

Level 5th Unit 5  
Scope and Sequence

mep  
Ministerio de  
Educación Pública

DIRECCIÓN DE DESARROLLO CURRICULAR  
Departamento de Primero y Segundo Ciclos

CONNECTING  
ELECTRONICALLY  
HEALTHY CHOICES  
BETTER LIFE  
GO GREEN

LET'S PLAY  
TELL ME A STORY  
VIVA VIDA IN MANY WAYS

Teacher's Guide for the New English Curriculum  
..... **Fifth Grade**  
**2021** **Unit 5**

Dimensions				
<b>1. Ways of thinking ( )</b>				
<b>2. Ways of living in the world ( X )</b>				
<b>3. Ways of relating with others ( X )</b>				
<b>4. Tools for integrating with the world ( )</b>				
<b>Scenario: Tell me a Story</b>				
<b>Enduring Understanding</b>	A good story has characters, a setting, a plot, and a theme. There are different story genres such as fairy tales, fiction, nonfiction, poetry, legends, comics and biographies.			
<b>Essential Question</b>	What makes a good story?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
<b>Theme</b> 1. Once Upon a Time	<b>Theme</b> 2. What a Wonderful Story!	<b>Theme</b> 3. Acting It Out	<b>Theme</b> 4. Let's Write a Story	
<b>Assessment:</b>  <b>L1.</b> Recognizes the main points in short, simple stories and reports when there is some previous	<b>Assessment:</b>  <b>L2.</b> Recognizes phrases and high frequency vocabulary related to areas of personal interest.	<b>Assessment:</b>  <b>SP.1.</b> Describes basic aspects of a story, fairy tale or fable.	<b>Assessment:</b>  <b>SI.2</b> Exchanges information about everyday matters using simple vocabulary.	<b>Assessment Instruments for Process/Product</b>

<p>understanding of the topic and if they are read slowly, clearly and possibly repeated.</p> <p><b>R1.</b> Recognizes readings, analyzes and enjoys texts.</p> <p><b>SI.1.</b> Asks others about what they like and dislike.</p> <p><b>R.P.A. 1</b> Shows knowledge of phonemic awareness by pronouncing sounds /s / z/ in initial position.</p> <p><b>Goals:</b></p> <p><b>L.1.</b> understand the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are</p>	<p><b>R2.</b> Recognizes most of what occurs in a well-structured short story and the story's main characters.</p> <p><b>SI.2</b> Exchanges information about everyday matters using simple vocabulary.</p> <p><b>R.P.A.1</b> Shows knowledge of phonemic awareness by pronouncing sounds /ŋk / ŋ/ in final position.</p> <p><b>Goals:</b></p> <p><b>L.2.</b> understand phrases and high frequency vocabulary related to areas of personal interest.</p> <p><b>R.2.</b> understand most of what occurs in a well-structured short story and can identify</p>	<p><b>W1.</b> Writes, with the help of illustrations, a little short story or fairy tale.</p> <p><b>R.P.A.1</b> Shows knowledge of phonemic awareness by pronouncing sounds the diagraphs (th, sh) in initial position.</p> <p><b>Goals:</b></p> <p><b>SP.1.</b> describe basic aspects of their day-by-day life, such as favorite foods and daily activities.</p> <p><b>W.1.</b> write a short text with the help of illustrations, a little short story or fairy tale.</p> <p><b>R.P.A.1</b> demonstrate knowledge of phonemic awareness by</p>	<p><b>W2.</b> Applies conventions of standard English when writing a short text.</p> <p><b>R.P.A. 1</b> Shows knowledge of phonemic awareness by pronouncing sounds the diagraphs (ph) in initial position.</p> <p><b>Goals:</b></p> <p><b>SI.2</b> exchange information about everyday matters using simple vocabulary.</p> <p><b>W.2.</b> apply conventions of standard English.</p> <p><b>R.P.A. 1</b> demonstrate knowledge of phonemic awareness by pronouncing sounds the</p>	<p style="text-align: center;"><b>Week 6</b></p> <p style="text-align: center;"><b>Suggested Integrated Mini project</b></p>
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<p>read slowly, clearly and possibly repeated.</p> <p><b>R.1.</b> comprehend readings, analyze and enjoy texts.</p> <p><b>SI.1.</b> ask others about what their likes and dislikes.</p> <p><b>R.P.A. 1</b> demonstrate knowledge of phonemic awareness by pronouncing sounds /s / z/ in initial position.</p>	<p>the story's main characters.</p> <p><b>SI.2</b> exchange information about everyday matters using simple vocabulary.</p> <p><b>R.P.A.1</b> demonstrate knowledge of phonemic awareness by pronouncing sounds /ŋk / ŋ/ in final position.</p>	<p>pronouncing sounds the diagraphs (th, sh) in initial position.</p>	<p>diagraphs (ph) in initial position.</p>	
<p><b>Function</b></p> <ul style="list-style-type: none"> <li>Identifying the components of a story</li> <li>Describing likes and dislikes</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>Describing setting and characters</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>Describing the main events in a story</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>Describing past events</li> </ul>	
<p><b>Discourse Markers</b></p> <p><u>Sequence adverbs-past tense</u></p> <p>First, next, then, finally</p>	<p><b>Discourse Markers</b></p> <p><u>Sequence adverbs-past tense</u></p>	<p><b>Discourse Markers</b></p> <p><u>Sequence adverbs-past tense</u></p> <p>First, next, then, finally</p>	<p><b>Discourse Markers</b></p> <p><u>Sequence adverbs-past tense</u></p> <p>First, next, then, finally</p>	

First, next, then,  
finally

<b>Grammar &amp; Sentence Frames</b>	<b>Grammar &amp; Sentence Frames</b>	<b>Grammar &amp; Sentence Frames</b>	<b>Grammar &amp; Sentence Frames</b>	
<u>Simple Present Tense</u>  <ul style="list-style-type: none"> <li>- The story takes place in ____.</li> <li>- The characters are_____</li> <li>- The story begins in/with _____.</li> </ul>	<u>Present progressive</u>  <ul style="list-style-type: none"> <li>- The main character is talking about.</li> <li>- The man is running when he sees a tall woman next to him.</li> </ul>	<u>Present perfect</u>  <ul style="list-style-type: none"> <li>- The three men have lived in the house for many years.</li> <li>- The child has not done the bed yet.</li> </ul>	<u>Simple Past</u>  <ul style="list-style-type: none"> <li>- One upon a time, there was/were ____.</li> <li>- The story was about _____.   <u>Interrogative past sentences beginning with "What."; "Where"; "Who"</u>   <ul style="list-style-type: none"> <li>- Where did the story take place?</li> <li>- What was the story about? Who felt sad in the story?</li> </ul> </li> </ul>	
<b>Phonemic Awareness</b>  <u>Practicing minimal pair sounds: s / z</u>  <ul style="list-style-type: none"> <li>- sip / zip</li> <li>- sue / zoo</li> <li>- place / plays</li> <li>- rice / rise</li> <li>- ice / eyes</li> </ul>	<b>Phonemic Awareness</b>  <u>Practicing minimal pair sounds: nk / n</u>  <ul style="list-style-type: none"> <li>- think / thing</li> <li>- sank / sang</li> <li>- bank / bang</li> <li>- rink / ring</li> <li>- sunk / sung</li> </ul>	<b>Phonemic Awareness</b>  <u>Practicing digraphs</u>  <ul style="list-style-type: none"> <li>- (th, sh, ph)</li> <li>- phone, photo</li> <li>- think, teeth,</li> <li>- she, shield</li> </ul>	<b>Phonemic Awareness</b>  <u>Practicing digraphs</u>  <ul style="list-style-type: none"> <li>- (th, sh, ph)</li> <li>- think, teeth,</li> <li>- she, shield</li> <li>- phone, photo</li> </ul>	



Vocabulary	Vocabulary	Vocabulary	Vocabulary
<p><u>1.Once upon a time</u></p> <p><u>Literature types</u></p> <ul style="list-style-type: none"> <li>-Fables, short stories, fairy tales, comics, poetry, legends</li> </ul> <p><u>Expressions and phrases</u></p> <ul style="list-style-type: none"> <li>- What's your favorite book/novel/fairy-tale? My favorite story is_____.</li> <li>- I like short stories, but I don't like novels.</li> <li>- My favorite fairy-tale is _____ because_____</li> <li>- My favorite story character is _____ because_____.</li> </ul> <p><u>Adjectives</u></p> <ul style="list-style-type: none"> <li>- Interesting</li> <li>- Hilarious</li> <li>- Entertaining</li> </ul>	<p><u>2. What a wonderful story!</u></p> <p><u>Expressions and phrases</u></p> <ul style="list-style-type: none"> <li>- What is the story about?</li> <li>- Who are the main characters?</li> <li>- What did you like the most?</li> </ul> <p><u>Descriptive words</u></p> <ul style="list-style-type: none"> <li>- Crooked, Deep</li> <li>- Huge, Skinny</li> <li>- Bitter, Delicious</li> <li>- Ancient, Mean</li> <li>- Good</li> </ul> <p><u>Adverbs</u></p> <ul style="list-style-type: none"> <li>- Far away</li> </ul>	<p><u>3.Acting it out</u></p> <p><u>Expressions and phrases</u></p> <ul style="list-style-type: none"> <li>- What's my role?</li> <li>- What should I do?</li> <li>- Who goes first, second?</li> <li>- When is my turn?</li> </ul> <p><u>Actions</u></p> <ul style="list-style-type: none"> <li>- vary tone and volume of voice</li> <li>- Express your emotions ( anger, delight, surprise, worry, fear)</li> <li>- Dress costumes</li> <li>- Use body language, miming and gesturing</li> <li>- Use pauses</li> <li>- Elicit and ask questions</li> <li>- Let's put some special effects with sounds</li> </ul>	<p><u>4.Let's write a story</u></p> <p><u>Parts of a story</u></p> <ul style="list-style-type: none"> <li>- Characters, setting, plot, conflict</li> </ul> <p><u>Descriptive Adjectives</u></p> <ul style="list-style-type: none"> <li>- attractive, adorable,</li> </ul> <p><u>Story characters</u></p> <ul style="list-style-type: none"> <li>-dragon, witch, princess</li> </ul> <p><u>Transition words, connectors, sequence words</u></p> <ul style="list-style-type: none"> <li>- Then, furthermore, after, finally</li> </ul>

<b>Psycho-social</b>	<b>Psycho-social</b>	<b>Psycho-social</b>	<b>Psycho-social</b>
<ul style="list-style-type: none"> <li>- Developing appreciation for literature</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>- Recognizing the importance of literature in people's lives.</li> </ul> <p><b>Idioms/phrases</b></p> <ul style="list-style-type: none"> <li>- God helps those who help themselves= Don't just wait for things to happen to you. Work hard to achieve your goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Developing a favorable attitude towards books as a way to enrich life</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>- Recognizing the importance of literature in people's lives.</li> </ul> <p><b>Idioms/phrases</b></p> <ul style="list-style-type: none"> <li>- Don't count your chickens before they are hatched.= You should not count on something until it happens.</li> </ul>	<ul style="list-style-type: none"> <li>- Stimulating and expanding creativity and imagination</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>- Gaining multiple cultural perspectives through the reading of literature pieces</li> </ul> <p><b>Idioms/phrases</b></p> <p>She found her prince charming. = She found her ideal mate.</p>	<ul style="list-style-type: none"> <li>- Stimulating and expanding creativity and imagination</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>- Gaining multiple cultural perspectives through the reading of literature pieces</li> </ul> <p><b>Idioms/phrases</b></p> <p>She cried crocodile tears. = She cried fake tears.</p>

Term: III	Level: Fifth Grade	Unit: 5	Week:1					
Domain: Socio-interpersonal	Scenario: Tell me a Story		Theme: Once Upon a Time					
<b>Enduring Understanding:</b> A good story has characters, a setting, a plot, and a theme. There are different story genres such as fairy tales, fiction, nonfiction, poetry, legends, comics and biographies.								
<b>Essential Question:</b> What makes a good story?								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #a6c9e9;"> <th style="text-align: center; padding: 5px;">Dimensions</th> </tr> </thead> <tbody> <tr style="background-color: #ffd700;"> <td style="text-align: center; padding: 5px;">1. Ways of thinking ( X )</td> </tr> <tr style="background-color: #ff9999;"> <td style="text-align: center; padding: 5px;">2. Ways of living in the world ( X )</td> </tr> <tr style="background-color: #00CEDB;"> <td style="text-align: center; padding: 5px;">3. Ways of relating with others ( X )</td> </tr> <tr style="background-color: #9999FF;"> <td style="text-align: center; padding: 5px;">4. Tools for integrating with the world ( )</td> </tr> </tbody> </table>				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 ( )
Dimensions								
1. Ways of thinking ( X )								
2. Ways of living in the world ( X )								
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4. Tools for integrating with the world ( )								
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>						
<b>Grammar &amp; Sentence Frames</b>	<b>Function</b>	<b>Psycho-social</b>						
<u>Simple Present Tense</u> <ul style="list-style-type: none"> <li>– The story takes place in ____.</li> <li>– The characters are_____.</li> <li>– The story begins in/with _____. </li> </ul>	<ul style="list-style-type: none"> <li>Identifying the components of a story</li> <li>Describing likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>– Developing appreciation for literature</li> </ul>						
<b>Discourse Markers</b>		<b>Socio-cultural</b>						
		<ul style="list-style-type: none"> <li>– Recognizing the importance of literature in people's lives.</li> </ul>						

<p><b>Phonemic Awareness</b></p> <p><u>Practicing minimal pair sounds: s / z</u></p> <ul style="list-style-type: none"> <li>- sip / zip</li> <li>- sue / zoo</li> <li>- place / plays</li> <li>- rice / rise</li> <li>- ice / eyes</li> </ul> <p><b>Vocabulary</b></p> <p><u>1. Once upon a time</u></p> <p><u>Literature types</u></p> <p>- Fables, short stories, fairy tales, comics, poetry, legends</p> <p><u>Expressions and phrases</u></p> <ul style="list-style-type: none"> <li>- What's your favorite book/novel/ fairy-tale? My favorite story is_____.</li> <li>- I like short stories, but I don't like novels.</li> <li>- My favorite fairy-tale is _____ because_____</li> <li>- My favorite story character is _____ because_____.</li> </ul>	<p><u>Sequence adverbs-past tense</u></p> <p>First, next, then, finally</p>	<p><b>idioms/ phrases</b></p> <p>God helps those who help themselves= Don't just wait for things to happen to you. Work hard to achieve your goals.</p>
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<u>Adjectives</u> <ul style="list-style-type: none"> <li>- Interesting</li> <li>- Hilarious</li> </ul> <p style="text-align: center;">Entertaining</p>			
<b>Assessment Strategies &amp; Evidences of learning (Diagnostic, formative, summative)</b>	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b>	<b>Time</b>
Learner...	Learner can	<p style="text-align: center;"><b><u>CONNECTION</u></b></p> <p style="text-align: center;"><b>Pre-teaching</b></p> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question, goal, Can Do's, and class agenda, etc. on the board</p> <p style="text-align: center;"><b><u>COLLABORATION</u></b></p> <p style="text-align: center;"><b>Warm up</b></p> <p>Teacher shows one part of the YouTube video: The Proud Horse and The Donkey Story in English / Stories for Teenagers   English Fairy Tales  <a href="https://www.youtube.com/watch?v=lMno9beR64g">https://www.youtube.com/watch?v=lMno9beR64g</a> until minute 5:59, and asks learners to take notes on what they understand about it, the principal ideas. Learners share their list of notes in pairs, and then with the whole group.</p> <p style="text-align: center;"><b>Activation of Prior Knowledge</b></p> <p>As soon as they finish sharing their notes, the teacher will guide the students with some flashcards or the presentation attached with the review of the vocabulary, such as</p>	40 minutes

He is a washerman.



It is a dunkey.



It is a horse.



**They are happy.**



The story takes place in an old hut by the river.



**The donkey is who carries the load.**



The characters are the washerman, the donkey and the horse.



**The story begins in \_\_\_\_\_.**

**The story begins with \_\_\_\_\_ .**



Then the teacher will ask the students the following questions:

Do you like stories?

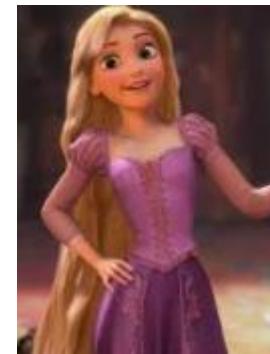
Which is your favorite story?

Who are the main characters?

Who is your favorite character?

What happened to them?

Which of the following fairy tales do you know?



Which one do you like the most?

Which one do you like the least?

### Modeling

– The teacher shares the meanings of Fables, short stories, fairy tales, comics, poetry, legends with examples of them:

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- **Fables** are a short story that tells a general truth or is only partly based on fact, or literature of this type. (Taken from <https://dictionary.cambridge.org/dictionary/english/fable>). For example: “The Lyon and the Mouse”, “The Fox and the Crow”, “It’s mine”, among others.

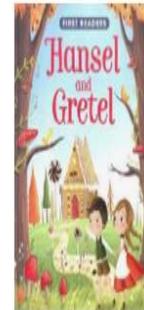


➤ **Short stories** is an invented story that is no more than about 10,000 words in length. (Taken from <https://dictionary.cambridge.org/dictionary/english/short-story?q=short+stories>) For example: "A dog's life", "Beatrix Potter", among others.

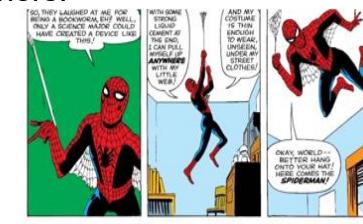


➤ **Fairy tale** is a traditional story written for children that usually involves imaginary creatures and magic. (Taken from: <https://dictionary.cambridge.org/dictionary/english/fairy-tale>). For

example: “Cinderella”, “Hansel and Gretel”, “Little Red Riding Hood” among others.



- **Comics** a magazine or book that contains a set of stories told in pictures with a small amount of writing (Taken from: <https://dictionary.cambridge.org/dictionary/english/comic>). For example: “Mafalda”, “Batman”, “Spiderman” among others.



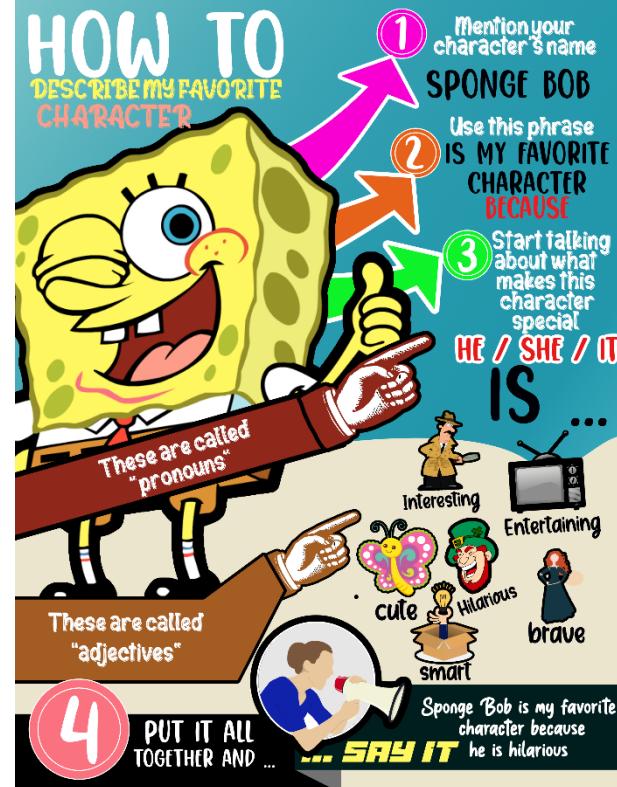
- **Poetry** are poems in general as a form of literature. (Taken from <https://dictionary.cambridge.org/dictionary/english/poetry?q=Poetry>), For

example: "Margarita de Baile", "Little things", among others.



- **Legends** are a very old story or set of stories from ancient times, or the stories, not always true, that people tell about a famous event or person. (Taken from <https://dictionary.cambridge.org/dictionary/english/legend>), For example: "La Segua", El Cadejos, "La carreta sin bueyes" among others.





- The students will read them with the teacher's help, and they will talk about their favorite short story or comic or legend by answering the teacher's question: What's your favorite book/novel/ fairy-tale? My favorite story is \_\_\_\_\_. My favorite fairy-tale is \_\_\_\_\_ because\_\_\_\_\_
- The teacher will ask them about the video they just saw, and they will notice it is a short story.

