



**Teacher's Guide for the New English Curriculum  
Seventh Grade  
2017**

## **Autoridades**

Sonia Marta Mora Escalante  
Ministra de Educación Pública

Alicia E. Vargas Porras  
Viceministra Académica de Educación

Rosa Carranza Rojas  
Directora de la Dirección de Desarrollo Curricular

Rigoberto Corrales Zúñiga  
Jefe del Departamento de Tercer Ciclo y Educación

## **Comisión redactora**

Yamileth Chaves Soto,  
Asesora Nacional de Inglés  
Departamento de Tercer Ciclo y Educación Diversificada

Marianella Granados Sirias  
Asesora Nacional de Inglés  
Departamento de Tercer Ciclo y Educación Diversificada

## **Peace Corps Volunteers Resource Writing Team**

*The sample lesson plans included in this module are a gift to the teachers of Costa Rica from  
Peace Corps Volunteers.*

Daniel Becker  
Veronica Bottalico  
Karen Campbell  
James Craine  
Alberto Navarro  
Alanna Nilsson  
Joel Ostrow  
Evan Patton  
Jaclyn Stecker  
Elisabeth Thoreson-Green  
Doug Tyler  
Louisa Wadsworth

## Forward letter to the teachers

Dear Teacher,

This module focuses on supporting you as facilitators as you help your colleagues in the process of understanding and implementing the new English syllabus (effective 2017).

Thank you for your commitment to the goal of transforming English Classrooms across Costa Rica through Action-Oriented Teaching and Learning.

This document contains a range of resources and key elements to assist you in collaborative environments as you make your way through the four following stages (proposed by Patrick Moran, a respected authority in language teacher education):

- \* Knowing about--by understanding the concepts and principles of the curricular English teaching and learning reform.
- \* Knowing why--by internalizing the purpose of the English reform as a response to contributing to the formation of the new citizen the country requires.
- \* Knowing how--by developing and implementing the action-oriented learning tasks when designing lesson plans, assessment instruments and follow up actions to best serve learners.
- \* Knowing oneself--by reflecting upon and reviewing your personal beliefs and teaching practices.

In conjunction with the materials in this module, we are encouraging you to build partnerships with other colleagues and to contextualize the material and ideas given according to your students' needs and context. Furthermore, we invite you to develop your knowledge and skills as lifelong learners to improve mediation practices and to build confidence and motivation to teach. To assist you with this ongoing process, we will continue to develop and provide online digital resources and professional development opportunities.



*Asesoras de Inglés Departamento de Tercer Ciclo y Educación Diversificada*

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## Summary of the Syllabus Theoretical Framework

### Introduction: Why a new English Curriculum?

1. Learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to succeed in the information age as 21<sup>st</sup> century learners.
2. Pre-school, elementary and secondary school's curriculum required an update in order to have more pertinent target content.
3. Learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction.
4. Citizens need to possess a number of competences to communicate effectively in the global context and to face the challenges of an interconnected world. Purpura (2016) summarized these competences as follows:

Over the years, the geopolitical and technological forces in the workplace have increased the knowledge, skills, and abilities (KSAs) that people need to perform their jobs. We are now asked to read, listen, and synthesize large amounts of information from several sources via multiple modalities; search for information, judge its accuracy, and evaluate its applicability; and use communication technologies to collaborate in teams whose members represent a diverse global community (National Research Council, 1999, 2001). Importantly, many of us are asked to do this in a second, foreign, or heritage language (L2), requiring competencies for communicating ideas and establishing relationships in culturally respectful ways (p. 190).

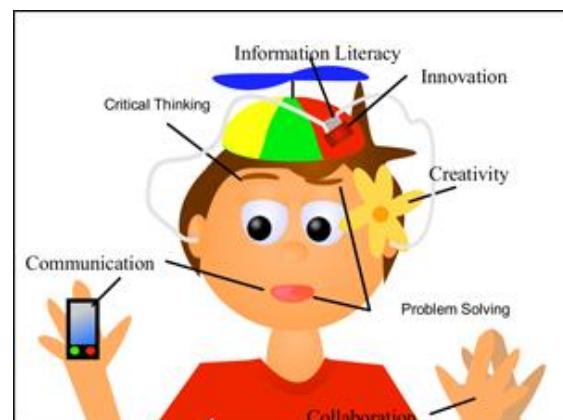
In addition, he stated that:

To succeed in this environment, L2 users must demonstrate that they have the skills needed to process information, reason from evidence, make decisions, solve problems, self-regulate, collaborate, and learn – and they need to do this in their L2 (p. 190).

Education for a new citizenship reinforces the need of 21<sup>st</sup> century learners who integrate proactively in a globalized world while strengthening their national and global identity.

Source: <http://web.tech4learning.com/blog-0/bid/45149/The-21st-century-classroom-where-the-3-R-s-meet-the-4-C-s>

### The Learner as a New Citizen

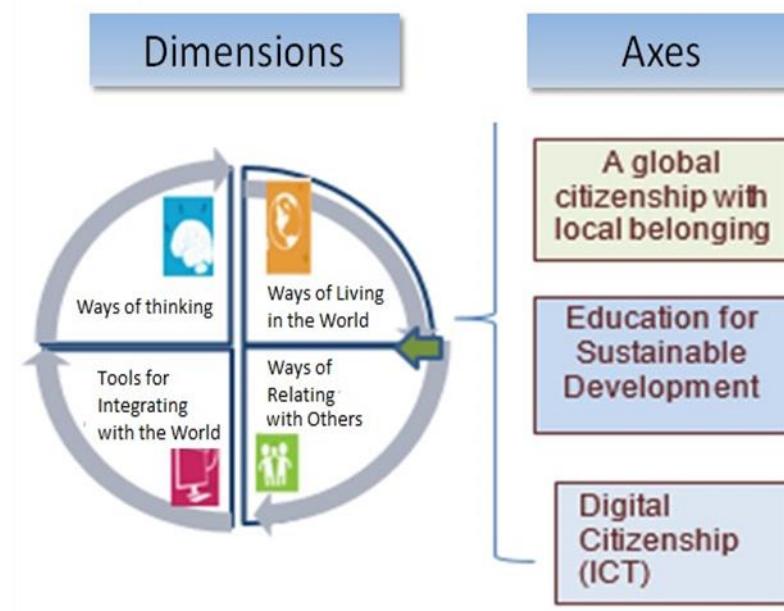


Education for a new citizenship envisions learners as active agents of change able to:

- Use knowledge, skills, and abilities beyond school contexts.
- Express their own points of view.

- Practice peaceful conflict resolution and search for democratic solutions.
- Harmonize social and economic development and environmental sustainability.
- Take action in favor of sustainability of local, national and global resources.
- Be aware of a global world where national borders have become more diffused.
- Use ICTs and access to knowledge networks as tools for communication, innovation, and proactive social service.
- Be compassionate national and global citizens.
- Practice democratic principles such as freedom of expression and religion, respect for plurality and cultural diversity (sexual, linguistic, and ethnic) as stated in the Costa Rican Constitution.
- Defend and protect Human Rights and be against all forms of discrimination.

Figure 2. Dimension for Educating for a New Citizenship

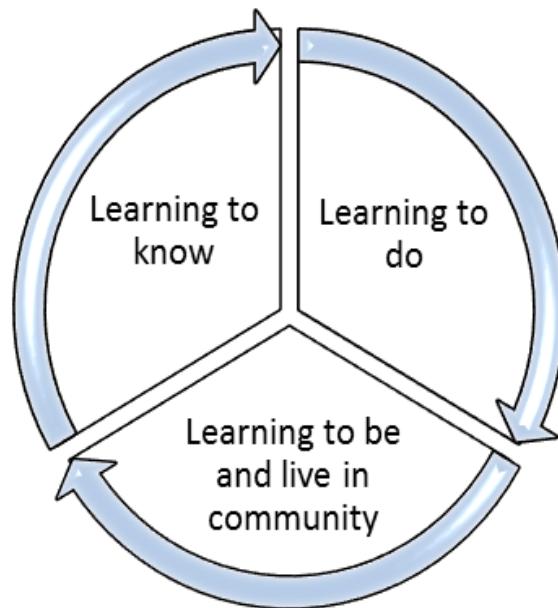


## What are the legal underpinnings and how are they related to language teaching and learning?

*Policy for the 21th Century* highlights three philosophical trends:

	Rationalism	Humanism	Constructivism
<b>Understanding</b>	Development of complex, challenging, creative and critical thinking skills,	Full realization of the human being, as a person with rights and responsibilities.	Construction and reconstruction of understandings and learnings
<b>Implications for teaching</b>	Cooperative learning and pedagogical scaffolding	Sensitiveness and awareness of learning styles and affective variables	Problem solving, inductive and deductive teaching and experiential learning

The policy "*The School as the Core of the Quality of Costa Rican Education*" recognizes three dimensions of learning:



## Language Learning Considerations

Considerations	Understanding	Implications for Language Learning
Philosophical	It focuses on the learner as a social agent is active, independent, critical, reflective, creative, innovative, inquisitive, and respectful of human rights.	Learning environments and experiences should promote dialogue and creative responses to solve real-life problems.
Psychological	It seeks the whole development of the person and is associated with the person's affective dispositions.	Pedagogic mediation is flexible, inclusive, and culturally relevant, respecting the individual differences.
Neurological	It is related to the brain's architecture and how maturational processes influence language development.	Underscores the importance of starting the learning of foreign languages early in life.
Socio-cognitive	It is related to the brain's architecture (attention, short-, working- and long-term memory) and how it functions to process information (metacognition) related to learning and communication.	Connects to the complexity and cognitive load of tasks presented to students.
Socio-cultural	It includes the notions of diversity, interdependence, and interconnection among others.	Addresses learning new behaviors, values, and social skills in line with a human rights approach and through democratic participation.

## Which pedagogical trends influence the teaching practices?

Socio-constructivism	Holism	Critical Pedagogy
<ul style="list-style-type: none"> <li>The learner as a responsible member of a world community</li> </ul>	<ul style="list-style-type: none"> <li>Reality as a set of systems, a network of connections; everything is affected and interdependent.</li> </ul>	<ul style="list-style-type: none"> <li>Learners become producers of knowledge, not just consumers.</li> </ul>

## The Common European Framework of Reference (CEFR)

<p><b>CEFR</b> describes proficiency levels based on accumulated evidence gathered over time from learner activities, tasks, or projects.</p>	<p><b>Implications:</b></p> <ul style="list-style-type: none"><li>• Standard Terminology</li><li>• Track student progress</li><li>• Descriptors – teaching, learning and assessment</li><li>• Students monitor and take responsibility</li><li>• Transferability across settings</li><li>• Parent communication</li></ul>
<p>The diagram illustrates the CEFR levels as a staircase. The steps are color-coded: A1 (pink), A2 (yellow), B1 (green), B2 (blue), C1 (purple), and C2 (dark purple). Small grey human figures are shown running up the stairs. Two vertical arrows point downwards from the top of the stairs: a blue arrow labeled 'Primary' pointing to the A2 step, and a larger blue arrow labeled 'Secondary' pointing to the B1 step. Below the stairs, three colored bars represent user levels: 'Basic User' (pink), 'Independent User' (green), and 'Proficient User' (purple).</p>	

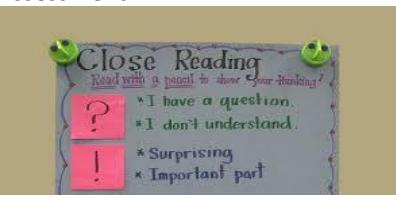
## Costa Rican general descriptors according to CEFR English proficiency bands

<b>Basic User</b>	A1	<ul style="list-style-type: none"> <li>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</li> <li>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.</li> <li>Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</li> <li>Can show limited ability to use simple grammatical structures and conventions such as punctuation, and capitalization.</li> </ul> <p><b>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Can use A1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project.</li> <li>Can give, receive, and respond to feedback at critical stages of the creative process.</li> <li>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.</li> <li>Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).</li> </ul>
	A2	<ul style="list-style-type: none"> <li>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).</li> <li>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.</li> <li>Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.</li> <li>Can use some simple structures accurately but continues to systematically exhibit basic errors (such as verbs tenses, use of prepositions, articles).</li> </ul> <p><b>EXTENSION OF THE CEFR STANDARDS- INTEGRATION OF LANGUAGE ABILITIES</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>
	A2	

		<p>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.</p> <ul style="list-style-type: none"> <li>• Can use A2 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project.</li> <li>• Can give, receive, and respond to feedback at critical stages of the creative process.</li> <li>• 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.</li> <li>• Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).</li> </ul>
<b>Independent User</b>	B1	<ul style="list-style-type: none"> <li>• Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure like a radio or TV program when the delivery is relatively slow and clear.</li> <li>• Can understand texts that consist mainly of high frequency everyday or job-related language.</li> <li>• Can understand the description of events, feelings, and wishes in personal letters.</li> <li>• Can deal with most situations likely to arise while travelling in an area where the language is spoken.</li> <li>• Can enter unprepared into conversation on topics that are familiar, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).</li> <li>• Can produce simple connected text on topics, which are familiar, or of personal interest.</li> <li>• Can narrate a story from a book or film and describe personal reaction.</li> <li>• Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.</li> <li>• Can express self reasonably accurately in familiar, predictable situations and know enough vocabulary to talk about my family, hobbies and interests, work, travel, and news and current events.</li> </ul>
<b>Independent User</b>	B1	<p><b>EXTENSION OF THE CEFR STANDARDS - INTEGRATION OF LANGUAGE ABILITIES</b></p> <ul style="list-style-type: none"> <li>• Can use B1 level, grade level and age appropriate linguistic (e.g., complex verb forms), socio-cognitive (e.g., deduction/induction, inference 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 (evaluating) and cognitive strategies (resourcing); and socio-affective resources consist of strategies such as cooperating and coping.</li> <li>• Can use B1 level, grade level and age appropriate digital and telecommunication resources to research, plan, and implement the mini-project.</li> </ul>

		<ul style="list-style-type: none"><li>• Can give, receive, and respond to feedback at critical stages of the creative process.</li><li>• 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.</li><li>• Can display awareness and development of non-cognitive dispositions (such as effort, perseverance, engagement, empathy, and focus).</li></ul>
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## The Action-Oriented Approach

<b>Learner</b> 	<ul style="list-style-type: none"> <li>An agent/performer with intercultural awareness skills.</li> <li>Autonomous, works cooperatively, interacts with others, investigates and solves problems using the tools at his/her disposal (general and specific competences).</li> <li>Develops metacognitive, reflective and critical thinking strategies for successful completion of the task.</li> </ul>
<b>Teacher</b> 	<ul style="list-style-type: none"> <li>Facilitator, coach, resource person, guide, advisor, and observer.</li> <li>Helps the learner become autonomous and be successful in the completion of the task.</li> <li>Provides effective feedback in the process of learning.</li> <li>Shows expert role, but shares this responsibility with the learner.</li> </ul>
<b>Learning Resources</b> 	<ul style="list-style-type: none"> <li>Oral or written authentic texts: business cards, bus tickets, newspaper articles, book excerpts, wikis, bus schedules, city maps, bulletin boards, voice messages, and announcements.</li> <li>Appropriate to the learner's needs and competence level.</li> <li>Intercultural perspective</li> </ul>
<b>Aims of communicative activities/tasks</b> 	<ul style="list-style-type: none"> <li>Communicative activities become actions that the learner/social agent performs in order to build up general competences and communicative language competences.</li> <li>The goal is successful action and accomplishment of tasks in a particular scenario and domain aligned to the learner's life experience and personality.</li> </ul>
<b>Learning Environment</b> 	<ul style="list-style-type: none"> <li>Real-world contexts (personal, public, educational and vocational domain) collaborative, stimulating, mediated by ICTs.</li> </ul>
<b>Assessment</b> 	<ul style="list-style-type: none"> <li>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.</li> <li>The acquisition and refinement of general and communicative competences is a continuous process, both at school and in the world beyond the school.</li> </ul>

### **Basic Principles of the Action-Oriented Approach**

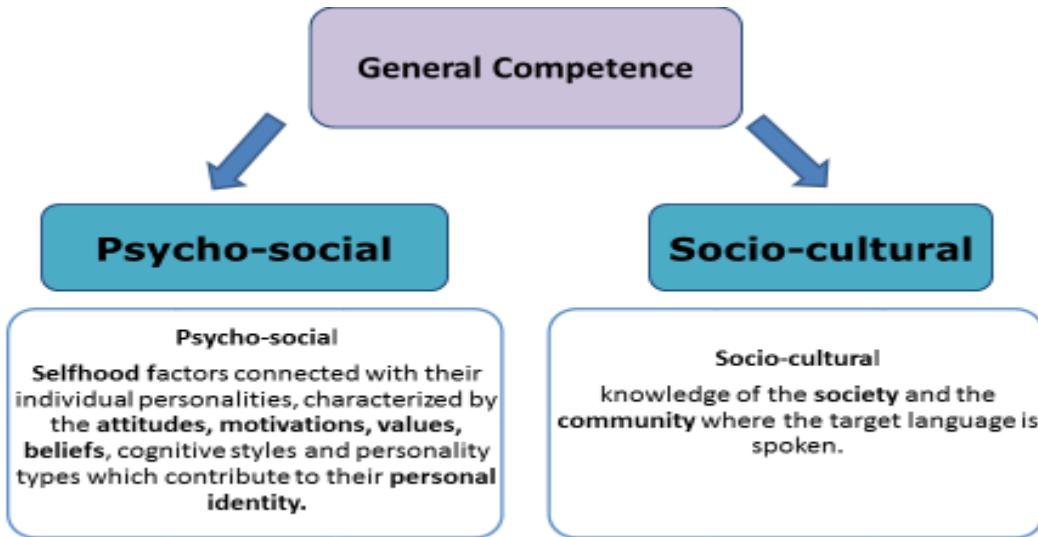
1. The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.
2. Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.
3. Enabling and communicative activities are task-based and real-life.
4. Learners use authentic materials as comprehensible input, as much as possible.
5. The ICT become an important tool to create meaningful learning experiences.
6. A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners' meta-cognitive, meta-affective, and meta-social strategies.
7. Intercultural awareness plays an important role for getting meaning across and facilitating communication among cultures.
8. Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication

### **General competences**

Consist of knowledge, skills, and abilities to learn an existential competence that are not language-specific but learners use them when performing all kinds of actions including language activities.

### **Competence**

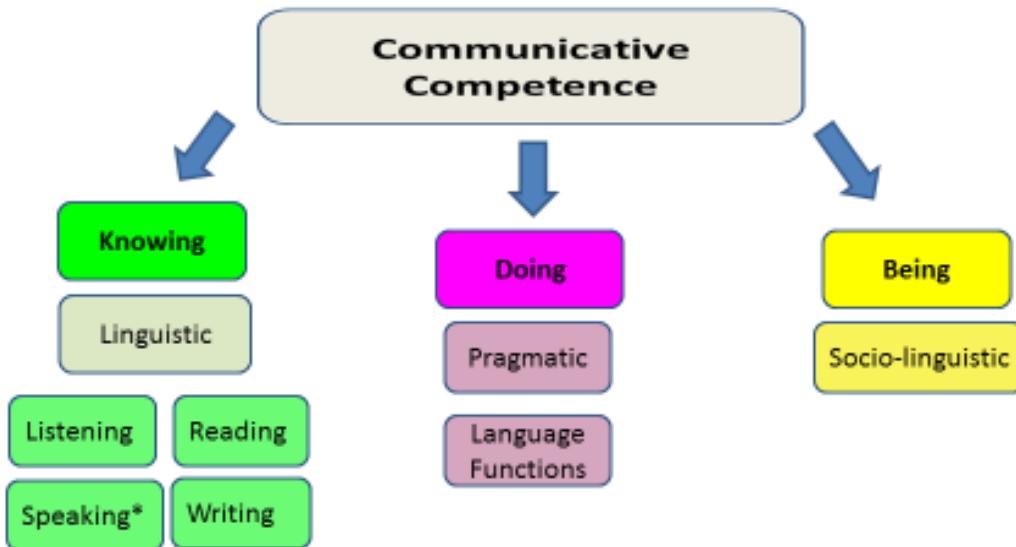
The CEFR defines competences as “the sum of knowledge, skills and characteristics that allow a person to perform actions in society.”



### Communicative competence

The communicative language competences involve knowledge, skills, and know-how for each of the following three components:

- **Linguistic Component:** Deals with the knowledge of phonology, morphology, lexicon and syntax.
- **Sociolinguistic Component:** Refers to the socio-cultural conditions of language use such as social group repertoires or politeness rules.
- **Pragmatic Component:** Covers, among others, speaker's and receptor's attitudes and beliefs, their understanding of the context of an utterance and the functional use of language; for example, the use in specific scenarios of how to act in a given social event or how to participate in a job interview.



### Communication

The CEFR defines communication as a social act, where learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic language interaction.

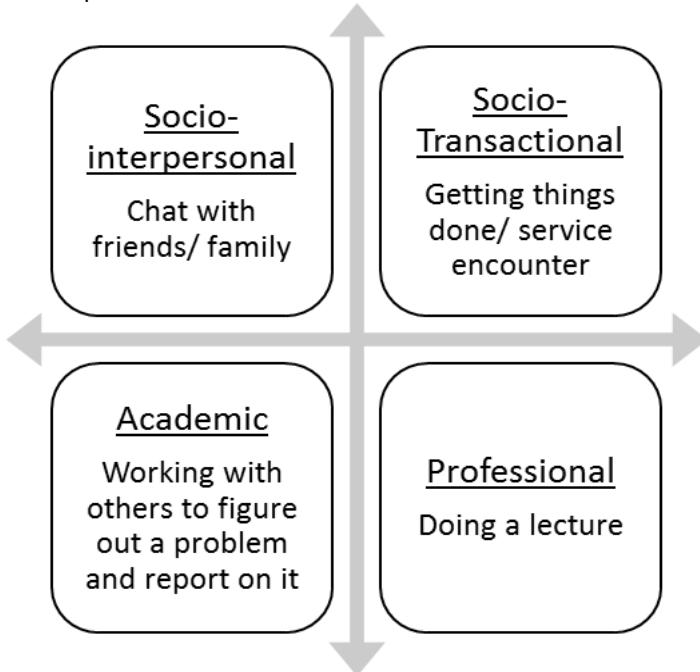
### Tasks

Tasks are defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill, or an objective to be achieved. This product may be a brochure for tourists, a blog entry, or a fundraising project for a humanitarian cause.

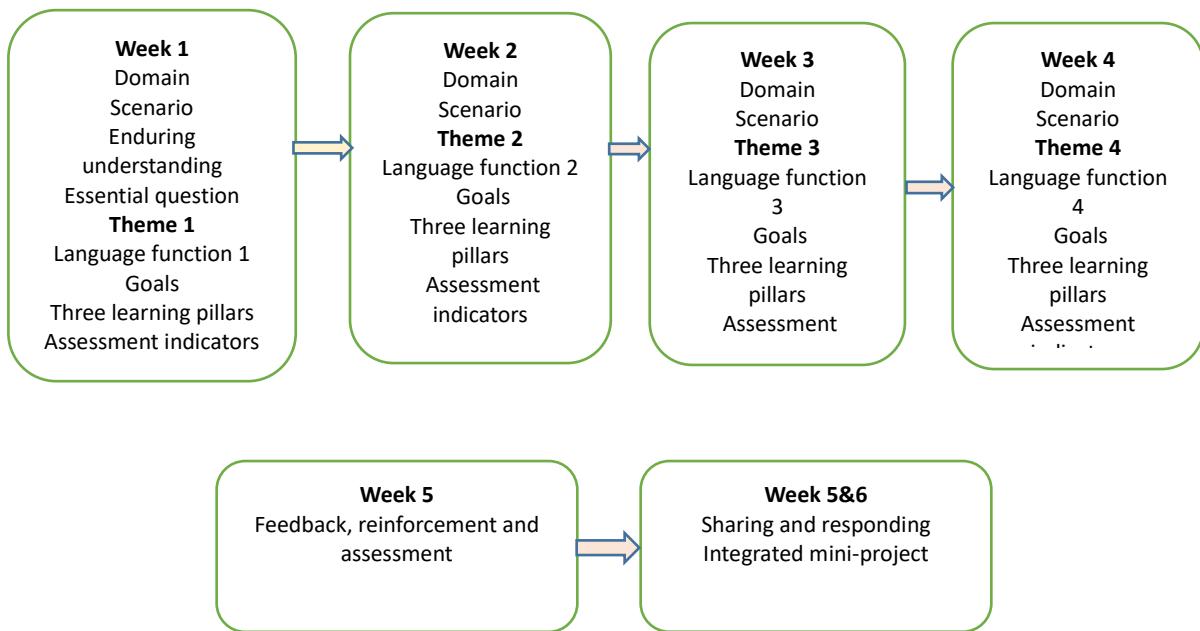
Task accomplishment by an individual involves the strategic activation of specific linguistic competences (linguistic, pragmatic and socio-linguistic) along with a range of socio-cognitive competences in order to carry out a set of purposeful actions in a particular domain (interpersonal, transactional, academic and professional) with a clearly defined goal and a specific outcome.

## How are lessons planned?

Lesson planning will be developed based on scenarios that focus on one or more of four different domains.



A unit is six weeks. Lesson plans are created weekly based on themes. Here is an example of how it can be done.



## Didactic Planning for Secondary

Term:	Level:	Unit:	Week:
Domain:		Scenario:	Theme:
Enduring Understanding:			
Essential Question:			
New Citizenship:			
<b>Dimensions</b> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="flex: 1;"> <p><b>1. Ways of thinking ( )</b></p> <p><b>2. Ways of living in the world ( )</b></p> <p><b>3. Ways of relating with others ( )</b></p> <p><b>4. Tools for integrating with the world ( )</b></p> </div> </div>			
Learn to Know		Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frames</b> <b>Vocabulary</b> <b>Phonology</b>		<b>Function</b> <b>Discourse Markers</b>	<b>Psycho-social</b> <b>Socio-cultural</b>
<b>Assessment Strategies &amp; indicators of learning</b>  (Diagnostic, formative, summative)	<b>Goals</b>	<b>Pedagogical Mediation/ Didactic Sequence</b>	
		<b>Time</b>	
Learner...	Learner can		
<b>Integrated Mini-Project</b>			<b>Time</b>
Phase: _____			
<b>Reflective Teaching</b>			
What worked well		What didn't work well	How to improve
<b>Enduring Understanding Reflection</b>			

Template Elements	
<b>Level</b>	Grade level of the unit
<b>Unit</b>	1 of 6 in a year, includes Scenario, 4 themes, Enduring Understanding, Essential Question, Goals, pillars of learning, mediation strategies, assessment, and Integrated Mini Project
<b>Domain</b>	Refers to the broad sectors of social life in which social agents (learners) operate
<b>Scenario</b>	A real-life context referenced for an entire unit
<b>Themes</b>	The focus of attention for each week that refers back to the real life scenario (Context rather than content.)
<b>Enduring Understanding</b>	Big ideas to guide the teacher that give importance and meaning to a set of curriculum expectations and have a lasting value for learners, beyond the classroom. (1 per unit)
<b>Essential Question</b>	A question which fosters understanding and critical thinking in learners (Can be adapted to theme.)
<b>Linguistic Competencies</b>	Oral and Written Comprehension (listening and reading); Oral and Written Production (spoken interaction, spoken production, writing)
<b>Goals</b>	Can-do performance descriptors
<b>Oral and Written Comprehension</b>	What a learner can understand or can do when listening and/or reading
<b>Oral and Written Production</b>	What a learner can speak and write
<b>Learn to Know</b>	Learning pillar that includes Grammar and sentence frames, Vocabulary, and Phonetic Awareness/Phonology
<b>Grammar &amp; Sentence Frame</b>	The grammatical components that will be covered in the unit
<b>Phonemic Awareness/ Phonology</b>	The part of the lesson that addresses the Learner's ability to hear, identify, and manipulate sounds
<b>Vocabulary</b>	Words learners need to know to communicate effectively within a domain, scenario, and theme
<b>Learn to Do</b>	Learning pillar that includes Functions and Discourse Markers
<b>Function</b>	The use of spoken discourse and/or written texts in communication for a particular purpose (e.g. asking and giving information, describing)
<b>Discourse Markers</b>	Linking words or phrases that connect one piece of discourse with another one (e.g., and, because)
<b>Learn to Be and Live in Community</b>	Learning pillar that includes Psycho-social, Sociocultural, Social Language, Idioms, and Quotes

Template Elements	
<b>Psycho-social</b>	Attitudes, motivations, values, beliefs, cognitive styles, and personality factors
<b>Sociocultural</b>	Politeness conventions, expressions of folk wisdoms, register differences, dialects and accents
<b>Suggested Mediation Strategies</b>	Organized, purposeful and scaffolded learning experiences
<b>Assessment Strategies</b>	Required evidence of student's learning
<b>Integrated Mini Project</b>	A more complex task which includes a four-phase process (participating, thinking, acting out, responding and sharing) that integrates skills and unit's goals and leads to a final product.

### Third Cycle and Diversified Education

English teaching places priority on the fine-tuning of learners' communicative competence involving oral comprehension and oral and written communication so that they become independent users of English and can reach level B1 or A2+ based on the descriptors of the CEFR.

- Teachers can select three or four goals per week from the units. They can combine oral or written comprehension with oral and written production, depending on the pedagogical purpose of the lesson.
- Teachers start each theme of a unit's scenario and lesson with a warm-up activity. Then, they share with the learners the essential question and the learning goals/expected outcome for that day or week.
- The enduring understanding is shared by the teacher at the beginning of each unit to connect students with the core ideas that have lasting value beyond the classroom.
- Lessons follow a task-based approach combined with the action-oriented approach.
- Grammar is developed by combining both inductive and deductive instruction within a meaningful context.
- The teacher follows a set of integrated sequence procedures as presented below to develop the different linguistic competences:

**Mediation Sequence**

<b>Comprehension</b>		<b>Production</b>	
<b>Oral</b>	<b>Written</b>	<b>Oral</b>	<b>Written</b>
<ul style="list-style-type: none"> <li>• <i>Planning</i> <ul style="list-style-type: none"> <li>✓ pre-listening</li> <li>✓ motivating</li> <li>✓ contextualizing</li> <li>✓ explaining task goal</li> </ul> </li> <li>• <i>Listening for the first time</i> (general understanding);</li> <li>• <i>Pair/group feedback</i></li> <li>• <i>Listening for the second time</i> (more detailed understanding)</li> <li>• <i>Self/co-assessment</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Planning</i> <ul style="list-style-type: none"> <li>✓ pre-reading</li> <li>✓ explaining task goal</li> <li>✓ use typographical clues</li> <li>✓ list difficulties and strategies on how to cope</li> </ul> </li> <li>• <i>Reading for the first time</i></li> <li>• <i>Pair/group feedback</i></li> <li>• <i>Reading for the second time, post-reading</i> (for reacting to the content or focusing on features /language forms)</li> <li>• <i>Self/co-assessment</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Spoken interaction</i> <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Organizing</li> <li>✓ Rehearsing</li> <li>✓ interacting</li> </ul> </li> <li>• <i>Spoken production</i> <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Organizing</li> <li>✓ Rehearsing</li> <li>✓ Producing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pre-writing</i></li> <li>• <i>Drafting</i></li> <li>• <i>Revising</i></li> <li>• <i>Editing</i></li> <li>• <i>Publishing</i></li> </ul>

- Teacher makes sure that all learners understand task instructions.
- Teachers should ensure learners know how to use strategies through teacher scaffolding and modeling, peer collaboration and individual practice.
- Learners have at their disposition useful words, phrases and idioms that they need to perform the task. It could be an audio recording with the instructions and the pronunciation of the words and phrases needed.
- The task could involve the integration of listening and speaking or reading and writing and is given to students individually, in pairs, or teams.
- The learners complete the task together using all resources they have. They rehearse their presentation, revise their written report, present their spoken reports or publish their written reports.
- Teacher monitors the learners' performance and encourages them when necessary.
- The learners consciously assess their language performances (using rubrics, checklists and other technically designed instruments that are provided and explained to them in advance). Teachers assess performance, provide feedback in the form of assistance, bring back useful words and phrases to learners' attention, and provide additional pedagogical resources to learners who need more practice.
- At the end of each unit, the learners develop and present Integrated Mini-Projects to demonstrate mastery of the unit goals.
- The enduring understanding and essential question are central to articulate the three learnings: learn to know, learn to do and learn to be and live in community. The Integrated Mini-Project is an opportunity for students to integrate these three learnings in a single task.
- Teach and plan English lessons in English to engage learners socially and cognitively.

## Classroom Setting in the Action Oriented Approach

When implementing the action oriented lessons in your English class; remember to:

- a) Consider learners' interests and needs.
- b) Offer opportunities to work in pairs, in small groups, and as a whole class.
- c) Create a context for learning and reflecting.
- d) Provide multiple opportunities to develop communicative competence.
- e) Use different classroom layouts: the horseshoe, chairs in a circle, traditional rows and nested tables in groups.

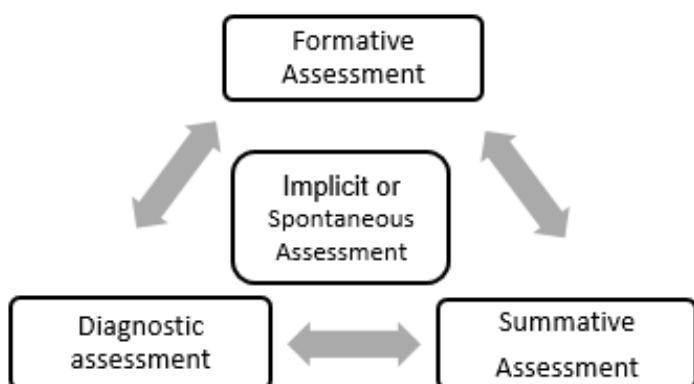
## How is learning assessed?

Assessment is a purposeful, continuous, contextualized, authentic, reflective, investigative, systematic and multi-phase process, which responds to these four fundamental questions: Why assessing learning? What to assess? How to assess it? Which are the pedagogical implications?

The purpose of assessment is to serve each learner's learning and growth. To prevent student's failure and allow timely intervention, assessment allows teachers to detect learning gaps, so that learners can receive the support needed to be successful. The "what" of assessment involves having clarity about the knowledge, skills, abilities, and attitudes (learn to know, learn to do, learn to be and live in community) that learners have to develop as established in the curriculum goals or "can do performance descriptors". This implies that assessment will mainly be performance-based. Learners are required to demonstrate through integrated-skills tasks within a domain, scenario and theme, specified knowledge, skills and abilities using the target language. Assessment can also be a discrete point, which means the use of selected response tasks to isolate and measure discrete units of grammatical knowledge, which encompasses grammatical, semantic and pragmatic knowledge -- form, meaning and use (Purpura, 2014, p 9). Assessment will also be authentic which means that the assessment task will simulate real-life situations within domains and scenarios beyond the classroom setting, and the socio-cognitive, socio-affective, socio-cultural and linguistic demands upon the learner will be similar to the one of a speaker in a target language setting.

Classroom assessment mirrors the learning goals, content of instruction and instructional practices; therefore, curriculum, teaching, and assessment must be coherent for learning goals to be achieved and learners' communicative competence to be developed.

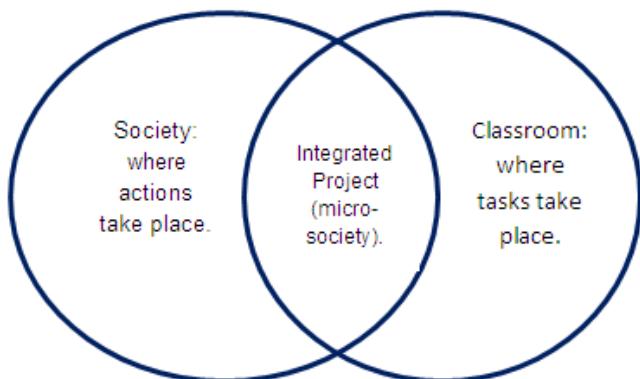
Task design, task performance, and assessment become a fundamental unit of instructed learning; tools such as analytic and/or holistic scales, rubrics, progress indicators and checklists play an important role for obtaining valid and reliable qualitative and quantitative data about students' learning and performance.



## Integrated Mini- Project

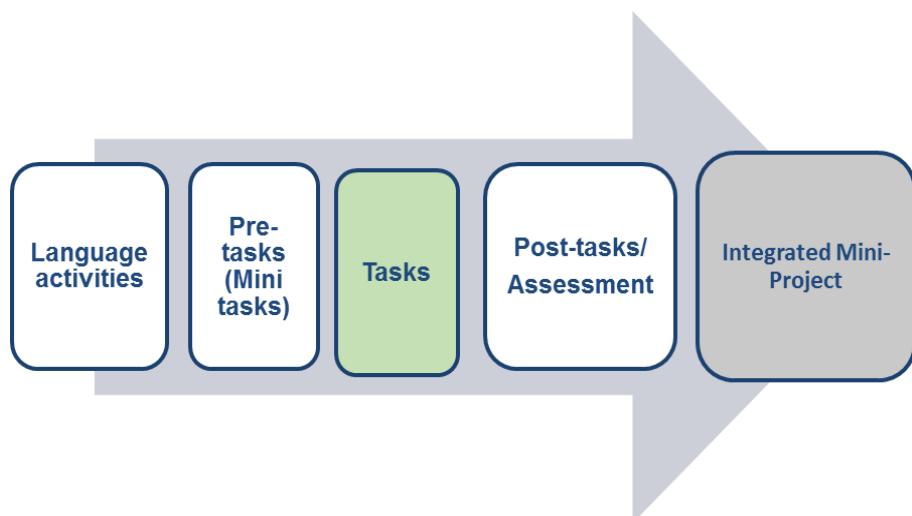
A more complex “learn to do” classroom task for each unit.

- ✓ Learners (as social agents) integrate knowledge, skills and abilities (KSA), within the domain, scenario, themes, the enduring understanding and essential questions of the unit.
- ✓ Proactive (not reactive)
- ✓ Interconnected with classroom activities
- ✓ Formative, skill-integrated performance
- ✓ Collective actions (social dimension)
- ✓ Promotes the democratic citizenship.  
(CEFR p.12)
- ✓ Integrates skills and unit's goals and leads to a final product.



### AOA Task Oriented to a Product

Keep the end in mind!



### Phases for the Integrated Mini-Project

#### 1. Participating/Negotiating (Week 1 or 2)

Brainstorming, discussing, negotiating, making decisions to form the different groups according to their interest.

#### 2. Thinking/planning (Week 3 or 4)

Planning, negotiating and finding information collaboratively about the language content and strategies, resources and organizing the work to distribute assignments among the group members.

### **3. Acting out/Completing MP (oral/written) (Week 5)**

Completing the product, rehearsing, practicing the mini-project presentation.

### **4. Responding and Sharing (Week 6)**

Groups creatively deliver the mini-project, answer questions from the audience and in pairs, or groups self or co-assess it.

<b>7<sup>th</sup> - Unit 3 – Example</b> <b>Promoting local tourism</b>	
<p>Integrated Mini-Project: Tourist Brochure to support local tourism</p> <p>Task description: You want to show the most important tourist attractions to support local tourism. Design a brochure to promote local touristic attractions. Keep in mind the following questions to guide your product: Is this an authentic communication action? Is it useful for everyday life?</p> <p>Phase 1: <b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2) Choose your mini project and get in groups of 3-4 participants and negotiate in order to plan next phase.</p> <p>Phase 2: <b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4) Plan your brochure. Think what to do (the information you need to find, the time and organization of the the work (what to write and distribute what each member is going to do).</p> <p>Phase 3: <b>Acting out to complete the MP –oral &amp; written:</b> (week 5) In your group, complete the brochure in class, rehearse and organize the presentation.</p> <p>Phase 4: <b>Responding and sharing</b> (week 6) Present creatively the brochure to the class, respond questions from the audience and using the instruments self or co assess it.</p>	

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Introducing Scenario</b>	<b>Some tasks can relate to Integrated Mini-Project</b>	<b>Some tasks can relate to Integrated Mini-Project</b>	<b>Some tasks can relate to Integrated Mini-Project</b>	<b>Completion of Integrated Mini-Project</b>	<b>Presentation of MP</b>
<i>Participating/negotiating</i>  Selecting Integrated Mini-Project (5-10 min)	<i>Participating/negotiating</i>  Planning Integrated Mini-Project (5-10 min)	<i>Thinking/planning</i>  Planning Integrated Mini-Project (5-10 min)	<i>Thinking/planning</i>  Planning Integrated Mini-Project (5-10 min)	<i>Acting out/completing MP</i>  Completion of Integrated Mini-Project	<i>Responding and sharing</i>  Presenting the IMP

## What is the teacher's profile to implement this new curriculum?

### Teacher's Profile

Types of knowledge Orientations to	Learn to know		Learn to do	Learn to be and live in community
	What the teacher needs to know Teacher ...	What the teacher needs to do Teacher ...	What the teacher needs to do Teacher ...	How the teacher needs to be Teacher ...
A Global Citizenship with Local Belonging	<ul style="list-style-type: none"> <li>is certified with B2/C1 English language proficiency</li> <li>is knowledgeable about Costa Rican educational policies, curriculum and assessment frameworks and guidelines.</li> <li>is well informed about local and global issues.</li> <li>is knowledgeable about updated English language theories and methodologies.</li> <li>develops action research practices to improve teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li><del>supports</del> self and co-learning communities and collaborative environments among colleagues and learners.</li> <li><del>favors</del> meaningful and reflective learning.</li> <li><del>promotes</del> ownership of cultural belonging and intercultural representations.</li> <li><del>implements</del> cognitive, affective and metacognitive strategies in the teaching and learning processes considering learner's styles preferences.</li> <li><del>implements</del> diverse and relevant methodologies and ICT as tools to empower learning and action research.</li> <li>designs effective lesson planning based on integrated communicative tasks and context to develop knowledge, skills and attitudes for communication using English.</li> </ul>	<ul style="list-style-type: none"> <li><del>is aware and sensitive about local and global issues and learners' affective and socio-cultural needs.</del></li> <li><del>promotes</del> learner's high expectations with inclusive and positive classroom environments.</li> <li><del>supports</del> critical and creative thinking processes beyond the class.</li> <li><del>promotes</del> qualities for developing the new citizenship principles.</li> <li><del>promotes</del> learner's family participation in the learning process.</li> <li><del>reflects</del> on ethical teaching practices and assessment to respond to learners needs.</li> </ul>	
Education for Sustainable Development	<ul style="list-style-type: none"> <li><del>knows</del> about the implications of human actions over the environment.</li> </ul>	<ul style="list-style-type: none"> <li><del>participates</del>, together with staff, in school community projects related to education for sustainable development and others.</li> <li><del>practices</del> eco-friendly actions.</li> <li><del>promotes</del> collective and individual environmental care practices.</li> </ul>	<ul style="list-style-type: none"> <li><del>is aware of human action over the planet and the role of education as preventive element to mitigate effects.</del></li> </ul>	
New Digital Citizenship	<ul style="list-style-type: none"> <li>is knowledgeable about basic ICT to favor the implementation of didactic units.</li> </ul>	<ul style="list-style-type: none"> <li><del>applies</del> new ICT in the teaching and learning process.</li> <li><del>supports</del> innovation and creativity.</li> <li><del>develops</del> a constructive mediation based on dialogue, collaborative environments, interdisciplinary connections and the use of ICT.</li> </ul>	<ul style="list-style-type: none"> <li><del>is aware of the benefits of ICT as supportive tools.</del></li> <li><del>promotes</del> learner's autonomy, ethical and social responsible use of ICT.</li> </ul>	

## What is expected from learners at the end of the process?

### Learner's Exit Profile

New Citizenship Learner Exit Profile for Third Cycle			
Types of knowledge Orientations to	Learn to know Learner ...	Learn to do Learner...	Learn to be and live in community Learner...
A Global Citizenship with Local Belonging.	<ul style="list-style-type: none"> <li>▪ extracts explicit information from simple texts.</li> <li>▪ uses data for applying information in different situations.</li> <li>▪ creates connections between different information, themes and scenario.</li> <li>▪ uses prior information for comprehending graphs, question and data.</li> <li>▪ discriminates relevant information for decision-making and reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ performs different roles when working in groups.</li> <li>▪ applies knowledge and procedures in context.</li> <li>▪ checks his /her learning strategies.</li> <li>▪ plans data resources and strategies for tasks.</li> <li>▪ uses group feedback to check understanding.</li> <li>▪ participates with autonomy and collaborative actions for reaching goals.</li> <li>▪ learns from mistakes and complex group situations for reaching agreements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ recognizes his/her own rights and responsibilities and the ones of others.</li> <li>▪ participates in peaceful conflict solving.</li> <li>▪ expresses in words and actions values of justice, equity and human relations.</li> <li>▪ questions and adjust values, attitudes and beliefs among people and living creatures.</li> <li>▪ expresses self-belonging, civic awareness and healthy lifestyles towards a democratic coexistence.</li> <li>▪ accepts feedback from others.</li> <li>▪ recognizes strengths and limitations of ideas and procedures.</li> </ul>
Education for Sustainable Development	<ul style="list-style-type: none"> <li>▪ knows different ways of facing environmental risks affecting life.</li> <li>▪ proposes alternative solutions to problems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ participates in improvement of local, regional and global life conditions.</li> <li>▪ makes decisions for improving well-being.</li> </ul>	<ul style="list-style-type: none"> <li>▪ differentiates believes, attitudes, actions over sustainable development.</li> <li>▪ values the implication of efforts over the achievement of goals.</li> </ul>
New Digital Citizenship	<ul style="list-style-type: none"> <li>▪ knows main characteristics of digital means for accessing information.</li> <li>▪ organizes diverse and basic information.</li> </ul>	<ul style="list-style-type: none"> <li>▪ produces and enriches tasks e.g., words and phrases to communicate ideas using digital icons and codes.</li> <li>▪ uses digital tools efficiently.</li> <li>▪ applies apps and programs as useful tools.</li> <li>▪ discriminates digital information from different reliable sources.</li> <li>▪ uses digital tools to find useful information.</li> </ul>	<ul style="list-style-type: none"> <li>▪ questions social benefits, harmful effects and ethical implications of ICT for learning and interpersonal relations.</li> <li>▪ applies inclusive principles and respect within digital communication messages.</li> </ul>

## Distribution of Scenarios Academic and Technical Diversified Education

Academic Diversified Education		Technical Diversified Education		
10 <sup>th</sup> Level Scenarios	11 <sup>th</sup> Level Scenarios	10 <sup>th</sup> Level Scenarios	11 <sup>th</sup> Level Scenarios	12 <sup>th</sup> Level Scenarios
<ul style="list-style-type: none"> <li>• Love What We Do!</li> <li>• Stories Come in All Shapes and Sizes</li> <li>• A World of Differences</li> <li>• Caution: Fragile World- Handle with Care.</li> <li>• #High Tech * High Touch</li> <li>• What Comes Next</li> </ul>	<ul style="list-style-type: none"> <li>• Recipes for Success</li> <li>• From the Wheel to the Drone</li> <li>• The Earth–Our Gift and Our Responsibility</li> <li>• Get Ready. Get set. Go!</li> <li>• Really? (Controversial issues)</li> </ul>	<ul style="list-style-type: none"> <li>• Love What We Do!</li> <li>• Stories Come in All Shapes and Sizes</li> <li>• A World of Differences</li> <li>• Caution: Fragile World- Handle with Care</li> </ul>	<ul style="list-style-type: none"> <li>• #High Tech *</li> <li>• What Comes Next</li> </ul>	<ul style="list-style-type: none"> <li>• The Earth–Our Gift and Our Responsibility</li> <li>• Get Ready. Get set. Go!</li> <li>• Really? (Controversial issues)</li> </ul>

\*Se realiza corrección del cuadro que aparece en la página 59 del programa de estudio.

