



Teacher's Guide For The New English Curriculum

● Language

● Technology

● Rainforest

Sixth Grade
Unit 2 2022

Presentation

Dear teachers

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

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

A. **Assessment Strategies and Evidences of Learning:** Each goal has a specific assessment indicator for each linguistic competence that requires the elaboration of assessment instruments. Sample models of rubrics are provided

B. **Goals:** Each lesson has specific and clear learning goals connected to a domain, scenario, theme and language function.

C. **Pedagogical Mediation/ Didactic Sequence:** subdivided in the following stages;

✓**Pre-Teaching:** (Warm-up, Activation of Prior Knowledge, Modeling, Clarifying)

✓**Pre-task:** Introductory activity for activation of students' prior knowledge to carry out a specific task connected to a goal. It places emphasis on the linguistic, cognitive resources needed by the learner.

✓**Task rehearsal:** Class work where students practice the language in a meaningful way for successful task completion.

✓**Task completion:** A task that learners perform to demonstrate that the goal has been successfully achieved.

✓**Task assessment:** An activity for self and/or peer assessment and teacher feedback and/ or repair in relation to the achievement of a goal. Evaluation tools to evaluate performance tasks, of what students know and can do.

D. **Time:** Each phase of the didactic sequence includes a suggestion for the time that may be needed.

E. **Integrated Mini-project:** The project is a creative opportunity for students to integrate knowledge, abilities and skills.

F. **Reflective Teaching:** Suggestions for you to assess your own progress in teaching the material.

G. **Enduring Understanding Reflection:** Space to record how students grasped new understandings and ideas in connection with the essential question of the unit.

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

Level 6th Unit 2 Staying Safe in a Digital World Scope and Sequence				
Dimensions 1. Ways of thinking (X) 2. Ways of living in the world (X) 3. Ways of relating with others (X) 4. Tools for integrating with the world (X)				
Scenario: Staying Safe in a Digital World				
Enduring Understanding	Staying safe means avoiding publishing private information and knowing what information to share and with whom.			
Essential Question	How can we stay safe chatting online?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme 1. The Latest School Gadgets on the Market	Theme 2. Let’s Make a Project Using Technology	Theme 3. Technology’s Unwritten Rules	Theme 4. Tips for Using Technology Safely and Responsibly	
Assessment: L.1. Recognizes the general idea of overheard conversations. R.PA.3. Establishes	Assessment: R.1. Comprehends readings, analyzes and enjoys texts. R.PA.3. Establishes	Assessment: L.2. Identifies changes in the topic of discussion if people speak slowly. R.PA.3. Establishes knowledge of phonemic awareness by segmenting	Assessment: R.2. Understands the main points in a straightforward personal communication. R.PA.3. Establishes knowledge of phonemic	Assessment Instruments for Process/Product

<p>knowledge of phonemic awareness by segmenting words into syllables by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then)</p> <p>SI.2. Takes part in simple social interactions asking people about uses of technology.</p> <p>Goals: L.1. comprehend the general idea of overheard conversations. R.PA.3. demonstrate knowledge of phonemic awareness</p>	<p>knowledge of phonemic awareness by segmenting words into syllables by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then)</p> <p>SI.1. Asks appropriate questions during a conversation to ensure the other person understands them.</p> <p>Goals: R.1. comprehend reading, analyze and enjoy texts. R.PA.3. demonstrate knowledge of</p>	<p>words into syllables by diphthongs (e.g., ea, ie, ee as in email, gamer, computer) and r-controlled vowels. (smartphone).</p> <p>SI.2. Takes part in simple social interactions asking people about uses of technology.</p> <p>W.1. Exchanges useful information with friends in emails or short notes/texts.</p> <p>Goals: L.2. generally identify changes in the topic of discussion if people speak slowly. R.PA.3. demonstrate knowledge of phonemic awareness SI.2. take part in simple social interactions asking people about uses of technology,</p>	<p>awareness by segmenting words into syllables by diphthongs (e.g., ea, ie, ee as in email, gamer, computer) and r-controlled vowels. (smartphone).</p> <p>SP.1. Provides a short, simple account of something experienced.</p> <p>W.2. Uses simple grammatical structures.</p> <p>Goals: R.2. understand the main points in a straightforward personal communication if the topic is familiar. R.PA.3. demonstrate knowledge of phonemic awareness SP. 1. provide a short, simple account of something experienced (e.g., things that they can do for fun or ways to use technology for studying).</p>	<p>Week 6</p> <p>Suggested Integrated Mini project</p>
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<p>SI.2. take part in simple social interactions asking people about uses of technology, importance of it, unwritten rules and dangers.</p>	<p>phonemic awareness</p> <p>SI.1. ask appropriate questions during a conversation to ensure the other person understands them. (e.g., You know what I mean? Does that make sense?)</p>	<p>importance of it, unwritten rules and dangers.</p> <p>W.1. exchange useful information with friends in emails or short notes/texts.</p>	<p>W.2. use simple grammatical structures.</p>
<p>Function</p> <ul style="list-style-type: none"> – Describing preferences about technological gadgets – Asking informational questions 	<p>Function</p> <ul style="list-style-type: none"> – Describing steps for using technological gadgets and applications 	<p>Function</p> <ul style="list-style-type: none"> – Describing safety rules for using technology – Asking informational questions 	<p>Function</p> <ul style="list-style-type: none"> – Making suggestions
Discourse Markers	Discourse Markers	Discourse Markers	Discourse Markers

<p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>
<p>Grammar & Sentence Frames</p> <p><u>Simple present tense irregular verbs:</u></p> <ul style="list-style-type: none"> – The best social network is Twitter. – You have to log in first. – She does her work in the computer. <p><u>Plural and singular possessive pronouns</u></p>	<p>Grammar & Sentence Frames</p> <p><u>Phrasal verbs</u></p> <ul style="list-style-type: none"> – I had to log in/out. – You have to scroll up/down the page to find the information. – A stranger hacked into my computer. <p><u>Simple future</u></p> <ul style="list-style-type: none"> – I will add that app to my phone. 	<p>Grammar & Sentence Frames</p> <p><u>Yes/no questions with “to be” in a variety of verb tenses.</u></p> <ul style="list-style-type: none"> – Are you safe online? – Are your friends online gamers? – Were your parents internet users when they were young? <p><u>Repeating nouns as modifiers</u></p> <ul style="list-style-type: none"> – My brother is a video gamer. – I visit many internet websites. – I clicked on the menu bar. 	<p>Grammar & Sentence Frames</p> <p><u>Negative imperatives in simple present</u></p> <ul style="list-style-type: none"> – Don’t open e-mails from strangers. – Don’t share your password. – Don’t be impolite. <p><u>Modal “can” to express possibility/ability</u></p> <ul style="list-style-type: none"> – People can steal your information. – You can be victim of cyber bullying. – You can send e-mails.

<ul style="list-style-type: none"> – His favorite game is Grand Theft Auto. – Her favorite app is WhatsApp. – We do homework on our laptops. <p><u>Simple past –ed, regular verbs</u></p> <ul style="list-style-type: none"> – He posted on Facebook. – She liked his post. – She downloaded interesting software. <p><u>Comparative and superlative forms</u></p> <ul style="list-style-type: none"> – What is the best online research tool? – Is Instagram better than Snapchat? – Which is worse – Facebook or Twitter? 	<ul style="list-style-type: none"> – She will text me the directions. – He will email the photos to me. 	<p><u>Simple past, irregular verbs</u></p> <ul style="list-style-type: none"> – We made a mistake when we registered online. – They took our personal information from Facebook. – I found a website to play games online. – 		
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<p>Phonemic Awareness</p> <p>(e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then)</p>	<p>Phonemic Awareness</p> <p>(e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then)</p>	<p>Phonemic Awareness</p> <p>(e.g., ea, ie, ee as in email, gamer, computer) and r-controlled vowels. (smartphone).</p>	<p>Phonemic Awareness</p> <p>(e.g., ea, ie, ee as in email, gamer, computer) and r-controlled vowels. (smartphone).</p>
<p>Vocabulary</p> <p><u>1.The latest school gadgets on the market</u></p> <p><u>Tech devices</u></p> <ul style="list-style-type: none"> – Smart phones – Tablets – Laptops <p><u>Verb forms (present tense)</u></p> <ul style="list-style-type: none"> – Home shopping – Email – Text 	<p>Vocabulary</p> <p><u>2.Let's make a project using technology</u></p> <p><u>Tech terms</u></p> <ul style="list-style-type: none"> – Laptop computer – Gamer – App (application) – Internet – Facebook – Twitter – WhatsApp 	<p>Vocabulary</p> <p><u>3.Technology unwritten rules</u></p> <p><u>Does and Don'ts</u></p> <ul style="list-style-type: none"> – Don't share passwords. – Don't agree to meet a stranger. – You're responsible for your posts or messages. – Speak with respect to one another on the phone or in a text. <p><u>Verb forms (simple present)</u></p>	<p>Vocabulary</p> <p><u>4.Tips for using technology safely and responsibly</u></p> <p><u>Possible risks</u></p> <ul style="list-style-type: none"> – You can lose privacy. – You can lose social interaction. – You can become tech dependent. – You can be victim of cyber bullying. – You can find inappropriate content.

<ul style="list-style-type: none"> – Buy – Go – Post – Work – 	<ul style="list-style-type: none"> – Website <p>Verb forms (present tense)</p> <ul style="list-style-type: none"> – Try – Use – Read – Talk – 	<p><u>Things to be careful about</u></p> <ul style="list-style-type: none"> – Believe everything you see or read in the internet. – Talk or text when you are in the company of someone else. – Talk on your cell phone in a public place where others can hear your conversation. – Take pictures or video of someone without his/her permission. – Write messages in all caps. – Open an email from a stranger. – Technology's unwritten rules 	<ul style="list-style-type: none"> – People can suffer an accident when they use their phones while driving or walking. – Strangers can try to contact you on the internet or cell phone. – People can use your image for negative purposes. – You can waste a lot of time using technology. <p>People can steal your information.</p>	
<p>Psycho-social</p> <ul style="list-style-type: none"> – Expressing openness to and interest in new experiences, other persons, ideas, 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Expressing openness to and interest in new experiences, other persons, ideas, peoples, 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Recognizing different personality traits such as loquacity/taciturnity; introversion/extroversion; meticulousness/carelessness 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Recognizing different personality traits such as loquacity/taciturnity; introversion/extroversion; meticulousness/carelessness 	

peoples, societies and cultures – Identifying the human need to communicate, have family ties and friends. Sociocultural – Using conventions for turn taking when communicating via tech devices – Expressing politeness to show interest in others, share experiences, express admiration, affection and gratitude Idioms/phrases – She breaks up with her boyfriends in texts.	societies and cultures – Identifying the human need to communicate, have family ties and friends. Sociocultural – Using conventions for turn taking when communicating via tech devices – Expressing politeness to show interest in others, share experiences, express admiration, affection and gratitude Idioms/phrases – They keep up with the news on Twitter.	Sociocultural – Avoiding impoliteness when expressing contempt or dislike when communicating with others (e.g. the use of ALL CAPS in a text is considered shouting) Idioms/phrases – Take a selfie.	Sociocultural – Avoiding impoliteness when expressing contempt or dislike when communicating with others (e.g. the use of ALL CAPS in a text is considered shouting) Idioms/phrases – They keep up with the news on Twitter.	
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Term: I	Level: Sixth Grade	Unit: 2 Staying Safe in a Digital World	Week:1
Domain: Socio-interpersonal		Scenario: Staying Safe in a Digital World	Theme: The Latest School Gadgets on the Market
Enduring Understanding: Staying safe means avoiding publishing private information and knowing what information to share and with whom.			
Essential Question: How can we stay safe chatting online?			
<p style="text-align: center;">Dimensions</p> <p style="text-align: center;">1. Ways of thinking (X)</p> <p style="text-align: center;">2. Ways of living in the world (X)</p> <p style="text-align: center;">3. Ways of relating with others (X)</p> <p style="text-align: center;">4. Tools for integrating with the world (X)</p>			
Learn to Know	Learn to Do		Learn to Be and Live in Community
Grammar & Sentence Frames <u>Simple present tense irregular verbs:</u> The best social network is Twitter. You have to log in first.	Function <ul style="list-style-type: none"> – Describing preferences about technological gadgets – Asking informational questions 		Psycho-social <ul style="list-style-type: none"> – Expressing openness to and interest in new experiences, other persons, ideas, peoples, societies and cultures – Identifying the human need to communicate, have family ties and friends.

<p>She does her work in the computer.</p> <p><u>Plural and singular possessive pronouns</u></p> <p>His favorite game is Grand Theft Auto.</p> <p>Her favorite app is WhatsApp.</p> <p>We do homework on our laptops.</p> <p><u>Simple past –ed, regular verbs</u></p> <p>He posted on Facebook.</p> <p>She liked his post.</p> <p>She downloaded interesting software.</p> <p><u>Comparative and superlative forms</u></p> <p>What is the best online research tool?</p> <p>Is Instagram better than Snapchat?</p> <p>Which is worse – Facebook or Twitter?</p>	<p>Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>Socio-cultural</p> <ul style="list-style-type: none"> – Using conventions for turn taking when communicating via tech devices – Expressing politeness to show interest in others, share experiences, express admiration, affection and gratitude <p>idioms/ phrases</p> <ul style="list-style-type: none"> – She breaks up with her boyfriends in texts.
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<p>Phonemic Awareness</p> <p>(e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then)</p> <p>Vocabulary</p> <p>1.The latest school gadgets on the market</p> <p><u>Tech devices</u></p> <ul style="list-style-type: none"> - Smart phones - Tablets - Laptops <p><u>Verb forms (present tense)</u></p> <ul style="list-style-type: none"> - Home shopping - Email - Text - Buy - Go - Post - Work 		
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Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p style="text-align: center;">Pre-teaching</p> <p>The teacher sets the classroom, leads the routine and checks the attendance. Then, the teacher announces the beginning of a new unit and theme and writes them on the board. The teacher can display through visual aids the essential question (chart, infographic, picture) the enduring understanding and the idioms they will study during this week.</p> <p style="text-align: center;">Warm up</p> <p>The teacher invites learners to watch the video about school gadgets. The teacher pauses the video when some gadgets are projected. Then, he/she asks learners about his/her favorite one. How often do they use it? Why? When? How?</p> <p>In the following link, you will find a video with vocabulary of technological gadgets: https://www.youtube.com/watch?v=I1EIVEBhmJU</p> <p style="text-align: center;">Activation of Prior Knowledge</p> <p>The teacher shows a chart with: Latest School Gadgets on the Market on the board. See Appendix 1 (worksheet with technological gadgets)</p>	40 minutes

When the teacher reads a sentence, learners have to mention which gadget is used for that purpose.

