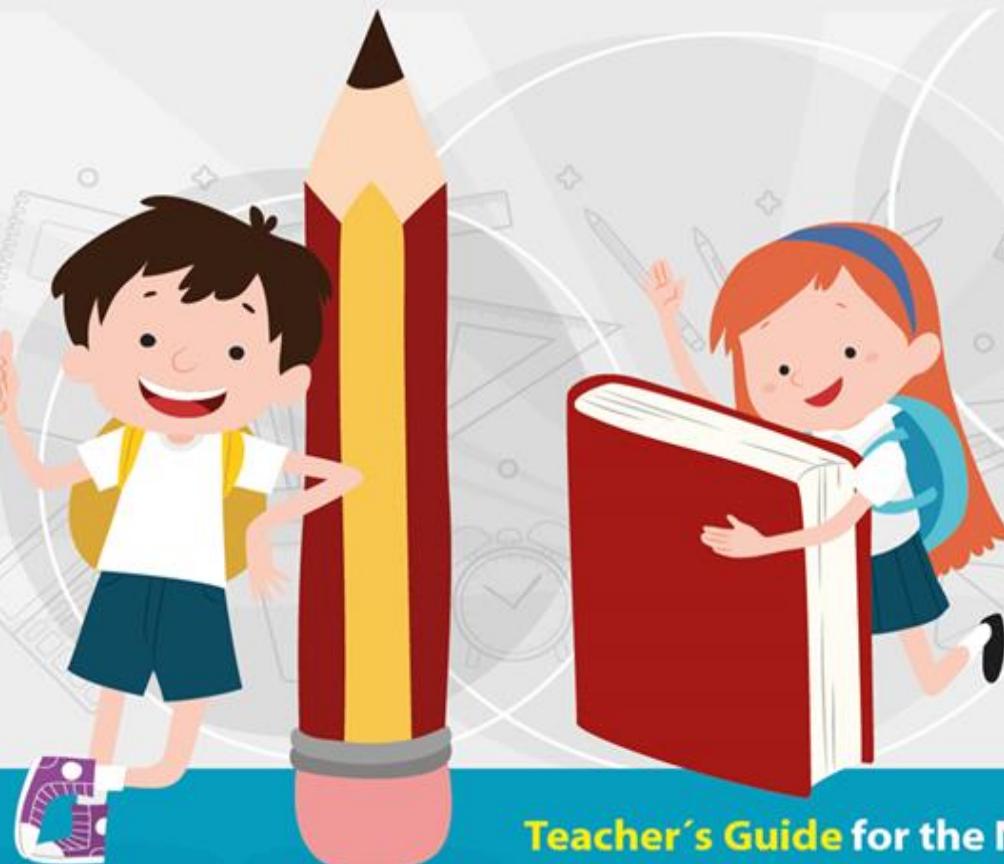




DIRECCIÓN DE DESARROLLO CURRICULAR
Departamento de Primero y Segundo Ciclos



**Teacher's Guide for the New English Curriculum
Third Grade
2019**

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Presentation

This Teacher's Guide for third grade has been designed to provide English teachers, who are implementing the new English curriculum in third grade, with pedagogical strategies and various resources to serve students' learning resulting in the development of the knowledge, skills and abilities set in the new English syllabus for this level. The main goal of every action performed in the classroom by the teacher is that learners can achieve an expected level of performance in the target language according to the CEFR as well as abilities and competences to learn to be and live in society. We believe that this resource can be useful to facilitate the implementation process of the new curriculum. The teacher can freely adapt this lesson planning teacher's guide so that it responds to the needs and context of learners.

The guide consists of six units. Each unit lesson plan comes along with the learner's exit profile for the level, the scenarios and themes for the cycle and the scope and sequence of each unit within a timeline of six weeks. In week 6, students are expected to carry out a mini-project, which is a formative-evaluative- complex task, to assess in a skills- integrative way the achievement of unit goals.

The special features of this Teacher's Guide are:

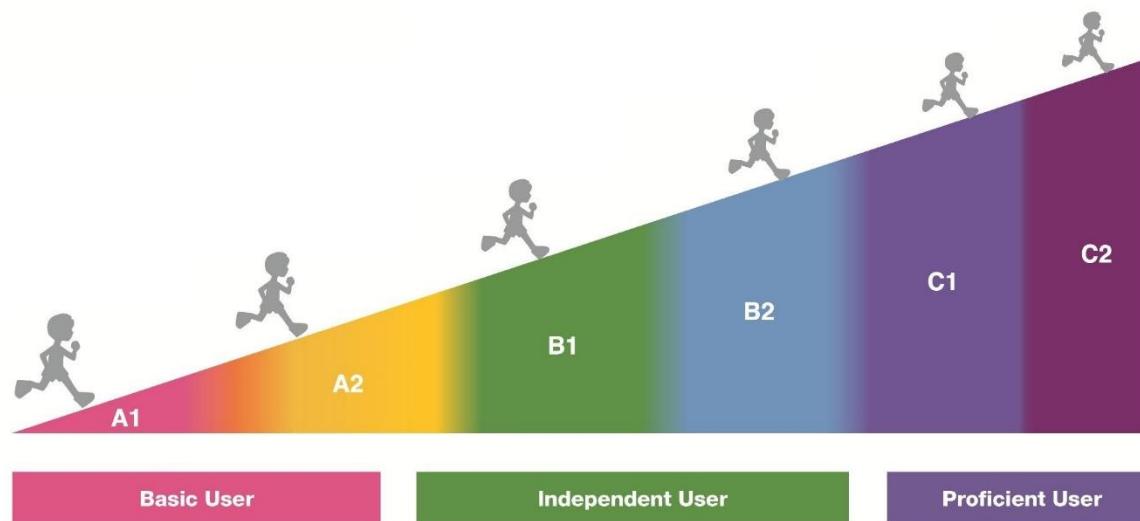
- A. **Assessment Strategies and Evidences of Learning:** Each goal has a specific assessment indicator for each linguistic competence which requires the elaboration of assessment instruments.
- B. **Goals:** Each lesson has specific and clear learning goals connected to a domain, scenario, theme and 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 leaner.
 - ✓**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.

The Common European Framework of Reference (CEFR)

CEFR describes proficiency levels based on accumulated evidence gathered over time from learner activities, tasks, or projects.

Implications:

- Standard Terminology
- Track student progress
- Descriptors – teaching, learning and assessment
- Students monitor and take responsibility
- Transferability across settings
- Parent communication



Costa Rican general descriptors according to CEFR English proficiency bands

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- Can show limited ability to use simple grammatical structures and conventions such as punctuation, and capitalization.

EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES

- | | |
|-------------------|---|
| A1 | <ul style="list-style-type: none">• Can use A1 level, grade level and age appropriate linguistic (e.g. present verb forms), socio-cognitive (e.g., associating strategies) and socio-affective (e.g., cooperating or coping strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (planning) and cognitive strategies (revising); and socio-affective resources consist of strategies such as cooperating and coping.• Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project.• Can give, receive, and respond to feedback at critical stages of the creative process.• Can use level and age appropriate linguistic resources to integrate information from a reading or a listening or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario.• Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus). |
| Basic User | |

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
- Can use some simple structures accurately but continues to systematically exhibit basic errors (such as verbs tenses, use of prepositions, articles).

EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES

- Can use A2 level, grade level and age appropriate linguistic (e.g. past verb forms), socio-cognitive (e.g., grouping strategies) and socio-affective (e.g., cooperating or questioning for clarification strategies) resources to integrate topical content from oral and written text to perform a goal-oriented product (mini-project) based on an integrated sequence of activities within a domain, scenario and theme. Linguistic resources include grammatical forms and meanings; socio-cognitive resources include a range of meta-cognitive strategies (monitoring) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping.
- Can use A2 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project.
- Can give, receive, and respond to feedback at critical stages of the creative process.
- Can use level and age appropriate linguistic resources to integrate information from a reading or a listening input or other inputs to perform from one skill modality to another (e.g., listening to speak, read to write) to achieve the goal of the scenario.
- Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).

Basic User

The Action-Oriented Approach

Learner



- An agent/performer with intercultural awareness skills.
- Autonomous, works cooperatively, interacts with others, investigates and solves problems using the tools at his/her disposal (general and specific competences).
- Develops metacognitive, reflective and critical thinking strategies for successful completion of the task.

Teacher



- Facilitator, coach, resource person, guide, advisor, and observer.
- Helps the learner become autonomous and be successful in the completion of the task.
- Provides effective feedback in the process of learning.
- Shows expert role, but shares this responsibility with the learner.

Learning Resources



- Oral or written authentic texts: business cards, bus tickets, newspaper articles, book excerpts, wikis, bus schedules, city maps, bulletin boards, voice messages, and announcements.
- Appropriate to the learner's needs and competence level.
- Intercultural perspective

Aims of communicative activities/tasks

- Communicative activities become actions that the learner/social agent performs in order to build up general competences and communicative language competences.
- The goal is successful action and accomplishment of tasks in a particular scenario and domain aligned to the learner's life experience and personality.

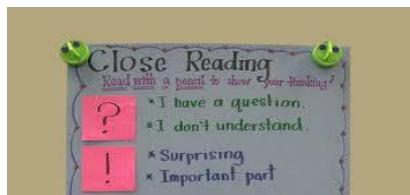


Learning Environment



- Real-world contexts (personal, public, educational and vocational domain) collaborative, stimulating, mediated by ICTs.

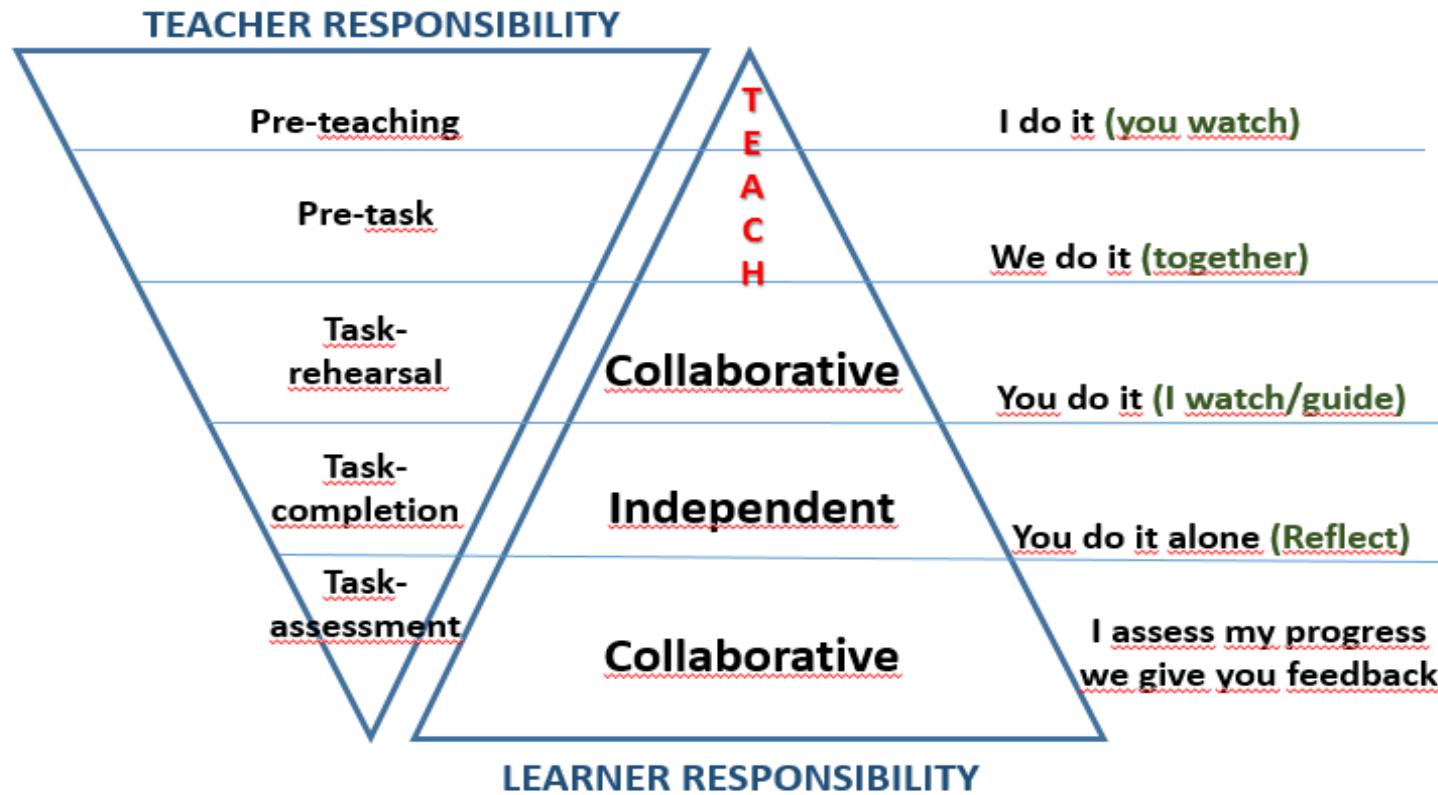
Assessment



- Assessment is based on what the social agent is able to do in real-life situations or scenarios and the process he/she requires to develop the competences. Authentic assessment is favored.
- The acquisition and refinement of general and communicative competences is a continuous process, both at school and in the world beyond the school.

Scaffolding learning in the AOA

Scaffolding learning in the AOA



Learner Exit Profiles for First Cycle

Types of knowledge Orientations to	Learn to know	Learn to do	Learn to be and live in community
	What the learner needs to know Learner ...	What the learner needs to do Learner...	How the learner needs to be Learner...
A Global Citizenship with Local Belonging	<ul style="list-style-type: none"> ▪ extracts explicit information from visual and simple texts. ▪ uses oral and written codes for communicating simple and familiar ideas. ▪ identifies time and space data in sequential order by using visuals. ▪ Understands the purpose of given instructions. ▪ recognizes meaningful information gradually. 	<ul style="list-style-type: none"> ▪ recognizes gradually different styles when working in groups according to skills and motivations. ▪ practices assertive communications skills. ▪ Recognizes gradually own abilities for team work gradually. 	<ul style="list-style-type: none"> ▪ recognizes his/her own rights and responsibilities and the ones of others gradually. ▪ values positively diversity in his/her family, school, society and context. ▪ judges positively daily actions that contribute for wellbeing. ▪ participates in peaceful conflict solving.
Education for Sustainable Development	<ul style="list-style-type: none"> ▪ recognizes gradually different social and environmental risks affecting life. 	<ul style="list-style-type: none"> ▪ initiates valuing the implication of efforts over the achievement of goals. 	<ul style="list-style-type: none"> ▪ initiates differentiating beliefs, attitudes, actions over sustainable development.

Integral Development and Communicative Competence

Level

A1.2 Grades 2-3

At this stage, the learner can...

Learn to know

have a level appropriate language (words, phrases, formulaic expressions) related to family and school life. Knows a small set of simple grammatical structures and heavily structured sentence patterns related to social and school activities.

Learn to do

use level-appropriate linguistic and topical resources in order to listen, read, speak and write in response to level and age-appropriate tasks, integrating language and topical knowledge, skills and abilities (KSA) within domains, scenarios and themes. S/he may use linking words such as *and/but* and *because* to connect groups of words.

Learn to be and live in community

use personal and social dispositions (e.g., coping, engagement, attitudes, cooperation, turn taking, empathy, and other universal values) when interacting and producing in the target language and taking time to search for words using oral and body language for transferable learning (enduring understanding).

use various resources in order to connect personally with the information, beyond the curriculum.

S/he holds basic contact using the simple polite forms for requests, expressing gratitude, or apologizing.

Speaking

Listening

Reading

(spoken interaction & production)

Writing

CEFR STANDARDS

CEFR STANDARDS

CEFR STANDARDS

CEFR STANDARDS

- Can understand familiar words and very basic phrases related to social and educational contexts.

INTEGRATION OF LANGUAGE SKILLS

- Can recognize sounds in spoken words. (Listen to speak/ read)
- Can identify details in an oral text by completing a graphic organizer.(Listen to write)

- Has a very limited ability to comprehend text by reading independently in English but can participate more over time during shared reading activities.
- Can recognize familiar words and understand short illustrated texts about familiar subjects using familiar words.
- Can recognize some high-frequency words such as *a, the, and, of*.

INTEGRATION OF LANGUAGE SKILLS

- Can identify main points in a story by matching pictures with sentences. (Read to write.)
- Can identify high frequency words in a text from spoken familiar language.(Listen to read)

- Can use simple learned expressions to get immediate needs met, answer questions about personal details (name, age, location, day of the week, family members) or personal items.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

INTEGRATION OF LANGUAGE SKILLS

- Can respond to questions with a single word or short phrase to show comprehension from oral or written inputs. (Listen to speak, read to speak)
- Can participate in short interactions if the other person speaks slowly. (Listen to speak)

- Can compose short messages copying learned expressions, labeling drawings, using inventive spelling, or dictating key words to an adult.
- Can fill in phrases and sentences using a list of familiar words.

INTEGRATION OF LANGUAGE SKILLS

- Can describe objects, places and people using simple spoken and written language.(Speak to write, write to speak)
- Can complete words and sentences after aural stimuli. (Listen to write)

Scope and Sequence First Cycle

Scope and Sequence First Cycle						
Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
First Grade	Scenario: All About Me!	Scenario: This is our Classroom!	Scenario: We Are All Different!	Scenario: Going to School, so Cool!	Scenario: My Neighborhood.	Scenario: Playtime Themes:
	Themes: <ul style="list-style-type: none">• Saying hello! Saying Good Bye!• Introducing Myself• The Way I Look and Feel• Making New Friends	Themes: <ul style="list-style-type: none">• Stand up! Sit down!• Things in My Classroom• My School Supplies• Where is my Pencil?	Themes: <ul style="list-style-type: none">• Meet my Family• What my Family Looks Like• Different Things my Family Likes to Do• I Like...	Themes: <ul style="list-style-type: none">• This Is my School.• Helpers at my School.• Going around School.• A Week at my School	Themes: <ul style="list-style-type: none">• This Is my Neighborhood• Where is the School?• How can I Get to the Supermarket?• Community Helpers	Themes: <ul style="list-style-type: none">• Fun Games and Activities• I need a Rope to Play• My Favorite Game and Activities• Show me How to Play
Second Grade	Scenario: Learning Is Fun	Scenario: Healthy Habits	Scenario: Home Sweet Home	Scenario: Loving and Caring Animals	Scenario: Fabulous Flora and Fauna	Scenario: A change of Scenery
	Themes: <ul style="list-style-type: none">• Hi! How are you today?• My Learning Environment• What Do I do at School?• What I Like about School?	Themes: <ul style="list-style-type: none">• I Love my Body!• Healthy Habits make me Feel Great!• Yummy and Good for my Tummy• I Can Be Healthy and Happy	Themes: <ul style="list-style-type: none">• A Visit from my Cousins• A Home Tour• What We Do around the House• Cleaning the House	Themes: <ul style="list-style-type: none">• Barn or House?• Moo, Meow, and Cock-a-Doodle-Do• Living with Animals and Pets around me• Walk the Dog...and Other Ways to Care for Animals	Themes: <ul style="list-style-type: none">• A Nature Walk• Animals A to Z• Green Kingdom• Protecting Nature	Themes: <ul style="list-style-type: none">• Rain, Rain Go Away• Try This on• May I Have a Bite?• Please Tell me What's Fun

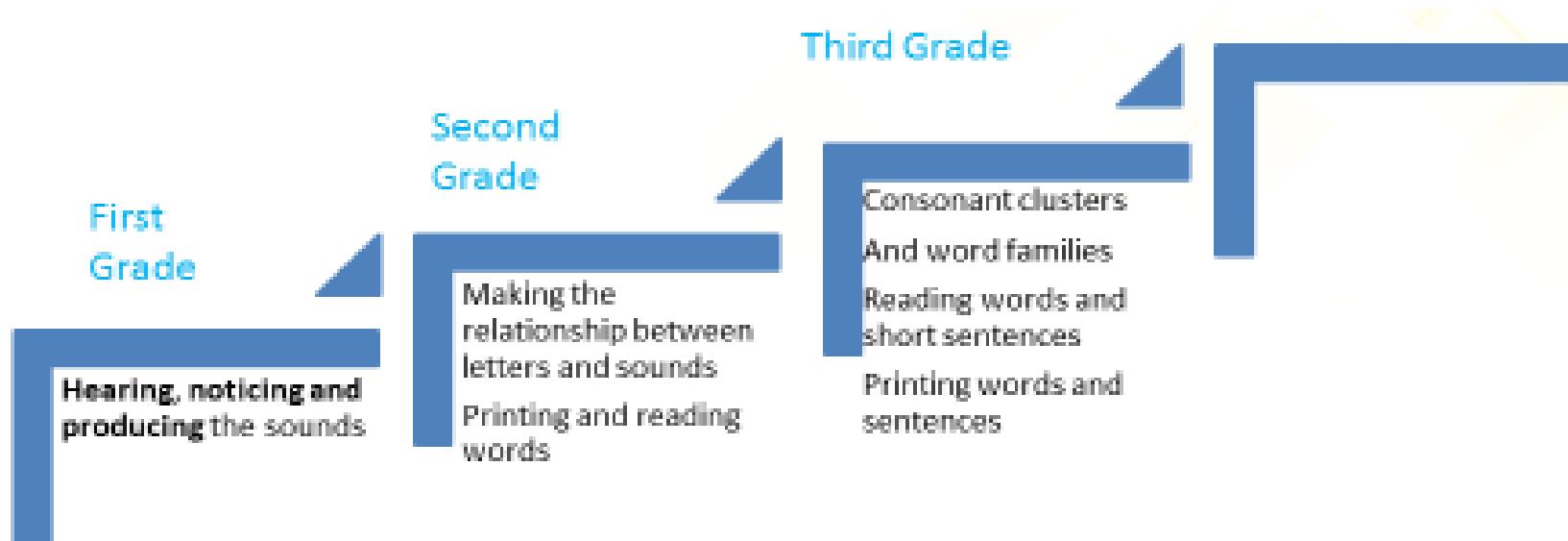
	Scenario: Our Family “to Do” List	Scenario: Families Celebrate Together!	Scenario: May I Help You?	Scenario: Getting around Town!	Scenario: Fun Places and Spaces	Scenario: Welcome to Costa Rica
Third Grade	Themes:	Themes:	Themes:	Themes:	Themes:	Themes:
	<ul style="list-style-type: none"> • Family Chores • Things I Like to Do to Help my Family • Can you help me? • Where is the Broom? 	<ul style="list-style-type: none"> • What is there to Celebrate? • My Family’s Special Dates • When is your Birthday? • Sharing Family Celebrations! 	<ul style="list-style-type: none"> • Is This the Cashier or the Clerk? • Going to a Store! • Where do I Get some Fresh Vegetables? • How Much does it Cost? 	<ul style="list-style-type: none"> • A Day in my Community • Help! I Need a Pair of Shoes. • Walk this Way • Step by step Directions 	<ul style="list-style-type: none"> • Let’s Go Outside • Indoor fun on a rainy day • Come on! Make-up your Mind. • Are you ready to Have Fun? 	<ul style="list-style-type: none"> • Costa Rica: a Diverse Country • Where Can I Go? • How will I Get There? • Exploring Costa Rica: no Better Place to Be

The Teaching of Phonemic Awareness in the first Cycle: General Guidelines

Basic pedagogical recommendations for the teaching of phonemic awareness in first grade.

- The main goal is to make the students **hear, notice and distinguish initial sounds** of the words when they are heard.
- Teacher shares goal with learner.
- Teacher follows the pedagogical sequence: pre-task, task rehearsal, task completion and task assessment.
- Teacher clarifies understanding by showing pictures/flashcards of words with the two sounds to see if they recognize the difference between them.
- Teacher uses strategies such as **phoneme isolation, phoneme identity and phoneme categorization**.
- Children do not have to write the words or the letter of the sound at this point. Videos are an optional resource with exaggerated gestures and pictures associated with the sounds heard.”

Process of teaching phonemic Awareness and Phonics in First Cycle



Unit 1 Scope and Sequence				
Scenario : Our Family “to Do” List				
Enduring Understanding	I can do chores around my house and help me and my family be happier.			
Essential Question	How do you help your family every day?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme 1. Family Chores	Theme 2. Things I Like to Do to Help my Family	Theme 3. Can you Help me?	Theme 4. Where is the Broom?	
Assessment L.1. Recognizes the most important information in a straightforward talk. R.PA.3. Blends English graphemes using knowledge of word parts, syllabification and phonemic awareness SP.1. Talks about the duties each family member has around the house.	Assessment R.1. Gets the gist of short texts in picture books and illustrated material. R.1.2. Uses illustrations to recognize text topic. SP.2. Expresses preferences related to family duties.	Assessment R.2. Appreciates readings analyze and enjoy texts. SI.1. Provides one word answers to basic questions. R.PA.3. Blends English graphemes using knowledge of word parts, syllabification and phonemic awareness W.2. Fills in gapped texts using a word list of familiar words.	Assessment L.2. Responds to comprehension questions about key vocabulary words. SI.2. Interacts in a simple way, provided others are prepared to repeat, rephrase, and speak slowly. R.PA.3. Blends English graphemes using knowledge of word parts, syllabification and phonemic awareness	Integrated Mini-Project – Planning, creating collaboratively a classroom mini book describing what each family member does to help in the house using recycled materials, paper, cardboard or technology for reporting to small groups or whole class. – Rehearsing and briefly describing the personal pages in the mini book to the class. – Participating in individual assessment.
Goals L.1. understand the most important information in a straightforward talk	Goals W.1. Copies or prints/writes words.	Goals	Goals	

<p>provided something is already known about the subject and the talk is accompanied by pictures or drawings.</p> <p>SP.1. talk briefly about the duties each family member has around the house.</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>Goals</p> <p>R.1. understand short text in picture books and illustrated material, using illustrations to recognize text topic.</p> <p>SP.2. express preferences</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>W.1. copy or print/write words being learned in class and connect them to pictures.</p>	<p>R.2. comprehend short readings analyze and enjoy texts.</p> <p>SI. 2. provide one word answers to basic questions indicating time e.g. day, time of day.)</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>W.2. fill in gapped text using a word list of familiar words.</p>	<p>L.2. respond to comprehension questions about key vocabulary words that have been modeled, repeated, or labeled.</p> <p>SI.1. interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly.</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	
<p>Function</p> <ul style="list-style-type: none"> Naming household items. 	<p>Function</p> <ul style="list-style-type: none"> Expressing likes and dislikes in regard to household chores. 	<p>Function</p> <ul style="list-style-type: none"> Making simple requests. 	<p>Function</p> <ul style="list-style-type: none"> Asking and answering questions about location of house items. 	
<p>Discourse Markers</p> <p>And</p> <p>My mom cooks <u>and</u></p>	<p>Discourse Markers</p> <p>But</p> <p>– I like to sweep <u>but</u> I don't like to mop.</p>	<p>Discourse Markers</p>	<p>Discourse Markers</p> <p>because</p>	

cleans.			- I love you to pieces, <u>because</u> you are my Mon.
<p>Grammar & Sentence Frames</p> <p><u>Common nouns</u></p> <ul style="list-style-type: none"> - This is a <u>mop</u>. - This is a <u>broom</u>. - <p><u>Interrogative sentences beginning with "What.";</u> <u>"Where"; "Who"</u></p> <ul style="list-style-type: none"> - <u>What</u> is this? <p><u>Simple sentences with subject/verb/object</u></p> <ul style="list-style-type: none"> - I need a <u>broom</u>. - She sets the <u>table</u>. 	<p>Grammar & Sentence Frames</p> <p><u>Simple Present Tense (Regular verbs)</u></p> <ul style="list-style-type: none"> - My mom <u>cooks</u> dinner. - I <u>like</u> to sweep the floor. I <u>don't</u> like to mop. <p><u>verb + coordinating conjunction + verb</u></p> <ul style="list-style-type: none"> - My mom cooks <u>and</u> cleans. - I like to sweep <u>but</u> I don't like to mop. <p><u>Simple Present Tense (Regular verbs)</u></p> <ul style="list-style-type: none"> - My mom <u>cooks</u> dinner. - I <u>like</u> to sweep the floor. I <u>don't</u> like to mop. <p><u>Time expressions</u></p> <ul style="list-style-type: none"> - My mom cleans the house <u>every day</u>. 	<p>Grammar & Sentence Frames</p> <ul style="list-style-type: none"> - <u>Modal</u> "can" - <u>Can</u> you pass me a broom? Can you help me? <p><u>Interrogative sentences beginning with "What.";</u> <u>"Where"; "Who"</u></p> <ul style="list-style-type: none"> - <u>Who</u> mops the floor? <p><u>Frequency adverbs:</u></p> <ul style="list-style-type: none"> - My mom <u>always</u> cooks dinner. - My dad <u>sometimes</u> sweeps the floor. - My brother <u>never</u> mops the floor. <p><u>Frequency adverbs:</u></p> <ul style="list-style-type: none"> - always, sometimes, never 	<p>Grammar & Sentence Frames</p> <p><u>Interrogative sentences beginning with "What.";</u> <u>"Where"; "Who"</u></p> <ul style="list-style-type: none"> - <u>Where</u> is the broom? <p><u>Possessive Pronouns</u></p> <ul style="list-style-type: none"> - My mom cleans the house. - His bedroom is tidy. - Her books are on her bed.

	<ul style="list-style-type: none"> – Every Saturday, my dad washes the car. 		
Phonemic Awareness <u>Vowel and consonant combination</u> <ul style="list-style-type: none"> – an: <u>can</u>, <u>man</u>, <u>fan</u>, <u>ran</u>, <u>and</u>, <u>hand</u>, 	Phonemic Awareness <u>Vowel and consonant combination</u> <ul style="list-style-type: none"> – ad: <u>sad</u>, <u>mad</u>, <u>dad</u>, <u>had</u>, 	Phonemic Awareness <u>Vowel and consonant combination</u> <ul style="list-style-type: none"> – am: <u>ham</u>, <u>jam</u>, <u>Pam</u>, <u>Sam</u>, 	Phonemic Awareness <u>Vowel and consonant combination</u> <ul style="list-style-type: none"> – ab: <u>cab</u>, <u>lab</u>, <u>nab</u>, <u>tab</u>,
Vocabulary <u>1. Family chores</u> <u>Family members:</u> <ul style="list-style-type: none"> – Mother/mom, father/dad, brother <u>Rooms of the house:</u> <ul style="list-style-type: none"> – Kitchen, bedroom, <u>Family chores/duties</u> <ul style="list-style-type: none"> – mop, sweep, wash, dust, iron, cook, wash, tide up 	Vocabulary <u>2. What do you like to do in your house to help your family?</u> <u>Expressing likes and dislikes</u> <ul style="list-style-type: none"> – I <u>like</u> to wash the dishes, but I <u>do not like</u> to mop the floor. – My father <u>likes</u> to clean the house, but he <u>doesn't like</u> to wash the dishes. 	Vocabulary <u>3. Can you help me?</u> <u>Making request</u> <ul style="list-style-type: none"> – Can you ... help me/ pass me? Sure! – I need to ... – Please ... 	Vocabulary <u>4. Where is the broom?</u> <u>Household items</u> <ul style="list-style-type: none"> – Broom, washing machine, mop, wastebasket, dish washer, dustpan <u>Prepositions:</u> <ul style="list-style-type: none"> – In front of, next to, on. <u>Expressions:</u> Where is the dustpan? It is next to the garbage collector
Psycho-social <ul style="list-style-type: none"> – Promoting equality for both genders and cooperation within group activities. 	Psycho-social <ul style="list-style-type: none"> – Promoting equality for both genders and cooperation within group activities. 	Psycho-social <ul style="list-style-type: none"> – Showing gratitude, appreciation and respect towards own and others' family members. 	Psycho-social <ul style="list-style-type: none"> – Learning how to handle emotions and emergencies in the family.

Sociocultural	Sociocultural	Sociocultural	Sociocultural
– Recognizing nonverbal and body language for an effective communication.	– Recognizing nonverbal and body language for an effective communication.	– Promoting using social phrases and good manners when asking for something (“Please” “Thank you”).	– Recognizing nonverbal and body language for an effective communication.
Social Language Samples and idioms/phrases	Social Language Samples and idioms/phrases	Social Language Samples and idioms/phrases	Social Language Samples and idioms/phrases
– “To do list”	– Run errands – Home sweet home	I love you to pieces.	– There is no place like home.

Unit 1 Our Family “to Do” List

Term: 1	Level: 3 rd Grade	Unit: 1	Week: 1
Domain: Psychosocial and socio-cultural	Scenario: My family “to do “ list	Theme: Family Chores	
Enduring Understanding: I can do chores around the house and help me and my family be happier.			
Essential Question: How do you help your family every day?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <p><u>Common nouns</u></p> <ul style="list-style-type: none"> - This is a <u>mop</u>. - This is a <u>broom</u>. - <p><u>Interrogative sentences beginning with “What.”</u></p> <p><u>What</u> is this?</p> <p><u>Simple sentences with subject/verb/object</u></p> <ul style="list-style-type: none"> - I need a <u>broom</u>. - She sets the <u>table</u>. 	<p>Function</p> <ul style="list-style-type: none"> - Naming household chores <p>Discourse Markers</p> <p>And</p> <p>My mom cooks <u>and</u> cleans.</p>	<p>Psycho-social</p> <ul style="list-style-type: none"> - Promoting equality for both genders and cooperation within group activities. <p>Sociocultural</p> <ul style="list-style-type: none"> - Recognizing nonverbal and body language for an effective communication. 	

<p><u>Simple Present Tense (Regular verbs)</u></p> <ul style="list-style-type: none"> - My mom <u>cooks</u> dinner. <p><u>verb + coordinating conjunction + verb</u></p> <ul style="list-style-type: none"> - My mom cooks <u>and</u> cleans. <p><u>Time expressions</u></p> <ul style="list-style-type: none"> - My mom cleans the house <u>every day</u>. - <u>Every Saturday</u>, my dad washes the car. <p style="text-align: center;">Vocabulary</p> <p><u>1. Family chores</u></p> <p><u>Family members:</u></p> <ul style="list-style-type: none"> - Mother/mom, father/dad, brother, grandma, grandpa <p><u>Rooms of the house:</u></p> <ul style="list-style-type: none"> - Kitchen, bedroom, <p><u>Family chores/duties</u></p> <ul style="list-style-type: none"> - mop, sweep, wash, dust, iron, cook, wash, tide up 		<p><u>Social Language Samples and idioms/phrases</u></p> <ul style="list-style-type: none"> - “To do list” - 	
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Phonemic Awareness			
<u>Vowel and consonant combination</u>			
– an: <u>can</u> , <u>man</u> , <u>fan</u> , <u>ran</u> , <u>and</u> , pan, van –			
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time
		<p>Pre-teaching</p> <p>Warm up:</p> <p>The teacher brings to the classroom a selection of portable housework items, for example: a mop, a broom, a duster, an iron, washing powder, etc.</p> <p>Using the items, the teacher sings the song 'This is the way...'</p> <p style="text-align: center;">This is the way</p> <p style="text-align: center;">(Teacher sings and uses the broom)</p> <p style="text-align: center;">This is the way I sweep the floor, sweep the floor, sweep the floor</p> <p style="text-align: center;">This is the way I sweep the floor, every Sunday morning.</p> <p style="text-align: center;">(Teacher sings and uses the mop)</p> <p style="text-align: center;">This is the way I mop the floor, mop the floor, mop the floor</p> <p style="text-align: center;">This is the way I mop the floor, every Monday morning.</p>	

(Teacher sings and pretends to wash the dishes)

This is the way I wash the dishes , wash the dishes, wash the dishes

This is the way I wash the dishes, every Sunday morning.

The teacher invites learners to stand up and sing along.

Activation of prior knowledge:

The teacher shows pictures of his/her family members doing different house chores at home. Anytime learners see a picture, they are asked to recall who the family member is by asking them “Who is he/she?”

The teacher says: “*This is my family. We work together to have a beautiful and clean house. This is my mom. Her name is Angela. My mom mops the floor every day. This is my dad. His name is David. My dad sweeps the floor every Saturday. I wash the dishes and set the table every morning,*” and so on.

Modeling:

The teacher displays picture cards of the family members and different house duties. Teacher takes a picture of a family member and a house duty and puts them together while saying:

“My sister mops the floor.”



“My dad cooks.”



"I iron my clothes"



The teacher provides an oral model and then drills the vocabulary with the students. Learners repeat after the teacher.

Clarifying

Learners play "Guess the activity". Some volunteers go to the front, dress as a family member, and pantomime a house chore. The class guesses by saying: "Dad.... (*mops*) the floor."

Learners observe as the teacher places two picture cards on the board (a family member and a house duty.) Then the teacher asks students to listen to a sentence and say whether it is "True" or "False" based on the pictures. For example,

"My mom sweeps the floor."



FALSE

Then, the teacher asks learners to correct the sentence to make it true. The activity continues until all the house duties seem to be clear enough for the students.

Pre task:

<p>L.1. Recognizes the most important information in a straightforward talk about the duties</p>	<p>The teacher introduces the goal of the lesson.</p> <p>The teacher reviews the family duties by using picture cards.</p> <p>Task rehearsals:</p> <p>The learners play ‘Picture Race.’ The class is divided into two teams and each team is given a flyswatter. The teacher sticks pictures of different family members doing house chores at home on the board and says a sentence, for example: “<i>He washes the dishes</i>”, and the first team to hit the correct picture on the board earns the point.</p> <p>The class is divided into two groups. Group 1 members get pictures of different family members. Group 2 members get pictures of family duties. The teacher says a sentence, for example: “<i>My grandma dusts the living room</i>.” Students holding those two pictures come together to the front and stand one next to the other, then the teacher repeats the sentence again, this time using the pictures the students are holding. Learners go back to their groups and a new sentence is said for students to match.</p> <p>L.1. understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings.</p> <p>Task completion</p> <p>Learners get a worksheet: “The teacher’s family” Learners, individually, listen to the teacher as he/she talks about his/her family and describes what each member does to help around the house. Learners match the pictures representing the house duties with the corresponding family member.</p> <p>Task Assessment</p>	
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<p>each family member has around the house.</p>	<p>The teacher locates the picture cards all over the classroom. Learners listen to the teacher and point at the picture the teacher describes.</p> <p>Learners work on self and peer assessment, as well as the whole class assesses their achievement of the goal.</p> <div style="text-align: center; margin-top: 20px;"> Achieved!  Not yet!  </div> <p>Pre-task</p> <p>The teacher introduces the goal of the lesson.</p> <p>On the board, the teacher creates a simple cutaway drawing of a house (include a kitchen, a bedroom, a living room, and a bathroom.) Then, the teacher reviews the house duties and tells the learners what each family member does to help around the house. The teacher says: "<i>This is my house. In my house, all family members help. For example, my mom cooks, and my dad mops the floor,</i>" and so on. (As the teacher describes what each family member does, he/she sticks the pictures of the family members and the house duties in different rooms in the house.)</p> <p>Task rehearsals:</p> <p>Some volunteers go to the front. They are asked to think about their own family. Learners take turns to take the picture of a member of the family and the corresponding house chore he/she does at home, and pastes the pictures in a room in the house while saying: "<i>My brother sweeps the living room.</i>"</p>	
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<p>SP.1. Talks briefly about the duties each family member has around the house.</p>	<p>The group makes a circle. The picture cards of the family members, the house duties and parts of the house are placed on the floor. The class is divided into pairs. Each pair takes three pictures (a family member, a house duty and a part of the house) and create a sentence. The rest of the class decides if the sentence is correct or not. Teacher provides help only if necessary.</p> <p>Task completion</p> <p>SP.1. talk briefly about the duties each family member has around the house.</p> <p>On a piece of paper, learners, individually, draw a square divided into four “rooms”. Learners label the rooms, and then they draw their family members doing house chores. Learners display their pictures on the wall and then go on a “Gallery Walk” to listen to their classmates telling what their relatives do to help in the house.</p> <p>Task Assessment:</p> <p>Students play “Bean-Bag Toss.” The teacher creates circles on the floor with masking tape and places a picture card in each circle. Learners stand behind a line marked with masking tape and throw a small bean bag so that it lands in one of the circles. Then, the learners uses the picture in a sentence, for example, “my brother washes the clothes in the laundry room.”</p> <p>Learners work on self and peer assessment. Whole class assesses their achievement of the goal.</p>	
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Yes!

Sort of

No. Help!

Pre- task

The teacher shares the goal of the lesson.

The teacher sticks the chant '**The Man Has a Can**' on the board and asks learners to listen carefully.

The Man Has a Can

Can you see
the man?

Dan is the
man.

He has a van.

In the van, he
has a can.

Dan is a man.

He has a can.

R.PA.3. Blends
consonants and **-an**
word family
graphemes.

	<p>The can is in the van.</p> <p>After reading the chant twice, the teacher asks the students to identify which sound is the one repeated the most; then he/she explains that those words with that sound are in the same family because they all end in -an.</p> <p>After that, the teacher reads the chant again and shows images of the words to the students to reinforce the -an family. Students repeat the words after the teacher to practice pronunciation.</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>  <p>Then, the teacher takes a consonant, for example c and blends it to -an to make the word 'can' For example:</p> <table border="1" data-bbox="946 915 1178 1095"> <tr> <td>c</td><td>an</td><td>can</td></tr> <tr> <td>v</td><td>an</td><td>van</td></tr> </table>  <p>Emphasis is given on the sounds and how they blend together to make the word. To reinforce on this, learners can watch the video 'Word Family -an' https://www.youtube.com/watch?v=ei3dsyr8A20&t=22s</p> <p style="text-align: center;"><u>Task Rehearsal</u></p>	c	an	can	v	an	van	
c	an	can						
v	an	van						

The teacher sticks a set of seven index cards of the same color with the ending **-an** written in black, a set of index cards in various colors with the consonants **V, P, C, F, M, R**, and picture cards on the board. Volunteers take turns to make words using a consonant and the **-an** ending, and match the word to the corresponding image.

The class is divided into pairs. Each pair gets a set of seven index cards of the same color with the ending **-an** written in black , a set of index cards in various colors with the consonants **V,P,C,F,M,R, P** **an a set of pictures.** Learners create the **-an** word family by combining the index cards and their corresponding pictorial representation.

Task completion

Learners, individually, work on the following worksheet.

Meet the -an family

Look at the pictures and fill in the missing letter to complete each word

— an



— an

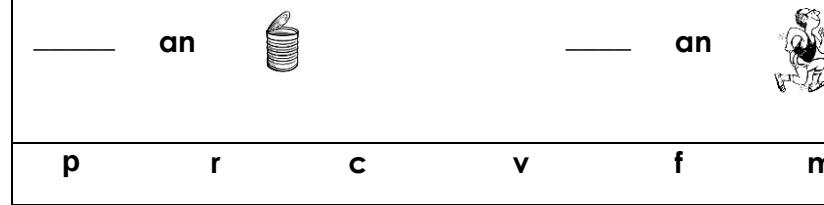


— an



— an





The teacher monitors and provides feedback if necessary.

Task assessment

The class is divided into groups of four. Each group folds a piece of manila paper in half both ways to make four boxes. Learners think of four words in the **-an** family and write one in each box. They also draw a picture of each word in the boxes. They go around the class reading the words to their classmates.

Post task

Learners read the chant "**The Man Has a Can**" along with the teacher. Then, the teacher says an incomplete sentence, shows a picture and students fill in the missing word, orally. Example:

Can you see the _____?



		He has a _____.					
Integrated Mini-Project			Time				
Integrated Mini-Project			Group presentations can be week 5 or 6.				
<ul style="list-style-type: none"> – Planning, creating collaboratively a classroom mini book describing what each family member does to help in the house using recycled materials, paper, cardboard or technology for reporting to small groups or whole class. – Another idea is recoding videos introducing family members, and what they do in the house to help. – Rehearsing and briefly describing the personal pages in the mini book to the class. – Participating in individual assessment. 							
Reflective Teaching							
What worked well	What didn't work well			How to improve			
Enduring Understanding Reflection							
How well did the learners progress in their understanding of the Enduring Understanding?							
Week Plan Self-Assessment							
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)							
Learner Self-Assessment							
<i>I can...</i>			Yes				
Recognize the most important information in a talk about the duties each family member has around the house.			Sort of				
			No. Help!				

Talk briefly about the duties each family member has around the house.			
Blend consonants and -an word family graphemes.			

Term: 1	Level: 3 rd Grade	Unit: 1	Week: 2
Domain: Psychosocial and socio-cultural	Scenario: My family “to do “ list	Theme: Things I Like to Do to Help my Family	
Enduring Understanding: I can do chores around the house and help me and my family be happier.			
Essential Question: How do you help your family every day?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <p><u>Simple Present Tense (Regular verbs)</u></p> <ul style="list-style-type: none"> – I <u>like</u> to sweep the floor. I <u>don't</u> like to mop. <p><u>verb + coordinating conjunction + verb</u></p> <ul style="list-style-type: none"> – I like to sweep <u>but</u> I don't like to mop. <p><u>Time expressions</u></p> <ul style="list-style-type: none"> – My mom cleans the house <u>every day</u>. – <u>Every Saturday</u>, my dad washes the car. <p><u>Frequency adverbs:</u></p> <ul style="list-style-type: none"> – My mom <u>always</u> cooks dinner. – My dad <u>sometimes</u> sweeps the floor. – My brother <u>never</u> mops the floor. 	<p>Function</p> <ul style="list-style-type: none"> • Expressing likes and dislikes in regard to household chores. <p>Discourse Markers</p> <p>But</p> <ul style="list-style-type: none"> – I like to sweep <u>but</u> I don't like to mop. 	<p>Psycho-social</p> <ul style="list-style-type: none"> – Promoting equality for both genders and cooperation within group activities. <p>Sociocultural</p> <ul style="list-style-type: none"> – Recognizing nonverbal and body language for an effective communication. <p>Social Language Samples and idioms/phrases</p>	

<p>Vocabulary</p> <p><u>. What do you like to do in your house to help your family?</u></p> <p><u>Expressing likes and dislikes</u></p> <ul style="list-style-type: none"> - I <u>like</u> to wash the dishes, but I <u>do not like</u> to mop the floor. - My father <u>likes</u> to clean the house, but he <u>doesn't like</u> to wash the dishes. <p><u>Frequency adverbs:</u></p> <ul style="list-style-type: none"> - always, sometimes, never <p>Phonemic Awareness</p> <p><u>Vowel and consonant combination</u></p> <ul style="list-style-type: none"> - ad: <u>sad</u>, <u>mad</u>, <u>dad</u>, <u>had</u>, 		<ul style="list-style-type: none"> - Run errands - Home sweet home 	
Assessment Strategies & Evidences	Learner can	<p>Didactic Sequence Mediation</p> <p>Pre-teaching</p> <p>Warm up</p> <p>The teacher starts the class by singing and acting the song : “ I like to Mop ” to the tune of Apples and Bananas https://www.youtube.com/watch?v=INNMknj0PyE</p> <p><i>I like to mop, mop, mop, mop the floor</i></p>	Time

*I like to mop, mop, mop, mop the floor
I like to mop, mop, mop, mop the floor*

*I don't like to sweep, sweep, sweep the floor
I don't like to sweep, sweep, sweep the floor
I don't like to sweep, sweep, sweep the floor
I don't like to sweep, sweep, sweep the floor*

Activation of prior knowledge

The teacher draws a chart as shown below (without the household duties pictures). The board should be divided into two sections: "likes" on the left and "dislikes" on the right (indicated with a smiley and unhappy face). Then, the teacher draws a house chore in the 'like' column (such as mop the floor), and gets everyone to shout one what he/she has drawn. The teacher gestures that he/she likes that, and says "*I like to mop the floor.*" Next, he/she draws something in the 'dislike' column, and again gets everyone to shout out what he/she has drawn. The teacher gestures that he/she doesn't like that and says "*I don't like to iron.*" The teacher draws two more pictures and says, for example: "*I like to sweep the floor, but I don't like to wash the dishes.*"

Household Chores

I like... 



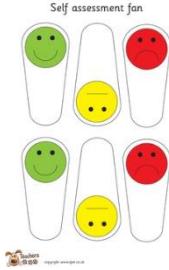
I don't like... 