## Scope and Sequence of Scenarios and themes in Third Cycle and Diversified Education

Scope and Sequence Third Cycle						
Level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Seventh Grade	<b>Scenario:</b> Here I Am! <b>Themes:</b> <ul style="list-style-type: none"> <li>• Hello, Hi there, Hey, Bye</li> <li>• Building Community</li> <li>• Let's Get Personal</li> <li>• Meet My Family</li> </ul>	<b>Scenario:</b> Enjoying Life <b>Themes:</b> <ul style="list-style-type: none"> <li>• My Daily Routine</li> <li>• Eating Habits</li> <li>• Hanging out</li> <li>• Things I Like to Do</li> </ul>	<b>Scenario:</b> Getting Back to Nature <b>Themes:</b> <ul style="list-style-type: none"> <li>• Natural Wonders in My Backyard</li> <li>• Marvels in Costa Rica</li> <li>• A World of Wonders</li> <li>• Where can I go next?</li> </ul>	<b>Scenario:</b> Checking Things off a Shopping List <b>Themes:</b> <ul style="list-style-type: none"> <li>• My Family's Grocery List</li> <li>• Going Shopping</li> <li>• Does This Fit Me?</li> <li>• How Much Does It Cost?</li> </ul>	<b>Scenario:</b> Let's Celebrate Costa Rican Culture! <b>Themes:</b> <ul style="list-style-type: none"> <li>• How my family and I celebrate "Tico" culture</li> <li>• How my community celebrates "Tico" culture</li> <li>• How other Costa Rican communities celebrate "Tico" culture</li> <li>• How Costa Ricans celebrate national "Tico" culture</li> </ul>	<b>Scenario:</b> Getting from Here to There <b>Themes:</b> <ul style="list-style-type: none"> <li>• Knowing where I want to go</li> <li>• Knowing where it is</li> <li>• Knowing how to get there</li> <li>• Knowing what I need and when</li> </ul>

<b>Eighth Grade</b>	<p><b>Scenario:</b> My High School...Our place</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• High School -- Bring it on!</li> <li>• A Day in the Life of My High School.</li> <li>• What is Your Next Class?</li> <li>• High School Through the Eyes of my Friends.</li> </ul>	<p><b>Scenario:</b> Let the Good Times Roll</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Fun times: Inside and Out</li> <li>• What's your favorite _____?</li> <li>• Ready to Play: Tell Me the Rules</li> <li>• Up Close and Personal</li> </ul>	<p><b>Scenario:</b> Something to Celebrate!</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Let's Celebrate: Holidays with My Family</li> <li>• Let's Celebrate: Latin American Holidays and Festivals</li> <li>• Let's Celebrate: Holidays and Festivals around the World</li> <li>• A Holiday to Remember: One of my favorites</li> </ul>	<p><b>Scenario:</b> Going Shopping!</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Welcome to My Town</li> <li>• Getting what I need at the right place</li> <li>• Where is it?</li> <li>• How can I get there?</li> </ul>	<p><b>Scenario:</b> Unforgettable Events</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• An Event I'll Never Forget: in my Personal Life</li> <li>• An Event I'll Never Forget: with my Family</li> <li>• An Event I'll Never Forget: in Costa Rica</li> <li>• An Event I'll Never Forget: in the World</li> </ul>	<p><b>Scenario:</b> Amazing Costa Rica</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Beautiful Costa Rica</li> <li>• Hiking, Biking and Walking Around Costa Rica</li> <li>• Traveling Necessities</li> <li>• Planning My Perfect Vacation</li> </ul>
<b>Ninth Grade</b>	<p><b>Scenario:</b> Time to Have Fun!</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Let's Workout</li> <li>• Once Upon a Time I Enjoyed...</li> <li>• Try it!</li> <li>• The Most Fun I've Ever had!</li> </ul>	<p><b>Scenario:</b> Online &amp; Connected</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Yesterday, Today and Future Media</li> <li>• Virtual Communities and Networks</li> <li>• New Media and Public Safety</li> <li>• The Magical World of Apps</li> </ul>	<p><b>Scenario:</b> Lights, Camera &amp; Action</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• What's on TV?</li> <li>• The Best Show Ever...</li> <li>• Through the Lens of the Documentary</li> <li>• Daily News</li> </ul>	<p><b>Scenario:</b> In the Public Eye</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Success vs. Fame</li> <li>• National Role Models</li> <li>• Contributions of Outstanding Figures to Society</li> <li>• Breaking News: Read All About It</li> </ul>	<p><b>Scenario:</b> Unexpected Situations</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Home Emergencies</li> <li>• Emergency Traveling Situations</li> <li>• Unanticipated Appointments</li> <li>• Making a Complaint at a Restaurant</li> </ul>	<p><b>Scenario:</b> Open a Book, Open Your Mind</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Keep it simple</li> <li>• Show me: Comic Strips</li> <li>• Biographies of Writers</li> <li>• The Moral of the Costa Rican Legend is ...</li> </ul>

<b>Tenth</b>	<p><b>Scenario:</b> Love What We Do!</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Help wanted</li> <li>• Jobs</li> <li>• Interviewing</li> <li>• Working to Live or Living to Work?</li> </ul>	<p><b>Scenario:</b> Stories Come in All Shapes and Sizes</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Tell me a Story</li> <li>• Thumbs Up/Thumbs Down</li> <li>• The Reviews Are In</li> <li>• You Should Read This</li> </ul>	<p><b>Scenario:</b> A World of Differences</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• These Are My People</li> <li>• Cultures, Subcultures and Cliques</li> <li>• Cultural Norms and Cultural Storms</li> <li>• I Am Not My Hair</li> </ul>	<p><b>Scenario:</b> Caution: Fragile World - Handle with Care</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• What Makes Something Sustainable</li> <li>• Products and Practices around the World.</li> <li>• Products and Practices in Costa Rica</li> <li>• Am I Environmentally friendly?</li> </ul>	<p><b>Scenario:</b> #HighTech HighTouch</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Hot Apps</li> <li>• Danger Zones in a Digital World</li> <li>• Tech Tools for Positive Change</li> <li>• My Future Is in My Hands</li> </ul>	<p><b>Scenario:</b> What Comes Next?</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Pass or Fail?</li> <li>• College or Career?</li> <li>• Study Here or Abroad?</li> <li>• Getting by or Getting ahead?</li> </ul>
<b>Eleventh</b>	<p><b>Scenario:</b> Recipes for Success</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Ingredients for Healthy Living</li> <li>• Add a Pinch of a Positive Attitude</li> <li>• Follow the recipe: a Plan for success</li> <li>• Give me a Taste: Stories of Successful People</li> </ul>	<p><b>Scenario:</b> From the Wheel to the Drone</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Inventions that have Changed our Lives</li> <li>• Living in a Tech World</li> <li>• Safety First</li> <li>• The Next Wave of Innovations</li> </ul>	<p><b>Scenario:</b> The Earth—Our Gift and Our Responsibility</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Natural Disasters—Is Nature Against us?</li> <li>• What's the Problem?</li> <li>• A Helping Hand (possible solutions)</li> <li>• Who is Doing What? (Nonprofit and NGOs)</li> </ul>	<p><b>Scenario:</b> Get Ready. Get set. Go!</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• Get ready: Take a Look at Your Dreams and Fears</li> <li>• Get Set: College or Career?</li> <li>• Surviving or Thriving? (Developing Your Soft Skills)</li> <li>• Go! The Future is Now</li> </ul>	<p><b>Scenario:</b> Really??? (Controversial issues)</p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• You gotta be kidding...World facts</li> <li>• Shut up...Issues from Health and Medicine</li> <li>• No way...Controversies and the Law</li> <li>• OMG... Stereotypes and Cultural Differences</li> </ul>	

## Seventh Grade Exit Profile

<p style="text-align: center;"><b>Level A1.1 Grade 7</b></p> <p style="text-align: center;"><b>Integral Development and Communicative Competence</b></p>			
<p>At this stage the learner can...</p>			
<b>Learn to know</b>	have a level appropriate language (words, phrases, formulaic expressions) and topical knowledge related to domains, scenarios and themes.		
<b>Learn to do</b>	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 (KSAs) within domains, scenarios and themes. S/he may rely on words from the first language for which s/he has yet to acquire in the target language.		
<b>Learn to be and live in community</b>	use personal and social dispositions (e.g. 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).		
<b>Listening</b>	<b>Reading</b>	<b>Speaking (spoken interaction &amp; production)</b>	<b>Writing</b>
<b>CEFR STANDARDS</b>	<b>CEFR STANDARDS</b>	<b>CEFR STANDARDS</b>	<b>CEFR STANDARDS</b>
<ul style="list-style-type: none"> <li>Can demonstrate a very limited ability to communicate independently English because s/he is in a 'Silent Period' as s/he develops a receptive level of language, knowledge relying mostly on simple language and cues.</li> </ul> <p><b>INTEGRATION OF LANGUAGE SKILLS</b></p> <ul style="list-style-type: none"> <li>Can respond with learned</li> </ul>	<ul style="list-style-type: none"> <li>Can understand a very limited amount of language (e.g., words and simple expressions).</li> <li>Can recognize environmental print found (e.g. common advertisements and road signs; labels, captions) and internet sources in familiar texts.</li> <li>Can recognize some high-frequency words such as: <i>a, the, and, of</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Can use words in English in a very limited manner needing to rely on memorized and rehearsed expressions to answer simple questions.</li> <li>Can show their understanding through: eye contact, imitating, using facial and body expressions, acting out a story, using pictures to categorize or sequence, drawing, matching items and pictures; repeating words and phrases at a slower speech rate such as in choral or echo read alouds.</li> </ul>	<ul style="list-style-type: none"> <li>Can write off of a heavily patterned model with very little detail using a limited set of familiar words.</li> </ul> <p><b>INTEGRATION OF LANGUAGE SKILLS</b></p> <ul style="list-style-type: none"> <li>Can recognize pictures / diagrams to label words and simple expressions (reading to write)</li> <li>Can identify oral information to write</li> </ul>

<p>words, phrases, formulaic expressions and body language (listening to speak).</p> <ul style="list-style-type: none"> <li>• Can recognize words, phrases, formulaic expressions (listening to read).</li> <li>• Can fill in gapped texts (listening to write).</li> </ul>	<p><b>INTEGRATION OF LANGUAGE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Can predict parts of a story based on pictures.( reading to speak)</li> <li>• Can recognize pictures to show their understanding (reading to listen).</li> <li>• Can follow brief, simple instructions in texts to write (reading to write).</li> <li>• Can predict what the text is about supported by typographical and visual clues to speak (reading to speak).</li> </ul>	<p><b>INTEGRATION OF LANGUAGE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Can interact spelling out words (speaking to write/ listen).</li> <li>• Can organize a conversation by writing appropriate expressions (speaking to write).</li> <li>• Can rehearse a conversation with peers (speaking to listen).</li> </ul>	<p>posters, brochures and invitations (listening to write).</p> <ul style="list-style-type: none"> <li>• Can write personal information to interact (writing to speak).</li> </ul>
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## Seventh Grade Distribution of Domains and Scenarios by Term

Domain	Scenario	Unit
<b>Term 1</b>		
Socio-Interpersonal	Here I Am!	1
Socio-Interpersonal and Transactional	Enjoying Life	2
<b>Term 2</b>		
Socio-Interpersonal and Transactional	Getting back to nature	3
Socio-Interpersonal and Transactional	Checking things off a shopping list!	4
<b>Term 3</b>		
Socio-Interpersonal and Transactional	Getting from here to there	5
Socio-Interpersonal and Transactional	Let's celebrate Costa Rican Culture	6

# **Sample Weekly Plans for Units 1-6 for Seventh Grade**

Level 7 <sup>th</sup>		Unit 1									
<b>SCOPE AND SEQUENCE</b> <b>CEF level to be reached: A1.1</b>											
<b>Scenario:</b> Here I Am!											
<b>Enduring Understanding</b>	What a person thinks, feels, and belongs to, makes her/him a unique person.										
<b>Essential Question</b>	What makes us unique?										
New Citizenship:											
<b>Dimensions</b>											
1. Ways of thinking ( ✓ )											
2. Ways of living in the world ( X )											
3. Ways of relating with others ( X )											
4. Tools for integrating with the world ( )											
<b>Assessment and Goals</b>											
<b>Week 1</b>  <b>Assessment:</b> L identifies brief, simple instructions if encountered in similar form. R.1. understand brief, simple instructions if encountered previously in the same or similar form.  <b>Assessment:</b> L discriminates classroom language within oral	<b>Week 2</b>  <b>Assessment:</b> L recognizes simple personal questions when they hear them. L.3. understand simple personal questions. (e.g., name, age, address, father, mother, sister).  <b>Assessment:</b> L spells out words. SI.1. spell words including names, surnames, country of citizenship	<b>Week 3</b>  <b>Assessment:</b> L asks personal information to others. SI.3. ask others for personal information (address, telephone, number, nationality, country of citizenship, birthdate, age, family and hobbies).	<b>Week 4</b>  <b>Assessment:</b> L writes labels on familiar objects in a picture or diagram. W.1. write labels on familiar objects in a picture or diagram (e.g., door, desk, chair, and eraser).  <b>Assessment:</b> L writes straightforward information about him/herself in short sentences. W.2. write straightforward	<b>Week 5/6</b>  <b>Assessment</b>  Anecdotal reports / rubrics / instruments for self and co-assessment							

<p>utterances.</p> <p>L.2. understand classroom language (e.g., teacher, classmate, schedule, principal, May I come in? Raise your hand, May I borrow your pencil?).</p> <p><b>Assessment:</b> L identifies basic greetings, farewells and common expressions of politeness.</p> <p>L.1. understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry).</p> <p><b>Assessment:</b> L uses basic greeting and leave-taking expressions, farewell, and politeness and basic classroom language</p> <p>SI.2. use basic greeting and leave-taking expressions, farewell, and politeness (e.g., hello, goodbye, please and thank you) and basic classroom language.</p>	<p>and other.</p> <p><b>Assessment:</b> L recognizes some expressions and the main information about text (heard or read) with instructional support.</p> <p>R.3. recognize some expressions and the main information (e.g., name, date, time, address, date of birth,) on posters, brochures, signs, and invitations and in simple texts if allowed to use a dictionary.</p>	<p>information</p> <p>SP.1. introduce him/herself, for example say his/her name, where s/he comes from and what s/he does (address, telephone, number, nationality, age, family and hobbies).</p>	<p>information about him/herself in short sentences or fill out that information in a form (questionnaire, card) with assistance such as using a dictionary or book, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation).</p> <p><b>Assessment:</b> L describes his/her family simply.</p> <p>SP.2. describe simply his/her family, for example who the members are, how old they are, where s/he lives.</p>	<p><b>Suggested Integrated Mini project</b></p> <ul style="list-style-type: none"> <li>- Personal lapbooking, mobile, collage.</li> <li>- Self-portrait presentation using technology or cardboard.</li> <li>- Storytelling using TPR in groups.</li> </ul>
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**Can Do related to Phonology to be inserted as appropriate each week**

**Assessment:** L discriminates English language sounds.

R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.

Theme Hello, Hi there, Hey, Bye	Theme Building Community	Theme Let's Get Personal	Theme Meet My Family
Function	Function	Function	Function
<ul style="list-style-type: none"> <li>- Greeting and saying goodbye.</li> <li>- Interacting with classroom language at school.</li> </ul>	<ul style="list-style-type: none"> <li>- Spelling out words.</li> <li>- Giving personal information about me and my family members.</li> </ul>	<ul style="list-style-type: none"> <li>- Giving personal information about me and my family members.</li> </ul>	<ul style="list-style-type: none"> <li>- Giving personal information about me and my family members.</li> </ul>

Discourse Markers Connecting words: and	Discourse Markers Connecting words: but	Discourse Markers Connecting words: because	Discourse Markers Connecting words: and, but, because
<b>Grammar &amp; Sentence Frames</b>  <u>Wh questions</u> What's your name? My name is ___. How old are you? I am ___. Where do you live? I live in ___.  <u>Demonstrative Adjectives</u> This is my desk. This is our classroom.	<b>Grammar &amp; Sentence Frames</b>  <u>Wh questions</u> What's your name? My name is ___. How old are you? I am ___. Where do you live? I live in ___.  <u>Intensifiers</u> Very, really, super	<b>Grammar &amp; Sentence Frames</b>  <u>Verb To be + adjectives (S+V+C)</u> I am handsome. She is intelligent. They are selfish.  <u>Intensifiers</u> Very, really, super	<b>Grammar &amp; Sentence Frames</b>  <u>Demonstrative Adjectives</u> This is my mother/father. That is my cousin. These are my siblings.  <u>Possessive "s"</u> My mother's name is _____.  <u>Phonology</u> Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.
<u>Vocabulary</u> <u>Hello, Hi there, Hey, Bye Hi</u> <ul style="list-style-type: none"> <li>- Hi there</li> <li>- Hey</li> <li>- Hello</li> <li>- Good morning/ afternoon/ evening</li> </ul>	<u>Vocabulary</u> <u>Building Community</u> <ul style="list-style-type: none"> <li>- May I come in?</li> <li>- Could you repeat, please?</li> <li>- May I go to the restroom?</li> <li>- May I borrow your pencil?</li> <li>- How do you say ___ in English?</li> <li>- How do you say/ pronounce ___ ?</li> <li>- Raise your hand.</li> </ul>	<u>Vocabulary</u> <u>Let's Get Personal</u> <ul style="list-style-type: none"> <li>- Age, status, phone number, country, nationality, occupation, residence, handsome, pretty, intelligent, numbers, dates, the alphabet</li> <li>- I am...happy, sad, angry, excited, unhappy, frustrated, annoyed, threatened, furious, bored, satisfied, shocked, scared, shy, disappointed</li> </ul>	<u>Vocabulary</u> <u>Meet My Family</u> Family members such as mother, father, siblings, cousin, father-in- law, etc.
<b>Psycho-social</b> <ul style="list-style-type: none"> <li>- Respecting opinions, linguistic skills and abilities of classmates.</li> </ul> <b>Socio-cultural</b> <ul style="list-style-type: none"> <li>- Showing interest in each peer's</li> </ul>	<b>Psycho-social</b> <ul style="list-style-type: none"> <li>- Collaborating with other peers and teacher.</li> </ul> <b>Sociocultural</b> <ul style="list-style-type: none"> <li>- Respecting human rights principles and inclusiveness.</li> </ul>	<b>Psycho-social</b> <ul style="list-style-type: none"> <li>- Using positive communication skills.</li> </ul> <b>Sociocultural</b> <u>Quotes</u> <ul style="list-style-type: none"> <li>- Feeling Ok</li> </ul>	<b>Psycho-social</b> <ul style="list-style-type: none"> <li>- Respecting opinions, linguistic skills and abilities of classmates.</li> </ul> <b>Sociocultural</b> <ul style="list-style-type: none"> <li>- Using formal and informal language when addressing people of different ages and</li> </ul>

and family's lives and feelings.  <b>Social Language</b> <ul style="list-style-type: none"><li>- Hey</li><li>- Howdy</li><li>- So far, so good</li><li>- Hey buddy</li><li>- Hey guys</li><li>- Hey dude</li></ul>	<ul style="list-style-type: none"><li>- I'm cool</li><li>- What's new?</li></ul>	contexts.  <b>Quotes</b> <ul style="list-style-type: none"><li>- A friend in need is a friend indeed. -- Unknown Author</li></ul>	
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## Didactic Planning

### Week 1

Level: 7 <sup>th</sup>	Unit: 1	
Domain: Socio-Interpersonal	Scenario: Here I Am!	Theme: Hello, Hi there, Hey, Bye
<b>Enduring Understanding:</b> What a person thinks, feels, and belongs to makes her/him a unique person. <b>Essential Question:</b> What makes us unique?		
New Citizenship:		
<b>Dimensions</b> 1. Ways of thinking ( ✓ ) 2. Ways of living in the world ( ✓ ) 3. Ways of relating with others ( ✓ ) 4. Tools for integrating with the world ( ✓ )		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frame</b> <u>Wh questions</u> – What's your name? My name is___. – How old are you? I am___. – Where do you live? I live in ___.  <u>Demonstrative Adjectives</u> – This is my desk. – This is our classroom.	<b>Function</b> – Greeting and saying goodbye – Interacting with classroom language at school  <b>Discourse Markers</b> Connecting words: and	<b>Psychosocial</b> – Respecting opinions, linguistic skills and abilities of classmates.  <b>Sociocultural</b> – Showing interest in each peer's and family's lives and feelings.  <b>Social Language</b> – Hey – Howdy
Vocabulary		

<ul style="list-style-type: none"> <li>– Hi there</li> <li>– Hey</li> <li>– Hello</li> <li>– Good morning/ afternoon/ evening</li> </ul> <p><b>Phonology</b> Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.</p>			<ul style="list-style-type: none"> <li>– So far, so good</li> <li>– Hey buddy</li> <li>– Hey guys</li> <li>– Hey dude</li> </ul>
Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	<b>Didactic Sequence Mediation</b>	Time Total: 120 min (3 lessons)
Learner...		<p><b>Pre-teaching</b> <b>Routine</b> – Checking attendance, checking in with Ls, posting and introducing Essential Question and explaining that one way we are unique is how we learn separately and together.</p> <p><b>Participating: Warm-up</b> Teacher asks students to stand in a circle, then he/she takes a ball in their hand and says “My name is _____.” Then the teacher throws the ball to a student and encourages him/her to say “My name is _____.” This student then throws the ball to another student who does the same. When every student has caught the ball and said their name, the teacher takes the ball again and says “My name is _____, and I’m from _____.” The teacher throws the ball around the class until every student has said “My name is _____, and I’m from _____.”</p> <p><b>Engaging: Activation of prior knowledge</b> Students watch the video “Hello/Good bye” <a href="http://www.onestopenglish.com/children/m-tunes-song-videos/level-1-starters/hello-goodbye/155011.article">http://www.onestopenglish.com/children/m-tunes-song-videos/level-1-starters/hello-goodbye/155011.article</a>. As they listen to the video, learners take notes on the greetings and farewells they recognize. Students compare their list with a peer and then with the whole group. Teacher writes students’ answers on the board.</p>	5 min  10 min  10 min

		<p><b>Introducing</b></p> <p>Teachr draws a T-chart on the board and labels it: Greetings and Farewells. Teacher writes different greetings and farewells. Pronounces them, and asks students to repeat.</p> <table border="1"> <thead> <tr> <th>Greetings</th><th>Farewells</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>- Hi there</li> <li>- Hey buddy</li> <li>- Hey-Hey</li> <li>- Hey Dude</li> <li>- Hello</li> <li>- How're you doing?</li> <li>- How are things with you?</li> <li>- Nice to see you again.</li> <li>- What's up?</li> <li>- Good morning/ afternoon/ evening</li> </ul> </td><td> Bye, bye!  Take care!  So long!  See you later.  See you soon.  Cant' wait to see you again. </td></tr> </tbody> </table>	Greetings	Farewells	<ul style="list-style-type: none"> <li>- Hi there</li> <li>- Hey buddy</li> <li>- Hey-Hey</li> <li>- Hey Dude</li> <li>- Hello</li> <li>- How're you doing?</li> <li>- How are things with you?</li> <li>- Nice to see you again.</li> <li>- What's up?</li> <li>- Good morning/ afternoon/ evening</li> </ul>	Bye, bye! Take care! So long! See you later. See you soon. Cant' wait to see you again.	10 min
Greetings	Farewells						
<ul style="list-style-type: none"> <li>- Hi there</li> <li>- Hey buddy</li> <li>- Hey-Hey</li> <li>- Hey Dude</li> <li>- Hello</li> <li>- How're you doing?</li> <li>- How are things with you?</li> <li>- Nice to see you again.</li> <li>- What's up?</li> <li>- Good morning/ afternoon/ evening</li> </ul>	Bye, bye! Take care! So long! See you later. See you soon. Cant' wait to see you again.						
L.1. identifies basic greetings, farewells and common expressions of politeness.	L.1. understand basic greetings, farewells, and common expressions of politeness (e.g., hello, goodbye, sorry).	<p><b>Pre-listening:</b></p> <p>Teacher shares the goal of the lesson. Teacher reviews the vocabulary and introduces any new expression.</p> <p><b>Listening for the first time:</b></p> <p>Students watch the video " Famous greetings from T.V. and Movies" Video can be found here: <a href="https://www.youtube.com/watch?v=QEyGhSWwfC8">https://www.youtube.com/watch?v=QEyGhSWwfC8</a>. Students are asked to listen to the video and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What's the video about?</li> <li>2. What words or phrases can you recognize?</li> </ol> <p><b>Pair/group work feedback:</b></p> <p>Students check their answers in pairs, and then share with the group.</p>	20 min				

L.2. discriminates classroom language within oral utterances.	L.2. understand classroom language (e.g., teacher, classmate, schedule, principal, May I come in? Raise your hand, May I borrow your pencil?).	<p><b>Listening for the second time:</b>          Students play "Bingo." To do so, the teacher distributes different versions of Greetings Bingo (see Resources Section) and reads aloud the instructions written on the board:</p> <ol style="list-style-type: none"> <li>1. Read your card.</li> <li>2. Listen.</li> <li>3. Mark your card.</li> <li>4. Win with -- or / or I</li> </ol> <p>T asks Ls to work with partners to mark their sheets when they hear one of the greetings used in the video. Explain that to "win" they need to have a straight vertical, horizontal or diagonal line of greetings marked on their cards.</p> <p><b>Post-listening:</b>          T asks Ls to choose how they want to greet each other each week of this Unit and Ls practice the greeting as they stand in a circle and clap out the syllables of the greeting and the syllables of the names of their classmates, one after the other until everyone in the circle has been greeted. (See Phonology section for details on clapping syllables.)</p> <p><b>Pre-listening:</b>          Teacher shares the goal of the lesson. T shows labels created for the classroom. As each word is introduced T indicates she is reading the word, then places the label on the appropriate person/object. Words are: Teacher, Classmate, Desk, Door, Classroom, Pencil, Paper, Whiteboard or Chalkboard, Marker or Chalk, Eraser, Trash. T uses the sentence frame: This is _____.  <ul style="list-style-type: none"> <li>✓ Ls repeat words.</li> <li>✓ Then T holds up word and points to incorrect object indicating that Ls should nod for yes and shake head for no if the word does not identify the object. If the answer is no, Ls must point to the correct object and say "This is _____."</li> </ul> <p>With a partner chosen earlier who understands the purpose of the activity and what he/she is to do, T demonstrates three actions. First partner stands at door and acts out <i>May I come in?</i> as T says <i>Yes, you</i></p> </p>	30 min
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	<p><i>may come in.</i> Then partner asks <i>May I borrow your pencil?</i> And T gives pencil and says <i>Yes, you may borrow my pencil.</i> Then T says <i>Please raise your hand</i> and partner raises hand and indicates that he/she is waiting to be told what to do. T and partner repeat the phrases and actions several times. Then Ls pair up and practice.</p> <p><b>Listening for the first time</b>      Ls listen to the dialogue and answer the questions below:</p> <ol style="list-style-type: none"> <li>1. Who are speaking?</li> <li>2. Yami needs a       <ul style="list-style-type: none"> <li>a. Ruler</li> <li>b. pencil</li> <li>c. desk</li> </ul> </li> </ol> <p>T and partner perform the following dialogue (or use the online audio found at <a href="http://www.english.mep.go.cr/">www.english.mep.go.cr/</a>):</p> <p><i>(Teacher Nela is writing something at her desk with Yami standing at the door.)</i></p> <p>Yami: Hello, Teacher Nela. May I please come in?</p> <p>Teacher Nella: Hi Yami. Yes, you may come in.</p> <p><i>(Yami enters and sits at her desk. Teacher Nela continues to write.)</i></p> <p>Yami <i>(very excited):</i> Teacher Nela! Teacher Nela! I have to tell you something.</p> <p>Teacher Nella <i>(looking up and around the class):</i> Yami, you know the rules. You must raise your hand to speak.</p> <p><i>(Yami raises her hand and waits)</i></p> <p>Teacher Nella: Yes, Yami. Please tell me your news.</p> <p>Yami: I left all my things at home. May I borrow your pencil?</p> <p>Teacher Nella: Yes, today you may borrow my pencil. But tomorrow please be prepared when you come to the classroom.</p> <p><b>Pair/group feedback:</b>      Students check their answers in pairs, and then share with the group.</p> <p><b>Listening for the second time:</b>      Ls listen to the dialogue again, and this time they have to identify two forms of greetings the Teacher and Student used and at least one question that was asked. Ls check their answers in pairs.</p>	20 min
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R.1. identifies brief, simple instructions if encountered in similar form.	<p><b>Post-listening</b></p> <p>Pairs identify words that are used more than once in the dialogue and clarify if they understand the meaning: yes, may I, you, your, please, my. They also identify a rule that is mentioned. (Raise your hand to speak.)</p> <p>Ls brainstorm other rules that help the class show respect for each other as learners. This brainstorming can be done in Spanish and then the T can write a short version of the rule in English on the board.</p> <p><b>Pre-reading</b></p> <p>Teacher shares the goal of the lesson. Teacher acts out the meaning of the following verbs: <b>write, put, read, draw, circle, and underline.</b> Teacher provides example sentences to illustrate the vocabulary and clarify meaning.</p> <p>Then, the teacher takes a big sheet of paper and illustrates the support language:</p> <ul style="list-style-type: none"> <li>• Upper-right hand corner</li> <li>• Upper-left hand corner</li> <li>• Back of the paper</li> <li>• Right/left side of the paper</li> <li>• Lower-right hand corner</li> <li>• Lower-left hand corner</li> </ul> <p>Each student locates each section of a sheet of paper as the teacher mentions it; for example, the teacher says "Put your finger on the left side of the paper. Now draw a circle on the upper-right hand corner of the paper."</p> <p><b>Reading for the first time:</b></p> <p>Teacher distributes the <b>Follow Directions</b> worksheet to the student and asks them to quickly underline those words they recognize.</p> <p><b>Pair/Group Feedback</b></p> <p>Ls compare their answers with a partner.</p> <p><b>Reading for the secod time:</b></p> <p>Teacher hands out a set of written instructions. Learners, individually, read and follow the instructions.</p>	
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SI. 2. uses basic greeting and leave-taking expressions, farewell, and politeness and basic classroom language	<p>Teacher monitors learner's performance and provides help only if necessary.</p> <p><b>Post-reading:</b></p> <p>Before class, the teacher writes down a classroom instruction on <u>small pieces of paper</u>—make sure that each sheet has a different instruction. Once finished, the teacher folds the pieces of paper and drop them into a bowl, basket or bag.</p> <p>In class, the teacher divides the class into two or three teams, depending on the size of the class. Teacher writes their team names on the board to keep track of points.</p> <p>The teams should take turns sending one teammate to the front of the room. When the student comes to the front, they choose an instruction from the container. Without speaking or showing the paper to anyone else, the student must act out the command for their team to see. Give their teammates one minute to correctly guess the instruction. If the team guesses the correct instruction within one minute, award them one point. If a team doesn't guess the command by the end of the minute, the slip of paper goes back into the bowl. Continue playing until all of the slips have been used. The team with the most points at the end of the game wins.</p> <p><b>Planning/ Organizing</b></p> <p>The class is divided into pairs. Each pair is told that they meet at a party. They need to speak with at least 3 people and greet them appropriately. Together, learners plan a short conversation they could use to talk to people.</p> <p><b>Rehearsing</b></p> <p>Learners practice the short conversation between them. Teacher provides help if necessary.</p> <p><b>Interacting/Describing:</b> Students role-play their conversation and greet at least three classmates. To wrap-up the activity, two volunteers go the front and present their short conversation to the class.</p>	
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Options	Integrated Mini-Project	Time
<ul style="list-style-type: none"> <li>– Personal lapbooks, mobile, collage.</li> <li>– Self-portrait presentation using technology or cardboard.</li> <li>– Storytelling using TPR in groups</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

### Reflective Teaching

What worked well

What didn't work well

How to improve

### Enduring Understanding Reflection

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

## 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>	<i>Yes</i>	<i>No</i>	<i>In progress</i>

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

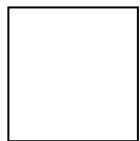
H	E	L	L	O
Hey	Howdy	Hey buddy	Hey guys	Dude
Hi there	Helllllooooo	Hello	Good morning	Good afternoon
Good evening	Good night	FREE	Hello. My name is ...	Hi boys! How are you?
Morning!	Hi! How you doing?	(Hugging)	(Shaking hands)	Hello
Hi	See you	Hi. I'm _(name)_	What are you up to?	Hey Hey

H	E	L	L	O
<b>What are you up to?</b>	<b>Howdy</b>	<b>Good night</b>	<b>Hey guys</b>	<b>(Hugging)</b>
<b>Hi there</b>	<b>Hey Hey</b>	<b>Hello</b>	<b>Good morning</b>	<b>Good afternoon</b>
<b>Good evening</b>	<b>Morning!</b>	<b>FREE</b>	<b>Hello. My name is ...</b>	<b>Hi! How you doing?</b>
<b>Hey buddy</b>	<b>Hi boys! How are you?</b>	<b>Dude</b>	<b>(Shaking hands)</b>	<b>Hello</b>
<b>Hi</b>	<b>See you</b>	<b>Hi. I'm _(name)_</b>	<b>Hey</b>	<b>Helllllooooo</b>

H	E	L	L	O
<b>What are you up to?</b>	<b>Hey</b>	<b>Good night</b>	<b>Good evening</b>	<b>(Hugging)</b>
<b>(Shaking hands)</b>	<b>Hi. I'm _(name)_</b>	<b>Hello</b>	<b>Hi</b>	<b>Hey guys</b>
<b>Good afternoon</b>	<b>Morning!</b>	<b>FREE</b>	<b>Hello. My name is ...</b>	<b>Hi! How you doing?</b>
<b>Hey buddy</b>	<b>Hi boys! How are you?</b>	<b>Dude</b>	<b>Hi there</b>	<b>Hello</b>
<b>Good morning</b>	<b>See you</b>	<b>Hey Hey</b>	<b>Howdy</b>	<b>Helllllooooo</b>

**FOLLOW DIRECTIONS**

1. Read the instructions carefully.
2. Write your name in the upper right-hand corner of this page.
3. Circle the word NAME in sentence two.
4. Draw five small squares in the upper left-hand corner.
5. Put an "X" in each square.
6. Put a circle around each square.
7. Put a circle completely around sentence number seven.
8. Put an "X" in the lower left corner of this paper.
9. On the back of this paper, multiply 703 by 66.
10. Draw a rectangle around the word "corner" in sentence four.
11. Loudly call out your first name when you get this far along.
12. Draw three circles in the top of this paper.
13. Underline all numbers on the left side of this paper.
14. Loudly call out, "I AM FINISHED. I HAVE FOLLOWED DIRECTIONS."
15. Now that you have finished reading everything, do sentences 1 and 2! Be quiet!



Square



Rectangle

## Didactic Planning

### Week 2

Level: 7 <sup>th</sup>	Unit: 1	
Domain: Socio-Interpersonal	Scenario: Here I Am!	Theme: Building community
<b>Enduring Understanding:</b> What a person thinks, feels, and belongs to makes her/him a unique person. <b>Essential Question:</b> What makes us unique?		
New Citizenship:		
<b>Dimensions</b>  1. Ways of thinking ( ✓ )  2. Ways of living in the world ( ✓ )  3. Ways of relating with others ( ✓ )  4. Tools for integrating with the world ( ✓ )		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frame</b> <u>Wh questions</u> <ul style="list-style-type: none"> <li>- What's your name? My name is__.</li> <li>- How old are you? I am__.</li> <li>- Where do you live? I live in __.</li> </ul> <b>Vocabulary</b> May I come in? Could you repeat, please? May I go to the restroom?	<b>Function</b> <ul style="list-style-type: none"> <li>- Spelling out words</li> <li>- Giving personal information about me and my family members</li> </ul> <b>Discourse Markers</b> Connecting words: but	<b>Psychosocial</b> <ul style="list-style-type: none"> <li>- Collaborating with other peers and teacher.</li> </ul> <b>Sociocultural</b> <ul style="list-style-type: none"> <li>- Respecting human rights principles and inclusiveness.</li> </ul>

May I borrow your pencil? How do you say ___ in English? How do you say/ pronounce ___? Raise your hand. (Other classroom rules)  <b>Phonology</b> Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.		
<b>Assessment Strategies &amp; indicators of learning*</b> <small>(Diagnostic, formative, summative)</small>	<b>Learner can</b>	<b>Didactic Sequence Mediation</b>
Learner ...		<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question.</p> <p><b>Participating: Warm-up</b>        Four pair of students is asked to go to the front. Each pair is given scrambled questions .Ss have to arrange the words to form questions, and then students pair up and then ask and answer the questions orally. The pair that finishes first wins.</p> <p><b>Engaging: Activation of prior knowledge</b>        The class is divided into groups of four. Each group brainstorms personal information questions they know, and then they share their list with the class by writing the questions on the board. The professor clarifies meaning, if necessary.</p> <p><b>Introducing:</b>        Teacher introduces personal information questions by adding to the list students previously designed during the engaging. Teacher clarifies meaning.</p>

SI.1. spells out words.	SI.1. spell words including names, surnames, country of citizenship and other.	<p>Students are given a personal information question or answer written in a strip of paper. They mingle around the classroom practicing the questions and answers until they find their match. The group switches papers, and the activity is done again</p> <p><b>Planning/Organizing</b>          The teacher plays “<b>The alphabet chant</b>” WITH NO SOUND for ss to say the different letters they remember. Then, the chant is played with sound and ss listen, then the group says the chant. Link for the chant  <a href="https://www.youtube.com/watch?v=aEYcmNhz7Uc">https://www.youtube.com/watch?v=aEYcmNhz7Uc</a></p> <p><b>Planning/ Organizing</b>          The class is divided into pairs. Each pair is told that they meet at a party. They need to speak with at least 3 people and greet them appropriately. Together, learners plan a short conversation they could use to talk to people.</p> <p><b>Rehearsing</b>          Ss play “<b>Flyswatter</b>.” The teacher writes the letters of the alphabet on the board, randomly. The class is divided into two groups. Groups line up. A student from each group gets a flyswatter. They race to be the first one hitting the letter the teacher says with the flyswatter. The game continues until everybody has participated.</p> <p>The teacher dictates some words for ss to write them down correctly. Start from slow spelling and increase speed (Words to use: <i>expensive, cheap, difficult, food, favorite, hobbies, classroom, greeting, interview, judgment.</i>)</p> <p>Students get in pairs to play “<b>Hangman</b>” with words they decide.</p> <p><b>Interacting/Describing:</b>          Ss are given a card with a last name (Ss keep the card as a secret). They are asked to mingle around and find out what last name people have (at least ten) by asking: What’s your last name? How do you spell it?</p>	45 min  5 min

	<p>L.3. recognizes simple personal questions when they hear them.</p>	<p><b>Recognition/Articulation/Production:</b> English words are sometimes pronounced differently than they are spelled. Letters in a word can be silent, or they can sound differently when they are paired with other letters. Names are especially challenging. For instance, some girls named Kelly spell their name with a <i>y</i> on the end. Some girls spell it with an <i>i</i> on the end. It is important to clarify how a person spells their name. Practicing name spelling helps you notice consonant and vowel combinations they may not have heard of before. Use the online video for introducing the spelling of names or present the following with a learner and then allow time for learners to produce.</p> <p>Teacher: Hi. My name is _____. What is your name?</p> <p>Learner: Hi. My name is _____. How do you spell your name?</p> <p>Teacher: (Name) is spelled _____. How do you spell your name?</p> <p>Learner: (Name) is spelled _____. </p> <p><b>Pre-listening:</b>          Teacher shares the goal of the lesson and reviews the personal information questions.</p> <p><b>Listening for the first time:</b>          Learners listen to a conversation  <a href="https://elt.oup.com/student/champions/starter/dialogues/dialogue01?cc=gt&amp;selLanguage=en">https://elt.oup.com/student/champions/starter/dialogues/dialogue01?cc=gt&amp;selLanguage=en</a>. As they listen, they have to answer the questions below:</p> <ol style="list-style-type: none"> <li>1. Who is the conversation about?</li> <li>2. Is she a young or elderly person?</li> </ol> <p><b>Pair/group Feedback:</b>          Students compare their answers with a partner and then with the class.</p>	<p>25 min</p>
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R.3. recognizes some expressions and the main information about text (heard or read) with instructional support.	R.3. recognize some expressions and the main information (e.g., name, date, time,	<p><b>Listening for the second time:</b>                      Students listen to the conversation again and complete a <b>True or False</b> exercise.</p> <table border="0" data-bbox="727 393 1594 562"> <tbody> <tr> <td>1. Sue's surname is Jones.</td> <td>True</td> <td>False</td> </tr> <tr> <td>2. Sue is 13 years old.</td> <td>True</td> <td>False</td> </tr> <tr> <td>3. Sue's address is 67, Park Road, Brighton.</td> <td>True</td> <td>False</td> </tr> <tr> <td>4. Sue's phone number is 0117 4960168.</td> <td>True</td> <td>False</td> </tr> <tr> <td>5. Sue's email address is <a href="mailto:sueb@freeserve.com">sueb@freeserve.com</a>.</td> <td>True</td> <td>False</td> </tr> </tbody> </table> <p>Students check their answers in pairs.</p> <p><b>Post – listening:</b>                      Ss are given a popsicle stick of different colors. Ss mingle around, look for a partner and answer the personal information questions on the board, based on the color of the popsicle stick they have. Then, Ss switch the stick and look for another partner.                      E.g.  <b>BLUE: What is your name? Do you have a nickname?</b>  <b>RED: How old are you?</b>  <b>YELLOW: Where do you live?</b>  <b>PURPLE: What's your email address?</b>  <b>ORANGE: What's your phone number?</b>  <b>GREEN: How do you spell your last name?</b></p> <p style="text-align: right;">25 min</p> <p><b>Pre-reading</b>                      T projects or distributes copies of a <b>completed</b> class registration card and clarifies the meaning of unfamiliar words.</p>	1. Sue's surname is Jones.	True	False	2. Sue is 13 years old.	True	False	3. Sue's address is 67, Park Road, Brighton.	True	False	4. Sue's phone number is 0117 4960168.	True	False	5. Sue's email address is <a href="mailto:sueb@freeserve.com">sueb@freeserve.com</a> .	True	False
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5. Sue's email address is <a href="mailto:sueb@freeserve.com">sueb@freeserve.com</a> .	True	False															

<p>address, date of birth,) on posters, brochures, signs, and invitations and in simple texts if allowed to use a dictionary.</p>	<p><b>Name</b>  <input type="text"/> First      <input type="text"/> Last</p> <p><b>Address</b>  <input type="text"/>  <b>Street Address</b>  <input type="text"/> City      <input type="text"/> State / Province / Region  <input type="text"/> Email      <input type="text"/> Country</p> <p><b>Phone</b>  <input type="text"/> - <input type="text"/> - <input type="text"/>      #### - #### - ####</p> <p>Teacher uses his/her personal information to complete the registration form.</p> <p><b>Reading for the first time</b>      T then distributes copies of blank registration card. Learners are asked to take a look at the form and say what they believe the form is asking for.</p> <p><b>Pair/Group feedback</b>      Learners compare in pairs what they believe the form is asking for.</p> <p><b>Reading for the second time:</b>      Learners read the registration form and complete it using their personal information. Teacher monitors students' performance of the task.</p> <p><b>Post-reading</b>      Learners introduce their partners to at least two other people: <i>His name is _____ . His address is _____ .</i>      T reviews classroom rules and/or introduces classroom instructions with miming. T has previously created</p>	
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		<p>signs with one action printed on each. T says the instruction printed on the sign and Learners stand in circle and say phrases and mimic the actions the T performs. For example:</p> <ul style="list-style-type: none"> <li>▪ Be quiet (hold index finger up to your lips.)</li> <li>▪ Close your notebook (and make the gesture.)</li> <li>▪ Work in pairs (hold up two fingers.)</li> <li>▪ May I come in?</li> <li>▪ Could you repeat, please?</li> <li>▪ May I go to the restroom?</li> <li>▪ May I borrow your pencil?</li> <li>▪ How do you say ____ in English?</li> <li>▪ How do you say/ pronounce ____?</li> <li>▪ Raise your hand.</li> </ul> <p>Other potential vocabulary: COME to the board, COPY in your notebook, LISTEN, LOOK, OPEN your notebook, PAY attention, PLEASE, RAISE your hand, REPEAT, SIT down, STAND up, THANK YOU, WORK in groups, CLOSE the door, OPEN the door.</p> <p><b>Exit ticket</b> – Learners select one sign or card from a stack of signs or cards they cannot see, reads the card or sign, and then provides the correct action as they leave the room.</p>	
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> <li>– Personal lapbooks, mobile, collage.</li> <li>– Self-portrait presentation using technology or cardboard.</li> <li>– Storytelling using TPR in groups</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>		Adjust previous times listed above to allow 5 min each week.  Group presentations can be week 5 or 6.