Modeling

The teacher explains the topics: Simple present tense irregular verbs and Simple past –ed, regular verbs by using the following chart

Simple present tense irregular verbs	<u>empty</u> y	<u>Simple past –ed, regular verbs</u>
<ul style="list-style-type: none"> • These verbs change their base form when conjugating in third singular person • When ending in ch, sh, z, ss,o, and x .It is added -es <ol style="list-style-type: none"> 1. My friend watches a video. 2. My friend goes to classes in the evenings. • for the ending y, it is added ies The kid tries to turn on the computer. • Usually, if a verb ends in “-e” then we just add an “-s” This app changes the human voice 	<u>empty</u> y	<ul style="list-style-type: none"> • It describes an action that happened. It is formed by adding -ed to the base form of the verb. <p>Examples: The girl closed the workbook.</p>

		<ul style="list-style-type: none"> • The word “have is special. It changes form have to has. • It has a powerful ram memory 				
		<p style="text-align: center;">Clarifying</p> <p>In pairs, the students will talk about a common gadget they use, by asking questions like:</p> <ul style="list-style-type: none"> - What is that gadget for? - What is the most useful gadget for you? - My favorite gadget is _____ because_____ 				
L.1. Recognizes the general idea of overheard conversations.	L.1. comprehend the general idea of overheard conversations.	<p style="text-align: center;">Pre-Task</p> <p>The teacher shows students four different pictures: a smart TV, a mobile, a laptop and a tablet (See Appendix 2). The teacher asks students for the names of each of the devices and writes them down under each picture.</p> <p>After that, the teacher asks students to talk about the following questions in pairs:</p> <p>Which of these technological gadgets is your favorite? Why? Give 2 reasons.</p> <p>Some volunteers share their answers with the rest of the class.</p>				

		<p>After this short activity, the teacher asks students to guess what they think they will study in that lesson. He/She writes down the goal on the board: understand the general idea of a conversation (about technological gadgets).</p> <p>The teacher writes the following words on the board: carry device chat stored download</p> <p>The teacher reads every word, one by one. When he/she reads a word, he/she asks students who think they know the meaning of the word to raise their hand. The teacher asks for volunteers to act out the meaning of the word, explain it or translate it. The teacher listens carefully but gives no feedback in this moment.</p> <p>The teacher presents Appendix 3. He/She reads all sentences and asks students to pay attention only.</p> <p>Teacher clarifies the meaning of the words. He/She writes “Yes” on the left side of the board and “No” on the right side of the board. The teacher explains that he/she is going to perform some actions and then ask questions about them, and they have to raise their right or left hand depending on their answer. Example: Can I carry a house? Can I carry a mobile?</p> <p style="text-align: center;">Task rehearsal</p> <p>Next, the teacher reads and asks students to repeat after her/him. The teacher incorporates a gesture for every word to help students memorize them.</p> <p>Students sit down in pairs with one sitting down looking at the board and another without looking at it. The first one reads the sentences in order, and the second one acts out the sentences. They switch roles.</p>	
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		<p>() They are talking about technological devices like tablets, computers and mobiles.</p> <p>() They are talking about their favorite technological device.</p> <p>() They are talking about the most popular technological devices in Costa Rica.</p> <p style="text-align: center;">Task assessment</p> <p>The teacher walks around the classroom to look at the students answers and takes notes about their performance with an instrument.</p> <p>After that, the teacher asks them to get in pairs, compare answers and talk about the reasons why they pick the option that they did. The teacher reads each option on the board, and students raise their hands according to their selection.</p> <p style="text-align: center;">Post task</p> <p>The teacher reviews any aspect of the task that needs reinforcement.</p> <p>If there are no aspects to review, the teacher can play the audio a couple more times and asks learners to extract more specific information from the audio by means of questions, a chart, etc.</p> <p>Teacher can share the following link with those students who want to be challenged and do more specific listening. In the following link, you will find more specific listening exercises: https://es.liveworksheets.com/pk2939130ce</p>	
R.PA.3. Establishes knowledge of phonemic awareness by segmenting words	R.PA.3. demonstrate knowledge of phonemic awareness	<p style="text-align: center;">Pre-task</p> <p>The teacher writes down a word on the board: grandfather for example. The teacher pretends to be puzzled at how to segment the word. He/she expresses his ideas aloud for all of the students to listen. Then, he/she turns to them and</p>	40 minutes

<p>into syllables by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then)</p>		<p>asks them: How do you segment/divide this word? He/She listens to students and then, he/she asks them if they know what they will study in that lesson. He/She listens to them again and presents the goal of the lesson.</p> <p>As a diagnostic activity, the teacher draws four columns on the board and the students draw them in their notebooks. After that, he/she asks students to:</p> <ol style="list-style-type: none"> 1. Classify the words according to the diagraph 2. Segment each word into syllables. <p>The teacher gives learners some time to do both activities. Then, he/she asks them to compare answers with a classmate. Then, volunteers go to the board to write down their answers.</p> <table border="1" data-bbox="749 701 1835 967"> <tr> <th>Word</th><th colspan="3">Consonant blends</th></tr> <tr> <td>Consonant/vowel diagraphs</td><td>th</td><td>sh</td><td>ck</td></tr> <tr> <td>1.thermometer</td><td>Ther-mo-me-ter</td><td></td><td></td></tr> <tr> <td>2.bluetooth</td><td></td><td></td><td></td></tr> <tr> <td>3.flashlight</td><td></td><td></td><td></td></tr> <tr> <td>4.clickable</td><td></td><td></td><td></td></tr> </table> <p>As the students participate, the teacher writes down any notes that he/she may consider important for the goal of the lesson.</p> <p>When all the answers are on the board, the teacher asks students to sit down in pairs and answer this question: What does each syllable of the word have in common? Answer: All of them have a vowel sound.</p>	Word	Consonant blends			Consonant/vowel diagraphs	th	sh	ck	1.thermometer	Ther-mo-me-ter			2.bluetooth				3.flashlight				4.clickable				
Word	Consonant blends																										
Consonant/vowel diagraphs	th	sh	ck																								
1.thermometer	Ther-mo-me-ter																										
2.bluetooth																											
3.flashlight																											
4.clickable																											

		<p>In the following link, you will find a video called “What are Syllables?” to consolidate more the students’ knowledge of the way in which segmentation works: https://www.youtube.com/watch?v=Um7ukvphdHY&t=61s</p> <p style="text-align: center;">Task-rehearsal</p> <p>The students take the words from the list below, segment them into syllables and write them under the corresponding heading</p> <p>cashier</p> <p>backwards washing thesis chicken healthy milkshake</p> <p>Th</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sh</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Ck</p> <p>_____</p> <p>_____</p> <p>_____</p>	
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<p>R.PA.3.1. Segments words into syllables using knowledge of phonemic awareness including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then).</p>	<p>When students are finished, the teacher asks students to stand up. The teacher will ask one volunteer to say the word and clap the number of syllables for that word. The rest of students repeat the word and clap. If they all agree with the way the word is segmented, they all raise their hands. If any student does not agree with the way it is segmented, he/she can participate and do the clapping. They all discuss and try to find the best answers.</p> <p>Task completion</p> <p>Teacher projects or writes down the following words for students to segment them into syllables under the correct heading in the table:</p> <p>thousand toothpaste birthday dishes flashlight fishing rocket jacket attack</p> <table><tr><th>th words</th><th>sh words</th><th>ck words</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <p>Students compare answers. The teacher writes down the answers on the board for students to check.</p> <p>Task assessment</p> <p>The teacher walks around the room and looks at students’ answers and takes notes. The teacher uses an instrument to evaluate the students’ performance.</p>	th words	sh words	ck words									
th words	sh words	ck words											

		<p style="text-align: center;">Post task</p> <p>Students are divided into two teams to play a game. Each team makes a list of words that contain the digraphs (e.g., th, sh). Each team has to decode and segment in syllables each of the words given by the opposite team. The team that decodes and segments the higher amount of words correctly is the winner.</p>	
<p>SI.2. Takes part in simple social interactions asking people about uses of technology.</p>	<p>SI.2. take part in simple social interactions asking people about uses of technology, importance of it, unwritten rules and dangers.</p>	<p style="text-align: center;">Pre-task</p> <p>The teacher takes out his/her phone and gives students a signal to listen to him/her. He/she pretends to be talking on the phone with a friend. He/she can use the following script: Hi Karolina! Yes. I'm at the mall. Look, I want to buy you something for your birthday. I'm here at an electronics store. What is your favorite technological device? (pretends to be listening on the phone) Why? (pretends to be listening on the phone) Is that better than a tablet? (pretends to be listening on the phone) And which one is better a Samsung or a Huawei? (pretends to be listening on the phone) Ok Thanks a lot. Let me see what I can do.</p> <p>The teacher turns to the students and asks them what do you think that we are going to study today? After listening to some of them, the teacher introduces the goal of the lesson.</p> <p>The teacher asks students to listen to him/her again and to pay attention to the questions that he/she is going to ask. When he/she is done, he/she asks students to sit down in pairs and talk about the questions mentioned.</p> <p>Volunteers share their questions with the rest, and the teacher writes them down on the board.</p> <p>They practice listening and repeating the questions.</p>	<p>40 minutes</p>

<p>SI.2.1. asks simple questions about preferences related with uses of technological gadgets.</p> <p>SI.2. responds to simple questions about preferences related with uses of technological gadgets.</p>		<p style="text-align: center;">Task-rehearsal</p> <p>Task: You and your friend meet at a electronics store at the mall. You start a conversation about your preferences in relation to devices, videogames or social media.</p> <p>In pairs, ask students think about a possible topic for a conversation: electronic devices, videogames or social media. They brainstorm some questions that they can ask each other besides the ones that the teacher presented before. They also think about possible answers to those questions.</p> <p>They start practicing the conversation.</p> <p style="text-align: center;">Task completion</p> <p>Students participate in pairs in a role play where they talk about their preferences related to the use of technological gadgets.</p> <p style="text-align: center;">Task assessment</p> <p>The teacher will monitor each of the pairs´ performances and will evaluate them as they present their role plays right where they are. Volunteering pairs can go to the front to present their conversation. The teacher uses an instrument to evaluate their performance and take notes.</p> <p style="text-align: center;">Post task</p> <p>If all students complete the task successfully, and there is no need for reviewing or reinforcing, the teacher asks students to play a short game. They participate in a survey. Every student writes down a technological gadget in a</p>	
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		paper. Then, they take turns exchanging the pieces of paper to write down questions for the other student to answer about their favorite technological gadget. This activity should take no more than 5 minutes.	
Integrated Mini-Project			Time
<p>Ideas for the integrated mini-project: Catalogues, brochures, flyers, posters, collages, digital walls where students show types of technological gadgets, applications and rules for the safe use of technological gadgets.</p> <p>Example:</p> <p>Planning and creating collaboratively a brochure or digital wall that students can use as part of a campaign to promote the use of technology and suggestions to be safe when using Internet.</p> <p>Rehearsing and Participating in an oral presentation to the whole class explaining the information in the brochure or digital wall.</p> <p>Optional projects to choose</p> <p>Collage: Students work in groups to describe their preferences in terms of technological gadgets, describe the uses of the technological gadgets, describe safety rules for their use and make suggestions. The rest of the class can ask presenters questions at the end.</p> <p>Group presentation: Students make groups of 4. Every group will pick one technological device to describe. Every student in the group will participate. They have to talk about why it is their favorite gadget, the uses it has, safety rules for its use and make suggestions. The rest of the class can ask presenters questions at the end.</p> <p>Expo Tech: Students make groups of 4 students. They will make up a new for their company and a logo. They can choose a technological device that is already in the market, or they can create a new one. They will have a stand in an Expo and will</p>			

show their product to the customers. Every student in the group will participate. They have to talk about why it is their favorite gadget, the uses it has, safety rules for its use and make suggestions. If the product is made up, they should provide a picture or drawing of it. As customers walk around the room, they can ask presenters questions. The class will be divided into two groups: one with their stands and one that walks around. They switch roles.			
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			
How well did the learners progress in their understanding of the Enduring Understanding?			

