

<p style="text-align: center;">Level 4th Unit 2 Scope and Sequence</p>				
<p style="text-align: center;">Scenario: Natural Treasures</p>				
Enduring Understanding	National parks provide homes and food to animals and jobs, education and entertainment for people.			
Essential Question	Why do national parks matter to us?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme 1. Places and People at the Park	Theme 2. Wildlife at the Park	Theme 3. A Trip to a National Park	Theme 4. Protecting our National Parks	
Assessment: L.1. Recognizes short and clear explanations when delivered slowly. R.1. Recognizes much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.	Assessment: L.2. Recognizes the main points in short, simple stories and reports. R.PA.1. Distinguishes short vowel sounds in medial positions of words. SI.1. Asks straight forward questions in familiar	Assessment: L.3. Recognizes the most important points in a straightforward talk or presentation. R.2. Comprehends a reading by analyzing it and enjoy texts.	Assessment: R.3. Follows a set of clear-cut instructions. R.PA.2. Reads words decoding English graphemes and phonemes using knowledge of phonemic awareness.	Assessment Instruments for Process/Product Week 6 Suggested Integrated Mini project

<p>R.PA.1. Distinguishes short vowel sounds in medial positions of words.</p> <p>SP.1. Expresses common feelings during an oral presentation.</p> <p>Goals:</p> <p>L.1. understand short and clear explanations when delivered slowly (e.g The description of a national park).</p> <p>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.</p> <p>R.PA.1. distinguish short vowel sounds in medial positions of words.</p> <p>SP.1. express common feelings.</p>	<p>situations and understands the responses in an info-gap activity.</p> <p>Goals:</p> <p>L.2. understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated and accompanied with drawings and/or diagrams.</p> <p>R.PA.1. distinguish short vowel sounds in medial positions of words.</p> <p>SI.1. ask straightforward questions in familiar situations and</p>	<p>R.PA.2. Reads words decoding English graphemes and phonemes using knowledge of phonemic awareness.</p> <p>SI.1. Asks straightforward questions in familiar situations and understands the responses in an info-gap activity.</p> <p>W.1. Engages in the writing process: pre-drafting, drafting when writing sentences.</p> <p>Goals:</p> <p>R.2. comprehend readings and enjoy texts.</p>	<p>W.2. Uses simple sentences and expressions to describe people and things.</p> <p>SI.2. Exchanges information about everyday matters using simple vocabulary during dialogues and conversations.</p> <p>Goals:</p> <p>R.3. follow a set of clear-cut instructions, especially if there are pictures or diagrams to illustrate the most important steps.</p> <p>R.PA.2. decode English graphemes and phonemes using knowledge of phonemic awareness.</p>	<p>✓ Mini book</p>
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	<p>understand responses.</p> <p>the</p>	<p>R.PA.2. decode English graphemes and phonemes using knowledge of phonemic awareness.</p> <p>W.1. engage in the writing process: pre-drafting, drafting.</p> <p>SI.1. ask straightforward questions in familiar situations and understand the responses.</p>	<p>SI.2. Exchanges information about everyday matters using simple vocabulary during dialogues and conversations.</p> <p>W.2. use simple sentences and expressions to describe such things as their surroundings, their daily activities, and the people around them.</p>	
<p>Function</p> <ul style="list-style-type: none"> Describing people, places, and things 	<p>Function</p> <ul style="list-style-type: none"> Asking for and giving information about places and things 	<p>Function</p> <ul style="list-style-type: none"> Describing past experiences 	<p>Function</p> <ul style="list-style-type: none"> Making suggestions 	

Discourse Markers	Discourse Markers	Discourse Markers	Discourse Markers	
Linkers: Sequential - past tense First, then, after that, finally	Linkers: Sequential - past tense First, then, after that, finally	Linkers: Sequential - past tense First, then, after that, finally	Linkers: Sequential - past tense First, then, after that, finally	
<p>Grammar & Sentence Frames</p> <p><u>Simple present using (S-V-C) pattern</u> – The beach is beautiful. – The mountain is steep.</p> <p><u>There is/are with conjunctions and/or.</u> – In Manuel Antonio, there are monkeys, sloths and birds. – There are mountains and streams. –</p> <p>Santa Rosa National Park you can visit the historical museum or the walk on the trails</p>	<p>Grammar & Sentence Frames</p> <p><u>Simple present using (S-V-C) pattern</u> – A monkey has a long tail.</p> <p><u>Simple present tense</u> – Monkeys eat bananas. – They climb trees. – Birds eat fruit.</p> <p><u>Wh /information questions</u> – What is Tortuguero like? – What can you do at Rincón de la Vieja National Park?</p>	<p>Grammar & Sentence Frames</p> <p><u>Wh- questions in past tense</u> – Which National Park did you visit last weekend? – What did you do at Tortuguero? – What did you see?</p> <p><u>Yes/No questions in simple past</u> – Did you swim there? Did you see any animals? – Did you like it?</p>	<p>Grammar & Sentence Frames</p> <p><u>Modal - should</u> – People should follow the rules of the park. – Visitors' shouldn't throw garbage on the paths. – We shouldn't feed animals there.</p> <p><u>Simple past tense regular and irregular</u> – I went to Rincón de la Vieja in July.</p>	

	<ul style="list-style-type: none"> – How can we preserve/protect our parks? 		<ul style="list-style-type: none"> – I hiked to a waterfall. – I swam in the hot spring. 	
Phonemic Awareness Short vowels: <ul style="list-style-type: none"> – /æ /sad, fat, am, – /e /dress, went, ,red – 	Phonemic Awareness <ul style="list-style-type: none"> – Short vowels: – /ɪ /pig, thin, fish – / ə /hot, pot, lot – / ʌ / sun, fun, cut 	Phonemic Awareness Identifying short vowel sounds (-at, -in, -ot) in orally stated single-syllable words. (e.g., hen, hat, mad, hot.)	Phonemic Awareness Identifying short vowel sounds (-at, -in, -ot) in orally stated single-syllable words. (e.g., hen, hat, mad, hot.)	
Vocabulary <u>1. Places and people at the park</u> <u>National park</u> <ul style="list-style-type: none"> – Landmarks – Wildlife, forest – Warning signs – Restrooms – Picnic areas <u>Descriptive adjectives</u> <ul style="list-style-type: none"> – Clean – Peaceful 	Vocabulary <u>2. Wildlife at the park</u> <ul style="list-style-type: none"> – Turtles – Sloths, Monkeys – Snakes, Squirrel – Parrots, Scarlet macaws, crabs – Crocodiles, raccoon 	Vocabulary <u>3. A Trip to a National Park</u> <u>Activities in past tense:</u> <ul style="list-style-type: none"> – Saw, Went – Ate, swam – Took, walked – Watched, visited – Listened, learned 	Vocabulary <u>4. Protecting our National Parks</u> <ul style="list-style-type: none"> – Do not litter. – Do not feed the animals. – Do not pollute water. – Do not kill animals or destroy plants and trees. 	

<u>People at the park</u> – park ranger – tour guide			– Protect the wildlife. – Preserve nature.	
<p>Psycho-social</p> <ul style="list-style-type: none"> – Taking personal and social responsibility to care for nature. <p>Sociocultural</p> <ul style="list-style-type: none"> – Using the right choice of greetings & address forms (e.g. "High fives" and "fist bumps") <p>Idioms/phrases</p> <ul style="list-style-type: none"> – Proverbs/idioms: – "A breath of fresh air..." (something new or different makes the experience more exciting) 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Taking pride in natural treasures in our country. <p>Sociocultural</p> <ul style="list-style-type: none"> – Following conventions for turn taking <p>Idioms/phrases</p> <ul style="list-style-type: none"> – Proverbs/idioms: – "A breath of fresh air..." (something new or different makes the experience more exciting) 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Working cooperatively with others. <p>Sociocultural</p> <ul style="list-style-type: none"> – Following conventions for turn taking <p>Idioms/phrases</p> <ul style="list-style-type: none"> – "When it rains, it pours." (When something good or bad occurs, it usually occurs more than once.) 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Working cooperatively with others. <p>Sociocultural</p> <ul style="list-style-type: none"> – Using the right choice of interjections (e.g. Oh! Wow! Beautiful!) <p>Idioms/phrases</p> <ul style="list-style-type: none"> – "Have the time of my life" (to enjoy an experience very much) 	

Scenario/ Themes	Dimensions			
	1. Ways of thinking	2. Ways of living in the world	3. Ways of relating with others	4. Tools for integrating with the world
No. 2 Natural Treasures				
1. Places and People at the Park	X	X	X	X
2. Wildlife at the Park	X	X	X	X
3. A trip to a National Park	X	X	X	X
4. Protecting our National Parks	X	X	X	X

Term: I	Level: Fourth Grade	Unit:2	Week:1
Domain: Socio-Transactional		Scenario: Natural Treasures	Theme: Places and People at the Park
Enduring Understanding: National parks provide homes and food to animals and jobs, education and entertainment for people.			
Essential Question: Why do national parks matter to us?			
<p style="text-align: center;">Dimensions</p> <p style="text-align: center;">1. Ways of thinking (X)</p> <p style="text-align: center;">2. Ways of living in the world (X)</p> <p style="text-align: center;">3. Ways of relating with others (X)</p> <p style="text-align: center;">4. Tools for integrating with the world (X)</p>			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <u>Simple present using (S-V-C) pattern</u> <ul style="list-style-type: none"> - The beach is beautiful. - The mountain is steep. 	Function <ul style="list-style-type: none"> • Describing people, places, and things 	Psycho-social Taking personal and social responsibility to care for nature. Sociocultural	

- The Forest is...
- There is/are with conjunctions and/or.
- In Manuel Antonio, there are monkeys, sloths and birds.
 - There are mountains and streams.
 - Santa Rosa National Park you can visit the historical museum or the walk on the trails

Phonemic Awareness

Short vowels:
 / æ /sad, fat, am,
 /e /dress, vest, ,red

Vocabulary

1. Places and people at the park

National park

- Landmarks
- Wildlife, forest
- Warning signs
- Restrooms
- Picnic areas

Descriptive adjectives

- Clean
- Peacefulpeople at the park
- park ranger
- tour guide

Discourse Markers
 Linkers: Sequential - past tense
 First, then, after that, finally

Using the right choice of greetings & address forms (e.g. "High fives" and "fist bumps")

Idioms/phrases

Proverbs/idioms:
 "A breath of fresh air..." (something new or different makes the experience more exciting)

Assessment Strategies & Indicators of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can ...	<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>Essential Question: Why do National Parks matter to us?</p> <p style="text-align: center;">Warm up</p> <p>Then, teacher shows the YouTube video: Costa Rica: A Little Piece of Paradise National Geographic https://www.youtube.com/watch?v=qTnTIECDO6w and asks learners to take notes on the natural beauties they recognize. Learners share their list in pairs, and then with the whole group.</p> <p style="text-align: center;">Activation of prior knowledge</p> <p>Learners get together in a circle. Teacher asks the students to play "Jump in - Jump out" (learners jump in for yes and stay out for not). Learners observe the teacher as she shows the pictures of different animals and natural beauties and asks them: Is this a monkey? Is this a beach? Is this a river?, etc. If the answer is yes, learners jump in; if the answer is not, learners stay out of the circle.</p> <p style="text-align: center;">Modeling</p> <p>Teacher shows a video about Manuel Antonio National Park. https://www.youtube.com/watch?time_continue=79&v=RwOzMG3J65E As the learners watch the video, the teacher describes what</p>	