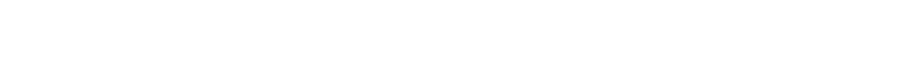
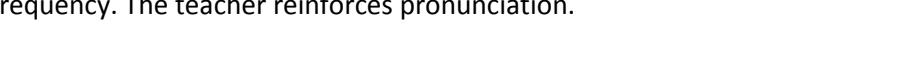
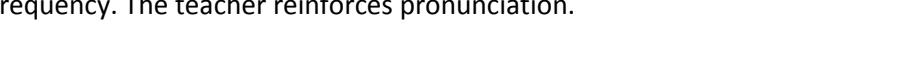
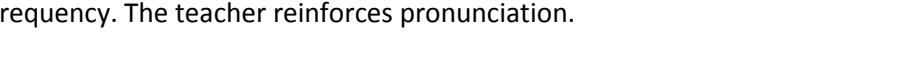
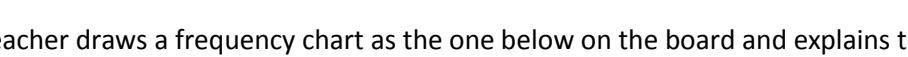
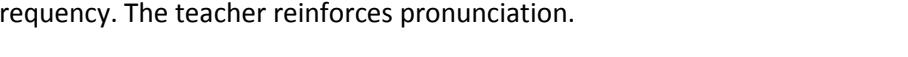


	<p>Modeling</p> <p>In the chart above, the teacher sticks household duties picture cards, and uses those pictures to emphasize on the use of “I like” and “I don’t like.” Teacher reinforces pronunciation and the use of body language to convey meaning.</p> <div style="text-align: center; margin-top: 20px;">   </div> <p>Clarifying</p> <p>The teacher holds a picture card and the thumb-up and thumb-down sing and says a sentence. The student have to say whether the sentence is true or false. For example:</p> <p>Teacher: (holding up a picture and an up/down thumb). I like to clean the living room. Students: FALSE Teacher: You’re right! I don’t like to clean the living room.</p> <p>Teacher: (holding up a picture and a face). I don’t like to wash the dishes. Students: TRUE Teacher: Yes, it is true! I don’t like to wash the dishes.</p> <p>Pre-task</p> <p>The teacher shares the goal of the lesson.</p>	
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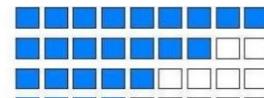
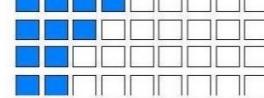
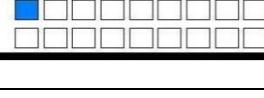
<p>SP.2. Expresses preferences related to family duties.</p>	<p>The teacher reviews the expressions “I like” and “I don’t like”. To do so, the teacher draws a line in the middle of the class and sticks a thumb up sign on the right and a thumb down sign on the left side of the line. Teacher shows the picture of a household chore. If the students like to do it, they stand on the right side of the line; if they don’t like it, then they stand on the left side of the line. Teacher asks questions: “<i>Raúl, do you like to clean the kitchen?</i>” and the student is encouraged to answer based on the side of the line he/she chose. For example: “Yes, I like to clean the kitchen”. The teacher proceeds showing another picture of a household chore and asking if students like or not.</p> <p style="text-align: center;">Task Rehearsal</p> <p>The teacher draws a simple grid on the board, such as the one below, with pictures of household duties along the top and space for learners’ names in the left-hand column. The teacher writes some of the learners’ name in the first space and asks one by one: ‘Do you like to wash the dishes?’ If they say “Yes, I like to wash the dishes,” the teacher draws or pastes a sign under ‘wash the dishes’ in the grid. The teacher continues asking and filling in the chart with the signs.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="text-align: left;">Names</th><th style="text-align: center;"></th><th style="text-align: center;"></th><th style="text-align: center;"></th></tr> </thead> <tbody> <tr> <td>Carlos</td><td></td><td></td><td></td></tr> </tbody> </table>	Names				Carlos				
Names										
Carlos										

	<p>Leticia</p> <div style="text-align: center;">  </div> <p>Mónica</p> <div style="text-align: right;">  </div> <p>Steven</p> <div style="text-align: center;">  </div>	
<p>Task completion</p> <p>Students create a five- image collage about their likes and dislikes concerning household chores. Students mingle around the class sharing their collage with a partner and talking about their likes and dislikes. Approximately every minute, the students are asked to look for a different partner. The teacher monitors students' performance.</p> <p>Task Assessment</p> <p>The students are put into pairs. They are going to make sentences using the pictures of the household duties on the board. The teacher models with a student first, so everyone understands what to do: Teacher says "iron", choosing an item from the board. The student has to make a sentence (e.g. "I like to iron"), The answer should be the student's own true answer. Then in pairs, students take turns in choosing a household chore for their partner to make a sentence in oral form. For example:</p> <p>Student A: wash the dishes Student B: I like to wash the dishes!</p>		

<p>R.1. understand short text in picture books and illustrated material, using illustrations to recognize text topic.</p>	<p>Student B: sweep the floor Student A: I don't like to sweep the floor!</p> <p>Pairs keep talking until they have gone through all of the items on the board. Learners participate in self and whole group assessment. If possible, students can use a self-assessment fan.</p> <p>http://bhsfeedback.weebly.com/traffic-lights.html</p>  <p>Pre-task</p> <p>The teacher shares the goal of the lesson.</p> <p>The teacher reviews the adverbs of frequency (always, sometimes, never) and time expressions (On Monday, every day) by pasting the weekly schedule below. To do so, the teacher points at the pictures and says: “My mom cooks every day. She cooks from Monday to Sunday. She cooks every day.” “My dad sometimes mops the floor but he never cleans the windows (The teacher points at the pictures and uses gestures to convey meaning.) “My brother always sweeps the floor. He sweeps the floor every day, and on Sunday, my brother irons his clothes.” The teacher continues using the target expressions in context.</p>	
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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
My mom								
My dad								
My brother								
I								

Then, the teacher draws a frequency chart as the one below on the board and explains the adverbs of frequency. The teacher reinforces pronunciation.

ALWAYS		100%
SOMETIMES		50%
NEVER		

<p>R.1. Gets the gist of short texts in picture books and illustrated material.</p> <p>R.1.2. Uses illustrations to recognize text topic.</p>	<div style="text-align: right; border: 1px solid black; padding: 2px; margin-bottom: 10px;">0%</div> <p style="text-align: center;">Task Rehearsal</p> <p>Learners read the text "Emma's Family Duties." To do so, the teacher reads each line, and the student echoes it back. <u>The teacher underlines the adverbs of frequency and time expressions</u> and emphasizes on pronunciation.</p> <p style="text-align: center;">Emma's family duties</p>  <p>Hi! My name is Emma. I'm nine years old, and I live with my family in Quesada, San Carlos.</p> <p>We always help around the house. My mom cooks and washes the dishes every day. My dad likes to sweep the floor, but he doesn't like to mop, so he never mops the floor.</p> <p>On Saturday, my brother cleans the living room, and he cleans the windows sometimes, too. I clean my bedroom every day, and on Sunday, I always iron my clothes for school.</p> <p>The groups reads the text at least twice.</p>	
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The class is divided into groups of three. The teacher then shows a sentence frame (using a projector or a poster) which students have to complete based on the reading. The groups discuss the answer and a member races to be the first one to respond. If the answer is correct, the team gets a point.

For example:

Emma's mom cooks_____

- a. on Saturday
- b. sometimes
- c. every day



Task Completion

Individually, students read the text again and work on the matching exercise. For example:

Emma's family duties

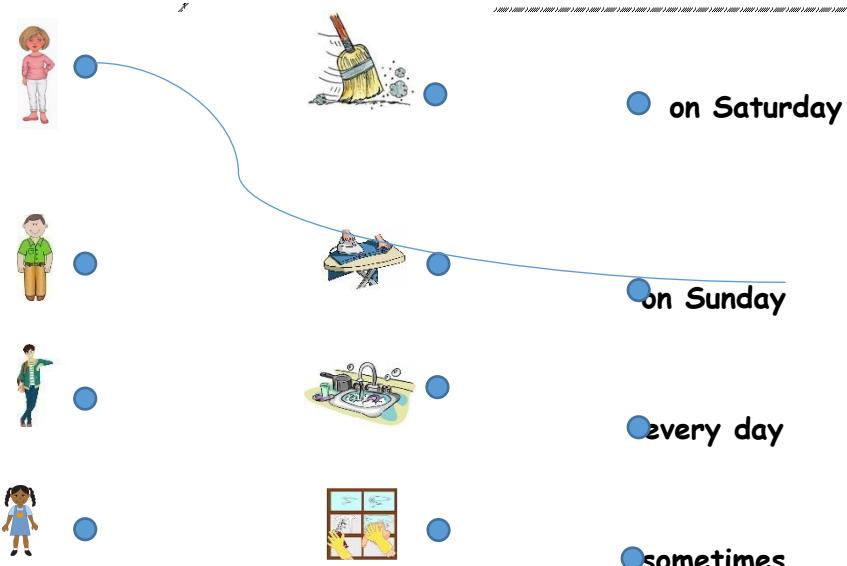


Hi! My name is Emma. I'm nine years old, and I live with my family in Quesada, San Carlos.

We always help around the house. My mom cooks and washes the dishes every day. My dad always sweeps the floor, but he doesn't like to mop, so he never mops the floor.

On Saturday, my brother cleans the living room, and he cleans the windows sometimes, too. I clean my bedroom every day, and on Sunday, I always iron my clothes for school.

Match



The teacher monitors to check students' performance.

Task assessment

Learners use the pictures from the matching to make sentences orally. For example, “*Mom cooks every day.*” Learners work on self and peer assessment, as well as the whole class assesses their achievement of the goal.



Achieved!



Not yet!

Post task

Students fill in the blanks with the words missing.

Instructions: Fill in the blanks with the corresponding word.
(iron-sweeps-cooks)

Mom _____ every day.



Dad never _____ the floor.



I _____ my clothes on Saturday.

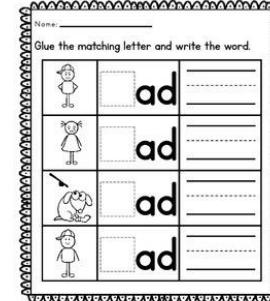


Students read the sentences aloud.

	<p>W.1. Copy or print/write words being learned in class and connect them to pictures.</p> <p>Pre-task</p> <p>The teacher shares the goal of the lesson.</p> <p>The teacher sticks the chant 'Pat is my dad' https://www.youtube.com/watch?v=4P3s-iwvAQ4 (Minute 1:18 – 1:50) on the board and asks learners to listen carefully.</p> <p style="text-align: center;">Pat is my dad</p> <p style="text-align: center;">At, at,at (2 times)</p> <p style="text-align: center;">Pat, Pat, Pat (2 times)</p> <p style="text-align: center;">Dad, dad, dad (2 times)</p> <p style="text-align: center;">Pat is my dad (2 times)</p> <p>After reading the chant twice, the teacher asks the students to identify which sound is the one repeated the most; then he/she explains that those words with that sound are in the same family because they all end in -ad.</p> <p>After that, the teacher reads the chant again and shows images of the words to the students to reinforce the -ad family (sad, mad, dad, glad, lad.) Students repeat the words after the teacher to practice pronunciation.</p>	
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<p>W.1. Writes words related to household chores and connected to pictures.</p> <p>R.PA.3. Blends -ad word family graphemes.</p>	<p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>Then, the teacher uses a magnetic board to blend letters and the -ad together to make words. (See the image as an example.)</p> <p>Task rehearsal</p> <p>Letters are put at random on the magnetic board. Students take turns, in pairs, to go to the front and blend letters to the -ad. Students read the -ad family word.</p> <p>The class is divided into three groups to play a memory game. The teacher spreads paper plates randomly over a playing surface, face down, until none overlaps. A member from each group goes to the front to pick up two plates of their choosing. If the plates match (the word and the picture representing it), the player keeps the pair and plays again. If not, the cards are returned to their face-down position, and it's the next person's turn. Learners play until all the plates have been matched. The group with the most pairs wins.</p> <p>Task Completion</p> <p>Students, individually, work on the worksheet below. https://www.teacherspayteachers.com/Product/Word-Family-ad-Word-Work-Activities-867141</p>	
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Task Assessment

Learners design a –ad word family mat. The class is divided into groups of four. Each group is given a piece of card board with the – ad in the middle of the paper. Learners draw pictures representing the –ad word family and write the corresponding word under each picture. Mats are displayed on the walls. Students participate in whole class assessment.

Integrated Mini-Project		Time
Integrated Mini-Project	<ul style="list-style-type: none"> – Planning, creating collaboratively a classroom mini book describing what each family member does to help in the house using recycled materials, paper, cardboard or technology for reporting to small groups or whole class. – Another idea is recording videos introducing family members, and what they do in the house to help. – Rehearsing and briefly describing the personal pages in the mini book to the class. – Participating in individual assessment. 	Group presentations can be week 5 or 6.
Reflective Teaching		
What worked well	What didn't work well	How to improve
Enduring Understanding Reflection		

How well did the learners progress in their understanding of the Enduring Understanding?			
Week Plan Self-Assessment			
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)			
Learner Self-Assessment			
<i>I can...</i>	 Yes	 Sort of	 No. Help!
Respond to comprehension questions about the location of household items.			
Interact in a simple way when talking about the location of household items, provided others are prepared to repeat, rephrase, and speak slowly.			
Blends -ab word family graphemes.			

Term: 1	Level: 3 rd Grade	Unit: 1	Week: 3
Domain: Psychosocial and socio-cultural	Scenario: My family “to do “ list	Theme: Can you Help me?	
Enduring Understanding: I can do chores around the house and help me and my family be happier.			
Essential Question: How do you help your family every day?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <u>Modal “can”</u> <ul style="list-style-type: none"> - <u>Can</u> you pass me a broom? - <u>Can</u> you help me? Vocabulary <u>3. Can you help me?</u> <u>Making request</u> <ul style="list-style-type: none"> - Can you ... help me/ pass me? Sure! - I need to ... - Please ... - Can I have... Phonemic Awareness <u>Vowel and consonant combination</u>	Function <p>Making simple requests.</p> Discourse Markers	<p>Psycho-social</p> <ul style="list-style-type: none"> - Showing gratitude, appreciation and respect towards own and others' family members. <p>Sociocultural</p> <ul style="list-style-type: none"> - Promoting using social phrases and good manners when asking for something (“Please” “Thank you”). <p>Social Language Samples and idioms/phrases</p> <p>I love you to pieces.</p>	

– am: <u>ham</u> , <u>jam</u> , <u>Pam</u> , <u>Sam</u> ,				
Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation		Time
		<p style="text-align: center;">Pre-teaching</p> <p style="text-align: center;">Warm up</p> <p>The teacher sings the song ‘Boom Chick Boom’ and invites the learners to follow him/her.</p> <p>Note: This is a “repeat after me” song. Repeat the lines after the song leader sings them. Stand up and follow the actions in the parentheses for each verse...</p> <p style="text-align: center;">Boom Chicka Boom</p> <p>I Said A Boom Chicka Boom! (repeat) (<i>Sway your hips back and forth to the beat.</i>)</p> <p>I Said A Boom Chicka Boom! (repeat)</p> <p>I Said A Boom Chicka Rocka Chicka Rocka Chicka Boom! (repeat)</p> <p>I Said A Broom-Push-A-Broom (repeat) (<i>Using both hands make a back and forth sweeping action.</i>)</p> <p>I Said A Broom-Push-A-Broom (repeat)</p> <p>I Said A Broom-Push-A-Mop-A-Push-A-Mop-A-Push a Broom</p>		

	<p>Activation of prior knowledge</p> <p>Teacher performs a skit “Ready to clean my house” using realia. The teacher wears an apron and a handkerchief in his/her head, and carries a set of household items (a broom, a mop, an iron, a duster, a cloth, a dustpan, a garbage collector, a dish washer. He/she uses the items to clean the room while saying, for example, “I need to sweep the floor. I need a broom. I have to mop the floor, too. Where is the mop?” Can I have a mop?</p> <p>Modeling</p> <p>The teacher shows each household item to the learners while saying, “This is a _____ (item). We use it to _____ (action).” Students repeat after the teacher. Pronunciation is reinforced.</p> <p>Clarifying</p> <p>The teacher places large titles of each household chore around the classroom, and then volunteers come up and choose a household item, and place that item under the correct label; for example they would need to put the broom under the word “sweeping.” For a fun twist on this game, divide the class into two teams. Divide the equipment up into two equal piles. The two teams will race to see who can put their equipment in the right spots first.</p> <p>Learners, as a whole class, play “I dare you to find... (a <i>dustpan</i>)” Learners listen to the teacher and look for the household item she/he asks for.</p> <p>Learners play “Grab-it.” Flashcards of vocabulary laid out on the board or between pairs at desks. The teacher calls out a vocab item or says a sentence. The first student to touch/grab/hit/snatch the correct card gets to take it.</p> <p>Pre-task</p>	
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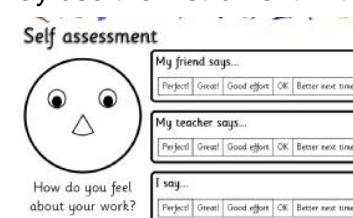
	SI.1. Provides one word answers to basic requests. SI. 2. Provide one word answers to basic questions.	<p>The teacher shares the goal of the lesson.</p> <p>The teacher displays household items or pictures where everyone can see them and practices pronunciation. Then, he/she moves away from the household items and requests some articles to the students by using body language and the following expressions:</p> <ul style="list-style-type: none"> - Can you pass me a _____? - I need a _____ - A_____, please. - Can I have a _____ <p>The teacher encourages students to stand up and look for the item he/she is requesting, as well as to answer by saying: “Sure!”, “Of course!”</p> <p style="text-align: center;">Task rehearsals</p> <p>The class makes a circle. Household items are placed in the center of the circle. The teacher requests specific students items from the pile, for example, “ <i>Michael, can I have the mop, please?</i>”. The student is encouraged to answer “Sure” and look for the object and give it to the teacher. Teacher asks for items to different students.</p> <p>The students play “Hot Potato.” The teacher plays music and tosses a ball (a red one and a yellow one) to two students. The learners with the ball quickly toss it to the person to their right. The students continue tossing the ball quickly to the person on the right until the teacher stops the music. The two students holding the balls are the “hot potatoes,” The student with the red ball makes a request; the student with the yellow ball answers and looks for the item. The teacher monitors and provides help is necessary. The game continues until most students have had the chance to participate.</p>	
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Task completion

The teacher provides each student with a picture card of different household items. The teacher requests an item (I need an iron. Can I have an iron?), and the students with that picture go to the front to give it to the teacher while saying: “Sure!”, “Of course.” If any of the students does not use the responses, the teacher asks the question again and elicits the answer.

Task Assessment

The class participates in self-assessment. To do so, the teacher may use the instrument in the link.
<https://www.sparklebox.co.uk/thumbs536-540/sb537prev.html>



Post task

In pairs, students take turns to either request for different items or give a response to the request. Students are encouraged to use all the vocabulary they know.

Pre-task

The teacher shares the goal of the lesson.

The lesson can be done using the story from the online mini-books (<https://www.mep.go.cr/educativo/english-mini-books-first-cicle>)

The teacher sticks a poster with the following conversation and reads it aloud.

A: Hi Steven. Can you help me clean the house?

B: Yes, of course, mom! How can I help?

A: Can you sweep the floor, please.

B: Sure! Can you pass me a broom?

A: Here you are.



Learners read the conversation; to do so, the teacher **reads** each line, and the student **echoes** it back. The teacher underlines the expressions for making requests and emphasizes on pronunciation.

Task Rehearsal

The class is divided into two groups: A and B. Each group takes turns to read the corresponding lines in the conversation.

A: Hi Steven. Can you help me clean the house?

B: Yes, of course, mom! How can I help?

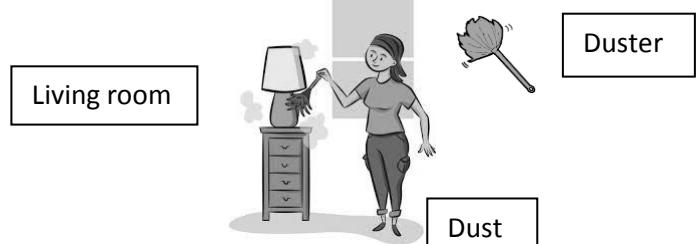
A: Can you sweep the floor, please.

B: Sure! Can you pass me a broom?

A: Here you are.

The teacher sticks a poster with the same conversation, but this time students, in pairs, work on a conversation gap fill based on the pictures given. Students fill in the blanks as they read the conversation together.



	<p>R.2. Appreciates readings analyze and enjoy texts.</p> <p>Acts out a conversation using key words and pictures.</p>	<p>A: Hi Lucy. Can you help me clean _____?</p> <p>B: Yes, of course, dad! How can I help?</p> <p>A: Can you _____, please?</p> <p>B: Sure! Can you pass me _____?</p> <p>A: Here you are.</p> <p>B: Thanks!</p> <p style="text-align: center;">Task completion</p> <p>In pairs, learners act out the conversation by using key pictures. Teacher monitors. Some volunteers go the front and perform the conversation.</p>  <p style="text-align: center;">Task assessment</p> <p>The teacher asks a student: _____, Can you help me clean the classroom? And the student is expected to answer following the model practiced. The teacher asks other students the same question. (Students can read the conversation script if they need to.)</p> <p>Learners work on self and peer assessment. Whole class assesses their achievement of the goal.</p>
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No. Help!

Sort of

Yes!



Post task

Learners complete a conversation using a word bank and visual support.

Instructions:

Read the conversation and fill in the gaps with the words in the word bank.

Pick up the garbage

Dustpan

Living room

A: Hi Sarah. Can you help me clean _____?



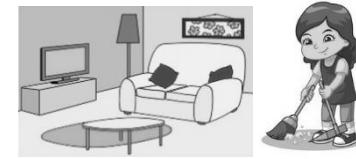
B: Yes, of course, dad! How can I help?

A: Can you _____, please?

B: Sure! Can you pass me the _____?

A: Here you are.

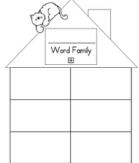
B. Thanks!



Pre-task

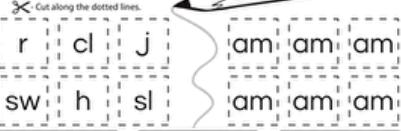
The teacher introduces the goal of the lesson.

Students watch the video '**Sam Has Ham**' https://www.youtube.com/watch?v=_JSiAwSr4c4 and then brainstorm the rhyming words they heard.

<p>W.2. Fills in gapped texts using a word list of familiar words.</p>	<p>W.2. Fill in gapped text using a word list of familiar words.</p>	<p>The teacher displays a sheet of large chart paper where everyone can see, and then draws a large outline of a simple house with a triangle top and square bottom. The teacher writes -AM in big letters in the top triangle portion of the house, and tells students that all of the words in this family must end with the letters -am. This makes a word family.</p> <p>On the alphabet chart, the teacher points to the letter B, and asks students what sound the letter makes. The teacher invites students to blend the /h/ sound with /am/, and writes the word “ham” in the square portion of the house. The teacher proceeds this way to form the words: jam, Sam, Pam, ram, yam, swam, clam, slam. The teacher reinforces pronunciation and uses pictures to illustrate each word.</p>  <p style="text-align: center;">Task Rehearsal</p> <p>The teacher displays word ad picture cards on the board. Some volunteers go to the front and match the words to their corresponding picture. The students then pronounce each word aloud.</p> <p>The class is divided into groups of three. Each group is given a board and a marker. The teacher tells each group to write “am” on their boards and hold up their work to check it. Then, the teacher tells the groups to write “ham” under “am” on their boards. Again, the students hold up their work. The teacher proceeds this way with the following words: <i>Pam, Sam, jam, ram, yam, clam, swam, slam.</i></p> <p style="text-align: center;">Task Completion</p> <p>Learners, individually, work on the worksheet below. https://www.pinterest.com/pin/394768723571358237/</p>
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Making Words with -am

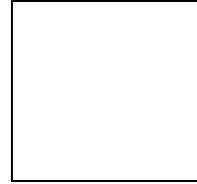
Cut out the beginning and ending sounds to paste and create your own words. Draw pictures above the words you formed.



r	cl	j	am	am	am
sw	h	sl	am	am	am

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<p>R.PA.3. Blends – am word family graphemes.</p>	<p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>Task Assessment</p> <p>The teacher asks the students to look at the chart paper house from the beginning. The teacher invites the class to call out the words he/she points to them in random order.</p> <p>Post Task</p> <p>Students read the short story “Where is my ham?” adapted from https://primarylearning.org/worksheet/short-story-where-is-my-ham/, highlight the -am family words, and draw pictures to illustrate the story.</p> <p>Short Story</p> <p>Where is my ham?</p> <p>Look! I see a big Yam. I like Yam with ham.</p> <p>There is no ham. Where is my ham?</p> <p>Look! The ram has my ham. I found my ham.</p>	
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		Draw pictures to illustrate the story	
		  	
Integrated Mini-Project			Time
Integrated Mini-Project			Group presentations can be week 5 or 6.
<ul style="list-style-type: none"> – Planning, creating collaboratively a classroom mini book describing what each family member does to help in the house using recycled materials, paper, cardboard or technology for reporting to small groups or whole class. – Another idea is recoding videos introducing family members, and what they do in the house to help. – Rehearsing and briefly describing the personal pages in the mini book to the class. – Participating in individual assessment. 			
Reflective Teaching			
What worked well		What didn't work well	How to improve
Enduring Understanding Reflection			

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

Week Plan Self-Assessment

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

Learner Self-Assessment

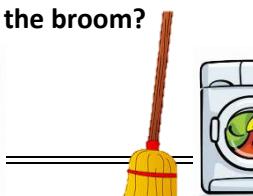
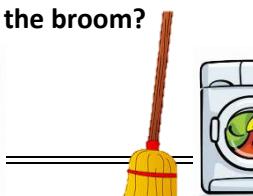
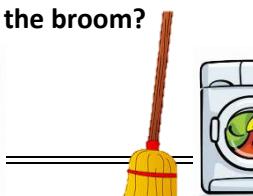
<i>I can...</i>	 Yes	 Sort of	 No. Help!
Provide one word answers to basic requests			
Act out a conversation using key words and pictures.			
Fill in gapped texts using a word list of familiar words.			
Blend -am word family graphemes.			

Term: 1	Level: 3 rd Grade	Unit: 1	Week: 4
Domain: Psychosocial and socio-cultural	Scenario: My family “to do “ list	Theme: Where is the Broom?	
Enduring Understanding: I can do chores around the house and help me and my family be happier.			
Essential Question: How do you help your family every day?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames	Function	Psycho-social	

<p><u>Interrogative sentences beginning with "What"; "Where"; "Who"</u></p> <ul style="list-style-type: none"> - What is this? - <u>Where</u> is the broom? <p><u>Simple sentences with subject/object</u></p> <ul style="list-style-type: none"> - I need <u>a broom</u>. <p>Vocabulary</p> <p><u>4. Where is the broom?</u></p> <p><u>Household items</u></p> <ul style="list-style-type: none"> - Broom, washing machine, mop, wastebasket, dish washer, dustpan, ironing board, bucket <p><u>Prepositions:</u></p> <ul style="list-style-type: none"> - In front of, next to, on, in <p><u>Expressions:</u></p> <ul style="list-style-type: none"> - Where is the dustpan? It is next to the garbage collector <p>Phonemic Awareness</p> <p><u>Vowel and consonant combination</u></p> <p>ab: cab, lab, nab, tab,</p>	<p>Asking and answering questions about location of house items.</p> <p>Discourse Markers</p> <p>because</p> <ul style="list-style-type: none"> - I love you to pieces, <u>because</u> you are my Mom. 	<ul style="list-style-type: none"> - Learning how to handle emotions and emergencies in the family. <p>Social Language Samples and idioms/phrases</p> <ul style="list-style-type: none"> - There is no place like home.
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Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time
		<p style="text-align: center;">Pre-teaching</p> <p style="text-align: center;">Warm up</p> <p>The teacher locates a trash can at the front. The, he/she stands up in different positions and says the following chant (students repeat each line after the teacher.)</p> <p style="text-align: center;"><i>Where is the teacher? Where is the teacher?</i></p> <p style="text-align: center;"><i>The teacher is next to the trash can.</i></p> <p style="text-align: center;"><i>Now, the teacher is behind the trash can.</i></p> <p style="text-align: center;"><i>Right now the teacher is in front of the trash can.</i></p> <p style="text-align: center;"><i>Where is the teacher? Where is the teacher?</i></p> <p style="text-align: center;">Activation of prior knowledge</p> <p>Students are asked to use their table. Teacher calls out “<i>Simon says, put your pencil next to the table.</i>” “<i>Simon says put your notebook in the table.</i>” “<i>Simon says put your chair in front of the table.</i>” The teacher observes to see if the students have some prior knowledge of prepositions already.</p> <p style="text-align: center;">Modeling</p> <p>Teacher uses a box and a toy animal (a stuffed cat). Before the lesson, the teacher places the cat inside the box. In class, the teacher shows the students the box and shake it to make some noise, and then asks students what is inside. The teacher takes out the cat and introduces it to the group. Then, he/she sits the cat in front of the box and asks “<i>Where is it? It is in front of the box.</i>” The teacher does the same for the rest of the prepositions (next to, in.)</p>	

	<p>Then, the teacher uses household items to illustrate the prepositions and the question: “Where is the _____? It’s _____”</p> <p>Clarifying</p> <p>The teacher shows household items in different positions and asks questions such as “Is the broom in front of the ironing board? The students answer with a “yes” or “no”. If the answer is “No,” the students are then asked: “Where is the broom, then?” and the students answer: “The broom is next to the mop.”</p> <p>Learners play “Tic-tac-toe” outside the classroom. The teacher uses masking tape to create a tic-tac-toe, and places household items in different positions in each of the grids. The class is divided into teams of three members. Teams take turns to play. The first two teams stand opposite of each other with the game board in between. Members of the teams take turns to choose a grid and say a sentence, for example: “The mop is next to the dustpan.” If the sentence is correct, the team gets to draw an X or an O in the corresponding grid. The team with three X’s or three O’s in a row (horizontally, diagonally or vertically) wins. The objects are placed in completely different positions, and it’s time for two new teams to play.</p> <p>Pre-task</p> <p>The teacher shares the goal of the lesson.</p> <p>Teacher’s reviews the household items by having all the students stand. Then, the teacher asks questions like “What is this?” while holding a household item. Students volunteer to answer by raising their hands. The teacher chooses a student and if he/she answers correctly he/she may sit down. The teacher repeats until all students are seated. In large classes the volunteer can choose either his row or column of students to sit.</p> <p>Then, the teacher writes the target vocabulary on the board: on, in front of, next to, in, and uses examples sentences such as “The mop is next to the broom. The dustpan is in the bucket.” The teacher uses as many example sentences for each preposition and drills pronunciation as well. Teacher asks students questions such as “Where is _____? It’s _____.” Students volunteer to answer.</p>	
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<p>L.2. Responds to comprehension questions about the location of household items.</p>	<p>L.2. respond to comprehension questions about key vocabulary words that have been modeled, repeated, or labeled.</p>	<p>Task Rehearsal</p> <p>The teacher tells students to put their pencil on their desks, in front of their desk, in their desks, next to their desks, etc. as he/she asks “<i>Where is your pencil?</i>” and students answer. Some volunteers give a few instructions as well, and ask where the objects are located. Then, the teacher does the same, but this time using household items and locating them in different positions in the classroom.</p> <p>Task Completion</p> <p>Learners listen to the audio “Niko, where's the mop?” and complete the following worksheet.</p> <div data-bbox="677 491 1833 1460" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Listening exercise</p> <p>Roger's laundry room is a mess. He can't find anything. Niko is helping Roger to find the household items he needs.</p> <p>Listen to each conversation and circle the correct picture.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;"> <p>1. Where is the bucket?</p>   </td><td style="width: 50%;"> <p>2. Where is the iron?</p>   </td></tr> <tr> <td style="width: 50%;"> <p>3. Where is the broom?</p>   </td><td style="width: 50%;"> <p>4. Where is the dustpan?</p>   </td></tr> </tbody> </table> </div>	<p>1. Where is the bucket?</p>  	<p>2. Where is the iron?</p>  	<p>3. Where is the broom?</p>  	<p>4. Where is the dustpan?</p>  	
<p>1. Where is the bucket?</p>  	<p>2. Where is the iron?</p>  						
<p>3. Where is the broom?</p>  	<p>4. Where is the dustpan?</p>  						

Students compare their answers in pairs, then as a whole group.

Task assessment

Students play “**Prepositions Pictionary**.” The teacher asks a student to come to the front and tells him/her “*Draw an iron on a table.*” Then, the student who drew the picture says a new sentence and another student draws the picture. The game is played until everyone has a chance to draw and say. For larger classes, students use paper to play in groups. Teacher encourages students to use any new vocabulary they know.

Post task

Before class begins, the teacher locates different household items all around the classroom; for example, the broom can be next to the door. Then, the teacher informs students that he/she has some bad news; there seems to be a mischievous classroom ghost, who placed different household items in different positions in the classroom last night.

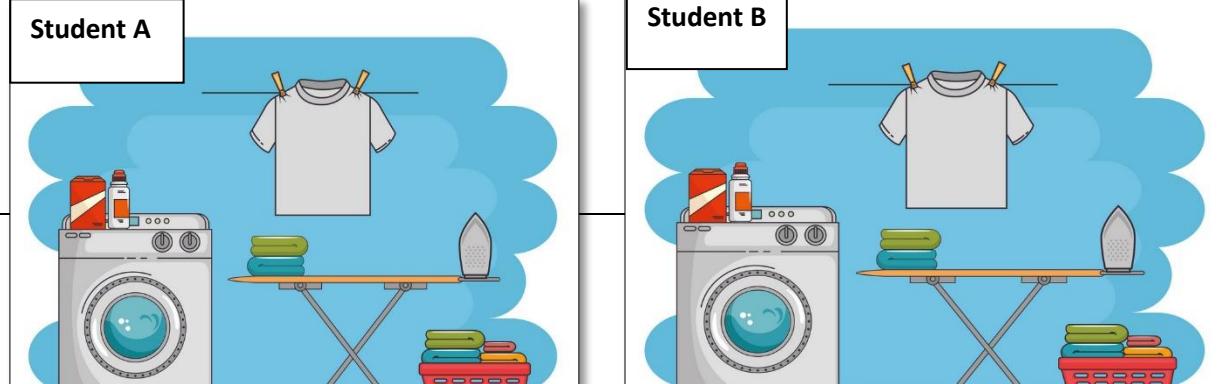
Student are put into pairs and asked to walk around finding the household items. Anytime they find one, the use the prepositions of place to make sentences, for example: “*The mop is next to the door.*”

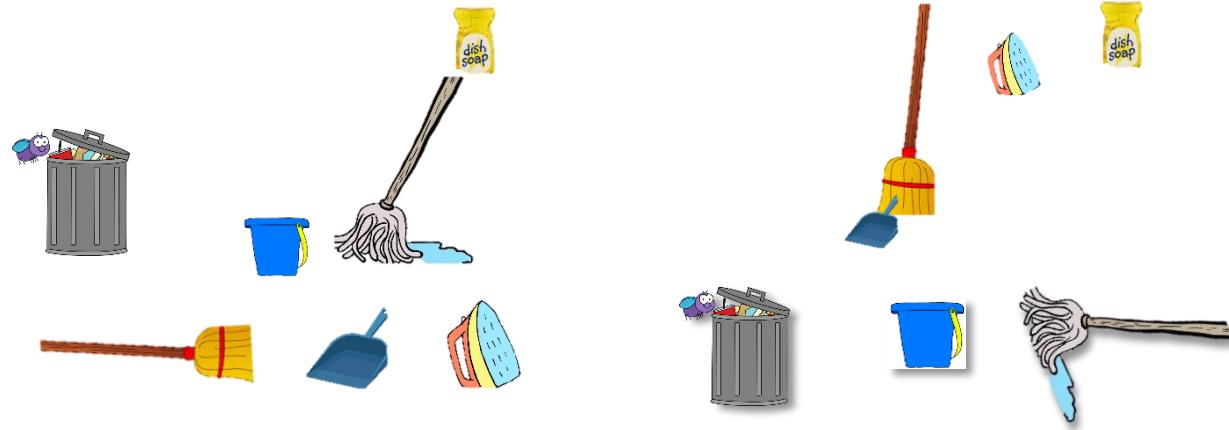
Pre-task

The teacher shares the goal of the lesson.

The teacher reviews the key vocabulary and structures using and adaptation to the song “**Where are my things**”. To do so, teacher locates the household items in different places in the classroom, and then sings the song.

Where are the things? Where are the things?
Where are the things? Where can they be?
Where is the broom? Where is the broom?

	<p>SI.2. Interacts in a simple way, when talking about the location of household items, provided others are prepared to repeat, rephrase, and speak slowly.</p>	<p>Is it on the table? No! Is it in the desk? No! Is it next to the garbage can? No! Where is it? _____ (Students answer)</p> <p>For the tune of the song , check https://www.eslkidstuff.com/blog/songs/where-are-my-things</p> <p>Task Rehearsal The teacher darkens the classroom, and shines a flashlight on various objects. Then, he/she asks: Where is the _____? and the students answer “ It's _____. ”</p> <p>In pairs, learners go to the front and the teacher gives each one a flashlight. Learners take turns to shine a house item and ask to their partners “Where is the_____” and answer “It's _____. ”</p> <p>Task completion Learners solve a Spot the Difference Info Gap. Students, in pairs, <u>and sitting back to back</u>, are given two almost identical drawings, but with subtle differences that they must discover by describing to each other what they observe in their own drawing. To do so, learners cut out the three household items they have to locate and then ask:</p> <p>1. Student A: Where is the broom? Student B: The broom is....</p> <p>2. Student B: Where is the mop? Student A: The mop is...</p> 
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Task Assessment

Household items are placed in different positions at the front of the classroom; also, a bell is located on a table. The class is divided into two teams. Students from each team run to be the first one to ring the bell and answer teacher's question: "Where is the...." It's If the answer is correct, the team gets a point. Learners work on self and peer assessment, as well as the whole class assesses their achievement of the goal. Learners work on self and peer assessment, as well as the whole class assesses their achievement of the goal.

Pre-task

The teacher shares the goal of the lesson.

Learners are asked to watch the video ' Ab-Word Family '

<https://www.youtube.com/watch?v=mILLWD6ora4> (The video does not have an audio, but the teacher pronounces each word and reads the sentences presented.) After listening to the teacher, learners are asked what the words cab and lab have in common.. The teacher writes the words on the board, adds more (jab, crab, grab, tag, jab) and circles the –ab ending for students and let them know that the letters in the circle are all in the same word family –ab.

Next, the teacher reads the words and shows images to the students to reinforce the **-ab** family. Students repeat the words after the teacher to practice pronunciation. Teacher emphasizes on the blending of the sounds by pronouncing the sounds separately.



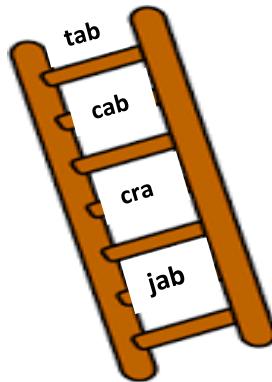
/c/ + /ab/: /cab/



/j/ + /ab/: /jab/

Task rehearsal

The teacher takes the group outside. He/she draws a ladder-like shape on the sidewalk and writes a word containing the word family pattern -at. The learners take turns to begin at the bottom of the word ladder and read each word while moving up the ladder. Learners are encouraged to make the first sound /m/ and blend it with the word family /ap/ to make the word /map/, then the learner moves to the next word.



Task completion

Learners, individually, work on the following worksheet.

The -ab Word Family

R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification

<p>R.PA.3. Blends – ab word family graphemes.</p>	<p>and phonemic awareness.</p>	<p>Instructions: Circle the word that goes with the picture.</p> <table border="1" data-bbox="840 169 1664 1274"> <tbody> <tr> <td data-bbox="840 169 1284 470"></td><td data-bbox="1284 169 1664 470"></td></tr> <tr> <td data-bbox="840 470 1284 535">lab</td><td data-bbox="1284 470 1664 535">tab</td><td data-bbox="840 535 1284 600">crab</td><td data-bbox="1284 535 1664 600">cab</td></tr> <tr> <td data-bbox="840 600 1284 845"></td><td data-bbox="1284 600 1664 845"></td></tr> <tr> <td data-bbox="840 845 1284 910">dab</td><td data-bbox="1284 845 1664 910">grab</td><td data-bbox="840 910 1284 975">tab</td><td data-bbox="1284 910 1664 975">jab</td></tr> <tr> <td data-bbox="840 975 1284 1220"></td><td data-bbox="1284 975 1664 1220"></td></tr> <tr> <td data-bbox="840 1220 1284 1274">crab</td><td data-bbox="1284 1220 1664 1274">cab</td><td data-bbox="840 1274 1284 1323">lab</td><td data-bbox="1284 1274 1664 1323">dab</td></tr> </tbody> </table>			lab	tab	crab	cab			dab	grab	tab	jab			crab	cab	lab	dab	
lab	tab	crab	cab																		
dab	grab	tab	jab																		
crab	cab	lab	dab																		

Task Assessment

The class is divided into two groups to play a memory game. Words and pictures are mixed up, faced down, and laid down on the floor in rows. Learners take turns to turn over two cards, and if

		<p>the two cards match (the –ab family word and the picture), they keep them. The game is over when all the cards have been matched. Learners work on self and peer assessment, as well as the whole class assesses their achievement of the goal.</p> <div style="text-align: center; margin-top: 20px;">  </div>	
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Post Task

Learners make a Word Family Flower. To do so, the teacher makes a flower stem with a round shape and tops and prints **–ab** inside the circle. Then, the learners, in pairs, cut out petal shapes to be added to the flower by writing an **–ab** word and illustrate it. Each **–ab** word gets added around the center to make a Word Family Flower.

Integrated Mini-Project	Time
Integrated Mini-Project <ul style="list-style-type: none"> – Planning, creating collaboratively a classroom mini book describing what each family member does to help in the house using recycled materials, paper, cardboard or technology for reporting to small groups or whole class. – Another idea is recoding videos introducing family members, and what they do in the house to help. – Rehearsing and briefly describing the personal pages in the mini book to the class. – Participating in individual assessment. 	Group presentations can be week 5 or 6.

Reflective Teaching

What worked well

What didn't work well

How to improve

Enduring Understanding Reflection

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

Week Plan Self-Assessment

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

Learner Self-Assessment

<i>I can...</i>			
	Yes	Sort of	No. Help!
Respond to comprehension questions about the location of household items.			
Interact in a simple way when talking about the location of household items, provided others are prepared to repeat, rephrase, and speak slowly.			
Blends -ab word family graphemes.			

Unit 2 Scope and Sequence				
Scenario: Families Celebrate Together!				
Enduring Understanding	Each family celebrates in a different way, but the important thing is that we do it together.			
Essential Question	How do our families celebrate together?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme What Is There to Celebrate?	Theme 2. My Family's Special Dates	Theme When is your Birthday?	Theme 4. Sharing Family Celebrations!	
Assessment: L.1. Recognizes the most important information in a straightforward talk. R.PA.3.1. Blends spoken phonemes to form two-letter words. SP.2. Expresses how they are feeling. Goals: L.1. understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings.	Assessment: L.3. Recognizes key vocabulary words by answering questions. R.1. Identifies previously encountered high-frequency words. R.PA.3.1. Blends spoken phonemes to form two-letter words. SP.1.2. Indicates time when describing family celebrations. SP.1. Talks about family celebrations and traditions. Goals: L.2. understand most of a short story when it is read slowly and clearly,	Assessment: L.3. Recognizes numbers, times and other pieces of short information, if given slowly and clearly. R.PA.3.1. Blends spoken phonemes to form two-letter words. SI.2. Answers simple questions using individual words, expressions, or short sentences. SP.1.2. Indicates time when describing family celebrations. Goals: L.3. understand numbers, times and other pieces of short information, if given slowly and clearly. R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	Assessment: R.2. Shows understanding and enjoyment of text heard or read sequencing pictures. SI.2. Answers simple questions using individual words, expressions, or short sentences. R.PA.3.1. Blends spoken phonemes to form two-letter words. SI.1. Interacts in a simple way. Goals: R.2. comprehend readings and enjoy texts. R.PA.3. decode English graphemes and phonemes using knowledge of word	Assessment Instruments for Process/Product Week 6 Suggested Integrated Mini project Mini book IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners, apply language competences in oral and written comprehension and oral and written production for

<p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>SP.2. express how he/she is feeling.</p>	<p>and is accompanied by pictures or drawings.</p> <p>R.1. read simple, short texts, word by word and identify the main information, recognizing previously encountered words and parts of words.</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>SP.1. talk briefly about family celebrations and traditions indicating time when describing family celebrations. (e.g., day, month).</p>	<p>SI.2. answer simple questions using individual words, expressions, or short sentences.</p> <p>W.1. copy or print/write words being learned in class and connect them to pictures.</p>	<p>parts, syllabification and phonemic awareness.</p> <p>SI.1. interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly.</p> <p>W.2. fill in gapped texts using a word list of familiar words.</p>	<p>describing family celebrations and special dates and asking for and giving information using key vocabulary and sentence frames.</p>
<p>Function</p> <p>Naming family traditions and celebrations.</p>	<p>Function</p> <p>Describing family traditions and celebrations</p>	<p>Function</p> <p>Telling time and dates.</p>	<p>Function</p> <p>Asking for and giving basic information about family traditions and celebrations.</p>	
<p>Discourse Markers</p> <p>My family <u>and</u> I celebrate birthdays together.</p>	<p>Discourse Markers</p>	<p>Discourse Markers</p> <p>My family is together for Christmas <u>but</u> not Independence Day.</p>	<p>Discourse Markers</p> <p>My mom always makes a cake for my birthday <u>because</u> I invite the family.</p>	

Grammar & Sentence Frames	Grammar & Sentence Frames	Grammar & Sentence Frames	Grammar & Sentence Frames
<u>Simple present</u> My family and I make different things together at Christmas. <u>We sing Karaoke.</u> <u>We play soccer.</u> <u>Singular possessive pronoun</u> <u>My</u> family celebrates birthdays. <u>Your</u> family plays together.	<u>Simple present tense (irregular verbs)</u> My family <u>goes</u> to church. My family <u>has</u> lunch together. <u>We have</u> lunch on Sunday. <u>Time expressions</u> <u>Every Christmas</u> , we eat tamales and share gifts. <u>Every Sunday</u> , we eat "Olla de Carne" for lunch. <u>For my birthday</u> , my family makes a cake. <u>Frequency adverbs</u> <u>We always</u> have breakfast together. <u>We sometimes</u> go fishing.	<u>Prepositions of time</u> My mom's birthday is <u>on</u> July 12 th . The party is usually <u>at</u> 4:00 p.m. <u>We eat</u> lunch and play soccer together <u>on</u> Sundays.	<u>Interrogative sentences beginning with "What.";</u> <u>"Where"</u> <u>What</u> does your family do on Christmas? <u>Where</u> do you go with your family on Sundays? <u>What</u> time do you have lunch everyday? <u>Yes/no questions</u> <u>Do you go to church in</u> holy week? <u>Is</u> your birthday <u>in</u> July?
<u>Phonemic Awareness</u> <u>Vowel and consonant combination</u> <u>ap: cap,</u> <u>gap, map, tap, nap</u>	<u>Phonemic Awareness</u> <u>Vowel and consonant combination</u> <u>ag: bag, nag, tag,</u> <u>wag, rag</u>	<u>Phonemic Awareness</u> <u>Vowel and consonant combination</u> <u>op: hop, mop, pop, stop,</u> <u>top</u>	<u>Phonemic Awareness</u> <u>Vowel and consonant combination</u> <u>og: bog, cog, dog, fog,</u> <u>hog, jog, log,</u>
Vocabulary	Vocabulary	Vocabulary	Vocabulary

<p><u>1. What's there to celebrate?</u></p> <p><u>Expressions:</u> What's your favorite family celebration? It's Christmas.</p> <p><u>Special family times</u> Birthday parties. Christmas dinner. New Year's party. Holy week. Independence Day. Annexation Day. New Year's Celebration</p>	<p><u>2. My Family's Special Dates</u></p> <p><u>Expressions:</u> How do you celebrate your birthday?</p> <p><u>Verbs:</u> meet with friends celebrate drink have a party receive presents/gifts have a birthday cake invite relatives go to the beach go out with my family</p>	<p><u>3. When is your birthday?</u></p> <p>Expressions When is your birthday? June 9th.</p> <p>When is your dad's birthday? August 25th.</p> <p>When is Annexation day? July 25th.</p> <p><u>Activities together:</u> I <u>always</u> visit grandma on Sundays. I <u>sometimes</u> watch TV with my parents. I <u>usually</u> go to the movies.</p> <p><u>Prepositions:</u> on, at, in</p> <p><u>Months of the year.</u> -January</p> <p><u>Days of the week.</u> -Monday</p> <p><u>Ordinal/Cardinal numbers</u> 1 to 31. 1st to 31st</p>	<p><u>4. Sharing family celebrations!</u></p> <p><u>Special family meals</u> We make tamales. We eat rice with chicken. We cook honey pumpkin.</p> <p><u>Special family times</u> Birthday parties, Christmas dinner, New Year's party.</p> <p><u>Special family activities</u> Having a family reunion. Going to the river. Visiting relatives. Having a picnic. Having a party. Going to a parade.</p>
<p>Psycho-social</p> <p>- Showing respect for families' traditions and celebrations.</p>	<p>Psycho-social</p> <p>Demonstrating empathy.</p> <p>Sociocultural</p>	<p>Psycho-social</p> <p>- Expressing appreciation and gratitude.</p> <p>Sociocultural</p>	<p>Psycho-social</p> <p>- Identifying one's and others' feelings.</p> <p>Sociocultural</p>

<p><u>Sociocultural</u> - Maintaining eye contact during conversation.</p> <p><u>Social Language Samples and idioms/phrases</u> - It's time to celebrate!</p>	<p>Remaining silent when others are talking.</p> <p><u>Social Language Samples and idioms/phrases</u> Happy New Year! Family that plays together stays together.</p>	<p>Maintaining eye contact during conversation.</p> <p><u>Social Language Samples and idioms/phrases</u> - Happy Birthday!</p>	<p>Maintaining eye contact during conversation.</p> <p><u>Social Language Samples and idioms/phrases</u> Family ... where life begins & love never ends. There is no place like home.</p>
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Unit 2 Families Celebrate Together!