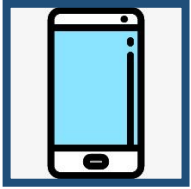
<i>Learner Self-Assessment</i>			
<i>I can...</i>	Yes	<i>In progress</i>	No
recognize the general idea of overheard conversations.			
segment words into syllables by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then)			

take part in simple social interactions asking people about uses of technology.			
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Appendix 1

<p>1</p>  <p><u>Webcam</u></p>	<p>2</p>  <p><u>Headphones</u></p>	<p>3</p>  <p><u>Smart Watch</u></p>	<p>4</p>  <p><u>Printer</u></p>	<p>5</p>  <p><u>Digital Camera</u></p>
<p>6</p>  <p><u>Computer Mouse</u></p>	<p>7</p>  <p><u>Tablet</u></p>	<p>8</p>  <p><u>Microphone</u></p>	<p>9</p>  <p><u>Monitor</u></p>	<p>10</p>  <p><u>Smart TV</u></p>
<p>11</p>  <p><u>Calculator</u></p>	<p>12</p>  <p><u>MP3 Player</u></p>	<p>13</p>  <p><u>Router</u></p>	<p>14</p>  <p><u>Earphones</u></p>	<p>15</p>  <p><u>Laptop</u></p>

16



Smart phone

17



Cell phone

Appendix 2



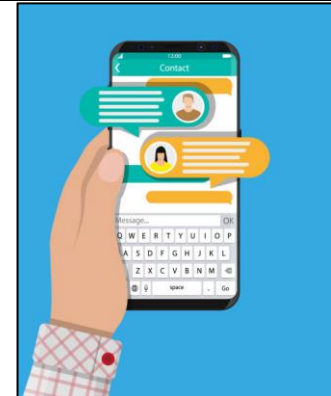
Appendix 3



I **carry** my mobile everywhere I go.



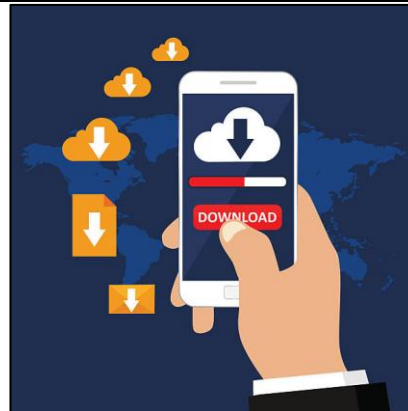
What's your favorite electronic **device**?



I use my phone to **chat** with friends.

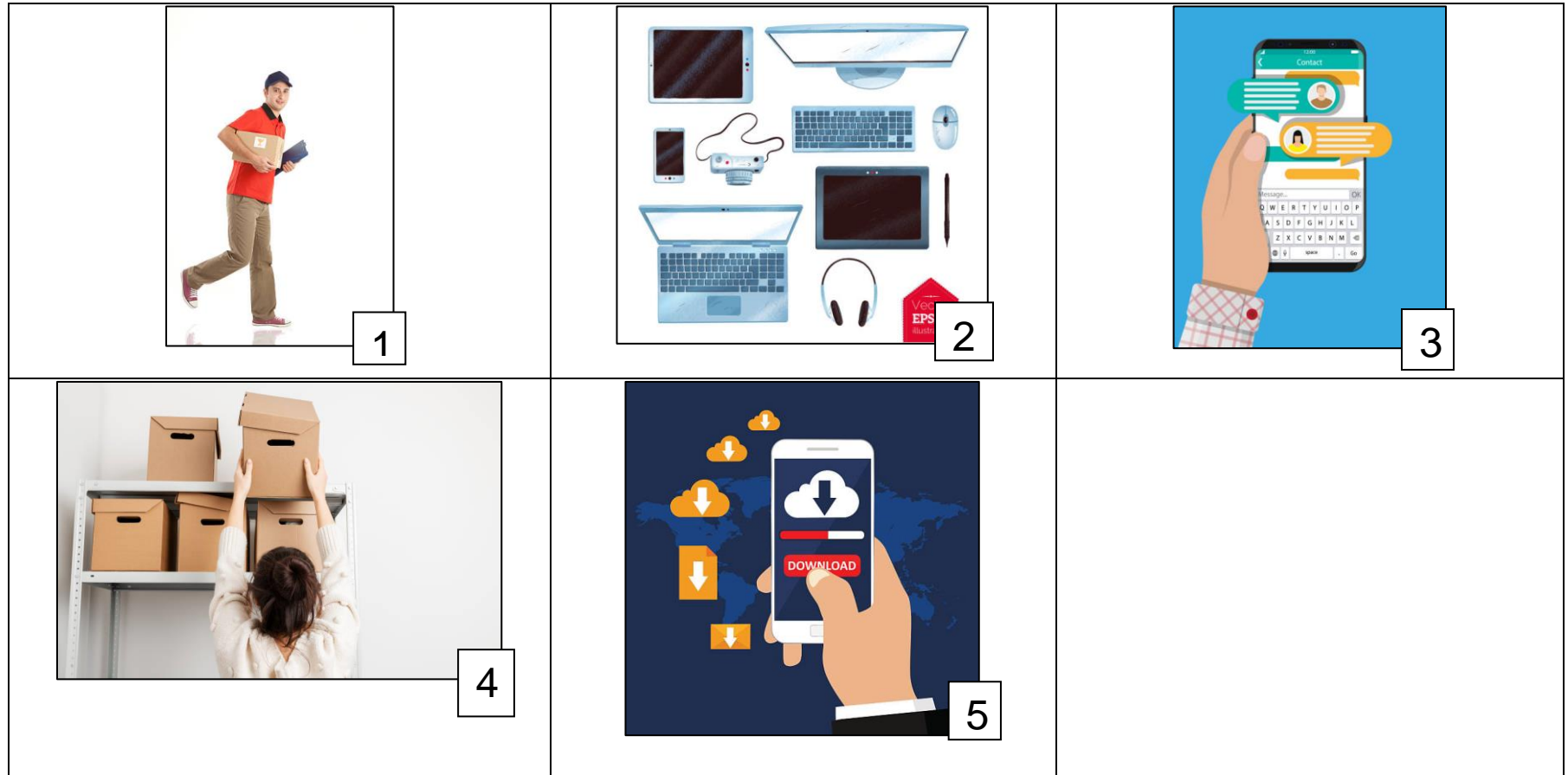


My mom **stored** all the old toys in a closet.



I can **download** apps to my mobile.

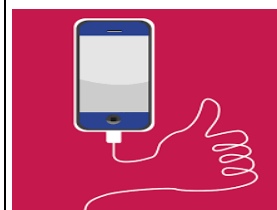
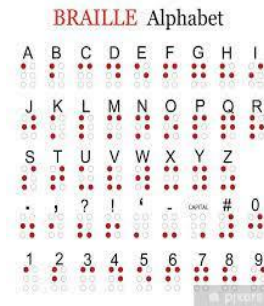
Appendix 4



Term: I	Level: Sixth Grade	Unit:2	Week:2
Domain: Socio-interpersonal	Scenario: Staying Safe in a Digital World	Theme: Let’s Make a Project Using Technology	
Enduring Understanding: Staying safe means avoiding publishing private information and knowing what information to share and with whom.			
Essential Question: How can we stay safe chatting online?			
Dimensions 1. Ways of thinking (x) 2. Ways of living in the world (x) 3. Ways of relating with others (x) 4. Tools for integrating with the world (x)			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <u>Simple future</u> – I will add that app to my phone. – She will text me the directions. – He will email the photos to me.	Function – Describing steps for using technological gadgets and applications <		

<p><u>Phrasal verbs</u></p> <p>I had to log in/out.</p> <p>You have to scroll up/down the page to find the information.</p> <p>A stranger hacked into my computer</p> <p>Phonemic Awareness</p> <p>(e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then)</p> <p>Vocabulary</p> <p><u>Let's make a project using technology</u></p> <p><u>Tech terms</u></p> <ul style="list-style-type: none"> – Laptop computer – Gamer – App (application) – Internet – Facebook – Twitter – WhatsApp – Website <p>Verb forms (present tense)</p> <ul style="list-style-type: none"> – Try – Use 	<p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>–</p> <p>Socio-cultural</p> <ul style="list-style-type: none"> – Using conventions for turn taking when communicating via tech devices – Expressing politeness to show interest in others, share experiences, express admiration, affection and gratitude <p>idioms/ phrases</p> <ul style="list-style-type: none"> – They keep up with the news on Twitter.
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<ul style="list-style-type: none"> – Read – Talk 			
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p style="text-align: center;">Pre-teaching</p> <p>Checking attendance, checking in with Ls, T posts the Essential Question and Enduring Understanding on the board, Can Do's, and class agenda, etc.</p> <p style="text-align: center;">Warm up</p> <p>The teacher gives students a definition of a device or characteristic of that device without giving the name away. Students raise their hands to say what device has been defined or what device(s) can have the characteristic given. Example: This is a device that people use to call friends.(smartphone, phone, computer) This is a portable device.(laptop, phone, PS, Game Boy)</p> <p style="text-align: center;">Activation of Prior Knowledge</p> <p>The teacher shows the following technological devices on the board.</p>	40 minutes



In pairs, students talk about the uses of every device.

		<p style="text-align: center;">Modeling</p> <p>After that, the teacher introduces the topic about simple future by using the following examples:</p> <p>I will add that app to my phone.</p> <p>She will text me the directions.</p> <p>He will email the photos to me.</p> <p>It will rain this night.</p> <p>The teacher explains that “will” refers to future events.</p> <p style="text-align: center;">Clarifying</p> <p>The teacher shows students some pictures and makes some statements about each one. Students look at the picture and listen to the teacher and say: Yes or No. See Appendix 1 for examples of pictures to use.</p> <ol style="list-style-type: none"> 1. He will play a video game. 2. She will buy a laptop. 3. I will chat with my friends. 4. She will send an email. 5. She will take a selfie. 6. He will open a Facebook account. 	
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<p>R.1. Comprehends readings, analyzes and enjoys texts.</p>	<p>R.1. comprehend reading, analyze and enjoy texts.</p>	<p style="text-align: center;">Pre-task</p> <p>The teacher shows students a picture of a person playing video games (Appendix 2) The teacher asks students: What is this person doing? When they answer, the teacher asks them: Can I use a controller to play a game in my smartphone?</p> <p>Ask students to share their answers with a classmate. The teacher listens to their answers and writes down how many “Yes”, “No” and “I don’t know.” answers she/he gets for the question. After that, the teacher writes down the goal on the board and briefly explains it.</p> <p>The teacher writes down the following words on the board: touchscreen tap settings pairing flashing synching</p> <p>The teacher asks students to raise their hands if they know the meaning of any word. If a student does, let him/her act out or explain the meaning of the word for all the class.</p> <p>Using Appendix 3, the teacher introduces the words. The teacher also uses his/her phone or computer to illustrate the concepts if possible. The teacher shows each picture and reads the sentence. He/She can give any extra information if necessary.</p> <p style="text-align: center;">Task-rehearsal</p> <p>The teacher reads the sentences and asks students to repeat after him/her. The teacher uses hand gestures to help students remember the words and</p>	
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		<p>concepts. For example: When he/she reads I have a touchscreen smartphone, he/she moves one finger across the other hand.</p> <p>The teacher points at each sentence and the students read the sentences.</p> <p>In pairs, students read the sentences to practice pronunciation.</p> <p>The teacher clarifies the meaning of the words by asking questions such as Does my computer have a touchscreen? Can you tap on the notebook? Can I use the settings to connect my phone to the Wi-fi?</p> <p>The teacher places a Yes on the left side of the board and a No on the right side of the board. As students answer, they have to point to one side of the board.</p> <p>In pairs, one student reads a sentence and the other acts out the word. They switch roles.</p> <p>Then, one student acts out one word and the other says the word. They switch roles.</p> <p>The teacher gives students a copy with the words and the definitions or asks them to write them down from the board. Using Appendix 4, students practice in pairs. One student picks a number from the Appendix, and the other says the word or the sentence (depends on every student). The first student can look at the sentences and give feedback to his/her classmate. They switch roles.</p>	
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		<p>2. What is the first thing that you have to do to connect your PS4 to your phone?</p> <p>() press the “Playstation” and “share” buttons</p> <p>() set the phone to pairing mode</p> <p>() go to the phone's Bluetooth settings</p> <p>3. What should you see when you press the “Playstation” and “share” buttons simultaneously?</p> <p>() the phone is set into pairing mode</p> <p>() a flashing light on the back of the controller</p> <p>() a list of devices</p> <p>How do you know when the two devices are connected? () when the flashing light changes to blue</p> <p>() the PS4 will show a list of devices</p> <p>() the phone will start the synching process</p>	
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<p>R.1.3. examines the main points of texts related with how to use technological gadgets and their applications.</p>		<p>4. What kinds of games work well with the controller?</p> <p>() action, adventure or arcade</p> <p>() Battle Royale, trivia or sports</p> <p>() racing, adventure or first-person shooter games</p> <p>Students can compare answers in pairs. Then, the teacher calls for volunteers to go to the board and write down the answers. As the volunteers write down the answers, the teacher asks the rest to raise their hands if they agree or not with the answer. If there was a major disagreement between one answer, the teacher can give students a chance to read again to reaffirm or change their answer.</p> <p>The teacher writes, projects or gives students a copy of the following exercise. Read the text again and write T (True) or F (False) next to each sentence. If false, write down the correct answer next to the sentence. The answers are in parentheses.</p> <p>1. _____ It is better to play games with a gaming controller. (T)</p> <p>2. _____ Connecting your PS4 controller to your smartphone is difficult. (F)</p> <p>3. _____ There are 4 steps to connect your PS4 control to your phone. (T)</p>	
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<p>R.1.4. connects personal feelings and experiences with the texts read about how to use technological gadgets and their applications.</p>		<p>4. _____ A flashing light shows that the two devices are connected. (F)</p> <p>5. _____ You can play all android games with Bluetooth controllers. (F)</p> <p>The teacher calls out a volunteer to the front of the classroom and practices the following questions with him/her as a form of modeling:</p> <ol style="list-style-type: none"> 1. Do you like to play video games on your phone? Why? 2. What games do you like to play? 3. Have you used a controller to play games on your phone? 4. Do you like the idea of using a game controller to play games on your phone? Why? <p>Students get in pairs and ask each other the questions. The teacher walks around the room giving any assistance needed and taking notes. He/She can write down key expressions or words on the board if necessary.</p> <p>The teacher asks some volunteers to go to the front and present their conversation.</p> <p style="text-align: center;">Task assessment</p> <p>Students change partners and practice the questions again.</p> <p style="text-align: center;">Post task</p> <p>Students sit down in groups of three. They talk about one gadget or tool that they would like existed. This activity should take no more than 5 minutes.</p>	
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<p>R.PA.3. Establishes knowledge of phonemic awareness by segmenting words into syllables by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck as in trick, pick, show, shelter, think, them, then)</p>	<p>R.PA.3. demonstrate knowledge of phonemic awareness</p>	<p style="text-align: center;">Pre-task</p> <p>The teacher prints the following words on a piece of paper (they can be written on the board): email, gamer, computer, enjoy, toilet, farm, shirt</p> <p>Students gather in groups of 4 with one copy of the words. They all stand up around a table with the copy in the middle. In each group, students take one word and have to agree on what they think the pronunciation of every word is. When time is up, one student per group shows the word and pronounces it.</p> <p>At this moment, the teacher gives no feedback. In this very moment, the teacher introduces the goal of the lesson.</p> <p>The teacher writes down the words on the board and models their pronunciation. The teacher asks students to pay attention to the pronunciation of the diphthongs and the –r controlled vowels. He/She can underline them for the students to know. As the teacher pronounces each word, he/she makes emphasis on the pronunciation of those sounds.</p> <p>email, <u>ga</u>mer, en<u>jo</u>y, <u>to</u>ilet, <u>fa</u>rm, sh<u>ir</u>t, comp<u>u</u>ter</p> <p style="text-align: center;">Task-rehearsal</p> <p>The teacher includes some more words to the list: email, gamer, enjoy, toilet, farm, shirt, computer, earplugs, eatable, achievable, cashier, engineer, volunteer, car, sister, cake</p> <p>The teacher reads the words again and asks learners to repeat (Those teachers who learned about Color Vowel Chart can use that knowledge to work on the pronunciation by linking the words to the chart sounds).</p>	<p>40 minutes</p>
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<p>R.PA.3.2. Decodes multi-syllabic words diphthongs (e.g., ea, ie, ee as in email, gamer, computer) and r-controlled vowels.</p>		<p>Students go back to the original four-student groups from the beginning and practice reading the words.</p> <p>In the same groups, students take 2 pieces of paper and fold them in half three times, so the paper is divided into 8 rectangles. They cut out the rectangles and write down one word per rectangle. They place the cards face down on the table, mix them and make a pile. One student at a time takes a card, flips it over and chooses a classmate to read it. If that student reads it aloud correctly, he/she keeps the card. If not, the other two students get a chance to read it. They keep the game going giving every student a word per round. At the end, the student with more cards win.</p> <p>Note: Extra rule. If there are cards that most of them miss, they can play only with those cards until they master them.</p> <p style="text-align: center;">Task completion</p> <p>Students get in pairs to practice reading the words. Students give each other feedback.</p> <p style="text-align: center;">Task assessment</p> <p>The teacher walks around the room as students practice and points to 4 or 5 different words from the list for every student to read. He/She takes notes about their performance.</p>	
<p>SI.1. Asks appropriate questions during a conversation to ensure the other person understands them.</p>	<p>SI.1. ask appropriate questions during a conversation to ensure the other</p>	<p style="text-align: center;">Pre-task</p> <p>The teacher writes the following question on the board: What's wrong with my computer? The teacher signals the class to pay very close attention to what he/she is going to say.</p>	<p>40 minutes</p>