<b>Reflective Teaching</b>																						
What worked well	What didn't work well	How to improve																				
<b>Enduring Understanding Reflection</b> How well did the learners progress in their understanding of the Enduring Understanding?																						
<b>Week Plan Self-Assessment</b>																						
<p>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.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #c6e2ff;"> <th colspan="4"><b>Learner Self-Assessment</b></th> </tr> <tr> <th><b>I can...</b></th> <th><b>Yes</b></th> <th><b>No</b></th> <th><b>In progress</b></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			<b>Learner Self-Assessment</b>				<b>I can...</b>	<b>Yes</b>	<b>No</b>	<b>In progress</b>												
<b>Learner Self-Assessment</b>																						
<b>I can...</b>	<b>Yes</b>	<b>No</b>	<b>In progress</b>																			
<p>*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.</p>																						

**COMMUNITY COLLEGE  
STUDENT REGISTRATION FORM**

The form must be completed for all new students who are registering in a Board of Education school

<b>Birthdate</b>	<b>YY</b>	<b>MM</b>	<b>DD</b>	<b>Age</b>		<b>ID Number</b>	
<b>Surname</b>			<b>First name</b>		<b>Middle Name</b>		
<b>Province</b>			<b>City</b>		<b>Postcode</b>		
<b>Address</b>							
<b>Telephone (H)</b>			<b>Telephone (W)</b>		<b>Cellphone</b>		
<b>Preferred Name/ Nickname</b>				<b>Email</b>			
<b>Occupation</b>				<b>Major (career)</b>			
<b>Nationality</b>				<b>Gender</b>	Female <input type="checkbox"/>	Male <input type="checkbox"/>	Other/Prefer not to disclose <input type="checkbox"/>
<b>Marital Status</b>	Single <input type="checkbox"/>	Married <input type="checkbox"/>	Divorced <input type="checkbox"/>	<b>Last grade completed</b>			
<b>Interest &amp; Hobbies</b>							

## Didactic Planning

### Week 3

Level: 7 <sup>th</sup>	Unit: 1						
Domain: Socio-Interpersonal	Scenario: Here I Am!	Theme: Let's Get Personal					
<b>Enduring Understanding:</b> What a person thinks, feels, and belongs to makes her/him a unique person. <b>Essential Question:</b> What makes us unique?							
<b>New Citizenship:</b>							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #f2f2f2;">Dimensions</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffd700; text-align: center;">1. Ways of thinking (v )</td> </tr> <tr> <td style="background-color: #d1eaf1; text-align: center;">2. Ways of living in the world ( v )</td> </tr> <tr> <td style="background-color: #ffccbc; text-align: center;">3. Ways of relating with others ( v )</td> </tr> <tr> <td style="background-color: #c5e1c8; text-align: center;">4. Tools for integrating with the world (v )</td> </tr> </tbody> </table>			Dimensions	1. Ways of thinking (v )	2. Ways of living in the world ( v )	3. Ways of relating with others ( v )	4. Tools for integrating with the world (v )
Dimensions							
1. Ways of thinking (v )							
2. Ways of living in the world ( v )							
3. Ways of relating with others ( v )							
4. Tools for integrating with the world (v )							
Learn to Know	Learn to Do	Learn to Be and Live in Community					
<u>Grammar &amp; Sentence Frame</u> <u>Verb To be + adjectives (S+V+C)</u> <ul style="list-style-type: none"> <li>- I am handsome.</li> <li>- She is intelligent.</li> <li>- They are selfish.</li> </ul> <u>Intensifiers</u> <ul style="list-style-type: none"> <li>- Very, really, super</li> </ul>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>- Giving personal information about me and my family members.</li> </ul> <p><b>Discourse Markers</b></p> <p>Connecting words: because</p>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Using positive communication skills.</li> </ul> <p><b>Sociocultural Quotes</b></p> <ul style="list-style-type: none"> <li>- Feeling Ok</li> <li>- I'm cool</li> <li>- What's new?</li> </ul>					

<b>Vocabulary</b> <ul style="list-style-type: none"> <li>- Age, status, phone number, country, nationality, occupation, residence, handsome, pretty, intelligent, numbers, dates, the alphabet</li> <li>- I am...happy, sad, angry, excited, unhappy, frustrated, annoyed, threatened, furious, bored, satisfied, shocked, scared, shy, disappointed.</li> </ul> <b>Phonology</b> <p>Segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds Dad, grandma, old, daughter, hug, baby, etc.</p>			
Assessment Strategies & indicators of learning* <small>(Diagnostic, formative, summative)</small>	Learner can	<b>Didactic Sequence Mediation</b>	Time Total: 120 min (3 lessons)
Learner...		<p style="text-align: center;"><b>Pre-teaching</b></p> <p><b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question.</p> <p><b>Participating: Warm-up</b> Teacher draws on the board a large circle, and then draws two eyes, ears, nose and a smiley mouth. Then, the teacher says: "How do I feel today?" and the students answer "happy". The teacher draws more faces and have students guess what the feeling is.</p> <p><b>Engaging: Activation of Prior Knowledge</b> Students play "Face draw" pairs. The class is divided into pairs. Each pair is given a large, blank sheet of paper. Students draw circles on the paper, and then take turns to draw faces with different emotions for their partners to guess. At the end of the activity, some students are invited to show the rest of the class their pictures and say what the feeling words are (or get the others to guess).</p> <p><b>Introducing</b></p>	5 min  10 min  10 min  20 min

R.3. recognizes some expressions and the main information about text (heard or read) with instructional support.	R.3. recognize some expressions and the main information (e.g., name, date, time, address, date of birth,) on posters, brochures, signs, and invitations and in simple texts if allowed to use a dictionary.	<p>The teacher introduces the vocabulary related to feelings by using flashcards. Teacher pronounces each word and asks students to pronounce after h/her too. Teacher clarifies meaning of the vocabulary.</p> <p>After introducing the new feeling vocabulary words, students will practice. They will go around the classroom and find three partners. They will ask each partner one question, write down their partners' feelings and ask them to sign their names. They have to use the new words to do sentence practice:</p> <table border="0"> <tr> <td>A: How do you feel?</td><td>A. How do you feel today?</td></tr> <tr> <td>B: I feel tired.</td><td>B. I feel excited.</td></tr> <tr> <td>A: I am sorry to hear that.</td><td>A. I'm glad to hear that.</td></tr> </table> <p><b>Pre-reading:</b>          Teacher shares the goal of the lesson. Teacher reviews personal information questions and feelings. Then, the teacher provides students with the text below.</p> <p>Hi! I'm Nick! Nick Caruso. My name is Italian because my parents are from Italy. I'm not from there. I'm from the U.S.A, and my brothers too. I live in the suburbs of New York. I'm so happy of living there because I have many friends. My address is 78, Chest Road. My relatives from Italy call us during the holidays. Those days, I feel a little bit sad because I'd like to be with my cousins and grandparents in Italy. My phone number is 555-56768. I'm fourteen years old, and I attend a private school for boys. Sometimes school it's quite boring because I miss girls very much, so I spend time listening to music and playing tennis. Next year, I'm going to a camp in Costa Rica. I'm really excited about it. I'm looking forward to meeting new people and learning a little bit of Spanish.</p> <p><b>Reading for the first time:</b>          Students skim the text quickly and try to get as much information as possible about Nick.</p> <p><b>Pair/Group Feedback</b>          Students compare their information in pairs and then with the group.</p>	A: How do you feel?	A. How do you feel today?	B: I feel tired.	B. I feel excited.	A: I am sorry to hear that.	A. I'm glad to hear that.	15 min
A: How do you feel?	A. How do you feel today?								
B: I feel tired.	B. I feel excited.								
A: I am sorry to hear that.	A. I'm glad to hear that.								

	<p><b>Reading for the second time:</b>          Students read the text again and complete the following worksheet:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4"><b>Directions:</b>                      Read the text and then complete the chart.</td> </tr> <tr> <td>Name:</td><td></td><td>Last name:</td><td></td></tr> <tr> <td>Age:</td><td></td><td>Country of origin:</td><td></td></tr> <tr> <td>City:</td><td></td><td>Telephone number:</td><td></td></tr> <tr> <td colspan="4">Address:</td></tr> <tr> <td colspan="4"><b>How does he feel?</b></td></tr> <tr> <td colspan="4"> <ul style="list-style-type: none"> <li>• Nick likes where he lives, so he feels _____.</li> <li>• He doesn't like going to a school for boys only, so he feels _____.</li> <li>• When his relatives call his family for the holidays, he feels _____.</li> <li>• Next year, he is coming to Costa Rica. He feels _____.</li> </ul> </td></tr> </table> <p><b>Post-reading:</b>          Learners complete a set of sentences with the feelings that better describe how students would feel if they were in those situations.</p> <ul style="list-style-type: none"> <li>• When I watch horror movies, I feel _____</li> <li>• When I go to the beach on vacation, I feel _____</li> <li>• Rainy days make me feel _____</li> <li>• Sunny days make me feel _____</li> <li>• My pet is ick. I feel _____</li> <li>• I got a 40 in the math test. I feel _____</li> <li>• My brother broke my phone. I feel _____</li> <li>• I have nothing to do. I feel _____</li> </ul>	<b>Directions:</b> Read the text and then complete the chart.				Name:		Last name:		Age:		Country of origin:		City:		Telephone number:		Address:				<b>How does he feel?</b>				<ul style="list-style-type: none"> <li>• Nick likes where he lives, so he feels _____.</li> <li>• He doesn't like going to a school for boys only, so he feels _____.</li> <li>• When his relatives call his family for the holidays, he feels _____.</li> <li>• Next year, he is coming to Costa Rica. He feels _____.</li> </ul>				20 min
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<ul style="list-style-type: none"> <li>• Nick likes where he lives, so he feels _____.</li> <li>• He doesn't like going to a school for boys only, so he feels _____.</li> <li>• When his relatives call his family for the holidays, he feels _____.</li> <li>• Next year, he is coming to Costa Rica. He feels _____.</li> </ul>																														
			25 min																											

SI.3. asks personal information to others.	SI.3. ask others for personal information (address, telephone, number, and nationality, country of citizenship, birthdate, age, family and hobbies).	<p><b>Planning/Organizing</b></p> <p>T introduces cards (see Resources section) for numbers 0-9, and then focuses on the number 3. Ls are then told that the video they are about to see uses “Three Questions” <a href="https://www.youtube.com/watch?v=pWS8Mg-JWSg">https://www.youtube.com/watch?v=pWS8Mg-JWSg</a> and at the conclusion of the video they will repeat one of the questions that the bridge keeper asked the knights.</p> <p>T explains that the Ls will now take turns being “bridge keepers” and “knights” and see who can “cross the bridge”. Teams decide on three questions to ask people who want to cross their bridge</p> <p><b>Rehearsing:</b></p> <p>Students practice being “bridge keepers” and “knights” asking and answering personal information questions.</p> <p><b>Interacting/Describing</b></p> <p>Teams then take turns attempting to answer each other’s questions and cross their bridges. Each time a team member crosses a bridge they get a coin or an object (like a rock). The winning team is that which can get all of its members across as many bridges as possible in the time limit (i.e. the one with the most coins or rocks).</p> <p><b>Planning/organizing</b></p> <p>Ls receive a blank personal profile template (see Resource section) and determine how they would complete the form about themselves. They draw a “selfie” in the space provided. They do not complete the form during this week.</p>	
SP.1. introduces him/herself providing personal information	SP.1. introduce him/herself, for example say his/her name, where s/he comes from and what s/he does (address, telephone, number, nationality, age, family and hobbies).		

	<p><b>Rehearsing/Using</b></p> <p>In pairs, Ls practice by asking each other questions using the profile as a guide. What is your name? What is your address?</p> <p><b>Producing</b></p> <p>Ls introduce themselves to the class or in groups using the profile as the guide. Ls who are listening ask one question of the presenter. Ls ask at least one question by the time all Ls have presented. To ensure that all Ls have asked a question, T places a sticky note on each L's desk and removes it after they have asked a question.</p> <p>Exit Ticket – After modeling, T stands at door and as Ls exit asks either <i>What's new?</i> Or <i>how are you?</i> Ls respond with <i>I'm cool</i> or other appropriate <i>I am</i> response.</p>	
Options	<b>Integrated Mini-Project</b>	Time
<ul style="list-style-type: none"> <li>– Personal lapbooks, mobile, collage.</li> <li>– Self-portrait presentation using technology or cardboard.</li> <li>– Storytelling using TPR in groups</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
<b>Reflective Teaching</b>		
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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

# All about me ...



**Family**

**Basic Information** \_\_\_\_\_

Full name : \_\_\_\_\_  
Age: \_\_\_\_\_ years old  
City : \_\_\_\_\_ 

**Pets**

**Personal Information** \_\_\_\_\_

Personality : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Favorite TV show: \_\_\_\_\_

Favorite food: \_\_\_\_\_

Physical characteristics: \_\_\_\_\_

**Like**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Dislike**

\_\_\_\_\_  
\_\_\_\_\_

My mood today:



## Didactic Planning

### Week 4

<b>Level: 7<sup>th</sup></b>	<b>Unit: 1</b>	
<b>Domain:</b> Socio-Interpersonal	<b>Scenario:</b> Here I Am!	<b>Theme:</b> Meet my family
<b>Enduring Understanding:</b> What a person thinks, feels, and belongs to makes her/him a unique person.		
<b>Essential Question:</b> What makes us unique?		
<b>New Citizenship:</b>		
<b>Dimensions</b> <ul style="list-style-type: none"> <li>1. Ways of thinking (v )</li> <li>2. Ways of living in the world ( v )</li> <li>3. Ways of relating with others (v )</li> <li>4. Tools for integrating with the world (v )</li> </ul>		
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>
<u>Grammar &amp; Sentence Frame</u> <u>Demonstrative Adjectives</u> – This is my mother/father. – That is my cousin. – These are my siblings. <u>Possessive "s"</u>	<b>Function</b> - Giving personal information about me and my family members.  <b>Discourse Markers</b> Connecting words: and, but, because	<b>Psychosocial</b> – Respecting opinions, linguistic skills and abilities of classmates.  <b>Sociocultural</b> – Using formal and informal language when addressing people of different ages and

<p>– My mother's name is ____.</p> <p><b>Vocabulary</b> Family members such as mother, father, siblings, cousin, father-in- law, etc.</p> <p><b>Phonology</b> Review</p>		<p>contexts.</p> <p><b>Quotes</b></p> <ul style="list-style-type: none"> <li>– A friend in need is a friend indeed. -- Unknown Author</li> </ul>
<p><b>Assessment Strategies &amp; indicators of learning*</b> (Diagnostic, formative, summative)</p>	<p><b>Learner can</b></p>	<p style="text-align: center;"><b>Didactic Sequence Mediation</b></p> <p><b>Pre-teaching</b> <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating: Warm-up</b> Family circle ball: As Ls enter the classroom T plays the song “Daddy Sang Bass”  <a href="https://www.youtube.com/watch?v=bA9jf-bm2As">https://www.youtube.com/watch?v=bA9jf-bm2As</a> (introducing the idea of a family circle).</p> <p><b>Engaging: Activation of prior knowledge</b> As Ls listen, Ls activate prior knowledge to list the words for family members mentioned in the song. Ls compare their lists.</p>
		<p><b>Time</b> Total: 120 min (3 lessons)</p> <p>5 min</p> <p>20 min</p>

R.2. discriminates	<p><b>Introducing:</b></p> <p>Afterwards, a master list of family members is created and posted on board. T also models using the possessive by saying the names in his or her family for each one listed. (<i>My mother's name is _____. My father's name is _____.</i>) Then, Ls stand up in a circle and prepare to play the game Family Circle Ball. Ball is tossed to someone in the circle. The person tossing the ball says “<i>My mother's name is _____. What is your _____'s name?</i>” The L catching the ball answers and asks the same question or changes the family member as she/he tosses the ball to another L.</p> <p>Game can be varied by asking for two family members' names so that Ls practice with the discourse marker of AND – My mother's name is Margaret and my father's name is Ben.</p> <p>T posts a large version of his/her family tree with pictures and names but WITHOUT the relation to him/her written. Ls guess what family members they are (for example: “she is your mother”) and the T writes the correct answers on the board under their names.</p> <p>T shares a few pieces of information about his/her family members, again using the possessive “s” in the process. For example: “My sister's name is Elena; my brother is tall, my grandmother's name is Juana”, etc.</p> <p style="text-align: center;"><b>FAMILY TREE</b></p>  <p>The diagram shows a central tree trunk with a grey base. From the trunk, several branches extend upwards and outwards. Each branch ends in a white rectangular box. Some branches have smaller branches extending from them, leading to additional boxes. The tree is decorated with small purple and green leaves and flowers.</p>	30 min
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English language sounds	R.2. manipulate English language sounds using knowledge in phonics, syllabification and word parts.	<p><a href="http://phylonetworks.blogspot.com/2014/09/goofy-genealogies.html">http://phylonetworks.blogspot.com/2014/09/goofy-genealogies.html</a></p> <p>✓ <b>Recognition/Articulation/Production:</b> In small groups, Ls play Family Members Dice. To play this game, the T models pronunciation, writes a question on the board, and assigns meanings to each of the number of the die. For example:</p> <p style="padding-left: 40px;">Question: What is _____'s name?      1=Mother      2=Father      3=Brother      4=Sister      5=Grandmother      6=Grandfather</p> <p>Ls take turns rolling dice and then ask the question out loud emphasizing the syllables in the word for the family member – bro ... ther; mo ... ther, etc. The L then answers the question. The T should periodically change the question and/or the family members written on the board to make sure Ls are getting varied practice.</p> <p><b>Planning/Organizing</b>      The class is divided into pairs. Students create personal information questions to ask a new classmate. The students then interview the classmate and use the information to introduce them to the class. Each student is given a copy of the first worksheet. Working in pairs, the students read the five interview questions on the worksheet and create five more personal information questions of their own to ask a partner.Idea taken from <a href="https://www.teach-this.com/functional-activities-worksheets/personal-information">https://www.teach-this.com/functional-activities-worksheets/personal-information</a></p> <p><b>Rehearsing</b>      The students then take it in turns to ask their partner the questions on the worksheet and note down their answers in the spaces provided</p>	
SI. 3. Asks personal information to others.	SI.3. ask others for personal information (address, telephone, number, nationality, country of citizenship, birthdate, age,		

<p><b>W.1.</b> writes labels on familiar objects in a picture or diagram.</p> <p><b>W.2.</b> writes straightforward information about him/herself in short sentences.</p>	<p>family and hobbies).</p> <p><b>W.1.</b> write labels on familiar objects in a picture or diagram (e.g., door, desk, chair, and eraser).</p> <p><b>W.2.</b> write straightforward information about him/herself in short sentences or fill out that information in a</p>	<p><b>Interacting/Describing</b>  The students then mingle around asking the questions to a different partner. When the students have finished, pairs stand up and introduce their partner to the class by reading the text aloud.</p> <p><b>Pre-writing</b>  Ls think about their family and decide on 5 to 8 family members they would like to write about, making sure to include different types of family members (not 5 different brothers/sisters)</p> <p><b>Drafting</b>  Ls follow the example provided by the teacher and adds a sentence choosing either <i>My _____'s name is _____</i>. Or <i>My _____ is _____(description)_____</i>.</p> <p><b>Revising</b>  Ls check their family trees in pairs and sentences.</p> <p><b>Editing</b>  Ls complete and give family trees to teacher.</p> <p><b>Planning</b>  Ls complete the All About Me profile from the previous week.</p>	<p>25 min</p> <p>40 min</p>
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<p>SP.2. describes his/her family simply.</p> <p>SP.2. describe simply his/her family, for example who the members are, how old they are,</p>	<p>form (questionnaire, card) with assistance such as using a dictionary or book, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation).</p> <p><b>All about me ...</b></p> 	<p><b>Organizing</b>  Ls then use the All About Me profile and the family tree to present 5 facts about him/herself and family members. Facts can include use of and, but or because.</p> <ul style="list-style-type: none"> <li>• My mother is 47 years old and my father is 50 years old.</li> <li>• I live in San Jose but I like Pocora.</li> <li>• I have a big family because I have 5 brothers and sisters.</li> </ul> <p><b>Rehearsing</b>  T may want to show an example of an introduction such as:  <i>My family is big.</i>  <i>We live in Pocora.</i>  <i>I have 5 brothers and sisters.</i>  <i>My father works and my mother also works.</i>  <i>I like my very big family because we have fun.</i></p> <p><b>Using</b>  Ls present.</p>	
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	where s/he lives.	Exit Ticket: Ls say one fact from their speech as they exit the classroom.	
Options	<b>Integrated Mini-Project</b>		Time
<ul style="list-style-type: none"> <li>- Personal lapbooks, mobile, collage.</li> <li>- Self-portrait presentation using technology or cardboard.</li> <li>- Storytelling using TPR in groups</li> </ul>	Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.  <b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)  <b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)  <b>Acting out to complete the MP –oral &amp; written</b> (week 5)  <b>Responding and sharing</b> (week 6)		Adjust previous times listed above to allow 5 min each week.  Group presentations can be week 5 or 6.
<b>Reflective Teaching</b>			
What worked well		What didn't work well	How to improve
<b>Enduring Understanding Reflection</b>			
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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

**A. Read the five interview questions and then create five more personal information questions of your own to ask a partner.**

**1. Q:** What's your name?

**A:** \_\_\_\_\_

**2. Q:** Where do you come from?

**A:** \_\_\_\_\_

**3. Q:** Where do you live?

**A:** \_\_\_\_\_

**4. Q:** What's your mother's name?

**A:** \_\_\_\_\_

**5. Q:** What's your dad's name?

**A:** \_\_\_\_\_

**6. Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

**7. Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

**8. Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

**9.** Q: \_\_\_\_\_

A: \_\_\_\_\_

**10.** Q: \_\_\_\_\_

A: \_\_\_\_\_

**B. Now, work with a partner, take it in turns to ask your partner the questions. Note down your partner's answers in the spaces provided**

## Didactic Planning

### Weeks 5 and 6

### Review and Integrated Mini-Project

Level: 7 <sup>th</sup>	Unit 1: Here I Am!			
<b>Enduring Understanding:</b> What a person thinks, feels, and belongs to makes her/him a unique person.				
<b>Essential Question:</b> What makes us unique?				
<b>New Citizenship</b>				
	<b>Dimensions</b>			
	1. Ways of thinking (V )			
	2. Ways of living in the world (V )			
	3. Ways of relating with others (V )			
	4. Tools for integrating with the world (V )			
Learn to Know	Learn to Do	Learn to Be and Live in Community		
<b>Grammar &amp; Sentence Frame</b> <input type="checkbox"/> Did Ls use all sentence frames?  <b>Vocabulary</b> <input type="checkbox"/> Did Ls say aloud and write all vocabulary?  <b>Phonology</b> <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?	<b>Function</b> <input type="checkbox"/> Did Ls use all functions?  <b>Discourse Markers</b> <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	<b>Psychosocial</b> Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders  <b>Sociocultural</b> <input type="checkbox"/> Did Ls practice idioms and quotes?		

Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	<b>Didactic Sequence Mediation</b>	Time Total: 120 min (3 lessons)
<input type="checkbox"/> Did Ls achieve all learning outcomes?  <input type="checkbox"/> Can Ls do all tasks?		Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	All of week 5 or 6
Options		<b>Integrated Mini-Project</b>  By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:  <b>Responding and sharing:</b> Participating in individual and peer assessment of mini-project.  Teachers monitor .... <input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project? <input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements? <input type="checkbox"/> Did Ls put into practice the focus of Learn to Be and Live in Community? <input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question?	Time All of week 5 or 6 of unit

**7<sup>th</sup> Grade – Short Texts & Dialogues**  
**(Audios available at [www.english.mep.go.cr/](http://www.english.mep.go.cr/))**

**Dialogue 1**

Teacher: Sasha, where are you from?

Sasha: I am from Bajo Los Indios.

Teacher: Great job! Peter, what is this? (teacher points to desk)

Peter: This is my desk.

Teacher: This desk is in our class. What else is in our class?

Sasha: This clock is in our class. This whiteboard and these chairs are in our class.

Teacher: Good job students! Now it is time to say goodbye because class is finished.

Sasha and Peter: Good bye teacher, see you tomorrow!

Teacher: See you later, class!

**Dialogue 2:**

*(Natalie and Kimberly meet in the park after school. They have never met before.)*

Natalie: Hello there!

Kimberly: Hey! What is your name?

Natalie: My name is Natalie. I am from San Isidro and am new here.

Kimberly: Nice to meet you. Welcome to San Pedro. How old are you?

Natalie: I am fourteen years old. How about you?

Kimberly: I am also fourteen! Do you go to school here?

Natalie: Yes, I go to the High School.

Kimberly: How is it going?

Natalie: So far so good!

Kimberly: I am happy to hear it! My class is very small, but our teacher is very nice.

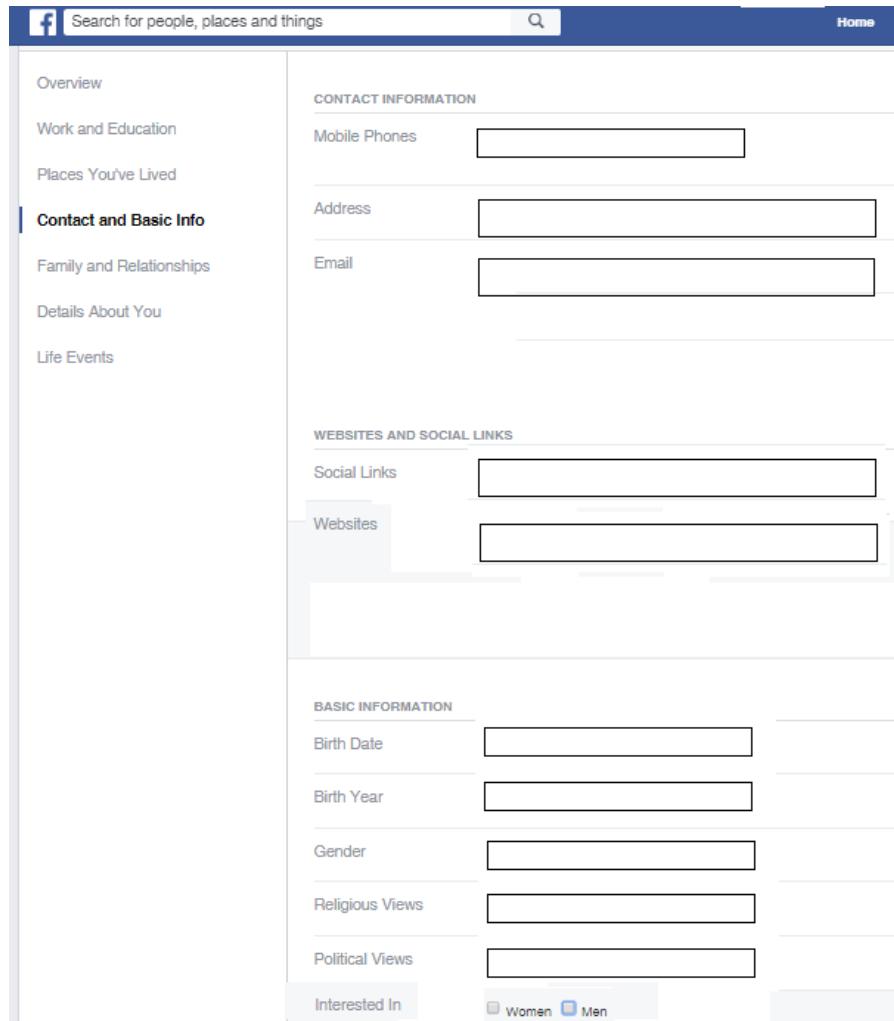
Natalie: How are your classmates?

Kimberly: They are very nice as well.

Natalie: That is good! I have to go to class now. See you later!

Kimberly: Take care!

Option for form to complete in Week 2:



The screenshot shows a profile edit page with the following fields:

- CONTACT INFORMATION**
  - Mobile Phones: [Empty Input Field]
  - Address: [Empty Input Field]
  - Email: [Empty Input Field]
- WEBSITES AND SOCIAL LINKS**
  - Social Links: [Empty Input Field]
  - Websites: [Empty Input Field]
- BASIC INFORMATION**
  - Birth Date: [Empty Input Field]
  - Birth Year: [Empty Input Field]
  - Gender: [Empty Input Field]
  - Religious Views: [Empty Input Field]
  - Political Views: [Empty Input Field]
  - Interested In: [Empty Input Field]
    - Women
    - Men

**Dialogue 3:**

Joe: I am filling out the About section for a new Facebook page. I need your help!

Jill: Are you feeling ok? Why do you need help with basic information like your birth year and gender?

Joe: I'm cool with all that. I don't know what to say in the part that says About You.

Jill: Oh! You mean the section where you describe yourself?

Joe: Yes. How can I describe me?

Jill: You can say you are a very happy person but you are shy sometimes.

Joe: I am really scared in a crowd.

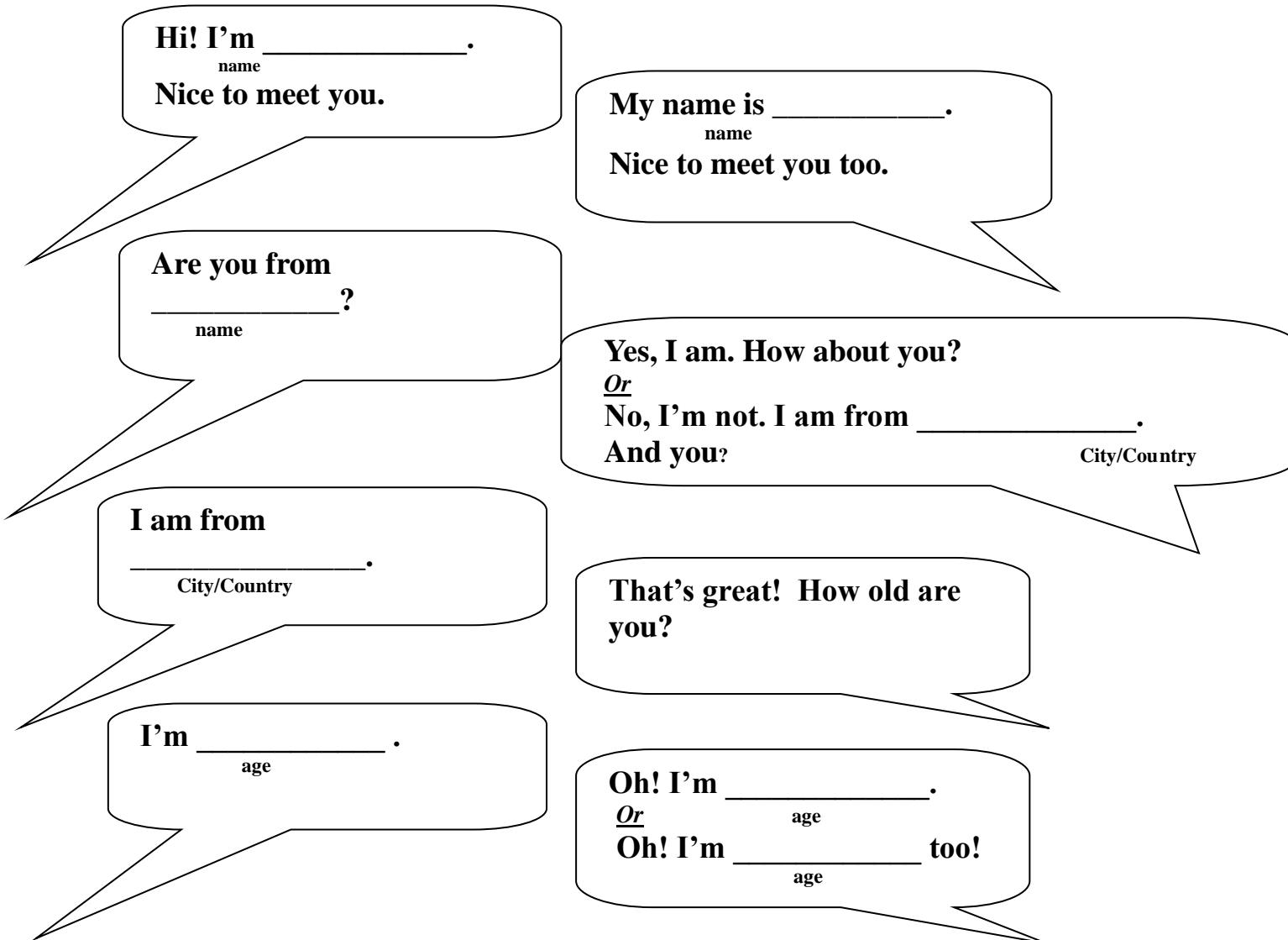
Jill: Don't be too negative. Why don't you say what excites you?

Joe: I am excited by soccer and good food!

Jill: There is your profile. Type that. You are ready!

	<b>Formal</b>	<b>Informal</b>	<b>Formal AND Informal</b>
Hello			
Hi			
Hi there			
Hey			
Good morning			
Good evening			
Howdy			
Hey buddy			
Goodbye			
See you later			
Bye bye			
Check you later			
Nice to have made your acquaintance			

## GREETINGS – DIALOGUES I



## GREETINGS DIALOGUES II

Hello, \_\_\_\_\_.

name

Oh, hi, \_\_\_\_\_.

name

Great to see you again.  
How are you?

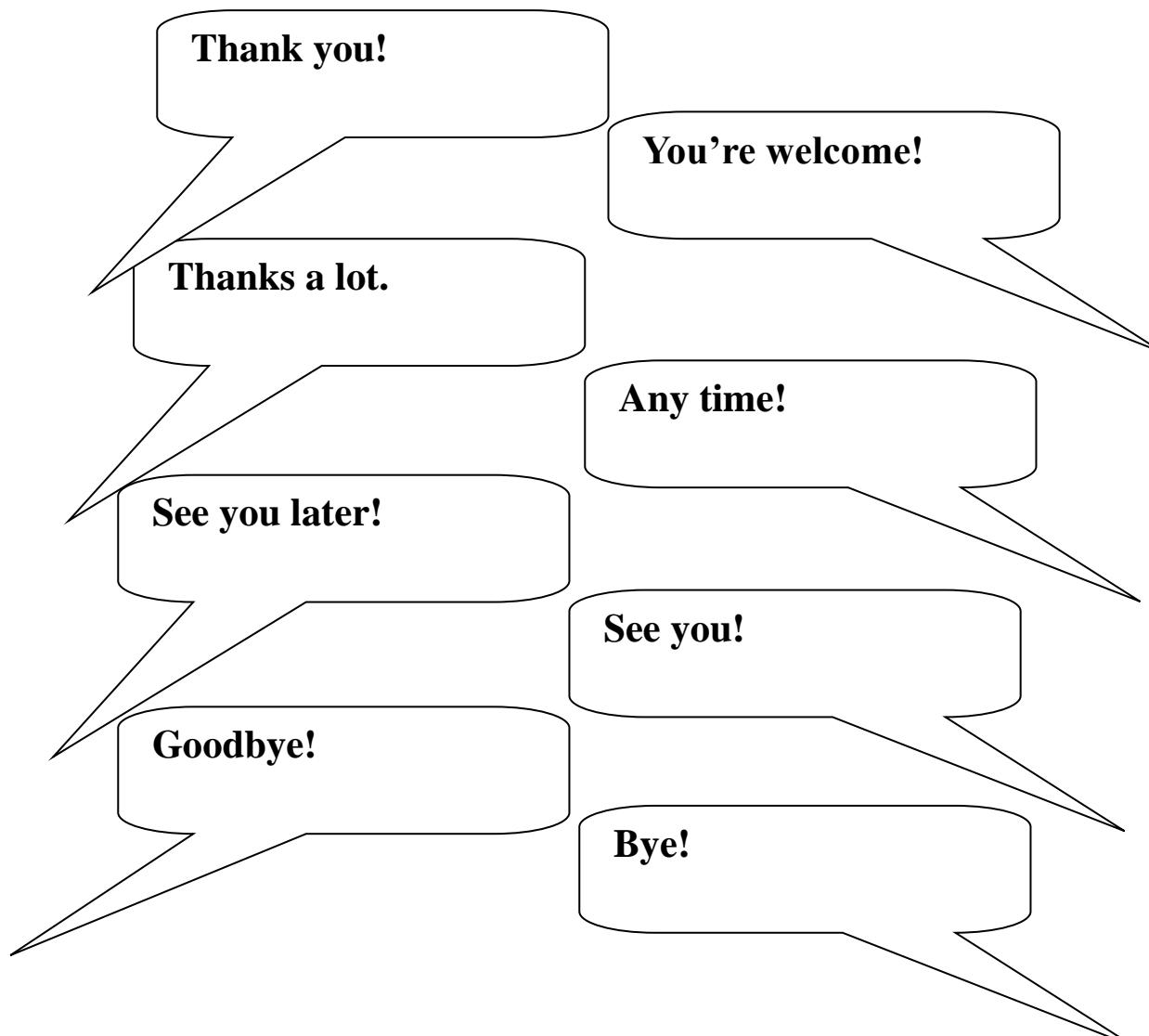
Not bad, thanks.  
What about you?

Good, thanks.

<b>Hello!</b>	<b>How are you?</b>	<b>Good, thanks!</b>	<b>And you?</b>	<b>I'm great!</b>
<b>Hi!</b>	<b>How are you doing?</b>	<b>Not bad, not bad!</b>	<b>How about you?</b>	<b>I'm fantastic!</b>
<b>Hey!</b>	<b>How is it going?</b>	<b>Alright, thanks!</b>	<b>What about you?</b>	<b>Very well, thanks!</b>
<b>Alright!</b>	<b>Are you alright?</b>	<b>I'm OK!</b>	<b>How is it with you?</b>	<b>Pretty good!</b>

## GREETINGS DIALOGUES III

General Greetings - Rules of Etiquette



## SELF – INTRODUCTION

Hello. My name is \_\_\_\_\_.



I am \_\_\_\_\_ years old.



I live in \_\_\_\_\_.



I go to \_\_\_\_\_ school.



My parents are \_\_\_\_\_.



My favorite food is \_\_\_\_\_.



I like \_\_\_\_\_.



Source for art: [www.clipart-library.com](http://www.clipart-library.com)

Level 7 <sup>th</sup>		Unit 2									
CEF level to be reached: A1.1											
Scenario: Enjoying Life											
<b>Enduring Understanding</b>	Enjoying life involves paying attention to daily routines and taking care of one's lives.										
<b>Essential Question</b>	How do the things people do every day help them enjoy life?										
<b>New Citizenship:</b>											
<b>Dimensions</b> 1. Ways of thinking ( ✓ ) 2. Ways of living in the world ( ✓ ) 3. Ways of relating with others ( ✓ ) 4. Tools for integrating with the world ( ✓ )											
<b>Assessment and Goals</b>											
<b>Week 1</b>  <b>Assessment:</b> L identifies the sound of words heard in context. L1. recognize the sound of most words heard in context.	<b>Week 2</b>  <b>Assessment:</b> L distinguishes brief, simple instructions and some expressions if encountered previously in the same or similar form. R.3. understand brief, simple instructions and some expressions in simple texts if allowed to use a dictionary.	<b>Week 3</b>  <b>Assessment:</b> L expresses when he /she does not understand. SI.2. say when he/she does not understand.	<b>Week 4</b>  <b>Assessment:</b> L recognizes the main information on posters, brochures, signs, and invitations. R.2. recognize the main information on posters, brochures, signs, and invitations.	<b>Week 5/6</b>  <b>Assessment</b>  Anecdotal reports / rubrics / instruments for self and co-assessment							
<b>Assessment:</b> L distinguishes simple phrases about daily routines, eating habits, hobbies and hanging out activities. L2. understand simple information and phrases about routines, eating habits, hobbies and hanging out activities.	<b>Assessment:</b> L asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.	<b>Assessment:</b> L writes straightforward information about themselves in short simple sentences or provides that information on a questionnaire. W2. write straightforward information about themselves in short simple sentences or provide that information in a questionnaire, checking written	<b>Assessment:</b> L describes how he/she enjoys life by using simple standard expressions. SP.1 describe how they enjoy life by using simple, standard expressions.	<b>Suggested Integrated Mini project</b>  Pictionary project							

<p>sounds, simple phrases and information.</p> <p>L3. understand sounds, simple phrases and information.</p> <p><b>Assessment:</b> L writes labels on familiar objects in a picture or diagram.</p> <p>W1. write labels on familiar objects in a picture or diagram.</p>	<p>SI.1. ask and answer in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities (e.g., What do you like to do in your free time?) if the other person speaks slowly and clearly.</p>	<p>sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).</p>		<p>Podcast, podcasts with scripts Collages about his/her life A presentation about what his/her “perfect day” would be like</p>
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**Can Do related to Phonology to be inserted as appropriate each week**

**Assessment:** L recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.

R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.

Theme My Daily Routine	Theme Eating Habits	Theme Hanging out	Theme Things I like to do
Function	Function	Function	Function
- Identifying daily routines	- Telling likes and dislikes about eating habits, routines and food.	- Describing ways of hanging out	- Describing things I like to do
Discourse Markers Connecting words: and	Discourse Markers Connecting words: but	Discourse Markers Connecting words: because	Discourse Markers Connecting words: and, but, because
Grammar & Sentence Frames			
<u>Wh questions</u> What's your daily routine? I have breakfast at 6:30 a.m. I go to high school.	<u>Adverbs of Frequency</u> Always Sometimes Never	<u>Present tense</u> <u>Subject + verb + complement</u> I watch TV in the afternoon.	<u>Adverbs of Frequency</u> Always Sometimes Never  <u>Present tense</u> <u>Subject + verb + complement</u> I watch TV in the afternoon.
Phonology	Phonology	Phonology	Phonology
Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g.,	Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g.,	Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g.,	Review

think to thank).	think to thank).	think to thank).		
<p><b>Vocabulary</b></p> <p><u>My Daily Routine</u>            My everyday life:            Have: breakfast/lunch/ dinner/            snack/brunch            coffee time/coffee break            take a bath/shower            brush my teeth            get up            wake up            go to high school            finish high school            Study/watch TV/listen to            music/read/go out/take a nap</p>	<p><b>Vocabulary</b></p> <p><u>Eating habits</u>            Healthy Food:            fruit/Vegetables            Meats            Typical food            Junk Food: fast food            Eating schedule            Drinking water</p>	<p><b>Vocabulary</b></p> <p><u>Hanging out</u>            To spend time            To send text messages            To talk by cell phone            To play board games            To play cards            To go to the mall            To go to the pool            To have a sleep over            To watch a DVD (movie)            To go to the cinema</p>	<p><b>Vocabulary</b></p> <p><u>Things I like to do</u>            I love reading.            I'm interested in computers.            I'm fond of traveling.            Numbers (1-59)</p>	
<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Living safely by practicing healthy routines.</li> </ul> <p><b>Proverbs / Quotes</b>            Eating and drinking shouldn't keep us from thinking. -- Italian 'proverb</p>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Being disciplined with eating times.</li> <li>- Loving myself by taking care of my body.</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Use assertive communication skills when interacting with others.</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>- Ways of entertainment according to or based on contexts, eating habits and table manners.</li> </ul> <p><b>Idioms</b></p> <ul style="list-style-type: none"> <li>- with bells on</li> <li>- chill out</li> <li>- hang out</li> </ul>	<p><b>Social Language</b></p> <ul style="list-style-type: none"> <li>- love (as in "I love coffee", "I love going to the movies")</li> </ul>	

## Didactic Planning

### Week 1

Level: 7 <sup>th</sup>	Unit: 2	
Domain: Socio-Interpersonal and Transactional	Scenario: Enjoying Life	Theme: My daily routine
<b>Enduring Understanding:</b> Enjoying life involves paying attention to daily routines and taking care of one's lives. <b>Essential Question:</b> How do the things people do every day help them enjoy life?		
<b>New citizenship:</b>		
<b>Dimensions</b> 1. Ways of thinking ( ✓ )		
2. Ways of living in the world ( ✓ )		
3. Ways of relating with others ( ✓ )		
4. Tools for integrating with the world ( ✓ )		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frame</b> <u>Wh questions</u> What's your daily routine? I have breakfast at 6:30 a.m. I go to high school.	<b>Function</b> Identifying daily routines  <b>Discourse Markers</b> Connecting words: and	<b>Psychosocial</b> – Living safely by practicing healthy routines.
<b>Vocabulary</b> <u>My Daily Routine</u> My everyday life: Have: breakfast/lunch/ dinner/ snack/brunch coffee time/coffee break take a bath/shower brush my teeth get up wake up		

go to high school Finish high school Study/watch TV/listen to music/read/go out/take a nap <b>Phonology</b> Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).		
<b>Assessment Strategies &amp; indicators of learning*</b> (Diagnostic, formative, summative)	<p style="text-align: center;"><b>Didactic Sequence Mediation</b></p> <p><b>Pre-teaching</b>          Routine – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating</b>          Brainstorming: Ls reflect about what their favorite part of the day is and why, and share their answers with the class. For example, their answer might be: "<i>The morning; (because) I eat breakfast</i>" or "<i>the night; (because) I sleep</i>".</p> <p><b>Engaging</b>          T uses this opportunity to elicit some daily routines that Ls already know and get them on the board.</p> <p><b>Introducing</b>          The teacher tells her morning routine before coming to school. While the teacher tells the story, she/he shows learners pictures related to the activities she does every weekday using the structure of present tense and adverbs of frequency. Later, the teacher explains Wh questions for asking about daily routines using simple examples.</p>	<b>Time</b> Total: 120 min (3 lessons)

R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.	R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.	<p><b>Recognition/Articulation/Production:</b> Practice replacing initial sounds in vocabulary words to create new words. For example:</p> <ul style="list-style-type: none"> <li>night ... light</li> <li>lunch ... brunch</li> <li>dinner ... winner</li> <li>bath ... math</li> <li>brush ... flush</li> <li>wake ... take ... make</li> <li>nap ...lap</li> </ul> <p>Refer to online videos for further help with phonology.</p>	30 min
L.1. identifies the sound of most words (describing routines) heard in context	L1. recognize the sound of most words (describing routines) heard in context.	<p><b>Pre-listening</b>        T hands out printed sets of cards with pictures of daily routines from target vocabulary (some illustrations are provided in handouts found in Resources section of lesson plans), and the class labels the activity cards using the activities brainstormed in the warm-up. T explains that Ls will try to guess at what time the T does each of the activities by ordering the pictures in a blank daily planner. (See example at end of these lesson plans).</p> <p><b>Listening for the first time</b>        Ls listen to T explain her/his schedule using gestures, and try to correct their picture schedule predictions to reflect what he/she says.</p> <p><b>Pair/Group Feedback</b>        Ls report back which activities they understood.</p> <p><b>Listening for the second time</b>        T explains his/her schedule a second time, this time pausing after each step to have a L repeat the name of the routine and write it on the board.</p> <p><b>Post listening</b>        T asks Ls to think about how their schedules are different from the T's, adjust their pictorial schedules by putting the activities in the order in which they do them (and removing the</p>	10 min

	<p>L.2. distinguishes simple information and phrases about routines, eating habits, hobbies and hanging out activities.</p>	<p>activities that they don't do), and orally share some similarities/differences with the class. Example: "At five pm I take a nap. I don't watch TV like the teacher."</p> <p><b>Game: Last Learner Standing</b>          Ls stand at their desks (or in a circle) and the T calls out a time of day (Example: "the morning" or "10 am") and asks "What do you do at ___?". Ls pass a ball around saying routines they do at that time of day without repeating (Example: "I listen to music"); if a L can't think of a routine or repeats one that was already said that round, they must sit down. After a few Ls sit down the T gives a new time of day.</p> <p><b>Pre-listening</b></p> <p>T explains that Ls will now listen to a couple of friends talking about their daily routines together.</p> <p><b>Listening for the first time</b>          T previously records the script of two friends talking about their daily routines, and Ls write down the routines they hear the speakers saying they do. For example:</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;"><u>Jill</u></td> <td style="width: 33%;"><u>Mark</u></td> </tr> <tr> <td>Have breakfast and drink tea</td> <td>Have a coffee break</td> </tr> <tr> <td>Hang out</td> <td>Listen to music</td> </tr> </table> <p>Jill: Good morning Mark! How's it going?</p> <p>Mark: I'm O.K., how are you?</p> <p>Jill: I feel great! It's the morning so I'm drinking tea. (<i>sips tea</i>)</p> <p>Mark: Really? What else do you do in the morning?</p> <p>Jill: I also have breakfast and brush my teeth. What is your daily routine like?</p> <p>Mark: In the morning I normally go to high school and have a coffee break at 9 o'clock. And when I finish school in the afternoon, I go home and listen to music and</p>	<u>Jill</u>	<u>Mark</u>	Have breakfast and drink tea	Have a coffee break	Hang out	Listen to music	30 min
<u>Jill</u>	<u>Mark</u>								
Have breakfast and drink tea	Have a coffee break								
Hang out	Listen to music								

L.3. recognizes sounds, simple phrases and information.  W.1. writes labels on familiar objects	L.3. understand sounds, simple phrases and information.  W.1. write labels on familiar objects	<p>read.</p> <p>Jill: How about at night? Do you take a shower before bed?</p> <p>Mark: No, I take a shower in the morning - at night I just have dinner and relax. And you? What do you do after school?</p> <p>Jill: I always take a shower in the morning AND at night. I finish school at 4:30 pm, and then I play soccer with my friends in the park. We have a sports club!</p> <p>Mark: That sounds fun! Can I join?!?</p> <p><b>Pair/group feedback</b>          Ls say the names of activities they heard for each speaker, and T writes them on the board under their names.</p> <p><b>Listening for the second time</b>          Ls listen for the activities and try to understand when the speakers do them, and write those times next to the activities listed. For example:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50%;"> <u>Jill</u>            Have breakfast and drink tea at 6 am            Hang out at night         </td><td style="text-align: center; width: 50%;"> <u>Mark</u>            Have a coffee break in the morning            Listen to music at 5 pm         </td></tr> </table> <p><b>Post-listening</b>          Ls respond to questions (first in writing, then speaking) about the speakers' schedules. For example:  <i>What does Jill do at 6 am? - Jill has breakfast and drinks tea at 6 am.</i>  <i>When does Mark listen to music? - Mark listens to music at 5 pm.</i>          Ls share their responses to questions about the speakers and write them on the board.</p> <p><b>Pre-writing</b></p>	<u>Jill</u> Have breakfast and drink tea at 6 am Hang out at night	<u>Mark</u> Have a coffee break in the morning Listen to music at 5 pm	30 min
<u>Jill</u> Have breakfast and drink tea at 6 am Hang out at night	<u>Mark</u> Have a coffee break in the morning Listen to music at 5 pm				

in a picture or diagram.	in a picture or diagram.	<p>Learners review their ordered pictorial schedules.</p> <p><b>Drafting</b>        Using the example sentences on the board, Ls write their schedules in complete sentences into a daily schedule template:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 30%;">Time</th><th style="text-align: center; width: 70%;">Activity</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">6 am</td><td>I wake up and I have breakfast</td></tr> <tr> <td style="text-align: center;">7 am</td><td>I go to high school</td></tr> </tbody> </table> <p><b>Revising</b>        Ls get in pairs and look at each other's schedules, and write questions for their partner about his/her schedule. For example: <i>"When do you have lunch?"</i> When ready, Ls take turns orally interviewing each other using the questions they wrote, and writing their partner's answer below the question.</p> <p><b>Editing</b>        Ls can use this opportunity to do some self and peer assessment to make sure that they are asking and answering the questions properly.</p> <p><b>Exit-ticket assessment</b> -- Ls share one routine (<i>I wake up at 7 am.</i>) with the T as they exit the classroom.</p>	Time	Activity	6 am	I wake up and I have breakfast	7 am	I go to high school	
Time	Activity								
6 am	I wake up and I have breakfast								
7 am	I go to high school								
<b>Options</b>	<b>Integrated Mini-Project</b>		<b>Time</b>						
<ul style="list-style-type: none"> <li>- Pictionary project</li> <li>- Podcast, podcasts with scripts</li> <li>- Collages about his/her life</li> <li>- A presentation about what his/her “perfect day” would be like</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>		Adjust previous times listed above to allow 5 min each week.  Group presentations can be week 5 or 6.						