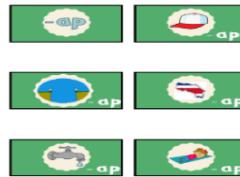
Term: I	Level: Third Grade	Unit:2	Week:1
Domain: Socio-interpersonal		Scenario: Families Celebrate Together!	Theme: 1
Enduring Understanding: Each family celebrates in a different way, but the important thing is that we do it together.			
Essential Question: How do our families celebrate together?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
<u>Grammar & Sentence Frames</u> <u>Simple present</u> My family and I make different things together at Christmas. We <u>sing</u> Karaoke. We <u>play</u> soccer. <u>Singular possessive pronoun</u> My family celebrates birthdays. Your family plays together.		<u>Function</u> Naming family traditions and celebrations. <u>Discourse Markers</u> <u>and</u> My family <u>and</u> I celebrate birthdays together.	<u>Psycho-social</u> Showing respect for families' traditions and celebrations. <u>Socio-cultural</u> Maintaining eye contact during conversation.
<u>Phonemic Awareness</u> <u>Vowel and consonant combination</u> ap: <u>cap</u> , <u>gap</u> , <u>map</u> , <u>tap</u> , <u>nap</u>			<u>Idioms/ Phrases</u> It's time to celebrate!
<u>Vocabulary</u> 1. <u>What's there to celebrate?</u>			

<p><u>Expressions:</u></p> <p>What's your favorite family celebration? It's Christmas.</p> <p><u>Special family times</u></p> <p>Birthday parties. Christmas dinner. New Year's party. Holy week. Independence Day. Annexation Day. New Year's Celebration</p>		
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence
Learner...	Learner can	<p>(Teacher pastes/writes the scenario, goal and the essential question on the board)</p> <p>(NOTE: MATERIALS FOR THIS WEEK CAN BE FOUND AT THIS SITE: https://drive.google.com/open?id=1pJI1o_FDjhkxd_pxIMTKTJx_rZqEz5rn)</p> <p>Pre-teaching</p> <p>Warm-up</p> <p>Teacher plays the “Chris's Family Celebration” video (https://www.youtube.com/watch?v=nS3JR_3loYw) for learners to watch a family celebration.</p> <p>Activation of Prior Knowledge</p> <p>Learners first watch the video and then, they brainstorm the family celebrations or traditions they identified in it. Students can also name the celebrations they usually do with their own family. Teacher can ask students about their family traditions: What does your family do to celebrate birthdays?</p> <p>Modeling</p> <p>Teacher plays the video for a second time to highlight the family celebrations presented in the video. Teacher introduces sentence frames related to family celebrations:</p>

	<p>L.1. Recognizes the most important information in a straightforward talk.</p> <p>L.1. Understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings.</p>	<p>For example: My family and I celebrate Christmas together/ What's your favorite family celebration? It's Christmas.</p> <p>Clarifying Teacher clarifies the meaning of sentence frames emphasizing on correct pronunciation.</p> <p>Oral Comprehension (listening)</p> <p>Pre-task Teacher introduces the goal of the lesson. Using a Power Point Presentation teacher reviews family celebrations and traditions using sentence frames. Teacher creates a real life party environment in the classroom with the help of the students. Teacher hangs balloons, pastes pictures related with celebrations, plays music. Then asks students, what are we celebrating? whose birthday is today? Do you like birthday's parties? How do you celebrate it? Then, teacher shows the slides and students repeat the expressions. For example:</p> <p>My family and I make different things together for my birthday. We <u>sing Karaoke</u>. We <u>dance..</u> My family celebrates birthdays.</p>  <p>Task-rehearsal Teacher pastes different pictures, representing how, he/she celebrates for example, Birthday/ Christmas/ Holy week, on the whiteboard. Then, teacher tells students that they are going to play a guessing game. She will describe activities his /her families do for celebrating birthdays/ Christmas/ Holy week, for example. Students are going to listen to the descriptions, then, guess the name of the celebration by shouting the name of it.</p> <p>Task completion Students received a hand out with pictures describing different types of activities three different families do for celebrating, birthday/Christmas, Holy week, they listen to the teacher's descriptions of the celebrations and students match the pictures with each family's celebration.</p>	
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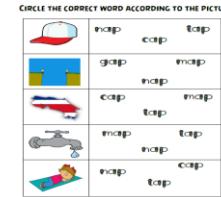
	<p>SP.2. Expresses how they are feeling.</p>	<p>SP.2. Express how he/she is feeling.</p>  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Annexation Day Birthday Parties </div> <p>Task assessment</p> <p>Students listen for a third time the descriptions and with a partner check their answers together.</p> <div style="text-align: center;">  <table border="1" style="margin-top: 10px; border-collapse: collapse; width: fit-content;"> <tr> <td style="padding: 2px;">Annexation Day</td> <td style="padding: 2px;">Birthday Parties</td> <td style="padding: 2px;">Christmas Party</td> </tr> <tr> <td style="padding: 2px;">Independence Day</td> <td style="padding: 2px;">Holy Week</td> <td style="padding: 2px;">New Year's Party</td> </tr> </table> </div> <p>Pre-task</p> <ul style="list-style-type: none"> -Teacher introduces the goal of the lesson. Teacher activates prior knowledge by showing different pictures related to family celebrations/traditions. -Teacher pastes on the board the question: What's your favorite family celebration? along with the pictures previously showed. Students select their favorite celebration and pick it from the board. Teacher highlights the next sentence structures: My favorite celebration is Holy Week/New Year. <div style="text-align: center;">  </div> <p>Task-rehearsal</p> <ul style="list-style-type: none"> -In pairs students receive flashcards with different celebrations. -Teacher explains to the students that one will be in charge of the flashcards and the other will be the one who identifies the celebration. "<u>What's this?</u> It's <u>Christmas</u>. Do you like <u>Christmas</u>? Yes, I do. How do you feel about <u>Christmas</u>? <u>Excited</u>." (Happy, bored, sad, joyful) -Students can switch roles. 	Annexation Day	Birthday Parties	Christmas Party	Independence Day	Holy Week	New Year's Party	
Annexation Day	Birthday Parties	Christmas Party							
Independence Day	Holy Week	New Year's Party							

<p>R.PA.3.1. Blends spoken phonemes to form two-letter words.</p>	<p>R.PA.3. Decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	 <p>Task completion</p> <p>-Students receive an interview worksheet to interrogate their classmates about their favorite family celebration.</p> <p>-Students use the question What is your favorite family celebration?, the other student can answer: My favorite celebration is _____?</p> <p>How do you feel in Christmas time? I feel _____ Happy/ bored.</p> <p>-At the end of the activity the teacher wraps up with a general view of the most voted celebrations by the students.</p> <div style="text-align: center;">  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">What's your favorite family celebration?</th> <th style="text-align: center;">Celebration 1</th> <th style="text-align: center;">Celebration 2</th> <th style="text-align: center;">Celebration 3</th> </tr> </thead> <tbody> <tr> <td>Birthdays parties</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td>Christmas dinner</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td>New Year's celebration</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td>Holiday Week</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td>Independence Day</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td>Anniversary Day</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </tbody> </table> </div> <p>Task assessment</p> <p>Students play Hot potato with celebrations: Every time a student gets the “potato” he/she must say his/her favorite family celebration.</p> <p>The teacher provides feedback or repair. Whole group assesses their performance.</p> <p>Phonemic Awareness</p> <p>Pre-task</p> <p>Teacher introduces the goal for the class. Teacher introduces the vowel and consonant combination /ap/ with a short song: https://www.youtube.com/watch?v=w9FL2-cSRuE</p> <p>Teacher uses a power point presentation to reinforce the vowel and consonant combination presented on the video. Teacher highlights the /ap/.</p>	What's your favorite family celebration?	Celebration 1	Celebration 2	Celebration 3	Birthdays parties				Christmas dinner				New Year's celebration				Holiday Week				Independence Day				Anniversary Day				
What's your favorite family celebration?	Celebration 1	Celebration 2	Celebration 3																												
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Independence Day																															
Anniversary Day																															



Task-Rehearsal

Students work with a worksheet circling the correct word according to the picture.



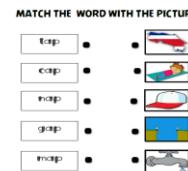
Task completion

Students sing the song <https://www.youtube.com/watch?v=w9FL2-cSRuE> of the vowel consonant combination to review the ending sounds. Then, they listen to the teacher saying the words. Learners work in a worksheet writing the letter that is missing according to what they hear. When they finish, students chorally say aloud the name of each picture to review the ending sounds.



Task assessment

Students work in a worksheet listening to the words and matching the picture with the word and they hear.



Integrated Mini-Project

Time

Phase: _____

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>	Yes!	On my way!	Help!	
Recognize the most important information in a straightforward talk about family celebrations.				
Express how I am feeling about my favorite family celebrations.				
Blend consonants and -ap word family graphemes.				

Term: I	Level: Third Grade	Unit: 2	Week: 2
Domain: Socio-interpersonal	Scenario: Families Celebrate Together!	Theme:	
Enduring Understanding: Each family celebrates in a different way, but the important thing is that we do it together.			
Essential Question: How do our families celebrate together?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<u>Grammar & Sentence Frames</u> <u>Simple present tense (irregular verbs)</u> My family <u>goes</u> to church. My family <u>has</u> lunch together. We <u>have</u> lunch on Sunday. <u>Time expressions</u> <u>Every Christmas</u> , we eat tamales and share gifts. <u>Every Sunday</u> , we eat “Olla de Carne” for lunch. For my birthday, my family makes a cake.	<u>Function</u> Describing family traditions and celebrations <u>Discourse Markers</u>	<u>Psycho-social</u> Demonstrating empathy. <u>Socio-cultural</u> Remaining silent when others are talking. <u>Idioms/ phrases</u> Happy New Year! Family that plays together stays together.	

Frequency adverbs

We always have breakfast together.
We sometimes go fishing.

Phonemic Awareness

Vowel and consonant combination

ag: bag, nag, tag, wag, rag

Vocabulary

My Family's Special Dates

Expressions:

How do you celebrate your birthday?

Verbs:

meet with friends

celebrate

drink

have a party

receive presents/gifts

have a birthday cake

invite relatives

go to the beach

go out with my family

Assessment Strategies & Evidences of learning
(Diagnostic, formative, summative)

Goals

Pedagogical Mediation/ Didactic Sequence

Time

**(NOTE: MATERIALS FOR THIS WEEK CAN BE FOUND AT THIS SITE:
<https://drive.google.com/drive/folders/1x0JxcciXzbHyepOOspMvwqEWYa-YLHRQ>)**

Pre-teaching

Warm up:

	<p>L.2. Recognizes key vocabulary words by answering questions.</p>	<p>Teacher and students play Hangman. Teacher uses words about family special dates.</p> <p>Activation of prior knowledge: Teacher asks students about what they do on special family activities. For example: <i>How do you celebrate your birthday?, How do you celebrate Christmas dinner?, How do you celebrate New Year's Party?, How do you celebrate Holy Week?, How do you celebrate Independence Day?, How do you celebrate Annexation Day?</i></p> <p>Teacher writes the students most common activities on the whiteboard. Example: My family goes to church, My family has lunch together, We have lunch on Sunday. Time expressions: Every Christmas_____, Every Sunday_____, For my birthday_____. Frequency adverbs: always, sometimes.</p> <p>Modeling: Teacher reviews the phrases given by the learners using a PPT. Teacher reads the phrases aloud and the learners repeat.</p>  <p>Clarifying: Teacher clarifies meanings of sentence frames using body language and yes/no questions. Teacher emphasizes the pronunciation.</p> <p>Pre-task Teacher introduces the goal of the lesson. Teacher reviews vocabulary and sentence frames found in the story students will listen about. Teacher plays a short story about how some friends celebrate their birthday, using a ppt. Teacher tells the students that they are going to listen to a story and they have to identify what is the story about?</p>  <p>Task-rehearsal</p>	
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	<p>R.1. Identifies previously encountered high-frequency words.</p>	<p>R.1. Read simple, short texts, word by word and identify the main information, recognizing previously encountered words and parts of words.</p> <p>Students tell the teacher what is the story about. Then they listen again to the story, now they have to identify three activities related with a birthday's celebration in the story and discuss with a partner their findings. Then, some volunteers go in front of the class to share the answers.</p> <p>Task completion</p> <p>Students listen to the story again and match how the kids celebrate their birthdays with each kid. They have to match the activity with the corresponding kid.</p> <p>Listen and check</p> <p>Listen to the story about Melly, Isaac and Daniel celebrate their birthday. Write a check (✓) in the activity they mention.</p> <p>For my birthday, I _____</p> <table border="1"> <thead> <tr> <th></th> <th>Melly</th> <th>Isaac</th> <th>Daniel</th> </tr> </thead> <tbody> <tr> <td>have lunch with the family</td> <td></td> <td></td> <td></td> </tr> <tr> <td>have a birthday party</td> <td></td> <td></td> <td></td> </tr> <tr> <td>go to the beach</td> <td></td> <td></td> <td></td> </tr> <tr> <td>meet with friends</td> <td></td> <td></td> <td></td> </tr> <tr> <td>invite relatives</td> <td></td> <td></td> <td></td> </tr> <tr> <td>have a birthday cake</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Task assessment</p> <p>For feedback, the teacher asks students for the correct answer for each kid orally. Teacher completes the chart on board with the students' answers to check their answers individually.</p> <p>Pre-task</p> <p>Teacher introduces the goal of the lesson.</p> <p>Teacher gives a brief explanation about time expressions and frequency adverbs. Example: <i>Every Christmas, Every Sunday, For my birthday, and We always, we sometimes</i>.</p> <p>Teacher uses a PPT to show to students a short story about how three kids celebrate Christmas with their families. Teacher highlights the frequency adverbs. Students follow the story while teacher reads. Teacher can use the mini-books. They are at Educatico.</p>		Melly	Isaac	Daniel	have lunch with the family				have a birthday party				go to the beach				meet with friends				invite relatives				have a birthday cake				
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Task-rehearsal

Students read again the story individually, they ask for teacher's help if it's needed. Students check in a worksheet and underline in the story the frequency adverbs they find. writing an A if it is always, an S if it is sometimes or an N if it never happens. Then, they identify the main activities kids in the story do for celebrating Christmas with their families.

READING COMPREHENSION			
After reading the story 'Christmas Time', check the frequency in which the kids are doing activities with their families.			
What does your family do on Christmas?			
<input type="checkbox"/>	<input checked="" type="checkbox"/> Always	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
Receives presents			
Prepares food			
Decorates Christmas tree			
Goes to the beach			
Drinks coffee			
Eats a big meal dinner			

Task completion

Students read the story again and order a set of pictures representing the main activities presented into the story in small groups.

Each group shares how they sequenced the pictures and tell the story to the rest of the class. The teacher monitors their interaction.

Work in groups of three. Choose activities from the reading comprehension sheet and drawing.		
ALWAYS	SOMETIMES	NEVER

Task assessment

SP.1. Talks about family celebrations and traditions.

SP.1.2. Indicates time when describing family celebrations.

SP.1. Talk briefly about family celebrations and traditions indicating time when describing family celebrations. (e.g., day, month).

Students play pair and match. Teacher divides the class into two teams, one group have the images and the other the sentences that represent the family activities for special dates. When the teacher gives them the sign, they have to walk around the class and look for the pair as corresponds. When the students find the pair, they sit together until all the group finish the task.

After that, teacher asks for volunteers to go in front of the class and read the sentence and show the picture to the rest of the class.

<p>R.PA.3. Decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>R.PA.3. Decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>Pre-task Teacher explains how to make a calendar for special celebrations and traditions. The teacher writes/pastes images/uses a PPT on the whiteboard of the most common celebrations in the families, activities and dates.</p>  <p>Task-rehearsal Learners have to practice the correct pronunciation of the celebrations and activities repeating after the teacher as a whole. Students can add more dates or activities examples about their own families.</p> <p>Task completion Students create their own calendars. They include the celebration, date and description. Then, they work in pairs taking turns asking and answering:</p> <p><i>What do you celebrate on ___?</i> <i>How do you celebrate ___?</i> <i>When do you celebrate ___?</i></p> <p>The teacher walks around the class paying attention to students' pronunciation and language use.</p> 	
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In pairs, students choose one celebration from their own calendars to create a short description. They have to include their own way of celebration and tradition, and mention the name of the activity and the date. After a moment, they share it orally first in pairs, then, some volunteers go in front of the class.

Phonemic Awareness

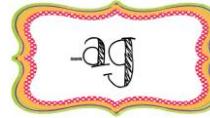
Pre-task

Teacher introduces the goal of the lesson.

Students listen to and sing the songs about /ag/ sound supported with gestures and pictures that represent the words heard.

https://www.youtube.com/watch?v=ww_6NCb-fbU

Teacher uses a power point presentation to reinforce the vowel and consonant combination presented on the video. Teacher highlights the /ag/ sound.



Task-rehearsal

Learners, working in a worksheet, match the word with the correct picture. Then they have to trace the words and draw a picture of each one of them.



Task completion

Learners have to listen to the teacher singing the song from the video. Then they have to complete it with the missing words. The picture would help them to complete the practice. If needed, teacher could write optional words on the whiteboard as a word bank.



		<p>Task assessment Students have to draw a line to match the word with the picture. Then they have to write and say the word.</p> 	
Integrated Mini-Project			Time
Phase: _____			
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			
Learner Self-Assessment			
<i>I can...</i>	Yes! 	On my way! 	Help! 
Recognize key vocabulary words by answering questions.			
Identify previously encountered high-frequency words.			
Talk about family celebrations and traditions.			
Indicate time when describing family celebrations.			
Decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.			

Term: I	Level: Third Grade	Unit:2	Week:3		
Domain: Socio-interpersonal	Scenario: Families Celebrate Together!		Theme: 3		
Enduring Understanding: Each family celebrates in a different way, but the important thing is that we do it together.					
Essential Question: How do our families celebrate together?					
Learn to Know	Learn to Do	Learn to Be and Live in Community			
<p>Grammar & Sentence Frames <u>Prepositions of time</u> My mom's birthday is <u>on</u> July 12th. The party is usually <u>at</u> 4:00 p.m. We eat lunch and play soccer together <u>on</u> <u>Sundays</u>.</p> <p>Phonemic Awareness <u>Vowel and consonant combination</u> op: <u>hop</u>, <u>mop</u>, <u>pop</u>, <u>stop</u>, <u>top</u></p> <p>Vocabulary <u>When is your birthday?</u></p> <p><u>Expressions</u></p> <ul style="list-style-type: none"> - When is your birthday? It's on June 9th. - When is your dad's birthday? It's on August 25th. - When is Annexation day? It's on July 25th. <p><u>Activities together:</u> I <u>always</u> visit grandma on Su parents.</p>	<p>Function Telling time and dates.</p> <p>Discourse Markers My family is together for Christmas <u>but</u> not Independence Day.</p>	<p>Psycho-social Expressing appreciation and gratitude.</p> <p>Socio-cultural Maintaining eye contact during conversation.</p> <p>Idioms/ phrases Happy Birthday!</p>			

<p>I <u>usually</u> go to the movies.</p> <p><u>Prepositions:</u></p> <ul style="list-style-type: none"> - on, at, in <p><u>Months of the year.</u></p> <ul style="list-style-type: none"> -January, ... <p><u>Days of the week.</u></p> <ul style="list-style-type: none"> -Monday, ... <p><u>Ordinal/Cardinal numbers</u></p> <p>1 to 31. 1st to 31st</p>		
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence
Learner...	Learner can	<p>(NOTE: MATERIALS FOR THIS WEEK CAN BE FOUND AT THIS SITE: https://drive.google.com/drive/folders/1af9lIeNstJDHeHNrXE8SEJNWEBTwMHOc</p> <p><u>Pre-teaching</u></p> <p><u>Warm-up</u></p> <p>Teacher plays a video about the Months of the Year https://www.youtube.com/watch?v=Fe9bnYRzFvk for learners to watch all the months in which everyone has their birthdays.</p> <p><u>Activation of Prior Knowledge</u></p> <p>Learners first watch the video and then, they brainstorm the month of each family member's birthday (mother, father, brother, sister). Students also name the month in which they have their birthdays while teacher writes the dates in the whiteboard. They mention how they usually celebrated it. Teacher asks students questions like: <i>What does your family do to celebrate birthdays? When is your mother's birthday?</i></p>

	<p>L.3. Understand numbers, times and other pieces of short information, if given slowly and clearly.</p>	<p>Modeling</p> <p>Teacher plays a video about “ordinal numbers” https://www.youtube.com/watch?v=0CWWNzprEQ4 to explain the date of each birthday.</p> <p>Teacher introduces the Costa Rican Holidays and celebrations using a PPT while modeling the sentence frames related to holidays, prepositions and dates: For example: <i>Independence Day is on September 15th.</i></p>  <p>Clarifying</p> <p>Teacher clarifies the meaning of sentence frames emphasizing on the correct pronunciation. Teacher also clarifies the difference between ordinal and cardinal numbers.</p> <p>Pre-task</p> <p>Teacher introduces the goal of the lesson. Using a Power Point Presentation, teacher reviews the months of the year and the days of the week using sentence frames. Teacher shows the slides and students repeat the expressions and identify the celebration, the date and how it is celebrated. For example: <i>My dad's birthday is on June 14th. My family celebrates his birthdays on Saturday.</i></p>  <p>Task-rehearsal</p> <p>Teacher pastes different pictures of how families celebrate birthdays on the whiteboard or uses the PPT made on week 2 about how people celebrate their birthdays. While mentioning the activities, students raise their hands if the picture represents how they celebrate their own birthday and provides a descriptive sentence, for example: <i>I always/usually have a party.</i></p>	
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<p>SI.2. Answers simple questions using individual words, expressions, or short sentences.</p>	<p>SI.2. Answer simple questions using individual words, expressions, or short sentences.</p> <p>Task completion</p> <p>The students listen to a story about when and how some kids celebrate their birthdays. Students identify specific details about the activities they do by working with a worksheet completing a chart with the missing information.</p> <p>When and how do you celebrate your birthday?</p> <p>Listen to the teacher and then complete the chart with the missing information.</p> <table border="1"> <thead> <tr> <th>Birthday date</th> <th>Food</th> <th>Music</th> <th>Toys</th> </tr> </thead> <tbody> <tr> <td>Activities</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Task assessment</p> <p>Students listen to a short story in which there are mentioned the different family members birthday's dates. Then, students trace a line matching the family member with their birthday's dates.</p> <p>My Family's Birthdays</p> <p>Pre-task</p> <p>Students work in pairs creating a conversation with their mates. They ask about their family member's birthday's dates using different questions like: When is your mother's birthday? When is your dad's birthday? What do you do in that special dates? Learners include different forms to celebrate birthdays. Once they have practiced the dialogue for a while, they present their conversation to the rest of the class.</p> <p>Task-rehearsal</p> <p>Learners interview each other asking and answering questions about their family members' birthday's dates. They register the information in a chart.</p> <p>When is your birthday?</p> <p>Ask your partner the following questions:</p> <table border="1"> <thead> <tr> <th></th> <th>Me</th> <th>My mate</th> </tr> </thead> <tbody> <tr> <td>When is your _____ birthday?</td> <td></td> <td></td> </tr> <tr> <td>mother</td> <td></td> <td></td> </tr> <tr> <td>brother</td> <td></td> <td></td> </tr> <tr> <td>sister</td> <td></td> <td></td> </tr> <tr> <td>brother</td> <td></td> <td></td> </tr> <tr> <td>How do you celebrate _____?</td> <td></td> <td></td> </tr> <tr> <td>your mom's birthday</td> <td></td> <td></td> </tr> <tr> <td>your dad's birthday</td> <td></td> <td></td> </tr> <tr> <td>your birthday</td> <td></td> <td></td> </tr> </tbody> </table> <p>Task completion</p>	Birthday date	Food	Music	Toys	Activities					Me	My mate	When is your _____ birthday?			mother			brother			sister			brother			How do you celebrate _____?			your mom's birthday			your dad's birthday			your birthday			
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<p>W.1. Copies or prints/writes words.</p> <p>R.PA.3.1. Blends spoken phonemes to form two-letter words.</p>	<p>W.1. Copy or print/write words being learned in class and connect them to pictures.</p> <p>R.PA.3. Decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>Students in pairs carry out a survey asking their partners about family celebrations and dates, for example, what is your favorite celebration? When do you celebrate it? When is your mother's birthday? When is your dad's birthday?</p> <p>Task assessment</p> <p>Teacher divides the group into two teams. Students stand in a row. A representative of each team goes to the front when the teacher calls the person using ordinal numbers (Example: <i>The fourth person of the team come to the front</i>). Team A asks a question to the team B about Costa Rican Holidays' dates (<i>When is Christmas celebrated? It's on December 25th</i>). Each team receives a point if the question is well asked and well answered.</p> <p>Pre-task</p> <p>Teacher introduces the goal of the lesson. Teacher writes different dates of national celebrations in the whiteboard or uses a PPT. Students mention if they celebrate them or not. Students write on their notebooks their favorite holiday and make a sentence with the help of the teacher. For example: <i>I love to celebrate Christmas Day on December 25th</i>.</p> <p>Task-rehearsal</p> <p>Students complete a worksheet about holidays and celebrations in Costa Rica. Students answer questions about dates like <i>When is Labor Day celebrated?</i> Then, they compare their answers with their elbow partner.</p>  <p>Task completion</p> <p>Students complete a short description about themselves in which they have to say their birthday's dates and how they celebrate it. Example: My name is John. I am 9 years old. My birthday is on June 14th. For my birthday, I eat rice with chicken. Teacher provides a model for student's only substitute words to personalize the text.</p> <p>After that, they review ordinal numbers matching in a worksheet the name of the celebration with the correct ordinal number.</p>	
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ORDINAL NUMBERS	
fourth	7th
third	4th
second	3rd
fifth	6th
tenth	10th
ninth	2nd
eighth	1st
first	5th
sixth	8th
seventh	9th

Task assessment

Students include pictures in their text and students display their texts in the walls of the classroom. Students walk around the class and read their classmates' texts.



Phonemic Awareness

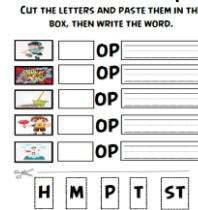
Pre-task

Teacher introduces the goal of the lesson. Students listen to and sing the phonics song. <https://www.youtube.com/watch?v=XGzeJACNJC8>. Then, students listen to the song about vowel consonant combination /op/ supported with gestures and pictures that represent the words heard. Teacher uses a power point presentation to reinforce the vowel and consonant combination presented on the video. Teacher highlights the /op/ sound.



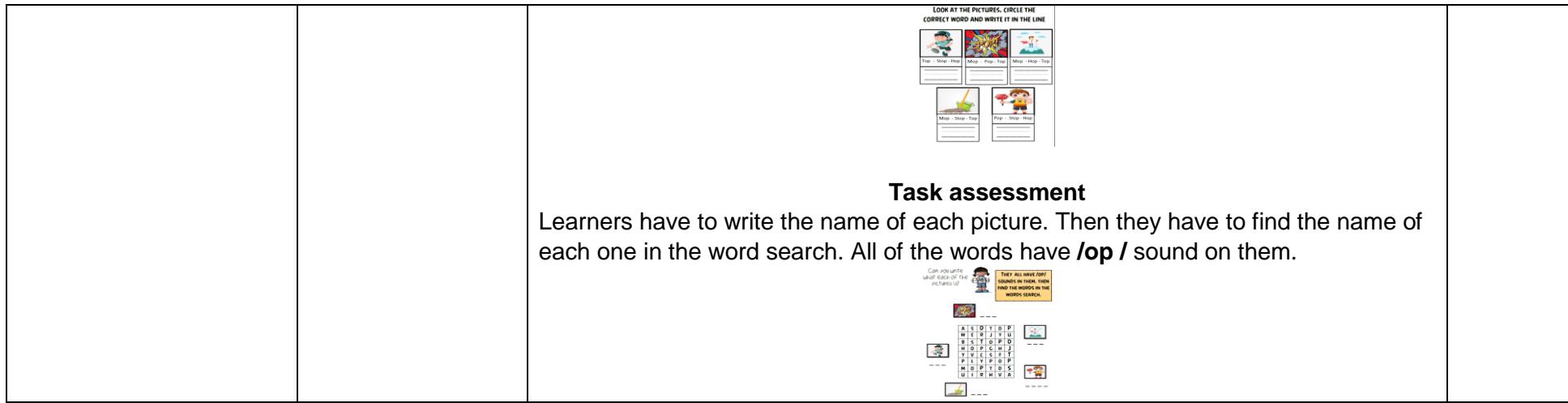
Task-rehearsal

Teacher plays the video a second time and pauses the video after the word and has the students repeat the words. Then the learners have to cut the letters and paste them in the box then they have to write the complete word.



Task completion

Learners have to look at the pictures and read the words above. Then they have to circle the word that match with the picture and write it in the lines.



Integrated Mini-Project

Time

Phase: _____

Reflective Teaching

What worked well

What didn't work well

How to improve

Enduring Understanding Reflection

Learner Self-Assessment

I can...	Yes!	On my way!	Help!
Recognize numbers, times and other pieces of short information, if given slowly and clearly.			
Answer simple questions using individual words, expressions, or short sentences.			
Copy or print/write words.			
Blend spoken phonemes to form two-letter words.			

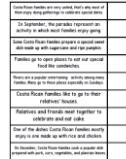
Term: I	Level: Third Grade	Unit:2	Week:4
Domain: Socio-interpersonal	Scenario: Families Celebrate Together!	Theme: 4	
Enduring Understanding: Each family celebrates in a different way, but the important thing is that we do it together.			
Essential Question: How do our families celebrate together?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
<p><u>Grammar & Sentence Frames</u> <u>Interrogative sentences beginning with "What" "Where"</u></p> <p>What does your family do on Christmas? <u>Where</u> do you go with your family on Sundays? <u>What</u> time do you have lunch everyday?</p> <p><u>Yes/no questions</u></p> <p>Do you go to church in Holy Week? <u>Is</u> your birthday <u>in</u> July?</p> <p><u>Phonemic Awareness</u> <u>Vowel and consonant combination</u> og: <u>bog</u>, <u>cog</u>, <u>dog</u>, <u>fog</u>, <u>hog</u>, <u>jog</u>, <u>log</u>,</p> <p><u>Vocabulary</u></p> <p>Sharing family celebrations!</p> <p><u>Special family meals</u> We make tamales.</p>	<p><u>Function</u></p> <p>Asking for and giving basic information about family traditions and celebrations.</p> <p><u>Discourse Markers</u></p> <p>My mom always makes a cake for my birthday <u>because</u> I invite the family.</p>	<p><u>Psycho-social</u></p> <p>Identifying one's and others' feelings.</p> <p><u>Socio-cultural</u></p> <p>Maintaining eye contact during conversation.</p> <p><u>Social Language Samples and idioms/phrases</u></p> <p>Family ... where life begins & love never ends. There is no place like home.</p>	

<p>We eat rice with chicken. We cook honey pumpkin.</p> <p><i>Special family times</i> Birthday parties, Christmas dinner, New Year's party.</p> <p><i>Special family activities</i> Having a family reunion. Going to the river. Visiting relatives. Having a picnic. Having a party. Going to a parade.</p>		
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence
Learner...		<p>(NOTE: MATERIALS FOR THIS WEEK CAN BE FOUND AT THIS SITE: https://drive.google.com/drive/folders/1qNlQOV698liPkWQr4i8ZsYEm9x0SZK5</p> <p>Pre-teaching</p> <p>Warm-up Teacher plays the video "Family Beach Song" for learners to watch a family trip. https://www.youtube.com/watch?v=JXSDS5DiIGU</p> <p>Activation of Prior Knowledge</p> <p>Learners and teacher talk about what they watched on the video. Teacher asks: <i>Are they on the beach? Are they having fun? Do you like to have family celebrations? Have you been at the beach with your family?</i></p>

<p>R.2. Shows understanding and enjoyment of text heard or read sequencing pictures.</p>	<p>R.2. Comprehend readings and enjoy texts.</p>	<p>Learners share with the class different activities that they perform with their family. Teacher asks to the students: <i>What do you do with your family on weekends?</i></p> <p>Modeling Teacher uses pictures with different families' celebrations in order to introduce sentence frame and vocabulary. Teacher models pronunciation of special family celebrations and students participate in choral repetition.</p>  <p>Clarifying Teacher clarifies vocabulary and expressions by asking questions. “What are they celebrating?” “Do you celebrate birthdays at home?” “How do you celebrated it?” “Do you prepare tamales with your family?”</p> <p>Pre-task Teacher introduces the goal for the lesson. Learners repeat sentences frames related to family celebrations, after modeling by the teacher, chorally and individually using pictures.</p> <p>Task-rehearsal Teacher asks pairs of students to complete a crossword puzzle about common family's celebrations. Then, students read a short description of each celebration, watch the picture of each celebration and complete the crossword.</p>	
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		<p>Task completion Learners work in a worksheet where they read the description of different family's celebration and match each one with the correct picture.</p>  <p>Task assessment Learners read a list of family celebrations. Once the learners read each celebration they cut them and paste on the pictures that represents each celebration.</p>  <p>Pre-task Teacher asks learners about their favorite family celebration. “<i>What is your favorite celebration?</i>” “<i>Where do you celebrate your Christmas?</i>” Learners share their experiences with the rest of the class.</p> <p>Task-rehearsal</p>	
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<p>W.2. Fills in gapped texts using a word list.</p>	<p>W.2 Fill in gapped texts using a word list of familiar words</p>	<p>Learners work in pairs asking and answering Yes/No questions. Learners ask: <i>Do you celebrate Christmas? Do you celebrate Mother's day? Do you celebrate birthdays? Do you eat rice with chicken during birthdays?</i> Learners answer: Yes, I do/ No, I don't.</p> <p>Task completion</p> <p>Learners prepare a short presentation to the class where they describe their favorite family celebration. Teacher encourages learners to bring photos or pictures related to the celebration the day before the presentation. Learners will talk about the name of the celebration and what they do during this celebration. (<i>My favorite celebrations is Christmas because my family prepare tamales, also we have a big party and a lot of presents</i>)</p>  <p>Task assessment</p> <p>Students answer questions about their celebrations based on their presentations. (<i>Juan, tell me, when is your birthday? / Maria, how many gifts did you received?/ Andres, how often do you go to the river with your family?</i>)</p> <p>Pre-task</p> <p>Learners look and trace the words of family celebrations in order to get familiar with the way of writing the name of different celebrations and improve their writing skills.</p> 	
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<p>R.PA.3.1. Blends spoken phonemes to form two-letter words.</p>	<p>R.PA.3. Decode English graphemes and phonemes using knowledge of word parts, syllabification and</p>	<p>Task-rehearsal Learners work individually in a worksheet. They have to read sentences related to celebrations and complete the missing spaces with the words from the box.</p>  <p>Task completion Teacher split the class into groups and assign a description of different celebrations to each team according to celebrations studied. Students fill in the blanks relating each celebration according to the description. At the end, each team read their description and bring the name of the celebration that they consider match on each case.</p>  <p>Task assessment Students work in groups and each team receives a scrambled sentence about family celebrations. Learners have to arrange the parts of speech given to them to form the correct sentence. <i>Example: go-the-we-Every-river.-Sunday,-to /Every Sunday, we go to the river.</i></p> 	
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phonemic awareness.	<p><u>Phonemic Awareness</u></p> <p>Pre-task</p> <p>Teacher introduces the goal of the lesson. Students listen to and sing the songs about /og/ sound supported with gestures and pictures that represent the words heard. https://www.youtube.com/watch?v=xKJ3BrF1A1Y</p> <p>Teacher uses a power point presentation to reinforce the vowel and consonant combination presented on the video. Teacher highlights the /og/ sound.</p>  <p>Task-rehearsal</p> <p>Learners read the name of the words. Then they have to cut the pictures above the page and paste them in the correct word. Then they have to read the name of the words chorally.</p>  <p>Task completion</p> <p>Learners have to look at the pictures and only color the ones with /og/ sound.</p>  <p>Task assessment</p>	
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		<p>Students have to look at the pictures and join the letters to form the name of them. Then they have to write the name of each one in the lines.</p> 			
Integrated Mini-Project			Time		
The student talks briefly about family celebrations and traditions indicating time when describing family celebrations (e.g. day, month). The student:					
<u>Option 1:</u> individually exposes a flipbook with the information selected by him about his/her favorite family celebration and his/her birthday. <u>Option 2:</u> brings photographs to talk about his/her favorite family celebration and his/her birthday.					
NOTE: MATERIALS FOR THIS MINI-PROJECT CAN BE FOUND AT THIS SITE https://drive.google.com/drive/folders/18aR8QRVg1fSCVlikELajhz-uZb-8ugtA					
Reflective Teaching					
What worked well	What didn't work well	How to improve			
Enduring Understanding Reflection					
Learner Self-Assessment					
<i>I can...</i>	Yes! 	On my way! 	Help! 		
Show understanding and enjoyment of text heard or read sequencing pictures.					
Answer simple questions using individual words, expressions, or short sentences.					
Interact in a simple way.					
Fill in gapped texts using a word list.					
Blend spoken phonemes to form two-letter words.					

Unit 3 Scope and Sequence

Scenario: May I help you?

Enduring Understanding	People provide goods and services to meet the needs of my community.			
Essential Question	How do people in my community meet their needs?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme 1. Is He the Cashier or the Clerk?	Theme 2. Going to a Store!	Theme 3. Where do I Get some Fresh Vegetables?	Theme 4. How Much does it Cost?	
Assessment L.1. Recognizes simple information about a place. R.1. Identifies previously encountered high-frequency words. R.PA.3 Reads English graphemes with the ending (tion, -sion) and the phonemes 3: /ɔ:/using knowledge of phonemic awareness. SP.2. Provides basic information about community and community helpers using visuals.	Assessment R.2. Shows understanding and enjoyment of text heard or read sequencing pictures. SP.1. Names goods and services in the community with clear pronunciation. R.PA.3 Reads English graphemes with the ending (tion, -sion) and the phonemes 3: /ɔ:/using knowledge of phonemic awareness. Goals:	Assessment L.3. Recognizes key vocabulary words by answering questions. SI.2. Answers simple questions using individual words, expressions, or short sentences. R.PA.3 Reads English graphemes with the ending (tion, -sion) and the phonemes 3: /ɔ:/using knowledge of phonemic awareness. Goals:	Assessment L.2. Recognizes numbers, times and other pieces of short information, if given slowly and clearly. R.PA.3. Reads English graphemes with the ending (tion, -sion) and the phonemes 3: /ɔ:/using knowledge of phonemic awareness. SI.1. Interacts in a simple way. W.1. Copies or prints/writes words.	Assessment Instruments for Process/Product Week 6 Suggested Integrated Mini project ✓ Mini book

<p>Goals:</p> <p>L.1. understand simple information about a place (for example, what to get and who works there) if the person speaks slowly and clearly.</p> <p>R.1. comprehend a text heard or read that is supported by pictures in a heavily patterned book by sequencing pictures to include a clear beginning, middle, and end.</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of blending, word parts, syllabification and phonemic awareness.</p> <p>S.P.2. provide basic information about familiar things and ideas.</p>	<p>R.2. comprehend readings and enjoy texts.</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of blending, word parts, syllabification and phonemic awareness.</p> <p>S.P.1. name goods and services in the community</p>	<p>L.3. understand simple questions about key vocabulary words that have been modeled, repeated, or labeled.</p> <p>SI.2. answer simple questions using individual words, expressions, or short sentences.</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of blending, word parts, syllabification and phonemic awareness.</p> <p>W.1. copy or print/write words being learned in class and connect them to pictures.</p>	<p>Goals:</p> <p>L.2. understand numbers, times and other pieces of short information, if given slowly and clearly.</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of blending, word parts, syllabification and phonemic awareness.</p> <p>W.2. use emerging knowledge of words to write authentic texts.</p> <p>SI.1. interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly.</p>	
<p>Function</p> <ul style="list-style-type: none"> Identifying community helpers. 	<p>Function</p> <ul style="list-style-type: none"> Naming goods and services in the community. 	<p>Function</p> <ul style="list-style-type: none"> Asking and responding to questions about goods 	<p>Function</p> <ul style="list-style-type: none"> Recognizing and using numbers and prices. 	

		and services in the community.	
Discourse Markers and, but, because – This store sells shoes <u>and</u> clothes.	Discourse Markers and, but, because – The cake is delicious <u>but</u> the food not.	Discourse Markers and, but, because – The chef is cooking <u>because</u> there is a party.	Discourse Markers and, but, because This store sells shoes <u>and</u> clothes.
Grammar & Sentence Frames <u>Singular common nouns</u> – This is a <u>bakery</u> . – He is a ____ (baker/butcher). – I can buy shoes at the <u>shoe store</u> .	Grammar & Sentence Frames <u>Modal: can</u> – <u>Can</u> I help you? – <u>Can</u> I have a pair of shoes, please – <u>Can</u> I get a coffee?	Grammar & Sentence Frames <u>Interrogative sentences beginning with "What.", "who"; "Where"</u> – <u>Where</u> can I get _____ (toothpaste/pet food)? – <u>Who</u> sells bread? – <u>What</u> does the butcher sell? <u>Simple sentences with subject/verb/object</u> – I need a pair of shoes. – She needs a dress. – They buy books	Grammar & Sentence Frames <u>Uncountable nouns</u> – <u>How much</u> is it? – <u>How much</u> rice do you want? – <u>How much</u> money do you have? <u>Subject- verb- object</u> – The store has 10 pairs of shoes. The store has 30 blouses.

Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	
<ul style="list-style-type: none"> - ob: <u>job</u>, <u>rob</u>, <u>mob</u> - ip: <u>dip</u>, <u>hip</u>, <u>rip</u>, <u>tip</u> - ig: <u>big</u>, <u>pig</u>, <u>fig</u>, <u>dig</u> - in: <u>pin</u>, <u>bin</u>, <u>tin</u>, <u>win</u>, <u>fin</u> 	Common prefixes, suffixes and roots including the endings - tion , - sion .	Minimal pair sounds: ɔ: / ɔ: <ul style="list-style-type: none"> - work / walk - bird / bored - fur / for - shirt / short - sir / saw 	Common prefixes, suffixes and roots including the endings -tion , -sion .	
Vocabulary	Vocabulary	Vocabulary	Vocabulary	
<p>1. <u>Is he the cashier or the clerk?</u></p> <p><u>Community helpers:</u></p> <ul style="list-style-type: none"> - Baker, butcher, salesman/woman, cashier, hair dresser, mechanic, chef, farmer, waiter, waitress <p><u>Community services:</u></p> <ul style="list-style-type: none"> - Bank, school, church - post office, restaurant, - bakery, drugstore, - grocery store, butchery - hardware store - Shoe store, clothing store, and bookstore 	<p>2. <u>Going to a store!</u></p> <p><u>Offering help</u></p> <ul style="list-style-type: none"> - Can I help you? - How can I help you? <p><u>Asking for something</u></p> <ul style="list-style-type: none"> - (Hello) Can I have ... please? <p><u>Verbs Actions</u></p> <ul style="list-style-type: none"> - Buy, sell, pay, cost, help, look for, eat, serve 	<p>3. <u>Where do I get some fresh vegetables?</u></p> <p><u>Food</u></p> <ul style="list-style-type: none"> - fruits, vegetables, - meat, bread, cakes <p><u>Nouns</u></p> <ul style="list-style-type: none"> - household items, - shoes, clothes, glasses, - books, medicines, - newspaper, magazines, pet food, cashier, customer. 	<p>4. <u>How much does it cost?</u></p> <p><u>Ordinal Numbers</u></p> <ul style="list-style-type: none"> - 1-100. <p><u>Prices</u></p> <ul style="list-style-type: none"> - How much is this? 	
Psycho-social	Psycho-social	Psycho-social	Psycho-social	

<ul style="list-style-type: none"> - Expressing appreciation and gratitude towards community helpers <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> - Responding to peer/adult initiated greetings and farewells. - The store is open 24/7. 	<ul style="list-style-type: none"> - Expressing appreciation and gratitude towards community helpers <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> - Interacting using social phrases, manners and personal space. (“Please” “Thank you” and “Excuse me”). <ul style="list-style-type: none"> - Can I help you? 	<ul style="list-style-type: none"> - Showing respect to people and to what they do. <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> - Interacting using social phrases, manners and personal space. (“Please” “Thank you” and “Excuse me.”) - I'm just looking, thank you. 	<ul style="list-style-type: none"> - Showing respect to people and to what they do. <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> - Using social cues (body language, tone of voice, facial expression) to understand communication. - <u>A penny saved is a penny earned</u> 	
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Unit 3 May I help you?

Term: I	Level: Third Grade	Unit: 3	Week:1		
Domain: Socio-interpersonal	Scenario: May I help you?	Theme: Is He the Cashier or the Clerk?			
Enduring Understanding: People provide goods and services to meet the needs of my community.					
Essential Question: How do people in my community meet their needs?					
Learn to Know	Learn to Do	Learn to Be and Live in Community			
Grammar & Sentence Frames <p><u>Singular common nouns</u></p> <ul style="list-style-type: none"> - This is a <u>bakery</u>. - He is a _____ (baker/ butcher). - I can buy shoes at the <u>shoe store</u>. <p><u>Simple present tense regular verbs</u></p> <ul style="list-style-type: none"> - The mechanic <u>repairs</u> cars. - The butcher <u>sells</u> meat. - The chef <u>cooks</u> food. <p><u>Noun as modifier</u></p> <ul style="list-style-type: none"> - This is a <u>shoe store</u>. - This is a <u>clothing</u> store. - This is a <u>food</u> market. <p>Phonemic Awareness</p> <ul style="list-style-type: none"> - ob: <u>job</u>, <u>rob</u>, <u>mob</u> - ip: <u>dip</u>, <u>hip</u>, <u>rip</u>, <u>tip</u> 	Function <ul style="list-style-type: none"> • Identifying community helpers. <p>Discourse Markers</p> <p>and, but, because</p> <ul style="list-style-type: none"> • This store sells shoes <u>and</u> clothes. 	Psycho-social <ul style="list-style-type: none"> - Expressing appreciation and gratitude towards community helpers <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> - Responding to peer/adult initiated greetings and farewells. - The store is open 24/7. 			