The teacher shows the students the video for the second time, and she will review the new vocabulary with the students, concerning the components of a

		<p>story, and she will guide them by pasting/writing the following sentences on the board, so the students can repeat them and remember them:</p> <ul style="list-style-type: none"> <li>- The story takes place in ____.</li> <li>- The characters are_____</li> <li>- The story begins in/with _____. </li> </ul>	
<p><b>L1.</b> Recognizes the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated.</p>	<p><b>L.1.</b> 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,</p>	<p><b>CLARIFICATION</b></p> <p><b>Clarifying</b></p> <p>The class will play A Magic Mirror. A Magic Mirror is really nothing more than a blank piece of paper, on which the students create a picture to illustrate a story that they will then tell to their peers. The drawing stage allows for individualized preparation time, as the students will think about their story as they create their picture. Thus allowing them to think about what they want to say in advance. They can use also the following sentences to help them organize their ideas:</p> <ul style="list-style-type: none"> <li>- The story takes place in ____.</li> <li>- The characters are_____</li> <li>- The story begins in/with _____. </li> </ul> <p><b>CONNECTION</b></p> <p><b>Pre-task</b></p> <p>-Teacher introduces the goal of the lesson.</p> <p>The teacher will write down on the whiteboard the title of the story that will present to the students: "Robin Hood", and tell the students that you are going to tell them that story.</p> <p>Then, ask the students if they know what a forest is and ask them questions about forests to capture their interest such as:</p>	<p>40 minutes</p>

	<p>clearly and possibly repeated.</p> <ul style="list-style-type: none"> <li>- 'Do we have a forest in our province?'</li> <li>- 'What is the name of the forest?'</li> <li>- 'When can we visit a forest?'</li> <li>- 'What do people do at a forest?'</li> </ul>	
<p><b><u>CLARIFICATION</u></b></p> <p>Task rehearsal</p> <p><b>Part A.</b> The students will listen to the short story by Learn English Kids. Animation by Slurpy Studios. at <a href="https://learnenglishkids.britishcouncil.org/short-stories/robin-hood">https://learnenglishkids.britishcouncil.org/short-stories/robin-hood</a> for the first time. The students will take notes about the characters in the story. If they do not have internet you can read it to them:</p> <p>People have told stories about Robin Hood for more than 700 years. Nobody knows if he was a real person or an invented character. In the legends, Robin was extremely intelligent and had a playful sense of humor. He loved playing tricks on people. 'Pick a card, any card!' The stories say that Robin Hood was a skilled archer and he always carried a bow and arrow. 'Ha ha, too easy!' He wore green clothes and a hat with a green feather. He lived in Sherwood Forest with a group of outlaws, or criminals, known as his 'Merry Men'. The group included Friar Tuck, 'Mmm, yummy!', Little John, who was unusually tall, 'Little is just my nickname!', and Robin's true love, Maid Marian. 'Take that!' Sherwood Forest was a royal hunting forest near Nottingham in England. Most people thought that forests were dangerous places to go. People travelling through the forests were often robbed by outlaws. 'Your money, please, my Lord!' 'Oh no, it's Robin Hood!' The stories say that Robin Hood only took money from rich people so that he could give it to people who needed it. So he became famous for 'robbing from the rich and giving to the poor'. 'Here you are, my dear.' 'Oh, thank you, Robin!' The Sheriff of Nottingham was Robin's arch-enemy. It was the sheriff's job to keep</p>		

<p>L.1.1 gets the gist in short, simple stories and reports if they are read slowly, clearly and possibly repeated by answering aloud general questions.</p>	<p>the woods safe and to make sure that nobody stole the king's deer. 'What's that? Is that Robin Hood?' The Sheriff of Nottingham tried to catch Robin Hood, but never succeeded. 'Oh no, not again!' Centuries ago people loved to tell each other stories of Robin Hood. Later he became a famous character in books, and nowadays Robin is still a well-loved hero in literature, theatre, TV and films</p> <p><b>Part B.</b> After listening for the second time to the story, the students will answer the following questions:</p> <ol style="list-style-type: none"> <li>1- Do you like the story?</li> <li>2- Who are the main characters?</li> <li>3. Where is the story taking place?</li> </ol> <p>The students will review some important vocabulary in order to understand it. They will observe the picture and they will write the word under it as it corresponds.</p>	
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### 1. What's the word?

Write the word under the pictures.

archer	feather	forest	criminal	tall	rob
money	rich	poor	sheriff	king	deer
archer					

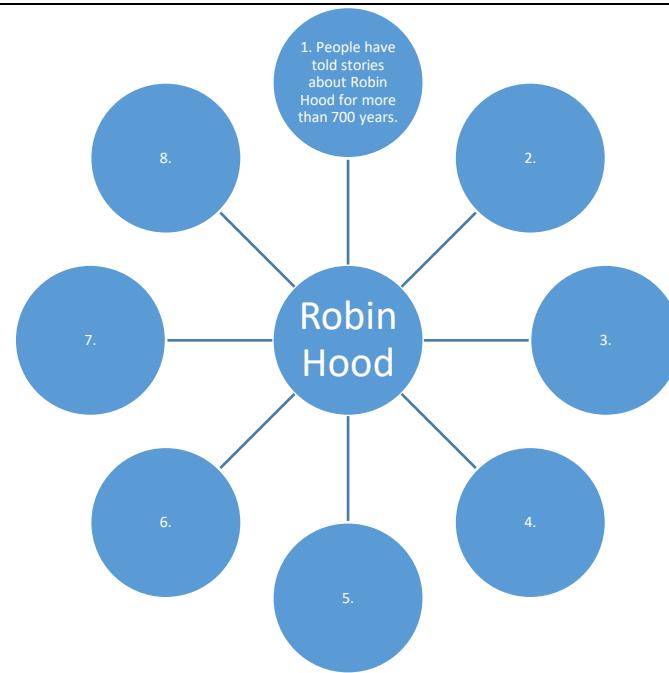
### COSTRCTION & APPLICATION

#### Task completion

The students will listen to the story again, and they will take notes concerning the main points.

The students will listen to the story for the last time, and they will order the sentences.

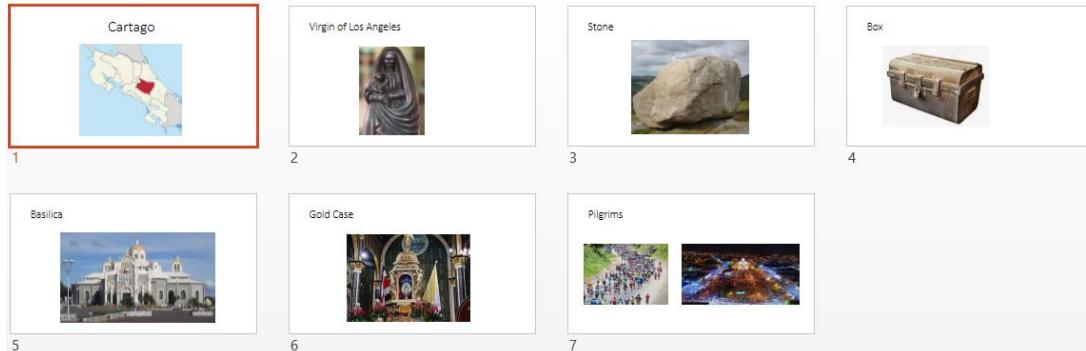
<p>L1.2 recognizes the main points in short, simple stories and reports when there is some previous understanding of the topic and if they are read slowly, clearly and possibly repeated by answering questions or by creating mind map.</p>	<p><b>2. What's the order?</b></p> <p>Listen to the story and put the sentences in order.</p> <p>The Sheriff of Nottingham was Robin Hood's arch-enemy.      The stories say that he was extremely intelligent and a skilled archer.      People have told stories about Robin Hood for more than 700 years.      Robin Hood is a well-loved hero in literature, theatre, TV and films.      He took money from rich people so that he could give it to people who needed it.      Nobody knows if he was a real person or an invented character.      The Sheriff of Nottingham tried to catch Robin, but never succeeded.      He lived in Sherwood Forest with a group of outlaws known as his 'Merry Men'.</p> <p><a href="http://www.britishcouncil.org/learnenglishkids">www.britishcouncil.org/learnenglishkids</a>  <small>© British Council, 2017 The United Kingdom's international organisation for educational opportunities and cultural relations. We are registered in England as a charity.</small></p>	
<p>With the help of the main points ordered, they will create a mind map.</p>		



### **Task assessment**

The class will participate in peer correction of the mind map, and then they will check all together the answers, so they will recognize the main points of the story they heard.

R1. Recognizes readings, analyzes and enjoys texts.	R.1. comprehend readings, analyze and enjoy texts.	<p style="text-align: center;"><b><u>CONNECTION</u></b></p> <p style="text-align: center;"><b>Pre-task</b></p> <p>-Teacher introduces the goal of the lesson. Teacher activates prior knowledge by showing different flashcards about the province of Cartago and the Virgin of Los Angeles.</p>	40 minutes
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-Teacher pastes or writes on the board the question: What legends do you know?  
 Students brainstorm about the legends they have read or been told about.

### ***COLLABORATION***

### ***CLARIFICATION***

**Task-rehearsal**

**In pairs, the students will talk about the legends they know and they enjoy, by asking questions like:**

- What's your favorite legend?
- My favorite legend is \_\_\_\_\_ because\_\_\_\_\_
- My favorite legend character is \_\_\_\_\_ because\_\_\_\_\_

### ***COSTRCTION & APPLICATION***

**Task completion**

**Read and answer:**

### **The Legend of the Virgin of Los Angeles**

In 1635, on August 2nd, a poor peasant girl named Juana Pereira found a stone with the image of the Virgin Mary in the stone. She found it on the edge of the city of Cartago. The image of the Virgin is six inches tall, and black, like the stone she was found in. Twice the image was taken from where Juana found it and put in

**R.1.1.** responds to questions completing diagrams and/or maps about favorite story or book.

a box. Twice the Virgin miraculously reappeared on the spot where Juana first found her. The Church Authorities finally were convinced that this was a miracle.

A big church, a Basilica, was built over the place where the Virgin was found. Today, you can see the little black Virgin "la negrita", in a special gold case, on the left side of the Basílica as you go inside.

The Virgin of Los Angeles, is the patron saint of Costa Rica. Every year, on her day of August 2<sup>nd</sup>, thousands of pilgrims come from all over the country. They come to see, and to pray at the feet of the little black Virgin that Juana Pereira found at Cartago so long ago.

**Answer the following questions on the diagram:**

1. Where was the Virgin of Los Angeles found?
2. Who found her?
3. When was she found?
4. What happened after the Virgin was taken and placed in a box?
5. What did the Catholic Church Authorities decide to do?
6. Where, exactly, can you see the Virgin of Los Angeles today?
7. Who comes to visit her on August 2nd?
8. Why do pilgrims from all over the country visit the Virgin of Los Angeles?
9. Why is she special for Costa Rica?

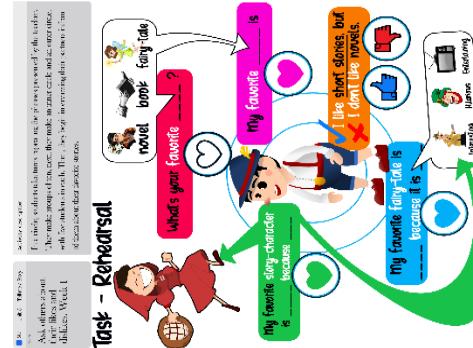
<p><b>R.1.2.</b> examines the main points of favorite story for making decisions and recommendations.</p>	 <p>The graphic organizer consists of a central yellow circle containing the title "The Legend of the Virgin of Los Angeles". This central circle overlaps with nine smaller circles arranged around it. The circles are colored in a gradient: top-left (blue), top-right (light green), middle-right (bright green), bottom-right (medium green), bottom-center (teal), bottom-left (light blue), middle-left (medium blue), top-left (yellow), and bottom-center (cyan). Each of these nine circles contains a number from 1 to 9, corresponding to the numbered questions listed below.</p> <p>The class will be divided into groups. Students will make a poster explaining some of the main points of the story and the decisions and recommendations they have concerning the legend, like Who comes to visit her on August 2nd? Have you visited the Virgin of Los Angeles? Have you walked from your place? What do you have to know before going to visit la Basilica? What do you recommend people who wants to go to Cartago to visit her?</p> <p>Each student will answer to the following questions:</p> <ol style="list-style-type: none"> <li>1. Do you like the legend of the Virgin of Los Angeles?</li> <li>2. How did you feel when she was found?</li> <li>3. Did you expected that she was going to disappear?</li> </ol>	
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<p><b>R.1.3.</b> connects personal feelings and experiences with the story read by responding to questions.</p>		<p>4. Have you visited the Virgin of Los Angeles Basilica?        5. If not, would you like to visit the Virgin of Los Angeles Basilica?</p> <p style="text-align: center;"><b>Task assessment</b></p> <p>The class will talk about the lovely experience it is to read a text and to understand it. They will share their ideas about it, and give positive feedback about their reading by making a draw.</p>	
<p><b>SI.1.</b> Asks others about what they like and dislike.</p>	<p><b>SI.1.</b> ask others about what their likes and dislikes.</p>	<p style="text-align: center;"><b><u>CONNECTION</u></b></p> <p style="text-align: center;"><b>Pre-task</b></p> <p>-Teacher introduces the goal of the lesson.        -Teacher pastes or writes on the board the following phrases / questions / vocabulary: The teacher explains the meaning of the phrases in English and tries to communicate the concept with the help of visuals and aural aids.</p> <p>What's your favorite book/novel/ fairy-tale?</p> <p>My favorite story is_____.</p> <p>I like short stories, but I don't like novels.</p> <p>My favorite fairy-tale is _____ because_____</p> <p>My favorite story character is _____because_.</p>	<p>40 minutes</p>

## CLARIFICATION

### **Task-rehearsal**

In a circle, students take turns practicing the phrases presented by the teacher. They make group. Next, they make an inner circle and an outer circle with 5 students on each, and then, they begin interviewing the partner in front of them about their favorite stories.



## COLLABORATION

### CONSTRUCTION & APPLICATION

### **Task completion**

The students will describe each character. Then, in pairs, they will share with the class which one is their favorite character and why? One student will ask the question Who's your favorite character? And Why? They can use the structure learned in the previous

<p><b>SI.1.1.</b> asks others about a book or short story they like or dislike in an informal conversation.</p>	<p>activity (Task Rehearsal). They can color the worksheet after they share it with the group.</p>	<p><b>Activity description:</b></p> <p>The students will describe their character. Then, in pairs, they will share with the class [which] one is their favorite character and why, one student will ask the question Who's your favorite character? And Why?. They can use the structure learned in the previous activity (Task Rehearsal). They can color the worksheet after they share it with the group.</p> <p><b>Let's ask and share</b> Task - Completion</p> <table border="1"> <tbody> <tr> <td style="text-align: center;"> <b>Harry Potter</b>              is my favorite character because            He is...  <ul style="list-style-type: none"> <li>• a wizzard</li> <li>• interesting</li> <li>• smart</li> </ul> </td><td style="text-align: center;"> <b>Remy</b>             is my favorite character because            He is...  <ul style="list-style-type: none"> <li>• a mini chef</li> <li>• hilarious</li> <li>• entertaining</li> </ul> </td></tr> <tr> <td style="text-align: center;"> <b>Merida</b>             is my favorite character because            she is...  <ul style="list-style-type: none"> <li>• brave</li> <li>• interesting</li> <li>• smart</li> </ul> </td><td style="text-align: center;"> <b>Fiona</b>             is my favorite character because            she is...  <ul style="list-style-type: none"> <li>• hilarious</li> <li>• brave</li> <li>• entertaining</li> </ul> </td></tr> </tbody> </table> <p><b>COLLABORATION</b></p> <p><b>Task assessment</b></p>	<b>Harry Potter</b>  is my favorite character because He is... <ul style="list-style-type: none"> <li>• a wizzard</li> <li>• interesting</li> <li>• smart</li> </ul>	<b>Remy</b> is my favorite character because He is... <ul style="list-style-type: none"> <li>• a mini chef</li> <li>• hilarious</li> <li>• entertaining</li> </ul>	<b>Merida</b> is my favorite character because she is... <ul style="list-style-type: none"> <li>• brave</li> <li>• interesting</li> <li>• smart</li> </ul>	<b>Fiona</b> is my favorite character because she is... <ul style="list-style-type: none"> <li>• hilarious</li> <li>• brave</li> <li>• entertaining</li> </ul>
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<b>Merida</b> is my favorite character because she is... <ul style="list-style-type: none"> <li>• brave</li> <li>• interesting</li> <li>• smart</li> </ul>	<b>Fiona</b> is my favorite character because she is... <ul style="list-style-type: none"> <li>• hilarious</li> <li>• brave</li> <li>• entertaining</li> </ul>					

The teacher will present a short video of these fairy tales; Rapunzel and Pinocchio. The students will apply a survey to three of their classmates to find out which is their favorite fairy tale in class: Pinocchio or Rapunzel. The answers will be registered in the chart under the picture of their favorite character. Remember to use these questions: Which one is your favorite Fairy Tale? Why?

Video Rapunzel: <https://www.youtube.com/watch?v=749w-InEXgQ>

Pinocchio: <https://www.youtube.com/watch?v=8ZvPS7bElnI>

 <b>Student's Name</b>	 <b>Pinocchio</b>	 <b>Rapunzel</b>
	is my favorite because _____	is my favorite because _____
	is my favorite because _____	is my favorite because _____
	is my favorite because _____	is my favorite because _____

**Activity description**

The students will apply a survey to three of their classmates to find out which is the favorite fairytale in class: Pinocchio or Rapunzel. The answers will be registered in the chart under the picture of their favorite character. Remember to use these questions: Which one is your favorite Fairy Tale? Why?

**CLASS SURVEY**  
Task - assessment

**My favorite fairytale is \_\_\_\_\_ because it is \_\_\_\_\_**

- Interesting
- Hilarious
- Entertaining

		With the help of the survey, the students will work in pairs and they will present informal conversations about their likes and dislikes, to the class.	
R.P.A. 1 Shows knowledge of phonemic awareness by pronouncing sounds /s / z/ in initial position.	R.P.A. 1 demonstrate knowledge of phonemic awareness by pronouncing sounds /s / z/ in initial position.	<p style="text-align: center;"><b><u>CONNECTION</u></b></p> <p style="text-align: center;"><b>Pre-task</b></p> <p>The teacher shares the goal of the lesson.  The teacher sticks the chant <b>Letter S Song at</b>  <a href="https://www.youtube.com/watch?v=1orYZAoGgoQ">https://www.youtube.com/watch?v=1orYZAoGgoQ</a>  on the board and asks learners to listen carefully. S is a consonant, a letter in the alphabet (4 times) /S/ (16 times) I saw a snake, snake (7 times), in the sand, sand ( 7 times), it want to slither, slither (7 times), in the sun, sun (7 times) /S/ ( 16 times) It was a sale, sale ( 7 times) at the store, store ( 7 times), some people save, save ( 7 times), some people spend, spend ( 7 times) /S/ (16 times) write an upper case S in the air (4 times), write a lower case s in the air ( 4 times) /s/ (32 times) S is a consonant, a letter in the alphabet (4 times).  After that, the teacher reads the chant again and shows images of the words to the students to reinforce the /S/ sound (snake, sand, slither, sun, sale, store, save, spend). Students repeat the words after the teacher to practice pronunciation.</p>	40 minutes

The teacher sticks the chant **Letter Z Song** at <https://www.youtube.com/watch?v=wLu-bccANRg> on the board and asks learners to listen carefully. Z is a consonant, a letter in the alphabet (4 times) /Z/ (16 times). I saw a zebra, zebra (8 times) in the zoo, zoo ( 8 times), it was freezing, freezing (7 times), in the blizzard, blizzard (7 times) /Z/ ( 16 times) I did a puzzle, puzzle ( 7 times) of a zombie, zombie ( 7 times), playing jazz, jazz ( 7 times), it was amazing, amazing ( 7 times), /Z/ (16 times) write an upper case Z in the air (4 times), ,write a lower case z in the air ( 4 times). After that, the teacher reads the chant again and shows images of the words to the students to reinforce the /Z/ sound at the beginning (zebra, zoo, zombie). Students repeat the words after the teacher to practice pronunciation.

#### CLARIFICATION

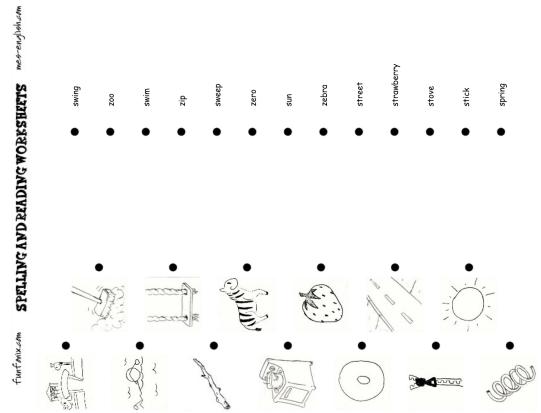
##### Task-rehearsal

The teacher will tell the students that a way to remember it is that the **S sound** is a voiceless or unvoiced sound because the **vocal cords do not vibrate** when you make the sound. Instead, we use air to make the sound, and that they can find it in words such as said, sad, sit, among others.

The **Z sound** is a voiced sound because the vocal cords vibrate when you make the sound. You can find it in words such as zip, zap, zebra, zoo, zombie, among others. She will copy the information on the whiteboard, and the students will copy it on their notebooks.

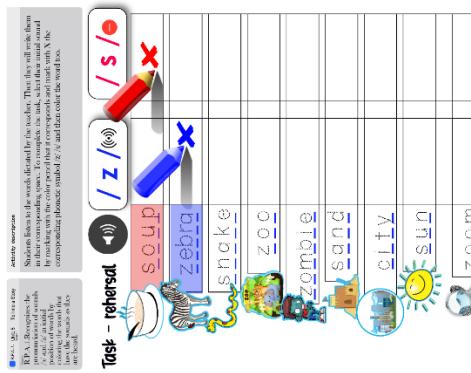
**R.P.A.1.** Recognizes the pronunciation of sounds /s/ and /z/ in initial position of words by coloring the words that have the sounds as they are heard.

Then they will receive a match worksheet, and they will do it by joining the picture with its corresponding word by tracing a line. When they finish, they will repeat the words after the teacher.



With a second worksheet, students listen to the words dictated by the teacher. Then, they will write them in their corresponding space. To complete the task, students select the initial sound by marking with the color pencil that it corresponds and mark with X the corresponding phonetic symbol /z/ /s/ and then will color the word, too.

**R.P.A.2.** pronounces the sounds /s/ and /z/ in initial position of words correctly by reading a set of words.



### COSTRCTION & APPLICATION

#### Task completion

The teacher asks students to look at some of the words written on the board and invites them to read them aloud as she points them out in random order.

Let's practice

Practice the **voiceless S sound** by saying these words:

- say
- sad
- so
- sits
- sound
- sister
- science
- Saturday
- Sunday

### Now practice the voiced Z sound

Remember, your vocal cords should vibrate when you make this sound because it is a voiced sound

- zip
- zoo
- zap
- zebra.