<b>Reflective Teaching</b>			
What worked well	What didn't work well	How to improve	
<b>Enduring Understanding Reflection</b> How well did the learners progress in their understanding of the Enduring Understanding?			
<b>Week Plan Self-Assessment</b>			
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.)			
<b>Learner Self-Assessment</b>			
<i>I can...</i>	<i>Yes</i>	<i>No</i>	<i>In progress</i>

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning

### Week 2

<b>Level: 7<sup>th</sup></b>	<b>Unit: 2</b>	
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Enjoying Life	<b>Theme:</b> Eating habits
<b>Enduring Understanding:</b> Enjoying life involves paying attention to daily routines and taking care of one's lives. <b>Essential Question:</b> How do the things people do every day help them enjoy life?		
<b>New Citizenship:</b>		
<b>Dimensions</b> 1. Ways of thinking ( ✓ ) 2. Ways of living in the world ( ✓ ) 3. Ways of relating with others ( ✓ ) 4. Tools for integrating with the world ( ✓ )		
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>
<b>Grammar &amp; Sentence Frames</b> <u>Adverbs of Frequency</u> Always Sometimes Never  <b>Vocabulary</b> <u>Eating habits</u> Healthy Food: fruit/vegetables Meats Typical food	<b>Function</b> <ul style="list-style-type: none"> <li>- Telling likes and dislikes about eating habits, routines and food.</li> </ul> <b>Discourse Markers</b> Connecting words: but	<b>Psychosocial</b> <ul style="list-style-type: none"> <li>- Being disciplined with eating times.</li> <li>- Loving myself by taking care of my body.</li> </ul> <b>Proverbs / Quotes</b> Eating and drinking shouldn't keep us from thinking. -- Italian proverb

Junk Food: fast food Eating schedule Drinking water  <b>Phonology</b> Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).			
Assessment Strategies & indicators of learning* <small>(Diagnostic, formative, summative)</small>	Learner can	<b>Didactic Sequence Mediation</b>	<b>Time</b> Total: 120 min (3 lessons)
Learner...		<p><b>Pre-teaching</b></p> <p><b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating : Warm up</b></p> <p>Signs are hung up on either side of the board reading “I like :-)” and “I don't like :-(". T explains that everyone has routines that they like and some that they don't like, and gives a few personal examples. T elicits a few oral examples of routines Ls like/don't like to check understanding.</p> <p><b>Engaging</b></p> <p>The T asks about some routines learned last class (“Do you like to <u>take a nap</u>?”), putting emphasis on the words “like” and the name of the routine, and each L must decide if (s)he likes or doesn't like that routine and run to stand next to the corresponding sign. Each group of Ls (the “I like” group and the “I don't like” group) then respond to the question as a group, saying together for example “I like to have breakfast” or “I don't like to take a nap”.</p> <p><b>Introducing</b></p> <p>Now, the T explains that everyone also has likes and dislikes for their eating/drinking habits,</p>	5 min 5 min

R.3. distinguishes brief, simple instructions and some expressions in simple texts if allowed to use a dictionary	R.3. understand brief, simple instructions and some expressions in simple texts if allowed to use a dictionary.	<p>and switches from routines to eating and drinking habits, asking the same question to the students ("Do you like to eat vegetables?") The T will need to hold up a picture of the food/drink (s)he is asking about as it may be new vocabulary for the students. The following website has food and drink flashcards for downloading: <a href="http://esl-kids.com/flashcards/food.html">http://esl-kids.com/flashcards/food.html</a></p> <p>T introduces target food vocabulary to Ls using pictures: meat, fish, seafood, fruits, vegetables, bread, cookies, rice &amp; beans, and Ls discuss and vote on whether a few example foods are healthy or unhealthy, and delicious or gross. It should be clear that healthy vs unhealthy is basically a matter of fact, but that delicious vs gross is an opinion.</p> <p>Ls sit down and the T asks them why they like to eat X, but don't like to eat Y. T facilitates a short discussion in which the following adjectives are suggested as criteria for why we like/dislike food: <i>healthy</i> vs <i>unhealthy</i>, <i>delicious</i> vs <i>gross</i> (or disgusting), while for activities/routines we use the criteria of: <i>fun</i> vs <i>boring</i>.</p> <p><b>Pre-reading</b> T explains that Ls have received a letter from a (fake) pen pal, and that the pen pal is going to share a little bit about her likes and dislikes for food and routines.</p> <p><b>Reading for the first time</b> T reads the "pen pal letter to a friend", stopping each time there is an underlined word (target vocabulary) and prompting the class to pronounce that word. (Audio available at <a href="http://www.english.mep.go.cr/">www.english.mep.go.cr/</a>.)</p> <p>Dear Jose,</p> <p>My school starts at 7:45 every day. I wake up at 6:00 and take a shower. I always eat breakfast before I go to school because it's the most important meal of the day. I like to eat an omelet with onion, tomato and spinach because it is <u>delicious</u>. I also always eat a banana or apple, too, because they are <u>healthy</u>. Sometimes I drink <u>coffee</u> with my breakfast. Then I brush my teeth, get dressed and take the bus to school.</p> <p>I arrive to school at 7:30 so I can be early to class. I like all my classes except for math because it is very hard. What classes do you like? At 11:30, I have lunch with my classmates. I always bring my lunch from home. I like to eat a turkey sandwich with a salad and a piece of fruit - mmmmmmm, yummy! I always drink water, but sometimes I also have a glass of orange juice for the vitamin C. What do you like to eat for lunch? I study all day at school until 3:00.</p>	10 min
			40 min

After school I have basketball practice. We always have a snack together after practice. I like to have yogurt with strawberries - this is a healthy snack that gives me energy. Sometimes we have junk food, like potato chips, as a treat, but we know it is important to eat a healthy snack after we exercise.

I go home at 4:30. I do my homework with my sister and I study for math every night because I need more practice. I always finish my homework before dinner because my mom believes “eating and drinking shouldn’t stop us from thinking.” My family eats dinner at 6:30. We often eat chicken with vegetables and potatoes. We never eat fast food because it’s not good for your health. What do you eat for dinner?

Before bed I like to watch TV or read a book. I always go to bed at 9:00 so that I am well rested for the next day of school. What time do you go to bed? What is your daily routine like?

In my free time, I like to play sports, ride my bike, watch movies and go to the park with my sisters. I also like to hang out with my friends. I almost never play video games because they are boring. What do you do in your free time? Do you like to play sports? I hope to hear from you soon!

From,  
 Lisa

### **Pair/group feedback**

Ls share what they remember about Lisa's preferences, and the T puts a couple of their answers on the board using the following format:

<b>Lisa likes...</b>	<b>Lisa does not like ...</b>	<b>Why? (justification)</b>
To eat seafood		Seafood is delicious
	To eat cookies	Cookies are unhealthy

### **Reading for the second time**

Ls now individually/silently read the pen pal's letter and write down what they learn about her preferences using the table above.

### **Post-reading**

T asks them how they were able to answer the question “why”? T elicits that this can be done with the word “because”, and demonstrates by writing “because” before each of the answers in the “why” column.

<p>SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.</p>	<p>SI.1. ask and answer in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities (e.g., What do you like to do in your free time?) if the other person speaks slowly and clearly.</p>	<p><b>Planning/organizing</b></p> <p>Ls reflect on their own eating preferences and create a personal chart for their own preferences (following the table above).</p> <p>Once their personal tables are ready with several foods, they will use them to write sentences, for example this table:</p> <table border="1"> <thead> <tr> <th>I like ...</th><th>I do not like ...</th><th>Why?</th></tr> </thead> <tbody> <tr> <td>Vegetables</td><td></td><td>because vegetables are healthy</td></tr> <tr> <td></td><td>Seafood</td><td>because seafood is gross</td></tr> </tbody> </table> <p>will become:</p> <ul style="list-style-type: none"> <li>• I like to eat vegetables, because vegetables are healthy.</li> <li>• I don't like to eat seafood, because seafood is gross.</li> </ul> <p><b>Rehearsing</b></p> <p>First, Ls will orally share a few of their sentences with their partners, with the T circulating, to make sure that their sentences are following the correct format and make sense.</p> <p>Then, Ls will stand up at their desks with their notebooks and prepare to respond to questions from the T. The T will ask the class about different foods: If the Ls like that food they should turn to the left, while if they don't like that food they should turn to the right. All Ls must turn to one side or the other. After asking each question to the class, the T will repeat the question to individual Ls following the format below:</p> <p><b>T to class:</b> Do you like to eat rice and beans?  <b>Class:</b> (turns to one side or the other)  <b>T to specific L:</b> Maria, do you like to eat rice and beans?  <b>Maria:</b> Yes, I like to eat rice and beans.  <b>T:</b> Why?  <b>Maria:</b> Because rice and beans is delicious.</p> <p>After going through some examples in this way, the T will guide the Ls to become the ones asking the question, first as a group, and then in pairs. For example:</p>	I like ...	I do not like ...	Why?	Vegetables		because vegetables are healthy		Seafood	because seafood is gross	<p>40 min</p>
I like ...	I do not like ...	Why?										
Vegetables		because vegetables are healthy										
	Seafood	because seafood is gross										

R.1. recognizes by manipulating English language sounds using knowledge in	R.1. identify English language sounds using knowledge in	<p><b>T:</b> (<i>points to picture of fruit</i>)  <b>Whole class:</b> “Do you like to eat fruit?” (<i>whole class, including T, turns to one side or the other</i>), etc.                      And later:  <b>T:</b> (<i>points to a picture of fruit</i>)  <b>Ls:</b> In pairs, ask each other “Do you like fruit?” and respond accordingly.</p> <p><b>Interacting</b>                      Collaborative class food likes/dislikes survey: Ls each receive one food and a blank food likes/dislikes survey. Ls write their question at the top of the survey and prepare to survey their classmates to see who likes/dislikes that food and why. To do this, they will need to collect the responses of at least 8 classmates.                      Ls circulate the room looking for partners. Every time they find a new classmate Ls should stop and have a short conversation in which they greet each other and take turns asking one another “Do you like to eat ____?” and “Why?” At the end of each interaction, Ls should write down their classmate’s response, say “goodbye”, and look for a new partner to repeat the interaction with.</p> <p><b>Option:</b> To make this activity more structured, the T can play music every time it is time for Ls to finish their conversation and look for a new partner.</p> <p><b>Post-task: Survey results</b>                      Ls return to their seats and prepare to tally the results of their survey, counting how many Ls like their food and how many Ls don’t like the food they were assigned. Ls then share their results in pairs or to the whole class saying for example “Five students like vegetables because vegetables are healthy,” “Three students don’t like vegetables because vegetables are gross.”</p> <p><b>Recognition/Articulation/Production:</b> T writes on board:  <i>Don’t flunk when it comes to choices</i>  <i>Don’t eat junk but also use your voices</i>  <i>Say no to bad and yes to good food</i>  <i>It will help your body and even your mood.</i></p>	
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knowledge in phonics, syllabification and word parts.	phonics, syllabification and word parts.	T asks students to find the words that are alike except for the initial one or two letters. T reads aloud and Ls repeat. Refer to online videos for further helps with phonology.	20 min		
Options	Integrated Mini-Project		Time		
<ul style="list-style-type: none"> <li>- Pictionary project</li> <li>- Podcast, podcasts with scripts</li> <li>- Collages about his/her life</li> <li>- A presentation about what his/her “perfect day” would be like</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>		Adjust previous times listed above to allow 5 min each week.  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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning

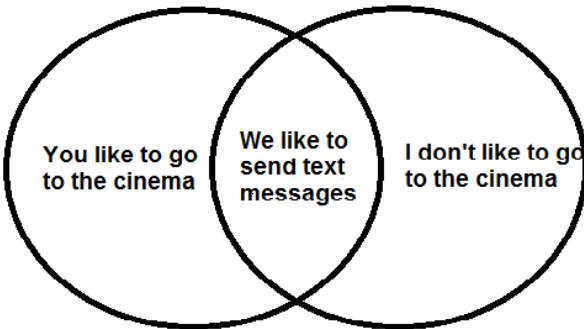
### Week 3

Level: 7 <sup>th</sup>	Unit: 2						
Domain: Socio-Interpersonal and Transactional	Scenario: Enjoying Life	Theme: Hanging out					
<b>Enduring Understanding:</b> Enjoying life involves paying attention to daily routines and taking care of one's lives. <b>Essential Question:</b> How do the things people do every day help them enjoy life?							
<b>New Citizenship:</b>							
<table border="1"> <thead> <tr> <th>Dimensions</th> </tr> </thead> <tbody> <tr> <td>1. Ways of thinking ( ✓ )</td> </tr> <tr> <td>2. Ways of living in the world ( ✓ )</td> </tr> <tr> <td>3. Ways of relating with others ( ✓ )</td> </tr> <tr> <td>4. Tools for integrating with the world ( ✓ )</td> </tr> </tbody> </table>			Dimensions	1. Ways of thinking ( ✓ )	2. Ways of living in the world ( ✓ )	3. Ways of relating with others ( ✓ )	4. Tools for integrating with the world ( ✓ )
Dimensions							
1. Ways of thinking ( ✓ )							
2. Ways of living in the world ( ✓ )							
3. Ways of relating with others ( ✓ )							
4. Tools for integrating with the world ( ✓ )							
Learn to Know	Learn to Do	Learn to Be and Live in Community					
<b>Grammar &amp; Sentence Frames</b> <u>Present tense</u> <u>Subject + verb + complement</u> I watch TV in the afternoon.  <b>Vocabulary</b> <u>Hanging out</u> To spend time To send text messages	<b>Function</b> – Describing ways of hanging out  <b>Discourse Markers</b> Connecting words: because	<b>Psychosocial</b> – Use assertive communication skills when interacting with others.  <b>Sociocultural</b> – Ways of entertainment according to or based on contexts, eating habits and table manners.					

To talk by cell phone To play board games To play cards To go to the mall To go to the pool To have a sleep over To watch a DVD (movie) To go to the cinema <p><b>Phonology</b> Newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).</p>			<b>Idioms</b> <ul style="list-style-type: none"> <li>- with bells on</li> <li>- chill out</li> <li>- hang out</li> </ul>	
<b>Assessment Strategies &amp; indicators of learning*</b> <small>(Diagnostic, formative, summative)</small>		<b>Didactic Sequence Mediation</b>		
<b>Learner can</b>		<b>Pre-teaching</b> <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.  <b>Participating : Warm up</b> <b>Routines and Food Relay Race (an activity for reviewing prior lessons)</b> Ls get into teams and line up in front of the board (with some space between them and the board if possible) in two single file lines. T explains that when (s)he says "go", each team will have 90 seconds to write as many foods as they can remember on the board but they will be writing one person at a time. When T calls out Go! the first Ls on each team will run up to the board, write one food on their section of the board, return their marker to the next L in line, and go to the back of the line. This process will continue until the T calls Time! after 90 seconds. At the end of the time limit, the T will see how many foods each team was able to write down, and the team with the most correct words will get a point. In round two the teams will repeat this		<b>Time</b> Total: 120 min (3 lessons)

	<p>SI.2. expresses when he /she does not understand.</p> <p>SI.2. say when he/she does not understand.</p>	<p>process with daily routines. For round three, Ls will turn each word into a sentence expressing likes/dislikes. (T will determine if more time should be added as the rounds get more complex.)</p> <p><b>Engaging</b></p> <p>As an example of the third round: “<i>go to high school</i>” will become “<i>I like to go to high school because I like to see my friends.</i>” “<i>Vegetables</i>” will become “<i>I don’t like to eat vegetables because vegetables are boring.</i>” Round three could also be split into two rounds (one for expressing “I like” and “I don’t like” and one for “because...”) if the teacher deems it appropriate.</p> <p><b>Introducing</b></p> <p>T will now explain that today the class will focus on learning some activities that they do just for fun, in their free time. Together, the class can watch the following video talking about free time activities:</p> <p><a href="https://www.youtube.com/watch?v=tzFESmpc6mo">https://www.youtube.com/watch?v=tzFESmpc6mo</a></p> <p>Activity frequency: Looking at the vocabulary that has been brainstormed on the board, Ls will reflect on how frequently they perform each of these activities by writing a tally of how many times they did each activity this month.</p> <p>Based on the tallies that the Ls have taken, they will categorize them by frequency. For example, one student might write:</p> <table border="1" data-bbox="826 1033 1965 1251"> <thead> <tr> <th><u>I Never (0 times)...</u></th><th><u>I Sometimes (1 to 4 times)...</u></th><th><u>I Always (5+ times)...</u></th></tr> </thead> <tbody> <tr> <td>Go to the mall</td><td>Go to the cinema</td><td>Send text messages</td></tr> <tr> <td>Play board games</td><td>Go to the pool</td><td>Watch a DVD</td></tr> </tbody> </table> <p>Team Pictionary: In small groups, Ls will receive sets of free time activity flash cards and small white boards (or lamination paper) and take turns drawing out the activities as their classmates guess what they are drawing. Presenters will have a minute to help their team guess as many activities as possible before switching roles. Source for cards: <a href="http://busyteacher.org/12016-">http://busyteacher.org/12016-</a></p>	<u>I Never (0 times)...</u>	<u>I Sometimes (1 to 4 times)...</u>	<u>I Always (5+ times)...</u>	Go to the mall	Go to the cinema	Send text messages	Play board games	Go to the pool	Watch a DVD				
<u>I Never (0 times)...</u>	<u>I Sometimes (1 to 4 times)...</u>	<u>I Always (5+ times)...</u>													
Go to the mall	Go to the cinema	Send text messages													
Play board games	Go to the pool	Watch a DVD													

		<p><a href="http://www.eslprintables.com/previews/19149_sports_elementary_flashcards.pdf">sports-elementary-flashcards.html</a> or <a href="http://busyteacher.org/19149-hobbies-and-free-time-activities.html">http://busyteacher.org/19149-hobbies-and-free-time-activities.html</a></p> <p>Reflecting on the activities they have seen, Ls will write down at least 3 activities they like and two activities they don't like, using complete sentences.</p> <p>Ls play "Go fish!" In groups, using sets of cards that have 2 copies of each vocabulary word. Each L starts with 5 cards in his/her hand, and must create pairs of their cards by getting both copies of each card. Ls do this by asking a classmate "<i>do you have (vocabulary word)?</i>"- If the answer is yes, then the classmate must give the asker that card. If not, the responder says "<i>go fish!</i>" and the asker must take another card from the pile. When a L has a pair of cards, he/she puts them down on the table and they are no longer used for the game. The game ends when time runs out, and Ls get one point for every complete pair of cards they have. (See above links for cards.)</p> <p><b>Option:</b> At the end of a round, Ls get 1 additional point for every pair of cards they have that represents one of the three activities they wrote down for "I like", while they lose 1 point for every activity they wrote down that they "don't like".</p> <p><b>Drafting</b></p> <p>After reviewing last week's example of a "pen pal letter", Ls create an outline of a letter they are writing to their own pen pal which should follow this format:</p> <ul style="list-style-type: none"> <li>-Greeting</li> <li>Dear ____ or Hi, ____</li> <li>-Personal Introduction</li> </ul> <p>I am ____ (feeling) we are pen pals. My ____ is _____. I ____ in _____.    I have a (big or small) family. My family is my ____, my ____ and _____.    I want to tell you about things I like and things I do not like.</p> <p>-2 foods and 2 free time activities I like (making use of the list generated in the pre-task), and how often I do them.    -1 food and 1 free time activity I don't like, and how often I do them.    -1 question for my pen pal    -Goodbye</p>	
W2. writes straightforward information about themselves in short simple sentences or provides that information on a questionnaire.	W2. write straightforward information about themselves in short simple sentences or provide that information in a questionnaire, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic	30 min	

punctuation, etc.)	<p><b>Revising</b>      As the T monitors and checks to make sure that Ls' outlines are correct and complete, Ls write out their letters in paragraph form using the content of their outlines.</p> <p><b>Peer Editing:</b>      Ls exchange letters with a classmate, and check each other's letter for comprehension and correctness, giving the writer a chance to correct any errors.</p> <p><b>Sharing letters (reading to speak)</b></p> <ul style="list-style-type: none"> <li>✓ Ls turn in their letters to the “post office” (teacher), who then gives out the letters to different Ls' thereby creating “pen pals” among the classmates. Ls read their classmate's letter and complete a Venn diagram comparing their preferences to those of their classmate. For example:</li> </ul> <table border="0" data-bbox="781 763 1882 870"> <tr> <td style="vertical-align: top; padding-right: 20px;"><u>Similar</u> I like to send text messages and you like to send text messages.</td><td style="vertical-align: top;"><u>Different</u> You like to go to the cinema but I don't like to go to the cinema.</td></tr> </table>  <ul style="list-style-type: none"> <li>✓ Ls share similar and different likes.</li> <li>✓ <b>Option:</b> Ls respond to their pen pal's letter by writing a short question on a sheet of paper and show to T as an exit ticket.</li> </ul>	<u>Similar</u> I like to send text messages and you like to send text messages.	<u>Different</u> You like to go to the cinema but I don't like to go to the cinema.	20 min
<u>Similar</u> I like to send text messages and you like to send text messages.	<u>Different</u> You like to go to the cinema but I don't like to go to the cinema.			

R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.	R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.	<p><b>Recognition/Articulation/Production:</b> As they watch the video, Ls note the free time activities they hear. As a class, the Ls brainstorm the free time activities they learned, and other ones that they know on the board. The T should reinforce vocabulary clarity and proper pronunciation using vocabulary flash cards. Also, T can underscore the use of substitution in the initial or middle of words to show how new words can be created such as:</p> <ul style="list-style-type: none"> <li>▪ cell ... call</li> <li>▪ board ... beard</li> <li>▪ cards ... cords</li> <li>▪ mall ... mill</li> <li>▪ pool ... stool</li> <li>▪ sleep ... keep</li> </ul> <p>Refer to online videos for further help with phonology.</p>	
Options	<b>Integrated Mini-Project</b>		Time
<ul style="list-style-type: none"> <li>- Pictionary project</li> <li>- Podcast, podcasts with scripts</li> <li>- Collages about his/her life</li> <li>- A presentation about what his/her “perfect day” would be like</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>		Adjust previous times listed above to allow 5 min each week.  Group presentations can be week 5 or 6.
<b>Reflective Teaching</b>			
What worked well	What didn't work well	How to improve	
<b>Enduring Understanding Reflection</b>			
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>	<b>Yes</b>	<b>No</b>	<i>In progress</i>

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning

### Week 4

Level: 7 <sup>th</sup>	Unit: 2						
Domain: Socio-Interpersonal and Transactional	Scenario: Enjoying Life	Theme: Things I like to do					
<b>Enduring Understanding:</b> Enjoying life involves paying attention to daily routines and taking care of one's lives. <b>Essential Question:</b> How do the things people do every day help them enjoy life?							
<b>New Citizenship:</b>							
<table border="1"> <thead> <tr> <th>Dimensions</th> </tr> </thead> <tbody> <tr> <td>1. Ways of thinking ( ✓ )</td> </tr> <tr> <td>2. Ways of living in the world ( ✓ )</td> </tr> <tr> <td>3. Ways of relating with others ( ✓ )</td> </tr> <tr> <td>4. Tools for integrating with the world ( ✓ )</td> </tr> </tbody> </table>			Dimensions	1. Ways of thinking ( ✓ )	2. Ways of living in the world ( ✓ )	3. Ways of relating with others ( ✓ )	4. Tools for integrating with the world ( ✓ )
Dimensions							
1. Ways of thinking ( ✓ )							
2. Ways of living in the world ( ✓ )							
3. Ways of relating with others ( ✓ )							
4. Tools for integrating with the world ( ✓ )							
Learn to Know	Learn to Do	Learn to Be and Live in Community					
<u>Grammar &amp; Sentence Frames</u> <u>Adverbs of Frequency</u> <u>Always Sometimes Never</u>  <u>Present tense</u> <u>Subject + verb + complement</u> I watch TV in the afternoon.	<b>Function</b> – Describing things I like to do.  <b>Discourse Markers</b> Connecting words: and, but, because	<b>Social Language</b> – love (as in “I love coffee”, “I love going to the movies”)					
Vocabulary							

<u>Things I like to do</u> I love reading. I'm interested in computers. I'm fond of traveling. Numbers (1-59)			
<b>Phonology</b> Review			
Assessment Strategies & indicators of learning* <small>(Diagnostic, formative, summative)</small>	Learner can	<b>Didactic Sequence Mediation</b>	Time Total: 120 min (3 lessons)
R1. Recognizes by manipulating English language	R1. Identify English language	<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Warm up</b>            Adverbs of frequency and free time activities review: The T will hang up three signs on the wall: "I never...", "I sometimes...", and "I always...". The T will call out free time activities, and Ls must walk to stand next to the appropriate sign. T should use this opportunity to check understanding and briefly review week 1 and week 2 vocabulary as well.</p> <p>T explains the goal of the day (that Ls can give and respond to invitations to join activity groups/clubs). T asks Ls if any of them are currently members of activity groups, and with what frequency those groups meet. T asks <i>Would any Ls like to join a new activity group?</i></p> <p><b>Recognition/Articulation/Production:</b> T writes the following rhyme that demonstrates the phonology used this unit, uses like, love and hate, and asks Ls to determine which words share all but one letter.</p>	5 min  10 min  10 min

<p>sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2. recognize the main information on posters, brochures, signs, and invitations.</p>	<p>sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.2 L recognizes the main information on posters, brochures, signs, and invitations.</p>	<p>A dove becomes love with a single letter switch.          Like becomes live when the letters change their hitch.          I have no hate when learning English.          But a little less confusion is sometimes my wish.</p> <p><b>Pre-reading</b>          Briefly project short “text message invitations” to join activity groups to Ls, ending with the question “Want to join?”</p> <p><b>Reading for the first time</b>          As a class, Ls will briefly read these invitations and everyone should chorally respond to the question while making a supporting gesture (for example: thumbs up for yes, and a wagging finger for no) and saying “Yes, I want to” or “No, I don’t want to”.          Invitation 1: We have a swimming club. Activities: Go to the pool, swim, talk, eat hamburgers, drink soda. Want to join?          Invitation 2: We have a dance club. Activities: Listen to music, drink water, eat cookies, and dance salsa, merengue, bachata, etc. Want to join?          Invitation 3: Join our couch potatoes club! We watch movies and TV, go to the cinema, eat popcorn, and drink soda and juice. Want to join?          Invitation 4: Club Relax. Activities: Hang out, listen to relaxing music, talk, play board games, eat fruit and sandwiches and drink juice. Want to join?</p> <p><b>Pair/Gropup Feedback</b>          Learners support each other to answer teachers questions.</p> <p><b>Reading for the second time</b>          Now, the T will respond to the first invitation and after asking “Want to come?” will follow up with the question “Why?” Ls should justify their answer using content from the invitation. For example:</p>	<p>40 min</p>
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SP.1. describe how they enjoy life by using simple, standard expressions.	SP.1 L describes how he/she enjoys life by using simple standard expressions.	<p>Invitation: We have a swimming club. Activities: Go to the pool, swim, talk, eat hamburgers, drink soda. Want to join?</p> <p><b>Positive response:</b> Yes, I want to because I like to go to the pool. (OR because soda is delicious.)</p> <p><b>Negative response:</b> No thanks, I don't want to because I don't like to swim. (OR because hamburgers are gross.)</p> <p>After eliciting responses from some Ls to his/her invitation, T should explain that in addition to "I like" and "I don't like", Ls can also use "I love" and "I hate" when they are passionate about something.</p> <p>T should repeat the like/don't like/love/hate activity with the other invitations, each time giving Ls a chance after reading the invitation to reflect not only on whether they want to go or not but also why before answering. To assist Ls in formulating their responses, the T should lead Ls to create a response guide similar to the following:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Yes, I want to because...</td> <td style="width: 50%;">No, I don't want to because...</td> </tr> <tr> <td>I like _____</td> <td>I don't like _____</td> </tr> <tr> <td>I LOVE _____</td> <td>I HATE _____</td> </tr> <tr> <td>_____ is fun</td> <td>_____ is boring</td> </tr> <tr> <td>_____ is delicious</td> <td>_____ is gross</td> </tr> </table> <p><b>Planning</b>          Selecting an activity –T explains that Ls will now look at flyers for a few different clubs. Flyers are spread out on a table and after circulating and looking at all of them, Ls select the group they want to join. (See Resource section of Lesson Plans for examples of flyers.)</p> <p>Ls read their flyers to make sure that they like the activity group they chose. After confirming that they like their choice, Ls should note down and be ready to share at least two reasons why they want to join, following the examples practiced in the pre-task stage.</p>	Yes, I want to because...	No, I don't want to because...	I like _____	I don't like _____	I LOVE _____	I HATE _____	_____ is fun	_____ is boring	_____ is delicious	_____ is gross	40 min
Yes, I want to because...	No, I don't want to because...												
I like _____	I don't like _____												
I LOVE _____	I HATE _____												
_____ is fun	_____ is boring												
_____ is delicious	_____ is gross												

	<p><b>Optional:</b> Ls decide if they want to change anything about their clubs, like adding or removing an activity.</p> <p><b>Organizing</b>          Using their flyers as a reference, Ls organize the information from their flyers into an invitation outline following the structure of the example below:</p> <p>Intro: We have a sports club          Activities: We always play different sports, and we sometimes go to the pool.          Food and drinks: We always drink water, and we sometimes eat hamburgers.          Conclusion: Want to join?</p> <p><b>Rehearsing</b>          Practicing giving and responding to invitations – Ls are divided into two concentric circles. The half of the Ls on the inner circle take their invitation outline and prepare to speak about the activities, while the half in the outer circle take their invitation response guides, and prepare to respond to the activities. The two circles have exchanges similar to the following:</p> <p>L1: We watch TV and sometimes we go to the cinema. Want to join?          L2: Yes, I LOVE to go to the cinema.</p> <p>After switching partners several times (by having outer circle move one or two people in the same direction while inner circle stands still) and speaking about all of their activities and food and drinks, Ls switch roles, and this time the outer circle describes their activities to the inner circle.</p> <p><b>Using</b>          Ls prepare a sign-up sheet for their clubs, and once again half of the class will give invitations while the other half will respond affirmatively or negatively, before switching roles. This time, however, Ls will give their complete invitations and acceptances/refusals, and when Ls agree to join a club they will write their names in the sign-up sheet. There are different ways to organize this activity, but some fun ways to do it might be for inviters to sit at tables as invitees circulate from table to table, or for both groups to freely circulate around the room looking for each other. Depending on the T's discretion, he/she may also want to include some of Unit 1's expressions into these conversations, such as:</p>	15 min
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		<p>How are you? How do you spell your name?</p> <p>Ts review the social language for the unit by asking:</p> <ul style="list-style-type: none"> <li>○ Which club is good if you want chill out?</li> <li>○ Which club is good if you want to hang out?</li> </ul> <p>Invitation feedback: Ls report how many of their classmates joined their clubs, and how many clubs they themselves joined. If any Ls joined very few or no clubs, the T can explain that they are probably “picky” – or that they have very high standards.</p> <p>✓ Club changes: Ls look at their club descriptions and decide if they want to make any descriptions based on the responses they got from their classmates.</p>	
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Options	Integrated Mini-Project	Time
<ul style="list-style-type: none"> <li>- Pictionary project</li> <li>- Podcast, podcasts with scripts</li> <li>- Collages about his/her life</li> <li>- A presentation about what his/her “perfect day” would be like</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

Reflective Teaching		
What worked well	What didn't work well	How to improve

**Enduring Understanding Reflection**

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

### 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>	<b>Yes</b>	<b>No</b>	<b>In progress</b>

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning

### Weeks 5 and 6

### Review and Integrated Mini-Project

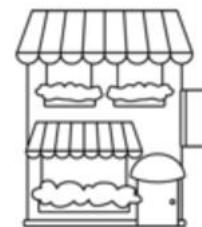
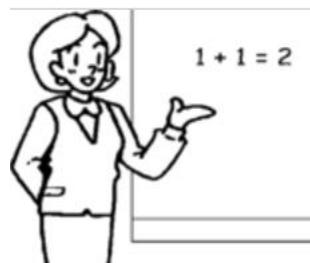
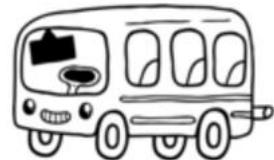
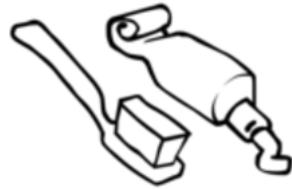
<b>Level: 7<sup>th</sup></b>	<b>Unit 2: Enjoying Life</b>					
<b>Enduring Understanding:</b> Enjoying life involves paying attention to daily routines and taking care of one's lives. <b>Essential Question:</b> How do the things people do every day help them enjoy life?						
<b>New Citizenship:</b>						
<b>Dimensions</b>						
1. Ways of thinking ( ✓ )						
2. Ways of living in the world ( ✓ )						
3. Ways of relating with others ( ✓ )						
4. Tools for integrating with the world ( ✓ )						
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>				
<b>Grammar &amp; Sentence Frame</b> <input type="checkbox"/> Did Ls use all sentence frames?  <b>Vocabulary</b> <input type="checkbox"/> Did Ls say aloud and write all vocabulary?  <b>Phonology</b> <input type="checkbox"/> Did Ls recognize, articulate and produce	<b>Function</b> <input type="checkbox"/> Did Ls use all functions?  <b>Discourse Markers</b> <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	<b>Psychosocial</b> Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders  <b>Sociocultural</b> <input type="checkbox"/> Did Ls practice idioms and quotes?				

phonological sounds?			
<b>Assessment Strategies &amp; indicators of learning*</b> (Diagnostic, formative, summative)	<b>Learner can</b>	<b>Didactic Sequence Mediation</b>	<b>Time</b> Total: 120 min (3 lessons)
<input type="checkbox"/> Did Ls achieve all learning outcomes?	<input type="checkbox"/> Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	All of week 5 or 6
<b>Options</b>		<b>Integrated Mini-Project</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>- Pictionary project</li> <li>- Podcast, podcasts with scripts</li> <li>- Collages about his/her life</li> <li>- A presentation about what his/her "perfect day" would be like</li> </ul>		<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p><b>Responding and sharing:</b> Participating in individual and peer assessment of mini-project.</p> <p>Teachers monitor ....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project?</li> <li><input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements?</li> <li><input type="checkbox"/> Did Ls put into practice the focus of Learning to Be and Live in Community?</li> <li><input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question?</li> </ul>	All of week 5 or 6 of unit

## 7<sup>th</sup> Grade – Resources for lesson plans

Time	Teacher's routines	My routines	Sentences: Example: I wake up and I have breakfast.
 <b>Day</b>			
6:00			_____ _____ _____
6:30			_____ _____ _____
9:00			_____ _____ _____
11:20			_____ _____ _____
1:00			_____ _____ _____

Time	Teacher's routines	My routines	Sentences: Example: I go to bed and I read.
6:00			_____ _____ _____
7:30			_____ _____ _____
9:00			_____ _____ _____
10:00			_____ _____ _____





Source art: [www.coloringcrew.com](http://www.coloringcrew.com)





## Rice & Beans

For other food and drink flashcards,  
visit <http://esl-kids.com/flashcards/food.html>

Source art for the following activity: [www.coloringcrew.com](http://www.coloringcrew.com)

\_\_\_\_\_?



**Survey Results**

LIKES	DISLIKES	WHY?

\_\_\_\_\_

\_\_\_\_\_?



**Survey Results**

LIKES	DISLIKES	WHY?

\_\_\_\_\_

\_\_\_\_\_?



**Survey Results**

LIKES	DISLIKES	WHY?

\_\_\_\_\_

\_\_\_\_\_?

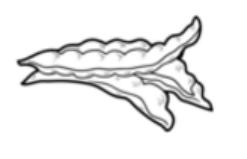


**Survey Results**

LIKES	DISLIKES	WHY?

\_\_\_\_\_

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	<b>LIKES</b>	<b>DISLIKES</b>	<b>WHY?</b>

**Survey Results**

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	<b>LIKES</b>	<b>DISLIKES</b>	<b>WHY?</b>

**Survey Results**

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	<b>LIKES</b>	<b>DISLIKES</b>	<b>WHY?</b>

**Survey Results**

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	<b>LIKES</b>	<b>DISLIKES</b>	<b>WHY?</b>

**Survey Results**

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	<b>LIKES</b>	<b>DISLIKES</b>	<b>WHY?</b>

**Survey Results:**

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	<b>LIKES</b>	<b>DISLIKES</b>	<b>WHY?</b>

**Survey Results:**

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	<b>LIKES</b>	<b>DISLIKES</b>	<b>WHY?</b>

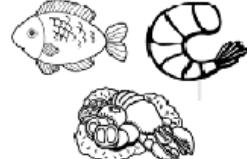
**Survey Results:**

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	<b>LIKES</b>	<b>DISLIKES</b>	<b>WHY?</b>

**Survey Results:**

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LIKES	DISLIKES	WHY?

**Survey Results:**

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LIKES	DISLIKES	WHY?

**Survey Results:**

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LIKES	DISLIKES	WHY?

**Survey Results:**

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LIKES	DISLIKES	WHY?

**Survey Results:**

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	<b>LIKES</b>	<b>DISLIKES</b>	<b>WHY?</b>

**Survey Results:**

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	<b>LIKES</b>	<b>DISLIKES</b>	<b>WHY?</b>

**Survey Results:**

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	<b>LIKES</b>	<b>DISLIKES</b>	<b>WHY?</b>

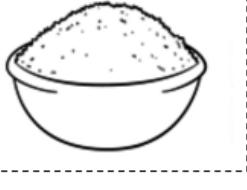
**Survey Results:**

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	<b>LIKES</b>	<b>DISLIKES</b>	<b>WHY?</b>

**Survey Results:**

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	LIKES	DISLIKES	WHY?

**Survey Results:**

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	LIKES	DISLIKES	WHY?

**Survey Results:**

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	LIKES	DISLIKES	WHY?

**Survey Results:**

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	LIKES	DISLIKES	WHY?

**Survey Results:**

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Do you like to ...

- ✓ play sports?
- ✓ go to the pool?
- ✓ dance?



Then join the

## **Active Students Club!**

We meet twice a week: Mondays and Wednesdays before school  
(6 am at the soccer field).

We always eat fruit and healthy sandwiches and drink lots of water and juice  
after we play. Nutrition is important!

Source for art: [clipartfox.com](http://clipartfox.com)

## The English Club



First meeting

Wednesday, May 3<sup>rd</sup> at 5 pm  
At the high school front entrance

The English club is for students who like to practice their English by reading, listening to music, watching movies, hanging out, playing games and talking in English.

We always have delicious snacks and drinks like cookies and milk, or potato chips and soda.

*Please join us. Membership is FREE. ☺*

**Join the JJHS**  
**CLUB FOR CREATIVE PEOPLE!**



**Who:** Creative people! Artists, musicians, actors, singers...

**What:** We spend time together, go to parks and museums, listen to music, eat different types of snacks and drink tea and juice.

**When:** Every Thursday after school, from 4:30 to 5:30, and sometimes on weekends

**Where:** The art room

**Why:** Because it is fun!



**Dislike**



**Like**

## **7<sup>th</sup> Grade – Short Texts and Dialogues** **(Audios available at [www.english.mep.go.cr/](http://www.english.mep.go.cr/))**

### **Week 1**

#### **Mario's Daily Routine**

Mario is in seventh grade at the local high school. Every day he wakes up at 5:00. He drinks coffee and has breakfast. After, he brushes his teeth. He goes to school at 7:00, and he studies with his classmates. He eats lunch at 12:00. At 4:00, he finishes high school and goes home. He takes a coffee break with his mom and eats a snack. After, he studies for his exams. At 6:00 he eats dinner with his parents and sisters. At the end of the day, he watches TV and listens to music as a reward for his day of studying. He takes a shower and brushes his teeth. He goes to bed at 9:00 so he can get enough sleep for the next day.

#### **Sarah's Daily Routine**

Hi my name is Sarah and I'm an eighth grader at the High School. In the mornings I wake up at 5:00 and I take a shower. I eat a big breakfast with my family so I am prepared for the day. I brush my teeth and go to school at 8:00. I study at school, and I eat lunch at 12:30. After school, I play soccer with my friends to get exercise. I go home at 6:00. At 7:00, I eat dinner with my family. I take a bath and brush my teeth. I read a book and at 9:00 I go to bed. On the weekends, I wake up at 7:00. I go out with my friends during the day, and I watch TV with my sisters at night. If I am tired, I take a nap. On Sundays, I do my homework and study for my exams so I am prepared for school on Monday.

#### **Maria's Daily Routine on the weekend**

During the weekend, I wake up at 8:00 and take a shower. My brother and I cook breakfast for my family. We eat and drink coffee together. After I go to play sports with my friends in the center of town, we play soccer, basketball and football. I enjoy it because I get to exercise and hang out with my friends. We then eat a snack together. I go home and eat lunch with my family. My Dad prepares my favorite meal of chicken and rice every Saturday. I take a nap in the afternoon. At night, I eat a small dinner. I brush my teeth and wash my face. At 10:00, I go to sleep.

## **Daily Routines Questionnaire**

1. What time do you get up in the morning?	8. Do you play board games in your free time?
2. Do you eat lunch at school?	9. Do you go to the mall on the weekends?
3. Do you do your homework in the afternoon?	10. Do you watch a movie before you go to bed?
4. Do you play sports at school?	11. When do you go to the cinema?
5. Do you spend time with your family on the weekends?	12. Do you play card games?
6. What time do you go to bed on the weekends?	13. How do you spend your free time?
7. Do you talk on your cell phone at night?	14. Do you have sleepovers with your friends?

## ***THE RELAX HOTEL***

Do you like to hang out with your friends?

Do you like to pass time with your family?

Do you like to watch movies?

Do you like to eat delicious food?

Do you like to read in a relaxing place?

Do you like to play sports such as soccer or beach volleyball?

Do you like to play board games and card games?

Do you like to drink coffee with your friends?

Do you love to travel?



Come enjoy the weekend at  
The Relax Hotel in Cahuita!

### **WE HAVE:**

- ❖ Beaches
- ❖ Fresh Food
- ❖ Basketball Courts
- ❖ A Game Room
- ❖ A Cinema
- ❖ Hammocks

### **ROOM RATES:**

- ❖ Single: 5 mil
- ❖ Double: 7 mil
- ❖ Triple: 12 mil

### **WHERE:**

Across from the main  
beach in Cahuita

### **CONTACT US:**

8888-8811  
[Relax.HotelCA.com](http://Relax.HotelCA.com)  
[RelaxHotelCA@mail.com](mailto:RelaxHotelCA@mail.com)

### Theme 3: Katherine's Weekly Routines

My name is Katherine, and I live in Guapiles. I study at the high school during the day, and I do my homework at night. After my homework, I watch TV and read my book before I go to bed. On the weekdays, I spend my free time practicing with the band. I play the drums, guitar and sometimes I sing. I enjoy band practice because not only do I get to practice, I also hang out with my friends. On the weekends, I go to the pool with my sisters because it is very hot in my town. Then at night I often have sleepovers with my friends, and we play board games or watch a DVD. My parents and I always spend time together on Sundays. We cook lunch during the day or sometimes we go out to eat at a restaurant. I like to cook because it's fun to try new foods. My favorite recipe so far is stuffed peppers. If there is a good movie playing at night, we go to the cinema. Before I go to bed, I do my homework or study for my exams. Sunday is my favorite day because I get to spend it with my family.

### Theme 4: What Marta and Dan do with Free Time

Dan: Hey Marta! How are you doing?

Marta: Hi Dan, I'm great. And you?

Dan: I'm doing good, thanks! What do you do on the weekends?

Marta: Normally, I like to go to the park on Saturdays and get a cup of coffee with my friends. I love coffee! What about you?

Dan: Cool! I love to go to the park too. Sometimes I visit other places in Costa Rica because I love to travel.

Marta: That's awesome. I love to travel too! What else do you do in your free time?

Dan: I like to write and read books. I'm very interested in history so I like to research and read about it when I have free time. What else do you like to do?

Marta: Sometimes I like to read, but only if it's a good book! I love to play sports. In the mornings, I always exercise. I play soccer or go for a run. Sometimes I play basketball, but I don't like it as much.

Dan: Yes, exercise is important. I also love to play soccer. I play on the school team, and we practice every day after school. It's a lot of fun.

Marta: That's cool! We have a lot in common! Do you want to play soccer on Sunday in the morning?

Dan: Sure, I'd love too. We can meet at the park at 8:30 in the morning.

Marta: Ok, sounds great. I will see you there!

Dan: See you Sunday!