<ul style="list-style-type: none"> - ig: <u>big</u>, <u>pig</u>, <u>fig</u>, <u>dig</u> - in: <u>pin</u>, <u>bin</u>, <u>tin</u>, <u>win</u>, <u>fin</u> <p>Vocabulary</p> <p><u>Community helpers:</u></p> <ul style="list-style-type: none"> - Baker, butcher, salesman/woman, cashier, hair dresser, mechanic, chef, farmer, waiter, waitress 		
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence
Learner... L.1. Recognizes simple information about a place.	<p>Learner can</p> <p>L.1.understand simple information about a place (for example, what to get and who works there) if the person speaks slowly and clearly.</p>	<p>Pre-teaching</p> <p>Warm Up:</p> <ul style="list-style-type: none"> - Teacher has learners to watch a video about community helpers https://youtu.be/TiZoHudqFq8 and places https://youtu.be/EfD2k9beP-4 <p>Activation of prior knowledge:</p> <ul style="list-style-type: none"> - Teacher shows pictures of places in town such as supermarket (Maxi Palí), drugstore (Fishe), bakery (Musmani), school, bank, central market, shoe store, clothing store. - Teacher says: This is a Musmani Bakery. María is a baker. This is Scotia Bank. Carlos is a clerk. <p>Modeling</p> <ul style="list-style-type: none"> - Teacher displays picture cards of places in town while he/she models vocabulary and sentence frames such as:

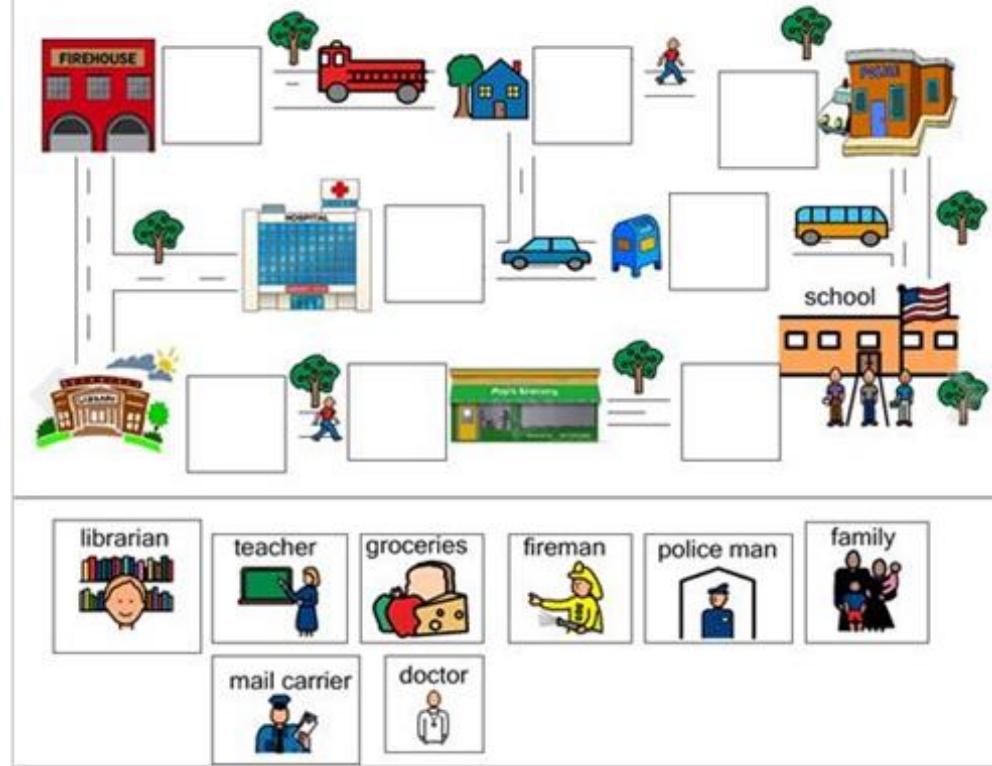
	<p>This is a Church.</p>  <p>Francisco is a priest.</p> 	30 minutes
	<p>Clarifying</p> <ul style="list-style-type: none"> – Teacher shows learners the picture of a school and asks: – Is this a church or school? 	40 minutes
	<ul style="list-style-type: none"> – Teacher shows a picture of a baker and asks: – Is she a teacher? 	25 minutes
	<p>Pre-task</p> <ul style="list-style-type: none"> – Teacher introduces the essential question and the goal of the lesson. – Teacher reviews community helpers and places in town emphasizing pronunciation and the use of sentence frames. 	

<p>R.1.Identifies previously encountered high-frequency words.</p>	<p>R.1.comprehend a text heard or read that is supported by pictures in a heavily patterned book by sequencing</p> <p>Task-rehearsal</p> <ul style="list-style-type: none"> The learners play “Flyswatter”. Teacher divides the class in two teams and each one has a flyswatter. The teacher sticks pictures on the board and says a sentence, for example “This is a supermarket”.in groups has learners to identify the different places in town or the community helpers. The first learner who hit the correct picture wins a point. <p>Task completion</p> <ul style="list-style-type: none"> Learners receive a worksheet with different community helpers and places in town. Teacher said This is Ana. She is a cashier at the National bank.  <ul style="list-style-type: none"> Learners listen and match the correct pictures according the teacher instructions.   <p>Task assessment</p> <ul style="list-style-type: none"> The teacher locates the pictures all over the class. Learners will be alert to what the teacher says and then point at the picture the teacher said. 	
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	<p>pictures to include a clear beginning, middle, and end.</p> <ul style="list-style-type: none"> – Teacher should promote self and peer assessment in the classroom. – https://www.youtube.com/watch?v=1ww009Lb9hw – https://www.youtube.com/watch?v=CkFWbC91PXQ <p>Pre-task</p> <ul style="list-style-type: none"> – Teacher shares the goal of the lesson. – Learners watch a video about community helpers and play the game – Community helper's trivia. https://www.youtube.com/watch?v=jt2q1chHsH6E <p>Task-rehearsal</p> <ul style="list-style-type: none"> – Learners read a text “Community Helpers” To do so, the teacher reads and students echoes it back. The teacher uses Community Helpers pictures related to the text. <p>Community Helpers Text</p> <p>Who are the helpers in my community? Let’s meet some of them. All of them are important helpers</p> <p>This is a police officer. She lives in our community and works at a police station.</p> <p>This is a construction worker. He lives in our community and works at a building.</p> <p>This is a doctor. She lives in our community and works in a hospital.</p> <p>This is a teacher. He lives in our community, and works in a school.</p> <p>This is a firefighter. He lives in our community and works in fire station.</p> <p>This is a baker. He lives in our community and works in a bakery.</p> <p>This is a mechanic. He helps people with cars.</p> <ul style="list-style-type: none"> – Learners complete the following sentence frames: <p>A _____ works in a _____.</p>   <p>Task completion</p> <ul style="list-style-type: none"> – Individually, learners read the text again in order to solve a matching exercise. 	
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R.PA.3 Reads English graphemes with the ending (**tion, -sion**) and the phonemes /ɔ:/ using knowledge of phonemic awareness.

R.PA.3. decode English graphemes and phonemes using knowledge of blending, word parts, syllabification and phonemic awareness.



Task assessment
Learners assess themselves answering a TRIVIA video about community helpers and services https://www.youtube.com/watch?v=qet3_qAHXBY

	<p style="text-align: center;"><u>Phonemic Awareness</u></p> <p style="text-align: center;">Pre-task</p> <ul style="list-style-type: none"> – The teacher shares the goal of the lesson. – https://www.youtube.com/watch?v=q1-h63fewUc&pbjreload=10 – Also, he presents the a poem: <p style="text-align: center;">Tion, tion, tion, tion, Tion, tion, T-i-o-n, tion, tion, S-i-o-n, sion, sion, Sion, sion.</p> <p style="text-align: center;">T-i-o-n makes the sound tion. S-i-o-n makes the sound sion. When you see them you'll know it's The sound "shun, shun, shun".</p> <p style="text-align: center;">Words like: motion, nation, station, lotion, End with a t-i-o-n. Words like: vision, discussion, and decision End with an s-i-o-n.</p> <p style="text-align: center;">Tion, tion, tion, tion, Tion, tion, T-i-o-n, tion, tion, S-i-o-n, sion, sion, Sion, sion.</p> <p style="text-align: center;">Task-rehearsal</p> <ul style="list-style-type: none"> – Teacher has learners to chant the poem so that all can practice and develop awareness of the pronunciation. – Learners sing the TION Song to HELP WITH READING 	
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<p>SP.2. Provides basic information about community and community helpers using visuals.</p> <p>S.P.2. provide basic information about familiar things and ideas</p>	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=_ERmctDuPE4 <p style="text-align: center;">Task completion</p> <ul style="list-style-type: none"> - Learners work on a worksheet following the instructions. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;">  <p>Writers are often confused as to when they should use the suffix -tion and when they should use -sion. We <i>usually</i> add -sion to a word when:</p> <ol style="list-style-type: none"> 1) the word ends in the letter l (propel propulsion) 2) If the suffix will follow an n or r, especially if the original word ends in -se or -d (extend extension) 3) the word originally ends in -ss or -mit (discuss discussion admit admission) <p>We <i>usually</i> add -tion to a word when:</p> <ol style="list-style-type: none"> 1) the word ends in -ate (vacate vacation) 2) Any word that ends in a consonant besides l, n, or r, especially those ending in t or -te (act action describe description) <p>Circle the correct spelling of each word below.</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">1. invention</td> <td style="width: 50%;">invention</td> <td style="width: 50%;">8. education</td> <td style="width: 50%;">educasion</td> </tr> <tr> <td>2. decision</td> <td>decition</td> <td>9. comprehension</td> <td>comprehension</td> </tr> <tr> <td>3. expeltion</td> <td>expulsion</td> <td>10. exersion</td> <td>exertion</td> </tr> <tr> <td>4. position</td> <td>posision</td> <td>11. provision</td> <td>provition</td> </tr> <tr> <td>5. persuation</td> <td>persuasion</td> <td>12. emosion</td> <td>emotion</td> </tr> <tr> <td>6. permission</td> <td>permitton</td> <td>13. interrupsion</td> <td>interruption</td> </tr> <tr> <td>7. ambition</td> <td>ambition</td> <td>14. affection</td> <td>affecson</td> </tr> </tbody> </table> </div> <p style="text-align: center;">Task assessment</p> <ul style="list-style-type: none"> - Learners watch the Geraldine the Giraffe puppet on the video making a list of words with tion sound. https://www.youtube.com/watch?v=4l4o4WrTLMg Then following 	1. invention	invention	8. education	educasion	2. decision	decition	9. comprehension	comprehension	3. expeltion	expulsion	10. exersion	exertion	4. position	posision	11. provision	provition	5. persuation	persuasion	12. emosion	emotion	6. permission	permitton	13. interrupsion	interruption	7. ambition	ambition	14. affection	affecson	
1. invention	invention	8. education	educasion																											
2. decision	decition	9. comprehension	comprehension																											
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4. position	posision	11. provision	provition																											
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6. permission	permitton	13. interrupsion	interruption																											
7. ambition	ambition	14. affection	affecson																											

	<p>the example of video learners do their own list of words with tion and sion sound ending and share with a partner</p> <ul style="list-style-type: none"> - Learners can solve the following quiz https://www.youtube.com/watch?v=3C6IMUHr5Rk <p>Pre-task</p> <ul style="list-style-type: none"> - Teacher shares the goal of the lesson. - Teacher reviews the sentence frames: <i>This is a <u>bakery</u>. He is a ____ (baker). I can buy shoes at the <u>shoe store</u>. The mechanic <u>repairs</u> cars. The butcher <u>sells</u> meat. This is a <u>shoe store</u>.</i> To do so, the teacher uses pictures. <p>Task-rehearsal</p> <ul style="list-style-type: none"> - Learners rehearse vocabulary about community helpers, places in town, goods and services, using the ideas of sorting mats community workers in the following link. https://www.themeasuredmom.com/sorting-mats-for-community-workers/ with sentence frames, pictures, and later share with classmates. <p style="text-align: center;">  sorting mats  </p> <p>Task completion</p> <ul style="list-style-type: none"> - Learners prepare a short speech using a collage. They have to follow the following structure: 	
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*This is a library. He is a librarian. I can read books at the library.
The librarian borrows books.*

Task assessment

- Learners sit in circles of six. Each team will get a pre-planned line for the beginning of a story. This sentence frame can be something like:

–
–
–
–



- This is Carlos. He is a _____ He works in a _____. The next participant can complete the story by selecting a community helper and service in their community. Each person take a turn adding onto the story. The last person in the circle will complete the ending.

Integrated Mini-Project

Time

Phase: _____

Reflective Teaching

What worked well

What didn't work well

How to improve

Enduring Understanding Reflection

Term: I	Level: Third Grade	Unit:3	Week:2
Domain: Socio-interpersonal	Scenario: May I help you?	Theme:	Going to a store!
Enduring Understanding: People provide good and services to meet the needs of my community.			
Essential Question: How do people in my community meet their needs?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <u>Modal: can</u> <ul style="list-style-type: none"> - <u>Can I help you?</u> - <u>Can I have a pair of shoes, please</u> - <u>Can I get a coffee?</u> Phonemic Awareness <ul style="list-style-type: none"> - Common prefixes, suffixes and roots including the endings -tion, -sion. Vocabulary <u>Going to a store!</u> <u>Offering help</u> <ul style="list-style-type: none"> - Can I help you? - How can I help you? <u>Asking for something</u> <ul style="list-style-type: none"> - (Hello) Can I have ... please? <u>Verbs Actions</u>	Function <ul style="list-style-type: none"> • Naming goods and services in the community. Discourse Markers <ul style="list-style-type: none"> - The cake is delicious <u>but</u> the food not. 	Psycho-social <ul style="list-style-type: none"> - Expressing appreciation and gratitude towards community helpers Socio-cultural idioms/ Psycho-social <ul style="list-style-type: none"> - Interacting using social phrases, manners and personal space. ("Please" "Thank you" and "Excuse me".) Can I help you? phrases	

– Buy, sell, pay, cost, help, look for, eat, serve			
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p>Pre-teaching</p> <p>Warm Up Learners listen and read a picture story called People in our town in this link https://www.youtube.com/watch?v=Ylmf0mexwCo&list=PLbSEl6o6LSkabYk2x2B9Lgj2mldUg9B5F&index=2</p> <ul style="list-style-type: none"> – Then, the teacher can ask learners to relate places and services shown in the video with the ones they have in their communities. <p>Activation of prior knowledge</p> <ul style="list-style-type: none"> – Teacher have learners to watch a video named In a shop in the following link https://www.youtube.com/watch?v=dyn62IQI1zo Teacher asks learners read and repeat key phrases need to get things from those places. <p>Modeling</p> <ul style="list-style-type: none"> – The teacher https://www.youtube.com/watch?v=GINbzAGZC2M – models goods and services based on a list using a word web. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Goods</p> <div style="background-color: #ffd700; padding: 5px; border-radius: 5px;">shirt</div> <div style="background-color: #90ee90; padding: 5px; border-radius: 5px;">cap</div> </div> <div style="text-align: center;"> <p>Services</p> <div style="background-color: #90ee90; padding: 5px; border-radius: 5px;">teacher</div> <div style="background-color: #6a5acd; padding: 5px; border-radius: 5px;">dentist</div> </div> </div> <ul style="list-style-type: none"> – The teacher models sentence frames in order to name goods and services in the community. For instance: 	15 minutes 17 minutes 30 minutes

<p>R.2.Shows understanding and enjoyment of text heard or read sequencing pictures.</p>	<p>R.2.comprehend readings and enjoy texts.</p>	<ul style="list-style-type: none"> – This is a <u>store</u>. In a store you can <u>buy a shirt</u>. – This is a <u>school</u>. In a school you can <u>study</u>. – This is a <u>shoe store</u>. In a shoe store you can <u>buy tennis shoes</u>. <p>Clarifying</p> <ul style="list-style-type: none"> – The teacher pastes pictures of different places in town on one side of the board, and in the other side there will be goods and services. What learners will have to do is to match them. Once a student matches pics, he/she has to say a sentence such as: <i>This is a store. In a store you can buy a shirt</i>. <p>Pre-task</p> <ul style="list-style-type: none"> – The teacher shares the goal of the lesson. – The teacher have learners to follow the reading of Mini book May I help you? Unit 3 in this link http://recursos.mep.go.cr/2019/ingles/minibooks/navigation/third.html – Using the same resource can reviews some places in the community. – Then the teacher presents a video to activate students prior knowledge about goods and services https://youtu.be/Jd4kD9TicbA <p>Task-rehearsal</p> <ul style="list-style-type: none"> – <u>Learners complete the activity about reading comprehension</u> Mini book May I help you? Unit 3. – <u>Learners read the situation about the good and service shown in the video</u> in this link https://www.youtube.com/watch?v=qh3Ra7nDngI Then learners role play the situation at the shoe store – Teacher has learners to work in a short answer exercise. Appendix 1 	<p>40 minutes</p> <p>25 minutes</p>
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Task completion

- In pairs, learners get a card, read the task, and do the role-play about it according the context.

Reading Task

I live in Playas del Coco. It is a small town. There are many places in town. For example, there is Bank, a Veterinary clinic “Amigos Felices”, a Luperon supermarket, a school, and many restaurants. My favorite place is the beach. I need to go to supermarket to get some food.

Task assessment

- Learners in pairs read and complete the worksheet about Mini book **May I help you? Unit 3** and share answers for showing comprehension and understanding.



- Learners play “Hot Potato” using places in town. Every time learners get the ball he/she has to say a place and a good or service. For example, if the Ss says “supermarket” he also says “food”.

<p>SP.1. Names goods and services in the community with clear pronunciation.</p>	<p>S.P.1. name goods and services in the community</p>	<p>Pre-task</p> <ul style="list-style-type: none"> – Teacher shares the goal of the lesson. – The teacher also remains students what goods and services are. To do so, he/she presents them a list of goods and services. Pictures are used. <table border="0" data-bbox="1013 424 1626 734"> <thead> <tr> <th style="text-align: center;">GOODS</th><th style="text-align: center;">SERVICES</th></tr> </thead> <tbody> <tr> <td>books</td><td>bus drivers</td></tr> <tr> <td>Picaritas</td><td>firefighters</td></tr> <tr> <td>computers</td><td>librarian</td></tr> <tr> <td>dishes</td><td>police officers</td></tr> <tr> <td>furniture</td><td>schoolteacher</td></tr> <tr> <td>games</td><td>dentist</td></tr> <tr> <td>pictures</td><td>doctor</td></tr> <tr> <td>mobile phones</td><td>electrician</td></tr> </tbody> </table> <p>Task-rehearsal</p> <ul style="list-style-type: none"> – Teacher asks volunteers to come to the front in order to identify and name goods and services. To do so, the teacher uses a flyswatter and pictures. <p>Task completion</p> <ul style="list-style-type: none"> – Teacher has students to take a picture of both, goods and services, then students have to say a sentence. For example. This is a book. This is a doctor. <p>Task assessment</p> <ul style="list-style-type: none"> – Teacher has students utter chorally the different goods and services they have learned. Teacher pays attention to clear pronunciation. 	GOODS	SERVICES	books	bus drivers	Picaritas	firefighters	computers	librarian	dishes	police officers	furniture	schoolteacher	games	dentist	pictures	doctor	mobile phones	electrician	
GOODS	SERVICES																				
books	bus drivers																				
Picaritas	firefighters																				
computers	librarian																				
dishes	police officers																				
furniture	schoolteacher																				
games	dentist																				
pictures	doctor																				
mobile phones	electrician																				

<p>R.PA.3 Reads English graphemes with the ending (tion, -sion) and the phonemes /ɜ:/ /ɔ:/ using knowledge of phonemic awareness.</p>	<p style="text-align: center;"><u>Phonemic Awareness</u></p> <p>Pre-task</p> <ul style="list-style-type: none"> Start by eliciting fur, four, and writing them in three columns on the board. Drill the long vowel sounds in isolation (/ɜ:/ /ɔ:/) . If you think it'll help your students, you could elicit a few other groups of three (e.g. first, forced; Bert, bought; burn, born; firm, form) and drill the sentences below – see how fast the students can say them accurately. <ul style="list-style-type: none"> ✓ I've got four fur coats. ✓ I forced the first student to speak fast. ✓ Bert bought Bart a cake. <p style="text-align: center;">Task-rehearsal</p> <ul style="list-style-type: none"> In pairs, students decide which is /ɜ:/ /ɔ:/. In feedback, make sure they identify the sounds. <div style="display: flex; justify-content: space-around; align-items: center;"> /ɜ:/ fur /ɔ:/ four </div> <p>Dirty, burn, turn, learn, earth, work, girl, fork, sore, law, thought, caught, warm, walk.</p> <p>Task completion</p> <ul style="list-style-type: none"> Try making your own sentences with the sounds /ɜ:/ / and /ɔ:/. Here are some more words: 	
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R.PA.3. Decode English graphemes and phonemes using knowledge of blending, word parts, syllabification and phonemic awareness.		<table border="1"> <tr><td>walk</td><td>sir</td><td>Thursday</td><td>your</td><td>law</td></tr> <tr><td>morning</td><td>thirsty</td><td>early</td><td>call</td><td>sport</td></tr> <tr><td>dirty</td><td>her</td><td>tall</td><td>purse</td><td>hall</td></tr> </table>	walk	sir	Thursday	your	law	morning	thirsty	early	call	sport	dirty	her	tall	purse	hall	
walk	sir	Thursday	your	law														
morning	thirsty	early	call	sport														
dirty	her	tall	purse	hall														
Task assessment																		
<ul style="list-style-type: none"> – Teacher has learners to clap or stamp when they listen to the sounds being studied. When learners listen to a word with /ɜː/ they will clap; if they listen to a word with /ɔː/ learners stamp on the floor. 																		
Integrated Mini-Project			Time															
Phase: _____																		
Reflective Teaching																		
What worked well	What didn't work well	How to improve																
Enduring Understanding Reflection																		

Term: I	Level: Third Grade	Unit: 3	Week:3		
Domain: Socio-interpersonal	Scenario: May I help you?	Theme: Where do I get some fresh vegetables?			
Enduring Understanding: People provide goods and services to meet the needs of a community					
Essential Question: How do people in my community meet their needs?					
Learn to Know		Learn to Do	Learn to Be and Live in Community		
Grammar & Sentence Frames <u>Interrogative sentences beginning with "What."</u> : <u>"who"</u> ; <u>"Where"</u> <ul style="list-style-type: none"> - <u>Where</u> can I get _____ (toothpaste/pet food)? - <u>Who</u> sells bread? - <u>What</u> does the butcher sell? <u>Simple sentences with subject/verb/object</u> <ul style="list-style-type: none"> - I need a pair of shoes. - She needs a dress. - They buy books 		Function Asking and responding to questions about goods and services in the community Discourse Markers The chef is cooking <u>because</u> there is a party.	Psycho-social <ul style="list-style-type: none"> - Showing respect to people and what they do. Socio-cultural idioms/ phrases <ul style="list-style-type: none"> - Using social cues (body language, tone of voice, facial expression) to understand communication. 		
Phonemic Awareness Minimal pair sounds: <u>z: / ɔ:</u>					

- work / walk
- bird / bored
- fur / for
- shirt / short
 - sir / saw

Vocabulary

Where do I get some fresh vegetables?

Food

- fruits, vegetables,
- meat, bread, cakes

Nouns

- household items,
- shoes, clothes, glasses,
- books, medicines,
- newspaper, magazines, pet food, cashier, customer.

Assessment Strategies & Evidences of learning

(Diagnostic, formative, summative)

Goals

Pedagogical Mediation/ Didactic Sequence

Time

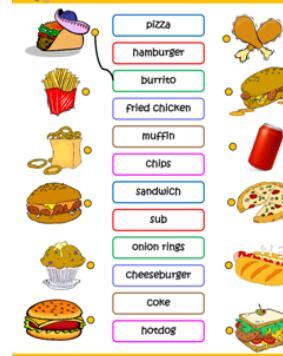
Learner...	Learner can	Pre-teaching Warm Up Learners play the game "Memory Chain". The group is divided in small groups and each member has to pick his/her favorite fruit. Then, the first learners begins with the sentence "My favorite fruit is _____. The second learners says "His/Her favorite fruit is _____, and my favorite fruit is _____. The game continues in this way. Activation of Prior Knowledge Teacher activates learner's background knowledge of the topic using a short clip about food from around the world. After learners watch the video, a brainstorming is generated. Learners will tell different fruits, vegetables, meat, etc., they watched. https://www.youtube.com/watch?v=ry1E1uzPSU0 https://www.youtube.com/watch?v=rmaMjnE73gg Modeling Teacher introduces the topic by modeling key sentence structures and vocabulary. To do so, the teacher uses vocabulary charts and sentence modeling. What's this? It's a/an _____. Where do I get some _____ (fruits, vegetables, meat, poultry, and sea food)? You can get _____ at the _____.	15 minutes
			17 minutes
			30 minutes

SOME YUMMY FOODS



KSE Academy® - www.keepsmilingenglish.com

FAST FOOD



Clarifying

- Using the charts about food, the teacher checks if learners know the vocabulary and the use of sentence frames.

What's this? It's a/an _____.

Where do I get some _____ (fruits, vegetables, meat, poultry, and sea food)?

You can get _____ at the _____.

Pre-task

- The teacher introduces the goal of the lesson.
- The teacher reinforces the form, meaning and use of the new vocabulary and sentence frames. To do so, he/she models a simple dialogue to all learners.

FOOD 2



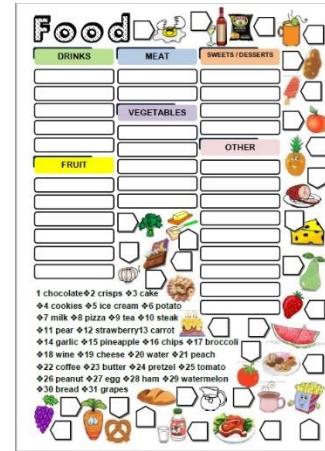
40
minutes

25
minutes

<p>SI.2. Answers simple questions using individual words, expressions, or short sentences.</p>	<p style="text-align: center;">Task description</p> <p>Suppose you are a friendly alien from Mars. You don't know about the type of food on earth and you don't know where to get things.</p> <p>Alien: Hi, I am Ax Andres: Hello, I am Andres. Alien: What's this Andres? Andres: Oh, that's a fruit, a watermelon. Alien: Oh, I see, and Where do I get some fruits? Andres: You can get watermelons at the farmer's market. Alien: Interesting! Thanks</p> <p style="text-align: center;">Task-rehearsal</p> <ul style="list-style-type: none"> - Teacher has learners to drill the dialogue, but this time, they will change the fruit for other type of fruits. <p style="text-align: center;">Task completion</p> <ul style="list-style-type: none"> - Now learners will listen to another dialogue and complete a chart. <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 50%;">Alien</th><th style="text-align: center; width: 50%;">Human</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">Favorite fruit</td><td></td></tr> </tbody> </table> <p>Alien: Hi, Andres Andres: Hello, Ax Alien: What's this Andres? Andres: Oh, that's a fruit, a mango. Alien: Oh, I see. I think I like it. It's yummy. Andres: Yes, I like it, too. But I love strawberries. Alien: Interesting! Thanks</p>	Alien	Human	Favorite fruit		
Alien	Human					
Favorite fruit						

<p>SI.2. answer simple questions using individual words, expressions, or short sentences.</p>	<p>Task assessment</p> <ul style="list-style-type: none"> - First, the teacher has learners to work in pairs to ask each other What's this? It's a/an _____. - Second, the teacher has learners to use the frames: <p>Where do I get some _____?</p> <p>You can get _____ at the _____.</p> <p>Pre-task</p> <ul style="list-style-type: none"> - Teacher presents the goal of the lesson. - Then, the teacher meaningfully introduces the following vocabulary and sentence frames: <p>Where can I get _____? Who sells _____ (bread)? What does the butcher sell?</p>  <p>Task-rehearsal</p>	
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<p>W.1.Copies or prints/writes words.</p>	<p>W.1. copy or print/write words being learned in class and connect them to pictures.</p>	<ul style="list-style-type: none"> – Learners answer simple questions using individual words, expressions, or short sentences asked by the teacher. – Also, the teacher provides a model simple dialogue where learners use the questions. <p style="text-align: center;">Task completion</p> <ul style="list-style-type: none"> – Have learners present a dialogue in front of the class. The dialogue is given by the teacher. <p style="text-align: center;">Task assessment</p> <ul style="list-style-type: none"> – Learners play the hot potato. Every time a learner gets the ball he/she will be asked a question based on what learner have learned. <p style="text-align: center;">Pre-task</p> <ul style="list-style-type: none"> – Teacher reviews vocabulary and sentence frames from the whole theme “Where can I get some fresh vegetables?” <p style="text-align: center;">Task-rehearsal</p> <ul style="list-style-type: none"> – Teacher has learners pronounce chorally the vocabulary words. – Teacher has learners to identify vocab words using a flyswatter. Teacher utters different words and learners touch the picture. – Teacher asks questions learned at random. <p style="text-align: center;">Task completion</p> <ul style="list-style-type: none"> – The teacher has learners to work in a worksheet. See appendix 2 <p style="text-align: center;">Task assessment</p> <ul style="list-style-type: none"> – Teacher gives learners handouts of different foods and household items. – Teacher has learners to cut out the pictures and glue them in their notebooks. Then, learners write the name to each picture. – Also, learners work on this worksheet. 	
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Integrated Mini-Project

Time

Phase: _____

Reflective Teaching

What worked well

What didn't work well

How to improve

Enduring Understanding Reflection

Term: I	Level: Third Grade	Unit: 3	Week:4
Domain: Socio-interpersonal		Scenario: May I help you?	Theme: How much does it cost?
Enduring Understanding: People provide goods and services to meet the needs of my community.			
Essential Question: How do people in my community meet their needs?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames <u>Uncountable nouns</u> - <u>How much</u> is it? - <u>How much</u> rice do you want? - <u>How much</u> money do you have? <u>Subject- verb- object</u> - The store has 10 pairs of shoes. The store has 30 blouses. Vocabulary <u>How much does it cost?</u> <u>Ordinal Numbers</u> - 1-100. - How much is this? <u>Prices</u>		Function Recognizing and using numbers and prices.	Psycho-social Showing respect to people and to what they do. Socio-cultural idioms/ phrases Sociocultural Idioms/phrases - Using social cues (body language, tone of voice, facial expression) to understand communication. - <u>A penny saved is a penny earned</u>
Assessment Strategies & Evidences of learning	Goals	Pedagogical Mediation/ Didactic Sequence	Time

(Diagnostic, formative, summative)			
Learner... L.2. Recognizes numbers, times and other pieces of short information, if given slowly and clearly.	Learner can L.2. understand numbers, times and other pieces of short information, if given slowly and clearly.	<p style="text-align: center;">Pre-teaching</p> <p style="text-align: center;">Warm Up</p> <p>Have learners sing the numbers song https://youtu.be/ea5-Sle5l7M</p> <p style="text-align: center;">Activation of Prior Knowledge</p> <p>Teacher activates student's prior knowledge by presenting a picture and asking learners "How many animals do you see?"</p> <p style="text-align: center;"><i>HOW MANY ANIMALS DO YOU SEE</i></p>  <p style="text-align: right;">ANSWER:10</p> <p style="text-align: center;">Modeling</p>	

- Teacher models numbers by asking learners:
- How many household items do you see in this picture? I see ____.
- How much does bread cost? It costs _____.

Food: Countable and Uncountable Nouns



Clarifying

Teacher has learners to ask each other the questions where they use the new vocabulary. To do so, students will use a worksheet.

Gloria and Andreia's Diner

APPETIZERS	CHICKEN & RIBS	STEAKS & COMBOS
		
SEAFOOD	PASTA	SALADS & SOUPS
		
SANDWICHES	BURGERS	Belgian Waffles
		

Appetizers <ul style="list-style-type: none"> Onion rings \$2.25 Squid rings \$7.50 Mini burgers (4) \$6.49 Nachos & ribs \$6.00 chicken wings \$5.75 Caesar salad \$3.99 clam chowder \$4.50 	Entrées <ul style="list-style-type: none"> meat Spaghetti \$11.95 seafood noodle \$15.95 NY steak \$12.89 Desserts Belgian waffles \$1.50 toppings each \$1.00 whipping cream \$1.00 blueberry pie \$2.35 	sandwiches <ul style="list-style-type: none"> chicken& onion \$3.15 Cheeseburger \$2.59 triple deck \$5.29 tasty veggie \$3.19 Drinks <ul style="list-style-type: none"> soda light \$0.99 soda diet \$0.90 reg. soda \$0.70 tea \$0.68 coffee \$0.85
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Task-rehearsal

- Teacher has learners to simulate they are at a supermarket. They see pictures on the board. They come to the board in pairs and ask each questions such as:
- How much is it?
- How much rice do you want?
- How much money do you have?
- How much does it cost?
- Prices: ten dollars, etc.

Task completion

- Have learners work on an information gap activity.

FOOD and PRICES: \$ (information-gap activity) **A**

• Work with a partner. Try to find the 8 differences between the supermarket ads.

TOM'S: YOUR FAVORITE NEIGHBORHOOD SUPERMARKET			
TOM'S BRAZILIAN COFFEE 250 Grams	BLUE RIBBON SWISS CHEESE Whole	FRESH CARROTS	DELICIOUS STRAWBERRIES
\$4.49 each	\$7.95 kg	\$1.99 kg	\$6.99 kg
YUMMY PEANUT BUTTER 750 Gram Jar	FRESH WHOLE MILK 1 Liter Carton	FRESH STEAK 250 Grams	FRESH FARM EGGS Carton (10 large eggs)
\$9.49 each	\$4.49 each	\$7.49 kg	\$2.49 each
FRESH WHOLE CHICKEN	FRESH BANANAS	TOM'S FRESH-BAKED DONUTS Box (9)	FRESH SEEDLESS GRAPES
\$12.49 each	\$1.99 kg	\$5.99 each	\$3.79 kg
FRESH SALMON STEAK 250 Grams	HOME-STYLE CHOCOLATE-CHIP COOKIES Jar (700 Grams)	FRESH SWEET WATERMELON	FRESH GREEN BEANS
\$9.99 each	\$6.49 each	\$3.49 kg	\$1.49 kg
TOM'S SUPERMARKET: 15 Hamill Street TEL: 555-1401			

- Together, you and your partner have \$25. What will you buy from Tom's Supermarket? Talk about it and decide!

FOOD and PRICES: £ (information-gap activity) **B**

• Work with a partner. Try to find the 8 differences between the supermarket ads.

TOM'S: YOUR FAMILY NEIGHBORHOOD SUPERMARKET			
TOM'S BRAZILIAN COFFEE 250 Gram Bag	BLUE RIBBON SWISS CHEESE Whole	FRESH CARROTS	DELICIOUS STRAWBERRIES
£2.99 each	£4.99 kg	£1.49 kg	£6.99 kg
TOM'S PEANUT BUTTER 750 Gram Jar	FRESH WHOLE MILK 1 Liter Carton	FRESH STEAK 250 Grams	FRESH FRESH EGGS Carton (10 large eggs)
£6.49 each	£2.99 each	£5.49 kg	£1.99 each
FRESH WHOLE CHICKEN	FRESH BANANAS	TOM'S FRESH-BAKED DONUTS Box (9)	FRESH SEEDLESS GRAPES
£8.99 each	£1.49 kg	£3.99 each	£2.79 kg
FRESH SALMON STEAK 250 Grams	HOME-STYLE CHOCOLATE-CHIP COOKIES Jar (700 Grams)	FRESH SWEET WATERMELON	FRESH GREEN BEANS
£9.99 each	£6.49 each	£3.49 kg	£1.49 kg
TOM'S SUPERMARKET: 50 Hamill Street TEL: 555-1401			

- Together, you and your partner have £25. What will you buy from Tom's Supermarket? Talk about it and decide!

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<p>SI.1. Interacts in a simple way.</p>	<p>SI.1. interact in a simple way provided others are prepared to repeat, rephrase, and speak slowly.</p>	<p>Task assessment</p> <ul style="list-style-type: none"> Learners solve two worksheets in order to determine if they learned numbers, the use of how much, and food. <div data-bbox="772 404 1235 1047"> <p>Write the numbers in the crossword puzzle:</p> <table border="1"> <tr><td>1</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>13</td><td>2</td><td>1</td><td>28</td><td>3</td><td>19</td><td>5</td><td>10</td><td>12</td><td>11</td><td>16</td><td>18</td><td>17</td><td>19</td><td>15</td><td>14</td><td>7</td><td>6</td><td>4</td><td>3</td></tr> <tr><td>18</td><td>2</td><td>1</td><td>28</td><td>3</td><td>19</td><td>5</td><td>10</td><td>12</td><td>11</td><td>16</td><td>18</td><td>17</td><td>19</td><td>15</td><td>14</td><td>7</td><td>6</td><td>4</td><td>3</td></tr> </table> </div> <div data-bbox="1294 404 1803 1095"> <p>How much is it?</p> <p>Eliens goes to a clothes shop. She asks all the prices. Match the vocabulary with the pictures and make sentences writing the prices.</p> <p>1. The belt is..... 2. The boots are..... 3. The bag..... 4. The shirt..... 5. The skirt..... 6. The dress..... 7. The blouse..... 8. The socks..... 9. The blouse..... 10. The stockings..... 11. The gloves..... 12. The cap..... 13. The sweater..... 14. The sandals..... 15. The hat..... 16. The tie..... 17. The trousers..... 18. The shirt..... 19. The scarf.....</p> </div> <p>Pre-task</p> <ul style="list-style-type: none"> Teacher presents the goal of the lesson. Teacher presents the vocabulary about things you can buy at a clothing store. 	1	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	13	2	1	28	3	19	5	10	12	11	16	18	17	19	15	14	7	6	4	3	18	2	1	28	3	19	5	10	12	11	16	18	17	19	15	14	7	6	4	3
1	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20																																											
13	2	1	28	3	19	5	10	12	11	16	18	17	19	15	14	7	6	4	3																																										
18	2	1	28	3	19	5	10	12	11	16	18	17	19	15	14	7	6	4	3																																										



- Teacher reviews the use of questions for shopping.
- How much is it?
- How much does it cost?
- Prices: ten dollars, etc.

Task-rehearsal

- Based on picture teacher elicits student's answers.

<p>W.2. Uses emerging knowledge of words to write authentic texts.</p>	<p>W.2. use emerging knowledge of words</p>	  <p>Task completion</p> <ul style="list-style-type: none"> – Teacher has learners to participate in a short and simple dialogue based on a task. They will be supposed to be at a Farmer's Market doing some shopping for Mom. <p>Task assessment</p> <ul style="list-style-type: none"> – Learners will solve this worksheet. 	
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	<p>to write authentic texts.</p> <p style="text-align: center;">Task-rehearsal Pre-task</p> <ul style="list-style-type: none"> – Teacher shares the goal of the lesson. – Teacher presents a dialogue model. <p><i>Shop assistant:</i> May I help you? <i>Customer:</i> Yes, I'm looking for a sweater.</p> <p><i>Shop assistant:</i> What size are you? <i>Customer:</i> I'm a small size.</p> <p><i>Shop assistant:</i> How about this one? <i>Customer:</i> Yes, <i>I like it</i></p> <p><i>Customer:</i> How much is this? <i>Shop assistant:</i> It's 37 dollars.</p> <p><i>Customer:</i> Thank you. <i>Shop assistant:</i> You welcome</p> <p style="text-align: center;">Task-rehearsal</p> <ul style="list-style-type: none"> – Teacher has learners practice the model dialogue. The teacher plays emphasis on pronunciation. 	
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		<p style="text-align: center;">Task completion</p> <ul style="list-style-type: none"> – The teacher gives learners a picture. – Using the picture, learners will adapt the model dialogue into a new one. <p style="text-align: center;">Task assessment</p> <ul style="list-style-type: none"> – Learners will show their teacher the dialogue. After, learners will present to the class orally. 			
		Integrated Mini-Project	Time		
<ul style="list-style-type: none"> – Planning, creating a collaborative community map with community helpers to describe the community to whole class or small groups. – Rehearsing and briefly describing community to whole class. – Participating in individual and peer- assessment. 					
Phase: _____					
Reflective Teaching					
What worked well	What didn't work well	How to improve			
Enduring Understanding Reflection					

Unit 4 Scope and Sequence

Scenario: Getting around town!

Enduring Understanding	Each city or town is unique with different places and different things to do.			
Essential Question	What does our community look like?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme 1. A Day in my Community	Theme 3. Help! I Need a Pair of Shoes	Theme 3. Walk this Way	Theme 4. Step-by-Step Directions	
Assessment: L.1. Identifies the most important information in a straightforward talk. R.1. Recognizes specific information in short text messages including short greetings. R.PA.3. Blends English graphemes and phonemes. SP.1. Names some common words or objects in familiar environments.	Assessment: L.2. Responds to comprehension questions about key vocabulary words. R.2. Shows understanding of texts read sequencing pictures correctly. R.PA.3. Blends English graphemes and phonemes. SP.2. Describes location of familiar places using short sentences.	Assessment: L.3. Recognizes and follows basic 1 to 2 step instructions from peers for getting to a place. SI.1. Meets and takes leave of people using appropriate expressions. R.PA.3. Blends English graphemes and phonemes. W.1. Represents an event or character from a picture story or one main idea.	Assessment: SI.2. Asks for the location of a familiar object. R.PA.3. Blends English graphemes and phonemes. W.2. Answers simple questions using individual words, expressions, or short sentences	Assessment Instruments for Process/Product Week 6 Suggested Integrated Mini project ✓ Mini book IMP. Using different types of technically designed instruments to assess the overall accomplishment of unit goals, the teacher collects information about how learners, apply language competences in
Goals:	Goals:	Goals:	Goals:	

<p>L.1. understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings.</p> <p>R.1. recognize short text messages as well as short greetings (e.g., “be careful,” “excuse me.”)</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>SP.1. name some common words or objects in familiar environments (e.g. hospital, grocery store, school).</p>	<p>L.2. understand simple questions about key vocabulary words that have been modeled, repeated, or labeled.</p> <p>R.2. comprehend a text heard or read that is supported by pictures in a heavily patterned book by sequencing pictures to include a clear beginning, middle, and end.</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>SI.2. ask for the location of a familiar place and answer this type of question if asked clearly.</p>	<p>L.3. understand simple instructions including directions (e.g., on the corner, next to the post office, across from the grocery store.) for getting to a place.</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>SI.1. meet and take leave of people using appropriate expressions.</p> <p>W.1. draw pictures of an event or character from a picture story or one main idea.</p>	<p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>SP.2. describe the location of familiar places using short sentences.</p> <p>W.2. fill in gapped text using a word list of familiar words.</p>	<p>oral and written comprehension and oral and written production for describing places in the community and asking for and giving information using key vocabulary and sentence frames</p>
<p>Function</p> <ul style="list-style-type: none"> – Locating buildings and places in the community. 	<p>Function</p> <ul style="list-style-type: none"> – Asking for help to find places in the community 	<p>Function</p> <ul style="list-style-type: none"> – Following information to get to a place. 	<p>Function</p> <ul style="list-style-type: none"> – Giving step by step directions 	
<p>Discourse Markers</p> <ul style="list-style-type: none"> – The bank <u>and</u> the police station are near. 	<p>Discourse Markers</p> <ul style="list-style-type: none"> – The hospital is far from the city <u>but</u> the doctor 	<p>Discourse Markers</p> <p>Please stop <u>because</u> the hospital has an emergency.</p>	<p>Discourse Markers</p>	

	is there.		
<p>Grammar & Sentence Frames</p> <p><u>Imperative verbs</u></p> <ul style="list-style-type: none"> - Stop!, Go! <p><u>Interrogative sentences beginning with "What"; Where"</u></p> <ul style="list-style-type: none"> - <u>Where</u> is the hospital/ post office, please? - <u>Where</u> can I find a bank? - Where is he/she going? - <u>What</u> is this? <p><u>Yes/no questions with "be"</u></p> <ul style="list-style-type: none"> - <u>Is</u> this the fire station? - <u>Are</u> you going to the restaurant? <p><u>Pronouns (he, she, I, we)</u></p> <ul style="list-style-type: none"> - <u>He/she</u> is going to the hospital. - <u>I</u> am going to the post office. <p><u>Simple sentences with</u></p>	<p>Grammar & Sentence Frames</p> <p><u>Present progressive</u></p> <ul style="list-style-type: none"> - Excuse me sir. I <u>am looking</u> for a restaurant. - I <u>am going</u> to the bank. - She <u>is going</u> to the bookstore. <p><u>Modals can/could</u></p> <ul style="list-style-type: none"> - <u>Can/could</u> you help me ? - How <u>can</u> I get to the hospital? - <u>Could</u> you tell me the way to fire station? <p><u>Prepositions of location</u></p> <ul style="list-style-type: none"> - The bank is <u>near</u> the grocery store. - The hospital is <u>behind</u> the police station. - The school is <u>next to</u> the fire station. 	<p>Grammar & Sentence Frames</p> <p><u>Imperative verbs</u></p> <ul style="list-style-type: none"> - Stop!, Go! <p><u>Imperative verbs</u></p> <ul style="list-style-type: none"> - Walk this way! <p><u>Adjectives (colors) -nouns</u></p> <ul style="list-style-type: none"> - The <u>red light</u> means "stop." - The <u>yellow light</u> means "be careful." - The <u>green light</u> means "go" <p><u>Prepositions of location</u></p> <ul style="list-style-type: none"> - The bank is <u>near</u> the grocery store. - The hospital is <u>behind</u> the police station. - The school is <u>next to</u> the fire station. 	<p>Grammar & Sentence Frames</p> <p><u>Imperative verbs</u></p> <ul style="list-style-type: none"> - Turn right/ Left. <p><u>Adverbs</u></p> <ul style="list-style-type: none"> - <u>First</u>, turn right. - <u>Then</u>, walk straight ahead. - <u>Next</u>, turn left. <p><u>"Where" adverbs (here, there)</u></p> <ul style="list-style-type: none"> - How can I get <u>there</u>? - The hospital is right <u>here</u>.

<u>subject/verb/object</u>	– I have a headache. I need a (an) aspirin. – I want a (an) doughnut.			
Phonemic Awareness	Phonemic Awareness – it: bit, fit, hit, kit, sit – ill: pill, mill, will, fill	Phonemic Awareness <u>Minimal pair sounds: j / dʒ</u> – ug: bug, mug, hug, rug – ub: cub, rub, tub – up: cup, up, pup,	Phonemic Awareness Blends (including but not limited to: bl, dr, st)	
Vocabulary 1. <u>A day in my community</u> <u>Classroom language</u> – Library, daycare center, post office, police station, fire station, bus station, grocery store , dental clinic , bank , hospital, school, movie theater	Vocabulary 2. <u>Help! I need a pair of shoes</u> <u>Directions</u> – on your left/ right, next to, next to, across from, between , go straight ahead, behind, go up/down, walk, turn right / left	Vocabulary 3. <u>Walk this way</u> – Traffic signs, traffic light, stop sign, go sidewalk, street, intersection, bridge, corner, block, stop, crosswalk, be careful <u>Colors:</u> – red, green, yellow	Vocabulary 4. <u>Step by step directions</u> <u>Expressions:</u> – Hello, hi, excuse me, thank you, you're welcome, sir/madam	
Psycho-social – Requesting for help politely.	Psycho-social – Requesting for help politely.	Psycho-social – Helping people when they are lost.	Psycho-social – Helping people when they are lost.	
Sociocultural	Sociocultural	Sociocultural	Sociocultural	

Idioms/phrases	Idioms/phrases	Idioms/phrases	Idioms/phrases
<ul style="list-style-type: none"> – Interacting using eye contact, social phrases and manners (“Please” “Thank you” and “Excuse me”.) – Excuse me, sir/madam! – I’m lost! 	<ul style="list-style-type: none"> – Interacting using eye contact, social phrases and manners (“Please” “Thank you” and “Excuse me”.) – Traffic jam 	<ul style="list-style-type: none"> – Taking into consideration a person’s nonverbal language when they are communicating. – Walk this way 	<ul style="list-style-type: none"> – Taking into consideration a person’s nonverbal language when they are communicating. – Don’t text and drive Everybody buckle up, please

Unit:4 Getting around town!