<p>SI.1. 1. Brainstorms types of questions that can be used in a conversation to ensure</p>	<p>person understands them. (e.g., You know what I mean? Does that make sense?)</p>	<p>Then, he/she calls a student to the front. If possible, the teacher brings props to make him/herself look like a computer technician. The teacher pretends to be the IT person who is coming to check the student's computer. They start the conversation (the student asks the question on the board). The teacher makes up an explanation of a problem and what he/she has to do to fix it. The teacher uses some of the expressions below:</p> <p>Do you understand? Are you following me? Do you understand what I mean? Do you know what I'm saying? Any questions?</p> <p>When this short sketch is over, the teacher asks students to talk about these two questions in pairs: What was the conversation about? (problem with the computer) What were two things that I was doing in the conversation? (explaining the situation/problem and checking if the student understands)</p> <p>Volunteers share their answers and the teacher gives them feedback.</p> <p>Finally, the teacher asks students to guess what they will study this day. After listening to a couple of students, he/she shares the goal with them.</p> <p style="text-align: center;">Task-rehearsal</p> <p>Task: You have a new gadget or electronic device, and you want to explain to your friend how it works. Ask questions from time to time to check for your friend's understanding.</p>	
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the other person understands them.		<p>Individually, every student thinks of a gadget or device that he/she can explain how it works in a simple way. The student also thinks about some possible questions (at least 3) that he/she can ask to check for comprehension as he/she is speaking.</p> <p>When time is over, students sit down in pairs, share their ideas and check their questions giving each other feedback.</p> <p>Next, they practice the conversations asking each other questions to check on comprehension.</p> <p style="text-align: center;">Task completion</p> <p>Students go to the front of the class and perform the conversation for the rest of the classmates. The teacher can also listen to students in their places as they finish practicing.</p> <p style="text-align: center;">Task assessment</p> <p>The teacher listens to the students, assesses them and takes notes of their performance.</p> <p style="text-align: center;">Post task.</p> <p>Assistance chat: Students sit down in pairs with a piece of paper or one notebook. One is a customer and the other a person who is helping with the use of one device. They take turns writing a sentence down simulating a chat. The person who is assisting the other, asks questions to check on comprehension. This activity should not take more than five minutes.</p>	
Integrated Mini-Project			Time

<p>Ideas for the integrated mini-project: Catalogues, brochures, flyers, posters, collages, digital walls where students show types of technological gadgets, applications and rules for the safe use of technological gadgets.</p> <p>Example:</p> <p>Planning and creating collaboratively a brochure or digital wall that students can use as part of a campaign to promote the use of technology and suggestions to be safe when using Internet.</p> <p>Rehearsing and Participating in an oral presentation to the whole class explaining the information in the brochure or digital wall.</p> <p>Collage: Students work in groups to describe their preferences in terms of technological gadgets, describe the uses of the technological gadgets, describe safety rules for their use and make suggestions. The rest of the class can ask presenters questions at the end.</p> <p>Group presentation: Students make groups of 4. Every group will pick one technological device to describe. Every student in the group will participate. They have to talk about why it is their favorite gadget, the uses it has, safety rules for its use and make suggestions. The rest of the class can ask presenters questions at the end.</p> <p>Expo Tech: Students make groups of 4 students. They will make up a new for their company and a logo. They can choose a technological device that is already in the market, or they can create a new one. They will have a stand in an Expo and will show their product to the customers. Every student in the group will participate. They have to talk about why it is their favorite gadget, the uses it has, safety rules for its use and make suggestions. If the product is made up, they should provide a picture or drawing of it. As customers walk around the room, they can ask presenters questions. The class will be divided into two groups: one with their stands and one that walks around. They switch roles.</p>	
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Reflective Teaching

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

How well did the learners progress in their understanding of the Enduring Understanding?

Learner Self-Assessment

<i>I can...</i>	<i>Yes</i>	<i>In progress</i>	<i>No</i>
comprehend readings, analyze and enjoy texts.			
decode multi-syllabic words diphthongs (e.g., ea, ie, ee as in email, gamer, computer) and r-controlled vowels.			
ask appropriate questions during a conversation to ensure the other person understands them.			

Appendix 1

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 

Appendix 2



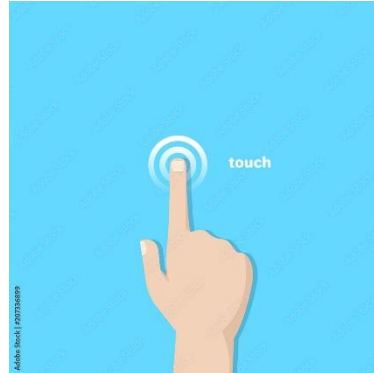
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Appendix 3

I have a **touchscreen** smartphone.



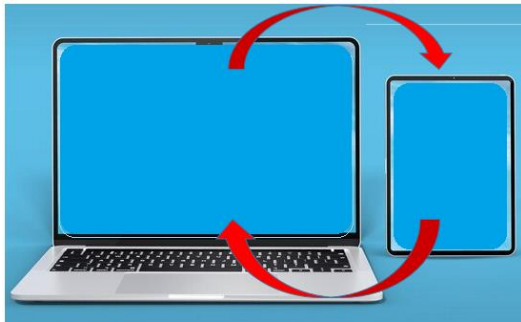
I **tap** the options on the screen.



To use the speaker, I tap on the **settings** option.



I am **pairing** my phone and my computer.



A light in my phone starts **flashing**.



The flashing light indicates that the phone and the computer are **synching**.

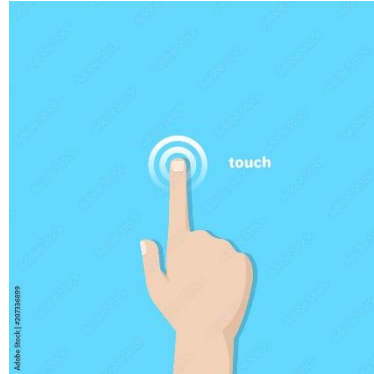


Appendix 4

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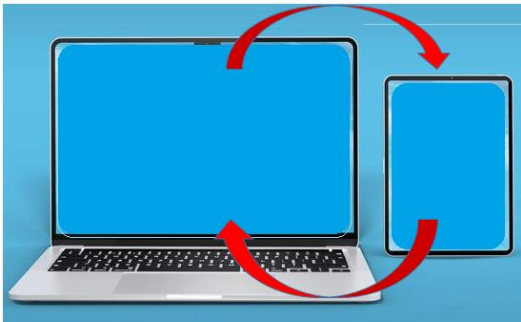
2



3



4



5



6



Appendix 5



How to Connect Your PlayStation 4 Controller to Your Android Smartphone

Playing games with touchscreen controls is okay, but if you're looking for a better gaming experience, we recommend connecting a gaming controller to your Android smartphone. If you already have a Play Station 4, you can easily connect your controller to your smartphone without needing to buy a special controller to play. Just follow these simple steps: First, to connect your PS4 controller to your Android phone, you'll need to put your phone into pairing mode. Then, press the "Playstation" and "share" buttons simultaneously and press them until you see a flashing light on the back of the controller. After that, go to your phone's Bluetooth settings and scan for a new Bluetooth device. The PS4 controller will show in the list of devices. Finally, tap the PS4 controller in the list, and your phone will start the synching process. You will know that the two devices are connected when the flashing light changes to a solid blue light. Now, you can use your PS4 controller to play games on your Android devices. Remember that not all android games support Bluetooth controllers, so you will have to test every game out to make sure that they work properly. Racing, adventure or first-person shooter games typically work well.

Adapted from <https://www.youtube.com/watch?v=BIETmpfPymA>

Term: I	Level: Sixth Grade	Unit: 2	Week:3
Domain: Socio-interpersonal	Scenario: Staying Safe in a Digital World	Theme: Technology’s Unwritten Rules	
Enduring Understanding: Staying safe means avoiding publishing private information and knowing what information to share and with whom.			
Essential Question: How can we stay safe chatting online?			
Dimensions 1. Ways of thinking (x) 2. Ways of living in the world (x) 3. Ways of relating with others (x) 4. Tools for integrating with the world (x)			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <u>yes/no question with “to be” verb in variety of verb tenses</u> -are you safe online?	Function -describing safety rules for using technology -asking informational questions	Psycho-social Socio-cultural idioms/ phrases	

<p>- Are your friends online gamers?</p> <p>- Were your parents internet users when they were young?</p> <p><u>repeating nouns as modifiers</u></p> <ul style="list-style-type: none"> - My brother is a video gamer. - I visit many internet websites. - I clicked on the menu bar. <p><u>simple past, irregular verbs</u></p> <ul style="list-style-type: none"> - We made a mistake when we registered online. - They took our personal information from facebook. - I found a website to play games online. <p>Phonemic Awareness</p> <p>(e.g, ea, ie, ee as in mail, gamer computer) and r- controlled vowels. (smartphone)</p> <p>Vocabulary</p> <p><u>technology unwritten rules</u></p> <p>Does and Don'ts</p>	<p>Discourse Markers</p> <p>linkers: sequential- past tense</p> <p>first, then, after, that, finally.</p>	
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<p>-Don't share passwords.</p> <p>-Don't agree to meet a stranger.</p> <p>-You're responsible for your posts or messages.</p> <p>-Speak with respect to one another on the phone or in text.</p> <p><u>verb forms (simple present)</u></p> <p><u>things to be careful about</u></p> <p>-Believe everything you see or read in the internet.</p> <p>- Talk or text when you are in the company of someone else.</p>			
<p>Assessment Strategies & Evidences of learning</p> <p>(Diagnostic, formative, summative)</p>	<p>Goals</p>	<p>Pedagogical Mediation/ Didactic Sequence</p>	<p>Time</p>

Learner...	Learner can	<p style="text-align: center;">Pre-teaching</p> <p>Greetings/Prayer/ Attendance List/ Weather condition and date. Teacher posts the Essential Question and Enduring Understanding on the board, Can Do's, and class agenda, etc.</p> <p style="text-align: center;">Warm up</p> <p>The students solve the following matching game online with phases and actions done when using technology. In the following link, you will find an online game with phrases and actions done when using technology: https://wordwall.net/es/resource/2909643/technology-vocabulary</p> <p>The teacher can modify the activity by printing the game so that students can number the pictures. Then match the picture with the phases.</p>	40 minutes
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0:10



- | | |
|--|--|
| <input type="checkbox"/> tablet | <input type="checkbox"/> website |
| <input type="checkbox"/> gadgets | <input type="checkbox"/> email |
| <input type="checkbox"/> text a friend | <input type="checkbox"/> hackathon |
| <input type="checkbox"/> undo | <input type="checkbox"/> take a selfie |
| <input type="checkbox"/> attach | <input type="checkbox"/> send an email |
| <input type="checkbox"/> download a song | <input type="checkbox"/> key in |
| <input type="checkbox"/> surf the internet | <input type="checkbox"/> chat online |



Enviar Respuestas



Activation of Prior Knowledge





Teachers will discuss with students about the care they should take in the use of technology. Teacher surveys students about their opinion on the following issue about technology.