### Task assessment

Learners, individually, read big written words shown by the teacher.

activity orientation  
This activity asks students to look at a bank of words containing the voiced /z/ sound and then to read them out loud and repeat several times. This game is a visual word fluency exercise and is designed to help children learn to read words quickly and accurately.

Task - Competition

Sam's soup is salty /s/ /z/  
Zika, the zebra, zips in the zoo /z/ /z/  
Snakes sounds are silly /s/ /z/  
Zoe zooms in Zac's computer /z/ /z/  
Zac is a zipping zombie /z/ /z/  
Smart snails live in the city /s/ /z/  
Sam sings in the sand /s/ /z/

### Integrated Mini-Project

Time

Phase: 1

- Planning and creating collaboratively a whole classroom mini book of a short stories, fables and fairy tales using recycled materials, cardboard or technology.
- Preparing a presentation, rehearsing it and reporting it to class.
- Participating in co-assessment using technically designed instruments.
- Another idea is creating a poster or power point presentation about the components of the story.
- In groups they can write a short story, illustrate it and present to the class.

### **Reflective Teaching**

What worked well

What didn't work well

How to improve

### **Enduring Understanding Reflection**

## Learner Self-Assessment

<b>I can...</b>	 <b>No achieved yet</b> (Learner cannot achieve the task)	 <b>In progress</b> (Learner can achieve the task with some difficulty and needs improvement)	 <b>Achieved</b> (Learner can achieve the task without any difficulty).
get the gist in short, simple stories and reports if they are read slowly, clearly and possibly repeated by answering aloud general questions			
recognize 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 by answering questions or by creating mind map.			
respond to questions completing diagrams and/or maps about favorite story or book.			
examine the main points of favorite story for making decisions and recommendations.			
connect personal feelings and experiences with the story read by responding to questions.			
ask others about a book or short story they like or dislike in an informal conversation.			
recognize the pronunciation of sounds /s/ and /z/ in initial position of words by coloring the words that have the sounds as they are heard.			

pronounce the sounds /s/ and /z/ in initial position of words correctly by reading a set of words.



# LearnEnglish Kids

## Robin Hood

### 1. What's the word?

Write the word under the pictures.

archer	feather	forest	criminal	tall	rob
money	rich	poor	sheriff	king	deer



### 2. What's the order?

Listen to the story and put the sentences in order.

The Sheriff of Nottingham was Robin Hood's arch-enemy.

The stories say that he was extremely intelligent and a skilled archer.

People have told stories about Robin Hood for more than 700 years.

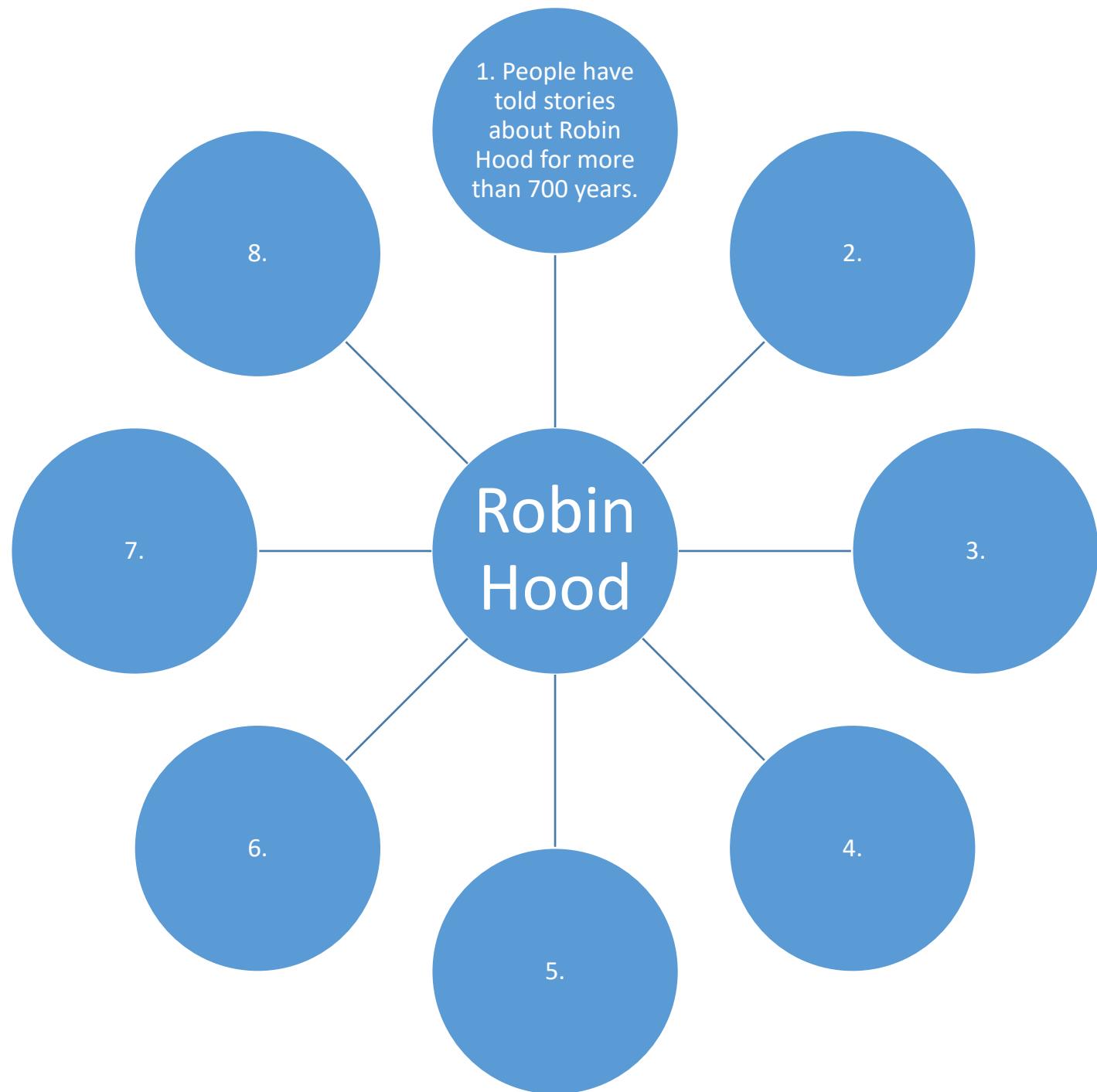
Robin Hood is a well-known hero in literature, theatre, TV and films.

He took money from rich people so that he could give it to people who needed it.

Nobody knows if he was a real person or an invented character.

The Sheriff of Nottingham tried to catch Robin, but never succeeded.

He lived in Sherwood Forest with a group of outlaws known as his 'Merry Men'.





# The Legend of the Virgin of Los Angeles

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

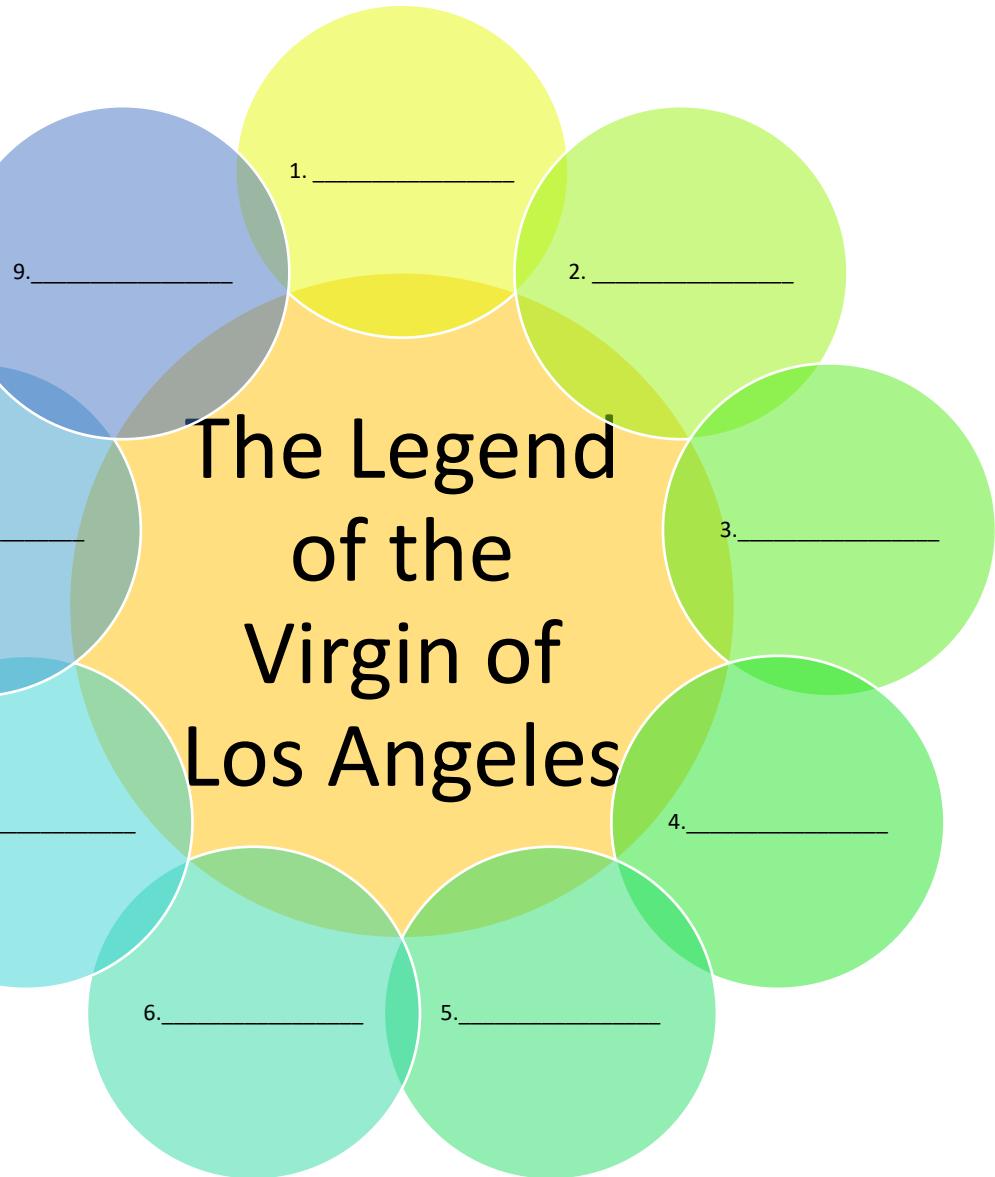
5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

9. \_\_\_\_\_

8. \_\_\_\_\_

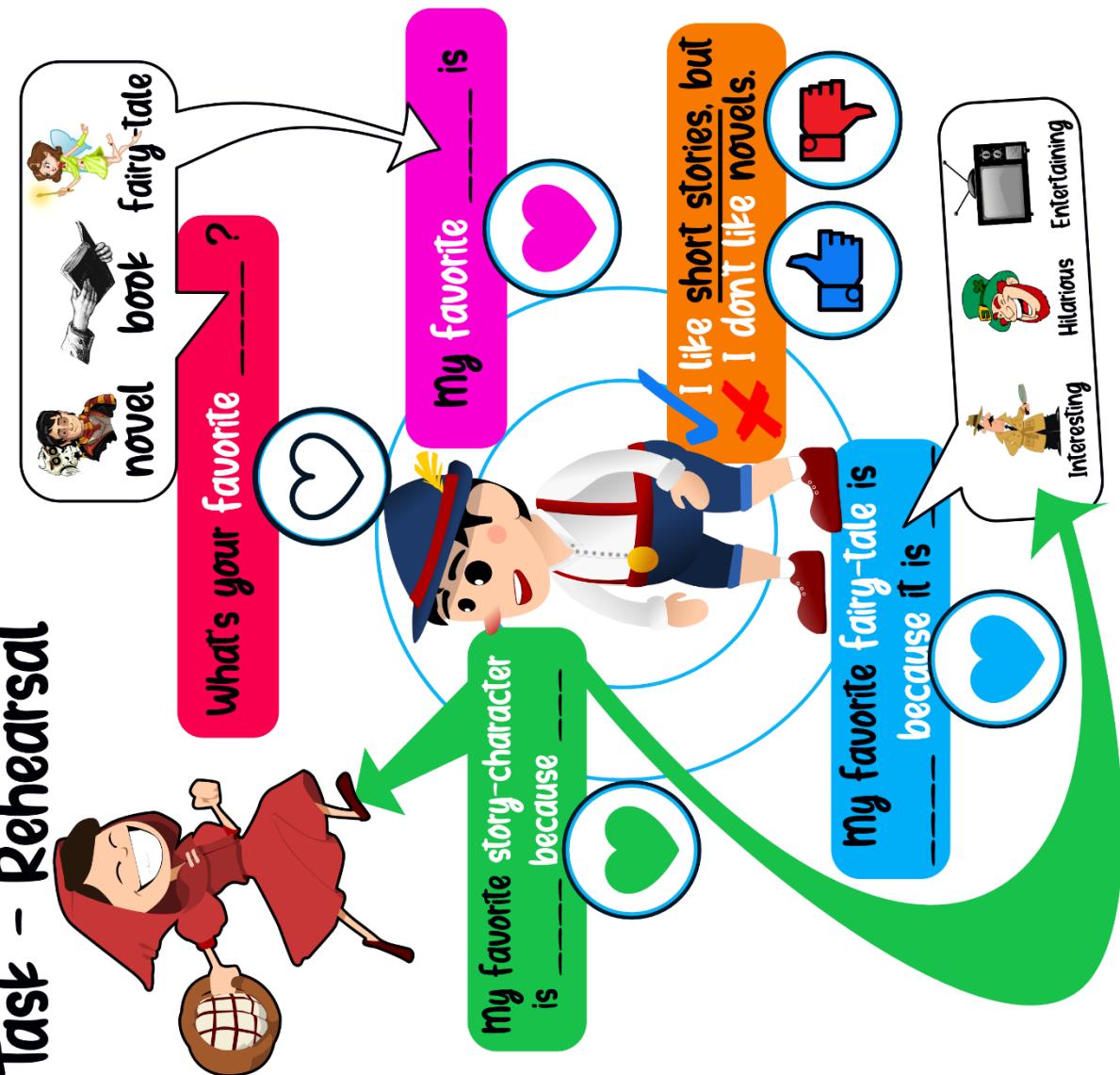


Ask others about their likes and dislikes. Week 1

Activity description

In a circle, students take turns repeating the phrases presented by the teacher. They make groups of ten, next, they make an inner circle and an outer circle, with five students in each. Then, they begin interviewing their partners in front of them about their favorite stories.

## Task - Rehearsal



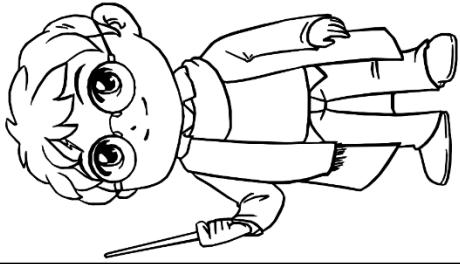
Goals  
Ask others about their likes and dislikes. Week 1

# Let's ask and share

## Task - Completion



# Harry Potter



is my favorite character because He is ...

He is...  
because  
character  
is my favorite

• a mini

- a wizzard
  - interesting
  - smart
  - a mini chef
  - hilarious
  - entertaining

# Remy



He is...  
because  
character  
is my favorite

• a mini

- a mini chef
  - hilarious
  - entertaining

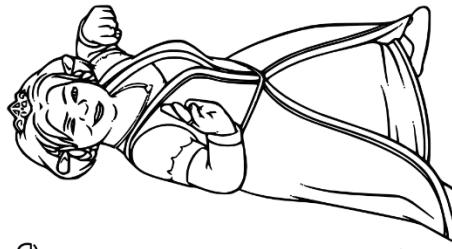
## **Merida**



is my favorite character because she is

- brave
- interesting
- smart

The logo consists of a stylized heart shape above the name "Fiona" in a bold, black, sans-serif font.



is my favorite character because

She is...  
• **shilariolis**

- **She is . . .**
  - **hilarious**
  - **brave**
  - **entertaining**



# **CLASS SURVEY**

Task - assessment

SI.1 Unit: 5 Tell me a Story

Ask others about their likes and dislikes. Week 1

### Activity description

The students will apply a survey to three of their classmates to find out which is the favorite fairy tale in class: Pinocchio or Rapunzel. The answers will be registered in the chart under the picture of their favorite character. Remember to use these questions: Which one is your favorite Fairy Tale? Why?

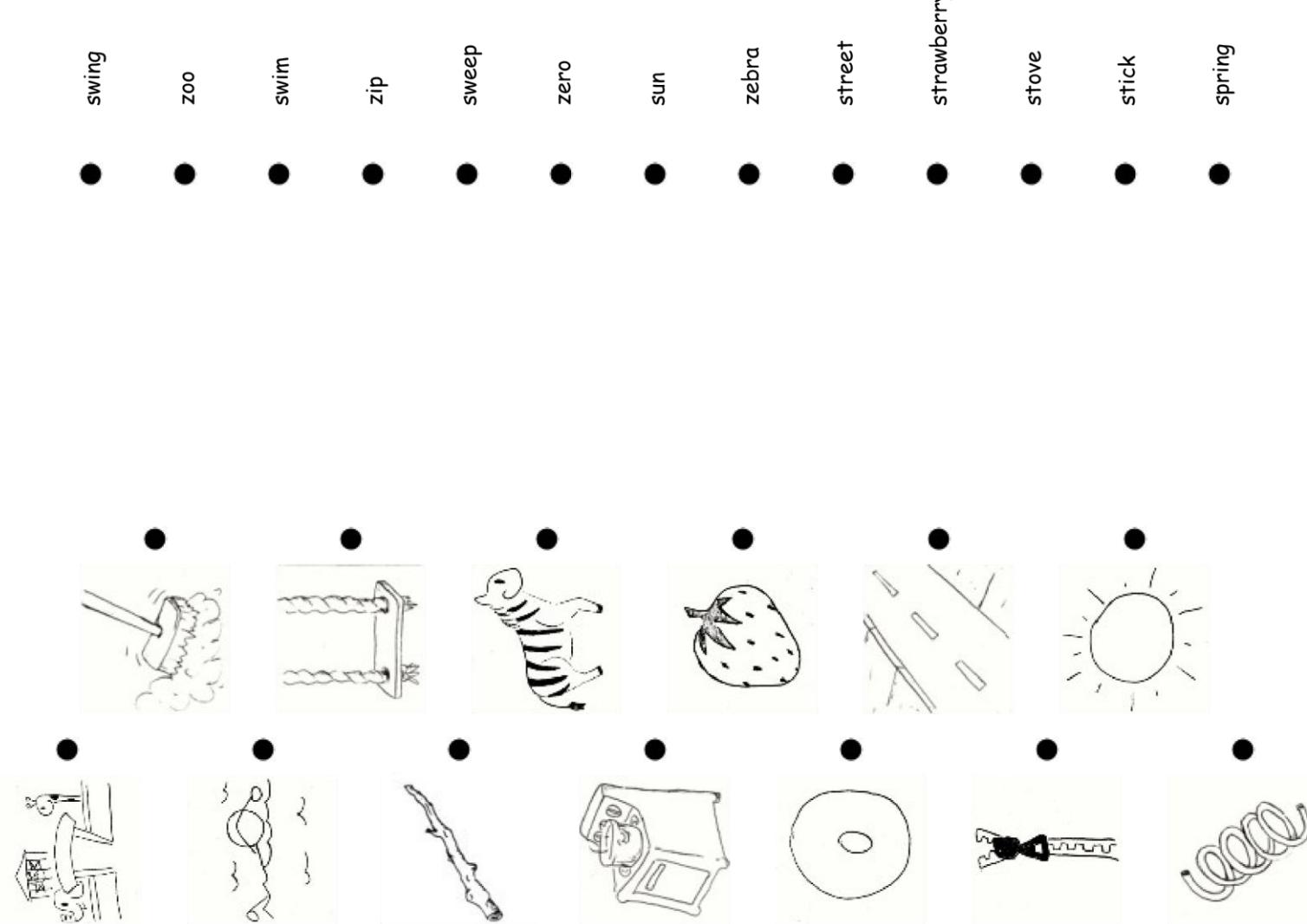
- Which one is your favorite Fairy Tale: Pinocchio or Rapunzel?



 <p><b>Rapunzel</b></p>	<p>is my favorite because _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>is my favorite because _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>is my favorite because _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>
 <p><b>Pinocchio</b></p>	<p>is my favorite because _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>is my favorite because _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>is my favorite because _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Student's Name</b></p>			

My favorite fairy-tale is because it is





 R.P.A. 1. Unit: 5 Tell me a Story  
Version 1

**Goals**  
R.P.A.1.Recognizes the pronunciation of sounds /s/ and /z/ in initial position of words by coloring the words that have the sounds as they are heard.

Activity description

Students listen to the words dictated by the teacher. Then they will write them in their corresponding space. To complete the task, select their initial sound by marking with the color pencil that it corresponds and mark with X the corresponding phonetic symbol /z/ /s/ and then color the word too.

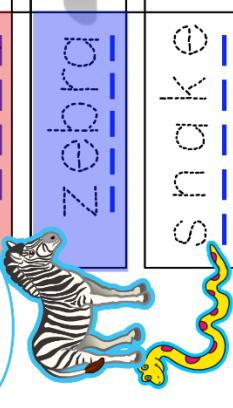
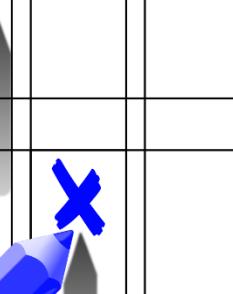
## Task - rehearsal



/ s / -

/ z / (⌚)

/ z / (⌚)

 <b>Soup</b>	 <b>Zebra</b>	 <b>Snake</b>	 <b>Zoo</b>	 <b>Zombi</b>	 <b>sand</b>	 <b>city</b>	 <b>sun</b>	 <b>zoom</b>
 <b>X</b>	 <b>X</b>							

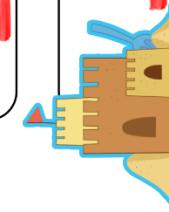
 RPA 2. Unit 5 Tell me a Story  
Week 1

Goals  
R.P.A.2. pronounces the sounds /s/ and /z/ in initial position of words correctly by reading a set of words.