<p>L.1. Recognizes short and clear explanations when delivered slowly.</p> <p>Indicator of learning: Recognizes short and clear explanations about Costa Rica National Parks, when delivered slowly.</p>	<p>L.1. understand short and clear explanations when delivered slowly (e. g The description of a national park).</p> <p>they see in the video by saying, "In Manuel Antonio, there are adventure activities tourists can practice; there are animals, etc. Then, Teacher reinforces the sentence frames related to National Parks by using a PPT. https://docs.google.com/presentation/d/1zRjBePl3HWuP4BVgtdah6e7Bc5-zqzZyJJktOM4ALQ/edit#slide=id.g60c4b4d299_0_218</p> <p>Example: In Manuel Antonio there is lots of wildlife like monkeys, sloths and birds. There are mountains, forests and peaceful streams. Then, a tour guide can help you to find the restrooms, picnic areas, warning sites and clean beaches.</p> <p style="text-align: center;">Clarifying</p> <p>Using the same images from the PPT of the previous activity, the teacher clarifies vocabulary and expressions by describing a picture and the students guess what the picture is using their knowledge of the vocabulary words. The teacher can write the names of the pictures on the board and the students can use those to help guess the pictures. For example, the teacher says: "There are two sandy beaches at Manuel Antonio" and the learners point to the picture being described.</p> <p>https://docs.google.com/presentation/d/1zRjBePl3HWuP4BVgtdah6e7Bc5-zqzZyJJktOM4ALQ/edit#slide=id.g60c4b4d299_0_218</p> <p style="text-align: center;">Pre-task</p> <p>Teacher reviews the support language by drawing pictures on the board and having students guess what the drawing represents. For example, the teacher says "What animals and natural beauties are</p>
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	<p>R.1. Recognizes much of what is written in short, simple texts on subjects with which they are familiar and/or in which they are interested.</p> <p>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.</p> <p><i>there in Manuel Antonio? and then draws "sloths" and the learners say "There are slots in Manuel Antonio." Next, the teacher draws two beaches and the learners say "There are sandy beaches in Manuel Antonio" and so on.</i></p> <p>The teacher also reviews key vocabulary about outdoor activities such as: horseback riding, hot springs, and hiking in the trails.</p> <p>Task rehearsal</p> <p>Learners observe the teacher as he/she draws a big rectangle on the board. Learners listen to the teacher talking about the beauties and activities found at a National Park in Costa Rica. As they listen, volunteers go to the board and draw what the teacher explains. E.g. <i>In Arenal Volcano National Park, there is a volcano. There are monkeys and iguanas. There are hiking trails and hot springs..</i> Volunteers take turns to draw, so class participation is maximized. Also, peer correction is encouraged.</p> <p>Task completion</p> <p>Learners get a blank piece of paper. Learners listen to the teacher talking about the beauties and activities found in a National Park in Costa Rica. As they listen, learners draw what the teacher explains. E.g. <i>In Rincón de la Vieja National Park, there is an active volcano. There are waterfalls and trails to walk in the forest.</i> Teacher monitors the learner's performance of the task.</p> <p>Task assessment</p> <p>Teacher shows a poster of a National park. In pairs, Learners make an oral performance regarding what they see in that picture. Using sentence frames: In _____ National park, there are____ or there is a____.</p>	
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	<p>Indicators of learning</p> <p>Recognizes much of what is written in short, simple texts about national parks.</p> <p>Pre-task</p> <p>Teacher shares the goal of the lesson with the students. Teacher uses a poster about Manuel Antonio National Park in order to review vocabulary and structures.</p>  <p>E.G: In Manuel Antonio there is_____, there are_____, Also you can find_____.</p> <p>Also, the teacher introduces vocabulary: ziplining, white water rafting, canyoning, hanging bridges and horseback riding, by means of pictures.</p> <p>Task-rehearsal</p> <p>Learners observe the teacher as she/he sticks the reading below on the board. Then, the teacher explains that he/she is planning to go to Arenal Volcano National Park, and he/she is reading information about it.</p> <p>Arenal Volcano National Park is in the northern area of Costa Rica. The main town near the park is La Fortuna.</p> <p>There are 2 volcanoes in this national park – Arenal and Cerro Chato. Arenal used to be Costa Rica's most active volcano whereas Cerro Chato is completely dormant.</p> <p>Outside the national park are tons of fun activities including hot springs, La Fortuna waterfall, ziplining, white water rafting, canyoning, hanging bridges and horseback riding.</p> <p>The learners read the text along with the teacher, and the teacher writes different statements and learners have to decide whether the statements are true or false depending on the reading. If the</p>	
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<p>Indicator of learning:</p>	<p>SP.1. Expresses common feelings during an oral presentation.</p>	<p>statement is true, learners show their thumbs up; if the statement is false, learners show their thumbs down. E.g. <i>There is one volcano in Arenal National Park.</i> True or False <i>There are hot springs in Arenal National Park.</i> True or False <i>There are beaches at Arenal National Park</i> True or False</p> <p>Anytime learners answer a True or False statement, a volunteer goes to the front and points out the place in the reading where the answer is found.</p> <p>Task-completion Students answer correctly 5-6 true/false questions based on a reading about Manuel Antonio National park. The task is available at https://docs.google.com/document/d/1fO4i9w-n1CWc4ss-u46rtPQjTE-ON5oY4QRZ23C77wg/edit#</p> <p>Task assessment Students play the park battle game available at https://docs.google.com/document/d/1BYbf2EYMIp5UyNuMAh8EPeb778hQ_Nx/edit</p> <p>Post Task Teacher pastes pictures around the classroom, representing Manuel Antonio National Park. Then, Teacher gives the learners a tour to Manuel Antonio. Learners are going to watch wildlife and common places and areas found in the park, then the teacher encourages learners to use sentence frames, orally.</p>
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Expresses how national parks make them feel, during an oral presentation.

R.PA.1. Distinguishes short vowel sounds in medial positions of words.

R.PA.1.

distinguish short vowel sounds in medial positions of words.



Pre-task

Teacher shares the goal of the lesson.

Teacher shows a map and some flashcards about national parks.

<https://drive.google.com/drive/folders/1xU1oAlOyMskSyFRgf24iPFAXscyL1F2j> As the learners see the pictures, teacher talks about the animals and activities in each place, and how the place makes him/her feel.

For example:

"This is Cahuita National Park. In Cahuita there is a beautiful beach and a forest. People can swim and enjoy the sandy beach too. In the forests, there are toucans and sloths. **This place makes me feel happy and relaxed.**

Teacher reviews some useful feelings: calm, peaceful, exciting, boring, relaxed, happy, and uses them to describe places.

"This place makes me feel calm."

Task-rehearsal

Learners play national park memory game. As students play the game, they can talk about what they see in the picture, how that makes them feel and if they want to go to the place. online:

	<p>https://www.freememorygame.com/?dn=CR_NATIONAL_P</p>  <p>Task completion Learners are assigned one of the pictures from the PPT used in the pre-task (pictures are pasted all around the classroom). Using one of the pictures as a stimulus, learners talk about what they see in the picture, and what the place makes them feel. To do so, the class is divided into two groups. The first group talks about the picture and the others listen (Gallery Walk), and then learners switch roles.</p> <p>The teacher monitors the performance of the students.</p> <p>Task assessment Teacher asks the students to get in a circle to play the spinner magic bottle. Someone spins the bottle, and when it stops, the student who the lid is pointed to has to say: "My favorite National Park is _____. In _____, there is _____ / there are _____. This place makes me feel _____. "</p> <p>Teacher provides oral feedback.</p> <p>Pre-task</p>	
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Teacher introduces the goal of the lesson. Learners observe the teacher as she locates a box on a table. Then, the teacher explains that inside that box there are three sounds, and pictures representing those sounds. The teacher takes each sound, pronounces it, and shows pictures that include the specific sound in medial position. Learners are asked to repeat the pronunciation of each sound and word after the teacher twice.

Task-rehearsal

Learners listen to a set of words and identify the common short vowel sounds while they point to the pictures that represent the sound heard.

Teacher mixes the cards, and then learners select a picture card and say the word aloud to place it in the correct **vowel sound (phoneme)** chart on the whiteboard. Example:

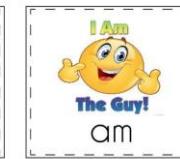
[æ]



sad



fat



am

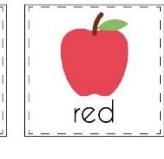
[e]



dress



vest



red

Students listen to the middle vowel sound. Say the words aloud and they circle the right picture. Example:

[æ]



Task completion

Learners draw lines connecting the vowel sound /e/ and /æ/ to the pictures that have the same sound in the middle. They use a different color pencil for each sound.

Task assessment

Students listen to a short story that contains the words studied and read it along with the teacher and then on their own.

Story: *A fat cat had a red dress. The red dress was very small so the cat got sad and went home*

Integrated Mini-Project

Time

- **Planning:** The class is divided into groups of three. Learners are told they are tourist guide going to a tourist fair. They have to advertise the beauties found in Costa Rica National Parks. Each group decides on a National Park they would like to create a poster about and the information they would like to include.
- **Creating:** Learners design their poster.
- **Rehearsing:** Learners rehearse their presentation
- **Participating:** Learners present their poster orally: self and peer assessment
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Learners present their poster orally in week 5 or 6

Reflective Teaching

What worked well

What didn't work well

How to improve

Enduring Understanding Reflection

Learner Self-Assessment

I can...	Yes	Sort of	No. Help!
Recognize short and clear explanations about Costa Rica National Parks, when delivered slowly.			
Recognize much of what is written in short, simple texts about national parks.			
Express feelings about how national parks make them feel, during an oral presentation.			
Distinguish short vowel sound /æ/ in medial positions of words.			
Distinguish short vowel sound /e/ in medial positions of words.			

Pictures about Manuel Antonio

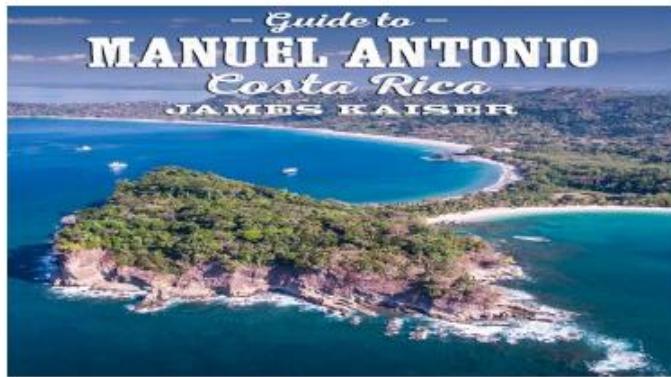
MANUEL ANTONIO NATIONAL PARK

Tour to the park

WHAT DO YOU SEE?



THERE ARE TWO WHITE-SANDY BEACHES IN MANUEL ANTONIO



THERE IS A BEAUTIFUL VIEW IN MANUEL ANTONIO



THERE ARE MONKEYS IN MANUEL ANTONIO



THERE ARE THREE-TOED SLOTH IN MANUEL ANTONIO



Arenal Volcano National Park

Arenal Volcano National Park is in the northern area of Costa Rica. The main town near the park is La Fortuna.

There are 2 volcanoes in this national park – Arenal and Cerro Chato. Arenal used to be Costa Rica's most active volcano whereas Cerro Chato is completely dormant.

Outside the national park are tons of fun activities including hot springs, La Fortuna waterfall, zip lining, white water rafting, canyoning, hanging bridges and horseback riding.



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Directions: Diane is a tourist guide. She is preparing information about Manuel Antonio National Park in order to share it with tourists. However she is not sure if all the information is correct. Please, read the text and answer true if the information is correct or false if the information is not correct

Manuel Antonio National Park

Manuel Antonio is a beautiful National park. It is located on the Pacific coast in Quepos Puntarenas. There is lots of natural beauties in Manuel Antonio.

In Manuel Antonio there are four beaches. In the sea there are dolphins and whales. There are crustaceans by the beach. There are beautiful landscapes in Manuel Antonio.

On the other hand, there is lots of biodiversity in Manuel Antonio forest. There are 109 mammal species and 184 species of birds. Besides, there are howler monkeys, squirrel monkeys, and spider monkeys in manuel Antonio
Manuel Antonio is a beautiful National park

Answer “true” or “false”

1. Manuel Antonio is located in the Athlantic coast of Costa Rica: _____
2. There are four beaches in Manuel Antonio: _____.
3. There are dolphins in the sea of Manuel Antonio: _____.
4. There are 109 species of birds in Manuel Antonio: _____.
5. There are spider monkeys and birds: _____.
6. There are not howler monkeys in Manuel Antonio_____.

