinkle</small></p><p style="text-align: right;"></p><p>When it was summer...</p><p>Wayne went to the beach for a week.</p><p>Wayne swam in the water.</p><p>Wayne watched the waves.</p><p>Wayne walked by the water.</p><p style="text-align: right;"></p><p>When it was winter...</p><p>Wayne went to the woods for a week.</p><p>Wayne wore warm clothes.</p><p>Wayne watched from his window.</p><p>Wayne saw wild animals.</p><p style="font-size: small; text-align: center;">Alphabet Reading Comprehension Stories www.HaveFunTeaching.com</p></div>	
<p style="text-align: center;">Task completion</p>			

SI.3. Asks for clarification of unknown words and expressions during dialogues and conversations.

SI.3. ask for clarification of unknown words and expressions

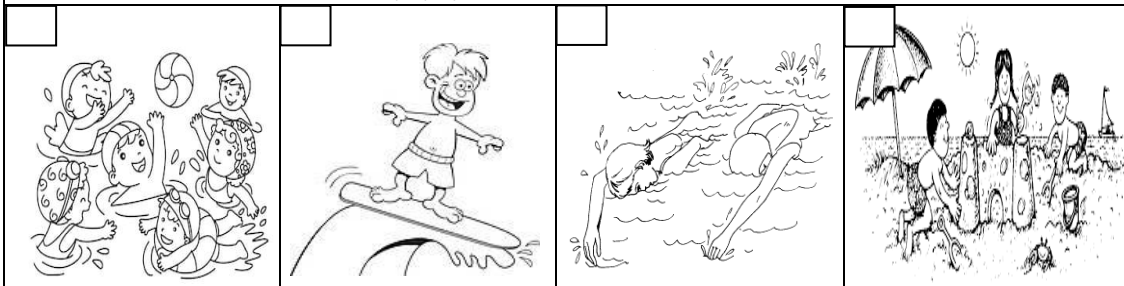
Learners, individually, read the short story 'The Beach' and work on the worksheet below.

Frank's trip to the beach

Hi, my name is Franck. My sister, Amy, my brother, Tony, and I like to go to the beach in the summer. We have a lot of fun. We went to Jacó Beach in April. First, we swam at the beach. Then, we played with a beach ball in the water with some friends. Next, we played in the sand. We made a sandcastle. Finally, I learned how to ride a surfboard. It was fun riding the surfboard! We had a fun time at the beach.

Instructions:

Put the events in order. Write 1, 2, 3, or 4 in the box.



1. Who went to the beach? _____

2. Who learned to surf? _____

Task Assessment

<p>Asks for clarification of unknown words and expressions orally.</p> <p>R.PA.1. Reads words by decoding English graphemes and phonemes.</p> <p>Indicator</p> <p>Reads words when segmenting short sentences.</p>	<p>R.PA.1. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>Learners play 'Short Story Puzzle.' The teacher cuts up the short story 'Frank's trip to the beach' and instructs pairs of students to try and piece the story back together in the correct order. The more pieces the teacher cuts the story up into, the harder the task will prove. Teacher monitors learners' performance and provides help if necessary.</p> <p style="text-align: center;">Pre-task</p> <p>Teacher shares the goal of the lesson. Then, the teacher explains (in Spanish) the meaning of clarifying something (make the meaning clear) .Clarifying is an opportunity for people to be sure that they have an understanding of what's going on. Teacher acts out some examples, emphasizing on the following language:</p> <ul style="list-style-type: none"> • What's the meaning of? • Sorry, I don't understand. Could you repeat that? • I got it. Thank you! <p style="text-align: center;">Task rehearsal</p> <p>The teacher selects words from the story 'Frank's trip to the beach' that can be acted out or combined into action (obviously the, was, etc. are not good choices) and writes the words on the board. Learners are asked if they have any words that they would like to add from the story (be sure to explain that these words must be action words or things you can see and touch.) The teacher asks students to ask for the meaning of those words by asking "What's the meaning of.... (Beach)?" To answer the question, the teacher acts out the word. If the meaning of the word is still unclear for someone, that learner is encouraged to say "Sorry, I don't understand. Could you repeat that?", then the teacher acts out the word again, and then the student says: "I got it, thank you!"</p> <p>The activity continues with the students asking for the meaning of the rest of the words chosen from the story. Teacher encourages students to get into the moment using facial and body movements.</p> <p style="text-align: center;">Task completion</p>	
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Teacher divides the class into groups of 3-4 students, and asks learners to find words in the story 'Summer & Winter' that they can clarify by acting them out for one another. Learners create a list of the words and take turns acting out the words on the list and practicing the expressions for clarifying. Teacher monitors learners' performance.

Pre-task

Teacher shares the goal of the lesson. The teacher explains to the group the meaning of the verbs scramble and unscramble. Then, the teacher illustrates with a scrambled sentence on the board.

Task-Rehearsal

The class is divided into teams of three or four. Each team is provided with a list of ten scrambled sentences. Teams are allowed five minutes to unscramble as many sentences as possible. Sentences are checked with the whole group.

Task- Completion

Learners, individually, unscramble sentences and rewrite them correctly. Learners compare their answers in pairs, and then as a group.