Activity description

The teacher asks students to look at some of the words written on the board and invites them to read them aloud as she points them out in random order. Now practice the voiced Z sound Remember, your vocal cords should vibrate when you make this sound because it is a voiced sound

### Task - Completion

<p> <b>Sam's soup is savory</b></p> <p>/ s /o</p>	<p> <b>Zika, the zebra, zips in the zoo</b></p> <p>/ z /o</p>	<p> <b>Snakes sounds are silly</b></p> <p>/ s /o</p>	<p> <b>Zoe zooms in Zac's computer</b></p> <p>/ z /o</p>	<p> <b>Zac is a zipping zombie</b></p> <p>/ z /o</p>	<p> <b>Smart snails live in the city</b></p> <p>/ s /o</p>	<p> <b>Sam sings in the sand</b></p> <p>/ s /o</p>
--	--	--	---	---	---	---

Term: III	Level: Fifth Grade	Unit: 5	Week:2		
Domain: Socio-interpersonal	Scenario: Tell me a Story	Theme: What a Wonderful Story!			
<b>Enduring Understanding:</b> A good story has characters, a setting, a plot, and a theme. There are different story genres such as fairy tales, fiction, nonfiction, poetry, legends, comics and biographies.					
<b>Essential Question:</b> What makes a good story?					
<p style="text-align: center;"><b>Dimensions</b></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 ( )</p>					
Learn to Know	Learn to Do	Learn to Be and Live in Community			
<b>Grammar &amp; Sentence Frames</b> <u>Present progressive</u> – The main character is talking about. – The man is running when he sees a tall woman next to him.	<b>Function</b> <ul style="list-style-type: none"> <li>Describing setting and characters</li> </ul> <b>Discourse Markers</b>	<b>Psycho-social</b> – Developing a favorable attitude towards books as a way to enrich life			
		<b>Socio-cultural</b> – Recognizing the importance of literature in people's lives.			

<b>Phonemic Awareness</b>	<u>Sequence adverbs-past tense</u> First, next, then, finally	<b>idioms/ phrases</b> Don´t count your chickens before they are hatched.= You should not count on something until it happens.
<p><u>Practicing minimal pair sounds: nk / n</u></p> <ul style="list-style-type: none"> <li>- think / thing</li> <li>- sank / sang</li> <li>- bank / bang</li> <li>- rink / ring</li> <li>- sunk / sung</li> </ul> <p><b>Vocabulary</b></p> <p><u>2. What a wonderful story!</u></p> <p><u>Expressions and phrases</u></p> <ul style="list-style-type: none"> <li>- What is the story about?</li> <li>- Who are the main characters?</li> <li>- What did you like the most?</li> </ul> <p><u>Descriptive words</u></p> <ul style="list-style-type: none"> <li>- Crooked, Deep</li> <li>- Huge, Skinny</li> <li>- Bitter, Delicious</li> <li>- Ancient, Mean</li> <li>- Good</li> </ul>		

<u>Adverbs</u> – Far away			
<b>Assessment Strategies &amp; Evidences of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b>	<b>Time</b>
Learner...	Learner can	<p style="text-align: center;"><b><u>CONNECTION</u></b></p> <p style="text-align: center;"><b>Pre-teaching</b></p> <p>(Teacher pastes/writes the scenario, goal and the essential question on the board)</p> <p style="text-align: center;"><b>Warm up</b></p> <p>Teacher will ask the students: Do you like fairy tales? After that, they answer the question she will show them a picture of Little Red Riding Hood, and she will ask them: Do you know this character?</p> 	40 minutes

Students will watch the video The Story of the Little Red Riding Hood - Kids Stories - LearnEnglish Kids British Council,  
<https://www.youtube.com/watch?v=GbzM6qAzVU>

### **Activation of Prior Knowledge**

According to the story, the students will answer the following questions:

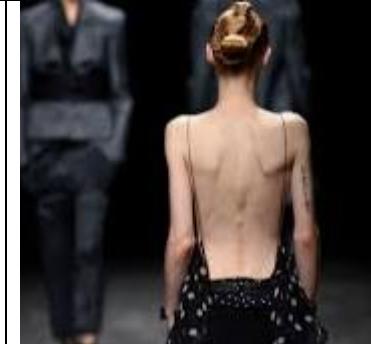
1. What is the title of the story?
2. Who is the main character?
3. Can you name all the characters?
4. Who is your favorite character? Why?

### **Modeling**

The teacher will paste flashcards on the whiteboard, students repeat after her, and point to the drawings as it corresponds.

- The words are: Crooked, Deep, Huge, Skinny, Bitter, Delicious, Ancient, Mean, Good







The teacher will divide the class in two teams. The teacher will place, under the flashcards, as many lines as the number of letters each word has for the students to play hangman, trying to guess the words that are represented by the pictures.

The teacher will introduce to the class the concept of far away. The teacher will explain it with the picture of the story .



#### CLARIFICATION

		<p style="text-align: center;"><b>Clarifying</b></p> <p>Divide the class into teams (two or more if you have a large class). Then invite one student from one of the teams to come to the front of the class.</p> <p>This student then has 30 seconds to act out the action words while the other students in his team guess what it is.</p> <p>When students are ready, start the 30 second timer and show the student one of the flashcards / words. This student will then act out the word.</p> <p>As the student is acting out the word, he/she asks his/her teammates 'What's he/she doing?' As they guess, they should answer 'He/She is (dancing).'.</p> <p>When they guess correctly, show the next word for the student to act out. After 30 seconds check how many words they guessed correctly.</p> <p>Then it's the other team's turn. The team that guesses the most words correctly is the winner.</p>	
<b>L2.</b> Recognizes phrases and high frequency vocabulary related to areas of personal interest.	<b>L.2.</b> understand phrases and high frequency vocabulary related to areas of personal interest.	<p style="text-align: center;"><b><i>CONNECTION</i></b></p> <p style="text-align: center;"><b>Pre-task</b></p> <p>-Teacher introduces the goal of the lesson. The students will listen to the video twice [Present progressive]. What are you doing? I'm jumping. dancing. sleeping. - Easy Dialogue for Kids, at <a href="https://www.youtube.com/watch?v=TR5RcutMu7c">https://www.youtube.com/watch?v=TR5RcutMu7c</a></p> <p>The students will take notes about the activities that they know. If you do not have internet, you can read it to them. The text is located below the unit with the materials.</p>	40 minutes

<p><b>L.2.1.</b> identifies phrases and high frequency vocabulary related to favorite story by circling them when heard.</p>	<p><b>CLARIFICATION</b> Task-rehearsal</p> <p><b>The teacher will ask the students the question:</b></p> <ul style="list-style-type: none"> <li>- What is the story about?</li> <li>- Who are the main characters?</li> <li>- What did you like the most?</li> <li>- What do you like doing?</li> </ul> <p>After some of them answer the questions, they will listen to the video again and with the help of the worksheet, they will circle the actions that children are doing.</p> <table border="1" data-bbox="734 698 1797 1307"> <tbody> <tr> <td data-bbox="734 698 1290 1008">  <p>It's a beautiful park!</p> </td><td data-bbox="1290 698 1797 1008">  <p>Look at the sky and trees.</p> </td></tr> <tr> <td data-bbox="734 1008 1290 1307">  <p>What are you doing, Jinsu?</p> </td><td data-bbox="1290 1008 1797 1307">  <p>I'm drawing trees.</p> </td></tr> </tbody> </table>	 <p>It's a beautiful park!</p>	 <p>Look at the sky and trees.</p>	 <p>What are you doing, Jinsu?</p>	 <p>I'm drawing trees.</p>	
 <p>It's a beautiful park!</p>	 <p>Look at the sky and trees.</p>					
 <p>What are you doing, Jinsu?</p>	 <p>I'm drawing trees.</p>					



Trees are good.



Yes. I like trees.



What are you doing, Sally?



I am jumping.



Wow, you're jumping high.



Wow a big fire!



Now, come to the fire, everyone!



What are they doing?



They are dancing.



They are good dancers



That's right. Let's dance together.



**L.2.2.** recognizes phrases and high frequency vocabulary about favorite book/novel/ fairytale by matching vocabulary with pictures or by filling in blanks.



What is she doing?



She is sleeping.

### COSTRCTION & APPLICATION

#### **Task completion**

The students will make the following activity: They will listen to the video again, and they will fill in the blanks with the words in the box as they listen to them to recognize the phrases and high frequency vocabulary.

dancing – doing – drawing – jumping – She – sleeping - they – What – You

What are you doing, Jinsu?

I'm \_\_\_\_\_ trees.

\_\_\_\_\_ are you doing, Sally?

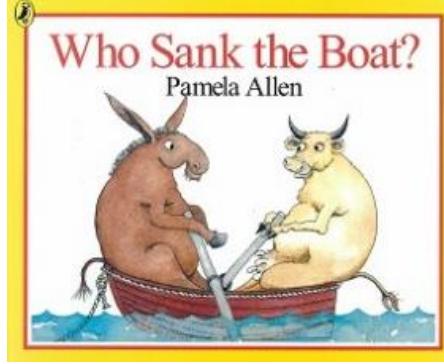
I am \_\_\_\_\_.

What are \_\_\_\_\_ doing?

They are \_\_\_\_\_.

What is she \_\_\_\_\_?

\_\_\_\_\_ is \_\_\_\_\_.

		<p style="text-align: center;"><b>Task assessment</b></p> <p>The class will play charades. The class will be divided in two groups. A volunteer will approach the teacher that will show the students one flashcard that he has to act, and the other group will guess which word of the high frequency vocabulary is the other student acting.</p>	
<b>R2.</b> Recognizes most of what occurs in a well-structured short story and the story's main characters.	<b>R.2.</b> understand most of what occurs in a well-structured short story and can identify the story's main characters.	<p style="text-align: center;"><b><u>CONNECTION</u></b></p> <p style="text-align: center;"><b>Pre-task</b></p> <p>-Teacher introduces the goal of the lesson.</p> <p>Look at the front cover illustration and title and have a class discussion about what the students know about floating and sinking. Make a list of things that they think float and sink.</p>  <p style="text-align: center;"><b>COLLABORATION</b></p> <p>Have the students do a think-pair-share about what they think will sink the boat and why.</p>	40 minutes

R.2.1. gets the gist of the story by answering questions.

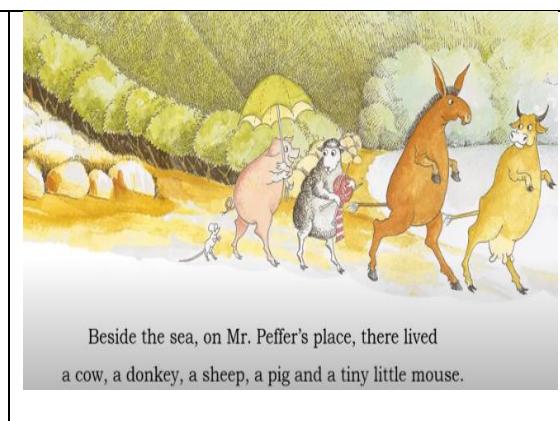
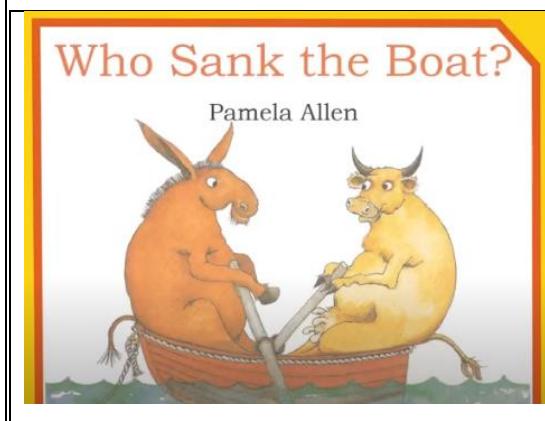
### CLARIFICATION

#### Task rehearsal

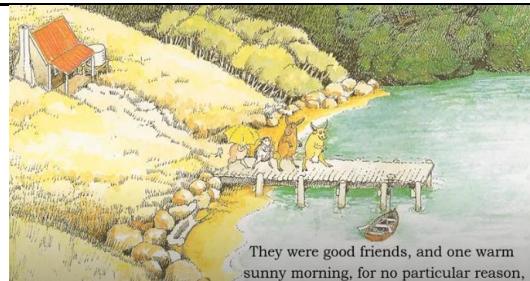
Students read the story and then answer the questions:

The title is a question. How do you know it is a question?  
Why would the author make the title a question?  
Does it spoil the ending?  
What are the main characters of the story?  
Which would be more likely to sink the boat? Why?

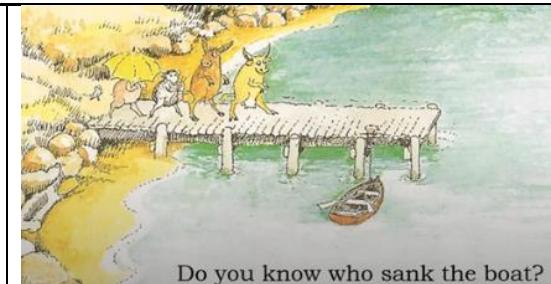
The teacher will show the students the video Who Sank The Boat at <https://www.youtube.com/watch?v=RMSCgmXHWok>, for the students to read it or give a printed copy for them to read it:  
If you have to read it, take into account to stop each time Pamela Allen asks “Do you know who sank the boat?” and encourage students to revise their predictions after each animal hops in the boat.



Beside the sea, on Mr. Peffer's place, there lived  
a cow, a donkey, a sheep, a pig and a tiny little mouse.

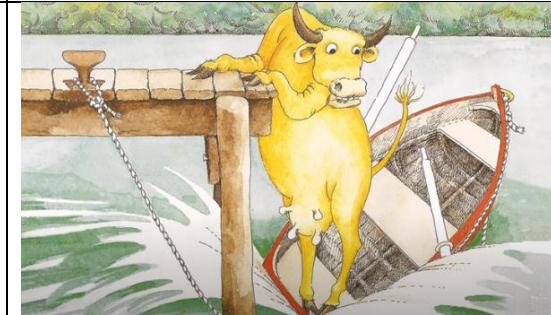
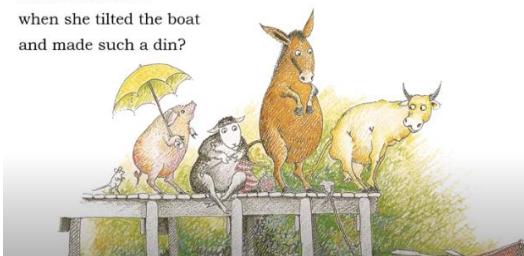


They decide to go for a row in the bay.

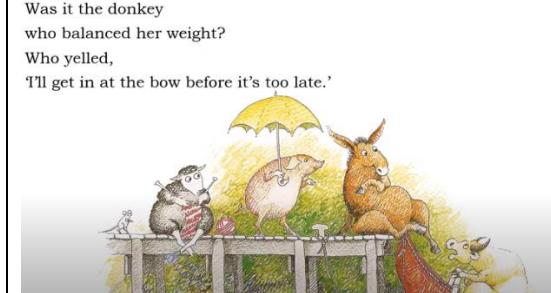


Do you know who sank the boat?

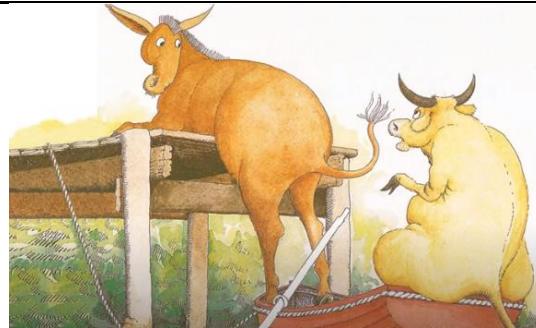
Was it the cow  
who almost fell in  
when she tilted the boat  
and made such a din?



No, it wasn't the cow  
who almost fell in.

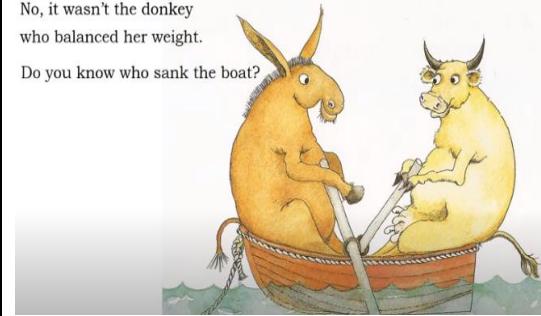


Was it the donkey  
who balanced her weight?  
Who yelled,  
'I'll get in at the bow before it's too late.'

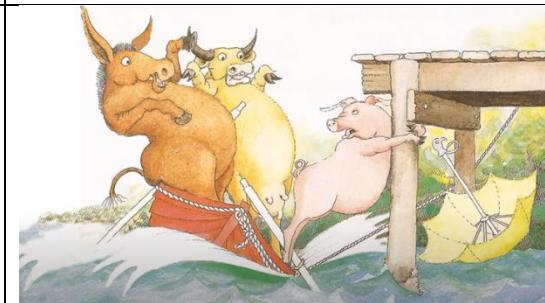


No, it wasn't the donkey  
who balanced her weight.

Do you know who sank the boat?

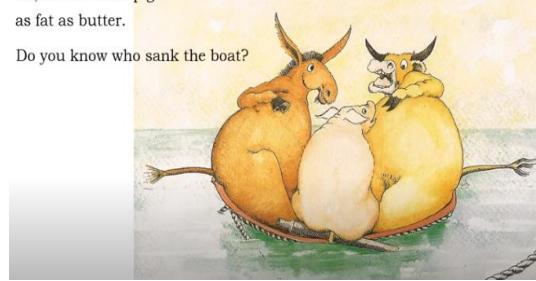


Was it the pig  
as fat as butter,  
who stepped in at the side  
and caused a great flutter?



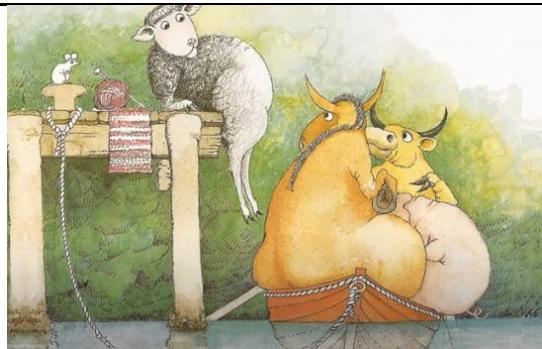
No, it wasn't the pig  
as fat as butter.

Do you know who sank the boat?



Was it the sheep  
who knew where to sit  
to level the boat  
so that she could knit?



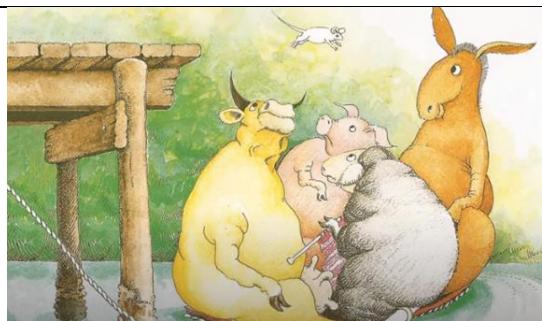
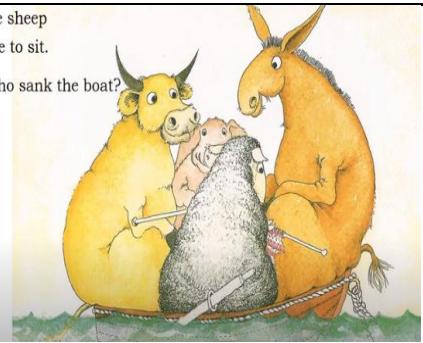


Was it the mouse  
the last to get in,  
who was lightest of all?  
Could it be him?



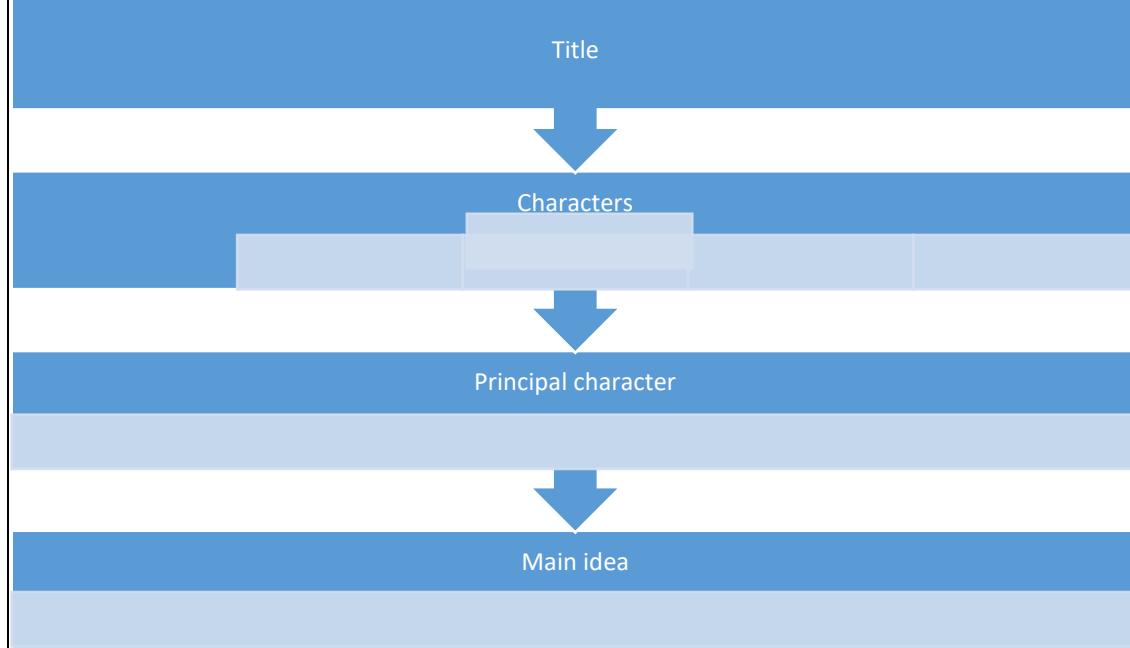
No, it wasn't the sheep  
who knew where to sit.