Term: I	Level: Third Grade	Unit:4	Week:1
Domain: Socio-interpersonal	Scenario: Getting around town!	Theme: A Day in my Community	
Enduring Understanding: Each city or town is unique with different places and different things to do.			
Essential Question: What does our community look like?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <u>Imperative verbs</u> – Stop!, Go! <u>Interrogative sentences beginning with</u>	Function Locating buildings and places in the community. Discourse Markers The bank <u>and</u> the police station are near.	Psycho-social Socio-cultural idioms/ phrases – Interacting using eye contact, social phrases and manners (“Please” “Thank you” and “Excuse me”.)	

"What"; Where"

- Where is the hospital/ post office, please?
- Where can I find a bank?
- Where is he/she going?
- What is this?

Yes/no questions with "be"

- Is this the fire station?
- Are you going to the restaurant?
Pronouns (he, she, I, we)
- He/she is going to the hospital.
- I am going to the post office.

Simple sentences with

subject/verb/object

- I have a headache. I need a (an) aspirin.
I want a (an) doughnut.

Phonemic Awareness

- it: bit, fit, hit, kit, sit
- ill: pill, mill, will, fill

Vocabulary

A day in my community

- Excuse me, sir/madam!
- I'm lost!

<u>Classroom language</u> Library, daycare center, post office, police station, fire station, bus station, grocery store , dental clinic , bank , hospital, school, movie theater			
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can	<p>(Teacher pastes/writes the scenario, goal and the essential question on the board)</p> <p>Pre-teaching Warm-up:</p> <ul style="list-style-type: none"> – Teacher tells the learners they will watch a video about the community. Teacher asks students to look for familiar vocabulary. Teacher plays the video for the first time (up to 1:39 minute) and learners listen. https://www.youtube.com/watch?v=EfD2k9beP-4 <p>Activation of prior knowledge</p> <ul style="list-style-type: none"> – Teacher plays the video a second time and ask the students to repeat the name of the public places of the community while listening. <p>Modeling</p> <ul style="list-style-type: none"> – Teacher plays the video for a third time (from 1:39 minute on) and the learners follow along with the Teacher saying the words. <p>Clarifying</p> <ul style="list-style-type: none"> – Teacher shows cards with community places, then teacher asks SS to choose one card with the name of the place they like to go or to be in the community, 	

<p>L.1. Identifies the most important information in a straightforward talk.</p>	<p>L.1. understand the most important information in a straightforward talk provided something is already known about the subject and the talk is accompanied by pictures or drawings.</p>	<p>she tells SS to make small groups. For example, teacher says “create groups of three” and leaners must create groups of three learners each. Students take turns to tell their preferences; I like to go to... / I like to be in ...</p> <ul style="list-style-type: none"> - Teacher tells students to get in pairs and comment on the places they remember from the video. Then, they share the information to the rest of the class. <p style="text-align: center;">LISTENING (See annex 1)</p> <p style="text-align: center;">Pre-task</p> <ul style="list-style-type: none"> - Teacher introduces the goal of the lesson. - Teacher reviews sentences frames and vocabulary using a video, a chant or pictures (Where are you going...?/ Where is...? I am going to.../ She/he is going to...). - Teacher plays a song about the community places (the first time just listening to the song without video) and tells students to recognize familiar vocabulary. <p style="text-align: center;">https://www.youtube.com/watch?v=krPMYK2aY3o</p> <p style="text-align: center;">Task-rehearsal</p> <ul style="list-style-type: none"> - Learners listen to the song again and identify some community places, repeat them chorally with the help of the teacher. - “Where are you going today? I am going to the shop/park/pool”. - Learners, supported with the video or pictures, listen a series of sentences identifying places in the community. - Learners in groups or pairs listen to some of the sentences supported with pictures (worksheet, annex 1) and touch the places of the community that correspond to the correct place as they repeat the sentence chorally. S/he is 	
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	<p>R.PA.3. Blends English graphemes and phonemes.</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>going to the bank/shop/supermarket. Choose the community places that best fits with your context.</p> <p>Task completion Learners are given one picture of the places of the community with a sentence as they are heard in the song, https://www.youtube.com/watch?v=krPMYK2aY3o, <u>Where are you going</u></p> <ul style="list-style-type: none"> - . When they hear their sentence read by the teacher or in the song, they raise their picture. <p>Task assessment</p> <ul style="list-style-type: none"> - The teacher provides feedback to learners by asking them to listen to her sentences and asking some volunteers to read them chorally as well. <p>Teacher uses this rubric for self-assessment or pair-assessment.</p> <p>Phonemic Awareness</p> <p>Pre-task</p> <ul style="list-style-type: none"> - Teacher introduces the goal of the lesson. The teacher writes on the board or presents the graphemes and phonemes to the students. it: <u>bit</u>, <u>fit</u>, <u>hit</u>, <u>kit</u>, <u>sit</u> ill: <u>pill</u>, <u>mill</u>, <u>will</u>, <u>fill</u> - The teacher encourages students to listen and repeat the words from the video. S/he tells the students to look for two or three words that catch their attention from the following videos and write them down. Students watch the videos: - https://www.youtube.com/watch?v=a5MSv7R9d9A (it) 	
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- <https://www.youtube.com/watch?v=I1tUj0hmzbc&list=PLbWkWPsyYo20dL60kNqi9xn2cLe4MNtN0> (ill)
- The teacher shows two word families 'names (-ill/-it) and ask some volunteers to classify their words.

Task-rehearsal

The teacher presents flashcards with the two word families (it: bit, fit, hit, kit, sit //// ill: pill, mill, will, fill).





Students match the letters to the correct word families:



b ____



w ____



f ____



f ____



k ____

ill

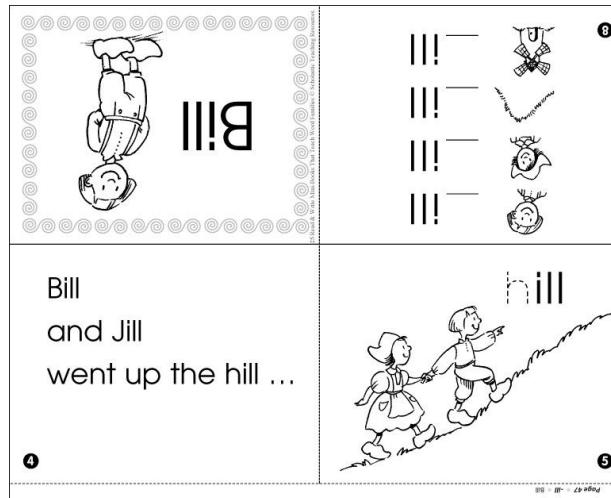
it

The teacher shows the sentences below and s/he explains to students how to scramble sentences.

- I - like - a – bit – of - this - apple - pie. (like, bit, this, pie, I, a, of, apple).
- I - take – a - pill - for – my - headache. (take, pill, my, I, a, for, headache).

Extra activity: say the rhyme and complete the words with the correct letter.

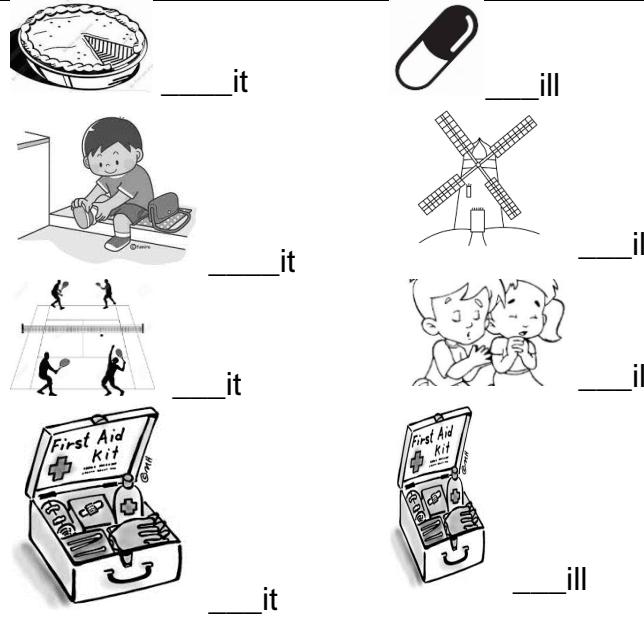
<https://www.youtube.com/watch?v=FYojUSFfuMg> (reference for the teacher)



Task completion

-Students get the incomplete word families (with a picture) and have to complete the correct words. For example:

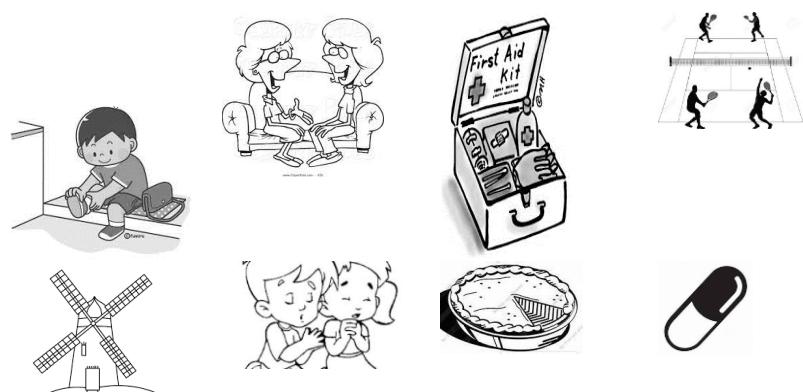
R.1. recognize short text messages as well as short greetings (e.g., “be careful,” “excuse me.”)



- UNSCRAMBLE THE SENTENCES (one sentence per word family)
Each student gets the two sentences in disorder and they have to rewrite it correctly in their notebooks.

SENTENCES

- a. I like a bit of this apple pie.
- b. These shoes fit me very well.
- c. The boys hit the ball.
- d. I have a first-aid-kit.
- e. We sit on the sofa.
- f. I need a pill for my headache.
- g. It is a mill.
- h. We trust in God's Will.
- i. I fill a glass with water.

<p>R.1. Recognizes specific information in short text messages including short greetings.</p>	<p style="text-align: center;">Task assessment</p> <p>Teacher provides feedback to students using some examples of the word families. Students work on the next WORKSHEETS</p> <p>Paste the picture next to the word that names it.</p> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">Bit</td><td style="width: 50%;">Pill</td></tr> <tr> <td>Fit</td><td>Mill</td></tr> <tr> <td>Hit</td><td>Will</td></tr> <tr> <td>Sit</td><td>Fill</td></tr> </tbody> </table> <div style="text-align: center; margin-top: 10px;">  </div>	Bit	Pill	Fit	Mill	Hit	Will	Sit	Fill	
Bit	Pill									
Fit	Mill									
Hit	Will									
Sit	Fill									

	<p style="text-align: center;"><u>READING</u></p> <p style="text-align: center;">Pre-task</p> <ul style="list-style-type: none"> • Teacher introduces the goal of the day saying; “today we have a <u>reading class</u> in which we are going to learn how to recognize specific information and text messages, when requesting for help politely” • Teacher shows some pictures with short messages and greetings. Teacher asks students to talk with their elbow partner about what they see. • Teacher supports and/or clarifies language in L1. • Teacher says that in order to accomplish the reading tasks, they need to recognize specific information and text messages, teacher presents a description of a community (the teacher can use the following description or contextualize it for the class). <p><i>This is San José. San José is the Capital of Costa Rica. In this community there are many public places like parks, banks, hospitals, movie theaters, drugstores, malls and so on. In San José, there are also cultural places like libraries, museums and theaters. If you want to go to any other province, in this city there are many bus stations. Just be careful, when you walk in this city.</i></p> <ul style="list-style-type: none"> • Students repeat the specific information after the teacher. • Teacher clarifies vocabulary by asking questions: <ul style="list-style-type: none"> ○ T: Is this reading about food? ○ T: Is this reading about a specific community? ○ T: Could you name a place of this community? <p style="text-align: center;">Task-rehearsal</p>	
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- In pairs students read each given conversation, paying special attention to the text messages in bold.
-Students take turns reading the conversations.

Conversation number 1



A: **Excuse me sir, where is the bank? I'm lost!**
B: The bank is behind the grocery store.
A: **Thank you!**
B: You are welcome!

	<p>Conversation number 2</p>  <p>A: Excuse me madam, what is this? B: This is a drugstore. A: A drugstore.? B: Yes, it is. Where are you going? A: We are going to the movie theater. B: The movie theater is near the park. A: Thank you.</p> <p>SP.1. name some common words or objects in familiar environments (e.g. hospital, grocery store, school).</p> <p>Conversation number 3</p> 	
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A: Where is the Puntarenas bus station, **please**?
B: Puntarenas bus station is far away from here.
A: Are you going to take a bus soon?
B: No, I am not. I am going to take the bus in the afternoon.
A: Ok. **Be careful!**
B: **Thank you!**.

Task completion

- Teacher delivers the three conversation to each pair of students, Students have to match each conversation with a picture that describes what is happening in each conversation. For example,

A: **Excuse me madam**, what is this?
B: This is a drugstore.
A: A drugstore.?
B: Yes, it is. Where are you going?
A: We are going to the movie theater.
B: The movie theater is near the park.
A: **Thank you.**



<p>SP.1. Names some common words or objects in familiar environments.</p>	<p>A: Excuse me sir, where is the bank? I'm lost! B: The bank is behind the grocery store. A: Thank you! B: You are welcome!</p>		
<p>A: Where is the Puntarenas bus station, please? B: Puntarenas bus station is far away from here. A: Are you going to take a bus soon? B: No, I am not. I am going to take the bus in the afternoon. A: Ok. Be careful! B: Thank you!.</p>			
<p style="text-align: center;">Task assessment</p> <ul style="list-style-type: none"> - Individually, each student completes the reading provided by the teacher. 			

This is San José. San José is the Capital of Costa Rica. In this city there are

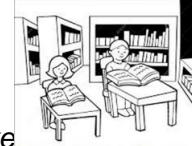


many public places like parks,



_____ , hospitals,

_____ , drugstores, malls and so on. In San



José, there are also cultural places like _____ ,

museums and theaters. If you want to go to any other province, in this city



there are many _____ . Just be careful,

when you walk in this city.

Word bank: bus stations, movie theaters, banks, libraries.

- **Peer assessment:** Respectfully, pairs compare and discuss their answers with other peers before checking the answers as a whole on the board.
- **Whole class assessment:** Teacher checks the answers on the board. T reads the passage again if necessary for clarification.

Oral and Written Production

SPEAKING (See annex...)

Pre-task

- Teacher introduces the goal of the day saying; "Today we are going to have a **speaking class** in which we are going to talk about community places.
- Teacher shows images of different communities or community places. What do you see?

Possible answers: I see Alajuela Central Park/ I see a park.
- Students infer about what they see. Do you like to go to...? Students talk about personal experiences.
- Teacher introduces the vocabulary and sentence frames through a Power Point presentation/ poster or other aid chosen by the teacher.
- Students repeat target language in different ways, e.g. through an *expansion drill*:
 - Teacher asks, "What can you go in a community? Teacher points to the sentence stem: "I go to ...in my community" on the board. Teacher points to the picture of a dental clinic and models: "dental clinic, I go to a dental clinic in my community".
 - Students: I go to a dental clinic in my community. Teacher: daycare center
 - Students: I go to a dental clinic and to a daycare center in my community. Teacher: fire station.
 - Students: I go to a dental clinic, daycare center and fire station in my community.
- Teacher presents examples of sentences and pictures/flashcards using the verbs **have, need** and **want**. Students repeat the sentences in different ways, e.g. through TPS (try to make sequences **thinking** individually, then **pairing** with their elbow partner and finally **sharing** to the whole group).

I have a headache. I need a (an) aspirin. I am going to the drugstore.



I want a (an) doughnut. I am going to the grocery store.



I have an emergency. I am going to the hospital.



I have homework. I need a book. I am going to the library.



- *Clarification:* Teacher clarifies pronunciation of challenging words. Teacher also clarifies meaning of words, using them in context.

	<p style="text-align: center;">Task-rehearsal</p> <ul style="list-style-type: none"> Students watch the next video: https://learningenglish.voanews.com/a/lets-learn-english-lesson-11-this-is-my-neighborhood/3293986.html, in order to activate the previous knowledge. Teacher asks students to pay attention to the community places they hear. Students comment with a partner what the video was about. Teacher distributes stripes of paper with name of places/themes for the students. In pairs, Students play a card game in which they ask one another, e.g. <p>Student A: Where can you go to watch a movie? Student B picks a card(s) and tells the answer: "I can go to the movie theater". They continue taking turns until all of the cards get used.</p> <ul style="list-style-type: none"> Students play a game with the teacher. The teacher throws a ball and the student who catches it says a sentence according to a picture. Using the following flashcards. New situations can be included based on the studied vocabulary. <div style="display: flex; justify-content: space-around;">    </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;">  </div>	
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Example:

- A. We have a homework.
- B. We need some books. Where can we go?
- A. we can go to the library

Task completion

- Students work in pairs or small groups and take turns to produce a little conversation using some flashcards/pictures.

Example:

- A. We have a homework.
- B. We need some books. Where can we go?
- A. We can go to the library.

Task assessment

- Self-assessment. Students rate the number of vocabulary words they learned in a small self-assessment instrument.

		Teacher monitors students while practicing a conversation using the known vocabulary and structures.			
Integrated Mini-Project			Time		
– Phase: Planning, creating role-plays and simulations to ask for and give information to get around the community using maps, traffic lights, using sentence frames and unit vocabulary to report it in an oral and written way to the class.					
Reflective Teaching					
What worked well	What didn't work well	How to improve			
Enduring Understanding Reflection					

Term: I	Level: Third Grade	Unit:4	Week:2		
Domain: Socio-interpersonal	Scenario: Getting around town!	Theme: 2. Help! I Need a Pair of Shoes			
Enduring Understanding: Each city or town is unique with different places and different things to do.					
Essential Question: What does our community look like?					
Learn to Know		Learn to Do	Learn to Be and Live in Community		
Grammar & Sentence Frames <p><u>Present progressive</u></p> <ul style="list-style-type: none"> - Excuse me sir. I <u>am looking</u> for a restaurant. - I <u>am going to</u> the bank. - She <u>is going</u> to the bookstore. <p><u>Modals can/could</u></p> <ul style="list-style-type: none"> - <u>Can/could</u> you help me ? - How <u>can</u> I get to the hospital? - <u>Could</u> you tell me the way to fire station? <p><u>Prepositions of location</u></p> <ul style="list-style-type: none"> - The bank is <u>near</u> the grocery store. - The hospital is <u>behind</u> the police station. - The school is <u>next to</u> the fire station. 		Function Asking for help to find places in the community Discourse Markers The hospital is far from the city <u>but</u> the doctor is there.	Psycho-social <ul style="list-style-type: none"> - Requesting for help politely. Socio-cultural idioms/ phrases <ul style="list-style-type: none"> - Interacting using eye contact, social phrases and manners (“Please” “Thank you” and “Excuse me”.) - Traffic jam 		
Phonemic Awareness - ug: <u>bug</u> , <u>mug</u> , <u>hug</u> , <u>rug</u>					

<ul style="list-style-type: none"> - ub: <u>cub</u>, <u>rub</u>, <u>tub</u> - up: <u>cup</u>, <u>up</u>, <u>pup</u>, <p>Vocabulary</p> <p><u>Help! I need a pair of shoes</u></p> <p><u>Directions</u></p> <p>on your left/ right, next to, next to, across from, between , go straight ahead, behind, go up/down, walk, turn right / left</p>		
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence
Learner... L.2. Responds to comprehension questions about key vocabulary words.	Learner can L.2. understand simple questions about key vocabulary words that have been modeled, repeated, or labeled.	<p>(Teacher pastes/writes the scenario, goal and the essential question on the board)</p> <p>Pre-teaching</p> <p>Warm-up</p> <p>Teacher plays the "<u>Where are you going?" Song</u> for learners. Learners first listen to the song. (https://www.youtube.com/watch?v=FxRGkjkVTGA).</p> <p>Activation of Prior Knowledge</p> <p>Teacher asks the learner what places they heard in the song: Example, Where are you going? I am going to the <u>park</u>, to activate their prior knowledge.</p> <p>Teacher reviews the places given by the learners using pictures/flash cards. Teacher asks questions to the students about the places they are going, the learners answer.</p> <p>Modeling</p>

	<p>Teacher plays the song for a second time and the learners sing along with the teacher using body language. Teacher introduces or reviews sentence frames, using pictures/flash cards.</p> <p>Clarifying Teacher clarifies meanings of sentence frames using pictures and yes/no questions. Teacher emphasizes and gives feedback on pronunciation.</p> <p><u>Oral Comprehension (listening)</u></p> <p>Pre-task Teacher introduces the goal of the lesson.</p> <p>Teacher reviews the vocabulary about places in the city with pictures to make meaning clear. Teacher asks “Where are you going? I am going to the shoe store. Teacher also writes the phrase “Keep it clean” on the board. Teacher makes meaning clear for learners to understand.</p> <p>Task-rehearsal Teacher gives the learners pictures with places of the community. The learners will listen to the song and will show the picture that represents the meanings in the song as they hear it.</p> <p>Task completion Teacher gives pictures about the places in my community to some of the students. The teacher says “Where are you going?” and answers “I am going to the park”. The learner with the corresponding picture pastes it on the board next to the question “Where are you going? “I am going to the _____”, the learner with the picture pastes it on the board, and so on until all the pictures are pasted on the board next to questions and responses.</p>	30 minutes 40 minutes 25 minutes
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<p>R.2. Shows understanding of texts read sequencing pictures correctly.</p> <p>R.PA.3. Blends English graphemes and phonemes.</p>	<p>R.2. comprehend a text heard or read that is supported by pictures in a heavily patterned book by sequencing pictures to include a clear beginning, middle, and end.</p> <p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>Task assessment In groups the learners will make the question and then answer it among them. Each student asks and then answers.</p> <p>Pre-task Identify main ideas in a short story</p> <p>Teacher shares the reading goal with students. They will listen to a narration of a town description while watching the video. They will identify the beginning, middle and end of the narration.</p> <p>Students listen to the video "https://www.youtube.com/watch?v=EfD2k9beP-4"</p> <p>After they identify some of the places in the video that they know as places in town.</p> <p>Script</p> <p>This is my town. Let's look around (Beginning) The first block is here. Here are a Hospital and a bank. (hospital, bank) The second block is here. Here are a post office and a fire station. (post office, fire station) The third block is here. Here are a school, a library, a museum and the park. (school, library, museum and park) The fourth block is here. Here are a police office and a supermarket. (police office, supermarket) The fifth block is here. Here are a bus stop, a theater, a bakery and a restaurant. Isn't wonderful! Come and see me! (END)</p> <p>Teacher explains with the chart above that a story or narration has a sequence: beginning, middle and end. Teacher identifies and explains how the numbers are used in the middle of the story to express the sequencing of the story. Teacher shows the script of the story for students to see and understand each part.</p>	
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	<p>Task-rehearsal Listening for a second time, students repeat when the teacher stops the video and says aloud the names of places in town. Teacher stops the video at the beginning and asks students: what is this part, the beginning, the middle or the end of the story? Teacher waits for responses, clarifies if necessary and does the same with the other parts.</p> <p>Task completion Students are divided in groups. Teachers gives the story in three pieces to each group (beginning, middle and end). Students listen to the video and put the story in the correct order.</p> <p>Task assessment Teacher provides feedback to students using the chart with the story written, teacher uses the thumb up for each correct responses of groups.</p> <p><u>Phonemic Awareness</u></p> <p>Pre-task Teacher introduces the goal of the lesson. The teacher presents the graphemes and phonemes to the students by using a flash card for each family.</p> <ul style="list-style-type: none"> – ug: <u>bug</u>, <u>mug</u>, <u>hug</u>, <u>rug</u> – ub: <u>cub</u>, <u>rub</u>, <u>tub</u> – up: <u>cup</u>, <u>up</u>, <u>pup</u>, <p>The teacher plays the video for each family, as he/she shows the flash card for each family.</p> <p>UG https://www.youtube.com/watch?v=LzBoy34pupI UB https://www.youtube.com/watch?v=i-ez2OhQdr4 UP https://www.youtube.com/watch?v=9PyLtdPs-Nk</p> <p>Task-rehearsal</p>	
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Teacher plays the video again and asks students to repeat the sounds and the words. Then they repeat the words chorally using flash cards with the teacher's help as he/she shows each one.

Task completion

Teacher reads from a list of several words and students stand up as they listen to a word with the word family teacher is showing.

Task assessment

Teacher asks the students by using flash cards: What word has this word family sound? (showing the flash card with an specific sound) Student raise the hand and say a word.

Students complete a worksheet on word families like this example.



1-b_____

3-m_____

5-f_____

2-h_____

4-d_____

6-j_____

Who lives here?

Grid for self-assessment and group assessment.

Yes

In process

No

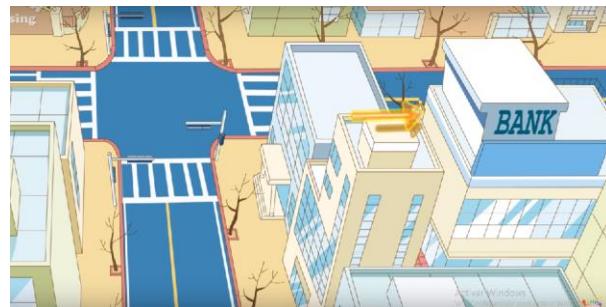
<p>SP.2. Describes location of familiar places using short sentences.</p>	<p>SI.2. ask for the location of a familiar place and answer this type of question if asked clearly.</p>	<p>I can identify three words with an specific word family (UG, UB, UP)</p> <p>I can make the three sounds of the family words (UG, UB, UP) correctly.</p> <p>Pre-task Teacher introduces the goal of the lesson, sentence frames, and vocabulary needed for the main task, using pictures, own body, or this video. https://www.youtube.com/watch?v=jWY6N9QXmEY</p> <table border="0"> <tr> <td>on your left</td> <td>right, next to</td> <td>next to</td> </tr> <tr> <td>across from</td> <td>between</td> <td>go straight ahead</td> </tr> <tr> <td>behind</td> <td>go up/down</td> <td>walk, turn right / left</td> </tr> </table> <p>Task-rehearsal Students listen to the video one more time and look for the words they just studied before (directions). Teacher give those words (right, straight, between, etc) to students in the class and they raise the word each time they listen it in the video. Teachers draws a map of the town and practice with the students asking questions: Where is the National Bank? And waits for students answers. Teacher clarifies for the students if necessary.</p>	on your left	right, next to	next to	across from	between	go straight ahead	behind	go up/down	walk, turn right / left	
on your left	right, next to	next to										
across from	between	go straight ahead										
behind	go up/down	walk, turn right / left										

Task completion

Teacher pastes many words on directions on the walls of the classroom. Students are divided in teams. Each student has to take a card from the wall and ask one classmate from the other teams a question about any place he/she wants to go.

Example (Where is the **BANK**?) That student will look at the word (between) and will say for example: The **BANK** IS **BETWEEN** the **HOSPITAL** and the **POLICE STATION**. Based on the pictures. The person from the other team answers using the prepositions.

The team who makes more correct answers is the winner.



Task assessment

In a rotating circle, students ask one question to the partner using the sentence frame: Where is the.....? Each partner responds to the question.

Grid for self-assessment and group assessment

Indicator	Yes	In progress	No
I can understand and respond to two questions about directions			
I can use prepositions to give directions			

Integrated Mini-Project

Time

Phase: _____		
Reflective Teaching		
What worked well	What didn't work well	How to improve
Enduring Understanding Reflection		

Term: I	Level: Third Grade	Unit:4	Week:3
Domain: Socio-interpersonal		Scenario: Getting around town!	Theme: 3 Walk this Way
Enduring Understanding: Each city or town is unique with different places and different things to do.			
Essential Question: What does our community look like?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames		Function	Psycho-social
<u>Imperative verbs</u> – Stop!, Go! <u>Imperative verbs</u> – Walk this way!		Function Following information to get to a place. Discourse Markers Please stop <u>because</u> the hospital has an emergency.	Socio-cultural idioms/ phrases – Helping people when they are lost. – Taking into consideration a person's nonverbal language when they are communicating. – Walk this way
<u>Adjectives (colors) -nouns</u> – The <u>red light</u> means "stop." – The <u>yellow light</u> means "be careful." – The <u>green light</u> means "go"			
Prepositions of location			
– The bank is <u>near</u> the grocery store. – The hospital is <u>behind</u> the police station. – The school is <u>next to</u> the fire station. –			

<p>Phonemic Awareness</p> <p><u>Minimal pair sounds: j / dʒ</u></p> <ul style="list-style-type: none"> – your / jaw – yet / jet – yolk / joke – year / jeer – yob / job <p>Vocabulary</p> <p><u>Walk this way</u></p> <ul style="list-style-type: none"> – Traffic signs, traffic light, stop sign, go sidewalk, street, intersection, bridge, corner, block, stop, crosswalk, be careful <p><u>Colors:</u></p> <ul style="list-style-type: none"> – red, green, yellow 			
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner... L.3. Recognizes and follows basic 1 to 2 step instructions from peers for getting to a place.	Learner can L.3. understand simple instructions including directions (e.g., on the corner, next to the post office, across from the	<p>Pre-teaching</p> <p>Warm-up:</p> <ul style="list-style-type: none"> – Teacher shows https://www.youtube.com/watch?v=-t2oX6zQEyU <u>She asks students to look for some known words or traffic sings from the video...</u> 	15 minutes

<p>grocery store.) for getting to a place.</p>	<p><u>TRAFFIC SIGNS</u></p>  <p>Activation of prior knowledge</p> <ul style="list-style-type: none"> - Teacher shows cards with community places in different positions, s/he asks students the questions below and s/he helps them to give the answer using the previous traffic signs: Can/could you help me? How can I get to the hospital? Could you tell me the way to fire station? <p>Modeling</p>	<p>17 minutes</p> <p>30 minutes</p> <p>40 minutes</p> <p>25 minutes</p>
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- Teacher shows some expressions from the video and the learners follow along with the Teacher saying the words/sentences.

Examples:

- Walk this way
- Stop at the curb
- Wait for the signal
- Never run
- Pay attention
- Remember look left, right and left and listen before cross the street
- Walk against traffic
- Make eye contact with drivers
- Stay visible

Clarifying

- Teacher tells students to get in pairs and comment on the vocabulary they remember from the video and previous activities. Teacher encourages students to illustrate one of the phrases from the modeling activity. Then, they share the information to the rest of the class.

LISTENING

Pre-task

- Teacher introduces the goal of the lesson.
- Teacher reviews sentences frames and vocabulary using a video, a chant or pictures <https://www.youtube.com/watch?v=Ot-uvhjmelg> (stop the video at minute 2).

Task-rehearsal

- Learners watch the video again and identify some instructions for going to different places in a town, repeat them chorally with the help of the teacher.
- In pairs of small groups, students listen to directions about how to get to some of the places in the map below. They identify the place and say it loudly.

Choose the city/town places that best fits with your context.

Getting around town!



Task completion

- Individually, learners are given one picture/map of city/town. They listen to an audio or the teacher with 1 to 2 step instructions for getting to a place. They mark the place of the city in the map.

Task assessment

- Learners work individually. They listen to some instructions for getting to a place and with different colors they trace/mark/color the direction they take to places of the city heard by the teacher.

- The teacher provides feedback to learners by asking them to listen to her and asking some volunteers to show the routes they followed.

Small, Worksheet per student



READING

By Valeria Solano Rodriguez

Phonemic Awareness

Minimal pair sounds: **j / dʒ**

- your / jaw
- yet / jet
- yolk / joke
- year / jeer
- yob / job

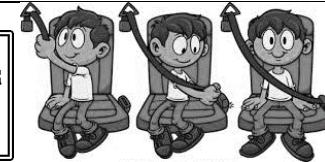
Your

Jaw

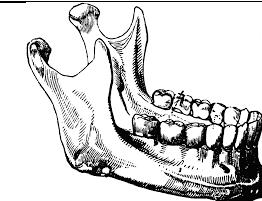
R.PA.3. Blends English graphemes and phonemes.

R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.

FASTEN YOUR SEATBELTS



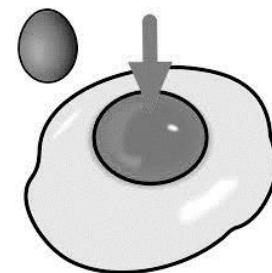
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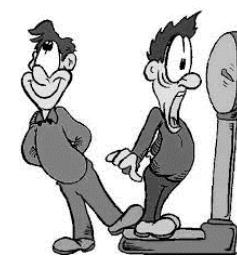
Jet



Yolk



Year

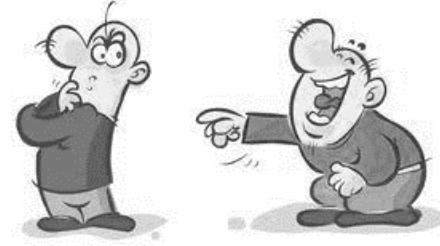


Joke

Jeer

HAPPY NEW 2019 YEAR

Yob



Job

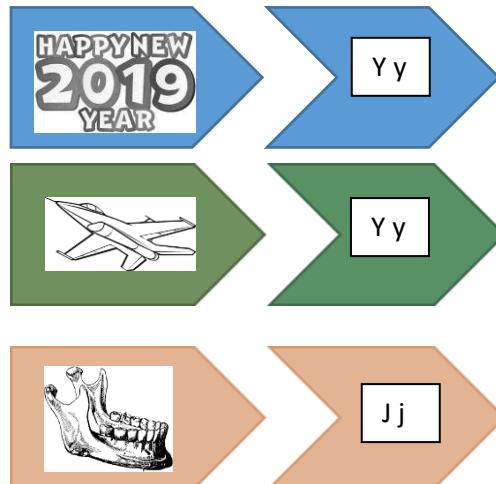


Pre-task

- Teacher shows the facial gestures to produce the “y” /j/, “j” / dʒ/, and s/he says the words that will be studied/flashcard.
- Students participate in CHORAL REPETITION, repeating the words said by the teacher.
- Teacher explains what Minimal pair sounds mean, including j / dʒ/.
- Optionally teacher can use the following video:
<https://www.youtube.com/watch?v=WcZ2kf1sy7Y>, to clarify the onset and rhymes.

Task-rehearsal

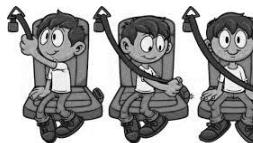
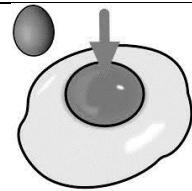
- Teacher explains to students how to play “Flyswatter game”; using the “y” /j/, “j” /dʒ/ flashcards, the teacher pastes the phonemes and graphemes on the board and ask for volunteers to go and hit the right word.
- Students get in pairs and match pictures to the correct grapheme.



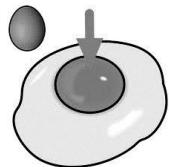
Task completion

- In small groups, students look for the letters that make the name of the pictures and color the letters that make the word in different colors each word. Write the name under each picture. Example: the letters for the word “yolk” in color blue, and so on.

b	f	o	u	Y	w	I	k	y	j
y	w	l	i	J	e	K	e	g	t
o	r	j	y	O	a	T	a	l	k



Y



HAPPY NEW
2019
YEAR



J



	<p>SI.1. Meets and takes leave of people using appropriate expressions.</p>	  <p>Task assessment</p> <ul style="list-style-type: none"> – In pairs students match the onsets to the words based on the pictures. – Some volunteers' students are sent to the board to match the onset of the new words to the rhyme. The rest of class checks the answers using “Thumbs up or down” in a respectful way. <p>SPEAKING</p> <p>Pre-task</p> <ul style="list-style-type: none"> • Teacher introduces the goal of the day saying; “Today we are going to have a speaking class in which we are going role play conversations that can take place on the streets of our communities”. • Teacher shows flashcards with vocabulary to activate prior knowledge. <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Go</td><td style="text-align: center;">Walk</td><td style="text-align: center;">Traffic light</td><td style="text-align: center;">Stop</td></tr> <tr> <td style="text-align: center;">intersection</td><td style="text-align: center;">Turn left</td><td style="text-align: center;">Go straight</td><td style="text-align: center;">Turn right</td></tr> </table> <ul style="list-style-type: none"> • Students repeat target language in different ways. • Students infer about what they see on some pictures presented by the teacher. 	Go	Walk	Traffic light	Stop	intersection	Turn left	Go straight	Turn right	
Go	Walk	Traffic light	Stop								
intersection	Turn left	Go straight	Turn right								



A.



B.

- Teacher presents examples of sentences using imperatives.
Students repeat the sentences in different ways, e.g. through TPS (try to make sequences **thinking** individually, then **pairing** with their elbow partner and finally **sharing** to the whole group).

A. Walk this way A. Go straight A. Stop A. Be careful	B. Turn left B. Turn right B. Stop at the intersection B. Walk...
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- *Clarification:* Teacher clarifies pronunciation of challenging words. Teacher also clarifies meaning of words, using them in context.

Task-rehearsal

- Students look at the community map used in the week 1/unit 4. And teacher models how to use the previous expressions in simple conversations, where students should greet and say good bye to the person they meet on the street.

For example:

Conversation #1

- a. Hello cop! Can you help me?
- b. Hi, how can I help you?
- a. Could you tell me the way to _____ school?
- b. Sure, walk this way and turn right when you see the fire station.
- a. Thank you! Bye bye.
- b. You are welcome.

Conversation #2

- a. Good afternoon lady! Could you tell me the way to the hospital?
- b. Hello, sure! Go straight for two blocks and turn left at the traffic light and walk one more block.
- a. Good bye, thank you.
- b. Bye.
- Students practice conversations with a partner.
- Teacher distributes stripes of paper with a community place/direction. In pairs, students create a short conversation.

Task Completion

- Students switch pairs and prepare a conversation to share to other students or to the rest of the class.

Task assessment

- Teacher monitors students while practicing the conversation using the known vocabulary and structures.

<p>W.1. Represents an event or character from a picture story or one main idea.</p>	<p>W.1. draw pictures of an event or character from a picture story or one main idea.</p>	<p>WRITING</p> <p>Pre-task</p> <p>-Teacher uses flashcards to introduce the concept and colors of a traffic light. -S/he speaks about the importance of respecting this traffic light.</p> <p>Task-rehearsal</p> <p>-Students play “traffic light game”, where teacher holds a traffic light and students stand up in a line, when the teacher indicates the color that is on, students have to freeze, slow down or run.</p> <ul style="list-style-type: none"> – The <u>red light</u> means “stop.” – The <u>yellow light</u> means “be careful.” – The <u>green light</u> means “go” 	
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- Students read the next short story with the teacher's help.

Teacher's script:

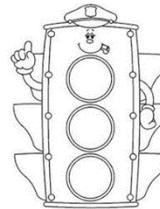
The traffic light

Lucy is an old traffic light that protects children near the school.

Every day, Lucy helps children when crossing the street, using its beautiful colors:

- Red, this color means stops, don't move
- Yellow, this color means be careful, slow down
- Green, this color means to go, and children can cross the street without problems.

Lucy has an important role in our community, thus children respect it.



Task completion

-The teacher asks students to pay attention to the next reading, the first time students try to identify the missing words and the second time they have to draw what is missing.

Teacher 'script:

The traffic light

Lucy is an _____ 1 _____ that protects _____ 2 _____ near the
_____ 3 _____.

Every day, Lucy helps children when crossing _____ 4 _____, using its beautiful colors:

_____ 5 _____, this color means stops, don't move

_____ 6 _____, this color means be careful, slow down

_____ 7 _____, this color means to go, and children can cross the street without problems.

Lucy has an important role in our _____ 8 _____, thus children respect it.

Students

1

2

3

4

5

6

7

8

Task assessment

- Learners work in peer assessment. They check and compare the pictures they drew.

		- The teacher provides feedback to learners by asking them to listen to her/him and asking some volunteers to show the drawings.			
Integrated Mini-Project			Time		
Phase: _____					
Reflective Teaching					
What worked well	What didn't work well	How to improve			
Enduring Understanding Reflection					

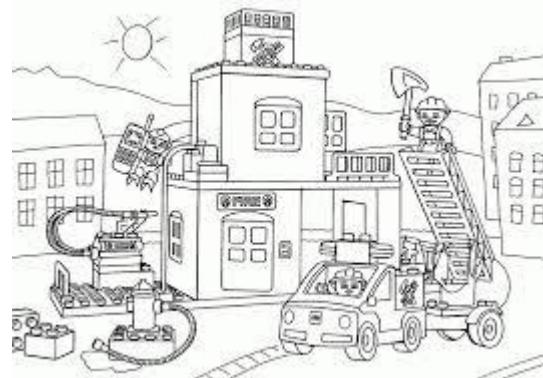
police station



Hospital



fire station



School



bus station

movie theater



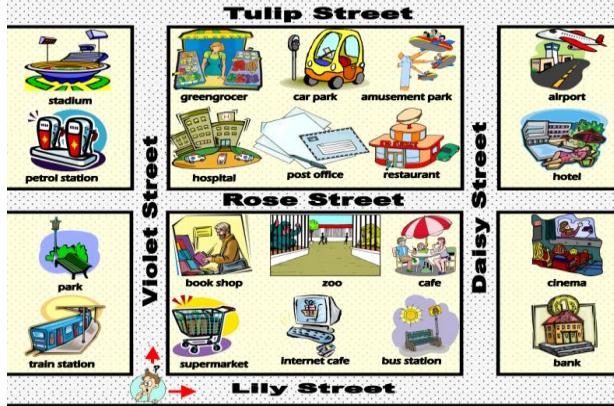
library
daycare center
post office
police station
fire station
bus station



grocery store
dental clinic
bank
hospital
school
movie theater

Term: I	Level: Third Grade	Unit:4	Week:4
Domain: Socio-interpersonal		Scenario: Getting around town!	Theme: 4. Step-by-Step Directions
Enduring Understanding: Each city or town is unique with different places and different things to do.			
Essential Question: What does our community look like?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frames <p><u>Imperative verbs</u></p> <ul style="list-style-type: none"> – Turn right/ Left. <p><u>Adverbs</u></p> <ul style="list-style-type: none"> – <u>First</u>, turn right. – <u>Then</u>, walk straight ahead. – <u>Next</u>, turn left. <p><u>“Where” adverbs</u> <u>(here, there)</u></p> <ul style="list-style-type: none"> – How can I get <u>there</u>? – The hospital is right <u>here</u>. <p>Phonemic Awareness</p>	Function <p>Discourse Markers</p>	Psycho-social <ul style="list-style-type: none"> – Helping people when they are lost. Socio-cultural idioms/ phrases <ul style="list-style-type: none"> – Taking into consideration a person’s nonverbal language when they are communicating. – Don’t text and drive Everybody buckle up, please 	

<p>Blends (including but not limited to: bl, dr, st)</p> <p>Vocabulary</p> <p><u>Step by step directions</u></p> <p><u>Expressions:</u></p> <ul style="list-style-type: none"> - Hello, hi, excuse me, thank you, you're welcome, sir/madam 		
Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence
Learner... SI.2. Asks for the location of a familiar object.	Learner can SP.2. describe the location of familiar places using short sentences.	<p>Pre-teaching Teacher greets students and pastes Essential Question and goals for the day.</p> <p>Warm-up Listening to the song: https://www.youtube.com/watch?v=X4-61ifeD7M Teacher reviews essential question and provokes student's personal reflection for construction of an enduring understanding. Teacher asks what they see new in the video and what they already know from it.</p> <p>Activation of prior knowledge Teacher reviews sentence frames and vocabulary about how to ask for directions step by step, and how to answer those questions. Students brainstorm some ideas. Teacher shows some flashcards to help students remember some prepositions and some words to give directions.</p> <p>-Teacher brainstorms with children some examples of questions and answers.</p>



40 minutes

25 minutes

Example: Where is the **POST OFFICE**? The **POST OFFICE** is **NEXT TO** the **HOSPITAL**.

How can I get **THERE**?

FIRST Walk straight

THEN Turn right

NEXT The Post Office is between the hospital and the Restaurant.

Modeling

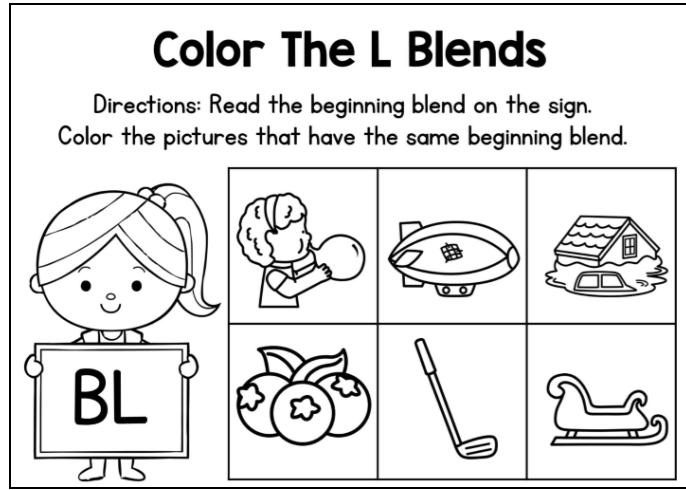
Teacher shows the video “Where is the restaurant?”

(<https://www.youtube.com/watch?v=X4-61jfeD7M>) for children to listen and understand the question and the answer. Teacher pastes on the board the flashcards of the prepositions and adverbs from the video.

Clarifying

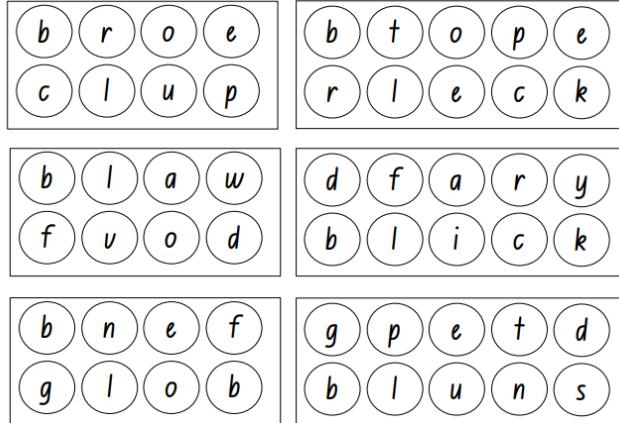
Teacher uses buildings from the community flash cards, for students to paste on the board to clarify meanings and make sure students understand the sentence frames and the prepositions and adverbs (First, next, then; turn left, turn right, walk straight). The teacher says a sentence and students paste the building in the correct place according to the direction teacher just said.