Level 7 <sup>th</sup>		Unit 3									
		CEF level to be reached: A1.1									
<b>Scenario:</b> Getting Back to Nature											
<b>Enduring Understanding</b>	Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling.										
<b>Essential Question</b>	How can people more closely experience nature when visiting places?										
<b>New Citizenship:</b>											
<b>Dimensions</b>											
1. Ways of thinking (✓)											
2. Ways of living in the world (✓)											
3. Ways of relating with others (✓)											
4. Tools for integrating with the world (✓)											
<b>Assessment and Goals</b>											
<b>Week 1</b>  <b>Assessment:</b> L identifies instructions for games and follows teacher or students' modeling of the activity. <b>L.1.</b> identify instructions for games and follow teacher's or students' modeling of the activity. <b>Assessment:</b> L identifies key	<b>Week 2</b>  <b>Assessment:</b> L recognizes some isolated vocabulary, terms, and main ideas from specific subject areas. <b>L.2.</b> recognize some isolated vocabulary terms and main idea in oral advertisements or conversations.	<b>Week 3</b>  <b>Assessment:</b> L recognizes specific information about natural beauties and wonders. <b>L.3.</b> recognize specific information on natural beauties and wonders. <b>Assessment:</b> L recognizes specific details in texts accompanied by illustrations.	<b>Week 4</b>  <b>Assessment:</b> L talks about tours and plans briefly. <b>SI.1.</b> talk briefly about tours and plans. <b>Assessment:</b> L writes simple descriptions of traveling places and plans. <b>W.2.</b> write simple descriptions on traveling places and	<b>Weeks 5/6</b>  <b>Assessment</b>  Anecdotal reports / rubrics / instruments for self and co-assessment							

<p>words related to nature in texts.</p> <p><b>R.2.</b> identify key words related to nature in texts.</p> <p><b>Assessment:</b> L provides basic information about favorite natural beauties in the country and wonders all over the world.</p> <p><b>SP.1.</b> provide basic information about familiar things (e.g. favorite natural beauties in the country and wonders all over the world).</p>	<p><b>Assessment:</b> L recognizes main ideas in texts.</p> <p><b>R.3.</b> understand main ideas in familiar texts about natural beauties and wonders accompanied by illustrations.</p> <p><b>Assessment:</b> L completes gapped sentences using a word list of familiar words.</p> <p><b>W.1.</b> complete gapped sentences using a word list of familiar words.</p>	<p><b>R.4.</b> understand specific details in texts accompanied by illustrations.</p> <p><b>Assessment:</b> L asks people for information related to places, tours and plans.</p> <p><b>SI.3.</b> ask people for information related to places, tours and plans.</p> <p><b>Assessment:</b> L asks somebody to repeat what he or she said more slowly.</p> <p><b>SI.2.</b> ask somebody to repeat what they said more slowly.</p>	<p>making plans, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, and basic punctuation).</p> <p><b>Assessment:</b> L describes what he/she likes about places and traveling plans.</p> <p><b>SP.2.</b> describe what he/she likes about places and tours.</p>	<p><b>Suggested Integrated Mini project</b></p> <ul style="list-style-type: none"> <li>- Advertisement</li> <li>- Brochure</li> <li>- Board game</li> <li>- Other</li> </ul>
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**Can Do related to Phonology to be inserted as appropriate each week**

**Assessment:** L recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.

R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.

Theme	Theme	Theme	Theme
Natural Wonders in my Backyard	Marvels in Costa Rica	A World of Wonders	Where can I go next?
Function	Function	Function	Function
- Identifying natural elements in my community.	- Giving information about marvels in CR natural beauty.	- Telling about natural world wonders.	- Describing where I can go to enjoy natural beauties.
Discourse Markers	Discourse Markers	Discourse Markers	Discourse Markers
- and, but, because	- and, but, because	- and, but, because	- and, but, because
Grammar & Sentence Frames	Grammar & Sentence Frames	Grammar & Sentence Frames	Grammar & Sentence Frames
<u>There is/are</u> - In my patio/backyard there is a _____ (tree)	<u>There is/are</u> - In my patio/backyard there is a _____ (tree)	<u>Wh-Questions</u> - What are some natural things in your home/country?	<u>Wh-Questions</u> - What are some natural things in your home/country? - What examples of natural

<ul style="list-style-type: none"> <li>- In Costa Rica there are _____ national parks.</li> <li>- In Costa Rica there is a Biological Reserve.</li> </ul>	<ul style="list-style-type: none"> <li>- In Costa Rica there are _____ national parks.</li> <li>- In Costa Rica there is a Biological Reserve.</li> </ul>	<ul style="list-style-type: none"> <li>- What examples of natural beauty are there in _____ (country)?</li> </ul>	<ul style="list-style-type: none"> <li>beauty are there in _____ (country)?</li> </ul>
<p><b>Phonology</b>            Short vowel sounds (-at) in orally stated single-syllable words. (e.g. hat)</p>	<p><b>Phonology</b>            Short vowel sounds (-en) in orally stated single-syllable words. (e.g., pen)</p>	<p><b>Phonology</b>            Short vowel sounds (-ad) in orally stated single-syllable words. (e.g. mad)</p>	<p><b>Phonology</b>            Review short vowel sounds (-at,-en, -ad)</p>
<p><b>Vocabulary</b>  <u>Natural Wonders in My Backyard</u></p> <ul style="list-style-type: none"> <li>- nature, trees, plants, rivers, lakes, mountains, flora, fauna, hot springs, volcanoes, etc.</li> </ul>	<p><b>Vocabulary</b>  <u>Marvels in Costa Rica</u></p> <ul style="list-style-type: none"> <li>- Costa Rica Natural Marvels</li> <li>National Parks, Biological Reserves, caves, beaches, volcanoes, lake, rivers, mountains, cloud/rain/dry forest</li> </ul>	<p><b>Vocabulary</b>  <u>World Natural Wonders</u></p> <ul style="list-style-type: none"> <li>- Mount Everest, Harbor-Rio de Janeiro, Great Barrier Reef, Victoria Falls, Paricutin Volcano</li> <li>Grand Canyon, Aurora Borealis</li> </ul>	<p><b>Vocabulary</b>  <u>Where can I go next?</u></p> <ul style="list-style-type: none"> <li>- places, attractions, activities to do</li> </ul>
<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Appreciating natural wonders</li> </ul> <p><b>Socio-cultural</b></p> <ul style="list-style-type: none"> <li>- Promoting the enjoyment of natural wonders for all.</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Being aware and committed to protecting the environment</li> </ul> <p><b>Sociocultural Idioms</b></p> <ul style="list-style-type: none"> <li>- Getting back to nature</li> <li>- A breath of fresh air</li> <li>- In deep water</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Being aware and committed to protecting the environment</li> </ul> <p><b>Sociocultural Quotes</b></p> <ul style="list-style-type: none"> <li>"Let's save our planet"</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Being aware and committed to protecting the environment</li> </ul> <p><b>Sociocultural Quotes</b></p> <ul style="list-style-type: none"> <li>- Stop and smell the roses.</li> <li>- When it rains, it pours.</li> </ul>

## Didactic Planning Week 1

Level: 7 <sup>th</sup>	Unit: 3						
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Getting Back to Nature	<b>Theme:</b> Natural wonders in my backyard					
<b>Enduring Understanding:</b> Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling. <b>Essential Question:</b> How can people more closely experience nature when visiting places?							
<b>New Citizenship:</b>							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc; text-align: center;">Dimensions</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffff99; text-align: center;">1. Ways of thinking (✓)</td> </tr> <tr> <td style="background-color: #ccffff; text-align: center;">2. Ways of living in the world (✓)</td> </tr> <tr> <td style="background-color: #ffcc99; text-align: center;">3. Ways of relating with others (✓)</td> </tr> <tr> <td style="background-color: #99ff99; text-align: center;">4. Tools for integrating with the world (✓)</td> </tr> </tbody> </table>			Dimensions	1. Ways of thinking (✓)	2. Ways of living in the world (✓)	3. Ways of relating with others (✓)	4. Tools for integrating with the world (✓)
Dimensions							
1. Ways of thinking (✓)							
2. Ways of living in the world (✓)							
3. Ways of relating with others (✓)							
4. Tools for integrating with the world (✓)							
Learn to Know	Learn to Do	Learn to Be and Live in Community					
<b>Grammar &amp; Sentence Frame</b> What are these? There is _____. Is there ____? Yes/No. There are _____. Are there ____? Yes/No. I like my _____.  <b>Phonology</b> /-at/	<b>Function</b> Identifying natural elements in my community (backyard)  <b>Discourse Markers</b> Connecting words: and, but	<b>Psycho-social</b> ✓ Appreciating local natural wonders.  <b>Socio-cultural</b> ✓ Promoting the enjoyment of natural wonders for all.					
<b>Vocabulary</b> backyard, flower, cat, dog, tree, grass, stones, nature, living, non-living things, cat, garbage, trash can, plants, rivers, lakes, mountains, flowers, bugs, rocks,							

flora, fauna			
Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	Didactic Sequence	Time Total: 120 min
Learner...	R.2. identify key words related to nature in texts.	<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing <i>the week goal</i> and class agenda, etc.</p> <p><b>Participating</b>  T calls attention to the adaptation of the Essential Question already written on the board: How can people more closely experience nature when visiting their backyards?</p> <p><b>Engaging</b>  Using a picture of a house and backyard and an example or examples of realia from nature (bug in a jar, stone, leaf, flower, etc.) and miming, T shows what a backyard is, showing a picture of the backyard.</p> <p><b>Introducing</b>  T explains the Can Do goal and asks Ls what they know about the topic by showing pictures or using realia of nature items from different backyards (e.g., grass, tree, flowers, stones). As T introduces new items, he/she asks <i>What is this?</i> and waits to see if Ls activate prior knowledge. If not, T says, <i>This is a _____.</i>  T writes the word “backyard” on the board in the center of a cluster graphic organizer. T asks <i>What is in a backyard?</i> Ls name the words supported by pictures (using prior knowledge) and perform choral repetition. T writes only the responses (waiting to add new vocabulary later) on the board as words coming out of the center.</p>	5 min  5 min  15 min  15 min
R.2. identifies key words related to nature in texts.			

R.1. identifies English language sounds.	R.1. identify English language sounds using knowledge in	<p>In small groups, L elicits more vocabulary about what might be in a backyard using the letters of the word “backyard” as a guide with each word beginning with a letter from that word. For example:</p> <p>B ird A nimal C at K ite Y am A vocado R ose D irt</p> <p>L exchanges products with other groups for peer <i>feedback</i>.</p> <p>Using the words that have now been generated by Ls, the class as a large group classifies things that are living and non-living using a graphic organizer on the board.</p> <table border="1" data-bbox="916 1128 1477 1255"> <tr> <td style="background-color: #d9e1f2;">Living</td> <td style="background-color: #d9e1f2;">Non-living</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p><b>Recognition/Articulation/Production:</b> Teacher reads a text and asks Ls to listen for some of the words on the board as T models telling a story using one of the pictures and pointing out examples of vocabulary in the picture. If needed, after listening to Ls' responses, T reviews words from story which include <i>/at/</i>. Example of story:</p>	Living	Non-living			15 min  20 min
Living	Non-living						

<p>SI.2. asks somebody to repeat what they said more slowly by asking Qs or</p>	<p>phonics, syllabification and word parts.</p>	<ul style="list-style-type: none"> <li>• <i>This is a picture of my backyard. I like my backyard because there are flowers and trees. There is a little cat in my backyard. Her name is Emma. She is a funny cat and likes to run when she sees a rat.</i></li> </ul> <p>Ls say aloud words from the board that they heard in the story. They repeat new vocabulary as teacher pronounces and shows the object in the picture. Teacher reads the story again without the picture as Ls listen for the second time. T then asks: <i>Is there a ___ in my backyard? Yes/no... What other things are there in my backyard?</i> Ls observe pictures of different backyards and practice question and sentence frames supported by card rings (<a href="http://www.theteachertoolkit.com/index.php/tool/student-response-cards">http://www.theteachertoolkit.com/index.php/tool/student-response-cards</a>).</p> <ul style="list-style-type: none"> <li>• Is there a _____ in my backyard?</li> <li>• Are there _____ in your backyard?</li> <li>• There is _____ in my backyard.</li> <li>• There are _____ and _____ in my backyard.</li> <li>• _____ is in my backyard but it is not natural.</li> </ul> <p>(T monitors, encourage Ls to use classroom language to ask for support: How do you say ___? Can you repeat the word “cat”, slowly, please?)</p> <ul style="list-style-type: none"> <li>✓ Choral speech: L repeats all the words and the sound /a/ in “cat”, “rat” and “bat”, after the teacher.</li> <li>✓ Option: Use one of the short texts or dialogues found at the conclusion of these weekly plans, following suggestions for Pre-, Task, and Post-Listening activities.</li> </ul> <p><b>Planning</b>    L draws his/her backyard.</p> <p><b>Organizing /Rehearsing</b>    L prepares to say There is/are _____ in my backyard.</p>	<p>25 min</p> <p>20 min</p>
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<p>repeating to confirm learning.</p> <p>L.1. identifies instructions for games and follow teacher's or students' modeling of the activity by interacting when playing a game.</p>	<p>L.1. identify instructions for games and follow teacher's or students' modeling of the activity.</p>	<p><b>Interacting</b>  T gives a set of instructions to play a game. Ls form a circle and play the game <i>Backyard Ball</i>. T models the game by first saying: <i>There is a ___ in my backyard. (Name of L) what is in your backyard?</i> And then T throws the ball to the named L. L catches the ball, names another L, states <i>There is a ___ in my backyard. (Name of L) what is in your backyard?</i>  Ls continue playing the game using the grammar structures and the vocabulary.  T puts different forms of realia/photos of different backyards, in a bag. A ball is tossed to a Learner. The L who gets the ball draws an item from the bag and says <i>This is a _____. I do/do not have a _____ in my backyard.</i> The L then tosses the ball to another L.    <b>Exit-ticket assessment</b> as learners leave the classroom, they respond to T asking <i>What is in your backyard?</i> with <i>There is/are _____ in my backyard.</i></p>	
Options	<b>Integrated Mini-Project</b>		Time
<ul style="list-style-type: none"> <li>- Advertisement of traveling to beautiful places</li> <li>- Brochure</li> <li>- Design board games</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>		Adjust previous times listed above to allow 5 min each week.  Group presentations can be week 5 or 6.
<b>Reflective Teaching</b>			
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?

#### **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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning Week 2

Level: 7 <sup>th</sup>	Unit: 3						
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Getting Back to Nature	<b>Theme:</b> Marvels in Costa Rica					
<b>Enduring Understanding:</b> Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling. <b>Essential Question:</b> How can people more closely experience nature when visiting places?							
<b>New Citizenship:</b>							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f2f2f2; text-align: center; padding: 5px;">Dimensions</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffffcc; text-align: center; padding: 5px;">1. Ways of thinking (✓)</td></tr> <tr> <td style="background-color: #e0e0ff; text-align: center; padding: 5px;">2. Ways of living in the world (✓)</td></tr> <tr> <td style="background-color: #ffcccc; text-align: center; padding: 5px;">3. Ways of relating with others (✓)</td></tr> <tr> <td style="background-color: #ccffcc; text-align: center; padding: 5px;">4. Tools for integrating with the world (✓)</td></tr> </tbody> </table>			Dimensions	1. Ways of thinking (✓)	2. Ways of living in the world (✓)	3. Ways of relating with others (✓)	4. Tools for integrating with the world (✓)
Dimensions							
1. Ways of thinking (✓)							
2. Ways of living in the world (✓)							
3. Ways of relating with others (✓)							
4. Tools for integrating with the world (✓)							
<b>Learn to Know</b> <p><b>Grammar &amp; Sentence Frame</b>        In Costa Rica there are _____ (rainforests, volcanoes).        In Costa Rica there is a _____ (biological reserve, national park on a beach)</p> <p><b>Vocabulary</b>        national parks, biological reserves, caves, beaches, volcanoes, lake, rivers, mountains cloud/rain/dry forest</p> <p><b>Phonology</b>        Short vowel sounds: /-en/ in orally stated single-</p>	<b>Learn to Do</b> <p><b>Function</b>        Giving information about marvels in Costa Rican natural beauty</p> <p><b>Discourse Markers</b>        Connecting words: and, because</p>	<b>Learn to Be and Live in Community</b> <p><b>Psycho-social</b>        – Being aware and committed to protecting the environment</p> <p><b>Sociocultural Idioms</b>        – Getting back to nature        – A breath of fresh air        – When it rains, it pours.</p>					

syllable words (e.g., pen)			
<b>Assessment Strategies &amp; indicators of learning*</b> <small>(Diagnostic, formative, summative)</small>	<b>Learner can</b>	<b>Didactic Sequence Mediation</b>	<b>Time</b> Total: 120 min (3 lessons)
Learner...		<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Engaging</b>  Using the website <a href="http://www.savetheamericans.org/regions">http://www.savetheamericans.org/regions</a>, click on the Nature Habitat link and interactive map to show videos of the natural beauty of Costa Rica beginning with the one closest to you. Activate prior knowledge by asking Ls to list colors they see, places, and activities and begin to fill in an Alpha Box (graphic organizer).  If Internet or videos are not an option, print and cut out some of the photos and comments about Costa Rica found here <a href="http://www.savetheamericans.org/success_stories">http://www.savetheamericans.org/success_stories</a> and post in the room so that Ls can do a gallery walk. Distribute Alpha Boxes (graphic organizer) and ask Ls to write words in boxes that help define the Marvels of Costa Rica. (Marvel = a wonderful or astonishing person or thing).</p> <p><b>Introducing</b>  Review partially completed Alpha Boxes from Warm Up and add additional vocabulary and illustrating the vocabulary with photos and maps from the <a href="http://www.savetheamericans.org">www.savetheamericans.org</a> website and miming.</p> <p><b>Pre-listening</b></p>	5 min  15 min  20 min
L.2. recognizes some isolated	L.2. recognize some isolated	As Ls learn the name of the song and see the first image (a sloth) of the video (Song of the Animals from <a href="http://www.savetheamericans.org">www.savetheamericans.org</a> ), show the following image from the website and ask:	

vocabulary terms, and main ideas from specific subject areas	vocabulary terms and main idea in oral advertisements or conversations.	<p><i>What are the animals saying Americans need?</i></p>  <p>Option: Use one of the short texts or dialogues found at the conclusion of these Weekly Plans, following suggestions for Pre-, During, and Post-Listening activities.</p> <p><b>Listening for the first time</b>  Distribute T charts or draw one on the board. The headings should be: <i>City Jungle</i> (when a city feels like a jungle because of dangers and stress) and <i>Costa Rica</i>. Ls watch and listen for terms that should be placed under each heading.</p> <p><b>Pair/Group Feedback</b>  Ls share with partner or group what they found for T chart.</p> <p><b>Listening for the second time</b>  As Ls listen for the second time and images of Costa Rican marvels appear, say the word loudly (volcano, sloths, jungles, waterfall, etc.) At the conclusion of the video, complete the T chart together.</p>	25 min
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<p>R.1. identifies English language sounds</p>	<p>R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p><b>Pair/Group Feedback</b>  In pairs, ask Ls to identify more marvels of Costa Rica that were not included. In the large group, add words to the vocabulary list.</p> <p><b>Post-listening</b></p> <ul style="list-style-type: none"> <li>✓ <b>Recognition/Articulation/Production:</b> Distribute copies of or display the words from the song:  <i>Your workday never ends</i>  <i>You need restoring</i>  <i>So let's go exploring</i>  <i>To a waterfall with all of your friends.</i></li> <li>✓ Ask Ls to identify the -en sound and then repeat the words ends/friends after T models. Next allow pairs to repeat the lyrics after modeling and to each other.</li> <li>✓ Use the print outs of the Success Stories from the Warm Up or print one of the suggested itineraries from <a href="http://www.savetheamericans.org/save_yourself">http://www.savetheamericans.org/save_yourself</a>. Ls in pairs determine main ideas and then share with a second pair of Ls. That group of 4 shares with another group of 4 and so on until the group is now a large group who has repeated the main ideas and natural beauties and wonders several times. Ls complete the gapped sentence Come to Costa Rica because there is/are _____, (Using vocabulary list they have been building throughout the class time.)</li> </ul> <p><b>Pre-reading:</b>  T shows the video without sound and points out the humans that are under stress.</p> <p><b>Reading for the first time:</b>  T writes on board or distributes the idioms. Students read them individually.</p>	<p>10 min</p> <p>45 min</p>
<p>R.3. recognizes main ideas in texts</p>	<p>R.3. understand main ideas in familiar texts about natural beauties and</p>		

<p>W.1. completing gapped sentences by seeing a demonstration.</p> <p>W.1. complete gapped sentences using a word list of familiar words.</p>	<p><b>Pair/Group feedback:</b>  In pairs, learners compare their ideas about idioms meaning, and then share with the whole group.</p> <p><b>Reading for the second time:</b>  T then illustrates the meaning of the idioms in the following ways and asks pairs to respond to questions in pairs.</p> <ul style="list-style-type: none"> <li>○ <i>When it rains, it pours.</i> – photo of a flooded street. Ask, is rain good? Is too much rain good? Do you think this phrase is about something good or bad happening?</li> <li>○ <i>Getting back to nature</i> – photo of person taking a hike or simply use the video and show the difference between the person sad in the office and the sloth happy in the tree. Ask, is work good? Is too much work good? Do you think this phrase is about something good or bad happening?</li> <li>○ <i>A breath of fresh air</i> – photo of person doing yoga or smiling outside on a walk. Ask, is breathing polluted air every day good? Is fresh air good? Do you think this phrase is about something good or bad?</li> </ul> <p><b>Post-Reading</b>  Ask pairs to use one or more of the phrases to write advice for the people in the video. (Example: Come to Costa Rica because _____ is what you need.)</p>	
<p><b>Options</b></p> <ul style="list-style-type: none"> <li>– Advertisement of traveling to beautiful places</li> <li>– Brochure</li> <li>– Design board games</li> </ul>	<p><b>Integrated Mini-Project</b></p> <p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP —oral &amp; written</b> (week 5)</p>	<p><b>Time</b></p> <p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

**Responding and sharing (week 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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning Week 3

<b>Level:</b> 7 <sup>th</sup>	<b>Unit:</b> 3						
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Getting Back to Nature	<b>Theme:</b> A world of wonders					
<b>Enduring Understanding:</b> Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling. <b>Essential Question:</b> How can people more closely experience nature when visiting places?							
<b>New Citizenship:</b>							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #f2f2f2;">Dimensions</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffd700; text-align: center;">1. Ways of thinking (✓)</td> </tr> <tr> <td style="background-color: #d1eaf1; text-align: center;">2. Ways of living in the world (✓)</td> </tr> <tr> <td style="background-color: #ffcc99; text-align: center;">3. Ways of relating with others (✓)</td> </tr> <tr> <td style="background-color: #90ee90; text-align: center;">4. Tools for integrating with the world (✓)</td> </tr> </tbody> </table>			Dimensions	1. Ways of thinking (✓)	2. Ways of living in the world (✓)	3. Ways of relating with others (✓)	4. Tools for integrating with the world (✓)
Dimensions							
1. Ways of thinking (✓)							
2. Ways of living in the world (✓)							
3. Ways of relating with others (✓)							
4. Tools for integrating with the world (✓)							
Learn to Know	Learn to Do	Learn to Be and Live in Community					
<p><b>Grammar &amp; Sentence Frame</b></p> <u>Wh-Questions</u> <p>What are some natural things in your home/country?      What examples of natural beauty are there in _____ (country)?      Where is a natural wonder in the world?      What is _____(name of natural wonder)_____?      Why is it a wonder?</p>	<p><b>Function</b></p> <p>Telling about natural world wonders</p> <p><b>Discourse Markers</b></p> <p>Connecting words: and, because</p>	<p><b>Psychosocial</b></p> <p>✓ Being aware and committed to protecting the environment</p> <p><b>Sociocultural</b></p> <p>✓ Stop and smell the roses.</p>					

<p><b>Vocabulary</b>            Mount Everest, Harbor-Rio de Janeiro, Great Barrier Reef, Victoria Falls, Paricutin Volcano Grand Canyon, Aurora Borealis</p> <p>From 7 Wonders of Nature: Amazon Rainforest, Ha Long Bay, Iguazu Falls, Jeju Island, Komodo dragon, Underground River, Table Mountain</p> <p><b>Phonology</b>            Short vowel sounds (-ad) in orally stated single-syllable words. (e.g., mad)</p>		
<b>Assessment Strategies &amp; indicators of learning*</b> (Diagnostic, formative, summative)	<p><b>Learner can</b></p> <p style="text-align: center;"><b>Didactic Sequence Mediation</b></p> <p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Engaging</b>            Learners listen to the song “What a Wonderful World” and watch the video (<a href="https://www.youtube.com/watch?v=m5TwT69i1IU">https://www.youtube.com/watch?v=m5TwT69i1IU</a>). Each L has a word from the song printed on a paper or card. When they hear or see their word, Ls hold up their sign. Words for signs: trees, roses, world, skies, clouds, day, night, rainbow, hands, friends, baby, red, green, blue, white</p> <p><b>Introducing</b>            T models asking: <i>What are some natural things in Costa Rica?</i> Pairs practice asking and answering.</p>	<b>Time</b> Total: 120 min (3 lessons)

L.3. recognizes specific information about natural beauties and wonders	L.3. recognize specific information on natural beauties and wonders.	<p>Option: Using Essential Question as an introduction, Ts explain that Ls will go outside and complete the Sense-O-Gram to record things they can see, hear, smell, taste, and touch in nature. If Ls do not know the word in English they can write it in Spanish or draw it and in the review done by the large group all words will be written on board.</p> <table border="1"> <tbody> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> <tr><td></td></tr> </tbody> </table> <p><b>Pre-listening</b>  Ls refer to the Essential Question: How can people more closely experience nature when visiting places?</p> <p><b>Listening for the first item</b>  T or L introduces names of places to visit using photos and written names of places listed in Vocabulary and/or places identified as one of the New 7 Wonders of Nature (<a href="http://world.new7wonders.com/new7wonders-of-nature/the-new7wonders-of-nature/">http://world.new7wonders.com/new7wonders-of-nature/the-new7wonders-of-nature/</a>). T or L serves as tour guide to name the places and show pictures as part of Gallery Walk.</p> <p><b>Pair/Group feedback</b>  Learners talk about the wonder they like the most. They help each other to express a brief idea,</p>						10 min

R.4. recognizes specific details in texts accompanied by illustrations	R.4. understand specific details in texts accompanied by illustrations.	<p>and then they share with the whole group.</p> <p><b>Listening for the second time</b>  Learners listen to the teacher again, but this time, as they listen, they take notes about each wonder. Ss check their notes in pairs and then share them with the group.</p> <p><b>Post-listening</b>  Students write a short description about the two wonders they like the most. Then, they share their descriptions three times with different classmates.</p> <p><b>Pre-reading</b>  Using photos, names of locations and one or two sentence descriptions found online and/or at <a href="http://world.new7wonders.com/new7wonders-of-nature/the-new7wonders-of-nature/">http://world.new7wonders.com/new7wonders-of-nature/the-new7wonders-of-nature/</a></p> <p><b>Reading for the first time</b>  Ls read for the first time and underline words they know and words they think may have the –ad sound.</p> <p><b>Pair/Group feedback</b>  Pair/Groups share words and complete a matching activity that has the names of the places on one side and what they are on the other: rainforest/jungle, river, waterfall, mountain, canyon, reef, volcano, bay, island, animal. As a group, responses are checked and any unknown words are identified and explained using the pictures.</p> <p>T asks: <i>What examples of natural beauty are there in _____ (country featured in photos)?</i>  Ls respond with <i>There is/are _____ in (country)</i>. Optional student engagement activity: throw ball (one that looks like globe) to Ls who catch and then respond to question.</p> <p><b>Reading for the second time</b>  Ls (in pairs) complete a chart with the headings: <i>What, Where, Why is it a Wonder?</i> The Why column is for including one thing that makes the place special, i.e., wonderful. T walks around the room to assess and provide direction if needed.</p>	10 min  15 min  10 min  15 min  15 min  15 min
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SI.3. asks people for information related to places, tours and plans  SI.2. asks somebody to repeat what he or she said more slowly	SI.3. ask people for information related to places, tours and plans.  SI.2.ask somebody to repeat what he or she said more slowly	<p>One set of pairs forms a group of four with another pair and they interview each other using the following sentence frames:</p> <ul style="list-style-type: none"> <li>▪ Where is a natural wonder in the world? _____ is a natural wonder.</li> <li>▪ What is _____(name of natural wonder)_____? (Name of natural wonder) is a _____(river, mountain, jungle, etc.____)?</li> <li>▪ Why is it a wonder? (Name of natural wonder) is a natural wonder because _____.</li> </ul> <p>Ls return to large group. They say aloud words that contain the -ad sound that they found in the readings. T models activity and then calls pairs to the board where a map of the world is displayed (use paper map or project from the website). One L in the pair receives the name of a natural wonder of the world and asks the question: <i>Where is _____ on the map?</i> The other responds _____ is in (country). Let's find it on the map. The two then find the country and say: <i>(Name of wonder) is here on the map.</i></p> <p>T introduces the quote "<i>Stop and smell the roses</i>" and asks if any L knows its meaning. If not, T mimes the literal translation, using a real rose if possible. T then asks Ls to smell the rose but stays in front of the room and indicates they must smell it from where they are. T then asks if "<i>stopping to smell the roses</i>" is easy from far away. T then leads Ls to go to the rose and smell. T asks, <i>do you want to experience the wonders of the world? Where do you want to go to stop and smell the roses?</i> (T indicates with motions that Ls are to choose from one of the wonders they discussed in this lesson.) Ls respond with, <i>"I want to stop and smell the roses at (name of wonder)."</i></p> <p><b>Recognition/Articulation/Production:</b> T reads aloud sentences on the board and Ls repeat. <i>The boy is mad. His dad is sad. They feel bad. The family is glad. What a vacation they had!</i></p> <p>Ls look for words containing the -ad sound as they read the assigned text (see next task).</p> <p>Ls underline the sentences containing the -ad sound</p>	5 min	10 min
R.1. identifies English language sounds using knowledge in phonics,	R.1. identify English language sounds using knowledge in			

syllabification and word parts	phonics, syllabification and word parts.	<p><b>Exit ticket:</b> As Ls leave the room, they can then say “I want to stop and smell the roses at (name of wonder) because at (name of wonder) there is/are _____.”</p>			
Options	<b>Integrated Mini-Project</b>		Time		
<ul style="list-style-type: none"> <li>– Advertisement of traveling to beautiful places</li> <li>– Brochure</li> <li>– Design board games</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>		Adjust previous times listed above to allow 5 min each week.  Group presentations can be week 5 or 6.		
<b>Reflective Teaching</b>					
What worked well	What didn't work well		How to improve		
<b>Enduring Understanding Reflection</b>					
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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning Week 4

Level: 7 <sup>th</sup>	Unit: 3	
Domain: Socio-Interpersonal and Transactional	Scenario: Getting Back to Nature	Theme: Where can I go next?
<b>Enduring Understanding:</b> Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling. <b>Essential Question:</b> How can people more closely experience nature when visiting places?		
<b>New Citizenship:</b>		
<b>Dimensions</b> 1. Ways of thinking (✓) 2. Ways of living in the world (✓) 3. Ways of relating with others (✓) 4. Tools for integrating with the world (✓)		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frame</b> <u>Wh-Questions</u> What are some natural things in your home/country? What examples of natural beauty are there in _____ (country)? Where can I go next?  I can go to _____ and _____. I can go to _____ because _____. I can go to _____ but _____.	<b>Function</b> Describing where I can go to enjoy natural beauties.  <b>Discourse Markers</b> Connecting words: and, but, because	<b>Psychosocial</b> Being aware and committed to protecting the environment  <b>Sociocultural</b> Let's save our planet.  The environment is where we all meet; where all have a mutual interest; it is the one thing all of us share. ~Lady Bird Johnson

<b>Vocabulary</b> <i>places, attractions, activities to do</i>  traveling, zoo, animals, ocean, beach, river, fishing, soccer field, playing, mountain, hiking, rainforest, zip-lining			
<b>Phonology</b> Review short vowel sounds (-at, -en, -ad)			
Assessment Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	<b>Didactic Sequence Mediation</b>	Time Total: 120 min (3 lessons)
Learner...		<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Engaging</b>            T says aloud “let your heart decide” and explains that it refers to making a choice. Ls listen to “A Whole New World” from Aladdin (<a href="https://www.youtube.com/watch?v=kI4hJ4j48s">https://www.youtube.com/watch?v=kI4hJ4j48s</a>) and stand and then sit down when they hear that phrase and each time they hear the word “world.”</p> <p>A map of Costa Rica is placed on one wall. A map of the world is placed on the other wall with Costa Rica covered. As T reads aloud the name of a place, Ls move to the map that includes that place. Selected Ls then say: _____ is in Costa Rica. Or _____ is another country. A variation would be to say Tamarindo or Mount Everest and Ls choose which of the two places they would like to go next and move to the appropriate map. (Using vocabulary from previous lessons.)</p>	5 min
SI.1. talks briefly	SI.1. talk briefly	T models asking the following questions (adapted from last lesson) and pairs repeat and respond:	15 min

about tours and plans	about tours and plans.	<ul style="list-style-type: none"> <li>✓ What are some natural things in Costa Rica that you want to see? (I want to see _____)</li> <li>✓ What examples of natural beauty in the world that you want to see? (I want to see _____)</li> </ul> <p>✓ <b>Recognition/Articulation/Production:</b> Write the following rhyme on the board and introduce new words by acting them out or drawing quick line drawings:</p> <p><i>I do not know where you are at  If you are happy right here or want to change that  But one thing I know and must say as a friend  Is that you have a choice and in the end  If where you are makes you lonely or sad  Make plans to go or you'll wish you had.</i></p> <p>Ls repeat the rhyme. Can also add motions such as:  Shaking head no  Smiling, pointing to floor for “here”, rolling hand over hand and then up in air for “change”  Holding up one finger, making hand “talk” like a puppet  Pointing to other person, showing left hand and then right  Sad face  Holding up palm like a piece of paper and making a check mark with finger on other hand</p>	10 min
R.1. identifies English language sounds by repeating short vowel sounds -at, -en, -ad in orally stated single-syllable words	R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.		20 min
W.2. writes simple descriptions of traveling places and plans	W.2. write simple descriptions on traveling places and making plans, checking written	<p><b>Pre-writing</b>  T writes on board: <i>Where can I go next?</i></p> <p><b>Drafting/Revising</b>  In pairs, Ls use the correct word – and, but, because -- for the sentences like these using connecting words:</p> <ul style="list-style-type: none"> <li>▪ <i>I can get back to nature in my backyard _____ never leave Costa Rica. (and)</i></li> </ul>	

<p>sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, and basic punctuation).</p> <p>SP.2. describes what he/she likes about places and traveling plans.</p>	<ul style="list-style-type: none"> <li>▪ <i>I get back to nature _____ I feel better when I do. (because)</i></li> <li>▪ <i>I want to get back to nature _____ I do not know where to go. (but)</i></li> </ul> <p>Still in pairs, Ls write responses to the questions:</p> <ul style="list-style-type: none"> <li>▪ Where can you go next? I can go to ____ and _____. </li> <li>▪ Why do you want to go? I want to go to ____ because _____. </li> <li>▪ When can you go? I can go to ____ but _____. (not until I finish school, not until I have money)</li> </ul> <p><b>Editing</b>          Pairs check each others' work.</p> <p><b>Planning</b>          Ls clarify the meaning of <b>Find, Near, and Search</b> and then find a hotel near places they want to go using <a href="http://www.tripadvisor.com">www.tripadvisor.com</a>.</p> <p><b>Organizing</b>          Ls organize their written work and findings about hotel as a presentation.</p> <p><b>Rehearsing</b>          Practice with a partner</p> <p><b>Using</b>          Presentations are made.</p> <p><b>Post-listening</b>          T reads Essential Question: How can people more closely experience nature when visiting places? Then writes or references already printed quote:</p> <p style="padding-left: 40px;"><i>The environment is where we all meet; where all have a mutual interest; it is the one thing all of us share. ~Lady Bird Johnson</i></p>	<p>50 min</p>
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	<ul style="list-style-type: none"> <li>✓ T explains any unknown words and then asks Ls to practice saying the quote in pairs.</li> <li>✓ An L then reads aloud a second quote after which Ls repeat: <i>Let's save our planet.</i></li> <li>✓ All Ls then work in pairs to say aloud: <i>Let's save our planet BECAUSE the environment is the one thing all of us share.</i></li> </ul>	20 min
Options	<b>Integrated Mini-Project</b>	Time
<ul style="list-style-type: none"> <li>– Advertisement of traveling to beautiful places</li> <li>– Brochure</li> <li>– Design board games</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
<b>Reflective Teaching</b>		
What worked well	What didn't work well	How to improve
<b>Enduring Understanding Reflection</b>		
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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

**Didactic Planning**  
**Weeks 5 and 6**  
**Review and Integrated Mini-Project**

**Level: 7<sup>th</sup>**

**Unit: 3 Getting Back to Nature**

**Enduring Understanding:** Costa Rican natural beauty can be enjoyed by experiencing its wonders when traveling.

**Essential Question:** How can people more closely experience nature when visiting places?

**New Citizenship:**

**Dimensions**

**1. Ways of thinking (✓)**

**2. Ways of living in the world (✓)**

**3. Ways of relating with others (✓)**

**4. Tools for integrating with the world (✓)**

<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>
<b>Grammar &amp; Sentence Frame</b> <input type="checkbox"/> Did Ls use all sentence frames?	<b>Function</b> <input type="checkbox"/> Did Ls use all functions?	<b>Psychosocial</b> <input type="checkbox"/> Did Ls show evidence of ...? <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders
<b>Vocabulary</b> <input type="checkbox"/> Did Ls say aloud and write all vocabulary?	<b>Discourse Markers</b> <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	<b>Sociocultural</b> <input type="checkbox"/> Did Ls practice idioms and quotes?
<b>Phonology</b> <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?		

Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	<b>Didactic Sequence Mediation</b>	Time Total: 120 min (3 lessons)
<input type="checkbox"/> Did Ls achieve all learning outcomes?	<input type="checkbox"/> Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	All of week 5 or 6
Options		<b>Integrated Mini-Project</b>  By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:  <b>Responding and sharing:</b> Participating in individual and peer assessment of mini-project.  Teachers monitor .... <input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project? <input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements? <input type="checkbox"/> Did Ls put into practice the focus of Learning to Be and Live in Community? <input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question?	Time

Level 7 <sup>th</sup>		Unit 4									
		CEF level to be reached: A1.1									
<b>Scenario:</b> Checking things off a shopping list!											
<b>Enduring Understanding</b>	Effective shopping is wiser when planned according to budget.										
<b>Essential Question</b>	How can we shop more wisely?										
<b>New Citizenship:</b>											
<b>Dimensions</b>  1. Ways of thinking (✓ )  2. Ways of living in the world (✓ )  3. Ways of relating with others (✓ )  4. Tools for integrating with the world (✓ )											
<b>Assessment and Goals</b>											
<b>Week 1</b>  <b>Assessment:</b> L identifies specific information when communicated directly, providing something that is already known about the subject, and when the speech is accompanied. L.1. extract specific information when communicated to directly,	<b>Week 2</b>  <b>Assessment:</b> L recognizes what is being said about shopping for groceries and clothing. L.2. understand what is being said about shopping for groceries and clothing.  <b>Assessment:</b> L recognizes previously encountered parts of	<b>Week 3</b>  <b>Assessment:</b> L recognizes most of a story when read slowly and accompanied by pictures. L.3. understand most of a story when read slowly and accompanied by pictures  <b>Assessment:</b> L gives basic information about shopping preferences and prices.	<b>Week 4</b>  <b>Assessment:</b> L buys things in shops by pointing or other gestures to support what he/she says. SI.3. buy things in shops by pointing or other gestures that can support what he/she says.  <b>Assessment:</b> L asks somebody to speak more slowly when needed. SI.2. ask somebody to speak more	<b>Week 5/6</b>  <b>Assessment</b>  Anecdotal reports / rubrics / instruments for self and co-assessment							

<p>provided something is already known about the subject, and when the speech is accompanied by pictures or drawings.</p> <p><b>Assessment:</b> L. identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures.  <b>R.2.</b> identify vocabulary related to the topic and use it to understand very simple sentences</p> <p><b>Assessment:</b> L writes simple descriptions of shopping lists and budget charts (e.g., I need some milk).</p> <p>W.1. write simple descriptions of shopping lists and budget charts (e.g., I need some milk.)</p>	<p>words, prefixes, and suffixes.  R.3. recognize previously encountered parts of words, prefixes, and suffixes.</p> <p><b>Assessment:</b> L distinguishes information on posters, adverts, catalogues and everyday signs and short texts.  R.4.understand information related to groceries and clothing in posters, ads, catalogues and everyday signs and short texts.</p> <p><b>Assessment:</b> L asks and tells his/her desires about shopping prices, size and where to get things.</p> <p>SI.1. ask and tell others his/her desires about shopping prices, size and where to get things.</p>	<p>SP.1. give basic information about shopping preferences and prices (e.g. favorite clothing, favorite shops).</p> <p><b>Assessment:</b> L describes shopping items using simple words and sentence frames. (for example their size, color, material, price)</p> <p>SP.2. describe shopping items using simple words and sentence frames (e.g. their size, color, material, price).</p>	<p>slowly when needed.</p> <p><b>Assessment:</b> L uses simple numbers in everyday conversations. (e.g. prices)  SI.4. use simple numbers in everyday conversations for example prices.</p> <p><b>Assessment:</b> L writes short, simple texts about shopping at grocery stores, clothing stores and supermarkets  W.2. write short, simple texts about shopping at grocery stores, clothing stores and supermarkets, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).</p>	<p><b>Suggested Integrated Mini project</b></p> <ul style="list-style-type: none"> <li>- Create a game day and share with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and "Everybody who")</li> <li>- Simulated field trip to the supermarket, farmers market or a clothing store.</li> <li>- Creating a grocery store print ad and TV or radio commercial.</li> </ul>
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**Can Do related to Phonology to be inserted as appropriate each week**

**Assessment:** L recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.

R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.

Theme My Family's Grocery List	Theme Going Shopping	Theme Does This Fit Me?	Theme How Much Does It Cost?
Function	Function	Function	Function
- Listing products needed at home	- Identifying products at a grocery and clothing stores	- Describing products needed	- Buying groceries/ clothing wisely
<b>Discourse Markers</b> Connecting words: and, but, because			

<b>Grammar &amp; Sentence Frames</b>  <u>Simple present tense</u> <ul style="list-style-type: none"> <li>- I need to buy ___. Do you have any ___, I'm looking for a bank.</li> </ul> <u>Countable and Uncountable Nouns</u> <ul style="list-style-type: none"> <li>- She has eight oranges in her fridge.</li> <li>- How much money do you have?</li> </ul>	<b>Grammar &amp; Sentence Frames</b>  <u>WH and other questions</u> <ul style="list-style-type: none"> <li>- Where can I buy the vegetables?</li> </ul> <u>Modals</u> <ul style="list-style-type: none"> <li>- Can you do a price check for me?</li> </ul> <u>Countable and Uncountable Nouns</u> <ul style="list-style-type: none"> <li>- She has eight oranges in her fridge.</li> <li>- How much money do you have?</li> </ul>	<b>Grammar &amp; Sentence Frames</b>  <u>WH and other questions</u> <ul style="list-style-type: none"> <li>- Where can I buy the vegetables?</li> </ul> <u>Countable and Uncountable Nouns</u> <ul style="list-style-type: none"> <li>- She has eight oranges in her fridge.</li> <li>- How much money do you have?</li> </ul>	<b>Grammar &amp; Sentence Frames</b>  <u>Past tense</u> <ul style="list-style-type: none"> <li>- After the meal, we went to a club.</li> <li>- It was very expensive.</li> <li>- Where did you buy this watch?</li> </ul> <u>Countable and Uncountable Nouns</u> <ul style="list-style-type: none"> <li>- She has eight oranges in her fridge.</li> <li>- How much money do you have?</li> </ul>	
<b>Phonology</b>  Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)	<b>Phonology</b>  Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)	<b>Phonology</b>  Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)	<b>Phonology</b>  Review	
<b>Vocabulary</b>  <u>My Family's Grocery List</u> Fruit, meat, fish, milk, oil, rice, beans, dog food, vegetables	<b>Vocabulary</b>  <u>Going Shopping</u> Grocery store sectors: bakery, pet supplies, fresh food, frozen food, canned goods, cosmetics, household goods, cashier, express lane	<b>Vocabulary</b>  <u>Does This Fit Me?</u> Clothes: shirt, blouse, pants, skirt, dress, shorts, sweater, overall, uniform, jacket, blazer, suit, tuxedo, evening gown, pajamas, ring, earrings, necklace, chain, pin, watch, tie, belt.  Sizes: extra small, small, medium, large and extra-large.  Colors: blue, green, orange, red,	<b>Vocabulary</b>  <u>How Much Does It Cost?</u> "I'm sorry, I don't have any small change." "Do you have change for this?" "May I have the receipt, please?" "Can I pay by credit card / in cash?" "Is this on sale?" Budget: income, debts, utility bill (electricity, phone, cable,), savings	

		<p>pink, purple, brown, black, white.</p> <p>Materials: leather, silk, cotton.</p> <p>Adjectives: good, bad, expensive, cheap, big, small, beautiful, reasonable.</p>	
<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Making informed decisions</li> </ul> <p><b>Idioms</b></p> <ul style="list-style-type: none"> <li>- A penny saved is a penny earned.</li> <li>- Saving for a rainy day.</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Being flexible and open to changes.</li> </ul> <p><b>Social Language</b></p> <ul style="list-style-type: none"> <li>- Running errands</li> <li>- Shop around</li> <li>- Shoplifting</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>- Communicating with the person respectfully.</li> </ul>	<p><b>Proverbs / Quotes</b></p> <ul style="list-style-type: none"> <li>- Every shop has its trick. -- Italian proverb</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>- Asking for bargains to save money</li> </ul>

## Didactic Planning Week 1

<b>Level:</b> 7 <sup>th</sup>	<b>Unit:</b> 4	
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Checking things off a shopping list!	<b>Theme:</b> My family's grocery list
<b>Enduring Understanding:</b> Effective shopping is wiser when planned according to budget. <b>Essential Question:</b> How can we shop more wisely?		
<b>New Citizenship:</b>		
<b>Dimensions</b>  <b>1. Ways of thinking (✓ )</b>  <b>2. Ways of living in the world (✓ )</b>  <b>3. Ways of relating with others (✓ )</b>  <b>4. Tools for integrating with the world ( ✓ )</b>		
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>
<b>Grammar &amp; Sentence Frame</b> Simple present tense – I need to buy ___, Do you have any __? – I'm looking for a bank.  Countable and Uncountable Nouns – She has eight oranges in her fridge. – How much money do you have?	<b>Function</b> – Listing products needed at home  <b>Discourse Markers</b> Connecting words: and, but, because	<b>Psycho-social</b> – Making informed decisions  <b>Idioms</b> – A penny saved is a penny earned. – Saving for a rainy day.