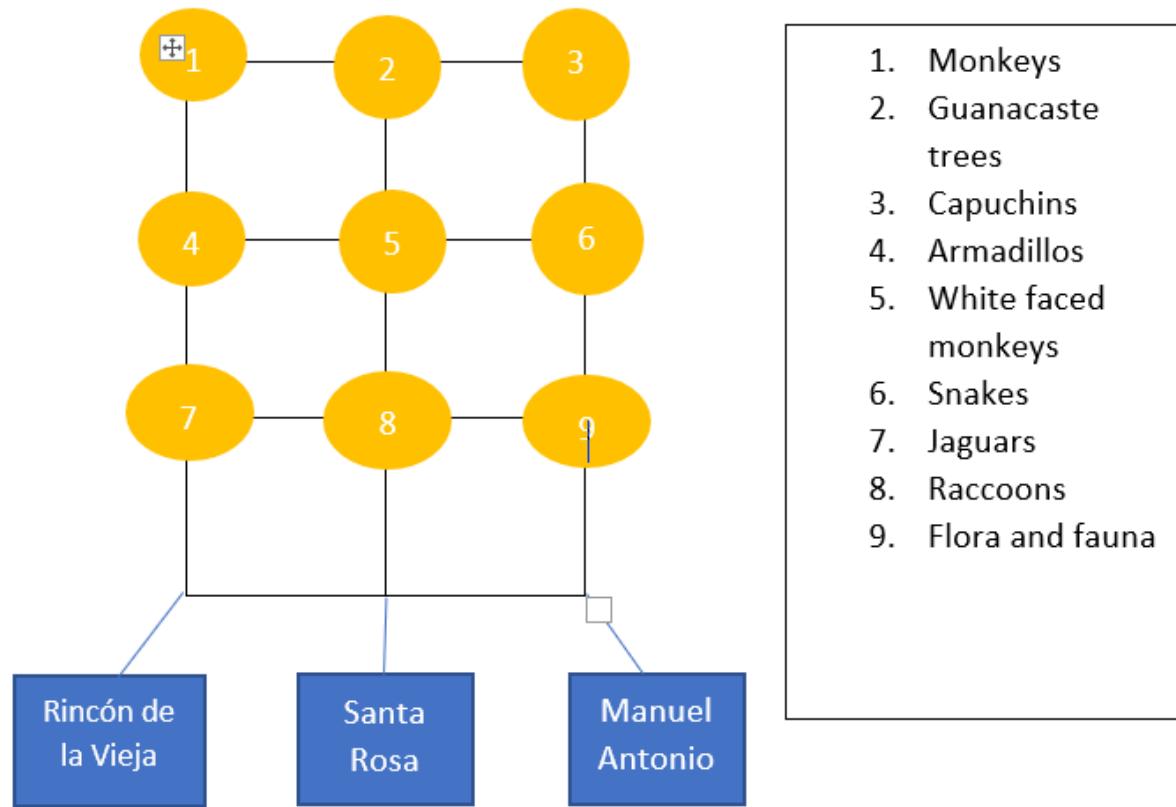
Park Battle game

General directions:

1. Two players
3. Give a copy to each player. (The opponent cannot see other's handout)
2. Each player chooses a number and mark it with an (X)
3. Play rock, paper and scissors in order to define who will the first player be.
4. Take turns saying: ***I am shooting you at....*** (add one number trying to guess your opponent position). Use there is or there are plus ta sentence after saying I am shooting you at. For example; I am shooting you at ***There are Guanacaste trees in Santa Rosa***
5. The players should mark the coordinates that have already been shot in order to avoid repetition
6. When a player shoots at one of the opponent's coordinates; the opponent should say the phrase "There is a player out of the game" in order to let their opponent know that has shot the goal
7. The first player to shoot at the opponent's mark will be the winner
8. If there is enough time you can start the game again or play against a different opponent.

**I am shooting you at: there is/are _____ in
_____.**

**(thing/animal from the box) (name of park
from blue boxes)**







Manuel Antonio National Park



Piedras Blancas National Park



Poas Volcano National Park



Rincon de la Vieja National Park



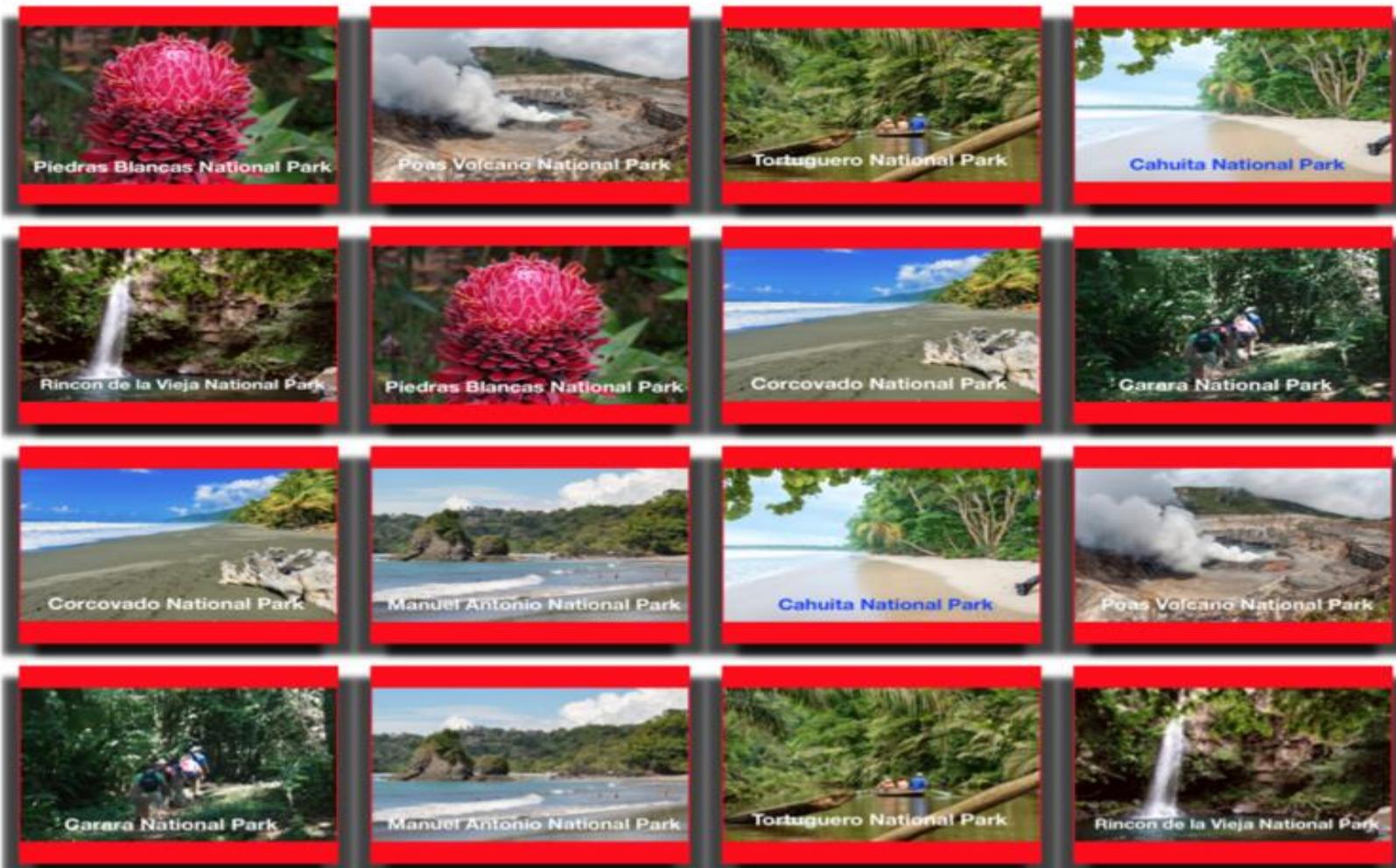
Tortuguero National Park



WELCOME TO
COSTA RICA

NATIONAL PARKS

National Parks Memory game



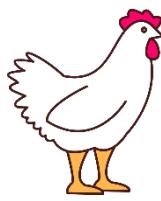
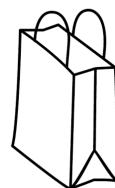
Draw lines connecting the vowel sound /e/ and /æ/ to the pictures that have the same sound in the middle. Use a different color pencil for each sound.

/e/



10

/æ/



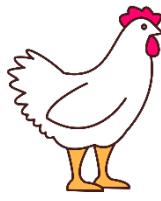
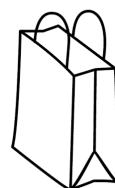
Draw lines connecting the vowel sound /e/ and /æ/ to the pictures that have the same sound in the middle. Use a different color pencil for each sound.

/e/



10

/æ/



Term: II	Level: Fourth Grade	Unit: 2	Week:2		
Domain: Socio-transactional	Scenario: Natural Treasures	Theme: Wildlife at the park			
Enduring Understanding: National parks provide homes and food to animals and jobs, education and entertainment for people.					
Essential Question: Why do national parks matter to us?					
Dimensions					
1. Ways of thinking (X)					
2. Ways of living in the world (X)					
3. Ways of relating with others (X)					
4. Tools for integrating with the world (X)					
Learn to Know	Learn to Do	Learn to Be and Live in Community			
Grammar & Sentence Frames Simple present using (S-V-C) pattern A monkey has a long tail.	Function Asking for and giving information about places and things Discourse Markers	Psycho-social - Taking pride in natural treasures in our country. Socio-cultural - Following conventions for turn taking			
Simple present tense Monkeys eat bananas.					

<p>They climb trees. Birds eat fruit.</p> <p>Wh /information questions</p> <p>What is Tortuguero like? What can you do at Rincón de la Vieja National Park? How can we preserve/protect our parks?</p> <p>Vocabulary</p> <p>Turtles, monkeys, sloths, snakes, squirrel, parrots, scarlet, macaws, crabs, crocodiles, raccoon, lizard, tiger, dolphin, bat, bug, white tail deer, quetzal, jaguar, birds, butterflies</p> <p>Phonology</p> <p>/i/ pig, thin, fish /a/ Hot, pot, lot /ʌ/ Sun, fun, cut</p>	<p>Linkers: Sequential - past tense First, then, after that, finally</p>	<p>Idioms/phrases</p> <p>- Proverbs/idioms:</p> <ul style="list-style-type: none"> - “A breath of fresh air...” (something new or different makes the experience more exciting)
<p>Assessment Strategies & indicators of learning(Diagnostic, formative, summative)</p>	<p>Goals</p> <p>Pedagogical Mediation/ Didactic Sequence</p>	<p>Time</p>

Learner...	Learners can...	<p style="text-align: center;">Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, and class agenda, etc.</p> <p style="text-align: center;">Warm up</p> <p>Learners observe a poster of animals' footprints. The teacher describes the animal and the students listen to the description. Then, they guess which animal's footprint it is by identifying its shape.</p> <p>https://drive.google.com/open?id=13Yt1N1EnqetYt4L7kAsJCh6QEjOqslw-</p> <p>https://drive.google.com/open?id=1YWrkHm_a7Q9KSRnnFmD51gCNbAbtwF9a</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="flex: 1;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>Cat</td> <td>Hippo</td> <td>Leopard</td> <td>Cheetah</td> <td>Otter</td> <td>Fox</td> </tr> <tr> <td>Impala</td> <td>Coyote</td> <td>Elephant</td> <td>Lion</td> <td>Rhino</td> <td>Hare</td> </tr> <tr> <td>Rabbit</td> <td>Raccoon</td> <td>Beaver</td> <td>Bear</td> <td>Opossum</td> <td>Weasel</td> </tr> <tr> <td>Muskrat</td> <td>Deer</td> <td>Cow</td> <td>Moose</td> <td>Dog</td> <td>Squirrel</td> </tr> </tbody> </table> </div> <div style="flex: 1; text-align: right;"> <p>Activation of Prior Knowledge</p> <p>Learners watch the following video: https://www.youtube.com/watch?v=emle_GO0hc8 As learners watch the video, the teacher mentions the name of the wild animals shown.</p> </div> </div>	Cat	Hippo	Leopard	Cheetah	Otter	Fox	Impala	Coyote	Elephant	Lion	Rhino	Hare	Rabbit	Raccoon	Beaver	Bear	Opossum	Weasel	Muskrat	Deer	Cow	Moose	Dog	Squirrel
Cat	Hippo	Leopard	Cheetah	Otter	Fox																					
Impala	Coyote	Elephant	Lion	Rhino	Hare																					
Rabbit	Raccoon	Beaver	Bear	Opossum	Weasel																					
Muskrat	Deer	Cow	Moose	Dog	Squirrel																					