<p>R.PA.3. Blends English graphemes and phonemes.</p>	<p>Pre-Task</p> <p>Teacher reviews vocabulary and sentence frames related with describing places in town and getting around town. Students watch video, This is my town: https://www.youtube.com/watch?v=EfD2k9beP-4</p> <p>Task rehearsal</p> <p>Students in small groups create a map of their town including at least 5 different places. Each group member identifies at least one place and describe the location using the map.</p> <p>Task completion</p> <p>The students individualy draw a small map showing three places of their town and identify and locate three places in town to a partner.</p> <p>Task assessment</p> <p>Students in pairs receive a map with a series of places marked. They play a game where they have to role-play a tourist who is new in town and wants to visit some places in town. They take turns. The one who starts is the tourist and ask the partner: Excuse me, where is the supermarket? The partner looks at the map, and gives the correct direction. They continue taking turns until all the places marked in the map are located by the tourist.</p> <table border="1"> <thead> <tr> <th></th><th>Yes</th><th>In process</th><th>No</th></tr> </thead> <tbody> <tr> <td>I can identify three buildings in town.</td><td></td><td></td><td></td></tr> <tr> <td>I can describe the location of three buildings in town</td><td></td><td></td><td></td></tr> </tbody> </table>		Yes	In process	No	I can identify three buildings in town.				I can describe the location of three buildings in town				
	Yes	In process	No											
I can identify three buildings in town.														
I can describe the location of three buildings in town														

<u>Phonemic Awareness</u>			
<p>R.PA.3. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>Pre-task Teacher introduces the goal of the lesson. Teacher plays the video for the first time on EACH of the Blends English graphemes and phonemes (BL – DR – ST) BL https://www.youtube.com/watch?v=vo53IqPsC7k DR https://www.youtube.com/watch?v=dqdox2xpGwQ ST https://www.youtube.com/watch?v=4MqCXAzclI4 The second time, teacher pauses the video and the students repeat the sound.</p> <p>Task-rehearsal Students listen to the blend sound of each word and color the correct picture, according to the blends studied and the word the teacher says. For example:</p>  <p>The worksheet features a cartoon girl holding a sign that says "BL". To her right is a 2x3 grid of six pictures. The top row contains a baseball player, a baseball field, and a house. The bottom row contains three apples, a golf club, and a sled. The task is to identify which pictures begin with the "BL" sound and color them.</p> <p>Students color each circle to form a word with the BL blend sound, and then write down each word, like the example.</p>		

Let's Spell with 'bl'

Colour in the circles from left to right to create a 'bl' word using the word bank below



Task completion

Students listen to the sound of the letter and write the beginning letter of the word

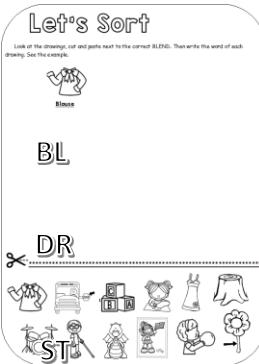
LET'S WRITE 'BL' WORDS

Add the blend 'bl' to complete each word, then write the word again on the dotted line.

	ocks	
	ow	
	ouse	

attached to a picture. For example,

Task assessment

<p>W.2. Answers simple questions using individual words, expressions, or short sentences</p>	<p>W.2. fill in gapped text using a word list of familiar words.</p>	<p>Teacher asks the students by using pictures, which word is that? With blend sound (BL – DR – ST)). Students will answer according to the pictures/flash cards they have been studying during the week.</p> <p>Students cut, paste and write some words about the different blends they have been studying during the lesson.</p>  <p>Pre-task Teacher reviews sentence frames using flashcards (buildings, prepositions, adverbs). Teacher hands out a worksheet with a map of a town and asks some questions to students. Where is the _____? How can I get there? First, Then, Next, Turn right, Turn left, Go straight, etc.</p> <p>Task-rehearsal Teacher gives the students a dialogue for them to read and as the teacher reads the dialogue, he/she emphasizes on the words that have been under study (buildings, prepositions, adverbs) students color those words,</p> <p>Example:</p>	
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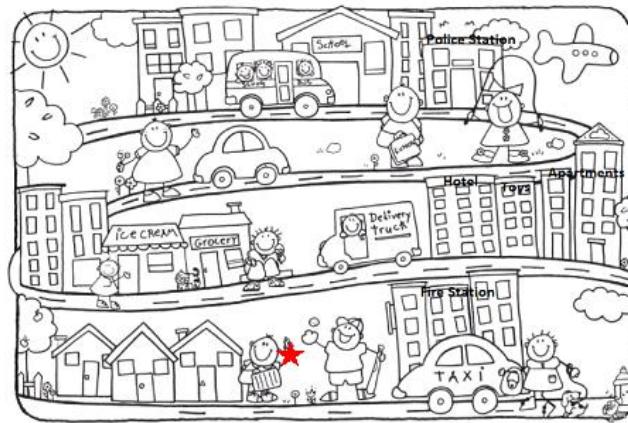
A: Where is the **HOTEL**?
B: The hotel is next to the Toy store.
A: How can I get there?
B: First, walk straight
Next, turn right.
Then, the hotel is at your left.
A: Thank you, sir
B: You're welcome

Students can work in pairs and take turns to give directions according to the drawing on the worksheet teacher gave them.

Task completion

According to the same worksheet, students will complete as many dialogues as they can, writing the missing words on it. See the example.
Teacher will write on board more dialogues, or he/she will ask students to do so, according to the example on the worksheet.

GIVE DIRECTIONS



A: Where is the **HOTEL**?
B: The hotel is next to the Toy store.
A: How can I get there?
B: First, walk straight
Next, turn right.
Then, the hotel is at your left.
A: Thank you, sir
B: You're welcome

A: Where is the _____?
B: The _____ is _____
A: How can I get there?
B: First, _____
Next, _____.
Then, _____.
A: Thank you, _____
B: You're welcome

Task assessment

Teacher asks the students by using flash cards: Where is the _____? (any place in town), students will answer according to the pictures and the sentences frames that have been under study.

Grid for self-assessment and group assessment.

Indicator	Yes	In process	No

		I can identify three buildings in town.							
		I can trace high frequency words in a dialogue.							
		I can print three sentences frame to complete short dialogues.							
Integrated Mini-Project						Time			
Phase: Planning, creating role-plays and simulations to ask for and give information to get around the community using maps, traffic lights, using sentence frames and unit vocabulary to report it in an oral and written way to the class.									
Reflective Teaching									
What worked well		What didn't work well		How to improve					
Enduring Understanding Reflection									

Unit 5 Scope and Sequence

Scenario: Fun Places and Spaces

Enduring Understanding	When we are with the right people, doing things we enjoy, any place could be fun.			
Essential Question	What makes a place fun?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme 1.Let's Go Outside	Theme 4. Indoor Fun on a Rainy Day	Theme 3. Come on! Make-up your Mind	Theme 4. Are you Ready to Have Fun?	
Assessment: L.1. Recognizes the names of outdoor and indoor activities. R.1. Recognizes main points in short texts in picture books and illustrated material. R.PA.2. Imitates the letters of the alphabet in order. R.PA.2.1. Reads English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	Assessment: L.2. Recognizes what is being said provided people speak slowly and carefully R.PA.2.1. Reads English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	Assessment: L.3. Follows simple instructions including directions. R.PA.2.1. Reads English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	Assessment: SI.2. Answers simple questions using individual words, expressions, or short sentences. R.PA.2.1. Reads English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	Assessment Instruments for Process/Product Week 6 Suggested Integrated Mini project ✓ Mini book
Goals:	Goals:	Goals:	Goals:	

<p>L.1. recognize the names of outdoor and indoor activities and their locations.</p> <p>R.PA. 2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>R.1. understand short text in picture books and illustrated material by pick out the main information.</p>	<p>L.2. understand what is being said provided people speak slowly and carefully, and with significant pauses.</p> <p>R.PA. 2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>SI.1. interact in a simple way, provided others are prepared to repeat, rephrase, and speak slowly.</p>	<p>L.3. understand simple instructions including directions (e.g., The soccer field is next to the gym.)</p> <p>R.PA. 2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>SP.2. express preferences about spare time activities.</p> <p>W.1. copy or print/write words being learned in class and connect them to pictures.</p>	<p>SI.2. answer simple questions using individual words, expressions, or short sentences.</p> <p>R.PA. 2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>SP.1. describe instructions for playing games</p> <p>W.2. fill in gapped text using a word list of familiar words</p>	
<p>Function</p> <ul style="list-style-type: none"> - Recognizing play time outdoor activities. <p>Discourse Markers</p> <p>and, but, because</p> <ul style="list-style-type: none"> - My favorite outdoor activities are camping and swimming. 	<p>Function</p> <ul style="list-style-type: none"> - Recognizing play time indoor activities. <p>Discourse Markers</p> <ul style="list-style-type: none"> - I like to play tennis <u>but</u> I don't like hiking. 	<p>Function</p> <ul style="list-style-type: none"> - Telling preferences about outdoor or indoor activities <p>Discourse Markers</p> <ul style="list-style-type: none"> - I don't like hiking <u>because</u> walking is difficult for me. 	<p>Function</p> <ul style="list-style-type: none"> - Giving and following instructions for playing games <p>Discourse Markers</p>	
<p>Grammar & Sentence Frames</p> <p><u>-ing nouns and noun phrases</u></p>	<p>Grammar & Sentence Frames</p> <p><u>Nouns</u></p> <ul style="list-style-type: none"> - I play soccer on a <u>field</u>. 	<p>Grammar & Sentence Frames</p> <p><u>Adverbs of frequency</u></p>	<p>Grammar & Sentence Frames</p> <p><u>Prepositions of location</u></p> <ul style="list-style-type: none"> - She plays basketball <u>on</u> a court. 	

<ul style="list-style-type: none"> - I enjoy <u>playing basketball</u> - I love <u>playing soccer</u>. - My favorite outdoor activity is playing <u>volleyball</u>. <p><u>like + noun / ing form</u></p> <ul style="list-style-type: none"> - <u>I like tennis</u> - <u>I like playing tennis</u> <p><u>love + noun / ing form</u></p> <ul style="list-style-type: none"> - He <u>loves football</u> - He <u>loves watching football</u> <p><u>enjoy + noun / ing form</u></p> <ul style="list-style-type: none"> - <u>I enjoy sports</u> - <u>I enjoy playing sports</u> <p><u>subject + "to be" + adjective (S-V-C)</u></p> <ul style="list-style-type: none"> - <u>The park is a fun place</u> to play games. - <u>The playground is a nice place</u> to play with my friends. 	<ul style="list-style-type: none"> - He plays tennis on a <u>table</u>. - She likes swimming in the <u>river</u>. <p><u>Interrogative sentences beginning with "What"; "Where"; "Who"</u></p> <ul style="list-style-type: none"> - <u>What</u> do you like doing in your free time? - <u>Where</u> is the gym? - <u>Who</u> is playing tennis? <p><u>Coordinating conjunction</u></p> <ul style="list-style-type: none"> - I hate running, <u>but</u> I really like playing baseball. - I like dancing, <u>but</u> I love listening to music. 	<ul style="list-style-type: none"> - I <u>always play basketball on the weekends</u>. - I <u>sometimes</u> play soccer after school. - I <u>never</u> go camping. <p><u>Yes/no questions</u></p> <ul style="list-style-type: none"> - Is she running? - Is he playing cards? - Do you like playing chess? <p><u>-ing Adjectives</u></p> <ul style="list-style-type: none"> - I like swimming because it's <u>relaxing</u>. - Swimming is <u>exciting</u>. - Surfing the net is <u>interesting</u>. 	<ul style="list-style-type: none"> - She likes swimming <u>in</u> the river. - I like exercising <u>at</u> the gym. <p><u>Modals can</u></p> <ul style="list-style-type: none"> - How <u>can</u> I get to the gym? - Who <u>can</u> go to the corner? <p><u>Imperatives</u></p> <ul style="list-style-type: none"> - Walk - Turn left/ right. - Go <u>_____ straight/ to the corner</u> <p><u>Adverbs</u></p> <ul style="list-style-type: none"> - <u>First</u>, shuffle the cards. - <u>Then</u>, deal the cards - <u>Next</u>, throw the dice 	
<p>Phonemic Awareness</p> <p><u>Ng:</u></p> <ul style="list-style-type: none"> - <u>playing</u>, <u>watching</u>, <u>running</u>, <u>jumping</u> 	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> - un: bun, fun, nun, sun - ut: but, cut, hut, nut 	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> - et: <u>get</u>, <u>jet</u>, <u>let</u>, <u>met</u>, <u>net</u>, <u>pet</u>, <u>set</u>, <u>vet</u>, <u>wet</u> 	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> - eg: leg, beg, peg, Meg, egg 	
Vocabulary	Vocabulary	Vocabulary	Vocabulary	

<p>1. <u>Let's Go Outside</u></p> <p><u>Outdoor activities</u></p> <ul style="list-style-type: none"> - Volleyball, basketball, baseball, hiking, running, swimming, horse riding, fishing, go to amusement park 	<p>2. <u>Indoor Fun on a Rainy Day</u></p> <p><u>Indoor activities</u></p> <ul style="list-style-type: none"> - Listen to music, dancing, watching movies, playing video games, surfing the internet - Soccer field, basketball court, ring, track, pool, table, stadium, baseball diamond 	<p>3. <u>Come on! Make up your mind.</u></p> <p><u>Verbs</u></p> <ul style="list-style-type: none"> - Play, like, love, go, watch, listen, sing, paint, cook, act, dance, exercise, ride, skate, hike, run, fish, swim <p><u>Adjectives</u></p> <ul style="list-style-type: none"> - Interesting, exciting, relaxing, energizing <p><u>Adverbs</u></p> <ul style="list-style-type: none"> - Always, often, sometimes, never 	<p>4. <u>Are you Ready to Have Fun?</u></p> <p><u>Giving instructions</u></p> <ul style="list-style-type: none"> - Shuffle the cards. - It's your turn. - You miss a turn. - Move your counter. - Pass the dice, please. - Throw the dice - Don't look at my cards! <p><u>Directions</u></p> <p>on your left, on your right, next to, opposite, next to, across from, between, go straight ahead.</p>	
<p>Psycho-social</p> <ul style="list-style-type: none"> - Demonstrating affection and empathy toward peers <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> - Taking turns appropriately during simple games 	<p>Psycho-social</p> <ul style="list-style-type: none"> - Allowing others to express themselves <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> - Remaining quiet when others are talking. 	<p>Psycho-social</p> <ul style="list-style-type: none"> - Showing cooperation within group activities <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> - Obeying game rules - They're neck and neck now. 	<p>Psycho-social</p> <ul style="list-style-type: none"> - Showing cooperation within group activities <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> - Give it your best shot - Breaking the rules! 	

- Ready. Set. Go!	- More fun than a barrel of monkeys		
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Unit:5 Let's Go Outside!

Term:	Level: Third Grade	Unit:5	Week:1
Domain: Socio-interpersonal		Scenario: Let's Go Outside!	Theme: 1
Enduring Understanding: When we are with the right people, doing things we enjoy, any place could be fun.			
Essential Question: What makes a place fun?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frames <ul style="list-style-type: none"> - Adverbs of frequency <ul style="list-style-type: none"> - I <u>always</u> play basketball on the weekends. - I <u>sometimes</u> play soccer after school. - I <u>never</u> go camping. - Yes/no questions <ul style="list-style-type: none"> - Is she running? - Is he playing cards? - Do you like playing chess? - -ing Adjectives - subject + “to be” + adjective (S-V-C) <ul style="list-style-type: none"> - <u>The park is a fun place</u> to play games. - <u>The playground is a nice place</u> to play with my friends. 		Function <ul style="list-style-type: none"> - Recognizing play time outdoor activities. Discourse Markers <ul style="list-style-type: none"> - and (Eg. My favorite outdoor activities are camping and swimming.) 	Psycho-social <ul style="list-style-type: none"> - Demonstrating affection and empathy toward peers. Socio-cultural <ul style="list-style-type: none"> - Taking turns appropriately during simple games. Idioms/ Phrases <ul style="list-style-type: none"> - Ready. Set. Go! - I'm out!
Phonemic Awareness <p><u>Ng:</u> -playing, watching, running, jumping</p>			
Vocabulary <p><u>Let's Go Outside</u></p>			

<p>-Outdoor activities</p> <p>Volleyball, basketball, baseball, hiking, running, swimming, horse riding, fishing, go to an amusement park.</p>			
Assessment Strategies & Evidences of Learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can...	<p>Teacher introduces the essential question and the enduring understanding.</p> <p><u>Pre-teaching</u></p> <p>Warm-up</p> <p>Teacher shows the following video to the students in the classroom titled “Let’s... Outdoor Activities English Speaking Practice ESL EFL” by Mark Kulek. (https://www.youtube.com/watch?v=ka0FeJ-EKy8).</p> <p>Another possibility is to use this video about indoor and outdoor activities.</p> <p>Activation of Prior Knowledge</p> <p>Teacher creates a chart on the whiteboard/chalkboard with locations and indoor and outdoor activities. Teacher asks students to recall the locations and activities shown in the videos.</p> <p>As students participate, the teacher helps with pronunciation and spells it out correctly on the board. Once you have recalled all of the locations and activities, teacher asks students:</p> <p>What are your favorite indoor activities? What are your favorite outdoor activities? Example of Chart: What do you like to do? What is your favorite indoor/outdoor activity?</p>	

		I like to paint.		
	I prefer to play soccer.			
	I like to read.			
<p>Modeling Teacher plays the second half of the video starting from the 2:40 timestamp, where it says “Now it’s your turn” and students practice along with the video and pronunciation. Students will be repeating without the teacher following the video as a guide. Teacher assesses for any mispronunciation in the locations or activities.</p> <p>Clarifying Teacher refers back to the locations and activities in the chart in the whiteboard/chalkboard and points to examples for students to repeat out loud. The teacher may do this with the whole class or call individually to students to verify understanding of the vocabulary and sentence frames.</p> <p>What is she/he doing?</p>				

		<p>Is he/she painting?</p> 	
		<p>Is he/she swimming?</p> 	
		<p>Is he/she watching TV?</p> 	

Lesson 1- Oral Comprehension

Teacher introduces and writes the goal of the lesson in the whiteboard/chalkboard to the students.

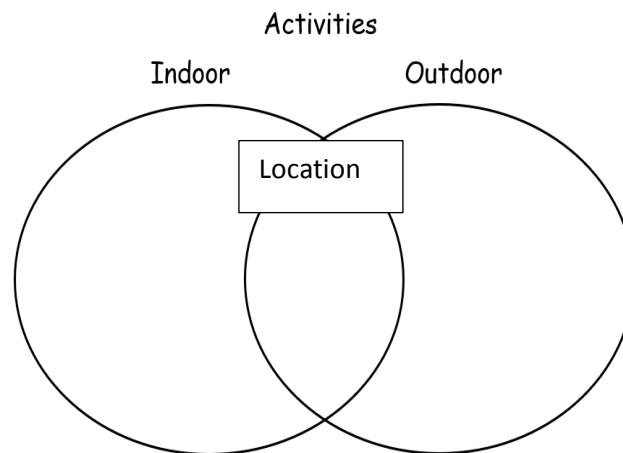
Materials & Preparation:

- 1) “3rd Grade-Unit 5-Week 1-Oral Comprehension” PDF
- 2) “3rd Grade-Unit 5-Week 1-Oral Comprehension 2” PDF
- 3) Scissors
- 4) Tape or Velcro to paste the images + words on the board (avoid using glue or a strong adhesive for this activity, as you will need to remove and paste constantly throughout the class and activities).

*These worksheets will be cut where the dotted lines are. The images and words will be used for the “Task-Rehearsal” and “Task-Completion” portions of the lesson.

	<p>L.1. recognize the names of outdoor and indoor activities and their locations.</p>	<p>Pre-task Teacher shows the images and reviews with students each specific activity and sentence frames. The focus is on pronouncing the words so students can recognize the different activities Ex:</p> <p>He is dancing. He is playing cards. She is playing video games.</p> <table border="1" data-bbox="792 563 1214 1150"> <thead> <tr> <th data-bbox="792 563 1214 595">Indoor & Outdoor Activities</th><th data-bbox="792 595 1214 628"></th><th data-bbox="792 628 1214 660"></th></tr> </thead> <tbody> <tr><td data-bbox="792 595 1003 628"></td><td data-bbox="1003 595 1214 628"></td><td data-bbox="1214 595 1425 628"></td></tr> <tr><td data-bbox="792 628 1003 660"></td><td data-bbox="1003 628 1214 660"></td><td data-bbox="1214 628 1425 660"></td></tr> <tr><td data-bbox="792 660 1003 693"></td><td data-bbox="1003 660 1214 693"></td><td data-bbox="1214 660 1425 693"></td></tr> <tr><td data-bbox="792 693 1003 726"></td><td data-bbox="1003 693 1214 726"></td><td data-bbox="1214 693 1425 726"></td></tr> <tr><td data-bbox="792 726 1003 758"></td><td data-bbox="1003 726 1214 758"></td><td data-bbox="1214 726 1425 758"></td></tr> <tr><td data-bbox="792 758 1003 791"></td><td data-bbox="1003 758 1214 791"></td><td data-bbox="1214 758 1425 791"></td></tr> <tr><td data-bbox="792 791 1003 824"></td><td data-bbox="1003 791 1214 824"></td><td data-bbox="1214 791 1425 824"></td></tr> </tbody> </table> <p>All images and icons were obtained from: https://www.flaticon.com/</p> <p>Task-rehearsal</p>	Indoor & Outdoor Activities																								
Indoor & Outdoor Activities																											

Task Rehearsal: Teacher draws a Venn Diagram on the whiteboard/chalkboard (alternatively, teacher can also project a Venn Diagram), some images will be pasted unto the board as students listen to the video again.
Venn Diagram Example:



Students listen to the video again and have to identify and decide where to place each of the activities heard, if it is an indoor or outdoor activity and the location. <https://www.youtube.com/watch?v=ka0FeJ-EKy8>

To clarify and provide feedback to students, teacher asks the following questions:

Question Examples:

*Teacher stops the video:

(Teacher: Jose, what are they doing? Are they hiking?)

(Student: Yes

Teacher: Daniela, is this an indoor or outdoor activity.)

Daniela: Outdoor activity

Teacher: Great!

Task completion

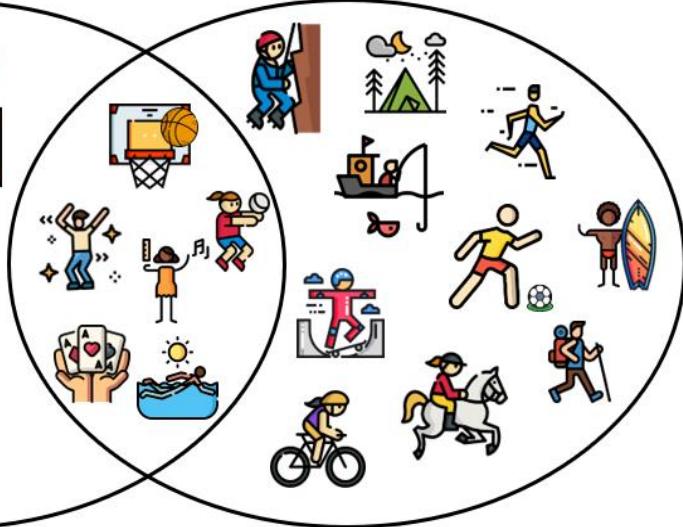
	<p>Teacher designs a set of pictures and words of indoor and outdoor activities to match. Teacher mixes the images with the words that were originally cut up in preparation for this class and hands them to students. Each image and word should be ready to be pasted on the board. Teacher ensures that each student has a different activity and different word, that way they can participate more than once in the activity.</p> <p>Teacher calls a certain activity, for example, "she is painting", and students listen and must come up from their seat and go up to the board and paste the image + activity they hear. There should be two students who come up to the board every time you mention an activity. The student holding the image and the student holding the verb.</p>	
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Activities

Indoor



Outdoor



Do not correct students immediately, this will be done in the “Task Assessment” portion of the class. Once the teacher has finished calling all of the activities and verbs, the class will go over the pasted images on the board.

Task assessment

Teacher calls on students to ask and verify if the information is correct on the board. Teachers asks: Is she painting? The students help with the answer for giving feedback.

Lesson - Phonemic Awareness

<p>R.PA.2.1. Reads English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>R.PA.2. Imitates the letters of the alphabet in order.</p>	<p>R.PA. 2. 1 decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>R.PA.2. Imitates the letters of the alphabet in order.</p>	<p>Teacher introduces and writes the goal of the lesson in the whiteboard/chalkboard to the students.</p> <p>Pre-task the teacher shows the following video titled “ng Fun Phonics How to Read Made by Kids vs Phonics” by Kids Vs Life Source: (https://www.youtube.com/watch?v=jmtOKfTEBh8)</p> <p>Students focus on the “ng” sound such as “King, Ring, King’s Ring, Sing, Song, Sing a Song, King Ming, Bring the Ring, Play Ping Pong, Sing the Ping Pong Song”. There is a mix of sounds and music, so there should be two playthroughs of the video. The first playthrough should focus on stopping after every word and having students repeat along with the teacher. The second playthrough, the teacher lets students sing along and repeat with the video.</p> <p>Students are encouraged to write down the words they see on their notebooks to help along with the singing and pronunciation. Once students have finished practicing their “ng” sound, the teacher explains that students will be writing out words for their own bingo cards.</p> <p>Task-rehearsal Students listen to the words, and circle the pictures that represents the ending sounds <u>_ng</u>. After that students play in pairs spelling each letter of the alphabet in each word and then, each of the sounds.</p>	
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Sink
Ink
King
Song
Sing
Ring
Wing
bank

Task completion

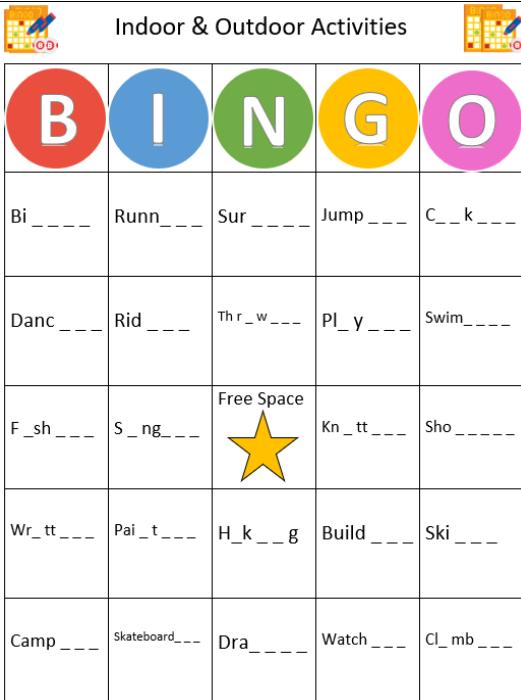
From the list of words below, the students create their own bingo choosing 9 words from the list related with leisure activites (indoor and outdoor activites). The person calling the bingo exaggerates the –ng ending when pronouncing the words. Once a student has a straight line going across or top to bottom (This rule can change depending on the teacher's preference of choice for how bingo is won) he/she must read off the words they have marked with the tokens out loud for others to hear.

Bingo "ng" Words

Dancing	Climbing	Hiking
Shopping	Cooking	Biking
Playing	Camping	Fishing
Riding	Running	Watching
Swimming	Singing	Skateboarding
Surfing	Skiing	Throwing
Jumping	Writing	Painting
Knitting	Drawing	Building

Task assessment

Students get this hand out. In pairs, they complete the missing spaces. Then, check their answers as a whole class group with the support of the teacher.



Lesson - Written Comprehension

Teacher introduces and writes the goal of the lesson in the whiteboard/chalkboard to the students.

Materials & Preparation:

- 1) “3rd Grade-Unit 5-Week 1-Written Comprehension” PDF
- 2) “3rd Grade-Unit 5-Week 1-Written Comprehension 2” PDF

Pre-task

<p>R.1. Recognizes main points in short texts in picture books and illustrated material.</p>	<p>R.1. understand short text in picture books and illustrated material by picking out the main information.</p> <p>The teacher shows pictures of people doing activities at the park. Students discuss what people are doing in the park. Teacher focuses on students identifying the activities and using full sentences to explain what they are doing (e.g. He/she is swimming, riding a bike, dancing, etc.).</p> <p style="text-align: center;"><i>My Favorite Day in The Park</i></p>  <p>Task-rehearsal</p> <p>Students will read the story "A Fun Day in the Park" (https://www.youtube.com/watch?v=xB-rPzjUvIQ) and circle words they don't understand.</p> <p>In the morning I go to the park. I swing in the park. The swing goes up and down. I ride my bike in the park. The bike goes around and around. I kick my ball in the park. The ball goes back and forth. I fly my kite in the park. It goes up and up. I play with my friends in the park. We giggle all day long.</p> <p>The teacher instructs students to focus on specific nouns, verbs or adjectives from the story. Students will then go up to the board and write the words they circled from the reading which they did not understand. The teacher discusses and explains the meaning behind the words written on the whiteboard/chalkboard.</p>	
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	<p>Task completion</p> <p>The teacher reads the story again at a slow pace. Teachers asks some questions to the students like:</p> <p>Where is she? What activities does she do in the park? What is she doing here? Teacher shows the picture for students to answer.</p> <p>Students answer based on the text and the pictures. The teacher informs students that they will be sharing these answers with the rest of the class. Students can write their answers in a small list in their notebooks. The teacher walks around checks students' writing for any spelling errors or any doubts, questions or concerns students may have.</p> <p>Task assessment</p> <p>Then students looking at pictures will retell the most important happenings of the story. Every student should be encouraged to read and participate, consider splitting students into pairs or small groups to explain specific sentences or portions from the story.</p> <p>Post task</p> <p>Students share with the class their favorite activities in the park/ beach/ house. As each student shares what they like to do in the park, the teacher can write full sentences on the board, showing the students name and what they like to do. The teacher can also write which activity is repeated the most among students and see what activity is the most popular in the classroom. Teacher informally assesses for any misunderstanding, doubts, questions or concerns students may have using the vocabulary or writing the sentences.</p>	
Integrated Mini-Project		Time
Phase: _____		
Reflective Teaching		

What worked well		
Enduring Understanding Reflection		

Term: I	Level: Third Grade	Unit:5	Week:2		
Domain: Socio-interpersonal	Scenario: Fun Places and Spaces	Theme: 2. Indoor Fun on a Rainy Day			
Enduring Understanding: When we are with the right people, doing things we enjoy, any place could be fun.					
Essential Question: What makes a place fun?					
Learn to Know		Learn to Do	Learn to Be and Live in Community		
Grammar & Sentence Frames -Nouns I play soccer on a <u>field</u> . He plays tennis on a <u>table</u> . She likes swimming in the <u>river</u> . -Interrogative sentences beginning with "What"; "Where"; "Who" <u>What</u> do you like doing in your free time? <u>Where</u> is the gym? <u>Who</u> is playing tennis? -Coordinating conjunction I hate running, <u>but</u> I really like playing baseball. I like dancing, <u>but</u> I love listening to music. Phonemic Awareness -un: bun, fun, nun, sun -ut: but, cut, hut, nut		Function -Recognizing play time indoor activities. Discourse Markers -I like to play tennis, but I don't like hiking.	Psycho-social -Allowing others to express themselves Socio-cultural -Remaining quiet when others are talking. Idioms/ Phrases -More fun than a barrel of monkeys.		

Vocabulary			
2. Indoor Fun on a Rainy Day			
<ul style="list-style-type: none"> - Indoor activities <p>Listen to music, dancing, watching movies, playing video games, surfing the internet</p> <p>Soccer field, basketball court, ring, track, pool, table, stadium, baseball diamond</p>			
Assessment Strategies & Evidences of Learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time
Learner...	Learner can...	<p>(Teacher pastes/writes the scenario, goal and the essential question on the board)</p> <p>Pre-teaching Teacher reviews the essential question and the enduring understanding.</p> <p>Warm-up Teacher shows the following video to the students in the classroom titled “Let’s... Outdoor Activities English Speaking Practice ESL EFL” by Mark Kulek. (https://www.youtube.com/watch?v=ka0FeJ-EKy8). Another possibility is to use this video about indoor and outdoor activities. https://www.youtube.com/watch?v=YkeIkmzYSz4</p> <p>Activation of Prior Knowledge Teacher creates a chart on the whiteboard/chalkboard with activites and and indoor. Teacher asks: what do you like to do in your free time? After listening to students, teacher tells students that they are going to listen to a video about leisure activites. Teacher asks students to recall the locations and activities shown in the videos.</p>	

Activity	Indoor/ outdoor	Locatio (Home, park, river)
To listen to music		
To watch TV		
To dance		
To sing		
To play chess		
To read books		
To play football		
To play basketball		
To play volleyball		
To ride a bike		
To swim		
Others		

Students also brainstorm their own indoor activities.

Modeling

Teacher using the chart above, model the pronunciation of new vocabulary and sentence frames, for example,

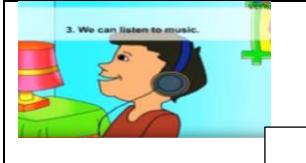
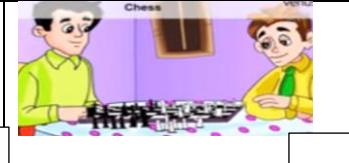
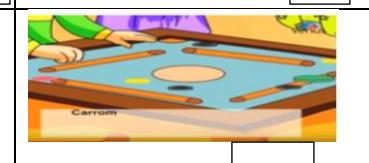
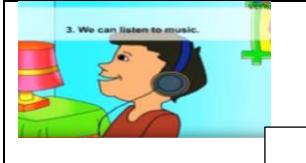
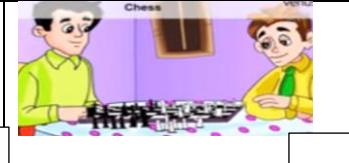
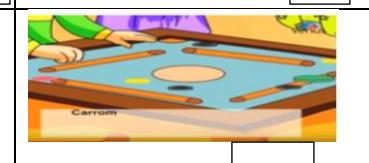
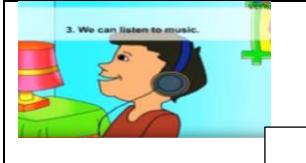
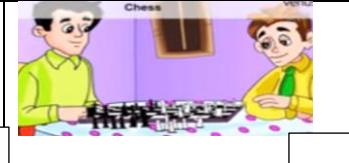
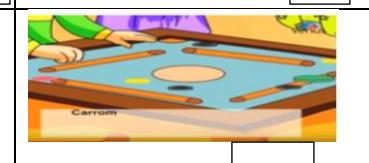
I like to play football in the park.
 I like to dance in my room.
 I like to swim in the river/ pool.

Clarifying

Teacher refers back to the locations and activities in the chart in the whiteboard/chalkboard and points to the examples for students to repeat them out loud. Teacher asks some questions for clarification.

What do you like to do in your free time? Do you like to ride a bike in the park or swim in the river?

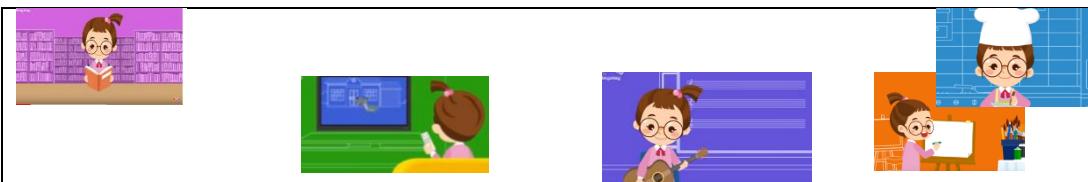
Lesson 1- Oral Comprehension

<p>L.2. Recognizes what is being said provided people speak slowly and carefully</p>	<p>L.2. Understand what is being said provided people speak slowly and carefully, and with significant pauses.</p>	<p>Lesson 1 - Oral Comprehension</p> <p>Pre-task Teacher introduces the goal of the lesson.</p> <p>Teacher reviews the sentence frames and vocabulary related with indoor leisure activities. Students listen to the video a second time. https://www.youtube.com/watch?v=YkeIkmzYSz4.</p> <p>Task-rehearsal</p> <p>Students will listen to the video a third time, they listen and write a number from 1 to 8 next to each picture following the sequence in which activity is presented.</p> <table border="1" data-bbox="745 752 1769 1323"> <tbody> <tr> <td data-bbox="745 752 1051 915">  <p>3. We can listen to music.</p> </td><td data-bbox="1051 752 1400 915">  <p>Chess</p> </td><td data-bbox="1400 752 1769 915">  <p>1. We can read story books.</p> </td></tr> <tr> <td data-bbox="745 915 1051 1078">  <p>4. We can paint or draw pictures.</p> </td><td data-bbox="1051 915 1400 1078">  <p>2. We can play indoor games such as Ludo.</p> </td><td data-bbox="1400 915 1769 1078">  <p>Carrom</p> </td></tr> <tr> <td data-bbox="745 1078 1051 1323"></td><td data-bbox="1051 1078 1400 1323">  <p>4. We can paint or draw pictures.</p> </td><td data-bbox="1400 1078 1769 1323">  <p>Venus</p> <p>6. We can dance and sing.</p> </td></tr> </tbody> </table> <p>Task completion</p>	 <p>3. We can listen to music.</p>	 <p>Chess</p>	 <p>1. We can read story books.</p>	 <p>4. We can paint or draw pictures.</p>	 <p>2. We can play indoor games such as Ludo.</p>	 <p>Carrom</p>		 <p>4. We can paint or draw pictures.</p>	 <p>Venus</p> <p>6. We can dance and sing.</p>
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 <p>4. We can paint or draw pictures.</p>	 <p>2. We can play indoor games such as Ludo.</p>	 <p>Carrom</p>									
	 <p>4. We can paint or draw pictures.</p>	 <p>Venus</p> <p>6. We can dance and sing.</p>									

Students individually listen to a description of indoor activites someone does and they put the pictures in the correct sequence.

<https://www.youtube.com/watch?v=N1o4oOXLOZc>

After they finish they work in peer assessment and self assessment.



Task assessment

Teacher gives each student a picture or drawing of an indoor leisure activity, as they listen to their activity, they stand up and show it.

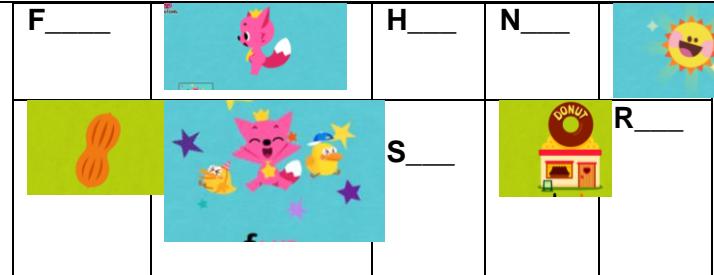
	Yes! 	On my way! 	Help! 
I can identify indoor activities from a conversation spoken at a slow speed.			

Post-task

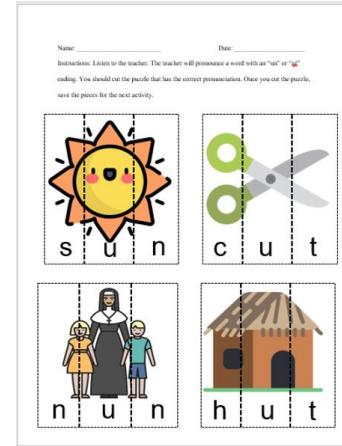
The teacher gives students two post-it notes, a green one to indicate “true” and a red one to indicate “false.” The students will keep the post-it notes in their hands and after listening to the teachers’ sentence they will raise their hand with the corresponding post-it note (green to indicate the sentence is correct, red to indicate the sentence is incorrect). The teacher will say sentences like, “Matias plays violin at the soccer field” or “Amanda swims in the park” attempting to tie the vocabulary discussed in class (of the “fun” activities and places) together.

Lesson 2 - Phonemic Awareness

	<p>R.PA.2.1. Reads English graphemes and phonemes using knowledge of word</p>	<p>R.PA. 2. Decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p> <p>Pre-task</p> <p>Teacher introduces goal for the class. the teacher explains to the students they will learn about the sounds “un” and “ut.”</p> <p>-un: run, fun, nun, sun</p> <p>-ut: but, cut, hut, nut</p> <p>The teacher introduces the -un ending with the following video:</p> <p>https://www.youtube.com/watch?v=nCF_zfflsD0</p> <p>Teacher introduces the –ut ending with the following video:</p> <p>https://www.youtube.com/watch?v=UQE4EUpED6s</p> <p>The students listen to the sounds and words and with the help of the teacher pronounce and exaggerate the sounds in the words given.</p> <p>Then the teacher slowly and carefully pronounces words ending in “ut” (but, cut, hut, nut) and challenges students to volunteer and write them on the board. The teacher pronounces the words several times for students to listen and repeat.</p> <p>Teacher helps students identify the correct meaning of the words. Then, the teacher pronounces the words and asks students to listen carefully and establish a difference (in sound) of the words ending in “un” and “ut.” Once the students identify the difference, the teacher should clarify and have students produce the sounds.</p> <p>Task-rehearsal</p> <p>Teacher says the words to the students. Students listen to the words and complete the words with the ending –un or –ut. Then, students match the words with the pictures based on their endings.</p>	
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Teacher gives the hand outs below to the students. They cut the pictures and are ready for the next activity.



Task completion

After the students have cut out their puzzles correctly, the teacher brings out two jars (it can be any type of container). One jar is labeled as “onset” and the other jar as “rime.” The teacher will ask students what is onset and rime. Depending on the students’ answers, the teacher will explain to them that if we have a word like “gut” “g” is the onset and “ut” is the rime. The onset consists of an initial consonant and the rime of the vowel. Once the students have grasped this concept, the teacher will

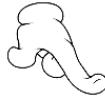
have students collect their puzzle pieces. When the students have all of their puzzle pieces, the teacher will pronounce one of the words in the puzzle (sun, cut, nun, hut) and the students will complete the puzzle. After the students complete all of the puzzles they will divide the words into “onset” and “rime” by dropping the correct puzzle pieces in the jars or containers labeled as “onset” and “rime.”

Task assessment

The teacher will review alongside the students that each puzzle piece is in the correct jar. If some of them are placed in the incorrect jar, give students a chance to correct it and once again explain the difference between onset and rime.

Post-task

The teacher will review the sounds of “un” and “ut” with the students, encouraging them to repeat the sounds. The teacher along with the students will review the words discussed in class (-un: run, fun, nun, sun/-ut: but, cut, hut, nut) and their meanings.

	Yes! 	On my way! 	Help! 
I can identify the –un sounds at the end of words.			
I can identify the –ut sounds at the end of words.			

Pre-task

The teacher introduces goal for the class.

The teacher breaks up the class into small groups and gives each group a copy of the six images attached below. The students look at the images and work together to connect the pictures and try to guess what the topic for the day is/ what the reading

<p>R.1. Recognizes main points in short texts in picture books and illustrated material.</p>	<p>R.1. Understand short texts in picture books and illustrated material by picking out the main information.</p>	<p>will be about. The teacher should encourage students to work together and express their individual ideas. Each group should come to an agreement on what the topic/reading will be about and share it with the class.</p>  <p>Task-rehearsal</p> <p>Before, students read a short story titled, <i>Rainy Days can be Fun Too!</i>, the teacher writes the title on the board and encourages students to think about what the story will be about (this can be done as a popcorn sharing discussion, by using a talking stick to promote participation or by playing hot potato). After the discussion, the teacher reads the short story, <i>Rainy Days can be Fun Too!</i> and students listen and read along. After the teacher reads the passage, students circle words or phrases they did not understand using colored markers. Once students have circled unknown vocabulary they share it with the teacher, the teacher then clarifies meaning and discusses doubts or questions (this activity can also be done in popcorn style or by using a talking stick). The words or phrases students had doubts about should be written on the board and they can be added to the vocabulary of the unit.</p>	
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Rainy Days can be Fun Too!

Mariela is excited today because she has a soccer game in the afternoon.



She was getting ready for the game and it started to rain cats and dogs outside. A few minutes after her soccer coach, Celeste called. Mariela's soccer coach told her the game was canceled because it rained too much.

Celeste told Mariela, "the soccer field is too wet, the game is canceled."

Mariela was very sad, so she asked her dad "what can we do for fun inside?" Her dad put a speaker on the table and started playing music.

Mariela and her dad danced all afternoon and then watched the movie "Coco" together. After they finished the movie Mariela told her dad, "I love



playing soccer during sunny days, but rainy days can be fun too."



Task completion

The teacher re-reads the short story, stopping after every 1-2 sentences to ask students what happened. Students should recount the story or main idea of the sentences in their own words. This should continue until the reading is complete. After re-reading the teacher prompts students to express what they thought the main idea of the story was. The students can answer using their own words our retelling similar experiences they have had.

Task assessment

The teacher instructs students to identify and draw two or three activities they have done or could do inside their house on a rainy day. Teacher should encourage students to be creative and if they are fast drawers, they can color their drawings.

	<p>Teacher should let students know they will be sharing their drawings with the rest of the class.</p> <p>Post-task The teacher asks for students to volunteer and share/explain their drawings to the group.</p> <table border="1"> <thead> <tr> <th></th><th>Yes! </th><th>On my way! </th><th>Help! </th></tr> </thead> <tbody> <tr> <td>I can identify key vocabulary in a story.</td><td></td><td></td><td></td></tr> <tr> <td>I can identify main ideas in a story.</td><td></td><td></td><td></td></tr> </tbody> </table> <p><u>Lesson 4- Spoken Production</u></p> <p>Pre-task The teacher introduces the goal of the lesson.</p> <p>Teacher draws a spare time activity on the board (tic-tac-toe, jenga, hopscotch) and has students guess what it is and how it is played. Once students guess the teacher can demonstrate the game with one or two volunteers. After, the teacher explains to the students that these are spare time activities and writes the topic on the board. The teacher explains spare time activities are games we play when we have free time. Then, the teacher plays the video:</p>		Yes! 	On my way! 	Help! 	I can identify key vocabulary in a story.				I can identify main ideas in a story.				
	Yes! 	On my way! 	Help! 											
I can identify key vocabulary in a story.														
I can identify main ideas in a story.														

<p>SI.1. Interacts in a simple way.</p>	<p>SI.1. Interact in a simple way,</p>	<p>https://www.youtube.com/watch?v=6xwiTa_xVIM to show students some examples of kids playing in their spare time.</p> <p>Teacher introduces the sentence frames,</p> <p>What do you like to do in your free time?</p> <p>I hate running, <u>but</u> I really like playing baseball. I like dancing, <u>but</u> I love listening to music.</p> <table border="1" data-bbox="745 551 1368 654"> <tr> <td>I like ...</td><td>but</td><td>I don't like...</td></tr> <tr> <td>I like dancing</td><td></td><td>I don't like singing.</td></tr> </table> <p style="text-align: center;">Task-rehearsal</p> <p>Students in pairs complete a chart with the activities they like and the ones they don't like.</p> <p>What do you like to do in your free time?</p> <table border="1" data-bbox="973 1013 1769 1290"> <thead> <tr> <th></th><th>But</th><th></th></tr> <tr> <td>I like...</td><td></td><td>I don't like.../ I hate ...</td></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table>	I like ...	but	I don't like...	I like dancing		I don't like singing.		But		I like...		I don't like.../ I hate ...									
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I like dancing		I don't like singing.																					
	But																						
I like...		I don't like.../ I hate ...																					

	<p>provided others are prepared to repeat, rephrase, and speak slow</p> <p>L y.</p> <p>Then, students share their preferences with their partners asking the question and responding.</p> <p>Task completion</p> <p>Teacher creates two rotating circles, an inner circle and an outer circle. They rotate in the inner and outer circle facing different partners as the circle moves, and they share their preferences with their peers in the circle as a response to the question:</p> <p>What do you like to do in your free time?</p> <p>Task assessment</p> <p>Students in a circle throw a toy to a partner asking the question: What do you like to do in your free time?</p> <p>The person that receives the toy answer the question and throws the toy to another classmate asking the same question, the activity goes on to continue practicing questions and answers as a form of assessment.</p> <p>Post task</p> <p>Students create a chart with images where they describe the activities they like and they don't like. They share their charts within a small group. The teacher monitors the groups.</p>	
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		Yes! 	On my way! 	Help! 	
I can ask and respond to questions about preferences.					
I can share my preferences to the group.					
Integrated Mini-Project					Time
Phase: _____					
Reflective Teaching					
What worked well					
Enduring Understanding Reflection					

Term:	Level: Third Grade	Unit:5	Week:3		
Domain: Socio-interpersonal	Scenario: Come On! Make Up Your Mind!		Theme: 3		
Enduring Understanding: Many fun options lead to difficulties in decision-making					
Essential Question: How can we make decisions together?					
Learn to Know		Learn to Do	Learn to Be and Live in Community		
Grammar & Sentence Frames <p>noun phrases expressed through 3 verbs: like, love, and enjoy I like/love/enjoy _____. → I like/love/enjoy ____ing ____ (because...)</p> <p>Phonemic Awareness -et sound expressed through words including (but not limited to): get, jet, let, met, net, pet, set, vet, wet</p>		Vocabulary verbs: play, like, love, go, watch, listen, sing, paint, cook, act, dance, exercise, ride, skate, hike, run, fish, swim adjectives: interesting, exciting, relaxing, energizing adverbs: always, often, sometimes, never Function telling preferences about indoor/outdoor activities	Discourse Markers because Psycho-social showing cooperation within group activities Socio-cultural Idioms/ Phrases “obey(ing) game rules” and “They’re neck and neck now.”		
Assessment Strategies & Evidences of Learning (Diagnostic, formative, summative)	Goals	Pedagogical Mediation/ Didactic Sequence	Time		
Learner...	Learner can...	(Teacher pastes/writes the scenario, goal and the essential question on the board)			

Pre-teaching

Teacher reviews the essential question and the enduring understanding.

Warm-up

Students listen to the song; “what do you like to do?”
[\(<https://www.youtube.com/watch?v=nddRGDEKxA0>\)](https://www.youtube.com/watch?v=nddRGDEKxA0)

Students listen to the song and sing the song.