How many of you are Internet surfers?

Yes	No

How many of you think Internet is safe?
How many of you think is dangerous?
Explain why

		Internet		
		Safe? Why?	Dangerous? Why?	
Modeling				
.				
Then, the teacher introduces new phrases and expressions about Online Privacy for Kids - Internet Safety and Security for Kids.				
In the following link, you will find new phrases and expressions about Online Privacy for Kids https://www.youtube.com/watch?v=yiKeLOKc1tw				
<i>The vocabulary is:</i>				
<u>Safety Rules</u>				
Teacher can create flashcards using pictures from the video and show them for students to read them aloud.				
Do not share personal information.				
Never send pictures to strangers.				
Keep passwords safely, except for parents				
Do not download anything without permission.				
Tell and adult if you receive a mean or strange message.				
Teacher can invite student to add other ones.				

		Clarifying	
		Teacher says the safety rules and students match the picture with the rule heard for clarification.	
			Don't download anything without permission, it may contain viruses.
			Don't give personal information
			Keep passwords private.
			Never send pictures to strangers.

<p>L.2. Identifies changes in the topic of discussion if people speak slowly.</p>	<p>L.2. generally identify changes in the topic of discussion if people speak slowly.</p>	<p style="text-align: center;">. Pre-task</p> <p>-The teacher introduces the goal of the lesson. Then teacher asks students: When do you feel that you want to change the topic of a conversation? Teacher let students think and answer. Teacher reinforces some of the ideas: The topic is changed when,</p> <p>There is no more to say... It is boring for some of the speakers Sometimes, the conversation can have changes because it needs clarification. One of the speakers requires more information. So you can ask questions. Some phrases you can use to make changes in a topic of conversation are the following:</p> <ol style="list-style-type: none"> 1. Anyway 2. By the way 3. Speaking about... 4. Asking a open-ended question like: What do you think about...? <p>Teacher reinforces the importance of becoming effective listeners to understand the course of a conversation and its main points.</p> <p>Students listen to a video about how to listen actively. This helps to become effective listeners and effective communicators.</p> <p>In the following link, you will find a video explaining how to be an active listener.</p>	
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		<p>https://www.youtube.com/watch?v=oWe_ogA5YCU Listen from 00: to 1: 38</p> <p>Teachers summarizes some of the main points using a Power Point presentation or highlighting some of the ideas on the board.</p> <ol style="list-style-type: none">1. Ask open questions2. Summarize3. Reflect4. Clarify5. Give words of encouragement <p>You will listen to a conversation between two people talking about safety rules online. Before you listen, match these verbs with its opposite meanings. Work with a partner collaboratively.</p> <table><tr><td>Verbs</td><td>Opposite meaning</td></tr><tr><td>download</td><td></td></tr><tr><td>write</td><td></td></tr><tr><td>Log in</td><td></td></tr><tr><td>private</td><td></td></tr></table> <p>Task rehearsal</p> <p>Listen to the following conversation twice to get the gist.</p>	Verbs	Opposite meaning	download		write		Log in		private		
Verbs	Opposite meaning												
download													
write													
Log in													
private													






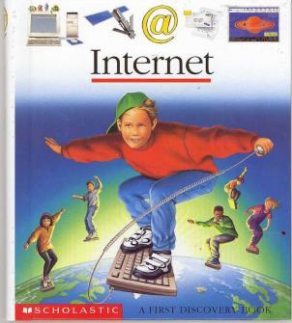
L.2.1. gets the gist of a discussion related to technology safety rules if people speak slowly.

<p>L.2.2. identifies the main points in a discussion related to technology safety rules if people speak slowly.</p>		<p>In the following link, you will find an audio of a conversation between a mother and her son about how to be safe online. https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a1/online-safety-conversation</p> <p>based on your understanding of the conversation respond to the following:</p> <ol style="list-style-type: none"> 1. Who are the speakers in the conversation? 2. Decide which the main point of the conversation is by selecting the letter that corresponds with the correct answer. <ol style="list-style-type: none"> a. A mother helping his son to be safe online. b. A son arguing with his mother how to stay safe online. c. Two friends talking about how to be safe online. <p>Students check their responses as a group as the teacher provides feedback.</p> <p style="text-align: center;">Task completion</p> <p>The teacher tells the students that they are going to listen to the audio again to be able to identify the main points by deciding if the following statements are true or false.</p> <p>Charlie's mother is doing something with his computer. True False</p> <p>2. Charlie isn't logged in at the moment.</p>	
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<p>L.2.3. identifies changes in the topic of discussion related to technology safety rules if people speak slowly.</p>		<p>True False 3. If you don't change your privacy settings, everyone can see your information. True False 4. It is easy to delete everything you put online. True False 5. Charlie's mother knows his password. True False 6. Charlie's notebook is in a secret place. True False The activity was taken from form this link: https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a1/online-safety-conversation</p> <p>Students listen to the conversation again to verify their answers.</p> <p>Finally, students listen to the conversation for the last time. They have to decide if there were changes in the topic of conversation or if questions were made to expand or clarification was needed. They complete the following chart with examples.</p>	
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		Changes in the topic of conversation	Expansion of topic	Clarification of topic	
		<p style="text-align: center;">Task assessment</p> <p>After that, the teacher asks volunteers to share their answers with the whole group, and he/she writes them on the board. The teacher uses an instrument to evaluate the students' performance.</p> <p style="text-align: center;">Post task</p> <p>The students will create another ending to the conversation heard using expressions to make a change of topic. Teacher provides the conversation and students find places where they can introduce a change of topic. (Look for Appendix 1). They can practice expressions.</p>			
R.PA.1.3. Decodes compound words (smartphone).	R.PA.3. demonstrate knowledge phonemic awareness of	<p style="text-align: center;">Pre-task</p> <p>-The teacher introduces the goal of the lesson. -The teacher plays some videos, showing the sound of the syllables by diphthongs ea, ie, ee and others.</p> <p>In the following link, you will find the segmentation of the words into diphthongs ea and ee _ https://www.youtube.com/watch?v=3PJGqbCeRU4</p>			40 minutes


		<p>After that, the teacher shows with this video how to pronounce the words that have an r- controlled vowel.</p> <p>In the following link, you will find a video about how to pronounce the words that have an r- controlled vowel: https://www.youtube.com/watch?v=vhTdmBPL5hU.</p> <p>Students listen and practice chorally reading the words aloud.</p> <p>Teacher also reviews the formation of compound words by watching this video. Students first listen and pronounce the words. Then, they listen again, write all the compound words they can, then, they read them in pairs.</p> <p>Finally, for clarification, students listen to compound words or words with diphthongs and r-controlled vowels by using flashcards read by the teacher. They decide which ones are compound words, which ones have a diphthong or an r-controlled vowel.</p> <table><tr><th>compound word</th><th>diphthong ea, ie, ee</th><th>r- controlled vowel</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	compound word	diphthong ea, ie, ee	r- controlled vowel							
compound word	diphthong ea, ie, ee	r- controlled vowel										










					
			 <p>Download</p>	 <p>Surf</p>	
		<p>Task-rehearsal</p> <p>The students segment words into syllables and decode them. The teacher takes a spinning wheel with the diphthongs ea, ie, ee and r-controlled. He/she writes them down on the board. When the wheel</p>			

		<p>stops, the teacher calls a student to participate. The student has to segment the word given into syllables and then decode it.</p> <p>The words are: mark, meet, signature, pie, hear, achieve, card, eat, bird.</p> <p>After that, the teacher works with the following list of words for the students to decode them. The first word is done as an example.</p> <p>Seagull sea - gull Believable _____ Volunteer _____ Breakable _____ Circus _____ Furniture _____ Thirsty _____</p> <p>Once students finish, they check their responses in pairs and get feedback from the teacher.</p> <p style="text-align: center;">Task completion</p> <p>The teacher tells students that they will write a fake conversation related with how to be safe online. The learners have to include compound words associated to unwritten rules for using technology such as: download, upload, email, online, password, website, and smartphone. After that, the students will read aloud their conversation in a form of reader's theater in pairs of groups of three.</p>	
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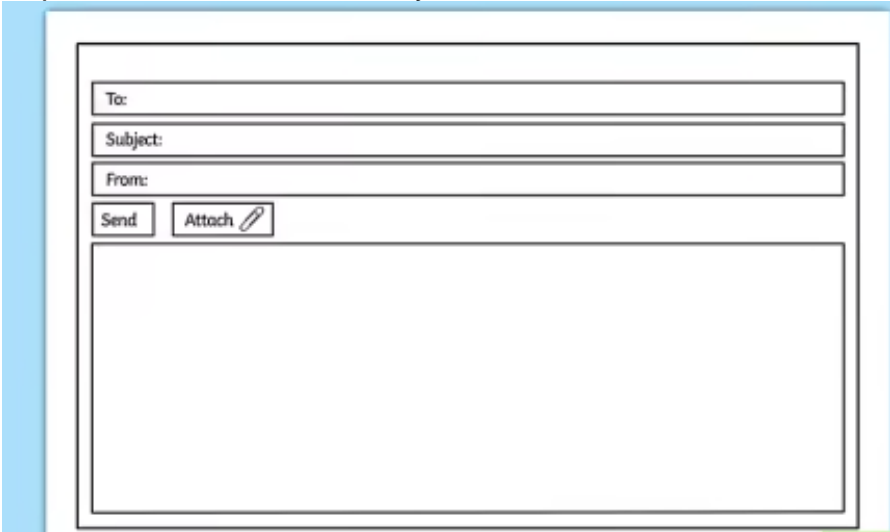
		<p align="center">Task assessment</p> <p>The teacher walks around the room and listens to the students reading the dialogues. Students can rehearse the conversation, create audios and listen to them. Finally, they can share their audios with their classmates.</p>	
<p>SI.2. Takes part in simple social interactions asking people about uses of technology.</p>	<p>SI.2. take part in simple social interactions asking people about uses of technology, importance of it, unwritten rules and dangers.</p>	<p align="center">Pre-task</p> <p>-Teacher introduces the goal of the lesson. The teacher presents a video conversation about how to be safe online. Teacher focuses on the type of questions asked and the tips to be given to stay safe when being online. In the following link, you will find a video describing how to be safe online. Keeping Kids Safe on the Internet https://www.youtube.com/watch?v=y6XunxJMcaE (Watch from 00:00 up to 3:25)</p>  <p>Some questions used are the following:</p>	<p>40 minutes</p>

		<table><tr><th>Questions</th><th>Answers</th></tr><tr><td>What are you playing?</td><td>I am playing World Jam.</td></tr><tr><td>Your friends don't know who you are on the game, do they?</td><td>No, they don't know who I am.</td></tr><tr><td>Do you know that the Internet sometimes isn't safe?</td><td>Yes, I do.</td></tr><tr><td>What do you mean?</td><td>People can figure out your name, find you, and steal your information.</td></tr><tr><td>How do I stay safe?</td><td>Don't give up any personal information. For example, do not give your name, or phone number or address.</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>Students continue listening and take notes of other questions and answers used during the conversation.</p> <p>Then students will the help of the teacher exchange their notes and finish completing the chart with questions and answers about being safe online.</p> <p>Then teacher asks students what is their favorite technological gadget? How do they use it? What can they do to be safe online?</p> <p>Teacher waits for students 'responses and writes some of the answers and ideas on the board.</p>	Questions	Answers	What are you playing?	I am playing World Jam.	Your friends don't know who you are on the game, do they?	No, they don't know who I am.	Do you know that the Internet sometimes isn't safe?	Yes, I do.	What do you mean?	People can figure out your name, find you, and steal your information.	How do I stay safe?	Don't give up any personal information. For example, do not give your name, or phone number or address.							
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How do I stay safe?	Don't give up any personal information. For example, do not give your name, or phone number or address.																				

		<div>Task-rehearsal</div> <div></div> <div>Teacher proposes the following task to students:</div> <div>You are making a survey to collect information about the following: 1. Favorite gadgets used by students in your class 2. Favorite activates played online 3. Ways students use to be safe when surfing the Internet. In pairs, brainstorm the questions that will help you get the information requested.</div> <div>Students make a list of questions.</div> <div>Students practice asking the questions to their team members and receive feedback from the teacher.</div> <div>You can use this chart to collect the information:</div> <table><tr><td>Favorite technological gadgets</td><td>Favorite activity played online</td><td>Safety rules used to keep safe</td></tr><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr></table>	Favorite technological gadgets	Favorite activity played online	Safety rules used to keep safe	1.			2.			3.			
Favorite technological gadgets	Favorite activity played online	Safety rules used to keep safe													
1.															
2.															
3.															