<p><b>Vocabulary</b>        My Family's Grocery List        Fruit, meat, fish, milk, oil, rice, beans, dog food, vegetables</p> <p><b>Phonology</b>        Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)</p>			
Assessment Strategies & indicators of learning* <small>(Diagnostic, formative, summative)</small>	Learner can	<b>Didactic Sequence Mediation</b>	Time Total: 120 min <small>(3 lessons)</small>
Learner...		<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating: Warm-up</b>        As learners enter they respond to a question they pull from a shopping bag. Questions should elicit previous learning. Examples:</p> <ul style="list-style-type: none"> <li>What is your mother's favorite food?</li> <li>What is your father's favorite food?</li> <li>What is your sister's/brother's favorite color?</li> <li>How many people eat food in your house?</li> </ul> <p><b>Engaging: Activation of prior knowledge</b>        After the questions activity, learners get in groups and design a week's menu for the following people: a week's menu for your grandmother, for your sister who is attending preschool, for your mother who has diabetes. Remember to plan a balance menu for each member of the family with the following budget 50,000 colones.</p>	5 min  15 min  15 min

<p>L.1. identifies specific information when communicated directly, providing something that is already known about the subject, and when the speech is accompanied.</p>	<p>L.1. extract specific information when communicated directly, provided something is already known about the subject, and when the speech is accompanied by pictures or drawings.</p>	<p><b>Introducing :</b> By using different pictures from food storage cabinets and rooms list the products you see along with the teacher. Then, classify the list of food items into categories.</p> <p><b>Pre-listening</b> Look at the picture and tell what food products you see. Where and when can you buy fresh products?</p>  <p>5 min</p> <p><b>Listening for the first time</b> Set up a “Produce Market” and perform a skit with a pre-selected learner using the conversation below. Audio is also available at <a href="http://www.english.mep.go.cr">www.english.mep.go.cr</a>)</p> <p><b>At the Store:</b> A: Good afternoon!</p>	<p>30 min</p>
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B: Hello! How are you?  
A: I'm great, thanks. I need to check some things off my grocery list.  
B: How can I help you?  
A: Do you have some lettuce?  
B: Yes, here is a head of lettuce. Anything else?  
A: Do you have any avocados?  
B: No, I don't have any avocados. Anything else?  
A: I need to buy some oranges.  
B: We have oranges here. How many do you need?  
A: 5! One for each member of my family.  
B: Anything else?  
A: No, thank you!  
B: Okay, the total cost is three dollars and fifty cents.  
A: Here is three dollars and fifty cents.  
B: Thank you! Have a good afternoon!  
A: See you later!

**Answer the following questions**

15 min

1. What is the conversation about?
2. Where is the conversation taking place?
3. In your opinion, what is the person going to prepare?

**Pair/Group feedback**

Learners compare their answers, and then they share with the whole group.

**Listening for the second time**

Learners listen the conversation again, but this time, as they listen, they take notes and work on a list of products, quantities and prices.

<p>R.1. identifies English language sounds using knowledge in phonics, syllabification, and word parts.</p> <p>R.2. identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures.</p>	<p>R.1. identify English-language sounds using knowledge in phonics, syllabification, and word parts.</p> <p>R.2. identify vocabulary related to the topic and use it to understand very simple sentences</p>	<p><b>Post-listening</b>  Students describe the farmer's market they have near their hometown and describe the products sold there to the rest of the class.</p> <p><b>Recognition/Articulation/Production:</b> Using realia from the skit, show one item and wait for response. Then show two of the same thing and provide the plural – Head(s) of Lettuce, Avocado(s), Orange(s), Dollar(s). Continue with known objects in the room, showing first a singular and then a plural.</p> <p><b>Pre-reading</b>  Listen to the commercial for supermarkets like the ones seen here <a href="https://www.heb.com/static-page/TV-Commercials">https://www.heb.com/static-page/TV-Commercials</a> and use a hand motion of a snake in the grass (arm bent at elbow and slithering forward) when a plural is spoken.</p> <p><b>Reading for the first time</b>  Project or post on the board the description accompanying the commercial that was viewed. For example, in the commercial featuring The Coopers the following explanation is provided:  Meet the Coopers, a retired military family from San Antonio, Texas. H-E-B's low prices have been a huge help for their huge family, with their 3 boys, 3 girls (triplets), and 2 dogs.</p> <p><b>Pair/Group feedback</b>  Learners identify the plural words in the text.</p>	35 min
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	<p><b>Reading for the second time</b></p> <p>Learners identify words related to saving money (budget, low prices).</p> <p><b>Post-reading</b></p> <p>Learners use the following list with prices to select five items that are favorites of their families and add up the total cost of their 5 item list.</p>																													
	<table> <tbody> <tr> <td>Milk (regular), (1 liter)</td> <td>732 ₡</td> </tr> <tr> <td>Loaf of Fresh White Bread (500g)</td> <td>1,031 ₡</td> </tr> <tr> <td>Rice (white), (1kg)</td> <td>1,162 ₡</td> </tr> <tr> <td>Eggs (12)</td> <td>1,624 ₡</td> </tr> <tr> <td>Local Cheese (1kg)</td> <td>3,617 ₡</td> </tr> <tr> <td>Chicken Breasts (Boneless, Skinless), (1kg)</td> <td>3,884 ₡</td> </tr> <tr> <td>Beef Round (1kg) (or Equivalent Back Leg Red Meat)</td> <td>5,176 ₡</td> </tr> <tr> <td>Apples (1kg)</td> <td>2,083 ₡</td> </tr> <tr> <td>Banana (1kg)</td> <td>623 ₡</td> </tr> <tr> <td>Oranges (1kg)</td> <td>1,154 ₡</td> </tr> <tr> <td>Tomato (1kg)</td> <td>1,323 ₡</td> </tr> <tr> <td>Potato (1kg)</td> <td>956 ₡</td> </tr> <tr> <td>Onion (1kg)</td> <td>980 ₡</td> </tr> <tr> <td>Lettuce (1 head)</td> <td>437 ₡</td> </tr> </tbody> </table>	Milk (regular), (1 liter)	732 ₡	Loaf of Fresh White Bread (500g)	1,031 ₡	Rice (white), (1kg)	1,162 ₡	Eggs (12)	1,624 ₡	Local Cheese (1kg)	3,617 ₡	Chicken Breasts (Boneless, Skinless), (1kg)	3,884 ₡	Beef Round (1kg) (or Equivalent Back Leg Red Meat)	5,176 ₡	Apples (1kg)	2,083 ₡	Banana (1kg)	623 ₡	Oranges (1kg)	1,154 ₡	Tomato (1kg)	1,323 ₡	Potato (1kg)	956 ₡	Onion (1kg)	980 ₡	Lettuce (1 head)	437 ₡	
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W.1.writes simple descriptions of shopping lists and budget charts (e.g., I need some milk).	<p>W.1. write simple descriptions of shopping lists and budget charts (e.g., I need some milk.)</p> <p><b>Drafting</b></p>	<p>Water (1.5 liter bottle) 1,216 ¢</p> <p><b>Pre-writing</b></p> <p>Learners complete the following fill-in-the-blank activity:</p> <ul style="list-style-type: none"> <li>▪ My favorite dish is _____ and it has _____, _____, and _____ in it. (<i>rice and beans, rice, beans and spices</i>)</li> <li>▪ I want to go to the supermarket _____ I do not have money. (<i>but</i>)</li> <li>▪ I need rice and chicken _____ I am making arroz con pollo for dinner. (<i>because</i>)</li> <li>▪ I like to shop _____ save money at the same time. (<i>and</i>)</li> <li>▪ I watched the video with the recipe on Facebook. We need _____, _____ and _____ to make the dish. (<i>vegetables and meat</i>)</li> </ul> <p>Learners share their answers with a partner.</p> <p>Learners continue to work in pairs and using their partner's list from the above activity including the total amount they would need to budget and the sentence frames above, each writes a short description of what the partner needs from the store and why.</p> <table border="1" data-bbox="819 944 1942 1134"> <thead> <tr> <th><b>What?</b></th><th><b>How much will it cost?</b></th><th><b>Why?</b></th></tr> </thead> <tbody> <tr> <td>Bananas, oranges, apples</td><td>At least 4,000 colones</td><td>My mother's favorite food is fruit salad.</td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table> <p><b>Revising</b>  <b>Editing</b></p> <p>Ls review and revise the sentences as needed for content.</p> <p>Ls correct grammar, punctuation, spelling and capitalization.</p>	<b>What?</b>	<b>How much will it cost?</b>	<b>Why?</b>	Bananas, oranges, apples	At least 4,000 colones	My mother's favorite food is fruit salad.							
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<b>Options</b>	<b>Integrated Mini-Project</b>	<b>Time</b>													
- Create a game day and share	Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project	Adjust previous													

<p>with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and “Everybody who”)</p> <ul style="list-style-type: none"> <li>- Simulated field trip to the supermarket, farmers market or a clothing store.</li> <li>- Creating a grocery store print ad and TV or radio commercial.</li> </ul>	<p>should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	<p>times listed above to allow 5 min each week.</p> <p>Group presentation can be week 5 or 6.</p>
<b>Reflective Teaching</b>		
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.)

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



**DIRECCIÓN DE DESARROLLO CURRICULAR**  
**Departamento de Tercer Ciclo y**  
**Educación Diversificada**  
**Asesoría Nacional de Inglés**




\*You must include the indicators of learning from the document "Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum" under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning Week 2

<b>Level:</b> 7 <sup>th</sup>	<b>Unit:</b> 4	
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Checking things off a shopping list!	<b>Theme:</b> Going shopping
<b>Enduring Understanding:</b> Effective shopping is wiser when planned according to budget. <b>Essential Question:</b> How can we shop more wisely?		
<b>New Citizenship:</b>		
<b>Dimensions</b> <ul style="list-style-type: none"> <li>1. Ways of thinking ( ✓ )</li> <li>2. Ways of living in the world ( ✓ )</li> <li>3. Ways of relating with others ( ✓ )</li> <li>4. Tools for integrating with the world ( ✓ )</li> </ul>		
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>
<b>Grammar &amp; Sentence Frames</b> WH and other questions – Where can I buy the vegetables?  Modals – Can you do a price check for me?  Countable and Uncountable Nouns – She has eight oranges in her fridge.	<b>Function</b> – Identifying products at a grocery and clothing stores  <b>Discourse Markers</b> Connecting words: and, but, because	<b>Psycho-social</b> – Being flexible and open to changes.  <b>Social Language</b> – Running errands – Shop around – Shoplifting

<ul style="list-style-type: none"> <li>- How much money do you have?</li> </ul> <p><b>Vocabulary</b>      Going Shopping      Grocery store sectors: bakery, pet supplies, fresh food, frozen food, canned goods, cosmetics, household goods, cashier, express lane</p> <p><b>Phonology</b>      Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)</p>			
<b>Assessment Strategies &amp; indicators of learning*</b> <small>(Diagnostic, formative, summative)</small>	<b>Learner can</b>	<b>Didactic Sequence Mediation</b>	<b>Time</b> <small>Total:          120 min          (3 lessons)</small>
Learners ...		<p><b>Pre-teaching</b></p> <p><b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p>	5 min  10 min
L.2. recognizes what is being said	L.2. understand	<p><b>Engaging: Warm up</b></p> <p>Entrance ticket: Learners say what they had for dinner last night as they enter the room.</p>	

about shopping for groceries and clothing.  R.1. identifies English language sounds using knowledge in phonics, syllabification, and word parts.  R.4.distinguishes information on posters, adverts, catalogues and everyday signs and short texts.	what is being said about shopping for groceries and clothing.  R.1. identify English-language sounds using knowledge in phonics, syllabification, and word parts.  R.4.understand information related to groceries and clothing in posters, ads, catalogues and everyday signs and short texts.	<p>Ask Ls to identify one shop they would like to go to as you show the cartoon The Shopping Song (ESL cartoon) (<a href="https://learnenglishkids.britishcouncil.org/en/songs/shopping">https://learnenglishkids.britishcouncil.org/en/songs/shopping</a>)</p> <ul style="list-style-type: none"> <li>✓ Use the game Clothes from MEP Educ@tico to introduce vocabulary. <a href="http://www.mep.go.cr/educatico/recurso-interactivo/clothes">http://www.mep.go.cr/educatico/recurso-interactivo/clothes</a></li> <li>✓ Use the game Colors and Shapes from MEP Educ@tico to introduce vocabulary. <a href="http://www.mep.go.cr/educatico/recurso-interactivo/colors-and-shapes">http://www.mep.go.cr/educatico/recurso-interactivo/colors-and-shapes</a></li> <li>✓ Use clothes flashcards. <a href="http://esl-kids.com/flashcards/clothes.html">http://esl-kids.com/flashcards/clothes.html</a></li> </ul> <p><b>Recognition/Articulation/Production:</b> T notes the suffix –ing that is added to shopping, buying, making (a list). Refer to online videos for further help with phonology. Then, students practice in pairs to pronounce the words the suffix –ing. Finally, they write a four sentence message related to an errand they need to do including the following words: shopping, buying, making.</p> <p>Use portions of the article “Want to Save on Your Next Grocery Shop” <a href="https://www.choice.com.au/shopping/everyday-shopping/supermarkets/articles/supermarket-sales-tricks">https://www.choice.com.au/shopping/everyday-shopping/supermarkets/articles/supermarket-sales-tricks</a> and the illustration with callout information that follows. Note that the article includes several options for focusing on colors, wh questions like <i>Where do stores make the most money?</i> and modals <i>Can you show me where the vegetables are?</i> Here is an excerpt from the article that helps explain the illustration that follows. Audio is available at <a href="http://www.english.mep.go.cr/">www.english.mep.go.cr/</a>.</p> <p style="text-align: center;"><b>Look high and low</b></p> <p style="text-align: center;">The products that make the largest profit margin will usually be found at eye level – you</p>	30 min  40 min
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won't find a bargain in the best shelf spots so it pays to look further up and down.

**Aisle ends**

The ends of the row are often the most profitable area for product manufacturers and they often pay a premium to have their product placed there. These displays also act as a welcome mat to lure shoppers further down the aisle.

**At the checkout**

Last-minute temptations such as chocolates, lollies, magazines and cold drinks are all located here to entice bored, tired shoppers (and their children) while they wait to be served.

**Essential items**

Essentials such as bread and milk are placed at the back of the store, often at either end. This is to entice shoppers to buy other items on the way.

**Like with like**

Products that are a good match – such as coffee and biscuits – are often placed nearby to prompt you to buy both items.

**The perimeter**

The most common path to travel is around the outside perimeter – dipping in and out of the aisles as needed.

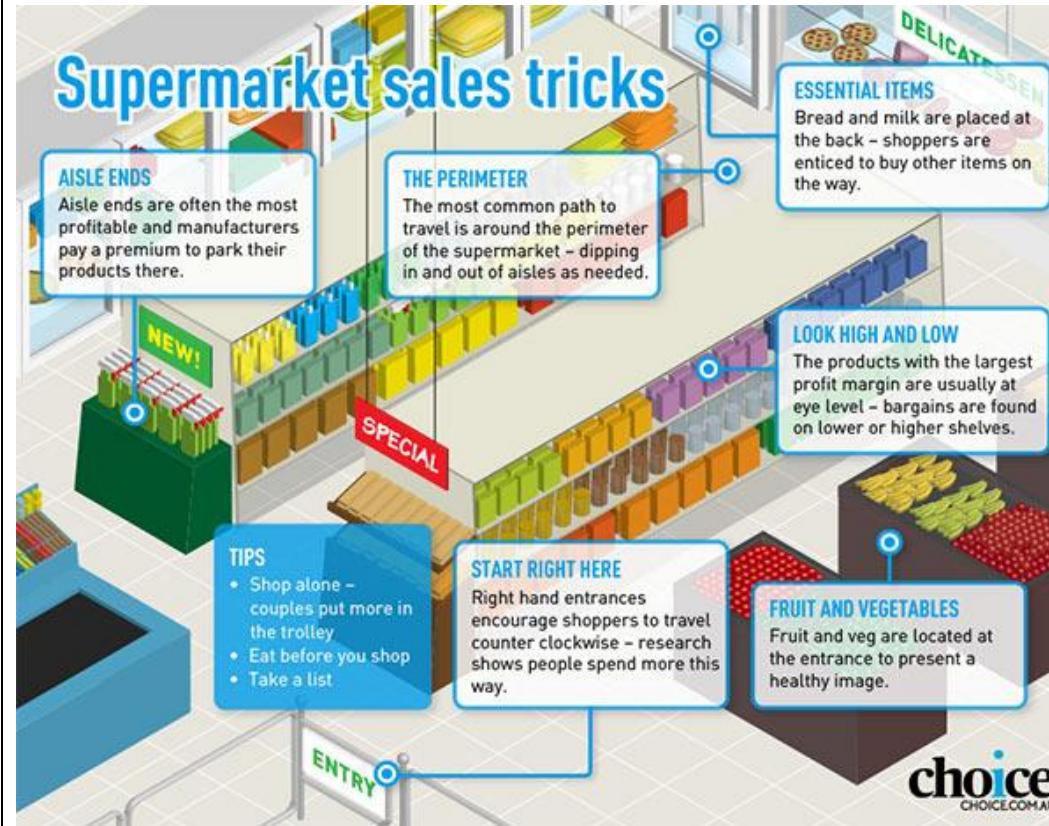
**Fruit and vegetables**

The fruit and vegetable section is located near the entrance – it's there to present a fresh and healthy image. It's also designed to look like a marketplace, which encourages

shoppers to stay in-store longer and to spend more.

**Start right here**

Right-hand entrances encourage shoppers to travel in a counterclockwise direction – research has shown that shoppers that travel in this direction spend more.



35 min

R.3. recognizes previously encountered parts of words, prefixes, and suffixes.  SI.1. asks and tells his/her desires about	R.3. recognize previously encountered parts of words, prefixes, and suffixes.  SI.1. ask and tell others his/her desires	<p><b>Pre-reading</b></p> <p>T makes a word bank of what might be unfamiliar words and reviews them. T includes shopping and other examples of –ing words.</p> <p><b>Reading for the first time</b></p> <p>Learners receive one portion of the article and identify which part of the illustration matches the content.</p> <p><b>Pair/Group feedback</b></p> <p>Learners check partner's work.</p> <p><b>Reading for the second time</b></p> <p>Learners identify a tip that completes this sentence: You can shop wisely if you - _____.</p> <p><b>Post-reading</b></p> <p>Learners participate in a walk and talk. They move about the room as T says <i>Shop, Shop, Shop 'til You Drop!</i> When T says <i>Drop</i>, students drop to the floor and share their shopping tip with the person nearest to them.</p> <p>Check the List -- Pairs of learners are given a shopping list and a set time limit. Realia of the items are placed throughout the room with a different price tag on each item. Pairs must find the items and write down the price. Work is checked by noting if prices are correct. Pairs must tell other pairs what they found (saying vocabulary aloud).</p> <p>Gap Fill – Pairs practice and then must use as an exit ticket with the T.</p> <ul style="list-style-type: none"> <li>▪ I want a _____ like yours. Where did you buy it?</li> <li>▪ I bought my _____ at the _____ store. I like your _____. Where did you buy it?</li> </ul>	
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shopping prices, size and where to get things.	about shopping prices, size and where to get things.	▪ I bought my _____ at the _____ store.	
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Options	Integrated Mini-Project	Time
<ul style="list-style-type: none"> <li>- Create a game day and share with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and “Everybody who”)</li> <li>- Simulated field trip to the supermarket, farmers market or a clothing store.</li> <li>- Creating a grocery store print a and TV or radio commercial.</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	Adjust previous times listed above to allow 5 min each week.  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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning Week 3

<b>Level:</b> 7 <sup>th</sup>	<b>Unit:</b> 4	
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Checking things off a shopping list!	<b>Theme:</b> Does this fit me?
<b>Enduring Understanding:</b> Effective shopping is wiser when planned according to budget. <b>Essential Question:</b> How can we shop more wisely?		
<b>New Citizenship:</b>		
<b>Dimensions</b> 1. Ways of thinking (✓ ) 2. Ways of living in the world ( ✓ ) 3. Ways of relating with others (✓ ) 4. Tools for integrating with the world (✓ )		
<b>Learn to Know</b> <b>Grammar &amp; Sentence Frames</b> WH and other questions – Where can I buy the vegetables? <b>Countable and Uncountable Nouns</b> – She has eight oranges in her fridge. – How much money do you have? <b>Vocabulary</b> Does This Fit Me? Clothes: shirt, blouse, pants, skirt, dress, shorts, sweater, overall, uniform, jacket, blazer,	<b>Learn to Do</b> <b>Function</b> - Describing products needed <b>Discourse Markers</b> Connecting words: and, but, because	<b>Learn to Be and Live in Community</b> <b>Psycho-social</b> – Communicating with the person respectfully.

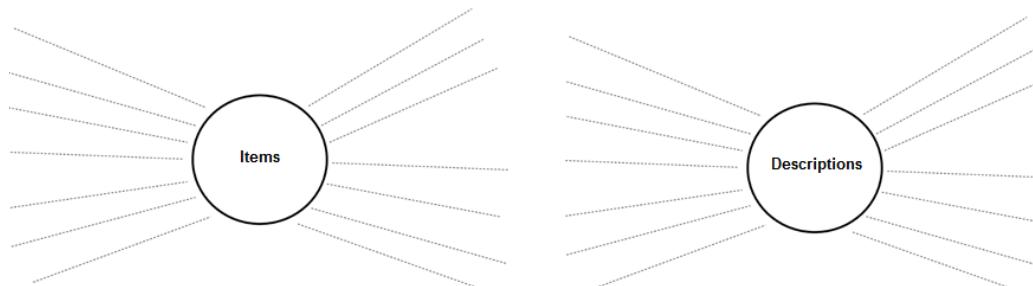
suit, tuxedo, evening gown, pajamas, ring, earrings, necklace, chain, pin, watch, tie, belt.  
 Sizes: extra small, small, medium, large and extra-large.  
 Colors: blue, green, orange, red, pink, purple, brown, black, white.  
 Materials: leather, silk, cotton.  
 Adjectives: good, bad, expensive, cheap, big, small, beautiful, reasonable.

### Phonology

Inflectional endings (-s, -ed, ing) and identifying their functions; tense, plurality, comparison and part of speech. (clothes, vegetables, decided, shopping, etc.)

Assessment Strategies & indicators of learning) *	Learner can	<b>Didactic Sequence Mediation</b>	Time Total: 120 min (3 lessons)
Learner...  R.2. identifies vocabulary related to the topic and uses it to understand very simple sentences if there are pictures.	R.2. identify vocabulary related to the topic and use it to understand very simple sentences	<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Engaging: Warm up</b>            As Do Now activities, Learners use one or more of the following and form a Wh question such as Where can I buy red shoes?</p> <ul style="list-style-type: none"> <li>▪ The game Clothes from MEP Educ@tico to introduce vocabulary. <a href="http://www.mep.go.cr/educatico/recurso-interactivo/clothes">http://www.mep.go.cr/educatico/recurso-interactivo/clothes</a></li> <li>▪ The game Colors and Shapes from MEP Educ@tico to introduce vocabulary. <a href="http://www.mep.go.cr/educatico/recurso-interactivo/colors-and-shapes">http://www.mep.go.cr/educatico/recurso-interactivo/colors-and-shapes</a></li> <li>▪ Clothes flashcards. <a href="http://esl-kids.com/flashcards/clothes.html">http://esl-kids.com/flashcards/clothes.html</a></li> </ul>	5 min  15 min

<p>L.3. recognizes most of a story when read slowly and accompanied by pictures.</p>	<p>L.3. understand most of a story when read slowly and accompanied by pictures</p>	<ul style="list-style-type: none"> <li>▪ Colors flashcards. <a href="http://esl-kids.com/flashcards/colors.html">http://esl-kids.com/flashcards/colors.html</a></li> </ul> <p>Option: Show video (printed words only with no spoken text) 7 Steps to Becoming a Wise Shopper and ask learners to say or guess what each of the tips are based on what they know of the text and the illustrations. Explain the idiom “stick to your guns.” <a href="https://www.youtube.com/watch?v=YqkMoW1Sej0">https://www.youtube.com/watch?v=YqkMoW1Sej0</a>.</p> <p><b>Pre-listening</b>    Learners visit a popular fashion website and identify colors, sizes, types of clothes. Can also identify wise shopping actions (like looking at the clearance page!) Teacher distributes copies of some of the tips from the slideshow of 50 Best Fashion Tips (using those focused on clothes, colors, sizes, etc.) T writes word bank on board of new words included in tips. As T goes through list, the learner(s) who have that word in their tip read the tip aloud. <a href="http://www.huffingtonpost.ca/2012/12/27/best-fashion-tips_n_2369356.html">http://www.huffingtonpost.ca/2012/12/27/best-fashion-tips_n_2369356.html</a></p> <p><b>Listening for the first time</b>    Teacher Narrated Fashion Show – Learners put on the colorful articles of clothing, jewelry, shoes, hats, etc. that were brought by Ts and Ls. As Ls walk down the area marked as the runway, the teacher comments, <i>“On her neck, María is wearing a green necklace,” “On her feet, María is wearing black boots.”</i> As the teacher says the item, models point to that piece of clothing. The crazier the outfits are, the better.</p> <p><b>Listening for the second time</b>    Learners begin to fill in two separate graphic organizers – one for clothes/jewelry and one for words related to descriptions such as colors, sizes.</p>	<p>30 min</p> <p>35 min</p>
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<p>SP.1. gives basic information about shopping preferences and prices.</p>	<p>SP.1. give basic information about shopping preferences and prices (e.g. favorite clothing, favorite shops).</p>	<p><b>Pair/Group feedback</b>            Pairs compare and complete more of their diagrams.</p> <p><b>Post-listening</b>            Ls present a new observation and preference about one of the items of clothes/jewelry (drawing from the words collected on the descriptions graphic organizer). Examples: I like the leather boots Maria is wearing.</p> <div style="text-align: center;">  </div> <p>After listening to what other Ls like, Ls form groups of four based on liking similar things. They must say <i>I like _____</i>.</p> <p><b>Drafting</b>            Groups write a fashion show script based on what the members of their group are wearing: <i>(Name of person) is wearing a (adjective) (item of clothing, shoes, jewelry, etc.) made of (material)</i>.</p> <p><b>Revising</b>            Each learner in the group reads the statements and suggests corrections.</p> <p><b>Editing</b>            Corrections are made.</p>	<p>35 min</p>
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SP.2.describes shopping items using simple words and sentence frames. (for example their size, color, material, price)	SP.2. describe shopping items using simple words and sentence frames (e.g. their size, color, material, and price).	<p><b>Planning</b>  Learners determine who will describe which group member's attire. For example: Karen likes to play games. She is wearing red tennis shoes and a white cotton T-shirt.</p> <p><b>Organizing</b>  Learners will determine the timing and presentation of the fashion statements. (walking in a silly manner, walking normally, etc.)</p> <p><b>Rehearsing</b>  Learners practice the sentences they wrote for fashion show.</p> <p><b>Using</b>  Groups will present.</p>	
Options	<b>Integrated Mini-Project</b>		Time
<ul style="list-style-type: none"> <li>- Create a game day and share with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and "Everybody who")</li> <li>- Simulated field trip to the supermarket, farmers market or a clothing store.</li> <li>- Creating a grocery store print ad and TV or radio commercial.</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>		Adjust previous times listed above to allow 5 min each week.  Group presentation can be week 5 or 6.
<b>Reflective Teaching</b>			
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?

#### **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.)

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

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## Didactic Planning Week 4

<b>Level:</b> 7 <sup>th</sup>	<b>Unit:</b> 4	
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Checking things off a shopping list!	<b>Theme:</b> How much does it cost?
<b>Enduring Understanding:</b> Effective shopping is wiser when planned according to budget. <b>Essential Question:</b> How can we shop more wisely?		
<b>New Citizenship:</b>		
<b>Dimensions</b> <ul style="list-style-type: none"> <li>1. Ways of thinking (✓)</li> <li>2. Ways of living in the world (✓)</li> <li>3. Ways of relating with others (✓)</li> <li>4. Tools for integrating with the world (✓)</li> </ul>		
<b>Learn to Know</b> <p><b>Grammar &amp; Sentence Frames</b></p> <p>Past tense</p> <ul style="list-style-type: none"> <li>- After the meal, we went to a club.</li> <li>- It was very expensive.</li> <li>- Where did you buy this watch?</li> </ul> <p>Countable and Uncountable Nouns</p> <ul style="list-style-type: none"> <li>- She has eight oranges in her fridge.</li> <li>- How much money do you have?</li> </ul>	<b>Learn to Do</b> <p><b>Function</b></p> <ul style="list-style-type: none"> <li>- Buying groceries/ clothing wisely</li> </ul> <p><b>Discourse Markers</b></p> <p>Connecting words: and, but, because</p>	<b>Learn to Be and Live in Community</b> <p><b>Proverbs / Quotes</b></p> <ul style="list-style-type: none"> <li>- Every shop has its trick. -- Italian proverb</li> </ul> <p><b>Sociocultural</b></p> <ul style="list-style-type: none"> <li>- Asking for bargains to save money</li> </ul>

<p><b>Vocabulary</b></p> <p>How Much Does It Cost?          "I'm sorry, I don't have any small change."          "Do you have change for this?"          "May I have the receipt, please?"          "Can I pay by credit card / in cash?"          "Is this on sale?"          Budget: income, debts, utility bill (electricity, phone, cable), savings</p>			
<b>Strategies &amp; indicators of learning*</b> (Diagnostic, formative, summative)	<b>Learner can</b>	<b>Didactic Sequence Mediation</b>	<b>Time</b> Total: 120 min (3 lessons)
Learner...	R.4. distinguishes information on posters, adverts, catalogues and everyday signs and short texts.	<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Engaging: Warm up</b>          Entrance ticket: As learners enter ask <i>Where did you buy that _____ (something they are wearing)? Learners must respond with I bought (or my mother bought) this (item) at (store).</i></p> <p><b>Pre-reading</b>          Print on board or project how prices are presented. Say an example like \$2.50 aloud. Show a math equation such as \$5.95 + \$10 = \$15.95 and ask Ls to say it aloud.          T explains that “costs” and “is priced at” is synonymous in their meanings. T points out and explains the –s and –ed suffixes.          Print page from Amazon.com of clothes or other items. Give learners a set amount of money and then have them create a shopping list that spends as close to that amount without going over as possible.</p> <p>Create a mock store in the classroom with realia of clothes and/or grocery items. (If class is large, make multiple stores so that Ls can interact simultaneously.) Print the following</p>	5 min  15 min  20 min

<p>SI.3. buys things in shops by pointing or other gestures to support what he/she says.</p> <p>SI.4. uses simple numbers in everyday conversations. (e.g. prices)</p>	<p>SI.3. buy things in shops by pointing or other gestures that can support what he/she says.</p> <p>SI.4. use simple numbers in everyday conversations for example prices.</p>	<p>scenarios on strips of paper and explain that they must buy an item in the mock store. Learners must determine appropriate questions (How much ...? etc.) and/or actions to make the purchase. Scenarios:</p> <ul style="list-style-type: none"> <li>● When you only have a large bill</li> <li>● When the cost is less than the bill you have</li> <li>● When you did not receive a receipt</li> <li>● When you have no cash but can pay another way</li> <li>● When you have lots of cash</li> <li>● When you want the item but don't have enough money</li> </ul> <p><b>Planning</b>  Learners determine what they will buy. In pairs write a short dialogue based on the chosen scenario.</p> <p><b>Organizing</b>  Learners organize their thinking related to the scenario and distribute roles to perform the conversations.</p> <p><b>Rehearsing</b>  Learners practice with a partner the dialogues they wrote before presenting in front of the class.</p> <p><b>Using/Describing</b>  Learners carry out the scenarios and purchases.</p>	<p>40 min</p>
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W.2. writes short, simple texts about shopping at grocery stores, clothing stores and supermarkets	W.2. write short, simple texts about shopping at grocery stores, clothing stores and supermarkets, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).	<p><b>Pre-writing</b>        T reads the following story and clarifies the use of past tense.  <b>Yesterday</b>, Maria <b>was</b> very excited when she returned from the Mercado in San Jose. She showed her brother Jose what she <b>bought</b> and explained, "I really <b>saved</b> some money today!" Jose looked at all the things Maria <b>had</b> and asked, "How much did all this cost?" Maria answered, "Less than \$20 because I <b>paid</b> in cash, got some things on sale and bargained with the salesperson for this item because it was <b>chipped</b>." Jose looked like he did not believe her. Maria then <b>said</b>, "I promise I <b>stayed</b> within my budget! You can see the receipts."</p> <p><b>Drafting</b>        Learners determine how to change the story using vocabulary they know in the blanks provided.</p> <p>Yesterday Maria was _____ when she returned from the _____. She showed her brother Jose what she bought and explained, "I saved \$____ today!"        Jose looked at all the things Maria had and asked,        "_____?"        Maria answered, "Less than \$20 because _____.        Jose looked like he did not believe her. Maria then said,        "_____."</p> <p><b>Revising</b>        Learners share their work with a partner and determine what changes are needed.</p> <p><b>Editing</b>        Learners correct their work.</p>	40 min
Options	<b>Integrated Mini-Project</b>		Time
<ul style="list-style-type: none"> <li>- Create a game day and share with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and "Everybody who")</li> <li>- Simulated field trip to the</li> </ul>	Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.  <b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)		Adjust previous times listed above to allow 5 min each week.  Group

<ul style="list-style-type: none"> <li>- supermarket, farmers market or a clothing store.</li> <li>- Creating a grocery store print ad and TV or radio commercial.</li> </ul>	<p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	<p>presentations can be week 5 or 6.</p>
<b>Reflective Teaching</b>		
What worked well	What didn't work well	How to improve
<b>Enduring Understanding Reflection</b> 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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

**Didactic Planning**  
**Weeks 5 and 6**  
**Review and Integrated Mini-Project**

<b>Level:</b> 7 <sup>th</sup>	<b>Unit 4: Checking things off a shopping list!</b>						
<b>Enduring Understanding:</b> Effective shopping is wiser when planned according to budget. <b>Essential Question:</b> How can we shop more wisely?							
<b>New Citizenship:</b>							
<table border="1"> <thead> <tr> <th>Dimensions</th> </tr> </thead> <tbody> <tr> <td>1. Ways of thinking (✓ )</td> </tr> <tr> <td>2. Ways of living in the world (✓ )</td> </tr> <tr> <td>3. Ways of relating with others (✓ )</td> </tr> <tr> <td>4. Tools for integrating with the world (✓ )</td> </tr> </tbody> </table>			Dimensions	1. Ways of thinking (✓ )	2. Ways of living in the world (✓ )	3. Ways of relating with others (✓ )	4. Tools for integrating with the world (✓ )
Dimensions							
1. Ways of thinking (✓ )							
2. Ways of living in the world (✓ )							
3. Ways of relating with others (✓ )							
4. Tools for integrating with the world (✓ )							
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>					
<b>Grammar &amp; Sentence Frame</b> <input type="checkbox"/> Did Ls use all sentence frames?  <b>Vocabulary</b> <input type="checkbox"/> Did Ls say aloud and write all vocabulary?  <b>Phonology</b> <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?	<b>Function</b> <input type="checkbox"/> Did Ls use all functions?  <b>Discourse Markers</b> <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	<b>Psychosocial</b> Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders  <b>Sociocultural</b> <input type="checkbox"/> Did Ls practice idioms and quotes?					

Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<input type="checkbox"/> Did Ls achieve all learning outcomes ?	<input type="checkbox"/> Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	All of week 5 or 6
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> <li>- Create a game day and share with other learners of the same level (e.g. Bingo, Flyswatter, Pictionary, Jeopardy, and “Everybody who”)</li> <li>- Simulated field trip to the supermarket, farmers market or a clothing store.</li> <li>- Creating a grocery store print ad and TV or radio commercial.</li> </ul>	<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p><b>Responding and sharing:</b> Participating in individual and peer assessment of mini-project.</p> <p>Teachers monitor ....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project?</li> <li><input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements?</li> <li><input type="checkbox"/> Did Ls put into practice the focus of Learning to Be and Live in Community?</li> <li><input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question?</li> </ul>		All of week 5 or 6 of unit

## **7<sup>th</sup> Grade – Short texts and Dialogues**

**(Audios available at [www.english.mep.go.cr/](http://www.english.mep.go.cr/))**

### **Theme 1: My Family's Grocery List**

Maria: Hi John! Where are you going?

John: Hi Maria. I'm going to the supermarket because I need to buy ingredients for olla de carne.

Maria: I'm going to the supermarket too! What ingredients do you need to buy?

John: I need carrots, plantains, beef, yucca and squash.

Maria: What about potatoes? Potatoes are my favorite ingredient in olla de carne.

John: I love potatoes too, but my family doesn't like them.

Maria: That's a shame. Potatoes are very healthy.

John: I know, but my family eats other healthy foods like spinach, tomatoes, and broccoli.

Maria: I love tomatoes, but I hate spinach and broccoli! I don't like green vegetables.

John: Green vegetables are important for your health! You should buy some at the supermarket today.

Maria: Maybe I will add them to my grocery list. Thanks, John!

John: No problem, Maria.

### **Theme 2: Going Shopping**

Byron is having a family party tonight, so he has to go shopping. He needs to go to three different places: the bakery, the supermarket, and the clothing store. He wants to make sandwiches for his guests, so he is going to buy bread at the bakery. At the supermarket, he will buy meat, lettuce, tomatoes, mayonnaise, and cheese. He will also buy coffee, soda, and juice for his guests to drink. Lastly, he wants to buy a new shirt to wear at his party, so he is going to go to the clothing store. He wants a nice white shirt, but he only has 5,000 colones. He hopes he will find one on sale.

### **Theme 3: Does This Fit Me?**

Customer: Excuse me, could you help me?

Salesperson: Of course! What do you need?

Customer: I would like to buy a new uniform for school.

Salesperson: Okay, so you need a shirt, pants, and shoes, right?

Customer: Right. I need a white shirt, blue pants, and black shoes.

Salesperson: What size are you?

Customer: I need a small shirt, medium pants, and size 36 shoes.

Salesperson: Great, I will get them for you. Do you need anything else?

Customer: Yes. I would also like to purchase a dress, earrings, and a necklace to wear on my birthday.

Salesperson: What color dress do you want?

Customer: I would like a pink dress, please.

Salesperson: No problem.

#### **Theme 4: How Much Does It Cost?**

Customer: Hello! I would like to buy three ice cream cones, please.

Cashier: Sure. What flavors would you like?

Customer: I would like one vanilla, one chocolate, and one strawberry.

Cashier: Okay. Can I get you anything else?

Customer: That's it!

Cashier: Your total is 1,300 colones.

Customer: Can I pay with a credit card?

Cashier: No, sorry. We only accept cash.

Customer: Okay, that's fine. Here's 10,000 colones.

Cashier: Do you have smaller change?

Customer: No, that's all I have.

Cashier: Okay, no problem. Your change is 8,700 colones. Would you like a receipt?

Customer: Yes, please.

Cashier: Here you go. Enjoy your ice cream!

Customer: Thanks!

Level 7 <sup>th</sup>		Unit 5									
		<b>CEF level to be reached: A1.1</b>									
<b>Scenario:</b> Let's celebrate Costa Rican Culture!											
<b>Enduring Understanding</b>	Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country.										
<b>Essential Question</b>	How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?										
<b>New Citizenship:</b>											
<b>Dimensions</b>											
1. Ways of thinking (✓)											
2. Ways of living in the world (✓)											
3. Ways of relating with others (✓)											
4. Tools for integrating with the world (✓)											
<b>Assessment and Goals</b>											
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5/6</b>							
<b>Assessment:</b> L recognizes vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster). R.2 recognize vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster).	<b>Assessment:</b> L identifies basic phrases that denote facts about Costa Rican culture. L.1. recognize basic phrases that denote facts about Costa Rican culture. (e.g., I love to celebrate birthdays).	<b>Assessment:</b> L interacts using basic language. SI.3. interact using basic language, provided others are prepared to repeat, rephrase, and speak slowly.	<b>Assessment:</b> L very simply describes how he/she celebrates holidays and special occasions and inquiries about others. SP.2. very simply describe how he/she celebrates holidays and special occasions and also inquire as to how others celebrate them.	<b>Assessment</b>  Anecdotal reports / rubrics / instruments for self and co-assessment							
<b>Assessment:</b> L recognizes pieces of short information and what is being said about holidays and celebrations.	<b>Assessment:</b> L talks about celebrations and holidays in Costa Rica briefly. SP.1. talk briefly about celebrations and holidays in	<b>Assessment:</b> L writes cards, invitations and simple descriptions of holidays and celebrations.									

**Assessment:** L discriminates straightforward information, words and expressions on Costa Rican culture.  
 R.3. understand straightforward information, words and expressions on Costa Rican culture such as holidays and celebrations. (e.g., We celebrate Labor Day on May 1st).

**Assessment:** L completes gapped sentences using a word list.  
 W.1. complete gapped sentences using a word list of familiar words.

L.2. understand pieces of short information and what is being said about holidays and celebrations, if given slowly and clearly and there are significant pauses.

**Assessment:** L answers simple questions using individual words, expressions, or short sentences.  
 SI.1. answer simple questions using individual words, expressions, or short sentences.

**Assessment:** L asks for specific information regarding holidays and celebrations.  
 SI.2. ask for specific information regarding holidays and celebrations.

Costa Rica.

W.2. write cards and invitations for (e.g., birthday parties, anniversary parties, weddings, baby showers, graduations, family reunions) and simple descriptions of holidays and celebrations, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).

#### Suggested Integrated Mini project

- Inspirational posters about the meaning of culture
- Create your own holiday and the cards that will celebrate it
- Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences

#### Can Do related to Phonology to be inserted as appropriate each week

**Assessment:** L recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.

R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.

Theme How my family and I celebrate “Tico” culture	Theme How my community celebrates “Tico” culture	Theme How other Costa Rican communities celebrate “Tico” culture	Theme How Costa Ricans celebrate national “Tico” culture
Function	Function	Function	Function
- Listing family gatherings	- Asking and giving information about family gatherings	- Telling about community celebrations	- Describing national holidays and celebrations in Costa Rica
Discourse Markers Connecting words: and, but, because	Discourse Markers Connecting words: and, but, because	Discourse Markers Connecting words: and, but, because	Discourse Markers Connecting words: and, but, because

<b>Grammar &amp; Sentence Frames</b>				
<u>Prepositions of time</u> In/on/at - Costa Rica celebrates Mother's Day on _____. - At Christmas time, I _____. 	<u>WH questions</u> - When do you celebrate ____? - What do you do on Mothers' Day? - What do you celebrate in your community?	<u>Past simple of "to be"</u> - Last Christmas I was at my grandma's house.	<u>Prepositions of time</u> In/on/at - Costa Rica celebrates Mother's Day on _____. - At Christmas time, I _____.  <u>Past simple of "to be"</u> - Last Christmas I was at my grandma's house.	
<b>Phonology</b>	<b>Phonology</b>	<b>Phonology</b>	<b>Phonology</b>	Review
Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels.  - Week, queen, parties, shower, year, etc.	Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels.  - Week, queen, parties, shower, year, etc.	Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels.  - Week, queen, parties, shower, year, etc.		
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	
<u>How my family and I celebrate "Tico" culture</u> <u>Family gatherings</u> - birthday parties, anniversary parties, weddings, baby showers, graduations, family reunions	<u>How my community celebrates "Tico" culture</u> <u>Community celebrations</u> - Community Day Community traditions, Patron Saint Day	<u>How other Costa Rican communities celebrate "Tico" culture</u> <u>Costa Rican communities</u> - "Guanacastequeidad" Week, Virgen del Mar Day, "Diablitos" celebration	<u>How Costa Ricans celebrate national "Tico" culture</u> <u>Costa Rican National Holidays</u> - New Year's Eve, New Year's Day, Holy Week, Labor Day, Nicoya's Party Annexation Day, The Day of the Virgin of Los Angeles, Mother's Day, Independence Day, Culture Day, Christmas Day	
<b>Psycho-social</b>	<b>Psycho-social</b>	<b>Sociocultural</b>	<b>Social Language</b>	
Showing respect for my family celebrations.  Respecting my own emotional	Strengthen the value of belonging to my family /community.	Respecting other families/ Costa Rican communities' celebrations.	- a day off	
			<b>Sociocultural</b>	

expressions and sense of belonging

**Idioms**

- It's the thought that counts.
- Eat, drink and be merry.
- Trim the tree.

**Proverbs / Quotes**

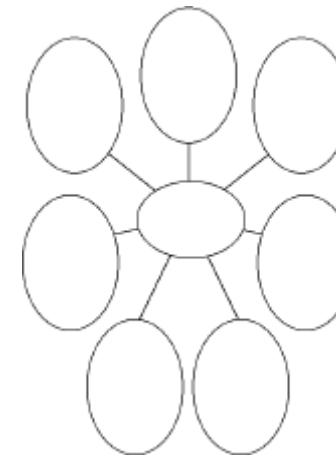
- Before you judge someone, walk a mile in his shoes.