Activation of Prior Knowledge

Students identify some activites and favorites in the song. Students share with a partner a leisure time activity they enjoy the most.

Modeling

Teacher introduces the sentences frames:

What is your favorite leisure activity?		
I like dancing 	Why?	Because it is relaxing 
I love riding my bike 		because it is energizing 
		Because it is entertaining.

<p>L.3. understand simple instructions including directions.</p>	<p>L.3. Follows simple instructions including directions.</p>	 I reading books															
		<p>Teacher using the chart above, models the pronunciation of new vocabulary and sentence frames. Students repeat the sentences and create a new one of their own.</p> <p>Clarifying Teacher asks questions like: What is your favorite leisure activity? S/he waits for responses, then asks: why? So that students can respond.</p> <p style="text-align: center;"><u>Lesson 3 - Oral Comprehension (40 minutes)</u> Pre-task</p> <p>Teacher identifies goals of the lesson. Teacher asks students to ask the partner to their left and right: what their favorite spare time activity? And why? Share as a class.</p> <p style="text-align: center;">Task-rehearsal</p> <p>Students listen to an audio where several children are talking about their favorite spare time activities. They listen to part of the audio two times and circle the activities the children in the list below like. (https://www.youtube.com/watch?v=YUiI2olgCDM)</p> <table border="1" data-bbox="745 1111 1712 1383"> <thead> <tr> <th>Name</th><th>Circle the favorite activities that you hear for each person</th></tr> </thead> <tbody> <tr> <td>Dalia</td><td>Dancing, swimming, going to the school,</td></tr> <tr> <td>Anna</td><td>Playing the guitar, playing with my sister, playing in the garden.</td></tr> <tr> <td>Ileyda</td><td>Ride her bike, do sports, watch television</td></tr> <tr> <td>Katie</td><td>Playing in the garden, running, dancing</td></tr> <tr> <td>Liam</td><td>Play football, running, watching video games</td></tr> <tr> <td>Ben</td><td>Playing video games, reading, writing, going to the garden, cooking cakes</td></tr> </tbody> </table>	Name	Circle the favorite activities that you hear for each person	Dalia	Dancing, swimming, going to the school,	Anna	Playing the guitar, playing with my sister, playing in the garden.	Ileyda	Ride her bike, do sports, watch television	Katie	Playing in the garden, running, dancing	Liam	Play football, running, watching video games	Ben	Playing video games, reading, writing, going to the garden, cooking cakes	
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		<table border="1"> <tr> <td>Tylor</td><td>Going out with friends, going to the movies, playing in the park</td></tr> </table> <p>Students make pairs and check their answers.Teacher plays the audio a third time and students verify they got the correct information. Teacher verifies the responses with the whole group.</p> <p style="text-align: center;">Task-completion</p> <p>Students listen to the second part of the video twice where more children are expressing which are their favorite spare time activities .They will circle the correct responses from the list next to each person. (https://www.youtube.com/watch?v=YUiI2olgCDM)</p> <table border="1"> <thead> <tr> <th>Name</th><th>Circle the favorite activities that you hear for each person</th><th>Others mentioned</th></tr> </thead> <tbody> <tr> <td>Alex and Lucy</td><td>Playing football, playing basketball, swimming</td><td></td></tr> <tr> <td>Nathan</td><td>Dancing, watching The Simpsons, Cycling with my mom,writing</td><td></td></tr> <tr> <td>Rishika</td><td>Reading, singing,running</td><td></td></tr> <tr> <td>Izzie, Frankie, Florence</td><td>Watching T.V, playing in the garden, feed the chickens</td><td></td></tr> <tr> <td>Rishi</td><td>Playing Badminton and play station, playing football, reading</td><td></td></tr> </tbody> </table>	Tylor	Going out with friends, going to the movies, playing in the park	Name	Circle the favorite activities that you hear for each person	Others mentioned	Alex and Lucy	Playing football, playing basketball, swimming		Nathan	Dancing, watching The Simpsons, Cycling with my mom,writing		Rishika	Reading, singing,running		Izzie, Frankie, Florence	Watching T.V, playing in the garden, feed the chickens		Rishi	Playing Badminton and play station, playing football, reading		
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Task assessment

Students make pairs and check their answers. Teacher plays the audio a third time and students verify they got the correct information. Teacher verifies the responses with the whole group.

	Yes! 	On my way! 	Help! 
I can identify specific information from an audio about people's preferences.			
I can follow instructions given by the teacher for listening.			

Pre-task

Teacher introduces the following vocabulary and sentence frames. Teacher explains the meaning of each using the following chart. Teacher models pronunciation of sentences and students repeat? Teacher asks students some questions to clarify meaning, like? How often do you ride your bike in the park? Always or often? Teacher waits for students' answers.

		Frequency
I like to swim. 	I always go to the swimming pool.	100%
I like to read books. 	I sometimes read on my bed.	50%
I like to ride my bike. 	I often go to the park.	75 %
I don't like to play football.	I never go to the soccer field.	0%

You can also use this video to complement the information.

<https://www.youtube.com/watch?v=mRh6oDnRWKs>

Task rehearsal

Teacher designates the four corners of the room as **always 100%, often 75%, sometimes 50%,** and **never 0%.** Teacher pastes one piece of cardboard with the names of the frequency adverbs and the percentages. Then teacher asks students to

<p>SP.2. express preferences about spare time activities.</p>	<p>SP.2. Expresses preferences about spare time activities.</p>	<p>write in a piece of paper three activites they like to do and one they dislike or never do. They are divided in four groups. Each group is expected to say the the largest amount of sentences using a frequency adverb in each of the stations. The teacher appoints one member of each group in each of the stations, making sure that the instructions are given, understood and implemented by the players.</p> <p>Instructions: Say as many sentences as possible.</p> <p style="text-align: center;">You have 2 minutes</p> <p style="text-align: center;">Go now</p> <p style="text-align: center;">Time is over</p> <p>They move into each of the stations as the teacher sounds a bell. They will share their sentences orally with the partners in that station using the adverb of frequency there.</p> <p style="text-align: center;">Task completion</p> <p>Students receive a hand out with set of indoor and outdoor activites, they have to classify them based on their frequency (always, often, sometimes, never)</p> <table border="1" data-bbox="819 833 1733 1253"> <thead> <tr> <th data-bbox="819 833 1136 931">!</th><th data-bbox="1136 833 1453 931">Frequency (<u>always, often, sometimes, never</u>)</th><th data-bbox="1453 833 1733 931"></th></tr> </thead> <tbody> <tr> <td></td><td></td><td>ride my bicycle</td></tr> <tr> <td></td><td></td><td>play video games</td></tr> <tr> <td></td><td></td><td>read</td></tr> <tr> <td></td><td></td><td>draw</td></tr> <tr> <td></td><td></td><td>sing</td></tr> <tr> <td></td><td></td><td>dance</td></tr> <tr> <td></td><td></td><td>Watch tv</td></tr> <tr> <td></td><td></td><td>Play soccer</td></tr> <tr> <td></td><td></td><td>Play with friends</td></tr> </tbody> </table> <p>Once students have sort out their preferences. They play in pairs. They have to say their sentences aloud in 1 minute.</p>	!	Frequency (<u>always, often, sometimes, never</u>)				ride my bicycle			play video games			read			draw			sing			dance			Watch tv			Play soccer			Play with friends	
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	<p>Each member will use these instructions to play:</p> <p>Say as many sentences as possible.</p> <p>You have 2 minutes</p> <p>Go now</p> <p>Time is over</p> <p><u>What are your favorite spare time activites?</u></p> <p>Students share the information in pairs that change once the teacher rings a bell and says find a new partner.</p> <p><u>Task assessment</u></p> <p>Students are formed in two or one circle depending the size of the group. The teacher shows a toy, the teacher will throw the toy to one student and ask the question:</p> <p><u>What are your favorite spare time activity?</u></p> <p>The student answers and throws the toy to another stundent, one asks the question and the other responds, the game continues in the form of a chain.</p>	
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		Yes! 	On my way! 	Help! 	
I can express my preferences using frequency adverbs.					
I can ask the question: <u>What are your favorite spare time activity?</u>					
<u>Lesson 1 - Phonemic Awareness (40 minutes)</u>					
Pre-task					
<p>Teacher introduces the goal for the class (-et sound, dividing words into syllables, word parts). Teacher plays the following video, stopping it after every word and repeating with the students. Model the pronunciation of this sound by opening your mouth very wide and over-pronouncing both the <e> and <t> phonemes for students to see. Train students to pronounce the sound correctly.</p> <p>https://www.youtube.com/watch?v=JMj9SKh611q&t=82s (Word Family -et Phonics Song for Kids Jack Hartmann)</p> <p>At the end, ask students which words they remembered hearing in the video, if any (at this point, understanding the meaning of the words isn't as important as being able to repeat the sound -et, as they'll be identifying the words/word meanings shortly with printed materials (see 3rd Grade-Unit 5-Week 3-Oral Comprehension).) When students say that they don't remember any, tell them it's time to play the video again! This time with pictures.</p>					

R.PA.2.1. Reads English graphemes and phonemes using knowledge of word

R.PA. 2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.

Task-rehearsal

Students use the following hand out to blend the letters and sound to form new words with the –et ending.

Name: _____

I Can Read and Match

Read and write the word. Color the matching picture.

Read	Write	Color
net		
vet		
pet		
jet		
wet		

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Task completion

Review the words and pictures again with the students. Students look at the pictures and write the name of the word next to each picture.



j _____



m _____



n _____



p _____

Task assessment

The students play a memory game with cards. They pile a set of 10 pictures of concrete items with the word family -et.

Each student has to take a card and then, say the word, say the name of letters and sounds in the word.



Lesson 5- Written Production (40 minutes)

Teacher introduces and writes the goal of the lesson in the whiteboard/chalkboard to the students.

		<p>Teacher reviews these sentences frames and vocabulary.</p> <table border="1"> <tbody> <tr> <td>What is your favorite leisure activity?</td><td></td><td></td></tr> <tr> <td>I like dancing </td><td rowspan="3">Why?</td><td>Because it is relaxing </td></tr> <tr> <td>I love riding my bike </td><td>because it is energizing </td></tr> <tr> <td>I reading books </td><td>Because it is entertaining. </td></tr> </tbody> </table> <p>Teacher models the pronunciation and ask students to talk about their favorite activities and why they like it.</p> <p>Teacher writes on the board the sentences generated by the students.</p> <p style="text-align: center;">Task-rehearsal</p>	What is your favorite leisure activity?			I like dancing 	Why?	Because it is relaxing 	I love riding my bike 	because it is energizing 	I reading books 	Because it is entertaining. 	
What is your favorite leisure activity?													
I like dancing 	Why?	Because it is relaxing 											
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I reading books 		Because it is entertaining. 											

<p>W.1. Copies or prints/writes words.</p>	<p>W.1. copy or print/write words being learned in class and connect them to pictures.</p>	<p>Students are giving the following model for them to complete the sentences describing what they like and why.</p>  <p>Hello! I am Nela. I am 9 years old. I am from Costa Rica. I like _____ books because it is _____, I also like to ride _____ in the park because it is _____. What are your favorite spare time activities and why?</p> <p>Warm regards,</p> <p>Nela</p> <div style="border: 1px solid black; padding: 10px; width: fit-content;"> <p><i>Relaxing entertaining, my bike, read</i></p> </div> <p style="text-align: center;">Task completion</p> <p>Following the model above, students are going to write a short reply to Nela using personal information and personal preferences.</p> <p>Hello! My name is_____. I am _____ I come from_____....</p> <p style="text-align: center;"><u>Task-Assessment</u></p> <p>Students in pairs provide feedback to their partners. They exhibit their short texts on the walls. Teacher provides feedback.</p>	
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			Yes!		On my way!		Help!	
		I can fill in a text to give complete meaning to it.						
		I can identify word families ending with -et						
Integrated Mini-Project								Time
Phase: _____								
Reflective Teaching								
What worked well								
Enduring Understanding Reflection								

Term: III	Level: Third Grade	Unit:5	Week:4		
Domain: Socio-interpersonal	Scenario: Fun places and spaces	Theme: 4 Are you ready to have fun?			
Enduring Understanding: When we are with the right people, doing things we enjoy, any place could be fun.					
Essential Question: What makes a place fun?					
Learn to Know		Learn to Do	Learn to Be and Live in Community		
Grammar & Sentence Frames <p><u>Prepositions of location</u></p> <ul style="list-style-type: none"> - She plays basketball <u>on</u> a court. - She likes swimming <u>in</u> the river. - I like exercising <u>at</u> the gym. <p><u>Modals can</u></p> <ul style="list-style-type: none"> - How <u>can</u> I get to the gym? - Who <u>can</u> go to the corner? <p><u>Imperatives</u></p> <ul style="list-style-type: none"> - Walk - Turn left/ right. - Go__ straight/ to the corner <p><u>Adverbs</u></p> <ul style="list-style-type: none"> - <u>First</u>, shuffle the cards. - <u>Then</u>, deal the cards <p><u>Next</u>, throw the dice</p>		Function <ul style="list-style-type: none"> - Giving and following instructions for playing games 	Psycho-social Socio-cultural idioms/ phrases <ul style="list-style-type: none"> - Give it your best shot - Breaking the rules! - 		

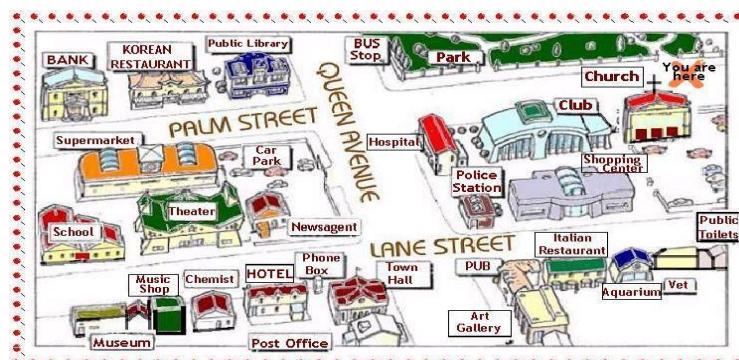
<p>Phonemic Awareness</p> <ul style="list-style-type: none"> - /eg/... leg, Peg, Meg, egg, <p>Vocabulary</p> <p><u>Are you Ready to Have Fun?</u></p> <p><u>Giving instructions</u></p> <ul style="list-style-type: none"> - Shuffle the cards. - It's your turn. - You miss a turn. - Move your counter. - Pass the dice, please. - Throw the dice - Don't look at my cards! <p><u>Directions</u></p> <p>on your left, on your right, next to, opposite, next to, across from, between, go straight ahead.</p>		
<p>Assessment Strategies & Evidences of learning (Diagnostic, formative, summative)</p> <p>Learner...</p>	<p>Goals</p> <p>Learner can</p>	<p>Pedagogical Mediation/ Didactic Sequence</p> <p>(Teacher pastes/writes the scenario, goal and the essential question on the board)</p>

	<p>SI.2. Answers simple questions using individual words, expressions, or short sentences.</p>	<p>Pre-teaching</p> <p>Warm-up: Teacher will show the song : Directions Rap Song: (https://www.youtube.com/watch?v=qHJe8WcVQD4)</p> <p>How do I get to the restaurant? How do I get to the swimming pool? Go straight ahead, keep going, keep going, keep going And stop, turn left, turn right, Take the third on the left, then stop...</p> <p>Activation of Prior Knowledge: Teacher will present the new vocabulary by using TPR: walk, turn left, turn right, go straight, go to the corner. How can I get to the restaurant? How can I get to swimming pool?</p>   <p>Modeling Teacher models the sentence frames and vocabulary students need for answering simple questions about the location of the places they go to practice their favorite outdoor activities. For example, teacher introduces the following questions and possible answers:</p> <table border="1" data-bbox="811 1286 1824 1390"> <thead> <tr> <th data-bbox="811 1286 1136 1390">Where do you want to go? What do you want to do?</th><th data-bbox="1136 1286 1368 1390">Question</th><th data-bbox="1368 1286 1824 1390">Answer</th></tr> </thead> </table>	Where do you want to go? What do you want to do?	Question	Answer	
Where do you want to go? What do you want to do?	Question	Answer				

		<p>I want to ride my bike in the park.</p> <p>I want to read books in the library.</p> <p>Example created using information from students.</p>	<p>How can I get to the park from here?</p> <p>How can I get to the library from here?</p>	<p>Go straight ahead for two blocks, then, turn right, then turn left, the park is in front of the church.</p> <p>Go straight ahead, keep going, turn right on second avenue, then turn right, the library is next to the supermarket.</p>	
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Clarifying

Teacher uses a map from city and shows some places, s/he needs to go: Park, library and club. She is at the school. She asks, I need to go to the library to read, how can I get there?

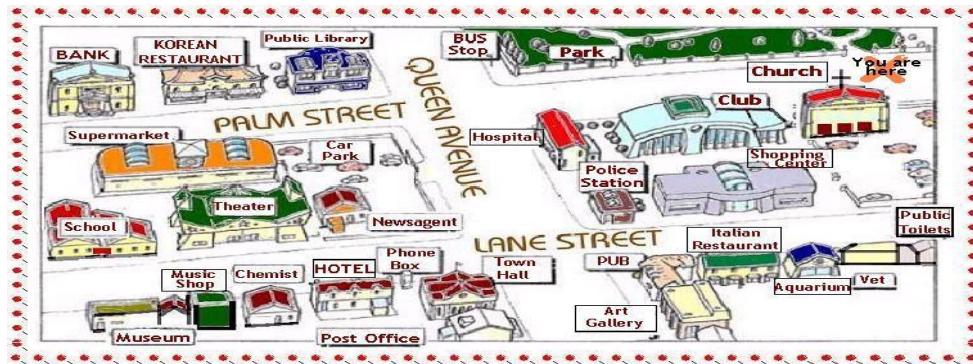


Together, they find the answer: Walk straight one block on Lane street, turn left on Queen Avenue, walk straight ahead, the library is in the corner.

Pre-task

Teacher introduces the goal of the lesson. Students will answer questions about the location of some places in town like: gym, park, swimming pool, soccer field, etc. related where their favorite activities, they can use this map of their own town or this map.

The teacher will monitor and support the students during the tasks. The most important vocabulary for giving directions will be displayed on the board as support for students.



Task-rehearsal

Students are in the school and they want to practice the following activities:

Ride the bike, feed the fish, watch a movie and listen to music. They need to go to **the Park, Aquarium, Theater and Music shop**.

In pairs, students are going to play roles. Each of them will tell their pair how to get to 2 of the places given.

SP.1. Describes instructions for playing games.	<p>SP.1. describe instructions for playing games</p> <p>Task completion</p> <p>Using the same map, students in pairs are going to decide on 2 outdoor activities they like, they will select two places they need to go to practice them and will circle them in the map. They will select a point in the city where they are and they will write a cross there.</p> <p>Then, each of the pairs meet, using the map, they will ask the other pair, how can I get to the....?</p> <p>Using the map the pair will provide the answer.</p> <p>Task assessment</p> <p>Students make a circle, then, using the map and a toy, the teacher throws the toy puppet to a student and asks, I need to go to the library. How can I get there?</p> <p>The student with the toy will provide an answer, the rest of the group can help.</p> <p>Pre- task</p> <p>Teacher introduces sentence frames and vocabulary for playing a simple card game like Crazy 8s. Students can listen and watch a video like this: https://www.youtube.com/watch?v=9Fd0WUaTHZU</p> <p>Crazy 8s</p> <p>1. First, remove the jokers from the deck</p>	
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	<p>2. Then, shuffle the deck of cards</p> <p>3. Next, deal five cards to each player or seven cards if you have only 2 players</p> <p>4. Place the rest of the deck in the center</p> <p>5. Take over the top card and place it down.</p> <p>7-The player to the dealer's left begin.</p> <p>8. Each player takes a card from the top of the pile or from the last discard card to try to make a match with your cards.</p> <p>9. Each player has to discard the cards that do not match. As you make matches you display them on the table.</p> <p>10. The player that gets rid of all his/her cards first wins.</p>	
	<p style="text-align: center;"><u>Task Rehearsal</u></p> <p>Students simulate playing a card game that they like. They practice three or four sentence frames for playing a card game like:</p> <ul style="list-style-type: none"> – Shuffle the cards. – It's your turn. – Distribute the cards – Don't show your cards <p style="text-align: center;"><u>Task completion</u></p> <p>Students in small groups select a card game they like, they will explain someone how to play it using simple words. Each member of the group will contribute with at least one sentence.</p> <p style="text-align: center;"><u>Task assessment</u></p>	

Students will play hot potato, they will select a card game they like, and then each person that gets the hot potato must say one instruction for playing the game.

Post task

Task completion

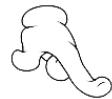
In groups of four students: they will play different games. They will read the material and do a poster. After that, they will do an oral presentation about the games and play all the games together. Material: Appendix 1

Group 1: Hide and seek

Group 2: Hopscotch

Group 3: jumping the rope

Group 4: Memory game

	Yes! 	On my way! 	Help! 
I can answer questions about the location of places.			
I can give simple instructions to play a game.			

Phonemic Awareness

<p>R.PA.2.1. Reads English graphemes and phonemes using knowledge of word.</p>	<p>R.PA. 2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>Pre teaching activities</p> <p>Warm Up: Students will play a game: The Flip Bottle Challenge”</p> <p>Students will throw a bottle of water into the air. If the bottle stands, nothing happens because the students “won”, but if the bottle fails to stand and lands on its sides students lose. The punishment is that those students must count from 1 to 10 while dancing or jumping, for 5 seconds and so on.</p> <p>Activating the prior knowledge:</p> <p>Teacher will introduce the new vocabulary: leg, Meg, peg, beg, keg, egg.</p> <p>Material (PPP about flashcards eg)</p> <p>Teacher and students identify rime and onset of the words.</p> <p>Modeling:</p> <p>Teacher will practice pronunciation and ask students to repeat the words and the sentences: Meg has an egg / The leg is in the keg / o not beg.</p> <p>Clarifying:</p> <p>The teacher will show the flashcards and ask students:</p> <ol style="list-style-type: none"> 1. Who is she? 2. Does she have an egg? 3. What is it? 4. Where is the leg? <p>Pre-task</p> <ul style="list-style-type: none"> – Teacher introduces the goal of the lesson. – Students are going to practice the following tongue twisters in groups: <p>Group #1</p> <p>Elegant elephant Elegant elephant Elegant elephant</p>	
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Group # 2

Eight eager eagles ogled old Edgar

Group #3

Edgar at eight ate eight eggs a day

When all of them have participated, they switch and they will say another tongue twister. The teacher will select a winner.

Task-rehearsal

Teacher plays the video for the first time on the short vowel /e/ sound. Song “ EG family” <https://youtu.be/qRshAITQRus>.

Students will sing and follow the song.

Task completion

Students are going to watch the video and do the exercises on the video.

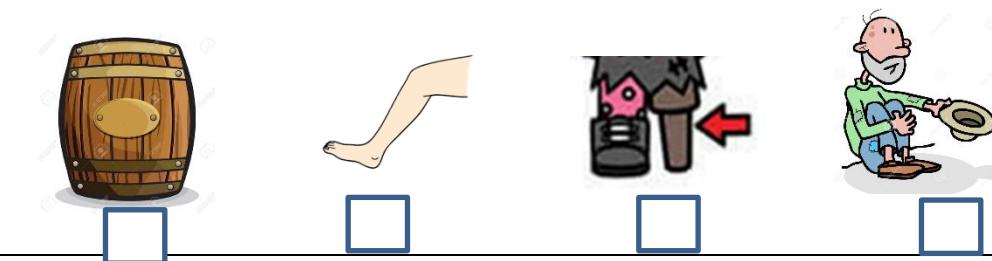
https://youtu.be/HT_1y9wWpts

1. Listen to the sentences

- a. A peg is by the keg
- b. Do not beg
- c. My leg is inside the keg

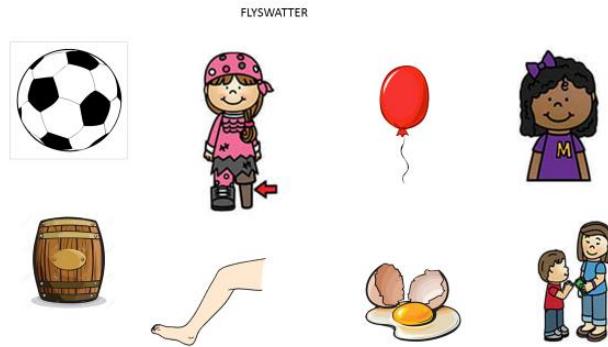
2. Listen to the questions and answer them

3. Listen and write the corresponding number according to what hear.



Task assessment

- In pairs, using the letters of the alphabet, students will put the letter together to forms the new words: beg, keg, peg, keg, Meg, egg.
- Using a flyswatter, students will point out the words that they hear from the teacher. Material (flashcards e.g.)



Pre-task

Teacher shares the goal of the lesson. Teacher reviews vocabulary ans sentence frames related with playing card games, for example.

- Shuffle the cards.
- It's your turn.
- You miss a turn.
- Move your counter.

<p>W.2. Fills in gapped text using a word list of familiar words.</p>	<p>W.2. fill in gapped text using a word list of familiar words</p>	<ul style="list-style-type: none"> - Pass the dice, please. - Throw the dice - Don't look at my cards! <p>Task- Rehearsal</p> <p>Students complete a simple text for playing crazy 8s using words from a box.</p> <p>Crazy 8s</p> <ol style="list-style-type: none"> 1. First, _____ the jokers from the deck 2. Then, _____ the deck of cards 3. Next, deal five cards to each player or seven cards if you have only 2 players 4. _____ the rest of the deck in the center 5. _____ the top card and place it down. 7-The _____ to the dealer's left begin. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: 0;"> <p>take over, shuffle , player, remove, place</p> </div> <p>Task completion</p> <p>Students are giving a text about how to play a table game and they complete the text with the missing words.</p> <p>Hi, Mary. In Costa Rica, we have several games card games. One is called: 21. To play it, do the following:</p>	
--	--	--	--

First, _____ the deck.
Second, _____ the players.
Next, _____ each player 2 cards.
_____ at your cards
_____ cards to see if they total 21.
You can get cards from the deck and drop one of your cards if you still do not reach 21.
_____ your cards if you they sum up 21 and you win

That is all for now. Have Fun!!!

Best,

Alvaro

Add up, Give, Deal, Look, shuffle, Fold

Task assessment

Students pair up and revise their texts. Then, new pairs are created and do the same. Finally they teacher provides feedback to the whole group about the text.

	Yes! 	On my way! 	Help! 
I can fill out a gap text about playing games.			

Integrated Mini-Project			Time
<ul style="list-style-type: none"> - Planning and creating a collage- mural in a collaborative and creative way representing favorite indoor and outdoor activities. Planning an oral exposition, rehearsing it and performing it for whole class or within small groups. Participating in self- and co-assessment with teacher's guidance. 			
Phase: _____			
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			

Unit 6 Scope and Sequence				
Scenario: Welcome to Costa Rica				
Enduring Understanding	The majority of Ticos will be more than happy to offer everyone an unforgettable welcome to this country.			
Essential Question	What does it mean to welcome someone?			
Assessment and Goals				
Week 1	Week 2	Week 3	Week 4	Week 5
Theme	Theme	Theme	Theme	
2. Costa Rica: a Diverse Country	5. Where can I Go?	3. How will I Get There?	4. Exploring Costa Rica: no Better Place to Be	
Assessment:	Assessment:	Assessment:	Assessment:	Assessment
L.1. Recognizes most of a short story when it is read slowly and clearly. R.2. Blends phonemes and letters in spoken/written words to read words. SI.1. Meets and takes leave of people using appropriate expressions.	L.2. Identifies specific information to answer questions about key vocabulary words. R.2. Blends phonemes and letters in spoken/written words to read words. R.1. Reads simple, short texts, word by word and picks out the main information. SI.2. Interacts in a simple way.	L.3. Identifies numbers and times in short oral exchanges. R.2. Blends phonemes and letters in spoken/written words to read words. SI.3. provide one word answers to basic questions.	SP.1. Provides basic information about familiar things and ideas. R.2. Blends phonemes and letters in spoken/written words to read words. W.2. Copies or prints/writes words.	Instruments for Process/Product Week 6 Suggested Integrated Mini project ✓ Mini book
Goals:				

Goals:	L.2. respond to questions about key vocabulary words that have been modeled, repeated, or labeled. R.2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness. SI.1. meet and take leave of people using appropriate expressions.	Goals: L.3. understand numbers, times and other pieces of short information, if given slowly and clearly. R.2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness. SI.3. provide one word answers to basic questions. W.1. print/write simple descriptions of everyday objects (e.g., a brief description of their country and its touristic attractions).	Goals: SP.1. provide basic information about familiar things and ideas. R.2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness. W.2. copy or print/write words being learned in class and connect them to pictures.	
Function		Function		Function
• Talking about the diversity of Costa Rica.		• Asking and responding about attractions in Costa Rica		• Getting to know the possible ways to get to tourist destinations • Asking to find out what things they enjoy more in Costa Rica
Discourse Markers		Discourse Markers		Discourse Markers

And, but, because	<ul style="list-style-type: none"> – Beaches in Costa Rica always have hotels <u>and</u> restaurants. – There is an excellent view of the volcano <u>but</u> there is not a restaurant. – The river is not for swimming because it is dirty. 		
Grammar & Sentence Frames	Grammar & Sentence Frames	Grammar & Sentence Frames	Grammar & Sentence Frames
<u>Adjectives for describing places</u> <ul style="list-style-type: none"> – Monteverde is a <u>fascinating</u> place to visit. – Arenal Volcano is really <u>famous</u>. – Manuel Antonio beach is very <u>exciting</u> and <u>crowded</u> for tourists. <u>There is/there are</u> <ul style="list-style-type: none"> – In San José <u>there are</u> a lot of museums. – <u>There are</u> relaxing beaches in Limón. – <u>There is</u> a cablecar community in Buenos Aires de Puntarenas 	<u>Simple present (irregular verbs)</u> <ul style="list-style-type: none"> – Costa Rica <u>has</u> <u>beautiful volcanoes</u>, <u>beaches</u>, and <u>mountains</u>. – Borucas make beautiful masks and paintings. – Beaches always <u>have</u> restaurants and kayaking. 	<u>Present progressive</u> <ul style="list-style-type: none"> – We <u>are going</u> there by car. – She <u>is going</u> there by bus. – I <u>am swimming</u>. <u>Prepositions</u> <ul style="list-style-type: none"> – I go <u>by</u> plane – I go <u>on</u> foot. 	<u>Modal can for offering advice</u> <ul style="list-style-type: none"> – In San José you can find <u>museums</u>, <u>zoos</u>, and <u>theaters</u>. – In Costa Rica you can practice <u>surfing</u>, <u>hiking</u>, and <u>kayaking</u>. <u>Wh- questions</u> <ul style="list-style-type: none"> – <u>What</u> can I do there/ for you/? – <u>Where</u> would you like to go? – <u>How</u> do you get there?
Phonemic Awareness	Phonemic Awareness	Phonemic Awareness	Phonemic Awareness
<ul style="list-style-type: none"> – en: <u>ten</u>, <u>pen</u>, <u>men</u>, <u>den</u>, 		<ul style="list-style-type: none"> – Practicing minimal pair sounds: <u>æ</u> / <u>ʌ</u> 	<ul style="list-style-type: none"> Practicing vowel consonant combinations to

<ul style="list-style-type: none"> - ed: <u>bed</u>, <u>red</u>, <u>wed</u>, <u>led</u>, 	<ul style="list-style-type: none"> - ell: tell, bell, sell, well, - all: call, tall, wall, fall, 	<ul style="list-style-type: none"> - cat / cut - ankle / uncle - ran / run - drank / drunk - match / much 	<p>form several words: /m/, /s/, /a/, /t/, /n/, /p/</p>
<p>Vocabulary</p> <p>1. Costa Rica: a diverse country</p> <p>What can you say about Costa Rican people?</p> <p><u>Cultural diversity</u></p> <p><u>Indigenous peoples:</u> bribis, cabecares, ngÖbes, bugles, T terrabas, chorotegas, huetares, malekus, borucas</p> <p><u>Afrodescendents</u></p> <p><u>Multinational diversity</u></p> <p>Nicaraguan, Canadian, Chinese</p> <p><u>Adjectives:</u></p> <ul style="list-style-type: none"> - Beautiful, different, exciting, interesting, colorful 	<p>Vocabulary</p> <p>2. Where can I go?</p> <p><u>Natural sites</u></p> <ul style="list-style-type: none"> - Mountains, rivers, lakes, national parks, beaches <p>Entertainment:</p> <ul style="list-style-type: none"> - Theater, concert hall, shopping center, museums, zoos, sport center, stadium 	<p>Vocabulary</p> <p>6. How will I get there?</p> <p><u>Means of transportation</u></p> <p>Plane, car, ship, bicycle, bike, bus, horse, foot, ferry</p> <p>Action verbs:</p> <p>Ride, go, take, run</p>	<p>Vocabulary</p> <p>7. Exploring Costa Rica: no better place to be</p> <p><u>Sport activites</u></p> <ul style="list-style-type: none"> - Swimming, climbing, sailing, snorkeling, caving, canoeing, surfing <p><u>Events:</u></p> <p>Music festivals, arts festivals, religious festivals, carnivals, parades</p>
<p>Psycho-social</p>	<p>Psycho-social</p>	<p>Psycho-social</p>	<p>Psycho-social</p>

<ul style="list-style-type: none"> – Showing respect to foreigners or people from a different cultural background. <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> – Welcoming people to Costa Rica in a friendly way. – Showing off my country 	<ul style="list-style-type: none"> – Showing respect to foreigners or people from a different cultural background. <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> – Welcoming people to Costa Rica in a friendly way. – We have lots of option for travel in Costa Rica – Hit the road 	<ul style="list-style-type: none"> – Showing respect to foreigners or people from a different cultural background. <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> – Meeting new people is a pleasure for the Ticos – We have lots of option for travel in Costa Rica – Travel light. 	<ul style="list-style-type: none"> – Showing respect to foreigners or people from a different cultural background. <p>Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> – Meeting new people is a pleasure for the Ticos – No better place to be – Bright and early
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Unit: 6 Welcome to Costa Rica

Term: III	Level: 3 th	Unit: 6	Week: 1
Domain: Socio-interpersonal	Scenario: Welcome to Costa Rica	Theme: Costa Rica a Diverse Country	
Enduring Understanding: The majority of Ticos will be more than happy to offer everyone an unforgettable welcome to this country.			
Essential Question: What does it mean to welcome someone?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frame <p><u>Adjectives for describing places</u></p> <ul style="list-style-type: none"> - Monteverde is a <u>fascinating</u> place to visit. - Arenal Volcano is really <u>famous</u>. - Manuel Antonio beach is very <u>exciting</u> and <u>crowded</u> for tourists. <p><u>There is/there are</u></p> <ul style="list-style-type: none"> - In San José <u>there are</u> a lot of museums. - <u>There are</u> relaxing beaches in Limón. - <u>There is</u> a cabecar community in Buenos Aires de Puntarenas <p>Vocabulary</p> <p>1.Costa Rica: a diverse country</p> <p>What can you say about Costa Rican people?</p>	<p>Function Talking about the diversity of Costa Rica</p> <p>Discourse Markers and, but, because examples:</p> <ul style="list-style-type: none"> - Beaches in Costa Rica always have hotels and restaurants. - There is an excellent view of the volcano but there is not a restaurant. - The river is not for swimming because it is dirty. 	<p>Psycho-social Sociocultural Idioms/phrases</p> <ul style="list-style-type: none"> - Welcoming people to Costa Rica in a friendly way. - Showing off my country 	

<p><u>Cultural diversity:</u></p> <ul style="list-style-type: none"> • <u>Indigenous peoples:</u> bribris, cabecares, ngöbes, bugles, terrabas, chorotegas, huetares, malekus, borucas • <u>Afrodescendents</u> • Multinational diversity: Nicaraguan, Canadian, Chinese <p><u>Adjectives:</u> beautiful, different, exciting, interesting, colorful</p> <p>Showing respect to foreigners or people from a different cultural background.</p> <p>Phonemic Awareness -en: ten, pen, men, den, hen -ed: bed, red, wed, led, ted</p>			
Assessment Strategies & Instruments	Learner can	Pedagogic Mediation	Time 200 min
Learner...		<p>Pre-teaching</p> <ul style="list-style-type: none"> – Teacher greets students and introduces essential question and goals for the week. <p>Warm up</p> <ul style="list-style-type: none"> – Listening to a song, "Nature's all around me!" https://www.youtube.com/watch?v=XewHgCxsdKM <p>Activitation of Prior Knowledge</p>	15

<p>L1. Recognizes most of a short story when it is read slowly and clearly and is accompanied by pictures or drawings.</p>	<p>L1. Understand most of a short story when it is read slowly and clearly and is accompanied by pictures or drawings.</p>	<ul style="list-style-type: none"> - Teacher introduces the vocabulary and grammar by mean of a power point presentation, "Costa Rica: a diverse country." https://drive.google.com/drive/folders/1Bnnlvu9CxEBjSYJraT3RnQVvwxCypHnX?usp=sharing <p style="text-align: center;">Modeling</p> <ul style="list-style-type: none"> - Teacher uses flash cards, in the power point presentation, to model the pronunciation of adjectives and introduces the grammar and sentences frames. - Students participate in choral repetition. <p style="text-align: center;">Clarifying</p> <ul style="list-style-type: none"> - Students work in pairs and <u>take turns to point</u> the flashcards and say the word and, teacher clarifies if need it. (small set of flashcards) <div style="text-align: center; margin-top: 10px;"> </div> <ul style="list-style-type: none"> - Teacher asks questions if need it. <p style="text-align: center;">Pre-task</p> <ul style="list-style-type: none"> - Teacher introduces the goal of the lesson. - Teacher the video "The Costa Rican Experience EF Educational Tours" https://www.youtube.com/watch?v=qewAzRUMDdY Learners watch the video and pay attention to the audio. - Then Ls receive some flash cards containing vocabulary they study in the ppt. After that, T plays the video again and Learners 	40'
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should stand up and line up if they listen a piece of vocabulary in his/her flashcards.

Task-rehearsal

- Learners circle key words while they listen to a short reading from their teacher and check their practice in pairs. (**worksheet 1**)



WORKSHEET 1

Introduction:

- Listen to the reading and circle the word you hear to correctly complete the sentence.
- Check with your partner.

1. Costa Rica is a diverse country. It is considered to possess the highest density of biodiversity of any country worldwide.

a. and b. because c. but

2. In Costa Rica there are about 500,000 different kinds of species.

a. there is b. there are c. have

- Then Learners get a sheet, they should label pictures while they listen to a short reading again from their teacher, then L check each other their answers. (**worksheet 2**)
-

- Learners are given some strips with sentences. Then the teacher reads a paragraph. The students line up in the right place according to what the teacher read. (**worksheet 3**)

Worksheet #3
Paper strips

Costa Rica is a diverse country because it has abundance biodiversity.

3= _____
In Costa Rica there are different kinds of species.

3= _____
Costa Rica is a multicultural country because people from different ethnicities and nationalities live together.

3= _____
Costa Rica is magical because there are eight different indigenous ethnicities spread along the country.

Task completion

- Learners work in pairs to complete a gap exercise. Student A read his/her sentences and student B complete in their worksheet and vice versa. (**worksheet 4**)

		<ul style="list-style-type: none"> - Then shift papers to check their results. 	
SI1. Meets and takes leaves of people using appropriate expressions.	SI1. Meet and take leave of people using appropriate expressions.	<p style="text-align: center;">WORKSHEET #4 <u>Student A</u></p> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • <u>Fill the gaps using there's is / there are / but/ and/ amazing/ fascinating.</u> • <u>Student B reads the full sentence for you to complete the gaps.</u> <p>1. _____ a Chorotega community in Guanacaste.</p> <p>2. The Arenal volcano is <u>beautiful</u> <u>but</u> the <u>Whale tail</u> is the <u>best</u> place to <u>visit</u>.</p> <p>3. _____ <u>different indigenous territories</u> in Costa Rica.</p> <p style="text-align: center;">WORKSHEET #4 <u>Student B</u></p> <p><u>Instructions:</u></p> <ul style="list-style-type: none"> • <u>Fill the gaps using there's is / there are / but/ and/ because.</u> • <u>Student A reads the full sentence for you to complete the gaps.</u> <p>1. <u>There</u> is a Chorotega community in Guanacaste.</p> <p>2. The Arenal volcano is <u>beautiful</u> _____ the <u>Whale tail</u> is the <u>best</u> place to <u>visit</u>.</p> <p>3. <u>There</u> are <u>eight different indigenous territories</u> in Costa Rica.</p>	40'

Task Assessment

- Each student is given a flashcard, so they walk around and say the word from his/her flashcard and shift flashcards and repeat the action till the teacher stops the activity.
- Learners play the flyswatter game to correct students' work.
- The teacher provides feedback and/or repair. Whole group assesses their performance.

Going beyond!

Meets the mark!

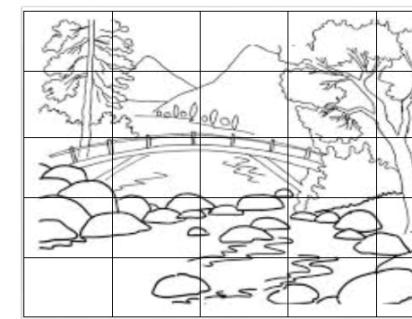
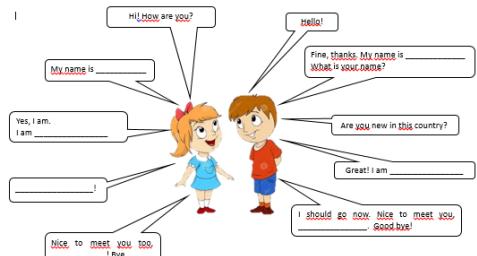
Needs

Pre-task

- Teacher introduces the goal of the lesson.
- Teacher plays the song "Good morning".
https://www.youtube.com/watch?v=Cul_p7a9VGs to activate students' prior knowledge of the greetings and leave-takings.
- Teacher introduces and models words and sentences frames to meet and take leave people using visual aids (**power point SI1**)

	<p>Meet and take leave of people). https://drive.google.com/drive/folders/1Bnnlvu9CxEBjSYJraT3RnQVvwxCypHnX?usp=sharing</p> <ul style="list-style-type: none"> • Teacher and students repeat chorally and individually <p>Task-rehearsal</p> <ul style="list-style-type: none"> • Ls are given some cards with short dialogues to role play. They work in groups of three. After they finish, they shift cards with their neighbor group till they role play the three different conversations. <table border="1"> <thead> <tr> <th>Conversation 1</th><th>Conversation 2</th><th>Conversation 3</th></tr> </thead> <tbody> <tr> <td> Peter: Hello. Jane: Hi! Peter: My name is Peter. What's your name? Jane: My name is Jane. Nice to meet you. Peter: It's a pleasure. </td><td> Peter: Goodbye, Jane. See you tomorrow! Jane: Bye bye, Peter. Have a nice evening. Peter: Thanks, you too! Jane: Thanks. </td><td> Ken: Peter, this is Mary. Peter: How do you do? Mary: Hi! Pleased to meet you. Ken: Mary is from Guatemala. Peter: Welcome to Costa Rica Mary. </td></tr> </tbody> </table> <p>Task completion</p> <ul style="list-style-type: none"> • Ls work in groups to solve puzzle and create conversations by substituting key words. After each group finishes, they should 	Conversation 1	Conversation 2	Conversation 3	Peter: Hello. Jane: Hi! Peter: My name is Peter. What's your name? Jane: My name is Jane. Nice to meet you. Peter: It's a pleasure.	Peter: Goodbye, Jane. See you tomorrow! Jane: Bye bye, Peter. Have a nice evening. Peter: Thanks, you too! Jane: Thanks.	Ken: Peter, this is Mary. Peter: How do you do? Mary: Hi! Pleased to meet you. Ken: Mary is from Guatemala. Peter: Welcome to Costa Rica Mary.
Conversation 1	Conversation 2	Conversation 3					
Peter: Hello. Jane: Hi! Peter: My name is Peter. What's your name? Jane: My name is Jane. Nice to meet you. Peter: It's a pleasure.	Peter: Goodbye, Jane. See you tomorrow! Jane: Bye bye, Peter. Have a nice evening. Peter: Thanks, you too! Jane: Thanks.	Ken: Peter, this is Mary. Peter: How do you do? Mary: Hi! Pleased to meet you. Ken: Mary is from Guatemala. Peter: Welcome to Costa Rica Mary.					

move to another table and solve a new puzzle and create a new conversation. Teacher should encourage Ls to use the target language as much as possible. (Dialogue puzzle SI1)



Task Assessment

WORDS I LEARN



SENTENCES I CAN WRITE

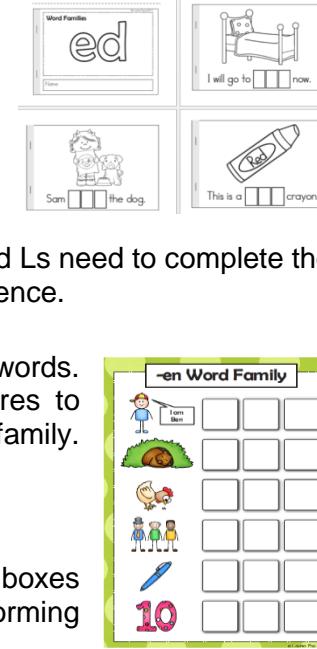


40 min

- Ls participate in a poster session to show what they have learned. T splits up the learners into five groups and gives them a poster and markers for writing.
- The teacher provides feedback and/or repair. Whole group assesses their performance.

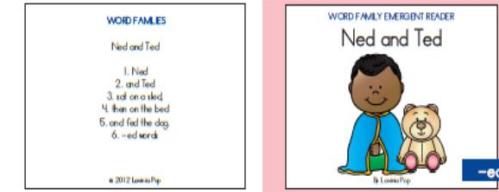
			Going beyond!	Meets the mark!	Needs more work	
R2. phonemes letters spoken/written words.	Blends and in	R2. Decode English graphemes and phonemes using knowledge of word parts, syllabication and phonemic awareness.	<ul style="list-style-type: none"> - Ls participate in the exit ticket activity. They should say one sentence using the target language before leaving the classroom. <p style="text-align: center;"><u>PHONEMIC AWARENESS LESSON</u></p> <p style="text-align: center;">Pre-task (10')</p> <ul style="list-style-type: none"> • Teacher introduces the goal for the class and the family words to be studied. T sticks on the board the words they are going to study and play the videos. https://www.youtube.com/watch?v=MFdclRwGOec (en) https://www.youtube.com/watch?v=1o-SPlIjEGE https://www.youtube.com/watch?v=nte4sCUJc4E (ed) https://www.youtube.com/watch?v=zZwOPbCbBGM • Learners repeat the words as they look at the videos to practice their pronunciation. • Then T shows flashcards for L to pronounce the words aloud. • Ls work in pair to show the flashcards to each other and say the words. T clarifies and gives feedback to learners. <p style="text-align: center;">Task rehearsal (10')</p>			

- Teacher provides a minibook for Ls to cut and paste the words to complete sentences with the –en family. **(worksheet 1)**
- Teacher reads the sentences and Ls revise them to put the sounds together to complete a word. T will spell the word Ls need to complete the sentence. Finally, T reads the full sentence.
- Learners manipulate letters to form words. They help themselves by using pictures to figure it out the words from the –ed family. **(worksheet 2)**
- They work in groups of three.
- T gives them a copy with the picture and boxes and a group of letters for them to start forming words.
- Once they finish, T uses TPS for Ls to revise what they have done. After they finish to check they return to their home groups.
- T asks Ls to say the words aloud.