Unscramble the sentences

Start with capital letter and end with a period.



played

yesterday

Ericka

soccer



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ice cream

ate

he

last

night



the




beach

went

to




my family



		<div>visited grandma we last Sunday</div> <div></div> <div>Task-Assessment</div> <p>The class is divided into groups of three. Each group is provided with a marker and pieces of paper to create their own puzzle (2 sentences). They then give their sheets to another group of students who will need to unscramble the sentences. The teacher checks that each group is writing sentences with all the words in it that make up a sentence.</p> <p>Learners work on self and peer assessment. Whole class assesses their achievement of the goal.</p> <div><div> Yes!</div><div> Sort of</div><div> No. Help!</div></div>	
Integrated Mini-Project			Time
<div>Integrated Mini-Project</div> <ul style="list-style-type: none">– Planning, creating collaboratively a weather forecast. Learners pretend to be a weather person, create a forecast poster as a visual aid and present their weather report to the class. They also talk about the clothes people should wear depending on weather conditions, and the indoor and outdoor activities people can do.– Rehearsing and briefly describing the weather forecast to the class.– Participating in individual assessment.			Group presentations can be week 5 or 6.
Reflective Teaching			
What worked well	What didn't work well		How to improve
Enduring Understanding Reflection			
How well did the learners progress in their understanding of the Enduring Understanding?			
Week Plan Self-Assessment			

At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)

Learner Self-Assessment

<i>I can...</i>	 Yes	 Sort of	 No. Help!
Recognize words and familiar phrases related to past events and activities, if help is provided with a word bank.			
Recognize the sequence of events in a short story.			
Identify the main characters of a short story.			
Ask for clarification of unknown words and expressions orally.			
Read words when segmenting short sentences.			

Felipe's Last Vacation

Audio Script

Last year, I went to Cartagena with my family and my best friend Luis. First, we visited my cousins Mayra and Alejandra. I hadn't met them before, so I was really excited to meet them. My first impression of them it was very good, they are friendly and fun.

Then, we went to visit many places, but my favorite place was Barú Island. That island is amazing, it looks like a paradise. I took many pictures. I was so happy there. Next, we went to a restaurant. The food was excellent. We ate sanchocho and shrimps. I had a great time with my family. We spent three amazing days in Cartagena. Finally, I got to the airport and came back home.

Adapted from <https://englishpost.org/talk-about-your-last-vacation/>

Instructions: Listen to Felipe talking about his last vacation. Complete the graphic organizer based on what he says. Use the word bank.



Felipe

Went to	Visited	Ate	Was
_____	_____	_____	_____
	_____	_____	_____

WORD BANK

his cousins

Barú Island
happy

excited
shrimps

Cartagena

sancocho

Summer & Winter

Story by Andrew Frinkle



When it was summer...

Wayne went to the beach for a week.

Wayne swam in the water.

Wayne watched the waves.

Wayne walked by the water.



When it was winter...

Wayne went to the woods for a week.

Wayne wore warm clothes.

Wayne watched from his window.



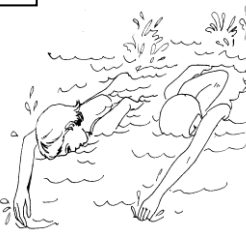

Wayne saw wild animals.

Frank's trip to the beach

Hi, my name is Franck. My sister, Amy, my brother, Tony, and I like to go to the beach in the summer. We have a lot of fun. We went to Jacó Beach in April. First, we swam at the beach. Then, we played with a beach ball in the water with some friends. Next, we played in the sand. We made a sandcastle. Finally, I learned how to ride a surfboard. It was fun riding the surfboard!. We had a fun time at the beach.

Instructions:

Put the events in order. Write 1, 2, 3, or 4 in the box.

<div style="border: 1px solid black; width: 30px; height: 20px; margin: 5px; margin-bottom: 10px;"></div> 	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 5px; margin-bottom: 10px;"></div> 	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 5px; margin-bottom: 10px;"></div> 	<div style="border: 1px solid black; width: 30px; height: 20px; margin: 5px; margin-bottom: 10px;"></div> 
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1. Who went to the beach? _____
2. Who learned to surf? _____

Unscramble the sentences

Start with capital letter and end with a period.



played yesterday Ericka soccer



ice cream ate he last night



the beach went to my family



visited grandma we last Sunday

Unit 1- Weather Wise

Term: 1	Level: 4th Grade	Unit: 1	Week: 3					
Domain: Psychosocial and socio-cultural	Scenario: Weather Wise	Theme: What to wear?						
Enduring Understanding: Depending on the weather, we can decide what we would like to wear, the kind of activities we would like to perform, and the way we feel.								
Essential Question: How does weather affect the way we live?								
<table><tr><th>Dimensions</th></tr><tr><td>Ways of thinking ()</td></tr><tr><td>Ways of living in the world (x)</td></tr><tr><td>Ways of relating with others (x)</td></tr><tr><td>Tools for integrating with the world ()</td></tr></table>				Dimensions	Ways of thinking ()	Ways of living in the world (x)	Ways of relating with others (x)	Tools for integrating with the world ()
Dimensions								
Ways of thinking ()								
Ways of living in the world (x)								
Ways of relating with others (x)								
Tools for integrating with the world ()								
Learn to Know	Learn to Do	Learn to Be and Live in Community						
<div>Grammar & Sentence Frames</div> <div>Information questions with present continuous<ul style="list-style-type: none">What are you wearing today?Verb tenses (past tense / present progressive and past progressive / past tense)<ul style="list-style-type: none">Yesterday, ____ (was) a sunny day. He ____ (was wearing) blue jeans and a t-shirt.Yesterday, it was raining, so we ____ (wore) boots.Yesterday, it was snowing, I went</div>	<div>Function</div> <div>Describing activities and clothing during varying weather conditions and seasons</div> <div>Discourse Markers</div> <div><ul style="list-style-type: none">First, the weather in Costa Rica is beautiful.Then, the people are nice.After that, the food is delicious.Finally, the places I visited were wonderful.</div>	<div>Psycho-social</div> <div><ul style="list-style-type: none">Developing skills to work cooperatively.</div> <div>Sociocultural</div> <div><ul style="list-style-type: none">Using different ways of sharing personal experiences and concerns.</div> <div>Idioms/phrases</div> <div>Expressions<ul style="list-style-type: none">Quick, get ready!</div> <div>Idioms</div>						