- Reinforcing Costa Rica's identity by collaborating and /or participating in the celebrations

## Didactic Planning Week 1

<b>Level:</b> 7 <sup>th</sup>	<b>Unit:</b> 5	
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Let's celebrate Costa Rican Culture!	<b>Theme:</b> How my family and I celebrate my "Tico" culture
<b>Enduring Understanding:</b> Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country.		
<b>Essential Question:</b> How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?		
<b>New Citizenship:</b>		
<b>Dimensions</b> <ul style="list-style-type: none"> <li>1. Ways of thinking ( ✓ )</li> <li>2. Ways of living in the world ( ✓ )</li> <li>3. Ways of relating with others ( ✓ )</li> <li>4. Tools for integrating with the world ( ✓ )</li> </ul>		
<b>Learn to Know</b> <p><b>Grammar &amp; Sentence Frame</b>  <u>Prepositions of time</u>  <u>In/on/at</u>  – Costa Rica celebrates Mother's Day on _____.  – At Christmas time, I _____.    <b>Vocabulary</b>  Family gatherings</p>	<b>Learn to Do</b> <p><b>Function</b>  – Listing family gatherings</p> <p><b>Discourse Markers</b>  – Connecting words: and, but, because</p>	<b>Learn to Be and Live in Community</b> <p><b>Psychosocial</b>  – Showing respect for my family celebrations.  – Respecting my own emotional expressions and sense of belonging</p> <p><b>Idioms</b>  – It's the thought that counts.  – Eat, drink and be merry.  – Trim the tree.</p>

<ul style="list-style-type: none"> <li>– birthday parties, anniversary parties, weddings, baby showers, graduations, family reunions</li> </ul> <p><b>Phonology</b>          Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels.</p> <ul style="list-style-type: none"> <li>– Week, queen, parties, shower, year, etc.</li> </ul>		
Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	<b>Didactic Sequence Mediation</b>
Learner...		<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Participating: Warm up</b>          Learners make groups of four and play charades. The teacher will show pictures of holidays and celebrations-- the group that guesses the most holidays and celebrations in the least amount of time wins.</p> <p><b>Engaging: Activation of prior knowledge</b>          Play “Everyone Who” to introduce how Ls’ families celebrate “Tico” culture. Learners sit in circle with speaker standing in the middle. Speaker produces sentence and “everyone who” celebrates in the same way must move to a new seat. New speaker is the one who is left without a seat.          Examples: eats tamales at Christmas, eats cake on birthdays, etc. (Option: T can prepare actions in advance and print on strips of paper which are distributed to Ls to say aloud if they become the person in the center.) After playing the game, ask learners to identify some of the most popular activities.</p>

<p>R.2 recognizes vocabulary and important information on basic promotional material. (e.g.,</p>	<p>R.2 recognize vocabulary and important information on basic promotional material. (e.g.,</p>	<p><b>Introducing</b>  Use a circle diagram to explore the elements of “Tico” family celebrations  <a href="https://www.worksheetworks.com/miscellanea/graphic-organizers/cycle.html">https://www.worksheetworks.com/miscellanea/graphic-organizers/cycle.html</a>  <a href="http://www.enchantedlearning.com/graphicorganizers/star/bigovals7/">http://www.enchantedlearning.com/graphicorganizers/star/bigovals7/</a>  While the teacher tells students to provide information about Tico celebrations, she/he shows learners pictures related to them and uses Wh questions and prepositions of time to elicit information from the learners.</p> <div style="text-align: center;">  </div> <p><b>Pre-reading</b>  Distribute the holiday announcements (See Resources) to small groups – one per group. In small groups, Ls have 2 min to complete a chart similar to the one below. After two minutes the groups exchange announcements until all 4 have been seen by the Ls.</p> <table border="1" data-bbox="808 1237 1886 1412"> <thead> <tr> <th>Holiday</th><th>When</th><th>Where</th><th>What</th></tr> </thead> <tbody> <tr> <td>Mother's Day</td><td>Before July 31</td><td>Online</td><td>shop</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table>	Holiday	When	Where	What	Mother's Day	Before July 31	Online	shop													30 min
Holiday	When	Where	What																				
Mother's Day	Before July 31	Online	shop																				

date, place and activities, on poster).	date, place and activities, on poster).	<p><b>Reading for the first time</b></p> <p>Share the following chart or google for the current year. Ls read and make a check by the three most important holidays to their family.</p> <p> <a href="#">List of national public holidays of Costa Rica in 2016</a></p> <table border="1" data-bbox="1051 631 1567 1128"> <thead> <tr> <th>Day</th><th>Date</th><th>Holiday</th></tr> </thead> <tbody> <tr> <td>Friday</td><td>January 01</td><td>New Year's Day</td></tr> <tr> <td>Monday</td><td>March 21</td><td>Holy Week Holiday</td></tr> <tr> <td>Tuesday</td><td>March 22</td><td>Holy Week Holiday</td></tr> <tr> <td>Wednesday</td><td>March 23</td><td>Holy Week Holiday</td></tr> <tr> <td>Thursday</td><td>March 24</td><td>Good Thursday</td></tr> <tr> <td>Friday</td><td>March 25</td><td>Good Friday</td></tr> <tr> <td>Monday</td><td>April 11</td><td>Juan Santa María Day</td></tr> <tr> <td>Sunday</td><td>May 01</td><td>Workers or Labor Day</td></tr> <tr> <td>Monday</td><td>July 25</td><td>Guanacaste Day</td></tr> <tr> <td>Tuesday</td><td>August 02</td><td>Virgin of Los Angeles Day</td></tr> <tr> <td>Monday</td><td>August 15</td><td>Mother's Day</td></tr> <tr> <td>Thursday</td><td>September 15</td><td>Independence Day</td></tr> <tr> <td>Wednesday</td><td>October 12</td><td>Cultures National Day</td></tr> <tr> <td>Sunday</td><td>December 25</td><td>Christmas Day</td></tr> </tbody> </table> <p><b>Pair/Group feedback</b></p> <p>Ls partner and share which holidays are the most important to their family, what activities they do, and what special food they eat.</p> <p><b>Reading for the second time</b></p> <p>Ls write in the comment section if their families usually (1) eat, (2) give gifts, or (3) travel on the</p>	Day	Date	Holiday	Friday	January 01	New Year's Day	Monday	March 21	Holy Week Holiday	Tuesday	March 22	Holy Week Holiday	Wednesday	March 23	Holy Week Holiday	Thursday	March 24	Good Thursday	Friday	March 25	Good Friday	Monday	April 11	Juan Santa María Day	Sunday	May 01	Workers or Labor Day	Monday	July 25	Guanacaste Day	Tuesday	August 02	Virgin of Los Angeles Day	Monday	August 15	Mother's Day	Thursday	September 15	Independence Day	Wednesday	October 12	Cultures National Day	Sunday	December 25	Christmas Day	
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<p>R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. discriminates straightforward information, words and expressions on Costa Rican culture.</p>	<p>R.1. identify English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>R.3. understand straightforward information, words and expressions on Costa Rican culture such as holidays and celebrations. (e.g., We celebrate Labor Day on May 1<sup>st</sup>).</p>	<p>holiday listed.</p> <p><b>Post-reading</b></p> <p><b>Recognition/Articulation/Production:</b> Ls work with partners and name three other times of celebration not listed on the chart (birthdays, graduation day, anniversaries, etc.) Pairs also work on saying dates using the diagraph /th/ -- August 15<sup>th</sup>, September 15<sup>th</sup>, December 25<sup>th</sup> etc.</p> <p><b>Pre-reading</b></p> <p>T lists underlined words in the following on the board and asks Ls to stand if they do not know the word when read aloud or remain seated if they do know the word.</p> <p>Mother's Day is a special <u>holiday</u> for almost all Costa Ricans, because it is a day to show mothers that they are loved and <u>appreciated</u>. Costa Rica <u>celebrates</u> Mother's Day every year on August 15<sup>th</sup>, which is a national holiday. Most people celebrate by spending time with their mothers. They may cook a meal for them or go out to eat. Many people also give their mothers flowers and gifts, like clothes or jewelry. Not everyone can buy <u>expensive gifts</u> for Mother's Day, but anyone can give their mother a <u>hug</u> or say thank you. In the end, <u>it's the thought that counts</u>.</p> <p><b>Reading for the first time</b></p> <p>Ls read the paragraph and underline words they do not know.</p> <p><b>Pair/Group feedback</b></p> <p>Ls compare unknown words and help each other with definitions. If they do not know, they look up the definition using their phone or dictionary.</p> <p><b>Reading for the second time</b></p> <p>Ls identify ways that children can show their mothers that they are loved and appreciated.</p>	<p>60 min</p>
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W.1. completes gapped sentences using a word list.	W.1. complete gapped sentences using a word list of familiar words.	<p><b>Post-reading</b></p> <p>Ls complete the following gapped sentences:</p> <p>Costa Rica celebrates Mother's Day on _____.    _____, _____, and _____ are good gifts.</p> <p>My (name of family member)'s favorite holiday is _____.    My (name of family member)'s favorite holiday is _____.    My (name of family member)'s favorite holiday is _____.    My family likes to _____ on holidays.</p>			
<b>Options</b>		<b>Integrated Mini-Project</b>			
<ul style="list-style-type: none"> <li>- Create your own holiday and the cards that will celebrate it</li> <li>- Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences</li> </ul>		<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>		
<b>Reflective Teaching</b>					
What worked well		What didn't work well			
<b>Enduring Understanding Reflection</b>					
How well did the learners progress in their understanding of the Enduring Understanding?					
<b>Week Plan Self-Assessment</b>					
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.)					

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning Week 2

<b>Level:</b> 7 <sup>th</sup>	<b>Unit: 5</b>	
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Let's celebrate Costa Rican Culture!	<b>Theme:</b> How my community celebrates "Tico" culture
<b>Enduring Understanding:</b> Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country.		
<b>Essential Question:</b> How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?		
<b>New Citizenship</b>		
<b>Dimensions</b>		
1. Ways of thinking ( ✓ )		
2. Ways of living in the world ( ✓ )		
3. Ways of relating with others ( ✓ )		
4. Tools for integrating with the world ( ✓ )		
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>
<b>Grammar &amp; Sentence Frame</b> WH questions – When do you celebrate ____? – What do you do on Mothers' Day? – What do you celebrate in your community?  <b>Vocabulary</b> Community celebrations – Community Day Community traditions, Patron	<b>Function</b> – Asking and giving information about family gatherings  <b>Discourse Markers</b> – Connecting words: and, but, because	<b>Psychosocial</b> – Strengthen the value of belonging to my family /community.

Saint Day															
<b>Phonology</b> Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels. – Week, queen, parties, shower, year, etc.															
Strategies & indicators of learning* <small>(Diagnostic, formative, summative)</small>	Learner can	<b>Didactic Sequence Mediation</b>	Time Total: 120 min (3 lessons)												
Learner...		<b>Pre-teaching</b> <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.  <b>Engaging : Warm up</b> Write the phrase <i>Eat, drink and be merry</i> on the board, making each section of the phrase its own column like below: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Eat</th><th style="text-align: center;">Drink</th><th style="text-align: center;">Be Merry</th></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> Divide the Ls into teams and give each team its own color marker. Explain that when you say go, the first person on each team must rush to the board and write either items you eat during celebrations, items you drink or things you do to have fun (play soccer, decorate a tree, etc.). Each person will have 10 seconds and then must go back to their team and hand off the marker. The winner will be the one with the most items listed in their color. However, all items must be correct.	Eat	Drink	Be Merry										5 min  20 min  5 min
Eat	Drink	Be Merry													

<p>R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.</p>	<p>R.1. identify English language sounds using knowledge in phonics, syllabification and word parts</p>	<p>If something is written that is not a merry-making activity, that item will be removed from scoring. Using the information gathered in the warm up activity, Ls will brainstorm a list of ways Costa Ricans celebrate holidays.</p> <p><b>Recognition/Articulation/Production:</b> Diphthongs are defined as a compound vowel sounds made by blending two vowels together very quickly. The diphthong present in the examples is the same vowel sound as the one found in the word /May/. Refer to the online videos for further help or lead learners to produce the following;</p> <p>Teacher: I may play on my next holiday.    Learner: Planning ahead is a good trait!    Teacher: I hope it doesn't rain.    Learner: And that it comes after you get paid!</p>	<p>15 min</p>
<p>L.1. identifies basic phrases that denote facts about Costa Rican culture.</p>	<p>L.1. recognize basic phrases that denote facts about Costa Rican culture. (e.g., I love to celebrate birthdays).</p>	<p><b>Pre-Listening</b>    T talks about her hometown “turno” that will take place next Friday. She describes all the activities the major has planned to celebrate the saint’s town day.</p> <p><b>Listen for the first time</b></p> <p>Two students who have previously rehearsed will present the following dialogue. Ls will be told to listen for exactly what happens at the festival.</p>	<p>40 min</p>
<p>L.2.recognizes pieces of short information and what is being said about holidays and celebrations.</p>	<p>L.2. understand pieces of short information and what is being said about holidays and celebrations, if</p>	<p><b>Juan:</b> What's going on this weekend?  <b>Juana:</b> Don't you know? The town festival starts on Friday!  <b>Juan:</b> Really? Where is it?  <b>Juana:</b> It's in the plaza in front of the church.  <b>Juan:</b> What happens during the festival?  <b>Juana:</b> There's dancing, bull riding, and on the last night there's a concert.  <b>Juan:</b> Wow! Who is playing in the concert this year?  <b>Juana:</b> Los Ajenos! You have to come!</p>	

<p>given slowly and clearly and there are significant pauses.</p> <p>SI.2. asks for specific information regarding holidays and celebrations.</p> <p>SI.1. answers simple questions using individual words, expressions, or short sentences.</p>	<p><b>Pair/Group feedback</b>  Partners will check to see if both heard dancing, bull riding and a concert.</p> <p><b>Listening for the second time</b>  Partners will be told to discover the answers to  What is happening?  When is it happening?  Where is it happening?  Who will be performing?</p> <p><b>Post-listening</b>  Partners will check answers and then in pairs, practice doing the dialogue as it is projected (or distributed on paper).</p> <p><b>Checking</b>  Write “It’s the thought the counts” on the board.</p> <p><b>Planning</b>  Then create four teams.</p> <p><b>Elaborating</b>  Teams must come up with 5-10 questions to ask as they play What am I Thinking?</p> <p><b>Interacting</b>  To play the game, Ls take turns answering Wh questions from class (like the game 20 Questions) on a holiday or celebration. Limiting the number of questions to 10 allows more Ls to participate.</p>	40 min
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	<p>Sample questions:</p> <ul style="list-style-type: none"> <li>▪ When do you celebrate it?</li> <li>▪ What do you do on this day?</li> <li>▪ What special food do you eat on this day?</li> </ul>	
Options	<b>Integrated Mini-Project</b>	Time
<ul style="list-style-type: none"> <li>– Inspirational posters about the meaning of culture</li> <li>– Create your own holiday and the cards that will celebrate it</li> <li>– Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
<b>Reflective Teaching</b>		
What worked well	What didn't work well	How to improve
<b>Enduring Understanding Reflection</b>		
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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning Week 3

<b>Level:</b> 7 <sup>th</sup>	<b>Unit:</b> 5	
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Let's celebrate Costa Rican Culture!	<b>Theme:</b> How other Cost Rican communities celebrate "Tico" culture
<b>Enduring Understanding:</b> Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country.		
<b>Essential Question:</b> How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?		
<b>New Citizenship:</b>		
<b>Dimensions</b> <ul style="list-style-type: none"> <li>1. Ways of thinking ( ✓ )</li> <li>2. Ways of living in the world ( ✓ )</li> <li>3. Ways of relating with others ( ✓ )</li> <li>4. Tools for integrating with the world ( ✓ )</li> </ul>		
<b>Learn to Know</b> <p><b>Grammar &amp; Sentence Frame</b>            Past simple of "to be"            – Last Christmas I was at my grandma's house.</p> <p><b>Vocabulary</b>            Costa Rican communities            – "Guanacastequeidad" Week, Virgen del Mar Day, "Diablitos" celebration</p>	<b>Learn to Do</b> <p><b>Function</b>            – Telling about community celebrations</p> <p><b>Discourse Markers</b>            – Connecting words: and, but, because</p>	<b>Learn to Be and Live in Community</b> <p><b>Sociocultural</b>            – Respecting other families/ Costa Rican communities' celebrations.</p> <p><b>Proverbs / Quotes</b>            – Before you judge someone, walk a mile in his shoes.</p>

<b>Phonology</b> Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels. – Week, queen, parties, shower, year, etc.			
<b>Strategies &amp; indicators of learning*</b> (Diagnostic, formative, summative)	<b>Learner can</b>	<b>Didactic Sequence Mediation</b>	<b>Time</b> Total: 120 min (3 lessons)
Learner...  R.1.identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.  (Previously used) L.2. recognizes pieces of short information and what is being said	R.1.identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.  L.2. understand pieces of short information and what is being	<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Engaging: Warm up</b></p> <p><b>Recognition/Articulation/Production:</b> T reads the following rhyme that is written on the board. Ls listen two times then volunteers step forward and mark the words with the common sounds (underlined below but should not be underlined on board). These are diphthongs. Encourage partners to repeat the rhyme to each other with one saying it and then the other until T calls time. Allow 2-3 minutes.</p> <p>Let me tell you <u>how</u> to get a <u>crowd</u> to come to <u>town</u>.  I have no <u>doubt</u> that a <u>loud shout</u> is not the way to do it.  No, I have <u>found</u> that all <u>around</u> all you need is to <u>announce</u>  A festival and then stand back and watch as everyone comes to it.</p> <p><b>Pre-listening</b>  T shows a map of Costa Rica and points out where the Brunca live.</p> <p><b>Listening for the first time</b>  T reads the following short text asking Ls to listen for unique actions during the festival.</p>	5 min  10 min  50 min

about holidays and celebrations.	said about holidays and celebrations, if given slowly and clearly and there are significant pauses.	<p>Adapted from the Tico Times: <i>Dancing Devils</i>  <i>Lindsay Fendt, January 5, 2015</i></p> <p>At the end of every year, the Brunca people celebrate the <i>Juego de los Diablitos</i>, or Little Devils' Game. This Festival represents the Brunca's resistance to the Spanish conquest. Brunca men, dressed as devils, fight against a man in a bull costume, which represents the Spanish conquerors.</p> <p>The festival begins at midnight on December 30<sup>th</sup>, when the devils come into the village to dance. They wear banana leaf skirts and hand-carved masks that show animals with devil horns. After the first night, there are three days of fighting. The devils move from house to house, dancing and sharing traditional corn beer known as chicha. Then the devils begin fighting the bull. The fights are often violent.</p> <p>On January 2<sup>nd</sup>, after three days of fighting, the devils and the bull stop in the center of the village, where the bull kills all of the devils and runs to the mountains. But, the story doesn't end there. The devils wake up, go to look for the bull, and burn the bull costume. Burning the bull costume shows the strength of the Brunca people and their culture against Spanish conquerors.</p> <p><b>Pair/Group feedback</b>          Pairs create list of actions and help each other to understand the text.</p> <p><b>Listening for the second time</b>          T points out that the story was written in 2015 – in the past. Ls must answer the following as they listen a second time. Ts may choose to emphasize the use of discourse markers, simple past of was, prepositions of location, or a combination depending on Ls' needs.  <i>What happened?</i> (Examples: There was a festival.)  <i>Why did it happen?</i> (There was a festival to show the strength of the Brunca people.)</p>	
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<p>SP.1. talks about celebrations and holidays in Costa Rica briefly.</p>	<p>SP.1. talk briefly about celebrations and holidays in Costa Rica.</p>	<p><i>When did it happen?</i> (At the end of the year there was a festival to show the strength of the Brunca people.)</p> <p><i>Where did it happen?</i> (At the end of the year there was a festival to show the strength of the Brunca people in the Brunca village.)</p> <p><i>In the end, who won?</i> (At the end of the year there was a festival to show the strength of the Brunca people in the Brunca village and the Brunca won.)</p> <p><b>Post-listening</b> Ls ask and answer the questions in pairs.</p> <p><b>Planning</b> Referring to a map of Costa Rica with local holidays posted in the correct area, small groups of Ls brainstorm what they know about these celebrations and/or areas of the country.</p> <p><b>Organizing</b> Ls organize by using questions they can answer or easily find the answers to— What is the celebration? Where is it? When is it? Each member of the group takes a role in making the presentation.</p> <p><b>Rehearsing</b> Ls assist one another by correcting.</p> <p><b>Using</b> Ls present and if possible, T or other Ls video the presentation for small groups to review. After that Ls sit in circle and one L begins with a sentence such as Last year I celebrated Christmas in _____. Next L must use “but,” “and” or “because” and add another sentence to the story. Every L takes a turn using one of the discourse markers.</p>	<p>40 min</p> <p>15 min</p>
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Options	Integrated Mini-Project	Time
<ul style="list-style-type: none"> <li>- Create your own holiday and the cards that will celebrate it</li> <li>- Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
<b>Reflective Teaching</b>		
What worked well	What didn't work well	How to improve
<b>Enduring Understanding Reflection</b> 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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning Week 4

<b>Level:</b> 7 <sup>th</sup>	<b>Unit:</b> 5						
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Let's celebrate Costa Rican Culture!	<b>Theme:</b> How Costa Rica celebrates national "Tico" culture					
<b>Enduring Understanding:</b> Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country.							
<b>Essential Question:</b> How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?							
<b>New Citizenship:</b>							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #f2f2f2;">Dimensions</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffd700; padding: 5px;">1. Ways of thinking ( ✓ )</td></tr> <tr> <td style="background-color: #d1eaf1; padding: 5px;">2. Ways of living in the world ( ✓ )</td></tr> <tr> <td style="background-color: #ffccbc; padding: 5px;">3. Ways of relating with others ( ✓ )</td></tr> <tr> <td style="background-color: #c5e1c8; padding: 5px;">4. Tools for integrating with the world ( ✓ )</td></tr> </tbody> </table>			Dimensions	1. Ways of thinking ( ✓ )	2. Ways of living in the world ( ✓ )	3. Ways of relating with others ( ✓ )	4. Tools for integrating with the world ( ✓ )
Dimensions							
1. Ways of thinking ( ✓ )							
2. Ways of living in the world ( ✓ )							
3. Ways of relating with others ( ✓ )							
4. Tools for integrating with the world ( ✓ )							
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>					
<b>Grammar &amp; Sentence Frame</b> Prepositions of time In/on/at – Costa Rica celebrates Mother's Day on _____. – At Christmas time, I _____.  Past simple of "to be" – Last Christmas I was at my grandma's house.	<b>Function</b> – Describing national holidays and celebrations in Costa Rica  <b>Discourse Markers</b> – Connecting words: and, but, because	<b>Social Language</b> – a day off  <b>Sociocultural</b> – Reinforcing Costa Rica's identity by collaborating and /or participating in the celebrations					

<p><b>Vocabulary</b>      Costa Rican National Holidays      – New Year's Eve, New Year's Day, Holy Week, Labor Day, Nicoya's Party Annexation Day, The Day of the Virgin of Los Angeles, Mother's Day, Independence Day, Culture Day, Christmas Day</p> <p><b>Phonology</b>      Decoding regularly spelled multisyllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and controlled vowels.      – Week, queen, parties, shower, year, etc.</p>		
Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	<b>Didactic Sequence Mediation</b>
Learner...  SP.2. very simply describes how he/she celebrates	SP.2. very simply describe how he/she	<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Engaging: Warm up</b>      Learners listen to Costa Rica National Anthem, watch video and read English subtitles <a href="https://www.youtube.com/watch?v=5Uk1uKnc26o">https://www.youtube.com/watch?v=5Uk1uKnc26o</a>. At the conclusion, Ls share one word they learned by watching video. Then Ls complete the following sentence: <i>Last Independence Day I was at _____.</i></p> <p>Ls review the list of national public holidays and add other holidays to the list as they brainstorm. All holidays are then written on strips of paper and Ls play a game of Pictionary as they select one</p>

holidays and special occasions and inquiries about others.	celebrates holidays and special occasions and also inquire as to how others celebrate them.	<p>of the strips and then try to get their team to guess the holiday they are drawing.</p> <p> <a href="#">List of national public holidays of Costa Rica in 2016</a></p> <table border="1" data-bbox="826 430 1590 1155"> <thead> <tr> <th>Day</th><th>Date</th><th>Holiday</th></tr> </thead> <tbody> <tr> <td>Friday</td><td>January 01</td><td>New Year's Day</td></tr> <tr> <td>Monday</td><td>March 21</td><td>Holy Week Holiday</td></tr> <tr> <td>Tuesday</td><td>March 22</td><td>Holy Week Holiday</td></tr> <tr> <td>Wednesday</td><td>March 23</td><td>Holy Week Holiday</td></tr> <tr> <td>Thursday</td><td>March 24</td><td>Good Thursday</td></tr> <tr> <td>Friday</td><td>March 25</td><td>Good Friday</td></tr> <tr> <td>Monday</td><td>April 11</td><td>Juan Santa María Day</td></tr> <tr> <td>Sunday</td><td>May 01</td><td>Workers or Labor Day</td></tr> <tr> <td>Monday</td><td>July 25</td><td>Guanacaste Day</td></tr> <tr> <td>Tuesday</td><td>August 02</td><td>Virgin of Los Angeles Day</td></tr> <tr> <td>Monday</td><td>August 15</td><td>Mother's Day</td></tr> <tr> <td>Thursday</td><td>September 15</td><td>Independence Day</td></tr> <tr> <td>Wednesday</td><td>October 12</td><td>Cultures National Day</td></tr> <tr> <td>Sunday</td><td>December 25</td><td>Christmas Day</td></tr> </tbody> </table> <p><b>Planning /Organizing</b></p> <p>In pairs, Ls plan to present a dialogue between two people at a party who are talking about what they did during a recent holiday. Ls are to use 2-3 Wh questions and past simple of “to be.”</p> <p><b>Organizing</b></p>	Day	Date	Holiday	Friday	January 01	New Year's Day	Monday	March 21	Holy Week Holiday	Tuesday	March 22	Holy Week Holiday	Wednesday	March 23	Holy Week Holiday	Thursday	March 24	Good Thursday	Friday	March 25	Good Friday	Monday	April 11	Juan Santa María Day	Sunday	May 01	Workers or Labor Day	Monday	July 25	Guanacaste Day	Tuesday	August 02	Virgin of Los Angeles Day	Monday	August 15	Mother's Day	Thursday	September 15	Independence Day	Wednesday	October 12	Cultures National Day	Sunday	December 25	Christmas Day	40 min
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<p>W.2. writes cards, invitations and simple descriptions of holidays and celebrations. mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation etc.).</p>	<p>W.2. write cards and invitations for (e.g., birthday parties, anniversary parties, weddings, baby showers, graduations, family reunions) and simple descriptions of holidays and celebrations, checking written sentences to look for subject-verb agreement, capitalization, spelling, basic punctuation</p>	<p>Ls determine who will play which role in the dialogue.</p> <p><b>Rehearsing</b></p> <p>Ls practice their presentation.</p> <p><b>Using</b></p> <p>Ls present their dialogues.</p> <p><b>Pre-writing</b></p> <p>Ls refer to vocabulary list and list they brainstormed regarding holidays. They then determine which holiday will be the focus of their invitation.</p> <p><b>Drafting</b></p> <p>Ls prepare to answer</p> <ul style="list-style-type: none"> <li>What:</li> <li>Who:</li> <li>When:</li> <li>Where:</li> <li>Why:</li> </ul> <p>in an invitation to a party celebrating the holiday they chose. They create simple art and provide simple phrases after the colons.</p> <p><b>Revising</b></p> <p>In pairs, Ls check their work and revise as needed.</p> <p><b>Editing</b></p>	<p>40 min</p>
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R.1. identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.	R.1. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.	<p>Ls submit final invitations to T.</p> <p><b>Exit Ticket</b></p> <p><b>Recognition/Articulation/Production:</b> T explains that the diagraph /sh/ is produced when the speaker has their tongue but not touching the upper gum ridge, places the center of their tongue near but not touching the hard palate, keeps a continuous airstream going, and doesn't vibrate their vocal cords. The /ch/ sound is properly produced when the speakers tongue tip is firmly pressed against the gum ridge behind their upper front teeth, make sure that their airstream is stopped as if they are producing the /t/ sound but then restarted as if they were producing the /ch/ sound, and making sure their vocal cords don't vibrate. The /wh/ sound is produced when the speakers lips are rounded and in the same position as the /u/ vowel, have a continuous airstream, and vibrate their vocals cords. Refer to the online video for further help with phonology or produce the following assisted by a student for the class to practice:</p> <p>Teacher: Before you judge someone, walk a mile in his shoes.</p> <p>Learner: That gives you a chance to share culture</p> <p>Teacher: And see from different views.</p> <p>Learner: Asking questions is another way that makes culture easier to learn.</p> <p>Teacher: What, when, where and why are good to ask when talking and it's your turn.</p>	
Options	<b>Integrated Mini-Project</b>		Time
<ul style="list-style-type: none"> <li>- Inspirational posters about the meaning of culture</li> <li>- Create your own holiday and the cards that will celebrate it</li> <li>- Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p>		Adjust previous times listed above to allow 5 min each week.  Group presentations can be week 5 or 6.

Responding and sharing (week 6)																						
<b>Reflective Teaching</b>																						
What worked well	What didn't work well	How to improve																				
<b>Enduring Understanding Reflection</b> How well did the learners progress in their understanding of the Enduring Understanding?																						
<b>Week Plan Self-Assessment</b>																						
<p>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.)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #c6e2ff;"> <th style="padding: 5px;"><b>Learner Self-Assessment</b></th> <th style="padding: 5px;"><b>Yes</b></th> <th style="padding: 5px;"><b>No</b></th> <th style="padding: 5px;"><b>In progress</b></th> </tr> </thead> <tbody> <tr style="height: 40px;"> <td style="padding: 5px;"><i>I can...</i></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr style="height: 40px;"> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr style="height: 40px;"> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr style="height: 40px;"> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>			<b>Learner Self-Assessment</b>	<b>Yes</b>	<b>No</b>	<b>In progress</b>	<i>I can...</i>															
<b>Learner Self-Assessment</b>	<b>Yes</b>	<b>No</b>	<b>In progress</b>																			
<i>I can...</i>																						
<p>*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.</p>																						

**Didactic Planning**  
**Weeks 5 and 6**  
**Review and Integrated Mini-Project**

**Level: 7<sup>th</sup>**

**Unit 5: Let's celebrate Costa Rican Culture!**

**Enduring Understanding:** Costa Rican holidays include specific celebrations which are representative of the sense of belonging and cultural identity of the country.

**Essential Question:** How do we, as Costa Ricans, celebrate holidays as part of Tico cultural identity?

**New Citizenship:**

**Dimensions**

**1. Ways of thinking (✓)**

**2. Ways of living in the world (✓)**

**3. Ways of relating with others (✓)**

**4. Tools for integrating with the world (✓)**

<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>
<p><b>Grammar &amp; Sentence Frame</b></p> <input type="checkbox"/> Did Ls use all sentence frames?  <p><b>Vocabulary</b></p> <input type="checkbox"/> Did Ls say aloud and write all vocabulary?  <p><b>Phonology</b></p> <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?	<p><b>Function</b></p> <input type="checkbox"/> Did Ls use all functions?  <p><b>Discourse Markers</b></p> <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	<p><b>Psychosocial</b></p> Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders  <p><b>Sociocultural</b></p> <input type="checkbox"/> Did Ls practice idioms and quotes?

Strategies & indicators of learning (Diagnostic, formative, summative)	Learner can	<b>Didactic Sequence Mediation</b>	Time Total: 120 min (3 lessons)
<input type="checkbox"/> Did Ls achieve all learning outcomes?	<input type="checkbox"/> Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	All of week 5 or 6
Options	<b>Integrated Mini-Project</b>		Time
<ul style="list-style-type: none"> <li>– Inspirational posters about the meaning of culture</li> <li>– Create your own holiday and the cards that will celebrate it</li> <li>– Design family celebration calendar indicating birthdays and other celebrations and indicate family preferences</li> </ul>	<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p><b>Responding and sharing:</b> Participating in individual and peer assessment of mini-project.</p> <p>Teachers monitor ....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project?</li> <li><input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements?</li> <li><input type="checkbox"/> Did Ls put into practice the focus of Learning to Be and Live in Community?</li> <li><input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question?</li> </ul>		All of week 5 or 6 of unit

## 7<sup>th</sup> Grade – Resources for Lesson Plans



### Celebrate the New Year!

noon – 4 p.m. January 1  
at the City Park

Bring your family's favorite food  
and share with your friends!



Do you always get your Mom a card for Mother's Day?  
It's time to shop early online.  
Order before July 31 and get free shipping.

Attention Graduates!  
Meet Monday for details on your class trip.  
See you in the cafeteria at 3 p.m.





**Order your Christmas tamales today!**  
**Call 1234-5678 for prices.**  
**Must order by December 15<sup>th</sup>!**

**7<sup>th</sup> Grade – Short texts and Dialogues**  
**(Audios available at [www.english.mep.go.cr/](http://www.english.mep.go.cr/))**

### Theme 1. How my family and I celebrate “Tico” culture

#### **DIALOGUE: Christmas**

Erica: Finally! The last day of school! I'm so excited for vacation.

Erik: Me too! We only have two more weeks until Christmas.

Erica: I know! I can't wait to go to the beach and see my cousins. What do you do at Christmas time?

Erik: My family always makes tamales and decorates the Christmas tree together.

Erica: We do too. I always eat so many tamales in December.

Erik: I think we all do. Have a good vacation with your cousins!

### Theme 2. How my community celebrates “Tico” culture

#### **TEXT: Lantern Parade**

Adapted from the Tico Times: *Celebrating Independence Day: Why the Lantern Parade?*

Fabiola Pomareda, September 14, 2014

Each year on the evening of September 14<sup>th</sup>, Costa Rican children fill the streets with lights. They are carrying faroles, or handmade lanterns. Traditionally, faroles were simple, made of red and white paper with a candle inside. Today, they come in all shapes and sizes. You can find elaborate “casitas típicas” (typical homes), large oxcarts, and even soccer balls.

But why do we do this? The story starts in 1821, with a Guatemalan woman named María Dolores Bedoya. At the time, Central America was fighting for its independence. On the night of September 14, Bedoya went out into the plaza. She called to the people of her town to meet in the plaza to show their support for independence.

The people came to the plaza with lanterns, and waited all night for news of Central America's independence. Finally, on September 15, independence was declared. The Guatemalans shouted, “¡Viva la patria! ¡Viva la libertad!” Since then, lanterns have become a symbol of Central American independence, and can be seen in towns throughout Costa Rica every year on the night before Independence Day.

### Theme 3. How other Costa Rican communities celebrate “Tico” culture

### **DIALOGUE: Day of the Virgin of the Sea**

Gerarda: Why were there so many people in Puntarenas yesterday?

Gerardo: It was the Day of Virgin of the Sea.

Gerarda: What's that? What were they doing?

Gerardo: Every year they carry a statue of the Virgin of Monte Carmelo out to the sea on fishing boats. There are always a lot of people who come to watch.

Gerarda: Cool!

### **Theme 4. How Costa Ricans celebrate national “Tico” culture**

#### **TEXT: Day of the Virgin of Los Angeles**

Adapted from the Tico Times: *Thousands walk to Cartago to visit ‘La Negrita’*

*Lindsay Fendt, August 2, 2016*

Every year, two million people from across Central America leave their homes and walk to the Basilica of Our Lady of Los Angeles in Cartago, to pay their respects to Costa Rica's patron saint, the Virgin of Los Angeles.

The tradition is based on the legend of La Negrita. In the legend, an indigenous woman discovers a small statue in the forest of a woman with a baby. The woman takes the statue to her home, but something unusual happens. The next day, the statue is gone. The indigenous woman finds the statue again in the forest, in the same spot as before. Again, she takes it to her home. But the next day, it is gone again. The woman tells the town's priest, and he says that it is a message from the Virgin Mary. The priest says villagers should build a church on the spot where the statue appeared.

The Basilica in Cartago was built on that same spot. Every year Catholics walk “La Romería de la Virgen de los Ángeles” to Cartago. They come to see the statue of “La Negrita” and ask for blessings, favors or forgiveness.

Level 7 <sup>th</sup>		Unit 6					
		<b>CEF level to be reached: A1.1</b>					
		<b>Scenario:</b> Getting from here to there					
<b>Enduring Understanding</b>	Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do.						
<b>Essential Question</b>	How can people be smart travelers?						
<b>New Citizenship:</b>							
<b>Dimensions</b>							
1. Ways of thinking (✓)							
2. Ways of living in the world (✓)							
3. Ways of relating with others (✓)							
4. Tools for integrating with the world (✓)							
<b>Assessment and Goals</b>							
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5/6</b>			
<b>Assessment:</b> L recognizes instructions for games and follows teacher/students' modeling of the activity. L.3. recognize instructions for games and follow teacher/students' modeling of the activity. <b>Assessment:</b> L labels diagrams with appropriate	<b>Assessment:</b> L recognizes main ideas of text when accompanied by illustrations. R.4. understand main ideas of text when accompanied by illustrations. <b>Assessment:</b> L interacts in a simple way, asking questions about places, where they are and how to get to them and	<b>Assessment:</b> L follows simple directions how to get from one place to another, on foot or by public transport. L.1. follow simple directions how to get from one place to another, on foot or by public transport. <b>Assessment:</b> L writes simple descriptions of places (e.g.,	<b>Assessment:</b> L recognizes figures and times given in clear announcements, for example at the airport or at a bus station. L.2. understand figures and times given in clear announcements, for example at the airport or at a bus station. <b>Assessment:</b> L recognizes the main idea of presentations related to	<b>Assessment</b>  Anecdotal reports / rubrics / instruments for self and co-assessment			

<p>pieces of familiar goods and services.</p> <p>R.1. label diagrams with appropriate pieces of familiar goods and services.</p> <p><b>Assessment:</b> L recognizes familiar names of places, goods and services in short and simple texts</p> <p>R.3. recognize familiar names of places, goods and services in short and simple texts.</p> <p><b>Assessment:</b> L expresses preferences about places to visit and ways to move around.</p> <p>SI.1. express preferences about places to visit and ways to move around.</p>	<p>answering such questions if they are articulated slowly and clearly.</p> <p>SI.2. interact in a simple way, asking questions about places, where they are and how to get to them and answering such questions if they are articulated slowly and clearly.</p>	<p>location, direction, activities)</p> <p>W.2. write simple descriptions of places (e.g., location, direction, activities, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).</p> <p><b>Assessment:</b> L uses simple words to tell where a place is and ways to get there.</p> <p>SP.1. use simple words to tell where a place is and ways to get there.</p> <p><b>Assessment:</b> L describes places and ways to move around (towns, holiday resorts, car, plane, bike).</p> <p>SP.2. describe places and ways to move around (towns, holiday resorts, car, plane, bike).</p>	<p>places, goods and services.</p> <p>L.4. understand the main idea of presentations related to places, goods and services.</p> <p><b>Assessment:</b> L describes briefly weekend or holiday plans.</p> <p>SP.3. describe weekend or holiday plans and what I need and when. (ticket, reservation, passport)</p> <p><b>Assessment:</b> L fills in a hotel registration form with personal details.</p> <p>W.1. fill in a hotel registration form with personal details.</p>	<p><b>Suggested Integrated Mini project</b></p> <ul style="list-style-type: none"> <li>- An event with guests from the community who answer questions about what they do for the community and where. Students ask questions in English and then in Spanish.</li> <li>- A story board: "Our favorite place"</li> <li>- A digital or physical magazine</li> <li>- Vod cast-with script</li> <li>- Marketing traveling campaign with a pod cast</li> </ul>
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**Can Do related to Phonology to be inserted as appropriate each week**

**Assessment:** L recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.

R2. identify English language sounds using knowledge in phonics, syllabification and word parts.

Theme	Theme	Theme	Theme
Knowing where I want to go	Knowing where it is	Knowing how to get there	Knowing what I need and when
Function	Function	Function	Function
- Identifying places and buildings	- Locating places and buildings	- Giving directions - Describing ways to move around	- Understanding and using travel fares and hotel registrations
Discourse Markers	Discourse Markers	Discourse Markers	Discourse Markers
Connecting words: and, but, because	Connecting words: and, but, because	Connecting words: and, but, because	Connecting words: and, but, because

<b>Grammar &amp; Sentence Frames</b>  <u>Future -- going to</u> - We are going to Manuel Antonio National Park. - Are you going to visit Poas Volcano?  <u>Determiners</u> There is / There are ...	<b>Grammar &amp; Sentence Frames</b>  <u>WH questions</u> - Where is the post office? - Are we on the right road? - How far is it __?  <u>Determiners</u> There is / There are ...  <u>Prepositions of place</u> in, on, next to, near, between, in front of, opposite to, behind	<b>Grammar &amp; Sentence Frames</b>  <u>Imperatives</u> Go down... Go straight... Follow the signs Turn left  <u>Prepositions of place</u> in, on, next to, near, between, in front of, opposite to, behind	<b>Grammar &amp; Sentence Frames</b>  <u>Prepositions of time:</u> In, on, at  <u>Present tense</u> (S+V+C) I go to the beach.
<b>Phonology</b>  Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)	<b>Phonology</b>  Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)	<b>Phonology</b>  Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)	<b>Phonology</b>  Review
<b>Vocabulary</b>  <u>Knowing where I want to go</u> High School, Church, Bank, Park Restaurant, Cafeteria hospital, supermarket/grocery store, Mall/Movie Theater, Cinema / Soccer field, river/beach/lake / National Park/ Volcano	<b>Vocabulary</b>  <u>Knowing where it is</u> There is / There are in, on, next to, near, between, in front of, opposite of, behind	<b>Vocabulary</b>  <u>Knowing how to get there</u> Where is the post office? Are we on the right road? How can I get to __? It's on main street ... It is not far It is quite far Go straight... Follow the signs Turn left, go straight By car/ walking/ bike/ bus/ train/ airplane/motorcycle/ boat, carpooling	<b>Vocabulary</b>  <u>Knowing what I need and when</u> Travel expenses, schedules, transfer, transportation fare, price, cash, ticket, toll, reservation, form Numbers from 1 to 5 thousand Days of the week Months of the year Time
<b>Psycho-social</b>  - Analyzing and making decisions	<b>Psycho-social</b>  - Communicating clearly, concisely and responsibly, with respect for the person	<b>Psycho-social</b>  - Enjoying traveling.  <b>Sociocultural</b>	<b>Psycho-social</b>  - Being flexible and open to changes when traveling.

<p><b>Idioms</b></p> <ul style="list-style-type: none"> <li>- Itchy feet</li> <li>- Hit the road</li> </ul>	<p>addressed</p> <p><b>Social Language</b></p> <ul style="list-style-type: none"> <li>- Straight to the point</li> <li>- Clueless</li> <li>- Directionally challenged</li> </ul>	<ul style="list-style-type: none"> <li>- Respecting, appreciating and being aware of his /her community, region, country, and world travel opportunities</li> </ul> <p><b>Social Language</b></p> <ul style="list-style-type: none"> <li>- Directionally challenged</li> </ul>	<p><b>Proverbs / Quotes</b></p> <p>He who returns from a journey is not the same as he who left. -- Chinese proverb</p>
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## Didactic Planning Week 1

Level: 7 <sup>th</sup>	Unit: 6						
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Getting from here to there	<b>Theme:</b> Knowing where I want to go					
<b>Enduring Understanding:</b> Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do. <b>Essential Question:</b> How can people be smart travelers?							
<b>New Citizenship:</b>							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #f2f2f2; padding: 2px;">Dimensions</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffd700; padding: 2px;">1. Ways of thinking ( ✓ )</td> </tr> <tr> <td style="background-color: #d1eaf1; padding: 2px;">2. Ways of living in the world ( ✓ )</td> </tr> <tr> <td style="background-color: #ffcc99; padding: 2px;">3. Ways of relating with others ( ✓ )</td> </tr> <tr> <td style="background-color: #90ee90; padding: 2px;">4. Tools for integrating with the world ( ✓ )</td> </tr> </tbody> </table>			Dimensions	1. Ways of thinking ( ✓ )	2. Ways of living in the world ( ✓ )	3. Ways of relating with others ( ✓ )	4. Tools for integrating with the world ( ✓ )
Dimensions							
1. Ways of thinking ( ✓ )							
2. Ways of living in the world ( ✓ )							
3. Ways of relating with others ( ✓ )							
4. Tools for integrating with the world ( ✓ )							
Learn to Know	Learn to Do	Learn to Be and Live in Community					
<b>Grammar &amp; Sentence Frame</b> Future – going to – We are going to Manuel Antonio National Park. – Are you going to visit Poas Volcano?  Determiners There is / There are ...  <b>Vocabulary</b> High School, Church, Bank, Park Restaurant, Cafeteria hospital, supermarket/grocery store, Mall/Movie Theater, Cinema / Soccer field,	<b>Function</b> – Identifying places and buildings  <b>Discourse Markers</b> – Connecting words: and, but, because	<b>Psychosocial</b> – Analyzing and making decisions  <b>Idioms</b> – Itchy feet – Hit the road					

river/beach/lake / National Park/ Volcano			
<p><b>Phonology</b></p> <p>Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)</p>			
Strategies & indicators of learning* (Diagnostic, formative, summative)	Learner can	<b>Didactic Sequence Mediation</b>	Time Total: 120 min (3 lessons)
Learner...  L.3. recognizes instructions for games and follows teacher/students' modeling of the activity.	L.3. recognize instructions for games and follow teacher/students' modeling of the activity	<p><b>Pre-teaching</b></p> <p><b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Engaging</b></p> <p>Learners play Take, Give, Receive. On the board or the wall is a grid that looks like the table below. The numbers are written on sheets of paper covering either a larger plus sign (+), minus sign (-), or exclamation point (!). The object of the game is to correctly answer questions and end with the most players. Two or more teams are needed with an audience who will play later. (Large groups may want to have more squares on the board). Each team receives a turn and must answer a review question from the unit similar to the questions that follow. The team who answers correctly gets the opportunity to select a number and see what is beneath the paper. If it is the plus sign (+) they get to take a player from the other team. If it is a minus sign (-) they must give a player to the other team. If it is an exclamation point (!), they receive another player from the audience without the other team having to give one up. Sample questions are:</p> <ul style="list-style-type: none"> <li>▪ Where do you go to school?</li> <li>▪ What is that? (pointing to object in room that they know)</li> <li>▪ Where can I buy that? (pointing to same object)</li> <li>▪ What is this? (pointing to object in room that they know)</li> <li>▪ Where can I buy this? (pointing to same object)</li> <li>▪ When do you eat breakfast?</li> <li>▪ Where do you eat lunch?</li> <li>▪ Where can you find (something that was covered in lesson on backyards)?</li> </ul>	5 min  10 min

R.1. labels diagrams with appropriate pieces of familiar goods	R.1. label diagrams with appropriate pieces of familiar	<ul style="list-style-type: none"> <li>▪ Where can you find (something that was covered in lesson on Costa Rica natural wonders)?</li> <li>▪ Where can I buy vegetables?</li> <li>▪ What do you do on Mothers Day?</li> <li>▪ What foods do you eat at Christmas?</li> </ul> <table border="1" data-bbox="810 488 1888 1155" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr> <td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr> <td>13</td><td>14</td><td>15</td><td>16</td></tr> </tbody> </table> <p><b>Pre-reading</b></p> <p>T shows words printed on separate pieces of paper that are vocabulary words for places in the community of the school and then shows the video and rhythmic presentation of "Places in My Town" (video found here <a href="https://www.youtube.com/watch?v=Kfzyc4m9jVk">https://www.youtube.com/watch?v=Kfzyc4m9jVk</a>) or the MEP resource "My Community" (found here <a href="http://www.mep.go.cr/sites/default/files/recursos/recursos-">http://www.mep.go.cr/sites/default/files/recursos/recursos-</a></p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	30 min
1	2	3	4																
5	6	7	8																
9	10	11	12																
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and services.  R.3. recognizes familiar names of places, goods and services in short and simple texts	goods and services.  R.3. recognize familiar names of places, goods and services in short and simple texts.	<p><a href="http://interactivos/my_community/deploy/sites/mango-city/islands/tourism-recreation.html">interactivos/my_community/deploy/sites/mango-city/islands/tourism-recreation.html</a>) to introduce mapping the community. Refer to online videos for further help with phonology. Learners will then place the pieces of paper in the proper order to form a map similar to what is shown in the video.</p> <p>Learners will use prior knowledge to identify services provided in the places noted on their map and write those words on smaller pieces of paper and place them on top of the locations on the map. T will introduce new vocabulary that is not covered by Ls prior knowledge. (This activity can be used independently of the video if projection or internet is not available.)</p> <p><b>Reading for the first time</b> – T projects the following or distributes copies. Note: Class can do the actual event or simply pretend that they will be hosting it.</p> <p><i>We are going to plan an event because we want to hear what people in our community do. The event is going to be the last week of classes. We are going to need many things. Because there is so much to do, we are going to assign jobs.</i></p> <table border="1" data-bbox="743 953 1911 1423"> <thead> <tr> <th>At this place ...</th><th>There is/there are ...</th><th>We are going to need to know ...</th><th>Who is going to ask?</th></tr> </thead> <tbody> <tr> <td>Supermarket</td><td>Drinks, snacks</td><td>The price</td><td>(Fill in name of student after reading for the second time)</td></tr> <tr> <td>Restaurant</td><td>Pastries</td><td>The price</td><td>(Fill in name of student after reading for the second time)</td></tr> <tr> <td>Church</td><td>Minister</td><td>The name of someone who can join us</td><td>(Fill in name of student after reading for the second time)</td></tr> <tr> <td>Police station</td><td>Police officers and</td><td>The name of someone</td><td>(Fill in name of student after reading for the second time)</td></tr> </tbody> </table>	At this place ...	There is/there are ...	We are going to need to know ...	Who is going to ask?	Supermarket	Drinks, snacks	The price	(Fill in name of student after reading for the second time)	Restaurant	Pastries	The price	(Fill in name of student after reading for the second time)	Church	Minister	The name of someone who can join us	(Fill in name of student after reading for the second time)	Police station	Police officers and	The name of someone	(Fill in name of student after reading for the second time)	30 min
At this place ...	There is/there are ...	We are going to need to know ...	Who is going to ask?																				
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		<table border="1"> <tr> <td></td><td>other staff</td><td>who can join us</td><td>time)</td></tr> <tr> <td>Continue to add based on your community</td><td></td><td></td><td>(Fill in name of student after reading for the second time)</td></tr> </table>		other staff	who can join us	time)	Continue to add based on your community			(Fill in name of student after reading for the second time)	
	other staff	who can join us	time)								
Continue to add based on your community			(Fill in name of student after reading for the second time)								
SI.1. expresses preferences about places to visit and ways to move around.	SI.1. express preferences about places to visit and ways to move around.	<p><b>Pair/Group</b> – Learners (in pairs) list the things they know now and what they are going to do in the future.</p> <table border="1"> <thead> <tr> <th>Now</th> <th>Future</th> </tr> </thead> <tbody> <tr> <td>--</td> <td>--</td> </tr> <tr> <td>--</td> <td>--</td> </tr> <tr> <td>--</td> <td>--</td> </tr> </tbody> </table> <p><b>Reading for the second time</b> – Learners will read and fill in the names of people to do the assigned tasks. (Can be done in small groups as role play or as part of Integrated Mini Project.)</p> <p><b>Planning</b>  Learners in small groups will plan to report their plans to the large group.</p> <p><b>Organizing</b>  Learners will complete the sentences: <i>I want to visit _____ in our community. I am going to find out information about _____ and (check on prices for _____ or invite _____) to our event.</i></p> <p><b>Rehearsing</b>  Ls individually practice the sentneces they wrote before sharing them in groups.</p>	Now	Future	--	--	--	--	--	--	10 min
Now	Future										
--	--										
--	--										
--	--										
			20 min								

	<p><b>Using –</b>            Each group will discuss what they are going to do for the event.</p> <p><b>Exit ticket</b> – After T explains “to hit the road” is to leave on a journey. Learners must identify one place other than their community that they would like to visit. As they leave they say, <i>When I hit the road, I am going to visit _____.</i></p>	5 min
<b>Options</b>	<b>Integrated Mini-Project</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>– An event with guests from the community who answer questions about what they do for the community and where. Students ask questions in English and then in Spanish.</li> <li>– A story board: “Our favorite place”</li> <li>– A digital or physical magazine</li> <li>– Vod cast-with script</li> <li>– Marketing traveling campaign with a pod cast</li> </ul>	Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation. <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	Adjust previous times listed above to allow 5 min each week. Group presentations can be week 5 or 6.
<b>Reflective Teaching</b>		
What worked well	What didn't work well	How to improve
<b>Enduring Understanding Reflection</b>		
How well did the learners progress in their understanding of the Enduring Understanding?		
<b>Week Plan Self-Assessment</b>		
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.)		