SI.2. 2. responds to simple questions related with preferences about uses of technological gadgets.		4.								
		5.								
		<p style="text-align: center;">Task completion</p> <p>The students will select at least five volunteers in the class to apply the survey. Students ask and answer questions in order to collect the information. Students walk around the class interviewing people. The teacher will walk around the classroom listening to students ‘performances.</p> <p style="text-align: center;">Task assessment</p> <p>Teacher provides feedback to students based on the results during the interviews. Students will self-evaluate their performance during the task using the following instrument.</p> <p style="text-align: center;">Self-assessment checklist</p> <table> <tr> <td></td> <td> Achieved  </td> <td> In progress  </td> <td> Not achieved yet  </td> </tr> <tr> <td>I can ask questions about preferences and uses of</td> <td></td> <td></td> <td></td> </tr> </table>				Achieved 	In progress 	Not achieved yet 	I can ask questions about preferences and uses of	
	Achieved 	In progress 	Not achieved yet 							
I can ask questions about preferences and uses of										


		technological tools in safe manner.					
		I can respond to questions about preferences and uses of technological tools in safe manner.					
<p style="text-align: center;">Post-Task</p> <p>Students in teams prepare a chart or Power Point presentation to show the data collected during the survey in a poster’s sessions. They will present their findings in oral form.</p>							
		Favorite technological gadgets	Favorite activity played online	Safety rules used to keep safe			
		1.					
		2.					
		3.					
		4.					
		5.					
<p>Students receive feedback from teacher and partners.</p>							

<p>W.1. Exchanges useful information with friends in emails or short notes/texts.</p>	<p>W.1. exchange useful information with friends in emails or short notes/texts</p>	<p style="text-align: center;">Pre-task</p> <p>The teacher shares the goal of the lesson.</p> <p>Teacher asks students if they have an e-mail and if they know how to send an e-mail to a friend. Teacher lets students to share their responses. Then, teacher says I am going to share with you an example of an e-mail and show you how to write one.</p>  <p>After, teacher invites students to write an e-mail together. They choose the name of a friend. Then, they decide what to include in the message. Once they brainstorm their ideas, they in a collaborative way begin writing a short message with the help of the teacher. Teacher uses this task to clarify concepts.</p> <p>Example To: Alfred</p>	<p>40 minutes</p>
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		<p>Subject: Online safety From: olger.rodriquez.mora@mep.go.cr</p> <p>Message:</p> <div> <p>Dear Alfred,</p> <p>Hello! I hope you are fine. Yesterday I was checking my e-mail and I found out that it was hacked. Now, I am looking for a special software to protect my computer. How are you? I am looking forward to hearing from you.</p> <p>Best regards,</p> <p>Olger</p> </div> <p>After that, they watch a video about how to write an informal e-mail. In the following link, you will find a video that explains how to write an e-mail.</p> <p>https://www.youtube.com/watch?v=rv7QvdvMAY&t=16s</p> <p>Teacher explains the 6 parts an e-mail should have.</p> <ol style="list-style-type: none"> 1. A greeting 2. Opening sentence/ paragraph 3. Body/ main ideas/ main paragraphs 4. Closing sentence/ paragraph 5. Saying good-bye 6. Your name 	
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<p>W.1.1 brainstorms a list of main ideas to</p>		<p>Teacher highlights in the example of an e-mail the six parts so that students understand how to write an e-mail and what to include.</p> <p style="text-align: center;">Task-rehearsal</p> <p style="text-align: center;">Students read the following task</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Task.</p> <p>You are going to reply to Olger’s email. You are going to give Olger four tips and advices about how to use Internet in a safe way. When writing your e-mail make sure to include the following:</p> <ol style="list-style-type: none"> 1. A greeting 2. Opening sentence 3. Body/ main ideas/ Tips to use internet in a safe way 4. Closing sentence 5. Saying good-bye 6. Your name </div> <p>In the first stage of the writing process, brainstorm all possible forms of advice you can give Olger to be safe online.</p> <p>Tips to be safe online</p> <ol style="list-style-type: none"> 1. 2. 	
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<p>describe safety rules for using technology when writing an e-mail or a short note to friend.</p> <p>W.1.2. makes an outline to organize the main ideas using phrases and short sentences.</p> <p>W.1.3. creates a draft of text by writing complete sentences for each main idea and supporting details.</p>	<div><div>3.</div><div>4. In a second stage, make an outline of what you will include in the e-mail completing this chart.</div></div> <table><tr><td>Greeting:</td></tr><tr><td>Opening sentence</td></tr><tr><td>Body: Tips to be safe online</td></tr><tr><td>Closing sentence</td></tr><tr><td>Name:</td></tr></table> <div><div>Task completion</div><div>Write a draft of your e-mail completing this form.</div><div></div></div>	Greeting:	Opening sentence	Body: Tips to be safe online	Closing sentence	Name:
Greeting:						
Opening sentence						
Body: Tips to be safe online						
Closing sentence						
Name:						

To:	
Subject:	
From:	
Send	Attach 
<div>Dear Olger,</div>	

		Task assessment			
		Once they finish writing their draft of text, students exchange their draft in pairs to get feedback from their partners. They share their drafts and they revise their partner’s text using a following checklist.			
		Aspects to assess	Yes	No	
		The e-mail includes a greeting.			
		The e-mail includes an opening sentence.			
		The e-mail includes four tips about how to be safe online as part of the body.			
		The e-mail includes a closing sentence.			
		The e-mail includes the name of the sender.			
		All sentences end with a period.			
		Capital letters are correctly used.			
		Comments and remarks			
Post task					
Students role-play this situation.					

		<p>Student A's computer has been hacked, she is telling one of his friends what has just happened to her. Student B listens to his friend's situation and provides some advices and rules to be safe online.</p>													
		<p>In pairs students get prepare for the situation and rehearse it before volunteering to share it with whole group. Learner Self-Assessment of the week</p> <table> <tr> <th><i>I can</i></th><th>  Achieved </th><th>  In progress </th><th>  Not achieved yet </th></tr> <tr> <td>L2.1. gets the gist of a discussion related with technology safety rules if people speak slowly.</td><td></td><td></td><td></td></tr> <tr> <td>L2.2. identifies the main points in a discussion</td><td></td><td></td><td></td></tr> </table>	<i>I can</i>	 Achieved	 In progress	 Not achieved yet	L2.1. gets the gist of a discussion related with technology safety rules if people speak slowly.				L2.2. identifies the main points in a discussion				
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L2.1. gets the gist of a discussion related with technology safety rules if people speak slowly.															
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		related with technology safety rules if people speak slowly.				
		L.2.3. identifies changes in the topic of discussion related with technology safety rules if people speak slowly.				
		R.PA.1.3. Decodes compound words (smartphone).				
		SI.2. 1. asks simple questions related with preferences about uses of technological gadgets.				
		SI.2. 2. responds to simple questions related with preferences about uses of technological gadgets.				
		W.1.1 brainstorms a list of main ideas to describe safety rules for using technology when				

		writing an e-mail or a short note to friend.				
		W.1.2. makes an outline to organize the main ideas using phrases and short sentences.				
		W.1.3. creates a draft of text by writing complete sentences for each main idea and supporting details.				
Integrated Mini-Project						Time
<p>Ideas for the integrated mini-project: Catalogues, brochures, flyers, posters, collages, digital walls where students show types of technological gadgets, applications and rules for the safe use of technological gadgets.</p> <p>Example:</p> <p>Planning and creating collaboratively a brochure or digital wall that students can use as part of a campaign to promote the use of technology and suggestions to be safe when using Internet.</p> <p>Rehearsing and Participating in an oral presentation to the whole class explaining the information in the brochure or digital wall.</p> <p>Optional projects to choose</p> <p>Collage: Students work in groups to describe their preferences in terms of technological gadgets, describe the uses of the technological gadgets, describe safety rules for their use and make suggestions. The rest of the class can ask presenters questions at the end.</p>						

<p>Group presentation: Students make groups of 4. Every group will pick one technological device to describe. Every student in the group will participate. They have to talk about why it is their favorite gadget, the uses it has, safety rules for its use and make suggestions. The rest of the class can ask presenters questions at the end.</p> <p>Expo Tech: Students make groups of 4 students. They will make up a new for their company and a logo. They can choose a technological device that is already in the market, or they can create a new one. They will have a stand in an Expo and will show their product to the customers. Every student in the group will participate. They have to talk about why it is their favorite gadget, the uses it has, safety rules for its use and make suggestions. If the product is made up, they should provide a picture or drawing of it. As customers walk around the room, they can ask presenters questions. The class will be divided into two groups: one with their stands and one that walks around. They switch roles.</p>			
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			
How well did the learners progress in their understanding of the Enduring Understanding?			

Appendix 1.

Charlie: Mum! That's my computer!

Mum: I know, I know. Don't worry, I'm changing your privacy settings.

Charlie: Privacy settings?

Mum: Yes. There are privacy settings on your social networking sites. Your account is totally public at the moment, and you're logged in!

Charlie: Oh. What are the privacy settings for?

Mum: To make you safe online. You want to be safe, don't you? And for the right people to see your information, not EVERYONE.

Charlie: Everyone?

Mum: Yes. If you don't change your privacy settings, when you upload a photo, anyone can see it. It's important to change them so only your friends can see them. You don't want everyone to see everything, do you?

Charlie: No! But I can delete things, can't I?

Mum: Well, you can, but it's very difficult. Some things stay there forever.

Charlie: That's really scary, Mum.

Mum: Don't worry, but you must learn how to stay safe. You mustn't tell anyone your password!

Charlie: I won't!

Mum: Crazy Charlie one two one, isn't it?

Charlie: Mum! Yes, it is. How ...

Mum: It's on your notebook. Right there. On your desk. It isn't a very secret place, is it?

Charlie: No, it isn't.

Taken from: <https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a1/online-safety-conversation>

TALK FOR A MINUTE

About using
REFRIGERATORS

In pairs, one student will ask simple questions about this technological gadget and his/her couple will answer him/her

TALK FOR A MINUTE

About using A VACUUM
CLEANER

In pairs, one student will ask simple questions about this technological gadget and his/her couple will answer him/her

TALK FOR A MINUTE

About using MICROWAVE
OVENS

In pairs, one student will ask simple questions about this technological gadget and his/her couple will answer him/her

TALK FOR A MINUTE

About using CAMERAS

In pairs, one student will ask simple questions about this technological gadget and his /her couple will answer him/her

also

TALK FOR A MINUTE

**About using WASHING
MACHINES**

*In pairs, one student will ask
simple questions about this
technological gadget and
his/her couple will answer
him/her*

TALK FOR A MINUTE

About using TELEPHONES

*In pairs, one student will ask
simple questions about this
technological gadget and
his/her couple will answer
him/her*

also

TALK FOR A MINUTE

**About using REMOTE
CONTROL**

*In pairs, one student will ask
simple questions about this
technological gadget and
his/her couple will answer
him/her*

Be smart on the internet



Childnet
International

www.childnet.com



S

SAFE

Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.



M

MEETING

Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.



A

ACCEPTING

Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!



R

RELIABLE

Information you find on the internet may not be true, or someone online may be lying about who they are.



T

TELL

Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

You can report online abuse to the police at www.thinkuknow.co.uk

**THINK
U
KNOW**



www.kidsmart.org.uk

KidSMART



Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.



Term:	Level: Sixth Grade	Unit: Staying Safe in a Digital World	Week:4
Domain: Socio-interpersonal	Scenario: Staying Safe in a Digital World		Theme: Tips for Using Technology Safely and Responsibly
Enduring Understanding: Staying safe means avoiding publishing private information and knowing what information to share and with whom.			
Essential Question: How can we stay safe chatting online?			
Dimensions 1. Ways of thinking (x) 2. Ways of living in the world (x) 3. Ways of relating with others (x) 4. Tools for integrating with the world (x)			
Learn to Know	Learn to Do		Learn to Be and Live in Community
Grammar & Sentence Frames <u>Negative imperatives in simple present</u> – Don't open e-mails from strangers.	Function – Making suggestions		Psycho-social – Recognizing different personality traits such as loquacity/taciturnity;

<ul style="list-style-type: none"> – Don't share your password. – Don't be impolite. <p><u>Modal "can" to express possibility/ability</u></p> <ul style="list-style-type: none"> – People can steal your information. – You can be victim of cyber bullying. – You can send e-mails. <p style="text-align: center;">Phonemic Awareness</p> <p>(e.g., ea, ie, ee as in email, gamer, computer) and r-controlled vowels. (smartphone).</p> <p style="text-align: center;">Vocabulary</p> <p><u>4. Tips for using technology safely and responsibly</u></p> <p><u>Possible risks</u></p> <ul style="list-style-type: none"> – You can lose privacy. – You can lose social interaction. – You can become tech dependent. – You can be victim of cyber bullying. 	<p style="text-align: center;">Discourse Markers</p> <p>Linkers: Sequential - past tense</p> <p>First, then, after that, finally</p>	<p>introversion/extroversion; meticulousness/carelessness</p> <p style="text-align: center;">Socio-cultural</p> <ul style="list-style-type: none"> – Avoiding impoliteness when expressing contempt or dislike when communicating with others (e.g. the use of ALL CAPS in a text is considered shouting) <p style="text-align: center;">idioms/ phrases</p> <ul style="list-style-type: none"> – They keep up with the news on Twitter.
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<ul style="list-style-type: none"> - You can find inappropriate content. - People can suffer an accident when they use their phones while driving or walking. - Strangers can try to contact you on the internet or cell phone. - People can use your image for negative purposes. - You can waste a lot of time using technology. <p>People can steal your information.</p>			
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p>Pre- teaching</p> <p>Routine: Greeting students, checking attendance, checking-in with students and go over any assignment. Teacher posts the Essential Question and Enduring Understanding on the board, Can Do's, and class agenda, etc.</p> <p>Warm up</p> <p>Tic tac toe activity. The teacher draws a tic tac toe on the board and writes some possible risks for using technology inappropriately. He/she divides the class into two groups and distributes images associated to the risks. A student from group X comes to the board and pastes the corresponding image next to the associated risk (see Appendix 1). A student from group A then comes to</p>	40 minutes

the board and does the same. If the matching is not correct, the student cannot draw his/her mark and leave the image on the grid.

The first team with three marks in a row wins.

This is the Grid for the tic tac toe.