<div>skiing</div> <div>Information questions with past tense</div> <div><div>– How was the weather yesterday?</div><div>– What were you wearing yesterday?</div><div>– Why did you wear a jacket yesterday?</div></div> <div>Vocabulary</div> <div>2. What to Wear?</div> <div>Objects:</div> <div><div>– Umbrella</div><div>– Sunglasses</div><div>– Sandals, boots</div></div> <div>Clothes:</div> <div><div>– Raincoat, Sweater</div><div>– T-shirt, Pants</div><div>– Shorts, Dress</div><div>– Skirt</div></div> <div>Phonemic Awareness</div> <div>Blending spoken simple onsets and rimes to form real words (onset /c/ and rime /æt/) /- 3r/.</div> <div>Examples:</div> <div><div>– Hot, got,not, pot</div><div>– hat, cat, at, bat.</div><div>hotter, colder, happier</div></div>		<div><div>– I am on cloud nine. (A person is extremely happy.)</div></div>
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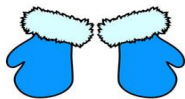






Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time
		<p style="text-align: center;">Pre- teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.</p> <p style="text-align: center;">Warm up:</p> <p>The teacher collects a large pile of clothes from home and take it to class. The teacher asks for a volunteer and have him/her stand at the front of the class. The teacher tells the class the volunteer is going to get dressed up – with as many different types of clothes as possible. The teacher pulls out the first clothing item (e.g. a t-shirt).and helps the volunteer to put it on. As the teacher helps the volunteer to put on the piece of clothes, h/she says: <i>“It’s sunny and hot outside. Michael is wearing a T-shirt. Oh, it started to rain, now he needs a jacket.”</i> The teacher continues helping the kid to dress up while describing the kind of weather the clothes is used for.</p> <p style="text-align: center;">Activation of prior knowledge:</p> <p>The teacher chooses from the clothes pile at least two items of clothing for each season. Here are some ideas:</p> <p style="padding-left: 40px;">Winter: Hat, gloves, scarf, snow boots. Spring: Umbrella, raincoat, rain boots. Summer: Swimsuit, shorts, T-shirt, sandals, sun hat. Fall: Sweater, long pants, long-sleeved shirt, warm shoes.</p> <p>A volunteer comes the front, puts on one of the clothing items, and then class has to say what season it is, based on the clothes item their classmate chose. The activity continues having more volunteers coming to the front.</p> <p style="text-align: center;">Modeling</p> <p>The teacher writes the seasons on the board: Winter, Spring, Summer and Fall. Then, h/she shows</p>	

<p>R.2. Follows a set of clear-cut instructions.</p>	<p>R.2. follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.</p>	<p>the items to the class, and says: <i>“These are gloves. I wear them when it is snowy and cold. This is a raincoat. I wear it when in rainy days.”</i> The teacher continues introducing the other pieces of clothing and the appropriate weather condition to wear them. The teacher repeats the name of each piece of clothing after the teacher as many times as needed.</p> <p style="text-align: center;">Clarifying</p> <p>The teacher pastes clothing flashcards on the board (the one just reviewed with the students) and elicits the vocab and writes the word clearly below it. Next, the teacher tells everyone to close their eyes and remove one of the flashcards from the board. The, the teacher shouts "Open your eyes", and everyone must shout out the missing flashcard.</p> <p>The learners lay "Team Racing" The class is divided into 2 teams. They line up at one end of the classroom with the old clothes on the floor at the other end. The teacher shouts out an instruction (e.g. "It's freezing, put on some socks!") and one member from each team will race against the other to the pile of clothes, put on the clothing item and run back to their team. The person who gets back first wins a point for his/her team. At the end, the team with the most points is the winner.</p> <p style="text-align: center;">Pre-task</p> <p>The teacher shares the goal of the lesson and reviews the vocabulary by playing “ I spy with little eye.” A pile of clothes is put on the floor. Teacher asks for two volunteers. Learners listen to the teacher as h/she says, for example “I’m cold. I spy with my little eye, a jacket.” The two students race to be the first one to get a jacket for the teacher. The game continues with two more volunteers and so on.</p> <p style="text-align: center;">Task rehearsal</p> <p>Learners, in pairs, get the picture of a boy, and are asked to listen to the teacher as reads the following text.</p>	
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Indicator of learning:

Provides one-word answers to basic

1. Paste the pictures of weather conditions under the name of the cities. For example:

Felipe	Gina	Tomas	Silvia	Gaby
				
Puerto Viejo	Paquera	Buenos Aires	Cartago	Tilarán
				

2. Paste the pictures of the clothes under the name of the people, depending on the weather conditions chose previously.

The teacher, without taking a look at the board, shows students the chart below and explains that h/she is going to ask questions to find out the information h/she needs to complete the chart. Then, the teacher starts asking to students: **What was the weather like in ... (Puerto Viejo) yesterday?** Learners answer: **"It was rainy."** (Teacher draws rain under Puerto Viejo.) Teacher then asks: **"What was Felipe wearing yesterday?** Learners say: **"He was wearing a raincoat."** (Teacher draws a raincoat under Felipe's name).