		<p>Teacher asks learners if they remember some of the animals in the video. Students brainstorm the names of the animals.</p> <p>Modeling</p> <p>Teacher uses pictures to present the new vocabulary and sentence frames about wild animals. Students participate in choral repetition. For example:</p> <ul style="list-style-type: none"> • <i>In the forest, there are parrots, scarlet macaws, and toucans. They are beautiful birds.</i> • <i>There are monkeys, raccoons, sloths, squirrels and lizards also.</i> • <i>In some National Parks, tourists can see white-tail deer, jaguars, and tigers.</i> • <i>In the rivers, people can see turtles and crocodiles</i> <p>Clarifying</p> <p>Teacher clarifies vocabulary and expressions by asking questions. (Is this a monkey? Is it black?) Learners answer the yes/no questions by saying Yes, it is. / No, it isn't.</p> <p>Learners play "I spy with my little eye". The teacher sticks the pictures of the wild animals on the board. Then, he/she divides the class into two teams. Each member of the team races to touch the animal the teacher says.</p> <p>E.g.</p> <p>Teacher: "<i>I spy with my little eye an animal that people can see in the forest .It is a bird. It is a parrot? "I spy with my little eye a toucan."</i>"</p> <p>The learners then run to touch the corresponding picture. The game continues until most students have participated.</p>
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<p>L.2. Recognizes the main points in short, simple stories and reports.</p>	<p>L.2. understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated and accompanied with drawings and/or diagrams.</p>	<p>Hint Animal Game (Animal charade) Teacher clips a picture of an animal on the back of each student. By taking turns, each student goes to the front. He / she turns around so the other students can look at the picture. Learners start acting out the animal behavior, for their friends to guess what animal it is.</p> <p>Pre-task</p> <p>Teacher shares the goal with students.</p> <p>Teacher reviews the meaning of "first, then, after that, finally" by talking about his/her last visit to a National Park. For example, using pictures the teacher may say: "Last December, I went to Juan Castro Blanco National Park. First, I walked the trails and I saw many species of birds flying .I saw a parrot, and a beautiful toucan. Then, as I kept walking, I heard monkeys yelling. After that..."</p> <p>The teacher emphasizes on the key sequential words.</p> <p>Teacher varies the pace, tone, and volume of voice, pausing where appropriate, as a way to catch the learner's attention.</p> <p>Task Rehearsal</p> <p>Learners close their eyes while the teacher plays a recording of nature music to create a feeling of being in a forest. As the music plays, the teacher tells learners a story of a trip he/she took. Then, using pictures, the teacher asks questions to the students:</p>	
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<p>Indicator of learning:</p> <p>Recognizes the main points in short, simple stories about visits to National Parks.</p>	<p>"Did I go to Cahuita National Park/ Manuel Antonio National Park/ or Arenal Volcano National Park?</p> <p>Did I see any animals? What did I see?"</p> <p>Task completion</p> <p>Learners listen to the story "My Amazing Trip to Corcovado National Park." Then, they complete the worksheet below.</p> <p>Reminder: Make sure learners read and understand the questions before listening to the story.</p> <ol style="list-style-type: none"> 1. Which National Park did the tourist visit? <ol style="list-style-type: none"> a. Corcovado National Park b. Cahuita National Park c. Manuel Antonio National Park 2. What did he do first? <ol style="list-style-type: none"> a. He saw a monkey. b. He took pictures c. He took a boat trip 3. What animals did the tourist see? <ol style="list-style-type: none"> a. He saw caimans, snakes, and butterflies. b. He saw crocodiles, caimans , and lizards c. He saw parrots, toucans, and scarlet macaws. <p>Learners compare their answers and then share their answers with the group.</p> <p>Script:</p> <p>Once upon a time, there was a Canadian tourist who came to Costa Rica, and he truly loved the experience. First, he took a boat ride to Corcovado</p>	
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National Park. Then, he hiked the park from one side to the other. He saw beautiful beaches and landscapes. After that, he took pictures of spider monkeys and sloths. He also took pictures of caimans, crocodiles, iguanas, and numerous species of lizards and snakes. Finally, he swam at the beach and ate some food. He really enjoyed his time in Corcovado, and he is planning to come back some day.

Task Assessment

Students play “**I have, Who has**” game

Directions: To play, deal out all of the cards to all players in the group. If you play this game at small group, each child will have a set of cards, but if you play it at large group or as a transition activity, only give each child one card. At small group, have the children lay out all of their cards on the table so they can see them. The first player chooses any card and reads it. For example, “**I have crocodile. Who has a toucan?**” That child places that card in the basket, and everyone looks at their cards to see if they have a toucan. The person who does then says, “**I have toucan. Who has a snake?**” That child places that card in the basket, and so on. The game continues until all of the cards are in the basket. It shouldn’t matter which card you begin the game with— just make sure all of the cards are used even if you, the teacher, has a few.

Teacher provides feedback to students by using thumbs up when the student responds correctly and thumbs down when the student responds incorrectly and hand toggling from side to side (similar to más o menos action) when the S is close but not correct.

<p>SI.1. Asks straightforward questions in familiar situations and understands the responses in an info-gap activity.</p>	<p>SI.1. ask straightforward questions in familiar situations and understand the responses.</p>	<p>Pre- Task</p> <p>Learners observe the teacher as he/she writes “Tortuguero National Park” on the board, and sticks some pictures illustrating the place. Using the pictures as a stimuli, the teacher writes and asks the following questions on the board:</p> <ul style="list-style-type: none"> • What is Tortuguero like? In Tortuguero, there are many rivers and canals. • What can you do at Tortuguero National Park? At Tortuguero, you can take a boat tour and walk the trails. • What can you see at Tortuguero National Park? At Tortuguero, you can see turtles, caimans, crocodiles, sloths, iguanas, frogs, bats, lizards, and ocelots <p>Task-rehearsal</p> <p>The teacher sticks a poster about Rincón de la Vieja National Park on the board</p> <p>There is/are</p>  <p>You can...</p>   <p>You can see...</p>  
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<p>Indicators of learning</p> <ul style="list-style-type: none"> • Asks straightforward questions about Costa Rica's national Parks in an info-gap activity • Recognizes what has been said about Costa Rica's national parks in an info-gap activity. 	<p>Using the poster, the teacher asks: "What is Rincón de la Vieja National Park like? and encourages learners to answer : "There is a volcano at Rincón de la Vieja National Park. "What can you do at Rincón de la Vieja National Park?, What can you see at Rincón de la Vieja National Park.?"</p> <p>This activity is first done with the whole group, then pairs of students go to the front and ask the questions to each other, using the pictures from both the pre-task and the task-rehearsal.</p> <p>Task Completion</p> <p>Learners work on an info-gap activity. The class is divided into two groups (A and B). Students A have information about Manuel Antonio National Park and need to find information about Arenal Volcano National Park. Students B have information about Arenal Volcano National Park and need information about Manuel Antonio National Park. A student A sits next to Student B, they ask each other the questions emphasized in class and give the information they have.</p> <p>Teacher monitors students' performance when they ask the questions and give the information requested.</p> <p>Task Assessment</p> <p>The class is divided into two groups. A member of each group races to be the first ones to answer the teacher's questions about Tortuguero, Rincón de la Vieja, Manuel Antonio, and Arenal Volcano national parks.</p> <p>Pre-task</p>	
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<p>R.PA.1. Distinguishes short vowel sounds in medial positions of words.</p> <p>Indicators of learning: Distinguishes short vowel sound /a/ in</p>	<p>R.PA.1. distinguish short vowel sounds in medial positions of words.</p> <p>Teacher shares the goal with the learners.</p> <p>Students watch the video to show the middle /i/ / a / / ʌ / sounds</p> <ul style="list-style-type: none"> — https://www.youtube.com/watch?v=v5lh9_rvcDI — https://www.youtube.com/watch?v=4QRop-G9hw8 — https://www.youtube.com/watch?v=FLfl_uY83Os <p>Teacher introduces and models suggested sounds with a concrete item or picture representing the short vowel sounds in medial position. /i/ pig, thin, fish /a/ hot, pot, lot / ʌ / sun, fun, cut</p> <p>Students repeat the words and sounds after the teacher. Teacher asks questions for clarification using the flash cards for /i/ pig, thin, fish, / a / hot, pot, lot, / ʌ / sun, fun, cut</p> <p>Task-rehearsal</p> <p>Students make a big circle, one student stands in the center to coordinate the activity. Using a stuffed animal the student picks a sound or a word with / a / / ʌ / /i/ middle sound, then tosses the stuffed animal to challenge one of his classmates to say another word with the same sound, if the student does not answer correctly, s/he takes the place of the other student, and the game starts all over.</p> <p>Task completion</p> <p>Students work in pairs. Teacher delivers a dice and a worksheet to each student called "roll it, read it. Students take turns rolling the dice. Then, students read (pronounce correctly) a word under the corresponding dice number on the game board, and mark the word. The student that first completes an entire column, wins.</p>	
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medial position of words.

Distinguishes short vowel sound /ʌ/ in medial position of words.

Distinguishes short vowel sound /ɪ/ in medial position of words.

Task assessment

Teacher divides the class into three groups, each group lines up at the end of the class, and each student takes a turn to answer.

The student will listen to the teacher saying a sentence that includes a middle word sound. When they hear the specific word sound, they run to the board and write it correctly. Teacher and students check the correct answer and pronunciation and set the winner for each word (or row). Making the game more challenging, make up more sentences to draw as well.

There are several kinds of **fish** on the pacific coast of Costa Rica.

Guanacaste gets really **hot** in the summer.

Visitors come to our national parks to have **fun**.

There is a big **lot** near the river.

The rattlesnake is too **thin**

A crocodile is lying in the **sun**

Integrated Mini-Project			Time		
<ul style="list-style-type: none"> - Planning: The class is divided into groups of three. Learners are told they are tourist guide going to a tourist fair. They have to advertise the beauties found in Costa Rica National Parks. Each group decides on a National Park they would like to create a poster about and the information they would like to include. - Creating: Learners design their poster. - Rehearsing: Learners rehearse their presentation - Participating: Learners present their poster orally: self and peer assessment 			Learners present their poster orally in week 5 or 6		
Reflective Teaching					
What worked well	What didn't work well		How to improve		
Enduring Understanding Reflection					
Learner Self-Assessment					
<i>I can...</i>	<i>Yes</i>	<i>Sort of</i>	<i>No. Help!</i>		
Recognize the main points in short, simple stories about visits to National Parks.					
Ask straightforward questions about Costa Rica's national Parks in an info-gap activity					
Recognize what has been said about Costa Rica's national parks in an info-gap activity.					
Distinguish short vowel sound /a/ in medial position of words.					
Distinguish short vowel sound /ʌ/ in medial position of words.					

Distinguish short vowel sound /i/ in medial position of words.

Wildlife pictures







Info-gap Activity

Student A:

- A. Answer your friend's questions about Manuel Antonio National Park

There is/are



You can...



You can see...



-
- B. Now, ask your friend about Arenal Volcano National Park. Illustrate his/her answers.

What is Arenal Volcano National Park like?

What can you do at Arenal Volcano National Park?

What can you see at Arenal Volcano National Park?"?

Info-gap Activity

Student B:

- A. Answer your friend's questions about Arenal Volcano National Park



There is/are



You can...



You can see...

- B. Now, ask your friend about Manuel Antonio National Park. Illustrate his/her answers.

What is Manuel Antonio National Park like?	
What can you do at Manuel Antonio National Park?	
What can you see at Manuel Antonio National Park?"	

I have



I have



I have



I have



Who has



Who has



Who has



Who has



I have



I have



I have



I have



Who has



Who has



Who has



Who has



I have



I have



I have



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Who has



Who has



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Who has



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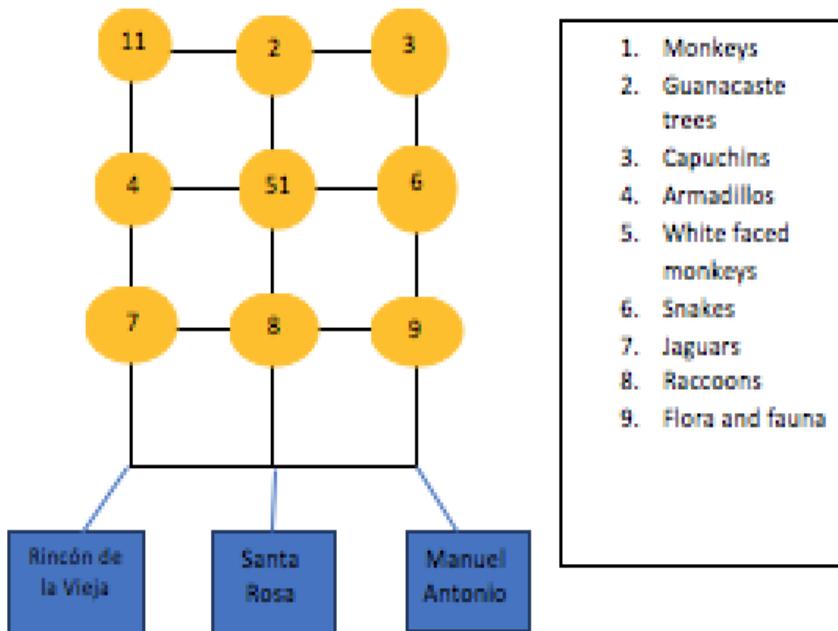


Battleship Task Assessment:

Park battle game (battleship)

General directions for the players:

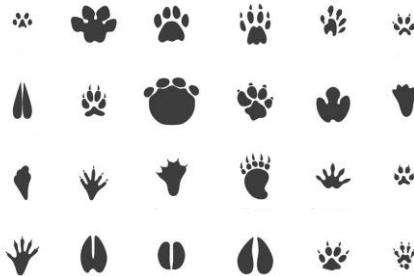
1. Get in pairs
2. Each player must Write a mark (X) inside one circle (identified with numbers from 1 to 9)
3. Play rock, paper and scissors in order to decide who will be the first player
4. Take turns saying: *I am shooting you at..* Use there is or there are plus a sentence after saying I am shooting you at. For example; I am shooting you at *There are Guanacaste trees in Santa Rosa (this means that you are shooting at number 2)*.
5. Numbers 1, 4, and 7 make reference to Rincón de la Vieja. Numbers 2, 5, and 8 refer to Santa Rosa. Numbers 3, 6, and 9 refer to Manuel Antonio
6. The players should mark the coordinate that have already been shot by them in order to avoid repetition
7. When a player shoots at the goal (number chosen by their opponent); the opponent should say the phrase "there is a winner" in order to let their opponent know that has shot the goal
8. The first player to shoot at the opponent's mark will be the winner. If there is enough time you can start again