1.You can lose privacy	2. You can lose social interaction.	3.You can find inappropriate content
4. People can suffer an accident when they use their phones while driving or walking.	5.You can waste a lot of time using technology	6. You can become tech dependent.
7. Strangers can try to contact you on the internet or cell phone.	8. People can use your image for negative purposes.	9.People can steal your information

Activation of Prior Knowledge

T asks Ls to brainstorm the main media people use nowadays. Ls will give examples of media and the T writes them on the board. T will write the Ls' examples on the board. Once finished with brainstorming, T will give Ls images related to different media thought time. The Ls must go to the board and place the correct name of the media. When presenting the gadget, the learners say aloud what they can do with it. Example: I can watch videos in my smart TV. Teacher asks students what advice/suggestion they can give to people to use technology responsibly and safely. Teacher let students share their ideas and write them on the board.



For example:

- Don't open e-mails from strangers.
- Don't share your password.
- Don't be impolite.

Modeling

By using the same pictures in the warm up, the teacher reviews the way to give suggestions using negative imperatives in simple present and cause effect forms to conclude the idea if not using technology responsibly. Example:

		<ul style="list-style-type: none"> – Don't open e-mails from strangers because they can steal your information. – Don't share your password because you can lose your privacy. <p>After that, in a circle, all students participate. They elaborate sentences using negative imperatives for expressing situations with possible risks.</p> <p>Example: Don't leave your Facebook account opened in public places because others can check your personal data.</p> <p style="text-align: center;">Clarifying</p> <p>The teacher challenges the students to create at least one example of given advice/suggestions about how to avoid using unsafely and irresponsibly technology.</p> <p>Example: Do not share personal pictures with strangers, they can use it with negative purposes.</p> <p>Students share their sentence with whole group and teacher and classmates help clarify meanings and applications.</p> <p>After that teacher makes the student draw a chart with three columns and three rows. All students participate elaborating possible risks when using unsafely and irresponsibly the technology in order to provide advice or give a suggestion to a friend or family member. The first person collecting and filling the human bingo will win the game.</p> <p>Note: Each participant in the bingo will write his/her name.</p>	
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		Human bingo			
		1 You can damage your vision because of the excess of hours in front of the computer	2	3	
		4	5	6	
		7	8	9	
R.2. Understands the main points in a straightforward personal communication.	R.2. understand the main points in a straightforward personal communication if the topic is familiar.	Pre-task			
		After playing the Bingo game, the teacher reviews again sentence frames using the imperative forms to give suggestions and advices to friends about using technology in a responsible and safely manner. Teacher can use the first 2 minutes of this video to explain it. Imperatives and suggestions: In the following link, you will find a video that explains the imperative forms for giving suggestions: https://www.youtube.com/watch?v=QV63DiHoNcI Teacher can provide as many examples as possible of sentence frames related with the way to use technology safely and responsibly. – Do not share your e-mail password. You can lose privacy. – Do not spend too many hours online. You can become tech dependent. – Do not enter social sites you do not know. You can be victim of cyber bullying.			

<p>R.2.1. gets the gist of short simple texts for making suggestions and giving tips for using technology.</p>		<p>Now, teacher shares the reading goal with the learners.</p> <p>Teacher then tell the students that they were chosen to provide children in school as many suggestions as possible about how to be safe and use Internet responsibly. Therefore, they are going to read a text that is going to help them achieve the goal. First, get the general idea and then identify specific suggestions that can help them solve the task given. Teacher asks: Are you ready?</p> <p>There is some vocabulary you need to clarify in pairs before you begin reading:</p> <p>Bully, hacker, tip, to post, to attach</p> <p>Once the words are clarified, they begin with the reading task.</p> <p style="text-align: center;">Task rehearsal</p> <p>Read the text and answer the questions below to get the gist and solve the task given.</p> <p style="text-align: center;">Internet Safety Tips for School- Aged- Kids</p> <p>With teens reportedly spending one-third of their days online—and younger kids not far behind—it’s imperative that parents and teachers ensure the safety of school-aged kids on the Internet.</p> <p>Of course, the Internet is a <i>big</i> place, and it’s populated by hackers, bullies, and those who would take advantage of children and teens. So how can we truly</p>	
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monitor kids and keep them safe? Start by following the Internet safety tips below!

Tips for Kids

- *Never give out personal information online.* This includes passwords, last name, address, telephone number, where you go to school, etc. Don't give passwords to anyone, not even your best friends.
- *Don't post photos or videos without parental permission.* If your parents say that a picture or video is inappropriate, understand that they are only trying to keep you safe.
- *Remember that not everything you read online is true, and people aren't always who they say they are.* Don't talk to strangers online, and never meet an Internet friend without permission from your parents. A good rule of thumb: If you haven't met them in person, don't add them on social media.
- *Don't open attachments from people you don't know.* Additionally, talk to your parents before downloading software. Attachments and software can contain viruses.
- *If something makes you uncomfortable online, talk to your parents or teachers.* Don't respond to mean messages or bullying, and don't bully others.
- *Use privacy settings on social media.* Without privacy settings, anyone can see every picture, video, or status update that you post online. People with bad intentions can use this information to harm you.
- *Think critically about what you view online.* Ask yourself if a website truly looks safe and reliable. Fact check the information you find online—is this from a random person or a reputable source? Are other sources reporting the same information?
- *Taken from:* <https://www.thetechadvocate.org/internet-safety-tips-for-school-aged->

R.2.2 recognizes main ideas in short simple texts for making suggestions and giving tips for using technology.		kids/#:~:text=Tips%20for%20Kids,or%20videos%20without%20parental%20permission. • After reading the text select the option that best summarizes the purpose of the text. 1. What is the purpose of the text? 1) To inform parents about the dangers of Internet. 2) To help parents assure the safety of children when using Internet. 3) To convince children not to get online. 4) To give suggestions about why not to use technology. Students in pairs share their answers for peer-feedback. Then teacher provides feedback to whole group. Task- completion Students read the text for a second time. Based on the tips or suggestions given, students are going to sort them out in two columns: one with the things you can do and the things you have to avoid to be safe online.							
		<table><tr><td>Things you can do to be safe online</td><td>The things you have to avoid to be safe online</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Things you can do to be safe online	The things you have to avoid to be safe online					
	Things you can do to be safe online	The things you have to avoid to be safe online							

		Once students complete their charts they share their answers with a partners to get feedback.		
		Task-assessment		
		Finally, the teacher provides feedback to whole group to verify they accomplished the task successfully.		
		Post task		
		Students will make their own rules for using his/her own cellphone in the English lessons safely. They will give tips for using it responsibly.		

<p>R.PA.1.4. Segments words into syllables using knowledge of phonemic awareness including the sounds represented by consonant blends, consonant/vowel diagraphs, multi-syllabic words diphthongs.</p>	<p>R.PA.3. demonstrate knowledge of phonemic awareness</p>	<p style="text-align: center;">Pre-task</p> <p>Teacher shares the goal of the lesson. And he/she explains what a syllable is, and how to count syllables in a word where diphthongs ea,ie,ee take place.</p> <p>The teacher presents the following activities for showing a correct form for segmenting words into syllables</p> <div><div><p>● Divided Syllables 1</p><p>Directions: Find the word that has been divided into syllables correctly.</p><p>Teacher sounds like <u>tea-cher</u>. </p></div><div><p><i>Example:</i></p><table><tr><td>TEACHER :</td><td>A. t-eacher B. tea-cher C. teach-er D. te-acher</td></tr></table></div></div> <div><div><p>1)</p><table><tr><td>LADDER:</td><td>A. l-adder B. la-dder C. lad-der D. ladd-er</td></tr></table></div><div><p>2)</p><table><tr><td>FANCY:</td><td>A. f-ancy B. fan-cy C. fa-ncy D. fanc-y</td></tr></table></div><div><p>3)</p><table><tr><td>GIANT:</td><td>A. gian-t B. gia-nt C. gi-ant D. g-iant</td></tr></table></div><div><p>4)</p><table><tr><td>ARRIVE :</td><td>A. a-rrive B. ar-rive C. arr-ive D. arriv-e</td></tr></table></div><div><p>6)</p><table><tr><td>EATEN:</td><td>A. ea-ten B. eat-en C. e-aten D. eate-n</td></tr></table></div><div><p>7)</p><table><tr><td>DAYDREAM:</td><td>A. daydr-eam B. day-dream C. da-ydream D. d-aydream</td></tr></table></div><div><p>8)</p><table><tr><td>HAPPY:</td><td>A. ha-ppy B. happ-y C. hap-py D. h-appy</td></tr></table></div><div><p>9)</p><table><tr><td>CAPTAIN :</td><td>A. capt-ain B. ca-ptain C. cap-tain D. captai-n</td></tr></table></div></div>	TEACHER :	A. t-eacher B. tea-cher C. teach-er D. te-acher	LADDER:	A. l-adder B. la-dder C. lad-der D. ladd-er	FANCY:	A. f-ancy B. fan-cy C. fa-ncy D. fanc-y	GIANT:	A. gian-t B. gia-nt C. gi-ant D. g-iant	ARRIVE :	A. a-rrive B. ar-rive C. arr-ive D. arriv-e	EATEN:	A. ea-ten B. eat-en C. e-aten D. eate-n	DAYDREAM:	A. daydr-eam B. day-dream C. da-ydream D. d-aydream	HAPPY:	A. ha-ppy B. happ-y C. hap-py D. h-appy	CAPTAIN :	A. capt-ain B. ca-ptain C. cap-tain D. captai-n	<p>40 minutes</p>
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		<p>The teacher presents the video about the R controlled. In the following link, you will find a video with a song about Controlling r https://youtu.be/llGDpEVPzCw</p> <p style="text-align: center;">Task-rehearsal</p> <p>The teacher uses the following activities for developing syllable segmentation.</p> <p>Put the pictures in a series of envelopes or into a 'lucky dip' container. The child has to open the envelope or pull one picture out of the container, say what the picture is and then clap out the syllables. This activity is meant to be done individually. See the appendix 1 with the worksheet for doing the exercise.</p> <p style="text-align: center;">Task completion</p> <p>Teacher asks students to go back to the same words from the Appendix 2 in this unit, they have to underline the vowels and split them into syllables. Before they solve the task, they review how to split 2 syllables words for decoding. Syllable division Demo:</p> <p>In the following link, you will find a Demo about syllable division: https://www.youtube.com/watch?v=UaC0x3TncuE</p>	
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			<table><tr><th>words</th><th>Underline the vowels</th><th>Split the words into syllables</th><th>Decode the words</th></tr><tr><td>hospital</td><td></td><td></td><td></td></tr><tr><td>tomato</td><td></td><td></td><td></td></tr><tr><td>elephant</td><td></td><td></td><td></td></tr><tr><td>umbrella</td><td></td><td></td><td></td></tr><tr><td>hippopotamus</td><td></td><td></td><td></td></tr><tr><td>potato</td><td></td><td></td><td></td></tr><tr><td>hamburger</td><td></td><td></td><td></td></tr><tr><td>kangaroo</td><td></td><td></td><td></td></tr><tr><td>butterfly</td><td></td><td></td><td></td></tr><tr><td>ambulance</td><td></td><td></td><td></td></tr><tr><td>watermelon</td><td></td><td></td><td></td></tr><tr><td>banana</td><td></td><td></td><td></td></tr></table>	words	Underline the vowels	Split the words into syllables	Decode the words	hospital				tomato				elephant				umbrella				hippopotamus				potato				hamburger				kangaroo				butterfly				ambulance				watermelon				banana				
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			<p style="text-align: center;">Task assessment</p> <p>The students in pairs revise their responses and provide feedback to one another as a form of peer assessment. Finally, the teacher provides whole group assessment making sure students achieved successfully the learning goal.</p> <p style="text-align: center;">Post Task</p> <p>Students as a form of assessment play a game where they find words and sort them out in a chart according with the amount of syllables. The first learner who finishes correctly will be the winner. They have to clap and say correctly the</p>																																																					

		<p>number of syllables in the word. At the end, the learners decode them aloud, too.</p> <p>Note: The words have to be related to technology.</p> <div><p>Words with 1 syllable</p><hr/><hr/></div> <div><p>Words with 2 syllables</p><hr/><hr/></div>	
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		<div>Words with 3 syllables</div> <div>_____</div> <div>_____</div>	
SP.1. Provides a short, simple account of something experienced.	SP. 1. provide a short, simple account of something experienced (e.g., things that they can do for fun or ways to use technology for studying).	<p style="text-align: center;">Pre-task</p> <p>Teacher shares the goal of the lesson and shows the pictures of different forms of things that people can do for fun or ways to use the technology for studying.</p> <p>Teacher asks students: Do you know different forms for using the technology? What are some ways to use technology responsibly and safely? Do you remember any fun story you have had using a technological gadget or learning how to use it?</p> <p>The students discuss their ideas first in pairs and then as a whole group. Teacher asks students to look at the following pictures and think about what is happening in them, what is the story they are telling. Students have to use past tense to tell the story, for example:</p> <p>He was on vacation at the beach. He was using special type of glasses to see objects in fourth dimension. He felt very excited. He was learning and feeling new things as he walked along the beach.</p> <p>What do you think is happening in the second picture?</p>	40 minutes

SP.1.1. brainstorming ideas about a personal experience using technological gadgets.



Task: Teacher tell the students that they are going to participate in a story telling game. All the students will describe a short simple account of something experienced for fun or studying when they used technology. For example, playing a chess tournament in the computer or elaborating a project with a special software, etc. For doing this task the student must follow these steps:

1. Decide which is the event/ experience you want to share.
2. List all the details or actions you did or experienced when you used this App or gadget.
3. Describe in detail each of them.
4. Be ready to share your short story. Use images to make it more attractive and easy to understand.

Task-rehearsal

Based on the task given above, the teacher tells the Ss they will work individually. First, they will brainstorm ideas about their own experience using technological gadgets or Apps. They can follow these questions as a guide.