Puerto Viejo	Paquera	Buenos Aires	Cartago	Tilarán
Felipe	Gina	Tomas	Silvia	Gaby

questions about weather conditions and clothing.

Some volunteers take the role of the teacher. They step in front of the class, with the board behind their backs, and ask their classmates the questions to keep filling out the chart.

Task- Completion

The class is divided into pairs (A and B). Each learner gets a chart. Together they complete the chart by asking each other the questions practiced before.

Student A				
What was the weather like in ... yesterday? It was....				
What was... wearing? He was wearing...				
Directions: Ask and answer questions to complete the missing information.				
Liberia	Turrialba	Grecia	Ciudad Quesada	Coronado
				
Lucy	Juan Carlos	Hannia	Ana	Luis
				

Task-Assessment

<p>R.PA.1. Reads words by decoding English graphemes and phonemes.</p>	<p>R.PA.1. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness</p>	<p>Learners are divided into groups of three. Each group is provided with a large piece of construction paper/card, scissors, glue and some felt tip pens. Teacher tells the class that they have 10 minutes to create a weather scene representing yesterday's weather, and which includes lots of people. The students will have to draw to create the picture (Teacher can create their own scene so students can see what they have to do.) As everyone is creating their scenes, teacher walks around the classroom asking lots of questions related to the vocab (What was he wearing? What was the weather like yesterday? etc.) and helping with any new vocab.</p> <p style="text-align: center;">Pre-task</p> <p>Teacher shares the goal of the lesson. Then, teacher explains the following: <i>Onset is the first sound we can hear in a word. Words are made up of different sounds and parts; the first sound you hear is called the onset. Can you say onset?" (Students will say "Onset.") "Right! The first sound we hear in a word is called the onset! Today, I am going to work with you to hear how to pull out the first sound in a word."</i></p> <p>Using manipulatives, teacher says: <i>"Watch how I pull out the first sound I hear in a word. My word is: dot."</i> As the teacher says dot, he/she runs his/her finger under both squares as they are touching. They are touching to show they are one word. "Dot" "Now, listen to me pull out the first part of the word. D..... ot." (Teacher pulls one square apart at a time, as h/she says "d"... and "ot.") "Now I will touch the first sound I heard and the rest." "d..... ot." (Teacher touches each square as the students say each part.) "d"..... "ot." "Now, I will blend the word back together." (Teacher moves the two squares so they are touching again.) "Dot." "Her <u>skirt</u> was <u>blue</u> with <u>white</u> dots."</p> <p>(This idea was suggested by https://betterlesson.com/lesson/513098/onset-rime-segmenting-and-blending</p> <p>The teacher continues reviewing some more words of the –ot word family.</p> <p style="text-align: center;">Task-Rehearsal</p>	
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Indicator of learning:
Reads –ot rhyming words correctly

Learners play “**Fish for it.**” The teacher pastes pictures representing words of the **–ot** family on the board. Also, the teacher makes word cards with the **–ot** family, and then glues a small bar magnet on the back of each card, or attaches a paper clip. The class is divided into two teams, and a representative from each team gets a fishing pole. The student “fishes” for a card, and when the card is drawn, the student spells the word aloud, then blends it. The rest of the class determines whether the word is correct or not. If it is correct, the team earns one point. The team with the most points wins. The teams can get an extra point if besides reading the word correctly, the student pastes the word next to the corresponding picture on the board.

Task-Completion

Each learner gets a handout with a list of words rhyming with the –ot sound. The student reads the words slowly first and then as fast as they can. After read the words, learners highlight the **–ot** in each word. Teacher closely monitors learners’ performance of the task.

**I can read words
with “-ot”**

Read the “ot” words as fast as you can!
Highlight the “-ot” in each word.

hot

pot

got

slot

rot

dot

cot

spot

knot

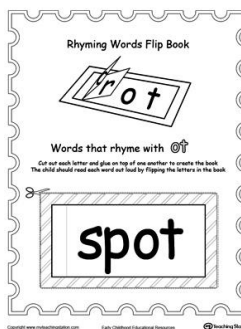
tot






Task-Assessment

Individually, learners gets a list of word cards and matching pictures which are set on a table. Students select one word card, spell the word, and then blend the sounds to say the word. Next, students pick the matching picture to go with the word. Teacher monitor's students' performance.

Learners create a Rhyming Words Flip Book with the **-ot** family words, and use it to practice reading the words.



Integrated Mini-Project		Time	
Integrated Mini-Project <ul style="list-style-type: none">– Planning, creating collaboratively a weather forecast. Learners pretend to be a weather person, create a forecast poster as a visual aid and present their weather report to the class. They also talk about the clothes people should wear depending on weather conditions, and the indoor and outdoor activities people can do.– Rehearsing and briefly describing the weather forecast to the class.– Participating in individual assessment.		Group presentations can be week 5 or 6.	
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			
How well did the learners progress in their understanding of the Enduring Understanding?			
Week Plan Self-Assessment			
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)			
Learner Self-Assessment			
<i>I can...</i>	 Yes	 Sort of	 No. Help!
follows instructions in written texts.			
provides one-word answers to basic questions about weather conditions and clothing.			
reads –ot rhyming words correctly			

What was the weather like yesterday? What did Lisa and David wear?

Read and draw



My friend, Lisa, is visiting her grandma in New York. Yesterday, they went together to the park, but the weather was really cold and snowy, so Lisa wore gloves, a woolly cap, a coat, a scarf, and winter boots. It was freezing, but she had a great time making a snowman.

David, my cousin, is visiting San Carlos for his vacation. Yesterday he went to Arenal Volcano National Park, but he didn't take pictures because it rained a lot, and it was windy too, so he wore a raincoat, boots, and an umbrella.