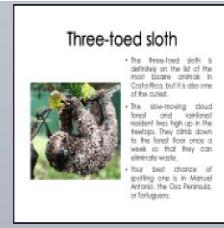
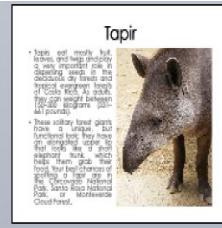
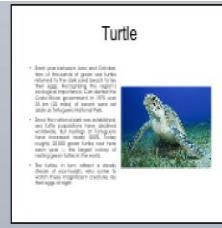
Animal Footprints with Names:



Animal Footprints without names:



Wildlife at Park Pictures:



1

2

3

4

5

Term: II		Level: Fourth	Unit: 2	Week:3
	Domain: Socio-Transactional	Scenario: Natural Treasures	Theme: A Trip to a National Park	
Enduring Understanding: National parks provide homes and food to animals and jobs, education and entertainment for people.				
Essential Question: Why do national parks matter to us?				
Dimensions				
1. Ways of thinking (X)				
2. Ways of living in the world (X)				
3. Ways of relating with others (X)				
4. Tools for integrating with the world (X)				
Learn to Know		Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames		Function • Describing past experiences	Psycho-social – Working cooperatively with others.	
<u>Wh- questions in past tense</u> – Which National Park did you visit last weekend? – What did you do at Tortuguero? – What did you see?		Discourse Markers Linkers: Sequential - past tense	Sociocultural	

<p><u>Yes/No questions in simple past</u></p> <ul style="list-style-type: none"> - Did you swim there? Did you see any animals? - Did you like it? <p>Vocabulary</p> <p><u>3. A Trip to a National Park</u></p> <p><u>Activities in past tense:</u></p> <ul style="list-style-type: none"> - Saw, Went - Ate, swam - Took, walked - Watched, visited - Listened, learned <p>Phonology</p> <p>Phonemic Awareness</p> <p>Identifying short vowel sounds (-at, -in, -ot) in orally stated single-syllable words. (e.g., hen, hat, mad, hot.)</p>	<p>First, then, after that, finally</p>	<ul style="list-style-type: none"> - Following conventions for turn taking <p style="text-align: center;">Idioms/phrases</p> <p>“When it rains, it pours.” (When something good or bad occurs, it usually occurs more than once.)</p>
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Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p>Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the, and class agenda, etc.</p> <p>Warm up</p> <p>In a circle, students are going to play the “hot jar”. In a jar there are pictures of wildlife animals. Learners pass the hot jar around while the teacher claps. When the teacher stops, they have to pick up a picture from the jar and use “There/are... in, to talk about the animal(s).</p> <p>Activation of prior knowledge</p> <p>Students are shown this video https://www.youtube.com/watch?v=WXX9u8GrOG4 Then, Teacher asks wh-questions about what they watched in the video.</p> <p>E.g.</p> <p>What places did you see? What animals did you see? What activities did people do?</p>	

	<p>L.3. Recognizes the most important points in a straightforward talk or presentation.</p>	<p>Modelling</p> <p>Teacher introduces sentence frames related past experiences in National Parks by using some pictures.</p> <p>Ex: I took a bus. / I swam in the river. / I watched a butterfly. / I ran a lot. / I ate ceviche. / I hiked the trails. / I visited the forest. / I observed the wildlife animals. / I did some adventure activities. / I heard the sounds of nature. / I walked the dog. / I drank water/ I took a boat tour. /</p> <p>Clarifying</p> <p>The learners observe as the teacher places the pictures from the modeling section all around the classroom. Then, the class is divided into two teams. A student from each team races to look for the picture representing what the teacher says:</p> <p>E.g. At Tortuguero, I took a boat tour.</p> <p>At Arenal Volcano National Park, I hiked the trails</p> <p>Pre-task</p> <p>Learners review the target vocabulary (walked, swam, hiked, took, ate, saw, etc.) by playing Tic-tac-toe.</p> <p>The game is played on a grid that's 3 squares by 3 squares. Half of the class is X; the other half is O. Players take turns to choose one of the target words and create a sentence. If the sentence is well-structure, the group can write and X or O in the corresponding space. The first team to get 3 of her marks in a row (up, down,</p>	
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<p>Indicator of learning</p> <p>Recognizes the most important points about a national park in a straightforward presentation</p>	<p>talk or presentation.</p>	<p>across, or diagonally) is the winner. When all 9 squares are full, the game is over.</p> <p>Task-Rehearsal</p> <p>Learners listen to the teacher as she gives an oral presentation about a trip one of his/her friends (Tina) took to Tapandi National Park (See annexes). The class is divided into pairs. As pairs listen to the teacher, they look for the answer to the following questions:</p> <ul style="list-style-type: none"> • What is Tapandi National Park like? • What did Tina see at Tapandi? • What did she do at Tapandi? <p>Two pairs get together and share their answers. Then, the answers are shared with the whole class.</p> <p>Note: The teacher repeats the oral presentation twice (or three times if necessary.)</p> <p>Task- Completion</p> <p>Learners, individually, listen to the audio 'My visit to Rincón de la Vieja National Park' and complete the multiple-choice exercise.</p> <p>Instructions:</p> <p>Listen to Thomas giving an oral presentation about his visit Rincón de la Vieja National Park, and then choose the answer that best completes each statement.</p>	
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1. **What is Rincón de la Vieja National Park like?**
 - a. There are sandy beaches and a jungle.
 - b. There is a volcano and a jungle
 - c. There are rivers and a volcano.
2. **What activities did he do at Rincón de la Vieja National Park?**
 - a. Hiking and swimming under the waterfalls,
 - b. Zip lining and swimming
 - c. hot springs and hiking
3. **What wildlife animals did he see at Rincón de la Vieja National Park?**
 - a. Slots, snakes and spiders
 - b. Lizards, monkeys, and turtles
 - c. Monkeys, sloths, and tapirs

Task-Assessment

The class is divided in pairs. Each student gets one of the collages below. They ask each other questions about the collage.

- What places did he/she see?
- What animals did he/she see?
- What activities did he/she do?

Teacher monitors learners' performance.

Sandy's trip to Costa Rica	Eric's trip to Costa Rica
	

<p>R.2. Comprehends reading by analyzing it and enjoying texts.</p>	<p>R.2. comprehend readings and enjoying texts.</p>	<p>Pre-task</p> <p>The teacher asks learner to think about their last vacation. Then, one by one, he/she presents the following questions and the answers.</p> <ol style="list-style-type: none"> 1. Where did you go? I went to 2. When did you go? I went to.... in 3. Who did you go with? I went with my... 4. What did you see? I saw 5. What activities did you do? I <p>Using his/her own information, the teacher provides an answer to each question.</p> <p>Task-rehearsal</p> <p>Teacher reads the following text along with the students.</p> <p style="text-align: center;">A breath of fresh air</p> <div data-bbox="783 850 1803 1127" style="border: 1px solid black; padding: 10px;"> <p>Last weekend I took a breath of fresh air. My family and I went to Guanacaste to visit Ostional Wildlife Reserve. I had never visited this place before. First, we made a long trip to Guanacaste while we saw wonderful landscapes as beaches, forests and waterfalls. Then, we arrived at an amazing beach on the road and we walked on the sand..... (See annexes)</p> </div> <p>Teacher asks students to pretend they are the person who went to Ostional. Then, the teacher reads the text along with the students and act out the different activities. After that, the teacher distributes colored popsicles. In a circle, students play the “electric popsicles”</p>
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<p>Indicator of learning:</p> <p>Follows organization of a written passage.</p> <p>Identifies specific information about</p>	<p>switching spaces according to the color mentioned. They are going to discuss the following questions when they switch places:</p> <ol style="list-style-type: none"> 1. Where did you go? I went to 2. When did you go? I went to.... in 3. Who did you go with? I went with my... 4. What did you see? I saw 5. What activities did you do? I <p>Task completion</p> <p>Leaners observe the teacher as he/she writes 'Oscar's trip to Ostional Wildlife Refuge' on the board. Teacher gives a set of pictures and a text cut into pieces (text -picture). Learner read the text and match the pictures to the corresponding text.</p> <table border="1"> <tbody> <tr> <td data-bbox="834 816 1235 1003"> <p>Last weekend I took a breath of fresh air. My family and I went to Guanacaste to visit Ostional Wildlife Refuge. I have never visited this place before.</p> </td><td data-bbox="1235 816 1622 1003">  <p>Ostional Wildlife Refuge Protecting turtles</p> </td></tr> <tr> <td data-bbox="834 1003 1235 1199"> <p>First, we made a long trip to Guanacaste while we saw wonderful landscapes as beaches, forests and waterfalls.</p> </td><td data-bbox="1235 1003 1622 1199">  </td></tr> </tbody> </table> <p>Students do peer assessment to check if the text has adequate sequence and matches with the corresponding picture.</p>	<p>Last weekend I took a breath of fresh air. My family and I went to Guanacaste to visit Ostional Wildlife Refuge. I have never visited this place before.</p>	 <p>Ostional Wildlife Refuge Protecting turtles</p>	<p>First, we made a long trip to Guanacaste while we saw wonderful landscapes as beaches, forests and waterfalls.</p>		
<p>Last weekend I took a breath of fresh air. My family and I went to Guanacaste to visit Ostional Wildlife Refuge. I have never visited this place before.</p>	 <p>Ostional Wildlife Refuge Protecting turtles</p>					
<p>First, we made a long trip to Guanacaste while we saw wonderful landscapes as beaches, forests and waterfalls.</p>						

national parks from written text.

Task Assessment

Learners, in pairs, work on a matching exercise (question-answer)

A

Where did Oscar go? ()

B

a. He went to Ostional with his family.

When did he go? ()

b. He saw landscapes, beaches, forests, and waterfalls

Who did he go with? ()

c. He went to Ostional Wildlife Refugee

What did he see? ()

d. He ate ceviche, swam in the river, and observe turtles.

What activities did he do? ()

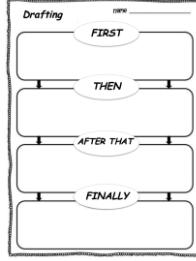
e. He went to Ostional last weekend.

Learners check their answers as a group.

	SI.1. Asks straightforward questions in familiar situations and understands the	<p>Pre-task</p> <p>Teacher presents the vocabulary and Wh-Qs by using pictures of the different places visited.</p> <p>https://drive.google.com/drive/folders/1Lf_x67QTCCX5Q8Zv5zP87cIUILKGmcG9</p> <ul style="list-style-type: none"> • Which National Park did you visit? • Where did you go? • What did you do? • What did you see? <p>Task-rehearsal</p> <p>Teacher gives Learners pictures from different places (use pictures from pre-task), so they answer simple questions using the information written in the images.</p> <ul style="list-style-type: none"> • Which National Park did you visit? • Where did you go? • What did you do? • What did you see? <p>Task completion</p> <p>Learners use the following pictures to work in pairs in an info-gap activity where they have to make past tense Wh-Qs to guess the place that the other partner has and the other participant answers without saying the name of the place he/she describes.</p>	
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<p>responses in an info-gap activity.</p> <p>Indicators of learning</p> <ul style="list-style-type: none"> • Asks straightforward questions appropriately about Costa Rica's national Parks in an info-gap activity • Recognizes what has been said about Costa Rica's national parks in an info-gap activity. 	<p>understand the responses.</p> <h3>Task assessment</h3> <p>https://drive.google.com/drive/folders/1Lf_x67QTCCX5Q8Zv5zP87cIUuILKGmcG9 (use pics from pre-task)</p> <p>Teacher places the pictures upside down. Learners play hot potato. Every time a learner gets the ball, he/she will choose a picture and describe it in order to the other Learners figure out which place is being described. (Use Wh-Qs and Sentences frames in past tense)</p> <h3>Pre-task</h3> <p>Teacher shows a Short Story by using a digital Retell-Rope based on a trip made in Lesson 2.</p> <p>https://drive.google.com/drive/folders/1xolcRX8W26Z7SiRMUztEsFnkfRCLNdTG</p> <h3>Task-rehearsal</h3> <p>Teacher retells the story to learners and makes some Wh-questions to clarify the structure of the story and its details.</p>	
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	<p>W.1. Engages in the writing process: pre-drafting, drafting when writing sentences.</p>	<p>e.g. What did they see/eat? Where did they go?...etc</p>  <p>https://drive.google.com/drive/folders/1xolcRX8W26Z7SiRMUztEsFnkfRCLNdTG</p> <p>Task completion</p> <p>Learners do a pre-drafting in a worksheet by writing the information required.</p> <table border="1" data-bbox="1184 763 1374 1002"> <thead> <tr> <th colspan="2">I Can Write Stories</th></tr> <tr> <td>Name.....</td><td>Pre-Drafting</td></tr> </thead> <tbody> <tr> <td>Who?</td><td><input type="text"/></td></tr> <tr> <td>What?</td><td><input type="text"/></td></tr> <tr> <td>When?</td><td><input type="text"/></td></tr> <tr> <td>Where?</td><td><input type="text"/></td></tr> </tbody> </table> <p>https://drive.google.com/drive/folders/1xolcRX8W26Z7SiRMUztEsFnkfRCLNdTG</p> <p>Task assessment</p> <p>Learners create their own story by using linkers and the past tense words provided in the pre-task.</p>	I Can Write Stories		Name.....	Pre-Drafting	Who?	<input type="text"/>	What?	<input type="text"/>	When?	<input type="text"/>	Where?	<input type="text"/>	
I Can Write Stories															
Name.....	Pre-Drafting														
Who?	<input type="text"/>														
What?	<input type="text"/>														
When?	<input type="text"/>														
Where?	<input type="text"/>														