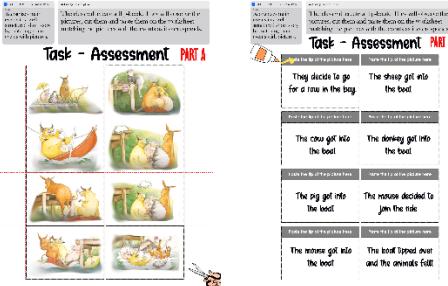
Do you know who sank the boat?



You do know who sank the boat.

		 	
<p><b>R2.2.</b> identifies the story's main characters by completing a mind map</p>		<p><b><u>COSTRCTION &amp; APPLICATION</u></b></p> <p><b>Task completion</b></p> <p>After reading the story, ask the students to work in groups of 4 and to complete the following mind map with the corresponding information:</p>	

<p><b>R2.3.</b>recognizes main events in a well-structured short story by matching main events with pictures.</p>	 <p>The group will fill out the mind map all together to check it in a collaborative way.</p>	
<b>Task assessment</b>		

		<p>The class will create a flip-book. They will observe the pictures, cut them and paste them on the worksheet matching the pictures with the events as it corresponds.</p> 	
<b>SI.2</b> Exchanges information about everyday matters using simple vocabulary.	<b>SI.2</b> exchange information about everyday matters using simple vocabulary.	<p><b>CONNECTION</b></p> <p><b>Pre-task</b></p> <p>-Teacher introduces the goal of the lesson.</p> <p>The teacher presents the expressions that are going to be used during this week. The teacher explains the meaning of the phrases in English and tries to communicate the concept with the help of visuals and aural aids.</p> <p>The students take turns to repeat the phrases and new vocabulary presented by the teacher.</p>	40 minutes

<p><b>S.I.2.1</b> asks questions related with the content of short story or fable read in an exchange with a partner or group.</p>	<p>Unit 5 Tell me a Story SL.2 Exchanges information about everyday matters using simple vocabulary.</p> <p>The teacher presents the expressions that are going to be used during this week. The teacher explains the meaning of the phrases in English and tries to communicate the concept with the help of visuals and aural aids.</p> <h2>Pre-task</h2>	<p><b>COLLABORATION</b></p> <p><b>CLARIFICATION</b></p> <p><b>Task rehearsal</b></p> <p>The students read story. Then, in pairs, they will ask each other questions about the story: What's the story about? - Who are the main characters? - What did you like the most? Responds according to the story you just read. Remember to keep your distance and be safe.</p>
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**S.I.2.1** responds to questions related with the content of short story or fable read in an exchange with a partner or group.



## COSTRUTTURA & APPLICAZIONE

## Task-completion

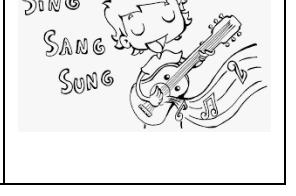
Students conduct a Class Poll. They register the answer to four questions about the story from the last section in this worksheet. Each student needs to interview at least three of their classmates to complete the poll. After that, the teacher will tabulate the gathered information.

Class Poll		Task - Completion	
Student 3			
Student 2			
What's this?	It's a picture of a boy. He is holding a book. He is sitting at a desk.	It's a picture of a boy. He is holding a book. He is sitting at a desk.	It's a picture of a boy. He is holding a book. He is sitting at a desk.
Who are the main characters?	The boy and the book.	The boy and the book.	The boy and the book.
Where did they go? / Where is he?	He is in his room.	He is in his room.	He is in his room.
Why? / Why?	He is reading a book.	He is reading a book.	He is reading a book.

## Task assessment

The teacher will tabulate the results of the poll in the whiteboard. Then the students will complete the chart below by coloring each bar with the corresponding number of students who answered correctly.

		<p><b>Task - Assessment</b></p> <p><b>Class Poll Results</b></p> <p><b>Questions Asked</b></p> <table border="1" data-bbox="1005 274 1569 677"> <thead> <tr> <th>Question</th><th>Students with correct answers</th></tr> </thead> <tbody> <tr> <td>What did they cover in their coat?</td><td>10</td></tr> <tr> <td>Who can catch a cold?</td><td>8</td></tr> <tr> <td>What's the story about?</td><td>6</td></tr> <tr> <td>Where did they go to school?</td><td>4</td></tr> <tr> <td>More than 10</td><td>2</td></tr> <tr> <td>None</td><td>0</td></tr> </tbody> </table> <p><b>Students with correct answers</b></p> <p><b>Answers</b></p> <p>Students will color each bar with the corresponding number of students who answered correctly.</p> <p><b>Use what we know</b></p> <p>S.L.2.1 responds to questions related with the content of the book and talks about it in exchange with a partner or teacher.</p> <p><b>Assessing outcomes</b></p> <p>Count the chart below by coloring each bar with the corresponding number of students who answered correctly.</p> <p><b>Correct answers</b></p> <p>A. Who can catch a cold? B. Who can catch a cold? C. Who can catch a cold? D. Who can catch a cold? E. Who can catch a cold? F. Who can catch a cold? G. Who can catch a cold? H. Who can catch a cold? I. Who can catch a cold? J. Who can catch a cold?</p> <p><b>Pre-task</b></p> <p>-Teacher introduces the goal of the lesson.</p> <p>The teacher will introduce to the class the pronunciation of the sounds /ŋk/ / - /ŋ/ in final position by showing the students the following flashcards.</p> <table border="1" data-bbox="751 1093 1820 1253"> <tr> <td style="text-align: center;">- think</td><td data-bbox="1043 1093 1296 1341"></td><td style="text-align: center;">- thing</td><td data-bbox="1588 1093 1841 1341"></td></tr> </table>	Question	Students with correct answers	What did they cover in their coat?	10	Who can catch a cold?	8	What's the story about?	6	Where did they go to school?	4	More than 10	2	None	0	- think		- thing	
Question	Students with correct answers																			
What did they cover in their coat?	10																			
Who can catch a cold?	8																			
What's the story about?	6																			
Where did they go to school?	4																			
More than 10	2																			
None	0																			
- think		- thing																		

<p><b>R.P.A.3.</b> identifies the pronunciation of sounds /nk/, /n/ in final position of words by coloring the</p>	<p>- <b>sank</b></p>		<p>- <b>sang</b></p>		
	<p>- <b>bank</b></p>		<p>- <b>bang</b></p>		
	<p>- <b>rink</b></p>		<p>- <b>ring</b></p>		
	<p>- <b>sunk</b></p>		<p>- <b>sung</b></p>		

### CLARIFICATION

#### Task-rehearsal

The teacher will copy the words below on the whiteboard. The students will copy them, and then the teacher will pronounce some of them, and the students will identify the pronunciation of the sounds by coloring with their favorite color the

<p>words that have the sound as they are heard.</p> <p>R.P.A.4. pronounces the sounds /nk/ and /n/ in final position of words correctly by reading a set of words or sentences.</p>	<p>words that has the /ŋk / sound in final position and the ones that have the / n/ sound they will color the word with gray, as it corresponds when they hear them.</p> <ul style="list-style-type: none"> <li>- <b>bang</b></li> <li>- <b>bank</b></li> <li>- <b>ring</b></li> <li>- <b>rink</b></li> <li>- <b>sang</b></li> <li>- <b>sank</b></li> <li>- <b>sung</b></li> <li>- <b>sunk</b></li> <li>- <b>thing</b></li> <li>- <b>think</b></li> </ul> <p><b><u>COSTRCTION &amp; APPLICATION</u></b></p> <p><b>Task completion</b></p> <p>The students will write a sentence with each word. When they finish writing, they will, in a voluntary way, read one of them to the rest of the class pronouncing the words with /ŋk / - /n/ in final position.</p> <p><b><u>COLLABORATION</u></b></p> <p><b>Task assessment</b></p> <p>The class will play a game. The students will work in pairs. They will choose a word from the vocabulary. One of them is going to tell the other one the word he/she chooses, and the other student will show the flashcard of the word</p>	
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		he/she heard to demonstrate the knowledge of the word and its pronunciation by saying it.	
<b>Integrated Mini-Project</b>			<b>Time</b>
Phase: <u>2</u>			
<b>Reflective Teaching</b>			
What worked well	What didn't work well	How to improve	
<b>Enduring Understanding Reflection</b>			

<b>Learner Self-Assessment</b>				
<i>I can...</i>	 <b>No achieved yet</b> (Learner cannot achieve the task)	 <b>In progress</b> (Learner can achieve the task with some difficulty and needs improvement)	 <b>Achieved</b> (Learner can achieve the task without any difficulty).	

identify phrases and high frequency vocabulary related to favorite story by circling them when heard.			
recognize phrases and high frequency vocabulary about favorite book/ novel/ fairytale by matching vocabulary with pictures or by filling in blanks.			
get the gist of the story by answering questions.			
identify the story's main characters by completing a mind map.			
recognize main events in a well-structured short story by matching main events with pictures.			
ask questions related with the content of short story or fable read in an exchange with a partner or group.			
respond to questions related with the content of short story or fable read in an exchange with a partner or group.			
identify the pronunciation of sounds /nk/, /ŋ/ in final position of words by coloring the words that have the sound as they are heard.			
pronounce the sounds /nk/ and /ŋ/ in final position of words correctly by reading a set of words or sentences.			







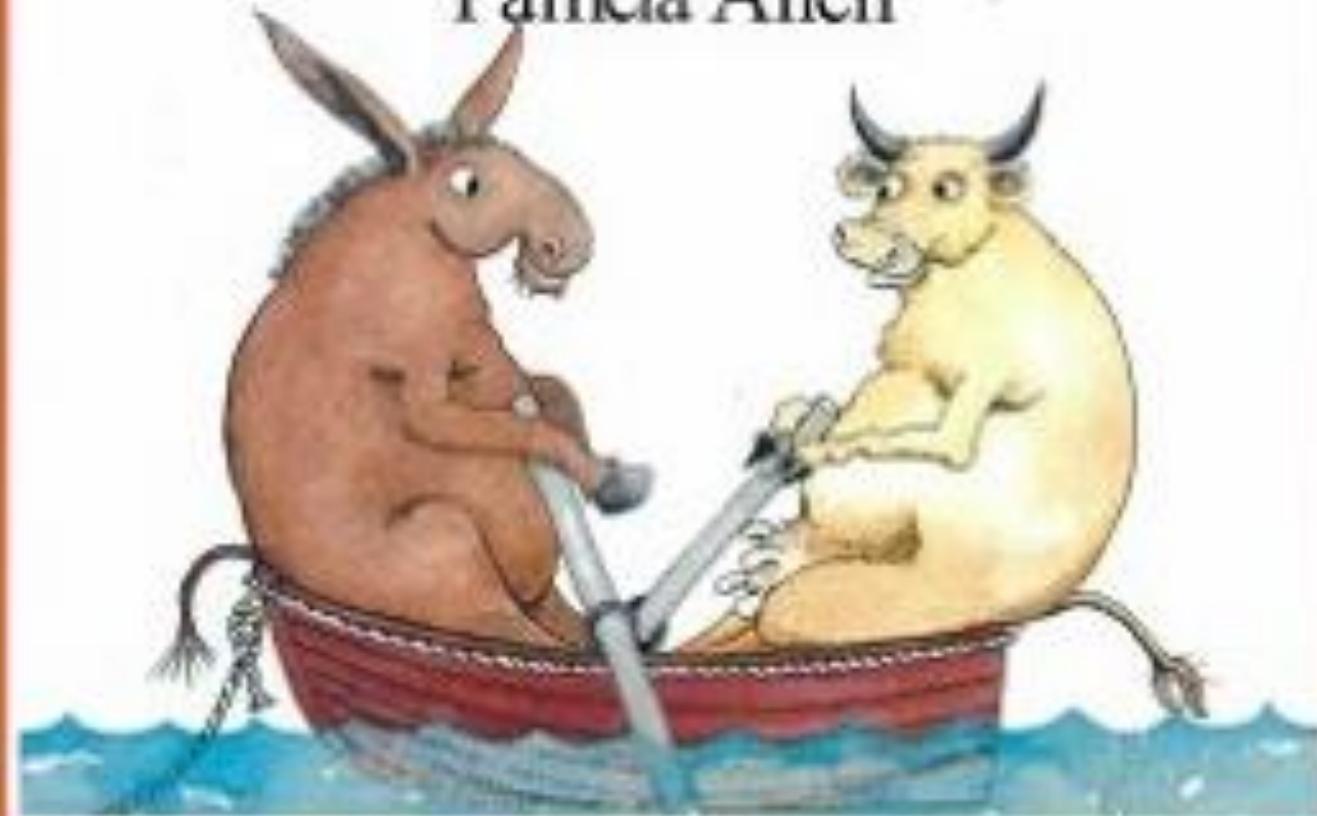
Listen to the video and circle the actions the children are doing when you listen to them.

			
<p>It's a beautiful park!</p>	<p>Look at the sky and trees.</p>	<p>What are you doing, Jinsu?</p>	<p>I'm drawing trees.</p>
			
<p>Trees are good.</p>	<p>Yes. I like trees.</p>	<p>What are you doing, Sally?</p>	<p>I am jumping.</p>
			
<p>Wow, you're jumping high.</p>	<p>Wow a big fire!</p>	<p>Now, come to the fire, everyone!</p>	<p>What are they doing?</p>
			
<p>They are dancing.</p>	<p>They are good dancers</p>	<p>What is she doing?</p>	<p>She is sleeping.</p>



# Who Sank the Boat?

Pamela Allen

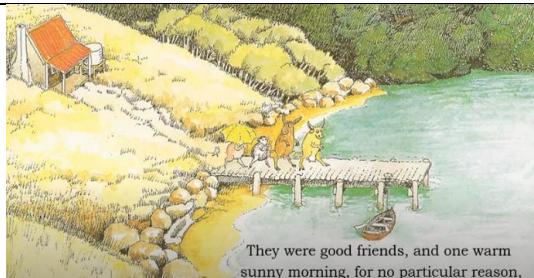


## Who Sank the Boat?

Pamela Allen

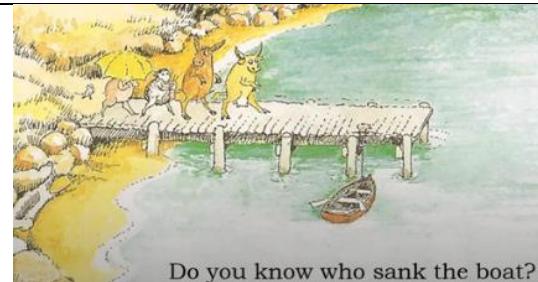


Beside the sea, on Mr. Peffer's place, there lived  
a cow, a donkey, a sheep, a pig and a tiny little mouse.



They were good friends, and one warm sunny morning, for no particular reason,

They decide to go for a row in the bay.



Do you know who sank the boat?

Was it the cow  
who almost fell in  
when she tilted the boat  
and made such a din?





No, it wasn't the cow  
who almost fell in.

Do you know who sank the boat?

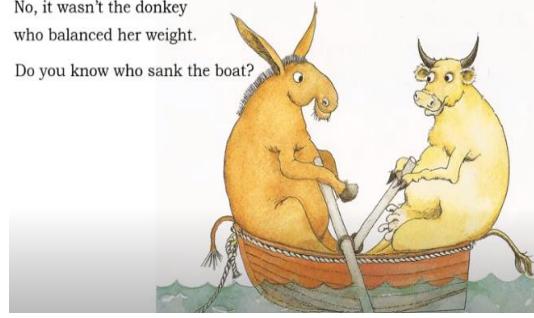
Was it the donkey  
who balanced her weight?  
Who yelled,  
'I'll get in at the bow before it's too late.'



Was it the pig  
as fat as butter,  
who stepped in at the side  
and caused a great flutter?



No, it wasn't the donkey  
who balanced her weight.  
Do you know who sank the boat?



No, it wasn't the pig  
as fat as butter.

Do you know who sank the boat?



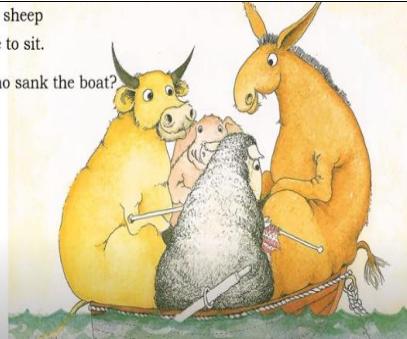
Was it the sheep  
who knew where to sit  
to level the boat  
so that she could knit?



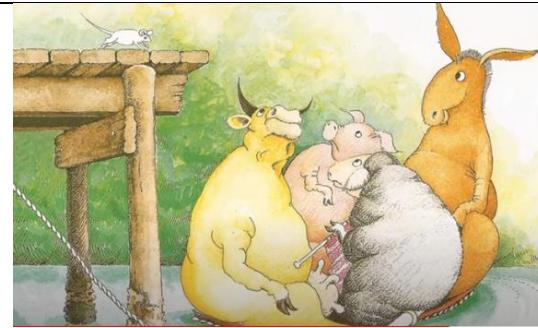
No, it wasn't the sheep

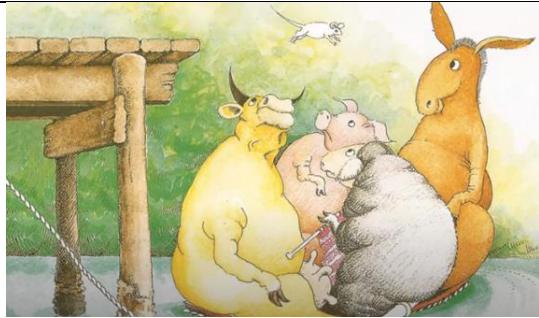
who knew where to sit.

Do you know who sank the boat?



Was it the mouse  
the last to get in,  
who was lightest of all?  
Could it be him?





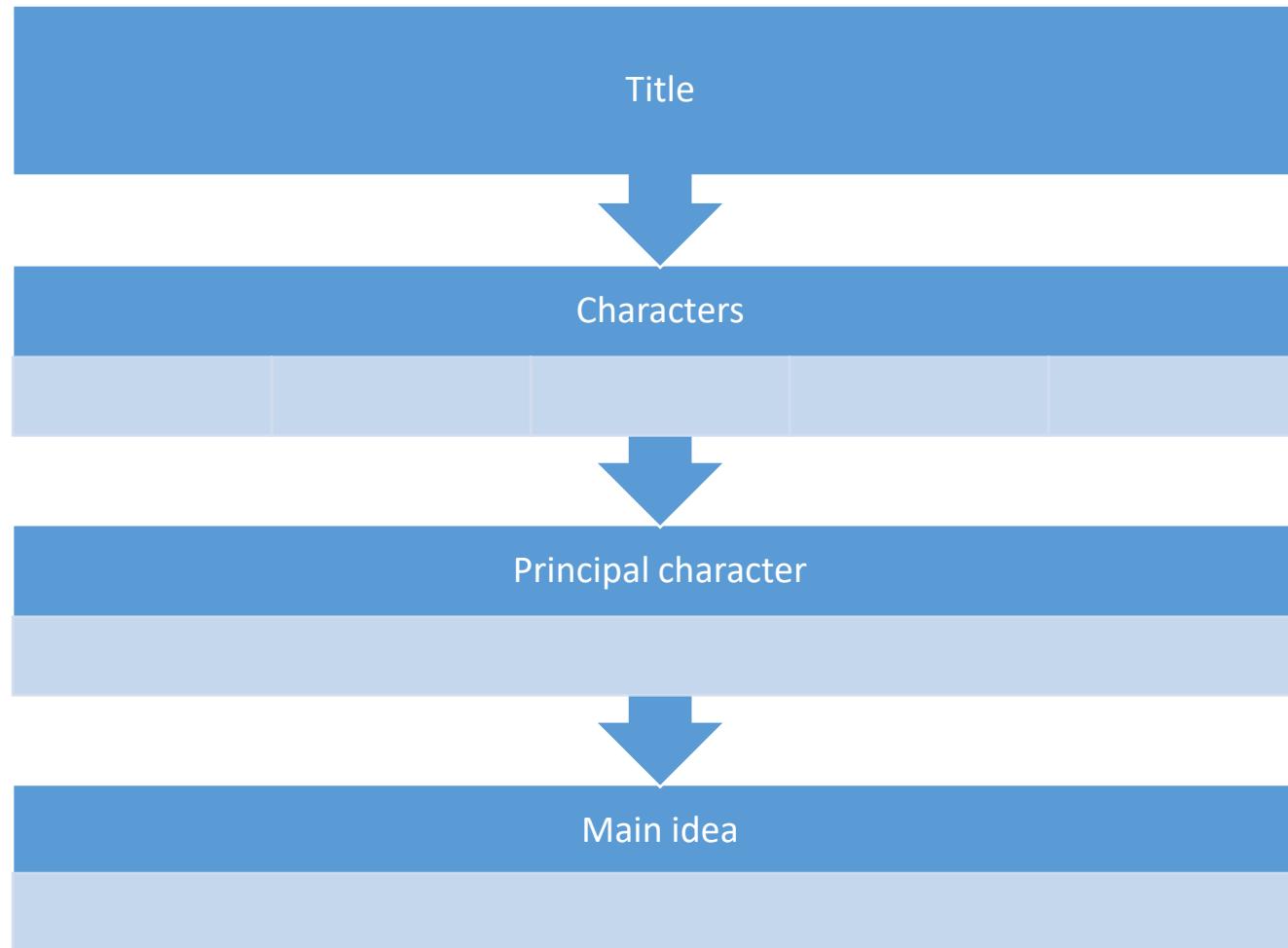
You do know who sank the boat.