He was wet, but he enjoyed his trip to the volcano, and now he is planning to come back someday.



Information Gap Activity

Student A

What was the weather like in ... yesterday? It was....

What was... wearing? He was wearing...

Directions: Ask and answer questions to complete the missing information.

Liberia	Turrialba	Grecia	Ciudad Quesada	Coronado
				
Lucy	Juan Carlos	Hannia	Ana	Luis
				

Student B

What was the weather like in ... yesterday? It was....

What was... wearing? He was wearing...

Directions: Ask and answer questions to complete the missing information.

Liberia	Turrialba	Grecia	Ciudad Quesada	Coronado
				
Lucy	Juan Carlos	Hannia	Ana	Luis
				

Unit 1- Weather Wise

Term: 1	Level: 4th Grade	Unit: 1	Week: 4
Domain: Psychosocial and socio-cultural	Scenario: Weather Wise	Theme: “Walking in the Rain”- Indoor and Outdoor Activities	
Enduring Understanding: Depending on the weather, we can decide what we would like to wear, the kind of activities we would like to perform, and the way we feel.			
Essential Question: How does weather affect the way we live?			
<div><div>Dimensions</div><div>Ways of thinking ()</div><div>Ways of living in the world (x)</div><div>Ways of relating with others (x)</div><div>Tools for integrating with the world ()</div></div>			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<div>Grammar & Sentence Frames</div> <div>Simple present using (S-V-C) pattern.</div> <div><div>– My sister ____ (likes) ____ (winter).</div><div>– I feel ____ (happy) when it ____ (rains).</div><div>– It is sunny and dry in ____ (January).</div></div> <div>Verb tenses (past tense / present progressive and past progressive / past tense)</div> <div><div>– Yesterday, ____ (was) a sunny day.</div><div>He ____ (was wearing) blue jeans and a t-shirt.</div></div>	<div>Function</div> <div>Expressing likes and dislikes</div> <div>Discourse Markers</div> <div><div>– First, the weather in Costa Rica is beautiful.</div><div>– Then, the people are nice.</div><div>– After that, the food is delicious.</div><div>Finally, the places I visited were wonderful.</div></div>	<div>Psycho-social</div> <div><div>– Using technology to communicate ideas effectively</div></div> <div>Sociocultural</div> <div><div>– Using different ways of sharing personal experiences and concerns.</div></div> <div>Idioms/phrases</div> <div>Idioms</div> <div><div>– Quick, get ready!</div><div>– Dressed to kill. (Dressed in fancy, stylish clothing.)</div></div>	

<div><div><div>– Yesterday, it was snowing, I went skiing</div></div><div><div>Information questions with past tense</div><div><div>– How was the weather yesterday?</div><div>– What were you wearing yesterday?</div><div>– Why did you wear a jacket yesterday?</div><div>– What did you do last time it rained?</div></div></div><div><div>Vocabulary</div><div>4. “Walking in the Rain” - Indoor and Outdoor Activities</div><div><div>Outdoor Activities</div><div><div>– Fishing, Running, kayaking, playing soccer, Skateboarding</div></div></div><div><div>Indoor Activities:</div><div><div>– playing cards, playing board games, playing video games</div></div></div><div><div>Phonemic Awareness</div><div>Blending spoken simple onsets and rimes to form real words (onset /c/ and rime /æt/) /- ɜr/.</div><div>Examples:</div><div><div>– Hot, got,not, pot</div><div>– hat, cat, at, bat.</div><div>-hotter, colder, happier</div></div></div></div></div>		
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Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time
		<p style="text-align: center;">Pre- teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, Can Do's, and class agenda, etc.</p> <p style="text-align: center;">Warm Up:</p> <p>Teacher pastes a picture of a tree in the rain on the board. Next, the teacher plays a song titled <i>"Rain Rain Go Away."</i> https://www.youtube.com/watch?v=LFrKYjrIDs8&index=23&list=PLauQHvxFyQCNcdEPVx_O4a2lxtvG5BItf Students listen to the song first, and then sing the song as a class.</p> <p style="text-align: center;">Activation of Prior Knowledge</p> <p>Next, the teacher pastes three more pictures of trees on the board that represent the four seasons. In small groups, students brainstorm activities that they can do in each season. After completing their lists, learners share with the class their ideas and the teacher writes their ideas on the board under each weather season.</p> <p style="text-align: center;">Modeling</p> <p>The teacher defines the difference between "indoor" and "outdoor." He/she does this by displaying pictures demonstrating the difference between being inside and being outside. Additionally, the teacher can bring students outside to exhibit the difference between being indoors and outdoors.</p> <p>The teacher divides the board in half and label one side with "indoor" and the other side with "outdoor." In small groups, learners receive a set of pictures with the vocabulary words on them. For example, "playing soccer," "playing cards," "skateboarding," etc. Students must organize their words into "indoor activities" and "outdoor activities" at their desks. In order for the teacher to verify their answers, learners go group by group to paste their answers on the board. For example, group one could paste "playing cards" under the "indoor activities" and group two could paste "fishing" in the "outdoor" category.</p>	