<p>Indicators of learning:</p> <p>Pre-drafts his/her piece of writing</p> <p>Revises is/her piece of writing</p> <p>Edits his/her piece of writing.</p> <p>Publishes his/her piece of writing</p> <p>Organizes a story in a logical sequence</p>		 <p>https://drive.google.com/drive/folders/1xolcRX8W26Z7SiRMUztEsFnfRCLNdTG</p> <p style="text-align: center;">Post-Task</p> <p>Teacher asks for students to volunteer and share their short story.</p> <table border="1" data-bbox="783 801 1790 1046"> <thead> <tr> <th data-bbox="783 801 1284 882">Self-Assessment</th><th data-bbox="1284 801 1516 882">Yes</th><th data-bbox="1516 801 1727 882">On my way!</th><th data-bbox="1727 801 1790 882">Help!</th></tr> </thead> <tbody> <tr> <td data-bbox="783 882 1284 964">I can organize a story in a logical sequence</td><td data-bbox="1284 882 1516 964"></td><td data-bbox="1516 882 1727 964"></td><td data-bbox="1727 882 1790 964"></td></tr> <tr> <td data-bbox="783 964 1284 1046">I can refer to past experiences</td><td data-bbox="1284 964 1516 1046"></td><td data-bbox="1516 964 1727 1046"></td><td data-bbox="1727 964 1790 1046"></td></tr> </tbody> </table> <p style="text-align: center;">Pre-task</p> <p>Students listen to a video and sing the phonics song</p> <ul style="list-style-type: none"> - ot family https://www.youtube.com/watch?v=aKfEWJPgd0E https://www.youtube.com/watch?v=E2ZghKzfJE0 - at family https://www.youtube.com/watch?v=DkUunCiP3Hs 	Self-Assessment	Yes	On my way!	Help!	I can organize a story in a logical sequence				I can refer to past experiences				
Self-Assessment	Yes	On my way!	Help!												
I can organize a story in a logical sequence															
I can refer to past experiences															

<p>R.PA.2. Reads words decoding English graphemes and phonemes using knowledge of phonemic awareness.</p>	<p>R.PA.2. decode English graphemes and phonemes using knowledge of</p>	<ul style="list-style-type: none"> - in family https://www.youtube.com/watch?v=P6UFtbsLXPY <p>Task-rehearsal</p> <p>Teacher will tell the students a set of words and the students will say the word family.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Teacher says cat, bat, mat... rhyme is? Students will then say "at" 2. Teacher says cot, hot, pot... rhyme is? Students will say "ot" 3. Teacher say bin, tin, win... rhyme is? Students will say "in" <p>Teacher can continue with a few more examples to check for understanding.</p> <p>Task completion</p> <p>Students do phoneme substitution by using the following videos.</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=wo3KP0TFw4s ot - https://www.youtube.com/watch?v=HjJ4BTm8fdE at - https://www.youtube.com/watch?v=aZml3feY-zY in <p>Task assessment</p> <table border="1" data-bbox="876 1052 1657 1313"> <thead> <tr> <th style="text-align: center;">Self – Assessment</th><th style="text-align: center;">Yes!</th><th style="text-align: center;">On my way!</th><th style="text-align: center;">Help!</th></tr> </thead> <tbody> <tr> <td>I can identify words in the -at family. (ex: _____, _____, _____)</td><td></td><td></td><td></td></tr> <tr> <td>I can identify words in the -ot family. (ex: _____, _____, _____)</td><td></td><td></td><td></td></tr> <tr> <td>I can identify words in the -in family. (ex: _____, _____, _____)</td><td></td><td></td><td></td></tr> </tbody> </table>	Self – Assessment	Yes!	On my way!	Help!	I can identify words in the -at family. (ex: _____, _____, _____)				I can identify words in the -ot family. (ex: _____, _____, _____)				I can identify words in the -in family. (ex: _____, _____, _____)			
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I can identify words in the -in family. (ex: _____, _____, _____)																		

	phonemic awareness.		
Indicator of learning: Substitutes initial sounds to make new words Reads words in the -ot family. Reads words in the -at family. Reads words in the -in family.			

Integrated Mini-Project			Time		
<ul style="list-style-type: none"> - Planning: The class is divided into groups of three. Learners are told they are tourist guide going to a tourist fair. They have to advertise the beauties found in Costa Rica National Parks. Each group decides on a National Park they would like to create a poster about and the information they would like to include. - Creating: Learners design their poster. - Rehearsing: Learners rehearse their presentation - Participating: Learners present their poster orally: self and peer assessment 			Learners present their poster orally in week 5 or 6		
Reflective Teaching					
What worked well	What didn't work well	How to improve			
Enduring Understanding Reflection					

Learner Self-Assessment			
<i>I can...</i>	Yes	Sort of	No. Help!
Recognize the most important points in a straightforward presentation about a national park.			
Follow the organization of a written passage.			
Identify specific information from written text about national parks			
Ask straightforward questions appropriately about Costa Rica's national Parks in an info-gap activity			

Recognize what has been said about Costa Rica's national parks in an info-gap activity.			
Organize a story in a logical sequence			
Substitute initial sounds to make new words			
Read words in the -ot family.			
Read words in the -at family.			
Read words in the -in family.			

Listening: Task Rehearsal

Script

Tina's trip to Tapanti National Park

Hi, my name is Tina. Last December I went to Costa Rica, and I visited Tapanti National Park. The park offers visitors many activities to do. I hiked the trails, swam in the river and enjoyed the picnic areas. Also, wildlife is awesome. I saw many quetzals and other animals such tapirs, raccoons, snakes, white-tail deer, and white-faced monkeys. Tapanti National Park is an excellent choice for a day trip.

Listening Exercise (Task-Completion)

Script

Last February I went to Costa Rica and I visited Rincon de la Vieja Volcano National Park. This park is situated in the popular Guanacaste region of Costa Rica. This park is characterized by a volcano and jungle. During my trip Rincon de la Vieja National Park, I went hiking to the trails and swam under beautiful waterfalls. Also, wildlife is amazing. I saw monkeys, sloths, and tapirs. There are hotels nearby, but camping is also permitted within this park for those wishing to spend some more time in the great outdoors. I loved my trip to this place.

Listening Exercise

Instructions: Listen to Thomas giving an oral presentation about his visit Rincón de la Vieja National Park, and then choose the answer that best completes each statement.

1. What is Rincón de la Vieja National Park like?

- a. There are sandy beaches and a jungle.
- b. There is a volcano and a jungle
- c. There are rivers and a volcano.

1. What activities did he do at Rincón de la Vieja National Park?

- a. Hiking and swimming under the waterfalls,
- b. Zip lining and swimming
- c.** hot springs and hiking

3. What wildlife animals did he see at Rincón de la Vieja National Park?

- a. Slots, snakes and spiders
- b. Lizards, monkeys, and turtles
- c.** Monkeys, sloths, and tapirs

A Breath of Fresh Air:

A breath of fresh air

Last weekend I **took** a breath of fresh air. My family and I **went** to Guanacaste to visit Ostional Wildlife Reserve. I had never **visited** this place before. First, we **made** a long trip to Guanacaste while we **saw** wonderful landscapes as beaches, forests and waterfalls. Then, we **arrived** at an amazing beach on the road and we **walked** on the sand. My father **listened** that the turtles were outside. So, we **moved** quickly to the next beach where they nest. After that, we **found** a tour guide near Ostional beach. She **told** us that the turtles travel lots of distance to lay their eggs on the beach that they have been born. I also **learned** that they swim with the sea currents and that they use the stars to locate themselves. Finally, we **ate** ceviche in a local restaurant and we **swam** in the peaceful river.

1. Cut the paragraphs and ask the students to build a whole text.

Match them to the pictures.

Questions	Yes /no
1. Where did you go?	– Did you swim there?
2. When did you go?	– Did you see turtles?

3. Who did you go with?

4. What did you see at the beach?

5. Where did you swim?

6. What did you learn?

7. What did you eat?

– Did you like it?

Activities in past tense:

- Saw, Went
- Ate, swam
- Took, walked
- Watched, visited
- Listened, learned
- Did



Last weekend I **took** a breath of fresh air. My family and I **went** to Guanacaste to visit Ostional Wildlife Refuge. I have never **visited** this place before.



First, we **made** a long trip to Guanacaste while we **saw** wonderful landscapes as beaches, forests and waterfalls.



Then, we **arrived** at an amazing beach on the road and we **walked** on the sand. My father **listened** that the turtles were outside.



So, we **moved** quickly to the next beach where they nest. After that, we **found** a tour guide near Ostional beach.



She **told** us that the turtles travel lots of distance to lay their eggs on the beach that they have been born.



I also **learned** that they swim with the sea currents and that they use the stars to locate themselves.



Finally, we **ate** ceviche in a local restaurant and we **swam** in the peaceful river.



A	B
Where did Oscar go? ()	1. He went to Ostional with his family.
When did he go? ()	2. He saw landscapes, beaches, forests, and waterfalls
Who did he go with? ()	3. He went to Ostional Wildlife Refugee
What did he see? ()	4. He ate ceviche, swam in the river, and observe turtles.
What activities did he do? ()	5. He went to Ostional last weekend.

See	Did	Took	Go	Learn
-----	-----	------	----	-------

Take	Visit	Saw	Watch	Do
Learned	Went	Listen	Eat	Ate
Watched	Visited	Walked	Listened	Walk

WHO?



WHERE?



WHEN?

Last weekend

WHAT?

did they see?



did they eat?



*RETELL
ROPE*

HI! WE ARE...

PETER

Last weekend we Went to...

DIANE

FIRST

Ostional Wildlife Refuge
Protecting turtles



We **Made** a long trip...



We **arrived** at an amazing beach
and **walked** on the sand...

THEN

AFTER THAT



We **moved** to the next beach where we **found** many baby turtles!

FINALLY



We **ate** ceviche in a local restaurant and **swam** in the peaceful sea .

Task Assessment _Writing

Drafting name _____

FIRST

THEN

AFTER THAT

FINALLY

```
graph TD; FIRST([FIRST]) --> Box1[ ]; THEN([THEN]) --> Box2[ ]; AT([AFTER THAT]) --> Box3[ ]; FINALLY([FINALLY]) --> Box4[ ]
```

Task Completion:

I Can Write Stories	
Name: _____	
Pre -Drafting	
Who?	
	
What?	
	
When?	
	
Where?	
	

SOME PLACES WHERE I WENT



- Which National Park did you visit?
- Where did you go?
- What did you do?
- What did you see?