SP.1.2. makes an outline of main ideas for describing a personal experience using technological gadgets.		What technological gadget/App were you using?	I was working with my computer/ cellphone/ tablet...
		What were you doing?	I was playing/ solving homework/ listening to music.....
		What happened?	The electricity went off...I discovered that...
		How did you feel?	I felt...
		What did you learn?	I learned that...
		<p>Now you will make an outline to organize your ideas, you can follow this <i>example for guiding you.</i></p> <p>Title:</p> <p>Introduction: <i>The most unforgettable experience with a technological gadget was when I wore virtual glasses.</i></p> <p>Main details</p> <p>This happened when I was.... I wore a..... to play a game.</p> <p>I saw....</p> <p>I felt.....</p> <p>I learned....</p>	

<p>SP.1.3. rehearses a short talk for describing a personal experience using technological gadgets.</p> <p>SP.1.4. talks about a personal experience about using technological gadgets.</p>	<p>Closing: I think that when people play many games using virtual glasses, they can become addicted.</p> <p>Student begin organizing their ideas based on the outline format provided as example.</p> <p>Once students finish their outline, they share their experience in pairs as a form of rehearsal. As they receive feedback from the partner, they improve their presentation. Teacher monitors and provides feedback.</p> <p>Task completion</p> <p>Once, the students have completed their outline and have rehearsed their story. Students make groups of three to four students. They begin the story-telling task. Each of them talks about a personal experience using technological gadgets. Their story is supported with pictures. Peers listen and can ask questions for clarification once each storyteller finishes.</p> <p>Task assessment</p> <p>Students participate in an activity of assessment using the following rating scale provided by the teacher.</p> <table><tr><th>Co-assessment instrument</th><th>Yes</th><th>No</th></tr><tr><td>The student</td><td></td><td></td></tr><tr><td>Brainstorms ideas about his/her personal experience.</td><td></td><td></td></tr><tr><td>Makes an outline with complete ideas.</td><td></td><td></td></tr><tr><td>Rehearses presentation-using ideas in the outline.</td><td></td><td></td></tr><tr><td>Talks about a personal experience using technology.</td><td></td><td></td></tr></table>	Co-assessment instrument	Yes	No	The student			Brainstorms ideas about his/her personal experience.			Makes an outline with complete ideas.			Rehearses presentation-using ideas in the outline.			Talks about a personal experience using technology.		
Co-assessment instrument	Yes	No																	
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		<p>After that process, using the same instrument the teacher assesses each student performance and provides feedback.</p> <p style="text-align: center;">Post task</p> <p>Students in small groups decide which of the stories was the funniest, the most surprising, and the most interesting. They have to support their choice.</p>	
W.2. Uses simple grammatical structures.	W.2. use simple grammatical structures.	<p style="text-align: center;">Pre-task</p> <p>T shares the goal of the lesson and greets the students.</p> <p>T pastes on the board examples of the sentence frames for the lesson and explains them.</p> <p>Also, he/she accounts for what a simple grammatical structure is in English.</p> <div style="display: flex; justify-content: space-around; margin: 20px 0;"> <div style="border: 1px solid green; border-radius: 15px; padding: 10px; text-align: center;"> <p>Negative imperative in simple present</p> <p>Don't open e-mails from strangers.</p> </div> <div style="border: 1px solid green; border-radius: 15px; padding: 10px; text-align: center;"> <p>Modal "can"</p> <p>People can steal your information.</p> </div> </div> <p>Teachers asks students to write one suggestion they will give a friend as an example using the form correctly. Once finished, students share their sentence with 4 partners for feedback. Teacher request some volunteers to write their sentences on the board. Teacher provides feedback and clarification.</p>	40 minutes

Once you finish, share your suggestions with a partner to make sure the forms are used correctly. Use the following grid as a guide.

	Yes	No
He/she provides 3 suggestions to use technology safely online in complete sentences.		
He/she uses the imperative form in the sentences		
He/she uses the modal “can” to make suggestions.		
Uses punctuation marks and capitalization marks correctly.		

Students exchange their sentences among themselves and provide feedback for final editing.

Students edit their messages to their friends based on the feedback provided

Task assessment

The teacher provides final feedback to students written suggestions.

		<p>Post assessment</p> <p>The students will make paste their messages on the wall and participate in a walking wall, where they can read all the suggestions provided by their classmates. They select the ones they considered fulfilled all the requirements of the task.</p>	
Integrated Mini-Project			Time
<p>Ideas for the integrated mini-project: Catalogues, brochures, flyers, posters, collages, digital walls where students show types of technological gadgets, applications and rules for the safe use of technological gadgets.</p> <p>Example:</p> <p>Planning and creating collaboratively a brochure or digital wall that students can use as part of a campaign to promote the use of technology and suggestions to be safe when using Internet.</p> <p>Rehearsing and Participating in an oral presentation to the whole class explaining the information in the brochure or digital wall.</p> <p>Optional projects to choose</p> <p>Collage: Students work in groups to describe their preferences in terms of technological gadgets, describe the uses of the technological gadgets, describe safety rules for their use and make suggestions. The rest of the class can ask presenters questions at the end.</p>			

<p>Group presentation: Students make groups of 4. Every group will pick one technological device to describe. Every student in the group will participate. They have to talk about why it is their favorite gadget, the uses it has, safety rules for its use and make suggestions. The rest of the class can ask presenters questions at the end.</p> <p>Expo Tech: Students make groups of 4 students. They will make up a new for their company and a logo. They can choose a technological device that is already in the market, or they can create a new one. They will have a stand in an Expo and will show their product to the customers. Every student in the group will participate. They have to talk about why it is their favorite gadget, the uses it has, safety rules for its use and make suggestions. If the product is made up, they should provide a picture or drawing of it. As customers walk around the room, they can ask presenters questions. The class will be divided into two groups: one with their stands and one that walks around. They switch roles.</p>		
Reflective Teaching		
What worked well	What didn't work well	How to improve
Enduring Understanding Reflection		
How well did the learners progress in their understanding of the Enduring Understanding?		

Learner Self-Assessment			
<i>I can...</i>	Yes	<i>In progress</i>	No

recognize main ideas in short simple texts for making suggestions and giving tips for using technology			
provide a short, simple account of something experienced			
brainstorm ideas about a personal experience using technological gadgets			
make an outline of main ideas for describing a personal experience using technological gadgets			
talk about a personal experience about using technological gadgets			
identify grammatical misuses of sentences in a written text.			
edit a piece of writing by checking correct use of sentence frames when describing safety rules for using technology			

1



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3.taken from

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4



1. Taken from:

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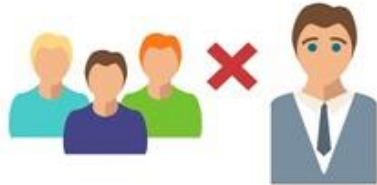

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7  Taken from : https://images.app.goo.gl/d4izy3gydsjW1256	8  BOYCOTT <small>shutterstock.com • 1879572826</small> taken from https://images.app.goo.gl/Wj3hYTw3iXpnfBw8	9  Taken from https://images.app.goo.gl/WuYA5mG2kkucrtUo6



These images are for the teacher can cut them out and paste them on the board.



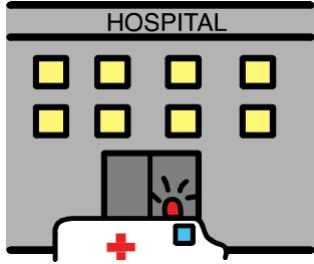
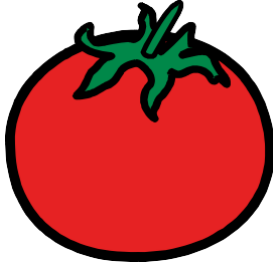
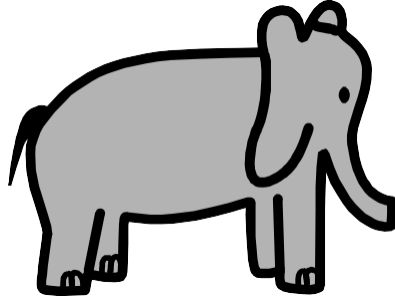

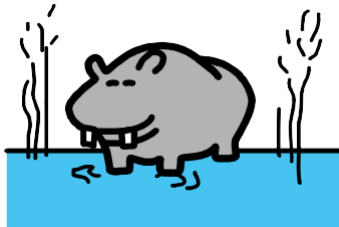

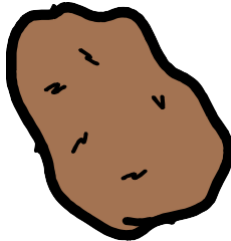


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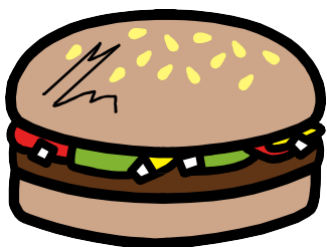
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Appendix 2

<p>hospital</p> 	<p>tomato</p> 	<p>elephant</p> 
<p>umbrella</p> 	<p>hippopotamus</p>  	<p>potato</p> 

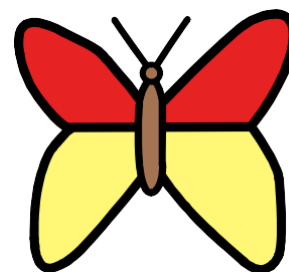
hamburger



kangaroo



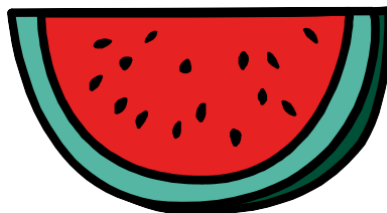
butterfly



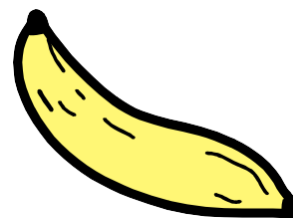
ambulance



watermelon



banana



Week 1 Links

In the following link, you will find a video with vocabulary of technological gadgets:

<https://www.youtube.com/watch?v=l1EIVEBhmJU>

In the following link, you can find a conversation about preferences related to technological devices: https://adminmepcr-my.sharepoint.com/:u:/g/personal/randall_centeno_hernandez_mep_go_cr/EeqTzfFpLQIBu7eeFhqkI4QBZy5j6WMfUIAZEyty_S_6BA?e=xDn6WU

In the following link, you will find more specific listening exercises about the same topic: <https://es.liveworksheets.com/pk2939130ce>

In the following link, you will find a video called “What are Syllables?” to consolidate more the students’ knowledge of the way in which segmentation works: <https://www.youtube.com/watch?v=Um7ukvphdHY&t=61s>

Week 2 Links

There are no links.

Week 3 Links

In the following link, you will find an online game with phrases and actions done when using technology.

<https://wordwall.net/es/resource/2909643/technology-vocabulary>

In the following link, you will find the video: *Online Privacy for Kids - Internet Safety and Security for Kids*:

<https://www.youtube.com/watch?v=yiKeLOKc1tw>

In the following link, you will find a video where different conversations about technology takes place:

<https://youtu.be/ZOf0MTfs9iM>

In the following link, you will find a video explaining how to be an active listener.

https://www.youtube.com/watch?v=oWe_oqA5YCU

In the following link, you will find an audio of a conversation between a mother and her son about how to be safe online.

<https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a1/online-safety-conversation>

In the following link , you will find a talk about internet safety tips:

<https://www.youtube.com/watch?v=X9Htg8V3eik>

In the following link, you will find a video about how to pronounce the words that have an r- controlled vowel:

<https://www.youtube.com/watch?v=vhTdmBPL5hU>

In the following link you will find the segmentation of the words into diphthongs ea and ee _

<https://www.youtube.com/watch?v=3PJGqbCeRU4>

In the following link you will find a song with more diphthongs

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

In the following link, you will find a video describing how to be safe online.

Keeping Kids Safe on the Internet

<https://www.youtube.com/watch?v=y6XunxJMcaE>

The students can use the technology for creating their own story

They can go to the following link

<https://www.storyboardthat.com/>

image survey: <https://thekerngroupinc.com/wp-content/uploads/2014/12/survey-quest-1-2-3.jpg>

In the following link, you will find a video that explains how to write an e-mail.

<https://www.youtube.com/watch?v=rv7QvdyMAY&t=16s>

Week 4 Links

In the following link, you will find a video that explains the imperative forms for giving suggestions:

<https://www.youtube.com/watch?v=QV63DiHoNcI>

In the following link, you will find a video with a song about Controlling r <https://youtu.be/IIgDpEVPzCw>

In the following link, you will find a Demo about syllable division: <https://www.youtube.com/watch?v=UaC0x3TncuE>

You can find a syllable division demonstration in the following link

<https://www.youtube.com/watch?v=UaC0x3TncuE>

Comisión Redactora

Elaboración

Ana Campos Centeno

Randall Centeno Hernández

Personas asesoras nacionales de inglés del Departamento de Primero y Segundo Ciclos

Asesores Colaboradores

José Leonardo León Badilla, Asesor Regional de Inglés, Dirección Regional de Educación Sula'

Docentes y Voluntarios Colaboradores

Francinie Gómez Ramírez, DRE Sula'

Daylin Hernández Mayorga, DRE Sula'

Houston Diaz Morales, DRE Sula'

Adis Selles Lupario, DRE Sula'

María del Rocío Rojas Quesada, DRE Sula'

Agradecimiento por la grabación de audios/Audio Recordings

Sarah Caballero-Taylor and Juan Caballero-Taylor Unidad 2, semana 1, Preferences tech devices. In the following link, you can find a conversation about preferences related to technological devices: <https://adminmepcr->

my.sharepoint.com/:u:/g/personal/randall_centeno_hernandez_mep_go_cr/EeqTzfFpLQIBu7eeFhqkl4QBZy5j6WMfUIAZEyty_S_6BA?e=xDn6WU