R.1. Recognizes much of what is written in short, simple texts.	R.1. understand much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.	Next, the teacher will pronounce each word several times and the students will repeat.		
		Clarifying		
		The teacher explains that the students are going to review the vocabulary. The teacher says an activity, and if that activity takes place indoors, the students will sit down. If the activity takes place outdoors, the students will stand up. For example, if the teacher says, “ <i>The weather is beautiful today. I want to go fishing.</i> ” The students stand up. If the teacher says, “ <i>Because there is so much rain, I am playing board games</i> ” the learners would sit down.		
		Next, the learners will be divided in half. The teacher will play a “ fly swatter ” game. One representative comes up from each group and is handed a fly swatter. The teacher asks a question, and the first person to slap the board and answer correctly will get a point. For example, if the teacher asks, “ <i>it is raining outside. What is an activity that I can do?</i> ” A student can slap the board and say, “ <i>play cards.</i> ”		
		Pre-Task		
		The teacher reviews useful vocab for the following activities, such as “thunderstorm” and “rain storm.” The teacher will also review the vocabulary for the indoor and outdoor activities.		
		Task – Rehearsal		
		The teacher projects/writes the following story on the board.		
		During rain storms, Michelle likes to play cards with her cousins. However, last weekend the weather was so warm and sunny. Michelle and her cousins went to play soccer on the beach instead.		
		The teacher reads the story. In pairs, students answer the following True or False statements. After completion, they check their answers with another pair nearby and then as a group.		
		Michelle likes to play video games with her cousins.	True	False
		Michelle and her cousins played soccer in the park.	True	False
		Last weekend, the weather was warm and sunny.	True	False
		Task – Completion		

<p>Indicators of learning</p> <p>Recognizes the main points in a short story.</p>	<p>Working individually, learners receive the following texts and questions. Students must read the stories and answer the true or false questions by circling the correct option. After the students complete the questions, they will check their work with a classmate. The teacher will go over the correct answers at the end.</p> <p>#1</p> <p>Yesterday, Carlos wanted to play soccer with his friends at the park. However, there was a rainstorm and he could not play. After that rainstorm, Carlos went to his friend’s house to play cards.</p> <p>Questions:</p> <table><tr><td>Carlos wanted to play soccer.</td><td>True</td><td>False</td></tr><tr><td>Yesterday, there was a rainstorm.</td><td>True</td><td>False</td></tr><tr><td>Carlos did not play cards at his friend’s house.</td><td>True</td><td>False</td></tr></table> <p>#2</p> <p>Julia loves to play video games with her brother when the weather is bad. Last week, the weather was beautiful and Julia wanted to be outside. Julia went to the river and went fishing with her brother. Then, they went kayaking. The sun was warm and the water was cool.</p> <p>Questions:</p> <table><tr><td>Julia loves to play video games with her cousins.</td><td>True</td><td>False</td></tr><tr><td>Last week, the weather was terrible.</td><td>True</td><td>False</td></tr><tr><td>Julia went fishing and kayaking with her brother.</td><td>True</td><td>False</td></tr></table> <p>#3</p> <p>Mario and Carolina like to go skateboarding and running with their friends on sunny days. Last Saturday, there was a big thunderstorm and they could not play outside. Mario and Carolina played video games with their friends instead.</p>	Carlos wanted to play soccer.	True	False	Yesterday, there was a rainstorm.	True	False	Carlos did not play cards at his friend’s house.	True	False	Julia loves to play video games with her cousins.	True	False	Last week, the weather was terrible.	True	False	Julia went fishing and kayaking with her brother.	True	False	
Carlos wanted to play soccer.	True	False																		
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Carlos did not play cards at his friend’s house.	True	False																		
Julia loves to play video games with her cousins.	True	False																		
Last week, the weather was terrible.	True	False																		
Julia went fishing and kayaking with her brother.	True	False																		

SP.1. Talks about a familiar topic in a short presentation.		Questions: Mario and Vanessa like to go skateboarding. True False Last Saturday, there was a big thunderstorm. True False Mario and Carolina played video games during the thunderstorm. True False	
		#4 When the weather is nice, Maribel likes to play outside with her sister. Yesterday, they went to a park and Maribel went running and her sister went skateboarding. They had a lot of fun.	
		Questions: Maribel likes to play outside when the weather is nice. True False Maribel did not go to the park yesterday. True False Maribel went running and her sister went skateboarding. True False	
		Task – Assessment The class is broken up into five different groups. Using the above stories, each group will get one story. The learners will illustrate the story as a group. After completion, students will post their illustrations on the wall for a brief gallery walk.	
		Pre – Task Teacher shares the goal of the lesson. Teacher reviews the vocabulary for indoor and outdoor activities and refresh students on how to conjugate the verbs into the past tense. For example, “playing soccer” would be “played soccer.” Additionally, the teacher writes down words used to indicate the past, such as “yesterday,” “last week,” and “a year ago.”	
		Task – Rehearsal The teacher pastes some cards on the board face down. These cards will have words or pictures of verbs from the vocabulary in this unit. A volunteer comes up and selects a card on the board and turns it over to see the word. The student says the word, and then with the help of his/her peers, says the verb in the past tense. Next, the student makes a sentence in the past tense using that	