SIMPLE PAST TENSE

Verbs:

See	Did	Took	Go	Learn
Take	Visit	Saw	Watch	Do
Learned	Went	Listen	Eat	Ate
Watched	Visited	Walked	Listened	Walk



Term: I	Level: Fourth	Unit: 2	Week:4		
Domain: Socio-Transactional	Scenario: Natural Resources	Theme: Protecting our National Parks			
Enduring Understanding: National parks provide homes and food to animals and jobs, education and entertainment for people.					
Essential Question: Why do national parks matter to us?					
<p style="text-align: center;">Dimensions</p> <p style="text-align: center;">1. Ways of thinking (X)</p> <p style="text-align: center;">2. Ways of living in the world (X)</p> <p style="text-align: center;">3. Ways of relating with others (X)</p> <p style="text-align: center;">4. Tools for integrating with the world (X)</p>					
Learn to Know	Learn to Do	Learn to Be and Live in Community			
Grammar & Sentence Frames <u>Modal - should</u> <ul style="list-style-type: none"> – People should follow the rules of the park. – Visitors' shouldn't throw garbage on the paths. 	<p style="text-align: center;">Function</p> <ul style="list-style-type: none"> • Making suggestions <p style="text-align: center;">Discourse Markers</p> <p>Linkers: Sequential - past tense First, then, after that, finally</p>	<p style="text-align: center;">Psycho-social</p> <ul style="list-style-type: none"> – Working cooperatively with others. <p style="text-align: center;">Sociocultural</p>			

<ul style="list-style-type: none"> - We shouldn't feed animals there. <p><u>Simple past tense regular and irregular</u></p> <ul style="list-style-type: none"> - I went to Rincón de la Vieja in July. - I hiked to a waterfall. - I swam in the hot spring. <p>Vocabulary</p> <p><u>Protecting our National Parks</u></p> <ul style="list-style-type: none"> - Do not litter. - Do not feed the animals. - Do not pollute water. - Do not kill animals or destroy plants and trees. - Protect the wildlife. - Preserve nature. <p>Phonology</p> <p>Phonemic Awareness</p> <p>Identifying short vowel sounds (-at, -in, -ot) in orally stated single-syllable words. (e.g., hen, hat, mad, hot.)</p>		<ul style="list-style-type: none"> - Using the right choice of interjections (e.g. Oh! Wow! Beautiful!) <p>Idioms/phrases</p> <ul style="list-style-type: none"> - "Have the time of my life" (to enjoy an experience very much)
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Assessment Strategies & indicators of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p>Pre-teaching</p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question on the board, and class agenda, etc</p> <p>Warm up</p> <p>Students take a trip to an imaginary wild place. Students are asked to close their eyes and listen to the following video: https://www.youtube.com/watch?v=PU0rVQqKEEK.</p> <p>Then, students open their eyes and the video is played again.</p> <p>Teacher encourages learners to talk about how human behavior has developed a negative impact on national parks. Students are encouraged to reflect on how we can protect our national parks. They explain that the impact of visitors on the environment can be severe, even though the damage they cause may be entirely unintentional.</p> <p>A brainstorming could be done on the board.</p> <p>(For example - Litter - Broken branches - Ring barked trees -Trampled vegetation • Headless flower stalks • Graffiti • Missing or relocated rocks - Removal of timber - Boise - Artificial light - Graffiti on Aboriginal sites - Feeding native animals)</p>	

	<p style="text-align: center;">Activation Prior knowledge</p> <p>Learners watch the video: https://www.youtube.com/watch?v=BZvE25UGQxE</p> <p>Teacher encourages students to answer the questions:</p> <ul style="list-style-type: none"> -How can people preserve different animal species? -What can people do to take care of animals at the national parks? <p>(Buy sustainable products, set up preserves/national parks, pass laws, help local people find other sources of income, reduce emissions that lead to climate change)</p> <p style="text-align: center;">Modeling</p> <p>Teacher writes 'How can we protect our national parks?' on the board. Then, he/she draws two columns:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="padding: 10px;">Should</th><th style="padding: 10px;">Shouldn't</th></tr> </thead> <tbody> <tr> <td></td><td></td></tr> <tr> <td style="height: 40px;"></td><td style="height: 40px;"></td></tr> </tbody> </table> <p>Teacher sticks cards with pieces of advice on each column, reads them, and explains meaning by using mimics and drawings.</p> <p>Pieces of advice:</p> <p>The teacher says: "You should..."</p>	Should	Shouldn't					10 min 10 min
Should	Shouldn't							
								

- Save energy. Switch off lights you don't need.
- Save paper.
- Plant trees.
- Buy biodegradable cleaning products
- Use reusable bags instead of paper ones.
- Recycle, reduce, and reuse different products

You shouldn't...

- Waste water
- Litter
- Feed the Animals.
- Pollute Water.
- Kill Animals
- Destroy plants and trees.

Teacher reads each piece of advice twice, sticks it in the right column, and invites learners to pronounce each statement after him/her.

Teacher reinforces the target vocabulary by modeling the pronunciation of key phrases. Students participate in choral repetition.

https://docs.google.com/presentation/d/1MvCR8Cb36XsA1rSUUxpv6TdHGHMpoHUTVvlqQXyGbwY/edit#slide=id.g706b0d871c_0_103

Clarifying

All the cards used in the modeling section are kept hidden. Some volunteers go to the front and paste the cards on the corresponding place. As each learner sticks the card, he/she reads the piece of advice using should or shouldn't. The rest of the students provide feedback.

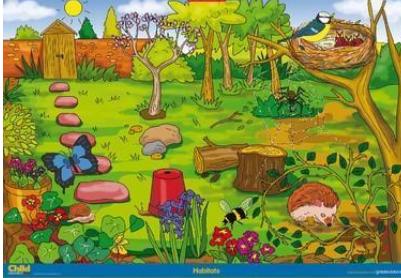
<p>L.3. Recognizes the most important points in a straightforward talk or presentation.</p>	<p>L.3. Recognize the most important points in a straightforward talk or presentation.</p> <p>Teacher holds the cards up on the air and asks: “Should we kill animals?” and the learners answer: “No, we shouldn’t. “Should we save energy?” Yes, we should.</p> <p>Pre-task</p> <p>Teacher shares the goal of the lesson. Learners review the target language by playing a memory game where they match a piece of advice to pictures.</p> <p>The learners shuffle the sets of cards separately and spread them out face down on the floor in two sets. Students then take it in turns to turn over one picture card and one piece of advice. If the cards match, the student keeps the cards and has another turn. If the cards don't match, the student turns them back over, keeping them in the same place. The game continues until all the cards have been matched. The student with the most pairs of cards at the end of the game wins.</p> <p>Next, the teacher uses the card to review them with the class.</p> <p>Task-rehearsal</p> <p>Teacher distributes the cards with the pieces of advice among the learners. They are told that the teacher was asked to record a video giving an oral presentation on how to protect our national parks. As they listen to the teacher recording, anytime one of the pieces of advice is mentioned, the learner with that card stands up and remains that way until the teacher's recording finishes.</p>	
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<p>Indicator of learning</p> <p>Recognizes the most important points in a straightforward oral presentation about ways to protect national parks.</p>	<p>All the learners standing up go to the front and the rest of the class decides if those pieces of advice were mentioned or not.</p> <p>Task-completion</p> <p>Learners, individually, work on the following listening exercise:</p> <p>Instructions: Listen to Karla giving a presentation to her class on how to protect national parks. What suggestions does she give? Check the corresponding answers.</p> <table border="0" style="width: 100%;"> <tbody> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Switch off lights you don't need. <input type="checkbox"/> Don't waste paper. <input type="checkbox"/> Plant trees. <input type="checkbox"/> By biodegradable cleaning products <input type="checkbox"/> Use reusable bags <input type="checkbox"/> Don't destroy plants and trees. </td><td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Recycle, reduce, and reuse <input type="checkbox"/> Don't waste water <input type="checkbox"/> Don't litter the parks <input type="checkbox"/> Don't feed the Animals. <input type="checkbox"/> Don't pollute water. <input type="checkbox"/> Protect Animals </td></tr> </tbody> </table>	<input type="checkbox"/> Switch off lights you don't need. <input type="checkbox"/> Don't waste paper. <input type="checkbox"/> Plant trees. <input type="checkbox"/> By biodegradable cleaning products <input type="checkbox"/> Use reusable bags <input type="checkbox"/> Don't destroy plants and trees.	<input type="checkbox"/> Recycle, reduce, and reuse <input type="checkbox"/> Don't waste water <input type="checkbox"/> Don't litter the parks <input type="checkbox"/> Don't feed the Animals. <input type="checkbox"/> Don't pollute water. <input type="checkbox"/> Protect Animals	
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	<p>Task-assessment</p> <p>Learners play “Chinese Whispers”. The class is divided into three groups. Each group forms a line, and the first player comes up with a message (a piece of advice to protect national parks) and whispers it to the ear of the second person in the line. The second player repeats the message to the third player, and so on. When the last player is reached, they announce the message they heard to the entire group. The first person then compares the original message with the final version.</p> <p>Pre-task</p> <p>Teacher shares the goal of the lesson. Students are shown a collage about actions we can do to take care of protected areas in order to review vocabulary and expressions. E.g. We should _____ / We shouldn't _____ Pictures for creating the collage can be found at https://drive.google.com/open?id=1JrFYU1GJS7qem9u4OjKIXe1mplEenNYZ</p> <p>Task-rehearsal</p> <p>Teacher pastes the handout below on the board. Using the images as stimulus, the teacher asks the group as he/she points to one of the pictures: “<i>What should we do to save the Earth?</i>” The learners are encouraged to make suggestions: “<i>We should plant trees?</i> Then, the teacher asks: <i>What shouldn't we do to save the Earth?</i> The learners suggest: <i>We shouldn't use plastic bags.</i>” Volunteers go to the front and asks questions to their peers.</p>	
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<p>Indicators of learning</p> <p>Asks for suggestions on how to protect the environment.</p> <p>Makes suggestions on how on to protect the environment.</p>	<p>Then, the class is divided into pairs. Learners asks each other and use the pictures of the handout to answer.</p> <p>What should / shouldn't we do to save the Earth?</p> <p>1. We _____ use _____ bags. </p> <p>2. We _____ use our bikes instead of _____ transport. </p> <p>3. We _____ kill or hurt animals from the wild. </p> <p>4. We _____ plant trees. </p> <p>5. We _____ use recycled paper. </p> <p>6. We _____ use rechargeables batteries. </p> <p>7. We _____ turn on the light all day. </p> <p>8. We _____ use energy efficient light bulbs. </p> <p>9. We _____ wrap the gifts because we _____ paper. </p> <p>10. We _____ save _____. </p> <p>Task completion</p> <p>The teacher cuts the handout into pieces and divides the class into two groups: A and B. Each student from Group A gets one of the pieces of advice; Group B asks questions about what we should/shouldn't do to save the Earth. Learners mingle around asking for and giving suggestions on to protect the environment.</p> <p>After some time, the groups switch roles.</p> <p>1. We _____ use _____ bags. </p> <p>7. We _____ turn on the light all day. </p>	
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<p>R.3. Follows a set of clear-cut instructions.</p>	<p>R.3. follow a set of clear-cut instructions,</p> <p>Task assessment</p> <p>Teacher invites the class to go for a tour ride. Teacher arranges the class in order to make it look like the inside of a bus (Parallel lines with students sitting in pairs). Students watch the video, while the Teacher is driving the bus. Along the video there is a question being displayed; students should shout the word “stop”. Then the teacher reads the question out loud for students to discuss with the person next to them.</p> <p>Once the students have discussed the question (half a minute or 40 seconds per question) the teacher will ask them to mingle (everybody should sit at a different place). Once they have a new partner, the teacher might ask them to discuss the same question or could play the video again while continuing driving and waiting for the next question in order to start the discussion again.</p> <p>It is very important to make sure that students sit at a different place before each new question in order to promote socialization and let them share vocabulary with their peers. https://youtu.be/i7ibzorjeko</p> <p>Pre-task</p> <p>Teacher introduces the goal of the lesson. Teacher activates prior knowledge by holding a discussion on why it is important that we look after our natural habitats.</p> <p>Prompt question: What does nature do for us? (provide food, clothing, medicine etc) What can we do to take care of it?</p>	
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Indicator of learning	<p>especially if there are pictures or diagrams to illustrate the most important steps.</p>  <p>Task-rehearsal</p> <p>Students are shown pictures about problems that can be found in different national parks. Students take a tour around the classroom to read the information on the pictures. Each picture describes problems at national parks.</p> <p>https://drive.google.com/open?id=1j7ot1JLHOB8IGmx7AXM9wYny4-aov82p</p> <p>Students brainstorm environmental problems found at national parks.</p> <p>Task completion</p> <p>Students are introduced to the rules for a game of True and False Park Rules. Teacher spreads sheets of newspaper with a big 'T' (true) or a big 'F' (false) on the floor (12 of each). Students walk slowly around the room. Learners read one of the true or false questions. Students must step on a piece of paper with the correct answer – up to two students per piece of paper. Only those on the correct piece of paper stay in the game. Two sheets from each category (T and F) are removed from the floor each round. The next question is read and the process repeats itself until there is only one person left.</p>
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<p>Follows a set of clear-cut written instructions.</p> <p>W.2. Uses simple sentences and expressions to describe people and things.</p>	<p>The list of rules can be found at https://drive.google.com/open?id=18eCV8zB9t99W9l0QOcWxs3Df7fRLpuK</p> <p>Task assessment Students play a game called: four corners. Instructions: Teacher numbers the four corners in the room. She / he would randomly choose one student to stand in the middle of the classroom and be "It." This student must close his/her eyes (or tie up his/her eyes) and count down from ten loudly. The rest of the students should walk to a corner of the classroom (same amount of students per corner). The person in the middle then chooses a number from 1-4, and the students who are in that specific corner of the room must think of a national park rule as a group and say it aloud.</p> <p>Pre-task Teacher shares the goal of the lesson. Teacher provides two big signs to paste on the wall opposite sides of the class, one says: Visitors should and the other one says: Visitors Should not. Teacher calls some statements about people's behaviors at national parks? Learners move from one side to another to choose one of the signs according to what they hear.</p> <ul style="list-style-type: none"> → Visitors throw garbage on the paths. → People follow the rules of the park. → We feed animals there. → We litter or contaminate. → Visitors stay on the paths.
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<p>Indicator of learning</p> <p>Uses simple sentences and expressions to refer to ways of</p>	<p>the people around them.</p> <ul style="list-style-type: none"> → We keep up the restrooms clean → We save wildlife. → I went to Rincón de la Vieja and left garbage on the trails. → I hiked to a waterfall and saw people feeding animals. → I swam in the hot spring, but there were a lot of toxic substances. → We walked around Jaco's Beach and watched people collecting plastic bottles. <p>Task-rehearsal</p> <p>For this activity everybody sits on the floor in a circle and play Hot potato. This game involves learners gathering in a circle and tossing a small object such as a beanbag or even a real potato to each other while music plays. The player who is holding the object when the music stops must mention something tourist should or shouldn't do when visiting a national park.</p> <p>Task completion</p> <p>Learners create a collage in groups of four. They should use all of the sentence frames to write short sentences describing the pictures. This topic would be related to the do's and don'ts when visiting a national park. Use sentence frame: should- shouldn't. ...</p> <p>https://drive.google.com/open?id=1JrFYU1GJS7qem9u4OjKIXe1mplEenNYZ</p>
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protecting national parks.