## **COSTRCTION & APPLICATION**

### **Task completion**

Read the story, and complete the following mind map with the corresponding information:



R2.3

Unit: 5 Tell me a Story

Recognizes main events in a well-structured short story by matching main events with pictures.

Activity description

The class will create a flip-book. They will observe the pictures, cut them and paste them on the worksheet matching the pictures with the events as it corresponds.

## Task - Assessment PART A



The class will create a flip-book. They will observe the pictures, cut them and paste them on the worksheet matching the pictures with the events as it corresponds.

## Task - Assessment **PART B**



Paste the tip of the picture here

***They decide to go  
for a row in the bay.***

Paste the tip of the picture here

***The sheep got into  
the boat***

Paste the tip of the picture here

***The cow got into  
the boat***

Paste the tip of the picture here

***The donkey got into  
the boat***

Paste the tip of the picture here

***The pig got into  
the boat***

Paste the tip of the picture here

***The mouse decided to  
join the ride***

Paste the tip of the picture here

***The mouse got into  
the boat***

Paste the tip of the picture here

***The boat tipped over  
and the animals fellt***

SI.2 Unit 5 Tell me a Story

Goals  
SI.2 Exchanges information about everyday matters using simple vocabulary.

Activity description

The teacher presents the expressions that are going to be used during this week. The teacher explains the meaning of the phrases in English and tries to communicate the concept with the help of visuals and aural aids.

## Pre-task

What is the story about ?

It is about an ancient wizard that fell down a deep well and found a mean Ogre who gave him a bitter posson.



Who are the main characters?

Crooked

Deep

The main characters are :  
The ancient wizard and the mean Ogre



What did you like the most?

Skinny

My favorite part was when the wizard fell down the deep well



Huge



Bitter



Delicious



Ancient



Good



mean



Mean

S.I.2.1 ask questions related with the content of short story or fable read in an exchange with a partner or group

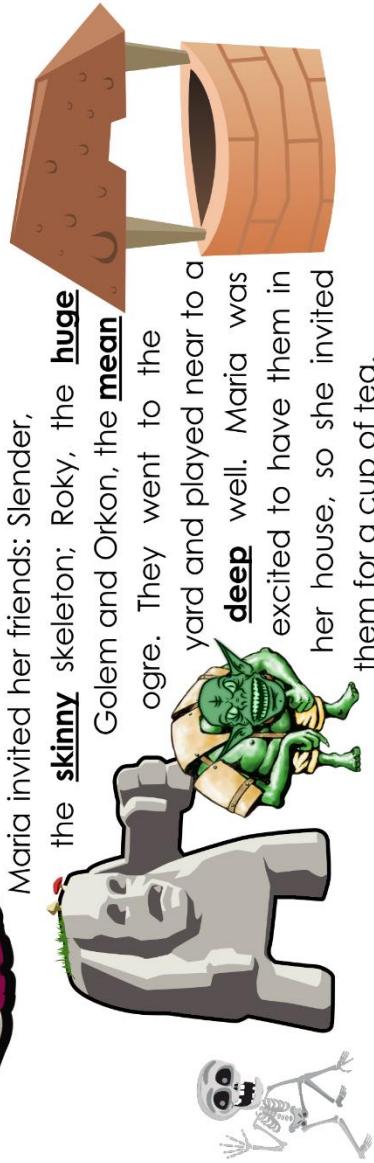
The students read story. Then, in pairs, they will ask each other questions about the story. What's the story about? - Who are the main characters? - What did you like the most? Responds according to the story you just read. Remember to keep your distance and be safe.



## Task - Rehearsal



**Once upon a time**, there was a lovely princess named María. She asked permission to her mother, the **ancient** Queen, to go have a picnic in the yard with all her friends. At first, the Queen was not very happy, but when María asked her again, she agreed with the idea.



Maria invited her friends: Slender, the **skinny** skeleton; Roky, the **huge** Golem and Orkon, the **mean** ogre. They went to the yard and played near to a **deep** well. Maria was excited to have them in her house, so she invited them for a cup of tea.



Maria and her friends sat down near a **crooked** tree. **First**, they had a delicious cup of fresh-made tea. Orkon, the **mean** ogre, didn't drink it because it was **bitter**. **Then**, they asked the **ancient** queen for a piece of a **delicious** chocolate cake she baked specially for them. **Next**, they played with Mimi, Maria's pet. Mimi is a **good** pet, she ate some of the cake too. **Finally**, Maria and her friends went back to their houses.

## Goals

S.I.2.1 responds to questions related with the content of short story or fable read in an exchange with a partner or group.



Students conduct a Class Poll. You have to interview at least three classmates by asking them the four questions from this poll.

# Class Poll

## Task - Completion

### Student 1

### Student 2

### Student 3

	Student 1	Student 2	Student 3
<b>What's the story about?</b>	<p>(a) A princess named Maria and her friends.            (b) An ancient queen named Maria.            (c) The magic cake of Roky the Golem.</p>	<p>(a) A princess named Maria and her friends.            (b) An ancient queen named Maria.            (c) The magic cake of Roky the Golem.</p>	<p>(a) A princess named Maria and her friends.            (b) An ancient queen named Maria.            (c) The magic cake of Roky the Golem.</p>
<b>Who are the main characters?</b>	<p>(a) Maria and Mimi            (b) Maria, Slender, Roky and Orkon            (c) Crooked the tree and Maria</p>	<p>(a) Maria and Mimi            (b) Maria, Slender, Roky and Orkon            (c) Crooked the tree and Maria</p>	<p>(a) Maria and Mimi            (b) Maria, Slender, Roky and Orkon            (c) Crooked the tree and Maria</p>
<b>Where did they sit down to have tea?</b>	<p>(a) In Maria's castle            (b) Near the ancient tree            (c) Near to a deep well</p>	<p>(a) In Maria's castle            (b) Near the ancient tree            (c) Near to a deep well</p>	<p>(a) In Maria's castle            (b) Near the ancient tree            (c) Near to a deep well</p>
<b>Why Orkon didn't drink the tea?</b>	<p>(a) Because it was hot            (b) Because it was cold            (c) Because it was bitter</p>	<p>(a) Because it was hot            (b) Because it was cold            (c) Because it was bitter</p>	<p>(a) Because it was hot            (b) Because it was cold            (c) Because it was bitter</p>



SI.2.1 responds to questions related with the content of short story or fable read in an exchange with a partner or group.

Complete the chart below by coloring each bar with the corresponding number of students who answered correctly.

## Class Poll Results Task - Assessment

### Questions Asked

What's the story about?	Who are the main characters?	Where did they sit down to have tea?	Why Orkon didn't drink the tea?

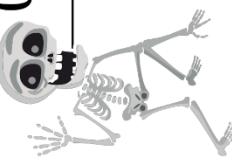


A princess named Maria, Slender, Roky and Orkon.

Near the ancient tree

Because it was bitter

### Correct answers



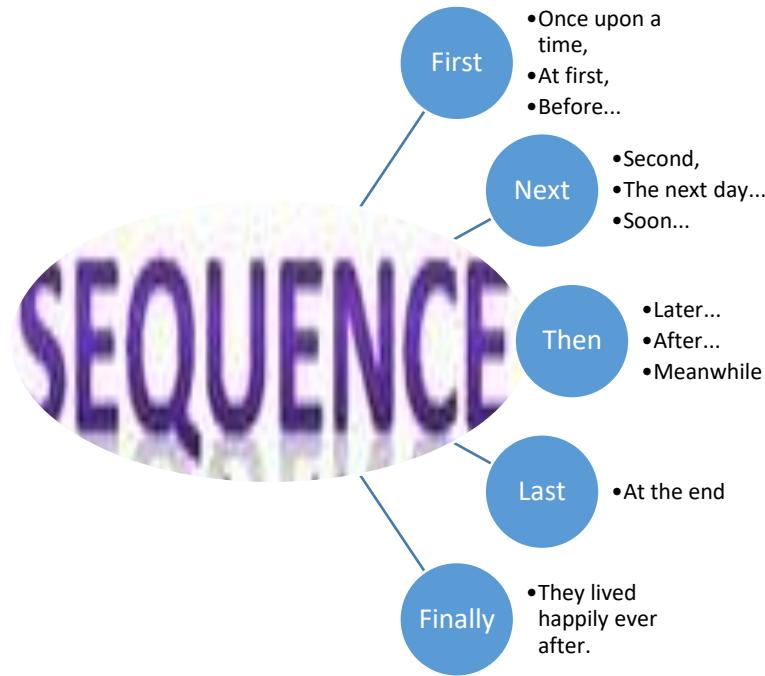
- think			- thing	
- sank			- sang	
- bank			- bang	

- <b>rink</b>			- <b>ring</b>	
- <b>sunk</b>			- <b>sung</b>	

Term: III	Level: Fifth Grade	Unit: 5	Week:3
Domain: Socio-interpersonal	Scenario: Tell me a Story	Theme: Acting It Out	
<b>Enduring Understanding:</b> A good story has characters, a setting, a plot, and a theme. There are different story genres such as fairy tales, fiction, nonfiction, poetry, legends, comics and biographies.			
<b>Essential Question:</b> What makes a good story?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<b>Grammar &amp; Sentence Frames</b> <u>Present perfect</u> <ul style="list-style-type: none"> <li>- The three men have lived in the house for many years.</li> <li>- The child has not done the bed yet.</li> </ul> <b>Phonemic Awareness</b> <u>Practicing digraphs</u> <ul style="list-style-type: none"> <li>- (th, sh)</li> <li>- think, teeth,</li> <li>- she, shield</li> </ul> <b>Vocabulary</b> <u>3. Acting it out</u> <u>Expressions and phrases</u>	<b>Function</b> <ul style="list-style-type: none"> <li>• Describing the main events in a story</li> </ul> <b>Discourse Markers</b> <u>Sequence adverbs-past tense</u> First, next, then, finally	<b>Psycho-social</b> <ul style="list-style-type: none"> <li>- Stimulating and expanding creativity and imagination</li> </ul> <b>Socio-cultural</b> <ul style="list-style-type: none"> <li>- Gaining multiple cultural perspectives through the reading of literature pieces</li> </ul> <b>idioms/ phrases</b> She found her prince charming. = She found her ideal mate.	

<ul style="list-style-type: none"> <li>- What's my role?</li> <li>- What should I do?</li> <li>- Who goes first, second?</li> <li>- When is my turn?</li> </ul> <p><u>Actions</u></p> <ul style="list-style-type: none"> <li>- vary tone and volume of voice</li> <li>- Express your emotions ( anger, delight, surprise, worry, fear)</li> <li>- Dress costumes</li> <li>- Use body language, miming and gesturing</li> <li>- Use pauses</li> <li>- Elicit and ask questions</li> <li>- Let's put some special effects with sounds</li> </ul>		
<b>Assessment Strategies &amp; Evidences of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b>
Learner...	Learner can	<p style="text-align: center;"><b><u>CONNECTION</u></b></p> <p style="text-align: center;"><b>Pre-teaching</b>  (Teacher pastes/writes the scenario, goal and the essential question on the board)</p> <p style="text-align: center;"><b>Warm up</b></p>

	<p>The teacher will play with the students a guessing game in order to introduce the vocabulary they are going to use this week, so she/he will show the students a flashcard representing any of the following emotions (anger, delight, surprise, worry, fear, happiness), and the students will guess which is the feeling, and they will make a sentence with that feeling and write it on the whiteboard. Later, they will write them in their notebooks.</p> <p style="text-align: center;"><b>Activation of Prior Knowledge</b></p> <p>Using the flashcards of the story, Who Sank the Boat? The students will retell the main events of the story to review aspects such as characters and description of setting.</p> <p style="text-align: center;"><b>Modeling</b></p> <p>The teacher will present to the class a chart with the following information:</p> <p style="color: purple; text-align: center;"><b>Adverbs of Sequence. The order in which things happen in a story.</b></p>	
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The students will talk about moments in which they have listened to these adverbs. They will try to share examples with their classmates.

Also, the teacher will introduce the meaning of “plot”. She/He will explain that it is about what happens on a story, and the students will talk about a story that they like, and they will explain what the plot of their favorite story is in their words.

The teacher will give to the students the receipt for “Agua Dulce”



### How to make a cup of Agua Dulce



First, we boil some water.



Next, serve the water in a cup.



Then, put two tablespoons of "Tapa de Dulce".



After, add some milk.



Finally, add a biscuit and enjoy it!

### CLARIFICATION

	<p style="text-align: center;"><b>Clarifying</b></p> <p>The teacher will read to the students the following information:</p> <p style="text-align: center;">Adverbs of sequence</p> <p>We use adverbs of sequence to describe the order in which things happen. We often use them to tell a story, write a recipe or give directions. They usually come at the beginning of a sentence, and they are followed by a comma (,).</p> <p>The teacher will ask the students to order the following sentences by writing the number on the blank line next to them.</p>	
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We use adverbs of sequence to describe the order in which things happen. We often use them to tell a story, write a recipe or give directions. They almost always come at the beginning of a sentence and they are followed by a comma (,).

## Activity description

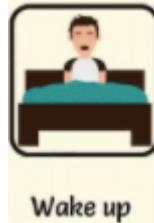
Order the following sentences by writing the number in the text box.

## ADVERBS OF SEQUENCE

### Making Pizza



- |  |   |
|--|---|
| <input type="checkbox"/> <b>First</b> , put 1 cup of flour in a bowl.        | <input type="checkbox"/> <b>Next</b> , spread some tomato sauce on top.               |
| <input type="checkbox"/> <b>Next</b> , pour 2 cups of water and mix.         | <input type="checkbox"/> <b>Then</b> , shred some cheese and add it.                  |
| <input type="checkbox"/> <b>Then</b> , knead the dough until is soft.        | <input type="checkbox"/> <b>After that</b> , add some ham slices.                     |
| <input type="checkbox"/> <b>Then</b> , stretch the dough onto a baking tray. | <input type="checkbox"/> <b>Finally</b> , place the pizza in the oven for 15 minutes. |

<b>SP.1.</b> Describes basic aspects of a story, fairy tale or fable.	<b>SP.1.</b> describe basic aspects of their day-by-day life, such as favorite foods and daily activities.	<p>-Teacher introduces the goal of the lesson. The teacher will ask the students to observe some flashcards and to try to guess what they are related to.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>Wake up</b></p> </div> <div style="text-align: center;">  <p><b>Have breakfast</b></p> </div> <div style="text-align: center;">  <p><b>Walk the dogs</b></p> </div> </div> <p>As soon as they realize that it is something related with daily aspects, the teacher can read to the students the story "The daily routine of the Queen"</p>	40 minutes
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### The Daily Routine of the Queen

Once upon a time, Queen Elizabeth II was crowned on 2 June, 1953 in Westminster Abbey. Her Majesty was the thirty-ninth Sovereign to be crowned at Westminster Abbey. And since then, the Queen always have the same routine.



In the morning, the Queen has breakfast at her bed. After breakfast, the Queen feeds her dogs, called Candy and Vulcan and that she loves very much. Then she reads the newspaper because it is very important for a Queen to be aware of all what happens on the world. After that, she takes her dogs for a walk.



Next, she does the gardening, she always love to take care of the plants. Oh no... the morning is gone and the Queen is so hungry that she eats lunch with her gardener. After lunch, she spends some time resting.



Then the Queen drives to the stables, and she and her friend ride their horses, it is the favorite exercise she practices daily.



After that the Queen returns home. Next. She has afternoon tea. Then the Queen does some work at her office. In the evening, the Queen and her family watch TV.



Before bed, she writes in her diary. Finally, the Queen goes to bed.

The Queen has a lot of responsibilities on her day, but like this she had lived happily since 1953.

***The End***

Adapted from Peacock Simple - The Daily Routine of the Queen. <https://www.youtube.com/watch?v=KvYACPrINHw>. Pictures taken from google.

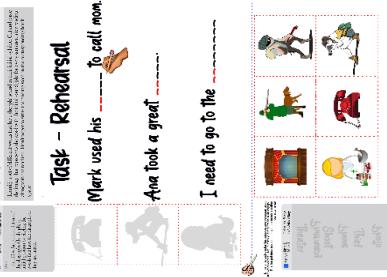
<p><b>SP.1.1.</b> identifies the basic aspects of a story, fairy tale or fable such as plot and main characters when supported by pictures, drawings or a mind map using basic vocabulary and phrases.</p> <p><b>SP.2.1.</b> retells the basic events of a story, fairy tale or fable such as main characters and plot when supported by pictures, drawings or a mind map using simple sentences.</p>	<p><b><u>CLARIFICATION</u></b></p> <p><b>Task-rehearsal</b></p> <p>The class will identify basic aspects from the story by answering to questions with the help of the picture, such as:</p> <p>What is the plot of the story?  Who is the main character of the story?  Which are other characters of the story  Is the Queen happy?</p> <p>After that, the students will work in groups. Each group will retell the basic events of the story they heard with the help of drawings that they will prepare and using simple sentences. The sentences should be in order, as they correspond with the drawings. Students should use first, next and so on, for example:</p> <p>First, the Queen eats breakfast.</p>  <p><small>shutterstock.com - 31072579</small></p> <p><b><u>CONSTRUCTION &amp; APPLICATION</u></b></p> <p><b>Task completion</b></p> <p>Each group will present their work of retelling the story to the class, with the help of the drawings that they made.</p> <p><b>Task assessment</b></p> <p>Working in groups, the students will prepare an oral presentation with the aid of a poster. Each group will use the poster to describe basic aspects of their day life, using their daily activities and their favorite foods. For the poster, they can reuse old newspapers or magazines to illustrate it.</p>	
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<p><b>W1.</b> Writes, with the help of illustrations, a little short story or fairy tale.</p> <p><b>W.1.1.</b> brainstorms main ideas of favorite story or fairy tale as a form of pre-writing.</p>	<p><b>W.1.</b> write a short text with the help of illustrations, a little short story or fairy tale.</p>	<p><b>CONNECTION</b></p> <p><b>Pre-task</b></p> <p>The teacher shares the goal of the lesson. Learners watch the video <a href="https://www.youtube.com/watch?v=dT9ZeKwbVhk">https://www.youtube.com/watch?v=dT9ZeKwbVhk</a> #EnglishFairyTalesChannel The Hardworking Confectioner Story in English   Stories for Teenagers   English Fairy Tales In this way, students will recognize the main idea and understand a bit more about the parts of a short story, its plot and characters.</p> <p><b>CLARIFICATION</b></p> <p><b>Task-rehearsal</b></p> <p>The teacher will tell the class that they are going to brainstorm ideas about their favorite story, and the teacher will write down the ideas on the whiteboard First they have to think of an idea ( it can be something they read about, a story or a fairy tale or some real-life experiences such as your daily routines, or your favorite food)</p> <p>Students will make an outline where they can organize the main ideas, with simple sentences and ordering the characters,</p> <pre> graph TD     Title[Title] --- Characters[Characters]     Characters --- PrincipalCharacter[Principal character]     PrincipalCharacter --- MainIdeas[Main ideas 1. 2. 3.]     </pre>	40 minutes

<p><b>W.1.2.</b> makes an outline to organize the main ideas of favorite story or fairy tale using phrases and simple sentences.</p>	<p style="text-align: center;"><b><u>CONSTRUCTION &amp; APPLICATION</u></b></p> <p style="text-align: center;"><b>Task completion</b></p> <p>According to the previous ideas that the students drafted, the teacher will give the students some images. If the teacher wants, he/she can use the examples, and the students will write their short story.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 10px;">  </td><td style="text-align: center; padding: 10px;">  </td><td style="text-align: center; padding: 10px;">  </td></tr> <tr> <td style="text-align: center; padding: 10px;">  </td><td style="text-align: center; padding: 10px;">  </td><td style="text-align: center; padding: 10px;">  </td></tr> </table>						
							
							