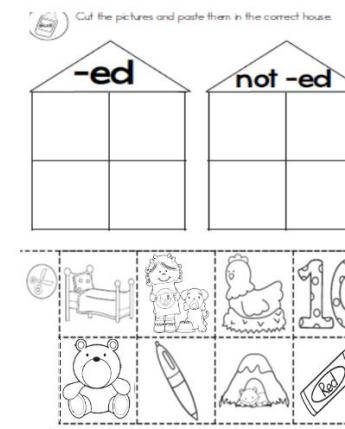
Task completion(10')

- The learners participate in a reading race.
- T splits up the class into groups of 5 or less.
- Teacher provides each group with a set of pictures with a phrase. Then s/he reads the text and the learners match the reading with the pictures while they listen to the teacher. **(worksheet 3)**
- Then teacher uses TPS (think-pair-share) for learners to check themselves
- Finally, each group read its text.
- T asks them what happen if I change



Task assessment (5')

- Learners will cut and paste pictures that represent the studied families in the corresponding box. **(worksheet 4)**



		<p>Post-task (5')</p> <ul style="list-style-type: none"> Learners play the flyswatter game by using the flashcards from the pre-task activity. 			
Integrated Mini-Project					
If allowing time for the Mini-Project each week, for the first and second weeks, learners focus on: Planning and Creating collaboratively in groups to design a colourful poster where Ls choose a Costa Rican interesting site to welcome someone to Costa Rica. They should include information such as place, transportation, location, attractions and facilities which allow them to put into practice the vocabulary learned through the unit. Rehearsing and describing the interesting Costa Rican site they chose. Participating to show the whole class how showing off my country and welcoming visitors.		Group presentations can be week 5 or 6.			
Reflective Teaching					
What worked well	What didn't work well	How to improve it			
Enduring Understanding Reflection					
How well did the learners progress in their understanding of the Enduring Understanding?					
Week Plan Self-Assessment					
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)					

Learner Self-Assessment			
Indicator			
I can identify target language from an audio	<i>Going beyond!</i>	<i>Meets the mark.</i>	<i>Need more work.</i>

I can number events while I listen to a short story			
I can write words to complete sentences when someone dictate me			
I can recognize most of a short story when read it slow and clear			

Term: III	Level: 3 th	Unit: 6	Week: 2
Domain: Socio-interpersonal	Scenario: Welcome to Costa Rica	Theme: Where can I go?	
Enduring Understanding: The majority of Ticos will be more than happy to offer everyone an unforgettable welcome to this country.			
Essential Question: What does it mean to welcome someone?			
Learn to Know		Learn to Do	Learn to Be and Live in Community
Grammar & Sentence Frame <u>Simple present (irregular verbs)</u> <ul style="list-style-type: none"> - Costa Rica <u>has</u> beautiful volcanoes, beaches, and <u>mountains</u>. - Borucas make beautiful masks and paintings. - Beaches always <u>have</u> restaurants and kayaking. Vocabulary <u>Natural sites</u> <ul style="list-style-type: none"> - Mountains, rivers, lakes, national parks, beaches <u>Entertainment:</u> <ul style="list-style-type: none"> - Theater, concert hall, shopping center, museums, zoos, sport center, stadium Phonemic Awareness <ul style="list-style-type: none"> - ell: tell, bell, sell, well, - all: call, tall, wall, fall, 		Function Asking and responding about attractions in Costa Rica Discourse Markers Beaches in Costa Rica always have hotels <u>and</u> restaurants.	Psycho-social <ul style="list-style-type: none"> - Showing respect to foreigners or people from a different cultural background. Sociocultural <ul style="list-style-type: none"> - Welcoming people to Costa Rica in a friendly way. - We have lots of option for travel in Costa Rica - Hit the road
Assessment Strategies & Instruments	Learner can	Pedagogic Mediation	Time

Learner...	<p style="text-align: center;">Pre-teaching</p> <ul style="list-style-type: none"> Teacher greets students and introduces essential question and goals for the week. <p style="text-align: center;">Warm Up</p> <ul style="list-style-type: none"> Let's Go To The Zoo Animal Song for Kids (sing and dance) <p>https://www.youtube.com/watch?v=OwRmivbNgQk</p> <p>Review animals and commands</p> <p style="text-align: center;">Activation of prior knowledge</p> <ul style="list-style-type: none"> After singing and acting out the song, T shows a video about the “Top 10 Things to do in Costa Rica. https://www.youtube.com/watch?v=TepVj43ax-8 Ls participate in a brainstorm to say as much words as possible about natural sites and entertainment. For example: beaches, volcanoes, play monkey, etc. <p style="text-align: center;">Modeling</p> <ul style="list-style-type: none"> Teacher uses the words Ls provide in the previous stage to make sentences and questions and to introduce irregular verbs have-has, is-are. Example 1: Words: Volcano - Beaches Sentence: Costa Rica has beautiful volcanoes. Question: Has Costa Rica beautiful volcanoes? Yes, it has. Example 2: Words: Parks Sentence: National Parks in Costa Rica are interesting. / Manuel Antonio national park is interesting. Question: What Is an interesting park in Costa Rica? 	(15 min.)
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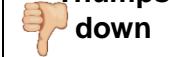
		<p style="text-align: center;">Clarifying</p> <ul style="list-style-type: none"> Teacher emphasizes on questions and answers playing with the language and the grammar structures. <p style="text-align: center;">Pre-task</p> <ul style="list-style-type: none"> Watch a video and listen to key words (play once) Costa Rica: A Little Piece of Paradise National Geographic https://www.youtube.com/watch?v=qTnTIECDO6w Then teacher writes on the board the words: Paradise, destination, favorite, ecotrackers, and tourists. T asks Ls to listen carefully the audio and stand up when they hear these words. Ls dictate words for the T to write. The words can be the ones they hear in the audio or objects, places or people they recognize in the video. <p style="text-align: center;">Task-rehearsal</p> <ul style="list-style-type: none"> The learners play a “matching game”. T splits up the class into five groups and gives every group a set of cards. Learners set the cards face up into two lines. One line with the pictures and the second line with the card name. Members of the groups take a turn each to match a card with its name. The group who end the fastest with and matches correct is the winner. 	40'
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<p>L.2. Identifies specific information to answer questions about key vocabulary words.</p>	<p>L.2. respond to questions about key vocabulary words that have been modeled, repeated, or labeled.</p>	<ul style="list-style-type: none"> After groups end, T asks Ls to shuffle the cards and set the cards face down in neat rows to play a “memory game”. Take turns turning up two cards at a time and reading the words aloud. If the two cards match, the player keeps them. If not set the cards in the same plays and next participant take the turn. 	 <p>Task completion</p> <ul style="list-style-type: none"> The teacher deems on the video and prepares learners for responding questions from the video. T posts questions and pictures (from the matching game) on the board about key words in the questions for helping Ls to understand the questions and review key words with learners. Then T plays the video twice. <u>Questions from the video</u> <ul style="list-style-type: none"> Which 2 countries border with Costa Rica? <u>Nicaragua and Panama</u> What is the most popular volcano? <u>Arenal Volcano</u> What two oceans are Costa Rica in between? <u>Pacific and Caribbean</u> What activity allows you to fly from platform to platform? <u>Ziplining</u> What people can watch from April to May? <u>Green turtles lay their eggs.</u> During what months is dry season like? From <u>December to April</u>. 	
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- Finally how are many **animals**? Many animals are nocturnal.
- Optional* Place questions and options (word bank) on the board. Review the options as vocabulary before playing the video.

Task Assessment

- Students play “Bean-Bag Toss.” The teacher creates circles on the floor with masking tape and places a picture card in each circle. Learners stand behind a line marked with masking tape and throw a small bean bag so that it lands in one of the circles. Then, the learners based on the picture, answer a question from the teacher or a classmate: Like is this Arenal Volcano or Manuel Antonio beach?
- Learners work on self and peer assessment. Whole class assesses their achievement of the goal.

I assess myself...	Thumps up 	Sort of 	Thumps down 
I can identify key words in a audio.			
I can match words with its picture.			
I can answer questions using key words.			

		<p style="text-align: center;">Pre-task</p> <ul style="list-style-type: none"> • Teacher introduces the goal of the lesson. • In order to get familiar with the reading they are going to read, the Learners play a game called "Go Fish". Teacher selects ten to 20 words from the topic. Print the words clearly and boldly on separate 3x5 inch index cards, making pairs of each word. Two to four players can play this game. Shuffle and deal three to five cards to each player. Place the rest of the deck face down. Players take turns asking each other for a card to match one held in his or her hand. If the opponent has a matching card, it is given over, and the first player takes another turn. If the opponent does not have a match, he or she says "Go Fish" and the player draws from the remaining deck of cards, and the next player takes a turn. Each time a player has a match, he or she reads the words, and puts down the pair, face up. Continue the game until the cards are all used up. <p style="text-align: center;">Task rehearsal</p> <ul style="list-style-type: none"> • Learners will classify words into a chart to get familiar with their meaning and characteristic of the word. T selects a list of words from the reading and writes them down on the board. T divides the class into four groups. Each group is given a chart to classify the words. • <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>Animals</th><th>Country</th><th>Places</th><th>Words I do not know</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table> <ul style="list-style-type: none"> • When groups finish to classify the words, they will move to their neighbor group to check and compare their work. Then they will return to their table to do a final review of their work. If there are words written in the last column, the teacher will help learners with their meaning. (T uses mimic to help Ls with meaning). 	Animals	Country	Places	Words I do not know					(40 min) 40'
Animals	Country	Places	Words I do not know								

	<p>R.1. Reads simple, short texts, word by word and picks out the main information.</p> <p>R.1. read simple, short texts, word by word and pick out the main information.</p>	<p>Task Completion</p> <ul style="list-style-type: none"> • Read and answer questions from the short text. (Teacher reads first, then popcorn as a class) <ul style="list-style-type: none"> ○ Costa Rica is a small country in Central America, between Nicaragua and Panama. There are many mountains, rivers, lakes, national parks and beaches to visit. In San Jose the capital of Costa Rica, there are restaurants, hotels, movie theaters, shopping centers, stores, museums, zoos and a National Stadium. The Guanacaste province is beautiful. it has many popular beaches. Arenal Volcano, in Alajuela, is a tall volcano and has a beautiful view. Manuel Antonio National Park is in Puntarenas, where you can see many animals like monkeys, birds and sloths. Tortuguero National Park in Limon, is known for their turtles that lay eggs. By car it is easy to see all of Costa Rica pretty well. It is recommended to come during the dry season. • Questions: <ul style="list-style-type: none"> ○ Costa Rica is a big country in South America. True or False ○ San Jose has many restaurants and hotels. True or False ○ Arenal Volcano is ugly. True or False ○ Manuel Antonio has monkeys, birds and sloths. True or False ○ Toruguero National Park is in Puntarenas. True or False ○ By car it is easy to see Costa Rica well. True or False • T gives feedback if need. 	<table border="1"> <tr> <td colspan="2">I Assess myself...</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>Task Assessment</p> <ul style="list-style-type: none"> • Learnes draw a picture for a gallery walk. T asks splits up the group into four small groups. Each group is given a scratch paper sheet to draw a picture about a place they chose to visit in Costa Rica. Then Ls write 3 short sentences describing their picture. After they finish, 	I Assess myself...			
I Assess myself...							

SI.2. interact in a simple way, provided others are prepared to	<p>Ls display their works on the walls and go in a gallery wall to see and read what their classmates did.</p> <ul style="list-style-type: none"> Learners work on self and peer assessment. Whole class assesses their achievement of the goal. <p>Pre-task</p> <ul style="list-style-type: none"> Teacher shares the goal of the lesson. Teacher displays four posters about places in Costa Rica: Manuel Antonio National Park, Jacó Beach, Arenal Volcano and Uvita's Whale Tail  <ul style="list-style-type: none"> Along with the poster there is a prompt for learners to practice a short conversation in the four different locations. <p>PROMPT</p> <p>Travel Agent: Hello! Welcome to Costa Rica. Can I help you? Visitor: Yes, Is there a good place to visit near the <u>mountains/ocean/beach</u>? Travel Agent: You can try <u>Arenal Volcano in Alajuela</u> Visitor: Thank you! I love the idea.</p> <p>Task rehearsal</p>	40'
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<p>SI.2. Interacts in a simple way.</p>	<p>repeat, rephrase, and speak slowly.</p>	<ul style="list-style-type: none"> • The teacher model the conversation first, then students in pairs rehearse. • Conversation between an airport attendant and a tourist: <ul style="list-style-type: none"> ○ Hello, Madam, welcome to Costa Rica! How can I help you? ○ Good Morning! How can I get to my hotel “The Holiday Inn”? ○ You can take an official taxi outside of the airport. ○ Excellent! Where is a good place to eat lunch? ○ There are several restaurants in the central market in San Jose. ○ Sounds delicious! One more question, what is your favorite waterfall? ○ Um, my favorite waterfall is La Fortuna, in Arenal! ○ Thank you so much for your help! ○ You’re welcome, enjoy your visit! <p style="text-align: center;">Task completion</p> <ul style="list-style-type: none"> • Learners create a poster in groups of 5 to offer a place to visit in Costa Rica. Then they display the posters on the wall and the groups take turns to visit the places and ask for information about that place. • Ls will ask questions like: <ul style="list-style-type: none"> ○ Where is it located? In Alajuela / In Puntarenas ○ Are there any good restaurant there? There are one. No, there isn’t. ○ Can I see animals there? Yes, you can see macaws, monkeys, sloths, etc. ○ Can I do any activity in that spot? Yes, you can do zipping, swimming, bird watching, etc. <p style="text-align: center;">Task Assessment</p> <ul style="list-style-type: none"> • Learners play “Hot Potato” for five minutes. <ul style="list-style-type: none"> ○ The teacher will set some pictures on the floor about places on Costa Rica. Ls do a circle around the pictures and play hot potato. The learners who holds the ball takes a picture and the teacher asks a question regarding to the place. If the learner 	
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	<p>R.2. Blends phonemes and letters in spoken/written words to read words.</p> <p>R.2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.</p>	<p>answers correctly the question, s/he can leave the circle, if not s/he continuous in the game.</p> <ul style="list-style-type: none"> At the end, the whole group assess themselves about their achievement in the goal. <div data-bbox="1036 372 1531 567" style="border: 1px solid black; padding: 10px; text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;"> <i>Going beyond!</i></td> <td style="text-align: center; padding: 5px;"> <i>Meets the mark.</i></td> <td style="text-align: center; padding: 5px;"> <i>Need more work.</i></td> </tr> </table> </div> <h3 style="text-align: center;"><u>PHONEMIC AWARENESS LESSON</u></h3> <p style="text-align: center;">Pre-task</p> <ul style="list-style-type: none"> T. introduces the goal of the class. T play two videos for learners to practice words with the -all and -ell families. https://www.youtube.com/watch?v=k6AqIU2zJxI https://www.youtube.com/watch?v=kp2uTt1ylpE L repeat the word chorally and then s/he points out different learners for them to say the word aloud. T complements the videos by using flash cards. S/he gives each L a flash card. L walk around the class meet a partner and say his/her word and vice versa. Then they change the flash card and continuous walking around the class. Repeat the action twice or thrice. <p style="text-align: center;">Task-rehearsal</p>	 <i>Going beyond!</i>	 <i>Meets the mark.</i>	 <i>Need more work.</i>	
 <i>Going beyond!</i>	 <i>Meets the mark.</i>	 <i>Need more work.</i>				

	<ul style="list-style-type: none"> T splits up the class into five groups and provide Ls with a worksheet to identify words with the families – all and –ell (Worksheet 1) T says the words aloud three times and Ls look for the picture that represent that word and learners will color the pictures that end with –ell and –all sound. Once they finish, Ls will work in pairs to practice the words they find. 	 	40'
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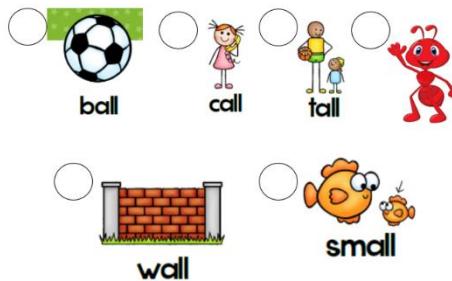
Task completion

T reads the text “The ant” for learners to number pictures with the sequence of events.
[\(Worksheet 3\)](#)

Teacher's script

The ant is so small! It is not tall like me. It can't play with a ball and it can't make a call on the phone. But the ant can go up the wall and fall down!

Listen and number the pictures from 1 up to 6



Task Assessment

- The class is organized into two groups for playing flyswatter. One with the -all family and another for the -ell family. At the end, the groups shift places.
- One student per group is the announcer.
- The announcer will pick words out from a box and say it
- LS in the row will recognize and identify what the announcer says.

- T reads the tongue twister and L listen, as they listen to the tongue twister they stand up when they listen to the words with the -ell family.

She Sells

She sells sea shells by the seashore
And the shells she sells by the seashore are sea shells for sure.

- Learners practice the tongue twister in pairs and attempt to say it aloud in front of the group.

Integrated Mini-Project

Time

If allowing time for the Mini-Project each week, for the first and second weeks, learners focus on:
Planning and Creating collaboratively in groups to design a colourful poster where Ls choose a Costa Rican interesting site to welcome someone to Costa Rica. They should include information such as place, transportation, location, attractions and facilities which allow them to put into practice the vocabulary learned through the unit.
Rehearsing and describing the interesting Costa Rican site they chose.
Participating to show the whole class how showing off my country and welcoming visitors.

Group presentations can be week 5 or 6.

Reflective Teaching

What worked well

What didn't work well

How to improve it

Enduring Understanding Reflection

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

Week Plan Self-Assessment

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

Learner Self-Assessment

Indicator



Going beyond!



Meets the mark.



Need more work.

I identify specific information to answer questions about key vocabulary words.			
I read simple, short texts, word by word and picks out the main information.			
I can interact in a simple way			

Term: III	Level: 3 th	Unit: 6	Week: 3
Domain: Socio-interpersonal	Scenario: Welcome to Costa Rica	Theme: How will I Get There?	
Enduring Understanding: The majority of Ticos will be more than happy to offer everyone an unforgettable welcome to this country.			
Essential Question: What does it mean to welcome someone?			
Learn to Know	Learn to Do	Learn to Be and Live in Community	
Grammar & Sentence Frame <u>Present progressive</u> <ul style="list-style-type: none"> - We <u>are going</u> there by car. - She <u>is going</u> there by bus. - I <u>am swimming</u>. <u>Prepositions</u> <ul style="list-style-type: none"> - I go <u>by</u> plane - I go <u>on</u> foot. Vocabulary <u>Means of transportation</u> Plane, car, ship, bicycle, bike, bus, horse, foot, ferry Action verbs: ride, go, take, run	Function Getting to know the possible ways to get to tourist destinations Discourse Markers There is an excellent view of the volcano <u>but</u> there is not a restaurant.	Psycho-social <ul style="list-style-type: none"> - Showing respect to foreigners or people from a different cultural background. Sociocultural <ul style="list-style-type: none"> - Meeting new people is a pleasure for the Ticos - We have lots of option for travel in Costa Rica - Travel light. 	
Phonemic Awareness <ul style="list-style-type: none"> - Practicing minimal pair sounds: <u>æ / ʌ</u> - <u>cat / cut</u> - <u>ankle / uncle</u> - <u>ran / run</u> - <u>drank / drunk</u> 			

– match / much			
Assessment Strategies & Instruments	Learner can	Pedagogic Mediation	Time
Learner...		<p style="text-align: center;">Pre-teaching</p> <ul style="list-style-type: none"> Greet students as they walk into the classroom, emphasizing the use of welcoming vocabulary. Introduce the goal of the lesson. And tell they will study means of transport and some verbs and prepositions to use when travel for any mean. <p style="text-align: center;">Activation of prior knowledge</p> <ul style="list-style-type: none"> The teacher tells the learners they are going to watch two videos. They should listen to it and sing. Play once each video. <ul style="list-style-type: none"> “Transportation Song for kids” “on, by prepositions” https://www.youtube.com/watch?v=Ut-HbauKzDw After watching the video, the teacher brainstorm names of means of transport from learners and write them down on the board. “Vehicles Song” Present Progressive https://www.youtube.com/watch?v=66Ce3ilcAz4 At the end of the video, the teacher asks learners to remember some sentences from the video. <p style="text-align: center;">Modeling</p> <ul style="list-style-type: none"> The teacher uses the means of transport and sentences from both videos to explain the learners the appropriate ways to say they travel by using any mean of transport. <p style="text-align: center;">Clarifying</p> <ul style="list-style-type: none"> Teacher splits up the group into 5 smaller groups. Then T gives each group a flash card. 	15'

- Each group should read the card and mimic the action.
- When each group finishes, they have to shift cards and do the same till they pass the five cards.
- Finally the teacher shows the flash cards one by one and say the sentence aloud and learners should mimic the action.

FLASH CARDS



40'

Pre-task

- Teacher shows a poster of an Itinerary and introduces for questions by using the information in the itinerary, emphasizing the information in tourism in our country and activities to do there, and how they can get to the different places around Costa Rica.
 - Teacher interviews learners.

Welcome to Costa Rica...it is a pleasure to have your visit. ITINERARY					
Where to go	Day	Time	Activity	Things to do there	How can I get there?
Alajuela and along the Costa de Tigre	1	7 o'clock	Arrive of San José airport and travel to Arenal	rest at the hotel	travel by bus/car take a bus
	2	10 am	Explore Arenal Volcano and National Park	canopy tour and ziplining	go on foot
	3 and 4	8:30 in the morning	Lake Arenal	kayaking, mountain biking, canyoning, hot springs	go on foot ride a bike
	5	2 pm	La Fortuna Waterfall	hiking, swimming, horseback riding	go by bus go on foot ride a horse
	6 and 7	5 in the morning	Monteverde Cloud Forest	bird watching, hiking	take a bus go on foot
	8	11 o'clock	Depart from San José	-	go by plane

Task rehearsal

<p>L.3. Identifies numbers and times in short oral exchanges.</p>	<p>L.3. understand numbers, times and other pieces of short information, if given slowly and clearly.</p>	<ul style="list-style-type: none"> • Learners are given a short copy of the itinerary for them to identify information the teacher is going to ask. <ul style="list-style-type: none"> ○ Teacher asks randomly the following questions orally, they should answer with the right information. <ol style="list-style-type: none"> 1. Where are you going to go? <u>We are going to go to...</u> 2. What activities are you going to have there? <u>We are going to ...</u> 3. What things are you going to do in day ____? <u>You are going to ...</u> 4. How can you get there? <u>I can get there (on, by)</u> ○ Using the same itinerary, the teacher comes up with some sentences; so learners should do a circle on the information the teacher mention in the sentence. Example: <ul style="list-style-type: none"> ▪ I am going to go to Monte Verde cloud forest. ▪ I go ziplining. ▪ I am swimming at La Fortuna Waterfall. ○ Through a TPS, learners are going to compare their results. <p style="text-align: center;">Task completion</p> <ul style="list-style-type: none"> • Learners work in pairs to complete a dialogue. <ul style="list-style-type: none"> ○ One learner is "A" and another is "B". ○ Learner A has the dialogue and the itinerary and learner B has only the itinerary. ○ Learner A asks the questions and Learner B answers them. 	
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Dialogue

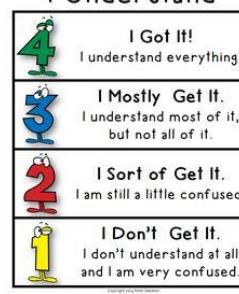
A. Where are you going to go?
B. I am going to _____.
A. What activities are you going to have there?
B. I am going to _____.
A. What things are you going to do?
B. I am going to _____.
A. How can you get there?
B. I can _____.
A. Is it day ____?
B. Yes, it is/ No, it is not.

- Teacher monitors the activity and gives support if need.

Task assessment

- The learners play “Fly-swatter”. The class is divided into two teams and each team is given a flyswatter. The teacher sticks pictures of means of transport and places to visit around Costa Rica on the board and says a sentence, for example: “*I am driving a car*”, and the first team to hit the correct picture on the board earns the point.

40'

		<ul style="list-style-type: none"> ○ Learners assess themselves in the task. 		
W.1. Prints/writes simple descriptions of everyday objects	W.1. print/write simple descriptions of everyday objects (e.g., a brief description of their country and its touristic attractions).	<p>I Understand</p>  <p>Pre-task</p> <ul style="list-style-type: none"> • Teacher introduces the goal of the lesson. • Teacher tells the learners s/he is going to write a short paragraph on the board with the help of them. Thus T asks learners to dictate words they remember about the topic for example: <ul style="list-style-type: none"> ○ National Park. Then the teacher asks a question: what activities I can do at the national park? So, Learners can say: hiking, bird watching. How can you get there? By car/bus. ○ Then the teacher writes on the board: <ul style="list-style-type: none"> ▪ I am going to go to the national park. I go by car. I do hiking and bird watching. ○ The teacher does at least two examples more for learners to copy in their notebooks. <p>Task rehearsal</p> <ul style="list-style-type: none"> • Learners will unjumble statements. Learners are split up into five small groups. Then they receive and envelop with 10 strips of papers with incomplete sentences. After that they should form sentences. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px; width: 50%;">I can get to Manuel Antonio</td> <td style="padding: 5px;">by bus.</td> </tr> </table>	I can get to Manuel Antonio	by bus.
I can get to Manuel Antonio	by bus.			

I am going to	take a taxi to the airport.
Costa Rica is a	diverse country.
The bus departs at	9 o'clock.
She is riding	a bike.
I go to the parks	on foot

- By using TPS learners will move to their neighbor group to check and compare their sentences. Then, they return to their groups and do corrections if they need.
- Once they finish, the T asks the learners to take one paper strip and them they do mingle to find a partner with the other strip that matches correctly to form the word they need. Learners have 2 minutes to find the correct match.
 - Teacher walks around a monitor the activity and gives feedback.

Task completion

- By using the itinerary from the previous lesson, the learners will write simple descriptions of the places in our country.
 - Teacher writes a short description model on the board.
 - Learners follow the model to write their own.

Getting Around CR

I am visiting Alajuela. I am going to go to _____. I am going to do _____ and _____. I go _____. I invite you to come and enjoy!

		Task Assessment																											
R.2. phonemes Blends and letters in spoken/ written words to read words.	R.2. decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	<ul style="list-style-type: none"> Once learners have finished to write their descriptions, they will work in pairs to check their writing. <ul style="list-style-type: none"> Learners use this instrument. 																											
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Self Assessment Rubric</th> <th style="text-align: center; padding: 5px;"></th> <th style="text-align: center; padding: 5px;"></th> <th style="text-align: center; padding: 5px;"></th> </tr> <tr> <th style="text-align: center; padding: 5px;">Indicator</th> <th style="text-align: center; padding: 5px;">I got it!</th> <th style="text-align: center; padding: 5px;">I mostly got it.</th> <th style="text-align: center; padding: 5px;">I sort of got it.</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">My sentences start with a capital letter.</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Every sentence end with a period.</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">I did my best at spelling.</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">I use my neatest handwriting.</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">My story makes sense.</td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> <td style="text-align: center; padding: 5px;"></td> </tr> </tbody> </table>	Self Assessment Rubric				Indicator	I got it!	I mostly got it.	I sort of got it.	My sentences start with a capital letter.				Every sentence end with a period.				I did my best at spelling.				I use my neatest handwriting.				My story makes sense.		
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Pre-task <ul style="list-style-type: none"> T mentions the goal of the lesson and explains Ls that they are going to study the difference between the vowels “æ /ʌ” (https://www.youtube.com/watch?v=PqU6ZJXF28g for teachers to see how the sounds are produced) T shows a power point presentation to illustrate the difference between the vowels “æ /ʌ” L repeat chorally the words while they hear the pronunciation 		Task-rehearsal <ul style="list-style-type: none"> Ls play the racing game (car –v2 ppt game) 																											

	<ul style="list-style-type: none"> - T divides the group into two, three, or four groups as s/he prefers. Then T writes on the board the two minimal pair sounds. And place a box with the flash cards. - Ls choose one color for their group. - T takes turns to say one word to each group. - If the group identifies correctly the minimal pair sound, the group can move forward one place. <p style="text-align: center;">Task completion</p> <ul style="list-style-type: none"> - Ls design puppets with minimal pair sounds. Then each group classifies the words puppets in boxes. - T divides the group into five groups. - T provides each group with a copy and the words they need to design the puppets plus popsicle sticks and two small card boxes. (worksheet 1) - Ls classify the words putting them into the boxes and T checks and gives feedback. <p style="text-align: center;">Task Assessment</p> <ul style="list-style-type: none"> - T provides Ls with a copy with the words studied. (worksheet 2) - Ls match sounds with the pictures that contain the minimal pair. - Ls assess themselves by using a grid. <p style="text-align: center;">Post-Task</p> <ul style="list-style-type: none"> - T says words with the different minimal pairs. - Ls use the puppets to show they identify the correct sound. - Practicing minimal pair sounds: æ /ʌ - Audios https://www.englishclub.com/pronunciation/minimal-pairs-a-u.htm - cat / cut - ankle / uncle - ran / run - drank / drunk - match / much 	
Integrated Mini-Project		Time

If allowing time for the Mini-Project each week, for the first and second weeks, learners focus on: Planning and Creating collaboratively in groups to design a colourful poster where Ls choose a Costa Rican interesting site to welcome someone to Costa Rica. They should include information such as place, transportation, location, attractions and facilities which allow them to put into practice the vocabulary learned through the unit. Rehearsing and describing the interesting Costa Rican site they chose. Participating to show the whole class how showing off my country and welcoming visitors.	Group presentations can be week 5 or 6.	
Reflective Teaching		
What worked well	What didn't work well	How to improve it
Enduring Understanding Reflection		
How well did the learners progress in their understanding of the Enduring Understanding?		
Week Plan Self-Assessment		
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)		

Learner Self-Assessment			
Indicator	Going beyond!	Meets the mark.	Need more work.
I can recognize numbers and times in short oral exchanges			
I can identify numbers and times in short oral exchanges.			
I can write short sentences			
I can write simple descriptions of everyday objects.			

Term: III	Level: 3 th	Unit: 6	Week: 4		
Domain: Socio-interpersonal	Scenario: Welcome to Costa Rica	Theme: Exploring Costa Rica: no Better Place to Be			
Enduring Understanding: The majority of Ticos will be more than happy to offer everyone an unforgettable welcome to this country.					
Essential Question: What does it mean to welcome someone?					
Learn to Know	Learn to Do	Learn to Be and Live in Community			
Grammar & Sentence Frame <u>Modal can for offering advice</u> <ul style="list-style-type: none"> In San José you can find <u>museums</u>, <u>zoos</u>, and <u>theaters</u>. In Costa Rica you can practice <u>surfing</u>, <u>hiking</u>, and <u>kayaking</u>. <u>Wh- questions</u> <ul style="list-style-type: none"> <u>What</u> can I do there/ for you/? <u>Where</u> would you like to go? <u>How</u> do you get there? Vocabulary <u>Exploring Costa Rica: no better place to be</u> <p>Sport activites Swimming, climbing, sailing, snorkeling, caving, canoeing, surfing Events: Music festivals, arts festivals, religious festivals, carnivals, parades</p>	Function <ul style="list-style-type: none"> Asking to find out what things they enjoy more in Costa Rica. Discourse Markers <ul style="list-style-type: none"> The river is not for swimming because it is dirty. 	Psycho-social <ul style="list-style-type: none"> Showing respect to foreigners or people from a different cultural background. Sociocultural <ul style="list-style-type: none"> Meeting new people is a pleasure for the Ticos No better place to be Bright and early 			

Phonemic Awareness Practicing vowel consonant combinations to form several words: /m/, /s/, /a/, /t/, /n/, /p/			
Assessment Strategies & Instruments	Learner can	Pedagogic Mediation	Time
Learner...		<p>Pre-teaching</p> <p>Teacher greets students and introduces goals for the week. Set the classroom furnitures and others stuff.</p> <p>Warm Up</p> <ul style="list-style-type: none"> • Teachers starts the class by singing an acting a song with the modal “Can”. The teacher chooses one of the two songs. <ul style="list-style-type: none"> • Song “Yes I Can” https://www.youtube.com/watch?v=8-PQ7_yGa08; • Song “Yes I Can” https://www.youtube.com/watch?v=_Ir0Mc6Qilo. • Teachers writes some examples on the board from the song to review orally with the students. Besides, the T shows the learner how to answer the questions, both in positive and negative form. <p>Activation of prior knowledge</p> <ul style="list-style-type: none"> • Teacher draws a chart on the board and in one side of the board pastes flash cards of the vocab they are going to study. For example: swimming, climbing, sailing, snorkeling, caving, canoeing, surfing or Music festivals, arts festivals, religious festivals, carnivals, parades. From this list the teacher can choose 6 activities. <ul style="list-style-type: none"> ○ The teacher asks the learners the question “CAN YOU PRACTICE SWIMMING? And so on. ○ Learners should provide the answer and the T writes down in the corresponding column according to learners answers. 	15'

-

What can I do?

Things I can ...



Things I can't...



Yes, I can. I can practice swimming.

No, I can't. I cannot practice swimming.

Modeling

- Teacher models questions and answers with the modal can by using common verbs to make students familiar with the new structure. For example: Can I write on the board? Yes, I can. No, I cannot.

Clarifying

- Learners work in pairs to ask questions and give answers to each other. T gives them two pieces of paper with a word from the ones used in the previous stage. Learner A asks a question to learner B and viceversa. Then they change papers and partner one or twice depend on the size of the group.

Pre-task

- Learners play flyswatter with new vocabulary (flash cards with out the name).
 - Sport Activities: Swimming, climbing, sailing, snorkeling, caving, canoeing, surfing
<https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-sports.pdf>
 - Events: Music festivals, arts festivals, religious festivals, carnivals, parades

40'



Task rehearsal

- The teacher write questions on board and write an answer bank scattered next to it. Or write and cut on slips of paper to match. The question and answer are short questions with can.
- The participants come to the front in pairs. One asks the questions and the partner respond to the question by matching the slips of paper. Each one should say his/her part aloud.
- Matching activity:
 - Can I go to a museum in San Jose? Yes, you can.
 - Can I swim in the water in Limon? No, you cannot. It can be dangerous.
 - Can I drink the water in Costa Rica? Yes, you can, it is safe.
 - In Limon, can you eat Caribbean food? Yes, you can eat Rice and Beans.
 - Can I take a bus from the airport to my hotel? Yes, you can, the buses are easy.

Task completion

- Learners work in pairs, they are given a chart with ten pictures. They will select three pictures and asks the questions to their partner. Each learner points out a selected picture and ask the question. His/her partner will replais the questions and asks his/her own questions and so fort.

SI.3. provide one word answers to basic questions.

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- The teacher will monitor de the activity.



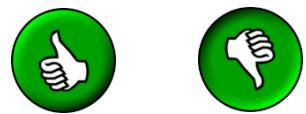
Task Assessment

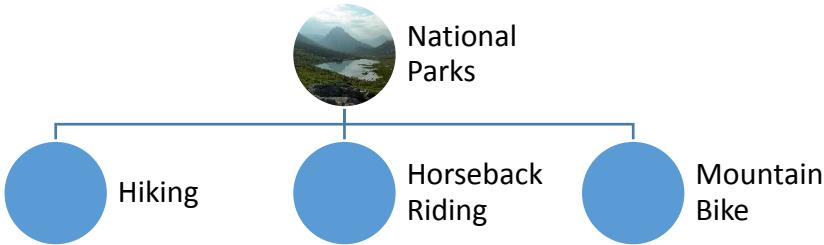
- Teacher and learners play HOT POTATO using the new words and the modal CAN. Learners make a circle, then the teacher sets on the floor the pile of flashcards used in the previous stage. Then T tosses the ball. The learner who holds the ball should take a flashcard from the pile and chooses somebody else to ask a question in the circle. The other learner replies the question using a short form.

Pre-task

- Teacher greets the learners and shares the goal of the lesson with them.
- Techer shows the video “Best places to visit during vacation”:
<https://www.youtube.com/watch?v=Uag6EHuxw9Y>
- After Ls watch the video the teacher does a brainstorm of possible places they would like to go on vacations.
- Then the teachers interviews some learners by asking they the questions:

SP.1. Provides basic information about familiar things and ideas.	SP.1. Provide basic information about familiar things and ideas.	<ul style="list-style-type: none"> ○ “What place would you like to visit on vacation?” Learners reply “I’d like to visit ...” ○ “How do you get there? Learners reply “I get there by bus/car. <p style="text-align: center;">Task rehearsal</p> <ul style="list-style-type: none"> ● Learners participate in mingle activity. <ul style="list-style-type: none"> ○ Learners are given one popcycle stick with places in Costa Rica written in it. ○ They walk around the classroom, when a learner meets someone, s/he asks the questions: What place would you like to visit on vacation?” and “How do you get there?” ○ Then shift places and continuos with the conversation till each one change the popcycle stick thrice. <p style="text-align: center;">Task completion</p> <ul style="list-style-type: none"> ● The learners create a conversation for a tourist visiting their community. (8 lines) <ul style="list-style-type: none"> ○ The teacher provide sentence structures for them to model. Also, the T gives them boucher paper and markers for them to write their conversations. T gives them a time for rehearsal and presenting their conversation. ○ Hello, welcome to my community! ○ Thanks for having me! ○ How can I help you? ○ I want information about the places I can visit here. What do you recommend? ○ Okay, let me explain you.... ○ My community is small. It has a.... <p style="text-align: center;">Task assessment</p>	40'
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	<ul style="list-style-type: none"> • Learners participate in a popcorn conversation where the teacher asks them about places in Costa Rica to chill out and include the questions studied. • Learners work on self and peer assessment. <p>I assess my peer skills...</p>  <p>You can say name of places to visit Costa Rica You can ask for a place to visit You can answer simple questions about places to visit. You can ask for how to get to some places. You can answer how to get to some places.</p> <p>Pre task</p> <ul style="list-style-type: none"> • The teacher share the goald of the lesson and review vocabulary from previous themes. <p>Task-rehearsal</p> <ul style="list-style-type: none"> • Learners participate in a pictionnaire activity. <ul style="list-style-type: none"> ○ The teacher splits up the group into five. T gives the learners three graphics like the example below. The graphic has only one picture but also it has three more names of activities related to main picture. 	
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<p>W.2. Copies or prints/writes words.</p>	<p>W.2. Copy or print/write words being learned in class and connect them to pictures.</p>	<ul style="list-style-type: none"> ○ Learners must be sure the names belongs to activities people can practice in those places and they should draw a picture to represent each of the activities. <div style="text-align: center;">  <p>Task completion</p> <ul style="list-style-type: none"> • Students in small groups of 3 or 4 must make a map of Costa Rica, with popular attractions and activities. • Teachers can provide butcher paper and markers for students to draw on. Include 10 attractions, places to visit, suggestions on map. Incorporate new vocabulary. Write 10 words to present the map to classmates. All group members must present, say one sentence that they wrote down. After the teacher can correct mistakes, and review grammar points and pronunciation. <p>Task Assessment</p> <ul style="list-style-type: none"> • Students must write 5 sentences why they love Costa Rica for all that it has. <p>I love my country because...</p> <p>I love my country because...</p> <p>I love my country because...</p> </div>	<p>40'</p>
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		<p>I love my country because...</p> <p>I love my country because...</p>	
R.2. Blends phonemes and letters in spoken/written words to read words.	R.2. Decode English graphemes and phonemes using knowledge of word parts, syllabification and phonemic awareness.	<p>Pre task</p> <ul style="list-style-type: none"> Teachers shares the goal of the lesson. Learners watch a video “Blending for Reading” https://www.youtube.com/watch?v=PAbhtD5atl0 After the learners watch the video, the teacher write the sounds in the video on the board. Then the teacher asks the Ls to blend sounds to form words with those sounds. <p>Task rehearsal</p> <ul style="list-style-type: none"> The teacher displays word ad picture cards on the board. Some volunteers go to the front and match the words to their corresponding picture. The students then pronounce each word aloud. <p>Task completion</p> <ul style="list-style-type: none"> The teacher divides the group into five. Each group receives an envelop with the sounds m, s, p, t, a, n. Each envelops contains 5 sets of each sound. The teacher invite the learners to combine the sounds to create as many words as possible. <p>Task assessment</p> <ul style="list-style-type: none"> The teacher pastes cards on the board with the pictures of the words created at blnding the different sounds. Then the teacher invites the learners to make two rows to play flyswatter. 	30'
Integrated Mini-Project			Time

If allowing time for the Mini-Project each week, for the first and second weeks, learners focus on: Planning and Creating collaboratively in groups to design a colourful poster where Ls choose a Costa Rican interesting site to welcome someone to Costa Rica. They should include information such as place, transportation, location, attractions and facilities which allow them to put into practice the vocabulary learned through the unit. Rehearsing and describing the interesting Costa Rican site they chose. Participating to show the whole class how showing off my country and welcoming visitors.	Group presentations can be week 5 or 6.	
Reflective Teaching		
What worked well	What didn't work well	How to improve it
Enduring Understanding Reflection		
How well did the learners progress in their understanding of the Enduring Understanding?		
Week Plan Self-Assessment		
At the end of the week, T guides the learners to check their progress using the checklist below. (Can be translated into Spanish if needed to ensure Ls' understanding.)		

Learner Self-Assessment			
Indicator	Going beyond!	Meets the mark.	Need more work.
I can provide one word answer to basic questions.			
I can provide basic information about familiar things and ideas.			
I can copy or print/write words.			
I can blend sounds to form new words			

Appendix 1



This is my beautiful city _____. There are many places.



For example, there is a Fishell _____. Here you can buy _____.



There is a National _____, and here you can _____.

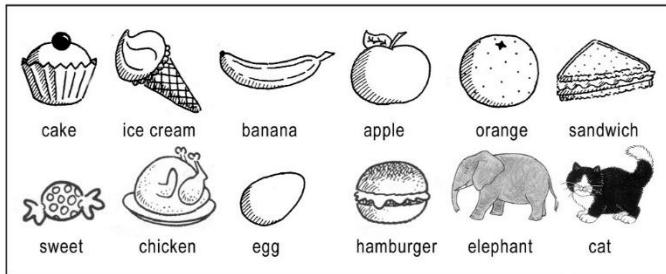


There is a _____, and here all children _____.



There is also a Maxi Palí _____, and here we _____.

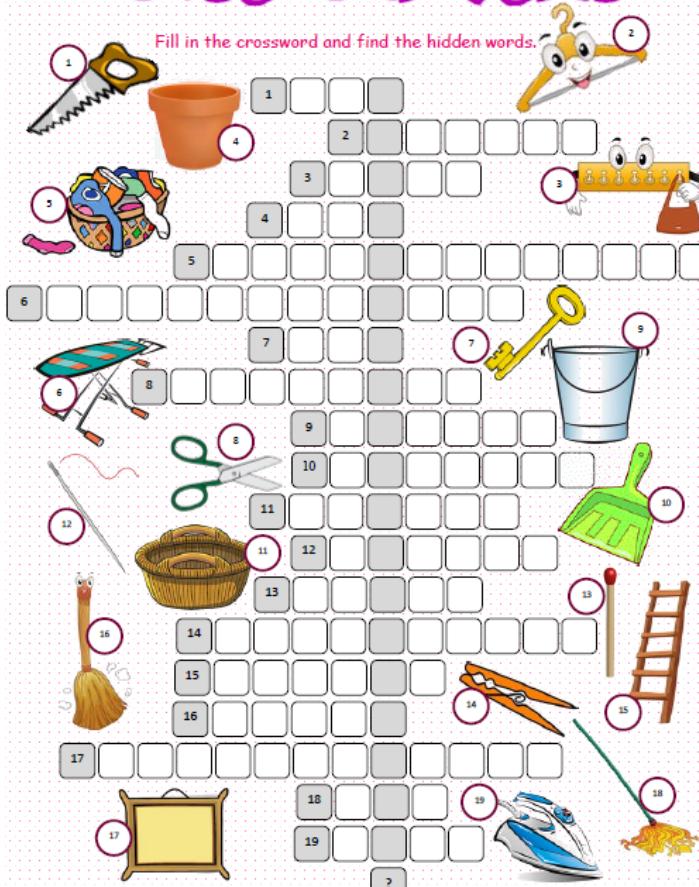
A/An



- | | | |
|----------|----------|---------|
| 1 A cake | | 8 _____ |
| 2 _____ | | 9 _____ |
| 3 _____ | 10 _____ | |
| 4 _____ | 11 _____ | |
| 5 _____ | 12 _____ | |
| 6 _____ | | |
| 7 _____ | | |

household items

Fill in the crossword and find the hidden words.



ANNEXES

Mini books for 1st, 2nd, 3rd grade Units 1 to 6

https://recursos.mep.go.cr/sitio_primaria_ingles/

<https://www.mep.go.cr/educatico/english-mini-books-first-cicle>

Warm Up Strategies

The Listening Game | Cosmic Kids Zen Den - Mindfulness for kids

https://www.youtube.com/watch?v=uUIGKhG_Vq8

Thought Bubbles | Cosmic Kids Zen Den - Mindfulness for kids

<https://www.youtube.com/watch?v=xUUq0HuSLS0>

Why Some People Are Mean? | Cosmic Kids Zen Den - Mindfulness for kids

<https://www.youtube.com/watch?v=b5LLfdhGekA>

Yes You Can! | Cosmic Kids Zen Den - Mindfulness for kids

<https://www.youtube.com/watch?v=jzYtNWjQiK0>

The Bye Bye Boat | Cosmic Kids Zen Den - Mindfulness for Kids

https://www.youtube.com/watch?v=A0kaS7jny_I

Superpower Listening | Cosmic Kids Zen Den - Mindfulness for kids

<https://www.youtube.com/watch?v=jJ9zpRAPlul>

Candle of Concentration | Cosmic Kids Zen Den - mindfulness for kids

https://www.youtube.com/watch?v=yx_8bnRYL08

How to beat nerves! | Cosmic Kids Zen Den - Mindfulness for kids

<https://www.youtube.com/watch?v=EJNOsvTnR1k>

Taste Test | Cosmic Kids Zen Den - Mindfulness for kids

<https://www.youtube.com/watch?v=2oF5JL-Q-O0>

Mine! | Cosmic Kids Zen Den - Mindfulness for kids

<https://www.youtube.com/watch?v=VUs9WxPGoGU>

Movies in My Mind | A Cosmic Kids Zen Den Meditation

<https://www.youtube.com/watch?v=JTb1XgZ3x-w>

Jaime's Brain Breaks | 2. Magic Carpet Ride

<https://www.youtube.com/watch?v=yRGJEyqi55o>

Jaime's Brain Breaks | 3. Walking through the Jungle

<https://www.youtube.com/watch?v=dKa2LHYcIn4>

Jaime's Brain Breaks | 4. Stir it Up!

<https://www.youtube.com/watch?v=c4jXp9TcqZU>

Jaime's Brain Breaks | 5. Hello Sun Fun

<https://www.youtube.com/watch?v=trJ0JIBN8c4>

Jaime's Brain Breaks | 8. Focus Potion

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

Jaime's Brain Breaks | 9. Sit and Stretch

<https://www.youtube.com/watch?v=dnwHDN6Dw7Q>

Jaime's Brain Breaks | 10. Little Green Frog

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

Jaime's Brain Breaks | 11. Deep Sea Core Strength

<https://www.youtube.com/watch?v=pi6Sg4dKgZ0>

Jaime's Brain Breaks | 12. Spidey Superpowers

<https://www.youtube.com/watch?v=lx08FrWBp0g>

Brain Breaks - Action Songs for Kids - Body Boogie Dance - Kids Dance Songs by The Learning Station

<https://www.youtube.com/watch?v=cZeM18fPbvI>

Minidisco Hello! | Team4Animation

<https://www.youtube.com/watch?v=lj6rzISNqF8>

Boom Chicka Boom ♪ Action Songs Kids ♪ Brain Breaks ♪ Camp Songs ♪ Kids Songs ♪ The Learning Station

<https://www.youtube.com/watch?v=69f9sCwhwYk>

Baby Shark Dance | Menyanyi dan Dance Lagu hewa

<https://www.youtube.com/watch?v=FRJegC62qSA>

Color Freeze Dance Music That Stops | Freeze Dance Song for Kids | The Kiboomers

<https://www.youtube.com/watch?v=cap54yZoiQ8>

Brain Breaks - Action Songs for Kids - Exercise Song for Kids - Kids Songs by The Learning Station

https://www.youtube.com/watch?v=iWTbmnfvD_4

Get Funky ↪ Funky Monkey Dance ↪ Dance Songs for Children ↪ Kids Songs by The Learning Station

<https://www.youtube.com/watch?v=w6YbSxMhsQ0>

I am the Music Man - Action Songs for Children - Brain Breaks - Kids Songs by The Learning Station

<https://www.youtube.com/watch?v=22kqia2ibVU>

Make a click in the following link to download material:

<https://drive.google.com/file/d/13Lp6OleETR2FkQ1CCKZa3RCKj04SheK7/view?usp=sharing>

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