<p>Indicator of learning</p> <p>Identifies indoor and outdoor activities.</p> <p>Produces short simple sentences about indoor and outdoor activities, orally.</p>	<p>SP.1. talk about a familiar topic in a short presentation, prepared in advance.</p>	<p>verb. For example, if the student draws “playing board games,” the student will say “played board games” then “last weekend, I played board games.” This will continue until all of the cards have been selected from the board.</p> <p>Next, the students are going to be divided into small groups. Each group of students receives a stack of cards with verbs written on the back. In addition to the verbs from the unit, some cards will also have useful verbs such as “go,” “be,” “swim,” “eat,” and “drink.” Learners put the cards face down on the table. One by one, students draw a card from the table and read the verb out loud. Next, students must make a sentence in the past tense using that word. For example, if the learner draws “playing soccer,” the student could say, “last week, I played soccer with Marisa.”</p> <p>Task – Completion</p> <p>The teacher draws a t-chart on the board. He/she writes “winter” on one side and “summer” on the other side. Then the teacher writes the question “<i>What did you do last summer?</i>” in the summer section and “<i>What did you do last winter?</i>” in the winter section. Learners each get one sheet of paper. The learners fold the paper in half like a book and write “winter” on one side and “summer” on the other.</p> <p>Learners draw their responses in each section on their own piece of paper. After completion, the learners present their “books” with a partner, using the past tense. For example, “last summer, I played soccer.” Or “last winter, I played video games with my brother.”</p> <p>Task – Assessment</p> <p>The teacher divides the class into small groups. Each group gets a piece of paper with the following information:</p> <p>What did you do the last time it rained?</p> <p>Watched a movie _____</p>	
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<p>W.1. Labels charts, diagrams, and maps</p> <p>Indicator of learning: Labels a graph correctly.</p>	<p>W.1. label charts, diagrams, and maps.</p>	<div data-bbox="732 120 1398 513"> <div>Watched TV</div> <div>_____</div> <div>Played video games</div> <div>_____</div> <div>Listened to music</div> <div>_____</div> <div>Played board games</div> <div>_____</div> <div>Played cards</div> <div>_____</div> <div>Drunk hot chocolate</div> <div>_____</div> <div>Other</div> <div>_____</div> </div> <div data-bbox="1493 136 1722 399">  </div> <p>The teacher reads the options out loud and asks if anyone needs clarification on the words.</p> <p>Next, in their small groups, students take turns asking the person to their left the question, “What did you do the last time it rained?” The students write a tally mark next to the option that correlates with their answer.</p> <p>While the students are working in small groups, the teacher writes the five options on the board. Additionally, the teacher draws and labels the X and Y axis of a graph.</p> <p>After the learners finish collecting their data, each group reports back the number of students that said each option. For example, “one person played games, two people played video games,” etc. The groups tally up all of the numbers and write the final numbers next to the options. Then, the group draws a graph with the results of the survey. For example, if “watched a movie” had seven people, the students would draw the bar up to the number seven. This continues until the bar graph is complete. Groups share their graphs to see if they match with what the other groups created.</p> <div data-bbox="1165 1247 1289 1274"> <p>Pre – Task</p> </div> <p>The teacher shares the goal of the lesson. The teacher reviews the use of capital letters and a period when writing sentences.</p>	
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<p>W.2. apply conventions of standard English.</p> <p>Indicators of learning</p> <p>Uses capital letter at the beginning of a sentence.</p> <p>Writes a period at the end of a sentence.</p> <p>Spells target words correctly.</p>	<p>W.2. Applies conventions of standard English when writing sentences and paragraphs.</p>	<p style="text-align: center;">Task – Rehearsal</p> <p>Using the graph from the speaking activity, the teacher collaborates with the students to write one sentence about the first option on the graph. For example, the teacher could write, “The last time it rained, seven people watched a movie.”</p> <p>Next the teacher writes on the board, “The last time it rained...” and students copy the sentence on the paper. Individually, they will complete the rest of the sentences about the graph starting with “the last time it rained.” The teacher monitor the learners’ performance and check that they are including capital letters, periods, and spelling.</p> <p style="text-align: center;">Task – Completion</p> <p>The teacher passes out a new graph to individuals. This graph has different information from what the students have seen before. This time, the learners must make five sentences based on the graph.</p> <p>Once the students complete the task, the teacher asks the learners to self-assess their sentence. The teacher will ask them to check if they have capital letters and periods in the correct places.</p> <p>The students can exchange their page with a partner to correct any errors.</p> <p style="text-align: center;">Task – Assessment</p> <p>Learners will write three sentences each. This time, they will answer the question, “What did you do the last time it was sunny and hot?” After writing their answers, students will share with a partner.</p> <p style="text-align: center;">Pre-Task</p> <p>The teacher reviews the –at family word by playing Secret Code</p>	
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R.PA.1. Reads words by decoding English graphemes and phonemes

Indicator of learning:
Reads rhyming –at words correctly

R.PA.1. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.

The teacher turns an illustrated word face down and says its onset and rhyme (e.g. c-at) When a student blends the phonemes and guesses the word, the teacher shows the picture. Learners keep reviewing the words by guessing teacher’s secret code:

Onset	Rime
f-	at
ch-	at
b-	at
r-	at
h-	at
m-	at
s-	at

Task- Rehearsal



Learner read the text “**The Fat Cat**”. First, the teacher reads it and acts it out for students, then the students read it together with the teacher. After that, learners, highlight the –**at** in each word that has it, and then write the –**at** words in their notebooks. Teacher clarifies meaning by illustrating the story with drawings.

Taken from


<https://www.teacherspayteachers.com/FreeDownload/FREE-Word-Family-AT-Practice-Printables-and-Activities-2920687>


Task – Completion

Read, Highlight, & Write




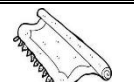

 The Fat Cat 

I saw a fat cat. The fat cat was resting on a mat. Then he saw a rat. He chased the rat. The rat ran under a hat. I wonder if the cat caught that rat?



 Read the passage. Highlight the “at” words. Write “at” words from the passage.

Individually, learners complete the following worksheet.