R.PA.2. Reads words decoding English graphemes and phonemes using knowledge of phonemic awareness.

R.PA.2. decode English graphemes and phonemes using knowledge of phonemic awareness. surroundings, their daily activities, and the people around them.

Task assessment

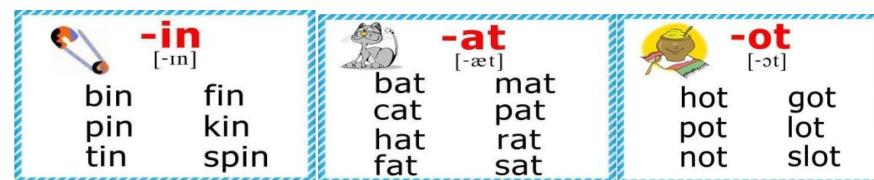
Using the collage, learners will present an oral presentation to put into practice their background knowledge. Students should read the sentences that they wrote for each picture in their collage.

Pre-task

Teacher introduces the goal of the lesson.

Students review the sounds from last week- short vowel sounds (-at, -in, -ot)

Teacher uses flashcards to reinforce each sound and consonant combination



Task-rehearsal

Teacher draws a big hopscotch on the floor and places on each spot the (-at, -in, -ot) sounds randomly. For the game, the student will roll the dice, take the allotted number of hops, say a word, and pronounce a word with the sound that they land on to move ahead. Students take turns playing.

<p>Indicator of learning: Reads words in the - ot family.</p> <p>Reads words in the - at family.</p> <p>Reads words in the - in family.</p>	<p>Task completion Learners, individually, read words for the -ot, -at, and -in family. Teacher monitors learners' performance closely.</p> <table border="1" data-bbox="724 355 1850 584"> <tbody> <tr> <td style="text-align: center;">  -in <small>[‐ɪn]</small> bin fin pin kin tin spin </td><td style="text-align: center;">  -at <small>[‐æt]</small> bat mat cat pat hat rat fat sat </td><td style="text-align: center;">  -ot <small>[‐ɒt]</small> hot got pot lot not slot </td></tr> </tbody> </table> <p>Task assessment Learners identify given words: Teacher uses three different boxes with the three sounds labeled. Learners pick a word from a pile with all mixed words, read the word and place it in the corresponding sound box..</p>	 -in <small>[‐ɪn]</small> bin fin pin kin tin spin	 -at <small>[‐æt]</small> bat mat cat pat hat rat fat sat	 -ot <small>[‐ɒt]</small> hot got pot lot not slot
 -in <small>[‐ɪn]</small> bin fin pin kin tin spin	 -at <small>[‐æt]</small> bat mat cat pat hat rat fat sat	 -ot <small>[‐ɒt]</small> hot got pot lot not slot		

Integrated Mini-Project			Time		
<ul style="list-style-type: none"> - Planning: The class is divided into groups of three. Learners are told they are tourist guide going to a tourist fair. They must advertise the beauties found in Costa Rica National Parks. Each group decides on a National Park they would like to create a poster about and the information they would like to include. - Creating: Learners design their poster. - Rehearsing: Learners rehearse their presentation - Participating: Learners present their poster orally: self and peer assessment 			Learners present their poster orally in week 5 or 6		
Reflective Teaching					
What worked well	What didn't work well	How to improve			
Enduring Understanding Reflection					

Learner Self-Assessment			
<i>I can...</i>	Yes	Sort of	No. Help!
Recognize the most important points in a straightforward oral presentation about ways to protect national parks.			

Ask for suggestions on how to protect the environment.			
Make suggestions on how on to protect the environment.			
Follow a set of clear-cut written instructions.			
Usesimple sentences and expressions to refer to ways of protecting national parks.			
Read words in the -ot family.			
Read words in the -at family.			
Read words in the -in family.			

Dos and Don't's Power Point:



Script for the listening exercise

Hello! My name is Karla Larson. I'm 15 years old. Today I'm going to give you some suggestions on how we can protect our national parks. First, don't use too much water when you wash your hands or take a shower. We shouldn't waste water. Also, don't litter the parks. Keep the garbage until you find a trash can. Littering makes our parks dirty. We shouldn't waste paper, either. We should recycle, reduce, and reuse paper because trees are being cut down to make the paper. We should plant trees and protect the animals.

Instructions: Listen to Karla giving a presentation to her class on how to protect national parks. What suggestions does she give? Check the corresponding answers.

- Switch off lights you don't need. Recycle, reduce, and reuse
- Don't waste paper. Don't waste water
- Plant trees. Don't litter the parks
- By biodegradable cleaning proc Don't feed the Animals.
- Use reusable bags
- Don't destroy plants and trees. Don't pollute water.
- Protect Animals



What should / shouldn't we do to save the Earth?

1. We _____
use _____
bags.



2. We _____
use our bikes instead of
_____ transport.



3. We _____
kill or hurt animals
from the wild.



4. We _____
plant trees.



5. We _____
use recycled paper.



6. We _____
use rechargeables
batteries.



7. We _____
turn on the light all day.



8. We _____
use energy efficient light
bulbs.



9. We _____
wrap the gifts because we
_____ paper.



10. We _____
save _____.



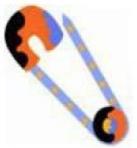
-at Phonemic Awareness Chart:



-at
[*-æt*]

bat	mat
cat	pat
hat	rat
fat	sat

-in Phonemic Awareness Chart:



-in
[*-ɪn*]

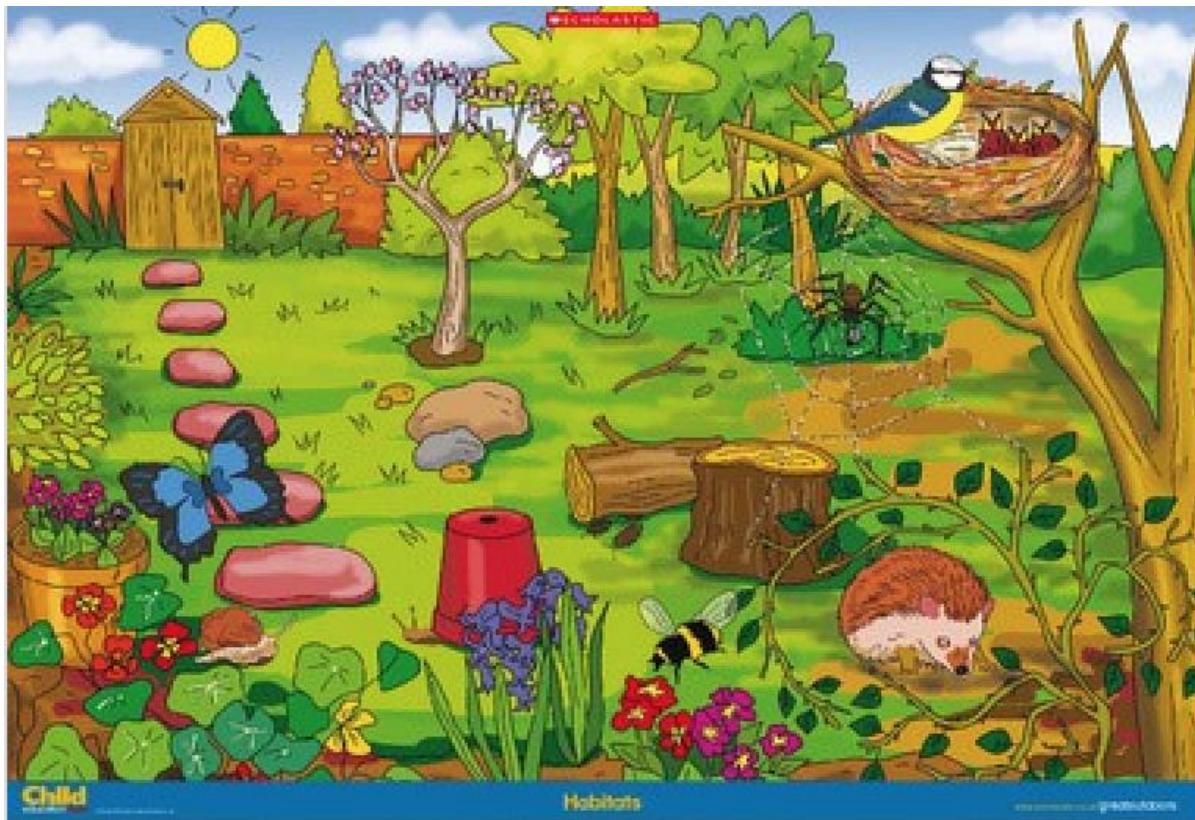
bin	fin
pin	kin
tin	spin

-ot Phonemic Awareness Chart:



-ot
[*-ɔt*]

hot	got
pot	lot
not	slot



True or False Task Completion:**List of true and false rules for visiting a national park**

Keep pets at home (T)	Ride your mountain bike on roads but not on walking tracks (T)
No kids allowed (F)	Don't use gas stoves – burn animal homes instead (F)
Remove all your rubbish (T)	Don't feed the wildlife (T)
Laughing is not permitted (F)	Only feed animals sausage rolls (F)
Do not disturb plants, animals, rocks and soil (T)	Tread lightly – keep to the tracks and trails (T)
Picking flowers is allowed on Mondays only (F)	Don't check the water depth before diving in (F)
Motor bikes must stay on roads (T)	Don't pick flowers (T) Put your tent on top of endangered plants (F)
Throw Rubbish in the river (F)	Use toilet facilities not the bush (T)
Use your four-wheel drive on walking tracks only (F)	Dump weeds from your garden in the national park (F)
Camp in camping areas only (T)	Do not touch or walk on historic sites or Aboriginal sites (T)

I visited Manuel Antonio National Park last weekend and noticed there was a lot of garbage.



I had a great time hiking to La Fortuna Waterfall last weekend, but it's sad that deforestation is destroying large areas of forest.



I went to a river last Sunday, but I did not swim because there are a lot of toxic substances from farms, towns and factories.



I took a tour to a forest last month and could notice loss of biodiversity.



We walked on the sand at Jaco's Beach and watched some people collecting shells.



My family and I swam in the hot springs in San Carlos, but they are certainly subject to trash dumping.









Créditos
Dirección de Desarrollo Curricular
Anabelle Venegas Fernández, Jefatura Departamento de Primero y Segundo Ciclos

Elaboración:
Ana Isabel Campos Centeno
Yaudy Ramírez Vásquez,
Asesoras Nacionales de Inglés, Departamento de Primero y Segundo Ciclos

Diana Sanchun Orozco,
Asesora Regional de Inglés, Dirección Regional de Educación de Nicoya

MSc. Gabriela Castillo Hernández
Asesora Regional de inglés, Dirección Regional de Educación de San Carlos

Ever Cordero Gomez, Equipo de docentes colaboradores
Alice Canales Solano, Equipo de docentes colaboradores
Sara Garcia Castillo, Equipo de docentes colaboradores
Ericka Sánchez Orozco, Equipo de docentes colaboradores
Lindsay León Torres, Equipo de docentes colaboradores
Alexa Chamberlin, Voluntaria de Cuerpo de Paz