<p><b>W.1.4.</b> edits a text of a short story or fairy tale supported with pictures or drawings by checking for correct grammar, spelling,</p>				
<p>For example,</p> <p>My Daily Routines</p> <p>What do you do on a school day? Write a short story using first, then, after that, next and finally. You can start like this:</p> <p>First, I _____ at _____.</p> <p style="text-align: center;"><b>COLLABORATION</b></p> <p>In pairs, students will check each other's story, by paying special attention to spelling, grammar, punctuation and capitalization of words. When they check their works, the teacher will help them to finish the edition.</p> <p style="text-align: center;"><b>Task assessment</b></p> <p>The students will share their stories in a wall board, so they can read each other's works, in a safe and respectful way.</p>				

punctuation and capitalization.															
R.P.A.1 Shows knowledge of phonemic awareness by pronouncing sounds the diagraphs (th, sh) in initial position.	R.P.A.1 demonstrate knowledge of phonemic awareness by pronouncing sounds the diagraphs (th, sh) in initial position.	<p style="text-align: center;"><b><u>CONNECTION</u></b></p> <p style="text-align: center;"><b>Pre-task</b></p> <p>-Teacher introduces the goal of the lesson. The class will observe the video: Voiceless Diagraph /th/ Sound – Phonics by TurtleDiary at: <a href="https://www.youtube.com/watch?v=Ih55yasmR-Q">https://www.youtube.com/watch?v=Ih55yasmR-Q</a> then they will observe the video : Digraph /sh/ Sound – Phonics by TurtleDiary at: <a href="https://www.youtube.com/watch?v=ptfu3tL0OBg">https://www.youtube.com/watch?v=ptfu3tL0OBg</a></p> <p>The class will watch the video The PH Sound   Phonics Video   Scratch Garden <a href="http://bit.ly/ph-sound">http://bit.ly/ph-sound</a>.</p> <p>After watching the video <a href="http://bit.ly/ph-sound">http://bit.ly/ph-sound</a> suggested by the teacher, students identify a set of different words that have the /ph/ sound in their initial syllable.</p> <p style="text-align: center;"><b><u>CLARIFICATION</u></b></p> <p style="text-align: center;"><b>Task-rehearsal</b></p> <p>The teacher will paste or copy the poster on the board.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">/th/</th> <th style="text-align: center; padding: 5px;">/sh/</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Thumb: The baby is sucking his thumb.</td> <td style="padding: 5px;">Ship: Stop! <b>Shout</b> out to the big <b>ship</b> in the sea.</td> </tr> <tr> <td style="padding: 5px;">Thorn: Be careful with the <b>thorn</b> on the rose!</td> <td style="padding: 5px;">Shop: Let's find out what our friends got from the toy <b>shop</b>!</td> </tr> <tr> <td style="padding: 5px;">Thread: It is a green <b>thread</b>.</td> <td style="padding: 5px;">Sheep: I love the black <b>sheep</b>.</td> </tr> <tr> <td style="padding: 5px;">Thick: The book is <b>thick</b>.</td> <td style="padding: 5px;">Shell: The <b>shell</b> is on the sand.</td> </tr> <tr> <td style="padding: 5px;">Throw: <b>Throw</b> me the ball</td> <td style="padding: 5px;">Shoe: I lost one black <b>shoe</b>.</td> </tr> </tbody> </table>	/th/	/sh/	Thumb: The baby is sucking his thumb.	Ship: Stop! <b>Shout</b> out to the big <b>ship</b> in the sea.	Thorn: Be careful with the <b>thorn</b> on the rose!	Shop: Let's find out what our friends got from the toy <b>shop</b> !	Thread: It is a green <b>thread</b> .	Sheep: I love the black <b>sheep</b> .	Thick: The book is <b>thick</b> .	Shell: The <b>shell</b> is on the sand.	Throw: <b>Throw</b> me the ball	Shoe: I lost one black <b>shoe</b> .	40 minutes
/th/	/sh/														
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<p><b>R.P:A.5.</b> identifies the pronunciation of the diagraphs (th, sh, ph) in initial position by circling the words that have the diagraphs as they are heard.</p>	<table border="1"> <tbody> <tr> <td>Think: Think on me!</td><td>Shark: The shark is a beautiful animal.</td></tr> <tr> <td>Mouth: I have a nice mouth.</td><td>She: She is my mother.</td></tr> <tr> <td>Bath: I take a bath.</td><td>Shield: Wonder Woman has a shield.</td></tr> <tr> <td>Cloth: I have a cloth.</td><td></td></tr> </tbody> </table>	Think: Think on me!	Shark: The shark is a beautiful animal.	Mouth: I have a nice mouth.	She: She is my mother.	Bath: I take a bath.	Shield: Wonder Woman has a shield.	Cloth: I have a cloth.	
Think: Think on me!	Shark: The shark is a beautiful animal.								
Mouth: I have a nice mouth.	She: She is my mother.								
Bath: I take a bath.	Shield: Wonder Woman has a shield.								
Cloth: I have a cloth.									
<p>The teacher will read the words and the sentences twice. And she/he will have the flashcards that represent the words that have the diagraphs /th/ and /sh/.</p> <p>The students will repeat the words and the sentences after the teacher.</p> <p>After watching the videos suggested to the teacher, students identify a set of different words that have the /ph/ sound in their initial syllable. Put the words under their corresponding sound.</p> <div style="text-align: center;">  <p><b>COSTRUCTION &amp; APPLICATION</b> Task completion</p> <p>Unscramble the following words, then read them and write them under the sound as it corresponds:</p> <p>arskh: _____</p> <p>kihtn: _____</p> </div>									

nhepo: \_\_\_\_\_

wrhot: \_\_\_\_\_

epehs: \_\_\_\_\_

otohp: \_\_\_\_\_

/th/	/sh/	/ph/

### Task assessment

The teacher will give the students a worksheet with pictures that represents words with the sounds /th/, /ph/ and /sh/ in initial position. She will read the sentences, and the students will circle the sentence that they hear as it corresponds.



The cell is beautiful.

The shell is beautiful.



The man is thinking.

The man is ticking.

3

There are tree.

There are three.



She has a child.

Chee has a shield.



It's a lovely photo.

It's a lovely moto.



She has a child.

She has a shield.



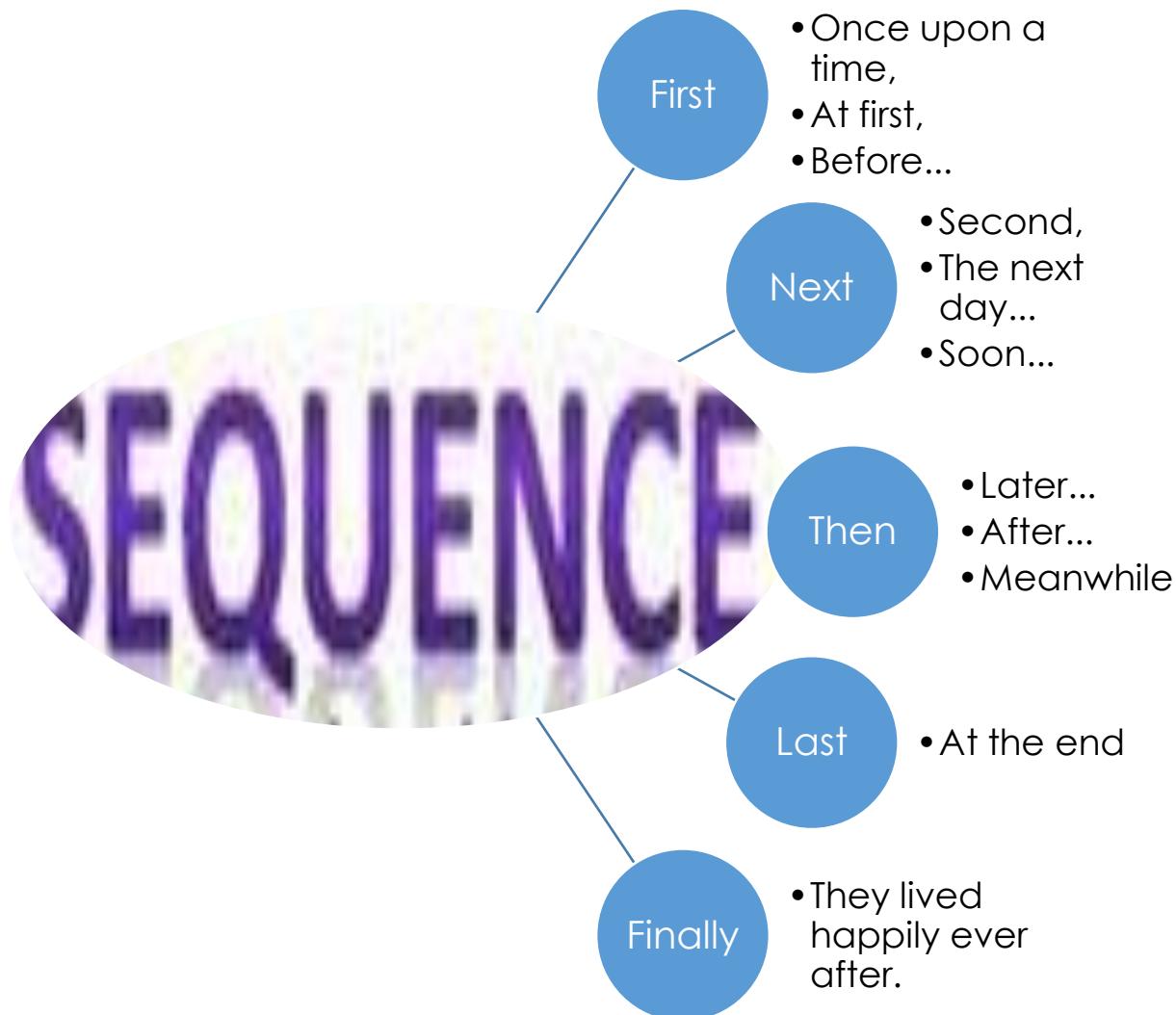
Mom has a phone.

			Mom has a cone.	
<b>Integrated Mini-Project</b>				<b>Time</b>
Phase: _____				
<b>Reflective Teaching</b>				
What worked well	What didn't work well	How to improve		
<b>Enduring Understanding Reflection</b>				

<b>Learner Self-Assessment</b>			
<i>I can...</i>	 <b>No achieved yet</b> (Learner cannot	 <b>In progress</b> (Learner can achieve the task with some difficulty)	 <b>Achieved</b> (Learner can achieve the task)

	(achieve the task)	(and needs improvement)	(without any difficulty).
identify the basic aspects of a story, fairy tale or fable such as plot and main characters when supported by pictures, drawings or a mind map using basic vocabulary and phrases.			
retell the basic events of a story, fairy tale or fable such as main characters and plot when supported by pictures, drawings or a mind map using simple sentences.			
brainstorm main ideas of favorite story or fairy tale as a form of pre-writing.			
make an outline to organize the main ideas of favorite story or fairy tale using phrases and simple sentences.			
make a draft of text by writing complete sentences for each main idea connected with linking words such as... next, then, after, finally with the help of illustrations.			
edit a text of a short story or fairy tale supported with pictures or drawings by checking for correct grammar, spelling, punctuation and capitalization.			
identify the pronunciation of the digraphs (th, sh, ph) in initial position by circling the words that have the digraphs as they are heard.			

## Adverbs of Sequence, the order in which things happen in a story



## How to make a cup of Agua Dulce



First, we boil some water.



Next, serve the water in a cup.



Then, put two tablespoons of "Tapa de Dulce".



After, add some milk.



Finally, add a biscuit and enjoy it!



Clarifying Unit: 5 Tell me a Story  
Week 3 Let's Write a Story

**Goals**  
We use adverbs of sequence to describe the order in which things happen. We often use them to tell a story, write a recipe or give directions. They almost always come at the beginning of a sentence and they are followed by a comma (,).

#### Activity description

Order the following sentences by writing the number in the text box.

# ADVERBS OF SEQUENCE

## Making Pizza



- First**, put 1 cup of flour in a bowl.
- Next**, spread some tomato sauce on top.
- Then**, shred some cheese and add it.
- After that**, add some ham slices.
- Finally**, place the pizza in the oven for 15 minutes.



Wake up



Make my bed



Take a bath



Get dressed



Brush  
your hair



Have  
breakfast



Brush  
your teeth



Wait for the bus



Go to school



MILK



BUTTER



TOAST

## The Daily Routine of the Queen

Once upon a time, Queen Elizabeth II was crowned on 2 June, 1953 in Westminster Abbey. Her Majesty was the thirty-ninth Sovereign to be crowned at Westminster Abbey. And since then, the Queen always have the same routine.



In the morning, the Queen has breakfast at her bed. After breakfast, the Queen feeds her dogs, called Candy and Vulcan and that she loves very much. Then she reads the newspaper because it is very important for a Queen to be aware of all what happens on the world. After that, she takes her dogs for a walk.



Next, she does the gardening, she always love to take care of the plants. Oh no... the morning is gone and the Queen is so hungry that she eats lunch with her gardener. After lunch, she spends some time resting.



Then the Queen drives to the stables, and she and her friend ride their horses, it is the favorite exercise she practices daily.



After that the Queen returns home. Next, she has afternoon tea. Then the Queen does some work at her office. In the evening, the Queen and her family watch TV.



Before bed, she writes in her diary. Finally, the Queen goes to bed.

The Queen has a lot of responsibilities on her day, but like this she had lived happily since 1953.

**The End**

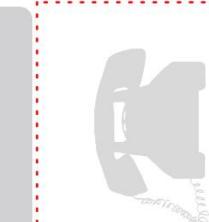


Adapted from Present Simple : The Daily Routine of the Queen. <http://www.eslprintables.com/printables/the-daily-routine-of-the-queen/>.  
Pictures taken from Google.



Images taken from <https://sp.depositphotos.com/vector-images/rutina-diaria.html>

Identifies the pronunciation of the digraphs (th, sh, ph) in initial position by circling the words that have the digraphs as they are heard.



## Task - Rehearsal

Mark used his \_\_\_\_\_ to call mom.



Ana took a great \_\_\_\_\_.

I need to go to the \_\_\_\_\_.

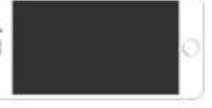


En este recuadro están las palabras que necesitas usar. Para que las uses bien y le das rienda a tu imaginación, solo usa palabras que desees usar ojala se escucharan correctamente.

Theater  
Playground  
Shop  
Phone  
Toy

### Task assessment

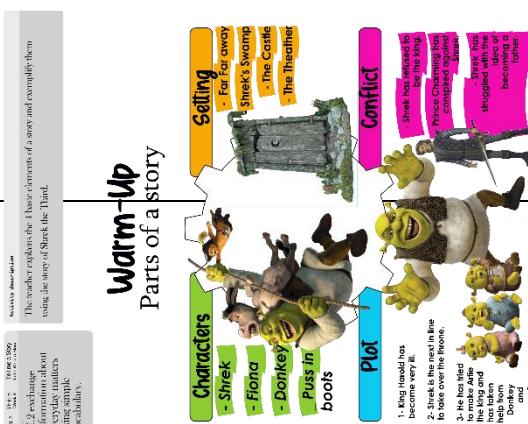
The teacher will give the students a worksheet with pictures that represents words with the sounds /th/, /ph/ and /sh/ in initial position, she will read the sentences and he students will circle the sentence they hear as it corresponds.

	<p>The cell is beautiful. The shell is beautiful.</p>
	<p>The man is thinking. The man is ticking.</p>
<b>3</b>	<p>There are tree. There are three.</p>
	<p>She has a child. Chee has a shield.</p>
	<p>It's a lovely photo. It's a lovely moto.</p>
	<p>She has a child. She has a shield.</p>
	<p>Mom has a phone. Mom has a cone.</p>

t

Term: III	Level: Fifth Grade	Unit:5	Week:4
Domain: Socio-interpersonal	Scenario: Tell me a Story	Theme: Let's Write a Story	
<b>Enduring Understanding:</b> A good story has characters, a setting, a plot, and a theme. There are different story genres such as fairy tales, fiction, nonfiction, poetry, legends, comics and biographies.			
<b>Essential Question:</b> What makes a good story?			
<p style="text-align: center;"><b>Dimensions</b></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	
<b>Grammar &amp; Sentence Frames</b> <u>Simple Past</u> - One upon a time, there was/were ____. - The story was about ____.	<b>Function</b> <ul style="list-style-type: none"> <li>Describing past events</li> </ul> <b>Discourse Markers</b>	<b>Psycho-social</b> - Stimulating and expanding creativity and imagination.	<b>Sociocultural</b>

<p><u>Interrogative past sentences beginning with "What."; "Where"; "Who"</u></p> <ul style="list-style-type: none"> <li>- Where did the story take place?</li> <li>- What was the story about?</li> <li>- Who felt sad in the story?</li> </ul> <p><b>Phonemic Awareness</b></p> <p><u>Practicing digraphs</u></p> <ul style="list-style-type: none"> <li>- (ph)</li> <li>- phone, photo</li> </ul> <p><b>Vocabulary</b></p> <p><u>4.Let's write a story</u></p> <p><u>Parts of a story</u></p> <ul style="list-style-type: none"> <li>- Characters, setting, plot, conflict</li> </ul> <p><u>Descriptive Adjectives</u></p> <ul style="list-style-type: none"> <li>- attractive, adorable,</li> </ul> <p><u>Story characters</u></p> <ul style="list-style-type: none"> <li>-dragon, witch, princess</li> </ul>	<p><u>Sequence adverbs-past tense</u></p> <p>First, next, then, finally</p>	<ul style="list-style-type: none"> <li>- Gaining multiple cultural perspectives through the reading of literature pieces</li> </ul> <p><b>idioms/ phrases</b></p> <p>She cried crocodile tears. = She cried fake tears.</p>
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<u>Transition words, connectors, sequence words</u>  Then, furthermore, after, finally		
<b>Assessment Strategies &amp; Evidences of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b>
Learner...	Learner can	<p><b>CONNECTION</b></p> <p><b>Pre-teaching</b></p> <ul style="list-style-type: none"> <li>Teacher introduces the goal of the lesson.</li> </ul> <p>Routine: Checking attendance, checking in with Ls, T posts the Essential Question, goal, Can Do's, and class agenda, etc. on the board</p> <p><b>Warm up</b></p> <p>Teacher presents the video <a href="http://bit.ly/the-main-idea">http://bit.ly/the-main-idea</a>, and asks learners to take notes on what is being said in the video.</p> <p><b>Activation of Prior Knowledge</b></p>  <p>The diagram illustrates the activation of prior knowledge for the characters in Shrek. It features a central illustration of Shrek and his friends (Donkey, Fiona, Puss in Boots) surrounded by colored boxes labeled with story elements:</p> <ul style="list-style-type: none"> <li><b>Setting:</b> Far Far Away, Shrek's Swamp, The Castle, The Heather.</li> <li><b>Characters:</b> Shrek, Donkey, Fiona, Puss in Boots, Prince Charming, Queen, Shrek's mom, Shrek's dad, Shrek's wife, Shrek's son, Shrek's daughter, Shrek's mother-in-law, Shrek's father-in-law, Shrek's brother, Shrek's sister, Shrek's sibling, Shrek's sibling's spouse, Shrek's sibling's child, Shrek's sibling's sibling, Shrek's sibling's sibling's spouse, Shrek's sibling's sibling's child.</li> <li><b>Plot:</b> 1. King Harold has become very ill. 2. Shrek is the next in line to take over the movie. 3. He has tried to prove that he is the best person for the job and has taken help from Donkey and Puss.</li> <li><b>Conflict:</b> Shrek has decided to be the king because he is the one who deserves it. Prince Charming has come back to Shrek's castle to confront him about his actions. Shrek has decided to leave the castle and become a father.</li> </ul>

**Modeling**

The teacher uses the previous activity to model the answer to the following questions:

**What characters are mentioned in this text?**

**What settings are mentioned in this text?**

**Talk about one of the conflicts mentioned.**

**What is the plot of the story?**

[CLARIFICATION](#)

		<b>Clarifying</b>  The teacher goes through the previous exercise while explaining the relation between each question and the parts of the story.	
<b>SI.2</b> Exchanges information about everyday matters using simple vocabulary.	<b>SI.2</b> exchange information about everyday matters using simple vocabulary.	<p style="text-align: center;"><b>Pre-task</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the goal of the lesson.</li> <li>• Teacher shows this infographic to students. Teacher describes the process of identifying the following elements in a story: Characters, Settings, Conflicts and The Plot.</li> </ul>  <p><b>PLOT</b> Is the sequence of events where each affects the next through the principle of causation. The causal events of a plot can be thought of as a series of events linked by the connector "and so".</p> <p><b>CHARACTERS</b> A character is a person or other being in a story. The character may be entirely fictitious or based on a real-life person, in which case the distinction of a "fictional" versus "real" character may be made.</p> <p><b>SETTINGS</b> Is the time and geographical location of a narrative, either non-fiction or fiction.</p> <p><b>CONFLICTS</b> A struggle between two opposing forces. Conflict provides crucial tension in any story and is used to drive the narrative forward.</p>	40 minutes

### COLLABORATION CLARIFICATION

#### Task-rehearsal

Students read the abstract of Shrek III. Then, they pair up with a classmate and ask and answer each other the questions suggested in this worksheet about the story.



**S.I.2.1** asks questions related with the content of short story or fable read in an exchange with a partner or group.

## COSTRUZIONE & APPLICAZIONE

# Task completion

The students read the story entitled Goldilocks and the three bears. Then, complete the chart below about Shrek III. Ask your partner using the questions bellow.

**Task - Completion**

**Goldilock and The Three Bears**

Goldilocks spent for a walk. In the forest and comes across a house. She enters and helps herself to porridge, sit in the chair, and sleeps in the bed. Meanwhile, the bears, who own the house come home and notice her. Goldilocks has done the same things to their porridge, chairs and their bed. Goldilocks wakes up. She sees the three bears and runs away as fast as she can.

"Tomorrow's been sleeping in my bed, too," said the Mama bear.

"Someone's been sleeping in my bed and he's still there!" cried the Papa bear.

Just then, Goldilocks woke up. She saw the three bears. She screamed, "Help! And Goldilocks ran out and out of the house. Goldilocks is now down the stairs, outside the door, and far away into the forest. She never returned to the home of the three bears.

**Student A**

Answer the following questions based on the story of Goldilock and the Three Bears.

1. Who was the character that entered the house?

2. What did she do?

3. Who were the characters that came home?

4. What did Goldilocks do?

5. Who was the character that ran away?

6. Who was the character that never returned?

**Teacher**

1. Who was the character that entered the house?

2. What did she do?

3. Who were the characters that came home?

4. What did Goldilocks do?

5. Who was the character that ran away?

6. Who was the character that never returned?

The students read the story entitled Goldilocks and the three bears. Then, complete the chart below about Shrek III. Ask your partner using the questions bellow.