**DIRECCIÓN DE DESARROLLO CURRICULAR**  
**Departamento de Tercer Ciclo y**  
**Educación Diversificada**  
**Asesoría Nacional de Inglés**



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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning Week 2

<b>Level:</b> 7 <sup>th</sup>	<b>Unit:</b> 6						
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Getting from here to there	<b>Theme:</b> Knowing where it is					
<b>Enduring Understanding:</b> Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do. <b>Essential Question:</b> How can people be smart travelers?							
<b>New Citizenship:</b>							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; background-color: #f2f2f2;">Dimensions</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffd700; text-align: center;">1. Ways of thinking ( ✓ )</td></tr> <tr> <td style="background-color: #d1eaf1; text-align: center;">2. Ways of living in the world ( ✓ )</td></tr> <tr> <td style="background-color: #ffcc99; text-align: center;">3. Ways of relating with others ( ✓ )</td></tr> <tr> <td style="background-color: #90EE90; text-align: center;">4. Tools for integrating with the world ( ✓ )</td></tr> </tbody> </table>			Dimensions	1. Ways of thinking ( ✓ )	2. Ways of living in the world ( ✓ )	3. Ways of relating with others ( ✓ )	4. Tools for integrating with the world ( ✓ )
Dimensions							
1. Ways of thinking ( ✓ )							
2. Ways of living in the world ( ✓ )							
3. Ways of relating with others ( ✓ )							
4. Tools for integrating with the world ( ✓ )							
Learn to Know	Learn to Do	Learn to Be and Live in Community					
<b>Grammar &amp; Sentence Frames</b> <p><u>WH questions</u></p> <ul style="list-style-type: none"> <li>- Where is the post office?</li> <li>- Are we on the right road?</li> <li>- How far is it ___?</li> </ul> <p><u>Determiners</u></p> <p>There is / There are ...</p>	<p style="text-align: center;"><b>Function</b></p> <ul style="list-style-type: none"> <li>- Locating places and buildings</li> </ul> <p style="text-align: center;"><b>Discourse Markers</b></p> <ul style="list-style-type: none"> <li>- Connecting words: and, but, because</li> </ul>	<p style="text-align: center;"><b>Psychosocial</b></p> <ul style="list-style-type: none"> <li>- Communicating clearly, concisely and responsibly, with respect for the person addressed</li> </ul> <p style="text-align: center;"><b>Social Language</b></p> <ul style="list-style-type: none"> <li>- Straight to the point</li> <li>- Clueless</li> <li>- Directionally challenged</li> </ul>					

<u>Prepositions of place</u> in, on, next to, near, between, in front of, opposite to, behind			
<b>Vocabulary</b> There is / There are in, on, next to, near, between, in front of, opposite of, behind			
<b>Phonology</b> Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)			
Strategies & indicators of learning* <small>(Diagnostic, formative, summative)</small>	Learner can	<b>Didactic Sequence Mediation</b>	Time Total: 120 min (3 lessons)
R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts	R.2. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.	<p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Engaging Warm up</b></p> <p><b>Recognition/Articulation/Production:</b> To practice the -at sound, form two teams into lines facing the wall or board where a map of Costa Rica, is posted. Say a place in Costa Rica (province, national park, other attraction) and then say Where is it? First one to slap the map correctly with a flyswatter gets a point for his/her team. For further help with phonology, refer to the online videos. Ls brainstorm list of goods/services offered across the country (surfing, fishing, hiking, guides, food, zip line, etc.) using prior knowledge from Unit 3.</p>	5 min  10 min

R.4.recognizes main ideas of text when accompanied by illustrations.	R.4. understand main ideas of text when accompanied by illustrations.	<p><b>Pre-reading</b></p> <p>T shows previously written words printed on strips of paper which can be attached to the map used in the warm up. The words are locations of provinces, cities, and known tourist attractions in Costa Rica. Learners take turns drawing a strip of paper from the set and saying aloud to the class: Where is (word on strip of paper)? What good or service is offered there? As learner secures the strip to the correct location, the class responds with There is/There are _____ (surfing, fishing, hiking, etc.) A team of learners writes the good or service on additional strips of paper and secures them in the proper location on the map as well. T models new vocabulary using pictures from Unit 3's Marvels in Costa Rica theme and the map. For example: <i>There are national parks IN (name of province). The national park is NEXT TO _____. The (name of marvel) is NEAR _____. This province is BETWEEN (name of two provinces).</i> Learners, in pairs, complete 7 sentences using the model: <i>There is/are (service) in (place) and it is (next to, near, between) (other location).</i></p> <p><b>Reading for the first time</b></p> <p>Groups of learners are given one short section from the visit Costa Rica press kit beginning on page 13 (found here <a href="http://www.visitcostarica.com/ict/paginas/press_kit/kit_en/PressKit-ICT-2014.pdf">http://www.visitcostarica.com/ict/paginas/press_kit/kit_en/PressKit-ICT-2014.pdf</a>). They read their section and identify words or sentences they do not understand.</p> <p><b>Pair/Group –</b></p> <p>The group and/or the teacher ensures that the gist of the reading is understood.</p> <p><b>Reading for the second time –</b> In pairs they complete a T chart with two headings:</p> <ul style="list-style-type: none"> <li>a. Location</li> <li>b. Goods/services</li> </ul>	5 min	20 min	25 min
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and then in Spanish. – A story board: “Our favorite place” – A digital or physical magazine – Vod cast-with script – Marketing traveling campaign with a podcast	<p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	presentations can be week 5 or 6.
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### Reflective Teaching

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

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

### 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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

## Didactic Planning Week 3

Level: 7 <sup>th</sup>	Unit: 6	
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Getting from here to there	<b>Theme:</b> Knowing how to get there
<b>Enduring Understanding:</b> Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do. <b>Essential Question:</b> How can people be smart travelers?		
<b>New Citizenship:</b>		
<b>Dimensions</b> <ul style="list-style-type: none"> <li>1. Ways of thinking ( ✓ )</li> <li>2. Ways of living in the world ( ✓ )</li> <li>3. Ways of relating with others ( ✓ )</li> <li>4. Tools for integrating with the world ( ✓ )</li> </ul>		
Learn to Know	Learn to Do	Learn to Be and Live in Community
<b>Grammar &amp; Sentence Frame</b> <u>Imperatives</u> Go down... Go straight... Follow the signs Turn left  <u>Prepositions of place</u> in, on, next to, near, between, in front of,	<b>Function</b> <ul style="list-style-type: none"> <li>– Giving directions</li> <li>– Describing ways to move around</li> </ul> <b>Discourse Markers</b> <ul style="list-style-type: none"> <li>– Connecting words: and, but, because</li> </ul>	<b>Psycho-social</b> <ul style="list-style-type: none"> <li>– Enjoying traveling.</li> </ul> <b>Sociocultural</b> <ul style="list-style-type: none"> <li>– Respecting, appreciating and being aware of his /her community, region, country, and world travel opportunities</li> </ul> <b>Social Language</b>

<p>opposite to, behind</p> <p><b>Vocabulary</b></p> <p>Where is the post office?      Are we on the right road?      How can I get to ___?      It's on main street ...      It is not far      It is quite far      Go straight...      Follow the signs      Turn left, go straight      By car/ walking/ bike/ bus/ train/      airplane/motorcycle/ boat, carpooling</p> <p><b>Phonology</b></p> <p>Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)</p>		<ul style="list-style-type: none"> <li>- Directionally challenged</li> </ul>
<b>Strategies &amp; indicators of learning*</b> (Diagnostic, formative, summative)	<b>Learner can</b>	<p align="center"><b>Didactic Sequence Mediation</b></p> <p><b>Pre-teaching</b>  <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Engaging: Warm up</b>            Before showing the video “Places in My Town” from week 1 again, (video found here <a href="https://www.youtube.com/watch?v=Kfzyc4m9jVk">https://www.youtube.com/watch?v=Kfzyc4m9jVk</a>), demonstrate hand motions for the directions given. Then Ls perform the motions as video instructs.</p> <p style="text-align: center;">Turn left – left arm out            Turn right – right arm out</p>

<p>L.1. follows simple directions how to get from one place to another, on foot or by public transport.</p> <p>R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>W.2. writes simple descriptions of places (e.g., location, direction,</p>	<p>L.1. follow simple directions how to get from one place to another, on foot or by public transport.</p> <p>R.2. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.</p> <p>W.2. write simple descriptions of places (e.g.,</p>	<p>Go straight – both arms stretched forward  Up the street – both arms overhead  Down the street – both arms pointing toward floor</p> <p><b>Option --</b> Play a game where learners provide basic instructions to a “Robot” who first leaves the room while planning takes place and then sits in middle of room. Class first determines what symbols will mean what actions. For instance:</p> <p>! = stand up  # = Turn to the right  ^ = Step forward</p> <p>While Robot is outside room, learners determine what simple task can be accomplished (e.g., go to board and erase it) and using symbols printed on separate pieces of paper, place themselves in correct order to lead Robot through the activity. No one is allowed to speak to the Robot.</p> <p><b>Pre-task: listening to write</b>  <b>Recognition/Articulation/Production:</b> T says words with -en sound such as when, friend, send, then, with phrase such as <i>WHEN you want to help a FRIEND you should SEND them directions and THEN meet them</i>. Ls repeat and produce instructions on how to get through maze.  Having previously created a maze on the floor with tape outlining the path of turns, etc. blindfold one L and have other L provide instructions on how to complete the maze using vocabulary. Ls can then work in pairs beginning at different points in the maze so that more can participate at one time. Option is to ask Ls to create obstacle courses outside and then work in pairs to offer and receive instructions.</p> <p><b>Drafting</b> – Use the following as a fill in the blank dialogue that individuals work on independently. T can help clarify social language. Audio example available online.</p> <p><b>Jose:</b> Maria, I need your help! I am trying to send my friend who is visiting _____(name of community)_____ instructions from the _____ (select a location like the</p>	<p>15 min</p> <p>40 min</p>
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activities)	location, direction, activities, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).	<p>bus stop) to the school but I am clueless on how to begin.</p> <p><b>Maria:</b> You are so directionally challenged! I want to meet your friend so I am definitely going to help.</p> <p><b>Jose:</b> Thanks, Maria! I owe you!</p> <p><b>Maria:</b> Well first he needs to _____. (insert directions). Then he _____ and finally he _____.</p> <p><b>Jose:</b> (repeats the directions)</p> <p><b>Maria:</b> You got this! You are not so clueless after all. Of course, if your friend gets lost, you can always tell him to follow the signs.</p> <p><b>Revising</b> – Ls share their work in pairs and revise as necessary.</p> <p><b>Editing</b> – Ls examine the dialogues for any writing errors.</p>	
SP.1. uses simple words to tell where a place is and ways to get there.  SP.2. describes places and ways to move around (towns, holiday resorts, car, plane, bike).	SP.1. use simple words to tell where a place is and ways to get there.  SP.2. describe places and ways to move around (towns, holiday resorts, car, plane, bike).	<p><b>Planning Options</b></p> <ul style="list-style-type: none"> <li>✓ Option 1 A friend is visiting your hometown and wants to get some things. Explain using simple words where the different places are and how to get there.</li> <li>✓ Option 2 – Using map of community, Ls draw two locations from a stack of strips of paper and tell how they will travel from one location to the other. (<i>I am going to walk, bike, drive, ride, etc. and then I am going to turn left, etc.</i>)</li> <li>✓ Option 3 – Using map of Costa Rica, Ls draw two locations from stack of strips of paper and tell how they will travel from one location to the other. (<i>I am going to ride a bus, drive a car, fly, bike, walk, etc.</i> They must include at least one point where they will turn left or right and go straight.)</li> <li>✓ Option 4 – Using material from the press kit used in Week 2, Ls review and then say how to travel to the various locations.</li> </ul>	30 min  15 min

	<p>Ls determine who will play which role.</p> <p><b>Organizing</b> Ls add props if wanted.</p> <p><b>Rehearsing</b> Ls rehearse script.</p> <p><b>Using</b> Ls present in pairs.</p>	
Options	Integrated Mini-Project	Time
<ul style="list-style-type: none"> <li>- An event with guests from the community who answer questions about what they do for the community and where. Students ask questions in English and then in Spanish.</li> <li>- A story board: "Our favorite place"</li> <li>- A digital or physical magazine</li> <li>- Vod cast-with script</li> <li>- Marketing traveling campaign with a pod cast</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>	<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>
<b>Reflective Teaching</b>		
What worked well	What didn't work well	How to improve
<b>Enduring Understanding Reflection</b>		

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.)

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

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

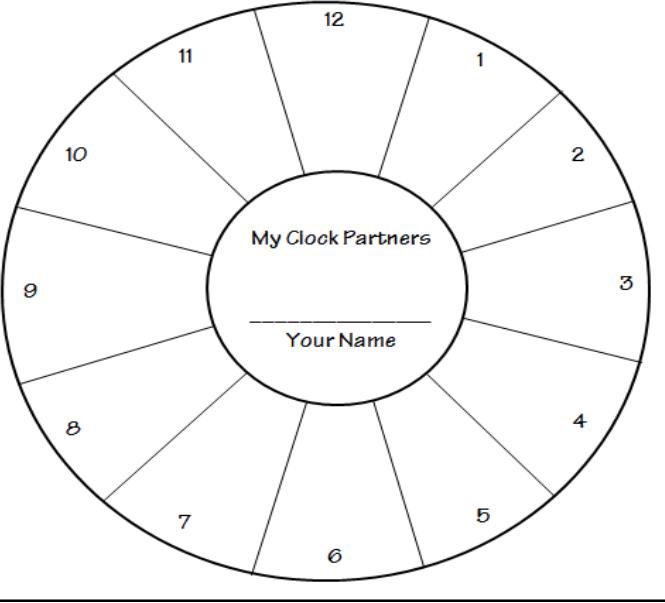
## Didactic Planning Week 4

<b>Level: 7<sup>th</sup></b>	<b>Unit: 6</b>	
<b>Domain:</b> Socio-Interpersonal and Transactional	<b>Scenario:</b> Getting from here to there	<b>Theme:</b> Knowing what I need and when
<b>Enduring Understanding:</b> Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do. <b>Essential Question:</b> How can people be smart travelers?		

<b>New Citizenship:</b>	<b>Dimensions</b>		
	1. Ways of thinking (✓)		
	2. Ways of living in the world (✓)		
	3. Ways of relating with others (✓)		
	4. Tools for integrating with the world (✓)		
<b>Learn to Know</b>	<b>Learn to Do</b>	<b>Learn to Be and Live in Community</b>	

<p><b>Grammar &amp; Sentence Frame</b></p> <p><u>Prepositions of time:</u> In, on, at</p> <p><u>Present tense</u> (S+V+C) I go to the beach.</p> <p><b>Vocabulary</b> Travel expenses, schedules, transfer, transportation fare, price, cash, ticket, toll, reservation, form Numbers from 1 to 5 thousand Days of the week Months of the year Time</p> <p><b>Phonology</b> Short vowel sounds (-at, -en, -ad) in orally stated single syllable words. (e.g., hen, hat, mad, etc.)</p>	<p><b>Function</b></p> <ul style="list-style-type: none"> <li>– Understanding and using travel fares and hotel registrations</li> </ul> <p><b>Discourse Markers</b></p> <ul style="list-style-type: none"> <li>– Connecting words: and, but, because</li> </ul>	<p><b>Psycho-social</b></p> <ul style="list-style-type: none"> <li>– Being flexible and open to changes when traveling.</li> </ul> <p><b>Proverbs / Quotes</b></p> <ul style="list-style-type: none"> <li>– He who returns from a journey is not the same as he who left. -- Chinese proverb</li> </ul>
<p><b>Strategies &amp; indicators of learning*</b> (Diagnostic, formative, summative)</p> <p>Learner...</p>	<p><b>Learner can</b></p> <p align="center"><b>Didactic Sequence Mediation</b></p> <p><b>Pre-teaching</b> <b>Routine</b> – Checking attendance, checking in with Ls, posting and reviewing Essential Question, Can Do's, and class agenda, etc.</p> <p><b>Engaging Warm up</b> Students name famous tourist attractions from Costa Rica and and list the best time to visit them and the things they need to bring to enjoy all the activities they can do there. They work in groups fill in a chart/</p>	<p><b>Time</b> Total: 120 min (3 lessons)</p> <p>5 min</p> <p>20 min</p>

<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Costa Rica's top tourist attractions</th><th style="width: 25%;">Best time to visit</th><th style="width: 25%;">Things you need to bring to enjoy activivites</th><th style="width: 25%;">Fares</th></tr> </thead> <tbody> <tr> <td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>				Costa Rica's top tourist attractions	Best time to visit	Things you need to bring to enjoy activivites	Fares				
Costa Rica's top tourist attractions	Best time to visit	Things you need to bring to enjoy activivites	Fares								
R.2 identifies English language sounds using knowledge in phonics, syllabification and word parts.	R.2. identify and manipulate English language sounds using knowledge in phonics, syllabification and word parts.	<p><b>Recognition/Articulation/Production:</b> The following rhyme is written on the board. T models pronunciation asks for recognition of -ad sound and Ls repeat and produce.</p> <p>Don't be sad. Don't be mad.      Today is the day you won't feel bad.      Pick a partner and be glad.</p>									
L.2. recognizes figures and times given in clear announcements, for example at the airport or at a bus station.	L.2. understand figures and times given in clear announcements, for example at the airport or at a bus station.	<p>Introduce Clock Partners. Ls put a different name in each space and say "<i>Name of L, you are my 12 o'clock partner,</i>" etc. That person must then put the name of the speaker in the same spot on their clock.</p> <p>To do the following activity you will need calendars and a spinner or use 1 dice or two and roll in order to randomly select the time that partners must perform the following:</p> <ul style="list-style-type: none"> <li>▪ 12 o'clock partners – Go straight to the trash can.</li> <li>▪ 1 o'clock partners – Turn left and walk 3 steps.</li> <li>▪ 2 o'clock partners – Turn right and walk 5 steps.</li> <li>▪ 3 o'clock partners – Jump up 4 times.</li> </ul>									

L.2. recognizes figures and times given in clear	L.2. understand figures and times given in clear	<ul style="list-style-type: none"> <li>▪ 4 o'clock partners – Sit down 2 times.</li> <li>▪ 5 o'clock partners – Stand near the teacher's desk.</li> <li>▪ 6 o'clock partners – Go to the calendar and show your birthday.</li> <li>▪ 7 o'clock partners – Stand between your partner and the wall.</li> <li>▪ 8 o'clock partners – Stand next to another pair of partners.</li> <li>▪ 9 o'clock partners – Stand in front of the door.</li> <li>▪ 10 o'clock partners – Stand behind your desks.</li> <li>▪ 11 o'clock partners – Go to the calendar and point to today.</li> </ul>  <p><b>Pre-listening</b> Provide and ask Ls to say aloud words from a word bank (filling in ones they do not know) and then distribute a worksheet such as the one found here on months and days of the year for Ls to complete. Option is to assign</p>	<p>20 min</p> <p>30 min</p>
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announcements, for example at the airport or at a bus station.  L.4.recognizes the main idea of presentations related to places, goods and services.	announcements, for example at the airport or at a bus station.  L.4. understand the main idea of presentations related to places, goods and services.	<p>segments of the sheet to different groups so that Ls share their work with another group rather than complete entire sheet.</p> <p><a href="https://en.islcollective.com/resources/printables/worksheets_doc_docx/days_months_ordinal_number Worksheet/days-of-the/11790">https://en.islcollective.com/resources/printables/worksheets_doc_docx/days_months_ordinal_number Worksheet/days-of-the/11790</a>.</p> <p><b>Listening for the first time</b></p> <p>Using the video <a href="https://www.youtube.com/watch?v=J1LuFwt0bdE">https://www.youtube.com/watch?v=J1LuFwt0bdE</a> Ls listen for the words they used in the pre-listening worksheet activity related to dates and costs.</p> <p><b>Pair/Group feedback</b></p> <p>Working with Clock Partner, Ls identify how much the room costs and when the couple will be traveling.</p> <p><b>Listening for the second time</b></p> <p>Ls identify some of the goods and services being offered.</p> <p><b>Post-listening</b></p> <p>Clock Partners list as many of the goods and services as they can. Then they compare their list to another pair and create a single list. The group of now four Ls with the most items on their list receive recognition as “winners.”</p> <p><b>Planning</b></p> <p>Ls work as pairs and assume the roles of the traveling couple from the video. They decide how they will travel to the hotel, what they will do to enjoy the stay there (use gym, pool, etc.). They must choose to present the information to the group as a To Do list to get ready or as a dialogue between the couple planning the trip.</p> <p><b>Organizing</b></p> <p>Ls make a checklist of items they will need and do for the trip.</p> <p><b>Rehearsing</b></p>	30 min  15 min
SP.3 describes briefly weekend or holiday plans.	SP.3. describe weekend or holiday plans and what I need and when. (ticket, reservation, passport)		273

W.1. fills in a hotel registration form with personal details.	W.1. fill in a hotel registration form with personal details.	<p>Ls rehearse the presentation.</p> <p><b>Using</b></p> <p>Ls present to the class.</p> <p><b>Pre-writing</b></p> <p>T models completion of a hotel registration form. (Options available at <a href="http://setupmyhotel.com/formats/fo/112-registration-cards-in-hotels.html">http://setupmyhotel.com/formats/fo/112-registration-cards-in-hotels.html</a>)</p> <p><b>Drafting</b></p> <p>Ls complete as much of the form as they can independently.</p> <p><b>Revising</b></p> <p>Ls work with a Clock Partner to add additional info they may not have known previously.</p> <p><b>Editing</b></p> <p>Ls make final corrections and present to T as an Exit Ticket for the day.</p>	
Options	<b>Integrated Mini-Project</b>		Time
<ul style="list-style-type: none"> <li>– An event with guests from the community who answer questions about what they do for the community and where. Students ask questions in English and then in Spanish.</li> <li>– A story board: “Our favorite place”</li> <li>– A digital or physical magazine</li> <li>– Vod cast-with script</li> <li>– Marketing traveling campaign with a pod cast</li> </ul>	<p>Allow time for the Mini-Project each week. NOTE: All phases of the Integrated Mini-Project should be opportunities for Ls to practice English, not just those related to presentation.</p> <p><b>Participating to negotiate:</b> (5 or 10 minutes in week 1 or 2)</p> <p><b>Thinking for planning:</b> (5 or 10 minutes in week 3 or 4)</p> <p><b>Acting out to complete the MP –oral &amp; written</b> (week 5)</p> <p><b>Responding and sharing</b> (week 6)</p>		<p>Adjust previous times listed above to allow 5 min each week.</p> <p>Group presentations can be week 5 or 6.</p>

### Reflective Teaching

What worked well

What didn't work well

How to improve

#### Enduring Understanding Reflection

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

### 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 can...	Yes	No	In progress

\*You must include the indicators of learning from the document “Guidelines on How to Write Indicators of Learning for the Pedagogical Mediation of the English Curriculum” under each Assessment Strategy and in the Self -Assessment chart at the end of every week.

**Didactic Planning**  
**Weeks 5 and 6**  
**Review and Integrated Mini-Project**

Level: 7 <sup>th</sup>	Unit 6: Getting from here to there			
<b>Enduring Understanding:</b> Travelling requires planning (in order) to decide where to go, how to get there, what to take and what to do. <b>Essential Question:</b> How can people be smart travelers?				
<b>New Citizenship:</b>				
<b>Dimensions</b>				
1. Ways of thinking (✓)				
2. Ways of living in the world (✓)				
3. Ways of relating with others (✓)				
4. Tools for integrating with the world (✓)				
Learn to Know	Learn to Do	Learn to Be and Live in Community		
<b>Grammar &amp; Sentence Frame</b> <input type="checkbox"/> Did Ls use all sentence frames?  <b>Vocabulary</b> <input type="checkbox"/> Did Ls say aloud and write all vocabulary?  <b>Phonology</b> <input type="checkbox"/> Did Ls recognize, articulate and produce phonological sounds?	<b>Function</b> <input type="checkbox"/> Did Ls use all functions?  <b>Discourse Markers</b> <input type="checkbox"/> Did Ls practice connecting words: and, but, because?	<b>Psychosocial</b> <input type="checkbox"/> Did Ls show evidence of ... <input type="checkbox"/> Being aware and committed to protecting the environment <input type="checkbox"/> Appreciating natural wonders  <b>Sociocultural</b> <input type="checkbox"/> Did Ls practice idioms and quotes?		

Assessment Strategies & Evidences	Learner can	Didactic Sequence Mediation	Time Total: 120 min (3 lessons)
<input type="checkbox"/> Did Ls achieve all learning outcomes?	<input type="checkbox"/> Can Ls do all tasks?	Referencing notes from formative assessments throughout the weeks, repeat activities to strengthen Ls in weaker areas or select from Optional Activities that follow these plans.	All of week 5 or 6
Options	Integrated Mini-Project		Time
<ul style="list-style-type: none"> <li>- An event with guests from the community who answer questions about what they do for the community and where. Students ask questions in English and then in Spanish.</li> <li>- A story board: "Our favorite place"</li> <li>- A digital or physical magazine</li> <li>- Vod cast-with script</li> <li>- Marketing traveling campaign with a pod cast</li> </ul>	<p>By allowing time for the Mini-Project each week for participating, thinking, and acting out, learners should now have a chosen project and determined content and strategies. In the presentation week Ls focus on:</p> <p><b>Responding and sharing:</b> Participating in individual and peer assessment of mini-project.</p> <p>Teachers monitor ....</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Did Ls use English during all aspects of Integrated Mini-Project?</li> <li><input type="checkbox"/> How did project presentations reflect understanding and/or mastery of Can Do statements?</li> <li><input type="checkbox"/> Did Ls put into practice the focus of Learning to Be and Live in Community?</li> <li><input type="checkbox"/> Did the Integrated Mini-Project provide answers to the Essential Question?</li> </ul>		All of week 5 or 6 of unit

## **7<sup>th</sup> Grade – Short texts and Dialogues**

### **Unit 6: Getting from Here to There**

**(Audios available at [www.english.mep.go.cr/](http://www.english.mep.go.cr/))**

**Week 1 Theme: Knowing Where I Want to Go**

**Text: Dear Diary ...**

Dear Diary,

Today was a very good day. I woke up at 6:00 am, got ready for school, and kissed my mom goodbye. On the walk to school, I saw my uncle, Tio Rigo, going into the supermarket between the church and the park, not the one in front of the bank. Tio Rigo asked me to wait for him while he went inside the grocery store. When he came back out, Rigo had a big box with a cake inside.

Rigo said, "Mija, on your way to school please give this cake to Mrs. Gonzalez. It is a surprise birthday cake for her husband, Mr. Gonzalez!"

Then I said, "Yes, Uncle, with pleasure! How do you get to Mrs. Gonzalez' house?"

Uncle Rigo said, "Thank you, Mijita. Mrs. Gonzalez' house is on the main street, not far from the convenience store. From here, walk straight and pass the park on your right. When you walk two blocks, or 200 meters, turn right. Follow the signs for the Pizza Restaurant. After one block, or 100 meters, turn left. You will see Mrs. Gonzalez' house on the right. It has a red gate and a big mango tree in the front yard. Keep your eyes peeled! If you come to the soccer field, then you've gone too far! Now hit the road! I don't want you to be late for school!"

I was so thankful for my Uncle's directions, because I am directionally challenged. Mrs. Gonzalez was so pleased about the cake she gave me a bag of mamón to give to my Uncle Rigo. Now I have to find him tomorrow and give it to him! Oh well!

Post Script,

I ate three of them. Don't tell!

## **Week 2: Knowing Where It Is**

### **Dialogue: Knowing Where It Is**

Mom: (looking at her phone) This website says there are many things to do in San Jose. I need you to look at the map and help me plan our day in the capitol.

Son: How far is it to San Jose?

Mom: I think the bus ride is 2 hours. When we arrive I want to go to one of the museums. I think the Pre-Colombian Gold Museum is next to the National Theater. Both would be good to see.

Son: (looking at phone) I see both of those places on the city map I found on my phone. The museum is under the Plaza de Cultura.

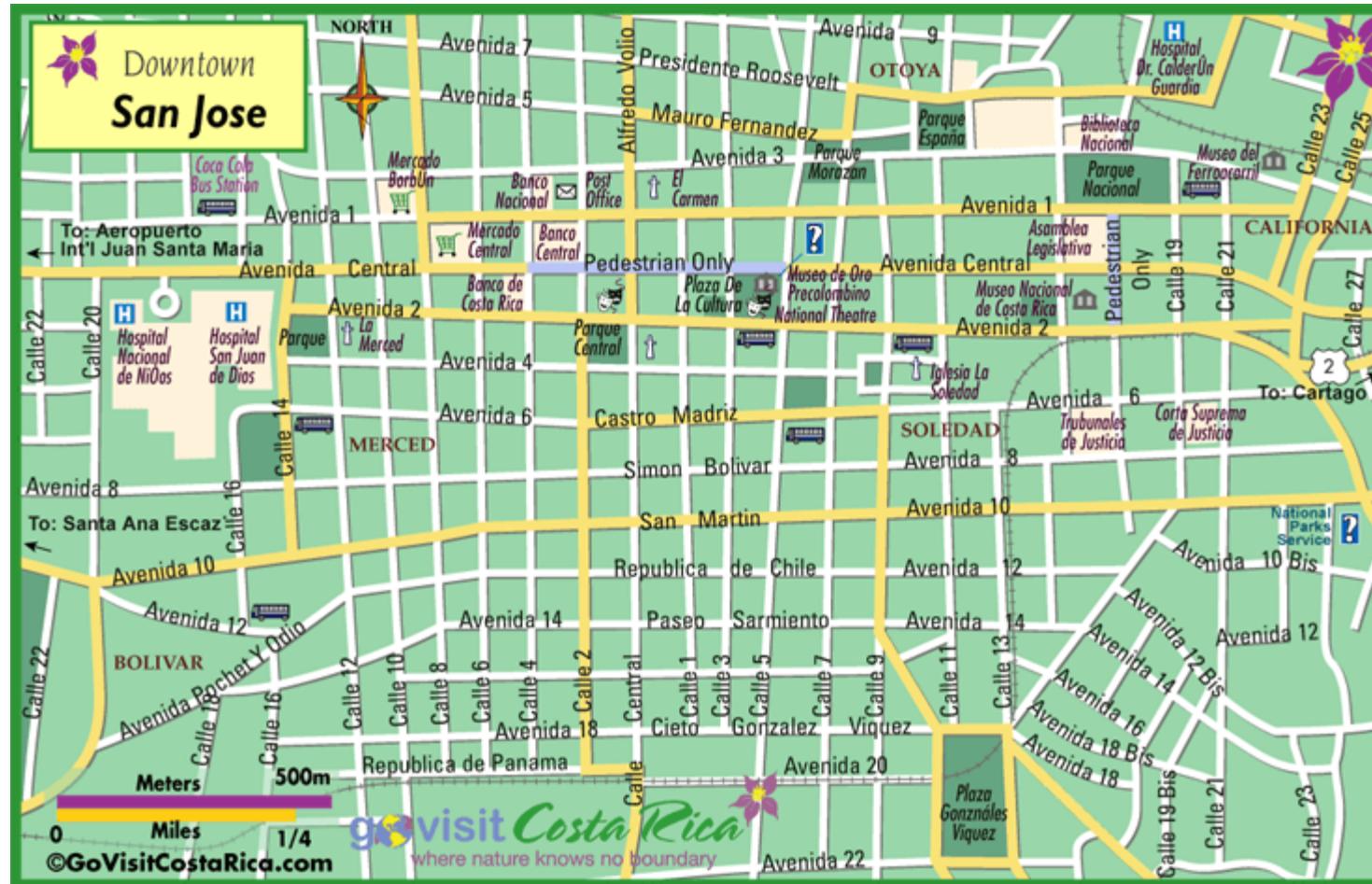
Mom: So the plaza is between the museum and the theater?

Son: That is what it looks like on the map.

Mom: Where is the post office? It is an old building and very pretty.

Son: The post office is a few blocks away.

Mom: There is an ice cream shop on the opposite side of the street from the post office. So we can get an ice cream after we walk!



### **Week 3: Knowing How to Get There**

#### **Dialogue: Asking for and Giving Directions**

**Jose:** Maria, I need your help! I am trying to send my friend who is visiting Pocora instructions from the bus stop to the school, but I am clueless on how to begin.

**Maria:** You are so directionally challenged! I want to meet your friend so I am definitely going to help.

**Jose:** Thanks, Maria! I owe you!

**Maria:** Well, first he needs to turn right when he gets off the bus. Then he needs to walk 100 meters, and finally, turn right at the school gate.

**Jose:** Turn right when he gets off bus, walk 100 meters, turn right at the school gate ...

**Maria:** You got this! You are not so clueless after all. Of course, if your friend gets lost, you can always tell him to follow the signs.

#### **Dialogue: Knowing How to Get There**

Sandra: Mrs. Gonzalez, my Uncle Rigo said he enjoyed the mamón very much! He wanted me to give this papaya to you.

Mrs. Gonzalez: That's very kind of him. Tell him I said thank you.

Sandra: I will!

Mrs. Gonzalez: Oh! Before you go, I want you to give this fabric to Rigo's wife, Sylvia. She is making clothes for your mom's baby shower.

Sandra: Thank you! I know my new baby brother will appreciate it!

Mrs. Gonzalez: Ok, hit the road and get going Mijita!

Sandra: Where is Sylvia's house? I should know, but I'm directionally challenged.

Mrs. Gonzalez: That's ok, Mijita. From here you take a right at the end of the block, then keep straight for 400 meters, or four blocks. When you see the bank on the left and the supermarket on the right, turn right. Walk down 200 meters, or two blocks, then turn left at the high school and walk down 100 meters, or one block. If you come to the river, then you've gone too far. Sylvia's house will be on the right. There is a cas tree in front of the house with a green pet parrot. The color of the gate is black, and the house is blue.

Sandra: Ok Mrs. Gonzalez. Here I go!

Mrs. Gonzalez: Ok. Oh ... and don't tell your mother what the present is! The clothes will be a surprise!

Sandra: Yes, ma'am!

## **Unit 6 Week 4**

### **Dialogue: Planning a Beach Trip**

Isabel: I am going to the beach this weekend.

Alberto: What day are you going?

Isabel: I want to go on Friday. I will need to leave after lunch because it takes 5 hours.

Alberto: Wow! That is a long time. How do you want to travel there?

Isabel: I need to travel by bus. It is the cheapest way.

Alberto: How much does it cost?

Isabel: I think it costs 2,000 colones from San Jose. I only have 20,000 colones for the whole trip so the bus ticket has to be cheap!

Alberto: Have you made a reservation at a hotel or hostel?

Isabel: I went online and found one.

Alberto: How much does it cost?

Isabel: It is 5,000 colones for each night.

Alberto: How many nights will you stay?

Isabel: I am going to sleep there on Friday and Saturday nights and come home on Sunday.

Alberto: What time would you leave on Friday?

Isabel: I am going to try to take the 1 p.m. bus.

Alberto: And when are you going to come back on Sunday?

Isabel: I want to be home by 6 p.m. so I must be on a 1 p.m. bus.

Alberto: That is a short trip and a long time on a bus!

Isabel: Yes, but I NEED a day at the beach

### **Dialogues: Making a hotel reservation by phone**

Hotel Clerk: Hello. I'm Alex at the Hotel Playa Azul. How can I help you?

Bryan: Hi! I would like to make a reservation.

Hotel Clerk: Great! What day do you have in mind?

Bryan: I will arrive on December 7<sup>th</sup> and leave on December 9<sup>th</sup>.

Hotel Clerk: So you need two nights then, correct?

Bryan: Yes. Do you have rooms available?

Hotel Clerk: Let me check. (pauses). Yes, there are a few rooms left on those days.

Bryan: Fantastic. I am going to surprise my family with a trip to the beach.

Hotel Clerk: They are going to love it at Hotel Playa Azul! How many beds will you need?

Bryan: We need two double beds.

Hotel Clerk: Oh, I am sorry. The rooms we have available only have king size beds in them.

Bryan: Could we add a cot?

Hotel Clerk: Yes, we can.

Bryan: Great. How much will the room be per night?

Hotel Clerk: During this season, you will pay \$175 per night.

Bryan: That works for me.

Hotel Clerk: All I need is your name and a credit card number, and we can finalize your reservation.

Bryan: My name is Bryan Campbell, and my credit card number is 1234001234.

Hotel Clerk: And what is your telephone number and email so that I can send your confirmation?

Bryan: My telephone number is 5555-1234. My email is [abc123@email.com](mailto:abc123@email.com).

Hotel Clerk: Ok, Mr. Campbell, you have a reservation from December 7<sup>th</sup> to December 9<sup>th</sup>. We look forward to welcoming you and your family to Hotel Playa Azul. If I can be of further assistance, please call.

Bryan: Thank you. See you then!

**Text: Online travel sites**

Use the tool found at <https://www.inspirock.com/costa-rica/trip-planner-d711096685?gclid=CLmAjNrP888CFcNZgodDcsPsA> or refer to the screen captures below. Learners can talk about time, transportation, costs, etc.

inspirock® Inspiration to see the planet

+ New plan My plans (4) Log in



ROUTE DAY BY DAY EXPLORE WHERE TO STAY ...

My Route

1 La Fortuna de San Carlos  
2 Manuel Antonio National Park

edit route ▾

Su	M	T	W	Th	F	Sa
					NOV 10	11
12	13					



inspirock® Inspiration to see the planet

+ New plan My plans (4) Log in

ROUTE DAY BY DAY EXPLORE WHERE TO STAY 🔔 ⏪ ...

LIST CALENDAR MAPS EDIT DAY BY DAY

La Fortuna de San Carlos

DAY 1 in La Fortuna de San Carlos viernes noviembre 10

14 minutes (get details)

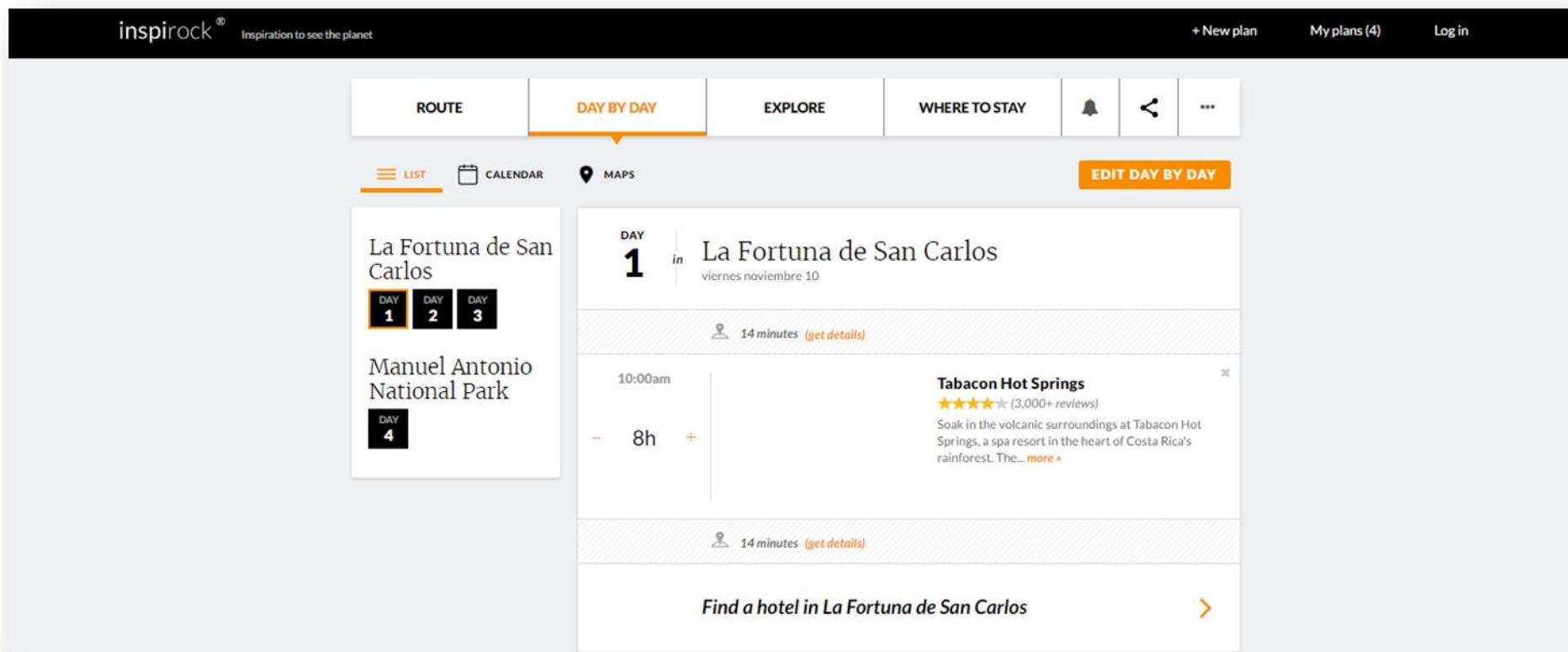
10:00am Tabacon Hot Springs

- 8h +

★ ★ ★ ★ (3,000+ reviews)  
Soak in the volcanic surroundings at Tabacon Hot Springs, a spa resort in the heart of Costa Rica's rainforest. The... [more](#)

14 minutes (get details)

Find a hotel in La Fortuna de San Carlos >



ROUTE
DAY BY DAY
EXPLORE
WHERE TO STAY


...

LIST
 CALENDAR
 MAPS
**EDIT DAY BY DAY**

La Fortuna de San Carlos

DAY 1 DAY 2 **DAY 3**

Manuel Antonio National Park

DAY 4

**DAY 2** in La Fortuna de San Carlos sábado noviembre 11

8 minutes [\(get details\)](#)

10:00am **La Fortuna Waterfall**   
(4,800+ reviews)  
A short drive from town, La Fortuna Waterfall offers an idyllic place for swimming, picnicking, and relaxing. Fed by the... [more](#)

1h 30m +

5 minutes [\(get details\)](#)

12:00pm **River Rafting & Tubing**   
(3,000+ reviews)  
5 choices available  
[More info](#)

3h 30m +

10 minutes [\(get details\)](#)

4:00pm **Arenal Natura Ecological Park**   
(420+ reviews)  
Meet the animals at Arenal Natura Ecological Park, an educational animal park. Set against a backdrop of Arenal volcano... [more](#)

1h 30m +

10 minutes [\(get details\)](#)

[^ Back to top](#)

[Send Feedback](#)

The screenshot shows a travel itinerary planning interface. At the top, there are tabs: ROUTE, DAY BY DAY (which is selected and highlighted in orange), EXPLORE, WHERE TO STAY, and three icons (bell, share, and more). Below these are sub-tabs: LIST, CALENDAR, and MAPS. An orange button labeled "EDIT DAY BY DAY" is also present.

The main content area displays a day-by-day plan for "La Fortuna de San Carlos" on "domingo noviembre 12".

**DAY 3:** La Fortuna de San Carlos

10:00am: **Baldi Hot Springs** (8 minutes away) - 4.5 stars (2,200+ reviews). Description: Situated at the base of an imposing volcano and surrounded by the lush greenery of a tropical rainforest. Baldi Hot... [more](#)

1:00pm: **Adrenaline & Extreme Tours** (7 minutes away) - 4.5 stars (3,600+ reviews). Description: 3 choices available. [More info](#)

At the bottom, it says "157 KMS TO MANUEL ANTONIO NATIONAL PARK" and "travel options ▾".

The screenshot shows a travel itinerary planning interface. At the top, there are tabs: ROUTE, DAY BY DAY (which is selected and highlighted in orange), EXPLORE, WHERE TO STAY, and three icons (bell, share, more). Below these are three sub-tabs: LIST, CALENDAR, and MAPS. A large orange button labeled "EDIT DAY BY DAY" is positioned on the right.

The main content area displays a day-by-day plan for "La Fortuna de San Carlos". The plan is organized into three sections:

- DAY 4** (lunes noviembre 13):
  - 10:00am - 15 minutes: **Parque Nacional Manuel Antonio** (4.6 stars, 4,600+ reviews). Description: Teeming with wildlife, Parque Nacional Manuel Antonio provides a home for diverse species that include sloths, monkeys... [more »](#)
  - 4:00pm - 2h: **Spas & Wellness** (4.5 stars, 280+ reviews). Description: 1 choice available. [More info](#)
- DAY 5** (martes noviembre 14):
  - 10:00am - 15 minutes: **Parque Nacional Manuel Antonio** (4.6 stars, 4,600+ reviews). Description: Teeming with wildlife, Parque Nacional Manuel Antonio provides a home for diverse species that include sloths, monkeys... [more »](#)
  - 4:00pm - 2h: **Spas & Wellness** (4.5 stars, 280+ reviews). Description: 1 choice available. [More info](#)
- DAY 6** (miércoles noviembre 15):
  - 10:00am - 15 minutes: **Parque Nacional Manuel Antonio** (4.6 stars, 4,600+ reviews). Description: Teeming with wildlife, Parque Nacional Manuel Antonio provides a home for diverse species that include sloths, monkeys... [more »](#)
  - 4:00pm - 2h: **Spas & Wellness** (4.5 stars, 280+ reviews). Description: 1 choice available. [More info](#)

On the left side, there is a sidebar for "La Fortuna de San Carlos" showing a map and navigation buttons for DAY 1, DAY 2, DAY 3, and DAY 4 (which is currently selected).