I can read simple sentences				
Directions: Read the words in the Word Bank				
Word Bank	cat	bat	fat	pat
	hat	rat	mat	sat
Directions: Read the sentences. Color the circle that matches the picture.				
	<input type="radio"/> My cat is too fat.			
	<input type="radio"/> I see a fat rat.			
	<input type="radio"/> She was a good cat.			
	<input type="radio"/> He got a new bat.			
	<input type="radio"/> The hat was big.			
	<input type="radio"/> The mat was old.			
	<input type="radio"/> Clean the small mat.			
	<input type="radio"/> My cat is big.			
	<input type="radio"/> The rat looked at me.			
	<input type="radio"/> Can you see my hat?			

Adapted from <https://www.pinterest.com/pin/26880929006678725/>

Learners check their answers in pairs, and then as a group.

Task- Assessment

Learners play “**Sound Hopscotch.**” Using chalk, the teacher creates several large hopscotch grids on a paved area of the playground (or use masking tape on the floor of the classroom). In each section of the boards, the teacher writes a word (e.g. cat, chat, fat, and flat) that h/she wants to review. Then, h/she reads aloud a word or calls out a sound, and students hop to the space on the hopscotch board that contains the spelling called out. (e.g. c-at; f-at; ch-at)

Integrated Mini-Project		Time	
Integrated Mini-Project <ul style="list-style-type: none">– Planning, creating collaboratively a weather forecast. Learners pretend to be a weather person, create a forecast poster as a visual aid and present their weather report to the class. They also talk about the clothes people should wear depending on weather conditions, and the indoor and outdoor activities people can do.– Rehearsing and briefly describing the weather forecast to the class.– Participating in individual assessment.		Group presentations can be week 5 or 6.	
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection How well did the learners progress in their understanding of the Enduring Understanding?			
Week Plan Self-Assessment			
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)			
Learner Self-Assessment			
<i>I can...</i>	 Yes	 Sort of	 No. Help!
recognize the main points in a short story			
identify indoor and outdoor activities.			
produce short simple sentences about indoor and outdoor activities, orally.			
label a graph correctly.			
use capital letter at the beginning of a sentence.			
write a period at the end of a sentence.			
spell target words correctly.			

read –at rhyming words correctly.			
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Instructions:

Read each story and then answer the **True** or **False** questions by circling the correct option.

#1

Yesterday, Carlos wanted to play soccer with his friends at the park. However, there was a rainstorm and he could not play. After that rainstorm, Carlos went to his friend's house to play cards.

**Questions:**

Carlos wanted to play soccer.	True	False
Yesterday, there was a rainstorm.	True	False
Carlos did not play cards at his friend's house.	True	False

#2

Julia loves to play video games with her brother when the weather is bad. Last week, the weather was beautiful and Julia wanted to be outside. Julia went to the river and went fishing with her brother. Then, they went kayaking. The sun was warm and the water was cool.

**Questions:**

Julia loves to play video games with her cousins.	True	False
Last week, the weather was terrible.	True	False
Julia went fishing and kayaking with her brother.	True	False

#3

Mario and Carolina like to go skateboarding and running with their friends on sunny days. Last Saturday, there was a big thunderstorm and they could not play outside. Mario and Carolina played video games with their friends instead.

**Questions:**

Mario and Vanessa like to go skateboarding.	True	False
Last Saturday, there was a big thunderstorm.	True	False
Mario and Carolina played video games during the thunderstorm.	True	False

#4

When the weather is nice, Maribel likes to play outside with her sister. Yesterday, they went to a park and Maribel went running and her sister went skateboarding. They had a lot of fun.



Questions:

Maribel likes to play outside when the weather is nice.

True

False

Maribel did not go to the park yesterday.

True

False

Maribel went running and her sister went skateboarding.

True

False

What did you do the last time it rained?

Watched a movie _____

Watched TV _____

Played video games _____

Listened to music _____

Played board games _____

Played cards _____

Drunk hot chocolate _____

Other _____

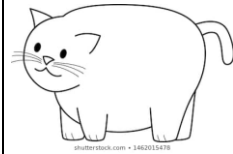


I can read simple sentences

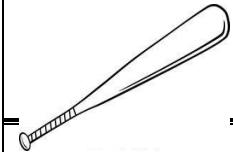
Directions: Read the words in the Word Bank

Word Bank	cat	bat	fat	pat
	hat	rat	mat	sat

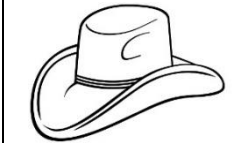
Directions: Read the sentences. Color the circle that matches the picture.



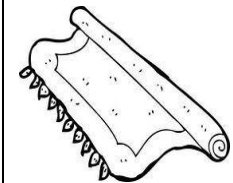
- ☐ My cat is too fat.
- ☐ I see a fat rat.



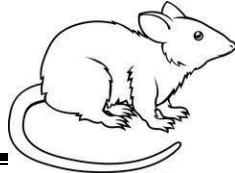
- ☐ She was a good cat.
- ☐ He got a new bat.





- ☐ The hat was big.
- ☐ The mat was old.



- ☐ Clean the small mat.
- ☐ My cat is big.


	<input type="radio"/> The rat looked at me.
	<input type="radio"/> Can you see my hat?


Read, Highlight, & Write

 The Fat Cat 



I saw a fat cat. The fat cat was resting on a mat. Then he saw a rat. He chased the rat.

The rat ran under a hat. I wonder if the cat caught that rat?




 Read the passage. Highlight the "at" words. Write 4 "at" words from the passage.


Read, Highlight, & Write

 The Fat Cat 

I saw a fat cat. The fat cat was resting on a mat. Then he saw a rat. He chased the rat.

The rat ran under a hat. I wonder if the cat caught that rat?



 Read the passage. Highlight the "at" words. Write 4 "at" words from the passage.

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