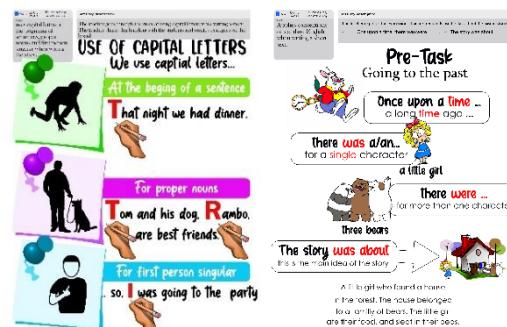
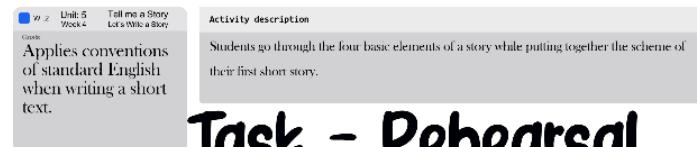
**S.I.2.1** responds to questions related with the content of short story or fable read in an exchange with a partner or group.

Task - Completion <b>Shrek III</b>	Student B
<p>scattered description This is a short story about the life of Shrek, the ogre. It is a story of conflict, love, and friendship.</p> <p>Shrek and Fiona are married. King Harold, Fiona's father, has become very ill. Shrek is the next person in line to take over the throne. He has tried to find a wife, a relative who might have the chance to become the new king. Before Shrek agrees to end his life, Fiona tells Shrek that he is going to be a father. Shrek is not quite happy with the news. Since then, he has struggled with the idea of becoming a father.</p> <p>While Shrek is away from the castle, Prince Charming has conspired against him and has taken over for a week. He leads a rebellion against the prince in the castle and captures them.</p> <p>The story ends with the return of Ante le Fox Far Away as the rightful successor of King Harold. Prince Charming is finally put to an end while Shrek goes back to his beloved swamp.</p> <p><a href="#">www.exploratorium.edu</a> <a href="#">www.exploratorium.edu</a> <a href="#">www.exploratorium.edu</a> <a href="#">www.exploratorium.edu</a></p>	

### Task assessment

The students read the story of “Goldilocks and the three bears” one more time and answer the questions below.

Task - assessment <b>Goldilocks and the three bears</b>
<p>scattered description This is a short story about Goldilocks and the three bears. One more time we can see how the story is told through the eyes of the characters. In this story, Goldilocks is a girl who is curious and adventurous. She comes across a house in the woods and decides to go inside. Inside she finds three bears who are sleeping. She steals their porridge, their bread, and their chair. The bears wake up and chase her away. Goldilocks is scared but manages to get away.</p> <p>1- What are the two <b>settings</b> mentioned in the story? _____</p> <p>2- What happened first ( 1 ) in the story according to the <b>plot</b>? _____</p> <p>3- Describe the <b>conflict</b> of the story. _____</p> <p>4- Who are the main <b>characters</b> in the story ? _____</p>

<p><b>W2.</b> Applies conventions of standard English when writing a short text.</p>	<p><b>W.2.</b> apply conventions of standard English.</p>	<p><b>Pre-task</b></p> <p>-Teacher introduces the goal of the lesson.</p> <ul style="list-style-type: none"> <li>- The teacher goes through the rules of using capital letters and final punctuations while writing a story. The teacher shares this handout with the students and creates examples on the board.</li> <li><b>- The teacher presents the expressions that are going to be used in this section.</b></li> </ul>  <p><b>CLARIFICATION</b></p> <p><b>Task-rehearsal</b></p> <p>Students go through the four basic elements of a story while putting together the scheme of their first short story.</p>  <h2>Task - Rehearsal</h2> <p>Let's put a story together...</p>	<p>40 minutes</p>
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**1 Step one: Choose a setting**

Once upon a time in \_\_\_\_\_

1. a colorfull forest 

2. an ancient castel 

3. in the bottom of the sea 

**2 Step two: Choose the characters**

There \_\_\_\_\_

1. was a little girl 

2. were three friendly bears 

3. was a crazy rabit 

**W.2.1.1.uses capital letters at the beginning of sentences, proper nouns and first person singular when writing the story.**

### **COSTRCTION & APPLICATION**

#### **Task completion**

Students create a short story based on the choices they made in the previous section. Follow the structure by using capital letters at the beginning of sentences, proper nouns and first person singular and ask your teacher for help in case you need it. Remember to write a period at the end of each sentence.

SI.2 Unit 5 Week 4 Tell me a Story  
Goals

Applies conventions of standard English when writing a short text.

#### Activity description

Students create a short story based on the choices they made in the previous section. Follow the structure and ask your teacher for help in case you need it. Then, answer the question at the bottom of this worksheet.

### **Task - completion**

#### **My first short story**

Once upon a time in \_\_\_\_\_  
there \_\_\_\_\_

who was / were : 1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

**W.2.1.2.** writes a period at the end of sentences.

## COLLABORATION

### Task assessment

Students pair up to ask their classmates about their stories and their characters. They register what their classmates said in the following worksheet.

Answers to questions

Students open up a book and choose one of the stories there. Then they ask their classmate about the story. Take notes about the characters. Take notes about the distance and in the dialogue between the characters.

Activity: Students open up a book and choose one of the stories there. Then they ask their classmate about the story. Take notes about the characters. Take notes about the distance and in the dialogue between the characters.

**Task - assessment**

My first short story

**What was your story about ?**

The story was about

This is the main idea of the story

**Who were the main characters ?**

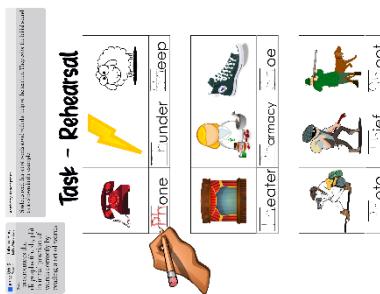
There was a man

for a single character

There were ...

farmer, his wife, his children



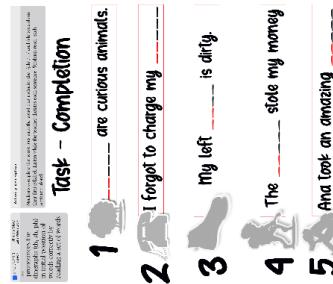
<b>R.P.A. 1 Shows knowledge of phonemic awareness by pronouncing sounds the diagraphs (ph) in initial position.</b>	<b>R.P.A. 1 demonstrate knowledge of phonemic awareness by pronouncing sounds the diagraphs (ph) in initial position.</b>	<p style="text-align: center;"><b><u>CONNECTION</u></b></p> <p style="text-align: center;"><b>Pre-task</b></p> <p>-Teacher introduces the goal of the lesson. The class will observe the video: Voiceless Diagraph /th/ Sound – Phonics by TurtleDiary at: <a href="https://www.youtube.com/watch?v=Ih55yasmR-Q">https://www.youtube.com/watch?v=Ih55yasmR-Q</a> then they will observe the video : Digraph /sh/ Sound – Phonics by TurtleDiary at: <a href="https://www.youtube.com/watch?v=ptfu3tL0OBg">https://www.youtube.com/watch?v=ptfu3tL0OBg</a> The class will watch the video The PH Sound   Phonics Video   Scratch Garden <a href="http://bit.ly/ph-sound">http://bit.ly/ph-sound</a>.</p> <p style="text-align: center;"><b><u>CLARIFICATION</u></b></p> <p style="text-align: center;"><b>Task-rehearsal</b></p> <p>After watching the videos suggested to the teacher, students read aloud while identifying a set of different words that have the /th/ /ph/ /sh/ sound in their initial syllable.</p> 	40 minutes

**R.P.A.6.** pronounces the diagraphs (th, sh, ph) in initial position of words correctly by reading a set of words or sentences.

## **COSTRCTION & APPLICATION**

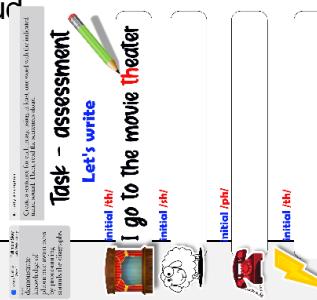
### **Task completion**

Students complete the sentences with the word that includes the /ph/ /th/ and /sh/ sounds in their first syllable. Listen while the teacher dictates each sentence. Students read aloud by pronouncing the diagraph as it corresponds by reading a set of sentences.



### **Task assessment**

Create a sentence for each image using, at least, one word with the indicated initial sound. Then, read the sentences aloud.



## **Integrated Mini-Project**

Phase: \_\_\_\_\_

- Planning and creating collaboratively a set of different characters to be used in class.
- Preparing the materials that are going to be needed to create one character for each class member.
- Participating in co-assessment using technically designed instruments.

**Time**

- Each student will present the character they have created.

**Reflective Teaching**

What worked well

What didn't work well

How to improve

**Enduring Understanding Reflection**

### Learner Self-Assessment

<b>I can...</b>	 <b>No achieved yet</b> (Learner cannot achieve the task)	 <b>In progress</b> (Learner can achieve the task with some difficulty and needs improvement)	 <b>Achieved</b> (Learner can achieve the task without any difficulty).
ask questions related with the content of short story or fable read in an exchange with a partner or group.			
respond to questions related with the content of short story or fable read in an exchange with a partner or group.			
use capital letters at the beginning of sentences, proper nouns and first person singular when writing the story.			
write a period at the end of sentences.			
pronounce the diagraphs (th, sh, ph) in initial position of words correctly by reading a set of words or sentences.			

**SL.2** 114.2 Tell me a story  
Week 4

ST.2 Exchange information about everyday matters using simple vocabulary.

**Activity description**

The teacher explains the 4 basic elements of a story and exemplify them using the story of Shrek the Third.

# Warm-up

## Parts of a story

### Characters

- Shrek

- Fiona

- Donkey

Puss in boots



### Setting

- Far Far away

Shrek's Swamp

The Castle

The Theater



### Plot

1- King Harold has become very ill.

2- Shrek is the next in line to take over the throne.

3- He has tried to make Arnie the King and has taken help from Donkey and Puss

### Conflict

- Shrek has refused to be the king.

Prince Charming has conspired against Shrek.

- Shrek has struggled with the idea of becoming a father.



**What characters are mentioned in this text?**

**What settings are mentioned in this text?**

**Talk about one of the conflicts mentioned.**

**What is the plot of the story?**



## PLOT

Is the sequence of events where each affects the next one through the principle of cause-and-effect. The causal events of a plot can be thought of as a series of events linked by the connector "and so"



## CHARACTERS

a character is a person or other being in a narrative. The character may be entirely fictional or based on a real-life person, in which case the distinction of a "fictional" versus "real" character may be made



## SETTINGS

is the time and geographic location within a narrative, either nonfiction or fiction



## CONFLICTS

a struggle between two opposing forces. Conflict provides crucial tension in any story and is used to drive the narrative forward

SI. 2 Unit: 5  
Week 4  
Goals

Tell me a Story  
Let's Write a Story

S.I.2.1 asks questions related with the content of short story or fable read in an exchange with a partner or group

Students read the abstract of Shrek III. Then, they pair up with a classmate and ask each other the questions suggested in this worksheet about the story.

## Task Rehearsal

### Shrek III

In this story, Shrek and Fiona are married. King Harold, Fiona's father, has become very ill. Shrek is the next person in line to take over the throne. He has tried to find Artie, a relative who might have the chance to become the new king. Before Shrek leaves to find Artie, Fiona tells Shrek that he is going to be a father. Shrek is not quite happy with the news. Since then, he has struggled with the idea of becoming a father.



While Shrek is away from the castle, Prince Charming has conspired against him and has taken over Far Far Away. He leads a rebellion against the princes in the castle and captures them.

The Story ends with the return of Artie to Far Far Away as the rightful successor of King Harold. Prince Charming is finally put to an end while Shrek goes back to his beloved swamp.

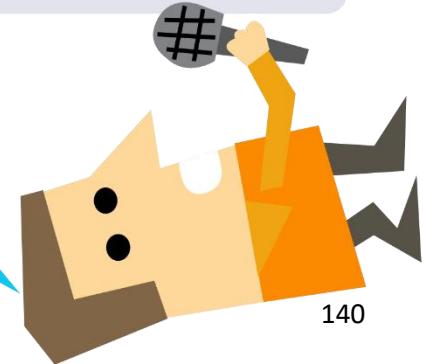
ASK YOUR  
CLASSMATES

What characters are mentioned in this text?

What settings are mentioned in this text?

Talk about one of the conflicts mentioned.

What is the plot of the story?



SI.2 exchange information about everyday matters using simple vocabulary.

The teacher explains the 4 basic elements of a story and exemplify them using the story of Shrek the Third.

# Warm-up

## Parts of a story

### Characters



### Setting

- Far Far away
- Shrek's Swamp
- The Castle
- The Theather



### Plot

- 1- King Harold has become very ill.
- 2- Shrek is the next in line to take over the throne.
- 3- He has tried to make Arnie the king and has taken help from Donkey and Puss

### Conflict



- Shrek has refused to be the king.
- Prince Charming has conspired against Shrek.
- Shrek has struggled with the idea of becoming a father.



# Task - Completion

You need to complete the chart below about Goldilock and the three Bears. Ask your partner using the questions below.

Student B

In this story, Shrek and Fiona are married. King Harold, Fiona's father, has become very ill. Shrek is the next person in line to take over the throne. He has tried to find Arnie, a relative who might have the chance to become the new king. Before Shrek leaves to find Arnie, Fiona tells Shrek that he is going to be a father. Shrek is not quite happy with the news. Since then, he has struggled with the idea of becoming a father.

**While Shrek is away from the castle, Prince Charming has conspired against him and has taken over Far Far Away. He leads a rebellion against the princes in the castle and captures them.**

The Story ends with the return of Artie to Far Far Away as the rightful successor of King Harold. Prince Charming is finally put to an end while Shrek goes back to his beloved swamp.

**What is the plot of the story?**

116

one of the conflict

**What characters are mentioned in this text?**

Plot

Conflict



Character

Character



SI . 2   Unit: 5   Week 4   Tell me a Story  
Goals   Let's Write a Story  
exchange information about everyday matters using simple vocabulary

Activity description

The students read the story of Goldilocks and the three bears one more time and answer the questions bellow.

# Task - assessment

## Goldilocks and the three bears

1- **What are the two *settings* mentioned in the story?**

2- **What happened first ( 1 ) in the story according to the *plot*?**

3- **Describe the *conflict* of the story**

4- **Who are the main *characters* in the story ?**



#### Activity description

The teacher goes through the rules of using capital letters while writing a story. The teacher shares this handout with the students and creates examples on the board.

## USE OF CAPITAL LETTERS We use capital letters...

At the begining of a sentence

**T**hat night we had dinner.



for proper nouns

**T**om and his dog, **R**ambo,  
are best friends.



For first person singular

.. so, **I** was going to **the** party



W 2 Unit: 5  
Week 4  
Goals Tell me a Story  
Let's Write a Story  
Applies conventions  
of standard English  
when writing a short  
text.

Activity description

The teacher explores the expressions that are frequently used to talk about the past in stories:  
– One upon a time, there was/were \_\_\_\_\_. – The story was about \_\_\_\_\_.  
–

## Pre-Task

### Going to the past



**Once upon a time ...**  
a long **time** ago ...



**there was a/an...**  
for a single character



**There were ...**  
for more than one character

**three bears**



**The story was about**  
this is the main idea of the story

A little girl who found a house  
in the forest. The house belonged  
to a family of bears. The little girl  
ate their food, and slept in their beds.

W.2 Unit: 5  
Week 4 Tell me a Story  
Let's Write a Story

Goals Applies conventions of standard English when writing a short text.

#### Activity description

Students go through the four basic elements of a story while putting together the scheme of their first short story.

# Task – Rehearsal

## Let's put a story together...

### 1 Step one: Choose a setting

Once upon a time in \_\_\_\_\_

- 1. a colorfull forest 
- 2. an ancient castle 
- 3. in the bottom of the sea 

### 2 Step two: Choose the characters

There \_\_\_\_\_

- 1. was a little girl 
- 2. were three friendly bears 
- 3. was a crazy rabbit 

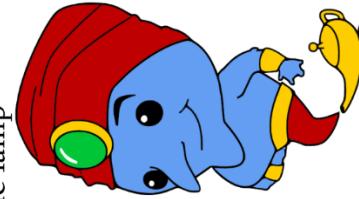
### 3 Step three: Set the plot in order

who was / were \_\_\_\_\_

- a genie came out from the lamp 
- 1. going to visit some friends
- rubbed the lamp
- got into the house
- found a house
- found a magic lamp

### 4 Step four: Choose the conflict

Then, \_\_\_\_\_



- the genie was an evil wizard who casted a spell and froze everyone.
- the genie was friendly and granted everyone a wish.
- the genie invited everyone to his birthday party.

Students create a short story based on the choices they made in the previous section. Follow the structure and ask your teacher for help in case you need it. Then, answer the question at the bottom of this worksheet.

# Task – completion

## My first short story

Once upon a time in \_\_\_\_\_  
there \_\_\_\_\_

who was / were : **1** \_\_\_\_\_

**2** \_\_\_\_\_

**3** \_\_\_\_\_

**4** \_\_\_\_\_

**5** \_\_\_\_\_

**6** \_\_\_\_\_

Then, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

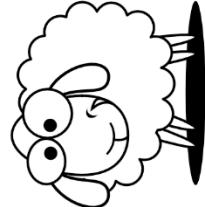
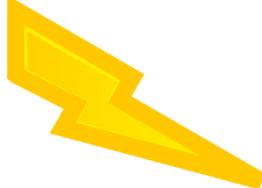
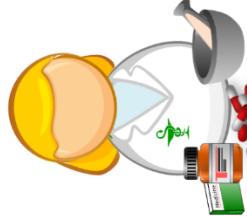
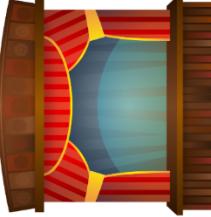
\_\_\_\_\_

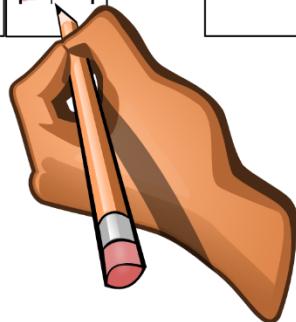


pronounces the  
diagraphs (th, sh, ph)  
in initial position of  
words correctly by  
reading a set of words

Students read this set of words aloud with the help of the teacher. They color the initial sound as it's shown in the example.

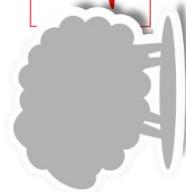
# Task - Rehearsal

								
Sleep	Phone	under	Shoe	Pharmacy	theater	sheep	chief	shoot
<u>S</u> leep	<u>P</u> hone	<u>u</u> nder	<u>Sh</u> oe	<u>Ph</u> armacy	<u>t</u> heater	<u>Sh</u> eep	<u>C</u> hief	<u>Sh</u> oot
Sheep	Phone	Under	Shoe	Pharmacy	Theater	Sheep	Chief	Shoot



Students complete the sentences with the word that includes the /ph/ /th/ and /sh/ sounds in their first syllable. Listen while the teacher dictates each sentence. Students read each sentence aloud.

# Task - Completion



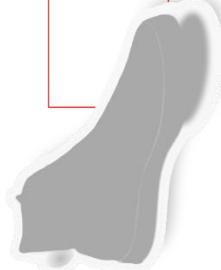
1

are curious animals.



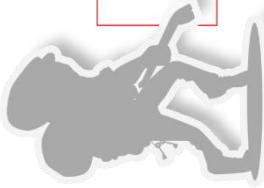
2

I forgot to charge my -----



3

my left ----- is dirty.



4

The ----- stole my money



5

Ana took an amazing -----

demonstrate knowledge of phonemic awareness by pronouncing sounds the diagrams

Activity description

Create a sentence for each image using, at least, one word with the indicated initial sound. Then, read the sentences aloud.

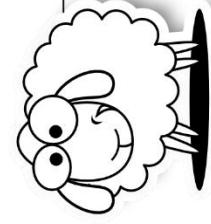
# Task - assessment

## Let's write



**initial /th/**

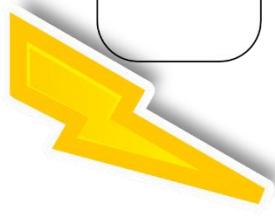
I go to the movie **theater**



**initial /sh/**



**initial /ph/**



**initial /th/**

---

## **WEEK 1**

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<https://www.youtube.com/watch?v=lMno9beR64q>

<https://dictionary.cambridge.org/dictionary/english/fable>

<https://dictionary.cambridge.org/dictionary/english/short-story?q=short+stories>

<https://dictionary.cambridge.org/dictionary/english/fairy-tale>

<https://dictionary.cambridge.org/dictionary/english/comic>

<https://dictionary.cambridge.org/dictionary/english/poetry?q=Poetry>

<https://dictionary.cambridge.org/dictionary/english/legend>

<https://learnenglishkids.britishcouncil.org/short-stories/robin-hood>

<https://www.youtube.com/watch?v=749w-lnEXgQ>

<https://www.youtube.com/watch?v=8ZvPS7bElnl>

<https://www.youtube.com/watch?v=1orYZAoGgoQ>

<https://www.youtube.com/watch?v=wLu-bccANRg>

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## **WEEK 2**

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<https://www.youtube.com/watch?v=GbzM6qAzVU>

<https://www.youtube.com/watch?v=TR5RcutMu7c>

<https://www.youtube.com/watch?v=RMSCgmXHWok>

<https://www.youtube.com/watch?v=JwGnCIsLOpU>

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### **WEEK 3**

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<https://www.youtube.com/watch?v=dT9ZeKwbVhk>

<https://www.youtube.com/watch?v=lh55yasmR-Q>

<https://www.youtube.com/watch?v=ptfu3tL0OBg>

<http://bit.ly/ph-sound.>

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### **WEEK 4**

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<https://www.youtube.com/watch?v=ptfu3tL0OBg>

<http://bit.ly/ph-sound.>

<http://bit.ly/the-main-idea>

<https://www.youtube.com/watch?v=lh55yasmR-Q>

<https://www.youtube.com/watch?v=ptfu3tL0OBg>

<http://bit.ly/ph-sound>

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